

NATIONAL REPORTS

MEMBERS

EUROPEAN MUSIC SCHOOL UNION

2009 / 2010

Contents

National reports members European Music School Union 2009 / 2010

| | |
|---|----|
| AUSTRIA KOMU - Konferenz der Österreichischen Musikschulwerke | 4 |
| BELGIUM (French Community) AEMS -Association de l'Enseignement Musical Subventionné | 5 |
| CROATIA Hrvatsko drustvo glazbenih i plesnih pedagoga | 6 |
| CZECH REPUBLIC Asociace základních uměleckých škol České republiky se sídlem: ZUŠ | 7 |
| DENMARK DAMUSA | 8 |
| ENGLAND, WALES & NORTHERN IRELAND Federation of Music Services | 9 |
| ESTONIA Eesti Muusikakoolide Liit | 11 |
| FINLAND Suomen musiikkioppilaitosten liitto | 12 |
| FRANCE Fédération Française de l'Enseignement Musical, Chorégraphique et Théâtral | 13 |
| GERMANY VdM Verband deutscher Musikschulen e.V. | 14 |
| HUNGARY MZMSZ - Association of Hungarian Music and Art Schools | 15 |
| ICELAND Felag tonlistarskolakennara (Association of Music School Teachers) | 17 |
| IRELAND Irish Association of Music Schools IAMS | 18 |
| ITALY AIdSM / Associazione Italiana delle Scuola di Musica | 19 |
| LATVIA Latvijas Mūzikas izglītības iestāžu asociācija – LMIA | 20 |
| LUXEMBURG Association des Ecoles de Musique du Grand-Duché de Luxembourg | 22 |
| THE NETHERLANDS Kunstconnectie, sector association for art education and art practice | 23 |

| | |
|---|-----------|
| NORWAY | |
| Norsk Kulturskoleråd | 25 |
| POLAND | |
| Zespół Państwowych Szkół Muzycznych | 27 |
| SERBIA | |
| Association of Music and Ballet Schools of Serbia | 28 |
| SLOVAKIA | |
| Asociácia základných umeleckých škôl Slovenskej republiky "EMU Slovakia" | 29 |
| SLOVENIA | |
| Zveza Slovenskih Glasbenih Sol | 30 |
| SPAIN | |
| UEMYD Unión de Escuelas de Música y Danza | 32 |
| SWEDEN | |
| Sveriges Musik- och Kulturskoleråd, SmoK | 34 |
| SWITZERLAND / LIECHTENSTEIN | |
| Verband Musikschulen Schweiz / Liechtensteinische Musikschule | 35 |
| OBSERVER: | |
| FAROE ISLANDS | |
| Association of Music Schools in Faroe Islands | 37 |
| MEMBER LIST | 38 |

AUSTRIA

KOMU - Konferenz der Österreichischen Musikschulwerke

The main subject of the „Konferenz der österreichischen Musikschulwerke“ (KOMU) in 2009 was the organisation of the 34th EMU-General Assembly 2009 in Linz. The 10.European Youth Music Festival, Megahertz, was organised by the Landesmusikdirektion Oberösterreich.

34th EMU-General Assembly 2009 in Linz.

The KOMU and the Landesmusikdirektion Oberösterreich had the pleasure to invite the European colleagues to Linz. The Lentos museum and the Arcotel, both situated close besides the Danube, were ideal locations for the General Assembly. In balance to the work and discussions during the days we could offer the delegates and participants a dinner on a riverboat on the Danube, a short trip to Kremsmünster and the concert “Made in Austria”.

Megahertz – 10.European Youth Music Festival | May 21-24 2009

Megahertz, the 10.European Youth Music Festival, was part of Linz2009 and it was a great success, especially the opening and closing events were stunning.

For more information please look up the websites www.megahertz.at | www.linz09.at

The new curriculum

After the presentation of the new curriculum in November 2007 the KOMU started the process of filling the literature-database. In the November 2009 the KOMU hosted a meeting of all “FachgruppenleiterInnen” in Ossiach/Carinthia, where we discussed the ways of collecting and updating the pieces on the website and the standards for the collection of music school relevant literature.

From now on there will be such meetings every year to evaluate the curriculum and to encourage networking and communication between the provinces.

BELGIUM**AEMS - Association de l'Enseignement Musical Subventionné
Association of Music Schools – French Community in Belgium**

In year 2009, AEMS focused its activities

1. to promote the works of music schools in **Journées francophones de recherche en Education musicale** (JFREM) in Ottawa, Canada
2. to assume National coordination for the **Xth Youth Music Festival in Linz** May 2009
3. to build a new **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
4. To develop a new Annual Music Review “**Orphée Apprenti**” with the GriAM
5. to participate in the **EMU GA** in Linz (May 2008)
6. to participate in **International Music Schools Seminar** (IMS) in Turnhout with the subject « Art and Brain, Challenges for Silver Age Students »
7. to stimulate a practical researches on Music Education in Belgium and researches on innovative pedagogies that are present in Belgium
8. to broadcast several programmes on Music Education for Musiq3 (National Radio)
9. to organise national and regional concerts (as **Acafolies** with 4 CD)

Budget of AEMS in year 2009 was around € 12000, provided by music schools (65%), by state (0%), by activities (30%), by sponsors (3%) and by loan (2%).

In year 2009, AEMS represent 19 Music schools on a whole of 94, in the French speaking part of Belgium.

CROATIA

Hrvatsko društvo glazbenih i plesnih pedagoga (Croatian Association of Music and Dance Pedagogues)

8. - 11. of October 2009. – 100th plenum in Zadar - the main plenum subjects were questions about regular activities of the society (competitions - regional and national , regulations, organization of seminars and concerts of the society within project *Center of excellence for especially gifted pupils and students of music and dance*, questions about pedagogics ...)

13. of November 2009. – the meeting of *National competition organization committee* and the chairmanship of the HDGPP - preparations for the national competition are considered , jury members are appointed and questions about chamber music competition are discussed.

2.-5. of December 2009. – Chamber music competition in Opatija. 140 ensembles have participated. Together with jury members, professors and competitors there were over 600 active participants.

17. of December 2009. - Concert students the winner of national competitions in Hrvatski glazbeni zavod in Zagreb. The HDGPP awards are given (year award and life-work award) together with acknowledgement awards for retired pedagogues.

4.- 9. of January 2010. – Master classes in Opatija held by world renowned pedagogues :

- piano – Konstantin Bogino (France)
- violin –Yova Ivanova Yordanova (Russia)
- accordion – Vjenceslav Semjonov (Russia)
- solfeggio - Oliver Oliver (Croatia)
- choral singing - Jasenka Ostojić Radiković (Croatia)

14.- 28. Matr 2010. - The regional competitions are held - 48th Croatian competition for pupils and student of music and dance. There were over 3000 participants (820 soloists, 1 classic ballet groups 14 groups modern dance and 11 chors). The hosts of the regional competitions were: Art school Luke Sorkočevića, Dubrovnik, Art school Franjo Lučić, Velika Gorica, MS Vatroslav Lisinski, Bjelovar, MS Jan Vlačimsky, Virovitica, Muzička akademija Zagreb. The competitions were well organized and completed with good cooperation and hospitality of the hosts.

22.- 27. Matr 2010. – The national competition is held in Varaždin- 48th Croatian competition for pupils and students of music and dance.

22. and 23. of April 2010. – 101 plenum in Đakovo

Four concerts are held within *Center of excellence for especially gifted pupils and students of music and dance* :

- Concert of the first prize awarded participants of the national competition held in Opatija, Poreč, Žepče (BiH), Sarajevo (BiH).

Beside mentioned activities in this period the HDGPP has successfully collaborated with the Ministry of science, education and sport and the Agency for education contributing to the development of music and dance school education.

The good collaboration is also made with the other ministries and government organizations as with organizations of the local administration (especially in the cities which hosted the competitions and the concerts of the *Center of excellence for especially gifted pupils and students of music and dance*).

Also successful was the collaboration with the European music organizations (EMU and EMCY) and with other music organizations and institutions in Croatia - HDS (Croatian composer association)....

The chairmanship of the HDGPP, on its meetings, discussed and solved problems concerning society's regular activities and accomplished tasks set at the plenums.

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 2008 to 31 August 2009.

Since the last annual general meeting, 12 new basic arts schools have become members of AZUŠ. To date, the association totals 361 members. AZUŠ operates with revenues of 959,895.87 CZK and expenses of 866,821.00 CZK. Revenues came only from contributions of the members.

The AZUŠ council met to negotiate a total of 6 times and the average attendance of the members at individual meetings was 78 %.

In many cases, there were negotiations with other bodies. Representatives (other members of AZUŠ) appointed by the council of AZUŠ were negotiating with the Ministry of Education, CZESHA and the educational trade unions about the change in funding of ZUŠ. Out of these negotiations, the standpoint arose that ZUŠ needs to be funded independently. All participants agreed to meet again in the future and negotiate further details.

AZUŠ attended a seminar in the Parliament of the Czech Republic on the topic of „Pedagogical staff and their work conditions“. The seminar dealt with changes in qualification requirements for pedagogical staff, in their professional growth and new criteria for evaluation „Good school“. ÚUR ČR informed AZUŠ about setting up a new website and the department of percussive instruments.

On 12 December 2008, the election of an AZUŠ ČR president took place. All present members of AZUŠ ČR council voted again for Jindřiška Kudrlová as the president. On 12 December, an AZUŠ ČR executive director was also chosen. All present members of the AZUŠ ČR council chose Petr Hofman again as the executive director.

The members of AZUŠ council gave information about the exhibition of art works of ZUŠ pupils in the Prague House in Brussels. Czech MEPs (28) were invited to the opening of this exhibition. At the beginning, they were shown a power-point presentation of the history, importance and organization of the system of art education in the Czech Republic. As part of the presentation of the Czech ZUŠ, a brochure was published in Czech, English and French versions, which will be presented to all MEPs during the Parliament session in Strassburg (785 MPs from 27 states).

In April, member of AZUŠ ČR council Jiří Stárek participated in the annual general meeting of the Slovakian AZUŠ, where he informed the Slovakian partners about RVP ZUV in the Czech Republic.

From April to June, the AZUŠ ČR president negotiated with several mayors about the standing of ZUŠ in their region and whether the regions will transfer ZUŠ to municipalities or keep them.

ZUŠ were excluded from the second stage of the Ministry of Education development fund regarding bonuses and motivating pedagogical staff by having their salary connected with the quality of their work. The president of AZUŠ ČR sent an official letter to the Ministry of Education requesting the reason for excluding ZUŠ from the second stage. The Ministry replied that ZUŠ are not on the priority axis for the education of pupils. AZUŠ ČR disputed this explanation, as no such definition as “priority axis of education“ can be found in the Ministry’s documents. The president sent a letter to the Minister of Education and the reply that came from the Ministry was written in almost the same words.

