

**NATIONAL REPORTS**

**MEMBERS**

**EUROPEAN MUSIC SCHOOL UNION**

**2007/ 2008**

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## AUSTRIA

### KOMU - Konferenz der Österreichischen Musikschulwerke

The main subject of the „Konferenz der österreichischen Musikschulwerke“ (KOMU) in 2007 was the work on the new curriculum (Lehrplan für Musikschulen). Our goal was to find a new shape of creating a curriculum.

The new curriculum consists of three parts:

1. „Visionären Wegweiser“ (Visionary Signpost)
2. „Allgemeiner pädagogisch-didaktisch-.psychologischer Teil“ (General Educational-didactical-psychological Part).
3. „Fachspezifischer Teil“ (Specific Part) with
  - a. texts for each instrument and
  - b. a database for literature (pieces, books, CDs etc.)

After a lot of conceptual work of the KOMU-members we started in 2005 with a conference of „FachgruppenleiterInnen“<sup>1</sup> of all regions of Austria, where we formulated the Visionary Signpost („Visionären Wegweiser“) and the General Educational-didactical-psychological Part („Allgemeiner pädagogisch-didaktisch-psychologischer Teil“). Part 2 was written with the help of Univ.Prof.Dr.Peter Röbbke.

This conference was followed by curriculum-conferences in all regions, where the FachgruppenleiterInnen tried to formulate texts within a given frame for all instruments. These texts were collected, summarized into one text and edited. In order to achieve a large forum for the curriculum these texts were examined and reported by the universities and conservatories.

In 2007 KOMU organized the second large conference with „FachgruppenleiterInnen“ of all regions of Austria, representatives of the universities, conservatories and the educational supervision. There we presented Part 1, 2 and 3a of the curriculum. This conference was also the start of the process of filling of the database, which will take place in the regions (decentralized) in 2008 which should bring a lot of diversity and a great chance especially for unpublished literature.

One of the reasons for this lengthy process was to guarantee a big acceptance of the new curriculum within the teaching staff. Taking into consideration that over 2.500 teachers (out of around 7.000) were in some way part of the process, this should be achieved.

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<sup>1</sup> Teachers who are in charge of the pedagogical development of their group of instruments (strings, keys etc.) in their regions.

## **BELGIUM (French Community)**

### **AEMS - Association de l'Enseignement Musical Subventionné**

In year 2007, AEMS focused its activities

1. to promote the works of music schools everywhere in Belgium
2. to participate in **International Music Schools Seminar** (IMS) in Metlach (Germany)
3. to be present in the General Assembly of **EMU** in Pecs (Hungary) and to promote the candidature of Brussels to organise next EMU General Assmbly
4. to stimulate a report on Music Education in Belgium and researches on innovative pedagogies that are present in Belgium
5. to be a very active partner in JFREM (Journées francophones de recherches en éducation musicales) that will be in Brussels in 2008
6. to organise national and regional concerts
7. to assure representation of music schools in *Sound and Music Exhibition* by managing a stand and some concerts.

Budget of AEMS in year 2007 was around € 20000, provided by music schools (66%), by state (21%) and by activities (13%).

**CROATIA**

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

## **CZECH REPUBLIC**

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

An integral part of the education system in the Czech Republic is the Primary Arts School (základní umělecké škola) which develops the talents, abilities and gifts of children and young people in all areas of aesthetics education. The Schools' mission is to provide a primary arts education to the broadest spectrum of schoolchildren and prepare the most talented students for study at middle and secondary arts schools and conservatories.

Depending on interest and talent, pupils are enrolled at Primary Arts Schools in music, dance, art and literary/dramatic departments. Pupils are accepted by audition. Lessons take place outwith normal school hours from two to five hours per week for Preparatory, 1<sup>st</sup> and 2<sup>nd</sup> Levels. Schools may also arrange training for adults. The range and content of teaching is laid down in syllabuses and curricula approved by the Ministry of Education. Teaching is undertaken by staff with the necessary conservatory, music academy and university qualifications and with teacher training certification.

Funding of all Primary Arts Schools is State – salaries – and school fees, forming contributions to running costs. School fees may be partially or completely waived for pupils from underprivileged families.

The Association of Primary Arts Schools (Czech Republic) (AZUŠ) lists members from 340 schools from a total of 476 (2007 figures). The organization structure is tiered. The National Board of AZUŠ has 14 members from Regional Authorities who simultaneously act as chairpersons of regional AZUŠ boards. Regional boards are made up of Primary Arts Schools directors.

The AZUŠ National Board met seven times on 2007 and called one Annual General Meeting of all AZUŠ members. AZUŠ is funded solely by Primary Arts Schools contributions, and last year's budget amounted to c. 600,000CZK. AZUŠ participates in the education law debate, communicates with members of both upper and lower parliamentary chambers, is in partnership with the Ministry of Education, regional authorities, other self-governing organizations and the Czech Schools Inspectorate. AZUŠ works together with other institutions and societies, including the Performing Rights Society, the Primary Arts School Central Arts Council, trade unions, teaching research institutes and periodicals. Through its website the AZUŠ advises members of professional bodies, music archives, competitions and festivals.

Key 2008 events include: beginning

- Launch of Primary Arts School education reforms

- AZUŠ parliamentary presentation

- EMU Presidia Czech Meeting preparations, 10 April, 2008

**DENMARK**  
**DAMUSA**  
**Danish Music School Association**

Since January 2007 we had a big reform concerning communities in Denmark. Now we have only 98 communities in Denmark – before 273.

There is from 1. January a law which demands that every community must have a music school and therefore we now have 98 music schools in Denmark.

The community reform has made bigger and better music schools seen in the pedagogical aspect but some places give pupils a much longer way to travel for education.

There are no demands about the content of the music school but the government supports with up to 25 % of costs.

Pupils' fee is up to 33 % and local communities pay the rest!

120.000 students in music schools all together.

Average fee is between 200 – 1000 EURO per year! Big problems for lower incomes!

DAMUSA has 95 % of music schools as members and has had big success in television, radio and media this winter with politics and events/shows!

Also a big conference about THE WOW FACTOR with Anne Bamford, UNESCO has been important for us as well as the Nordic Cultural Greenhouse which will make a basis for further pedagogical development in Nordic countries!

Jens Bloch, general secretary DAMUSA

Rådhusbakken 9

7323 Give

[www.damusa.dk](http://www.damusa.dk)

[jbl@damusa.dk](mailto:jbl@damusa.dk)

0045 26249343



## ENGLAND, WALES & NORTHERN IRELAND

### Federation of Music Services

#### Music education initiatives in England, Wales and Northern Ireland

Music Education continues to develop its holistic approach in the United Kingdom, although the pace of change varies in each country. This is because the government provides funds on a devolved basis. Driven by the Music Manifesto, music education in England is benefiting from increased funding of £332m over three years. Elsewhere funding is less stable. Music services in Wales currently only receive £4m and the Manifesto is not applicable to them. In Northern Ireland, music education provision is undergoing a restructuring that is linking five areas into one large service.

In January 2008 the government published its aspiration for music education. Its intention is to enable 2 million pupils in primary schools to have had the opportunity to learn to play a musical instrument by 2011. Each child will have the opportunity to play an instrument for one year for free (known as the 'Wider Opportunities in Music' programme) and the government hopes that 50% of children will wish to continue learning after the first year. Already music services are working closely with schools in order to provide whole class instrumental teaching and it is estimated that already 50% of schools are offering the tuition. Instruments and genres vary considerably – from traditional strings, woodwind and brass, to African drumming, steel pans, ocarinas and harmonicas. Some projects offer recorder closely linked to the National Curriculum in music. All are expected to involve the class teacher.

A programme called 'Sing Up' is building a national infrastructure of singing in schools. Leaders have been appointed to work in localities and a 'map of joy' is identifying where good practitioners are working. A national resource is being compiled, including new and traditional repertoire. A marketing programme has been launched to win hearts and minds, and, most importantly, a network of support to schools is underway across the country. It's an exciting time for schools.

In all this, traditional instrumental teaching and ensemble provision is being sustained, both in schools and music centres. One-to-one tuition is coming under financial pressure, but there is an acknowledgement of its value, especially in accelerating the learning and 'stretching' the musically gifted.

