


---

This is the **published version** of the master thesis:

Lamy Fritsch, Hugo; Blasi Casagran, Cristina (tut.). *Analysing Erasmus+ Programme's scope and challenges to improve integration among European Union students*. (Universitat Autònoma de Barcelona), 2025 (Integració Europea)

---

This version is available at <https://ddd.uab.cat/record/323875>

under the terms of the  license.



# **UNIVERSITY MASTER'S DEGREE IN EUROPEAN INTEGRATION**

Academic year 2024-2025

## **MASTER'S THESIS**

**Analysing Erasmus+ Programme's scope and challenges to improve  
integration among European Union students**

**AUTHOR: Hugo LAMY FRITSCH**

**TUTOR: Dr. Cristina BLASI CASAGRAN**

UAB Campus, September 1, 2025

## ACKNOWLEDGEMENTS

A special thank you to Doctors Cristina BLASI CASAGRAN, Montserrat PI LLORENS and Professor Josep Maria DE DIOS MARCER, from the Autonomous University of Barcelona (*Universitat Autònoma de Barcelona*), and Professor Marc BLANQUET, from University Toulouse Capitole (*Université Toulouse Capitole*), my teaching supervisors both at my host university and at my home university.

My thoughts also go to all my professors and teaching staff, both at the Autonomous University of Barcelona and the University Toulouse Capitole, during my two years of my master's degree, not to mention those of my bachelor's degree, without whom my choice of studies would not have been unconsciously made.

Thank you to those who took an interest, both near and far, in the creation of these pages, especially to my twin brother, Emilio, who has never stopped being interested and believing in this project, and to my grandfather, who narrowly missed reading these lines.

And finally, special recognition goes to the people who contributed to the realization of my “Erasmus Experience”, which is one of the 97% of those that go well.

## **ABSTRACT**

The Erasmus Programme, founded in 1987 after a significant process, has many positive aspects and some negative points as well in the field of mobility of students: this research work will attempt to highlight an important number of these issues. Participating directly in this Programme allows one to become more directly aware of these realities, in particular the possibility of taking part in it as a student. More substantially, this study will emphasize how the Erasmus+ Programme must fully fulfil its objectives for students, in order to achieve one of the main objectives of the European Union: the idea of integration.

*Keywords:* Integration, equality, non-discrimination, free movement of persons, mutual trust, mobility

# INDEX

<b>ACKNOWLEDGEMENTS</b>	<b>2</b>
<b>ABSTRACT</b>	<b>3</b>
<b>INTRODUCTION</b>	<b>5</b>
<b>PART I. ORIGIN AND EVOLUTION OF THE ERASMUS+ PROGRAMME</b>	<b>9</b>
Section 1.1. The presage of the Erasmus+ Programme	9
Section 1.2. The birth of the Erasmus+ Programme	9
Section 1.3. Presentation of the Erasmus Programme	11
Subsection 1.3.1. Overview	11
Subsection 1.3.2. Focus on the part related to the mobility of individuals within the program	13
<b>PART II. MAIN FEATURES OF THE PROGRAM</b>	<b>18</b>
Section 2.1. Major advantages of the Programme	18
Subsection 2.1.1. Allowing academic enrichment	18
Subsection 2.1.2. Improving its own culture and personal development	20
Subsection 2.1.3. Helping develop valuable professional skills	23
Section 2.2. Areas for improvement in the Programme	25
Subsection 2.2.1. A complicated European intervention in higher education institutions	25
Subsection 2.2.2. Better support for students on site	27
<b>PART III. CHALLENGES OF THE ERASMUS PROGRAMME</b>	<b>30</b>
Section 3.1. Fight indirect discriminations created by this Programme	30
Subsection 3.1.1. The financial discrimination created indirectly by the Erasmus+ Programme	30
Subsection 3.1.2. Enable more massive participation in this Programme	33
Section 3.2. Steps to fully integrate all students in the future	34
Subsection 3.2.1. Better access to knowledge and learning of languages	34
Subsection 3.2.2. Better support for students in mobility	36
<b>CONCLUSION</b>	<b>39</b>
<b>BIBLIOGRAPHY</b>	<b>41</b>

## INTRODUCTION

At a time when more than 16 million people have benefited from mobility thanks to the Erasmus+ Programme, this project, intended to be inclusive on paper, appears not to be achieving entirely its objectives in reality.<sup>1</sup>

Taking part in the Erasmus+ Programme can be life-changing on multiple levels (from a studying perspective, firstly, to a social aspect, secondly) and I had the chance to be part of it between my home university, the Toulouse Capitole University, and my host university, the Autonomous University of Barcelona. Indeed, while taking some time to reflect and think about this whole process, it is hard not to address how this opportunity can be different for anyone. In general, from getting the chance to take part of this journey to really taking part of it, a lot can differ depending on plural aspects, most of the time on a financial, opportunity and chance level, that will be the reason for this work. It seemed interesting to me to take a more practical interest in the role of the European Union in this policy and in the objectives of the Programme in which I participated, the latter remaining sufficiently vague when we are not necessarily interested in it (the educational policy of the European Union is not taught as a priority during studies). Essentially, by carrying out studies in the field of the European Union, and its law, it seemed natural to analyze this process put in place by this Organization.

Generally speaking, readings and documentation relating to the limits and/or challenges of the Erasmus Programme focus more on issues related to its proper implementation. Writings that raise points similar to those in the following lines exist. And, at first glance, the following lines might seem similar. However, they are presented and argued based on the perspective of a recent participant in this opportunity, based on the most current data, and the feedback that may have been noticed or discussed directly with other peers. The following topic will focus on how the Erasmus+ Programme, set up by the European Union notably in order to promote the mobility of students and teachers in a context of internationalization of markets, needs to be further improved. Indeed, it is appropriate to ask how it would be necessary to take more into account the European desire to integrate and fully encourage European citizens to participate in this exchange programme.

Pragmatically and in order to better describe the terms of the subject, this European Programme has, among other things, been developed by the European Union in order to facilitate the exchange of young learners and the staff responsible for the learning of these first. However, the Programme, although becoming increasingly popular, still encounters difficulties in its operation. The next pages will therefore provide an in-depth analysis.

---

<sup>1</sup> 'Programme level overview of project data', *Erasmus+ in European Commission*, May 6, 2025, Accessible in <[https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk\\_source=website&pk\\_medium=link&pk\\_campaign=hp&pk\\_content=hp-data](https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk_source=website&pk_medium=link&pk_campaign=hp&pk_content=hp-data)> (Last accessed: May 14, 2025).

It is essential to note that many student exchange programs exist, different from the Erasmus+ Programme one. Indeed, in Europe, university and school exchanges are generally carried out through this Programme. However, bilateral agreements can be concluded between establishments in Europe and in third and/or non-participating countries outside this reference European programme in order to set up exchange programmes.<sup>2</sup> In the European context, the Erasmus+, Programme has however become a reference in the establishment of international mobility. Let us now clarify the importance of international mobility, particularly among students. Indeed, for information purposes and to illustrate these points in the context of this research paper, every year, more than 40% of European students leave their home country to pursue part of their studies in a foreign country.<sup>3</sup> Plus, according to the OECD, among the European Union, almost 41% of the mobile students are from a member state, while 26% are from Asia.<sup>4</sup>

The subject that will be presented here can be linked to different key notions, at the heart of the daily and permanent construction of the European Union. First of all, we have to keep in mind that in this work, integration refers to the assimilation of people within the same group, in an equal way. From the first articles of the Treaty on European Union, specifically Article 2, the values of the Organization are presented, and among them, equality.<sup>5</sup> It can be understood as the same similar relationships that must exist between women and men, without differentiation between gender, sex, skin color or even ethnic origin. So, this also leads to the second notion that this work will deal with, that of non-discrimination, which is “*to allow all individuals an equal and fair chance to access opportunities available in a society*.”<sup>6</sup> On another side, this research work will deal with a topic that can be linked to the key concept of the free movement of persons, guaranteed by the Treaty on European Union, the Treaty on the Functioning of the European Union and the Charter of Fundamental Rights of the European Union. This concept can be described as the right, as a European citizen, to “*move and reside freely within the territory of the Member States*.”<sup>7</sup> Lastly, but just as importantly, this work will emphasize how

<sup>2</sup> ‘Qu’est-ce qu’un programme d’échange ?’, *Panthéon-Assas University - Paris*, September 26, 2023, Accessible in <<https://www.assas-universite.fr/fr/international/partir-etudier-letranger/en-programme-dechange-erasmus-etc/quest-ce-quun-programme>> (Last accessed: July 31, 2025)

<sup>3</sup> COUGHLAN S., ‘Exchange students ‘40% go on to live and work abroad’’, *BBC*, September 22, 2014, Accessible in <<https://www.bbc.com/news/education-29310930>> (Last accessed: July 30, 2025)

<sup>4</sup> ‘Share of mobile students enrolled at tertiary level by country of origin’, *OECD*, April 2025, Accessible in <[https://data-explorer.oecd.org/vis?lc=en&df\[ds\]=dsDisseminateFinalDMZ&df\[id\]=DSD\\_EAG\\_UOE\\_NON\\_FIN\\_S\\_TUD%2540DF\\_UOE\\_NF\\_SHARE\\_MOB\\_ORG&df\[ag\]=OECD.EDU.IMEP&dq=.....A.....T.&pd=2%2C0%2C2%2C2%2C%25%2C2%2C2%2C&to\[TIME\\_PERIOD\]=false&vw=tb&pg=0](https://data-explorer.oecd.org/vis?lc=en&df[ds]=dsDisseminateFinalDMZ&df[id]=DSD_EAG_UOE_NON_FIN_S_TUD%2540DF_UOE_NF_SHARE_MOB_ORG&df[ag]=OECD.EDU.IMEP&dq=.....A.....T.&pd=2%2C0%2C2%2C2%2C%25%2C2%2C2%2C&to[TIME_PERIOD]=false&vw=tb&pg=0)> (last accessed: May 20, 2025)

<sup>5</sup> European Union. (2016). *Consolidated version of the Treaty on European Union*. Official Journal of the European Union, C 202, 13–46. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012M/TXT>

<sup>6</sup> Non-discrimination (the principle of), *Eur-Lex*, Accessible in <[https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:nondiscrimination\\_principle](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:nondiscrimination_principle)> (Last accessed: July 31, 2025)

<sup>7</sup> ‘Free movement of persons’, *Fact Sheets on the European Union - European Parliament*, April 2025, Accessible in <<https://www.europarl.europa.eu/factsheets/en/sheet/147/la-libre-circulation-des-personnes>> (Last accessed: July 31, 2025).

the European Union is based under the concept of mutual trust, which “*underlies the existence and maintenance of trust between the Union and the Member States, thus allowing us to identify a global system of trusts that structures relations between legal systems*”.<sup>8</sup>

The following pages will assess and detail the situation of the Erasmus+ Programme within the European Union: both its positive and controversial aspects and also the shortcomings it may encounter.

As a matter of fact, the actual Erasmus 2021-2027 Programme is based on a European text, the Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021.<sup>9</sup> In this European regulation, an important place is given to equality and inclusion, in order to allow greater participation in the Programme and better implementation of it as well. However, in reality, it is possible to notice that the wishes written on paper are not transcribed in a similar way. These are the challenges that this Programme still has to address and the reasons that also led to the writing of the lines that follow.

Although the Erasmus+ Programme covers much more than student mobility, this will be the main focus. Indeed, this European policy is largely focused on this aspect, however it also covers a broader scope. As explained previously, the European Programme sets objectives to be achieved through its implementation and it is based on 4 key actions to achieve them, including one on the mobility of students and teaching staff.<sup>10</sup> Thus, only a tiny part of this European policy can be addressed in the following lines. Therefore, demystifying and deepening the real issues regarding student mobility, which the Programme must address in order to be implemented correctly by the participating states, seems to be a practical and interesting approach.

Thus, while the Erasmus Programme aims to achieve greater openness and participation, it is worth asking how the reality is different and therefore set complications that need to be changed to enable its optimal application.

After having made a general presentation of the Erasmus+ Programme as it stands at the time of writing this work (Part 1), it will then be appropriate to demonstrate both the positive and

---

<sup>8</sup> VALGUG, L. (2023, May 4). *Mutual trust as an instrument of the Union's constitutional system* (Doctoral dissertation, University Paris-Panthéon-Assas). Institut de droit comparé – Centre Saint-Guillaume, Paris. Accessible in <https://www.assas-universite.fr/fr/recherche/soutenances-de-theses/la-confiance-mutuelle-instrument-du-systeme-constitutionnel-de#:~:text=La%20confiance%20mutuelle%20sous%2Dend,rapports%20entre%20les%20systèmes%20juridiques.>> (Last accessed: July 31, 2025)

<sup>9</sup> Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021

<sup>10</sup> Ibid., pp. 15-16



negative points of this policy (Part 2), before analysing how it would be appropriate to present how to improve the shortcomings that emerge from its own implementation (Part 3).

To address the topic and answer the issues raised, research was conducted both digitally and through documentation and reading, prior to writing. Observations related to this experience were materialized in writing in the form of ideas or sensations throughout my semester mobility. Before starting the writing process, a research plan was established. The first step was to better understand this Programme in order to become more familiar with it and present it more concretely. The next step was to better reformulate, organize, explain, and corroborate the findings and observations I made through various sources, both online and in print.

