



**ERASMUS+**

## **Proposal Template**

**Administrative Forms (Part A)  
Project Technical Description (Part B)**

**Erasmus: Key action 1: Erasmus Charter for Higher Education**

**EACEA-03-2020 ECHE-LP-2020**

**Version 1.1  
4 March 2020**





**ERASMUS+**  
**PROPOSAL (PART B)**

**Erasmus: Key action 1: Erasmus  
Charter for Higher Education**

**EACEA-03-2020 ECHE-LP-2020**

## IMPORTANT NOTICE


Applications must be submitted via the Funding & Tenders Portal Submission Service before the call deadline.

Applicants must use this template for their applications (designed to highlight important aspects and facilitate the assessment against the evaluation criteria).

### Character and page limits:

- page limit **20** pages
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 8 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are not a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your proposal.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. After you have submitted it, any excess pages will be made invisible and thus disregarded by the evaluators.

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<b>HISTORY OF CHANGES</b>		
<b>VERSION</b>	<b>PUBLICATION DATE</b>	<b>CHANGE</b>
1.0	11.02.2020	Initial version
1.1	04.03.2020	Changes in page 10, 1st box after the Erasmus Policy Declaration

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**COVER PAGE**

*Part B of the proposal must be filled out by the participants in WORD, assembled and uploaded as PDF in the Funding & Tenders Portal Submission System. The template to use is available there.*

**Note:** *Please take due account of the objectives and Charter's principles to be awarded with the Charter under the call (see Call document). Pay particular attention to the award criteria; they explain how the proposal will be evaluated.*

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## COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

### Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
  - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
  - By promoting environmentally friendly practices in all activities related to the Programme.
  - By encouraging the participation of individuals with fewer opportunities in the Programme.
  - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

### WHEN PARTICIPATING IN MOBILITY ACTIVITIES

#### Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective

roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

#### **During mobility**

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

#### **After mobility**

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the



programme, promote the benefits of mobility and actively engage in building alumni communities.

- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

#### **WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS**

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

#### **FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING**

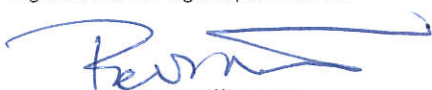
- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the "ECHE guidelines" and of the "ECHE self-assessment" to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

*On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.*

*On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.*

Legal representative of the institution

Signature of the legal representative



**Per Nilsson**

Rektor

Gymnastik- och idrottshögskolan (GIH)

In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

## 1. ERASMUS POLICY STATEMENT (EPS)

### 1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

#### Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

#### Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

#### Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:

### 1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the

goal of building a European Education Area<sup>1</sup> and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Higher education plays an important role in social and sustainable development and an open democratic society at all levels. The Swedish School of Sport and Health Sciences, GIH, aims to contribute to this by educating teachers, health educators, coaches, sports managers, sport scientists, and researchers, in response to the needs and challenges in society and on the labour market.

GIH is, with about a thousand students at bachelor, masters and PhD level, a small higher education institution, with high ambitions. GIH's mission, as described in the Strategic Plan for 2019-2023, is to contribute to a positive development of society by conducting education and research of high quality and great relevance. GIH's vision is to become an internationally leading university college of sport and health sciences in respect to both education and research in our fields of knowledge.

In the Strategic Plan, internationalisation is identified as a strategic precondition in order to achieve the mission and vision of the higher education institution (HEI). GIH has adopted an International Strategy that provides objectives and strategies for internationalisation. By means of international cooperation and learning mobility students as well as staff, teachers and researchers are equipped with new skills and knowledge and a wider perspective on society. We believe that such knowledge is essential for identifying as well as providing strategies for the challenges of our globalized world.

According to GIH's International Strategy, the starting point for working with internationalisation is openness and cooperation with the world at large. These are prerequisites for a dynamic and expanding university. This will not be restricted by national borders, culture or language. Overcoming borders/barriers, both literary and figuratively, promoting competences and common values, through cooperation, mutual learning and understanding are core values of the Erasmus Programme. The visions provided in GIH's International Strategy thus connect to the objectives formulated by the Erasmus Programme.

