

TCA “Let’s talk about the ECHE”

Hague, 31 May - 2 June 2023

Zilahi Tibor
Szegedi Tudományegyetem

TCA “Let’s talk about the ECHE”

TCA – Transnational Cooperation Activities
(egyéni tréning programok)
- partnerkereső szeminárium,
- szakértői tanulmányút,
- tematikus szemináriumok, konferenciák

Hága, 2023. május 31 – június 02.

135 résztvevő 25 országból (Nemzeti Irodák, felsőoktatási
intézmények, felsőoktatási szakértők)

The ECHE Principles

THE INSTITUTION UNDERTAKES TO

1. Respect in full the principles of non-discrimination, transparency and inclusion set out in the Erasmus+ Programme.
2. 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.
3. 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.
4. Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
5. Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
6. Implement the priorities of the Erasmus+ Programme:
 - a) By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
 - b) By promoting environmentally friendly practices in all activities related to the Programme.
 - c) By encouraging the participation of individuals with fewer opportunities in the Programme.
 - d) By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility activity or cooperation project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

7. Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
8. Publish and regularly update the course catalogue on the website 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.
9. 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.
10. Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions which establish the respective roles and responsibilities of the parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.
11. 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.
12. 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.
13. Provide active support to incoming mobile participants throughout the process of finding accommodation.
14. Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
15. Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
16. Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

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

After mobility

22. 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 the mobility period.
23. 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; transfer those credits without delay into the student's records, count them towards the student's degree without any additional work or assessment of the student and make them traceable in the student's transcript of records and the Diploma Supplement.
24. Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
25. Encourage and support mobile participants upon return to act as ambassadors of the Erasmus+ Programme, promote the benefits of mobility and actively engage in building alumni communities.
26. 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

27. Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
28. 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.
29. Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
30. 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

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



Erasmus University Charter 2002

- Application 11 pages
- Aim: information and quality
- Inclusion little attention
- 17 principles
- Simple questions yes/no
- Duration EUC 5 years



Erasmus Charter for Higher Education 2021 - 2027

- Application 20 pages. Part A & B (light and full)
- Aim: quality and policy
- Inclusion is central
- 35 principles
- Open questions
- Duration ECHE 7 years

Core mobility principles

Course catalogue
 Recognition
 Grading systems, credit transfer, grade conversion
 Student support:

- Timely grant payments
- Complaints and issues mechanisms
- Visa, insurance
- Accomodation
- Student support and services

Inclusion

Measures and targets
 Awareness top up criteria
 Outreach actions
 Fair and transparent selection procedures
 Blended mobility
 Information provision incoming students

Digitalisation

Interinstitutional Agreements
 Learning agreements incoming/outgoing
 Commitment to the digitalisation of the programme

Which ECHE principles are well on their way and why?

No.	Principle	Why
3	Automatic recognition	Automatic recognition is going well for most universities in the group. Some are still catching up and are experiencing some issues- most are positive. In some countries support systems are setting up to improve automatic recognition.
4	Charge no fees	This principle seems well implemented by the HEI's.
6c	Inclusion	Support for participants with fewer opportunities is provided, but often more needs to be done especially for physical barriers and participants with social economic barriers. Participation of fewer opportunities students via blended and short term is a good option. Happy with the fact that there is a top up but some HEI's mentioned that the amount could be higher. Many countries develop national strategies
7	Selection procedures	HEI's mentioned that fair and transparent selection procedures of participants: Full support & equal academic treatment is going well.
8	Course catalogue	Each university in Greece is encouraged to have Erasmus website with practical + academic info and ESN info. The Erasmus+ courses are integrated in the global Course catalogue.
10	IIA's	Implementation of IIA's seems ok.

11	Preparation students	Implemented well at HEI's. Ensure that outgoing mobile participants are well prepared for the activities abroad included blended mobility.
12	Mobility based on agreements	Seems well implemented.
14-16	Visas, insurance etc.	Assistance to students with visa.
18	Safety	Increasing support because of safety issues.
22-24	Transcript, ECTS, Recognition, DS	Good practice.
34	Promote activities Erasmus+	Good practice to promote programme opportunities.
35	Display ECHE and EPS	This principle is on the way but never finished (involve and inform different parties, such as the communication unit).

Which ECHE principles are causing you a headache and why?

