



The Impact of International students mobility on French students' lives

Investigating on drawback and benefits on international students mobility as perceived by French students

Exploratory Qualitative and Quantitative Survey about International students mobility for French students

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The Impact of International students mobility on French students' lives

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Abstract

Nowadays, university exchanges represent an important step in the academic curriculum of more and more students in France. The different business schools, engineering schools and universities try year after year to open their programmes to the international scene by encouraging their students to discover the educational models of other countries. Being part of a business school programme requiring a one-year exchange in a partner university, I easily understood the impact that these experiences had on me and understood that it was necessary to study its impact on the French student world. The objective of this study was therefore to understand the benefits and drawbacks of these international mobilities on French students. This objective was achieved through a survey, a questionnaire aimed at French students who had experienced a university exchange during their studies. This questionnaire aimed to understand the feelings and opinions of these French students and consisted of 42 questions.

Keywords/tags (subjects)

International student mobility, academic achievement, intercultural competences, French students.

Contents

1. Introduction	3
1.1. Background, motivation, and purpose	3
1.2. Research objectives, questions and approach	4
1.3. Thesis structure	5
2. Literature review	6
2.1. Introduction	6
2.2. Student mobility	7
2.2.1. Definition.....	7
2.2.2. Cultural awareness of students.....	8
2.2.3. Adaptation and integration	8
2.2.4. Language barriers and intercultural communication	9
2.2.5. Intercultural communication.....	9
2.2.6. Adaptability, so to speak, intercultural skills	10
2.2.7. Levels of affective intercultural competence	10
2.2.8. Their openness to cultural diversity	10
2.2.9. Global awareness	11
2.2.10. Personal development	11
2.2.11. Expanding academic skills.....	12
2.3. Identified Gaps	12
2.4. Research Framework	13
3. Research methods and implementation	14
3.1. Research design.....	14
3.1.1. Research philosophy	15
3.1.2. Research purpose	15
3.1.3. Research strategy/method/s.....	15
3.1.4. Methodological choice.....	16
3.1.5. Time horizon	16
3.2. Data collection.....	17
3.3. Data analysis.....	20
3.4. Ethical considerations.....	21
4. Research Results	22
4.1. Demographic Data.....	22
4.1.1. Age 22	
4.1.2. Gender	23

4.1.3. Mother tongue.....	24
4.1.4. Your identity.....	25
4.2. Profiling Data	26
4.3. Studying abroad	29
4.4. Life abroad.....	31
4.5. Post-Graduations Plans.....	34
4.6. Expectations	35
4.7. Experiences	37
4.8. Qualitative Data.....	50
4.8.1. Educational dimension.....	50
4.8.2. Communicational dimension	51
4.8.3. Social dimension	51
4.8.4. Cultural dimension.....	52
4.8.5. Psychological dimension	53
4.8.6. Professional dimension.....	54
4.8.7. Contextual dimension	55
4.8.8. Emotional dimension	56
5. Discussion	57
5.1. Limitations, reliability and validity.....	57
5.2. Answering the research questions	57
5.3. Dialogue between key results and knowledge base.....	58
6. Conclusions	59
6.1. Key Findings.....	60
6.2. Managerial implications	61
6.3. Recommendations for future research	62
References	62
Appendices	64
Appendix 1. Title of the Appendix	64

1. Introduction

Academic exchanges are international mobility opportunities that allow students to study in another country for a fixed period of time. They can take place within the framework of specific programmes, such as Erasmus+ in Europe, or bilateral partnerships between universities. France is a country that encourages and supports student mobility, through organisations such as Campus France or the DAAD¹, and has many cooperation agreements with foreign universities. What are the benefits and difficulties faced by French students participating in these exchanges? How do these experiences influence their academic and personal development? What skills and values do they develop through these intercultural stays? This thesis aims to analyse these questions based on a review of the scientific literature and a qualitative survey of a sample of French students who have participated in an academic exchange.

1.1. Background, motivation, and purpose

The academic expatriation experience I had in Finland and Argentina was a real turning point in my life. It allowed me to discover new horizons, meet people from different cultures, develop new language skills and face exciting challenges.

These experiences have also had a significant impact on my world view and my career choices. I understood the importance of international mobility to foster open-mindedness, tolerance and personal enrichment.

This is why I decided to conduct an investigation on the impact of academic mobility on French students. I am convinced that this study is relevant and necessary to better understand the effects of international mobility on young French students, but also to encourage more young people to try the experience of academic expatriation.

Indeed, the experience of academic expatriation can have profound consequences on the lives of young students, both academically and personally. It can help develop new skills, expose students to different cultures, teach them to adapt to new environments and develop a sense of independence and responsibility.

Beyond these individual benefits, the experience of academic expatriation can also have positive consequences for society as a whole. It can contribute to the creation of a more open and tolerant world, foster cultural exchange and strengthen ties between countries.

In sum, my own experience of academic expatriation has convinced me of the importance of international mobility for young students and for society as a whole. This is why I am convinced that this study on the impact of academic mobility on French students is relevant and necessary in order to better understand the challenges of international mobility and to encourage more young people to try this unique and enriching experience.

1.2. Research objectives, questions and approach

The objectives of this research are to assess and understand the impact of academic mobility on French students by focusing on the benefits and difficulties encountered during these exchanges. In addition, this study examines how these experiences influence students' academic and personal development, as well as the skills and values they develop during their intercultural stay.

The main research questions are the following:

- What are the main benefits and challenges faced by French students participating in academic exchanges abroad?
- How do these experiences influence students' academic and personal development?
- What skills and values do students develop during their intercultural stay?

To address these questions, we adopt a mixed-methods approach, combining both quantitative and qualitative methods. On the one hand, a review of the scientific literature on international academic mobility will allow us to identify key trends and findings regarding the benefits and challenges of these experiences. On the other hand, a qualitative survey of a sample of French exchange students will provide an in-depth insight into their personal experiences and the skills and values they developed during their stay.

By combining these approaches, this study aims to provide a comprehensive and nuanced understanding of the impact of academic mobility on French students, and to highlight the opportunities and challenges associated with these experiences. The results of this research can be used as a basis for formulating recommendations to further encourage and support international academic mobility among French students.

1.3. Thesis structure

This thesis is organised in several chapters that explore the different facets of the impact of academic mobility on French students. This structure allows for a comprehensive and coherent analysis of academic mobility experiences and their effects on students' academic and personal development.

Chapter 1: Introduction

This chapter introduces the subject of the thesis, presents the author's personal motivations for conducting this research and outlines the objectives, questions and methodological approach adopted. It also provides an overview of the overall structure of the thesis.

Chapter 2: Literature Review

The second chapter provides an in-depth review of the scientific literature on international academic mobility. It examines the main benefits and challenges identified in existing studies, as well as the theories and models used to explain and understand these experiences. This chapter sets the theoretical and conceptual context for the thesis.

Chapter 3: Methodology

This chapter details the methodological approach adopted to answer the research questions. It outlines the quantitative and qualitative methods used, the selection of participants, the data collection process and the analysis techniques employed. In addition, it discusses the ethical issues and limitations of the study.

Chapter 4: Results

The fourth chapter presents the results of the qualitative and quantitative survey. This presentation of the results provides an overview of French students' academic mobility experiences and their impact on their academic and personal development.

Chapter 5: Discussion

In this chapter, the results are interpreted and discussed in the light of the theories and concepts presented in the literature review. The implications of the results for understanding the impact of academic mobility on French students are examined, and comparisons are made with existing studies.

Chapter 6: Conclusion

The final chapter summarises the main findings of the thesis and highlights their relevance to understanding the impact of academic mobility on French students. It also presents the study's contributions to the field of research and makes recommendations for educational policies and institutional practices. Finally, it suggests avenues for future research on academic mobility and its impact on students.

2. Literature review

2.1. Introduction

The aim of this review is to examine the impact of international student mobility on the lives of French students participating in exchange or internship programmes abroad. The review focuses on six main aspects: students' motivations for mobility; students' adaptation and integration into their new environment; the development of transversal competences during mobility; the effects of mobility on students' personal and professional lives; contextual factors influencing mobility; and individual characteristics of mobile students.

The key terms used to find the articles are: international student mobility, academic achievement, intercultural competences, French students.

The review is organised as follows: the first part presents the theoretical and conceptual framework of international student mobility; the second part analyses the motivations of French students to participate in mobility; the third part examines the adaptation and integration of French students in their host country; the fourth part assesses the development of transversal competences during mobility; the fifth part synthesises the effects of mobility on the personal and professional lives of French students; and finally the sixth part discusses the contextual and individual factors that influence mobility.

Author	Year	Title	Mobility
Roy et al.	2018	Outcomes of international student mobility programs: a systematic review and agenda for future research, Studies in Higher Education	Academic
King et al.	2004	International student mobility study. Study 2: Exploring the diversity of UK international student mobility.	All kind of student mobility
Knight, J.	2012	Student mobility and internationalization: Trends and tribulations.	Academic
Roy et al.	2019	Outcomes of international student mobility programs: A systematic review and agenda for future research. Studies in Higher Education	Short term mobility - Labour
Serap, Ö. N. E. N.	2017	An investigation into the experiences of Erasmus students.	Academic
Van Mol et al.	2021	International student mobility and labour market outcomes: an investigation of the role of level of study, type of mobility, and international prestige hierarchies.	Labour Mobility

2.2. Student mobility

2.2.1. Definition

According to Findlay & Stam (2004), international student mobility can be defined as "the movement of students between countries to pursue some or all of their higher education studies".

There are different types of mobility, depending on the duration, purpose, mode of financing and status of the students. Mobility can be motivated by academic, professional, personal or cultural reasons. It can have positive or negative impacts on students, institutions and host and home societies. International student mobility is a complex and dynamic phenomenon, involving many actors and evolving in the global political, economic and social context.

2.2.2. Cultural awareness of students

International student mobility allows students to become aware of cultures different from their own, learning about the values, norms, behaviours and lifestyles of host countries (Findlay & Stam, 2004). This awareness can enhance their cultural intelligence, which is the ability to understand and adapt to different cultures (Roy et al., 2017).

2.2.3. Adaptation and integration

Students who go on international mobility also have to adapt to new cultures, different education systems and different lifestyles. This adaptation can be a challenge for some students, but it can also teach them to be more flexible and to adapt to new and unexpected situations.

International student mobility involves not only adapting to new cultures, but also integrating into the new environment. Integration is a crucial element of international student mobility, as it allows students to feel at home in their host country and to fully benefit from their mobility experience. Integration can have positive effects on student well-being, satisfaction and success (Loue, 2017). To facilitate the integration of students, host universities can set up orientation and mentoring programmes, which aim to welcome students, inform them about the practical and academic aspects of their stay and offer them personalised support. Host universities may also organise social and cultural activities to help students connect with other students, both local and international, and immerse themselves in the local culture. These activities can be cultural visits, sporting events, parties or workshops (Németh, 2016). By participating in these activities, students can not only have fun and make friends, but also learn more about the local culture and improve their language skills. Indeed, participation in social and cultural activities can promote exposure to the host country's language and encourage interaction with native speakers. In this way, students can gain confidence and fluency in their new language (Németh, 2016). Adaptation and integration are not only important during the students' stay abroad. They are also useful for their professional and personal

future. The adaptation and integration skills that students develop during their international student mobility can enable them to cope with changes and challenges in an increasingly interconnected and globalised world. Students who have had an international mobility experience can be more open-minded, flexible and able to work with people from different cultures. These skills are highly sought after by employers in a globalised labour market (Van Mol et al., 2020).

2.2.4. Language barriers and intercultural communication

International student mobility involves facing language barriers and intercultural communication challenges. Students on international mobility often have to learn a new language in order to communicate with locals and to succeed in their studies. Learning a foreign language can be difficult, but it can also be very rewarding. Indeed, mastering a foreign language can improve students' future employability, giving them access to new professional opportunities and enabling them to stand out in the labour market. Foreign language proficiency can also enhance students' personal lives, allowing them to connect with people from different cultures and broaden their cultural horizons (O'Brien and Larmour, 2016). In addition to language, intercultural communication is another important aspect of international student mobility. Intercultural communication is the ability to communicate effectively with people from different cultures, taking into account cultural differences and avoiding misunderstandings. Intercultural communication is essential for successful integration into a foreign culture. Students who integrate into their host country can feel more at ease in their new environment and fully benefit from their mobility experience. Intercultural communication can also foster students' personal development, by teaching them to be more open-minded, tolerant and respectful of other cultures (Lysgaard, 1955). According to Lysgaard (1955), students participating in international student mobility programmes need to be able to adapt to a different culture and learn to understand cultural differences.

2.2.5. Intercultural communication

Intercultural communication is an essential aspect of the international student mobility experience. Intercultural communication is the ability to communicate effectively with people from different cultures, taking into account cultural differences and avoiding misunderstandings. Intercultural communication allows students to connect with locals, make friends and gain cultural enrichment. Intercultural communication also enables students to develop professional skills that are in high demand in the global job market. Indeed, employers value workers who are able to work in multicultural teams, negotiate with international partners and manage cultural diversity. In their

article "Outcomes of International Student Mobility Programs: A Systematic Review and Agenda for Future Research", Achinto Roy et al. (2017) argue that intercultural communication is one of the most important outcomes of international student mobility, as it is crucial for academic and professional success.

2.2.6. Adaptability, so to speak, intercultural skills

Adaptability is another key skill that students acquire when participating in international student mobility programmes. Adaptability is the ability to adapt quickly and effectively to a new cultural, social and linguistic environment. Students who are able to adapt quickly can better benefit from their mobility experience, as they can overcome difficulties related to culture shock, social isolation or language barriers. Adaptability is also a valuable skill in the global business world, where workers are often required to work in multicultural environments. According to King, Findlay and Ahrens (2011), adaptability is a skill that enables workers to cope with rapid and unpredictable changes in the global marketplace, to be flexible and creative in dealing with problems and to continually learn new things.

2.2.7. Levels of affective intercultural competence

Affective intercultural competence is the ability to recognise and manage one's own and others' emotions in an intercultural context. Affective intercultural competence enables students to feel more comfortable in their host country, to make friends and to integrate socially. Affective intercultural competence also enables students to develop interpersonal skills which are very useful in the professional world. Employers value workers who are able to communicate effectively with people from different cultures, express their feelings and needs and resolve intercultural conflicts. According to Van Mol, Caarls and Souto-Otero (2016), affective intercultural competence is an important element of international student mobility, as it helps students navigate complex social and emotional situations.

2.2.8. Their openness to cultural diversity

Another important outcome of international student mobility is openness to cultural diversity. Openness to cultural diversity is the ability to appreciate and respect cultures different from one's own. Openness to cultural diversity allows students to become culturally enriched, to learn new things and to develop their critical thinking skills. Openness to cultural diversity also allows stu-

dents to develop intercultural skills that are in high demand in the global labour market. Indeed, employers value workers who are able to work in multicultural teams, be flexible and creative in the face of change and have a global view of the world. According to the article by King, Findlay and Ahrens (2011), students who participate in international student mobility programmes tend to have a greater tolerance for cultures different from their own. As a result, these students are better prepared to work and live in multicultural environments.

2.2.9. Global awareness

Global awareness is a core competence of international student mobility. Global awareness is the ability to understand and respect cultural differences around the world and to be aware of global issues. Global awareness enables students to open up to other perspectives, to become culturally enriched and to develop critical thinking skills. Global awareness also allows students to develop citizenship skills that are very useful in the professional world. Employers value workers who are able to work in a global context, engage in transnational projects and contribute to global causes. In their study, Roy et al. (2017) found that Erasmus students developed increased global awareness through their mobility experience, which enhanced their engagement with global issues such as climate change, human rights and cultural diversity. Similarly, Findlay et al (2004) highlighted the importance of international student mobility in developing global awareness among students, particularly in relation to understanding global issues and participating in transnational initiatives.

2.2.10. Personal development

Personal development is another important aspect of international student mobility. Personal development is the ability of students to know themselves better, to build up their self-confidence and self-esteem, and to become more independent and mature. Personal development enables students to feel more fulfilled in their personal and professional lives and to cope with the challenges and opportunities they face. Personal development also enables students to develop cross-cutting skills that are highly sought after in the labour market. Indeed, employers value workers who are able to adapt to new and unexpected situations, work in teams and communicate effectively with people from different cultures. According to Van Mol et al (2017), international student mobility can help students develop self-confidence, self-esteem and autonomy, as well as the ability to adapt to new and unexpected situations. Students who have participated in mobility programmes have also reported an improvement in their ability to work in teams and communicate effectively with people from different cultures (Findlay et al., 2004).

2.2.11. Expanding academic skills

Academic competence is an important outcome of international student mobility. Academic competence is the ability of students to acquire and apply academic knowledge in their field of study. Academic competence enables students to develop their intellectual and critical thinking skills and to prepare for their future careers. Academic competence also enables students to develop academic skills that are highly valued in the academic world. Indeed, teachers and researchers value students who are able to write academic reports, conduct research and present their work in public. In their study, Roy et al. (2017) found that Erasmus students improved their ability to write academic reports, conduct research and present their work in public. Similarly, Findlay et al (2004) highlighted that international student mobility can help students to broaden their knowledge, discover new subjects of study and benefit from different teaching methods.

2.3. Identified Gaps

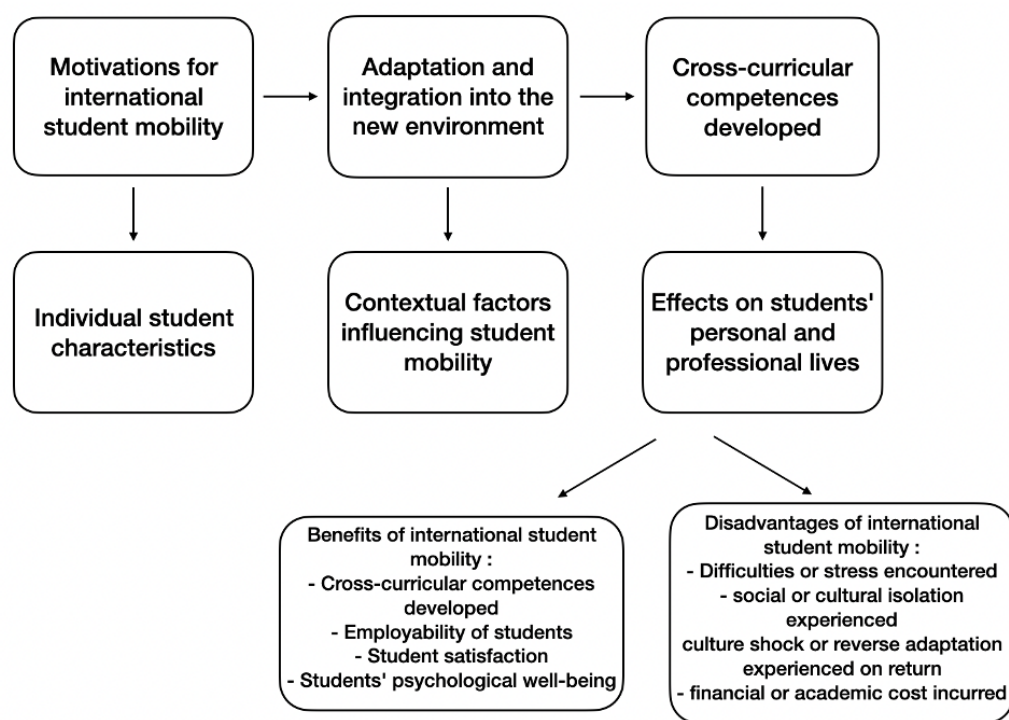
International student mobility is a complex and multidimensional phenomenon that has given rise to a great deal of research in different fields. However, there are still important gaps that require further investigation. These gaps include :

The lack of studies on the different forms and modalities of international student mobility, such as the full programme abroad, the short-term study stay, the internship, the joint degree or the double degree stays. It would be interesting to analyse how these forms and modalities influence the experience and outcomes of French mobile students.

The lack of research on the determinants of international student mobility, such as push and pull factors related to the home and host countries, personal and professional motivations, family and social influences. It would be useful to understand what are the push and pull factors for French students to participate in international mobility.

The lack of studies on the impact of international student mobility on their academic, linguistic, intercultural and personal development. It would be relevant to assess how mobility contributes to the improvement or deterioration of the skills and knowledge of mobile French students.

2.4. Research Framework



This diagram represents a structural model that analyses the causal relationships between the variables related to the impact of university exchange programs on the lives of French students who participate in them. The variables are represented by rectangles and the causal relationships by arrows. The arrows indicate the direction of causality, i.e. the variable at the origin of the arrow influences the variable at the end of the arrow. For example, motivations for international student mobility influence adaptation and integration into the new environment. The model is composed of three levels: the individual level (individual characteristics of students), the intermediate level (motivations for international student mobility, adaptation and integration into the new environment, and cross-curricular competences developed) and the contextual level (contextual factors influencing international student mobility and the effects on students' personal and professional lives). The model suggests that students' individual characteristics influence their motivations for international student mobility, as well as their adaptation and integration into the new environment. These two variables in turn influence the transversal competences developed during international student mobility. Cross-curricular competences then have an effect on students' personal and professional lives. The model also takes into account contextual factors that can influence international student mobility and its outcomes at different levels.

3. Research methods and implementation

This chapter presents the theoretical and methodological perspectives, as well as practical considerations, used in this research. The research approach, techniques, and methods used are explained, along with the sampling and data collection and analysis methods.

