

2016 OVERVIEW STUDENT LIVING CONDITIONS

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With ever increasing student numbers over the past few years, (2,551,100 students in 2015-2016), the student population is becoming more and more diverse, both in terms of social characteristics and living conditions. These diverse situations affect students' experience in higher education, both in their study conditions and their perceptions of their studies. Who are the students of 2016? What are their living and study conditions? How do they perceive student life? The latest edition of the Living Conditions Survey will provide answers to these questions. It was answered by over 46,000 students, representing 84% of the student population in France. By taking account of gender, age, social and geographic origins, geographic location, study programme, study conditions, previous studies, territorial position, accommodation and health conditions, the 2016 CdV survey makes it possible to analyse student life, establish trends and identify inequalities.

The Survey on Student Living Conditions (CdV) has been conducted every three years since it began in 1994. It aims to collect and analyse pertinent information on the various aspects of student living conditions. For this 8th edition, over 220,000 students were invited to fill out the OVE questionnaire between 14 March and 23 May 2016. The results presented here correspond to the exploitation of the 46,340 questionnaires fully completed by students.

Several changes were made to the new edition of the CdV survey, in order to adapt to the current issues of living and study conditions. In particular, distinguishing "Grands Établissements" and National Schools for Teaching and Education (ESPE) from among the programmes, introducing questions examining the migratory origins of students, introducing questions on the use of digital tools (MOOCs) and introducing more precise questions on handicap and its acknowledgement by institutions. Many questions also remained the same, in order to follow the evolution of student living conditions over time.

STUDENTS' ASSESSMENT OF STUDIES IMPROVES, BUT GREAT DIVISIONS REMAIN

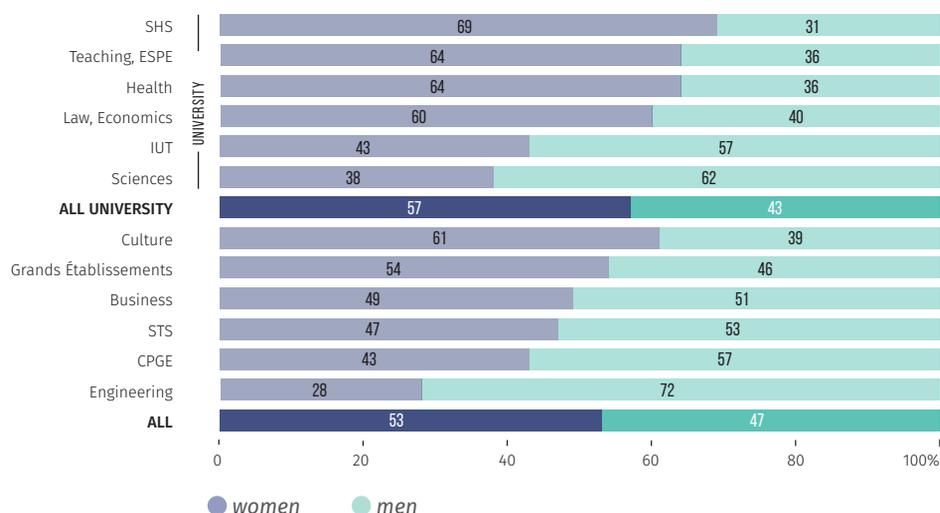
Firstly, the results of the 2016 Living Conditions Survey demonstrate a certain stability: the socio-demographic characteristics of students have hardly changed since the last survey (2013).

The student population remains predominantly female: women represent 53% of students, while men represent 47% (GRAPH 1). As was the case in previous surveys, we note that this feminisation remains disproportionate across fields of study: women are significantly in the minority in engineering programmes and in university science programmes. However, they form a vast majority in Arts, Humanities and Social Sciences (SHS). Feminisation also varies according to the level of studies: women remain a minority in doctoral studies (45%) while they represent 55% of enrolments at the Bachelor's degree level, for all fields of study combined.

The children of executives and intellectual professionals are also overrepresented in higher education (36%) (GRAPH 2) compared with their proportion in the working population, where they represent 18% (Insee, Continuous Employment Survey 2015). This is especially noticeable in Grands Établissements, Business schools, Engineering schools, CPGE (Class preparing for admission to Grandes Ecoles) and in cultural schools, where nearly half of the enrolled students come from the most privileged backgrounds. By contrast, the children of labourers and employees are under-represented throughout higher education and in all types of study, with the notable exception of STS (Advanced Technician Programmes), where they represent nearly half of the students.

Migratory origin was investigated for the first time in the 2016 CdV survey, and highlights a new divide in the student population. When both parents are immigrants and, to a lesser extent, when one parent is an immigrant, students are more likely to choose Law-Economics programmes at university (26 and 22% respectively, compared with 17% of students from Metropolitan France without migratory ancestry) or in STS (12% and 8% respectively, compared with 8%) (GRAPH 3). They are also under-represented

