

## ERASMUS POLICY STATEMENT (EPS)

### **I. OVERALL STRATEGY**

Since its establishment in 2007, the Escuela Superior de Arte Dramático de Castilla y León (ESADCYL) has participated in international Leonardo da Vinci PLM programmes and has also established bilateral agreements with Schools of Dramatic Arts and Universities in Russia, Chile and Mexico. This is the second year of the Master in Artistic Education: *Thought and Contemporary Performing Arts*, in which the University of Coimbra and the Catholic University of Louvain are collaborating. But the main core of its commitment to internationalisation is the Erasmus programme. Implemented from the beginning, it is the driving force behind the international mobility policy of our students, teachers and administrative team. That is why we are committed to supporting, facilitating, recognising and promoting the activities of the new phase of the Erasmus+ programme.

The exchange with other Schools, Universities and European Institutions helps our centre to achieve a better status and visibility, to nourish itself with the exchange of ideas, tools and pedagogical projects to continue offering incoming and outgoing students a quality education.

The main points of our participation in this programme are to modernise our teaching, to establish a fruitful dialogue on curricula and methodologies with other counterpart centres, and to increase cultural exchange.

The main goals are:

- To build bridges, collaborative networks and synergies among citizens of different European countries.
- To extend the opportunities of study and experimentation of other educational realities for the teachings that are given in our academic center.
- To promote the knowledge and use of the different European languages in order to contribute to the development of multilingualism.
- To promote the use of ICT tools and communication among educational centres at an international level through access to the various platforms created for this purpose in order to promote the level of qualification of staff, students and graduates.
- To allow the personal and professional development of our students and teachers in order to face the challenges of globalization.
- To contribute, from the field of higher education and artistic teaching, to the construction of a strong and pluralistic Europe, with common values and objectives represented by the Erasmus+ programme.

The ESADCYL is part of the common European project and aspires to continue participating in the construction and improvement of the European Higher Education Area.

The Escuela Superior de Arte Dramático de Castilla y León is an active institution that participates in the construction of the EHEA at various levels. Our main line of action is the contact with our European partners by carrying out knowledge exchanges, promotional activities and mobilities at different levels. These actions help to the continuous improvement of our studies, to make our centre a dynamic institution and to its internationalization. Continuing to participate in the Erasmus+ programme will contribute to the construction and strengthening of the EHEA by continuing to weave exchange networks with European centres and to collaborate and participate actively in the proposals of our partners.

As an example of our commitment, we will cite a project in which we have participated over the past few years. The ESADCYL participates in the project "Support for the Higher Education System in Morocco within the framework of an approach to the European Higher Education Area", inherent in the Morocco-Spain Twinning Agreement with the twinning of our centre with the Institut Supérieur d'Art Dramatique et d'Action Culturelle (ISADAC). This collaboration is only one proof of ESADCYL's commitment to building

the European Higher Education Area even beyond the borders of Europe and the collaboration networks established by the Erasmus+ programme.

We strongly believe in the common European project and in the international dimension of education. We are aware that its future and success in addressing the challenges we face in a global world depends to a large extent on the education of the younger generation in European values. This objective, which we share with Erasmus+, would be very difficult to achieve without our centre's participation in the programme.

## **II. IMPLEMENTATION OF ERASMUS+ ACTIVITIES IN THE INSTITUTION**

The actions that we will carry out thanks to the Erasmus+ programme to achieve our objectives are framed within the framework of Key Action 1. These actions are managed from the centre by the head of the International Relations department who, supported by the management and the administrative staff, is in charge of handling all the documentation related to all the mobilities, before, during and after their execution.

1. Mobility of students. We believe that contact between the younger generations helps to build bridges and networks of collaboration now and in the future. It improves students' employability, their language skills and generates positive experiences that go beyond education, influencing social fields and breaking down cultural barriers by building tools to save them, putting the focus on our common values rather than on our differences.

a. Outgoing students. Offering our students the possibility of a study and/or traineeship mobility in other European institutions and companies and in other parts of the world, within the facilities and guarantees of the Erasmus+ programme. It is positive for their training and helps to enrich their studies by broadening their knowledge with colleagues and teachers from other countries. It is also beneficial for their personal, artistic and professional development. The Erasmus coordination of the centre is in charge of the management of all the necessary documentation for this action: learning, agreements, visas (if applicable), etc.

b. Incoming students. Having students from other countries in our classrooms is an asset for our students and a challenge for our teachers that helps us to improve the quality of our teaching. We have created the figure of the "mentor student", who is responsible for providing support and guidance to these students, facilitating their arrival and integration into EsadcyL and the city.

