

**NATIONAL REPORTS**

**MEMBERS**

**EUROPEAN MUSIC SCHOOL UNION**

**2010 / 2011**

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## **AUSTRIA**

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

The main topics of the KOMU („Konferenz der Österreichischen Musikschulwerke“) in 2010 were statistics, the reform of the general educational system in Austria, the organisation of a „Bundesfachgruppentreffen“, the curriculum and the development of a training for executive personnel.

#### **Statistics**

As we were not quite satisfied with the previous statistics we reformed the way of collecting data about music schools beginning with the years 2008 and 2009. Besides the data about the number of pupils, schools, staff etc. we now collect more detailed information about age and gender of the pupils (figures for every year of birth) and about their grades (elementary, lower, middle and higher grade), listed for all instruments.

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

Over a number of years the reform of the educational system has been a topic in the political discussion in Austria and we still do not know exactly, which reforms will take place and at what pace. The KOMU participates in working groups of the Ministry of Education and tries to position the music schools as a partner in the school system. Co-operations between compulsory schools and music schools have been developed and have spread all over Austria in the last years. Our goal is the integration of the music schools in all-day schools at the best possible rate.

#### **„Bundesfachgruppentreffen“**

In November 2010 the KOMU organised a Bundesfachgruppentreffen (meeting of the professional groups) in Steyr, Upper Austria. Main topic was the reform of the general educational system and its effects on music schools. We tried to give a diverse view on the awaited developments and worked out dangers and chances. As always with new developments there are feelings of uncertainty and anxiety, but we tried to focus more on solutions and opportunities for music schools in this process.

#### **Development of the curriculum**

The curriculum is still a topic for the KOMU. We continue the implementation in all districts. Especially the website as a bibliographical reference is still not in the shape we expected.

#### **Professional training for executive personnel**

The KOMU started to develop modules for the training of executive personnel in music schools.

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

In year 2010, AEMS focused its activities

1. to promote the works of music schools in ***Journées francophones de recherche en Education musicale*** (JFREM) in Rueil-Malmaison, France
2. 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
3. To develop a new Annual Music Review “***Orphée Apprenti***” with the GriAM, and within 3 articles relatives to Music Education Perspectives in Belgium and in Europe
4. to participate in the ***EMU GA*** in Essen (May 2010)
5. to participate in ***International Music Schools Seminar*** (IMS) in Herten (Germany, March 2011)
6. to stimulate a practical researches on Music Education in Belgium and researches on innovative pedagogies that are present in Belgium
7. to broadcast several programmes on Music Education for Musiq3 (National Radio)
8. to organise national and regional concerts (as ***Acafolies*** with 4 CD)
9. to prepare ***International Music Schools Seminar*** (IMS) in Spa, 2011.

## CROATIA

### Hrvatsko drustvo glazbenih i plesnih pedagoga (Croatia Association of Music and Dance Pedagogues)

Croatian Association of Music and Dance Pedagogues in the period from 23 April 2010. year to 6 May 2011. year to fully realize the planned activities.

23<sup>rd</sup> and 24 April 2010. - 101 board in Đakovo - we discussed about questions from ordinary activities HDGPP (Competition - State and Regional, our rules and organizations seminars and concerts in the project of the *Center of Excellence* for especially talented students of music and dance, questions from everyday pedagogical practices ...) and we prepare to mark the 60<sup>th</sup> Anniversary HDGPP.

Since 14 and 16 October 2010. in Primošten is celebrated 60<sup>th</sup> Anniversary of HDGP - concert of young talents, lectures (mr. sc. Radojka Sućeska Ligutić, prof. Breitenfeld Darko, dr. sc. Rojko Pavel, Vinko Filipovic, prof., mr. sc. Šutalo Vera, Tome Apostoloski, dipl. oec, Milan Klisović, dipl. iur., Ružica Tišljar, dipl. oec.) Concert *In memoriam Adalbert Marković*, presentation of the monography *60<sup>th</sup> Anniversary HDGPP- period 2000. - 2010.*, football match "North - South ". Besides all this happenings is been 102 board meeting of HDGPP with questions from regular activities (competitions ...)

12<sup>th</sup> November 2010. - at a meeting of the Commission for the implementation of national competition and the Presidency HDGPP and discussed preparations for the national competition, the incumbent members of the jury and discussed issues related to competition of chamber music.

1<sup>st</sup> - 4 December 2010. Competition was held in Opatija chamber music attended by 116 band. Competitors, teachers and members of the jury consisted of more than six hundred active participants of the competition.

17<sup>th</sup> December 2010. the Croatian Music Theatre in Zagreb was official concert for „Daj of HDGPP“ in which was played winners students of national competitions, awarded prize for year and life art work and prizes for retired pedagogues.

2<sup>nd</sup> - 13 March 2011. Regional competitions - 49<sup>th</sup> Croatian Competition for pupils and students of music and dance on which was attended by more than two thousand students of music and dance. Hosts the regional competition were: Academy of Music Zagreb, GŠ Vatroslava Lisinskog, Bjelovar, GŠ „Ferdo Livadić“, Samobor, GŠ Fran Lhotka, Sisak, GŠ Alberta Štriga, Križevci, GŠ Josipa Hatzea, Split, GŠ „Blagoje Bersa“, Zadar and OGŠ „Krsto Odak“, Driš. The competitions are well organized and in cooperation with local governments performed well.

10<sup>th</sup> - 16 April 2011 was held in Dubrovnik National Competition - 49<sup>th</sup> Croatian Competition of students of music and dance.

In addition to these activities during this period HDGPP has successfully collaborated with the Ministry of Science, Education and Sports (especially on the preparation of the Law on art education) and the Agency for Education, contributing to the betterment of music and dance education.

Achieved good cooperation with other ministries and government agencies as well as local government organizations, especially in cities where the competitions were organized for pupils and students of music and dance.

There was also good cooperation with European musical associations EMU and EMCY and musical societies and institutions in the country - HDS ...

HDGPP Presidency and, at its meetings, discussed and dealt with issues related to ordinary activities of society and accomplish the tasks set at the HDGPP board.

## 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 2009 to 31 August 2010.

Since the last annual general meeting, 6 new basic arts schools have become members of AZUŠ. To date, the association totals 362 members. AZUŠ operates with revenues of 878,271.00 CZK and expenses of 851,301.00 CZK. Revenues came only from contributions of the members.

The AZUŠ council met to negotiate a total of 5 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.

MŠMT ČR, AZUŠ ČR, ČŠI and ÚUR ČR representatives discussed the conditions of opening new arts departments at schools and as a result it was proposed that new departments must be supplied by material and technical aids sufficiently. The teachers must be professionals in the field they educate in. In addition, the standard of teacher's skills and performance was discussed.

From 25<sup>th</sup> to 18<sup>th</sup> of April, 2010 was held a conference in Seoul, Korea, themed on Arts Education, which was attended by the vice-president of AZUŠ ČR, Tomáš Kolafa and the president of bureau MŠMT ČR, Jiřina Tichá.

AZUŠ dealt with copyright companies in terms of public ZUŠ events which are not subject to fees in case only teachers and students perform, the entrance fee is not paid – s. Copyright act. AZUŠ reimbursed a flat sum to all copyright companies hence the arts schools have to report their events.

AZUŠ ČR supports innovative educational framework created for arts purposes and it is tested by pilot schools via practically led lessons.

During April 2010 had been discussed between the president AZUŠ ČR and deputy minister of MŠMT ČR the necessary change of financing ZUŠ. The purpose of the transformation is demographical development of inhabitants.

The member of representatives of AZUŠ ČR Jaroslava Komárková participated in international conference named: "Czech schools and Europe, quality and effective school management in 21<sup>st</sup> century." The representatives of the Netherlands, Hungary, Belgium, members of MŠMT ČR, academic staff of Philosophical faculty in Brno and the National Institute for long-life learning took part as well.

The president of AZUŠ ČR Jindřiška Kudrlová had a meeting with Chinese ambassadress held in Embassy of Republic of China. Local information were exchanged and the possibilities of future cooperation, such as contacting art business interests, school exchange.

In June, the president of AZUŠ ČR Jindřiška Kudrlová discussed with Milan Franěk, the president of EPTA (European Association of Piano Artists in the Czech Republic) about gathering information and posting EPTA workshops online on AZUŠ ČR website.

#### Glossary:

AZUŠ	Association of Basic Arts Schools, Czech Republic
CZESHA	Association of other types of schools
ČR	Czech Republic
ČŠI	Czech School Inspection
MŠMT ČR	Ministry of Education of 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**

##### **Danish Music School Association**

DAMUSA attaches great importance to the validity of the information that we use in the political work. A large part of the issues presented at the political level is thus based on statistical data from the Danish Arts Agency and Statistics Denmark, and DAMUSA makes a clear distinction between data and the conclusions that we take the liberty of presenting on the basis of data. DAMUSA has for instance noted that the number of pupils has fallen by 18,790 from 2006 to 2010, corresponding to a 13.2% decline in the number of children and young people who enrol at a music school.

