



ERASMUS+

Proposal SSML GREGORIO VII ROME

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

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020

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4 March 2020





ERASMUS+
PROPOSAL (PART B)

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

EACEA-03-2020 ECHE-LP-2020

COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

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

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

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

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

- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.
- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

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

After mobility

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

activities in the final record of student achievements (the Diploma Supplement).

- Encourage and support mobile participants upon return to act as ambassadors of the programme, promote the benefits of mobility and actively engage in building alumni communities.
- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

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

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

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

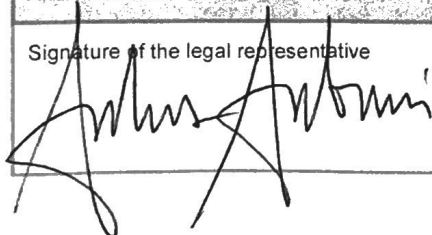
On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

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

Legal representative of the institution

Andrea Antimi

Signature of the legal representative



1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

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

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

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

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

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

1.2 Erasmus Policy statement (EPS): your strategy

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

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

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

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

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:
https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

languages)

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

Europe 2027 and the EU's growth strategy for the coming decade highlights higher education as a key policy area particularly in the field of digital skills. Open Educational Resources and the development of platforms dedicated to the didactic, will be the keystone of the EU-progress in reaching the ambitious goal of a European Educational Area (see: Göteborg EU-meeting 2017), i.e. strengthening European identity through education and culture. The cooperation in the field of Education among the EU-countries can achieve more important and positive goals in term of employment and social, civic and economic development.

Scuola Superiore per Mediatori Linguistici (SSML Gregorio VII) main objective is based on the pursuit of enhanced international mobility projects. We believe that higher education is a power for good and makes a significant economic, intellectual and cultural contribution to the world. We are committed to international excellence through the creation of world-changing research and high quality, inspirational teaching within an inclusive academic culture. The mission of our institute is to provide high-quality education at all levels, develop higher level vocational training and post graduate specialist training courses. Our objectives are to meet the social and economic needs of the society, to broaden and reinforce the European dimension by developing new curricula and courses meeting European standards as well as to respond to demand of national and international labour market. Our institute focuses on foreign languages therefore it emphasizes the knowledge of the language, the culture and the civilization of other European countries encouraging exchanges and enhancing the competences, the knowledge and the skills of those involved. All other extra-curricular programmes promote internationalization and increase students' awareness and sensibility to social and cultural differences pursuing tolerance and understanding among people belonging to different contexts.

As small and compact reality operating in the hearth of the capital at Piazza del Popolo, we receive about 400 students, some of them are from abroad. Since our institution is not big, we are able to create a direct relationship with each student, transmitting them, in this way, the fundamentals of a practical teaching experience. Indeed, as linguistic translation and interpreting institution, the first cycle is based on mediation and communication in many different languages, exploring professional activities such as terminology, special jargons and the ability to transmit contents in foreign languages. While during the second cycle, we focus on the professional skills in managing international conferences for example as interpreters or translation scientific texts or specialised literature. Our core values lay on the practical improvement of our students' international communication adapted to foreign languages. We deal with most of the mail spoken languages all over the world: English, French, German, Spanish, Portuguese, Russian, Arabic, Swedish, Japan and some other according to the

request. Foreign languages mean open one own mind par excellence: SSML Gregorio VII emphasizes the importance of diversity, cultural openness, inter-changeable experiences and, most importantly of well-developed internationalization activities and programmes. Indeed, our institution very much relies on offering our students the concrete opportunity to implement their acquired theoretical knowledge on a practical level through traineeship in Italy. This, not only to improve their communicative abilities and practices, but also to help them stimulating their curiosity and developing an international mind-set. The true value added that results from our teaching activities, relies in the institution's view, on the possibility for its students to engage in an educational experience through the Erasmus+ mobility programme giving them the opportunity to join a traineeship at international level. Students who develop their academic career on linguistic subjects are required to evolve a highly technical vocabulary, but also a very specific knowledge on the cultural, historical, political and social aspects of the language they are studying. For this reason, it is of vital importance, as institute for linguistic mediators, that we are able to offer our students the chance to add these factors to their curriculum participating in different International Programmes and especially in the Erasmus + Programme for Study Mobility and Traineeship Mobility.