2. Mobility of teaching and non-teaching staff. This mobility is a strategic tool to achieve and actively participate in the exchange of knowledge, to generate synergies between citizens of different countries, to enhance our cultural and theatrical heritage, and to continue improving our teaching in contact with other institutions.

a. Outgoing teachers.

i. Training. Both the theatrical tradition and the new contemporary performing arts trends demand to be connected with other centres for the development of performing arts. One of the main lines of our centre's educational project is that our teaching staff is in a process of continuous training to acquire and put into practice new methodologies that allow us to improve the quality of our teaching.

ii. Teaching. Our teachers will be able to share their knowledge and teaching tools with students from other countries. This experience allows them to exchange and acquire greater skill in certain competencies such as adaptability, teamwork and flexibility of methodological approaches.

b. Incoming faculty / staff from enterprises. Our students can participate in dynamics and attend first hand classes with international teachers and professionals, enriching their training and acquiring skills in those fields that are not covered in depth in our curricula. The incoming teachers will also improve their pedagogical tools by contrasting them with students who are different from their regular students. In the same way, the teaching staff

of our centre is enriched by the visit of professionals from other European countries, generating forums for debate, dialogue and meetings.

c. Non-teaching staff. Sharing educational resource management tools is as important as sharing pedagogical tools. Thanks to Erasmus+ mobilities in previous academic years we have been able to improve our library system, the attention to Erasmus+ students and our international relations department. We hope to continue improving our facilities and tools thanks to the meeting between the administration staff of European schools.

3. Participation and creation of activities that promote and make visible the common European project. Participation in forums, meetings and debate networks organised by our European partners and the active creation of these forums.

### **III. IMPACT**

The impact of the participation in the Erasmus programmes is measurable in both quantitative and qualitative aspects. The indicators that we will use to know if we achieve our objectives are

1. The qualitative indicators are mainly based on three tools: development of quality surveys, monitoring of mobility objectives and meetings among teachers and students led by those who have participated in the Erasmus+ programme. These tools help us to think about new strategies, to check if the objectives of the mobilities have been fulfilled, the quality of our collaboration agreements and to study the way to carry out different improvements in our School thanks to the acquired competences. They also contribute to the search for new partners, thanks to the contacts of the teachers, the membership of the ACESEA (Spanish Association of Higher Schools of Artistic Education) and the contacts with the Association of European Theatre Schools. Within these indicators there are also the Erasmus+ surveys, the reports on employability and the language evaluations of platforms such as OLS to measure the improvement in language skills. It is expected that those involved in mobilities will share their experience during the week of open classes in February or at the end of the academic year. Teachers and administrative staff will produce a report on the skills acquired in their mobilities which they will share with the Erasmus+ team.

2. Quantitative indicators. Data that will measure the impact of the Erasmus+ programme on the academic life of our School. Participation and impact of the Erasmus+ programme in our Educational Community: number of applications to participate in the programme, number of mobilities (incoming and outgoing), participation in information meetings and discussion forums of the Erasmus+ programme. Signing of new agreements and participation in activities organised between different institutions.

The impact assessment will be carried out by the people in charge of the Erasmus+ programme. It will be coordinated by the head of the International Relations Department and will involve members of the management team and the Centre's Internal Quality Assurance System. In this way, we want to ensure that the Erasmus+ programme continues to be one of the main axes of the ESADCYL project: to acquire new skills to improve the pedagogies and our curriculum, to establish new partnerships and to improve the labour integration of our students. The medium and long term objective is for this programme to be transversal and to make the life of our centre more dynamic: to encourage and bring cohesion to academic life, influencing all students, teachers and administrative staff, beyond those who have participated in mobilities.