What is Europe's standing as regards international mobility? What proportion does the Erasmus programme represent in terms of overall European student mobility? What is France's position in terms of European mobility programmes and the Erasmus programme?

These key questions about the dynamics of European student mobility were addressed through a new study conducted in partnership by the Campus France Agency and the Europe-Education-Formation France Agency (2E2F). Europe is the leading host region for international students. European nationals also represent the second largest student population on international mobility programmes, with 800,000 European students on programmes around the world. France is the 4th-ranked host country (1) for European students, representing 7.5% of mobility activities, an increase of 12.8% since 2007.

Campus France analysed the statistics from the main host countries of European students and shows how they have evolved since 2007. The main features of this mobility are also presented. These elements of analysis are enriched by the results of the Campus France – TNS Sofres study on the image and appeal of France to the European students.

The Erasmus programme is a central component of European mobility and has enabled 3 million students and 300,000 teachers and staff from higher-education institutions to go abroad to study, train or teach in Europe. This makes Erasmus one of Europe's major programmes, as shown by the recent 2E2F Agency – TNS Sofres study: the French consider Erasmus as the third most important European initiative, after the Euro and the CAP. It analyses the reputation of the Erasmus programme and the expectations of French people concerning the new enhanced Erasmus+ programme, extended until 2020. They approve the fact that the programme is open to a broader public (school pupils, apprentices, adults, companies, local authorities, associations) to promote employability.

Far from encouraging «a brain drain», mobility contributes greatly to improving employability and promoting France's profile and image around the world. Only 0.7% of young French expatriates do not want to return to France (2). Those who express the intention to leave France have a desire to learn about the world and acquire skills that will be useful in the global economy. The acknowledged attractiveness of the French training system for international students shows the other side of the coin.

Antoine Godbert and Antoine Grassin

(1) France is ranked third among European host countries. (Source UNESCO)
(2) 17% of the 350,000 expatriates aged between 25 and 34, representing 4% of their age bracket according to figures from the French Foreign Affairs Ministry.
**THE MAIN HOST COUNTRIES FOR EUROPEAN STUDENTS**

**Changes in the breakdown of European students in the main host countries (2007-2011)**

European students are primarily attracted by countries in the European region. The United States is the only country outside Europe to be ranked among the top ten host countries. With nearly 61,000 European students welcomed in 2011 (7.5% of the total), i.e. an increase of 12.8% in five years, France is the 4th-ranked host country for European students, after the United Kingdom, Germany and the United States, and ranked third among European host countries.

**Strong intra-European mobility**

European student mobility continues to grow in Europe. Between 2007 and 2011, the number of European students on mobility programmes in the European Union increased by almost 25%. The number increased by over 50% in European countries outside the EU, representing a total an increase of over 26% for the region as a whole. In 2011, the EU welcomed 82.1% of these students on mobility programmes, while the other 17.9% of European students went to European countries outside the EU.
France attracts more international students (+8.8% since 2007). In 2011, a total of 268,212 students chose to do their studies abroad in France, representing 7% of total international student mobility and making France the third most popular host country, behind the United States and the United Kingdom.

22.7% of international students in France came from Europe in 2011. The number of European students on mobility programmes in France increased by 12.8% between 2007 and 2011. This is faster than the increase in the total number of international students, which was 8% over the period. The number of students on Erasmus programme in France rose constantly between 2007 and 2011 (+ 18.4%).

In France, 78% of European students come to study in universities, where they represent 26% of total foreign students. European students in French universities, whether from the European Union or not, are first and foremost enrolled in Languages or Arts and Human Sciences (47% EU, 40% from outside the EU). After this, the choices differ depending on where the students come from. Students from the EU tend to choose Sports and Physical Sciences or Law (16% and 15% respectively), then Economics and Administration (12%), and finally Medicine, Pharmacy, Dentistry (10%). European students from outside the EU on the other hand are more likely to choose Economics and Administration (23%), then Law or Sports and Physical Sciences (16% each), with Medicine attracting only a small percentage (5%).
In terms of numbers of European students on mobility programmes in France, the top ten European countries are all in the European Union, except for Russia and Turkey. Germany (6th position in terms of the total number of foreign students in France) is the top-ranked European country, followed by Italy and Spain. The number of students from the latter two countries increased significantly between 2008 and 2011 (30% increase).