Concerning the importance our institution gives to the implementation of a learning mobility during the academic path, it also transmits a high level of relevance to the learning mobility of the staff. In fact, the SSML Gregorio VII has acknowledged an important value to the learning mobility given to its staff. Our institution relies on the acquirement of new teaching and learning techniques. Therefore, it incentivises its staff to participate in learning mobility, not only to give them the opportunity to have an experience abroad, but also to demonstrate our theoretical and practical approach of our teaching method in the study of languages and translation. Our staff is encouraged to actively participate in learning mobilities to spread our teaching and learning techniques to partner universities and exchange best practices. The staff is required to acknowledge differences in the teaching methods and curricula of particular subjects acquiring them and consequently engaging them, when coming back to the home institute. Creating an international exchange on various teaching methods based on diverse teaching systems across the European Union is fundamental to further develop the staff's teaching and the student's learning approach. Furthermore, it is essential for the institution's staff to widen its professional network as much as possible in order to facilitate the implementation of new projects and new partnerships on an international level, and it is of utmost importance for staff to have the possibility to update their know-how and competences through training mobility. This is meant to create an easier access to each student and each member of staff to new opportunities of exchange and cooperation. The opportunity of spending part of the academic parkour abroad must become integral and vital for the completion of a secondary education. For our institute, participating in the Erasmus Programme does not only represent a way to exchange knowledge and skills between young and professionals, but also a chance to boost the cooperation between Member States; therefore contributing to an even growing interdependence within the European Union. Our

institution firmly believes in the initiatives of establishing a European Educational area, where no one is left behind, every student has the access to higher quality education and has the possibility to demonstrate his skills and capability. SSML Gregorio VII supports the creation of a European Educational area in which students can be enriched by diversity and Europe can benefit from greater cohesion. Our mission is to provide a high quality education developing also vocational training and to meet the social and economic needs within Europe. Broadening and reinforcing the EU-dimension with new competences and skills is a direct answer to the question related to youth unemployment.

Additionally to boosting the implementation of our institutional internationalization strategy, the participation in the Erasmus Programme, also facilitates the development of our modernization strategy. The importance of digitalization, innovation and technological change is growing exponentially in each EU-member state, it is also essential for our institute to constantly updating the educational system with new methods and techniques. The current crisis has risen our awareness on the essential need for our institution to organize the teaching material through academic platforms and virtual lessons. To this purpose, SSML Gregorio VII has recognized the importance of analyzing, evaluating and consequently facilitating the introduction of a blended mobility, particularly due to the current challenges caused by the CoVID-19 pandemic. Nowadays the virtual mobility within a blended mobility can become a real opportunity in facilitating online learning exchange and must therefore be valued as equivalent to a long-term mobility in presence. Based on this awareness, the institute is engaging with the practical use of different platforms to grant free access to each individual also in the case of international mobilities. Participating in the Erasmus Programme would be a chance to modernize our teaching system and ensuring the improvement of online teaching system. Supplying a blended Erasmus Programme is, especially now, results to be one of the objectives of our institution's modernization strategy.

To concretely implement the above mentioned objectives, SSML Gregorio VII has a representative member of staff for the international relations. The representative's goal is to stimulate students of every course of study, as well as members of staff transmitting them the relevance of an Erasmus experience and consequently stimulating them to apply for an Erasmus+ mobility. Based on a framework of full transparency, accountability and equity, the representative of the international relations at SSML Gregorio VII ensures an accurate and equitable application and selection process. Moreover, the representative is fully available to analyse and respond to an eventual incomprehension risen during the application/selection process. In this way, a fair and transparent methodology is applied by the international relations office that, furthermore, transmits the importance of a peer-to-peer exchange between students.

