

1. as to learn what it means

[Economics](#), [Budget](#)



1. INTRODUCTION The Erasmus student exchange programme is one of the few Europe success stories everyone can agree on. United Kingdom risks exiting of the Erasmus program after the vote to leave the European Union. Brexit refers to the United Kingdom's decision in a referendum on June 23rd, 2016 to leave the European Union (EU). Brexit is an abbreviation for "British exit". The vote's result was unexpected and roiled global markets, bringing the British pound to fall to the lowest level against the dollar in 30 years. Erasmus is the main student exchange program in the EU and this year celebrates its 30th anniversary.

The name comes from a philosopher of Dutch Renaissance-era. The Erasmus program was established in 1987 with 11 members, including the United Kingdom. Since then, over four million students have had the opportunity to study in another European country by funding their scholarship and waiving their tuition fees. In 2014, Erasmus expanded and included apprentices, volunteers, staff and youth exchanges and even jobseekers. Meanwhile, the number of countries involved has tripled over the years.

Today, Erasmus has 33 full members, including several non-EU nations such as Norway and Iceland. It also boasts more than 160 partner countries.

Nowadays one can speak of "Erasmus generation", there being over one million children born of couples who met through this program. The Erasmus program has enabled a whole generation to make important experiences useful for the modern labour market, such as to learn what it means to live and work alongside people from another culture and to develop the skills and versatility. It is a generation that has gone on to find some of the best jobs. After an Erasmus experience, the students acquire greater maturity.

<https://assignbuster.com/1-as-to-learn-what-it-means/>

They have a clearer sense of what their own institution has to offer.

This experience makes for a more mature relationship with their institution and a clearer idea of what opportunities are available to them and what they can expect. They are also much more pragmatic and improve the ability to recognize the limits of what their institution can offer (Byrne, 2012).

2. EU and UK agreements: current situation
The leaders of the 27 countries of the European Union, meeting on 15th December in Brussels, acknowledged that “sufficient progress” was made on the three points of the negotiation on the exit of the United Kingdom from the EU. These points concerned the rights of European citizens in Great Britain, London’s financial obligations to the Union and the border between Ireland and Northern Ireland.

All problems have not been resolved in this meeting, but the second part of the negotiations has begun, the one on future relations when the United Kingdom will be outside of a united Europe, about trade, security and other sectors. The second phase will start in March, and attention will be focused on the duration and modality of a transition phase (to be agreed between the two parties) starting on March 29th, 2019, when Britain will formally leave EU. In that date, Britain will not leave the EU at all, in fact it will continue to enjoy the benefits and respect the laws for at least another two years (the transitional period), therefore until March 2021. It is a necessary transition time to give the business and other sectors to prepare for the new regime, to understand what will have to change in the relationship between the Gb and the EU and what will remain intact. One consequence of the transition is that the Erasmus university exchange program will remain in place at least until the end of 2020. It is possible that the negotiation will

decide to keep it even after Brexit (Franceschini, 2017). 3. implications and perspectives About 16, 000 British students spend a semester or year abroad as part of the Erasmus program each year.

The most popular destinations are France, Spain and Germany. The number of UK students leaving for an Erasmus experience is increasing, as many universities in Europe offer English language modules, which helps to increase the number of UK students able to participate even if they do not have previous language skills. While students try to add distinctive character to their CVs, the number of participants in the UK has increased. For example, the exchanges between Italy and the United Kingdom that involved Italian students (for study and training) from 2007 to 2015, says Indire (2016), have grown by 80%, with an average annual increase of 11 percent. In 2007, Italian students leaving for the island were almost 1, 500, while in 2015 they increased up to 2695.

In 2014/2015 the United Kingdom ranked fourth among the most popular countries for study reasons, after Spain, France and Germany, while on the training front, after Spain, the second place in the selection includes the British companies that host 1, 303 trainees, with an increase of over 40% compared to 2013/2014. The United Kingdom is a destination much loved by teachers: according to Indire, it is the fifth most quoted for teaching trips (after Spain, France, Germany and Poland) and the third for training trips, involving both professors and technical-administrative staff. According to the latest data available at European level on higher education (2013/2014), explains the Indire (2016), the United Kingdom is one of the favourite

destinations of European university students under the Erasmus +Program. The British state has accepted 27, 401 students from the other EUcountries, 25% of whom are French, 16% are German, 15. 4% are Spanish and 8. 5%are Italian. Also, the Erasmus program depends on the exit agreement between the UKand the EU before the UK leaves on March 2019. There is the possibility thatthe United Kingdom will continue to be part of the program until the end of thecurrent program (2014-20), with the creation of a separate agreement.

