



Association Européenne
des Conservatoires,
Académies de Musique
et Musikhochschulen (AEC)

Music Schools in Europe / Part C: Appendices

ERASMUS THEMATIC NETWORK FOR MUSIC

polifonia



Education and Culture

Socrates
Erasmus

Appendix 1

Questionnaire for the members of the European Music School Union



Polifonia Pre-College Working Group

Questionnaire for the members of the European Music School Union

Introduction

This questionnaire is part of the research being done by the Pre-College Working Group of the Thematic Network Project 'Polifonia' (2004-2007). The Polifonia Project is being implemented by the European Association of Conservatoires (AEC) and supported by the Erasmus Programme.

The main objectives of the Polifonia Pre-College Working Group are to collect information about levels of education before higher education and about various issues in relation to the preparation and admission of music students for higher education.

This questionnaire will focus on a type of music education, which in case of some music students will precede the professional music training level: music school education.

Therefore it has been sent out to all the members of the European Music School Union (EMU).

The outcomes of this questionnaire are meant to give an idea of music school education in Europe. We are looking for national trends rather than specific numbers.

Please note that all questions are on music schools in your country.

If you fill out this questionnaire electronically, please tick boxes in the following way: Double click on an empty box . A screen will pop up: go to 'Default value', select 'Checked', and click 'Ok'. After that the box looks like this .

Contact person:	
Country:	
E-Mail:	
Phone:	Fax:

Organisation of music schools

- Yes
- No (If you answered 'no', please continue with question number 2.)

1.b. Does this music school law imply that every person has the right to study music?
Please explain your answer.

.....

.....

.....

.....

2.a. We would like to know how music school education is organised in your country. Below you find 5 different types of music schools. Could you please tick the boxes of the types of music schools existing in your country? They do not have to be affiliated to your association.

General music school Independent institution for music education <u>outside</u> of the compulsory education system, offering education in music to students of all ages and stages.	<input type="checkbox"/>
Specialised music school Independent institution for music education <u>outside</u> of the compulsory education system, offering special curricula preparing students for professional music training at higher education level.	<input type="checkbox"/>
Secondary level educational institution specialised in music <u>A</u> School on secondary level offering general education with a specialisation in music education.	<input type="checkbox"/>
Secondary level educational institution specialised in music <u>B</u> School on secondary level offering music education on an advanced level including general education.	<input type="checkbox"/>
Secondary level educational institution specialised in music <u>C</u> School on secondary level offering music education on an advanced level without general education.	<input type="checkbox"/>

2.b. Do you distinguish any other type of music school in your country than the ones mentioned above?

Yes (Please describe how this type of music school is organised.)

.....

No

2.c. Which of the types of music schools, mentioned in question 2.a. and 2.b., are affiliated to your association?

General music school Independent institution for music education <u>outside</u> of the compulsory education system, offering education in music to students of all ages and stages.	<input type="checkbox"/>
Specialised music school Independent institution for music education <u>outside</u> of the compulsory education system, offering special curricula preparing students for professional music training at higher education level.	<input type="checkbox"/>
Secondary level educational institution specialised in music <u>A</u> School on secondary level offering general education with a specialisation in music education.	<input type="checkbox"/>
Secondary level educational institution specialised in music <u>B</u> School on secondary level offering music education on an advanced level including general education.	<input type="checkbox"/>
Secondary level educational institution specialised in music <u>C</u> School on secondary level offering music education on an advanced level without general education.	<input type="checkbox"/>

Other type of music school, as mentioned at question 2.b.	<input type="checkbox"/>
---	--------------------------

3.a. Are there private music schools in your country that are not affiliated to your association?

- Yes
- No (If you answered 'no', please continue with question number 4.)
- Information not available (Please continue with question number 4.)

3.b. Could you please explain in which way these types of music school are different from the music schools affiliated to your organisation?

.....
.....
.....
.....

4.a. Does any system of quality control/assurance exist in your country, in relation to music schools?

- Yes
- No (If you answered 'no', please continue with question number 5.)

4.b. Who implements this system of quality control/assurance? (*You can tick more than one box.*) Is it done by:

- Music schools (*internal evaluation*)
- National music school union
- Government
- Other (please name)

.....
.....
.....

Tuition fee

5. Do music school students have to pay for their tuition?

- No, in my country music school education is free. (If you answered 'no', please continue with question number 8.)
- Yes, music school students have to pay tuition for all types of music schools.
- Music school students have to pay tuition for the majority of music schools.
- Music school students almost never have to pay tuition for music schools.

6. Are there any subsidies or grants available for students who are not able to pay for their tuition?

- Yes
- No

7. Do you feel that, in music schools in your country, tuition fees discourage students to take music lessons?
- Yes
 No

Curriculum

- 8.a. Does an officially established curriculum for music education exist on a national level?
- Yes (Could you please provide us with a copy of this curriculum?)
 No (If you answered 'no', please continue with question number 9.)

Please note: all questions from 8.b. to 8.j. relate to this officially established curriculum for music education on a national level (national curriculum). If you are not able to answer questions on the content of your national curriculum, please tick this box , and continue with question number 9.

- 8.b. Is this national curriculum being implemented by all music schools and for all subjects?
- Yes
 No (please explain)

.....
.....
.....

- 8.c. Who designed this national curriculum?

.....
.....
.....

- 8.d. Does the national curriculum specify anything on entrance exams for music schools and/or admission requirements?

Yes (Please describe what is stated in the national curriculum.)

.....
.....
.....

No, the national curriculum does not mention entrance exams and/or admission requirements.

- 8.e. Are theoretical classes incorporated in the curriculum? Are these classes compulsory or optional?

Yes, theoretical classes are incorporated in the curriculum, they are compulsory.

Yes, theoretical classes are incorporated in the curriculum, they are optional.

No, theoretical classes are not incorporated in the curriculum.

8.f. Is ensemble playing part of this curriculum? Is it compulsory or optional?

- Yes, ensemble playing is incorporated in the curriculum, it is compulsory.
- Yes, ensemble playing is incorporated in the curriculum, it is optional.
- No, ensemble playing is not incorporated in the curriculum.

8.g. Are musical cross-over projects (e.g. cross-overs between classical music, jazz and pop music), or improvisation lessons, part of this curriculum? Are these lessons compulsory or optional?

- Yes, musical cross-over projects or improvisation lessons are incorporated in the curriculum, they are compulsory.
- Yes, musical cross-over projects or improvisation lessons are incorporated in the curriculum, they are optional.
- No, musical cross-over projects or improvisation lessons are not incorporated in the curriculum.

8.h. Does the national curriculum talk about the use of group tuition or one-to-one tuition?

- Yes (Please describe what is stated in the curriculum.)

.....
.....

- No (If you answered 'no', please continue with question number 8.j.)

8.i. Are students, according to the national curriculum, allowed to choose between group tuition and one-to-one tuition? (After this question, please continue with question number 10.)

- Yes, students are allowed to choose between group tuition and one-to-one tuition.
- No, students are not allowed to choose between group tuition and one-to-one tuition.

8.j. If the national curriculum does not mention the type of tuition that students should take, could you then indicate which type of tuition is generally used for instrumental/vocal lessons at music schools in your country?

- Group tuition
- One-to-one tuition
- Combination of group tuition and one-to-one tuition

After completing question number 8, please continue with question number 10.

9. If an officially established curriculum for music education does not exist on a national level, does every music school have to establish its own curriculum?

- Yes (If you answered 'yes', please explain how music schools design their curriculum.)

.....
.....
.....

No (If you answered 'no', please explain what kind of curriculum music schools use.)

.....
.....
.....

10.a. How long does an average instrumental/vocal one-to-one lesson take?

- 0- 30 minutes
- 30-60 minutes
- 60- 90 minutes
- more than 90 minutes
- No estimation possible (please explain why)

.....
.....

How many times a week are these lessons given?

.....

10.b. How long does an average instrumental/vocal group lesson take?

- 0- 30 minutes
- 30-60 minutes
- 60- 90 minutes
- more than 90 minutes
- No estimation possible (please explain why)

.....
.....

How many times a week are these lessons given?

.....