Please reflect on the Erasmus actions you would like to take part in and explain how they will

be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

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

SSML Gregorio VII is absolutely willing to take in as many Erasmus Key-actions as possible. Since the first years of the Programme our institute, established in 1988, promote the internationalization thanks the Erasmus Programme. We took part not only in KA 1 with all kind of mobility and within the last 15 years we reached very good results considering that our institute has about 400 students per a/Y. Intensive Programmes and in Grundtvig Programme also were actively developed and positively realized during the previous Programme. Those positive experiences pushed our interest in disseminating more and more among students and staff. They were the opportunity to broaden our networking at international level. Partners in many Eu-countries, who are still cooperating with us and who have been participants in many other initiatives, organized at academic level. Nowadays we have a significant participation in the KA1 both from staff and from students. We worked on other KA too, in fact, we tried for four years to take part to the KA2, presenting projects that majorly focus on intercultural communication and cultural tourism. These projects have been presented in collaboration with important international specialized institutes and other organization active in the labour market. However, even though each year we received a very good feedback, unfortunately the score results to be insufficient (for a few points) to approve the projects. The institute's goal is to take part in KA2 Erasmus actions, as we are willing to develop new curricula, specialize on the organisation of new master programmes as well as on highest education courses. Additionally, SSML Gregorio VII would like to offer its students to professionalize throughout the participation in such programmes as it was for the IPs. Since KA2 Erasmus actions are created in collaboration with the interchanging between highest education and labour reality, such as industries, associations and public administration, it would be fundamental for our institute to participate in these actions in order to enrich our internationalization and modernization strategy. Indeed, SSML Gregorio VII emphasizes the importance of diversity, cultural openness, inter-changeable experiences and, most importantly of well-developed internationalization activities and programmes. Indeed, our institution very much relies on offering our students the concrete opportunity to implement their acquired theoretical knowledge on a practical level. Students will be the subjects who are going to enter into the labour market and, therefore, are required to understand the value of interconnections within the labour world. Erasmus various actions would highly facilitate the implementation of our objectives. During the past years, the participation to the Intensive programmes (IP) has brought very good results for students and staff. For this reason, we would like to have the chance to repeat such precious experiences. Concerning the importance, our institute gives to the internationalization and the interest that our students

show in learning European countries, their culture and language, our aim for the next Programme is to implement the Key Actions.

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

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

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

First of all, SSML Gregorio VII envisages a very positive impact of its participation in the Erasmus+ Programme, as fundamental for the evolvement and implementation of its internationalization and modernization strategy. Therefore, it offers the institution a chance to develop on a concrete base the measures laid out in the Erasmus Policy Statement. The actions supported on a Key Action 1 (KA1) are expected to bring positive and long-term effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed. The most valuable and important impact for our institution of participating in the Erasmus+ Programme consists in creating a European-wide educational and cultural solid network with established or future partner institutions. The creation of such network is essential for our institution to give our students the opportunity to get in touch with institutions focusing on our same study areas. In this way, students are spurred to expand their technical and practical skills and to build a network of connections that will be useful for their future employability and their individual skills enhancement. Through this, we expect our students to substantially improve their soft skills, such as getting to know new cultures, improve foreign languages and evolve their communication competences. Moreover, our envisaged impact of an Erasmus+ participation is to generate a multiplier effect. This means that by incentivizing mobility and promoting HE abroad, the result is to multiply the number of future mobilities. SSML Gregorio VII gives a very high value to the Erasmus+ Programme, as being a small reality, this Programme represents the most important support for the implementation of our internationalization and modernization strategy. Additionally, we consider the Erasmus+ Programme the most important strength for foreign educational and personal growth offered to students and staff. Furthermore, concerning the academic staff, we expect from the participation in the Erasmus+ Programme an increase in the knowledge of good practices and skills, in the quality of teaching and in multidisciplinary and cross-organisational cooperation in teaching. The international

cooperation of our academic staff should have a positive impact on research, teaching methods and overall HEI's cooperation. In this way, staff mobility does not only generate a positive advantage to the individual staff participant, but also to the entire institution. Indeed, the academic staff does not only bring back home new and efficient teaching methods gained abroad and sets future objectives for cooperation, but also motivates students to value an academic experience abroad for their curriculum and future employability. We believe that academic mobilities represent a way of enriching and further developing our course offering and pedagogical methods.

Consisting of about 400 students, our institutions has monitored an annual participation of about 30 students and about 10 staff to the Erasmus+ Programme. We are eager to improve the percentage of participants annually, in order to contribute a positive impact on our institution, on the employability of graduates and majorly on a social equality within European countries. Our engagement in disseminating the Erasmus+ Programme leads to a higher number of applications per academic year, which our institution tries to cover. Indeed, the international relations office tries with all its means to allocate each requesting student to an Erasmus+ grant offering, for example a student, who did not attain a placement at its desired destination, to be allocated elsewhere. This all happens following strictly the ECHE, selecting mobile students and staff and award grants in a fair, transparent, coherent and documented way.

