

# *Financing and Effects of Internationalised Teaching and Learning*

A Country Study from Sweden presented  
within the framework of the OECD/CERI  
project "Higher Education in a New  
International Setting"

National Agency for Higher Education 1996

**Financing and Effects of Internationalised Teaching and Learning –**

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# A. SWEDISH HIGHER EDUCATION

## - A Background Description

# I Introduction

The present Country Study is intended as a brief outline of current discussions and activities with regard to the internationalisation of higher education in Sweden. It also aims to provide a short review of recent developments in this field as well as a general description of recent changes in the system of higher education, which have a direct bearing on the topic of financing and the effects of internationalised teaching and learning.

The first part presents a general description of the Swedish system of higher education and the efforts within that system to internationalise teaching and learning. It also provides some examples of action programmes adopted by universities or other stakeholders in the field.

The second part describes the present state and current trends with particular emphasis on student mobility. Some figures related to the costs of internationalisation in general and international exchange in particular are given.

The reader may be helped to know the exchange rate of the Swedish currency (SEK or *kronor*). On 21 November 1995 the sum of SEK 100 could be exchanged at the following rates:

19.73 Australian dollars  
23.74 Dutch guilders  
9.55 Pounds sterling  
14.98 US Dollars  
21.19 Deutsche Mark

# 2 Swedish Higher Education - Some Basic Facts

## 2.1 A system in change

The higher education system in Sweden has recently undergone rapid change. A comprehensive reform of the universities and other institutions of higher education was implemented from 1 July 1993, based on proposals and guidelines in a government bill.

Up to 1993 the Swedish higher education system was based on a parliamentary decision from 1975 which was implemented in 1977. The 1975 decision made in principle all post-secondary education part of the system of higher education. It included an all-encompassing system of national planning for universities and colleges. The profile of each university was shaped by parliamentary decisions.

Study programmes, directed towards specific areas of the professional labour market, were decided upon by parliament on the basis of proposals from central government. The system had its origins in the need to organise a transition from elite to mass higher education. Once this had been accomplished the rules were modified and decision-making was gradually decentralised during the 1980's.

## 2.2 Economic resources and intake capacity

As a further step in this process of decentralisation within the higher education sector, Sweden introduced a new resource allocation system for undergraduate education in 1993. Allocations are now based on proposals from the government and disbursed as lump sums directly from Parliament to each institution. Research and postgraduate education are financed separately from undergraduate education. Appropriations for premises, furniture and equipment are included in the lump sums as from the academic year 1994/95.

The basic principle of the new system is that allocations are made as a remuneration for results achieved. About 60% of the government grant is

related to the number of credit points earned by students and about 40% to the number of full-time equivalent students taught at the institution.

The new National Agency for Higher Education - which has been established from 1 July 1995 - has been charged with monitoring and promoting quality in the higher education system. It is also entrusted with summarising and publishing the results of the evaluations it has completed, as well as following up the measures institutions have undertaken in response to these results. Another important task of the National Agency is to ensure that universities and other institutions of higher education fulfil the conditions entitling them to grant degrees at various levels.

For the purpose of resource allocation, courses have been arranged into twelve fields of study. In principle, the fields of study compare with the traditional academic faculties. Additional fields of study are those of education, nursing, fine arts and miscellaneous. For each field of study, or group of fields of study, per capita remunerations (that is, fixed "student voucher" remuneration amounts and performance-based remuneration) are given that will be applied for full-time equivalent students and full-time equivalent credit points earned. These per capita remunerations are the same for all universities and university colleges. As from the fiscal year 1995/96 the field of study known as fine arts, which is now treated differently, will be part of the same system.

The total amount of money that - as a maximum - could be allocated to a university or university college is based on an "education task contract" for a three-year period. The task contract is a result of a dialogue between the Ministry of Education and Science and each university or university college.

Since 1977, Swedish higher education has had a numerus clausus or admissions ceiling. From the beginning of the academic year 1993/94, institutions set their own student numbers and admission requirements. Their funding is restricted to match a foreseen number of students, but institutions are free to accept more students than the number financed, provided they can guarantee quality. They are also allowed to combine varying numbers of students and different kinds of subject courses. Education is free of charge; no tuition fees are levied on the students.

The central government allocations for universities and university colleges total SEK 12,890 million for the fiscal year 1994/95. Of these, 7,911 million are earmarked for undergraduate education and 4,979 million for research and post-graduate education.

### **2.3 The organisational structure of higher education**

In Sweden almost all higher education institutions, except for the University of Agricultural Sciences which is under the jurisdiction of the Ministry of Agriculture, fall under the responsibility of the Ministry of Education and Science. Most of the institutions are thus run by the central government. The employees of universities and university colleges are national civil servants.

Seven of these central government-operated higher education institutions are universities - Uppsala, Lund, Göteborg, Stockholm, Umeå, Linköping, and the University of Agricultural Sciences - and four are specialised institutions of higher education and research: the Karolinska Institute (medicine), the Royal Institute of Technology, Luleå University College and Institute of Technology, and Stockholm Institute of Education.

The 16 university colleges have research links with the universities through special government grants. Altogether there are 37 state run institutions of higher education in Sweden, plus the semi-private Stockholm School of Economics. In addition, there are local government-run schools for health sciences for paramedical professions in all the six university regions (Stockholm, Uppsala, Linköping, Lund, Göteborg, Umeå), some of which, however, may be changed into state-run institutions in a near future.

Thus, there is no distinction between university and non-university education in Sweden. This means that all kinds of education are conducted within the universities, institutes and university colleges mentioned above. However, there are long-term programmes designed to train scientifically oriented professionals and to prepare for research in the field and short-term programmes designed to train professionals capable of performing or supervising tasks with a high scientific content. Also, there are single-subject courses enabling the students to combine their own studies, mostly theoretically oriented and preparing for research in the major subject.

There has so far only been one major private institution within the system of higher education, the Stockholm School of Economics, run by a private foundation with central government support. As from 1 July 1994 Chalmers University of Technology and the University College of Jönköping have been transferred to non-state ownership in the form of independent foundations.

The highest body in each higher education institution is the governing board (senate or council), which has the overall responsibility for all operations within the institution, e.g. financial administration and planning, personnel matters and the like. The majority of the members of the board and the vice-chancellor (or rector) are appointed by the Government for a three-year or six-year term.

## **2.4 Financial aid to students**

A fundamental principle in Swedish higher education is that all students who need help to finance their studies should receive assistance from the central government for this purpose. This aid takes the form of student grants and loans. To receive such assistance, a student must fulfil certain requirements. For example, the grants and loans may be reduced if the student's own income becomes too substantial. But in deciding the amount of study assistance to be paid, no account is taken of the economic situation of the student's parents or spouse. A person aged 45 or more cannot, as a rule, receive study assistance.

In general a person may receive study assistance for a maximum of twelve terms (six years); exceptions can be made, for instance, in the case of graduate students. To continue receiving study assistance, a person must show acceptable scholastic achievement. Foreign students not permanently domiciled in Sweden are not eligible to receive study assistance.

The Swedish system of study assistance consists of two portions: a grant plus a larger loan (which has to be repaid). The grant portion is about 30% of the total amount and, like the loan portion, is inflation-indexed. The grant currently totals SEK 17,100 for a nine-month academic year and the loan portion SEK 44,600. A rate of interest equalling 70 per cent of the State deposit rate is charged on the loan portion. Repayment of the study loan

begins not less than six months after the final receipt of study assistance. Instalments are income related, the rule being repayment at a rate of 4% of annual income. The rate of interest is fixed by the Government for one year at a time. Interest payments are not tax-deductible. Student loans have so far been written off at death and at age 65 but the age limit for repayment has now been abolished.

## **2.5 Students**

Students at Swedish universities and university colleges are required to become members of a student union. At each institution of higher education there are one or more such organisations. They function as "trade unions" on behalf of students and, among other things, nominate student representatives to the various governing bodies in the higher education system. They are also responsible for a considerable share of student welfare services and social activities. To finance its activities, each union is entitled to levy membership fees.

Most of the local student unions are members of the National Association of Student Unions, which thus indirectly encompasses about 150,000 students.

Student unions are often actively involved in programme activities for foreign students. In some universities student unions or associations play an active role in foundations providing housing for students. Student accommodation is never provided by the universities themselves and no state money is allocated for this purpose.

# 3 The Swedish System of Higher Education: Some Basic Figures

## 3.1 The number of Students

More than 209,000 full-time equivalent students were engaged in undergraduate higher education in 1993/94. It is estimated that this represents an increase of 11 per cent compared with the previous year. This has primarily occurred at small and medium-sized university colleges, which increased their teaching capacity by 17 per cent. Slightly less than 65 per cent of the total volume of undergraduate education was accounted for by universities and specialised institutions of higher education, 26 per cent by small and medium-sized university colleges and 9 per cent by colleges of health sciences.

256,400 individuals were registered as students in the academic year 1993/94, which means an increase of slightly less than 6 per cent since 1992/93. Of the total, 57 per cent were women. The proportion of younger students is increasing. Sweden is one of the OECD countries with the highest proportion of students over the age of 24.

The proportion of 20 year-olds entering higher education has been around 10 per cent for several years. In the last five years, however, there has been a dramatic increase and in 1993/94 more than 22 per cent of all 20-year olds commenced university level studies. If this trend continues, it may be estimated that something approaching half of today's 20 year-olds will have commenced university level studies by the time they are 28.

33,500 degrees were awarded in the 1993/94 academic year. There has been a shift in favour of degrees which require more than 3 years of study. In 1993/94, for the first time, more degrees were awarded for studies of a duration exceeding 3 years than for shorter programmes.

The number of people in Sweden with a higher education degree continues to increase. In an international comparison, involving some 20 OECD countries, Sweden ranked fourth with regard to the proportion of the population between the ages of 25 and 64 with a higher education background. The proportion in 1992 was 24 per cent.

In the 1993/94 academic year, there were 15,400 active post-graduate students, half of whom were studying on a full-time basis. One third of those who were classified as active were women. More than 8,400 postgraduate students financed their studies by means of doctoral posts, education grants or other forms of funding, such as scholarships or external sources. 1,440 Ph.D.'s were awarded in the same year.

