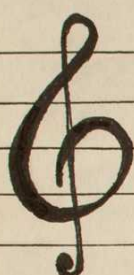




AEC ANNUAL MEETING FOR INTERNATIONAL RELATIONS COORDINATORS

REPORT

*Broadening our Horizons: Internationalization
as a Tool for Development*



Ionian University
24th-27th September 2015
Corfu, Greece



Co-funded by the
Creative Europe Programme
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Contents

Introduction	4
Programme	5
Music Performances	9
Pre-Conference Seminars	10
Seminar 1- How to write proposals for KA2 Projects- Strategic Partnership Projects	10
Seminar 2- FULL SCORE Project - The Next Level of Internationalization: From Mobility to International Careers	13
Session 1: Mobility and Networking	15
Session 2: New Technologies and E-learning	17
Session 3: Entrepreneurship and Employability	19
Session 4: Curriculum Development and Mindset of Institutions	20
Friday 25 th September	21
Opening Event	21
Plenary Session I: International Careers. How do we support student’s international careers?	21
Presentation about the FULL SCORE Study on the Destinations of Europe’s Conservatoire Graduates	22
Panel Discussion	24
Information Forum	29
Saturday 26 th September	30
Plenary Session II: International Cooperation: The institutional Global Responsibility... 30	
Keynote Speech	30
Video Message from Kabul	31
Video about the Global Network for higher music education (GLOMUS Network)	32
Plenary Session III: International Credit Mobility	33
Parallel Sessions	34
A - KA1 Practices - Beginners Level	34
B - KA1 Practices - Recognition	35
C - Going Global: Capacity Building and Horizon	38
D - International Careers, or “Mind the Gap”	39
E - Opportunities and Challenges of Project Management in Strategic Partnership Projects	40
F - Placements	41

G - Internationalisation and quality: how international activities can support the enhancement of quality in institutions	41
Bar Camp Groups Discussion	43
Actions outside of KA 2.....	43
Developing an Online Application System	44
Evaluation of Partners.....	47
Partnerships with partner countries.....	48
Administrative difficulties	50
Learning Agreement (LA) 1	51
Learning Agreement (LA) 2	52
Networking Cruise on a traditional Greek boat	55
Feedback on the Conference: Participants Questionnaire Result	56
Feedback on Seminar 1: How to write proposals for KA2 Strategic Partnerships Project ..	62
Feedback on Seminar 2: The Next Level of Internationalization - From Mobility to International Careers	65

Introduction

Broadening our Horizons: Internationalization as a Tool for Development

This year's meeting for International Relations Coordinators marks a further step forward in giving internationalization the prominence it deserves as an important tool and major catalyst for the development of music and musicians.

Music students, their teachers and the institutions in which they work and study can all benefit from the broader horizons that internationalization provides. Indeed, the international dimension is increasingly being recognized as less of an optional supplement to the learning experience of young musicians and more of an essential core element of the competence profile they will need if they are to be successful in their careers. It seems logical enough that international mobility in the learning phase might equate with confidence and success in a musician's subsequent career, but the IRC meetings from 2014 to 2016 are tackling this issue in a sustained and rigorous way, looking at whether harder evidence exists to support this connection and exploring what might be done to make the link even stronger and more effective.

This three-year pattern of work is being supported with funding from the European Union under its 'Creative Europe' programme. As part of AEC's FULL SCORE project, the aim of this strand is:

To help cultural and creative players to internationalise their careers and activities, by further developing the AEC annual forum for exchange and mobility [the IRC meeting] and by creating a common European platform for advertising job vacancies for instrumental and vocal musicians and composers in Cultural and Creative Higher Education (CCHE)

By the end of the project in 2017, AEC hopes to have created: 'A new and powerful information network, combining capacity-building sessions with online tools, for helping musicians and music teachers to internationalize their careers'. The process began in Aalborg in 2014 and will be developed substantially during this September's meeting in Corfu.

An important component of the FULL SCORE project is the delivery of workshops supporting these developments. Two workshops will be offered immediately before this year's IRC meeting.

- One workshop will focus on the skills required when writing applications for EU and other funding programmes. Such programmes can help institutions to embed international activities within their core mission. With the new programmes launched in 2014, there is still much to be learnt about how to be successful in gaining grants,

but we have a growing pool of expertise that deserves to be shared; this workshop will be a forum in which to do just that.

- The second workshop will directly support the aims of the FULL SCORE project by exploring the connection between mobility and international careers. Those interested in pursuing this ‘next level of internationalization’ will have a chance to work together on issues such as the importance of networking, e-learning and new technology, embedding internationalization in the curriculum and linking internationalization to entrepreneurship and employability.

Join us in the inspiring setting of the Ionian University, Corfu to continue the exciting journey towards putting the international at the centre of what conservatoires are and what they do.

Programme

Thursday 24th September		
Pre-Conference Seminars:		
<ol style="list-style-type: none"> 1) How to Write a Proposal for KA2: Strategic Partnership Projects (1,5 days - State Library, Old Fortress) 2) The Next Level of Internationalization: From Mobility to International Careers (1 day - State Archive, Old Fortress) 		
<p>NB: Please note that the pre-conference seminars are optional, running in parallel, extra fees apply and a maximum of 30 participants are allowed</p>		

Friday 25th September		
10:00	Registration Open, coffee available networking time Continuation of Seminar 1 in the Old Fortress	Foyer of the Ionian Academy

10:30 - 11:30	Introductory Session for first-time delegates Continuation of Seminar 1 in the Old Fortress	Auditorium of the Ionian Academy
12:00 - 13:30	Opening Event <ul style="list-style-type: none"> • Welcome words by: <ul style="list-style-type: none"> - Rector or Dean Ionian University - Video message by Vanessa Debiais-Sainton, Head of Sector - Erasmus+ for Higher Education, European Commission - Evis Sammoutis, AEC Council Member - Stefan Gies, AEC Chief Executive - Presentation of the approved Strategic Partnership Projects <p>The Music Department at Ionian University by Ioannis Toulis Music performance by the deep strings ensemble of the Ionian University</p>	Auditorium of the Ionian Academy
13:30 - 15:00	Networking Lunch	Foyer of the Ionian Academy
15:00 - 16:30	Plenary Session I International Careers How do we support students' international careers? <i>Presentation</i> about the Full Score's Study on Destination of Graduates by Andrea Marengo , AEC student intern <i>Panel Discussion</i> Marc Ernesti , Royal Academy, London, Career Service Lambis Vasiliadis , Ionian University, Corfu, piano teacher building careers of students Ruth Fraser , Student Claus Skjold Larsen , former employer and current Principal at the Danish National Academy of Music, Odense / Esbjerg Moderator: Bruno Pereira , ESMAE Porto	Auditorium of the Ionian Academy
16:30- 17:30	Networking with Refreshments Rooms available for Project Meetings at the Music Departments	Foyer of the Ionian Academy
17:30 - 18:15	Bar Camp I: Topics Presentation and Selection	<i>Ionian Academy</i>
18:15 - 19:15	Information Forum / Rooms available for Project meetings at the Old Fortress upon request	<i>Auditorium of the Ionian Academy/ Old Fortress</i>
19:00 - 19:45	Rooms available for Project meetings at the Old Fortress upon request	
20:00	Dinner - we go by bus	<i>Divani Palace Hotel</i>

Saturday 26th September

10:00 - 11:00	<p>Music introduction Plenary Session II</p> <p style="text-align: center;">International Cooperation The institutional Global Responsibility</p> <p>Keynote Speech by Ingrid Maria Hanken, Norwegian Academy of Music, Oslo Questions and Answers moderated by Tuovi Martinsen, Sibelius Academy Helsinki</p>	Auditorium of the Ionian Academy
11:00 - 11:15 11:15 - 11:30	<p>Video Message by Ahmad Sarmast, Kabul Movie from the Glomus Network</p>	
11:30 - 12:15	Networking with refreshments	
12:15 - 12:45	<p style="text-align: center;">International Credit Mobility</p> <p>Rima Rimsaite, Lithuanian Academy of Music and Theatre, Vilnius Nana Sharikadze, State Conservatoire, Tbilisi Bojana Tesan, University of Music and Performing Arts Vienna Moderated by Victor Ciulian, University of Music and Performing Arts Vienna</p>	Auditorium of the Ionian Academy
12:45 - 14:00	Networking Lunch	Foyer of the Ionian Academy
14:00 - 14:40	<p>Meeting at the Ionian Academy to walk to the Old Fortress Free Visit the Fortress 14:40 - Meeting to go to the Discussion Groups</p>	

14:45 - 16:00	<p>Parallel Groups:</p> <ul style="list-style-type: none"> - KA1 Practices (Beginners Level) - Pascale Pic - KA1 Practices: Recognition 1- Knut Myhre - KA1 Practices: Recognition 2 - Rima Rimsaite - Going Global, Capacity Building, Horizon - Raffaele Longo - International Careers - Marc Ernesti - KA2 Strategic Partnerships - Gokay Ozerim and Payam Gul Susanni and SP projects winners - Placements 1 - Lucia Di Cecca - Placements 2 - Ioannis Toulis - MusiQuE 	<p>103 with projector (20) 112 projector capable (20) 113 projector capable (20) 121 with a projector (20) Library TMS projector capable (20) State Library Seminar room with projector (30) State Library Basement (20) State Library Small room (20) State Archive Seminar room with projector (30) Basement State Archive</p>
16:00 - 17:15	Bar Camp Groups Discussion	8 rooms or outside
17:30 - 18:00	Networking with refreshments	Foyer of the Ionian Academy
18:00 - 19:00	<p>Music introduction Closing session <i>The Full Score Activities for IRCs and presentation of the FULL SCORE Vacancies Web Platform</i> <i>News from the AEC and IRCs working group</i> <i>Announcement of the IRCs Meeting 2016</i> <i>Closing remarks by Joerg Linowitzki, AEC Council Member</i></p>	Auditorium of the Ionian Academy
	<p>Free evening - see list of restaurants and bars</p> <p>Jazz Performance and Jam with the jazz faculty at the new fortress Dimos Dimitriadis (As. Professor, head of the Jazz department) George Kontrafouris (Lecturer) Stefanos Andreadis</p> <p>Jam session follows . . . bring your instruments and let's play together! Polytechno Bar, Saturday 21:30</p>	

Sunday 27th September - Networking Day

Networking Cruise on a traditional Greek boat (kaiki): 9:00 - 16:00

Music Performances

Friday - Opening Event

"Ionian Deep Strings Ensemble and Guests...."

Voice:

Eleni Papalitsa

Elli Ketetzian

Violoncello:

Irini Triantafyllia Barouta

Despoina Spanou

Christina Papalitsa

Elli Ketetzian

Angelina Konstantinou

Vasilis Kioldelis

Jiannis Toulis



Double Bass:

Lambros Papanikolaou

Saturday - 10:00

Bedrich Smetana, Concert étude in G sharp minor, op. 17 "On the seashore"

Anna Alvizou, piano

Saturday - 18:00

"Farewell Piano Performance"

Prof. Lambis Vasileiadis

Saturday - 21:30 - Polytechno Bar New Fortress

Jazz Performance and Jam with the jazz faculty

Dimos Dimitriadis (As. Professor, head of the Jazz department)

George Kontrafouris (Lecturer)

Stefanos Andreadis

Jam session follows . . . bring your instruments and let's play together!

Thursday 24th September

Pre-Conference Seminars

Seminar 1- How to write proposals for KA2 Projects- Strategic Partnership Projects

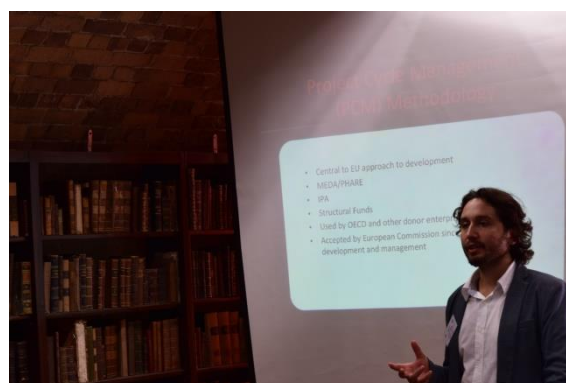
By Assist. Prof. Dr. **Gökay Özerim**, European Union Research Center at Yaşar University



Dr. Gökay Özerim is a member of the International Relations Department as an Assistant Professor and the vice-director of the European Union Research Center at Yaşar University, Izmir. He has his PhD. on European Studies. In 2004, Dr. Özerim worked for a non-governmental immigrant organization in Ancona, Italy. He was awarded by the Chevening Scholarship of UK Government in 2010 and carried out his researches in the

Centre of Migration, Politics and Society (COMPAS) at the University of Oxford as part of his PhD studies. In 2014, he has been at the Institute of European Studies in University of California, Berkeley as a visiting scholar. He is a part of the contract based trainer pool of the Turkish National Agency and he has been also working in several European Union funded projects and delivering trainings on intercultural learning, youth participation, social responsibility and project management since 2006.

