



Europe needs modernised universities!

For the European policy makers, there is no doubt: Europe's universities need to change if they want to make their contribution to the EU's objective to become a leading global and knowledge-based economy. For all of them our institutions have enormous potential, much of which unfortunately goes untapped because of various rigidities and hindrances. Therefore, freeing up the substantial reservoir of knowledge, talent and energy requires immediate, in-depth and coordinated change: from the way in which systems are regulated and managed, to the ways in which universities are governed.

But how concretely the universities have to change? According to the European Commission no less than 9 areas need to be quickly adapted so that Europe's universities can contribute to the creation of a true knowledge economy. Moreover, each institution should find the balance of education, research and innovation which is best suited to its role in its region or country. This will necessarily mean a differentiated approach. The aim is to create a framework within which universities can become stronger players in the global knowledge society and economy. The primary goal must be to achieve excellence in the teaching and research functions of universities.

The nine proposals put forward by the Commission include: to Boost the proportion of graduates spending at least one semester abroad or in industry; to Allow students to make use of national loans and grants wherever in the EU they decide to study or do research; to Bring procedures for the recognition of academic qualifications in line with those for professional qualifications and make European degrees more easily recognised outside Europe; to Introduce training in intellectual property management, communication, networking, entrepreneurship and team-working as part of a research career ; to Refocus courses to allow greater participation at later stages of the life-cycle, thereby addressing the skills needs of Europe's workforce, and ensuring that universities are able to adapt to Europe's ageing population; To Review national student fee and support schemes so that

the best students can participate in higher education and further research careers whatever their background; to Review systems for funding universities, to be more focused on outputs and give universities more responsibility for their own long-term financial sustainability, particularly in research; and to Allow universities greater autonomy and accountability, so that they can respond quickly to change.

The Commission stands ready to support the modernisation of EU universities through a process of identifying and sharing good practice, and through its funding programmes for education.

We strongly believe that The SECEB project, thanks to the Socrates financial support and through a process of identifying and sharing good practice, will actively contribute to the modernisation of EU universities in the field of cultural management.

Giannalia Cogliandro
SECEB Project manager

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THE BOLOGNA PROCESS: EFFECTS ON ARTS AND CULTURE MANAGEMENT PROGRAMS WITHIN THE HIGHER EDUCATIONAL SYSTEM IN ITALY¹

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It is rather fitting to turn to Italy in examining the effects of the restructuring of the entire higher level educational system on arts and cultural management education due to the reform now known as the “Bologna Process”: one might say “this is where it all began.” The experience within the University of Bologna – and Italy in general - offers an interesting perspective as one of the first countries to activate the new structure agreed upon during the Bologna Declaration. As a country with a rich cultural and educational¹ history, it is not surprising that the higher educational system of Italy has struggled – and succeeded - with implementing the changes of the new reform. At the same time, this new structure has paved the way for new educational initiatives, particularly in the area of arts and cultural management, which can be further examined to understand the pitfalls and successes in implementing similar programs at the international level. This paper intends to give a short overview of the restructuring of the Italian higher educational system after the Bologna Declaration and offers a specific insight on the effects on arts and cultural management programs, particularly within the experience of the Laurea Specialistica GIOCA at the University of Bologna.

1. The restructuring of the Italian higher educational system after the Bologna Declaration

Historical perspective of the reforms

Starting with a series of reforms dating back to 1989, the Italian higher educational system has been undergoing a continuous process of reform aiming to de-centralize the Italian university system, or at least this was the alleged intention. As a response to the signing of the Bologna Declaration, the Ministerial Decrees of 1999 and 2004 regulate university autonomy and provide for new degree structures.

According to Guerzoni (1999), the new reform in Italy has the following principle objectives:

To reduce the present length of university studies;

To enhance the legibility and transparency of these studies;

To create a close links between the new curricula and to develop the knowledge and skills required by the labor market;

To increase retention rates;

To reduce the average age of new graduates;

To increase the number of citizens holding academic qualifications;

To improve employability;

To facilitate a convergence towards the European higher education area.

The reform aimed to create a homogenized structure, as the former system was rather ambiguous and confusing in an international perspective and for potential job markets, particularly in terms of the length of degree programs, lack of transferable credit system, age of graduates, etc.

1.2 Changes triggered by the reform

Significant changes in the University structure after the Bologna Declaration began with the replacement of the old *laurea* with a 3+2 structure consisting of the 3-year *laurea* (180 credits) leading to the 2-year *laurea specialistica* (120 credits) for a total of 300 credits². The *laurea* corresponds to the bachelor degree established in the Bologna Declaration, and the *laurea specialistica* is the equivalent of what is referred to as a master at the European level. The structure of the degree programs is very rigidly defined by the Ministry of Education, University, and Research (MIUR), both for the 3-year and 2-year degrees, in terms of subject codes and core requirements. Each *laurea* and *laurea specialistica* falls under a defined field, or “subject class”, which impose a set of minimum requirements in terms of subject-specific and optional courses, dissertations, languages, etc. Forty-two subject classes were established for the *laurea* programs, and 104 for the *laurea specialistica*. A national credit system was also introduced, in accordance with the ECTS system. Students accumulate university credits (“*crediti formativi*”

¹ The University of Bologna, founded in 1088, is the oldest existing university in Europe and arguably the oldest in the western world.

² DPR 509/99.

universitari" - CFU), with one CFU consisting of 25 coursework and workload hours. Each academic year corresponds to 60 credits, or 1,500 hours of work.

The options beyond the *laurea* or the *laurea specialistica* are where the Italian structure deviates from that of the Bologna Reform, making the new structure rather confusing and not uniform with other European structures, thus defeating some of the original purposes of the reform: after or between the first tiers of study, students have the option of continuing to a I° or II° level "Italian-master" program³. The I° level "Italian-master" is open to students who have finished the 3-year *laurea*, and the II° level is accessible to those who have completed the *laurea specialistica*. These "Italian-master" programs are not to be mistaken for the Italian *laurea specialistica* (which correspond to the 2nd level "master" degrees stipulated in the Bologna Declaration), but are rather shorter 60 credit programs often limited to one year.

For doctoral studies, students must complete both the *laurea* and the *laurea specialistica* and apply for a doctoral program. Upon acceptance and after no less than three years of study, the title of *dottorato di ricerca* can be awarded and generally leads to a career in the academic field.

