# Social and Economic Conditions of Student Life in Europe

## National Profile of France

## eurostudent IV

# Metadata for the national survey

| | |
|---|---|
| National Currency | Euro |
| Exchange rate: 1 Euro = | 1 |
| Date and source of exchange rate: | |
| Survey method | Online, reminder letter |
| Size of final sample | 23836 |
| Sampling method | Random sample of a student on 15 |
| Return rate | 25% |
| Reference period of survey (semester, year) | Academic year 2009-2010 |
| Weighting scheme | By region, type of HEI, level and field of study, gender, age, type of baccalauréat and nationality |
| Project sponsor | Ministry for Higher Education and Research |
| Implementation | Observatoire de la Vie Étudiante (National Observatory of Student Life/OVE) |

# Topic: Metadata

## Subtopic 1: Metadata on national survey

### Key Indicators

**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

The results presented here arise from the 6th national survey on the living conditions of the students in France. The reference period of the survey is the academic year 2009-2010. Data collecting phase took place between March and June. The costs of data collecting and processing, done by a private company, are financed by the budget of the Observatoire de la vie Etudiante (OVE), which comes from the Ministry for Higher Education and Research. All the data analysis is made by the team of the OVE.

National OVE survey on social and economic conditions of student's life was already made in 1994, 1997, 2000, 2003, and 2006. Each survey examines all aspects of student life: financial resources and spending habits, employment, housing, independence from parents, eating habits, health issues, studying conditions, hobbies and cultural activities, etc.

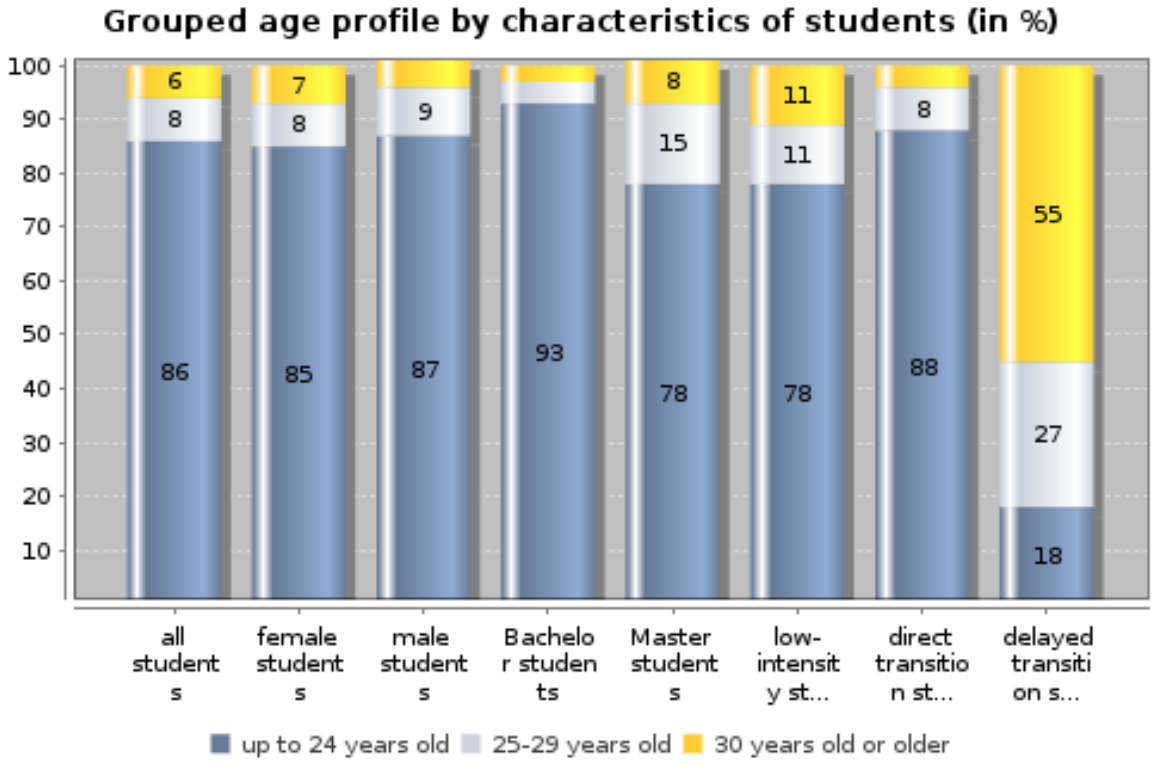
Between 1994 and 2006, the field of the whole national OVE survey was limited to universities, public short-term studies for professional technicians and public classes of preparation for competitive examinations of admission to business schools and schools of engineers. In 2010 the survey was also spread in other kinds of institutions: business schools, schools of engineers, schools of arts and nurses' schools.

The total field represents 85 % of the total number of students in higher education: level 5A, 5B and 6. The survey includes foreign students. All in all 33 009 students answered the questionnaire on Internet. To conform to the recommendations of the program Eurostudent, 23 836 corresponding to the target group were kept for the analyses which are presented here.

## Topic: A. Demographic Characteristics

# Subtopic 1: Age profile by characteristics of students

| Key Indicators | |
|---|---|
| Average age (arithm.mean) in years - all students | 21.57 |
| Average age (median) in years - all students | 21.0 |
| Average age (arithm.mean) in years - female students | 21.63 |
| Average age (arithm.mean) in years - male students | 21.49 |
| Average age (arithm.mean) in years - BA students | 20.34 |
| Average age (arithm.mean) in years - MA students | 23.2 |
| Average age (arithm.mean) in years - low-intensity students | 22.32 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

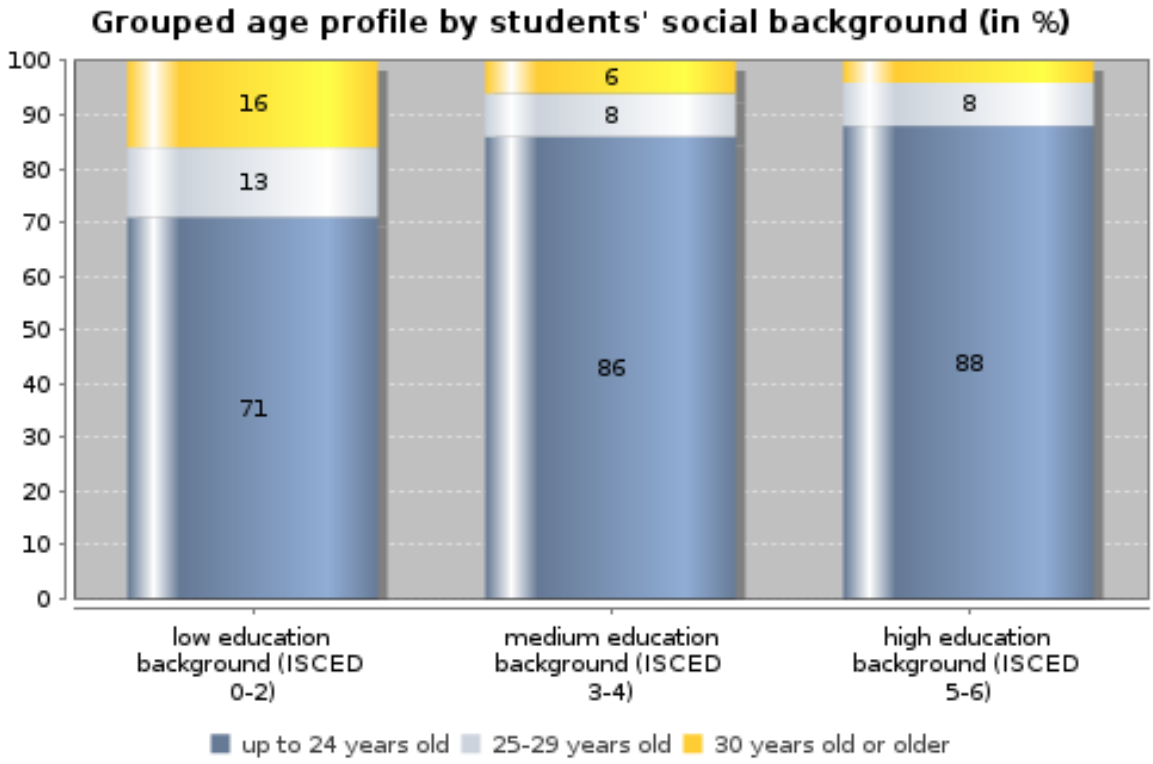
For coherence's purposes with the rectification basis, age taken in account for the universitary year 2009-2010 is the age at the end of 2009 and not the age at the time of the survey (spring 2010). This may accentuate the relative youth of students.

**national interpretation of the results of the data analysis:**
French student are 21.5 years old in average. We don't see any significant difference of age between female and male students. Students who prepared a Master are in average 3 years older than students in Bachelor.
We observe that the delayed transition students (student who entering HE at least two years after graduating from High school) are clearly older than other students.

## Topic: A. Demographic Characteristics

# Subtopic 2: Age profile by social background

| Key Indicators | |
|---|---|
| Average age (arithm.mean) in years - low education background (ISCED 0-2) | 22.96 |
| Average age (median) in years - low education background (ISCED 0-2) | 22.0 |
| Average age (arithm.mean) in years - high education background (ISCED 5-6) | 21.28 |
| Average age (median) in years - high education background (ISCED 5-6) | 21.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

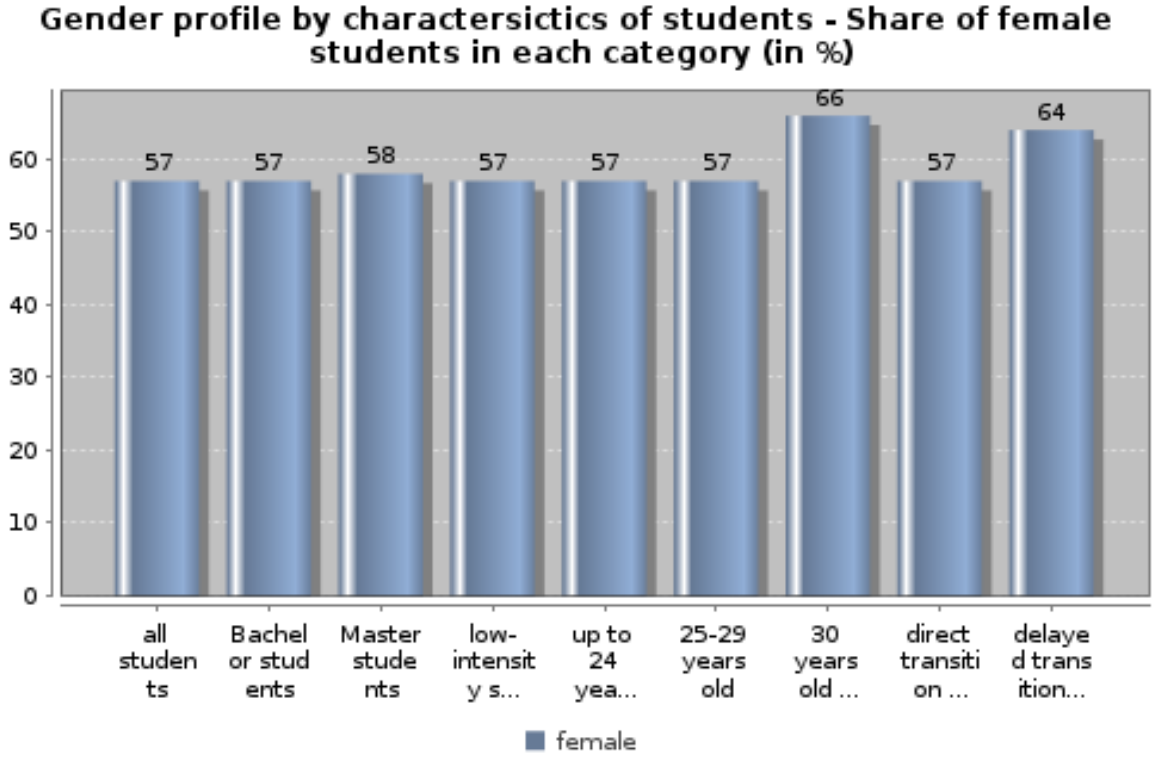
Students from families with high educational background are a little bit younger than students from a lower educational background. Precisely, 16% of students from a low educational background are over 30 years old whereas only 4% of students from a high educational background have at least 30 years old.

Indeed, the students whose parents made higher education enter earlier the higher education.They also have more linear routes without redoubling.

## Topic: A. Demographic Characteristics

# Subtopic 3: Gender profile by characteristics of students

| Key Indicators | |
|---|---|
| Share of females among all students, in % | 57.4 |
| Share of females among BA students, in % | 57.0 |
| Share of females among MA students, in % | 58.0 |
| Share of females among low-intensity students, in % | 56.8 |
| Share of females among the 30 years old or older, in % | 66.4 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

Girls are over represented in HE than boys. They represent 57% of all the student and they are more numerous in all focus groups.

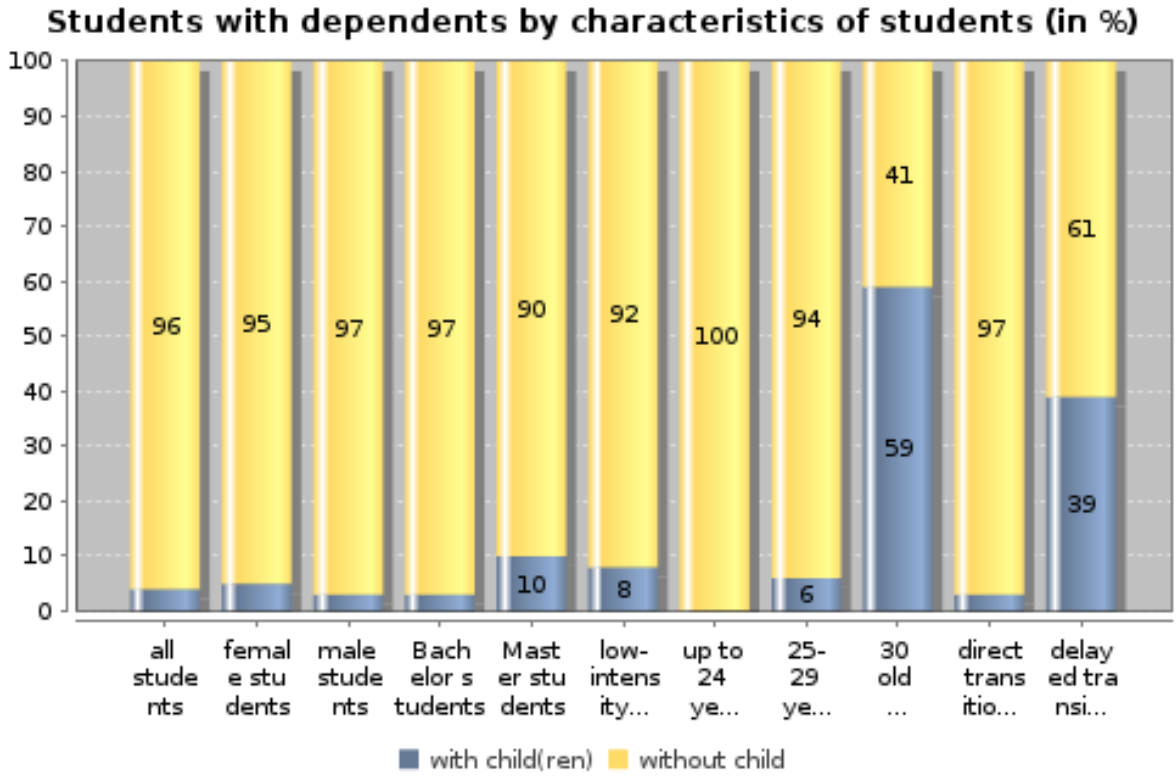
However, the male or feminine ascendancy in certain disciplines remains. So the disciplines of human arts and sciences are particularly feminized. On the contrary, the sector sciences and technology are much more male.

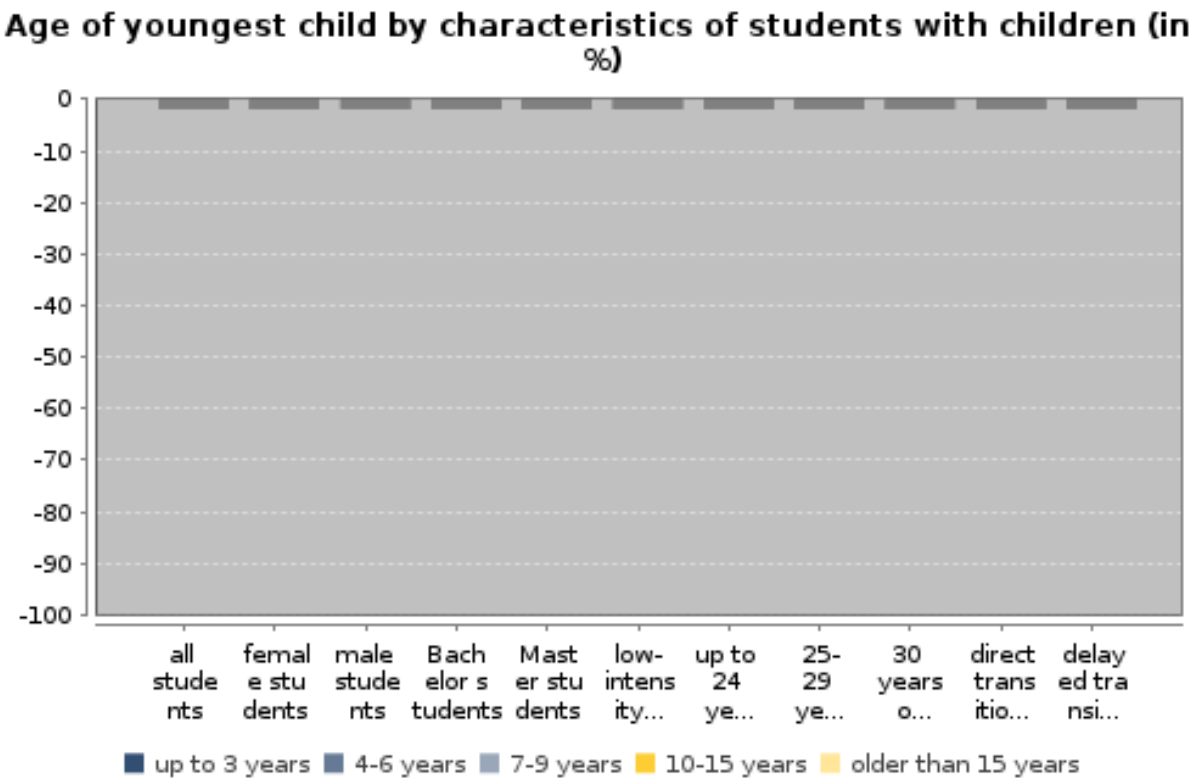
## Topic: A. Demographic Characteristics

# Subtopic 4: Dependents by characteristics of students

**Key Indicators**

| | |
|---|---|
| Share of students with children among all students, in % | 4.3 |
| Share of students with children among female students, in % | 5.3 |
| Share of students with children among male students, in % | 3.1 |
| Share of students with children among MA students, in % | 10.0 |
| Share of students with children among up to 24 years old, in % | 0.4 |
| Students with children up to the age of 3 years of all students with children, in % | Students with children between the ages of 4 to 6 of all students with children, in % |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

We have no information concerning the age of the children of students.

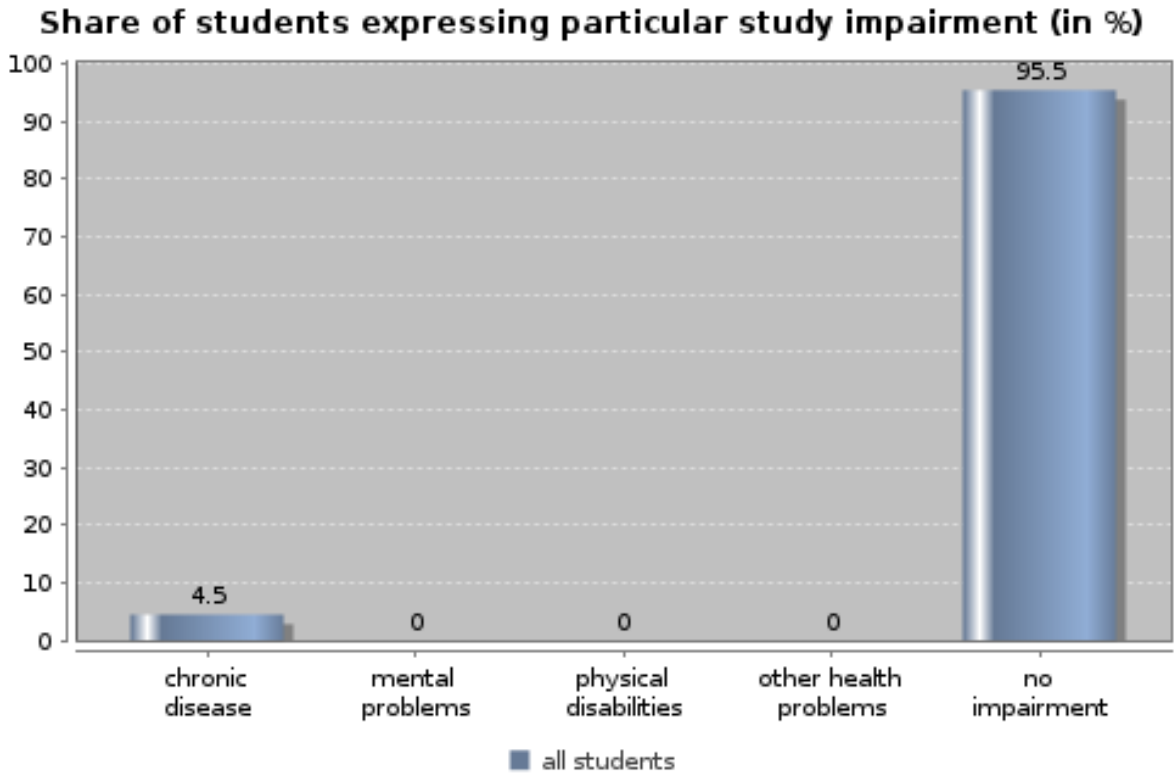
**national interpretation of the results of the data analysis:**

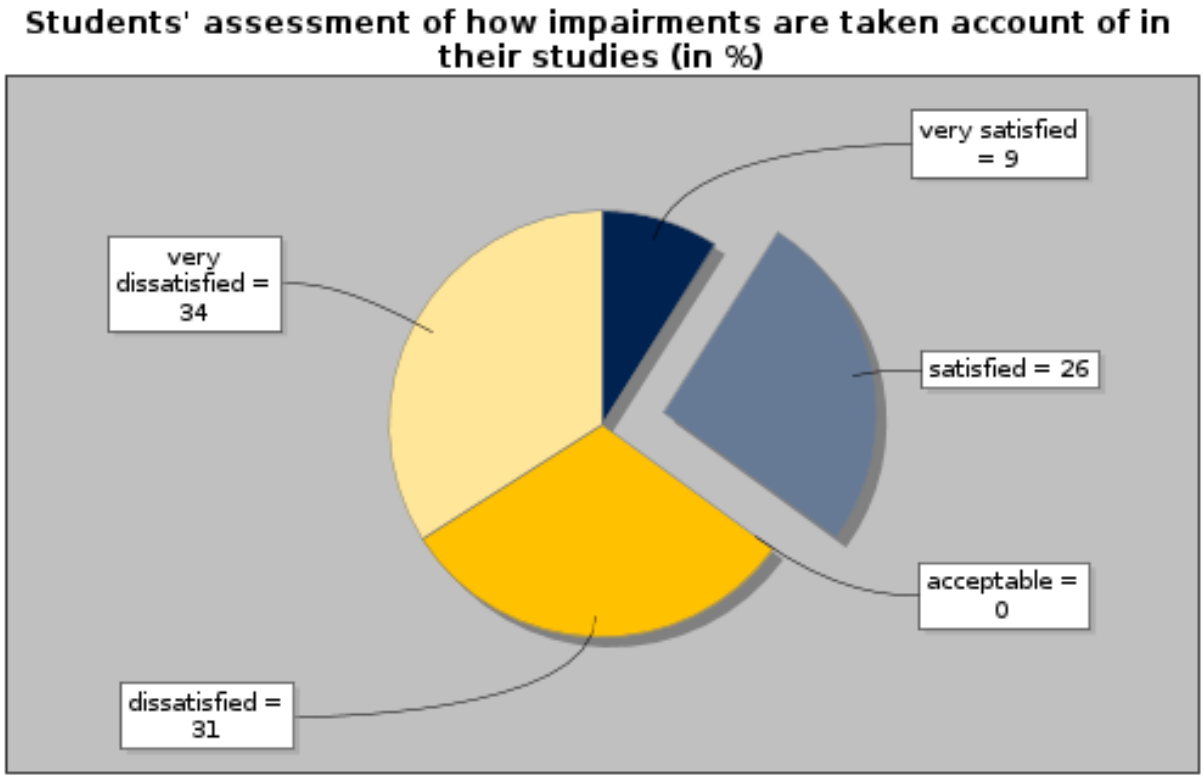
It is rare that students are parents because French student are trendy young.The probability of having a child increase with the age of the students. Only 0.4% of students under 24 years old have a child, and on the same time, 59% of students who are older than 30 years old have at least one chil. We also notice that girls have more often a child than boys and that 8% of the "low intensity" students have at least one child.

## Topic: A. Demographic Characteristics

# Subtopic 5: Students' assessment of study impairment and of how it is taken account of

| Key Indicators | |
|---|---|
| Students who feel impaired in their studies in % | 4.5 |
| Students who are (very) satisfied with the way their impairments are taken account of in % | 35.2 |
| Students who are (very) dissatisfied with the way their impairments are taken account of in % | 64.8 |






**details on missing data:**

We don't have the infomation about the kind of impairment of students. We know only if students declare to have an impairment or a chronic disease that disturb their studies.

**methodical issues or considerations for data interpretation:**

We have only 4 possible answers in our survey : 'Yes completely', 'Yes, rather', 'Not enough', 'not of the whole'. Then, the modality 'acceptable' can not be filled.

**national interpretation of the results of the data analysis:**

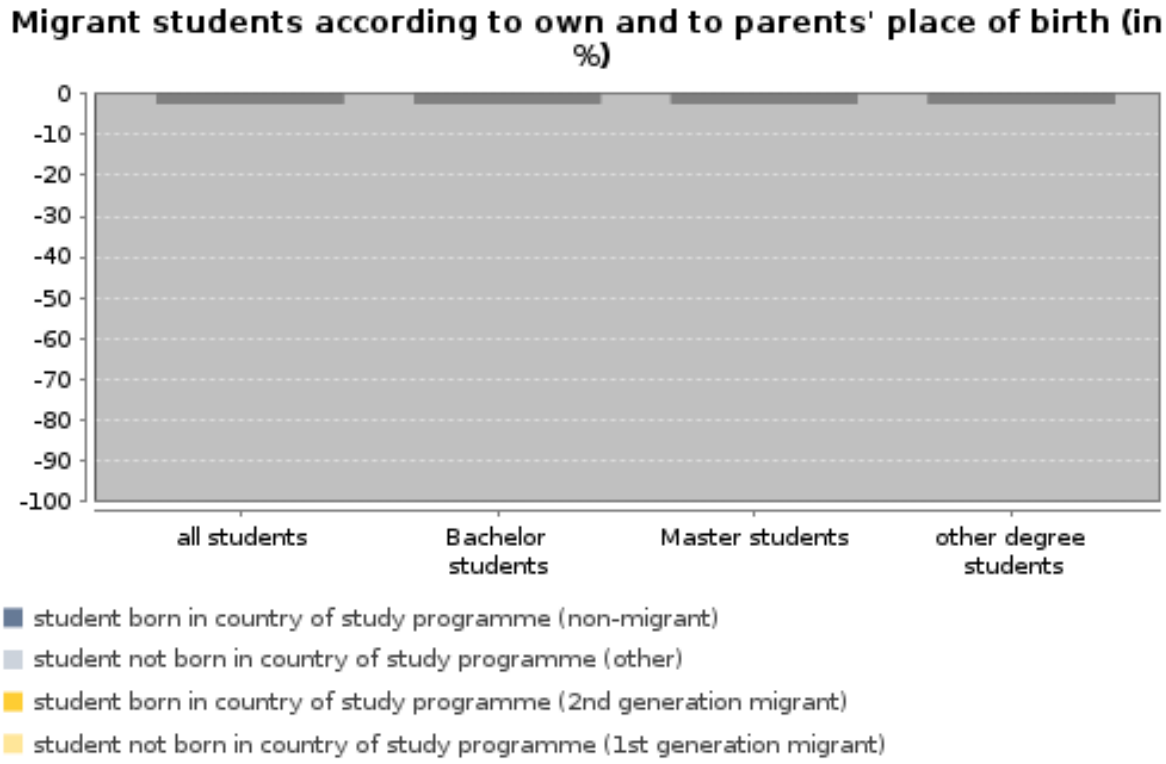
4.5% of students have a physical handicap or a chronic disease that impair their studies. In France, reform programmes are being developped in order to promote their integration in universities. Nevertheless, 65 % of students with impairment are not satisfied by the way their impairment is taken into account in their studies.Only 35% are satisfied.

## Topic: A. Demographic Characteristics

# Subtopic 6: Mobile/migrant students

**Key Indicators**

| | |
|---|---|
| Share of non-migrants among all students, in % | Share of non-migrants among all BA students, in % |
| Share of non-migrants among all MA students, in % | Share of 2nd generation migrants among all students, in % |
| Share of 2nd generation migrants among all BA students, in % | Share of 2nd generation migrants among all MA students, in % |
| Share of 1st generation migrants among all students, in % | Share of 1st generation migrants among all BA students, in % |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

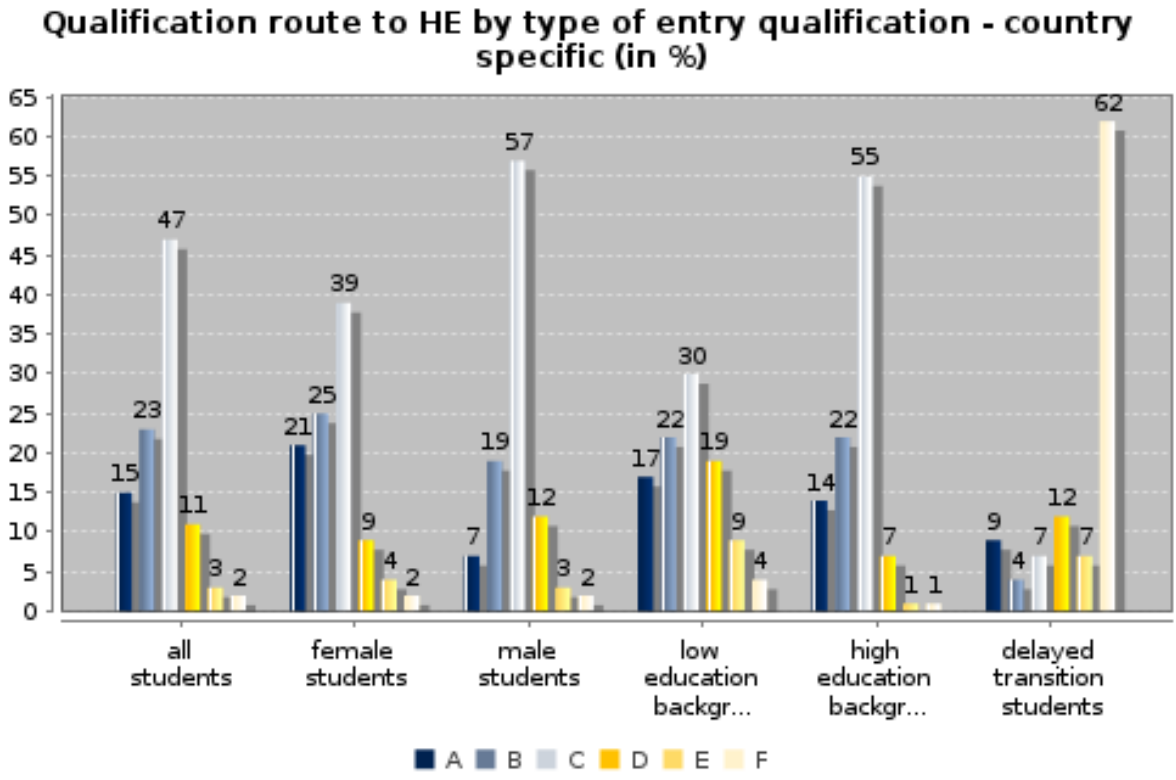
We only know the nationality of the student. We don't have any informations concerning the country of birth of the student. We only have this information for parents of students.

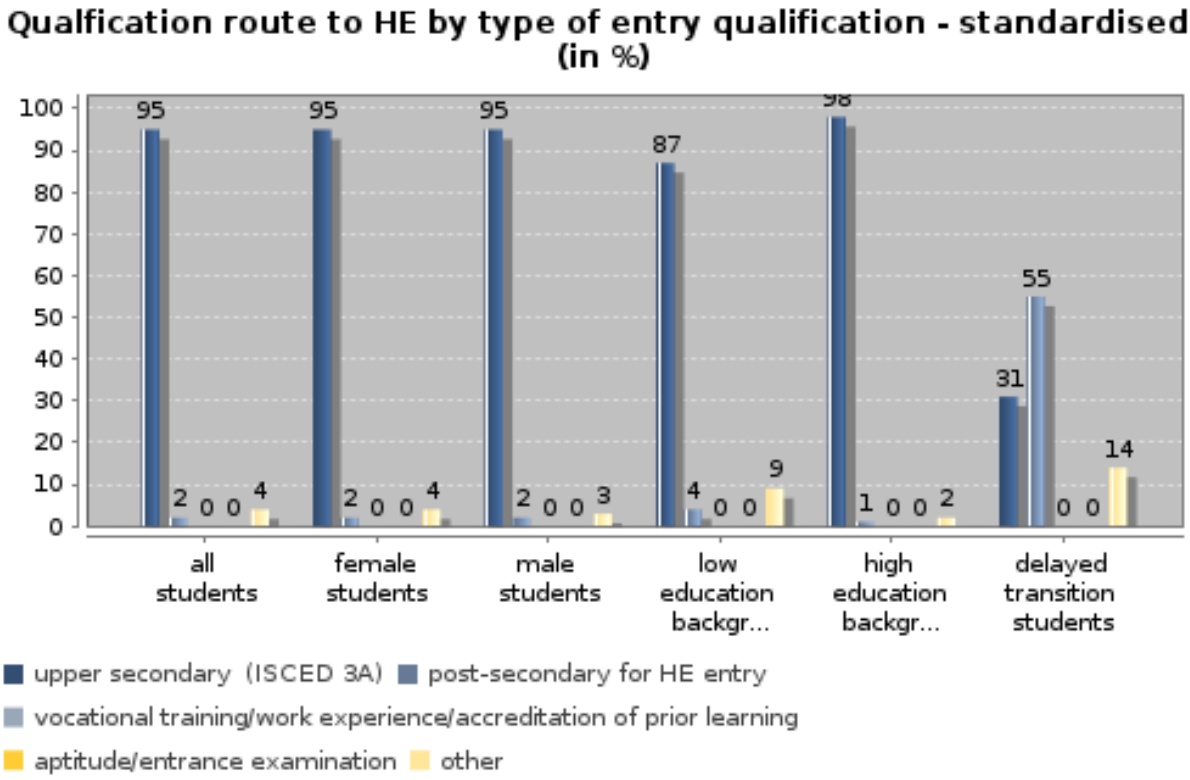
**national interpretation of the results of the data analysis:**

## Topic: B. Access and entry to higher education

# Subtopic 1: Qualification routes into higher education

| Key Indicators | |
|---|---|
| All students via upper secondary in % | 94.8 |
| Female students via upper secondary in % | 94.5 |
| Male students via upper secondary in % | 95.4 |
| Students with low education background (ISCED 0-2) via upper secondary in % | 87.1 |
| Students with high education background (ISCED 5-6) via upper secondary in % | 97.5 |
| Students with delayed transition via upper secondary in % | 31.0 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

Category A refers to : Baccalauréat Littéraire (Literary)
Category B refers to : Baccalauréat Economique (Economic)
Category C refers to : Baccalauréat Scientifique (Scientific)
Category D refers to : Baccalauréat Technologique (Technological)
Category E refers to : Baccalauréat professionnel (Professionnal)
Category F refers to : Autre (Other : French equivalent diploma or foreign diploma)
"Baccalauréat" is the diploma of the secondary end of studies which allows to reach the higher education.

In the second table, the category "other" refers to :
- a foreign equivalency of baccalaureat
- a baccalaureat professionnal (ISCED 3B)

**national interpretation of the results of the data analysis:**

A large majority (96.7%) of students entered in HE with a ISCED 3A qualification (Baccalauréat). It is the traditional route to HE.
The main alternative route is to complete a diploma equivalent to the high school diploma at a post-secondary non-tertiary institution in adult classes (1,7%). It could be:
- a "DAEU" "Diplome d'Accès aux Etudes Universitaires" (Diplome of Access to the University Studies), prepared in university, and giving access to higher education. To prepare this diploma, students have to be over 24 years old, or to be over 20 years old with 2 years of prior work experience.

- a "Capacité en Droit" (capacity in law), prepared during two years in university. It can be considered as an equivalence to the baccalauréat. There isn't any diploma required, all students over 17 years old can prepare this diploma.
- a "Validation d'acquis", which is a procedure that allows any French educational institution to grant degrees partly or totally on work experience.

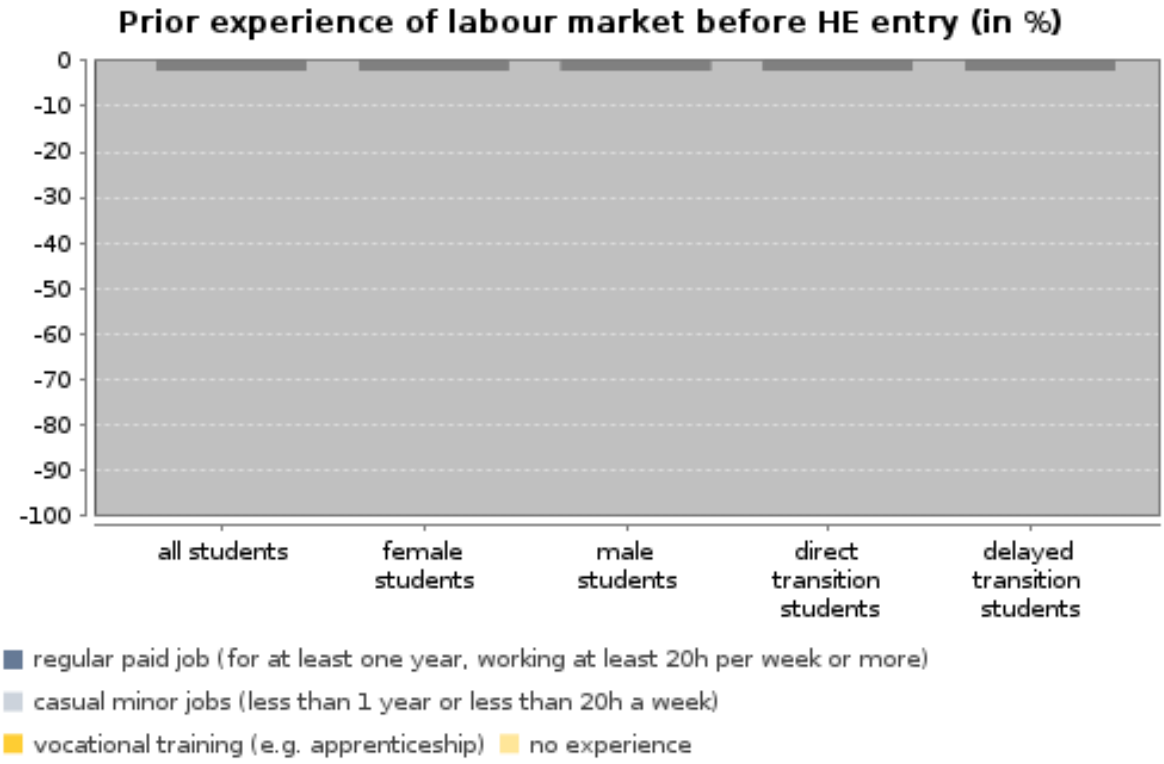
If we take a look at the non traditional route, we notice that they are more frequent when students have a lower educational background, compared with students with higher educational background.

## Topic: B. Access and entry to higher education

# Subtopic 2: Prior experience of the labour market before entering higher education

**Key Indicators**

| | |
|---|---|
| All students with regular paid job before entering HE in % | Females with regular paid job before entering HE in % |
| Males with regular paid job before entering HE in % | Direct transition students with regular paid job before entering HE, in % |
| Delayed transition students with regular paid job before entering HE, in % | All students without labour market experience before entering HE in % |
| Females without labour market experience before entering HE in % | Males without labour market experience before entering HE in % |




**details on missing data:**

No data for this topic, we don't have any information of any possible work experience before entering in HE.

**methodical issues or considerations for data interpretation:**

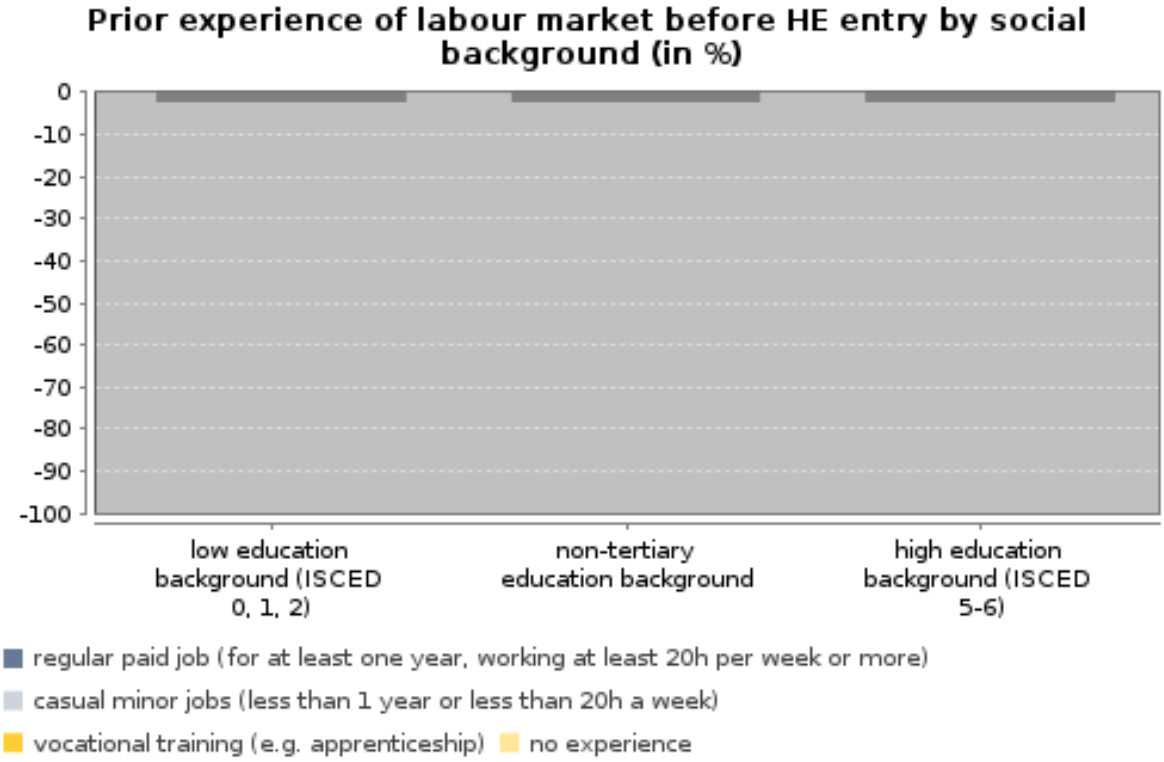
**national interpretation of the results of the data analysis:**

## Topic: B. Access and entry to higher education

# Subtopic 3: Prior experience of the labour market before entering higher education by social background

**Key Indicators**

| Students without labour market experience and low education background (ISCED 0-2) in % | Students without labour market experience and high education background (ISCED 5-6) in % |
|---|---|




**details on missing data:**

No data for this topic, we don't have any information of any possible work experience before entering in HE.

**methodical issues or considerations for data interpretation:**

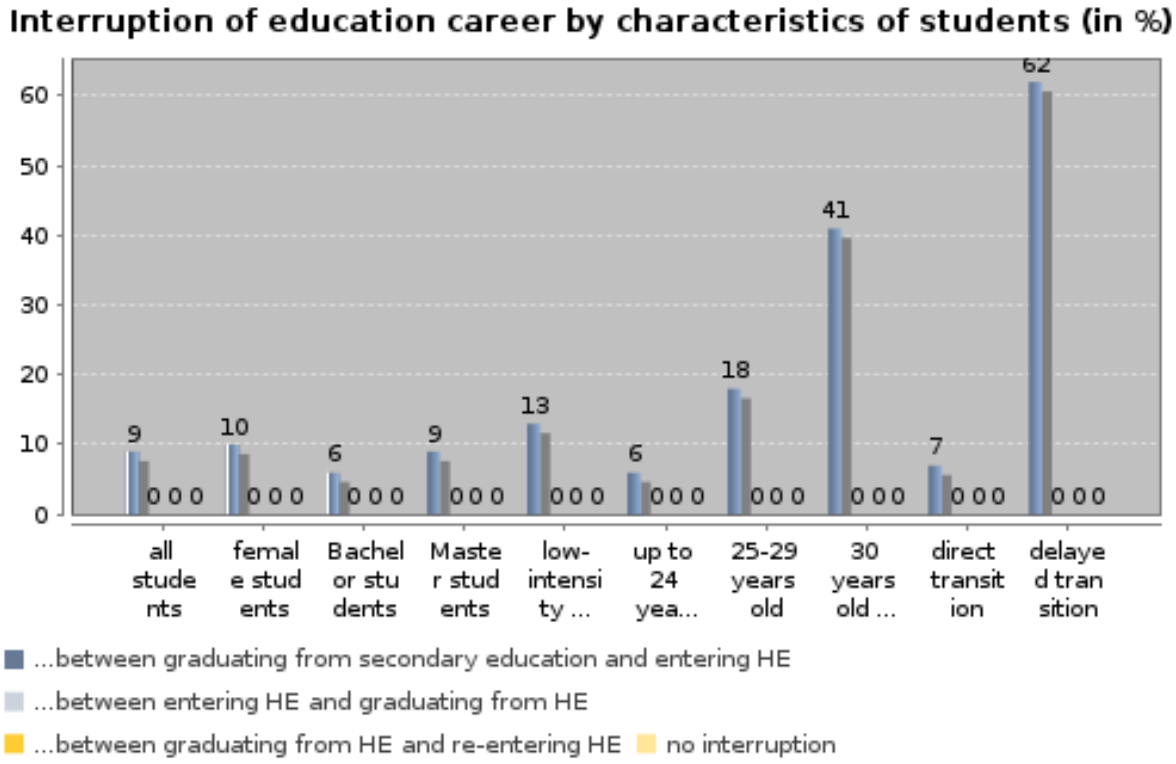
**national interpretation of the results of the data analysis:**

## Topic: B. Access and entry to higher education

# Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

**Key Indicators**

| | |
|---|---|
| BA students with interruption between graduating from secondary education and entering HE, in % | 5.9 |
| BA students with interruption between entering HE and graduating from HE, in % | BA students without interruption, in % |




**details on missing data:**

We do not have any information of possible interruptions between the first year of HE and the graduation from HE. To deal with possible interruption between graduating from secondary education and entering HE, we compare the year of the Baccalauréat and the year of entry in HE. If the two events occur on the same year, that means there isn't any interruption between graduating from secondary education and entering HE.

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

Older students have more often interrupted their study between their graduation from secondary school and their entering in HE. 41% of students of 30 years old or over interrupt their study between their graduation from secondary school and their entering in HE : we can think that it is especially the case of

persons who entered on the labor market after their secondary school diploma and who began their higher education late. There are only 6.3% in the group of the students of 24 years old or less.

## Topic: B. Access and entry to higher education

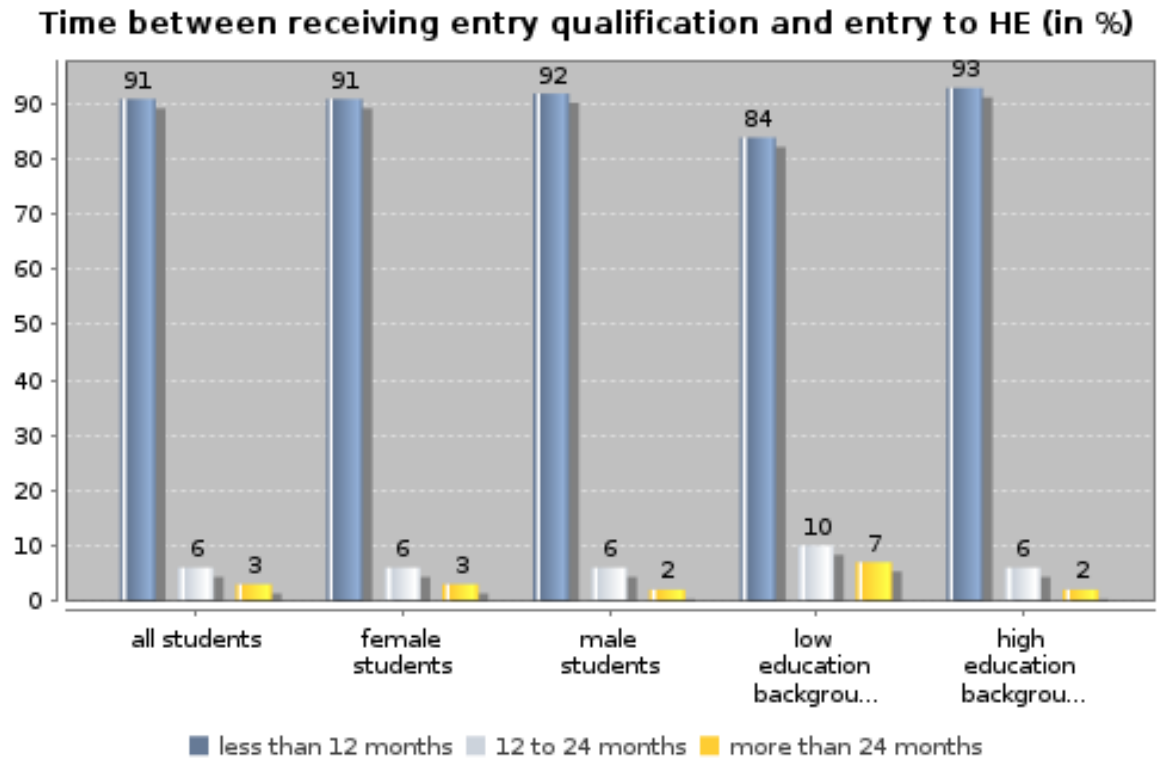
# Subtopic 5: Time between obtaining entry qualification and higher education participation

**Key Indicators**

Average time between HE qualification and HE entry in months (arithm. mean)

all students | female students

male students | low education background (ISCED 0-2)




**details on missing data:**

**methodical issues or considerations for data interpretation:**

We do not have the time between qualification and entry in HE in months, but only in years. That's why we can't fill the second table.

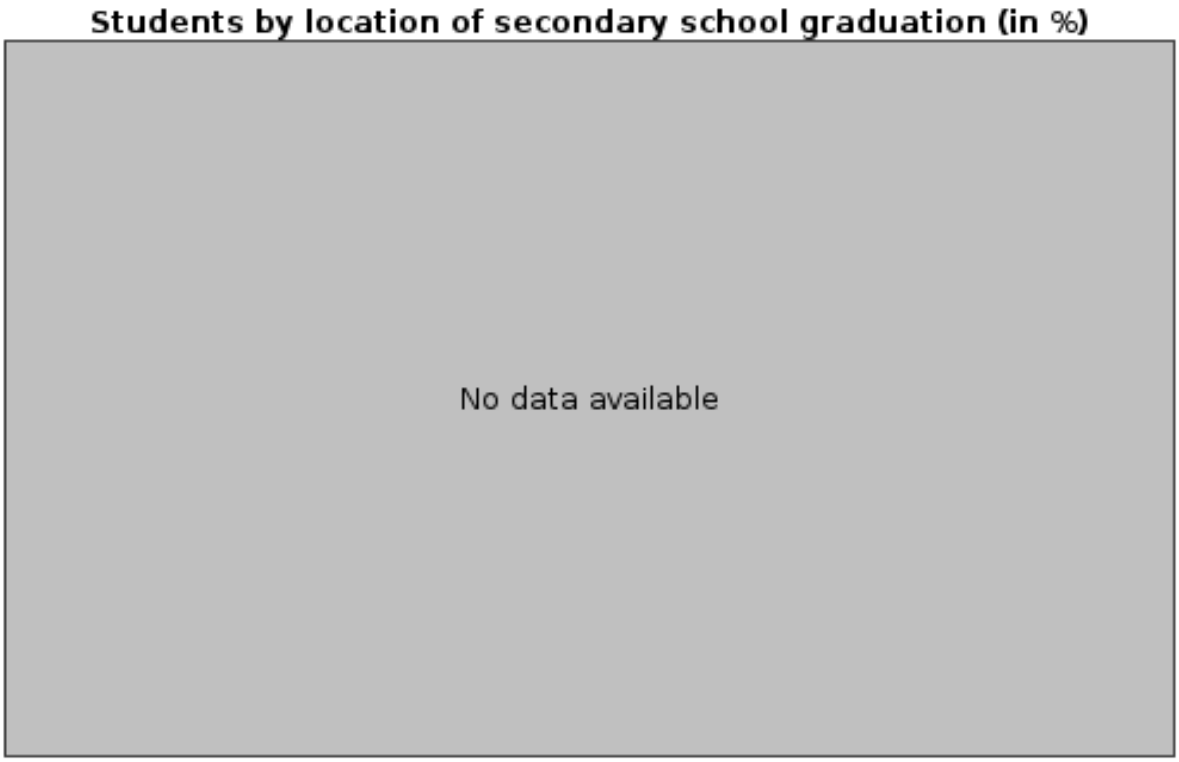
**national interpretation of the results of the data analysis:**

A large majority of students get their entrance to HE less than 12 months later their graduation from high school. This is the normal situation because students usualy graduated in June or July, and enter in HE in October at the latest. Students with a low education background are wasting more time between receiving qualification and entry to HE than students with a high education background.

