

L'Observatoire Erasmus +

{notes}

Erasmus + : Towards greater democratisation and inclusion?

{ Editorial }

The proposal for the future Erasmus programme 2021-2027, unveiled in May 2018, aims to triple the number of European and international mobilities compared to the period 2014-2020 (from 4 million to 12 million learners). It establishes priorities that are focused less on employability and more on the “educational, professional and personal development of people”¹. The target will be inclusion with a focus on young people with disadvantaged backgrounds, in order to allow “more young people to go to another country to learn or work there”. One of the impact indicators of this renewed programme will be “the number of less privileged people participating in mobility activities for education and training purposes under the programme”.

In 2014, the Agence Erasmus+ France / Education Formation approached this question by establishing the employability of the most disadvantaged groups as a primary strategic objective. In 2016, a first survey of learners was carried out to emphasise the importance of diversity of participation in the Erasmus+ programme, and was the subject of “Les notes de l'Observatoire Erasmus+” no. 3.

The purpose of these Notes no. 10 is both to study the accessibility of the Erasmus+ programme to all groups and to measure the inclusion of the most

disadvantaged groups in secondary vocational education or in higher education. An updated questionnaire was sent to more than 26,500 learners. Nearly 32% of them responded and we thank them.

The results are encouraging. The accessibility to a wider audience is particularly reinforced with a significant increase in the number of participants in alternance training schemes in vocational education and training (VET) mobility, and an increase in the number of short cycle students (BTS and DUT). Regarding the inclusion of disadvantaged groups, we estimate that 20% of Erasmus+ mobility learners face situations of vulnerability that place them among those facing the greatest obstacles to mobility.

These findings encourage the Agence Erasmus+ France / Education & Formation to continue and develop its actions aimed at all groups to achieve the goal of tripling the number of mobilities by 2027.

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¹ European Commission, Proposal for a Regulation of the European Parliament and the Council establishing “Erasmus”, the Union programme for education, training, youth and sport, and repealing Regulation (EU) No 1288/2013, 30 May 2018, 68 pp.

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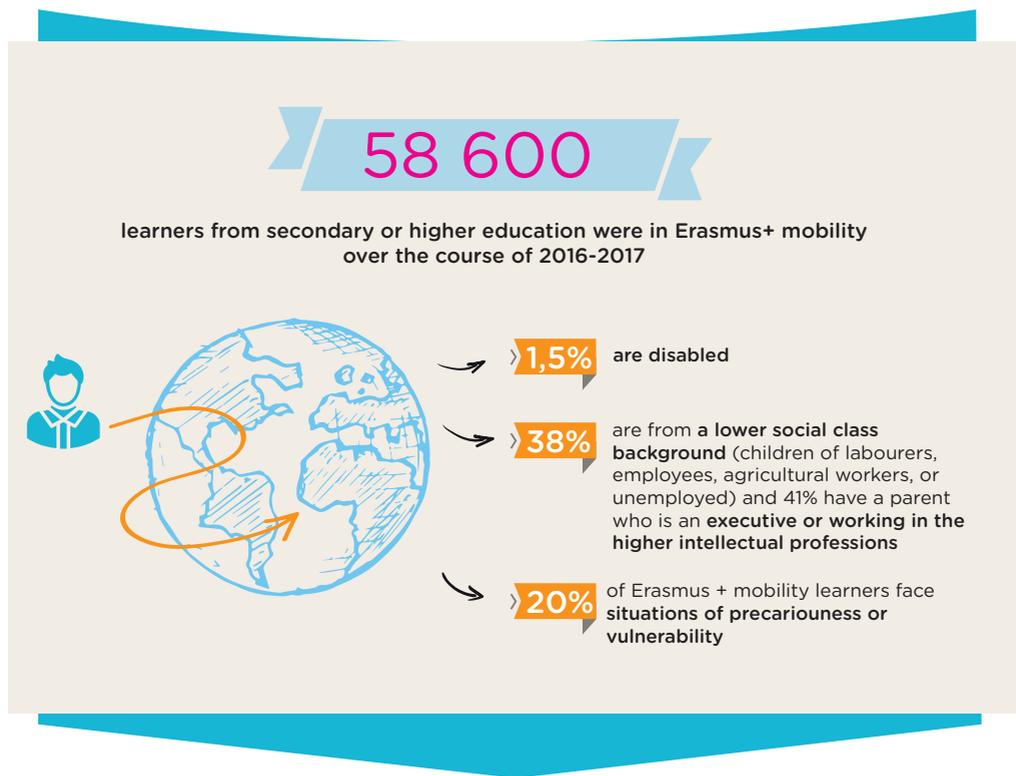
{ Introduction }

One of the five strategic objectives of the Agence Erasmus+ France / Education & Formation for the 2014-2020 programme is to promote the employability of the most disadvantaged groups. It therefore seems essential to understand the profile of learners taking advantage of Erasmus+ mobility, especially since these objectives of democratisation and inclusion will be reinforced in the subsequent programme from 2021 onwards.

In 2016, a first survey on the subject led to the publication of "Les notes de l'Observatoire Erasmus +" No. 3 addressing the democratisation of the programme. This study showed that the groups facing the greatest obstacles to mobility accounted for a large proportion of learners benefiting from the Erasmus+ programme. What about in 2018? Has democratisation and inclusion been strengthened since 2016?

Nearly 8,500 learners representative of the 58,600 participants in Erasmus+ mobility agreed to answer a questionnaire about their schooling, living conditions and socio-demographic background. The first results show that young people with fewer opportunities (YPFO) and people facing health issues, academic difficulties or economic, geographical or social obstacles together represent half of the vocational education and training (VET) learners undertaking Erasmus+ mobility (part 1). In higher education, the student population in Erasmus+ mobility is more likely to come from favoured social backgrounds, as is the case for the domestic student population, which does not prevent a significant number of students in a situation of high or very high vulnerability taking part in mobility (part 2).

Key Points



VET learners in Erasmus+ mobility :

- **30%** of VET learners in Erasmus+ mobility are learners in alternance training schemes (with apprenticeship or professional development contracts).
- **7** out of 10 VET learners are in Level 4 (Baccalaureate) education.
- **61%** are from a lower social class background.
- **3%** of students or work-study participants are disabled.
- **50%** of students or participants in alternance training schemes may be considered young people with fewer opportunities to participate in mobility.
- **30%** of trainees in vocational training were long-term unemployed at the time of starting their mobility.

Erasmus+ mobility students :

- **53%** of Erasmus+ mobility students are enrolled at a university.
- **Two-thirds** of Erasmus+ mobility students are enrolled a level 6 (3rd year or 4th year after baccalaureate).
- **51%** have a parent who is an executive or working in the higher intellectual professions.
- **39%** of them are scholarship-holders on the basis of social criteria.
- **5%** received exceptional social assistance.
- **12%** can be considered highly or very highly vulnerable students.

{ Methodology }

The analysis of mobility learner profiles is based on several different data sources: an administrative database of mobility, an administrative database of institutions and an online survey. It focuses on learners who were in mobility during the 2016-2017 school year.

- **The European administrative database of mobility, Mobility Tool (MT)**

This administrative database contains information on gender, age, field of study, level of education, type of sending institution, type of mobility, duration of mobility and country of mobility. It is completed by the institutions participating in the programme and enables the financial and accounting management of the programme.

- **The administrative database of institutions, the central database of institutions (BCE)**

The database of institutions participating in the programme has been linked with the Ministry of National Education's central database of institutions. This enables us to know the location of institutions, their type, if they are members of a priority education network, if they are members of a rural revitalisation zone, or their social attributes.

- **An online survey of learners who were in mobility during the 2016-2017 academic year**

This survey aims to characterise learners who take part in Erasmus+ mobility. The first part concerns their schooling during or prior to mobility. The second part asks questions about their geographical origin. The third part seeks to identify their social origin and their living and educational conditions.

1,943 learners from vocational education and training and 6,537 students from higher education in Erasmus+ mobility in 2016-2017 answered the online questionnaire between September 3 and October 26, 2018. They represent 25.2% and 34.3% respectively of the individuals who had agreed to be contacted again following the questionnaire sent by the European Commission at the end of their mobility.

An adjustment was made to make this sample representative of the 58,623 individuals in mobility during the 2016-2017 academic year (duplicates were excluded). Adjustment variables for vocational education and training are gender, field of study, apprentice status and type of sending institution. For higher education mobility, they are gender, type of mobility (studies vs. work placement), level, field of study and type of institution.

- **Response rate to the survey of learners in mobility in 2016-2017**

	Number of learners involved	Number of learners who agreed to be contacted	Number of responses	Response rate
Vocational education and training Mobility	15,374	7,701	1,943	25.2%
Higher education Mobility	43,249	19,070	6,537	34.3%
Total survey 2018	58,623	26,771	8,480	31.7%
<i>Reminder 2016 survey, covering two academic years</i>	<i>82,640</i>	<i>38,179</i>	<i>10,102</i>	<i>26.5%</i>

{1}

Learners in vocational education and training: more participants in alternance training schemes and young people with fewer opportunities

The vocational education and training learners on Erasmus+ mobility in 2016-2017 differ significantly from those surveyed two years ago. They are more numerous in terms of enrolment in alternance training schemes (**apprenticeship contracts or professional development contracts**). Alternance training schemes account for 30% of VET learners compared to 25% for the survey conducted in 2016. However, in academic terms, the qualifications sought and the areas of study are similar.

The socio-demographic characteristics of the secondary vocational education sector in France to which this programme is targeted mean there is a very high proportion of learners from working class backgrounds (61% - stable). This group is subject to significant risk factors that can prevent mobility (health problems, academic difficulties, economic and geographical obstacles, etc.). Half of VET learners in Erasmus+ mobility are young people with fewer opportunities (YPFO).



{1.1}

An increase in the proportion of learners in alternance training schemes, stability in enrolments in level 4 training

54% of vocational education and training learners in Erasmus+ mobility follow their training in school, 30% are learners in alternance training schemes (23% apprentices and 7% on a professional development contract). Lastly, 16% hold the status of trainees in vocational training. The increase in the proportion of work-study participants in mobility of vocational education and training compared to the last survey in 2016 is of 5 percentage points. We

can therefore estimate that about 5,000 learners in alternance training schemes have gone on Erasmus+ mobility during the 2016-2017 academic year.

Level 4 learners are mostly enrolled in school, while more than 80% of level 3 learners are in apprenticeship training. Professional development contracts are more frequent for other level 4 or 3 qualifications, including health or social qualifications, as well as youth and sports.

• Table 1: Status during Erasmus+ mobility in 2016-2017 by level of qualification

New professional certification nomenclature	VET school	apprenticeship	professional development contact	vocational education trainee	Total
level 4	72%	18%	9%	1%	100%
level 3	12%	82%	5%	1%	100%
Other level 4 or 3	25%	12%	28%	35%	100%
Level 2	100%	0%	0%	0%	100%
Other training	4%	4%	2%	90%	100%
Total survey 2018	54%	23%	7%	16%	100%
<i>Reminder survey 2016</i>	<i>56%</i>	<i>16%</i>	<i>9%</i>	<i>19%</i>	<i>100%</i>

Source : 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

Seven out of ten VET learners on Erasmus+ mobility in 2016-17 were enrolled in Level 4 training: 61% were studying for a vocational baccalaureate (2.5% were in the class of “seconde”, 24.5% in class of “première” and 34% in the class of “terminale”), 3.5% another baccalaureate and 6% a professional certificate or a technician’s certificate. In the same period, 11% were studying for a Certificate of Professional Ability (CAP). 2% were studying for another level 4 or 3 qualification (mainly health or

youth and sports qualifications). 0.5% were enrolled in a level 4 qualification. Finally, 16% attended another training course or were already graduates.

In terms of status, 95% of pupils under school system attend level 4 training while learners in alternance training schemes tend to be more dispersed between level 4 (62%) and level 3 (32%). Lastly, trainees in vocational training follow other types of training.