Other countries show significant increases, such as Portugal and the United Kingdom. Among the top ten, Poland is the only country with a significant decrease (23% over the period). Outside the top ten, the number of students from Bulgaria and the Czech Republic constantly decreased between 2008 and 2011. This shows that the attractiveness of France and its higher education system is greater in countries that have been part of the EU for a long time.

As a general rule, France welcomes more students from Europe’s leading countries than it sends, except in the case of the United Kingdom (13,139 French students in the UK, and 2,992 British students in France) and Belgium (5,406 French students in Belgium, and 3,317 Belgian students in France). The attractiveness of the United Kingdom is certainly due to the language, the quality of the higher education facilities and its geographical proximity; the appeal of Belgium is based on the effect of students by-passing the «fixed number of places» applied to medical and paramedical courses in France. The main destinations for French students are the United Kingdom, Germany, Belgium, Spain and Italy. Russia and Turkey are the only countries outside the European Union among the top ten destinations for French students in Europe.
The Erasmus programme allows an ever-increasing number of students to go abroad and study. In 2012, there were a record 252,877 Erasmus students on mobility, representing a 50.3% increase between 2007 and 2012, and an increase of 9% compared with the previous year. By the 2012-2013 school year, a total of 3 million students had benefited from the Erasmus programme since its inception.

### The main host countries for Erasmus students (2007-2012)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>27,831</td>
<td>28,175</td>
<td>29,328</td>
<td>30,580</td>
<td>31,493</td>
<td>12.5%</td>
<td>13.2%</td>
</tr>
<tr>
<td>France</td>
<td>20,503</td>
<td>20,955</td>
<td>22,033</td>
<td>23,173</td>
<td>24,209</td>
<td>9.6%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Germany</td>
<td>17,801</td>
<td>17,722</td>
<td>17,927</td>
<td>19,119</td>
<td>21,217</td>
<td>8.4%</td>
<td>19.2%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>15,975</td>
<td>16,065</td>
<td>16,823</td>
<td>17,504</td>
<td>18,024</td>
<td>7.1%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Italy</td>
<td>14,982</td>
<td>15,530</td>
<td>15,844</td>
<td>16,737</td>
<td>17,481</td>
<td>6.9%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Sweden</td>
<td>7,751</td>
<td>8,206</td>
<td>8,788</td>
<td>9,194</td>
<td>9,448</td>
<td>3.7%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>7,002</td>
<td>6,894</td>
<td>7,239</td>
<td>7,620</td>
<td>8,222</td>
<td>3.3%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Portugal</td>
<td>5,267</td>
<td>5,732</td>
<td>6,161</td>
<td>7,382</td>
<td>8,087</td>
<td>3.2%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Finland</td>
<td>6,084</td>
<td>6,115</td>
<td>6,089</td>
<td>6,302</td>
<td>6,300</td>
<td>2.5%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Denmark</td>
<td>4,960</td>
<td>5,273</td>
<td>5,728</td>
<td>6,175</td>
<td>5,904</td>
<td>2.4%</td>
<td>20.1%</td>
</tr>
<tr>
<td><strong>Total number of Erasmus students</strong></td>
<td><strong>162,695</strong></td>
<td><strong>168,193</strong></td>
<td><strong>177,470</strong></td>
<td><strong>231,408</strong></td>
<td><strong>252,877</strong></td>
<td><strong>100%</strong></td>
<td><strong>50.3%</strong></td>
</tr>
</tbody>
</table>

Source: European Commission

The Erasmus programme allows an ever-increasing number of students to go abroad and study. In 2012, there were a record 252,827 Erasmus students on mobility, representing a 50.3% increase between 2007 and 2012, and an increase of 9% compared with the previous year. In 2012, Spain was by far the most popular host country, welcoming 12.5% of the students. France was the next most popular destination (9.6%), with the number of Erasmus students in the country increasing by 18.4% over five years. Next came Germany (+19.2% in relation to 2007), the United Kingdom (+12.8%) and Italy (+16.5%). Among the top five host countries for Erasmus students, only the United Kingdom attracts more students (18,024) than it sends (9,094). The UK’s attractiveness is certainly due to the language and the quality of its higher education facilities.
Since the launch of the Lifelong Learning Programme (LLP), the number of French Erasmus students has continued to increase (growth of around 5%), reflecting the programme’s success among French students. The number of students on Erasmus mobility activities increased from 28,283 in 2008 to 35,311 in 2012. In 2009 and 2010, France was ranked 2nd in terms of the number of students on mobility programmes, after Spain. In 2011, France slipped into third position, with Germany moving up to second.