3.1. Research design

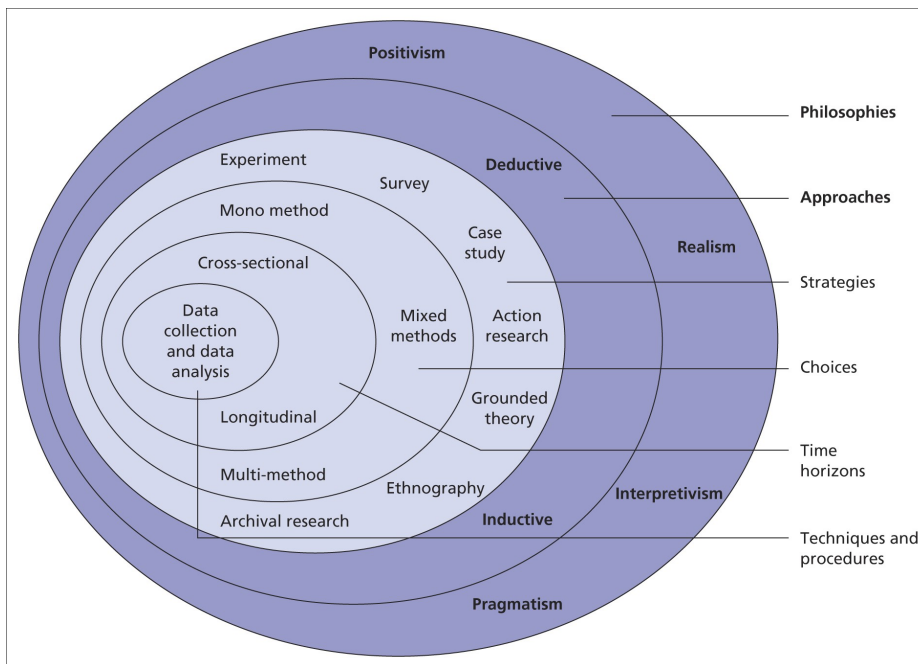


Figure 1. The research onion proposed by Saunders et al. (2007)

The research methodology used in this study is based on Saunders's (2007) research onion model. This model suggests that researchers should provide justification at all levels of the research process to ensure that the methodology used is reasonable and justified. The research onion provides a comprehensive description of each research level, explaining how and why the research was conducted, making it easier to follow the research process and understand the justifications.

3.1.1. Research philosophy

In this research, the first level of the research onion is the research philosophy, which involves choosing a particular approach to the research. The research philosophy chosen for this study is interpretivism, which emphasizes the importance of understanding the subjective experiences and interpretations of participants in the research process. This approach recognizes that the social world is complex and that individuals construct their own meanings and interpretations of their experiences. Therefore, the study focuses on the collection of qualitative data through interviews and observations to gain an in-depth understanding of the participants' experiences and perspectives. The data collected will be analyzed using a thematic analysis approach to identify key themes and patterns in the data. This approach is suited for the research question and aims to generate new insights and understandings of the research topic.

3.1.2. Research purpose

The interviews therefore focused on the feelings of French students who had experienced an academic expatriation, on what the experience meant to them, on the negative and positive points. In general, the opinions are the same for the negative and positive points but there are some nuances, depending on the destination, the personality of the participant and his habits.

In this report, you will see a complete analysis of all the responses, discovering what, for the majority, an academic expatriation represents for most of its French participants.

3.1.3. Research strategy/method/s

The third level of the research onion is the research method, which involves selecting the appropriate research method to use. In this study, an exploratory qualitative and quantitative survey method was used to collect data from a sample of French students who had participated in international mobility programs. The survey aimed to explore the impact of international mobility on French students' lives and experiences. Both open-ended and closed-ended questions were included in the survey to obtain both qualitative and quantitative data. This approach allowed for a more comprehensive understanding of the research topic and provided an opportunity for participants to provide detailed and nuanced responses to the survey questions.

The fourth level of the research onion is the sampling strategy, which involves selecting the appropriate participants to include in the study. In this study, a purposive sampling strategy was used to select participants who were French students that had participated in international mobility programs. This strategy was chosen because the research question specifically focuses on the experiences and perceptions of this particular population. Participants were selected based on specific criteria, such as their age, gender, academic level, and length of participation in the mobility program. The aim of this approach was to ensure that the sample was representative of the population of interest and to obtain in-depth insights into the experiences of this particular group.

3.1.4. Methodological choice

Overall, the research methodology used in this study adopts an inductive approach that emphasizes the generation of new insights and understanding from the data collected. The research onion model is still used to provide a framework for justifying and explaining each level of the research process, but the focus is on allowing the data to guide the analysis and the emergence of new themes and insights. This approach enhances the credibility and relevance of the study findings and allows for a deeper understanding of the research topic.

3.1.5. Time horizon

The time horizon is a critical element of research methodology that refers to the time frame of the research. In this study, a cross-sectional design was used, which involves collecting data at a single point in time. This approach is suited for studies that aim to investigate a particular phenomenon or issue at a specific point in time. The cross-sectional design allowed for the collection of data from a sample of French students who had participated in international mobility programs at a particular time. This approach enabled the researchers to explore the impact of international mobility on the lives and experiences of French students, and to gain insights into their perspectives and perceptions of the experience. The cross-sectional design also allowed for the identification of patterns and associations between variables at a particular point in time, which is useful for informing policy and practice in the field of international education. Overall, the use of a cross-sectional design in this study enabled the researchers to gain a comprehensive understanding of the impact of international mobility on French students' lives and experiences at a specific point in time.

3.2. Data collection

To collect responses to my research questionnaire, we used a knowledge network approach. Since our study focuses on the experience of French students abroad, I targeted a specific group of French people who had completed an academic expatriation. To do this, I disseminated the questionnaire through my network of acquaintances, identifying those who had studied abroad.

The questionnaire I designed consisted of 42 questions, which were designed to collect detailed information about the participants' experience of their academic expatriation. The questions were designed to assess different aspects of their experience, including their cultural adjustment, academic experience and social life.

Once participants agreed to take part in the study, they were invited to complete the questionnaire online via a google form. Participants were informed about the nature and purpose of the study. They were also informed that all responses would be anonymous and confidential.

I received a total of 26 responses to our questionnaire from French participants. The results of this analysis were used to meet the objectives of my study and to formulate useful conclusions and recommendations for those wishing to undertake academic expatriation in the future.

The following table is a description of the survey questionnaire.

Question	Answer
DQ1 Age	18-20 21-24 25+
DQ2 Gender	Male Female Prefer not to say
DQ3 What is your mother tongue ?	
DQ4 Can your parents communicate in any language other than their mother tongue?	Yes/no
PQ1 How do you see yourself in terms of your identity? - Do you feel like an European citizen ? - Do you feel like a citizen of the world ?	Agree / D'accord Neutral / Neutre Disagree / Pas d'accord

PQ2 Do you agree with the following statements concerning your socialisation and interaction? - I prefer to socialise with people from my own country - When I'm with people from other countries I realize how similar we are.	Agree / D'accord Neutral / Neutre Disagree / Pas d'accord
PQ3 How often have you travelled outside France?	Never / Jamais Once so far / Une fois jusqu'à présent One time per year / Une fois par an 2 times per year / 2 fois par an Over 3 times per year / Plus de 3 fois par an
PQ4 Have you had any experience of studying abroad before coming to university?	Yes/no
OQ1 What made you decide to spend some time abroad as part of your degree?	
OQ2 What were the main factors that triggered your decision to spend part of your studies abroad?	
OQ3 Have the courses you took been recognised and credited as part of your degree?	
OQ4 What do you perceive to have been the main benefits of spending time abroad?	
OQ5.1 What were your main expectations when you planned going abroad? OQ5.2 Have these been fulfilled so far?	
OQ6 If you had had the possibility, would you have stayed there longer? why?	
OQ7 Have you studied or done a work placement abroad during your degree for a longer period? (How many semesters ?)	Number of semesters
OQ8 Do you often socialise with students from other countries?	Yes/no
OQ9 Do you keep in touch with friends made during your period of study abroad?	Yes/no
OQ10 Do you live with any international students?	Yes/no
OQ11 Did you study any foreign languages prior to go studying abroad?	Yes/no
OQ12 Have you studied a foreign language as part of your degree?	Yes/no
OQ13 Had you studied the language of your host country before you went there?	Yes/no
OQ14 To what extent was improving your foreign language skills important in your decision to go abroad?	
OQ15 Have you considered studying/working abroad after graduating?	Yes/no
OQ16 Are you aware of any schemes to spend time studying abroad at post-graduation level?	Yes/no
OQ17 How do you think the period abroad will reflect in your future career moves?	
OQ18 Would you consider moving abroad to live and work? Where? Why?	
OQ19 How do you think your career might compare with students who have not been abroad?	

<p>OQ20 How do you think a period of study abroad might benefit you in the following terms</p> <p>- I feel my foreign language skills would develop considerably</p>	<p>Not at all developed</p> <p>A little developed</p> <p>Neutral</p> <p>Satisfactorily developed</p> <p>Considerably developed</p>
<p>OQ21 How do you think a period of study abroad might benefit you in the following terms</p> <p>- It would be profitable from the viewpoint of my personal growth</p>	<p>Unprofitable</p> <p>A little profitable</p> <p>Neutral</p> <p>Satisfactorily profitable</p> <p>Considerably profitable</p>
<p>OQ22 How do you think a period of study abroad might benefit you in the following terms</p> <p>- It would be interesting to immerse myself in a different culture</p>	<p>Uninteresting</p> <p>A little interesting</p> <p>Neutral</p> <p>Satisfactorily developed</p> <p>Considerably developed</p>
<p>OQ23 How do you think a period of study abroad might benefit you in the following terms</p> <p>- It would increase my general career prospects</p>	<p>Decrease</p> <p>A little decrease</p> <p>Neutral</p> <p>Satisfactorily increase</p> <p>Considerably increase</p>
<p>OQ24 What kind of experience was it?</p>	<p>Erasmus exchange</p> <p>Other</p>
<p>OQ25 If you said other, please specify</p>	
<p>OQ26 How do you think a period of study abroad was beneficial in the following terms?</p> <p>OQ26.1 - I feel my foreign languages skills have developed considerably</p> <p>OQ26.2 - It was profitable from the viewpoint of my personal growth</p> <p>OQ26.3 - It was interesting to immerse myself in a different culture</p> <p>OQ26.4 - It has increased my general career prospects</p>	<p>Yes</p> <p>Not Certain</p> <p>No</p>
<p>OQ27 How do you think a period of study abroad was beneficial in the following terms</p> <p>- I feel my foreign languages skills have developed considerably</p>	<p>Not at all developed</p> <p>A little developed</p> <p>Neutral</p> <p>Satisfactorily developed</p> <p>Considerably developed</p>
<p>OQ28 Please state your two main reasons to study abroad.</p>	
<p>OQ29 Can you briefly explain why you went to this country?</p>	
<p>OQ30 Do you agree with the following statements concerning social aspects of your period abroad?</p> <p>OQ30.1 - I mainly socialized with people from the host country</p> <p>OQ30.2 - Most of my friend there were from my home country</p> <p>OQ30.3 - I tended to socialise mainly with other foreign students</p>	<p>I disagree</p> <p>I mostly disagree</p> <p>Neutral</p> <p>I mostly agree</p> <p>I agree</p>

OQ31 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following? OQ31.1 - Enhancement of my academic knowledge OQ31.2 - Relevance to my general career prospects OQ31.3 - Foreign language proficiency OQ31.4 - Knowledge and understanding of another country OQ31.5 - Maturity and Personal Development OQ31.6 - New ways of thinking about my home country	Not at all worthwhile Slightly worthwhile Worthwhile Extremely worthwhile
OQ32 How problematic were the following issues in deciding to study abroad? OQ32.1 - Not confident enough with the language OQ32.2 - Difficult to leave parental family OQ32.3 - Wary of living in another country/culture OQ32.4 - Not enough financial means OQ32.5 - Studies not recognized OQ32.6 - I had to prolong my degree	Very problematic Problematic Neutral Slightly problematic Not problematic
OQ33 In retrospect, and all things considered - How satisfied are you with your period abroad?	Very dissatisfied Dissatisfied Neutral Satisfied Very satisfied
OQ34 Why would you recommend to a fellow-student to take a period of study abroad?	

3.3. Data analysis

To analyse my collect Data for this thesis, I used the NVivo Platform. This process gave me enough material for qualitative data analysis. We got access to different tools such as mind map, coding to analyse better and understand what participants really thought and if there is a pattern. As we said NVivo organize, analyse and find insights where deep levels of analysis on small or large volumes of data are require like ours.

Moreover, it allows to classify, sort and arrange information; examine relationships in the data; and combine analysis with linking, shaping, searching and modelling. Besides, we have listed the core ideas from the whole data set and we will illustrate them better below.

We also collected quantitative data that will allow us to go deeper into the subject as well as into the participants' feelings.

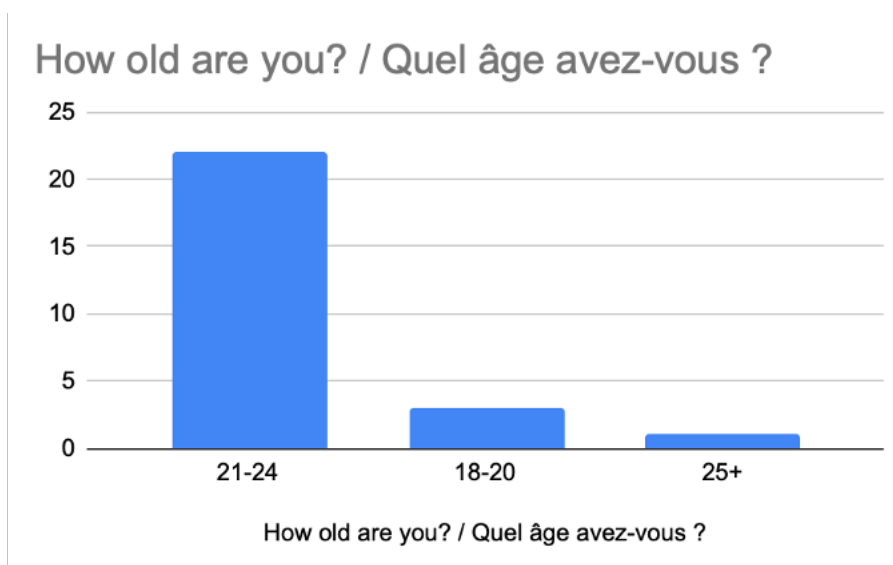
3.4. Ethical considerations

In this study, ethical considerations were given due importance to ensure that the research was conducted in an ethical and responsible manner. Participants were informed about the purpose and nature of the study, and their right to withdraw from the study at any time without penalty. Confidentiality and privacy were maintained throughout the research process, and the study adhered to ethical guidelines regarding the treatment of human participants. I was also mindful of potential biases in the research process and took steps to minimize their impact. Overall, the ethical considerations taken in this study ensured that the research was conducted in a responsible and ethical manner, and that the participants' rights and welfare were respected.

4. Research Results

4.1. Demographic Data

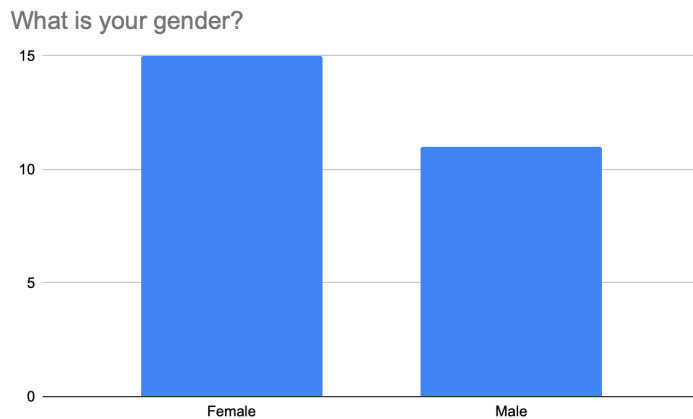
4.1.1. Age



As part of our study to determine the impact of international academic exchanges on French students, we examined the age of the participants in our survey. Out of a total of 26 participants, 23 responded that they were between 21 and 24 years of age, representing approximately 85% of the sample. Three participants (about 11%) reported being between 18 and 20 years old, while only one participant (about 4%) reported being older than 25 years.

This age distribution in our sample may have important implications for our analysis of the survey results. Given that most participants are between 21 and 24 years of age, it is possible that their experiences are more similar to each other than to younger or older participants. There may also be differences in the experience of a student who participated in an international exchange at the age of 18 compared to a student who participated at the age of 24 or later in life.

4.1.2. Gender

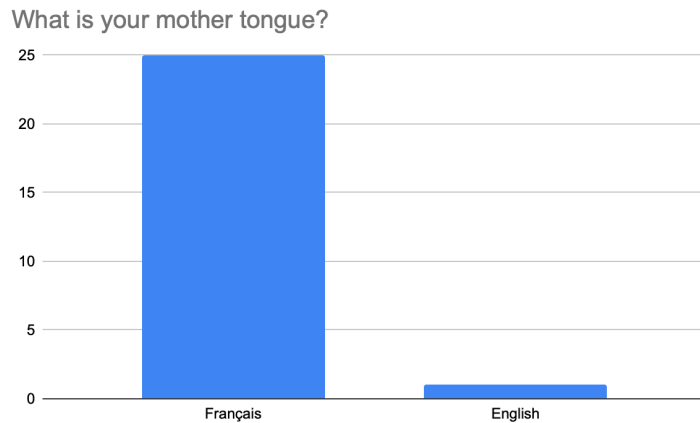


Based on the results provided, it appears that the majority of respondents identified as female, with 16 out of the 24 respondents indicating that they are female, while 8 out of the 24 respondents indicated that they are male.

This result suggests that there may be a gender imbalance in the participation of French students in international mobility programs, with a greater proportion of female students participating in these programs. This is an interesting finding that could be explored further in future research. For example, future research could investigate whether there are gender differences in the motivations for participating in international mobility programs, or whether female students face different challenges or barriers to participating in these programs compared to male students.

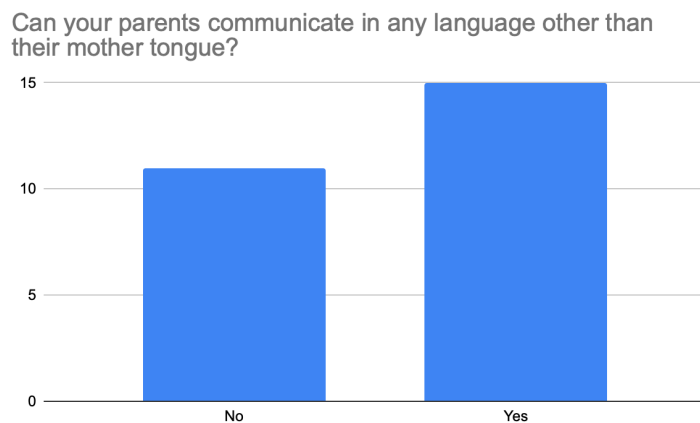
Overall, this result highlights the importance of considering the gender of participants in research studies, particularly in studies that investigate issues related to gender or gendered experiences. Understanding the gender composition of study participants can help to ensure that the findings are representative of the population of interest and can provide insights into potential gender-related issues or disparities.

4.1.3. Mother tongue



Based on the results provided, it appears that the vast majority of respondents (23 out of 24) identified French as their mother tongue, with only 1 respondent indicating that their mother tongue is English.

This result suggests that the study sample consisted primarily of French-speaking participants, which is to be expected given the focus of the study on French students. However, the presence of one English-speaking respondent may indicate the need for future research that includes participants from diverse linguistic backgrounds. Future research could investigate whether the experiences and perceptions of French students who speak languages other than French differ from those of French-speaking students, and whether language proficiency affects participation in international mobility programs.



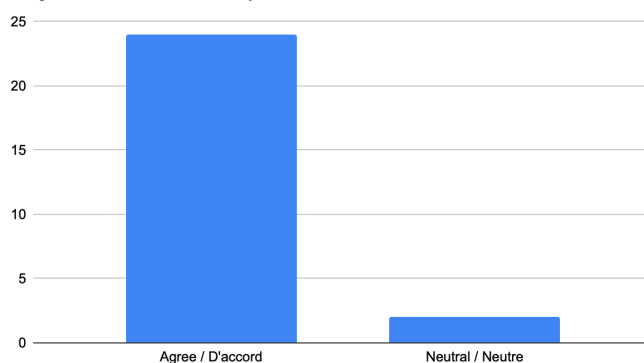
Based on the results provided, it appears that the majority of respondents indicated that their parents can communicate in at least one language other than their mother tongue. Out of the 24 respondents, 14 indicated that their parents can communicate in a language other than their mother tongue, while 10 respondents indicated that their parents cannot communicate in any language other than their mother tongue.

This result suggests that many French students come from families with some degree of linguistic diversity, which may impact their interest in and ability to participate in international mobility programs. Students who come from families with multilingual backgrounds may have a greater appreciation for linguistic and cultural diversity and may be more likely to seek out international education opportunities. Additionally, having multilingual parents may provide students with additional language resources and support that can be beneficial when participating in international mobility programs.

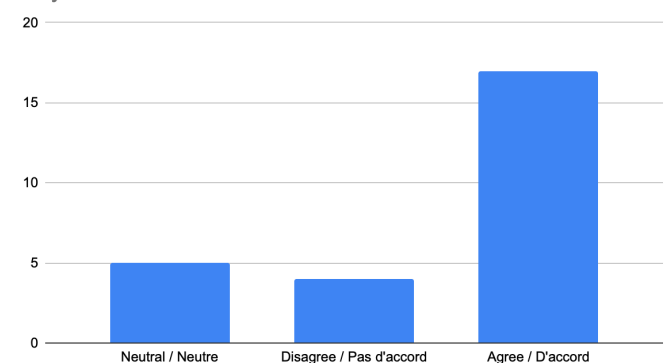
Overall, this result highlights the potential importance of considering the linguistic backgrounds of students and their families when designing international education programs and policies. Understanding the linguistic diversity of students and their families can help to ensure that programs are accessible and inclusive for all students, regardless of their linguistic background, and can provide insights into potential linguistic challenges or advantages that students may face when participating in international mobility programs.

4.1.4. Your identity

Do you feel like an European citizen ?



Do you feel like a citizen of the world ?

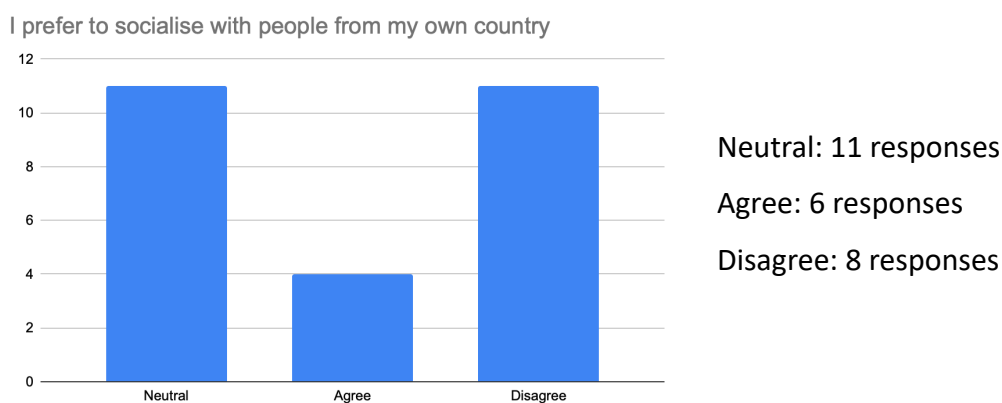


Based on the results provided, it appears that the majority of respondents (22 out of 24) see themselves as European citizens, with 20 respondents indicating that they strongly agree or agree with the statement, and 2 respondents indicating a neutral stance. On the other hand, only 11 out of 24 respondents feel like citizens of the world, with 7 respondents indicating that they strongly agree or agree with the statement, 3 respondents indicating a neutral stance, and 4 respondents disagreeing with the statement.