Figures from the Danish Arts Agency and Statistics Denmark for the last three calendar years (2007-2010) show that the cost rate of learning to play an instrument has increased by 24.1% while the overall consumer price index for the same period has only increased by 7.9 % (however, the education subindex has increased by 15.7%). The number of pupils in each music school activity has gone down in the period 2007-2010 from 121,000 to 108,000, and the waiting list has increased by 4,500 pupils. The total number of pupils/families enrolling at the schools is thus on the decline, as mentioned. It is important to note that the number of 0-25 year-old citizens in Denmark has gone up (by 2.78%) from 2007 to 2010. Consequently, the explanation of the fall in the number of enrolled pupils at the music schools is not that the target group has become smaller.

And a few more facts: The Ministry of Culture confirmed to DAMUSA in 2009 that the government subsidy has fallen by DKK 10m from 1999 to 2009 (2009 price level). Not because of savings at the music schools, but due to the general savings within the area of culture, especially from the 2002 Budget and onwards.

DAMUSA is concerned that the increasing rates may impact the fall in the number of pupils enrolled at the music schools. To investigate this further, DAMUSA has asked that the Ministry of Culture includes the relation between household income and music school attendance in the upcoming "cultural habit survey". But DAMUSA is already now preparing a comprehensive online survey with the working title "Why does your child attend a music school – and why not". The purpose of the survey is to uncover the factors determining whether the children attend Danish music schools or not, for instance the tuition rate, physical distance to the place of teaching and the social element; and questions about household income and ethnic background have also been incorporated. The result of this survey, which is being prepared in cooperation with a legal expert in data protection and marketing legislation, is expected to be ready in the beginning of June 2011 and will include active pupils at selected music schools and their custodians, pupils who have signed out and their custodians, pupils on waiting lists and their custodians and music school teachers and headmasters.

##### **Political and Administrative Contacts**

June 2009, the general secretary met with the minister of culture. At the meeting, there was consensus about the DKK 10m decrease (2009 prices) in the government subsidy to music schools in the decade 1999-2009 due to general savings within the area of culture.

Every year, the general secretary meets with the cultural policy spokespersons from the political parties with regard to the budget negotiations in the Danish parliament. It is no secret that during the economic crisis in 2009 and 2010, these meetings have been somewhat of an exercise in futility, especially in 2010.

The general secretary is frequently in touch with the music school advisor of the Danish Arts Council, Niels Graesholm, and Niels Graesholm participated in the last board meeting in 2001, where both parties took the opportunity to obtain a deeper knowledge of each other's viewpoints and attitudes, in continuation of the board member courses described below. Similarly, the general secretary is frequently in touch with Local Government Denmark (LGD), or to be more precise, the chairman of the LGD committee for children and culture and the LGD chief advisor within culture, Mogens Karbo.

It is very important for DAMUSA that the government reimbursement to the music schools is preserved and that the government involvement – at the economic level as well as to assure the quality – is extended.

##### **International Contacts**

In the past two years, DAMUSA has continued its involvement in the cooperation with Nordic music schools. In 2009 and 2010, DAMUSA has hosted two meetings in the Nordic context, where DAMUSA was represented by the general secretary and the board members Dorthe Graesborg, and Torben Samuelson. The following is important for DAMUSA in the Nordic context:

To find inspiration from artistic/creative schools, which have developed their work further in our neighbouring Nordic countries.

To ensure common Nordic strategies and viewpoints, so we can take a strong stance in the European cooperation.

To develop proposals for cross-border development projects eligible for EU support.

Concerning the latter, it has been a great pleasure for DAMUSA to be the midwife of the cooperation project for music schools centred around the Kattegat and the Skagerak, i.e. music schools in Denmark, Norway and Sweden. The kickoff was in August 2010, and the main objective in the four year period until July 2013 is to draft and finalise three strategic documents about: Diversity, Integration of young people with functional difficulties and Talent support. The project is supported by the EU with EUR 1.8m (DKK 13m).

The interests of DAMUSA in relation to EMU, the European Music School Union, have been looked after by the general secretary. In addition to drawing inspiration for our own work, DAMUSA maintains the Danish and Nordic viewpoints in EMU, and DAMUSA works as a link between Danish music schools and the EMU festivals – in Italy in 2012 with 307 participants.



### **Pedagogical Initiatives**

In January 2010, the general secretary participated in a panel discussion with Sigurd Barret [Danish musician and entertainer], the principal of Rhythmic Music Conservatory, Henrik Sveidahl, and the music school advisor of the Danish Arts Council, Niels Graesholm, concerning the impact of talent shows on the work of the music schools. The hearing was organised by Samrådet af Musikskoler i Nordsjælland [a union of music schools in northern Zealand].

In 2010, DAMUSA arranged nationwide courses for board members. The board member courses were offered at the regional level, but at a very low price for the participants. The purpose of the courses was to enable the individual board members to make an impact in the board work – at the music school – but also at a more general level.

The course covered rules and regulations for music schools, formal cooperation partners, the framework plan, the responsibilities, the rights and the powers of the board. How are the local authorities organised within the area of culture? Dialogue and communication with local politicians and the local administration The board as a sounding board for the management and the teachers, lobbying and profiling. The courses were very well received, and we are working on a new series of courses in September 2011.

A mini guide from DAMUSA to all parents with children at a music school should also be mentioned in this context: "Bliv noget ved musikken sammen med dit barn" [how to support and motivate your child on the journey into music]. The mini guide is published in cooperation with Sigurd Barret, who is music school ambassador. Even though the guide has been available for some years, the music schools are still asking for it for the new parents. At the general assembly in 2009, it was suggested (under "any other business" in the agenda), either to give the mini guide to the members for free, or to give access to it from the DAMUSA website. The board maintained that the mini guide would be reprinted in a solid quality and be available against payment as we want to emphasise its value. On request, the general secretary will be happy to provide a copy via computer links.

### **The Visibility of the Music Schools**

The food chain of music begins with the music schools. It is therefore important that they remain visible and attractive for new generations of children and their parents.

DAMUSA has facilitated the printing of significant articles about music and culture school issues in Berlingske Tidende in October 2009, in Politiken in November 2010 and in Boersen in December 2010.

In DAMUSA, we are pleased that Sigurd Barret, who has initiated the award of "Sigurd's, the DR Symphony Orchestra's and DAMUSA's Music School Prize", which was presented for the first time in 2007.

With the establishment of this prize together with the two music school prizes that are traditionally awarded at the Music School Days at Tivoli [in Copenhagen], DAMUSA is now able to focus the award of the prizes on three areas that are especially important for us to highlight to the general public: The young talent: Sigurd's, the DR Symphony Orchestra's and DAMUSA's Music School Prize, at Danmarks Radio [the Danish Broadcasting Corporation] - The ensemble: DAMUSA's prize to the Music School Orchestra/Ensemble of the Year, at Tivoli - The local authority that made a special effort for a music school: DAMUSA's prize to the Year's Best Local Authority for Music Schools

### **Communication**

The usual communication channels to DAMUSA members and other stakeholders are: the printed news publication DAMUSA NYT, the DAMUSA website and emails. In DAMUSA NYT, the results of surveys initiated by DAMUSA are published, and the publication provides a means of communication to music schools, their boards and their users for ministers, cultural policy spokespersons from the parties in the Danish parliament, Local Government Denmark representatives, the music school advisor of the Danish Arts Council, representatives of other organisations connected to the music school environment and other stakeholders. In 2009, reports were published on the "Co-existence of Music and Other Arts" (in cooperation with the Danish Arts Agency) and "the Funding of Instruments by the Danish Arts Agency and the Consequences of its Abolishment". The DAMUSA website provides a fast means of communication to all members, and they are alerted of the news through e-mailed newsletters.

### **From Music School to Arts School**

Still more local authorities are looking at the possibilities of developing the music school into a creative or an arts school – if they have not already taken this step. As mentioned, this is an area where we can learn from the other Nordic countries. The board of DAMUSA welcomes this trend on the express condition that additional funding is provided in step with the expansion of the activities.

