



AEC

**Results of the AEC survey on IRC
members' roles and experiences
and their institutions' activities
2013-14**

Table of Contents

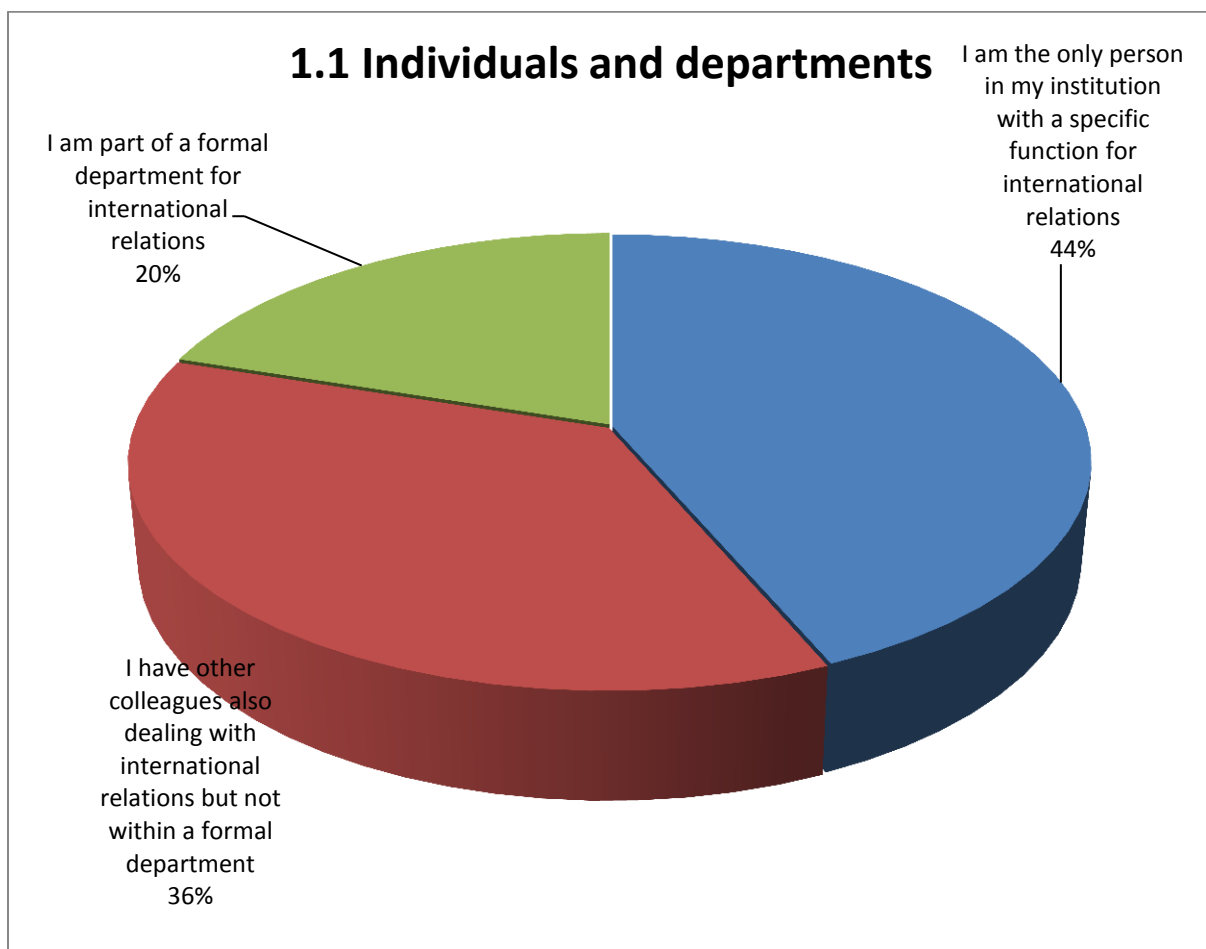
.....	1
Introduction	3
1.1 Individuals and departments	3
1.2 Academic and administrative staff	4
1.3 Connection with the Senior Management.....	5
1.4 Engagement with Strategic Planning	5
1.5 Integration of International Strategy with General Strategic Planning	6
2. ERASMUS + Charter for Higher Education (ECHE)	7
3. ERASMUS Activities	8
3.1 Exchange of Students in Music Programmes	8
3.2 Student work placements in Music.....	9
3.3 Exchange of Teaching Staff	11
3.4 Exchange of Other Staff	13
3.5 European Joint Curriculum Development Projects in Music	13
3.6 Intensive Programmes in Music.....	13
4. Future participation in the ERASMUS + Programme	16
5. Applications made under Key Action 2 of ERASMUS+ in 2014	16
6. International activities outside the ERASMUS framework	21
6.1 Exchange of Students outside the ERASMUS framework.....	21
6.2 Student Work Placements outside the ERASMUS framework	23
6.3 Exchange of Teaching Staff outside the ERASMUS framework	23
6.4 Exchange of Other Staff outside the ERASMUS framework	24
6.5 Joint Curriculum Development projects outside the ERASMUS framework	24
6.6 Intensive Programmes outside the ERASMUS framework	25
6.7 Other activities related to the field of international relations outside the ERASMUS framework ..	27
7. Positive experiences.....	29
8. Difficult experiences	29
9. Expectations	30
Appendix I Questionnaire	31

Introduction

During the summer of 2014, the AEC distributed a questionnaire to all its member institutions to gather information about their international activities as well as about the roles and experiences of the International Relations Coordinators (IRCs) working in them. Those who had signed up to be participants in the Annual Meeting for IRCs 2014, to be held in September 2014 at the Royal Academy of Music in Aarhus/Aalborg, were explicitly asked to fill out the questionnaire. At the same time it was distributed in the AEC bi-monthly newsletter in July 2014.

The AEC received 86 answers to the questionnaire from representatives of member institutions from 24 different countries. This represents 28.76% of the total AEC membership with its 299 member institutions.

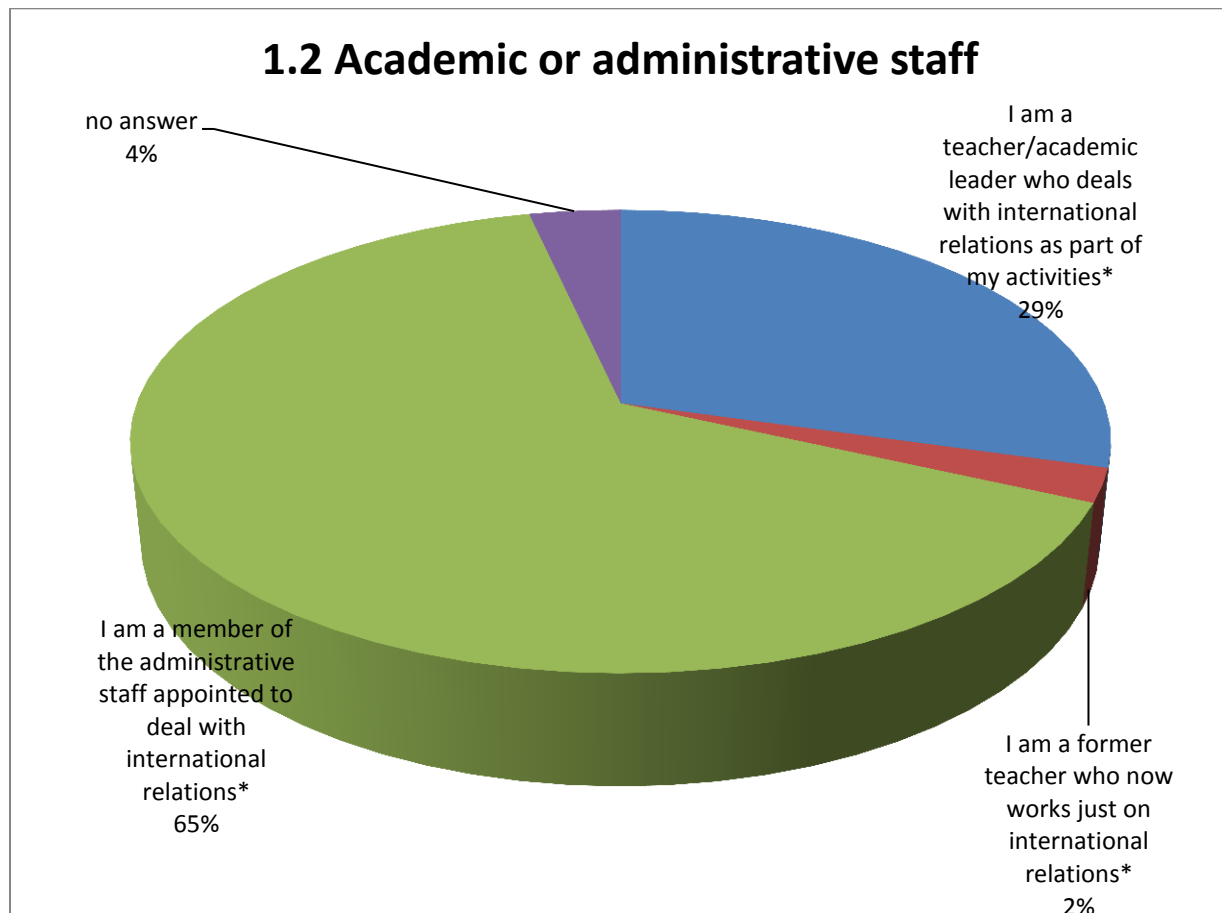
1.1 Individuals and departments



The many conservatories, music academies and Musikhochschulen that are members of the AEC organise the responsibilities for international relations and mobility issues within the institutions in quite different manners. These responsibilities may be assigned to one or several members of the teaching or the administrative staff.

In a little under half of the institutions¹ (44%) one single person takes on the responsibilities of the job profile that is often referred to as ‘International Relations Coordinator’ (IRC)². As might be expected, the creation of a formal department for international relations, composed of several employees, is more common in bigger music schools. 12 out of the 17 institutions that have a formal department for international relations are among those that have student numbers of at least 800. In 36% of the institutions, more than one staff member works in the field of international relations, but the colleagues involved in this work do not compose a formal department.

1.2 Academic and administrative staff



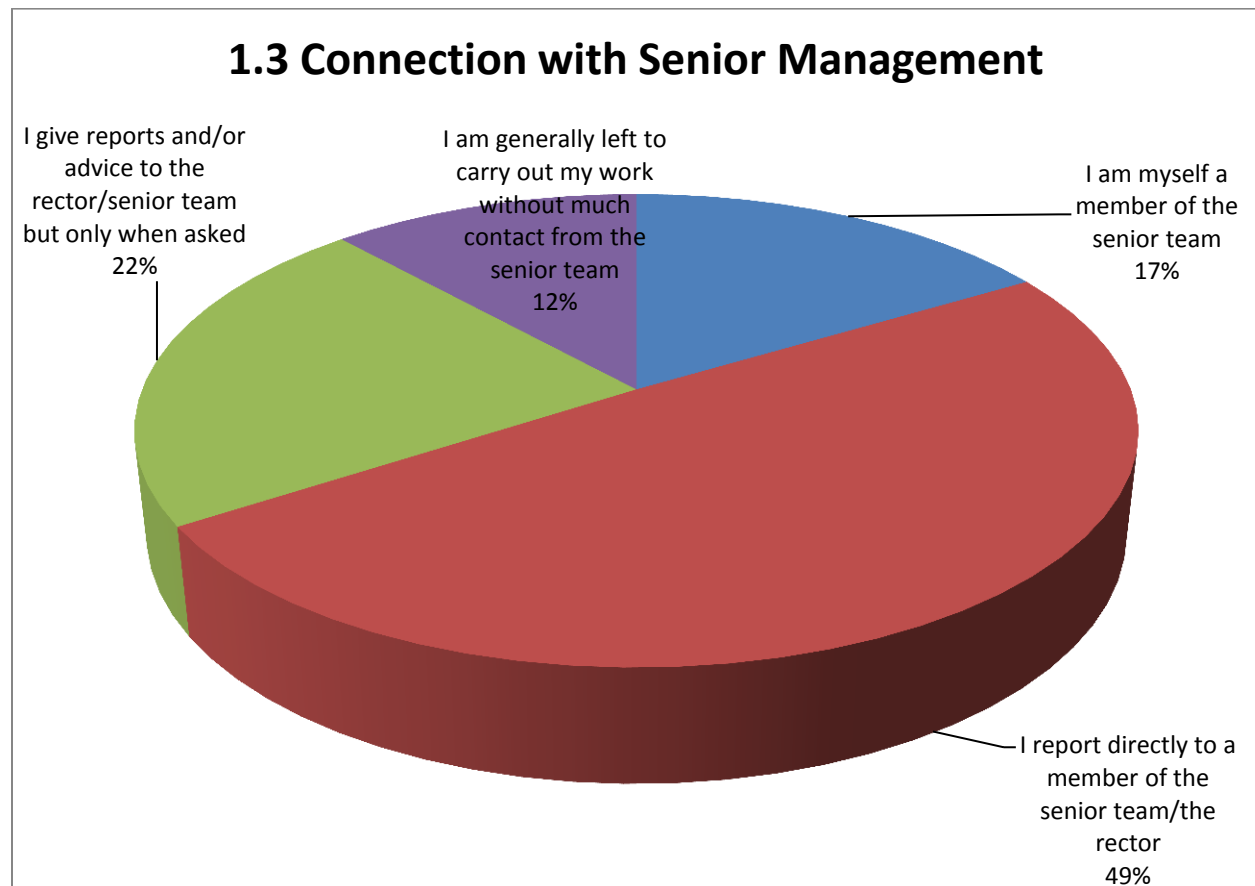
Roughly two thirds (65%) of the employees working with international relations issues are part of the administrative staff of the AEC member institutions and have been explicitly appointed to do the work of the International Relations Coordinator. 29% are part of the academic staff and hold the office of the IRC next to their activities in teaching and research. Those staff members who do not work full-time

¹ When used in this survey, the terms “institutions”, “member institutions”, “conservatories” and “music school” will from now on refer only to those institutions who replied to the questionnaire upon which this survey is based.