• Table 2: Qualification studied in the course of Erasmus+ mobility in 2016-2017 by status

	Level 4				Level -3 CAP	Other level 4 or 3	Level 2	Title or certification / other qualification / already a graduate	Total
	Vocational Bac	Other Bac	BP/ BT	Total					
Pupils (under VET school system)	88%	6%	1%	95%	2%	1%	1%	1%	100%
Learners in alternance training schemes (apprenticeship or professional development contract)	43%	2%	17%	62%	32%	3%	0%	3%	100%
vocational education trainee	3%	0,5%	2%	5.5%	1%	4%	0%	89.5%	100%
Total survey 2018	61%	3.5%	6%	70.5%	11%	2%	0.5%	16%	100%
<i>Reminder survey 2016</i>	<i>64%</i>	<i>4%</i>	<i>4%</i>	<i>72%</i>	<i>8%</i>	<i>4%</i>	<i>0%</i>	<i>16%</i>	<i>100%</i>

Source: 2018 Student Profile Survey Agence Erasmus+ France / Education Formation - adjusted data

The distribution of vocational education and professional training learners in mobility by area of learning has not changed between the two surveys. Between 2016 and 2018, we observe a slight decline in the proportion of those studying agriculture

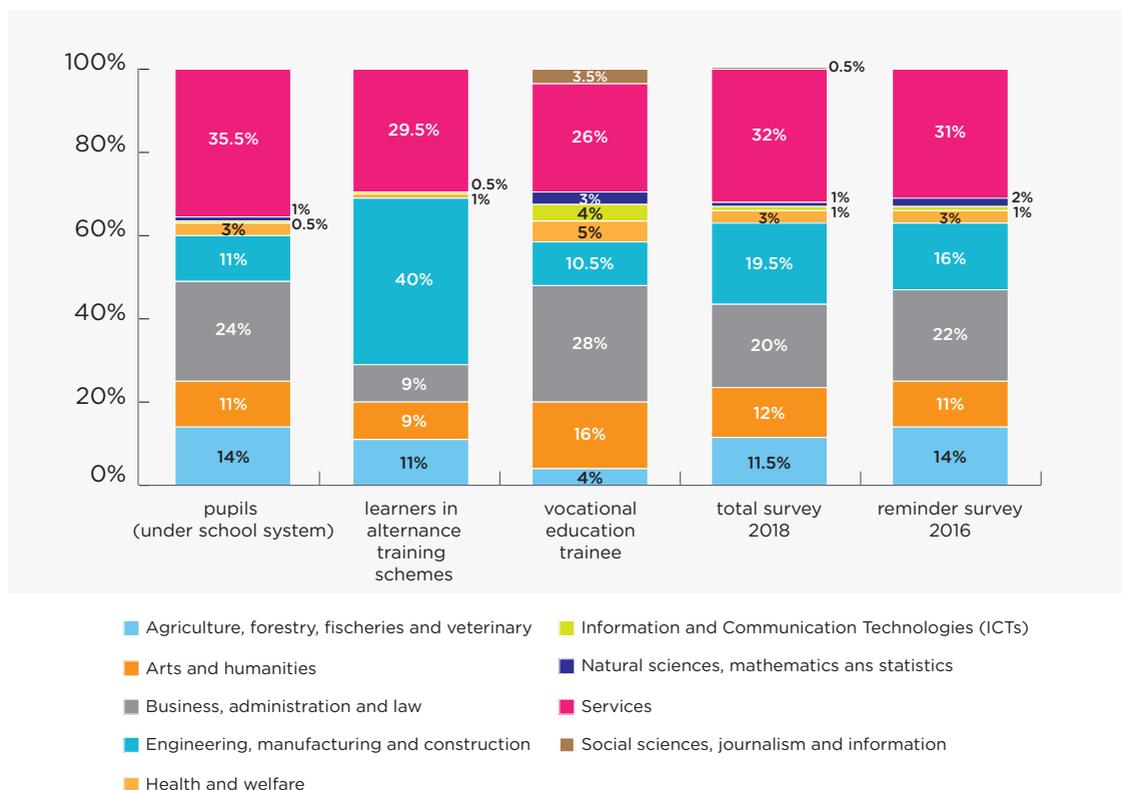
and business and an increase in production and construction.

With regard to the status of learners, significant differences are observed. Pupils (under VET school

system) on Erasmus+ mobility are more likely to be enrolled in services, business and agriculture training, while learners in alternance training schemes (on an apprenticeship or “professional development contract) mainly study engineering,

production and construction. Lastly, trainees in vocational education are more widely spread between business, the arts and humanities and services.

• **Figure 1: Area of study during Erasmus+ mobility by status**



Source: Mobility Tool, European Commission, data processed by Agence Erasmus+ France / Education Formation

76% of pupils (under VET school system) and learners in alternance training schemes report that they did not repeat school years during their schooling; this is 7 percentage points higher than in the 2016 survey.

• **Table 3: Repeated school years during the schooling of Erasmus+ mobility learners in 2016-2017**

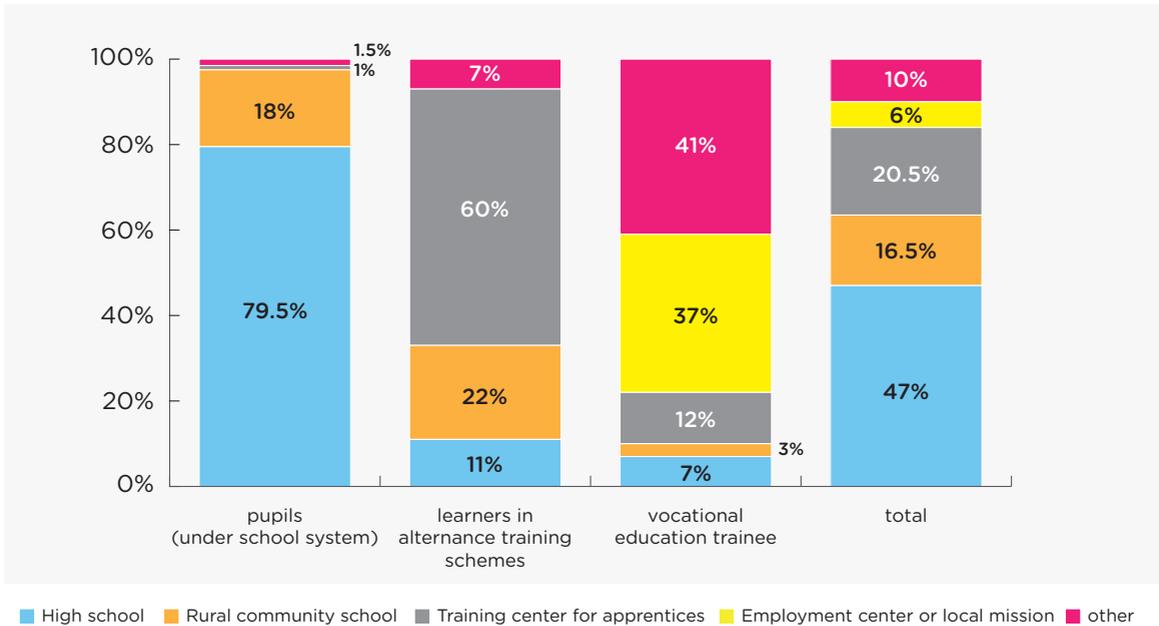
	No, never	Yes, once	Yes, two or more times	Total
Pupils (under VET school system)	75%	23%	2%	100%
Learners in alternance training schemes	77.5%	19%	3.5%	100%
Total survey 2018	76%	21.5%	2.5%	100%
Reminder survey 2016	69%	28%	3%	100%

Source: 2018 Student Profile Survey Agence Erasmus+ France / Education Formation - adjusted data

47% of vocational education and training learners in mobility are enrolled in secondary level, 16.5% in a rural community school (MFR - Maison Familiale Rurale), 20.5% in a CFA (training center for apprentices), 6% in an employment centre or Mission Locale and 10% in another type of institution (CEMEA, training organisation, etc.). Significant

disparities are found by status. The vast majority (79.5%) of pupils (under VET school system) are enrolled in a secondary school, 60% of learners in alternance training schemes in a CFA and 78% of trainees in vocational education at an employment centre or Mission Locale (37%) or in another type of organisation (41%).

• Figure 2: Type of establishment of vocational training learners in mobility in 2016-2017



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data and Central Database of Institutions, DEPP-MEN

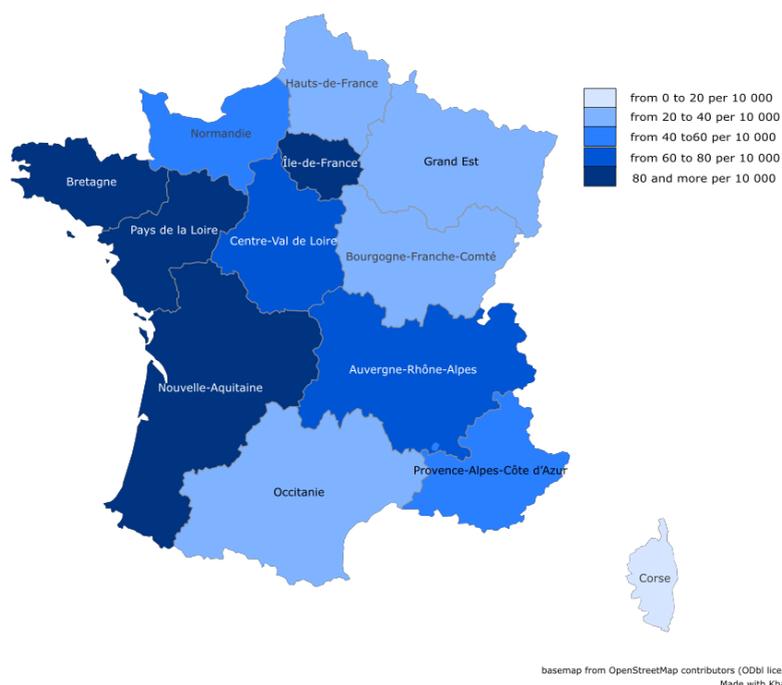
We have tried to estimate the share of learners in vocational training who embark on Erasmus+ mobility compared to the population at the national level taking² into account several government data sources (data from DARES and DEPP).

Thus, for every 10,000 learners in vocational education and training in France, we estimate that

61 took part in Erasmus+ mobility in 2016-2017. Regional disparities appear. This rate ranges from 0 for Corsica to 94 per 10,000 for Nouvelle-Aquitaine. Institutions in the Atlantic regions as well as Ile-de-France are the main users of Erasmus+ funding for the mobility of learners in vocational education and training.

* The field of VET includes students of compulsory schooling age in vocational and technological training in upper secondary schools, apprentices, employees on professional development contracts and trainees in vocational training. In order to make a comparison with VET learners at the national level, we have added the number of students from vocational and multi-skill high schools in vocational or technological training (940,003 students in 2016-2017), apprentices at levels 4 and 3 (261,192 as of 31/12/2016) and category D job seekers (an unemployed person who is not immediately available for work, and not required to perform proactive jobseeking actions - principally jobseekers in training) as of 31/12/2016 (1,316,570). Data was collected by region. We do not take into account the few students from lower secondary schools or other institutions that account for a small share of those on Erasmus+ mobility, or employees with professional development contracts, for whom data by region is unavailable.

• Map 1: Share of VET learners taking part in Erasmus+ mobility in 2016-2017 per 10,000 VET learners by region (excluding overseas departments)



{1.2}

A population with a working class background

Overall, VET learners do not have gender bias. Pupils (under school system) and trainees in vocational training are mostly women, unlike the learners in alternance training schemes. These

learners are mostly French citizens. 20% have parents of foreign origin, higher in the case of trainees in vocational training.

