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The Bologna process and Music Schools in Europe

Essen

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- Bologna process
 - Music Schools in Europe
 - Some observations

The Bologna Declaration



- agreement between states [not a legislation]
- inclusive approach [not EU-members only]
- European Higher Education Area
- Europe as a competitive knowledge based economy



The aim of the Bologna process is to

- facilitate mobility of students, graduates and higher education staff
- prepare students for their future careers (employability) and for life as active citizens in democratic societies, and support their personal development
- offer broad access to high-quality higher education, based on democratic principles and academic freedom.



The basic tools in the Bologna process are

- a three cycle degree structure (Bachelor, Master, Doctor)
- Learning outcome principle (rather than content regulation)
- Life Long Learning approach to knowledge (ability to meet change)
- Quality assessment as a fundamental governing tool

THE AEC DECLARATION

The AEC **welcomes the principle**, laid out in the Bologna Declaration, of establishing a Europe-wide co-ordinated system of higher education based on national individual two main cycles, undergraduate, graduate.

The Association strongly affirms the principle.... that [professional musical studies] can and should be regarded as **fully appropriate to both cycles** described above

The Association believes it to be essential.. that **all its member institutions... should be able to participate fully in exchange**, transfer and progression of students..... recognition by countries such as Spain, Portugal, Italy and Greece that practically-based musical study is applicable in principle to both cycles

The Association would be pleased to place at the disposal of individual countries and their education ministries the **considerable expertise** held by staff from its member institutions **in the evaluation and quality assurance...**

The Bologna main influence on higher music education

- strengthened pre college relations
- awareness of the values of formal degrees
- curriculum awareness
- learning outcomes perspective
- student centered learning
- employability/usefulness aspects
- "reflective practitioner"

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Institutions for higher music education

or/and

Performance

Music education

Music only

Music and....

comprehensive
schools

music
schools

One genre

Diverse genres

certificate

no certificate


Independent institutions

limited/no
degree
awarding
rights

[full] degree
awarding
rights

Affiliated institutions [university/polytechnic]



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music sector

technology changes the music practice

the concept of "playlist" overruling genres

- not structured by genre
- individual selection which signifies personality/identity
- no borders between "music" and "life"
- blurred border between production and consumption

music sector

technology changes the music practice

economy drives changes/changes drives economy

- re-allocation of resources going faster
- increasingly diverse funding
- "eventification" instead of subscription culture
- creative events instead of repertoire presentation
- actions of greater interest than works
- the necessity of change makes traditions attractive

university/higher education sector

education has become a global market

competition drives quality awareness

- funding follows quality indicators
- increased competition between sectors
- support of profiled institutions
- research universities must respond to "the great challenges"
- division between research based and vocational education
- increased demand for "usefulness" (employability)

Changes in the music profession demands

- Self employment abilities
- Core skills with a flexible application
- Understanding of cultural/contextual issues
- Individual ability to articulate relevance of music
- Independent ability to make qualitative judgements

