**Erasmus+: International Credit Mobility**

**Cooperation with non-EU countries**

**Report on student, teacher and other staff mobility**

**2018-2020**

**Partners:**

Academy of Arts, Architecture and Design in Prague (UMPRUM) [www.umprum.cz](http://www.umprum.cz)

Bezalel Academy of Art and Design Jerusalem [www.bezalel.ac.il](http://www.bezalel.ac.il)

Shenkar College: Engineering, Design, Art, Ramat-Gan (Tel Aviv) [www.shenkar.ac.il](http://www.shenkar.ac.il)

**Project background, previous cooperation**

UMPRUM, Bezalel Academy of Arts and Design a Shenkar College of Engineering, Design and Art have a similar mission. Their comprehensively educated graduates should be prepared to respond to the challenges of present and future globalized world by artistic means with social awarness and environmental responsibility.

The student and teacher mobility has been always seen as a key element in the educational process and a means how to overcome geographical, social, economical, religious, language and cultural obstacles. International mobility has a year-long tradition in all three partner schools. Students are able to broaden horizons in their specialisations, acquire different practical skills including linguistic ones and gain invaluable intercultural experience. Similarly the pedagogues get use of international opportunities to deepen their professional expertise and develop networking. They are stakeholders of internationalisation and modernisation in art education.

With partner schools we also share our priorities in the international cooperation. After completion of successful Erasmus+ mobility project in the years 2016-2018 we decided to continue and intensify our cooperation with Bezalel Academy. Shenkar College has been invited to join this follow-up project lately. Shenkar College links art, design and industry in a unique way, especially in textile technologies. Both our partner schools in Israel can be proud of their outstanding graduates in most of art disciplines. They have a hundred resp. fifty year-long history in art education. Structure of UMPRUM, Bezalel Academy a Shenkar College (namely its faculty of art and design) as well as study programs show a great level of complementarity (bachelor and master study cycles, both practical and theoretical courses, courses for the public). UMPRUM can offer its experience in doctoral programs. Bezalel Academy can inspire by its research centres or engagement of students in projects of active citizenship and environmental responsibility. Shenkar College is attractive not only by its new study programs (game design, multicisciplinary fine arts courses), but also by its research laboratories closely linked to industry, production and health care.

Our cooperation with Bezalel Academy dates back from 1998. It is one of the longest partnerships we have.

So far we have sent 38 of our students to Bezalel Academy and accepted 55 Israeli students. Our partnership with Shenkar College dates back from 2017. Seven students have been exchanged so far.

**Exchanged individuals in numbers (2018-2020)**

 **Students Pedagogues Staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **from UMPRUM** | 3 | 0 | 2 |
| **from Bezalel Academy** | 5 | 3 | 0 |
| **from Shenkar College** | 3 | 0 | 0 |
| **Total** | **11** | **3** | **2** |

**Participating Studios**

 **Students Pedagogues Staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **from UMPRUM** | painting, glass, graphic design and visual communication |  |  fund-raising dept., dept. for cooperation with industries |
| **from Bezalel Academy** | architecture III, IV, product design, ceramics, KOV | architecture III, ceramics (2) |  |
| **from Shenkar College** | KOV, painting (2) |  |  |

**Examples of Good Practice**

Studio of Ceramics and Porcelain showed an outstanding activity in this project. Two workshops took place here headed by teachers from Bezalel Academy. The studio hosted also one student from this school.

Studio of Architecture III successfully combined student and teacher mobility. Moreover, the project contributed

to the long-term cooperation of studios of architecture at both schools in the field of digital and generative design. The future strategic partnership project in Erasmus+ has been outlined.

Another good example is a job-shadowing of our colleagues from the fund-raising department and the department for cooperation with industries. Our approaches and those of our partner could be compared. The differences in internal funding of research projects and other activities were discussed. Useful suggestions for UMPRUM in the presentation activities or cooperation with other universities and companies were made. Bezalel Academy´s cooperation with tertiary sphere by means of specialized research groups is also highly inspiring. Setting of research priorities and strategic areas with social impact (like sustainability, recycling and environment, social services, transport for future, innovative low-waste materials, involvement of minorities and socially disadvantaged groups) were stated as essential.

**Consequences of Pandemia**

Coronovirus pandemia and measures taken in international scale affected the last semester of this project, especially student and staff mobilities. For this reasons it was not possible to carry out the teacher mobility to Bezalel Academy which had been planned long before. The situation, on the other hand, speeded up the involvement of Shenkar College in the project. We were able to host three students from this school and support them financially. Unfortunately part of mobilities had to be carried out online. However, in spite of this, it was possible for the students to have remote consultations with host studios, take part in elective courses and present final semestral projects.

Our student from the Studio of Glass spent the whole spring semester in Jerusalem in spite of all limitations. She could experience advantages and disadvantages of online tuition. In the end she could complete her study abroad at the re-opened school.

**Presentation of Results**

The most impressive and natural for the artistic sphere are students´exhibitions or school presentations in partner countries. This demonstrated itself especially in fine arts studios. Highly appreciated were also visual presentations of achieved design solutions resulting from common workshops. In case of architecture the follow-up cooperation is being developed in digital design of futuristic architecture. The complex approach to changing countryside including climatic changes and use of the latest technologies, materials and research are applied. The ex-exchange student from Bezalel Academy, today´s pedagogue at the same school, became also one of the main coordinators of workshops series mentioned above. His task is also the dissemination of results both at national and international level.

**Cooperation to be continued**

Cooperation with both schools is going to continue also in the years to come by the follow-up project of international credit mobility in Erasmus+ program. We are ready to support not only mutual student, teacher and other staff exchanges. We intent to develop partnership in other, not yet represented fields and art disciplines. Due to highly specialized focus on fashion, textiles and new materials at Shenkar College we expect a close mutual cooperation of respective studios. We believe that the student and teacher mobility will lead to other forms of cooperation and involve national industries and research. Even in this case we consider exhibitions as the most illustrative tool of results´ presentation. Publications as well as digital dissemination of results are envisaged as well.