escuela de arte
SUPERIOR DE DISEÑO SORIA

Junta de Castilla y León
Delegación Territorial de Soria
Esc. de Arte y Sup. de Diseño de Soria

**EPS. ABSTRACT**

The School of Art and College of Design in Soria is a public centre dependent on the Department of Education of the Regional Government of Castile and Leon with 180 students and 30 teachers that offers official qualifications in artistic education at different levels, although it is the teaching of the European Higher Education Area which suppose the main standard of education of the school (6 out of 10 groups).

For this reason, since 2009 it has been managing mobility projects focused mainly on Higher Art Education Degree in Graphic Design, where most of its students are enrolled. Also taught are the Higher Level Training Course in Photography, the Intermediate Level Training Course in Interactive Graphic Product Assistance and the Artistic Baccalaureate.

The renewal of the Erasmus Charter is requested for the period 2021-27 in order to continue in the centre with the mobility for learning, Action 1, which will be the key piece in the internationalization strategy assumed by the centre in order to increase its quality and competitiveness, to be able to offer better training and to increase the employability of the students in a wider scope, as well as to improve the personal, professional and linguistic competences of the students and teachers.

It is planned to apply annually for K103 own projects to carry out student and teacher mobility exchanges and to be able to bring European professionals into the classroom, as well as to participate in K103 and K102 projects as a partner in consortia that allow mobility at their other educational levels and mobility for training in enterprises (which the school would assume if these consortia were not operational). It is open to K2 but is not a priority. The school hopes that Erasmus will have an important impact as a modernizing impulse for this school and that it will be a training stimulus that will imply a process of improvement in performance and coexistence, as the main results, which will have a positive impact on the whole educational community

**EPS (FULL TEXT)**

The School of Art and College of Design in Soria is a public centre dependent on the Department of Education of the Regional Government of Castile and Leon with 180 students and 30 teachers that offers official qualifications in artistic education at different levels, although it is the teaching of the European Higher Education Area which suppose the main standard of education of the school (6 out of 10 groups). The following titles are taught in Higher Education :
- Higher Level Training Course in Photography
-Higher Art Education Degree in Graphic Design
For this reason, since 2009 the school has been managing its own higher education mobility projects, focused mainly on Graphic Design, where most of its students are enrolled. In addition, it also participates as a partner organization in Consortia that allow the training mobility in European companies and mobility at its other educational levels (they are Artistic Baccalaureate and the Intermediate Level Training Course in Interactive Graphic Product Assistance).
The School of Art and College of Design of Soria is aware that, due to the small size of this city, it is obliged to attract students from outside and to train students who can access a wider, national and international, working environment. This is a priority objective when applying to participate in the Erasmus programme, which is also expected to improve the quality, competitiveness and attractiveness of the centre as main challenges.
The centre aims to enable all members of its educational community, thanks to mobility, to get to know first-hand and become aware of the levels of demand that are currently being made on the European labour market in such globalised sectors as art, image and culture, and thus to be able to prepare better, in the case of teachers, or to prepare themselves better to compete in the case of students, increasing their degree of employability.