1.3 Difficulties and negative consequences created by the reform

It should be noted that calling the new structure a 3+2 plan is actually misleading: the 2-year degree is directly linked to the 3-year course plans in almost all cases, making the *laurea specialistica* actually a 5-year plan. The ministerial tables define a minimum of 198 credits for each *laurea specialistica* – not just 120 – therefore it is rather "costly" in terms of pre-requisite courses, to transfer from one subject class to another. To make this transfer, the student must not only acquire the 120 credits of the *laurea specialistica*, but also a specific number of "debits" in order to graduate with the 300 credits required for the 3+2 degree plan. Further complications exist due to the fact that the 2-year degrees were created after already defining the structure of the 3-year degrees, which didn't take into account the fact that the 2-year degrees would have to be adjusted to provide the proper harmonization in the passage from one to the other. Ironically, in many cases the 3-year degrees are even more specialized than the 2-year degrees.

When creating the program structures for the *laurea specialistica* degrees, each director has two options: a *liberal approach* in creating the program structure, which

³ The reform also recognizes a range of *diploma di specializzazione*, which are two-year programs allowing further professional training for some professions, most of which are offered in the medical field to qualify graduates as specialists in specific areas.

is flexible in accepting students from other disciplines, allowing them to recover these core requirements through taking exams in the subject classes they are lacking⁴, and a *conservative approach*, which creates a rigid course structure, making it impossible for students to cross over from other subject classes, as the number of credits lacking are potentially equal to an entirely new *laurea*. Keep in mind that when referring to switching "subject classes", this can imply that a student wishing to move from a *laurea* in Accounting and Auditing to a *laurea specialistica* in Business Administration (two areas which one might think are extremely complimentary) could be subject to an overwhelming number of debits (as many as 40 CFU), thanks to these rigid program structures. As a result, it may take the student more time to graduate, or he or she must take a very heavy courseload to catch up with his or her peers, creating a strong incentive to remain within the same subject class as the *laurea* when choosing the successive *laurea specialistica*. The most surprising aspect of these two approaches is that the latter is chosen in most cases, as it is seen as a sort of administrative "easy road", and *laurea specialistica* programs tend to accept only those students coming from the appropriate 3-year degree since they are the only ones "fit" to apply. These strict tables and requirements render it difficult to create interdisciplinary courses, thus the structures remain rather vertical. Any sort of innovative programs remain immobilized by these strict rules, and the creation of them is extremely difficult both for the students (in that they must fulfill these "debits") as well as the administration (which has to check for compatibility with students coming from other disciplines).

Traditionally the 3-year programs in public universities are open enrollment and very low tuition, whereas the *laurea specialistica* allow access through selection processes and impose modest tuition fees. Tuition fees are established at the university level and are not able to be modified by the individual degree programs. Even though the teaching of the courses for the *laurea specialistica* degree programs are often at "zero cost" for the faculties⁵, higher enrollment numbers do not lead to higher contribution margins to cover the running costs.

A phenomenon which has rendered the new reform in Italy inconsistent – and rather confusing – at both the national and international level is the existence of the aforementioned "Italian-master" degree programs. These programs - created by universities, public or

⁴ It should be noted that "debits" can actually be seen in a positive way: many students appreciate the opportunity to study these "basics" which will enhance their future studies and teach them the skills which they are lacking, provided that there is a feasible amount of work to recover and a clear structure of how to approach these subjects.

⁵ In many cases, full-time professors are required by their faculties to teach at least one course within the *laurea specialistica*, in addition to the course/s they cover within the 3-year degrees.

private institutions, or possibly a collaboration between the two - often act as a sort of escape mechanism for universities, as they are less rigid and do not have to follow the strict regulations of the reform (subject classes, credits, debits, etc.) and the rules and constraints of the local university bureaucracy. They usually impose much higher tuition fees for the students, and ironically are more attractive to sponsors due to these flexible structures. Therefore, they are used as ways to generate extra revenue, both within the universities and for private institutions/organizations. They create an illusion of being profitable by attracting contributed income, often given through funds from the European Union various private sponsors, and taking advantage of many of the instructors/administrative workers already present within the institution.

These factors have led to the rampant sprouting of “Italian master” programs in recent years. With no true regulation of what can officially be called a “master” degree, many are organized within private institutions and consist of only 25-hours or very few credits. Although it is difficult to attain reliable numbers on the number of “Italian-master” programs, a rough estimate would be that over 2,800 exist, creating an excess of supply in respect to student demand. These “Italian-master” programs are often not strongly supported by research, as the focus is mainly on teaching, nor do they allow for an in-depth study or comprehension of the subject matter, particularly in the area of arts management, where no ready-to-use knowledge is available. This creates a sort of false-supply and flood of job market, as it is difficult to discern the level of instruction/learning provided by these “Italian-master” programs. At an international level, the use of the term “master” creates even more confusion, as these “Italian-masters” programs involve shorter study periods and the *laurea specialistica* degree is the true correspondent to the international 2nd level degree.

1.4.1 New reform

Italian universities are facing the so-called “reform of the reform”⁶, which will allow for the separation of the *laurea* from the *laurea specialistica*, thus creating a true 3+2 system and allowing more autonomy in selecting the curricula within each level. The reform lifts the rigid requirements and limitations now imposed on the *laurea specialistica* in terms of the number of credits needed in specific sectors to graduate with the total 300 credits, allowing for a smoother transfer from one area of study to another and the creation of a logical system for the teaching of core requirements.

With the new reform, it is inevitable that there will also be a “survival of the fittest” among the degree programs, weeding out those in which are either unattractive to students, or those which are too costly to sustain. A

clear distinction could also surface between the quality levels of the programs offered in each sector: within specific areas, there are undoubtedly programs which solely exist to meet demand, and then there are those which are highly competitive. The “Italian-master” programs will remain, despite the confusion and ambiguity they create.

2. Arts and cultural management education within this new system

As a country with such a rich cultural heritage, Italy has seen the rapid proliferation of higher educational programs in the area of arts and cultural management in recent years. According to the MIUR website⁷, 13 *laurea* programs exist in the area of arts and cultural management, three of which have a restricted enrollment number, and 13 *laurea specialistica* exist in this area, with again three which have a restricted enrollment number. The correspondence of these numbers is completely arbitrary: only two of the *laurea* are directly linked to a *laurea specialistica* of this same area within the same university. Thus, it is suggested that if a student wants to continue this field having selected a *laurea* in the area of arts management, he or she must change universities.

