

NATIONAL REPORTS

MEMBERS

EUROPEAN MUSIC SCHOOL UNION

2011 / 2012



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AUSTRIA

KOMU - Konferenz der Österreichischen Musikschulwerke



The main issues of the KOMU („Konferenz der Österreichischen Musikschulwerke“) in 2011 were the reform of the general educational system in Austria, the organisation of the „Bundesfachgruppentreffen 2011“, the curriculum and the development of a design for a congress of heads of music schools in 2013.

Reform of the general educational system

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 of 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 2011 roughly 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 (optional subjects for pupils).

In 2011 we intensified our contacts with politicians: We got positive responses from the conference of the heads of the cultural departments of the provinces (“Landeskulturreferentenkonferenz“) and of the conference of the governors of the Austrian provinces (“Landeshauptleutekonferenz“) and a parliamentary initiative was introduced. We were able to position our claims on all levels of the political process.

“Bundesfachgruppentreffen 2011”

In November the KOMU organised a meeting of the professional groups (“Bundesfachgruppentreffen“) in Sterzing, South Tirol. Main topic was the reform of the general educational system and its effects on music schools with examples from other countries (Taiwan, Switzerland, Germany) and working groups. We tried to give a diverse view on the awaited developments and worked on dangers and chances. As always with new developments there are feelings of uncertainty and anxiety, but we tried to focus on solutions and opportunities for music schools in this process. The second issue was the development of the bibliographical reference of the curriculum.

Development of the curriculum

The curriculum continues to be a topic for the KOMU. Especially the website as a bibliographical reference is still not in the shape we expected.

Congress of heads of music schools

The KOMU developed a design for a congress of heads of music schools, which will take place in Feldkirch, Vorarlberg, in January 2013. We will offer talks and working groups with topics for executive personnel in music schools. In a number of forums about best practice models the heads of music schools will have various opportunities to participate.



In year 2011, AEMS focused its activities

- to promote the works of music schools in **Journées francophones de recherche en Education musicale** (JFREM) in Brussels, 2012
- to co-manage **Groupe de réflexion internationale sur les apprentissages musicaux** (GriAM – International Group of Music Teaching Researches) with the collaboration of Music High Schools and Belgium Council of Music
- to develop a new Annual Music Review “**Orphée Apprenti**” with the GriAM, and within articles relative to Assessment in Music Education
- to participate in the **EMU GA** in Vilnius (Estonia, May 2011)
- to participate in **International Music Schools Seminar** (IMS) in Spa (Belgium, March 2011). Thematics : World Music in Music Education.
- to stimulate a practical researches on Music Education in Belgium and researches on innovative pedagogies that are present in Belgium
- to broadcast several programmes on Music Education for Musiq3 (National Radio)
- to organise national and regional concerts (as **Acafolies** with 4 CD)



HDGPP activities during the last academic year (7th May 2011 - 25th April 2012) were as follows:

7th May 2011 – 103rd board meeting took place in Imotski addressing the issues of further improvement of HDGPP's core activities (Competitions - State and Regional, rules and regulations, organization of seminars and concerts bound under the *Center of Excellence brand for especially talented students of music and dance*).

13th – 15th October 2011 – 104th board meeting took place in Beli Manastir. Among other things, it was decided upon the winners of this years' educational awards. The requested funding for the planned music and dance competitions of the period has already been approved, assuring their continued role as the best place for recognizing young artistic talent. The ongoing work towards increasing the number of students and schools participating in the competitions, the effects of which are visible with each new year, and the improvement of educational quality in general has found new strength through a successful collaboration with the Ministry of Science, Education and Sports (especially through the preparation of the *art education act* proposal) and the Education and Teacher Training Agency, contributing to the betterment of music and dance education.

The *art education act* proposal has been formed by a special committee consisting of joined members of the aforementioned agencies and the art school principals. The act allows for a set of ordinances to be brought in order to regulate the specific details in the operation of educational institutions, ensuring the standards are both met and followed.

21st October 2011 – *Concert of Excellence* was held in Valpovo, summoning the state competition prize winners.

14th November 2011 – A meeting of the *Comission for the implementation of State competition and the Presidency of HDGPP* was held in order to discuss the specific details of the competition and assign mandatory tasks, name a panel of judges and address current issues.

7th – 10th December 2011 – Opatija – State Chamber Music competition, 160 chamber music ensembles and over 700 participants in total.

17th December 2011 – Zagreb – *Day of HDGPP* manifestation, including a special concert of the state competition prizewinners and an awards ceremony for the most deserving pedagogues of the past student year, those about to retire and a single life's work award.

9th - 14th January 2012 – Opatija - Seminars and concerts under the HDGPP *Center of Excellencebrand for especially talented students of music and dance* have gathered 266 teachers and students from all of the country. These were held by renowned pedagogues Konstantin Bogino (*piano*, France), Larisa Loginova (*solfeggio*, Spain), Radovan Cavallin (*clarinet*), Gerhard Zeller (*singing*, Austria), Yova Yordanova (*violin*, Russia) and Renata Penezic (*flute*). The organization of this event and the quality of seminars throughout received universal praise by all attendees, thus a decision was made to keep the current location for next year's event as well.

24th February - 10th March 2012 – Regional competitions with over 25000 students of music and dance

19th March 2012 – a HDGPP delegation admitted a reception with the President of Republic of Croatia prof. dr. sc. Ivo Josipovic, patron of the 50th biennial state competition. The President was briefed on the work of HDGPP and the events it organizes.

23rd and 24th March 2012 – Primosten – State competition – choirs, 11 choirs and 450 students in total

25th - 31st March 2012 - Varazdin – State competition – soloists Much of the focus in the past student year has understandably gone towards the eagerly expected 50th biennial state competition, taking place across 5 cities, spanning 3000 competitors in the eliminatory and 800 competitors in the final phase. The competition itself was a great success, being held under direct patronage of the President of the Republic of Croatia Ivo Josipovic and opened with a grand *Laureates' Concert* concert held by some of the best past winners – now eminent musicians and artists.