This objective highlights the need for internationalization of educational institutions that, like this one, aim to remain competitive and efficient. For this purpose, the Erasmus programme has been these years, and it is intended that it will continue to be in the next period, the essential tool and an essential opportunity for this centre which is located in such a small and isolated town.
In this way, and at a time when the educational offer is increasingly extensive, global and demanding, the school has set itself this strategy of internationalisation as a necessary objective that will also allow it to compete better in the educational environment and improve its external attractiveness in order to attract more and better students. That the school participates in Erasmus, it will be a claim since the program is a seal of educational guarantee because of the improvement in performance and results it provides in any participating institution.
The Erasmus programme will make it possible to monitor at first hand the updating of curricula, challenges and new projects undertaken by partners and companies, in order to have effective references for quality and modernisation. It is intended that knowing the work of certain institutions through the exchange will raise awareness of the need for updating and innovation and in turn be a motivation engine to take on new challenges in this school. At the same time, the programme will reward daily work and efforts to improve and innovate, thus contributing to strengthening quality and increasing the levels of internal demand. This implies working in line with the convergence and reinforcement that the European Education Area represents. It should also be noted that taking on the management protocols for participating in the programme's actions will contribute to increasing the efficiency and transparency of the centre itself.
Along the same lines, Erasmus is requested to act as a stimulus for training at the centre. The programme will not only increase the attractiveness of undertaking studies at the centre and give more importance to higher education, but will also provide an impetus to improve internal performance, since students who want to live such an enriching experience will be more motivated and will make an effort to be selected for mobility, which in the end will enrich the whole class and the centre in general. This is also intended to be particularly significant in terms of students and teachers linguistic skills. The improvement in the linguistic and personal skills of those who are considering or are going to carry out mobility is always evident, and will also lead to an increase in the levels of employability of the graduates who leave this school.
It is also intended that the exchange provided by the programme should promote, in general as a host institution, and in participants who experience mobility, in particular, respect and tolerance for other cultures and different ways of acting and, in turn, strengthen the feeling of belonging to the same to the same European identity. It is expected to enrich coexistence and also to promote among the members of the educational community positive values of civic commitment or active European citizenship such as respect for constitutional rights and democracy or participation in solidarity.
This described process of improvement and modernization of the school due to the internationalization that is being sought, ,requires being able to count on the opportunities that the Erasmus program makes possible since economically, the school could not assume it without the financing that the program implies and much less in the next period in which a great crisis originated by the Covid19 is foreseen in this country.

For this centre and its educational community, participation in student and staff mobility actions is fundamental and therefore in this period 2021-27 it will focus on Action 1 of the programme. It is a small centre and, at the moment, it is not feasible to make any further commitments.
It is planned to apply for annual K103 higher education own projects and also to continue participating as partners in other K103 and K102 projects of various consortia which will also allow mobility at other educational levels of the centre and mobility of students on placements in European companies. If these consortia did not work in the period of this ECHE, the school will take over the organization of these mobilities given the positive impact of the previous years. The possibility of being a partner in K2 projects at any educational level is also left open, although Action 2 is not among its priorities.
Within the own projects K103, (which are the main purpose for this period), it is foreseen:
-to continue to count on the exchange with the current partner institutions and to increase it by signing new Interinstitutional Agreements that expand the current offer.
An important objective of participation in Erasmus is to obtain quality references, for which the selection of partners is key in its strategy. We will seek affinity with the centre's curricula, quality and innovation, and adaptation to the economic and linguistic profiles of the participants, trying to broaden and diversify the current offer. We will work especially with areas or centres that involve strengthening the favourable linguistic offer (Italy, Portugal), and the English language offer, as well as with areas that involve a more affordable and accessible standard of living for students.
- maintaining the number of outgoing study mobilities, The school makes few mobilities if they are considered in number but they already represent a significant percentage in terms of the small size of the centre, with few students per course. Of course, we will try to go to the maximum within the current range in which the centre is moving and to achieve this in a stable way, in all the projects of the period.
- Grow as a receiving institution, both increasing the number of incoming mobility, and facing the reception of students and teachers from new areas of influence and less related linguistic and cultural environments than those of the previous period of the programme, based on the new Interinstitutional Agreements that have recently been signed or that will be achieved in the new period Work will be done to better communicate the attractiveness and positioning of the centre in order to attract more incoming students and to try to establish agreements with local institutions to increase the number of incoming students in a qualitative and quantitative way.
-increase the mobility of teachers and staff to European institutions and companies In addition to improving and updating the training of teachers and therefore the quality of the centre, this will also be a way of increasing the number of visits to the centre by workers from companies.
-This is an action in which the centre is quite interested and in which it hopes to work in this new period, creating contacts and managing the experiences that are achieved so that they can influence by word of mouth to more and