### **3.1 Financing of the Higher Education Sector**

Sweden is one of the countries which invest most in education in terms of the total, overall cost of education in relation to GDP. The OECD statistics place Sweden in the highest ranking with regard to resources devoted to compulsory and senior secondary schooling, and roughly in the middle with regard to resources destined for higher education.

In the fiscal year 1993/94 the total cost of the entire higher education sector was SEK 29.6 billion. This includes the cost of education and research at state and private-sector universities and university colleges, student aid for university students, local authority higher education and the cost of clinical training and research.

In comparison, it may be mentioned that the total cost of the school system in the fiscal year 1993/94 (i.e. state and local authority expenditure on compulsory, secondary and adult education, etc.) was over SEK 70 billion.

According to annual reports from state universities and university colleges, revenues amounted to a total of SEK 23.9 billion in the fiscal year 1993/94. The government allocation for undergraduate and research/postgraduate education accounted for two thirds of this revenue. The remaining third represented external funding of research and commissioned activities.

## 4 The international dimension of reforms

The international dimension of current reforms has been emphasised on a number of occasions. In 1992 the Swedish government gave a clear expression of this when, in a bill to parliament, it stated:

A thorough overhaul of the higher education system is necessary not least from an international viewpoint. The universities have in fact always been international by nature. The developments of the last few years, bringing increased international exchange, co-operation and prospects of increased competition in the future for students and qualified manpower not least in Europe, underline the importance of education and the comparability of degrees. - - -

The government also highlighted the international perspective in a bill which set out the strategies for research policy in Sweden (*Challenges to Science - a Strategy Towards the 21st Century, 1992*):

Sweden will become more and more a part of an international community, especially after entering the European Community. Requirements of internationalisation are underscored by the relative smallness of our country. Qualitative requirements, like our capacity for deriving benefit from international intercourse, are being highlighted.

One precondition of Sweden deriving full benefit from internationalisation is for the entire education system to prepare pupils and students for international relations and employment. Good knowledge of languages, and not only of English, is an essential ingredient of success.

An increasing proportion of tuition at universities and university colleges should take place in foreign languages. This will mean training for Swedish students, but it will also render Swedish universities and university colleges more attractive to students from other countries.

High-quality research calls for an international perspective and frame of comparison. For this reason, international contacts and joint projects have

always been a vital part of academic research activities. Conditions vary a great deal, however, from one field, faculty, university and university college to another. The most important international research co-operation takes place in networks uniting individual researchers and universities. In a rapidly changing world, membership of such networks is becoming more and more important. - - -

Increased internationalisation also means a greater need for efficient systems of communication, and Sweden should therefore participate actively in the build-up of international data networks.

In the government budget bill, presented to parliament in January 1993, the aspect of international cooperation was also prominent:

The performance of the national educational systems will increasingly be compared to (and rated against) the performance of other countries' systems. We therefore also attach considerable importance to growing international cooperation on education, in which Sweden is participating...

This broadening of European cooperation also emphasizes the significance of the Nordic contribution. The importance of Nordic cooperation becomes even more important as Europe becomes increasingly integrated. However, it also requires that we identify and define the special characteristics of this Nordic identity, this Nordic contribution. As declared in a joint statement issued by the prime ministers of the Nordic countries it is largely a question of culture, education and research.

The work of internationalisation also places demands on coordination and cooperation. The concrete and final responsibility for establishing the necessary international contacts must naturally devolve on the individual university and university college.

The expansion of the student exchange programme is extremely pleasing. The Government aims to provide these students with continued support as a practical expression of what internationalization means to individuals. The student exchange programme would gain more if more university teaching was provided in languages other than Swedish.

The new government, which took office in October 1994, has continued to stress the international dimension of higher education. It has, however, also reminded universities of their more global mission. In the budget bill in January 1995 it underlined this aspect:

Co-operation in Europe must not be developed at the cost of other forms of international commitment and co-operation. Higher education has a great responsibility with regard to the broadening of knowledge and understanding of societies and cultures in other regions. This is particularly true with respect to developing countries, where more than 80 per cent of the world population is to be found. Universities and colleges must actively promote knowledge about the developing countries. They must also forcefully combat every form of xenophobia and racism.

## 5 Internationalisation in retrospect - Two Decades of Action Plans

The goal to internationalise higher education has been very prominent on the agenda in Sweden for the last two decades. The point of departure was a major action-oriented study by the Commission on Internationalisation in the early 1970's. There were several reasons for the actions taken at that time. Given the dependency of Sweden's mixed welfare economy on her success on the global market, the country had to remain competitive. Swedish companies were expanding abroad, and internationalising education was one of the ways to ensure that Swedes would be capable of filling important positions abroad. To this motive was added a new sense of global concern in the 1970's, a promotion of active solidarity with countries and cultures in the non-industrialised world.

The proposals of the Commission essentially stemmed from the following premises:

- An internationalised education should prepare students to view the priorities of other cultures from the perspective of those cultures.
- With a perspective broadened in this way, students engulfed in Western cultures should be able to analyse their own value structures and habits more critically, as well as pinpoint problem areas in international relations.
- To communicate successfully across cultures demands proficiency in languages and other skills which must become a greater part of Swedish university training.

Among the many pilot projects of the Commission of Internationalisation was the development of distinct internationally-oriented degree programmes into which were integrated foreign language study and internships abroad, especially in the United Kingdom, Germany and France. International relations, East European studies and peace and conflict research are other fields which were strongly promoted.

Another outcome of the Commission's work was the subsequent introduction of an "internationalisation grant", i.e. earmarked funds providing seed money to meet part of the cost of activities such as sending Swedish teachers

and undergraduates abroad. The emphasis was on internationalisation as an important tool to enhance the quality of education in Sweden.

From 1985 onwards the Swedish authorities insisted that receipt of the grants would be contingent upon the existence of operational plans determined by the respective universities and colleges. According to a review of the effects of the internationalisation programme, made in 1982, all major Swedish universities and colleges had worked out such long term plans for internationalisation.

The insistence that the universities and colleges themselves devise plans of action to set the priorities for internationalisation of campus curriculum and research networks is, as a matter of fact, a decisive factor in the success of the programme. Also important is the normative emphasis on the integration of international elements into the curriculum, rather than the adaptation of study abroad as an add-on to the curriculum in Sweden.

All plans emphasise language competence. Many universities increased the amount of required reading in English. It was envisaged that a number of regular subjects in various educational programmes should be taught only in English while courses in German and French should be standing options.

In retrospect it is obvious that some of these plans were not fully put into practice. Although the number of courses taught in English has increased substantially, it is still not very common for Swedish students to follow lectures in a language other than their own.

An analytic summary of the internationalisation programme, based on her own previous research, was made in 1990 by Dr. Susan Opper of the University of California at Santa Barbara:

The vision has been impressive: the policy concern to promote preparedness through formal education for participation in an international community. At the same time, it has been intriguing to watch the adaptation to each other of planning and market mechanisms which have kept preoccupation with Western Europe a preoccupation in the internationalization of Swedish higher education.

Certainly, along the way there have been debates over the superordinate aim of internationalization as an educational goal. There have been strong advocates of placing a "global solidarity" goal premier, stressing the need to prepare Swedes to work to improve the standard of living and national economic chances of countries who are not as well off as Sweden. Yet, the motivation to internationalize in order to promote Sweden's own economic interests has, in my estimation, weighed more heavily. And in this context, there has been an astounding consistency in concern for events and developments in Western Europe; meeting the need for skills required by the complexity of modern labor markets, the need to make successful planning decisions, the need for culturally tempered management practices, fostering in the universities a research base for an advanced technology and maintaining the requisite supply of skill and "culture" of science.

What we have seen in Sweden is internationalization as a stepping stone to Europeanization, with a strong side interest in linkage to the US. Moreover, I have witnessed not so much a pan-Europeanism in Sweden's interest in internationalization as a concentration of effort on Germany and the United Kingdom.

## 6 Policy Programmes of Universities - the Case of Uppsala

As mentioned above, most institutions of higher education in Sweden have published quite extensive programmes for internationalisation. The programme of Uppsala University, the oldest and one of the largest universities in Sweden, can be used as a typical example.

The programme is setting out the objectives and means for internationalising Uppsala University up to the year 1996.

The University Board initially states that international contacts and exchanges in higher education and research are important elements of general endeavours among peoples towards peace and solidarity. Long-term partnerships with universities in the Third World can be rewarding in most disciplines. At the same time they can help to manifest the University's sincere wish to act in a spirit of international solidarity.

The main emphasis of the programme is on undergraduate education. The cardinal principle is the international dimension as an integral part of every course and programme.

The following is an extract from the official English version of the programme:

Teacher exchange is an effective contribution to internationalizing education. As far as possible, exchange of teachers should be arranged by the departments involved. Opportunities for teacher exchange offered within the framework of NORDPLUS and ERASMUS should be taken advantage of more and more.

An objective regarding the scope of foreign study opportunities for the University's students is that the majority of the students who are interested in and who are deemed to be qualified for studying abroad should, in the long run, be able to have their needs satisfied by the University. In graduate programmes, every student who needs to should be able to locate part of his/her studies abroad.

Over the five-year period covered by this policy programme, the objective is that the number of exchange programmes, and especially their volume in

terms of number of students, should be expanded substantially and, at the same time, that the average time spent on studies abroad should be lengthened. The goal for the period is to achieve at least a doubling of the number of students travelling abroad and a corresponding increase in the number of foreign students at the University. Thus, some 600 of the University's students should be given the opportunity to study abroad annually under the aegis of the University, a figure that represents nearly 4% of the number of students at the University. This increase should primarily concern department- and programme-specific studies, in which ERASMUS should be the most important single programme. Alongside this category of exchange programmes, the number of general exchange programmes should be increased from 30 to 40, which represents a doubling in relation to the academic year 1990/91.

In education, exchange programmes should be given priority. Long-term programmes should receive precedence over shorter study trips abroad. During the period in question, exchanges with Europe should be the focal point of expansion. Studies abroad should normally be accepted for credit towards regular programmes and for degrees at the University.

To promote teaching carried out in English, when allocating resources the Board will give considerable weight to applications from faculty and programme boards and departments that are eager to take part in such a development and furthermore consider providing a certain surplus above and beyond normal allocations for subjects (outside the Language Section) with substantial numbers of courses offered in foreign languages.

Students admitted to the various visiting student and exchange programmes must feel that they are welcome. The University has an obligation to look after them in a satisfactory manner. Housing must be available.

