

# Internationalisation Strategy

## Erasmus Policy Statement (EPS)

2021–2027

### Sommario

INTRODUCTION .....	2
FOREWORD.....	3
ERASMUS POLICY STATEMENT (EPS).....	4
SPECIFIC OBJECTIVES .....	7
1. Strengthening the international dimension of the educational experience .....	7
2. Enhancing employability and professional internationalisation .....	7
3. Digitalisation of Erasmus Administrative Processes.....	8
4: Promotion of European Civic Engagement and Sustainable Policies.....	9
5. Improving inclusivity.....	9
INDICATORS.....	10
INDICATOR TABLE.....	12
TIMELINE.....	14
Erasmus+ Strategic Roadmap (2021–2027).....	14
PARTNERS AND COLLABORATIONS .....	16
CONTACTS.....	16

# INTRODUCTION

This document constitutes **the Erasmus Policy Statement (EPS) for the period 2021–2027 of Foundation of the Higher Institute of Technology for Energy, the Environment and Sustainable Construction (ITS GREEN Academy)**, drawn up to outline the institutional strategy required to obtain and implement the *Erasmus Charter for Higher Education (ECHE)*.

In recent years, ITS GREEN Academy has embarked on a significant process of consolidating its international profile, promoting incoming and outgoing student and staff exchanges, participating in projects funded by the European Union, and building a network of European relationships and partnerships. With a graduate employment rate of 98% and a strategic network of over 450 companies, ITS GREEN Academy intends to utilise the opportunities offered by the Erasmus+ Programme to make a further qualitative leap forward.

The strategy outlined views **internationalisation as a structural component of the Academy's educational model**. The primary objective is to further enhance the quality of the training provision in the key sectors of Energy, the Environment and Sustainable Construction, aligning students' technical and soft skills with global labour market standards.

The document is structured around **strategic levers** from which **five specific objectives** are derived to guide the Academy's actions:

1. **Strengthening the international dimension:** raising the quality of destinations, consolidating networks of global excellence and diversifying forms of mobility by introducing flexible formats such as *short-term*, *blended* and *Virtual Exchange* programmes.
2. **Enhancing employability and professional internationalisation:** expanding overseas placements both in terms of quality and geographical scope, fully integrating them into academic curricula in close collaboration with international companies.
3. **Digitisation of processes (Twin Transition):** implementing a transition towards digital and 'paperless' administrative management by joining the *European Student Card Initiative (ESCI)* and ensuring the full and automatic recognition of ECTS credits for activities carried out abroad.
4. **Civic engagement and sustainability:** actively promoting eco-friendly travel (*Green Travel*), disseminating the principles of the circular economy and encouraging active citizenship to train professionals capable of translating the ambitions of the European Green Deal into concrete solutions.
5. **Inclusion:** breaking down economic, physical and social barriers by providing personalised support, in order to ensure fair access to mobility even for participants with fewer opportunities.

To ensure the effective implementation of this vision, the final section of the document sets out a clear monitoring framework, establishing process (output), result (outcome) and structural impact **indicators** to objectively measure the effectiveness and success of each set objective.

## FOREWORD

In recent years, ITS GREEN Academy has embarked on a process of significantly strengthening its international presence. This development has been driven by a number of key strategic factors:

