

With 2,316,000 students enrolled for autumn 2009, enrolment in higher education is increasing substantially (+3.7%). Numbers have never been so high. The increase in training for the medical professions has been particularly marked over the last five years: in medicine and dentistry +22.9% and pharmacy +11%.

After marked increases (nearly 7% per year) from 1990 to 1993, followed by less significant ones (less than 2%) over the two ensuing academic years, higher education numbers fell by 52,000 students between 1995 and 1998 (Graph 01). The recovery which began in 1999 continued until 2005 (a yearly average of +1.1%). This growth was sustained in particular by the sharp rise in the number of foreign students (see page 11). In 2006 and 2007, student numbers decreased (by 1.3% and 1%), and those of foreigners were down 1% each year. Student numbers were virtually unchanged in 2008.

At the start of the 2009 academic year, 2,316,000 students were enrolled in higher education in Metropolitan France and the Overseas Departments. With an increase of 3.7%, the largest since 1993, student numbers have never been more robust. The changing size of the generations should have resulted in a decrease of 9,000 young people enrolled in 2009-2010 (Table 02). The sharp increase in the number observed at the beginning of 2009 (+82,000) can be explained by the greater attractiveness of higher education (see explanatory note opposite), including foreign students (+4.8% between 2008 and 2009).

General education and health-related courses at university (excluding IUT) account for over half of students in higher education. In the period 1990-2009, changes in enrolment in these courses generally reflected those in higher education as a whole. The situation from course to course is very uneven: it is in the arts, humanities and social sciences, which account for over half the students enrolled in universities in general subjects, that the decline in enrolment was most marked between 2004 and 2009 (-15.7%) (Table 03). Over the same period, enrolment also declined in science and STAPS (-7.4%) and increased

in law (+11.8%). In training courses for the medical professions, the increase in enrolment continued at a fast pace between 2004 and 2009 in (medicine and dentistry +22.9% and pharmacy +11%).

In 2009, the increase in numbers benefited all general education and health-related courses. Almost 6 students out of 10 in these courses are enrolled in a bachelor's degree course. Doctoral courses are most prevalent in the fields of sciences and STAPS (10%)

The proportion of girl students varies according to the type of higher education. While they were in the vast majority in the university arts and humanities streams and in IUFM (7 out of 10), as well as in paramedical or social studies courses (8 out of 10), they were in the minority in more selective courses (CPGE, IUT) and particularly in the scientifically-based streams: they accounted for only a quarter of numbers enrolled in engineering schools (Graph 04).

In total, nearly 153 000 short higher education diplomas (BTS and DUT) were awarded in 2008 (Graph 05). Their number, which had remained stable for five years, rose 4%, nearly 70% of them taking BTS.

While the number of vocational degree s rose 8.3% in 2008 compared to 2007, other Bachelor's degrees decreased by 4.1%. Meanwhile, the growth of university bac +5 Bachelor's degrees continued (+0.7%): 96,400 Master's were awarded in 2008, 45,600 more than in 1998. In addition, 28,600 engineering Bachelor's degrees were awarded in the 2008 session as against 23,100 in 1998, an increase of 24.1% over ten years.

The published data cover as wide a spectrum of higher education options as possible, except for work-based and apprenticeship programmes other than those available at university (for further information, see *Repères et références statistiques*, 2010 issue, 6.1 and 6.2).

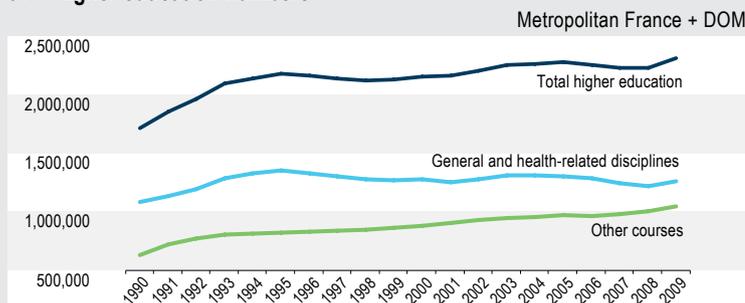
The variation in numbers of students between two academic years may be "naturally" due to the changing student-age population (the "demographic effect") or the fluctuation of the attractiveness of higher education (the "enrolment effect"). To better understand the role of each effect, we use enrolment rates and the age distribution of the population.