There are significantly more mobility activities aimed at studies than traineeships. This can be partly explained by the fact that Erasmus mobility for traineeships have only been in place since 2007. This initiative therefore needs time to become known and established. Equally, it is not easy for students or universities to find international internships. However, the proportion of international traineeships is increasing gradually, going from 16.7% (4,723 traineeships) in 2008 to 24.3% (8,571 traineeships) in 2012. The need for students to gain professional experience before entering the labour market is the driving force behind this initiative. The 2E2F Agency pays particular attention to this initiative in order to continue to increase its use by the beneficiaries of the programme. Within this framework, the creation of consortiums (see below) is encouraged. Since 2007, their number has increased, reflecting the growing interest in this initiative among education facilities and students.
Spain and the United Kingdom attract the majority of European Erasmus students and it is therefore no surprise that many French Erasmus students decide to go to these two countries (more than 30,000 students to each of these countries between 2008 and 2013). Germany is the third most popular destination with 18,254 French Erasmus students welcomed over the period. The number rose by 23.6% between 2008 and 2013, which is a greater increase than in the first two countries.

There are many exchanges between long-standing European Union members. The language of the country or the teaching language are also important factors in the choice of the destination country. Students tend to go mainly to neighbouring countries, whose language they learnt in secondary school (English, Spanish, German, Italian), or to countries which offer many courses in English (such as Sweden). The Netherlands, Finland and Belgium come next in the ranking.

Since the launch of the Lifelong Learning Programme (LLP) in 2007 and the new phase of the Erasmus programme, the top 5 nationalities in terms of numbers of Erasmus students in France has not changed, i.e. German, Spanish, British, Italian and Polish. During the 2011-2012 school year, German students accounted for 18.6% of Erasmus students in France, followed by Spanish students (16.4%), British students (14.8%), Italian students (11.7%) and Polish students (4.3%). The other 26 countries in the Erasmus programme accounted for 34.2% of Erasmus students in France (from 3% to 0.1%).

The United Kingdom, ranked 3rd in terms of total mobility activities, is by far the leading country for traineeship mobility activities. This has been the case for each school year since the launch of the programme since 2007.

From a French point of view, Germany, Spain and the UK are the top three countries in terms of incoming and outgoing Erasmus students. France sends more students to Spain, the UK, Sweden and Ireland than it receives from these countries. The opposite is true as regards Germany, Italy and Poland.
Breakdown by level of education

Between 2008 and 2012, 48% of outgoing French Erasmus students were studying for a Master’s degree. Bachelor-degree students represented 42% of the total, doctoral students just 1% and students on short cycles 9%.

On a European level, more than 50% of students on mobility activities are studying for Bachelor’s degrees, with Master’s students accounting for only 30% of outgoing students. Compared with France, Europe on the whole have fewer short-cycle students involved in mobility programmes, since these types of course are specific to certain countries, like France and Spain.

Length of stay

Between 2007 and 2013, Erasmus mobility activities for studies and traineeships lasted between 3 and 12 months, and between 2 and 12 months for traineeships organised within the framework of short cycles. From 2007 to 2012, the average duration of an Erasmus stay for study purposes remained the same, i.e. approximately seven months. As regards Erasmus traineeship activities, the average duration of stays has remained stable (between 3.5 and 4 months) since the initiative was introduced, although the duration is shorter than for study-oriented activities. There are two key reasons behind this difference in the average duration of stays. Firstly, in the majority of French academic curricula, the maximum duration of a traineeship is set at 6 months. Secondly, a large number of higher education institutions that participate in the Erasmus programme in France run short cycles, particularly BTS (French Higher Technical Diploma) programmes, for which the maximum traineeship duration is 2 months.
PROFILE OF THE EDUCATIONAL INSTITUTIONS THAT SEND STUDENTS ON ERASMUS MOBILITY

A wide variety of teaching establishments take part in the Erasmus programme. In 2012, the breakdown was as follows: high-schools 36%, engineering schools 16.2%, art schools 11.1%, State universities 11.0%, business and management schools 8.9%, paramedical/social affairs schools 8.6%, others 3.2%, architecture schools 2.6%, IEPs (French Institutes for Political Studies) 0.9%, private universities 0.8%, CFAs (Apprentice Training Centres) 0.7%. This breakdown is similar to that recorded in 2011, except for schools in the paramedical and social affairs sector (IFSI - Nurse training Institutes, IRTS - Social affairs training institutes) whose participation increased by 3.3%.