## **PART I. ORIGIN AND EVOLUTION OF THE ERASMUS+ PROGRAMME**

### **Section 1.1. The presage of the Erasmus+ Programme**

To trace the origins of the Erasmus+ Programme, a quick step back in time is necessary. Indeed, in the 1970s, Jean Monnet (1888-1979), one of the founding fathers of the European Union, sought to create a Europe concerned about education, in order to go beyond an economic alliance, which was the foundation of the European Communities in 1957.

The 1957 Rome Treaties were almost silent about the topic surrounding education, teaching and research, there is only an aspect of sharing knowledge in nuclear matters that is put forward in the 25 March 1957 Euratom Treaty. As a matter of fact, Germany, France and the United Kingdom were unwilling to accept the idea of a European initiative in the field of education.

The Community will act in the field of education through employment policy between the 1950 and 1970s.

In 1971, the first Council meeting between education ministers took place at Community level. However, it was not until 1976 that they adopted together a program of action, in which they demonstrated a desire to establish cooperation at Community level in the field of education. Thanks to this program, the European Commission launched the first partnerships between universities for student exchanges: it is the Joint Study Programme. This Programme gained a huge success and its principles were used to develop an even more ambitious program, the *European Region Action Scheme for the Mobility of University Students*, whose acronym is *ERASMUS*, which recalls the name of the famous Dutch humanist. Universities and students were cheerful by the idea of this programme, however it was rejected three times by the Council of Ministers of Education. Indeed, they considered there was no desire for Europe to intervene in the reserved area of education.<sup>11</sup>

### **Section 1.2. The birth of the Erasmus+ Programme**

Ultimately, the Erasmus Programme was adopted on June 15, 1987. It allows the creation of an institutional frame in order to promote exchanges between universities and enable additional financing for them.

---

<sup>11</sup> KRICHEWSKY, L; MILHAUD, O; PETTINAROLI, L; SCOT, M, *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, pp. 5-6.

Students associations, especially the *Association des États Généraux des Étudiants de l'Europe*, the “AEGEE” (Association of States General of Students of Europe), supported this project and tried to pressure politics, such as François Mitterrand, the former President of France from 1981 to 1995. The low turnout in the second round of elections at the European Parliament in 1984 accelerated the will to introduce this program. Indeed, politics are seeing in this project the possibility to shape and reinforce the sense of integration and European identity among populations, especially thanks to the socializing role of education, while allowing to increase the chances to obtain a job for the young people following this program. Significantly, this program emerged in a context where economic Europe is developing strongly, and which may require qualified workforce with cultural and linguistic skills, provided particularly thanks to this program.<sup>12</sup>

The Bologna Process, starting 1998, enabled the adoption of a system of easily readable and comparable diplomas (through the "Diploma Supplement"), the establishment of a credit system (such as the ECTS system - European credit transfer system, which allows the transfer of teaching credits and encourages student mobility), to promote the mobility of students and teachers by overcoming obstacles to free movement, to promote quality assessment through comparable criteria and methodologies and to promote the European dimension in higher education<sup>13</sup> (known as the European Higher Education Area). Before the starting of this Process, at the level of the Council of Europe, the *Magna Charta Universitatum* was signed in 1988 in Bologna (for the 900th anniversary of that university) in order to encourage cooperation between European universities.<sup>14</sup> There is a particular significance of choosing this city to start this process of rapprochement of European higher education systems, starting in 1998. Significantly, this is the city where representatives of European universities started to meet in order to establish and adopt common rules and goals in terms of higher education, in the city of one of the oldest universities in continuous operation in the world, the University of Bologna.<sup>15</sup> Since then, other meetings have been held to open the process to other countries in the European Cultural Convention of the Council of Europe.<sup>16</sup>

Erasmus could echo the famous Dutch humanist, priest, theologian, educationalist, satirist and philosopher of the same name. Erasmus of Rotterdam (1469 - 1536) traveled across what is now Western Europe in order to spread knowledge, notably thanks to the links he maintains with

---

<sup>12</sup> SCOT M., ‘De Bologne (1217) à Bologne (1999) - Brève histoire des universités européennes’, en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, pp. 22-24.

<sup>13</sup> Ibid., p. 27.

<sup>14</sup> ADENDORFF L., ‘Is the Magna Charta Universitatum still relevant?’. *University World News*. September 30, 2012. <<https://www.universityworldnews.com/post.php?story=20120927080003671>> (last accessed: May 20, 2025)

<sup>15</sup> DE RIDDER-SYMOENS, H. ‘*A History of the University in Europe: Volume 1, Universities in the Middle Ages*’, CAMBRIDGE UNIVERSITY PRESS, United Kingdom, 1992, pp. 47-55.

<sup>16</sup> ‘Details of Treaty no.018, *Council of Europe portal*, December 19, 1954, Accessible in <<https://www.coe.int/en/web/conventions/full-list?module=treaty-detail&treatynum=018>> (Last accessed: April 24, 2025).

distinguished academics in other countries. He traveled in France, Belgium (where he studied), stayed in England and Italy, Germany and Switzerland. His stays can demonstrate the desire from universities to create a link between them and encourage exchanges between students. However, his atypical career represents the yardstick of what university exchanges would later become, in a more widespread and democratized way.<sup>17</sup>

Nevertheless, the idea of allowing student exchange comes from an Italian student, Sofia Corradi, who, in the late 1960s, had to go back to school after going to the United States and the higher education institution in her home state did not want to recognize her diplomas. At that time, it was only the birth of free movement as one of the four freedoms enjoyed by European citizens. This student had the opportunity to spread her idea thanks to the fact she was working for the conference of rectors of Italian universities.<sup>18</sup>

As it is possible to see, at the beginning, the idea behind this program comes from different life opportunities, experienced by people who travelled and used what could be linked to a freedom of movement, and could have wanted a recognition of the work they did in a different country.

## Section 1.3. Presentation of the Erasmus Programme

### Subsection 1.3.1. Overview

Now that we have seen the process of the creation of the Erasmus Programme, it is necessary to present what this program currently consists of.

Fundamentally, the aim of the Erasmus+ Programme is to help European citizens ensure their personal and professional development.<sup>19</sup>

It is now referred to as Erasmus+ (or Erasmus Plus) since January 2014: this small, but significant subtlety, shows the fact that the programme has expanded beyond its original purpose. Indeed, the Erasmus+ Programme brings together the two major educational programmes of the European Commission: the Lifelong Learning Programme (LLP) and the Youth in Action

---

<sup>17</sup> SCOT M., 'De Bologne (1217) à Bologne (1999) - Brève histoire des universités européennes', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, pp. 12-13

<sup>18</sup> RIVA O., 'La signora dell'Erasmus: «Grazie agli studi all'estero sono nate un milione di famiglie europee»' *Corriere della Sera*, January 3, 2022. <[https://www.corriere.it/sette/attualita/22\\_gennaio\\_03/signora-dell-erasmus-grazie-studi-all-estero-sono-nate-milione-e-famiglie-europee-94ffa056-6a44-11ec-b207-ac107188fcf7.shtml?refresh\\_ce](https://www.corriere.it/sette/attualita/22_gennaio_03/signora-dell-erasmus-grazie-studi-all-estero-sono-nate-milione-e-famiglie-europee-94ffa056-6a44-11ec-b207-ac107188fcf7.shtml?refresh_ce)> (Last accessed: May 20, 2025)

<sup>19</sup> 'Erasmus+ Programme Guide 2025 (Version 2)', *Erasmus+ in European Commission*, January 20, 2025, Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>> (Last accessed: May 21, 2025), p. 4

programme. It opens up the possibility of going abroad for longer periods of time and to a wider audience.<sup>20</sup>

The Erasmus Plus Programme is part of the Multiannual Financial Framework (also known as the ‘MFF’) of the European Union, which is a framework, adopted by the Council after an approval from the European Parliament, for seven years that determines the maximum amount that the European Union can spend each year by program and field of action. For the 2021-2027 period, the actual one, the budget amounted to EUR 1 074.3 billion (2018 prices).<sup>21</sup> The share allocated to the Erasmus+ Programme amounts to 26,2 billion euros, an increase of almost 50%, compared to the previous 2014-2020 budget.<sup>22</sup> Following the approval of the MFP, the actual Erasmus+ Programme was adopted thanks to the Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013.<sup>23</sup> This programme sets the priorities that candidates must take under consideration in their projects and insists on social inclusion, green and digital transitions and promoting young people’s participation in democratic life. Also, sport now takes an important place in the Programme and its objectives.<sup>24</sup>

The Programme is implemented by the European Commission (the institution “runs the programme, manages the budgets, sets priorities, targets and criteria, monitors the general implementation, follow-up and evaluation and bears the responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level”<sup>25</sup>), the European Education and Culture Executive Agency (the EACEA, it implements the actions of the programme) and national agencies in each member state (overall, they promote and implement the Programme at national level, they deal with the budget implementation sets by the European Commission and are a link between the European institution and local organisations).<sup>26</sup>

---

<sup>20</sup> ‘Erasmus, Erasmus+ : quelles différences ?’, *Erasmus+ Agency France*, 25 de abril de 2025, Accesible en <<https://agence.erasmusplus.fr/2022/01/06/erasmus-erasmus-quelles-differences/>> (Último acceso: 23 mayo 2025)

<sup>21</sup> ‘Multiannual financial framework’, *European Parliament*, Abril 2025, Accesible en <<https://www.europarl.europa.eu/factsheets/en/sheet/29/multiannual-financial-framework>> (Last accessed: May 14, 2025)

<sup>22</sup> European Commission: Directorate-General for Education, Youth, Sport and Culture, *Erasmus+ 2021-2027 – Enriching lives, opening minds through the EU programme for education, training, youth and sport*, Publications Office, 2021, p.1

<sup>23</sup> Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021, pp. 1-33

<sup>24</sup> ‘Erasmus+ Programme Guide 2025 (Version 2)’, *Erasmus+ in European Commission*, January 20, 2025, Accesible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>> (Last accessed: May 21, 2025), pp. 7-10.

<sup>25</sup> Ibid., p. 19.

<sup>26</sup> Ibid., pp. 19-20.

According to the Erasmus+ Programme Guide<sup>27</sup>, in order to achieve its objectives, the program follows 4 “Key Actions” for this 2021-2027 period, that are also listed in the Regulation 2021/817, in the Article 3 as objectives:<sup>28</sup>

- Mobility of individuals: this key action supports mobility of learners (pupils, students, adult, trainees and young people) and staff (professors, teachers, educators, youth workers, sport staff...), the youth participation in activities, the mobility of staff in the field of sport, language learning opportunities, virtual exchanges in higher education and youth and experience throughout Europe for 18-year-olds. In fact, this is the most well-known action in the program, the one on which this work will focus.
- Cooperation among organisations and institutions: it includes numerous partnerships and alliances for cooperation, excellence, innovation, capacity building projects and not-for-profit sport events
- Support to policy development and cooperation: the main objective of this key action is to support and develop European policies across the continent and beyond the Union's borders
- Jean Monnet actions: their aim is to “support teaching, learning, research and debates on various aspects of the European Union.”<sup>29</sup>

#### Subsection 1.3.2. Focus on the part related to the mobility of individuals within the program

To summarize, the key action number one of the Erasmus+ Programme is based on improving the student and teaching mobility in higher education establishments across the participating countries. To be part of the Erasmus+ Programme, it is imperative to be a citizen of the European Union or a state participating in the program (see “Tabla 2” below).

Although the Erasmus Plus policy is open to learners (both children and adults) and to educational staff in general, the Programme’s guide focuses on mobility projects for students and higher education personnel.<sup>30</sup> This guide is therefore aimed primarily at audiences targeted by the mobility issues that Erasmus is trying to develop.

---

<sup>27</sup> Ibid., pp. 15-18.

<sup>28</sup> Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021, pp. 15-16

<sup>29</sup> ‘Jean Monnet Actions: stimulating teaching and research on the European Union’, January 27, 2025, *Erasmus+ in European Commission*, Accessible in <https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/jean-monnet-actions> (Last accessed: May 21, 2025)

<sup>30</sup> ‘Erasmus+ Programme Guide 2025 (Version 2)’, *Erasmus+ in European Commission*, January 20, 2025, Accessible in <https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme> (Last accessed: May 22, 2025), p. 41

According to the Guide, established by the European Commission, the Programme tries to develop student mobility in higher educational fields. Students have the choice, depending on their studies and their study path, to either study in a foreign partner university and / or complete an traineeship at a relevant institution abroad. The Commission insists on the fact that mobility must be accessible for students from different “backgrounds, circumstances and study fields”.<sup>31</sup>

As regards higher educational personnel, the Programme encourages their participation in teaching periods abroad or training periods.

The main goal of the Commission by introducing these actions is to strengthen the “European dimension of teaching and learning”<sup>32</sup> or even establish a European Education Area “with a global outsearch and to strengthen the link between education and research”.<sup>33</sup> In addition, thanks to the program, the Commission focuses on fostering employability, professional development, inclusion, innovation, sustainability, civic engagement or even developing new ways of learning.

Ultimately, although the Erasmus Plus Programme primarily provides financial support for the achievement of European educational objectives, particularly through mobility, it also allows for the recognition of this educational mobility in the country of origin of the participating student or education personnel.

In 1987, only 3,244 of learners and teachers took part in the Programme in Europe, against more than 1 million since 2022.<sup>34</sup> According to the Erasmus+ Europe Website, as of April 1st 2025, more than 16,645,000 participants took part in the Programme since its creation.<sup>35</sup>

The member states from which most students and educational staff can leave, thanks to the Erasmus Programme, are, in ascending order, Spain, France, Germany and Italy. On the other hand, the member states where students are most likely to participate in an Erasmus+ are the same previous countries.<sup>36, 37</sup> Thus, it would seem that the European countries whose languages

---

<sup>31</sup> Ibid., p. 41.