The following bullet points identify some key developmental issues.

- Currently there are insufficient numbers of trained teachers for Wider Opportunities. A comprehensive programme of professional development, funded by the government is being rolled out by Trinity College.
- The government is providing £10m for the next three years for the purchase of musical instruments.
- A 'cultural offer' for all children will entitle them to 5 hours of cultural experience in an extended curriculum each week: pilot programmes are being established to evaluate the offer.
- Centres of Advanced Training, including specialist music schools are providing opportunities for gifted musicians and are running parallel to initiatives in dance (the Music and Dance Scheme).
- There is a concern to 'join up' the various strands, in particular to ensure that arrangements are in place to transfer from one phase to another. One such scheme is a musical passport that acts as a record of achievement that tracks the pupils' progress.
- 'Musical Futures' continues to attract considerable support in secondary schools and involves instrumental teachers in informal learning. This project complements the National Curriculum in music, which is currently undergoing revisions to promote more flexible musical opportunities.
- Pay and conditions issues continue to cause concern. This is because Local Authority funding is declining. Consequently services are finding it increasingly difficult to afford to pay teachers at current rates.
- Vocational diplomas are being introduced alongside traditional Advanced Level examinations. It is hoped that they will help more young people to move into the music profession, perhaps as music leaders.

John Witchell

## **ESTONIA**

### **Eesti Muusikakoolide Liit**

### **Estonian Union of Music Schools**

Report by different activities:

#### I Editing

- 1.1. Lauri Jõelet - Pieces for guitar
- 1.2. Tõnu Soosõrv - Schoolbook for trombone

#### II Teachers training

- 2.1. violin teachers: lecturer N. V. Tatichtsheva from Moscow
- 2.2. solfeggio-teachers: lecturer Anna Kuoppamäki from Finland

#### III Competition "The best young instrumentalist 2007"

The competition is taking place every second year. In 2007 players of piano and wind instruments were in focus. Competitions are organized on three different levels: a regional competition, an audio-competition (the recordings of the best regional players are listened and evaluated) and the final competition. Competition ends by a gala concert.

There were 674 students taking part on regional level, 345 on audio level, and 196 in the finals.

IV For the first time, Estonian ministry of education has granted an amount for music schools (2 000 000 EEK; 127 823 EUR) for instrument purchasing purposes. The union's task was evaluating the projects and portioning out the money to the schools, controlling reports and s.o.

#### V Activities in music schools every-day life

1. Collecting statistical data
2. Sharing and updating the information on our website
3. Organizing two general meetings in 2007
4. Work on sample statutes of music schools
5. Work on unified materials for solfeggio-exam
6. Starting discussion about curriculums

#### VI Representing music schools in different organisations

## **FINLAND**

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

#### **Many Musics**

- Many Musics is a joint project of The Finnish Music Council and The Association of Finnish Music Schools
- different target groups of music education: minority groups, seniors, immigrants, disabled people etc.
- diversity and tolerance in the field of music education

#### **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 etc.

#### **Evaluation project**

- cooperation between The Association of Finnish Music Schools, The Association of Finnish Music Teachers and Music School Principals
- creating a new evaluation system for music schools (statistics and other information)
- national and international comparative studies

#### **Composer in Residence**

- in cooperation with Finnish Music Information Centre (Fimic)
- composers working at music schools: teaching composing and improvisation and playing modern Finnish music
- in 2007 pop & jazz music in focus

#### **The Philosophy and Aesthetics of Music**

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

#### **Nordea Jean Sibelius Youth Orchestra**

- Jean Sibelius Marketing and Nordea Bank founded the Nordea Jean Sibelius Youth Orchestra in 2007
- artistic director Jukka-Pekka Saraste
- continues in 2008 and option for the year 2009

#### **Chamber Music Project**

- The Association of Finnish Music Schools supports financially two young ensembles, a string quartet and a jazz trio

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

- the associations of art schools (music, visual arts, theatre, literature etc.) founded a new umbrella organization in December 2007 (chairman Timo Klemettinen)
- cooperation between different arts, advancing art education

#### **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 in different states of the US or in Finland
- "Soiva Camp" in Bemidji, Minnesota June 2008 (three Finnish teachers and four Finnish students participating)

#### **Noiseless Music Schools**

- Espoo Music School, Pop & Jazz Conservatory and Finnish Institute of Occupational Health are creating a new programme of noise suppression at music schools in cooperation with The Association of Finnish Music Schools, The Association of Finnish Music Teachers and Helsinki University of Technology, Department of Acoustics



## FRANCE

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

#### ACTIVITIES AND DEVELOPMENTS OF ARTS EDUCATION IN FRANCE

To give a picture, French conservatories, which can bring together music, dance and theatre, have functioned for decades on a pyramid model, favouring the brilliant success of some, the most talented, to the detriment of some others. The realities and demands of the modern society and democracy, oblige us today to rethink a part of our system, so that we may encourage the best, but also that we look after the success of all.

These changes come within the framework, in France, of decentralisation, which sees a new separation of responsibilities, including financial ones, between the different level of jurisdiction : the State, the region, the *département*, towns and groups of towns.

The conservatories listed by the State have from now new designations, in three categories :

Conservatories with regional, departemental or local influence.

In French : « *Conservatoires à rayonnement régional, départemental, ou communal* »

For the training of professionals, completing the National Conservatories of Paris and Lyon, we can see the emergence of regional poles of higher education, linked with the universities and conforming with European criteria. In the meantime, cycles of Initial Professional Education have been created. These will be supervised by the State, and financed by the regions, and no longer by the towns. At the end of these cycles, a National Diploma of Professional Orientation will be awarded. After this phase of orientation, the students will move, for the time being, either to the higher level of training for artists ; or to institutes preparing for the State diplomas for teachers of music, dance and theater, or any profession in relation with those arts.

But the most significant reform in France concerns the very way in which education in art and music schools function. The State is aware that music schools have a cultural and social dimension, which presupposes equal access for all. That means in particular adult access to music schools, amateur involvement in music, links with normal school, and diversity in styles and practice.

All of this leads us to seek new ways of organising our teaching.

Without turning back on a complete curriculum which leads to the awarding of diplomas, we will now find courses that are more flexible, where students gain credits through modules. We will favour interchange between the disciplines and we will encourage forms of learning which are linked to creativity (such as composition and improvisation), to new technologies, to playing together, but also to the voice, to contemporary amplified music, and to traditional music.

Without looking away from artistic quality, France wants to take into account diversity and modernity.

Philippe DALARUN

Vice-Président

FFEM

Fédération Française de l'Enseignement Musical, Chorégraphique et Théâtral

## GERMANY

### VdM Verband deutscher Musikschulen e.V.

Fields of activities in the work of Germanys Association of Music Schools (Verband deutscher Musikschulen – VdM) in 2007:

- basis and conceptions for music education concerning the youngest children (babies, parents-children-groups, nursery schools) and the arrangement of a Symposium concerning parents-children-groups in the beginning of 2008
- making music with people in the 3<sup>rd</sup> period of life and aged people
- development of a concept for advanced training and continuation seminars for music school heads
- elaboration of special regulation items for music school teachers within the new collective labour agreement (scale) for public services
- big Music School Congress in Mannheim with approx. 1.600 participants with the motto “Music shows results – Music schools for tomorrow”
- cooperation of music schools with regular schools in primary and secondary level, more and more in the system of “whole-day-school” was another field of activity for the VdM
- the curricula for trombone, French horn, accordion orchestra were finished and the revision of the curriculum for piano was started
- LEOPOLD, the media-prize of the VdM, decorating Germanys 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 2007.
- The “Deutsche Streicherphilharmonie” (DSP) – German national youth string orchestra for 60 music school talents – made with its chief conductor Michael Sanderling a big concert tour to China and Malaysia in the beginning of 2007. The DSP had further important concerts in Germanys big concert halls during 2007.
- “tutti pro” – a cooperation between Verband deutscher Musikschulen (VdM), Jeunesses Musicales Germany and the German Association of Orchestras is a model of sponsorship between professional orchestras and youth orchestras.
- The Quality System for Music Schools (QsM), based on the EFQM excellence model, was implemented in further music schools (like in Berlin). A group of experts worked out the first steps for a revision and further development of this quality management system.
- The VdM published some statements to political and pedagogical items, e.g. concerning the importance of independent BA/MA-courses for music pedagogy. Another statement was formulated concerning the closed Pre-College-Systems of Music Academies.

