

# NATIONAL REPORTS

## MEMBERS

### EUROPEAN MUSIC SCHOOL UNION

2012 / 2013

European Music School Union

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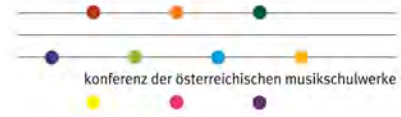
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## **AUSTRIA**

### **KOMU - Konferenz der Österreichischen Musikschulwerke**



The main issues of the KOMU („Konferenz der Österreichischen Musikschulwerke“) in 2012 were – still – the reform of the educational system in Austria, the organisation of the „Bundesfachgruppentreffen 2012“, the scheduling of the first congress of heads of music schools in January 2013 and the reform of the KOMU.

#### **Reform of the general educational system in Austria**

Over a number of years the reform of the educational system has been a topic in the political discussion in Austria and we still do not know at what pace the reforms will take place. Since 2008 the KOMU is participating in working groups in the Ministry of Education and is trying to position the music schools as partners in the educational system.

Co-operations between compulsory schools and music schools have been developed and have spread all over Austria in recent years. In 2012 more than 25.000 pupils have been taught in such projects. Our goal is the integration of the music schools in the educational system, especially in all-day schools, at the best possible rate. The value of music schools education has to be implemented in the educational system on an organisational level (co-operations between schools and music schools) as well as on a personal level (enough time for tuition and practicing and optional subjects for pupil

The KOMU intensified the lobbying with some results: Positive responses from the conference of the heads of the cultural departments of the provinces („Landeskulturreferentenkonferenz“) and from the conference of the governors of the Austrian provinces („Landeshauptleutekonferenz“) and the launching of a parliamentary initiative. In a series of meetings with politicians the claims of the music schools were positioned on all levels of the political process.

#### **“Bundesfachgruppentreffen 2012“**

In November the KOMU organised a meeting of the professional groups („Bundesfachgruppentreffen“) in Ossiach, Carinthia. Motto of the conference was „learning from each other“. In plenary discussions and working groups the participants focussed on the expertise within the faculty and the transfer of knowledge within the music schools.

#### **Congress of heads of music schools**

In 2011 and 2012 the KOMU developed a design for a congress of heads of music schools. The first congress took place in Feldkirch, Vorarlberg, in January 2013 and was very successful. The participants were offered talks and working groups with interesting topics for executive personnel in music schools. In a number of forums about best practice models the heads of school had various opportunities to participate.

#### **Reform of the KOMU**

The tasks of the KOMU widen every year and so there is a vital necessity of a sufficient funding. A concept with an annually rotating chairmanship and an office located in the administration of a district has been worked out and should be installed in the years 2013 and 2014.

With the goal to create a more efficient workflow within the KOMU the work was shared. Every delegate is now in charge of one or more topics.

## BELGIUM

AEMS -Association de l'Enseignement Musical Subventionné



In the year 2012, AEMS focused its activities :

1. to organise **Journées francophones de recherche en Education musicale** (JFREM) in Brussels on subject: La place des *autres* musiques dans la pédagogie musicale
2. to co-manage **Groupe de réflexion international sur les apprentissages musicaux** (GriAM – International Group of Music Teaching Researches) with the collaboration of Music High Schools and Belgium Council of Music
3. to co-edit the annual Music Review “**Orphée Apprenti**” with the GRIAM, and within articles relative to Assessment in Music Education
4. to participate in the **EMU GA** in Rimini (Italy, May 2012)
5. to coordinate Belgian ensembles and repertoire at Allegromosso Festival (Italy, May 2012), with the participations of 100 students, 13 teachers and 6 representative music schools
6. to participate in **International Music Schools Seminar** (IMS) in Weiskirchen (Germany, March 2012) Thematics : Music schools in a changing world. What does it mean for our identity and position in society?
7. to stimulate a practical researches on Music Education in Belgium and researches on innovative pedagogies that are present in Belgium
8. to investigate Musical Formation and leads a national satisfaction survey on it
9. to broadcast several programmes on Music Education for Musiq3 (National Radio)
10. to organise national and regional concerts (as **Academix**, **Students meetings** with podcasts)
11. to stimulate, create and promote a national youth choir (8-18 y.)

Budget 2012 was about 50000 euros, half financed by Fédération Wallonie-Bruxelles of Belgium and the other half by Music Schools themselves.

### Important notification:

AEMS exists since October 1962. 2012 was its 50<sup>th</sup> anniversary. Nevertheless, in actual society and in consideration of art and education and cultural politics in Belgium, such an organisation, because of its very focused activities on music education, can not respond anymore on global education systems. So, GA of AEMS decided to dissolve the association on 1<sup>st</sup> November 2012.

The representation of schools are put under the umbrella of CECP (Federation of Public Schools in Wallonia-Brussels, 90% of the music schools) and FELSI (Federation of Independant Schools of Wallonia-Brussels, 10% of the music schools). Indeed, these two federations are mandated by law. Educational, art and cultural researches are conducted by Belgian Music Council. Activities and music practices are organized by subregional groups of Art schools, distributed around major urban areas.

## **CROATIA**

### **HDGPP - Hrvatsko društvo glazbenih i plesnih pedagoga Croatian Association of Music and Dance Pedagogues**



Croatian Association of Music and Dance Teachers in the period of 26 April 2012 until the 24th April 2013. The fully realized the planned activities:

26th April 2012. - 105th plenum in Sisak - discussed issues from ordinary activities HDGPP (the competition - State and Regional, propositions, payroll and liquidity schools, issues of everyday pedagogical practices).

25th and 26 October 2012. - 106th plenum Metković - discussed issues from ordinary activities HDGPP (the decision on the award-HDGPP a - Lifetime Achievement Award and Annual Awards, organizing seminars and concerts HDGPP in the project of the Center of Excellence for especially gifted students and students of music and dance , ...)

5th - 8 December 2012. Competition was held in Opatija, chamber groups, attended by 140 bands. Competitors, professors and members of the jury made up more than six active participants in the event

17th December 2012. the Croatian Music Institute in Zagreb held a celebratory concert on the occasion of HDGPP's where nastuplil students držvanih competition winners, the awards (for lifetime achievement and annually) and recognition HDGPP's teachers who have retired and award to contribute to the overall effect HDGPP's.

9th - 11 January 2013. Opatija seminars led by world renowned teachers: - Piano - Chairman: Konstantin Bogino (France) - Singing - Tutor: Gerhar Zeller (Austria) - Solfeggio - Head: Larisa Login (Spain) - Violin - Head: Yova Yordanova (Russia) -Clariner - Head: Cavallin (Spain) - Harmonics - Head: Alexander Selivanov (Russia)

10th – 25 February 2013. Regional competitions were held - 51 Croatian competition of students of music and dance with the participation of more than 2,000 students of music and dance. Hosts regional competitions were: Music School "Countess Dora" Našice, Music Academy of Zagreb, U.S. Francis Lucic, Velika Gorica, GS "Blagoje Bersa", Zadar, Lysenko Music School, Split, HQ by Fr John Glibotić, Imotski and Music School in Varazdin. Competitions are well organized and with good cooperation and hospitality of the host successfully implemented.

8th and 9 March 2013. - Primosten - National Competition for discipline orchestras, attended by 10 orchestras (400 students) who were placed at "Daybreak," which allowed everyone to follow the performances of all the orchestras. The hall where the competition was held isponjena to capacity during the performance of all the orchestras.

15th March 2013. In the Church of the Immaculate Heart of Mary in Zagreb was National Competition in specialty organ.

18th - 23 March 2013. - Dubrovnik - 51 Croatian competition for pupils and students of music and dance (detailed in the report Competition Secretary). In addition to these activities during this period HDGPP has successfully collaborated with the Ministry of Science, Education and Sports and the Agency for Education, contributing to the enhancement of music and dance education. There has been good cooperation with other ministries and government agencies as well as local government organizations, especially in cities where the competition was organized students of music and dance. It was also a successful cooperation with European musical associations EMU and EMCY and musical associations and institutions in the country - HDS ...

HDGPP's presidency, at its meetings, discussed and dealt with issues related to the regular activities of the company and accounted for the task set at the plenum. and accounted for the tasks set at the plenum.

## CZECH REPUBLIC

### Association of Primary Arts Schools (Czech Republic) (AZUŠ ČR)

1 September 2011 to 31 August 2012.



Since the last annual general meeting 8 new basic arts schools have become members of AZUŠ. To date, the association totals 391 members. AZUŠ operates with revenues of 984.324,00 CZK and expenses of 1.021.521,00 CZK. Revenues came only from contributions of the members.

The Board of AZUŠ has held seven meetings which is according to the agreed regulations 80% of all members has been the average number to attend every meeting.

Additional meetings have been organized by individual members of AZUŠ, delegated by the Board of AZUŠ.

September 2011

\*The international event "Art education and the role of cultural institutions" under the auspices of Ministry of Culture and the Czech Committee of UNESCO held in Prague, September 2011. AZUŠ was represented by Jindřiška Kudrlová, Tomáš Kolafa and Jiří Stárek. EMU contributed by talks by Helena Maffli, Paolo Ponzecchi and Timo Klemettinen who explain the role of EMU and its activities (EMC, IMC, UNESCO Conference in Seoul, Weimar Declaration, etc.)