The purpose of this workshop is to provide basic skills and competences for writing successful project proposals towards KA2 strategic partnership calls. Based on the project cycle management methodology, the workshop makes participants familiar with the main concepts and terminology of the Erasmus Plus calls, particularly KA2 projects. The first part of the workshop presents guidelines of the KA2 projects while the second part explains the basic steps of a project proposal design.



DAY 1 - Thursday 24th September - State Library Old Fortress

10:00- 10:30	Introduction
10:30- 11:15	Principles of the Project Cycle Management Methodology
11:15- 11:30	Coffee Break
11:30- 13:00	Need and Target Analysis in Project Cycle Methodology
13:00- 14:00	Networking Lunch at Corfu Sailing Club together with Seminar 2 Participants
14:00- 15:30	Activity and Work package Planning
15:30- 15:45	Coffee Break
15:45- 17:00	Budget Planning
17:00- 18:00	Introduction of the Erasmus + and KA2 Programme
19:30	Networking Dinner at Corfu Sailing Club with the participants of Seminar 2

DAY 2 - Friday 25th September - State Library Old Fortress

09:00- 10:00	How to fill KA2 Application Form?
10:00- 10:15	Coffee Break
10:15- 11:30	How to fill KA2 Application Form?
11:30- 11:50	Points to Consider and Recommendations
11:50- 12:00	Evaluation

Özerim mentions a method to transform ideas into implementation. He details about components of projects and its intervention to a problem. Emphasize on clearly defined targets is made. Özerim highlights that realistic projects have achievable aims, capacity and activity-budget balance. He also presents PCM - Project Cycle Management- and explains in detail each phase:

- Programming
- Identification, referring to pre-feasibility study (including problem analysis)

- Formulation (Appraisal)
- Financing
- Implementation, project launch and monitoring
- Evaluation

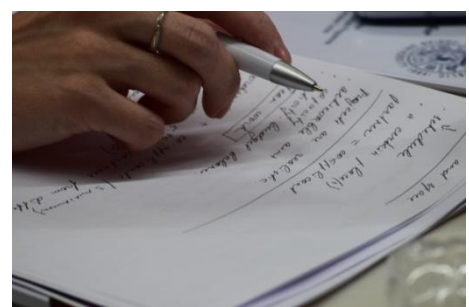
Project Description and its levels are also introduced. Tools like SWOT, the problem tree and SMART are mentioned.

Also, it is highlighted the difference between ‘project’ and ‘project activities’. Özerim describes the main activities in a project:

- Preparation
- Implementation
- Dissemination
- Monitoring
- Visibility
- Sustainability



In addition, Özerim related the main activities in KA projects and the activities supported in a Strategic Partnership Project. One of the most interesting parts of the seminar is the reasons of failure in project applications.



Seminar 2- FULL SCORE Project - The Next Level of Internationalization: From Mobility to International Careers

New demands and developments are changing the role of the international offices these years. As the international dimension is becoming a natural and integrated part of most academies, new challenges and possibilities are lining up and the connection between mobility and international careers seems stronger than ever. The seminar will focus on 4 groups of challenges/possibilities which international offices and officers somehow will have to face in order to prepare students for their international careers:

1. **Mobility and Networking**

How can we deal, as IRCs, with the increasing and globalized mobility opportunities - which open up for truly global possibilities for young musicians - and the consequent need for global networks? Which are the new possibilities offered by Erasmus + (international credit mobility and capacity building)? How does this impact on student's recruitment?

2. **New technologies**

Distance learning and the "e-learning revolution": how does all this affect the daily life of the international office and the music education job market? Threats and possibilities will be discussed

3. **Entrepreneurship/Employability**

Is everywhere! There is no application or new project without the "E-words"! How does this affect the daily life of international offices? How do we make sure that entrepreneurship and internationalization go hand in hand towards the development of international careers of music students? How can new Erasmus possibilities help supporting these goals?

4. **Curriculum Development/ Mindset of institutions**

How are internationalization and curriculum development related - and how can international offices help facilitating a flexible, international, entrepreneurial and open attitude and mindset of our institutions and consequently of future young musicians? Concepts like mobility windows, anchorage of internationalization, institutional development and benchmarking would be discussed



Thursday 24th September - State Achive Old Fortress

10:00 - 11:30	<p><u>Session 1</u></p> <p>Short introduction to the Seminar by Keld Hosbond, IRCs developmental working group</p> <p style="text-align: center;">Mobility and Networking by Keld Hosbond, Royal Academy of Music in Aarhus / Aalborg</p> <p style="text-align: center;"><i>Group Discussion</i></p>
11:30 - 12 :00	<p><i>Networking with Refreshments</i></p>
12:00 - 13 :30	<p><u>Session2</u></p> <p style="text-align: center;">New Technologies and E-Learning by Marianne Jacobsen, Royal Danish Academy of Music Copenhagen</p> <p style="text-align: center;">Group Discussion</p>
13:30 - 14:30	<p>Networking Lunch at Corfu Sailing Club together with Seminar 1 Participants</p>
14:30 - 16:00	<p><u>Session 3</u></p> <p style="text-align: center;">Entrepreneurship and Employability by Marc Ernesti, Royal Academy London</p> <p style="text-align: center;">Group Discussion</p>
16:00 - 16:30	<p><i>Networking with Refreshments</i></p>
16:30 - 18:00	<p><u>Session 4</u></p> <p style="text-align: center;">Curriculum Development and Mindset of Institutions by Claus Skjold Larsen, Danish National Academy of Music Esbjerg / Odense</p> <p style="text-align: center;">Group Discussion</p>
18:00 - 18:20	<p>Closing Remarks by Joerg Linowitzki, AEC Council Member and Seminar External Evaluator</p>
19:30	<p>Networking Dinner at Corfu Sailing Club together with Seminar 2 Participants</p>

Session 1: Mobility and Networking

By Keld Hosbond, IRCs developmental working group

The session starts with the 4 main change areas affecting IRCS:



1. Mobility Flows
 - Global
 - Erasmus +
 - Closer links to real world- Outside In
2. New technologies and E-learning
 - New working areas
 - How do we/ HME catch up?
 - The role of the IRC
3. Entrepreneurship and Employability
 - Changing mindset-student, staff, organisation
 - Full Score
 - New possibilities in Erasmus +
 - Impact on IRC daily life
4. Curriculum development and mindset of institutions
 - Strategic implications
 - Curricular consequences

Participants also contribute to this topic by expressing the challenges they have experienced lately:

- Increased workload
- Trying to develop the traineeship programme
- Too many international students so difficult for mobility
- Too many good ideas in the international office and now to spread them in the institution
- Integrate recruitment and marketing
- Governments cutting funds and calling this entrepreneurship
- Developing intercultural skills
- How to deal with entrepreneurship and employability in the international office
- IRC is supposed to be master in all tasks, preparing applications, supporting students, etc
- Need for more time to deal with content and creatively develop the Erasmus as such
- How to be partner in the develop of a career centre
- Small country, periphery of Europe
- That our work really makes a difference

The session also includes discussion about the following:

- Do you experience a pressure for global mobility?
- Does your strategy fit? (do you have one and if so, the right one?)
- Do you participate in making it?
- Do you have the right networks?
- Do you have a language policy?
- Does the staff feel included?

Topics on Erasmus +, International credit mobility, Placements, Strategic Partnerships, Capacity building and Knowledge alliance are also mentioned.

Regarding KA1 about mobility, the following is mentioned:

- Internships and placements: not very much used by participants. Good opportunities for young graduates which is a fantastic tool. Need to connect it to an alumni association.
- In France it is not compatible with law: internship has to be done before graduation. Interns are accepted but schools cannot send students. Pressure on the national agency is needed. This is a very interesting link between internationalisation and entrepreneurship. Students coming from overseas destination are interested into that as it provides them with an opportunity to stay longer. Again there is a combination of global internationalisation and entrepreneurship.
- Few participants are using the regular internship possibility for students. It is perhaps due to the structure of our curricula. Sometimes the university does not allow for placements during the academic year.
- Joint study programmes: few participants also use it

Regarding KA2, the following is mentioned:

- It is a very demanding task. The reward is huge as you get really being internationalisation to the next level. Mobility is built in the life of the students.
- Capacity building is in KA2 with countries around Europe. Africa will be included from 2016 onwards.

The sessions ends by the establishing the role of the IRC today and how it has changed considerably from a small office focused on exchanges to a spider in the web, dealing with various activities and offices: mobility, student care, study administration, career centre, e-learning, management, accounting office

Session 2: New Technologies and E-learning

By Marianne Jacobsen, Royal Danish Academy of Music Copenhagen

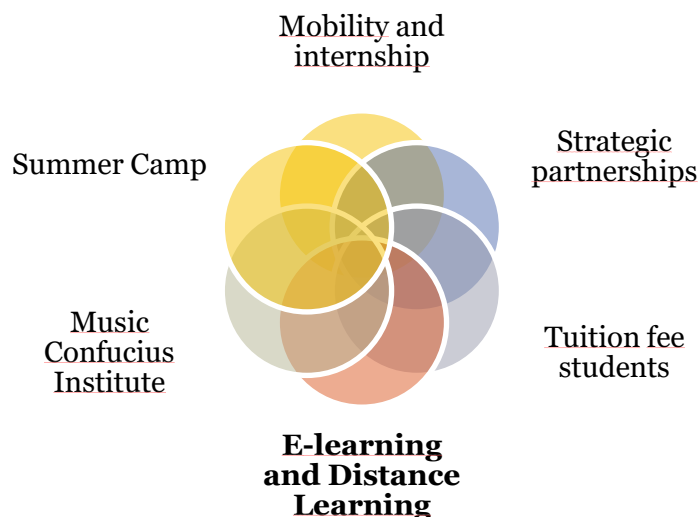
The sessions starts with the definition of distance learning, its challenges, international cooperation possibilities, RDAM status today and what is meant by international office. Jacobson continues her presentation by listing and explaining the benefits of e-learning. Some of them are:

- Flexibility
- Beyond borders and time
- Expand your network
- Language learning
- Intercultural experience



People used to consider distance-learning as to try to learn something through a distance (rather than distant learning). E-learning is not necessary linked to the institution since students can do eLearning without any live presence. Distance learning involves live presence.