CZECH REPUBLIC
Association of Primary Arts Schools (Czech Republic) (AZUŠ ČR)



Report on the activities of the Association of Basic Arts Schools, Czech Republic (AZUŠ) during the last academic year, from 1 September 2010 to 31 August 2011.

Since the last annual general meeting 5 new basic arts schools have become members of AZUŠ. To date, the association totals 383 members. AZUŠ operates with revenues of 1.017.326,00 CZK and expenses of 989.454,00 CZK. Revenues came only from contributions of the members.

The Board of AZUŠ has held five meetings which is according to the agreed regulations. 78% 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.

Jindřiška Kudrlová, the President AZUŠ ČR, attended a meeting with MŠMT in December 2010 where were discussed changes to school funding.

Non-educational employees normativ lowered by 10% and the funds for teachers and non-educational employees are divided by a specific purpose.

Two members of The Board of AZUŠ represented at "Round-table" discussion forum in January 2011 and Tomas Kolafa and Jaroslav Mencl were delegated to GA EMU in Tallinn 25.-29.5.2011.

Jindřiška Kudrlová, the President AZUŠ ČR, discussed with MŠMT ČR in January 2011 an exception of no-fee policy or fee minimizing for art education provided by Basic Art Schools. In March 2011 she represented AZUŠ again to provide additional information from the point of Basic Art Schools about the preparing changes in school funding (given funds would depend on demographical potential in society), in addition she promoted recognition of professional teacher's qualification. AZUŠ made prompts to amendment of act about educational employees in May 2011.

In August 2011 Jindřiška Kudrlová, the President AZUŠ ČR, received "Conceptual plan to reform regional school funding by MŠMT ČR in 1.9.2011." The proposed plan includes changes that if they had been realised it would have negatively influenced structure, quality, but specially accessibility of Basic Art Schools. The president of AZUŠ acted to negotiate proposed changes and their effects and met a vice-president of Parlament Senate ČR and a vice-president of Educational Committee of Parliament ČR, MPs and professional educational officers of MŠMT ČR.

AZUŠ has been cooperating with Labor Leader's Party to prevent funding changes the the system.

Tomas Kolafa, The Secretary General AZUŠ, was chosen to be a nominee to become a member of presidium of EMU in March 2011. He was elected and become a member of EMU in May which supports and stabilizes the position of AZUŠ.

The e-communication between AZUŠ and ZUŠ has been improved due to integrating of contacts and concepts created by Tomas Kolafa since March 2011.

AZUŠ signed copy-rights contracts with labels and other organisations to decrease costs and administration.

The Board of AZUŠ agreed in June 2011 to host Presidium EMU in 2012 in the Czech Republic.

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, Tomas Kolafa and Jiří Stárek. EMU contributed by talks by Helena Maffii, Paolo Ponzecchi and Timo Klemettinen who explain the role of EMU and its activities (EMC, IMC, UNESCO Conference in Seoul, Weimar Declaration, etc.)

Glossary:

AZUŠ	Association of Basic Arts Schools, Czech Republic
ČR	Czech Republic
MŠMT ČR	Ministry of Education of Czech Republic
ZUŠ	Basic Art School

In Denmark we have 99 music schools. 50 % 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 2012 approximately 13 %. The Ministry of Culture confirmed to DAMUSA in 2009 that the government subsidy has fallen by DKK 10m from 1999 to 2009 (2009 price level). Not because of savings at the music schools, but due to the general savings within the area of culture. Pupils fee is up to 33 % (approximately 24 % 2012) and local communities pay the rest - approximately 60 % of costs.

To the 100 music schools are affiliated seven centers 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 2006-2012 have experienced a 13% decline in the number of children and young people who enrol at a music school. In 2011 the music schools had 108.000 pupils. In this context DAMUSA in 2011 made a comprehensive online survey with the title "Why does your child attend a music school – and why not". The purpose of the survey was to uncover the factors determining whether the children attend Danish music schools or not, for instance the tuition rate, physical distance to the place of teaching and the social element; and questions about household income and ethnic background have also been incorporated. The survey included active pupils at selected music schools and their parents, as well as pupils who have signed out and their parents, pupils on waiting lists and their parents and music school teachers and headmasters. Unfortunately we did not have the possibility to ask youngsters that had never been in contact with music schools. The report of the survey contains a very interesting material and can be found at the DAMUSA webpage (but off course it is in Danish).

In the report, 20 % of the pupils who had signed out music schools mentioned the increasing fees as the main reason. DAMUSA is concerned this fact 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 (2007-2010) show that the cost rate of learning to play an instrument has increased by 24.1% while the overall consumer price index for the same period has only increased by 7.9 % (however, the education subindex has increased by 15.7%). It is

important to note that the number of 0-25 year-old citizens in Denmark has gone up (by 2.78%) from 2007 to 2010. Consequently, the explanation of the fall in the number of enrolled pupils at the music schools is not that the target group has become smaller.

Further more the report reveals that 30% of music pupils experience no connection between participating in music school activities and their elementary school activities.

Therefore in the future some of the main focuses of DAMUSA will be 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.

The Henley Review and the National Plan for Music Education

On 7th February 2011 the Government published the Henley Review into the Funding and Delivery of Music Education in England, along with its own response and a guarantee of funding for the year 2011/12. There was general recognition that the funding formula needed to be rebalanced as some areas were perceived to have a more generous allocation relative to their school population and levels of deprivation than others. The review called for the creation of a National Plan for Music Education, setting out a clear vision of what every child should receive through public funding, and to address what was termed 'patchy' provision across the country. During 2011/12 Music Education continued to receive funding through a direct grant from the Department of education.

The idea of a National Plan was welcomed and eagerly anticipated.

At the same time schools were strongly encouraged to become more independent and apply for Academy status. England gained its first Free Schools, schools run by groups of interested parents, with freedom to chose their own curriculum, term dates, and school times as well as teachers conditions of service. Greater autonomy and increased independence from the Local Authority was not new for schools; however the increase in chains of Academies and freedom around the curriculum being taught was. It has led to mixed feelings across the wider education sector. Schools also saw the introduction of the English Baccalaureate, a qualification gained by students who achieved higher grades in a particular combination of subjects at 16. Sadly Music was not one of those subjects.