² The term “International Relations Coordinator (IRC)” will from now on be used to designate people within the AEC member institutions who work with international relations, although this very survey has shown that many different titles are in use to describe this position.

in the international relations office dedicate in general between 1.5 and 2 working days per week to their work in international relations. Only two of the representatives replying to the questionnaire indicated to be former teachers that now work on international relations only.

1.3 Connection with the Senior Management

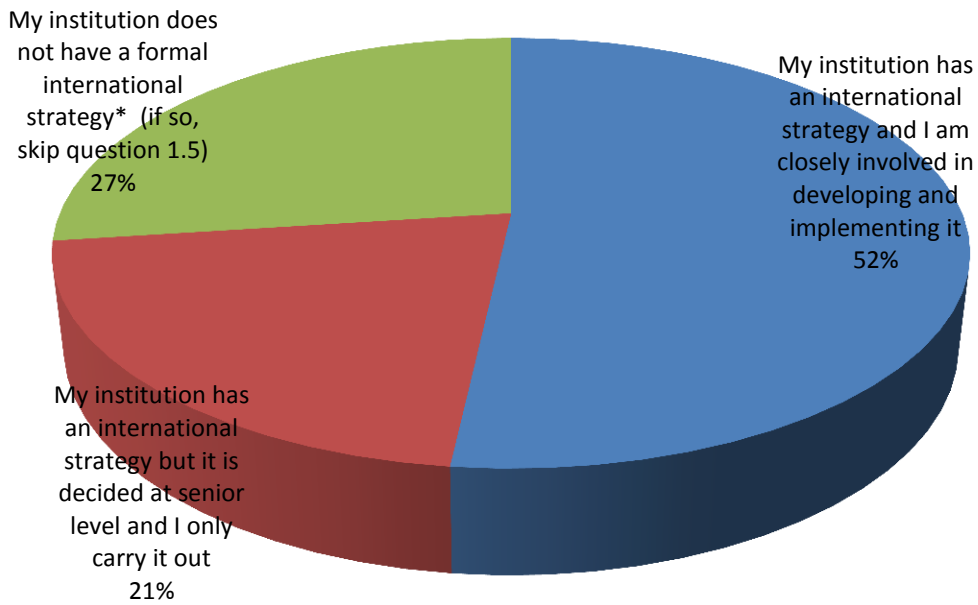


In 17% of the member institutions, the responsibility for international relations lies in the hands of a member of the senior team itself. The majority of IRCs nevertheless (49%) are not part of the senior team themselves, but report directly to the senior management on a regular basis. Another 22% of IRCs report to the senior team only when asked to do so. The remaining 12% of IRCs carry out their work quite independently of, and without much contact with, the senior management team.

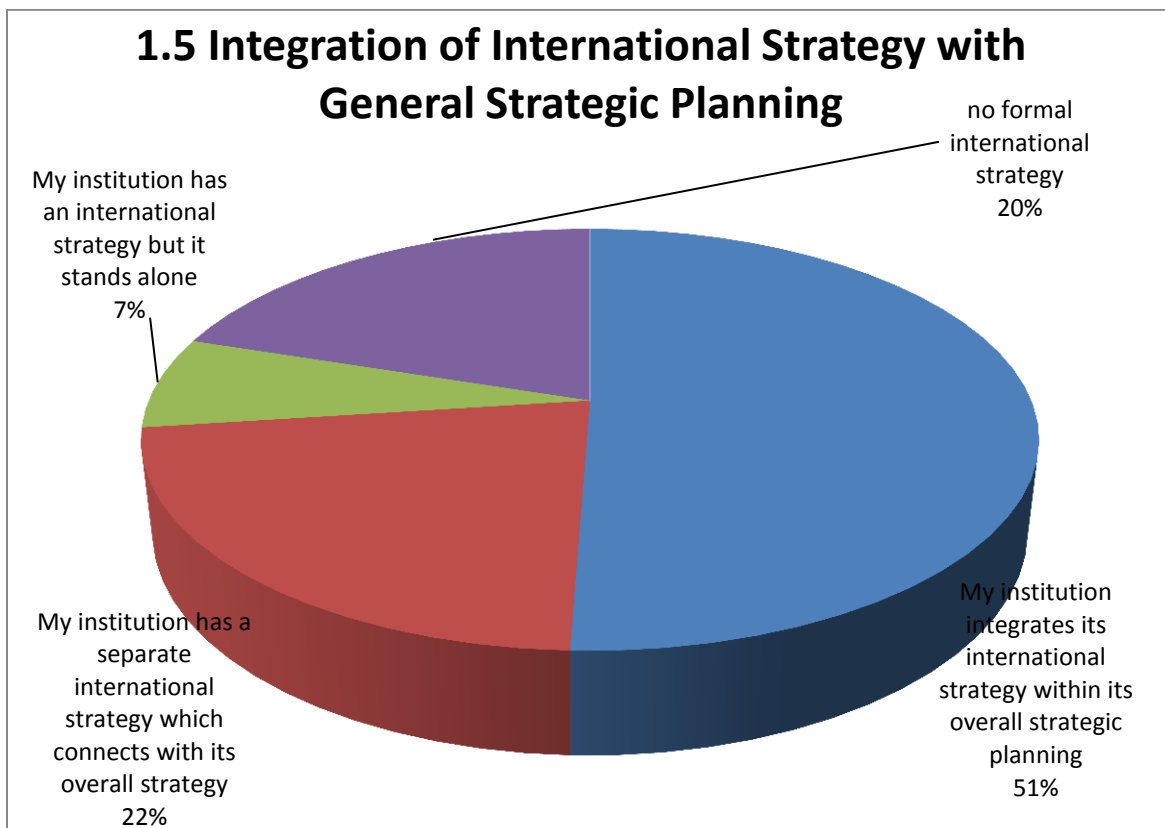
1.4 Engagement with Strategic Planning

A sizeable majority of the AEC member institutions (73%) has developed a formal international strategy to deal with questions concerning mobility and international student exchange. In 52% of these institutions, the IRC participates in the development of this strategy. In 21% of the institutions, the strategy is decided upon by the senior management team while the IRC implements their decisions. The remaining 27% do not have a formalized international strategy.

1.4 Engagement with Strategic Planning

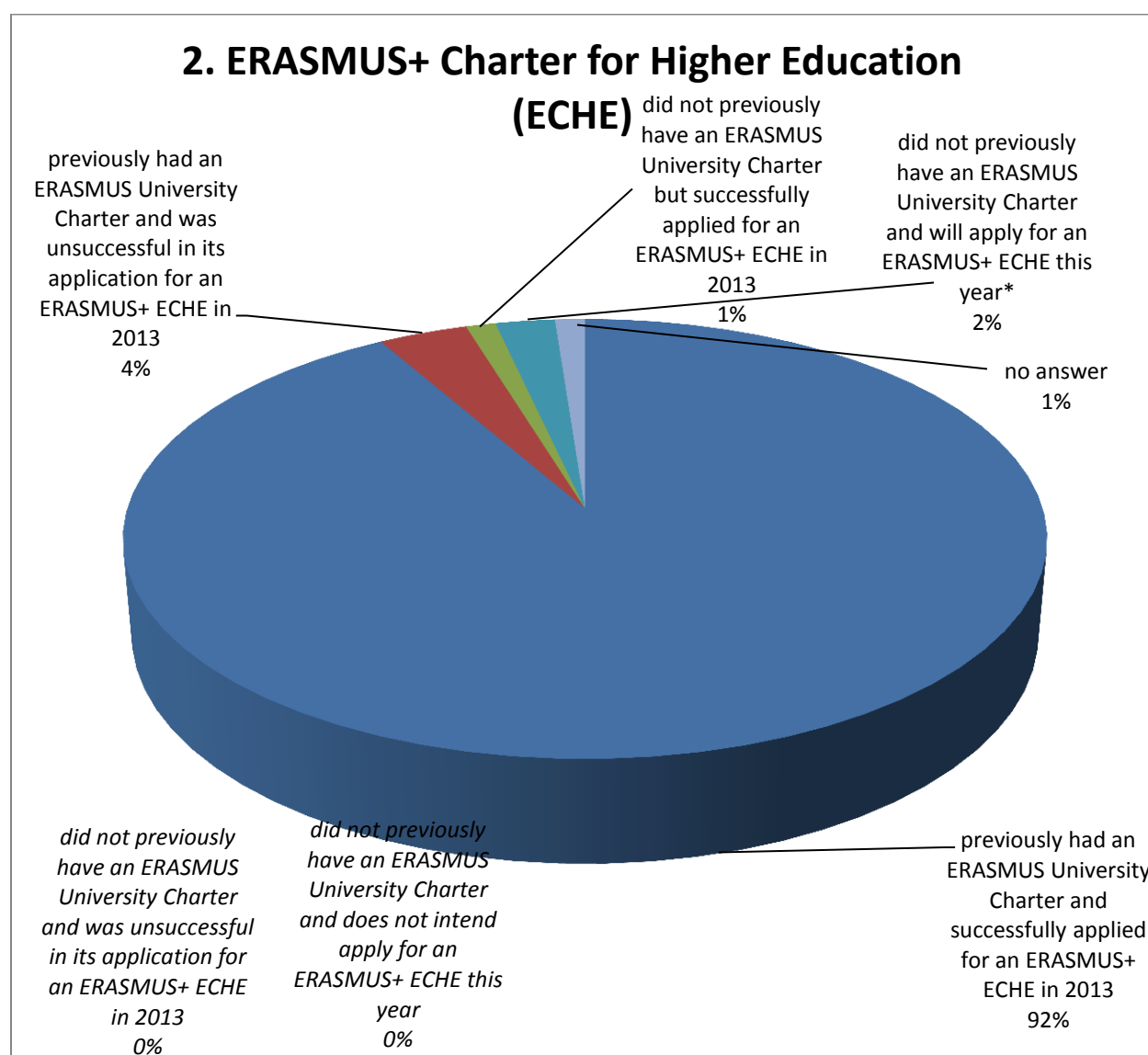


1.5 Integration of International Strategy with General Strategic Planning



In general, the formalised international strategies of AEC members pay regard to the institution's general strategic planning. 51% claim that the international strategy of their institution is integrated within the overall strategic planning. 22% describe their international strategy as a separate strategy, but still confirm that it connects closely with the overall strategy. In only 7% of the institutions does the formalised international strategy stand completely separated.