**Enrolment rates** are the quotient of the number of young people of a given age enrolled in higher education divided by the estimated total number of the same-age population. By applying the rate observed in September 2008 to the population of 2009, we obtain a number of fictitious students for September 2009. The "**demographic effect**" is the gap between this number and the number of students actually enrolled in 2009. The "**enrolment effect**" is the difference between the numbers of students between the beginning of the 2008 and 2009 academic years and this "demographic effect".

Sources: MESR-DGESIP/DGRI-SIES et MEN-MESR-DEPP.

Scope: Metropolitan France + DOM.

## 01 Higher education numbers



Sources: MESR-DGESIP/DGRI-SIES et MEN-MESR-DEPP.

## 02 Variations in higher education numbers due to demographics and enrolment (in thousands)

Metropolitan France + DOM

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Number enrolled (Thousands)</b>	<b>2,283</b>	<b>2,254</b>	<b>2,232</b>	<b>2,234</b>	<b>2,316</b>
of which					
University (excl. IUT)	1,309	1,285	1,248	1,224	1,268
IUT	113	114	116	118	118
STS	230	228	231	234	240
CPGE	75	76	78	80	81
<i>Trends in the number of enrolments</i>	13	- 29	- 22	0	82
<i>Demographic effect</i>	13	8	4	7	- 9
<i>Enrolment effect</i>	1	- 38	- 26	- 7	91

Interpretation: in September 2009, total higher education student numbers increased by 82,000. Taken in isolation, the change in the size of generations (demographic effect) would have led a reduction of 9,000 students.

Source: MESR-DGESIP/DGRI-SIES et MEN-MESR-DEPP.

## 03 Breakdown of French university students by course and by group in 2009-2010

Metropolitan France + DOM

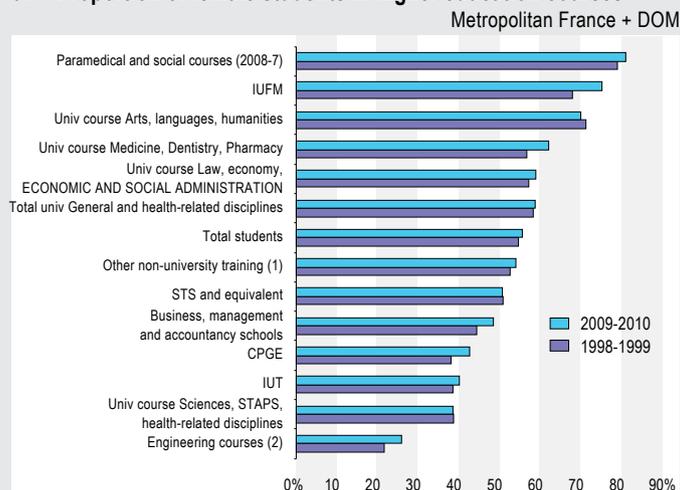
Subject areas	Bachelor's degree course	Master's programme	PhD programmes	All	New entrants (1)	
	Students	Students	Students	Students	% variation 2009-10/2004-05	% variation 2009-10/2004-05
Law	115,701	69,548	8,238	193,487	11.8	37,032 18.3
Economy, Economic and social administration	114,223	67,727	4,097	186,047	2.9	28,572 1.9
Arts, languages, humanities	270,203	113,803	23,134	407,140	- 15.7	81,034 - 14.8
Sciences, STAPS	164,361	87,873	27,940	280,174	- 7.4	43,090 - 14.0
Medicine, dentistry, pharmacy	59,456	109,589	1,183	170,228	22.9	32,135 34.9
Pharmacy	9,563	20,889	398	30,850	11.0	4,468 - 9.7
IUT	118,139			118,139	5.1	50,665 5.6
IUFM		58,518		58,518	(2)	
<b>Total</b>	<b>851,646</b>	<b>527,947</b>	<b>64,990</b>	<b>1,444,583</b>	<b>- 2.2</b>	<b>276,996 - 1.5</b>

(1) New entrants in first year of Bachelor's degree course.

(2) In 2004-2005 no IUFM came under the aegis of a university Their affiliation to universities began in 2008-2009.

Source: MESR-DGESIP/DGRI-SIES.