## **ENGLAND, WALES & NORTHERN IRELAND Federation of Music Services**

This year has been a period of almost unprecedented political activity for music education. Following a national general election, ministers who were new in post started examining the arts and, moreover, funding for the arts, and declared that there was too much activity in music education in our country, there were too many organizations involved and that they wanted a more streamlined approach, possibly only one voice of music education. Music services and schools feared the end of national funding and the possible end of the Whole Class Instrumental Teaching programme (*Wider Opportunities*) and for the now well-respected *Sing Up* programme. The programmes have been very successful and have been accompanied by a one-off payment of £40 million over four years to buy the instruments for the children involved. The new Prime Minister authorized Darren Henley, the Chief Executive of the popular commercial radio station *Classic FM* to undertake a complete review of music education in England and report back by Christmas 2010. The Federation of Music Services was able to meet Darren and discuss the strengths and weaknesses of music education; they were also invited to meet the Minister for Culture and with the Minister of State for Schools to present a clear case for continued funding. The Government delayed the announcement of the Review and several music services were near to closure because their local council could not afford to fund them without national funding. On February 7 2011 the Government published the Henley Review and its own response to the Review, and announced that funding would be continued at the same level. This was a moment of great optimism for music education in our country.

However, funding is only for one year and the Henley Review has recommended that the Government write a National Music Plan and that each local area creates a Music Education Hub. This will be a group of key music educators from the formal and non-formal sectors that will be led by the most appropriate music organization in the area (it suggests the music service) The Music Hub will then plan for local delivery with all children and young people both in and out of school. Its first role will be to bid for funding for the activity for the next three years with regard to the National Music Plan. We are therefore undergoing a great transformation in our country of organization relationships and funding strategy.

## **ESTONIA**

### **Eesti Muusikakoolide Liit**

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

#### **I Competitions for students**

##### **1.1. Competitions "The best young instrumentalist 2010" and "The best young instrumentalist 2011"**

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

There were more than 600 students taking part of this event on regional level, 331 in audio level and 185 in final level in 2011 (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.

#### **II Cooperation with other steps of musiceducation.**

The president of EML is the member of the musiceducation workgroup of Estonian Music Council. The reason of that workgroup is to look over the musical education in its entirety (from the first level up to the magister-level); unifying the final exams previous level with enter-tests for the next step of musical education.

#### **III Making preparations for composing the common curricula for musicschools.**

#### **IV Activities for schools practical**

4.1. Collecting statistical data

4.2. Sharing and updating the information on our website

4.3. Organizing general meeting

4.4. Work on unified materials for solfeggio-exam

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

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

4.7. Reissueing studybooks for solfeggio and history of music.

## **FINLAND**

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

#### **Vision 2010**

- ensuring the continuation of the diverse and pluralistic Finnish system of music education
- promoting goal-oriented music education while acknowledging that arts education is a universal right
- strengthening the development of high standard and diverse system of arts education by cooperation between the different forms of arts

#### **Theme year for conducting orchestras and chamber music groups 2009-2010**

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

#### **Theme year for theory and solfage teaching 2010-2011**

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

#### **Curriculum for music technology**

- the objectives
- core contents
- learning environment recommendations

#### **Urku auki! Development project for playing the organ**

- increasing the opportunities for the studies of playing the organ in music schools and promoting the work of cantor as an option in the field of music
- strengthening the cooperation between parishes and music schools

#### **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

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

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

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

#### **Cooperation with private music schools and other fields of the music education**

developing the cooperation between different school forms and the benefits thereof

creating the conditions for lifelong engagement in music, raising the level of music education and promoting a positive image of the Finnish system of music education

## FRANCE

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

In 2010, the main subject concerning music education in France continues to take place in the area of professional training and diplomas.

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.

At the moment, students can prepare this diploma in the following centers:

	Classical & contemporary music	Ancient music	Jazz	Rock & amplified music	Traditional music
Strasbourg	x	x	x	x	
Dijon	x		x	x	
Paris Conservatory	x	x	x		
Paris-Boulogne	x	x			
Aubervilliers	x	x	x		x
Toulouse	x			x	
Lille	x		x		
Poitiers	x				x
Lyon Conservatory	x	x			

Paris and Lyon conservatories also deliver master and doctorate degrees.

As far as music education is concerned, initial course is more and more diversified and individualized. Therefore, many conservatories propose from now on individualized training courses related to each student' plans.

Last, the State, through the Ministry of Culture, focuses insistently on the development of French artistic creation and live performing, areas to which music conservatories are henceforth attached.

## GERMANY

### VdM Verband deutscher Musikschulen e.V.

- 2010 the policy document “Die Musikschule: Leitlinien und Hinweise” (Music schools: Guidelines and references) was published by the municipal key organisations (Deutscher Städtetag, Deutscher Landkreistag, Deutscher Städte- und Gemeindebund) based on an intensive dialogue with the VdM.
- General Assembly and main conference of the VdM in Schwerin, May 7-8, with approx. 300 participants (topic: communication and change management)
- The three-year VdM project “Musical education from the beginning” with conceptions for early childhood music education (for babies, parent-child groups, nurseries, kindergarten and primary school) was finished with the publication of a curriculum for the elementary level / foundational level.
- The 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 revision of the curriculum for flute, chamber music and guitar has been proceeded.
- The Quality Management for Music Schools (QsM) is implemented in further schools. Music schools in Mecklenburg-Western-Pomerania are able to be awarded state recognition, working with QsM as a precondition.
- As every year VdM was represented on the Frankfurt Music Fair.
- The “Deutsche Streicherphilharmonie” (DSP) – the German national youth string orchestra for 70 music school talents – has given many important concerts in Germany’s big concert halls. In summer 2010 the orchestra toured to Montenegro.
- The announcement for the next media prize of the VdM “LEOPOLD” in 2011 has been sent out.
- May 13-16 the European Capital of Culture Essen was the host of EMU’s 35<sup>th</sup> General Assembly and conference “Music Education in Europe – Music for all”. The meeting was organized as a close cooperation between EMU and VdM.

In 2010 919 member schools at more than 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**

The year 2010 brought a lot of changes in the life of Hungarian schools and these changes continue in 2011. The happenings of 2010 and the work done for music education by the Association were largely restricted by the parliamentary elections in spring and the local ones in autumn. There were a lot of personal changes, which required more energy in maintaining relationships and in lobby activities. Due to structural and personal changes the aims of the government, the professional competencies and the entitlements to act could not be seen clearly for a long time. The General Assembly of our Association elected Csaba Ember again – until 2015 – as President of the Association of Hungarian Music and Arts Schools.

The economic crisis goes on influencing the financial resources for music education, which affects courses of music schools as well as arts schools. In the new structure Hungary has 7 ministries altogether. Education is managed by the Secretary of State.

#### Ministry of National Resources

The Ministry of National Resources is responsible for the functioning of the national healthcare and welfare system in Hungary, the development of school education from nursery to university, the protection of our cultural heritage, promotion of the interests of children and the young, and the realisation of government aims related to sport in Hungary.

#### State Secretariat for Education

The State Secretariat for Education guarantees provision of nursery-level, school and college education, and promotes academic and pedagogical freedom for students and teachers. In the area of higher education it supports the continuation and expansion of national and world culture and science, and the preservation of our heritage assets

Maintainers – which in case of the Association are mostly local governments – got in a worse and worse situation, and gave a lot of institutions to the county or the church in hope of higher public subsidies. It is clear that local governments try to get rid of the task of financing arts – mainly music – education. However, there are big differences in the country. All in all, the number of children learning music has not decreased. It is clear that the normative public subsidies cover only a little part of the real costs.

A reformation of all aspects of social life began after the elections. A new act for public education is being prepared. The elementary arts schools and music schools are mentioned in the draft. They are planning the direct financing of the teacher salaries by the state, which can be good for music schools.

A model for teacher's career is also being prepared.

The qualification of arts schools began five years ago. The present qualification of each school is still valid for one year. According to the drafts qualifications will be introduced in whole public education, so the present qualification will be ended.

Unfortunately more and more schools are still joined, which has professionally bad consequences. In several towns all cultural and educational establishments belong to one institution now, which makes things easier for the maintainer (local government) but makes professional independence impossible. The economic "profit" is only short-term while the separation of professional management and the necessary financial resources causes visible damage.

For the last two years one of our most important professional work has been the participation in preparing the central requirements and curriculum which has not been changed since 1998. In summer 2009 the ministry decided on the standardization of the requirements and curriculum of elementary arts education. In 2010 this needed two more adaptations which were published in January 2011.

The education of associated arts in schools in Hungary began 30 years ago, which caused paradox situations in spite of its undoubted results. The greatness and importance of the idea was shown at the conference in Nádasy Kálmán Arts School, where our Association celebrated the 20<sup>th</sup> anniversary of its foundation. The Association of Hungarian Music Schools took on the representation of associated arts in 1998 and has been doing it since then.

Within our activities the situation of schools specialized in music has been deteriorated dramatically. The number of these schools – I AM SPEAKING ABOUT THE SO-CALLED KODÁLY SCHOOLS – has decreased from 250 around in 1990 to around 25 today.