2. ERASMUS + Charter for Higher Education (ECHE)



The great majority of AEC member institutions act within the ERASMUS (now ERASMUS+) framework when it comes to activities related to student and staff mobility. 92% of the institutions had already worked with an ERASMUS Charter for Higher Education before the implementation of ERASMUS+ and successfully applied for an ERASMUS+ ECHE in 2013. All the institutions that did not have an ERASMUS Charter before 2013 indicated that they have either already applied successfully for an ERASMUS+

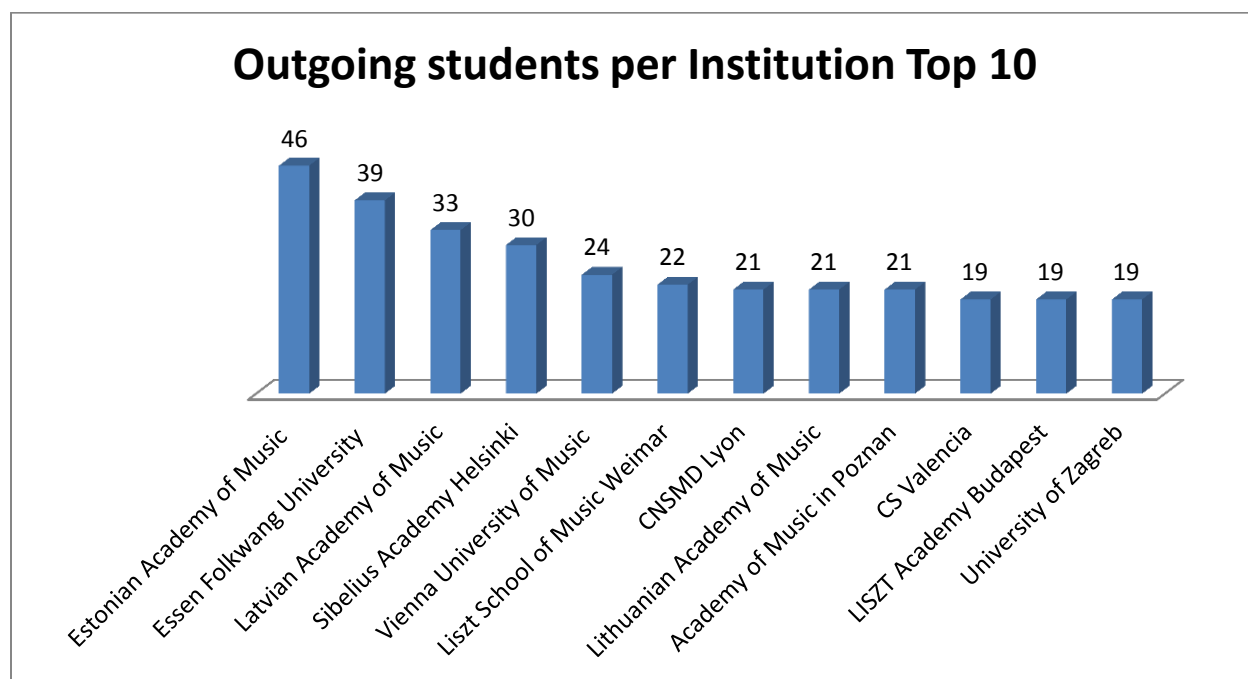
charter or plan to apply for one in the next round. Only 3 institutions have indicated that they have been unsuccessful in their re-application for the ERASMUS+ ECHE in 2013, and two of them are from Switzerland. The situation of the institutions from this country is a particular one, as Switzerland has been suspended from the ERASMUS+ programme in reaction to the popular vote changing the country's immigration system.

3. ERASMUS Activities

3.1 Exchange of Students in Music Programmes

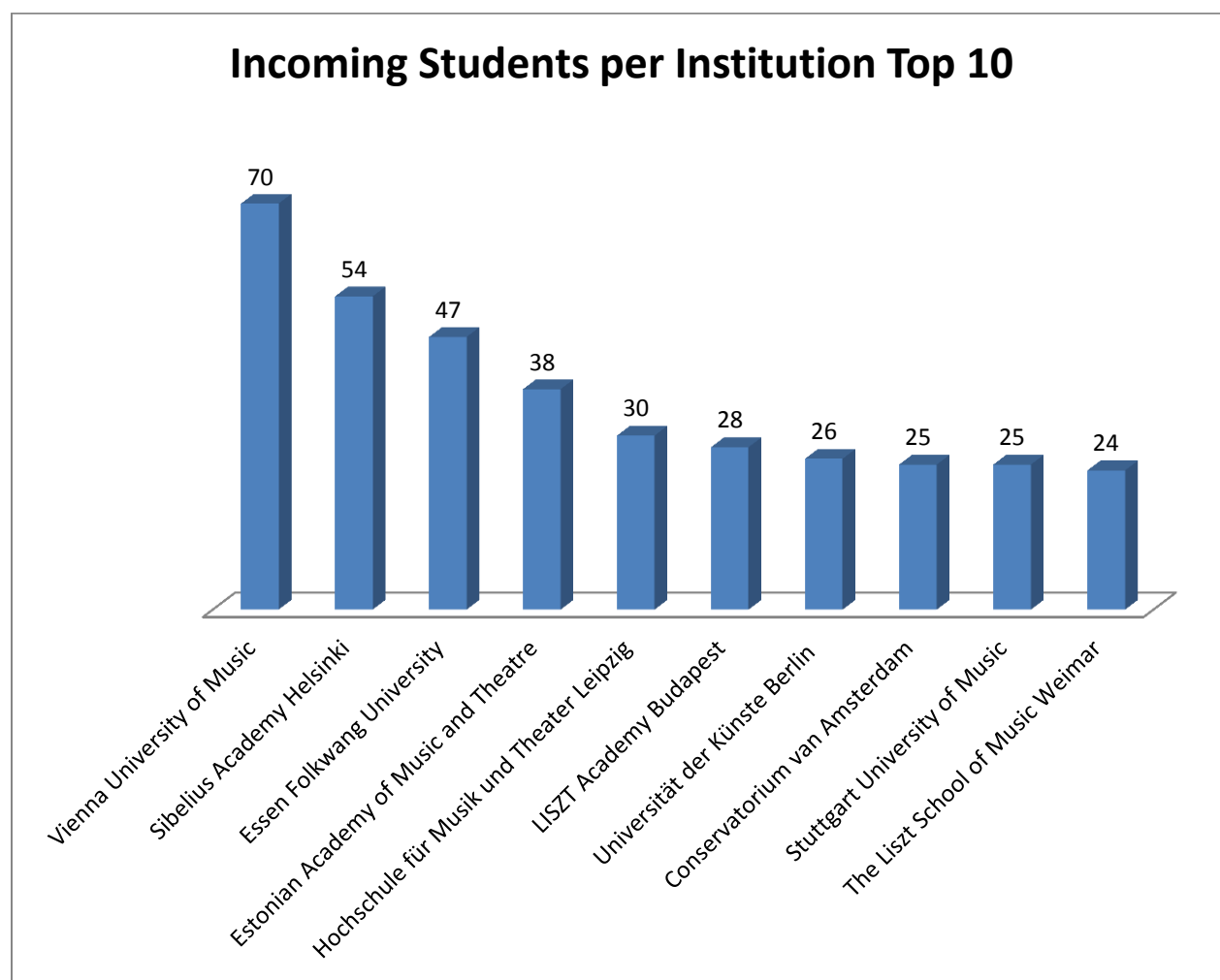
94% of the AEC member institutions participated in student exchange activities within the ERASMUS framework in 2013-14. With a total number of 818 outgoing students and 861 incoming students, there seems to be a stable balance between these two directions of the exchange activities. This tendency can be confirmed on the institutional level. Only 1 institution received an incoming student, but did not send any outgoing students whilst only 4 institutions sent off outgoing students without participating in any form of inbound student exchange.

In absolute numbers, the following institutions are the ones who had the most students on outgoing exchanges³:



³ In all the following "Top 10"- Lists there might be more than 10 institutions listed. If there is more than one institution with the same number of outgoing/incoming students/staff on the 10th rank, all these institutions are listed.

Within the list of the institutions receiving the most incoming students, many of the same names reappear:



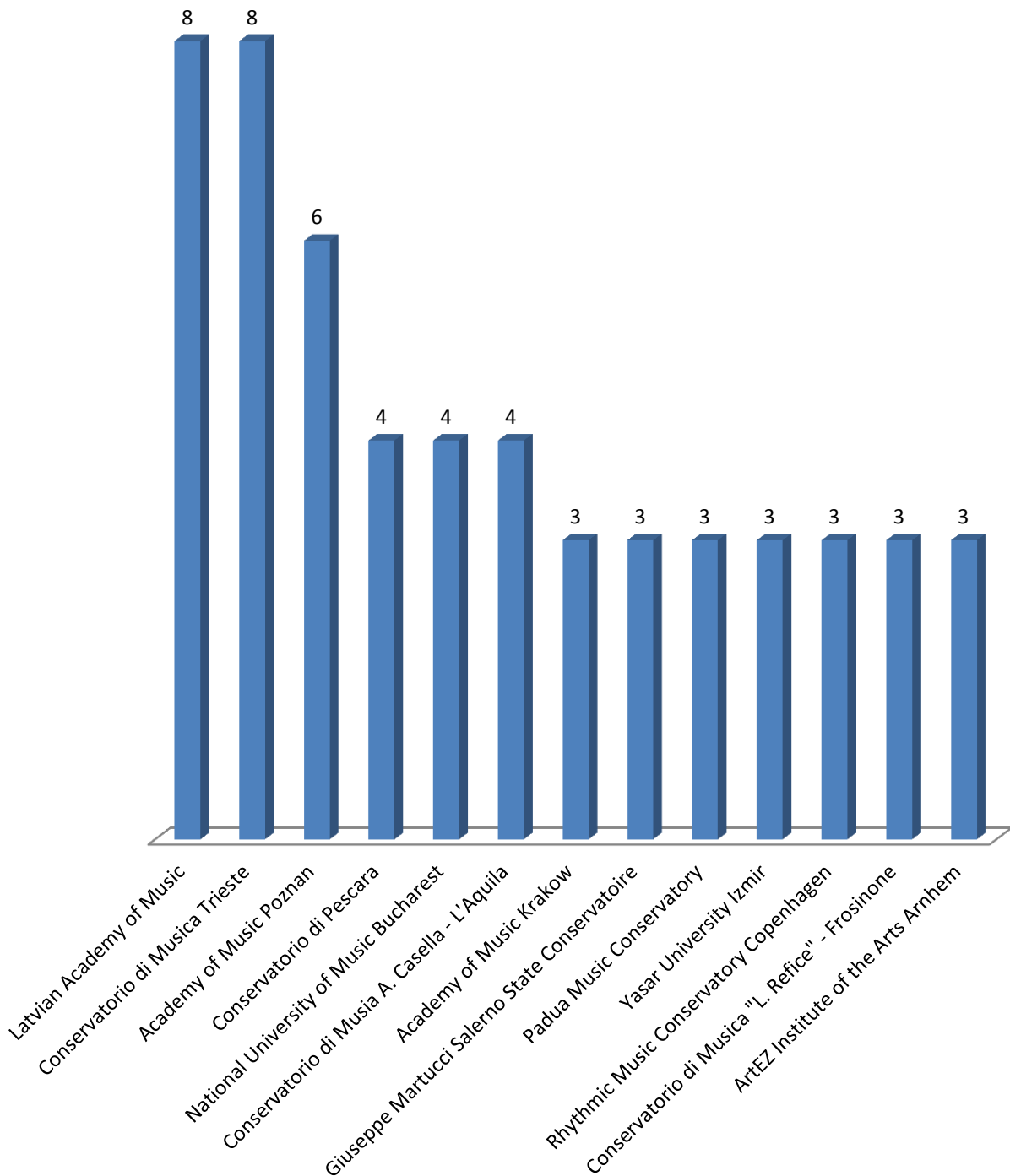
The average length of the study period abroad for outgoing students is 6.78 months.

3.2 Student work placements in Music

About one third (36%) of the AEC member institutions also participated in student work placements in 2013-2014. Even if the numbers of students taking part in this type of ERASMUS mobility is lower than the ones dealt with in “classic” academic student exchange, work placements are becoming increasingly important to professional higher music education.