11. Is music school education in your country aimed at amateur education or at preparing for professional music training? Please put the letter (a, b, c, d, e) which describes the kind of training at a certain type of music school, in the cell next to the type of music school that exist in your country.

- a. Only amateur training
- b. Mainly amateur training and some preparation for professional music training
- c. Amateur training and preparation for professional music training
- d. Mainly preparation for professional music training and some amateur training
- e. Only preparation for professional music training

General music school Independent institution for music education <u>outside</u> of the compulsory education system, offering education in music to students of all ages and stages.	
Specialised music school Independent institution for music education <u>outside</u> of the compulsory education system, offering special curricula preparing students for professional music training at higher education level.	
Secondary level educational institution specialised in music <u>A</u> School on secondary level offering general education with a specialisation in music	

education.	
Secondary level educational institution specialised in music <u>B</u> School on secondary level offering music education on an advanced level including general education.	
Secondary level educational institution specialised in music <u>C</u> School on secondary level offering music education on an advanced level without general education.	
Other type of music school, as mentioned at question 2.b.	

Link to professional music training

12. Are there any formalised links between music schools and institutions that provide professional music training at higher education level?

- Yes, there are formalised links between music schools and institutions that provide professional music training at higher education level.
- No, there are no formalised links between music schools and institutions that provide professional music training at higher education level.
- No information available.

13.a. In case your country has a national curriculum for music education, as mentioned at question number 8, has it been designed to lead towards the entrance level of professional music training at higher education level?

- Yes (If you answered 'yes', please continue with question number 14.)
- No (If you answered 'no', please continue with question number 14.)
- My country does not have a national curriculum for music education. (Please continue with question number 13.b.)

13.b. Do music schools in your country design their curriculum to lead towards the entrance level of professional music training at higher education level?

- All music schools design their curriculum to lead towards the entrance level of professional music training at higher education level.
- Most music schools design their curriculum to lead towards the entrance level of professional music training at higher education level. (Could you please specify which types of music schools are concerned?)

.....

- Some music schools design their curriculum to lead towards the entrance level of professional music training at higher education level. (Could you please specify which types of music schools are concerned?)

.....

- Music schools do not design their curriculum to lead towards the entrance level of professional music training at higher education level.

14. Do you feel that music school education in your country generally provides students with enough skills and knowledge to continue their studies in higher education?

Yes (Please explain your answer.)

.....
.....
.....

No (Please explain your answer.)

.....
.....
.....

15.a. Is a students' progress measured in any way?

- A student's progress is measured at all music schools in my country.
- A student's progress is measured at most music schools in my country.
- A student's progress is measured at some music schools in my country
- No, a student's progress is never measured. (If you answered 'no', please continue with question number 17.)

15.b. In what way is this progress measured? You can tick more than one box.

- Examination
- Annual evaluation by teacher
- Other (please name)

.....
.....
.....

No information available

16. What happens if a student's progress is judged as 'not sufficient'? Can students be dismissed from a music school?

.....
.....
.....

17. What happens if a student shows exceptional talent? Is there a special pathway a student can follow?

Yes (please explain)

.....
.....
.....

No

Students

18. Is it, in your country, common for children to start with pre-instrumental music classes, before starting with instrumental/vocal music lessons at a music school?

Yes (please explain)

.....

No

19.a. What is the average age at which children start with instrumental lessons in your country? Starting age between:

years	Strings/piano	brass	woodwinds	Improvised music/jazz/pop music	other
0-2					
2-4					
4-6					
6-8					
8 or older					

19.b. What is the average age at which children start with vocal lessons in your country? Starting age between:

- 6-10
- 10-15
- 15-20
- 20 or older

20. Do students in your country have to fulfil an entrance exam to be admitted to a music school?

- Yes, students always have to fulfil an entrance exam to be admitted to a music school.
- Students often have to fulfil an entrance exam to be admitted to a music school. (Could you please specify which types of music schools are concerned?)

.....

- Students sometimes have to fulfil an entrance exam to be admitted to a music school. (Could you please specify which types of music schools are concerned?)

.....

- Students never have to fulfil an entrance exam to be admitted to a music school.

Teachers

21. Are teachers required to have a professional qualification to be able to teach at music schools?

Yes (Please clarify what kind of professional qualification is required.)

.....
.....

No (Please explain how teachers are selected.)

.....
.....

22. Do you know of any system in your country where music school teachers give structural music lessons in primary schools?

Yes (Could you please explain how this system is being implemented?)

.....
.....
.....
.....

No

Additional comments

.....
.....
.....
.....

<p>Please send the completed questionnaire by e-mail, mail or fax to: Ms. Eleonor Tchernoff, student intern, Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC), PO Box 805, NL-3500 AV Utrecht, The Netherlands T: +31/302361242, F: +31/302361290, E: eleenoortchernoff@aecinfo.org</p> <p>As asked at question 8.a.; Could you please provide us with a copy of your national curriculum (if available)? You can send it together with the questionnaire.</p>
--

Appendix 2

Overview of received answers

1.a. Does your country have a music school law?

Yes 12

No 10

	yes	no
Austria	x ¹	
Belgium ²	x	
Czech Republic	x	
Denmark	x	
Estonia		x ³
Finland	x	
France		x
Germany		x ⁴
Hungary	x	
Iceland	x	
Ireland		x
Italy		x
Latvia	x	
Luxemburg	x	
The Netherlands		x
Norway	x	
Serbia		x
Slovakia	x	
Spain	x ⁵	
Sweden		x
Switzerland		x
United Kingdom		x

1.b. Does this music school law imply that every person has the right to study music? Please explain your answer.

Austria: There is no right for every person but usually the laws say, that a big number of - especially young - people should have the possibility of visiting a music school ("breite Kreise der Bevölkerung, vorzugsweise Kinder und Jugendliche...")

Belgium: It's allowed to everybody to learn music (children up to 12 do not have to pay for it), but the law doesn't oblige municipalities or associations to organize music schools. However, about 98% of municipalities has art schools.

¹ Austria: 'To be correct, the regions [Bundesländer] have music school laws!'

² Every time 'Belgium' is written, Wallonia (the French speaking part of Belgium) is meant.

³ Estonia: 'But there is a law for all kind of schools of "interest".'

⁴ Germany: 'No, we have no national wide music school law. But some Bundesländer (Federal States) have special legal regulations/laws for music schools: Brandenburg, Baden-Württemberg, Sachsen-Anhalt, Bayern, Berlin and Bremen. Theses regulations/laws concern legally binding standards (concerning aims, responsibilities and structure of the music schools, qualification of the teachers and directors, protection of the name "music school" and public financial support/subsidies).'

⁵ Spain: 'It is necessary to consider that each community has its own law.'

Denmark: From 1/1-2007 every person has the right to enter music school in every community

Finland: For tuition under school age/ music play school for everybody. After that entrance exam.

Hungary: Every child has the right to develop his or her talents. It is the 10th § of the law. Music education financed by the state is part of the general education system.

Iceland: Law regarding financial support to music schools was first passed 1963. The law does not state that every person has "the right to study music". This "right" has however been taken for granted and everyone with interest has been able to apply for admission to music schools (many schools have however had long waiting lists). The curriculum guide published by the Ministry of Education states that music schools shall provide education to all who wish to study music. This attitude towards access is now changing and some municipalities have suggested rules that limit access to people below the age of 25 or 27 (voice students) and to students who have permanent living address within the particular municipality.

Latvia: Yes

Luxembourg: Every person has the right to study music from 7 years up.

Norway: The Norwegian law is one paragraph, saying that all municipals should have a music and culture school offer.

Slovakia: The Constitution of Slovak Republic guarantees the right of education and the developing of skills for each member of Slovak society

Spain: No. The education of music in the music schools is of free option.

2.a. We would like to know how music school education is organised in your country. Below you find 5 different types of music schools. Could you please tick the boxes of the types of music schools existing in your country? They do not have to be affiliated to your association.

