

L'Observatoire Erasmus+

{notes}

Snapshot of international youth mobility

Analysis of the Generation 2010 survey (1/2)

{ Editorial }

Welcome to the first issue of our “Les notes de l'Observatoire Erasmus +” collection.

The collection is designed to provide analysis of the impact of all activities supported by the Erasmus + programme: student mobility, cooperation projects and European tools for recognising skills. All aspects of the Erasmus + programme will be studied against the backdrop of a rapidly changing landscape. Our aim is to observe the immediate and longer-term effects of our activities and provide some analysis of the trends identified.

To do this, the Agency will be working with a large number of different partners in 2016 and the years to come. They will work together in an Impact Observatory, a developmental project designed to enable everyone to better understand how involvement in the Erasmus+ programme can benefit both individuals and territories. The observatory's remit will be to set up a community of interest to produce information relating to the programme's impact and encourage interaction between research and evaluation professionals, data collecting organisations and the agency's partners who have an interest in this new stage in our development.

This first issue focuses particularly on an already well established partnership between the agency and CÉREQ. Our collaboration began in 2012, with the launch of the “Impact of international mobility on the academic careers and transition into the workforce of apprentices” study, which was organised by the agency and almost 20 of its partners. The study, which is being conducted by CÉREQ, will end in late 2015 and is expected to yield interesting results. The study has already led to the setting up of a focus group which attracted interested parties and laid the foundations for the Observatoire.

The agency subsequently stepped up its collaboration with CÉREQ, participating in the conduct of the Generation 2010 transition into the workforce survey. In 2010, CÉREQ, for the first time, included questions relating to international student mobility in a survey based on a large sample of young people who were about to complete their formal education.

The analysis of the first data obtained enabled us to

establish a closer link between international mobility and transition into the workforce. Our first interesting discovery: **13% of the young people questioned said that they had spent time abroad during their most recent course of study.**

In this first issue, we attempt to put a face to these young people who have benefitted from international mobility. Who are they? We hope that received ideas do not persist. What have we observed? International mobility has now reached all levels of the education system. **15% of those who gained a Technological Baccalaureate (industrial sector) spent time abroad during their final year of study.** Europe remains the top destination, but some young people are drawn to other parts of the world. 9 profile types emerged from the trends which were observed.

We are currently putting together a second issue which will explore the findings further. It will compare the careers of young people who have travelled abroad with the experiences of those who have not. What happens to them? Particular attention will be focused on the number of months the young people have been working, their professional status in their first job and then after 3 years of employment (employment contract, salary level, socio-professional category, etc.) and their different types of careers.

What do we hope to find out? Probably some indications that France is well on the way to achieving its target where the school dropout rate is concerned (11.6% in 2012 and 9.7% in 2013, where the target is 9.5% in France and 10% across the whole of Europe) and that it has already exceeded its target for higher education graduates (43.6% in 2012 and 44.1% in 2013, where the target across Europe is 40%).

What conclusions do we expect to reach? That European programmes such as Erasmus+ undoubtedly play an important role in helping young people enter the labour market and, for this reason, and now more than ever, they are proving appropriate and ground-breaking tools.

Antoine GODBERT,
*Manager of Agence Erasmus+ France
/Education Formation*

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{ Methodology employed in CÉREQ's generation surveys }

At the end of the 1990s, CÉREQ introduced an original survey mechanism which allows them to study how the young people fared at the end of their formal education, both with regard to their transition into the workforce and their first experiences of work-related mobility. A new survey is conducted every three years among young people, at all education levels, who all left the education system in the same year.

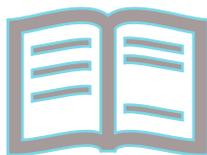
The main aim is to ensure the regular production of standard indicators to show how the young people, at different qualification levels and from different subject areas, had fared in their careers several years after they left the education system. The mechanism provides a means of tracking the young people's progress during the early years of their working lives and analysing this progress in relation to their academic career and the qualification(s) they have gained.

The surveys are also designed to examine the place and the role of employment- and training-related measures for those just starting their working lives.

The third aim (for long-term surveys) is to contribute to a detailed analysis of professional mobility in the early part of young people's careers. This involves questioning the young people again on further occasions.

The long-term nature of the mechanism ensures that the young people's experiences of joining the workforce can be compared over more than a decade.

{ The Generation 2010 survey }



The Generation 2010 survey , which was conducted in 2013, enabled the analysis of the young people's experiences during the first three years of their working lives and the comparison of the different aspects of their transition into the workforce with those of previous generations. This survey among Generation 2010 is also the first to include a specific section on time spent abroad.

To conduct the survey, CÉREQ created a national sampling frame made up of pupils due to leave formal education establishments. The 33,500 young people who responded to the survey represent the 708,000, at all education levels, who left the education system for the first time that year.

Agence Erasmus+ France/Education entered into a partnership with CÉREQ for the purpose of analysing the results of the generation 2010 survey. This first issue, therefore, focuses on providing a statistical profile of those young people who spent time abroad during their studies.

Firstly, trips abroad were studied in relation to the young people's highest qualification gained, gender, sociocultural background, geographical criteria (region where educational institution located), whether their most recent course of study was, or was not, followed by an apprenticeship, etc.