• Table 4: Gender and geographical origin of learners in vocational education and training on Erasmus+ mobility in 2016-2017

	Proportion of women	Proportion of learners of foreign nationality	Proportion of learners with two French parents
Pupils (under school system)	56%	3%	83%
Work-study learner	37%	2%	83%
vocational education trainee	61%	4%	71%
Total survey 2018	51%	3%	81%
<i>Reminder survey 2016</i>	53%	2%	81%

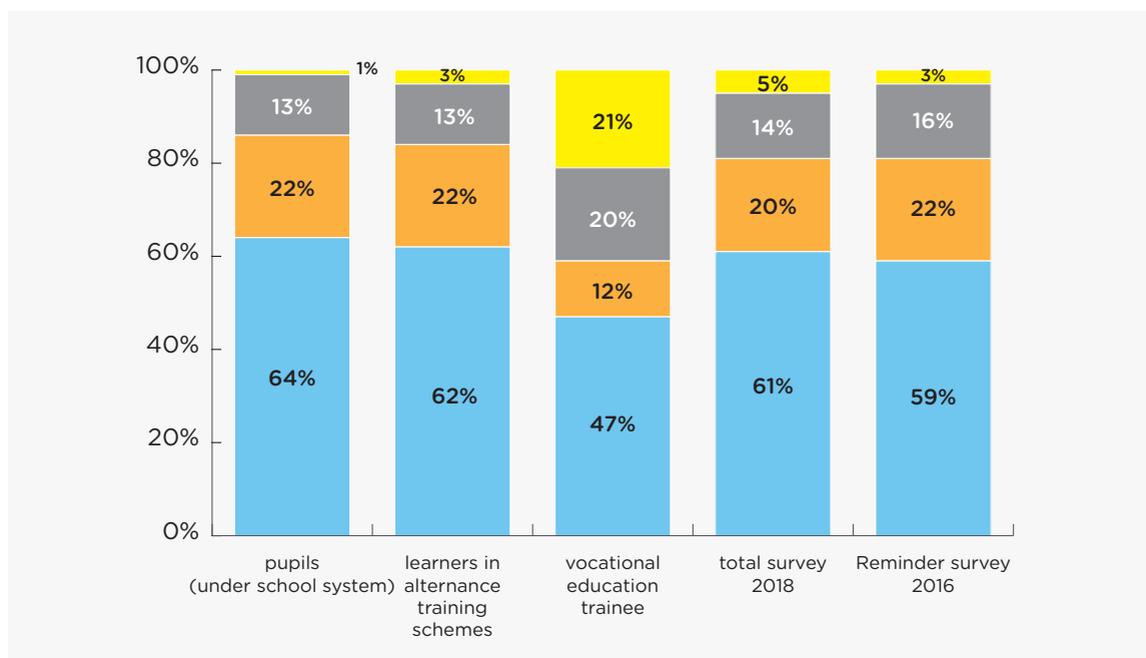
Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

Overall, vocational education and training learners on Erasmus+ mobility come from a working class background. In other words, 61% are the children of parents who are labourers, employees, agricultural workers or unemployed. On the other hand, 14% of learners have at least one parent who is a senior professional or an engineer. Between these two, one-fifth have an average social background with

one of the two parents from an intermediate profession (technician) or working as an artisan, tradesperson, or entrepreneur.

We may note the very high stability of the social background of the learners in mobility in 2016-2017 compared to the previous survey. Finally, in terms of status, trainees in vocational training are more likely to have a parent who is an executive.

• **Figure 3: Social background of VET learners in Erasmus+ mobility in 2016-2017**



■ working-class social background ■ average social background ■ favoured social background ■ retired or unknown

Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

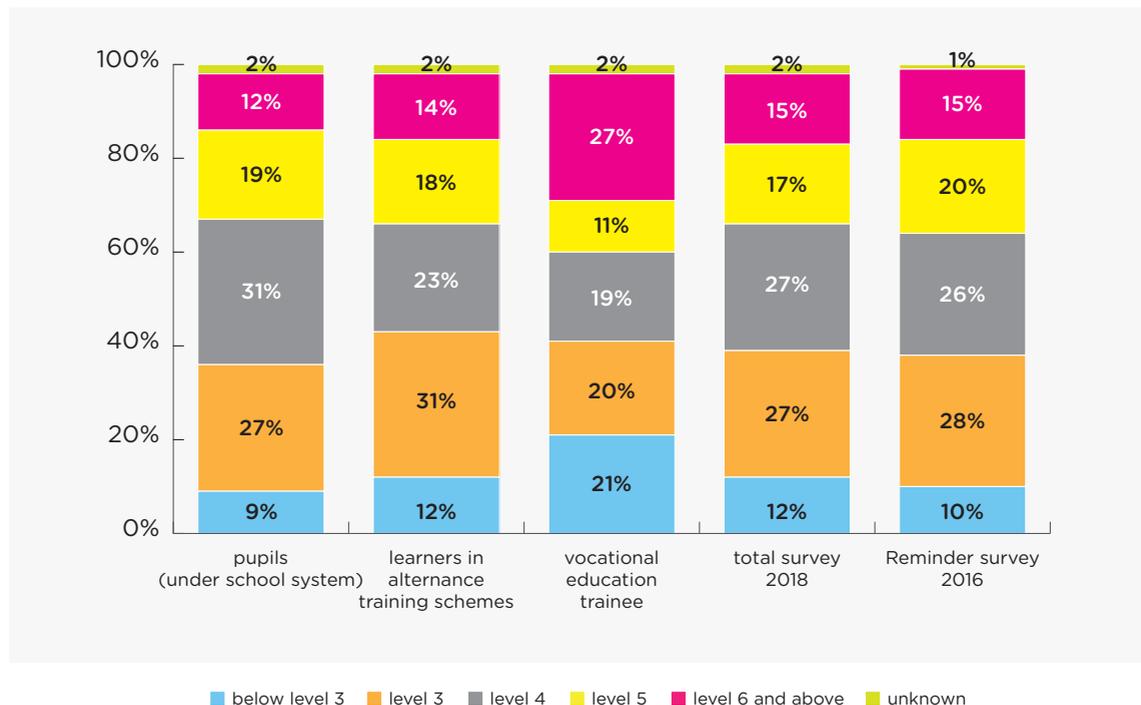
According to the parents' level of education, just under a third of VET learners in Erasmus+ mobility have at least one parent who has a higher education degree. 27% have at least one parent who holds a baccalaureate (level 4), and 27% a CAP-BEP (level 3). Finally, 12% come from a family in which the parents lack a qualification or only hold a school

certificate below level 3. Trainees in vocational training have parents who are more highly educated than students of compulsory schooling age or work-based learners.

Compared with the survey conducted in 2016, we do not note any major difference.

* The social categories of learners are a combination of occupations and socio-professional categories in 8 classes of INSEE of parent 1 and parent 2. This classification is more limited than the MEN and MESRI classifications because the latter are based on 32 positions. Thus, an entrepreneur is usually classified in the more favoured category. Here we cannot distinguish entrepreneurs from artisans and tradespersons. The "favoured social background" category includes families in which at least one parent is an executive or in a senior professional role. The "average social background" category includes families in which neither parent is an executive or in a senior professional role, but at least one of them is a middle-level professional or artisan, tradesperson or entrepreneur. The category "working class social background" includes families in which neither parent is an executive, in a senior professional role, or a middle-level professional or artisan, tradesperson or entrepreneur. That is, both parents are labourers and/or employees and/or agricultural workers and/or unemployed. In the case where one of the parents is deceased/unknown or retired or no answer is given, we took into account the social category of the parent about whom the learner responded. If both parents are retired and/or unknown, we have created a "retired or unknown" category.

• **Figure 4: Education level of parents of VET learners in Erasmus+ mobility in 2016-2017**

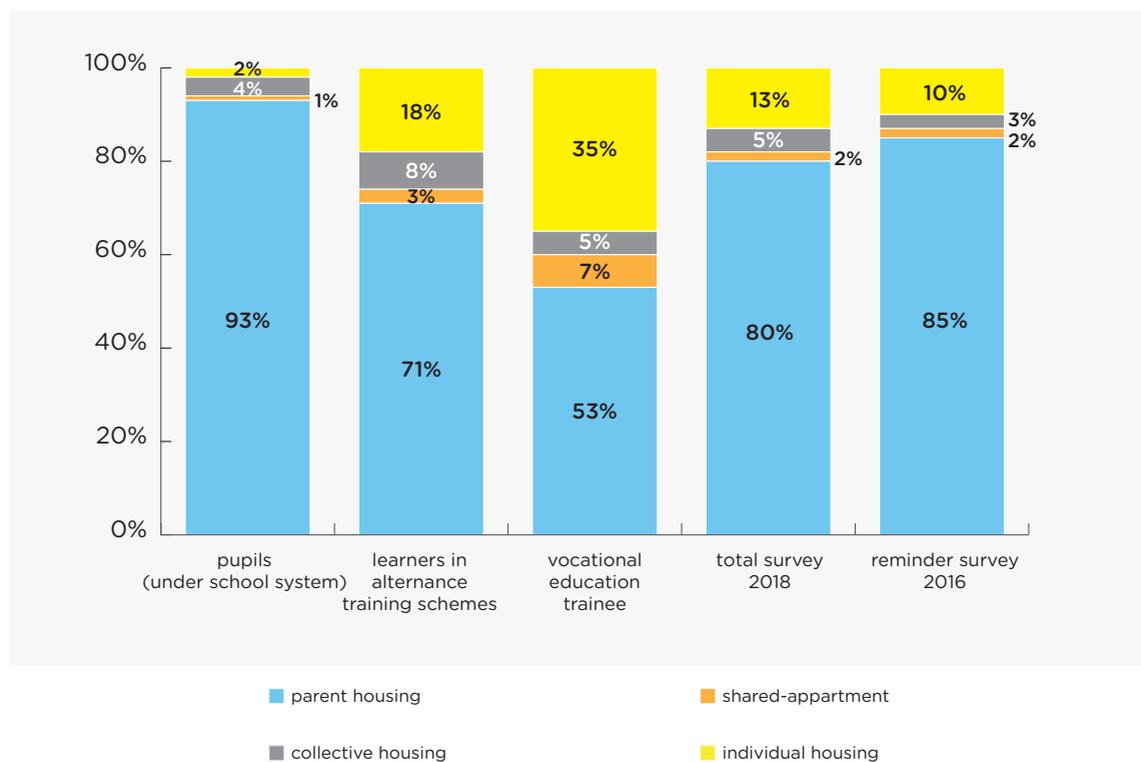


Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

80% of vocational education and training learners in Erasmus+ mobility live with their parents, down 5 percentage points from the previous survey. They are more likely to live in individual or collective housing. The increase in the proportion of learners

in alternance training schemes could explain this difference. Trainees on vocational training, who are older than the rest, are also more likely to have left home.

• **Figure 5: Place of residence of VET learners in Erasmus+ mobility in 2016-2017**



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

{1.3}

Does the mobility of pupils and learners in alternance training schemes provide mobility for young people with fewer opportunities?

“The Erasmus+ programme aims to promote equity and inclusion by facilitating access for participants from disadvantaged backgrounds and with fewer opportunities than their peers, when the situation of these people limits or prevents their participation in transnational activities.” (Erasmus+ 2019 Programme Guide, p.11) due to a variety of factors.

Factors explaining why some young people have fewer opportunities or possibilities to achieve mobility are defined in the Erasmus+ Programme Guide. They are described in the table below. We linked each risk factor with one or more questions to measure the proportion of young people with fewer opportunities to participate in mobility.

Young people with fewer opportunities: definition and measurement

Erasmus+ 2019 Programme Guide (pp.11-12) - Related questions

Disability: people with a mental disability (intellectual, cognitive or learning disability), physical, sensory or other

- In 2016-2017, the year of your mobility, did you hold a disability card? Yes / No
- In 2016-2017, the year of your mobility, did you have formal recognition (MDPH) of your disability? Yes / No

Health problems: people with chronic health conditions, serious illnesses or psychiatric conditions

- During your schooling, did you benefit from the following mechanisms? PAI / PAP / PPS / SAPAD / PPRE
- During your schooling, have you been educated in an institution / class of the type: ULIS / IME / SESSAD / ITEP / other medical-educational institution

Educational difficulties: young people with learning difficulties; young people dropping out of school; low-skilled adults; young people with poor school results

- In 2016-2017, the year of your Erasmus+ mobility, were you in school or did you benefit from a mechanism or class of the type: Second-chance school / Micro-Lycée / Lycée de la nouvelle chance / EPIDE / SMA / Experimental High School / Relay class / Relay workshop / SAS / other schemes against school drop-out
- In 2016-2017, the year of your Erasmus+ mobility, were you in a school of the type: EREA / SEGPA
- On January 1, 2016, a few months before the school year 2016-2017, were you: in employment / in study or training / unemployed and registered at job centre / unemployed and not registered at the job centre (method taken into account to measure the NEET rate)

Economic barriers: people with a low standard of living, low income, dependent on social assistance or homeless; young people who are long-term unemployed or living in poverty; people in debt or with financial problems

- In 2016-2017, year of your mobility, were you a grant-holder on the basis of social criteria? Yes / No

- In the 12 months before your mobility, did you benefit from the “Youth Guarantee” or the RSA? Yes / No
- When you left for your Erasmus+ mobility, had you been registered at the job centre for more than 12 months? Yes / No

Cultural differences: immigrants or refugees or descendants of immigrant or refugee families; persons belonging to a national or ethnic minority, persons representing difficulties of linguistic adaptation or cultural inclusion

- What is the nationality of your Parent 1?
 - What is the nationality of your Parent 2?
- French / Foreign / Double or multiple nationality.
Consideration of young people whose two parents are of foreign nationality.

