



OBSERVATOIRE
NATIONAL
DE LA VIE
ÉTUDIANTE

KEY FACTS

2020



FRANCE

THE NATIONAL OBSERVATORY OF STUDENT LIFE

MISSION

The National Observatory of Student Life (OVE) is a public research body created in 1989 by the French Ministry in charge of Higher Education. Its mission is to provide the most complete and objective information possible on student living conditions and how these impact their studies, in order to provide insight for political and social consideration.

ACTIVITIES

• RESEARCH

As a complement to the national survey Student Living Conditions, which remains one of its main activities, the OVE carries out or commissions studies providing deeper understanding of various essential aspects of student life.

• AWARDS

Each year, the OVE runs the "OVE Award", to encourage research on student life by students themselves.

• PUBLICATIONS

The work carried out by the OVE or external contributors (research teams, OVE award winners, etc.) is often featured in publications.





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PRESENTATION OF THE SURVEY

THIS BOOKLET PRESENTS A SELECTION OF THE FINDINGS OF THE NATIONAL SURVEY ON STUDENT LIVING CONDITIONS CONDUCTED BETWEEN MARCH 12 AND MAY 25, 2020 BY THE NATIONAL OBSERVATORY OF STUDENT LIFE (OVE).



As this survey focuses on student living conditions throughout the 2019-2020 academic year, results do not take into account the effects of the health crisis beginning in March 2020. However, certain questions had a limited time scope (weeks or months preceding the survey) which could have influenced responses. An additional survey, the results of which are presented at the end of this booklet (p. 32-35) focused on the health crisis' specific impact on students' living conditions.

Carried out every three years since its creation in 1994, the Student Living Conditions survey aims to collect and analyze relevant information on various aspects of students' living conditions. To achieve this, the OVE invites students to answer an online questionnaire. To guarantee results' scientific validity, the survey **targets a random sample of the student population in France.**

For its 9th edition, more than 250,000 students were invited to answer the OVE questionnaire. With nearly **100,000 students participating**, the Student Living Conditions 2020 survey recorded a gross response rate of 39.0%. Results presented in this booklet correspond to the **60,014 questionnaires** which were fully completed by students pursuing studies during the survey.

To constitute a solid tool for understanding student life, the Student Living Conditions survey takes into account both constant issues and societal developments since its first edition. In addition, its close link with Eurostudent VII, the European comparison system used in 26 countries, enables it to describe the specificities of living conditions in France.

Finally, **the unusual study conditions caused by the health crisis linked to Covid-19 and the lockdown in spring 2020 were investigated further in an additional survey:** its results are included in this booklet.

SCOPE OF THE SURVEY

Institutions surveyed in spring 2020	Number of students (reference year 2019-2020)
Universities and Grands Établissements	1,652,463
<ul style="list-style-type: none"> > including students in Bachelor's, Master's and PhD programs > including INSPE* and University Institute of Technology (IUT) students > excluding university Engineering students 	
Advanced Technician Programs (STS)	167,306
<ul style="list-style-type: none"> > public sector, French Ministry of National Education, Metropolitan France 	
Classes preparing for admission to Grandes Écoles (CPGE)	68,958
<ul style="list-style-type: none"> > public sector, French Ministry of National Education, Metropolitan France 	
Engineering schools	167,547
<ul style="list-style-type: none"> > university and non-university Engineering programs 	
Management schools (business, management, sales)	166,383
<ul style="list-style-type: none"> > group I and II (recognized by the State) 	
Cultural schools (Art schools and Architecture schools)	37,035
<ul style="list-style-type: none"> > Ministry of Culture and Communication 	
Total number of students in institutions surveyed	2,259,692
Institutions not surveyed	
Nursing training institutes (2018 data)	89,573
Other Advanced Technician Programs (STS) (private sector and other public sector)	95,192
Other classes preparing for admission to Grandes Écoles (private sector and other public sector)	16,112
Group III Management schools (not recognized by the State)	32,842
Other (judicial schools, other artistic schools, paramedical, etc.)	231,889
Total institutions not surveyed	465,608
Total	2,725,300

Sources: Ministry of Higher Education, Research and Innovation, Ministry of Culture and Communication, Ministry of Social Affairs and Health.

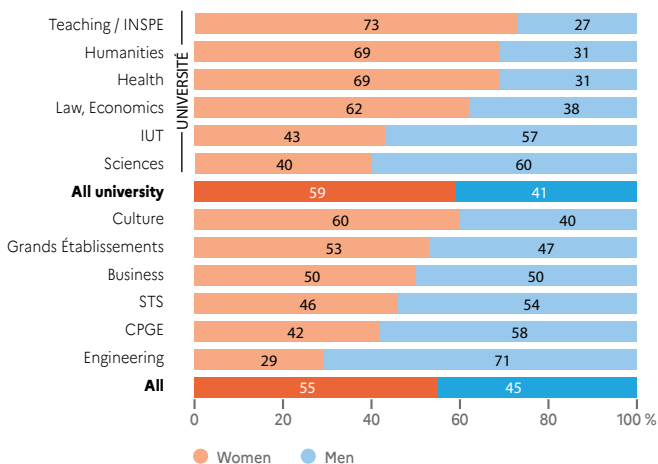
The students questioned in the 2020 Living Conditions survey represent the 2,259,692 students enrolled in the "institutions surveyed in spring 2020", ie 83% of the student population in France. To improve the representativeness of the results, raw data collected during this survey was weighted against enrollment data in institutions, consolidated by relevant ministries.

*National Schools for Teaching and Education



THE STUDENT POPULATION

FEMALE/MALE DISTRIBUTION BY FIELD OF STUDY



Reading: 59% of students enrolled at university, in all fields, are women.

Scope: All respondents (n = 60,014).

There are more women than men in higher education (55% compared with 45%). However, feminization is not equal across fields of study: women are in the minority in Engineering, as well as in preparatory classes (CPGE) and scientific fields at university. Conversely, they form a large majority in Teaching/INSPE and Humanities - Social Sciences. Educational prospects also vary with gender. Women in the first cycle of higher education consider going beyond the Master's level slightly more often than men (respectively 32% and 31%), while among students in the second cycle, 36% of women consider going beyond the Master's level, compared to 41% of men.

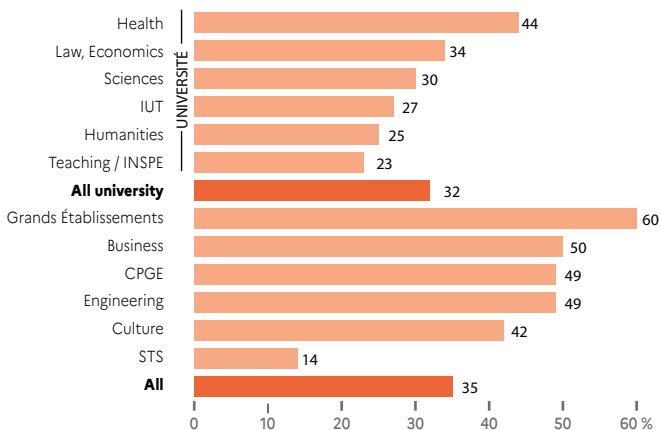
Women represent only

29%

of students enrolled in Engineering schools

PERCENTAGE OF CHILDREN OF EXECUTIVES AND INTELLECTUAL PROFESSIONALS

BY FIELD OF STUDY



Reading: 14% of students enrolled in advanced technician programs (STS) have at least one parent who is an executive or intellectual professional.