In terms of numbers of students, State universities continue to send the largest numbers of students on Erasmus mobility, followed by business and engineering schools. However, we must bear in mind that the number of students in universities is much higher than the number of students in other types of higher education institutions in France.

The graphs below show the breakdown for study and traineeship mobility activities by type of establishment in 2011.

PROFESSIONAL MOBILITY IN THE ERASMUS PROGRAMME

Since 2007, the Erasmus programme has also enabled teaching and administrative staff from higher education institutions to go abroad to carry out teaching assignments or for training (observation missions, workshops, seminars, etc.) Teaching and training mobility activities currently last between 2 days (8 hours a week minimum for teaching missions) and 2 months. Teaching missions are by far the most common form of mobility activity; between 2007 and 2012, teaching missions accounted for 85.4% of all professional mobility activities (teaching and training). Note: teachers can also apply for mobility activities for training purposes.

Since 2008, the number of teaching missions has decreased, whereas mobility activities for training purposes have increased slightly, following a period of fluctuation.

As regards professional mobility as a whole, the main destination countries are Spain (14.4%), Italy (12.1%), Romania (10.8%), Germany (8.6%) and Poland (7.7%).
Since 2008, the 2E2F Agency has published an "Erasmus Rankings" for universities. This innovative classification measures the most dynamic universities in terms of Erasmus mobility activities (proportion of Erasmus outgoing students relative to the total university student population). This is the first ranking that takes into account relative values, thereby circumventing the somewhat biased perspective based on the sheer volumes of students sent by large universities.

Smaller establishments that have a dynamic mobility policy therefore find themselves at the top of the ranking.

Within this context, the Université de Savoie easily tops the ranking each year. The other positions in the ranking vary from year to year. Establishments regularly move up and down the ranking, although the top 10 tends to be largely made up of the same schools. These establishments have very different profiles, in terms of size, their socio-economic environment and the subjects taught.

A consortium is a group of higher education institutions, all with an Erasmus University Charter, that decides to pool their resources to manage Erasmus traineeships. Today, under the Erasmus+ programme, they even manage all types of mobility activities (for studies or traineeships and for teaching and training periods for teachers and staff). The consortium is led by one of the establishments or an intermediary organisation (a Regional Council, an association, a Regional Chamber of Commerce, etc.) which manages the financial and administrative aspects of the Erasmus programme. It allocates the funds granted according to the requests of the consortium’s members.

Creating a consortium aims to improve the quality of the mobility activities and ensure more effective use of European funding.

### Erasmus consortia for traineeships

- Some establishments have a strong sector-based approach and decide to team up to raise the profile of the training courses they offer.
- Regions that are heavily involved in international aid schemes may also decide to support higher education institutions in developing the professional skills of young people and make every effort to promote their competitiveness on an international level.
- High-schools providing BTS training are keen to work together to build a network of partner companies and to develop synergies and group dynamics for international projects, particularly on a European level.

The consortia are committed to ensuring a high level of quality in the organisation and implementation of mobility activities.

In 2012, France had 21 Erasmus consortia for traineeships that organised 3,940 international traineeships, i.e. almost half of all Erasmus international traineeships organised that year (45.9%).

### University rankings and developments (2008–2012)

The Clermont University Erasmus consortium for traineeships groups together five higher education institutions on the Clermont university campus. It was created in 2012 to support and develop international mobility activities for students in order to improve their employability.

It is coordinated by a Steering Committee composed of the different institutions' Vice-Presidents of International Relations, as well as educational advisors and administrative officers from each entity.

Since its creation, the Erasmus consortium for traineeships has enabled its partner institutions to share their experience, harmonise practices, pool initiatives and manage mobility programmes more effectively. It embodies a committed collective approach aimed not only at increasing the international mobility and employability of students, but also at improving the positioning of Higher Education Institutions in the Auvergne region on the French, European and international stage.
Why European students choose and appreciate France

Data taken from the 2nd Campus France/TNS Sofres barometer: «The image and attractiveness of France as perceived by foreign students.»

This online study was conducted from July to October 2013 among 19,758 foreign students, who were about to pursue their higher studies in France, or students who had already begun or completed their studies. The statistics and analyses in this article were taken from two consolidated sub-samples composed of:

- 3,521 students from the 28 European Union countries (EU28) including 1,972 students just about to start higher studies in France and 1,549 experienced students who could give an appreciation of their stay (876 in the middle of their studies and 673 former students).
- 1,117 students from non-EU European countries including 620 who were just about to start higher education studies in France and 497 experienced students who could give an appreciation of their stay (275 in the middle of their studies and 212 former students).

