



## Part A – Joint Paper

# AEC / EAS / EMU on Music Education & Access to Music - a Joint Agenda and a Shared Vision

May 2023

### 1. Introduction and Scope

The [European Association for Music in School \(EAS\)](#), the [European Music School Union \(EMU\)](#) and the [Association Européenne des Conservatoires, Académies de MusiQuE et Musikhochschulen \(AEC\)](#) are the three main organisations in Europe covering the whole range of music education through compulsory schools, music and art schools and higher education institutions. Thanks to their specificities and complementarity, they offer the best guarantees in terms of providing European citizens with skills and expertise in the field of music.

### 2. The value of Arts, Creative Expression and Music Education

In 2018, the Council of the European Union adopted a [recommendation on 8 key competences for lifelong learning](#) including 'Cultural awareness and expression' which can only be obtained through a comprehensive offer of formal musical education as provided by the members of AEC, EAS and EMU. Arts, cultural and creative awareness and the ability to express ideas in a variety of ways and contexts are contributing on an individual level to personal fulfilment, a healthy and sustainable lifestyle. On a societal level, they are fostering employability and inclusion empowering citizens to pro-actively shaping a modern and democratic society.

### 3. From STEM to STEAM

In the subtext to the eight competences, arts and culture are seen as the glue that holds all of the other competences together and advances Europe toward being a more cohesive and inclusive society. As a logical consequence, A standing for Arts, in addition to Science, Technology, Engineering and Mathematics, is now widely understood to be incorporated into the series of key educational subjects: STEM became STEAM. In line with this development, the World Economic Forum identified creativity as the third most valuable skill of the future and recommended to adapt curricula accordingly.

### 4. The European Agenda for Music

At the initiative of the European Music Council (EMC), the [European Agenda for Music \(EAM\)](#) has brought together for the first time at European level all the players active in the field of music to put their concerns and vision for the further development of musical life in a joint position paper emphasizing the crucial need to give access to music and music education to every human being . The EAM chains together under one umbrella professional and amateur musicians, music industry and non-profit initiatives, music performance and music education, art music and popular music.

### 5. The EAM's priorities and how they are followed up by SCHEME

- Ensure that access to and participation in music is open to all, regardless of physical or intellectual ability, gender, age, cultural origin, geographical or economic circumstance
- Guarantee sufficient and sustainable funding for music education, both in schools and in non-formal settings
- Develop and maintain the quality of music education in schools
- Foster high-quality opportunities for participation in music in non-formal settings
- Adapt methods, tools and spaces of musical education to the ongoing digitisation
- Contribute through music education to promote ecological, economic and social sustainability
- Ensure ongoing funding and develop capacity building opportunities for all music sector professionals and non-professionals



## Part B Table

### What can our organisations and our members contribute to this process?

	EAS	EMU	AEC
<b>Increasing access to music education opportunities</b>	<p><b>Learning Outcomes and other information</b> from the EAS project (2006-2009) <a href="http://meNet.mdw.ac.at">meNet (mdw.ac.at)</a> and <a href="http://Learning Outcomes   European Association for Music in Schools (eas-music.org)">Learning Outcomes   European Association for Music in Schools (eas-music.org)</a> <b>support school work and advocacy.</b></p> <p>Such information <b>supports arguments for specific time periods for music in schools.</b></p> <p>This information will be updated in the Erasmus + / Teacher Academies 2023-2026 project - <i>The Teacher Education Academy for Music: Future-Making, Mobility and Networking in Europe (TEAM).</i></p>	<p>Ensuring a <b>good regional coverage of music education offers</b> through music schools in Europe, especially in more rural areas.</p> <p><b>Advocacy and lobbying</b> work ensuring that financial burdens do not exclude individuals from accessing music education.</p> <p><b>Raising the profile of music and music education</b> through public concerts, open doors days and further outreach programmes.</p> <p><b>Strengthening the link between music schools and regular schools</b></p> <p>Developing <b>innovative music pedagogies</b></p>	<p>Completing and updating the provision of <b>educational courses and study programmes</b> including Early Childhood Music Education.</p> <p>Promotion of <b>audience engagement</b> and corresponding <b>skills.</b></p> <p>Making sure that <b>high quality teacher education</b> is provided through the <b>use and implementation of the <a href="#">MusiQuE standards</a></b> and <b>Learning Outcomes (LOs)</b> at Higher Music Education institutions (HMEI).</p>
<b>Proactively promoting diversity in all its dimensions</b>	<p><b>Processes</b> are set up to be <b>open and transparent and to encourage active participation</b> in the association by colleagues from all regions and cultures, of all genders and all ages.</p> <p>When creating our annual <b>conference programme, and our annual book series</b>, we attempt to include a range of presentations – spoken and practical - that <b>represent the diversity of our membership and of music itself.</b></p> <p>An aim, in our mission statement is to advocate for high quality music education that is</p>	<p>Ensuring the provision of <b>varied educational offers</b> for different target groups (elderly people, early childhood, people with disabilities, people with different cultural backgrounds, etc.)</p> <p>Finding a balance between <b>preserving musical tradition</b> and <b>reacting to new musical developments.</b></p>	<p>The Creative Europe project <a href="#">Artemis</a> provides a sustainable basis for permanent <b>implementation of guidelines, measures and developing examples of good practice</b>, which are to be consolidated beyond the project term.</p> <p>This is complemented with the outcomes of the <a href="#">PRIhME</a> project recommending targeted</p>



