



OBSERVATOIRE
NATIONAL
DE LA VIE
ÉTUDIANTE

KEY FACTS

20
23



L'OBSERVATOIRE NATIONAL DE LA VIE ÉTUDIANTE

MISSION

The National Observatory of Student Life (Observatoire National de la Vie Etudiante, OVE) is a publicly funded research body created in 1989 under the French Ministry for Higher Education.

OVE gathers data, as complete and objective as possible, on the living conditions of students in France and their views on their studies, to inform thinking and debate pertaining to educational and social policy.

WHAT WE DO

SURVEYS AND REPORTS

OVE conducts a national survey of Student Living Conditions as a major part of its work. OVE also commissions or carries out other research to take a deeper look at various aspects of student life.

COMPETITIVE SELECTION OF STUDENT PROJECTS

OVE organizes the OVE Award selection each year, a competitive process to select proposals for studies on student life from among research projects submitted by students themselves.

PUBLICATIONS

OVE regularly publishes the work of the selected student researchers and other outside research teams, in addition to its own findings.

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OUTLINE OF THE SURVEY

This booklet presents an overview of the findings of the national survey on Student Living Conditions for 2023, the 10th edition of this survey. These data were collected by OVE between 13 March and 21 May 2023.

The Student Living Conditions survey was first carried out in 1994, and is conducted every three years, to gather and analyse a body of information pertaining to various aspects of students' lives. The survey is conducted by on-line questionnaire. To ensure that the survey is scientifically valid, the questionnaire is addressed to **a panel of randomly selected students enrolled in France.**

Over 260 000 students were invited to fill out the questionnaire for the OVE survey in 2023. Of this group, **some 80 000 students completed the survey questionnaire, for a** raw response rate of 31%.

The findings summarized here draw upon a sample of **49 523 fully completed questionnaires.**

To constitute a comprehensive body of knowledge on student life the survey of living conditions is composed of a recurring set of questions (since the first survey in 1994) and new queries that reflect current issues in society. The 2023 survey introduces new questions pertaining to the conditions under which higher education can be completed, to economic circumstances and hardship, and to housing. The OVE survey is closely linked to the Eurostudent VIII programme that compares student life across 26 countries in Europe, and reveals specific characteristics of student life in France.

SCOPE OF THE SURVEY

Institutions Surveyed in the Spring of 2023	Student body (academic year 2022-2023)
Universities and selective schools > students enrolled in Bachelor's, Master's and Doctoral programmes > students enrolled in teacher training schools (INSPE) and technology institutes (IUT) > not including engineering students enrolled in university	1 722 674
Advanced technician training programmes (STS) > Public sector, National Education Ministry, Continental France and Corsica	133 912
Preparatory courses for selective schools (CPGE) > Public and private sector, with or without State affiliation, National Education Ministry	81 164
Engineering schools > university and non-university engineering programmes > integrated pre-engineering programmes	199 306
Business schools (trade, management, sales) > Groups I and II (recognized by State authorities)	200 843
Art schools > Architecture, fine arts, patrimony and heritage, cinema and audiovisual studies	38 690
Overall total	2 376 589
Institutions not covered by the survey	
Nursing schools (IFSI)	96 285
Other advanced technician training (private sector and other courses in public sector)	118 129
Other preparatory courses for selective schools under ministries other than National Education Ministry	2 207
Group III business schools (not recognized by State authorities)	44 757
Other (legal studies, other art fields, paramedical training, etc.)	297 033
Overall total in institutions not covered	558 411
Total	2 935 000

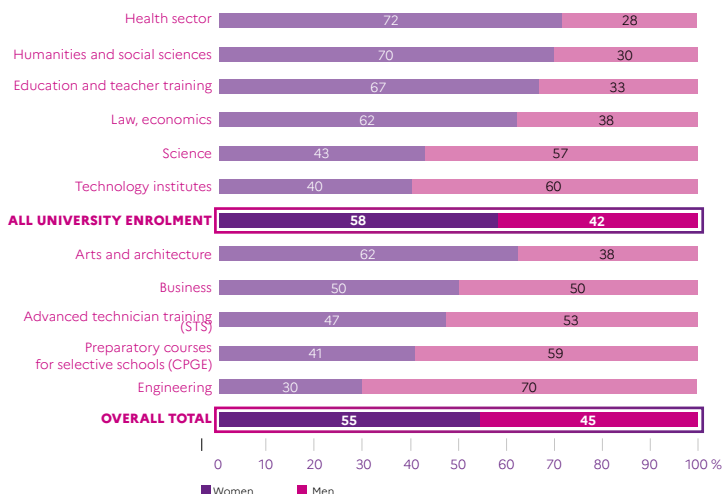
Data sources: Ministère de l'Enseignement supérieur et de la Recherche, Ministère de la Culture et de la Communication, Ministère des Affaires sociales et de la Santé.

* Institut national supérieur du professorat et de l'éducation.

The 2023 Student Living Conditions survey queried a panel of students representing the 2 376 589 students enrolled in the institutions covered during the Spring of 2023, a segment equal to 81% of the student population in France. For better representativeness the raw data gathered were weighted in relation to enrolment figures compiled by the government ministries that oversee the institutions.

STUDENT POPULATION

GENDER BREAKDOWN BY FIELD OF STUDY



Reading: Women represent 58% of university students, all fields combined.

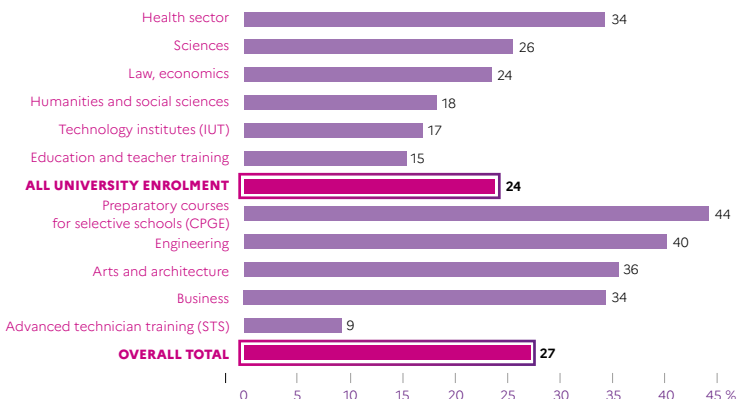
Scope: All respondents (n = 49 523).

The spread of higher education across society is largely driven by the greater numbers of women enrolled in university. At the beginning of the 20th century women were a minority in university enrolment. Today more women than men are enrolled in university: 55% women vs. 45% men in 2023. Gender disparities persist, however, depending on the field of study: women are in the minority in engineering schools, in preparatory courses for selective schools (CPGE) and in scientific disciplines in universities. Inversely, women represent a large majority of students in humanities and social sciences, and in fields related to care and education (health care and teacher training).

Women
represent
only

30% of students in
engineering schools.

STUDENTS FROM INTELLECTUAL PROFESSIONS/EXECUTIVE MANAGE- MENT FAMILY BACKGROUNDS¹, BY FIELD OF STUDY



Reading: Students from intellectual professions/executive management family backgrounds represent 18% of enrolment in humanities and social sciences.

Scope: All respondents (n = 49 523).

¹ Family backgrounds are classified according to the Household Socioeconomic Status (SES) («PCS Ménage»). This refers to the socioeconomic status of the two main adults in the household (French Statistics Institute, INSEE, <https://www.insee.fr/fr/information/6051701>).