20 *General Music School*

17 *Specialised Music School*

11 *Secondary level education institution specialised in music A*

14 *Secondary level education institution specialised in music B*

5 *Secondary level education institution specialised in music C*

	General Music School	Specialised Music School	music A	music B	music C
Austria	x	x		x	
Belgium	x	x	x	x	x
Czech Republic	x				
Denmark	x	x	x	x	x
Estonia	x			x	
Finland	x	x	x	x	x
France	x	x	x		

Germany	x	x	x	x	
Hungary	x	x	x	x	x
Iceland	x	x			
Ireland	x	x	x		
Italy	x ⁶	x	x		
Latvia		x ⁷		x ⁸	
Luxemburg	x	x	x	x	
The Netherlands	x ⁹				
Norway	x	x		x	
Serbia		x		x	
Slovakia	x	x		x	
Spain	x	x	x	x	x
Sweden	x				
Switzerland	x				
United Kingdom	x ¹⁰	x	x	x	

2.b. Do you distinguish any other type of music school in your country than the ones mentioned above?

5 *yes*
15 *no*

	yes	no
Austria		x
Belgium	x	
Czech Republic		x
Denmark		x
Estonia		x
Finland	x	
France		x
Germany		x

⁶ Italy: 'Music education in Italy is basically divided in three main institutions representing two different levels of studies: Music Schools - run by local governments, or associations, Music schools -officially recognized and enabled to release diplomas (named Istituti Musicali Pareggiati - IMP) and State Music Conservatories.

Music schools are spread all over Italy and some of them, mostly situated in the central and northern part of the country, have an important historical tradition. They are aimed at amateur training, but a number of schools also prepare students for professional music training. Conservatori di Musica and IMP are addressed to professional music training and, in some cases (IMP), to amateur training as well.'

⁷ Latvia: 'Music school'

⁸ Latvia: 'Secondary music school'

⁹ The Netherlands: 'Many music schools are part of a larger Centre for Arts Education, which provides courses and workshops in other art disciplines as well.'

¹⁰ United Kingdom: 'Most of those under the first category are called "Music Services" in this country and deliver much of their teaching in the state schools during the normal school day. In addition they usually provide some instrumental teaching and many ensembles at a centre or school in the evenings or weekends.'

Hungary	x	
Iceland		x
Ireland		x
Italy		
Latvia		x
Luxemburg	x	
The Netherlands		x
Norway		x
Serbia		x
Slovakia		x
Spain	x	
Sweden		x
Switzerland		x
United Kingdom		

If you answered 'yes', please describe how this type of music school is organised:

Belgium: Chapelle musicale Reine Elisabeth accepts only 12 talented teenagers (piano, violin, cello). It's supported by Private sponsors.

Finland: Business minded private schools.

Hungary: Schools based on foreign music pedagogical methods are being founded (Yamaha).

Luxemburg: Private music schools (music education outside the general education on a low level)

Spain: Schools of music for all the ages

2.c. Which of the types of music schools mentioned at 2.a. are affiliated to your organisation?

- 18 *General Music School*
- 11 *Specialised Music School*
- 3 *Secondary level education institution specialised in music A*
- 5 *Secondary level education institution specialised in music B*
- 3 *Secondary level education institution specialised in music C*
- 2 *Other type of school, as mentioned at question 2.b.*

	General Music School	Specialised Music School	Music A	Music B	Music C	Other type of school
Austria	x	x		x		
Belgium	x					
Czech Republic	x					
Denmark			x	x	x	
Estonia	x					
Finland	x	x	x	x	x	
France	x	x				

Germany	x	x				
Hungary	x	x	x ¹¹	x ¹²		x ¹³
Iceland	x	x				
Ireland	x	x				
Italy	x	x				
Latvia						
Luxemburg	x					
The Netherlands						
Norway	x	x ¹⁴				
Serbia		x ¹⁵		x		
Slovakia	x	x				
Spain	x				x	x
Sweden	x					
Switzerland	x					
United Kingdom	x					

3.a. Are there private music schools in your country that are not affiliated to your association?

18 *yes*
4 *no*
0 *no info*

	yes	no	no info
Austria	x		
Belgium	x		
Czech Republic	x		
Denmark		x	
Estonia	x		
Finland	x		
France	x		
Germany	x		
Hungary	x		
Iceland	x		
Ireland	x		
Italy	x		
Latvia		x	
Luxemburg	x		

¹¹ Hungary: 'Partly'

¹² Hungary: 'Partly'

¹³ Hungary: 'Partly'

¹⁴ Norway: 'Music and Art Schools are affiliated to the Norwegian Council of Music and Art Schools, through a membership owned by the municipality.'

¹⁵ Serbia: 'All music schools at primary and secondary level are affiliated.'

The Netherlands	x		
Norway	x		
Serbia		x	
Slovakia	x		
Spain	x		
Sweden		x	
Switzerland	x		
United Kingdom	x		

3.b. Could you please explain in which way these types of music school are different from the music schools affiliated to your organisation?

Austria: They are financed only by school fees from the parents or in some cases by school fees and municipalities.

Belgium: "They are not supposed to respect the laws of programs and art education systems. Most of them purpose an alternative system to recognized schools. Our association only accept schools that educate from basic to high level and they offer a complete education system."

Estonia: They are private schools, who do not use the common curricula.

Finland: They are for making profit, no musical quality.

Germany: "Public Music Schools, which want to be member of our association (VdM), have to fulfil several conditions like: they have to get public subsidies, lessons by qualified teachers with diploma, they have to offer the full range of music education (strings, wind instruments, plucked instruments, piano etc. and likewise canto), ensemble playing and complementary subjects like theory, harmonics etc. Private music schools do not have to fulfil none of theses conditions."

Hungary: There are few. They use the instruments of the general music schools.

Ireland: They are not necessarily different; they just chose not to be a member of our association.

Iceland: No official organisation of music schools currently exists in Iceland. However, most music school teachers in Iceland as well as directors of music schools are members of The Society of Music School Teachers in Iceland (FT). FT was granted a two year temporary membership to EMU last November in Prato, Italy. FT has committed itself to establish an official organisation of Music Schools in Iceland before this temporary membership expires.

Italy: These are private music schools and profit oriented.

Luxemburg: They are different in their level.

The Netherlands: Not subsidised by local government. Therefore limited offer (only more current instruments). Mostly more expensive.

Norway: One only is a private owned but supported by municipality school in Oslo. The school is giving special offers for talented children/youth. Also Oslo has a municipal music and art school with all levels of teaching music.

Spain: The associate schools of music are public and the private ones cannot belong because they do not have public financing and therefore have different interests.

Switzerland: Werden nicht durch den Staat unterstützt. Vermitteln nur Unterrichtslektionen.

United Kingdom: 97% of the services are affiliated. The others are no different but have chosen to go their own way.

4.a. Does any system of quality control/assurance exist in your country, in relation to music schools?

16 *yes*
6 *no*

	yes	no
Austria	x	
Belgium	x	
Czech Republic	x	
Denmark		x
Estonia	x	
Finland	x	
France	x	
Germany	x	
Hungary	x	
Iceland	x	
Ireland		x
Italy		x
Latvia	x	
Luxemburg	x	
The Netherlands	x	
Norway	x	
Serbia		x
Slovakia	x	
Spain	x	
Sweden		x
Switzerland		x
United Kingdom	x	

4.b. Who implements this system of quality control/assurance? (You can tick more than one box.) Is it done by:

8 *Music schools (internal evaluation)*
7 *National music school union*
11 *Government*
3 *Other*

	Music schools (internal evaluation)	National music school union	Government	Other
Austria	x			x
Belgium	x		x	
Czech Republic			x	
Estonia	x	x	x	
Finland		x		
France			x	
Germany	x	x	x	x
Hungary	x	x	x	
Iceland			x	x
Latvia			x	
Luxemburg	x		x	
The Netherlands		x ¹⁶		
Norway		x ¹⁷		
Serbia	x			
Slovakia			x	
Spain	x		x	
United Kingdom		x		

Other, please name:

Austria: The regions (Bundesländer)

Germany: Verband Deutscher Musikschulen (VdM)

Iceland: A curriculum guide in music has recently been published by the Ministry of Education and Culture. Music school studies are divided into three levels: basic, intermediate and advanced. FT, the Icelandic Musicians' Union, the Association of Music School Headmasters and the Association of Local Authorities in Iceland together run an independent organisation that guarantees that exams from each of these three levels are properly executed and judges sufficiently trained.