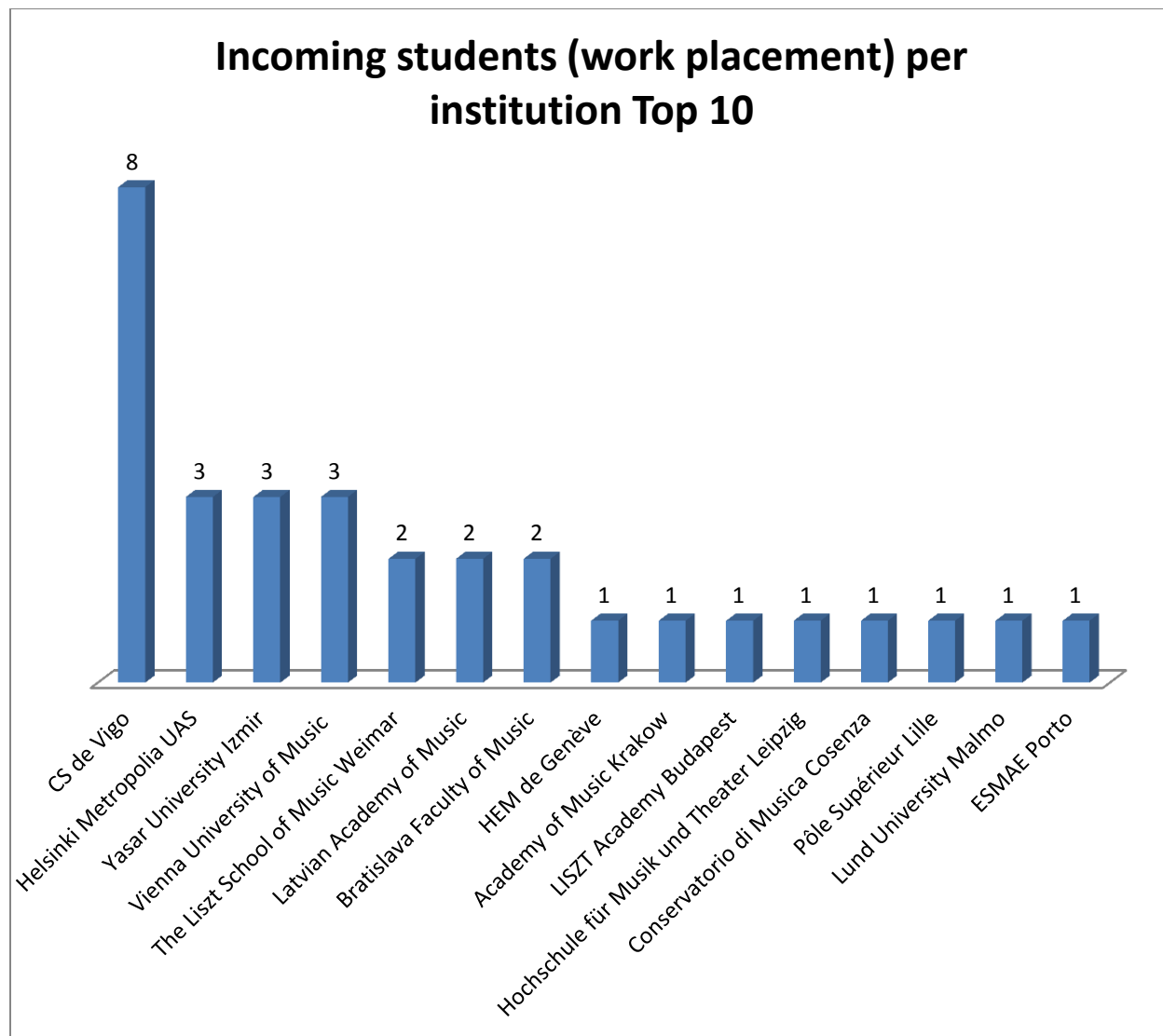
A total number of 68 outgoing students could be assigned a student work placement. They stayed in their assigned positions for an average duration of 5.03 months. They were sent mainly by the following institutions:

Outgoing students (work placement) per institution Top 10



The corresponding total number of 31 incoming students for ERASMUS-supported work placements is much smaller than the number of outgoing students, reflecting the fact that many placements are with

organisations that are not themselves conservatoires. Students were received by the following host institutions:

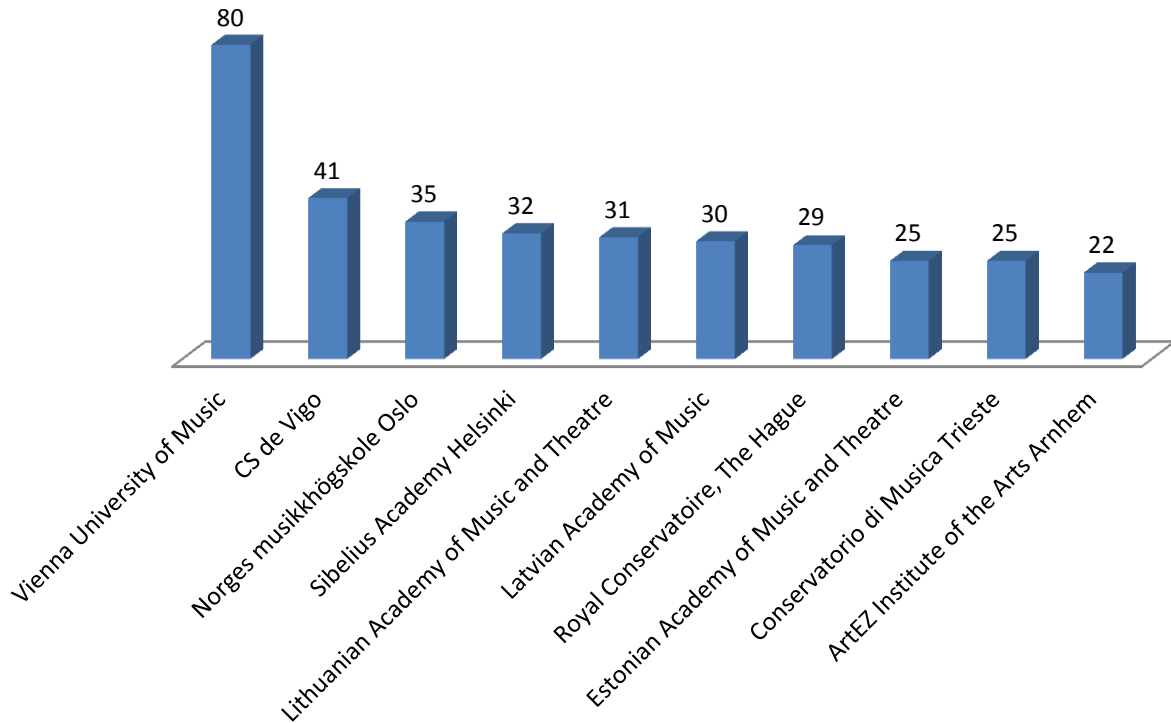


3.3 Exchange of Teaching Staff

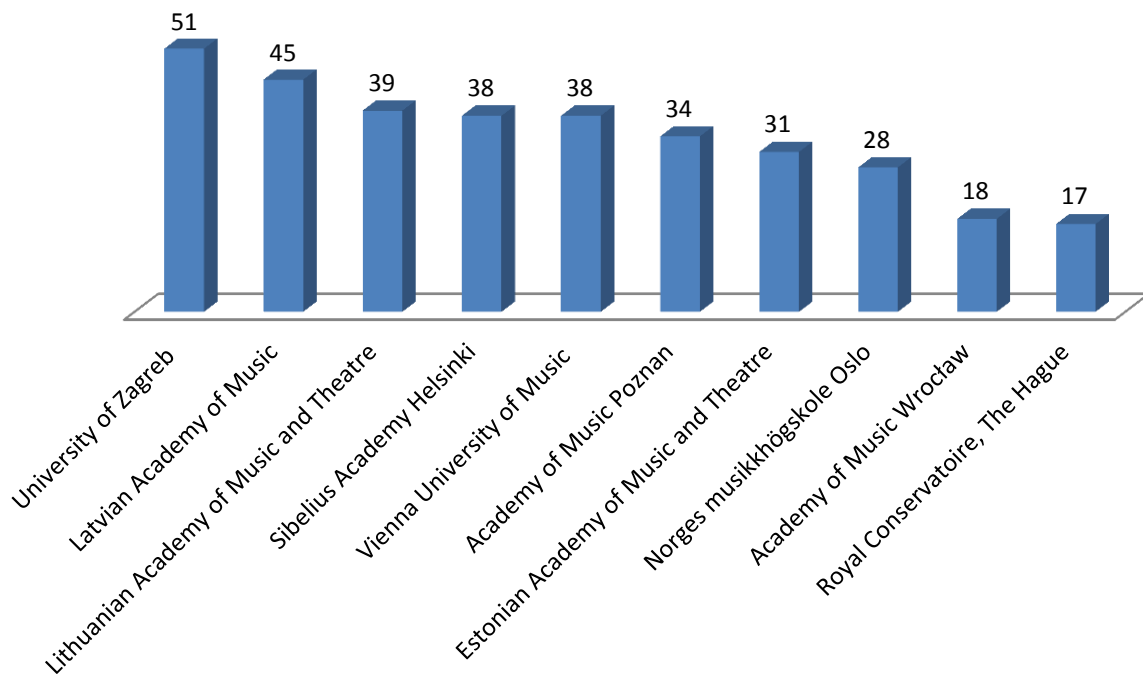
When it comes to the exchange of teaching staff within the ERASMUS network the great majority of AEC member institutions claims to be active in this field. 94% of the institutions indicate that they practise this type of mobility. With 822 outgoing and 774 incoming teachers the mobility rates in teaching staff exchange seem to be at the same level as in academic student exchange. But, of course, teaching staff exchanges are often for a shorter time period than student exchanges. The average duration of outgoing teaching staff mobility visits is 0.56 weeks.

The “Top 10” institutions in outbound and inbound teaching staff mobility are the following:

Outgoing teaching staff per institution Top 10



Incoming Teaching Staff per Institution Top 10



3.4 Exchange of Other Staff

When it comes to the exchange of other staff, mainly administrative staff, there are fewer institutions involved than is the case with teaching staff mobility, but nevertheless a majority of 58% of the member institutions sent off or received members of the administrative staff within the framework of the ERASMUS programme in 2013/14. The total number of outgoing administrative staff members is 190. With a number of 105 inbound exchanges indicated, a slight imbalance can be noted. The average duration of these exchanges is 1.04 weeks.

3.5 European Joint Curriculum Development Projects in Music

Only a few institutions (6 %) claim to have participated in European Joint Curriculum Development Projects within the ERASMUS framework in 2013/14. Only 3 of these provided specified information on the projects: The Estonian Academy of Music and Theatre, the Hochschule für Musik und Theater, Hamburg, and the CNSMD Lyon all state their participation in the CoPeCo Project (Masters in Contemporary Performance and Composition) in the questionnaire: a project which has been coordinated by the Estonian Academy of Music and Theatre in Tallinn.

3.6 Intensive Programmes in Music

Roughly one third (34%) of the AEC member institutions took part in intensive programmes in music within the ERASMUS framework in 2013-14. The table below gives an overview of the various programmes coordinated by different institutions who responded to the questionnaire (responding institutions that were the co-ordinators of the IP are shaded):

Name of Institution	Title of the Intensive Programme	Co-ordinating institution
Iceland Academy of the Arts	New Approaches in Collaborative Learning	Iceland Academy of the Arts
Conservatorio Superior de Música "Manuel Castillo", Sevilla	GUITAR+	Royal Academy of Music Aarhus
Academy of Music Krakow	ASTAPER: Fundamentals of anthropomotorics and stage presence techniques in percussion performance	Academy of Music in Krakow
University of Music, Drama and Media	European Liedforum	UdK Berlin
The Liszt School of Music Weimar	LA FOLLIA	Conservatorio Cosenza
Lithuanian Academy of Music and Theatre	European LiedForum Vilnius 2013	1. Berlin UDK
	Interdisciplinary Involvement and Community Spaces	2. Gothenburg University, Academy of Music and Drama
	3. Artistic Research: The Future of	3. Vilnius Arts Academy

	the Image	
	4. IPEDAK	4. NTNU Trondheim
Sibelius Academy, Finland	NAIP New Audiences and Innovative Practice: New Approaches in Collaborative Learning	Iceland Academy of the Arts
	Improvisation in European Higher Music Education: Improving Artistic Development and Professional Integration	Royal Conservatory The Hague
Hanze University of Applied Sciences, Prince Claus Conservatoire	Functions and contents of Improvisation in a Curriculum	Hanze University of Applied Sciences, Prince Claus Conservatoire
National University of Music Bucharest	Improvisation in European Higher Music Education: Improving Artistic Development and Professional Integration	Royal Conservatory The Hague
	LiedForum	UdK Berlin
LISZT Academy Budapest	Ovidius Metamorphosis <i>Other partners:</i> <i>Academy Santa Cecilia Rome/Italy</i> <i>The Royal Conservatory of Brussels/Belgium</i> <i>Academy Luigi Cherubini Firenze/Italy</i> <i>Academy of Music Krakow/Poland</i> <i>University of Arts Targu Mures/Romania</i> <i>Academy of Dramatic Arts Zagreb/Croatia</i>	Liszt Academy Budapest, Hungary
Universität der Künste Berlin	Interdisciplinary Involvement and Community Spaces	Göteborg
	Composition: Poetics and Procedure in Individual Performance	UdK
	LiedForum	UdK
Royal Academy of Music Aarhus	GUITAR +	Royal Academy of Music Aarhus
Norges Musikkhøgskole	European Creative Future	Cork Institute of Technology
	Improvisation in European Higher Music Education: Improving Artistic Development and Professional Integration	Royal Conservatoire The Hague
Hochschule für Musik und	Functions and contents of	Hanze University of Applied