After 30 years of work as delegate for the VdM in the important German competition for young musicians “Jugend musiziert”, Rainer Mehlig retired and the assembly of delegates dismissed him in a festivity hour.

Dr. Gerd Eicker has been decorated with the German Federal Cross of Merit in January 2008.

In 2007 924 member schools at approx., 4000 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**

In 2007 our Association was working on the solution and realization of two large projects.

1) We prepared and organized the IX. European Youth Music Festival and the 32th General Assembly of EMU. The series of events with Pecs, Szekesfehervar and Budapest as centres agitated the whole country. The art schools of over 80 settlements hosted foreign groups during the pre-festival. On Saturday and Sunday 300 groups, ensembles and bands had 122 concerts on various stages. In spite of the political and economical difficulties we had, we managed to organize a successful Festival and General Assembly. We do hope that most of the participants were satisfied with the hospitality and had a good impression of our country. We are happy to have hosted such a big event for the second time - after 1995 - in 2007, where the talented youth of Europe could meet each other. At the moment we are doing the final touches on the accounts.

2) Since 2002 there has been a regulation (3/2002.(II.15.)OM) which obliges all Hungarian schools to complete a quality developing program. According to a later decree 12/2006.(III.28.MKM.) all Hungarian music schools and art schools had to conduct a professional qualification process in two steps between March 2007 and December 2007.

The aims of the qualification process:

- a) to certify the professional quality of the school on the basis of unified guidelines
- b) to promote quality-developing activities of schools,
- c) to facilitate the maintainers' valuation
- d) to help parents and pupils to choose between different schools.

The delegates of professional organizations – including our association, MZMSZ – created the rules of the process. In the first period (between March and July) all the documentation of the schools was controlled by inspectors. The schools which passed it successfully, could demonstrate their activity in practice between September – December. The inspectors visited the schools, listened to lessons, checked the instruments, equipments etc. The Qualifier Office sent the result to all the school-maintainers till 31<sup>st</sup> of December. The process was very hard and strenuous for all participants (schools, inspectors, visitors, Qualifier Office) because of the shortness of time. Several times the rules were changed in the very middle of the process, which caused a lot of stress.

Here are some data illustrating the sizes and difficulties of our completed process:

Oct. 2006	Number of music and art schools: 873 (MZMSZ member: 323)
March 2007	Accepted: 689
April 2007	Turned down: 20
July 2007	Pre-qualified school: 643
December 2007	Qualified school: 127
December 2007	High-qualified school: 516

Number of pupils before the quality process: 308 000 (Music:125 000, Other arts: 183 000)

Number of pupils after the quality process: 209 000 (Music:105 000, Other arts: 104 000)

## ICELAND

### Association:

#### Feлаг tonlistarskolakennara (Association of Music School Teachers)

- **Regional assemblies** - The Association, which is an association of music teachers and music school headmasters in Iceland, organises three regional assemblies yearly (since 2003) for all teachers and headmasters in music school in the country. The assemblies are a forum for discussion and at the same time a tool to raise the awareness of recent professional issues. Among the topics in the fall of 2007 were: Music education in Minnesota, The Road Map for Arts Education (UNESCO), coordinated examinations in music theory and aural training at the intermediate level (organized by the Icelandic Music Schools' Examinations Board) and revision of the National Curriculum.
- **Forum about music education of children 1-6 years old** - In March 2007 FT organised a forum with the Association of Preschool Teachers about the music education of young children and cooperation of preschools and music schools. The main speaker was Dr. Regina Pauls, university professor from Germany. A survey on the arrangement of music teaching in the preschools was done and the findings introduced at the forum.
- **Det Kulturelle Veksthus** - At NMKU, *Nordisk Musikk og Kulturskole Union*, which is the co-operating forum of the Nordic countries in EMU, an idea emerged of a project called "Det Kulturelle Veksthus" (e. The Cultural Greenhouse). The project is about mapping the system of music- and art schools in the Nordic countries and collecting case studies, research and documents on political policies concerning arts education. The project has evolved and is now a cooperative venture of NMKU and NUMU. The first part of the project has already started, i.e. the mapping of music- and art schools in the Nordic countries.
- **NUMU** - *Nordisk Union for Musikutbildare* is an association of music teachers and music school headmasters in the Nordic countries, i.e. Denmark, Finland, Iceland, Norway, Sweden and Faroe Islands. Since the beginning of 2008 Iceland has the chairmanship of NUMU and the chairman of FT, Sigrún Grendal, will lead NUMU's operation for the next two years. In addition to Det Kulturelle Veksthus the emphasis will e.g. be on the preparation of a program on teachers and headmasters exchange.
- **Road Map for Arts Education** - Following the General Assembly of EMU at 2006 the board of FT decided to introduce the UNESCO report "Road Map for Arts Education" to relevant parties in Iceland. First a representative in the board of FT translated the report into Icelandic and then the report was introduced and discussed at all the regional assemblies. There the Minister of Education and his representative together with representatives of the municipalities participated in panel discussions about the Road Map at the assemblies.
- **Activities and interactions** - FT has been focusing on certain issues the past year and at the same time strengthening its collaborations, e.g. by having:
  - Meetings with the personnel of the Ministry of Education. Topics: the Road Map, Det Kulturelle Veksthus, new law for music schools, revision of the National Curriculum, mapping of arts education in Iceland, the Icelandic Music Schools' Examinations Board, the meeting of the board of EMU in Iceland in December 2007, etc.
  - A meeting with the school committee and other representatives of the Association of Local Authorities in Iceland. Topics: Road Map, Det Kulturelle Veksthus, mapping of the operations of music schools in Iceland, EMU's board meeting in Iceland, founding of the "Professional Council of Music Schools" within FT, etc.
  - Meetings with board members of the Icelandic Music Schools' Examinations Board. Topics: Preparation of the coordinated examinations in music theory and aural training at the intermediate level, the coordinated examination system; institution and execution, evaluation of the system and its goals. This examinations board was established in 2002 and FT was one of three associations that initiated the founding.
  - A meeting with the editors of the National Curriculum to discuss the evaluation of the curriculum and further publications. The last subject curriculum is expected to be published in the fall of 2008, i.e. a curriculum for Jazz and Popular music. The National Curriculum consists of a general section and nine subject curriculums. The general section has been translated to English by the request of FT and published on the website of the Ministry of Education, <http://www.menntamalaraduneyti.is/utgefing-efni/namskrar//nr/3955>.
  - A meeting with the Dean of the Music Department of the Academy of the Arts. Topics: Road Map, the European research project *Polifonia*, music teacher's education and ideas about a forum on that topic, etc.
  - A meeting with the chairman and board of STS, an association of music school headmasters, to discuss the regional assemblies, which are a co-operative venture of FT, STS and FÍH, the Association of Icelandic Musicians. Other topics were e.g. the coordinated examinations in music schools, the National Curriculum, new law on music schools, etc.
- **Newsletter** - The association publishes a newsletter that covers both FT's operations and main subjects of discussion in general. Six issues were published last year and sent to all members and nearly all music schools in the country.
- **General Meeting** - In the general meeting of FT at February 29th 2008 some amendments were passed to FT laws concerning the establishment of the Professional Council of Music Schools (as a part of FT) in order to strengthen the discussion on professional topics and at the same time to fulfil the membership requirements of EMU. The new law have been translated to English and can be found at <http://ft.ki.is/?PageID=1721>.