At the suggestion of the AZUŠ ČR council, the president awarded the AZUŠ ČR Prize to Pravoslav Kohout.

AZUŠ signed a contract for 2009 with OSA about ZUŠ pupils performing their works in public concerts. The contract contains a part which simplifies the cooperation of the individual ZUŠ with OSA under favourable financial conditions.

Based on the Report on AZUŠ activities, written on 30.04.2010 by Tomáš Kolafa, delegate of AZUŠ ČR in EMU.

Glossary:

| | |
|---------|---|
| AZUŠ | Association of Basic Arts Schools, Czech Republic |
| CZESHA | Association of other types of schools |
| ČR | Czech Republic |
| OSA | Organizations protecting copyrights of composers |
| RVP ZUV | new educational programs |
| ZUŠ | Basic Art School |
| ÚUR ČR | Central Art Council for ZUŠ |

DENMARK
DAMUSA
Danish Music School Association

In Denmark we have 100 music schools. 38 % of the schools are offering education in other art forms than music.

The Danish law demands that every community must have a music school, and the government support with up to 25 % of costs. However the support has been falling, and is in 2010 approximately 13 %. Pupils fee is up to 33 % (approximately 24 % 2010) and local communities pays the rest.

The engagement of the government is one of DAMUSAs cardinal points both of economic and qualitative reasons. DAMUSA has demonstrated that the music schools from 2006-2009 have 14.000 less pupils (113.600 pupils 2010). At the same time the price of instrumental lessons is increased from 2005-2009 with approximately 23 %.

DAMUSA is participating in NMKU, *Nordisk Musikk og Kulturskole Union* with many interesting subjects for example The Cultural Greenhouse which will create a basis for further pedagogical development in the Nordic countries.

DAMUSA has 89 % of the Danish music schools as members and is working in a close cooperation with the other Danish music organisations.

ENGLAND, WALES & NORTHERN IRELAND

Federation of Music Services

There has been intense activity in the three countries this year, with considerable funding pressures and political change. There have been lots of positive developments, but many music services (which are the equivalent of music schools elsewhere in Europe) have been experiencing a contraction of funding.

Wider Opportunities Programme

The programme enables all children in primary schools (aged 7-11) to have the opportunity to learn to play a musical instrument, delivered in large group lessons. It has progressed as planned and it is anticipated that we will exceed the target of reaching two million children by 2011. An impact evaluation undertaken by Professor Anne Bamford was published in January 2010. Through her research she concluded that the programme is generally of high international standards and receives widespread positive support from pupils, parents, teachers, headteachers and local authorities. Children appeared genuinely happy in most of the lessons observed and effective learning was characterised by innovative pedagogy and interesting approaches. The research provided evidence that learning to play an instrument increases personal and social skills as well as musical. Even though the children are taught in large groups, Professor Bamford concluded that "progress and motivation were equal, if not higher, than in smaller groups". This was a surprising outcome. However, whilst the programme has been an undoubted success, issues of progression and continuation need to be addressed. The tuition is free at the point of delivery, but there is no funding for beyond the first year. Charges and contributions from schools are necessary in order to ensure that parents can afford lessons after the first year.

Sing Up

The national singing campaign has also been very successful with 90% of primary schools signing up to the programme. Teachers have appreciated the resources that have been available, including an extensive song bank and website support materials. The programme has brought together many singing leaders who have worked with schools and music services, especially in providing training for classroom teachers. These teachers still feel insecure in music, but levels of confidence have risen this year, mainly because of the work of the singing leaders.

Professional Development

Continuing professional development (CPD) is central to both Sing Up and Wider Opportunities. The government has provided funds for an accredited CPD programme, which has been designed and delivered by Trinity College and the Open University, using area leaders and a powerful web resource. As good as the programme is, we are concerned to extend it to more teachers than at present.

Partnership Programmes

The government has provided additional funds for five partnership programmes across the country. The aim of these is to encourage different providers and agencies to work together. Much success has been reported, especially in the innovative ways professional orchestras have been working with young people. In London, the London Symphony Orchestra has joined forces with five East London boroughs that have high levels of social deprivation and the Barbican concert hall. Activities have included first-time access to concerts in school time, a 'Youth Fusion' project involving in-school and out-of-school activities that fuse classical and modern styles, and an initiative supporting young talent. The programmes across the country have proved that developing partnerships are extremely beneficial in addressing issues of access, entitlement and diversity.

In Harmony

This programme, building on ideas from El Sistema, has made significant strides this year. Julian Webber has been the 'champion' of the programme and has reported the very positive impact in the schools that are involved. One school in Liverpool has built its entire curriculum around the music programme, believing that the benefits are far more broad than purely musical.

Year of Music

Each year the government has a particular theme in education and this year it has been music. Publicity has been given to events that raise the profile of music in and out of school. Some of the initiatives have involved pre-school children, others have linked up with opera companies, and the icing on the cake will be a massed performance at Birmingham City Football Club involving 5,000 young instrumentalists from the Wider Opportunities programme.

Local Authority Music Plans (LAMPs)

These plans have been designed by the National Music Participation Director. The purpose of the LAMP is to draw together all the local resources and providers to share a strategic framework and promote stronger partnerships. Invariably the local music services have been the co-ordinators of the work. It has long been felt that the music education sector suffers from having too many different voices, with organisations working in isolation. The LAMP is therefore seen as a way of bringing people together in order to maximise the resources available.

Music Service Self Evaluation and Peer Moderation

The Federation of Music Services (to which all local authority music services belong) has introduced a rigorous self evaluation and peer moderation programme. Now in its second year, the first moderations are nearly complete. A self evaluation framework provides questions on each aspect of work, including teaching and learning, leadership and management, breadth, access and participation, achievement and standards and personal development of pupils. All music services have undertaken the programme and a team of Music Service Self Evaluation Partners (MSEPs) have been trained to moderate the self evaluation judgements of each service. Interesting data are being collected; for example 77% teaching and learning has been judged to be good or better, and achievement and standards are good in 70% of services. Conversely that means that achievement needs to be raised in 30% of services – and this is a task that we will be undertaking this year.

Music education in Wales

Music services in Wales have faced reductions in funding due to the economic downturn and some services have been asked to identify significant efficiency savings for this year. In spite of this much good work has taken place. A Music Manifesto has been drafted, based on the aspirations of young people who wish to contribute to the life and culture of Wales. A successful conference attracted 150 music teachers who participated in CPD workshops. There have been encouraging outcomes in a wide range of initiatives. These include the pilot of a singing initiative *Cymru'n Canu* and a Policy Review of Music in Wales which will reflect on the current state of music education in the country and formulate a vision for the future.

Northern Ireland

Music services in the province have been preparing for a possible merger of the five library boards into one organisation from the province. However, due to other political issues the consultation process was suspended for some time. However, the work of music education continues with many musical successes. The next conference of the FMS will be in Northern Ireland.

The future

By the time this report is published there will be a new government in the UK. All political parties have announced their intention to implement extensive cuts in most areas of expenditure. Music services have engaged with the government and opposition parties and have made the case for sustaining government funding. Unlike many European music schools, contributions from local authorities (municipalities) are inconsistent and vulnerable. Music services across the UK are now exploring new business models and planning for possible full cost recovery. Nevertheless, set against some bleak financial forecasts the country remains buoyant and optimistic about the future.

ESTONIA

Eesti Muusikakoolide Liit

Estonian Union of Music Schools

Report on different activities in 2009-2010

I Competitions for students

1.1. Competitions "The best young instrumentalist 2009" and "The best young instrumentalist 2010"

Competitions are taking place on three levels: a regional level, audio-level and the final competition level. Two last levels are organized by union.

There were 627 students taking part of this event on regional level, 325 in audio level and 185 in final level in 2009 (piano, wind- and brass instruments).

There were 164 students taking part of final level (violin, violoncello, gitara, accordeon, percussions and kannel - estonian national instrument) in 2010.

Competitions were ended by final concerts in hall of old- town.

II EML had to evaluating the projects, portioning out the money to the shools, controlling reports and publishing writting material about the second state support for music and art schools (about 170 302 euros).

III Activities for schools practical

3.1. Collecting statistical data

3.2. Sharing and updating the information on our website

3.3. Organizing general meeting

3.4. Work on unified materials for solfeggio-exam

3.5. Representing music schools in different organisations (incl Estonian Music Council; workgroup of musiceducation, Estonian Qualifications Authority)

3.6. Explaining problems of musical education in ETV musicprogram "MI"

3.7 Cooperation with middle-level music schools to achieve that the final exams of our music schools could at the same time count as entrance examinations to the next level.

3.8 Communication with Estonian Ministry of Education about preparing common curricula for music education.

3.9. Reissueing studybooks for solfeggio and history of music

FINLAND

Suomen musiikkioppilaitosten liitto Association of Finnish Music Schools

Theme year for conducting orchestras and chamber music groups

- developing conducting at music schools
- enhancing training for conductors, sharing good practices, developing pedagogical material

Theme year for theory and solfage teaching

- new national curriculums for theory and solfage teaching

Music technology teaching

- examinations and evaluation
- national agreement with Finnish Authors' Rights Association

Choir singing

- examinations and evaluation

Teacher as an Artist

- supporting music school teachers to perform as an artist
- master classes, teachers' orchestras, recordings, opera projects

Cooperation between different educational levels

- cooperation between
 - school music teachers
 - music playschool teachers
 - music schools (general and extended curriculum)
 - secondary level
 - polytechnics
 - Sibelius Academy and universities
- sharing good practices, critical dialogue, discussing roles of different educational levels and the future of music education in a changing society

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

The Philosophy and Aesthetics of Music

- a new subject at music schools (extended curriculum)
- new teaching materials including music and video clips

Cooperation between different art forms in art education

- the associations of art schools founded a new umbrella organization in December 2007 (chairman Timo Klemettinen)
- cooperation between different arts, advancing art education
- working groups: 1) advocacy; 2) pedagogical; 3) cooperation

Advancing general curriculum in music education

- private music schools who are offering music education according to the general curriculum can become so called service members of The Association of Finnish Music Schools (no right of voting)

Cooperation with Finlandia Foundation

- cooperation between Finnish and American music educators (The Association of Finnish Music Schools, Finlandia Foundation National, Concordia University, Salolampi Foundation, Suomi Seura)
- yearly music camps
- "Soiva Camp" in Bemidji, Minnesota June 2010

FRANCE

Fédération Française de l'Enseignement Musical, Chorégraphique et Théâtral

In 2009, the main subject concerning music education in France takes place in the field of professional training and diplomas.

Until 2008, only the Higher Conservatories of Paris and Lyon could provide national curricula and diplomas for the future professional musicians.