The cost of enhanced internationalization must predominantly be borne within the framework of regular funding. New projects in undergraduate education may receive grants or in certain cases full cost coverage from the special internationalization allocation. This also applies to programmes of the ERASMUS type, which normally have to be partially funded by the participating universities. Over the coming five years the University Board is prepared, subject to review each year, to make further funding available for internationalization purposes according to how the objectives set up in this policy programme are accomplished".

## 7 Internationalisation and Development cooperation

Government authorities in charge of Swedish international development cooperation have a long tradition of funding a whole series of different activities at Swedish universities and colleges, thus enhancing the internationalisation of institutions for higher education. Three of the agencies in this field have recently merged into one organisation, the Swedish International Development Agency (Sida).

*What is described in this chapter are therefore the activities managed under the old structure which was changed on 1 July 1995.*

The major agency, the Swedish International Development Authority (SIDA), relied on Swedish university institutions for expertise in many fields and engaged a large number of academic staff as advisors and consultants. In addition, SIDA turned to universities for assistance in direct support programmes in developing country institutions. This has brought a Third World perspective to teaching and research and has often been the starting point for long standing links with institutions in developing countries. Some of these are universities where a type of twinning programme develops. In most cases, however, the collaboration concerns other types of institutions which has brought and still brings a broad perspective on development efforts into Swedish universities.

SIDA has also supported study visits and some specialised courses in Swedish universities related to specific projects.

An earlier special scholarship programme was abandoned and over the past two decades SIDA concentrated its support to the emerging institutions of higher education in the developing countries. A typical example is the planning and construction of Kenya Science Teachers College in Nairobi. This project was financed by SIDA and carried out by teachers and administrators at Uppsala University. It has had a noticeable impact on the process of internationalisation of the university.

A recent example is the SIDA-funded joint curriculum/research/teacher mobility project twinning the Royal Institute of Technology in Stockholm and the University of Zambia in Lusaka.

For more than 20 years SIDA sponsored study visits for groups of university lecturers (mainly from teacher training colleges) to developing countries. These study tours have been instrumental in inspiring university personnel to set up courses on global issues, ecology and international interdependence. To help teachers in secondary and tertiary education interested in bringing a global perspective into everyday teaching SIDA has paid eight part-time educators, who support internationalisation efforts all over Sweden.

In order to stimulate university students to learn more about developing countries SIDA has offered special grants allowing some 320 Swedish students a year to go for "minor field studies" to a Third World country. Since students must have a supervisor both at home and at the foreign university this programme has created contacts between universities and colleges in the North and South.

SAREC, The Swedish Agency for Research Cooperation with Developing Countries, was created in 1975 to promote research within the aid system. Swedish university departments have been engaged in some 150 collaborative agreements in support of research development in developing countries. Research training of students from those countries has been common within these programmes, usually based on a sandwich model involving frequent exchange visits. Not only academic staff but also students have benefitted from such contacts.

Recently SAREC was given a mandate to strengthen universities in developing countries, a task which is expected to further promote university links.

At Swedish universities SAREC has supported around twenty institutions of particular excellence in development research/studies and funds a handful of chairs in areas such as environment/ecology, development economics and political science. These efforts have been of the utmost importance in terms of internationalisation of both research and undergraduate education.

BITS, the Swedish Board for Investment and Technical Support, annually supported a number of international training programmes in Sweden for

decision-makers from developing countries. Most courses were 5-6 weeks long and all were held in English.

A dozen of these short courses have been offered by Swedish universities and colleges, e.g. Water Resources Management at Lund University, International Conflict Resolution at Uppsala University and Journalism and Democracy at Kalmar University College.

Often these training programmes have led to bilateral development projects, financed by BITS, where universities and colleges have been acting as consultants. This has further enhanced the internationalisation of Swedish institutions of higher education.

When the Swedish government decided to support the reform process towards democracy and market economy in East and Central Europe, it allocated a major part of its funding to BITS. A special example of BITS-sponsored activities in this area is the Baltic University Programme, a cooperative effort among more than 120 universities in 14 countries in the Baltic region. The programme offers university credit courses using satellite television.

# 8 The views of other Stakeholders

## 8.1 The Swedish Union of University Teachers

In an action programme adopted a few years ago the Swedish Union of University Teachers (SULF) laid down its own programme for internationalisation of higher education in Sweden. It started by emphasising three main points:

- Universities and colleges must be guaranteed a funding level which enables them to maintain high international standards
- Basic conditions for teachers/researchers and students must be internationally competitive
- Bureaucratic rules preventing international mobility of teachers, students and economic resources must be abolished.

According to SULF every university or college teacher should be given the opportunity to teach in a university outside Sweden for 3-6 months every five years. Teachers of modern languages should have extra funding for spending time abroad on a regular basis. Postgraduate students and younger teachers and researchers should be given ample opportunities to establish international contacts with colleagues abroad.

The quality of undergraduate education must reach a standard which ensures international professional recognition. Every activity in the field of higher education should be regularly assessed and reviewed from an international perspective. Research councils and academies could act as agents for such peer reviews by international groups of specialists.

Salaries and taxes for teachers/researchers should be comparable to those in other industrialised countries. Teachers recruited from abroad should be automatically guaranteed residence and work permits.

SULF finally underlines that individual contacts in everyday work form the basis for all international cooperation in academia. This fact must always be

kept in mind when setting the agenda for the internationalisation of higher education.

## **8.2 The Swedish Union of Students**

The Swedish Union of Students (SFS) has adopted an action plan for the internationalisation of higher education. In the plan SFS starts out by defining the concept:

Internationalisation implies a meeting with other people, their perspectives and conditions of life. The aim is understanding and improved knowledge with regard to other cultures. Confronting other cultures also implies a new perspective on our own culture which means that we are standing on more steady ground. Internationalisation involves an exchange of cultures but by no means a levelling of one's own. It is important to realise that we have something positive to share with others: our own cultural heritage.

Internationalisation can give us insight into problems and conditions in many other parts of the world. We must be prepared to re-examine the foundations of our knowledge and to share our welfare. Solidarity with other nations and cooperation around global environmental issues as well as the balance of resources is a must for the future. Through internationalisation we can lay the foundation for development cooperation across cultural boundaries.

Internationalisation entails international elements in education. An international perspective on studies presupposes literature in other languages, opportunities for practical experience and study abroad as well as the presence of foreign teachers and students in Swedish higher education.

Increased internationalisation also implies opportunities for a qualitative comparison of teaching, similar to the one existing in the field of research.

As a concrete goal for internationalisation, SFS suggests that all Swedish students who follow a study programme of at least two years should spend a minimum of one term abroad as part of their degree.

Equally, all teachers in higher education should be given the opportunity to be part of an exchange programme with foreign institutions. The aim is to

give Swedish higher education a general international character for the benefit of those students who will not initially be going abroad.

In line with this effort, Swedish universities and colleges should also offer teaching in English, as well as in French and German. These courses should be open to Swedish students. Literature in related Nordic languages, like Danish and Norwegian, should also be used.

In its action plan SFS mildly criticises Swedish political decision-makers for being too narrowly EC-minded. The student body notes that there is a regrettable lack of programmes for student exchange with other parts of the world. More emphasis should be placed on cooperation with the third world and areas outside Europe and North America. On the other hand, an increase in exchange with such countries presupposes strong efforts for a better reception of students coming from different cultural backgrounds. This is a challenge for universities and student unions as well as for state authorities.

However, SFS says, the present policy of the Swedish government really does not encourage students from countries outside Europe and North America to come to Swedish universities, since demands on foreign students to have a guarantee for their subsistence are very high.

SFS is in favour of stronger cooperation between the Nordic countries. It also advocates an inclusion of the three Baltic states - Estonia, Latvia and Lithuania - into the Nordic student exchange programme NORDPLUS.

One of the problems with international student exchange is the recognition of academic credits from foreign countries. On this point SFS would like to see a more open attitude from all parties involved: universities and colleges as well as the central national agency for academic recognition. Simple formulas should be found which give students guarantees before embarking on a (sometimes quite costly) project of studying in another country.

As one might expect from a national union of students, SFS underlines the important role to be played by the student unions at universities and colleges all over the country. They must take their fair share of responsibility for the social aspects of receiving foreign students. A clear division of labour should be established between the university administration and the student union.

Every guest student should have a "sponsor" selected by the student union. This Swedish fellow student should be an informal advisor on practical and social matters. The union should also arrange special events in order to bring together international and national students.

According to SFS great care should be taken to give students from other countries a favourable impression of Sweden. On their return to their respective home countries they could act as informal ambassadors for their host country and its system of higher education.

## B. THE CURRENT STATE OF INTERNATIONALISATION - facts and figures

*The subject of this OECD/CERI project is a very vast one. One of the problems from a Swedish point of view, is that we simply lack information on many aspects. This is due partly to some inherent factors in the Swedish system of university management. We have, however, collected what is available at the moment and we have been given ideas which might be further developed later on.*

# I Swedish students going abroad

## I.1 Rules for student aid

The number of Swedes studying abroad has increased rapidly during the last few years. The main reason for this is the decision by Parliament in 1989 to liberalise the rules concerning state financial support for studies abroad.

State study support is the normal way of financing studies in Sweden. The main part of the support is a loan from the state with generous conditions for repayment. (As mentioned above, the sum to repay every year is 4 per cent of the income two years earlier). The support also includes a smaller grant.

The liberalisation in 1989 represented a shift in attitude, from the principle that state study loans should only exceptionally be granted for studies abroad, to the opposite principle stipulating that in general state study loans were to be made available for studies in other countries. It was seen as something positive that students wanted to have part of or even their whole education outside Sweden. Study loans should be granted on condition that the quality of education was comparable to that of Swedish higher education. It was also decided that the total amount of the loan should be related to the level of costs in the different countries and that a supplementary loan would be given to students facing tuition fees at the university abroad.

Another reason for the increasing number of Swedish students going abroad for a period is the development of European student exchange programmes.