On a qualitative level, our academic staff was able to notice how the mobility experience had changed some student's attitudes. Students have proven to be more mature and self-confident, demonstrated openness to new opportunities and experiences and much more adaptability in general. Furthermore, when returning from the mobility, the differences between non-mobile and mobile students within the same course became apparent. The mobile ones clearly showed important improvement in soft skills.

Through the participation at the Programme we offer both students and staff the opportunity to go abroad, which they probably wouldn't have otherwise and which can lead to future professional outcomes and to job mobility. Indeed, more than one student who did an Erasmus work placement was offered a job by his host organization, especially to those who did a mobility after graduation.

Our institution is willing to participate at the new Programme, in order to boost international cooperation and create new synergies at international level year by year. We intend to improve the quantitative and qualitative objectives set in our Erasmus Policy Statement dedicating to the activities to be carried out in the next seven years great commitment.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

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

Taking strict measures to respect the principles of non-discrimination, transparency and inclusion of students and staff is fundamental part of our general institute's, but also of our Erasmus Policy Statement. In fact, SSML Gregorio VII ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities. First of all, all students are offered the possibility to receive a scholarship depending on the amount of their family income. This scholarship is provided at a regional level Lazio DiSCo and our institute full complies to the participation measures of such scholarships intended for students with disadvantages backgrounds. Concerning the Erasmus participation, full and equitable access to participants from all backgrounds is also ensured. Our institute ensures that any individual or group is/will be treated equally and equitably applying the principle of non-discrimination 'based on sex, race, colour, ethic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation'.

On a practical level this means that, initial Erasmus-Info-days are organized by the representative of the international relations office already from October to January of each academic year. In January, the Erasmus+ application is published and visible to everyone. Afterwards a plenary session with entire institute is held during which all the most important points of the application are revised with all staff and students. After having received the application to the Erasmus programme and the detailed documentation, the students are awarded the Erasmus scholarship depending on their merits (grades, ECTS obtained) and according to all the foreseen dispositions of the existing rules. We assure supplementary supports to applicants with fewer opportunities with individual top-up-grants according to national requirements. In addition to this, being a small institute permits us to establish a one to one relationship with our students that allows us to pay particular attention to the specific needs of each student. In this way, we are, in fact, able to provide tailor-made solutions to the individuals who require them.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to

students. Please refer to the timeline indicated on the European Student Card Initiative website².

Erasmus is going digital! In line with the vision to create an European Education Area by 2025, where spending time abroad to study and learn and speaking two languages, in addition to one's mother tongue, is standard, and school and higher education diplomas are automatically recognised across the EU, our institution will highly promote Erasmus Student Card Initiative and the use of the Erasmus+ mobile App. As an institution willing to participate in the future Erasmus Programme, we will have the responsibility to use the Erasmus Without Paper network to exchange student mobility data. Therefore, our institution intends to follow the guidelines outlined by the new Programme by managing inter-institutional agreements and online learning agreements until 2021; sending and receiving student nominations and acceptances by 2022; exchanging transcripts of records related to student mobility by 2023. These mandatory use of electronic data transfers will certainly simplify the mobility, while the student mobility administration processes will be digitalized. This means a great benefit for the institution's administration, a lower bureaucratic effort and a concrete measure for supporting sustainability. Since the European Student Card Initiative includes many benefits for the students - as a secure and seamless exchange of information, a reliable student identification and authentication, automatic recognition of ECTS credits and an access to e-services that will allow students to enjoy cultural activities throughout Europe – our institution will promote to students the Initiative in the next future during general Erasmus+ Info Days, ad hoc Info Days for Erasmus Without Paper and through the institution's website in the section Erasmus+. We will underline the importance of going digital – at this very time of pandemic – and promote blended learning and virtual mobility. Through the Erasmus Student Card students will benefit from the facilitated access to services at the host institution. In this way, every student will have educational excellence at his fingertips.