	accessible to all young people.		measures to work on <b>power relations</b> .
<b>Promoting cultural awareness and expression through life-long learning</b>	<p>Cultural awareness - of teacher educators, researchers, teachers, student teachers and policy makers - is developed:</p> <p><b>i) at the annual conference</b>  <b>ii) through the formal networks of our <a href="#">special focus groups</a></b>  <b>iii) through the annual book series.</b></p> <p>Financial support is provided for <b>2 regional music education events</b> p.a. which are promoted and highlighted by the EAS, offering insights into key regional music education activities.</p> <p>The TEAM project <b>promotes mobility and school internships abroad</b> for music teacher trainees, providing opportunities for intercultural learning and teaching.</p>	<p>Contributing to the <b>professional development of teachers</b> through capacity building programmes.</p> <p>Providing dedicated study programmes for <b>life-long learning</b>.</p>	<p><a href="#">ARTEMIS WP3</a> is dedicated to '<b>Strengthening Lifelong Learning (LLL)</b> opportunities for artists and for HMEI teachers and <b>reinforcing AEC's role in delivering such opportunities</b>'</p> <p>Continuing and further developing <b>cooperation with</b> partner organisations representing the <b>Creative and Cultural business sector</b> (such as <a href="#">IMZ</a>, <a href="#">ECHO</a>, <a href="#">PEARLE*</a>)</p> <p><b>Strengthening LLL at HMEIs</b> and supporting AEC members in applying for topic related EU funds</p>
<b>Preparing future professionals (teachers, performers, CCS workers) to adapt to changing professional needs</b>	<p>Annual <a href="#">EAS Student Fora</a> and <b>Doctoral Student Fora</b> (including individual mentoring by experienced music educators).</p> <p><b>The TEAM project will</b></p> <p><b>i) offer opportunities for teacher educators to work closely with teachers in schools to create networks and communities of practice</b></p> <p><b>ii) bring together providers of initial teacher education and of continuing professional development, other actors to develop and test strategies and programmes</b></p>	<p>Development of teacher's profiles laying out the varied set of skills needed for <b>high-quality music education</b> in an evolving society (i.e. digitisation, group pedagogy, cultural awareness, interdisciplinary competencies, leaderships skills, etc.)</p>	<p><b>Transferring knowledge and skills</b> that are needed to earn a living in a portfolio career.</p> <p><b>Strengthening digital skills and social awareness</b> among emerging professional musicians.</p> <p>AEC is committed to join the EU run '<a href="#">Pact for Skills</a>'.</p> <p>Several aspects related to the topic are part of the <a href="#">ARTEMIS project</a>.</p>



