



ERASMUS+

Proposal Template

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

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020

**Version 1.1
4 March 2020**



COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

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

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

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

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

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

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

During mobility

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

After mobility

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

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

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

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

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

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

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

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

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

Legal representative of the institution

Signature of the legal representative

Firmato da:
Francesco Ubertini
Motivo:

Data: 21/05/2020 12:26:45

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

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

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

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

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

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

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

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

1.2 Erasmus Policy statement (EPS): your strategy

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

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

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

goal of building a European Education 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 languages)

The University of Bologna Development Strategy and the objectives in the participation in the Erasmus+ 2021 – 2027 Programme

Internationalisation has been defined as a crucial transversal dimension in the strategic plan of the University of Bologna. The past and the current 2019-2021 strategic plans are articulated on the three intervention dimensions of the University, namely Research Education and Third Mission and, in particular, the current plan is focused on the concept of "Sustainability" in the sense that the three missions are all oriented towards the contribution in achieving the SDGs 2030 as defined by the UN. In this framework, internationalisation is expressed as a transversal dimension to the three missions and not as a separate strategy. In order to properly communicate the plan, since 2016 it was decided to design the webpage **Alma 2021**, where 2021 refers to the period of the administration of the current Rector. Alma 2021 sets out the actions that are intended to implement the Strategic Plan and essentially summarizes the planning process followed by the University Governing Bodies and the Departments. This website reports on the policy decisions made, the processes of governance implemented within the academic community and local community, the commitments made and the results actually achieved.

In this context, the Erasmus Plus Programme is considered a fundamental instrument to contribute to the realization of the strategic goals of the university, with particular regard to the international dimension of education and on the third mission (knowledge transfer to society). In fact, the Erasmus Plus Programme encompasses the evolution of the concept of internationalisation, shifting from an internationalisation based on the mobility of people to a comprehensive internationalisation based on the movement of minds, shifting from being a goal *per se* to covering a transversal service role to education, research and third mission.

In this context, the goal of a **massive** (in numerical terms), **holistic** (in terms of the participation in all the actions) and **widespread** (in the sense that all the UNIBO Departments and Units are involved) participation in the Erasmus + 2021-2027 Programme is to progressively reach a real comprehensive internationalisation. This will be possible through the overcome of existing cultural and organisational barriers and positioning the cultural and professional growth of all the members of the academic community at the centre of the whole process. In this path, the cultural and professional growth of all members of the community is fostered not only by transnational and international mobility paths, but also by the creation of an international environment capable to provide international and intercultural competences relevant for a global labour market and for a responsible and participated role in the community.

To this general aim is devoted UNIBO strategy called "**Didattica Innovativa**" aimed at the promotion of new methodologies and tools for teaching and learning, including digital technologies. To this general aim is addressed the UNIBO Project "**Competenze Trasversali**" aimed to offer to all UNIBO students a wide range of transversal skills courses with a catalogue which is evolving to host not only "methodological skills courses" (e.g problem solving) but also social skills courses to educate to global citizenships (e.g civic and intercultural competences). Always addressed to a new paradigm of internationalisation, the UNIBO Project "**Alma Entrepreneurship**" is focused on the collaboration with companies for the development of entrepreneurial skills of students. Finally, to this general aim are addressed the UNIBO **ALMA ENGAGE** and the **FIELD Work** initiatives, both oriented to the Development and Cooperation dimension with a clear focus on the direct engagement of students. All the above mentioned projects are perfectly addressed in the new Programme which is now offering, in addition to the Learning Mobility, opportunities for innovation in education (Partnerships for Cooperation), sectorial cooperation and entrepreneurial skills (Partnerships for Innovation) and innovation aimed to develop and test new frontiers of internationalisation (Partnerships for Excellence).

How the participation in the Programme will contribute to the Modernisation of our institution?

Given the above framework and the connections, between the Programme and the institutional development strategy, UNIBO will continue to apply for the Mobility of students and staff, considering mobility as a fundamental part of the academic, professional and personal growth of its community, fully embedded into students' and staff careers. In particular, staff mobility (teaching and professional staff) is seen as an opportunity for the staff, but also as an opportunity for the whole institution to modernize through the contaminations created by the transnational collaborations.

