

The latest European developments and the AEC

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Main policy frameworks

- *Bologna* process aiming at the establishment of the European Higher Education Area (EHEA) by 2010
- EU Lisbon Strategy aiming at making the Union *‘the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion’*

The *Bologna* process (I)

Bologna Declaration (1999):

1. The adoption of a system of easily readable and comparable degrees
2. The adoption of a system essentially based on 2 cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European co-operation in quality assurance (QA)
6. Promotion of the European dimension in higher education

Prague Communiqué (2001):

7. Life Long Learning
8. Higher Education institutions and students
9. Promoting the attractiveness of the European Higher Education Area

Berlin Communiqué (2003):

10. Doctoral studies and the synergy between the European Higher Education Area and the European Research Area

Bergen Communiqué (2005): Qualifications frameworks; European Standard & Guidelines for QA; social & external dimensions

The *Bologna* process (II)

- London Communiqué May 2007:
 - Overall progress positive
 - Focus for the near future will be on:
 - Stocktaking (degree systems, employability, recognition and mobility)
 - Qualification frameworks
 - European register of QA agencies
 - External dimension
 - Evaluation of entire process and proposals for 'life after 2010'

What has the AEC done in this area?

- Awareness raising:
www.bologna-and-music.org
- European sectoral qualifications framework for 1st, 2nd and 3rd study cycles in music
- Promotion of mobility
- European-level and subject-specific framework for Quality assurance and accreditation in music
- Work on other levels: pre-college, 3rd cycle, profession
- External dimension
- Policy development: position papers

Sectoral qualifications framework

- ‘Higher Music Education: characteristics, learning outcomes and competences’
 - AEC Learning Outcomes for 1st, 2nd and 3rd cycles
 - ‘Polifonia/Dublin Descriptors’ for 1st, 2nd and 3rd cycles
- ‘Handbook on Curricular Design’
- ‘Handbook on the use of ECTS’
- ‘Polifonia Counsellors’

Promoting mobility – AEC actions (I)

- AEC Annual Meeting for International Relations Coordinators
- ‘Handbook for ERASMUS coordinators in European conservatoires’
- ‘Handbook on the International Recognition of Studies and Qualifications in Higher Music Education’
- www.doremifasocrates.org

QA and Accreditation – AEC actions

- ‘Handbook for Internal QA in Conservatoires’
- ‘Framework Document’ built up with several chapters:
 - An introduction to higher music education
 - Characteristics for QA in music
 - Programme outcomes: ‘Polifonia/Dublin Descriptors’ and AEC Learning Outcomes for 1st, 2nd and 3rd cycles
 - Criteria and procedures for programme/institutional review in music
 - Annexes: AEC Learning Outcomes + Glossary of Terms
- www.bologna-and-music/accreditation

Other levels – AEC actions

- 3rd cycle:
 - Learning Outcomes and ‘PDDs’ for 3rd cycle
 - ‘Guide for 3rd cycles in conservatoires’
- Pre-college:
 - 26 national descriptions + several case studies
 - Literature study
 - Final report with pre-college competences
- Links with the profession
- www.polifonia-tn.org

External dimension – AEC actions (I)

Two projects dealing with this issue:

1. EU/USA project ‘Music Study, Mobility and Accountability’ (2002-2004)
2. ERASMUS MUNDUS project ‘Mundus Musicalis’ (2005-2007)
 - Compare HME systems worldwide
 - Handbook for International Recognition
 - Website portal www.studymusicineurope.org

Lisbon Strategy

- ‘Education & Training Agenda 2010’:
 - European Qualifications Framework (EQF)
 - Modernisation agenda for HE – strongly reflected in the new Life Long Learning Programme
- EU Communication on Culture (May 2007)
 - Cultural diversity and intercultural dialogue
 - Culture as a catalyst for creativity (Lisbon!)
 - Culture and international relations

Polifonia 2nd cycle 2007-2010

- Coordinator Royal College of Music Stockholm
- 61 partners in 30 European countries
- Combination of addressing the main political frameworks with the needs in the sector
- ‘Bologna’ Strand
- ‘Lisbon’ Strand
- ‘Research’ Strand

Relevant websites

- www.aecinfo.org
- www.polifonia-tn.org
- www.bologna-and-music.org
- www.doremifasocrates.org
- <http://msma.arts-accredit.org>
- www.studymusicineurope.org
- www.bologna2009benelux.org

Why be so active?

- To benefit from European cooperation
- To be seen as an active player in European higher education in general
- To keep the initiative
- To ask for attention to the specific needs and characteristics of our sector

What does this mean for you?

- Just an annoying top-down development that brings only headaches or are new opportunities appearing?
- Further integration of European issues in institutional policies could be to your benefit