Due to the rigid regulations of the degree programs enforced by the reform, arts management degree programs within public universities can either fall under the arts (humanities) or management (social studies) faculties.⁸ Thus, arts management programs are traditionally rather monodisciplinary, as the rigid course requirements within each faculty prohibit extensive interdisciplinary coursework. Arts management *laurea specialistica* programs within the humanities faculty risk to become a mere extension of the 3-year *laurea*, perhaps with more specialized courses in terms of the artistic sectors but hardly offering extensive “management” courses. Programs created strictly within the business arena pose the threat of introducing and teaching concepts which are not easily transferable to the managing of artistic and cultural organizations, as traditional managerial and accounting studies tend to heavily impose – often in an excessive way – mental paradigms and frameworks (Zan 2003). “Italian-masters” programs, on the other hand, allow for greater flexibility in creating the course plan to include both fields of study, yet with the shorter times involved (1 year including internship in most cases) they risk being superficial in their approach.

Universities have begun to see the attractiveness of this sector and the high level of demand for these types of programs, as students are very enamored by the “trendy” subject of arts and cultural management,

⁷ <http://off.miur.it/>

⁸ The five great subject areas covered by the Italian university system are health, humanities, social studies, science, and technology, which are all broken down further into various sub-sectors.

⁶ D.M. 22-10-2004 n. 270

particularly in the area of cultural heritage. Many programs activated since the new reform aim to simply meet the student demand, thus often poorly supported by faculty research and know-how within the arts and cultural management field. Private institutions and organizations have also jumped on the bandwagon by activating the infamous “Italian-masters” programs on arts or cultural “management”, allowing for students from artistic backgrounds to attain these “Italian-masters” degrees without a substantial number of hours spent on true managerial studies. Access to these private “Italian-masters” programs is usually limited, with an underlying limitation being the high tuition fees, thus there is a logic of “he who pays the piper calls the tune.”

A clear structural problem is also present in terms of the abundance of students wishing to progress from the 3-year degree to the 2-year degree: if a 3-year program produces 200 graduates per year, and the *laurea specialistica* is seen as the natural progression of the *laurea*, are there enough 2-year programs which can support this demand? Or, will students be forced to seek specialist degrees in other sectors or perhaps enroll in the master programs?

Italian public universities are under increasing pressure to allow “open access” to 2-year programs, in most cases offering these courses at low tuition, allowing full and easy access for an unlimited number of students wanting to pursue an education in this field. This pressure towards “open access”, often without any form of selection, is due to the intrinsic Italian mindset that the university's role is to create “culture”, rather than prepare students for employment. Programs risk lowering the quality of education and services offered if the admission numbers are raised significantly. However, more importantly, there is a serious threat of saturation of the job market, as the nature of the job market in artistic and cultural organizations in Italy does not give way to many employment opportunities for these *neolaureati*, as they are widely part of the “public” sector. Furthermore, it creates disillusion for the students, who are herded into these programs, perhaps immediately at the *laurea* level, almost with a false-hope and without a clear idea of the potential future.

3. The experience of the Laurea Specialistica GIOCA

As one of the pioneers in the transformation to the new structure implemented in the 2001/2002 academic year, the Laurea Specialistica in Gestione e Innovazione delle Organizzazioni Culturale e Artistiche (Management and Development of Cultural and Artistic Organization) was originally established within the Faculty of Economics of the University of Bologna, in close collaboration with the Faculty of Humanities and the Faculty of Law. The program was specifically created as a *laurea specialistica*, despite the fact that the creation of an “Italian-master” would have made things much simpler in

terms of flexibility and funding, to allow for a comprehensive study of the various subjects and be recognized internationally as the 2nd-tier degree as defined in the Bologna Reform. The degree program is one of the few *laurea specialistica* established within the University of Bologna which incorporates this interdisciplinary approach, encouraging not only teaching from other areas, but also students coming from other 3-year degrees. Over the course of these first four “editions” of student enrollment⁹, the trend is that less than half come from 3-year degrees within business studies, thus many students must “catch up” through pre-requisite courses¹⁰, allowing them to attain the required economic and managerial core, which they can build on during their specialist degree courses.

The program takes on a modest and interdisciplinary approach in terms of the didactic plan, with a teaching body consisting of both academics and professionals, 1/3 from the area of management, and 2/3 from other areas (law, economics, and humanities). Whereas this approach has been greatly appreciated by the students and significantly enhanced the program offerings, it has been rather difficult in terms of muddling through administrative red-tape and finding funding to cover added costs¹¹.

Similar to many “Italian-masters” programs, a large portion of the degree focuses on practical studies, in particular the entire last semester is dedicated to the students’ full-time internship, making the first 3 semesters extremely intense (4 semesters of coursework are crammed into 3 semesters to allow for such a long internship). The final thesis is also not a regular “academic” thesis, but rather a paper linked to the students’ experience within the internship, ideally a project which they have followed within the organization.

Another interesting statistic is that of the application numbers for the GIOCA program from the 2005/6 academic year¹²: 64% of applicants came from faculties other than Economics, 17% of which come from specific 3-year courses concerning the “management” of arts and culture. These numbers could indicate a strong inclination towards students wishing to broaden their economic and managerial knowledge beyond their previous humanistic studies, despite the fact that their

⁹ The LS GIOCA is limited to only 30 students per year based on a thorough selection process, which was extremely difficult to impose as the university regulations try to restrict subjective selection criteria. In most *laurea specialistica* programs, the candidates for programs with a restricted number must be selected only using written exams, thus the evaluation of other factors of merit – including the final score awarded for the *laurea* – are not factors of consideration.

¹⁰ The LS GIOCA provides “tutorial” courses to fulfil most pre-requisites, which usually take place before the formal courses begin.

¹¹ It has proved rather difficult to secure funding for a *laurea specialistica* program, as most foundations and other outlets of financial support limit funding strictly to “master” programs.

¹² 128 applicants for the 2005/5 academic year.