In 2007 was created a “national higher professional diploma of musician” (In French : DSNMP – Diplôme National Supérieur Professionnel de Musicien).

This new diploma, in link with the University, corresponds to the “Bachelor degree”, according to the Bologna

Process.

In 2009, the following centers were entitled to propose these curricula:

- Conservatoire National Supérieur de Musique et de Danse de Paris
- Conservatoire National Supérieur de Musique et de Danse de Lyon
- Centre d'études supérieures musique et danse de Poitou-Charentes (Poitiers)
- Centre d'études supérieures musique et danse de Toulouse
- Centre des musiques Didier Lockwood (Evry)
- Pôle d'enseignement supérieur de la musique en Bourgogne (Dijon)
- Pôle supérieur d'enseignement artistique Paris-Boulogne
- Pôle supérieur de la musique Seine-Saint-Denis – Ile-de-France

Three new centers might be opened in September 2010, in Brittany, Rhône-Alpes and Nord-Pas-de-Calais.

GERMANY

VdM Verband deutscher Musikschulen e.V.

Fields of activities in 2009

- VdM published the revision of the structural plan for VdM-music schools, describing the concept, construction and structure of public music schools in Germany.
- Big Music School Congress in Berlin with approx. 2000 participants with the motto "Musical education without limits". The Congress was opened by the President of the Federal Republic of Germany, Horst Köhler.
- The VdM project "Musical education from the beginning" with conceptions for early childhood music education (for babies, parent-child groups, nurseries, kindergarten and primary school) has been continued. Development of an educational plan for the elementary level / foundational level. The following Continuing Education Models started:
 - Elementary Music Making in the Preschool
 - Parent-Child-Groups in Music schools
 - Elementary Music Making with three-year olds in the Music school
- The new concept for advanced training for music school executives has been continued; the already existing seminars for executives have been carried on.
- The advanced vocational training "Playing piano with adults" has been continued.
- The new curriculum for piano has been published, the revision of the curriculum for flute, chamber music and guitar has started.
- The Quality Management for Music Schools (QsM) is implemented in further schools – like in cooperation with the federal associations of music schools within the VdM in Saxony-Anhalt and Mecklenburg-Western-Pomerania. Every school in Saxony-Anhalt and Mecklenburg-Western-Pomerania is now working with the system of QsM. The system of QsM as well as the material for instruction have been optimized, so the implementation of QsM may be finished within one year.
- As every year VdM was represented on the Frankfurt Music Fair. VdM also took part in the AfS-Congress in Halle. On this way the cooperation of music schools with regular schools has been continued.
- 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 22nd the orchestra gave a concert at the Konzerthaus in Berlin during the renowned festival "Young Euro Classics".
- LEOPOLD, the media-prize of the VdM, decorating Germany's best productions of music for children on CD, DVD or CD-ROM, took place in cooperation with WDR3 (Westdeutscher Rundfunk/Broadcast of Western Germany) in September 2009.
- VdM has given a parliamentary dinner with the President of the German Bundestag, Norbert Lammert, and the President of the conference of ministers for arts and culture, Henry Tesch.

In 2009 911 member schools at more than 3000 locations were united in the Verband deutscher Musikschulen (VdM).

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 and many other national organisations.

HUNGARY

MZMSZ

Association of Hungarian Music and Art Schools

The Hungarian Education and within this the Art Education was grievously effected by the economical crisis. The local governments have year by year worth financial conditions, that could be seen on the support of the schools – first of all on the musical bases. They try to lower the costs, with contractions, cut back the number of the teachers, but these can effect the independency of the professionals and often it is impossible to do a quality work

The modification of the convergence programme of the year 2009 did not contains, that from the basic art education has to be distract more liquid assets, because (in absolute value cca. 90 tausend) the art branches in groups were already cut back by 35%, and the music with 15%.

The draft of the budget for the year 2010. – besides the cutback of the financing on the side of the public education (to freeze int he wage of the educationals, distract the 13. month wage, cut back to buy the vocational books, prostgraduate course just by EU fund) would have been drastically cut back the supporting of the qualified schools. We could reach, the „only” as much was cut back by the art education as by the public education. We asked the help of the Hungarian music life to our campaign – with success! – they read our appeal, with the titel „one minute silence for the Hungarian Music Education” during the concerts on the Internation Day of Selebration of Music.

It is more and more depressing the support of the financial difference between the different branches of the arts. The normativ support by the group subjects covers 80-90%, than by the individual instrumental education only 40-50%. The missing part and all the other costs should have been payed by the supporter – on the music feeld mostly the local government – or by the parents – but these funds could not be seen.

The first part of the qualification is finished. It is questionable, that the new government would like to keep up this system or not and if yes than in what kind of form. If it will stay, than it would be needed a system which works more transparent and has a brighter creterion.

We will have parliamentary elections in spring, self governmental election in autumn and the parties who are running for the governance they didn't open a programme what is concerning our field. We rely on, that we will get into a better position, but is is questionable, that the planed change within the Hungarian Educational system, how will effect the funcioning of our school type.

It could be seen more and more clearly the need of the co-operation between the three levels of the system – basic, middle and high level. Our association is trying to the steps in this direction since the establishment and it seems that the time has come. Mr. Andras Batta, president of the Ferenc Liszt Music Academy in Budapest declared – „without basis there is no Music Academy, Hungarian music education, Hungarian music culture.

It was founded a educational working group to join the basic, middle and high level within the music education, with the coordination of the Board of the Hungarian Music. They were done different keynote studies – and from these started series of confences – about the position of the three levels. Because of the European expectations the vocational training will be transformed, and this model as hardly adaptable to the - until now - well functioning Hungarian middle level music education.

We had a fruitful discussion with the higher educational institutions and because of this it started a reformed teacher's training, but it would need much more: calculable, act on the need of the basic and complimentary educational system. The Bologna system could be useful for longer period, but now, during the switching time it effects, that there will be some years, when only musicians will finish with a master degree and **NO** teachers!

It is before edition the revised federal requirement and curriculum on the field of the basic music education with the activ participation of the MZMSZ. Within the four genre of the music – classical -, folk -, electroacoustic music and jass – the system of the training and the requirement was uniformed. We enriched the possibilities with other topics (e.g. church-music). We reached during the uniformisation the possibility to have 3 levels within the education of the folk music and so it started a teacher training for folk music on the Music Academy.

It was absolute necessity by the joint arts to make significant changes in the first curriculum, what started on basis of trials and analogouslies in 1998.

It started the education of the joint arts in a school system in Hungary 30 years ago, what had a lot of success but it made a contradictional situation. The lack of the legal regulations, and because of the license after the change of the regime made such kind excitings, what rocked the whole system of the music education in the recent past.

The Educational Ministry established programme offices, the Music Office KLASSZ first of all has to intruduce the Hungarian culture abroad, and to make the cultural strategie and to coordinate the music years in connection to

the jubilees. The PANKKK is a programme, what was made with the most important personalities and organisations of the Hungarian pop music. We have an activ contact with both of these organisations.

There were founded more than 70 talent spots in the country, within the frame of the National Talent Programme, from these 25% are art schools. It playes an important rule within the region, county or satelment. These local talent spots are playing an important rule besides their successful work, to coordinate and help the institutions in their area, that the work and the result should be more effective and successful.

The specility of these talent spots in the art training-education are, that they have a varied conections with the local institutions, trough the students from the kinder gardens till the high schools

The Hungarian music life made several steps to supsidize the music schools, one of this is the movement of „Kodaly's country', this calls the attention of the successes of the music education, compare with the 100 years plan what was the dream of Kodaly. There was made a new important pledge by the BFZ: competition for music school students, the winners can give a concert together with the world-famous Budapest Festival Orchestra.

New possibilities for our schools the tenders of TAMOP, which gives possibilities from European funds for different kinds of developments, trainings and cooperations.

We have a lot of expectations to the year 2011, during the first half of the year our country will give the next President of the Union and until than the Danube strategy will be done, and besides the environmental developments, the cultural and educational cooperations will take place between the Nations along the river Danube, too.

ICELAND

Association:

Felag tonlistarskolakennara (Association of Music School Teachers)

- **Regional assemblies** - Because of the difficult financial situation in Iceland decision was made to increase the number of the annual regional assemblies from three to six. By doing this the Association managed to get in closer contact with teachers and headmasters and the attendance was higher than ever.
Music Schools in Iceland - Operation and Position - At the assemblies the first results from the comprehensive research "Music Schools in Iceland - Operation and Position" was presented. The Association was responsible for implementing the research which was a part of the holistic research "Arts and Cultural Education in Iceland" led by professor Anne Bamford.
Legislation - New comprehensive legislation for the music schools in Iceland is still on the working table at the Ministry of Education and Culture. The status of the work was presented at the assemblies and a representative from the Ministry took part in discussion about the interests of the Association related to the legislation.
In service education - The principal of the Iceland Academy of the Arts and the dean of Department of Music, participated in the assemblies. They presented the Music Department of the Academy and had a dialog with the participants about the need for an in service education in the profession and the role of the Academy concerning that.
- **Proposal for a Master's degree in instrumental and singing teaching** - At the Regional Assemblies the principal of the Iceland Academy of the Arts and the dean of the Department of Music, informed about plans to prepare establishment of a Master's degree in instrumental and singing teaching at the Academy. The Association had before expressed interest to contribute to a discussion about the content of a Master's degree and the Academy nominated Sigrun Grendal in a working group of three experts to promote a proposal about the content of a Master's degree. The working group finished their work in January 2010 and the plan is to present the proposal for the members of the Association next autumn.
- **Conferences and research** - The Ministry of Education and Culture in Iceland organised three days international conference; "Innovation and Creativity in the hands of the young", 2-4 December 2009, in Reykjavik. The Nordic Association for Music Educators, NUMU, with Icelandic chairmanship and Sigrún Grendal as president, was an active partner and responsible for some of the sessions at the conference. The conference was successful and a good platform for constructive discussion for professionals and politicians in the field of arts education. Professor Anne Bamford presented her findings from her research on the Arts and Cultural Education in Iceland. (See report at: http://www.menntamalaraduneyti.is/media/MRN-pdf_reports/ann_bamford.pdf.) On behalf of the Association of Music School Teachers/The Professional Council of Music Schools, Sigrún Grendal and Árni Sigurbjarnarson gave a presentation of the research "Music Schools in Iceland - Operation and Position". Helena Maffli-Nissinen, board member of EMU and headmaster of Conservatoire de Lausanne, gave a lecture with the title; "Raising Musical Talent: Successful Partnership between Public School and Music School in Lausanne."
- **Cooperation with network's in the field of music education** - In connection to the conference in Desember a common meeting was held by the Nordic Association for Music Educators, NUMU, the group of the Nordic delegates in EMU, NMKU, and the Association of Nordic Music Academies, ANMA. This was the first time representatives from Nordic networks of music schools, music teachers, headmasters and academies came together to discuss common issues. As a result of the meeting ANMA invited NUMU and NMKU to send delegates to conference related to ANMA's General Assembly 2010 in Reykjavik 5-7 May to discuss collaboration between institutions for higher music education and music and art schools in the Nordic countries.
- **National Music School festival** - The Association in cooperation with other organisations took initiative to organise national music school festival for the first time in Iceland. The aim of the festival is to promote the work of the music schools and to stimulate cooperation among music teachers and headmasters, and between music schools. The festival was in three parts: 1) in each school, 2) regional festivals, 3) a national festival, with selection of participants from all the regions. At the national festival the Minister of Education and Culture handed out special awards for excellent performance. The festival became a great success and will hopefully be organised on a regular basis in the future.
- **Financial crisis** - Like many countries Iceland is hit by the international financial crisis. The Icelandic Association has been active to promote the interests of the Music schools and to monitor the financial situation of the Music schools. The Association undertook a survey of the financial support from the municipalities to the music schools. The survey revealed that the situation is very different between municipalities. On average the budget has been cut down for about 9% from 2009 to 2010, ranging from 0%-22%. The Association has expressed worries to the Minister of Education and Culture and the Mayor and town council of Reykjavik. The president of the Association also promoted the interest of music education in a speech on a conference organised by the Association of Local Authorities in Iceland last November.

