

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 X

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

Partnerships for Cooperation and exchanges of practices X

Partnerships for Excellence – European Universities X

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees X

Partnerships for Innovation X

#### Erasmus Key Action 3 (KA3):

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

### 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

EU Grants: Proposal template (EACEA Erasmus+ IBA): V1.0 – 11-02-2020

goal of building a European Education Area<sup>1</sup> 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 policy and vision of University of L'Aquila are rooted on the concept that universities of 21<sup>st</sup> century must provide a space where the present diverse student, academic and professional communities work together to harness the full potential of education and culture as drivers for job creation, economic growth and social fairness and to experience European identity in all its diversity.

Thus UNIVAQ started to build the university of the future through the adoption of innovative learning and teaching methodologies, the promotion of multi-disciplinary knowledge, the reinforcement of the links between education and research, the interpretation and implementation of the third and fourth missions as fundamental activities strictly interwoven with the other two missions, the strong engagement with the local communities and the City as a living lab for promoting innovation, creativeness and European identity.

This means that the University will develop methods, strategies, competencies, skills that will be fundamental for the renovation of the HE system and the adaptation of all the components to the emerging challenges of the 21<sup>st</sup> century. This includes

- The adoption of innovative learning and teaching methodologies,
- The promotion of multi-disciplinary knowledge,
- The reinforcement of the links between education and research,
- The promotion of continuous learning,
- A real leap towards a student-centered education,
- A wise integration of competency-based, challenge-based, project-based, place-based education,
- A combination of different approaches to the "research-teaching nexus"
- The promotion of interdisciplinary research and the pervasive links between research-teaching-entrepreneurship,
- The reinforcement of the links with the key territorial actors.

UNIVAQ is aware that the student community has deeply and rapidly changed, including people with different social, economic and cultural background, part-time students, lifelong learners, people who lost a job or need support for career progression, because also the job market has changed and requires new cross-disciplinary skills and competences.

The concrete experience of UNIVAQ in the resilience phase after the disastrous earthquake of 2009, proved how only an integrated approach to the solution of problems can produce positive results in the sense of social and economic development and opportunities for innovation.

Indeed, the University proved to be not only an "anchor institution" but the key actor for the resilience, and the City has become a living lab where researchers and students propose and experiment solutions for and together with the decision makers, economic sector and citizens, in a challenge-based approach.

Thus, the so-called third and fourth mission, the implementation of Quadruple Helix development model for making the Knowledge Triangle a reality and enhancing innovation and social cohesion in the places where the universities are located, are not, or better not only, a useful exercise, but a vital need for which UNIVAQ is well prepared and ready to further work for better results.

Joint, double and multiple degrees have been developed by the University within specific agreements, in the framework of EMJMD, EMA2 and CBHE, so the institution has a consolidated experience in structured and embedded mobility of students and staff, integrated curricula, credit and title recognition procedures within EU and beyond, multilingualism and multicultural environment even though within (still) rigid schemes.

For the future years, the UNIVAQ's aim is to establish a mobility model based on a looser and more flexible framework, where, independently of specific agreements, students enrolled at any member of the established international network can accumulate credits identified in their customized curriculum, and get a double/multiple Diploma. Students will be able to move in a seamless way between different programmes, different areas (research, innovation, work), different levels (1st, 2nd or 3rd cycle) to

<sup>1</sup> 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](https://ec.europa.eu/education/education-in-the-eu/european-education-area_en)

design profession- and/or research-oriented curricula, with the common main goal to overcome the present disconnect between the demands of the 21st century economy and what graduates are prepared to do when they leave academia.

The only limits to their choice are given by a logic and pedagogically sound study programme.

Thus Erasmus + represents a major tool for implementing the Institution's policies:

- provision of high quality education to all, putting in place measures to support and include those with difficulties due to social, cultural, economic and ethnic background,
- enhancement of physical and blended mobility of students and staff with full recognition of activities abroad,
- promotion of multilingualism, providing innovative solutions to the present low level of basic literacy even in the mother tongue,
- enhancement of digital competencies and STEM skills,
- development of interpersonal skills, active citizenship and entrepreneurship, involving local and incoming students and staff in the Living Lab where experiences, problems, constraints but also opportunities are discussed together with institutions and bodies from the society,
- stimulating educational innovation, by enhancing the interactions and co-creation of knowledge and skills with citizens, schools, enterprises, social and cultural associations,
- reinforcement of the feeling of belonging to the common EU house, by enhancing the local and national cultural identity as contribution to the construction of the "European identity in all its diversity",
- enlargement of the network of Institutions in Europe and beyond, for a continuous cooperation in all the levels of academic activities,
- reinforcement of the civic engagement in a transnational context with a continuous exchange between local and global,
- full participation in the Erasmus Without Paper network and adoption of the European Student Card.

All the issues listed above are integral part of the vision of a European Education Area, where the "New Skills Agenda for Europe" should find the full application and Education would play its key role in providing people with the needed skills for finding decent jobs in a context of rapid and profound changes induced by the technological revolution and globalization (COM(2017)240 "Reflection Paper on harnessing globalisation").

