**Erasmus+: International credit mobility**

Cooperation with non-EU countries

Evaluation of student, teacher and staff mobility projects

2020-2023

**Partners in the project:**

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, cooperation so far**

UMPRUM, Bezalel Academy of Arts and Design and Shenkar College of Engineering, Design and Art share the same general mission - to prepare future artists, designers and architects for the challenges of the contemporary and future world. Student and teacher mobility is one way to move towards achieving this goal. They promote education without borders and help to overcome geographical, religious, linguistic and cultural barriers. International student and pedagogical mobility has a long tradition at UMPRUM and both partner schools. Students broaden their horizons in their field of study, acquire a variety of practical skills, including language skills, and gain experience from a long-term stay in a different cultural environment. Teachers also use the opportunity to carry out their teaching and study abroad to deepen their professional knowledge and establish new contacts. It is them who can take the internationalisation of art education to a qualitatively higher level.

We share with our partner schools the goals of internationalisation of studies and academic environment as well as the priorities of international cooperation. After successful Erasmus+ projects in 2016-18 and 2018-20, we have jointly decided to continue and further intensify our cooperation with both schools. The structure of UMPRUM, Bezalel Academy and Shenkar College (faculties of art and design) as well as the study programmes show a high level of complementarity (Bachelor and Master degrees; practically and theoretically oriented study programmes, public courses). In this respect, UMPRUM can offer its experience in doctoral programmes, while Bezalel Academy can offer the experience of its research centres or examples of student involvement in social and environmental responsibility projects. Shenkar College is attractive not only for its new study programmes (e.g. game design, multidisciplinary fine arts courses) , but also for its research laboratories closely linked to production, with overlaps into industry and healthcare (chemical fibres and other new materials).

We have been working with Bezalel Academy since 1998, so it is one of our longest-lasting partnerships. In that time we have sent 45 of our students and received 61 Israeli students. The partnership with Shenkar College dates back to 2017. In that time, 11 students from both schools have been exchanged.

**Results in numbers (2020-2023)**

 **Students Teachers Staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **from UMPRUM** | 7 | 5 | 3 |
| **from Bezalel Academy** | 2 | 1 | 4 |
| **from Shenkar College** | 4 | 0 | 0 |
| **TOTAL** | **13** | **6** | **7** |

**Participating studios Students Teachers Staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **from UMPRUM** | architecture, interior and furniture design, glass, ceramics | painting, theory and art history department, bookbinding, metal and jewellry  |  financial management, project management, workshops |
| **from Bezalel Academy** | photography, metal and jewellry | painting | IT, financial management, facility management, workshops |
| **from Shenkar College** | fashion, graphics, interior and furniture design | 0 | 0 |

**Examples of good practice**

Among the student mobilities, we can highlight in particular the successful involvement of three female glass students who either extended their study abroad or found a follow-up internship in Israel. The equipment of the glass workshops at Bezalel Academy is exceptional. The influence of the stay in Israel is also visible in the diploma projects of students Hana Oĺhová, Anna Jožová and Anina Mengerová. The latter even won 1st place in the Well Designed Book competition. It is a small travelogue, a kind of a record of the author's impressions and time spent in Israel.

Among the end-of-semester projects at UMPRUM, the graphic output of students from Shenkar College in the form of an imaginative prototype of a magazine caught an attention. Also, the participation of the Israeli student in the Fashion and Footwear Design Studio at the Salone di Mobile in Milan went beyond the normal scope of a semestral involvement.

As far as academic mobility is concerned, reciprocal workshops in painting studios were successfully implemented. The workshop of the lecturer in bookbinding, presentations of the teacher from the Metal and Jewellery Studio and the lecture series delivered by our associate professor from the Theory and Art History Department met with a very favourable response in Jerusalem.

The job-shadowing of our colleagues from the economic management, project and workshop departments also brought interesting comparisons between our approaches and those of the visited school, and shed light on the differences in internal funding of projects and other activities of academics and students. Reciprocal visits of colleagues in IT, financial management, facilities management and workshop management were also mutually beneficial.

**Impact of the pandemic**

The first part of the project was affected by the ongoing coronavirus pandemic and the adoption of restrictive measures, but the proportion of online teaching steadily declined until it was gradually possible to move to face-to-face work in studios and workshops. However, the number of student mobilites undertaken was rather below average. Increased activity was particularly evident in the last year (2023), especially among teachers and staff.

**Presentation of results**

The most significant and artistic outputs of international projects are exhibitions of student and diploma works or school-wide presentations in partner countries. The presentations followed all completed student and teacher mobilities.

**Continued cooperation**

The cooperation with Bezalel Academy will continue in the coming years with the follow-up project International Mobility involving third countries not affiliated to the Erasmus+ programme. We will not only support mutual exchanges of students, teachers and staff, but also aim to develop partnerships in other, as yet unrepresented specialisations. We believe that student and teacher mobility will lead to further forms of cooperation involving national industry and research. We continue to regard exhibitions as the most visible form of presentation of results. At the same time, we foresee the dissemination of all results in both physical and digital form.