- **Promotion of International Mobility:** ITS GREEN Academy has fostered greater openness towards global teaching models, strengthening exchange programmes for students, teaching staff and administrative staff. This commitment has enabled the integration of intercultural perspectives into training and management programmes. Over the last few years, the Institute has indeed been committed to advancing its internationalisation by promoting exchange programmes (incoming and outgoing) for students and staff with institutions and partners within and outside the EU.
- **Proactivity of the teaching staff:** there has been growing interest among teachers in participating in European and non-EU projects. This dynamism is aimed not only at updating existing study programmes and developing new skills.
- **Consolidation of the collaboration network:** some tutors from the training programmes took part in an exchange in **Roskilde – Copenhagen**; a further exchange experience for staff was carried out in 2023 through the Erasmus+ KA210-VET project – Small-scale partnerships in vocational education and training on Circular Building, led by **Delton College** (NL); since 2022, a partnership has been established with **Aftec Formation** (FR), which has led to the hosting of several classes from the French institute for one week a year at the ITS Green Academy campus: the teachers have actively and enthusiastically collaborated in the planning and delivery of the activities. In 2026, two interns from the same institute were also hosted at the Vimercate campus.
- **Networking and Strategic Partnerships:** this more active involvement in international initiatives has enabled us to reinvigorate long-standing ties and, at the same time, forge new partnerships with leading foreign institutions, to promote the exchange of best practices.
- **Participation in EU-Funded Programmes:** ITS GREEN Academy participates in European projects within the framework of European funding (national and transnational), including – thanks to its membership as an associated body of Scuola Centrale di Formazione – the Erasmus KA220-VET project - Cooperation partnerships in VET **DigitalGreenConsumption-30** <https://www.dgvet-30.eu/> and - as a direct partner - the Erasmus **Micret** project **Microcredentials for Renewable Energy Technicians** - <https://micret.eu/> - ERASMUS-EDU-2024-POL-EXP, confirming its ability to capitalise on the opportunities offered by the European Union.
- **Professional development and staff capacity building:** the International Relations Office has undergone a significant growth process. Staff have developed advanced specialist skills in the management and coordination of complex projects, ensuring high-level technical and managerial support for the entire teaching community.

Through its participation in the Erasmus programme, the Academy intends to utilise European funds and opportunities to **enhance its educational provision and consolidate its global presence**, integrating the international dimension as a structural element of its educational model.

## ERASMUS POLICY STATEMENT (EPS)

The ITS GREEN Academy's internationalisation strategy focuses on integrating intercultural and global dimensions into training and innovation activities, impacting both the organisation and students' skills.

The ITS GREEN Academy's vision conceives of **Erasmus** as a **cross-cutting mission** that permeates the organisation at various levels and places the student at the centre.

To turn this vision into reality, the Academy adopts the following pillars of development:

- **Student-Centred approach and simplification:** the centrality of the student guides the modernisation of the Institute's processes. The ITS GREEN Academy aims to simplify bureaucracy (including through digitalisation) to make mobility a natural and seamless option, integrating the overseas experience as an integral and recognised part of the academic career.
- **Educational Excellence in Key Areas:** the ITS GREEN Academy aims to raise the quality of education in the strategic sectors of Energy, the Environment and Sustainable Construction. The international perspective is integrated into the educational offering, characterised by programmes based on a strong mix of theory, practical workshops and work placements, ensuring hands-on learning with a European scope.
- **Support for Global Employability:** with a graduate employment rate of 98%, the ITS GREEN Academy aims to further enhance its training model by aligning technical skills with global standards. Leveraging a strategic network of over 450 companies, the institution promotes international internships that transform students into the professionals for the ecological transition demanded by the global market, in line with the European GreenComp framework.
- **Skills development ecosystem:** ITS GREEN Academy aims to establish a cutting-edge learning environment where technology, business practice and sustainability converge. Through the exchange of *best practices* with leading international partners, the institution promotes the development of technical and *soft skills*, preparing learners to tackle the challenges of the European Green Deal.

Based on these key elements, the ITS GREEN Academy's **Erasmus Policy Statement (EPS)** has been defined, outlining how the institution intends to implement the Erasmus programme to turn this vision into reality, starting with defined objectives to be achieved through participation in the programme's various actions.

Obtaining the **Erasmus Charter for Higher Education (ECHE)** is, in fact, a fundamental element for ITS GREEN in strengthening its internationalisation strategies. This accreditation not only guarantees the structural continuity of transnational mobility activities but also raises the quality standards of the entire institution through a formal commitment to the principles of the Charter, ensuring transparent, inclusive and high-quality mobility management processes, in line with the **following key strategic levers:**

### 1. Internationalisation and Quality

This lever represents the heart of **institutional development**, aiming to raise academic standards through a global network of excellence.