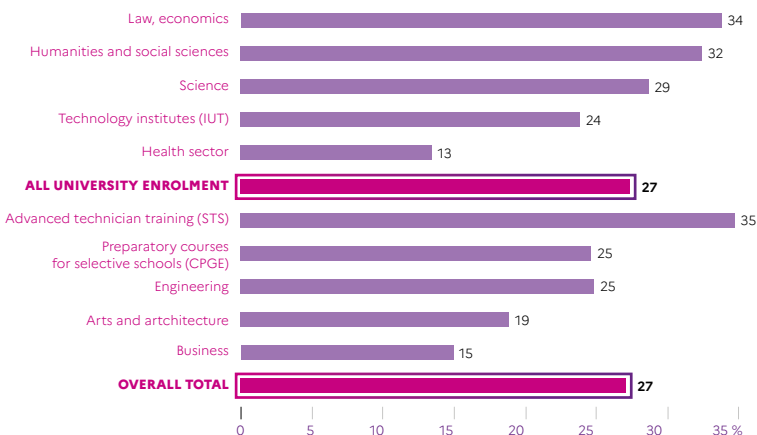
Students from families with at least one parent in high socioeconomic groups (intellectual professions and executive management) are over-represented in higher education in relation to their prevalence in the general population: 27% of students come from these family backgrounds, which represent only 9% of households in France. This is particularly true for enrolment in preparatory courses for selective schools and engineering schools, where nearly half of the students come from the most privileged social backgrounds. The proportion of university students from families with high socioeconomic status is highest in health care fields. Inversely, students from working-class and low-level employment families are under-represented in higher education, and in all fields: 7% of students are from this type of family background, which represents 26% of all households in France. Advanced technician training programmes have the highest proportion of students from low socioeconomic status groups.



WHAT STUDENTS CHOOSE TO STUDY

FIRST CHOICE NOT OBTAINED

WHEN ENROLLING IN HIGHER EDUCATION FOR THE FIRST TIME



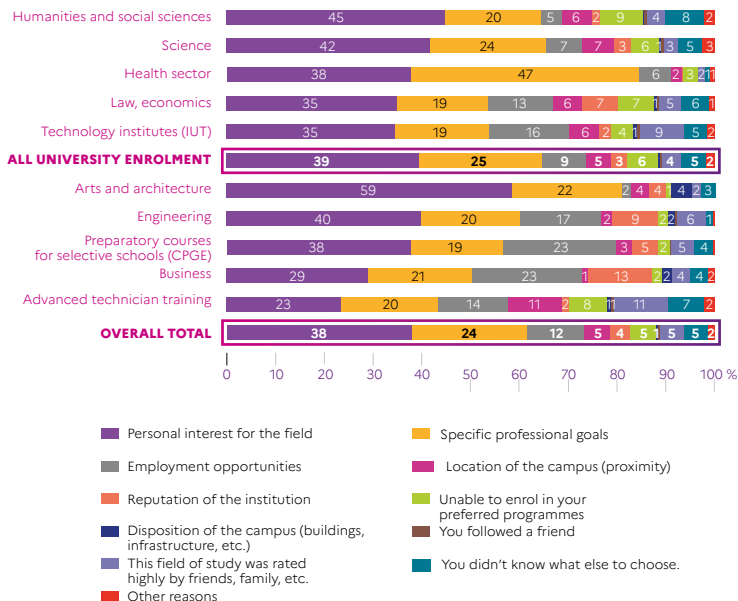
Reading: When first enrolling in higher education, 34% of students in the fields of law and economics did not obtain their first choice of study programme.

Scope: Students enrolling for the first time in high education (n = 12 277).

Overall, 28% of first-time students in higher education report that they were unable to register for their preferred field of study. More than one-third of students in law, economics and advanced technician training report that they did not obtain their first choice. The proportions are lower in health care (13%), business schools (15%) and the arts (19%). In the humanities and social sciences 32% of students would have preferred another study programme.

28% of first-time students in higher education report that they were unable to register for their preferred study programme.

MOTIVATION FOR STUDY PROGRAMME UPON FIRST ENROLMENT IN HIGHER EDUCATION



Reading: For 53% of students in art and architecture schools, their personal interest is the main reason they chose the field for their first enrolment in higher education.

Scope: Students enrolling for the first time in higher education (n = 12 277).

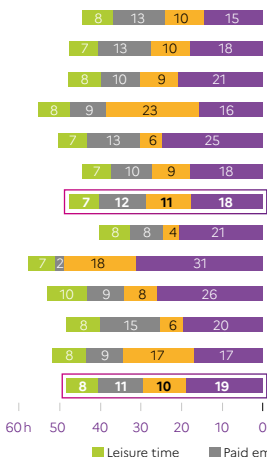
Interest for the field is the main motivation upon first enrolment in higher education for 38% of students, especially in art schools (59% of students) and humanities and social sciences (45% of students). Fewer students cite this motivation in advanced technician training programmes and business schools, respectively 23% and 29%. Students in advanced technician training give the proximity of the institution and recommendations from friends and families as major influences. Students in business schools are more likely to cite specific professional goals or the prestige of the institution as reasons for their enrolment.



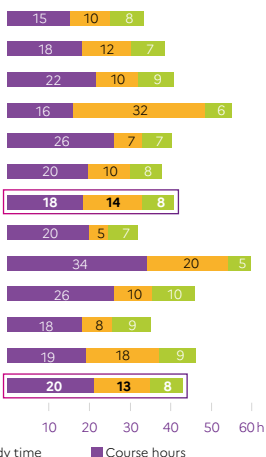
THE PACE OF STUDY

WEEKLY SCHEDULE BY FIELD OF STUDY

STUDENTS IN PAID EMPLOYMENT



STUDENTS WITHOUT EMPLOYMENT



Reading: University students who are employed have an average of 18 course hours per week.

Scope: Students enrolled in Bachelor or Master's programmes (n = 46 809).

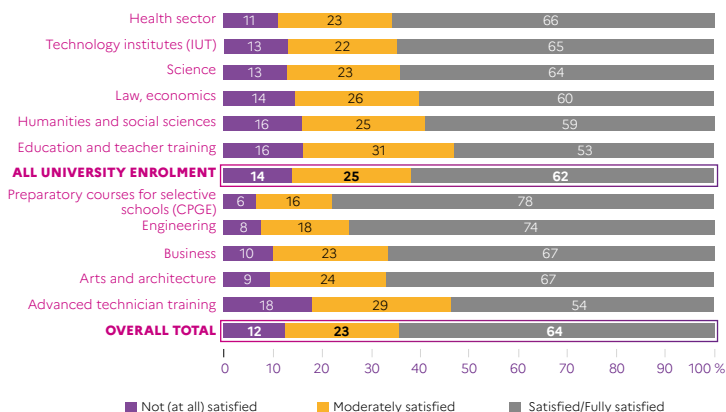
Generally speaking, employed students have a heavier schedule (besides course hours, personal study time or paid employment hours) – 7 hours more per week on average – than those who are not employed. They have less free time (outside of all other reported activities) than other students.

Paid employment time also encroaches on time devoted to study: employed students devote 1 fewer hour to courses and 3 fewer hours to personal study during the week, on average, compared to students who are not employed.

The number of course hours varies widely, depending on the field of study. Students preparing for admission to selective schools have the most course hours, with 34 hours per week, on average. Lastly, students in health care devote the most time to personal study, with 29 hours per week on average, compared to 12 hours for the student population overall.

Only **54%** of students in advanced technician training say that they are generally satisfied or highly satisfied with their current course of study.

GENERAL LEVEL OF SATISFACTION WITH CURRENT STUDIES, BY FIELD



Reading: 78% of students preparing for admission to selective schools say that they are “satisfied” or “highly satisfied” with their current studies.

Scope: All respondents (n = 49 523).

A majority of students (64%) say that they are generally satisfied with their current studies, without distinction of field of study. The level of satisfaction varies significantly by field, however. Among university students 62% are satisfied. Students in health professions and in technology institutes are the most satisfied, respectively 66% and 65% for these groups. At the other end of the spectrum, in teacher training and education only 53%, just over half of students, state that they are satisfied with their studies.