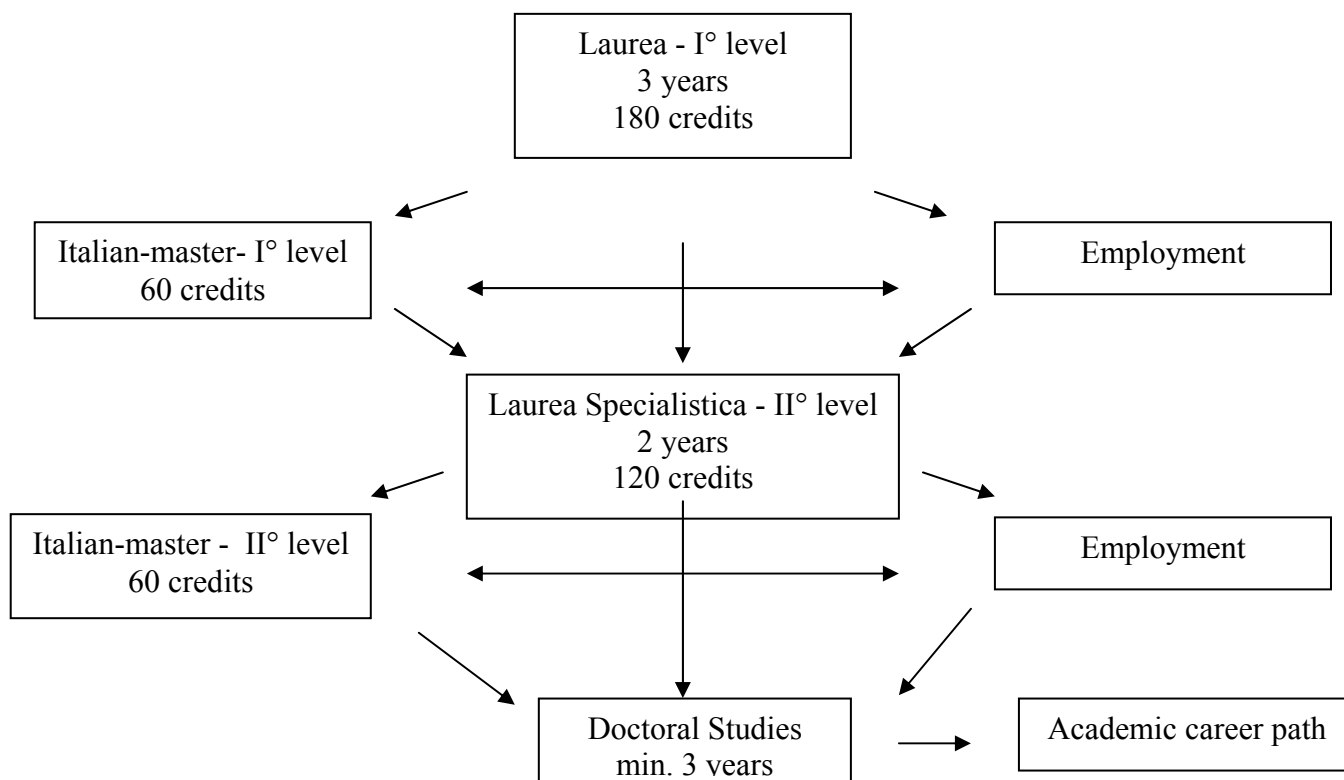
courseload will be heavily afflicted by additional “debit” courses. On the other hand, this could be a signal that GIOCA is simply an outlet for those who are unsatisfied – or unable to enter into a *laurea specialistica* - in their current field and wishing to enter into a different degree plan. The LS GIOCA is one of the few *laurea specialistica* encouraging cross-discipline mobility and accepting students coming from other faculties. This is something rather noteworthy, as in most cases, students enter into the *laurea* programs at the age of 19, not realizing that they cannot modify their study paths at the *laurea specialistica* level unless they want to start over again.

The GIOCA program enforces a strong international framework: since the very first year, GIOCA has enjoyed a solid partnership with the Master of Arts Management program at Carnegie Mellon, Pittsburgh USA consisting of a teacher and student exchange. In this 2005/2006 academic year, three European Erasmus exchanges are in progress and other agreements are actively being sought. The admission process involves the evaluation of each candidate's language abilities, in order to ensure that each candidate will be able to participate and sustain exams in the courses taught in English.

4. Concluding remarks

Despite the incredible amount of bureaucracy and administrative work involved in the response to the

The following diagram aims to provide a more comprehensive illustration of the structure of the new Italian higher educational system:



Bologna Process, the reform has produced positive results in Italy, as it has allowed for experimentation and interdisciplinary interaction. The restructuring caused by the reform acted as the launching pad for the creation of new and innovative programs such as the Laurea Specialistica GIOCA.

The new structure of the Italian university structure has decisively rendered the Italian university structure more homogeneous (both at the national and international level), promising to facilitate international relationships and exchanges

The GIOCA program was specifically established as a *laurea specialistica*, despite having to overcome the difficulties involved in this new structure, with the distinct purpose of promoting these international exchanges. Having successfully endured this first phase and looking towards further improvements allowed by the new reform, we aim to broaden our international network. The program already hosts two English-language courses and is in the transition of converting almost all courses into English (both lectures and teaching material). We are currently in the process of evaluating and seeking other international programs which are interested in establishing joint academic degrees in the area of arts and cultural management for the following academic year.

The Bologna Process in Finland: Cultural Policy, Arts Management, and Cultural Management Education



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The creation of a common European Higher Education Area on certain standards and organizational forms has become the political goal in the “Bologna Declaration” of 1999. Although the “Bologna Process” is clearly government driven, we can say that it also reflects the insight of the higher education institutions themselves that European universities try to become more international, more compatible on the international education market, and they try to adopt to the challenges of the modern world as such, in a time, where money from the states becomes scarce, where the mobility of students world wide increases, and where the demographic situation in Europe calls for excellent international students, to keep up its scientific and thus economic standard.

The Ministry of Education in Finland set up a committee to plan the implementation of the Bologna process in 2000. The committee report was published in October 2002 and it recommended the two-tier degree system to take effect in the autumn of 2005. This timetable became the basis for further action. The law regarding the new degree system took effect on August 1st 2005. We have moved to the new system this autumn.

In the new degree system the Bachelor degree will consist of 180 ECTS credits and this will take three years. The Masters degree will make 120 ECTS credits and the students are expected to receive this in two years. The universities admit students to study both BAs and MAs degrees in the same university, as has been the case before. The universities offer the scientific PhD-degree.

The Bologna process has a clear potential for reducing disciplinary boundaries and opening up possibilities for interdisciplinary projects. I think that the Bologna process has become a way to promote this process. Masters programmes have been planned and

established in new fields of study which already have basic and intermediate level courses. The Ministry of Education makes the final decisions on which Masters Programmes are established in the universities. Since decisions on new Masters Programmes will be made every year, there is space for new initiatives.

Universities and Polytechnics

In Finland there are altogether 20 universities. Out of these, ten are multi-faculty universities. Three of them are technical universities, three are schools of business and economics and four are art academies. Within all Finnish universities both education (BA, MA, Licentiate, PhD) and research are practiced and all of them have the right to award doctorates. All Finnish universities are state-owned and receive a majority of their funding from the government. The present funding system is degree-based, besides some money is yearly reserved for national programmes.