<sup>32</sup> Ibid., p. 72

<sup>33</sup> Ibid., p. 41.

<sup>34</sup> KRICHEWSKY, L., ‘La construction d’un espace européen de l’enseignement supérieur’, en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l’étudiant européen en sciences sociales*, BELIN, France, 2007, p. 21.

<sup>35</sup> ‘Programme level overview of project data’, *Erasmus+ in European Commission*, May 6, 2025, Accessible in <[https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk\\_source=website&pk\\_medium=link&pk\\_campaign=hp&pk\\_content=hp-data](https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk_source=website&pk_medium=link&pk_campaign=hp&pk_content=hp-data)> (Last accessed: May 14, 2025).

<sup>36</sup> KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l’étudiant européen en sciences sociales*, BELIN, France, 2007, pp. 5-6.

<sup>37</sup> GARCIA J., ‘Spain was the main Erasmus destination in 2023 with almost 200,000 students’, December 1st, 2024, *The Diplomat in Spain*, Accessible in <<https://thediplotainspain.com/en/2024/12/01/spain-was-the-main-erasmus-destination-in-2023-with-almost-2000>

are most widely spoken are the main hubs of Erasmus mobility. These are also the 4 most populous countries in Europe, where a larger majority of students are located.

Participants in learning mobility in the last decade	
Year	Number of participants
2024	1,386,391
2023	1,345,448
2022	1,358,706
2021	714,832
2020	406,602
2019	997,743
2018	887,905
2017	807,979
2016	749,451
2015	660,869

**Table 1. Participants in Learning mobility in the last decade** (Own elaboration, based on the Erasmus+ website data)<sup>38</sup>

In general, over the last decade, it seems that the participants in the Erasmus+ Programme met success, with increasing data through the years.

In a more detailed analysis, it seems that before the Covid-19 pandemic, the programme gained more interest, with every year, more participants taking part of it. During the Covid-19 outbreak, between 2020 and 2021, less students and teachers took part of an Erasmus Programme. Indeed, it can be explained by the general context at that time with lockdowns in many countries or even border closures... However, after the Covid crisis, since 2022, every year, there are more participants that are taking part in the Erasmus Programme, it has nearly

---

00-students/#~:text=Spain%20was%20the%20European%20Union,abroad%20after%20France%20and%20German y.> (Last accessed: May 22, 2025)

<sup>38</sup> 'Programme level overview of project data', *Erasmus+ in European Commission*, May 6, 2025, Accessible in <[https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk\\_source=website&pk\\_medium=link&pk\\_campaign=hp&pk\\_content=hp-data](https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk_source=website&pk_medium=link&pk_campaign=hp&pk_content=hp-data)> (Last accessed: May 14, 2025).



doubled since 2014. According to the Erasmus+ website (through the European Commission), this increase of participants in the program is possible thanks to the support from the European institutions and member states.<sup>39</sup> Thus, it shows that developing the Erasmus+ Programme requires participation from actors at a multiple institutional level.

As of today, the Erasmus+ Programme brings almost all European Union activities in higher education. This program has enjoyed growing popularity since its launch. In 2007, one percent (1%) of the student population and almost two percent (1,9%) of the teaching population took part in this Programme. Created in the late 2003, the *Erasmus Mundus* program was set to foster academic cooperation and promote education with third countries of the European Union.<sup>40</sup>

ERASMUS IN FIGURES (APRIL 2025)
Year of creation: 1987
Total number of learners and teachers who participated: more than 16,600,000
Number of participants in 2024: 1,371,258 participants
Total budget for the period 2021-2027: 26,2 billion euros
Number of establishments members of the network in 2025: 574 establishment (some of them are from 3 countries of the Western Balkans Region, which are third countries not associated of the Programme: Albania, Bosnia-Herzegovina and Montenegro)
Participating countries: 33 <ul style="list-style-type: none"> <li>- all 27 EU member states: Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden</li> <li>- Members of the European Free Trade Association (EFTA), members of the European Economic Area (EEA): Norway, Iceland and Liechtenstein</li> <li>- Acceding countries, candidate countries and potential candidates: North Macedonia, Türkiye and Serbia</li> </ul>

**Table 2. Erasmus in figures (Own elaboration)**

<sup>39</sup> Ibid.

<sup>40</sup> SCOT M., 'De Bologne (1217) à Bologne (1999) - Brève histoire des universités européennes', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, pp. 22-24.

As we can see from this table, the Erasmus+ Programme can be described as a success from a technical and logistical point of view. The number of participants, the budget allocated to it and the number of countries participating in the Programme, which extends beyond the borders of the European Union, bear witness to the strength and uniqueness of this European creation, which probably has a bright future ahead of it.

## PART II. MAIN FEATURES OF THE PROGRAM

In the first articles of the Regulation 2021/817, the third one gives more details about the Programme objectives. In the second paragraph of this article, it is clearly written that it has objectives to promote:

- a) the learning mobility of individuals and groups, and cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;
- b) non-formal and informal learning mobility and active participation among young people, and cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;
- c) the learning mobility of sport staff, and cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.<sup>41</sup>

As can be seen, through the three objectives to be promoted by the Erasmus+ Programme, it is recalled on each occasion that inclusion is necessary to achieve the aims of this project. It is therefore interesting to note that for the European Parliament and the Council, integration is achieved through inclusion.

Thus, it seems relevant to look, concretely, at how the Erasmus+ Programme enables this to happen.

From this part, we will focus on the main characteristics of this particular Programme for students, as citizens of the European Union.

### Section 2.1. Major advantages of the Programme

#### Subsection 2.1.1. Allowing academic enrichment

Taking part in an Erasmus Plus Programme requires going abroad. Thus, this necessity allows plural discoveries about ways of learning and teaching approaches. Indeed, depending where students come from, teaching approaches are different throughout the educational pathway at their national level, particularly in the context of higher education.

---

<sup>41</sup> Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021, p. 17

According to KRICHEWSKY and all, in *Guide de l'étudiant européen en sciences sociales*, there are different education systems between European countries, that can be divided in three different groups, that explain why the education system is different, depending on the country the students come from<sup>42</sup>:

- The first group are the systems where the university is centralized. The example of this group can be France, where the education system is primarily run by the Ministry of National Education and Youth and the Ministry of Higher Education and Research. They concentrate skills that must be acquired over time.<sup>43</sup>
- The second group are the systems where the university is decentralised. In this group, the most famous example in Europe is the one of Spain, where the 17 autonomous communities have a large room for maneuver. However, education in Spain is also supported by the national government, through the Ministry of Education, Vocational Training and Sports and the Ministry of Science, Innovation and Universities who set the main objectives around education.<sup>44</sup>
- The third group are the intermediate systems. Germany is the best example of this education system in Europe, where there are shared competences between the Länder and the federal state in the field of education. Indeed, in this system, education is organized at a Länder level while the Federal state plays a role in funding and international cooperation, through the Federal Ministry of Education and Research.<sup>45</sup>

For example, the grading system varies by country. In France, generally, grades are awarded between 0 and 20, with 20 being the highest grade. Whereas in Germany, grades are awarded between 1 and 6 or with letters from A to E, with 1 and A being respectively the highest grades.<sup>46</sup> Thus, even though this example gives a small aspect of an academic specificity, it shows that students must comply with new ways of being graded if, in this case, they are doing a mobility between an French and a German educational establishment. Nevertheless, thanks to the Bologna Declaration, a conversion of the grade will be carried out in order to meet the need to award a uniform number of credits between the states parties.

---

<sup>42</sup> KRICHEWSKY L., MILHAUD O., PETTINAROLI L., SCOT M., 'En guise de conclusion', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, p 304

<sup>43</sup> 'Composition du Gouvernement', December 13, 2024, *info.gouv.fr - Le site officiel du Gouvernement*, Accessible in <<https://www.info.gouv.fr/composition-du-gouvernement>> (Last accessed: July 6, 2025).

<sup>44</sup> 'Composición del Gobierno', November 25, 2024, *La Moncloa*, Accessible in <<https://www.lamoncloa.gob.es/gobierno/composiciondelgobierno/Paginas/index.aspx>> (Last accessed: July 6, 2025)

<sup>45</sup> 'Das Bundeskabinett', May 6, 2025, *Die Bundesregierung*, Accessible in <<https://www.bundesregierung.de/breg-de/bundesregierung/bundeskabinett>> (Last accessed: July 6, 2025)

<sup>46</sup> 'Tableau de conversion des notes obtenues en France', *Universität Münster*, Accessible in <[https://www.uni-muenster.de/imperia/md/content/romanistik/notenumrechnungstabelle\\_frankreich\\_november\\_16.pdf](https://www.uni-muenster.de/imperia/md/content/romanistik/notenumrechnungstabelle_frankreich_november_16.pdf)> (Last accessed: July 6, 2025)

There is no European harmonisation on how the education systems of the member states should be organised. From the above, in reality, we are far from the Bologna Process, which seeks to establish a standardization of higher education systems among the states parties. To be more specific, there is a different interpretation of the Bologna Process from the states.<sup>47</sup> However, there is convergence at the institutional level. Indeed, the Bologna Process, as we saw earlier in the development, set the system of easily readable and comparable diplomas or has also established a credit system. Therefore, in the participating universities of the member states taking part in the Erasmus+ Programme, when a diploma and the credits allocated to it are obtained in a host state, they will be recognised at the university of the student's home state. The good part of carrying out mobility through the Erasmus+ Programme is that the course is an integral part of the studies followed in your home country, while carrying it out differently in another educational institution that is a member of the program.

Thereby, through the academic ladder, there is an integration that is supposed to take place. In fact, at the European level, thanks to the Erasmus+ Programme, students are treated equally regardless of where they come from when they attend classes. Thus, it allows foreign students to discover new ways of learning. In fact, there is a total immersion of the external student in the academic system of his new country of education during his mobility. This therefore strengthens its integration among the national students who are already present on site. Here, we can take into account the example given a few lines above on the rating system which can vary from one country to another.

#### Subsection 2.1.2. Improving its own culture and personal development

By participating in a university exchange through the Erasmus+ Programme, it is important to note that this opportunity allows to expand its culture considerably. Indeed, on a cultural level, human and linguistic side, the "Erasmus experience"<sup>48</sup> is real.

At first glance, deciding to participate in an Erasmus Plus Programme can seem difficult and a real challenge: an amount of documents to fill out and get signatures and information from all parties, getting used to the idea of going alone far away from home for a certain period, preparing financially and mentally... Here are some concerns that may come to a student's mind before leaving officially. However, once there, reality allows you to understand life from a completely different perspective.

---

<sup>47</sup> KRICHEWSKY L., MILHAUD O., PETTINAROLI L., SCOT M., 'En guise de conclusion', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, pp. 303-304

<sup>48</sup> BAUER, Stéphanie. Erasmus : un défi identitaire : analyse du parcours de neuf étudiants en séjour de mobilité. Master, 2008. p. 10.

First of all, taking part in an exchange, especially thanks to the Erasmus+ Programme, helps students to expand their culture. Indeed, moving temporarily allows students to immerse themselves in the culture of the host country. This is essential for inclusion, which is one of the main goals of this European program, according to the text which sets up this program.<sup>49</sup> Students and trainees are immersed in the skin of a local person, in some kind of way: they are considered local students or trainees and therefore are generally required to live as it is in their host country. Thereby, students and trainees connect with cuisine, local traditions, architecture, art, music, habits... All of these details allow them to change their perspective and take into consideration the strengths and differences between nations.<sup>50</sup> Indeed, although the students find themselves undertaking an exchange in a single host country, a plurality of nationalities are united and form a single entity: that of Erasmus people, a true social group in its own right.<sup>51</sup> However, the elements noted here depend on each student's willingness.

Above all, multilingualism is one of the strongest strengths of participating in an exchange in general and promoting inclusion. The Regulation 2021/817 insists on this point. Indeed, in the thirtieth paragraph of his introduction, it sets that:

The learning of languages contributes to mutual understanding and mobility within and outside the Union, and language competences are essential life and job skills. Therefore, the Programme should enhance the learning of languages, including, where relevant, national sign languages, including through the broader use of online tools because e-learning can offer additional advantages for language learning in terms of access and flexibility. At the same time, in order to ensure broad and inclusive access to the Programme, it is important that multilingualism be a key principle in the implementation of the Programme.<sup>52</sup>

As it is possible to see, multilingualism is one of the main aims of the Programme in order to promote inclusion. Above all, this goal is essential from a European Union perspective in order to unite people in diversity.<sup>53</sup> To help accomplish this goal, the European Commission set up the Online Language Support (the OLS). According to the institution website, this tool “is designed to help Erasmus+ and European Solidarity Corps participants improve their knowledge

---

<sup>49</sup> Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021, p. 17

<sup>50</sup> LLET, P., What cultural experiences can students have on Erasmus?. May 19, 2025, *Erasmus Centro*, Accessible in <<https://erasmuscentro.pt/en/what-cultural-experiences-can-students-have-on-erasmus>> (Last accessed: July 7, 2025)

<sup>51</sup> 10 reasons to go on Erasmus. November 11, 2021, *Travel gives me butterflies*, Accessible in <<https://www.travelgivesmebutterflies.org/10-reasons-why-you-should-go-on-erasmus/>> (Last accessed: July 7, 2025)

<sup>52</sup> Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021, p. 9

<sup>53</sup> Langues : mettre en lumière des projets d'excellence dans le domaine du multilinguisme. *Erasmus+ Agency France*, October 24, 2024, Accessible is <<https://agence.erasmusplus.fr/2022/03/11/langues-mettre-en-lumiere-des-projets-dexcellence-dans-le-domaine-du-multilinguisme/>> (Last accessed: July 7, 2025)

of the language in which they will work, study or volunteer abroad so that they can make the most out of this experience“.<sup>54</sup> Thus, we can say that Europe is putting in place tools to promote inclusion. Nevertheless, in reality and in everyday life once there, speaking English is the key to communicating, as it is easier to communicate in this language, which is the most widely used internationally<sup>55, 56</sup>. Among the above elements, in order to promote integration and inclusion between students and to communicate better between everyone, English remains the reference language during a mobility stay.