	<p>iii) <b>develop and deliver joint, innovative learning modules</b> on future topics.</p> <p>iv) <b>offer students mobility + school internships abroad.</b></p>		
<p><b>Contributing to the United Nations' Sustainable Development Goals (SDG 17)</b></p>	<p><b>5 Gender equality:</b> in all EAS processes, e.g. EAS key leadership roles, conference keynote speakers, Student Forum participants.</p> <p><b>9 Foster innovation:</b> EAS aims to motivate learners to pursue their own interests and goals with confidence, and to facilitate young people's creativity.</p> <p><b>11 Sustainable Communities / 13 Climate Action:</b> We aim to be 'green' whilst sustaining strong, international music education networks.</p> <p><b>10 Reduced Inequalities:</b> Our work on increasing access to music education opportunities aligns with this goal, as does our <a href="#">Non-Discrimination &amp; Anti-Harassment Policy</a></p>	<p>Development of suited concepts ensuring <b>childhood welfare</b> and their protection in our institutions.</p> <p>Attention to <b>inclusion and gender equality</b> within music schools.</p> <p>Contribution to <b>quality assurance</b> in our institutions.</p> <p>Providing <b>fair and adequate working conditions</b> for teachers and administrative staff.</p>	<p>Music and music pedagogy can contribute to the fulfillment of the SDGs, especially in the areas of general education (<b>STEAM</b>), <b>inclusion and gender equality</b>.</p> <p>This can and should be supported by targeted measures suitable to <b>equip graduates</b> from AEC member institutions <b>with skills to facilitate corresponding processes</b>.</p>



<p><b>Facilitating the digital shift</b></p>	<p>EAS has a <b>Special Focus Group (DigiTiME: Digital Technologies in Music Education)</b>, a network of educators involved in consideration of issues surrounding the use of technologies to promote musical learning. <a href="https://eas-music.org">DigiTiME   European Association for Music in Schools (eas-music.org)</a> At every conference there is a DigiTiME symposium.</p> <p>EAS ran a fully online conference in 2021 and continues to <b>explore the possibility of hybrid conferences to give access to a wide range of participants.</b></p>	<p>Creation of a working group on digitisation, <b>helping member institutions to adapt to the digital shift</b> and providing capacity building. Fostering the <b>exchange of best practices</b> and concepts on this topic at the European level.</p>	<p>AEC runs a <a href="#">Digitisation Working Group (WP5)</a> as part of the ARTEMIS project to <b>investigate test and facilitate the digital shift</b> and is involved in several ERASMUS+ Cooperation projects on the topic.</p> <p>AEC sees <b>digital literacy</b> as an overarching goal of all HME study programmes.</p> <p>AEC sees the <b>provision of appropriate infrastructure</b> as necessary prerequisite to facilitate the digital shift.</p>
<p><b>Strengthening active citizenship and social cohesion</b></p>	<p>The EAS-initiated <a href="#">European Day of Music in Schools (EudaMus)</a>, is an <b>annual event</b> in which adults and children across Europe came together to celebrate music and to sing together (online). This is highly successful in drawing together citizens from all over Europe in a venture that celebrates music education. In 2023, 20,000 students from 350 schools within 21 countries were involved.</p>	<p><b>Organising seminars and European Music School Fora</b> on these topics.</p> <p>Provision of <b>adequate programmes for increasingly diverse European societies.</b></p> <p>Contributing to mutual understanding and fostering <b>peace and friendship between nations through music.</b></p>	<p>The Creative Europe projects <a href="#">ARTEMIS</a> and <a href="#">SMS</a> are and were <b>promoting the socially aware musician</b> in all its facets.</p> <p>AEC is committed to bringing the <a href="#">Porto Santo Charter</a> to life.</p>



## What support do our organisations and our members need to be able to carry out our tasks?

... in terms of:	EAS	EMU	AEC
<b>1. Public policies and legal basis</b>	Clarity about how one accesses – and is heard by – those responsible for policy making related to music teacher education and school music.	Advocating for <b>adequate legal frameworks</b> enabling high-quality music education.  <b>Valorise the positive role of music education</b> and music teachers for society	Ensuring the provision of <b>music teacher education study places and programmes</b> .  <b>Ensuring financial security</b> of both the HMEIs and the artistic infrastructure for music making (professional, but also non-professional) and thus to allow the HMEIs to fulfill their mission, tasks and societal mandate.
<b>2. Organisational and administrative structures</b>	A member / members nominated to take responsibility for <b>raising awareness</b> – of the general public and policy maker/ politicians - <b>of EAS' music education- related activities</b> such as EudaMus and the EAS Regional Events.	Advocating for diverse teaching and administrative staff, ensuring educational offers are varied.	Financial and content-related <b>autonomy</b> .  Promoting student participation and <b>student-centred learning</b> .
<b>3. Technical equipment</b>	We need to <b>further consider how technologies can support our ongoing work, and also enable more contact between a wider range of members in between annual conferences</b> .  We are already exploring how we might <b>share more materials and ideas on our website</b> .	<b>Ensuring proper funding</b> to equip member institutions for high-quality technical equipment and musical instruments.	The already (at least informally) existing requirements and <b>standards for the minimum equipment</b> with instruments and rooms, which is necessary to fulfill the mission of the HMEIs, must be regularly updated.  These standards and requirements must be supplemented with the description of <b>standards of digital equipment</b> .