## I.2 "Free movers"

Between 1987/88 and 1993/94 the number of Swedes studying abroad with study support adapted for other countries increased from 1 950 to 13 700. These are often called "free movers" as opposed to those who participate in a student exchange programme (exchange programme students going abroad keep their study loan for studies in Sweden as their supplementary expenses are covered by the exchange programme).

| Year                    | 1987/88 | 88/89 | 89/90 | 90/91 | 91/92 | 92/93  | 93/94  | 94/95  |
|-------------------------|---------|-------|-------|-------|-------|--------|--------|--------|
| Number of "free movers" | 1 950   | 2 900 | 4 500 | 6 000 | 8 100 | 11 300 | 13 700 | 14 800 |

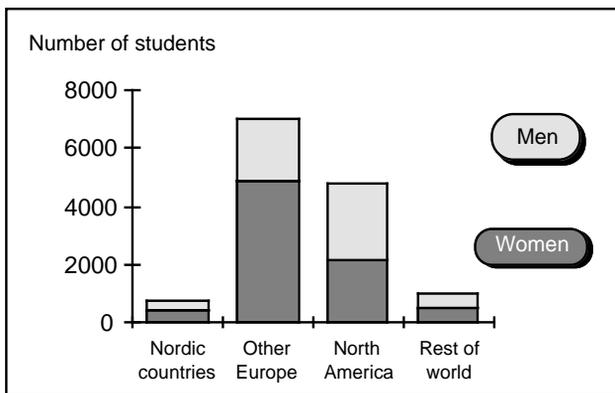
Number of Swedes with study loans adapted for other countries 1987/88 - 1994/95.

In 1993/94 the age structure of the free movers was as follows:

- 20 years 6%
- 20-24 years 60%
- 25-29 years 27%
- 30 - years 8%

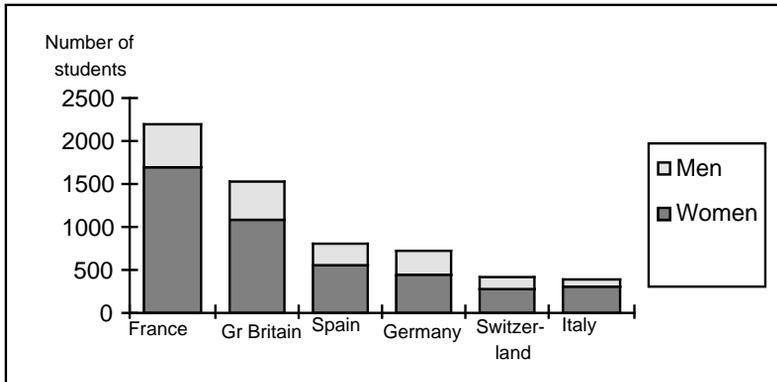
The female students in particular are to be found in the lower age groups - 69 per cent of the women were younger than 25 compared to 58 per cent of the men.

About 60 per cent of the "free movers" are women. The female dominance is to be found among those studying in Europe outside the Nordic countries. See figure below.



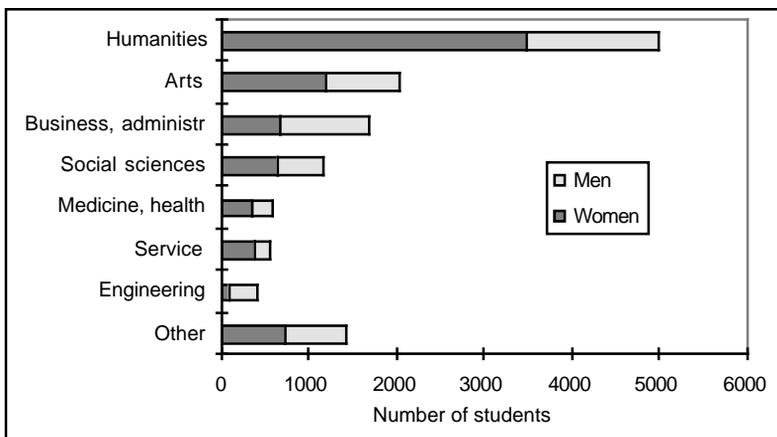
Number of Swedish "free movers" in different parts of the world, 1993/94.

The USA is the single country to which most Swedish "free movers" go. Within Europe France and the United Kingdom are popular. (See figure below and appendix 1 for a complete table on the number of students to different countries)



*Number of Swedish "free movers" to the most popular European countries, 1993/94.*

5 000, or 37 per cent, of the "free movers" in 1993/94 studied within the humanities field (including languages). Fine or performing arts, business administration and other social sciences were also subject fields chosen by many.



*Number of Swedish "free movers" within different subject fields, 1993/94.*

### 1.3 Exchange students

The other category of Swedes studying abroad includes those participating in different exchange programmes, such as Erasmus, the Nordic programme Nordplus or bilateral agreements

between individual institutions. According to a rough estimate their number was approximately 4 000 in 1993/94, of which 1 800 in Erasmus (see table below) and about 400 in Nordplus.

| Great Britain | Germany | France | Netherlands | Spain | Belgium | Italy | Ireland | Denmark | Portugal | Greece |
|---------------|---------|--------|-------------|-------|---------|-------|---------|---------|----------|--------|
| 478           | 380     | 293    | 244         | 126   | 81      | 69    | 60      | 27      | 26       | 22     |

Number of Swedish Erasmus students in different countries 1993/94.

## 2 Foreign students in Sweden

There are no exact figures on the number of foreign students in Sweden. There is data on the number of foreign citizens registered in higher education in the autumn terms of 1978, 1983 and 1988 and 1993. A new data collection is currently being made concerning the autumn term of 1993. A large part of this group is made up of immigrants and refugees. In the three autumn terms from which we have data, there were about 10 000 foreign citizens registered in higher education at the undergraduate level out of a total of around 160 000 students. In postgraduate education the share of foreign citizens is higher, almost 14 per cent in 1988. See table below. (See appendix 2 for table on the number of foreign citizens from different parts of the world.)

| Autumn term of | Undergraduate education |                           |                       |       | Postgraduate education |                           |                       |      |       |     |
|----------------|-------------------------|---------------------------|-----------------------|-------|------------------------|---------------------------|-----------------------|------|-------|-----|
|                | Total                   |                           | Share of              |       | Total                  |                           | Share of              |      |       |     |
|                | number of students      | Share of foreign citizens | unknown and stateless |       | number of students     | Share of foreign citizens | unknown and stateless |      |       |     |
|                |                         |                           | Total                 | %     |                        |                           | Total                 | %    | Total | %   |
| 1978           | 156 800                 | 10 100                    | 6,5                   | 1 700 | 1,1                    | 12 800                    | 1 300                 | 10   | 20    | 0,1 |
| 1983           | 164 700                 | 10 000                    | 6,1                   | 400   | 0,2                    | 13 400                    | 1 800                 | 13,2 | 60    | 0,4 |
| 1988           | 160 300                 | 8 400                     | 5,2                   | 500   | 0,3                    | 12 900                    | 1 800                 | 13,8 | 10    | 0,1 |
| 1993           | 220 100                 | 11 100                    | 5                     | *     | -                      | 15 300                    | 2 600                 | 16,7 | *     | -   |

\* stateless and unknown included in foreign citizens

Another data source for foreigners in Swedish higher education is the documentation of the number of applicants and of those admitted to higher education presenting foreign secondary education qualifications. (This documentation only covers those applying to programmes with central admission and not those applying directly to a university or university college.) About 4 500 persons apply through the central admission authority every year and about 1 500 are admitted. This group consists mainly of immigrants and refugees, but also Swedish citizens having gone through

their secondary education abroad (children of Swedes working abroad for example). It also contains guest students from other Nordic countries.

Estimating the number of foreign citizens residing in Sweden mainly for study reasons (here called guest students) is more difficult. Guest students from other Nordic countries not coming to Sweden through an exchange programme are hidden in the group with foreign secondary education qualifications, mentioned above. The reason for this is that they do not need a special residence permit. There is thus no information on how many of them reside permanently in Sweden and how many are guest students.

Guest students from non-Nordic countries fall *either* under the category of those applying as guest students at the same time as applying for a temporary student residence permit (although the rules have now been changed for citizens from other member states of the European Union) *or* under the category of exchange students participating in an organized exchange programme such as Erasmus.

About a hundred non-Nordic guest students applying through the Swedish embassies abroad are admitted and given a temporary student residence permit every year. They are admitted for entire study programmes, such as economics, medicine or engineering programmes. The first year is devoted to preparation studies in the Swedish language. Within this group the largest number of applicants (and subsequently admitted) are from China, Germany, Greece and USA, but many other, especially developing, countries are also represented. (See appendix 3 for the number of applicants and those admitted from different countries in this category.)

In 1993 - as mentioned above - a decentralisation reform of higher education took place, giving more power of decision to the individual universities and university colleges. It is possible that the higher education institutions prefer to develop internationalisation through increasing the scope of their exchange programmes instead of enlarging the quota for guest students applying through the embassies.

When it comes to exchange programmes, Erasmus in particular has developed substantially since Sweden's first year of participation in 1992/93. For the year 1994/95 arrangements were made for about 3 200 incoming students. (The exact figure for those actually coming is not available). Within the

Nordplus exchange programme there were about 600 Nordic guest students in Sweden 1993/94.

It should be noted that foreign students don't pay tuition fees in Sweden. There has also been no effort on the part of the Swedish government or Swedish educational authorities to recruit students to Swedish universities in a more active way students to Swedish universities. What has been discussed is various measures to get a slightly better balance within the student exchange programmes between outgoing and incoming students. The economic argument in favour of recruiting more international students has been virtually absent from the discussion. Instead, the advantages of internationalising the campuses through the presence of students from abroad has been emphasised.

## 3 Costs and benefits of student mobility

At the time of the decision on more generous conditions for state loans for studies abroad it was believed that the number of students going abroad would not increase dramatically and that it would not entail additional costs for Sweden. According to a rough calculation those studying abroad borrow about 50 per cent more during their stay outside Sweden than a student living in Sweden during the same period.

In the fiscal year 1993/94 SEK 180.4 million were given as grants and SEK 691.4 million as loans for studies abroad, including the supplementary costs for tuition fees and different levels of costs in different countries.

In the new Swedish model for resource allocation, the allocations from the government to the higher education institutions are based on the number of (full-time equivalent) students in different subject areas and the (full-time equivalent) results of these students. The part given for the number of students represents about 40 % of the allocation and the part given for completed courses and exams about 60 %. Swedish students as well as foreign guest students entitle the institutions to these allocations. Also some Swedish students going abroad entitle the Swedish institutions to some allocation income, namely those students who are already tied to a Swedish institution before they go abroad. Their home institution gets the share of the allocation which is based on the number of students, but not the share based on completed courses.