## Topic: B. Access and entry to higher education

# Subtopic 6: Location of graduation from secondary education

**Key Indicators**

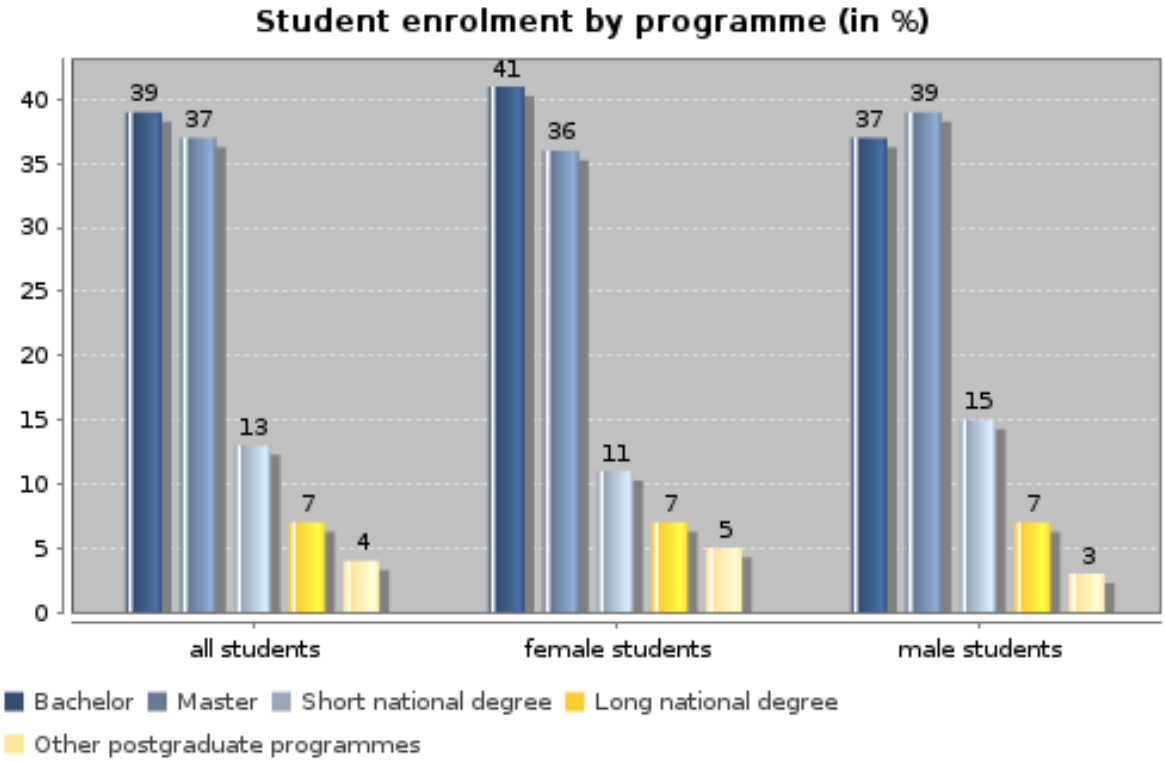



**details on missing data:**
We don't have any information of the city of graduation from secondary education, we only know the department of graduation from secondary education.
**methodical issues or considerations for data interpretation:**
**national interpretation of the results of the data analysis:**

## Topic: B. Access and entry to higher education

# Subtopic 7: Student enrolment by programme

| Key Indicators | |
|---|---|
| All students studying for BA, in % | 39.2 |
| All students studying for MA, in % | 37.1 |
| All students studying for other national degrees, in % | 23.8 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

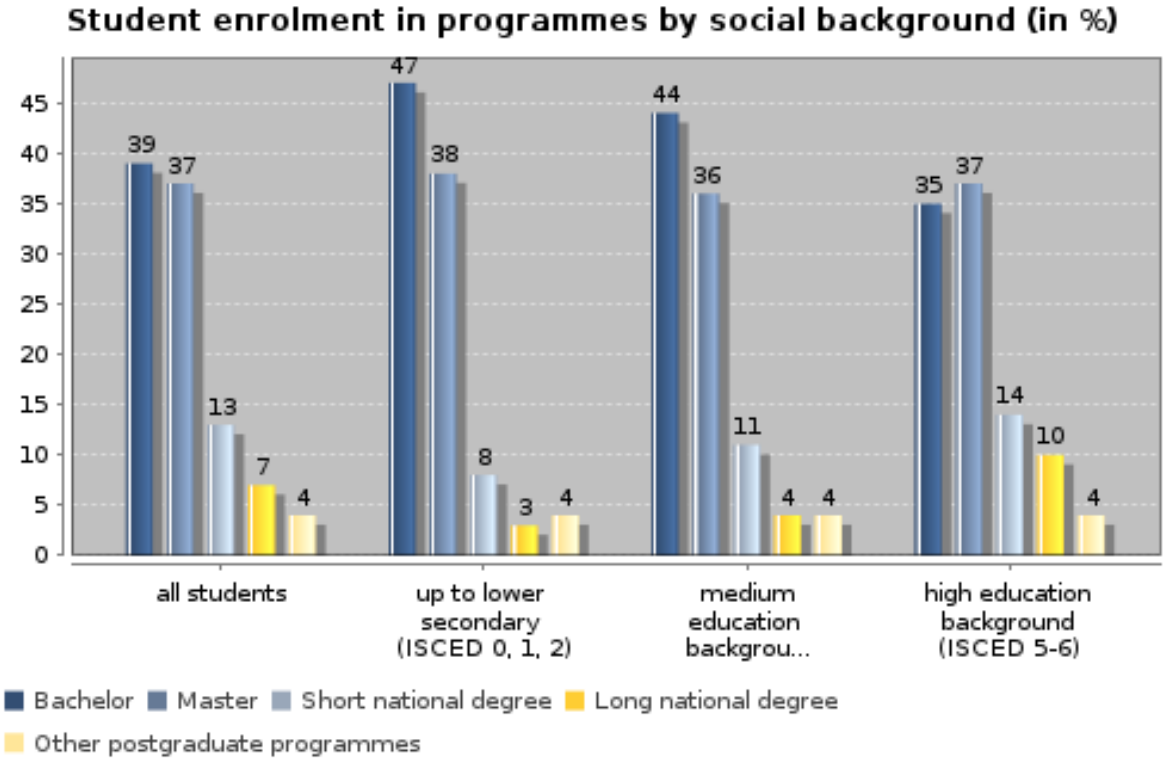
76% of French students are in a Bachelor or Master programme. The remaining 24% are mostly in "CPGE", (a two years programme which prepares students to access an engineering or commercial school), in a long medicine cursus or, more rarely, in school of art.

We notice that there are more girls in Bachelor degree than in Master degree (41% vs 36%)while it is the opposite for the boys (37% vs 39%).

## Topic: B. Access and entry to higher education

# Subtopic 8: Enrolment in programmes by social background

| Key Indicators | |
|---|---|
| Students with low education background (ISCED 0-2) studying for BA, in % | 47.0 |
| Students with low education background (ISCED 0-2) studying for MA, in % | 38.0 |
| Students with high education background (ISCED 5-6) studying for BA, in % | 35.0 |
| Students with high education background (ISCED 5-6) studying for MA, in % | 37.3 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

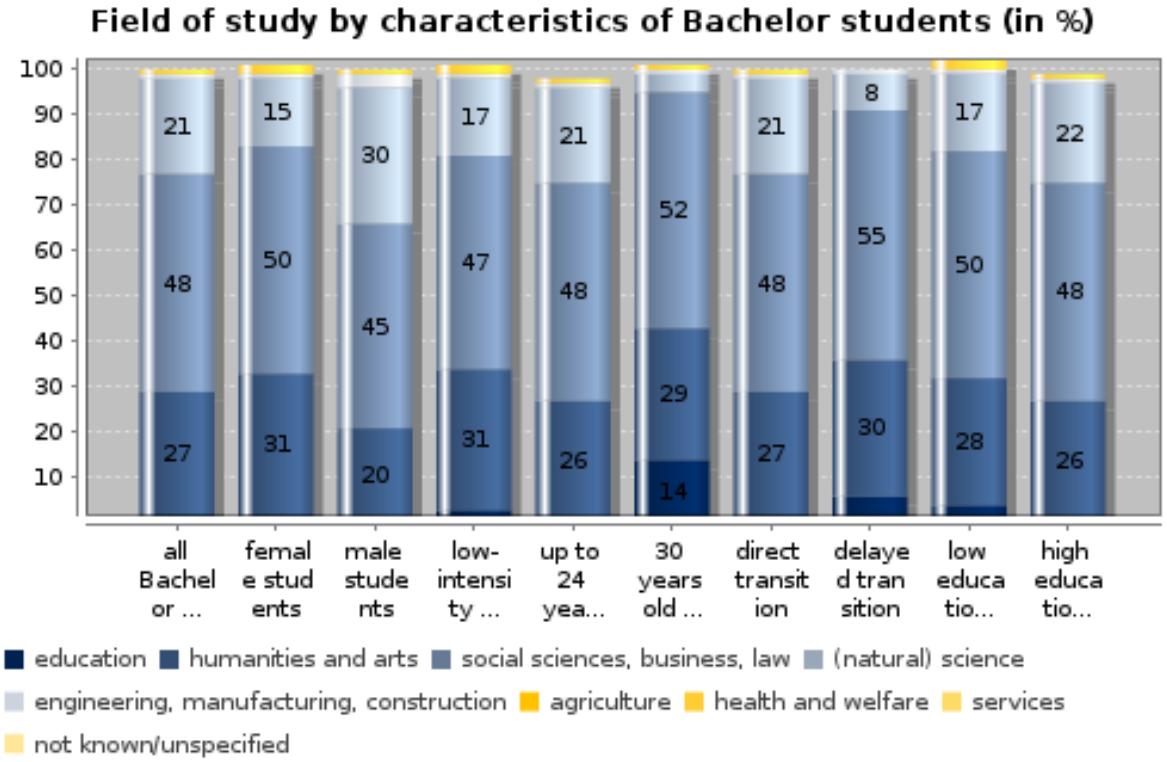
**national interpretation of the results of the data analysis:**

Students of a lower educational background are more likely in the first two cycles of the Bologna process. Almost 30% of students of a higher educational background are not in Bachelor or Master, mostly because they are preparing their entry to a business or engineering school (in CPGE school grade), or because they are in a long medical cursus. These fields of studies are very selective socially.

## Topic: B. Access and entry to higher education

# Subtopic 9: Field of study by characteristics of BA students

| Key Indicators | |
|---|---|
| Students in engineering disciplines among all BA students, in % | 1.4 |
| Students in humanities and arts among all BA students, in % | 26.7 |
| Students in social sciences, business and law among all BA students, in % | 48.0 |
| BA students from lowest education backgrounds in engineering disciplines, in % | 1.0 |
| BA students from lowest education backgrounds in humanities and arts, in % | 27.6 |
| BA students from lowest education backgrounds in social sciences, business and law, in % | 49.5 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

We don't have enough students in Agriculture and Services in OVE survey 2010. The results which concern these field cannot be thus interpreted in a reliable way.

**national interpretation of the results of the data analysis:**
There is usual field of study where girls are more frequent like in Education, or Humanities and Arts. And in the other side, boys are over represented in Natural science, or in Engineering.
We can focus on two specific groups: Humanities and Art student and Engineering student. The older students are many in the first group. Students arise also more often from low social background in the first group.

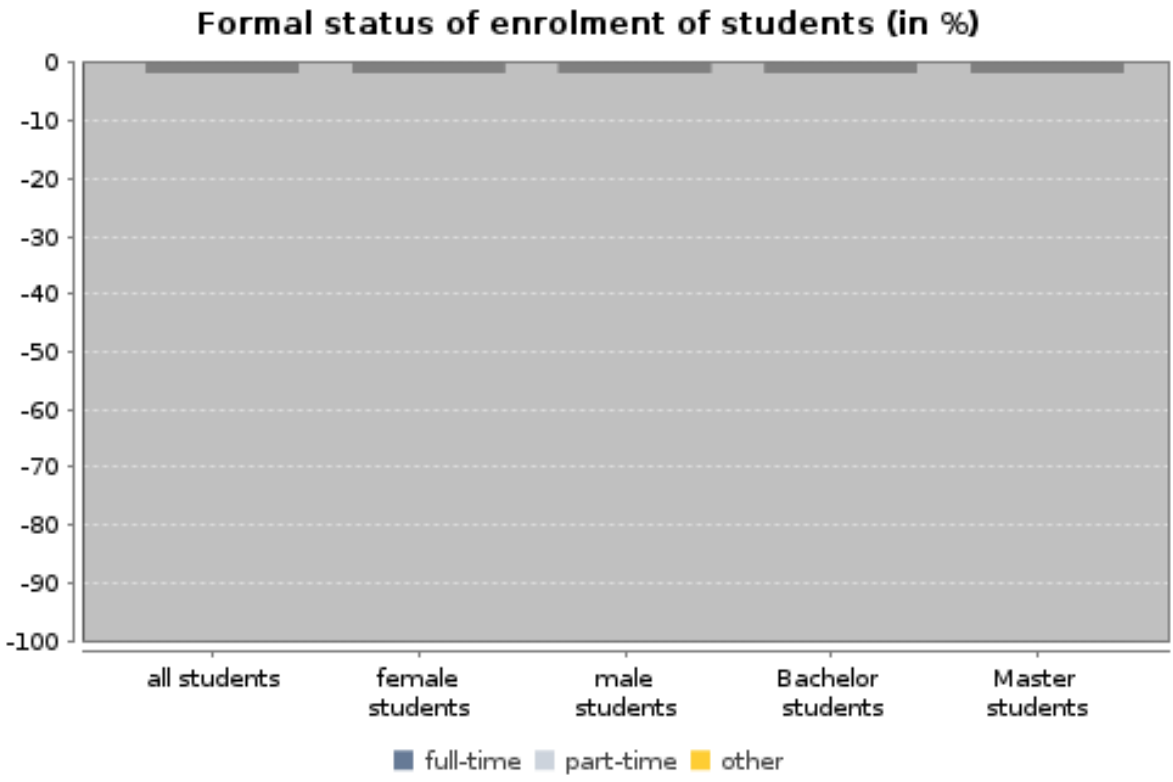
## Topic: B. Access and entry to higher education

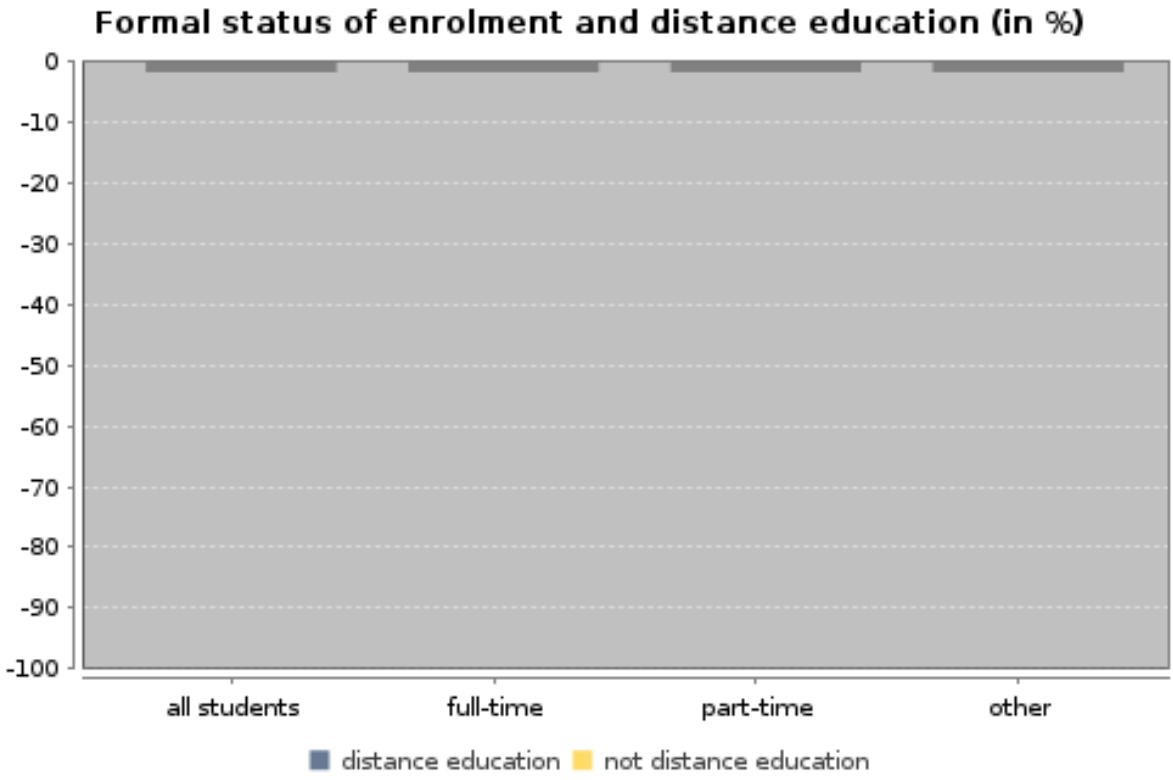
# Subtopic 10: Formal status of enrolment

**Key Indicators**

Share of part-time students among all students, in %

Share of part-time students among BA students, in %






**details on missing data:**

**methodical issues or considerations for data interpretation:**

We don't have any information on the formal status of French Students, and of the share of students of distance education.

So, all French students are considered as full time students.

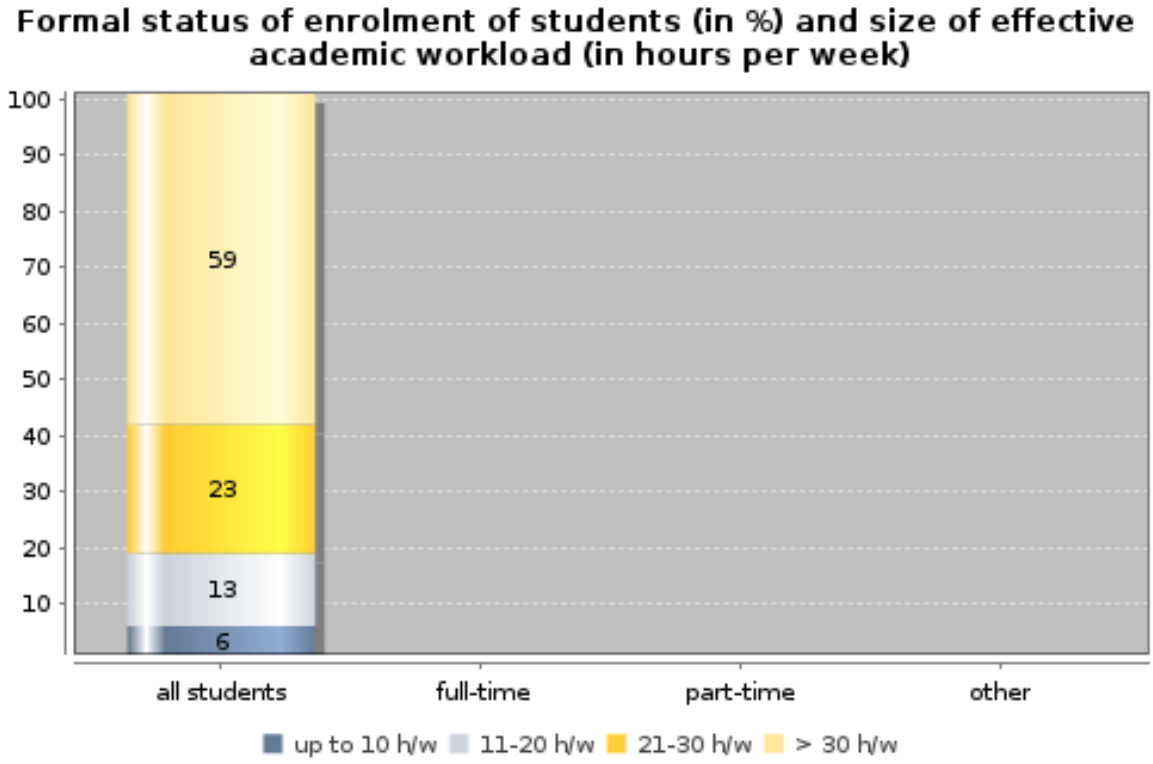
**national interpretation of the results of the data analysis:**

## Topic: B. Access and entry to higher education

# Subtopic 11: Formal status of enrolment by size of academic workload

**Key Indicators**

| | |
|---|---|
| All students with study-related activities up to 20 hours per week, in % | 18.8 |
| Students with full-time status and study-related activities up to 20 hours per week, in % | Students with part-time status and study-related activities of 21 hours or more per week, in % |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

We don't have any information on the formal status of French Students, and of the share of students of distance education.

So, all French students are considered as full time students

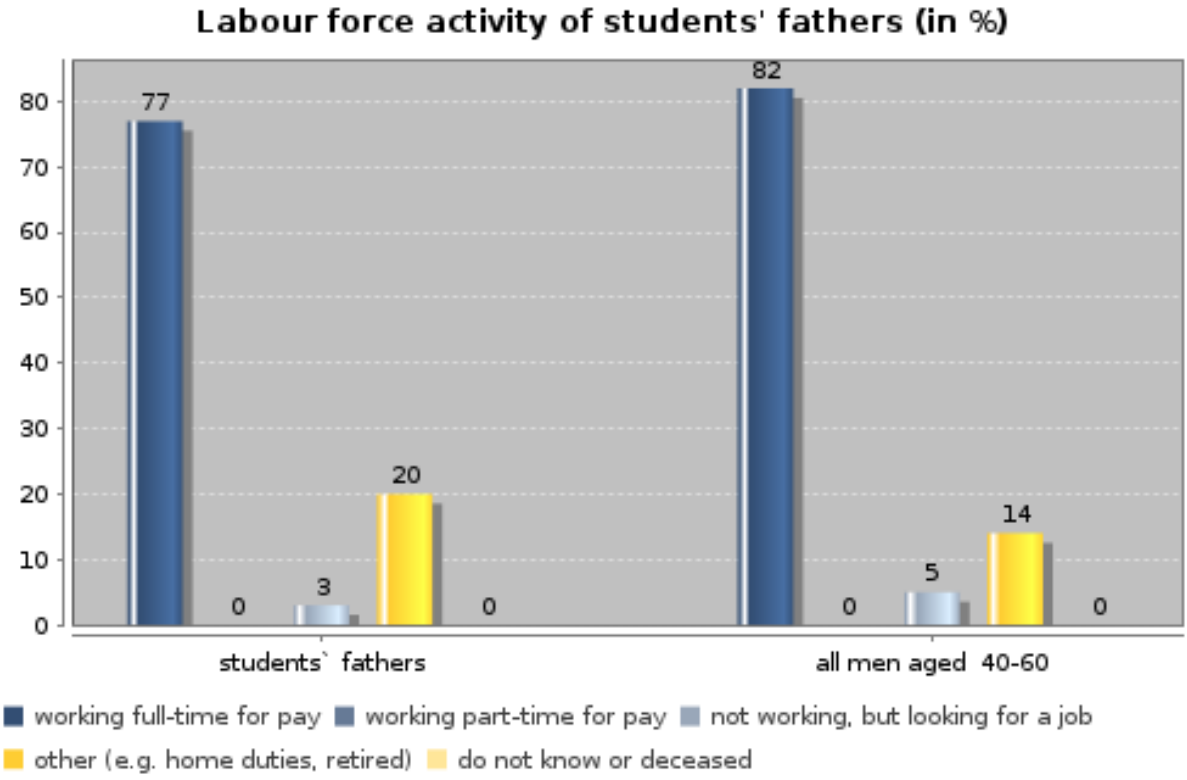
**national interpretation of the results of the data analysis:**

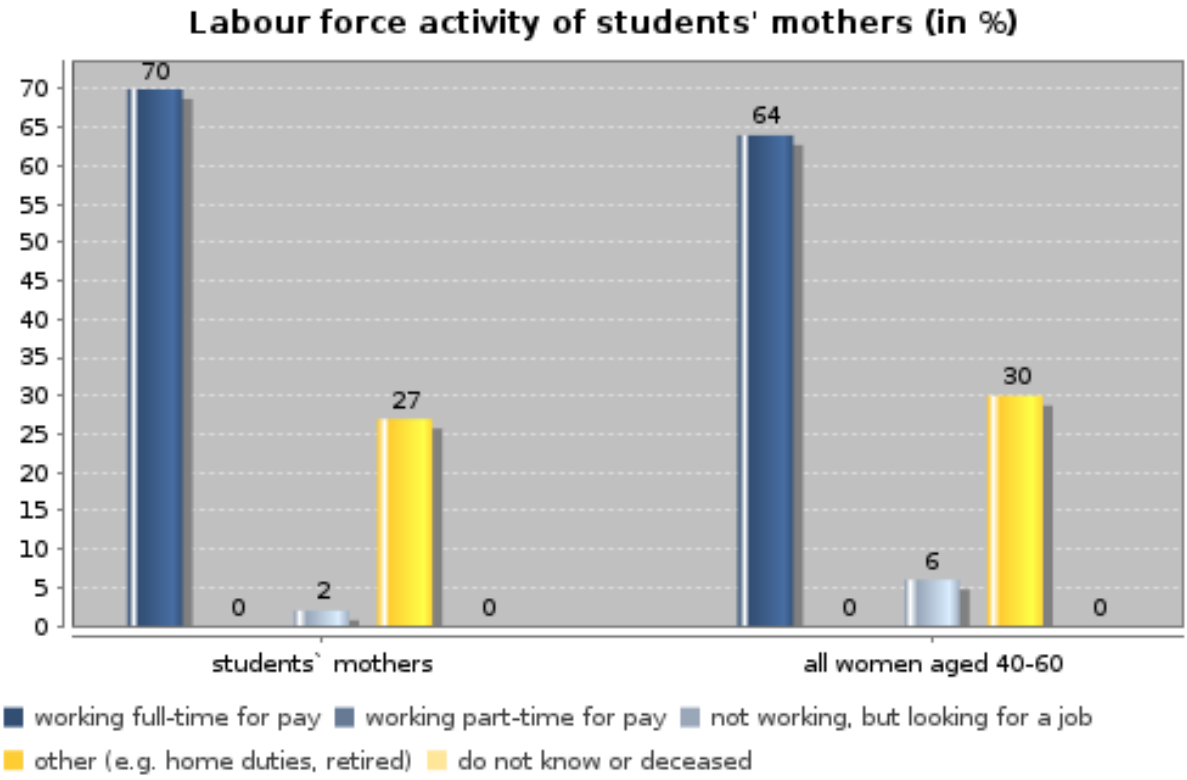
A little less than 20% of French students spent less than 20 hours per week to their studies (taught studies + personal study time). A large majority of students (58.8%) spent more than 30 hours per week to their studies. There is no distinction between full-time and part-time student in our study.

## Topic: C. Social background of student body

# Subtopic 1: Labour force activity of students' parents

| Key Indicators | |
|---|---|
| Share of economically active students' fathers in % | 77.4 |
| Share of economically active students' mothers in % | 70.3 |
| Ratio of economically active students' fathers to corresponding male population | 0.9 |
| Ratio of economically active students' mothers to corresponding female population | 1.1 |






**details on missing data:**

We have no information about the part-time work. That is why the second line is not filled for the parents of students but also for the whole population. The part-time workers are included in the first line.

The data used for the comparison do not contain the modality " do not know, deceased ". That is why we also decided to remove this category for the student population. So, the data are comparable.

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

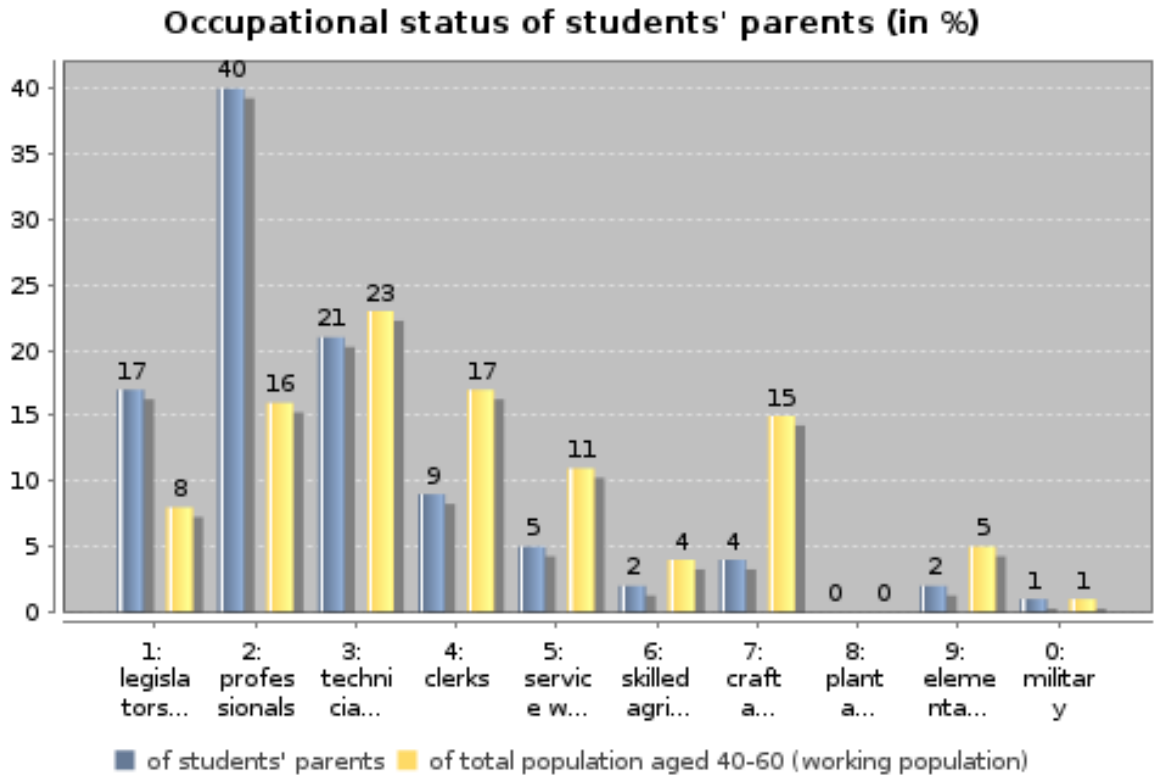
The fathers of students are less often active (in employment or in unemployment) than all the men from 40 to 60 years old. On the other hand, they are more frequently retired or in the non-working population. This explains probably by the fact that the fathers of students have frequently more than 60 years old.

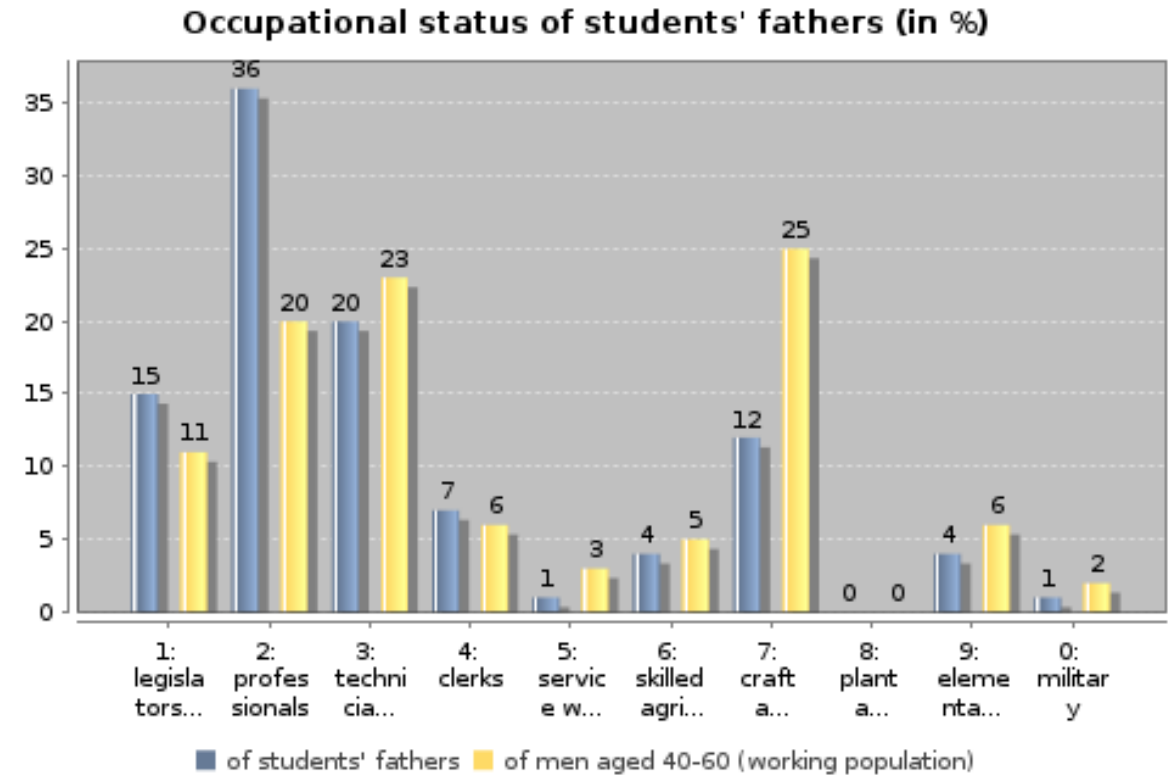
The mothers of students are more often active in employment than all the women from 40 to 60 years old. They are less often unemployed, inactive or retired.

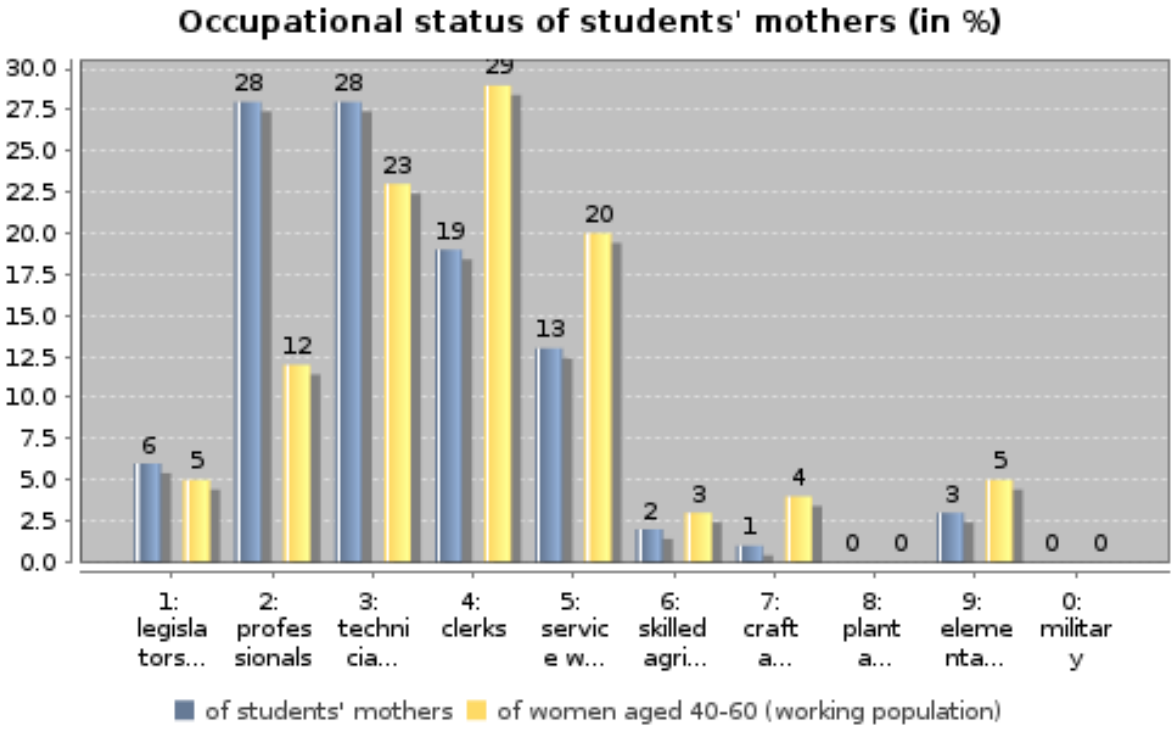
## Topic: C. Social background of student body

# Subtopic 2: Occupational status of students' parents

| Key Indicators | |
|---|---|
| Students' parents with blue-collar occupation in% | 7.0 |
| Students' fathers with blue-collar occupation in % | 19.1 |
| Students' mothers with blue-collar occupation in % | 5.4 |
| Ratio of students' fathers with blue-collar occupation to counterparts in working population | 0.5 |
| Ratio of students' mothers with blue-collar occupation to counterparts in working poulation | 0.5 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

1.The group "plant and machine operators and assemblers" is included in the group "elementary occupations" in OVE survey and in national statistics.

2.In OVE survey, the group 'military' includes also police officers.

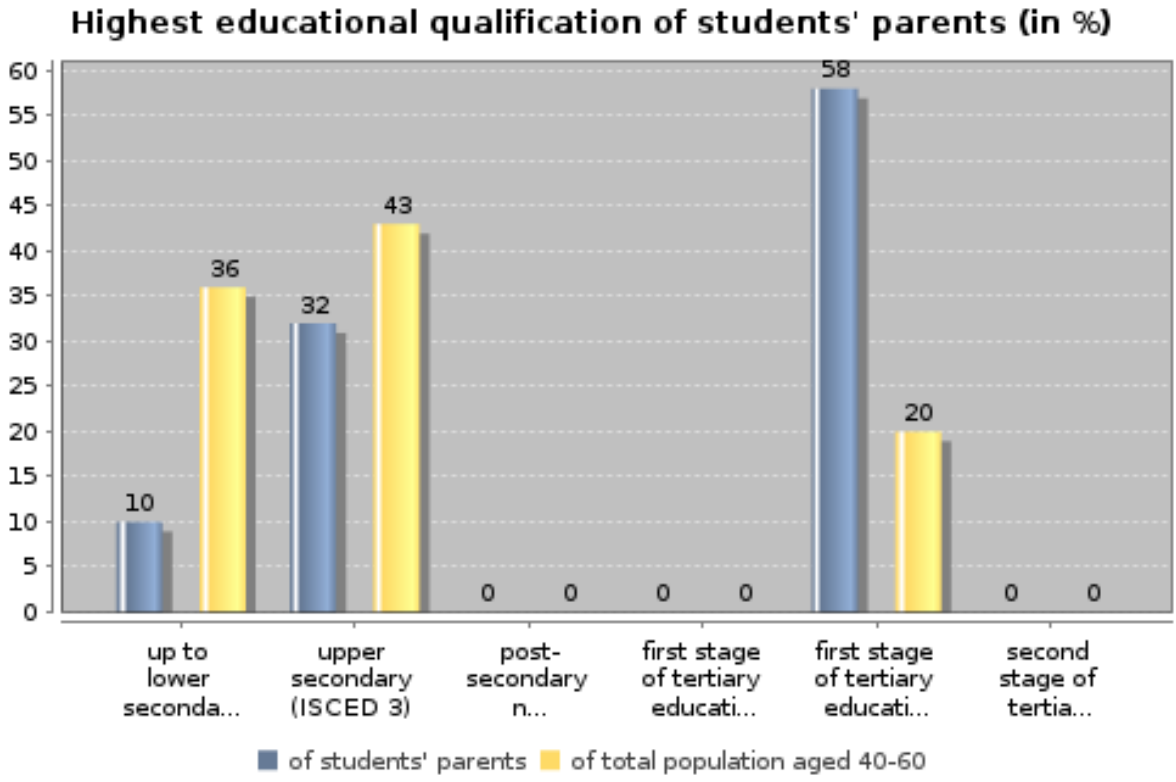
**national interpretation of the results of the data analysis:**

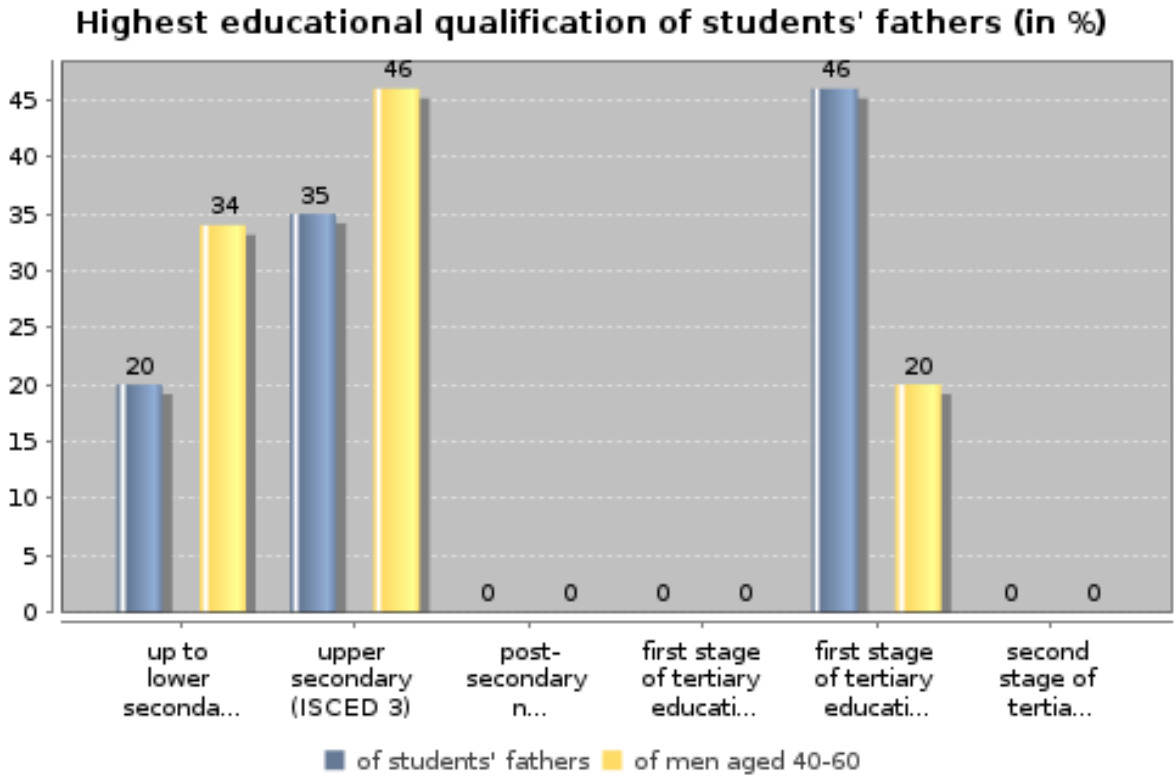
The Ratio of students' parents with blue-collar occupation to counterparts in working population is 0.5. That means that there is 2 times less students' parents which are blue collar worker than in the total population. On the contrary, the part of the students who have parents executives is twice as important among the students as in the whole of the population. This shows the link between the social background (and also educational background) and the fact of being student. Student with a favorable social background have more support (educational, financial, ...) than other when they are entering in HE.

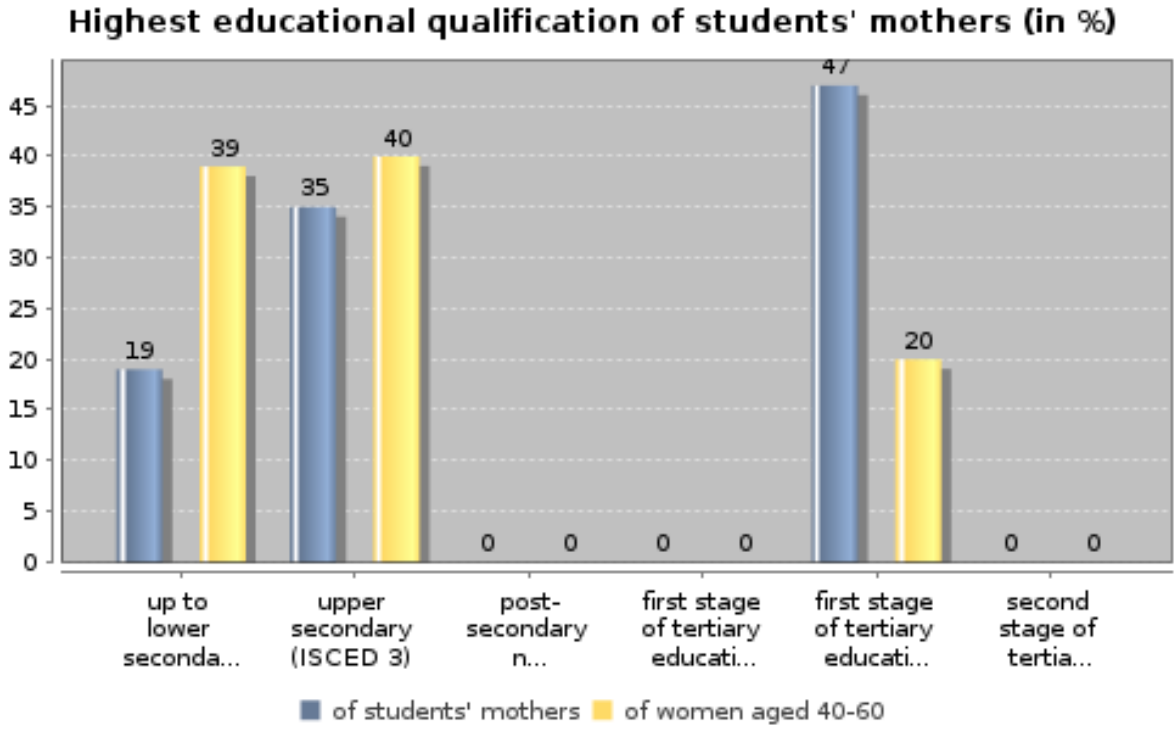
## Topic: C. Social background of student body

# Subtopic 3: Highest educational attainment of students' parents

| Key Indicators | |
|---|---|
| Students' parents without tertiary education (not ISCED 5-6) in % | 42.0 |
| Students' fathers without tertiary education (not ISCED 5-6) in % | 54.1 |
| Students' mothers without tertiary education (not ISCED 5-6) in % | 53.5 |
| Ratio students' fathers without tertiary education to counterparts in total population | 0.7 |
| Ratio students' mothers without tertiary education to counterparts in total population | 0.7 |






**details on missing data:**

1.Our survey does not allow us to distinguish the various levels of diploma obtained by the parents in the higher education. We thus grouped together in the category " first stage of tertiary education (ISCED 5A, academic) " all the diplomas of the tertiary education.

2.Information concerning total population are given in percent.

**methodical issues or considerations for data interpretation:**

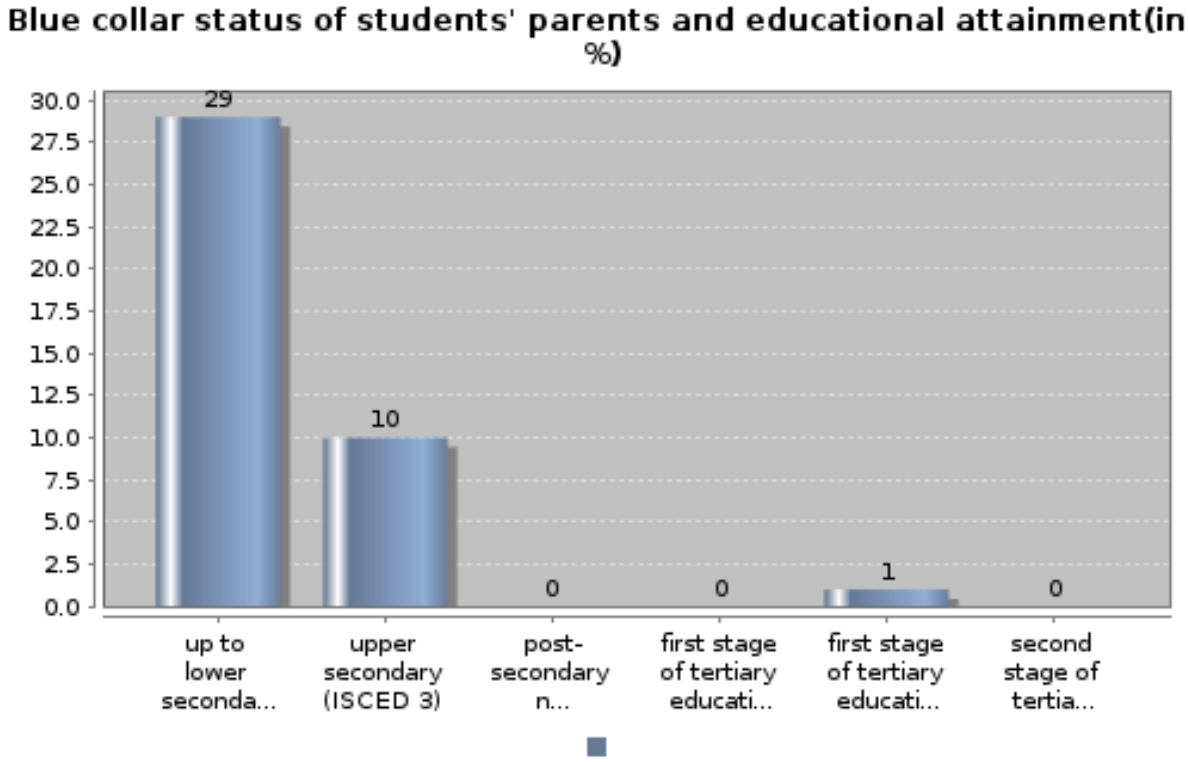
**national interpretation of the results of the data analysis:**

Students' fathers and students mothers have more often a Higher Education Degree than men of comparable age. It has to be kept in mind that if high parental diplomas provide cultural advantages, they are frequently linked to high incomes too, so to an ability to discharge children with material concerns.

## Topic: C. Social background of student body

# Subtopic 4: Occupational status by highest educational attainment

| Key Indicators | |
|---|---|
| Students' parents with blue collar status and .. | |
| without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in % | 88.6 |
| with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in % | 41.8 |




**details on missing data:**

1.Our survey does not allow us to distinguish the various levels of diploma obtained by the parents in the higher education. We thus grouped together in the category " first stage of tertiary education (ISCED 5A, academic) " all the diplomas of the tertiary education.

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

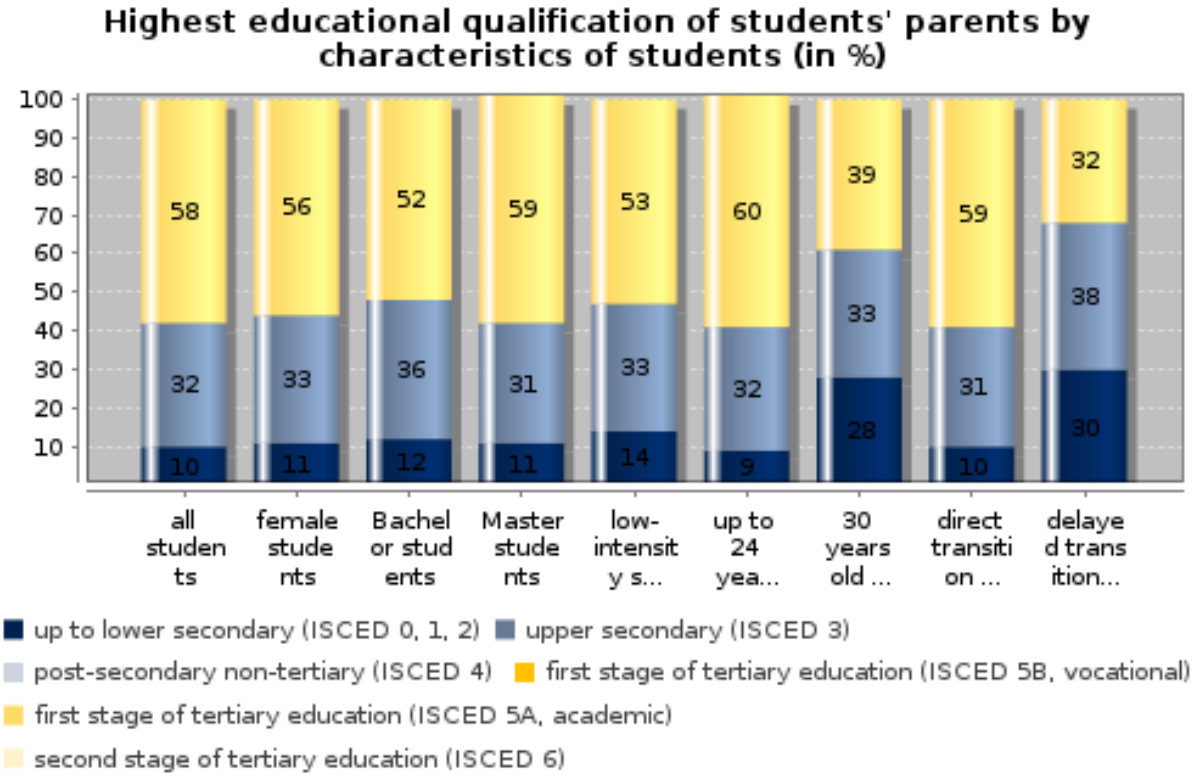
The level of studies of the parents of students is very close to their profession. The more the social category of the relatives is raised, the more their level of diploma increases. So, 59 % of the students whose parents have a diploma of the higher education belong to the category of professionnals. Among the students stemming from popular circles (blue collar),it is rarer to see students with parents awarded a diploma by the higher education.

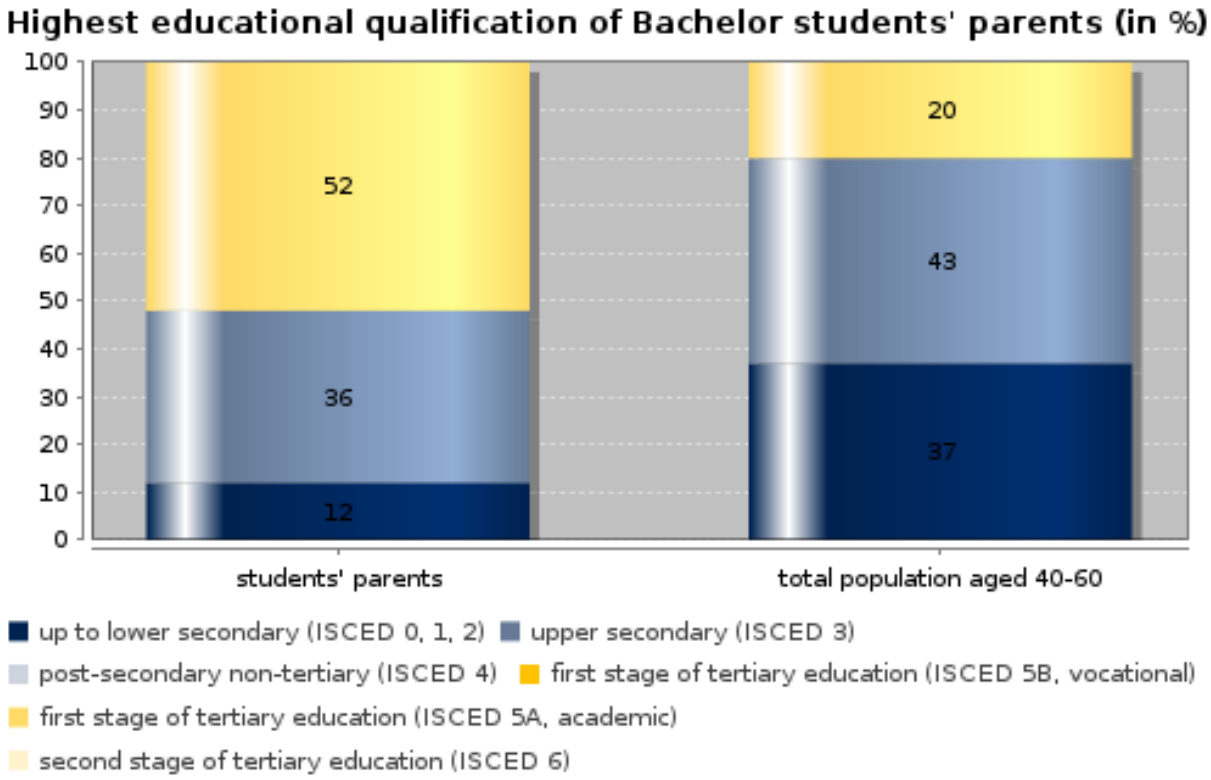
## Topic: C. Social background of student body

# Subtopic 5: Highest educational attainment of students' parents by characteristics of students

**Key Indicators**

| | |
|---|---|
| Share of all students' parents without tertiary education (ISCED 5-6), in % | 42.0 |
| Share of BA students' parents without tertiary education (ISCED 5-6), in % | 48.1 |
| Share of MA students' parents without tertiary education (ISCED 5-6), in % | 41.6 |
| Share of low-intensity students' parents without tertiary education (ISCED 5-6), in % | 46.7 |
| Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in % | 61.2 |
| Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in % | 67.9 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

We don't have the information of total population aged between 40 and 60 years old. We enter the information for a general population aged between 45 and 55 years old.

In the second column of the second table the information is indicated in percentage.