Jacobsen also explains about the RDAM International Strategy 2015-2018. An illustration can be seen below:



Regarding the relationship between international office and new technologies, the following are explained in detail:

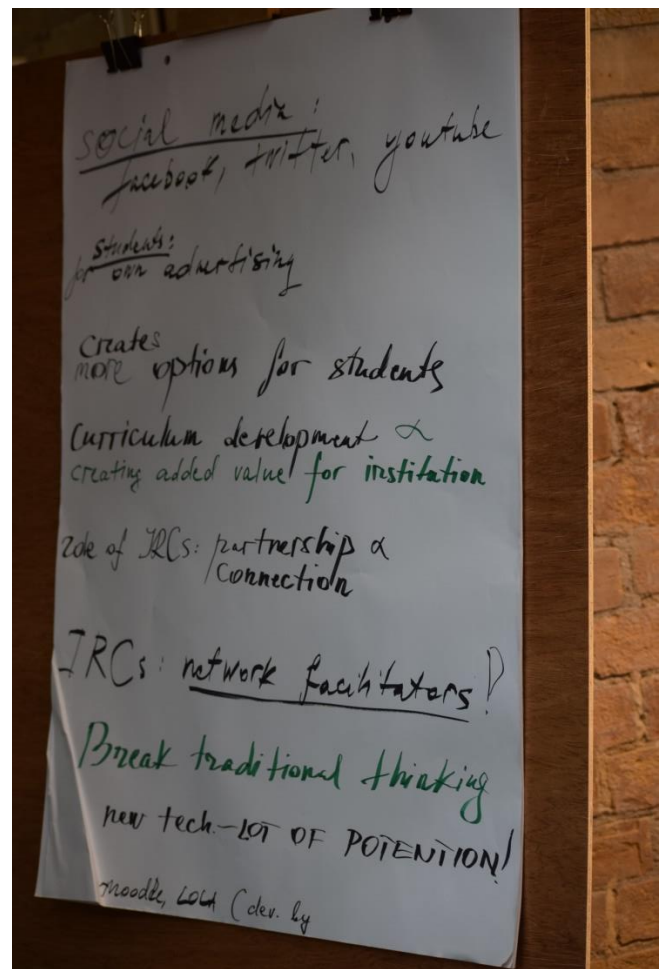
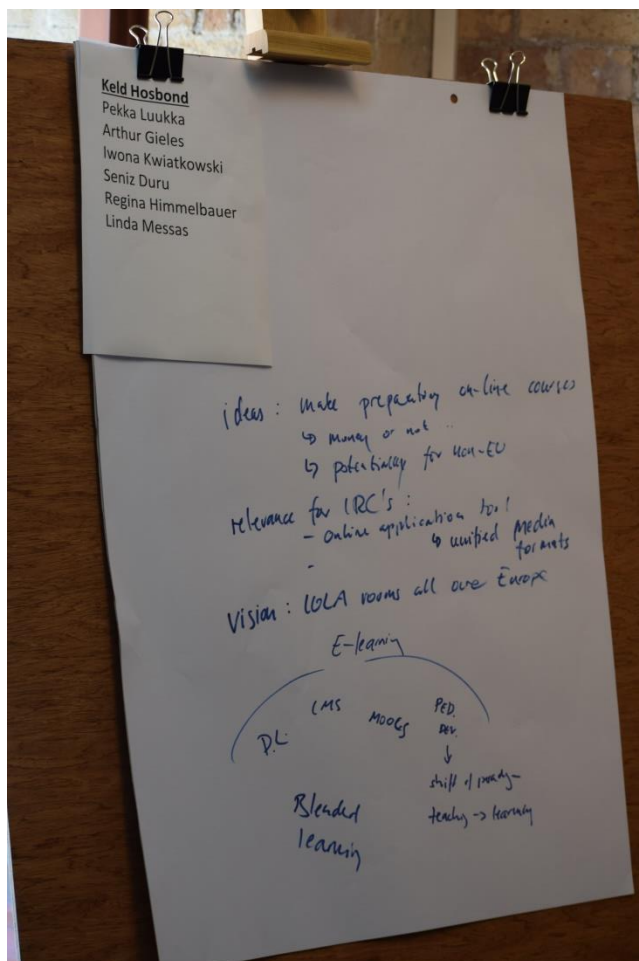
- Diversity related to online administrative tools
- International cooperation 24/7, stress trigger
- No streamlined solutions for submitting media files
- External funding possibilities often include elements of new technology
- International Recruitment strategies should include social media, visual and sound technology
- International Office today must include skills related to: ICT, fundraising, PR, marketing, music, intercultural and language.

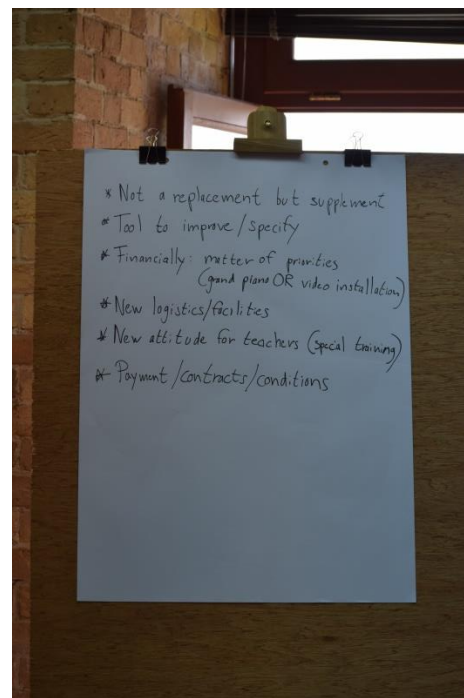
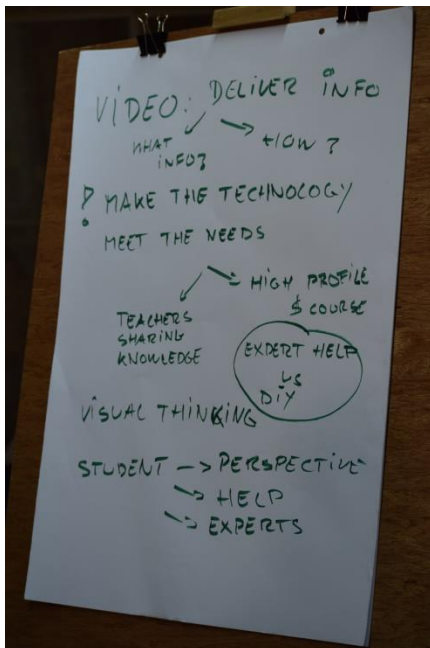
The challenges on massive open online courses are mentioned:

- Development of the content, it is not just about the technical aspects.
- Generation gap
- Strategic approach is necessary
- Staff competence in the house

Some of the benefits are listed below:

- Example of her institution's international strategy.
- Separate chapter for e-learning to have a close connection with far-distance partners
- Distance learning and international strategy
- RDAM developed a platform
- Flexible possibilities for students
- The institution uses it for their own teachers to teach still when they are traveling abroad. At the moment it has only been related with classical performance. They hope to extend it to composition or connect musicians and composers.
- For the distance learning, the interface is video conference. For e-learning, they are still learning and it can be broader than that.





Session 3: Entrepreneurship and Employability

By Marc Ernesti, Royal Academy London



The session starts with the definition of entrepreneurship and why it is so important today and how it can support employability and career development. An overview of the music business industry is provided. Explanation on how the changes in the industry are happening is given too.

Ernesti gives advice on how to entrepreneur and gives examples:

- Structured 1:1 support
 - Business advice; individual feedback
- Peer and ind industry leading-by-example
 - Alumni featured in Professional Development Days
 - Lunch& Learn Talks: bringing in successful entrepreneurs
- Inspiration
 - Deutsche Bank Awards for Creative Enterprises
 - Santander Intern Programme
 - Tier 1 Graduate Entrepreneur

Internationalization is also part of the content. Information on internationalization in the Royal Academy of Music is given. A discussion about outcomes and actions regarding AEC-wide network of Careers Services is highlighted. The discussion also addresses on the term of *musical entrepreneur*, possibilities with Erasmus, and what should be standardized or synchronized internationally.

Finally, the following questions were covered:

- What is our institutional *leitmotif*, in terms of employment - the virtuoso, the orchestra musician, the music-school teacher
- Would the music industry somehow reflect from the curriculum, as something positive - or is music history still the addition of Haydn + Beethoven = progress
- How can we stimulate a spirit of *entrepreneurship* within our own conservatoire - what can we learn here from other pioneer subjects that were introduced to our curriculum over the past 20 years
- For a real culture change, how can we get the students truly on board
- Where are the models of good practice, for international careers (entrepreneurship/employability)?

Session 4: Curriculum Development and Mindset of Institutions

By Claus Skjold Larsen, Danish National Academy of Music Esbjerg/ Odense

The sessions start by the defining the role of the professional musician: to be a competent professional artist who is able of being proactive in a complex and fast changing profession and in several different contexts.

Regarding the 21st century labour market, it is said that:

- Less and less full-time permanent positions
- Complex: Performer, educator, entrepreneur, creator and more...
- Serving several masters
- Traditional work place loyalty is becoming difficult because it is difficult to be truly loyal to several employers at the same time
- Global: You have to be mobile, flexible and able to think your musicianship in to new contexts
- But also local: Work place loyalty is maybe being transformed to neighbourhood loyalty as a reaction to the stress of globalization

About the challenges for the curriculum, institutions want to have a good mass of applicants so it reflects the expectations of the applicants but also the demands of the labour market.

Suggestions for creating international relevance in the curriculum are:

- Creating a mobility window
- Look for dynamic institutions more than institutions which have a high profile
- Also look for non-educational partners to make the education as close as possible to the real word.

Mutuality between the different actors (educators, labour market) is very important.

There is an increasing demand from the students to have a composite education, students should be able to choose how to colour their education.

Friday 25th September

Opening Event

The opening event begins with the welcoming words of: **Charis Xanthoudakis**, Dean-School of Music and Audivisual Arts at Ionian University; video message from **Vanessa Debiais-Sainton**, Head of Sector- Erasmus+ for Higher Education at European Commission; **Evis Sammoutis**, AEC Council Member; and **Stefan Gies**, AEC Chief Executive.



After the welcoming words, presentations are given on *KA2 Strategic Partnership Projects 2015-2016*. The first part is presented by **Martin Prchal** from the Royal Conservatoire The Hague, about *European Chamber Music Academy (ECMA)*. **Pilleriin Meidla** from the Estonian Academy of Music and Theatre gives a second part on Strategic Partnership about *Modernising European Higher Music Education through improvisation (METRIC)*. The last part is presented by **Angela Sindeli** from National University of Music Bucharest about *Vox Early Music*. The opening event ends with a music performance by the **Ionian Deep Strings Ensemble**. The Music Performance took place at the Auditorium of the Ionian Academy.



Plenary Session I: International Careers. How do we support student's international careers?

Presentation about the FULL SCORE Study on the Destinations of Europe's Conservatoire Graduates

By Andrea Marengo, AEC student intern from Leiden University



Introduction

“The survey has a two-fold aim: Professionalization and Internationalization.

On the one hand, we wish to gain a deeper understanding of the current situation in Europe in regards to the level of internationalisation to which graduates of music have been exposed during their studies and how it reflects on their current activities.

Subsequently, we wish to gain an understanding of what HME institutions do in order to assess the impact of internationalisation on the career developments of their graduate. In particular, we wish to understand which tools or strategies in terms of communication and tracking are currently implemented within HME institutions.

Understanding the variety of realities represented by targeted respondents, the survey has also been designed to get an understanding of the reasons why these themes may be less exploited or considered less relevant by certain institutions. The final aim of the survey is to identify institutions representing these different realities and further our research by running case studies.”

Internationalisation

“The first part of the survey is designed to help us getting an understanding of the degree of internationalisation that institutions have, both in terms numerical and geographical terms.

To infer that internationalisation activities have an impact on graduates' future activities, we also need to understand whether institutions are actually able to provide data or information in this regard.

Based on the handbook published by the AEC in 2007 ‘Today's Student: Tomorrow's Alumnus’, we were able to infer that several HME institutions in Europe had already implemented system to track and communicate with their alumni. Furthermore, several others had expressed the wish to do so in the coming years.

The survey, however, seeks to go a bit deeper as we would like to know on which topics institutions focus their attention: are they interested in demographics, are they interested in the location of their students, are they interested in their employability?

This structure is present in all different scenarios that the survey entails, although we sought to investigate further when institutions indicated that they have a data collection system.

HME institutions who have implemented data collection systems taking into account the location of graduates and their employability will be asked about what they do with the data collected.

In particular, as we wish to relate internationalisation and its spillover onto graduates' career, we ask about two correlations:

- Does the institution correlate the location of its graduates with the places where they have studied while on exchange?
- Does the institution correlate the employment of its graduates with their location?

For location we mean the current place of activity or residence of a graduate; for employment we mean the current activity or activities of a graduate.”

Survey Test and Completion

“Back in June the survey has been tested on three institutions, representing three different geographical and institutional setting. In this occasion I would like to thank them for their kind cooperation and the precious feedback that they have provided us.

In order to allow the study to proceed with realistic goals, we need your help to obtain a mapping that reflects the current situation across Europe.

We understand that the survey requires a broad knowledge of the institution and the policies implement by it. This implies that the survey may need to be passed around.

In order to allow a smoother completion, who have implemented some strategies of our own. As you may have seen, beginning from the last reminder all institutions have been provided a script of the survey. The survey is also accessible on mobile devices, in case you wish to have a sneak peak. I am always happy to help you, should you have any questions or concerns.”