In line with many other countries, funding for Local Authorities has been significantly reduced, leading to large scale job losses in the public sector, and reductions in the services delivered by local authorities. While Music Services in England receive their public funding direct from the Department for education, many also received additional funds from their local authority. In some cases this funding has been withdrawn completely in one year, or will be reduced year on year until 2015. Some services have had 100% Local Authority funding cuts in one year, forcing large scale restructures and reductions in the service offered. In many cases this has made the national press, and attracted significant media attention.

It was in this context that the Importance of Music, A National Plan for Music Education National Plan for Music was published on 25th November 2011. This is the first time such a document has existed, and at 54 pages, is far more comprehensive than was anticipated. It lays out an ambitious vision for Music education in England.

1. It recognizes that Music Education is primarily the responsibility of schools, and when Ofsted inspect schools, this is now included under the 'wider effectiveness' of the school.
2. All pupils must have the opportunity to learn to play a musical instrument ideally for a year, but at least for one term.
3. There must be clear progression routes available and affordable to all young people
4. Children must have access to ensembles and have the opportunity to perform from an early stage
5. All children should sing regularly, and so each area must have a singing strategy to support this
6. It recognized that Music Education funding needed to be held at a level above individual schools, and that the Music Service model achieved this area overview and should be maintained
7. It stated what funding would be available from 2012 – 2015 for Music education

The Importance of Music was welcomed by the Federation of Music Services; however we also recognized that there were challenges.

Future Funding and a New Relationship

The Plan stated that Music Services needed to work in partnerships and create Music Education Hubs. These Music Education Hubs were encouraged to consider overseeing more than one Music Service area. Music Education Hubs had to apply for future funding through an open, competitive bidding process by mid February. Arts Council England (ACE) was identified as the body that would select, manage and oversee the use of public money for Music Education across the three years. This was a new role for ACE, and indeed a completely new sector for them; however they have engaged with FMS and we are building a strong relationship.

Across England all Music Services have bid for funding, some in partnership with other services, and most Music Education Hubs have applied with Music Services in a lead role. We will hear on 4th May who has been successful in terms of funding.

Funding for Music Education will continue to come from the Department for Education, though it will reduce from £77m to £60m in the three years from April 2012. When added to the overall reduction in public funding at local authority level, this has created some very serious challenges for many Music Services. We are hopeful, however, that new partnerships, and in particular our new relationship with Arts Council England will help us unlock other funding streams for Music Education.

National Curriculum Review

The Department for Education has started to consult on the development of a new National curriculum. This has been influenced by the PISA study, but also by a fundamental change of direction in terms of how schools should be run. Although Music has not become part of the English Baccalaureate, the care and attention given to the development of The Importance of Music indicates that there is awareness at the highest level of the importance of the Arts in the education of Children and Young People.

The initial curriculum review body reported in December 2011, and recommended that Music and the Arts should be compulsory for all children up to the age of 16, instead of 14 as it currently stands. We await the outcome of the consultation, but we remain optimistic.

Conclusions

The development of A National Plan for Music Education has been welcomed, and offers a clear framework for the future of Music education in England. Northern Ireland and Wales are also looking at this and we are hoping that it will influence Governments there to develop a similar vision. Colleagues in Northern Ireland report that they await the necessary legislation that would allow for the creation of a single education authority. Until this happens the mechanisms will not exist to create a coherent vision for the future provision.

In England we are pleased that Music Education continues to attract significant levels of funding from the Department for Education, although we recognize the fragility of some services across the country at present and the huge financial pressures they are facing. We look forward to developing our relationship with Arts Council England and see opportunities to link other funding strands together through this relationship, and unlock more money to support Music Education

We wait with baited breath for the announcements on 4th May!

FMS – A New Direction?

In response to recommendations made by Darren Henley in his Review, The Federation of Music Services is in advanced discussions with the wider music education sector about creating a new organization to bring together the many different aspects of Music Education.

There will be a presentation on this at the forthcoming EMU conference in Rimini, Allegromosso.

I Competitions for students

Competitions "The best young instrumentalist 2011" and "The best young instrumentalist 2012". Competitions are taking place on three levels: regional level, audio-level and final competition. Two last levels are organized by EML.

In 2011 has taken part piano and wind -instruments; in 2012 string instruments, guitar, kannel, accordeon 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 164 students taking part of final level in 2011, and 183 in 2012.

II 36 th General Assembly of EMU and Conference "The Future of Music Education in Europe - Further Development of Music Schools" in 26.-28. May 2011 in Tallinn

III Composing the draft of common curricula for music schools.

Organizing several meetings with leaders of music schools to discuss the main principles of the new curricula. Formulating the general chapter of the new curricula and introducing this to the officer of Ministry of Sciences and Education in Estonia.

IV Cooperation with other steps of music education.

For looking to the musical education in Estonia as

V Advanced training courses for teachers on instrumental teaching and using contemporary

tools in group lessons. Producing videomaterials about instrumental lessons (trumpet) and solfeggio lessons.

VI Activities for schools practical

- 6.1. collecting statistics
- 6.2. sharing information and updating it on our website
- 6.3. working on unified materials for solfeggio-exam for 2011 and 2012
- 6.4. organizing general meeting
- 6.5. representing music schools in different organizations (Estonian Music Council, workgroup of music education; workgroup of cultural strategy in Estonia up to 2020)



Theme year for theory and solfage teaching 2011

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

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

cooperation between The Association of Finnish Art Schools and Ministry of Education
funding 340 000 €
creating a new evaluation system for music schools (statistics and other information)
national and international comparative studies

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)

Finnish Music day

The Managing Director of the Association of Finnish Music Schools Timo Klemettinen attended meetings of the Finnish Music Day Advisory Board. Orchestras and choirs of the member schools of the association participated in the Finnish Music Day by organizing concerts and other events.