- **Strategic integration:** the European and international dimension is not an afterthought, but is firmly embedded in the Academy's overall strategy.
- **Networking of excellence:** the Academy actively fosters a network of solid and lasting partnerships with European institutions through participation in the main cooperation programmes (Erasmus+ Key Actions 2)
- **Excellence in mobility:** qualitative improvement of study and placement activities. In recent years, efforts have focused on increasing opportunities for training abroad, valuing cultural diversity as an innovative educational resource.
- **Diversification of geographical focus:** the Academy aims to expand its horizons beyond European borders, seeking partners outside the EU in geographical areas that are strategic for the green transition. This expansion will be achieved through cooperation projects and the flexible use of funds, ensuring exchanges of excellence with global leaders in green innovation.

## 2. Inclusion and Participation

Internationalisation is seen as a **tool for social equity**, aimed at leaving no one behind.

- **Equitable access:** ITS GREEN Academy actively promotes the inclusion of participants with fewer opportunities, ensuring they have fair access to all forms of mobility.
- **Personalised support:** a tailored approach is guaranteed for different target groups, including low-income students, participants with special needs or disabilities.
- **Inclusive methodologies:** to break down physical and economic barriers, ‘virtual’ mobility experiences are promoted through the *Virtual Exchange* methodology and *Blended Mobility*, which strengthen the soft skills of students and staff.
- **Active citizenship:** fostering a sense of belonging to Europe and promoting common European values among the entire student population.

## 3. Innovation and Skills

This lever focuses on **young people’s professional future**, aligning training with the challenges of the global labour market.

- **Enhancing employability:** the Academy acts as a link between the education system and the local and international business community.
- **Development of soft skills:** great emphasis is placed on the development of digital, linguistic and transferable skills, which are essential for new professional profiles.
- **Expansion of Internships:** the aim is to expand internship opportunities within and outside the EU, integrating these experiences into official study programmes through ever-greater involvement of businesses.
- **Exchange of Best Practices:** systematic sharing of innovative teaching methods among staff to maintain high standards of teaching.

## 4. Digitalisation and Sustainability

The Institute responds to the priorities **of the Green Deal and digital transformation** through concrete and measurable actions.

- **Digital Transformation:** integrated digital management of administrative processes (paperless) is being implemented, adhering to the ESCI *European Student Card* initiative and promoting the Erasmus+ mobile app.
- **Environmental Sustainability:** in line with the Green Deal, the Institute encourages ‘green’ travel and eco-friendly transport, implementing circular economy practices within its activities.
- **Green Civic Engagement:** Academic programmes are promoted that involve public services provided by students and staff for the benefit of the community, combining civic engagement with sustainability.

## 5. Recognition and Transparency

This lever represents **the Academy’s administrative commitment** to ensuring that every international experience is formally validated and integrated into the student’s curriculum. Transparency of processes is fundamental to building a climate of trust and encouraging participation in mobility programmes.

- **Academic Recognition:** the commitment to the full automatic recognition of all credits earned during periods of mobility abroad by students, simplifying bureaucracy for students. The Academy aims to ensure the full automatic recognition of learning outcomes achieved abroad. Through the use of the ECTS system, every credit earned during the mobility period is transferred into the student’s study plan without additional costs or the need to retake exams, preserving the coherence of the educational pathway. ITS Green is also developing expertise in the field of micro-credentials, exploring their concept and application specifically

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within the renewable energy sector, and is interested in exploring the possibility of adopting Open Badges – a tool already implemented by the SCF Network, of which ITS Academy is a member. Collaborations with several universities regarding the recognition of credits earned through ITS programmes are also active and in the process of being formalised; there is an established practice with UNIVERSITÀ CARLO CATTANEO - LIUC in Castellanza (VA), from which several graduates with prior ITS training have already graduated.

- **Administrative simplification and reporting:** continuous improvements are being made to the reporting system to ensure clear and timely management of funds. This effort results in less red tape for students and greater efficiency for the relevant departments.