Similarly, the participation in both the KA2 and KA3 activities will contribute to the modernization of the institution and to the comprehensive internationalisation in line with our strategy. Importance will be given to the capacity of departments to apply and implement KA2 projects, which could be sustainable and scaled up after the end of the projects. Specific actions to facilitate this process is described in the following sections.

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

How we intend contribute in the development of the European Education Area?

The mid – term plan of our institution, based on the concept of social responsibility, innovation, comprehensive internationalisation is not confined to the UNIBO campus. UNIBO is in fact playing an active part in the Italian HE context, through the Italian Rectors' Conference, it has a sit in the EUA board and it is working towards the European and Global Development of Higher Education values within national and international networks and alliances. Among these transnational networks we can quote organisations such as the Magna Charta Observatory (based in Bologna), the newly established UNA Europa Alliance (European Universities) and the long lasting participation in European Networks such as Coimbra Group, The Utrecht Network, International University Association (IAU), The GUILD and UNIMED. The participation in these networks is contributing (and it will increasingly contribute in the future) to position UNIBO development strategy in a transnational (pan) European context and in particular in the context of the inter-ministerial work carried out within the Bologna Process, aiming to the establishment of the European Higher Education Area and, more widely, the European Education Area. In June 2019, University of Bologna in collaboration with the Magna Charta Observatory, the Ministry of University and Research, the European Student Union (ESU) and the European University Association (EUA) organised the international Conference Bologna Process Beyond 2020, to promote the exchange among stakeholders on the future of the EAHEA. Therefore the participation in the Erasmus+ 2021 – 2027 Programme, will enhance the social impact of the University of Bologna further contributing to some of the goals defined by the European Commission and in particular:

To make the spending of time abroad the norm for all students (enhance inclusive mobility)

This objective is already a plan for UNIBO future. This objective is very much connected with the work that is under development within the UNA EUROPA Alliance and the OPEN – U Project (respectively KA2 and KA3 of the existing Programme) which are fostering the massive adoption of new forms of mobility, including blended and virtual mobility. New innovative formats of education and mobility are under development also for teaching and professional staff.

Everyone should be able to access high-quality education, irrespective of their socio-economic background

Quality and inclusion are going simultaneously in the UNIBO strategy for the forthcoming years. While quality is pursued through many innovation projects above described, access and inclusion are part of the social responsibility of the university and specific plans are under development to achieve this objective (also in line with the national regulations on social inclusion and education for all). Among the projects under construction, there is an investment-housing plan connected with local Authorities' investments and, above all, the digitalisation plan, which will make the access to UNIBO infrastructure remotely accessible.

Recognition of qualifications, multilingualism, European identity and recognition of Europe's cultural heritage and its diversity

Recognition of studies, multilingualism and promotion of the European Cultural heritage and its diversity are pursued by UNIBO through different actions of its strategy. Full recognition is promoted both for the credit mobility and for the vertical mobility; multilingualism is fostered within study programmes and promoted by the Rector's delegate for Multilingualism. European Identity is part of the own values of the University and it is promoted, among other actions, by the Jean Monnet Actions coordinated by UNIBO Departments. In addition, the newly established European Alliance named UNA EUROPA is based on the common cultural ground of the 8 represented universities recognising the European identities in a multilingual framework, and fostering the fundamental values of academic autonomy and freedom. Based on this vision, 5 interdisciplinary focus areas will be the ground for the development of innovative education, research, third mission and mobility formats. The focus areas are: Cultural Heritage, European Studies, Sustainability, One Health and Data Science/Artificial Intelligence. These are all multidisciplinary areas focused and engaged towards European Identity, valuing diversity, education to democracy and civic engagement. Innovative educational formats will be developed and tested with the aim to valorise cultural diversity and to combat the normative diversity. The final goal will be also to overcome the whole concept of recognition, whose existence will be challenged *per se* by the creation of a real transnational campus.

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)

Which actions UNIBO will take part?

The University of Bologna, in continuity with the past experiences within the Erasmus+ 2014 – 2020, will take part in all the actions of the new Erasmus+ 2021- 2027 Programme, namely KA1, all the opportunities offered by the KA2, and, despite with a different approach, KA3. It will also be active in the Jean Monnet and Sport Actions if confirmed.

How the participation in these actions will contribute to the achievement of UNIBO institutional strategy?

