



ERASMUS+

Proposal

Istituto Restauro Roma

I ROMA 42

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

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020

Version 1.1
4 March 2020





ERASMUS+
PROPOSAL (PART B)

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

EACEA-03-2020 ECHE-LP-2020

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.

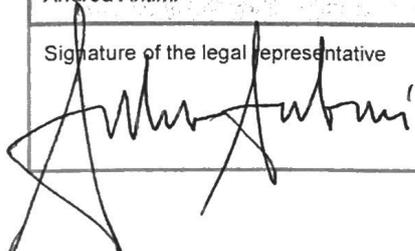
On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

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



**ISTITUTO ITALIANO
ARTE ARTIGIANATO E RESTAURO s.r.l.
L'Amministratore Unico**

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.

IRR is absolutely willing to take part in this process putting in act as many Erasmus actions as possible. The Institution is a new member of the Erasmus Programme, in fact, it received its ECHE last A/Y and had to start in summer its first activities, unfortunately because of the COVID-19 these will start later. Our institute such as all HEIs in Italy had to stop their frontal lessons in presence at the beginning of the second semester. This is usually the period dedicated to the selection of our students attending a mobility within the Erasmus Programme. We hope, we can start from now and try again to re-activate international exchange. In our future plans is expected to develop cooperation with important international specialized institutes in fine arts, preservation and restoration with the main aim to develop further Erasmus actions.

According to the course of studies LMR/02 which is also published in the IRR's website <https://www.istitutoestauroroma.it/istituto-restauro-roma/30-il-piano-di-studi.html>, each academic year foreseen 60 ETCS which are split into different subjects of about 6 ETCS each, excluding the issue related to the practical aspects, i.e. training inside the heritage sites or other important build sites, in fact, it has got 30 ETCS per academic year.

The single cycle in "Conservation and Restoration of Cultural Heritage" (Legislative Decree n.42/2004) i.e. Master's Degree Course, qualifies to the profession of "Restorer of Cultural Heritage". To achieve this goal, IRR students receive a theoretical preparation in the field of art history and other humanistic subjects and a more technical and scientific education which enables students to carry out a practical training in heritage sites. This activity is inherent part of the course of the studies for each year of the course, an activity in restoration laboratories compulsory for each students attending the course by IRR. The guidance of the laboratories is entrusted to experienced teachers-restorers or professionals who work in prestigious Institutes for the Conservation of Cultural Heritage or in private organizations. The course offered by IRR, has a legal duration of 5 years and benefits from the support and collaboration of prestigious institutional partners. The student will have competences in: organizing and planning the material work for restoration; managing of human resources in the art and restoration field; methods and procedures of graphical and photographic documentation; knowledge of the historic and artistic period of art objects; restoration of supports and materials; methods and products to consolidate the restoration; reactivation of the existing structure of the objects; reactivation of the aesthetic basis; preservation and planning for the future conservation

The office for International Relations is also responsible for international Erasmus agreements with institutions, organizations and other companies specialized in art and preservation, it attends all the meeting organized by the Erasmus National Agency and is responsible to updating documents and specific tools for the smooth fulfillment of the related duties. It will follow the procedure for new agreements in accordance with the Erasmus office, which proposes and establish new contacts and new propositions for the internationalization. It has

the responsibility for the single agreements too, it means, it should keep routinely in contact with the respective office in charge of agreements abroad. It will monitor the inter-institutional agreements, both for studying and teaching mobility, through feedback of both students and staff who have had a mobility.

The institute's goal is to take part in KA1 Erasmus actions as soon as our institution has reinforced the international mobility and developed various relationships with significant academies and institutions in the field of preservation and restoration. Of course, we are willing to develop new curricula, to specialize on the creation of new master programmes as well as on highest education magister-courses. Additionally, IRR would like to offer its students to professionalize throughout the participation in such programmes. Since KA2 Erasmus actions are realized 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 modernisation strategy. Also, the possibility to enlarge our network in the field of our course of study is of utmost importance. Indeed, we will emphasize 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 actions, such as the KA2 would highly facilitate the implementation of our objectives. As we have heard and read from other institutions, the Intensive Programmes (IP), developed in the past, brought very good results for students and staff especially in the field of art. For this reason, we would like to have the chance to realize in the next future such precious experiences.

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 Erasmus actions we would like to take part in and how they will be implemented in practice at our institution.

IRR is absolutely willing to take in as many Erasmus actions as possible. The Institution is a new member of the Erasmus Programme, in fact, it received its ECHE last A/Y and had to start in summer its first activities, unfortunately because of the COVID-19 these will start later. Our institute such as all HEIs in Italy had to stop their frontal lessons in presence at the beginning of the second semester. This is usually the period dedicated to the selection of our students attending a mobility within the Erasmus Programme. We hope, we can start from now and try again to re-activate international exchange. In our future plans, it is expected to develop cooperation with important international specialized institutes in fine arts, preservation and restoration with the main aim to develop further Erasmus actions.

