RE-IMAGINING SUCCESS

7.-9.November
Torino, Italy

46TH AEC ANNUAL CONGRESS
AND GENERAL ASSEMBLY

Strengthening Music in Society
20 years from the Bologna Declaration - a successful process?
preparing the Ministerial Conference 2020 in Rome

moderated by Lucia Di Cecca, AEC Council Member
Participants

- **Daniela Cristina Ghitulică** BFUG member and Former Co-chair, Ministry of Education and Research Romania
- **Eirik Birkeland** AEC President
- **Ann Katherine Isaacs** Vice Chair, Bologna Follow Up Group University of Pisa
- **Marco Zuccarini** Conservatorio «G. Verdi» of Turin
The Bologna Declaration: 
the state of the art
Daniela Cristina Ghitulică
BFUG member and Former Co-chair, Ministry of Education and Research Romania
Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC)

The Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC) is a European cultural and educational network with around 300 member institutions for professional music training in 57 countries.
The Bologna Declaration

1988
Magna Charta Universitatum

1997
Lisbon Convention

1998
Sorbonne Declaration

1999
The Bologna Process
Bologna Declaration signed by 29 states
The Bologna Declaration

- **Europe of knowledge**
- **Greater compatibility and comparability of the higher education systems**
  - Promotion of European co-operation in **quality assurance** with a view to developing comparable criteria and methodologies;
  - easily readable and comparable **degrees**;
  - two main **cycles**;
  - system of **credits** (ECTS);
  - **mobility** for students and staff;
  - European dimensions in higher education.

1999
**The Bologna Process**
Bologna Declaration signed by 29 states
The Bologna Follow-up Group

• 1999, Tampere;
• executive structure to oversee the implementation of the Bologna process;
• responsible for taking forward the matters delegated by the ministers through the Ministerial Communiqués, political documents endorsed at each ministerial conference.
2012 Bucharest
47 members

2015 Yerevan
48 members

2018 Paris
48 members

VOLUNTARY COOPERATION FRAMEWORK!

- **10** ministerial conferences,
- **5** Bologna Policy Forums,
- around **70** working, coordination or ad-hoc groups and networks,
- more than **300** meetings directly related to the working plan and
- many more officially associated with the Bologna process.
The Bologna Follow-up Group

- **Members**: 48 countries and the European Commission
- **Consultative members**: 8 stakeholders’ organizations
- **Partners**: 5 stakeholders’ organizations
- **Technical experts**
Policies and reforms are agreed at European level, with the participation of all relevant stakeholders, and, afterwards, implemented at national level, reaching every higher education institution.

A space for dialogue, that made possible the development of new and innovative policies, new practices and tools, with recognized value for the countries of Europe and beyond.

4,000 institutions
almost 38 million students
EHEA

Fundamental values

- Academic freedom and integrity
- Institutional autonomy
- Participation of students and staff in higher education governance
- Public responsibility for and of higher education
EHEA – 3 Key Commitments

- Quality assurance
- Qualifications
- Recognition
EHEA – 3 Key Commitments

- Quality assurance
- Qualifications
- Recognition
Convention on the Recognition of Qualifications concerning Higher Education in the European Region
Lisbon, 11 IV.1997

Preamble
The Parties to this Convention,

Conscious of the fact that the right to education is a human right, and that higher education, which is instrumental in the pursuit and advancement of knowledge, constitutes an exceptionally rich cultural and scientific asset for both individuals and society;

Considering that higher education should play a vital role in promoting peace, mutual understanding and tolerance, and in creating mutual confidence among peoples and nations;

Considering that the great diversity of education systems in the European region reflects its cultural, social, political, philosophical, religious and economic diversity, an exceptional asset which should be fully respected;

Desiring to enable all people of the region to benefit fully from this rich asset of diversity by facilitating access by the inhabitants of each State and by the students of each Party’s educational institutions to the educational resources of the other Parties, more specifically by facilitating their efforts to continue their education or to complete a period of studies in higher education institutions in those other Parties;

Considering that the recognition of studies, certificates, diplomas and degrees obtained in another country of the European region represents an important measure for promoting academic mobility between the Parties,
EHEA – 3 Key Commitments

- Quality assurance
- Qualifications
- Recognition

2018: Peer – learning Groups!
EHEA

- **Stock-taking process**, in place since 2005: the BFUG created a platform to inform decision-making, to stimulate and support practical actions in higher education.