These results suggest that a greater proportion of French students identify with their European citizenship than with a global or cosmopolitan identity. This may reflect a stronger sense of cultural and historical ties to Europe, as well as a greater awareness of the political and economic structures that shape their lives. However, a sizeable minority of students still see themselves as citizens of the world, suggesting that many students may have a broader perspective and a greater openness to cultural diversity.

Overall, these results highlight the importance of considering students' sense of identity and their perceived relationship with broader cultural and political communities when designing international education programs and policies. Understanding how students perceive their identity and sense of belonging can help to ensure that programs are inclusive and can provide insights into potential cultural challenges or advantages that students may face when participating in international mobility programs.

4.2. Profiling Data

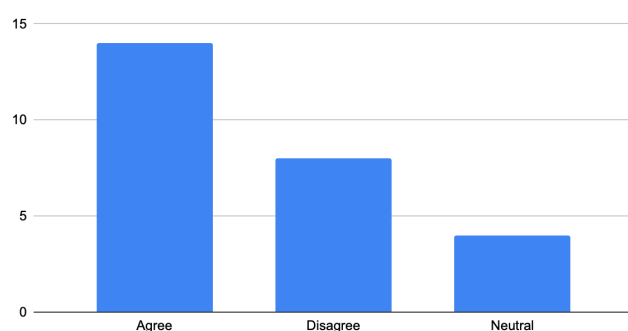


This shows that opinions are divided among French students. Some prefer to interact with people from their own country, while others do not, and some are neutral on this issue.

This could indicate that the impact of international student mobility on the lives of French students is diverse. Some students may benefit from a multicultural environment and the opportunity to broaden their horizons, while others may feel more comfortable interacting mainly with people from their own country.

The benefits of international student mobility could include exposure to different cultures and perspectives, the acquisition of intercultural communication skills, and the creation of international networks. Disadvantages could include a feeling of discomfort or unease when interacting with people from different cultural backgrounds, as well as possible difficulties in adapting.

When I'm with people from other countries I realize how similar we are.



Agree: 14 responses

Disagree: 6 responses

Neutral: 7 responses

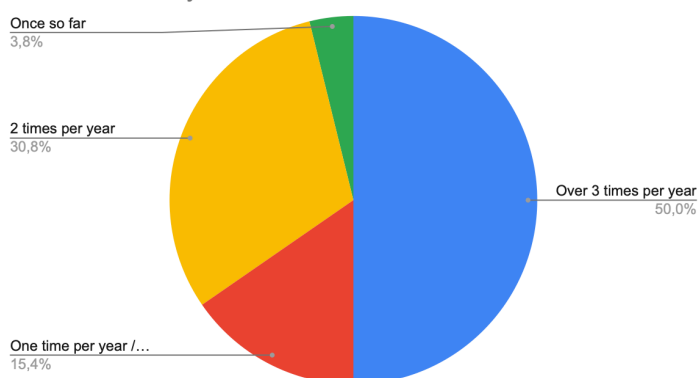
This shows that the majority of French students consider that they share similarities with people from other countries. This awareness could be an advantage of international student mobility, as it allows students to appreciate and understand the commonalities between different cultures, while respecting the differences.

The benefits of this awareness could include a better understanding and tolerance of other cultures, more effective communication between individuals from different cultural backgrounds and an increased ability to work or study together.

The disadvantages might be limited in this case, as the majority of students seem to appreciate the similarities between cultures. However, it is important to note that some people may feel uncomfortable when confronted with cultural differences, or may find it difficult to adapt to a new environment. There could also be challenges for students who fail to balance cultural similarities and differences, which could hinder their integration into a multicultural group.

Overall, the results of this questionnaire suggest that international student mobility has a positive impact on the lives of French students by helping them to realise the similarities between different cultures. This could lead to better understanding, tolerance and communication between students from different backgrounds. Nevertheless, it is important to consider the potential challenges and disadvantages for some students who may have difficulty adapting to a multicultural environment and finding a balance between cultural similarities and differences.

How often have you travelled outside France?



More than 3 times a year: 14 responses

2 times a year: 8 responses

Once a year: 5 responses

Once so far: 1 response

The results show that the majority of French students have significant experience of international travel. This exposure to foreign cultures may have an impact on how they perceive the advantages and disadvantages of international student mobility.

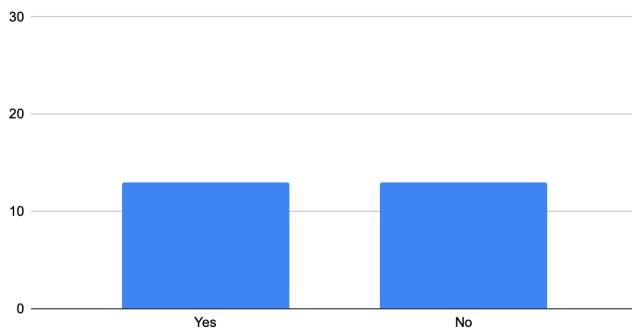
The benefits of frequent international travel could include a better understanding of other cultures, improved communication with people from different backgrounds, and an increased ability to adapt to new situations. In addition, international travel can provide opportunities to establish professional and social networks abroad.

Potential disadvantages could include the cost of travel, time away from family and friends, and the stress and challenges of adapting to new environments and cultures. Some students may also experience feelings of insecurity or homesickness when travelling abroad.

In summary, the results of this questionnaire question show that French students have varying levels of experience of international travel. For the most part, they travel frequently outside of France, which may have an impact on their perception of international student mobility and their ability to interact with people from other countries.

4.3. Studying abroad

Have you had any experience of studying abroad before coming to university?



Yes: 12 responses

No: 15 responses

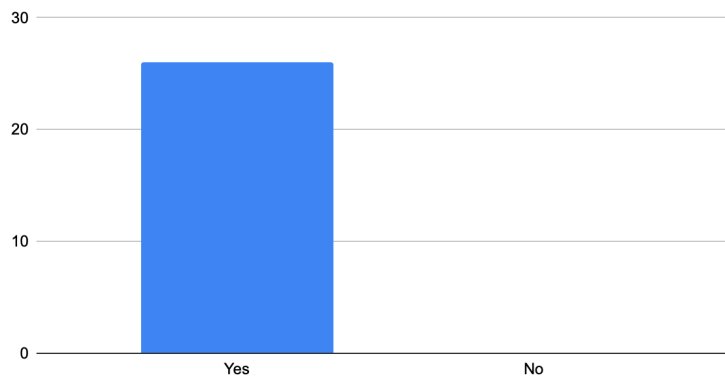
This shows that almost half of French students have already studied abroad before entering university, which may have an impact on their perception of international student mobility and their ability to interact with people from other countries.

The benefits of having studied abroad before university could include familiarity with other cultures and education systems, better intercultural communication, and greater confidence in adapting to new environments. These students may also have developed additional international networks and language skills.

On the other hand, students who have not had study abroad experience before university may face challenges when confronted with international student mobility. They may be less comfortable adapting to new environments and interacting with people from different cultures. However, it may also mean that they have a greater motivation to take up study abroad opportunities during their university studies.

Overall, the results of this questionnaire question suggest that French students have a diverse background of study abroad prior to university. This diversity of experience may influence how they perceive international student mobility and interact with people from other countries, with potential advantages and disadvantages for each group.

Have the courses you took been recognised and credited as part of your degree?



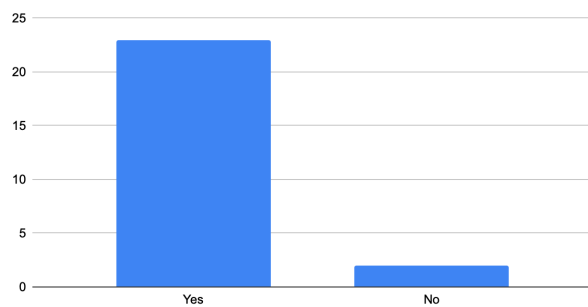
These results suggest that French students studying abroad benefit from efficient credit transfer and recognition of their courses as part of their degree. This is a key benefit of international student mobility, as it allows students to continue to progress in their studies while having the opportunity to study abroad and broaden their horizons.

The benefits of this recognition and credit could include increased motivation to study abroad, as students know that their efforts will be recognised and taken into account in their academic career. It may also ease the adjustment process when returning to their home university, as students will not have to make up missed courses or repeat courses already taken abroad.

As all students who responded to this question indicated that their courses were recognised and credited, there are no obvious disadvantages to report.

4.4. Life abroad

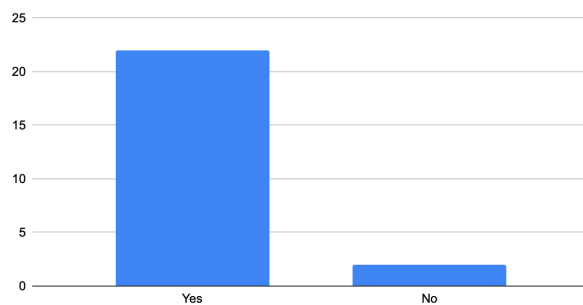
OQ8 - Do you often socialise with students from other countries?



Yes: 23 responses

No: 2 responses

OQ9 - Do you keep in touch with friends made during your period of study abroad?



Yes: 25 responses

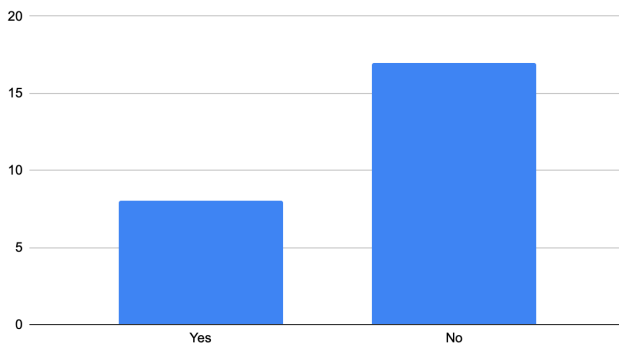
No: 2 responses

These results suggest that international student mobility has a positive impact on the social life of French students, encouraging them to interact with students from other countries and establish lasting friendships.

The benefits of these interactions could include a better understanding of different cultures, improved intercultural communication skills, and an expansion of social and professional networks. In addition, maintaining contact with friends made abroad can strengthen these relationships and provide emotional support and opportunities for future collaborations, both personal and professional.

Potential disadvantages of these interactions could include challenges related to communication and cultural differences, or a sense of homesickness for students who have befriended people from their own country abroad. However, the results show that the majority of French students consider these interactions to be positive and continue to maintain these relationships.

OQ10 - Do you live with any international students?



Yes: 7 responses

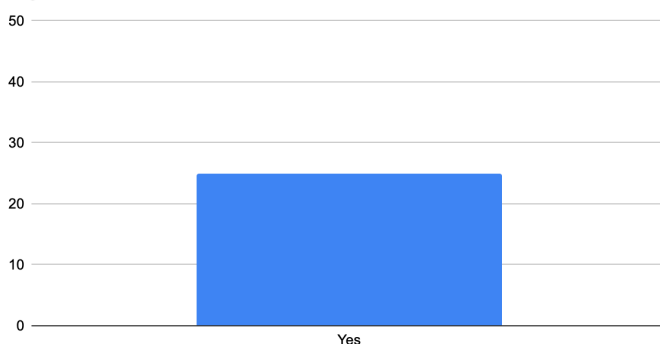
No: 16 responses

These results show that some French students live with international students, while others do not. Living with international students can offer advantages and disadvantages to French students.

The potential benefits of living with international students could include continuous exposure to different cultures and perspectives, as well as opportunities to improve intercultural communication and language skills. In addition, French students can expand their social and professional network by living with international students.

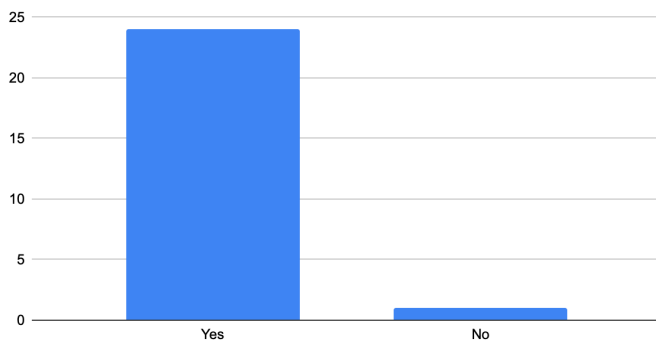
However, there may be disadvantages associated with living with international students. French students may encounter challenges related to cultural differences and language barriers, as well as managing expectations and norms for living together. These challenges can sometimes lead to misunderstandings or tensions between housemates. Nevertheless, these experiences can also help students to develop their adaptability and understanding of different cultures.

OQ11 - Have you studied a foreign language as part of your degree?



Yes: 26 responses

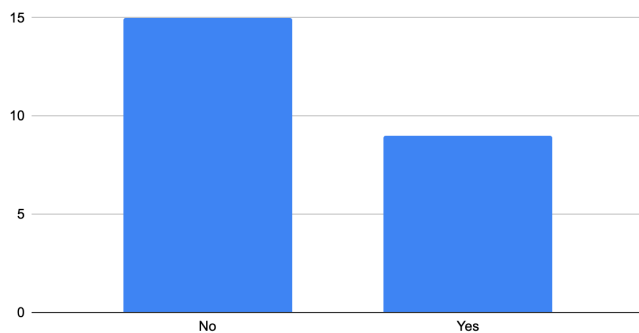
QQ12 - Have you studied a foreign language as part of your degree?



Yes: 26 responses

No: 1 responses

QQ13 - Had you studied the language of your host country before you went there?



Yes: 9 responses

No: 13 responses

These findings suggest that foreign language learning is an important component of the university experience of French students and that it can have a significant impact on their international mobility.

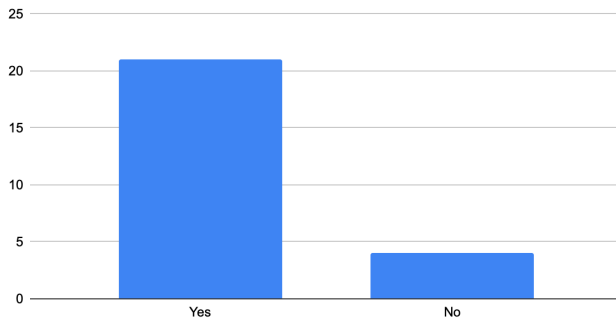
The benefits of foreign language learning for French students may include improved communication with students and staff in host countries, greater integration into the local culture and increased professional and academic opportunities. In addition, foreign language study can improve students' cognitive skills, creativity and cultural flexibility.

However, there can be challenges associated with foreign language learning, such as the difficulty of mastering a new language, the time and effort required to learn and practice, and the potential to feel isolated or uncomfortable in situations where communication is difficult.

In terms of studying the host country language before going, the results show that the experiences of French students are varied. Those who have studied the language prior to arrival may be better prepared to communicate and integrate into the local society, while those who have not may face additional challenges related to communication and cultural understanding.

4.5. Post-Graduations Plans

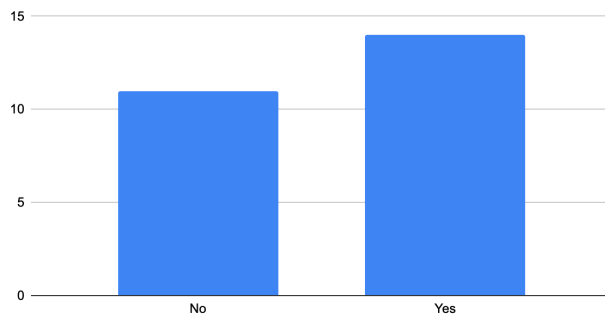
Q15 Have you considered studying/working abroad after graduating?



Yes: 19 responses

No: 4 responses

Q16 Are you aware of any schemes to spend time studying abroad at post-graduation level?



Yes: 11 responses

No: 12 responses

These results suggest that international student mobility continues to be a priority for many French students after graduation. The benefits of studying or working abroad can include exposure to new ideas and perspectives, improved language and intercultural skills and an expanded professional network.

However, it seems that some students are not well informed about the opportunities to study abroad after graduation. Universities and institutions could play an important role in raising awareness and disseminating information about study abroad programmes at postgraduate level. This could include the promotion of programmes such as scholarships, academic exchanges and international partnerships.

Potential disadvantages of studying or working abroad after graduation may include financial costs, adaptation to a new culture and environment, and difficulty in finding a suitable job or study programme. French students should weigh these factors when considering studying or working abroad after graduation.

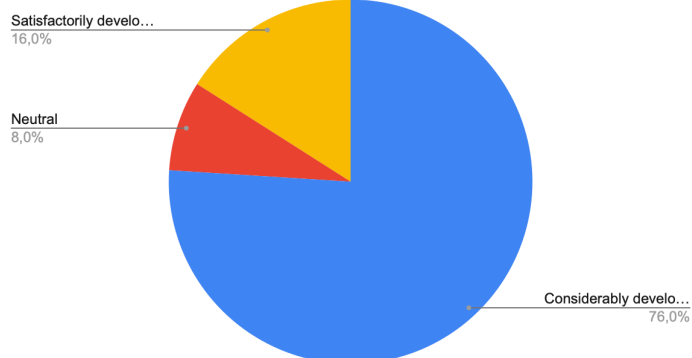
In sum, the results show that the majority of French students are interested in international opportunities after graduation. However, it is important that students are well informed about the programmes and resources available to help them achieve their goals abroad. Universities, institutions and students themselves have a role to play in ensuring that the benefits of international mobility are fully realised and that potential challenges are addressed and mitigated.

For French institutions, it is essential to support students in seeking opportunities abroad by providing information on postgraduate study programmes and facilitating access to scholarships and exchange programmes. Universities should also offer workshops and information sessions on preparing to study or work abroad, as well as advice on how to overcome cultural and language difficulties.

Students, for their part, should be proactive in seeking opportunities abroad and in gathering information on available programmes and resources. They should also seek to develop their language and intercultural skills throughout their academic career to be better prepared for the potential challenges of international mobility.

4.6. Expectations

I feel my foreign language skills would develop considerably

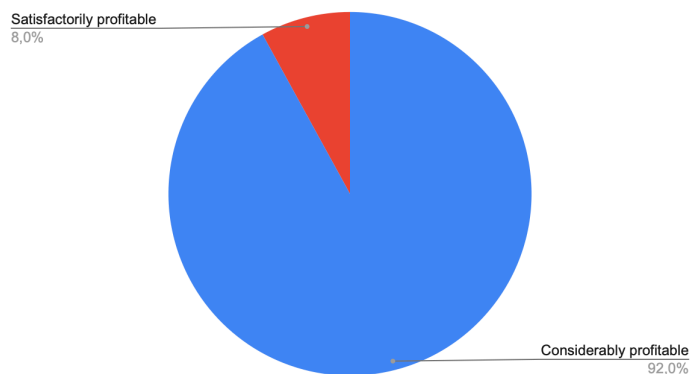


Considerably developed: 17 responses

Satisfactorily developed: 4 responses

Neutral: 2 responses

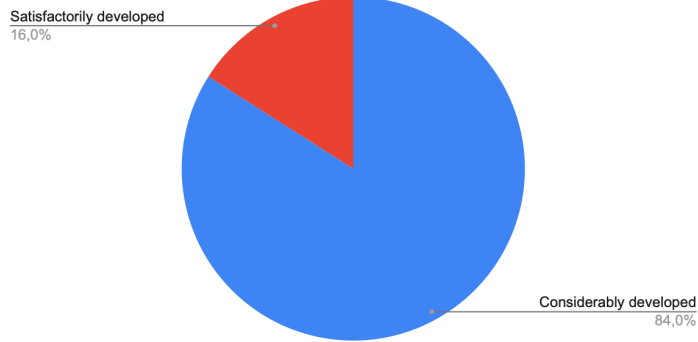
It would be profitable from the viewpoint of my personal growth



Significantly profitable: 19 responses

Satisfactory profitability: 3 responses

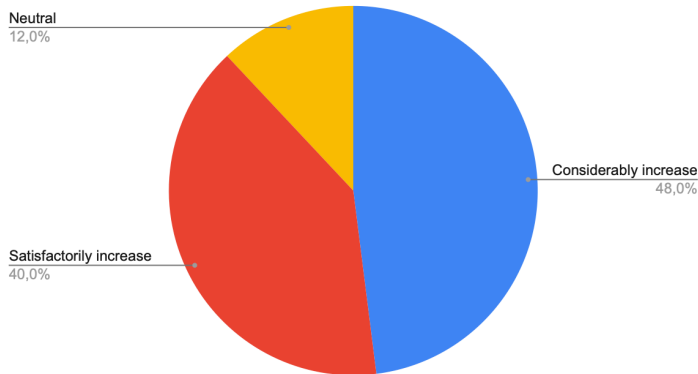
Q22 It would be interesting to immerse myself in a different culture



Considerably developed: 17 responses

Satisfactorily developed: 4 responses

Q23 It would increase my general career prospects



Considerably increase: 12 responses

Satisfactory increase: 8 responses

Neutral: 3 responses

These results show that the majority of French students perceive international mobility as a way to significantly improve their foreign language skills, personal development and understanding of other cultures. In addition, many feel that it could also increase their overall career prospects.

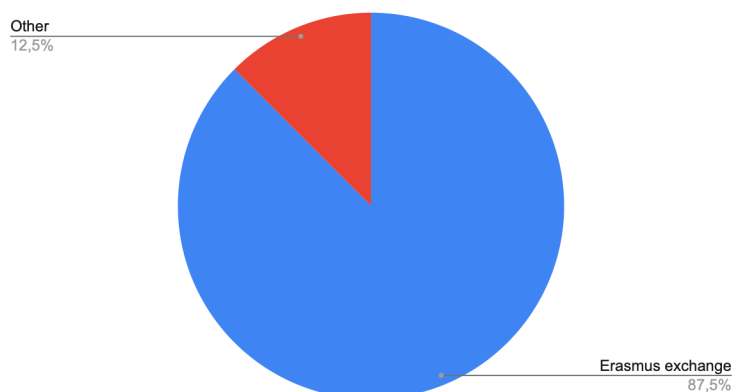
The perceived benefits of international mobility for French students are therefore clear and diverse. This reinforces the idea that the experience of studying abroad can have a positive impact on students' lives, broadening their horizons and providing opportunities for personal and professional growth.