In addition there are 29 polytechnics (Fachhochschule) in Finland. They are more practically oriented and aimed at training professionals. They are mostly maintained by municipalities or federations of municipalities or foundations. The polytechnics give BA- level education in different areas, including Humanities (e.g. in cultural production, communication studies and media studies) and Social Sciences (in social services).

The Finnish higher education system has been developed as a whole comprising two pillars (the dual model) in which universities and polytechnics complement each other. The system will be developed to correspond to the needs of working life and also in view of the international development of degree structures. Polytechnics’ and also universities’ contribution to regional development is very important.

The Bologna Process has potential to change the relationship between Polytechnic and University Degrees if Polytechnic degrees are considered as a relevant first degree to universities. Nowadays it works between polytechnics and art academies.

Universities and polytechnics are steered by the Ministry of Education. The Ministry of Education defines the objectives, extent and overall structure of university degrees. Within this national framework universities and departments are free to make decisions regarding the content and the more detailed structure of the degree. The universities are steered by the Act, which determines the distribution of educational responsibilities between universities, and by means of decrees issued for each field of study separately (including the names of disciplines, the names of Master Programmes). Correspondingly, the polytechnic Act and Decree defines e.g. their status in the educational system, their teaching, degrees and evaluation.

The university and polytechnic performance is monitored in annual performance negotiations with the Ministry of Education. Thus, the Ministry takes care of the quantitative evaluation of higher education institutions.

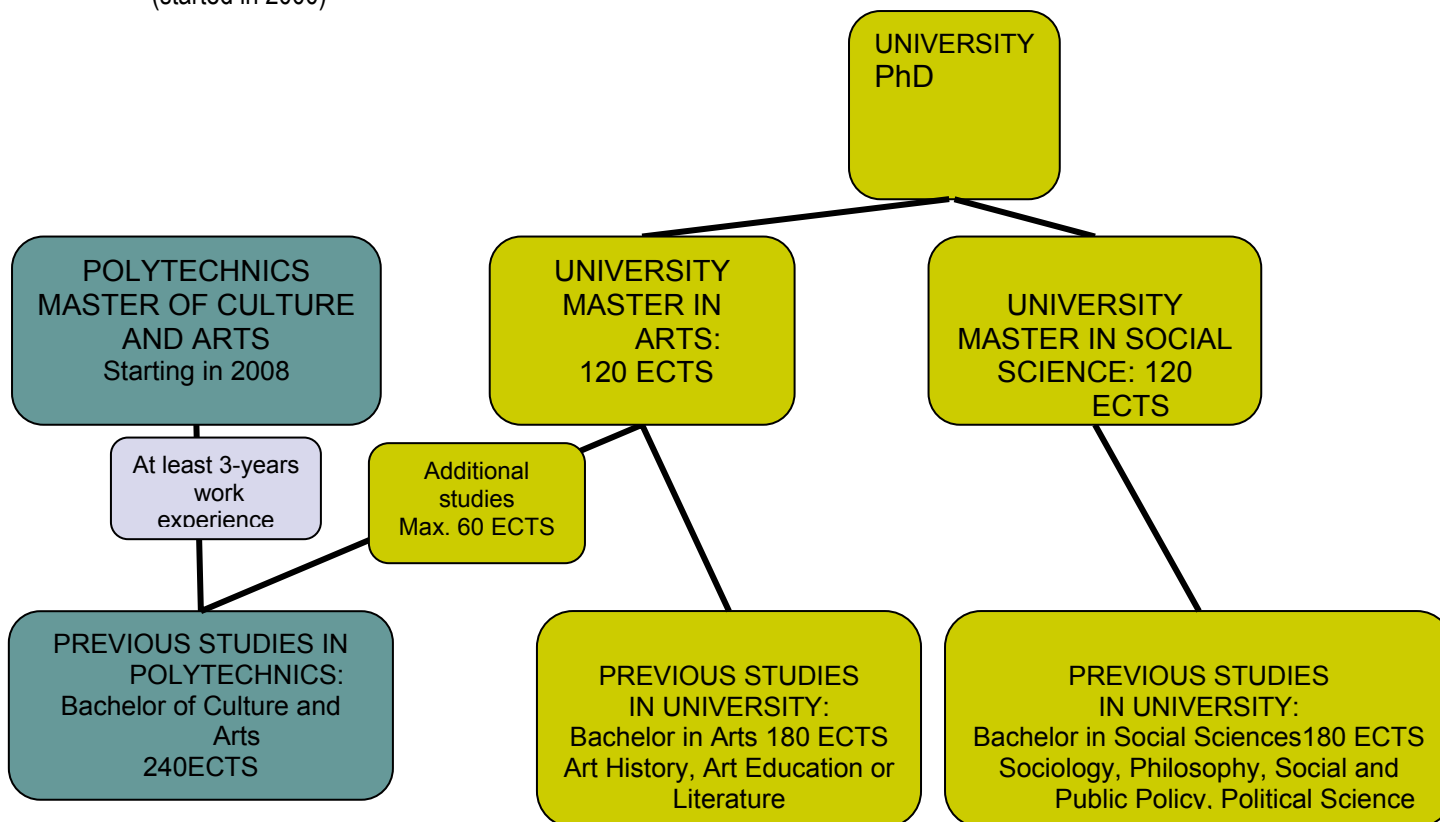
Cultural Policy, Cultural Management, Arts Management

In the universities and polytechnics there are programmes of Cultural Policy and Arts/Cultural Management. The University of Jyväskylä is the only university in Finland where the Master's Degree Programme in Cultural Policy is organised (the name of degrees are Master of Arts or Master of Social Sciences). Some courses in cultural policy you can find also in the University of Joensuu and the University of Turku. Sibelius-Academy is the only art academy which is organising the Master's Degree Programme of Arts Administration (Management) (Degree: Master of Music). Many polytechnics have a degree of Bachelor of Culture and Arts, and they have 4-years' programmes of Cultural Production Management. In the year 2008 they are starting their Master's programmes.