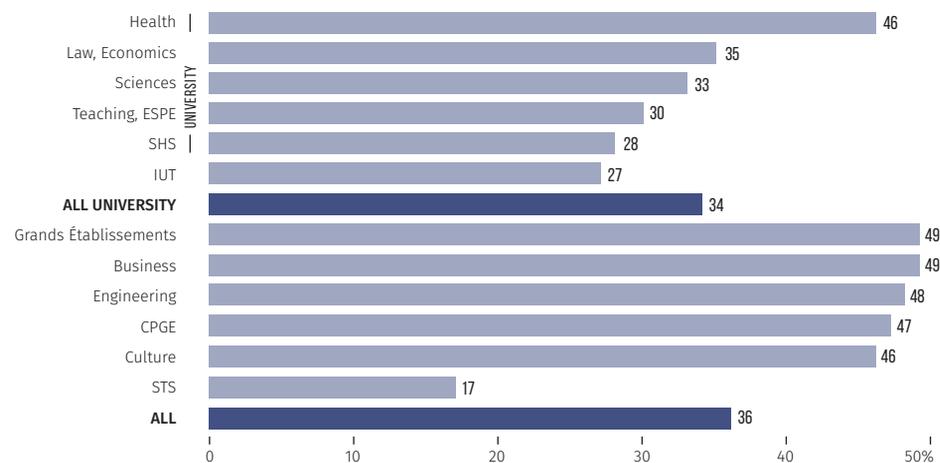
GRAPH 1: DISTRIBUTION OF WOMEN AND MEN BY FIELD OF STUDY (IN %)



Reading: 57% of students enrolled in university, in all fields of study, are women.

Scope: all respondents (n = 46,340).

GRAPH 2: PERCENTAGE OF CHILDREN OF EXECUTIVES AND INTELLECTUAL PROFESSIONALS BY FIELD OF STUDY (IN %)



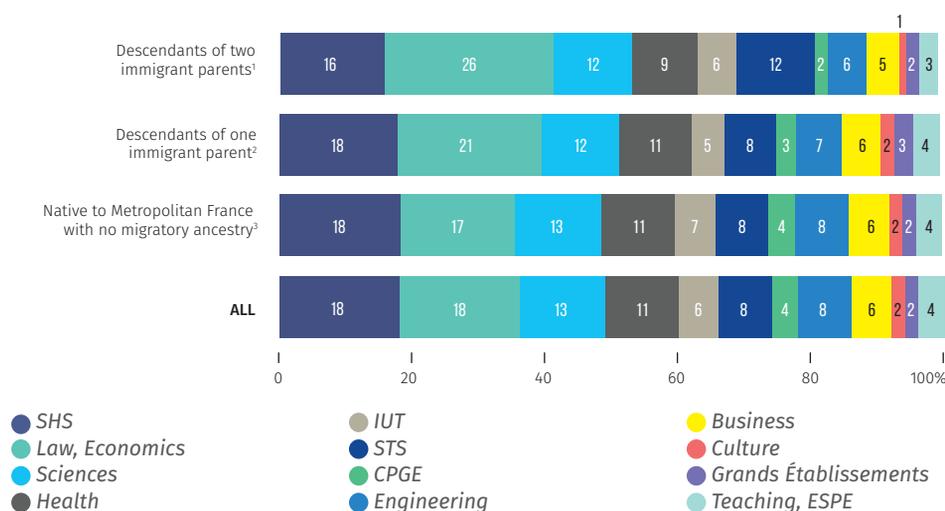
Reading: 17% of students enrolled in STS have at least one parent who is an executive or intellectual professional.

Scope: all respondents with parents in employment (n = 35,017).

GLOSSARY

SHS: Arts, Humanities and Social Sciences
 ESPE: National Schools for Teaching and Education
 STS: Advanced Technician Programmes
 CPGE: Classes preparing for admission to Grandes Ecoles
 IUT: University Institute of Technology

GRAPH 3: STUDENTS DESCENDING FROM IMMIGRANT PARENTS, BY FIELD OF STUDY (IN %)



1. Students born in France, with two parents of foreign nationality and born abroad.
2. Students born in France, with one parent of foreign nationality and born abroad.
3. Students born in France, whose both parents are of French nationality and born in France.

Reading: 16% of students with two immigrant parents are enrolled in Arts, Humanities and Social Sciences.

Scope: students native to Metropolitan France with or without migratory ancestry (n = 36,982).

in CPGE and Engineering schools. These different study programme choices can partly be explained by social origin. Students with two immigrant parents can be distinguished from others, in that 41% are from a working-class background, compared with 18% when only one parent is an immigrant, and 16% when neither parent is an immigrant.

Other than choice of study programme, intentions for future studies also highlight social differences. While over half of students enrolled in a Bachelor's degree programme intend to continue studying to Master's degree level (5 years), and 31% intend to continue beyond five years, these intentions vary according to students' social origins. 49% of children of executives and intellectual professionals intend to continue their studies to a Master's degree level, and 42% beyond this level, whereas 53% of employees' children and 52% of labourers' children intend to continue their studies to a Master's degree level, and only 25% and 21% of them, respectively, intend to continue beyond this level. Students with two immigrant parents who are enrolled in a Bachelor's programme are also less likely to intend to continue studying beyond a Master's level (23% as opposed to 30% of students with no migratory background). While there is no difference based on gender, future projections vary according to the

field of studies: while 22% of STS students, a short higher education programme, intend to finish studying before the Bachelor's degree level (3 years), 38% of them intend to continue studying to a Bachelor's degree level, and 35% to a Master's degree level. On the other hand, 80% of Health students say they intend to continue studying beyond Master's degree level. Over 50% of students at Art and Architecture schools and in CPGE intend to continue studying beyond the level of a Master's degree.