FRANCE
Fédération Française de l'Enseignement Musical,
Chorégraphique et Théâtral



Board meetings

- 4/3/2011 in Nice
- 7/4 2011 in Issy-les-Moulineaux
- 10/17/2011 & 1/5/2012 in Paris

General Assembly

- 3/16/2012 in Bordeaux

Works/publications

- Pedagogical curricula are now completed
- National tests for exams in music & dance

Projects/cooperations/services

- Cooperation with the Ministry of Culture
 - The future of music and art schools in France
 - Cooperation between the different fields of art education
 - Art education and diversity
- Meetings with editors to support French 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 Tallin in May 2011
 - Participation of 250 young French musicians to Allegromosso Festival in Italy
- European Association of Conservatoires
 - Participation to the meeting of Valencia (Spain) in November 2011

GERMANY

VdM Verband deutscher Musikschulen e.V.



Fields of activities in 2011

- The Municipal Community Office for Public Management (Kommunale Gemeinschaftsstelle für Verwaltungsmanagement KGSt) new edited the Music School Organisation report, commonly known as “KGSt-Gutachten” based on the policy document “Die Musikschule: Leitlinien und Hinweise” (Music schools: Guidelines and references) by all of the the municipal key organisations (Deutscher Städtetag, Deutscher Landkreistag, Deutscher Städte- und Gemeindebund)
- Big Music School Congress in Mainz with approx. 2000 participants, 46 working groups and 50 academics with the motto “Musicschools - education with future”. The Congress was opened by the prime minister of Rhineland-Palatinate, Kurt Beck.
During the congress the main conference elected the board. Members of the board: Dr. Winfried Richter (President), Prof. Ulrich Rademacher (Vice President), Friedrich-Koh Dolge, Michael Kobold, Prof. Wolfhagen Sobirey and Gabriel Zinke. The resolution “Mainzer Erklärung” was published, responding to the dramatic changings in the German school system.
- The three-year VdM project “Musical education from the beginning” with conceptions for early childhood music education (for babies, parent-child groups, nurseries, kindergarten and primary school) was finished with the publication of a curriculum for the elementary level / foundational level. The activities in this subject area have been carried on in several states of the FRG, such as the projects “JeKi”, “JEKISS”, “JeKiSti” (North Rhine-Westfalia), “SBS” (Baden-Württemberg) and “We make the music” (Lower Saxony) amongs others – projects in cooperation with primary schools.
- The concept for advanced training for music school executives has been continued; the already existing seminars for executives have been carried on.
- The VdM-seminar for instrumental playing with special needs people celebrated its 30th anniversary.
- The advanced vocational training “Playing piano with adults” has been continued. For the first time it was organized in closed cooperation with the regional association of music schools in Rhineland-Palatinate, the regional association of music schools Saarland and the Association des Écoles de Musique du Grand-Duché de Luxembourg. The seminar took place at the conservatoire de la ville de Luxembourg.
- The revision of the curriculum for flute was edited, for oud and guitar completed. The revision of the curriculum for violoncello, chamber music, double bass and violin has been proceeded.
- The website “MusikschulNews” was setup as a newsboard for the associated music schools.
- The Quality Management for Music Schools (QsM) is implemented in further schools. Since the development of QsM in 2000, 122 music schools have been started to work with it.

- As every year VdM was represented on the international 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. Amongst others the young musicians played at Alte Oper Frankfurt with the famous violinist Julia Fischer, conducted by Michael Sanderling.
- September 23 the media prize of the VdM “LEOPOLD”, decorating Germany’s best productions of music for children on CD, DVD or CD-ROM, was awarded in cooperation with WDR3 (Westdeutscher Rundfunk/Broadcast of Western Germany)
- The Federal Ministry of Education and Research initiated the funding programme “Alliance of Education” to advance cooperations for underprivileged children between educational organisations.

920 member schools at more than 4000 locations were united in the Verband deutscher Musikschulen (VdM) in 2011. In 2012 the VdM is celebrating its 60th anniversary and the parents representation its 20th founding year.

President of the VdM is Dr. Winfried Richter, 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.



1. Curricula

The curricula of art schools broken down to branches of study have been revised by invited experts. There have not been any essential changes made either to their content or form. The names of the different branches have been unified and recorded by the schools in their Pedagogical Programmes. Local curricula have also been prepared.

2. Changes in the legal conditions

The new Public Education Act stipulates that it is the task of the State to organize the teaching of art. From next year the schools will be maintained by the State but the buildings themselves, together with their assets, will remain in the ownership of local governments. Taking care of outstanding talents will be an issue of central importance. Relying on the opinions of professional organizations, the Ministry has prepared a life career model for teachers. For the time being, the classification of schools into quality categories will remain unchanged, but later the normative support will be wound up. Maintenance and professional supervision will be provided by the State in the future.

3. Teachers' living conditions

Teachers are offered the opportunity to attend courses of in-service extension training and, eventually, study for a second degree. There is much uncertainty among teachers about the launching of the life career model as well as about the undisturbed functioning of the institutions in the future.

ICELAND

Association:
Professional Council of Music Schools
Music School Teachers and Leaders



Continuous education/professional development

Music teachers together with teachers in the ordinary school system have put an effort on the issues of continuous education/life-long education and professional development the last year. The Teachers Association, Ministry of Education and Culture, The Association of Local Authorities, together with three universities have been working on making a scene for strengthen the field.

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. We look at this field as a key prerequisite for development in the schools in the 21th century.

“The NOTE”

“The NOTE” a national Music School festival was held for the third time in the school year 2011-2012. The festival is growing and thriving well. An agreement has been made with the “Music fund of Harpa for young people” about holding the final concerts and ceremony in the new music hall “Harpa” for the next three years.

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.

The third part, the national festival was more extensive this year than before. Beside two concerts for the day and a final ceremony, a programme with a lot of activity was planned between concerts in the entrance and open spaces in the music hall. Music students were playing music all day, music shops brought instruments and other tools for people to try out, Apple brought I-pads, we had workshop for youngsters in building instruments, information about music education, the music school system, the Icelandic music history etc. was showed with computer projector. Students from the Iceland University of Arts were performing the piece “In C” (1964) by Terry Riley and introducing their study for quests.

The president of Iceland was giving a speech and delivering premium for excellent performance in the Final ceremony. Now the National Radio is working on a TV programme of the final concert.

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 findings of a research on the experience of the coordinated music schools examinations system.
- Holistic teaching in music theory and instrumental playing.
- Teaching music students to create their own composition.