We can be happy that arts education has an emphasized position in governmental communication and we go on making an effort to have a clear and accepted position in the system of Hungarian public education.

In the frame of the National Talent Program several Talent Points have been founded throughout the country, which are mostly arts schools. These institutions have a big role and responsibility in the educational position of the region, county or town.

Talent Points have diverse relations with the local institutions from nursery schools to secondary schools. They also co-ordinate and help other institutions to realize and develop talents.

Hungarian music life has made several steps to support music schools, one of those is the campaign called "Kodály's country", which attracts the attention to the result of music education compared to Kodály's one-hundred-year plans.

Another important event was the offer of Iván Fisher and the Budapest Festival Orchestra, which is a competition for music school pupils the winners of which can perform with the Budapest Festival Orchestra. It has the attention of the media making opportunities for music school children, showing that Hungarian music schools have achieved their international fame as a co-operating network.

After the first round in May and the second one in October seven young musicians were given the opportunity to perform with the Orchestra and Ivan Fisher in the Gala on November 29<sup>th</sup>. The Gala Concert was transmitted by the Hungarian Television in prime time for seven evenings in January.

One of our important aims is providing information. The website of our association - [www.mzmsz.hu](http://www.mzmsz.hu) – helps its partner organizations with up-to-date information.

An important layer of our work is the contract with the Local Government of Budapest, where we give professional service on teaching to the arts schools of the capital (professional consultancy, evaluation, organization of competitions, talent development, postgraduate courses for teachers...) At the moment there is no regular professional control in Hungary. It was abolished in 1985 and it is planned to be introduced again now.

The Association of Hungarian Music and Arts Schools as a professional organization of arts-educational institutions has many different relations with educational and cultural institutions, organizations. We are a professional organization registered with the Ministry of National Resources, so we can comment on drafts, our recommendations gain a hearing. The co-operation with primary, secondary and higher education was intensified in the area of music last year.

EMU dominates in our international relations, since our vice-president is member of the European Presidency as well. Through EMU we are connected to the arts-educational organization of 29 European countries. Katalin Ásztai did not only represent Hungarian arts education successfully in the European association but she also did important work for EMU as an active member.



## ICELAND

### **Association: Professional Council of Music Schools**

A TV programme was made of the National Music School festival – “The NOTE” a national Music School festival was held for the second time. The aim of the festival is to promote the work of the music schools, to stimulate cooperation among music teachers and headmasters, and between music schools, and to encourage young musicians. 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. On both the regional and the national festival definite number of participants got premium for excellent performance. A TV programme has been made about the festival with recordings from winners on the national festival and interviews with students, teacher, headmasters e.g.

Establishment of laboratory in music academics – In February 2011 a conference was held about music research in Iceland which the Association participated in with presentation of its research on the operation of the music school system in Iceland. At the conference a laboratory in music academics was established at the University of Iceland, the Association was one of the founder parties and has a representative in a consulting counsel for the laboratory.

Translations – The findings of Anne Bamford research on the Arts and Cultural Education in Iceland has been translated into Icelandic and published. The „Seoul Agenda: Goals for the Development of Arts Education“ from the second UNESCO World Conference on Arts Education hosted in Korea in May 2010 has been translated into Icelandic.

The Conference “Music and the Life” – In the occasion of the epoch-making event, the opening of “Harpa – Reykjavík concert hall and conference centre” (the first real concert hall in Iceland), the association had the initiative of organizing a conference in the hall under the title “Music and the life”. Beside a keynote speech under the conference title the focus was set on the theme “What is the role of music in changing education for the 21. age?”. The conference was recorded of the state radio station and has been broadcasted.

Working for Master’s degree in instrumental and singing teaching – Working group, nominated by the principal of the Iceland Academy of the Arts, presented proposal for a Master’s degree in instrumental and singing teaching at the academy on the associations’ six regional assemblies last autumn. Ahead is further discussion about the content of the degree and a work getting financial support from the state for running the programme.

Changes in financial support to Music schools – In the spring 2010 the Association undertook a survey of the financial support from the municipalities to the music schools to monitor the financial situation of the Music schools in relation to the financial crisis. The survey revealed that the situation is very different between municipalities. The budget has been cut down for about 20% in Reykjavík (30% of all student) from 2008 to 2010 while it’s on average about 9% cut down in schools outside Reykjavík (70% of all students) from 2008 to 2010.

Protest demonstration against financial cut to music schools – On a demonstration in Reykjavík the first of February 2011 the financial cut to music schools was protested. About 1200 people came to the meeting which was held outside the City hall of Reykjavík and afterwards the people attended a meeting of the city council where the financial cut was to be discussed. The chairman of the Association was a moderator of the meeting and held a speech beside a representative of students in music schools. The meeting was followed up with a letter to the state and all municipalities in Iceland.

Agreement about the state taking part financing music education – The meeting had a big influence. It made a push on the work on new comprehensive legislation for the music schools in Iceland, which will be discussed in the parliament next autumn, and the negotiation between the state and municipalities about getting the state taking part in the financial support of music schools. An agreement has now been made about the state taking part in financing music education on advanced level from next autumn.

**IRELAND****Irish Association of Music Schools IAMS**

The National Association of Music Schools in Ireland (formerly Irish Association of Music Schools) represents music schools in Ireland comprising of qualified teachers. Unfortunately the economic collapse has greatly accelerated the growth in individuals posing as schools, academies or institutes who are neither subject qualified or qualified to teach. This has had a detrimental effect upon our members who are unable to compete because of such overheads as insurance and local authority taxes. 2011 and beyond will be a challenging time for professional teachers. However, members continue to achieve high standards in their work not least through the various international examination boards and we are grateful to be part of a wider European family in EMU.

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

This is a brief report of major initiatives in Italy in 2010:

- The institution, for the first time in Italy, of the Secondary School Music Lyceum - although still small in number -and the gradual transformation of the Conservatories as a same level of the University institutions, has started a process that sees music schools called upon to fulfill a vital role in the capillary system of musical education in Italy. This applies particularly in the age group 13 to 18 years which is the least covered by public institutions.
- In November 2010 AIdSM organized a meeting in Livorno to discuss a memorandum of understanding with the local Conservatory of Music "P. Mascagni" in order to discuss the possibility to share common programmes in the basic musical education between music schools and conservatories. Over sixty teachers of music schools and conservatories participated to the initiative.
- AIdSM has organized in 2010 many successful seminars for training of the teachers on different matters: music ensembles for youngsters, multimedia interactive whiteboards for teaching music, master class on the artistic voice.
- The cultural sector in general has been hit by the economic crisis and has undergone drastic and dramatic cuts that have been focused on the Opera Theatres. The music schools have suffered a decline of subsidies derived from the local authorities and there is still a difficulty to have public recognition of the role of music schools as a educational agency for the promotion of music.
- Music therapy is increasingly a common practice both in the training of music therapists at both services. In this sense there is an intense and fruitful collaboration between schools of music, educational institutions and organizations for the protection of mental health. Music therapy has been particularly popular as a therapeutic support for all forms of dyslexia, for schizophrenia, autism, support for the PD patients and for small and severe psychomotor and cognitive difficulties.
- Continue the gradual spread of jazz. The music schools have opened up sections and have grasped the rich potential of the educational traditions of jazz.

## **LATVIA**

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

The main goal of Association of Latvian Musical Educational Establishments in 2010 as well as in 2009 was to protect and maintain the system of musical education and keep the quality of musical education.

To reach this goal the association decided to involve numerous musical professional associations and non-governmental organizations such as Association of Latvian Music School Students' Parents, Association of Latvian Piano Teachers, Latvian Brass Association, Latvian Song Festival Society, Latvian Choir Conductors Association and others. At the same time our association joined National Music Council of Latvia.

In 2010 we were able to get approximately 60-65% of all the necessary funding for teachers' salaries from the state (school management and support staff are financed by local authorities). If compared with previous years, of course, it was not enough, but it let schools continue their work.

Resisting the politics of the Ministry of Culture to introduce a new curriculum with narrower range to music schools in order to fit the reduced funding, our association did serious methodological work and worked out an alternative curriculum which was submitted to the Ministry of Culture. The alternative curriculum aimed at reducing the number of lessons but keeping the same high quality of musical education.

Unfortunately, at the end of summer The Ministry of Culture made schools work according to its new curriculums in order to legally justify the distribution of reduced funding among schools. They were rapidly introduced and turned out to be incomplete and unclear. Therefore many schools, thanks to local authorities' support, managed to continue teaching children according to their previous programs.