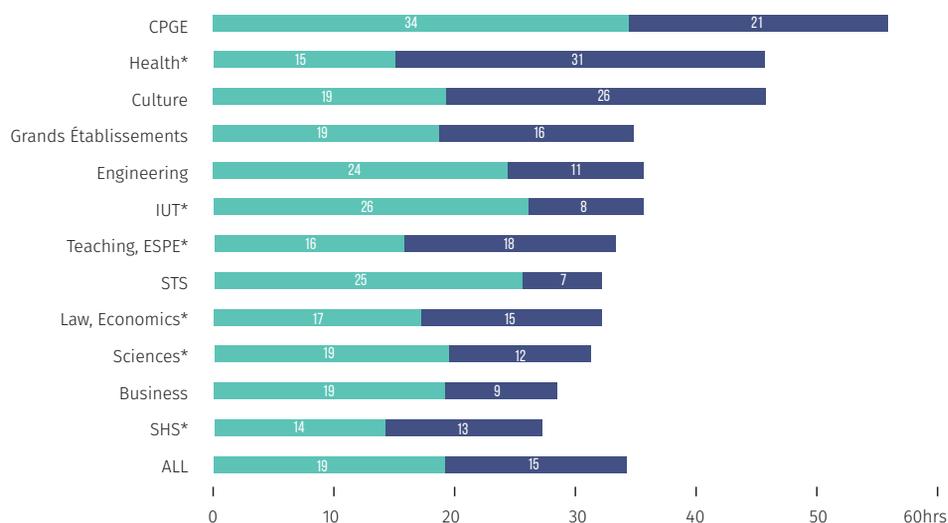
Overall, students are fairly satisfied with their studies: 60% state that they are satisfied or very satisfied, and only 11% state that they are dissatisfied. While the satisfaction rate remains the same as in 2013 (61% of students satisfied), the proportion of students stating they are dissatisfied decreased by three points between the two surveys (14% in 2013). This evolution can also be seen in students' feeling of integration in the life of their institution: in 2016, 39% of students said they were fully involved in the life of their institution whereas only 30% did so in 2013. Similarly, 27% report that they feel they are not very involved, or not at all, as opposed to 32% in 2013.

However, opinions of studies and integration vary greatly depending on the programme, much like the variation in study conditions which characterise them: students in

preparatory classes, Engineering schools and Cultural schools are the most satisfied with their studies overall (72% of students in these programmes). Also in these programmes, as well as in IUTs (University Institutes of Technology), students are the most likely to say they are satisfied with their integration in their peer group, while these percentages are low at universities, especially in the fields of Law-Economics and Arts, Humanities and Social Sciences. Among the reasons for satisfaction, students highlight interest in their courses (68%), reputation of the institution (65%), availability (57%) and teaching capabilities of teachers (56%). The organisation of studies and scheduling is second to last, with 40% of all students reporting that they are satisfied or very satisfied. This percentage is lower in the fields of Health and Law-Economics at university and in IUTs (36%), but higher in CPGE (57%), despite the intense work schedule in this programme.

Indeed, excluding students enrolled in Doctoral programmes, students report attending an average of 19 class hours per week, but schedules differ according to the type and level of studies (GRAPH 4). During the first years of study, the amount of time devoted to class hours is the highest in selective programmes, where there is a high level of supervision by teachers and limited student numbers (CPGE, IUT, STS). The time spent on personal study also varies according to the programme. In the fields of Health and Culture, the time spent on personal study is much higher than the time devoted to taught studies, whereas in CPGE, study schedules are heavier, with 21 hours per week devoted to personal study on top of 34 hours of taught studies per week. By contrast, in Science, IUTs, Engineering schools and Business schools, personal study time remains significantly lower than the amount of time spent in class. Finally, in Arts, Humanities and Social Sciences, Law-Economics, Teaching-ESPE, and in Grands Établissements, the amount of time spent on taught studies and personal studies is similar (an average of around 30 hours total). The students reporting the largest amount of weekly class hours are generally also those who would like the most often to spend less time on this activity (23% of IUT students, 26% of CPGE students, and 28% of STS students). Also, nearly 15% of all students say they are not able to attend some classes. The main reason mentioned was a paid activity while studying (6% of students). Finally, there are still not many students who have enrolled in a MOOC (BOX 1).

GRAPH 4: STUDENTS' STUDY SCHEDULE (IN HOURS)



● Taught studies
 ● Personal study hours
 * University

Reading: CPGE students devote an average of 34 hours per week to taught hours (classes, tutorials, practical work).

Scope: students enrolled in Bachelors' or Masters' programmes (n = 43,235).

BOX 1: STUDENTS AND MOOCS

MOOCs (Massive Open Online Courses) are training programmes using new digital technologies for distance learning.