However, it is important to note that some students have more moderate expectations of the benefits of studying abroad, as evidenced by the responses "Satisfactorily developed" and "Neutral". This may reflect individual differences in goals, preferences and personal experiences. Universities and institutions should take these differences into account when supporting students considering a study abroad experience.

To maximise the benefits of international mobility, French students should be encouraged to explore various study abroad programme options and seek opportunities that best suit their personal and professional goals. Universities and institutions should also provide ongoing support to students during their stay abroad, including helping them to overcome language and cultural challenges and guiding them in using their international experiences to enhance their career prospects.

4.7. Experiences

What kind of experience was it?



Erasmus exchange: 21 replies

Other: 5 responses

Among the "Other" experiences, students specified the following types of exchanges:

-Exchange year in an engineering school in Montreal

- STS exchange programme in the USA and DUETI in Canada (after obtaining a DUT)
- gap year, internship and travel
- Bilateral agreement between host and home faculty

The analysis of these results reveals that the majority of French students who participated in international mobility did so within the framework of the Erasmus programme. This programme is widely recognised and appreciated for its ease of access, its funding and its network of partner institutions across Europe.

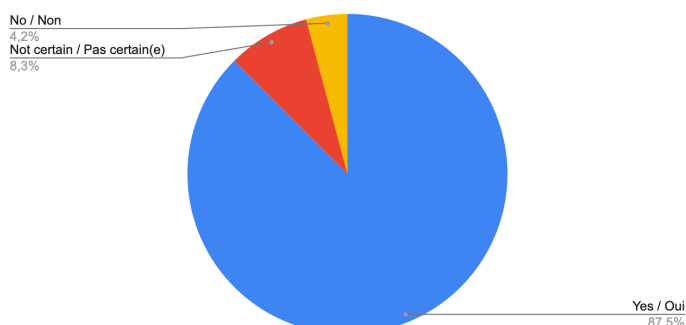
However, some respondents pointed out that other options for international mobility exist and can be beneficial to students. These alternative experiences include exchange programmes with countries outside Europe, gap years, internships, travel, or bilateral agreements between host and home faculties. These experiences also offer French students opportunities to broaden their horizons and acquire new skills, although their accessibility and funding may vary.

The impact of international mobility on the lives of French students depends in part on the type of experience. Students participating in the Erasmus programme may benefit from greater institutional and financial support, while those who choose alternative experiences may face different challenges, such as finding funding or negotiating agreements between institutions.

The advantages and disadvantages of each type of international mobility experience also depend on students' individual objectives, interests and needs. Universities and institutions should encourage students to explore different mobility options and to choose the experience that best suits their personal and professional goals. In addition, it is crucial to offer support and resources to students throughout their international mobility experience, in order to maximise the potential benefits and minimise the disadvantages.

Universities and institutions could also consider developing partnerships with educational institutions abroad and expanding their range of international mobility programmes to meet the diverse needs of students. This could include the creation of discipline-specific exchange programmes, increasing international internship opportunities or developing joint study programmes with foreign partners.

OQ26.1 How do you think a period of study abroad was beneficial in the following terms? [I feel my foreign languages skills have developed considerably]

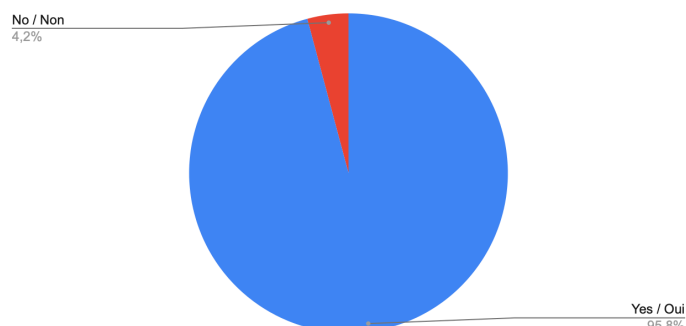


Yes: 21 responses

Not certain: 2 responses

No: 1 responses

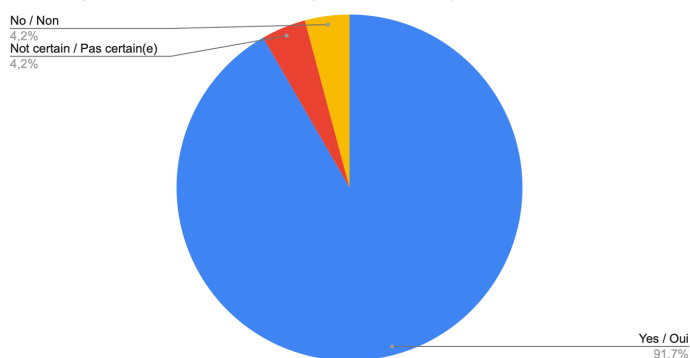
OQ26.2 How do you think a period of study abroad was beneficial in the following terms? [It was profitable from the viewpoint of my personal growth]



Yes: 23 responses

No: 1 responses

QQ26.3 How do you think a period of study abroad was beneficial in the following terms?[It was interesting to immerse myself in a different culture]

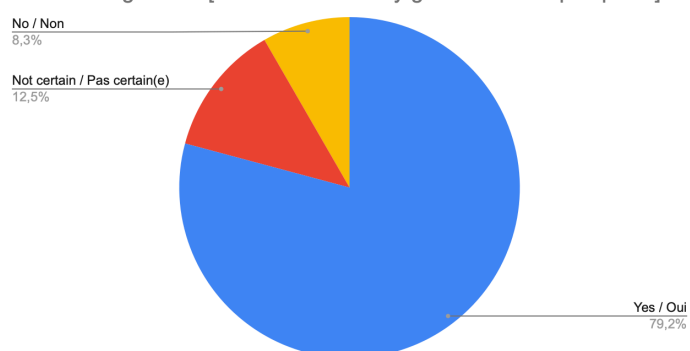


Yes: 22 responses

Not certain: 1 responses

No: 1 responses

QQ26.4 How do you think a period of study abroad was beneficial in the following terms?[It has increased my general career prospects]



Yes: 19 responses

Not certain: 3 responses

No: 2 responses

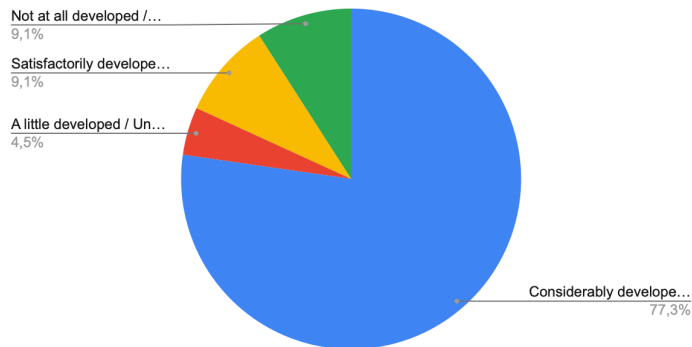
The responses indicate that the majority of participants felt that their foreign language skills had developed considerably as a result of their stay abroad. In addition, the majority of students also found that the experience was beneficial from a personal development point of view and that it allowed them to immerse themselves in a different culture, exposing them to new perspectives and ways of thinking.

In terms of career prospects, opinions are more divided. Some students believe that their experience abroad has improved their career prospects in general, while others are unsure or do not believe that it has had a significant impact on their career opportunities.

Overall, it seems that the benefits of international student mobility on the lives of French students are mainly related to language skills development, personal growth and cultural immersion. The career benefits are less clear and could be influenced by other factors such as field of study, skills acquired during the stay abroad, and networking opportunities. It is also possible that the impact on career prospects is not immediately apparent and may change over time as alumni gain work experience and develop their intercultural and language skills in the labour market.

In assessing the possible disadvantages of international student mobility, it would be important to take into account the challenges that students may face during their stay abroad, such as the cost of living, adapting to a new environment, dealing with stress and feeling lonely or uprooted.

Q27 How do you think a period of study abroad was beneficial in the following terms [I feel my foreign languages...]



Considerably developed: 17 responses

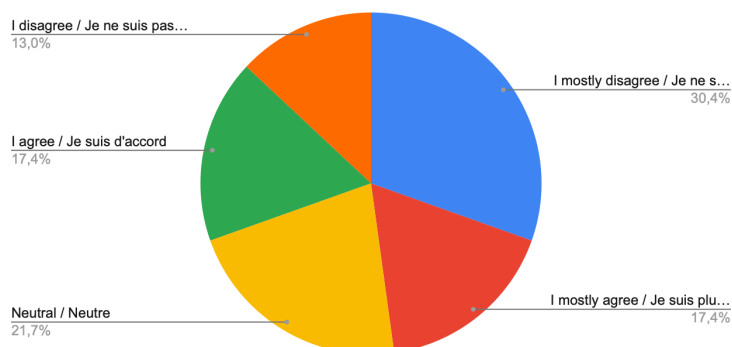
Satisfactorily developed: 2 responses

A little developed: 1 responses

Not at all developed: 2 responses

It is clear that for most French students, studying abroad has had a positive impact on the development of their language skills. However, it is important to note that the experience varies and some students may not feel the same improvement.

Q30.1 Do you agree with the following statements concerning social aspects of your period abroad ?[I mainly socialized with people from the host country]



I agree: 4 responses

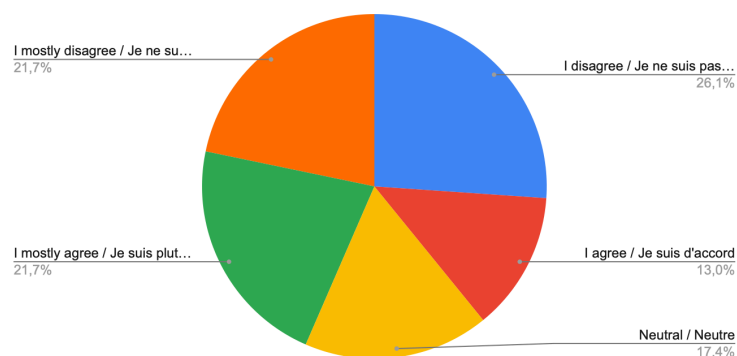
I mostly agree: 4 responses

I mostly disagree: 7 responses

I disagree: 3 responses

Neutral: 5 responses

Q30.2 Do you agree with the following statements concerning social aspects of your period abroad ?[Most of my friend there were from my home country.]



I agree: 3 responses

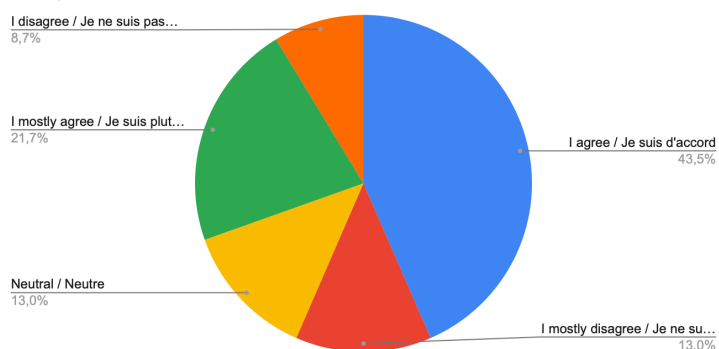
I mostly agree: 5 responses

I mostly disagree: 5 responses

I disagree: 6 responses

Neutral: 4 responses

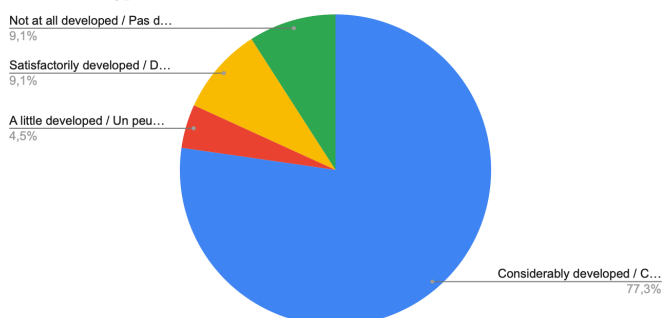
Q30.3 Do you agree with the following statements concerning social aspects of your period abroad ?[I tended to socialise mainly with other foreign students]



I agree: 10 responses
 I mostly agree: 5 responses
 I mostly disagree: 3 responses
 I disagree: 2 responses
 Neutral: 3 responses

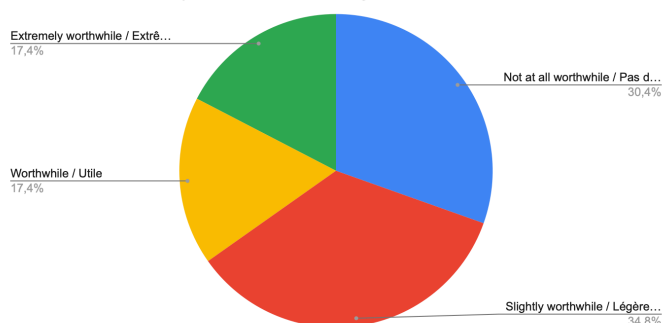
The results show that the majority of respondents socialised mainly with people from the host country, which is a positive indicator of their immersion in the local culture. However, a proportion of respondents indicated that most of their friends were from their home country, which may suggest a tendency towards group formation among international students. With regard to the tendency to socialise mainly with other international students, the results are mixed, with an almost equal split between those who agree, those who disagree and those who are neutral. These results suggest that the social impact of student mobility abroad may vary according to individual experiences and socio-cultural contexts.

How do you think a period of study abroad was beneficial in the following terms [I feel my foreign languages skills have developed considerably]

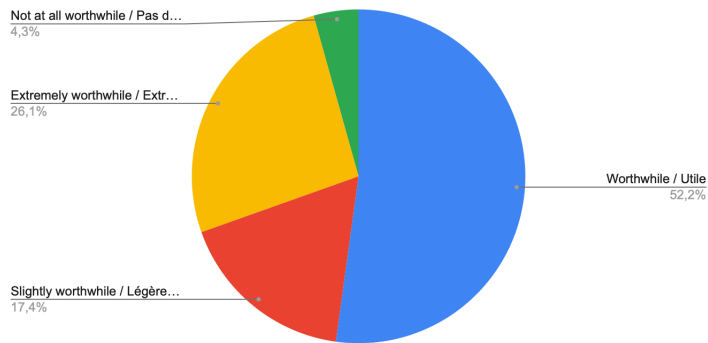


Considerably developed: 17 responses
 Satisfactorily developed: 2 responses
 A little developed: 1 responses
 Not at all developed: 2 responses

Q31.1 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? [Enhancement of my academic knowledge]



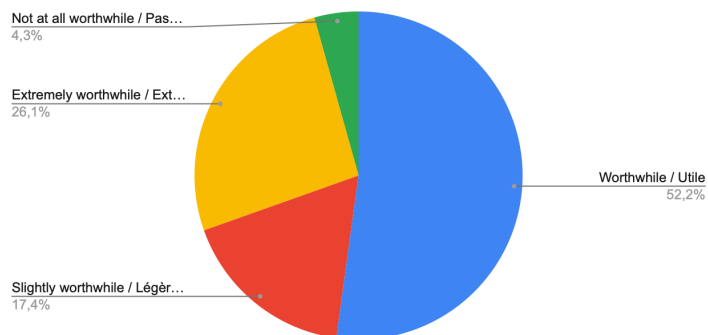
From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ?[Relevance to my general career prospects]



Improvement of academic knowledge:

The majority of responses indicate that the study abroad period was useful or extremely useful in improving their academic knowledge. This suggests that the experience generally has a positive impact on students' academic skills.

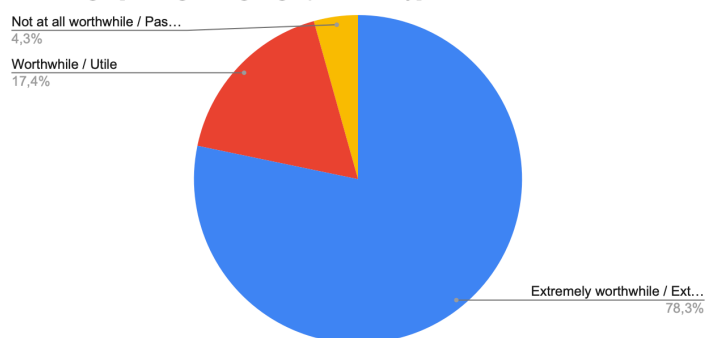
OQ31.2 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ?[Relevance to my general career prospects]



Relevance to general career prospects:

The responses show that most students consider their experience abroad as useful or extremely useful for their career prospects. This indicates that international mobility can offer long-term career benefits.

OQ31.3 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ?[Foreign language proficiency]

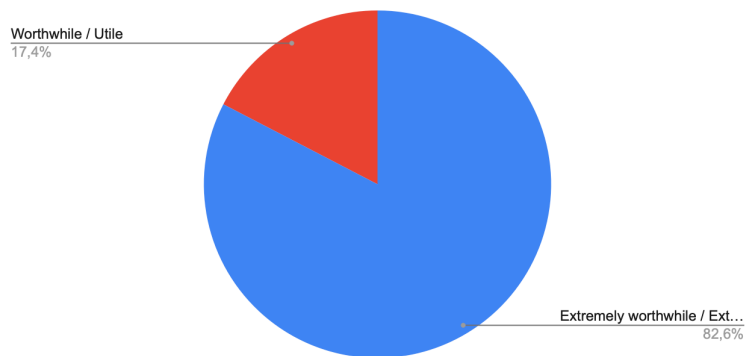


Foreign language proficiency:

The responses reveal that the majority of students find their period of study abroad extremely useful in improving their foreign language skills. This demonstrates the importance of language immersion in the learning process and confirms that studying abroad is beneficial for developing these skills.

It is clear that for most French students, studying abroad has had a positive impact on the development of their language skills. However, it is important to note that the experience varies and some students may not feel the same improvement.

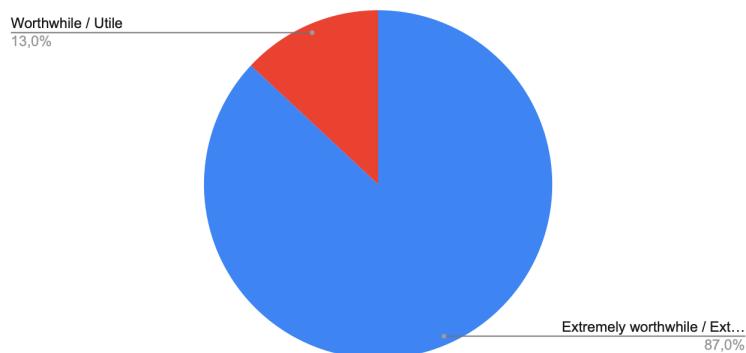
OQ31.4 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ?[Knowledge and understanding of another country]



Knowledge and understanding of another country:

Most students consider their experience abroad to be extremely useful in gaining a better knowledge and understanding of another country. This indicates that exposure to other cultures and ways of life can be very rewarding for students.

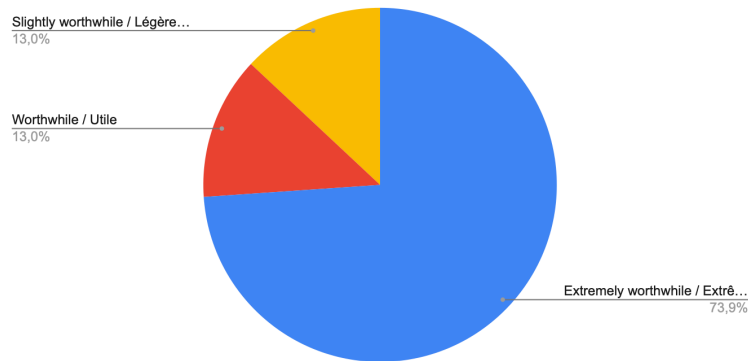
OQ31.5 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ?[Maturity and Personal development]



Maturity and personal development:

The responses show that the majority of students felt that their experience abroad was extremely useful for their maturity and personal development. This highlights that studying abroad can have a significant impact on personal growth and the development of interpersonal skills.

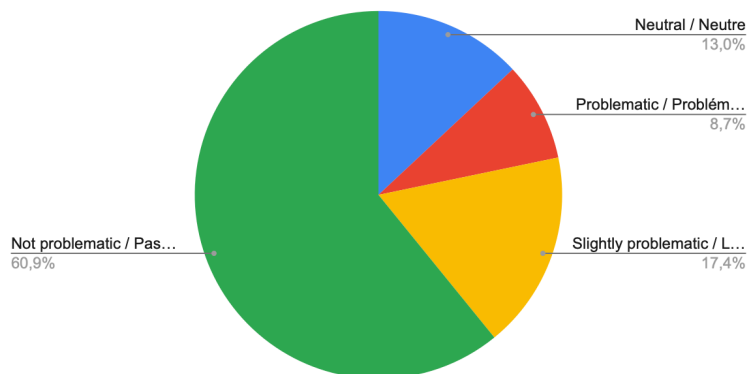
OQ31.6 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ?[New ways of thinking about my home country]



New ways of thinking about their home country:

Responses indicate that the majority of students consider that their experience abroad was useful or extremely useful in providing them with new ways of thinking about their home country. This suggests that international mobility allows students to develop a broader perspective and a better understanding of their own culture.

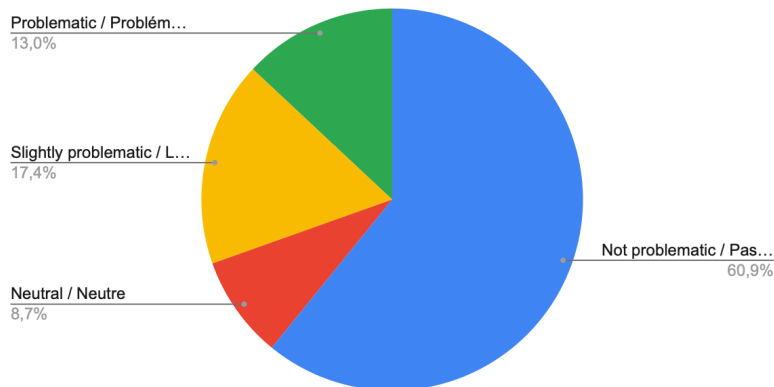
OQ32.1 How problematic were the following issues in deciding to study abroad ?[Not confident enough with the language]



Confidence in the language:

The majority of respondents indicated that confidence in the language was not an issue for them when deciding to study abroad. This could be attributed to the importance placed on foreign language learning in the French education system, or to students' confidence in their language skills.