A few examples of calculations are made below. It is important to remember that they are only theoretical examples since they are based on a number of assumptions which may be very unrealistic.

A rough estimation of the **average cost per student (full-time equivalent)** is SEK **38.000** for the year 1993/94. This calculation on average cost is adjusted with respect to the number of students and the size of allocations in different subject areas. Further on the calculation is based on the assumption that all students complete their courses.

**Costs with respect to incoming students:** Average cost per (full-time equivalent) student x number of (full-time equivalent) incoming students. This amounts to about SEK **85 million** 1993/94. The number of full time equivalent guest students is estimated at 2240. The category of foreign students, consisting of those admitted who presented foreign secondary education qualifications (see previous chapter), is not included here. The reason for this is that they are mainly people who live permanently in Sweden and should not therefore be regarded as part of the student exchange.

Some difficulties are: Firstly, we do not know if the distribution over subject areas, which affects the estimation on average cost per student, is the same for incoming guest students as for Swedish students. Secondly, the number of incoming students may be higher than estimated above. The statistics are uncertain, for example we do not know if there are some guest students in the category we excluded from the calculation.

**Resource savings with respect to outgoing students,** assuming that they would otherwise have been studying in Sweden: Number of (full-time equivalent) students not tied to a Swedish institution x 38.000, plus number of (fte) students tied to a Swedish institution x 60% of 38.000. This amounts to SEK **423 million** 1993/94.

(For “free movers“ we have multiplied the number of full time equivalent students (13 700 persons x 0.7; 0.7 since 7 months is the average stay and 10 months a full study year) with the average cost per student. This means  $13\,700 \times 0.7 \times 38\,000 = 364\,420\,000$  SEK. For students already tied to a Swedish university, going out through an exchange programme, only one part of the cost is saved, since the government still pays for the number of full time equivalent students but not for the number of full-time equivalent results (completed courses); only the latter is saved. This means  $4000 \text{ persons} \times 0.6 \text{ (average stay is 6 months and 10 months is a full year)} \times 24\,400 \text{ (average allocation for full time equivalent results)} = 58\,560\,000$  SEK. Added together, these two sums, 364 420 000 and 58 560 000, amount to 423 million.)

However, the assumption that they would otherwise have been studying in Sweden is not well founded. The Swedish higher education system is not very elastic. The state has stated to each institution a maximum number of students it will pay for. And the maximum number of students is in most

cases easily reached. The competition for a study place is often high and many applicants are not accepted although they fulfill the requirements. This means that if all the Swedes who study abroad were to ask for a study place in Sweden, there would perhaps be no room for them (or for someone else driven out in competition with them).

*If* the state had no costs for the outgoing students, a balanced student exchange (as many incoming as outgoing), which is a situation aimed at, would mean a balance also of costs and savings. Then the money spent on the foreign students in Sweden (allocations for tuition etc) would simply replace the money that would have been spent on the Swedes if they had been studying in Sweden instead of abroad. The foreign students would simply be replacing the Swedes abroad.

But there are costs for outgoing students. This means that the savings on the outgoing do not mirror the costs for the incoming. We have already mentioned that the state has expenses for one part of the outgoing students (not a large part, but still a cost) in terms of allocations for number of full-time equivalent students (the 40 % share of an allocation) to their home institution.

Another cost for outgoing students is the cost for state financial support (grants and loans), which applies to almost all outgoing Swedish students. The loans for studies in other countries are allowed to be higher than loans for studies in Sweden.

However, from one point of view the study grants and loans for Swedes going abroad do not mean any cost, provided that these students would otherwise have been studying at home. The size of the *grant* given by the Swedish state to Swedish students is the same regardless of whether they study in Sweden or in another country. And the *loan*, which as mentioned can be higher for studies abroad, is to be repaid. So, bearing in mind that the Swedish state does not give study grants (or loans) to foreign guest students, what is given as grants to outgoing students is counterbalanced by what is not given to incoming ones. And the loan is no cost at all since it is to be repaid.

But from the point of view of a specific year, the loans given to Swedish students abroad represent a loss in the state budget. The repayment is spread over a large number of years. And there is a risk that some will never repay

their loans. This risk is bigger for those who have been studying abroad since they can acquire higher debts.

The calculation examples above, on savings with respect to outgoing students, have not considered the study grants and loans as a cost. They only include allocations.

At the moment there is a parliamentary committee reviewing the entire system of financial study support, including the rules concerning studies abroad. It is as yet too early to know any results.

Another calculated cost concerning student mobility is the admission procedure for the non-Nordic guest students described above, which is several times higher per capita than for the total group of students admitted to higher education.

Examples of centrally calculated costs for internationalisation are:

- The special grants and administration costs for the “minor field studies” programme, run by the Swedish International Development Agency (SIDA), allow Swedish students to make their degree project in a third world country (see page 13). SIDA budgets about SEK 30 million for this programme for the 18-month budget year of 1995/96.
- The Council for the Renewal of Undergraduate Education (since 1 July 1995 part of the National Agency for Higher Education) runs a teacher exchange programme. It aims at providing Swedish students with the opportunity to be taught by a foreign teacher and to increase Swedish teachers’ knowledge of undergraduate education in other countries. In its plan for the 18-month budget year of 1995/96, the Council budgets about SEK 12 million for the teacher exchange programme.

Another of this Council’s project concerns international activity outside Sweden and aims at enhancing the knowledge about, and the cooperation with, undergraduate education in other countries. About SEK 2.5 million has been budgeted for the 18-month period.

Unfortunately there are no existing cost-benefit analyses in this field so far. For examples of cost calculations at the institutional level see *appendix 4*.

As far as we know, no Swedish studies have been made on the outcome (labour market effects, trade effects etc) of international student mobility. However, in 1994 a survey study commissioned by the National Board of Student Aid (CSN), was carried out on the Swedish students who were studying abroad during the year of 1991/92 (the "free movers"), mostly concerning their motives for going abroad. It might be feasible to ask this group (about 7000 persons) again, in a few years time, about the perceived use of their foreign studies in their professional career. It might also be possible to survey to what extent they work in an international context (compared to those who pursued their studies entirely in Sweden).

## 4 Motives for studying abroad

In the survey study mentioned above, the students who had study loans for studies abroad 1991/92 were asked which was their most important reason for studying abroad. 7 000 out of 8 100 students were asked. They were given the following alternatives:

Most important reason:

- a: I was interested in the subject.
- b: It was a part of my Swedish study programme.
- c: The course/programme was not available in Sweden.
- d: I was not admitted to the equivalent course/programme in Sweden.
- e: The course/programme had better quality than the equivalent in Sweden.
- f: I wanted to learn the language before embarking on other studies abroad.
- g: A person or persons close to me were abroad.
- h: It was cheaper to study abroad.
- i: I wanted to study in my country of origin.
- j: I wanted to increase the chances of getting a job I want.
- k: I wanted to increase my chances of getting a job abroad.
- l: It is interesting to study in a foreign environment.
- m: I was interested in that particular country.
- n: Other reasons.

The most important reason for studying abroad. Reasons grouped in those related to the course, to economic or social conditions, to chances of employment and to experiences from being abroad.

The answers were distributed as shown in the diagram above, in which they are grouped into four categories.

The single most frequent motive was "It is interesting to study in a foreign environment" (reason l), especially for the women. Women also answered "I was interested in that particular country" (m) and "interested in the subject" (a) to a higher extent than men, whereas men more often than women chose

to study abroad because the course/programme seemed better abroad (e) or because it was not available in Sweden (c).

There were also differences in the importance of different motives when related to countries and to subject fields. Students within the humanities field (languages included) went abroad more often than others to experience living in another country. The same is valid for those studying in France and Spain, which is not surprising since many probably went to these countries to learn the language. For students of medicine a frequent reason was that they had not been admitted to the course/programme in Sweden.

This was also a relatively frequent reason for students in natural science and engineering. The motive "interesting to study in a foreign environment" was least frequent among those studying medicine or arts. Interest for the subject was the main reason for students in arts, humanities and media/communication more often than for students within other subject fields. The reason that the course/programme was not available in Sweden was relatively often mentioned by those studying arts, service, media/communication and medicine. (*See table on the next page*).

|  | Arts | Huma-<br>nities | Social<br>sciences | Natural sc.<br>& engineer. | medicine | service | media/com-<br>munication |
|--|------|-----------------|--------------------|----------------------------|----------|---------|--------------------------|
| a:interested in subject                      | 21   | 17              | 6                  | 8                          | 10       | 10      | 15                       |
| b:part of Swedish programme                  | 2    | 3               | 1                  | 3                          | 0        | 0       | 3                        |
| c:course/progr not available in Sweden       | 14   | 2               | 4                  | 6                          | 12       | 16      | 12                       |
| d:not admitted in Sweden                     | 6    | 1               | 7                  | 12                         | 32       | 3       | 5                        |
| e:better quality than in Sweden              | 16   | 3               | 11                 | 10                         | 9        | 16      | 7                        |
| f:learn language before other studies abroad | 0    | 6               | 0                  | 0                          | 0        | 1       | 0                        |
| g:i:family there or country of origin        | 4    | 4               | 8                  | 10                         | 8        | 2       | 6                        |
| j:get job I want                             | 9    | 8               | 14                 | 8                          | 3        | 18      | 10                       |
| k:get job abroad                             | 3    | 7               | 10                 | 5                          | 4        | 12      | 7                        |
| l: Interesting foreign environment           | 11   | 26              | 20                 | 16                         | 7        | 16      | 19                       |
| m:interested in the country in question      | 2    | 10              | 2                  | 3                          | 2        | 0       | 3                        |
| other  | 12   | 13              | 17                 | 19                         | 13       | 6       | 13                       |
| Total  | 100  | 100             | 100                | 100                        | 100      | 100     | 100                      |

If the motives are related to the countries chosen (table below) it can be noted that for those studying in other Nordic countries, Switzerland, Great Britain and Germany it was not so much interest in the country that made them go there, but rather that they had not been admitted in Sweden or that the course/programme was not to be found in Sweden. The other Nordic

countries, Switzerland, Great Britain and the USA were also chosen relatively often because the quality of the course/programme was regarded as better than in Sweden. The main reason for studying in Central and South America was often that it was the country of origin or that the student had family there. Increased chances of getting a job, possibly abroad, were common reasons for students in Switzerland (where many study in the field of hotels and restaurants), Great Britain, Germany and North America. For students in France, Italy, Spain and Asia interest for the subject and the country were common motives.