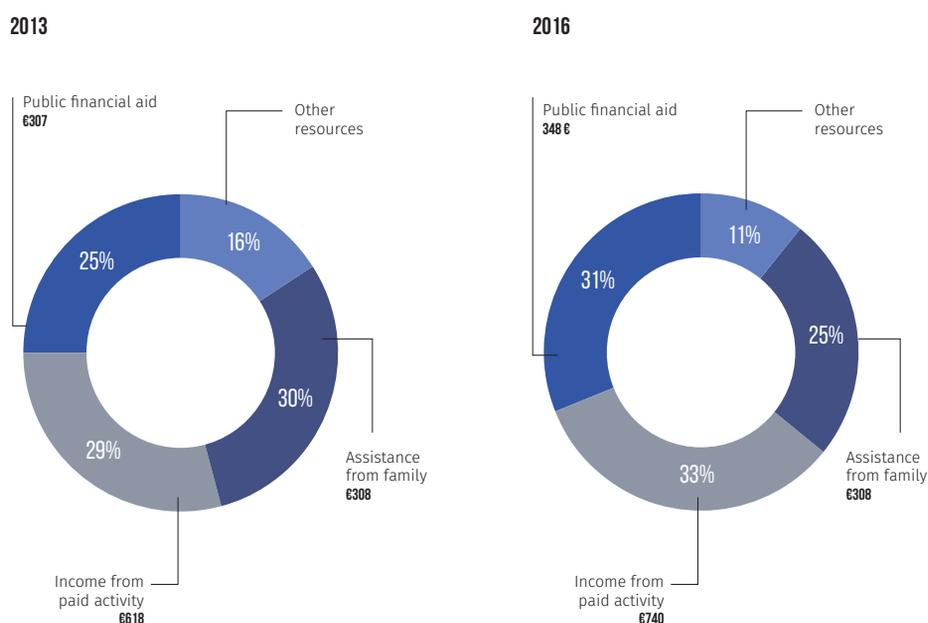
These courses are fairly recent in France, their development in higher education is on the rise. In 2016, 9% of students said they had enrolled in at least one MOOC which was not offered as part of their studies (since the beginning of the study year). There are strong variations depending on the field of study: 16% of Engineering school students and 17% of Business school students have enrolled in a MOOC, as opposed to only 4% of CPGE students and 3% of STS students. Analysis of the reasons for enrolling in a MOOC seems to indicate a massive use of MOOCs to supplement traditional teaching. Among the students who have enrolled in a MOOC, 80% say they did so for educational reasons, namely "to acquire or supplement knowledge as part of their studies". At the same time, other, parallel reasons are also mentioned, such as preparing a professional project (55%) or for personal knowledge (73%).

THE STUDENT BUDGET IS STABLE, BUT THE SHARE OF PAID ACTIVITY INCREASES

In 2016, income from work comes across as the main resource for students (33%), followed by public financial aid (31%) and assistance from the family (25%). As in 2013, income from these three sources makes up the majority of students' resources (89%). However, we can observe changes in the breakdown of student financial resources: in 2013, support from families was the main resource for students (30% of financial resources). In financial terms, income from paid activity also provides the highest income, at an average of €740 per month (for those receiving this money) compared with €348 in public financial aid and €308 in assistance from the family (GRAPH 5). Although assistance from the family has remained stable over the past three years, income from work and public aid increased by €122 and €41 (per month) respectively between 2013 and 2016.

In 2016, 46% of students said they had a paid activity during the study year (GRAPH 6), a share which has remained unchanged since 2013 (45%). However, paid activity covers a vast array of realities. For just under half of students with a paid activity, it is either a paid internship (30%, unchanged since 2013), or an activity related to their studies (14% in 2016 compared with 17% in 2013). These types of activity are more common in professionally-targeted programmes, and are strongly linked to the dynamics and challenges of the programmes in which they were developed. The connection between this type of paid activity and the programme makes it more compatible with studies. When this is the case, the educational value of the paid activity is a central factor, as part of the learning process takes place here.

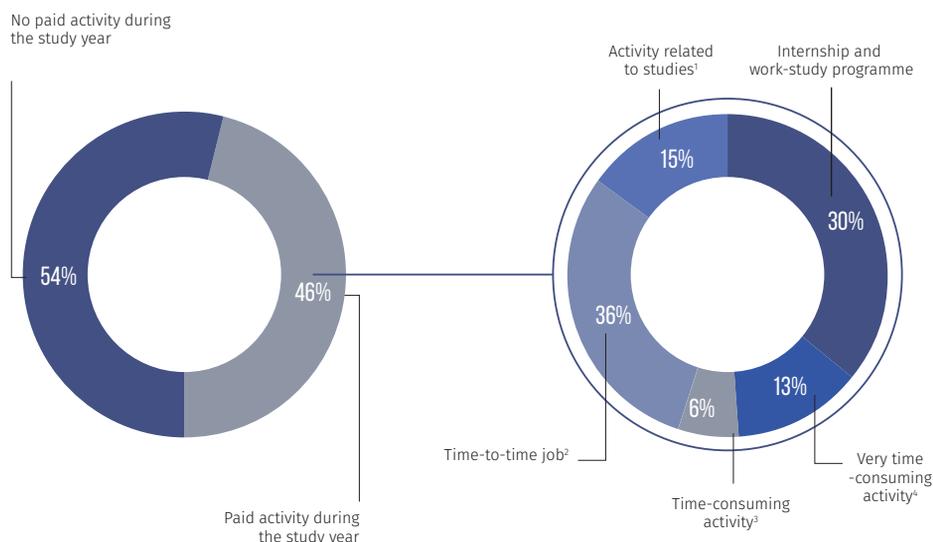
GRAPH 5: BREAKDOWN OF FINANCIAL RESOURCES FOR ALL STUDENTS (IN %)



Reading: In 2016, income from activities accounted for 33% of resources of all students on average. Students receiving income from paid activity received €740 on average.

Scope: all students (2016: n = 46,340; 2013: n = 40,911).

GRAPH 6: TYPE OF PAID ACTIVITY DURING THE STUDY YEAR



1. Paid activity whose content is related to the programme (hospital interns or externs, tutors, etc.).
2. Paid activity unrelated to studies, less than 50% of full time.
3. Paid activity unrelated to studies, at least 50% of full time and for less than six months in the year.
4. Paid activity unrelated to studies, at least 50% of full time and for more than six months in the year.

Reading: Among the students with a paid activity during the study year, 13% have an activity which is very time consuming.

Scope 1: all students (n = 46,340).
 Scope 2: students with a paid activity during the study year (n = 20,548).