## SPECIFIC OBJECTIVES

The ITS GREEN Academy's Erasmus Policy Statement (EPS) for the period 2021–27 identifies **five key objectives**:

### 1. Strengthening the international dimension of the educational experience

The Academy aims to transform internationalisation from an additional option into **a structural component** of the study programme and seeks to ensure that every student can acquire high-level intercultural and professional skills.

*Strategic Action Lines:*

- **Quality of exchange opportunities:** the focus is not merely on increasing numbers, but on the quality of destinations. ITS GREEN Academy is committed to selecting and consolidating relationships with prestigious academic partners and companies both within and outside the EU, ensuring that study and internship periods abroad offer cutting-edge quality standards and real added value to the CVs of students and staff involved.
- **Diversification and Innovation in Mobility Formats:** to meet the diverse needs of the student body and promote inclusion, the mobility offering is being expanded to include blended and 'at home' methodologies, which have already been piloted since 2021:
  - **Short-term Mobility:** for intensive and flexible programmes.
  - **Blended Mobility:** to combine physical attendance with a digital component, exploring the BIP methodology of blended intensive programmes.
  - **Virtual Exchange:** to foster 'at-home' internationalisation and global collaboration by breaking down economic and geographical barriers, whilst strengthening language and digital skills.
- Our commitment to educational innovation is driven by **Internationalization at Home**, an approach that enriches the learning experience with global perspectives without the need for travel:
  - **STA Mobility from Enterprises:** We invite experts and professionals from international organizations to lead **specialized teaching modules** and **in-depth workshops**. These practical laboratories are where "know-how" meets global industry trends.
  - **Incoming Mobility:** We proudly open our doors to students from foreign **Higher Education Institutions (HEIs) holding an ECHE** (Erasmus Charter for Higher Education).
- **Consolidation of the network of strategic partnerships:** ITS GREEN Academy will work to transform collaborations into **solid and lasting partnerships**. This will be achieved through the signing of framework agreements (IIA) providing for reciprocal student exchanges (outgoing and incoming) as well as the sharing of good teaching practices and joint projects. Outgoing staff mobility will also be enhanced with a view to exploring and learning about new contexts, and forging new agreements and partnerships. An initial objective to be achieved could be the implementation of the network agreement signed by the President of the national ITS network, Torrielli, with the French Embassy in Italy, for which direct contacts have been established with the Campus des métiers et de qualifications in the Grand Est region (Strasbourg) on the topics of nuclear energy, energy services and renewable energy.

### 2. Enhancing employability and professional internationalisation

This objective focuses on creating a training ecosystem that connects the Academy with **local and international industry**. The aim is to provide students with the practical tools and professional networks necessary for a successful transition into the world of work.

*Strategic Action Lines:*

- **Qualitative and geographical expansion of work placements:** The Academy is committed to expanding work placement opportunities, extending the scope of collaborations both within the European Union and in non-EU contexts, in order to offer diverse professional experiences that meet the challenges of global markets. The Academy has already gained experience in this area by launching curricular internships in the **Netherlands** (**Ecoplant Europe B.V.**) and in **Germany** (Second Home GmbH; Blue Elephant Energy GmbH).
- **Curricular integration of internships:** internships undertaken abroad are not considered isolated activities, but are fully integrated and recognised within the study programmes. The placement is preceded by the signing of a **Learning Agreement for Traineeship**, a document that defines the expected *learning outcomes* in advance, ensuring that the tasks carried out within the company are closely aligned with the professional profile of the study programme. This synergy ensures that the theoretical skills acquired in the classroom are consistently applied in real-world business contexts.
- **Strategic involvement of the business sector:** greater and deeper involvement of businesses in the life of the ITS GREEN Academy is promoted. Through active partnerships, companies participate in defining the required skills, ensuring that graduates are highly competitive and aligned with the needs of the international labour market.
- **Development of Soft Skills:** in addition to technical skills, the international mobility experience aims to strengthen students' adaptability, complex problem-solving and intercultural communication skills, which are key elements for employability. Alongside language proficiency, geographical and virtual mobility enables the development of the ability to collaborate and manage projects within **multicultural teams**. Transnational mobility also acts as an incubator for **Global Skills**: through exposure to foreign work systems, students hone their emotional intelligence and cognitive flexibility, skills that are now essential for driving the ecological transition in increasingly fluid and internationalised business contexts.