By participating in the Erasmus Programme, GIH strives to further enhance and develop internationalisation and modernisation in all of the activities at the institution. GIH considers cooperation with other HEIs and learning mobility, including mutual recognition, to be a central component for internationalisation activities. We believe that participating in Erasmus has a positive impact on personal and academic development and on the internationalisation of HEIs, as shown by the Erasmus impact study. In this regard, GIH encourages students and staff to participate in the programme and aims to develop and deepen partnerships with European and international HEIs. By such means, GIH seeks to contribute to the realization of the European Education Area: an area where people can move, learn and study beyond borders; and where knowledge exchange, skills development and mutual understanding can contribute to social cohesion, growth and a sense of common identity.

In GIH's vision for internationalisation, all education and research at the institution should include an international perspective. We believe that the cooperation activities provided within the framework of the Erasmus Programme can facilitate the realization of this vision. Students and staff who spend a study, teaching or learning period abroad will be able to develop new skills and competences that will have positive impacts on the individual, the HEI and society at large. Incoming participants to GIH will enhance internationalisation at home and can provide intercultural perspectives to those who are not able to spend a study or learning period abroad.

Quality development is another essential aspect that aligns with internationalisation activities and objectives. As described in the policy for quality assurance, GIH works together with the education sector, the sports movement, as well as the health sector. These cooperations contributes to evaluation and development of our programmes and to improve employability and increase engagement among our students and staff. Cooperation with stakeholders, both national and international is an important component in the ambition to develop and to become an attractive and competitive HEI.

Participation in the Erasmus Programme will enable modernisation and internationalisation processes at GIH to develop further and to improve the quality of education and research. In this regard, GIH welcomes the new Erasmus principles such as digitalisation of the programme, shorter and blended-mobility options to make mobility a reality for all, as well as civic and international engagement within and beyond Europe.

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<sup>1</sup> For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:  
[https://ec.europa.eu/education/education-in-the-eu/european-education-area\\_en](https://ec.europa.eu/education/education-in-the-eu/european-education-area_en)

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The Swedish School of Sport and Health Sciences, GIH, wishes to take part in Erasmus Key Action 1 (KA1) - Learning mobility for the mobility of higher education students and staff. During the past years, GIH established cooperations with other higher education institutions (HEI) in Europe and participated in mobility activities for students and academic and administrative staff. These activities are considered to be central elements in regard to achieving the objectives described for education in GIH's International Strategy. We are, however, positive, should opportunities to participate in the other key actions in the upcoming programme period arise.

Learning mobility within Key Action 1 (KA1) is implemented at GIH in form of student and staff mobility activities, both in- and outbound. The activities are continuously promoted and developed by evaluation of cooperations, working processes and participant reports, and by exploration of new cooperation opportunities. The International Office at GIH administers and monitors the Erasmus activities and gives support to participants, in close cooperation with the department(s) and other key players, such as Student and Career Counsellor and the Student Union.

One of the objectives of GIH's International Strategy is to broaden the perspectives of students and staff through international contacts and cooperation. By taking part in Erasmus Key Action 1 (KA1) we believe that the following objectives of our Institutional Strategy may be achieved: quality assurance, competitiveness, development of skills and competences, and employability.

Successful partnerships are important to GIH, since they provide the foundation for quality in mobility activities and enable opportunities for other forms of cooperation. In the selection of partners, compatible educational programmes and high quality in education and research are crucial factors. Partnerships with other European HEIs within the framework of the Erasmus Programme are prioritized. In addition, GIH cooperates with Nordic and Baltic HEIs via the Nordplus programme and are further considering partnerships including student and staff exchange with HEIs outside Europe. Cooperation agreements include, if possible, all study levels (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycle) and categories (students, doctoral students, teaching/administrative staff), in order to make mobility accessible to all and cooperation more sustainable. Mobility agreements are reviewed and evaluated on a regular basis to ensure quality and sustainability.

Student and staff mobility demand a high level of service, support and well-functioning frameworks. GIH's participation in the activity will further develop the internationalisation strategies, working procedures and support measures, and thus improve quality of the internationalisation work at GIH. Participants, both incoming and outgoing, are offered guidance and assistance before, during and after the mobility period, e.g. in the application process, when drawing-up the learning agreement and in the recognition process. Students are encouraged to use the Erasmus+ app for guidance through the mobility process, in line with the European Student Card initiative and the demand for digital skills.

