

Erasmus Policy Statement (Overall Strategy)

Institution's international strategy:

The ISIA of Faenza participates in the EU programme Socrates Erasmus, then LLP Erasmus, since 1993. Occasionally has directly signed bilateral agreements outside of recognized programs, with public and private institutions in Australia, the United States and Brazil, in the field of mutual mobility of students.

The strategy comes from the need for a school located in a small town, to equip its students and staff for constant international reference not only in the activities of study, but also in everyday culture and human relationships.

The choice of partners was dictated by the events that have characterized the ERASMUS story: during the first ten years has been prevalent the relationship with European partners in the north and west, since from those nations came at that time the greatest impetus to cooperation. In the second ten years have prevailed the attention to Eastern and Southern partners, as a result of the great transformations that had affected those regions.

The school has gone along these trends with an enterprising spirit.

Our most important goal is the mobility of students, since it is our daily experience from twenty years to see how the students who enjoyed mobility as European citizens find advantage in the working world.

When, in 2004, the school has adopted a three-year cycle (graduate) plus two years (post graduate) we have expressly provided that the second year of the second level would be dedicated entirely to research and mobility, both for study and for placement. It's also encouraged the student mobility in the second and third year of the first cycle.

The mobility of teachers has grown as the number of participants in the last 4 years. Previously it had given rise to repeated and very close relationships with important partners of the west producing significant entries of subjects in the curricula,

after the experimentation made possible by the partnership.

We are currently developing with Eastern partners exchanges of teachers managing projects of the same type that has already produced significant results with the countries of the west and north.

The development of joint curriculum projects, although repeatedly considered with partners, has not yet come to a concrete agreement, even for objective difficulties present in the rules governing the undergraduate curricula in Italy.

Institution's strategy for the organization and implementation of international cooperation projects in teaching and training

As already mentioned in another part of this statement, in the last few years it has developed at our institution a major teachers' mobility. It begins to flank it the mobility of employees of our administrative offices. All this points to a further development of cooperation projects in both EU and non-EU areas.

The strategy of the institution to organize and implement this possible development goes through a strengthening of the offices. We are in fact improving with a new administrative function the specific allocation of human resources for the international mobility management, and we are setting up an independent section of the offices.

Expected impact of participation in the programme on the modernization of our Institution

1. Increasing attainment levels to provide the graduates and researchers Europe needs:

Participation in the program will develop an increase in the number of students who reach the higher level of education as it will produce a greater volume of exchange of learning experiences with evolved situations.

2. Improving the quality and relevance of higher education:

Participation in twenty years of the Erasmus program has produced a radical development of the quality and relevance of the preparation of our graduates, both directly and by dissemination; it is expected that the new program, thanks to the wider platform of opportunities, will further develop this process.

3. Strengthening quality through mobility and cross-border co-operation:

We are a school of design and design is a cross know. For us there is no choice but to strength quality through transnational co-operation in an area of free trade and fair relations.

4. Making the knowledge triangle work, i.e. linking higher education, research and business for excellence and regional development: our willingness to go in this direction has been developed for a long time. Already, our courses are often research time connected with evolved entrepreneurs. This facilitates both the entry to the work and the invention of new professions by our graduates.

5. Improving governance and funding: we generate governance in the area of our expertise, we create connections with other training agencies and assume in it the role of developers and quality controllers.

It's not as easy for us to raise funds, since our country comes from decades of limiting choices in relation to training agencies. For this reason, our adherence to international university cooperation programs of the EU is necessarily the result of a political awareness.