## 04 Proportion of female students in higher education courses

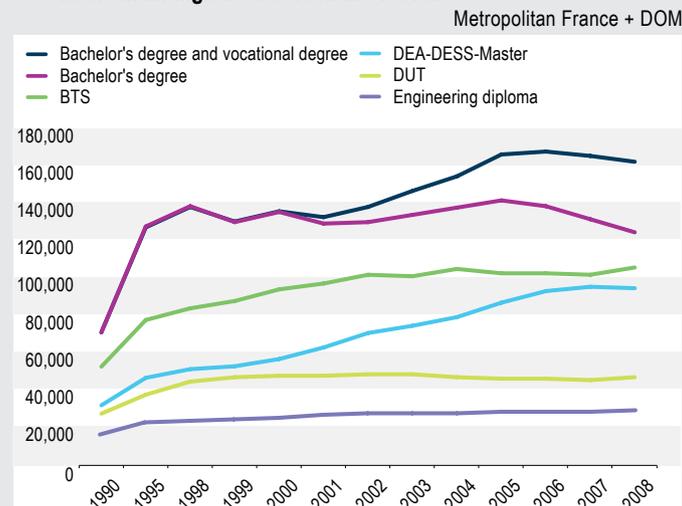


(1) non-homogeneous group: Grands établissements (public research & higher education institutions, ENS, UT and INP excluding engineers, integrated preparatory classes, non-university accountancy courses, arts and cultural colleges, architecture, law, journalism and veterinary schools...)

(2) Y compris les formations d'ingénieurs dépendantes des universités, des INP, des universités de technologie et les formations d'ingénieurs en partenariat.

Source: MESR-DGESIP/DGRI-SIES et MEN-MESR-DEPP.

## 05 Changes in the number of Bachelor's degrees issued in the main higher education institutions



Source: MESR-DGESIP/DGRI-SIES.

In French higher education, 278,000 students are of foreign nationality — 12% of the total. Nearly three quarters study at university.

Over the last ten years, these foreign students have substantially increased in number.

Foreign students are proportionately more numerous on Master's and Doctorate courses than at Bachelor's degree level.

**B**etween 1999 and 2009, the number of foreign students in French higher education increased from 161,000-278,000, a rise of 73%. This growth accounts for two-thirds of total growth in enrolment in higher education: otherwise, the total number of students would have increased by 2.9% instead of 8.4%. Foreign student numbers increased by 4.8% in 2009 compared to 2008, while the total number of students increased by 3.7%.

In this decade, the proportion of foreign students among the student population increased from 7.5% to 12% (*Graph 01*). This increase affects all training courses above, with the exception of STS and CPGE, where the share of foreigners is still very low (2.6%). In IUT, it remains low (6.3%), despite an increase of 2.4 points. It is in business and engineering schools and universities (general education and health-related training) that the increase is most marked (between 4 and 7 points). In 2009, these courses were above average with a maximum of 16.3% in university.

Almost three quarters (73.3%) of foreign students attend university, as against just over half (51.2%) of French students. In universities, nearly 80% of foreign students do not hold a French *baccalauréat* but an equivalent (*Table 02*). This proportion has been increasing steadily since September 1999, when it was 56.8%.

Africans account for nearly half of foreign students (44% in 2009), although their share has decreased by 6 points in seven years (*Graph 03*). This decrease was primarily due to Moroccans who, while remaining the most sizeable contingent of foreigners, saw their share fall from 16.4% in 2002 to 11.4% in 2009. The proportion of Asians rose and the Chinese are now the second most represented nationality with 10.5%

of the student body, as against 5.2% in 2002. The share of other Asians is also growing substantially, especially of Vietnamese, whose numbers have more than doubled in seven years.

At university, foreign students enrol more in doctoral courses (12.4% as against 3.3% for French citizens) and Master's (44.2% as against 32%). However, there are differences based on geographical origin (*Table 04*). For example, over 15% of Asian or American students are enrolled in doctoral courses, against less than 10% for African students (excluding North Africa).

The choice of courses varies between French citizens and students of foreign nationality, and among the latter, between individual nationalities (*Graph 05*). Like all college students, nearly a third of students choose to study humanities. It is in economics, economic and social administration and ITU that the differences are the most marked: in 2009, 21.5% of foreign students opt for economics and economic and social administration, as against 12% of French students. Students from North Africa opt as frequently for health-related courses as French students (respectively 15.1% and 15.4%), while other foreigners seldom opt for these. They also favour sciences: over a third of North African students are enrolled in science as against a quarter for all students. Finally, over half of American students enrol in humanities and social sciences as against less than a third of foreigners overall.