Scope: All respondents with parents in employment (n = 43,143).

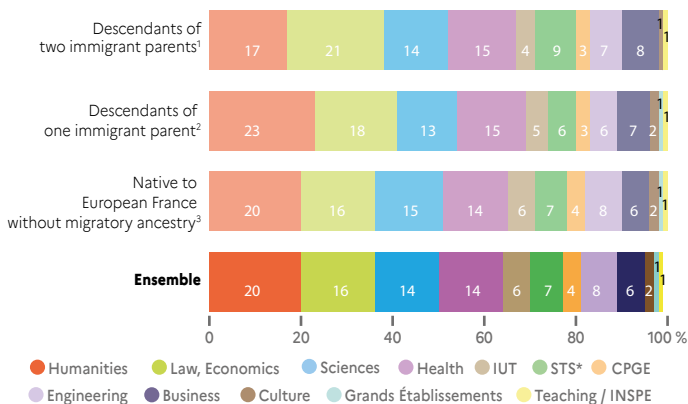
Children of executives and intellectual professionals are over-represented in higher education (35%) compared with the proportion of executives and intellectual professionals in the working population, where they represent 18% (Insee, Continuous Employment Survey 2018). This is especially the case in Grands Établissements, Business schools, preparatory classes (CPGE) and Engineering schools, where nearly half of enrolled students come from the most privileged backgrounds. At university, the field of study with the highest proportion of students with executives or intellectual professionals parents is Health. Conversely, the children of laborers and employees are under-represented throughout higher education and in all types of studies (29%, compared to 47% in the working population), with the notable exception of advanced technician programs (STS), where they represent half of students.



MIGRATORY ORIGINS OF STUDENTS

MIGRATORY ORIGINS OF STUDENTS

BY FIELD OF STUDY



Reading: 17% of students descending from immigrant parents are enrolled in Humanities and Social Sciences (SHS).

Scope: Students native to European France with or without migratory ancestry (n = 44,951).

¹ Students born in European France whose parents are both of foreign nationality and born abroad.

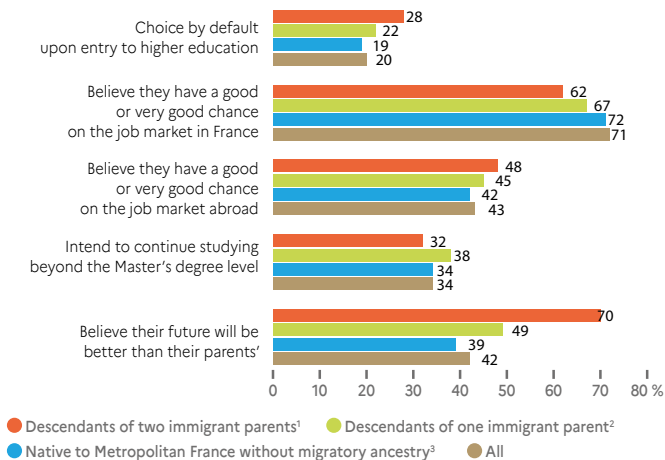
² Students born in European France with one parent of foreign nationality who was born abroad.

³ Students born in European France, whose parents are both of French nationality and were born in France.

Students with two immigrant parents can be distinguished from other students by their social origin: 35% come from working-class backgrounds, compared with 21% when one parent is an immigrant and 16% when neither parent is an immigrant. Furthermore, fields of studies differ depending on students' migratory status. When both parents are immigrants, students are more likely to be enrolled in the fields of Law-Economics at university (respectively 21% as opposed to 16% of students native to European France with no migratory background), or in advanced technician programs* (9% as opposed to 7% for students with no migratory background) and in Business schools (8% as opposed to 6% for students with no migratory background). Conversely, they are under-represented in Humanities - Social Sciences.

70% of students with immigrant parents consider their future will be better than their parents'

CHOICE OF STUDIES, JOBS AND FUTURE OF STUDENTS WITH IMMIGRANT PARENTS



^{1, 2, 3} : see notes on page 8.

Reading: 62% of students with two immigrant parents assess their chances on the French labor market as good or very good.

Scope: Students native to Metropolitan France with or without migratory ancestry (n = 44,951).

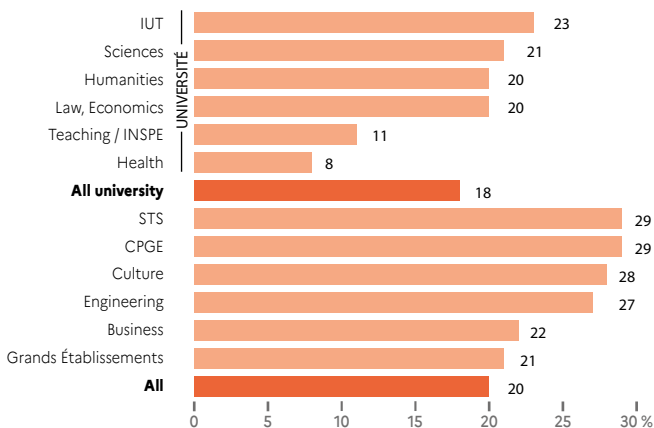
The way in which students see the future of their studies and perceive their chances on the labor market and their future life differs according to their migratory ancestry: descendants of two immigrant parents are more likely to report not obtaining their first choice of studies when entering higher education (28%, compared with 20% overall) and are slightly less likely to consider studying beyond the Master's degree level (32% compared with 34% overall). Although they are more pessimistic regarding their chances in the job market in France after their studies, they are also more likely to consider they have good or very good chances abroad.

Despite this, students with two immigrant parents are the most likely (70%) to consider their future will be better than their parents', whose social positions are on average more modest than those of students with no migratory background.



CHOICE OF STUDIES

CHOICE OF STUDIES BY DEFAULT UPON FIRST ENROLLMENT IN HIGHER EDUCATION



Reading: 23% of students in University institutes of technology (IUTs) report not having obtained their first choice of studies when they first enrolled in higher education.

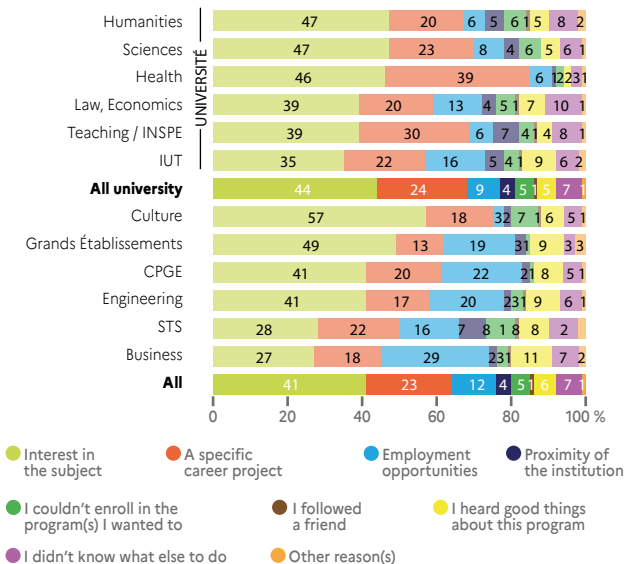
Scope: All respondents (n = 60,014).