All students at GIH who fulfil the requirements are welcome to apply for a study or training mobility abroad. Erasmus mobility is continually promoted by information sessions and in the frame of different kinds of events. In addition, information about student and staff mobility is available online on GIH's website. At bachelors' level there are yet no specific mobility windows in the programmes offered, however, this presents an area which we aim to investigate further in order to make mobility options more accessible and visible to students.

GIH aims to allow all students to participate in a mobility (including students in the teacher education programme, with more limited options) and seeks to enable all students and staff at the institution to benefit from internationalisation activities and their advantages. Shorter mobility options will allow more students to participate in mobility activities and to gain experiences and competences abroad. Erasmus traineeships are considered to be good opportunities for students, where they can apply their theoretical skills in international working environments, boost key competences and gain international experience.

GIH welcomes international students and staff within the framework of Erasmus. Incoming participants will contribute to internationalisation at home, by bringing new perspectives, knowledge and teaching methods. By such means, local students and staff members at GIH may benefit from the programme. One of GIH's goals is to attract more international researchers, staff and students to GIH. In order to attract more international students from countries outside the Nordic regions, it is necessary to increase the number of courses taught in English. Such developments may contribute to more internationalisation of education at GIH, a more intercultural classroom and the improvement of language skills.

Outgoing staff mobility is also considered an important activity, to attain the goals outlined in GIH's International Strategy. Participating in a teaching or learning staff mobility will enable personal and professional development, and provide opportunities for new networks and collaborations. The knowledge and skills gained abroad can be implemented at home and in this way contribute to quality in education and research.

GIH's participation in Erasmus and the activities described above are expected to have a positive impact on GIH's brand and visibility, both nationally and internationally, and intend to contribute to the fulfilment of our objectives and goals as outlined in the institutional strategy.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Participation in the Erasmus Programme is considered to be an essential means to attain our objectives and goals as outlined in the institutional strategy. To further enhance internationalisation and modernisation at GIH and to monitor the impact of the Erasmus Programme, the following objectives are to be set, by 2027:

- Increased mobility of students at all levels, in all programmes,
- Increased mobility of staff,
- More opportunities for students to participate in mobility, less obstacles for such participation (e.g. mobility windows and more flexible curricula),
- More courses taught in English at bachelor and masters level (at least 30 credits/semester at each level),
- Increased international visibility and attractiveness,
- Sustainability and quality in cooperation with partner HEIs,
- Quality improvement of support services (e.g. student buddy and activities to include students in the local community),
- More internationalisation at home (e.g. intercultural dimensions in syllabi),
- Increase digitalisation of administrative processes and digital learning, in line with Erasmus digital strategy.

To monitor the impact, the quality of the implementation of the activities and the quality of partnerships with other HEI are continuously assessed. Participant reports and the ECHE self-assessment are important tools in this work, since they indicate the level and quality of implementation and highlight the areas that could be improved.

GIH has been awarded the ECHE a few years ago and is now in the process of further developing and deepening partnerships and well-functioning frameworks for mobility. Hence, the main targets for the coming years will be to focus on and to enhance quality in the international activities at GIH, including student and staff mobility and internationalisation at home, by means of the above mentioned objectives. The impact of the Erasmus programme is expected to be more significant by 2027, in terms of quality and quantity, than it is today.

## 2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

### 2.1 Implementation of the new principles

Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

The Swedish School of Sport and Health Sciences, GIH, as a public authority, is regulated by national laws and regulations, such as the Discrimination Act (2008: 567). The purpose of the Discrimination Act is to promote equal rights and opportunities regardless of ethnicity, religion or other beliefs, disability, gender, transgender identity or expression, sexual orientation or age and to combat discrimination. Some sections of the Discrimination Act are specifically addressing education, students and applicants. According to the Swedish Higher Education Act, HEIs shall actively promote and widen recruitment to higher education. Ordinance (2005:1208).

GIH works systematically to ensure equal opportunities and inclusion and to prevent discrimination. Students and staff shall be offered an open, inclusive, meaningful, supportive, and respectful study and work environment. As part of GIH's work with equal treatment, non-discrimination and inclusion, guidelines for work against discrimination, for dealing with cases of victimization, and a plan for gender mainstreaming has been drawn up. There is also a Work Environment and Equal Treatment group, gathering regularly to monitor these matters.