5. Do music school students have to pay for their tuition?

- 2 *No, in my country music school education is free.*
15 *Yes, music school students have to pay tuition for all types of music schools.*
4 *Music school students have to pay tuition for the majority of music schools.*
1 *Music school students almost never have to pay tuition for music schools.*

	no	always	majority	almost never
Austria		x		

¹⁶ The Netherlands: 'National association for art education and art participation and the national organisation for amateur arts participation 'Kunstfactor'.'

¹⁷ Norway: 'The national music school union offers a programme for quality control/assurance for music and art schools.'

Belgium	x ¹⁸			
Czech Republic		x		
Denmark		x		
Estonia			x	
Finland		x		
France		x		
Germany			x	
Hungary		x		
Iceland		x		
Ireland		x		
Italy		x		
Latvia	x ¹⁹			
Luxemburg		x		
The Netherlands		x		
Norway		x ²⁰		
Serbia				x
Slovakia		x		
Spain		x		
Sweden			x	
Switzerland		x		
United Kingdom			x	

6. Are there any subsidies or grants available for students who are not able to pay for their tuition?

15 *yes*
4 *no*

	yes	no
Austria	x	
Belgium		
Czech Republic		x ²¹
Denmark	x	
Estonia	x	
Finland	x	
France	x	
Germany	x	

¹⁸ Belgium: 'Music school education in Belgium is free of charge for children up to 12 years of age, and can cost up to 200 Euro per year for other students.'

¹⁹ Latvia: 'Music school education is free in secondary music schools. As for music schools, they have to pay a little for their tuition.'

²⁰ Norway: 'Normally, this is the case.'

²¹ Czech Republic: 'However, the director of a Basic Art School has the authority to grant a student a (full) remission of the tuition fee.'

Hungary	x	
Iceland		x
Ireland	x	
Italy	x	
Latvia		
Luxemburg		x
The Netherlands	x ²²	
Norway	x	
Serbia		
Slovakia		x
Spain	x	
Sweden	x	
Switzerland	x	
United Kingdom	x	

7. Do you feel that, in music schools in your country, tuition fees discourage students to take music lessons?

11 yes
7 no

	yes	no	not applicable ²³ , see question 5
Austria		x	
Belgium			(x)
Czech Republic		x	
Denmark	x		
Estonia		x	
Finland	x ²⁴		
France	²⁵		
Germany	x		
Hungary	x		
Iceland	x		
Ireland	x		
Italy		x	
Latvia			(x)
Luxemburg	x		
The Netherlands	x		

²² The Netherlands: 'Financial support for those who cannot pay for tuition is possible in most of the municipalities - sometimes with the restriction that it is only available for highly talented students - and via private funds.'

²³ This category has been put in for those countries that (almost) never charge tuition fees (see question 5).

²⁴ Finland: 'Partly'.

²⁵ France: 'It really depends on the situation of each music school.'

Norway	x ²⁶		
Serbia			(x)
Slovakia	x		
Spain		x	
Sweden		x	
Switzerland		x	
United Kingdom	x		

8.a. Does an officially established curriculum for music education exist on a national level?

15 *yes*
7 *no*

	yes	no
Austria	x ²⁷	
Belgium		x ²⁸
Czech Republic	x	
Denmark	x	
Estonia	x	
Finland	x	
France	x	
Germany	x	
Hungary	x	
Iceland	x	
Ireland		x
Italy		x
Latvia	x	
Luxemburg	x	
The Netherlands	x	
Norway		x
Serbia	x	
Slovakia	x	
Spain	x	
Sweden		x
Switzerland		x
United Kingdom		x

²⁶ Norway: 'In some places, yes.'

²⁷ Austria: 'Officially does not mean by national law, but all regions accept the curriculum of the KOMU, which is a conference of experts of all the regions.'

²⁸ Belgium: 'Belgium does not have a national curriculum, but it does have an officially established general structure for music education on a national level.'

8.b. Is this national curriculum being implemented by all music schools and for all subjects?

11 yes
4 no

All 7 countries that do not have a national curriculum (see 8.a.) will not be mentioned in any of the tables at question 8.

	yes	no
Austria	x	
Czech Republic	x	
Denmark		x
Estonia	x ²⁹	
Finland	x	
France	x	
Germany	x	
Hungary	x	
Iceland		x
Latvia	x	
Luxemburg	x	
The Netherlands		x
Serbia	x	
Slovakia	x	
Spain		x

If no, please explain:

Denmark: They are voluntary.

Iceland: (See answer to question 4.b.) Most music schools who are owned or financially supported by local municipalities claim to use the official curriculum guide. Service of the independent organisation described in question 4.b. is voluntary. Most instrument types (keyboards, strings, wood wind instruments, etc.) are covered by the curriculum guide. One booklet is devoted to all theory subjects, including music history.

The Netherlands: There is only a curriculum for Harmony, Fanfare and Brass bands. It's up to each music school to decide whether or not they want to implement this curriculum.

Spain: The education ministry has a curricular decree of minimums, since we have said in the first question, each community of Spain has competitions in education and each one of them has its own law.

8.c. Who designed this national curriculum?

Austria: The KOMU (Konferenz der österreichischen Musikschulwerke), which is a conference of experts of all the regions.

Czech Republic: Ministry of Education

²⁹ Estonia: 'All music schools, belonging to the local authorities, are using this curriculum.'

Denmark: The art council, state

Estonia: Ministry of education

Finland: National Board of Education with Finnish Music School association and some other organisations.

Germany: The Association of German Music Schools (Verband deutscher Musikschulen VdM)

Hungary: Experts and it was published by the minister of education. The national association cooperated in it.

Iceland: Various committees, specialists and experienced music teachers hired to do the job by the Ministry of Education and Culture

Latvia: Arts Education Centre of Latvia on charge of Ministry of Culture to which all music schools are submitted.

Luxemburg: Tradition of music schools harmonized by government

The Netherlands: Association for art schools and the national amateur arts institute

Serbia: Ministry of education

Slovakia: Ministry of Education

Spain: The education ministry

8.d. Does the national curriculum specify anything on entrance exams for music schools and/or admission requirements?

7 *yes*

8 *no*

	yes	no
Austria		x
Czech Republic	x	
Denmark		x
Estonia		x
Finland		x
France	x	
Germany		x
Hungary	x	
Iceland		x
Latvia	x	
Luxemburg	x	
The Netherlands		x
Serbia	x	
Slovakia	x	
Spain		x

If you answered 'yes', please describe what is stated in the national curriculum:

Czech Republic: Look at 2a

France: New reforms are going to take place in the next months.

Hungary: There is certain knowledge necessary for every grade. At the entrance exam skills are examined. There is a preparatory year in theory and instrument.

Luxemburg: Different for every subject. Many different admission requirements concerning the age and the former musical education of student.

Slovakia: See 2a /2

8.e. Are theoretical classes incorporated in the curriculum? Are these classes compulsory or optional?

- 12 Yes, theoretical classes are incorporated in the curriculum, they are compulsory.
 2 Yes, theoretical classes are incorporated in the curriculum, they are optional.
 1 No, theoretical classes are not incorporated in the curriculum.

	compulsory	optional	not incorporated
Austria	x		
Czech Republic	x		
Denmark			x
Estonia	x		
Finland	x		
France	x		
Germany		x	
Hungary	x		
Iceland	x		
Latvia	x		
Luxemburg	x		
The Netherlands	x		
Serbia	x		
Slovakia	x		
Spain		x	

8.f. Is ensemble playing part of this curriculum? Is it compulsory or optional?

- 8 Yes, ensemble playing is incorporated in the curriculum, it is compulsory.
 6 Yes, ensemble playing is incorporated in the curriculum, it is optional.
 0 No, ensemble playing is not incorporated in the curriculum.

	compulsory	optional	not incorporated
Austria		x ³⁰	

³⁰ Austria: 'In some regions it is compulsory!'