**national interpretation of the results of the data analysis:**

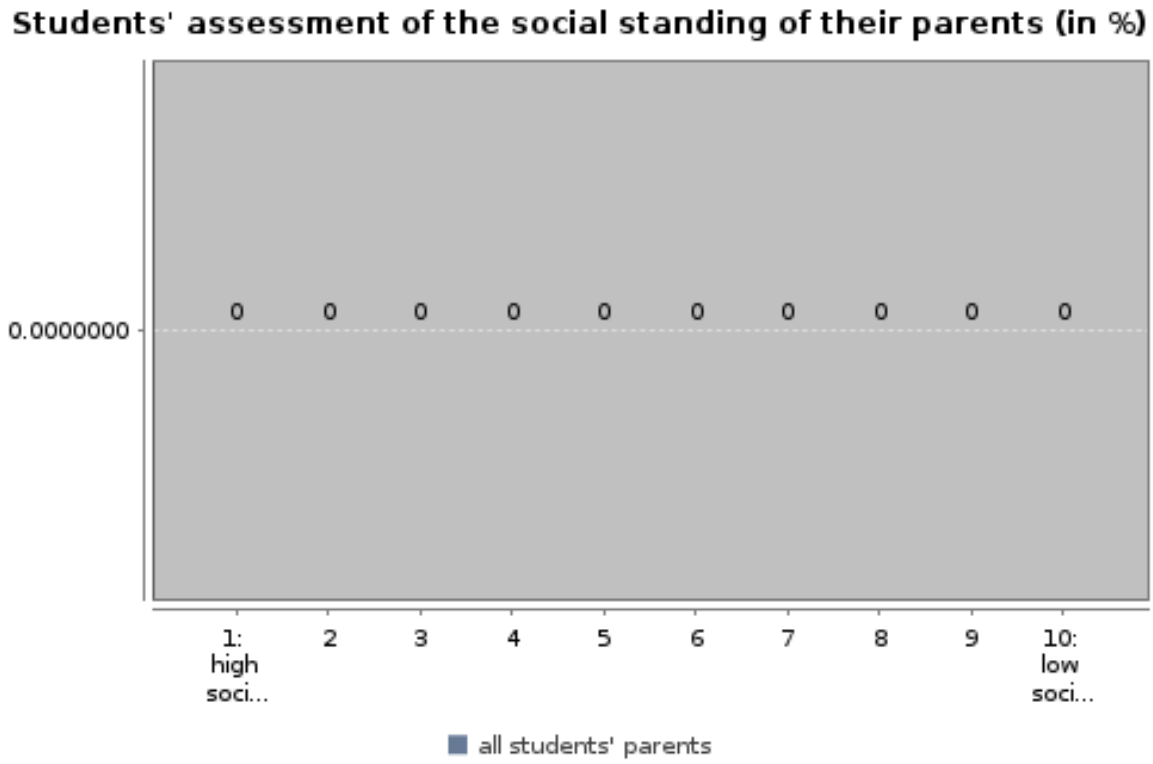
The non-traditional students have a social standing less high than the others. So, the students of more than 30 years and those who delayed their registration in the higher education have parents with less high levels of diploma.The results also allow to see that the students are more selected socially as they progress in the programme of studies.Indeed, in Master's degree, approximately 59 % of the students have a parent awarded a diploma by the higher education against 52 % of the students registered in Bachelor's degree.

## Topic: C. Social background of student body

# Subtopic 6: Assessments of social standing of parents

**Key Indicators**

| Students' parents with higher social standing (1-5) | Students' parents with lower social standing (6-10) |
|---|---|




**details on missing data:**

No data concerning the subjective assessment of social standing of parents

**methodical issues or considerations for data interpretation:**

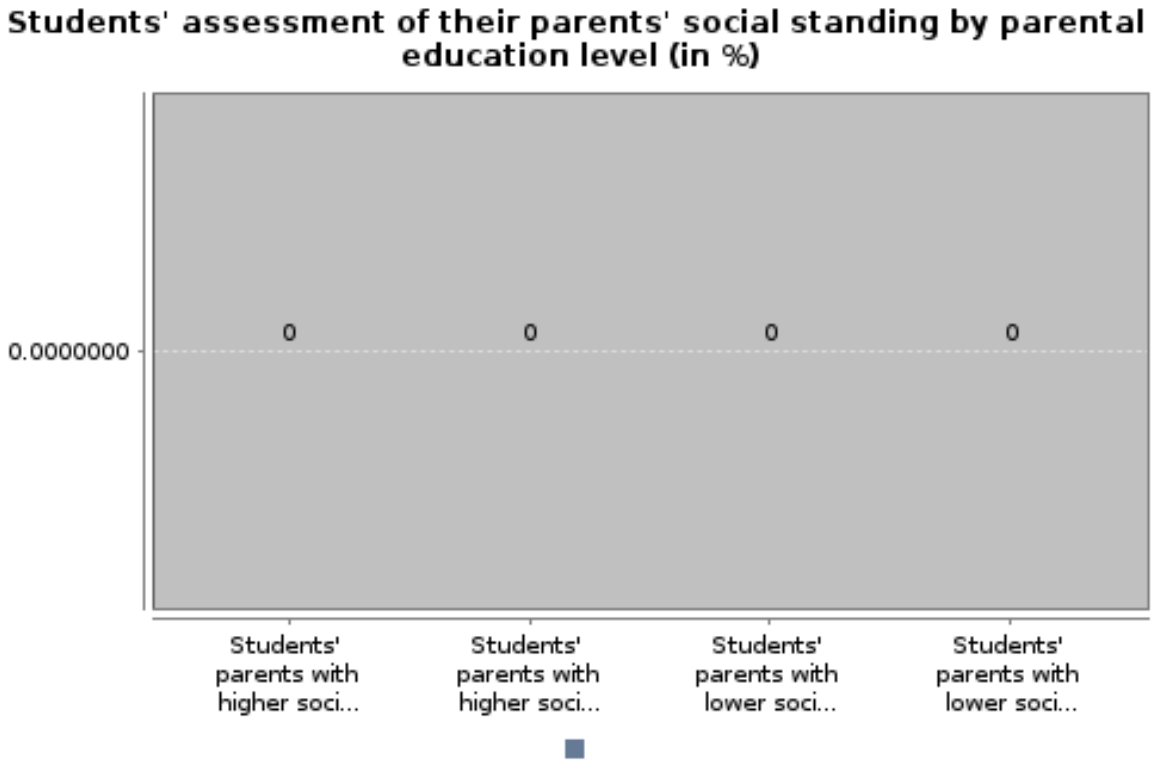
**national interpretation of the results of the data analysis:**

## Topic: C. Social background of student body

# Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

**Key Indicators**

| | |
|---|---|
| Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in % | Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in % |
| Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in % | Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in % |




**details on missing data:**

No data concerning the subjective assessment of social standing of parents

**methodical issues or considerations for data interpretation:**

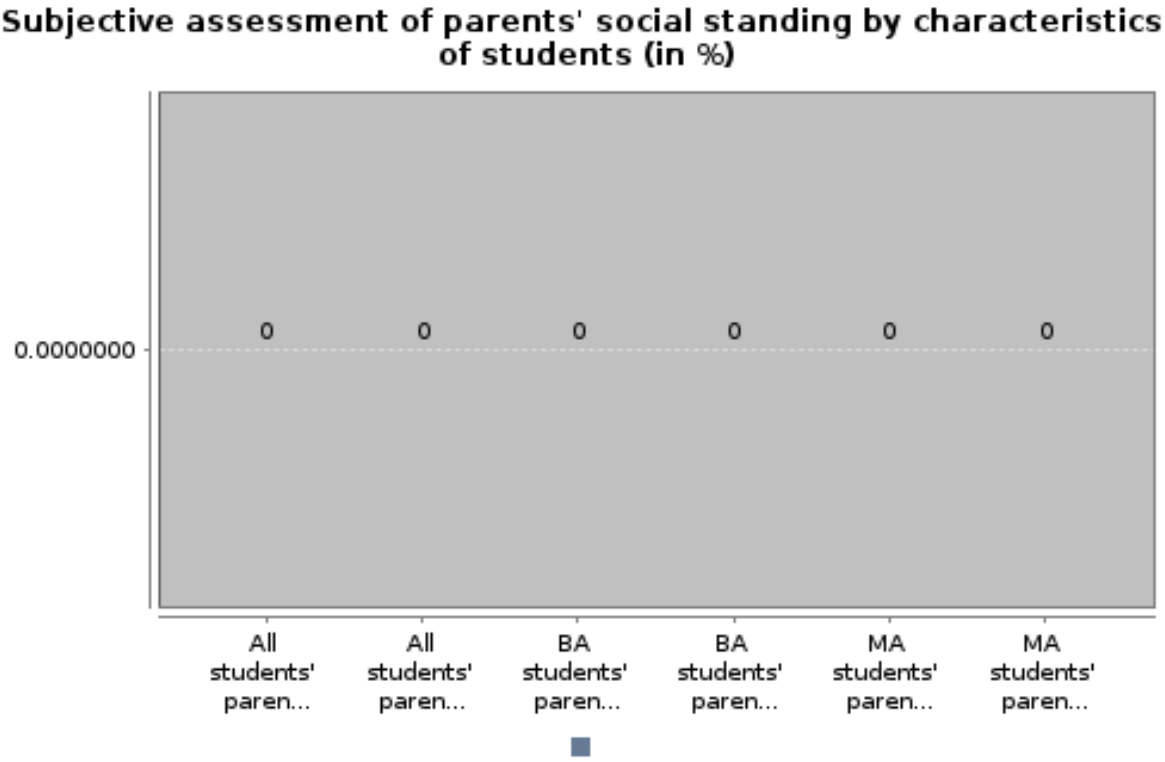
**national interpretation of the results of the data analysis:**

## Topic: C. Social background of student body

# Subtopic 8: Assessments of social standing of parents by characteristics of students

**Key Indicators**

| | |
|---|---|
| All students' parents with higher social standing (1-5), in % | All students' parents with lower social standing (6-10), in % |
| BA students' parents with higher social standing (1-5), in % | BA students' parents with lower social standing (6-10), in % |
| MA students' parents with higher social standing (1-5), in % | MA students' parents with lower social standing (6-10), in % |




**details on missing data:**

No data concerning the subjective assessment of social standing of parents

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

## Topic: D. Accommodation

# Subtopic 1: Form of housing by age

**Key Indicators**

Share of all students living with parents, in %

38.9

Share of all students not living with parents, in %

61.1

Share of all students living in student halls, in %

10.9

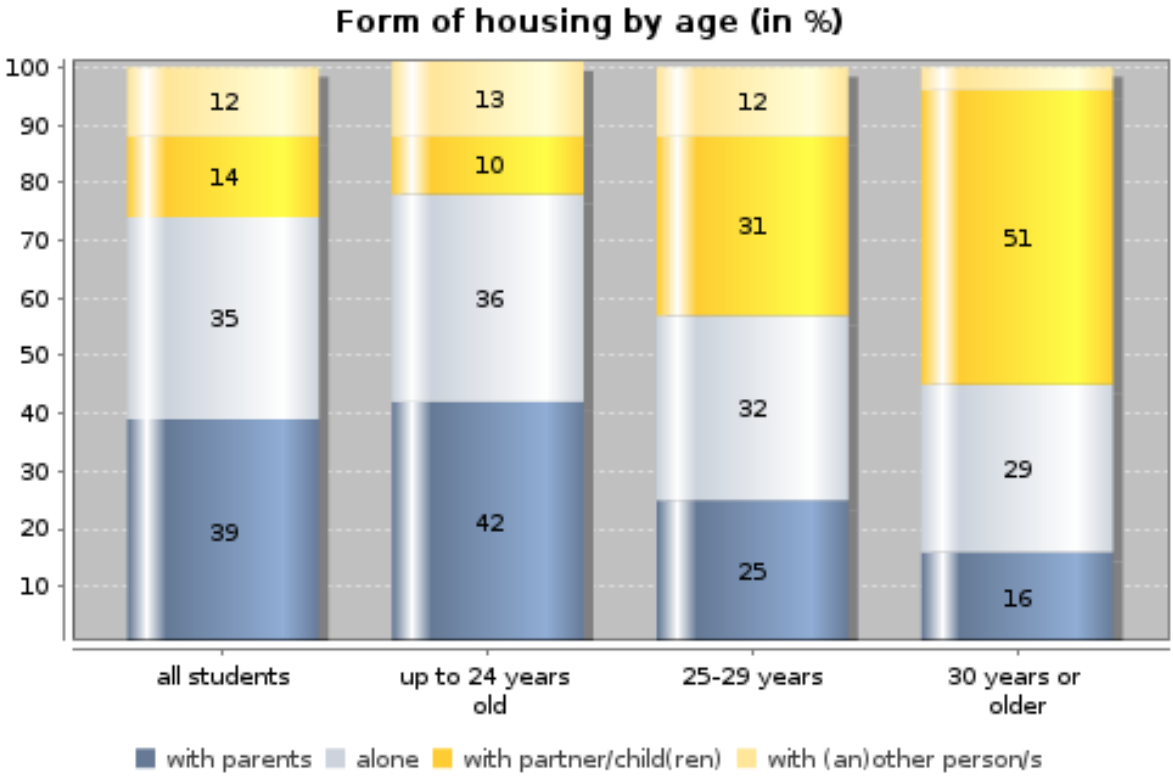
Share of students up to 24 years old living in the most frequent type of housing, in %

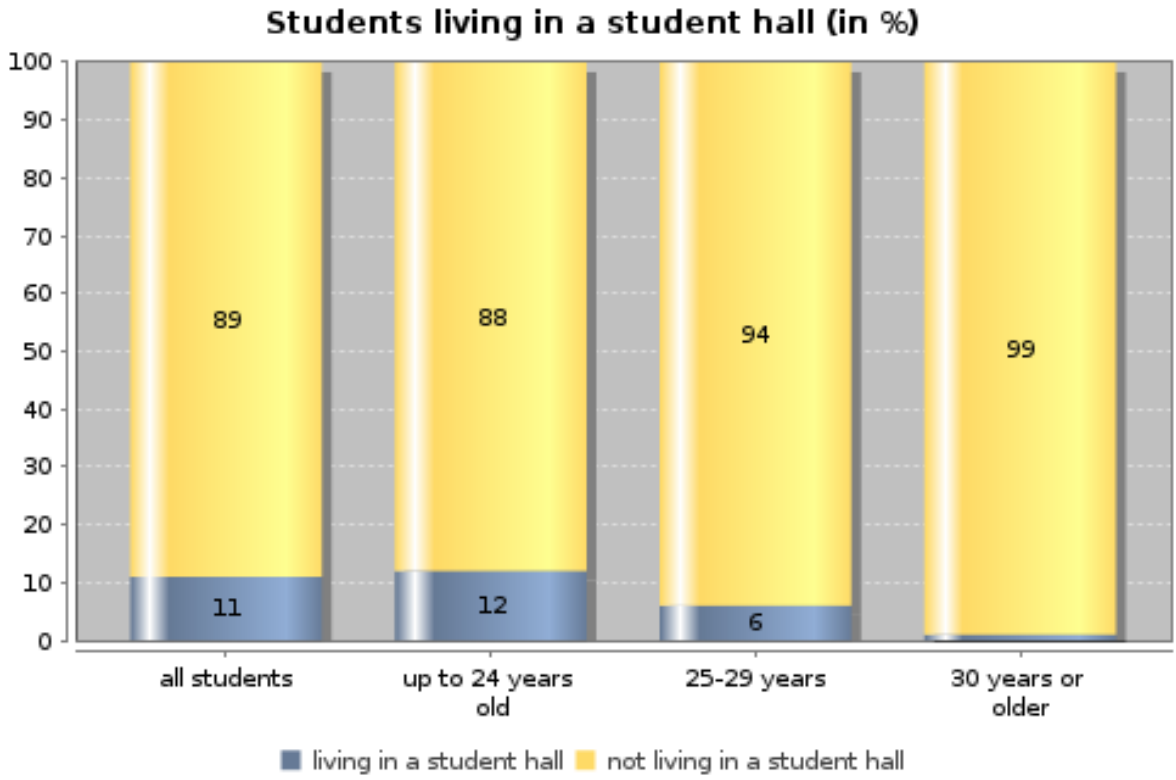
41.9

Share of students 30 years or older living in the most frequent type of housing, in %

1.0

3.0






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

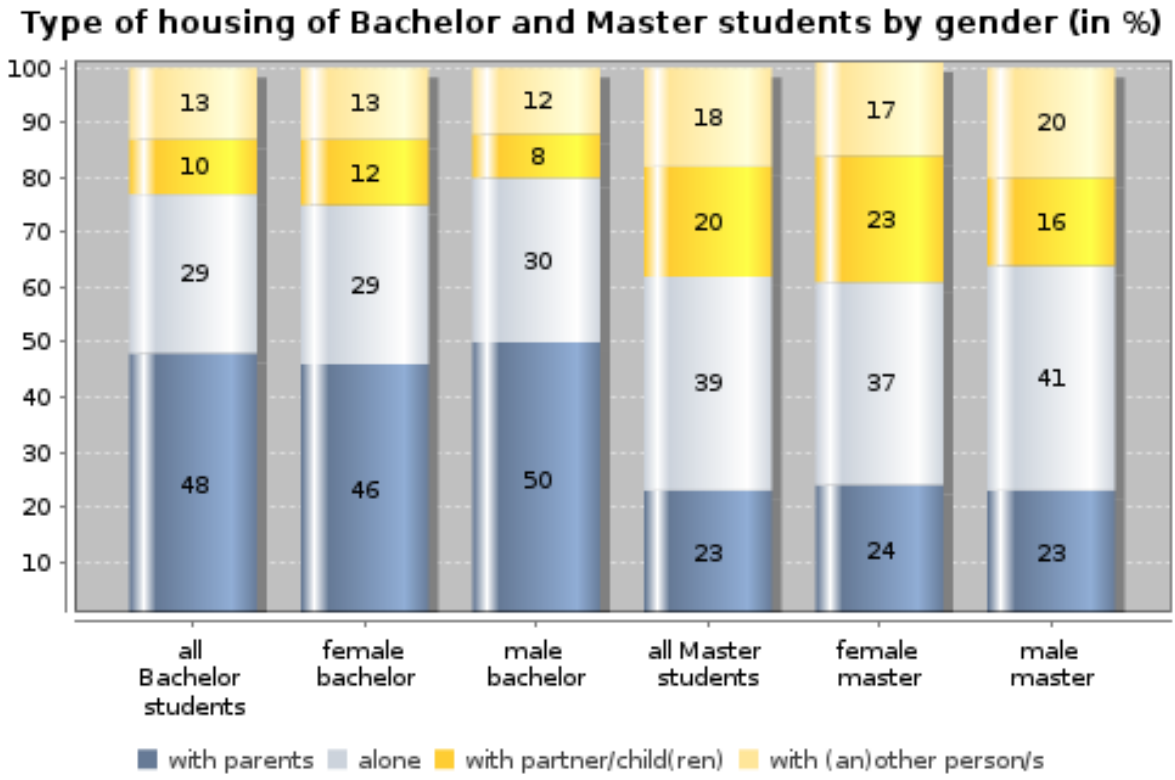
39% of the students live with their parents/relatives. The type of student housing chosen is age dependent. As students grow older, the proportion of those living in the parental home drops (from 42% for students younger than 21 years to 16% for students older than 30 years). 11% of students live in student-hall. When they are older than 30 years, they are more likely to be with their partner (51%) and a very small proportion live in student-hall (1%).

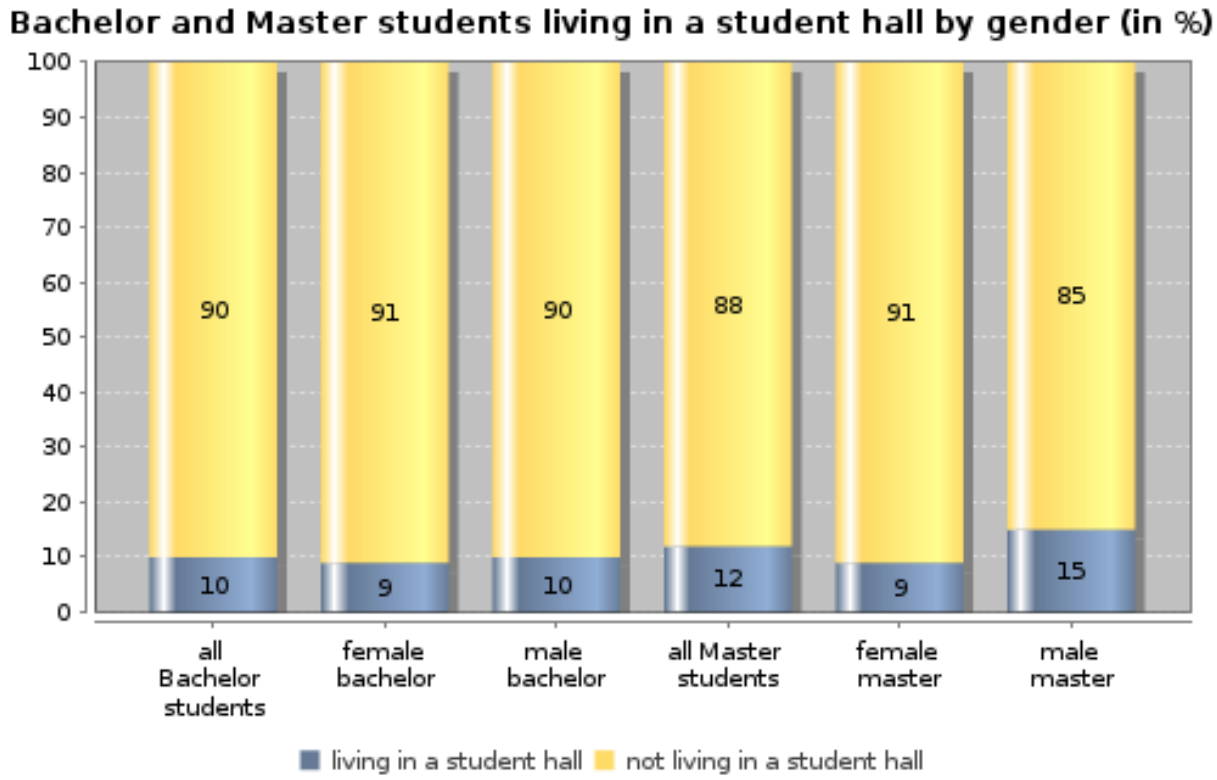
## Topic: D. Accommodation

# Subtopic 2: Form of housing by gender and study programme

**Key Indicators**

| | |
|---|---|
| Share of all Bachelor students living with parents, in % | 47.9 |
| Share of all Bachelor students living in student halls, in % | 9.6 |
| Share of all Master students living with parents, in % | 23.2 |
| Share of all Master students living in student halls, in % | 12.0 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

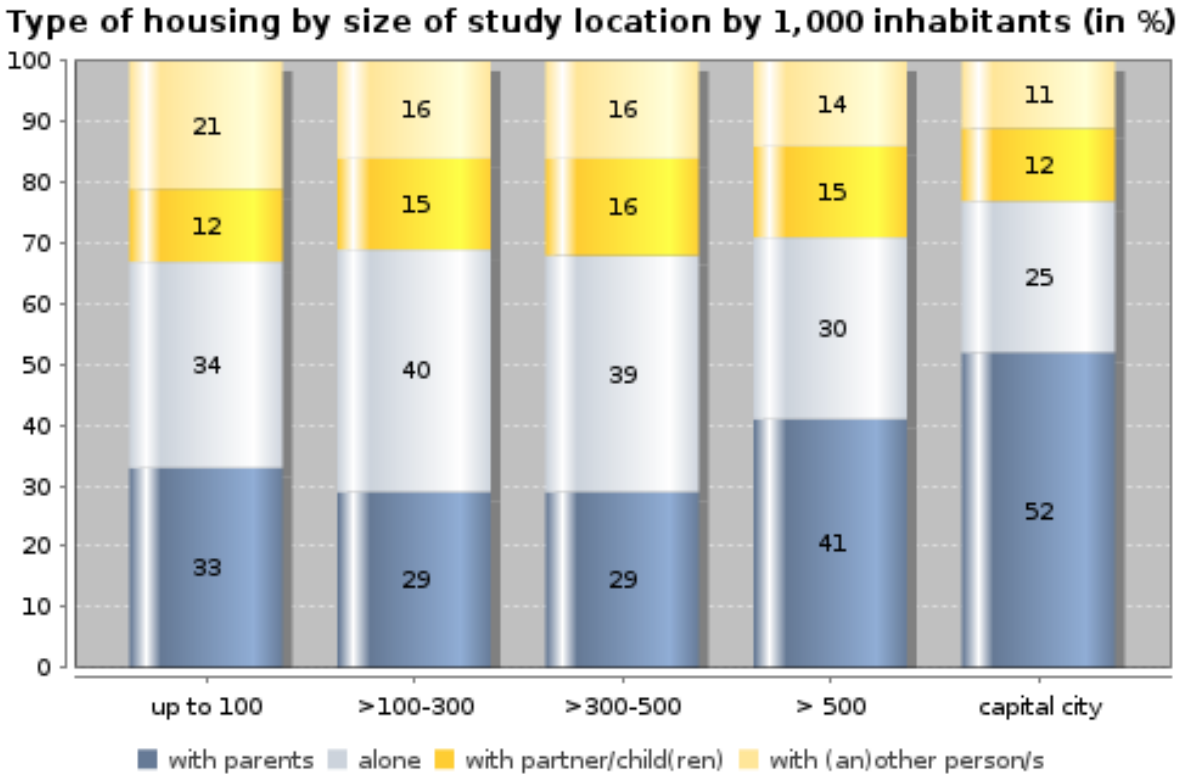
Among all students, more of Bachelor students live with their parents (48%). This is a normal situation because they are younger than Master students. They don't have the same way of life, and so, don't have the same income. Only 23% of Master students are living with their parents, they prefer to live alone (39%).

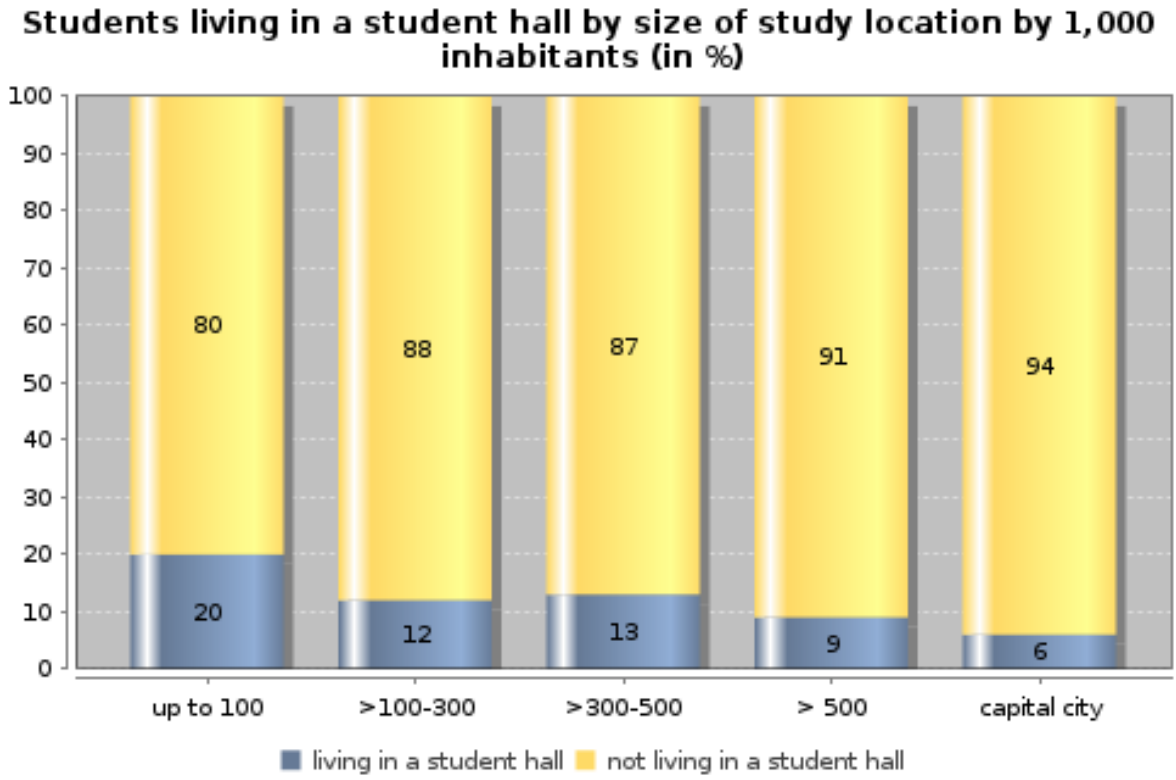
If we take a look at the gender of Master students, we notice that boys are more likely to live in a student hall than girls (15% vs 9%). We also observe that girls are more numerous to live with partner than the boys.

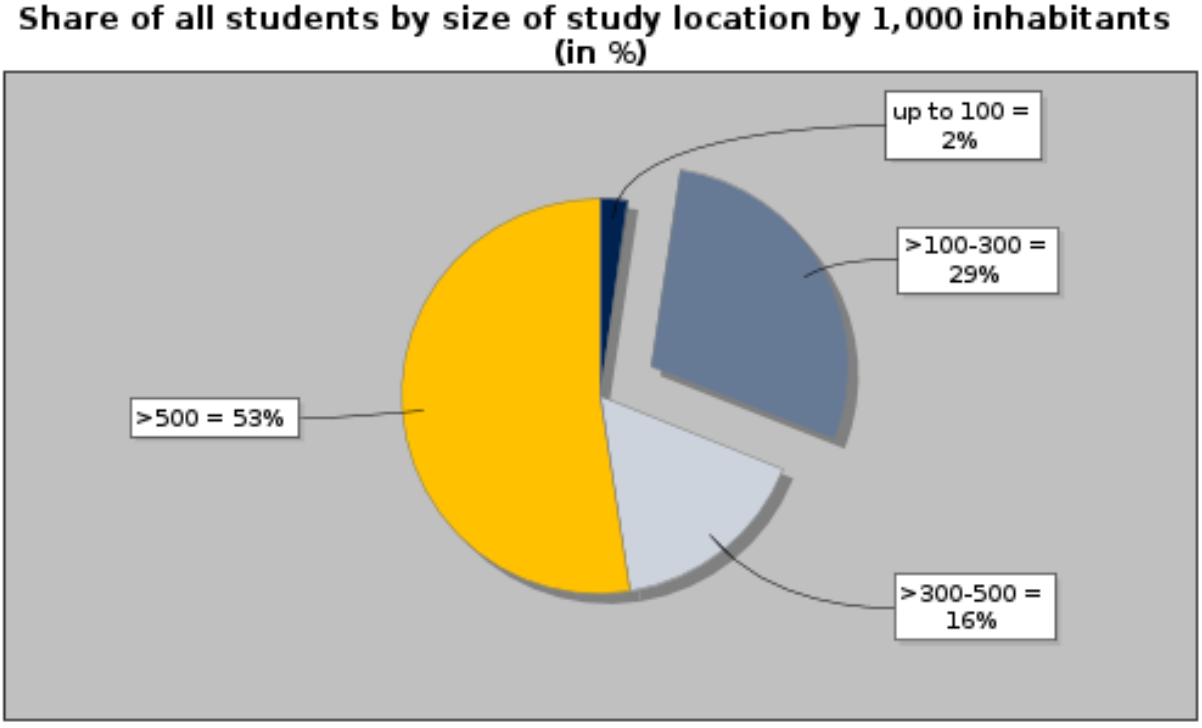
## Topic: D. Accommodation

# Subtopic 3: Form of housing by size of study location

| Key Indicators | |
|---|---|
| Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants | 2.1 |
| Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants | 2.5 |
| Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants | 2.4 |
| Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants | 1.5 |
| Ratio of students living (not with parents)/(with parents) in capital city | 0.9 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

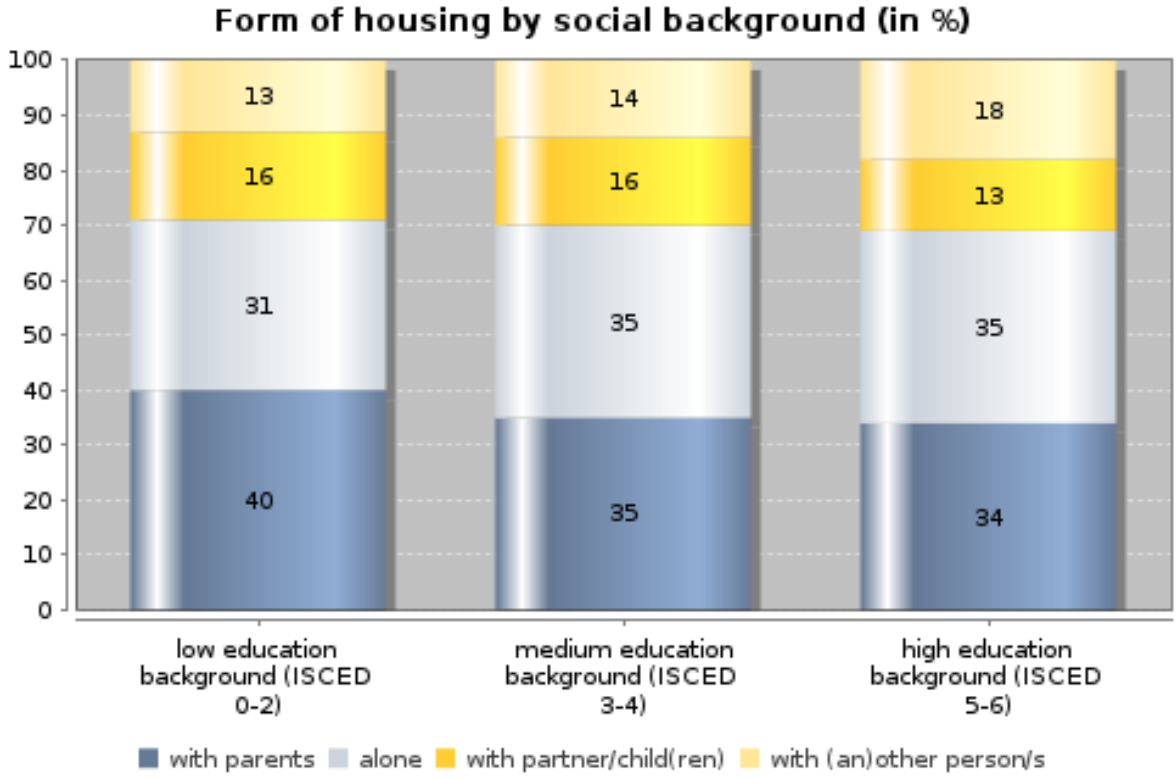
In small study locations (up to 100.000) students live more often with their parents than in big cities except in parisian region. It can be explained by the fact that small towns deliver a rather close teaching even if limited to upper levels of Secondary School or first universitary cycle. There is no significant difference concerning the type of residence betwen location from 100.000 to 300.000 inhabitants and locations higher than 300.000. Parisian area have a high rate of students living with their parents even if they concentrate 3rd cycles' teaching and specialities recruting students from all the country and abroad too. These region have a strong local recruitment basis because their population includes a very large proportion of upper class executives and, in other respects, the high rents incline them to cohabit with their parents when the study location is not to far.
In Paris more particularly, Students live more often with their parents (52% of the Parisian students) than in other cities. This can be explained by the fact that Paris give a lot of possibility of cursus, and then, students don't have to go further to find what they want.

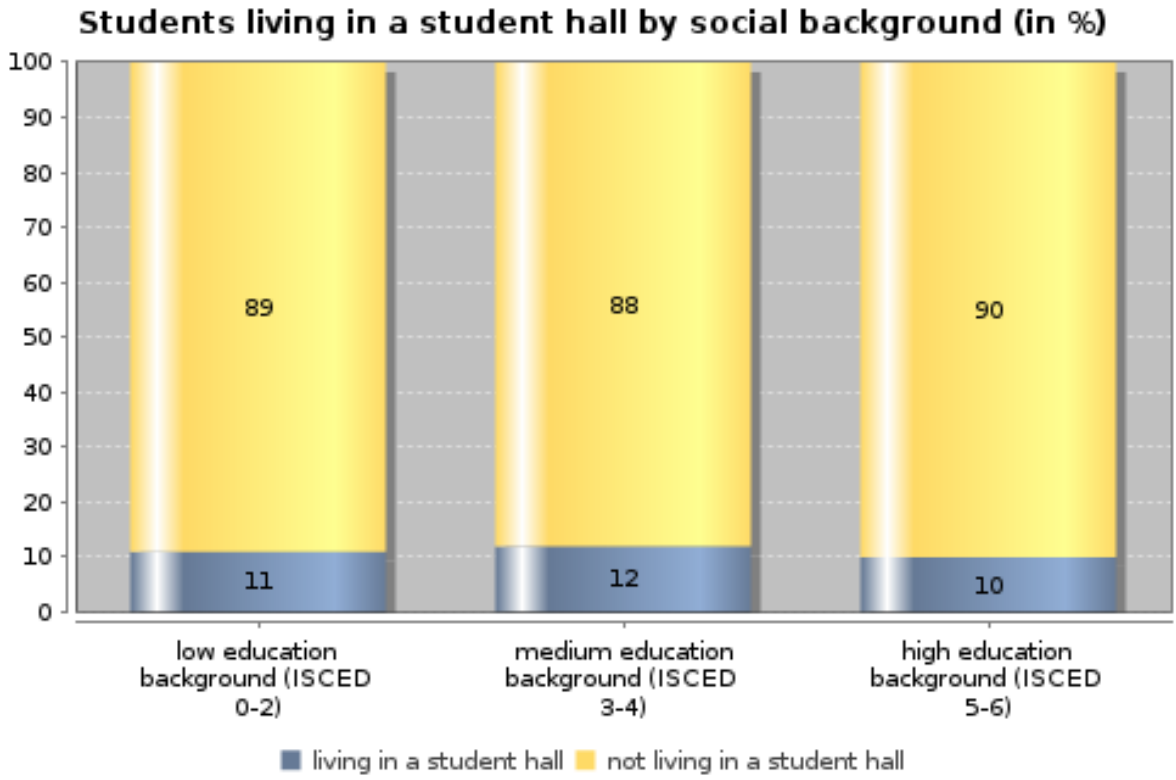
## Topic: D. Accommodation

# Subtopic 4: Form of housing by social background

**Key Indicators**

| | |
|---|---|
| Share of all students from low education background (ISCED 0-2) living with parents, in % | 40.0 |
| Share of all students from low education background (ISCED 0-2) living in student halls, in % | 10.6 |
| Share of all students from high education background (ISCED 5-6) living with parents, in % | 34.3 |
| Share of all students from high education background (ISCED 5-6) living in student halls, in % | 10.3 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

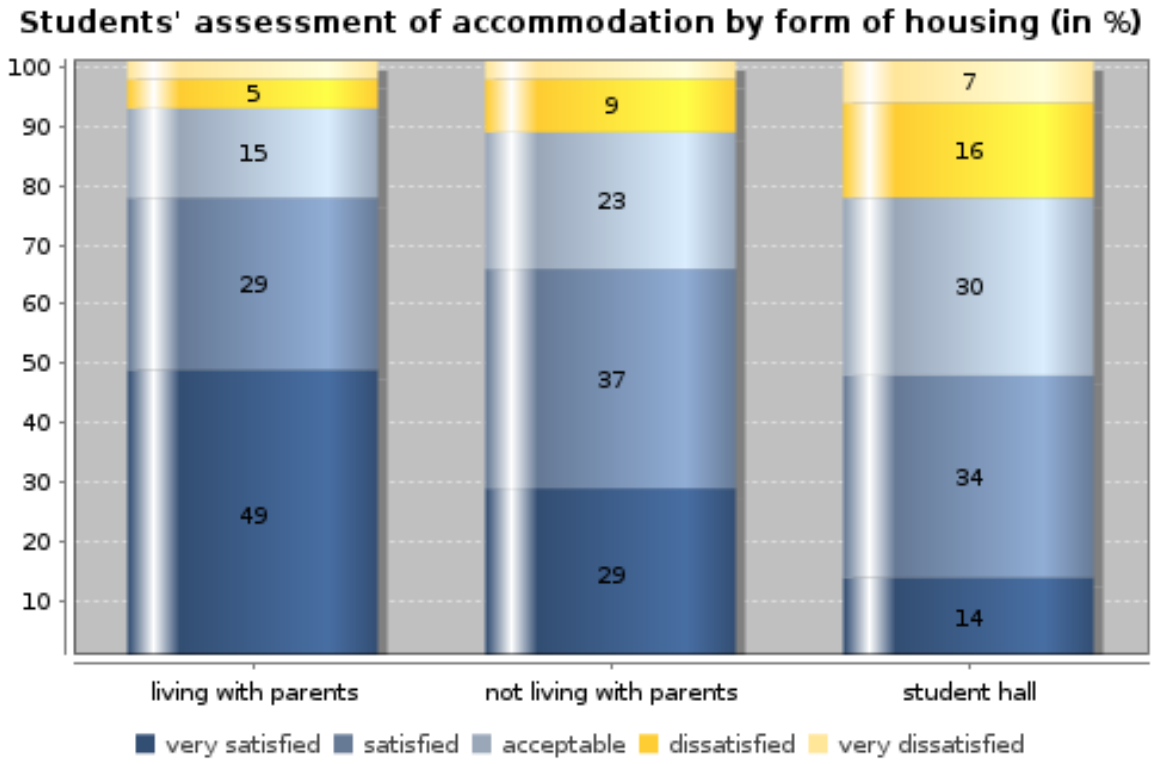
Students with a lower educational background live more frequently with their parents than students whith a higher educational background (40% vs 34%). The financial cost which implies the departure of the parental home is more difficult to support for the students whose parents have a low social background and also low income.

There are no big differences concerning the housing in student hall according to the social background. On one side, the students with a low social standing reach the collective residences which are reserved for them. It is mostly student hall  managed by the State. On the other hand, the students with a high social standing also reach the accommodation in student hall in particular when they are registered in engineering schools or of business. These schools have residences which they manage directly.

## Topic: D. Accommodation

# Subtopic 5: Assessment of accommodation by form of housing

| Key Indicators | |
|---|---|
| Students living with parents, who are (very) satisfied in %: | 78.3 |
| Students not living with parents, who are (very) satisfied in %: | 65.2 |
| Students residing in student halls, who are (very) satisfied in %: | 48.4 |
| Students living with parents, who are (very) dissatisfied in %: | 7.1 |
| Students not living with parents, who are (very) dissatisfied in %: | 11.8 |
| Students residing in student halls, who are (very) dissatisfied in %: | 22.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

The scale of satisfaction was modified with regard to the last survey. What can explain differences in the obtained results.

**national interpretation of the results of the data analysis:**

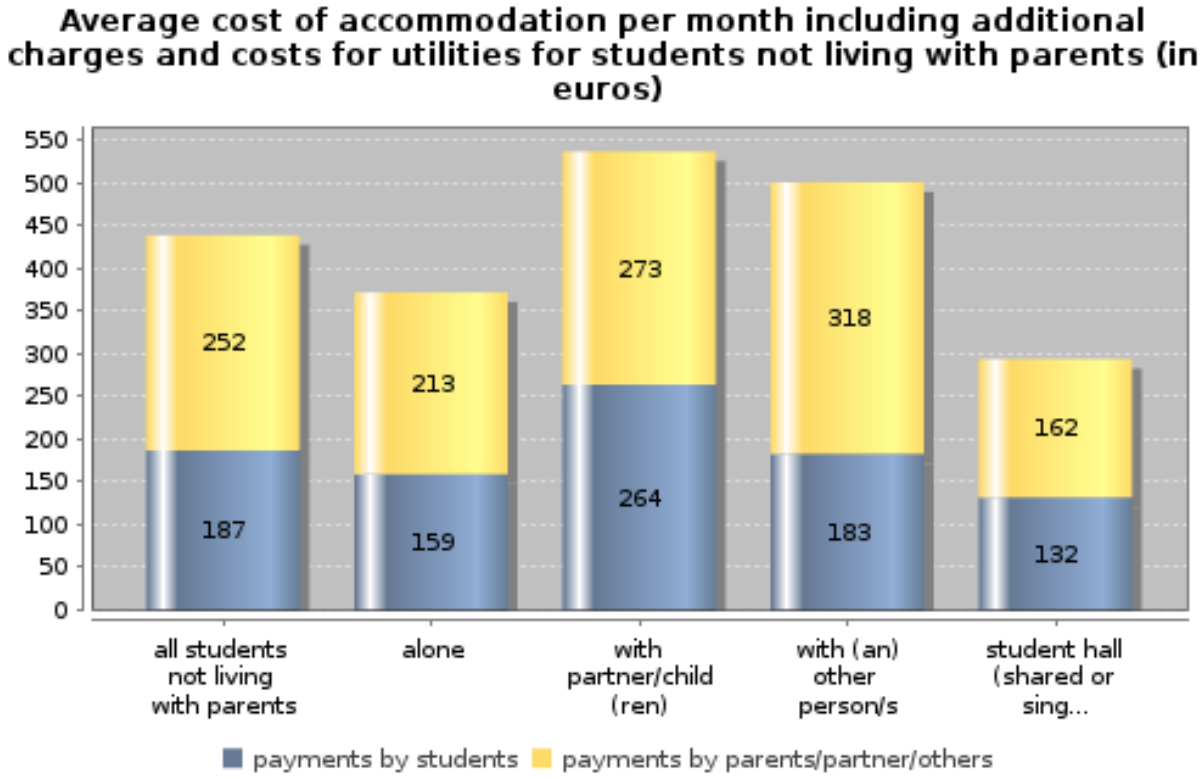
Students living with their parents are significantly more satisfied with their accommodation than students living in their own households or in a students hall. 22% of students living in a student hall are (very)

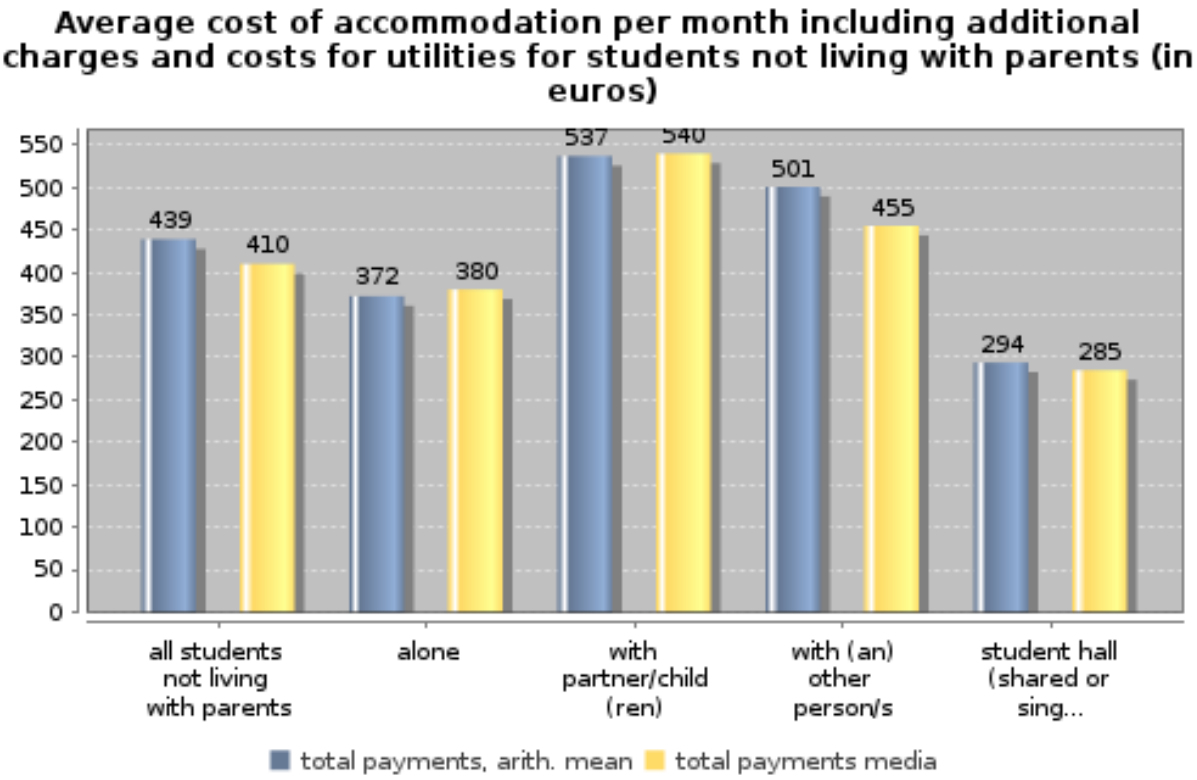
dissatisfied with their accommodation, which applies only for 7% of students living with their parents and 12% of students having their own flat.

## Topic: D. Accommodation

# Subtopic 6: Cost of accommodation for students not living with parents

| Key Indicators | |
|---|---|
| Average monthly rent (total payments, median) | |
| all students not living with parents | 410.0 |
| student hall | 285.0 |
| Average monthly rent (total payments, arithm. mean) | |
| all students not living with parents | 439.0 |
| student hall | 294.0 |
| Ratio costs of student hall to costs of living alone | |
| total payments, arith. mean | 0.8 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

Public Housing aid delivered to a large part of students has not been deducted of the amounts.

**national interpretation of the results of the data analysis:**

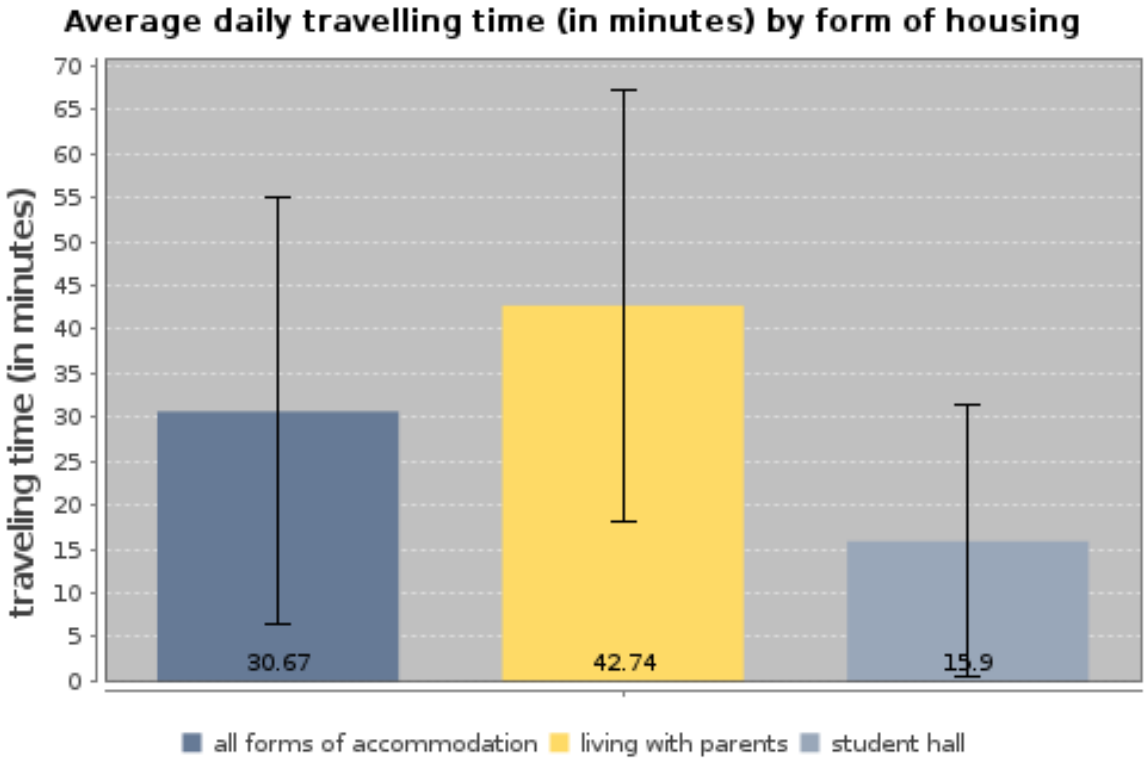
Students' rent living in student hall (even if the place is sometime shared) is logically lower than the one paid by students in private accomodation. The most expensive form of housing is when the student shares a flat with a partner or with child. The average of monthly rent of all the students not living with parents is 439 euros, compared to the 294 euros of rent in student hall.

If we compare the cost of living alone (372 euros) with the cost of living in a student hall (294 euros), the ratio is 0,8.

## Topic: D. Accommodation

# Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

| Key Indicators | |
|---|---|
| Travelling time from home in minutes (median) | |
| all forms of accommodation | 25.0 |
| living with parents | 40.0 |
| student hall | 10.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

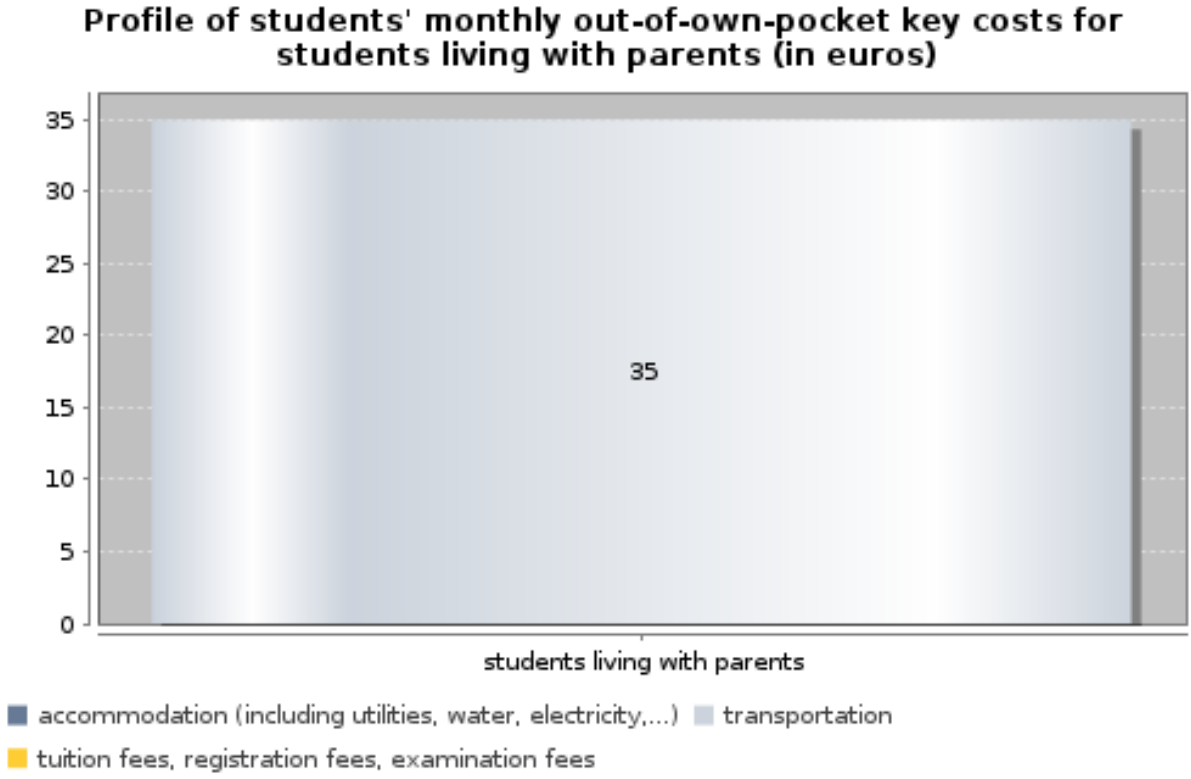
A student puts, on average, 31 minutes to do the route between his place of residence and his place of studies (the median is of 25 minutes). Students who live with their parent's have the highest average time spent on travelling. On the contrary, those who are in student hall have only 10 minutes of route. The student hall are indeed often near the places of studies.