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

Climate change is the challenge of the 21st century. Therefore, the Erasmus Programme for the 2021-27 period, following EU policy and measures for the reduction of the greenhouse gas emissions, has to contribute for the achievement of the EU sustainability goals. The objectives of the European Green Deal are, nowadays, fundamental to be achieved, particularly in this challenging moment with regards to health, economic, social and environmental issues our planet Earth is facing. The Erasmus without Paper not only aims to

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

create an electronic network allowing universities to exchange data about and for the mobility but also to minimize the need for paper documents. The use of electronic data will lead to a great modernization of the new Programme and give also an important contribution to the environmental protection and to the fight against climate change.

Since both students and staff cannot have an experience abroad without travelling, our institution intends to promote environmentally friendly practices like taking the train or bus instead of the airplane when travelling until 1.000 km. Therefore, we hope, the EU will commit herself making railway travel a competitive alternative to flights. Our institution will propose to students and staff to consult the carbon emission calculator to determine the carbon footprint of the flight they want to buy so to raise awareness of the consequences of emissions and about the fact that flying is not very environmentally conscious. Furthermore, our institution will promote the carbon offset, in case of travelling by plane, for example compensating the CO₂ emission by planting trees or donating for renewable energy projects. Also the virtual mobility, which our institution will promote for the new Programme, substituting physical mobility can reduce environmental impacts and can be considered an environmentally friendly practice. Virtual mobility will have a considerable impact of on physical mobility and daily life routines. Through the virtual mobility both time and space constraints will no longer play any great role and traditional behavior patterns and physical constraints will lose their importance. This new forms of interaction and organization – which we have experienced during the lockdown period – will probably modify and could maybe simplify our lives.

Sustainable living is surely a global effort, but efforts must be made also bottom-up and locally. To this pursue and in order to reduce the use of plastic, our institution wants to help students and staff avoid single-use bottles and encourage them to use environmentally friendly alternatives. We want to discourage plastic water bottle use by eliminating the sale of the single-use bottles on campus and encouraging the purchase of the reusable water bottles, giving the opportunity to buy them on campus. In fact, increasing the availability of cheap, reusable water bottles for purchase will encourage more students and staff to avoid disposable plastic bottles. Another measure our institution will take, is to place a sign over the refrigerators to remind students of the impact of water bottle use and of the possibility to fill the reusable water bottle at the water fountain of the campus. Another important point to protect the environment and reduce pollution is to encourage recycling and carry on a good waste management on campus. Our institution practices daily a careful differentiated collection of waste: All the solid wastes generated are collected using appropriate waste collection bags and mobile bin positioned at strategic corners of the university. We insist on the importance of recycling and resource conservation. Last but not least, is the awareness-rising action among students and staff regarding an alternative use of mobility such as bicycles, public transport or car-sharing systems. Our institution discourages the use of private cars and encourages the change of mobility-related attitudes. SSML Gregorio VII is located at the very city centre of Rome (Piazza del Popolo), which with no doubts represents an aspect that contributes to engage in environmental friendly practices. Many students are

already very sensitized concerning environmental and sustainability topics. Indeed, many of them take public transports or profit from the available sharing systems of electric vehicles to reach the institute. Moreover, as the Institute is in the heart of the city many students are also very facilitated from this and more incentivized to engage in such practices. Lastly, SSML Gregorio VII is a member of an environmental association based in Rome (Astrambiente) with which it has built a strong cooperation throughout the past years, particularly to transmit students the value of environmentally friendly practices and to stimulate them learning more on environmental and social topics. In fact, students are encouraged by our staff to participate to conferences and/or workshop organised in Rome on this important issues.

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

From its inception, the Erasmus student exchange programme has been promoted by the European Commission as a "civic experience" that instills or enhances a European consciousness among participants. In fact, studies such as the Erasmus+ Impact Study have shown that the Programme stimulates a positive attitude towards multicultural awareness and a stronger sense of European identity amongst students who carry out a mobility abroad. Also the ESNsurvey 2019 has shown that students with an exchange experience are far more engaged in civil society organizations.