Lastly, participating in an exchange program as a student or trainee helps to strengthen oneself on a personal level. Indeed, academic exchanges often take place far from the family home and not in its country of origin. Personal development is explicitly mentioned as a key feature of participation in the Erasmus+ Programme by the Commission.<sup>57</sup> In fact, taking into consideration the previous sentence, independence is increased tenfold while living far away from its landmarks. The French Ministry of Sports, Youth and Community Life also made this clear on its website.<sup>58</sup> Therefore, it is likely to be said that through the Erasmus+ Programme, the European Union is trying to contribute to the personal development of young adults, particularly during their higher education.

This place for personal development is something that has been thought of at the level of European institutions. Indeed, it has been made very clear by the French Erasmus+ Agency that “The European Commission's ambition is for the Erasmus+ Programme to contribute more to developing a sense of European belonging.“.<sup>59</sup> In this collection from 2023, the Agency shows that “Analysis of participant reports shows that 77% of Erasmus+ mobility beneficiaries say they feel more like European citizens upon their return and that 55% of them say they intend to participate more actively in the political and social life of their community.“.<sup>60</sup> Thus, the idea behind this exchange program is more profound: it appears that the European Union implicitly

---

<sup>54</sup>Online Language Support. *Erasmus+ in European Commission*, November 9, 2023, Accessible in <<https://erasmus-plus.ec.europa.eu/resources-and-tools/online-language-support>> (Last accessed: July 14, 2025)

<sup>55</sup>Experiencia Erasmus: 10 razones para no perdersela. *Education First España*, Accessible in <[https://www.ef.com.es/blog/language/experiencia-erasmus-10-razones-para-no-perdersela/?utm\\_source=\(direct\)&utm\\_medium=\(none\)](https://www.ef.com.es/blog/language/experiencia-erasmus-10-razones-para-no-perdersela/?utm_source=(direct)&utm_medium=(none))> (Last accessed: July 7, 2025)

<sup>56</sup>A quel moment du XXème siècle, l'anglais a supplanté le français dans la communication internationale ?. *France Inter*, March 3, 2022, Accessible in <<https://www.radiofrance.fr/franceinter/a-quel-moment-du-xxeme-siecle-l-anglais-a-supplante-le-francais-dans-la-c-ommunication-internationale-3835321>> (Last accessed: July 7, 2025)

<sup>57</sup>Important features of the Erasmus+ Programme. *Erasmus+ in European Commission*, Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/important-characteristics-of-the-erasmus-programme>> (Last accessed: July 7, 2025)

<sup>58</sup>Mobilité internationale. *jeunes.gouv.fr*, Accesible in <<https://www.jeunes.gouv.fr/mobilite-internationale-178>> (Last accessed: July 7, 2025)

<sup>59</sup>Recueil de projets Erasmus+ : “Citoyenneté européenne“. *Erasmus+ Agency France*, November 2023, Accessible in <[https://agence.erasmusplus.fr/wp-content/uploads/2025/03/WEB\\_RECUEIL\\_PROJETS\\_CITOYENNETE\\_WEB.pdf](https://agence.erasmusplus.fr/wp-content/uploads/2025/03/WEB_RECUEIL_PROJETS_CITOYENNETE_WEB.pdf)> (Last accessed: July 7, 2025), p. 4.

<sup>60</sup>Ibid., p. 4

strengthens its students' sense of European belonging through the benefits provided by academic exchanges. Indirectly, this strengthens the integration of these young European citizens. Ultimately, we can assume that this is one way on how the European Union can benefit from the creation of this Programme, since it indirectly participates in the creation of the future defenders of Europe.

To conclude this subsection, as an example, The French-Spanish film *The Spanish Apartment* (originally titled *L'Auberge espagnole*, that can be translated as “The Spanish Inn”) is a perfect illustration of this multiculturalism, multilingualism and personal development, which allow inclusion, thanks to the Erasmus Programme.<sup>61</sup>

### Subsection 2.1.3. Helping develop valuable professional skills

Spending a semester or a year abroad is not only an asset from the point of view of academic learning and an individual's personal and cultural development: it can be a real opportunity to enhance an academic career in professional objectives.

Firstly, having the opportunity to meet new people can be a chance to create connections, which can be useful in the professional role, and even more so internationally.<sup>62</sup> This scenario is even more possible when an individual completes an internship through the Programme. Indeed, even if a person knows that an internship is only temporary, working with real professionals from the world of work can be a real asset. Almost inevitably, a worker, whether permanent or intern, makes connections while working with others peers.

Nowadays, platforms, such as LinkedIn, can also help keeping and making professional connections.<sup>63</sup> This professional social network claims to be the “world’s largest professional network on the internet”.<sup>64</sup> The platform allows users to take part in “groups”, which can allow professionals from the same sector or with similar interests to keep in touch. On the platform, several “Erasmus” groups exist. Therefore, Erasmus allows people to create professional and virtual connections that may be useful for a former member of the Programme in his future. As seen in the previous subsection, the Erasmus community is a real social group on its own. Thus, it appears that the Erasmus Plus Programme can help strengthen the inclusion between its members.

---

<sup>61</sup> KLAISH, C. (Director). (2002). *L'Auberge espagnole* [The Spanish Apartment] [Film]. BAC Films, Ce Qui Me Meut Motion Pictures, France 2 Cinéma, Mate Films, Studiocanal, Mate Producciones S.A. and Vía Digital

<sup>62</sup> Erasmus Mobility, *UNiGreen*, Accessible in <<https://unigreen-alliance.eu/international/erasmus-mobility/>> (Last accessed: July 8, 2025)

<sup>63</sup> ¿Qué es LinkedIn y cómo puedo usarlo?, *LinkedIn.com*, 2023, Accessible in <<https://www.linkedin.com/help/linkedin/answer/a551392/-que-es-linkedin-y-como-puedo-usarlo?-lang=es-ES>> (Last accessed: July 8, 2025)

<sup>64</sup> Ibid



In addition, participating in an Erasmus+ exchange helps to strengthen one's employability.

In fact, it appears that some higher education institutions, such as private or public schools, choose to surround themselves with international partners in order to strengthen their image on the international scene and promote the employability of participants in the Programme in which they decide to take part.<sup>65</sup> By doing so, it is possible to imagine that education institutions strongly believe in the power of participating in an Erasmus+ Programme. Indeed, schools and universities are conscientious about professional integration after graduation. In some countries, such as France, data is even compiled annually, and at the national level, on this subject.<sup>66</sup> Moreover, the following figures may confirm their idea.

A constatation can be made on the fact that studying abroad can elevate someone's resume both on a human level (independence, open-mindedness) and professional way (language skills, adaptability, ability to take risks...).

According to a World Economic Forum study<sup>67</sup>, mobility makes an impact on the chance of employability. This study shows that Erasmus students are 70% more likely to find a job at the end of their study abroad than all other students. The results are even better for employability in general: still according to this study, in the current context on internationalisation, more than 85% of Erasmus students study or train abroad to enhance their employability abroad. Concerning the unemployment rate, young people who study or train abroad are half likely to face long-term unemployment and five years after graduation, the unemployment rate of Erasmus students is 23% lower than "normal students" (referring to students that don't take part of this Programme). For more data, 64% of employers also think international experience is important for recruitment (against 36% in 2006). From all the above data, it is clear that, still in this actual context of internationalisation, participating in an Erasmus Programme considerably increases one's chances of getting a job, sometimes even quickly, at the end of its studies. Indeed, young people remain the age group most affected by unemployment in Europe, with nearly 15% of them looking for work (this represents nearly 3 million under-25s), compared to only 6% of

---

<sup>65</sup> Déclaration de politique Erasmus+, *Groupe ISC Paris*, Accessible in <<https://www.iscparis.com/wp-content/uploads/2022/02/politique-erasmus.pdf>> (Last accessed: July 8, 2025). pp. 1-2

<sup>66</sup> Formation et emploi : Insertion des diplômés du supérieur. *INSEE*, February 12, 2025, Accessible in <<https://www.insee.fr/fr/statistiques/8305530?sommaire=8306008>> (Last accessed: July 8, 2025)

<sup>67</sup> SANTIAGO J., Why studying abroad could help you get hired. *World Economic Forum*, November 11, 2015, Accessible in <<https://www.weforum.org/stories/2015/11/study-abroad-get-hired/>> (Last accessed: July 8, 2025)

the active population in Europe.<sup>68, 69</sup> These results therefore show a real impact of participation in an Erasmus Programme on the professional world. Thus, through this policy, we can imagine a European desire to participate in the integration of young people into the world of work by promoting this through this experience abroad and therefore combating unemployment, which is the most significant within this group.

## Section 2.2. Areas for improvement in the Programme

Although the Erasmus Plus Programme can be seen as a success from the point of view of global statistics and in light of the elements discussed above, some elements allow us to point out the efforts that still need to be made to perfect this European initiative.

### Subsection 2.2.1. A complicated European intervention in higher education institutions

Once again, as seen previously, the Bologna Process is interpreted differently by the member states, which may lead to a slowdown in the European desire to standardise higher education systems.<sup>70</sup> However, it is important to remember that higher education is not an exclusive competence of the European Union but only a prerogative from the Bologna Process member states. Nevertheless, the European Commission and higher education institutions have become increasingly involved in this issue over time.<sup>71</sup> As a result, there is therefore a convergence between the institutions.

It is possible to note that, for about ten years, there has been a trend among universities to better support foreign students and prepare for their arrival. Indeed, it was noted that in the case of courses attended by students participating in the Erasmus+ Programme, the numbers were smaller, tutoring systems had been put in place to support these students, and teachers were encouraged to be more available. This European initiative has led to an enrichment of university training offers to better adapt to the context of internationalization, a professionalization of university training (example in France where a distinction is now made between "research"

---

<sup>68</sup> Le taux de chômage des jeunes en Europe, *Toute l'Europe*, May 13, 2025, Accessible in <<https://www.touteleurope.eu/economie-et-social/le-taux-de-chomage-des-jeunes-en-europe/>> (Last accessed: July 8, 2025)

<sup>69</sup> Unemployment by sex and age - monthly data, *Eurostat*, July 2025, Accessible in <[https://ec.europa.eu/eurostat/databrowser/view/UNE\\_RT\\_M\\_custom\\_2882325/default/table](https://ec.europa.eu/eurostat/databrowser/view/UNE_RT_M_custom_2882325/default/table)> (Last accessed: July 8, 2025)

<sup>70</sup> KRICHEWSKY L., MILHAUD O., PETTINAROLI L., SCOT M., 'En guise de conclusion', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, pp. 303-304

<sup>71</sup> MUSSELIN C., FROMENT E., OTTENWALTER M-O., 'Le Processus de Bologne : quels enjeux européens ? Un entretien avec Christine Musselin et Eric Froment', *Revue internationale d'éducation de Sèvres*, September 2007. <<https://journals.openedition.org/ries/261#citedby>> (Last accessed: July 9, 2025).

Masters and "professional path" Masters), a diversification and greater precision of exercises where soft skills are more encouraged (oral presentations, group work...) or a more appropriate assessment system (multiple-choice questions, short, and quick tests, etc.).<sup>72</sup> However, although the Erasmus Programme allows the implementation of these practices, they are not yet widespread. It is possible to wonder if during a possible future Programme, post 2021-2027, this kind of practice will be recommended. It was noted that in the context of the implementation of the Erasmus Programme by universities, that:

- The diplomas obtained at the end of the programs have more specific titles, which are more related to the profession (this gives a more concrete aspect to the studies completed and the idea of training experts in the field). However, this can also create a risk of superficiality of the diploma...

- The teaching policy is costly for these infrastructures in terms of pedagogical investment and adaptability

- National and international elitist institutions (such as Paris Institute of Political Studies in France) have adapted more quickly to the mass reception of international students, unlike mass-oriented institutions, which were primarily focused on meeting local needs. Nevertheless, universities located near border areas or small ones are innovating by offering attractive programs for international students to compensate for weaker local activity or more limited institutional prestige.<sup>73</sup> This may therefore highlight the fact that the implementation of this Programme may cause delays in the internal organisation of higher education establishments within a single European Union member states.

Finally, although the transfer of knowledge is constant and free movement established, university customs in European countries retain national specificities due to their history (see examples above, in subsection 2.1.1)<sup>74</sup>, which can call into question the universal character of the disciplines and therefore go against the wishes expressed as the objectives at the origin of the Erasmus Programme, in Article 3 of the Regulation 2021/817.

These previous issues raised in this section highlight that the European Higher Education Area is still developing, almost 30 years after the initiative for its establishment, that national differences continue to appear due to the fact that member states retain competence in this matter. It is therefore possible to believe that despite the will of both the institutions and the member states, in reality, the implementation of the Erasmus Programme as originally conceived is more complicated to do. However, it seems necessary to continue these cooperation efforts in order to achieve European objectives.