Theater Leipzig	improvisation in a curriculum	Sciences, Prince Claus Conservatoire
Conservatorio di Musica di Stato Vincenzo Bellini, Palermo	Jazz Multicultural "Melody" Approach	Conservatorio V. Bellini, Palermo
Helsinki Metropolia UAS	GUITAR+	Royal Academy of Music Aarhus
Oulu University of Applied Sciences, Oulu, Finland	MULTICULTURAL INNOVATIVE YOUTH ORCHESTRA "TRADITIONAL/POPULAR" APPROCH (Multi-in-OrcheTraPo) <i>Other partner: "George Enescu" Arts University, Iasi, Romania</i>	Conservatory of Music "E.R. Duni", Matera, Italy
Padua Music Conservatory	Percussion IP, Krakow	Krakow (Poland)
Conservatorio di Musica "Stanislao Giacomantonio", Cosenza	Phoenix: a multimedia Renaissance - 3rd edition	Conservatorio "Stanislao Giacomantonio", Cosenza
	La Follia: a postmodern journey inside improvised Early Music	Conservatorio "Stanislao Giacomantonio", Cosenza
Yasar University Music Department	Interdisciplinary Involvement and Community Spaces	The Academy of Music and Drama, University of Gothenburg
	Phoenix: a multimedia Renaissance - 3rd edition	Conservatorio "Stanislao Giacomantonio", Cosenza
University of Music and Performing Arts Vienna	Interdisciplinary Involvement and Community Spaces	The Academy of Music and Drama, University of Gothenburg
The Academy of Music and Dramatic Arts, Southern Denmark	Crossing Borders	Tallinn
	Jazz Multicultural 'Melody' Approach	Conservatorio V. Bellini, Palermo
PESM Bourgogne	Through the text... faces	Conservatoire à Rayonnement régional de Dijon
Hochschule für Musik Würzburg (University of Music Wuerzburg)	GUITAR+	Royal Academy of Music Aarhus
The Royal Danish Academy of Music	La Follia: a postmodern journey inside improvised Early Music	Conservatorio "Stanislao Giacomantonio", Cosenza
Lund university, Malmö Academy of Music	La Follia: a postmodern journey inside improvised Early Music	Conservatorio "Stanislao Giacomantonio", Cosenza
ESMAE	Phoenix: a multimedia Renaissance - 3rd edition	Conservatorio "Stanislao Giacomantonio", Cosenza
	La Follia: a postmodern journey inside improvised Early Music	Conservatorio "Stanislao Giacomantonio", Cosenza
	Interdisciplinary Involvement and	The Academy of Music and Drama, University of

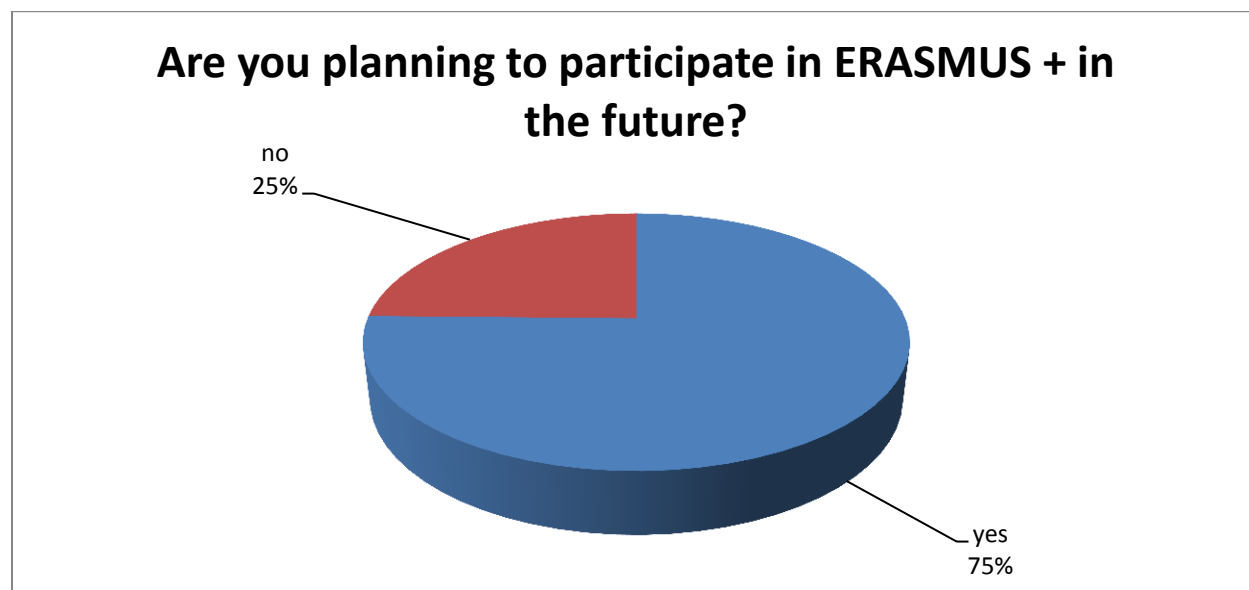
	Community Spaces	Gothenburg
	Meeting Place	SADA, Sweden

4. Future participation in the ERASMUS + Programme

The institutions that did not take part in any kind of activity under the ERASMUS programme in 2013/14 indicate different reasons for this situation.

While 3 institutions see an information problem as the main reason of their non-participation, 4 institutions had eligibility problems. 9 institutions refer to the simple lack of personnel and 1 institution to a lack of pertinence in participation. The representatives of 7 institutions found the application procedure too complicated and bureaucratic and 1 institution claims to have set other priorities. An imbalance between the amount of work to be invested into the application and into the handling of the activities and the workforce available therefore seems to be the main reason not to be active in student and staff exchange within the ERASMUS framework. 2 institutions can be seen as an exception from these dynamics as they could not apply for ERASMUS because their countries are not part of the programme.

Regardless of the obstacles encountered, 3 quarters of the AEC membership (75 %) are planning to keep being involved or to get involved with the ERASMUS+ programme in 2014. Their attitude towards the development of mobility in the sector therefore in general seems to remain positive.



5. Applications made under Key Action 2 of ERASMUS+ in 2014

Several AEC member institutions made applications under Key Action 2 of ERASMUS+ in 2014. The great majority of the applications concern Strategic Partnerships.

In 2014, AEC member institutions who responded to the questionnaire led applications in as coordinating institutions in the following strategic partnerships:

Name of Institution	Title	Partner Institutions	Duration in years
Iceland Academy of the Arts	NAIP: Innovation of European Music Higher Education	<ul style="list-style-type: none"> • Royal Conservatoire the Hague • Prince Claus Conservatoire in Groningen • Royal College of Music Stockholm • Guildhall School of Music and Drama • Norwegian Academy of Music Oslo • University of Music and Performing Arts Vienna • National University of Singapore, Yong Siew Toh Conservatory of Music, • Metropolia University of Applied Sciences • AEC 	2
CNSMD Lyon	ICSS	<ul style="list-style-type: none"> • KASK Gent • Conservatorio Bologna • Faculté de Musique de l'Université de Montréal • Institut Lumière Lyon • FilmFest Gent • Cineteca Italiana • Denys Arcand Films 	3
National University of Music Bucharest	VOXearlyMUS	<ul style="list-style-type: none"> • Royal Conservatoire The Hague • AEC • Arrigo Boito Conservatorio di Parma • Arrigo Pedrollo Conservatorio di Vicenza • Joseph Haydn Konservatorium Eisenstadt 	3
Norges Musikkhøgskole	ECMA - Next Step	<ul style="list-style-type: none"> • Lithuanian Academy of Music and Theatre • Conservatoire national supérieur de musique et de Danse de Paris • Universität für Musik und Darstellende Kunst Wien • Royal Northern College of Music • Royal Conservatoire The Hague • AEC • Grafenegg Kulturbetriebsges.m.b.H. • Association Festival Pablo Casals 	3
Conservatorio di Musica di Stato Vincenzo Bellini, Palermo	THE 3D PERFORMER, a Synaesthetic Musical Approach to the Performance	<ul style="list-style-type: none"> • Hogeschool Gent • YASAR UNIVERSITESI • Codarts, University for the Arts 	2
Estonian	Modernising European	<ul style="list-style-type: none"> • Royal Conservatory The Hague 	3

Academy of Music and Theatre	Higher Music Education through Improvisation	<ul style="list-style-type: none"> • Guildhall School of Music and Drama • Sibelius Academy • Conservatoire National supérieur de Musique et de Danse de Paris • UNIVERSITATEA NATIONALA DE MUZICA DIN BUCURESTI • Escola Superior de Música de Catalunya • Hochschule für Musik und Theater "Felix Mendelssohn Bartholdy" Leipzig • Lietuvos muzikos ir teatro akademija • Norges Musikkhøgskole • Artesis Plantijn Hogeschool Antwerpen • AEC • Iceland Academy of the Arts • Royal Conservatoire of Scotland 	
Padua Music Conservatory	Padua Music Conservatory	See our web site: http://www.conservatoriopollini.it/system/files/documenti/5.%20lista%20aggiornata%20dei%20partner%20stranieri.pdf	2

As partner institutions AEC members have joined the following applications for strategic partnerships (some of these double with the projects mentioned before, while others are coordinated by non-member institutions; in the former case, only the coordinating institution will be given):

Name of Institution	Title	Coordinating Institution/Partner Institutions	Duration in years
Conservatorio di Musica Arrigo Boito	VOX early MUS	National University of Music Bucharest (UNMB) – coordinator	3
CS"MANUEL CASTILLO" SEVILLA	ITALIAN OPERA LABORATORY	CONSERVATORIO DI FERMO (ITALY)	2
Academy of Music Krakow	Adults Back On Unique Track	Stiftelsen Framnäs folkhögskola	2
University of Music, Drama and Media, Hannover	Kodaly Hub - Kodaly World	Ferenc Liszt Academy of Music Royal Conservatoire The Hague Dublin Institute of Technology National Youth Choir of Scotland	3
Lithuanian Academy of Music and Theatre	Modernising Higher Music Education Through Improvisation	EAMT Tallinn	3

	ECMA - the next step	Norwegian Academy of Music	
	Re-model	Göteborg University, Academy of Music and Drama	
	RICERCAR	Royal Conservatoire of Scotland	
	Art and Music without walls	Yasar University	
University of Music Bucharest	Improvisation in classical music	EAMT Tallinn	3
The Karol Lipinski Academy of Music in Wrocław	ENTREPRENEURIAL TEACHING IN ARTS EDUCATION	Academy of Music, Dance and Fine Arts (AMDFA) in Plovdiv	3
Norges Musikkhøgskole	Modernising European Higher Music Education through Improvisation	EAMT Tallinn	3
Hochschule für Musik und Theater Leipzig	Modernising European Higher Music Education through Improvisation	EAMT Tallinn	3
Conservatorio di Musica di Stato Vincenzo Bellini	Art and Music Without Walls	Yasar University	2
Helsinki Metropolia UAS	NAIP: Innovation in Higher Music Education	Iceland Academy of the Arts	3
Academy of Music in Gdansk	Entrepreneurial Teaching in Arts Education	Plovdiv Academy of Music, Dance and fine Arts	2
Conservatorio di Musica "Luca Marenzio"	Music excellence: linking the musical education system with the actual world of European music professionals	Associazione Ente Festival Pianistico Internazionale di Brescia e Bergamo	3
Joseph Haydn Conservatoire	(details not provided)	(details not provided)	3
Academy of Performing Arts	(details not provided)	(details not provided)	-

in Bratislava, Faculty of Music and Dance			
ESMAE	Meeting Place	SADA	
	Re-Model	Gothenburg University, Academy of Music and Drama	
University of Music and Performing Arts Vienna	NAIP: Innovation in European Higher Music Education	Iceland Academy of the Arts	2

Four institutions responded as having been involved in applications for knowledge alliances.