- Learning and teaching
  - Student - centered learning
  - Lifelong-learning

- Social dimension

- Employability

- Internationalization and mobility

- Research and innovation
EHEA

- www.ehea.info
The Future of Higher Education – Bologna Process Researchers’ Conference (FOHE-BPRC)
29 – 31 January 2020, Bucharest

The Future of Higher Education – Bologna Process Researchers’ Conference (FOHE-BPRC) has already established itself as a benchmark in the European higher education environment. While acknowledging the efforts and achievements so far at EU level, the Paris Agreement Communiqué highlights the need to “intensify cross-disciplinary and cross-border cooperation”. One of the ways to achieve this objective is to develop more efficient e-learning activities, involving policymakers and other stakeholders from as many member states as possible.

2020 marks 25 years of Bologna Process and 10 years of EHEA, it is a good moment to not only look to the past and reflect on all that was achieved but more importantly, to shape directions for the following years with the Paris Communiqué, the BPRC has already been mentioned and put forward priorities for the next decade, however these would benefit from a wider input throughout the entire higher education community.

The conference is part of the European Higher Education Area (EHEA) official calendar of events and conferences, promoting and supporting the development of EHEA. It aims at providing a unique forum for dialogue between researchers, experts and policy makers on the future of higher education. The EHEA volumes have been included in the top 3% most downloaded publications on the Springer website, with approximately 15,000 downloads. The 2013 volumes were made available in open access format and on Springer’s website and as a result, the publications were in the top 3% most downloaded publications on Springer with over 15,000 downloads, while the 2013 volumes were also made available in open access format, with around 10,000 downloads. The volumes from all three editions of the conference are listed in the top 3% of all Science.

http://fohe-bprc.forhe.ro/.

Fourth Edition (FOHE-BPRC4)
University POLITEHNICA of Bucharest,
Bucharest, 29 - 31 January 2020
Eirik Birkeland
AEC President
20 years from the Bologna Declaration

The starting point for Higher Music Education Institutions:

• Music - an international language
• Focus on high artistic quality
• One to one tuition as a core element
• Good connection to institutionalized music profession through part-time teachers
AEC and the Bologna Process

Polifonia

ERASMUS Networks for Music funded by the European Union

- Polifonia I 2004-07
- Polifonia II 2007-10
- Polifonia III 2010-14
AEC and the Bologna Process

• Implementation of 3 Cycle structure
• Curriculum design and Learning Outcomes
• Mobility
• Quality Assurance and Accreditation
• Research as a new key component in HME
• Governance
• Collaboration with the music profession
• Pre College Education
FULL SCORE 2014-17
Funded by European Commission's Creative Europe program

Project objectives:
• Strengthening of the European Music Education Sector
• Conservatoires and the Development of Cultural Policy for Music
• Career Development towards Professionalisation and Internationalisation
• Conservatoires as Innovators and Audience Developers
• Young Musicians as International Networkers
AEC and the Bologna Process

AEC SMS Strengthening Music in Society
2017-21
Funded by European Commission's Creative Europe program

Strengthening:
• The social relevance of Higher Music Education Institutions and Students’ Competencies
• Diversity, Identity, Inclusiveness
• The Student Voice in HME
• Innovative Learning & Teaching
• Entrepreneurial mind-set for musicians
• Teacher education in the digital age
• Internationalisation and transnational mobility
AEC and the Bologna Process

State of the arts in Higher Music Education 2019:

• The Bologna-process has had strong impact in most countries and institutions

• Distinct differences between European regions in degree of developmental orientation due to differences in national politics, level of public funding, size and character of music industry

• High degree of internationalization

• The external evaluation body, MusiQuE, is continuously expanding their activities and impact on HME