### 3. Digitalisation of Erasmus Administrative Processes

There can be no ecological transition without a digital transition (the so-called *Twin Transition*). The Academy is committed to **modernising the management of mobility programmes**, reducing the bureaucratic burden through the adoption of integrated digital solutions, to make the international experience smoother and safer, whilst ensuring maximum transparency and recognition.

*Strategic Action Lines:*

- **Adherence to the European Student Card Initiative:** ITS GREEN Academy is pursuing the digital transition by adopting the protocols of the *European Student Card Initiative* and promoting the use of the Erasmus+ mobile app. The aim will be to achieve 'paperless' management by connecting to the Erasmus Without Paper (EWP) platform for the processing of Inter-institutional Agreements and the online validation of Learning Agreements, facilitating student identification and access to services at host institutions, whilst also committing to implementing the European Student Identifier (ESI)
- **Automation of Credit Recognition:** ITS GREEN is currently engaged in the process of implementing the ECTS system (publication on the website of the ECTS GUIDE, Grade Conversion Tables and the IT/EN Course Catalogue) [its-green.it/international/catalog](https://its-green.it/international/catalog). This process aims to establish an **automated credit recognition** system that guarantees students full and immediate validation of all study activities undertaken abroad. This commitment is structured around two main pillars: - **Guarantee of Consistency and Continuity:** the adoption of ECTS ensures that the mobility period is recognised not as an extra-curricular activity, but as an integral part of the original study plan. - **Transparency and Digitalisation of the Programme:** in line with European directives, ITS GREEN Academy publishes an **updated Course Catalogue online** every year, made available on the official website **in English** as well, detailing the learning outcomes and ECTS credit weighting for each module, well in advance of the start of the mobility selection process.
- **Support and Safety:** the Academy aims to raise support standards through: - Enhanced pre-departure services: for more effective logistical and academic preparation (pre-departure meetings, webinars, welcome days); - Monitoring: implementing monitoring systems and continuous support for participants during their stay abroad through a dedicated International Relations Office/Information Desk.
- **Evolution of the reporting system:** through digitalisation, the system for reporting flows and expenditure will become more streamlined and accurate, reducing data processing times and ensuring compliant and transparent management of EU funds.

## 4: Promotion of European Civic Engagement and Sustainable Policies

For ITS GREEN, sustainability is not merely a thematic objective, but the **very foundation** upon which the entire educational programme is built. The Academy is committed to integrating environmental and social responsibility into every action, to train outstanding professionals capable of translating the ambitions of **the European Green Deal** into concrete solutions, acting as informed citizens and drivers of global change.

### *Strategic Lines of Action:*

- **Sustainability and Green Mobility:** in line with its mission, the Academy actively promotes the transition towards sustainable practices in international mobility, in particular through:
  - **Incentives for the use of eco-friendly transport:** promoting the use of low-emission transport (train, bus, car-pooling) for international travel, through ‘Green Travel’ incentives using the sustainable travel top-up and by providing information to help participants plan journeys by land rather than by air.
  - **Raising Awareness of the Circular Economy:** pre-departure training sessions focused on eco-sustainability and the implementation of waste reduction practices and sustainable resource management during periods abroad.
- **Promotion of Active Citizenship:** through international programmes, the Institute encourages students and teachers to become agents of social change.
  - **Information sessions on European Values:** preparatory activities for mobility are designed to instil in participants the awareness that their actions abroad have a real impact, encouraging students to make a positive contribution to the local communities that host them, and fostering the exchange of best practices in sustainability and technical innovation.
- **Digitalisation as a Green Tool:** the systematic use of digital tools is not merely a matter of efficiency, but a deliberate strategy to eliminate paper consumption and optimise management processes with a view to sustainability.

