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# Erasmus Charter for Higher Education – Nordic analysis

Joint project by NA:s in Finland, Iceland, Norway, Denmark and Sweden



Swedish Council for  
Higher Education

# Analysis of the applications for Erasmus Charter for Higher Education in the Nordic countries

Comparable data to get an overview of some aspects of the HEIs:

- **Organisation** of internationalisation
- Internationalisation **activities**
- Internationalisation/mobility **strategies**

180 Nordic HEIs were awarded ECHE in 2013



Swedish Council for  
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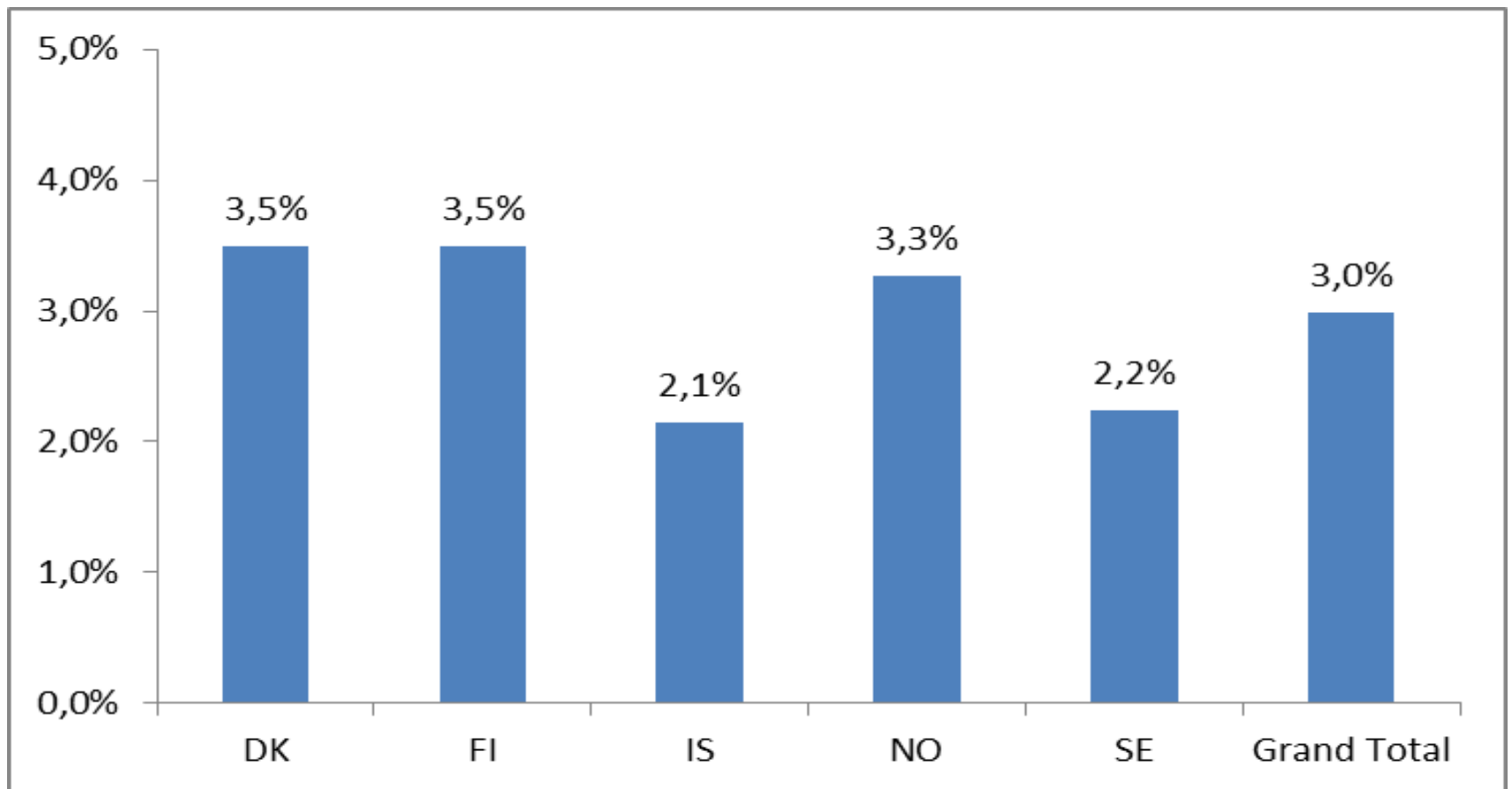
# **ECHE-applications give a unique opportunity for comparison**