Note: These questions were changed in 2020, therefore data is not comparable with previous surveys.

Four in five students report having been accepted to their first choice of field of study when they first enrolled in higher education. Therefore, it seems students generally choose their field of study, especially students in the health sector (only 8% of “default” choices) and in university more generally (18%). These proportions are slightly higher in selective fields, where students often report having requested other institutions in the same field. With 29% of “default” orientations, the preparatory classes (CPGE) and advanced technician programs (STS) fields show the highest proportions, but for different reasons: CPGE students would have preferred integrating another institution in the field most often, while STS students would have preferred integrating another section of advanced technicians, a University institute of technology (IUT) or program accessible through competitive examination or applications.

Only **23%** of students say the main reason for choosing their first training was a specific professional project

REASONS FOR CHOICES OF FIRST ENROLLMENT IN HIGHER EDUCATION



Reading: 57% of students enrolled in Cultural schools report their interest in the subject was the main reason for their first choice of enrollment in higher education.

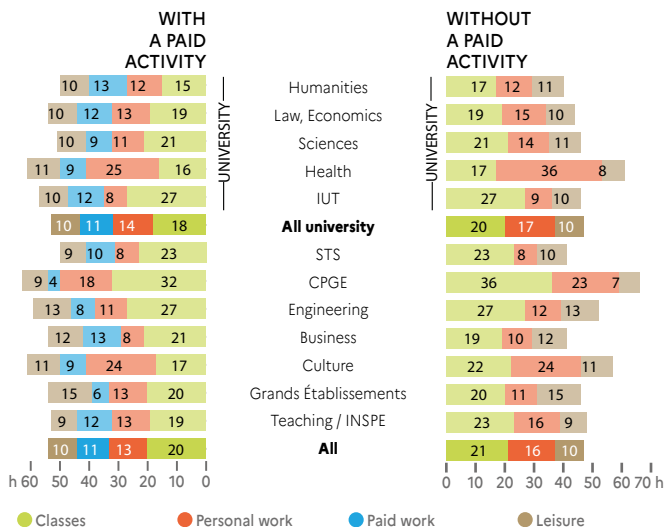
Scope: All respondents (n = 60,014).

The main reason for students' choice of studies for their first enrollment in higher education is interest in the subject (41%). However, the proportion of students citing this as their first reason varies greatly from one field to another: from 57% in Cultural schools to 27% in Business schools. The greatest proportion of students reporting job prospects (29%) and reputation (11%) as main reasons for their choice occurs in Business schools. At university, the choice is slightly more often due to interest in the field or for a specific career project.



RHYTHM OF STUDIES

WEEKLY SCHEDULES BY FIELD OF STUDY



Reading: Students enrolled in university with a paid activity spend on average 18 hours in class per week.

Scope: Students enrolled at the Bachelor's and Master's level (n = 56,934).

Generally speaking, the schedules of students who have paid employment are busier than those who do not (7 hours more per week, on average).

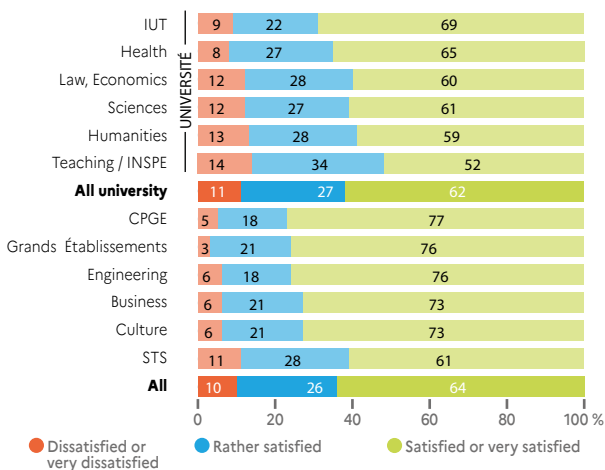
However, paid work seems to have a limited impact on the number of hours spent in class and on personal study: when students work alongside their studies, they do one hour less of classes, and three hours less of personal work per week, on average.

In parallel, the number of hours of classes varies significantly with the field of study: students in preparatory classes (CPGE) have the highest number of class hours (36 hours weekly, on average). Finally, Health students spend the greatest amount of time on personal study (33 hours on average, compared with 15 hours for all students).

Only
52%

of students in teaching/INSPE say they are satisfied or very satisfied with their current studies

OVERALL SATISFACTION WITH CURRENT STUDIES BY FIELD OF STUDY



Reading: 77% of students in preparatory classes for Grandes écoles (CPGE) report they are satisfied or very satisfied with their current studies.

Scope: All respondents (n = 60,014).

¹ "dissatisfied" and "very dissatisfied" together.

² which are, other than the aforementioned factors: "availability of teachers", "teachers' teaching capacity" and "the reputation of the institution or the program".

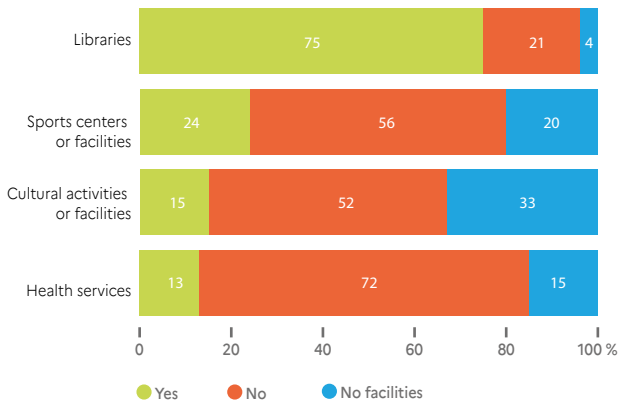
Regardless of the field, a majority of students report they are generally satisfied with their current studies (64%), but there are significant differences across fields of study. The satisfaction rate is lowest in the field of teaching / INSPE (52%) and highest for students in preparatory classes (77%).

All fields combined, the main reasons for dissatisfaction relate to the "possibility of choice among a wide range of courses" for 25% of students and "the organization of studies and schedules" for 23% of them.¹ Conversely, 71% of students say they are satisfied with the content of their program, identifying this factor as their primary cause for satisfaction.² More than one in two students say they are satisfied with the availability and teaching capacities of teachers (66% and 63% of students respectively).



LIFE IN THE INSTITUTION

USE OF FACILITIES OR SERVICES PROVIDED BY THE INSTITUTION



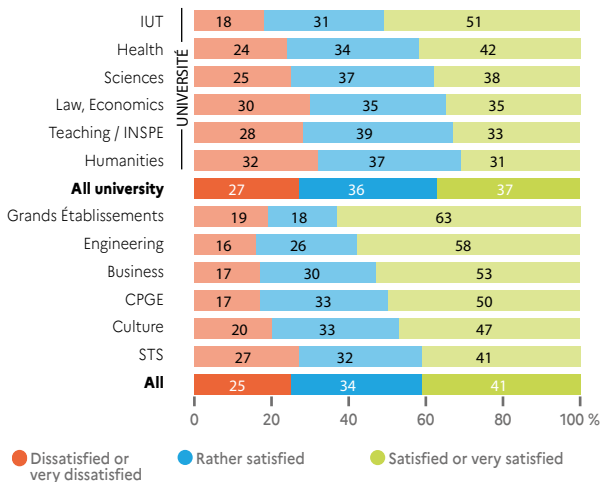
Reading: 75% of all students say they use a library at their institution ("yes, regularly" and "yes, sometimes").