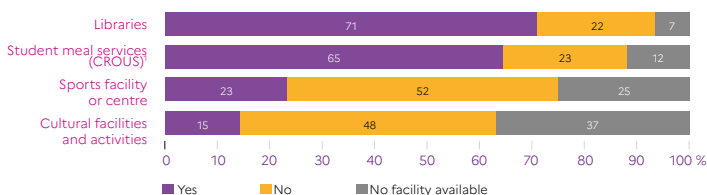
In higher education outside of universities, students preparing for admission to selective schools stand out as the group with the highest rate of satisfaction, at 78%. Inversely, the lowest rate of satisfaction is found among students in advanced technician programmes – 54%.

Previous difficulties experienced in higher education appear to be a factor affecting students’ satisfaction: among students who report they have not had problems during their academic careers, 89% say they are satisfied with their studies, whereas only 58% of those who have encountered difficulties say they are satisfied.



LIFE IN EDUCATIONAL INSTITUTIONS

USAGE OF FACILITIES AND/OR SERVICES OFFERED BY THE INSTITUTION



Reading: 71% of students use a library at their institution (responses "Yes, regularly" and "Yes, occasionally").

Scope: All respondents (n = 49 523).

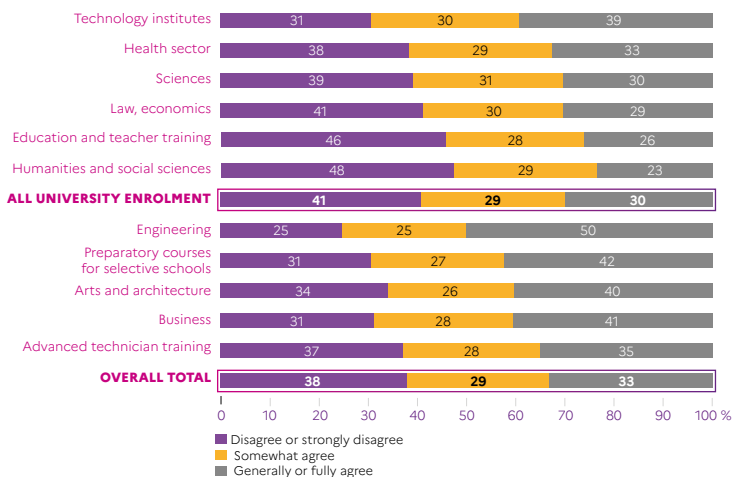
¹ CROUS: French Regional Student Services Agency

Libraries are by far the most commonly used institutional facilities, used by 71% of students, followed by student restaurants and cafeterias (65%). Sports facilities attract 23% of students, while only 15% say that they participate in cultural activities at their institution. 37% of students report that their institution does not offer cultural activities or facilities.

Students in humanities, law, economics and education/teaching programmes are the biggest users of libraries (roughly 85% of respondents). Among students who use libraries, 84% feel that these facilities are suited to their needs, compared to only 49% of students who do not use their institution's libraries.

38% of students feel poorly or not at all integrated into the life of their institution

SENSE OF INTEGRATION INTO THE LIFE OF THE EDUCATIONAL INSTITUTION, BY FIELD OF STUDY



Reading: 39% of students in technology institutes feel that they are generally or fully integrated into the life of their institution.

Scope: All respondents (n = 49 523).

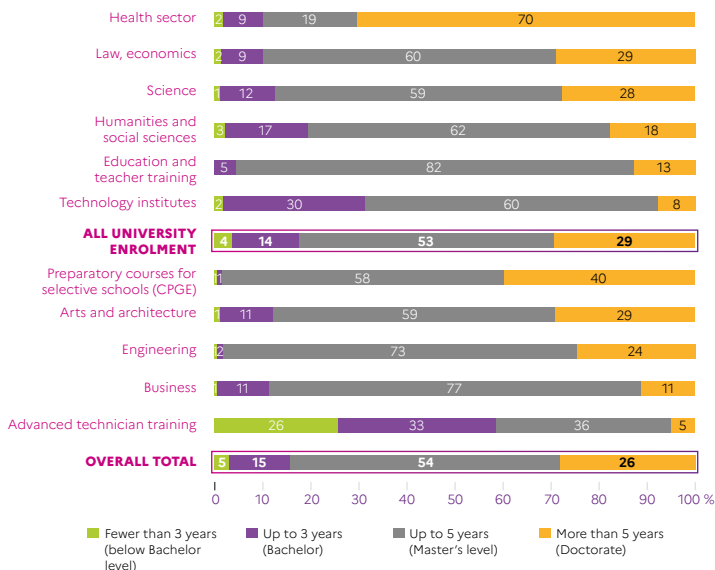
In 2023, 33% of the students surveyed report that they feel integrated into the life of their institution. This proportion was 41% in the 2020 survey. This erosion is observed in all fields of study, but the sense of integration remains higher in engineering programmes (50%) and business schools (41%) than among students at universities (29%).

The feeling of integration depends on the range of activities offered by the institution and on students' use of facilities. Students who attend or participate in cultural events at their institution are more likely to feel integrated in the life of the institution than those who do not: 48% as opposed to 25%. The same holds for students who use sports or cultural facilities.



OUTLOOK FOR THE FUTURE

MOST ADVANCED LEVEL OF HIGHER EDUCATION ANTICIPATED



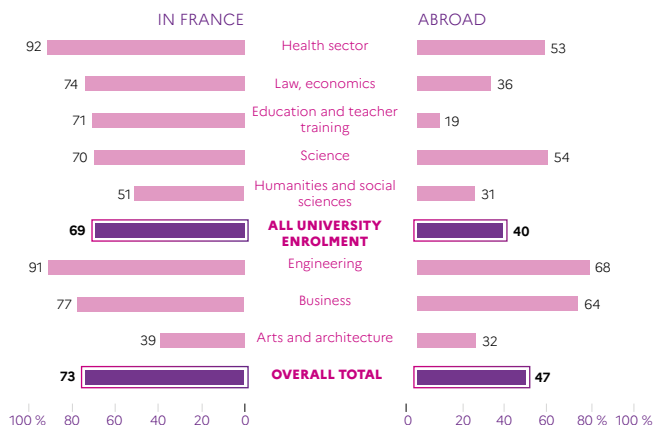
Reading: 70% of students in health professions at the Bachelor level plan to pursue their studies beyond the Master's degree level.

Scope: All respondents enrolled in the first cycle (Bachelor) of higher education (n = 32 351).

Over half (54%) of students in the Bachelor cycle of higher education plan to continue up to the Master's degree level, and 26% intend to pursue their studies beyond the Master's degree. The targeted level of education varies by field of study: 26% of students in advanced technician training, a short course of higher education, intend to finish their studies before reaching the Bachelor's level, while 33% aim for the Bachelor's degree, and 41% plan to go farther. Students who envisage continuing beyond the Master's degree level are for the most part enrolled in health professions studies, and to a lesser extent in preparatory courses for selective schools.

98% of students in technology institutes and 74% of students in advanced technician programmes plan to continue at least to the Bachelor's degree level.

EXPECTATIONS FOR EMPLOYMENT IN FRANCE AND ABROAD, BY FIELD OF STUDY



Reading: 91% of engineering students at the Master's level feel that they have "good" or "excellent" prospects for employment in France.

Scope: All respondents enrolled at the Master's level (n = 15 609).

73% of students at the Master's level think that they have good chances of employment in France and 47% feel that they will easily find a job abroad. These expectations vary according to the field of study. Students in health professions and in engineering schools are the most optimistic about their chances for employment in France. As for job prospects abroad, business school and engineering students are the most optimistic. Students in the arts and architecture are the least confident about their professional future in France and abroad.