Czech Republic	x		
Denmark	x		
Estonia	x		
Finland		x	
France		x	
Germany		x	
Hungary		x	
Iceland		x	
Latvia	x		
Luxemburg	x		
The Netherlands			
Serbia	x		
Slovakia	x		
Spain		x	

8.g. Are musical cross-over projects (e.g. cross-overs between classical music, jazz and pop music), or improvisation lessons, part of this curriculum? Are these lessons compulsory or optional?

- 0 Yes, musical cross-over projects or improvisation lessons are incorporated in the curriculum, they are compulsory.
- 6 Yes, musical cross-over projects or improvisation lessons are incorporated in the curriculum, they are optional.
- 6 No, musical cross-over projects or improvisation lessons are not incorporated in the curriculum.

	compulsory	optional	not incorporated
Austria		x	
Czech Republic			
Denmark			x
Estonia		x	
Finland			x
France		x	
Germany			x
Hungary		³¹	
Iceland		x	
Latvia		x	
Luxemburg			x
The Netherlands			
Serbia			x
Slovakia			x
Spain		x	

³¹ Hungary: 'These are separate genres in the curriculum.'

8.h. Does the national curriculum talk about the use of group tuition or one-to-one tuition? If you answer 'no', please continue with question 8.j.

12 Yes
3 No

	yes	no
Austria	x	
Czech Republic	x	
Denmark		x
Estonia	x	
Finland		x
France	x	
Germany	x	
Hungary	x	
Iceland	x ³²	x
Latvia	x	
Luxemburg	x ³³	
The Netherlands		
Serbia	x	
Slovakia	x	
Spain	x	

If you answered 'yes', please describe what is stated in the curriculum:

Austria: The form of tuition depends on subject, age etc.

Estonia: Instrumental lessons are one-to-one, other subjects use group tuition.

Hungary: In instrumental tuition there are only one-to-one classes. Theoretical classes are in groups.

Iceland: One-to-one tuition has been the general rule in Iceland and the curriculum guide sees this form of teaching as giving the best results. Small group teaching is briefly discussed and considered economical and useful, especially with respect to beginning students on instruments. Flexibility is underlined (group size; mixed private and group teaching) as well the use of appropriate teaching material.

Latvia: Both types are included.

Serbia: There is no instrumental/vocal group teaching available.

Slovakia: The national curriculum specifies which subjects have to be taught as group tuition and which as one-to-one tuition

³² Giving two answers to this question is not possible. However, both answers have been entered and count up to the total.

³³ Luxemburg: 'The use of group tuition is related to the level.'

8.i. Are students, according to the national curriculum, allowed to choose between group tuition and one-to-one tuition? (After this question, please continue with question number 10.)

- 4 *Yes, students are allowed to choose between group tuition and one-to-one tuition.*
 7 *No, students are not allowed to choose between group tuition and one-to-one tuition.*

	yes	no	The national curriculum does not talk about types of tuition (see 8.h.).
Austria	x ³⁴		
Czech Republic		x	
Denmark			x
Estonia		³⁵	
Finland			x
France		x	
Germany	x		
Hungary		x	
Iceland			x
Latvia		x	
Luxemburg	x	x	
The Netherlands			
Serbia		x	
Slovakia		x	
Spain	x		

8.j. If the national curriculum does not mention the type of tuition that students should take, could you then indicate which type of tuition is generally used for instrumental/vocal lessons at music schools in your country?

- 0 *Group tuition*
 5 *One-to-one tuition*
 2 *Combination of group tuition and one-to-one tuition*

This table shows the countries that answered question 8.h. negatively.

	group tuition	one to one tuition	combination
Denmark		x	
Finland		x ³⁶	x
Iceland		x	

³⁴ Austria: 'But of course it also depends on the resources of the school! (Not every one can have one-to-one tuition, because it is the most expensive form...).'

³⁵ This question is not applicable for Estonia, since all instrumental/vocal lessons in their country are to be taught one-to-one (see 8.h.). The same goes for Serbia and Hungary, but they chose to answer 'no'.

³⁶ Both answers have been entered.

The following table shows the countries that answered this question while they should have not answered it (see 8.h.). However, their answers show a trend and are therefore entered.

	group tuition	one to one tuition	combination
Austria			x ³⁷
France		x	
Serbia		x	

9. If an officially established curriculum for music education does not exist on a national level, does every music school have to establish its own curriculum?

7 Yes
1 No

This table only shows the countries that do not have a national curriculum, or have a national curriculum which is not being implemented for all subjects (The Netherlands). Please look at question 8.a. to see which countries do have a national curriculum.

	yes	no
Belgium	x	
Hungary	³⁸	
Ireland	x	
Italy	x	
The Netherlands	x	
Norway	x	
Sweden		x
Switzerland	x	
United Kingdom	x	

If you answered ‘yes’, please explain how music schools design their curriculum:

Belgium: Music schools design their own curriculum, but it has to be approved by the Government. Ministers and School Inspectors give to schools some indications to respect.

Ireland: They design their curriculum according to the current teaching staff, following whatever curriculum each particular teacher studied under. But individual teachers may differ in their teaching methods and material so it is really done on an ad-hoc basis from school to school.

Italy: Some schools have a special committee; others have the guidelines for their curriculum from the local municipality.

The Netherlands: Music schools are free if they would like to use the “Regalement” or their own curriculum.

³⁷ Austria: ‘All three are used...’

³⁸ Hungary: ‘There is a central curriculum and based on that every school makes its own curriculum’. *Hungary has a national curriculum. However, this comment provides valuable information and is therefore quoted.*

Norway: Normally teachers have the responsibility for making plans for each student. Some few schools, however, use international based exams as a free offer for their students.

Spain: Each school of music, their curriculum elaborates, considering its interests, the characteristics of the municipality, and the objectives of the centre.

United Kingdom: Many follow a curriculum based around one created by The Federation of Music Services called "A Common Approach" but this is not formally established as the national curriculum. All mainstream schools (i.e. NOT music schools) have to follow the National Curriculum in Music.

If you answered 'no', please explain what kind of curriculum music schools use:

Sweden: Each teacher has its own "curriculum".

10.a. How long does an average instrumental/vocal one-to-one lesson take?

- 7 0- 30 minutes
- 18 30-60 minutes
- 1 60- 90 minutes
- 1 more than 90 minutes
- 0 No estimation possible

	0-30	30-60	60-90	more than 90	no estimation
Austria		x			
Belgium		x ³⁹			
Czech Republic		x ⁴⁰			
Denmark	x				
Estonia		x			
Finland		x			
France		x			
Germany		x			
Hungary		x			
Iceland		x			
Ireland		x			
Italy		x			
Latvia		x			
Luxemburg	x ⁴¹	x	x	x	
The Netherlands	x	x ⁴²			

³⁹ Belgium: '50 minutes. The length of the lesson depends on the level of the student.'

⁴⁰ Czech Republic: 'It depends on plan of study. Fundamental lessons take 45 minutes, but talented students can receive 1,5 or 2 lessons per week.'

⁴¹ Luxemburg: 'Depends on the level.'

⁴² The Netherlands: 'between 0-45 minutes'

Norway	x ⁴³				
Serbia	x	x			
Slovakia		x			
Spain	x	x			
Sweden	x				
Switzerland		x			
United Kingdom	x				

How many times a week are these lessons given?

Austria: Usually one time, but many pupils come a second time for ensembles.

Belgium: one

Czech Republic: Depends on plan of study. Fundamental lessons take 45 minutes. Talented students can receive 1,5 or 2 lessons a week.

Denmark: one

Estonia: 1-2

Finland: 1-2

France: once a week

Germany: One time a week (average)

Hungary: Twice

Ireland: Once

Iceland: Generally once (60 minutes) or twice (30 minutes) a week. So called "full time students" usually get 60 minutes once a week or 30 minutes twice a week. Part time students (called "half students") usually get 30 minutes once a week.

Italy: Once (average)

Latvia: Two times a week

Luxemburg: Once the week

The Netherlands: Once a week

Norway: Normally once

Serbia: twice a week (at primary level) or three times a week (at secondary level)

Slovakia: 30 – 60 minutes a week, usually divided into 2 lessons

⁴³ Norway: 'A number of music and art schools, have an average of 15-20 minutes for one pupil. This time is based on group teaching, but often it is not possible to arrange groups. Consequently this then is the one-to-one lesson time for a lot of pupils. Students who have a higher level could receive one-to-one tuition for 30 minutes or more.'