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*We may distinguish the population of foreigners who came to France specifically to follow their studies by considering only those foreign students who do not hold a baccalauréat and enrolled using an equivalent Bachelor's degree. This is an approximation since it is possible to sit the baccalauréat abroad. Nevertheless, we can only isolate these students in the restricted field of universities and not across the whole of higher education.*

*From 2008-2009, IUFMs were integrated into their universities of affiliation, except those of Guadeloupe, French Guyana and Martinique. In addition, 17 engineering schools left the field of universities in 2008-2009.*

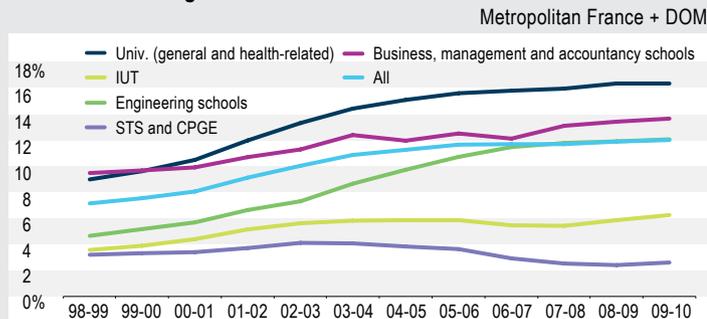
*Foreign student enrolment in IUFMs is not included in the tables for universities. There are 785 foreign students at IUFMs. 74% of them are citizens of the European Union. Indeed, only students from the European Union are authorised to take the competitive exams for public institutions.*

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Source: MESR-DGESIP/DGRI-SIES.

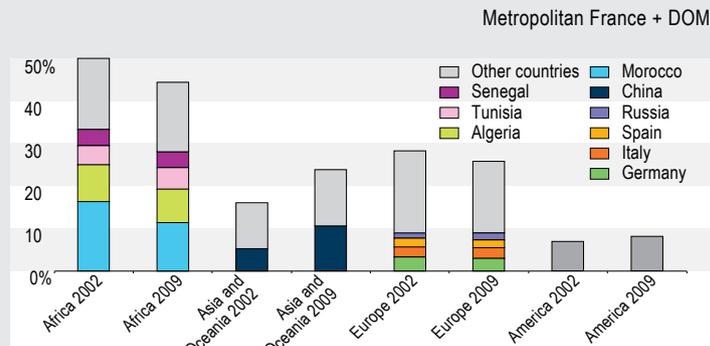
Scope: Metropolitan France + DOM.

## 01 Changes in the number of Bachelor's degrees issued in the main higher education institutions



Sources: MESR-DGESIP/DGRI-SIES et MEN-MESR-DEPP.

## 03 Breakdown of foreign students by continent of origin



Sources: MESR-DGESIP/DGRI-SIES et MEN-MESR-DEPP.

## 02 Changes in the number of foreign students at universities

Metropolitan France + DOM

	1985-1986	1990-1991	1995-1996	2000-2001	2005-2006	2006-2007	2007-2008	2008-2009 (1)	2009-2010 (1)
<b>Students</b>	<b>128,141</b>	<b>131,901</b>	<b>126,366</b>	<b>137,505</b>	<b>209,523</b>	<b>208,007</b>	<b>204,290</b>	<b>206,475</b>	<b>214,252</b>
<i>Including non-baccalauréat holders</i>	<i>79,487</i>	<i>84,990</i>	<i>74,746</i>	<i>83,987</i>	<i>158,689</i>	<i>160,701</i>	<i>159,368</i>	<i>162,687</i>	<i>169,896</i>
Annual variation (%)						-0.7%	-1.8%	1.5% (2)	3.8%
Proportion of foreign students (%)	13.5%	11.4%	8.7%	9.8%	14.7%	14.9%	15.0%	15.4%	15.5%

(1) These numbers do not include the students enrolled in IUFM training.

(2) The change in 2008-2009 compared to 2007-2008 is calculated at constant coverage, i.e. without the IUFM students and those engineering students who left university in 2008-2009.

Source: MESR-DGESIP/DGRI-SIES.