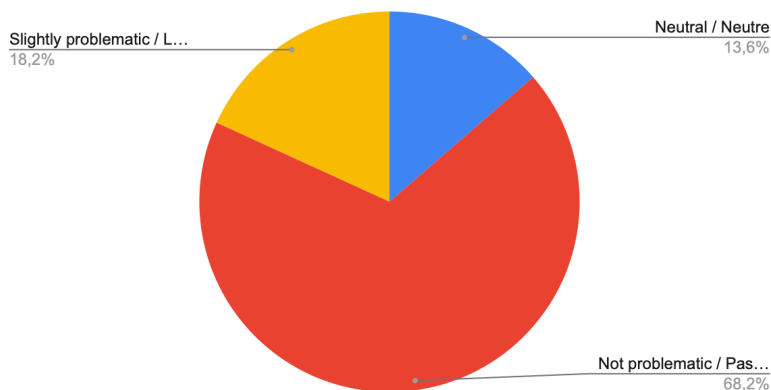
Q32.2 How problematic were the following issues in deciding to study abroad ?[Difficult to leave parental family]



Difficulty in leaving the parental family:

The responses show that for most students, leaving their family was not a major problem in the decision to study abroad. However, there were a few cases where this was slightly problematic or even problematic. This may indicate that family ties and social supports may play an important role in the decision to study abroad for some students.

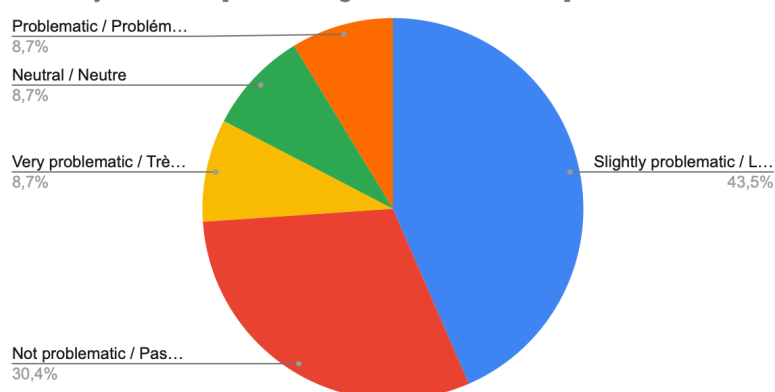
Q32.3 How problematic were the following issues in deciding to study abroad ?[Wary of living in another country/culture]



Difficult living in another country or culture:

The majority of respondents stated that this factor was not problematic in their decision to study abroad. This suggests that French students are generally open to the idea of immersing themselves in new cultures and are prepared to face the challenges associated with living in a foreign country. However, a few respondents mentioned that this was slightly problematic, which may be due to concerns about cultural adaptation and managing diversity.

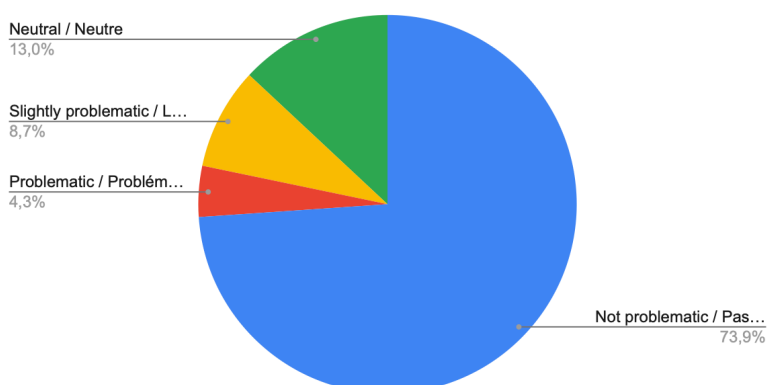
Q32.4 How problematic were the following issues in deciding to study abroad ?[Not enough financial means]



Financial means:

The responses show a variation in the impact of financial means on the decision to study abroad. Some students saw this as a major problem (very problematic), while others found it slightly problematic or not problematic at all. This could be due to socio-economic differences among students, as well as the availability of grants or financial support to facilitate international mobility.

Q32.5 How problematic were the following issues in deciding to study abroad ?[Studies not recognized]

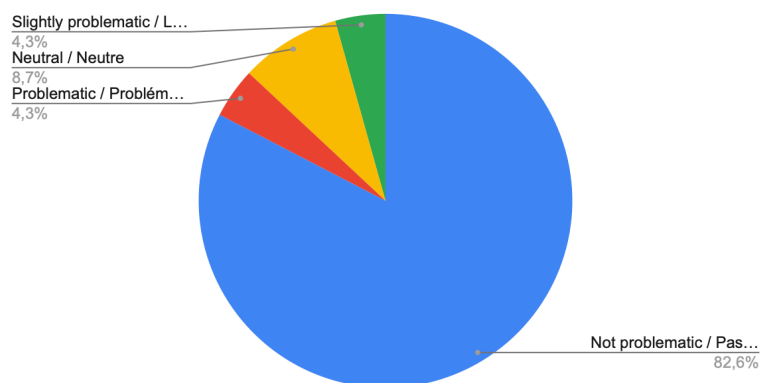


Recognition of studies:

Most respondents indicated that recognition of their studies abroad was not a problem for them. This can be attributed to international agreements, such as the Bologna Process and the European Credit Transfer System (ECTS), which facilitate the recognition of studies undertaken abroad. Ho-

wever, some students mentioned that this was slightly problematic or neutral, which could be due to concerns about the compatibility of study programmes, the quality of education or the specific requirements of certain professions in France.

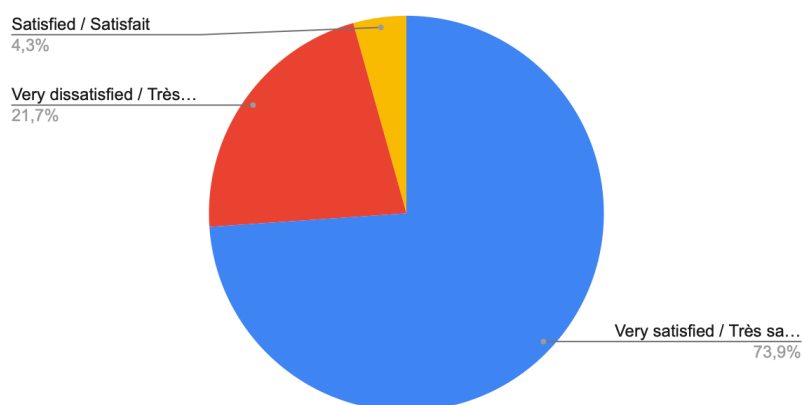
Q32.6 How problematic were the following issues in deciding to study abroad ?[I had to prolong my degree]



Degree extension:

The majority of respondents indicated that extending their degree was not an issue in their decision to study abroad. This could be due to the careful planning and coordination between home and host universities to ensure that students could complete their programme on time. Nevertheless, a few students mentioned that this was slightly problematic or neutral, which could be related to potential delays in the progression of their course or difficulties in adapting study programmes to meet their degree requirements.

OQ33 In retrospect, and all things considered, [How satisfied are you with your period abroad ?]



The results of question OQ33 show that the majority of respondents are very satisfied with their time abroad. This indicates that, despite the potential challenges associated with international mobility, most French students had positive experiences during their study abroad.

There are, however, a few respondents who are very dissatisfied with their time abroad. It is important to examine the reasons for this dissatisfaction in more detail in order to better understand the negative aspects of international mobility and to work towards improving them.

Overall, these results suggest that international mobility has a generally positive impact on the lives of French students. The benefits of the experience abroad, such as improved language skills, exposure to new cultures and building an international network, seem to outweigh any possible disadvantages.

4.8. Qualitative Data

4.8.1. Educational dimension

The educational dimension is a key aspect of the experience of French students participating in international mobility programmes. Several participants stressed the importance of discovering other teaching methods and educational systems while abroad. For example, one participant mentioned: "I discovered that I preferred the teaching methods abroad" (OQ18). Another student mentioned his desire to "change my surroundings and see another school system" (OQ3).

Improving foreign language skills is also a major factor for students who decide to go abroad. One participant indicated that his main reasons for studying abroad were "Master selection, improve my LVB" (OQ28). Similarly, other students expressed similar motivations, such as "learning the foreign language" (OQ3) and "learning English and having a great time" (OQ3).

Some participants also stressed that the experience abroad helped them to better understand and appreciate the French education system. For example, one student mentioned: "the desire to discover and have a change from the French education system" (OQ2). This experience allowed them to compare different pedagogical approaches and to learn from them for their own educational journey.

Students also mentioned the importance of being able to follow classes in a foreign language: "It was really important to be able to follow the class" (Q17). This skill is crucial for success in an international academic environment and can have a significant impact on students' academic success.

Finally, participants recognised the importance of a good level of study abroad and recommended the experience to their classmates for this reason: "Good level of study" (OQ34). It is clear that the educational dimension plays a crucial role in the experience of French students studying abroad, and the skills and knowledge acquired during this period can have a positive impact on their future academic and professional careers.

4.8.2. Communicational dimension

The communication dimension was mentioned several times by participants. Some stated that their decision to go abroad was motivated by the desire to improve their language skills, as highlighted by the responses to OQ2: "To improve my English" and "to learn a new language". Furthermore, in the responses to OQ5, participants cited improving their language skills as one of the main benefits of going abroad: "Improve English, meet amazing people" and "Improve the language, learning new methods".

Participants also expressed their wish to be able to communicate more easily and fluently, as shown by the responses to OQ14: "To be able to communicate with good fluency" and "I wanted to learn to dare to speak more even if I make mistakes in English." They also stressed the importance of being able to interact with people from different cultures, as indicated in the response to OQ17: "To be able to interact with international customers and suppliers by taking better account of cultural difference (I can already see this today in my sandwich course job)."

In addition, the communication dimension appeared as one of the most important reasons for choosing to study abroad, as indicated in the responses to OQ28: "Language and culture" and "To improve language level and open up to the world". Finally, communication was mentioned in the response to OQ29, where the student explained that he chose to study in Norway to be fully immersed in the culture and to meet international students.

In summary, the participants emphasised the importance of communication and improving their language skills as one of the main benefits of their stay abroad. They also expressed a desire to communicate more easily and fluently with people from different cultures. These results highlight the importance of the communication dimension in the student mobility experience and may have implications for educational policies aimed at encouraging student mobility.

4.8.3. Social dimension

The social dimension is also a common theme among participants. Some highlighted that their decision to go abroad was motivated by the desire to meet new people and make new friends, as shown in the responses to OQ2: "meeting new people", "making new friends" and "meeting new

people and a new country". Participants also mentioned international encounters as one of the benefits of their stay abroad, as indicated in the response to OQ5: "International encounters".

In addition, some expressed a desire to make new friends abroad, as shown in the responses to OQ6: 'make lots of friends' and 'widen my circle of friends internationally'. In addition, the social dimension was evoked in the response to OQ18, where one participant stated that he had expanded his international network of friends and business contacts as a result of his stay abroad.

Participants also stressed the importance of experiences abroad in the professional world, as indicated in the response to OQ19: "companies like people with an atypical profile with experiences abroad". Finally, the social dimension was mentioned as one of the main reasons for choosing to study abroad, as indicated in the responses to OQ28: "encounters/autonomy" and "discover the world and meet new people".

Social dimension is an important aspect of the student mobility experience, as suggested by participants' responses. Meeting new people and widening one's social circle are seen as significant benefits of going abroad, in addition to the academic and professional benefits.

4.8.4. Cultural dimension

Participants highlighted the cultural experience as one of the main benefits of spending part of their studies abroad. They described how their time abroad allowed them to experience a new culture, to learn about the customs and traditions of a different country, and to become fully immersed in that culture. For example, one participant stated, "I decided to go abroad to experience a new culture and to learn to adapt to a different environment than the one I grew up in." (OQ2)

Participants also noted the importance of meeting international students from different backgrounds, which allowed them to gain new perspectives, broaden their worldview and learn to work with people from different cultures. One participant said, "I met international students from different countries and learned how to work with them effectively, even though we had different cultures." (OQ5)

Some participants also expressed interest in cultural experiences, such as food, music, festivals, and local arts. For example, one participant stated, "I wanted to experience local festivals and cultural events and I was surprised by the richness and diversity of the local culture." (OQ6)

Participants also noted that their cultural experience abroad had a significant impact on their worldview and future career choices. One participant stated, "I think this experience abroad has helped me to understand cultural differences and this will help me to work with international clients and suppliers in the future." (OQ17)

Cultural experience is a key element in the decision to spend part of one's studies abroad, and can have a significant impact on students' future career choices and aspirations. Students can discover new cultures, learn to work with people from different cultures, and immerse themselves in rich and diverse cultural experiences.

4.8.5. Psychological dimension

The psychological dimension is a crucial aspect of the impact of student mobility on French students. Participants stressed the importance of personal development (OQ2) and the process of "growing and maturing" (OQ4) during their experience abroad. These experiences pushed them "out of their comfort zone" (OQ4), helping them "learn to be more independent" (OQ6).

Among the main reasons for studying abroad, participants cited "personal development and unique experience" (OQ28) and "empowerment and experience" (OQ28). These reasons underline the awareness of the added value of the international experience on their psychological and emotional development.

One participant even recommended to a classmate that he study abroad (OQ34), explaining that "it is the best way to grow and learn about yourself, getting out of your environment allows you to step back from your real life and ask yourself the right questions for the future, etc." This recommendation highlights the consensus among participants on the importance of the psychological aspect in the context of student mobility.

In terms of the future impact of this experience on their career, one participant mentioned that they would make "more humane choices" (OQ17), reflecting a deeper understanding of personal values and priorities gained through their time abroad.

In sum, the qualitative study reveals that student mobilities have a significant impact on the psychological development of the French students who participate. Experiences abroad promote personal growth, emancipation and independence, while allowing students to gain insight into themselves and their lives. The skills and experiences gained are considered valuable not only for their personal development but also for their future careers.

4.8.6. Professional dimension

The professional dimension is another major aspect of the impact of student mobility on French students. Participants mentioned the professional opportunities offered by their experience abroad, such as "improving my professional skills" (OQ3), "creating an international professional network" (OQ6) and "gaining international work experience" (OQ6).

Improving foreign language skills was an important factor for students, as one participant stated: "it was very important, nowadays speaking many [languages] is important for job search and to be able to stand out from others so it is important to go to improve your skills" (OQ14).

Participants believe that their experience abroad will reflect positively on their career choices, particularly by preparing them for jobs with an international dimension (OQ17) and by facilitating their comfort in working abroad (OQ17).

Students who have studied abroad consider themselves to be more flexible and adaptable, which allows them to access more multi-skilled and people-focused positions, unlike those who have not had this experience (OQ19). One participant states that the experience cannot be compared, as studying abroad offers a greater openness to the world that others did not have by staying in France (OQ19). In addition, one student mentioned that his experience abroad improved his CV and opened up professional opportunities (OQ18).

Among the main reasons for studying abroad, participants cited career prospects and personal motivation (OQ28), underlining the importance given to the professional impact of their stay abroad.

In conclusion, the qualitative study shows that student mobility has a significant impact on the professional dimension of French students. Experiences abroad contribute to the improvement of professional and language skills, the development of an international network and the acquisition of international work experience. These benefits are perceived as valuable by students, who feel that they are better prepared for positions with an international dimension and more competitive in the labour market than those who have not had this experience.

4.8.7. Contextual dimension

The contextual dimension is an important aspect of student mobility experiences for the participants in this study. Several students highlighted their desire for a "change of scenery and to see a different school system" (OQ3) and "to discover a new way of life" (OQ3) as factors influencing their decision to go abroad. Country choices were varied, with some students being attracted by a different climate and language while remaining in Europe (OQ29), while others chose a country to improve their pre-existing language skills, such as one student who went to Italy to become bilingual in Italian (OQ29). Another student mentioned enrolling in a Mexican university after being rejected by Spanish universities (OQ29).

Participants also emphasised the importance of contextual experience in recommending a study abroad experience to their classmates. Reasons given included the unique feeling of being in another country with people from other countries (OQ34) and the motivation to travel and improve (OQ34). One student also mentioned that the experience abroad was an integral part of his course (OQ34).

In addition, the experiences abroad also had an impact on the participants' self-confidence and self-esteem, as highlighted by one participant (OQ18). The contextual dimension also influenced their willingness to live and work abroad in the future. For example, one student expressed his desire to move to Spain to continue practising the language he had learnt on exchange and for the proximity to France (OQ18). Another participant considered working in an English-speaking country, believing that it would stimulate and enrich his professional experience (OQ18).

The contextual dimension is a key factor in the student mobility experiences of French participants. Motivations and expectations vary, ranging from discovering a new culture and a different educational system to improving language skills and personal development. Students also emphasised

the importance of these experiences for their personal and professional development, and strongly recommend that their peers take up these opportunities when they arise.

4.8.8. Emotional dimension

The emotional dimension of the student mobility experience is a crucial aspect that influences the motivations and outcomes of this experience for French participants. Students gave a variety of reasons for participating in an exchange programme, ranging from the desire to "have fun and enjoy life" (OQ6), to the idea that "you only live once" (OQ3), to the search for "good times" (OQ6).

Students also highlighted the emotional impact of their time abroad on their vision of the future. Some found that they enjoyed being abroad and wanted to work in a foreign country, although the notion of 'home' remained essential for them (OQ18). Others expressed a desire to continue working abroad without necessarily wanting to settle permanently, preferring 'perpetual movement' (OQ18).

The student mobility experience also contributed to an improvement in self-confidence and self-esteem for some participants (OQ18). Several students urged their peers to have this experience, stressing that "the feeling of being in another country with people from other countries is unique" (OQ34). They emphasised that it "changes the mind" of the participants and allows them to "discover many things" (OQ34). The experience also seems to give students the motivation to "travel everywhere and improve" (OQ34).

In sum, the emotional dimension of the student mobility experience plays an important role in the way French students perceive and experience their stay abroad. Positive emotions, such as pleasure and self-discovery, seem to be key motivating factors for these students. Furthermore, the emotional impact of their experience abroad influences their vision of the future, particularly in terms of career and life choices. The participants' testimonies underline the importance of taking this emotional dimension into account when assessing the benefits and drawbacks of student mobility programmes.

5. Discussion

5.1. Limitations, reliability and validity

This section of the thesis aims to emphasize the importance of adhering to research ethics guidelines throughout the research process, and to demonstrate how this study has complied with these guidelines. Research ethics are crucial for ensuring the protection of participants, maintaining the integrity of the research, and producing reliable and valid results. Before participating in the study, all participants were provided with detailed information about the research objectives, methods, potential risks, and benefits. They were informed of their right to withdraw from the study at any time without any consequences. Written informed consent was obtained from each participant, ensuring that they voluntarily agreed to participate in the study. To protect the privacy of the participants, personal information, such as names and contact details, was not collected. All data were anonymized, and any identifiable information was removed. Confidentiality was maintained by securely storing the collected data and limiting access to the research team members only.

5.2. Answering the research questions

French students are primarily motivated to participate in international mobility programs for academic, professional, personal, and cultural reasons. They seek to improve their language skills, gain intercultural competences, enhance their employability, and broaden their perspectives. The literature review supports these findings, as it shows that international student mobility is often motivated by these factors (Findlay & Stam, 2004; Van Mol et al., 2020).

The participants reported that adapting and integrating into their host country was both challenging and rewarding. They faced language barriers, culture shock, and social isolation but managed to overcome these difficulties by learning the local language, participating in social and cultural activities, and forming friendships with local and international students. The literature review corroborates these findings, as it highlights the importance of adaptation and integration for successful international student mobility (Loue, 2017; Németh, 2016).

The respondents indicated that their international mobility experience helped them develop several transversal competences, such as adaptability, intercultural communication, problem-solving,

and teamwork. These competences are highly valued in the global job market and can enhance the students' employability (King, Findlay & Ahrens, 2011; Roy et al., 2017).

Participants reported that their international mobility experience had a significant impact on their personal and professional lives. They gained self-confidence, independence, and a greater understanding of different cultures. Moreover, they felt that their language skills and intercultural competences improved their career prospects (Findlay et al., 2004; Van Mol et al., 2017).

The participants identified several contextual factors that influenced their mobility experience, including the quality of academic support, the availability of financial resources, and the presence of social networks. These factors can either facilitate or hinder international student mobility, as they can affect students' access to information, resources, and support (Németh, 2016).

The respondents revealed that certain individual characteristics, such as openness to cultural diversity, adaptability, and resilience, played a crucial role in their mobility experience. These characteristics allowed them to face challenges and make the most of their time abroad. The literature review supports these findings, as it suggests that students with these characteristics are more likely to benefit from international student mobility (Lysgaard, 1955; Van Mol et al., 2016).

5.3. Dialogue between key results and knowledge base

To develop my questionnaire, I used the questionnaire developed by King, R., Findlay, A., Ruiz-Gelices, E. and Stam, A. in the article 'International Student Mobility'. Through their questionnaire, they show that student mobility has increased over the last 25 years, with the USA being the most popular destination. Mobile students are more likely to be young, female and from privileged backgrounds. Language and previous mobility experiences are determining factors. The benefits of mobility include increased maturity, self-confidence, language competence, academic performance and cultural understanding. However, the major obstacles to mobility are finance and language.

Among the policy implications, the text suggests improving national mobility statistics, recognising the current mobility culture, adapting mobility programmes to demand, integrating mobility into the internationalisation strategies of higher education institutions, improving language skills and widening access to mobility to overcome social and institutional barriers.

6. Conclusions

This study aimed to explore the impact of student mobility on French students using an inductive approach, focusing on their experiences and perspectives. Through the analysis of quantitative and qualitative data, we identified six key dimensions that emerged as important aspects of their experience: educational, communicational, social, cultural, psychological, and professional. Additionally, the contextual and emotional dimensions were found to play a significant role in shaping the students' motivations and outcomes.

