

Introduction

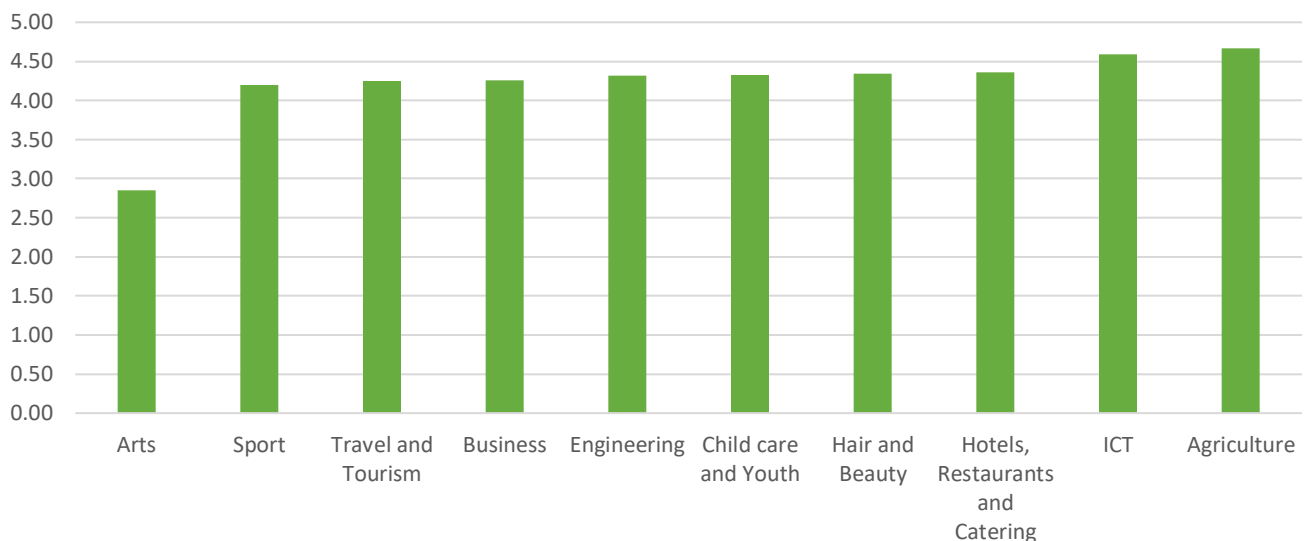
In light of the UK's decision to leave the European Union, the future of the Erasmus+ scheme, and the subsequent opportunities that it affords countless learners is in jeopardy. The following report provides a quantitative analysis of student experience to provide clear evidence of the success of the scheme. Undoubtedly, this research underlines the important of the Welsh Government continuing to pursue a position whereby the scheme can continue in Wales, either in its current format or through alternative means.



Overall impact

Over four years (201*-201*), 496 learners were asked to fill out a questionnaire following participation on the Erasmus+, scheme outlining areas where they have developed essential life skills. These results were extremely positive, and learners reported significant development and improvement in future aspirations, technical skills, confidence, and tolerance.

Average Outcome by Sector



Future Aspirations

From a learner perspective, it is clear that following the Erasmus+ experience learners are far more likely to broaden their future aspirations. Learners consistently *strongly agree* that the experience increased job prospects, increased their capability of working with high responsibility tasks, and developed the prospect of working abroad in future. To support this, analysis of learner perspectives shows that 99.7%

of learners who took part in the programme agreed that the scheme broadened career prospects and aspirations.

Technical Skills

Erasmus+ learners also believe that Erasmus+ played an important role in improving technical skills. 97.6% of learners believed that the experience enhanced their technical skills. To expand further, 57.9% of learners *strongly agreed* that their technical skills were improved whilst 39.7% *agreed* with this sentiment. This clearly shows that from a learner perspective, Erasmus+ was extremely positive in developing a skilled future workforce.

Confidence

Drawing from learner responses, improved learner confidence is outlined as the most improved development aspect. Following the scheme, learners consider themselves to be more open minded, more able to adapt to new situations, and more confident and convinced of their abilities.

Tolerance

The Erasmus+ scheme also encourages learners to be more tolerant of different cultures. Just three of the 496 learners *disagreed* or *strongly disagreed* that the experience improved their tolerance. This was measured on the idea of learners being able to cooperate with people from different backgrounds, being more tolerant of others' behaviour, and their intentions to more actively participate in social and political situations. This finding is extremely important as it shows that even for the small minority of participants that had a negative experience of Erasmus+, the programme still had a positive impact on social attitudes.

Conclusion

It is clear to see that from a learner perspective, the opportunity to experience different cultures and work in an overseas environment overwhelmingly benefits learners in a variety of development and skills-based areas. Undoubtedly this evidence suggests that Erasmus+ provides unique opportunities, improves learner skill sets, and equips learners with key skills to develop and grow.

Building on this evidence, it is essential that the Welsh Government continues to work with the UK Government to secure the future of the Erasmus+ scheme. If full participation in Erasmus+ is not possible, the Welsh Government should develop an alternative scheme to ensure that learners from Wales can still benefit from the opportunities and development available to earlier generations of learners.