In autumn new Parliament of Latvia was elected and the government was changed as well as the minister of culture. Our association tries to take advantage of this situation and cooperate with the new minister, but due to officials' unwillingness this work is very hard. Anyway we still continue to explain the importance and necessity of musical education (and funding) to the ministry, the Parliament and the society.

The funding in 2011 is the same as in 2010. Keeping in mind the economical situation in Latvia this news is more positive rather than negative. Therefore our aims and objectives will stay the same.

If compared with the previous year our financial situation has improved. Therefore we have decided to have two big activities in 2011. First, we have decided to renew the tradition to visit a country in Europe in order to get acquainted with the experience of music schools in this country. In 2011 we plan to go to Finland. Second, we plan to organize a competition – festival for string ensembles and string orchestras. The participation for association schools will be for free but other schools will have to pay participation fee.

To raise the prestige of music teachers in Latvia, the association has decided to ask the organizers of The Latvian Grand Music Awards to introduce a new nomination – Latvian most prominent music teacher. The association will also ask the Cabinet of Ministers to establish an award for outstanding achievements in music (we have a similar award for sportsmen).

## **LUXEMBURG**

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

10<sup>th</sup> Mars 2010

Participation on the International Music School Seminar (Benelux, NRW, Saar) in Waremme (B)

22<sup>th</sup> Mars 2010

General assembly (AEM) in Echternach

9<sup>th</sup> June 2010

Seminar "Professional continuing education" AEM – VdM Saar in Sulzbach (D)

18<sup>th</sup> June 2010

Participation on the International Music School Seminar (Benelux, NRW, Saar) in Waremme (B)

5<sup>th</sup> July 2010

Students on Stage in Luxembourg (L)

8<sup>th</sup> October 2010

Presidium EMU in Echternach (L)

2<sup>nd</sup> November 2010

Professional continuing education "Vocal training"

Mrs. Yva Barthélémy

## THE NETHERLANDS

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

#### Highlights 2010

For Kunstconnectie, the year 2010 was the year of financial cuts. The in 2009 announced cut-backs in funding for amateur art schools / music schools due to the economic crisis and a new political constellation in the Netherlands demanded much of our attention. Municipalities everywhere announced cut-backs ranging from 2 to 100%!

To find jointly a solution to the austerity policy Kunstconnectie organized together with some important other organisations in the field of art and culture in December 2010 a special national conference aimed at local and provincial governments and management of all organizations involved in art and culture.

Kunstconnectie supported in November 2010 a nation-wide campaign *Nederland schreeuwt om Cultuur* (Netherlands cries for Culture) in the form of a nationwide flashmob with music, dancing and other creative expressions.

Since 2009 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 5 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, which resulted in a new strategic plan for the future with a regular term of five years into a rolling plan with a short duration, from 2010 to 2013, which can be updated annually. 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 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 2010:

- \* Extension of the collective employment agreement (CAO) for art education to 1 August 2011.
- \* Advising on and promoting quality assurance and certification.
- \* Launching of a new benchmark system KAnS in September 2010. 62 Members have attended since September, which means that interesting comparisons can be made.
- \* Kunstconnectie argued on behalf of training funds in the sector a number of projects under the name *Sterk in je Werk* (Strong in your Work): enhancing employability staff in the arts: projects for giving an impetus to education and development of personnel and training policies so that employees broader employability.
- \* Establishing of a new foundation for collective promoting practices of art.
- \* Publication '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.
- \* Representing in *MKB Nederland* (an association for small and medium enterprises) and the *Federatie Werkgeversverenigingen Cultuur*, which provides information about many essential employer employment and entrepreneurship, but also provides a valuable channel for lobbying and influencing.
- \* Building relations with important organisations in the policy environment of art education: the national cultural participation fund (*Fonds Cultuurparticipatie*) and the national youth culture fund (*Nationaal Jeugd cultuurfonds*, 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*.
- \* Kunstconnectie participates in the *European Music School Union (EMU)* and in the EMU working group 'Artsconnection'. Kunstconnectie staff-member Gerrie Koops is secretary general of the EMU. Marion van der Hoeven (director *Muziekschool Amsterdam*), is member of the EMU board.
- \* Kunstconnectie participates in Arts4All, a network for art schools all over Europe and is member of Culture Action Europe and Amateo (a European organisation for amateur art).

## NORWAY

### Norsk Kulturskoleråd

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

For schools of music and performing arts in Norway, the year 2010 very much was influenced by the work of a National committee, the "Kulturskole"-committee. This group of most competent persons was asked to make a report of the situation and suggest measures to be taken to continue the development of these schools. The report was delivered to the Minister of Education by September 7<sup>th</sup>, later send to all the municipalities, to organizations and institutions on a broad hearing about the suggestions forwarded. Deadline for the hearing was March 1<sup>th</sup>, and the summary by the Ministry is not yet (By April 1<sup>th</sup>) done. However, most of the statements shown on the web pages of the Ministry seem to support the suggested model for state grants to all municipalities based on some ideal criteria, also a limit for school fee for pupils of municipal schools of music and performing arts. The proposed regulations related to the existing law paragraph also are heavily supported.

The work of this committee is based on the Government's own "Cultural Leap" (in Norwegian meaning both "lifting" and "a promise"). A part of this is related to strengthening schools of music and performing arts saying: *"The Government wants a "kulturskole Leap" to be carried through, so all children wanting to, will have access to good quality education in the schools of music and performing arts to a reasonable price. This is to be secured by state support and a solid financial situation in the municipalities".*

In the autumn 2010, a guide describing best practices based on the four demonstration schools of music and performing arts was distributed to all municipalities. These schools were selected by national juries appointed by the Directorate of Primary and Secondary Education and Training. This guide in particular focuses on supporting local initiatives so that schools of music and performing arts in Norway can be further developed as resource centers for kindergarten, primary and secondary education and training in the communities. The booklet with foreword by the Minister of Education was printed and distributed due to support from the Norwegian Centre for Art and Culture in Education. To follow up the county consultant employed in Norsk kulturskoleråd have visited most of the top managements of municipalities in their regions. So far this has happened in more than 300 of odd 400 municipalities.

In October 2010 the National meeting of Norsk kulturskoleråd re-elected Aase Sætran as chairman of the organization, and presented the newly employed director, Inger-Anne Westby. At that time she still was section leader of the teacher's department at the Norwegian Academy of Music in Oslo. By January 3<sup>rd</sup> she succeeded Oddvin Vattestad, just then a pensioner.

Norsk kulturskoleråd, the representative for all its 414 member municipalities, is a major distributor of network development programs, teachers' training courses and national and regional conferences for teachers, leaders/headmasters and politicians in Norway. The association in has a unique cooperation agreement with the Norwegian Academy of Music in Oslo. Consequently conferences and meetings for teachers and leaders are taking place at the marvelous locations of the Academy; also an annual competition for young classical musicians. Recently a national network for researchers within the fields of schools of music and performing arts has been established in cooperation with Norsk kulturskoleråd, the Academy taking responsibility for secretary functions and the coordination of institutions involved.

An extensive peace and culture program "Umoja – The Flying Cultural Carpet" is lead by the former director of Norsk kulturskoleråd, and member of EMU Presidium, Wilhelm Dahl. Students from Norwegian schools of music and performing arts and Norwegian Academy of Music are involved together with youngsters from similar institutions in six African countries. This program is heavily supported by the Norwegian Foreign Ministry. Last year, schools of music and performing arts in the southern part of the country were partaking in an EU regional program – KRUt, a result of the close cooperation between the EMU member associations in Sweden, Denmark and Norway.

The Nordic Group of EMU members (NMKU) continue their twice a year meetings, informing each other about important political issues, relevant projects and put common challenges on the agenda. Norsk kulturskoleråd finds these meetings most useful, and like our Nordic colleagues give high priority in participating. As a representative from these members, Hary Rishaug has been participating in the EMU working group "Arts Connection" with Mechthild Eickhoff from Art4all/bjke Germany, Timo Klemettinen from the Presidium/Finland, and Jos van Bussel from Kunstconnectie, The Netherlands.

Both in 2010 and this year the Ministry of Education has offered extra 40 mill NOK (€ 5 mill) to projects for schools of music and performing arts and primary and secondary schools development, , to the cooperation between music and art schools and local bands, but also cultural activities for children more in general. A separate grant was given to the work of a national committee regarding the programs for talented children in music. This committee has two goals, one to improve the cooperation between existing talent programs in schools of music and performing arts (Saturday schools), the Norwegian Academy of Music and the reputed Barrat Due Musikkstitutt. The other goal is to evaluate and suggest changes in plans for this education, if needed. To compare with similar studies in neighbor countries, the committee will visit colleagues in Finland and Denmark to learn from their experiences.