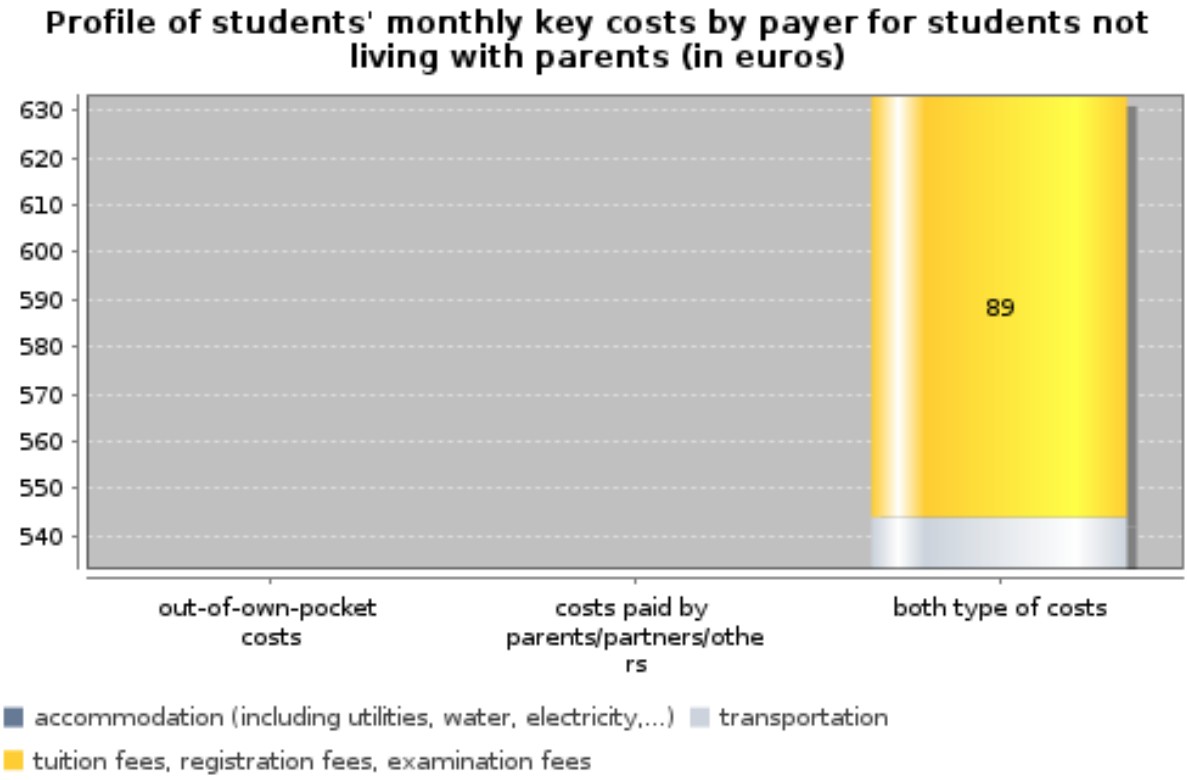
## Topic: E. Living costs

# Subtopic 1: Profile of students' expenditure by form of housing

**Key Indicators**

| | |
|---|---|
| Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in % | Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in % |
| Transportation costs as share of total costs paid by students living with parents out of own pocket, in % | 24.1 |
| Transportation costs as share of total costs paid by students not living with parents out of own pocket, in % | 9.7 |
| Accommodation as share of total costs paid by students living with parents out of own pocket, in % | Accommodation as share of total costs paid by students not living with parents out of own pocket, in % |






**details on missing data:**

The missing values were spent in 0 with the exception of the rent paid by the students who live with their parent's. This value was put in 0 for all the students who live with their parent's. It is also the case of the spending in food that were put in 0 for the students who live with their parent's.

We don't have the ammount of fees to HE institution paid by partner/parents/other or by the student himself.

**methodical issues or considerations for data interpretation:**

Precision on the available and used data:

-accommodation (including utilities, water, electricity,...) : OK

-living/ daily expenses (food, clothing/toiletries etc.) : only food and clothing

-social and leisure activities : Exits of leisure activities; Books, magazines, newspapers

-transportation : OK

-health costs (e.g. medical insurance) : no data

-communication (telephone, internet etc.) : Only mobile phones

-childcare : no data

-other regular costs (tobacco, pets, insurance, debt payment...) ; no data

-tuition fees, registration fees, examination fees : including social welfare

-social welfare contributions to the university/college and student association : no data

-learning materials (e.g. books, photocopying, DVDs, fields trips) : no data

-other regular costs (e.g. training, further education) : no data

**national interpretation of the results of the data analysis:**

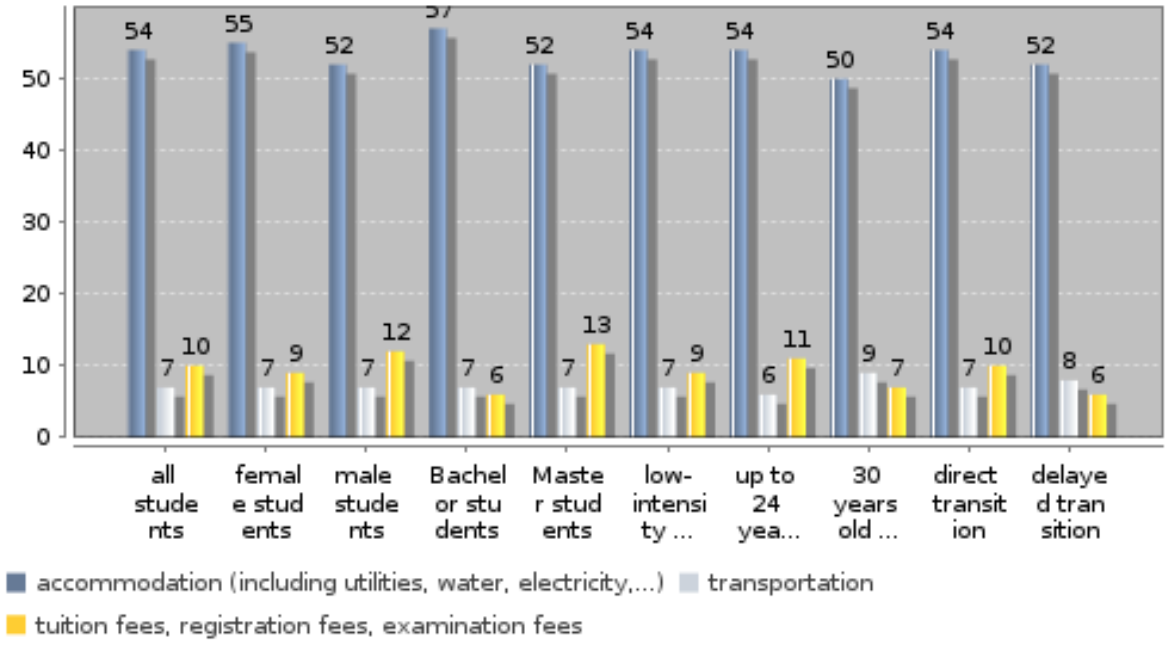
Concerning out of-own-pocket costs, the biggest part of students' expenditures is dedicated to material life conditions, firstly for accomodation when students are not living with their parent's (224 euros), food (234 euros) and transportation (49 euros). Students living with their parent's have less expenditures than other students (145 euros vs 503 euros) especially because their expenditures for accomodation are insignificant. Only the budget dedicated to the leisure activities is practically the same for the students who live at their parents and those who do not live there.
For the students independent, the help of the parents concerns mainly the spending dedicated to the accommodation (258 euros, more than a half of the total cost).

## Topic: E. Living costs

# Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

| Key Indicators | |
|---|---|
| Fees to higher education institution as share of total costs for BA students, in % | 5.8 |
| Fees to higher education institution as share of total costs for MA students, in % | 13.0 |
| Fees to higher education institution as share of total costs for low-intensity students, in % | 8.5 |
| Expenditure on accommodation as share of total expenditure for up to 24 year olds, in % | 54.2 |
| Expenditure on accommodation as share of total expenditure for 30 year olds or over, in % | 50.4 |

**Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by characteristics of students not living with parents (in % of total expenditure)**




**details on missing data:**

**methodical issues or considerations for data interpretation:**

-tuition fees, registration fees, examination fees : including social welfare

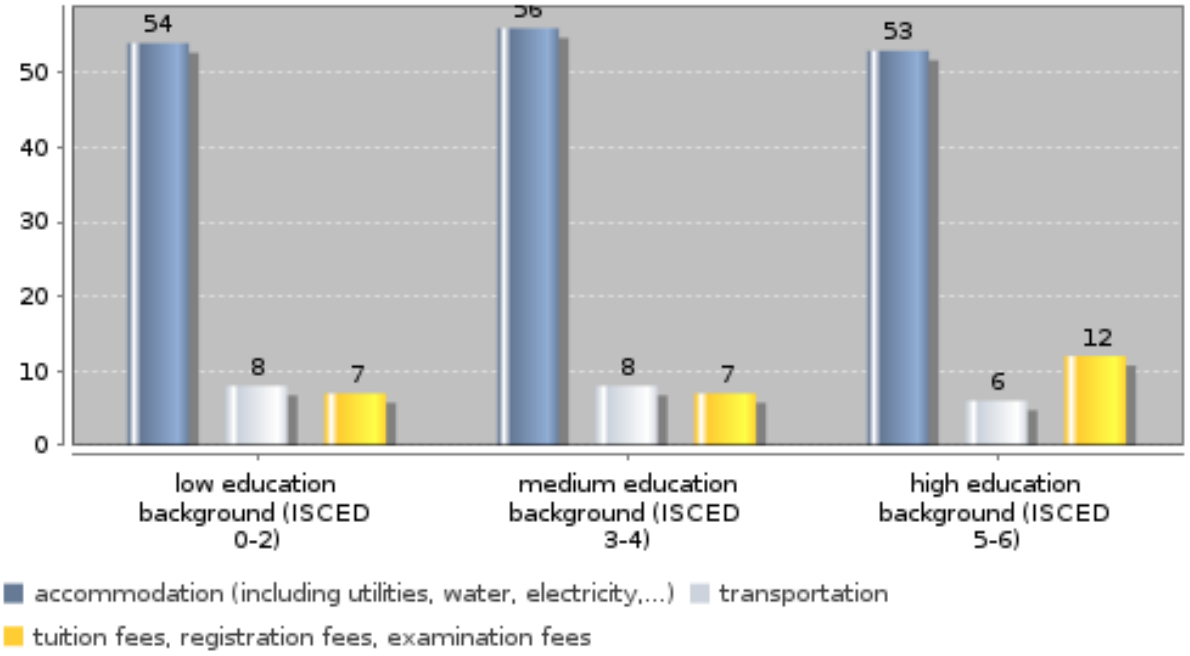
**national interpretation of the results of the data analysis:**
Generally speaking, the spending in accommodation represents more than a half of the spending of the students which do not live at their parent's. This part is less important in the budget of the oldest students (50 % among more than 30 years).
The spending in transport does not vary in a significant way according to the characteristics of the students. On the other hand, school fees are more important to the level Master's degree than in Bachelor's degree. These expenses also represent a less important part in the budget of the students of more than 30 years.

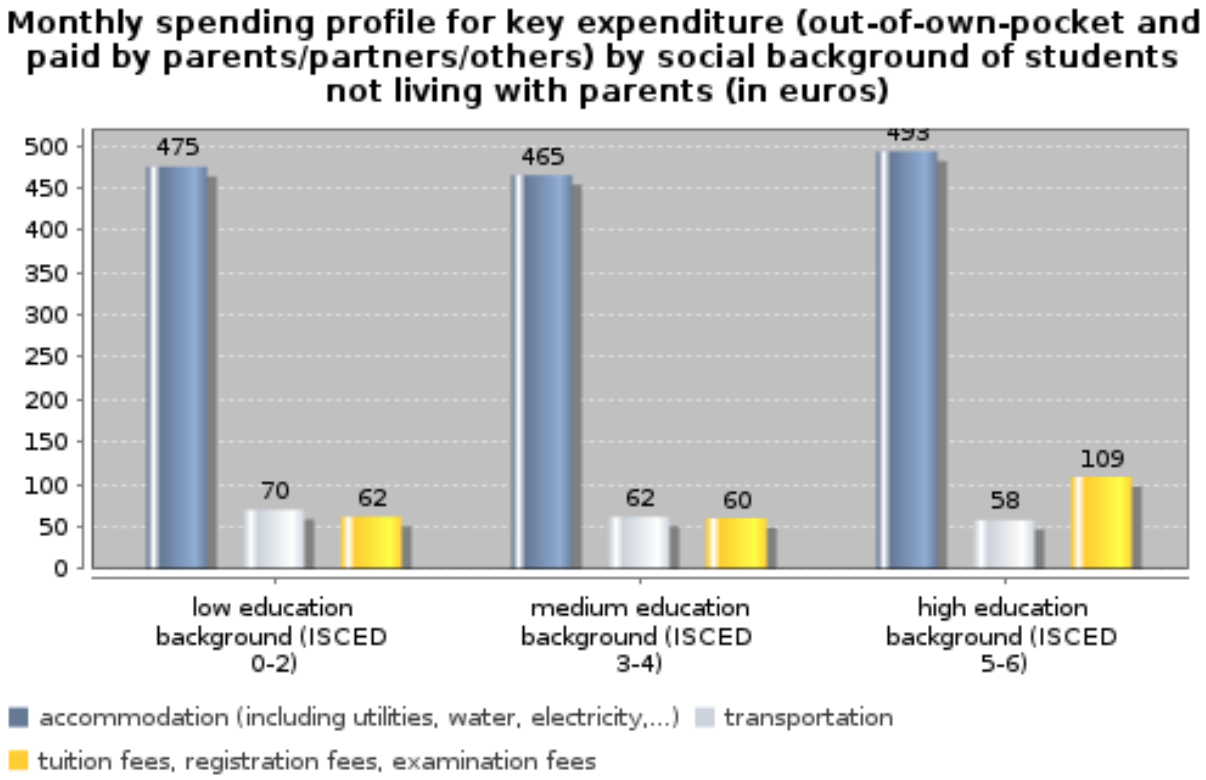
## Topic: E. Living costs

# Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

| Key Indicators | |
|---|---|
| Fees to higher education institution as share of total costs for low education background ISCED(0-2), in % | 7.1 |
| Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in % | 11.8 |
| Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in % | 54.1 |
| Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in % | 53.0 |

**Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in % of total expenditure)**






**details on missing data:**

**methodical issues or considerations for data interpretation:**

-tuition fees, registration fees, examination fees : including social welfare

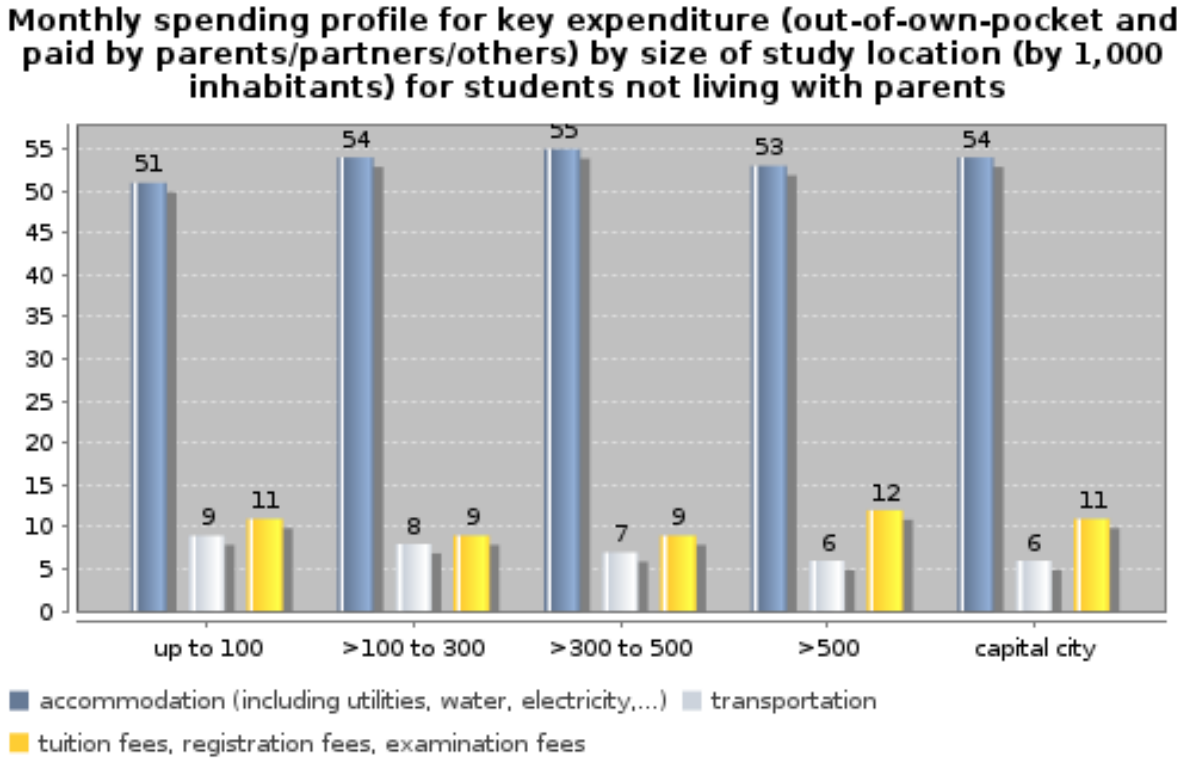
**national interpretation of the results of the data analysis:**

The part of the accommodation in the student budget does not vary according to the social standing of the students. It's the same for transport. On the other hand, the part of the expenses in tuition fees is more important among the students whose social background is high. They are more numerous indeed proportionally to be registered in high levels of studies and in business schools and of engineers where the expenses of registration are more important.

## Topic: E. Living costs

# Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

| Key Indicators | |
|---|---|
| Total expenditure for students in study locations with up to 100,000 inhabitants, amount | 801.58 |
| Total expenditure for study locations in capital city, amount | 969.84 |
| Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in % | 50.5 |
| Expenditure on accommodation for study locations in capital city as share of total expenditure, in % | 53.8 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

-tuition fees, registration fees, examination fees : including social welfare

**national interpretation of the results of the data analysis:**

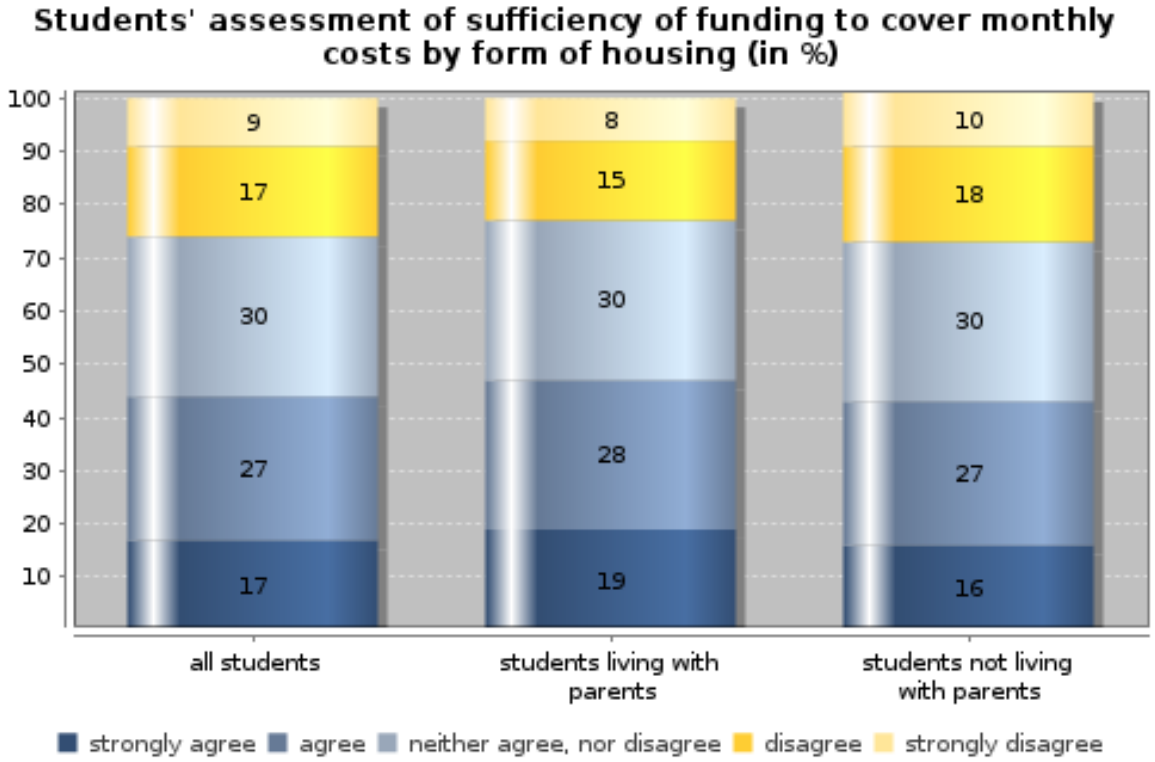
Generally speaking, the cost of student living increases regularly with the size of the city of study.It is particularly true for the cost of the accommodation which increases regularly to reach its level the most

raised to Paris (578 euro). However, the part of the accommodation in the student budget does not vary according to the size of study location with the exception of the cities of less than 100 000 inhabitants where the part is less raised.
On the contrary, the transport costs are more important in the smallest cities. They represent student 9% of the budget in the cities of less than 100 000 inhabitants against 5 % in Paris.
Concerning the expenses of registration, they are more raised in the cities of more than 500 000 inhabitants, but not in Paris. Nevertheless, the part of the expenses of registration in the budget of the students do not increase in a regular way with the size of the city of study.

## Topic: E. Living costs

# Subtopic 5: Students' assessment of their financial situation by form of housing

| Key Indicators | |
|---|---|
| (Strong) agreement of all students that funding is sufficient, in % | 44.2 |
| (Strong) disagreement of all students that funding is sufficient, in % | 26.1 |
| (Strong) agreement of students living with parents that funding is sufficient, in % | 47.2 |
| (Strong) disagreement of students living with parents that funding is sufficient, in % | 22.9 |
| (Strong) agreement of students not living with parents that funding is sufficient, in % | 42.6 |
| (Strong) disagreement of students not living with parents that funding is sufficient, in % | 27.8 |




**details on missing data:**

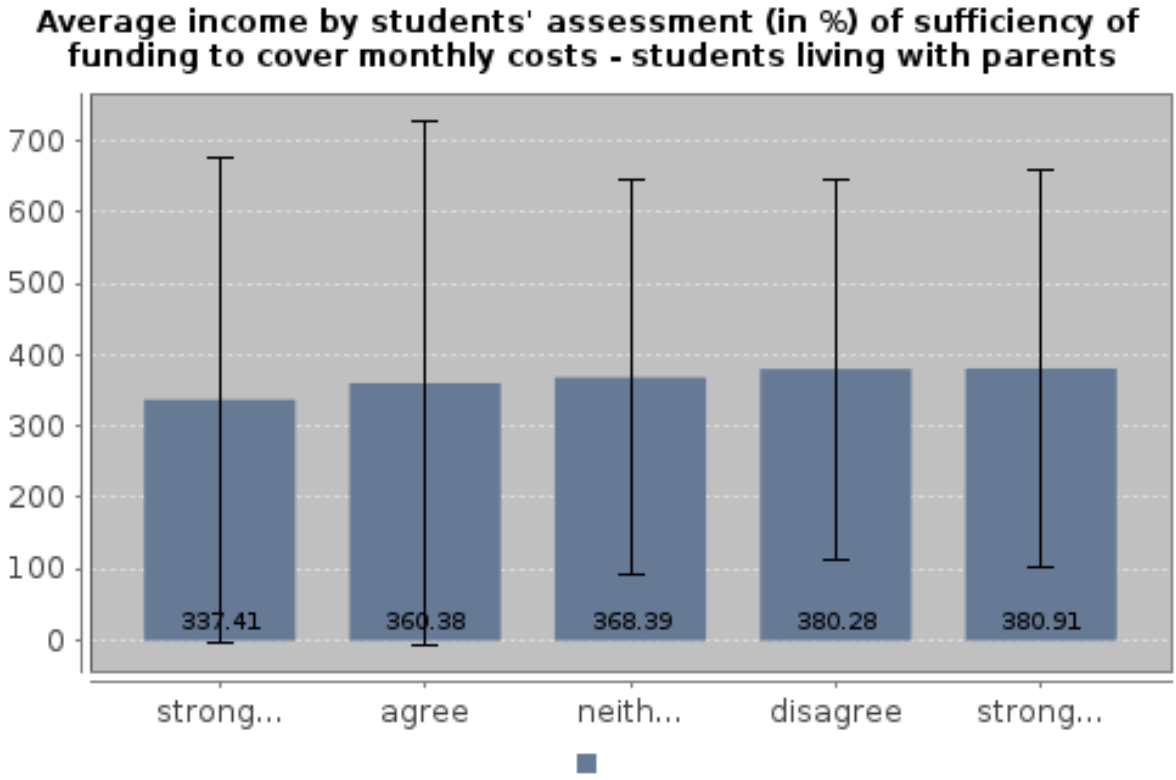
**methodical issues or considerations for data interpretation:**

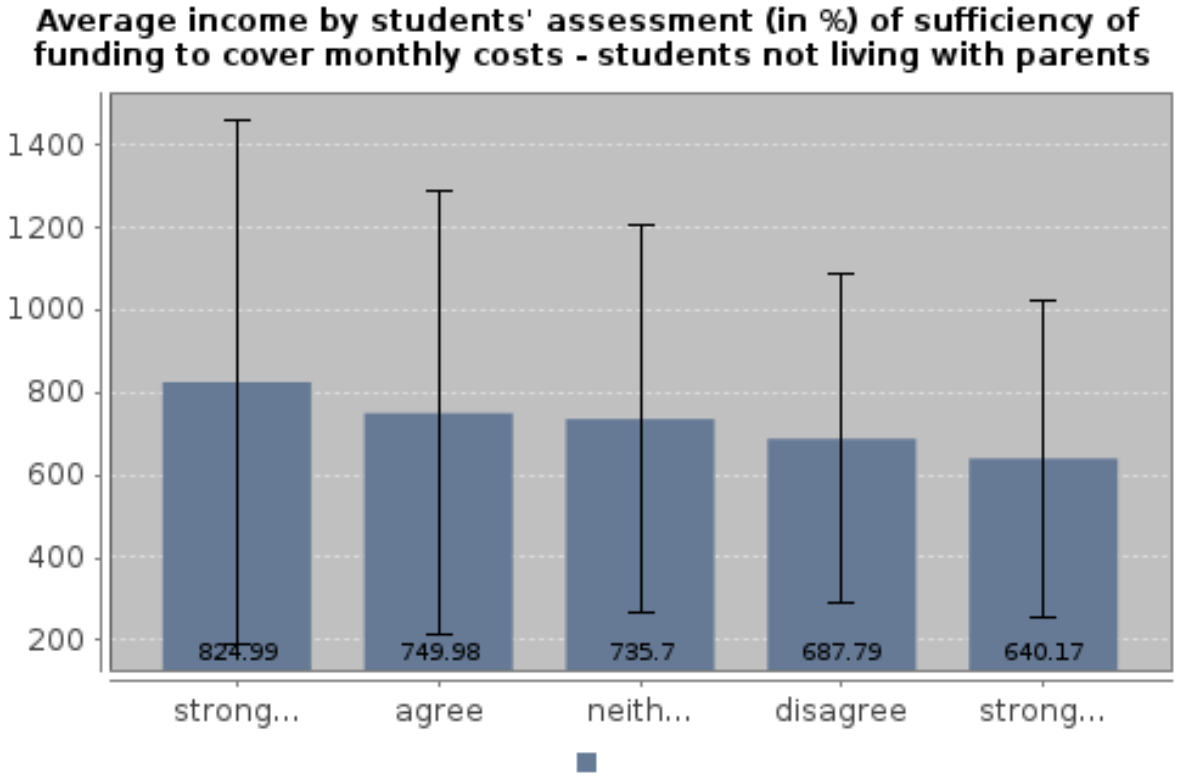
**national interpretation of the results of the data analysis:**
As during the previous survey, generally speaking, the students are not completely satisfied by their level of resources. However,students who are living with their parent's are more satisfied by their financial situation than the others: 47 % consider that funding is sufficient against 43 % among those who do not live any more with their parent's.

## Topic: E. Living costs

# Subtopic 6: Students' assessment of their financial situation and average income by form of housing

| Key Indicators | |
|---|---|
| students living with parents | |
| Median income of students with very strong agreement that funding is sufficient, amount | 210.0 |
| Median income of students with very strong disagreement that funding is sufficient, amount | 369.44 |
| Students not living with parents: | |
| Median income of students with very strong agreement that funding is sufficient, amount | 650.0 |
| Median income of students with very strong disagreement that funding is sufficient, amount | 586.0 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

Satisfaction's degree on financial situation seems to be dependent on students' income in a inverse way according to the type of accommodation :

-students maintaining their own household who are satisfied by their financial situation have average income higher than those who judge their situation simply fair or, naturally, bad.

-on the contrary, students living parents who are satisfied by their financial situation have average income lower than those who judge their situation simply fair or bad.

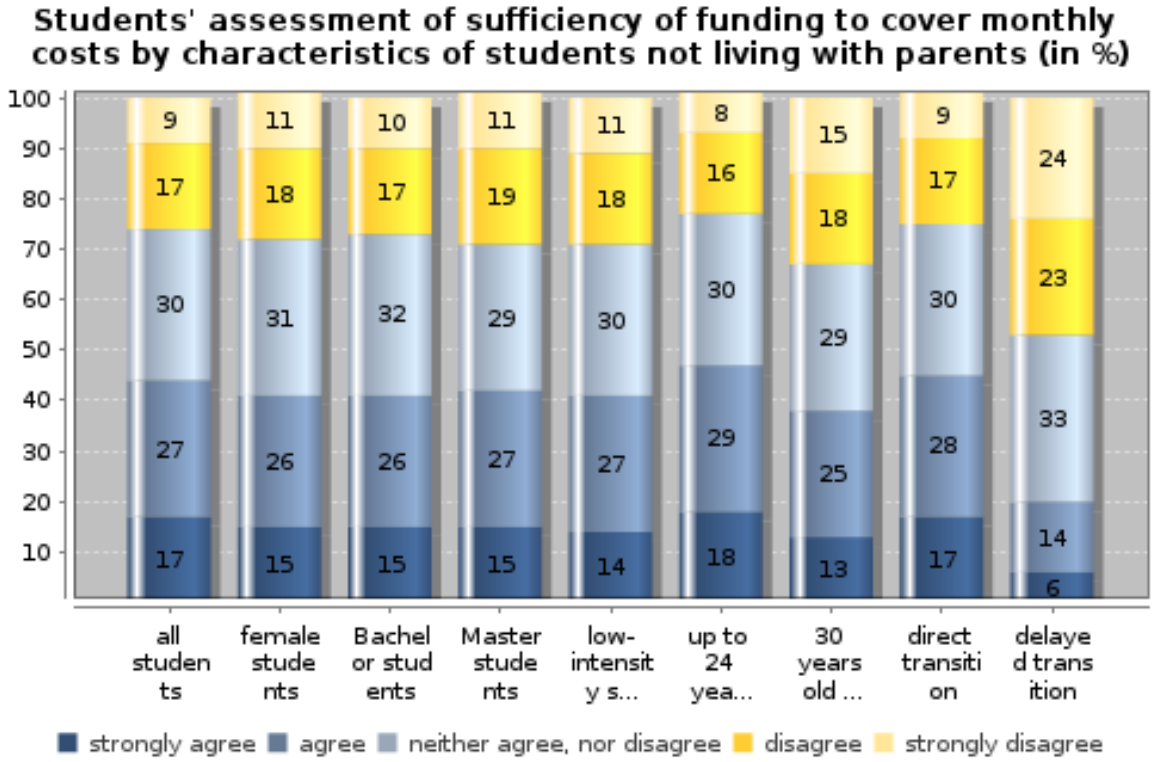
This can explain by the fact that the students who live with their parent's benefit from assistant in kind (accommodation, food, etc.) or of coverage of certain expenses by their parents (clothes, leisure activities, etc.) and do not thus need many direct resources to be satisfied by their standard of living.

Nb : Transfers in kind are not take into account for the calculation of the income values for students

## Topic: E. Living costs

# Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

| Key Indicators | |
|---|---|
| (Strong) agreement that funding is sufficient of low-intensity students, in % | 41.1 |
| (Strong) disagreement that funding is sufficient of low-intensity students, in % | 28.6 |
| (Strong) agreement that funding is sufficient of up to 24 years old, in % | 46.6 |
| (Strong) disagreement that funding is sufficient of up to 24 years old, in % | 23.8 |
| (Strong) agreement that funding is sufficient of 30 year olds or over, in % | 37.5 |
| (Strong) disagreement that funding is sufficient of 30 year olds or over, in % | 33.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

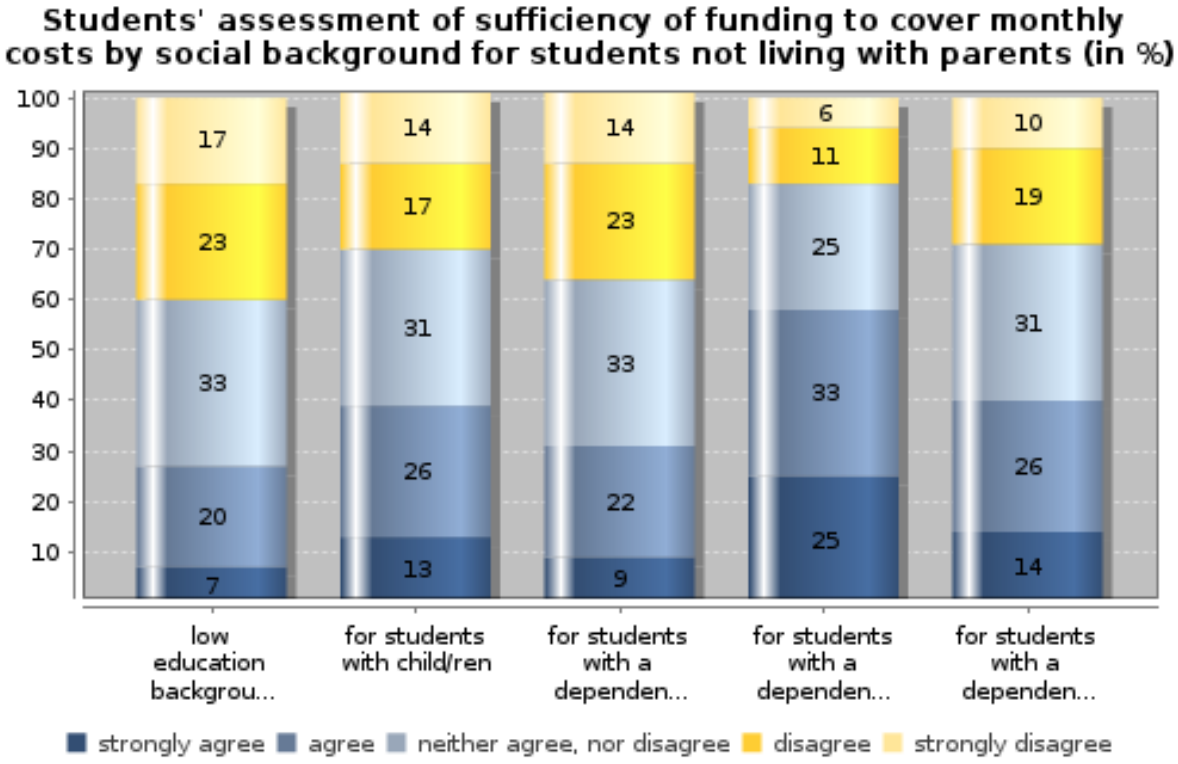
The oldest students are less satisfied with their resources. Indeed, 15 % of the students of more than 30 years declare that their resources are not satisfied bythe whole. In France, the main public support (grant on social criteria) to the students concerns least 28 years. The older students who have mostly

an accommodation (and a budget) independent are in a more difficult financial situation.
It is also why the students who knew a period of transition before entering the higher education are little satisfied by their resources. They are generally older, have to manage their own budget and benefit less often helps of the State.
Concerning the degree satisfaction according to the sex, we do not observe important difference.

## Topic: E. Living costs

# Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

| Key Indicators | |
|---|---|
| (Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in % | 40.2 |
| (Strong) disagreement that funding is sufficient for students with child/ren, in % | 30.1 |
| (Strong) disagreement that funding is sufficient of students dependent on state support, in % | 36.9 |
| (Strong) disagreement that funding is sufficient for students dependent on paid employment, in % | 29.1 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

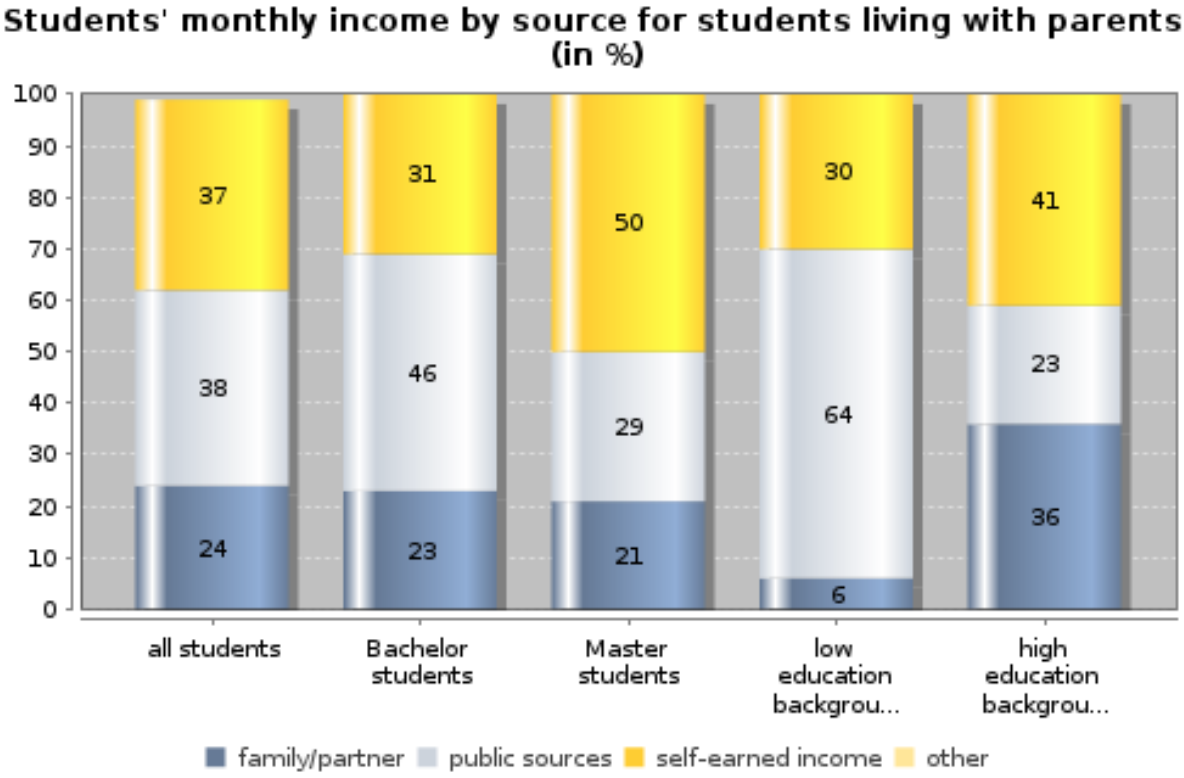
The students of low social background are less satisfied by their resources than all the students (figure 5). The students who have children are also less satisfied as the average. We also observe that the students who depend mainly on assistants of the State are less satisfied than the others. They are

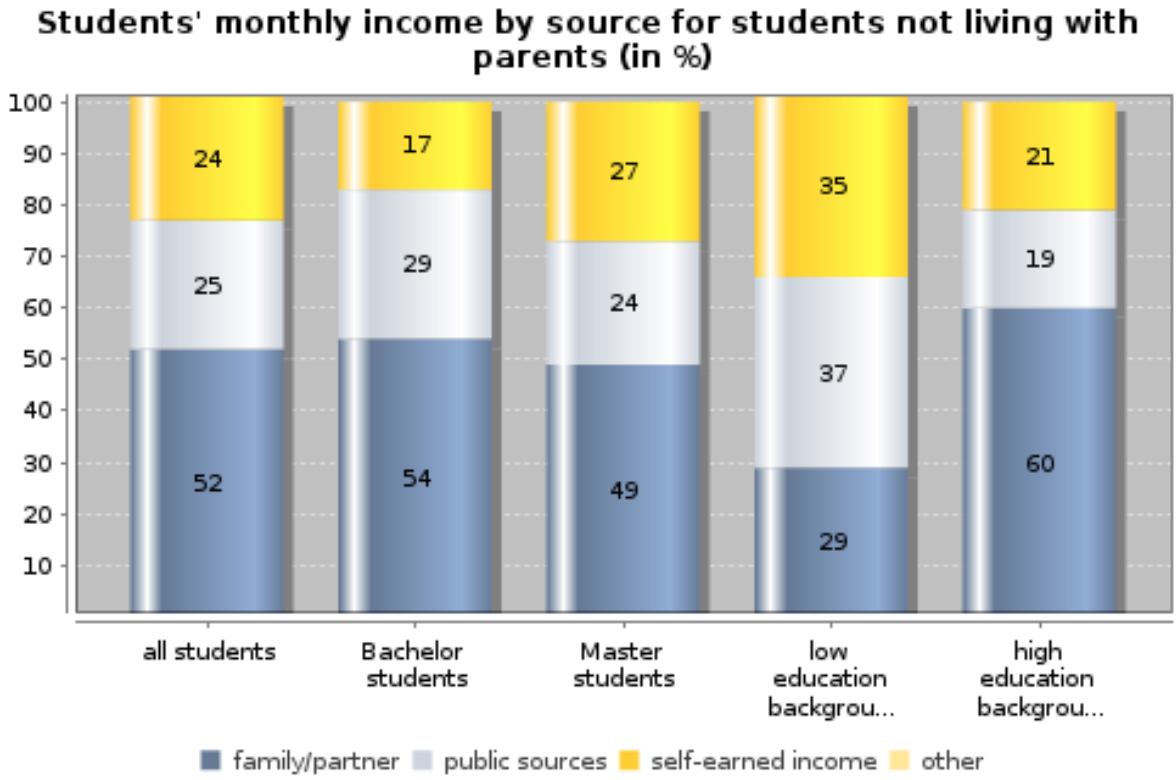
followed by the students who depend mainly on their income stemming from the paid work. Finally, the students who depend mainly on their parents are the most satisfied with their economic situation.

## Topic: F. Funding and state assistance

# Subtopic 1: Composition of monthly income by type of housing and characteristics of students

| Key Indicators | |
|---|---|
| Composition of monthly income for students not living with parents | |
| Family/partner contribution for all students, in % | 51.6 |
| Family/partner contribution for Bachelor students, in % | 54.1 |
| Family/partner contribution for students with low education background (ISCED 0-2), in % | 28.8 |
| Family/partner contribution for students with high education background (ISCED 5-6), in % | 59.8 |
| Job contribution for all students, in % | 23.7 |
| Job contribution for Bachelor students, in % | 17.0 |
| Job contribution for students with low education background (ISCED 0-2), in % | 34.5 |
| Job contribution for students with high education background (ISCED 5-6), in % | 20.8 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

Students living with parents have significantly less money at their disposal than students maintaining their own household (356 euros versus 663 euros). More than a third (37%) of this amount is derived from job activities, 24% is provided by the parents. Among students living with parents, the students in Bachelor's degree have more resources stemming from public sources and fewer resources stemming from the paid work. Besides, those whose parents have a high level of studies have more parental resources and fewer helps of the State.

Half of the total ressources of students not living with parents are coming from the family or partner. The other half of the total ressources are divided fairly between public sources and self-earned income. However, the older the students are, the more they are engaged in employment. That's why, when students are in Master, the average professional income become important (305 euros). Finally, the more the social standing of the parents of students is raised, the more the part of the resources from the family is important and the help of the State is low.

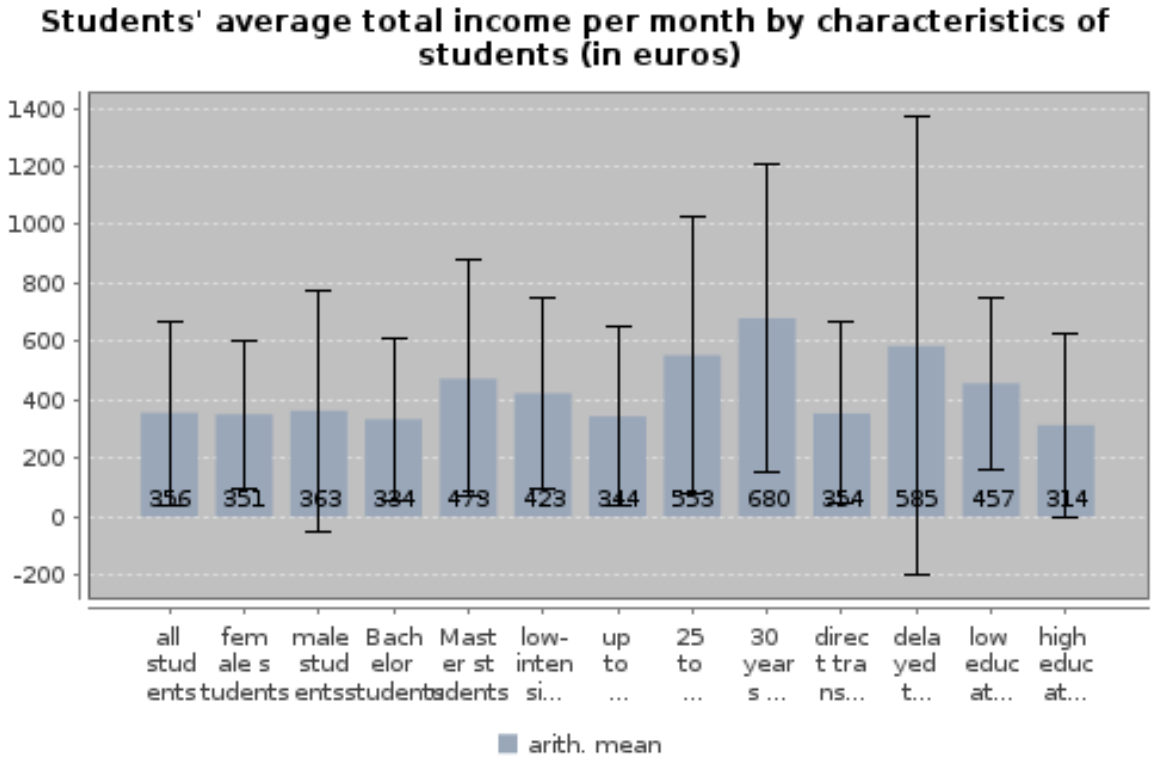
Resources of paid work represent 43% of the budget of the students not living with parents who have a low social standing and 31% of the budget of student with a high education background. The question of the work paid during the studies is often evoked in the public debate in France. As far as this paid work increases the chances of failure in the higher education and the risks of abandonment.

Nb : Transfers in kind are not take into account for the calculation of the income values for students

## Topic: F. Funding and state assistance

# Subtopic 2: Total monthly income by characteristics of students for students living with parents

| Key Indicators | |
|---|---|
| median income all students, amount | 291.0 |
| median income Bachelor students, amount | 270.0 |
| median income Master students, amount | 398.0 |
| median income low-intensity students, amount | 377.0 |
| median income 25-29 years old, amount | 462.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

The average amount of the resources for the students who live at their parent's is 356 euros. It increases regularly with the age to reach 680 euros to more than 29 years. We also observe that the students with a rather low social standing have monetary resources more important than those who have a high social standing. These last ones benefit from more assistants in kind while those who have a low social standing have more direct grants which result from the State (see figure F1).

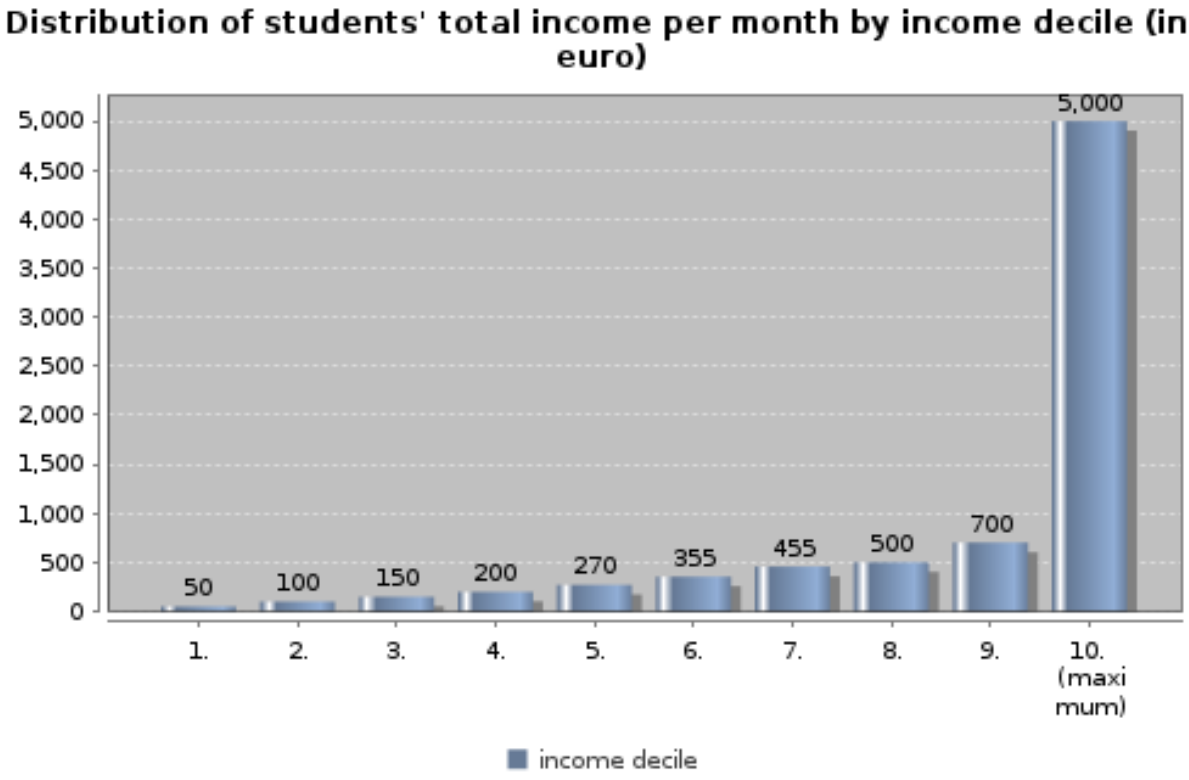
In France, the problem of the resources settles in particular for the students stemming from middle classes which have no access to scholarships on social criteria but which cannot either benefit from a lot of monetary help of their parents.

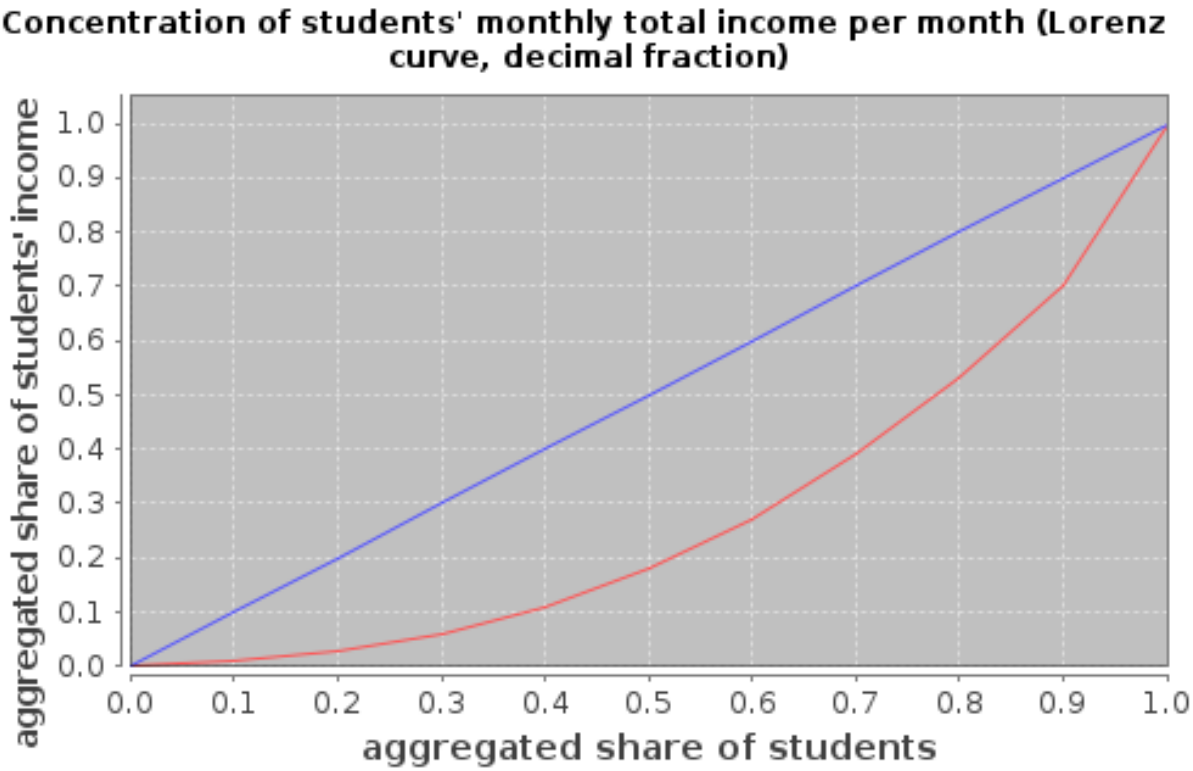
## Topic: F. Funding and state assistance

# Subtopic 3: Distribution and concentration of total monthly income for students living with parents

**Key Indicators**

| | |
|---|---|
| Income cut-off point for lowest 20% of students, amount | 100.0 |
| Gini coefficient | 0.6 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

The Gini coefficient is very high (0.6). It is especially allocated by the high income. The resources of students living with parents are thus very uneven with regard to the coefficient of Gini applied to the whole French population (0.29).

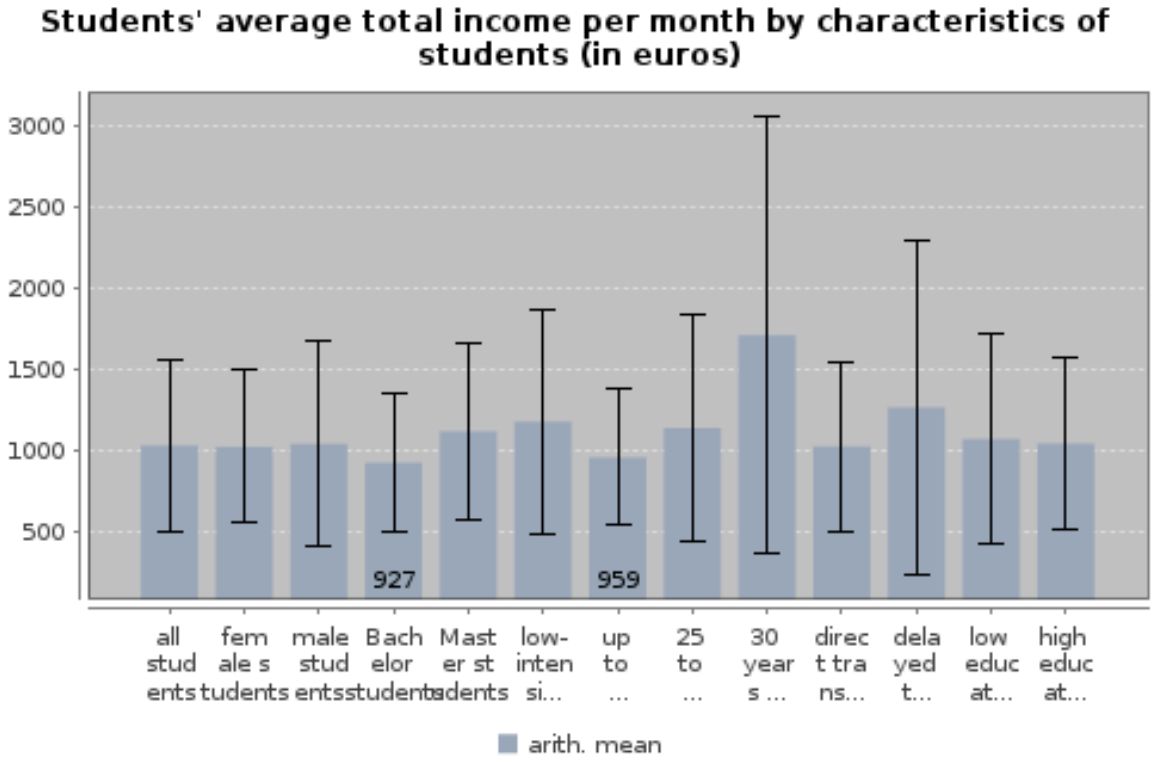
The students who live with their parents benefit from assistant in kind rather important and have budgets highly varied. We shall see (figure F5) that the Gini coefficient is lower for those who do not live any more at their parent's because they have to manage their own budget. It requires a more important balance between resources and spending.