**Following the General Assembly of EMU at 2006 the board of FT decided to introduce the UNESCO report “Road Map for Arts Education” to relevant parties in Iceland.**

- A representative in the board of FT translated the report into Icelandic.
- In August 2007 the Road Map was introduced in a meeting with the personnel of the office of educational affairs and the office of cultural affairs in the Ministry of Education.
- In August and September 2007 the Rector of the Bifrost University, Dr. Agust Einarsson, introduced the report at all the regional assemblies and its content was discussed. There the Minister of Education had a speech about the Road Map and arts education in Iceland. The Minister/his representative also participated in panel discussions about the Road Map together with representatives of the municipalities.
- In November 2007 the association had a meeting with the Minister of Education, which requested that the Road Map would be introduced to all the personnel of the ministry and to the Education Committee of Althingi, the Icelandic Parliament. The Minister has pointed out the importance of taking the Road Map into consideration as the art education in all the school system will be revised.
- The Road Map was passed on and discussed on a meeting with the school committee of the Association of Local Authorities in Iceland. The association has also discussed with their school representative the idea of putting arts education on the agenda at the next Educational Forum of The Association of Local Authorities in Iceland.
- The president of the Council of Education in Reykjavik, capital of Iceland, has put in the work schedule of the council that the Road Map shall be introduced to all headmasters in the primary schools in Reykjavik. Reykjavik city has shown interest in that four new primary schools will be designed in the spirit of the Road Map, among other things.

## **IRELAND**

### **Irish Association of Music Schools IAMS**

#### **Three Board Meetings of IAMS were held during 2007.**

Much of the communication between Board Members is by email, conducted on a weekly/monthly basis as necessary. The following are some of the main points which arose during these Board Meetings :

- **Financial Report**

In June 2007 it was reported by the treasurer that we are not in a good financial position at the moment. We need to get new members to ensure the financial viability of the association. A decisive effort was made to recruit more members and thankfully the financial position has recovered as we approach the AGM in May 2008.

- **EMU Discussion**

As an association we do not have the finances to send someone to every EMU meeting. The Board decided that it would be most beneficial to us to send a strong delegation to the General Assembly each year.

- **IAMS Festival of Young Musicians**

The next Festival will be held in Thurles in 2008. It is up to IAMS to encourage member schools to send participants to the Festival. We should also make it our policy to keep representing our smaller schools and encourage them to look at all the EMU Festivals that are on offer.

- **Membership**

It was agreed to increase membership for the coming year :

Schools with less than 500 pupils - €70 will increase to €80

Schools with 500 – 1000 pupils - €95 will increase to €110

Schools with 1000+ pupils - €140 will increase to €160

- **EMU General Assembly in Pecs, Hungary - 2007**

Treasurer Eileen Herlihy attended the EMU GA and found it to be very informative and worthwhile. It is good to compare our situation to that of our European counterparts.

- **Group Teaching Workshop**

A Workshop for Group Teaching was organized for March 2008. It will be given by the Associated Board of the Royal Colleges of Music, England, as they have been in the practice of group teaching for some years now and are strong advocates of it.

- **Music Network Seminar**

In April 2007, a number of the Board attended a National Seminar on the status of Music Education in Ireland. A special committee was set up by Government to review the situation and IAMS contributed to this. We are still awaiting this report. Music education has been grossly neglected by successive Governments and IAMS will look at ways to strengthen their lobbying position, perhaps with other music representative bodies.

**ITALY**  
**AIdSM**  
**Associazione Italiana delle Scuola di Musica**

This is a brief report of major initiatives in Italy in 2007:

- After Bologna process higher musical education in Italy (Conservatory) is under revision. This ongoing process affects music school life. Combination of new rules and old system makes current situation rather confused and uncertain.
- Seminar in Florence in May: *From higher musical education to elementary music training: a way for cooperation.*
- AIdSM for the first time ever promoted a new music school law. Two seminar addressed to politicians have been organized to stimulate a discussion.
- Draft law presented and discussed at the the italian parliament (Senate) in August. AIdSM has been asked to participate and to inform commission of the state of music school system. Then government resigned.
- National campaign from ministry for practical music learning in regular school life.
- Presidium in Prato at the end of September and afterwards First EMU Management Meeting for national associations.

## **LATVIA**

### **Latvijas Mūzikas izglītības iestāžu asociācija - LMIA (Association of Latvian Musical Educational Establishments)**

#### **Strategy:**

The Association of Latvian Musical Educational Establishments has continued working on improvement of the conditions, legislation and the level of teaching quality in Latvian Music Schools with an aim to popularize the music education in Latvia and to attract more people to learn in Music Schools. There has been a reelection in the Association in 2007, a new council membership of 11 members was elected, chairman- Aivars Broks, deputies – Dace Štrodaha and Aivars Tomiņš.

The Association has seriously worked on involvement of new members, 4 Music Schools have been enrolled in the Association by 2007.

The Association continues working on very important issues to insure the development of quality of Music Education. The main objectives are:

To highlight the internal problems in schools – school life, its needs, the rise of qualification for teachers and the maintenance of the contingent of students, which has been until now left behind the external problems – the juridical protection of schools and legislation;

To encourage young people and children to learn in Music Schools;

To encourage and promote young people and children with outstanding talent;

The content of study, quality level, development of new education programs;

The encouragement of members activities in the Association;

Cooperation with partners from Latvia and foreign countries;

Work on the informational edition PARTITA.

#### **Goals 2008:**

The Association will continue working on the previous tasks, by enrolling new members. Also it is important to continue and develop the cooperation with Lithuania and Estonia, exchange experiences by organizing scholastic trips to member countries. The Association will also continue working on the content and shape of the informational publication PARTITA, the quality of its content, topicality and originality must be developed and solved.

## **LUXEMBURG**

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

#### **Activities 2007**

16th April 2007

General assembly in Grevenmacher

18<sup>th</sup> to 21st May 2007

Participation on the « IX. European Youth Music Festival » in Hungary

with 3 groups:

Flying flutes: 12 students from the Music School Rédange

Combo Emjimara: 5 students from the Music School Grevenmacher

Chaossax: 13 students from the Music School Grevenmacher

Saturday, 9th of June 2007

National day of « Choir singing » in Grevenmacher, 80 participants between 8 and 12 years old, under the direction of M. Martin FOLZ

13<sup>th</sup> to 22nd July 2007

Rehearsal week of the "Interregional orchestra" of the region Luxembourg, Trier, Saar in Echternach

Concerts in Luxembourg, Trier and Saarbruck

7<sup>th</sup> December 2007

Inauguration of the new Music school in Dudelange

Participation on the « Séminaire international » (Ben, NRW, Saar) in

St. Niklaas, Veldhoven and Valkenswaard

## THE NETHERLANDS

### Kunstconnectie, sector association for art education and art practice

#### Highlights 2007

##### **Merger of associations, first year of Kunstconnectie**

The intended merger between the employers' association VKV and De Kunstconnectie was realised on 15 February 2007. In the Netherlands, there is now one single powerful association for amateur art schools and music schools, representing both the employers' interests and political-cultural interests, and dedicated to further developing the sector. The Managing Director is Mr Ap de Vries; provisional Board Chairman is Mr Ko van der Velpen (Saskia Bruines resigned as Board Chairman in December 2007).

The key items on the association's 2007 agenda were: preparing for new negotiations on employment conditions in the sector, the financing of the association (the subsidy is to be discontinued) and members' contributions, the collaboration with the new national expertise centre for amateur art, and current developments in political-cultural policy.

##### **Members**

At the close of 2007, the number of members counted 188 (with 11.000 employees on 4500 fulltime jobs). This comprises some 90% of the amateur art schools, music schools and provincial supporting institutions for art and culture, which form the association's main target group. We have launched a survey to determine whether it would be worthwhile to also open the association for independent teachers, educational departments of museums and theatres, and so on. The association's members presently represent just part of all art education providers in the Netherlands, prompting the question whether and, if so, how the association can fulfil a function for all other providers of art education.

##### **Important activities performed by the association**

Interest representation (see the next paragraph). Project Quality assurance and Certification: 15 art schools/music schools have now been certified, and 40 are participating in the pilots to obtain the quality certificate. Arts Education Academy: agreements regarding continued education and trainings have been made with 15 professional training bureaus. New competencies have been developed for managers and teachers in the sector. They are currently being discussed with The Academies for Higher Education in the Arts with artist/teacher training programmes.