These days, the London-based Australian researcher Anne Bamford is making a similar survey of arts education as done in Iceland two years ago and in Denmark somewhat earlier. Most likely the survey will be published in a couple of months, the first results already presented at a national conference arranged by the Norwegian Centre for Arts and Culture in Education in Bodø March 29. – 30.

The national board of Norsk kulturskoleråd two weeks ago made a proclamation to the Government and the Parliament requesting state grants to all municipalities for the development of their schools of music and performing arts. The board claims 80 mill NOK (€ 10 mill) will be a needed first step next year to reduce too high level of school fee in a number of schools, alternatively to reduce waiting lists, increase art subjects offered etc. By the 1<sup>th</sup> of August Norsk kulturskoleråd will employ two new leaders in the top management, together with the managing director making the leader team of the organization. The "Organization Manager" mainly will be responsible of internal affairs, cooperation with Norsk kulturskoleråd's county branches and with national institutions and organizations in the field of arts education and culture politics. The "Arts development Manager" will be leading the staff of music and art specialists at national and regional level, and will be responsible for the cooperation with professionals on all relevant art fields. Main focus for this manager will be the development of competence by all employee in schools of music and performing arts in Norway.



**POLAND**  
**Zespół Państwowych Szkół Muzycznych**  
**The Polish Association of Music Schools**

**25.08.2010 PAMS Board meeting in Rzeszow.**

On agenda:

1. Distributing information to members about the General Assembly of EMU in Essen on 13-16.05.2010
2. 2010 Membership fees
3. Accepting by the EMU the proposal to organize GA along with Conference in Krasieczyn/Poland in 2011 and discussion on that subject matter.

**19.03.2011 PAMS Board meeting in Lubaczow.**

On agenda:

1. Distributing information to members and the representatives of The Ministry of Culture on the planned visit of PAMS representatives in the Conference in Tallin 23-25.05.2011.
2. Discussion on the XI European Music Festival in Italy 17-19.05.2012, students and orchestra application, costs and all the related matters.

Starting cooperation with Music Schools in Radom and Opole and presenting them information about The Festival

## SERBIA

### Association of Music and Ballet Schools of Serbia

The beginning of the calendar year was marked by the increased activities related to the amending of **the Statute of the Association of Music and Ballet Schools of Serbia** (abbreviated: **ZMBŠS**), following the Decision of the Assembly. The Statute was adopted at the extraordinary Assembly Meeting held in May, when the new Presidium members were appointed. The new Statute stipulates that the regions may have more representatives in the Presidency (11).

In April and May, the National Competition and the Festival of Music Schools were held in Serbia. The evaluation of the competition results has confirmed the attitude of the Presidium that the presence of the international jury was an acceptable solution for the vast majority of the Association's members.

In the end of the year 2010, the members of the Association were involved in the making of the draft of the **Music and Ballet Secondary School Curriculum** via their representatives in the Commission of the Agency for the Promotion of Education and Upbringing. By November, the schools had submitted their proposals that were discussed at the Assembly and in the Agency. The Commission accepted most of the proposals.

The Association was also informed about the creation of the following documents: „Development and Quality Promotion Outlines for Pre-school, Elementary School, General and Artistic Secondary School Education and Upbringing for the Period 2010-2020“ and „Indicators for Monitoring the Education Situation“, for which the proposals have been submitted for making amendments and corrections.

The Association continued its co-operation with the European associations. The co-ordinator for the relations with EMU participated at the EMU General Assembly and Conference 2010 held in May in Essen, Germany. Several music school directors attended the Directors Seminar organised by EMU in October 2010 in Sindelfingen, Germany.

Ten participants from Serbia took part in the work of **CEI-Youthorchestra** in Italy twice, in July and October. During the final days of the camp our orchestra members played at more than a dozen concerts. All participants from Serbia had been granted scholarships for their stay in this orchestra's camp.

The organisers of the chamber music festival „**Musica Mundi**“ in Waterloo, Belgium, were welcomed as guests in Serbia in May. Following this visit, when they successfully passed the audition, four of our students were granted scholarships to attend the „Musica Mundi“ camp.

Co-operation with the **associations from the former Yugoslavia** also continued. During their meeting in Dubrovnik, the attendants discussed the modes of co-operation. Exchange of jury members at competitions has already become a regular practice in almost all former YU republics.

At the Association's website all necessary documents the schools should create may be found. This way the Association facilitates the work of the schools, in particular following the passing of the relevant law, when the schools had to harmonise their respectful documents with it.

With the organisation of several accredited seminars the Association tried to make it easier for the schools and the teachers to get more hours of necessary training courses. However, probably due to the overall bad economic situation, it seemed that the schools were not interested in such form of support.

In 2010, two ordinary and one extraordinary Assembly Meetings, ten Presidium Meetings and one Directors Meeting were held.

## SLOVAKIA

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

On 25<sup>th</sup> and 26<sup>th</sup> March 2010, the assembly of AEAS SR took place in Žilina, where new board was elected for the coming 4-year term. The main topic of discussion was the area of continuous education and credit system introduced by the law no. 317/2009.

After the parliamentary elections in June 2010 the representatives of the Ministry of Education were exchanged. Mrs. Anna Gondášová, the president of AEAS SR, has immediately contacted the new Minister Eugen Jurzyca and has also met with the Secretary of State Jaroslav Ivančo. The Ministry of Education is currently preparing major changes in the educational legislation. New expert working groups were established and the AEAS has nominated its representatives into them.

In the year 2011, the Ministry of Education rejected to refund the membership fee of the AEAS SR in EMU due to economical reasons.

Newly elected board of the Association has gathered twice in 2010. The second meeting of the board, with the participation of the Secretary of State has been held on 16<sup>th</sup> and 17<sup>th</sup> December 2010 in Skalica. The Secretary of State was informed about our proposals and he promised to do his best to solve them.

The board of Association commented the document of the Ministry of Education about the support of the competitions for the pupils of the Elementary Arts Schools. We have especially supported the competitions covered by EMCY Slovakia.

The members of the AEAS board organized meetings of AEAS members in individual regions. The Association has already become well known in Slovakia, which is also reflected in the rising number of its members.

#### **International co-operation of AEAS SR „Emu Slovakia“ in the year 2010 and expected opportunities in the future**

In the year 2010 the representatives of AEAS SR participated in 2 international meetings –General Assembly of EMU and seminar for the directors of music schools.

General Assembly EMU (13<sup>th</sup> – 16<sup>th</sup> May 2010 Essen) – AEAS SR was represented by its secretary Mária Slaninová.

Seminar for the directors of music schools „European Leadership training“ (21<sup>st</sup> – 24<sup>th</sup> October 2010, Sindelfingen) – Slovakia was represented by Alexandra Pažická and Miroslava Paulová from Bratislava.

President of the Slovak section of ISCM (International Society for Contemporary Music) Mr. Ivan Šiller presented a very interesting project on the meeting of the EMCY Slovakia board with the representatives of AEAS SR: Festival ISCM 2013. The Festival ISCM will be a part of the European Capital of Culture – Košice 2013. Mr. Šiller plans to involve the pupils from the Elementary Arts Schools into the project as the youngest generation of musicians. The Festival will be attended by representatives of 60 countries from all continents. Therefore 60 member schools will be selected to become „partners“ of one of these countries. Every participating school will prepare a concert from the compositions of contemporary authors of the particular country and it will meet with that country's representative. It will surely be something extraordinary, interesting and inspirational.

Association purchased a copy of the EMU publication „Music Schools in Europe“ for all its member schools.

On our last assembly in March 2011 we have informed the member schools about the preparations of the XI. European Youth Music Festival „Allegromosso“. Currently we collect the preliminary registrations. There is a great interest in the participation at the festival, just like it used to be in the past.