## 5. Improving inclusivity

The Institute is committed to translating the principle of equality into concrete action, **ensuring fair and inclusive access** to mobility experiences for all participants, regardless of their social, economic or cultural background. The aim is to break down barriers to entry, ensuring that international mobility becomes an accessible reality even for the most vulnerable groups.

### *Strategic Action Lines:*

- **Personalised support:** the Institute develops support measures tailored to the specific needs of different target groups:
  - **Financial Support:** targeted measures for low-income students (verified on the basis of the ISEE and in line with the Ministerial Decrees governing access to benefits relating to the right to education)
  - **Inclusion and Disability:** dedicated logistical and administrative support for participants with special needs, ensuring suitable and safe host environments.
- **Inclusive and Transparent Communication:** to ensure truly equitable access, the Institute promotes targeted information campaigns that reach under-represented groups, clearly explaining the benefits and safeguards provided for those starting from a disadvantaged position.
- **Flexibility of Mobility Models:** as already outlined in the Institute’s strategies, the adoption of **Virtual** and **Blended** mobility serves as a key tool for inclusion, allowing those unable to spend long periods abroad to still participate in high-quality international exchanges.

# INDICATORS

## OBJECTIVE 1: STRENGTHENING THE INTERNATIONAL DIMENSION OF THE EDUCATIONAL EXPERIENCE

Aims to integrate internationalisation as a structural component of the study programme. Indicators:

- ❖ **Process (Output):** Number of new inter-institutional agreements signed with partner institutions (EU and non-EU); Number of students involved in SMS and SMP mobility. Number of teaching staff and staff (including administrative staff) involved in mobility for training or teaching. The aim is to involve *20% of Erasmus beneficiaries*
- ❖ **Outcome:** Percentage of students involved in innovative mobility schemes (Short-term, Blended or Virtual); Number of teaching modules or seminars co-designed with foreign partners; Objective improvement in the language and management skills of staff involved in European programmes, assessed via post-mobility tests or questionnaires.
- ❖ **Impact:** Structural increase in the institution's attractiveness, measured by the growth in the number of international students and staff (incoming); Degree of internationalisation of academic curricula, ensuring that every student, even those who do not physically travel abroad, acquires skills applicable on a global scale.

## OBJECTIVE 2: ENHANCING FUTURE EMPLOYABILITY

Focused on the connection between the Institute and local and international businesses. Indicators:

- ❖ **Process (Output):** Number of foreign companies actively involved in mobility using the *Learning Agreement for Traineeships*
- ❖ **Outcome:** Number of international traineeships leading to a job offer; Measurable improvement (through self-assessment and company evaluation) in students' *global and soft skills* upon return (e.g. emotional intelligence, complex problem-solving, cognitive flexibility in multicultural contexts)
- ❖ **Impact:** Employment rate of graduates who have undertaken a professional mobility experience compared to the average for the Institute's graduates; Percentage of former students working in companies with a strong international presence or multinationals 12 months after graduation.

## OBJECTIVE 3: DIGITISATION OF ERASMUS ADMINISTRATIVE PROCESSES

Aims to achieve a 'paperless' transition and bureaucratic simplification. Indicators:

- ❖ **Process (Output):** Percentage of *Learning Agreements* managed and signed entirely via the EWP (Erasmus Without Paper) platform; Percentage of outgoing students who download and actively use the Erasmus+ mobile app
- ❖ **Outcome:** Average time elapsed between the end of the mobility period and the automatic recognition of ECTS credits; Student satisfaction (via survey) regarding the ease of use of the digital services provided by the Institute during the mobility period.
- ❖ **Impact:** Reduction in administrative costs and processing times for Erasmus procedures for the International Relations Office.