Secondly, a closer analysis was carried out of visits undertaken during the most recent course of study, as part of a school or university exchange, to take up a placement or to work.

The characteristics of the young people who benefitted from time spent abroad are presented first, focusing particularly on their course of study. This is followed by an analysis of different aspects of their trips abroad (duration, destination, funding arrangements, etc.).

The responses to the survey should, of course, be treated as anecdotal. Although that might appear to skew the results to some extent, it should be noted that statistical weighting is only deemed necessary for certain particularly sensitive areas (politics and sexuality in particular). The data and findings presented below can, therefore, be considered robust and reliable.

The CÉREQ report containing all the results relating to the statistical profile of young people who have spent time abroad can be found on our website .

{1}

All foreign visits during studies

We define stays abroad as periods of international mobility undertaken for several possible reasons: a placement, work, school or university visit, leisure, travel...

This first part looks at all foreign trips which the survey respondents made at any time during their course*. So some participants may have been abroad several times.

3 young people in **10** said that they spent time abroad during their studies

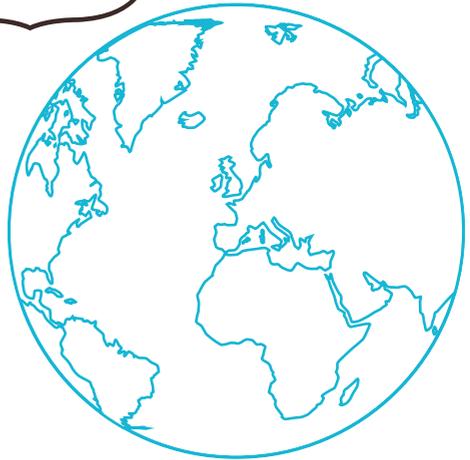
Approximately **212 400** young people

30% of young women in Generation 2010 spent time abroad

30% of young men in Generation 2010 spent time abroad



Equal proportions of young men and women (across all qualifications) spent time abroad

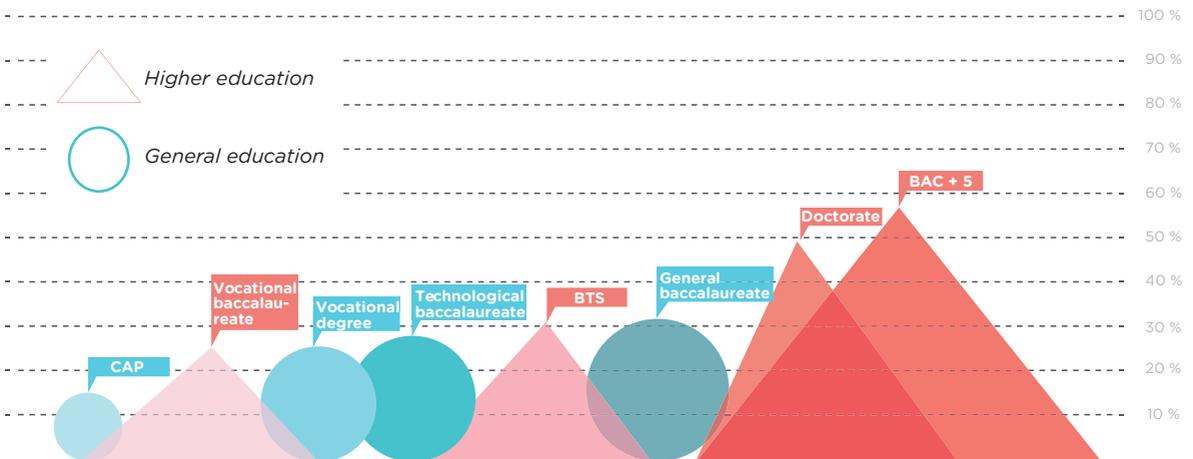


* CÉREQ's Generation survey does not cover time spent abroad after the young people had completed their courses - irrespective of whether they are post-graduates or job seekers on training courses (who account for more than 3,500 Erasmus+ grants).

{1.1}

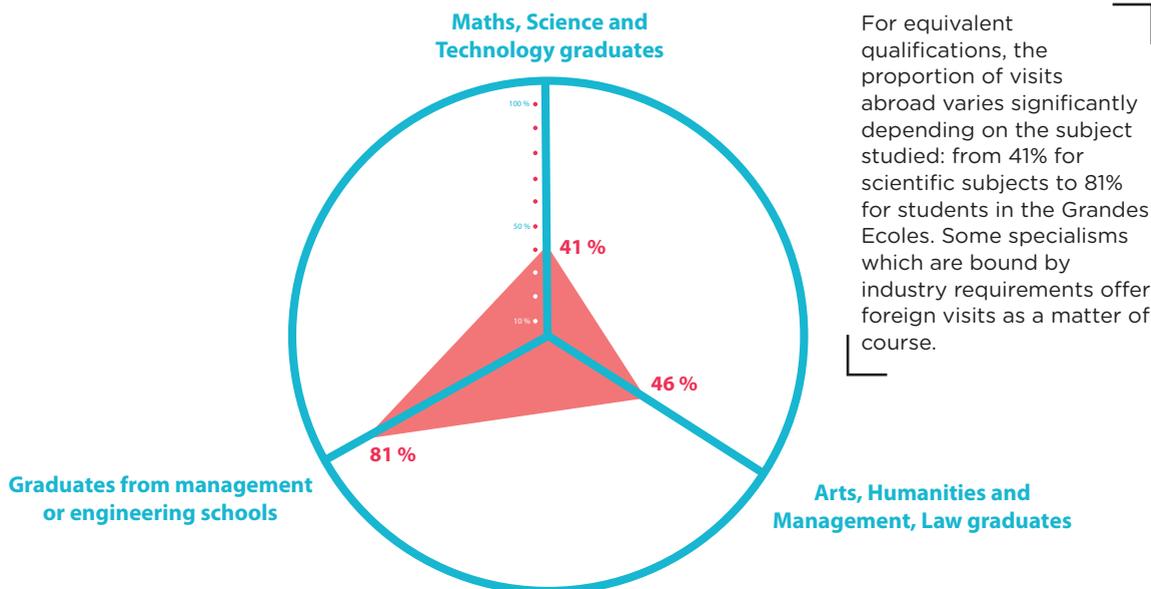
Foreign stays by:

LEVEL OF QUALIFICATION



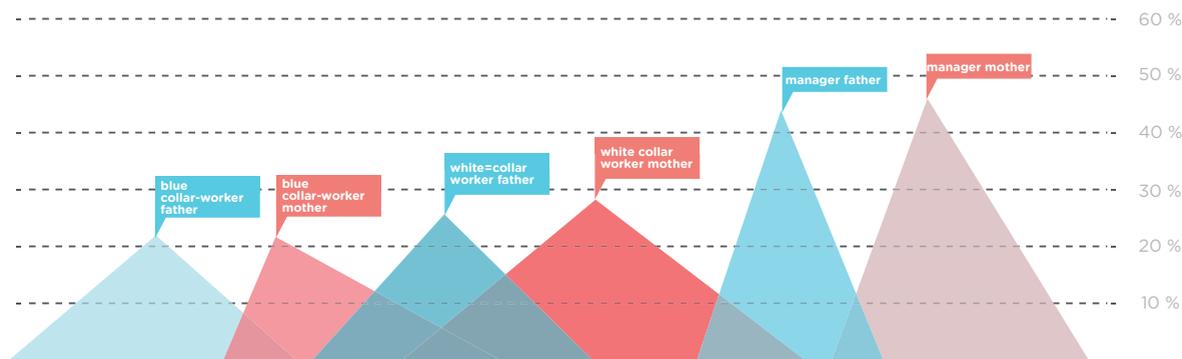
With the exception of the doctorate, the higher the level of study, the more common it is for trips abroad to be included in curricula.

■ COURSE OF STUDY



For equivalent qualifications, the proportion of visits abroad varies significantly depending on the subject studied: from 41% for scientific subjects to 81% for students in the Grandes Ecoles. Some specialisms which are bound by industry requirements offer foreign visits as a matter of course.

■ PARENTS' SOCIO-PROFESSIONAL CATEGORY



More than one young person in five from a family where both parents are blue-collar workers has travelled abroad; more than one in four from a family where both parents are white-collar workers has spent time abroad. So, young people from these backgrounds are not excluded from foreign travel.

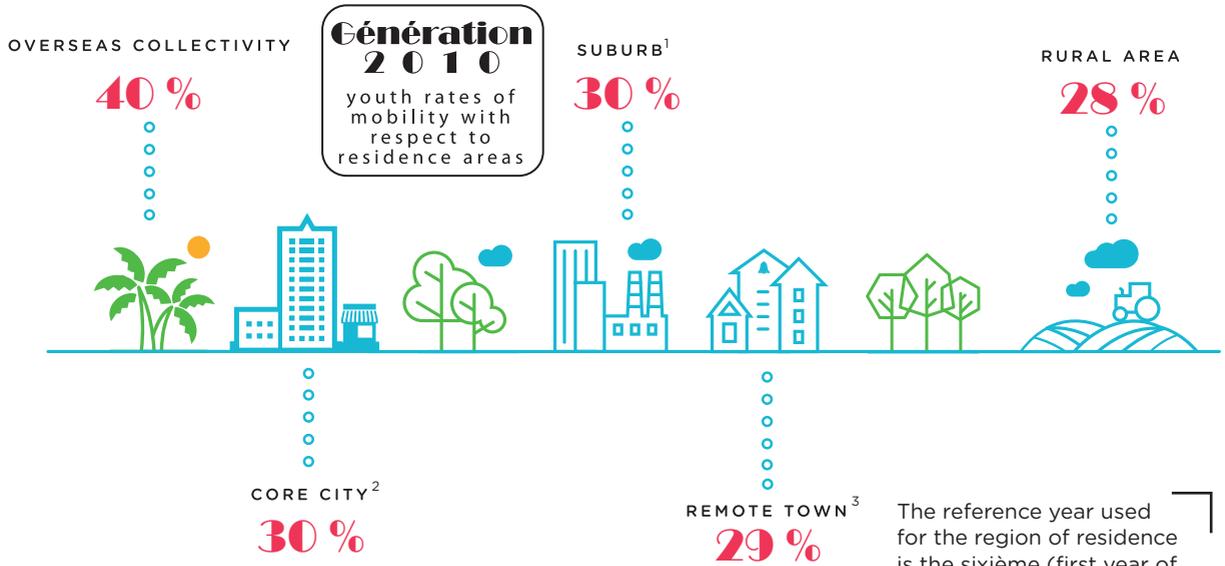
The tendency of young people in Generation 2010 to travel abroad varies according to the subject studied, the academic level and parents' socio-economic background.