Other issues given consideration:

- Discussion and preparation for a revision of the national curriculum for music schools.
- The execution of new agreement about the state taking part financing music education on mediate and advanced level in the music schools, -which municipalities run.
- New legislation for music schools.
- New system for education on secondary school level – education is divided into four competence levels. Frame of reference for competences has been defined for every subject. A working group of representatives from the arts have been asked to make a structure example for an arts line in secondary schools as a reference for the headmasters organizing their education lines.

IRELAND

Irish Association of Music Schools IAMS

The National Association of Music Schools in Ireland represents those schools that are actually music schools i.e. not individuals working alone appearing to be a school. In addition members are qualified to teach. As such, we represent the minority involved in music education but undoubtedly the committed professionals.

The past year has seen the culmination of a long campaign to have a police checking service available for members for both new and existing staff. Currently we are negotiating continuing professional development seminars with international providers and hope to have a national music education day during 2013. However, professionals face considerable competition from the unqualified majority of schools/individual teachers together with the burdens of operational overheads such as local taxes, insurance and police checks which others do not have. Against the continuing economic depression our membership remains small but deeply committed to providing professional music education and we deeply appreciate our fellowship within EMU.

These are major initiatives in Italy in 2011:

- AIdSM - Italian Association of Schools of Music has developed a new revision of the draft law submitted in 2007. This task was developed by members of the board of the association through a long process of development.
- Law proposal for the recognition of Music Schools has also been justified by a profound reorganization of the scope of music education within the State.
- Eighty conservatories were assimilated to the university system, making the segment of music education up to nineteen years old uncovered.
- Moreover, the establishment of a few Music high schools have indirectly meant the abandonment of a project of extended music education in all institutions of higher secondary school, complying the idea that music is solely a subject for specialists. In this sense, the role and responsibility of Music Schools have become even more crucial.
- AIdSM considers important that the State, through a general plan, will allow a clear distinction between non-profit actually credible organizations and institutions of various kinds not always sufficiently qualified.
- In order to promote a public debate AIdSM has launched a series of meetings with managers of music schools to discuss the minimum requirements necessary to recognize a quality school of music. Many directors of schools of music from different Italian regions participated in this first meeting.
- On. Manuela Ghizzoni of the Democratic Party will be the first to present the law.
- The major project of 2011 was the organization of Allegromosso, eleventh edition of the Festival of European music schools. The regional offices of the tourism sector in Bologna, were the principal place of business organization.
- Different areas, each responsible for specific activities, have been created. The Regional Office has managed the relationships with local authorities, in particular with the four provinces and twenty-five municipalities that have joined the project.
- The task of managing the hospitality and transport logistics, in addition to communication and publicity of the event, was assigned, after a public notice, to a specialized agency.
- The artistic and musical coordination took care of several aspects: organization of concerts, the preparation of the opening and closing ceremonies of the Festival, organization of a training course for the staff of the Festival Allegromosso; collaborative relationships with Ravenna Festival for the opening

concert with Orchestra Cherubini; organization of the EMU General Assembly and the Conference on Bonn Declaration.

- It was signed an agreement with RAI for the publicity of the event. The RAI will broadcast over a radio program called “DEMO” a series of recordings selected from those submitted by the groups participating in the Festival Allegromosso.
- The website Allegromosso has been progressively developed and updated, in Italian and English languages, in order to directly manage all the information on the concert venues, schedules, and information about participating groups. Profiles of Facebook and Twitter have been set up.
- As part of the Days of Education, who came to the seventeenth season, AIdSM organized in 2011 several successful seminars for teachers training in different subjects, among others: production and management of multimedia documents for music education, body percussion, orchestral experiences for younger pupils.
- The annual congress of the Italian ISME has been organized in Pavia in collaboration with AIdSM on the theme: "Making music together: Spaces, places of creativity, quality repertoires."

LATVIA
Latvijas Mūzikas izglītības iestāžu asociācija - LMIIA
(Association of Latvian Musical Educational
Establishments)



The main aim of LMIIA in 2011 was still to preserve musical education and maintain the quality of musical education.

In January, 2011, LMIIA had a meeting with the Minister of Culture Sarmīte Ēlerte when LMIIA expressed the vision and the opinion about the situation in musical education in Latvia.

In February and March, LMIIA distributed several documents in mass media which reflected the situation in musical education and the field of music in general.

In May, the chairman of the association Aivars Broks and his assistant Dace Štrodaha participated in the General Assembly of EMU in Tallin (Estonia).

In June, LMIIA organised a meeting with officials of the Ministry of Culture who are responsible for the musical education, and then the situation of musical education in Latvia, problems and possible solutions were discussed.

In July, LMIIA started looking through the documents of the Cabinet of Ministers about further funding of musical schools, aiming at their actuation and acceptance by the Cabinet of Ministers..

In autumn, we participated in the events organised by UNESCO and we had music schools concerts in different regions.

October 27-29, a delegation of 32 principals of music schools and music secondary schools in co-operation with the Association of Finish Music Schools and Timo Klemettinnen visited some music educational establishments in Finland. This trip was very important from geographical and pedagogical, methodological, and cooperation point of view.

October 26-29, Dace Štrodaha and Daiga Ventniece, members of LMIIA, participated at the seminar for music school principals in the Netherlands, organised by EMU.

December was the time for reports and elections – then the council of LMIIA was reelected. The chairman Aivars Broks was reelected repeatedly.

The beginning of 2012 was the time of close cooperation of LMIIA and Parliament and members of the executive branch, the main questions were how to keep and enlarge financial support of music schools. This was also the time when new Latvia's National Development Plan has been worked out. LMIIA decided to come up with ideas concerning music field and music education.

January 27, 2012, LMIA organised the second forum *Musical Education. Music Field. Music Vision*. The following questiones were discussed there: *Musical education – guaranteed creativity and intellect, support of musical amateur movement (Song Festival) and professional music (artists –performers, choires, 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, LMIA informed our new Minister of Culture Žanete Jaunzeme – Grende about our position in the musical education and our opinion about some music field questions.

We are also going to participate in the International Jazz Day, involving our students and teachers.