No.	Principle	Why
2	Equal opportunities	Identify and reaching students with fewer opportunities is difficult. Making students with fewer opportunities more aware of the opportunities. Privacy is an issue here.
3	Automatic recognition	Automatic recognition and Erasmus+ seems to give many HEI's in many countries (not all) some issues. Many examples were given.
6a	Digitalisation	Systems we have to work with are not ready yet. There is no digital mobility management. EWP - not all universities connected. EWP is a HORROR!! Not ready!! Digitalisation is going poorly. Many are experiencing huge issues and are very frustrated – the implementation is poor. OLA, IIA, Beneficiary Module. The timeline is off.
6b	Green	The subsidy amount for the Green Travel is too low to cover the costs of the return trip. Therefore, students usually do not apply for or fulfil the requirements for Green Travel.
6c	Inclusion	Difficulties to convince and/or reach students with fewer opportunities to take part in an Erasmus+ exchange. The Individual Support Top Up and Inclusion Support are not well known among the students yet.
8	Course catalogue	Our institutions have difficulty to involve all parties internally, CC is a problem, hard to manage the update of the Course catalogue.
9	Grading system	Difficulty involving all parties and emphasize relevance, lots of disagreements, "Pass or fail" is an issue.
13	Accommodation	Accommodation support is provided but strong shortage makes it more difficult to maintain mobility.
14	Visas	Visa problems in some countries. Visa processes are not always optimal.
23	Automatic recognition	Difficulty involving all parties and emphasize relevance. Grade conversion tables (many HEIs don't use them). Automatic recognition of credits without additional work seems problematic at some HEI's.

26	Recognition Staff	Many remarks on the recognition of staff mobility. Recognition and rewards for staff are lacking, difficulty for such short mobilities to formally recognize, visibility of the opportunities and communication (for lecturers), time frames: academic calendars.
29/30	Impact and dissemination	Impact and dissemination of the results can be improved.
35	Display ECHE and EPS on the website	Website management of ECHE info is not always good because of communication strategy and website implementation in the HEI.

Recognition: a persisting elephant in the room that should be tackled using all available tools

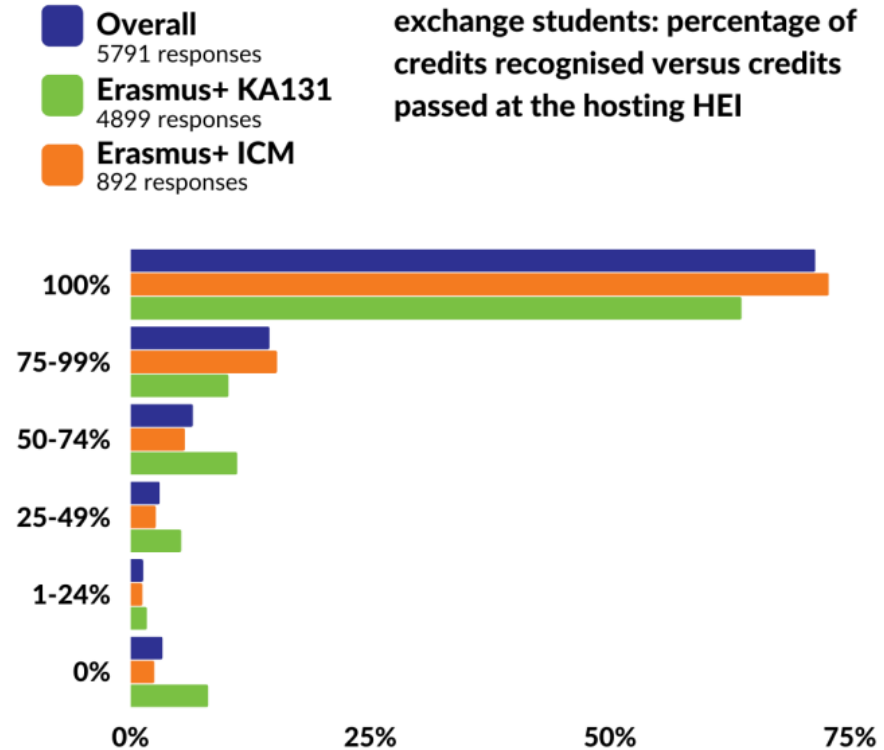
The perception of students who do receive full credit recognition has improved, but **overall full credit recognition hasn't.**

New initiatives such as the EUAs should contribute to tackle this issue.



Should **monitoring** become stricter?