Panel Discussion

Moderator: **Bruno Pereira**, ESMAE Porto

- **Marc Ernesti**, Royal Academy, London, Career Service
- **Lambis Vasiliadis**, Ionian University, Corfu, piano teacher building careers of students
- **Ruth Fraser**, Student
- **Claus Skjold Larsen**, former employer and current Principal at the Danish National Academy of Music, Odense / Esbjerg

The Panel Discussion addresses the following questions:

- Why do we consider international to be better than national? Why do we need to be international? Why do we want to go global?
- Do our institutions work on supporting students' national careers already? What are the main challenges on that step to the internationalization?
- How do we support students' international careers?
- What can an IRC do in order to help in this matter?
- How the Erasmus + (mobility) helps us internationalizing our institutions in Europe and beyond?

Participants and panellists agree that “be international” is already inevitable since most of the things that surround each citizen in their everyday life are international. Teachers agree that students in fact are already global. Claus emphasizes about the empowerment of the students and how institutions should prepare and educate musicians for the actual music labour market. He mentions that only the quality of the performance is not enough today. For instance, he says that the student should know how to prepare a portfolio career with less financial support. The role of the IRCs nowadays is also discussed since the cultural labour market is changing. Claus states that institutions and the role of the IRCs should change accordingly. The panellist explains that the actual IRC not only should work together with the International Relations Department, but also should act as networking specialist. He clarifies that the network specialist not only refers at an international level, but also at a national level. The importance and imperative need to have partnerships with the actual labour market actors such as, bookers, orchestras, venues, among others in order to have a variety of quality music in the future, is highlighted. He closes the idea by stating that institutions should know what is happening ‘around the corner’ and what’s not, in order to take advantage of the opportunities at a local level. In addition, the panellist also indicates that flexibility is an expected fact nowadays from the students as a result of internationalization, and that they should be ready to take care of the construction of their own professional career. He closes his intervention by promoting the idea that institutions should help students by presenting them the

real world labour market and by using their existing networking connections rather than seeking and supporting an international career.

Lambis Vasilidasis thinks that internationalization has a negative aspect affected by globalization: emigration. The panellist indicates, “Globalization tends to prepare students for emigration”. He supports his idea by giving an example of how students go to northern European countries and why it is not happening other way around. He claims that it is promoting emigration and the creation of jobs in other countries rather than their original countries. He finalizes his intervention by arguing that internationalization should not only be numbers and statistics (how many students go abroad and the number of nationalities they represent, e.g.) but also to the humanistic aspect of internationalization.

Marc Ernesti reassures that “be international” is a new normal thing in actual days. “It is very common to hear students that would like to go abroad for summer courses. People travel around and students are looking to go everywhere.”

After the interventions of the panellists, it is discussed in the room about the tools of the IRCs in order to promote internationalization: Erasmus+, internships and joint programs. The idea of institutions as a career developer and promoter of employability for students keeps in the mind of the participants and still is an open question without answer.



Marc Ernesti

Royal Academy of Music in London

For more than 15 years, Marc has worked in senior management of internationally acclaimed music organizations - first in Dresden, Germany and then at Britten-founded Aldeburgh Music - but has recently returned to academia. Since 2012, he has developed and now heads the provision in Careers, Professional Development, and Music Business at the Royal Academy of Music, the latter a subject he also teaches as an academic studies professor; but he has been visiting faculty in Music and Arts Management, at Middlesex University, for many years. Marc studied German and Music, specialising in Music Theory and Analysis, at Royal Holloway (University of London). He pursued further studies in orchestral conducting, composition and music theory at the Royal Academy of Music, Leipzig and Hamburg conservatoires. His research interests are music media and economic history, music historiography, and the history of music theory. He is currently pursuing doctoral research on analysis as a concept in musical discourse around 1800, with eminent Mozart scholar, Professor Simon Keefe PhD (Columbia); most recently, his research has been featured at the International Rameau Conference, Oxford. Parallel to that, Marc has a track record of professional distinction in the international music business, leading the communications campaign for a £16m capital project, press conferences with German state government, the marketing

strategy of major music festivals, and the international marketing of the Britten Centenary 2013. His expertise includes communications and marketing strategy, campaign planning and delivery, CRM and market intelligence. In the course of his career, he has regularly acted as a mentor, supporting well over 60 music industry interns and trainees with their first professional steps into the industry. Marc maintains an active profile in the music industry and has written numerous pieces as a music journalist, primarily on contemporary music, and also edited a study on the socio-demographics of contemporary music audiences. He was guest dramaturg for a New Music ensemble and developed a Music Scholarship scheme that attracted major Federal German Arts Council support. Marc has been a guest speaker, chaired music industry panels, and led PR and marketing workshops.

Panel Discussion Statement: The Romanian guitarist who studies in London and is just moving on to teach in Düsseldorf, the English Academy alumnus who now plays for the Gewandhaus Orchestra, the two Portuguese students who start up their very own bi-national orchestra project - international is, at least from what we see in Careers at the Royal Academy of Music, the new (or, perhaps, not so new) 'normal'.

The young professionals have to be flexible if they want to shape their music careers; and they have every right to expect from us the same flexibility in our support: from the international visiting conductor to a job opportunity abroad, featured in our careers bulletin... Are we really ready for that challenge?



Claus Skjold Larsen

Danish National Academy of Music Esbjerg/Odense

Claus Skjold Larsen has been principal of Syddansk Musikkonservatorium - Danish National Academy of Music since 2012. He studied trombone at the Royal Danish Academy of Music in the years 1990-95. After a couple of years as a professional trombone player he became study secretary and later head of study administration at the Royal Danish Academy of Music at the same time being responsible for the international affairs of the academy. In the years 2001-2006 he was principal at the Stoevring Folk

High School in North Jutland and from 2006 to 2012 he was general manager of the South Jutland Symphony orchestra. At Syddansk Musikkonservatorium - Danish National Academy of Music we are working more and more closely together with the professional orchestras, ensembles, music schools, festivals and venues as partners around our educations. We need to consider how we can extend this proximity to the professional music life in to an international context if we want to support the international careers of our students.

Lambis Vasiliadis

Ionian University, Corfu



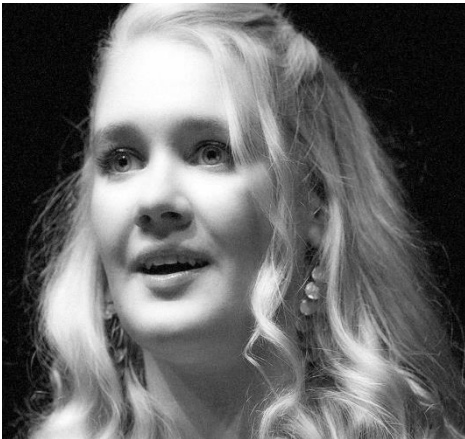
Lambis Vassiliadis represents a unique style of explosive pianism and artistic sensibility. Privileged to study with Yaltah Menuhin, Victor Merzhanov and James Tocco, he has received five academic degrees from universities and music academies around the world. He also holds a degree in Philosophy from the Aristotle University, Greece.

Positions Lambis Vassiliadis has held include Director of the Synchrono Conservatory in Thessaloniki, Greece; Director of the Summer Academy of the Ionian University; Artistic Director of the Vertiskos International Summer Festival; and Co-ordinator of Piano Studies at the Conservatory of East Macedonia. He served as the Representative of International Relationships at the Ionian University; Chair of the International Corfu Festival; today is directing the International Music Days in Kiel, Germany and the Piano Plus International Piano Institute in Corfu. Vassiliadis has won 11 awards in national and international piano competitions. Since his debut recording in 1993 by Koch-Discover International, his discs have garnered rave reviews from the international press for his exceptional technique and depth of his interpretations. His CD of works by Bartók, Scriabin, Poulenc and Szymanowski was awarded four stars by *BBC Music* magazine, and his Schumann/Brahms recording was praised by Charles Timbrell in *Fanfare* magazine. The first recording of the Piano Sonatas by 20th-century American composer Allen Sapp was named as one of the Best Recordings of 2001 by the *American Record Guide*. *Gramophone* magazine included Vassiliadis's Brahms recording in its 'Best 30 Recordings of the 20th Century'. In a total of 18 CD recordings (on labels including Aardvark Media, Koch and Hellenic Classical), Vassiliadis has recorded Chopin, Liszt, Tchaikovsky and Rachmaninoff. As a chamber musician he co-founded the Ionian Piano Quartet, with whom he has made two recordings including works by Brahms and Beethoven.

Lambis Vassiliadis has appeared in numerous solo concerts, radio and television broadcasts in Greece, the UK, Germany, Poland, the USA, South Africa, Thailand, Italy and France. He has performed a variety of repertoire including Tchaikovsky's Second Piano Concerto and Liszt's *Malédiction* with such distinguished ensembles as the London Symphony Orchestra, the National Philharmonic Orchestra (Prague), the State Orchestra of Thessaloniki, the State Orchestra of Athens, the State Orchestra of Cyprus, the Chamber Philharmonic of Prague, the Thailand Symphony Orchestra and the Chamber Orchestra of Tübingen (Germany). Lambis Vassiliadis is currently Professor of Piano at the Ionian University, Corfu.

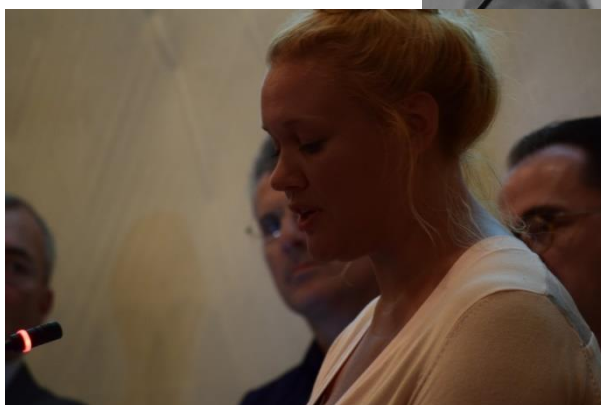
Ruth Fraser

Koninklijk Conservatorium of The Hague



Ruth Fraser works as the Administrator to the Vocal Department and facilitates External Hire within the Koninklijk Conservatorium of The Hague, NL having recently graduated from the same institution. Ruth has a varied career; she enjoys organising concerts, performing on voice and harp with her own medieval ensemble *Fin'Amors* and running The Hague Centre for Young Musicians. Throughout her studies in the Netherlands and at Trinity Laban, London, UK, Ruth developed an interest in the combining of song, drama and movement on stage

moving away from the traditional concert setting. Ruth has performed at the English Music Festival; Greenwich; Brighton and York Early Music Festivals; in Germany for the Schwetzingen Festival and SWR Radio; BBC Radio 3; Radio Iceland; TEDxDelft, Royal Albert Hall, Royal Festival Hall and the Southbank Centre. In 2011 she attended a reception in Buckingham Palace hosted by HRH The Queen and the Duke of Edinburgh for Outstanding Young People in the Performing Arts.



Information Forum

The Information Forum addresses the following topics:

- *NAIP- Innovation In Higher Music Education*
By **Martin Prchal**, Royal Conservatoire The Hague- The Netherlands
- *ICSS, Strategic Partnership for International Creative Soundtrack Studies, supported by the Erasmus Plus programme*
By **Isabelle Replumaz**, CNSMD Lyon
- *CoPeCo*
By **Isabelle Replumaz**, CNSMD Lyon
- *Short update on "Seminar on contemporary pop and jazz education" in Copenhagen 27-28 Oct 2015*
By **Aage Hagen**, Rhythmic Music Conservatory Copenhagen
- *AEC Early Music Platform Forum 2015 Prague*
By **Peter Nelson**, Musikhochschule Trossingen
- *Band Teaching Conference*
By **Martin Granum**, Royal Academy of Music Aalborg/Aarhus
- *Joint Study Programme Handbook - Polifonia Project Output*
By **Hanneleen Pihlak**, Estonian Academy of Music and Theatre
- *Berklee Project or ROMA Music CDRom@*
By **Linda Messas**, AEC
- *Entrepreneurship Website*
By **Angela Domínguez**, AEC



Saturday 26th September

Plenary Session II: International Cooperation: The institutional Global Responsibility

Keynote Speech

By Ingrid Maria Hanken, Norwegian Academy of Music- Oslo



Ingrid Maria Hanken has a PhD in pedagogy. She is professor of music education at the Norwegian Academy of Music, was elected Vice Principal 2006-2013 and was responsible for study programs, quality enhancement and professional development. She is now director of the Academy's Centre of Excellence in Music Performance Education (CEMPE). As a teacher, researcher and leader, she has focused on the processes of learning and teaching in higher music education, and on how the quality of our education can be secured and enhanced. She has given many presentations and published extensively on these issues.