LUXEMBURG

Association des Ecoles de Musique du Grand-Duché de Luxembourg



26th January 2011

Meeting with the associations (AEM, Vdm, RP/Saar) in Landesakademie Ottweiler (D)

28th January 2011

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

14th February 2011

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

27th Mars 2011

National day of « Choir singing » in Dudelange (LU), 80 participants between 8 and 12 years old,
Direction Mr. Martin FOLZ

30th Mars – 1st April 2011

Participation on the International Music School Seminar (Benelux, NRW, Saar) in Spa (BE)

20th Mai – 21th Mai 2011

Participation on the congress VdM in Mainz (DE)

26th Mai – 29th Mai 2011

Participation on the EMU General Assembly in Estonia (EE)

20th Mai 2011

Students on stage in Luxembourg (LU)

21th Septembre 2011

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

26th October 2011

Participation on the congress VdM (Saar) in Saarbrücken (DE)

23th November 2011

Meeting with the associations (AEM, Vdm, RP/Saar) in Merzig (DE)

Highlights 2011

All the indications were that 2011 would prove a rough and turbulent year. In this year, the impact of the large-scale cuts to municipal, provincial and state subsidies on art education and cultural participation in the Netherlands would become apparent. As in 2010, a number of member institutes suffered (or were told to anticipate) a substantial reduction in public funding, requiring them to plan for a future-proof organisation over the months and years ahead.

Despite the significant financial challenges imposed on 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 to just one or two instances 2011. Nonetheless, Kunstconnectie very much regrets every forced closure.

Efforts were made throughout 2011 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.

Other items / results in 2011:

- A trajectory to arrive at 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 *MKB Netherland* (an association for small and medium-sized companies) and 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 Jeugdcultuurfonds*, 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 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).

For schools of music and performing arts in Norway, the year 2011 was influenced by the work of a National committee, the “Kulturskole”-committee. The work of this committee was based on the Government’s own Cultural Leap (“Kulturskoleløft” in Norwegian, leap understood as both “lifting” and “a promise”).

The main objective is to strengthening schools of music and performing arts saying: *“The Government wants a “Kulturskoleløft” to be carried through, so all children wanting to, will have access to good quality education in the schools of music and performing arts to a reasonable price. This is to be secured by state support and a solid financial situation in the municipalities”.*

The report was delivered to the Minister of Education in 2010 and later sent to all the municipalities, organizations and institutions on a broad hearing about the suggestions forwarded. Deadline for the hearing was March 1th 2011, and a lot of municipalities, institutions and organizations delivered their hearing. The board is still following up “Kulturskoleløftet”, it is a very important work according to our members, the municipalities. There is still a gap between realities and expectations.

In the autumn 2010, a guide describing best practices based on the four demonstration schools of music and performing arts, was distributed to all municipalities. To follow up, the county consultant employed in our organization have visited most of the top managements of municipalities in their regions. So far this has happened in nearly 400 municipalities, almost every municipality. This work has been done with support from the Norwegian Centre for Art and Culture in Education.

Since 2010 the Ministry of Education has offered extra 40 mill NOK (€ 5 mill) a year to projects for schools of music and performing arts and primary and secondary schools development, to the cooperation between music and art schools and local bands, but also cultural activities for children more in general. A separate grant was given in 2010 to the work of a national committee regarding the programs for talented children in music. This committee has two goals, one to improve the cooperation between existing talent programs in schools of music and performing arts, the Norwegian Academy of Music and the reputed Barrat Due Musikk institutt. The other goal is to evaluate and suggest changes in plans for this education.

An extensive peace and culture program “Umoja – The Flying Cultural Carpet” is lead by the former director of Norsk kulturskoleråd (and member of EMU Presidium) Wilhelm Dahl. The year 2011 a new structure in the program were introduced in order to support and enhance the overall development goals that the UMOJA program has established. Namely: Individual development, Institutional development and support of Art and Culture in Society. The Umoja Festival has been arranged for 6 years now (6th time in 2011). It has become the biggest festival in Mozambique and attracts a live audience of close to 100.000 people during the two days it is arranged.

From 2010-2014 schools of music and performing arts in the southern part of the country were partaking in an EU regional program – KRUt, a result of the close cooperation between the EMU member associations in Sweden, Denmark and Norway. The main objective is to work out strategic documents about Diversity, Integration and Talent support

POLAND
Zespół Państwowych Szkół Muzycznych
The Polish Association of Music Schools



In June 2011, Association members meeting in Przemyśl was organised in order to present documents and topics detailed on EMU's 36th General Assembly and Conference in Tallinn, Estonia from 26 to 29 May 2011.
Topic: *The Future of Music Education in Europe - Further Development of Music Schools.*

In September 2011, PAMS board met with the Representatives of Ministry of Culture in Warsaw.
The aim of the meeting was organisation of 38th General Assembly and Conference in Przemyśl/Krasiczyn in May or June 2013.

In order to acquire new members, PAMS board carried on wide information and educational campaign among artistic schools in Poland in 2011.

In October 2011 in Przemyśl, new PAMS authorities were chosen and artistic education reform was discussed.

1. WORK ON STRATEGY DOCUMENTS

Considering the engagement of the ministry of education and science 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.

This year, the association participated in developing the following documents:

- General secondary and secondary arts education development strategy;
- Primary education development strategy;
- Comparative studies in the secondary school of arts graduation exam;
- Law on secondary education;
- Law on primary education.

Members of the association take part in the work of the committee in charge of proposing the content for secondary school of arts graduation exam that should be finalized by the end of 2013/2014. Members of the association have been informed on the content of the documents a number of times. All the documents are available to its members at the web site of the association.

2. SCHOOL DOCUMENTS

- Following the amendments to the law on the fundamentals of education system, the schools were obliged to adopt at their relevant school councils all the amendments in the school documents. For that purpose the association has prepared all the documents to be amended and posted them at its web site.
- Members of the association presidency presented to the ministry their proposal of school record forms because the forms used so far do not meet the school recording requirements.

3. 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 Knjaževac, 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 Knjaževac and the school management made this festival extraordinary for all the participants.