IRELAND

Irish Association of Music Schools IAMS

2009 has been an exceptionally difficult year for the Irish Association of Music Schools and its members. Quite apart from the economic depression the country is experiencing, established schools have come under fierce competition from people who are offering themselves as teachers of music (often masquerading as schools, academies, institutes, when in fact they are sole practitioners). Few if any, are either qualified in music and/or qualified to teach it and offer home visits for as little as €10 an hour. As a result some bone fide schools have closed and those remaining have seen significant reductions in student numbers. This in turn has affected our own membership as schools seek to cut costs to survive. Unfortunately the political culture to challenge this was not present in stable economic times and remains absent.

However, against this background members continue to produce amazing results with students and continue to inspire them. We were delighted to participate in 2009 Megahertz Festival which was not only a triumph for EMU but those who worked so hard to organise it. These occasions are invaluable for us all to come together united in the living language of music.

A very big 'Thank You' from Ireland to EMU for organising it.

ITALY

AIdSM

Associazione Italiana delle Scuola di Musica

This is a brief report of major initiatives in Italy in 2009:

- Emilia - Romagna approved a regional act towards music schools. For the first time in Italy a public act sets minimum requirements for music school in order to be officially recognized. Though this act does not concern financing, already 65 schools have called for selection. The regional music school association *Assonanza* played a fundamental role in this project.
- Toscana promoted a huge statistics research, financed by Regional government, and developed by Delos Ricerche. This important survey shows considerable and clear data about music schools, teachers, students, financing. Together with Emilia-Romagna updated report, there is an evidence of more than 600 music schools spread all over these two regions of central Italy.
- Minister of education has nominated a new committee for promoting practical music learning in regular school life. Document *Fare Musica Tutti (Making music all)* has been disseminated.
- Many music schools have been involved into the project *Born for Music (Nati per la musica)* promoted by National association of Paediatrics, aimed to promote an early child approach to music.
- Following a main reform law, higher music education in Italy is facing a big changeover. Some Conservatories, in order to build a system of sharing objectives and programmes, have involved academies and music schools. This pilot project could be extended at a national level, at least in those regions where most music schools are present. Music Conservatories in Veneto have promoted a memorandum of understanding between regional musical institutions.
- Great Italian conductor Claudio Abbado launched a project to build a music system inspired by Venezuelan model. Music schools are very interested since such a system requires a widespread presence of musical institutions on the territory.
- AIdSM organized the 2nd international EMU Seminar "Musiccommunication" in cooperation with Milan Accademia Internazionale della Musica. The seminar for board and management associations was focused on different levels of communication. Led by prof. Gerloff from Germany, this project has gathered twenty three participants from 12 European countries.
- Addressed to teachers of music and public schools, AIdSM has organized last year many different seminars. Amongst them a successful meeting with famous doctor Franco Fussi, one of the leading figures in artistical voice treatment.

LATVIA

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

The main task for the year of crisis or chronology of the fight

With the beginning of the crisis in Latvia, LMIIA was forced to return to its main target of activity, which is, defending and preserving the system of music education. It came back to the situation of the mid-nineties, when lack of finance and indistinct priorities of the government had led to a dramatic threat to music education.

As soon as at the beginning of the year, the association had to react to the introduction of the reform, planned by Ministry of Culture (MC), which affected the future of Latvian music schools as well as music secondary schools.

In spring the issue of preserving music schools in regions of Latvia became essential. Lack of finance (or, to be more precise, uneven and unjust structural allocation of finance in Latvia) and not farseeing thinking, almost led to closing or optimising 4 regional music secondary schools (from the 6 existing regional schools). Only active work of the Association, and requested and received support of the Saema (the Parliament) helped to postpone (but not cancel) this MC plan.

In summer another dramatic change – the government did not find it possible to allot any finance to 145 music and art schools for the 2009/2010 study year (Latvian municipality sees schools as institutions and covers the costs of service workers, but the state pays salaries to pedagogues). In summer MC found the possibility only to channel the financing for music and art schools from the construction of Latvian National library, which made only one third of the necessary financing for all schools for the period of September-December 2009.

The association had to become this power, which needed to change the attitude of the Saema, the government, MC and the society, to culture, education, music education and music field. It was necessary to start with the attitude, and then continue by asking the financing.

On 14.08 the Association held an emergency Forum *Music Fields, the Future of Music Education in Latvia*, in which participated dozens of Latvian and foreign musicians, teachers, scientists, and representatives of professional associations and public organisations. 22 juridical persons from Latvia, USA, Canada, as well as dozens physical persons from the above mentioned and other countries, put their signatures under the text of the Resolution, which was handed out to the Media, MC, the government, the Saema, prime minister and president. We want to express our gratitude to EMU president, Gerdt Eicker: his letter of support was also handed to our prime minister together with the Resolution. The Resolution contained our conceptual view on the situation, and the role of cultural and music field (including cultural education) in the development of Latvia. There were mentioned 3 concrete things, which, in our opinion, should be done: 1) to include creative industries, which contain the branch of qualitative and competitive music, into the list of state priority fields; 2) to allot the deficit of financing for the four months in 2009, which made 1919397 lats, taking into account pedagogical amount of work, reduced on 1/3; in the budget for the year of 2010 to allot the necessary financing for paying music and art school pedagogues, which makes 11,8 million lats; 3) the Association is ready to make all the necessary steps, connected with administrative development of music education organisation and cost reduction, as well as with the revision of educational costs, contents and forms (there were indicated 5 specified points).

As the result MC was forced to react to our activities and promised to fight and to win in this fight 8 million lats for the year 2010, which, after our calculations, made only 65% from the necessary financing. But MC was not able to do anything else in connection with increasing the financing in September-December 2009.

As early as in August the Association turned to MC with concrete suggestions related to the financial issue and arrangement of MC structure, but there was no constructive reply.

On 28.08, at the annual meeting of MC and music and art schools/secondary schools, the Association received from MC the greeting instead of concrete activities in order to ensure the work for the first 4 months in 2009/2010 study year; in the result the Association claimed distrust to the Minister of Culture.

The next stage of our struggle (September-December) with another new threat to music schools. MC, finding it impossible to ensure the full financing in 2010, decided to change music school curriculum by reducing the number of lessons, to relicense them, and by this means to justify the current financing and *legalize* this for the whole year 2010. The Association expressed MC its opinion on the issue, and offered its own variant of a compromise in relation to the plan for a new study year. But that time MC refuse to listen to the opinion of the Association. In the result we were forced again to involve in the process all people imaginable – teachers, headmasters, municipality heads, The Saema commission, mass media representatives. As the result some little changes were achieved in MC curriculum plan, but, conceptually, these plans were not amended.

On 2 December 2009 the Association held its own meeting, where the situation was discussed and the Resolution was compiled. In this Resolution in fact was revised the year work and expressed our position (it is offered here in brief):

RESOLUTION

1.LMIIA supports the the Resolution Music Fields, the Future of Music Education in Latvia, accepted at the emergency forum on 14.August 2009. LMIIA took into account the state policy of culture and cultural education, or, to be precise, the lack of policy. The society is dramatically losing the prestige of music, art, and education. People involved in cultural education, pedagogues, students and parents, are losing the motivation to sacrifice their efforts and talents in the field which the government does not need at all, as we can conclude from the amount of finance and the mechanism of financial allotment. .

2.LMIIA wants to see the clear position and policy of MC and the state on the above mentioned issues. LMIIA especially worries about lack of the plan on how to preserv and develop cultural education, which can be concluded from the huge reduction of financing music and art schools (MS), from the planned liquidation of most music professional secondary schools (MSS) in 2011, and unclear and vague position in relation to planned by MC reforms for MS and MSS..

3.LMIIA does not support planned by MC current curriculum with reduction of lessons, as it can lead to a fast study quality fall and damage of the whole system of music learning. LMIIA keeps valid its proposal to MC sent on 5 November 2009, which involves the variant of MS curriculum, and the content of MS educational program in general.

4.In the further work with MC in connection with MS and MSS reforms, or, to be more precise, the actualisation of the content, LMIIA wants henceforth:

- 1) to work in work groups led by professional specialists, whose decisions will be formulated, voted for, and recorded;
- 2)to start working with the issues of the actualisation of the contents, which in the result will be reflected in mathematical way (the number of lessons);
- 3)not to allow any amendments in the results of this work in order to be subordinated to the current crysis situation in Latvia, which would distort the aims of education, its contents and form, and makes this work senseless.

5.LMIIA invites all music educational institutions of Latvia to unite in the principal issue of preserving the system of music education, and developing the quality and competitivness of music education in future.

The main task of the Association for the year 2010 is the same: to preserve music educational system itself (school – secondary school – high school). The second task is the issue of the actualisation of the curriculum, which is being done by the Association already in 2010. In April 2010 the Association will summarise, suggested by its participants, the possible amendments in curriculum and study subjects, related to the actualisation. And then this project and suggestions of the Association in connection with the deficit of financing will be submittes to MC.

LUXEMBURG

Association des Ecoles de Musique du Grand-Duché de Luxembourg

Activities 2009

27th april 2009

General assembly (AEM) in

Differdange

4th - 9th mai 2009

Continuing education (vocals) with Mrs Barthélémy in
Grevenmacher

22nd september 2009

Participation on the International Music School Seminar (IMS) in
Neuss (D)

2nd october 2009

Conference of first instrumental education in
Luxembourg

7th october 2009

Meeting VdM Saar in
Neunkirchen (D)

2nd december 2009

„Journée de réflexion“ of first instrumental education in
Luxembourg

THE NETHERLANDS

Kunstconnectie, sector association for art education and art practice

The association

Kunstconnectie brings together amateur art schools, music schools, provincial support institutes for art & culture, and other employers that offer art education and facilitate art practice.