## 04 Breakdown of students in university courses according to continent in 2009

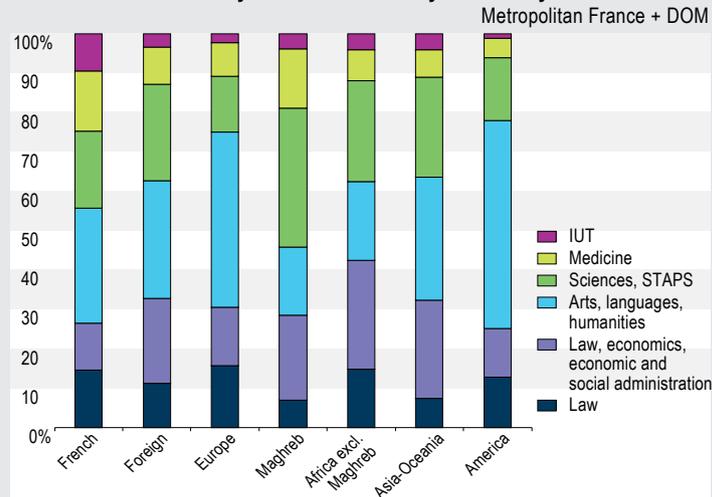
Metropolitan France + DOM

Continent/course LMD	Bachelor's degree	Master's	PhD	Total
French	64.8	32.0	3.3	1,171,813
FOREIGN	43.4	44.2	12.4	214,252 (1)
Europe	47.4	40.8	11.8	48,003
Maghreb	37.7	51.1	11.2	52,941
Africa excl. Maghreb	47.5	43.3	9.2	48,003
Asia-Oceania	42.7	40.7	16.6	48,122
America	39.5	44.8	15.7	17,038

(1) 145 students had no nationality, were stateless or who provided no information.

Source: MESR-DGESIP/DGRI-SIES.

## 05 Choice of university courses in 2009 by nationality



Source: MESR-DGESIP/DGRI-SIES.

The fact of whether students live with their parents or not is an important factor when studying their lives. While two thirds of them no longer live with their parents, the situations vary and only 26% are totally independent from both a residential and financial point of view.

In 2010, 35% of students lived with their parents, 33% lived alone or in couples, while 12% were in hostels and 10% in shared flats (*Graph 01*).

Housing conditions vary greatly depending on the "type" of students. Students become more independent with age: half the under-21s live at home with their parents as against only 16% of those aged 22+. The area in which the students live is also very important (*Graph 02*). The majority of students in urban areas of fewer than 50,000 inhabitants, in Paris and the countryside live at home: at Bachelor's degree level, this applies to 48% of students in urban areas of fewer than 50 000, 61% of inhabitants in the urban area of Paris and 63% of those in communes outside urban areas. This situation applies to fewer students in towns within large provincial urban zones (between 31% and 35%).

The distance between the parental home and place of study in the provinces, the attractiveness of education provision in major cities as well as difficulties in housing and transport supply in the Paris region probably explain these differences.

However, leaving the parental home does not necessarily mean breaking ties with them. As proof, 34% return home to sleep at least two to three weekends per month (45% for those in hostels) and 41% wash their clothes at the home of their parents or spouse (53% in hostels).

Comparing similar modes of accommodation, the various forms of independence reveal contrasting realities from an economic point of view. To summarise this diversity, students can be divided according to three major characteristics: living with parents or not, having significant paid work or not (at least part-time and at least six months per year) or filling in their own tax return or not.

We thus arrive at four groups:

1. "Assisted cohabitant": living at home with their parents and financially dependent on their family (28%)
2. "Assisted non-cohabitant": having their own accommodation but financially dependent on their parents (39%)
3. "Economically independent cohabitant": living in their parents' home but financially independent (7%)
4. "Emancipated": living in their own accommodation and filling out their own tax returns (26%)

While students do not consider themselves particularly privileged (more than half report having been constrained for financial reasons since the beginning of the academic year), they nevertheless do not see themselves as an impoverished group (only 11% say they are very dissatisfied with their resources). According to the indicators of economic comfort and hardship (*Tables 03 and 04*), differences emerge between categories: the most sensitive indicators of insolvency (requests for emergency assistance, financial restriction) reveal the intermediate position of the "assisted non-cohabitants" and "the economically independent cohabitants": the two indicators most closely associated with paid work contrast those who are economically independent with those still dependent on guardians, regardless of residential independence, and finally the budget share allocated to going out is greater among cohabitants than for those living outside the home.