- All HEIs fill in the same application, including statistics
- All answer the same questions on mobility and internationalisation
- All describe their strategies
- Possibilities for comparison between countries
- Possibilities for creating a national picture

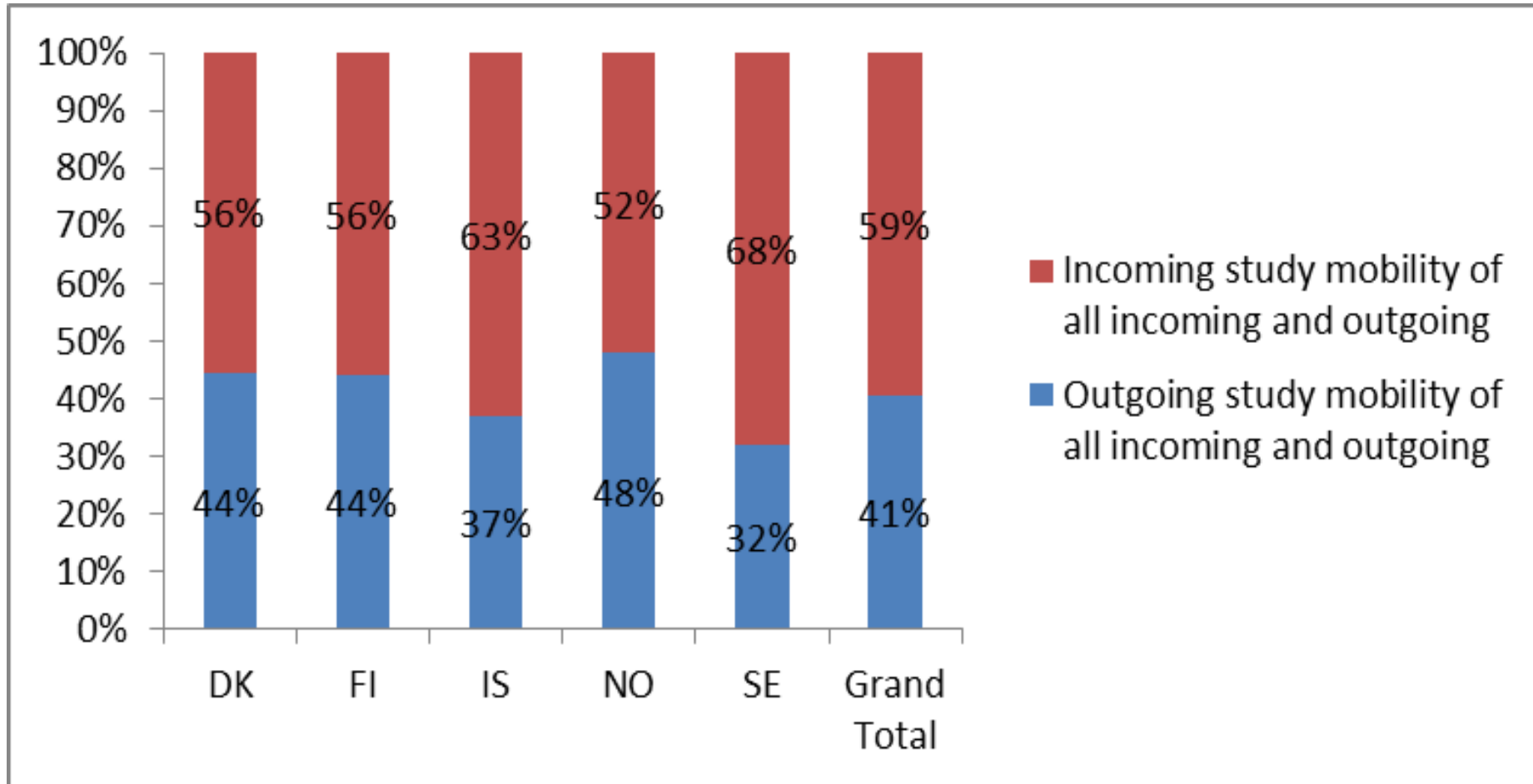


# Proportion of outgoing students of all students in each Nordic country

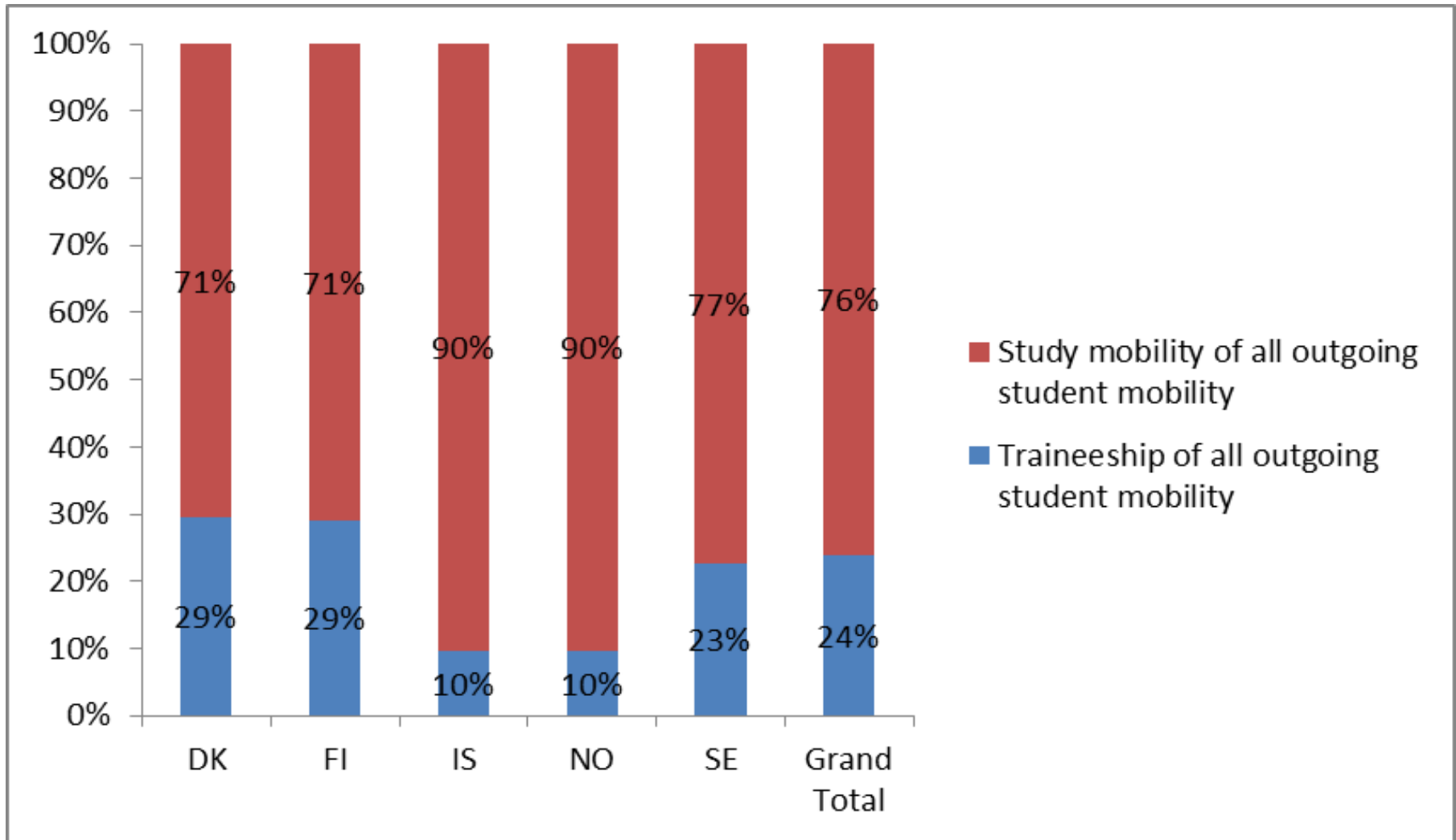
Proportion of all outgoing student credit mobility (study and traineeship) of all students