Social barriers: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc.; people with limited social skills or antisocial or risky behaviours; people in a precarious situation; (former) offenders; addicts or alcoholics; young parents and/or single parents; orphans

- Do you feel that you have been the victim, at least once, of discrimination because of your gender, your name, your ethnic origin, your religion, your disability, your place of residence, your sexual orientation, or your age? Yes / No

Geographic barriers: people living in remote or rural areas; people living on small islands or in outlying areas; people from disadvantaged urban areas; people living in areas with limited services (limited public transport, limited infrastructure)

- Before leaving on your mobility, did you live in “quartier prioritaire de la politique de la ville”? Yes / No / Don't know
- Addition of two additional indicators
- sending establishment located in a rural revitalisation zone
- sending establishment located in an overseas regions

For each risk factor, the results are as follows:

Disability:

Less than 1% of pupils or learners in alternance training schemes hold a disability card and almost 3% receive MDPH (local regional authority for the disabled) recognition. In 2015-2016, the Ministry of Education had 118,935 students with disabilities enrolled in a secondary school, or about 2% of secondary school enrolment.

Health issues:

Almost 7% of Erasmus+ mobility learners benefited from a personalised project during their schooling (from learning disorders to chronic pathologies) and less than 3% were educated within a medical-educational institution.

Educational difficulties:

In 2016-2017, few pupils or learners in alternance training schemes with Erasmus+ mobility were enrolled in adapted education or in anti-dropout schemes. On the other hand, more than 5% were unemployed, without training and were not looking for a job a few months before leaving on their mobility (NEET).

Economic difficulties:

Economic difficulties represent a significant proportion of pupils or learners in alternance training schemes in Erasmus+ mobility. 20% are grant-holders on the basis of social criteria. At the national level, 25.5% of secondary school pupils received a national scholarship in 2016-2017 (25.2% for high school students and 36.2%

for vocational training in high school). In addition, 2.5% of Erasmus+ pupils and learners in alternance training schemes in 2016-2017 received the "Youth Guarantee" or RSA in the 12 months prior to their mobility. Just under 1% were long-term unemployed at the time of starting their mobility.

Cultural difficulties:

4.5% of pupils or learners in alternance training schemes are descendants of immigrant families.

Social obstacles:

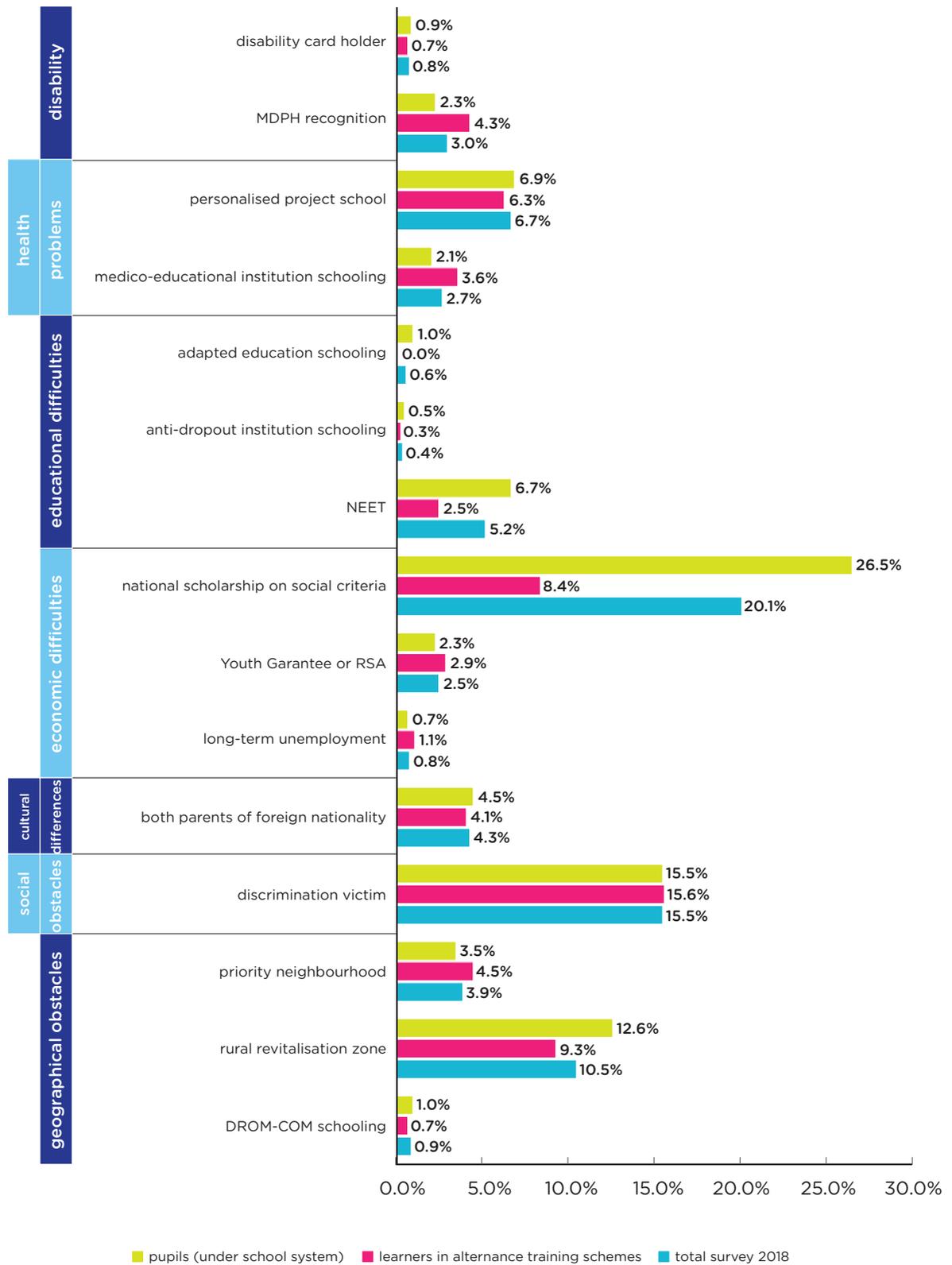
15% pupils or learners in alternance training schemes report being discriminated against at least once.

Geographical obstacles:

4% of pupils or learners in alternance training schemes in Erasmus+ mobility reside in "quartier prioritaire de la politique de la ville" neighbourhood for their city's policies, and less than 1% were schooled in an institution in overseas departments or regions (DROM). In addition, more than one in ten pupils or learners in alternance training schemes study in an establishment located in a rural revitalisation zone, due to the strong level of involvement of agricultural education institutions. By way of comparison, in 2015, 8.6% of pupils enrolled in a secondary school were in a priority neighbourhood, and 4.7% of secondary school pupils and 2.3% of apprentices were schooled in a DROM.



• Figure 6: Proportion of learners of compulsory schooling age or work-study learners facing obstacles limiting their Erasmus+ mobility in 2016-2017

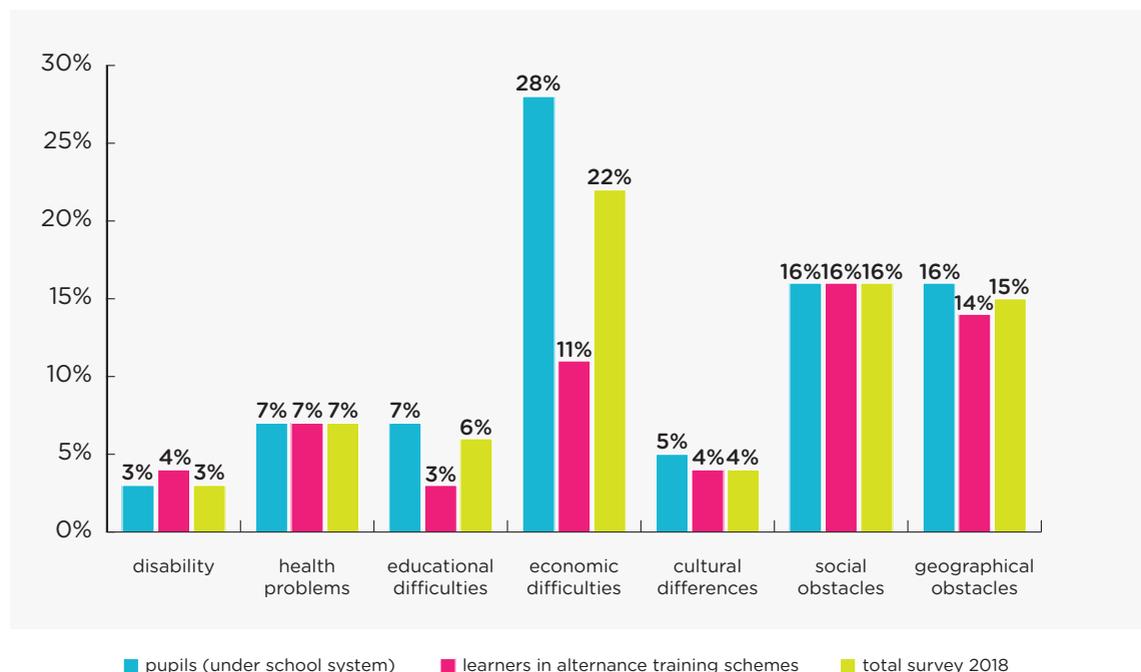


Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

Summing up by categories of obstacles to mobility, we find that 3% of pupils or learners in alternance training schemes have a disability. 7% have health problems, 6% have educational difficulties. More than one-fifth face economic barriers, with a clear

difference between pupils of compulsory schooling age and learners in alternance training schemes. 4% may experience cultural differences, 16% experience social barriers and 15% live in areas that make mobility difficult.

• **Figure 7: Proportion of learners of compulsory schooling age or work-based learners experiencing a risk factor limiting mobility in 2016-2017**



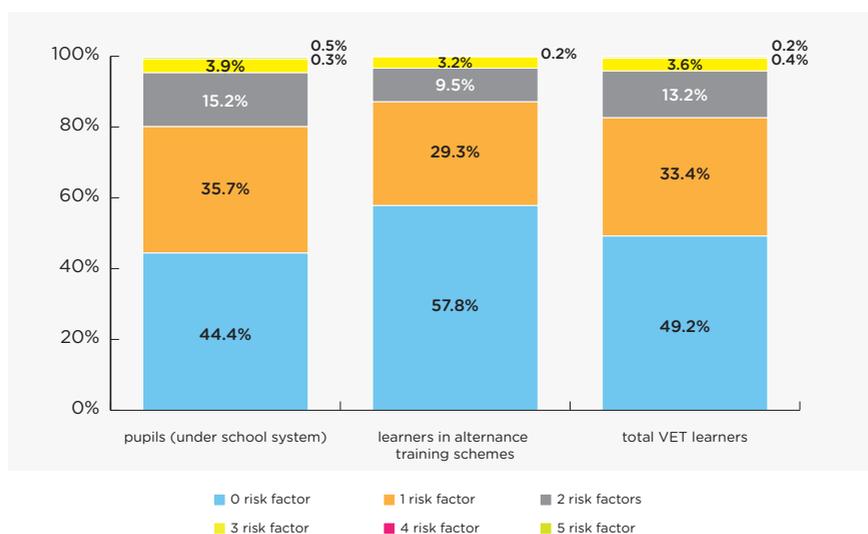
Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

In order to measure the proportion of young people with fewer opportunities (YFPO) participating in Erasmus+ mobility, we assigned each factor a score of 1. The minimum is 0, for a person who faces no risk factors. This person is therefore not a young person with fewer opportunities. The maximum is 7, for a person who faces all the risk factors.

are not young people with fewer opportunities for mobility. One-third suffer from a risk factor, 13% from two risk factors and 4% from 3 risk factors or more. The learners in alternance training schemes are better protected with 58% of them with no risk factors compared to only 44% for pupils (under school system).