## OBJECTIVE 4: PROMOTE EUROPEAN CIVIC ENGAGEMENT AND IMPLEMENT SUSTAINABLE POLICIES

Integrates the values of the Green Deal and social responsibility. Indicators:

- ❖ **Process (Output):** Number of participants using the 'Top-up' for sustainable travel (*Green Travel*). Number of pre-departure training sessions organised and delivered to students on the topics of eco-sustainability, the circular economy and waste reduction

- ❖ **Outcome:** Percentage of students who state (in the final report) that they have gained a greater awareness of common European values and who believe they have had a positive impact on the local host community through good environmental practices
- ❖ **Impact:** Reduction in the Institute’s ecological footprint linked to international mobility activities; Permanent structural adoption of new good practices and ‘green’ solutions imported from abroad (e.g. circular economy, energy efficiency) directly within the day-to-day management of ITS GREEN’s classrooms and laboratories.

## OBJECTIVE 5: IMPROVING INCLUSIVITY

Ensures equal access for participants with fewer opportunities. Indicators:

- ❖ **Process (Output):** Number of targeted information campaigns and initiatives carried out to reach disadvantaged target groups. Amount of additional financial resources allocated (e.g. institutional support grants or funds for special needs) specifically intended to facilitate the mobility of low-income or disabled students
- ❖ **Outcome:** Percentage of students with fewer opportunities (low income, disability, etc.) out of the total number of outgoing mobility participants. Completion rate of *Virtual Exchange* or *Blended* mobility programmes by students who, due to work, financial or physical constraints, would not have been able to undertake long-term physical mobility.
- ❖ **Impact:** Enhanced reputation of the Institute as an inclusive and socially responsible institution. Structural elimination of the rate of withdrawal from mobility programmes due exclusively to economic disadvantage or physical barriers among the Academy’s student population.

## INDICATOR TABLE

Strategic Objective	Process Indicators (Output)	Outcome Indicators	Impact Indicators
<b>1. Strengthening the International Dimension</b>	<ul style="list-style-type: none"> <li>• Number of new inter-institutional agreements (EU/non-EU).</li> <li>• Number of staff involved in mobility (STT/STA).</li> <li>• Number of students involved in SMS and SMP mobility</li> </ul>	<ul style="list-style-type: none"> <li>• % of students on innovative mobility schemes (Blended/Virtual).</li> <li>• Number of modules/seminars co-designed with foreign partners.</li> <li>• Post-mobility assessment of staff language skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in <i>incoming</i> flows (students/teachers).</li> <li>• Degree of internationalisation of curricula (% of ECTS credits earned abroad).</li> </ul>
<b>2. Enhancing Future Employability</b>	<ul style="list-style-type: none"> <li>• Number of foreign companies using the <i>Learning Agreement for Traineeships</i></li> <li>• Number of foreign companies actively involved in mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Number of work placements converted into job offers.</li> <li>• Improvement in global and soft skills (pre/post-return tests).</li> </ul>	<ul style="list-style-type: none"> <li>• Employment rate of Erasmus students vs. institute average.</li> <li>• % of former students in multinational companies 12 months after graduation.</li> </ul>
<b>3. Process Digitalisation (EWP)</b>	<ul style="list-style-type: none"> <li>• % of Learning Agreements managed via <i>Erasmus Without Paper</i>.</li> <li>• % of students using the Erasmus+ app.</li> </ul>	<ul style="list-style-type: none"> <li>• Average time for automatic ECTS recognition.</li> <li>• Student satisfaction with digital services (Survey).</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in administrative costs and time for the International Relations Office</li> <li>• Full technological integration within the European Education Area, through achieving and maintaining compliance with European digital standards</li> </ul>

<p><b>4. Civic Engagement and Sustainable Policies</b></p>	<ul style="list-style-type: none"> <li>• Number of participants with Green Travel 'Top-up'.</li> <li>• Number of pre-departure training sessions on the circular economy and waste.</li> </ul>	<ul style="list-style-type: none"> <li>• % of students with greater awareness of EU values and local environmental impact.</li> <li>• Number of public service initiatives carried out by students abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the Institute's <i>carbon footprint</i>.</li> <li>• Structural integration of 'green' best practices imported from abroad into ITS laboratories.</li> </ul>
<p><b>5. Improving Inclusivity</b></p>	<ul style="list-style-type: none"> <li>• Number of information campaigns for disadvantaged groups.</li> <li>• Amount of additional funding for special needs/low-income students.</li> </ul>	<ul style="list-style-type: none"> <li>• % of students with fewer opportunities out of the total student intake.</li> <li>• Completion rate for virtual/blended mobility for students with physical or financial constraints.</li> </ul>	<ul style="list-style-type: none"> <li>• Elimination of mobility programme withdrawals due to financial reasons.</li> <li>• The institution's reputation as a socially responsible organisation.</li> </ul>