Scope: All respondents (n = 60,014).

Libraries are by far the facility students report using the most (75% of students), followed by sports facilities (24%). Conversely, 72% of students say they have never used health services, the least-used service in this study. 15% of students report benefiting from cultural facilities or activities. Students at Cultural schools and Grands Établissements are the most likely to use these facilities (33% and 40% of them respectively). However, a third of students overall report there are no cultural facilities or activities at their institution. This rate is slightly lower for university students (29%).

1/4 of students feel they are little to not integrated in the institution

FEELING OF INTEGRATION IN THE INSTITUTION BY FIELD OF STUDY



Reading: 51% of IUTs students report being satisfied or very satisfied with their integration in the institution.

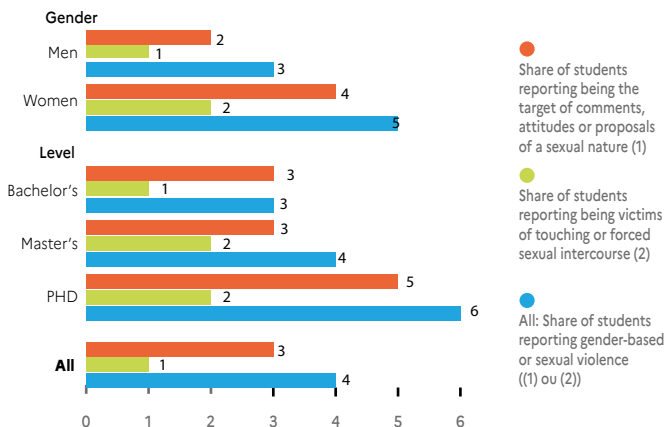
Scope: All respondents (n = 60,014).

41% of students say they are satisfied or very satisfied with their integration in the institution. This ratio is higher among students in Business schools (53%), Engineering schools (58%) or Grands Établissements (63%), while it stands at 37% for university students. Feeling integrated depends on activities offered by institutions and their use by students. Students who have participated in cultural events in their institution are more often satisfied with their integration (55%, as opposed to 33% for students not participating in cultural events), as well as students who use sports or cultural facilities.



DISCRIMINATION

GENDER-BASED AND SEXUAL VIOLENCE



Reading: 5% of female students say they have been victims of gender-based or sexual violence during the academic year.

Scope: Students who answered the question "During the academic year, did you face difficult, annoying or painful situations in your relations with other students, administrative staff or teachers" (n = 55,142).

During the academic year, 4% of students (3% of men and 5% of women) reported being victims of gender-based and sexual violence. 4% of female students and 2% of male students reported being victims of sexual comments, attitudes or proposals, and 2% of female students and 1% of male students of forced sexual intercourse. Following these events, more than one in five victims did not speak to anyone, more than one in two victims spoke to close ones, and slightly less than one in four victims reported the event to a group within the institution (student union, administrative staff, prevention unit). This gender-based and sexual violence, which becomes more frequent as the academic cursus advances, has an impact on students' studies and their academic experience in particular: 14% of victims of sexual comments, attitudes or proposals and 15% of victims of touching or forced sexual intercourse said they considered changing disciplines, 6% and 11% respectively were absent for more than two weeks, 37% and 42% of them said they had difficulty concentrating on their studies after the event.

Among students reporting discrimination

23%

link it to their origins or nationalities

DIFFERENTIATED TREATMENT IN HIGHER EDUCATION

	%
Students reporting having received poorer treatment, compared to their peers ⁽¹⁾	19
Reasons for differentiated treatment ⁽²⁾	
Your sex or gender identity	11
Your actual or perceived sexual orientation	3
Your health or disability	4
The color of your skin	12
Your faith	7
Your origins or nationality	23
Your involvement in a union, political group or organization	4
Your clothes or appearance	10
Other	18
I don't wish to answer	7
I don't know	33

Reading: 119% of students report having received poorer treatment, compared to their peers. Among them, 11% consider this differentiated treatment to be linked to their gender or gender identity.

Scope:

(1) All respondents (n = 60,014).

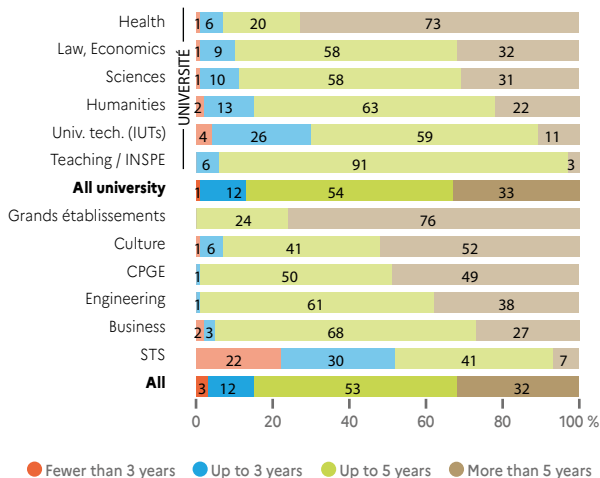
(2) Students reporting discrimination (n = 10,460).

19% of students surveyed report discrimination, whether in grading (reported by 9% of them), in their relations with other students (9%), teachers (8%) or administrative staff (6%) or in their choice of studies since entering higher education (5%). 23% of students reporting having received poorer treatment, compared to their peers, link this differentiated treatment to their origin or nationality, while 12% of them attribute it to their skin color, 11% to their gender or gender identity, 10% to their appearance and 7% to their faith. Among students reporting differentiated treatment because of their nationality, origin, skin color or religion, six in ten students (3% of all students) said they had been taunted, been the target of repeated jokes, shunning or rejection. One in three students (2% of all students) reported being verbally abused, denigrated or insulted.



FUTURE PERSPECTIVES

HIGHEST ANTICIPATED LEVEL OF STUDIES



Reading: 63% of students in Humanities - Social Sciences enrolled at the Bachelor's level intend to continue their studies to the Master's degree level (5 years).

Scope: Students enrolled at the Bachelor's level (n = 41,325).

Over half of students enrolled at the Bachelor's level (53%) intend to continue their studies to the Master's degree level and 32% intend to continue beyond the Master's degree level. Future projections vary with the field of study: while 22% of students in advanced technician programmes (STS), a short program, intend to do fewer than three years of higher education, 30% intend to continue their studies to the Bachelor's degree level and 41% to the Master's level. Conversely, 73% of Health students and 76% of Grands Établissements students say they intend to continue studying beyond five years. Around 50% of students in Art and Architecture schools and preparatory classes (CPGE) also intend to continue their studies beyond the Master's level (respectively 49% et 52%).