Of all students with a paid activity, 16% do so at their institution, which is 5 points more than in 2013, corresponding to the desire of institutions to develop this type of employment to make it easier for students to reconcile studies and work. At the other end of the spectrum, very time-consuming activities (that is, activities which are not related to studies and which take up more than 50% of full-time and for more than six months in the year) concern a stable proportion of students compared with the 2013 survey, at 13%. Although the figure remains quite low, the proportion of students working at their institutions doubled between 2013 and 2016, going from 3% to 6%.

Students in paid employment cited multiple reasons for working: 75% of students consider that this activity allows them to improve their standard of living; 75% also consider that it helps them gain professional

experience; 64% say that it gives them independence from their parents; 54% say that it is essential to living, and 27% say that it occupies their free time.

These reasons vary according to the type of activity. Like in the previous edition of the CdV survey, the students who participated in the 2016 survey and who have a very time-consuming paid activity are more likely to state that this activity is essential to living (88% compared with 54% for all students with a paid activity) (TABLE 1). They are also more likely to consider that this activity has a negative impact on their study results (42% compared with 18% for all students having a paid activity). Students doing an internship or an activity related to their studies are the least likely to state that this activity has a negative impact on the results of their studies (7% and 10%, respectively). Regardless of the type of paid activity, it is cited as a "source of stress and nervous

tension" by 34% of students overall, with a higher proportion when the activity is very time-consuming (52% of students consider it as a source of stress and nervous tension).

The CdV survey also highlights the way students see their economic and financial situation (TABLE 2). Overall, just under a quarter of students (23%) consider that they have serious or very serious financial difficulties, and 45% say they have no financial difficulties. These views remain more or less the same as in 2013, even though there is a slight drop in the proportion of students who consider themselves to be in serious financial difficulty (25% in 2013). This drop particularly affects the most vulnerable students, such as students living away from home (24% say they have serious financial difficulties in 2016 compared with 27% in 2013) or beneficiaries of grants based on social criteria, of whom 30% reported financial

TABLE 1: CHARACTERISTICS AND PERCEPTION OF PAID ACTIVITY (IN % COLUMN)

	Type of paid activity				
	Internship and study-work programme	Activity related to studies	Time to time job	Time-consuming activity	Very time-consuming activity
The activity is exercised at the student's institution	19	57	3	3	6
The activity is somewhat or very related to the content of studies	86	79	15	14	31
The activity is essential to living (Fairly or totally)	58	61	37	47	88
The activity improves the student's standard of living (Fairly or totally)	76	72	74	83	80
The activity provides independence from parents (Fairly or totally)	68	62	54	68	84
The activity provides professional experience (Fairly or totally)	93	83	58	70	75
The activity occupies the student's free time (Fairly or totally)	30	24	24	36	26
The activity has a negative impact on the student's study results	7	10	20	24	42
The activity is a source of stress and nervous tension	33	41	24	32	52

Reading: 6% of students exercising a very time-consuming activity do so at their institution.

Scope: students with a paid activity during the study year (n = 20,548).

difficulties in 2013, but only 26% did so in 2016. Another indicator of vulnerability in the CdV survey confirms this slight improvement: in 2016, 43% of students receiving grants reported having enough money to cover their monthly costs, while this amount was only 35% in 2013. At the other end of the spectrum, in 2013, 41% of students from working-class backgrounds said they did not have enough money to cover their costs, whereas this dropped to 36% in 2016.

TABLE 2: FINANCIAL DIFFICULTIES (IN %)

Since the start of the study year, have you...	2016	2013
saved	28	27
had an overdraft at the bank	30	31
exceptionally asked for financial help from your family	25	24
limited your spending	51	51
dipped into your savings	51	49
started working, or worked more to cover your expenses or unforeseen costs	15	16

Reading: in 2016, 51% of students say they have had to limit their spending at least once since the beginning of the study year.

Scope: all students (2016: n = 46,340; 2013: n = 40,911).

ACCOMMODATION: A CONSISTENTLY HIGH EXPENSE IN STUDENT BUDGETS

The findings of the 2016 CdV survey confirm that students' accommodation arrangements have changed little over time. As in 2013, one third of all students live with their parents, and one third live in rented accommodation, alone or with a partner. Among the other types of accommodation, flat-sharing and university halls of residence also remain unchanged, concerning 11% and 12% of students respectively (GRAPH 7).

While rent costs (excluding collective accommodation) have only slightly increased between 2013 and 2016 for all students (€430 in 2016, compared with €426 in 2013), this apparent stability masks changes according to the size of the town of residence. There have been greater increases in the Paris region, especially in Paris (+ €40 between 2013 and 2016) and in the inner suburbs (+ €61) (TABLE 3). Paris is also where the largest number of students say they are dissatisfied with the price of their accommodation (29% compared with 20% overall). Finally, difficulties obtaining a deposit or guarantee for accommodation have not increased since the last survey in 2013. In 2016, like in 2013, 17% of students living in rented accommodation or sharing a flat state that they had trouble finding a guarantor for their accommodation.

The type of accommodation changes with the age of students: up to and including 19

years of age, nearly half of students live with their parents. As of 20 years of age, students living away from home become the majority, and the proportion of students living in independent accommodation rises with age: 62% of students over 20 years no longer live with their parents, and this proportion rises to above 80% as of 24 years of age.