---

<sup>72</sup> KRICHEWSKY L., MILHAUD O., PETTINAROLI L., SCOT M., 'En guise de conclusion', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, p. 309

<sup>73</sup> Ibid. p.310

<sup>74</sup> Ibid. pp. 319-320

### Subsection 2.2.2. Better support for students on site

Although the implementation and impact of the Erasmus Plus Programme on academic grounds may seem more nuanced than Europe's original intentions, the benefits of the Programme must be weighed against the benefits it has for students in general.

Once again, still based on the book *Guide de l'étudiant européen en sciences sociales*, several ideas are put forward in order to establish the argument according to which the Erasmus+ Programme is unfortunately not as successful with regard to students on site.<sup>75</sup>

Firstly, the authors point out that although mobility is encouraged by universities, it is ultimately undervalued in return.<sup>76</sup> In fact, in the 'Erasmus+ Programme Guide 2017', it is explicitly stated that universities have the possibility of carrying out, in complete transparency, a conversion of the marks obtained during mobility, thanks to a pre-established grid.<sup>77</sup> It should be noted that, although this measure is no longer specified in the current 2025 Guide<sup>78</sup>, universities continue to convert the grades obtained by their students abroad: the example of Trinity College in Dublin can be taken here. In this example, if a Trinity student achieved a 5/10 in Greece, this grade will be converted as a failure in the subject at that home Irish university. This may therefore demonstrate an assessment on the part of the home university that there is an over-evaluation of the grading carried out in the host university or otherwise it may be a desire of the home university to grade its students more severely. This may also appear to students as a failure to take into account the fact that exams were carried out in often different conditions and in a language which is not their mother tongue. However, in one way or another, taking into account the rating carried out in the host country is not entirely based on an ideology of mutual trust, one of the fundamental principles of the European Union.

Also, it is pointed out in this work that learning the language of the country is poorly prepared before, during and after the exchange.<sup>79</sup> Indeed, it has been seen above that the European Commission has set up the OLS platform in order to promote the learning of the language of the host country (and languages, in general). Taking this assessment is mandatory

---

<sup>75</sup> Ibid. p.308

<sup>76</sup> Ibid. p.308

<sup>77</sup> 'Erasmus+ Programme Guide 2017 (Version 2)', *Erasmus+ in European Commission*, January 20, 2017, Accessible in <[https://erasmus-plus.ec.europa.eu/sites/default/files/2017-erasmus-plus-programme-guide-v2\\_en.pdf](https://erasmus-plus.ec.europa.eu/sites/default/files/2017-erasmus-plus-programme-guide-v2_en.pdf)> (Last accessed: July 14, 2025), p. 159

<sup>78</sup> 'Erasmus+ Programme Guide 2025 (Version 2)', *Erasmus+ in European Commission*, January 20, 2025, Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>> (Last accessed: July 14, 2025)

<sup>79</sup> KRICHEWSKY L., MILHAUD O., PETTINAROLI L., SCOT M., 'En guise de conclusion', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, p. 308

before going abroad for at least 14 days.<sup>80</sup> According to the Erasmus+ Agency in France, the home institution at the origin of the Erasmus mobility is supposed to send login details to the student in order to access the content of the OLS platform.<sup>81</sup> Nevertheless, in reality, looking at several European university websites (in their sections on international relations, mobility, etc.), there is not even any mention of this platform. There is therefore a gap between European wishes and their actual implementation in this regard. However, it should be noted that some universities, such as the University of Tours, in France, mention the obligation to take a language test before going on an exchange.<sup>82</sup>

KRICHEWSKY and all note that it is possible to see the development of services adapted to welcoming international students in most partner universities (International Relations Department), but that student support on-site is highly variable. Indeed, they note that it is difficult to realize on site if the teachings have changed to better adapt to the students who join classes with students who speak the language of the host country.<sup>83</sup> From the above, there is therefore a reality that is difficult to assess regarding the effective implementation of the systems allowing the application of the Erasmus+ Programme. This is once again explained by a brake that has already been highlighted in several previous arguments: the application of the Bologna process is slow and the European Higher Education Area is still developing, including in this issue. Student integration in partner universities therefore still needs to be improved.

Although this work highlights the benefits of the Erasmus Programme for students, it is important to note that each student experiences their participation in a personal way. Each experience is unique, so it is likely that participation in this Program, highlighted as personally and academically formative, will lead to bad experiences.<sup>84</sup> However, 97% of program participants report being satisfied with their stay.<sup>85</sup>

---

<sup>80</sup> Online Language Support. *Erasmus+ in European Commission*, November 9, 2023, Accessible in <<https://erasmus-plus.ec.europa.eu/resources-and-tools/online-language-support>> (Last accessed: July 14, 2025)

<sup>81</sup> 'EU Academy - Erasmus+ OLS (Online Linguistic Support), *Erasmus+ Agency France*, Accessible in <<https://agence.erasmusplus.fr/programme-erasmus/outils/erasmus-ols-online-linguistic-support/>> (Last accessed: July 14, 2025)

<sup>82</sup> 'Préparer son départ, *Université de Tours*, Accessible in <<https://www.univ-tours.fr/international/etudes-stages-a-letranger/europe/3-preparer-son-depart>> (Last accessed: July 14, 2025)

<sup>83</sup> KRICHEWSKY L., 'En guise de conclusion', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, p. 308

<sup>84</sup> PAQUET H., 'Les mauvaises expériences en Erasmus, ça existe', *Slate.fr*, September 7, 2023, Accessible in <<https://www.slate.fr/story/252717/quand-erasmus-passe-mal-experience-souvenirs-etudiants-jeunes-echange-mobilite-europe>> (Last accessed: July 14, 2025)

<sup>85</sup> 'Positieve impact buitenlandervaring studenten hoger onderwijs aangetoond', *Erasmus+ Netherlands*, January 2024, Accessible in <<https://www.erasmusplus.nl/actueel/nieuws/positieve-impact-buitenlandervaring-studenten-hoger-onderwijs-aangetoond>> (Last accessed: July 20, 2025)

But also, the organization "Erasmus Careers" also highlighted that it is complicated in reality to measure the impact of mobility on the students who undertake it. Thus, in partnership with the Erasmus Student Network (the ESN), partner universities and other national partner institutions, its aim is to enable the recognition of students' achievements by employers, in order to participate in the careers of participants in the Program.<sup>86</sup>

To conclude, the Erasmus Programme still has a bright future ahead of it, in making the integration of European students more effective and the continuous and effective improvement of the European Higher Education Area.

---

<sup>86</sup> 'What is Erasmus Careers?', *Erasmus Careers.org*, Accessible in <<https://project.erasmuscareers.org>> (Last accessed: July 14, 2025)

## PART III. CHALLENGES OF THE ERASMUS PROGRAMME

Although inclusion is one of the main objectives of the Erasmus+ Programme, according to Regulation (EU) 2021/817, it actually seems that this objective remains difficult to achieve for the European institutions, which aim for equality for all European students. Indeed, the eighteenth paragraph of its introduction states that "to achieve its objectives, the program should be more inclusive by improving the participation of disadvantaged people".<sup>87</sup>

In this section, although based on factual and proven data, I will sometimes draw on my personal experience, having had the opportunity to take part in this opportunity recently, from September 2024 to January 2025.

### Section 3.1. Fight indirect discriminations created by this Programme

#### Subsection 3.1.1. The financial discrimination created indirectly by the Erasmus+ Programme

Firstly, in general, the Erasmus+ Programme Guide 2025, specifies that students may be offered a grant, allowing them to contribute to the costs of their stay abroad.<sup>88</sup> The Guide distinguishes between the countries participating in the Erasmus+ Programme, based on an estimate of the cost of living on site. It then provides maximum and minimum ranges for the amount of scholarships to be awarded, taking into account the country and the group to which it belongs.

However, the Erasmus+ Programme Guide specifies that national agencies set the final amounts, and must take into account other funding that may be provided by other organizations for the same mobility and the general demand of students who wish to participate in an exchange through the Programme.<sup>89</sup> It also specifies the possibility of assistance for students who come from an ultra-peripheral region (such as overseas territories, etc.).

As correctly referred to, the Guide specifies that certain other types of contributions exist to finance a mobility project within the framework of participation in the Erasmus+ Programme.

---

<sup>87</sup> Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021, p. 6.

<sup>88</sup> 'Erasmus+ Programme Guide 2025 (Version 2)', *Erasmus+ in European Commission*, January 20, 2025, Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>> (Last accessed: July 14, 2025) p. 66

<sup>89</sup> Ibid. p. 67

It is possible to see the case in France. In this country, all universities and a majority of higher education institutions participate in the Programme.<sup>90</sup> The national website which provides information to students, '*étudiants.gouv.fr*', states that an Erasmus+ scholarship is automatically allowed when studying abroad. Moreover, the same website clarifies that, depending on specific special situations (such as being in a situation of disability, already having a scholarship at the national level at the maximum standards, living in rural areas or priority areas in cities), additional financial assistance may be allocated. Finally, this French website also specifies that financial help for student mobility may exist at the local level.<sup>91</sup> For example, the French region of Occitanie, which includes the academies of Toulouse and Montpellier, allows the allocation of additional aid for international mobility.<sup>92</sup> Also, the website '*Erasmus by train*' explains that by using eco-responsible means of transport to travel to the country of its host university, financial participation may be granted from Europe.<sup>93</sup>

What can possibly be noticed in this previous demonstration, is a European (and even national) desire to provide financial assistance to enable everyone to participate in an Erasmus Programme and therefore foster integration and inclusion for the studies. However, in reality, these financial aids do not eliminate all discrimination. According to the Collins Dictionary, a grant is "*an amount of money that a government or other institution gives to an individual or to an organization for a particular purpose such as education or home improvements.*"<sup>94</sup> It is possible to see that by this term, used by the Guide, this sum of money therefore makes it possible to contribute to life abroad.

First of all, according to the French Erasmus+ Agency, eco-responsible means of transport include the train, the bicycle, the bus or even carpooling.<sup>95</sup> It is nevertheless quite interesting to point out that, for example, a move from Ireland for a semester as part of an Erasmus Programme at the University of Bucharest, with these transport proposals, is almost nonsensical...In the above example, flying remains the most practical way to travel between these two destinations. Note that the price of a round trip between these two destinations is €100 one way during the summer season and €70 (if you book in advance) outside of the summer or holiday periods.

---

<sup>90</sup> 'Bourses Erasmus+ et Aide à la mobilité internationale (AMI), *étudiant.gouv.fr*, March 26, 2025, Accessible in <<https://www.etudiant.gouv.fr/fr/bourses-erasmus-et-aide-la-mobilite-internationale-ami-67>> (Last accessed: July 16, 2025)

<sup>91</sup> Ibid

<sup>92</sup> 'La mobilité internationale des étudiants avec Mouv'Occitanie', *La Région Occitanie Pyrénées - Méditerranée*, Accessible in <<https://www.laregion.fr/Aides-Mouv-Occitanie>> (Last accessed: July 16, 2025)

<sup>93</sup> 'Plan your journey', *Erasmus by train*, 2025, Accessible in <<https://erasmusbytrain.eu/plan-your-journey/>> (Last accessed: July 16, 2025)

<sup>94</sup> 'grant', *Collins Dictionary*, Accessible in <<https://www.collinsdictionary.com/dictionary/english/grant>> (Last accessed: July 18, 2025)

<sup>95</sup> 'La transposition écologique dans le programme ERASMUS+', *Erasmus+ Agency France*, October 2024, Accessible in <[https://monprojet.erasmusplus.fr/docs/documents/guide\\_transition\\_ecologique\\_261.pdf](https://monprojet.erasmusplus.fr/docs/documents/guide_transition_ecologique_261.pdf)> (Last accessed: July 16, 2025), p. 5.



To take a real example of this situation, it is possible to analyze my personal situation during my Erasmus participation. I was able to benefit from an Erasmus grant and financial help from the Occitanie Region, the region of my home university. From the Erasmus financial help, I got €1,141 for five months of mobility. The payment was split into two parts: I got 80% of the total amount in September after administrative validation carried out at the host university in Barcelona (which represents €912,8 in September) and 20% of the rest when I completed the final Erasmus documentation when coming back to my home university in Toulouse (that being €228,2 in February). From the Region support, I obtained a check for €600, the total amount of which was also split in two parts: €480 in September and €120 in February after completing procedures online. In total, I was able to receive €1,741 for five months of participation in the Programme. Divided equally in five, representing five months of stay, that represents €348.2 per month. According to the website of the Autonomous University of Barcelona, the average monthly cost of living in Barcelona or its surrounding area is approximately €720 to €1,200.<sup>96</sup> So, just with the calculations established previously, it is obvious that the grant awarded by Erasmus and the Occitanie Region would not have allowed me to cover all the monthly expenses related to living in Barcelona as part of my participation in the Erasmus+ Programme.

Although, indeed, the amount of the grants awarded by the European Union as part of participation in the Erasmus Plus Programme is the same for all students going to the same destination (though the amount may vary depending on the destination, as seen previously), this contribution does not necessarily help to reduce certain inequalities to enable participation in the Programme. You already need to have certain financial resources, as it's not possible to support yourself on your Erasmus grants alone. This shows that participation in the Erasmus Programme is not ultimately egalitarian. Plus, KRICHEWSKY claims that, although the number of participants in an Erasmus Programme has evolved, the grants have not followed suit and their amount remains the same.<sup>97</sup> Indirectly, students are aware that taking part in this Programme requires a significant financial contribution upfront and during its involvement, which already creates barriers to the desire to participate. Thus, a method of calculation readjusted to current living costs depending on the country seems necessary on the part of the European Union to determine the amounts of grants allocated to students, in order to reduce inequalities (or ideally eliminate them) in order to participate in an exchange through the Erasmus+ Programme.