95%
of IUT
students

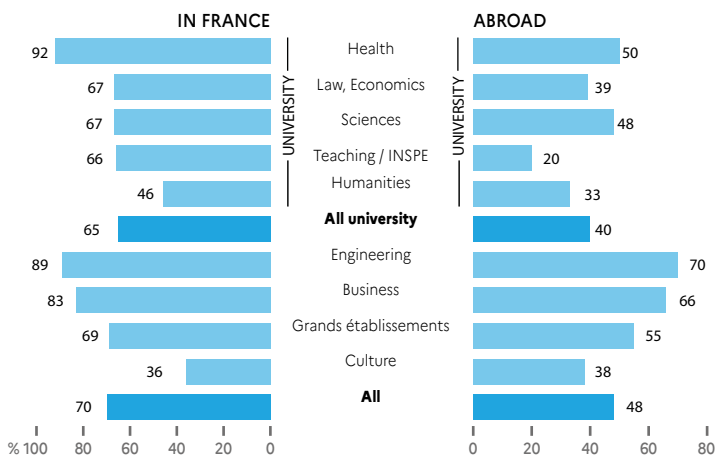
&

78%
of STS
students

intend to continue
their studies to the
Bachelor's degree
level at least

ASSESSMENT OF CHANCES ON THE LABOR MARKET IN FRANCE AND ABROAD

BY FIELD OF STUDY



Reading: 89% of students in engineering schools enrolled at the Master's degree level assess their chances on the French labor market as "good" or "very good".

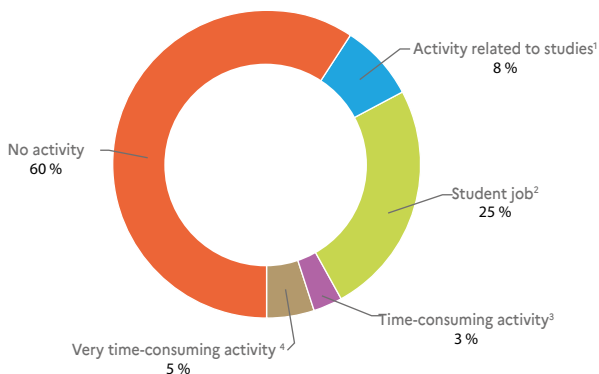
Scope: Students enrolled at the Master's degree level (n = 15,609).

70% of students enrolled at the Master's degree level consider they have good chances on the French labor market, and 48% believe they can find a job abroad easily. Assessments of employment opportunities vary with programs. Students in Health and Engineering schools are the most optimistic about their chances of finding a job in France. Regarding employment opportunities abroad, students in Business schools and Engineering schools appear the most optimistic. Students in Cultural schools are the least optimistic overall about their professional future in France and abroad.



PAID ACTIVITY

TYPE OF PAID ACTIVITY DURING THE ACADEMIC YEAR



Reading: 5% of students have a very time-consuming paid activity.

Scope: All respondents (n = 60,014).

Note: These questions were changed in 2020 (internships are not taken into account in particular), data is therefore not comparable with previous surveys.

¹ Paid activity related to the content of the study program, carried out as part of the training (hospital interns or externs, tutors, etc.).

² Paid activity unrelated to studies, less than 50% of full time.

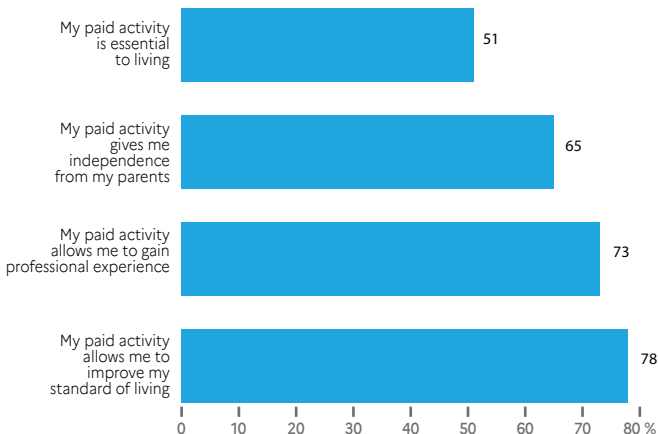
³ Paid activity unrelated to studies, at least 50% of full time and for less than 6 months in the year.

⁴ Paid activity unrelated to studies, at least 50% of full time and for more than 6 months in the year.

40% of students work during the academic year (excluding the summer break). The intensity of paid activity and its relation to studies determines if the activity is highly time-consuming. Therefore we can identify: paid work directly linked to studies (7%), student jobs (25%), time-consuming paid activities (3%) and very time-consuming paid activities (5%). Students in Humanities - Social Sciences in universities are the most likely to have a very time-consuming activity (9%) while paid work linked to studies is more prevalent for university Health students (21%) and in Grands Établissements (18%). Overall, 32% of students with a very time-consuming activity consider it negatively impacts their studies.

18% of students who have a paid activity believe it negatively impacts their studies

PAID ACTIVITY AS SEEN BY STUDENTS



Reading: Among working students, 51% consider their paid activity essential to living.

Scope: Students with a paid activity during the academic year (n = 22,492).

Note: These percentages correspond to the combination of the responses "totally" or "partially" to the question "In terms of your paid activity, to what extent do the following propositions correspond to your situation?"

Paid activity during studies is perceived differently by students: while slightly more than three quarters of students (78%) consider their paid work improves their standard of living, half of students (51%) consider their paid activity essential. Students in IUTs are the most likely to link paid activities to gaining professional experience (83%). Grands Établissements students are the most likely to link paid activities with an increase in their standard of living (84%). Finally, students in advanced technician programs are the most likely to report they work to gain independence from their parents (77%).

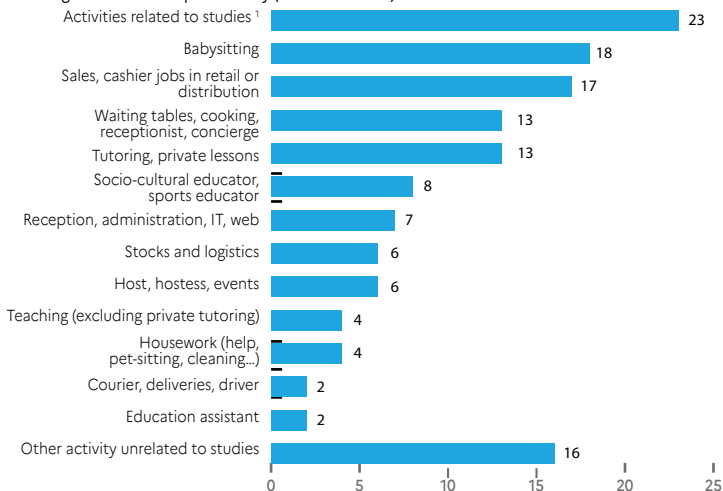


PAID ACTIVITY

TYPE OF ACTIVITY

CARRIED OUT

Among students with a paid activity (40% of students)



Reading: Among working students, 23% have a paid activity related to their studies.

Scope: Students carrying out a paid activity during the academic year (n = 22,492).

Note: Multiple answers possible.

¹ See note 1 page 20.

The most frequent type of work carried out by students is babysitting (18%), sales or cashier jobs in retail or distribution (17%), tutoring or private lessons (13%), and waiting tables, cooking, or receptionist or concierge jobs (in restaurants, hotels or for individuals — 14%). Certain activities are mostly carried out by women, with proportions of female students over 70% (babysitting, hosting events), while other jobs such as courier, deliveries or driving are carried out by male students in nine cases out of ten. As studies progress, students more frequently take on activities more related to their studies (without being directly linked to these), such as tutoring and teaching, while street-marketing, farm work such as harvesting, or babysitting are more common among undergraduate students.