The process of leaving the family home also varies greatly according to geographical location. In the Paris region, excluding Paris, (and especially in the outer suburbs) and in towns of fewer than 100,000 inhabitants, students are more likely to live with their parents (61% in the outer suburbs of the Paris region, 50% in the inner suburbs and 44% in towns of fewer than 100,000 inhabitants). Conversely, in large cities, the vast majority of students have left their family home (only 23% of students in Paris live with their parents and 15% in other cities of over 300,000 inhabitants). These differences can be explained by the attractiveness of programmes in large cities, as well as difficulties finding accommodation and transport in the Paris region. However, leaving parents' home does not necessarily mean cutting ties with them. 27% of students living away from home come back to stay at their parents' home at least two to three weekends per month (58% of students living away from home and aged under 20 years).

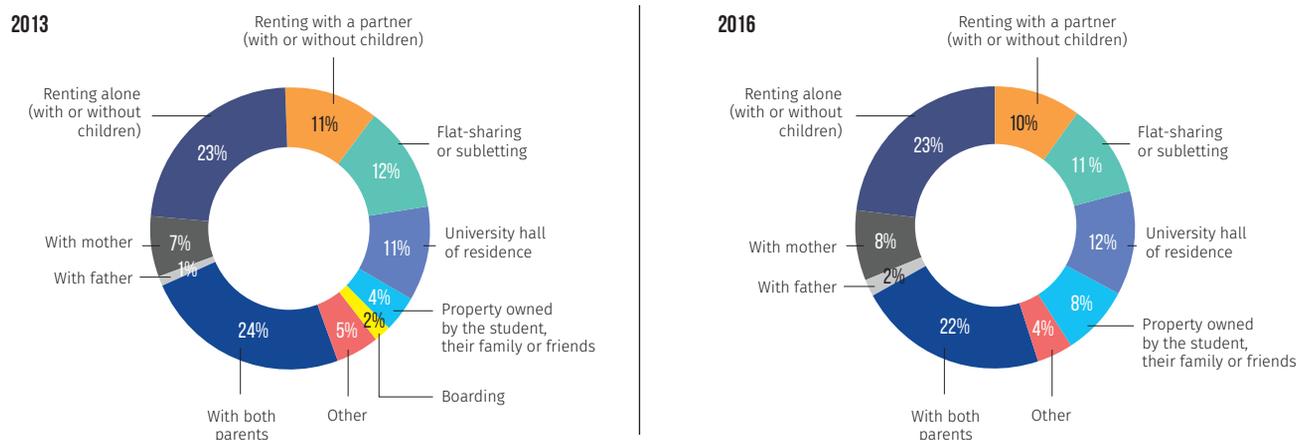
TABLE 3: AVERAGE RENT COSTS (IN CURRENT EUROS)

Town size	2016	2013
Paris	637	597
Paris region Inner suburbs	560	499
Paris region Outer suburbs	543	521
Towns of over 300,000 inhabitants	426	439
Towns of 200,000-300,000 inhabitants	400	396
Towns of 100,000-200,000 inhabitants	362	377
Towns of fewer than 100,000 inhabitants	385	398
All	430	426

Reading: in 2016, students living away from home and residing in Paris spent €637 on average per month on rent.

Scope: students living away from home, excluding collective accommodation. (2016: n = 31,933; 2013: n = 26,532).

GRAPH 7: TYPE OF ACCOMMODATION DURING THE STUDY PERIOD



Reading: In 2013 and 2016, 23% of students live alone in rented accommodation during a normal week of classes (Monday to Friday).

Scope: all students (2016: n = 46340; 2013: n = 40911).

SATISFACTORY STATE OF HEALTH OVERALL, BUT A GROWING PSYCHOLOGICAL FRAGILITY

The perception students have of their state of health remains positive overall, and unchanged since 2013. Nearly two thirds of students say they are satisfied or very satisfied with their state of health and only 10% say they are dissatisfied (11% in 2013). Like in 2013, these self-evaluations are not uniform across the student population, and some characteristics, such as gender, nationality, social origin, or type of accommodation affect these responses. Women, foreign students, students from a working-class background and students living away from home are less satisfied with their state of health. Compared with 2013, there was a slight decrease in 2016 in the number of students from a working-class background who say they are satisfied with their state of health (58% in 2016 compared with 62% in 2013).

Although students generally believe themselves to be in good health, many of them say they have experienced tiredness or have been unwell. They say they often feel exhausted (53% of men and 67% of women), stressed (49% of men and 69% of women) and have trouble sleeping (40% of men

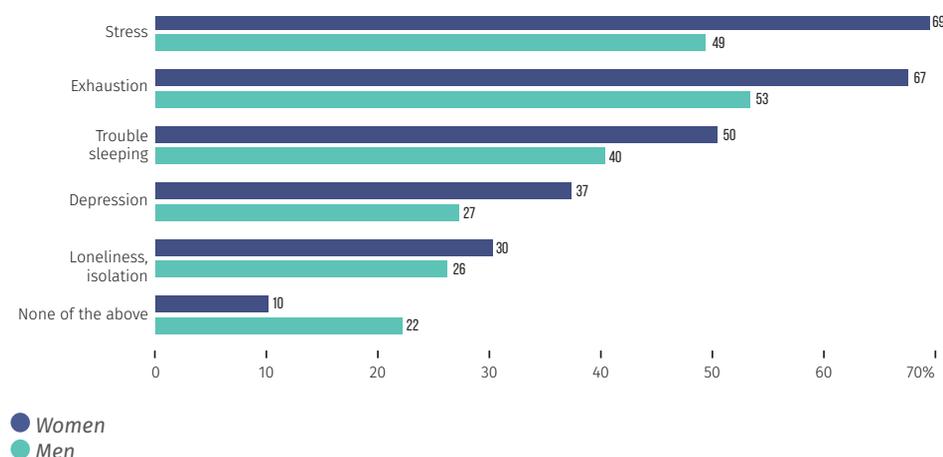
and 50% of women) (GRAPH 8). Similarly, 37% of female students and 27% of male students say they have felt depressed during the week preceding the survey. These symptoms were already well-rooted in 2013, and appear to have become accentuated in 2016. While in 2013, 20% of students said they were not concerned by any of the symptoms mentioned, this is true for only 16% in 2016. Between 2013 and 2016, we can see a rise in the declaration of each of these symptoms (+ 6% points on average), and especially exhaustion (+ 8% points). In addition, the divide between men and women, which was significant in 2013, has grown a little in 2016. In 2016, 69% of female students say they are stressed and 67% say they are exhausted (compared with 49% and 53% of male students, respectively), whereas these figures were at 62% and 58% in 2013.