The 6th edition of the Conditions of Student Life survey of the National Observatory of Student Life (OVE) was conducted in spring 2010. Over 130 000 students were invited by mail to answer a questionnaire on the Internet. Over 33 000 students participated, representing a response rate of around 25%.

To ensure better representation, the raw data are weighted with reference to data centralised by the statistical services of ministries on the actual enrolment in institutions.

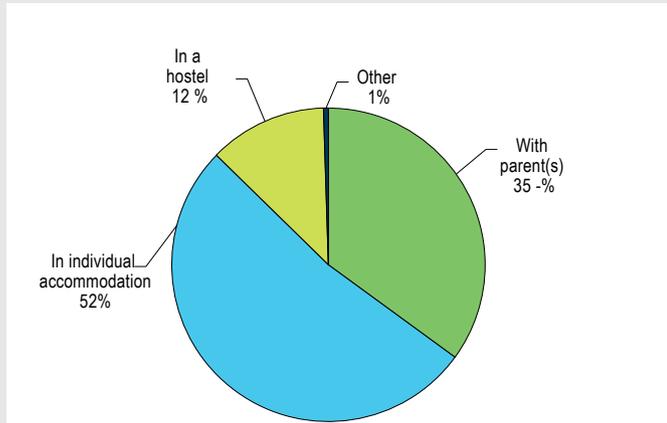
The first results presented here relate to students in universities (excluding engineering courses), and upper classes of lycée (CPGE and STS), a sample of 26,700 people.

Source: OVE, Conditions of Student Life survey, 2010.

Coverage: students enrolled for the 2009-2010 academic year at university (Metropolitan France + DOM-COM) and in post-baccalauréat classes (CPGE and STS, MEN-MESR public institutions, Metropolitan France).

## 01 Accommodation during a normal study week (%)

Metropolitan France + DOM + COM



Interpretation: in 2010, 12% of students live in hostels (mostly in university halls but also at home or in private residences).

Source: OVE, survey Conditions of Student Life, 2010.

## 03 Indicators of difficulties (%)

Metropolitan France + DOM + COM

Degree of autonomy	Family assistance	Requests for emergency aid *	Restraint	Drawing on savings	Totally dependent on income from work	Difficulty in reconciling work with study
Assisted cohabitant	17.1	1.7	43.7	42.0	6.1	7.3
Assisted non-cohabitant	26.0	3.5	54.0	48.9	14.9	9.3
Economically independent cohabitant	21.4	5.0	50.9	46.4	28.3	18.4
Emancipated non-cohabitant	25.2	6.5	57.1	51.4	42.7	19.6
<b>All</b>	<b>23.0</b>	<b>3.9</b>	<b>51.7</b>	<b>47.4</b>	<b>20.7</b>	<b>12.1</b>

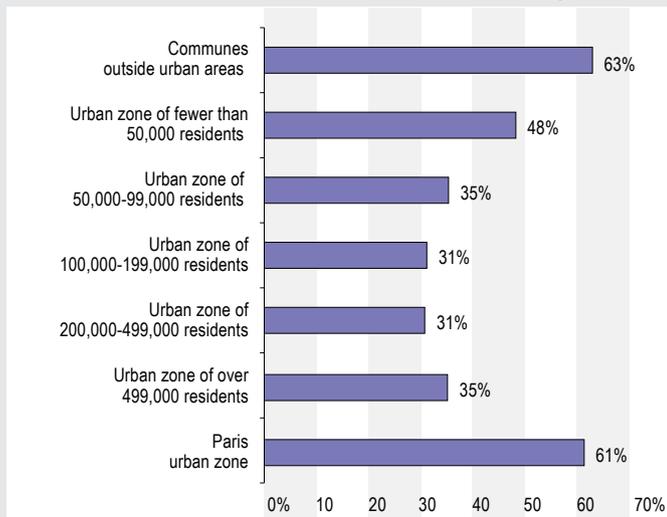
\* Social aid from the National Fund for Emergency Aid, excluding grants and accommodation assistance: disbursed annually to students facing persistent or occasional difficulties, in aid of students undergoing temporary but serious difficulty.

Interpretation: 42.7% of emancipated non-cohabitant students say the money they earn from their working activities is indispensable to their survival.