##### **Political-cultural policy developments in the Netherlands**

In 2007, politicians and the government acquired a great deal of positive interest for amateur art. We now prefer to refer to this as active art practice (as an encompassing term for art education and amateur art). Kunstconnectie certainly played a significant role in this development. Unfortunately, however, this does not yet translate into a greater structural availability of funds for art education; but it does mean that its added social value is now recognised. This creates new opportunities for art and music schools: the chance to play a significant role in promoting cultural participation in communities and to collaborate with municipalities, the regular schools for primary and secondary education, child day-care centres, welfare institutions, social housing associations, and so on. These collaborative ventures can in turn generate further income for art education, while extending the reach of its activities across all layers of the population at the same time. The art and music schools can form a bridge connecting culture education in regular schools and amateur art practice with contemporary art education facilities and modern teaching methods (longitudinal learning). Talent development has also resurfaced as an issue. In addition to the political desire for art education activities with the broadest possible reach across all layers of the population, there is renewed scope for talent scouting and talent development. "No high summits, without a broad base", wrote the minister of education and culture in his policy brief.

A point of concern is the ever-increasing price for attending music education. The prices are negatively affecting accessibility. There are music schools who are losing pupils as a result.

Report: Ap de Vries / Kunstconnectie / 2 April 2008

## **NORWAY**

### **Norsk Kulturskoleråd**

The year 2007, and up to now in 2008, has really placed the music and art schools at the political agenda. In June 2007, the Minister of Education presented a national strategy for the arts in education for the period 2007 – 2009. A new national centre of music and arts in education also was established, having as its main task to support and evaluate every step of the strategic plan.

In this strategy the music and art schools are given a prominent role as resource centres in their communities. In particular their function related to the kindergarten, primary and secondary schools are focused. The involvement of the Norwegian Council of Music and Arts Schools is being reinforced by the Ministry to use the national network of our organization to offer each and every municipality the possibility to participate in regional development programmes or being financially supported to broaden the range of art subject being offered to children locally. One special task involving the Council is to make a guide to the municipalities based on good examples from selected schools how to succeed in making excellent music and art school. In 2006 and 2007 the Ministry of Education has pointed out four “demonstration music and art schools”. The headmasters from these schools are participating in the work producing this guide together with the senior adviser from the Council. Altogether The Norwegian Council of Music and Arts Schools has financial support of close to € 2 mill to music and arts schools development this year.

By the start of 2007 the Foreign Ministry in Norway decided to support our cooperation programme with African countries (Umoja) with € 1 mill. This made it possible to extend the already established programme by involving two new African regions. The Umoja-programme had developed to be looked upon as an education oriented concept to be regarded as a peace-programme. Youngsters from three Norwegian music and art schools are participating in the southern region with students from similar institutions in South Africa, Mozambique and Zimbabwe. The new East Region programme including Tanzania, Kenya and Eritrea, involves teachers and students from The National Music Academy in Oslo, ballet students from the University college of Performing Arts and New Circus teachers and pupils from one of the music and art schools.

A programme in Music technology offered the last two years by the The Norwegian Council of Music and Arts Schools has been very popular. This is mainly based on private studies through internet by the participating music teachers. This course is in close cooperation with The National Academy of Music.

For a period of 12 years The Norwegian Council of Music and Arts Schools has been responsible of producing a new-year concert to be sent in television prime time the 1.th of January by the National Broadcasting Company. At this concert, the National Dream Scholarship is given to a young performer, topping the 100 scholarship ceremonies in the same number of municipalities the 5.t of June. The Dream Scholarships are totally paid by the state owned Norsk Tipping (Norwegian National Lottery).

Norway is participating in the preparatory work to realize a Nordic cooperation programme “The Cultural Greenhouse”- based on exchange of experience of the music and arts schools’ role in their communities in these countries. Research institutions in the Nordic countries will be invited to take part.

## **POLAND**

### **Zespół Państwowych Szkół Muzycznych**

### **The Polish Association of Music Schools**

Music schools in Poland act within the frames of their own work plan and also guidelines set by The Ministry of Culture.

The most important requirement and duty for all national music schools in Poland is the ordinance by The Ministry of Culture about the compulsory partaking in regional hearings that take place every two years. Those auditions are certainly for all students and teachers of all instruments.

The hearings take place in turns in the school year 2006/2007 for students of music schools of the 1<sup>st</sup> grade, and in year 2007/2008 for students from schools of the 2<sup>nd</sup> grade. Those presentations are observed between January and April with participation of two penultimate classes. Within the 6 year-teaching-cycle these are classes 4 and 5 and within the 4 year-cycle, classes 2 and 3.

The commission called upon by The Ministry of Culture assesses the efforts of young musicians. The jury consists of major musical educators from Music Academies. On final hearings within particular instruments there are scores in points given to each presentation, as well as there are thorough remarks and hints by jury sent forth to the particular schools.

That period is the most strenuous in the year for students and their teachers who do their best to prepare young musicians for the auditions. In April we begin the final and diploma examinations for the students of the last year in 2<sup>nd</sup> grade. We also start matriculation exams in May.

Independently from the regional auditions schools organize throughout the year occasional concerts and music sessions.

Teachers and students from different have the opportunity to meet and participate in all sorts of training sessions, workshops and seminars directed by the best and top educators. Besides that students eagerly take part in all kinds of music contests across the region and the country.

Directors from our region, Subcarpathia, and members of The Association meet on regular basis during consultations and conferences during the year. Especially now, when new schools are accepted to the Association, those meetings are necessary and very important. During those meetings different topics are tackled and information exchanged, e.g. legal matters concerning organizing contests, seminars and association matters. Unfortunately, concerning the amount of paper work related to the supervision and documents, directors from other schools not always have time to attend the Board's meetings,

This year the new Board's elections will be held. During the General Assembly we will be looking for some other ways of engaging into cooperation directors from many different school, since it is very important that our Association gained more backup among officials. We know that the major problem might be the financial side, as it has always been. These are the expenses of the Association, fees of members and grants from the ministry. This topic will also be discussed during our forthcoming meetings

Certainly, we still work on gaining the publicity. We are young association, however, becoming and growing strong and lively connection between our national institutions and EMU.



## **SERBIA**

### **Association of Music and Ballet Schools of Serbia**

**The aim of work of the Association of music and ballet school of Serbia during 2007 was focussed mostly on documents of general importance for Serbian music schools.**

The Association completed the work on the curriculum for elementary music and ballet schools, which was adopted by the National educational council. The Plan and program for musical education of blind and children with impaired vision was also prepared. The program is successfully realized in Music School «Kosta Manojlovic» in Zemun. The school has equipment for printing musical notation in Braille alphabet, which is of great help to children with special needs.

The first generation of pupils on the department for Music and sound production finishes their education and they will acquire the title: sound designer. This department is opened in three music schools in Serbia.

The members of the Association worked on a document «Guidelines for development and support of talented pupils» which was submitted to the National educational council for approval.

The Association helped the music and ballet schools in Serbia in their work on other documents: School programs, Action plan, Development plan, and in selfevaluation of schools. The work of school boards and expert services was significantly helped.

#### **Cooperation with other institutions**

The members of the chairmanship took part in team work on the document for musical education of eastern countries which took part in Pomaz, Hungary. A model of Serbian educational system, statistical data and other data of other countries from the region, were presented at the meeting.

The Association started cooperation with associations from the countries, members of former Yugoslavia (Slovenia, Croatia, Bosnia and Herzegovina, Montenegro, Macedonia). Meetings on seminars, competitions, and on concerts were organized. The gathering of all associations is planned to take place in Kotor, Montenegro, in the beginning of 2008.

The Association successfully continued the cooperation with CEI-YMISO orchestra. After the audition, 16 of our pupils spent 5 weeks abroad and worked with the best young musicians of Europe. The final concert of the summer camp was held in Konzerthaus in Berlin, on the international festival.

For the first time on the Festival in Pecs, Hungary, organized by EMU, Serbia was represented by the choir and orchestra of Music School «Isidor Bajić», Novi Sad.

#### **Competitions**

The Association of music and ballet schools of Serbia also organized Republic competition of pupils of music and ballet schools in which more than 1000 pupils took part.