In Sweden, transparency, equal opportunities, and accessibility are important aspects of the public arena. Everybody with the right qualifications can access higher education in Sweden, regardless of socioeconomic background or age. It is also possible to apply for validation of previous learning skills, if eligibility requirements cannot be proved by formal qualifications.

Higher education in Sweden is free from tuition fees (for Swedish, Swiss and EU/EES citizens). Furthermore, the possibility for governmental student grants and loans for studies through the Swedish Board of Student Finance (CSN) facilitates for all students, also those with disadvantaged backgrounds, to enter higher education and to undertake higher education studies.

Widening access and widening participation are important aspects in order to attract, include and educate a diverse student population. GIH is part of the Swedish national network "Include", which works to promote wider participation and equal access to higher education. Each semester, GIH offers a number of single-study courses alongside the regular study programmes and gives open lectures in order to enable continuous and life-long learning and more flexible study options. Flexibility is also key for elite athletes, who combine studies at GIH with elite sports (so-called RIU-students), where individually tailored curricula are offered to make studies possible.

Students with long-term disabilities are to be given special pedagogical support at Swedish HEIs. At GIH, this support, i.e. adapted examinations, note taking assistance and audiobooks, is coordinated by a coordinator for targeted study support. All students and staff at GIH are encouraged to take part in learning mobility and a fair and transparent selection process applies for such participation. Students and staff with disabilities who participate in an Erasmus mobility are assisted by the coordinator for targeted study support in collaboration with the institutional Erasmus coordinator, to, if necessary, apply for additional funding, to cover for extra costs that might occur during the mobility. GIH supports the balance of family responsibilities with studies, work or teaching. Erasmus outgoing students traveling with children can apply for extra funding for the mobility, through the NA in Sweden.

The Student Union and the Student Ombudsman at GIH represent the students' interests, monitor education and play a central role in supporting students and protecting the students' rights. The Student Union organizes social events for students and a welcome week for first-year and international students, which contributes to the integration of international students to the local student community.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website<sup>2</sup>.

The Swedish School of Sport and Health Sciences, GIH, supports the digitalisation of the Erasmus programme and plans to undertake the necessary steps in line with the technical tools and the timeline indicated, to use the Erasmus Without Paper network and to implement the European Card Initiative.

GIH has started using the Erasmus Without Paper Dashboard with the aim of managing all OLA for outgoing students starting Autumn 2020 and to start managing new inter-institutional agreements in the system, to be ready to have fully implemented the process by 2021. GIH will implement the European Student Card Initiative step-by-step and plans to send and receive nominations and acceptance by 2022. We also intend to follow the timeline for exchange of Transcript of Records for student mobility, to be implemented by 2023.

<sup>2</sup> [https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en)

At present, GIH does not use any in-house-solution or commercial tool for mobility management, due to the fact that mobility numbers are still modest. GIH therefore welcomes an online mobility management system and, at present, plans to use the Erasmus Without Paper Dashboard, for managing and administrating Erasmus mobility.

Students today are familiar with using mobile phones and other technical devices for learning and to find information. Therefore, we believe that the use of the Erasmus+ Mobile App will be an asset to administer and to facilitate the mobility process for both HEI and the students, before, during and after the mobility. Students who are interested in participating in a mobility or those who are going on student exchange are encouraged to use the Erasmus+ mobile App for further information and guidance.

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

GIH has adopted an Environmental policy, outlining the institutions responsibility for long-term sustainable development, in line with the national regulations and requirements concerning environmental performance. According to the Swedish Higher Education Act, HEIs shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice (Chapter 1, section 5).

The work with sustainable development shall be documented, followed-up, accounted for, revised and improved regularly. The activities at GIH that are considered to have highest impact on environment are: travel, use of energy, purchases and services, and waste. Measures for these areas include increasing online-meetings, as a way to reduce business travel, and implementing more recycling and efficient use of energy. In regard to energy, solar panels on the building contribute to a greener campus. More digitalisation of the HEI is another contribution. Teachers are more frequently using digital tools for teaching and the use of digital exams may lead to a more paperless and environmental friendly campus.

Furthermore, the institution has joined a climate framework, consisting of 37 Swedish HEIs, which has the ambition to contribute to climate change adaptation, e.g. by implementing measures in order to reach the 1,5°C Paris Agreement goal by 2030.