---

<sup>96</sup> 'Cost de la vida a Barcelona', *Universitat Autònoma de Barcelona*, 2025, Accessible in <<https://www.uab.cat/web/mobilitat-i-intercanvi-internacional/international-support-service/viure-a-barcelona/cost-de-la-vida-a-barcelona-1345819273346.html>> (Last accessed: July 22, 2025)

<sup>97</sup> KRICHEWSKY L., 'La construction d'un espace européen de l'enseignement supérieur', en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, p. 23

### Subsection 3.1.2. Enable more massive participation in this Programme

Regardless of the financial aspect, that may be the biggest obstacle to a student's participation in the Erasmus Programme, and therefore a challenge to be met by European institutions to promote the desired integration between all students, another indirect discrimination arises from this desire to promote student mobility: the necessary opening of this possibility to a wider public.

Indeed, according to data dating back to 2016, 8 out of 10 students are interested about the possibility of having an experience abroad but 25% of projects are abandoned.<sup>98</sup> This French study already demonstrates that the desire to move abroad is increasing, which was demonstrated previously in this work (see subsection 1.3.2.). In this same study, almost 90% of students believe that a mobility abroad can help improving its level in foreign languages, more than 80% of the same representative sample thinks that this experience is a good way to improve its general knowledge and more than 75% of the same group also believe that this opportunity can be useful in order to value higher studies. Thus, this shows that the feedback linked to mobility as part of studies is very encouraging and also meets the objectives that Europe can imagine through the Erasmus+ Programme.<sup>99</sup>

However, even if this mobility can be requested, it is not well enough promoted. Although most universities in the Erasmus participating state offer the possibility of taking part in the Programme (or at least of carrying out international mobility), the promotion of these opportunities remains limited. Universities websites mention this possibility and the establishments are providing international relations services (see subsection 2.2.2.). However, only 1 out of 4 students admits that their home universities encourage and help them in the possibility to participate in this opportunity. A distinction must be made between schools (which are not state-run) and universities (public, which are state-run): schools encourage students to undertake mobility as part of their studies more than universities. Nearly 70% of students believe this is true for schools, compared to less than half for universities.<sup>100</sup> Thus, there is still flexibility on the part of educational institutions to promote these exchange programs.

Nevertheless, the European Union's institutional websites are full of information aimed at promoting mobility with Erasmus. Plus, this supranational organization is trying to promote this program through the "ErasmusDays", which have been held every year for the past 9 years (the ninth edition will take place from October 13 to 18, 2025). Through this initiative, the European Union is trying to promote the Erasmus+ Programme worldwide and bring together new and old

---

<sup>98</sup> 'La mobilité sortante des étudiants de France : Un marqueur social, des attentes, des contraintes et des opportunités', *CampusFrance.org*, February 2016, Accessible in <[https://ressources.campusfrance.org/publications/notes/fr/note\\_48\\_fr.pdf](https://ressources.campusfrance.org/publications/notes/fr/note_48_fr.pdf)> (Last accessed: July 20, 2025). p. 1

<sup>99</sup> Ibid. p. 7

<sup>100</sup> Ibid. p. 8

participants for a short period of time in order to highlight the benefits of the Programme.<sup>101</sup> Indirectly, the European Union is trying to shine on the international stage in terms of education, training and solidarity thanks to this virtual event (hence the presence of a *hashtag* next to the name of the event) and physical event. This reflects a European desire to bring its educational policy into line with the times, which explains why it targets communication channels to the public it is aimed at.

Thus, from the above set, although the trend is towards a progressive promotion of the Erasmus Programme, and of mobility in general, certain actions are still necessary in order to make this opportunity known to wider audiences: for example by communicating better on this topic and making it even better known.

## Section 3.2. Steps to fully integrate all students in the future

Although, as has been demonstrated previously, discrimination can be observed and tried to be combated by the European Union in the development of its Erasmus policy, some measures can be taken to promote the integration of a greater majority of students in future years.

### Subsection 3.2.1. Better access to knowledge and learning of languages

As briefly explained above, knowledge of foreign languages is crucial to enable participation in the Erasmus Programme. In fact, a language other than one's mother tongue will generally be necessary to express oneself in daily life on site and also in the context of classroom assistance and understanding of lessons in order to learn them.<sup>102</sup>

As of 2023, 97.7% of pupils in lower secondary education were learning English.<sup>103</sup> This is one percentage point more than in 2013, with 96.7% of pupils in the same level learning that same language. Lower secondary education represents children aged 11 to 15 years old.<sup>104</sup> The only countries where the learning of English, which is the international reference language, is the lowest at this stage of education are Belgium, Luxembourg and Hungary, with only almost 70-80% of young students learning this language as a second one. Otherwise, generally speaking,

---

<sup>101</sup> 'What are #ErasmusDays?' *Erasmus Days*, 2025, Accessible in <<https://www.erasmusdays.eu/what-are-erasmus-days/>> (Last accessed: July 22, 2025)

<sup>102</sup> See sections 2.2.2 and 2.1.2.

<sup>103</sup> 'Foreign language learning statistics', *Eurostat - European Commission*, June 2025, Accessible in <[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign\\_language\\_learning\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign_language_learning_statistics)> (Last accessed: July 23, 2025)

<sup>104</sup> 'Organisation of general lower secondary education', *Eurydice - European Commission*, November 27, 2023, Accessible in <<https://eurydice.eacea.ec.europa.eu/euryedia/france/organisation-general-lower-secondary-education>> (Last accessed: July 23, 2025)

between 90 and 100% of students learn English as a second language between the ages of 11 and 15. This therefore demonstrates an increasing learning of this language from a young age. However, at primary level, English language learning was lower in Europe, with just over 80% of children learning the language at this very young age. Figures for English as a second language learning were even lower in Belgium and Luxembourg: this is most likely due to the fact that the other official languages of these countries are first taught in class at this early level.<sup>105</sup>

Nevertheless, it should be remembered that the European Union has 24 official languages, with one being added every time new members have joined the organization.<sup>106</sup> Although it may seem impossible to speak all 24 official languages of the European Union, it is worth noting that nearly 60% of secondary school students learn two foreign languages in class, generally an additional language to learning English (mostly French, German or Spanish).<sup>107</sup> So, this highlights that English remains the main language allowing communication in another language. However, in the context of mobility abroad, it may be required to speak the language of the host country, the courses therefore not being given in the participant's mother tongue or in English. A minimum level is therefore naturally required.<sup>108</sup>

This is where the OLS comes in. It should be noted that several mentions about it have already been made previously. In fact, the European Union itself finds solutions to overcome these prerequisites and promote knowledge of its official languages. Nevertheless, a subtlety comes into play at this point: there are a multitude of articles and websites that contain relevant information to present OLS, its objectives and its advantages, however, it is very difficult to find official statistics to demonstrate the use made of this medium. This makes it difficult to demonstrate the help provided by this support set up by the European Union in terms of the number of users and concrete results.

According to the Erasmus+ website, once the agreements have been established (in particular the learning agreement, which serves as a dialogue sheet between the student, the host institution and the sending institution), the student must take a language test via the OLS support. This is part of the Erasmus+ Student Charter, a document informing students about their rights

---

<sup>105</sup> 'Foreign language learning statistics', *Eurostat*, June 2025, Accessible in <[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign\\_language\\_learning\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign_language_learning_statistics)> (Last accessed: July 23, 2025)

<sup>106</sup> 'Languages', *European Union*, Accessible in <[https://european-union.europa.eu/principles-countries-history/languages\\_en](https://european-union.europa.eu/principles-countries-history/languages_en)> (Last accessed: July 23, 2025)

<sup>107</sup> 'Foreign language learning statistics', *Eurostat*, June 2025, Accessible in <[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign\\_language\\_learning\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign_language_learning_statistics)> (Last accessed: July 23, 2025)

<sup>108</sup> 'Quel niveau de langue pour partir étudier à l'étranger ?', *Erasmus+ Agency France*, January 29, 2025, Accessible in <<https://agence.erasmusplus.fr/2023/01/12/quel-niveau-de-langue-pour-partir-etudier-a-letranger/>> (Last accessed: July 23, 2025)

and obligations before, during and after their mobility.<sup>109</sup> From my personal point of view as a very recent participant in the Erasmus+ Programme, this support had not been introduced to me or mentioned to me before, during (or even after) my mobility in Catalonia. The way I became fully aware of this support is during the realization of my research which led me to write these paragraphs. Furthermore, the only contract I had to formally sign was my learning agreement and my Erasmus+ contract. The Erasmus+ contract briefly mentions the OLS and made carrying out this evaluation optional.

This highlights a kind of miscommunication or misinformation about this possibility which can prove useful. This is therefore regrettable for participants who wish to take advantage of their mobility to progress in a foreign language, other than in practical situations of daily life. Therefore, it is up to the European Union to ensure better promotion and communication on this platform and the advantages it offers, which can be a useful resource for students on mobility within the framework of the Erasmus Programme. Indeed, it may be important to remember that this support is only intended for beneficiaries of an exchange within the framework of the European Union exchange program.

### Subsection 3.2.2. Better support for students in mobility

In order to enable better integration of students as part of their mobility through the Erasmus+ Programme, universities and higher education institutions have an important role to play. Indeed, they are points of direct institutional contact with students and organize their arrival and departure, always taking into account that these interested parties are members of the organization they represent. Thus, a major role is assigned to them in order to enable the integration of students who follow the Programme.

From an institutional side, the European Commission has set the *Erasmus Charter for Higher Education* (the ECHE), which establishes, for educational institutions in participating European Union member countries, the general framework applicable to cooperation activities before, during and after mobility for those who undertake it.<sup>110</sup> It should be noted here that this is a general framework, therefore not precise, in order to harmonize the national practices of establishments within the aim of their participation and implementation of the Programme. Thus, educational institutions have room for maneuver regarding the monitoring of members who undertake mobility through the Erasmus Plus Programme.

---

<sup>109</sup> 'Erasmus + Student Charter', *Erasmus+ in European Commission*, Accessible in <<https://erasmus-plus.ec.europa.eu/resources-and-tools/erasmus-student-charter-0>> (Last accessed: July 26, 2025)

<sup>110</sup> 'ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027', *European Commission*, 2021, Accessible in <[https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/Erasmus-ECHE-certificat\\_vert-EN.pdf](https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/Erasmus-ECHE-certificat_vert-EN.pdf)> (Last accessed: July 24, 2025)

On the side of the student's university of origin, thanks to this general harmonization, measures can be taken to ensure this monitoring of students on the move. For example, some educational institutions directly created a practical guide, which serves as support for students in order to help them administratively in the (sometimes intense) process of setting up participation in the Erasmus+ Programme, then its implementation.<sup>111, 112</sup> This shows a certain willingness on the part of the institutions of origin to contribute to the smooth running (on an administrative level) of student mobility, as part of the implementation of the ECHE. Note that during mobility, the original establishment takes a step back, to make way for the host establishment, which takes care of the new arrival, like its own student. Thus, the role of the student's reference university (in any case, the one he knows and which is his outside of mobility) is reduced, probably due to the fact that the main person concerned is not on site and therefore to leave more room for flexibility to the new host university. This can be seen as a kind of representation of the principle of subsidiarity, to guarantee the independence of the new educational institution from the establishment of origin during the trip abroad.

On the other side of the host university, it is the new point of contact for students upon their arrival. Thanks to the development of international relations services (as already seen briefly previously, in subsection 2.2.2), universities are equipping themselves with administrative services in order to better welcome students, and also to be able to communicate with each other in order to organize this arrival in question. Looking at the Erasmus Charter for Higher Education 2021-2027, the paragraphs on the obligations on the part of universities are much less than their obligations before and after the student's mobility.<sup>113</sup> However, these lines highlight the need to support "Erasmus students" and even integrate them more. But also, the reality unfortunately contrasts with the real commitments included in the contract. Indeed, upon arriving on site, foreign students often feel a lack of support and guidance from the host university. A feeling of loneliness is sometimes reinforced, and the administrative procedures for preparing for arrival in a foreign country seem more complicated. Students don't always make the reflex to

---

<sup>111</sup> 'Guide pratique de l'étudiant sortant 2025-2026 en programme d'échange (outgoing)', *Direction de la stratégie et des partenariats internationaux - Panthéon-Assas University, Paris*, 2025, Accessible in <[https://www.assas-universite.fr/sites/default/files/guide\\_pratique\\_de\\_letudiant\\_sortant\\_2025-2026\\_3.pdf](https://www.assas-universite.fr/sites/default/files/guide_pratique_de_letudiant_sortant_2025-2026_3.pdf)> (Last accessed: July 24, 2025)

<sup>112</sup> 'Erasmus Student Guide' *Romanian-American University*, Accessible in <[https://www.rau.ro/wp-content/mydocuments/erasmus/2020-Erasmus%20Guide%20\(EN\).pdf](https://www.rau.ro/wp-content/mydocuments/erasmus/2020-Erasmus%20Guide%20(EN).pdf)> (Last accessed: July 24, 2025)

<sup>113</sup> 'ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027', *European Commission*, 2021, Accessible in <[https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/Erasmus-ECHE-certificat\\_vert-EN.pdf](https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/Erasmus-ECHE-certificat_vert-EN.pdf)> (Last accessed: July 24, 2025)

turn to their host institutions to facilitate this.<sup>114,115</sup> But also, once there, integration with national students is different from what is thought because in the end, Erasmus students represent a sort of cultural ghetto, as they often stay among themselves.<sup>116</sup> However, it should be noted that universities can also be blocked in the means to help students, and this in general: for example, in obtaining necessary documents on site (such as the Foreign Identification Number in Spain, the “NIE“, where the competence falls exclusively to the Ministry of Foreign Affairs, European Union and Cooperation).<sup>117</sup> From the above, it is likely to be asked and observed that there is room for the student's will. Indeed, although assistance can be provided on certain points, his free will guides him and it is not possible to help him on everything regarding how his integration should take place. It is therefore necessary to balance here between the means which must still be implemented by universities to promote this effective integration and the freedom left to the student once there.