WHAT ARE THE MAIN SOURCES OF MOTIVATION FOR EUROPEAN STUDENTS ON MOBILITY PROGRAMMES?

For European Union students the main incentives are to learn the language, experience another way of living and the international environment. On the other hand, for students from European countries outside the EU, the main incentive is to gain an internationally-acknowledged diploma.

WHAT ARE FRANCE’S ASSETS?

<table>
<thead>
<tr>
<th>Reasons that incite students to choose France to complement their higher education</th>
<th>World</th>
<th>EU 28</th>
<th>Europe outside EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of the quality of training in France</td>
<td>61%</td>
<td>38%</td>
<td>51%</td>
</tr>
<tr>
<td>Because of the reputation of schools or teachers in France</td>
<td>43%</td>
<td>55%</td>
<td>34%</td>
</tr>
<tr>
<td>Because of the value of French diplomas</td>
<td>41%</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>Because of my knowledge of French</td>
<td>37%</td>
<td>41%</td>
<td>32%</td>
</tr>
<tr>
<td>Because of France’s cultural benefits</td>
<td>37%</td>
<td>44%</td>
<td>51%</td>
</tr>
<tr>
<td>To learn or improve my French</td>
<td>34%</td>
<td>63%</td>
<td>47%</td>
</tr>
<tr>
<td>Because of the cost of studies in France</td>
<td>23%</td>
<td>16%</td>
<td>24%</td>
</tr>
<tr>
<td>Because I know people in France</td>
<td>22%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Because of the quality of daily life in France</td>
<td>21%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>My school has an exchange programme with a French school</td>
<td>20%</td>
<td>38%</td>
<td>19%</td>
</tr>
<tr>
<td>For the French way of life</td>
<td>20%</td>
<td>30%</td>
<td>27%</td>
</tr>
<tr>
<td>Base (students from 2013-14 school year)</td>
<td>11 055</td>
<td>1972</td>
<td>620</td>
</tr>
</tbody>
</table>

Students from the EU are interested in learning French or perfecting their level, as well as France’s cultural appeal. The quality of the education is the second most important aspect, although a much less important criterion than for students from other countries in the world.

European students from outside the EU place the quality of education on a par with the cultural appeal of France. Important note: the value of a French diploma features significantly lower down the incentive scale for European students than for students from the rest of the world, and the gap is even higher as regards students from the EU (15% compared to 41%). However, the remainder of the study shows that, while the reason for choosing France is rarely based on this criterion, the vast majority of European students nonetheless recognise the value of their training in France.
Once the study period has been completed, European students give a positive assessment of their stay overall

The learning environment is widely appreciated by European students who have been able to appreciate the quality of the teaching and methodology, which leads them to highlight the value of French diplomas.

The living environment during the stay is greatly appreciated on several levels: culture, tourism, quality of life, leisure activities. The French «art of living» remains a key asset for attracting students.

The assessment of the economic environment of the stay is positive overall, but variable. While assessment in terms of the health system and the cost of studies is largely positive, the cost of living and accommodation are regarded as disappointing by a slight majority of students from the EU, in contrast to students from outside the EU.

Social integration went well for more than two out of three students from the EU, and for three quarters of other European students. The administrative procedures are a particular concern for EU students, but then they are generally positive about the fact that they are entitled to work in France after their studies, an opinion which is not shared by the majority of European students from non-EU countries.

While 21% of European students overall said they had been able to find a job in France at the end of their studies, 40% of EU students and 46% of European students from outside the EU underlined the fact that they were unable to fulfil this wish.

Study periods in France: a long-term benefit for both European students and France

European students are overwhelmingly convinced that their study period in France contributed to their personal development (96%), that the experience added value to their university education (83%) and will be valuable for their future career (82%).

In terms of former students who have already entered the professional world, more than six out of ten continue to use French for professional purposes from time to time, and four out of ten speak French on a regular basis at work. The language is used even more often in the personal sphere (7/10 students say they speak French «from time to time» at a minimum).

When European students leave France, 69% of them have established friendships with French citizens and the same proportion maintain these relations over time. Due to the fond memories of the study period and the relationships created during the stay, some 47% of students from the EU28 and 42% of European students from outside the EU come back to France for personal reasons in the years following the end of their studies.

