

1.

The aim of the Hungarian Dance Academy is to mediate high quality knowledge for its students that is developable and useful on the labour market. The training structure of the Academy is unique on the national and even on the international level – the training programs apply the fundamentals of lifelong learning and offer study possibilities on a broad scale beginning at primary school age to MA and even to short cycle study trainings for adults by adapting to the needs and intentions to change professional profile during the career. In international comparison there are some examples for the existence of dance training on higher education level, but almost only as departmental units attached to a university or college – such comprehensive professional and theoretical training system similar to ours is very rare to be found elsewhere. Nevertheless, it is important for the Academy to follow the achievements of foreign schools and to integrate utilizable experience, since the outcome of studies must be dance artists with versatile training corresponding to the needs of national and European dance labour market.

The numbers of the outgoing student and academic staff in mobility programs are increasing. Due to the profile of the Dance Artist Training Institute, its students and staff take part mostly in programs with study and training purposes that are of shorter period and occasionally to non-participating countries (e.g. because of the importance of the Russian ballet technique) or to institutions that are not part of the higher education systems (since in many countries dance training operates not within the higher education system). Mainly the students of the Institute for Training Choreographers and Dance Pedagogues take part in student mobility programs of longer period with the aim of obtaining educational, linguistic and cultural experience as well as social capital in another European country.

Our partner institutions are located partly in the member states of the European Union (e.g. Germany, Great Britain, Spain, Portugal, Austria) and partly in other countries (e.g. Russia, Japan, China). One of our most important objectives is to establish closer links with the Vaganova Ballet Academy (St. Petersburg), the institution where the classical ballet methodology applied at the Hungarian Dance Academy originates from. We intend to follow and integrate the developments and up-to-date applications of these methods and thus raise the quality of our education. Therefore not only student mobility was carried out to this partner institution in the past years, but academic staff and professional executives of our Academy have participated in mobility programs either with teaching purposes or to gain professional experience. In addition we hosted a methodology lecturer for several weeks. The Academy has participated in international projects organized both in Hungary and abroad (festivals, competitions in Austria, Finland, Great Britain, Russia etc.).

Partnership with the institutions of neighbouring countries and within the Eastern-Central European region is highly essential for the Academy. Lately, professional partnership with the University of Arts Târgu Mures has been drawn tighter. As a result of it some of our academic staff have been carrying out DLA studies there. Since the autumn of 2013 we have been participating in the dance pedagogue training program of the University of Zagreb by ensuring a methodology lecturer.

Beside these institutions a number of close professional relationships have been established with significant schools. The Academy aims to foster further partnership by taking part in international events, delegating students to course programs and by inviting teachers of high reputation. During international competitions and courses our students and teachers may

encounter new methods. Through consultations followed by the personal acquaintanceship the Academy may organize further mobility programs.

Participation of foreign dance professionals in the work of the Academy reflects the necessity of a well-operating international social network. Outstanding artists were involved in programs of 2 to 10 weeks, teaching our students their choreographies (e.g. Marc Ribaud, Youri Vamos) or creating new dance works with our students (e.g. Antonio Gomes). These pieces were represented at open performances in Hungary and in some cases abroad. In case of performances when regulations demand the choreographer's (or its heirs') permission (e.g. works of George Balanchine or Robert North) the Academy hired coaches to teach our students.

Work labour consists of dance ensembles and choreographers. The explicit objective of the Academy is to invite ensemble directors and choreographers to teach dance pieces with our students and to visit open exams and performances – therefore they have the chance to meet our students and work with them more often for whom it often results in the offer of a work contract.

2.

At the international events of the Academy (course programs and festivals) foreign lecturers have already been accepted within the Erasmus program. However, we have realized that there is a necessity to extend such events in order to achieve European and international projects on institutional level. Such cooperation must be based on correlation, taking each partner's professional aims and possibilities into consideration. It is an important task to determine the contact point of the special, Russian Vaganova methodology-based and therefore traditional, classic programs of the Hungarian Dance Academy and the contemporary directions and methodologies of the Western European dance colleges and universities.

Such cooperation could be realized within the frames of performances, joint productions, methodology research and innovation projects. In dance pedagogy training the Hungarian Dance Academy sees potentials in joint short cycle programs and by ensuring mutual class observation, stage, coach and teaching practice. Enhancing competitiveness on international level is one of the objectives put forward in the Institutional Development Plan. This can be achieved by the establishment of a Centre for European Dance Art. The prerequisite of setting up such an institution is the realization of international cooperation.

3.

Improving competitiveness is needed to create higher value: our commitment is to widen the training content of our programs through the further development of theater hall environment and by the utilization of the existing knowledge base and the results of research – development activities.

To improve the quality of education it is essential to systematically develop international experience exchanges, mobility programs and joint projects.

One of the objectives of our institution is to be able to offer services with more added value at the existing bachelor and master training programs, providing high quality training in performing arts, creative arts, art theory and dance pedagogy.

According to the Bologna process we have started new BA degree programs and stepped forward in the transparency of training courses and permeability of levels. There is an increasing demand for our dancer BA degree in English. Across Europe it is necessary that dance teachers have appropriate degrees, so the English language accreditation of the Hungarian dance pedagogic MA training is our formulated task in the Institutional Development Plan. To achieve this, it is essential that teachers gain experience in the Western European institutions running MA training in dance.

In accordance with the modernization efforts, research - development activities have become emphasized: the primary goal is that the students and the academic staff shall pursue continuous creative work and scholarly activities. The Academy aims to improve this kind of creative work (e.g. preparing choreographies) including also the aim of producing incomes as well. A further task in the field of dance science is the theoretical foundation (e.g. develop methodology or carry out historical research).

The Research Centre for the Sciences of Dance founded at the end of 2008 organizes, coordinates these activities and plays an active role in building international relations as well as promotes to join international programs.

An important goal is to support the work of the Research Centre by initiating further participation in the Erasmus mobility projects in order to substantiate the better use of research proposals. A small workshop once a year and an academic conference every second year - with the participation of foreign lecturers - are being organized by the Centre.

In terms of the labour market versatile skilled dancers may now choose from much more options than even 15-20 years ago. The Academy's important task is to make its students aware of the importance of their active role in shaping their own future. In order to make high-quality, marketable knowledge acquired in the Academy able to prevail, it is essential to explore and develop social capital. The Academy promotes the building of social capital through personal interactions with financial supports for participating in international summer courses, auditions, inviting guest masters and choreographers and by organizing foreign tours.