DISCRIMINATION

DISCRIMINATORY TREATMENT EXPERIENCED BY STUDENTS IN HIGHER EDUCATION

	%
Students who believe they have been less well treated than their peers⁽¹⁾	19
Causes of discriminatory treatment⁽²⁾	
Your age	11
Your sex or gender identity	13
Your sexual orientation (real or presumed)	3
Your health conditions or disability	6
Your weight or body shape	7
Your skin colour	14
Your religion	9
Your ancestry or nationality	24
Your affiliation with a trade union, political party, advocacy group	5
Your dress and appearance	13
Your manner of speech	19
Your economic status	8
Your grades, test results, school performance and achievements, previous education	3
Other	13
I prefer not to answer	5
I don't know	27

Reading: 19% of students feel that they have been treated less well than their peers (reporting only negative discrimination). Within this group, 11% believe that this discrimination is based on their age.

Scope: ¹ All respondents (n = 49 523).

² Students who report only negative discrimination (excluding students who report both positive and negative discrimination) (n = 8 844). ¹

NB: The scores for this indicator should not be compared with those reported in the 2020 Living Conditions survey, as the scope and wording of these questions have been substantially modified.

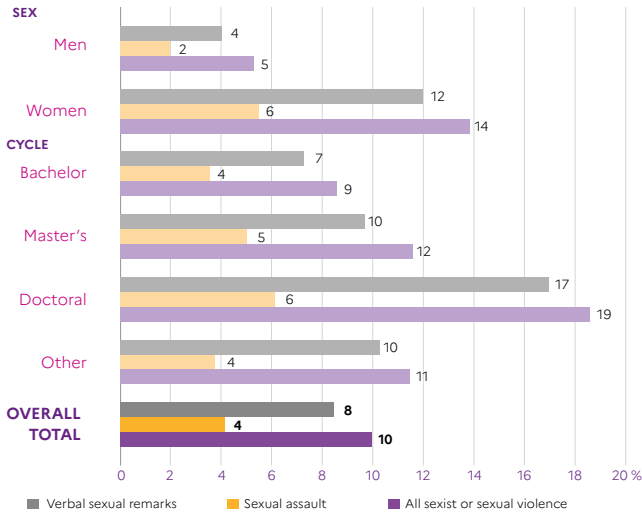
19% of the students surveyed said they had received unfavourable treatment in comparison with their peers, whether in their relationships with other students (mentioned by 11% of respondents), in grading (9%), in their relationships with teachers (9%), administrative staff (7%) or the guidance received since entering higher education (6%). For 24% of those who report they have been treated less well than their peers this discrimination is due to their ancestry or nationality; for 19% it is linked to their manner of speech; for 14% to skin colour; for 13% to sex or gender identity; 13% to their dress, and 11% to their age.

Among students who report they have been less well treated than their peers,

24%

attribute this discrimination to their ancestry or nationality

SEXIST AND SEXUAL VIOLENCE



Reading: 14% of women students say that they have suffered sexist or sexual violence since beginning higher education.

Scope: All respondents (n = 49 523).

Note: This indicator should not be compared with the indicator in the 2020 survey because the question changed, as well as the types of violence covered by it.

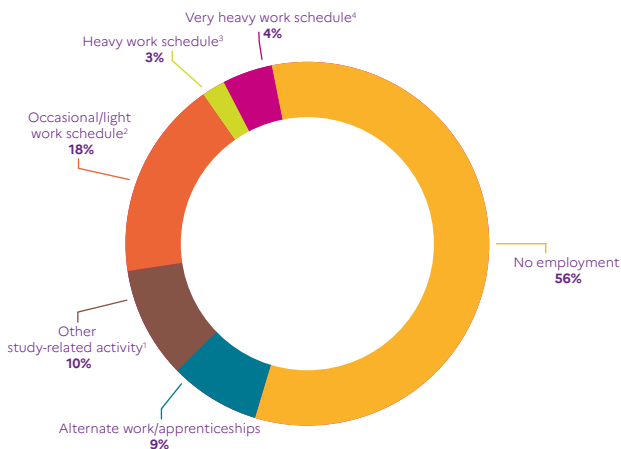
Men and women together, 10% of students (5% of men and 14% of women*) report that they have been the victims of sexist or sexual violence. 12% of women students and 4% of men students say that they have been confronted with sexual remarks, attitudes or propositions; 6% of women and 2% of men in the student cohort say they have been forced to perform sexual acts. More than one victim in five in these circumstances told no one of what had occurred; nearly three in five victims spoke with someone in their entourage, and slightly over one in five reported the events to instances in their institution (student organization, administrative staff, prevention cell). These instances of sexist and sexual aggression occur more frequently as students progress in their studies and have an effect on the students' career and university experience, among others.

*1% of all respondents to the Living Conditions survey 2023 declared they did not identified themselves as male or female. Among this group, 24% report sexual remarks, and 11% forcibly



PAID EMPLOYMENT

TYPE OF PAID EMPLOYMENT DURING THE ACADEMIC YEAR



Reading: 4% of students have a work load that takes up a great deal of their time, interfering with their studies.

Scope: All respondents (n = 49 523).

¹ Paid employment largely or entirely related to their field of study

² Under half-time paid employment not related to field of study

³ At least half-time paid employment not related to field of study, under 6 months of the year.

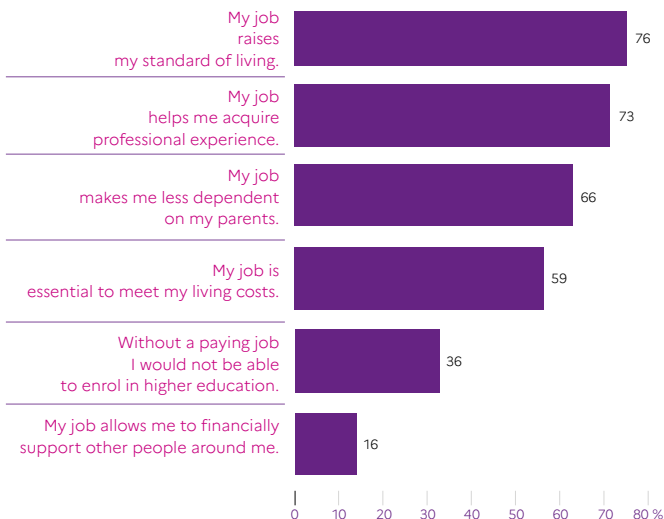
⁴ At least half-time paid employment not related to field of study, more than 6 months of the year.

Note: The survey query regarding the links between paid employment and field of study has changed since the 2020 Living Conditions survey.

44% of students work during the academic year (not including summer holidays). The intensity of the work schedule of paid employment and its relevance to the field of study are two criteria used to determine whether the paid employment interferes with study time. Different levels of intensity are defined: alternating periods of work and study (9% of students), other paid activity relevant to the field of study (10%), occasional employment (18%), a work schedule that interferes with study (1%) and a work schedule that interferes greatly with study (4%). University students in humanities and social sciences are the group most likely to hold jobs with very heavy schedules that take up time that could otherwise be devoted to study (8% of students), while nearly one-quarter (24%) of university students in the health sector have jobs that are relevant to their field of study. Generally speaking, 28% of students have a paid employment work schedule that takes up study time, and 47% of those with a very heavy work schedule feel that their employment has a negative impact on their academic performance.

44% of students hold paying jobs during the academic year

STUDENTS' VIEWS ON PAID EMPLOYMENT



Reading: 59% of students with jobs consider that paid employment is essential to meet their living expenses.

Scope: Students with paying jobs during the academic year ($n = 21\,033$).

Note: The percentage figures given here include both the responses "Completely" and "In part" to the question "Regarding your paid employment, to what extent do the following statements correspond to your situation?"