Hanken describes some international projects that the Norwegian Academy of Music has been involved in, in addition to regular international exchange programs. She explains that the aim for these projects has been in different ways to support institutions and organisations who are in less fortunate circumstances. She presents the arguments underlying their engagement, using one project in Palestinian refugee camps and Lebanese schools as an example. Based on research conducted on this project, she discusses the benefits for their partners in Lebanon, as well as the benefits for their students and teachers, and - in the next instance - for the Norwegian Society.

Some of the outcomes Hanken points out regarding the participants in Palestine refugee camps are:

- Their Palestinian identity is confirmed and strengthened
- They feel competent
- They feel recognized rather than marginalized
- They have more hope for the future
- They are offered new and more empowering roles

Regarding the outcomes of the students at Norwegian Academy of Music (NAM),

- A strong feeling of being competent
- A sense of purpose

- Triggers development of a professional identity
- Better prepared for challenges in Norway

It is important to mention that teacher at NAM also developed new competences, materials and methods. The speaker states that NAM is better prepared to develop "community music" competences among the students. The project has also brought to them a new understanding of their mission in Norwegian society. Hanken concludes her presentation stating that educational and cultural institutions are facing an ethical demand to do something about injustice and to secure human cultural rights, and have the *possibility* to make a difference: by sharing knowledge and competence we can create forceful ripple effects.

Video Message from Kabul

By Ahmad Sarmast

Dr. Ahmad Naser Sarmast is a native of Afghanistan and son of the late well-known Afghan composer, conductor, and musician, Ustad Salim Sarmast. A Research Fellow of the School of Music-Conservatorium and Monash Asia Institute of Monash University, an Honorary Fellow of the National College of Music, London, and an Honorary Member of the Royal Philharmonic Society of the UK, Dr. Sarmast is the founder of ANIM. He received his PhD in music from Monash University, Australia in 2005, his MA in musicology/ethnomusicology from the Moscow State Conservatorium in 1993, and his Bachelor Degree in Performance and Music Education from the same school. He has been conducting research on music of Afghanistan since 1993, resulting in the landmark book "A Survey of the History of Music in Afghanistan." His research area also includes music of North India, Central Asia, and Iran.



His other publications include "The naghma-ye chartuk of Afghanistan: A New Perspective on the Origin of a Solo Instrumental Genre" and "Ustad Mohammad Salim Sarmast: a 20th Century Composer, and the First Symphonic Score of Afghanistan". Dr. Sarmast is a member of the Musicological Society of Australia and Union of Artists' Association of Afghanistan. His report, Music in Afghanistan Today, provided the framework upon which the Revival of Afghan Music project (ROAM) was developed; ROAM became the basis for ANIM. Dr. Sarmast has received several accolades, including the International Music Council (IMC) Musical Rights Award in recognition of assuring the musical rights of the Afghan children. In December 2009, Dr. Sarmast received the David Chow Humanitarian Award in recognition of his "brave and selfless" efforts to rebuild and promote music education in Afghanistan. In 2011, the Ministry of Education of Afghanistan acknowledged Dr. Sarmast's contribution by awarding him the Education Award of the Government of Afghanistan. Recently, he was a finalist for Australian of the Year and was named Person of the Year by Radio Azadi.

The Afghanistan National Institute of Music is the first and finest institution for the education and nurturing of gifted young Afghan musicians. Integral to our music program is a high quality academic education, ensuring that our students are able to achieve at the highest level internationally as musicians, music educators, academics, and specialists. The institute is committed to providing a dynamic, challenging, and safe learning environment for all students regardless of gender, ethnicity, or social circumstances. We have a special focus on supporting the most disadvantaged members of Afghan society- orphans and street vendors- to help them attain a vocation that will allow them to reach their full potential, while contributing to their emotional healing. Through the provision of an internationally accredited curriculum, our graduates will have the skills, creative vision, and confidence to contribute to the artistic, social, and cultural life of Afghanistan, and to the rebuilding and revival of Afghan music traditions.

The Afghanistan National Institute of Music will be the model for future music schools and colleges to be built throughout Afghanistan.

<http://www.afghanistannationalinstituteofmusic.org/>

Video about the Global Network for higher music education (GLOMUS Network)

By Ahmad Sarmast

GLOMUS is an international network for higher education in Global Music and related arts. <http://glomus.net>

Founded by two Nordic higher education academies of music, the GLOMUS network aims to develop collaborative projects to enhance:

- Intercultural communication
- Knowledge sharing
- Capacity building and organizational development
- Musical interaction for mutual inspiration and innovation

GLOMUS vision is:

- To create a sustainable platform for cross-cultural activities
- To cherish and support diversity in music performance and education
- To make cultures meet: events, exchanges (students, teachers, staff), workshops, online platform, educational development
- To increase the level and quality of Global Music in the Nordic music academies
- To support the development of **GLOMAS**, Global Music Master Programme

Plenary Session III: International Credit Mobility



A new mobility action (KA107) within the ERASMUS+ programme, called International Credit Mobility, was launched in 2015 in order to promote the international exchange of students and staff between higher education institutions (located) in Erasmus + Programme and Partner Countries. In other words, mobility projects with other parts of the world, outside Europe, became eligible. This session brings together three IRCs sharing their experiences from the perspective of both Programme and Partner Country institutions. **Rima Rimšaitė** (Lithuania) gives a short overview of the programme and its distinct features. **Nana Sharikadze** (Georgia) and **Bojana Tesan** (Austria) speak about the strategic importance of international cooperation (and International Credit Mobility action) for their institutional development. The session will be facilitated by **Victor Ciulian**, who has recently joined the AEC IRCs development working group. Rimšaitė starts the session by explaining the similarities and difference between KA103 and KA107.

Similarities:

- Decentralized activity
- The same mobility activities: SMS, SMP (tbc), STA, STT, and OM (lumps sums)
- Inter-institutional agreements
- The same scheme of mobility project:
- Application → evaluation → funding/lump sums → implementation → mobility tool+ → dissemination of results → reporting

Differences:

- Partnership → all other parts in the world
- Application → quality questions/assessment
- Grant management & reporting → HEI in programme country (ECHE holder)
- SMS → travel grant for students
- OLS → not available
- Teachers mobility → min. 5 days + 2 travel

About the EU targets in the KA107:

- Neighbouring countries mobility → mainly incoming to Europe: no more than 10% for outgoing (except Russia)
- Asia and Latin America, 25% → with least developed countries;
- Asia - up to 30% mobility → with China and India
- Latin America - up to 35 % → with Brazil and Mexico

Discussions related with partnerships and limitations of the project are mentioned.

Useful resources are left for the participants:

FAQ

<http://www.erasmus-plus.lt/uploads/files/faq-on-international-credit-mobility-for-heis.pdf>

Quick reference

<http://www.erasmus-plus.lt/uploads/files/e-na-dir-2015-058---annex-quick-reference-guide.pdf>

Erasmus+ programme guide

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

Parallel Sessions

A - KA1 Practices - Beginners Level

Discussion chaired by **Pascale Pic**

First, a round table is organized in order for each participant to introduce him/herself. Pic gives information on mobilities, Erasmus charter and IIA. Further instructions and details regarding finding information on AEC website and its partners are presented with the *Step by step: Guidelines for Erasmus+ Mobility Actions*.



The importance of updating data on the institution page on this website is highlighted.

This session covers the following questions:

- How to deal with Erasmus+ when you're a beginner in this work
- How to profit from the AEC network (forms and guidelines available)?
- Where to find basic tools?
- How to organize mobility for students, teachers, and staff?

Participants ask many questions regarding procedures and answers are shared.

B - KA1 Practices - Recognition

Discussions chaired by **Knut Myhre** and **Rima Rimsaite**

The grading issue seems to be an on-going challenge between institutions, often creating problems related to recognition of ECTS - students learning achievements at the host institution. ECTS (European Credit Transfer System) is the main instrument for credit mobility, which facilitates planning of student mobility and recognising learning achievements and periods of learning, and it is expected that institutions respect these principles and trust their partners by signing inter-institutional agreements for cooperation.



How pedagogical (evaluation) and academic (recognition) issues become international (confirmation and recognition of periods of learning)? Is there any flexibility and 'tuning' opportunities between ES, national and institutional educational policies? Looking into this

issue from international perspective, how can educational institutions solve this together?

Discussion group deals with this topical issue and explores the situation/routines in different countries/institutions. Bad and good practice examples are discussed.

In this sense, the discussion group agrees that it is a sensitive topic in many schools. Many participants from Spain, UK, Italy, Poland, France, Germany, Latvia,

and the Netherlands commented. They add that they have problems with partners or at their home institutions when recognition (in credit mobility) issues are addressed.

Participants from Denmark state: “Partners should respect mutual recognition. In Denmark, there are also pass/fail assessment modes, not only examinations. Some partner schools request from students that they should bring grades for each study subject. However, by signing the Learning Agreement, partners should also respect and recognize studies offered at the partner institution, and there should be no extra work for students, and no requests to organize additional exams at host institutions because it costs money, and is against the rules and procedures of assessment which partner accepts by signing the inter-institutional agreement, and Learning Agreement, and thus confirm that there is a mutual trust and awareness of study quality.”

Participants from Austria say: “Different grading information and systems exist at some institutions. There is a grade conversion problem. Problems when academic results are used to calculate students’ progress (connected to student scholarship, or state funded study place).”

Representatives from Lithuania mention: “Last semester at home is calculated instead of semester abroad; semester abroad is calculated as pass/fail only, and all original grades and credits and courses taken during the mobility period appear in Diploma Supplement.”

Someone suggests a new instrument - Eracon, a tool for a conversion of grades. However, if partners want to use that tool, all partner institutions have to upload a lot of information, and it requires more work, and is difficult to convince partners to use this tool.

Representatives from Lithuania: They suggests to include the original information to Diploma Supplement, like original subject titles, and grades, and give information (link to the) grade distribution information.

Participants from Latvia tell: “Teachers give non-official grade to students. It was discussed that this is illegal and HEIs cannot act against the law, and national or institutional regulations.”

Stefan: “the discussion is not about unifying everything, but about harmonizing the cooperation and mobility.”

Participants from Norway: “Mobility period is recognized in their Academy by assessing coursed studied abroad as electives. Every institution should try to find the best mobility periods, which include more electives, profession practice, etc.,

in other words, think about ‘mobility windows’. Recommendation (DK, LT) was that students should not take mobility during the year of graduation because of the final exams, which normally should be taken at home institution because of the academic qualification conferred.”

Learning Outcomes and Course Catalogues: Big issue. Need special attention. In the Netherlands (comment from NL institution), for recognition of courses abroad, Examination boards require information about the course including learning outcomes, in addition to the TR. Quite many of institutions do not provide course catalogues in English, however in many institutions such information may be given under request. IRCs also provide information about courses available for students before concluding the LA.

Finally, the result of the discussion is that more flexibility in curricula is needed; mobility windows; on-line opportunities (of those courses which must be, if there are some curriculum restrictions, taken at home institution - for example connected to qualification, i.e. teacher’s; blended mobility); more work and serious attention at that moment when the Learning Agreement is discussed and finalized. The AEC IRCs developmental working group included column in the LA where host and home institution provide information about assessment of each course. So, more efforts for harmonization of the LA should be taken until the LA satisfies sides, home and host institution, and student.

The *Golden rule of recognition*, as it is presented in the new ECTS guide, page 34, will be included into step-by-step document.

In conclusion, as in the majority of cases, the problem is either institutional, or even national, therefore question should be addressed to the AEC Rector’s Conference. Some special efforts and measures advocating recognition must be taken at the highest levels, at both AEC and National Rectors’ Conferences.

C - Going Global: Capacity Building and Horizon

Discussion Chaired by Raffaele Longo and Keld Hosbond



The session tries to sketch some inputs in finding out possible ways of boosting international - better to say 'global' - cooperation, which means with almost all countries in the world. Avoiding to reflect on the political implications of that cooperation (especially in the area where instability, turmoil and upheavals

risk to get enduring - e.g. Southern Mediterranean, Middle East, Central America, etc.) the session explores the opportunities offered by the European Commission to the creative sector (music & performing arts).

In particular, the session focuses on two specific financial instruments (programmes):

- Capacity Building in the field of higher education (Cooperation for innovation and exchange of good practice)
- Horizon 2020: IF (Marie Skłodowska-Curie Individual Fellowships)

Keywords:

- *Modernisation* - building up the capacity of higher education institutions in the EU Partner Countries, in particular their capacity for international cooperation and for a permanent modernization process.
- *Mobility of researchers*- post-graduate students, managerial staff, administrative and technical staff.