Globally, half of the pupils and learners in alternance training schemes in Erasmus+ mobility in 2016-2017

• **Figure 8: Young people with the least opportunity for Erasmus+ mobility in 2016-2017**



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

The young people with fewer opportunities for mobility are more likely to be women (54% against 47% for men), from level 4 (53% against 38% for level 3), in tertiary sectors (56% for training in

business against 40% in production) in vocational high school or rural community school (55% in vocational high school, 56% in MFR against 35% in CFA).

{1.4}

Are trainees in vocational training a population who face difficulty accessing mobility?

This population also faces a number of risk factors that can prevent their mobility:

Disability: 0.7% report that they hold a disability card and 3.7% have MDPH recognition of their disability status.

Health issues: during their schooling, 1.8% reported having benefited from an individualised project related to their health and 2.7% were enrolled in a medical-educational establishment.

Economic obstacles: 29% of trainees in vocational training were long-term unemployed at the time of their mobility and 12% said they received the RSA or "Youth Guarantee" in the 12 months prior to their mobility.

Cultural differences: 10% of trainees in vocational training in Erasmus+ mobility in 2016-2017 have both parents of foreign nationality.

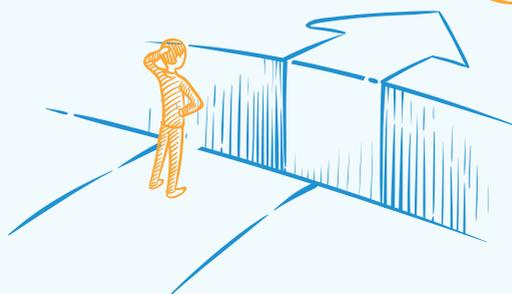
Social obstacles: 19% say they have been discriminated against.

Geographical obstacles: 5% of trainees in vocational training report living in a "quartier prioritaire de la politique de la ville", 2% are enrolled in an establishment located in a rural revitalisation zone and less than 1% reside in overseas territories.

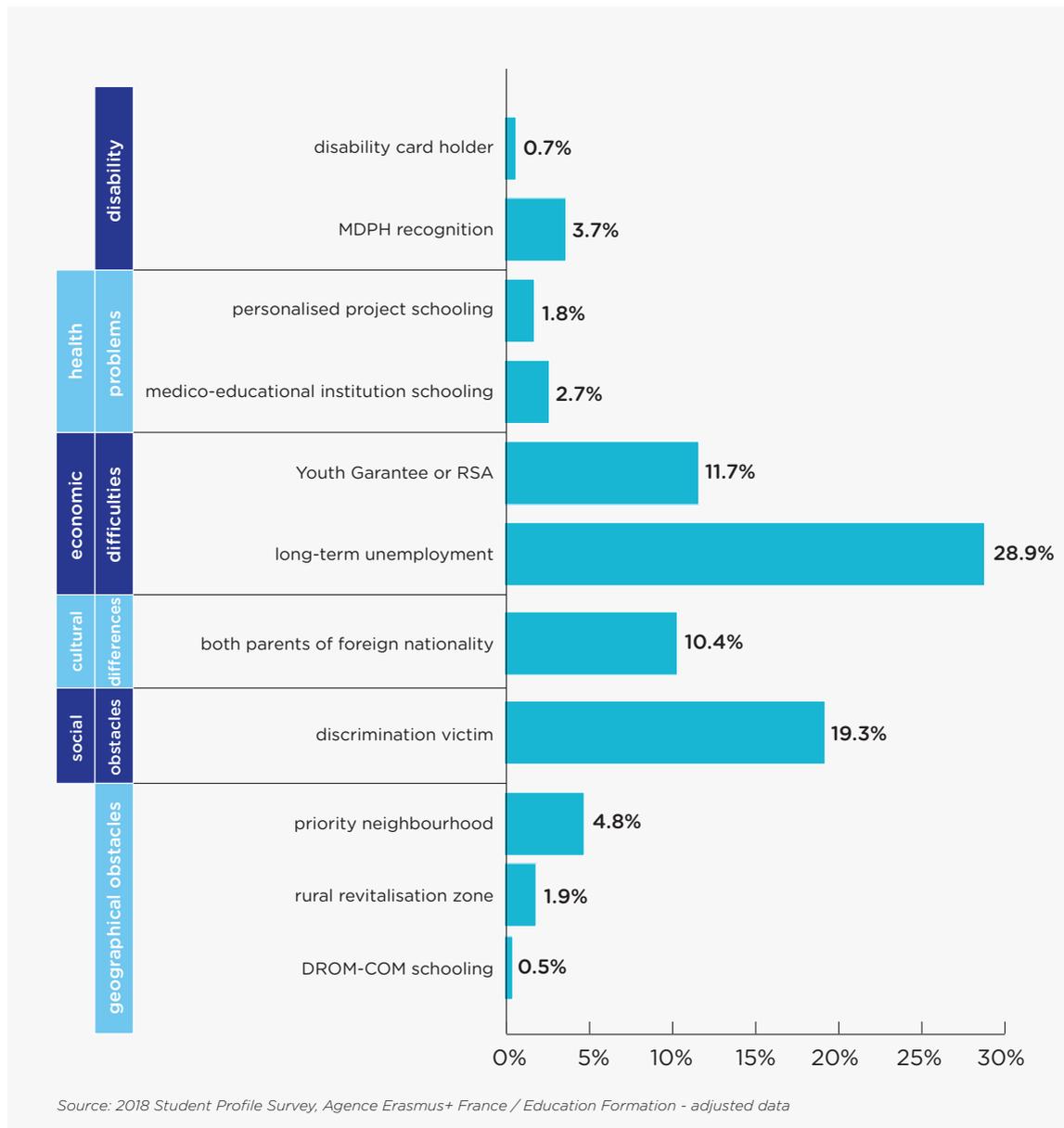
If we consider the various risk factors as previously, almost 54% of trainees in vocational training in Erasmus+ mobility can be considered a group with fewer opportunities to participate in mobility, mainly because of economic obstacles.

almost
54%

54% of trainees in vocational training in Erasmus+ mobility can be considered a group with fewer opportunities to participate in mobility, mainly because of economic obstacles



• Figure 9: Proportion of trainees in vocational training facing obstacles limiting mobility in 2016-2017



{2}

Erasmus+ mobility students: a high level of stability of academic curricula paths and target groups

Two types of mobility were offered to students in 2016-2017: study mobility around the world of 3 months minimum from Bac +2 level, and traineeship mobility in one of the 32 other countries programme of 2 months minimum from Bac +1 level.

Since the last survey, there have been few changes in either the academic curricula or the socio-demographic origins of Erasmus+ students. 42% are enrolled in a bachelor degree or in a Master degree

and 39% are studying at business or engineering schools. Most Erasmus+ mobility students come from families with favoured backgrounds. Nevertheless, nearly 4 out of 10 are scholarship holders on social criteria. For the first time, we tried to measure the proportion of students with high or very high vulnerability who took part in mobility. As a matter of fact, more than one student in ten in Erasmus+ mobility belongs to this population.

{2.1}

Constancy of the academic curricula of Erasmus+ students in mobility

In 2016-2017, 23% of Erasmus mobility students were enrolled in a bachelor degree (1st, 2nd or 3rd year), while 18% were taking a Master's (1st or 2nd year). 19% were studying for a degree from a business or management school and 20% for an engineering degree. Compared with the previous survey, we find a very high level of stability in the distribution of Erasmus+ students in mobility. Compared with national enrolments, students in business and engineering schools are overrepresented, while students in health studies, paramedic or social schools are under-represented. With regard to short cycles, BTS (Brevet de technicien supérieur - higher technical certificate) students are under-represented in Erasmus+

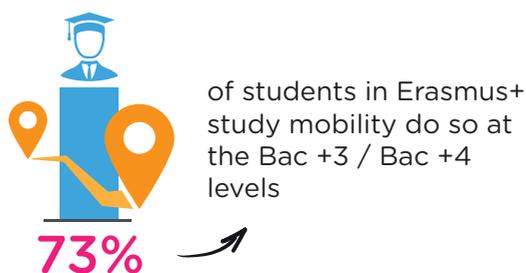
whereas those in DUT (Diplôme universitaire de technologie - Technological university degree) are in the same proportion as nationwide. Significant disparities appear between study mobility and traineeship mobility. While the share of mobility students in short cycle courses (BTS or DUT) is low for study mobility, it increases sharply for traineeship mobility, representing 27% of traineeship mobility students. Traineeship mobility is not very present in general bachelor degrees (5%), while nearly a third of students in study mobility are enrolled in bachelor degrees. Learners studying in an engineering or business school or for a Master's are represented relatively homogeneously in both types of mobility.

• Table 5: Degree studied by Erasmus+ students in 2016-2017 by type of mobility

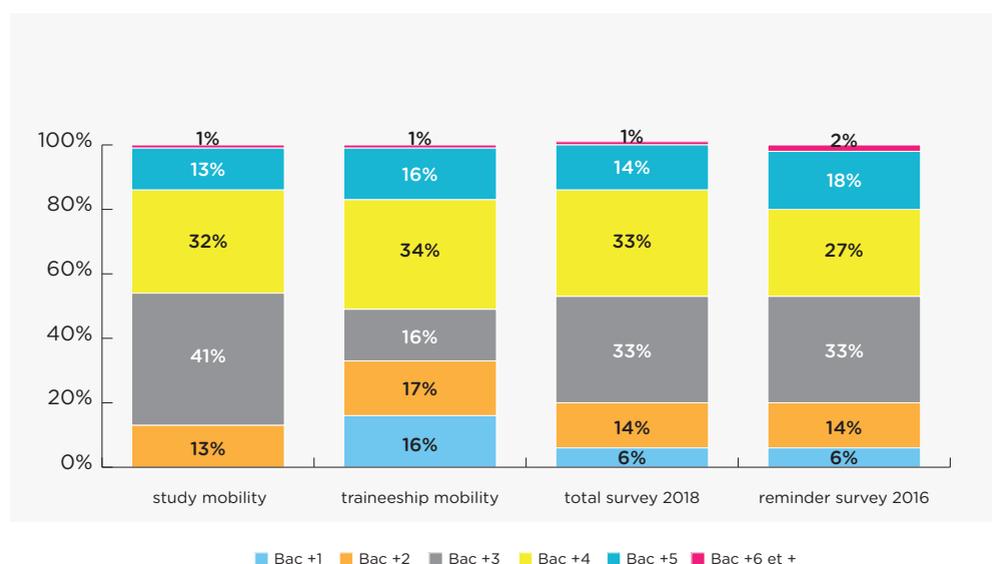
	study mobility	Traineeship mobility	Total survey 2018	Distribution of students in France 2016-2017	Reminder survey 2016
BTS (higher technical certificate)	0%	20%	6%	10%	%5
DUT (technological university degree)	4%	7%	5%	4,5%	4%
General bachelor degree	32%	5%	23%	27%	24%
Professional bachelor degree	1%	2%	1%	2%	1%
Master's	17%	19%	18%	13%	19%
Ph.D.	0%	0%	0%	2%	0%
Degree in medicine, dentistry, pharmacy, midwifery	2%	1%	1%	7%	1%
Degree in business or management	19%	17%	19%	6%	20%
Degree in engineering	18%	24%	20%	6%	18%
Paramedic or social degree	0%	2%	1%	5%	1%
Art or architecture degree	2%	1%	2%	2,5%	2%
IEP degree (Institute of political studies)	4%	1%	3%	15%	4%
Other area of study + CPGE	1%	1%	1%		1%
Total	100%	100%	100%	100%	100%

Source : 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data and SIES-MESRI for national data (The number of students in higher education in 2017-2018 in constant progression - Information Note no. 9 - December 2018)

Two-thirds of mobilities take place at Bac +3 (3 years after the baccalauréat) or Bac +4 (4 years after the baccalauréat) levels, representing an upward trend compared to the 2016 survey, to the detriment of Bac +5 (5 years after the baccalauréat) level. 73% of students in Erasmus+ study mobility do so at the Bac +3 / Bac +4 levels, whereas these levels represent only 50% of students on traineeship mobility; the higher proportion of short cycle students in these mobilities explains the more significant mobility at the Bac +1 (1 year after the baccalauréat) and Bac +2 (2 years after the baccalauréat) levels.