Source: OVE, survey Conditions of Student Life, 2010.

## 02 Students cohabiting with their parents by size of local area (Bachelor's degree students %)

Metropolitan France



Interpretation: 31% of Bachelor's degree students living in an urban zone of 200,000 to 499,999 inhabitants live with their parent(s).

Source: OVE, survey Conditions of Student Life, 2010.

## 04 Comfort Indicators (%)

Metropolitan France + DOM + COM

Degree of autonomy	Share of student's own budget spent on going out	Satisfaction with resources *	Satisfaction with accommodation*
Assisted cohabitant	32.7	46.7	79.7
Assisted non-cohabitant	16.7	43.1	62.1
Economically independent cohabitant	28.5	42.5	70.7
Emancipated non-cohabitant	12.0	30.3	56.3
<b>All</b>	<b>17.5</b>	<b>40.7</b>	<b>66.1</b>

\* % of satisfied and very satisfied on a scale from 1 to 5.

Interpretation: assisted cohabitant students spend 32.7% of their own budget on going out; 46.7% are satisfied with their resources and 79.7% with their accommodation.

Source: OVE, survey Conditions of Student Life, 2010.

16% of students enrolled in French universities and senior lycée classes have undertaken a trip abroad in connection with their studies since entering higher education. One third of them claim to have benefited from an international programme. The main obstacles to mobility are financial.

In 2010, 16% of French citizens said they had undertaken at least one trip abroad in connection with their studies since initially enrolling in higher education. When asked about the reasons for these visits abroad, 39% of students reported having gone for study purposes, 33% for occupational reasons (including internships) and 47% for other reasons (language courses, summer school, study trip...).

The proportion of students experiencing a period of international mobility is inextricably linked to their stage of progress within their course: 12% of undergraduate students (excluding new enrollees), 27% of Master's and 39% of PhD students. At equivalent stages of these courses, there are significant variations by discipline. Thus, at Master's level, university students enrolled in humanities and languages courses undertake trips abroad more frequently than others (*Graph 01*). The motives for such trips also vary according to the subjects studied: while students enrolled in arts, languages or in law and economics courses frequently cite the pursuit of study, those enrolled in science or health-related courses more often travel for professional purposes (*Table 02*).

All courses combined, such international mobility also depends on the students' social background, measured here by the awarding of grants on social criteria: 14% of students receiving grants have experienced a period of international mobility during their course against 17% of non-grant students.

Nearly 35% of students to have undertaken a study trip abroad indicate that this visit took place as part of an

international exchange programme (Erasmus or other). This most often applies to arts and languages (44%) and to law and economics (42%) courses. This type of journey is less common (28%) in science and health-related subjects.

Students most often travel to the United Kingdom (*Table 03*). The other two most commonly cited European countries are Spain and Germany. In total, over two thirds of trips are made to a European country. Outside Europe, America — particularly the United States — is the favourite destination for students.

The average length of stay abroad is 5 months, but this varies significantly depending on the trip: 9 months for study purposes, five months for professional activities and 3 months for trips for other reasons.

Of students who have not travelled abroad since entering higher education, 43% say they plan to go in future and 41% say they have no such intention. The main obstacle to mobility cited by these students is the financial aspect of travel (*Graph 04*). This is more often cited by students belonging to disadvantaged social groups. 59% of grant holders therefore mention it as against 40% of non-grant holders. Students also cite obstacles related to the inadequacy of their training and lack of information.

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*The 6th edition of the survey on Conditions of Student Life for the National Observatory of Student Life (OVE) was conducted in spring 2010. Over 130,000 students were invited by mail to answer a questionnaire on the Internet. Over 33,000 students participated, representing a response rate of around 25%.*

*To ensure better representation, the raw data are weighted with reference to data centralised by the statistical services of ministries on actual enrolment in institutions.*

*The first results presented here relate to students in universities (excluding engineering courses), and post-baccalauréat courses (CPGE and STS), a sample of 26,700 people:*