October 2011

\*AZUŠ ČR attended a meeting with MŠMT ČR - funding system based on norms (grant amount for the student).

\*The meeting with the chairmain of Czesha – Czesha agreed to invite representatives of AZUŠ on meetings of the tripartite - MŠMT ČR, school unionists and Czesha.

\*GA of AZUŠ ČR in Pilsen.

December 2011

\*AZUŠ and Czesha declined a proposal of the Ministry of Education funding.

January 2012

\*The seminar in the Parliament – funding of schools (prepared by MŠMT ČR). Participants had great reservations about the proposal and recommend changes.

\*The Discussion Forum in Prague – art education and cultural institutions in finance-reducing time.

February 2012

\*Auditions for the post of director of art schools in Czech republic. Auditions founders of schools announced (80%) or confirmed by the director to function on the basis of inspection reports, evaluation reports of the director, or other criteria (20%).

March 2012

\*The meeting took place at the Pedagogical Faculty of Charles University. The participation of 15 representatives of associations in order – to respond to dissatisfaction educational circles, which is taking up education as a whole.

\*Conference on "Pilot School of Music," music school directors were present, who participated in the writing school curriculum for art schools.

April 2012

\*Conference – school unionists and Czesha (funding).

\*AZUŠ ČR dealed Decree No. 71/2005 Coll. by music school.

\*Preparatory meeting – Presidium EMU and the Conference V4 in Mikulov in autumn 2012

May 2012

\*Jindřiška Kudrlová, Jana Krejsová, Tomáš Kolafa, Jaroslav Mencl were delegated to GA EMU in Italy 15.-19.5.2012.

June 2012

\*AZUŠ ČR discussed changes in AZUŠ ČR Statutes.

July 2012

\*Mrs. Jindřiška Kudrlová, president of the AZUŠ ČR – meeting with the Minister of Education Mr. Petr Fiala and present was the Deputy Minister Mr. Ladislav Nemeč

The minister had to explain the whole system of art schools, interested in the method and duration of training. We concluded that the basic artistic school as the only school in the country on such a large scale work with gifted children.

Two members of the Board of AZUŠ represented at "Round-table" discussion forum in November 2011 and May 2012. Discussion was attended by representatives of the Ministry of Education and representatives of school's unions of Czech republic. Topics: funding and quality of education.

The board of AZUŠ ČR also discussed the support of the magazine "Driving School" with Annex Special Music School – aiming for head teachers and music schools.

Glossary:

AZUŠ	Association of Basic Arts Schools, Czech Republic
ČR	Czech Republic
MŠMT ČR	Ministry of Education of Czech Republic
ZUŠ	Basic Art School
Czesha	Association of all schools association in Czech Republic



In Denmark we have 99 music schools. 50-75 % of the schools are offering education in other art forms than music. The model of art schools is an area in which Denmark has been learning from the other Nordic countries. DAMUSA welcomes this trend on the condition that additional funding is provided in step with the expansion of the activities. The local communities are apparently willing to support this trend.

The engagement of the government is one of DAMUSA's cardinal points - at the economic level as well as to assure the quality of the education. The Danish law demands that every community must have a music school, and the government support the musical activities with up to 25 % of costs. However this government subsidy has been falling, and is in 2013 approximately 13 %. The Ministry of Culture confirmed to DAMUSA in 2012 that the government subsidy has fallen by DKK 20,3 mio. from 1994 to 2012. Not because of savings at the music schools, but due to the general savings within the area of culture and lower purchasing power. Pupils fee is up to 33 % (approximately 24 % 2013) and local communities pays the rest - approximately 60 % of costs.

To the 99 music schools are affiliated seven centres with preparatory courses for conservatories. These are run by 7 different music schools and financed only by the state. All music schools have programs for especially talented pupils in cooperation to the seven conservatory preparing courses, and this work with talented pupils has been supported through several government plans – and also through the latest plan, which is running from 2012 until 2015. The last 10 years we have had a great success focusing on most the talented pupils. One of the challenges that we see at the moment is, that the music schools in the period 2007-2012 have experienced a 19 % decline in the number of children and young people who enrol at a music school. In 2012 the music schools had 102.000 pupils.

The report with the title "Why does your child attend music school – and why not" (DAMUSA 2011) revealed that 30 % of music pupils experience no connection between participating in music school activities and their elementary school activities. In this context – and in the context of the Danish government's proposal for a reform of the elementary school with longer school days for the pupils, DAMUSA in 2012 made a complete national mapping regarding the cooperation between elementary schools and music schools in Denmark. This mapping was made by DAMUSA in cooperation with The Danish Pedagogical University and the elementary school music teachers organization and was presented to both the Ministers of education and culture at a meeting February 2013.

Beside the meeting with both the Minister of Education and the minister of culture, DAMUSA has since the proposal for a reform of the elementary school taken an active part to this discussion: In the media, and in a number of conferences and meetings that have been held on the subject. DAMUSA's approach to the reform is in short, that we will not blind us to the challenges and threats to the music schools - but first and foremost we have decided to see the reform as an opportunity for even more skilled musical activities out to even more children than now. This is also the message we take with us to the meetings we are now having with the spokesmen of the different political parties, -meetings, which is currently in progress (march 2013).

Another focus of DAMUSA is that the increasing fees may impact the fall in the number of pupils enrolled at the music schools in future. Figures from the Danish Arts Agency and Statistics Denmark for the calendar years (2007-2012) show that the cost rate of learning to play an instrument has increased by 27,7 % while the overall consumer price index for the same period has only increased by 13,6 %. It is important to note that the number of 0-25 year-old citizens in Denmark has gone up (by 3,9 %) from 2007 to 2012. Consequently, the explanation of the fall in the number of enrolled pupils (121.000 in 2007 – 102.000 in 2012) at the music schools is not that the target group has become smaller.

Therefore in 2012 some of the main focuses of DAMUSA has been cooperation with elementary school, recruitment of the pupils and keeping pupils in music school courses. Focuses that actually correspond perfectly with scouting, encouraging and nursing musical talents.

### Context Statement

**This remains a time of change for music education with: the introduction of new funding and delivery structures in England; concerns about the quality of some classroom music teaching raised by Ofsted\*; a review of the National Curriculum.**

The Government has shown an on-going commitment to music education, financially and structurally and an overall figure of £870 million was invested in music education by the Department for Education between 1999 and 2011 (this funding is additional to funding received directly from schools). Additionally the Government has committed protected funding for 2012-2015 of £202 million bringing the overall investment from 1999 to 2015 to over £1 billion. Approximately 438,772 children and young people were learning musical instruments in England in 2005; by 2011 this number was estimated to have grown to 1.15 million. Research statistics also estimate that from 2008 to 2012 over 2,330,072 Key Stage 2 pupils had the opportunity to learn to play an instrument in school.

### **National Plan for Music Education and Music Education Hubs**

Since September 2012 music education in England has been delivered by local Music Education Hubs. This is an action point from 'The Importance of Music – A National Plan for Music Education' (NPME) launched on 25th November 2011 by the Government.

The NPME was prompted by 'The Henley Review of Music Education' published on 7th February 2011, which found that access to a quality music education was not guaranteed for all. Hubs are tasked to drive up quality and consistency of music provision locally by improved partnership working, better value for money, local innovation and greater accountability; according to the NPME within hubs all children should have the opportunity to learn an instrument, make music with others, learn to sing and progress

Funding for music education comes from the Department for Education via the Music Education Grant, with the Arts Council now operating as fund holder. The plan was matched with 3 years protected funding £77m 2012; £65m 2013; £60m 2014 (previously £82.5 million in 2010). The majority is being invested in hubs and is being distributed to hubs following an open application process conducted by the Arts Council.

Hubs provide instrumental lessons, bands, choirs, orchestras, and other music-making opportunities in and out of school for all children in their local area. Music Services are leading the majority of these hubs and involved in all of them. Hubs will build on the work of music services, which have been providing children with these kinds of opportunities since 1935. Hubs are the focus of local partnerships and aim to give all children a chance to be young musicians and are part of wider government reforms to music education which aim to provide a fairer distribution of funding

### **Inspection of School Music Provision by Ofsted**

The National Plan for Music Education states that 'great music education is a partnership between classroom teachers, specialist teachers, professional performers and a host of other organisations.' Schools require the support of a wider local music structure and the core elements is funded by the DfE grant (2012 to 2015). Music Education Hubs use the DfE grant to enhance and support the school curriculum, providing opportunities and vital progression routes for children and young people, routes which are not provided by a school or even a small group of schools.

*'Music in schools: wider still and wider'* A new Ofsted report in 2012 examining music teaching and provision found wide differences in the quality and quantity of music education in schools across England. One in five of the schools visited were judged inadequate for music.

Ofsted stated that in too many music lessons there was insufficient emphasis placed on actually making music, and too much focus on talking or written exercises. The scarcity of good vocal work in secondary schools, where nearly half of those inspected were judged inadequate for singing, and the underuse of music technology across all levels were found to be significant barriers to pupils' musical progress. For example, insufficient use was made of audio recording to assess and improve pupils' work. Nearly all the schools recognised the importance of promoting a diverse range of musical styles, but far fewer had a clear understanding about how students should make good musical progress.