|  | Nordic countries |            | Switzerland |            | Spain      | Great Britain | Germany    | Other Europe | North America | Rest of world |
|--|------------------|------------|-------------|------------|------------|---------------|------------|--------------|---------------|---------------|
| a:interested in subject                      | 13               | 18         | 22          | 9          | 17         | 12            | 10         | 11           | 10            | 12            |
| b:part of Swedish programme                  | 3                | 3          | 2           | 0          | 2          | 1             | 4          | 1            | 2             | 1             |
| c:course/progr not available in Sweden       | 7                | 2          | 3           | 16         | 2          | 13            | 2          | 5            | 8             | 5             |
| d:not admitted in Sweden                     | 17               | 1          | 6           | 3          | 2          | 3             | 13         | 18           | 6             | 1             |
| e:better quality than in Sweden              | 16               | 4          | 9           | 19         | 3          | 12            | 6          | 8            | 10            | 2             |
| f:learn language before other studies abroad | 0                | 6          | 3           | 3          | 4          | 2             | 4          | 2            | 1             | 1             |
| g,i:family there or country of origin        | 6                | 3          | 6           | 2          | 4          | 5             | 6          | 4            | 6             | 15            |
| j:get job I want                             | 6                | 8          | 7           | 15         | 6          | 11            | 12         | 10           | 11            | 8             |
| k:get job abroad                             | 3                | 8          | 5           | 8          | 9          | 9             | 9          | 5            | 6             | 6             |
| l: Interesting foreign environment           | 7                | 26         | 18          | 12         | 22         | 17            | 20         | 16           | 20            | 19            |
| m:interested in the country in question      | 3                | 9          | 8           | 2          | 10         | 4             | 2          | 4            | 2             | 14            |
| other  | 19               | 12         | 11          | 11         | 19         | 11            | 12         | 16           | 18            | 16            |
| <b>Total</b>                                 | <b>100</b>       | <b>100</b> | <b>100</b>  | <b>100</b> | <b>100</b> | <b>100</b>    | <b>100</b> | <b>100</b>   | <b>100</b>    | <b>100</b>    |

## 5 The situation at different higher education institutions

In order to collect material for this report the National Agency for Higher Education has made an inquiry to all the Swedish universities and university colleges about activities related to internationalisation and ways of financing those activities.

The result is a very varied picture, which is natural since the Swedish higher education sector is made up of several different categories of institutions. The degree of documentation and evaluation of internationalisation matters varies, as does the degree of follow-up on costs in this field. This means that we cannot provide a unified picture for the whole higher education sector, but this is in itself a sort of measure of the degree of activities at the different institutions.

The higher education institutions can be grouped into four general categories:

- a) First, there are six large state universities and five large state specialised higher education institutions which all have permanent research resources. There is also the semi-private Stockholm Business School.
- b) Another general category is made up of 17 small and medium-sized university colleges, geographically well spread throughout the country, including the University Teacher Training College in Stockholm and the Stockholm University College of Physical Education and Sports.
- c) A third category consists of 8 university colleges of fine or performing arts.
- d) The fourth category is made up of 26 county colleges of health sciences and 3 private colleges of health sciences. In addition to these groups of institutions, there is also a small number of other bodies involved in the management of higher education.

## 5.1 The universities

*The universities and specialised higher education institutions with permanent research resources*, which have between 2 700 and 31 500 registered students each, often have a well-established, well-planned strategy for internationalisation with policy documents and several employed working exclusively with international issues (between 3 and 24 full time equivalents according to information from those institutions who have responded).

Most of these institutions put together statistics on the number of guest students and students going abroad, they carry out student evaluations etc. One of them, Linköping University, has started to use their students who have spent time abroad as a tool for evaluation of the university's own courses, as these students have a good basis for comparison. A very large number of countries, in all parts of the world, are involved in the student exchanges.

The two universities with the highest number of student exchanges, Uppsala university with 23 500 students and Lund university with 31 500 students, each send about 700 students abroad and receive about 500 to 600 guest students every year. They note an explosive development of especially the exchange programmes during the last few years. An illustration of this is that in three years, between 1991 and 1994, the student exchanges at Lund university have increased by tenfold. The Royal Institute of Technology, with some 10 200 students in 1993/94, receives about 225 guest students and sends 248 students abroad in 1994/95. The Swedish University of Agricultural Sciences, with 2 700 students, receives and sends out about 50 students respectively.

These institutions usually have figures on the shares of their budget devoted to internationalisation matters and on the costs of different activities. But, on the basis of the information we have, it is difficult to account for the amounts of resources devoted to internationalisation in relation to, for example, the total resources of each institution. All of them have international secretariats with a certain budget. But, in addition to the activities of the central secretariats, there are also many other resources devoted to internationalisation, for example administration at the different departments, the time that teachers devote to these issues, visits abroad for establishing contacts, etc.

Internationalisation is given high priority although it is competing with other areas for resources. One university has commented that next year the resources for internationalisation will be somewhat diminished for the first time. This is due to a general budget squeeze for the universities.

These large education and research institutions often have a considerable number of courses offered in English. Some courses are provided exclusively for guest students, such as Swedish culture and society, but most of the courses in English are part of the regular courses on offer aimed at both Swedish and foreign students.

At Linköping University a report has recently been made reviewing the consequences of teaching in English. The background of the report is that, since entering into the Erasmus programme, the university has increased the number of courses provided in English, in order to attract as many incoming students as outgoing. The main conclusions are that on the one hand it is also valuable for Swedish students to improve their capacity to actively and passively use another language within their field of study and future work, but on the other hand there is a risk when it comes to the quality of education. Problems sometimes arise when guest students (with a native tongue other than English), Swedish students or the teachers are not fluent enough.

## **5.2 University colleges**

The largest of *the smaller and medium-sized university colleges* (between 4 500 and 9 000 registered students) also have well-established policies for internationalisation, whereas the smaller, and newer, institutions in this category (mostly between 1 800 and 4 000 students) are often in the initial phase of this work. All of them regard internationalisation as a high priority area and they employ between 1/2 and 6 full-time staff for internationalisation.

Some of the institutions in this category perform evaluations on the experiences of their guest students and some collect reports from their own students who have been abroad. More questions have been asked to guest students than to home-coming ones. But it is rather common to ask home-coming students for a short report on their study time abroad, especially for those studying in other countries through the Erasmus exchange programme (since there is a standardized "Student Report Form" for these students).

The larger institutions in particular have statistics on the number of students coming and going and on the number of courses given in English. One large university college which has actively promoted internationalization for a number of years, the University College of Växjö, is making a register on foreign institutions based on the experiences of their Swedish students who have spent time there, intended to inform potential travellers.

Some examples of size of student exchanges in this category (university colleges):

|   |                |                |                |
|---|----------------|----------------|----------------|
| <b>University College of Karlstad</b> (7 350 students 1993/94); 107 guest students 1994/95    |                |                |                |
| <b>University College of Växjö</b> (6 600 students 1993/94):                                  |                |                |                |
|   | <u>1992/93</u> | <u>1993/94</u> | <u>1994/95</u> |
| guest students  | 222            | 261            | 318            |
| students abroad   | 184            | 243            | 319            |
| <b>University College of Örebro</b> (6 400 students 1993/94):                                 |                |                |                |
| guest students:   | 42             | 62             | 96             |
| students abroad:  | 102            | 175            | 174            |
| <b>University College of Kristianstad</b> (3 050 students 1993/94); 8 guest students 1994/95. |                |                |                |

Most of the university colleges organise introduction courses in the Swedish language, culture and society for their guest students and they offer a number of regular courses in English for both Swedish and foreign students.

Many of these institutions have information on expenditure for their central international secretariats. But a large share of the costs stems from the different departments within the university colleges and are more difficult to estimate.

### 5.3 Institutions for fine or performing arts

*The university colleges of art* are very small (between 50 and 600 students each) which explains why many of them do not have a special policy in this area. They have international student and teacher exchanges and participate in international organisations etc. In their central budgets as well as in the budgets of their departments there is usually money earmarked for

internationalisation. They would typically have about one full-time member of staff for these issues and most of them have a number of guest students.

The University College of Arts, Crafts and Design, for example, will have 12 Nordic guest students coming through the exchange programme Nordplus, 16 through Erasmus and 8 through bilateral agreements or other arrangements in 1995/96. The University College of Dance has 24 guest students and the Royal University College of Fine Arts has 15 guest students (out of 200). By their very nature these institutions form part of an international network with a constant exchange of impulses and ideas.

#### **5.4 Colleges for health sciences**

*The university colleges for health sciences* educate nurses and allied health professions. They vary in size between 220 and 2 700 students (1993/94). Typically they will have an action programme for internationalisation and about one member of staff (half time) employed for working with international exchange and the internationalisation of the curriculum. Most of the university colleges for health sciences do not have special courses for guest students or regular courses in English. Some of them give some courses in English or plan to do so. A very large number of these institutions are involved and very active in Nordic teacher and students exchanges through Nordplus. According to those institutions who have answered the inquiry they have between 2 and 27 guest students, most of whom are women, as is generally the case within these subject fields (nursing etc).

It is interesting to note that these colleges have taken a keen interest in establishing contacts with third world countries. The health professions are by nature international and Swedish health workers have a long tradition of going abroad, employed by mission societies or development aid organisations. "Development aid in return" is a project in which health workers from developing countries have given lectures to Swedish students on conditions in their home regions.

#### **5.5 Common features**

Common to all categories of higher education institutions is the development of student exchange programmes. As to now more than 40 institutions, from

all the categories mentioned above, are involved in Inter-university Cooperation Programmes within the Erasmus framework and almost all institutions take part in the exchange programme Nordplus.

Many of the Swedish institutions for higher education are also actively cooperating with the Baltic countries, the rest of Eastern and central Europe and Russia. Some examples could be mentioned:

The Royal Institute of Technology has earmarked 2,8 million Swedish crowns for projects in Eastern Europe. The University of Uppsala has given a three week's course in democracy and market economy for a group of students from Eastern and Central Europe. The University College of health science in Örebro supports the training of doctors and midwives in Latvia and the University College of Ersta is involved in cooperation with Estonia on nursing education and has produced a handbook in Estonian and Russian on health care ethics.