One successful story is being presented: the project CBHE 'ENROL' with Lybia and some Programme Countries (Italy, Spain, Portugal), totally funded by the EC. It focuses on Internationalization (modernization of standards, networking, management, quality, access, recognition, planning etc) of 4 University IRO of the Libian HE system.

Some questions are addressed:

- Does capacity building programme encompass creativity between its priorities?
- Music & performing arts facing capacity building instruments: either (un)successful stories or ‘political’ issue?
- E-form and all that jazz? Please don’t’ give up...
- Is there operation capability for musicians in the field of EU funded research?
- I’m ready to flight: where can I pick up my research ticket?
- Welcome on board: only researchers? What about students and staff?

D - International Careers, or “Mind the Gap”

Discussion chaired by **Marc Ernesti**

This Parallel Group focuses on key factors for and critical moments in musicians’ international careers and the internationalization of career development in HE institutions in music.

It is supported by 3 student observers of the AEC-IRC. This Parallel Group



considers push versus pull factors that would motivate students to study abroad, through Erasmus schemes, and it was learnt that, in fact, the time abroad is used very consciously as a step in the students’ career progression.

While the pull of another principal study teacher can be covered by international master-classes too, it is suggested that other music markets, and the networks and local skills to explore them, would be a key motivation in making the decision to go abroad.

Across participating institutions, a slightly inconsistent picture emerges in how this process of outgoing students, at a potentially formative moment in their career development, would be supported by individual conservatoires.

While in some cases there are career offices or related services available that students can be referred to, it appears that for IRCs in most institutions the

approach has to be one of healthy pragmatism, to first master the administration involved.

For the students, however, this seems to suggest that, currently, the support mechanisms for how to choose the best international study destination, not only for musical or academic but also career progression, are not sufficiently robust across the AEC.

While in some cases principal study teachers clearly excel in offering their personal networks to facilitate exchanges. There are other cases where a student's (career-driven) motivation to go abroad might be taken as criticism of the tuition received by the current teacher. The latter scenario is particularly highlighted if there are no career services to moderate on the student's behalf.

Going forward, it is agreed that IRCs would benefit from better awareness of topics and issues in career development, and existing Career Services across the AEC.

This session answer the questions:

- How are our international students settling in and acclimatizing to the music scene around them, how are our outgoing students 'settling out' and acclimatizing to the host country;
- How do we know, and what (could) we learn for the teaching and services we offer;
- What are barriers to (international) careers;
- What are first career destinations for our students - and who are the role models for our students;
- What are models of good practice that can demonstrate success in preparing students for international work;
- If we could name one thing that would considerably improve either the integration of international musicians, or international career prospects, what would it be?

E - Opportunities and Challenges of Project Management in Strategic Partnership Projects

Discussion chaired by **Gökay Özerim** with **Payam Gül Susanni** (OMEGA Project) and representatives from **NAIP Project**

The purpose of this session is to discuss practical aspects of the project management process in strategic partnership projects by referring to the experiences of the session chairs and participants. It provides a perspective on what should be expected after the submission and approval of the projects. Challenges and the benefits of KA2 projects with real life examples are being discussed.

F - Placements

Chaired by **Lucia Di Cecca** and **Ioannis Toulis**

The workshop deals with all matters related to Erasmus traineeships: how to start, how to manage both content and papers, how to get the maximum from the mobility both by the student and the institution. The experience got through years by the Conservatory of Frosinone, especially in coordinating "Working With Music", and the recent experience of the Ionian University in Corfu is shared with all colleagues.

("Working With Music" is a project conceived in 2010 to give Italian young musicians the opportunity to obtain professional traineeships in Europe. It is now at its fifth edition)

G - Internationalisation and quality: how international activities can support the enhancement of quality in institutions

Chaired by **Martin Prchal**, **Linda Messas**, **Jef Cox**, representatives of **MusiQuE - Music Quality Enhancement**



In a recent report of the European Parliament on internationalisation in higher education (Sep 2015), the classic definition of internationalisation is further expanded as follows (additions in bold): *'the intentional process of*

integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'. This new definition confirms the viewpoint that internationalisation can play a powerful role in the enhancement of quality in education. In this session, examples are given of how international activities can support the enhancement of quality in institutions and how the activities of the newly founded 'MusiQuE - Music Quality Enhancement' can play a role in this context.

In the session on internationalization and quality, members of the MusiQuE staff and Board aim to offer a presentation about 3 different types of international quality tools. Starting from a conceptual discussion of the new definition of internationalization as mentioned above, the presentation aims to explain how internationalization can impact positively upon a HME institution's quality.

When assessing the quality of an institution, one has to understand the difference between artistic 'standards' at the one hand, and 'educational quality' on the other. The music sector has always been strong on artistic standards, but

educational quality is a fairly new aspect. Both aspects can be enhanced by using different international tools.

As a first tool, institutions might benefit from “inviting international examiners” who bring in an external and international perspective to the assessment of (final) examination performances and increase objectivity. Secondly, “benchmarking” is an efficient tool to assess the quality of programmes in an international context, by continuously comparing one's own practices with those of other programmes and partner institutions in a so-called Benchmarking Group. Finally, institutions are encouraged to use the services offered by MusiQuE, which combine both the benefits from inviting international experts and benchmarking.

The presentation ends with an invitation to share good practices and experiences with regard to the presented tools.

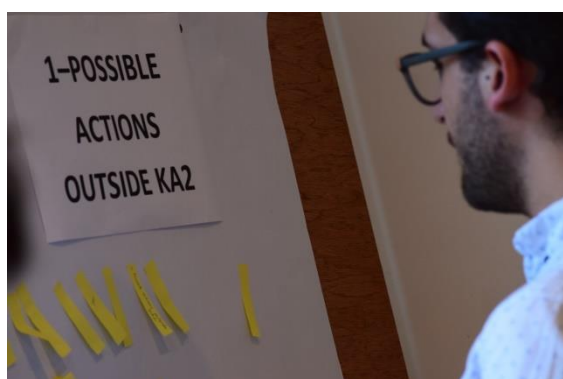


Bar Camp Groups Discussion



Actions outside of KA 2

Chaired by Jan-Gerd Krüger



The meeting consists of 20+ participants and is intended to share good practices on how to organize and fund projects outside of KA2. For example, how do you finance a short term exchange (1 week) of an ensemble (+teacher) to one of the partners abroad.

Most of the suggestions come for the means of funding for such projects. For the content, the different teachers of the home and host institution should contact each other and set the goals and programme. The teachers could go on such exchanges with the regular Erasmus+ TM.

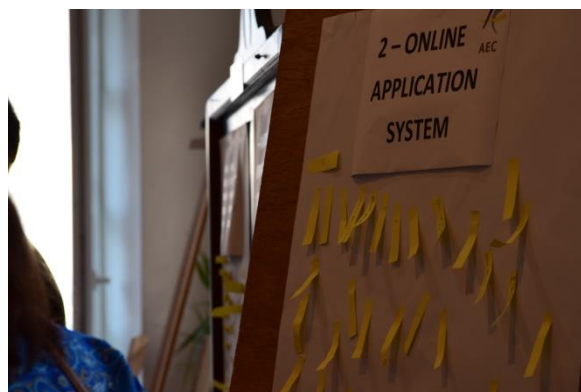
Means of funding for students:

- Home institution pays travel, host institution pays housing
- Cultural export money (government)
- Municipality - City Marketing (sister cities etc)
- Festivals (work together with festivals to host your group)
- Embassies
 - Foreign affairs
 - Cultural attachés
- Foundations
- Crowd funding (probably more likely to be used by students?)
- Sponsoring (banks, companies, foundations)
- Norplus (if you are part of it)

Some schools also take such projects into account when making the budget for the year. Depending on the international policy this can be of advantage for future projects together and helps the visibility on an international level.

Developing an Online Application System

Chaired by Anna Liisa Auramo, Keld Hosbond, Nerea López de Vicuña



Introduction to the session

Around 15 International Relations Coordinators from AEC member institutions gather in a Parallel session to discuss the feasibility of creating a common online application system for exchange programmes in music.

The session is chaired by Keld Hosbond, International Relations Coordinators Working Group member. He introduces the session by informing the participants that the AEC office has included the Online Application System in the FULL SCORE project application for year 2, which has been already granted.

The AEC wishes, under FULL SCORE, to carry out a feasibility study evaluating the potential of creating a European online application system for mobility/exchange programmes in HME. The extension of such a project to the European level, and the creation of a common European online tool for mobility programmes in music would help IRCs, students and teachers in AEC institutions to simplify and standardise the administrative process involved in music exchange programmes.

Under FULL SCORE, a sub-group of the IRC WG will meet twice during Year 2 (September 2015 to August 2016). The sub-group will evaluate the potential feasibility of such an online platform, identifying the main technical and implementation requirements, as well as its financial viability (costs of software and licenses, legal framework, staff, development and monitoring of the website). No specific funding has been allocated for this activity.

Keld Hosbond explains how the idea of a common European Application System for mobility/exchange programmes in music builds upon the experience of the NordplusMusic programme, operated by 32 HME institutions in the Nordic and

Baltic countries. All mobility applications in the framework of NordplusMusic are managed through a unitary online application system called NOAS.

Jiannis Toulis, representative of the Polifonia Working Group 5, together with Nerea López de Vicuna, AEC Office Manager, travelled to Bergen in 2014 in order to start to study the feasibility of creating a Europe wide NOAS. During this meeting in Bergen, the colleagues from the IT department of the Grieg Academy delivered a detailed presentation of NOAS, covering all the aspects of the project (architecture and building up of the software, technical description, development). However, two weeks after the visit, the colleagues in the University of Bergen explained us that the IT department had not managed to reach an agreement with the Oracle that license that would suit AEC's needs.

Therefore, the options of an AEC/European NOAS project became unrealistic. The AEC had to move on by drafting a feasibility study about the development of an AEC online application system by covering different possible scenarios concerning the financial sustainability, development and maintenance of the system

Parallel debate and feedback from the members

The participants agree that this is an urgent matter, and that it is on the interest of AEC members to make it work. There are institutions that are thinking on developing their own programme for their own institution. Some members explain that they are waiting for AEC to take a step forward on this, to be able to tell their managers that they won't need any additional software, since AEC is going to provide one. Therefore, AEC needs to tell as soon as possible to its members whether this project is going to go through or not.

Some participants explain that the NordPlus programme is not working as well as expected. The representative from the Grieg Academy in Bergen, who is managing NordPlus, would be happy to have a meeting with the IRC DWG and the AEC office to explain the bugs and problems that the system is facing, so we can learn from it - Nordplus is itself already leaning from these issues, and developing a new version right now.

The participants list some software that they personally know and that they believe that are working well, such as the Online Application System in the UK, which works with different application deadlines, or the American system, through which the user can access the auditions online. These programmes can be tailored to our needs, they are flexible and are working well.

However, the IRC WG and the AEC office remind the participants about a crucial problem: the financial and legal aspects. The representative from Grieg Academy in Bergen (Nordplus) explains that they would like to get rid of the Oracle license, it is too expensive (around 50,000EUR per year).

There would be 3 ways for AEC to develop such a common online platform:

- Enhancing the NOAS (Nordic) system into a European system where all the AEC members would be integrated
- Buying one of the programmes that already exist (Such as the UK or the American systems)
- Developing a new software from the scratch (purchasing a license or through open source software)

The participants would like the AEC office to explore whether the AEC could manage such a system directly from the AEC website. If we see that the costs are high, the IRCs believe that the member institutions would be happy to pay a higher membership fee in order to be able to use this system. In addition, the fact of having a joint application system would invite the institutions that are not members to become members.

Some members launch the idea of looking for external funding opportunities to develop the system; the problem is that managing such an online platform would require staff members working on it, plus an ongoing license fee. The AEC cannot depend on external funding for this. It would be better to raise the membership fees.

The other possibility is that a member institution hosts the platform. However, this seems complicated, and makes the AEC being depending on a member institution. The ideal way is that AEC would be independent on this, managing the platform on its own.

The office will check with the AEC website designers what could be done, and also will explore whether they would know how to launch such a programme, or they have any specific agreement or license already. The members agree that it would be good to use the tools that we have already, such as the AEC website with the online member database. Through the existing database we could even create bilateral agreements between institutions. There is plenty of information online that could be used when developing such a common system.