4. HUMANITARIAN PROJECTS

In this period, the association launched two humanitarian projects which the schools supported either individually or as partners. The projects were aimed at the following:

- The school in kraljevo
- The school in gnjilane

5. 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;
- A group of students took part in the cei-youthorchestra camp;
- A group of students attended the chamber music festival „musica mundi“.

6. PROFESSIONAL TRAINING

- In the field of professional training of teachers 5 seminars by aleksandar serdar were provided, free of charge, in all regions. Co-operation with prof. Aleksandar serdar will continue this year as well.
- The association has financially supported the attendance by a number of school directors and members of pedagogical advisory boards at the „school legislation“ seminar held at mt. Kopaonik;
- For the schools presentations titled „grading of students“ and „absence and disciplinary responsibility of students“ have also been made with the aim to make the new legal provisions more clear.

The association has supported the submission of two curricula for the contest organized by the institute.

7. 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 Basic Arts Schools of Slovak Republic „EMU Slovakia

The annual assembly of the AESA SR was held between 17th and 19th March 2011. Invited were the representatives from the Ministry of Education, State School Inspection, trade unions and from the Association of Towns and Villages of Slovakia.

President of the Slovak section of ISCM (International Society for Contemporary Music) informed the participants of the assembly about the preparations for the „ISCM World New Music Days 2013“ in towns of Košice and Bratislava. He, as the organizer of the ISCM WNMD 2013 proposed to involve the music - arts schools to the maximum extent in this international project in cooperation with AESA SR. The same time he presented his vision of cooperation between the Slovak section of ISCM and music - arts schools for years 2011, 2012 and 2013. The first result of this cooperation was 15 concerts of contemporary music in performance of students of the music - arts schools. These concerts took place at the beginning of November 2011 in 8 Slovak towns under a common name „Portréty“. We plan the next series of the concerts of contemporary music in performance of the students of music - arts schools and professional artists in autumn 2012. The cooperation will culminate in a series of concerts in various Slovak towns and in a ceremonial concert of music - arts school students, which will be a part of events of the ISCM WNMD 2013.

The board of AESA SR did not have a meeting in the last year due to time reasons, but directors of schools met together in individual regions. Such meetings will be organized in every region more often in the future.

Representatives of AESA SR took part in the work of the expert groups at the Slovak Ministry of Education.

President of AESA SR Anna Gondášová negotiated in the Ministry of Education in the matter of decreased number of music competitions subsidized by the Ministry.

The new law about pedagogical employees opened new opportunities for lifelong learning of pedagogical employees. Teachers will receive credits for additional training, for which they will get extra pay.

At the end of the term of the previous government the Ministry of Education worked on the revisions of several laws. Presidency of AESA SR must comment all the proposals on a daily basis.

New parliamentary elections took place on 10th March. Consequent personal changes in several institutions will again impact the efficiency of the cooperation between them and the Association of Elementary Schools of Arts of SR.

At the beginning of 2012 applications to the **11th European Youth Music Festival „Allegromosso“** were sent. 7 ensembles from the whole territory of Slovakia registered. In these days the registered ensembles are preparing their program. We wish they would successfully represent Slovakia on the Festival and that they will have many wonderful experiences!

The next assembly of the AESA SR will take place on 13th and 14th April 2012.

ACCOMPLISHMENTS & ADVANCEMENTS

SMSA had many wonderful accomplishments in 2011. The Music school system in Slovenia grew according to our plans and objectives. A few highlights include:

Fran Gerbič prize: Annual award for the best Music School Teacher or Director. Promotion and participation was successful and the 8th award ceremony was attended by the Minister 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 40. National Music competition in Ljubljana and Maribor
- Price winner's performance of the 10. National Ballet competition in Sežana
- 37th Concert Music Schools Province Gorenjska and Slovene Music Schools in Italy in Jesenice
- Festival Simfonic, Accordeon and Guitar Orchestras
- 60 years Music School Ilirska Bistrica
- 50 years Music School Kočevje
- 60 years Music School Tolmin
- 60 years Music School Fran Korun Koželjski Velenje
- the opening the new Music School Ormož and the new class-rooms of the Music School Gornja Radgona
- The presentation of Music Education System EL Sistema by Venesuelas Ambassador in Slovenia

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 2011. Summary of our work with various teams and organizations is highlighted below:

- Slovenian Ministry of Education and Sport (MŠŠ) - SMSA cooperated with the Secretary of MŠŠ very well. They cooperated with SMSA by many themes of education system.
- National Commission of Music - Worked with the commission to research the music system for continuous improvement.
- 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.

- Cooperation with the Slovenian National commission for the competition (TEMSIG) – the National commission for the competition is now a part of SMSA. SMSA organized meeting and discussion about the 40th National Music competition. Some proposals were accepted. We also organized the 14th Regional Music competition, the 40th National Music competition and the 10th National Ballet Competition in conjunction with the National Commission of 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 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 36th General Assembly in Tallinn. We also successfully presented several ideas at the EMU manager meeting in Zeist in Netherlands.
- Symphonic Orchestra Festival - SMSA organized, promoted, and conducted a 1 day festival for the presentation of the various skilled orchestras throughout Slovenia. The festivals were well attended.
- Autumn meeting of the Slovenian Music schools in Ormož - 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 and in Bled.

The new members of SMSA association are Music School Franc Šturm Ljubljana and the Slovenian music school from Italy the Glasbena matica Trst (Trieste).

In 2011 SMSA also organized 10 meetings of the Presidium and four 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 this structure enlarging process, UEMyD has now 1 new region as member: Granada (8 regions in total) and 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 (2011-2012)?

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 website

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 Kattégatt / 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 IVA - KASK-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 strategy 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.

“K2030” - Schools for Music and the Arts 2030

The next three 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 is the Schools for Music and the Arts 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 others 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 and we have no clear agenda today, but 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.

“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 much, 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 just as much 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.)

Some Statistics

At the end of the nineteen eighties there was a development of the Swedish local Music School also to include other forms of artistic activities. 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 279 schools, 158 are developed to schools of modern arts that consist of at least three branches of arts.

The Swedish local Music- and Arts School is quite local which means that it is ruled by local decisions and runned 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.

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 353 000 pupils.

The fees are in average € 148 per year and consists individual lessons as well as group lessons and ensembles and choirs.