• **Figure 10: Level of study of students in Erasmus+ mobility in 2016-2017**



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

73% of BTS mobilities occur in 1st year while 70% of DUT mobilities take place in the 2nd year, and 28% in the 3rd year, in the case of the international technology education university degree (DUETI). In general bachelor degrees, 85% of students

complete their Erasmus+ mobility in the 3rd year, and Master's mobility occurs mainly in the 1st year (67%). For specialist degrees, the year of mobility depends on the duration of the course and the year of commencement of the course.

• **Table 6: Year of mobility by type of training of Erasmus+ mobility students in 2016-2017**

	1 st year	2 nd year	3 rd year	4 th year	5 th year (and more)
BTS	73%	27%	-	-	-
DUT of which DUETI	2%	70%	28%	-	-
General undergraduate degree	1%	14%	85%	-	-
Master's	67%	32%	1%	-	-
Health degree (university)	-	1%	55%	31%	13%
Engineering degree (including integrated preparatory training)	-	2%	9%	63%	26%
Business school degree	1%	17%	28%	35%	19%
Health and social degrees	5.5%	43%	46%	5.5%	-
Art and architecture degrees	2%	2%	20%	66%	10%
IEP degree	1%	22%	71%	4%	2%

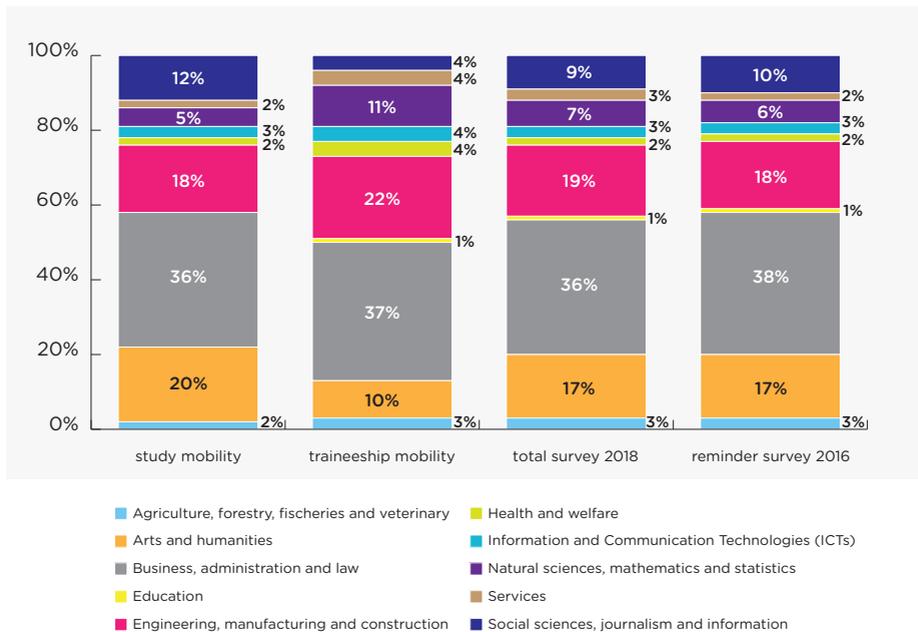
Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

36% of Erasmus+ mobility students are studying business, administration or law. 19% are enrolled in engineering, production or construction training. Finally, 17% study in the field of arts and humanities and 9% in social sciences. These data are comparable to those of the survey conducted two years ago.

The distribution of the sectors differs according to the type of mobility. For study mobility, while

students in commerce, administration and law are the most numerous in proportion, arts and humanities students represent one-fifth of students in study mobility, followed by engineering and construction students. For traineeship mobility commerce, administration and law remain the principal fields of study, followed by engineering. Subsequently, we find the natural sciences, mathematics and statistics, then arts and humanities students.

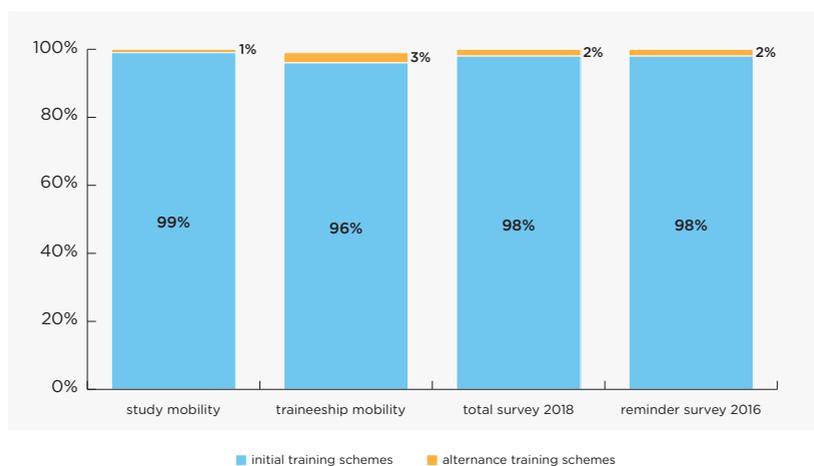
• **Figure 11: Area of study pursued by Erasmus+ students in 2016-2017**



Source: Mobility Tool, European Commission, data processed by Agence Erasmus+ France / Education Formation

Almost all Erasmus+ mobility students are enrolled under the initial training scheme. 2% are in apprenticeship or professional development contracts and continuous training is marginal. At national level, 5.8% of students study under an apprenticeship contract.

• **Figure 12: Enrolment regime of students in Erasmus+ mobility in 2016-2017**

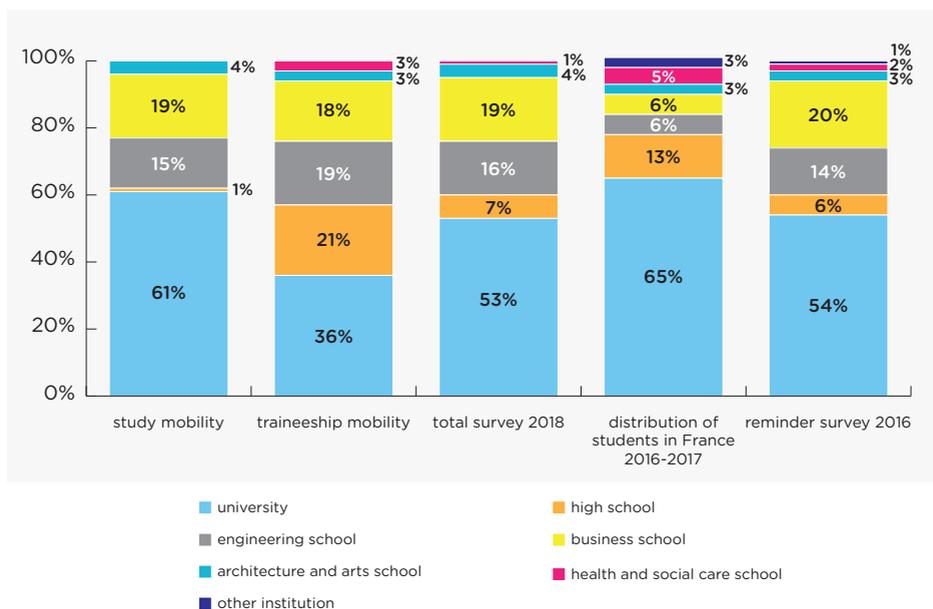


Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

53% of students in Erasmus+ mobility in 2016-2017 were enrolled at a university or at an institute of political studies (IEP), i.e. 12 percentage points less than the national population. Conversely, 19% of the students were following a course at a business or management school and 16% were studying at an engineering school, while each of them represent 6% of enrolments in higher education in France.

Significant differences emerge depending on the type of mobility. The university is the main sending establishment for students in study mobility (61%), while internship mobility is more widely spread between establishments (21% high school with BTS, 19% engineering school, 18% business school and 36% university).

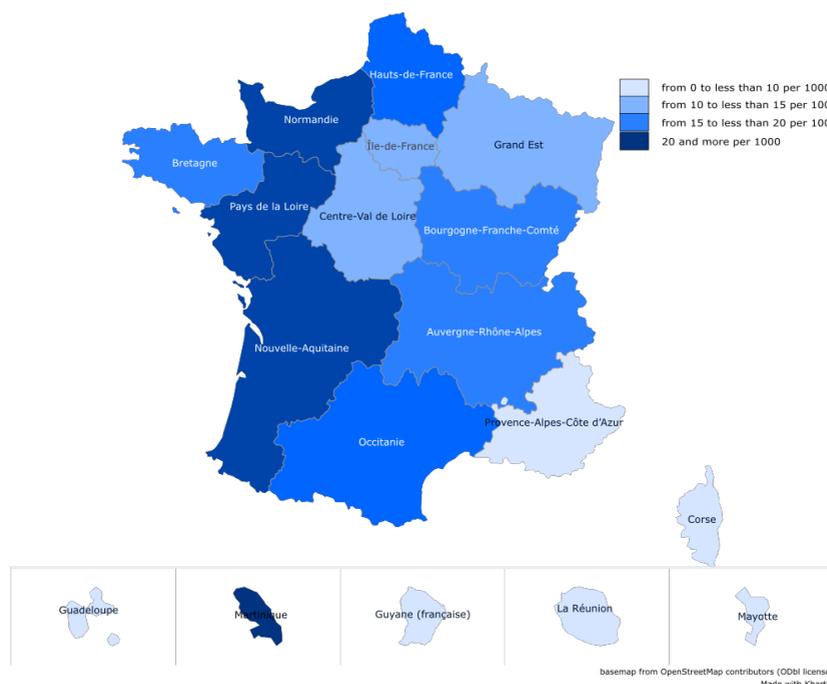
• **Figure 13: Type of institution enrolled in for students in Erasmus+ mobility in 2016-2017**



Source: Mobility Tool, European Commission, data processed by Agence Erasmus+ France / Education Formation - adjusted data and Central Database of Institutions, DEPP-MEN

Overall, 17 students per 1,000 were enrolled in Erasmus+ mobility in 2016-2017. In relation to the number of students per region, some regions are more affected by student mobility, such as the Pays de la Loire, Nouvelle-Aquitaine, Normandy and Martinique with more than 20 students in Erasmus+ mobility students per 1,000 registered in 2016-2017.

• **Map 2: Share of Erasmus+ mobility students in 2016-2017 per 1,000 enrolled students by region**



Source: Mobility Tool, European Commission, data processed by Agence Erasmus+ France / Education Formation and SIES-MESRI

{2.2}

Marked socio-demographic origins for Erasmus+ mobility students

The majority of student mobility in the Erasmus+ programme is female irrespective of the type of mobility. The proportion of women is higher than in the French student population. On the other hand, the proportion of foreign students in Erasmus+ mobility is lower than at national level.