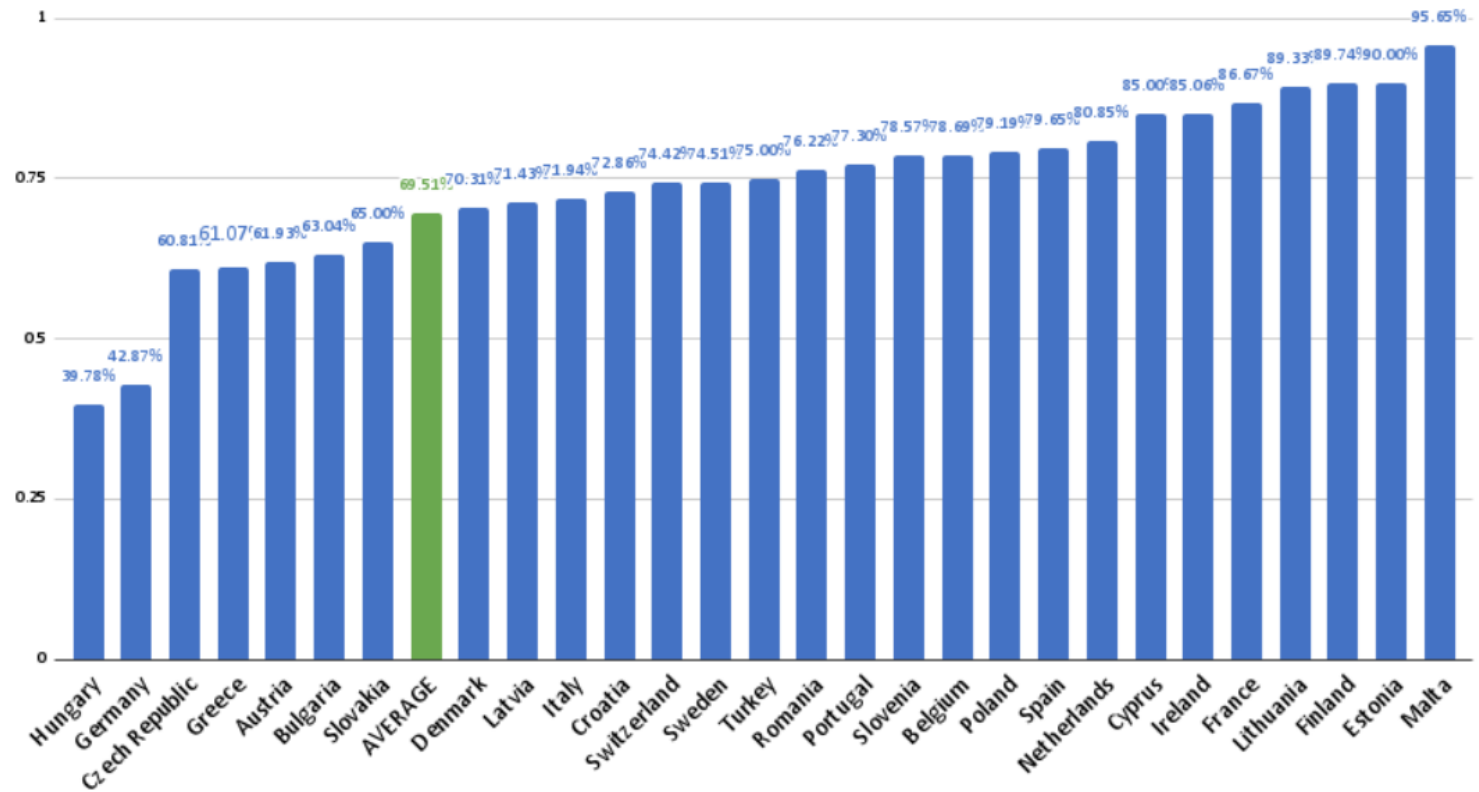
Credit recognition among exchange students: percentage of credits recognised versus credits passed at the hosting HEI



Huge national disparities point to a long way ahead in automatic recognition

Students from Central and Eastern European countries face the biggest challenges regarding full credit recognition.

Deficient use of ECTS also makes it more challenging to implement innovative teaching and learning methods



Tanulságok

- Minden felsőoktatási intézmény számára jelent valamilyen kihívást, függetlenül annak méretétől, földrajzi elhelyezkedésétől (pl. digitalizáció)
- A Charterrel kapcsolatos önértékelést bárki bármikor elvégezheti a további fejlesztések érdekében:
ECHE self-assessment process
<https://erasmus-plus.ec.europa.eu/self-assessment-for-the-erasmus-charter-for-higher-education>



Köszönöm a figyelmet!

Zilahi Tibor
Szegedi Tudományegyetem
zilahi.tibor@szte.hu