For, with and on behalf of its members, the association promotes their interests and negotiates employment conditions. Kunstconnectie stimulates and advises member institutes in developing cultural entrepreneurship and contemporary employership, offers topical information and enables knowledge exchange.

By bundling forces and bringing parties together, the association provides its members with a wide range of services and benefits, for example in the field of quality assurance, certification, benchmarking, and trainings and continuing professional education. Kunstconnectie enhances the public awareness and the quality of the work by amateur art schools and ensures that the sector is a recognised and respected partner in the cultural-political and socio-economic debate.

Kunstconnectie has 183 members, comprising around 90% of all amateur art schools, music schools, and provincial support institutes for art & culture. New employers' initiatives such as art education project agencies, instructors' organisations and art mediation agencies are also welcome to join.

The sector

The sector of amateur art education / amateur art practice comprises the amateur art schools, music schools and provincial support institutes for art & culture. Together with the regular primary and secondary schools and amateur art associations, they constitute the broad basis of art education and amateur art practice at local and provincial levels in the Netherlands.

Every year, amateur art schools offer courses, workshops and master classes to more than 476,000 people – young and old – outside school hours, and in collaboration with more than half of all schools and provincial institutes for art & culture, introduce over 1.3 million children and youths to art and culture through lessons, projects, presentations and exhibitions during school hours.

The art education/art participation sector employs over 10,500 people (4400 FTE). Of these, 80% is instructor/consultant in one of the art forms of music, dance, drama, fine arts, creative writing, film/photography and urban culture, or in applied arts such as design, fashion and web design. That makes this sector the largest employer of graduates of higher professional art education programmes (such as conservatories) in the Netherlands.

The total turnover in the sector is in excess of 309 million euros. The institutes earn about 40% of this amount through the income provided by course participants and educational institutes; 55% derives from structural and project funding by municipalities; and 5% derives from provincial governments and other funds.

Highlights 2009

For Kunstconnectie, the year 2009 was the year that, for the first time, we no longer received structural support from the Ministry of Education and Cultural Affairs. Instead, we managed to acquire a number of substantial project subsidies. Our budget has nevertheless been reduced to 50% of what we had at our disposal 4 years ago. We now are in a situation in which the association mainly depends on the members' contributions. The profile and the task portfolio of the association have been modified accordingly, making it an association that is truly composed of, for and by its members. It is also an association with a more clearly defined policy focus, namely on cultural entrepreneurship and contemporary employership. And it's an association with a smaller task portfolio, prioritising interest advocacy, employment relationships, facilitating knowledge exchange and information sharing among the members, and recruiting new resources and projects for the sector.

In 2009 we began developing a strategic plan for the association's future. The basic premises of the plan are the new task profile and members' sense of ownership (enhancing the members' involvement!), as well as a possible expansion of the association and its collaboration with other sector associations such as that of theatres and libraries in the Netherlands. After all, we are presently seeing a general tendency to establish broad cultural organisations at a local level, accommodating a library, arts centre/music school, a theatre etc. within a single building.

The announced cut-backs in funding for amateur art schools / music schools due to the economic crisis also demanded much of our attention. Municipalities everywhere announced cut-backs ranging from 2 to 20% and more! This means that fees will have to increase, but we have hardly noticed any concrete drop in demand. Unfortunately, the termination of municipal subsidy meant bankruptcy for two of our member institutes.

The Dutch Tax Administration has announced its intention to levy VAT on all courses for persons older than 21 years. This has already applied to music education for some time, but not yet for other art disciplines. If this goes ahead (per September 2011), it will mean a further blow to music school budgets and an increase in course fees for participants, with all due consequences.

Other items / results in 2009:

* Negotiations for a new collective employment agreement (CAO) for art education.

* Building relations with new, important organisations in the policy environment of art education: a new national cultural participation fund (*Fonds Cultuurparticipatie*) and national youth culture fund (*Nationaal Jeugdcultuurfonds*, enabling children of low-income families to pay fees for music lessons, for example).

* Political interest for amateur art practice and its desired consolidation. Building a collaborative relationship with the new supporting institute for amateur art: *Kunstfactor*.

- * Scenario exploration for amateur art practice 2030: a study financed by the Ministry of Education and Cultural Affairs into the size and form of amateur art practice in 2030 and the role that amateur art schools / music schools will play. Publication is scheduled for 2010.
- * Survey of the affordability of courses and lessons at amateur art schools / music schools. This survey is also financed by the Ministry of Education and Cultural Affairs and is motivated by concern in Dutch Parliament about the decreasing accessibility of art education for low-income families.
- * Research into and publication concerning the economic impact of the amateur art and art education sector, and its contribution to the Dutch economy.
- * The issuing of guiding principles to determine the honorarium for managing directors of art education institutes.
- * Launch of the project '*Kunstinige inseminatie*' aimed at improving collaboration between conservatories and music schools, so that conservatory graduates can be deployed more easily and more extensively in music school activities.

NORWAY

Norsk Kulturskoleråd

(The Norwegian Council for Schools of Music and Performing Arts)

Since the last report Norsk kulturskoleråd has strengthened our position as speaker for music and art schools in Norway. The headquarter staff of 14 full-time employees are supported by the 13 highly qualified county or region consultants, most of these now in positions this year raised up to 50 % or more. The capacity to organise both national and regional programmes consequently is good, also the competence to advice municipalities how to develop their music and art schools in the best possible way. The organisation is still strongly granted by the state, but also the “owners” - the odd 400 municipalities - are contributing with their member fee.

The responsibility of music and art schools at state level is the Minister of Education. The Minister of Culture, however, also is promoting the schools heavily in the very ambitious programme ‘The Cultural Leap’. By new-year 2010 the Ministry of Education appointed a national committee that in six months will describe, analyze and forward proposals regarding the cooperation between music and art schools, the elementary schools and the “School Leisure time activities” for children in school age up to 10. Of the nine members of the committee, three are from the Council. The chairman, Theo Koritzinsky, is a former leader of the Committee of Education in the Norwegian Parliament. Directly related to this work, the Government offer an extra grant of NOK 40 mill (€ 5 mill) to support projects within the same area.

October 2009 a report was presented by “Telemarkforskning” based on a research project evaluating the effect of rising school fees, the removal of family price reductions and the democratic problems related to the waiting lists in the music and art schools. Together with the organisation ‘Save the Children Norway’ Norsk kulturskoleråd got financial support from the Ministry of Education and Fagforbundet - the largest labour organisation in Norway - to carry through the project as a part of ‘Save the Children’s national programme for research on poverty.

Norsk kulturskoleråd has been responsible of making a guide to the municipalities based on success criteria from the four ‘demonstration music and art schools’ appointed by the Directory for Primary and Secondary Education and Training. The guide will be distributed to the municipalities and followed up by the Council’s regional consultants.

A close cooperation is established with The Norwegian Music Council, The Norwegian Band Federation and The Norwegian Choir Association. These amateur music organisations represent the most extensive users of music and art school education in Norway, their members being a large part of the 70 % music pupils in the schools. At the regular meetings with these organisations topics like national regulations, state and municipal support of salaries of conductors in bands, orchestras and choirs etc. has been discussed and forwarded to the ministries of education and culture.

An agreement with the Norwegian Academy of Music was signed two years ago, describing cooperation on many areas: music education in general, talent programmes in particular, conductor education, research programmes, etc. A report regarding talent education in music was published in 2008. Norsk kulturskoleråd has participated in the preparation of the international Menuhin Competition for young violinists in Oslo April 2010. With 5 of the 42 finalists from Norway, it seems that the talent programmes are working well. Even so, there is a dialogue about strengthening the cooperation between “Saturday school programmes” in the music and art schools and the “Young musicians programme” offered by the Norwegian Academy of Music and the 6 conservatories of Music in the largest cities. During the week when the Menuhin Competition takes place there will be a number of concerts with music and art school pupils in cooperation with the Association of Youth Symphony Orchestras. The Academy of Music and Norsk kulturskoleråd mutually are inviting to two national conferences this year, one mainly for music and art schools principals (April 8. – 9.), the other for teachers (August 12. -13.) The teacher conference is a follow-up of ‘Kulturskoledagene’, a two day’s session including speeches, seminars and exhibitions of teaching material gathering up to 500 participants the last five years. The Academy also hosts the yearly national competition for young performers of classical music, UMM (Music Competition for Youth).

Norsk kulturskoleråd is working closely with Norwegian Centre of Art and Culture in Education and the Directory for Primary and Secondary Education and Training in implementing ‘Creative Learning - Strategy for Art and Culture in Education 2007 – 2010. The main goal of this strategy is to support the development of music and art schools as resource centres for kindergarten and primary and secondary education and training.

Regional network development programmes – “Focus on Creative School Environment” – are further spread, making leaders and teachers of music and art schools, kindergarten, primary and secondary schools from a couple of counties (150 – 180 participants) meet to stimulate and improve the cooperation of key professionals. Making performances as a contribution to ‘The Cultural School Bag’ have been one of the goals.

Norsk kulturskoleråd continuously offer courses in music technology and support exhibitions in visual arts. Each autumn key persons in the staff travel all over the country to give courses in class singing and dance for teachers in primary and lower secondary schools. The courses are very popular, for more than one decade with 2000 participating teachers. Books have been published presenting good examples of projects in visual arts, among

these teaching of video animation. A book about creative writing is recently distributed. Quarterly our magazine 'Kulturtrøkk' is send to all member schools, central authorities, national organisations etc.

The 'Umoja' programme, based on the cooperation between Norwegian music and art schools, The National Music Academy, The University College of Performing Arts and similar education institutions in six African countries is continuing. From the beginning in 2004 being mainly a music and art programme, nowadays considered to be a peace programme. The € 1 mill budget is by the Ministry of Foreign Affairs.

In collaboration with the Norwegian National Lottery Norsk kulturskoleråd each year appoints 100 young artists as winners of the 'Dream Scholarship'. Each winner is invited to a ceremony where the diploma and a cheque often are handed over by the local mayor. The artists normally are well presented in local newspapers and other media.

Norsk kulturskoleråd appreciate the close relations to and cooperation with the other Nordic members of EMU. Meetings take place a couple of times a year, occasions where information is shared and important issues discussed. Since 2009 Norsk kulturskoleråd has participated with representatives from other EMU members and the network Art4All in the working group "Benefits cooperation music schools and other art forms" established at the General Assembly in Linz 2009.

POLAND

Zespół Państwowych Szkół Muzycznych

The Polish Association of Music Schools

The Board of Directors in the following years have met and decided on the matters:

2008.