The institute's goal is to take part in KA1 Erasmus actions as soon as our institution has reinforced the international mobility and developed various relationships with significant academies and institutions in the field of preservation and restoration. Of course, we are willing to develop new curricula, to specialize on the creation of new master programmes as well as on highest education magister-courses. Additionally, IRR would like to offer its

students to professionalize throughout the participation in such programmes. Since KA1 Erasmus actions are realized 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 modernisation strategy. Also, the possibility to enlarge our network in the field of our course of study is of utmost importance. Indeed, we will emphasize 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 actions, such as the KA2 would highly facilitate the implementation of our objectives. As we have heard and read from other institutions, the Intensive Programmes (IP), developed in the past, brought very good results for students and staff especially in the field of art. For this reason, we would like to have the chance to realize in the next future such precious experiences. Since we are a new institution in practicing the Erasmus Programme, we believe that in the next future we will be able to implement Erasmus actions and particularly the cooperation and exchange of practices, the Erasmus Mundus Joint Master Degree and the partnership for 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)

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

IRR envisages first 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 skills. Moreover, our envisaged impact of an Erasmus+ participation is to generate a multiplier effect. This means that by incentivizing

mobility and promoting HEI abroad, the result is to multiply the number of future mobility.

IRR 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 mobility represent a way of enriching and further developing our course offering and pedagogical methods. Consisting of few students, because we have just opened the course, our institution has monitored an annual participation of few students and few 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 will lead to a higher number of applications every A/Y. The international relations office will try with all its means to allocate each requesting student to an Erasmus+ grant offering, for example a student, who did not attain a placement for a traineeship abroad at their desired destination, could be allocated elsewhere, thanks to the network that we are going to build. This all happens following strictly the ECHE, selecting both students and staff and award grants in a fair, transparent, coherent and documented way.

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.

Measures taken in our institution to respect the principles of non-discrimination, transparency and inclusion of students and staff.

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, IRR ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities. First, all students are offered the possibility to receive a scholarship depending on the amount of their family income and their credits already reached. This scholarship is provided at a regional level and our institute full complies to the participation measures of such scholarships intended for students with disadvantages backgrounds. Furthermore our goals are: increasing access to people with disadvantage background; improving the social dimension in higher education; widening participation "for all" including students or staff with different abilities; improving cooperation between universities, institutes and enterprises. To develop relationships with regional bodies and institutional authorities too; to build up flexible provisions in particular for part-time or personalized study routes (including distance learning) to meet students' specific needs in higher education; to widen access to higher education for underrepresented groups, as well as for non-traditional learners. For example by granting them a scholarship or a study abroad programme for improving their foreign language skills; providing open educational resources to share contents at European level; using virtual learning facilities; joining forces to boost innovation potential between the academic and entrepreneurial world by fostering entrepreneurial skills and attitudes; developing strategies to increase the efficiency of funding. Concerning the Erasmus participation, full and equitable access to participants from all backgrounds will be also ensured at institutional level. Starting from October to January of each academic year on a practical level, this means that we organize Erasmus-Info-days. In January, we publish the Erasmus+ application and it is visible to everyone through our website and through our internal platform. 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 their application to the Erasmus programme and the detailed documentation, Erasmus scholarship are awarded to students depending on their merits (grades, ECTS obtained) and according to all the foreseen dispositions of the rules, which are part of the Programme. 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 one. 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.

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

Measures we will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students.

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.

Environment 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 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 environmental protection and to the fight against climate change, 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. 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 behaviour 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. IRR 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 or by bike 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, IRR 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.

How we will promote civic engagement and active citizenship

From its inception, the Erasmus student exchange programme has been promoted by the European Commission as a 'civic experience'; that instils 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 ESN-survey 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 art and the connected 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 through art at our institution and the study of history, bound to different cultures inevitably help to facilitate student's integration in the host country. Moreover, these practises contribute to further develop internationalisation of IRR and most importantly prepare students to accept diverse kinds of cultures and traditions. Our institution will also be very engaged in incentivizing peer-to-peer exchanges between students/staff.

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. Language teaching is not a main part of our programme although we teach of course English and, if requested other languages, institution, so our institution will strongly recommend and promote the use of the Online Language System, also studying another language not included in our course of study spoken in the receiving country. The above mentioned aspects are equally valid for incoming students/staff.

Indeed, IRR will encourage 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, IRR will organize a welcome day for the incoming students and will be 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.

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.

Erasmus activities step by step: students

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 hosting institute and, if a common agreement is found, the LA has to be approved by both institutes. According to the Council Recommendation on Automatic Mutual Recognition, after the mobility, all the ECTS are automatically recognized if the students is able to prove that it has passed the exams and when the Transcript of Records from the hosting university will be sent. 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.

IRR 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 spent abroad, to facilitate students in case of curricular changes already during their exchange. Therefore, the practical steps will consist in following the above-mentioned process.

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

Erasmus activities step by step: staff

Our institution supports and promotes the relevance of the learning 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 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 field of art and in the study of at least a foreign languages useful for the specific work as restorator.

Our staff is encouraged to actively participate in learning mobility 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 developing the staff teaching and the students' learning approach.

Furthermore, it is essential for the institution's staff to widen its professional network as much as possible 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.

2.3 For the Purposes of Visibility

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))

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.

Website

EPS will be hosted in our website: www.istitutorestauroroma.it

To regularly promote the activities supported by the Erasmus Programme, IRR 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, 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.

We will launch a Contest involving all participating students in an Erasmus Mobility or video such as a result of the outgoing or incoming mobility to be published in our youtube-channel and in our various blogs created in cooperation with our sister company i.e. SSML Gregorio VII, in fact the Erasmus activities will be coordinated by the same person in charge for the international relations, so that all contents will have more dissemination power.

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.istitutorestauroroma.it in fact we will dedicate

a 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 websites offer further opportunities to widely communicate at internal and external level, e.g. with families and staff, with students and teachers and among them. Platforms allow to realize a tailor made information, therefore a better communication among people belonging to our institute.

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