Other types of costs for internationalisation mentioned in the answers to the inquiry are:

- assistance to guest students (housing, reception, introduction courses, Swedish courses, social activities, insurances, journeys, scholarships...)
- assistance to Swedish students going abroad (scholarships, information...)
- language education for teachers (some institutions also pay supplementary salary to teachers giving courses in English)
- guest scholars, guest teachers
- developments of exchange programmes for students and teachers
- international conferences, participation and membership fees in international organisations, educational visits
- reduction of teachers' teaching time for working with internationalisation matters
- salaries to staff employed exclusively for internationalisation
- marketing, information abroad about the Swedish institution in question, visits for making contacts
- development of international aspects in the curriculum
- translation of literature into English

The largest part of the financing of all these measures come from the regular government grants to higher education institutions, which is the main income for these institutions. Other sources of financing mentioned in the survey are:

The European Union (Socrates, Erasmus, Tempus)

The Nordic Council of Ministers (Nordplus)

The Swedish Institute

Local and regional authorities

The National Board of Health and Welfare (committee for support to Eastern Europe)

The Swedish International Development Authority (SIDA)

Research councils

The Fulbright Commission

Swedish-British Academic Cooperation Programme

Other foundations, industry and student fees (for special summer courses)

## 6 General internationalisation of the curriculum

Being a country with a rather small population, Sweden is heavily dependent on other countries when it comes to scientific literature. A consequence of this is the extensive use of books and other teaching materials in English or other major languages in undergraduate education. All those who enter higher education must have a good command of English since a large percentage of textbooks will normally be in that language. In some courses students will also meet books in German and French as most undergraduates are supposed to know at least one other language besides English.

The prevalence of foreign textbooks (mostly American or English) also leads to a good knowledge of the cultures and societies of these countries. This may in itself be regarded as a problem since the Anglo-American influence tends to be an important factor in society at large, not least through television and popular culture. There is still much to be desired when it comes to a broader knowledge and a deeper understanding of cultures beyond Europe and the English-speaking world.

It is, of course, natural that much of the attention has been given to Western Europe during a period when Sweden has been in the process of entering the Union but there are signs of a revival of the traditional Swedish interest in developments in Africa and Asia. The rapid change in many of her neighbours in the East (Russia and the Baltic States) are bound to have consequences for Sweden also in the field of higher education.

Apart from reading foreign literature students also get acquainted with other cultures by means of shorter study visits or terms abroad as part of the curriculum. The study programme of international economics (which was introduced already in the mid 1970:s) has become extremely popular due to its mix of studies in economics and languages, combined with a period of study in a country where the chosen language is spoken.

The Swedish government has decided to fund a special programme for exchange of university teachers. This has been partly successful but one of the

major problems is that Swedish university teachers traditionally never have been very mobile.

There is still a lot of work to be done when it comes to the internationalisation of the curriculum. This is something with which universities and colleges are working quite hard. It is interesting to note that the concept of "the internationalised campus" is featuring prominently in the undergraduate prospectus of many institutions. It has thus become a argument in the competition for students. What that concept entails is, however, not always very clear. In this context the work of international organisations like the OECD can be very useful by creating a framework for international comparisons.

## 7 Conclusion – problems when studying financing and effects

From what has been said above the reader may draw the conclusion that it is not an easy task to isolate the financing and effects of internationalisation of higher education in a Swedish context. So far we have no easy conclusions to draw.

The financing can of course be described in greater detail if more time is devoted to a more thorough study. In a decentralised system it is, however, not easy to obtain detailed and comparable information from the various institutions. We look forward to discussing these problems with colleagues from other countries as a basis for future work.

We are also looking forward to a discussion on the effects of internationalised teaching and learning. From what has been said above it is obvious that an assessment of the effects would require a study with a great number of inherent methodological problems. It is certainly possible to do this and the Swedish National Agency for Higher Education has a follow-up study of internationalisation efforts on its agenda. But, before embarking on such a project, it would be valuable to have comments and suggestions from those who have contemplated these matters in different national contexts.

**Appendix 1.** Number of Swedish students with study loans for studies abroad 1993/94, per country (exchange programme students not included).

| Country          | Wo<br>-men | Men  | Total |
|------------------|------------|------|-------|
| Norway           | 190        | 171  | 361   |
| Denmark          | 131        | 92   | 223   |
| Finland          | 79         | 83   | 162   |
| Iceland          | 9          | 3    | 12    |
| Nordic countries | 409        | 349  | 758   |
| France           | 1690       | 495  | 2185  |
| Gr. Britain      | 1073       | 441  | 1514  |
| Spain            | 534        | 260  | 794   |
| Germany          | 438        | 267  | 705   |
| Switzerland      | 270        | 148  | 5     |
| Italy            | 293        | 81   | 374   |
| Belgium          | 94         | 90   | 184   |
| Austria          | 101        | 49   | 150   |
| Netherlands      | 88         | 52   | 140   |
| Russia           | 55         | 66   | 121   |
| Hungary          | 46         | 55   | 101   |
| Monaco           | 24         | 53   | 77    |
| Poland           | 30         | 37   | 67    |
| Greece           | 55         | 5    | 60    |
| Ireland          | 42         | 7    | 49    |
| Romania          | 9          | 26   | 35    |
| Portugal         | 17         | 11   | 2     |
| Czechoslov.      | 2          | 11   | 13    |
| Czech rep.       | 6          | 7    | 13    |
| Slovakia         |            | 7    |       |
| Bulgaria         |            | 6    |       |
| Yugoslavia       | 4          | 6    |       |
| Croatia          | 2          | 3    | 5     |
| Estonia          | 2          | 2    | 4     |
| Ukraine          | 2          | 2    | 4     |
| Macedonia        |            | 2    |       |
| Latvia           |            | 1    |       |
| Malta            | 1          | 1    |       |
| Luxemburg        |            | 1    | 1     |
| Byelorussia      |            | 1    | 1     |
| Saudi Arabia     | 5          |      |       |
| Other            | 29         | 11   | 40    |
| Other Europe     | 4886       | 2180 | 7066  |

| Country       | Wo<br>-men | Men  | Total |
|---------------|------------|------|-------|
| Egypt         | 8          | 25   | 33    |
| South Africa  | 4          | 4    | 8     |
| Tunisia       | 2          | 1    | 3     |
| Kenya         | 1          | 1    | 2     |
| Ethiopia      |            | 1    | 1     |
| Zambia        | 1          | 1    |       |
| Madagascar    |            | 1    | 1     |
| Africa        | 16         | 33   | 49    |
| USA           | 2038       | 2524 | 4562  |
| Canada        | 78         | 62   | 140   |
| Mexico        | 52         | 34   | 86    |
| Costa Rica    | 15         | 10   | 25    |
| Cuba          | 12         | 7    | 19    |
| El Salvador   | 4          | 2    | 6     |
| Guatemala     |            | 4    | 4     |
| Jamaica       | 1          | 1    |       |
| North America | 2200       | 2643 | 4843  |
| Chile         | 74         | 64   | 138   |
| Uruguay       | 25         | 12   | 37    |
| Argentina     | 15         | 18   | 33    |
| Ecuador       | 11         | 9    | 20    |
| Bolivia       | 8          | 7    | 15    |
| Brazil        |            | 11   | 11    |
| Colombia      | 2          | 3    | 5     |
| Guyana        | 1          | 1    | 2     |
| Venezuela     | 2          | 2    |       |
| South America | 138        | 125  | 263   |

| Country               | Wo<br>-men | Men | Total |
|-----------------------|------------|-----|-------|
| China                 | 30         | 27  | 57    |
| Israel                | 35         | 16  | 51    |
| Thailand              | 3          | 39  | 42    |
| Japan                 | 4          | 18  | 22    |
| Singapore             | 10         | 5   | 15    |
| Jordan                | 6          | 7   | 13    |
| Taiwan                | 3          | 8   | 11    |
| Turkey                | 5          | 4   | 9     |
| South Korea           | 2          | 5   | 7     |
| Cyprus                | 4          | 2   | 6     |
| Hong Kong             | 3          | 2   | 5     |
| Lebanon               | 2          | 3   | 5     |
| Philippines           | 1          | 4   | 5     |
| Vietnam               | 1          | 4   | 5     |
| Indonesia             | 1          | 4   | 5     |
| India                 |            | 3   | 3     |
| Malaysia              | 2          | 2   |       |
| Azerbadzjan           |            | 1   | 1     |
| Pakistan              |            | 1   | 1     |
| Syria                 | 1          | 1   |       |
| Bangladesh            |            | 1   | 1     |
| Saudi Arabia          | 1          | 1   |       |
| Asia                  | 114        | 154 | 268   |
| Australia             | 191        | 182 | 373   |
| New Zealand           | 34         | 27  | 61    |
| Fidji                 | 1          | 1   | 2     |
| Australia/<br>Oceania | 226        | 210 | 436   |

*Appendix 2. Foreign citizens registered in higher education autumn term 1988, per part of the world.*

| Citizens of      | Undergraduate education |             |             | Postgraduate education |            |             | Total        |
|------------------|-------------------------|-------------|-------------|------------------------|------------|-------------|--------------|
|                  | Men                     | Women       | Total       | Men                    | Women      | Total       |              |
| Nordic countries | 1245                    | 2493        | 3738        | 320                    | 171        | 491         | 4229         |
| Other Europe     | 901                     | 1009        | 1910        | 252                    | 123        | 375         | 2285         |
| Africa           | 166                     | 34          | 200         | 133                    | 17         | 150         | 350          |
| North America    | 172                     | 165         | 337         | 119                    | 77         | 196         | 533          |
| South America    | 193                     | 157         | 350         | 58                     | 29         | 87          | 437          |
| Asia             | 1350                    | 449         | 1799        | 372                    | 100        | 472         | 2271         |
| Oceania          | 7                       | 7           | 14          | 5                      | 6          | 11          | 25           |
| Soviet Union     | 6                       | 26          | 32          | 1                      | 5          | 6           | 38           |
| Unknown          | 217                     | 232         | 449         | 3                      |            | 3           | 452          |
| Stateless        | 20                      | 4           | 24          | 4                      | 2          | 6           | 30           |
| <b>Total</b>     | <b>4277</b>             | <b>4576</b> | <b>8853</b> | <b>1267</b>            | <b>530</b> | <b>1797</b> | <b>10650</b> |