The results of this study provide valuable insights into the multifaceted nature of student mobility experiences and highlight the various benefits that participants attribute to their time abroad. Students reported improvements in language skills, a greater understanding of other cultures, enhanced social networks, and personal growth as some of the most significant outcomes of their international experiences. Furthermore, these experiences seemed to have a lasting impact on their future academic and professional choices, with many participants expressing a desire to work or study abroad in the future.

The inductive approach employed in this study allowed for the emergence of themes and dimensions that might not have been identified using a more structured, deductive approach. By allowing the participants to express their experiences and perspectives in their own words, we were able to capture a more nuanced understanding of the complex and varied nature of student mobility experiences.

This study contributes to the existing body of literature on student mobility by providing a rich, detailed account of French students' experiences and by identifying key dimensions that emerged as significant aspects of their time abroad. These findings may have implications for educational institutions, policymakers, and students considering international mobility programs, as they highlight the importance of considering the various dimensions of the experience in order to maximize the benefits for all parties involved.

However, it is important to acknowledge the limitations of this study, including the relatively small sample size and the reliance on self-reported data. Future research could benefit from employing larger, more diverse samples and employing a mixed-methods approach to further explore the identified dimensions and their interrelationships. Additionally, longitudinal studies could provide

valuable insights into the long-term effects of student mobility experiences on academic and professional outcomes.

In conclusion, this study has shed light on the complex and multifaceted nature of student mobility experiences among French students, highlighting the educational, communicational, social, cultural, psychological, and professional dimensions that emerged as important aspects of their time abroad. The findings of this study underscore the value of international mobility programs in shaping the personal and professional trajectories of participating students and emphasize the importance of considering these various dimensions in the design and implementation of future programs.

6.1. Key Findings

This study has explored the benefits and drawbacks of student mobility programs for French students. The findings reveal that the advantages of participating in such programs seem to outweigh the challenges, providing students with valuable experiences across various dimensions.

The educational dimension enables students to explore new teaching methods and educational systems, enhancing their understanding and appreciation of diverse pedagogical approaches. Improved foreign language skills are a significant benefit for students, impacting both their academic success and future professional prospects.

In terms of the communication dimension, students emphasize the importance of enhancing their language skills and fluency, allowing them to interact more effectively with people from different cultures. This dimension plays a critical role in the overall student mobility experience and has implications for educational policies promoting student mobility.

The social dimension highlights that meeting new people and expanding one's social circle are important aspects of the experience. Students view these international connections as valuable for both their personal and professional development.

The cultural dimension exposes students to new customs, traditions, and environments, shaping their worldviews and potentially influencing their future career choices. Engaging with new

cultures and working with people from different backgrounds are valuable aspects of the student mobility experience.

The psychological dimension reveals that international experiences promote personal growth, independence, and self-awareness. Students consider these attributes valuable not only for personal development but also for their future careers.

From a professional perspective, student mobility experiences contribute to the development of professional and language skills, international networking opportunities, and international work experience. These benefits make students more competitive in the labor market and better prepared for roles with an international dimension.

The contextual dimension highlights students' varied motivations and expectations for studying abroad, ranging from experiencing new cultures and educational systems to personal growth and language improvement. Students also emphasize the importance of these experiences for their personal and professional development.

Lastly, the emotional dimension of student mobility experiences plays an important role in shaping students' perceptions and motivations for studying abroad. Positive emotions, such as pleasure and self-discovery, act as key motivating factors, while the emotional impact of the experience influences students' future career and life choices.

Despite these benefits, some drawbacks should be considered. These include financial constraints, adaptation challenges, short program durations, inconsistent educational quality, reintegration challenges, and potential loss of local opportunities. It is essential to address these challenges to better support students in maximizing the positive outcomes of their international experiences.

6.2. Managerial implications

This brief can provide valuable information to higher education institutions, governments and organisations involved in the promotion and management of international student mobility. The results of this study can help these stakeholders to make informed decisions and put in place strategies to maximise the benefits of international mobility while minimizing the potential drawbacks. For example, higher education institutions and mobility organisations can use the results of this

study to identify areas where improvements are needed, such as the recognition of study abroad or financial support. They can also develop support programmes for students who encounter difficulties during their stay abroad, focusing on the areas identified as problematic in this study. Governments and higher education institutions can use the positive findings of this study to further promote the benefits of international mobility to students, parents and employers. This can help to encourage more French students to consider studying abroad, highlighting the opportunities for improving language skills, discovering new cultures and building international networks. The results of this study show that some students face difficulties when preparing to study abroad. Higher education institutions and mobility organisations can use this information to create resources and support programmes to help students overcome these obstacles, such as preparatory language courses or workshops on stress management and adapting to new cultures.

6.3. Recommendations for future research

Based on the findings of this study, there are several recommendations for future research that can help to expand our understanding of the impact of international mobility on French students.

One recommendation is to conduct a larger-scale study that involves a greater number of participants. In this study, a purposive sampling strategy was used to select participants, and the sample size was limited. To obtain more representative and generalizable findings, future research could use a larger sample size of more than 100 respondents, for example. This would allow for more in-depth statistical analysis, which could help to identify more significant relationships and patterns in the data.

Additionally, future research could focus on different aspects of international mobility, such as the impact of cultural differences or language barriers on the experiences of French students. The impact of different types of mobility programs, such as short-term versus long-term programs, could also be explored in future research.

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Appendices

Appendix 1. Title of the Appendix

Tableau 1

Participants	DQ1: How old are you? / Quel âge avez-vous ?	DQ2: What is your gender? / Quel est votre genre ?	DQ3: What is your mother tongue? / Quelle est votre langue maternelle ?	DQ4: Can your parents communicate in any language other than their mother tongue? / Vos parents peuvent-ils communiquer dans une autre langue que leur	PQ1.1: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like an European citizen ? / Vous sentez-vous	PQ1.2: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like a citizen of the world ? / Vous sentez-vous
1	21-24	Female	Français	No	Agree / D'accord	Neutral / Neutre
2	18-20	Female	Français	No	Agree / D'accord	Disagree / Pas d'accord
3	18-20	Female	Français	Yes	Agree / D'accord	Agree / D'accord
4	21-24	Male	Français	No	Agree / D'accord	Agree / D'accord
5	21-24	Male	Français	Yes	Agree / D'accord	Agree / D'accord

Participants	DQ1: How old are you? / Quel âge avez-vous ?	DQ2: What is your gender? / Quel est votre genre ?	DQ3: What is your mother tongue? / Quelle est votre langue maternelle ?	DQ4: Can your parents communicate in any language other than their mother tongue? / Vos parents peuvent-ils communiquer dans une autre langue que leur	PQ1.1: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like an European citizen ? / Vous sentez-vous	PQ1.2: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like a citizen of the world ? / Vous sentez-vous
6	21-24	Female	Français	Yes	Neutral / Neutre	Disagree / Pas d'accord
7	21-24	Female	Français	No	Agree / D'accord	Agree / D'accord
8	21-24	Male	Français	Yes	Agree / D'accord	Disagree / Pas d'accord
9	21-24	Female	Français	Yes	Agree / D'accord	Agree / D'accord

Participants	DQ1: How old are you? / Quel âge avez-vous ?	DQ2: What is your gender? / Quel est votre genre ?	DQ3: What is your mother tongue? / Quelle est votre langue maternelle ?	DQ4: Can your parents communicate in any language other than their mother tongue? / Vos parents peuvent-ils communiquer dans une autre langue que leur	PQ1.1: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like an European citizen ? / Vous sentez-vous	PQ1.2: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like a citizen of the world ? / Vous sentez-vous
10	21-24	Male	Français	Yes	Agree / D'accord	Agree / D'accord
11	21-24	Female	Français	No	Agree / D'accord	Agree / D'accord
12	21-24	Male	Français	Yes	Agree / D'accord	Agree / D'accord
13	21-24	Female	Français	Yes	Agree / D'accord	Agree / D'accord
14	21-24	Female	Français	Yes	Agree / D'accord	Neutral / Neutre
15	21-24	Male	Français	No	Agree / D'accord	Agree / D'accord

Participants	DQ1: How old are you? / Quel âge avez-vous ?	DQ2: What is your gender? / Quel est votre genre ?	DQ3: What is your mother tongue? / Quelle est votre langue maternelle ?	DQ4: Can your parents communicate in any language other than their mother tongue? / Vos parents peuvent-ils communiquer dans une autre langue que leur	PQ1.1: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like an European citizen ? / Vous sentez-vous	PQ1.2: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like a citizen of the world ? / Vous sentez-vous
16	21-24	Female	Français	No	Agree / D'accord	Agree / D'accord
17	21-24	Male	Français	No	Agree / D'accord	Agree / D'accord
18	21-24	Female	Français	Yes	Agree / D'accord	Agree / D'accord
19	18-20	Female	Français	Yes	Neutral / Neutre	Neutral / Neutre
20	21-24	Female	Français	Yes	Agree / D'accord	Disagree / Pas d'accord
21	21-24	Female	Français	Yes	Agree / D'accord	Agree / D'accord
22	21-24	Male	English	Yes	Agree / D'accord	Agree / D'accord
23	21-24	Male	Français	No	Agree / D'accord	Agree / D'accord
24	21-24	Male	Français	No	Agree / D'accord	Agree / D'accord

Participants	DQ1: How old are you? / Quel âge avez-vous ?	DQ2: What is your gender? / Quel est votre genre ?	DQ3: What is your mother tongue? / Quelle est votre langue maternelle ?	DQ4: Can your parents communicate in any language other than their mother tongue? / Vos parents peuvent-ils communiquer dans une autre langue que leur	PQ1.1: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like an European citizen ? / Vous sentez-vous	PQ1.2: How do you see yourself in terms of your identity? / Comment vous voyez-vous en termes d'identité ? [Do you feel like a citizen of the world ? / Vous sentez-vous
25	21-24	Female	Français	Yes	Agree / D'accord	Neutral / Neutre
26	25	Male	Français	No	Agree / D'accord	Neutral / Neutre

Participants	PQ2.1: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes ?	PQ2.2: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes ?	PQ3: How often have you travelled outside France? / Combien de fois avez-vous voyagé en dehors de la France ?	PQ4 - Have you had any experience of studying abroad before coming to university? / Avez-vous déjà étudié à l'étranger avant de venir à l'université ?	OQ1 - What made you decide to spend some time abroad as part of your degree? / Qu'est-ce qui vous a décidé à passer du temps à l'étranger dans le cadre de votre diplôme ?	OQ2 - What were the main factors that triggered your decision to spend part of your studies abroad? / Quels sont les principaux facteurs qui ont déclenché votre décision de
1	Neutral	Agree	Over 3 times per year / Plus de 3 fois par an	Yes	découverte d'un nouvel environnement, challenge, expérience à vivre, rencontres de nouvelles personnes	opportunité de travail dans le futur, prestige des écoles partenaires, apprentissage de la langue étrangère, découverte de soi
2	Agree	Disagree	Over 3 times per year / Plus de 3 fois par an	No	apprendre une nouvelle langue, découvrir une nouvelle culture et faire des rencontres	besoin de changement et de stimulation personnelle
3	Neutral	Disagree	Over 3 times per year / Plus de 3 fois par an	Yes	Ne pas avoir le choix	L'école
4	Neutral	Agree	Over 3 times per year / Plus de 3 fois par an	No		
5	Neutral	Agree	Over 3 times per year / Plus de 3 fois par an	Yes	Améliorer mes compétences linguistiques	Découvrir une nouvelle façon de vivre

Participants	PQ2.1: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ2.2: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ3: How often have you travelled outside France? / Combien de fois avez-vous voyagé en dehors de la France ?	PQ4 - Have you had any experience of studying abroad before coming to university? / Avez-vous déjà étudié à l'étranger avant de venir à l'université ?	OQ1 - What made you decide to spend some time abroad as part of your degree? / Qu'est-ce qui vous a décidé à passer du temps à l'étranger dans le cadre de votre diplôme ?	OQ2 - What were the main factors that triggered your decision to spend part of your studies abroad? / Quels sont les principaux facteurs qui ont déclenché votre décision de
6	Neutral	Agree	One time per year / Une fois par an	Yes	Déménagement dans la cadre de la profession des parents (au lycée) et volonté de conserver un lien international en études supérieures	Être acceptée en BBA à Excelia car cela fait partie intégrante du diplôme et beaucoup de démarches ont été simplifiées (comme l'inscription dans une université partenaire)
7	Neutral	Agree	2 times per year / 2 fois par an	No	J'aime voyager et découvrir de nouvelle culture	Cela faisait partie de mon cursus obligatoire et puis c'était important pour moi de partir découvrir le monde et de vivre dans une autre culture
8	Disagree	Disagree	Over 3 times per year / Plus de 3 fois par an	No	Rencontrer de nouvelles personnes et un nouveau pays. Vivre une expérience	On ne vie qu'une fois
9	Agree	Disagree	Over 3 times per year / Plus de 3 fois par an	No	Discover the world. Challenges myself.	The choice of a bachelor degree with a mandatory period abroad

Participants	PQ2.1: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ2.2: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ3: How often have you travelled outside France? / Combien de fois avez-vous voyagé en dehors de la France ?	PQ4 - Have you had any experience of studying abroad before coming to university? / Avez-vous déjà étudié à l'étranger avant de venir à l'université ?	OQ1 - What made you decide to spend some time abroad as part of your degree? / Qu'est-ce qui vous a décidé à passer du temps à l'étranger dans le cadre de votre diplôme ?	OQ2 - What were the main factors that triggered your decision to spend part of your studies abroad? / Quels sont les principaux facteurs qui ont déclenché votre décision de
10	Disagree	Disagree	Over 3 times per year / Plus de 3 fois par an	No	pour découvrir une nouvelle culture	changer d'air et voir un autre système scolaire
11	Disagree	Agree	2 times per year / 2 fois par an	No	Partyyyyyyys	See other ways of living
12	Disagree	Agree	2 times per year / 2 fois par an	Yes	La curiosité de découvrir de nouvelles choses, la culture du pays, les rencontres avec les locaux et les autres étudiants, la richesse des paysages.	La curiosité, les rencontres, faire de nouvelles expériences
13	Disagree	Agree	Over 3 times per year / Plus de 3 fois par an	Yes	J'ai toujours aimé voyager et avais envie de découvrir une culture différente de la mienne ainsi que de rencontrer des étudiants d'autres pays	Mon envie de me challenger, sortir de ma zone de confort et perfectionner mon anglais
14	Agree	Disagree	2 times per year / 2 fois par an	Yes	l'envie de découvrir et d'avoir du changement par rapport au système d'éducation français	j'aime trop voyager
15	Disagree	Neutral	Over 3 times per year / Plus de 3 fois par an	Yes	Experience, share, culture, relationship	The desire to discover new culture and sharing with others

Participants	PQ2.1: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ2.2: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ3: How often have you travelled outside France? / Combien de fois avez-vous voyagé en dehors de la France ?	PQ4 - Have you had any experience of studying abroad before coming to university? / Avez-vous déjà étudié à l'étranger avant de venir à l'université ?	OQ1 - What made you decide to spend some time abroad as part of your degree? / Qu'est-ce qui vous a décidé à passer du temps à l'étranger dans le cadre de votre diplôme ?	OQ2 - What were the main factors that triggered your decision to spend part of your studies abroad? / Quels sont les principaux facteurs qui ont déclenché votre décision de
16	Disagree	Disagree	2 times per year / 2 fois par an	Yes	Voyager, être stimulé par l'inconnu, rencontrer de nouvelles personnes avec une autre culture	
17	Disagree	Neutral	One time per year / Une fois par an	No	For the experience	The experience A new culture The effect on my resume Food
18	Disagree	Agree	Over 3 times per year / Plus de 3 fois par an	Yes	Ouverture sur le monde, découverte de nouvelles personnes et culture, apprentissage d'une autre langue	Nouvelle expérience, nouvelle langue, mode de vie et culture, découvrir autre chose que la France sur du moyen terme
19	Agree	Neutral	One time per year / Une fois par an	No		
20	Neutral	Agree	Over 3 times per year / Plus de 3 fois par an	No	Échange universitaire obligatoire	Échange universitaire obligatoire
21	Disagree	Neutral	2 times per year / 2 fois par an	Yes	Curiosité	Curiosité
22	Neutral	Agree	Over 3 times per year / Plus de 3 fois par an	No	Nothing in particular i have just always wanted to	Nothing in particular
23	Neutral	Agree	One time per year / Une fois par an	No	The possibility to do an internship outside	The school and the motivation to discover a new country
24	Neutral	Agree	2 times per year / 2 fois par an	Yes	La découverte, l'ouverture d'esprit	La curiosité

Participants	PQ2.1: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ2.2: Do you agree with the following statements concerning your socialisation and interaction? / Êtes-vous d'accord avec les affirmations suivantes	PQ3: How often have you travelled outside France? / Combien de fois avez-vous voyagé en dehors de la France ?	PQ4 - Have you had any experience of studying abroad before coming to university? / Avez-vous déjà étudié à l'étranger avant de venir à l'université ?	OQ1 - What made you decide to spend some time abroad as part of your degree? / Qu'est-ce qui vous a décidé à passer du temps à l'étranger dans le cadre de votre diplôme ?	OQ2 - What were the main factors that triggered your decision to spend part of your studies abroad? / Quels sont les principaux facteurs qui ont déclenché votre décision de
25	Disagree	Disagree	Once so far / Une fois jusqu'à présent	No	Obtention d'un Master plus facile	Master
26	Neutral	Agree	2 times per year / 2 fois par an	Yes	Prendre l'air et m'améliorer en langues	Passer des bons moments et découvrir d'autres cultures

Participants	Q3 - Have the courses you took been recognised and credited as part of your degree? / Les cours que vous avez suivis ont-ils été reconnus et crédités dans le cadre de votre	Q4 - What do you perceive to have been the main benefits of spending time abroad? / Selon vous, quels ont été les principaux avantages d'un séjour à l'étranger ?	Q5.1 - What were your main expectations when you planned going abroad? Have these been fulfilled so far? / Quelles étaient vos principales attentes lorsque vous avez	Q5.2 - If you had had the possibility, would you have stayed there longer? why? / Si vous en aviez eu la possibilité, y seriez-vous resté plus longtemps ? pourquoi ?	Q7 - Have you studied or done a work placement abroad during your degree for a term of longer ? (How many semesters ?) / Avez-vous étudié ou effectué un stage à l'étranger	Q8 - Do you often socialise with students from other countries? / Fréquentez-vous les étudiants d'autres pays ?
1	Yes	découverte de soi, sortir de sa zone de confort, rencontres, amusement, pratique de l'anglais	approfondir l'anglais, avoir un parcours atypique, grandir => oui	non 6 mois c'est bien car on se coupe du monde en partant en échange c'est formateur mais il faut après se servir de cette expérience pour avancer	non	Yes
2	Yes	les rencontres, les voyages, découverte du monde et langue	revenir bilingue était le point le plus important et il a été plutôt bien réussi	oui 2 mois de plus, le moment où il a fallu partir était le moment où on était tous bien !	non	Yes
3	Yes	Améliorer mon anglais	Améliorer mon anglais et non pas vraiment	Non car la première fois j'ai été confiné dans le pays et la deuxième fois j'ai détesté le pays	1 semestre en Irlande et 1 semestre en m Finlande	Yes
4	Yes					
5	Yes	Améliorer sa compréhension de la langue et rencontrer de nouvelles personnes	S'intégrer dans la culture du pays, oui cela a été satisfaisant	Oui, car les échanges universitaires ont souvent une durée de 6 mois. Je pense que une année entière serait optimal	Non	Yes

Participants	Q3 - Have the courses you took been recognised and credited as part of your degree? / Les cours que vous avez suivis ont-ils été reconnus et crédités dans le cadre de votre	Q4 - What do you perceive to have been the main benefits of spending time abroad? / Selon vous, quels ont été les principaux avantages d'un séjour à l'étranger ?	Q5.1 - What were your main expectations when you planned going abroad? Have these been fulfilled so far? / Quelles étaient vos principales attentes lorsque vous avez	Q5.2 - If you had had the possibility, would you have stayed there longer? why? / Si vous en aviez eu la possibilité, y seriez-vous resté plus longtemps ? pourquoi ?	Q7 - Have you studied or done a work placement abroad during your degree for a term of longer ? (How many semesters ?) / Avez-vous étudié ou effectué un stage à l'étranger ?	Q8 - Do you often socialise with students from other countries? / Fréquentez-vous les étudiants d'autres pays ?
6	Yes	Me rendre compte que je ne suis pas faite pour y vivre à moyen termes et que je préfère conserver une dimension internationale depuis la France.	Me démarquer dans le cadre de mon diplôme (avec l'obtention d'un double diplôme et expérience internationale de plusieurs mois) et avoir une spécialisation supplémentaire. Et cela a totalement été le cas.	Non, je voulais vraiment rentrer chez moi (et je ne poursuit pas avec un Master 2 à l'international).	Maximum 2 semestres consécutifs dans le cadre du BBA3	No
7	Yes	L'amélioration de l'anglais, l'ouverture d'esprit, l'émancipation	Je m'attendais à découvrir le monde et ses cultures, rencontrer de nouvelles personnes avec différents horizons, voyager. Oui elles ont été satisfaite.	Non, car je préfère quand même vivre en France. Mais si on me re proposais une expatriation dans un autre pays, la je serais tentée	Expatriation: 2 semestre	Yes
8	Yes	Le sexe la drogue et l'alcool. Non je rigole. Des rencontres internationales. Une ouverture sur le monde. Découverte d'un nouveau pays	Tout a été satisfait. J'ai rencontré des gens en or que je vois encore aujourd'hui. J'ai également fait un stage qui m'a énormément apporté.	Non. Toutes les bonnes choses ont une fin. 6 mois ou 1 an c'est suffisant.	4 mois de stage à Bombardier aéronautique de Montréal	Yes
9	Yes	Improve English, meet amazing people, discover a country and the surroundings so travel a lot	Learning English and have a great time. Yes, fulfilled.	I don't think so because it was also good to go home and I thin that I saw everything I have to see there. I would have stayed longer avoir as if I had had the opportunity to move in another country.	No internship.	Yes