## SLOVENIA

### Zveza Slovenskih Glasbenih Sol

SMSA had many wonderful accomplishments in 2010. 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:

- Price winner's concerts of the 39. National competition in Ljubljana and Maribor
- Concert Music Schools Province Gorenjska and Slovene Music Schools in Italy
- Festival Strings and Brass Orchestra
- Prize award for composer Mojmir Sepe
- 60 years Music School Tržič
- 60 years Music School Gornja Radgona
- 60 years Music School Domžale
- 60 years Music School Slovenske Konjice

.SMSA represented the Music schools to the public in all the media, at events, and other promotions. Journalist press conference together with the Minister of schools and sports for Slovenia

#### COOPERATION & PARTNERSHIP

. SMSA worked closely with many groups in 2010. 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.
- . Zavod Republike Slovenije za Šolstvo (ZRSŠ) - Institution for improvement of professional, technical, and educational systems in Slovenia assisted SMSA in our quest for improvements. We asked for their analysis of several aspects of our teaching and music school systems with fine results.
- . Cooperation with the Slovenian National commission for the competition (TEMSIG) – the National commission for the competition is now a part of SMSA. SMSA organized meeting and discussion about the 39th National competition. Some proposals were accepted. We also organized the 13th Regional competition, the 39th National competition in conjunction with the National Commission of Competition.
- . Teachers Trade Union - Slovenian Music Schools Association no longer have a representative in the Presidium of the Teachers Trade Union. Individual music teachers can still participate in this group. We worked with the union on various issues regarding music teacher standards including discussion about the payment of directors
- . The new director Trade Union SINDIR was founded.
- . SMSA cooperated with Slovenian Union of Headmaster of Primary schools and the Music schools. Two delegates attended meetings, represented our interests to, and resolved any issues with this union.
- . European Music School Union (EMU) - SMSA participated in the 35th General Assembly in Essen. We also successfully presented several ideas at the EMU manager meeting in Sindelfingen.
- . SMSA organized together with the Music School Fran Korun Koželjski Velenje the Presidium meeting of EMU in Slovenia.
- . String Orchestra & Brass Orchestra Festival - SMSA organized, promoted, and conducted a 2 day festivals for the presentation of the various skilled orchestras throughout Slovenia. The festivals were well attended.
- . Autumn meeting of the Slovenian Music schools in Murska Sobota - 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.
- . In 2010 SMSA also organized 12 meetings of the Presidium and four general meetings as well.

## SPAIN

### UEMyD Unión de Escuelas de Música y Danza

#### Goals and trends

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

**Our short term goal of strengthening our structure** has been accomplished by getting new regional music school associations to join UEMyD and by promoting the creation of new ones in regions where they didn't exist. After last year's effort to become a bigger and more solid network, UEMyD has reached a nationwide network status and consequently has gained a better insight of the current Spanish recess and overall situation. Against the general trend of Spanish governmental bodies of cutting budgets in the education and culture sector, **UEMyD promotes the idea of networking**: sharing information, projects and know-how, being more aware of our situation and own potential and educating our leaders to become better achievers.

#### What did we do in 2010-2011?

UEMyD, along with FEMP (Spanish federation of provinces and municipalities) spent most of its resources in **creating, publishing and distributing the "Guía de las escuelas municipales de música", a guide addressed to city councils** or any other public institutions starting a public owned music school. This guide has been printed, largely distributed and can be freely downloaded:

<http://www.femp.es/files/566-1000-archivo/GuiaEscuelasMunicipalesDeMusicaFEMP.pdf>

UEMyD also hosted the Presidium meeting 2011, that took place in San Sebastian, and seized that opportunity to present **San Sebastian as a candidate for the 2016 Music and Youth International festival**.

#### Where do we stand?

As a result of this structure enlarging process, **UEMyD has now 3 new regions** as members: Madrid, Castilla-La Mancha and Navarra. The board has been renewed: ACEM (Catalonian Association of Music Schools) has been elected president and ASEMNA (Asociación de Escuelas de Música de Navarra) vice-president.

As a result of its representative task in the Spanish music education field, **UEMyD has joined forces with the Spanish Ministry of Education and with FEMP** (Spanish federation of provinces and municipalities) to carry out several actions in 2011.

#### What lies ahead (2011-2012)?

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

1. *Research area*:
  - statistical research of music and education sector in Spain
  - congress about artistic education in municipalities
2. *Education area*: one leadership course for UEMyD regional music associations and another for music schools.
3. *Participation area*: partnering with the 2016 Music and Youth festival, in case it is elected.
4. *Information area*: further development of the [www.uemyd.es](http://www.uemyd.es) website.

## SWEDEN

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

#### Mission

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

#### Long-term strategies for SMoK

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

#### Priority development areas

- 1 Quality.
- 2 Children and young people with disabilities.
- 3 Teaching methods in the Music- and Arts School subject courses.
- 4 Collaboration with the youth school on aesthetic learning processes.
- 5 Quality has been a development project by "Q3" third year.
- 6 "PASCAL" continued to pursue the persons with disabilities.
- 7 Two working groups from the Board has worked on methodological issues and interaction with children and youth school.

#### Development projects

##### **QUALITY – "Q3"**

Average 55 000 € was granted by The Swedish National Board for Youth Affairs for 2010.

To complete the development work done by projects Q and Q2 we started Q3.

The Swedish National Board for Youth Affairs has been instructed to strengthen the quality of cultural and leisure activities for young people.

Quality work is in this context, for example, include how to monitor and analyze goals. Another important aspect is to implement systematic work with quality development in the management work carried out in operations.

The project was offered to all members via regional meetings.

Four regional workshops were held in the Quality Improvement in the Music- and Arts School, focused on the Q-manual with over 100 participants. A record of all work done during the workshops has been compiled.

##### **THE FUTURE OF MUSIC- AND ARTS SCHOOLS**

Announcements by the European Social Fund.

Funds are granted to Karlskoga Municipality in order to, in conjunction with SMoK, work on skills development in a region - East Central Sweden

Competence of staff in Music- and Arts Schools in several regions.

European Social Fund has announced the possibility of grant applications in the whole country, divided into eight regions.

Currently contains about 700 teachers in East Central Sweden.

##### **"KRUT" - AN EU PROJECT IN Kattegatt / Skagerrak**

Competence and method development in the interaction between Music- and Arts Schools in Denmark, Sweden and Norway.

SMoK, along with sister organizations in Denmark and Norway applied for funding under Interreg IVA -

KASK-region. The project has been granted almost 1 600 000 € over three years starting on 1 August 2010.

Organization of project manager, accountant and public relations officer has been hired.

25 municipalities are expected to participate, 11 Swedish Music- and Arts Schools in 7 municipalities.

**PASCAL**

In 2010, the project ends after four year of operation.

- The project has been completed and reported to The Swedish Inheritance Fund. A report is available for download on SMoK website. A debate book about the project, even with external writers, is now published.

## Some Statistics

At the end of the nineteen eighties there was a development of the Swedish local Music School also to include other forms of artistic activities. The development from a local Music School to a school of modern arts went on during the nineties and still continues. Of the total of 278 schools, 153 are developed to schools of modern arts that consist of at least three branches of arts.

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

The Swedish local Music- and Arts School is briefly an activity for all, on all instruments and singing at a reasonable price. Out of the population of nine million people the local Music- and Arts Schools have 348 000 pupils.

The fees are in average 1300 SEK (145 €) per year and consists individual lessons as well as group lessons and ensembles and choirs.

The local communities invest all together 1660 million SEK (184 million €) per year and the schools themselves get 342 million SEK (38 million €) via fees. The receipts will thus be 2002 million SEK (222 million €).

**COMPARISON MUSIC- AND ARTS SCHOOLS IN SWEDEN 2010**

<b>Number of music schools</b>	<b>125</b>
<b>Number of arts schools</b>	<b>153</b>
<b>Municipalities that lack music or arts schools</b>	<b>12</b>
<b>Number of pupils</b>	<b>189 000</b>
<b>Number of pupils 'other'</b>	<b>159 000</b>
<b>Total number of students</b>	<b>348 000</b>
<b>Municipal grants, million €</b>	<b>184</b>
<b>Other revenues, million €</b>	<b>38</b>
<b>Total budget million €</b>	<b>222</b>
<b>Municipal grants, 2010 values, million €</b>	<b>184</b>
<b>Other revenues, 2010 values, million €</b>	<b>38</b>
<b>The budget total, 2010 values, million €</b>	<b>222</b>
<b>Local authority funding per capita, €</b>	<b>20</b>
<b>Tuition fee/year, €</b>	<b>145</b>
<b>Tuition fee/year, 2010 values, €</b>	<b>145</b>

## SWITZERLAND / LIECHTENSTEIN

### Verband Musikschulen Schweiz

### Liechtensteinische Musikschule

#### 1. General Information

This National Report also covers the Liechtenstein Music School in Liechtenstein, which is a member of the Association of Swiss Music Schools (ASMS) and instructs approximately 2,500 students.

The Association of Swiss Music Schools serves as the umbrella organisation for the 16 cantonal associations, which represent all 26 cantons and their music schools. 410 music schools with 12,500 instructors teach approximately 280,000 music students.

The departments for Management, National and International Associations, Education and Research, Conferences, Communication & Marketing, and Documentation & Statistics work autonomously.

#### 2. Management

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

The "youth+music" initiative calls for the promotion of music education, especially of children and young people, to be incorporated into the Swiss Constitution (SC), as well as the establishment of principles for music instruction and the promotion of musically gifted students.

Under the leadership of the Community of Interest for the "youth+music" Initiative, intensive information work and fundraising for the popular vote has taken place in all Swiss music associations. After the hearings of the competent parliamentary committee in the spring, the National Council spoke clearly in favour of the initiative in the autumn. In the Committee for Science, Education and Culture of the Council of States (CSEC-CS), a counterproposal was developed in December. While the counterproposal confirms the need for action, it is more of a music school article.