• Table 7: Gender and nationality of students in Erasmus+ mobility in 2016-2017

	Proportion of women	Proportion of learners of foreign nationality	Proportion of learners with two foreign parents
Study mobility	58%	7%	7%
Traineeship mobility	56%	7%	10%
Total survey 2018	57%	7%	8%
Reminder survey 2016	58%	7%	7%
All of France in 2016-2017	55%	12%	-

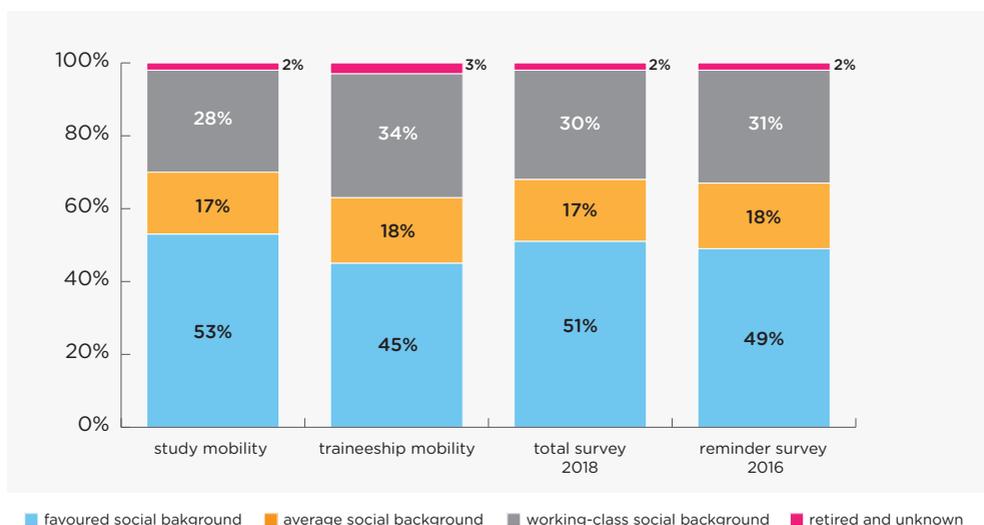
Source: Mobility Tool, European Commission, data processed by Agence Erasmus+ France / Education Formation SIES-MESRI

As for the 2016 survey, half of Erasmus+ students are from a favoured social background. In other words, half has at least one parent who is an executive or a senior professional. 17% are children of a technician and 30% are from a working class background (both parents labourers and/

or employees and/or agricultural workers and/or unemployed).

Students on study mobility tend to come from a more favoured background than those on internship mobility.

• Figure 14: Social background of students in Erasmus+ mobility in 2016-2017



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

In comparison with the national data (Table 8), students in Erasmus+ mobility in 2016-2017 are more likely to have a responsible parent who is an executive or a senior professional, whatever the academic curricula. Nevertheless, in live with the national level, the share of children of executives or senior professionals is lower for students in high school (BTS) and at university than in specialised schools, with the exception of paramedical and

social schools. At the same time, even if overall students in Erasmus+ mobility are less likely to be children of labourers or employees compared to the national population, we find a higher proportion of these students at university, at engineering school, in BTS and at business school. This finding raises the problem of middle-class children who appear to be less numerous in the Erasmus+ programme.

• **Table 8: Comparison of social background* for students of French nationality in 2016-2017**

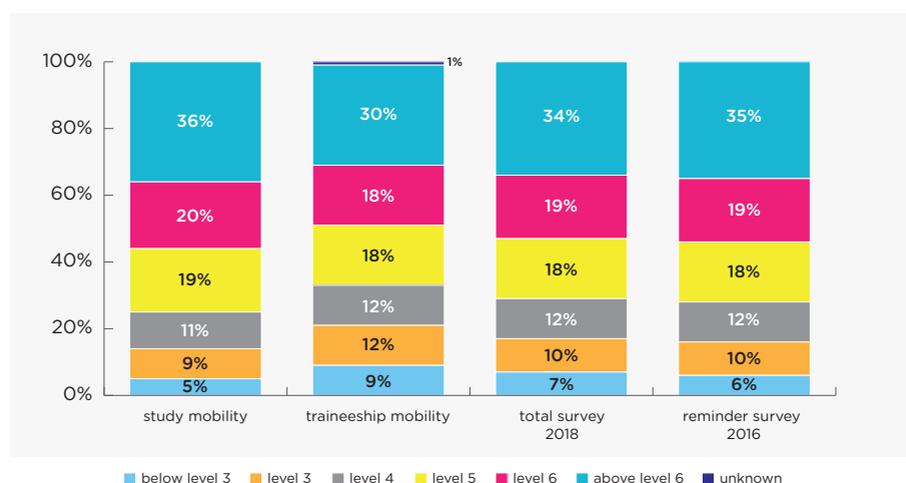
	Rate of children executives or senior professionals		Rates of children of labourers or employees	
	Students in Erasmus+ mobility	French student population	Students in Erasmus+ mobility	French student population
University	39.6%	34.1%	29.5%	26.9%
Non-university engineering training	56.4%	54.8%	18.2%	13.2%
High school (BTS)	19.4%	15.9%	49.4%	42.3%
Business, management and accounting schools	56.3%	52.1%	16.2%	11.5%
Arts, architecture and journalism schools	47.9%	45.4%	19.6%	19.2%
Paramedical and social schools	36.7%	23.9%	19.5%	48.4%
Total 2016-2017	45.0%	34.7%	25.6%	27.7%

* For data on Erasmus+, taking into account the PCS of parent 1, and if the data is unknown, taking into account the PCS of Parent 2
 Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data and DEPP-MEN, RERS 2017, p.179

71% of students in Erasmus+ mobility have at least one parent who graduated from higher education. According to the survey “Living conditions of students” by the National Observatory of Student Life (OVE), this rate is 60% at national level⁴. In addition, 12% of students in Erasmus+ mobility have parents who hold at least an undergraduate degree

(16% at national level), 10% level 3 (14% at national level) and 7% come from a family where neither parent obtained any qualification, or a qualification below level 3 (10% at the national level). These percentages remained stable compared to the last survey.

• **Figure 15: Education level (old nomenclature) of parents of students in Erasmus+ mobility in 2016-2017**



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

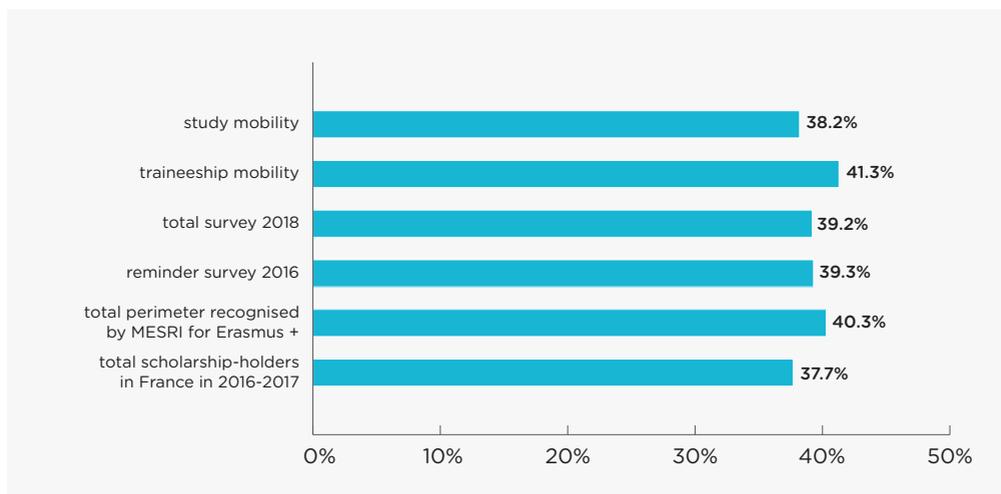
⁴ National Observatory of Student Life (2017), National Survey of Living Conditions for Students 2016 - Socio-demographic and Academic Data, pp. 11-12. The scope of the OVE survey is a little more restrictive than the Erasmus+ data. It does not take into account schools in the paramedical and social sector. (http://www.ove-national.education.fr/medias/Fiche_sociodemo_CdV_2016.pdf)

39.2% of students in Erasmus+ mobility are scholarship-holders based on social criteria (including students in health and social training or in architecture schools). If we take only the perimeter recognised by the Minister of higher education, research and innovation (MESRI)⁵, 40.3% of students in Erasmus+ mobility are scholarship-holders, 2.6 percentage points higher than the national average. This rate of Erasmus+ scholarships-holders has not changed since the last survey in 2016. Students in traineeship mobility are proportionally more likely

to be scholarship-holders than students in study mobility, with the larger proportion of students in BTS courses, who are more often scholarship-holders, explaining this difference.



• **Figure 16: Erasmus+ scholarship-holder rate in 2016-2017**



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data and SIES-MESRI

The rate of Erasmus+ scholarship-holders by type of institution is systematically higher than the national rate of scholarship-holders. 47% of students in Erasmus+ mobility enrolled in a French university are scholarship-holders, 7.7 percentage points higher than at national level. This difference is 9.1 percentage points in favour of Erasmus+ in non-university engineering schools and 7.4 percentage points in business and management schools. The proportion is similar in the sections of senior technicians.

• **Table 9: Rate of scholarship-holders on the basis of social criteria by type of institution**

	Rate of scholarship-holders - Erasmus+	Rate of scholarship-holders - all of France
University or other university-level teaching institution	47.0%	39.3%
Section of senior technicians	55.6%	54.3%
Non-university engineering training	32.2%	23.1%
Business, management and accounting schools	21.2%	13.8%

Source : enquête profils des apprenants 2018, Agence Erasmus+ France / Education Formation - données redressées et SIES-MESRI

Scholarship-holding students in Erasmus+ mobility are more likely to have a lower-level scholarship than the national level (56% receive a grant of level 0 or 1, compared to 35% at the national level). Scholarship-holders of levels 5, 6 or 7 account for 20.6% of scholarship-holders in Erasmus+ mobility, which is 11.2 percentage points lower than for all scholarship-holders.

⁵ Algava E. et Lièvre A. (2017), Note Flash du SIES no. 12, Les boursiers sur critères sociaux en 2016-2017, 2 pp.

"Scholarships based on social criteria can only be awarded to students enrolled in a training course authorised by the ministry in charge of higher education to receive grant-holders, with conditions on age, enrolment, nationality and the qualification. They are granted according to the family income and expenditure, evaluated according to a national scale which determines the annual amount of the grant. These mainly concern those enrolled in national undergraduate or Master's degree programs and up to the sixth year of health studies, public or private STS and CPGE students under contract, students in engineering schools under the supervision of MESRI or in state-recognised business schools."

• **Table 10: Grant-holder level of Erasmus+ grant-holding students**

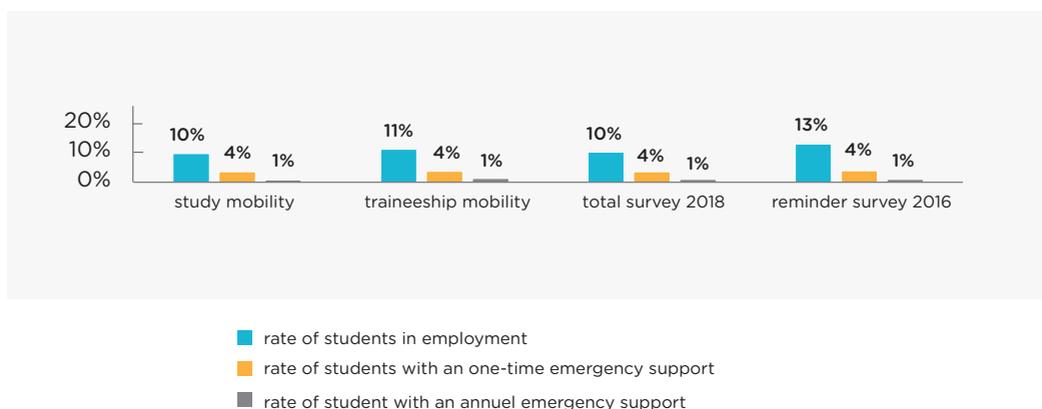
	Rate of scholarship-holders - Erasmus+			Rate of scholarship-holders in France	Reminder survey 2016
	Total	Study mobility	Traineeship mobility		
Level 0	41.7%	43.5%	37.8%	30.4%	41%
Level 1	14.2%	14.6%	13.4%	14.9%	16%
Level 2	6.9%	6.6%	7.5%	7.8%	7%
Level 3	8.4%	8.1%	9.1%	7.8%	8%
Level 4	8.2%	7.7%	9.2%	7.3%	8%
Level 5	9.4%	8.9%	10.5%	13.4%	9%
Level 6	7.0%	7.1%	6.9%	11.9%	7%
Level 7	4.2%	3.5%	5.6%	6.5%	4%
Total	100%	100%	100%	100%	100%

Source: 2018 Student Profile Survey, Erasmus+ France / Education Training Agency - adjusted data and SIES-MESRI

Economic barriers to student mobility can also be assessed according to the rate of students in employment during their studies and those who have recourse to emergency support. The

proportions changed little between the two surveys. 10% of students in Erasmus+ mobility in 2016-2017 report being in employment and 5% have received emergency support to finance their studies.