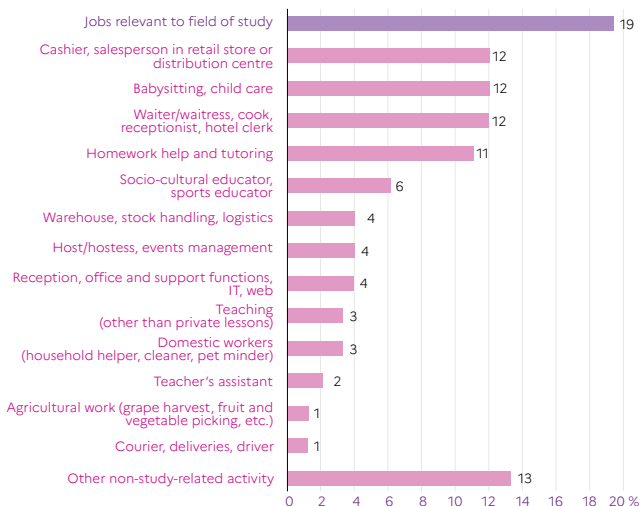
The views of students regarding paid employment during higher education are varied. About three-quarters of students (76%) feel that their employment raises their standard of living. More than half of students (59%) also consider that they must have a paying job to meet their living expenses. Likewise, one-third of respondents state that without a paying job they would not be able to enrol in higher education. This situation is more common among students from modest socioeconomic backgrounds; 38% of lower-class students as opposed to 27% of students from more privileged socioeconomic backgrounds. Students in technology institutes are the most likely to link paid employment to the acquisition of professional experience (86%).



PAID EMPLOYMENT

TYPES OF EMPLOYMENT

**AMONG STUDENTS WHO HOLD A PAYING JOB
(42% OF STUDENTS)**



Reading: Among students who work, 19% hold paying jobs that are relevant to the content of their studies.

Scope: Students with paying jobs during the academic year ($n = 21\,033$).

Note: Multiple responses possible

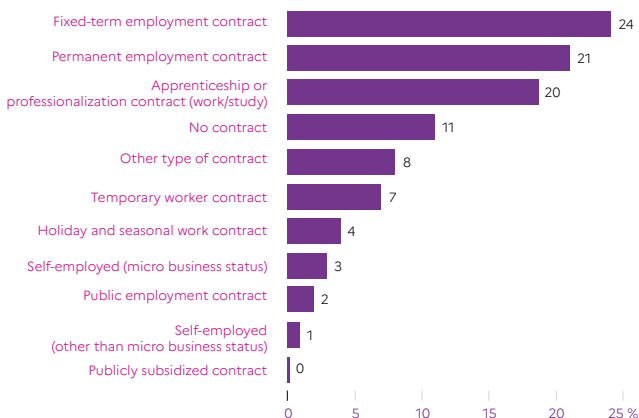
[†] See note 1, page 18.

After employment related to their field of study (19% of students), the most common jobs held by working students are: babysitting and child care, salesperson or cashier in retail stores and distribution centres, waiter/waitress, cook, receptionist or hotel clerk (respectively 12%) and homework help/tutoring or private lessons (11%). Some types of student employment are largely occupied by women, e.g. babysitting, reception/event hostess, where women account for two-thirds of the student workforce. Nearly nine out of ten students in jobs such as courier, delivery person or driver (ride call services) are men. As students progress in their studies they are more likely to hold jobs that are more relevant to their field of study (without being employed as part of their curriculum requirements).

19% of students who hold a paying job feel that their employment has a negative impact on their academic performance

TYPE OF WORK CONTRACT FOR PAID EMPLOYMENT (OR THE MAIN ONE)

AMONG STUDENTS WHO HOLD A PAYING JOB
(44% OF STUDENTS)



Reading: Among students who work, 24% have a fixed-term employment contract.

Scope: Students with paying jobs during the academic year ($n = 21\,033$).

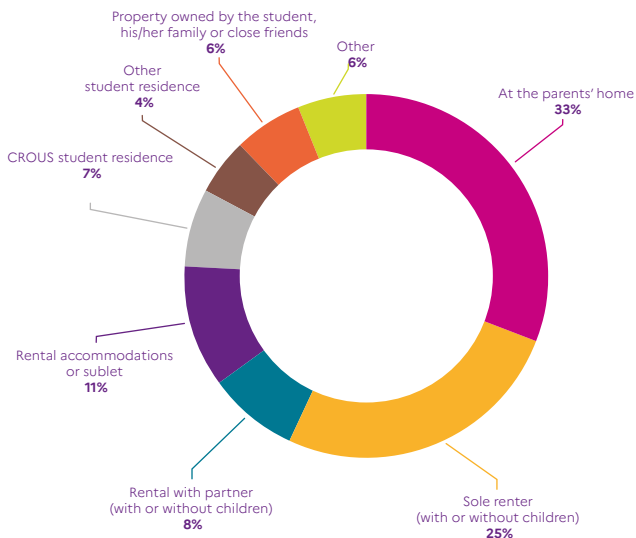
Note: Multiple responses possible.

Two-thirds of students who work have one of three types of contract: 24% have a fixed-term employment contract, 21% have a permanent work contract, and 20% have a work/study contract. A smaller proportion of students (11%) report that they didn't sign any contract for their paid activity. This situation is mainly found in the categories of homework help/tutoring and private lessons, and babysitting, where nearly one-half of students (respectively 46% and 45% for these categories) of student employees do not have a work contract. In addition, 17% of working students state that they used digital jobs platforms to find employment.



STUDENT HOUSING

TYPE OF HOUSING DURING THE ACADEMIC YEAR



Reading: 25% of students live alone in rental accommodations during the regular sessions of the academic year (Monday through Friday).

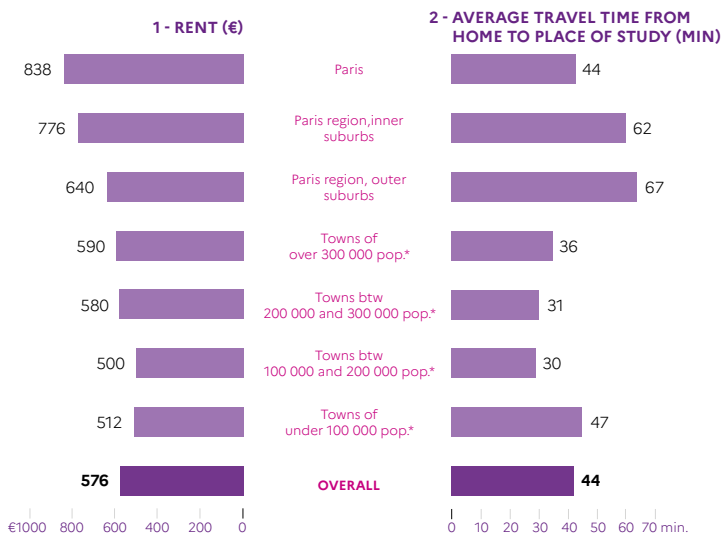
Scope: All respondents (n = 49 523).

One-third of students live at home with their parents (or one parent), and one-third live in rental accommodations, either alone or with a partner. 11% of students live in student housing: 7% in CROUS residences or rooms, and 4% in other types of student housing. Lastly, 11% of students rent with other tenants (flatmates), or sublet accommodations. Among students who no longer live with their parents, 28% sleep at their parents' home at least every other weekend (50% of students aged 18-19).

The percentage of students who have left their parents' home rises with age: 47% of students aged 18-19 still live with their parents, but only 31% of students at the age of 21. The level of overall satisfaction with their housing drops when students leave their parents' home: 55% of students who live with their parents are very satisfied with their accommodations, as opposed to only 34% of those who have left the parental home.

33% of students live with their parents or a parent

RENT AND COMMUTE BY SIZE OF THE TOWN OF RESIDENCE



Reading: 1 – The average rent of students living on their own in Paris is €838/month; 2 – The average travel time between home and place of study is 44 minutes for students living in Paris.

Scope: 1 – Students living on their own (not in student residence) who say they pay rent (n = 30 453); 2 – All respondents (n = 49 523).

Note: Average rent figures do not include student residence accommodations or public assistance payments, if any.