72%

of students who used a digital employment platform to find work, believe they can work depending on their availability

PAID WORK AND DIGITAL PLATFORMS

Perception of paid activity through digital platforms and applications



Reading: Among students who have used a digital employment platform to find work, 72% believe they can work depending on their availability.

Scope: Students who used a digital platform to find work (n = 3,818).

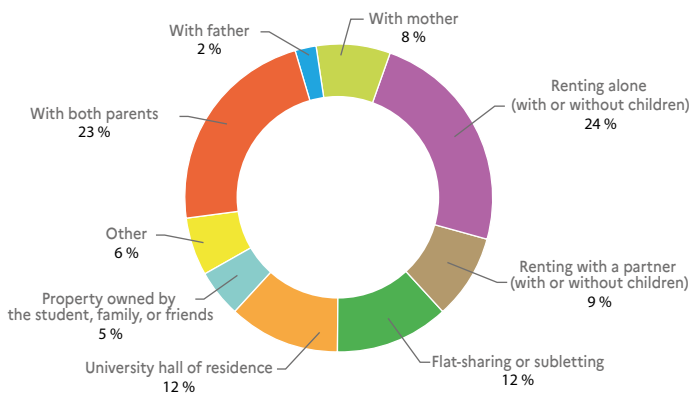
Note: Multiple answers possible.

One in five students with a paid activity used a digital employment platform to find their work (online ads or services to find an employer), with female students slightly over-represented (22%) compared to male students (18%). The use of employment platforms is more frequent for certain areas such as courier, deliveries, driving, street-marketing or collecting donations — where more than 50% of students find work through digital platforms. For more than 70% of these students, digital tools enable them to work depending on their availability, and for 50% of them it allows them to gain new professional experience. However, for 67% of students, using platforms requires “being connected and responding quickly” to online job offers, and nearly one in two students cannot clearly identify their employer.



ACCOMMODATION

TYPE OF ACCOMMODATION DURING THE ACADEMIC YEAR



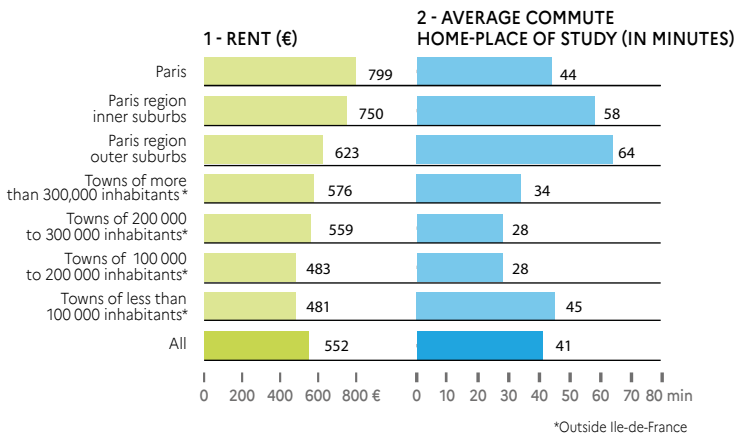
Reading: 24% of students live alone in rented accommodation during a normal week of class (Monday to Friday).

Scope: All respondents (n = 60,014).

A third of students live at their parents' home (or one of their parents) and a third live in rented accommodation, either alone or with their partner. 12% of students live in university residence halls, 69% of whom live in CROUS university halls or rooms. Finally, 12% of students live in shared accommodation or sublets. Among students having left the family home, 30% come home every other week-end (51% of 18-20 year olds). As students get older, more of them leave the family home. While 49% of students aged 18 still live with their parent(s), this percentage drops to 29% from the age of 21. Leaving the family home leads to a drop in the overall satisfaction with accommodation (52% of students living in the family home are very satisfied as opposed to only 33% of those having left), although their satisfaction with proximity to their place of study increases (23% of students living in the family home, as opposed to 44% of those having left).

1/3 students live with their parent(s)

RENT AND COMMUTE DEPENDING ON THE TOWN OF RESIDENCE



Reading: 1. Students living away from home in Paris spend an average of €799 per month on rent;
2. Students living in Paris spend an average of 44 minutes commuting from their home to their place of study.

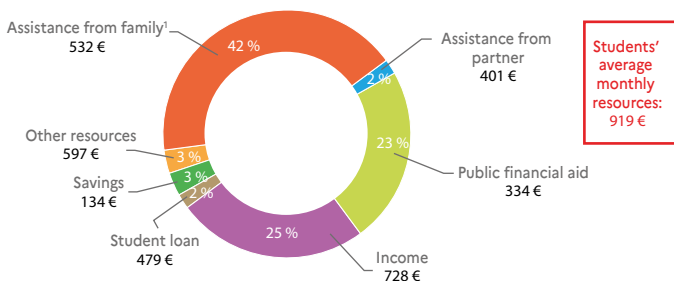
Scope: 1. Students living away from home and paying rent (n = 27,187);
2. All respondents (n = 60,014).

Notes: Average monthly rent is calculated excluding university residence halls and excluding public aid.

Questions on rent were changed in 2020, data is therefore not comparable with earlier surveys.

The rent for accommodation (excluding university residence halls) is on average €552 per month. This amount is higher in Paris (€799 per month) and in the Paris region (€750 in inner suburbs and €623 in outer suburbs). Generally speaking, the amount decreases with the size of the town of residence. The commute between the home and the place of study also varies with the size of the town of residence. It is greater in Ile-de-France (the Paris region), especially in the inner and outer suburbs (58 and 64 minutes, respectively) compared with the rest of France. Excluding the Paris region, the average commute is shortest for residents of towns of 100,000 to 300,000 inhabitants.

AVERAGE MONTHLY RESOURCES OF STUDENTS



Reading: Family assistance represents 42% of students' average monthly financial resources. For students benefiting from this support, the average monthly amount is €532.

Scope: All respondents (n = 60,014).

Note: The proportion of each resource in overall resources is calculated on the basis of all students, whether or not they receive the resources in question. The amount of each resource is calculated on the basis of students receiving that resource.

Note: Methods to calculate resources were changed in 2020, data is therefore not comparable with earlier surveys.

¹ Family assistance includes amounts paid to students (direct assistance) and student expenses paid by the family directly (indirect assistance).

In many respects, students' budgets differ from ordinary households. Analyzing students' financial resources is made difficult by accounting for direct transfers which students may not notice, as well as indirect transfers and in-kind support, which may significantly change the amount of available resources.

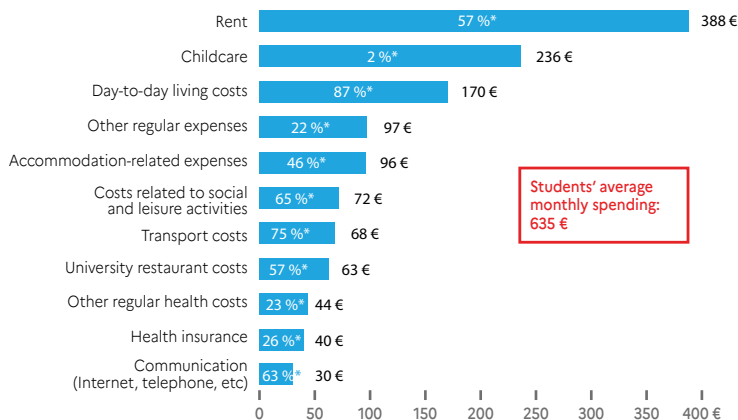
Students' average monthly resources are €919.