The best education for a clever person is found in travel, as Johan Wolfgang von Goethe wrote in Wilhelm Meisters Apprenticeship. It is difficult to imagine Erasmus, a mobility programme, without traveling. Therefore, we consider it essential to raise and foster environmental awareness, e.g. by reflecting on the carbon footprint the students leave caused by travelling and by promoting environmental friendly alternatives, for example traveling by train or other means, instead of flying.

According to GIH's travel guidelines, staff is encouraged to travel by train instead of flying. Erasmus participants will likewise be encouraged to opt for alternative travel options, especially if the study/teaching/learning destination is not too far away from home.

Erasmus Without Paper is one step towards environmentally friendly practices in the context of the Erasmus programme and will minimize paper usage and paper prints. Another way to implement environmentally friendly practices at GIH is vegetarian food alternatives, e.g. during meetings. GIH's restaurant, where students and staff are welcome to eat, has a clearly stated environmentally friendly and sustainable profile.

GIH plans to investigate possibilities for virtual and blended-mobility and more digital cooperations and online-meetings with partner universities. If extra funding/top-up would be available for students who choose other means of travel than flying, we would be happy to promote this possibility.

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

By educating teachers as well as health educators, coaches, sport managers, sport scientists and researchers, GIH is highly engaged in and contributes to societal development and active citizenship. Some of our courses, especially within the teacher education programme, are specifically dealing with subjects such as citizenship, democracy and human rights. First-aid and lifesaving are other course contents linking with civic engagement and active citizenship.

GIH collaborates with the education sector, the sports movement, as well as the health service sector. Within the teacher education programme, students have mandatory placements in school during their study programme, which links education at GIH with a wider community and prepares the students for engagement in society. Many of GIH's students are, besides their studies, engaged in different sports clubs, often in form of voluntary work, e.g. as instructors or trainers.

Students at GIH can apply to become student ambassadors. Student ambassadors assist in different events GIH organises or participates in, e.g. a Study Fair for students in secondary school, where they meet, encourage and inform students about studies at GIH, or GIH's Open Day.

An appropriate arena for active citizenship for students, both outgoing and incoming, is the Student Union, a democratic structured and independent association with focus on student influence, equality and quality of education. At GIH the Student Union represents the students' voice in some of GIH's boards, committees and working groups,

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and organizes different activities throughout the semester. The Student Union is actively engaged in the welcoming of new incoming exchange students. International students are welcomed to join and engage in the Student Union, during their exchange at GIH and in the Student Union's sports association. More international activities, e.g. language café or tandem, are things we are planning to introduce and develop in the coming years, in collaboration with the Student Union.

Students participating in a mobility are encouraged to engage in the host country, in clubs or organisations. Outgoing students are GIH's ambassadors abroad and agree on promoting exchange studies as well as the study destination to interested students. Exchange students are encouraged to take part in information session or other events related to mobility to act as ambassadors of the programme. Bringing together former outgoing students with incoming students and other students interested in mobility may also have a positive impact on integration and enforce civic engagement.

We consider offering a series of meetings for outgoing students, before, during and after the mobility, to discuss and reflect on the expectations, challenges and expected outcomes of the participation in mobility, both at the individual, local and global level.

## 2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition<sup>3</sup>.

In Sweden, the Higher Education Ordinance gives HEIs a clear framework for recognition of previous studies. GIH as a public authority follows the prescriptions and regulations laid down in this ordinance. At GIH, procedures for recognition of credits earned abroad follow the local rules and regulations as outlined in the document Rights and regulations - Regulatory framework for first and second-cycle studies at the Swedish School of Sport and Health Sciences (GIH). A clear process for recognition is in place and no additional work or assessment is required from the student.

Before the mobility, outgoing students are obliged to draw up a Learning agreement. A Learning agreement is a study plan/contract between the student, the sending, and receiving institution, stating the planned study programme at the host university on the one hand, and the courses to be credited for after the completion abroad on the other. Outgoing students get assistance in finding the course catalogue and suitable courses at the host university. The academic responsible at GIH reviews the Learning agreement to make sure that the courses are in line with the students' study plan and that these can be recognized and included in the students' degree. The Learning agreement should be signed by all three parties (student, sending- and receiving institution) before the start of the mobility period. In case of exceptional changes to the study programme, the Learning Agreement can be modified and reapproved by all involved parties.