One participant introduces the option of developing open source software. This would mean that the rights of the platform are owned by AEC. This option will also be explored by the AEC as well.

Many of the IRCs present in the meeting are happy to take part on the WG if needed. The AEC office takes note of their names and will contact them.

Evaluation of Partners

Chaired by Aparajita Dutta

The discussion is mainly about the evaluation of partners and creating strategic partnership. There is an actual need to evaluate existing partners and to be partners. The discussion is on the need for evaluation. Below are the questions addressed:

- Does the institution see the need?
- How do they choose their partners?
- What is the strategy- as many partners possible or a select group of partners for the purpose of exchange at all levels.
- Do you sign a partnership because a student wants to go somewhere? Or do you work only with the partners you have?

Most members (12 in the group) agree that strategic partners are necessary for more than mobility purposes but an evaluation of partners not necessarily. However it is also clear that the partnership mechanism for a Conservatorium works differently than art and design schools. All members are interested in the short guideline made for eventual evaluation. It's agreed that it will be forwarded to the group. Since the group is a nice mixture of teachers, international coordinators and policy makers have a discussion with varied perspectives.

Partnerships with partner countries

Chaired by Karolina Jarosz



The participants in this discussion are 11 participants from 10 countries: Poland, Denmark, Sweden, Georgia, United Kingdom, Italy, Russia, Spain, Germany and Finland.

The discussion is mostly on individual mobility - as most of the institutions are interested in this kind of

agreements - but also a little bit, the strategic partnerships.

The participants point out the risks that appear with fulfilling the agreements with the countries outside European Union: try to predict them, be aware of them and try to find a solution.

The discussion is framed within the recruitment and implementation stages from the point of view of the receiving and financially responsible partner.

Travel money/reimbursing plane tickets

In the terms of students from less stable financial countries: they simply cannot afford to prepay tickets. It is mentioned that “we can have problems with transferring the money for travel to bank accounts either of students and institutions - in some countries, according to local law; we have to transfer the travel money directly to the beneficiary. If the beneficiary does not have a bank account the problem may arise. If we prepay the ticket of the beneficiary (we buy it) there is no guarantee that he/she really would come in designated term (sickness, change of mind, family problems, other)” The problem appears with the countries with a long distance of travel and expensive plane tickets.

Solution: Unsolved

Language (mainly in English)

The situation may appear that the students will not meet language expectations of the receiving institution. In some countries (United Kingdom) to receive VISA for more than 3 months, students have to pass English Test, which may be hard for them. Participants from the institutions say that they often face such situations with UE Erasmus students but in this case the receiving institution is not financially responsible.

Solution: Inform the partners that English might be a serious issue. Maybe suggest English test in the stage of recruitment.

Cultural/music language from different cultures

Sometimes student's cultural background may be completely different than receiving institution expectations, especially on the level of so called "classical music" (main instrument, orchestra, chamber music, ear training, harmony, counterpoint, etc.). In some institutions special classes for students from China are arranged (with specially developed programme and well prepared teachers) - but in these cases there are lot of students from the same cultural area so it is possible to arrange a class for them. With Partner countries we may have only 1 or 2 students from different areas and then the arranging of a "special" class may be impossible.

Solution: work on that BEFORE the mobility. Work on Learning Agreement and check the curricula with partner institution. Prepare teachers that such situation may appear within individual cases (ex. special conditions of completions and exams).

Different curricula

It is hard to fulfil Learning Agreement with the courses that the student really need to complete semester in home institution - on the other hand some specific classes are needed to be completed in host institution to pass the semester.

Solution: as above. Consult people responsible for recruitment (home) and for completion (host).

Inverted academic year

In some cases it might be hard to fit our academic year to the academic year of partner countries.

Solution: there is no solution. Institutions are looking forward how it works.

Application for strategic partnerships/ to prove that the partnership is crucial for all partners

In SP application IRCs need to prove that their institution is necessary for the partner institution to develop their curricula etc. In the same time they need to prove that they need this specific partner to develop our curricula. How to do that?

Solution: Consult with partners; try to find the missing gaps, the points where we can both develop.

Application for strategic partnerships/too many applications, not many granted

Solution: no solution because the UE and National Agencies do not have sufficient funds to grant most, even very good, applications. Maybe apply next year to different NA but there is no guarantee. People are looking forwards for this and will keep trying.

Administrative difficulties

Chaired by Rita De Plancke



This session addresses the following:

- The academic year: some countries have 2 well defined semesters with exams and everything (Germany), some "simulate" semesters, where there are none (Italy) and some have 2 semesters within 1 academic year (Belgium). How to deal with students then who go abroad for just 1 semester? What about giving grades when there are no exams? etc.
Solution: Flexibility
- Buddy programs for helping incoming students
- The OLS is questionable: not sure the student fills it in himself, can use another computer to help fill in the assessment or even ask a friend to do it for him.
- Last but not least : different schools have different reasons for accepting/not accepting Erasmus students. It is not always clear what goes on and one gets the feeling that Erasmus is victim of its own success because so many students are turned down because of "too many applications", so to say.

Learning Agreement (LA) 1

Chaired by **Knut Myhre, Victor Ciulian Eugene Eijken, Irene Hoffmann Wellenhof,**



“The discussion was intense and we were able to receive feedback from our colleagues regarding the Learning Agreement drafts. Knut, Pascale and I also used the opportunity to lobby for our version of the LA compared to other versions currently in use; having again a unified version of the documents was desirable for most of the participants.

A good part of the bar camp ended up being spent on discussions revolving around different approaches in the way institutions use the Learning Agreement. Again, it was clear that this topic is strongly connected to the topic of recognition. As in the past, the challenges of the IRCs arise from the different national legislations regarding recognition procedures. One of the bar camp participants suggested having only one document, unifying the LA and the Student Application Form. This

was discussed later in the group, but proved to be not so practical for a larger number of institutions”

Learning Agreement (LA) 2

Chaired by Johanna Breuer and Agnieszka Chabior, Rima Rimsaite, Pascale Pic



How to complete a learning agreement

The Learning Agreement is part of the evaluation for incoming students.

To the question, whether according to the IRCs students could fill out their Learning Agreements without help, the answer proved a resounding “NO”.

Thus, during the application process potential Erasmus students require an introduction to the LA, its meaning and how to fill it out.

The point in time when a LA has to be provided differs greatly between institutions. At such where the LA has to be handed in together with the Erasmus application, the LA will remain subject to multiple changes prior to the start of courses at the Erasmus institution. This is the case, as it is generally not possible to determine which courses are best suited from afar. Therefore, the proceedings will have to be undergone anew at the Erasmus institution. This proves a significant surplus of work to the IRCs in question, at the sending as well as the receiving institution. Especially since IRCs are usually not authorized to sign LAs.

IRC's are expected to check that Learning Agreements of their outgoing applicants are completed well. Learning Agreements should include a list of subjects / courses to be followed in the host institution (table A) and mention component codes, component names and relevant amount of EC, as published in the website of the host institution.

IRC's are aware that study programmes sometimes could not be found in English, or are not up to date. In this case, the IRC in the home university should advise the student and bring him/her in contact with the IRC in the partner university in order to get updated information.

The IRCs would wish for a person of contact at their institution (Departmental Erasmus Coordinator) who can competently discuss with and recommend to the student which courses could be selected, in case this is necessary. The IRC is usually not able to do so.

Different deadlines for applications do not facilitate dealing with LA's.

How to sign a learning agreement

When receiving LA's, IRC's should be aware of who is responsible for signing the Learning Agreement. In most cases, it's not up to the IRC, because IRC's usually are contact persons only! Only in case the IRC is also Dean of Studies or Head of Department, he/she is the responsible person and authorized to sign Learning Agreements.

Many Erasmus Incomings are not aware that enrollment at the host institution might only be possible subject to the LA and the courses listed within. In addition, many students arrive without a LA and expect to receive the document from the IRC at the host institution.

Please note that the rules for signing Learning Agreements and descriptions of contact person & responsible person are included in the Annex of the LA.

How to make dealing with learning agreements more efficient?

- Organize a workshop to advise outgoing students how to complete a Learning Agreement
- Provide sufficient information at your Website (course catalogue), so that incoming students are able to fill in the form according to the rules (Minimum ECTS) so that e-mailing is not necessary. In case this is not possible announce a contact person =Departmental Erasmus Coordinator
- After the final decision of the committee according to the application and LA presented and after the arrival of the student it should be possible to make a few changes together with the person of contact at the receiving institution that can competently discuss with and recommend to the student which courses could be selected.

For Institutions with a large number of applications the following procedure is a solution (best practice example Royal Conservatoire, The Hague)

- Have faculty members make a pre-selection with regard to accepting incoming students before the final decision of the committee

Applications are submitted and received online and all the colleagues of the faculty have access to these.

The IRC does plan to ask the departments to invest some time now and then in order to make a (rough) pre-selection of candidates (mainly based on level of students and availability of students places) a bit earlier than before. These departments have a lot of experience in judging candidates and mostly know enough after only one minute of playing a recording.

This way, we can avoid wasting a lot of time on dealing with a lot of Erasmus candidates and the completeness of their application documents (incl. LA) that might not be accepted anyway.

After further process and final judgements by the examination committees of the pre-selected candidates, final decision will be made by the director and vice-principal

Besides all this, IRC's and the Dean of Studies should be flexible. Sometimes, study plans are hard to compare, but because of this, students should not get serious problems with recognition.



Sunday 27th September

Networking Cruise on a traditional Greek boat



Feedback on the Conference: Participants Questionnaire Result

How important were the following reasons for coming to this meeting?

1. Networking Opportunity
2. Opportunity for discussions
3. Exchange of good practices
4. Venue, place of meeting
5. Updates on new developments
6. Topics addressed by the meeting

The list above is in order of importance according to the respondents. Both parts, the comments and the numeric part match with this list.

Relevance of the meeting

Respondents consider that the meeting was very relevant (4.21/5) and that it met their expectations (4.01/5).

The top 5 topics that were found as most useful were:

- AEC Programmes
- Exchange of good practices
- Quality Enhancement
- Internationalization
- Workshop (Strategic Partnership)

Unfortunately, reasons were not given by the respondents.

Evaluation of the sessions

The highest rank among the sessions by the respondents was Plenary Session 2. 56% of the respondents rated the session with a score of 5.

The one that was perceived as “poor” with a score of 3.38/5 (average) was Plenary Session 1. It is important to say that although mostly of the sessions were perceived as rich in content and usefulness, there were few comments that presentations were not prepared at all and that were only focused on the difficulties and challenges without providing any type of solution. It seems that attendees were expecting not only to know the problems (that in some cases are common issues for them as well), but also they have the need to know possible solutions. However, most of the audience commented that after the meeting they had new ideas that came after the overall event.

Below is the list of the sessions rated by average score, from highest to the lowest:

1. Plenary Session 2 (4.29)
2. Parallel Sessions (4.26) [Respondents did not indicate which sessions they attended]
3. Introductory Session (4.13) [For first time delegates, 31 participants]
4. Bar Camp Discussions (4.01)
5. Information Forum (4)
6. Bar Camp Session 1 (3.95)
7. Plenary Session 1 (3.38)

*Scale from 1 to 5

Organization and Preparatory Material

In average, respondents have rated the overall organization with a 4.53/5. The lowest rank is “accommodation/hotel” with 3.82/5. Attendees mention in their comments that the travel agency was not helpful, and that there were complications with their accommodation. Participants know that these difficulties were not directly AEC responsibility; however, few suggest that AEC needs to be more strict and selective with the outsourcing for the next time.

Below is a list in order of topics that need further attention, from lowest to the highest score:

1. Accommodation/ Hotel (3.82)
2. Facilities, meeting rooms (4.17)
3. Information provided before the meeting (4.44)
4. Catering (4.47)
5. Registration procedure (4.74)
6. Helpfulness of the conference staff (5.30)

*Scale from 1 to 5

In this section, it is important to consider that participants complained about the wifi that was not working, the lack of seats at lunch time, and no tea. Also, it was mentioned that it was difficult to hear at the speakers due to the venue.

In addition, people liked the reader and the IRC Photo Album.

Meeting your expectations

Most of the expectations were met in: Networking opportunity, Venue, and Opportunity to discuss bilateral issues. 67%, 53% and 49% of the respondents rating each item gave 5/5 to the topics mentioned above, respectively.