Cultural Policy in the University of Jyväskylä

Degrees

Master's Programme in Cultural Policy (started in 2000)



Doctoral Programme

Characteristics

- Social scientifically oriented
- Interdisciplinary: art/humanistic & social sciences & economics
- Nationally unique
- Both for Finnish and foreign students
- Cultural Policy collaborates with the Foundation for Cultural Policy Research
- http://www.cupore.fi/en_index.php

Structure

- Dual Model
- Two-Tier Degree Structure
- Two Orientations (Humanistic and Social Sciences)

Bologna Process: The State of Art in Germany



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“Under the wheel of the bulldozer - The German universities are suffering from the Bologna reform”. This headline of an article in a leading German newspaper (*Süddeutsche Zeitung*) represents a strong critical attitude towards the reform process. The reform was imposed top down, without preceding consultation of the academic communities in Germany. Many, I think the majority, underline the qualitative losses and the time/energy needed which is out of all proportion to the poor outcome. The feeling arises that the own teaching experience and reform achievements are no longer counting and “we” are forced to adopt the British system. For many years now, a minority in the academic field has vigorously been supporting a reform process, which is linked to the Bachelor (BA) and Master (MA) structure. These activities are encouraged by the Institute for higher education didactics, funded by Bertelsmann foundation.

Since the federal government has decided that the changeover to the new structure has to be realised by the end of 2010, the institutions for higher education are fulfilling their duty.

The “old” system

The former standard was a four-year course with a Diploma degree. In addition, the traditional Magister degree (MA) with a wide freedom to combine academic subjects, leading to integration into the university professions, still exists but has lost its relevance during the last decades.

Since the 70ies, beside the universities many polytechnics have been established in order to raise the level for vocational higher education. These universities for applied science are small and flexible units with internships as a central element of the programs.

Another element of higher education in Germany are postgraduate courses with additional qualifications in a specific field.

The first culture management courses were installed as postgraduate courses and they still play an important

role. They admit students graduating from a diploma course. The other culture management trainings are Diploma courses at universities or polytechnics.

The implementation process – benefits and problems

The new two cycles – undergraduate and graduate – are a unique chance for the polytechnics. In the traditional opposition between the universities and the polytechnics, the latter suffer from minor prestige. They do not have the right to grant doctoral titles, the professors have more teaching obligations, and the Diploma is esteemed minor to that awarded by a university.

In the future, the Bachelor and Master will be formally equal, irrespectively from which institution it is issued. Some universities are still opposing this step, but the government seems to be serious about it.

This is an advantage for the flexibility of higher education. It is also positive for overcoming the outdated distinction between professional and academic courses along the institutions.

For the universities it is a good chance to differentiate their programs. Up to now, they have had quite an inertial structure, every student has to undergo a four-year program, with a strong academic challenge. The high rate of students quitting the universities before their examination (around 50 %) underlines the need for differentiated offers.

Another benefit from the reform is that a professor's performance becomes more transparent with the modular system and the ECPS. The disadvantage of the traditional autonomy of the German professor is that the performances are not easily comparable. Along with the Bologna process, the government intends to implement salaries according to the individual performance. It goes without saying, that these intentions are controversially discussed.

To come to the first problem: In Germany like in France (see M. Pongy's paper), the reform is taking place without a raise in funding by the government. But, as Mireille points out, the new structure leads to specific additional expenditure. That means, we are moving from one 4-year course to two courses (three year bachelor and 2 or 1 1/2 year master course). We need more infrastructure and teachers, with the consequence of increasing planning and management efforts.

To deal with the same budget seems to be impossible unless you accept two consequences: to standardise the Bachelor course in order to save capacities and/or to

reduce the other activities, especially the research projects.

One of the main points of discussion around the Bologna process is the consequence for the small courses. For them it is much more difficult, if not impossible, to handle both a Bachelor and a Master. The lack of capacities might lead to a dissatisfying development: the large departments, which are not always the best, can implement Master courses, while the small, sometimes brilliant and important units, fall behind with a Bachelor.

Some critics argue that the governments use the reform to reduce the state responsibility to fund for further education. Saying that students only have to claim an undergraduate program funded by the state means a reduction of one year, moving from Diploma to Bachelor.

There is a general insecurity about how many Master graduates we need and who should enrol for a Master. "The big majority of the students will end their study with the bachelor and will begin with their professional lifes". That's from a paper of the Ministry of Science and expresses the main intention of the reform process. But we have actually a low acceptance of the Bachelor in many branches. More important, in many professions (medicine, judges, lawyers, architects etc.) the Master is the "admission ticket", while the benefit of a Bachelor is unclear.

Because of the insecurities of the job market and the benefits of higher competencies, some employment agencies advice the students not to content themselves with an undergraduate degree but to continue with a Master. This might create the absurd situation that the Master is becoming the new standard, resulting in a raising study time from 4 years to 6 years.

What about the culture management courses?

The post graduate programs in culture management are in a very comfortable situation. They have only to rename their offer to a Master course.

For the undergraduate programs the procedure is more complicated. They are small courses and are facing the problem of implementing two courses with the same money, infrastructure and manpower as before. The "solution" is to standardise the program and to reduce the student – teacher contacts, to gain capacities for project-orientated, intensive and international orientated Master offers. To concentrate on a Bachelor program is no option for the staff, because it would mean a devaluation of professional prestige.

We cannot make evidence yet for the reactions of the labour market as to the new grades.

Harmonisation

"The harmonisation of the architecture of the European Higher Education System" as formulated in the Sorbonne Declaration is the main goal, followed by concrete tasks:

- adopting a system of easily readable und comparable degrees
- adopting a system of two main cycles
- encouraging teacher and student mobility
- establishing a credit system (ECTS), which provides a way of measuring and comparing learning achievements, and transferring them from one institution to another

We will achieve the first and second task, i.e. we will have the same name for our degrees and the same cycles. But the curricula, modules and contents of the seminars will not be comparable. There is a complete confusion about the criteria for a Master degree. The new master courses range from practical orientated training programs to high profile science projects.

In our experience the curricula are constructed separately by the courses. We have, for example, no national curriculum procedure for culture management courses. As a result, the courses are more hermetic than ever. We are facing the same situation on the international level. There is no harmonisation between cultural management courses, except some pilot projects.

Thanks to the strict modular system, the teachers are less flexible in interdisciplinary cooperation and in accepting unusual performances. The study process is influenced by the objectively measured workloads and the resulting credits. Personal agreements between students and professors about engagements and performances are difficult to integrate in the formal system. International projects are becoming more complicated to fit in the module structure of a course. In Potsdam we install open modules to gain more freedom for the students and for co-operations. But this is of course a kind of partisan strategy, because it undermines the intended measurability.