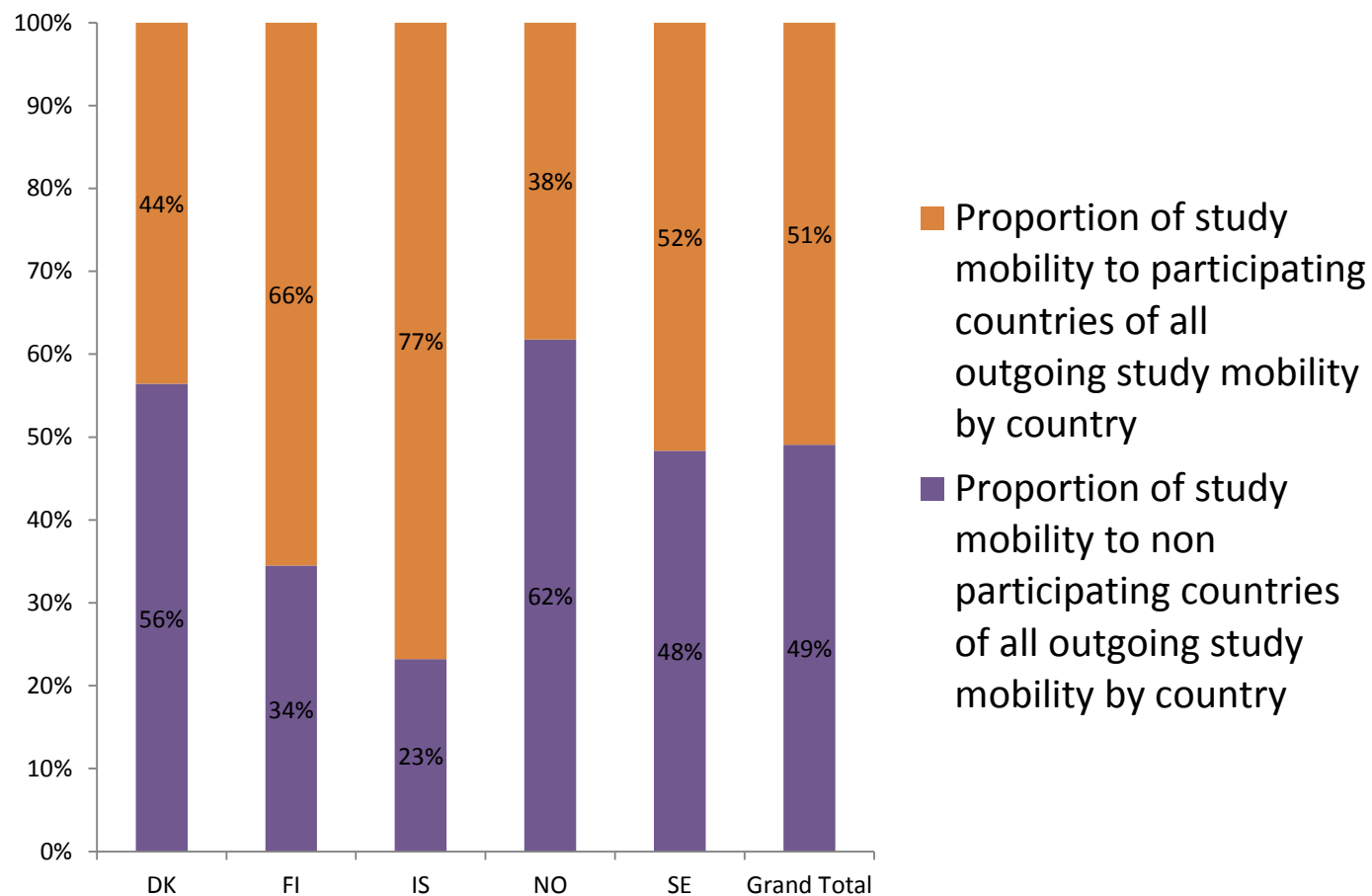
# Incoming versus outgoing study mobility