Spain: a day to the week

Sweden: 1

Switzerland: Once a week

United Kingdom: Normally once

10.b. How long does an average instrumental/vocal group lesson take?

- 2 0- 30 minutes
- 14 30-60 minutes
- 7 60- 90 minutes
- 3 more than 90 minutes
- 1 No estimation possible

	0-30	30-60	60-90	more than 90	no estimation
Austria		x			
Belgium			x	x	
Czech Republic		x			
Denmark		x			
Estonia		x			
Finland			x		
France			x		
Germany			x		
Hungary					x
Iceland		x			
Ireland		x			
Italy			x	x ⁴⁴	
Latvia		x			
Luxemburg	x	x	x		
The Netherlands		x ⁴⁵			
Norway		x ⁴⁶			
Serbia		x			
Slovakia		x			
Spain			x	x	
Sweden		x			
Switzerland		x			
United Kingdom	x				

If no estimation is possible, please explain why:

⁴⁴ Italy: 'sometimes'

⁴⁵ The Netherlands: 'In groups of 2 to 4 students'

⁴⁶ Norway: 'In a number of music and art schools, all basic teaching for young pupils should principally be in groups. Too often this is not the case, because teachers don't have the knowledge of group teaching, or there are not enough pupils at the particular instrument to make a group.'

Hungary: No such classes

How many times a week are these lessons given?

Austria: Usually one time, but many pupils come a second time for ensembles.

Belgium: 1 or 2 depending of level

Czech Republic: One or two times

Denmark: one

Estonia: 1-2, depending of subject

Finland: 1-2

Germany: One time a week (average)

Ireland: Once

Iceland: Once or twice per week

Italy: Once or twice

Latvia: Two times a week

Luxemburg: Once a week

Norway: Normally once

Serbia: two or three times⁴⁷

Slovakia: 30 – 60 minutes a week, in 1, or 2 lessons

Spain: a day to the week

Sweden: 1

Switzerland: Once a week

United Kingdom: normally once

- 11. Is music school education in your country aimed at amateur education or at preparing for professional music training? Please put the letter (a, b, c, d, e) which describes the kind of training at a certain type of music school, in the cell next to the type of music school that exist in your country.**

- a. Only amateur training
- b. Mainly amateur training and some preparation for professional music training
- c. Amateur training and preparation for professional music training
- d. Mainly preparation for professional music training and some amateur training
- e. Only preparation for professional music training

⁴⁷ Serbia: 'Secondary music education'

a=1, b=11, c=9, d=0, e=0 General Music School
a=0, b=2, c=8, d=5, e=1 Specialised Music School
a=1, b=0, c=6, d=2, e=1 Secondary level education institution specialised in music A
a=0, b=0, c=5, d=3, e=5 Secondary level education institution specialised in music B
a=0, b=0, c=2, d=0, e=3 Secondary level education institution specialised in music C
a=1, b=0, c=0, d=0, e=1 Other type of school, as mentioned at question 2.b.

	<i>General Music School</i>	<i>Specialised Music School</i>	Music A	Music B	Music C	Other type of school
Austria	b	c		c		
Belgium	b	d	c	c	c	e
Czech Republic	c					
Denmark	c	c	c	c	c	
Estonia	c			d,e		
Finland	c	c	c	c	e	
France		b				
Germany	c	c	c	c		
Hungary	c	c	a	e	e	a
Iceland	b	b				
Ireland	c	d	d			
Italy	a,b	c				
Latvia		d		e		
Luxemburg	b	d	d	d		
The Netherlands	b					
Norway	b	c	c			
Serbia	b			d		
Slovakia	c	d		e		
Spain	b	e	e	e	e	
Sweden	b					
Switzerland	c					
United Kingdom	b	c	c			

12. Are there any formalised links between music schools and institutions that provide professional music training at higher education level?

- 9 *Yes, there are formalised links between music schools and institutions that provide professional music training at higher education level.*
 13 *No, there are no formalised links between music schools and institutions that provide professional music training at higher education level.*
 0 *No information available.*

	yes	no
Austria		x
Belgium		x
Czech Republic	x	

Denmark	x	
Estonia		x
Finland		x
France		x
Germany		x
Hungary	x	
Iceland		x
Ireland		x
Italy	x ⁴⁸	
Latvia	x	
Luxemburg	x	
The Netherlands		x
Norway		x
Serbia	x	
Slovakia	x	
Spain		x
Sweden		x
Switzerland	x	
United Kingdom		x

13.a. In case your country has a national curriculum for music education, as mentioned at question number 8, has it been designed to lead towards the entrance level of professional music training at higher education level?

12 Yes

3 No

1 *My country does not have a national curriculum for music education.*

Some countries that do not have a national curriculum forgot to tick the appropriate box. To clarify the table, the answer they should have given is put in between brackets.

	yes	no	no national curriculum
Austria		x ⁴⁹	
Belgium			(x)
Czech Republic	x		
Denmark	x		
Estonia	x		
Finland	x		
France		x	
Germany	x		
Hungary	x		

⁴⁸ Italy: 'Few examples'

⁴⁹ Austria: 'For the pupils that want to study, the music schools provide an education, that makes them fit for professional education - but that's not the majority....'

Iceland	x		
Ireland			(x)
Italy			(x)
Latvia	x		
Luxemburg	x		
The Netherlands		x	
Norway		⁵⁰ x	(x)
Serbia	x		
Slovakia	x		
Spain	x		
Sweden			x
Switzerland			(x)
United Kingdom	x ⁵¹		(x)

13.b. Do music schools in your country design their curriculum to lead towards the entrance level of professional music training at higher education level?

- 3 *All music schools design their curriculum to lead towards the entrance level of professional music training at higher education level.*
- 1 *Most music schools design their curriculum to lead towards the entrance level of professional music training at higher education level.*
- 5 *Some music schools design their curriculum to lead towards the entrance level of professional music training at higher education level.*
- 0 *Music schools do not design their curriculum to lead towards the entrance level of professional music training at higher education level.*

This question was meant to be answered exclusively by countries that do not have a national curriculum. However, the question was often misunderstood as the following table shows.

	all	most	some	none
Belgium	x			
France			x ⁵²	
Hungary	x			
Ireland			x	
Italy				
Norway			x	
Serbia	x			
Spain		x		
Sweden			x	
Switzerland				
United Kingdom			x	

⁵⁰ Denmark does not have a national curriculum. Therefore, this answer does not count.

⁵¹ The United Kingdom does not have a national curriculum either. This answer does not count. However, the United Kingdom has a curriculum that many schools use (see question 9).

⁵² France, Hungary, Serbia and Spain have national curricula and should not have answered this question. But the answers shows a trend and are therefore added.

Could you please specify which types of music schools are concerned?

Ireland: General Music Schools would prepare students towards the entrance level of professional music training.

Norway: Primarily this is music and art schools with Saturday schools or similar advanced offers for students. The average music school in this respect will be dependent on the qualification of the teachers.

14. Do you feel that music school education in your country generally provides students with enough skills and knowledge to continue their studies in higher education?

17 Yes

5 No

	yes	no
Austria	x	
Belgium	x	
Czech Republic	x	
Denmark	x	
Estonia	x	
Finland	x	
France	x	
Germany	x	
Hungary	x	
Iceland	x	
Ireland		x
Italy	x	
Latvia	x	
Luxemburg	x	
The Netherlands		x
Norway		x
Serbia	x	
Slovakia	x	
Spain		x
Sweden		x
Switzerland	x	
United Kingdom	x	

If you answered 'yes', please explain your answer:

Austria: In the cases where it is done, yes – see 13a

Czech Republic: Good work bring good results

Germany: Public Music Schools offer curricula from the beginning up to special preparation for the entrance to higher education at universities / conservatories.

Iceland: Those who graduate from Icelandic music schools have generally proven well prepared for continuing their studies abroad or at the Iceland Academy of the Arts.

Italy: Even it is not lately revisited, teaching offered is quite good

Luxemburg: Many students continue their studies in higher education in others countries after the music school education in Luxembourg.