* Outside of the Paris region

Nationwide the average rental costs paid by students (other than student residence) come to €576/month (without distinction of rent paid by the student, or with help from parents). These expenditures are higher in Paris (€838/month) and in the Paris region (€776 in the inner suburbs, €640 in the outer suburbs). As a general rule rental costs are lower in smaller towns. The time of travel between home and place of study also depends on the size of the town of residence. Commute times are longer in Paris and the Paris region than in the rest of the country, especially in the inner and outer suburbs of the Paris metro area. Outside of the Ile-de-France region, commute times are shortest for the residents of towns with a population between 100 000 and 200 000 inhabitants.



STUDENT HOUSING

HOUSING PROBLEMS BY TYPE OF HOUSING

	Students who report major problems with their accommodations	Students who report housing problems with...			
		High cost of housing	Lack of space	Absence of accessibility	Unsanitary/unhealthy conditions
At the parents' home	9	8	16	4	8
Sole renter	12	45	37	11	16
Rental with a partner	13	46	33	12	19
Rental with flatmates or sublet	12	42	16	11	19
Property owned by the student, family or friends	6	14	16	5	6
CROUS residence	18	20	56	19	19
Other student residence	10	46	42	7	12
Other	18	23	37	11	16
OVERALL TOTAL	11	29	28	9	14

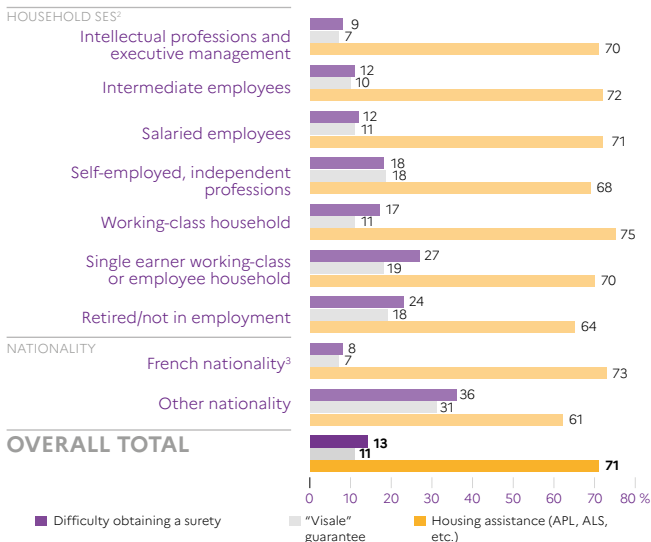
Reading: Among students who rent with a partner, 13% report major problems with their housing.

Scope: All respondents (n = 49 523).

The problems encountered vary widely, depending on the type of housing. Students who live with their parents, or in accommodations belonging to the student, parents or friends, are less likely to report major problems with their lodgings. At the other end of the spectrum, the largest concentration of housing problems is found in CROUS accommodations: 18% of students in CROUS housing say they face substantial problems with their accommodations. 56% of these students say they lack space, 27% feel that their housing is very expensive, and 19% report unsanitary conditions and lack of accessibility. In other rental housing, on the open market, the main complaint is the cost, before lack of space and unsanitary conditions.

36% of foreign students living on their own in private-sector accommodations report problems obtaining sureties for their rentals.

ASSISTANCE AND DIFFICULTIES WITH RENTALS IN THE OPEN MARKET ¹



Reading: Among students from families in high-income socioeconomic groups, 70% receive the personal housing assistance payment (APL).

Scope: Students living on their own in accommodations in the private sector (sole renter, renter with a partner, or flatmates) or in a student residence (n = 25886).

¹ Living independently in rental accommodations or student residence in the private sector.

² Household SES (INSEE, see p. 7).

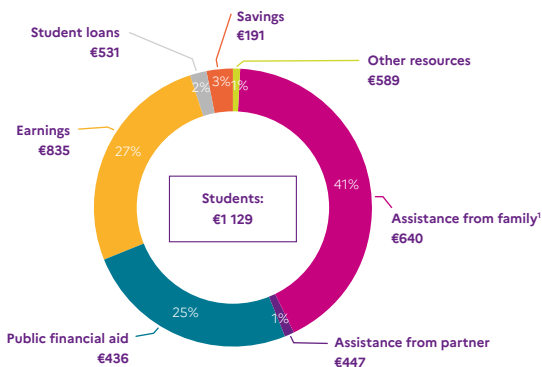
³ Including binationals

Many students receive the personal housing assistance payment, regardless of their socioeconomic status. Nonetheless, students from predominantly working-class backgrounds are slightly more numerous among the recipients than students from predominantly intellectual professions and executive management backgrounds. Under the eligibility conditions that apply to the housing assistance payment, fewer foreign students receive the payment than French nationals: 61% of foreign students as opposed to 73% of French nationals. 13% of students who rent on the open market have trouble securing sureties for their rentals; this difficulty is all the more acute for students from modest social backgrounds. Foreign nationality is also an aggravating factor. To guarantee their rent payment 11% of students sign up for the public-service "Visale" plan, with a higher proportion of low-income students among the users.



ECONOMIC AND FINANCIAL CIRCUMSTANCES

AVERAGE MONTHLY RESOURCES OF STUDENTS



Reading: Family assistance represents 41% of the average financial resources available to students. Among students who receive assistance from their families, the average monthly amount is €640.

Scope: All respondents ($n = 49\,523$).

Note: The share of each type of resource in the overall total is calculated on the basis of all students, whether they receive the resource in question or not. The average amount of each resource is calculated on the basis of the number of students who receive the resource.

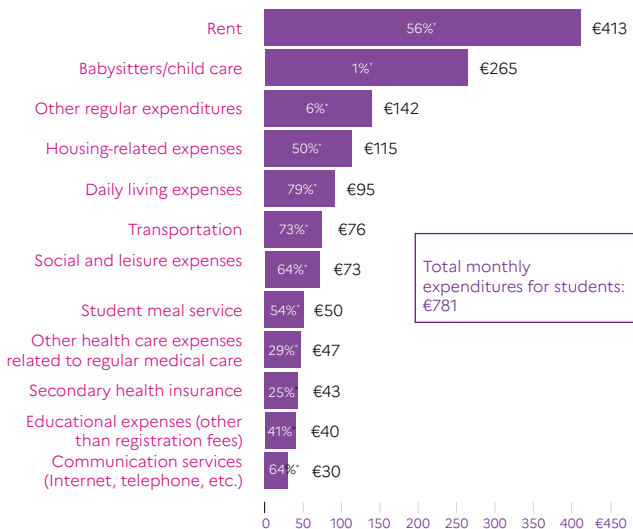
¹ Family assistance comprises monetary payments to students (direct aid) and student expenses that are paid by the family without money going to the student (indirect aid).

The student budget differs from ordinary household budgets in several ways. In analysing student resources one difficulty is to account for direct transfers that are not always visible for students, as well as indirect aid and contributions in kind, all of which can make a significant difference in the amount of available resources.

The average monthly resources of students come to €1 129. Overall, student budgets draw upon three main sources of income, which together account for 93% of students' financial resources. These are: family assistance, which represents on average 41% of students' resources; public financial aid for earnings for 27% of resources, and public financial aid for 25% of resources. In monetary terms, earnings constitute the highest share of resources: on average €835 per month, compared to €640 for family assistance and €436 for public financial aid.

30% of students consider that they do not have enough money to cover their monthly expenses

BREAKDOWN OF STUDENTS' AVERAGE MONTHLY EXPENSES¹



Reading: Students report on average €413 paid for monthly rent; 56% of students state that they pay rent.

Scope: All respondents (n = 49 523).

* Percentage of students who incur the expense.

¹ Expenditures made by students and/or their parents.