Participants	Q3 - Have the courses you took been recognised and credited as part of your degree? / Les cours que vous avez suivis ont-ils été reconnus et crédités dans le cadre de votre	Q4 - What do you perceive to have been the main benefits of spending time abroad? / Selon vous, quels ont été les principaux avantages d'un séjour à l'étranger ?	Q5.1 - What were your main expectations when you planned going abroad? Have these been fulfilled so far? / Quelles étaient vos principales attentes lorsque vous avez	Q5.2 - If you had had the possibility, would you have stayed there longer? why? / Si vous en aviez eu la possibilité, y seriez-vous resté plus longtemps ? pourquoi ?	Q7 - Have you studied or done a work placement abroad during your degree for a term of longer ? (How many semesters ?) / Avez-vous étudié ou effectué un stage à l'étranger	Q8 - Do you often socialise with students from other countries? / Fréquentez-vous les étudiants d'autres pays ?
10	Yes	plus sociable, gain d'autonomie et richesse intellectuelle	se faire plein d'amis et voyager beaucoup. OUI	Non, 6 mois est la durée idéale pour un erasmus	non	Yes
11	Yes	Improve a foreign language	I'm entirely satisfied of my year abroad	Yes because I only began to understand the society before leaving	No but I will next year	Yes
12	Yes	En plus de découvrir un nouveau pays, un séjour à l'étranger apporte énormément sur le plan personnel, les rencontres avec les autres étudiants de cultures différentes nous fait découvrir une nouvelle vision du monde et nous fait beaucoup grandir et acquérir en maturité	Je n'ai jamais réellement eu d'attentes concernant mes séjours à l'étranger si ce n'est que de vivre une expérience inoubliable et revenir avec de nombreux souvenirs. Cela à toujours été le cas jusqu'à présent, jamais déçu de ces séjours à l'étranger.	Oui, je serais resté plus longtemps si j'en avais eu la possibilité, après tant d'expériences avec d'autres étudiants exceptionnels, il est dur de les quitter et de repartir dans son pays.	La plus longue durée durant laquelle j'ai étudié à l'étranger était de 2 semestres	Yes
13	Yes	L'ouverture sur le monde, des rencontres inoubliable, la prise de confiance en soi et d'autonomie	De perfectionner mon anglais ce qui fut réussis et de m'adapter à une nouveau mode de vie et d'élargir mon cercle d'amis à l'international	Peut-être un ou deux mois de plus afin de faire plus de voyage et passer plus de temps avec mes amis	J'ai étudié à l'étranger pendant 2 semestres	Yes
14	Yes	apprendre la langue et s'ouvrir d'esprit	parler parfaitement bien la langue, oui	non la France manque, toute ma vie est en France	non	Yes
15	Yes	Improve the language, learning new methods	Sharing experience with others and yes	Yes i love Finlande and I think I will come back in Helsinki in the future	Yes during my academic expatriation during 2 semesters	Yes

Participants	Q3 - Have the courses you took been recognised and credited as part of your degree? / Les cours que vous avez suivis ont-ils été reconnus et crédités dans le cadre de votre diplôme ?	Q4 - What do you perceive to have been the main benefits of spending time abroad? / Selon vous, quels ont été les principaux avantages d'un séjour à l'étranger ?	Q5.1 - What were your main expectations when you planned going abroad? Have these been fulfilled so far? / Quelles étaient vos principales attentes lorsque vous avez prévu de partir ?	Q5.2 - If you had had the possibility, would you have stayed there longer? why? / Si vous en aviez eu la possibilité, y seriez-vous resté plus longtemps ? pourquoi ?	Q7 - Have you studied or done a work placement abroad during your degree for a term of longer ? (How many semesters ?) / Avez-vous étudié ou effectué un stage à l'étranger pendant votre diplôme ?	Q8 - Do you often socialise with students from other countries? / Fréquentez-vous les étudiants d'autres pays ?
16	Yes	Sortir de sa zone de confort, prise de maturité, gain d'adaptabilité, compétences linguistiques améliorées		No, missed home	Yes, 5 months in Greece	Yes
17		Adventure	I wanted to discover a new culture And I travelled through all the country, so i'm satisfied	No, I would have preferred to go to another country	No	Yes
18	Yes	Amélioration de la langue (anglais par exemple), ouverture d'esprit, nouveaux amis et mode de vie	Celles dites plus haut. Elles ont toutes été satisfaites	Oui. Pour en apprendre d'avantage, voyager encore plus, découvrir beaucoup d'autres choses	1 semestre	Yes
19	Yes				Non	Yes
20	Yes	Découverte d'une nouvelle culture, nouvelle ville, nouveau environnement	Améliorer mon anglais et voyager. Oui	Non, 1 an était suffisant	Oui 1 an et demi à l'étranger en étude	Yes
21	Yes	Langue/vision du monde/adaptabilité	Soif d'aventure -oui réalisé	Oui/car j'ai apprécié, mais ok car je veux aller ailleurs aussi	2 semestres	Yes
22	Yes	Cultural competence - you can learn a lot from other cultures, helps with confidence, fun	No big expectations	Yes	An academic year	Yes
23	Yes	Discover new people, new cultures, new ways of working. Be more openmind.	Improve my English, discover new food and meet lot of people, everything seems to be achieved	Yes why not, like that i could planned more project on the long term	I've made 4 months in Sweden, this is my only experience for the moment.	Yes
24	Yes	L'ouverture d'esprit la connaissance de soi, l'expérience	Oui et même plus	Oui	J'étudie et j'effectue des stages à l'étranger pour 2 ans	Yes

Participants	Q3 - Have the courses you took been recognised and credited as part of your degree? / Les cours que vous avez suivis ont-ils été reconnus et crédités dans le cadre de votre	Q4 - What do you perceive to have been the main benefits of spending time abroad? / Selon vous, quels ont été les principaux avantages d'un séjour à l'étranger ?	Q5.1 - What were your main expectations when you planned going abroad? Have these been fulfilled so far? / Quelles étaient vos principales attentes lorsque vous avez	Q5.2 - If you had had the possibility, would you have stayed there longer? why? / Si vous en aviez eu la possibilité, y seriez-vous resté plus longtemps ? pourquoi ?	Q7 - Have you studied or done a work placement abroad during your degree for a term of longer ? (How many semesters ?) / Avez-vous étudié ou effectué un stage à l'étranger	Q8 - Do you often socialise with students from other countries? / Fréquentez-vous les étudiants d'autres pays ?
25	Yes		Améliorer mon espagnol, oui	Non, trop différent de la france	Oui, un séjour d'études de 5 mois	No
26	Yes	Financiers / Scolaires / Relationnels	Me faire de nouvelles relations et oui	Oui	Oui, 1 semestre	Yes

Participants	OQ9 - Do you keep in touch with friends made during your period of study abroad? / Gardez-vous le contact avec les amis que vous vous êtes faits pendant votre période d'études ?	OQ10 - Do you live with any international students? / Vivez-vous avec des étudiants étrangers ?	OQ11 - Did you study any foreign languages prior to go studying abroad ? / Avez-vous étudié des langues étrangères avant de partir étudier à l'étranger ?	OQ12 - Have you studied a foreign language as part of your degree? / Avez-vous étudié une langue étrangère dans le cadre de votre diplôme ?	OQ13 - Had you studied the language of your host country before you went there? / Aviez-vous étudié la langue de votre pays d'accueil avant de vous y rendre ?	OQ14 - To what extent was improving your foreign language skills important in your decision to go abroad? / Dans quelle mesure l'amélioration de vos compétences
1	Yes	Yes	Yes	Yes	No	très importante même primordiale
2	Yes	No	Yes	Yes	Yes	elle a été très importante, aujourd'hui parler de nombreuses est important pour la recherche de métier et pour pouvoir se démarquer des autres ainsi il est important de partir pour améliorer ses compétences
3	Yes	No	Yes	Yes	No	
4						
5	Yes	Yes	Yes	Yes	Yes	Pouvoir communiquer en ayant une bonne aisance

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6	No	No	Yes	Yes	Yes	Je voulais apprendre à plus oser prendre la parole même si je fais des fautes en anglais.
7	Yes	No	Yes	Yes	Yes	Assez importante
8	Yes	No	Yes	Yes	No	20% de la décision je dirais
9	Yes	Yes	Yes	Yes	No	Really important, 8 out of 10 at least

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10	Yes	No	Yes	Yes	No	beaucoup
11	Yes	No	Yes	Yes	Yes	Important, it was a big motivation
12	Yes	No	Yes	Yes	No	Lors de mon premier séjour aux USA à l'âge de 15 ans, l'amélioration de mes compétences en anglais était très important dans ma décision de partir. Par la suite ce n'était plus le cas, je ne partais plus pour les mêmes raisons
13	Yes	No	Yes	Yes	No	Assez importante, je cherchais un pays dans lequel l'anglais est pratiqué couramment et avec un bon niveau qui me permettrait de le parler quotidiennement
14	Yes	No	Yes	No	No	l'envie de pouvoir voyager partout plus tard sans avoir la barrière de la langue
15	Yes	Yes	Yes	Yes	No	It was really important to be able to follow the class

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16	Yes	No	Yes	Yes	Yes	Not that big
17	No	No	Yes	Yes	No	It wasn't important
18	Yes	Yes	Yes	Yes	No	Très importante
19		No	Yes	Yes		
20	Yes	Yes	Yes	Yes	No	
21	Yes	No	Yes	Yes	Yes	Pratique à l'oral
22	Yes	No	Yes	Yes	No	Not a factor
23	Yes	Yes	Yes	Yes	No	A big part I think
24	Yes	Yes	Yes	Yes	No	C'était un facteur mais loin d'être le plus important

Participants	Q9 - Do you keep in touch with friends made during your period of study abroad? / Gardez-vous le contact avec les amis que vous vous êtes faits pendant votre période d'études ?	Q10 - Do you live with any international students? / Vivez-vous avec des étudiants étrangers ?	Q11 - Did you study any foreign languages prior to go studying abroad ? / Avez-vous étudié des langues étrangères avant de partir étudier à l'étranger ?	Q12 - Have you studied a foreign language as part of your degree? / Avez-vous étudié une langue étrangère dans le cadre de votre diplôme ?	Q13 - Had you studied the language of your host country before you went there? / Aviez-vous étudié la langue de votre pays d'accueil avant de vous y rendre ?	Q14 - To what extent was improving your foreign language skills important in your decision to go abroad? / Dans quelle mesure l'amélioration de vos compétences
25	Yes	No	Yes	Yes	Yes	Très importante, un des facteurs principaux
26	Yes	No	Yes	Yes	Yes	Importante

Participants	OQ15 Have you considered studying/working abroad after graduating? / Avez-vous envisagé d'étudier ou de travailler à l'étranger après avoir obtenu votre diplôme ?	OQ16 Are you aware of any schemes to spend time studying abroad at post-graduation level? / Connaissez-vous des programmes permettant de passer du temps à étudier à l'étranger ?	OQ17 How do you think the period abroad will reflect in your future career moves? / Comment pensez-vous que la période passée à l'étranger se reflétera dans vos futurs choix de carrière ?	OQ18 Would you consider moving abroad to live and work? Where? Why? / Envisageriez-vous de vous installer à l'étranger pour y vivre et y travailler ? Où ? Pourquoi ?	OQ19 How do you think your career might compare with students who have not been abroad? / Comment pensez-vous que votre carrière pourrait se comparer à celle des étudiants qui n'ont pas étudié à l'étranger ?	OQ20 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être bénéfique ?
1	Yes	No	poste à dimension internationale	pourquoi pas! un pays anglo-saxon de préférence car je suis plus à l'aise en anglais	je me considère plus flexible et adaptable après cette expérience donc je pense que les postes différeront au niveau des missions, je peux prétendre à des postes plus polyvalents et au contact des gens contrairement à des gens qui ne sont pas parti a l'étranger	Considerably developed / Considérablement développé
2	Yes	Yes	elle se reflétera sur l'aisance à partir travailler à l'étranger en particulier	oui, en espagne pour continuer de pratiquer la langue apprise pendant mon échange et pour la proximité avec la france également	selon moi elle ne peut pas se comparer, partir à l'étranger est l'une des meilleures occasions, en effet cela permet d'avoir une plus grande ouverture sur le monde que les autres n'ont pas eu en restant en France	Considerably developed / Considérablement développé
3	No	No	Il apportera quelque chose à mon Cv	Non car après 5 déménagement ou échange à l'étranger je me sens réellement chez moi en france	Moins d'ouverture d'esprit je pense	Neutral / Neutre
4						
5	Yes	Yes	En découvrant une nouvelle façon de vivre, on peut s'y attacher et vouloir poursuivre son insertion professionnelle dans ce même pays	Oui, dans un pays anglophone. Je trouve que de travailler dans un pays ayant une langue différente de notre langue maternelle, permet de nous stimuler et de vivre une nouvelle expérience	Des expériences enrichissantes qu'ils n'ont pas pu réaliser	Considerably developed / Considérablement développé

Participants	Q15 Have you considered studying/working abroad after graduating? / Avez-vous envisagé d'étudier ou de travailler à l'étranger après avoir obtenu votre diplôme?	Q16 Are you aware of any schemes to spend time studying abroad at post-graduation level? / Connaissez-vous des programmes permettant de passer du temps à l'étranger après l'étude?	Q17 How do you think the period abroad will reflect in your future career moves? / Comment pensez-vous que la période passée à l'étranger se reflétera dans vos futurs choix de carrière?	Q18 Would you consider moving abroad to live and work? Where? Why? / Envisageriez-vous de vous installer à l'étranger pour y vivre et y travailler ? Où ? Pourquoi ?	Q19 How do you think your career might compare with students who have not been abroad? / Comment pensez-vous que votre carrière pourrait se comparer à celle des étudiants qui n'ont pas étudié à l'étranger?	Q20 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être bénéfique ?
6	No	Yes	Être en mesure de pouvoir échanger avec des clients et fournisseurs internationaux en prenant mieux en compte la différence culturelle (je le vois déjà aujourd'hui dans mon poste en alternance).	En Laponie Finlandaise si le réchauffement climatique devient insupportable en France😭	Oui et non, aujourd'hui en commerce c'est devenu un bonus quasiment requis d'avoir des expériences internationales. Mais dans un autre métiers c'est peut-être moins le cas.	Considerably developed / Considérablement développé
7	Yes	No	Je ferais des choix plus humains	Peut-être pour une courte période. M'installer toute ma vie à l'étranger non. Et où ? Je ne sais pas	Pour moi les étudiants partant à l'étranger auront une carrière plus internationale et des postes plus polyvalents.	Considerably developed / Considérablement développé
8	No	No	Je n'aurais pas peur de faire un métier "international"	Oui why not mais temporairement car la France c'est quand même le top!	Plus internationale, avec moi de barrière et plus de contacts	Considerably developed / Considérablement développé
9	No	Yes	I could accept in the future to work for international companies	Not sure. Or not for a long time. But in short term, first choice is Germany to improve in German, UK also, all european countries	More curiosity, more skills like adaptation, resilience etc	Satisfactorily developed / Développé de manière satisfaisante

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10	Yes	Yes	c'est envisageable avec beaucoup plus de sérénité et d'envie	oui mais pas pour une longue durée car je préfère quand même la France	beaucoup plus flexible, plus ouverte, plus intéressante, et expériences enrichissantes	Satisfactorily developed / Développé de manière satisfaisante
11	Yes	No	Yes	Not in one place but many because I'm studying international relations	Maybe I have an asset in my CV	Satisfactorily developed / Développé de manière satisfaisante
12	Yes	No	Des choix de carrière qui pourraient s'orienter plus facilement vers l'international sans avoir peur de l'inconnu	J'envisage de partir à l'étranger pour y travailler et y vivre mais seulement sur de courtes périodes de plusieurs mois où plusieurs années mais pas indéfiniment. Je suis attiré par tous les pays et n'ai pas de préférences. J'ai toujours cette curiosité d'en découvrir davantage sur le monde et faire de nouvelles expériences	Une plus grande ouverture d'esprit, une plus grande facilité d'adaptation à certaines situations, une meilleure compréhension du monde extérieur et des collègues étrangers avec lesquelles on pourrait travailler	Considerably developed / Considérablement développé
13	Yes	No	Elle m'a fait réaliser que je souhaite travailler en France malgré tout mais que j'ai besoin d'avoir des déplacements à l'étranger régulièrement	Non	Mon ouverture sur le monde et mon niveau en langue sont probablement plus élevés que la moyenne, cette expérience a également renforcé mes capacités d'adaptation ce qui est relativement important professionnellement.	Considerably developed / Considérablement développé
14	Yes	Yes	non je ne veux pas faire un travail porter sur l'international	peut-être oui, au Canada - Montréal, car c'est français/anglais	les entreprises aiment les personnes qui ont un profil atypique avec des expériences à l'étranger	Considerably developed / Considérablement développé
15	Yes	Yes	In the good way, to discover	USA i love this country, the culture, the vision	Better experience, better vision of the world, capacity to adapt myself	Considerably developed / Considérablement développé

Participants	Q15 Have you considered studying/working abroad after graduating? / Avez-vous envisagé d'étudier ou de travailler à l'étranger après avoir obtenu votre diplôme?	Q16 Are you aware of any schemes to spend time studying abroad at post-graduation level? / Connaissez-vous des programmes permettant de passer du temps à l'étranger après l'étude?	Q17 How do you think the period abroad will reflect in your future career moves? / Comment pensez-vous que la période passée à l'étranger se reflétera dans vos futurs choix de carrière?	Q18 Would you consider moving abroad to live and work? Where? Why? / Envisageriez-vous de vous installer à l'étranger pour y vivre et y travailler ? Où ? Pourquoi ?	Q19 How do you think your career might compare with students who have not been abroad? / Comment pensez-vous que votre carrière pourrait se comparer à celle des étudiants qui n'ont pas étudié/travaillé à l'étranger?	Q20 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être bénéfique ?
16	Yes	Yes	I discovered that I love being abroad and would like to work in the foreign country for this reason but probably not my whole. Discovered that home is very important for me.	Greece, love the country and the culture		Considerably developed / Considérablement développé
17	Yes	Yes	It depend how I sell it	Yes Asia because the manufacturing system interest me	I'm more ready to move	Satisfactorily developed / Développé de manière satisfaisante
18	Yes	Yes	Je ne le sais pas encore.	Oui. Potentiellement un pays hispanophone. Culture qui me correspond, que j'ai pu découvrir au fil de mes voyages	Moins d'ouverture d'esprit et d'aventure	Considerably developed / Considérablement développé
19	Yes	No		Oui, enrichissement culturel, amélioration de l'anglais et expérience en + sur le cv		Considerably developed / Considérablement développé
20	Yes	Yes		Oui pour y vivre et y travailler. Canada. J'ai la double nationalité		Considerably developed / Considérablement développé
21	Yes	Yes	-	Oui travailler/ ne souhaite pas s'installer / mouvement perpétuel	Plus d'actualité / ouverture aux autres et à ailleurs	Considerably developed / Considérablement développé
22	Yes	No	I think it will reflect well and show my cultural competency and that i can adapt well to change	Yes it is what I want to do. No where in particular. To leave my home country and experience more of what the world has to offer	I will be more likely to live and work abroad than then i think	Neutral / Neutre
23	Yes	Yes	I will be more openmind about every opportunities	Yes, in Germany or USA, to challenge myself everyday	Think different and have more perspective on everything	Considerably developed / Considérablement développé
24	Yes	No	Elle influencera mes futura Choix	Oui, par envie de découvrir et curiosité	J'aurai plus de mobilité donc de facilité d'adaptation, un parcours plus atypique	Considerably developed / Considérablement développé

Participants	Q15 Have you considered studying/working abroad after graduating? / Avez-vous envisagé d'étudier ou de travailler à l'étranger après avoir obtenu votre diplôme?	Q16 Are you aware of any schemes to spend time studying abroad at post-graduation level? / Connaissez-vous des programmes permettant de passer du temps à étudier à l'étranger après la graduation?	Q17 How do you think the period abroad will reflect in your future career moves? / Comment pensez-vous que la période passée à l'étranger se reflétera dans vos futurs choix de carrière?	Q18 Would you consider moving abroad to live and work? Where? Why? / Envisageriez-vous de vous installer à l'étranger pour y vivre et y travailler ? Où ? Pourquoi?	Q19 How do you think your career might compare with students who have not been abroad? / Comment pensez-vous que votre carrière pourrait se comparer à celle des étudiants qui n'ont pas étudié/travaillé à l'étranger?	Q20 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être bénéfique en termes de :
25	Yes	Yes	Enrichissement personnel, gain de confiance en soi	Non	Plus intéressante, plus enrichissante	Considerably developed / Considérablement développé
26	Yes	No	D'aller travailler à l'étranger	Oui en Italie car leur culture est géniale	Plus cosmopolite	Considerably developed / Considérablement développé

Participants	<p>QQ21 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / rentable</p>	<p>QQ22 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / rentable</p>	<p>QQ23 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / rentable</p>	<p>QQ24 What kind of experience was it? / Quel genre d'expérience était-ce ?</p>	<p>QQ25 If you said other, please specify / Si vous avez dit autre, veuillez préciser</p>	<p>QQ26.1 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?</p>
1	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Erasmus exchange / Échange Erasmus		Yes / Oui
2	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
3	Satisfactorily profitable / Une rentabilité satisfaisante	Satisfactorily developed / Développé de manière satisfaisante	Considerably increase	Erasmus exchange / Échange Erasmus		Not certain / Pas certain(e)
4						
5	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Erasmus exchange / Échange Erasmus		Yes / Oui

Participants	<p> OQ21 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Considérablement rentable </p>	<p> OQ22 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Considérablement développé </p>	<p> OQ23 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Satisfactorily increase </p>	<p> OQ24 What kind of experience was it? / Quel genre d'expérience était-ce ? </p>	<p> OQ25 If you said other, please specify / Si vous avez dit autre, veuillez préciser </p>	<p> OQ26.1 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants? </p>
6	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
7	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
8	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Other / Autres	Année d'échange dans une école d'ingénieur à Montréal	Yes / Oui
9	Considerably profitable / Considérablement rentable	Satisfactorily developed / Développé de manière satisfaisante	Neutral	Erasmus exchange / Échange Erasmus		Not certain / Pas certain(e)

Participants	Q21 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Une rentabilité satisfaisante	Q22 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Une rentabilité satisfaisante	Q23 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Une rentabilité satisfaisante	Q24 What kind of experience was it? / Quel genre d'expérience était-ce ?	Q25 If you said other, please specify / Si vous avez dit autre, veuillez préciser	Q26.1 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?
10	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Neutral	Erasmus exchange / Échange Erasmus		Yes / Oui
11	Satisfactorily profitable / Une rentabilité satisfaisante	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
12	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Other / Autres	Pour partir aux USA je suis passé par le programme d'échange STS, pour le Canada je suis passé par le cadre d'un DUETI, possible après l'obtention d'un DUT	Yes / Oui
13	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
14	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
15	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Erasmus exchange / Échange Erasmus		Yes / Oui