- regulation of fee for the EMU membership
- informing the cooperating school directors, the members of The Association, about the possibility of taking part in the X European Youth Music Festival in Linz between 21-23 2009
- inviting The Board EMU to Przemyśl. (scheduling the terms and conditions and the program of the visit, including meetings at the Ministry of Culture and with the authorities in Przemyśl)

2009.

- organizing the meeting of Board of EMU with the Board of The Polish Association of Music Schools
- information about the fee payment for EMU membership
- taking part in General Assembly of EMU in Linz 19-21.05 by one of the members of the Board from Polish Association
- taking part of the Choir and the Orchestra from Music School from Przemyśl in the X European Youth Music Festival in Linz 21-23.05/2009
- the Board of Polish Association is informed about the activities of EMU, activities during the General Assembly in Linz and the the post-festival impressions .

2010.

- taking part in the conference and the EMU General Assembly in Essen 13-16.05 2010.
- regulating the EMU membership fee
- inviting the professors from Kopio, conducting the violin lessons , Geza Szilvay, and conducting the music lessons with the pre-primary school children, Soili Perkio.
- establishing discussions regarding the organization of EMU conference in Przemyśl, including Rother directors of music schools from Poland.

SERBIA

Association of Music and Ballet Schools of Serbia

During 2009. the Association of Music and Ballet schools has continued its work regarding the affirmation of musical education both at home and abroad, as well as activities concerning the advanced training of music pedagogues in Serbia and popularizing the art of music through organizing competitions on the Republican level.

EMU –the work of the Association of Music and Ballet schools in Serbia has paid off, having in mind that this European association has had its EMU Presidential meeting in Novi Sad, Serbia.

We can be proud of the fact that the organization of this gathering has been on the highest level which can be concluded from the letter of gratitude written by the president of EMU.

The members of the Association of Music and Ballet schools in Serbia have taken part in the work of the assembly of EMU in Linz as well as at a seminar for the principals in Milan which we have presentations about.

CEI – A group of students has taken part in the work of 3 camps of the CEI-European Orchestra from May to November in Belgium, Italy, and Romania. Having high-quality conditions for work during the camps these students have performed at more than 15 concerts and the final concerts were held in Brussels, Rome and Bucharest.

Republic of ex-YU-At the beginning of the year the third meeting of the associations from ex-Yugoslavia republics was held in Dubrovnik. It was continued with the presentation of changes in the educational system. According to the agreement at that meeting a mutual concert of the best students from all republics was organized in June, in Ohrid.

The presence of our colleagues as part of the jury of RT from these republics was of highest importance and we will continue practicing it because of the fact that the international jury gave positive evaluation of the RT participants.

Republic competition –After the attempt last year, that the jury be made up of colleagues who are not from our educational institutions for the discipline of violoncello, the model is applied to all disciplines. The main reason was to obtain higher level objectivity in grading the students. Both the colleagues' comments and the results at the competitions have showed us that we should continue this practice. There were 1102 soloists, chamber compositions and orchestras at the competition.

The Festival of Music schools of Serbia was held in Ub. The promoter was the Music school „Petar Stojanović“ , which offered wonderful conditions for the emersion of the team ont the orchestra.

Programs for advanced training

The Association of Music and Ballet schools in Serbia has applied for some programs for advanced training at the Ministry of Education of Serbia. A lot of obstacles have risen in this field about the financing of attendance at these advanced trainings. A large number of professors both at the music and ballet schools still does not have the possibility to attend these trainings.

The Association of Music and Ballet schools in Serbia, 2009.

SLOVAKIA

Asociácia základných umeleckých škôl Slovenskej republiky "EMU Slovakia" Association of Basic Arts Schools of Slovak Republic „EMU Slovakia

The activities of the AEAS SR were affected by the recent adoption of the „Law of Training and Education“ no. 245/2008 and the „Law on the Teaching Staff“ no. 317/2009 in the year 2009.

The Assembly of the AEAS SR took place between 12th and 14th March 2009 in Detva. The main item of the assembly was the „Law of Training and Education“ no. 245/2008 and the comparison of the school reforms in Czech republic and Slovakia.

Due to the new Law of Training and Education, new curriculum must be worked out. Introduction of the new curriculum has come in a very wrong time – in the time of the global economic crisis. The directors of elementary arts schools have problems to raise enough funds to cover all the planned lessons. The State School Inspection, however, keeps exercising strict controls.

The AEAS SR has offered to the State Paedagogical Institute teachers with rich experiences for every particular subject in order to cooperate with the creation of new curriculum. Apart of that, every school has worked out an own curriculum in frame of its own School educational programme.

In the second term of 2009 the „Law on the Teaching Staff“ came into force. It has introduced a credit system to the additional trainings of teachers, new career system and, regrettably for the teachers of the elementary arts schools, it has shifted the graduates of conservatoires from the 9th to the 8th salary grade. This action of the Ministry of Education came through despite of the dissenting opinion of the Ministry of Social Affairs.

In November 2009 the board of AEAS SR asked the Minister of Education:

- to create a Section of Art Education at the Ministry,
- to establish a methodologist for elementary arts school in every region, being responsible for continuous education of teachers in elementary arts schools,
- to create a Central Council of Arts at the Ministry of Education,
- for the presence of an expert on art education in the Accreditation Council.

However, the main request was to shift the graduates of conservatoires back to the original salary grades.

The members of the board organised meetings of elementary arts school directors in individual regions, with the presence of the representatives of the State inspection centre and art education methodologists from the Methodological pedagogical centre. The board of AEAS SR consulted the problems of elementary arts schools with the director of the Conservatory in Bratislava. We were also in professional contact with the representatives of the Ministry of Social Affairs, members of the national parliament and representatives of trade unions.

Cooperation of the AEAS SR with the European Music Schools Union

5 music or dance groups from Slovakia have taken part in the **10th European Youth Music Festival** (21st – 24th May 2009 in Linz and other Upper Austrian towns):

- **Twitters** and **Ostrvka**, from the Elementary Arts School in Nižná,
- **Igrici**, from the Elementary Arts School in Senec,
- **Lastovičky** and **Sweet little chicks** from the Private Elementary Arts School in Zvolen

The secretary of AEAS SR, Mária Slaninová, has taken part in the **seminar „Musicommunication“** in **Milano**, intended for the managers and board members in the beginning of October 2009.

EMU works on a material about music school systems in EMU member countries. We have provided a contribution about Slovak elementary arts schools.

SLOVENIA

Zveza Slovenskih Glasbenih Sol

ACCOMPLISHMENTS & ADVANCEMENTS

SMSA had many wonderful accomplishments in 2008. 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 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 and festivals of Slovenian Music schools including:

- Opening renovated Music School of Črnomelj
- Price winner's concerts of the 38. National competition in Ljubljana and Maribor
- 45 years Music School Ribnica
- 60 years Music School Krško
- 100 years Music School Kranj
- 60 years Music School Škofja Loka
- 50 years Music School Lendava
- 50 years Music School Ormož

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 2009. 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.

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.

Zavodom 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 38th National competition. Some proposals were accepted. We also organized the 12th Regional competition, the 38th National competition and the 9th ballet competition in conjunction with the National Commission of Competition.

Teachers Trade Union - Slovenian Music Schools 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 of 'Afternoon Work'.

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 34th General Assembly in Linz. SMSA was presented with String Orchestra of Music School Domžale on the 10th Festival EMU in Austria. We also successfully presented several ideas at the EMU manager meeting in Milano.

Symphony Orchestra & Accordion Orchestra & Guitar Orchestra Festival - SMSA organized, promoted, and conducted a 2 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 Črnomelj - SMSA sponsored, organized and held the traditional 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.

SMSA realized General election of SMSA. Mr. Anton Savnik was elected as President for the next four years.

General assembly of SMSA elected the first honorary member Mr. mag. Franci Okorn.

SMSA participated in meeting which was organized by Teachers association of Republic Bosnia and Herzegovina, Serbia, Macedonia and Montenegro in Dubrovnik. Viktor Zadnik and Anton Savnik presents EMU and SMSA organization and the Music system in Slovenia.

In 2009 SMSA also organized 8 meetings of the Presidium and four general meetings as well. I faithfully present this 2009 Annual Report for your review.

SPAIN**UEMYD Unión de Escuelas de Música y Danza****UEMYD 2010****1.- Position of Music Schools into the general Education System**

The current legal framework which musical teaching in Spain falls into is the LOE (Organic Law of Education, 2006), a law which is still in development and a consequence of a previous law LOGSE (Law of General Organization of the Educational System, 1990), which referenced non professional musical studies for the first time, along with the centres which offer them: music schools.

Before the LOGSE came into effect musical education was regulated by the Decrees of 1942 and 1966. While these two plans were in force they were characterized by a strong and persistent separation from other tuition and the study plans which referred to general education. This has obviously resulted in a considerable delay in the development of musical education compared to other countries.

The presence of music in the LOGSE law of education has two key aspects, which simultaneously outline some concrete plans of action. These development plans relate to both general and specialist fields, and within the latter, both professional and amateur tuition.

To achieve this the law offers two options, according to the various interests and aims of the students who would like to receive specialist education: professional and non professional teaching.

As well as being an important development with respect to legislation, these two options represent a significant step forward for the new objectives of music education with regard to planning, agreement and allocation of responsibilities to the public authorities. It is also important in the types of centres necessary for its development. In this way, and as a result of the legal ruling, two different types of centres have been established:

- the Conservatories, for professional education
- the Music Schools, for non-professional education

For the Music Schools, the Law of Education has established that Music Schools are regulated by the Education administrations. And in each autonomous community, it is the city and town councils which are responsible for creating and maintaining public music schools. Due to their close relationship with citizens they are the most appropriate institutions for setting up this type of centre.

The development of the Organic Law of 1990 has taken place in several stages according to the autonomous power of the region, as follows:

Catalonia, Basque Country, Navarre and Galicia 1993

Valencia and Canary Islands 1994

Andalusia 1997

Balearic Islands 1999

La Rioja 2001

Castilla – La Mancha 2002

Aragón 2004

2. – Role of Music Schools

This legal framework determines the management and creation of these centres. The governments of the autonomous communities, the town and city councils and student fees all contribute to the funding of Music Schools in Spain. The proportions can vary between different autonomous communities, but on average they are as follows:

Governments of autonomous communities: 26%

Town and city councils: 47%

Students 27%

Thus, the Music Schools have been created with a two-fold objective, on one hand to satisfy the educational needs of a wide sector of society, and on the other, to encourage active participation from students and interaction from the School in its local community. Therefore the range of activities offered by music schools includes basic tuition (instrumental and others) which allows students to participate in the instrumental and choral groups at that centre, from the age of 4 onwards with no upper age limit.

a) Special educational needs

As well as playing a part in the life of the local community through the concerts offered by music groups from the School, these centres have recently become a reflection of the demands of modern society: the attention to students with special educational needs.