The Festival of music and ballet schools was also held in 2007.godine. All music and ballet school of Serbia (72) took part in team competition (with four different instruments).

A Review of choirs and orchestras of elementary schools and of elementary music schools was also held in the organization of the Association of music and ballet schools of Serbia with some 1500 participants.

#### **Publishing**

The Association successfully extended the publishing activities. Along with two text books for Harmony and one collection for Compositions for the guitar, there are preparations for a Collection of piano compositions of Konstantin Babić, one of the best known Serbian composers.

#### **Communication within the Association**

During 2007 there were two Assembly meetings, 10 meetings of the Chairmanship and a seminar was held with the title «Curriculum and selfevaluation of schools» for directors and expert teams of schools. The web site of the Association is frequently visited and regularly updated with new information.

Mila Lacković

## SLOVAKIA

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

An important task for Association of Basic Arts Schools (ABAS) of Slovak Republic – „EMU Slovakia“ in the recent year was the active involvement in the preparation of the **Law of training and education** (so-called „School law“) and to monitor the process of its creation, since it will have a significant influence on the future of the music and arts education in Slovakia. At the beginning, the State Paedagogical Institute has prepared the Proposal of the Concept of the Basic Arts Schools. We have provided several important inputs in the process of creation of this document.

**2<sup>nd</sup> General Assembly of the ABAS in Slovakia** was held on 9<sup>th</sup> and 10<sup>th</sup> February 2007 in Detva. The agenda included the presentations of the state secretary of the Ministry of Education Mrs. Bibiana Obrimčáková, director of the Department of Basic Schools of the Ministry of Education Mr. Ladislav Haas, member of the EMU Presidium Mrs. Katalin Ásztai, representatives of the trade unions and the Association of Local Authorities. The President of the ABAS Mrs. Anna Gondášová has presented the report about the activities of the Association including its international activities and its economy. The program ended with the discussions in the sections related to individual regions, free discussion and social event.

In the beginning of 2007 we prepared the participation of the registered Slovak ensembles on the **9. European Youth Music Festival** held between 16<sup>th</sup> and 21<sup>st</sup> May 2007 in **Pécs, Budapest** and **Székesfehérvár, Hungary**. Slovakia was represented by more than 100 young musicians and dancers in 4 groups affiliated to basic arts schools: music and dance group „ORAVA“ (Basic Arts School in Nižná nad Oravou), folk group „Šašinka“ (Basic Arts School in Vranov nad Topľou), folk group „Lastovičky“, and vocal group „Sweet little chicks“ (Basic Arts School Tehelná 5, in Zvolen) and the „Chamber Orchestra“ (Basic Arts School „Tralaškola“ in Nitra).

For the purpose of the EMU General Assembly in Pécs we have provided a video greeting from the **European Commissioner for Education, Training and Culture Mr. Ján Figel'** from the site of the European Commission in Bratislava. He has greeted the participants of the General Assembly and he spoke about the projects subsidized by EU, which are in this area targeted mostly to support international contacts and cooperation.

The President and Secretary of the ABAS of Slovakia have taken part in the meeting in Pomáz (2<sup>nd</sup> and 3<sup>rd</sup> February 2007), which was focused on the preparation of materials for the presentation of music and arts education systems in the countries of Eastern Europe at the Conference „**Music Education in Eastern Countries**“.

On 8<sup>th</sup> and 9<sup>th</sup> November 2007, the **extraordinary meeting of the EMU Presidium** was held in the **Primate's palace in Bratislava**. Within this meeting, the **members of the EMU Presidium have met the European Commissioner for Education, Training and Culture Mr. Ján Figel'**, who has spoken about the details of existing and planned EU-subsidized projects with the aim to support international co-operation, focusing to the possibilities to get involved in such projects in the area of music and arts education. EMU President Dr. Gerd Eicker stated that the valuable information obtained from Mr. Figel' will open new opportunities for EMU and its member organisations and they will help to obtain finances from EU funds for the development of international contacts and cooperation in the future. The EMU Presidium has also had a meeting with the Board of Association of Basic Arts Schools of Slovakia, the President of ABAS Mrs. Anna Gondášová has presented a report about the situation and conditions of the music and arts education in Slovakia and the members of the EMU Presidium and the Board of ABAS have exchanged a lot of valuable information in a discussion. At the end of their stay in Bratislava, the members of the EMU Presidium have visited an opera performance in the historical building of the Slovak National Theatre. EMU President expressed his thanks to Mrs. Anna Gondášová a Mrs. Mária Slaninová for the invitation to Bratislava, for the mediation of the meeting with the EU Commissioner Ján Figel' and the Board of ABAS, as well as the good conditions for the negotiations and stay of the EMU Presidium.

We have negotiated with the new management of SOZA (Slovak Performing and Mechanical Rights Society) about the annex to our contract with SOZA. We have succeeded to decrease the yearly SOZA membership fee for the AZUŠ members.

We have also undertaken several negotiations with the representatives of private music and arts schools. However, we cannot intervene to the matters of basic arts school financing until the time when the new „School law“ will have been approved.

There is still a problem concerning the web page. I believe that in the year 2008 this will also be solved and the page will serve to all ABAS members.

elaborated by  
Mária Slaninová  
secretary of ABAS of Slovakia

## **SLOVENIA**

### **Zveza Slovenskih Glasbenih Sol**

#### REPORT OF THE REALIZATION OF THE SLOVENIAN MUSIC SCHOOLS ASSOCIATION (ZSGŠ) 2007

1. To bring forward, to win recognition of ZSGŠ and Music school system in Slovenia.
  - As each year ZSGŠ organized the awarding of the Fran Gerbič prize
  - ZSGŠ cooperated with the media and was presented by the anniversaries, meetings and reviews of the Music schools
  - ZSGŠ represented the Music schools in public
2. Corporation with Slovenian Ministry of Education and Sport (MŠŠ)
  - ZSGŠ cooperated with the secretary of MŠŠ
  - ZSGŠ cooperated with the National committee of Music
  - ZSGŠ cooperated with the Professional council for universal education and other commission
  - ZSGŠ cooperated with the ZRSŠ Zavodom Republike Slovenije za šolstvo
3. Cooperation with the Slovenian National commission for the competition (TEMSIG)
  - ZSGŠ organized a meeting and discussion about 36th National competition. Some proposals were accepted
  - ZSGŠ organized the 10th Regional competition
  - ZSGŠ cooperated in organizing the 36<sup>th</sup> National competition with the National Commission of Competition.
4. Cooperation with the teachers' trade union
  - ZSGŠ participated at the General Assembly of trade union in Terme Olimje and had introduced themselves
  - ZSGŠ cooperated with the representative of trade Union for Music schools
5. ZSGŠ cooperated with the Slovenian Union of Primary school and Music school headmasters.
6. ZSGŠ cooperated with the EMU
  - ZSGŠ invited Mr. Timo Klemettinen to the yearly meeting of the Music schools in Krško. He represented the Finish Music school system, the Management of the Finish Music school Association, and a preschool music education in Finland.
  - ZSGŠ connected with the French members of EMU and organized a Professional excursion in France (35 people)
  - ZSGŠ cooperated at the 32nd General Assembly in Hungary.
  - ZSGŠ was presented with the orchestras on the 9th Festival EMU in Hungary
  - ZSGŠ was presented on the 1st Managers' meeting in Prato
  - ZSGŠ made a Critical review of the last General Assembly
7. ZSGŠ cooperated in the organization of the 6th Simphony orchestra review in Žalec and in the 4th Accordion orchestras review in Jesenice
8. ZSGŠ organized the autumn meeting of the Slovenian Music schools in Krško
9. ZSGŠ organized the seminar for the members – preparation for the administration exam.
10. ZSGŠ cooperated in the meetings which were organized by the Ministry of education and sport in Portorož and in Bled
11. ZSGŠ organized meeting with the retired headmasters of Music schools.

In 2007 ZSGŠ organized eight (8) meetings of the Presidium and three general meetings as well.