The synergies and connections between UNIBO plans and the new Programme which have been highlighted in the previous paragraphs will be exploited through the participated participation of the whole institution into the Programme, facilitated by:

- A clear development plan including objectives and indicators of achievement for internationalisation targets
- Investments in HR and projects to support the implementation of the Programme and of the strategy
- An organisational structure composed by policy developers and professional staff (the structure is described later on in this document)

Based on this organisational structure and engagement plan, the Erasmus+ Programme will contribute to the achievement of the vision and mission of UNIBO and in particular:

KA1 and in particular the mobility of students for study and traineeship will contribute to consolidate the experience of the mobility as a crucial and perfectly embedded experience within their academic career pursuing qualitative more than quantitative goals. The same will be applied to academic and professional staff.

The international component of the mobility will contribute to foster the internationalisation of the careers of students and it will allow to consolidate the relations established with old and new partners in those geographical areas in which UNIBO invested more during the current Programme, namely Africa, Asia and Neighbouring Countries.

The Blended Intensive Programmes will be largely adopted to sustain the numerous ongoing and past KA203 projects which have developed OER and blended mobility experimentations that can be now be scaled up and further developed. They will also be implemented within the UNA Europa Alliance to sustain blended mobility in support to innovative formats of education.

Partnerships for Cooperation, in particular those developing large scale projects, will be the main tool to build up innovation in education in a bottom up modality, thus arising directly from the initiative of departments and supported by the centre. As in the past, when UNIBO participated in more than 100 Strategic Partnerships (mostly HE but also VET, Adult and School education), this tool will support the development of transversal skills, the modernisation of our education system and the connections with local communities.

Partnerships for Excellence will be the main tool to further advance in the internationalisation ambition. Erasmus Mundus will continue to innovate and internationalise specific disciplinary domains while European Universities will be approached to find further sustain to the current UNA Europa Alliance. If it will be possible, a second European Alliance will be pursued. The two alliances will not be in competition since UNA EUROPA is a Comprehensive Alliance, while the second one will be in Bio-economy and social innovation and will be based on an existing European Thematic Network, which involves in UNIBO less than half of the Departments.

Partnerships for Innovation, will be the basis for the exploitation of the synergies between Erasmus+ and Horizon Europe, fostering the exploitation of the educational component of the existing and future KICs.

Opportunities offered by KA3 will finally contribute to the innovation process at policy level pursued in the past frameworks by UNIBO through the participation in policy experimentation projects such as CALHOEE and CLHOEEII, FAIR or OPEN – U. These projects have contributed to the mainstream of innovative practices such as the automatic recognition of credentials or the harmonisation of the practices in the development and assessment of learning outcomes at Study Programme level.

How will the activities be implemented at your institution?

Governance and structure to implement Internationalisation at UNIBO

International relations follow the approach defined in the statute of the distinction between the political orientation provided mainly by the Rector, the Vice Rector for International Relations and other appointed actors and the management of internationalisation that is mainly under the control of the international relation division. In the current governance structure the political orientation is expressed by the Vice Rector for internationalisation, who is supported by 6 Rector's delegates for specific geographical areas. Political orientation is also expressed at Departmental level by 32 Department delegates for internationalisation. In addition a role in the definition of internationalisation policies is also covered by the Delegate of the Rector for Multilingualism and interculturality and by the Delegate of the Rector for International teaching and education.

The management level is organised both at central level, at the international relations central office, and at departmental and campus level. The current organisational structure of the international relations division is organised in geographical area. The Current Programme is managed by all the units of the International relations division, but in particular by the 4 units included under the geographical area "EUROPE". In particular the European Mobility for Study and the EU Placement and Staff Mobility are in charge of the current KA1 and the European Projects Unit is in charge of EMJMD, KA2, KA3, Jean Monnet and SPORT. KA107 and KA2 Capacity Building projects are implemented within the management Units dealing with non EU geographical areas. As indicated above, this is the current political and management structure which may change with future governance settings.

The implementation of the mobility

In order to ensure the implementation of the internationalisation strategy with particular reference to student mobility, there has been a big investment on the organizational aspects and student services in terms of financial and human resources.

First of all the management of the mobility process with a clear and efficient division of the tasks between the central and the departmental offices is very effective. The International Relations Division coordinates, controls, supervises and monitors all mobility actions, including those managed by university structures. The central international office is in charge of the management of the calls and student applications, selection and management of the mobility periods and grants and welcome services. At a departmental level administrative and academic staff responsible for

internationalisation are in charge of the management of the academic issues related to the fulfilment of the mobility period (from Learning Agreement to the recognition of the mobility).