better companies or professionals. They can also be an important stimulus for the subsequent achievement of internships for students and staff mobility stays. The aim is to start working in the most linguistically related areas. Given the school's links with local professionals, some form of courtesy could also be sought during the welcome to extend contact to them and it could be productive for the local and regional professional market.
- Involve as many departments and teachers as possible in the search for contacts for mobility and opening of agreements with schools and companies, so that they feel part of the whole process of internationalization, and are aware of the need to prepare for a wider working environment. If the use of teaching departments as a channel does not work, an attempt will be made to form a working group so that teachers can obtain training credits in recognition of their work. It will be proposed to work with cooperation platforms such as eTwinning.
The school has few human resources in the management of the programme (and they also assume teaching tasks). This means that the centre has to consider a limited line of participation in the programme with long-term strategies, which are prudent and continuationist but which are expected to be effective. If the regional government presents new regulations related to the strategy of internalising its centres that allow for the creation of larger human teams (number and hours available), more actions of the Erasmus programme (such as K2) or a greater volume would be taken on, this possibility is left open, but it is unlikely.

As it is a small centre, where the whole educational community knows each other and deals with each other, all the mobility actions developed by students and teachers, even if they are few, will get a lot of impact especially in the classes and departments, because they work in small groups. The positive impact of the programme on the participants (who will improve their personal, professional and linguistic skills) will be expanded because they will motivate the rest of the students and teachers to work also on their skills for a wider scope and to update themselves. Similarly, it is expected that the improvements that have been proposed in the objectives area of this document, will continue to be noted, in the sense that Erasmus could mean an increase in the quality, competitiveness and attractiveness of the centre and better performance in training and coexistence.
The difficulty lies in measuring this improvement; satisfaction with the programme's actions is clearly perceived in the institution because of their positive impact, but it is difficult to assess the overall level of improvement. In the coming period, we intend to work on strengthening and systematizing the formal communication of experiences and to monitor the management and influence of the program in order to make better use of it. It is planned to work more on the surveys or forms, organize a calendar of specific talks by the participants, expand the reports of the participants, create procedures to reflect and assess the meaning and timing of the consultations received, evaluate the growth of applications, analysis in the Erasmus area of the web and engagement of social networks, etc.
It should be noted that the tools that the National Agency makes available to the centre, such as the answers to the participants' final reports, the very tables with indicators and questions provided in the annual K103 Project Reports, the recommendations in the Evaluation Reports, ECHE's self-assessment tool, etc., will also be useful in assessing the measurement of the impact on the centre. The preparation and study of these documents will involve evaluating and reflecting on the fulfillment of the objectives and. and will force to study proposals and lines of improvement to incorporate.
In addition, the centre's own documents will be used, which also serve to plan and quantify the mobility objectives. The Centre's Annual General Programming at the beginning of the academic year where the proposals and actions for that year are presented (it has a report of Lifelong Learning Plans to include those of the Erasmus programme) or the Final Reports of the Centre's plans. Reports are also made on the labour insertion of the centre's students that will allow to obtain indicators and to reflect on the fulfilment of the objectives.
Many of these documents are presented and approved in explanatory meetings to the governing and consultative bodies of the educational community, which are the Faculty, School Council and Pedagogical Coordination Commission. The management team reserves time and space at the quarterly meetings of these bodies to explain the monitoring and implementation of the Erasmus programme. This also allows assessment collection and the communication of experiences.
The information provided by the participants themselves is also very useful. At the end of the mobility when the incoming students leave or when the participants return, the Erasmus coordinator holds extensive personal meetings with them to evaluate and obtain qualitative indicators about their mobility experience and the support received from both institutions as well as to obtain practical information for the next project in order to be able to improve the preparation, support and follow-up given to the participants (incoming and outgoing, all experiences serve to improve the others). It is also planned to work in the future with check-list documents and open questions. The same will be designed for staff mobility.
On the other hand, the academic responsible will study the grades obtained by the students (outgoing and incoming) making comparisons with the previous data. The study they make of other institutions' Course Catalogues for the preparation of Learning or Training Agreements will also provide them with data to improve and evaluate by comparison the innovation developed. The meetings of each didactic department will also serve as a forum to deal with all these issues. As for the timing, a summary indicative calendar is provided below:

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| First semester (Sept-Dec): | Assessment. Planning, Program promotion,Management and support for participants |
| Second semester (January- April): | Call and selection of participants, Follow-up and support of participants, Dissemination communication Promotion of the program, New contacts |
| Third semester (May- July): | Nomination and processing, Recognition |