The promotion of music education is a concern that not only belongs in the cultural article (SC 69), but also requires its own article. Music, just like sport (SC 68) is an autonomous subject of overarching interest for our country.

The counterproposal of the CSEC-CS envisages entirely deleting the constitutional article proposed by the initiators, "The Confederation and cantons promote the music education of children and young people", and applying cultural article 12 of the Cultural Promotion Act instead.

This cultural article should not and cannot be mixed up with broad basic music education, since it is used SOLELY to support activities and projects at the national level, such as participation in the Swiss Youth Music Competition, members of the Swiss Youth Symphony Orchestra and the like. Basic music education as part of daily instruction would fall by the wayside.

The Swiss Conference of Cantonal Directors of Education and two thirds of the cantons support the CSEC-CS counterproposal. The coming debate in the Council of States will be of crucial importance. The vote will take place in 2012.

##### b. Support strategy for gifted students

Together with the Conference of Colleges of Music and youth+music, the ASMS developed a support strategy for promoting musically gifted students, which defines the framework for prerequisites and structure. The promotion of gifted children and young people is a joint responsibility of music schools, conservatories, and colleges of music.

#### 3. National and International Associations

##### a. The new Delegates' Meeting

All cantonal associations are represented in the Delegates' Meeting. It met three times and positioned itself as an engaged strategic body of the Association. With its new organisational structure as an umbrella organisation, the ASMS has more intensively networked with the cantonal associations and their executive committees and boards.

##### b. National networking

Cooperation with the Swiss music school associations, the Swiss Music Council, the Swiss Music Journal, the Swiss Youth Music Competition, the youth+music association and suisse music was further cultivated. Cooperation with the Swiss Orchestra Association has given the Swiss music schools free access to the online sheet music library. Together with the industry association suisse music, the ASMS launched a quality label and an information flyer for music specialist shops.

Networking with the EMU takes place via the Executive Committee member Helena Maffli as well as Secretariat director Ruth Hochuli and Christine Bouvard Marty, head of the department.



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

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

In autumn 2009, the Master of Advanced Studies programme at the Bern University of the Arts began for the third time and is now in the third semester, CAS Concept and Project Design. The ASMS's music school director training continues to be integrated in the programme. The ASMS awards the "Music School Director ASMS" diploma for the completion of at least three CAS modules (Certificates of Advanced Studies). So far, the ASMS has already conferred 55 Music School Director ASMS diplomas. MAS master's theses especially of relevance to the ASMS are published.

##### **b. Continuing education**

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

#### **5. Conferences**

In 2010, conferences were for the first time hosted in all regions of the country. The annual meeting of the ASMS Executive Committee with the school administrations gives the board the opportunity to discuss national policies of the association directly and interactively and to take up regional topics at the conferences.

#### **6. Documentation & Statistics**

The focus was on further development of the gathering of structural data on the basis of the experiences with the pilot associations. The large majority of the cantonal associations agreed to participate in the gathering of structural data. Soon, reliable data will likely be made available on all of Switzerland, also for the use of the EMU.

#### **7. Communication & Marketing**

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

#### **8. Support**

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

The 4th Music Education Forum took place in Baden on 21/22 January 2011 on the topic of "Rethinking Education". Once again, the participating music school administrators and instructors and representatives of sponsors and politics benefited greatly from the high-calibre presentations. The goal of offering a discussion and information platform and putting music education in the context of education policy was once again achieved.

##### **b. Counselling**

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

##### **c. Insurance services**

###### *Health management*

For the first time, we conducted a workshop on "Being a Health Coach" as part of the project on occupational health promotion. Already 35 Swiss music schools with approximately 2,043 instructors are taking part in the project on occupational health promotion.

###### *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. The folder describing all offerings was reissued in 2010.

###### *Pension Fund Music and Education*

The newly developed pension plan for persons with multiple jobs at the Pension Fund Music and Education has made very 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.

Additional information is available at [www.musikervorsorge.ch](http://www.musikervorsorge.ch)

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

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

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

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

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

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

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

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

- 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](mailto:gerhard.gutschik@lfr-bgld.gv.at)

**BELGIUM (French Community)**

AEMS - 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](mailto:pierrekolp@gmail.com)

**CROATIA**

Hrvatsko društvo glazbenih i plesnih pedagoga  
Llica 219A  
10000 ZAGREB  
t + 385 1 3708179  
f + 385 1 3708179  
[hdgpp@hdgpp.hr](mailto:hdgpp@hdgpp.hr)  
[www.hdgpp.hr](http://www.hdgpp.hr)

**CZECH REPUBLIC**

Asociace základních uměleckých škol České republiky  
Klapkova 25  
182 00 PRAHA 8  
t + 420 2846 811 43  
f + 420 2846 861 40  
[zuspisek@zuspisek.cz](mailto:zuspisek@zuspisek.cz)  
[www.azus-cr.cz](http://www.azus-cr.cz)

**DENMARK**

DAMUSA  
c/o Odsherred Musikskole  
Centervejen 4 A  
4550 Asnæs  
t + 45 2893 1969  
e [pth@damusa.dk](mailto:pth@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  
[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  
[eml@eestimuusikakoolideliit.ee](mailto:eml@eestimuusikakoolideliit.ee)  
[www.eestimuusikakoolideliit.ee](http://www.eestimuusikakoolideliit.ee)

**FINLAND**

Suomen musiikkioppilaitosten liitto ry  
Sandelsinkatu 10 C 40  
00260 HELSINKI  
t + 358 9 477 8120  
f + 358 9 490 005  
[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  
[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  
[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  
[info@mzmsz.hu](mailto:info@mzmsz.hu)  
[www.mzmsz.hu](http://www.mzmsz.hu)

**ICELAND**

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

**IRELAND**

National Association of Music Schools Ireland  
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](mailto:info@irishharpcentre.com)  
[www.muschl.com](http://www.muschl.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](mailto:info@aidsm.it)  
[www.aidsm.it](http://www.aidsm.it)

**LATVIA**

Latvijas Mūzikas izglītības iestāžu asociācija - LMIA  
Kandavas iela 2a  
DAUGAVPILS, LV - 5401  
t + 371 65407904  
f + 371 65407900  
[aivars.broks@dmy.lv](mailto:aivars.broks@dmy.lv)  
[muzikamarupe@one.lv](mailto:muzikamarupe@one.lv)

**LIECHTENSTEIN**

Liechtensteinische Musikschule  
St. Florinsgasse 1  
LI-9490 VADUZ  
t + 423 235 0330  
f + 423 235 0331  
[lms@lms.li](mailto: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](mailto:aem.luxembourg@gmail.com)  
[www.ecole-de-musique-echternach.lu](http://www.ecole-de-musique-echternach.lu)

**THE NETHERLANDS**

Kunstconnectie  
Lucasbolwerk 11  
NL-3512 EH UTRECHT  
(visitors: Lucasbolwerk 11)  
t + 31 30 230 37 40  
f + 31 30 230 37 49  
[info@kunstconnectie.nl](mailto:info@kunstconnectie.nl)  
[www.kunstconnectie.nl](http://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](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  
[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  
[ms.zemun@yubc.net](mailto:ms.zemun@yubc.net)  
[www.zmbss.org.rs](http://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](mailto:m.slaninova@gmail.com)

**SLOVENIA**

Zveza slovenskih glasbenih šol,  
Gradaška ulica 24,  
SLO 1000 Ljubljana  
t + 386 1 750 26 36  
f + 386 750 52 51  
[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  
c/o Av. Drassanes, 3, 3a planta  
08001 Barcelona  
t + 34 93 481 72 51  
[acem@acem.cat](mailto:acem@acem.cat)  
[www.acem.cat](http://www.acem.cat)

**SWEDEN**

Sveriges Musik- och Kulturskoleråd, SMoK  
Industrivägen 33  
SE-76341 HALLSTAVIK  
(Visitors: Nybrokajen 11, Stockholm)  
t + 46 175 686 50  
f + 46 175 686 50  
[info@smok.se](mailto:info@smok.se)  
[www.smok.se](http://www.smok.se)

**SWITZERLAND**

Verband Musikschulen Schweiz  
Marktgasse 5  
CH-4051 BASEL  
t + 41 61 2602070  
f + 41 61 906 9901  
[info@musikschule.ch](mailto:info@musikschule.ch)  
[www.verband-musikschulen.ch](http://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 216462  
f + 298 316991  
[martin@mmr.fo](mailto:martin@mmr.fo)  
[www.musikkskulin.fo](http://www.musikkskulin.fo)