The management of the international mobility and the quality of the student services are supported by the use of an internally developed ICT tool that has been devised and developed according to the institutional needs and strategies. It is a management system used to store, administer and manage all aspects of the student mobility process. It has almost completely digitalized the mobility procedures (included Learning Agreement and recognition process).

These procedures and tools, which will be integrated under the European Student Card and the other digital initiatives, will be maintained for the new Programme, with a specific additional investment, which will be devoted to the creation of a virtual and blended mobility section.

The development and implementation of the projects

The process to support the development and management of KA2 and KA3 projects will continue to be supported by the European Projects UNIT within the International Relations Division. The process to participate in Multilateral Projects (KA2, KA3, Sport, Jean Monnet) is based on the following steps:

Information sessions: this phase is meant to inform all departments on the opportunities of the Erasmus+ Programme. It is based on the organisation of Info-Days, usually in Spring – Summer and, when relevant, it is based on specific seminars provided to Departments with unexploited potential (eg: in 2019 seminars have been given to Department of Economics, Architecture and Translation and interpretation).

Support in project writing: this phase consists in the collection of interests from Departments and in the organisation of (1) Project writing workshops and trainings and (2) tailored support to academic groups in writing the application. In this phase it is also performed the so-called “sustainability check”, which consists in: checking if projects from the same Department can be merged; check the interest of the department in the follow up of the project; suggest the relevant parts of the UNIBO strategic plan which are consistent with the project

Management of the project: this phase is performed by the departments with the support of the EU Project Unit. It consists in negotiating the partnership agreements, planning the kick-off meeting, organising the monitoring, evaluation and management tools and reporting expenses and activities in the Mobility tool.

Sustainability and cross-fertilisation: this phase is important to make project results sustainable and institutionalised within the whole university. It consists in the organisation of specific events with the governance and in the organisation of specific “EU Project Days” for cross-fertilisation of results.

The above mentioned service is offered to all bottom up projects and in particular to Partnerships for Cooperation Projects, SPORT and Jean Monnet if confirmed. A different path is followed, and it will be followed within the new Programme, for EMJMD and Partnerships for Innovation (former Knowledge Alliances). In these cases, given the complexity of the actions and the formal requirements to participate (e.g. accreditation of the degree for EMJMD), a different support is organised. The support is provided by the joint collaboration of the EU Project Unit and the relevant units of the Teaching and Learning Division (e.g. accreditation and legal office for EMJMD and the KICs Unit for the Partnerships for Innovation) and it follows anticipated timetables (e.g. One year before the call for EMJMD projects).

Finally, a completely different approach is followed for the development of European Universities Projects. This process is rather driven by the central governance (top-down) and, in the future Programme, will mainly consist in the following actions:

- Continuation of the current UNA EUROPA alliance through request of additional funding at the end of the current pilot project
- Support in the development of additional “thematic” European Universities like the already existing self-funded Alliance in Bio-economy and Social Innovation

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)

UNIBO is a large comprehensive international research-based university and it participates in the Erasmus Programme since its creation. In the last 20 years, the participation in the Programme has been increasingly massive and the participation in E+ 2021 – 2027 will continue this trend. Therefore, all the members of the academic community will be the target of the participation in the programme. In particular:

Bachelor, Master and Doctoral students will be the targets of the KA1 actions, including the international learning mobility, if confirmed. Students of all cycles will also be the main beneficiaries of the effects of innovation projects developed by the academic and professional staff. Teaching staff, in particular young researchers, and professional staff will be the target of the mobility of staff of the KA2 and KA3 projects.

Considering the already very high numbers reached in the current Erasmus+ Programme (UNIBO has the highest number of outgoing and incoming students in Europe and the highest number of KA2 Strategic Partnerships in Europe), the approach, which will be pursued, will be mostly qualitative. An exception will be the approach to the blended and virtual mobility which will have to increase both in qualitative and in quantitative terms.

