

### Report Meeting of the boards 2-3 October 2015

The European Music School Union (EMU) made a call for a first "Meeting of the boards" in order to talk about the future of the EMU with its members. The meeting was an opportunity to discuss how EMU can serve its members' interests in the best way possible and how mutual goals and aspirations can be incorporated in the EMU strategy for the coming years.

All members of the boards of the member associations were invited. Especially those were encouraged to join who do not usually attend EMU events. In case the board in its entirety was not able to participate, members were asked to ensure that at least some representatives could attend.

As preparation to the meeting, all member associations received an online questionnaire entitled "What do EMU members most want?": 29 activities and member services were listed and members were asked to rate them in order of importance from one (not important) to five (core activity). The response rate of 58% allows to draw conclusions of the results of this questionnaire.

40 participants attended the meeting and 12 out of 24 member countries were represented: Austria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Luxembourg, The Netherlands, Switzerland, Spain and Sweden.

The meeting was opened by Wolfgang Litty, Managing Director of host and cooperation partner Landesmusikakademie Berlin (LMA), who introduced the LMA and pinpointed its different fields of action: As an educational institution in music the Landesmusikakademie Berlin's mission is to promote amateur music in Berlin through networking, training, stimulation and project support. Through this the LMA helps citizens of all ages and ethnical backgrounds to divulge music to third parties, to discover music in all its facets and to encourage a professionalization in the field of music. Thus the Landesmusikakademie Berlin aims to contribute to a musicalization of society.

Ulrich Rademacher president of Verband deutscher Musikschulen e.V. – VdM (VdM kindly supported this event as cooperation partner) continued the opening with a heartfelt welcoming speech about present and future challenges and most of all the importance in society of today's music schools (whole speech Appendix 2).

EMU's president Helena Maffli thanked the cooperation partners for their valuable contribution, greeted the participants and expressed her gratitude for their dedication as members of the EMU. She stated that the main reason to organize this seminar was to get closer to the members and exchange with a large number of stakeholders.

The following topics were covered in the membership questionnaire:

- EMU statistics on European music education  
Updating the EMU statistic booklet every five years
- Updating the publication "Music Schools in Europe"  
Booklet presenting EMU member associations
- Mapping information about the situation of music education on European level Useful information about music education and EU culture and education policies
- Advocacy on European level  
Participation to the European culture political debate and lobbying on behalf of music education
- Advocacy on National level  
Participation to the European national political debate and lobbying on behalf of music education
- Collection and distribution of good practices  
Members of EMU may present their successful projects and working models
- Management capacity building seminars  
Management training for members of EMU (National music and art school associations) and directors
- Leadership training  
Training for directors of music schools
- EMU's EU projects with members  
EU projects in which EMU acts as a coordinator and members as partners of the project

- EU projects between EMU members  
EU projects in which EMU members make a project and one of the members acts as a coordinator
- European Music School Forums  
Discussion platforms organised during general assemblies
- Development of organisational evaluation  
Evaluation of music school management, communication etc.
- Development of student evaluation  
Self- and external evaluation of students
- EMU Youth Music Festival  
EMU as patron organisation of the European Youth Music Festival
- EMU Website  
EMU website and the use of social media
- Seminars for the boards of EMU members  
Meetings in which the boards of the EMU member organisations may meet each other
- Presidium meetings in member countries and meetings with politicians  
EMU members host Presidium meetings and arrange meetings with local politicians
- Participation to members' general assemblies  
EMU Presidium members participate as speakers or panellists in national meetings
- Collaboration with "regional EMU groups"  
EMU's collaboration with its regional groups such as EMU Nordic and Visegrad4
- Cooperation with higher music education  
Cooperation with music academies and universities
- Cooperation with primary and secondary schools  
Cooperation with school music teachers
- Cooperation with European umbrella associations in the field of music  
Collaboration with music organisations (music education, professional and amateur music organisations)
- Students with special needs  
Music education for students with special needs
- Use of music technology  
Use of technology both in management and in pedagogy
- Early childhood music education  
Music education for 0-6 year old children
- Group pedagogy  
Group dynamics and pedagogy
- Music education for especially talented children  
Special programmes and study arrangements as well as pedagogical development
- Audience development  
Music schools' audience development projects (e.g. with symphony orchestras)
- Collaboration with non-European countries  
Solidarity work and development projects with e.g. African music educators

Helena concluded that the results of the questionnaire (Appendix 1) showed that all activities were deemed important (score range between ca. 3 up to ca. 5), none of the activities was rated irrelevant and there was no important dispersion between the extremes.