<p><b>4. Human Resources: Teacher qualification</b></p>	<p><b>High quality teacher education</b> for students of all ages and all countries is required. <b>Strengthening primary ITE is a key priority.</b></p>	<p>Enabling programmes for <b>professional development of the teaching staff.</b></p> <p>Drafting of teacher’s profiles and <b>cooperation with higher music education</b> to contribute to shaping teacher’s training.</p>	<p>Ensuring that HMEI's teachers are not only <b>highly qualified artists</b>, but also have a sound <b>teaching qualification</b> and/or relevant skills (through e.g. appropriate provision of LLL programmes).</p> <p>Ensuring <b>appropriate payment</b> and <b>social security</b>, not only for full-time employees, but also for lecturers and honorary staff.</p>
<p><b>5. Human Resources: Teacher and administrative staff employment</b></p>	<p>Not applicable as we are a voluntary organisation.</p>	<p>Ensuring <b>adequate and fair remuneration</b> for teaching and administrative staff.</p>	<p>In addition to what is said under 4), HMEIs must also be provided with <b>staff hours and positions for administrative and technical staff</b>, which allows to carry out the tasks assigned to these institutions.</p>
<p><b>6. Funding</b></p>	<p><b>The Erasmus + / Teacher Academies (2023-2026) project will fund a considerable number of visits and meetings</b> that include EAS members.</p>	<p>Advocating for <b>adequate funding</b>, ensuring music schools can provide high quality education without being too strongly influenced by the needs of the market.</p> <p>Advocating for <b>EU support</b> for the work of the EMU.</p>	<p>In Europe, the provision of educational opportunities is as a rule considered to be a state task. Equal educational opportunities for all can only be guaranteed through appropriate <b>provision of state funding, easy access to scholarships</b> and <b>funding for continuous professional development.</b></p>





<p><b>7. Provision of networks to promote exchange beyond national borders and beyond disciplinary boundaries</b></p>	<p>EAS already has a strong network which focusses on practice in teacher education and school music. It will be further developed through the Erasmus+/Teacher Academies (2023-2026) project. Within each EAS conference, and as part of the SCHEME project in which we work with the AEC and EMU), we are working toward a less fragmented approach to advocacy in music, music education and the arts.</p>	<p>Developing <b>online platforms</b> for member institutions to facilitate student or staff exchanges.</p> <p>Openness to inter-arts projects and fostering collaboration between different art disciplines.</p>	<p>AEC provides special platforms and tools to <b>promote and facilitate cross-border mobility</b>. AEC is engaged in many EU-funded projects and <b>joint advocacy</b> actions.</p>
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**What are the main challenges our organisations / members have to face in the upcoming years?**

EAS	EMU	AEC
<p><b>Making a success of The Erasmus + / Teacher Academies 2023-2026 project - The Teacher Education Academy for Music: Future-Making, Mobility and Networking in Europe (TEAM)</b></p>	<p><b>Recruitment of teaching staff</b> for all instruments/ subjects in all areas of the individual countries.</p>	<p><b>Innovating the HME sector</b> through adapting structures and mind-sets that are coined by the 19th century to a changing environment</p>
<p><b>Ensuring that all students from age 5-16 have high quality music education in schools.</b> To achieve this, <b>educating policy makers to understand the importance of music (and the arts)</b> in the general development of all children/young people.</p>	<p><b>Raising the profile of music and recognition of the value of arts education</b> and its contribution to society.</p>	<p>Promoting the <b>digital shift</b> and <b>green shift</b> implementing related actions.</p>
<p>Having run the first ever EAS <b>hybrid conference</b> in 2022, <b>considering how to further develop this</b>. This relates to a number of the SDGs.</p>	<p><b>Recognition of the importance of the provision of high-quality music education</b> in difficult times (climate change, war in Europe, the pandemic).</p>	<p><b>Making HME more inclusive</b> at all levels (power relations, gender, social &amp; cultural backgrounds, ethnicities, disabilities, ...)</p>