Society is increasingly attentive to these students and Music Schools are no exception.

For this reason, many of the music schools in our association, UEMyD, offer the possibility of accepting pupils

with special educational needs.

.At the moment, 17% of the Music Schools in our association are able to take care of these pupils. 69% of these students are taken care of by specially-trained teaching staff professors of music with training in musical therapy.. Training courses are organized every year by both the basque and catalan associations.

b) Quality

One of the areas that requires special attention is that of the quality of the Music Schools.

This is determined by the level that students reach. The students will be in the levels of Contact, Initiation, Consolidation and Advanced Learning. Other factors in measuring quality include the number of groups at the centre, number of concerts offered, number of students who progress to professional education, and attention to students with special educational needs.

c) Music and Art Schools. Number, type, etc.

Since 1990, when the existence of Music Schools was recognized for the first time, it has been a long journey for these centres to get to where they are today. We have worked to give to society what it required from us: musical education that also resulted in social activity. Today, after several years of work, the Music Schools are preparing to take on a new challenge: to continue evolving, while never losing sight of society's new demands, creating a new type of center that unites these issues which are being detected.

The path that we see before us is determined by the LOE, which regulates the teaching of the arts, not just music and dance, but also drama, art and design, etcetera, opening the door to new centres for amateur teaching of the arts, the Schools of Arts. Four of these centres are already in operation in Catalonia. In addition a new autonomous law is currently being developed in the Basque Country.

3.- Relationships with other musical institutions

Music Schools have a fluid relationship with other musical institutions, professional conservatories and Higher Education centres: ESMUC (in Catalonia) and MUSIKENE (in the Basque Country). A growing number of pupils from music schools are taking the entrance exams for these centres and we are strongly linked with them in order to ensure that the students are sufficiently prepared for these exams.

4.- Relationship with general education

As for our relationship with the general education system, it must be said that despite the changes caused by the introduction of the LOGSE in 1990, this only regulated the links between professional musical teaching and general education. In fact, there is an accreditation system which allows professional music studies to be taken alongside secondary school qualifications.

Although at first it was not possible to gain credits for attending a music school, there are now some universities which have introduced an accreditation system for music school studies. This option varies according to the university, as there is still no standard system.

It can be said that specialized teaching of music in general schools does not exist. There may be isolated cases but we do not have any data available on this subject.

5.- Main objectives of the national association

In order to facilitate joint projects between music schools in Spain, the UEMYD was created in 1999.

The main goal of the Union of Music and Dance Schools is the State representation of its members. To achieve this the Union has the following objectives:

- To promote musical education and practices of music and dance
- To collaborate with the different associations of music and dance schools.
- To promote communication between commissions of study, professors, students, orchestras, choirs and other groups.
- To encourage the interest of the relevant authorities and of society through musical education.
- To maintain regular contact with other national and international federations and associations.

6.- CONCLUSION

To conclude, both music schools and the spanish association are new organizations, but the future looks very promising. The model for teaching in music schools has been established and we face the future challenge of putting it into operation and regulating it in Schools of Arts, which, as mentioned previously, is a project which is gradually being implemented. Besides, we are looking forward to consolidate ourselves as an association, and nowadays we can say that both the community of Navarra and the community of Madrid have joined us."

SWEDEN

Sveriges Musik- och Kulturskoleråd, SmoK Music and Arts schools in Sweden

Trends:

Develop from music to arts schools - a strong general trend. This means that at least three subjects of arts will be optional in the offer. About 52 % of the music schools in Sweden have converted to arts schools. New groups of young people nowadays takes part of the activities.

We need still more teachers in Dance, Theatre and Drama because the evolution from music to arts schools goes rather fast. Therefore the universities increase the education of teachers in dance, theatre and drama.

Cooperation with the compulsory school. The cooperation will be strengthened between the music and arts schools and the compulsory schools. There is a growing understanding that the esthetical methods will contribute to improve the learning conditions. The concept esthetical learning processes will become more common. Almost all music- and arts school in Sweden have some cooperation with the compulsory school in many different forms.

Developing project:

PUFFIMOK-ÖM is a project with the aim to increase music and culture educator's skills within five specific areas. The project received nearly 1 million EUR from the European Social Fund to carry through the project. Approximately 630 educators from 33 different music- and arts schools will attend different courses. The project and the courses will be held during 18 months. During a preliminary investigation it was clear that the teachers felt a lack of knowledge or a need of update in different subjects which were divided into five different areas: 1) accessibility 2) a widened view of the educator's role 3) information- and communication technology 4) quality work 5) the music- and culture schools' role in society. The project will within these areas also cover areas such as gender integration, availability and environment analysis. Every educator is obliged to attend 20 course days each and courses that at least touch upon three of the five areas in order to heighten and widen their skills and in order for it to make a difference in the teachers every day work.

The PASCAL project. The project will be carried through with seminars with further education that is theoretical and practical. The project comprise three years and 2009 was the last year. In October 2009 the closing remark of the project was a festival in Västerås with disabled children and young people on five scene during two days. Parallel we organised some seminars for teachers and politician in this special subject. After that we got one extra year with the mission to spread the experience to new groups of teachers in the music and arts schools and the compulsory schools. A new festival is planned in Lund in autumn 2010.

Aims: all children and young people shall, apart from ability, have the opportunity to participate in the activities in the music and arts schools. After the end of this project the number of disabled participants in the music and arts schools should be doubled.

Purpose: to improve the ability of the music and arts schools to face the demands and desires of disabled people.

Form: About 30 municipalities took part with their leaders and teachers. That means all together 130 people. 28 new municipalities will take part this year. A project leader fulltime is employed for the period of four years.

The quality project "Q". Firstly the leaders from the local music and arts schools took part. The project was carried through with seminars. One project leader fulltime was employed for two year and professor Bengt Klefsjö worked with the participants at the seminars. A number of teams were created with the purpose to study the idea of quality from different points of view. The final result from the teams was the base for the final report of the project and our project leader has now written an manual for the music- and arts school, how to work with this subject. In autumn 2010 we will invite to four seminars in different parts of Sweden, practical "hands on-seminars".

The manual contents:

- Ideas about work with quality in music and arts schools
- A description how the different processes of the music and arts schools works
- A description of the changes of qualities and also final conclusions with the question why the changes takes place

Aims:

- That there will be a national network for the work with the safety of the quality.
- That there will be opportunities for a common view with the work with quality in music and arts schools.
- That every interested leaders and teachers in the music- and arts school can take part in the "hands on-seminars" in autumn 2010.

Purpose: To give the conditions to the municipalities to describe and compare their quality.

SWITZERLAND / LIECHTENSTEIN

Verband Musikschulen Schweiz

Liechtensteinische Musikschule

1. General information

This National Report also covers the Liechtenstein Music School in Liechtenstein. The Liechtenstein Music School is a member of the Association of Swiss Music Schools and instructs 2,500 students. Effective 1 January 2010, the Association of Swiss Music Schools was restructured as the umbrella association of the 22 cantonal and intercantonal music school associations. More than 400 music schools are members of these cantonal and intercantonal music school associations.

More than 260,000 students receive instruction from 12,500 teachers. The overall turnover for the more than 400 music schools is € 280,000,000. Parents and private persons contribute 45% and public funding covers 55%. The turnover for the Association of Swiss Music Schools totals € 470,000.

The departments for **Management, National and International Associations, Education and Continuing Education, Music Education Forum, Communication and Marketing, and Support** function autonomously.

2. Management

a. "youth+music" constitutional initiative

The "youth+music" constitutional initiative is now being submitted to Parliament for political consideration. All music associations throughout Switzerland have joined together to form a community of interest. The COI has been organized and constituted, and its business plan has been adopted. The parliamentary committee hearings will begin on 16 April 2010. A list of arguments has been compiled, including 10 points to be used for lobbying on the popular vote. The Federal Council has recommended rejection of the initiative. Parliament will decide in autumn 2010.

The goals of the initiative are:

- that children and young people receive musical instruction corresponding qualitatively to the instruction in other subjects as part of the obligatory curriculum;
- that children and young people receive more support when they are educated at music schools;
- that children and young people with outstanding musical talent are encouraged and promoted.

The popular vote is expected to be held in 2011.

b. "quarte" quality label

With **quarte**, the ASMS has created the first quality label for music schools. Together with SQS (Swiss Association for Quality and Management Systems), the ASMS has developed the three-level label **quarte** with an entry-level, continuing development, and profile module, the last of which fully complies with ISO standards.

Quarte defines and describes processes in the areas of management, support, and performance. Regular auditing of the defined processes continuously generates innovations and adjustments. Regular recertification (every three years) gives the school a clearly understandable profile. This creates transparency for authorities, students, parents, and instructors as well as a basis for official decisions (subsidies). The three modules were tested at three pilot schools in 2009. These music schools were successfully certified in December 2009.

The demand for "**quarte**" is great.

quarte may also be used by other EMU countries. Please contact the ASMS Secretariat. www.musikschule.ch

c. Support strategy for gifted students

A support strategy for gifted students has been prepared in collaboration with the universities and is being circulated for consultation. The document is available on the ASMS website.

3. National and international associations

a. From the Cantonal Delegates' Conference to the Delegates' Meeting

The CDC prepared the normative documents (master plan, articles of association, communication concept) for the umbrella association structure. The last ASMS General Meeting on 15 May 2009 approved the new association structure of the ASMS by an overwhelming majority. The ASMS has thus become the umbrella association of the 22 cantonal and intercantonal music school associations. The General Meeting of the umbrella association is now called the ASMS Delegates' Meeting.

b. Network

Cooperation with other music associations in Switzerland, the Swiss Music Council, the Swiss Music Journal, the Swiss Music Competition of Youth, the youth+music association, and *suissemusic* was intensified.

Executive Committee member Helena Maffli and Secretariat director Ruth Hochuli maintain contact with the EMU. Christine Bouvard has succeeded Hans Brupbacher as the Swiss delegate to the EMU.

4. Education and continuing education

a. Music Management education

In autumn 2009, the Master of Advanced Studies program at the Bern University of the Arts began for the second time and is now in the last semester of CAS traineeships. The program includes the ASMS's music school director training. The ASMS awards the Music School Director diploma to students successfully completing at least three Certificates of Advanced Studies in the MAS in Music Management. So far, the ASMS has conferred 42 diplomas.

b. Research projects

In collaboration with the ASMS, the Bern University of the Arts is launching a comprehensive survey of the structures, motivators, and inhibitors that significantly influence the development of specifically musical talents. Empirical surveys are used to research promotion models and structures as well as biographic prerequisites, backgrounds, and environments of award recipients and students.

c. Continuing education

The service for "Counseling and design of continuing education and placement of instructors for courses and workshops" has been established and communicated.