Finally, the income cut-off point for lowest 20% of students is 100 euros. In Eurostudent III it was 85 euros.

## Topic: F. Funding and state assistance

# Subtopic 4: Total monthly income by characteristics of students for students not living with parents

| Key Indicators | |
|---|---|
| median income all students, amount | 948.0 |
| median income Bachelor students, amount | 860.0 |
| median income Master students, amount | 1036.0 |
| median income low-intensity students, amount | 1040.0 |
| median income 25-29 years old, amount | 1100.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

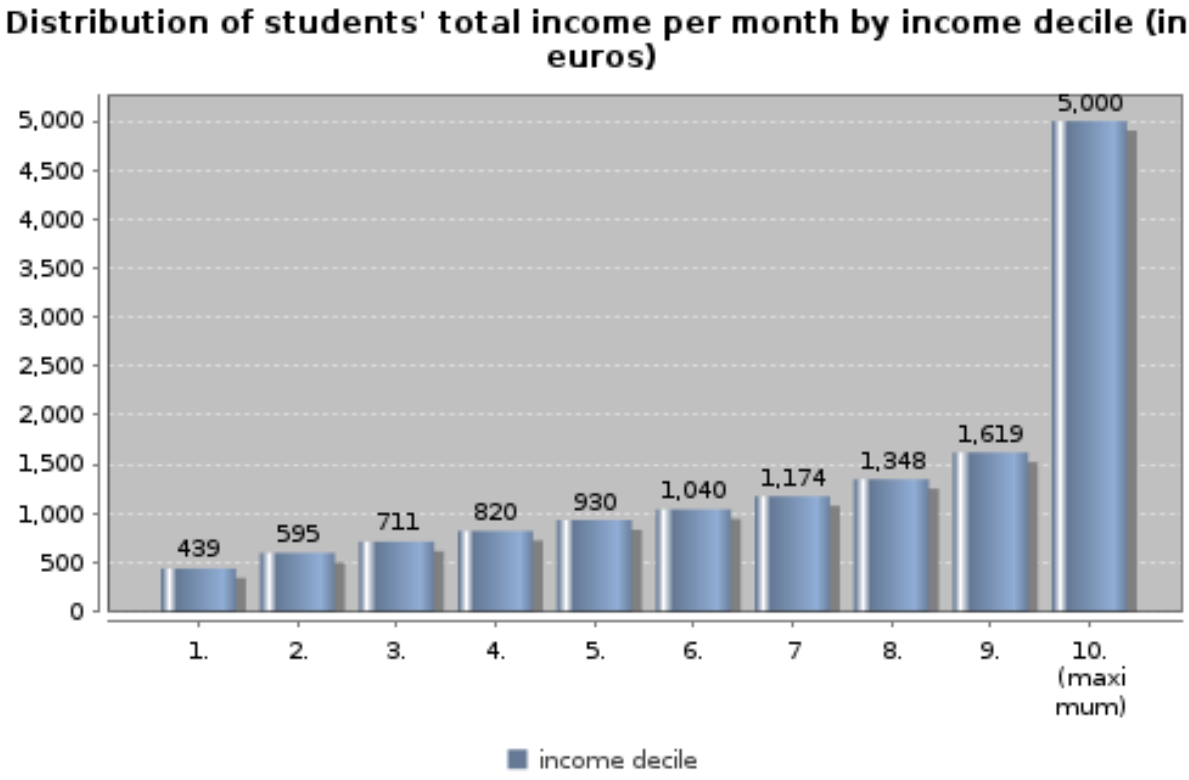
The average amount of the resources for students who don't live with their parent's is 1033 euros. It increases regularly with the age to reach 1712 euros for student aged of more than 29 years. Low-intensity students and delayed transition students also have resources higher than the average.

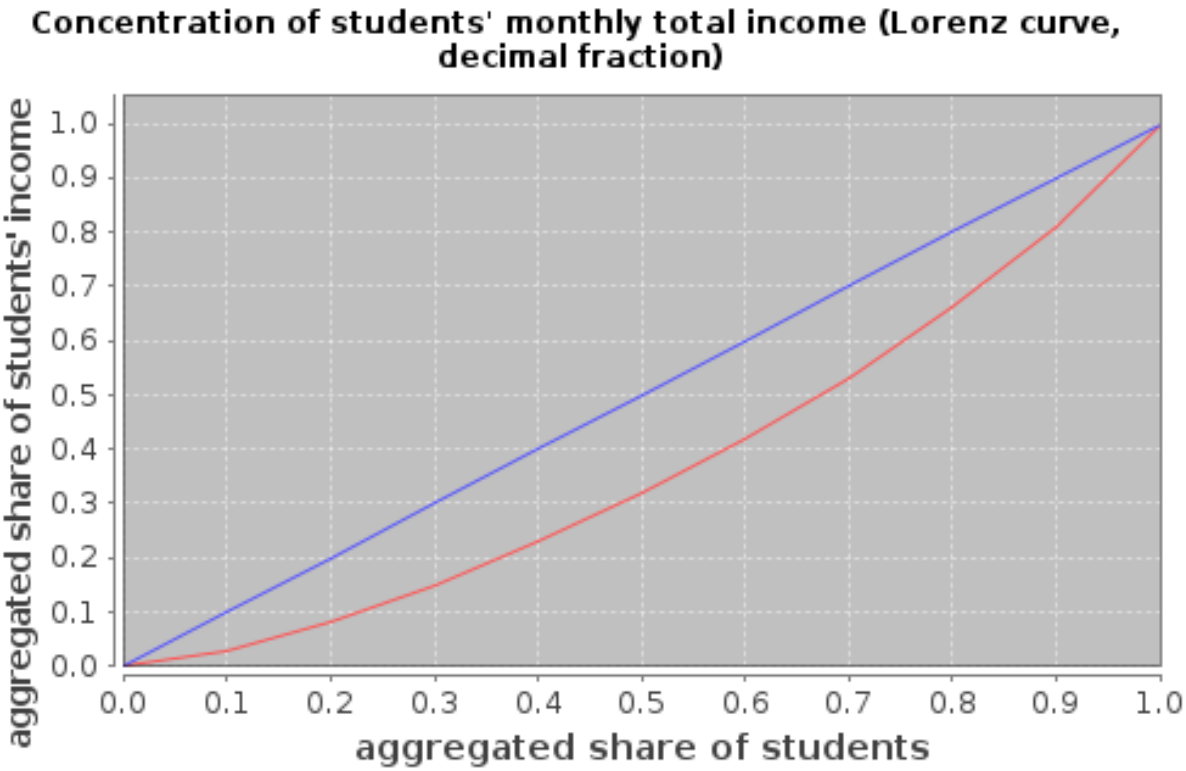
## Topic: F. Funding and state assistance

# Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

**Key Indicators**

| | |
|---|---|
| Income cut-off point for lowest 20% of students, amount | 595.0 |
| Gini coefficient | 0.31 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

In France, the discussion about the distribution of the resources of the students concerns first of all the help of the State which some student unions would like to see generalized or, at least, widened in students outcomes from middle classes. This type of assistant could also favor the taking of independence of the students.

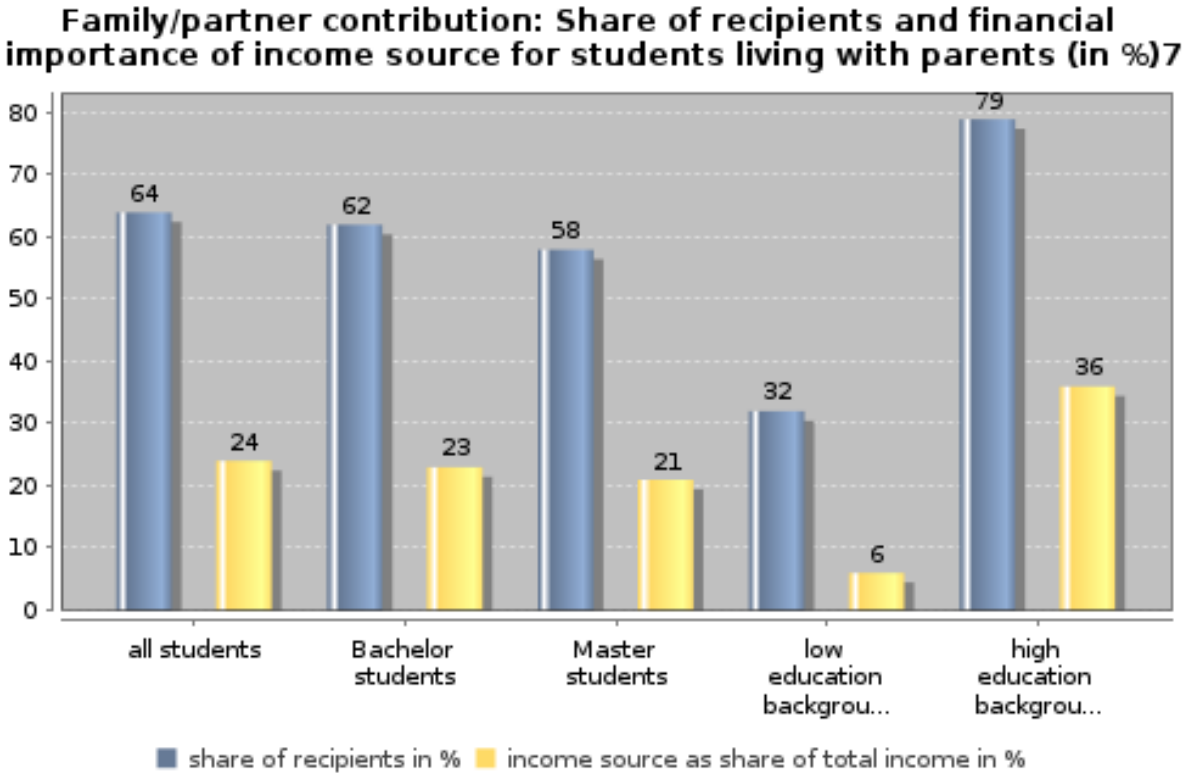
The Gini coefficient is lower for those who do not live any more at their parent's (0.36) than for those who live at their parent's (0.60, figure 3) because they have to manage their own budget. It requires a more important balance between resources and spending. Nevertheless, it is slightly higher than the Gini coefficient observed on the whole French population (0.29).

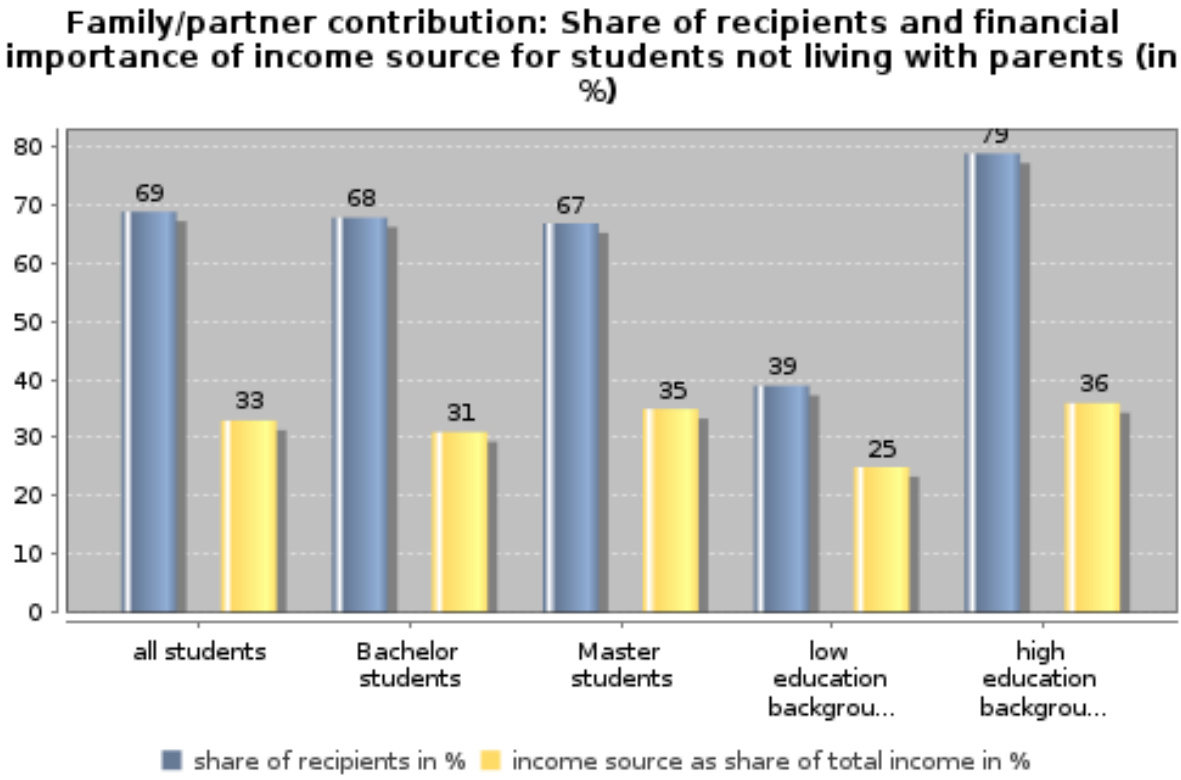
Finally, the income cut-off point for lowest 20% of students is 595 euros.

## Topic: F. Funding and state assistance

# Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

| Key Indicators | |
|---|---|
| Family/partner contribution for students not living with parents | |
| Share of recipients of all students, in % | 68.98 |
| Share of recipients of Bachelor students, in % | 67.82 |
| Share of recipients of students with low education background, in % | 38.99 |
| Share of recipients of students with high education background (ISCED 5-6), in % | 78.79 |
| Contribution to total monthly income of all students, in % | 33.1 |
| Contribution to total monthly income of Bachelor students, in % | 30.6 |
| Contribution to total monthly income of students with low education background (ISCED 0-2), in % | 24.7 |
| Contribution to total monthly income of students with high education background (ISCED 5-6), in % | 35.9 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

Two thirds of the students declare to perceive a contribution of the parents. This proportion is slightly more important among the students who do not live at their parent's (68 % vs 64 %). So, the amount of the help of the parents is 2.6 times higher for the students living in their own households that for those who live with their parent's (227 vs 87 euros).

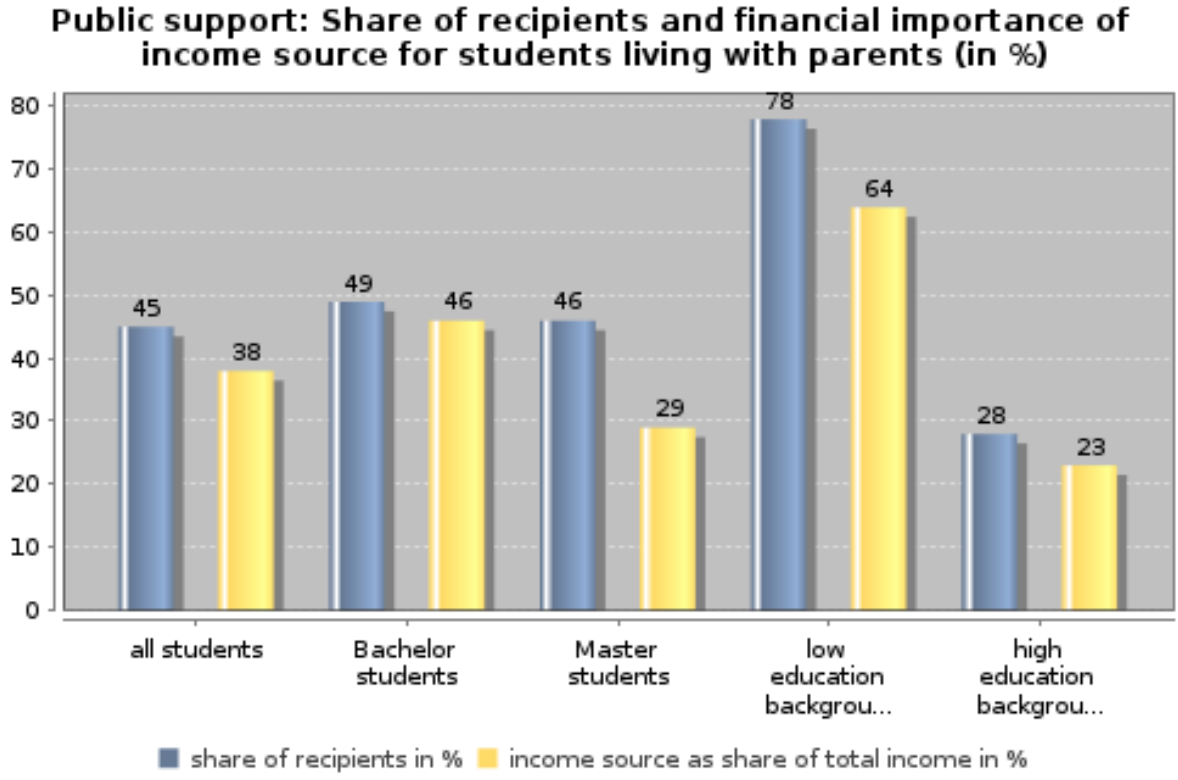
The part of the students helped by their parents is slightly superior in Bachelor's degree but the weight of the help of the parents in the student budget is the same in Bachelor's degree and in Master's degree (approximately 30 %). On the other hand, the weight of the contribution of the parents in the student budget is much more important among those who arise from high education background: 36% vs 6% among those arise from low education background.

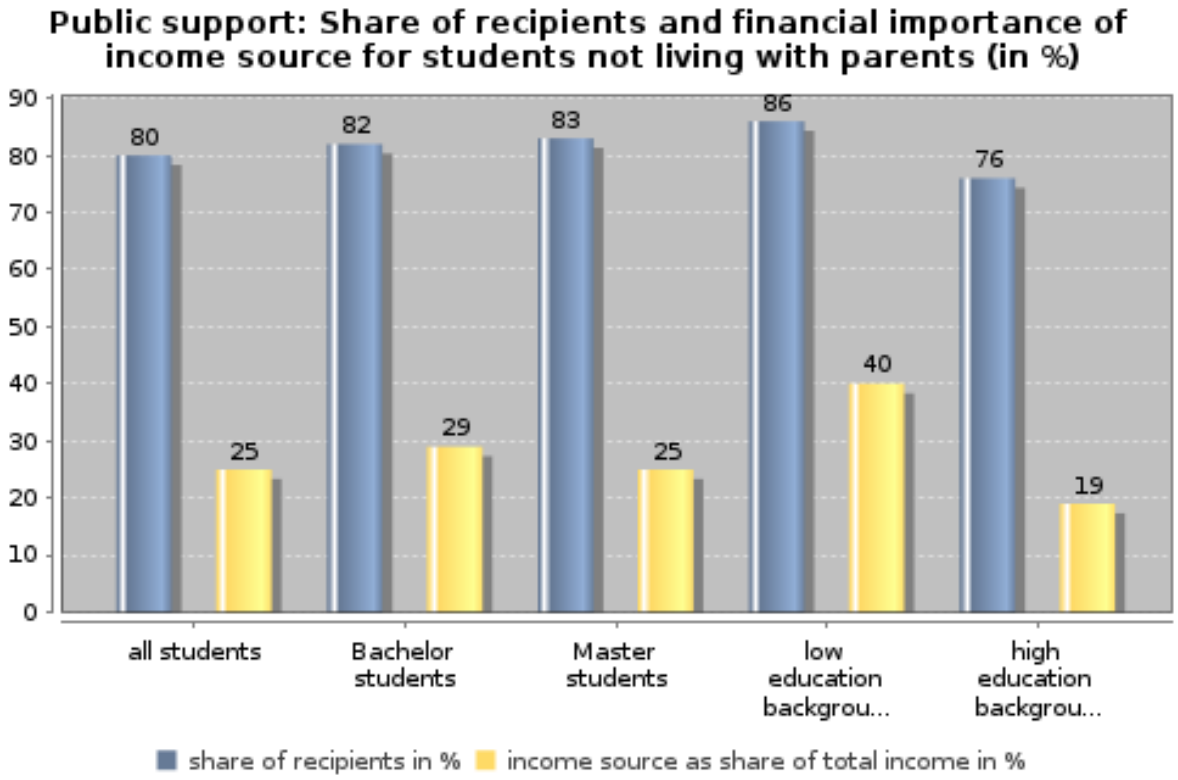
Nevertheless, all the students who do not live any more with their parent's are not independent in the same degree. So, 62% return only rarely at their parents (less than two weekend a month) and 38 % return more frequently (two weekend or more a month) there. Besides, 23% of the students make their own tax return and can be thus considered as independents fiscally.

## Topic: F. Funding and state assistance

# Subtopic 7: Recipients of public support and importance of income source by form of housing

| Key Indicators | |
|---|---|
| Public support for students not living with parents | |
| Share of recipients of all students, in % | 80.22 |
| Share of recipients of Bachelor students, in % | 82.15 |
| Share of recipients of students with low education background, in % | 85.53 |
| Share of recipients of students with high education background (ISCED 5-6), in % | 76.08 |
| Contribution to total monthly income of all students, in % | 24.9 |
| Contribution to total monthly income of Bachelor students, in % | 28.8 |
| Contribution to total monthly income of students with low education background (ISCED 0-2), in % | 40.0 |
| Contribution to total monthly income of students with high education background (ISCED 5-6), in % | 19.0 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

A little bit less than a half of all students living with parents receive state assistance (45%). The rate is much more important for the students maintaining their own households (80 %). Generally speaking, the students of Bachelor's degree benefit more frequently from assistants of the State (they represent more than 40 % of their resources). The helps of the State also have a social role because the students with a low educational background perceive more that students with a high educational background.

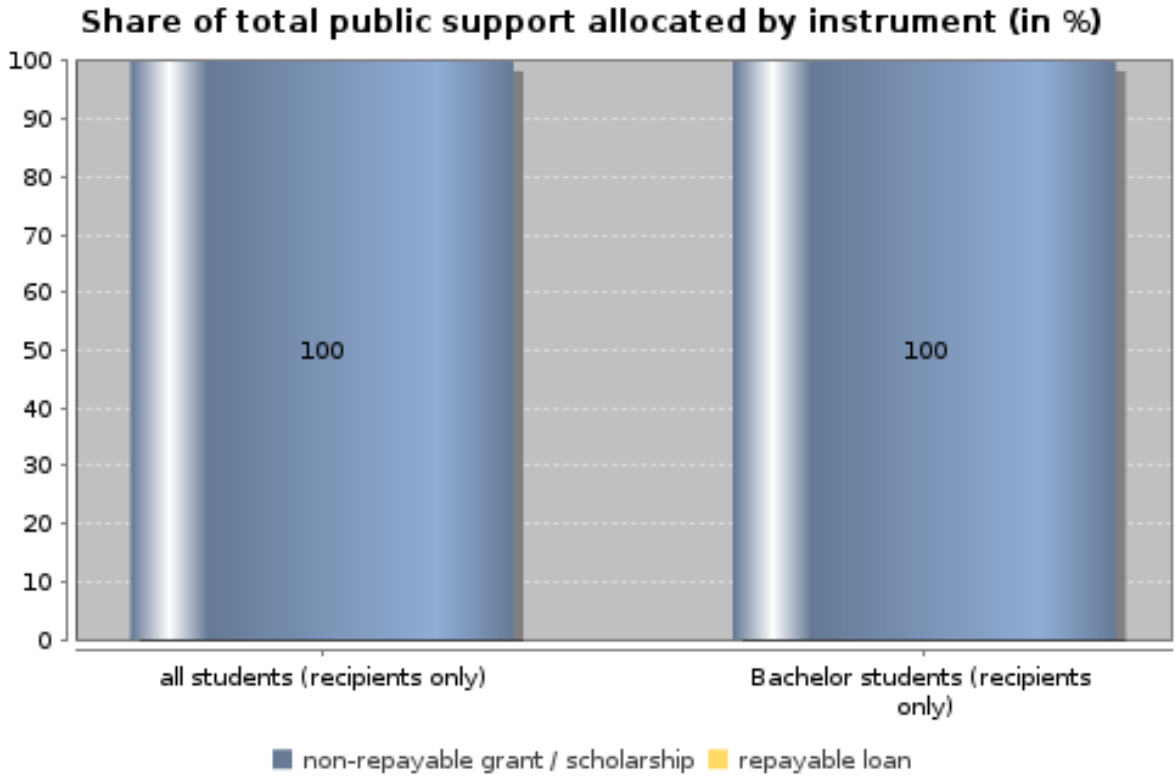
In France, the discussion about the distribution of the resources of the students concerns first of all the help of the State which some organisation would like to see generalized or, at least, widened in students outcomes from middle classes.

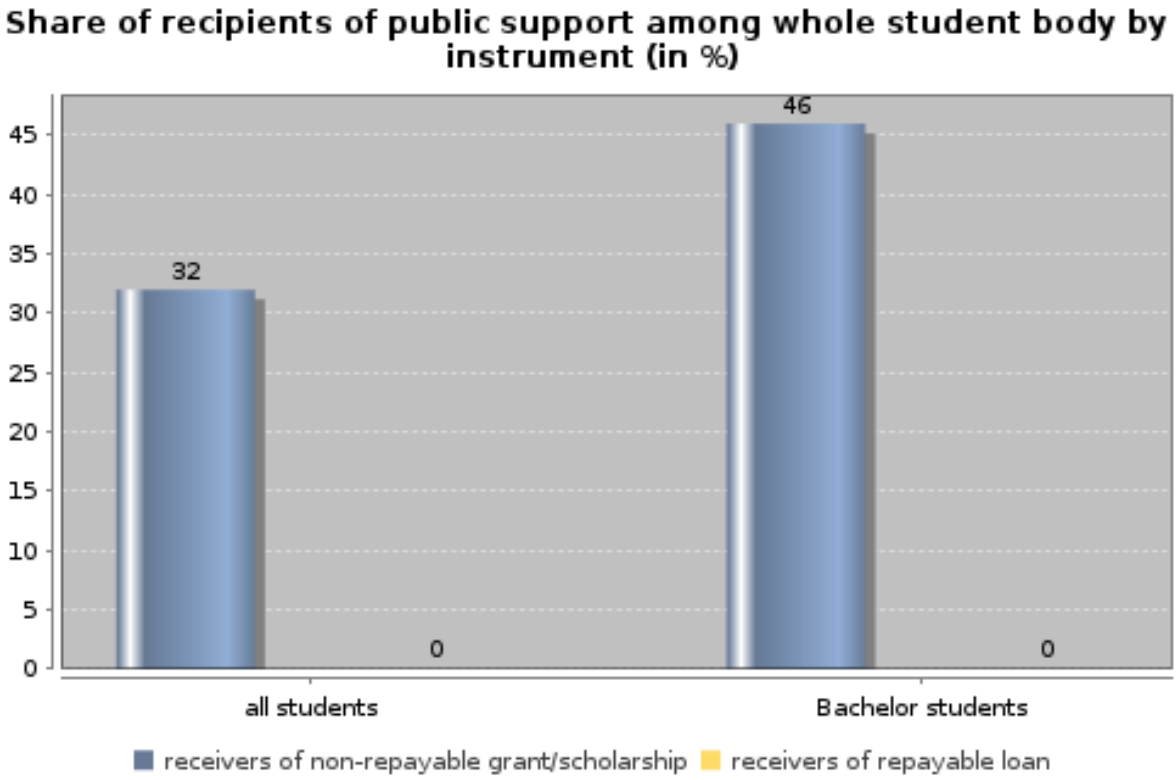
Nb : Transfers in kind are not take into account for the calculation of the income values for students.

## Topic: F. Funding and state assistance

# Subtopic 8: Make-up of public support

| Key Indicators | |
|---|---|
| Non-repayable public support as share of total public support for all students (recipients only), in % | 100.0 |
| Non-repayable public support as share of total public support for Bachelor students (recipients only), in % | 100.0 |
| Students who receive non-repayable support as share of whole student body, in % | 32.3 |
| Students who receive non-repayable support as share of all Bachelor students, in % | 46.0 |
| Students who receive repayable loans as share of whole student body, in % | Students who receive repayable loans as share of all Bachelor students, in % |






**details on missing data:**

The most important forms of direct financial assistance from the state for students are non-repayable grants. Those grants concern more than a third of all students. Bachelor students are more likely to receive non-repayable grants. Only a very small part of students receive loans (less than 2%). But our survey does not allow to identify them.

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

The main helps to the students:

1.Grant (non-repayable):

These grants (Grant on social criteria) are intended for students under 28 years of age, with limited family resources, pursuing their initial training in an establishment under the authority of the Ministry of higher education and research. This grant concerns 37 % of the students, it is the main help. These grant can be completed by helps in the merit or assistants in the mobility.

The State also frees emergency aids. They answer punctual needs or for the academic year.

2.Scholarship from other public source (non-repayable)= Grants for civil service positions (They are intended on a quota system for students of French nationality who are preparing for certain entry examinations for civil service positions), Study grants (intended for students who cannot benefit from a higher education grant during the year in question)...

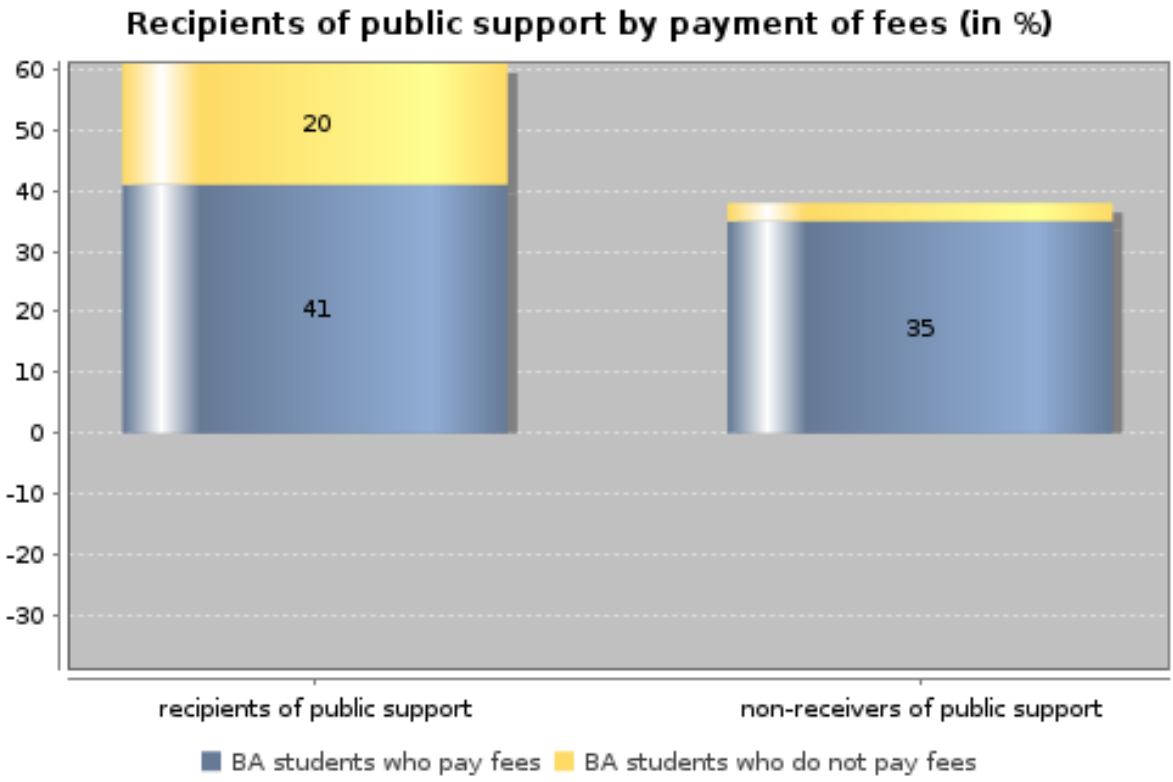
3.Loan (repayable)= Students of French nationality who, due to their situation, cannot obtain a grant based on social or university criteria, may request an interest-free loan. The State created a guarantee fund "student loans". Thanks to this guarantee, certain banks can grant a loan of a 15 000 euros maximum amount to all the students of less than 28 years, French or the national of the European

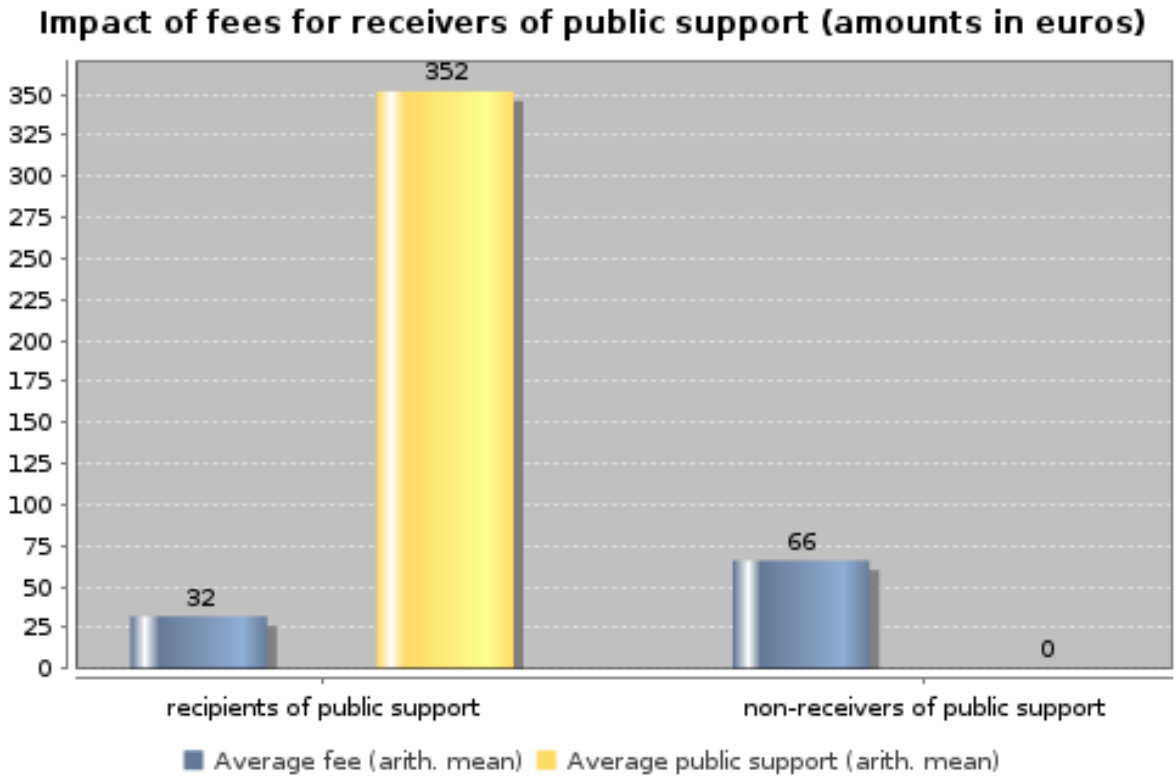
Union or the European economic area, without means-testing, without parental guarantee. But little student are concerned and the survey does not allow to identify them.

## Topic: F. Funding and state assistance

# Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

| Key Indicators | |
|---|---|
| Recipients of public support who pay fees, in % | 41.3 |
| Share of public support which covers fees for recipients of public support, in % | 9.0 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

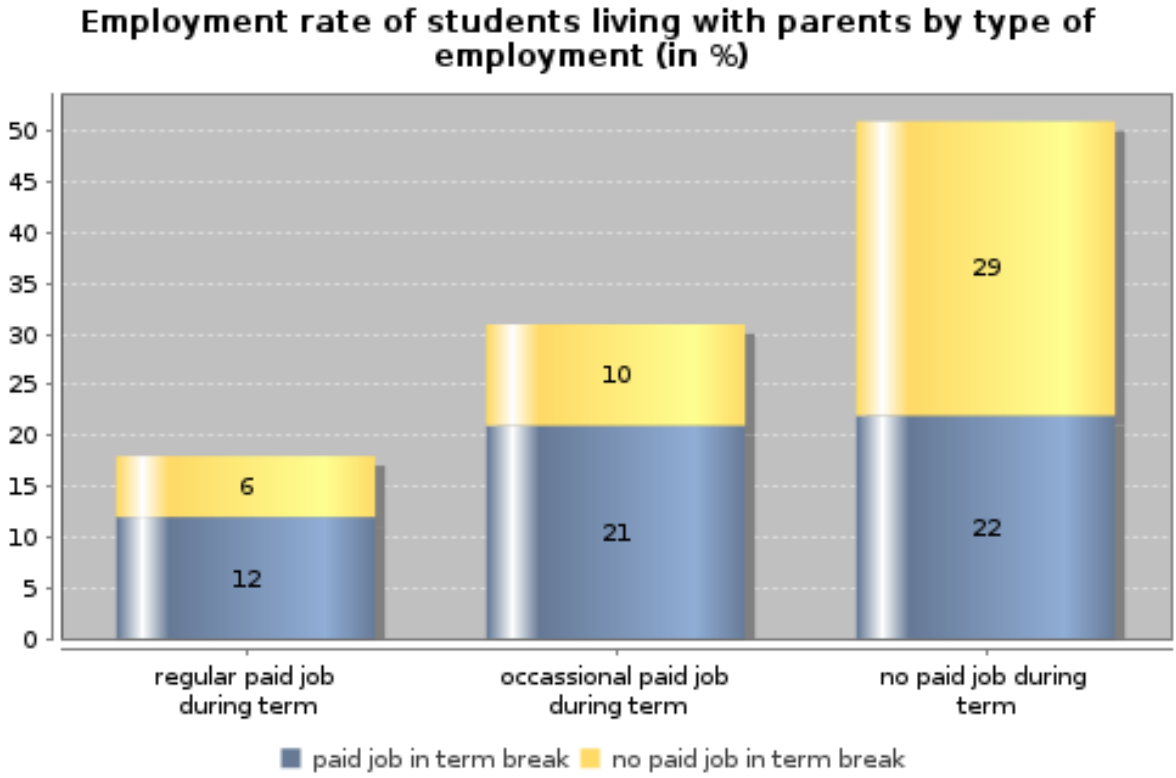
Approximately a third of the students registered in Bachelor's degree who benefit from public assistants declare not to pay fees to institution. They represent 20 % of all the studiants in Bachelor's degree. It is much rarer on the other hand that a student who does not benefit from public assistants do not pay fees to institution (3 % of all the students in Bachelor's degree).

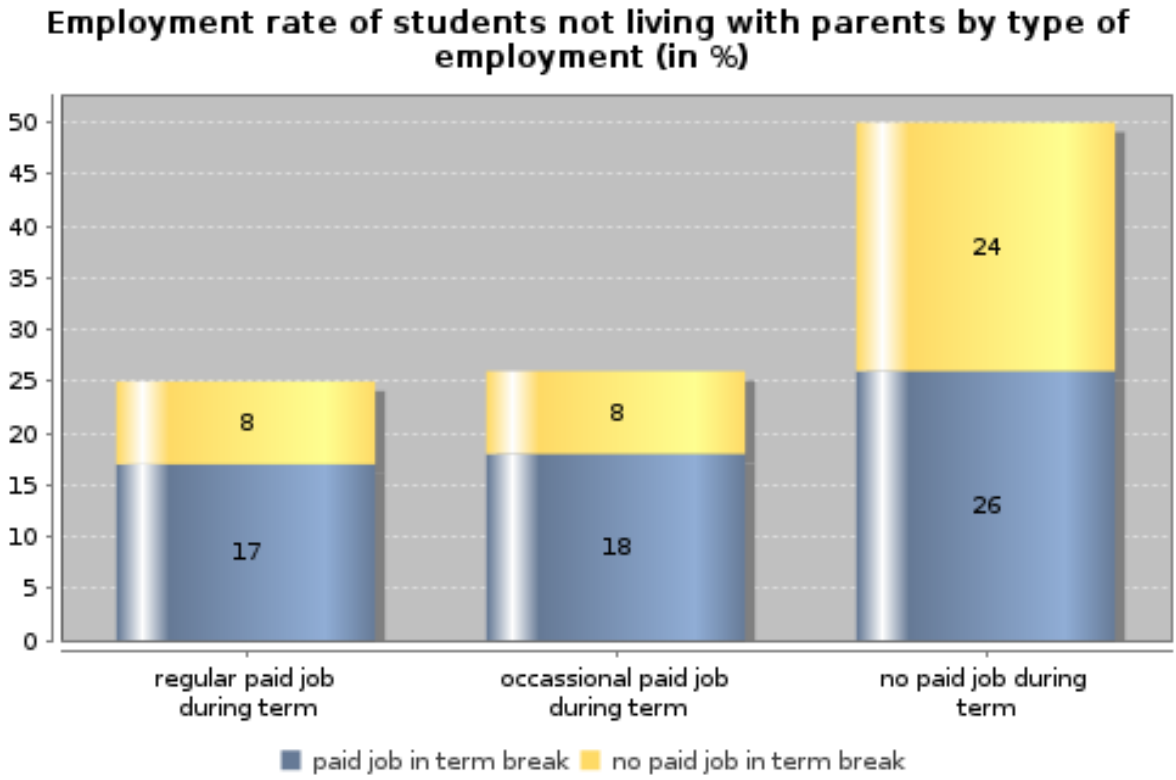
The amounts of the expenses of fees to institution declared by the students are twice less raised among the students who benefit from assistants of the State that among those who do not benefit from it.

## Topic: G. Time budget and employment

# Subtopic 1: Employment rate during term-time and in the term break by type of housing

| Key Indicators | |
|---|---|
| Employment rate of students not living with parents by type of employment: | |
| Regular paid job during term, in % | 24.3 |
| Occassional paid job during term, in % | 25.9 |
| Regular paid job during term and in term break, in % | 16.7 |
| Occassional paid job during term and in term break, in % | 18.4 |
| No paid job at any time, in % | 23.6 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

Definition :

Regular paid job during term = Paid activity exercised more than 6 months a year.

Occassional paid job during term = Paid activity exercised at most 6 months a year

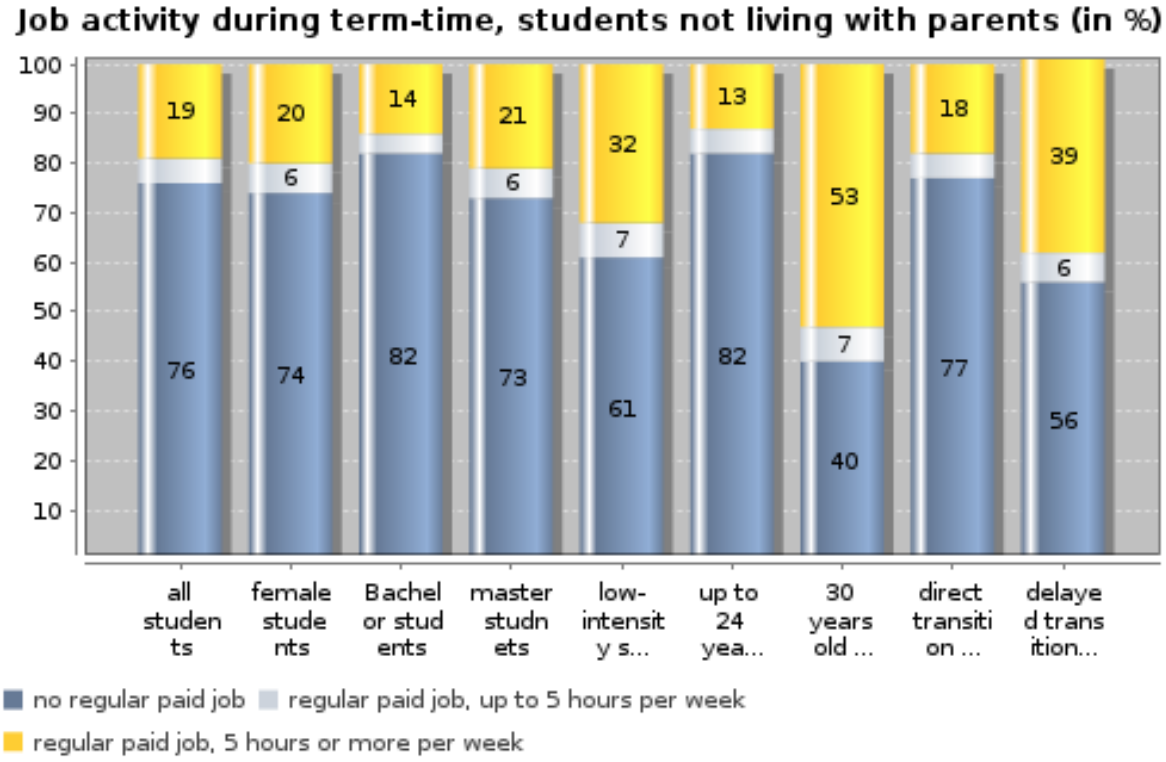
**national interpretation of the results of the data analysis:**

The students who do not live any more with parents are more likely to exercise a regular employment during studies (24 % vs 18 % among those who live with their parents). They are also more likely to exercise a job in term break (61% vs 55% among those who live with their parents). With regard to the previous survey, students' proportion who work during the studies is stable (around 50%). In France, it is about a subject often evoked to stigmatize the reasons of the failure of the students. Concerning the effects of the economic crisis, we can notice that the students meet today more often in competition with active persons to reach the jobs which their were traditionally reserved.

## Topic: G. Time budget and employment

# Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

| Key Indicators | |
|---|---|
| Regular paid job, 5 hours or more per week, all students, in % | 18.9 |
| Regular paid job, 5 hours or more per week, BA students, in % | 13.7 |
| Regular paid job, 5 hours or more per week, low-intensity students, in % | 32.0 |
| Regular paid job, 5 hours or more per week, 30 year olds or over, in % | 52.5 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

Definition :

Regular paid job up to 5 hours per week = Paid activity exercised more than 6 months a year + less than 5 hours of weekly work last month..

Regular paid job, 5 hours or more per week = Paid activity exercised more than 6 months a year + 5 hours or more of weekly work last month.

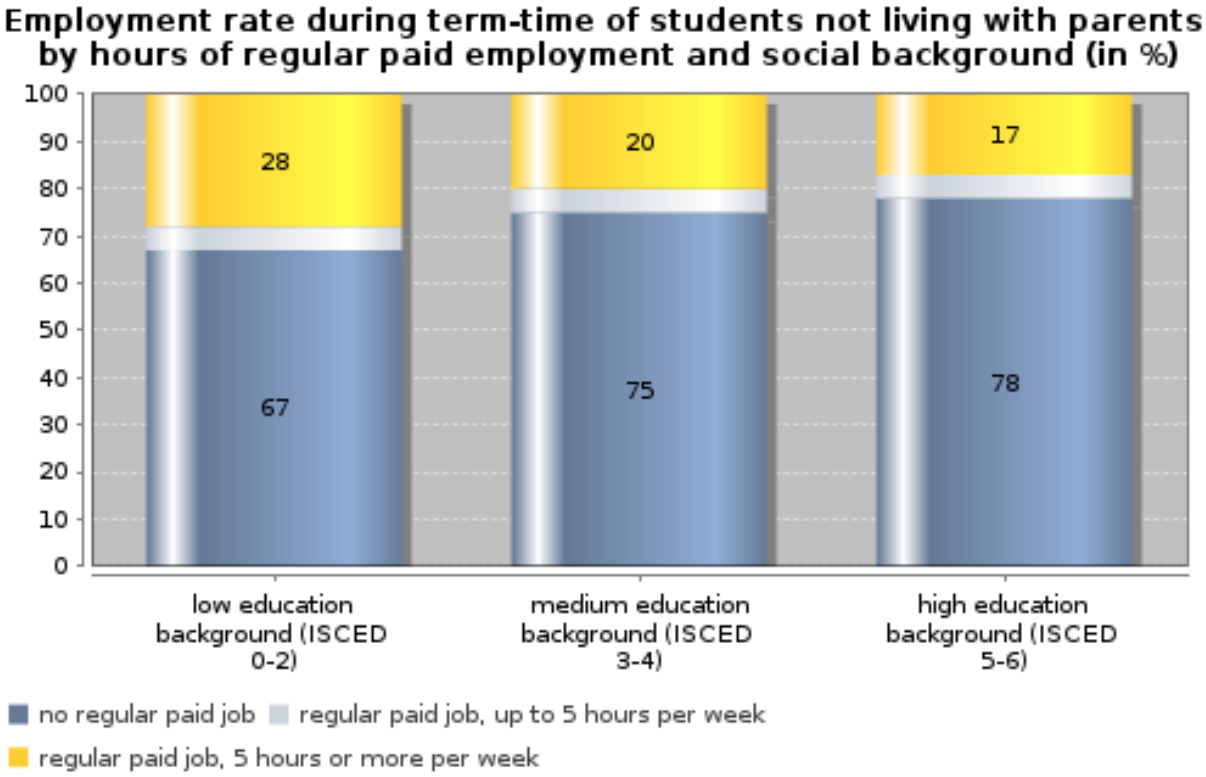
**national interpretation of the results of the data analysis:**

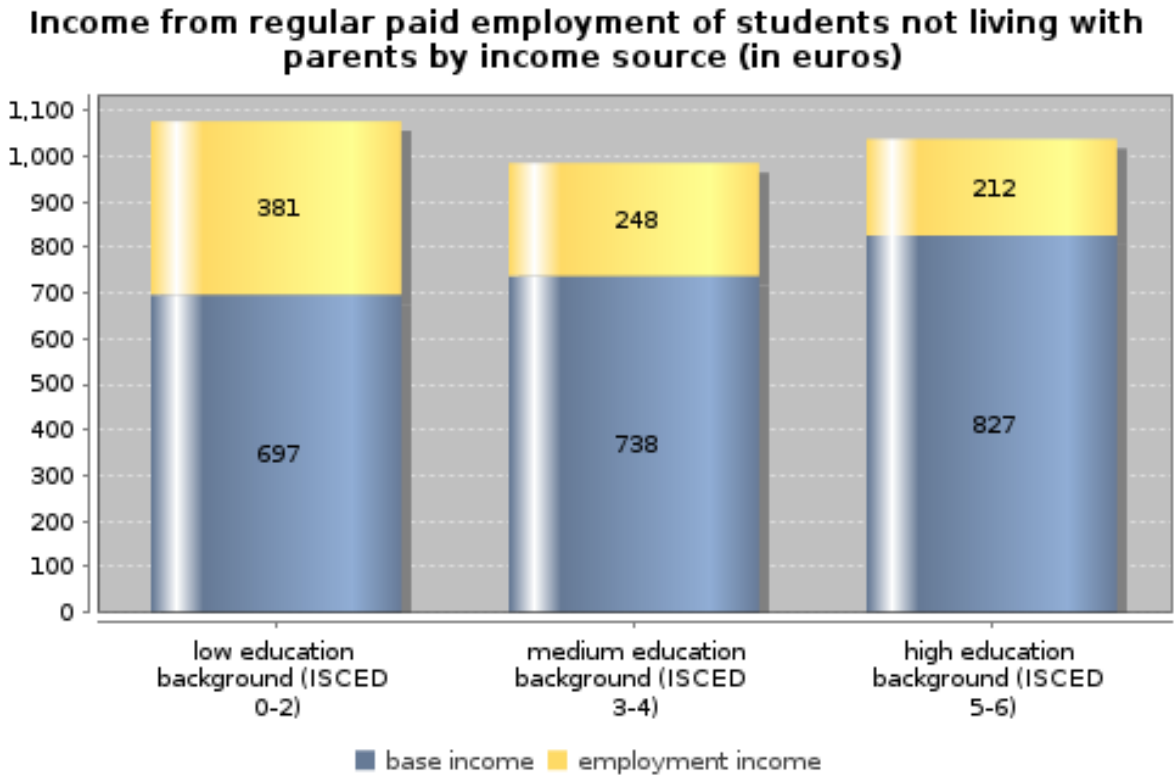
The proportion of students with a regular paid job grows at the same time than the students get older (60% for the 30 years and over vs 18% for the up to 24 years old). Therefore, Master's students have a proportion of students with a regular paid job higher than Bachelor Student (33% vs 18%). In the same way, delayed transition students are more likely to have a regular paid job than direct transition students (48% vs 24%).

## Topic: G. Time budget and employment

# Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

| Key Indicators | |
|---|---|
| Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in% | 27.5 |
| Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in % | 16.9 |
| Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in % | 35.3 |
| Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in % | 20.4 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

Definition :

Regular paid job up to 5 hours per week = Paid activity exercised more than 6 months a year + less than 5 hours of weekly work last month..

Regular paid job, 5 hours or more per week = Paid activity exercised more than 6 months a year + 5 hours or more of weekly work last month.

**national interpretation of the results of the data analysis:**

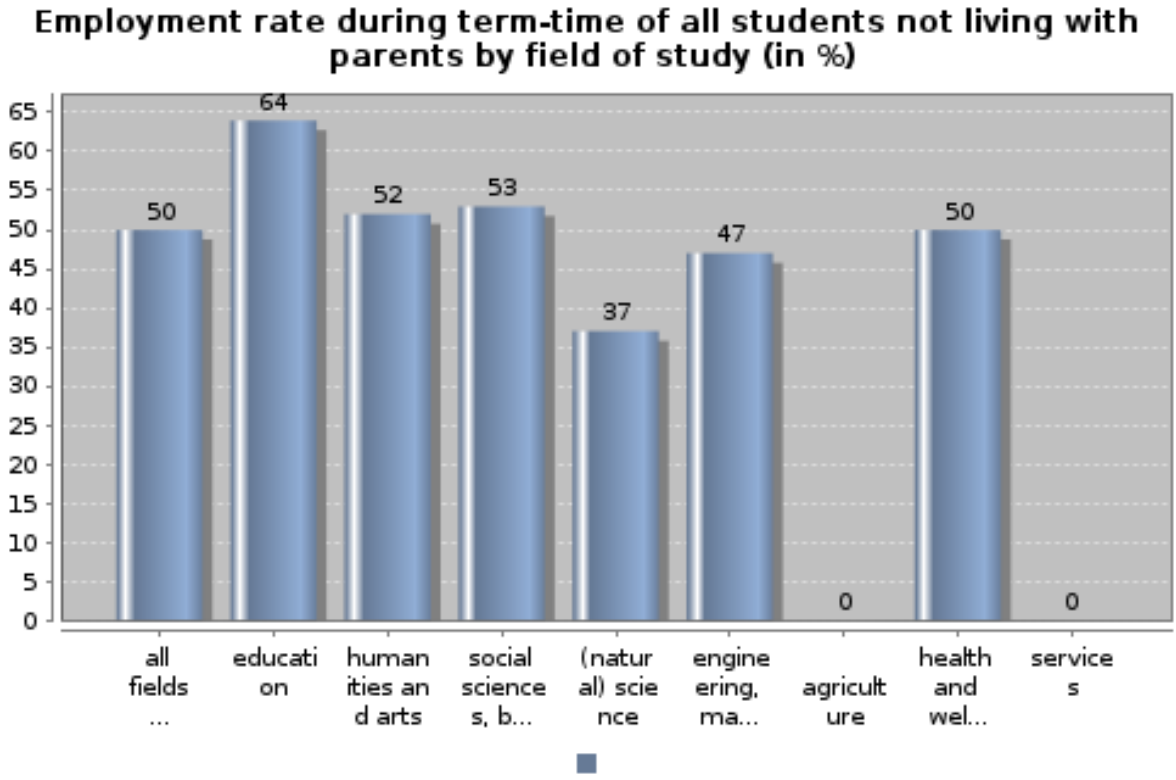
More of students coming from low educational background get a regular paid job than students coming from a higher educational background (33% vs 22%). This trend is confirmed by the 2nd figure, which shows that the share of employment income are much higher for students from a lower educational background than students from higher educational background (44% vs 30%).