Civic engagement and active citizenship amongst our outgoing and incoming students before, after and during mobility is promoted by our institute through the active teaching of humanistic subjects, such as history, citizenship, culture, literature. In fact, it is in the institute's view that humanistic subjects are able to increase student's awareness and consciousness, which is why our staff is engaged from the initial lectures to transmit the value of civic behaviour and fundamental rules/rights of civil society across all European and non-European countries. The intercultural communication taught at our institution and the constant study of different languages bound to their cultures help inevitably to facilitate student's integration in the host country. Moreover, these practises contribute to further develop internationalisation of SSML Gregorio VII and most importantly prepare students to accept diverse kinds of cultures and traditions. Our institution is also very engaged in incentivizing peer-to-peer exchanges between students/staff who have already spent a period abroad. To this purpose, our institution organizes, before the mobility, info-days dedicated to the Erasmus+ Programme with students/staff ambassadors who share their experience aboard to students/staff who are willing to apply to an Erasmus+ mobility, taking groups with fewer opportunities into consideration. Sharing these experiences also helps students to gain an overview of the existing extra-curricular activities, such as volunteering or participating to traditional events. This gives students the opportunity to be civically and actively engaged in the local society. Although we are a language teaching institution, and our students/staff have a consistent

language preparation to cope with an experience abroad, our institution strongly recommends and promotes the use of the Online Language System, also studying an additional language to the one of the language of the receiving country. The above mentioned aspects are equally valid for incoming students/staff. Indeed, SSML Gregorio VII encourages incoming students/staff to get into contact with our students/staff and to start the Online Language System in order to become more familiar with the Italian culture. During the mobility, SSML Gregorio VII organizes a welcome day for the incoming students and is particularly engaged with the student's integration through the "buddy system". It is very important that our students support the incoming ones facilitating them to organize the daily routine and to get in touch with the cultural features of our country. This gives both, local and incoming students the opportunity to build an intercultural exchange, for example by organising trips, social events and tandem tables. Furthermore, our institution highly emphasizes the importance of the ambassador's role of the incoming students who are able to disseminate mobility in their own country. In addition to that, our institution supplies incoming students with the possibility of taking Italian language courses from their arrival to their departure in order to ensure a better social integration, as well as an improvement of linguistic skills. In conclusion, after the mobility, outgoing and incoming students are asked to promote the Erasmus+ programme by sharing their personal experience and becoming ambassadors of mobility. In fact, in many cases, we require students to write a report of their mobility, which contains important insights of their personal and professional development. Students are also given the possibility to share their experience by publishing pictures, videos and posts on social media and on our website www.gregoriosettimo.eu.

We opened a new communication channel in youtube and facebook which can be used to provide more important information to students, they can also participate in the communication publishing some material as result of their experience abroad (interviews, videos, post, blogs and so on). Recently we launched a Contest for the outgoing students who can narrate their experience throughout photos and a short presentation in many different languages. We constantly try to stimulate the attention of a wider audience.

2.2 When participating in Mobility Activities - After mobility

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

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition³.

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

The importance of digitalization, innovation and technological change is growing exponentially in each EU-member state, it is also essential for our institute to constantly updating the educational system with new methods and techniques. Our institute is highly committed to implement a full automatic recognition. Before the mobility, the Learning Agreement (LA) is agreed with the academic coordinator of the international relations, who then sends the LA to the host institute and, if a common agreement is found, the LA has to be approved by both institutes. After the mobility, all the ECTS are automatically recognized because of the previous agreement signed. If students are able to prove that he passed the exams, i.e. ECTS earned by the student through credits reported in the student's records. In this way, the ECTS and scores earned can be identified in a transparent way. The ETCS gained by the student during the mobility and which were planned in the LA will count for the degree without requirement of further courses or exams. Our institution sends and requires the Transcript of Records within about 5 weeks from the ending of the mobility. Once our institution has received the Transcript of Records, the academic coordinator of international relations carries out the recognition and informs the student of the recognition outcomes. We inform and explain to students the recognition procedure and the conversion of grades so to ensure transparency regarding the different practices of our partner institutions in this regard. We will ensure the implementation of the exact same process that is currently used for the full automatic recognition also for blended mobility and accelerate the recognition process also during the period abroad, in order to facilitate students in case of curricular changes already during their exchange. Therefore, the concrete steps will consist in following the above-mentioned process. . Moreover, if there should be changes concerning the exam choice during the mobility abroad, the changes in the recognition of the ECTS are revised and re-organized again by the academic coordinator of the home-institute.