• Lack of understanding of HME special working methods and needs, poorly funded in many countries

• HME is still lacking full recognition in some countries (ex. Italy, Spain, Greece)

• Limited resources for research activities
Marco Zuccarini

Director
Conservatorio «G. Verdi», Turin
Rome, June 2020? A step forward?
First of all, greetings and congratulations to all friends, old and new, in AEC
The BFUG, in which currently the Ministries of 48 countries, the ‘consultative members’ are represented, and numerous other organizations are partners, **supports and conducts the ‘Process’** between Ministerial Conferences.
The complex, voluntary, *intergovernmental* process becomes concrete and official when the Ministers **sign** the Communiqué at each Ministerial Conference...

...next will be in **Rome, on 24-25 June 2020**
YES!
We are doing our very best to ensure that the Rome Conference will mark a big step forward, the ‘La’, the ‘A’ note that we need in order to progress to 2030.
We believe that new impetus and a new level of engagements and connection with the entire higher education world, not only in the European Higher Education Area, will be vital for meeting the current and future challenges.

First of all, the Sustainable Development Goals...
All of them!
Cristina has described the work we are doing to elaborate the ‘new priorities’ for the next decade (and beyond). In Rome, we hope to lay the foundations for a new “vision” of the EHEA, and of the future challenges higher education must address.
We foresee rapid changes in the economy and society:
- much greater ‘flexibility’ will be required;
- emphasis will shift from complete degree programmes to a situation in which learners will demand (and need) many different smaller pieces of learning at various stages in their lives.
- We are looking at ‘microcredentials’ and the tools needed for relevance, quality, certification and recognition...and portability in this future world.
All this, and more, will appear in the Rome Communiqué
The Bologna Declaration: future challenges and goals
Ann Katherine Isaacs
Vice Chair, Bologna Follow Up Group University of Pisa
How is the BFUG dealing with this?
How are things going?
We will be able to give a better answer next week:

- the **BFUG** will meet in Helsinki on 12-13 November;
- and the **Drafting Committee** on 13 November.
In Helsinki:
- all the Coordination, Advisory and Working Groups will report.
- 36 countries have carried out consultations on the future priorities.
- all 100+ BFUG members will participate in breakout sessions on the future priorities.

They will discuss our **main proposals** and comment on details.
Foreseeably:
- The centrality of the SDGs
- The ‘vision’ and the need for new kinds of learning
- Continuing implementation of the ‘key’ commitments
- Increased emphasis on the Social Dimension and Learning and Teaching
- A new status for countries and institutions outside the EHEA
Plus, a new guiding concept: in the EHEA, building a more inclusive, cohesive and connected “European Higher Education Community”
The Drafting Committee has prepared and submitted the Draft 0 to the BFUG. By Rome we will have the Draft 8 and then the final Communiqué.
Marco Zuccarini
Conservatorio «G. Verdi» of Turin
Eirik Birkeland
AEC President
The Bologna Process, new goals?

- Renewed acknowledgement of academic and artistic freedom
- Full acknowledgement of Arts as a key competence in European education (ref. EU’s Financial framework 2021-27: From STEM to STEAM)
- Deepened understanding and acknowledgement of subject specific needs (One-to-one tuition, Artistic research, Continuum from early childhood music education to HME)
- Environmental sustainability
The Bologna Process, new goals?

Emphasis on:

• Quality enhancement and Excellence
• Social responsibility and relevance
• Diversity as a resource
• Student-centered teaching
• Individual careers
• Internationalisation through digitisation
• Life-Long-Learning
Daniela Cristina Ghitulică
BFUG member and Former Co-chair, Ministry of Education and Research Romania

During the preparation of the Paris Ministerial Conference, the Working Group 3, taking into account the Yerevan Communiqué and “The Bologna Process revisited”, proposed focusing in the future on six topics:

- Promoting active and responsible citizens
- Linking EHEA and ERA
- Using digital technologies
- Supporting students from non-traditional backgrounds
- Enhancing teacher support
- Improving professional recognition

"Beyond 2020: a more ambitious EHEA

We call on the BFUG to submit proposals in time for our 2020 meeting in order to enable higher education to fully play its role in meeting the challenges faced by our societies.