University of L'Aquila considers fundamental to afford those themes in an international context, within and outside Europe, in order to gain a global vision of the cultural and societal challenges of today.

In the last years UNIVAQ exploited all the opportunities offered by the Key Actions of Erasmus + and other European Programmes, including the European Structural and Investment Funds and Cooperation; to enhance its capacity in creating the right environment for a full implementation of the four missions with a high international character and in the framework of wide accessibility and inclusive policies.

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)

UNIVAQ has been taking part in all the KAs of Erasmus + Programme for more than 20 years.

Also in the future programming period it will participate in:

**Key Action 1 (KA1) – Mobility of individuals**

**Mobility of learners and staff:**

Outgoing students will take the opportunity to include in their customised study plan modules offered by the partner institutions and, by combining physical and virtual mobility, to acquire credits in more than one foreign institution. Incoming students will be able to prepare their Learning Agreement by "picking and mixing" modules from any degree course and, when their study plan satisfies the condition of logic and pedagogical coherence, they can get the UNIVAQ title.

Outgoing administrative staff will be further encouraged to participate in staff weeks focused on key issues of the institutional strategic plan. For incoming administrative staff, the university will launch well in advance the "theme" of the year on which the annual staff week will be organised for increasing the mutual understanding of policies and strategies and their implementation.

Outgoing and incoming academic staff will concentrate their teaching activities on specific topics aiming to increase the knowledge of the excellences offered by their institutions.

**Erasmus Mundus Joint Master Degrees:**

EU Grants: Proposal template (EACEA Erasmus+ IBA): V1.0 – 11-02-2020

UNIVAQ has been coordinator of a EMJMD and is partner of an ongoing project, both focused on STEM. For the future the University intends to submit new proposals in other fields.

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

**Transnational Strategic Partnerships:**

UNIVAQ has participated in this action as coordinator and partner in the fields of Education, Higher Vocational Education, Civil Engineering, Health and has recently submitted several projects in a variety of topics, all coherent with the institutional strategic development plan. The University considers such action as the Knowledge Alliances between higher education institutions and enterprises, fundamental tools for fostering innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning.

**European Universities:**

UNIVAQ fully agrees with the vision for education and culture outlined by the EU leaders at the 2017 Gothenburg Summit, and the need to reinforce the education landscape across Europe with targeted actions for tackling the fast changes. Thus, the university has submitted a proposal designing a new model of university that offers student-centered multi-disciplinary curricula, adopts challenge-based approach, and allows the preparation of individual study plans focused on students' aspirations and supported by academics and external partners in a multilevel, international and inter-disciplinary cooperation.

The aim of UNIVAQ is to implement the activities foreseen in the project even in the case the proposal is not funded by the EU programme, by making a wise use of KA1 funds.

**Capacity Building for Higher Education:**

UNIVAQ has a great experience in such programme and developed projects in both Joint Projects (curriculum development, modernisation of governance, strengthening of relations between HEIs and economic and social environment) and Structural Projects (support to HE reform) and some solutions proposed by the projects have been adopted by the Ministries of Education (e.g. in Uzbekistan).

Projects as PAWER, just completed, and RecoASIA, started this year, are focused on comparison of HE systems, recognition of credits and translation between different marks systems in a worldwide area as Middle East, Central Asia, Caucasus, Russia, South East Asia. Thus, the University has a clear vision of the problems connected with a global mobility between EU and the regions of the world but also among them. The future plans on this Programme are to reinforce the cooperation with Partner Countries and tackle the specific needs and constraints that the fast changes are producing everywhere.

**Erasmus Key Action 3 (KA3): Support for the policy reform**

The implementation of the European University project involved the Alliance and the network of Institutions with which they cooperate in discussions concerning several themes of KA3:

**- Knowledge in the fields of education and training:**

Country-specific and thematic analysis have been carried out,

**- Initiatives for policy innovation:**

Innovative policy development among stakeholders has been stimulated,

**- Support to European policy tools:**

Transparency and recognition of skills and qualifications, as well as the transfer of credits, has been the core part of the project,

**- Stakeholder dialogue, policy and Programme promotion:**

The aim is to further increase the involvement of public authorities, providers and stakeholders in the fields of education, training and youth for raising awareness about the European policy agendas in EU and non EU regions, for ensuring the sustainability of the results and the start up of new initiatives.

All the activities have the final goal to make the University, and in general the European HE system, attractive for students from all over the world.

Europe has the most equal and inclusive societies in the world, with strong social protection systems, which helped weather the economic crisis, summarized in the "EU's pillar of social rights".

University students are the leaders of tomorrow. By building an inclusive learning environment rooted on such principles of social fairness, democracy and respect of the identities of all, the university can be a key actor in achieving the UN SDGs and form decision makers able to tackle global issues such as gender inequality, quality education for all, climate change, achieving peaceful societies and economic growth.

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)

The main objective for the participation of UNIVAQ in Erasmus + Programme is the implementation of actions able to tackle the main constraints to a sound and sustainable development of the institution and the territory where it is located in a worldwide perspective.