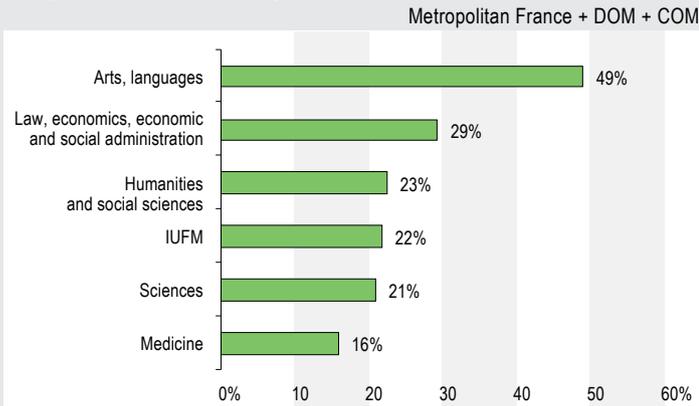
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Source: OVE, survey Conditions of Student Life, 2010.

Coverage: students of French nationality enrolled for the 2009-2010 academic year at university, excl. engineering courses (Metropolitan France + DOM-COM) and in post-baccalauréat courses (CPGE and STS, MEN-MESR Metropolitan France). (Sample of 24,727 people).

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## 01 Trips abroad connected with studies since entering higher education by discipline (% of Master's students)



Interpretation: 21% of science students enrolled at Master's level have taken at least one trip abroad in connection with their studies since first entering higher education.

Source: OVE, survey *Conditions of Student Life*, 2010.

## 03 Destination countries for study-related overseas trips (%)

Metropolitan France + DOM + COM

Destination country	Proportion of students for whom this was their longest trip
United Kingdom	24.6
Spain	12.1
Germany	10.7
Italy	5.0
Ireland	4.5
Other European countries	14.0
<b>Total Europe</b>	<b>70.9</b>
USA	7.6
Other American countries	10.2
<b>Total America</b>	<b>17.8</b>
<b>Other continent</b>	<b>11.3</b>
<b>Total</b>	<b>100.0</b>

Interpretation: 24.6% of science students enrolled at Master's level who took on at least one trip abroad in connection with their studies since first entering higher education went to the United Kingdom.

Source: OVE, survey *Conditions of Student Life*, 2010.

## 02 Motives for trips abroad connected with studies since entering higher education according to discipline (% of Master's students)

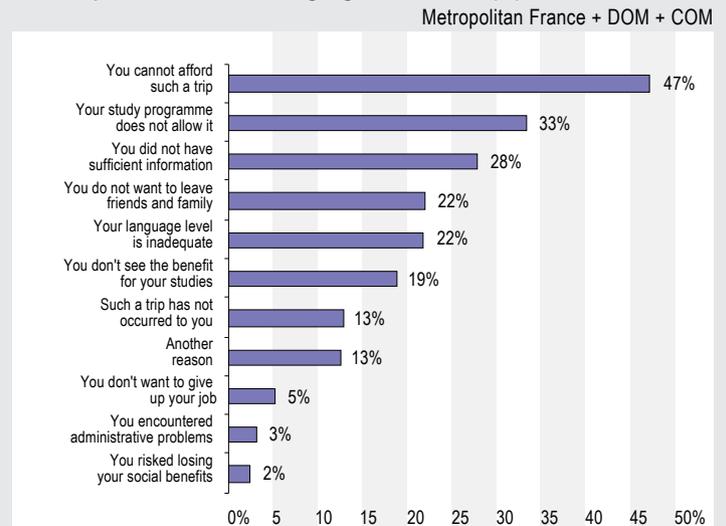
Metropolitan France + DOM + COM

	Pursuit of studies	Professional activity (including internships)	Others (language courses, summer schools, study trips)
Arts, Languages	58.2	35.7	36.2
Humanities and social sciences	48.7	30.7	43.7
Law, economics, economic and social administration	61.7	34.9	34.1
Sciences	41.5	48.7	27.3
Medicine	40.7	51.9	20.3
IUFM	50.2	30.1	39.8
<b>All</b>	<b>53.7</b>	<b>36.8</b>	<b>34.9</b>

Interpretation: 48.7% of science students enrolled at Master's level who have taken at least one trip abroad in connection with their studies since first entering higher education did so in the context of a professional activity..

Source: OVE, survey *Conditions of Student Life*, 2010.

## 04 Obstacles to mobility listed by students who have not taken a trip abroad since entering higher education (%)



Interpretation: 47% of students who have not made a trip abroad in connection with their studies since first enrolling in higher education declare that they did not do so because they could not afford it. .

Source: OVE, survey *Conditions of Student Life*, 2010.