While only 22% of EU students and 28% of European students from outside the EU belong to a club or former exchange students' network, an additional 32% and 30% (respectively) declare that they would like to join such structures. Consequently, these types of initiative are a valuable tool for capitalising on an experience that the majority of European students consider rewarding.
POPULARITY OF ERASMUS AND EXPECTATIONS CONCERNING EMPLOYMENT AND TRAINING IN EUROPE

The 2014 European election took place in an environment of voters’ dwindling confidence in Europe, but also against a backdrop of great expectation. Within this context, Erasmus+ is attracting great interest, drawing on the highly positive image of the initial Erasmus programme.

The survey reveals that citizens have great expectations as regards Europe, particularly on the subjects of employment and training, supported by a programme that acknowledges skills and versatility in today’s global world.

When French people are asked to spontaneously give a list of European initiatives or programmes, Erasmus is the third name that springs to mind, after the Euro (mentioned by 13% of French people), and the CAP (9% of French people). Erasmus is spontaneously mentioned by 8% of French people.

When given the name of the programme, ¾ of French people are aware of Erasmus (73% at least know the name). Young people have a greater awareness of the programme (87% for 16 to 24 year-olds, and 83% for 25 to 34 year-olds). The programme is known thanks to the media (37% of French people) or through schools and universities (25%), as well as by word of mouth (24% of people have a friend or relative who has taken part in Erasmus or another European programme).
ERASMUS: CONVEYING HIGHLY POSITIVE VALUES

Erasmus is above all associated with «exchanges» (the word most commonly used to spontaneously describe Erasmus). Overall, the programme is seen as being highly attractive: among those who know about Erasmus, without having taken part in the programme, almost 8 out of 10 would have liked to have benefited from it. Moreover, all the people who have taken part in the programme (3% of the sample) recommend it.

On a more detailed level, the Erasmus programme is associated with language skills development, discovering Europe, conviviality and cultural openness (each mentioned by 95% of French people who know about Erasmus), training and skills (90%), and European citizenship (89%). While less marked, 65% of French people see Erasmus as a means for improving one’s employability in France.

WHAT DO PEOPLE THINK ABOUT ERASMUS+?

Some of the new priorities and focuses of Erasmus+ 2014–2020 are warmly welcomed by the French, for example the programme’s broader scope, which opens the door to employees and apprentices (88% favourable), and the development of partnerships with companies or regional authorities (87% favourable). Some 87% of the population also support the programme’s geographic extension and its development on other continents. A total of 80% approved the programme’s accessibility to teachers. However, people were slightly less positive about «non-qualifying training courses» (65% positive feedback).

The European Higher Education Area and recognition of qualifications

THE BOLOGNA PROCESS TODAY

The aim of the Bologna Process is to create a European Higher Education Area (EHEA).

Initiated by France, Germany, Italy and the United Kingdom through the Sorbonne Declaration in 1998, it was launched in 1999 in Bologna with 29 signatory countries. There are now 47 countries, 5,600 higher education establishments and 31 million students involved in this European initiative.

Aimed at promoting the mobility of students and higher education staff, the clarity and comparability of qualifications and the attractiveness of the European Higher Education Area (EHEA), the Bologna process is built on three key principles:

- the organisation of studies according to a three-cycle structure (Bachelor-Master-Doctorate);
- fair recognition of academic and professional qualifications (ECTS European Credits Transfer System, the Diploma Supplement, EQF European Qualifications Framework);
- a quality assurance system.

Successive ministerial conferences in Prague (2001), Berlin (2003), Bergen (2005), London (2007), Löwen (2009), Budapest-Vienna (2010) and Bucharest (2012) set out priorities and consolidated reforms concerning several subjects (mobility, student- and skills-oriented approach, validation of experience acquired, life-long training, employability, the promotion of the European dimension of higher education, the international dimension, etc.).

The next ministerial conference will be take place in 2015 in Yerevan, Armenia.
MODERNISATION AND INTERNATIONALISATION OF EUROPEAN HIGHER EDUCATION

As part of its strategy for 2020, the European Union has established five key goals including one in the field of education. As regards higher education, the main objective is to increase the percentage of 30-34 year-olds with higher education qualifications to 40%.

The main objectives as regards the modernisation and internationalisation of European higher education are:
- to increase qualification levels for those training graduates and researchers;
- to improve the quality and relevance of higher education;
- to raise the quality of higher education through mobility and transnational cooperation;
- to develop links between higher education, research and business and to foster excellence and regional development;
- to improve governance and funding.