Ofsted made it clear that all of those leading and delivering music education needed to work together with schools to-“... *strengthen senior leadership of music in schools by increasing head teachers’ and senior leaders’ knowledge and understanding about the key characteristics of effective music provision, including the appropriate use of musical assessment and the importance of teachers’ musical preparation, so that they can more effectively observe and support music in their schools.*”Ofsted have produced a range of support materials and guidance to help music educators and school leaders work together to provide high quality music education opportunities within schools.

### **National Curriculum Review**

In December 2011 the Department published The Framework for the National Curriculum – a report by the Expert Panel which advised the National Curriculum review. Ministers considered the panel’s recommendations, informed by consultation with key stakeholders, including subject experts and representatives of the teaching profession. On 7 February 2013 the Secretary of State for Education announced a public consultation on the draft National Curriculum which will run until 16 April 2013. The consultation also asks for views on proposals to disapply aspects of the current National Curriculum from September 2013, so as to give schools greater flexibility as they prepare to teach the new one.

In addition, the Secretary of State stated the decision to retain all of the existing subjects in the National Curriculum at the same key stages as now. A final version of the new National Curriculum will be available in autumn 2013 for first teaching in schools from September 2014. Organisations and professionals across the music education sector have actively engaged in discussions and debates relating to the proposed music curriculum to ensure that robust and clear messages are fed back to the Department for Education regarding music in the curriculum.

### **Conclusion**

It is a challenging time for the funding of music education in Northern Ireland, Wales and the Channel Isles. In England although the protection of Central Government funding is welcomed and seen, along with the National Plan for Music Education, as a demonstration of the Governments’ commitment to and recognition of the value of music education, it is still an overall reduction of £20 million. The continuing diminishment of Local Government funding has also impacted on overall music education funding. The move towards an English Baccalaureate, (introduced as a performance measure in the 2010 schools performance tables and covering English, mathematics, history or geography, the sciences and a language) continues to cause concerns for many regarding the status and availability of music and other arts subjects at Key Stage 4 .

In order to provide clarity and leadership through the changes and challenges facing UK music educators on 7<sup>th</sup> February 2013 the Federation of Music Services (FMS) and the National Association of Music Educators (NAME) announced that they had created *The UK Association for Music Education – Music Mark*, a single organisation to promote a joined-up approach across all sectors of music education. The new organisation was launched on 19<sup>th</sup> March 2013 and aims to support quality music education for all to provide a unified voice for all those involved in music education and to improve the learning and personal outcomes for children and young people in and out of schools and is the principal music subject association.

The organisation;

- advocates, celebrates and challenges on behalf of children and young people locally, regionally and nationally;
- supports professional development within the national community of music education;
- provides rich opportunities for debate; learning and the sharing of best practice to drive standards and achieve high quality in music education
- connects all those who contribute to the music education of children and young people in different contexts, unlocking the potential to raise standards.

*\*Ofsted is the Office for Standards in Education, Children’s Services and Skills. “We report directly to Parliament and we are independent and impartial. We inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages”*

### **I Competitions for students**

Competitions "The best young instrumentalist 2012" and "The best young instrumentalist 2013". Competitions are taking place on three levels: regional level, audio-level and final competition. Two last levels are organized by EML.

In 2013 has taken part piano and wind -instruments; in 2012 string instruments, guitar, kannel, accordion and percussions. Both competitions were ended by final concert.

There are many members of jury from the board in final levels to get objective opinions about our students and teachers.

There were 203 students taking part of final level in 2013, and 183 in 2012.

### **II Composing the draft of common curricula for music schools.**

Formulating the general chapter of the new curricula and introducing this to the officer of Ministry of Science and Education in Estonia. Formulating curricula for 17 different instruments.

### **III Cooperation with other steps of music education.**

#### **IV Advanced training courses for teachers on instrumental teaching and using contemporary tools in group lessons.**

Producing video materials about instrumental lessons (trumpet) and solfeggio lessons (II level) and training for percussion teachers with help *Osuma Ensemble* from Finland.

#### **V Activities for schools practical**

5.1. collecting statistics

5.2. sharing information and updating it on our website

5.3. working on unified materials for solfeggio-exam for 2012 and 2013

5.4. organizing general meeting

5.5. representing music schools in different organizations (Estonian Music Council, workgroup of music education; workgroup of cultural strategy in Estonia up to 2020)

5.6. preparation work for publishing of two books: *Prima vista and rhythmic exercises* and *Ensemble-book* for 3-4 instruments.

**FINLAND**  
**Suomen musiikkioppilaitosten liitto**  
**Association of Finnish Music Schools**



**Theme year for theory and solfage teaching 2011-2013**

Reforming of the examination standards and evaluation criteria developing teaching methods and pedagogy and the use of the new technology.

**Theme year for orchestral instruments 2013--2015**

Preparations and implementation of the project which aims to promote the playing of the orchestral instruments and safeguard the future of the Finnish youth orchestras.

**TaideMediaT**

Preparations for a new project in co-operation with other fields of arts and between teachers and artists to promote the use of new media and technologies in arts education.

**Curriculum for music technology**

The project goal is to develop and unify the subject of music technology in music schools nationwide.

**Development project for playing the organ**

Increasing the opportunities for the studies of playing the organ in music schools and promoting the work of cantor as an option in the field of music. Strengthening the cooperation between parishes and music schools.

**Evaluation project**

Encouraging and helping music schools to start to use the new evaluation system for music schools in cooperation with the Association of Basic Education in the Arts (TPO).

**Cooperation between different art forms in arts education**

The associations of arts schools aims to enhance the cooperation between different fields of the arts education.

Working groups: 1) advocacy (culture political activities) and 2) pedagogical (pedagogical development)

**Nuori soittaa!**

Triennial 3-day music festival event for youth orchestras and ensembles nationwide.

**General Assembly and congress 2013**

- 21/03/2013 in Maisons-Lafitte

Theme of the congress: music and art schools, a tool of social inequalities reduction or a competition place?

**Works/publications**

- Pedagogical curricula
- National tests for exams in music & dance

**Projects/cooperations/services**

- Cooperation with the Ministry of Culture
- Support to French pedagogical composers
- Cooperation with editors to reduce taxes and royalties for music schools
- Cooperation with insurance companies for music schools public liability and teachers health insurance

**International**

- European Music school Union : GA in Przemsyl (Poland) in May 2013

**Situation in France**

Because of the economic crisis and State spending cuts, the French Federation (FFEM) is worried about the music and art schools future. The State decided to cut 25 to 30 % of its financial support to the "Conservatoires régionaux et départementaux". There are also many concerns about the scholarships awarded to the needing students. FFEM is warning the Ministry of Culture about those issues, explaining to political and financial authorities how music and art education important is for youth education and in decreasing social inequalities.

## GERMANY

### VdM Verband deutscher Musikschulen e.V.



#### Fields of activities in 2012

- On the occasion of the VdM's 60th Anniversary on September 12th the Parliamentary Evening took place in the House of the former Speaker of the Imperial Parliament in the German Parliamentary Society in Berlin. The celebration, themed "music school- education with future" occurred under the patronage of Prof. Dr. Norbert Lammert (President of the German Bundestag). More than 120 guests with members from the Bundestag, Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the federal Republic of Germany, the Federal Government Department, Administration Department of the Bundestag and the Senate Office of Berlin attended the event.
- The VdM main conference occurred on May 11th and 12th in Lübeck (Schleswig Holstein).
- The "Declaration of Lübeck" was concluded by VdM, Association of German School Musicians (VerbanddeutscherSchulmusiker, VDS) and Working Committee for School Music and General Music Pedagogy (ArbeitskreisfürSchulmusik und allgemeineMusikpädagogik, AfS). Considering the increasingly difficult situation for musical education in Germany the associations agreed on the development of a collective action to strengthen both a human society and improve the significance of musical education for the general education.
- A newsupportprogram "Kultur macht stark! Bündnisse für Bildung" (Culture makes strong! Alliances for education) from the federal ministry of education and research (BundesministeriumfürBildung und Forschung, BMBF) shall encourage educationally deprived children and teenager especially in the field of cultural education. The VdM applied it's own concept "MusikLeben!" (MusicLife!) and was chosen besides 35 other associations. Within the project period of five years the BMBF provides a grant of 20 million euro for the projects of „MusikLeben“.
- The fourth National Education Report contained for the first time a major concern on cultural-aesthetical education. The report referred to the multifaceted cooperations between day-care centre or general school systems and music and art schools. The formal curriculum from the VdM was explicitly mentioned.
- The new concept for advanced training for music school executives has been continued; the already existing seminars for executives have been continued.
- The Quality Management for Music Schools (QsM) has been implemented in further schools. Since the development of QsM in 2000, 125 music schools have started to work with it.
- The new curriculum for guitar and bağlama has been published.
- As every year VdM was represented at the Frankfurt Music Fair.
- The "Deutsche Streicherphilharmonie" (DSP), the German national youth string orchestra for 70 music school talents, has given many important concerts in Germany's big concert halls. On August 12th the orchestra gave a concert at the "Festspiele Mecklenburg-Vorpommern" in Stolpe (Western Pomerania) with the famous violinist Daniel Hope and the famed violist Nils Mönkemeyer, conducted by Michael Sanderling. The closing concert for the DSP's concert year 2012 took place at the Old Opera House in Frankfurt (Hesse) with works of Mendelssohn, Bruch and Dvořák. The concert in collaboration with the two international renowned Top-soloists Nils

Mönkemeyer and VildeFrang was live broadcasted in the German cultural radio program "Deutschland Radio Kultur".