The objective of promoting student mobility has always been set in the Strategic Plans of the University of Bologna with a focus not only on the *quantity* aspects (such as the increasing of the mobility figures) but also on *quality* aspects (such as the recognition of credits). In particular, in the latest Strategic Plan 2019 – 21, the key goal *0.4 Attractiveness* is focused both on maintaining the incoming and outgoing mobility rate in Europe in order to keep on leading the European rankings and on increasing the number of graduates (on time or one year behind) with at least 12 ECTS credits obtained abroad.

In addition, a new goal has been included which is expected to measure the increase of the number of *active* agreements and it is related to the idea that the international cooperation agreements (such as the Erasmus+ agreements) must be fully exploited in terms of exchanges of incoming and outgoing students. This promotes the efficacy and the improvement of the quality of cooperation between universities.

As the new programme will allow virtual and blended mobility, the university of Bologna plans to invest in developing these types of mobility schemes, building on strategic partnerships within the University Alliance UNA Europa and with other key partners. In the first years of the new programme we will pilot some experimentations and we will develop structures projects after an evaluation of the results. Virtual and blended mobility will allow the involvement of larger number of students. Students with family responsibilities, with low income backgrounds or with special needs will mostly benefit of this new mode.

Indicators

The approach in the participation in the new Programme will be mainly qualitative since the quantitative targets within the current Erasmus+ Programme have been largely reached and maintained in the whole MFF period. The following table presents the set of indicators and the measures to monitor and to reach them.

Indicators for KA1 Learning Mobility of Individuals		
INDICATOR	MEASURE TO REACH/MONITORING SYSTEM	TARGET AND TIMELINE
Increased number of outgoing Phd candidates	Increased promotion of E+ opportunities among Phd students <u>Monitoring system: statistics collected every year AlmaRM and DWH + meeting with delegates</u>	Year 1-3: 500 outgoing Phd candidates Year 4-5: 550 outgoing Phd candidates Year 6-7: 600 outgoing Phd candidates
Increased number of outgoing students within study programmes “less internationalised”	Increased promotion of opportunities within study programmes Increased number of short blended mobilities, <u>Monitoring system: statistics collected every year AlmaRM and DWH + meeting with delegates</u>	Year 1-3: > 5% Year 4-5: > 7% Year 6-7: > 10%
Institutionalisation of blended mobility	Support, through blended intensive Programmes, all the blended mobility projects developed under KA203 (LTTA) Promote the opportunities of the blended intensive programmes among Networks, in particular UNA Europa <u>Monitoring system: statistics collected every year</u>	Year 1-3: 50% of blended LTTA supported by E+ funds Year 4-5: At least 3 Intensive Blended Mobility projects within Networks Year 6-7: At least 5 Intensive Blended Mobility projects within Networks
Improvement of staff mobility through diversification of	Increased promotion of opportunities within Departments and administrative units	Year 1-3: >5% Year 4-5: >7%

disciplinary fields and administrative units	<u>Monitoring system: statistics collected every year</u> <u>AlmaRM and DWH + meeting with delegates</u>	Year 6-7: >10%
Indicators for Partnerships for Cooperation Projects		
Evaluation score of coordinated projects	Increasing the number of the coordinated projects supported by the EU project Unit Increasing the number of training workshops Supporting Departments in consolidating capacity of its administrative staff in project writing <u>Monitoring system: statistics collected every year</u>	Year 1-3: average 75% Year 4-5: average 80% Year 6-7: average 85%
Increased involvement of Departments not yet involved in KA2 projects	Increased communication strategy: Specific Info-Days and seminars targeted to less represented departments <u>Monitoring system: statistics collected every year</u>	Year 1-3: 65% of DEPTs Year 4-5: 75% DEPTs Year 6-7: 100% of DEPTs
Increased sustainability, synergies and follow up of projects	Organisation of Erasmus+ Project day every year Synergies between UNA EUROPA events, project days and other institutional events Specific events organised for clusters of projects <u>Monitoring system: Interviews and surveys to academic coordinators of projects conducted on yearly basis starting after year 3.</u>	Year 1-3: 80% of the outputs of the current 2014-2020 projects institutionalised Year 4-5: 75% of new outputs embedded within mainstream education + at last 1 project developed within Networks Year 6-7: 100% of outputs embedded within mainstream education + at last 3 projects developed within Networks
Indicators for Partnerships for Innovation		
Number of projects developed starting from existing KICs	Increased cooperation with Teaching and Learning Unit dealing with Educational part of KICs Increased cooperation with research managers <u>Monitoring system: statistics collected every year</u>	Year 1 – 3: at least 1 project submitted Year 4 – 5: at least 2 projects submitted Year 6-7: at least 1 project selected
Indicators for Partnerships for Excellence (Erasmus Mundus and European Alliance)		
Number of Erasmus Mundus deriving from UNA EUROPA Alliance or other funded KA2 Projects	Increased investment in the sustainability phase of UNA EUROPA and of other KA2 funded projects (institutional and from EU Project Unit) <u>Monitoring system: statistics collected every year</u>	By year 3: at least 1 EMJD funded By the end of the Programme: at least 2 EMJD funded
New alliance created with a thematic focus	Institutional support (financial and HR) to the establishment of a new thematic alliance <u>Monitoring system: statistics collected every year</u>	By the end of the Programme: 1 new alliance developed and funded