However, the 2010 survey shows a significant proportion of foreign trips taken during studies, including at the lowest qualification levels and by young people whose parents are white-collar or blue-collar workers.

As well as the qualification level or the parents' socio-professional category, the main subject studied is also important, particularly in the case of university graduates. Other variables, particularly geographical ones, have an impact on the numbers of foreign trips. These are listed below.

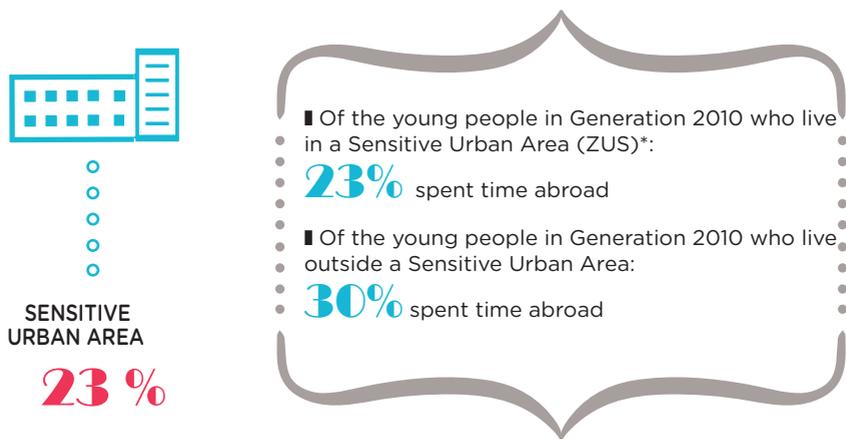
{1.2}

A degree of homogeneity in the rates of mobility with respect to residence areas



The reference year used for the region of residence is the sixième (first year of secondary education).

So-called “enclaves” (rural areas...) or geographically distant areas (Overseas Collectivities) are well represented in terms of foreign trips.



Furthermore, the idea that young people from more affluent geographical surroundings tend to travel abroad in greater numbers should be put into perspective when compared with information relating to Sensitive Urban Areas. **The rate of international mobility among young people who live in Sensitive Urban Areas is actually comparatively high (23%, or almost one young person in four) and is not falling behind the rate of mobility for young people who do not live in them (30%).**

1 - Suburb (INSEE definition): Communes which are not core cities make up the urban units' suburbs.
 2 - Core city (defined by INSEE, the French national Institute for Statistics and Economic Studies): A core city in a multi-communal urban unit (or multi-communal conurbation) is defined thus: If a commune accounts for more than 50% of the population of the urban unit, it is the only core city. If this is not the case, all communes whose population is higher than 50% of the most populated commune, along with this one, are core cities. Urban communes which are not core cities make up the conurbation's suburbs.
 3 - Remote town (INSEE definition): When an urban unit is made up of a single commune, it is known as a remote town.
 * ZUS : Renamed Quartiers Prioritaires (QP) since January 1st 2015.

{1.3}

Some regional disparities



The regions with the highest numbers of young people who have spent time abroad:



BRETAGNE

37,3%



RHÔNE-ALPES

33,6%



ILE-DE-FRANCE

33,3%

Looking at mobility from a regional perspective, we see **variations in the rate of mobility** which range from one young person in four to one young person in three. However, it was found that international mobility affects all French regions and that most regions' rate of mobility is around the national average of **30%**.

Some of the regions around the average of 30%:



CENTRE - VAL DE LOIRE

30,7%



AUVERGNE

29,6%



BASSE-NORMANDIE

29,4%

The regions with the lowest numbers of young people who have spent time abroad:



NORD-PAS-DE-CALAIS

23,1%



LIMOUSIN

23%



{2}

Foreign visits made during the young people's most recent course of study

Foreign visits undertaken during the young people's most recent course of study are described in detail in the CÉREQ survey¹.

These positive findings on the mobility of the young people in Generation 2010 are coherent with the results of the study published in June 2015 by the Centre de Recherche pour l'Etude et l'Observation des Conditions de Vie (CREDOC)²: "One young person in seven (14%) said that they had spent time abroad during the last five years, as part of their studies, to gain work experience or to do charitable or voluntary work. Proportionately, that is more than double the rate for those aged thirty and over."³