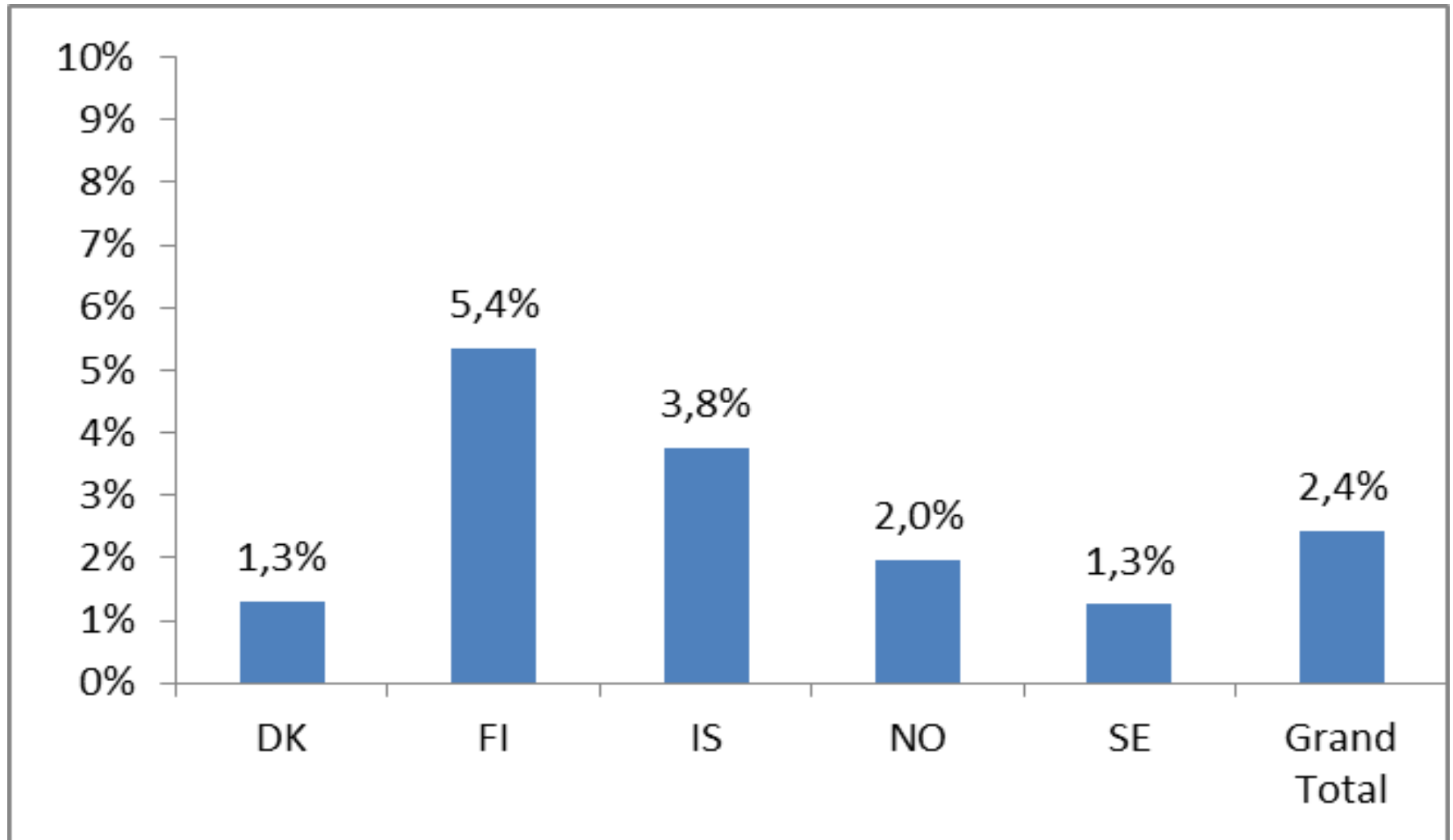
# Percentage of traineeships of all outgoing credit student mobility, by country



# Credit study mobility to Erasmus participating and non-participating countries



# Percentage of outgoing staff of all staff, by country





**Focus areas of staff mobility:  
promotion, support & recognition**

	Promotion	Support	Recognition
<b>SE</b>	65%	37%	21%
<b>FI</b>	40%	37%	25%
<b>DK</b>	48%	35%	27%
<b>IS</b>	57%	43%	10%
<b>NO</b>	41%	35%	15%

# The role of the teachers

- The teachers are given a central role in internationalisation....  
but teacher exchange not much rewarded