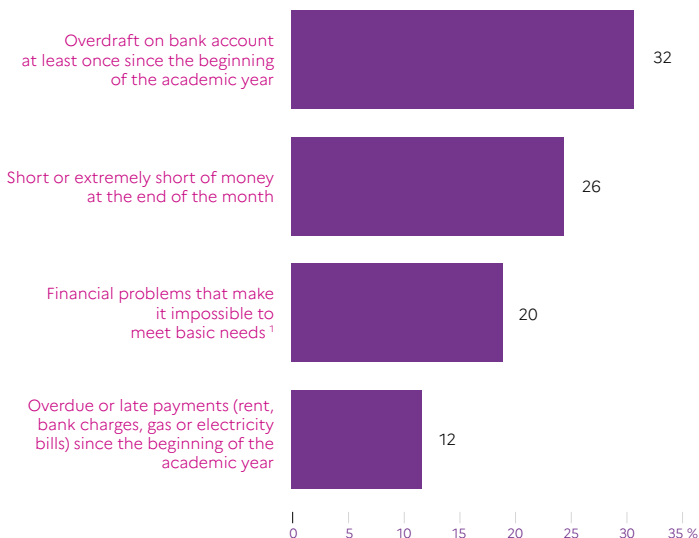
Housing expenses are the main category of student expenditure, for a total of €528 per month on average (€413 for rent and €115 for other housing-related expenditures). Slightly over half of all students incur these expenses. Other expenses are daily living expenses and transportation; most students incur these expenses (respectively 79% and 73%). In monetary terms daily living expenses constitute the second-largest category of expenditure, for €95 per month. While babysitting/child care expenses are incurred by only 1% of students, these expenditures weigh heavily on the budget, coming to €265 per month on average.

Generally speaking, some expenditures are covered directly by students' families. All students taken together, 47% of expenses are paid directly by parents.



ECONOMIC AND FINANCIAL CIRCUMSTANCES

FINANCIAL INSECURITY



Reading: 32% of students report that their bank account has been overdrawn at least once since the beginning of the academic year.

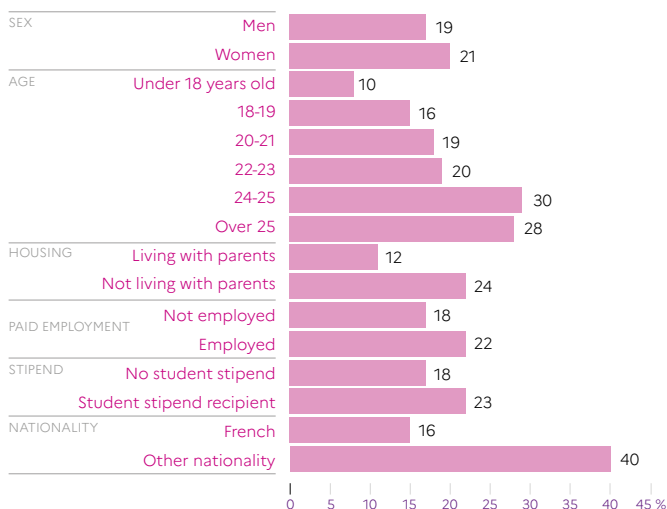
Scope: All respondents (n = 49 523).

¹ Food, rent, gas, electricity, etc.

The sense of financial insecurity is significant among students, as 20% of students report financial difficulties that at times have made it impossible for them to meet their basic needs (food, rent, gas, electricity, etc.) Furthermore, 26% of students are short or extremely short of money at the end of the month. In addition, 32% of students have been overdrawn at the bank at least once since the beginning of the school year, and 12% have been late or unable to pay bills (rent, bank charges, gas, electricity). All indicators point to substantial financial insecurity among students, whether subjective or objectively documented.

30% of students aged 24-25 state that they have had financial problems that prevent them from meeting their basic needs

PROFILE OF STUDENTS WHO FACE FINANCIAL INSECURITY



Reading: 23% of students who receive a stipend state that they have experienced financial difficulties that have prevented them from meeting their basic needs (food, rent, gas/electricity, etc.)

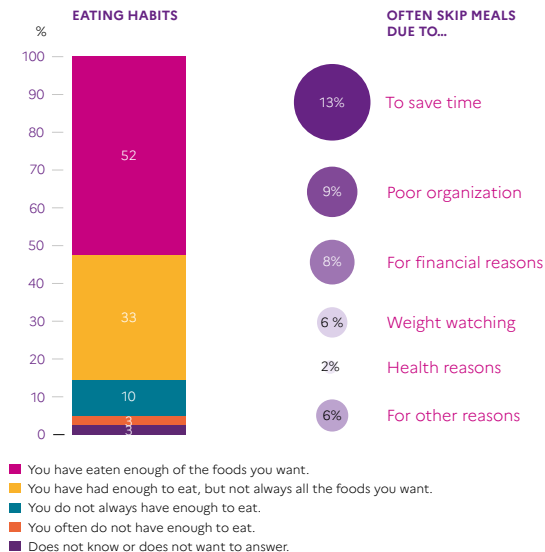
Scope: All respondents (n = 49 523).

The students who have experienced financial difficulties that have prevented them from meeting their basic needs (food, rent, gas/electricity, etc.) have similar profiles. Foreign students are more affected than French nationals (41% compared to 15%). The older the student the greater the financial insecurity: 8% of students under 18 years of age, 19% students aged 22-23, and 28% of those over 25 years old. Students who receive a stipend, those who work, those who do not live with their parents, and women students are also over-represented among students who experience financial insecurity.



FOOD

STUDENTS' FOOD AND NUTRITION



Reading: 52% of students state that they have had enough of the foods that they want to eat, over the past six months.

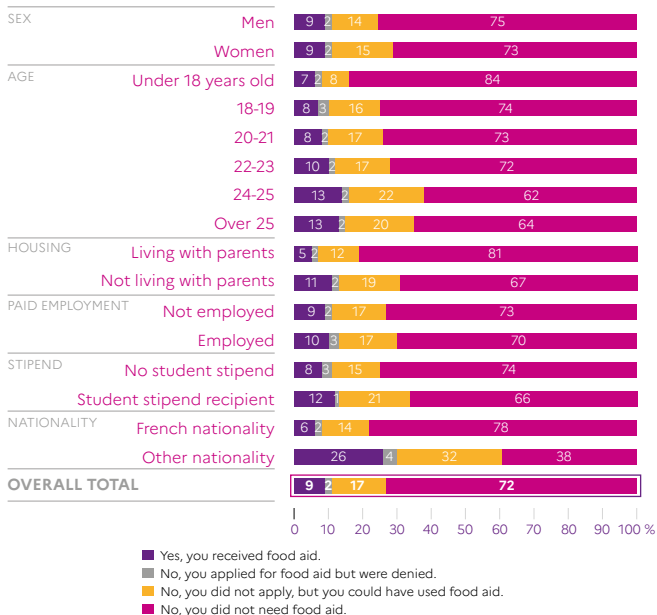
Scope: All respondents (n = 49 523).

Just over half of students (52%) say that they eat enough of the foods they want, and one-third report that they have enough to eat but not always the foods that they want. Inversely, 13% of students say that they do not have enough to eat; 10% lack food occasionally, and 3% regularly. The lack of food is particularly frequent among students over 24: for 12% it is an occasional occurrence, and for 4% a regular occurrence. Lack of food is even greater among foreign students: 20% say they sometimes lack food, and 6% say they often lack food.

In this context 22% of students say they often skip meals. Among the reasons given, 13% say they skip meals to save time, 9% because of poor organization, and 8% for financial reasons. Here again foreign students are more likely to skip meals for financial reasons: 16% of foreign students compared to 6% of French nationals.

32% of foreign students have not gotten food aid when they needed it

RECOURSE TO FOOD AID



Reading: 26% of foreign students have received food aid since the beginning of the school year.