SSML Gregorio VII will ensure the implementation of the exact same process that is currently used for the full automatic recognition also for blended mobilities and accelerate the recognition process also during the period abroad, in order to facilitate students in case of curricular changes already during their exchange. Therefore, the concrete steps will consist in following the above-mentioned process.

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

Our institution supports and promotes the relevance of the learning/training mobility for staff
Our institution relies on the acquirement of new teaching and learning techniques and best practices. Therefore, it incentivizes its staff to participate to learning mobilities, not only to give them the opportunity to have an experience abroad, but also to demonstrate our theoretical and practical approach of our teaching method in the study of languages and translation. Our staff is encouraged to actively participate in learning mobilities to spread our teaching and learning techniques to partner universities. The staff is required to acknowledge differences in

the teaching methods and curricula of particular subjects acquiring them and consequently engaging them, when coming back to the home institute. Creating an international exchange on various teaching methods based on diverse teaching systems across the European Union is fundamental to further develop the staff's teaching and the student's learning approach. Furthermore, it is essential for the institution's staff to widen its professional network as much as possible in order to facilitate the implementation of new projects and new partnerships on an international level.

Concerning the measures used to recognize staff mobility, our institute only values the importance of professional and personal recognition and does not foresee a recognition of economical character.

In fact, our international relations office encourages staff mobility and supports the academic staff with the documents for the establishing of new inter-institutional agreements. We welcomes every kind of new project idea brought forward by our academic staff and values its staff as an supporter of its internationalization strategy. Our institution supports staff also with logistical management for organizing the mobility abroad. The staff mobility for teaching or training activities is recognized as a component in the evaluation of staff and is highly promoted during Info Days.

2.3 For the Purposes of Visibility

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

Link to host EPS: <https://gregoriosettimo.eu/viaggi-studi2/147-ssml-gregorio-vii-erasmus.html>

Charter Principles Communication will be published in our website www.gregoriosettimo.eu in fact we have a dedicated section to the internationalization which has been implementing from the person in charge with the international relations and the Erasmus Programme regularly. This website was totally renewed last summer. This new version in Italian and English permit a favourable access to the general and specific information. Furthermore, we have the opportunity to publish in real time all the news regarding the Erasmus Programme. To integrate this channel of communication, we have also the Platform which is an internal way to reach all students and staff with information such as deadline, list of the participants and so on.

To regularly promote the activities supported by the Erasmus Programme, SSML Gregorio VII has first of all, newly updated its website, in order to provide students and staff with a clear and simple overview of the programmes the institution engages with. In addition to this, the institute has started to use internal teaching platforms, such as Google suite, classroom to

create a strongly communicative connection between each student and member of staff. This means that, especially in this period of pandemic, Erasmus activities will be promoted virtually through the active use of the Institute's media. Google suite will be a way to publish all important information on the online dashboard of the institute concerning the activities and their developments. Furthermore, through Google suite and/or Classroom Platforms developed for the online teaching programme, online briefings and meetings in large groups, but also in small groups or even individually will be organised by our international relations coordinator to promote Erasmus activities and stimulate students to apply to participating in such activities. Students continuously need a guide to better choice the extracurricular programmes such as a period spent abroad for study or training. The activities realized in cooperation with students will be part of the published material in our website. Other social like Facebook or youtube are used as show-cases to disseminate the Erasmus Programme.

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

Charter Principles Communication will be published in our website www.gregoriosettimo.eu in fact we have a dedicated section to the internationalization, which has been implementing from the person in charge with the international relations and the Erasmus Programme regularly.

As very small institute, we are able to establish a daily and familiar relationship, based on a linear curve of communication. This linear curve of communication is, first of all, possible through the use of social media, such as Whatsapp, Facebook and e-mails, through which direct contact with students and staff is provided and ensures a tangible communication of the Erasmus participation principles on a daily and regular bases. Moreover, the internal platforms and webites offer further opportunities to widely communicate at internal and external level, e.g. with families and staff, with students and teachers. Platforms allow to realize a tailor made information, therefore a better communication among people belonging to our institute.

Academic staff values the implementation of our institution and applies the Charter Principles respectfully.