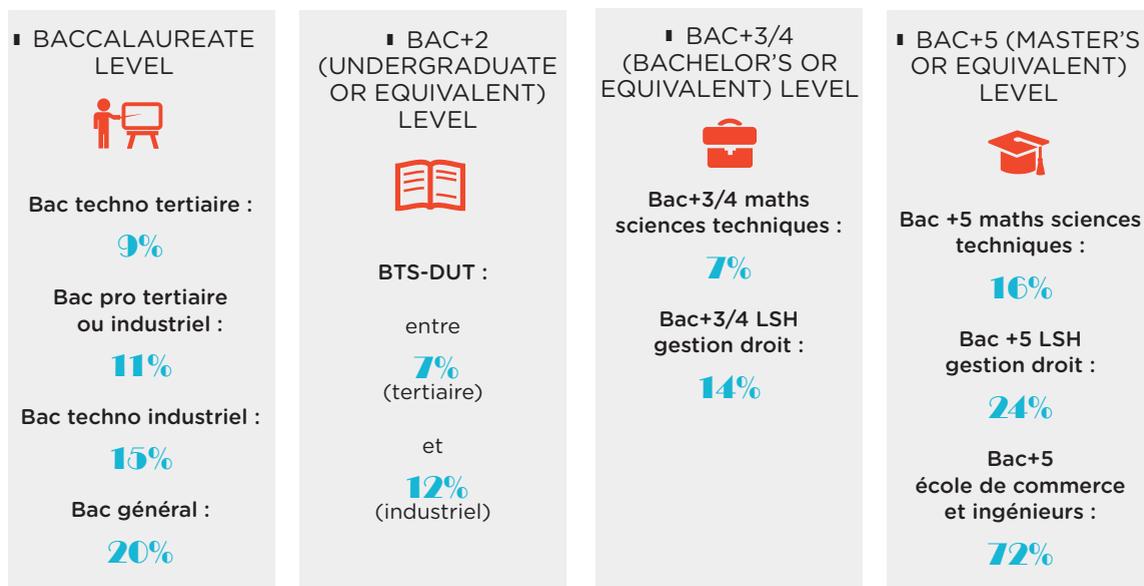
13% said that they spent time abroad during their most recent course of study



94 000 young people

{2.1}

The most recent course of study and home region of young people who spent time abroad



We find that the key explanatory variables which have a bearing on foreign visits during the most recent course of study are the same as those identified for time spent abroad over a young people's entire academic career. The mobility rate before the award of the most recent qualification depends on the level of the qualification (1 young person in 20 for the CAP qualification, 4 young people in 10 for a Bac+5 graduate), and also on the subject of study (72% mobility rate for a future engineer against 24% for a management graduate). Furthermore, in 2010,

it appeared that international mobility was already well integrated into the curricula in business and engineering schools. The subject studied also seems to have some bearing on the numbers of foreign visits and tempers the effect of the qualification level in the provision of mobility opportunities: 15% of young people who gained a Technological Baccalaureate (industrial sector) spent time abroad, the numbers of those with a Bac+5 qualification in Mathematics or Science and Technology who spent time abroad is only marginally higher (16%).

1 - A reminder: Part 1 covers visits undertaken at any time during the young people's studies.

2 - <http://www.credoc.fr/publications/abstract.php?ref=Sou2015-4292>

3 - The two percentages are similar, even though they do not cover the same cohort (and are, therefore, not comparable): for CÉREQ: only visits undertaken during the most recent course of study, for whatever reason; for Crédoc: visits undertaken during the last 5 years and for certain reasons only (study, work, voluntary work).

Additional information

The main barriers to mobility for apprentices:

■ **The cost to businesses (a major obstacle)** : French businesses (against a background of reduced numbers of apprenticeship contracts over the last 2 years) are reluctant to release their apprentices who, in most cases, have a specific role in the production system. Therefore, if a visit encroaches on time spent training in the company, the apprentice will have to negotiate with his or her employer. There is no specific financial support for businesses who “release” young people.

There are also inherent difficulties associated with employment contracts, social security contributions, national legislation, etc.

■ **Financial and psychological barriers to mobility among apprentices**

- Financial barriers: the impact assessment on mobility among apprentices conducted by the agency showed that 4 in 10 apprentices¹ said they had contributed to the cost of their trip out of their own pockets. This significant amount of self-funding is likely to represent an obstacle to their desire to tra-

vel, and this is particularly the case for the least well-off. The lack of national co-funding schemes (State or the Regions) can also act as a disincentive to mobility for apprentices.

- Psychological barriers: during regional conferences on the mobility of apprentices (February 2015), several CFA managers pointed out that young people sometimes felt reluctant to travel abroad (fear of being uprooted, of losing their bearings, etc.).

■ **A need for specific support**

These young people, who culturally have only limited mobility, need specific support (particularly language support) before they travel. There is currently no funding for this kind of support. The provision of support and an opportunity to exploit the experience on their return are equally important. Studies carried out by the Agency in 2013-2014, as part of the European Agenda for Adult Education and Training², showed that the success of a period of work-based learning depends on the provision of intensive support for apprentices and businesses prior to and at the start of the contract.

{ 2.3 }

The main reasons for spending time abroad

Foreign visits undertaken during the young people's most recent course of study can be distinguished by the main reason(s) stated at the outset:

● **NON-SUPERVISED TRIPS:**



24% went abroad for travel or leisure purposes



22 000 young people

● **SUPERVISED TRIPS :**

25% travelled abroad to work

40% travelled abroad to study

44% travelled abroad for a traineeship



72 000 young people

Les séjours à l'étranger peuvent combiner plusieurs raisons. People can have several reasons for spending time abroad. Visits mainly take the form of traineeship (44%) or school or university exchanges (40%); visits connected to employment are less frequent (25%). In total, 72,000 young people, that is 77% of the young people who had spent time abroad during their most recent course of study, did so for at least one of these three reasons. It should be noted that,

in the context of European programmes, traineeship abroad are a relatively recent phenomenon, having only been possible since 2007.