- The announcement for the next media prize of the VdM "LEOPOLD" in 2013 has been sent out.
- New appearance for the VdM and its members: the VdM got a new logo and an E-Print-Platform, which offers different corporate design possibilities. Connected to this renewal was an all-round-modernisation of the VdM internet portal.
- Amendment from the „Survey Music School“ (Gutachten Musikschule) of the Municipal Community Office for Public Management (KommunaleGemeinschaftsstellefürVerwaltungsmanagementKGSt), which sets standards for the aims and tasks of music schools, gives a sound orientation to the municipalities for the establishment and operation of a public music school. The „survey music school“ was published in spring 2012.
- The autumn symposium took place at the federal academy in Trossingen (BundesakademieTrossingen BAK) from 22nd to 24th of November. Themed "fewer – multi-coloured – older" the symposium focussed on tendencies and trends concerning demographic development and social transformations and the role of music schools between the contradictory context of dynamic social changes of structures and values and the municipal educational commitment.
- The German music school day was organized between June 15th and 17th (topic: music school-education with future). As a nationwide action for public relation the VdM-member schools opened their doors. Open air concerts, open house presentations, trial lessons, international youth orchestra movements and more activities were organised within the two days.

In 2012 920 member schools at more than 4000 locations were united in the VerbanddeutscherMusikschulen (VdM).

Within the framework of the support program "Culture makes strong! Alliances for education" the VdM calls 2013 for the formation of local alliances for the project "MusicLife".

2013 the general assembly takes place on April 25th, the music school congress between 26th - 28th April in Bamberg (Bavaria).

President of the VdM is Dr. Winfried Richter, who will resign in April 2013. Vice president is Prof. Ulrich Rademacher (board EMU). The secretary of the association is Matthias Pannes.

VdM is represented in the German Music Council, in the German Culture Council, National Association for Children and Youth Cultural Education (BKJ) and many other national organisations.

*Personalities:*

Gisbert Möller, educational referee of the VdM, resigned after 25 years of collaboration in the VdM head office. His successor became Dirk Mühlenhaus.



## HUNGARY

### MZMSZ - Association of Hungarian Music and Art Schools



The year 2012 brought a decisive change in the educational system, and with that in the life of arts schools, the members of the Association. In September 2012 the new act about national public education was introduced, which transforms Hungarian public education in three stages (September 2012, January 2013, September 2013). Schools so far maintained by local authorities turned to be maintained by the state. Ecclesian and private schools can work on. The state assumes to pay all the teachers' salaries and social insurances. A Center of Maintenance for Public Institutions was founded headed by a president. The Center has 198 educational districts. Educational districts are headed by headmasters. They control all public schools within the district including arts schools. The center is one single budgetary organization. Schools are professionally independent, the right to employ staff is practised by the leader of the educational district.

The new act about public education has strengthened the role of arts schools. The act regards arts education as a compulsory task of the state, and the elementary arts schools are a part of the educational system. The act about public education defines the concept of talent, and claims the attention of talents to be an essential task. The centralization of institutions includes great opportunities, we hope that the optimization of operation will benefit arts education.

The time spent teaching is going to change in public education, so in arts schools as well, and we are preparing to introduce a career model for teachers. The concept of time spent teaching is going to change, too, and we expect the salaries to get higher with that, so the career of teachers will be more calculable.

The act needed and still needs a lot of new measures in the whole area of education. In this creation of new measures the Association of Hungarian Music and Arts Schools has had the possibility to express its opinions and suggestions. The Association has helped schools continuously to elaborate the changes in the law. In 2012 we informed the leaders of education about the changes in four conferences. The most important conference was that of the national opening of the school year that has been traditionally organized by our Association for more than 20 years, and where the leaders of the governance for education gave lectures and consultations for the headmasters of arts schools, answering their questions, too.

In the counties the work of our member institutions, the arts schools is coordinated by the provincial presidents of the Association, making an effort to report their activities and results. Topics include discussing questions of both theory and educational leadership.

Elementary arts institutions, music schools have a decisive role in the cultural and musical life of their town by taking part in traditional and other events.

A spectacular and useful part of professional work is the organization of artistic competitions. In elementary arts education there are 44 competitions announced by the Minister of Education, repeating in three-year cycles. In addition, every year there are 6-8 other national competitions, 20 regional ones, the counties and Budapest have another 5-6 ones (there are around 20 national, 80 regional, 100 provincial/capital, altogether about 200 competitions annually) – not counting competitions organized by schools and towns. The coordination of these competitions can help a lot in the work of both teachers and pupils.

The institutions of arts education have got a new financial resource by means of the National Talent Program. The network of talent points has extended the activities done so far only by arts schools, giving the attention of talents more publicity and money. Every Hungarian citizen can offer 1% of his/her tax for the National Talent Program. The representative of our Association is a member of the National Coordination Forum of High Ability Issue, where goals are formed to help talents and to get them financial help, which was difficult for elementary arts education to receive. Positive changes can already be seen in the tenders for arts schools and competitions in 2012 and 2013.

Our Association is a member of the Association of Hungarian Organizations for High Ability. It has an important network-like functioning once characterizing the structure of Hungarian music schools as well.

On Hungarian initiative the European Center for High Ability was founded with its seat in Budapest. Péter Csermely, Professor of the University Semmelweis, the President of the National Council for High Ability was elected President of the ECHA.

On Hungarian initiative the birthday of Béla Bartók (25th March) became the European day for high ability. Our Association organized several events both independently and together with other high ability organizations.

Changes come together with a lot of new tasks to solve. Our Association keeps helping its member institutions – not excluding other schools either – to solve tasks around re-organization by conferences and personal counselling.

An especially big change in the life of schools is the takeover of the schools by the state. From our 294 members 245 schools came under state maintenance. Their employer is the president of Klebelsberg Center for the Maintenance of Institutions. The state guarantees salaries and for smaller villages all the things needed to operate. In the case of settlements with more than 5000 inhabitants it is the local authority that provides the building and that gives the money to operate. The third step of the transformation is going to be the introduction of teachers' career model in September this year. Paralelly a project is being prepared to divide and develop tasks and to elaborate the optimal operation for institutions.

It is a really remarkable achievement that in recent years the institutions of elementary arts education have been alone to organize cultural life of especially smaller towns and villages.

We think it is important that we can conserve the values of artistic education, we get the opportunity to express our opinion about the ideas of development, and we do research to harmonize the curriculum of elementary, secondary and higher level of artistic education.

We are successful in the co-operation with professional music groups, we help each other's work reciprocally receiving a bigger appreciation by that.

Budapest, 25th April, 2013

Ember Csaba, President  
Association of Hungarian Music and Arts Schools



### **A DRAFT OF A MANIFESTO**

The Icelandic Teachers Union has for the first time a common school policy for all school levels (Preschool, Compulsory school, upper Secondary Schools and Music schools). The association sees that as in harmony with the development of the 21th century school system.

Beside that, on the yearly assembly 2012, the association introduced a draft of a „*manifesto*“. The manifesto is based on:

Road Map for Arts Education (UNESCO 2006) / Seoul Agenda: Goals for the Development of Arts Education (UNESCO 2010) / Bonn Declaration / Arts and Cultural Education in Iceland (Anne Bamford for the Ministry of Education, Science and Culture, 2009) / „Arts for Education!“ (Essen, 2010) / Polifonia/INVITE: Issues of Access, Quality and Social Challenge facing Conservatoires in their Instrumental and Vocal Teachers’ Training (Jeremy Cox and Kaarlo Hilden, Budapest 2012) / Preparing Teachers and Developing School Leaders for the 21st Century. Lessons From Around the World (OECD 2012) / New educational policy in Iceland.

### **A COUNCIL FOR PROFESSIONAL DEVELOPMENT ESTABLISHED**

The educational and cultural minister established a Council for professional development in October 2012. Music teachers together with teachers in the ordinary school system had for two years put an effort on the issues of continuous education/life-long education and professional development. The Teachers Union in Iceland, Ministry of Education and Culture, The Association of Local Authorities, together with three universities have representatives in the council. The union looks at this field as a key prerequisite for development in the schools in the 21th century.

The aim is creating a forum to analyze the need of the school system, disseminate information and make a policy for continuous education and professional development into the future. The group is working on online database for offered courses.

### **THE NOTE 2013 - ICELANDIC THEME**

“The NOTE” a national Music School festival was held for the forth time in the school year 2012-2013. The festival is in three parts. For the first part many schools used our special “Day of music schools” in February to choose students to take part in the regional concerts. Regional concerts were held in four places around the country. Around 160 students were selected to take part in the third part, the national festival. The educational and cultural minister of Iceland was giving a speech and delivering premium for excellent performance in the final ceremony. The National television was recording the final ceremony.

At the occasion of opening an online database with Icelandic music and cultural heritage “ismus.is”, The Icelandic Music museum and „The Note“ decided to have a Icelandic theme in one category of the Note 2013. The museum gave a special award in that category. The aim was to encourage music students and teachers to use Icelandic music and cultural heritage in creative way in their work.