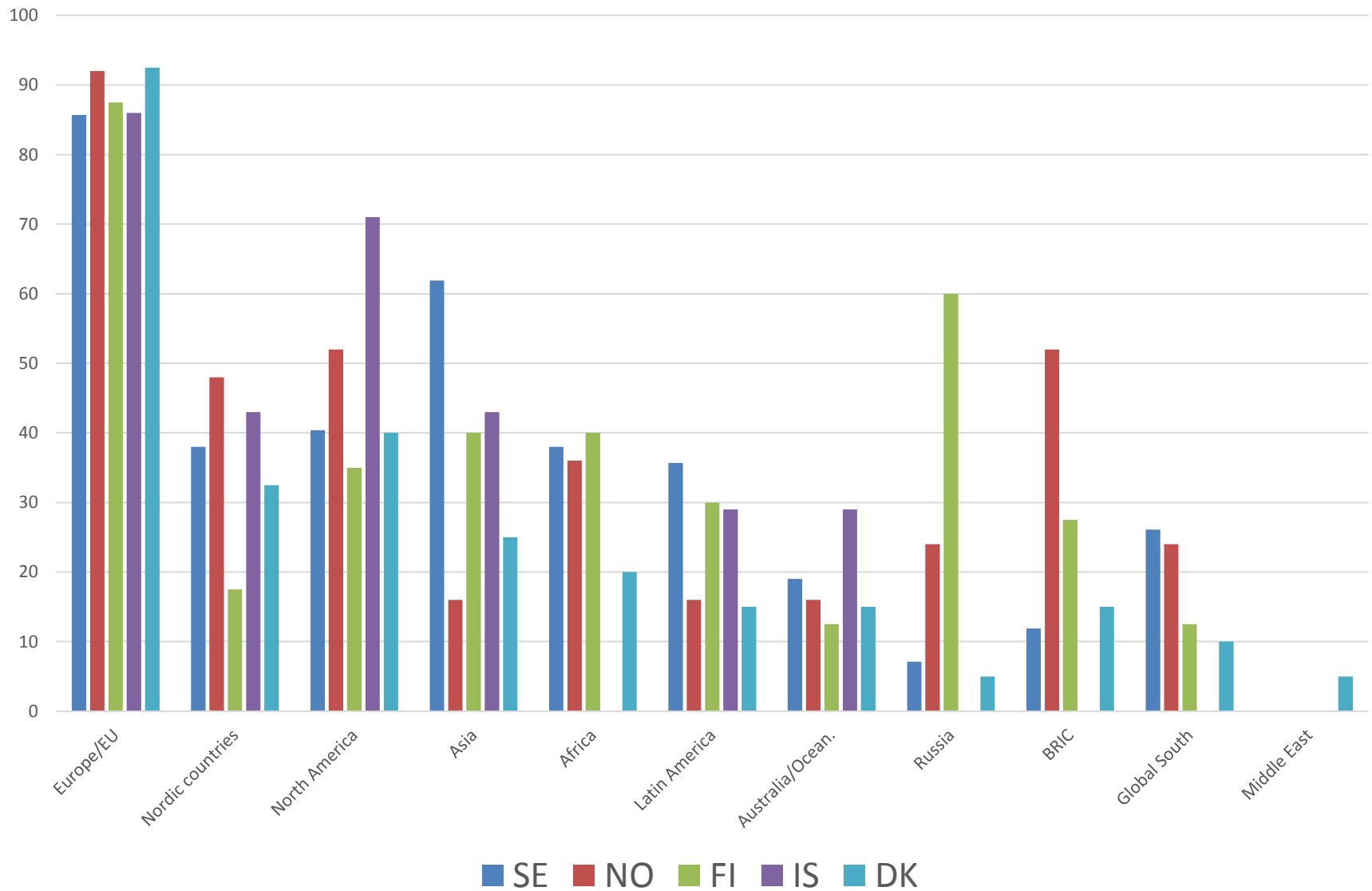
**Promote**

**Support**

**Recognise**



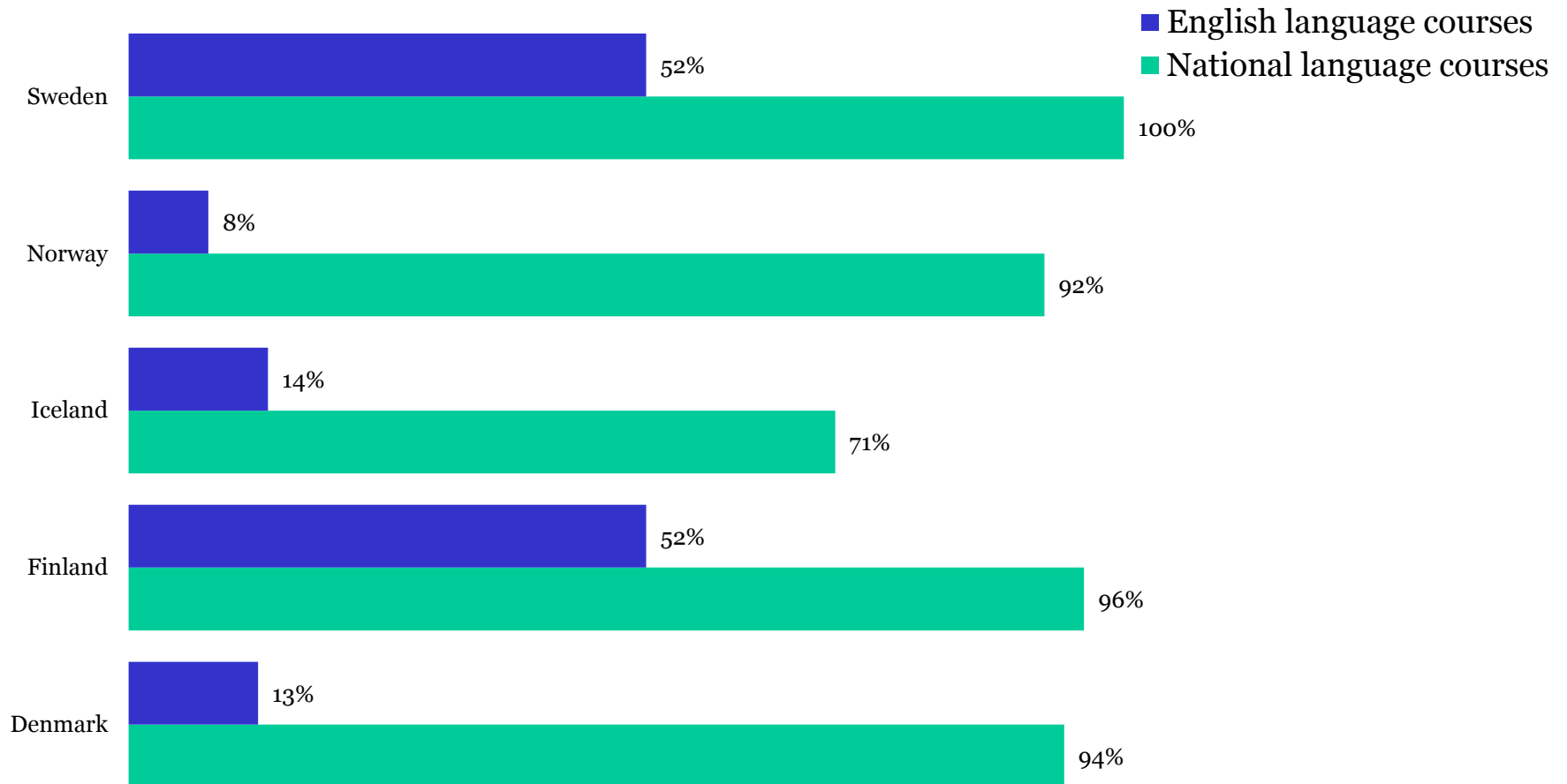
# Geographical priorities



# **Language policies at Nordic HE institutions**

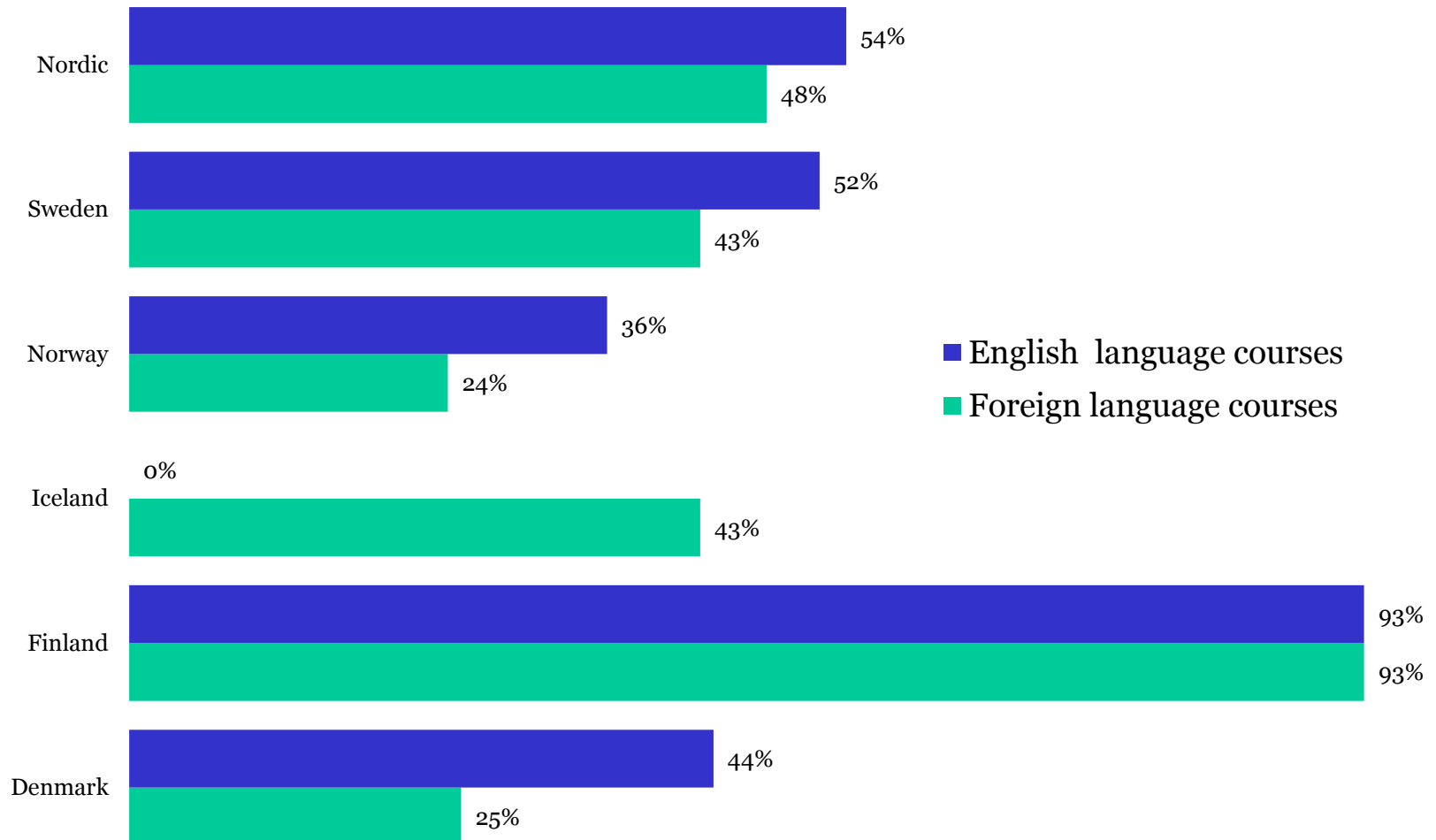
# Language support, incoming

- "Please describe your instituton's language support for incoming students and staff with a minimum of 2-month mobility period"



# Language support, outgoing

- "Please describe your institution's language policy for preparing participants for mobility, e.g. course providers within or outside the HEI"



# Content of the EPS

“Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees. (max. 5000 characters)”

- Instructions with multiple questions → institutions describe different things in EPS