After the successfully completed study period abroad, the students receive information about how to make a credit transfer application and about the recognition process according to the Swedish law and the routines that apply at GIH. Students are to initiate the recognition process by applying for recognition, which allows the students to choose the credits they would like to include in their degrees. HEIs in Sweden are not authorized, by Swedish law, to recognize credits automatically. The student is expected to receive a transcript of records from the host institution. The transcript of records is handed in to the responsible office at GIH, together with a completed form. Recognition of studies should be processed without delay and decided without any additional work or assessment by the student. Credits will be recognized according to the Learning Agreement and the students' transcript of records from the host institution, in line with European Credit Transfer and Accumulation System. Swedish higher education credits (HP) are compatible with ECTS credits. Further, the credits will be registered in the student registry system, LADOK, together with information about the original course title. The students should also be informed of how to appeal recognition decisions and how this is regulated. Students may appeal to the Higher Education Appeals Board against any decision to reject a request for credit transfer. For blended-mobility the same recognition processes apply.

For students participating in traineeships, a Traineeship Certificate is to be handed to the International Office. For Erasmus traineeships, information about the traineeship is noted in the student registry system Ladok, in order to be included in the diploma supplement, if applicable. Erasmus trainees can also receive a Europass Mobility document after successful completion of the traineeship.

For incoming students, an appointed academic representative signs the Learning agreement once agreement has been reached about the courses. Course information is available online in GIH's course catalogue. Incoming students can download an electronic transcript of records in English or Swedish from the student registry system LADOK and obtain a signed and stamped copy of the transcript upon request. The transcript of records states information about the courses completed, grades and credits, and the grading scale used.

<sup>3</sup> The text of the Council Recommendation on Automatic Mutual Recognition may be found at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))



Please describe your institution's measures to support, promote and recognise staff mobility:

Staff mobility is considered an important tool in order to enforce and develop internationalisation at GIH and as a condition for internationalization at home and increased student mobility. Therefore, GIH actively encourages and promotes staff mobility. Bilateral exchange agreements should, if possible, include both student and staff mobility. Staff mobility opportunities are advertised on the website and promoted by emails and information meetings organized by the International Office. Participants are supported during the mobility process and are encouraged to share their experiences after the mobility, in order to raise awareness of the opportunities and to encourage students and peers to participate.

During the mobility, outgoing staff at GIH generally maintain full salaries and receive insurance coverage, as well as a per diem according to the general agreement for public services. Upon return to GIH, staff members who participated in a teaching or training mobility are encouraged and expected to disseminate experiences in a written report and by discussions with peers and principals. International experience is considered a merit and should be taken into consideration when promotion is considered or in the context of salary negotiations.

Incoming staff mobility participants are welcomed to GIH to share their knowledge, bring new perspectives and boost international exchange, cooperation and networks.

### 2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

Once the ECHE is awarded, the Erasmus Policy statement will be published on GIH's website at:

<https://gih.se/In-English/International-collaboration/Erasmus/>

The activities supported by the programme are promoted at GIH via information on GIH's website, information material on mobility opportunities, information boards as well as by informational meetings for students and staff. A list of partner universities is published on GIH's website and information material received from partner universities is also available for students to get inspired.

Our ambition is to provide a clear overview of the possibilities to study or practice abroad for all our programmes and to make mobility possible and accessible to all students and staff at GIH. Information for incoming students is available on GIH's English website.

Participants in the programme are expected to act as ambassadors for the programme and to report on their mobility experience. They are also encouraged to disseminate and share their experiences with peers and fellow students.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

GIH has been awarded the Erasmus Charter for Higher Education a few years ago and has established structures and routines for managing mobility and for giving support to participants before, during, and after the mobility, in line with the principles stated in the Charter of the current Erasmus programme. The principles are communicated internally and are monitored regularly, e.g. with help of participant reports from incoming and outgoing staff and students.

Since GIH is a small HEI, there are short distances between different units, which facilitates communication. The International Office, who administers and monitors the Erasmus activities at GIH, cooperates closely with other functions and staff at all levels in regard to mobility activities, both at the department(s) and within administration (e.g. Head of Department, Programme director, Student and career counsellor), but also with the library staff and the Student Union.

As soon as the new Charter has been awarded, it will be published on GIH's website and on the internal web to make it available to a wider public. The principles of this Charter will also be communicated to staff at all levels of the institution, during meetings and in day-to-day communication.