### **REGIONAL ASSEMBLIES**

The association organized six regional assemblies in September and October for both teachers and leaders in music schools all around the country. Among topics this year:

#### ***The influence of the crisis on teaching arrangement in music schools – where are we heading?***

The association made a survey on the influence of the crises on teaching arrangement in music schools. The conclusion was introduced, discussed and put in relation to future development.

### ***New educational policy and it's relation to music schools***

Representatives of the Ministry of Education, Science and Culture introduced the new national Curriculum Guides for Preschool, Compulsory school and upper Secondary Schools. The Curriculums contains the frame and conditions for learning and teaching based on the principles of existing laws, regulations and international conventions.

***Six fundamental pillars have been developed*** within this frame and they form the essence of the educational policy. They include the working methods, content and the learning environment at every school level and form important continuity in the Icelandic educational system. These pillars are ***literacy, sustainability, health, and welfare, democracy and human rights, equality and creativity.***

In relation to preparation for a revision of the national curriculum for music schools, discussion was taken about the connection of the fundamental pillars in the new education policy and the role of music teaching and music schools.

## ITALY

### AIdSM - Associazione Italiana delle Scuole di Musica



These are the most important initiatives in Italy in 2012:

#### **Allegromosso 2012 XI EMU Youth Music Festival**

- The biggest project of 2012 was the organization of Allegromosso, XI edition of the EMU European Youth Music Festival. The main headquarters of the Festival has been the Department of Tourism of the Region Emilia-Romagna with the coordination of AIdSM and Assonanza.
- Some innovative aspects have characterized the festival: it this event was realized for the first time in cooperation with the Department of Tourism; a training course has been organized for the staff of the Festival; the opening concert, conducted by Wayne Marshall and performed by Cherubini Orchestra, the most important Italian Youth Orchestra, was included in the programme of the Ravenna Festival, one of the biggest summer festivals dedicated to music classic taking place in Italy.
- Theatres, churches, museums, castles and palaces of historic towns, squares, were Festival venues but also the most characteristic places, such as the villages of fishermen, became original stages of the performances.
- Students representing music schools in Europe have joined the Cherubini Orchestra for the opening concert. The final concert was a real event, and involved Goran Bregovic Band playing along with and a music school band from Emilia-Romagna in front of over 8000 enthusiastic young people audience.
- Allegromosso website allowed groups to directly upload their photos and videos. Facebook and Twitter accounts have been set up.
- For the promotion of the Festival Allegromosso it was signed an agreement with RAI for the marketing of the event. Radio RAI "DEMO" programme broadcasted a series of recordings submitted by the groups participating in the Festival Allegromosso and selected by the organizers. A special concert took place in Santarcangelo to award the groups winner of the DEMO contest. Famous Italian pop singer Ron joined the concert.

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- AIdSM has prepared a new draft of the law regarding minimum requirements for music schools. It was submitted first in 2007.
- The proposal of a law for the recognition of music schools was presented by Manuela Ghizzoni of the Democratic Party and she was the first signatory of the law.
- AIdSM is taking part to the National Forum for music education. The Forum was born to create a permanent space for discussion and for the promotion of shared initiatives and projects at national and international level.
- This National Forum has signed an agreement with the Ministry of Education. In the protocol is expected to recognize a range of activities since the Ministry of Education is committed to promoting the document to the Regional School Offices. This is an important step to support initiatives by AIdSM associated music schools.
- As part of the Giornate della Didattica (Days of Education) that AIdSM have organized for many years, successful seminars were promoted for teachers training: on multimedia production and management of documents for music education, ear-training, new piano pedagogy.
- AIdSM had organized a series of meetings with the directors of the schools to discuss the minimum requirements necessary to recognize a quality music school. At this meetings, held in cooperation with the General Assembly, attended a lot of director of music schools from different Italian regions.

## LATVIA

**Latvijas Mūzikas izglītības iestāžu asociācija - LMIIA**  
**Association of Latvian Musical Educational Establishments**



The main aims of LMIIA in 2012 were, firstly, to promote the regaining of the Latvian musical schools' funding that was before the crisis; secondly, to take care of all the necessary changes to be made in laws and regulations; thirdly, to continue to educate the society about the importance and necessity of the musical schools and the fourth aim was to pay attention to the professional issues of music.

January 27, 2012, LMIIA organised the second forum Musical Education. Music Field. Music Vision. The following questions were discussed there: Musical education – guaranteed creativity and intellect, support of musical amateur movement (Song Festival) and professional music (artists – performers, choirs, orchestras). Music field – quality, opportunity, development and future. Is it supported by the state? Is it necessary? Does it fit in the National Development Plan? The final document – Resolution – was sent to all people involved in this field and mass media in Latvia.

March 28, 2012, LMIIA informed our new Minister of Culture Žanete Jaunzeme – Grende about our position in the musical education and our opinion about some music field questions.

Starting with April, LMIIA began to work intensively on the laws and regulations, which the funding of musical school depend on, on the projects, aiming to direct them to the Cabinet or the Ministers and Saeima for acceptance. In July, these documents were developed, in August, they were coordinated with partners, in September, handed in to the Ministry of Culture.

May 15-20, 2012, Dace Štrodaha, the members of LMIIA, participated in the 37. General Assembly of EMU in Riccione, Italy.

August 24, 2012, the meeting of all musical and art schools and secondary schools accepted the Appeal for the Ministry of Culture, the Cabinet of the Ministers and Saeima (prepared by LMIIA), in which the requirements of the funding needed for musical schools were formulated.

Taking into consideration, that the documents of LMIIA, that were handed in to the Ministry of Culture, were left with no further progress, January 16, 2013, LMIIA had the meeting with the State secretary of the Ministry of Culture in order to inform about their position on this issue.

February 20, 2013, LMIIA had the meeting, during which the current goals and objectives of LMIIA were formulated, as well as appropriate ways to carry them out were discussed

March 13, 2013, Latvian Musical School String Ensemble and String Orchestra Competition MUSICA DA CAMERA 2013 (organized by LMIIA) took place, where many of Latvian musical school string ensembles and orchestras took part.

On the 14th – 16th March the school principals of LMIIA – a total number of 31 person – made the experience exchange visit to Minsk (Belarus), where they got acquainted with the work of the local musical schools, high schools and universities, they also discussed the professional issues of music with Minsk colleagues - directors and educators.

Currently LMIIA continues to work on the regaining of the necessary funding of Latvian musical schools, as well it deals with issues of professional musical education – the improvement of educational programs, the consulting of the partners, the organization of festivals and competitions, the informing of society about musical issues.

**LUXEMBOURG**  
**Association des Ecoles de Musique du Grand-Duché de Luxembourg**



**18<sup>th</sup> January 2012**

Meeting with IMS (Benelux, NRW, Saar) in Echternach (LU)

**8<sup>th</sup> February 2012**

Meeting with the associations (AEM, VdM, RP/Saar) in Lichtenfeld (D)

**14<sup>th</sup> Mars 2012**

Meeting with IMS (Benelux, NRW, Saar) in Echternach (LU)

**23<sup>th</sup> Mars 2012**

Meeting with the associations (AEM, VdM, RP/Saar) in Echternach (LU)

**17<sup>th</sup> Mai – 19<sup>th</sup> Mai 2012**

Participation on the EMU General Assembly in Rimini (IT)

**19<sup>th</sup> June 2012**

Meeting with IMS (Benelux, NRW, Saar) in Echternach (LU)

**04<sup>th</sup> July 2012**

Students on stage in Luxembourg (LU)

**19<sup>th</sup> September 2012**

Meeting with the associations (AEM, VdM, RP/Saar) in Homburg (DE)

**21<sup>th</sup> October 2012**

National day of « Choir singing » in Rodange (LU), 60 participants between 8 and 12 years old, Direction Mr. Martin FOLZ

**06<sup>th</sup> November 2012**

Meeting with IMS (Benelux, NRW, Saar) in Echternach (LU)

**03<sup>th</sup> Dezember 2012**

National day of reflection in Bertrange (LU)

## Highlights 2012

As in 2010 and 2011, the impact of the large-scale cuts to municipal, provincial and state subsidies for art education and cultural participation in the Netherlands were a very important issue for our association in 2012.

Despite the significant financial challenges faced by the sector and the association in the past year and the effects of the much reduced public funding on policy and personnel, Kunstconnectie is pleased to report that the number of institutes forced to close down for good has remained limited. Nonetheless, Kunstconnectie very much regrets every forced closure.

Efforts were made throughout 2012 to involve the members in the association's policy development. This line will be pursued further in the coming year by consulting the members on the policy direction and by actively involving the members in the deliberations and decision-making in a timely manner. Kunstconnectie continued its lobbying and advocacy work for a good and transparent infrastructure for arts and amateur art in the Netherlands. In particular, the fundamental shift in focus from 'leisure time activity' to 'in-school supply' will demand much effort and brainpower. Organisations will need to make adjustments and find solutions together with its customers and stakeholders.

Intensive efforts were made in 2012 to broaden the association, and this line will be continued in 2013. In January 2013, Kunstconnectie started providing services to members of the association of '*Volkshogescholen*' (adult education centres). The aim is to build a closer form of cooperation for the long term. Engaging with other obvious partners in local communities such as libraries and theatres will also be pursued.