The findings shown below cover only those young people who gave at least one of the 3 reasons for taking part in supervised visits, an estimated cohort of 72,000 people.

1 - European mobility and the exploitation of apprenticeships: http://www.agence-erasmus.fr/docs/2099_final-apprentis-web.pdf
 2 - <http://www.agence-erasmus.fr/page/agenda-europeen-des-adultes>

{2.4}

The main characteristics of these supervised visits for one of the three reasons (work, traineeship and studies)

• THE LENGTH OF STAY CORRELATES WITH THE LEVEL OF STUDY

The higher the qualification level, the longer the stay. The type of visit also differs in relation to the level of study: a short class trip for secondary school pupils, short traineeship for students on vocational courses and longer periods of study (up to one year) for students.

Secondary schools: approximately 90% of stays last less than a month

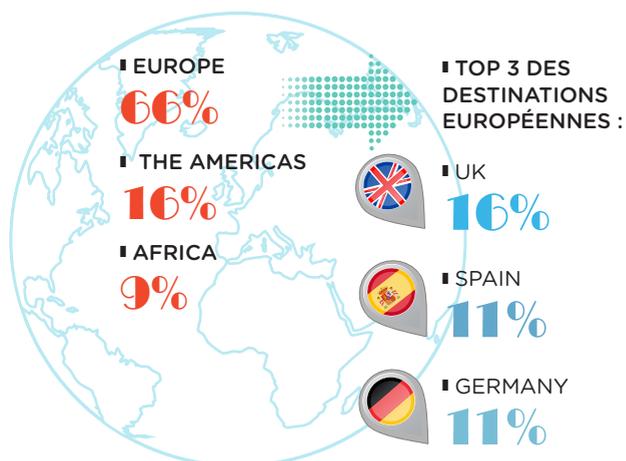
Secondary level vocational training: most stays last between 1 and 2 months.

Bac+2, Bac+3 most stays last between 1 and 5 months

Bac+5 (except engineering courses), most stays last for longer than 6 months

Doctorate: most stays last between 1 and 5 months

• EUROPE: THE MAIN DESTINATION FOR FOREIGN TRIPS



There is one notable exception:

Main destination for Bac+2 and Bac+3 (Health and Social Sciences): Africa (63% of trips; as opposed to 9% for other Bac+2 and Bac+3 courses)

Health and Social Sciences students are drawn to “humanitarian” missions abroad and often travel independently of the Erasmus programme to countries in Africa and Asia.

• COMBINING DESTINATION AND DURATION: TRAVELLING FURTHER AND FOR LONGER

DURATION	EUROPE	OUTSIDE EUROPE
Less than a month	33%	14%
Between 3 and 5 months	19%	33%

In 2010, trips to European countries were **shorter** (47% of visits to Germany lasted less than a month for example) whilst trips to the Americas, Asia and Oceania were **longer** (70% lasted 3 months or more).

TIME SPENT ABROAD INCREASINGLY BECOMING A STANDARD ELEMENT IN THE CURRICULUM

The higher the level of study, the more common it is for time abroad to be included in courses. For example, 37% of Bac+5 graduates said that their time abroad was a compulsory element of their most recent course, as opposed to 13% for those who gained a General Baccalaureate. In the case of vocational training, the compulsory nature of a stay abroad is more significant (34% for those who gained a Professional Baccalaureate, 32% for those who gained a vocational degree). The high proportion of compulsory trips abroad, in view of the preponderance in certain areas of study, should be put in perspective, particularly as responses tend to be somewhat anecdotal in nature. It is, however, interesting in terms of the perception of the importance of the trip within the course, something the young people are probably becoming increasingly aware of.

42%
of young people who travelled abroad during their final year of study said that the stay was a compulsory element in their course

Refining this finding by course of study and level of qualification:
13% General Baccalaureate
34% Professional baccalaureate
49% BTS-DUT, other Bac+2 courses
32% Vocational degree
37% Bac+5
69% Bac+5 business school de commerce

Recognition of the period of mobility in the host country (multiple responses possible):

8% of the young people who spent time abroad gained a foreign qualification

6% of the young people who spent time abroad gained a joint qualification

10% of the young people who spent time abroad gained a certification

Mobility is becoming increasingly well-integrated into curricula but it still receives precious little recognition in joint or foreign qualifications or certifications. Bac+5 business school students, however, provide one notable exception: for 33% of respondents, their foreign visit enabled them to earn a joint or foreign qualification (23%) or a certification (15%). In comparison, their stay abroad enabled only 13% of young people with a CAP/BEP qualification to gain a certification.

• WHO PROVIDES THE FUNDING ?

Where the cost of the trip was concerned, various different funding arrangements were used. In 63% of cases the young people's families provided financial assistance. In 36% of cases, the young people indicated that they had been received a grant or public funding and, in 23% of cases, they had been awarded a placement grant. A quarter of the young people also had to work to fund their trip. Grants from the Conseil Régional were the main sources of public funding as 12% of the young people who had spent time abroad during their most recent course said that they had received this type of funding.