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.

University of Bologna has set up a centralized selection of mobile students and staff that is promoted through the website for students and the intranet portal for staff. The centralized management by the International Relations Division ensures that the requirements of the candidates and the evaluation criteria for awarding grants are treated in a transparent and coherent way in order to guarantee an equal treatment to all candidates without any kind of distinction.

The procedure is completely digitalized for students and this enables full and equitable access to all categories, included disabled students, who are also supported by the internal Unibo Service for disabled students. The colleagues of this service check with the partners the real possibility for students to carry out the mobility and negotiate the kind of assistance they need during the selection phase but they will also continue to support them if they are selected.

The call is open to all Unibo students of every study field and all students have the same rights and the same chances; the availability of National and European funds also allows students from disadvantaged backgrounds to fully participate in the selection and to receive extra money depending on their annual family income.

It is also clear and established the process of appealing from mobile students, which is also required by the Italian Law and is described in the call.

In addition, the management of the entire mobility period is digitalized and fully accessible with a clear division of the competences between the central level (selection, grant payment and administrative aspects) and the study field level (didactic aspects). All the guidelines about the mobility period are published on the website and have inspired the setting of the IT tool called AlmaRM, which has played a key role in the standardization of the procedures and in guaranteeing the same service level to all mobile students.

Even if the selection and the management of the staff mobility has not been digitalized yet, it is important to highlight that the calls and the management of the mobility period are based on the same principles, with a particular attention to guarantee the same possibility of access to mobility opportunities. In fact in the calls there is a rule that avoids that the same participant could take advantage of this opportunity many times at the expense of others

As the participation in KA2 Projects, the institution will continue to ensure transparency in the service provided and equal treatment of all the staff. In particular, the processes regarding the services offered by the International Relations Division and of the Research Unit concerning EU Project writing (including Information, Lobbying, Training, support in writing and support in managing the projects) have been recently analysed and revised. This revision has been done introducing new quality processes to ensure equal treatment of the staff within the Departments (e.g.: transparency in promoting the opportunities, transparency in the description of the service, training sessions offered to all departments, etc.).

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.

The international mobility management processes are already almost completely dematerialized and the current and future goal is to completely integrate those services and processes with the ICT systems of the partner universities, in order to automate the exchange of information and consequently simplify all management of administrative procedures. The first step taken, in the last years, is the integration with the network of the Erasmus Without Paper, this process will also be a priority for the next few years.

With a view to environmental sustainability, as well as further simplification, we are exploiting the evolution of national legislation to reach the elimination of the latest paper signatures, still required in some parts of the processes. The goal is to further reduce, and in perspective to reach the "zero-level", the need to produce physical documents.

In addition, to simplify membership in the European Student Card Initiative, we have automated the issue of badges through the use of self-service stations that can be configured to issue badges that comply with the standard defined for the European Student Card.

Finally, UNIBO has already exploited distance learning systems, which will allow to extend the types of mobility managed and to develop new forms of blended mobility such as those outlined by the Open U and 1 Europe projects, to which we participate as a partner of the UNA Europa alliance.

To this end, one of the objectives of the next few years is to further develop the University's information systems in order to allow forms of closer integration with the training offer from the partner universities. This will allow to overcome the limits of the "learning agreement model" and to move towards forms of automatic recognition ("in the catalogue").