### Other items / results in 2012:

- \* A new collective employment agreement (CAO) for art education.
- \* Advising on and promoting quality assurance and certification.
- \* Expansion of the benchmark system KAnS.
- \* On behalf of training funds in the sector, Kunstconnectie promoted a number of projects under the name *Sterk in je Werk* (Strong in your Work): these projects seek to add impetus to the education and development of staff in the art sectors, with training programmes to enhance their employability.
- \* Further development of the new foundation for the collective promotion of art practices.
- \* Representation in the *Federatie Werkgeversverenigingen Cultuur* (federation of employers' associations in the cultural sector), which provides information about numerous matters essential to employers, employment and entrepreneurship, as well as a valuable channel for lobbying and policy-influencing.
- \* Building relations with important organisations in the policy environment of art education: the national cultural participation fund (*Fonds Cultuurparticipatie*) and the national youth culture fund (*Nationaal Jeugd cultuurfonds*, which for instance enables children of low-income families to pay fees for music lessons).
- \* Political interest for amateur art practice and its desired consolidation. Building a collaborative relationship with the new supporting institute for amateur art: *Kunstfactor*.
- \* Kunstconnectie participates in the European Music School Union (EMU) and in the EMU working group '*Artsconnection*'. Kunstconnectie staff-member Gerrie Koops is secretary general of the EMU. Willem van Moort (director BplusC, Leiden), is member of the EMU board.
- \* Kunstconnectie participates in *Arts4All*, a network for art schools across Europe, and is member of *Culture Action Europe* and *Amateo* (a European organisation for amateur art).



## NORWAY

### Norsk Kulturskoleråd

#### The Norwegian Council for Schools of Music and Performing Arts



In October 2012 the General Assembly adopted the “Strategy 2020”. In this Strategy we have pointed out three main ambitions for development from 2012- 2020:

- Strengthen the Culture Schools societal and culturally standing - “The Culture Schools within society”
- Further development of Quality Assurance in all Art subjects
- Competence – building and organizational development

We hope this strategy will contribute further development of Schools for Music and Performing Arts in Norway. Due to the differences between the 429 municipalities, it is important to decide what we need of common structures and intent, and at the same time how much we want to encourage local autonomy. The General assembly also decided that we will make a new National curriculum for our Schools. In this curriculum we want to strengthen the intention to provide all interested children and young people with quality education with the possibility of further specialization for the talented people. We try to focus on how to develop good conditions for the talented children in every municipality, and how to make good cooperation and relations between the local teachers and teachers in National programs for talented children.

The Norwegian council of Schools of Music and Performing Arts and the Norwegian Teachers` Association together organize the annual Norwegian Music Competition for youth. This year regional events are held in eleven cities, and we have a new cooperation partner; Norwegian Band Federation.

Our EU project KRUt finish this year, and we are very satisfied with the results from this project. Main objectives are Cultural diversity, Real integration, Young Talents and technology. This year we also celebrate 10-years of Dream Scholarship, in cooperation with Norsk tipping (a wholly state-owned money games company under the jurisdiction of the Ministry of Culture and Church affairs). Every year since 2004 we have given 100 youths a scholarship of ten thousand Nkr. (<http://www.drommestipend.no/>) Also UMOJA is going on with the annual festival with live audience of 100 000 and broadcasted in more than 20 African countries. (<http://www.umojafestival.com/>)

Good news in the National Budget 2013, was a new initiative in cooperation between Culture Schools and the Primary Schools. Nearly 180 million NKR are given to make it possible for every child in 1. - 4.year of school, to get into the Culture School once a week. We think this is a very good start to realize our vision;” Culture School for everyone.” The initiative is free of pay for the children, and we hope that free access will give a lot more children the opportunity to be a part of the Culture Schools.

The government has also started to prepare the politics of culture for the next six years, the Cultural leap III. The situation for Schools of Music and Performing Arts is given a lot of interest, and we talk about the cultural schools as “the cultural foundation wall” in the local society. The fact that all Cultural Schools in Norway are given by law, gives some opportunities to supply the compulsory schools giving all the children possibilities to seek for Music and Performing Art. The challenges are described as a lack of money and the need for teachers who are specialized for teaching music and performing art. The situation today is that very many teachers in Primary and Secondary Schools, have no special education for Art, and they need support from the teachers in Cultural Schools.

### **March 2012**

General Assembly of OSSM outlining the yearly work plan for 2013.

The Board Director, dr Antoni Guran greeted the newly accepted members.

A new Board Members were elected while the managing members remained unchanged.

The meeting was devoted to the describing the goals for the school year 2012/2013, mainly:

1. The reform of the system of music education in 2014.
2. Board Members taking part in the EMU GA in Riccione , May 2012.
3. The organization of delegations and concerts within the XI European  
1. Youth Music Festival Allegromosso in Italy
4. Description of preparations for the 38. GA EMU in Przemysl and Krasiczyn , Poland 9-12  
May ,2013

### **April 2012**

Meeting of the Board of OSSM with The Ministry of Culture as for the planned reform of artistic education, specifically the music education, in 2014.

There were certain ideas and suggestions introduced by OSSM .

### **May 2012**

1. The Board of OSSM takes part in 37. GA EMU in Riccione
2. The organization and delegation of youth for the XI European Youth Music Festival Allegromosso in Italy

### **June 2012**

The meeting of OSSM in Przemysl.

Various matters concerning diploma exams and students recruitment were discussed.

### **September 2012**

The meeting of OSSM in Przemysl.

Discussion over the Seol Agenda: Goals for the Development of Arts Education and Bonn Declaration.

A resolution was accepted as for the delegates of OSSM leaving to Mikulov for the V4 and EMU meeting concerning EMU GA in Przemysl and Krasiczyn.

### **November 2012**

Members of OSSM visited Mikulov.

The goals:

1. Meeting with V4 Group
2. Discussing the organization of 38. GA EMU in Przemysłu and Krasiczynie in May 2013

### **1. Work on strategy documents**

Considering the engagement of the ministry of education, related to the adoption of strategy documents, the work of the association in this period was aimed at reviewing and commenting the draft documents and submitting the requirements and proposals specific for this type of schools. The association responded to all invitations by the ministry to get involved in the work on all the above documents.

### **2. Republic contest and the festival**

Like every year, this part of the year abounds in contest activities. The following activities have been successfully organized:

- Republic contest that owing to the superb organization and the presence of the international jury has definitely become the largest contest in Serbia so far as it has gathered almost one thousand participants. The presence of the international jury has much decreased the number of our students who take part at international contests in the neighbouring countries that often tend to be of poorer quality than our national contest.
- The organization of the music schools festival in Smederevo, based on the comments by the participating schools, was on the highest level. Regardless of the fact that the festival was organized without the support by the ministry of education, the city of Smederevo and the school management made this festival extraordinary for all the participants.

### **3. Professional Training**

The association has financially supported the attendance of a number of school directors and members of pedagogical advisory boards. Seminar participants listened to three accredited programs and achieve up to 40 hours of professional training.

### **4. Co-operation with the European Associations**

The association members took part in the work of the European associations we have been co-operating in the past several years with:

- We took part in the work of the emu general assembly;• Two music school directors attended the emu seminar for music school directors;
- Wonderful orchestra, was perform at the Belgrade Summer Festival-Belef in the organisation by City of Belgrade and Municipality of Zemun. This activity has shown that Association is able to organize events at such a high cultural level.

### **5. Informing of schools**

Schools and delegates are regularly informed about all decisions by the presidency, through the reports distributed to the schools. All documents necessary for the operation of the schools are available at the association's web site, together with the important information. The presidency held meetings each month, and regional activist groups met more or less often, as required.

## SLOVAKIA

### Asociácia základných umeleckých škôl Slovenskej republiky "EMU Slovakia"

Association of Elementary Schools of Arts of Slovak Republic "EMU Slovakia" (AESA)



In September 2012 the number of Elementary Schools of Arts in Slovakia was 309 schools (193 public, 105 private and 11 church schools). Number of pupils was 147 387.

General assembly of AESA „EMU Slovakia“ was held on 13<sup>th</sup> and 14<sup>th</sup> April 2012 in Stará Lesná (High Tatras). Ministry of Education was represented by Mr. Ján Palkovič and the State Pedagogical Institute by Mrs. Eva Nevedelová. She informed about the development of new State Education Programme including the development of educational standards. Mr. Ivan Šiller, president of Slovak section of International Society for Contemporary Music (ISCM) informed about the prepared participation of pupils from our Elementary Schools of Arts in festival „World New Music Days 2013“ (November 2013 in Košice and Bratislava). As guests of General Assembly, the new leaders of "Trade Union of Employees of Education and Science" were introduced.

The new Slovak government was appointed in April 2012. In the first days of May our new Minister of Education, Mr. Dušan Čaplovič participated at official negotiations of AESA board members Mrs. Anna Gondášová, Mrs. Mária Csontosová and Mr. Vladimír Dianiška with representatives of Ministry of Education. The negotiations were mostly focused on funding of Elementary Schools of Arts, salary range of teachers, problems with required qualification for teachers (educational programs offered by universities is not always compatible with real needs of pedagogues) and other current issues.