Switzerland: Weil unsere Professoren an einer Hochschule ausgebildet wurden.

If you answered ‘no’, please explain your answer:

Ireland: There is no National Curriculum and no system of monitoring standards and this leaves Music Schools devising their own program of work, sometimes with unqualified teachers who do not have the experience to impart sufficient knowledge and skills to their students.

The Netherlands: 1). It's not the main target of our music schools. The main target of Dutch music schools is to provide the opportunity for as many people - children as well as adults - to receive training in music, in their leisure time or during school hours (in cooperation with regular schools). 2). It depends of the demands or the professional/higher education.

Norway: A lot of the schools are small institutions where teachers often do not have higher music education. The larger ones, however, have teachers of high quality. During the last decade, the level of students applying for higher music education has improved very much.

Spain: The music schools make fans and lovers to music and nontalents. But if that detects students with capacities and abilities to study superior studies of music.

15.a. Is a students’ progress measured in any way?

- 11 *A student’s progress is measured at all music schools in my country.*
- 6 *A student’s progress is measured at most music schools in my country.*
- 2 *A student’s progress is measured at some music schools in my country*
- 3 *No, a student’s progress is never measured.*

	all	most	some	never
Austria	x			
Belgium	x			
Czech Republic	x			
Denmark				x
Estonia	x			
Finland	x ⁵³			
France		x		
Germany			x	
Hungary	x			
Iceland		x		

⁵³ Finland: ‘Private music schools (with no state money) do not necessarily have examinations.’

Ireland		x		
Italy		x		
Latvia	x			
Luxemburg	x			
The Netherlands		x		
Norway				x ⁵⁴
Serbia	x			
Slovakia	x			
Spain	x			
Sweden				x
Switzerland			x	
United Kingdom		x		

15.b. In what way is this progress measured? You can tick more than one box.

- 17 Examination
17 Annual evaluation by teacher
6 Other
0 No information available

	examination	annual evaluation	other	no info available	not applicable (see 15.a.)
Austria	x	x			
Belgium	x	x			
Czech Republic	x	x	x		
Denmark					x
Estonia	x	x			
Finland	x	x			
France	x	x			
Germany	x	x			
Hungary	x	x	x		
Iceland	x	x	x		
Ireland	x	x			
Italy	x	x			
Latvia	x	x			
Luxemburg	x	x			
The Netherlands	x	x			
Norway		x	x		(x)
Serbia					
Slovakia	x	x	x		
Spain			x		
Sweden					x
Switzerland	x				

⁵⁴ Looking at the answer that Denmark gave to question 15.b., this answers is probably a mistake.

United Kingdom	x	x			
----------------	---	---	--	--	--

Other, please name:

Czech Republic: through concerts, competitions

Hungary: From 2007 there will be a final exam of arts.

Iceland: Public performances

Norway: Evaluation mostly through performances, concerts given to parents and common audiences. Normally no measurements. When applying higher education, the teacher could be asked to write an evaluation and forward some documentation of concerts etc.

Spain: Continuous evaluation

16. What happens if a student's progress is judged as 'not sufficient'? Can students be dismissed from a music school?

Austria: Usually they end their studies, in some regions it is possible to make an exam and – when negative – the pupil has to leave the school.

Belgium: NO!!!!!! We always privilege constructive alternative solutions.

Czech Republic: Yes

Estonia: Yes

Finland: Teacher and principle will talk with parents and student. There will be new personal program for the student or student will decide not to continue his/her studies. It's rather uncommon that student will be dismissed.

Germany: There exists no regulation from our Association, but music schools can establish rules to dismiss students in determined cases

Hungary: Once he or she can repeat the same grade

Ireland: Yes

Iceland: Generally this action is not taken (though there must be examples of this). Rules as to the progress of students are generally not rigid in Icelandic music schools. Usually students give up their studies at their own free will because their interest disappears or for some other reasons.

Italy: Students are never dismissed, but are encouraged to consider again their commitment; sometimes they are re-addressed to amateur studies.⁵⁵

Latvia: Yes

⁵⁵ In Italy, there is a small group of ambitious students who study at a music school (approximately 10% of all music school students), but who use a special curriculum made by the Ministry of Education, which is the same curriculum used in higher education, at Conservatoires.

Luxemburg: A student who is judged “not sufficient” can repeat the lessons of the past year and try to pass the examination once again. If he is judged “not sufficient” again, he is dismissed from the music school.

The Netherlands: Every music school has his own policy. It’s mostly dependent on the subsidising law of the local government.

Norway: I believe only if the student is not meeting at lessons. If the pupil/student is not doing any homework preparation, the teacher will discuss the matter with her or the parents. Normally these kinds of students will leave the music and art school.

Slovakia: Based on the judgement of a commission exam, the student with a not sufficient result can be dismissed from the Music school.

Spain: If the students have their attitudes and therefore curricular adaptations become. They never take leave.

Switzerland: No

United Kingdom: In some cases yes, but it would be very rare.

17. What happens if a student shows exceptional talent? Is there a special pathway a student can follow?

18 Yes
4 No

	yes	no
Austria	x	
Belgium	x	
Czech Republic	x	
Denmark	x	
Estonia	x	
Finland	x	
France	x	
Germany	x	
Hungary	x	
Iceland		x
Ireland	x	
Italy	x	
Latvia		x
Luxemburg		x
The Netherlands	x	
Norway	x	
Serbia	x	
Slovakia	x	
Spain	x	
Sweden	x	

Switzerland		x
United Kingdom	x	

If you answered 'yes', please explain:

Austria: In most of the region there are programs for talented pupils.

Belgium: See 2b

Denmark: Talent classes or pre conservatory classes for 1 – 3 years

Estonia: The student can study in the secondary school by the Musical Academy.

Finland: Student will get more private teaching, chamber music etc. Special talented students can have a studying place in Sibelius-Academy youth music department.

Germany: Students may get special support (pedagogical, financial etc.).

Hungary: He or she gets more classes.

Ireland: It depends on the Music School who must promote and nurture exceptional talent at a local and National level. There are various performing and scholarship opportunities in some of our third level institutions for gifted musicians.

Italy: They are able to follow a regular examination programme supplied by Conservatorio. Longer individual lessons are given in this case.

The Netherlands: Via private teachers or via private funds.

Norway: Yes, Saturday schools or a national Talent program for Young Musicians managed by the National Academy of Music and the regional Conservatories of Music in cooperation with the County board of Music and Art Schools and the schools in the main cities.

Serbia: Talent classes or pre conservatory classes for 1 – 3 years.

Slovakia: The Music school student with an exceptional talent can become an extraordinary student of The Music Konzervatorium (it is a secondary level educational institution).

Spain: The students with special talent receive more hours and another curriculum.

Sweden: More time.

18. Is it, in your country, common for children to start with pre-instrumental music classes, before starting with instrumental/vocal music lessons at a music school?

18 Yes
4 No

	yes	no
Austria		x ⁵⁶
Belgium		x
Czech Republic	x	
Denmark	x	
Estonia		x
Finland	x	
France	x	
Germany	x	
Hungary	x	
Iceland	x	
Ireland	x	
Italy	x	
Latvia	x	
Luxemburg	x	
The Netherlands	x	
Norway		x
Serbia		x
Slovakia	x	
Spain	x	
Sweden	x	
Switzerland	x	
United Kingdom	x	

If you answered ‘yes’, please explain:

Denmark: 0-8 years of age, pre music classes

Finland: Almost half of the all students in Finland are in pre-instrumental music classes.

Germany: It is common that children start with so called “Musikalische Früherziehung” (4 – 6 years) or with special programs even earlier.

Ireland: Most music schools have a pre-instrumental course for age 3 to 7 but it is not always necessary for a student to have completed this course to commence instrumental/vocal lessons.

Iceland: Most music schools require children to enrol in pre-instrumental music classes for one or two years. This requirement is not as strict with regards to older children and teenagers.

Italy: Orff or Dalcroze or similar classrooms are offered.

Luxemburg: Only for string and percussion music lessons.

The Netherlands: General Music Education (sometimes also via the regular school).

⁵⁶ Austria: ‘Pre-instrumental classes should be the start, but many pupils want to start with the instrument, so it is not the majority (but of course there are differences between the regions).’