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

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

Local engagement in environmental sustainability

The University of Bologna adopts management and operational models based on the principles of sustainable development, as a strategy that combines economic development, social inclusion and environmental sustainability. The project started in 2015 and it is now articulated into 4 channels: Energy, Environment, Mobility and People. This Multicampus project is developing actions to foster the sustainability of the environment within the Campuses and in the surroundings cities. For this project (<https://site.unibo.it/multicampus-sostenibile/it>) UNIBO has recently been positioned first in Italy and sixth in the world by the THE Impact Ranking. In addition, UNIBO has recently established the **Green Office**. The Green Office is living hub of sustainability, managed by students and supported by professors, technical staff and the whole University. The aim is to implement concrete projects for the University, made by its protagonists, through a bottom-up approach. In this way, the students can put into practice sustainable actions and ideas together with a multi-disciplinary and dynamic team and within a protected environment.

Environmental friendly practices connected to the mobility of students

Moving from the local to international context, the engagement of UNIBO towards the compatibility of an internationalisation strategy and an environmental friendly goal is represented by the engagement of UNIBO in the increase of virtual and blended mobility, as demonstrated by the previous chapter. The adoption of virtual and blended mobility was already planned within the UNA Europa Alliance. The COVID Emergency has demonstrated that the academic community is ready for this new challenge which will enable more students to be international with a more limited ecological footprint.

Participation in International networks initiatives

Beside the “UNIBO Sostenibile” project and the increase of virtual mobility, UNIBO will try to limit the environmental footprint of physical mobility developing new ideas and incentives for students using ecological means of transportation. These ideas are already under discussion within the UNA EUROPA Alliance, the Utrecht Network and the Coimbra Group. In all these Networks the possibility to offer economic incentives to students moving by train are under consideration and in some cases already pending for approval.

Digitalization

Actions to foster processes' digitalization are an example of promotion of sustainable friendly practices and is aimed at having a “zero paper” administration. The IT tool developed for student mobility management will be extended to all the other forms of mobility as well as the extension of digital signatures also at international level. Also in this case the Alliance Una Europa can be a first testbed. In addition, UNIBO is leading in Italy, together with the Italian Ministry of Education, the digitalisation process named “Dematerializzazione”. This process will lead to the complete digitalisation of all enrollment proctor international students.

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

Active citizenship and civic engagement have been promoted within the UNIBO community and in particular to students since the last ten years through three different actions: through the promotion of intercultural competences, through Service – Learning projects and through bottom up (e.g. rising from research teams within specific departments) projects to promote democracy and participation among students.

Intercultural Competences

In 2012 a specific project coordinated by UNIBO has been developed to create a training format capable to provide mobile students with intercultural competences before, during and after the mobility (The IEREST LLP Project <http://www.ierest-project.eu/>). The material developed under the IEREST Project has been exploited within international networks and in particular within the Utrecht Network and Coimbra Group. Projects results have been transferred to different contexts and targets in 2017 and 2019 through the KA2 Capacity Building project “Rich-Ed” (intercultural competences focused on the relations EU-China) and the KA203 Project “TICKET” aiming to develop intercultural preparation for all the academic and professional staff dealing with diverse classes. The results of these projects will continue to be institutionalised thanks to the Rector's delegate for Interculturality and Multilingualism who is already engaged in the upscaling of those results.

Service - Learning

Service – Learning has been piloted for the first time in UNIBO in 2014-16 during the implementation of the Europe Engage Project (KA203 Project). After the positive piloting within the Department of Psychology, Service – Learning is now a consolidated reality within UNIBO, which offers S-L courses to all students under the “Transversal Competences catalogue”. Further exploitation and internationalisation of the Service – Learning is explored under the Knowledge Alliance Project titles “Rural 3.0” and, above all, through the KA203 UNICORN Project which is aimed to offer a Service – Learning opportunity to mobile students. Service – Learning is also explored within the UNA Europa Alliance and the 1Europe Project. Therefore, the ambition is to offer, in the next 10 years, S-L to international students before, during and after the mobility experience. Indeed, a S-L course is characterized by a reflection phase before the experience in

the community take place, the experience in the community and a restitution phase after the experience takes place. This model will be exploited along with the mobility.