Les chiffres de l'Agence

The survey showed that 11% of respondents (that is, **8 000** of the 72,000 **young people** in the reference cohort) received an **Erasmus or Leonardo** grant. However, in 2008 and 2009, the Erasmus and Leonardo programmes funded 35,000 and 38,000 trips respectively for students, apprentices and pupils in vocational high schools, i.e. a total of **73 000** over the two years during which the visits studied in the survey took place.

This difference can be explained by the different frames¹: the generation 2010 survey only includes trips taken during the most recent course of study (for example, any foreign trip taken during a Bachelor's course will not be taken into account if the person goes on to study for a Master's). Similarly, young people who were living abroad at the time of the survey were excluded from the cohort. We can assume that they account for a considerable number of those who received Erasmus funding. Finally, although the frames are different, the significant discrepancy between these figures also suggests that the young people could have a false perception of where the funding for their trip came from.

64% said they had received no public funding

12% were awarded a grant from the **Conseil Régional**

11% were awarded an **Erasmus or Leonardo** grant

4% received funding from the **Conseil Départemental**

1 - Measured against a reference cohort of 708,000 for the Generation survey, the reference cohort for Erasmus and Leonardo exceeded 3.5 million people in 2010.

{3}

Classification of visits abroad during the most recent course of study

This classification covers only the 72,000 young people who had undertaken a training- or work-related visit during their most recent course of study. 9 “profile types” were established following statistical analysis of the following details:

- context of stay (school visit, placement, work),
- length of stay,
- source of funding (family, public assistance, placement grant, etc.),
- award of a qualification or a certification.

The individuals whose visits were most similar in terms of these different aspects were grouped in categories according to a predominant common factor, which enabled profile types for foreign visits to be established. These profile types are shown below, along with fictitious personal profiles.

Aniss



”

“JOINT QUALIFICATION ABROAD” PROFILE

(8% of the young people fit this profile):

- The young people gained a joint and/or foreign qualification
- They travelled abroad as part of a school or university exchange
- It was a long-term stay (most spent 6 months or more away)
- They travelled predominantly to other European countries (73%)
- Funding: family (75%) or public (48%)
- Boys overrepresented (54%), along with those who left university (35%) or business school (24%) at Bac+5 level.

Aniss, who is 24 and studying for a Master’s in European Literature and Culture at the University of Strasbourg, spent the final year of his course at the University of Bologna in Italy, thanks to an Erasmus Mundus grant. He passed the year, gained his 60 ECTS credits and was awarded a double qualification.



Chloé

”

“CERTIFICATION” PROFILE

(10% of the young people fit this profile):

- The young people gained a certification
- They travelled abroad as part of a school or university exchange
- Some also gained a foreign (20%) or joint (13%) qualification
- The length of stay varies
- Public funding (43%)
- Apprentices (18%), those at Bac+5 level in universities (21%), engineers (15%) and students at business schools (15%) are overrepresented

Chloé is 21 and is working towards a Brevet Professionnel (BP) qualification on a masonry construction apprenticeship at the Auxerre Building Apprentice Training Centre. She is employed in a large company in her region and her employer and training organisation offered her the opportunity to do a 3-week placement in a branch in Germany. This enabled her to learn a new process for restoring facades and installing reinforced concrete components. All the costs associated with her trip were funded by a Leonardo grant and the Region. She plans to be self-employed once she has gained her BP qualification.



Louise



“SHORT TRAINEESHIP” PROFILE

(20% of the young people fit this profile):

- The young people travelled to take up a traineeship
- Their stay lasted between 1 and 2 months
- Their placements were not integrated into their courses and were undertaken for the purpose of gaining a qualification or a certification.
- Those at Bac+2 level (24%), Bac+2/3 Health and Social Sciences (11%) and engineers (22%) are overrepresented

Louise, who is 19, is in the second year of her Professional Baccalaureate course in Hospitality and Catering in the Spanish Section Européenne at the Antonin Carême vocational secondary school in the Ile-De-France region. She took up a 1 month work placement in a hospitality and tourism college near Madrid to develop her skills and experience a different organisation structure. Her trip was funded by a Leonardo grant, topped up by support from the Conseil Régional. The placement went very well and so she went back during the summer, this time as an employee.



Naïa



“MEDIUM-TERM TRAINEESHIP” PROFILE

(13% of the young people fit this profile):

- The young people travelled to take up a traineeship
- Their stays lasted between 3 and 5 months
- 48% received a placement grant
- Public funding (46%)
- Those at Bac+5 level in universities (23%) and engineers are overrepresented

22-year-old Naïa is in her second year at the Ecole Nationale Supérieure des Mines in Albi. She is specialising in aerospace materials. The school is developing a large number of international partnerships; as a result, Pauline was able to do a 4-month placement with the Alroy Sheet Metals Limited business in the UK. Her trip was funded by an Erasmus grant topped up by a regional subsidy.



Kim



“LONG PAID TRAINEESHIP” PROFILE

(5% of the young people fit this profile):

- The young people travelled to take up a traineeship
- The stays lasted for 6 months or more
- All the young people were paid
- Outside Europe (42%)
- Those at Bac+5 level in universities (24%), business schools (28%), and engineers (32%) are overrepresented

23-year-old Kim is in her fourth year at the IESEG School of Management in Lille. She is specialising in Marketing. She did a 6-month specialist placement during which she worked as a marketing coordinator in an estate agency in San Francisco. She received financial support from the region to enable her to organise her trip and topped this up out of her own pocket. She received a monthly wage during the traineeship.



