



Erasmus Policy Statement

The Erasmus work is closely linked to our strategic framework and values as follows:

Vision statement

Our vision of the work of internationalisation at Ersta Sköndal Bräcke University College is that it shall promote understanding of the meaning of sustainable development in Sweden and in the world beyond and that every student shall be affected by this work during their study time here. The work shall also permeate the pedagogical approach of the teachers, based on our specific conditions.

Outcome: We would like to reach out to all concerned students, teachers and staff through our Erasmus+-programs, with an inclusive approach. Through the Erasmus-mobility, the participants will get new perspectives, tools and understanding which ultimately will facilitate contacts with wider target groups of potential employers and organisations.

The strategic importance of internationalisation

Giving some thought to “internationalisation” in the academic context, central topics and themes that come to mind are exchange programmes, contact with foreign countries, collaboration agreements, the Bologna Process, scholarships, grading criteria, English-language course literature, visiting lecturers, cultural encounters on home ground and international networking, but also such purely joyful occasions as celebrations, social gatherings and meeting interesting people.

For some persons internationalisation work is merely another administrative burden among many, but for us it is about the very survival of the university, a matter of priority, where the internationalisation work must permeate all teaching, research and organisation. We adhere to the fundamental principles and goals of a European Education Area and those laid down in this Charter.

We will treat all the participating students, teachers and staff respecting in full the principles of non-discrimination, transparency and inclusion set in the Erasmus Programme.

Our intention to implement Erasmus will follow the following six pillars:

The six pillars of internationalisation

a) Student exchange and b) Teacher exchange: Mobility and sustainable cooperation: Student mobility shall continue to take place in cooperation with existing partners and within the established exchange programmes. Our aim is for a certain increase in the number of outbound students, along with a considerable increase in teacher mobility. In future, students shall also have the opportunity to be part of blended mobility for

sustainable reasons. We will work out pedagogical models that might assure different forms of mobility, within the criteria of the Erasmus Charter. We are working on building up networks and creating more sustainable forms of cooperation which should lead to mutual benefits for both sides.

c) The Bologna Process: In recent years our education programmes have all been completely adapted by the Bologna system in terms of pedagogical goals, intended learning outcomes and actual activities. More courses will be offered in English within the social work and the nursing programmes.

d) Thematic academic collaboration: We will elaborate topics relating to Agenda 2030 and the Sustainable Development Goals in our key areas of education during the project period.

e) Social and health-oriented cooperation on development aid will be considered as part of our internationalisation efforts, linking education, research to development and cooperation, focusing on vulnerable groups and communities, at home and abroad.

f) Field practice: Studying in a foreign country is a beneficial as well as an enjoyable experience. Part of ESUC's internationalisation work is to integrate experiences from other countries and cultures in the different education programmes. Students are encouraged to pursue part of their studies or to undertake field practice abroad.

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