Anton Savnik  
President of ZSGŠ

**SPAIN****UEMYD Unión de Escuelas de Música y Danza**

Memory of activities of the associations that form the Union of schools of music and dance

1. Courses and Conference of formation for the teaching staff of the schools of the ACEM

"The instrumental set with the instruments of windmetal at the schools of music" in charge of the Spanish Brass.

"The organization of the work in the class of instrument" in charge of Claudio Forcada

"The improvisation and the movement in the classes" in charge of Sofía López Ibor. The introduction of the jazz to the basic formation|training" in charge of Doug Goodkin

"Small musicians" in charge of teaching staff of the EMM of Arenys. "Corresponding, improvising and creating" in charge of Wolfgang Hartmann. "Body Percussion" with Javier Romero. "Improvisation in the class of instrument" in charge of Isabel Muniente. "Pedagogic resources for the class of group of instrument" in charge of Cèlia González

2. Internal organization of the ACEM

Restructuring of the Zones

During year 2007 the zones have been restructured in that the schools of the fruit ACEM of the new incorporation of associated schools are organized. In particular a new zone of the Central Catalonia that goes to being the sixth zone has been created

Creation of the Commissions

The creation of some commissions of work that teachers can participate in has also been promoted of all schools. They are the commissions: commission of production (celebration 15th anniversary) commission of formation - consulting commission commission of zones commission of community of the arts

Improvement of the web page of the ACEM

In year 2005 it was made the design and starting of a new web page as half of communication and diffusion of the activities of the association, of their schools and of what can be from interest for the members of the ACEM

During year 2007 the following services have been added to the page at schools:

- . a section of commissions, in which these can be contacted and obtain information.
- . a section of exchanges, where the schools can hang its|his|her|their proposals for searching interested schools.
- . a section with the statutes of the association, recently revised and approved by the assembly.

Edition of an internal bulletin of the association:

The ACEM briefs quarterly at the associated schools about internal and external activities in the ACEM (courses of formation, competitions, contacts with the administrations, conference...), with the goal to improve the communication between the board and the associated schools.

Three ordinary bulletins (with the format pioneered the former year) have been edited the months of January, April and October. From July also some special bulletins have been edited about the celebration of 15th anniversary of the association.

Study about the hourly interrelation between the schools of music and the centers of general regime:

To order of the Subdirection of artistic education of the Department of Education, the ACEM carried out, during the first terms of the year 2007, a study about the planning and organization of the school timetables of the Schools of Music of the ACEM with the centers of compulsory education of their environment.

The goal was to identify which hourly burden the pupils of music schools had; how it was valued by pupils, parents and teachers; and if there was any type of hourly coordination among centers.

The results of the study were presented to the annual assembly of year 2007.

Regional governments

Root of the organization of the encounters of rehearsal of 15th anniversary in Lleida, Reus and Girona during year 2007 conversations have been opened with the corresponding Regional Governments that have fact that, with some of these administrations, an Agreement of support can be signed in the ACEM, like what since years ago is signed with the Regional Government of Barcelona

Musical Activities:

Musikaldia: Holiday|Party of the Schools of Music (biannual character)

European Day of the Music: organizing different scenarios/stages through the main cities of the Community  
Collaboration with the Symphony Orchestra of Euskadi

Communication:

Doorway of the music ([www.ehme.net](http://www.ehme.net))  
Fair of the Book and the Basques Disk Record. Forum of popularization and sale of our material and activities.

Meetings of Directors: Forum of relationship among the associates (quarterly).

Musikaldia: Holiday/Party of the Schools of Music (biannual character)

Formation/Training:

Own plan of formation/training: annual

Plan of formation/training through Basque Government

Creation of a Musical Dictionary in Euskera: Together with Basque Government, in order to unify the terms

Edition of scores: through concession of grants/scholarships for the creation of adapted scores to the needs for the schools of music.

Edition and distribution of didactic material in euskera.

Creation of file of scores for the associates.

Economic aids to activities organized from the different schools.

Revision of the decree of the musical teachings together with the Basque Government.

Institutional Relations:

Basque Government

Sponsorship Musikene: Superior Degree Conservatory

Advisory Board of Advice of the Music UEMYD EMU ISME

## SWEDEN

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

#### Developing project and trends

##### The PASCAL project:

**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:** The project lasts for three years. About 30 municipalities will take part with their leaders and teachers. That means all together 130 people.

The project will be carried through with seminars with further education that is theoretical and practical. The participating municipalities will create a net work which communicate among others through the net site [www.pedagogiskaportalen.se](http://www.pedagogiskaportalen.se)

##### The quality project "Q"

###### Aims:

- That there will be a description how the different processes of the music and art schools works
- That there will be a description of the changes of qualities and also final conclusions with the question why the changes takes place
- That there will be a national net work 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 there will be a booklet with ideas about work with quality in music and arts schools

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

**Form:** The project lasts for one year and includes about 30 municipalities. Firstly the leaders from the local music and arts schools take part. The project will be carried through with seminars. A number of teams have been created with the purpose to study the idea of quality from different points of view. The final result from the teams will be the base for the final report of the project.

##### Arts in school:

###### Aims:

- To point out good examples of the cooperation between the compulsory schools and the local music and arts schools
- To point out practical applications of esthetical learning processes

**Purpose:** To strengthen the options for high quality cooperation between the compulsory schools and the music and arts schools

**Form:** The project have been carried through with seminars in different places in the country.

##### General trends:

###### From the music and arts schools:

More municipalities convert their music schools to arts schools. This means that at least three subjects of arts will be optional in the offer from the music and arts schools. At the moment 50% of the music schools in Sweden have converted to arts schools.

###### 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.

With regards from Sweden

Per Sjöberg, Dag Krafft

## SWITZERLAND

### Verband Musikschulen Schweiz

## LIECHTENSTEIN

### Liechtensteinische Musikschule

#### 1. General

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.

The Association of Swiss Music Schools comprised 378 music schools and 17 cantonal organizations in 2007. 245,872 students receive instruction from 12,000 teachers. The overall turnover for the 378 music schools is EUR 230,000,000. Parents and private persons contribute 45% and public funding covers 55%.

The turnover for the Association of Swiss Music Schools totals EUR 312,000. The competence centers for **Management, National and International Associations, Education and Continuing Education, Forum for Musical Education, Conferences, PR and Marketing, and Support** function autonomously.

#### 2. Management – ASMS Strategy

##### a. Constitutional Initiative “youth+music”

The ASMS together with the Swiss Council of Music and numerous other Swiss music associations has prepared a constitutional initiative entitled “youth+music”. This popular initiative requiring 100,000 signatures in Switzerland aims for an improvement of musical education on the federal and cantonal levels for children and young people in particular.

To date, 70,000 signatures have been collected.

The main objectives 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.

On 31 May 2008, a national signature collection day will take place. The initiative will subsequently be forwarded to the Federal Council and Parliament for consideration. An intensive political process has been initiated culminating in a national vote anticipated in 2010.

##### b. Lobbying

President Hector Herzig has made numerous appearances in the form of presentations throughout Switzerland and has conducted discussions with federal offices. In addition, he actively performed controlling functions at all the competence centers.

#### 3. National and International Associations

##### a. Cantonal Delegates' Conference

The CDC has now been established as a legislative organ and has approved the annual goals plan for 2008 and conducted controlling functions for the first time. The ASMS Executive Committee has set the goal of converting the ASMS into an umbrella organization for the cantonal associations beginning in 2010. By this deadline, corresponding regional associations must have been established in all cantons.

##### b. Network

Cooperation with other music associations in Switzerland, with the Swiss Music Journal (Schweizer Musikzeitung), with the Swiss Music Competition for Youth, and with the youth+music association was intensified. Board member Helena Maffli and administrator Ruth Hochuli provide contact to the EMU.

#### 4. Education and Continuing Education

##### a. Music Management Education

In the fall of 2007, the second Master of Advanced Studies in Music Management at the Bern University of the Arts began. For the successfully completed program of at least three Certificates of Advanced Studies in Music Management, the Association of Swiss Music Schools awards the diploma of Music School Director. In January 2008, 20 students received the diplomas.

##### b. Daily Schedules

The ASMS is intensively engaged in the changes affecting musical education due to new daily schedules on the primary school level.