Some colleagues fear a harmonisation by simplification of contents, elimination of complex issues and a lower level of theoretical reflection. Some very reputed academic programs can already see this tendency. Harmonized in bad English and tool book

Knowledge seems to be a horror vision.

What is needed first is a broad exchange of our conceptual, political and scientific approaches. It is better and more exiting to know about differences than to construct a superficial world of comparability.

By the way, why should a student from Riga study in Barcelona when the courses are alike?

Make European higher education more attractive worldwide



ENCATC Annual Student Conference, Bratislava
May 2006-06-26

Is it possible to promote European higher education on a global scale? Why do students from other parts of the world decide to study in Europe, and what are their perceptions of the EU's higher education systems? These and other related questions were raised in a large-scale survey on perceptions of European higher education in third countries. With about 20,000 respondents, it was one of the largest surveys of its kind ever conducted. One of the main results: there is a clear lack of information on study opportunities in Europe.

"The study shows that European higher education is perceived positively around the globe", said Ján Figel', European Commissioner for Education, Training, Culture and Multilingualism.

"It also tells us, however, that Europe needs to further improve the quality of its higher education, and that it must provide more comprehensive and accessible information on its study opportunities. The Commission will remain committed to the promotion of the EU's higher education systems, notably through Erasmus Mundus – the EU programme specifically designed to improve the quality and attractiveness of higher education in Europe – and the Tempus programme for cooperation with our neighbouring countries."

Funded by the European Commission's Directorate General for Education and Culture following an open call for tender, the study was carried out

between November 2004 and December 2005 by the Academic Cooperation Association (ACA)¹

Its purpose was to investigate the perception of European higher education in other parts of the world, to identify some key messages for a "European brand" in the field of higher education and to reflect on how to make Europe a more attractive place to study. The study was based on large-scale surveys and interviews with students and other stakeholders in six target countries (China, India, Mexico, Brazil, Russia, and Thailand) as well as, online, worldwide. For comparative purposes, it also included international students in the US. With about 20,000 respondents, this was one of the largest surveys ever conducted of its kind.

What were the main findings of the study?

Europe is regarded as a union in an economic and political respect, but not in terms of higher education. When it comes to higher education, the perception focuses on the continent's individual countries, and mostly on the larger ones.

Europe's higher education institutions are perceived positively: Students coming to Europe cited the high quality, accessibility and long tradition of European universities. However, the study also showed that Europe is losing out to the US on a number of issues, such as the perceived prestige of institutions, labour-market acceptance of qualifications, and the dynamism and innovation capacity of our university campuses.

The most important factors influencing the decision for a destination were quality of education, reputation and prestige of the institution and of the degrees earned, as well as affordability, and safety.



An overwhelming majority of respondents said that there is a lack of information on higher education in Europe – the outstanding opportunities for study which it offers and the advantages of studying here compared with other parts of the world.

Based on the survey results, the report makes the following recommendations:

A perception of European higher education as a whole should be created, by means of a “European brand”, with characteristics common to all European countries.

Study opportunities in Europe must be made much better known outside of the European Union, by way of a coherent and convincingly implemented information policy, including the creation of a single, well functioning web portal.

Marketing alone is not sufficient: Europe must improve its educational offer in order to become and remain attractive to students from elsewhere.

For more information see:

http://ec.europa.eu/education/programmes/mundus/index_en.html

Summary:

<http://ec.europa.eu/education/programmes/mundus/acasummary.pdf>

Final Report:

<http://ec.europa.eu/education/programmes/mundus/acareport.pdf>

THE BOLOGNA PROCESS IN PRACTICE: EXPERIENCES WITH INTERNATIONAL MODULES AND PROJECTS

2nd SECEB WORKSHOP

Bratislava, 17 & 18 May 2006

The Workshop on “*The Bologna Process in practice: Experiences with international modules and projects*”, was organized in Bratislava, Slovakia, on the 17th and 18th of May 2006.

The **main objectives** of this second event organised by ENCATC in cooperation with the Academy of Music and Dramatic Art, in the framework of the European project SECEB, were the followings: to **present, analyse and debate the outcome** of the first project workshop organised by ENCATC in Brussels last December 2005; to **analyse and debate the first draft of the questionnaire** prepared by the Jyväskylä University ; to **shape the final version of the questionnaire** to be handled on the 20 may to all the ENCATC members gathered in Bratislava for the ENCATC Annual Conference; to **know more** about the implementation of the **Bologna process in Slovakia** and in the nearest countries.

This workshop **was targeted to** ENCATC members and actors of the cultural training field involved in the implementation of this process.

15 people attended this event from 9 different European countries. This workshop was mainly conceived as a working meeting, therefore invitations were sent to a selected list of ENCATC members and for information to representatives of the European Commission, to the members of the Culture Committee of the European Parliament, and to the ENCATC mailing list contacts.

The workshop **language** was **English**.

All participants were provided with background material prepared by the staff of ENCATC handled during the working sessions.

Monitoring the implementation of the Bologna Process on interdisciplinary arts/cultural management and cultural policy studies in Europe

One of the main objective of the SECEB project is to map the implementation of the Bologna process in the field of cultural management and policy education. In order to do that the Jyvaskyla University is in charge of collect data in Europe with the main focus on the following topics:

Adoption of a system essentially based on two main cycles, undergraduate and graduate:

How the two-tier structure has been realized in different educational levels? How has the standardization of the curricula made progress? What kind of relationship there is between the first and the second cycle and between academic and professional learning? What kinds of evaluation and quality insurance systems have you? In what ways the quality insurance systems and the substances and forms of educational modules guided by these systems meet labour market, and especially what is the employability of the first cycle graduates? What is the comparability of the university and polytechnic and cultural institute degrees? What are the consequences of the above mentioned for the third cycle and doctoral studies, the life long learning?

Promotion of the mobility of students and teachers:

Did the Bologna process already reinforce promotion of mobility of students and teachers? Which are the current obstacles to meet this important objective?

Promotion of the European dimension in the higher education in the art / cultural management and cultural policy programmes:

What is the position of the international modules and projects concerning the curricula? Which are the problems that the persons responsible

The data collection is conducted by internet questionnaires among the ENCATC members (121 training institutions in 35 countries) but also all the two-tier degree structures not yet member of ENCATC located in all the countries eligible to Bologna.

The **outcome of this research** will be deeply analyzed and officially presented to the main Bologna stakeholders during the final project event (Final Conference, Potsdam, November 23rd and 24th 2006).