In XI European Youth Music Festival in Emilia Romagna (17<sup>th</sup> – 19<sup>th</sup> May 2012) 96 young musicians and dancers in six ensembles participated from Slovak Elementary Schools of Arts. Thanks to the organizers they enjoyed the beautiful atmosphere of an European encounter of youth in wonderful cities of province Emilia Romagna in Italian eastinus.

The board of AESA had meetings on 11<sup>th</sup> June and 26<sup>th</sup> October 2013. The agenda was the marking up the Law No. 597/2002 Coll - funding of arts schools, amendment to the Law on Vocational Education, development of new State Education Programme, issues of organizing competitions for ESA pupils, preparation of EMU Presidium meeting in March 2013 in Bratislava and other current issues of arts education.

On initiative of Mr. Tomáš Kolafa - EMU Presidium member from Czech Republic, the first meeting of arts education representatives from V4 countries was realised within EMU Presidium meeting in Mikulov (November 2012). Slovakia was represented by Mrs. Anna Gondášová, President and Mrs. Mária Slaninová, Secretary of AESA. Representatives of each V4 country prepared a presentation of current situation in arts education in their country focusing on history, legislation, founders, funding, organization, trade unions, the number of schools and students etc. The output of presentations and discussions as a cross-country comparison will be available at [www.musicsschoolunion.eu](http://www.musicsschoolunion.eu).

"Trade Union of Employees of Education and Science" organized more meetings with representatives of schools/pedagogues associations in connection with the critical situation in education, where Mrs. Gondášová was regularly invited.

Minister of Education, Mr. Dušan Čaplovič invited representatives of professional organizations to a meeting (December 2012), where Mrs. Anna Gondášová was present. Cooperation of Ministry of Education with professional organizations and other educational institutions was the main topic of meeting.

"Trade Union of Employees of Education and Science" continues the negotiations with professional organizations and prepares the appeal to Slovak Government. The text of the appeal will be available in media after incorporation of comments.

Currently the new website of the Association of ESA is prepared.

### **Accomplishments & Advancements**

SMSA had many wonderful accomplishments in 2012, but also some negative developing especially because of financial crisis. Therefore the Music school system in Slovenia did not grow according to our plans and objectives. The Slovenian Government reduced teacher's salaries in June 2012 for 8 %. Other wise the SMSA realized its plans and objectives in harmony with its resolution as well.

- Fran Gerbič prize: The SMSA Annual award for the best Music School Teacher or Director. Promotion and participation was successful and the 9th award ceremony was attended by the representatives of the Ministry of Schools and Sports for Slovenia, local dignitaries, music school directors, and teachers.
- SMSA was officially presented at the anniversaries, concerts, cooperated with media, organized and sponsored meetings, competitions and festivals of Slovenian Music schools including:
  - Price winner's concerts of the 41. National Music competition in Ljubljana, Maribor and Novo mesto
  - 38th Concert Music Schools Province Gorenjska and slovene Music Schools in Italy
  - Festival Windbrass and String Orchestras
  - The presentation of Music Education System EL Sistema by Venesuelas Ambassador in Slovenia in Koper
- SMSA represented the Music schools to the public in all the media, at events, and other promotions.

### **Cooperation & Partnership**

SMSA worked closely with many groups in 2012. Summary of our work with various teams and organizations is highlighted below:

- Slovenian Ministry of Education and Sport (MŠŠ) – SMSA did not cooperate with the Secretary of MŠŠ very well.
- National Commission of Music - Worked with the commission to research the music system for continuous improvement. National Commission of Music renovated programmes and objects for Music conservatory.
- Professional Council for Universal Education (PCUE) - Enacted new and recommended standards across all music schools in Slovenia via the PCUE certification board.
- Zavod Republike Slovenije za Šolstvo (ZRSŠ) - Institution for improvement of professional, technical, and educational systems in Slovenia assisted SMSA in our quest for improvements. We asked for their analysis of several aspects of our teaching and music school systems with fine results.
- The Slovenian National commission for the competition (TEMSIG) – The National Commission for the competition is now a part of SMSA. Therefore SMSA organized meeting and discussion about the 41th National Music competition. Some proposal were accepted. We also organized the 15th Regional Music competition, the 41th National Music competition.

- Teachers Trade Union - Slovenian Music Schools Association no longer have a representative in the Presidium of the Teachers Trade Union. Individual music teachers can still participate in this group. We worked with the union on various issues regarding music teacher standards including discussion about of the payment of directors
- The new Director Trade Union SINDIR was founded.
- SMSA cooperated with Slovenian Union of Headmaster of Primary schools and the Music schools. Two delegates attended meetings, represented our interests to, and resolved any issues with this union.
- European Music School Union (EMU) - SMSA participated in the 37th General Assembly in Riccione (Italy) and at 11th Festival Allegromosso. Two slovenian Orchestras take part at Festival.
- Windbrass and String Orchestra Festival - SMSA organized, promoted, and conducted a 4 days festival for the presentation of the various skilled orchestras through out Slovenia. The festivals were well attended.
- Autumn meeting of the Slovenian Music schools in Koper - SMSA sponsored, organized and held the traditional two days Autumn meeting for Slovenian music schools.

SMSA participated in meetings which were organized by the Ministry of Education and Sport. These meetings were held in Portorož, Bled and in Ljubljana. In 2012 SMSA also organized 8 meetings of the Presidium and three general meetings as well.

### **Goals and trends**

Since its inception in 1999, UEMyD's main goal is to become a representative force in the Spanish music education field. In order to achieve that, it has strived to provide its members with efficient tools and valid means of communication towards all the active agents in the field.

Our short term goal of strengthening our structure has been accomplished by getting new regional music school associations to join UEMyD and by promoting the creation of new ones in regions where they didn't exist. After last year's effort to become a bigger and more solid network, UEMyD has reached a nationwide network status and consequently has gained a better insight of the current Spanish recess and overall situation.

Against the general trend of Spanish governmental bodies of cutting budgets in the education and culture sector, UEMyD promotes the idea of networking: sharing information, projects and know-how, being more aware of our situation and own potential and educating our leaders to become better achievers.

### **Where do we stand?**

As a result of its representative task in the Spanish music education field, UEMyD has joined forces with the Spanish Ministry of Education and with FEMP (Spanish federation of provinces and municipalities) to carry out several actions in 2012.

### **What lies ahead (2012-2013)?**

This new partnering has led our actions to be split into 4 areas:

1. Research area:
  - statistical research of music and education sector in Spain
  - congress about artistic education in municipalities
2. Education area: one leadership course for UEMyD regional music associations and another for music schools in November in Granada.
3. Participation area: participation in Allegromosso and General EMU Assembly and partnering with the European Youth Music Festival Donosti 2016
4. Information area: further development of the [www.uemyd.es](http://www.uemyd.es) website

## SWEDEN

### SMoK - Sveriges Musik- och Kulturskoleråd Music and Arts schools in Sweden



#### Mission

SMoK, through their capacity for networking, skills development, information and debate, to be local resources to enhance and develop the Swedish Music – and Arts Schools.

Long – term strategies for SMoK

- Promoting an accessible, efficient working and high quality Music and Arts Schools in Sweden.
- Safeguarding the cultural expression of the democratic process.
- Stimulating debate and create public opinion in matters of the Music- and Arts School grounds and Children and youth field.
- Promote cooperation between Music- and Arts Schools and between these and other types of schools and institutions in society.
- Work for appropriate education for the Music- and Arts Schools.
- Initiate and disseminate national and international development and research within child and youth field.
- Strengthen and develop international contacts in the Music- and Arts Schools.

#### Development projects

##### **“KRUt” – an EU project in Kattegatt/ Skagerrak**

Competence and method development in the interaction between Music- and Arts Schools in Denmark, Sweden and Norway. SMoK, along with sister organizations in Denmark and Norway applied for funding under Interreg IVAKASK-region.

The project has been granted almost 1 600 000 € over three years starting on 1 August 2010. Organization of project manager, accountant and public relations officer has been hired. 25 municipalities are expected to participate, 11 Swedish Music- and Arts Schools in 7 municipalities.

“KRUt” represent four concepts: Cultural diversity, Real integration, Young talents and the small “t” stands for technology. The goal of this project is to develop three strategies in diversity, inclusion of young people with disabilities and how to work with supporting talent. All of it in one and the same Music and Arts school.

The project's final conference will be held this April, and the entire project completed by autumn 2013.

##### **“K2030” – Schools for Music and the Arts 2030**

The next two years SMoK will work together with Swedish Association of Local Authorities and Regions (SALAR) – the organisation of Swedish municipalities. Our aim is to describe what we believe the Schools for Music and the Arts are in 2030. If we are able to do so we could work for eliminating threats and support positive action for making our wishes come true. There is a lack of national support for Schools for Music and other Arts. This project we hope will make it possible for us to come together and solve a lot of the problems due to that lack of support. “Us” in this context, are the local politicians, the government, the institutions and the Universities. The issues we will discuss are many; the education of our future teachers, the status of our schools, cooperation with public schools, how to measure – or describe – what we are doing, and the insufficient of continuity from the education of the little child to a professional artist are some of the important questions on the agenda.

During spring 2013, we have conducted five conferences around the country, with over 2000 participants.