Foreign citizens registered in higher education autumn term 1993, per part of the world.

| Citizens of      | Undergraduate education |             |               | Postgraduate education |            |             | Total        |
|------------------|-------------------------|-------------|---------------|------------------------|------------|-------------|--------------|
|                  | Men                     | Women       | Total         | Men                    | Women      | Total       |              |
| Nordic countries | 1086                    | 2591        | 3677          | 345                    | 225        | 570         | 4247         |
| Other Europe     | 1188                    | 1481        | 2669          | 420                    | 189        | 609         | 3278         |
| Africa           | 200                     | 57          | 257           | 148                    | 39         | 187         | 444          |
| North America    | 206                     | 209         | 415           | 133                    | 88         | 221         | 636          |
| South America    | 181                     | 146         | 327           | 73                     | 38         | 111         | 438          |
| Asia             | 1130                    | 923         | 2053          | 535                    | 206        | 741         | 2794         |
| Oceania          | 16                      | 18          | 34            | 13                     | 3          | 16          | 50           |
| Unknown          | 746                     | 911         | 1657          | 59                     | 41         | 100         | 1757         |
| Stateless        | 17                      | 4           | 21            | 1                      | 1          | 2           | 23           |
| <b>Total</b>     | <b>4770</b>             | <b>6340</b> | <b>11 110</b> | <b>1727</b>            | <b>830</b> | <b>2557</b> | <b>13667</b> |

The former Soviet Union is included in "Other Europe"

*Appendix 3. Applicants and admitted as non-Nordic guest students autumn term of 1994.*

| <b>Citizens of</b> | <b>Applicants</b> | <b>Admitted</b> | <b>Citizens of</b> | <b>Applicants</b> | <b>Admitted</b> |
|--------------------|-------------------|-----------------|--------------------|-------------------|-----------------|
| Algeria            | 7                 | 0               | Russia             | 9                 | 5               |
| Egypt              | 8                 | 0               | Sri Lanka          | 5                 | 2               |
| Botswana           | 8                 | 0               | Syria              | 2                 | 0               |
| Ivory Coast        | 2                 | 0               | Taiwan             | 1                 | 0               |
| Ethiopia           | 3                 | 0               | Thailand           | 2                 | 0               |
| Gambia             | 2                 | 0               | Turkey             | 8                 | 1               |
| Ghana              | 8                 | 0               | Vietnam            | 1                 | 0               |
| Cameroon           | 7                 | 0               | Bulgaria           | 5                 | 2               |
| Cape Verde         | 1                 | 0               | Estonia            | 12                | 4               |
| Kenya              | 32                | 1               | Finland            | 1                 | 0               |
| Congo              | 2                 | 0               | France             | 5                 | 2               |
| Lesotho            | 3                 | 0               | Greece             | 37                | 17              |
| Morocco            | 11                | 2               | Ireland            | 1                 | 0               |
| Mauritius          | 2                 | 0               | Iceland            | 1                 | 0               |
| Mauretania         | 1                 | 0               | Italy              | 3                 | 0               |
| Nigeria            | 16                | 2               | Croatia            | 2                 | 1               |
| Sierra Leone       | 3                 | 0               | Latvia             | 1                 | 1               |
| Somalia            | 1                 | 0               | Lithuania          | 8                 | 2               |
| Sudan              | 30                | 0               | Netherlands        | 2                 | 0               |
| South Africa       | 2                 | 1               | Poland             | 8                 | 2               |
| Tanzania           | 20                | 0               | Romania            | 3                 | 1               |
| Tunisia            | 6                 | 0               | Switzerland        | 3                 | 3               |
| Uganda             | 5                 | 0               | Serbia             | 6                 | 3               |
| Zaire              | 8                 | 0               | Slovakia           | 4                 | 0               |
| Zambia             | 3                 | 0               | Great Britain      | 7                 | 2               |
| Zimbabwe           | 7                 | 0               | Sweden             | 1                 | 1               |
| Bangladesh         | 24                | 3               | Germany            | 50                | 21              |
| China              | 48                | 17              | Ukraine            | 1                 | 0               |
| India              | 9                 | 0               | Hungary            | 6                 | 2               |
| Indonesia          | 1                 | 0               | Austria            | 2                 | 0               |
| Iraq               | 15                | 0               | Canada             | 7                 | 2               |
| Iran               | 27                | 1               | El Salvador        | 1                 | 0               |
| Israel             | 4                 | 0               | Jamaica            | 1                 | 1               |
| Japan              | 19                | 5               | Cuba               | 1                 | 0               |
| Yemen              | 2                 | 0               | Mexico             | 1                 | 0               |
| Jordan             | 6                 | 0               | USA                | 38                | 10              |
| Korea              | 3                 | 0               | Peru               | 1                 | 0               |
| Lebanon            | 3                 | 1               | Uruguay            | 1                 | 1               |
| Palestine          | 6                 | 0               | Venezuela          | 1                 | 0               |
| Pakistan           | 32                | 0               |                    |                   |                 |
| <b>Total</b>       | <b>647</b>        | <b>119</b>      |                    |                   |                 |

*Appendix 4. Examples of cost calculations at the institutional level (Swedish crowns)*

**Göteborg University**

Costs for internationalisation of higher education for the year 1994/95:

| Swedish students going abroad   | Costs            |
|---|------------------|
| Information   | 20 000           |
| Support to external organisation (IASTE) for information and arrangement of internships   | 10 000           |
| <b>Guest students</b>   |                  |
| Introduction  | 10 000           |
| Printed papers  | 7 000            |
| <b>Assistance*</b>  | <b>750 000</b>   |
| Support to student unions for cooperation   | 9 000            |
| Preparation studies in the Swedish language for non-Nordic guest students (also for guest students admitted to university colleges in the region) | 300 000          |
| <b>Exchange programmes</b>  |                  |
| Administration**  | 1 200 000        |
| Support to external organisation (Comett)   | 125 000          |
| Preparation for the university's participation in Socrates  | 150 000          |
| <b>Other internationalisation efforts</b>   |                  |
| Projects at the departments (internationalisation of the curricula etc.)  | 1 300 000        |
| Teacher exchanges   | 25 000           |
| Support to representatives in international organisations   | 100 000          |
| Strategic efforts at the central level  | 100 000          |
| Administration***   | 350 000          |
| <b>Total</b>  | <b>4 456 000</b> |

\*) Of which about 550 000 at departmental level

\*\*) Staff salaries, of which 2.5 staff at departmental level

\*\*\*) Staff salaries

## University College of Gotland

(This young institution does all its activities in cooperation with established institutions with more research competence. The calculations below include only locally initiated and financed activities):

---

|  |                              |
|--|------------------------------|
| Guest students principally from Russia and the Baltic countries doing entire study programmes                                |                              |
| Scholarships   | 840 000                      |
| Swedish language teaching  | 130 000                      |
| Student exchanges with the Universities of Novgorod, Tartu and Riga  | 100 000                      |
| Teacher exchanges and contact creating activities  | 80 000                       |
| Development of international course in business administration with students from Eastern Europe                             | 50 000                       |
| Education for nurses from the Baltic countries (WHO commission) and postgraduate course on environment around the Baltic Sea | 520 000                      |
| Administration   | about 20 % of a staff salary |

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## Royal Institute of Technology

Among the larger amounts devoted to student mobility the following can be mentioned:

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|                                  |           |
|----------------------------------|-----------|
| Housing service                  | 300 000   |
| Reception assistance             | 420 000   |
| The departments of the Institute | 2 900 000 |
| Central costs of the Institute   | 200 000   |
| Courses in the Swedish language  | 500 000   |
| Scholarships to guest students   | 100 000   |

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## University College of Mälardalen

Budget of the International Secretariat 1994/95:

|  |                  |
|--|------------------|
| <b>Administrative costs</b>  | <b>205 000</b>   |
| Membership fees for EAIE, IMHE, NAFSA, VIKING U.E.T.P.,<br>Swedish-British University Programme, etc | 100 000          |
| International newsletter   | 25 000           |
| Purchase of handbooks, information, etc about<br>studies in other countries                          | 20 000           |
| Production of information materials on studies abroad  | 10 000           |
| Participation in international student fairs   | 10 000           |
| Visiting programmes for foreign guests   | 10 000           |
| Other administrative costs   | 30 000           |
| <b>Journeys and conferences</b>  | <b>255 000</b>   |
| <b>Guest students</b>  | <b>400 000</b>   |
| Contributions to journeys and living expenses for<br>shorter visits and study stays                  | 100 000          |
| Scholarships to guest students   | 250 000          |
| Assistance to guest students   | 50 000           |
| <b>Swedish students and teachers going abroad</b>  | <b>200 000</b>   |
| Contributions to journeys and living expenses for<br>teachers' study stays abroad                    | 100 000          |
| Contributions to journeys and living expenses for<br>students' degree projects abroad                | 100 000          |
| <b>International Summer University</b>   | <b>400 000</b>   |
| Sweden Today   | 200 000          |
| Forum for teachers of Swedish  | 100 000          |
| Forum for Baltic teachers of Swedish   | 100 000          |
| <b>Study year abroad for students of certain programmes</b>  | <b>200 000</b>   |
| Tuition fees for universities in the USA   | 150 000          |
| Other administrative costs   | 50 000           |
| <b>Foreign students and trainees</b>   | <b>400 000</b>   |
| Introduction courses in Swedish language, culture<br>and society                                     | 100 000          |
| Housing and contributions to living expenses   | 300 000          |
| <b>Total</b>   | <b>2 060 000</b> |

## University College of Health Science in Örebro

Costs for internationalisation 1994:

|  |                |
|--|----------------|
| Salaries to lecturers                            | 30 065         |
| Literature and educational plan                  | 4 274          |
| Journeys and subsistence allowances for teachers | 67 204         |
| Course fees for teachers                         | 7 000          |
| Housing assistance for guest students            | 4 236          |
| Travel assistance to guest students              | 3 187          |
| Scholarships to guest students                   | 75 000         |
| Scholarships to Swedish students going abroad    | 6 062          |
| Travel assistance to Swedish students            | 11 816         |
| <b>Total</b>                                     | <b>208 844</b> |



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