Overall, student budgets show three main sources of income, which make up 90% of students' financial resources: family assistance, which makes up 42% of students' resources on average, income from paid activity (25%) and public financial aid (23%). In financial terms, income from paid activity represents the highest source of income, at an average of €728 per month, compared with €532 for family assistance and €334 for public financial aid.

Over a quarter of all students (26%) feel they cannot cover their monthly financial needs.

26% of students feel they cannot cover their monthly financial needs

MONTHLY SPENDING BREAKDOWN ON AVERAGE



Reading: Students report spending €388 on average per month on rent. 57% of students say they pay rent.

Scope: All respondent (n = 60,014).

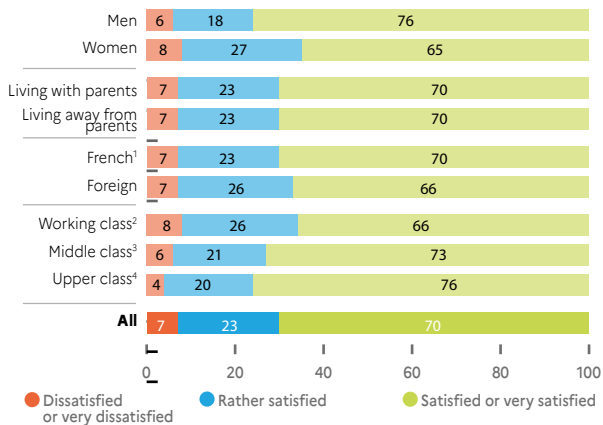
Note: Questions on rent were changed in 2020, therefore data is not comparable with previous surveys.

* Percentage of students concerned by the expense.

The main expense for students is accommodation, which represents an average of €484 per month (€388 for rent and €96 for accommodation costs). These expenses concern about half of the students. Among other expenses, day-to-day living costs and transport costs concern the largest number of students (87% and 75% respectively). In financial terms, day-to-day living costs represent the second most important expense, at €170 per month. While they concern only a very small share of students (2%), childcare costs weigh heavily on their budget, representing an average of €236 per month. In general, part of these expenses are paid directly by the student's family: out of all students, on average, 41% of the expenses are paid directly by parents.

HEALTH AND WELL-BEING

SELF-ASSESSMENT OF HEALTH



Reading: 65% of female students and 76% of male students consider their state of health “satisfactory” or “very satisfactory”.

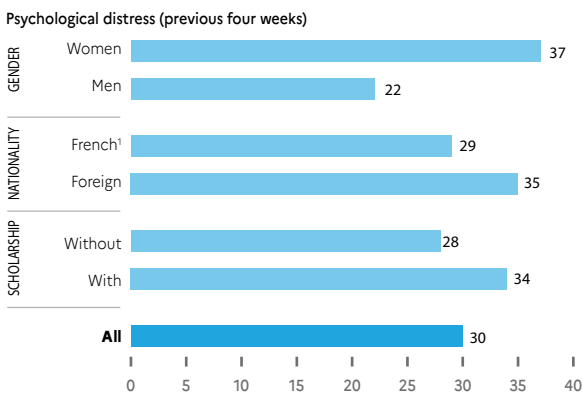
Scope: All respondents (n = 60,014)

- ¹ Including the double nationality
- ² Employees and laborers
- ³ Intermediate occupations
- ⁴ Executives and intellectual professional

Students have a generally positive view of their health: slightly more than two-thirds of them consider they are in good or very good health. However, this assessment varies with certain characteristics such as gender or nationality, or parents’ occupation. Women, foreign students and students with working class backgrounds report good or very good states of health slightly less. Similarly, the positive assessment of one’s health decreases with age and access to independence.

37% of female students showed signs of psychological distress in the previous 4 weeks

PSYCHOLOGICAL DISTRESS BY STUDENT PROFILE



Reading: 37% of female students show signs of psychological distress.

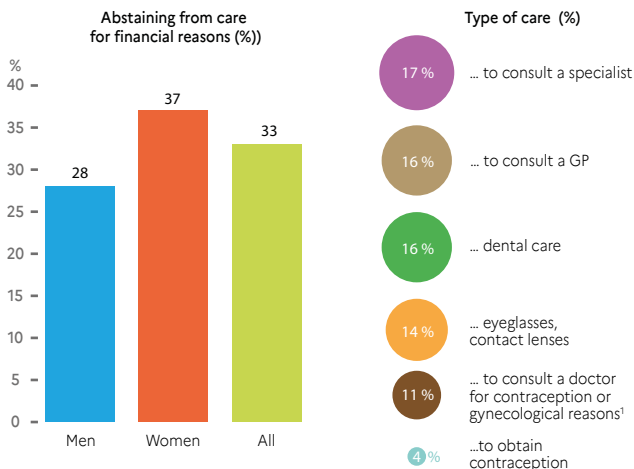
Scope: All respondents (n = 60,014).

Note: Psychological distress is measured with the Mental Health Inventory psychological distress score, 5 (MH5): share of students whose score was less than or equal to 14 out of 25 (56% of the maximum score) over the previous four weeks.

¹ Including the double nationality

Students face psychological difficulties at different levels during the academic year. Almost a third of students report signs of psychological distress in the four weeks preceding their response to the survey. This prevalence varies with certain characteristics. 37% of female students show signs of psychological distress, as opposed to 22% of male students. Foreign students are also more affected: 35% as opposed to 29% of students of French nationality. Finally, scholarship students also appear more vulnerable, 34% of them show signs of psychological distress, as opposed to 28% for students without scholarships.

ACCESS TO CARE AND ABSTENTION



Reading: 33% of students said they abstained from medical examinations or treatment at least once over the previous twelve months for financial reasons.

Scope: All respondents (n = 60,014).

¹ Only women were invited to answer this question (n = 37,936).

84% of students consulted a general practitioner at least once over the previous twelve months. However, a third of students said they abstained from medical examinations or treatment at least once over the previous twelve months for financial reasons. Indeed, 17% of students did not see a specialist, 16% did not see a general practitioner or a dentist, and 11% of students did not see a gynecologist. Regardless of the type of care, female students forgo it more often than male students.

Financial reasons are not the only reasons reported by students who forgo medical care or examinations. Among other reasons, lack of time or waiting for health issues to pass came first (before financial reasons), as reported by 42% of students. 39% of students also reported abstaining from care because the waiting period was too long.

1/3

students abstained from medical care over the previous twelve months for financial reasons

DISABILITIES, DISORDERS AND CHRONIC DISEASES

	%	Recognized by the Local public assistance for people with disabilities	Registered in the disability department of institution
Chronic disease	3	18	14
Psychological disorders	2	12	12
Physical disability	1	72	37
Sensory disability (sight, hearing...)	2	18	11
Learning disability	4	24	19
Pervasive developmental disorder (OCD, PDD)	1	21	18
Other long-term health issues	4	14	9
All disabilities, chronic illnesses and diseases	14	17	13

Reading: 3% of students report a chronic illness.