5. Documentation/Statistics

a. New statistics

Work in the Documentation and Statistics department was marked by the switch to the new umbrella association structure. The structural data compiled annually are now no longer directly collected from the individual schools by the ASMS, but rather via the cantonal and intercantonal music school associations.

A pilot survey is currently underway for collecting new structural data. As soon as experiences with the pilot survey have been evaluated, other associations will be contacted with the goal of implementing the data collection step-by-step throughout Switzerland. In this way, reliable data will also be made available for the EMU surveys.

6. Music Education Forum

The 3rd Music Education Forum (FMB) took place on 22/23 January in the Culture and Conference Center in Baden. With more than 350 participants, it was a great success. The FMB targets politicians, school administrations, and instructors.

The FMB is a discussion and information platform established to consider current issues involving music education and integrating music instruction in the general education system. The Forum largely met the high expectations placed in the speakers and podium participants.

The range of topics was expanded to include fundamental questions on the future of education in Switzerland.

Music continues to be a central theme, but has been placed in the context of culture and education policy.

The new Music Education Forum will take place on 21/22 January 2011 in Baden.

7. Conferences

Last year, four regional and national school director conferences were held to discuss specific issues.

8. Communication and marketing

Reporting in the Swiss Music Journal (41 pages) was the focus of media work.

Issue management as an early warning system

In spring 2010, the ASMS will launch an information center to collect information from members, media and other important ASMS partners. This issue management will serve as an early warning system for the ASMS to react in a timely manner to political and social changes and to actively take up topics.

The Newsletter was again published on a monthly basis in 2009 and has firmly established itself.

The ASMS website is undergoing a complete revision in terms of structure, content and design. The project will be completed in mid-2010.

9. Support

a. Website

The ASMS is a key information platform for all music schools and their commission members, school administrations, and teachers. www.musikschule.ch

b. Counseling

The professional Secretariat provides information on all issues pertaining to music school organization.

c. Insurance services

Pension Fund Music and Education

The newly developed pension plan for persons with multiple jobs at the Pension Fund Music and Education has made good progress. The Pension Fund Music and Education continues to be viewed as an excellent and unique pension insurance option for our instructors and musicians. The number of insured persons rose to 8,600 last year. Additional information is available at www.musikervorsorge.ch

Occupational health management in music schools

Implementation of occupational health management in music schools was further implemented in 2009.

The ASMS supports efforts by music schools to protect and promote the health of their employees. The ASMS also makes available specific tools relating to health prevention, leave management (IT tool), and case management.

Comprehensive insurance offerings

The ASMS continues to provide comprehensive insurance plans through collective agreements in the areas of daily sickness allowances, health insurance, accident and instrument insurance, as well as all other personal insurances. The ASMS also benefits financially from these collective agreements. A folder describing all offerings was issued in 2009.

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

A political process to reform 30 local authorities into 5 regions has started and will result in larger music schools.

The interest for attending music school is huge. A 3 year program preparing for Conservatoires is a great succes.

90 instrumental pupils passed an ABRSM exam in november 2009.

A National Youth Faroese Wind Orchestra will be reestablished. Auditions are held in April 2010 and 60 instrumentalists will be selected.

The Music School and the public schools are working together on class projects "Colour Strings" involving violin, cello, guitar, flute and accordion. The Music school is working within some public schools during school time with Wind Orchestras.

Local leaders are working on efficiency. Since our system is based on low fees, the right to continue within the music school system is based on each individuals interest in the subject and homework.

- **The national associations of the European Music School Union represent**

- in 26 countries of Europe
- 6000 public music schools
- with 3 Million students

AUSTRIA

KOMU - Konferenz der Österreichischen Musikschulwerke
Kernausteig 3
7000 EISENSTADT
t + 43 2682 710 140
f + 43 2682 710 79
gerhard.gutschik@lfr-bgld.gv.at

BELGIUM (French Community)

AEMS - Présidence
Association de l'Enseignement Musical Subventionné
53 rue Wafelaerts
AT 1060 BRUSSELS
t + 32 253 747 93
f + 32 264 820 64
pierrekolp@gmail.com

CROATIA

Hrvatsko društvo glazbenih i plesnih pedagoga
(Croatia Association of Music and Dance Pedagogues)
Llica 219A
10000 ZAGREB
t + 385 1 3708179 or 00 385 1 3756747
f + 385 1 3708179
hdgpp@zq.htnet.hr
www.inet.hr/~hdgpp

CZECH REPUBLIC

Asociace základních uměleckých škol České republiky se sídlem: ZUŠ
Klapkova 25
182 00 PRAHA 8
t + 420 2846 811 43
f + 420 2846 861 40
zuspisek@zuspisek.cz
www.azus-cr.cz

DENMARK

DAMUSA
c/o Odsherred Musikskole
Centervejen 4 A
4550 Asnæs
t + 45 2893 1969
e pth@damusa.dk
www.damusa.dk

ENGLAND, WALES & NORTHERN IRELAND

Federation of Music Services
7 Courthouse Street
Otley
LS21 3AN LEEDS
t + 44 1943 463311
f + 44 1943 461188
musicfed@btconnect.com
www.federationmusic.org.uk

ESTONIA

Eesti Muusikakoolide Liit
Rohuneeme tee 38
74001 VIIMSI VALD
t + 372 6066 938
f + 372 6066 937
eml@eestimuusikakoolideliit.ee
www.eestimuusikakoolideliit.ee

FINLAND

Suomen musiikkioppilaitosten liitto ry
Sandelsinkatu 10 C 40
00260 HELSINKI
t + 358 9 490 004
f + 358 9 490 005
sml@musicedu.fi
www.musicedu.fi

FRANCE

Fédération Française de l'Enseignement Musical, Chorégraphique et Théâtral
Immeuble TOPAZE - entrée A
2, rue Jean Bonnardel
33140 VILLENAVE D'ORNON
t + 33 5 56 87 81 64
f + 33 5 56 87 90 64
info@ffemnet.com
www.ffemnet.com

GERMANY

VdM Verband deutscher Musikschulen e.V.
Plittersdorfer Strasse 93
D-53173 BONN
t + 49 228 9 57 06 0
f + 49 228 9 57 06 33
vdm@musikschulen.de
www.musikschulen.de

HUNGARY

MZMSZ
Association of Hungarian Music and Art Schools
65 Vörösmarty street
H-1064 BUDAPEST
t + 361 269 3553 or 00 361 269 3946
f + 361 269 3553
info@mzmsz.hu
www.mzmsz.hu

ICELAND

Association:
Felag tonlistarskolakennara (Association of Music School Teachers)
Laufasvegur 81
IS-101 REYKJAVIK
t + 354 595 1111
f + 354 595 1112
ft@ki.is
www.ki.is

IRELAND

Irish Association of Music Schools (IAMS)
c/o Irish Harp Centre Music School
Malcolm M Gullis
Chapel Hill
Castleconnell
Co Limerick
t + 353 (0) 61 372777
f + 353 (0) 61 372712
e info@irishharpcentre.com
www.irishharpcentre.com

ITALY

AidSM
Associazione Italiana delle Scuola di Musica
c/o Scuola di Musica "G. Verdi", via S. Trinita 2
I-59100 PRATO
t + 39 0574 612137
f + 39 0574 612130
info@aidsm.it
www.aidsm.it

LATVIA

Latvijas Mūzikas izglītības iestāžu asociācija - LMIA
(Association of Latvian Musical Educational Establishments)
Kandavas iela 2a
DAUGAVPILS, LV - 5401
t + 371 65407900
f + 371 65407904
aivars.broks@dmv.lv
muzikamarupe@one.lv

LIECHTENSTEIN

Liechtensteinische Musikschule
St. Florinsgasse 1
LI-9490 VADUZ
t + 423 235 0330
f + 423 235 0331
lms@lms.li

LUXEMBURG

Association des Ecoles de Musique du Grand-Duché de Luxembourg
Postfach 22
L-6401 ECHTERNACH
t + 352 728254
f + 352 728513
aem.luxembourg@gmail.com
www.ecole-de-musique-echternach.lu

THE NETHERLANDS

Kunstconnectie
Postbus 365
NL-3500AJ UTRECHT
(visitors: Lucasbolwerk 11)
t + 31 30 230 37 40
f + 31 30 230 37 49
info@kunstconnectie.nl
www.kunstconnectie.nl

NORWAY

Norsk Kulturskoleråd
N-7491 TRONDHEIM
(visitors: Fjordgata 1 - Trondheim)
t + 47 73 56 20 00
f + 47 73 56 20 01
post@kulturskoleradet.no
www.kulturskoleradet.no

POLAND

Zespół Państwowych Szkół Muzycznych
Ul. Słowackiego 91
37-700 PRZEMYSŁ
t +48 (16) 678 3766, 678 51 94
f + 48 678 37 67
zpsm3@wp.pl

SERBIA

Association of Music and Ballet Schools of Serbia
Nemanjina 9
11080 ZEMUN
t + 381 11 316 0374
f + 381 11 261 5223
ms.zemun@yubc.net
www.zmbss.org.rs

SLOVAKIA

Asociácia základných umeleckých škôl Slovenskej republiky "EMU Slovakia"

Karloveská 3
SK 841 04 BRATISLAVA
t + 42 12 6231 4883
f + 42 12 654 20 465
m.slaninova@gmail.com

SLOVENIA

Zveza Slovenskih Glasbenih Sol
Emonska Ceska 20
SL 1000 LJUBLJANA
t + 386 1 750 26 36
f + 386 750 52 51
anton.savnik@guest.arnes.si
www.zsgs.org

SPAIN

UEMYD Unión de Escuelas de Música y Danza
c/o EUSKAL HERRIKO MUSIKA ESKOLEN ELKARTEA
LAS MERCEDES 13-4º
48930 GETXO
Tel. +34 944315859
Fax +34 944801304
E-mail: ehme@ehme.eu
www.ehme.eu

SWEDEN

Sveriges Musik- och Kulturskoleråd, SmoK
Swedish Council of Schools for Music and the Arts
Industrivägen 33
SE-76341 HALLSTAVIK
(Visitors: Nybrokajen 11, Stockholm)
t + 46 175 686 50
f + 46 175 686 50
info@smok.se
www.smok.se

SWITZERLAND

Verband Musikschulen Schweiz
Marktgasse 5
CH-4051 BASEL
t + 41 61 2602070
f + 41 61 906 9901
info@musikschule.ch
www.verband-musikschulen.ch

OBSERVER OF EMU

FAROE ISLANDS

Association of Music Schools in Faroe Islands
Musikkúlkaskipan Føroya
Hoyvíksvegur 72
FO 100 TÓRSHAVN
t + 298 316462
f + 298 316991
martin@mmr.fo
www.musikkskulin.fo