## TIMELINE

### Erasmus+ Strategic Roadmap (2021–2027)

The effective timeline for the Erasmus+ strategy (2021–2027) involves a progression through cyclical phases: Set-up phase (2027), Full Implementation phase (2028) and Consolidation and Impact phase (2029)

Strategic Objective	Year 1: Set-up & Compliance	Year 2: Full Swing	Year 3: Impact & Quality
<b>1. International Dimension</b>	Publication of the course catalogue (IT/EN) and ECTS tables. Signing of new inter-institutional agreements.	5% increase in SMS/SMP flows. Monitoring of full enrolment and automatic credit recognition via ToR. Number of foreign experts/lecturers (incoming STA) involved in seminars and technical workshops	<b>Internationalisation of curricula</b> ( <i>i.e. transforming the internal educational offering so that every student, even those who do not physically travel abroad, acquires skills that are applicable on a global scale</i> ). <b>Analysis of the percentage of ECTS credits earned abroad</b> ( <i>measures how much teaching is actually carried out and recognised outside national borders in relation to the total study programme</i> ).
<b>2. Employability</b>	Mapping of partner companies. Definition of standards for the Learning Agreement for Traineeships (a predefined template ensuring quality).	Active involvement of new foreign companies (at least 5).	Survey of 12-month employment rate. Analysis of soft skills improvement.
<b>3. Digitalisation</b>	100% online Learning Agreements (EWP). Promotion of the Erasmus+ app among students.	Reduction in administrative processing times. Automatic digital recognition of credits throughout the degree programme.	Satisfaction survey on digital services.

<b>4. Sustainability &amp; Civic Responsibility</b>	Launch of 'Green Travel' promotional campaigns. Pre-departure training on the circular economy.	Target: 30% of participants with a 'top-up' for sustainable travel.	Integration of green practices into the Institute's internal workshops.
<b>5. Inclusivity</b>	Promotion of supplementary services and grants (Top-Up). Campaigns targeting disadvantaged groups.	Increase in blended/virtual learning opportunities for students with physical barriers. % of students with 'fewer opportunities' involved	Elimination of dropouts for financial reasons. Reputation as a socially responsible institution.

## PARTNERS AND COLLABORATIONS

ITS GREEN Academy collaborates with a diverse network of academic partners, training institutions, and companies across several European countries. Below are the details of our ongoing international engagements:

- **France:** Since 2022, we have maintained a consolidated partnership with **Aftec Formation**, which includes reciprocal hosting of student groups and interns at our respective campuses. Furthermore, direct links have been established with the **Campus des métiers et de qualifications** in the Grand Est region (Strasbourg) to collaborate on nuclear energy, energy services, and renewable energy.
- **Netherlands:** our Institute collaborate with **Deltaion College**, the lead partner of an Erasmus+ project on circular construction in which ITS GREEN staff participated. On the corporate front, curricular internships have been established with the company **Ecoplant Europe B.V.**
- **Germany:** our cooperation focuses on job placement and curricular internships, which have been successfully launched at **Second Home GmbH** and **Blue Elephant Energy GmbH**.
- **Denmark:** Exchange programs have been conducted involving training tutors at specialized facilities in **Roskilde (Copenhagen)**.
- **Italy:** At the national level, ITS GREEN is an associate member of the **Scuola Centrale di Formazione** network, participating in Erasmus+ initiatives such as *DigitalGreenConsumption-30*. Additionally, a formal agreement is in place with **Università Carlo Cattaneo - LIUC** in Castellanza (VA) for the recognition of **ECTS credits** earned by our students.

## CONTACTS

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