## **“IF WE COULD DECIDE” – A project about Child convention and why children and young participation must be strengthened**

Music and Arts schools are good at several things, but many find it difficult to take advantage of the power held by the children and youth.

We want to renew the activities in the Music – and Arts schools by providing children and young people a greater participation. For the sake of the children – but also to improve the activities.

We desire for working in three areas related to each other – raising awareness the UN Convention on the Rights – and in terms of its goals, give children and young people's influence on operations and finally documentation of methods for increased participation in Music – and Arts schools and other organizations / clubs for children and youth.

The Swedish Inheritance Fund Commission will support this project during 3 years from now, 200 000 € each year. (The Swedish Inheritance Fund Commission supports non-profit organizations and other voluntary associations wishing to test new ideas for developing activities for children, young people and the disabled)

### **Other reporting**

The Swedish local Music – and Arts School is quite local which means that it is ruled by local decisions and run by local means. In Sweden there are 290 local communities and it is easy to understand that the purpose and directions varies from different parts of Sweden. There are no national means and regulations involved in the local Music – and Arts Schools.

Sweden needs a national strategy for children and young people musical and cultural practice in terms of Social Construction, Equivalence, Quality and Accessibility. The Board is working intensively on this to bring about increased government involvement, this with a view to the election in 2014.

The development from a local Music School to a school of modern arts went on during the nineties and still continues. Of the total of 283 schools, 164 are developed to schools of modern arts that consist of at least three branches of arts.

The Swedish local Music – and Arts School is briefly an activity for all, on all instruments and singing at a reasonable price. Out of the population of 9,5 million people the local Music- and Arts Schools have 334 000 pupils.

The fees are in average 157 € per year and consists individual lessons as well as group lessons and ensembles and choirs.

The local communities invest all together 222 million € per year and the schools themselves get 45 million € via fees. The receipts will thus be 267 million €. (Report from 2012).



## 1. General Information

This National Report also covers the Liechtenstein Music School in Liechtenstein, which is a member of the Association of Swiss Music Schools (ASMS) and instructs approximately 2,700 students. The Association of Swiss Music Schools serves as the umbrella organization for the 24 cantonal associations, which represent all 26 cantons and their music schools. 432 music schools with 13,000 instructors teach approximately 280,000 music students. By comparison, 905,908 children and young people in Switzerland attended school at the primary and secondary I levels this school year. The music schools generate a total turnover of € 300,000,000, of which the public sector covers 58% on average and parents 42%. The ASMS generates a turnover of € 325,000. The departments for Management, Public Affairs, Pedagogy and Conferences, Communication and Marketing, and Services and Statistics worked on both their own and joint projects.

## 2. Management

### a. Change in the Executive Committee

After six intensive years, Hector Herzig passed the Presidency to Vice President Christine Bouvard in spring 2012. Hector Herzig led the ASMS into the professional structures of an umbrella association, showed foresight in his advocacy of a political foundation for music education at the constitutional level, and created a key platform for debates on modern education issues with the annual Music Education Forum. We would like to take this opportunity to thank him warmly for all his achievements.

### b. "youth+music" constitutional initiative

Under the leadership of the Community of Interest for the "youth+music" Initiative, the intensive information work and fundraising for the popular vote was continued in all Swiss music associations. After thorough consideration by the Federal Council and the two chambers of Parliament, all sides involved agreed on a counterproposal supplementing the original text of the initiative with a paragraph on cantonal responsibility for music education in schools. Consequently, the Community of Interest withdrew the initiative at the end of March 2012. In the popular vote in autumn 2012, the Swiss public adopted the counterproposal with a share of 72.3%, one of the best results ever for a popular initiative. The new article 67a of the Swiss Constitution enshrines music education, both within and beyond schools, as well as encouragement of musically gifted persons. The Federal Council commissioned a working group, which includes the ASMS, to prepare a comprehensive report and the foundations for national legislation.

### c. quarte

To improve implementation of quarte as a quality management system for music schools, the ASMS in cooperation with HERZKA developed kick-off events for the music schools and trained several specialists for that purpose.

## 3. Public Affairs

### a. Delegates' Meetings and cantonal associations

All cantonal associations are represented in the Delegates' Meeting. It met three times and positioned itself as an engaged body of the association. As an umbrella association, the ASMS has networked on an ongoing basis with the cantonal associations through visits to the cantons and the Conference of the Executive Committees of the Cantonal Associations.

#### **b. National and international cooperation**

The ASMS continues to cooperate with the Swiss music associations, the Swiss Music Council, the Swiss Music Journal, the youth+music association and suisse music. Cooperation with the Swiss Orchestra Association gives the Swiss music schools free access to the online sheet music database. Together with the industry association suisse music, the ASMS launched a quality label and an information brochure for music speciality stores. The ASMS also sits on the board of trustees of the Swiss Youth Music Competition.

International networking with the EMU takes place via the Executive Committee member Helena Maffli as well as Secretariat Director Ruth Hochuli and EMU Delegate Christine Bouvard Marty. This year, the work concerning the music education article in the constitution was especially well received at the EMU General Assembly in Rimini (I) in May and subsequently at the autumn meeting of the EMU/EMC on campaigning in Budapest (H).

#### **c. National working groups and projects**

As a consequence of its new structure as an umbrella association, the ASMS addressed the following topics within four working groups: resources, HR, division of responsibilities between the ASMS and the cantonal associations, cooperation with the Swiss Youth Music Competition, and the approach for the statistical survey. Furthermore, a survey was conducted on promoting talent at music schools, and a list of Swiss youth music competitions was compiled.

### **4. Education and Research**

#### **a. Music Management education**

The fourth cohort of the Master of Advanced Studies in Music Management at the Bern University of the Arts is currently in its fourth semester, CAS internships. The ASMS's music school director training continues to be integrated within that programme. Upon completion of at least three CAS (Certificate of Advanced Studies) modules, the ASMS grants the Music School Director ASMS diploma. So far, the ASMS has already conferred 63 Music School Director ASMS diplomas. MAS master thesis topics of special relevance to the ASMS are published.

#### **b. ASMS documents**

The basic documents "Music education – vision and mission statements for music education in Switzerland" and "Promotion of musical talent in Switzerland" were updated and integrated into the international and national context (Seoul Agenda, Bonn Declaration, new constitutional article 67a).

### **5. Conferences**

The annual meeting of the Executive Committee of the ASMS with the school managements took place only in French-speaking Switzerland. This gives the Board the opportunity to discuss national association policy directly and interactively and to take up regional issues.

### **6. Documentation/Statistics**

Of the 432 music schools in all, 351 from all cantons participated in the gathering of structural data using the revised approach. By the summer of 2013, reliable data is expected to be available for all of Switzerland, also for the benefit of the EMU.

## **7. Communication and Marketing**

With 44 editorial pages, reporting in the Swiss Music Journal once again was the focus of media work. Seven of our focus topics were published. Media presence was expanded externally by means of press releases. 300-400 news items were reviewed each month as part of our media monitoring. Within the association, the ASMS communicates directly with the music schools and other interested persons via the newsletter (11 issues in German and French). The focus is on transparent communication especially regarding current projects.

## **8. Support**

### **a. Music Education Forum**

The 5th Music Education Forum took place in Baden on 23/24 January 2012 on the topic of "Rethinking Education". Once again, the participating music school administrators and instructors and representatives of sponsors and politics benefited greatly from the high-calibre presentations. The goal of offering a discussion and information platform and putting music education in the context of education policy was once again achieved.

### **b. Counselling**

The knowledgeable Secretariat is happy to assist interested persons on all issues relating to the organisation of the music schools and the cantons.

### **c. Insurance services**

#### *Health management*

We again held a workshop on the topic of occupational health promotion. Already 116 Swiss music schools with about 5,000 instructors participate in the project on occupational health management.

**OBSERVER OF EMU:  
FAROE ISLANDS  
Association of Music Schools in Faroe Islands**

2012/ 2013 was a year of probation when all teachers and their pupils were making an assessment for general proficiency. Introduction and discussions of ideas on subjects related to assessment and exams were held in August 2012. The main goal is motivation.

The on-going theme introducing and teaching beginners an instrument in public schools is continuing.

The music school and public school are cooperating on The Colour Strings Method with daily instrumental classes during school time on violin, cello, double bass, guitar, flute, clarinet and accordion.

The Faroese Music School faces some financial challenge because of cuts in the national cultural budget.

In September 2012 Mrs. Anne Bamford visited the Faroes and made a research about how arts are implicated in the Faroese school education.

150 pupils entered an ABRSM instrumental exam in 2012. All pupils passed, some of them even with merit or distinction. Practical exams are held every year in November.

Music school students of higher degree are regularly taking part in The Faroese Symphony Orchestras concerts.

The National Faroese Wind Orchestra consisting of seventy musicians played several concerts in 2012/2013. They also made a concert tour to Iceland.

A 3-year preparatory course for higher education is not yet formally recognised by government.

In May 2013 a part of the annual National Danish Accordion Competition will again be held here for the Faroese accordion students.

## LIST OF MEMBERS

The national associations of the European Music School Union represent

- 25 European countries
- 6000 public music schools
- 150'000 specialized teachers
- 3 million students under 25 years
- 1 million students over 25 years

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