The following institutions indicated that they had applied for knowledge alliances as coordinating institutions:

Name of institution	Title	Partner Institutions	Duration in years
Padua Music Conservatory	(details not provided)	(details not provided)	-
Academy of Performing Arts in Bratislava, Faculty of Music and Dance	(details not provided)	(details not provided)	-

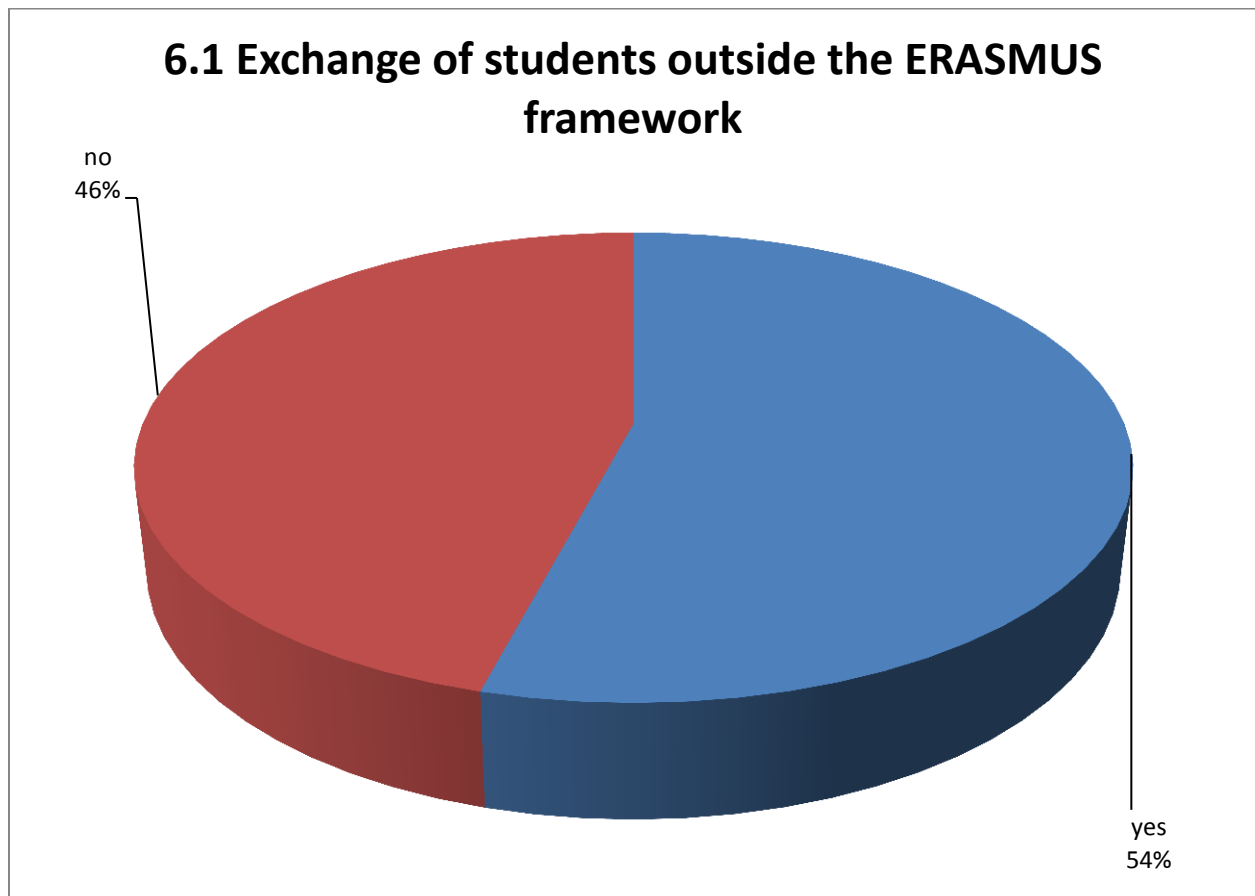
The following institutions applied for knowledge alliances as partner institutions:

Name of Institution	Title	Partner Institutions	Duration in years
University of Music and Performing Arts Vienna	Advanced Teacher Training in Children Movement Skills	Riga Teacher Training Educational and Management Academy	-
Academy of Performing Arts in Bratislava	(details not provided)	(details not provided)	-

6. International activities outside the ERASMUS framework

Although to a lesser extent than within the ERASMUS framework, many AEC member institutions are also involved in international activities outside this framework, e.g. by organizing mobility experiences for students and staff of institutions in countries that are not part of the ERASMUS programme.

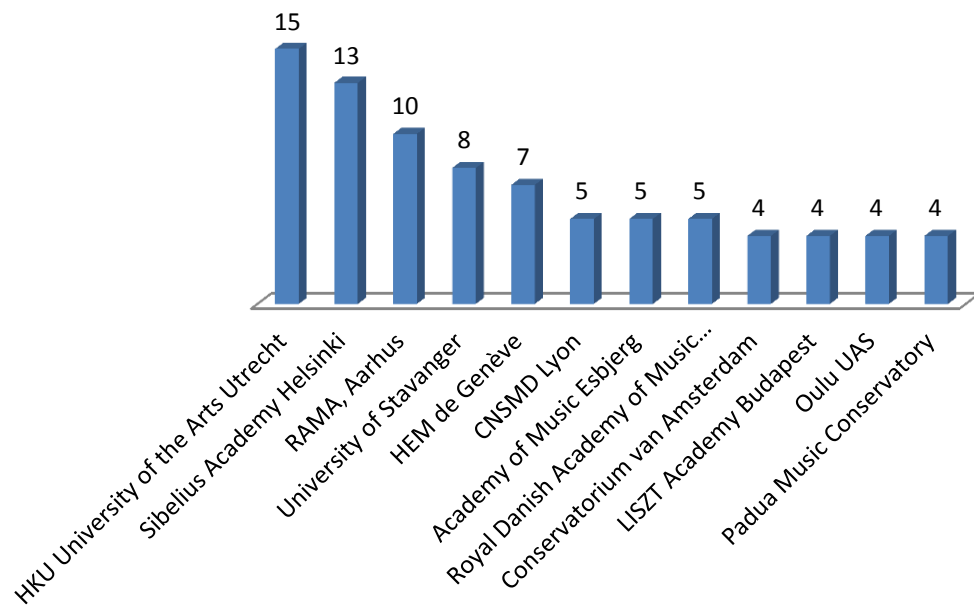
6.1 Exchange of Students outside the ERASMUS framework



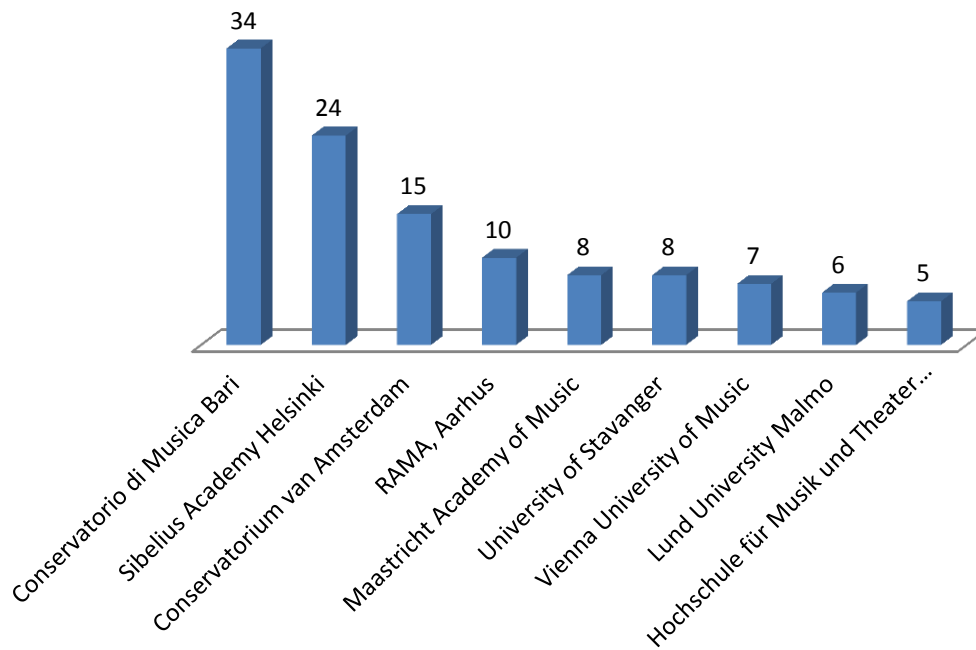
54% of the AEC member institutions are involved in student exchange activities that are not related to the ERASMUS programme. The actual numbers of students are, of course, lower than when it comes to ERASMUS mobility. The total number of outgoing students is 129; the number of incoming students is 188. The average duration of the exchange is 6.39 months per student.

The most active institutions in this field of exchange are listed in the following diagrams. They do not necessarily coincide with the most active institutions in the field of ERASMUS student exchange.