The student population is also characterised by more frequently choosing not to go to the doctor's when they need to, in comparison to the general population. In 2016, 30% of students say they have chosen not to see a doctor when they needed to (27% in 2013). The main reasons given by students

for not seeing a doctor are not due to obligation (58% of those who did not see a doctor when they needed to say that they waited until their health improved by itself and 49% say they preferred to treat themselves), but other reasons nevertheless highlight several fragilities affecting part of the student population. 13% of all students reported having not seen a doctor at least once for financial reasons. This percentage remains stable in relation to 2013. In addition, the same characteristics explain their reasons for not seeing a doctor. Besides the impact of students' social origin, the number of students deciding not to see a doctor rises with age, reaching 18% for 23-25 year olds, and then falls for students older than this. This age group occupies a transitional position, demonstrating the shift towards independence from the family and in terms of finances. For the youngest students, the family plays a protective role in terms of health, whereas for older students, financial independence (in particular by working) plays this role.

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GRAPH 8: STUDENTS' PSYCHOLOGICAL FRAGILITY (IN %)



Reading: 69% of female students and 49% of male students say they have been stressed in the week preceding their response to the survey.

Scope: all respondents (n = 46,340).

WHAT COMES AFTER STUDIES? STUDENTS ARE SLIGHTLY MORE OPTIMISTIC ABOUT THEIR CHANCES ON THE LABOUR MARKET

When asked about their future careers, in particular their chances on the labour market, students are generally more optimistic than in 2013.

56% of students enrolled in a Master's programme consider they have a good or very good chance on the labour market in France, compared with 50% in 2013. Similarly, in 2013, 38% of students considered they had good chances on the labour market abroad, compared with 42% in 2016. The students who are the most optimistic about their chances on the labour market in France are those in Health, Engineering schools, and Teaching/ESPE. Regarding their chances on the labour market abroad, the most confident students are those in Business schools and Engineering schools. By contrast, Arts, Humanities and Social Sciences students at university are the most pessimistic, both in terms of their chances on the labour market in France and abroad (GRAPH 9).

Paradoxically, as in the 2013 survey, the degree is not seen as the main factor for success. Thus, while a degree remains a key asset on the labour market, only 41% of students consider it very important in succeeding, whereas 74% highlight the importance of individual effort in success. In detail, students from the most prestigious programmes which require the greatest

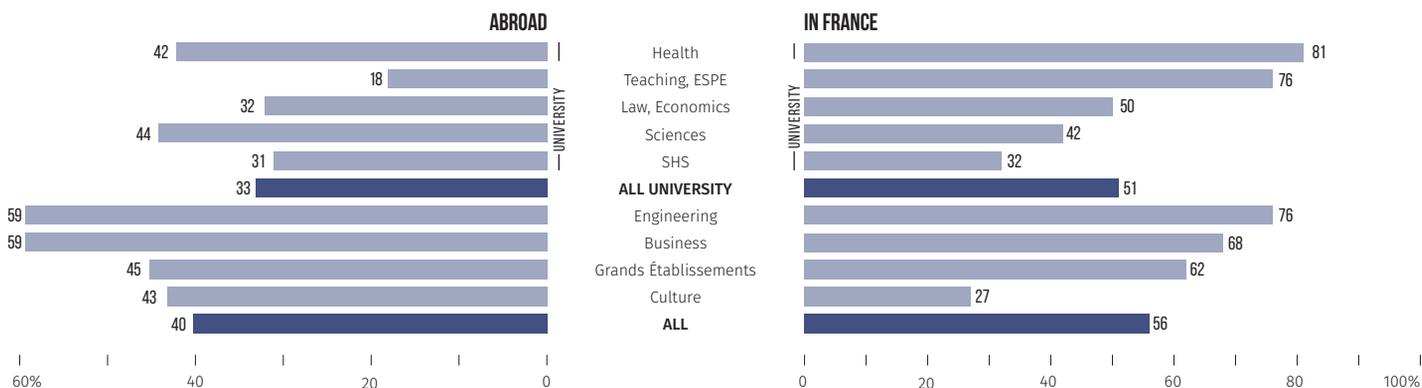
amount of personal study, are the most likely to highlight the importance of personal study (83% of Health students, 80% of Culture students and 78% of CPGE students). In parallel, other answers highlight the importance that students place on friend or family networks: just under half of students (45%) highlight the importance of relations and networks in general, and 35% note the importance of family in success. Finally, other entirely external elements seem to suggest a "crisis effect" in the perception of success. A quarter of all students (24%) say that the economic context is very important in their chances of success, and 8% say that luck plays a key role.