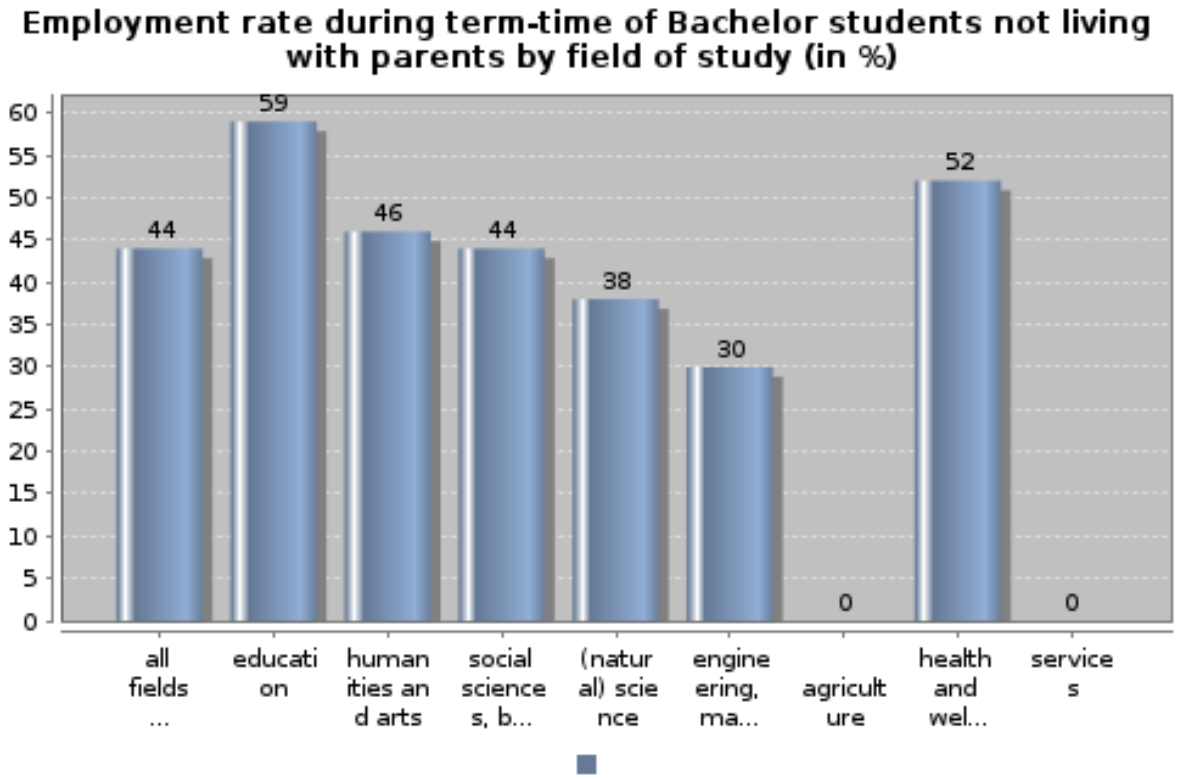
Students coming from a lower educational background are getting less financial support from their parents, and they have to fill this lack by an employment.

## Topic: G. Time budget and employment

# Subtopic 4: Employment rate during term-time by field of study

| Key Indicators | |
|---|---|
| Employment rate of: | |
| all students in engineering disciplines, in % | 46.5 |
| all students in humanities and arts, in % | 51.5 |
| BA students in engineering disciplines, in % | 30.2 |
| BA students in humanities and arts, in % | 45.8 |






**details on missing data:**
We don't have enough students in Agriculture and Services in OVE survey 2010 to provide data about those fields of study.However, they are included in the column "All fields of study"
**methodical issues or considerations for data interpretation:**
**national interpretation of the results of the data analysis:**
Students' rate who work during the academic year is less important among the students registered in Bachelor's degree than among all the subscribers in the higher education. Whatever is the level of studies, the rate of employment is higher in the following disciplines: education, social sciences, business, law.

Students in humanities and arts are many more to get an employment than students in engineering disciplines (52 % vs 47%). There is two possible explanations for that:
1. Time of study are less important in humanities and arts disciplines than in engineering, which give the possibility for students to find a job in the same time of its study. (If we look at the figure B9, we notice that the proportion of low intensity student are three time more important for art and humanities students then for the engineering students).
2. The population of students of the two groups are different, and don't have the same needs concerning an employment during term. (If we look at B9, the proportion of students coming from a lower educational background is 2 times more important for the Humanities and Art students than for the Engineering students).

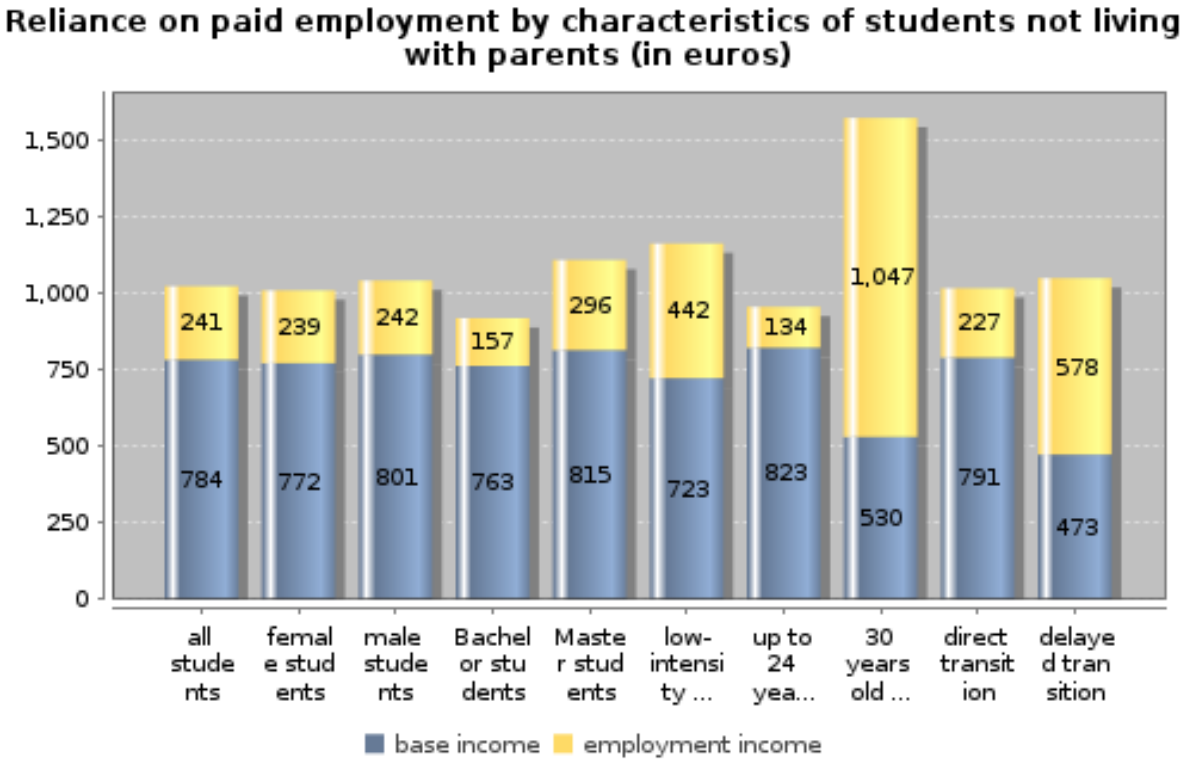
The rate of rather high employment in the disciplines of health and education explains by the contents

of these trainings. Indeed, these trainings include numerous periods of compulsory paid work experience. It is in particular the case of the apprentices doctor that make training courses in hospitals.

## Topic: G. Time budget and employment

# Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

| Key Indicators | |
|---|---|
| Income from employment as share of total income for all students, in % | 23.5 |
| Income from employment as share of total income for BA students, in % | 17.1 |
| Income from employment as share of total income for low-intensity students, in % | 37.9 |
| Income from employment as share of total income for 30 years old or above, in % | 66.4 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

The more the students are old, the more the part of income stemming from the paid work is important in their total budget: of 14 % to least than 24 years, 66 % to more than 30 years. This tendency is also reflected when we observe the difference between the students of Bachelor's degree and those of Master's degree.

The part of the work paid in the budget is also more important for the low intensity student's who

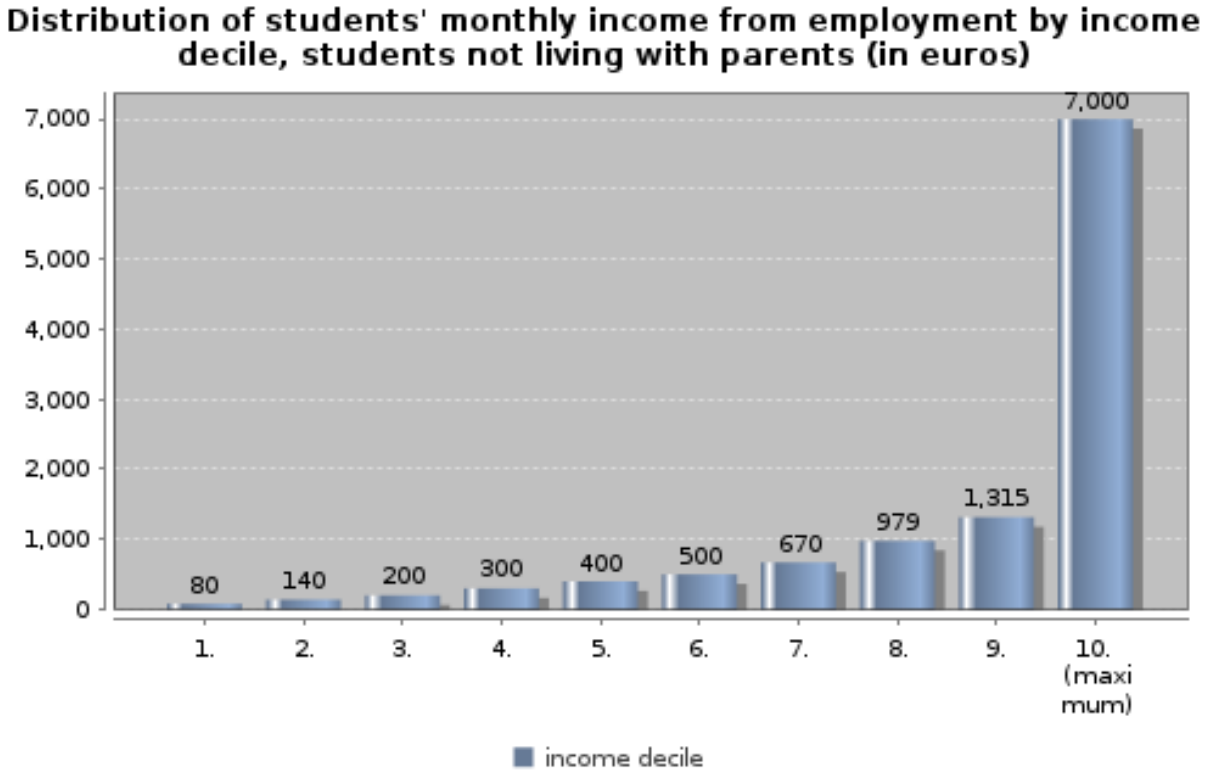
dedicate more time to the paid work.

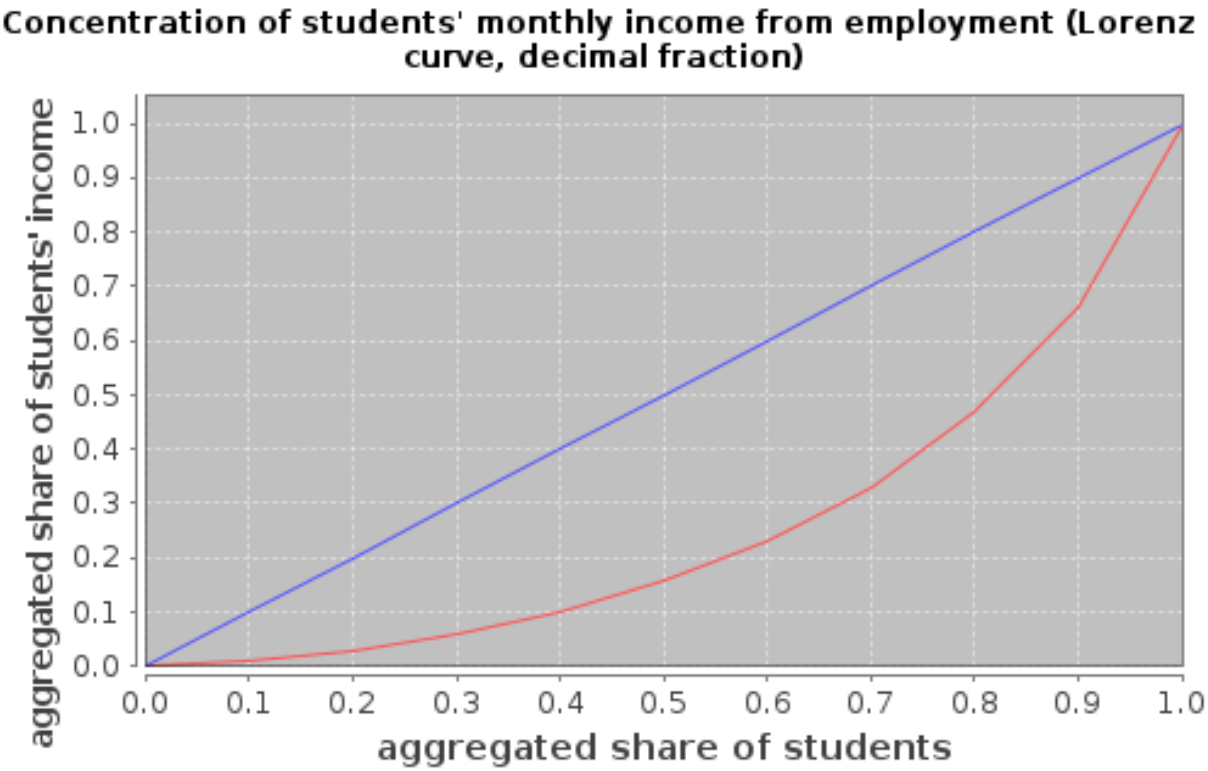
## Topic: G. Time budget and employment

# Subtopic 6: Distribution and concentration of students' monthly income from paid employment

**Key Indicators**

| | |
|---|---|
| Income cut-off point for lowest 20% of working students not living with parents | 140.0 |
| Gini coefficient | 0.49 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

The work paid by the students can take very varied forms. Some exercise a very occasional work while the others work in a very extensive way. Incomes of paid work are thus very variable. The curve of Lorentz and the coefficient of gini shown this variety and the unegalitarian distribution of earned incomes. 50% of the students has only 15% of the total income.

50% of income receivers don't get more than 400 euros per month and 50% of others income receivers get more than 400 euros par month. The lowest 10% of the students don't gain more than 80 euros when the highest 10% of the students earn more than 1 315 euros per month.

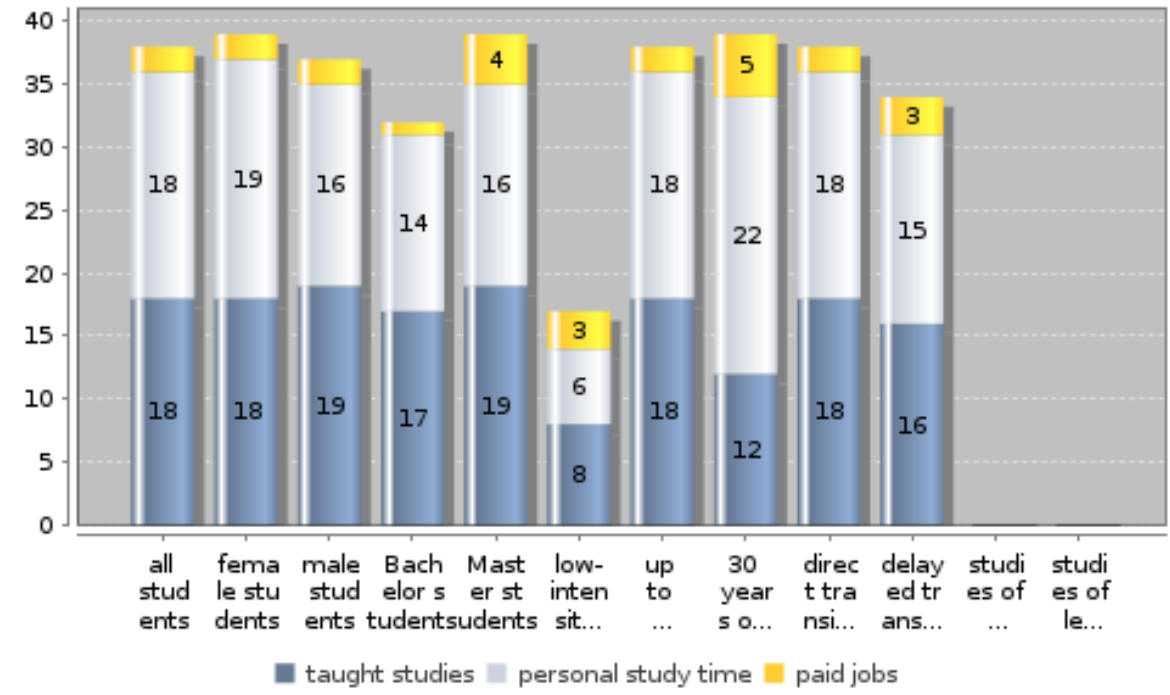
## Topic: G. Time budget and employment

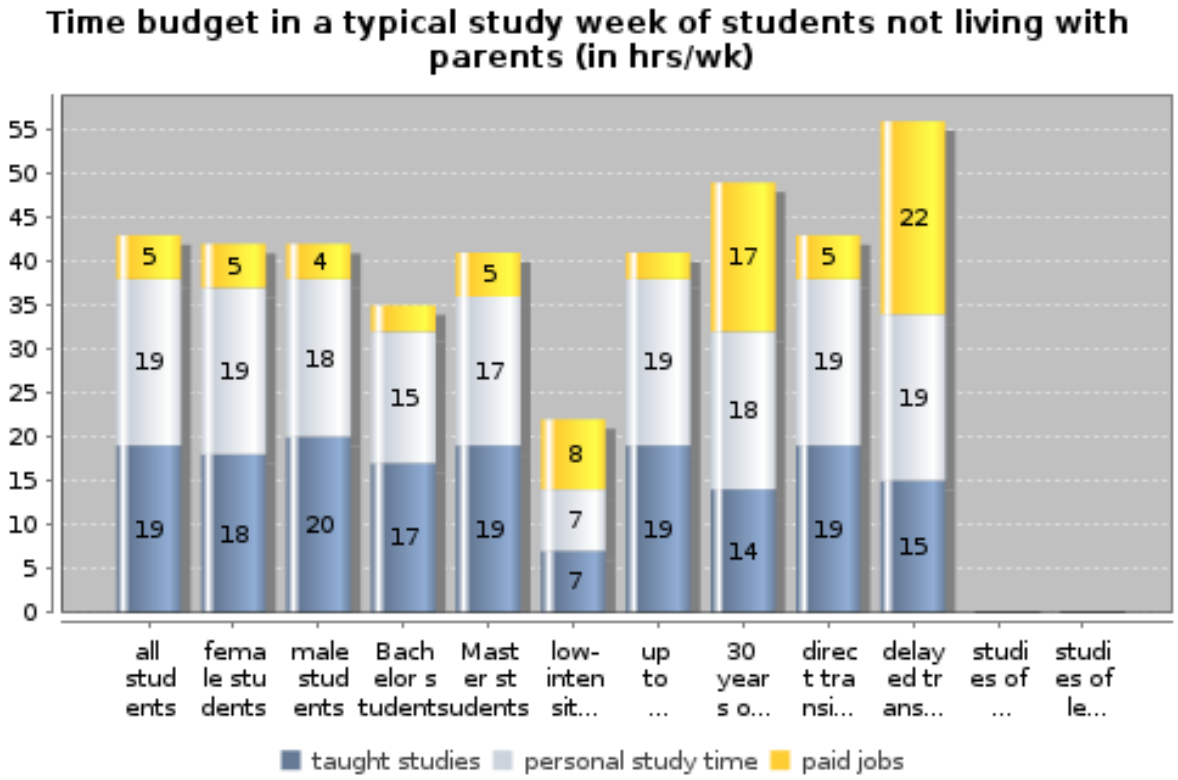
# Subtopic 7: Time budget by characteristics of students

**Key Indicators**

| | |
|---|---|
| Study-related activities of all students not living with parents, hrs/wk | 37.0 |
| Study-related activities of BA students not living with parents, hrs/wk | 32.0 |
| Study-related activities of MA students not living with parents, hrs/wk | 36.0 |
| Study-related activities of low-intensity students not living with parents, hrs/wk | 14.0 |
| Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk | Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk |

**Time budget in a typical study week of students living with parents (in hrs/wk)**






**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

Students spend on average more than 18 hours a week on instruction: more than 18 hours on study work of their own and more than 2 hours on paid jobs.

Students who are not living with parents spend much time on paid job than other students, while the time which they spend on studies is almost the same that at the other students.

Low intensity students are not working more than other groups. The time they saved from study are not used for working.

The youngest students spend less time to personal study or to the salaried work than the oldest. The 30 years old students or over are the ones who spend most time for paid job and less time for studies.

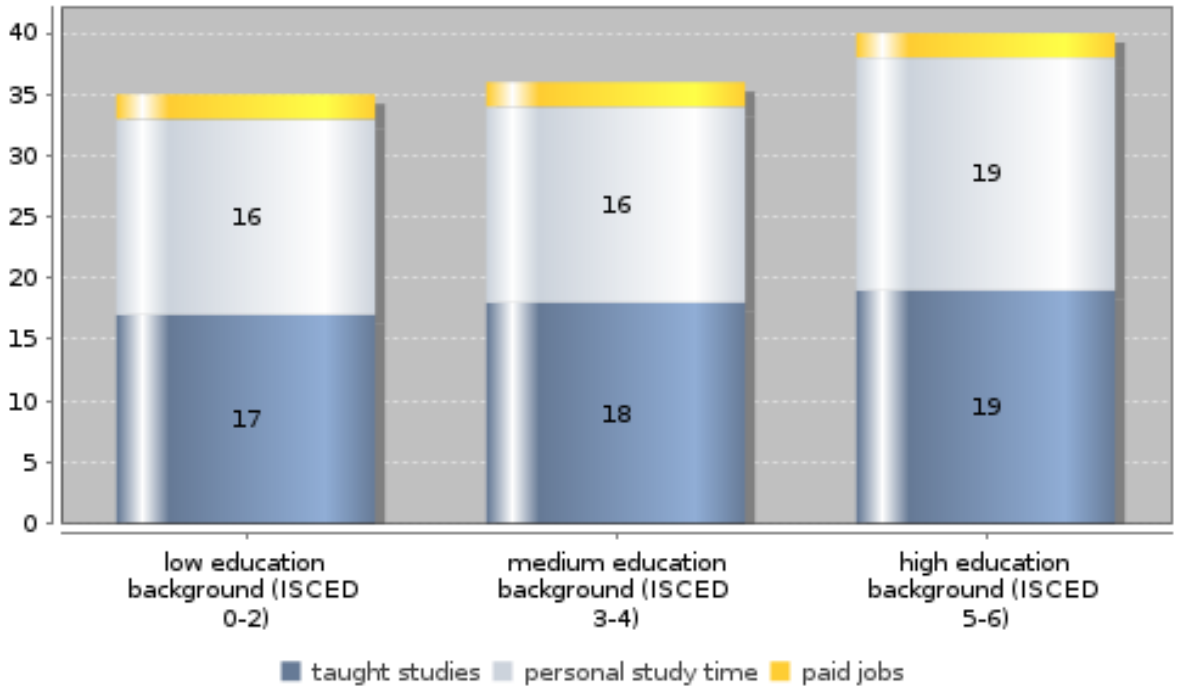
## Topic: G. Time budget and employment

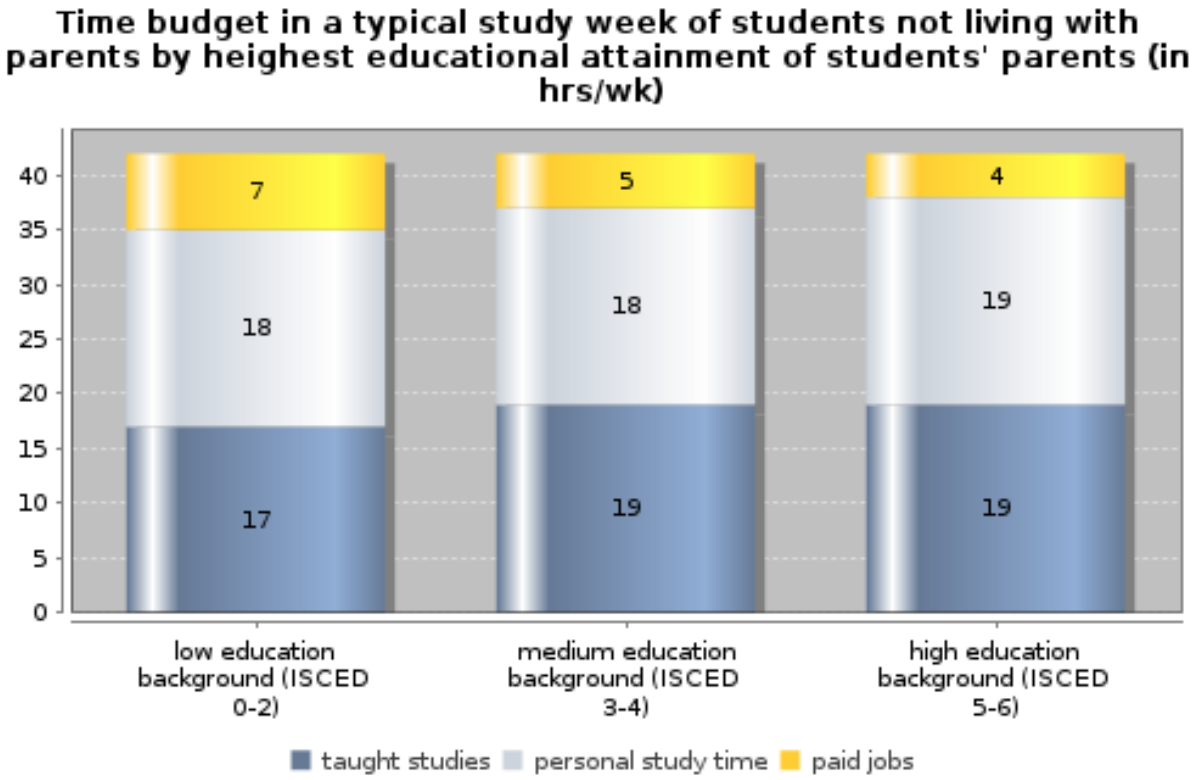
# Subtopic 8: Time budget by social background

**Key Indicators**

| | |
|---|---|
| Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk | 38.0 |
| Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk | 35.0 |

**Time budget in a typical study week of students living with parents by heighest educational attainment of students' parents (in hrs/wk)**






**details on missing data:**

**methodical issues or considerations for data interpretation:**

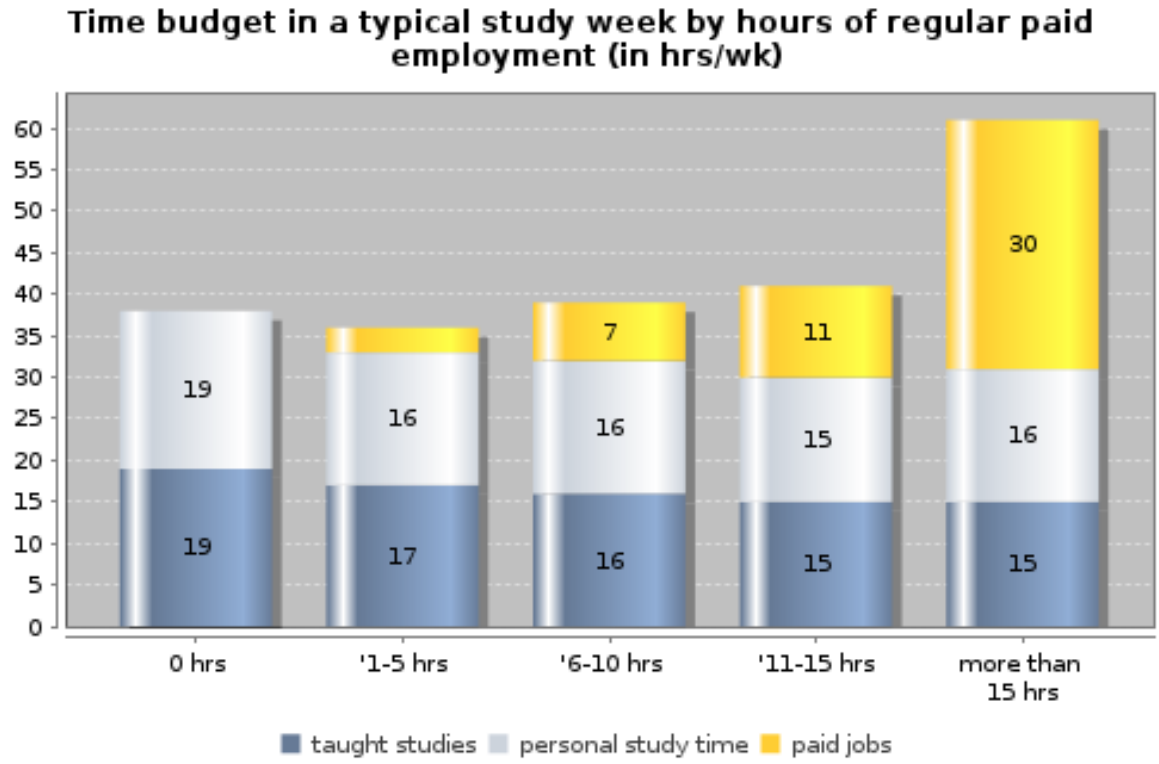
**national interpretation of the results of the data analysis:**

The total time is quite the same whatever is the social environment, it is slightly upper for the highest category. There are also small differences concerning how the time budget is spent. Students whose parents' education falls in lower category spend a little less time to taught studies and to personal study time and a little more time to paid jobs (especially among the students who do not live any more with their parents). It can explain by the lowest presence of these students in the fields where the taught study time are the most important (cf B9)and by the  necessity for the students from lowest social background to exercise a paid job to finance their studies.

## Topic: G. Time budget and employment

# Subtopic 9: Time budget by hours of regular paid employment

| Key Indicators | |
|---|---|
| Study-related activities of students with no paid employment, hrs/wk | 38.0 |
| Study-related activities of students, who work 1-5 hrs/wk | 33.0 |
| Study-related activities of students, who work 11-15 hrs/wk | 31.0 |
| Study-related activities of students, who work more than 15 hrs/wk | 31.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

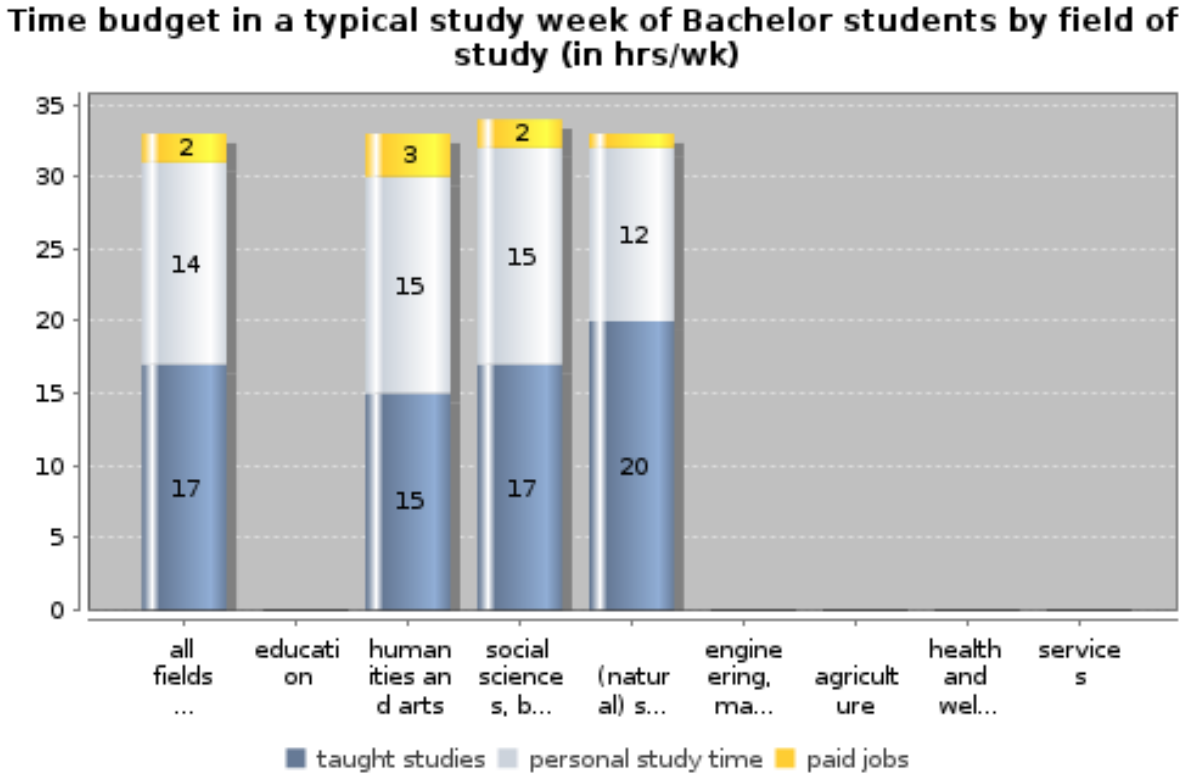
**national interpretation of the results of the data analysis:**

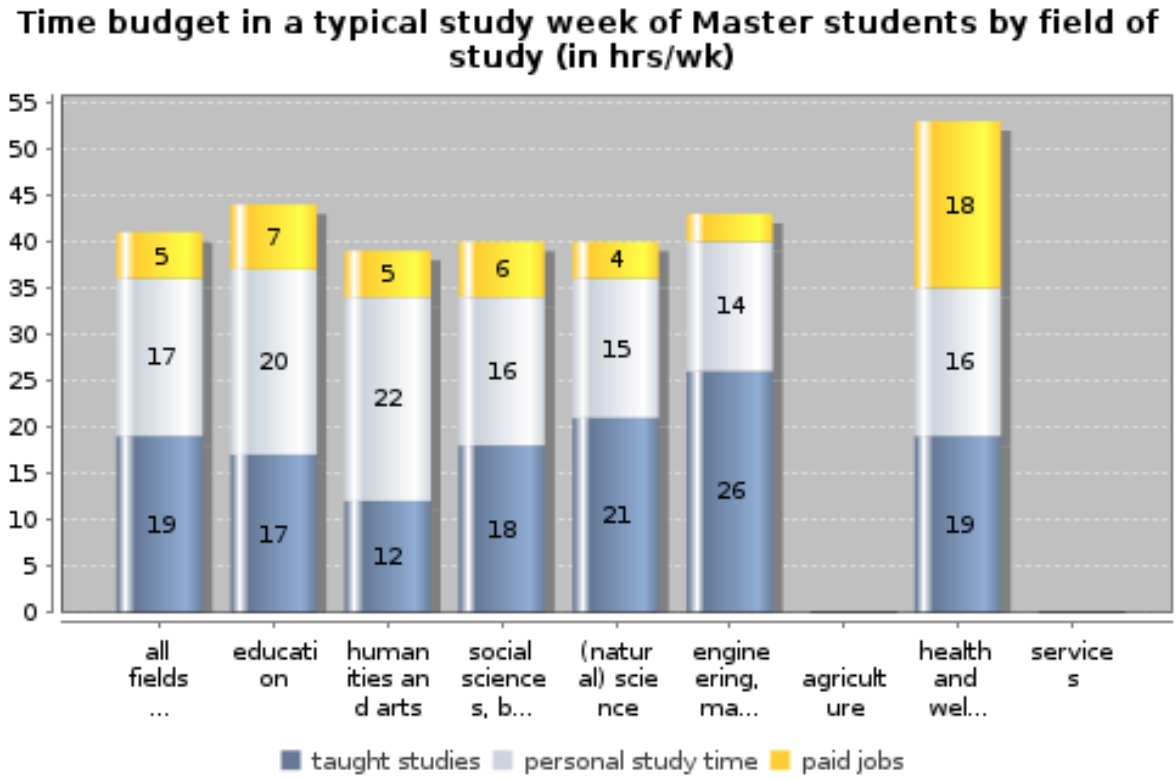
The students who spend more than 15 hours per week in a regular paid employment don't spend less hours for the studies than the others, with the exception of those who exercise no paid work. Therefore,for these students,the time of the paid jobs is added to the study time, reaching a total of 61 hours for those who work most. It raises the problem of the difficult conciliation between studies and employment in France.

## Topic: G. Time budget and employment

# Subtopic 10: Time budget by field of study and study programme

| Key Indicators | |
|---|---|
| Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk | 0.0 |
| Time budget of BA students for study-related activities in humanities and arts, in hrs/wk | 30.0 |
| Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk | 39.9 |
| Time budget of MA students for study-related activities in humanities and arts, in hrs/wk | 33.7 |






**details on missing data:**

In table 1 :

We don't have enough students in OVE 2010 survey in the following categories : " Education, engineering, agriculture, health and welfare, and services " to provide data about those fields of study. But those categories are counted in the case "all fields of study".

In table 2 :

We don't have enough students in OVE 2010 survey in the following 2 categories : agriculture, and services to provide data about those fields of study. But those categories are counted in the case "all fields of study".

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

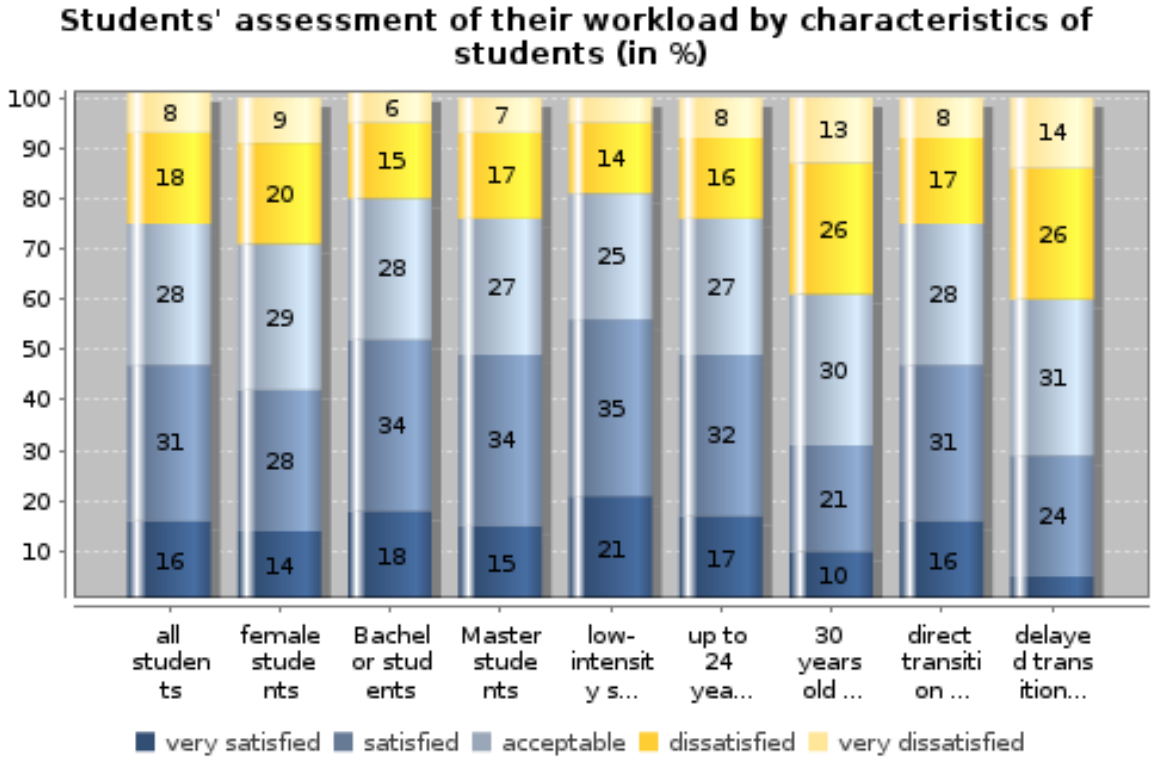
Bachelor students spend on average 17 hours a week on instruction, 14 hours on study work of their own and 2 hours for paid jobs. In bachelor program, students in humanities and arts spend less time on study related activities than the average of students.

The students of master's degree have a global time higher than the bachelor students : they have more hours of taught studies, personal study time and especially more hours of paid jobs (nearly twice more). In master program, students in humanities and arts and students in education have less hours of taugth studies but they have more hours of personal study time and for paid jobs than the others. The students who have less hours of paid jobs are the ones who have many hours for taught studies: students in engineering, manufacturing and construction. Students in health and welfare spend more hours for paid jobs because they have more often training courses in their program.

## Topic: G. Time budget and employment

# Subtopic 11: Students' assessment of their workload by characteristics of students

| Key Indicators | |
|---|---|
| Share of all students who are (very) satisfied, in % | 46.3 |
| Share of BA students who are (very) satisfied, in % | 51.4 |
| Share of low-intensity students who are (very) satisfied, in % | 56.3 |
| Share of 30 year olds or over who are (very) satisfied, in % | 31.1 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

Students are on average rather satisfied of their weekley workload (46% of satisfied or very satisfied). The female students, the oldest students and the students in delayed transition are more often dissatified than the average. We've seen previously that among the 30 years old or over students the proportion of employment and students who have at least one child is very important. This means an additional workload.

On the contrary, a majority of low intensity students are satisfied with their weekly workload. These

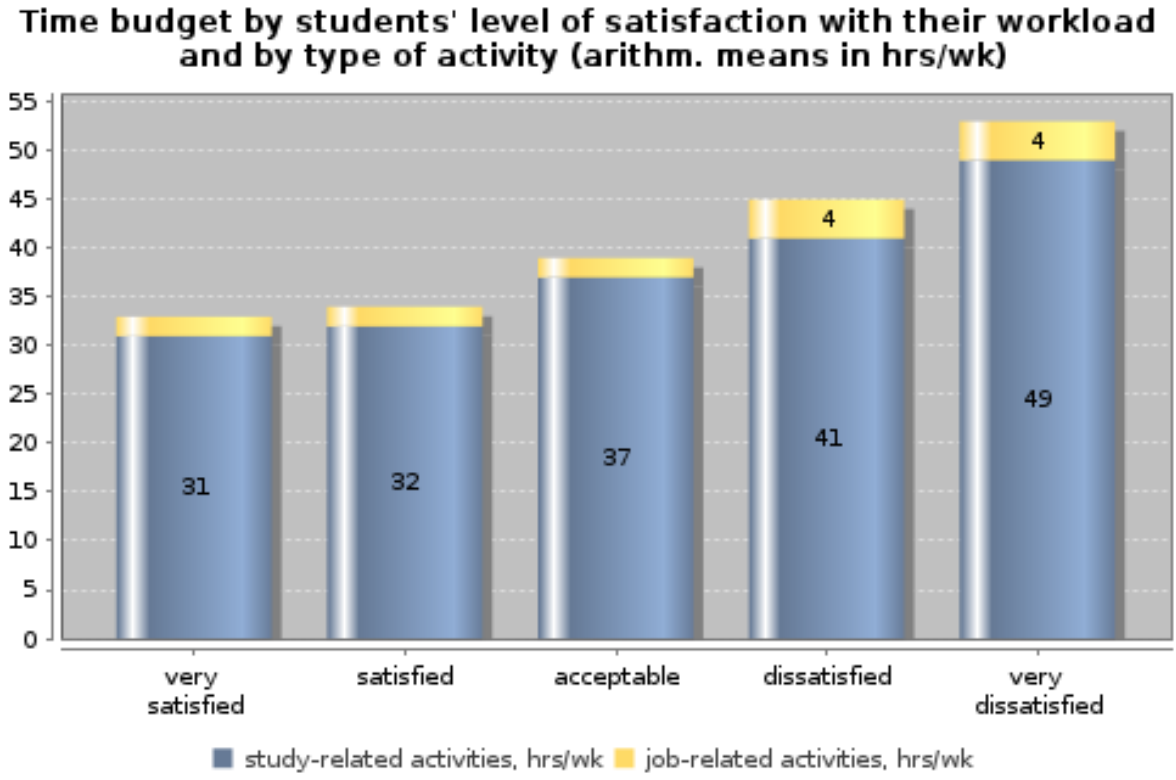
students indeed have a less binding timetable.

## Topic: G. Time budget and employment

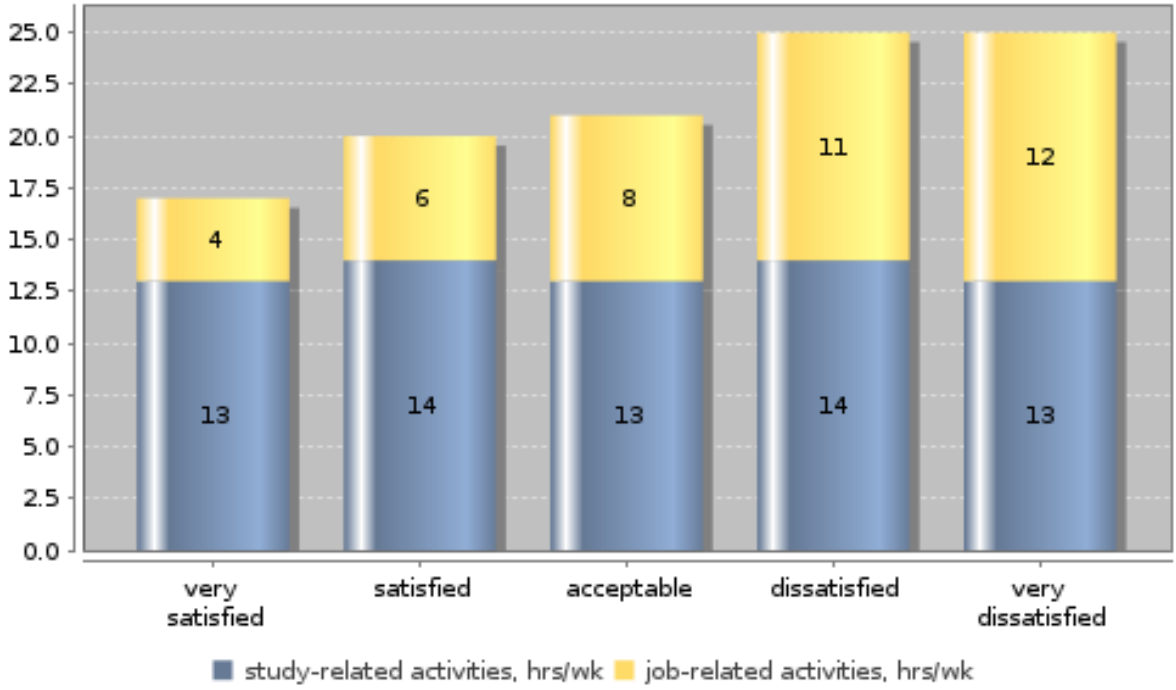
# Subtopic 12: Time budget by students' level of satisfaction with their workload

**Key Indicators**

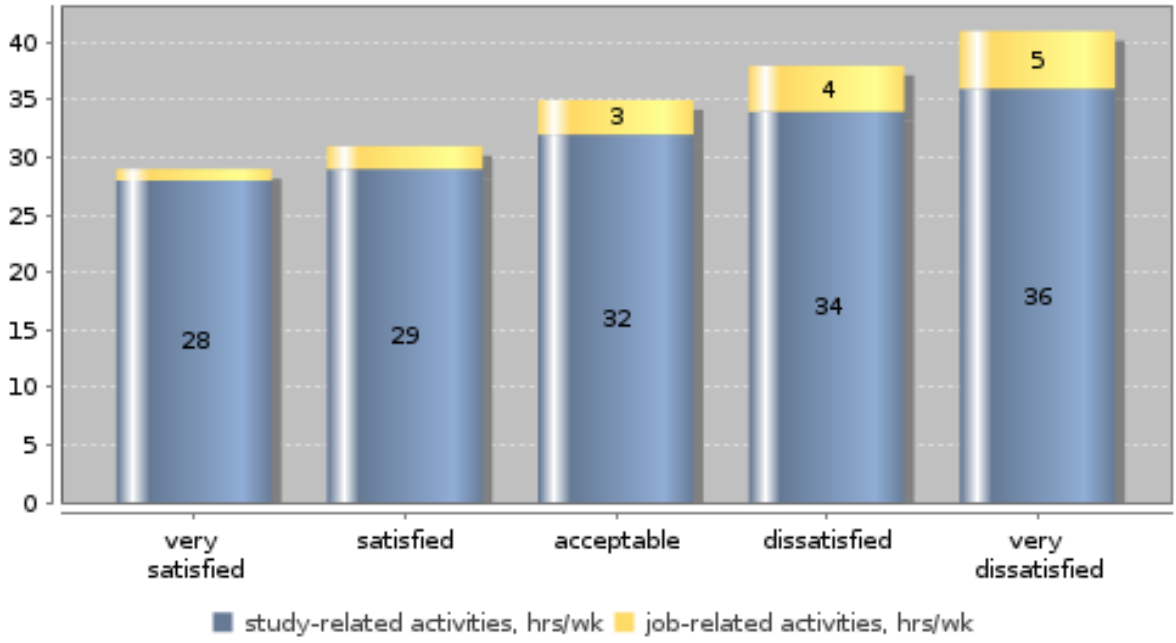
| | |
|---|---|
| Total workload of all students who are very dissatisfied, in hrs/wk | 52.1 |
| Total workload of BA students who are very dissatisfied, in hrs/wk | 40.6 |
| Total workload of low-intensity students who are very dissatisfied, in hrs/wk | 24.5 |



**Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)**




**Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)**




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

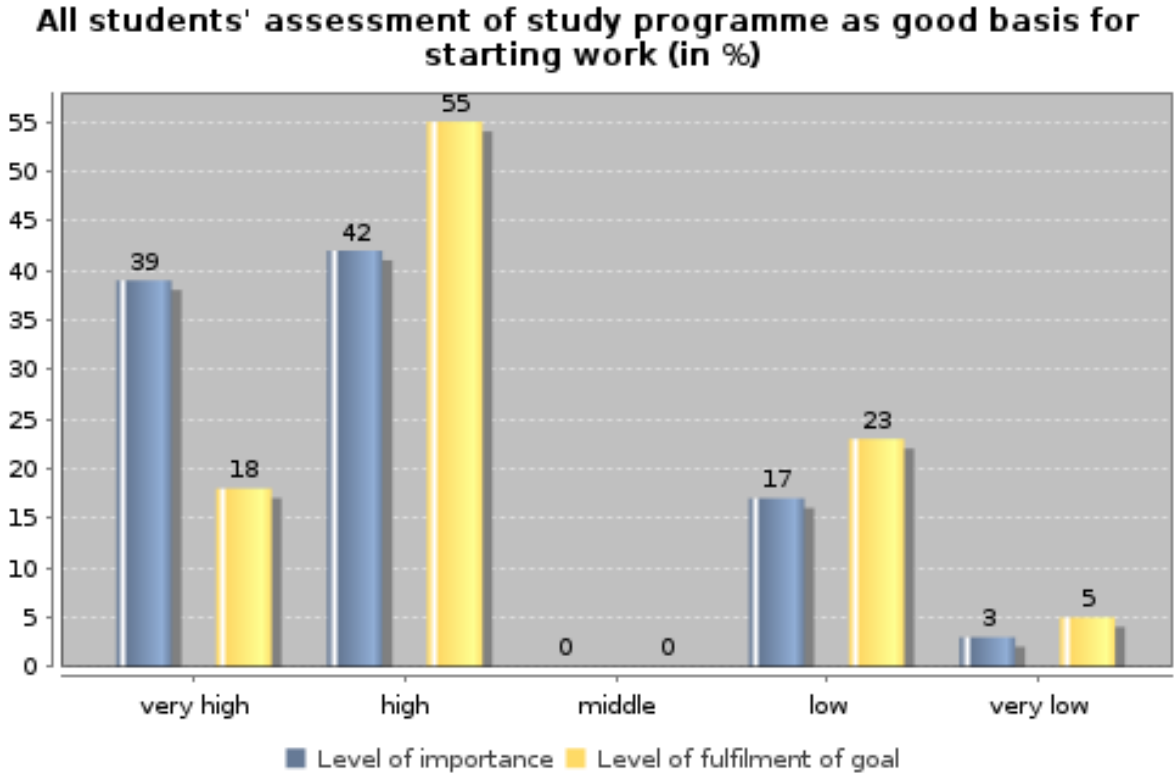
Generally speaking, more the students are dissatisfied more they have a high personal number of working hours as well as a paid activity which occupies them more. In fact, students who are very satisfied have a weekly workload of 33 hours on average while for the students who are very dissatisfied of their weekly workload the total workload attains more than 52 hours.
There is an exception for the low intensity students because their dissatisfaction depends especially on the importance of the work paid in their timetable and not of their study related activities.