Certainly, there is clearly still work to be done by universities, with help from the European Union, in order to promote and reinforce this integration, since official testimonies and reports demonstrate that it is not as effective in reality. Therefore the aims of the Erasmus+ Programme still need to be better implemented.

---

<sup>114</sup> ‘Informe sobre la integración de los estudiantes extranjeros en el sistema educativo español’, *Gobierno de España: Ministerio de Inclusión, Seguridad Social y Migraciones*, October 1<sup>st</sup>, 2024, Accessible in <[https://home-affairs.ec.europa.eu/whats-new/publications/integration-foreign-students-spanish-education-system\\_en?etranolive=1&prefLang=es](https://home-affairs.ec.europa.eu/whats-new/publications/integration-foreign-students-spanish-education-system_en?etranolive=1&prefLang=es)> (Last accessed: July 26, 2025)

<sup>115</sup> BERKANE I., ‘Étudiants étrangers en France : les difficultés rencontrées’, *Digital Business School*, December 6, 2022, Accessible in <<https://dbs.school/etudiants-etranjeros-en-france-les-difficultes-rencontrees/>> (Last accessed: July 26, 2025).

<sup>116</sup> KRICHEWSKY L., ‘En guise de conclusion’, en KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007, p. 308

<sup>117</sup> ‘Número de Identidad de Extranjero (NIE)’, *Ministerio de Asuntos Exteriores, Unión Europea y Cooperación*, Accessible in <[https://www.exteriores.gob.es/Consulados/paris/es/ServiciosConsulares/Paginas/index.aspx?scca=Pasaportes+y+otros+documentos&scco=Francia&scd=222&scs=Número+de+Identidad+de+Extranjero+\(NIE\)](https://www.exteriores.gob.es/Consulados/paris/es/ServiciosConsulares/Paginas/index.aspx?scca=Pasaportes+y+otros+documentos&scco=Francia&scd=222&scs=Número+de+Identidad+de+Extranjero+(NIE))> (Last accessed: July 26, 2025)

## CONCLUSION

To conclude this work, a step back from everything that has just been put forward and discussed previously must be taken. Indeed, the main challenge of the research was to analyze the scope of the Erasmus+ Programme in order to find out how it should address the challenges related to improving the integration of students from the European Union. Concretely, a response was provided to the original issue of this thesis. Indeed, the Erasmus+ Programme was concretely presented and various challenges that still need to be overcome in order to allow effective integration of European students were highlighted and solutions have even been able to be provided.

Although originally based on my thoughts and observations during my exchange as part of my participation in the Erasmus+ Programme, the research confirmed the theories and elements noted during this period. I was able to demonstrate that observations can be made by a student during participation in this Programme, concerning a reality which differs from what is written on paper and to offer a personal reflection on the results and objectives that were at the origin of my research.

This work highlighted that on the one hand, participation in the Erasmus Plus Programme as part of an educational exchange allows, in particular, academic enrichment, cultural and personal development and even a contribution to the professional future. On the other hand, challenges still need to be overcome: the complicated intervention of the European Union in the field of studies (in general) and the lack of support for students who undertake mobility have been showcased. These two points that have been raised show the challenges that the Erasmus+ Programme must face, and which must be taken into account by the European Union to ensure its sustainability and achieve its real objectives. Indeed, in order to allow this real integration of students into the Programme, it is necessary to fight the various discriminations generated in the implementation of this policy and allow better participation of students through access to language learning and on-site support during mobility, particularly.

Recommendations were therefore made to enable better development of this Programme, which has a bright future ahead of it and whose figures show its growing attractiveness and benefits. Indeed, the statistics seen in the development demonstrate that the 2021-2027 Erasmus+ Programme is promising and that a continuation could be considered beyond 2027 (at the end of the current one). Among these recommendations, I suggested in particular that the European Union take these problems into greater consideration. Indeed, a revaluation of living costs in order to allow for the granting of scholarships must be carried out, better communication and promotion of this Programme seems necessary, and greater incentives for member states and their universities to follow the objectives of this policy.



However, limitations must be noted in the work carried out. In fact, the research is only based on a very specific aspect of the Erasmus 2021-2027 Programme, that of the mobility of individuals, which is one of the four key actions of this European policy. Furthermore, regarding this mobility of individuals, I focused on that of the students, in the context of higher education, although the Programme also takes into account mobility throughout the educational pathway and that of educational staff, for example. Thus, only a tiny part of the Erasmus Programme could be observed and discussed.

## BIBLIOGRAPHY

### In alphabetical order of entities:

COUGHLAN S., 'Exchange students '40% go on to live and work abroad'', *BBC*, September 22, 2014, Accessible in <<https://www.bbc.com/news/education-29310930>> (Last accessed: July 30, 2025)

'La mobilité sortante des étudiants de France : Un marqueur social, des attentes, des contraintes et des opportunités', *CampusFrance.org*, February 2016, Accessible in <[https://ressources.campusfrance.org/publications/notes/fr/note\\_48\\_fr.pdf](https://ressources.campusfrance.org/publications/notes/fr/note_48_fr.pdf)> (Last accessed: July 20, 2025)

'grant', *Collins Dictionary*, Accessible in <<https://www.collinsdictionary.com/dictionary/english/grant>> (Last accessed: July 18, 2025)

European Union. (2016). *Consolidated version of the Treaty on European Union*. Official Journal of the European Union, C 202, 13–46. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012M/TXT>

RIVA O., 'La signora dell'Erasmus: «Grazie agli studi all'estero sono nate un milione di famiglie europee»', *Corriere della Sera*, January 3, 2022. <[https://www.corriere.it/sette/attualita/22\\_gennaio\\_03/signora-dell-erasmus-grazie-studi-all-estero-sono-nate-milione-famiglie-europee-94ffa056-6a44-11ec-b207-ac107188fcf7.shtml?refresh\\_ce](https://www.corriere.it/sette/attualita/22_gennaio_03/signora-dell-erasmus-grazie-studi-all-estero-sono-nate-milione-famiglie-europee-94ffa056-6a44-11ec-b207-ac107188fcf7.shtml?refresh_ce)> (Last accessed: May 20, 2025)

'Details of Treaty no.018, *Council of Europe portal*, December 19, 1954, Accessible in <<https://www.coe.int/en/web/conventions/full-list?module=treaty-detail&treatynum=018>> (Last accessed: April 24, 2025).

'Das Bundeskabinett', May 6, 2025, *Die Bundesregierung*, Accessible in <<https://www.bundesregierung.de/breg-de/bundesregierung/bundeskabinett>> (Last accessed: July 6, 2025)

BERKANE I., 'Étudiants étrangers en France : les difficultés rencontrées', *Digital Business School*, December 6, 2022, Accessible in <<https://dbs.school/etudiants-etrangers-en-france-les-difficultes-rencontrees/>> (Last accessed: July 26, 2025).

'Guide pratique de l'étudiant sortant 2025-2026 en programme d'échange (outgoing)', *Direction de la stratégie et des partenariats internationaux - Panthéon-Assas University, Paris*, 2025, Accessible in <[https://www.assas-universite.fr/sites/default/files/guide\\_pratique\\_de\\_letudiant\\_sortant\\_2025-2026\\_3.pdf](https://www.assas-universite.fr/sites/default/files/guide_pratique_de_letudiant_sortant_2025-2026_3.pdf)> (Last accessed: July 24, 2025)

Experiencia Erasmus: 10 razones para no perdersela. *Education First España*, Accessible in <[https://www.ef.com.es/blog/language/experiencia-erasmus-10-razones-para-no-perdersela/?utm\\_source=\(direct\)&utm\\_medium=\(none\)](https://www.ef.com.es/blog/language/experiencia-erasmus-10-razones-para-no-perdersela/?utm_source=(direct)&utm_medium=(none))> (Last accessed: July 7, 2025)

BAUER, S.. *Erasmus : un défi identitaire : analyse du parcours de neuf étudiants en séjour de mobilité*. Master, 2008.

‘Erasmus, Erasmus+ : quelles différences ?’, *Erasmus+ Agency France*, April 25, 2025, Accessible in <<https://agence.erasmusplus.fr/2022/01/06/erasmus-erasmus-quelles-differences/>> (Last accessed: May 23, 2025)

‘EU Academy - Erasmus+ OLS (Online Linguistic Support)’, *Erasmus+ Agency France*, Accessible in <<https://agence.erasmusplus.fr/programme-erasmus/outils/erasmus-ols-online-linguistic-support/>> (Last accessed: July 14, 2025)

‘Guide à destination du réseau diplomatique français à l’étranger’, *Erasmus+ Agency France*, 2025. Accessible in <[https://agence.erasmusplus.fr/wp-content/uploads/2025/03/Guide-Erasmus-Ambassade EUROPE\\_2025-2.pdf](https://agence.erasmusplus.fr/wp-content/uploads/2025/03/Guide-Erasmus-Ambassade_EUROPE_2025-2.pdf)> (Last accessed: May 14, 2025).

Langues : mettre en lumière des projets d’excellence dans le domaine du multilinguisme. *Erasmus+ Agency France*, October 24, 2024, Accessible in <<https://agence.erasmusplus.fr/2022/03/11/langues-mettre-en-lumiere-des-projets-dexcellence-dans-le-domaine-du-multilinguisme/>> (Last accessed: July 7, 2025)

‘La transposition écologique dans le programme ERASMUS+’, *Erasmus+ Agency France*, October 2024, Accessible in <[https://monprojet.erasmusplus.fr/docs/documents/guide\\_transition\\_ecologique\\_261.pdf](https://monprojet.erasmusplus.fr/docs/documents/guide_transition_ecologique_261.pdf)> (Last accessed: July 16, 2025)

‘Quel niveau de langue pour partir étudier à l’étranger ?’, *Erasmus+ Agency France*, January 29, 2025, Accessible in <<https://agence.erasmusplus.fr/2023/01/12/quel-niveau-de-langue-pour-partir-etudier-a-letranger/>> (Last accessed: July 23, 2025)

Recueil de projets Erasmus+: “Citoyenneté européenne“. *Erasmus+ Agency France*, November 2023, Accessible in <[https://agence.erasmusplus.fr/wp-content/uploads/2025/03/WEB\\_RECUEIL\\_PROJETS\\_CITOYENNETE\\_WEB.pdf](https://agence.erasmusplus.fr/wp-content/uploads/2025/03/WEB_RECUEIL_PROJETS_CITOYENNETE_WEB.pdf)> (Last accessed: July 7, 2025)

‘Eligible countries’, *Erasmus+ in European Commission*, November 28, 2023. Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries>> (Last accessed: April 17, 2025).

‘Erasmus+ Programme Guide 2017 (Version 2)’, *Erasmus+ in European Commission*, January 20, 2017, Accessible in <[https://erasmus-plus.ec.europa.eu/sites/default/files/2017-erasmus-plus-programme-guide-v2\\_en.pdf](https://erasmus-plus.ec.europa.eu/sites/default/files/2017-erasmus-plus-programme-guide-v2_en.pdf)> (Last accessed: July 14, 2025)

‘Erasmus+ Programme Guide 2025 (Version 2)’, *Erasmus+ in European Commission*, January 20, 2025, Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>> (Last accessed: July 14, 2025)

‘Erasmus + Student Charter’, *Erasmus+ in European Commission*, Accessible in <<https://erasmus-plus.ec.europa.eu/resources-and-tools/erasmus-student-charter-0>> (Last accessed: July 26, 2025)

‘Erasmus Mundus action’, *Erasmus+ in European Commission*, November 28, 2023, Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2/erasmus-mundus>> (Last accessed: acceso: April 24, 2025).

Important features of the Erasmus+ Programme. *Erasmus+ in European Commission*, Accessible in <<https://erasmus-plus.ec.europa.eu/programme-guide/part-a/important-characteristics-of-the-erasmus-programme>> (Last accessed: July 7, 2025)

‘Non-discrimination (the principle of), *Eur-Lex*, Accessible in <[https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:nondiscrimination\\_principle](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:nondiscrimination_principle)> (Last accessed: July 31, 2025)

‘Jean Monnet Actions: stimulating teaching and research on the European Union’, January 27, 2025, *Erasmus+ in European Commission*, Accessible in <<https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/jean-monnet-actions>> (Last accessed: May 21, 2025)

Online Language Support. *Erasmus+ in European Commission*, November 9, 2023, Accessible in <<https://erasmus-plus.ec.europa.eu/resources-and-tools/online-language-support>> (Last accessed: July 14, 2025)

‘Programme level overview of project data’, *Erasmus+ in European Commission*, May 6, 2025, Accessible in <[https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk\\_source=website&pk\\_medium=link&pk\\_campaign=hp&pk\\_content=hp-data](https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/factsheets-statistics-evaluations/statistics/data/overview?pk_source=website&pk_medium=link&pk_campaign=hp&pk_content=hp-data)> (Last accessed: May 14, 2025).