In comparing their future with the life their parents have had, some students have a feeling of generational stagnation. Around the same percentage of students consider that their future will be better than that of their parents (41%) and that their future will be neither better nor worse (42%). Only 17% of students consider their social trajectory to be descending, and that their future will not be as good as that of their parents. This perception remains (very logically) related to social background. The children of labourers, objectively enrolled in an ascending pathway, are the most optimistic (56%) and children of executives have a fear of downgrading (22% believe that their future will

not be as good as that of their parents, and only 28% think it will be better).

Besides the field of study, migratory origin also affects the way students see their integration and future. Descendants of two immigrant parents are the most pessimistic regarding their chances on the labour market in France after their studies (GRAPH 10). However, these same students are more likely than average to believe they have good or very good chances on the labour market abroad. Despite this, students descending from two immigrant parents are more likely to consider a degree as very important in succeeding in life (45% compared with 39% of students with no migratory ancestry), and to believe that their future will be better than that of their parents (two thirds), their social positions being on average more modest than those of students without migratory ancestry.

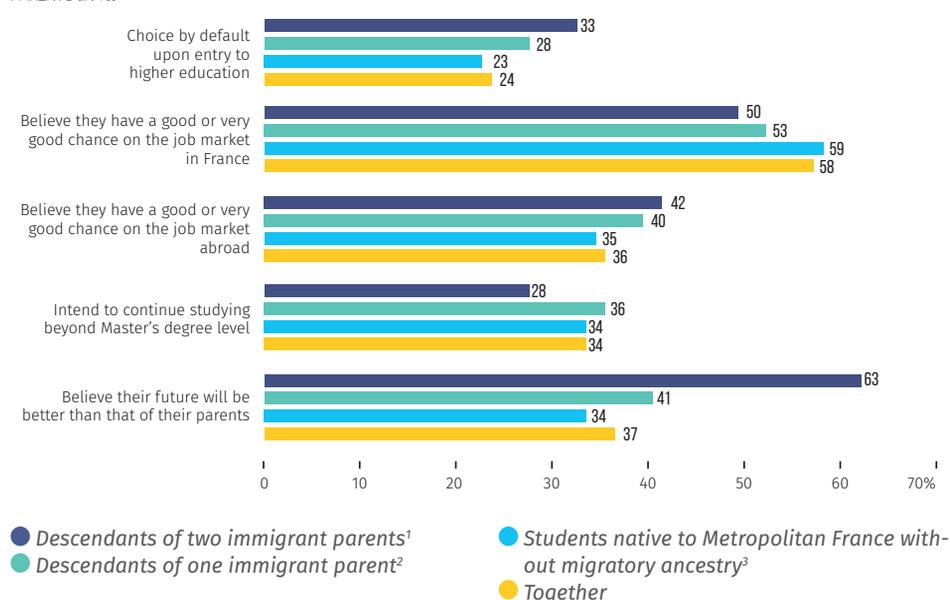
GRAPH 9: ESTIMATED CHANCES ON THE LABOUR MARKET IN FRANCE AND ABROAD DEPENDING ON THE FIELD OF STUDY (IN %)



Reading: 76% of Engineering students enrolled at Master's level believe they have a "good" or "very good" chance on the labour market in France.

Scope: students enrolled at Master's level (n = 13,968).

GRAPH 10: CHOICE OF STUDY PROGRAMME, CHANGES ON THE LABOUR MARKET AND THE FUTURE FOR STUDENTS DESCENDING FROM IMMIGRANT PARENTS (IN %)



1. Students born in France, whose both parents are of foreign nationality and born abroad.
2. Students born in France, with one parent of foreign nationality and born abroad.
3. Students born in France, whose both parents are of French nationality and born in France.

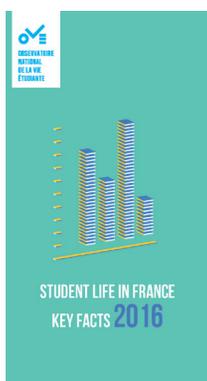
Reading: 50% of students descending from two immigrant parents believe they have a good or very good chance on the labour market in France.

Scope: students native to Metropolitan France with or without migratory ancestry (n = 36,982).

CONCLUSION

The results of the 2016 Living Conditions Survey show, through some aspects, an improvement in student living conditions. Students generally report being more satisfied with their studies and find it (a little) easier to reconcile paid work and university life. However, these results also confirm the growing fragility of certain fringes of this population, whether in terms of health or financial difficulties. Students' social conditions and the resulting living conditions remain one of the explanations for the differences observed. However, migratory origin, nationality, parents and gender are also factors which affect the student experience. These differences contribute to a strong segmentation of student pathways by programme, level of study and discipline, and it is in these differences that we can identify those students who are more vulnerable than others.

FIND OUT MORE



**STUDENT LIFE IN FRANCE
KEY FACTS 2016**
December 2016

This booklet presents the key findings of the National survey on Student Living Conditions carried out by the National Observatory of Student Life in spring 2016. The results are presented by theme and cover: the student population, migratory origins of students, choice of study programme, students' time budget, life in the institution, use of digital tools, future perspectives, paid activity, accommodation, budget, and health conditions.

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**HIGHER EDUCATION AND
RESEARCH IN FRANCE,
FACTS AND FIGURES**
June 2016

Publications on Higher education in France, from the Ministry: <https://publication.enseignementsup-recherche.gouv.fr/eesr/9EN/table-of-contents.php>



**SOCIAL AND ECONOMIC
CONDITIONS
OF STUDENT LIFE IN EUROPE**
February 2015

Publications using French data, in comparison with other European countries, through the EUROSTUDENT project: http://www.eurostudent.eu/download_files/documents/EVSynopsisofIndicators.pdf



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