Outgoing students per institution (non-ERASMUS) Top 10



Incoming Students per institution (non-ERASMUS) Top 10

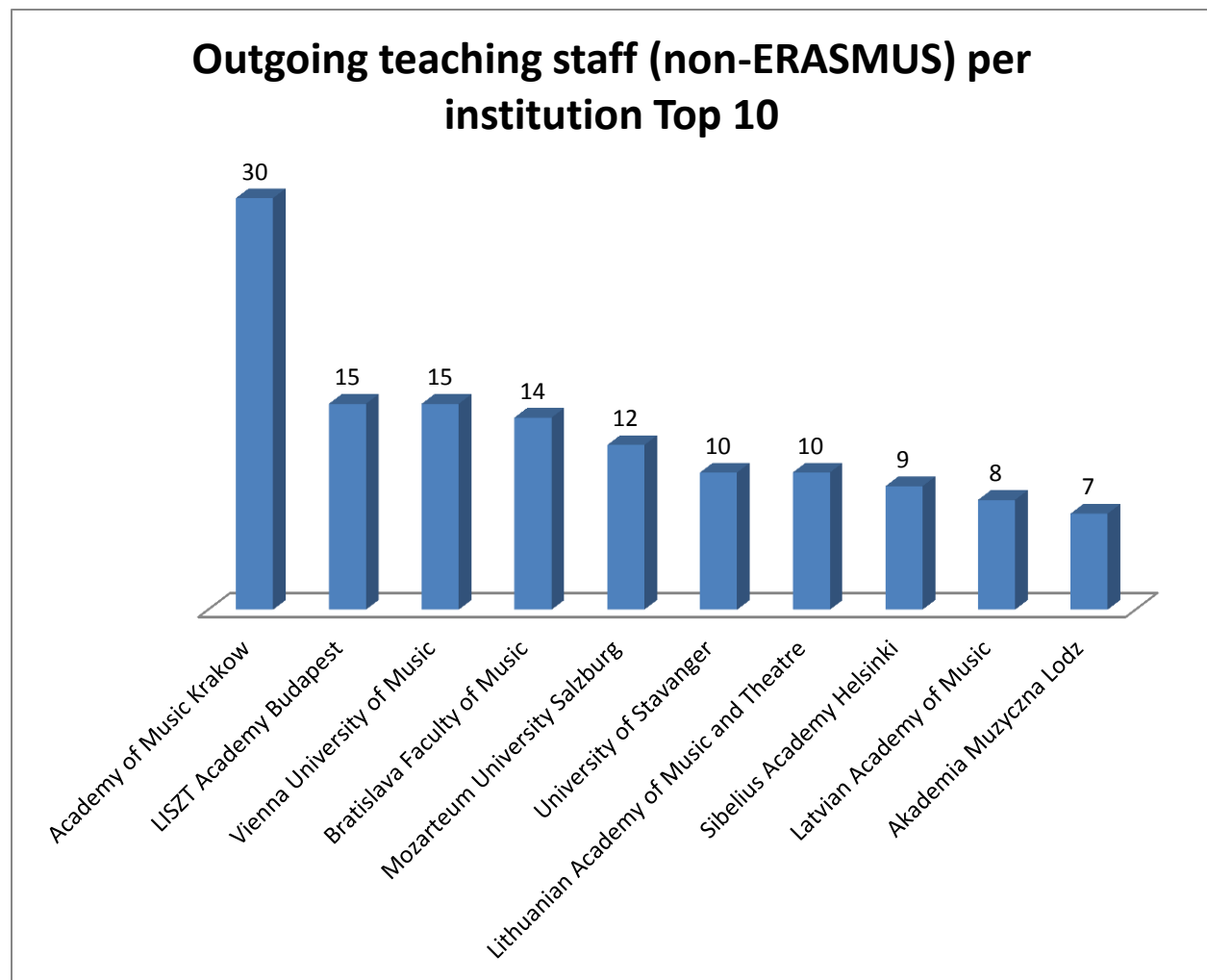


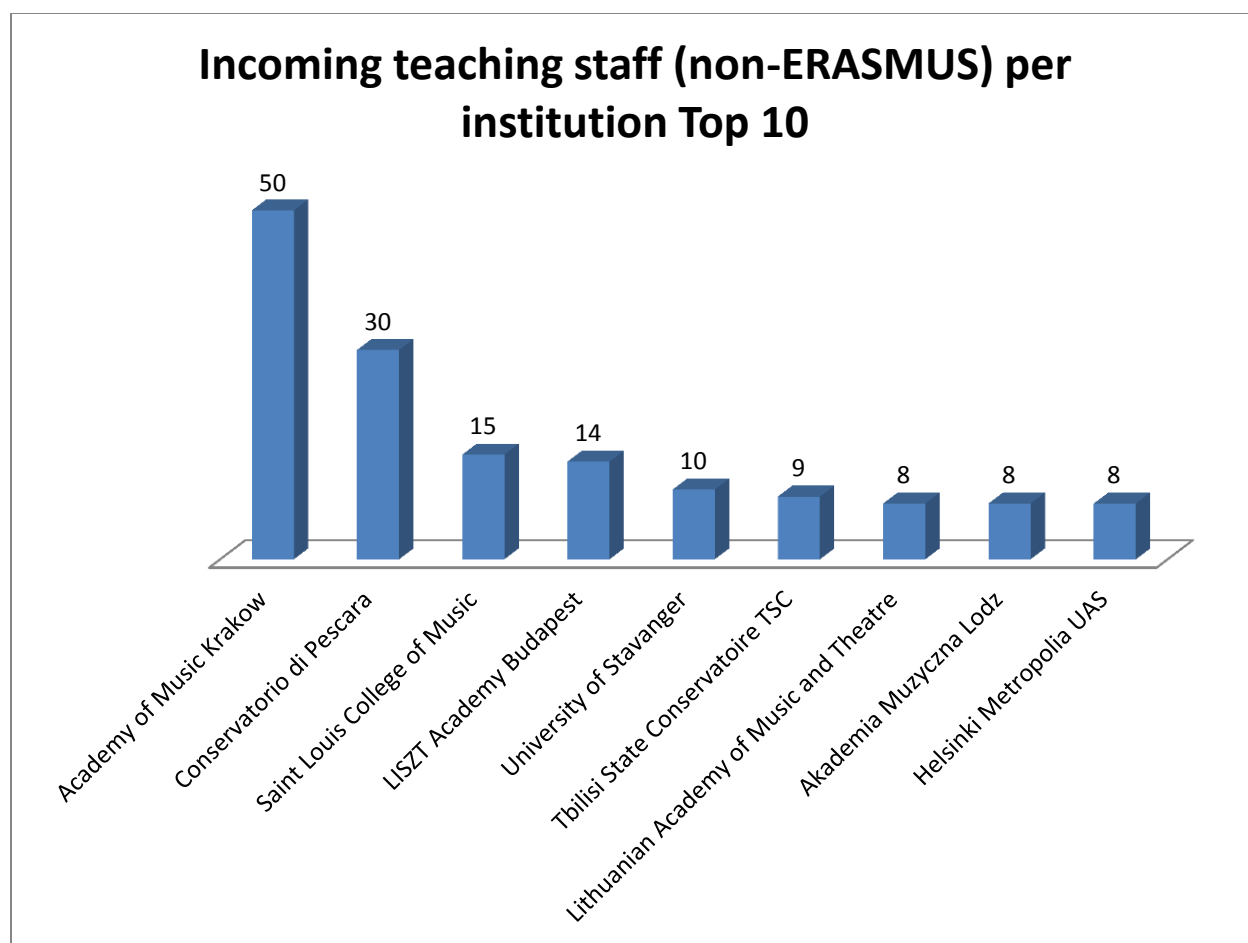
6.2 Student Work Placements outside the ERASMUS framework

There is very little activity regarding student work placements outside the ERASMUS framework. Only 5 institutions indicated that they have participated in this kind of mobility in 2013/14. There were 8 outgoing student work placements in 2013-2014 and only 1 inbound student work placement, received by the Oulu University of Applied Sciences in Finland.

6.3 Exchange of Teaching Staff outside the ERASMUS framework

47% of the AEC member institutions participated in teaching staff exchange activities outside the ERASMUS framework in 2013-14. The number of outgoing teaching staff (205) even exceeds the number of outgoing students (129). The number of incoming teachers was even higher with 232 inbound teaching staff members coming to the AEC member institutions. The Warsaw Academy of Music in Krakow has sent and received most of the teachers on exchange within this category. The average duration of teaching staff mobility outside the ERASMUS framework was 1.86 weeks per teacher.





6.4 Exchange of Other Staff outside the ERASMUS framework

When it comes to the exchange of members of the administrative staff outside of the ERASMUS framework, there has been much less activity within the AEC member institutions. Only 8% of them claim to have been active in this field of mobility in 2013-2014. This equates to an absolute number of 6 institutions who sent out 15 and received 24 staff members. The leading institution in this category, regarding both exchange directions, is Tbilisi State Conservatory. With Georgia not being an ERASMUS programme country, this institution has to organize all its mobility experiences through co-operations that are analysed in section 6 of this survey. The average duration of the outgoing exchanges of administrative staff is 0.87 weeks.

6.5 Joint Curriculum Development projects outside the ERASMUS framework

There are 6 institutions that participated in Joint Curriculum Development Projects outside the ERASMUS framework. They are as follows:

Name of Institution	Title of the Programme	Coordinating institution
Conservatorium van Amsterdam	EUJAM	
Sibelius Academy	ActInArt	Stockholm Opera Academy
RAMA, Aarhus	NOMAZZ - Nordic Master in Jazz GLOMAS - Global Music Master	Sibelius Academy RAMA, Aarhus
Norges musikkhøgskole	The composing Musician	Norges musikkhøgskole
Royal College of Music, London	Joint Bachelor of Music degree programme in conjunction with Nanyang Academy of Fine Arts, Singapore. London placement programmes in conjunction with Princeton and Boston Universities (USA).	All involved partners, as above.
Oulu University of Applied Sciences	FISOC (Festivo International Symphony Orchestra Collaboration)	Oulu University of Applied Sciences, Oulu, Finland; Oulu Conservatory, Oulu, Finland; Luleå Technical University, Piteå, Sweden; University of Agder, Kristiansand, Norway

Joint Curriculum Development other than mobility therefore seems a branch of international relations at the AEC member institutions where there is more activity independent from the mechanisms of the ERASMUS programme than within this framework.

6.6 Intensive Programmes outside the ERASMUS framework

Several AEC institutions took part in intensive programmes in music outside the ERASMUS framework. Please find details about the respective programmes in the following table:

Name of the Institution	Title of the Intensive Programme	Coordinating Institution
CNSMD Lyon	Suona Francese / Italiano Festival Invenzione in Lyon / Festival Labirinti in Bologna (Luciano Berio / Luc Ferrari / Camilleri / Landuzzi / Hurel / commission to students) supported by Suona.	CNSMDL Lyon and Conservatorio di Bologna
	Les Nuits Corelli (cooperation between Early Music departments from Leipzig, Graz and Lyon) 1 step in Lyon	CNSMDL with KUGraz and HfM Leipzig

	supported by OJFAJ/DFJW	
Latvian Academy of Music	NORDOPERA IP "Professional Integration" in Riga NORDPLUS IP "Viatores" in Riga NORDPLUS IP "PROCESS" in Vilnius, Stockholm NORDPLUS IP "PercussionPlus" in Helsinki NORDOPERA IP "Baroque opera" in Copenhagen NORDPULS IP "Girls in Jazz" in Tallinn	Latvian Academy of Music Lithuanian Academy of Music Estonian Academy of Music Sibelius Academy Royal Danish Opera Academy
Lithuanian Academy of Music and Theatre	1. Nordplus IP "VIATORE" 2. Nordplus Horizontal project "Percussion Plus" 3. Nordplus NordOpera IP "Professional Integration and Audition" 4. Nordplus IP "Girls in Jazz" 5. Nordplus NordOpera IP "Baroque Opera Seminar"	1. Latvian Academy of Music 2 Sibelius Academy 3. Latvian Academy of Music 4. Estonian Academy of Music and Theatre 5. Royal Danish Academy of Music
Sibelius Academy	NORDPLUS: - Girl power in Jazz (Tallinn) - Nordopera: Professional Development (Riga) - Process Laboratory (Vilnius) - Baroque opera seminar (Copenhagen) - Saxophone week (Riga) - Chamber music week 8(Vilnius) - Slavic Repertoire (SibA, Helsinki) Crossing Keyboards (Helsinki, Tallinn, Riga, Vilnius) Classwork (Ensemble Recherche, Freiburg)	Please see after the name of the project
RAMA, Aarhus	GIRLS in JAZZ Ensemble teaching	Tallinn RAMA
Norges Musikkhøgskole	Improvise to Improve VIATORE (chamber orchestra)	Metropolia University of Applied Sciences Latvian Academy of Music
Helsinki Metropolia UAS	Nordplus IP: improvise to Improve	Helsinki Metropolia UAS
The Royal Danish Academy of	Percussion Plus, in Helsinki	Sibelius Academy

Music	Vaitore (chamber music), in Riga ABAM project in Lübeck	Music Latvian Academy of Music Music Academy in Lübeck
LUND UNIVERSITY, MALMÖ ACADEMY OF MUSIC	IMPROVISE TO IMPROVE PERCUSSION PLUS	HELISNKI METROPOLIA UNIVERSITY OF APPLIED SCIENCE UNIVERSITY OF THE ARTS HELSINKI (SIBELIUS ACADEMY)

6.7 Other activities related to the field of international relations outside the ERASMUS framework

21 AEC member institutions have been involved in activities related to international relations that cannot be categorized either within the types of activity supported by the ERASMUS framework or those cited among the analysis of the same actions undertaken outside this framework as in sections 6.1 to 6.7.

These activities and projects are of a very diverse nature. The following table simply presents them as a list:

Name of Institution	Activity
Abbaye aux Dames de Saintes	The Abbaye aux Dames de Saintes was from 2012 to 2014 the coordinator of the interdisciplinary project "EUR-TEXT - Back to the future!" in the framework of the CULTURE 2007-2013 programme. With the co-organiser Janacek Academy of Music Brno and other academies of music associated partners, the Abbaye aux Dames organised 5 musical programs, a young composer residence, 8 concerts and artistic research (critical editions) in classical/contemporary music in connection with painting and costume design [more information on www.eurtext.eu] In total, 146 young musicians and 6 young composers participated in this project.
Maastricht Academy of Music/Zuyd University	Jazz Academy with Maastricht Academy of Music; SAINT LOUIS COLLEGE OF MUSIC; Conservatorio Superior de Música de Navarra
Saint Louis College of Music	www.europeanjazzcontest.eu
Conservatorium van Amsterdam	Many with Brazil, China, USA.
Tbilisi State Conservatoire TSC	Lineus –Palme
The Liszt School of Music Weimar	Young Philharmonic Orchestra Jerusalem-Weimar: orchestra project with common concerts in Israel and Germany
Lithuanian Academy of Music and Theatre	Partnership in Tempus JEP "InMusWB", coordinating institution - Belgrade Academy of Arts, Music Faculty; LMTA hosted ANMA - Association of Nordic and Baltic Academies of Music, annual meeting in Vilnius in May of 2014
Akademia Muzyczna im. Grażyny i Kiejstuta Bacewiczów w Łodzi	1) supporting the European interdisciplinary project "EUR-TEXT Back to the future" (chief organizers:" Academy of Music in Brno;

	<p>Abbaye aux Saint Dames in Paris, Academy of Fine Arts in Lodz);</p> <p>2) International Festival of Trumpet (21-26 Oct 2013),</p> <p>3) International Piano Competition "Performance without limits" (12-20 Oct 2013)</p> <p>4) International Dalcroze Eurhythmics Conference (27-29 Nov 2013)</p> <p>5) 3rd Jan Kucharski International Organ Competition (2-6 March 2014)</p> <p>6) 5th International Oboe and Bassoon Competition (30 April - 06 May 2014)</p>
Sibelius Academy	<ul style="list-style-type: none"> - Co-coordination of GLOMUS-network - Co-ordination of North-South-South -network (funded with development co-operation funds from the Ministry of Foreign Affairs) - Orchestra project in co-operation with the Juilliard School - Multiple research, seminar and conference activities
National University of Music Bucharest	Mobilities made under the frame of the CEEPUS programme - New Cooperation Initiatives in the Central European Professional Music Training - coordinated by Assoc. univ. dr. Lucia Costinescu
RAMA, Aarhus	GLOMUS Network - global alliance of conservatoires
Hochschule für Musik und Theater Leipzig	Project in Early Music, 3 European Partners, funded by Office Franco-Allemand pour la Jeunesse; International Summer Academies;
Mozarteum University Salzburg	Cooperation projects with bilateral partners in the field of chamber music, opera, piano and composition; Distance learning project with bilateral partners in Japan and China; Cooperation projects in the frame of Eurasia Pacific Uninet.
Royal College of Music, London	Multiple joint projects with other institutions, including work on distance learning in our Centre for Performance Science, various student performance projects, including visits to Canada, Oman, Japan etc. Numerous visits by guest musicians to give masterclasses, workshops etc. and outgoing visits by many of our teaching staff to institutions all over the world.
Academy of Music in Gdansk	Polish-Finnish Chamber Music workshops - 2 editions: November 2013 in Gdansk, March 2014 in Turku
University of the Arts Bremen	Teachers often organize Projects with other international universities on the Basis of their Status as a musician or if they are invited to participate. These activities are not reported to the University. The communication about These additional activities should be improved.
Conservatorio di Musica "L. Refice" - Frosinone	Internships for graduates, financed by Leonardo da Vinci programme
University of Music and Performing Arts Vienna	<p>Programme:</p> <p>* MDW Call:</p>

	f.e. Academic field studies in Mexiko (2 teachers, 6 students) *ISA Summer Academy of mdw (incoming students) *ECMA *Bilateral activities: f.e. Parma exchange project (4 students for concerts bilaterally) * Sasakawa Young Leaders Fellowship Fund (with CNSMD Paris and Julliard New York) for chamber music workshop and concerts at one participant's venue each year; Unilateral activities: participation at Festival Cully Classique (8 outgoings students) Moscow project (3 outgoing students) participation at Kyoto Students Festival Other Programmes: e.g. EPU, ASEA Uninet, Fulbright
The Royal Danish Academy of Music	Distance Learning, and travelling to partner institutions.
Hochschule für Musik und Theater, Hamburg	Preparation of exchange with two HEIs in Beijing. Preparation of student exchange in the field of music therapy and music pedagogy with a HEI in Tel Aviv, first steps to start an exchange with Tblisi.