We commit to developing the role of higher education in securing a sustainable future for our planet and our societies and to finding ways in which we, as EHEA Ministers, can contribute to meeting the United Nations Sustainable Development Goals at global, European and national levels."
3. The online survey and its results

• The online survey was carried out in October 2018 under the aegis of the BFUG Co-chairs Austria and Switzerland.

• The six priorities suggested in the questionnaire were those proposed by the previous Working Group 3:
  o Promoting active and responsible citizenship
  o Linking the EHEA and the ERA
  o Using digital technologies
  o Supporting students from non-traditional backgrounds
  o Enhancing teacher support
  o Improving professional recognition

• Further suggestions: innovation in L&T; fundamental values; mobility.

• Implementation of key commitments.
Future goals – Status of work

4. The Bucharest BFUG meeting conclusions (April 2019)
4. The Bucharest BFUG meeting conclusions (April 2019)
Future goals – Status of work

Governance and thematic priorities after 2020

At the Ministerial Conference in Paris in 2018, the Ministers agreed that the EHEA should become more important, not less so, in the future, and specifically invited the BFUG to prepare proposals for 2020 which can facilitate the EHEA’s commitment to pursue the UN’s Sustainable Development Goals which are set for 2030 and to fully play its role in meeting the challenges faced by our societies.

An online survey on the governance and thematic priorities of the EHEA after 2020 was carried out in October 2018 under the aegis of the BFUG Co-chairs Austria and Switzerland, 12 BFUG members and 13 consultative members have answered the survey and the results were presented at the BFUG meeting in Bucharest in April 2019.

Outcomes of the online survey

Guidance on how to organise this phase of the discussion can be found in the Future of the EHEA - follow-up consultation document and in the summary of the current state of affairs (June 2019).

The consultation is open until 15 October 2019 and is being done through the BFUG members, consultative members and partners. The involvement of all members of the academic community, national and local authorities, and of all stakeholders interested in higher education, as well as society at large, is crucial for planning the future of the European Higher Education Area.

When the consultation is finished, the BFUG members and consultative members are kindly asked to report back to the BFUG Secretariat using this form.
Future goals - challenges

• Uneven implementation of the key commitments.
• Often key stakeholders, the people who should be at the centre of the process (students, citizens, academic staff) are not well informed and they look at ‘Bologna’ as the reason for whatever they do not like.
• Political challenges related to unemployment, growing social inequality, migration-related issues, political radicalisation, extremism and non-rationalism in the political debate.
• The employment landscape in the coming years will dramatically change, hence competences will need frequent updating.
The Fourth Industrial Revolution: what it means, how to respond

14 Jan 2018
Klaus Schwab
Founder and Executive Chairman, World Economic Forum
"We stand on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another. ... We do not yet know just how it will unfold, but one thing is clear: the response to it must be integrated and comprehensive, involving all stakeholders of the global polity, from the public and private sectors to academia and civil society.

Like the revolutions that preceded it, the Fourth Industrial Revolution has the potential to raise global income levels and improve the quality of life for populations around the world.

In the end, it all comes down to people and values. We need to shape a future that works for all of us by putting people first and empowering them. In its most pessimistic, dehumanized form, the Fourth Industrial Revolution may indeed have the potential to "robotize" humanity and thus to deprive us of our heart and soul. But as a complement to the best parts of human nature—creativity, empathy, stewardship—it can also lift humanity into a new collective and moral consciousness based on a shared sense of destiny. It is incumbent on us all to make sure the latter prevails."
Future goals

- Relevance, raising awareness
- More focus on the fundamental values
- Uniform implementation of the Key commitments
- Reinforcing the social dimension of the EHEA and increased attention to learning and teaching
- Pursue the third role of university – the role in society
Future goals

Critical thinking

Problem solving

Experiential learning

Creativity

Collaboration

Risk-Taking and resilience

STEAM
Q&A