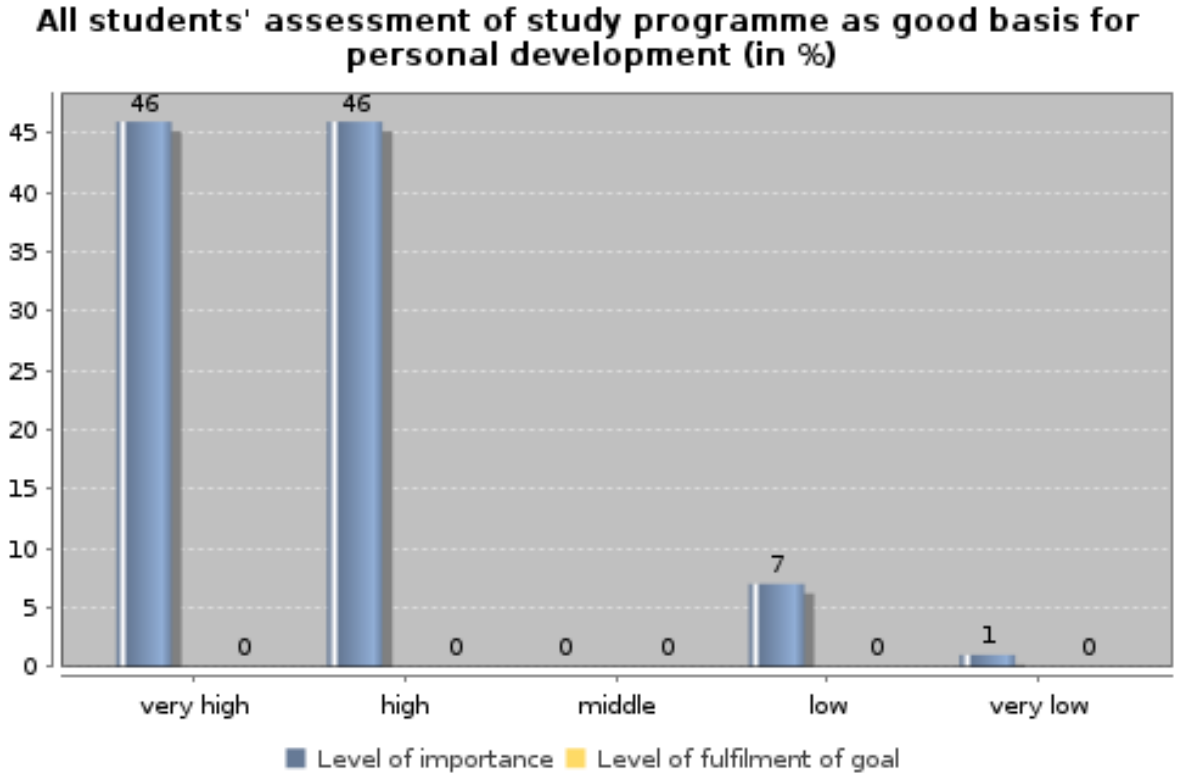
## Topic: H. Assessment of studies

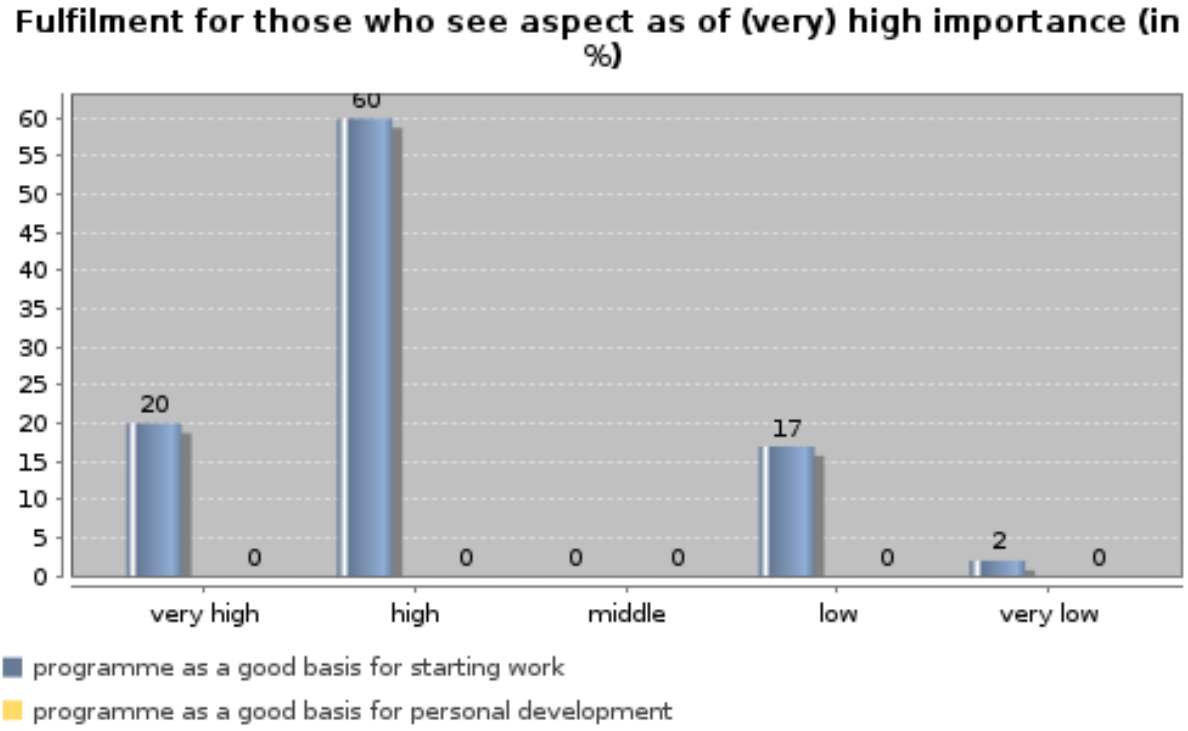
# Subtopic 1: All students' assessment of general aspects of studies

**Key Indicators**

| | |
|---|---|
| Share of all students whose goals are met at (very) high level - basis for starting work, in % | 72.5 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

We have informations for both questions of the level of importance. But concerning the level of fulfilment of goal, we only have the information about the assesment of programme as a good basis for personal

development.

**national interpretation of the results of the data analysis:**

In France, more than 80 % of the students attach importance to the job opportunities of their formation at the time of their registration in HE. They are more many to attach importance to the possibilities of personal fulfilment (more than 90 %).

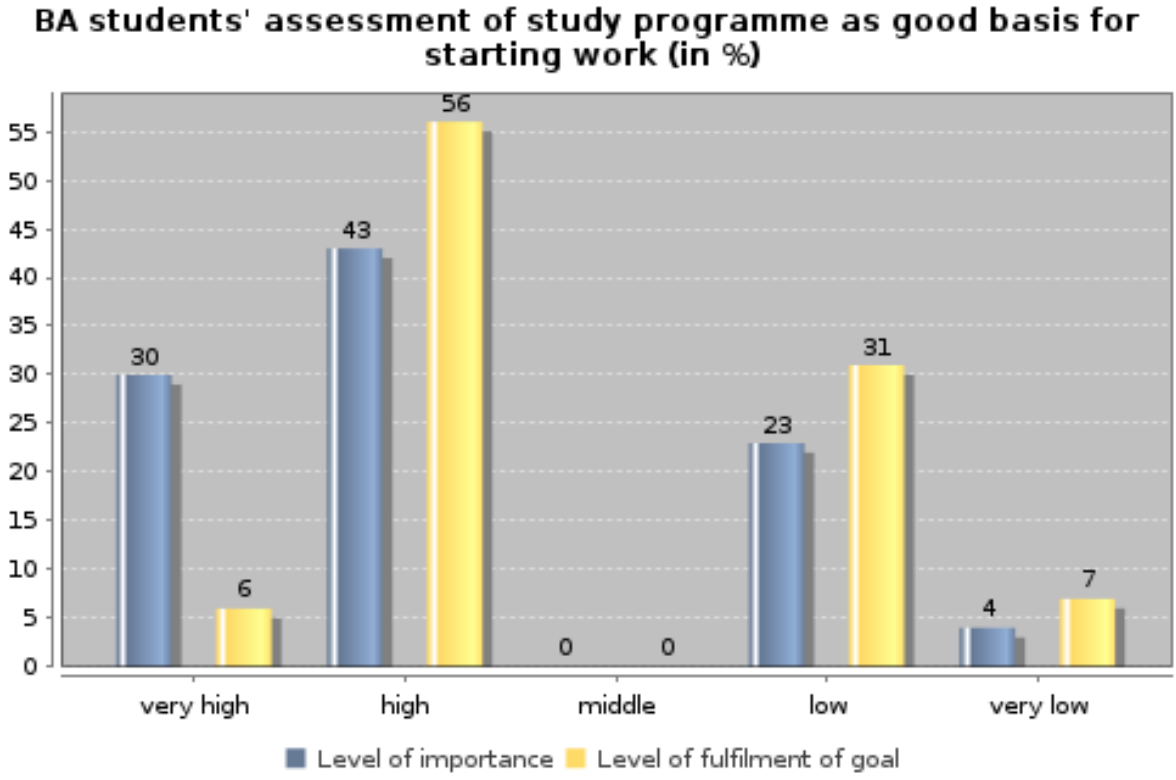
Once subscribers in their formation, they are 73 % to be thought that this formation will allow them to reach their professional objectives. This proportion is more important among those who attached importance to this aspect at the time of their registration in HE (80 %).

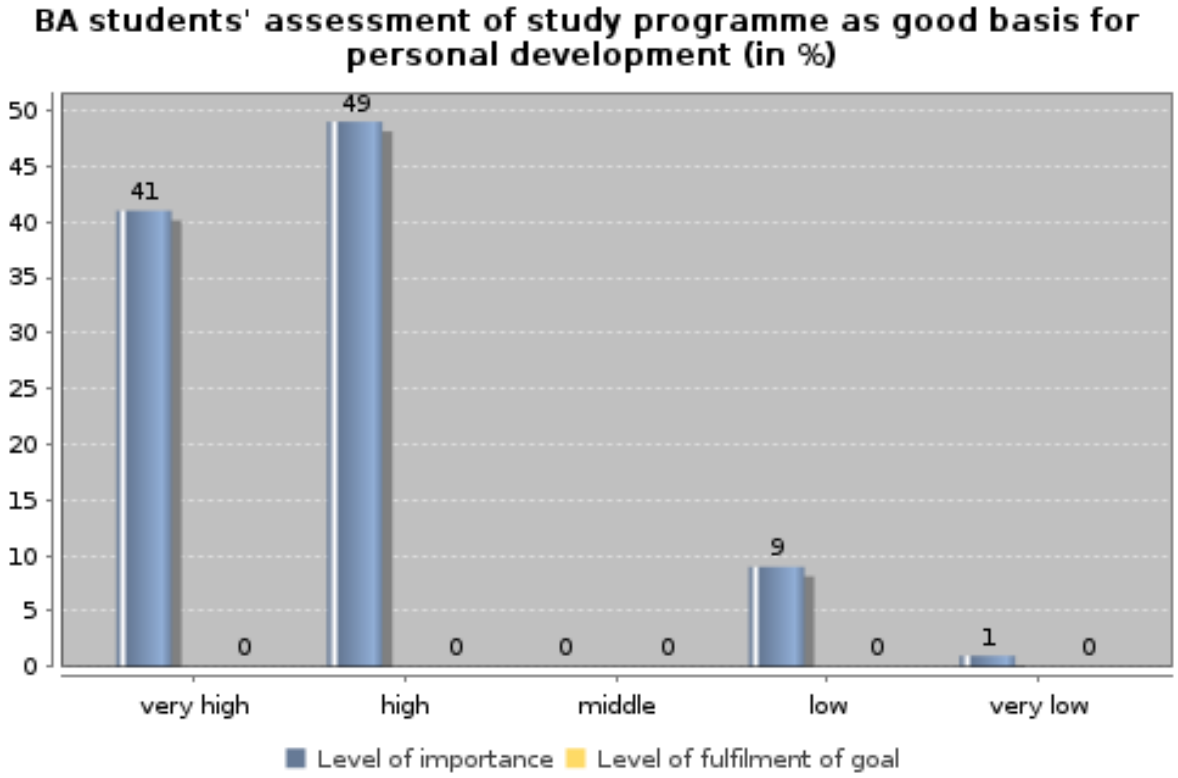
## Topic: H. Assessment of studies

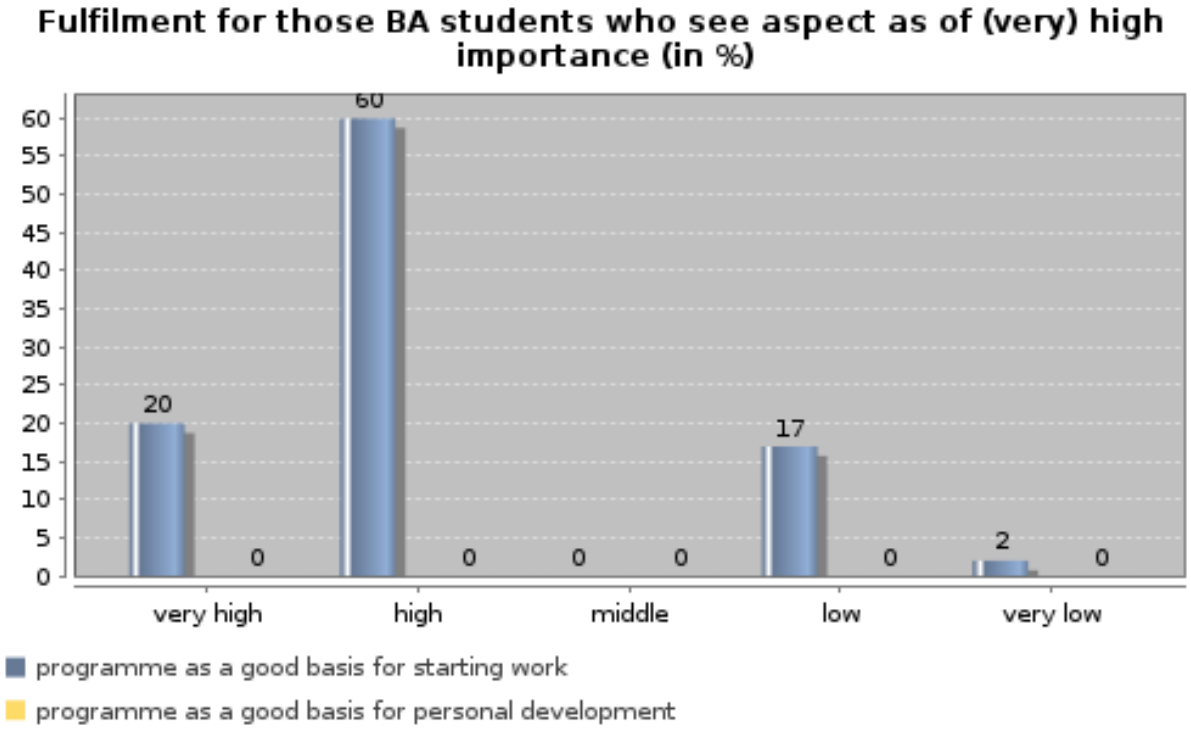
# Subtopic 2: Bachelor students' assessment of general aspects of studies

**Key Indicators**

| | |
|---|---|
| Share of BA students whose goals are met at (very) high level - basis for starting work, in % | 62.2 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

We have informations for both questions of the level of importance. But concerning the level of fulfilment of goal, we only have the information about the assesment of programme as a good basis for personal

development.

**national interpretation of the results of the data analysis:**

In France, 73,5 % of the bachelor students attach importance to the job opportunities of their formation at the time of their registration in HE. This proportion is lower than that observed for all the students (fig. H1).

Bachelor students are more many to attach importance to the possibilities of personal fulfilment (approximately 90 %). It is about a rate rather close to that observed for all the students.

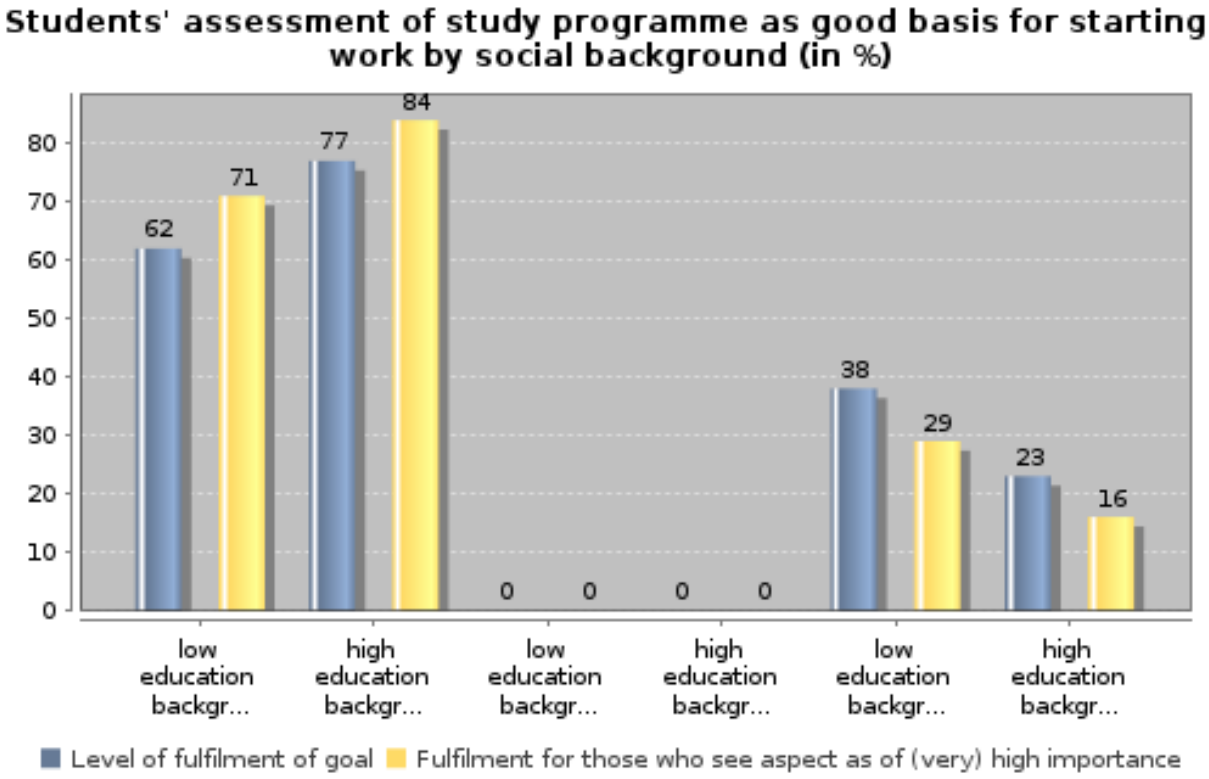
Once subscribers in their formation, they are 62 % (vs 73% for all the students) to be thought that this formation will allow them to reach their professional objectives. This proportion is more important among those who attached importance to this aspect at the time of their registration in HE (80%).

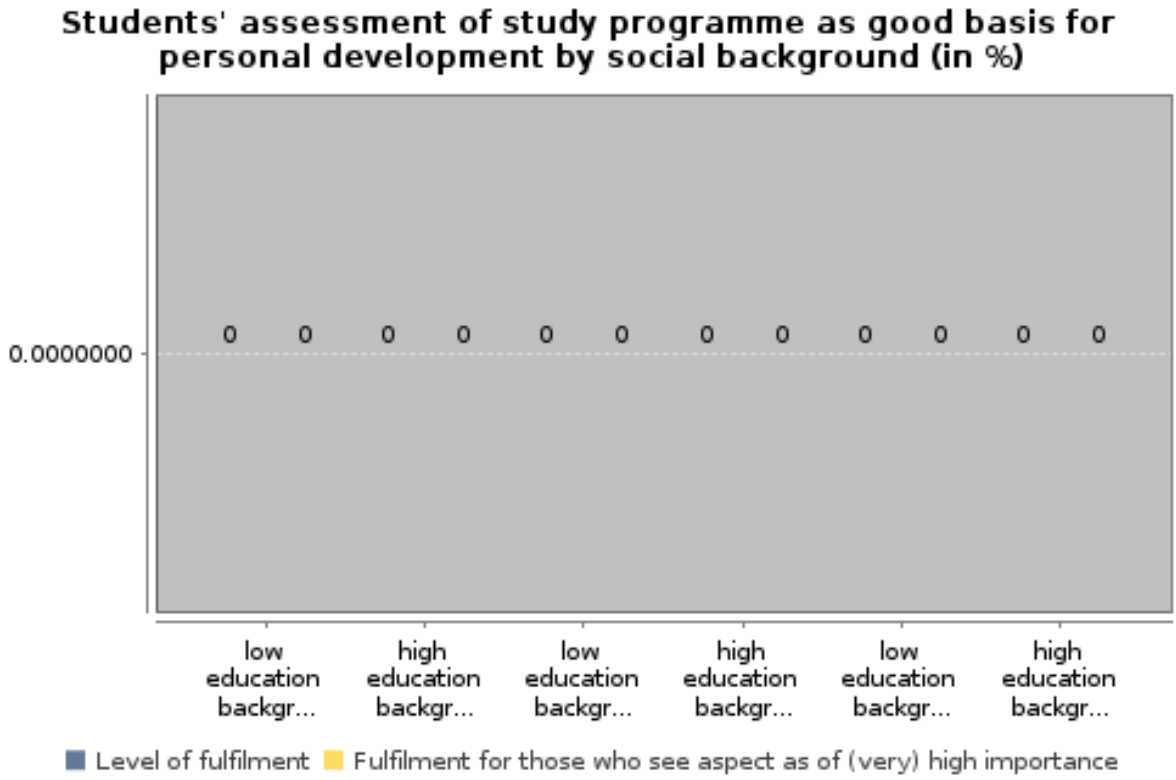
## Topic: H. Assessment of studies

# Subtopic 3: Students' assessment of general aspects of studies by social background

**Key Indicators**

| | |
|---|---|
| Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in % | 62.4 |
| Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in % | 76.6 |
| Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in % | |
| Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in % | |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

We have informations for both questions of the level of importance. But concerning the level of fulfilment of goal, we only have the information about the assesment of programme as a good basis for personal development.

**national interpretation of the results of the data analysis:**

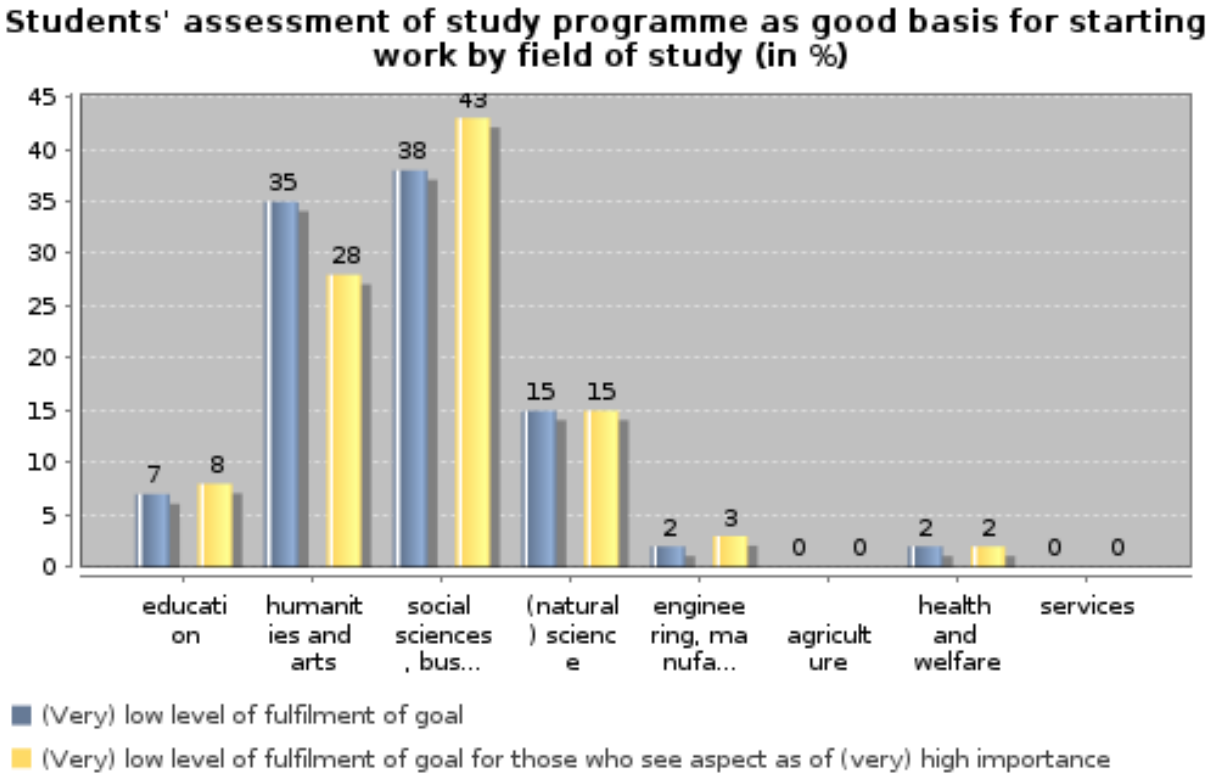
The students stemming from high education background are more confident as for their professional future than those stemming from low education background (76% vs 62%). This tendency is also visible among those who see aspect as of (very) high importance (84% vs 71%).

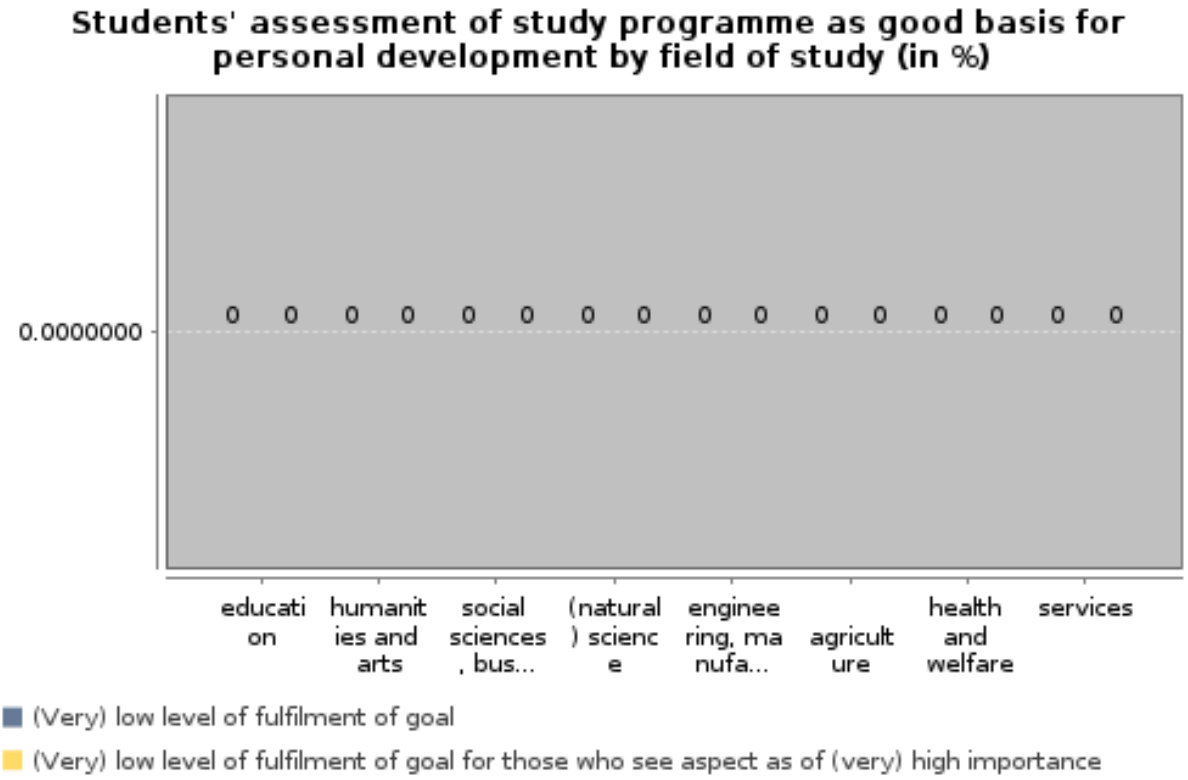
## Topic: H. Assessment of studies

# Subtopic 4: Students' assessment of general aspects of studies by field of study

**Key Indicators**

| | |
|---|---|
| Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in % | 27.8 |
| Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in % | 3.3 |
| Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in % | |
| Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in % | |






**details on missing data:**

We don't have enough students in Agriculture and Services in OVE survey 2010 to provide data about those fields of study.However, they are included in the column "All fields of study"

**methodical issues or considerations for data interpretation:**

We have informations for both questions of the level of importance. But concerning the level of fulfilment of goal, we only have the information about the assesment of programme as a good basis for personal development.

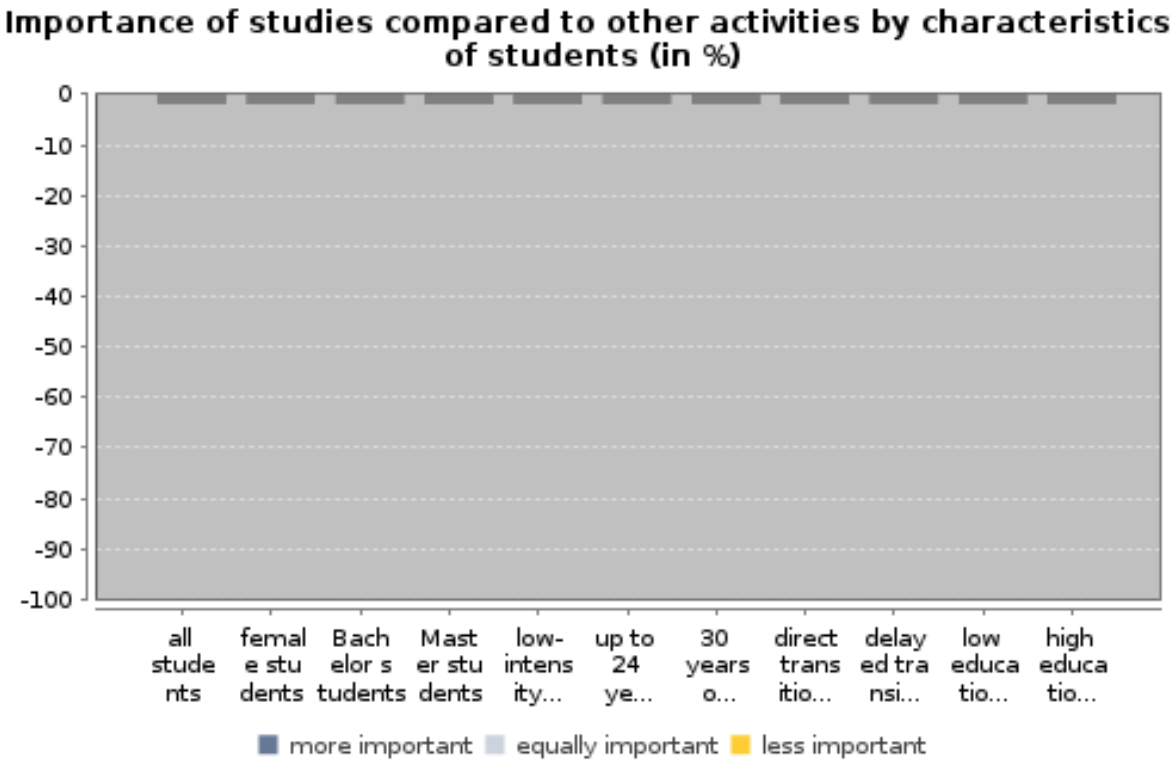
**national interpretation of the results of the data analysis:**

Generally speaking, the students in social sciences are less confident as for their occupational integration than the students in engineering and in health and welfare. Indeed, in France, inquiries show that the entrance on the labour market is more difficult for the students in human sciences than for the students in engineering sciences. The fears of the students as for their future seem to reflect an objective reality.

## Topic: H. Assessment of studies

# Subtopic 5: Students' assessment of importance of studies

| Key Indicators | |
|---|---|
| Share of all students for whom studies are more important, in % | 0.0 |
| Share of all students for whom studies are less important, in % | 0.0 |
| Share of BA students for whom studies are more important, in % | 0.0 |
| Share of BA students for whom studies are less important, in % | 0.0 |
| Share of low-intensity students for whom studies are more important, in % | 0.0 |
| Share of low-intensity students for whom studies are less important, in % | 0.0 |
| Share of 30 years old or older for whom studies are more important, in % | 0.0 |
| Share of 30 years old or older for whom studies are less important, in % | 0.0 |




**details on missing data:**

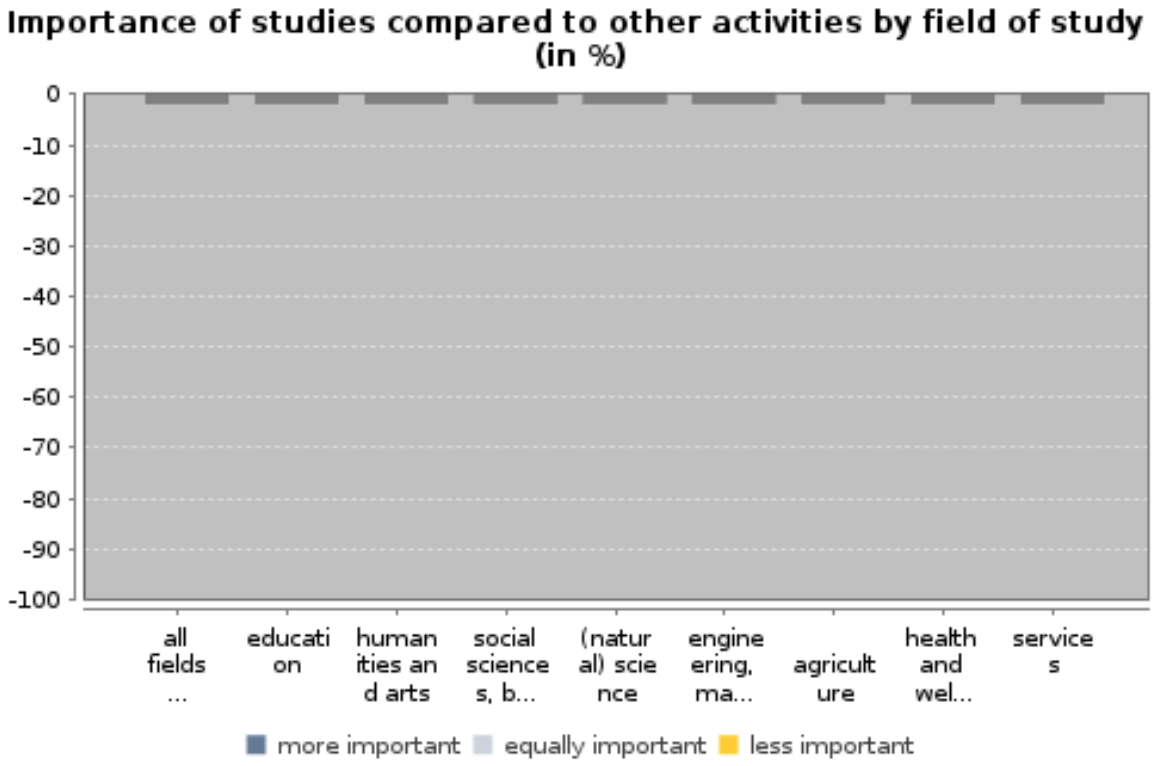
**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

## Topic: H. Assessment of studies

# Subtopic 6: Students' assessment of importance of studies by field of study

| Key Indicators | |
|---|---|
| Share of students in humanities and arts for whom studies are more important, in % | 0.0 |
| Share of students in humanities and arts for whom studies are less important, in % | 0.0 |
| Share of students in engineering disciplines for whom studies are more important, in % | 0.0 |
| Share of students in engineering disciplines for whom studies are less important, in % | 0.0 |
| Share of students in social sciences for whom studies are more important, in % | 0.0 |
| Share of students in social sciences for whom studies are less important, in % | 0.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

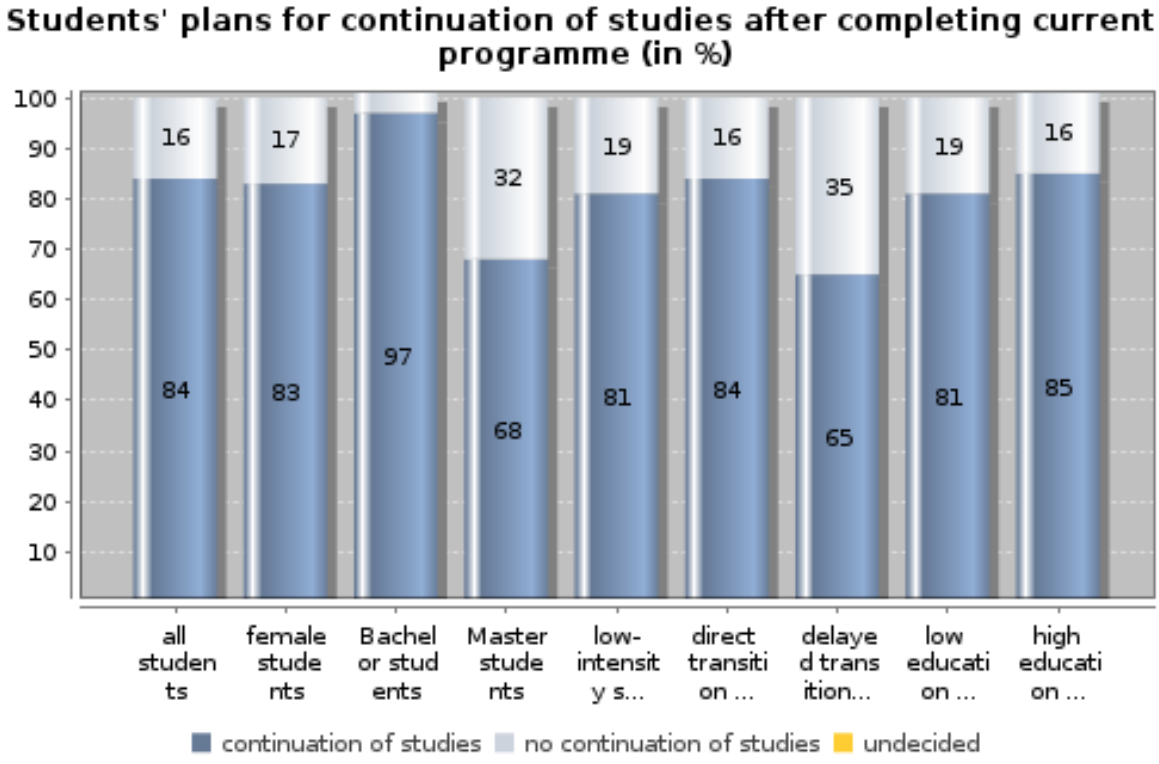
**national interpretation of the results of the data analysis:**

## Topic: H. Assessment of studies

# Subtopic 7: Plans for future studies

**Key Indicators**

| | |
|---|---|
| Share of all students with plans for future studies, in % | Share of all students who plan not to continue studies, in % |
| Share of students with low education background (ISCED 0-2) with plans for future studies, in % | Share of students with low education background (ISCED 0-2) who plan not to continue studies, in % |
| Share of students with high education background (ISCED 5-6) with plans for future studies, in % | Share of students with high education background (ISCED 5-6) who plan not to continue studies, in % |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

Students' proportion who envisage a continuation of studies was calculated by comparing the current level of studies with the final level of studies envisaged by the student. So, all those for whom the final level of studies was upper at the level of studies current were considered as envisaging a continuation of studies. However, we can think that this method under respect a little the proportion of continuation of studies because it does not allow to quantify the students who intend to transfer (and thus pursue their studies) without aiming at a final level diploma upper to the current diploma.

**national interpretation of the results of the data analysis:**

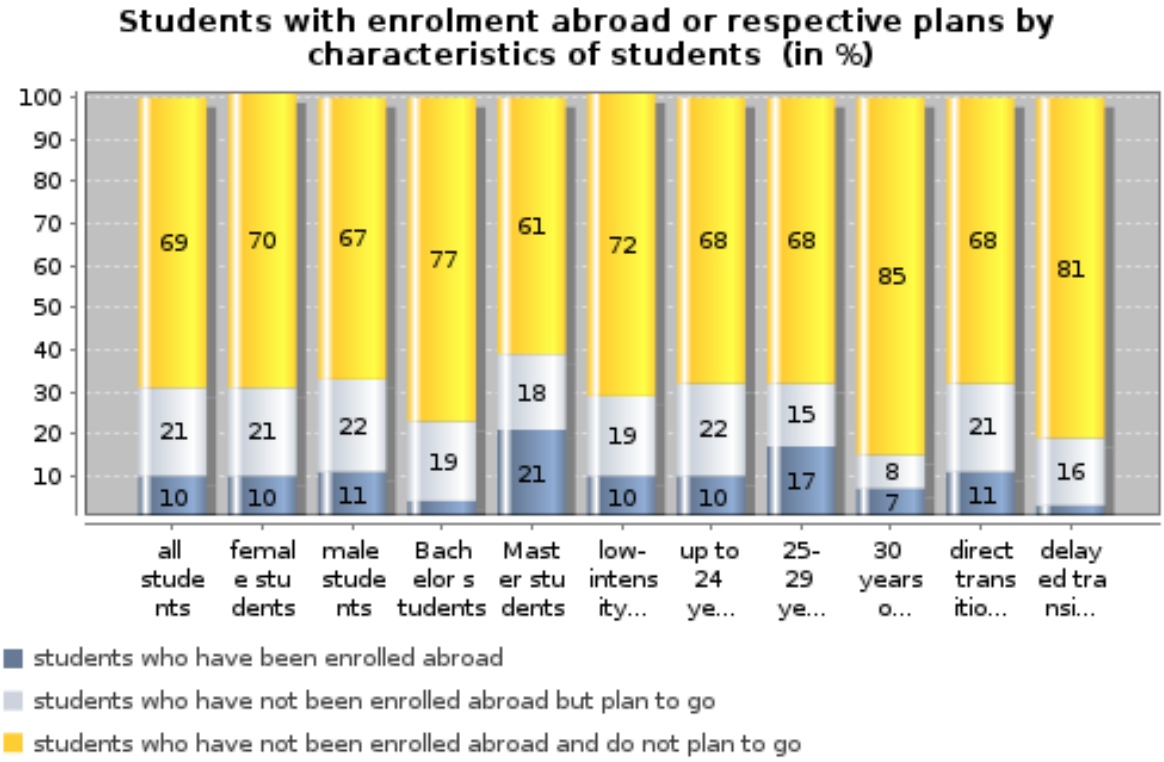
In a logical way, we notice that the students registered in Bachelor's degree envisage more frequently a continuation of studies than those registered in Master's degree. We also see that the students whose

parents have a high educational level also envisage studies longer than the others. In France, inquiries on the routes of studies showed that the more the level of diploma of the parents was raised, the more the probability to pursue long studies was important. The pursuits of studies are envisaged also more often by the students who entered the higher education without transition.

## Topic: I. Internationalisation and mobility

# Subtopic 1: Enrolment abroad by characteristics of students

| Key Indicators | |
|---|---|
| Enrolment rate of all students, in % | 10.2 |
| Enrolment rate of female students, in % | 9.7 |
| Enrolment rate of Bachelor students, in % | 4.0 |
| Enrolment rate of Master students, in % | 20.8 |
| Plans for foreign enrolment of all students, in % | 21.0 |
| Plans for foreign enrolment of Bachelor students, in % | 19.1 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

In our survey, we don't ask for the enrollment abroad, but for any abroad stay (with a link with the study of the student). So, a part of the student who answer that the went abroad but not for an enrollment are considered as missing values.

**national interpretation of the results of the data analysis:**

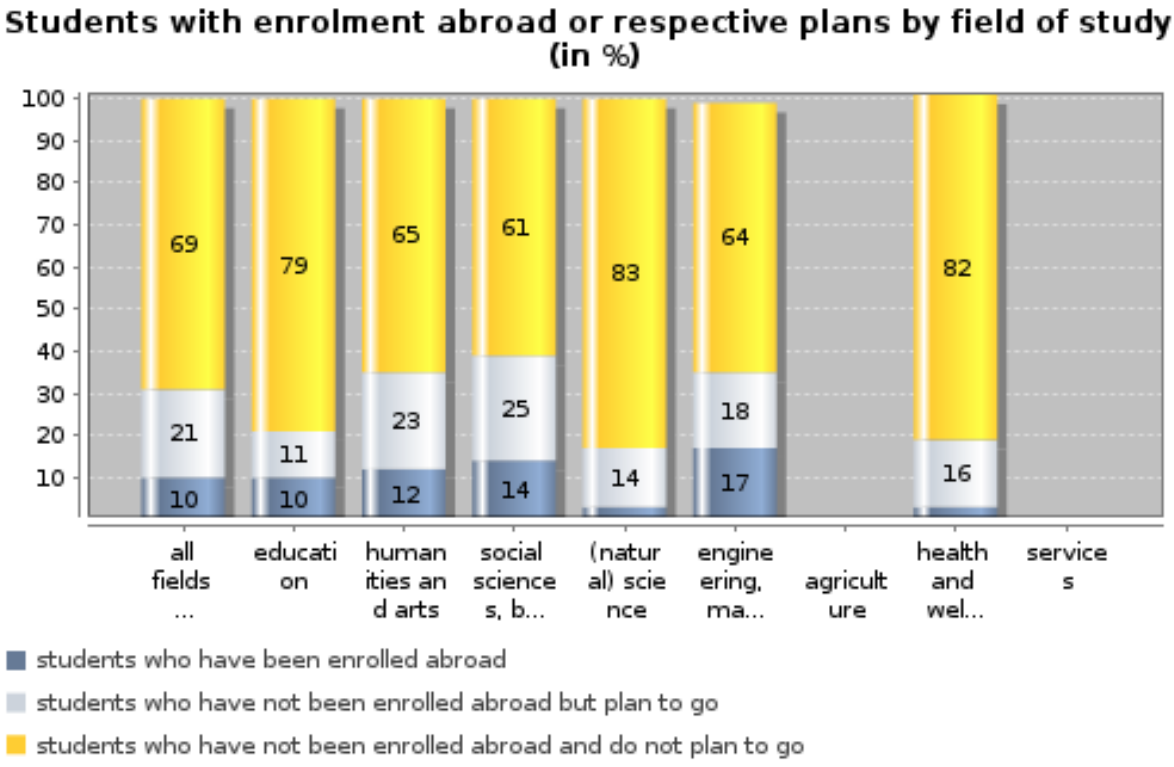
Students' proportion having known a period of international mobility depends on the progress in the studies: the students registered in Master's degree are 21% to have studied abroad against 4 % of the students registered in Bachelor's degree. However, these last ones are many to have projects of

international mobility.
There is no significant difference according to the gender. On the other hand, the students who joined the higher education without transition are many proportionally more to have joined abroad afterward.
Approximately a student on five plans to leave abroad to follow his studies. This proportion does not vary according to the characteristics of the students with the exception of the older students.

## Topic: I. Internationalisation and mobility

# Subtopic 2: Enrolment abroad by field of study

| **Key Indicators** | |
|---|---|
| Enrolment abroad by field of study: | |
| humanities and arts, in % | 12.0 |
| social sciences, in % | 13.7 |
| (natural) science, in % | 3.0 |
| engineering disciplines, in % | 17.4 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

In our survey, we don't ask for the enrollment abroad, but for any abroad stay (with a link with the study of the student). So, a part of the student who answer that the went abroad but not for an enrollment are considered as missing values.

We don't have enough students in Agriculture and Services in OVE survey 2010 to provide data about those fields of study.However, they are included in the column "All fields of study"

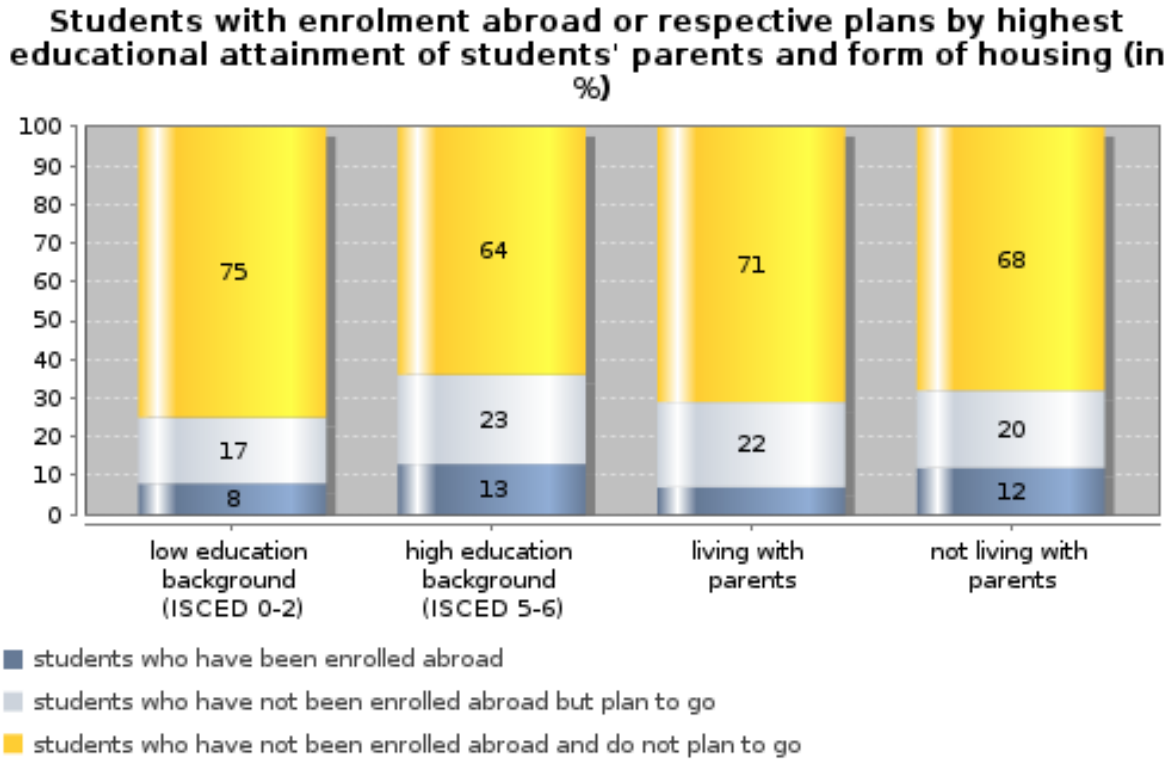
**national interpretation of the results of the data analysis:**

Students in humanities and arts, in social sciences and also students in engineering show the highest mobility rates. On the contrary only about 3% of students in Health and Welfare and science have a study related experience abroad.

## Topic: I. Internationalisation and mobility

# Subtopic 3: Enrolment abroad by social background and form of housing

| Key Indicators | |
|---|---|
| Enrolment rate of students, parents with high education background (ISCED 5-6), in % | 12.5 |
| Enrolment rate of students, parents with low education background (ISCED 0-2), in % | 7.6 |
| Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2) | 1.6 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

In our survey, we don't ask for the enrollment abroad, but for any abroad stay (with a link with the study of the student). So, a part of the student who answer that the went abroad but not for an enrollment are considered as missing values.

**national interpretation of the results of the data analysis:**

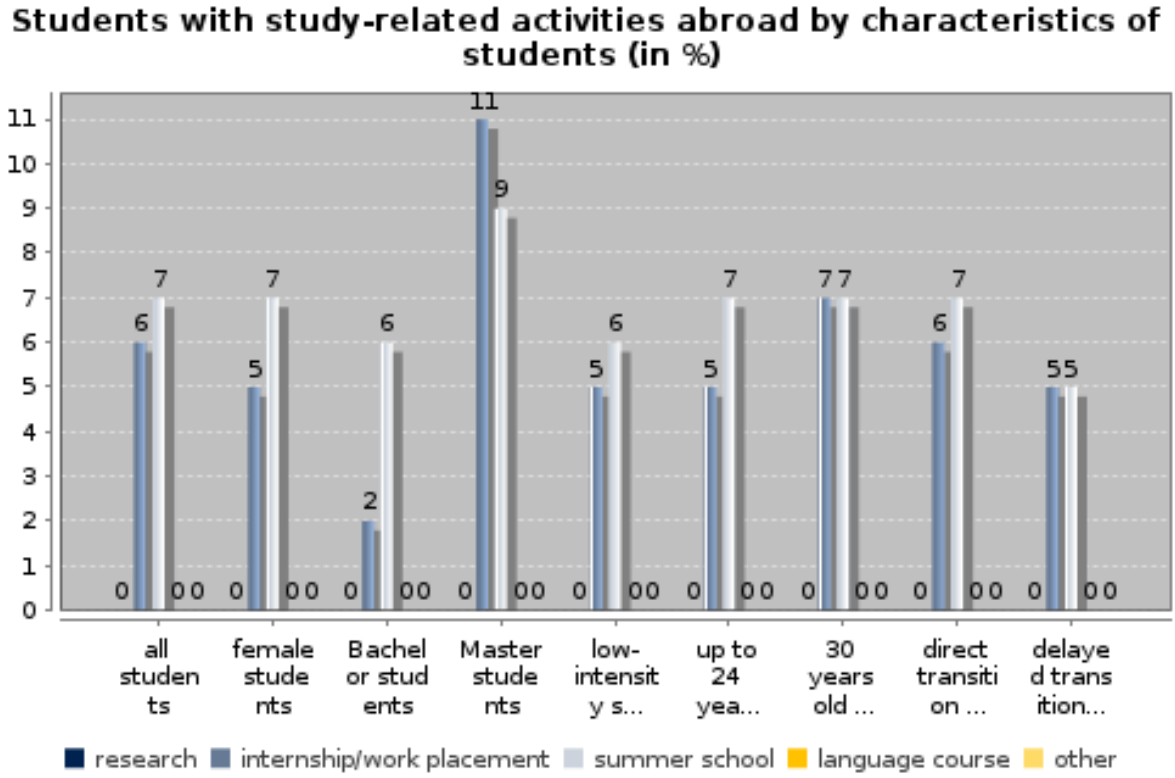
There is a significant difference in foreign study rates according to the educational level of students? parents. Students from families with high educational background are more likely to study at a foreign university than other students.Besides, the more the students are independent from the residential point of view, the more they are mobile and join abroad.