Specific bottom up projects

While S-L started as a bottom up project and it is now in course of institutionalisation, other international projects raised and will continue to rise within departments with the aim to offer students democratic values in a international contexts. Such projects (we can name KA203 Landscape Education for Democracy addressed to students of architecture or the KA201 Project STEP addressed to Schools or the many Jean Monnet Projects promoting European citizenships values among the community) will continue to raise within the next Programme thanks to the opportunities offered by the Action Partnerships for Cooperation and the inclination of the UNIBO academic staff community. Finally, UNIBO is developing an award procedure called "Menzione d'Onore" which has been given to Medicine students Volunteering during the COVID-19 emergency. This award will become a procedure for all students engaged in social responsibility actions.

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.

The criteria for the recognition of the study abroad periods and the credits obtained are reported in the UNIBO general Regulation of Teaching. The choice to include the international mobility in a general regulation about teaching activities and not to draw up a specific mobility Regulation (as many universities do) highlights the idea that mobility is not considered as something *external* and/or *additional* to study plans but it must be fully integrated in the student degree programmes.

UNIBO has adopted the Bologna Process tools for the recognition of study abroad periods, like the ECTS credit system (1 ECTS credit is equivalent to 1 Italian credit) and the ECTS grading scale/tables, the learning agreement (for study and traineeship), the Transcript of Records and the Diploma Supplement.

Learning agreement and ToR are required for every type of mobility, included mobility towards non-European countries and not financed by Erasmus+ funds.

The principles reported in the regulation and published in the guidelines for mobile students state that the activities that are approved in the LA, if confirmed by the results of the ToR, are automatically recognized in the student study plan without any integration, so there is a full guarantee about the LA activities.

It is also clear the possibility for the student to appeal in case of problems, even if he/she can always choose not to have certain credits recognized in his/her own initiative.

All activities are then recorded both in the study plan and in the Diploma Supplement, that is available free of charge in a digital format.

The entire recognition procedure is carried out through a Unibo IT tool, which makes the process more transparent, coherent and accessible, reducing at the same time the administrative burden for students and staff.

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

The University of Bologna has always been aware that the development of a set of skills of its academic and professional staff effectively support the internationalisation strategy.

All mobility opportunities for staff are promoted through the Intranet Portal.

In particular, the mobility of the academic staff for teaching is managed on a *first come first served basis* with the limit that no one can asks for two mobilities in the same academic year. Unibo also supports with domestic funds academic and professional visits for negotiating or monitoring Erasmus+ agreements.

As for professional staff, the International Relations Division collaborates with the Human Resources Office and the call finances not only Erasmus+ but also mobility periods towards non-European countries using Unibo domestic funds. The selection is based on qualitative criteria of the training projects such as coherence with professional goals, impact on the job and so on.

The recognition of staff mobility is considered as a tool to maximize its impact, not only on the individual but also on the institutions.

All staff mobility is recognized as part of regular workload and is taken into account for staff assessment procedure. The IRO has also worked with HR to record the Erasmus+ training period automatically in the University Training Database where all the institutional training experiences of the TA staff are certified; in this way the Erasmus+

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))

experiences are considered in line with the university training plan and not something external to it. This is another step to recognize the high quality of this experience and a full integration in the wide University training strategy.

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.

The Charter will be located as a permanent link/banner within the Home page of the “Internationalisation channel of the UNIBO Portal (<https://www.unibo.it/it/internazionale>), both in the Italian and English version of the page. In addition it will be located under the page “European Networks” within the same channel (<https://www.unibo.it/it/internazionale/accordi-e-network>).

The opportunities offered by the Programme will be communicated to the UNIBO academic community, including students, through specific pages according to the targets and in particular opportunities for students will be in the dedicated page in the public portal while opportunities for academic and professional staff will continue to be in the Intranet space (Internationalisation session).

Specific INFO-DAYS will be organised for students (to promote KA1 opportunities) and academic staff (to promote KA2, KA3 and other opportunities).

Finally, Programmes opportunities will be promoted by the 32 Department's delegates for internationalisation (specific meetings with Vice – Rector, IRO and Delegates are organised every two-three months).

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.

Concerning the Charter's principles, these will be communicated to the whole community through the same channels used to promote the opportunities. In particular, the principles will be promoted by the Department's delegates to their local stakeholders and by the IRO and the Vice Rector to Department's delegates. The respect of the principles is embedded in the defined procedures (e.g. recognition, transparency etc.) while the adhesion to the new principles is embedded in the strategic plans and projects which are already under development, as indicated in the previous chapters.



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