Participants	Q21 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Considérablement rentable	Q22 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Considérablement développé	Q23 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / Satisfactorily increase	Q24 What kind of experience was it? / Quel genre d'expérience était-ce ? Erasmus exchange / Échange Erasmus	Q25 If you said other, please specify / Si vous avez dit autre, veuillez préciser	Q26.1 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéficière dans les termes suivants? / Oui / Non
16	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
17	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
18	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Erasmus exchange / Échange Erasmus		Yes / Oui
19	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase			
20	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Erasmus exchange / Échange Erasmus		Yes / Oui
21	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Erasmus exchange / Échange Erasmus		Yes / Oui
22	Considerably profitable / Considérablement rentable	Satisfactorily developed / Développé de manière satisfaisante	Neutral	Erasmus exchange / Échange Erasmus		No / Non
23	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Erasmus exchange / Échange Erasmus		Yes / Oui
24	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Considerably increase	Erasmus exchange / Échange Erasmus	Année de césure, stage et voyage	Yes / Oui

Participants	Q21 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / rentable	Q22 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / rentable	Q23 How do you think a period of study abroad might benefit you in the following terms / Comment pensez-vous qu'une période d'études à l'étranger pourrait vous être profitable / rentable	Q24 What kind of experience was it? / Quel genre d'expérience était-ce ?	Q25 If you said other, please specify / Si vous avez dit autre, veuillez préciser	Q26.1 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?
25	Considerably profitable / Considérablement rentable	Considerably developed / Considérablement développé	Satisfactorily increase	Other / Autres	Accord bilatéral entre faculté d'accueil et d'origine	Yes / Oui
26	Considerably profitable / Considérablement rentable	Satisfactorily developed / Développé de manière satisfaisante	Considerably increase	Erasmus exchange / Échange Erasmus		Yes / Oui

Participants	<p>QQ26.2 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?</p>	<p>QQ26.3 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?</p>	<p>QQ26.4 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?</p>	<p>QQ27 How do you think a period of study abroad was beneficial in the following terms / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?</p>	<p>QQ28 Please state your two main reasons to study abroad. / Veuillez indiquer vos deux principales raisons d'étudier à l'étranger.</p>	<p>29 Can you briefly explain why you went to this country ? / Pouvez-vous expliquer brièvement pourquoi vous êtes allé dans ce pays ?</p>
1	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	développement personnel et expérience unique	pour la découverte d'un nouveau mode de vie
2	Yes / Oui	Yes / Oui	Not certain / Pas certain(e)	Considerably developed / Considérablement développé	rencontres/ autonomie	découverte du pays et du continent, langue
3	Yes / Oui	Not certain / Pas certain(e)	No / Non	A little developed / Un peu développé	Découvrir le monde et rencontrer de nouvelles personnes	J'étais intéressée par les pays nordiques
4						
5	Yes / Oui	Yes / Oui	Yes / Oui	Satisfactorily developed / Développé de manière satisfaisante	La langue et la culture	Étudier dans un format différent de celui que nous recevons en France

Participants	Q26.2 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q26.3 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q26.4 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q27 How do you think a period of study abroad was beneficial in the following terms / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q28 Please state your two main reasons to study abroad. / Veuillez indiquer vos deux principales raisons d'étudier à l'étranger.	29 Can you briefly explain why you went to this country ? / Pouvez-vous expliquer brièvement pourquoi vous êtes allé dans ce pays ?
6	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	La bourse Erasmus+ qui facilite l'aspect financier et toutes les réflexions que cela apporte une fois installé à l'étranger.	Je voulais expérimenter un climat différent et un langue différente tout en restant en Europe.
7	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	L'émancipation, l'expérience	Pour découvrir la culture et c'était un pays près de plein d'autres très intéressant à visiter également
8	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Ouverture d'esprit/ découverte	J'avais une opportunité de faire une école d'ingénieur là-bas.
9	No / Non	No / Non	Not certain / Pas certain(e)	Considerably developed / Considérablement développé	Increase skills in foreign language, learn about yourself living for the 1st time in an unknown place	Czech Rep because it was cheap, known for parties and cultural event, wonderful landscapes all over the country. I had never been there before.

Participants	Q26.2 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q26.3 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q26.4 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q27 How do you think a period of study abroad was beneficial in the following terms / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes	Q28 Please state your two main reasons to study abroad. / Veuillez indiquer vos deux principales raisons d'étudier à l'étranger.	29 Can you briefly explain why you went to this country ? / Pouvez-vous expliquer brièvement pourquoi vous êtes allé dans ce pays ?
10	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Se faire des amis internationaux et découvrir une autre culture	(Finlande) car c'est un pays totalement différent avec une culture bien particulière et je n'y serais jamais allé en voyage car c'est trop cher donc un échange Erasmus est intéressant du point de vue qu'il permet de découvrir un autre pays à moindre coût
11	Yes / Oui	Yes / Oui	Yes / Oui	Satisfactorily developed / Développé de manière satisfaisante	Foreign culture and language	Because of the cost of living, the culture, the weather
12	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Ouverture d'esprit, nouvelles expériences	Le canada était un pays qui m'attirait particulièrement, en plus de la richesse de ses paysages, sa culture et sa proximité avec les USA
13	Yes / Oui	Yes / Oui	Not certain / Pas certain(e)	Considerably developed / Considérablement développé	Améliorer le niveau de langue et s'ouvrir sur le monde	Je suis allée en Norvège car c'est totalement hors de ma zone de confort et c'est un pays qui n'est pas très prisé par les étudiants français, cela permettait donc une totale immersion dans la culture et la rencontre d'étudiants internationaux
14	Yes / Oui	Yes / Oui	No / Non	Considerably developed / Considérablement développé	voyager et découvrir	pour la langue
15	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Organisation and new methods	

Participants	Q26.2 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?	Q26.3 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?	Q26.4 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?	Q27 How do you think a period of study abroad was beneficial in the following terms / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes suivants ?	Q28 Please state your two main reasons to study abroad. / Veuillez indiquer vos deux principales raisons d'étudier à l'étranger.	29 Can you briefly explain why you went to this country ? / Pouvez-vous expliquer brièvement pourquoi vous êtes allé dans ce pays ?
16	Yes / Oui	Yes / Oui	Yes / Oui			
17	Yes / Oui	Yes / Oui	Yes / Oui		Improve my english and discover another culture	Because I was attracted by northern country
18	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Voyager, découvrir une nouvelle culture et mode de vie	Norvege : pour améliorer mon anglais, pays qui m'attire depuis longtemps, mode de vie différent
19						
20	Yes / Oui	Yes / Oui	Yes / Oui	Not at all developed / Pas du tout développé	Expérience enrichissante et inoubliable	Je voulais me challenger et changer complètement d'environnement
21	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Perspective de carrières / motivation personnelle	Bon niveau d'étude
22	Yes / Oui	Yes / Oui	Yes / Oui	Not at all developed / Pas du tout développé	Improve cultural competence Personal growth	It was a part of my degree
23	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Improve your language, discover new people/culture	I went in Sweden to do an internship, the company accept me
24	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé		Curiosité

Participants	Q26.2 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes ?	Q26.3 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes ?	Q26.4 How do you think a period of study abroad was beneficial in the following terms? / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes ?	Q27 How do you think a period of study abroad was beneficial in the following terms / Comment pensez-vous qu'une période d'étude à l'étranger a été bénéfique dans les termes ?	Q28 Please state your two main reasons to study abroad. / Veuillez indiquer vos deux principales raisons d'étudier à l'étranger.	29 Can you briefly explain why you went to this country ? / Pouvez-vous expliquer brièvement pourquoi vous êtes allé dans ce pays ?
25	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Master sélection, améliorer ma LVB	J'ai été refusé dans toutes les autres universités en Espagne alors ma prof m'a inscrit au dernier moment dans une université mexicaine
26	Yes / Oui	Yes / Oui	Yes / Oui	Considerably developed / Considérablement développé	Langue et relationnel	J'étais déjà bon en italien et voulait devenir bilingue

Participants	<p>QQ30.1 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>QQ30.2 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>QQ30.3 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>QQ31.1 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>QQ31.2 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>QQ31.3 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>
	<p>1 I mostly disagree / Je ne suis pas totalement d'accord</p>	<p>I disagree / Je ne suis pas d'accord</p>	<p>I agree / Je suis d'accord</p>	<p>Not at all worthwhile / Pas du tout utile</p>	<p>Worthwhile / Utile</p>	<p>Extremely worthwhile / Extrêmement utile</p>
	<p>2 I mostly agree / Je suis plutôt d'accord</p>	<p>I agree / Je suis d'accord</p>	<p>I mostly disagree / Je ne suis pas totalement d'accord</p>	<p>Slightly worthwhile / Légèrement utile</p>	<p>Slightly worthwhile / Légèrement utile</p>	<p>Extremely worthwhile / Extrêmement utile</p>
	<p>3 Neutral / Neutre</p>	<p>I agree / Je suis d'accord</p>	<p>Neutral / Neutre</p>	<p>Not at all worthwhile / Pas du tout utile</p>	<p>Slightly worthwhile / Légèrement utile</p>	<p>Worthwhile / Utile</p>
	<p>4</p>					
	<p>5 I mostly agree / Je suis plutôt d'accord</p>	<p>Neutral / Neutre</p>	<p>I mostly agree / Je suis plutôt d'accord</p>	<p>Worthwhile / Utile</p>	<p>Worthwhile / Utile</p>	<p>Extremely worthwhile / Extrêmement utile</p>

Participants	<p>QQ30.1 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>QQ30.2 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>QQ30.3 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>QQ31.1 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>QQ31.2 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>QQ31.3 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>
6	Neutral / Neutre	I mostly agree / Je suis plutôt d'accord	I mostly disagree / Je ne suis pas totalement d'accord	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Worthwhile / Utile
7	I agree / Je suis d'accord	I disagree / Je ne suis pas d'accord	I agree / Je suis d'accord	Not at all worthwhile / Pas du tout utile	Slightly worthwhile / Légèrement utile	Extremely worthwhile / Extrêmement utile
8	I mostly disagree / Je ne suis pas totalement d'accord	I mostly agree / Je suis plutôt d'accord	I agree / Je suis d'accord	Slightly worthwhile / Légèrement utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile
9	Neutral / Neutre	I mostly agree / Je suis plutôt d'accord	Neutral / Neutre	Slightly worthwhile / Légèrement utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile

Participants	OQ30.1 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes	OQ30.2 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes	OQ30.3 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes	OQ31.1 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	OQ31.2 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	OQ31.3 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure
10	I disagree / Je ne suis pas d'accord	I disagree / Je ne suis pas d'accord	I agree / Je suis d'accord	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile
11	I mostly disagree / Je ne suis pas totalement d'accord	I agree / Je suis d'accord	I mostly disagree / Je ne suis pas totalement d'accord	Not at all worthwhile / Pas du tout utile	Worthwhile / Utile	Worthwhile / Utile
12	Neutral / Neutre	I mostly disagree / Je ne suis pas totalement d'accord	I agree / Je suis d'accord	Not at all worthwhile / Pas du tout utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile
13	I disagree / Je ne suis pas d'accord	I mostly disagree / Je ne suis pas totalement d'accord	I agree / Je suis d'accord	Extremely worthwhile / Extrêmement utile	Slightly worthwhile / Légèrement utile	Extremely worthwhile / Extrêmement utile
14	I mostly agree / Je suis plutôt d'accord	Neutral / Neutre	I mostly agree / Je suis plutôt d'accord	Not at all worthwhile / Pas du tout utile	Not at all worthwhile / Pas du tout utile	Extremely worthwhile / Extrêmement utile
15	I agree / Je suis d'accord	I disagree / Je ne suis pas d'accord	Neutral / Neutre	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile

Participants	QQ30.1 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes	QQ30.2 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes	QQ30.3 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes	QQ31.1 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	QQ31.2 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	QQ31.3 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure
16						
17	I mostly disagree / Je ne suis pas totalement d'accord	Neutral / Neutre	I mostly agree / Je suis plutôt d'accord	Slightly worthwhile / Légèrement utile	Worthwhile / Utile	Worthwhile / Utile
18	I mostly disagree / Je ne suis pas totalement d'accord	I disagree / Je ne suis pas d'accord	I disagree / Je ne suis pas d'accord	Worthwhile / Utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile
19						
20	I mostly disagree / Je ne suis pas totalement d'accord	I mostly disagree / Je ne suis pas totalement d'accord	I agree / Je suis d'accord	Worthwhile / Utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile
21	I agree / Je suis d'accord	I mostly agree / Je suis plutôt d'accord	I agree / Je suis d'accord	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile
22	I disagree / Je ne suis pas d'accord	I mostly disagree / Je ne suis pas totalement d'accord	I mostly agree / Je suis plutôt d'accord	Slightly worthwhile / Légèrement utile	Worthwhile / Utile	Not at all worthwhile / Pas du tout utile
23	I mostly disagree / Je ne suis pas totalement d'accord	I mostly agree / Je suis plutôt d'accord	I agree / Je suis d'accord	Not at all worthwhile / Pas du tout utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile
24	Neutral / Neutre	Neutral / Neutre	I mostly agree / Je suis plutôt d'accord	Slightly worthwhile / Légèrement utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile

Participants	<p>Q30.1 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>Q30.2 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>Q30.3 Do you agree with the following statements concerning social aspects of your period abroad ? / Êtes-vous d'accord avec les affirmations suivantes</p>	<p>Q31.1 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>Q31.2 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>Q31.3 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>
25	I agree / Je suis d'accord	I disagree / Je ne suis pas d'accord	I disagree / Je ne suis pas d'accord	Slightly worthwhile / Légèrement utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile
26	I mostly agree / Je suis plutôt d'accord	I mostly disagree / Je ne suis pas totalement d'accord	I agree / Je suis d'accord	Slightly worthwhile / Légèrement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile

Participants	QQ32.4 From your point of view now, to what extend do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	QQ31.5 From your point of view now, to what extend do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	QQ31.6 From your point of view now, to what extend do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	QQ32.1 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	QQ32.2 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	QQ32.3 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques
1	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Neutral / Neutre	Not problematic / Pas de problème	
2	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Worthwhile / Utile	Neutral / Neutre	Neutral / Neutre	Neutral / Neutre
3	Extremely worthwhile / Extrêmement utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Problematic / Problématique	Not problematic / Pas de problème	Not problematic / Pas de problème
4						
5	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Slightly worthwhile / Légèrement utile	Slightly problematic / Légèrement problématique	Neutral / Neutre	Neutral / Neutre

Participants	Q32.4 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q31.5 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q31.6 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q32.1 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.2 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.3 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques
6	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème
7	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique
8	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème
9	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique

Participants	Q32.4 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q31.5 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q31.6 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q32.1 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.2 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.3 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques
10	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème
11	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Worthwhile / Utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème
12	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème
13	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Slightly worthwhile / Légèrement utile	Not problematic / Pas de problème	Problematic / Problématique	Not problematic / Pas de problème
14	Extremely worthwhile / Extrêmement utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique
15	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Problematic / Problématique	Not problematic / Pas de problème

Participants	Q32.4 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q31.5 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q31.6 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure	Q32.1 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.2 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.3 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques
16						
17	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Slightly worthwhile / Légèrement utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique
18	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Problematic / Problématique	Not problematic / Pas de problème	Not problematic / Pas de problème
19						
20	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème
21	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Slightly problematic / Légèrement problématique	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème
22	Extremely worthwhile / Extrêmement utile	Worthwhile / Utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème
23	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Worthwhile / Utile	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème
24	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Neutral / Neutre	Not problematic / Pas de problème	Not problematic / Pas de problème

Participants	<p>Q32.4 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>Q31.5 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>Q31.6 From your point of view now, to what extent do you consider your period of study abroad worthwhile with regard to the following ? / De votre point de vue actuel, dans quelle mesure</p>	<p>Q32.1 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques</p>	<p>Q32.2 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques</p>	<p>Q32.3 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques</p>
25	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Problematic / Problématique	Neutral / Neutre
26	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Extremely worthwhile / Extrêmement utile	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème

Participants	<p>QQ32.4 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques</p>	<p>QQ32.5 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques</p>	<p>QQ32.6 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques</p>	<p>QQ33 In retrospect, and all things considered, / Rétrospectivement, et tout bien considéré, [How satisfied are you with your period abroad ? / Êtes-vous satisfait de</p>	<p>QQ34 Would you recommend to a fellow-student that she/he take a period of study abroad ? why ? / Recommanderiez-vous à un camarade de classe de faire un séjour d'études à</p>
1	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	bien sûr ! je considère que c'est la meilleure façon de grandir et d'apprendre à se connaître, sortir de son environnement permet de prendre du recul sur sa vie réelle et se poser les bonnes questions pour l'avenir etc. en partant à l'étranger, on rencontre pleins de personnes d'univers et pays différents avec certaines pensées différentes et d'autres similaires ce qui permet une ouverture d'esprit incroyable sur soi et sur le monde. C'est une façon très facile d'évoluer
2	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	oui, pour toutes les côtés positifs que celui ci peut lui apporter sur un point de vue personnel, entre autonomie et indépendance mais également sur un cote plus culturel et intégration dans un pays
3	Very problematic / Très problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very dissatisfied / Très insatisfait	Cela dépend de son profil et de ses ambitions dans la vie mais quoi qu'il en soit il ne faut pas forcer l'élève à partir
4					
5	Slightly problematic / Légèrement problématique	Problematic / Problématique	Problematic / Problématique	Very satisfied / Très satisfait	Oui, toute nouvelle expérience est bonne à prendre

Participants	Q32.4 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.5 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.6 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q33 In retrospect, and all things considered, / Rétrospectivement, et tout bien considéré, [How satisfied are you with your period abroad ? / Êtes-vous satisfait de	Q34 Would you recommend to a fellow-student that she/he take a period of study abroad ? why ? / Recommanderiez-vous à un camarade de classe de faire un séjour d'études ?
6	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Satisfied / Satisfait	Oui si il/elle en a envie car si l'opportunité se présente pendant les études il faut la saisir. Cela peut ouvrir à d'autres perspectives internationales dans le futur et tant qu'on est jeune c'est important d'avoir un maximum d'expériences variées pour se construire en tant qu'adulte. (Je voulais juste préciser par rapport au fait que je n'ai pas été beaucoup en contact avec des internationaux lors de mon expatriation car je ne suis pas très sociable de base et l'association du logement des internationaux nous avait regroupé par nationalités dans les colloqs donc ça n'a pas aidé...)
7	Very problematic / Très problématique	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Very dissatisfied / Très insatisfait	Oui. C'est c'est une expérience à vivre. Le sentiment d'être dans un autre pays avec des personnes d'autres pays est unique. C'est une opportunité à ne pas manquer si ils en ont la chance.
8	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Oui. C'est une aventure très enrichissante ! Beaucoup de rencontres internationales. De l'autonomie. Et de la découverte en permanence.
9	Neutral / Neutre	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Yes. For all the reason that I mentioned before.

Participants	Q32.4 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.5 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.6 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q33 In retrospect, and all things considered, / Rétrospectivement, et tout bien considéré, [How satisfied are you with your period abroad ? / Êtes-vous satisfait de	Q34 Would you recommend to a fellow-student that she/he take a period of study abroad ? why ? / Recommanderiez-vous à un camarade de classe de faire un séjour d'études à
10	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Oui car ça permet vraiment de s'immerger dans une autre culture de découvrir des mœurs différentes ainsi que de rencontrer un panel important d'étudiants internationaux venant d'univers complètement différents
11	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very dissatisfied / Très insatisfait	Yes it is a new experience
12	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Oui je recommanderai largement à un camarade de faire un séjour d'études à l'étranger, c'est une des expériences les plus enrichissantes à faire pendant les études. On découvre tellement des choses et on retourne chez nous plus mature avec une vision du monde totalement différente et l'envie d'en découvrir davantage.
13	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Oui car c'est une opportunité de développement exceptionnelle, c'est une expérience qui nous marque à vie et qui nous apporte énormément en terme de culture de compétences et de connaissance de soi.
14	Neutral / Neutre	Neutral / Neutre	Neutral / Neutre	Very satisfied / Très satisfait	tu te découvres et tu découvres de belles personnes et un beau pays, ça te fait réfléchir et prendre conscience parfois de la chance que tu as que d'être en France
15	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème	Very dissatisfied / Très insatisfait	It was the best experience of my life, I recommend

Participants	Q32.4 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.5 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q32.6 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	Q33 In retrospect, and all things considered, / Rétrospectivement, et tout bien considéré, [How satisfied are you with your period abroad ? / Êtes-vous satisfait de	Q34 Would you recommend to a fellow-student that she/he take a period of study abroad ? why ? / Recommanderiez-vous à un camarade de classe de faire un séjour d'études à
16					
17	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	For sure
18	Problematic / Problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Oui ! Très important sur le plan personnel
19					
20	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Oui, c'est une expérience à vivre
21	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very dissatisfied / Très insatisfait	-
22	Not problematic / Pas de problème	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Yes. It's very fun and an all round great experience
23	Not problematic / Pas de problème	Slightly problematic / Légèrement problématique	Not problematic / Pas de problème	Very satisfied / Très satisfait	It will change your mind and you will discover so many thing. It will give you motivation to travel everywhere and improve yourself
24	Slightly problematic / Légèrement problématique	Neutral / Neutre	Slightly problematic / Légèrement problématique	Very satisfied / Très satisfait	Oui

Participants	QQ32.4 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	QQ32.5 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	QQ32.6 How problematic were the following issues in deciding to study abroad ? / Dans quelle mesure les questions suivantes ont-elles été problématiques	QQ33 In retrospect, and all things considered, / Rétrospectivement, et tout bien considéré, [How satisfied are you with your period abroad ? / Êtes-vous satisfait de	QQ34 Would you recommend to a fellow-student that she/he take a period of study abroad ? why ? / Recommanderiez-vous à un camarade de classe de faire un séjour d'études à
25	Problematic / Problématique	Not problematic / Pas de problème	Not problematic / Pas de problème	Very satisfied / Très satisfait	Oui, permet de gagner énormément sur le plan personnel surtout lorsque l'on y va seule.
26	Not problematic / Pas de problème	Neutral / Neutre	Neutral / Neutre	Very satisfied / Très satisfait	Oui et je le fais souvent pour le développement personnel notamment