The local communities invest all together € 204 million per year and the schools themselves get € 42 million via fees. The receipts will thus be € 246 million.

(Report from 2011).

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 2,500 students.

The Association of Swiss Music Schools serves as the umbrella organisation for the 22 cantonal associations, which represent all 26 cantons and their music schools. 430 music schools with 12,500 instructors teach approximately 280,000 music students. The music schools generate a total turnover of € 280,000,000, of which the public sector covers 55% on average and parents 45%. The ASMS generates a turnover of € 350,000. The departments for Management, Policy, Pedagogy, Communication & Marketing, and Documentation & Statistics worked closely together over the past year.

2. Management

a. "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. The focus was on the parliamentary debate. Track had to be kept of the political process and the various counterproposals, which reached almost inflationary dimensions. Once again, it was seen how important lobbying at the personal level is.

Also in 2012, the year in which the vote is scheduled, much work remains to be done in order to actively involve music instructors and their school managements. The ASMS's target of CHF 100,000 in donations for the voting campaign was almost reached by the end of 2011 (CHF 85,000).

The "youth+music" popular initiative aims to enshrine music education, both within and outside schools, as well as the promotion of musically gifted students in the Swiss Constitution. The coming debate in the Council of States will be of crucial importance. The vote will take place in 2012.

b. Music Education Forum

The 5th Music Education Forum took place in Baden on 22/23 January 2011 on the topic of "Rethinking Education". The MEF has developed into a sustainable platform for networks and issues relating to cultural and education policy, and we once again succeeded in involving renowned experts from Switzerland and abroad as speakers or participants in the discussion rounds.

c. quarte

The quality management system **quarte** developed by the ASMS continues to be used widely. By now, 20 schools have been ISO-certified, and others are undergoing the process. The ASMS now also offers an introduction tailored to individual music schools with auditors specifically trained for that purpose.

d. Change in the Executive Committee

The upcoming resignation of the President, Hector Herzig, meant the Board had to deal with the question of succession. At the end of the year, Christine Bouvard was elected by the Delegates' Meeting. After a joint transitional period, the change in the Executive Committee took effect on 1 March 2012.

3. Policy

a. Networking within the Association

The main project in 2011 was to intensify contacts with the ASMS cantonal associations. Numerous general meetings and delegates' meetings were attended. These visits were a good opportunity to provide detailed information on the initiative, the ASMS projects, and the new offerings relating to **quarte**. The reorganisation as an umbrella association has allocated more weight to the cantonal associations. Portraits of the individual associations were developed, which will soon convey the most important characteristics of music education with respect to cantonal legislation, financing, spread of the music schools, and the cantonal projects.

b. National and international networking

Cooperation with the Swiss music school associations, the Swiss Music Council, the Swiss Music Journal, the Swiss Youth Music Competition, the youth+music association and suisse music was further cultivated. Cooperation with the Swiss Orchestra Association has given the Swiss music schools free access to the online sheet music library. Together with the industry association suisse music, the ASMS is continuing the campaign for acquisition of high-quality instruments by way of relevant information and the quality label.

Networking with the EMU takes place via the Executive Committee member Helena Maffli as well as Secretariat Director Ruth Hochuli and Christine Bouvard Marty, who serves as Delegate. The ASMS is especially pleased that Helena Maffli now serves as the President of the EMU. The visit by the new Presidium to Lucerne in 2011 provided a good opportunity to engage in effective exchange of expertise.

4. Pedagogy

a. Music education: Vision and mission statement

In cooperation with SSMA, the Swiss School Music Association, the ASMS developed a document entitled "Music Education – Vision and Mission Statement for Music Education in Switzerland", thus establishing the substantive content for further development of music education as called for by the national popular initiative on "youth+music".

b. Music Management education

In autumn 2011, the Master of Advanced Studies in Music Management at the Bern University of the Arts began for the fourth time. This programme also integrates the ASMS's music school director training. So far, the ASMS has already conferred 57 Music School Director ASMS diplomas.

c. Continuing education

The service for "Counselling and design of continuing education and placement of instructors for courses and workshops" has been expanded.

d. Conferences

For the first time, a national conference of sponsors was carried out and was immediately a big success. In 3 workshops, the services of the ASMS, the initiative, and the topic of staff appraisals were presented to school board members, commission presidents, and political representatives. This event will be continued in a 2-year cycle. The regional conferences, in contrast, will only be offered upon request. Only the traditional Conférence Romande will take place on an annual basis.

5. Documentation & Statistics

All cantonal associations are participating in the gathering of structural data. Soon, reliable data will be available for all of Switzerland, also for the benefit of the EMU.

6. Communication & Marketing

With 41 editorial pages, reporting in the Swiss Music Journal once again was the focus of media work. Media presence was expanded externally by means of press releases. A collection point for topics was created in spring 2010. This issue management system permits the broadly based compilation of topics relevant to music education and good harmonisation of content for the various ASMS publications. The ASMS also has a completely redesigned website, www.musikschule.ch.

7. Support

a. ASMS Services as the umbrella brand

At the 2011 retreat, the concept of ASMS Services – the umbrella brand for all services offered by the ASMS – was adopted.

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.

e. Insurance services

Health management

The health management project was continued with the meeting entitled "Being a Health Coach". Already 90 Swiss music schools with about 4,500 instructors actively participate in the project on occupational health management.

Association of Swiss Music Schools ASMS

Department for Policy
Christine Bouvard Marty
des. President

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

The National Faroese Wind Orchestra consisting of seventy members travelled to Iceland and played several concerts in April 2011.

The music school together with the Faroese Symphony Orchestra perform school- and family concerts every winter and spring.

The music school and public school are cooperating on "Colour Strings". In this educational method that was developed by Géza Szilvay children have daily instrumental classes during school time on violin, cello, guitar, flute or accordion.

Also, music teachers have in some public schools established wind orchestras which are rehearsing during school time.

In November 2010, eighty pupils passed an instrumental ABRSM exam.

A 3-year preparatory course for music studies will be formally recognised by government.

The national associations of the European Music School Union represent

The national associations of the European Music School Union represent

- 26 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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