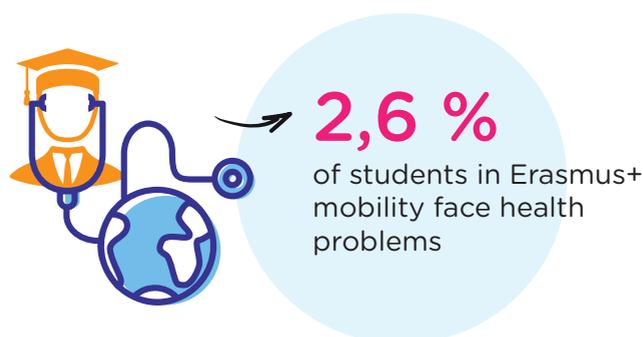
• **Figure 17: Wage-earning and emergency support of students in Erasmus+ mobility in 2016-2017**



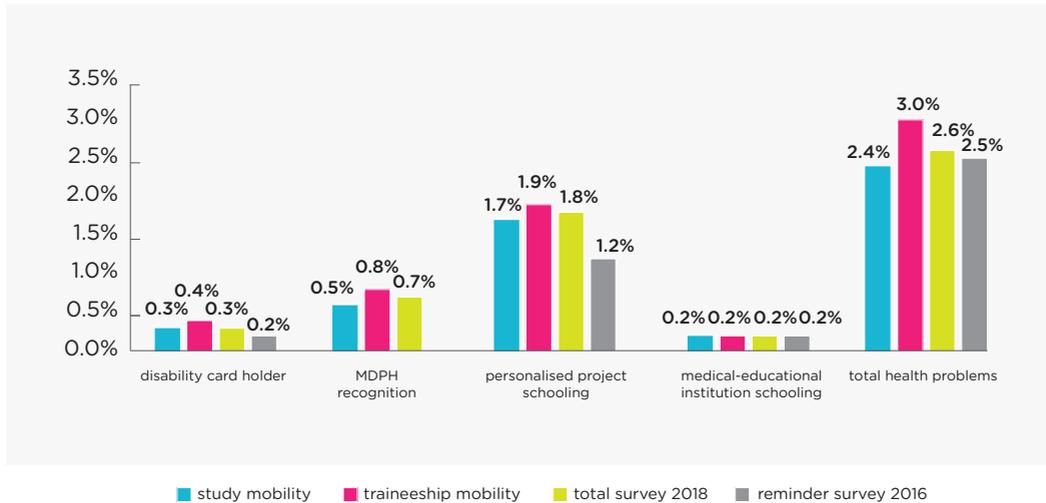
Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data and SIES-MESRI

In addition to economic obstacles, 2.6% of students in Erasmus+ mobility face health problems. 0.8% report a disability (1% in private higher education,

0.8% in public higher education), which is slightly lower than the national average (1.34% in public higher education).



• Figure 18: Health issues of students in Erasmus+ mobility in 2016-2017

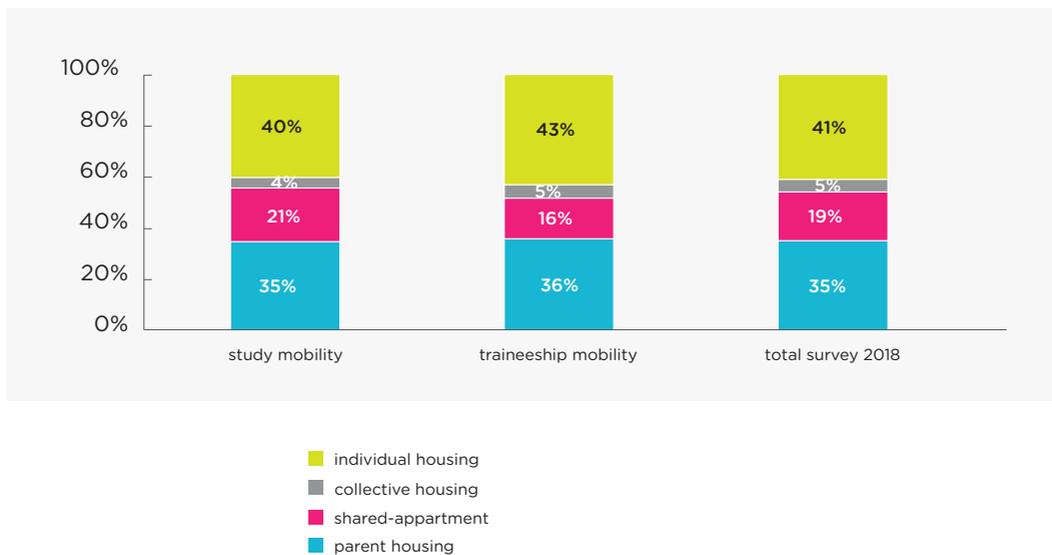


Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

The proportion of students in Erasmus+ mobility living with their parents is 35%, constant between the two studies and close to the national average (31% according to OVE data). Two-thirds had left the parental home at the time of commencing their mobility.

2% of students in Erasmus+ mobility report living in “quartier prioritaire de la politique de la ville” at the time of commencing their mobility.

• Figure 19: Accommodation of Erasmus+ students in 2016-2017 prior to commencing their mobility



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data

{2.3}

Vulnerability of students in Erasmus+ mobility in 2016-2017

Vulnerability refers to a condition of socio-economic fragility. It is understood as a risk of falling into precariousness or poverty.

Inspired by the vulnerability indicator built by the RESOSUP Network of Observatories of Higher Education⁶, we tried to measure the proportion

of vulnerable students who take part in Erasmus+ mobility. The indicator is constructed on the basis of 7 questions (compared to 9 for the RESOSUP indicator) with different weightings according to the criteria. Questions on the financial aspects are weighted by a coefficient of 2, against 1 for the others.

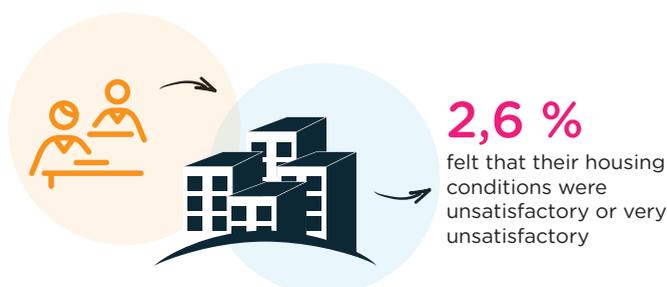
• Table 11: Construction of the vulnerability index

Questions	Variable	Coefficient
Before starting your mobility, did you ever face financial difficulties that made it impossible for you to meet your basic needs (food, rent, electricity, etc.)? Yes / No	Financial difficulties	2
Before starting your mobility, did you ever face financial difficulties that caused you to stop seeing a doctor or other health professional? Yes / No	Forgoing health care	2
Before starting your mobility, did you ever face financial difficulties that meant you repeatedly went hungry? Yes / No	Food	2
Before starting your mobility, were you ever obliged to work to meet your basic needs? Yes / No	No choice about work	1
Before starting your mobility, did people close to you (your parents, other family members, friends) support you? Yes, financial help / Yes, help in kind / No	Support from family and friends	1
Before starting your mobility, how did you perceive your physical or psychological state of health? Very good / Good / Poor / Very Poor	Physical or psychological health	1
Before starting your mobility, how did you perceive your housing conditions? Very satisfactory / Satisfactory / Unsatisfactory / Very unsatisfactory	Housing problems	1

Overall, 8.4% of students in Erasmus+ mobility state that before leaving they encountered financial difficulties that made it impossible for them to meet their needs. 13% had to forgo health care for the same reasons, and 5.3% repeatedly went hungry.

17.1% of students in Erasmus+ mobility in 2016-2017

state that prior to commencing their mobility, they had to work to meet their basic needs. 11.5% had no friends or relatives they could count on in case of need. 5.2% felt physically or psychologically in poor health, and 2.6% felt that their housing conditions were unsatisfactory or very unsatisfactory.



⁶ Resosup (2016), Construction d'un indicateur de la précarité étudiante, Cahier no. 5, 28 pp (http://resosup.fr/IMG/pdf/Cahier_de_Resosup_no5.pdf)

• Table 12: Different criteria of vulnerability of students in Erasmus+ mobility in 2016-2017

	Study mobility	Traineeship mobility	Total survey 2018	France (OVE 2016)
Encountering financial difficulties that make it impossible to meet their basic needs (food, rent, electricity, etc.)	8%	9.5%	8.5%	12%*
Having to forgo health care for financial reasons	13%	13%	13%	30%
Repeatedly going hungry for financial reasons	4%	6.5%	5.5%	-
Being obliged to work to meet basic needs	16.5%	18%	17%	-
Lacking friends or relatives to count on in case of need (financial or material assistance)	10.5%	13.5%	11.5%	-
Feeling physically or psychologically unhealthy	5.5%	4.5%	5%	5%
Encountering significant difficulties with housing	2.5%	3%	2.5%	7%

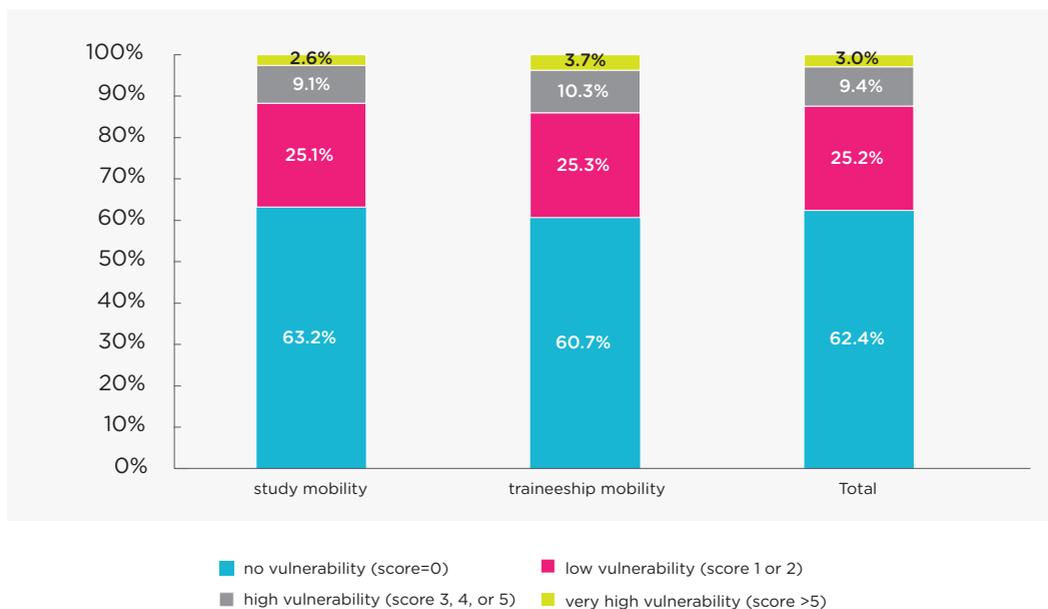
Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data
 * OVE 2013

Overall, 62% of students in Erasmus+ mobility are not in a situation of vulnerability, and one quarter are in a situation of low vulnerability.

Nevertheless, 12.4% of students in Erasmus+ mobility in 2016-2017 faced a situation of high or very high vulnerability. Students on traineeship mobility are more likely to suffer this vulnerability (14.0%) than those on study mobility (11.7%).

BTS students suffer the most from this vulnerability (19%), while students in engineering schools are the least at risk (5%). In universities, the proportion of vulnerable students in Erasmus+ mobility is slightly above average (14%). 19% of grant-holders and 20% of children from a working class background face this risk of vulnerability, compared to 8% of non scholarship-holders and 7% of the children of executives.

• Figure 20: Vulnerability score of students in Erasmus+ mobility in 2016-2017



Source: 2018 Student Profile Survey, Agence Erasmus+ France / Education Formation - adjusted data



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