## **5. Documentation/Statistics**

### **a. New Statistics**

Together with the Zurich University of Applied Sciences, new statistics designed to provide meaningful numerical data have been compiled. The questionnaire is software-driven and additionally factors in European Music School Union issues. An ambitious project could ensue, namely compatible statistics software for all EMU countries!

### **b. Documents**

QM processes were conducted, new by-laws and rules of procedure developed, and an update of the ASMS Guide conducted.

## **6. Forum for Musical Education**

On 2-3 November 2007, the "Forum for Musical Education" (FMB) took place in Aarau. The FMB targets politicians, school administrations and teachers.

The FMB is a discussion and information platform established to consider current issues involving musical education and embedding music instruction in the educational system. The forum proved to be a success, largely fulfilling the high expectations placed in the speakers and platform participants.

The ASMS together with the FMB creates networks and platforms to increase public awareness of music schools and to provide impulses for public discussion in the areas of education and culture.

The next Forum for Musical Education is scheduled for 7-8 November 2008.

## **7. Conferences**

Regional school administration conferences and national conferences on dealing with specific issues such as "From the Promotion of Gifted Students to Preparation for Musical Studies" will be held in 2008.

## **8. PR und Marketing**

The argumentarium has been continued and updated. On 42 pages of the Swiss Music Journal, various articles on musical education appeared.

The new logo has been introduced. A new ASMS folder has been created. The monthly newsletter has been expanded and optimized.

## **9. Support**

### **a. Website**

The ASMS is a key information platform for all music schools and their commission members, school administration and teachers. [www.musikschule.ch](http://www.musikschule.ch)

### **b. Counseling**

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

### **c. Insurance Services**

The **Pension Fund Music and Education** has developed a new pension plan for multiple jobholders. It continues to be considered an outstanding and unique pension plan for our teachers and musical artists. The Pension Fund Music and Education has now been opened up further for associations in the areas of music, education and art. The number of insured persons increased last year to 7,600.

Further information at [www.musikervorsorge.ch](http://www.musikervorsorge.ch)

The ASMS continues to provide comprehensive insurance plans through collective agreements in the areas of daily illness allowances, health insurance, accident and instrument insurance as well as additional personal insurance. The association also benefits financially from these collective agreements.

Hans Brupbacher

28 March 2008



**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  
e [gerhard.gutschik@lsr-bgld.gv.at](mailto:gerhard.gutschik@lsr-bgld.gv.at)

**BELGIUM (French Community)**

AEMS - Presidence  
Association de l'Enseignement Musical Subventionné  
53 rue Wafelaerts  
AT 1060 BRUSSELS  
t + 32 253 747 93  
f + 32 264 820 64  
e [pkolp@skynet.be](mailto:pkolp@skynet.be)

**CROATIA**

Hrvatsko društvo glazbenih i plesnih pedagoga  
(Croatian Association of Music and Dance Pedagogues)  
Llica 219A  
10000 ZAGREB  
t + 385 1 3708179 or 00 385 1 3756747  
f + 385 1 3708179  
e [hdgpp@zg.htnet.hr](mailto:hdgpp@zg.htnet.hr)  
[www.inet.hr/~hdgpp](http://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  
e [zuspisek@zuspisek.cz](mailto:zuspisek@zuspisek.cz)  
[www.azus-cr.cz](http://www.azus-cr.cz)

**DENMARK**

DAMUSA  
Dansk Musikskole Sammenslutning  
Rådhusbakken 9  
7323 GIVE  
t + 45 26249343  
e [jbl@damusa.dk](mailto:jbl@damusa.dk)  
[www.damusa.dk](http://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  
e [musicfed@btconnect.com](mailto:musicfed@btconnect.com)  
[www.federationmusic.org.uk](http://www.federationmusic.org.uk)

**ESTONIA**

Eesti Muusikakoolide Liit  
Rohuneeme tee 38  
74001 VIIMSI VALD  
t + 372 6066 938  
f + 372 6066 937  
e [eml@eestimusiakoolideliit.ee](mailto:eml@eestimusiakoolideliit.ee)

[www.eestimusiikakoolideliit.ee](http://www.eestimusiikakoolideliit.ee)

#### **FINLAND**

Suomen musiikkioppilaitosten liitto  
Vanha viertotie 10  
FIN-00350 HELSINKI  
t + 358 9 490 004  
f + 358 9 490 005  
e [sml@musicedu.fi](mailto:sml@musicedu.fi)  
[www.musicedu.fi](http://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  
e [info@ffemnet.com](mailto:info@ffemnet.com)  
[www.ffemnet.com](http://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  
e [vdm@musikschulen.de](mailto:vdm@musikschulen.de)  
[www.musikschulen.de](http://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  
e [info@mzmsz.hu](mailto:info@mzmsz.hu)  
[www.mzmsz.hu](http://www.mzmsz.hu)

#### **IRELAND**

Irish Association of Music Schools IAMS  
Aras an Chontae  
PORTLAOISE, CO. LAOIS  
t + 353 57 8674345  
e [nkelly@laoisoco.ie](mailto:nkelly@laoisoco.ie)

#### **ICELAND**

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

#### **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  
e [info@aidsm.it](mailto:info@aidsm.it)  
[www.aidsm.it](http://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  
e [aivars.broks@dmv.lv](mailto:aivars.broks@dmv.lv)  
e [muzikamarupe@one.lv](mailto:muzikamarupe@one.lv)

**LIECHTENSTEIN**

Liechtensteinische Musikschule  
St. Florinsgasse 1  
LI-9490 VADUZ  
t + 423 235 0330  
f + 423 235 0331  
e [lms@lms.llv.li](mailto:lms@lms.llv.li)

**LUXEMBURG**

Association des Ecoles de Musique du Grand-Duché de Luxembourg  
Postfach 22  
L-6401 ECHTERNACH  
t + 352 728254  
f + 352 728513  
e [aem.luxembourg@gmail.com](mailto:aem.luxembourg@gmail.com)  
[www.ecole-de-musique-echternach.lu](http://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  
e [info@kunstconnectie.nl](mailto:info@kunstconnectie.nl)  
[www.kunstconnectie.nl](http://www.kunstconnectie.nl)

**NORWAY**

Norsk Kulturskoleråd  
N-7491 TRONDHEIM  
(visitors: Høvringen Gard Trondheim)  
t + 47 73 56 20 00  
f + 47 73 56 20 01  
e [post@kulturskoleradet.no](mailto:post@kulturskoleradet.no)  
[www.kulturskoleradet.no](http://www.kulturskoleradet.no)

**POLAND**

Zespół Państwowych Szkół Muzycznych  
Ul. Slowackiego 91  
37-700 PRZEMYSŁ  
t +48 (16) 678 3766, 678 51 94  
f + 48 678 37 67  
e [zpsm3@wp.pl](mailto: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  
e [ms.zemun@yubc.net](mailto:ms.zemun@yubc.net)  
[www.zmbss.org.yu](http://www.zmbss.org.yu)

**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  
e [m.slavinova@gmail.com](mailto:m.slavinova@gmail.com)

**SLOVENIA**

Zveza Slovenskih Glasbenih Sol  
Emonska Ceska 20  
SL 1000 LJUBLJANA  
t + 386 1 750 26 36  
f + 386 750 52 51  
e [anton.savnik@guest.arnes.si](mailto:anton.savnik@guest.arnes.si)  
[www.zsgs.org](http://www.zsgs.org)

**SPAIN**

UEMYD Unión de Escuelas de Música y Danza  
Passeig de Can Barra s/n  
08192 Sant Quirze del Vallès  
BARCELONA  
t + 34 93 721 11 81  
e [cvergel@xtec.cat](mailto:cvergel@xtec.cat)

**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  
e [info@smok.se](mailto:info@smok.se)  
[www.smok.se](http://www.smok.se)

**SWITZERLAND**

Verband Musikschulen Schweiz  
Marktgasse 5  
CH-4051 BASEL  
telephone: 00 41 61 2602070  
telefax: 00 41 61 906 9901  
e [info@musikschule.ch](mailto:info@musikschule.ch)  
[www.verband-musikschulen.ch](http://www.verband-musikschulen.ch)