THE ECTS CREDIT SYSTEM AND PRACTICES IN EDUCATION FACILITIES IN 2011-2012

During the 2011-2012 school year, some 25,924 students completed a study period abroad. Among these, 3477 (13.41%) did not ask for ECTS validation.

This figure needs to be analysed in order to understand why the ECTS system is not used for 100% of foreign study periods. Equally, of the 7345 students who completed a company internship during the school year, some 2274 students did not receive ECTS validation, i.e. 30.95% of all the students. The percentage of mobility periods not validated by the ECTS system is high, but, when considering this figure, we must take into account optional internships and BTS internships which do not have to be validated by the ECTS but through a Diploma Supplement.

THE EUROPASS DIPLOMA SUPPLEMENT

The Diploma Supplement was established in 1997 by the European Commission, the Council of Europe and UNESCO. In France, it was introduced into the higher education system under the name of «descriptive annex to the diploma» by the Decree of 8 April 2002. This document officially became the «Europass Diploma Supplement» when the Decision of the European Parliament and the Council came into force on 15 December 2004, establishing Europass as the single framework for the transparency of qualifications and skills in Europe.

Today, this supplement must be issued systematically and free-of-charge by higher education establishments to all French and international students who obtain their diploma.

It contains eight sections: personal information, information about the diploma, information about the level of diploma, information on the content of the diploma and the results obtained, information about the diploma’s purpose, additional information, information about the national higher education system.

PERSONALISE YOUR DIPLOMA AT THE UNIVERSITY OF FRANCHE-COMTÉ (UFC) WITH THE DIPLOMA SUPPLEMENT

The University of Franche-Comté (UFC) is one of the few higher education establishments to have received the European label for their Diploma Supplement.

To highlight the student’s individual training path, UFC has implemented an innovative process allowing students to fill in Section 6 (concerning the individual study path) of the Diploma Supplement themselves.

The University has developed a computer application that allows students and the different university departments to add information to the document concerning their university experiences. This information can be important on a CV since it highlights the student’s involvement in associations, community or civic projects, language courses, stays abroad, the organisation of cultural events, sports activities, participation in competitions, company creation initiatives, work as an elected representative in a university organisation, employment contract within the university, etc.

The Diploma Supplement is laid out in a standardised format and describes all the knowledge and skills acquired by the student at the university and through personal initiatives. It provides clear information for recruiters and foreign universities. This original initiative promotes international mobility and employability.
In order to foster sustainable, inclusive and intelligent growth, the European Union has established ambitious goals concerning employment, education, research and innovation, social inclusion, reduction of poverty, climate change and energy. The many challenges include reducing the high unemployment rate, particularly among the young, and addressing the skills gap, which translates into more than two million unfilled job vacancies. Another key goal is to reduce the school drop-out rate, since the number of people who leave education early is still too high.

As a key instrument of European policy, the new Erasmus+ programme 2014-2020 for education, training, youth and sport will strive to remedy these problems by offering opportunities to study, train and acquire experience abroad. The programme aims to improve skills and employability and to support the modernisation of education, training and youth systems. To do this, it has a budget of €14.7 million representing a 40% increase compared with the 2007-2013 programme.

More than four million people will benefit from this programme to study, train, work or do voluntary service abroad. This includes two million students in higher education, some 650,000 students on vocational training or apprenticeship courses, a total of 500,000 young people who wish to take part in exchanges or do voluntary work abroad and 800,000 teachers and trainers.

International cooperation projects and experience-sharing between establishments have been reinforced. In addition, the programme promotes greater cooperation between the education and training sector and the social and business sectors.

The new Erasmus+ programme groups together all the former EU programmes in favour of education, training, youth and sports, particularly the lifelong learning programme (Erasmus for higher education, Leonardo da Vinci for occupational training, Comenius for school education, Grundtvig for adult education), the «Youth in Action» programme and five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink and cooperation programmes with industrialised countries).
THE NEW PROGRAMME

Erasmus+
2014–2020

Key action 1
Mobility activities

- HIGHER EDUCATION
  - Mobility for studies (3-12 months)
    EU/to and from partner countries
  - Mobility for traineeships (2-12 months)
  - Mobility as part of the Erasmus + Joint Master Degrees

- VOCATIONAL EDUCATION AND TRAINING
  - Internship mobility programme (2 weeks-12 months)