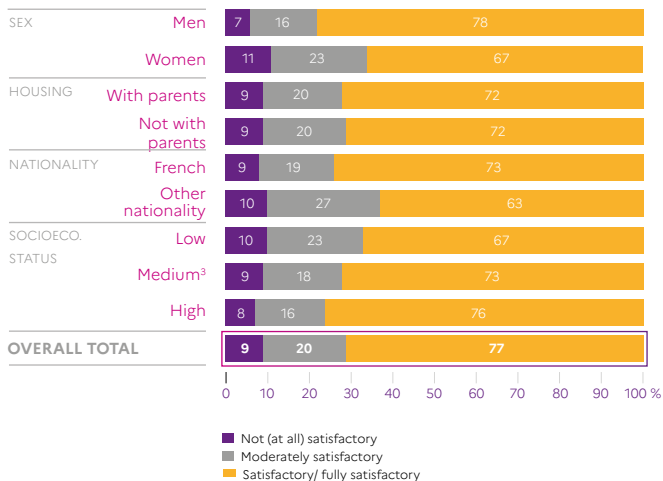
Scope: All respondents (n = 49 523).

Since the beginning of the school year 9% of students have received some form of food aid (CROUS coupons, soup kitchen, food bank, solidarity grocery stores, etc.). The recipients of food aid have characteristics that are similar to the profiles of applicants for other kinds of aid. More than one in four foreign students has received food aid, and 4% have applied for food aid and been denied. Students who receive a stipend and those who do not live with their parents seek out aid more often than other students, and with greater frequency as they grow older (in parallel with departure from the parents' home). While 2% of students have been denied food aid, 17% did not apply for aid when they could have used it. Overall, 28% of students state that they need food aid.



HEALTH AND WELL-BEING

SELF-ASSESSMENT OF HEALTH STATUS



Reading: 67% of women students and 78% of men students consider that their health status is “satisfactory” or “fully satisfactory”.

Scope: All respondents (n = 49 523).

¹ Including binationals

² Household occupational status: employees, workers or people not in work

³ Household occupational status: intermediate employees

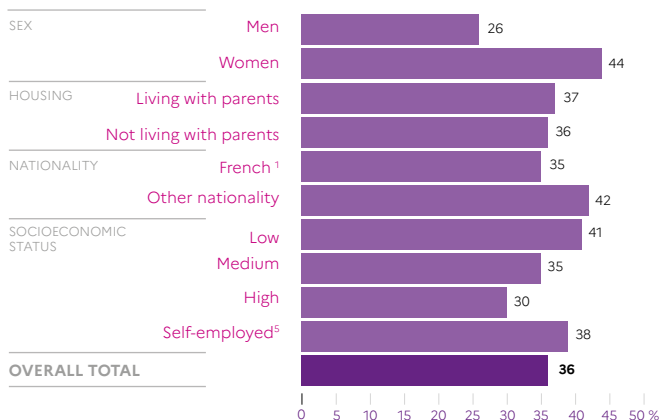
⁴ Household occupational status: executive management

⁵ Household occupational status: self-employed

Overall, students believe that their health is generally good: nearly three-quarters of students think that they are in good or very good health. This view varies, however, according to certain characteristics such as sex, nationality and parents’ profession: women, foreign students and students from low socioeconomic backgrounds are proportionally a little less likely to state that they are in good or very good health. Likewise, as students grow older and leave their parents’ home they tend to express a less positive view of their health status.

44% of women students have shown signs of psychological distress in the past four weeks

PSYCHOLOGICAL DISTRESS AMONG STUDENTS: BREAKDOWN BY PROFILE (period: the four weeks preceding the survey)



Reading: 44% of women students show signs of psychological distress.

Scope: All respondents (n = 49 523).

Note: Psychological distress is evaluated by the Mental Health Inventory 5 score (MH5), and compiles the proportion of students with a score of 14 or lower out of 25 (56% of the maximum score) as measured over the past four weeks.

¹ Including binationals

² Household occupational status: employees, workers or people not in work

³ Household occupational status: intermediate employees

⁴ Household occupational status: executive management

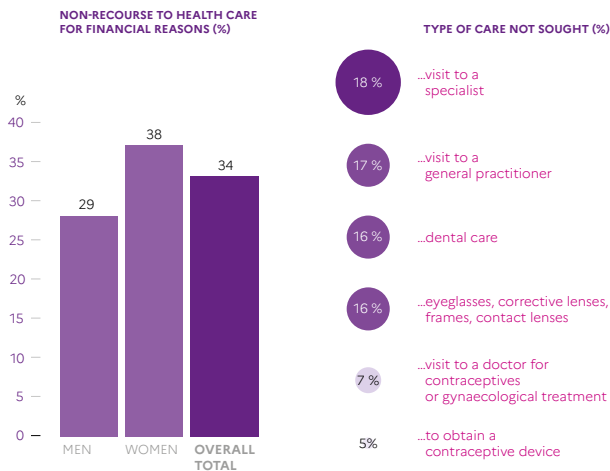
⁵ Household occupational status: self-employed

Students encounter different sorts of psychological problems in the course of the school year. Slightly over one-third of students show signs of psychological distress in the four weeks preceding their response to the survey. The prevalence of this distress varies, depending on the characteristics of the respondents. 44% of women students show signs of psychological distress, as opposed to 26% of men students. Foreign students are more affected than French nationals (42% compared to 35%). Lastly, students from low socioeconomic backgrounds are also vulnerable: 41% of these students show signs of psychological distress, compared to just 30% of students from better-off families.



HEALTH AND WELL-BEING

ACCESS TO HEALTH CARE AND NON-RECOURSE



Reading: 34% of students report that they have gone without medical tests or treatment at least once in the course of the past 12 months for financial reasons.

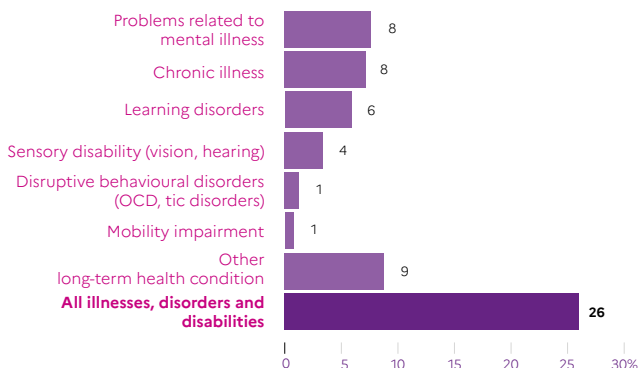
Scope: All respondents (n = 49 523).

82% of students consulted a general practitioner at least once in the course of the past 12 months. Nonetheless, 34% of students report that they have gone without medical tests or treatment at least once in the course of the past 12 months for financial reasons. Among those who did not seek treatment, the types of care not sought were: specialist (18%); general practitioner or dentist (17%), and contraception or gynaecological treatment (7%). Women students are more likely to go without seeing a doctor, whatever the type of care.

Financial concerns are not the only reason given by students who refrained from getting medical tests or care. Other explanations are mentioned by close the one-half of students: lack of time; a decision to let the symptoms take care of themselves; and long delays for an appointment.

34% of students have not sought medical care for financial reasons in the course of the past 12 months

CHRONIC ILLNESSES, DISORDERS AND DISABILITIES



Reading: 8% of students report that they have a chronic illness.

Scope: All respondents (n = 49 523).

26% of students report that they have a chronic illness, a disability, a sensory or psychological disorder, or a long-term health condition. This proportion drops as students advance in their studies: from 26% of students at the Bachelor level to 25% at the Master's level and 20% at the Doctorate level. The most commonly mentioned health problems are long-term health conditions (9%), mental health disorders (8%) and chronic illnesses (8%).

Among the students who report illness, disorders or disabilities, 84% have been diagnosed by a health professional: 48% have received treatment and 36% are untreated. The proportion of respondents who have a disability recognized by their local disabilities agency (Maison départementale des personnes handicapées, MDPH) is 10%, and 10% are registered with the disabilities office of their institution.

For 40% of the students who report illness, disorders or disabilities, their condition is a major obstacle that disrupts their academic career, and 17% feel that they have been severely limited by their health problems over the past six months.

This booklet presents the main findings of the national survey of Student Living Conditions conducted by the French National Observatory of Student Life in the Spring of 2023.

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