‘What is Erasmus+?’, *Erasmus+ in European Commission*, April 22, 2025, Accessible in <<https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>> (Last accessed: May 14, 2025).

‘Plan your journey’, *Erasmus by train*, 2025, Accessible in <<https://erasmusbytrain.eu/plan-your-journey/>> (Last accessed: July 16, 2025)

‘What is Erasmus Careers?’, *Erasmus Careers.org*, Accessible in <<https://project.erasmuscareers.org>> (Last accessed: July 14, 2025)

LLET, P., What cultural experiences can students have on Erasmus?. May 19, 2025, *Erasmus Centro*, Accessible in <<https://erasmuscentro.pt/en/what-cultural-experiences-can-students-have-on-erasmus>> (Last accessed: July 7, 2025)

‘What are #ErasmusDays?’ *Erasmus Days*, 2025, Accessible in <<https://www.erasmusdays.eu/what-are-erasmus-days/>> (Last accessed: July 22, 2025)

'Positieve impact buitenlandervaring studenten hoger onderwijs aangetoond', *Erasmus+ Netherlands*, January 2024, Accessible in  
<<https://www.erasmusplus.nl/actueel/nieuws/positieve-impact-buitenlandervaring-studenten-hoger-onderwijs-aangetoond>> (Last accessed: July 20, 2025)

'Bourses Erasmus+ et Aide à la mobilité internationale (AMI)', *étudiant.gouv.fr*, March 26, 2025, Accessible in  
<<https://www.etudiant.gouv.fr/fr/bourses-erasmus-et-aide-la-mobilite-internationale-ami-67>> (Last accessed: July 16, 2025)

'ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027', *European Commission*, 2021, Accessible in  
<[https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/Erasmus-ECHE-certificat\\_vert-EN.pdf](https://erasmus-plus.ec.europa.eu/sites/default/files/2021-09/Erasmus-ECHE-certificat_vert-EN.pdf)>  
(Last accessed: July 24, 2025)

'Multiannual financial framework', *European Parliament*, April 2025, Accessible en  
<<https://www.europarl.europa.eu/factsheets/en/sheet/29/multiannual-financial-framework>> (Last accessed: May 14, 2025).

Regulation (EU) 2021/817 of the European parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013. OJEU L189, 28.05.2021, pp. 1-33

'Languages', *European Union*, Accessible in  
<[https://european-union.europa.eu/principles-countries-history/languages\\_en](https://european-union.europa.eu/principles-countries-history/languages_en)> (Last accessed: July 23, 2025)

Unemployment by sex and age - monthly data, *Eurostat*, July 2025, Accessible in  
<[https://ec.europa.eu/eurostat/databrowser/view/UNE\\_RT\\_M\\_custom\\_2882325/default/table](https://ec.europa.eu/eurostat/databrowser/view/UNE_RT_M_custom_2882325/default/table)> (Last accessed: July 8, 2025)

'Foreign language learning statistics', *Eurostat*, June 2025, Accessible in  
<[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign\\_language\\_learning\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Foreign_language_learning_statistics)>  
(Last accessed: July 23, 2025)

'Organisation of general lower secondary education', *Eurydice - European Commission*, November 27, 2023, Accessible in  
<<https://eurydice.eacea.ec.europa.eu/eurypedia/france/organisation-general-lower-secondary-education>>  
(Last accessed: July 23, 2025)

'Free movement of persons', *Fact Sheets on the European Union - European Parliament*, April 2025, Accessible in  
<<https://www.europarl.europa.eu/factsheets/en/sheet/147/la-libre-circulation-des-personnes>> (Last accessed: July 31, 2025).

A quel moment du XXème siècle, l'anglais a supplanté le français dans la communication internationale ? *France Inter*, March 3, 2022, Accessible in <<https://www.radiofrance.fr/franceinter/a-quel-moment-du-xxeme-siecle-l-anglais-a-supplante-le-francais-dans-la-communication-internationale-3835321>> (Last accessed: July 7, 2025)

‘Informe sobre la integración de los estudiantes extranjeros en el sistema educativo español’, *Gobierno de España: Ministerio de Inclusión, Seguridad Social y Migraciones*, October 1<sup>st</sup>, 2024, Accessible in <[https://home-affairs.ec.europa.eu/whats-new/publications/integration-foreign-students-spanish-education-system\\_en?etransnolive=1&prefLang=es](https://home-affairs.ec.europa.eu/whats-new/publications/integration-foreign-students-spanish-education-system_en?etransnolive=1&prefLang=es)> (Last accessed: July 26, 2025)

Déclaration de politique Erasmus+, *Groupe ISC Paris*, Accessible in <<https://www.iscparis.com/wp-content/uploads/2022/02/politique-erasmus.pdf>> (Last accessed: July 8, 2025). pp. 1-2

KRICHEWSKY, L.; MILHAUD, O.; PETTINAROLI, L.; SCOT, M., *Guide de l'étudiant européen en sciences sociales*, BELIN, France, 2007

Formation et emploi : Insertion des diplômés du supérieur. *INSEE*, February 12, 2025, Accessible in <<https://www.insee.fr/fr/statistiques/8305530?sommaire=8306008>> (Last accessed: July 8, 2025)

Mobilité internationale. *jeunes.gouv.fr*, Accessible in <<https://www.jeunes.gouv.fr/mobilite-internationale-178>> (Last accessed: July 7, 2025)

‘Composition du Gouvernement’, December 13, 2024, *info.gouv.fr - Le site officiel du Gouvernement*, Accessible in <<https://www.info.gouv.fr/composition-du-gouvernement>> (Last accessed: July 6, 2025)

KLAPISH, C. (Director). (2002). *L'Auberge espagnole* [The Spanish Apartment] [Film]. BAC Films, Ce Qui Me Meut Motion Pictures, France 2 Cinéma, Mate Films, Studiocanal, Mate Producciones S.A. and Vía Digital

‘Composición del Gobierno’, November 25, 2024, *La Moncloa*, Accessible in <<https://www.lamoncloa.gob.es/gobierno/composiciondelgobierno/Paginas/index.aspx>> (Last accessed: July 6, 2025)

‘La mobilité internationale des étudiants avec Mouv’Occitanie’, *La Région Occitanie Pyrénées - Méditerranée*, Accessible in <<https://www.laregion.fr/Aides-Mouv-Occitanie>> (Last accessed: July 16, 2025)

¿Qué es LinkedIn y cómo puedo usarlo?, *LinkedIn.com*, 2023, Accessible in <<https://www.linkedin.com/help/linkedin/answer/a551392/-que-es-linkedin-y-como-puedo-usarlo?lang=es-ES>> (Last accessed: July 8, 2025)

‘Número de Identidad de Extranjero (NIE)’, *Ministerio de Asuntos Exteriores, Unión Europea y Cooperación*, Accessible in <[https://www.exteriores.gob.es/Consulados/paris/es/ServiciosConsulares/Paginas/index.aspx?scca=Pasaportes+y+otros+documentos&scco=Francia&scd=222&scs=Número+de+Identidad+de+Extranjero+\(NIE\)](https://www.exteriores.gob.es/Consulados/paris/es/ServiciosConsulares/Paginas/index.aspx?scca=Pasaportes+y+otros+documentos&scco=Francia&scd=222&scs=Número+de+Identidad+de+Extranjero+(NIE))> (Last accessed: July 26, 2025)

VALDUGA, L. (2023, May 4). *Mutual trust as an instrument of the Union's constitutional system* (Doctoral dissertation, University Paris-Panthéon-Assas). Institut de droit comparé – Centre Saint-Guillaume, Paris. Accessible in <https://www.assas-universite.fr/fr/recherche/soutenances-de-theses/la-confiance-mutuelle-instrument-du-systeme-constitutionnel-de#:~:text=La%20confiance%20mutuelle%20sous%2Dtend,rapports%20entre%20les%20systèmes%20juridiques.>> (Last accessed: July 31, 2025)

'Share of mobile students enrolled at tertiary level by country of origin', *OECD*, April 2025, Accessible in [https://data-explorer.oecd.org/vis?lc=en&df\[ds\]=dsDisseminateFinalDMZ&df\[id\]=DSD\\_EAG\\_UOE\\_N\\_ON\\_FIN\\_STUD%2540DF\\_UOE\\_NF\\_SHARE\\_MOB\\_ORG&df\[ag\]=OECD.EDU.IMEP&dq=.....A.....T.&pd=2%2C0%2C2%2C2%2C%25%2C2%2CC&to\[TIME\\_PERIOD\]=false&vw=tb&pg=0>](https://data-explorer.oecd.org/vis?lc=en&df[ds]=dsDisseminateFinalDMZ&df[id]=DSD_EAG_UOE_N_ON_FIN_STUD%2540DF_UOE_NF_SHARE_MOB_ORG&df[ag]=OECD.EDU.IMEP&dq=.....A.....T.&pd=2%2C0%2C2%2C2%2C%25%2C2%2CC&to[TIME_PERIOD]=false&vw=tb&pg=0>) (Last accessed: May 20, 2025).

'Qu'est-ce qu'un programme d'échange ?', *Panthéon-Assas University - Paris*, September 26, 2023, Accessible in <https://www.assas-universite.fr/fr/international/partir-etudier-letranger/en-programme-dechange-erasmus-etc/quest-ce-quun-programme>> (Last accessed: July 31, 2025)

MUSSELIN C., FROMENT E., OTTENWAEELTER M-O., 'Le Processus de Bologne : quels enjeux européens ? Un entretien avec Christine Musselin et Eric Froment', *Revue internationale d'éducation de Sèvres*, September 2007. <https://journals.openedition.org/ries/261#citedby> (Last accessed: July 9, 2025). p.99-110

'Erasmus Student Guide' *Romanian-American University*, Accessible in [https://www.rau.ro/wp-content/mydocuments/erasmus/2020-Erasmus%20Guide%20\(EN\).pdf>](https://www.rau.ro/wp-content/mydocuments/erasmus/2020-Erasmus%20Guide%20(EN).pdf>) (Last accessed: July 24, 2025)

PAQUET H., 'Les mauvaises expériences en Erasmus, ça existe', *Slate.fr*, September 7, 2023, Accessible in <https://www.slate.fr/story/252717/quand-erasmus-passe-mal-experience-souvenirs-etudiants-jeunes-echange-mobilite-europe>> (Last accessed: July 14, 2025)

GARCIA J., 'Spain was the main Erasmus destination in 2023 with almost 200,000 students', December 1st, 2024, *The Diplomat in Spain*, Accessible in <https://thediplotainspain.com/en/2024/12/01/spain-was-the-main-erasmus-destination-in-2023-with-almost-200000-students/#:~:text=Spain%20was%20the%20European%20Union,abroad%20after%20France%20and%20Germany.>> (Last accessed: May 22, 2025)

Le taux de chômage des jeunes en Europe, *Toute l'Europe*, May 13, 2025, Accessible in <https://www.touteleurope.eu/economie-et-social/le-taux-de-chomage-des-jeunes-en-europe/>> (Last accessed: July 8, 2025)

10 reasons to go on Erasmus. November 11, 2021, *Travel gives me butterflies*, Accessible in <<https://www.travelgivesmebutterflies.org/10-reasons-why-you-should-go-on-erasmus/>> (Last accessed: July, 7, 2025)

‘European Erasmus Conversion Table for Trinity Students Returning from Study Aboard’, *Trinity College Dublin*, 2017 Accessible in <[https://www.tcd.ie/study/assets/PDF/Grade%20Conversion%20Tables\\_November%202017.pdf](https://www.tcd.ie/study/assets/PDF/Grade%20Conversion%20Tables_November%202017.pdf)> (Last accessed: July 14, 2025)

Erasmus Mobility, *UNiGreen*, Accessible in <<https://unigreen-alliance.eu/international/erasmus-mobility/>> (Last accessed: July 8, 2025)

‘Cost de la vida a Barcelona’, *Universitat Autònoma de Barcelona*, 2025, Accessible in <<https://www.uab.cat/web/mobilitat-i-intercanvi-internacional/international-support-service/viure-a-barcelona/cost-de-la-vida-a-barcelona-1345819273346.html>> (Last accessed: July 22, 2025)

‘Tableau de conversion des notes obtenues en France’, *Universität Münster*, Accessible in <[https://www.uni-muenster.de/imperia/md/content/romanistik/notenumrechnungstabelle\\_frankreich\\_november\\_16.pdf](https://www.uni-muenster.de/imperia/md/content/romanistik/notenumrechnungstabelle_frankreich_november_16.pdf)> (Last accessed: July, 6, 2025)

‘Préparer son départ’, *Université de Tours*, Accessible in <<https://www.univ-tours.fr/international/etudes-stages-a-letranger/europe/3-preparer-son-depart>> (Last accessed: July 14, 2025)

ADENDORFF L., ‘Is the Magna Charta Universitatum still relevant?’. *University World News*. September 30, 2012. <<https://www.universityworldnews.com/post.php?story=20120927080003671>> (Last accessed: May 20, 2025)

SANTIAGO J., Why studying abroad could help you get hired. *World Economic Forum*, November 11, 2015, Accessible in <<https://www.weforum.org/stories/2015/11/study-abroad-get-hired/>> (Last accessed: July 8, 2025)