“LANGUAGE-RELATED TRIP” PROFILE

(13% of the young people fit this profile):

- The young people travelled as part of a school or university exchange
- For less than a month
- In Europe (88%)
- No public funding
- Mostly secondary school pupils (72%)

16-year-old Valentin, who is in his seconde générale year in the English Section Européenne at the Lycée Gustave Eiffel in Bordeaux, spent a week in the United Kingdom with his class. They all lived with families, which enabled them to experience the British way of life and culture. The whole class was also able to attend lessons in the school’s partner school in Portsmouth. The visit was funded by the school and the families.



Valentin



Florian



Louise



“LONG SCHOOL EXCHANGE” PROFILE

(7% of the young people fit this profile):

- The young people travelled as part of a school or university exchange
- Most stays lasted for 6 months or more
- Public (86%) and family (71%) funding
- Girls overrepresented (57%), along with those at Bac+3/4 level and Bac+5 level in universities (32%)

Florian, who is in his fourth year at the Ecole Supérieure d'Art et de Design de Saint Etienne, spent 6 months studying at University College Northampton in the UK. His time spent abroad was recognised by the award of ECTS credits. Antoine received an Erasmus grant, which was topped up by regional funding as he is on a scholarship. On his return, he completed his studies and gained his Master's degree.



“TRIP ABROAD TO WORK” PROFILE

(11% of the young people fit this profile):

- The young people travelled abroad to take up an employment contract
- Short-term (47% less than 1 month) or very long-term (6 months or more in 31% of cases)
- 69% established professional contacts
- Apprentices (21%), those completing vocational courses (Professional Baccalaureate: 11%, BTS-DUT: 11%), those at Bac+5 level in universities (16%), engineers (18%) and post-graduates, other than those on Health-related courses, (14%) are overrepresented.

Louise did a 1-month traineeship in a hospitality and tourism college near Madrid as part of a Leonardo project. Subsequently, at the employer's suggestion, she went back and worked for the same business for a month during the summer holidays. As she had a contract, she received the same salary as the hotel's other employees. On her return to France, she went on to study for a BTS qualification in Hospitality and Catering.



“WORK TO FUND THE TRIP” PROFILE

(12% of the young people fit this profile):

- The young people worked to fund their trip
- 67% did a placement, 42% worked
- Family (57%) or public (29%) funding
- Those leaving university at BAC+5 level (22%) and engineers (19%) are overrepresented.



Marc

Marc, who is in his third year at the Institute for Nurse Training in Toulouse, chose to do his end-of-course traineeship abroad. To fund his trip, he worked in the Le Bistrot restaurant in Toulouse where he washed the dishes for 2 months during the holidays last summer. This enabled him to take part in a ProjectsAbroad humanitarian mission during which he cared for children in a clinic in Lomé in Togo. The 5-week traineeship enabled him to gain his nursing qualification when he returned home.

Things to consider

CÉREQ's Generation surveys allow them to study young people's chances of finding work and their first experiences of work-related mobility when they leave formal education. The Generation 2010 survey is the first to include questions about the young people's trips abroad.

These first Observatoires Erasmus+ notes, which provide a statistical profile of young people who spent time abroad during their studies, have enabled us to quantify and describe the trend toward mobility among the young people in Generation 2010.

30% of them spent time abroad during their studies; this figure falls to 13% if only trips abroad taken during the last course of study are included. This quite significant rate of mobility varies according to level of educational attainment, subject studied, educational route (apprenticeship or school-based learning), socio-professional category and place of residence. It is, however, the same for boys and girls. In spite of these

discrepancies, **no population category lags behind the others in terms of international student mobility.**

The majority of foreign visits were for school or university trips, traineeships or employment. Three young people in four travelled abroad for one of these reasons. The length of these supervised visits increases in line with the level of the qualification. The young people's main destination is Europe, but those who travel further tend to stay there longer. These foreign trips are increasingly being included in the young people's courses of study. Public financial assistance was granted for almost four in every ten supervised visits.

The presentation of mobility profile types, illustrating all their similarities and differences, provided a clearer picture of French youngsters who spend time abroad during their studies. The next issue in the "Observatoire Erasmus + Notes" collection will focus on their professional careers.



The Agence Erasmus+ France / Education Formation is the French agency responsible for promoting and managing a number of EU programmes and initiatives, particularly the aspects of the Erasmus+ programme which relate to education and training. The agency plays an active role in discussions on the future of the Erasmus+ programme, and on sectoral, national and international issues in the field of education, higher education and vocational training.

It is a Public Interest Group (PIG) under the auspices of two ministries (The Ministry of Education, Higher Education and Research and the Ministry of Labour, Employment and Labour Relations) and is based in Bordeaux.

Launched in 2014, Erasmus + is the European programme for education, training, youth and sport. Its activities cover three main areas: mobility, cooperation and support for policy reforms.

The Erasmus+ 2014-2020 programme is the first financial instrument designed to make mobility available to all, particularly the most under-privileged.



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L'Observatoire Erasmus+