- The EU is facing profound changes in the societies and in the job world for which the countries and the HE institutions, as UNIVAQ, provided and experimented some practices for social innovations, but in order to produce effective solutions to unprecedented societal challenges, there is the need to confront and adapt to the fast changing scenario.
- The digital disruption can be a risk, if there is a resistance to change, and a big opportunity for job creation, if well managed. In the period up to 2025, half of all jobs are projected to require high-level qualifications, while high-level skills gaps already exist and need targeted actions. Higher Education plays a unique role, not only in providing highly skilled people, but in creating the innovation ecosystem.
- The ambitious goal to build a stronger Europe in the present highly uneven post-crisis scenario is undermined by the unfair gap between the rich and poor regions that are present in all the areas of Union.
- The non homogeneous resilience level across Member States, very low mostly in the austerity-stricken states, as Italy, that are coping with long-term unemployment and youth unemployment, could seriously endanger the achievement of the objectives recommended by the "EU's pillar of social rights" even within an effective education and training system.
- "Low-growth" regions, as Italy, are lagging badly, but both rich and poor regions underperform on two key indicators of labor market outcomes: the overall employment rate and a very low level of female labor force participation.
- With the increasingly complex problems that society is facing, universities are required to work for finding solutions. But, in order to achieve concrete results, a new organizational model is needed.

University of L'Aquila is implementing a model that integrates research, teaching and engagement, and opens out the institution to the wider world. This new approach encounters resistances due to the assessment criteria used at national and international level for which research and teaching are still separate functions with their own measures of academic success. Citations and research impact assessments quantify research effectiveness, the national and international students surveys can give an idea of teaching quality, but only recently efforts have been made to try to measure the complex and unpredictable innovations arising from civic engagement.

The participation to the KAs of Erasmus represents a good tool for coping with this resistance and change the approach of students and staff to the four missions.

Targets and specific indicators:

**Key Action 1 (KA1) – Mobility of individuals**

**Mobility of learners and staff:**

*Target:* local students and staff, international students and staff, institutional and departmental Erasmus coordinators, International Relations Office staff.

*Qualitative Indicators:* increased knowledge of EEA objectives, awareness of the different approach to learning and teaching, competence enhancement in assessing virtual and blended mobility activities.

*Quantitative indicators:* increased mobility, increased number of embedded mobility.

*Short-term and long term impact:* (Attainment expectation and timeline)

20% increase of students mobility by 2022, 60% by 2025. 30% of staff mobility by 2022, 50% by 2025.

**Erasmus Mundus Joint Master Degrees:**

*Target:* local and international student and teachers, administrative offices staff.

*Qualitative Indicators:* increased attractiveness of academic offer, increased reputation.

*Quantitative indicators:* number of students applying to the Master degrees without scholarship.

*Short-term and long term impact:* (Attainment expectation and timeline)

One more project by 2022, two by 2025. 10% increase of Master students 2025.

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

**Transnational Strategic Partnerships and Knowledge Alliances:**

*Target:* local and international student and staff, local and international stakeholders.

*Qualitative Indicators:* increased employability, enhancement of teaching skills and competencies.

*Quantitative indicators:* number of courses developed in cooperation with enterprises, number of multidisciplinary curricula.

*Short-term and long term impact:* (Attainment expectation and timeline)

20% increase of modules developed with enterprises by 2023, 30% by 2025. 30% of teacher adopts challenged based teaching methods by 2022, 50% by 2025.

**European Universities:**

*Target:* local and international student and staff, local and international stakeholders, academic governance, High School leavers and freshmen.

*Qualitative Indicators:* development and adoption of the new model of university, better integration of research into teaching.

*Quantitative indicators:* number of degrees offered in the new framework, number of students applying

to the new degrees.

*Short-term and long term impact:* (Attainment expectation and timeline)

3 degrees offered in 2022, 6 in 2025

Capacity Building for HE

*Target:* local and international student and academic staff, local and international stakeholders, academic governance.

*Qualitative Indicators:* enhancement of cooperation with Partner Countries Institutions

*Quantitative indicators:* number of partners and joint activities.

*Short-term and long term impact:* (Attainment expectation and timeline )

2 new projects by 2022, 5 by 2025.

Erasmus Key Action 3 (KA3): Support for the policy reform

*Target:* University community, administrators, local and national authorities

*Qualitative Indicators:* Increased knowledge of EU policies in the field of education and training, improved dialogue among stakeholders.

*Quantitative indicators:* number of events/projects focused on EU policies dissemination, number and role of participants.

*Short-term and long term impact:* (Attainment expectation and timeline)

2 events/projects by 2022, 6 by 2025. Number of participants between 50 and 100.

The expected **general long term impact** concerns:

1) Extensive adoption of integrated and interdisciplinary STE(A)M curricula.

2) Adoption of methods developed for the pilot curricula in other fields of study.

*Target:* Teachers; Students; Living Labs researchers, PhD students.

*Assessment tools:* reports, interviews, and beneficiaries' evaluation of methods and timeframe for recognition of interdisciplinary curricula.