Scope: All respondents (n = 60,014).

Note: Multiple answers possible.

12% of students report suffering from a chronic disease, a physical or sensory disability, or a psychological disorder. This share decreases as studies progress, (13% of Bachelor's students, 11% of Master's students and 9% in PhDs). Only 17% of students with disabilities, disorders or chronic illnesses report recognition by local public assistance for people with disabilities and 13% report being registered in the disability department of their institution. Students with physical disabilities benefit from support from their institution most frequently, 72% of them report recognition by Local public assistance for people with disabilities, as opposed to 13% of students reporting psychological disorders. For 37% of students with a physical, sensory or psychological disability, their condition is a significant obstacle in their studies: only 16% of them do not consider it an obstacle at all.



STUDENT LIFE DURING LOCKDOWN SURVEY

The following pages present a selection of findings from the Student Life During Lockdown survey conducted between June 26 and July 8, 2020 by OVE.

The health crisis that began early 2020 led to the closure of all educational establishments and deeply changed students' living conditions. This extraordinary situation led to new forms of teaching and testing, the closure of university services (university restaurants, libraries, etc.), the disruption of students' lives and social interactions. The closure of most businesses affected student jobs and blocked internship projects, and the closing of borders prevented international traveling projects.

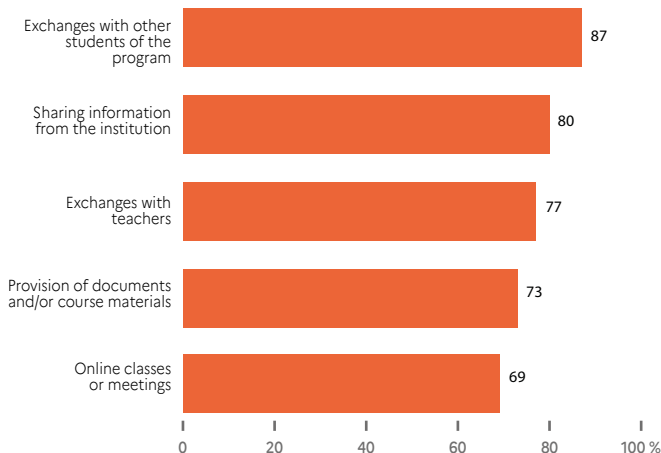
This survey was carried out following the 2020 Living Conditions survey, with the purpose of revealing and analyzing the impacts of the health crisis and the first lockdown (March 17 to May 11, 2020) on students' living conditions and studies. The list of contacts was composed of respondents of the 2020 Living Conditions survey who had agreed to be contacted by OVE again. For this survey, 45,000 students enrolled for the 2019-2020 year, in universities, preparatory courses for grandes écoles (CPGE), Engineering, Business or Cultural schools, or Grands Établissements, were contacted to fill in a new questionnaire online, on a computer, a tablet or phone.

Of these, 6,300 students responded, representing an overall participation rate of 14%. The analysis of these results is based on the 6,130 fully completed questionnaires. To increase the representativeness of the sample, raw data was weighted according to actual enrollments in institutions.

69%

of students attended online classes or study meetings during lockdown

TEACHING RESOURCES DURING LOCKDOWN



Reading: 87% of students exchanged with other students in their course during the lockdown.

Scope: All respondents (n = 6,130).

During the lockdown, traditional teaching methods (classes on location) were altered for a large majority of students. Among various solutions put in place by institutions, 73% of students were provided with documents or course materials, and 69% of students attended online classes or study meetings. Likewise, the link with the institution's environment was largely maintained: 87% of students exchanged with other students in their program, and 77% exchanged with teachers. This share varies with the type of institution, especially concerning attendance of online courses or meetings: 94% of CPGE students compared to 81% of Engineering students, and 63% of university students.

Concerning material working conditions during lockdown, 92% of students had a computer or tablet for personal use, 64% had a good internet connection and 58% had access to a personal, isolated and quiet workspace.



STUDENT LIFE DURING LOCKDOWN SURVEY

PAID ACTIVITY DURING LOCKDOWN

Changes in paid activity during lockdown	Among students reporting a paid activity (33%)	Among all students
Worked more	15	5
Worked less	21	7
Could not work anymore	30	10
Stopped working because the employer terminated the contract	8	3
Changed type of activity	5	2
No change	26	9

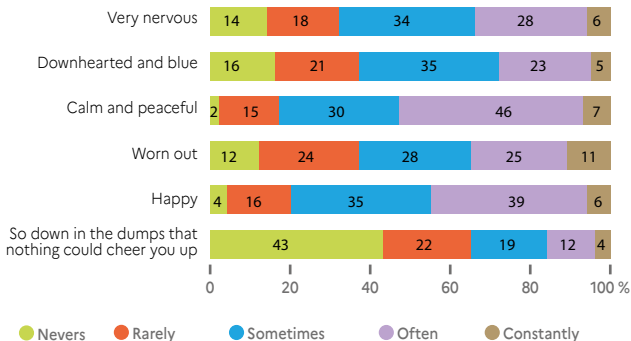
Reading: 15% of students with a paid activity before lockdown report working more during lockdown.

Scope: All respondents (n = 6,130).

The health crisis deeply disrupted students' employment: during lockdown, 58% of working students stopped, reduced or changed their work. Of these, 36% stopped working altogether. This was more frequent among younger students (58% of students under 20 as opposed to 25% of students over 26) and women (40% as opposed to 31% for men). Among students who stopped working, the loss of income stood at €274 per month on average. Foreign students and students aged 26 or more suffered the biggest losses, €426 and €414 respectively per month on average. In addition, among students who stopped working, 27% benefited from the partial unemployment scheme. The forced interruption of work impacted the economic and financial situations of students concerned: 26% of them report greater financial difficulties during lockdown, while this was the case for only 9% of those who could continue working.

1/3 students report financial difficulties during lockdown

STUDENTS' PSYCHOLOGICAL DISTRESS DURING LOCKDOWN



Reading: 6% of students reported feeling “very anxious” constantly during lockdown.

Scope: All respondents (n = 6,130).

Note: The time period (8 weeks) differs from the period usually used for evaluating psychological distress (4 weeks). The “worn out” option is not taken into account to calculate psychological distress.

¹ See note page 29.

During lockdown, nearly one in three students (31%) showed signs of psychological distress.¹ Among various signs of distress, anxiety and exhaustion were the most common: 34% of students were often or constantly “very anxious” and 35% often or constantly “worn out”. These proportions vary with gender, nationality, scholarships and age. Female students report signs of psychological distress more often (35%, as opposed to 25% for male students), as do foreign students (42% as opposed to 29% of French students), students with scholarships (34% as opposed to 29% of students without scholarships) and students aged over 25 (35% as opposed to 30% for other age categories). Students in psychological distress are three times more likely to abstain from seeing a doctor when needed (18% as opposed to 6% of students who didn’t report signs of psychological distress). The top two reasons given were waiting for things to get better (44%) and fear of being infected with Covid-19 (42%).

This booklet presents the key findings of the Student Living Conditions national survey led by the National Observatory of Student Life (OVE) in Spring 2020.

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