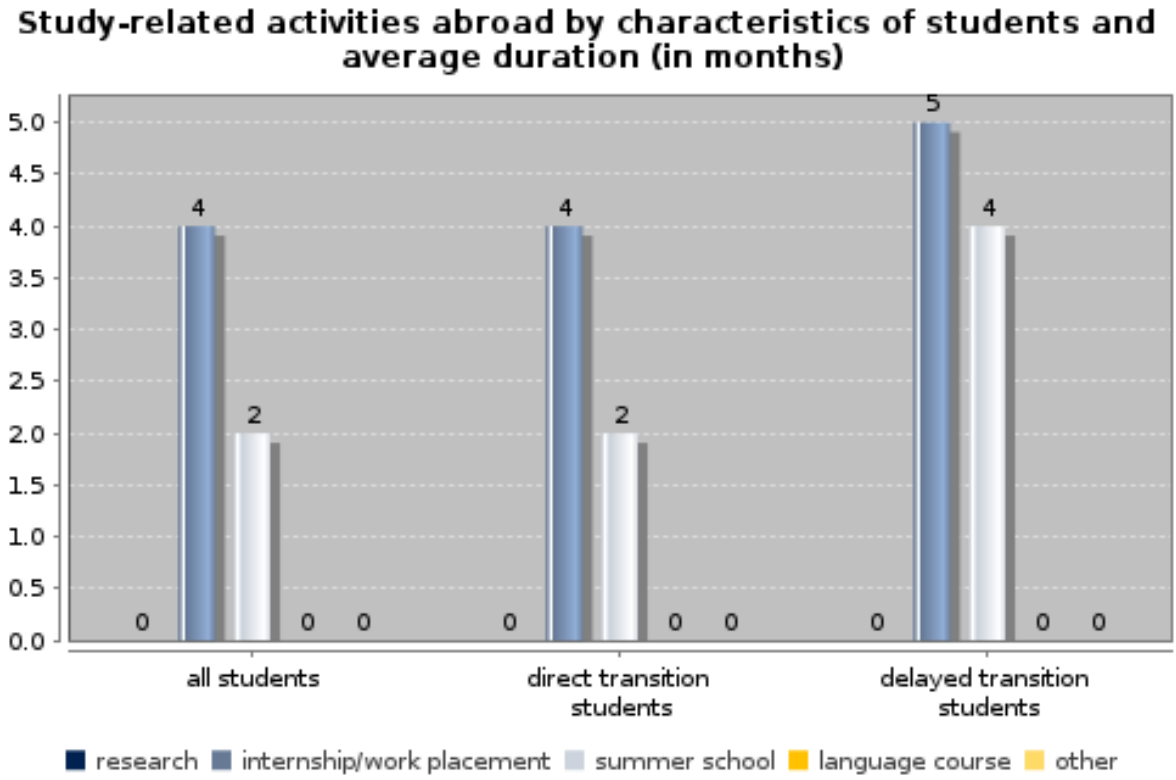
## Topic: I. Internationalisation and mobility

# Subtopic 4: Study-related activities abroad by characteristics of students

**Key Indicators**

| | |
|---|---|
| Internship/work placement abroad, all students, in % | 4.47 |
| Language course abroad, all students, in % | 0.0 |
| No acitivities abroad, all students, in % | 79.0 |
| No acitivities abroad, students up to 24 years, in % | 79.5 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

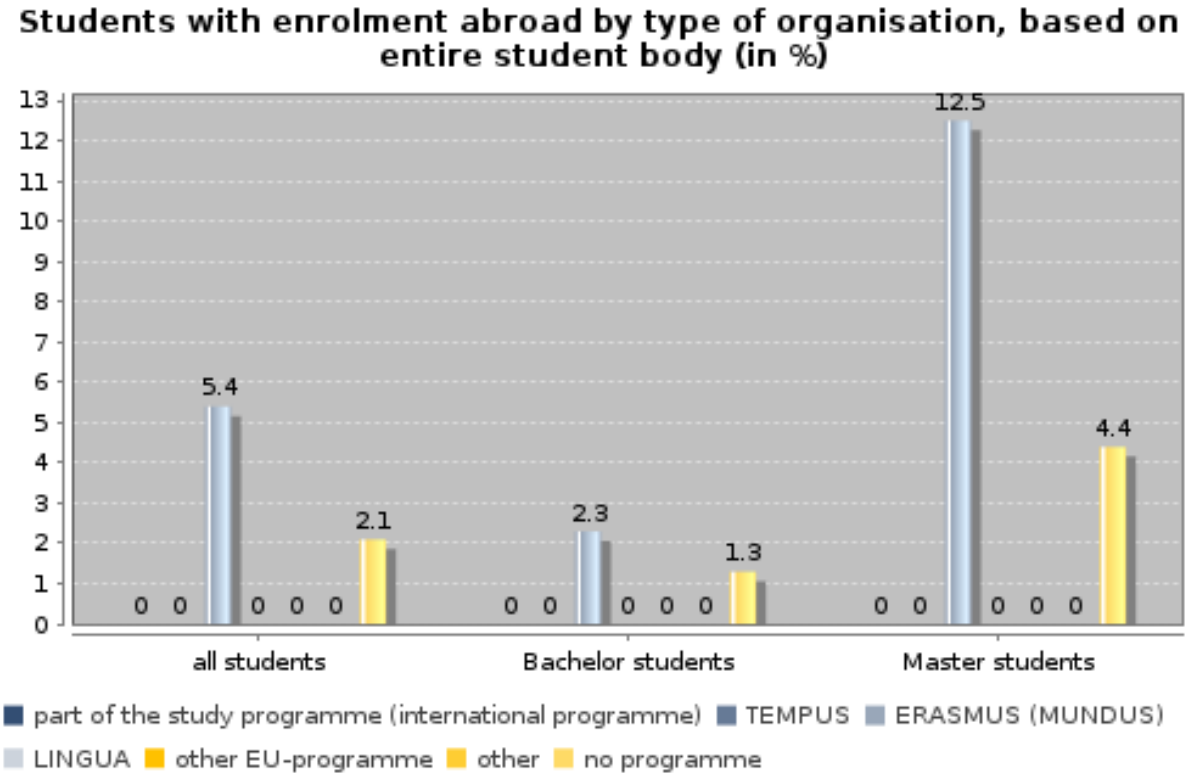
**national interpretation of the results of the data analysis:**

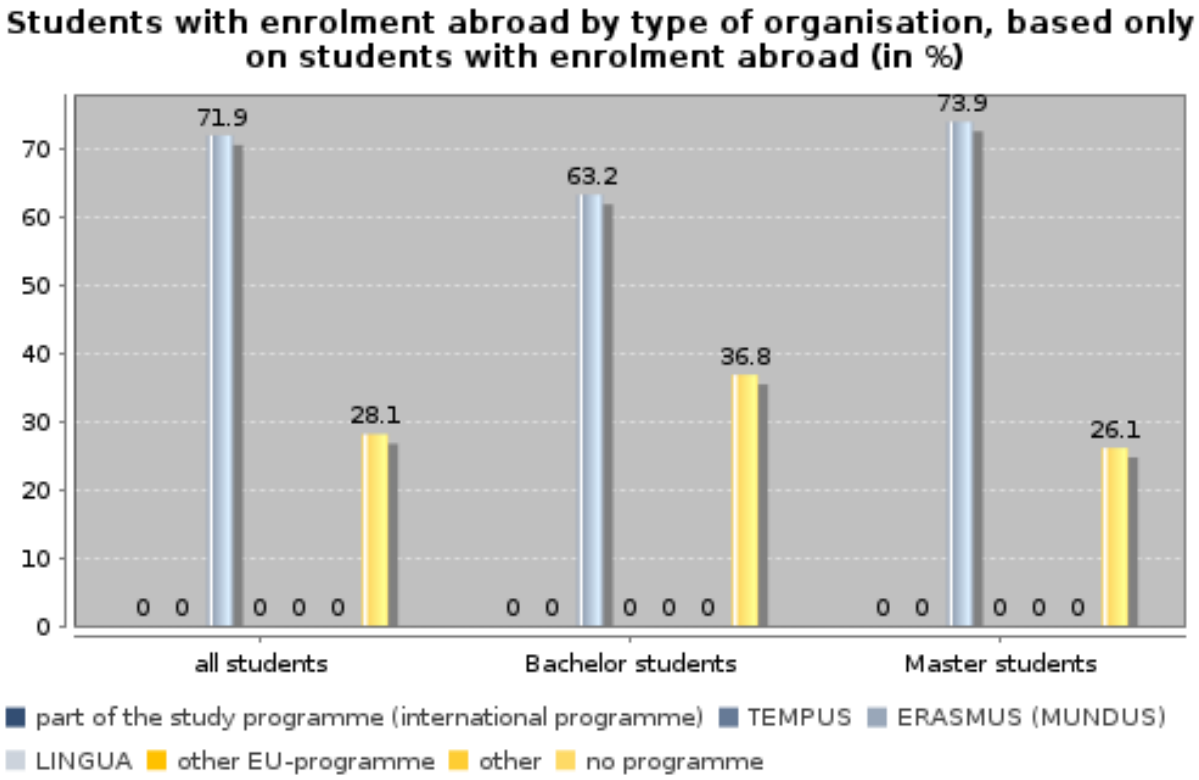
Approximately 10 % of the French students left abroad during their studies without joining an establishment. Logically, the probability to have known this type of mobility advances with the age and is more frequent at the student's of Master's degree than at those registered in Bachelor's degree. It is most frequently summer school.

## Topic: I. Internationalisation and mobility

# Subtopic 5: Organisation of enrolment abroad

| Key Indicators | |
|---|---|
| Students with enrolment abroad, who went abroad without a programme, in % | 28.1 |
| Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in % | 71.9 |
| Bachelor students with enrolment abroad, who went abroad without a programme, in % | 36.8 |
| Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in % | 63.2 |






**details on missing data:**

OVE survey 2010 does not allow to know if the enrollment abroad is part of the study programme.

**methodical issues or considerations for data interpretation:**

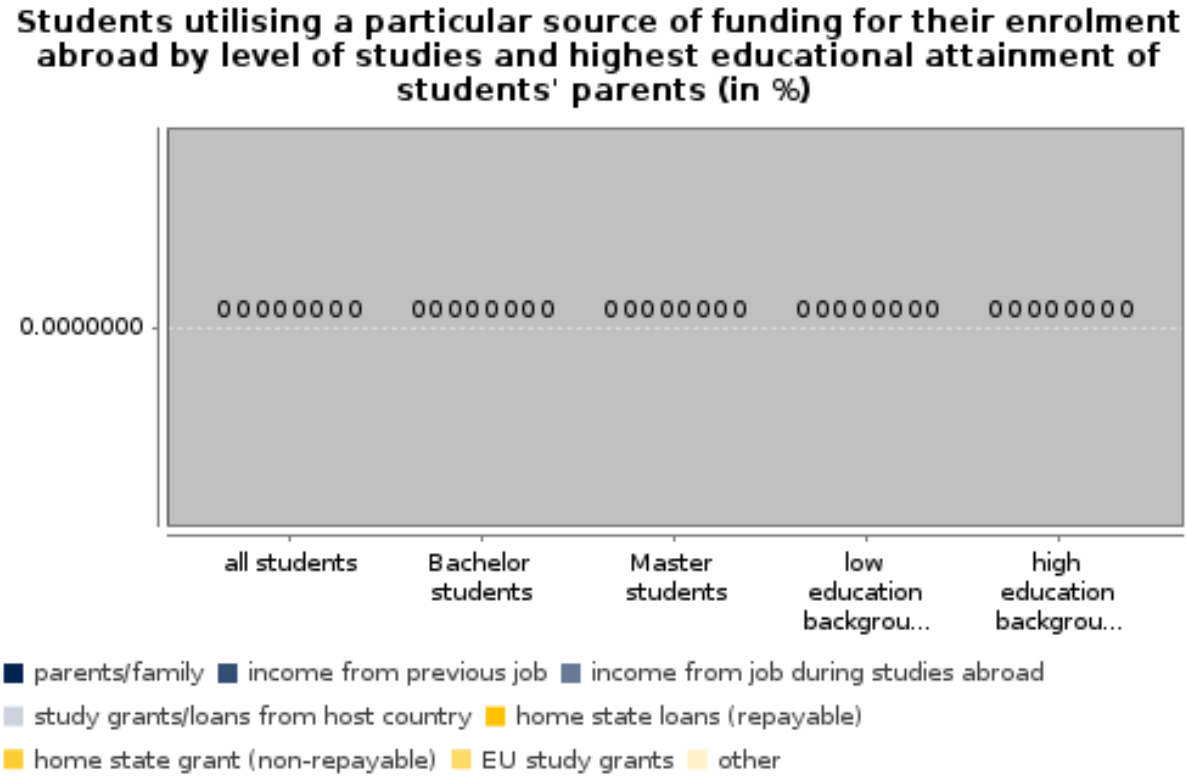
**national interpretation of the results of the data analysis:**

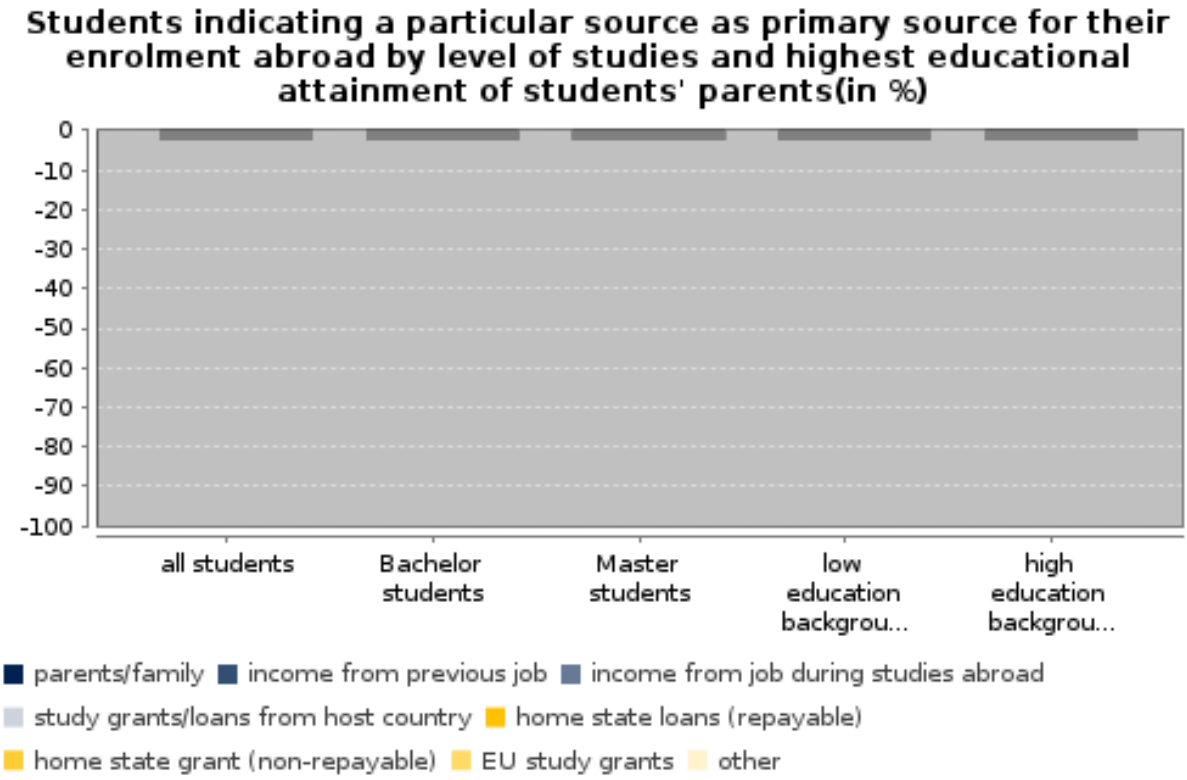
In the great majority of the cases the French students indicate having joined an establishment abroad thanks to the program Erasmus.

## Topic: I. Internationalisation and mobility

# Subtopic 6: Sources of funding for enrolment abroad

| Key Indicators | |
|---|---|
| Share of students utilising their parents/family as a source of funding: | |
| all students, in % | 0.0 |
| BA students, in % | 0.0 |
| students with high education background (ISCED 5-6), in % | 0.0 |
| students with low education background (ISCED 0-2), in % | 0.0 |
| Share of students indicating their parents/family as primary source of funding: | |
| students with high education background (ISCED 5-6), in % | 0.0 |
| students with low education background (ISCED 0-2), in % | 0.0 |
| Share of students giving public support as primary source: | |
| students with high education background (ISCED 5-6), in % | 0.0 |
| students with low education background (ISCED 0-2), in % | 0.0 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

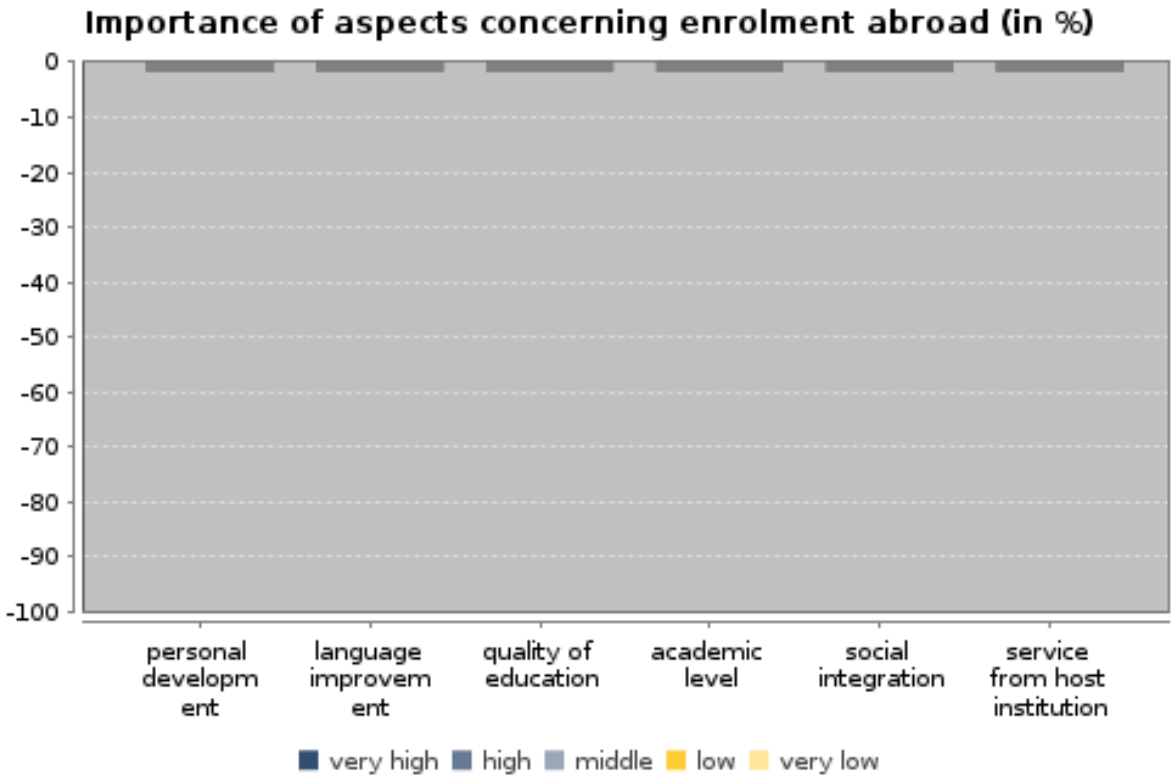
**national interpretation of the results of the data analysis:**

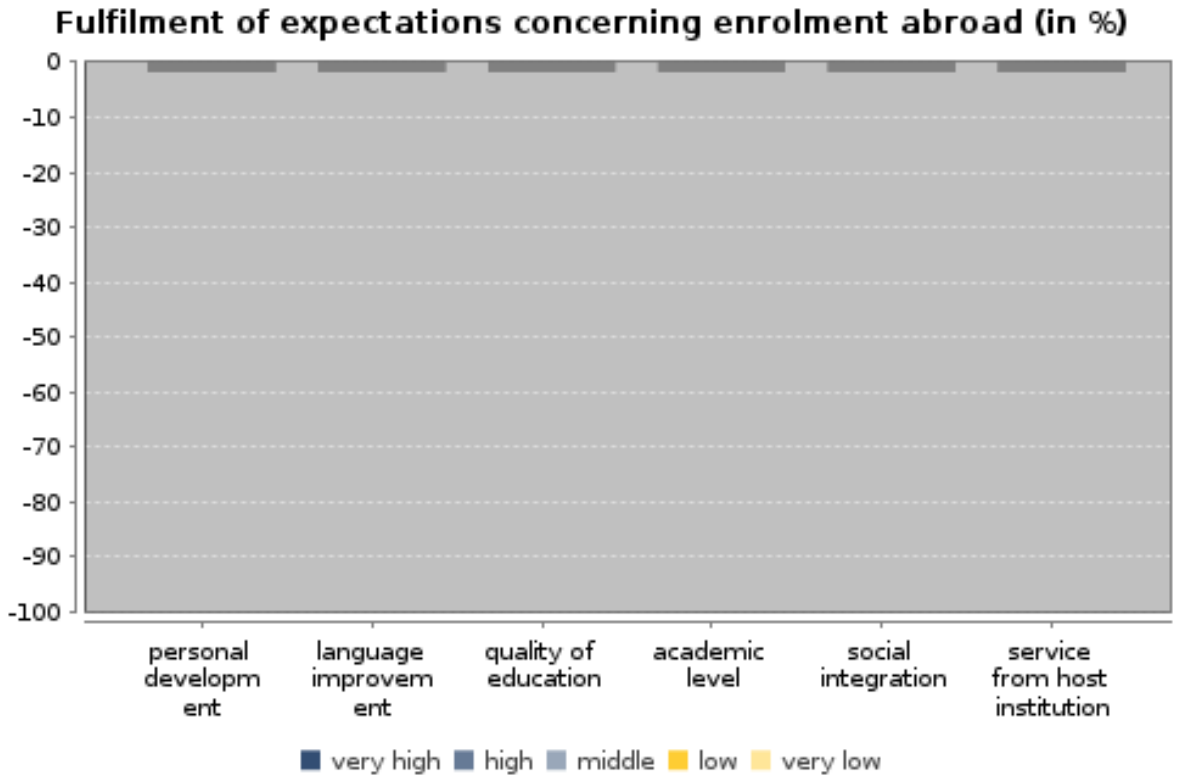
## Topic: I. Internationalisation and mobility

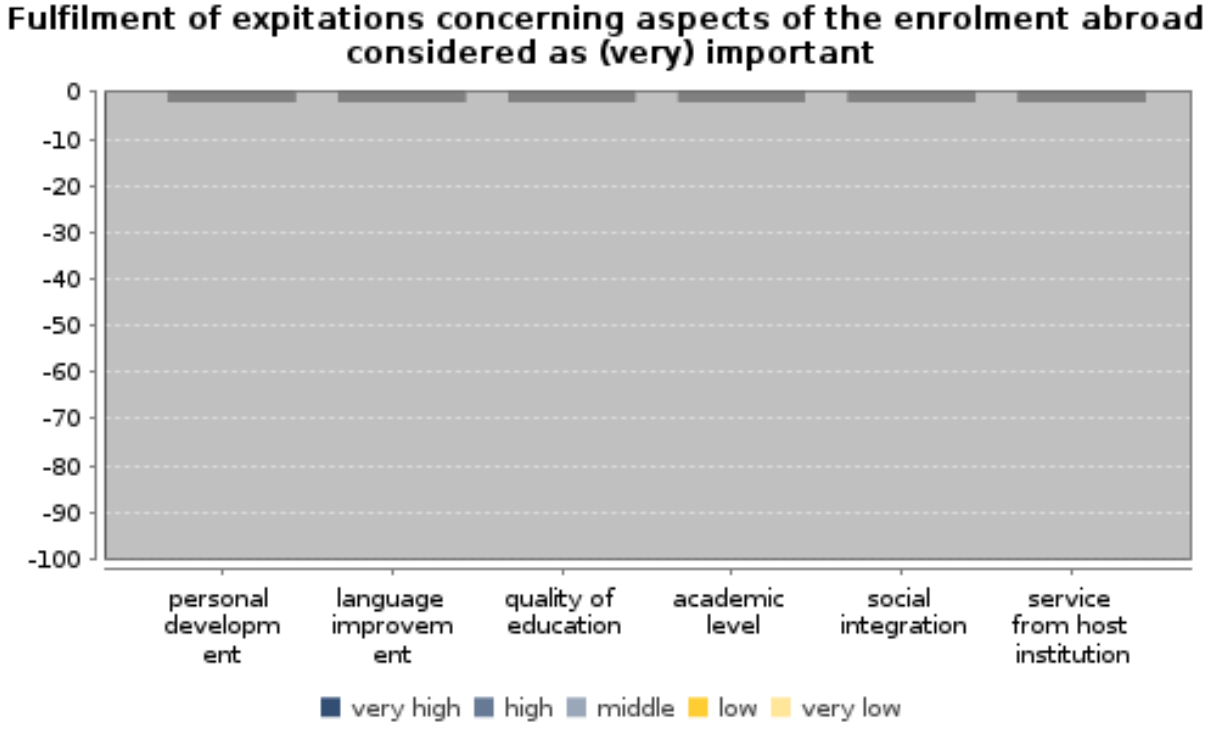
# Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

**Key Indicators**

| Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level: | |
|---|---|
| personal development, in % | 0.0 |
| language improvement, in % | 0.0 |
| quality of education, in % | 0.0 |
| academic level, in % | 0.0 |
| social integration, in % | 0.0 |
| service from host institution, in % | 0.0 |






**details on missing data:**

**methodical issues or considerations for data interpretation:**

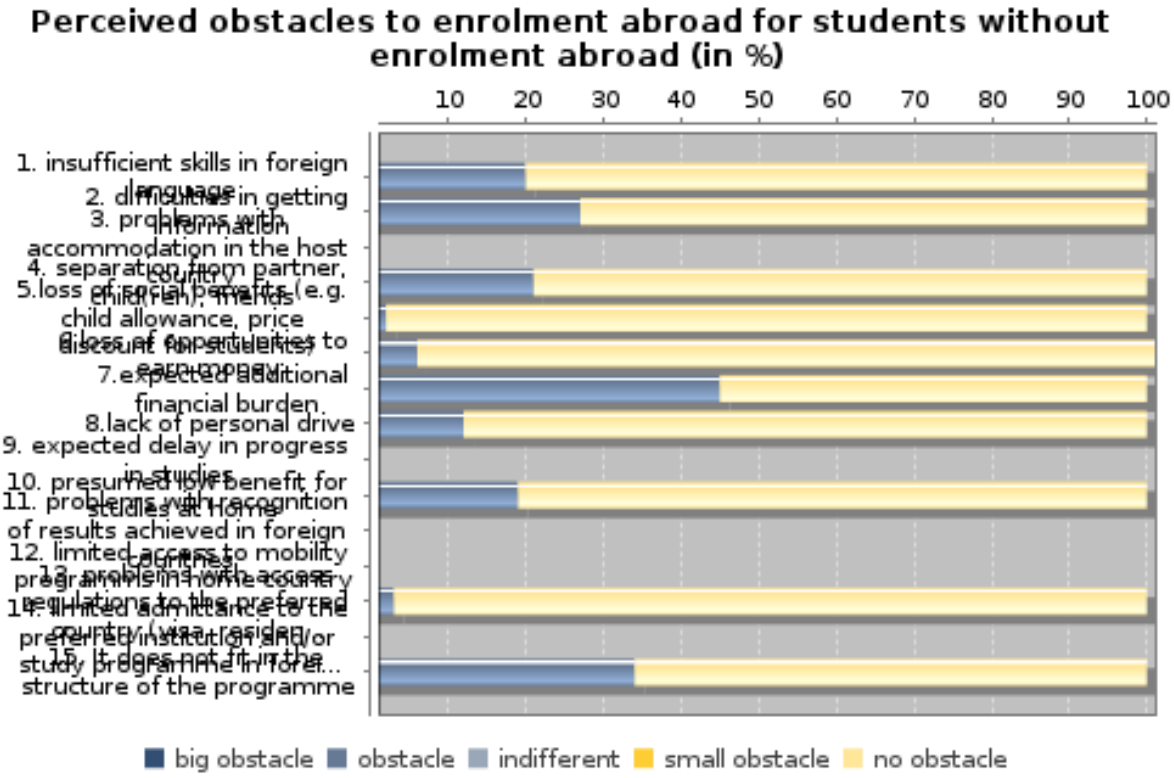
**national interpretation of the results of the data analysis:**

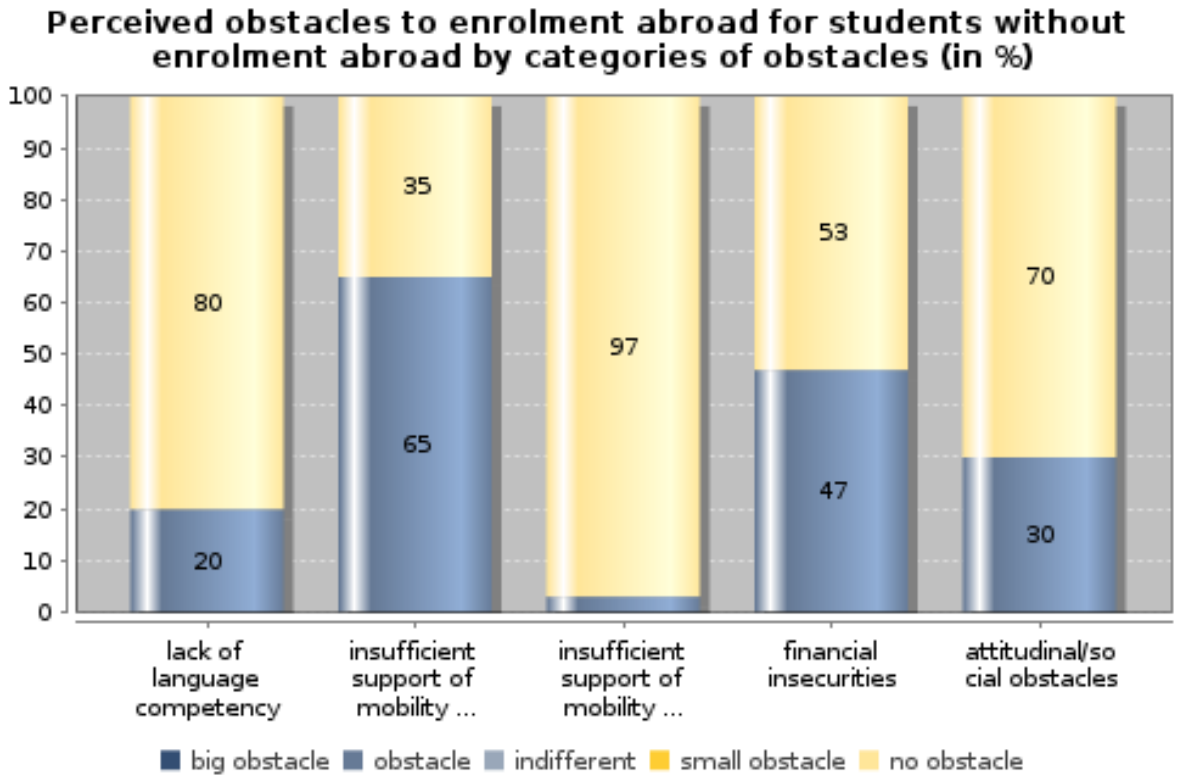
## Topic: I. Internationalisation and mobility

# Subtopic 8: Perceived obstacles to enrolment abroad

**Key Indicators**

| | |
|---|---|
| Big obstacle to enrolment abroad for students without enrolment abroad: | |
| lack of language competency, in % | 0.0 |
| insufficient support in the home country, in % | 0.0 |
| insufficient support in the host country, in % | 0.0 |
| financial insecurities, in % | 0.0 |
| attitudinal/social abstacles, in % | 0.0 |






**details on missing data:**

The French survey does not include a scale of answer for this question. We only asked the students if, yes or not, they had given up leaving for such or such issue.

**methodical issues or considerations for data interpretation:**

Modalities of our survey are not exactly the same than modalities of this subtopic.

For 8. "Lack of personal drive" We take the information from our survey of the modality "Why didn't you go abroad for your study - Because I did not think of it"

**national interpretation of the results of the data analysis:**

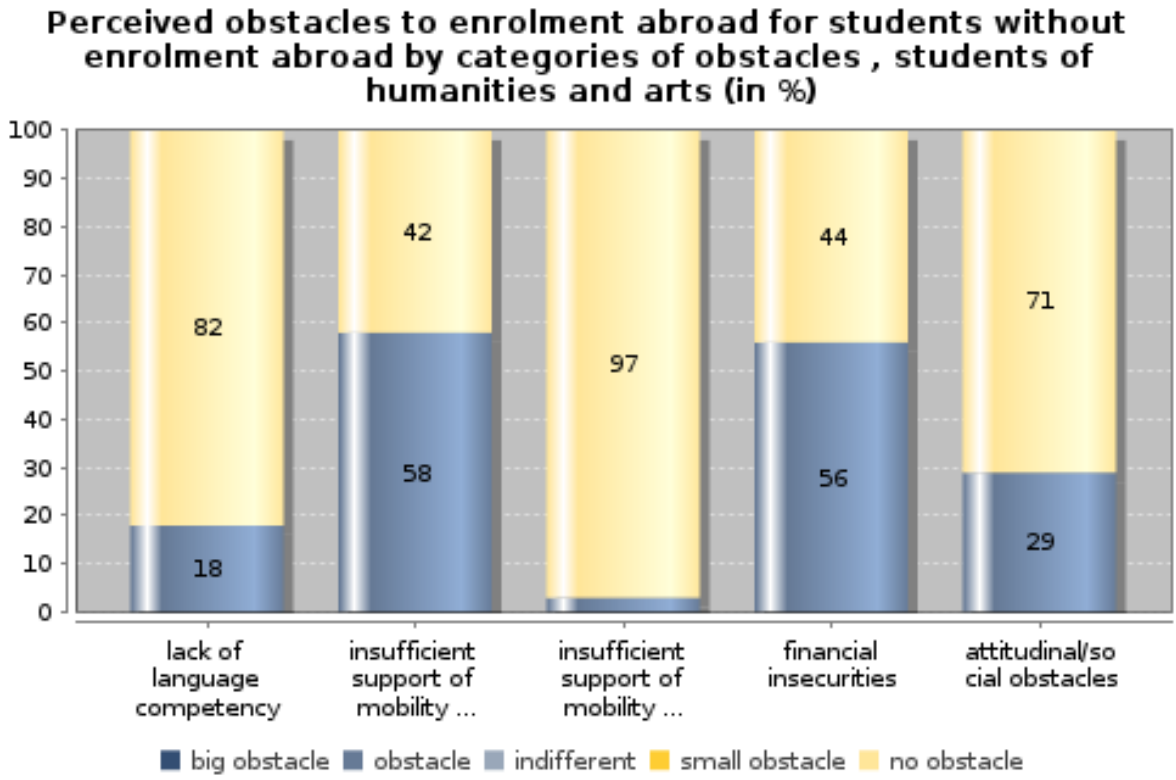
There are three main reasons quoted by the students to explain why they did not join abroad since their first registration in the higher education. First of all, there are the financial motives. Then, there are the problems connected to the information. There are also the obstacles connected to the structure of their programme. The problems connected to the language learning come after.

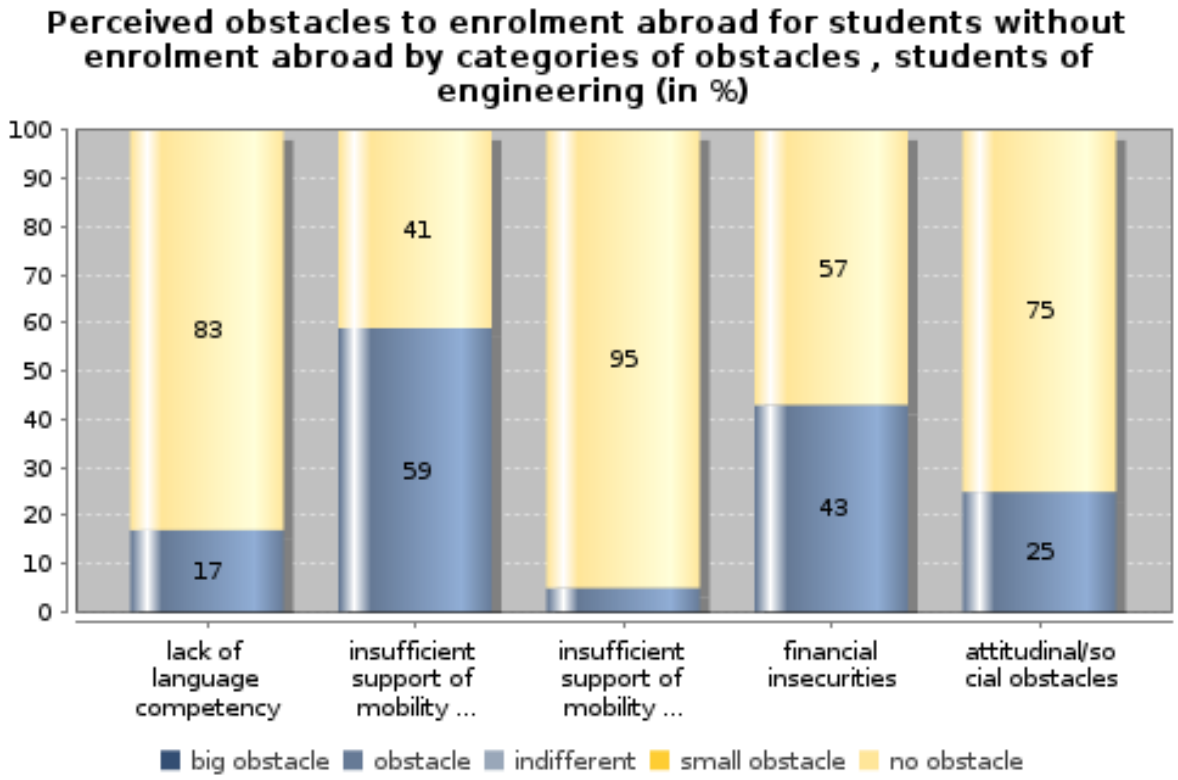
## Topic: I. Internationalisation and mobility

# Subtopic 9: Perceived obstacles to enrolment abroad by field of study

**Key Indicators**

| | |
|---|---|
| Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles: | |
| humanities and arts - lack of language competency, in % | 0.0 |
| engineering disciplines - lack of language competency, in % | 0.0 |
| humanities and arts - insufficient support in the home country, in % | 0.0 |
| engineering disciplines - insufficient support in the home country, in % | 0.0 |
| humanities and arts - financial insecurities, in % | 0.0 |
| engineering disciplines - financial insecurities, in % | 0.0 |






**details on missing data:**

The French survey does not include a scale of answer for this question. We only asked the students if, yes or not, they had given up leaving for such or such issue.

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

The students in human sciences evoke more frequently that the students in engineering the reasons financial as obstacle to the international mobility. This explains in particular by the fact that the students in human sciences arise from lower social background than the students in engineering. Their parents can help them thus less financially to realize this type of stays abroad.

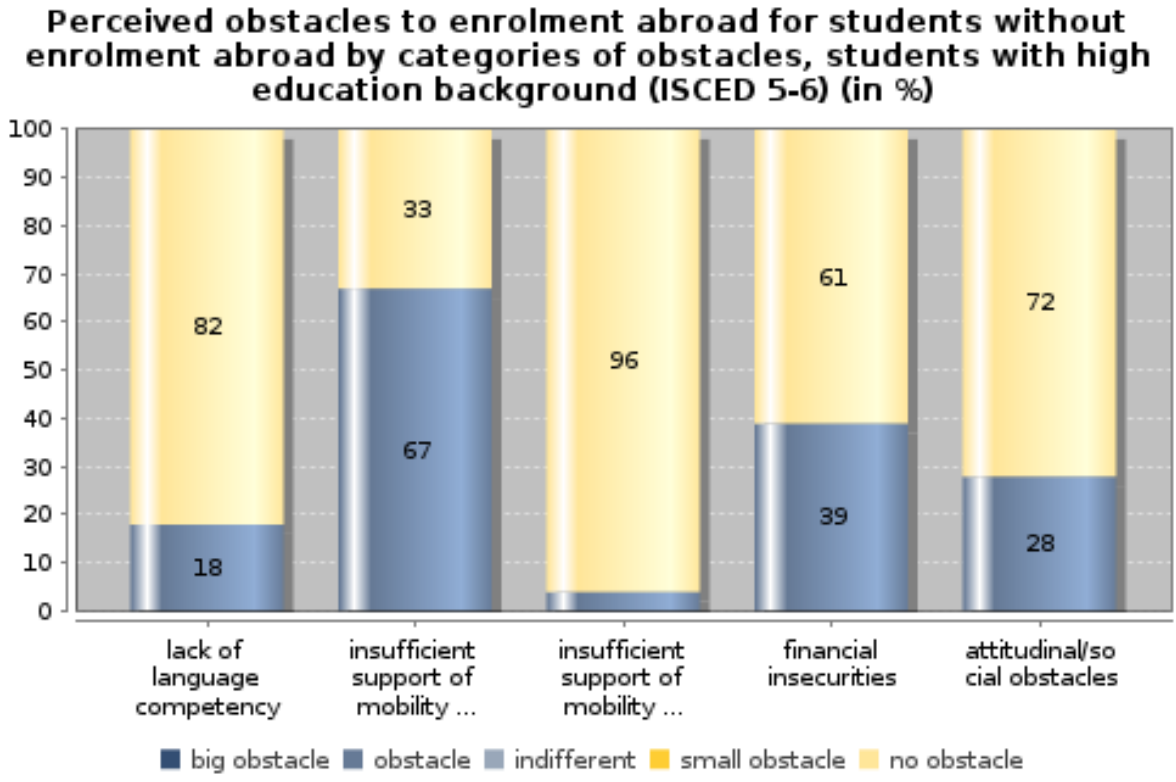
The students in human sciences are many also more to mention a lack of individual motivation.

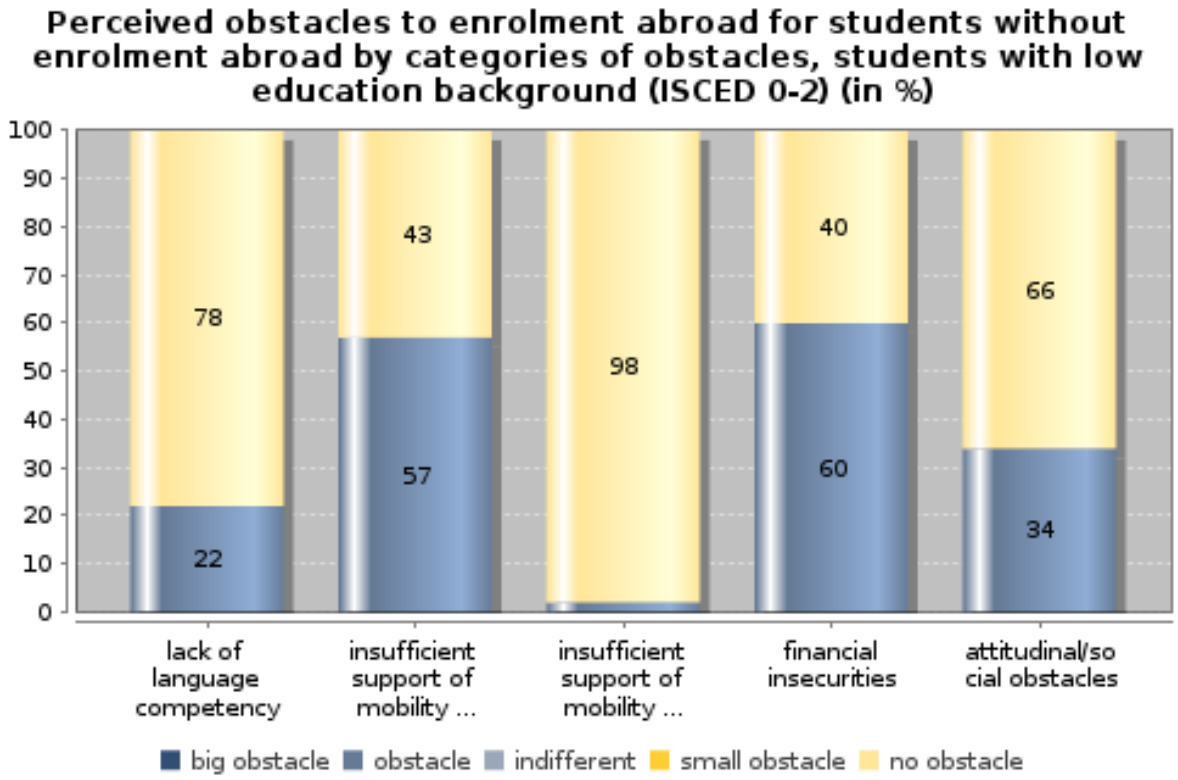
## Topic: I. Internationalisation and mobility

# Subtopic 10: Perceived obstacles to enrolment abroad by social background

**Key Indicators**

| | |
|---|---|
| Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles: | |
| low education background (ISCED 0-2) - lack of language competency, in % | 0.0 |
| high education background (ISCED 5-6) - lack of language competency, in % | 0.0 |
| low education background (ISCED 0-2) - insufficient support in the home country, in % | 0.0 |
| high education background (ISCED 5-6) - insufficient support in the home country, in % | 0.0 |
| low education background (ISCED 0-2) - financial insecurities, in % | 0.0 |
| high education background (ISCED 5-6) - financial insecurities, in % | 0.0 |






**details on missing data:**

The French survey does not include a scale of answer for this question. We only asked the students if, yes or not, they had given up leaving for such or such issue.

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

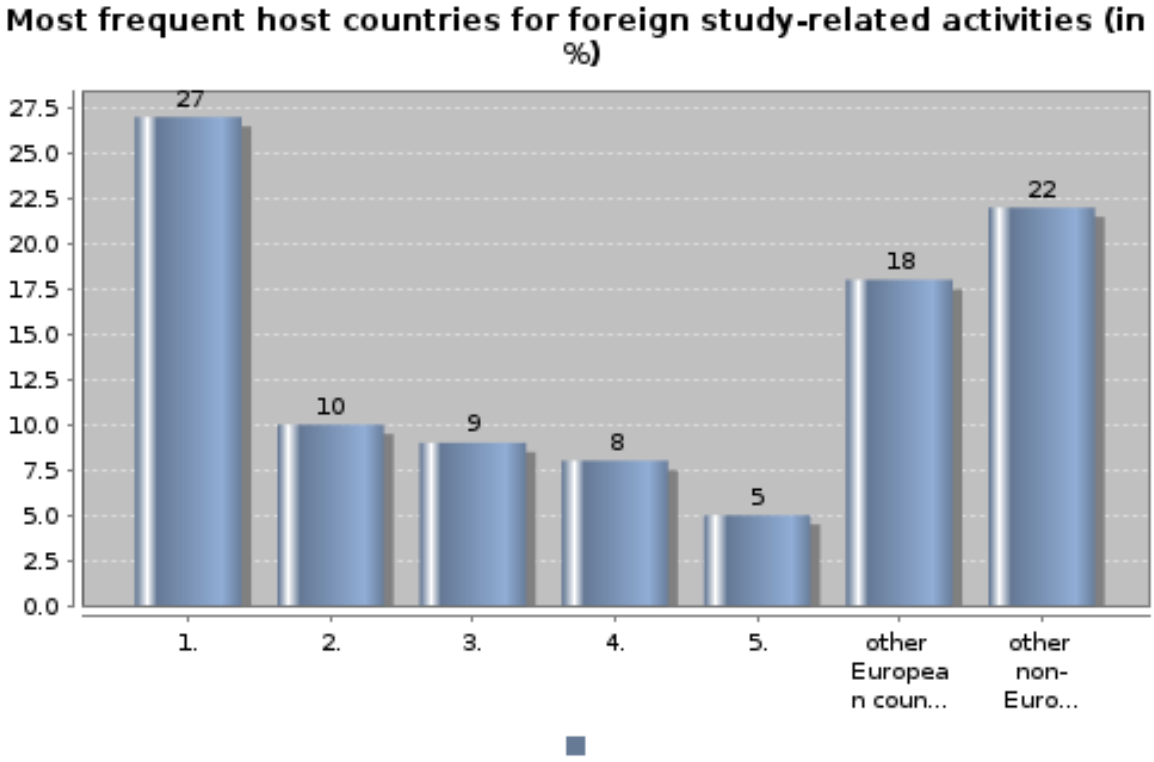
The students with low education background evoke more often financial reasons to justify the fact that they did not leave studying abroad since their first registration inscription in the higher education (63% vs 39% among those with high education background). They are many also more to evoke personal reasons (34% vs 28%) and a lack of language competency (22% vs 18%). On the contrary, they evoke less often insufficient support of mobility in home country (57% vs 67%).

## Topic: I. Internationalisation and mobility

# Subtopic 11: Choice of country for foreign study-related activities

**Key Indicators**

| | | |
|---|---|---|
| Students with study-related activities in most frequent host country, in % | 45.0 | |
| | Students with study-related activities in second most frequent host country, in % | |
| 27.2 | | |
| 17.0 | 10.4 | |
| Students with study-related activities in third most frequent host country, in % | 48.0 | |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**

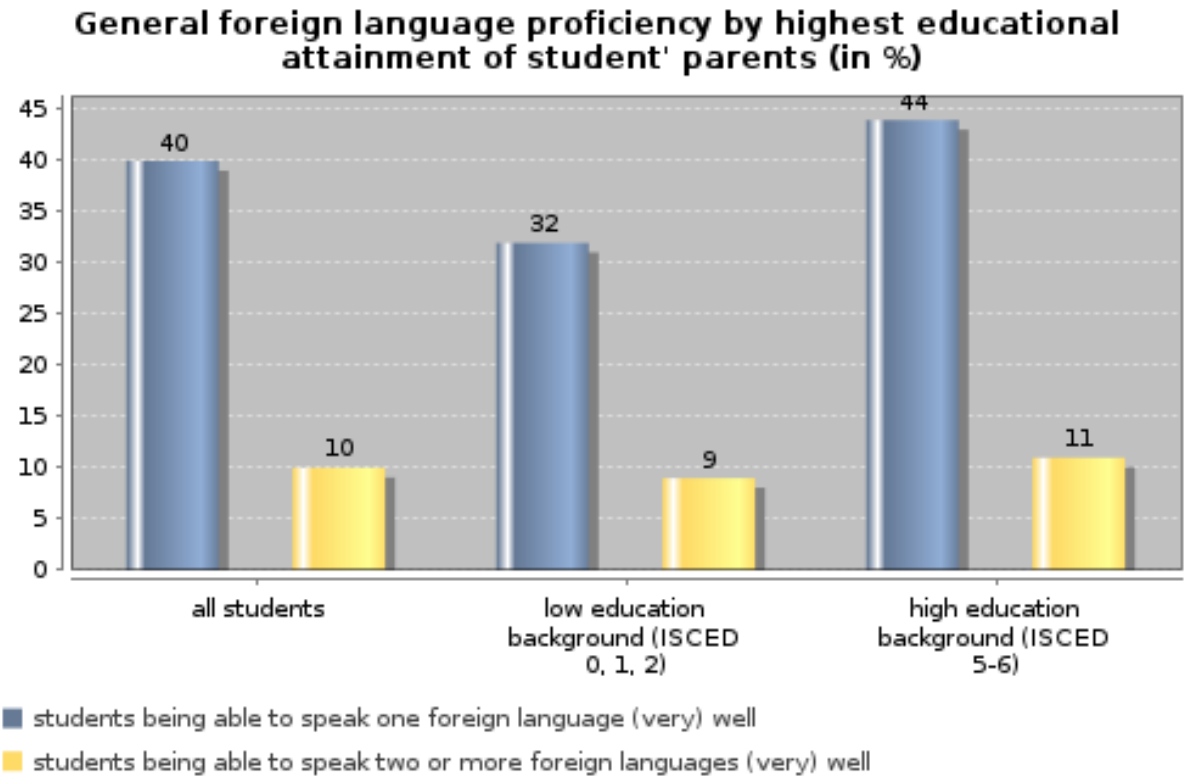
The most common host country chosen by students is the UK, which represent more than 27% of all the choice of destination for study related activities, followed by Germany (10%)and the United States (9%).

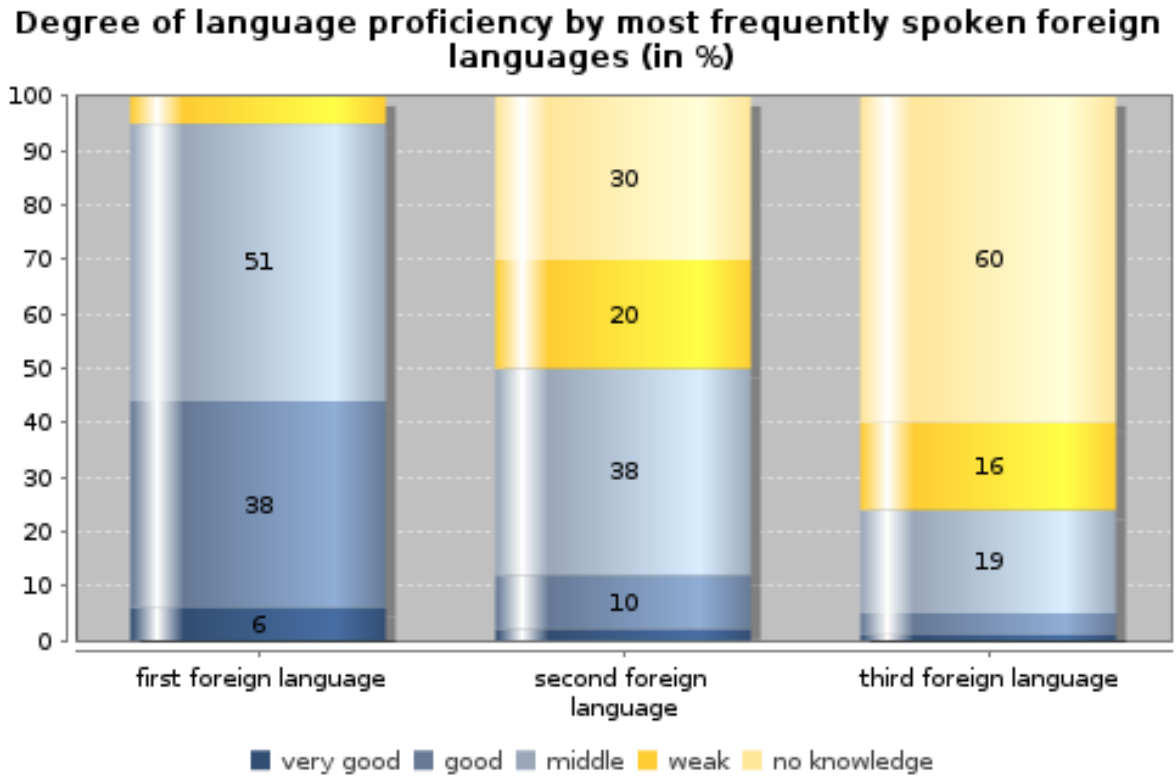
## Topic: I. Internationalisation and mobility

# Subtopic 12: Foreign language proficiency according to self-assessment

**Key Indicators**

| | |
|---|---|
| Share of students with (very) good proficiency in most frequently spoken foreign language, in % | 1.0 |
| 43.5 | Share of students with (very) good proficiency in second most frequently spoken foreign language, in % |
| 5.0 | 12.0 |
| Share of students with (very) good proficiency in third most frequently spoken foreign language, in % | 3.0 |
| 4.8 | Share of all students being able to speak two or more foreign languages (very) well, in % |
| | 10.0 |






**details on missing data:**
**methodical issues or considerations for data interpretation:**
**national interpretation of the results of the data analysis:**
If we take a look at the repartition of Students who estimate their proficiency to speak well one or more foreign languages, we notice that a high education background is an advantage for the learning process (more than 55% of the students with a high educational background speak well one or more foreign languages versus 41% for students with a low educational background).

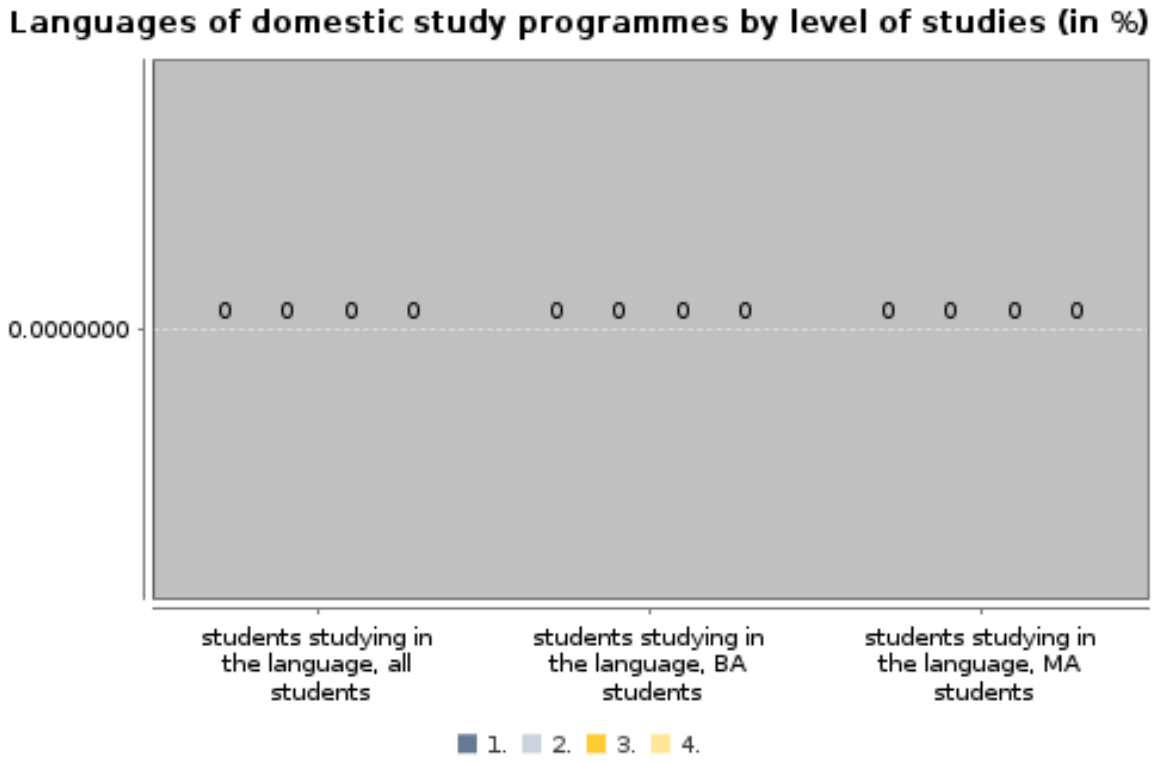
In Secondary Education, English is more often chosen as first foreign language. When it is not the case, it is almost always chosen as second foreign language in combination the most often with Spanish (second foreign language) or German (third foreign language). That's why practically all the students have at least basic knowledge in English, compared to 70% in Spanish, and 40% in German.

## Topic: I. Internationalisation and mobility

# Subtopic 13: Languages of domestic study programmes

**Key Indicators**

| | |
|---|---|
| Most frequent language of domestic study programmes of all students, in % | 0.0 |
| 2nd most frequent language of domestic study programmes, all students, in % | 0.0 |
| 3rd most frequent language of domestic study programmes, all students, in % | 0.0 |




**details on missing data:**

**methodical issues or considerations for data interpretation:**

**national interpretation of the results of the data analysis:**