The list below is rated by average score, from highest to the lowest:

1. Networking Opportunity (4.56)
2. Venue, place of meeting (4.46)
3. Opportunity to discuss bilateral issues (4.32)
4. Exchange of good practices (4.16)
5. Updates on new developments (3.95)
6. Topics addresses in the meeting (3.89)

*Scale from 1 to 5

The event received an average score of 8.33/10 in overall.

Some suggestions given by the participants were:

- To have guests from outside the Higher Music Education sector
- Shorter presentations
- Moderators should be active and topics should be better prepared or more practical
- More answers and less questions
- Spend more time in certain issues and topics

Impact of this meeting

83% of the respondents agreed on that this IRC Annual Meeting will be helpful for their daily work due to the following reasons:

- The fact of knowing the people personally and the reinforcement of personal contacts will make easier the bilateral dialog (better communication, facilitate collaboration, knowledge sharing)
- Ideas and good practices were learned. Updated information. Better understanding of certain topics. More knowledge.
- Very inspiring
- New contacts, information about procedures especially the ones related with Erasmus, Strategic Partnership and Credit Mobility.
- The results will be shared with colleagues, managers and/or students.

85% think that they will follow up this meeting within their institutions in the following ways:

- Sharing results with colleagues, directors, and others.
- Report the activities and internal meetings
- Working on KA2 applications
- Presentation of Erasmus opportunities to the management and academic staff
- Implementation of new ideas in daily work
- Discussions about potential partners
- Improving Erasmus procedures within institution

And, 60% participants believe that their attendance will help develop their institutions by:

- Applying good practices

- Insistence/Strengthening on internationalization process
- Developing of bilateral agreements, new programmes, projects
- Sharing results
- Spreading AEC strategy
- It contributes to implementation of new ideas
- Opportunity to go global

Impact of the FULL SCORE tools for the internationalisation and professionalization of the sector

38% of the respondents are familiar with the AEC website to advertise job vacancies, while 43% confess to have heard about it but have never used it.

Some of the expectations regarding the job vacancy module are:

- Useful information (links) that are necessary to know before moving to a different country
- Platform for career development, job opportunities in other countries, traineeship mobility
- Recruitment of foreign teachers
- Sending notification of new posts to those that have signed up for the service

Regarding the study, its results and the way it can help their institutions, most of the people consider that it will be valuable for their schools since it will provide data to shape the development of their institutions, plus provide better advice to students and develop curricula and international activities. Few institutions are *highly* interested in this topic and they are looking forward to develop an alumni network, module on employability and other related. On the other side, few are not so convinced of the study. One person mentioned that they do not collect the data at the moment and other said that they just can't follow the destinations of their students.

About the extension of the database with detailed information on AEC member institutions and how it can help institutions, respondents said it will contribute to be better connected, more visibility and information sharing. They also consider it will be an easy way to find information (finding partners for cooperation, useful for students).

Regarding suggestions about how AEC could contribute to the internationalization and to the professionalization of artists'/musicians' careers, they said:

- Funding for young artists
- Bring the right players together (career center staff of member institutions and external experts as well)

- Produce an online student application and LA forum, discuss recognition at AEC rectors level, and advocate music sector in countries which have difficulties.
- Database to job search sources in each country
- More student engagement: workshops, online platforms
- New career service among AEC members
- Include music/speakers from non-western classical/ popular music
- Develop programmes which allow inviting professional management to uni.

Next meetings

91% is convinced to attend the future IRC Meetings. Some of the topics IRCs suggested for further meetings were:

- Communication strategies
- Sources of funding
- Student involvement in planning and executives
- Learning agreement forms, administrative problems
- Erasmus actions and programmes
- Internationalization, language policy
- Prospects in higher education
- PhD in musical performance, international credit mobility, partnerships
- Good success stories (but not only in ppt)
- Information on joint programmes
- Global responsibility
- Mobility
- El Sistema pedagogy
- Horizon for music environment
- Online common application system

Some of the extra comments were:

- Find new ways to debate and new ways to present information (TED talks)
- Better timings and space for certain topics
- Stick to general topic
- For next time: tea, wifi, better place, and quality of the acoustics
- Please do not discuss theme in plenary sessions, workshops would be good for such topics. Plenary sessions can be for key note speeches. Besides that, nicely organized, great food, very helpful staff
- Keep professionalization, careers on the radar, more Parallel sessions
- Keep in mind that students are the reason for every institution and not the opposite
- Too long closing session
- Thank you!

Social media

Not all the respondents answered the social media section. However, most of them agreed to receive news from AEC by Facebook, while few prefer Twitter, and mail.

Feedback on Seminar 1: How to write proposals for KA2 Strategic Partnerships Project

How important were the following reasons for attending this seminar?

1. Opportunities for continuing professional development
2. Exchange of good practices
3. Updates on new developments
4. Opportunity for discussions
5. Networking opportunities
6. Venue, place of the meeting

The list above is in order of importance according to the respondents.

How relevant was the seminar in terms of:

The most relevant aspect valued by the participants is “Continuing professional development information”. 4.63/5 is the mark given by the respondents.

Below is the list of items valued by the participants.

1. Continuing professional development information (4.63/5)
2. General relevance (4.56/5)
3. Exchange of good practices (4.32/5)
4. Updates on new developments (4.16/5)
5. Networking opportunities (4.06/5)
6. Venue, place of the meeting (3.05/5)

Please rate the relevance of the different seminar sessions: Do you consider these sessions have provided you with useful information to improve your competences regarding application writing?

Below is the list of the sessions rated by average score, from highest to the lowest:

1. Session 6: How to fill KA2 Application Form? (4.74/5)
2. Session 3: Activity and Workpackage Planning (4.68/5)
3. Session 2: Need and Target Analysis in Project Cycle (4.63/5)
4. Session 1: Principles of the Project Cycle (4.58/5)
5. Session 5: Introduction of the Erasmus+ and KA2 (4.26/5)
6. Session 4: Budget Planning (4.16/5)

Has the seminar inspired you to start up a strategic partnership?

Most of the answers that were received mentioned a yes as answer. Respondents add the following:

- It has at least brought us a few steps in the right direction
- For the moment we are not going to leave an application, but I'm sure there will be some plans concerning that.
- Very inspiring! We at the table started to think about the new application together in March
- I would like to participate in strategic partnership project in future, but not this year.
- Yes, maybe in the future
- As I am not the direct responsible for this task. However, I at least will be more able to assist/to help/to advice.
- Yes, it has. But I am also aware of the work which has to be done during this application writing process!

Has the seminar fulfilled your expectations?

90% of the respondents agree that the seminar fulfilled their expectations. Only 10% gave a 'maybe' as a response.

Participants agree that the content was very useful and clear.

Some of the comments are:

- I received clear information about how the projects are evaluated
- All was very professional and in an understandable language. The timing was perfect and the content was very general and specific at the same time. It will be useful for the future project writing
- During this seminar I received a lot of useful information about general project management methodology and KA2 projects in particular. All the application process was clearly explained and illustrated with a good presentation. I think it will be very helpful for me and my colleagues if we decide to be a partner in strategic partnership project.
- The seminar was excellent. I suggest thinking about a longer seminar.
- We learned step by step how to start with a KA2. The explanation was very clear, easy to follow and to understand.
- More time to complete the last session of work with the application form would have been useful.
- Thanks a lot to Gökay, for me as a newbie it was a very informative seminar! And it was very easy to understand, due to the fact that his English is great and he also repeated the important issues!

Please evaluate organizational matters

The list below is ordered from the highest grade to the lowest

1. Helpfulness of the staff (4.79/5)
2. Registration procedure (4.58/5)
3. Overall organization (4.47/5)
4. Information provided before the seminar (4.21/5)
5. Facilities (3.95/5)

On a scale from 1 to 10, how would you rate this seminar?

The seminar received an average rate of 9.11/10.

Regarding on how useful the seminar was for the participants, respondents mention the following:

- Providing clear information about how the projects are evaluated.
- It showed the opportunities and examples for KA 2 strategic partnership projects in the area of arts / music education, etc. During the short pauses, there was time to exchange views and ideas on future projects and cooperation.
- Self-confidence about this process and new ideas has arisen.
- The table was left with tangible results.
- The guide was very comprehensible on how to deal with this kind of international activity.
- Updated information on development in the field is appreciated plus the experienced speaker.

Additional comments / Suggestions for future seminars (topics etc.):

- Two seminars could be very interesting: one on Creative Europe and one on Horizon2020
- The seminar was good but it would have been better to have it separately from the seminar or at least so that it does not continue on the 1st seminar day. The days were quite intensive and became very long so you were already exhausted even before the actual AEC seminar had even started.
- Please do more workshops like this one
- Cooperation with partner countries in frame of Erasmus + programme
- Maybe we could do something about the implementation of the ECHE at our institutions? Good practices or maybe even clear explanation/practical workshop from somebody from the EC?

Feedback on Seminar 2: The Next Level of Internationalization - From Mobility to International Careers

How important were the following reasons for attending this seminar?

1. Opportunity for discussions
2. Exchange of good practices
3. Opportunities for continuing professional development
4. Updates on new developments
5. Networking opportunities
6. Venue, place of the meeting

The list above is in order of importance according to the respondents.

How relevant was the seminar in terms of:

Below is the list of items valued by the participants.

1. General relevance (4.4/5)
2. Continuing professional development information (4.4/5)
3. Networking opportunities (4.2/5)
4. Exchange of good practices (4.1/5)
5. Updates on new developments (4/5)
6. Venue, place of the meeting (3.5/5)

Please rate the relevance of the different workshop sessions: Do you consider these sessions have provided you with useful information to improve your institution's approach to internationalization and international career development?

The sessions and its marks are given below:

Session 1: Mobility and Networking (4.2/5)

Session 2: New Technologies and E-Learning (4.2/5)

Session 3: Entrepreneurship and Employability (3.8/5)

Session 4: Curriculum Development and Mindset of Institutions (3.8/5)

Did the workshop provide you with new insights on internationalization and international career development? If so, please specify.

The answers were yes. Some and the comments are mentioned below:

- By providing concrete case studies it changed abstract goals to concrete strategies.

- By deepening the knowledge about internships, sharing opinions about arranging and coordinating them. New possibilities offered by Erasmus+.
- Insight into the fact that internationalization and entrepreneurship need be linked closely
- Sharing good practices with pleasant atmosphere: better relationships with alumni, better data gathering policies, career days, opportunities offered by the internet, participatory structures at different schools, extending horizons by going global, being creative with financial resources, etc.
- By providing better knowledge of career centres in other institutions. Opportunities offered by new technologies, that some institutions doesn't use yet.
- By bringing new ideas about the higher level of internationalization, integrated internationalization, and meaningful cooperation.

Only one person said no, and this was his comment: “Speaking of career development is new to me, but I had a hard time finding the direct link between IRC work and career development work (Apart from the fact, that all we do is career development work).”

Do you consider this workshop has helped you find ways to promote mobility and international career development in your institution?

60% of the respondents answer yes and 40% say no.

Some of the comments are:

- Very good examples and paths in this aspect. Knowledge sharing was important and the subsequent discussions were especially important.
- New ideas about internationalization and musicianship - helps to promote the international activities to students.
- Inspiration for the organizational setup
- Excellent! Ex. Lola, Polycom; to share good practices will continue with some academies.

Please evaluate organizational matters:

The items that were evaluated by the respondents are listed below in order from the highest mark to the lowest.

1. Helpfulness of the staff (4.8/5)
2. Registration procedure (4.7/5)
3. Information provided before the meeting (4.1/5)
4. Facilities (4.1/5)
5. Overall organization (4.4)

On a scale from 1 to 10, how would you rate this workshop?

In average, the respondents marked the workshop with an 8.5/10.

Comments were:

- Excellent both in terms of knowledge and practice sharing, but also useful in identifying current trends and tendencies.
- It was useful for broader understanding of all topics, and concrete examples from partner schools, how for example entrepreneurship is embedded into curriculum, what are on-line opportunities. etc.

Additional comments / Suggestions for future Workshops (topics):

Two respondents answered this question. Their responses are shown below:

- A second stage to this could be useful in order to include follow-up on several indicated actions. It would be nice to come back to this and see how certain institutions used the gained knowledge to advance their programs.
- Perhaps combining workshops that are not only theoretical but also highly practical could be an interesting thing to do.