

## **ERASMUS POLICY STATEMENT**

The objectives Duncan Centre Conservatory intends to pursue, are closely related to its nature - a six- year dance academy, rearing dancers/performers, choreographers and dance teachers in the field of contemporary dance - as much as to the fact that contemporary dance is truly international in its nature. The conservatory has had, ever since its beginnings in 1992, multiple contacts with dancers/groups and dance academies worldwide. The participation within the framework of the Erasmus (2012-2013) and the Erasmus+ (2014-2020) programs has enabled to address further renown centers in Europe, engaged in contemporary dance, creatively participating in its development by merging styles, incorporating new young-generation related trends, through their international programs involving the input of diverse cultures, since the dance stems from the roots of national values. Therefore, we would like to continue in further developing our active artistic involvement within this part of the European Education Network. The conservatory has managed to expand its international collaboration based on the Erasmus interinstitutional agreements within the previous to twelve partner teaching establishments across Europe and we hope for further enlargement of the scope of these relations in the future.

The implementation of Erasmus principles is in line with the conservatory curriculum. It includes student and staff mobility. The students of tertiary level studies (years 5 and 6) undergo a compulsory internship as international students in other partner educational institution, therefore, Erasmus brings about a possibility for the students to choose an establishment with the proposed academic program closest related to their intended route of artistic development. Through strictly adhering to the principle of equal opportunities, internship within the Erasmus international exchange is a unique opportunity to further develop dance skills and to approach the international artistic community, thus securing a better starting point for their future careers, which is especially important for our gifted students from social or financially deprived background.

The teachers' mobility is two-fold: the out-going staff disseminates the Duncan method, being adopted as the fundamental principle of dance curriculum through invited workshops. The incoming, mostly independent artists, transfer their artistic experience, knowledge and research into workshops organized on the premises of the conservatory, with independently adapted goals for the staff and students, making these also accessible to other members of the artistic community the school collaborates with.

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