Not surprisingly, the highest scores were given to services and activities which are complementary to those of national associations (for example advocacy at European level, cooperation with other networks and HME etc.). However, to forget or neglect lower scores could be dangerous (e.g. audience building, use of new technologies, cooperation with primary schools). These are topics, which also need attention. Additionally Helena reminds that according to the questionnaire the most important pedagogical target groups for members are students with talent and those with special needs.

In relation to the EMU Activity plan 2016 the results of the questionnaire help to group activities and pinpoint priorities, whilst it is obvious that all topics cannot be treated all the time. It is the responsibility of the board to make choices and fix priorities at short, medium and long term.

Seminar participants were then invited to discuss a number of topics in several sessions, either divided into break-out groups or as a whole group:

### **What do members expect from EMU?**

Participants came to the following conclusions in relation to this topic: The EMU is seen as a connecting body between the members, their association boards and finally between their respective countries. Through common meetings, gatherings or seminars members are able to share ideas, gather and share knowledge and of course take home ideas and different practices. Through discussion and sharing of ideas there is the possibility of bringing solutions to existing issues in member countries: "EMU is a two-way-road in order to make everybody's life easier: keep it that way!" (Quote from a plenary session). Participants widely agreed that EMU can serve as a reference for member associations at their national political level, to help legitimate the status of music schools while making them recognized and acknowledged. In advocacy work, we all need to find national and European politicians with music background. It was also stated that the reliability of EMU for its members weighs more than its financial resources.

The participants were of the common opinion that it is not EMU's role to be in direct contact with the music schools. However, national associations are free to decide how to distribute information which can be useful to their teachers (e.g. competitions, good practices, films, information on EMU festivals). Participants are urged to spread information on EMU services which add a dimension to the national context: pedagogical capacity-building seminars of EMU are considered as a necessity.

It was discussed that possible new services of EMU could include collecting and disseminating research data and Masters' thesis material, making a guide for EU- funding for music schools and collecting national laws (short info, contact persons per country for details).

When asked about the identity of EMU, participants commonly agreed it can only be seen in the light of diversity. EMU festival is the sign of our values, of which the following were mentioned by participants: respect for diversity, open societies, Christian values, talent development.

### **How can members help EMU to become stronger?**

Participants agreed that they should see it as their task to make EMU more known in their respective countries. As a better way of connecting internationally it was added that it would be important to publish at least a part of the national association's website in the English language. Furthermore participants should encourage their teachers and association boards to get informed through EMU (website, capacity-building seminars). In the common work it is important to distinguish the levels of action by national associations, by EMU and both together. Regarding regional groups inside EMU, it was stated that regional, national and international activities feed each other.

### **What are EMU's target groups?**

When discussing the topic of 'What are EMU's target groups?' Participants highlighted the following groups:

- ⇒ National associations
- ⇒ Headmasters and management teams and teachers, through EMU's capacity building seminars
- ⇒ Music and art schools through the EMU website, publications, data and statistics
- ⇒ Students who visit the European Youth Music Festival

The question was raised if parents are a target group of EMU, like in Denmark and Germany at national level, also in regular schools, to represent the 'users point of view'. The discussion revealed that this is less common or inexistent in other countries.

### **Communication – internal and external, EMU Website, newsletters and use of social media**

When discussing the website it was apparent that the website is in need of a make-over in order to make it more attractive, user-friendly, interactive, lively and reactive. At this moment it looks rather old-fashioned but contains a lot of information which - when arranged in better way - remains very useful. Links to AEC/EAS websites (e.g. about research outcomes) should be incorporated.

A make-over is planned for 2016 and in the process EMU will consult members for good examples and ideas.

### **Publications and statistics / what kind of data is needed?**

Participants collected ideas on a new set of statistics and concluded that maybe there was only a need for an online version instead of a hard cover, although the idea of a leaflet was voiced also. When compiling new questions for the statistics it is important to think of pedagogical target groups, e.g. "Do you have music education for students with special needs?". There will be an appeal for members to send their statistics January – February 2016 – this cannot be done without the help of the national associations.

The meeting was concluded with the mostly mutual agreement that the EMU should continue with these types of meetings, once every 2 years. They could also be connected to General Assemblies.

Finally, Timo Klemettinen revealed recent news on a EU project about developing national associations, which the Finnish association plans to coordinate (application probably by June 2016). The project could be a win-win for Finland and EMU. Proposal (of Christine Bouvard Marty) to take the input of the Berlin seminar into this project plan, think strategically and make a link to EMU' mission statement (aims, goals).

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