7. Positive experiences

At the end of the questionnaire the IRCs, who took part in this survey, were asked to report about one positive and one difficult experience they have made during their work in the field of international relations. Regarding the positive experiences many institutions mention specific international projects or the successful cooperation with specific partner institutions. Others talk about a general rise in numbers concerning student and/or teaching mobility. Another aspect that is mentioned several times is the homecoming of students and teachers from an exchange experience who then give positive reports and prove to have become more mature and open-minded. Through their reports and the new ideas they bring from their host institutions, they are perceived to also contribute to the internationalization of the home institution. Several singular experiences, that have been rewarding to witness as an IRC, are also shared within this section, such as incoming students from another country who enjoyed their exchange so much that they enrolled at the host institution as a regular student in the following year, students that are employed on a fixed basis after taking part in an internship programme or the first outgoing mobilities for students with migratory backgrounds. Also the participation to the 'Polifonia' project as a working group member was specifically mentioned.

8. Difficult experiences

Many of the difficult experiences made by the International Relations Coordinators have been caused by the increased bureaucracy that has to be faced with the implementation of ERASMUS+. This change has been experienced by most of the institutions as not sufficiently organized and linked to an unexpected

amount of workload that hindered the daily routine of the office work and in some cases didn't permit the handing in of applications and other documents within given deadlines.

Another problem shared by some of the AEC member institutions is the lack of student interest in mobility. Due to a lack of information, exchange experiences are sometimes perceived as an interruption rather than enrichment to the regular course of studies – especially as recognition issues still remain difficult in some areas.

The Swiss institutions quite naturally mention the suspension of Switzerland from the ERASMUS programme in reaction to the popular vote that changed the countries immigration policy as difficult experiences made in 2013/14.

In addition to this, some IRCs express disappointment about individual unsuccessful mobilities or cooperation programmes.

9. Expectations

When asked to express their expectations for the future development of the international activities of their departments, most institutions refer to the above mentioned difficulties and express their hopes to solve these problems. The level of bureaucracy that came with the implementation of ERASMUS+ is expected to decrease with the further development of the programme. The wish is uttered that the focus should shift back from documents and deadlines to the actual individuals taking part in the programmes and to their experiences.

Apart from this, many institutions stress that they hope that their planned strategic partnerships and knowledge alliances submitted under Key Action 2 of the ERASMUS programme, will develop in a successful way. The wish to expand these kinds of successful co-operations beyond European borders is indicated several times.

Appendix I Questionnaire



Questionnaire about IRC members' roles and experiences and their institutions' activities 2013-14

Association
Européenne des
Conservatoires,
Académies de Musique
et Musikhochschulen
(AEC)

Name of Contact:
Name of Institution:
Title of Post:
Total Number of Students (Full-time and Part-time):
Total Number of Staff (Teaching and Administrative):

1. Your Role in your Institution (Please tick the category that most closely fits your situation)

1.1 Individuals and departments <ul style="list-style-type: none"> ▪ I am the only person in my institution with a specific function for international relations ▪ I have other colleagues also dealing with international relations but not within a formal department ▪ I am part of a formal department for international relations 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.2 Academic/administrative <ul style="list-style-type: none"> ▪ I am a teacher/academic leader who deals with international relations as part of my activities* ▪ I am a former teacher who now works just on international relations* ▪ I am a member of the administrative staff appointed to deal with international relations* <p>* Where your work on international relations is not full-time, please say roughly what portion is allocated to it (in a 5-day week, each 0.1 = half a day):</p> <p>0.1 <input type="checkbox"/> 0.2 <input type="checkbox"/> 0.3 <input type="checkbox"/> 0.4 <input type="checkbox"/> 0.5 <input type="checkbox"/> 0.6 <input type="checkbox"/> 0.7 <input type="checkbox"/> 0.8 <input type="checkbox"/> 0.9 <input type="checkbox"/></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>1.3 Connection with Senior Management</p> <ul style="list-style-type: none"> ▪ I am myself a member of the senior team ▪ I report directly to a member of the senior team/the rector ▪ I give regular reports and/or advice to the rector/senior team ▪ I give reports and/or advice to the rector/senior team but only when asked ▪ I am generally left to carry out my work without much contact from the senior team 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>1.4 Engagement with Strategic Planning</p> <ul style="list-style-type: none"> ▪ My institution has an international strategy and I am closely involved in developing and implementing it ▪ My institution has an international strategy but it is decided at senior level and I only carry it out ▪ My institution does not have a formal international strategy* (if so, skip question 1.5) <p><small>* Institutions were required to say what was their international strategy as part of their application for an ERASMUS+ ECHE (see below), but this question relates to whether your institution has developed a strategy of wider significance than just an entry in the ECHE application.</small></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>1.5 Integration of International Strategy with General Strategic Planning</p> <ul style="list-style-type: none"> • My institution integrates its international strategy within its overall strategic planning • My institution has a separate international strategy which connects with its overall strategy • My institution has an international strategy but it stands alone 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2. ERASMUS+ Charter for Higher Education (ECHE)

<ul style="list-style-type: none"> ▪ My institution previously had an ERASMUS University Charter and successfully applied for an ERASMUS+ ECHE in 2013 ▪ My institution previously had an ERASMUS University Charter and was unsuccessful in its application for an ERASMUS+ ECHE in 2013 ▪ My institution previously had an ERASMUS University Charter and will apply for an ERASMUS+ ECHE this year* ▪ My institution did not previously have an ERASMUS University Charter but successfully applied for an ERASMUS+ ECHE in 2013 ▪ My institution did not previously have an ERASMUS University Charter and was unsuccessful in its application for an ERASMUS+ ECHE in 2013 ▪ My institution did not previously have an ERASMUS University Charter and will apply for an ERASMUS+ ECHE this year* ▪ My institution did not previously have an ERASMUS University Charter and does not intend apply for an ERASMUS+ ECHE this year <p><small>* If your institution is applying this year because of being unsuccessful in 2013, tick both boxes that apply</small></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
---	--

3. In which of the following ERASMUS activities has your institution participated in 2013-14?

3.1 *Exchange of students in music programmes:*

☐ Yes ☐ No

If Yes:

Number:

<u>Outgoing</u> : How many students in music did you send out for a study period in another institution during the academic year 2013/2014?	
<u>Receiving</u> : How many exchange students in music did your institution receive during the academic year 2013/2014?	
How many student-months for outgoing students in music did you realize in total during the academic year 2013/2014?	

3.2 *Student work placements in music:*

☐ Yes ☐ No

If Yes:

Number:

<u>Outgoing</u> : How many students in music did you send out for a work placement during the academic year 2013/2014?	
<u>Receiving</u> : How many students in music did your institution receive for a work placement during the academic year 2013/2014?	
How many student-months for student placements did you realize in total during the academic year 2013/2014?	

3.3 *Exchange of teaching staff in music:*

☐ Yes ☐ No

If Yes:

Number:

<u>Outgoing</u> : How many teachers in music did you send out to another institution during the academic year 2013/2014?	
<u>Receiving</u> : How many teachers in music from other institutions did your institution receive during the academic year 2013/2014?	
How many weeks for outgoing teachers in music did you realise during the academic year 2013/2014?	

3.4 *Exchange of other staff:*

☐ Yes ☐ No

If Yes:

Number:

<u>Outgoing</u> : How many other staff members did you send out for a study/training period in another institution during the academic year 2013/2014?	
<u>Receiving</u> : How many other staff members did your institution receive during the academic year 2013/2014?	
How many weeks for outgoing other staff did you realise during the academic year 2013/2014?	

3.5 *European Joint Curriculum Development Projects in music:*

☐ Yes ☐ No

If Yes:

In which curriculum project(s) did your institution take part during 2013/2014? (Please provide us with the exact title):
1.
2.
3.
Which institutions coordinated these projects?
1.
2.
3.

3.6 *Intensive Programmes in music:*

☐ Yes ☐ No

If Yes:

In which intensive programme(s) did your institution take part during 2013/2014? (Please provide us with the exact title):
1.
2.
3.
Which institutions coordinated these projects?
1.
2.
3.

4. If your institution did not participate in any of the activities mentioned above during 2013-14:

Please tick as many reasons for this as apply in your institution's case

• Lack of information	<input type="checkbox"/>
• Problems with the eligibility of my institution	<input type="checkbox"/>
• Lack of personnel	<input type="checkbox"/>
• Application procedures are too complicated and bureaucratic	<input type="checkbox"/>
• Other reason(s):	<input type="checkbox"/>
Are you planning to participate in ERASMUS+ in the future?	<input type="checkbox"/> Yes <input type="checkbox"/> No

5. Applications made under Key Action 2 of ERASMUS+ in 2014:

Please tick the categories that apply in your institution's case

• Strategic Partnerships (coordinating institution)	<input type="checkbox"/>
---	--------------------------

Title	List of Partners	2 or 3 years
• Strategic Partnerships (partner institution)		<input type="checkbox"/>
Title	Coordinating Partner	2 or 3 years
• Knowledge Alliance (coordinating institution)		<input type="checkbox"/>
Title	List of Partners	2 or 3 years
• Knowledge Alliance (partner institution)		<input type="checkbox"/>
Title	Coordinating Partner	2 or 3 years

6. In which of the following activities not within the ERASMUS programme (e.g. funded through other networks, bilaterally or internally) has your institution participated in 2013-14?

6.1 Exchange of students in music programmes:

☐ Yes ☐ No

If Yes:

Number:

Outgoing: How many students in music did you send out for a study period in another institution during the academic year 2013/2014?	
Receiving: How many exchange students in music did your institution receive during the academic year 2013/2014?	
How many student-months for outgoing students in music did you realize in total during the academic year 2013/2014?	

6.2 *Student work placements in music:*

☐ Yes ☐ No

If Yes:

Number:

Outgoing: How many students in music did you send out for a work placement during the academic year 2013/2014?	
Receiving: How many students in music did your institution receive for a work placement during the academic year 2013/2014?	
How many student-months for student placements did you realize in total during the academic year 2013/2014?	

6.3 *Exchange of teaching staff in music:*

☐ Yes ☐ No

If Yes:

Number:

Outgoing: How many teachers in music did you send out to another institution during the academic year 2013/2014?	
Receiving: How many teachers in music from other institutions did your institution receive during the academic year 2013/2014?	
How many weeks for outgoing teachers in music did you realise during the academic year 2013/2014?	

6.4 *Exchange of other staff:*

☐ Yes ☐ No

If Yes:

Number:

Outgoing: How many other staff members did you send out for a study/training period in another institution during the academic year 2013/2014?	
Receiving: How many other staff members did your institution receive during the academic year 2013/2014?	
How many weeks for outgoing other staff did you realise during the academic year 2013/2014?	

6.5 *Joint Curriculum Development Projects in music:* ☐ Yes ☐ No

If Yes:

In which curriculum project(s) did your institution take part during 2013/2014? (Please provide us with the exact title):
1.
2.
3.
Which institutions coordinated these projects?
1.
2.
3.

6.6 *Intensive Programmes in music:*

☐ Yes ☐ No

If Yes:

In which intensive programme(s) did your institution take part during 2013/2014? (Please provide us with the exact title):
1.
2.
3.
Which institutions coordinated these projects?
1.
2.
3.

6.7 Other forms of international activities. Please describe

--

7. Please describe one good experience related to international activity that happened to you in 2013-14:

--

8. Please describe one difficult experience related to international activity that happened to you in 2013-14:

--

9. Please summarise your and/or your Institution's expectations for the ERASMUS+ Programme in 2014-15 and beyond:

Thank you very much for your kind cooperation!

The AEC Office

ASSOCIATION EUROPÉENNE DES CONSERVATOIRES,
ACADÉMIES DE MUSIQUE ET MUSIKHOCHSCHULEN (AEC)
Avenue Des Celtes / Keltenlaan 20, Brussels 1040, Belgium
Tel: +32/2737 1670

Email: events@aec-music.eu



**Please return this form to the AEC Office before 29 August 2014
by mail or email**