Erasmus is an EU program and established by EU law. Whether or not theUnited Kingdom continues to be part of the post-Brexit depends on the exitagreement between the UK and the EU. Other non-EU European countries are part of the Erasmus program(Iceland, the former Yugoslav Republic of Macedonia, Liechtenstein, Norway, Turkey) as permitted under Article 24 of the Erasmus regulation.

This couldtherefore be an option to replace the Erasmus program after 2020. The UK will need to contribute to the financing of the programme andobey all the relevant rules without having the opportunity to influence them. The case of Switzerland is instructive: Switzerland, which has neverjoined the EU, used to be a full member of Erasmus. In 2014, Swiss voters approveda more stringent and strict referendum on immigration. As the result violatedEU freedom of movement rules, Brussels suspended Switzerland’s participation inErasmus and demoted it to a mere partner country.

In order to allow mobility tocontinue nonetheless, Switzerland set up its own student exchange scheme, theSEMP (Swiss-European Mobility Programme).

This is based on a series of bilateral exchange agreements and it provides students receive a scholarship instead of an Erasmus grant. The future participation of the United Kingdom could therefore depend on the commitment to give free circulation to researchers and students, but the UK government seems to remain loyal to the end of free movement in the negotiations. With only very detached participation, or no formal agreement with the EU on Erasmus, universities would be able to form bilateral agreements with European universities. This is, after all, how UK universities exchange students with institutions elsewhere in the world. These agreements, however, operate without providing funds to students, who must cover their own expenses. This is likely to prevent low-income students from easily participating in the Erasmus program, and in the same time the mobility guaranteed by the agreements between the countries within the EU of the Erasmus program would be affected. Essential mobility for the future job search and the future economic needs of graduates.

The argument that the UK contribution to the EU budget, which covers Erasmus can be simply diverted to a national scheme, does not take into account the costs of setting up a parallel system, as the Swiss example shows. A solution for the UK government can be the replacement of funding allocated for participation in the Erasmus program in the United Kingdom (€ 113 million in 2015) to give students the opportunity to participate on the same basis. No guarantee has been made in this regard. On the universities side, the administrative costs of individually negotiated grants are much higher as the Erasmus program provides a commonly agreed contractual framework. One consequence of this could be

a lower demand from EU students to choose the UK as a destination for their Erasmus. This would be a negative aspect for both students and universities in the United Kingdom (Cardwell, 2017).

4. CONCLUSION The UK government's view of a new "Global Britain" must surely include equipping graduates and young people with the cultural ability to understand the world beyond national borders of the UK and plug the post-referendum skills gap.

Probably one of the most effective methods are exchange programs. Ruth Sinclair-Jones, Director of the Erasmus+ UK National Agency, said that the priority should be to try to make sure that the UK can stay fully participating in Erasmus+, because of the benefits to everyone, not just the UK. The SEMP (Swiss-European Mobility Programme) could be a positive model to be imitated in the United Kingdom. However, British universities will continue to attract students whatever happens, in part thanks to the English language. It must be considered that Switzerland has now approved legislation that has reduced the imposition of immigration quotas, thus mitigating the referendum result.

That compromise allows it to start talking with the EU to fully rejoin. There are still the legal aspects that should not be underestimated. Let's be clear: being in Erasmus means accepting freedom of movement. With Downing Street pushing for a "hard Brexit", this scenario appears increasingly unlikely. Brexit could cause a significant reduction in the number of students from all over Europe who choose to go to the UK to continue their studies. One cause could be the increase in tuition fees, as EU students could be treated as international students.

Another cause could be the major difficulties concerning visa practices. This could cause a decrease in the free movement of students. United Kingdom students trying to avoid high school fees and deciding to study in other European countries may lose this possibility, considering that tuition costs increase outside the UK.

The visa process is likely to become more complicated and less attractive for students who are looking for the opportunity to live abroad and experience other cultures while studying. The cultural and educational enrichment of Erasmus has been so significant that it begins to increase the concern about what the future holds post Brexit. Once Britain leaves the EU, the access that British students could have to this programme looks very uncertain. Britain could face exclusion from this program entirely, although students currently using the programme are not at risk and there is some hope that membership of Erasmus could be maintained as part of EU negotiations.