- YOUTH
  - Youth exchanges
  - European voluntary service (17-30 years old)
  - Large-scale European voluntary service (at least 30 young people)

- HIGHER EDUCATION
  - Teaching missions
    EU/to and from partner countries
  - Professional development
    Courses/Training seminars/Observation periods

- VOCATIONAL EDUCATION AND TRAINING
  - Teaching/training missions
  - Professional development
    Work placement/Observation period

- ADULT EDUCATION
  - Teaching mission
    - Training periods
    Structured courses/Event/Observation period

- SCHOOL TEACHING
  - Teaching mission
    - Professional development
    Courses/Training seminars/Observation period

- YOUTH
  - Participation in seminars/training courses/study visits
  - Observation period
### Key action 2

**Cooperation**

#### HIGHER EDUCATION
- Strategic partnerships (2-3 years)
- Knowledge alliances
- Cooperation with neighbouring countries/Asia/Latin America/Africa

#### OCCUPATIONAL TEACHING AND TRAINING
- Strategic partnerships (2-3 years)
- Sector Skills Alliances (1-2 years)

#### ADULT EDUCATION
- Strategic partnerships (2-3 years)
- EPALE electronic platform

#### SCHOOL TEACHING
- Strategic partnerships (schools, regions, cross-sector)
  - Including long-term pupil mobility
- "E-twinning" electronic platform

#### YOUTH
- Strategic partnerships (6 months–2 years)
- Cooperation with neighbouring countries

### Key action 3

**Support for political reforms**

#### GOVERNANCE SUPPORT
- «Europe 2020» strategy and the «Education and Training 2020» strategic framework
- Bologna and Copenhagen processes
- European agenda for adult education and training

#### SUPPORT FOR DEVELOPMENT AND IMPLEMENTATION
- EU transparency tools (Europass, ECVET, etc.)
- EU networks (Euroguidance, "e-Twinning", etc.)

#### SUPPORT FOR DIALOGUE-FOCUSED POLICIES
- With non-EU countries
- With civil society
- With business representatives

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*NB: Le programme Erasmus+ est actuellement en cours de négociations, toutes les informations sont données à titre indicatif et peuvent évoluer jusqu'à la publication de la base légale.*
The figures used in this publication come from six sources
1) The data on incoming and outgoing European student mobility comes from recent data published by the UNESCO Institute for Statistics (UIS).
2) The data on European students enrolled in French higher education facilities and universities comes from the French Ministry of National Education, Higher Education and Research (the Directorate for Evaluation, Forecasting and Performance, the Directorate General for Higher Education and Professional Integration, the Directorate General for Research and Innovation and the Sub-Directorate for Information Systems and Statistical Studies). The figures take into account the main enrolments of foreign students in mainland France and French Overseas Departments (DOMs) (excluding French Overseas Communities). The data on the number of students enrolled in French higher education facilities excludes enrolments in paramedical and social-affairs courses and establishments under the responsibility of the French Ministry of Agriculture and Fisheries. The data on the number of students enrolled in French universities records all enrolments of foreign students on training courses lasting for at least one year in a public university and leading to a national or university diploma. Since 2008, this data includes foreign students in IUFMs (French institutes for teacher training) integrated in the universities.
3) The data from the TNS Sofres – Campus France survey comes from a study commissioned by Campus France. The study was conducted online from July to October 2013 among a total of 19,758 foreign students, made up of students who were about to pursue their higher studies in France, as well as students in the middle of their studies or who had completed their studies in France.
4) The data from the TNS Sofres/2E2F Agency comes from a study commissioned by the 2E2F Agency. The interviews were conducted online from 25 to 31 March 2014 among a representative national sample of 1,000 French people, using the latest data from the INSEE «Employment Survey». The representativeness of the sample was ensured using the quota method (sex, age, profession and socio-professional category of the head of the household) after population stratification by region.
5) The data about students on Erasmus mobility programmes comes from the European Commission.
6) The data about Erasmus mobility in France comes from the Europe Education Formation France Agency (2E2F Agency). The data is available on our website at www.2e2f.fr or at www.statisticsforall.eu.
This Soleoscope was jointly designed and written by the Europe Education Formation France Agency and the Campus France Agency.

We would like to thank Valérie Livrelli, Professor and Vice-President in charge of the International Development Policy at the University of Auvergne, Oumhanie Legeard, Occupational Guidance Officer and RNCP Advisor, and Elodie Belle, Training Management Support Officer at the University of Franche-Comté.