  - a) focus on describing institution's international strategy (typical for Swedish HEIs)
  - b) focus on answering the separate questions (typical for Finnish HEIs)
- Difficult to compare
- If comparable information is wanted, more straightforward questions needed

# The most important objectives for mobility activities in EPS – student mobility

	DK	SE	FI
Increasing mobility numbers or quantitative objectives	50 %	76 %	35 %
Curriculum development e.g. integrating mobility periods; mobility windows	50 %	43 %	38 %
Providing different types of mobility, e.g. encouraging traineeships, short-term mobility	38 %	38 %	18 %
Enhancing quality of mobility	31 %	5 %	28 %
Improving recognition	25 %	14 %	35 %
Support services for outgoing or incoming students	10 %	10 %	30 %
<ul style="list-style-type: none"> <li>• <b>Numerical targets dominate</b></li> <li>• <b>Qualitative aspects?</b></li> </ul>			



# **ECHE-study**

## **Lessons to learn**

### **HEI:s**

- Use ECHE in the strategic planning; how could international strategies contribute to developing high quality education?
- Connect motives and activities

### **National Agencies**

- Use the results in the work to support the HEI:s, e.g. in the Nordics: recognition of teacher exchange, or support to outgoing students

### **European Commission**

- Questions overloaded, make more straightforward
- More time between call and deadline



**Thank you!**

<http://www.erasmusplus.is/menntun/eche-analysis/>

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