Please help us in monitoring the implementation of the Bologna Process on interdisciplinary arts/cultural management and cultural policy studies in Europe please download the Research questionnaire from our webpage:

...

http://www.encatc.org/bologna_process/index.lasso

And send it **by e-mail** (Akangas@yfi.jyu.fi) to:

Anita Kangas

Department of Social Sciences and Philosophy
P.O.BOX 35
FIN-40014 UNIVERSITY OF JYVÄSKYLÄ

or by fax to the number: *358-14-2603638

Deadline: 15/08/2006

!!Please note that you can answer to this questionnaire in English, French, German and



VISIT THE ENCATC BOLOGNA WEBPAGE!

<http://www.encatc.org/links/index.lasso>

FIND HERE ALL THE INFORMATION ABOUT THE UNIQUE SECEB PROJECT

One of the Communication tools of the SECEB project is the webpage of ENCATC.

In order to allow you to be constantly informed about the outcome of this unique project, we are currently re-shaping the existing ENCATC session devoted to the Bologna project.

The new page will be available in September 2006.

Don't miss this opportunity to learn more about the SECEB project, save already this link in your "favourites".



CULTURAL MANAGEMENT ACADEMIC TRAINING AND THE BOLOGNA PROCESS: A HOT TOPIC ON THE EUROPEAN CULTURAL AND EDUCATIONAL AGENDA

**Potsdam (Germany)
22 & 23 November 2006-**

The Project will finish with the organization of a major European event meant to **announce, analyse and disseminate the results** of the project; make a significant step towards **possible solutions** to the future challenges and risks generated by the implementation of the Bologna process in the cultural management and cultural policy area; **discuss further actions needed** especially in terms of improving the mobility of students and teachers and to foster the cooperation in between the training institutions in the Europe and beyond.

It will also represent the opportunity to handle to the Minister of Education an ENCATC policy statement and research findings.

Please book already now this important event on your agenda and **register on line** at the following address:

<http://www.encatc.org/register>

THE SECEB Newsletter is one of the SECEB project outcomes.

If you would like to **receive one copy** of this newsletter please write to g.cogliandro@encatc.org

European Joint Masters Programmes Catalogue

Based on the lessons learned from EUA's Joint Masters Project, The European University Association has developed an online interactive search tool of joint Masters programmes.

This catalogue developed by the UA is a compilation of existing Joint Master Programmes in Europe, involving two or more universities from different countries. It aims to provide information for institutions and academics seeking new partners, as well as for interested students. Searching can be done by country, discipline and main language of instruction.

Please note that the Catalogue only mentions universities officially recognised by national authorities. Programme information is provided by the participating institutions themselves. For more details click here:

http://www.eua.be/eua/jsp/en/client/Joint_Masters_Catalogue.jsp

Follow-up to the Joint Masters Project: EMNEM (2005-2006)

Based on the lessons learned from EUA's Joint Masters Project and the continued interest in developing and sustaining joint Masters, EUA undertook a project with the aim to generate a detailed European quality assurance methodology. The project, European Masters New Evaluation Methodology (EMNEM), developed a set of Guidelines to provide different stakeholders involved in joint masters with a clear set of questions and issues, which they could usefully address in their daily work. The Guidelines were published in May 2006.

For more information:

<http://www.eua.be/eua/en/EMNEM.jsp>

Quality assurance in Slovakia

Prof. Ing. Peter Plavčan from the Ministry of Education, and member of the "Bologna group" was invited to attend the second SECEB workshop organised in Bratislava on May 206 and thus to offer to the participants a clear understanding of the implementation of the *Bologna process* in Slovakia.

Prof. Ing. Peter Plavčan explained the Slovakia "state of art" in relation to the Bologna process by addressing the following points:

A) History: Since 1990 quite a few reforms were made in the educational system in Slovakia, those reforms having internal as well as external aspects, internal due to the Velvet Revolution and the consequent opening to the world and external due to the UNESCO Document published in 1998 about strategies in higher education which influenced the definition of the Slovak strategies finalized in 2001. These strategies included also already the Bologna Process and defined the 3 cycles, i.e. Bachelor, Master and Doctoral studies. They insisted on the European dimension, the mobility for students and teachers and the recognition of degrees by agreements with some EU countries.

B) Statistics:

1990: 16%-18% of the 19 year-old youth in higher education, i.e. 60'000 students in 14 institutions.

2005-2006: nearly 50% of the 19 year-old youth in higher education, i.e. 180'000 students in 29 institutions.

29 institutions = 20 public universities under the authority of the Ministry of Education, 3 State universities, i.e. a Medical School, an Military Academy and a Police Academy, each under the authority of the respective Ministry, and 6 private universities (those having all together only 3000 students).

The quantitative increase implied qualitative measures and therefore the Ministry defined new criteria for accreditations with the help of the universities taking into account the quality of teaching, better material and technical equipment and a new accreditation commission comprising national and international members (the latter come from the Czech Republic and from Hungary).

C) The implementation of the Bologna Process in Slovakia: Slovakia was very active after 2001 when a group of experts was created in Prague for

the implementation of the BP. The last recommendation about the diploma supplement is already fulfilled, so that Slovakia has fulfilled every recommendation.

Now, the focus is on the preparation of a national quality framework whose contents description will make possible the comparison of the qualifications with those of other countries. About the joint diplomas (i.e. diplomas made in two universities in two different countries), there is still a legislative task to be solved hopefully by October 2006 and implemented from December 2006 on. Two agreements among universities are already working (one between the Economic Universities of Bratislava and Halle and one between the Banska Bystrica and a Parisian University, both for master programmes).

D) ECTS, based on 60 points a year, is obligatory in Slovakia for all universities. Most universities have a two-tier cycle of 3B+2M years. Only computing science (4B+2M), medicine (6M), theology and fine arts (5M) are different

E) Quality assurance: Quality is difficult to define. The following criteria are taken into account: research, number of students, number of years students need to finish their studies, and the increase of the number of women students.

There is the question to know whether to let the market define what is quality. But in Slovakia, there is a relation between private industry and university studies in quite a few fields.

Now 25% of the budget is dedicated to the quality of research and the increase of the number of PhD studies and of publications, but it is foreseen to increase this percentage to 30%.

F) Challenges for the future:

– Slovakia would like to be registered in the European Agency for Quality Assurance.

– For the moment the BP is not implemented to such a point that the recognition is automatic, so the legal problems are numerous, because the BP is not about contents, but about organisational matters.

– Concerning the joint diplomas, today the graduates receive two diplomas, in the future it should be one bilingual diploma with two signatures recognized equally in both countries.