Norway: Some schools have preparatory classes, a kind of music kindergarten, and also special offers for mothers with babies etc.

Serbia: 5-8 years of age, pre music classes

Slovakia: The most of students start with the "preparatory pre - instrumental" class, which usually lasts for a year.

Spain: The small students, they begin working music and movement and percussion instruments.

Switzerland: Musikalische Früherziehung ab 6 Jahren.

United Kingdom: It is becoming more and more common.

19.a. What is the average age at which children start with instrumental lessons in your country? Starting age between:

- 0-2 years of age
- 2-4 years of age
- 4-6 years of age
- 6-8 years of age
- 8 years or older

This table shows the starting ages:

	Strings/ piano	Brass	Woodwinds	Improvised music/ Pop music/ Jazz	Other
Austria	6-8	6-8/8 or older	6-8	8 or older	6-8
Belgium	6-8	6-8	6-8	4-6 ⁵⁷ /8 or older ⁵⁸	6-8
Czech Republic	6-8	8 or older		8 or older	
Denmark	6-8	8 or older	8 or older	8 or older	6-8
Estonia	6-8	8 or older	6-8	8 or older	
Finland	4-6	4-6	4-6	8 or older	
France	6-8	8 or older	8 or older	8 or older	
Germany	6-8	8 or older	6-8/8 or older	8 or older	6-8/8 or older
Hungary	6-8	8 or older	6-8	8 or older	
Iceland	8 or older	8 or older	8 or older		59

⁵⁷ Belgium: 'Improvisation'

⁵⁸ Belgium: 'Pop/jazz'

⁵⁹ Iceland: '4/6 Suzuki method', '6-8 pre-instrumental classes'

Ireland	4-6	8 or older	6-8	8 or older	8 or older
Italy	6-8/8 or older	8 or older	6-8	8 or older	6-8
Latvia	6-8	8 or older	8 or older		8 or older ⁶⁰
Luxemburg	6-8/8 or older	8 or older	8 or older	8 or older	8 or older
The Netherlands	6-8	6-8	6-8	8 or older	
Norway	2-4/4-6 ⁶¹ /8 or older ⁶²	8 or older	8 or older	8 or older ⁶³	
Serbia	6-8	8 or older	8 or older	8 or older	6-8/8 or older
Slovakia	6-8	8 or older	6-8	8 or older	
Spain	4-6				
Sweden	8 or older	8 or older	8 or older	8 or older	8 or older
Switzerland	6-8	8 or older	6-8	8 or older	8 or older
United Kingdom	6-8	8 or older	8 or older	8 or older	

**19.b. What is the average age at which children start with vocal lessons in your country?
Starting age between:**

8 6-10
8 10-15
7 15-20
0 20 or older

	Vocal training
Austria ⁶⁴	15-20
Belgium ⁶⁵	6-10
Czech Republic	6-10
Denmark	10-15
Estonia	15-20
Finland	10-15
France	15-20

⁶⁰ Latvia: 'Folk'

⁶¹ Norway: 'Mini-violins. Children start playing the violin between their 3rd and 5th year of age.'

⁶² Norway: 'start piano lessons'

⁶³ Norway: 'later'

⁶⁴ Austria: 'But there is a trend to teach more younger children.'

⁶⁵ Belgium: 'Mainly choir.'

Germany ⁶⁶	6-10/10-15
Hungary	15-20
Iceland	15-20
Ireland	10-15
Italy	10-15
Latvia	6-10
Luxemburg	15-20
The Netherlands	10-15
Norway	10-15
Serbia	15-20
Slovakia	6-10
Spain	6-10
Sweden	6-10
Switzerland	6-10
United Kingdom	10-15

20. Do students in your country have to fulfil an entrance exam to be admitted to a music school?

- 7 *Yes, students always have to fulfil an entrance exam to be admitted to a music school.*
- 2 *Students often have to fulfil an entrance exam to be admitted to a music school.*
- 6 *Students sometimes have to fulfil an entrance exam to be admitted to a music school.*
- 7 *Students never have to fulfil an entrance exam to be admitted to a music school.*

	always	often	sometimes	never
Austria				x
Belgium				x
Czech Republic	x			
Denmark				x
Estonia	x			
Finland	x			
France		x		
Germany				x
Hungary	x			
Iceland			x	
Ireland			x	
Italy			x	
Latvia	x			
Luxemburg			x	
The Netherlands				x
Norway				x

⁶⁶ Germany: 'Kinderchöre noch früher ab 4 Jahren.'

Serbia	x			
Slovakia	x			
Spain		x		
Sweden				x
Switzerland			x	
United Kingdom			x	

Could you please specify which types of music schools are concerned?

Ireland: Some general music schools will have an audition process for accepting students; this is at the discretion of the administration of the school(s) concerned.

Iceland: Formal entrance examination does not exist. However, students who move between music schools or have some level of skill when entering a music school usually have to demonstrate their skill and perhaps take some theory exams so that they can be properly placed as to their continuing study.

Italy: Sometimes when too many applications for specific courses (e.g. pop singing, drums, etc).are submitted.

Switzerland: Aufnahmetest.

United Kingdom: In music services it will probably be just a test. For a specialist music school it will be a full exam.

21. Are teachers required to have a professional qualification to be able to teach at music schools?

21 yes
1 no

	yes	no
Austria	x	
Belgium	x	
Czech Republic	x	
Denmark	x	
Estonia	x	
Finland	x	
France	x	
Germany	x	
Hungary	x	
Iceland		x
Ireland	x	
Italy	x	
Latvia	x	
Luxemburg	x	
The Netherlands	x	
Norway	x	

Serbia	x	
Slovakia	x	
Spain	x	
Sweden	x	
Switzerland	x	
United Kingdom	x	

Please clarify what kind of professional qualification is required:

Austria: Instrumental (Gesangs) Pädagogik (or Künstlerisches Diplom)

Belgium: Master grade from High schools or university

Denmark: conservatory, university, musicians

Estonia: The teachers must have higher education

Finland: Master of Music and pedagogical studies

France: 3 types of diplomas: certificat d'aptitudo, diplome d'Etat, Diplome universitaire de musicien intervenant

Germany: Teachers have to have a diploma (from university or conservatory) for music / music education.

Hungary: University or college degree in teaching and music

Ireland: Teachers are required to have a teaching diploma and in most cases a music degree from a recognised third level institution

Italy: Conservatory Diploma- University degree (History of Music)

Latvia: Higher professional qualification and higher pedagogical qualification

Luxemburg: 1er prix in a music conservatoire

The Netherlands: A diploma from a conservatoire with a specialisation in teaching.

Norway: To have tenure a teacher should have higher music education.

Serbia: Music school teachers need to have a musical university diploma.

Spain: Teacher superior

Sweden: Music Teacher examination, 4,5 years

United Kingdom: However, in some cases they may be admitted without qualifications. It depends on the nature of the work they are doing.

If you answered 'no', please explain how teachers are selected:

Iceland: Anyone can teach music in Iceland - provided of course that someone is willing to study with them or hire them to teach. Current salary agreement between FT and the

Icelandic Musicians' Union, on the one hand, and the salary committee of the Association of Local Authorities in Iceland on the other, grants teachers with professional qualification, either as teachers or instrumentalists/singers, higher salaries depending on certain degrees and/or years of study in qualified institutions or with qualified instructors. Music teachers in Iceland are generally well educated.

22. Do you know of any system in your country where music school teachers give structural music lessons in primary schools?

13 *yes*
7 *no*

	yes	no
Austria	x	
Belgium		x
Czech Republic		x
Denmark	x	
Estonia		x
Finland	x	
France	x	
Germany		
Hungary	x	
Iceland	x	
Ireland	x	
Italy	x	
Latvia	x	
Luxemburg		x
The Netherlands	x	
Norway	x	
Serbia		x
Slovakia		x
Spain	x	
Sweden		x
Switzerland	x	
United Kingdom		

Could you please explain how this system is being implemented?

Austria: There is a growing number of cooperations between music schools and primary schools – “Klassenmusizieren” and other projects.

Finland: Children have almost all music studies during the school day.

Ireland: It would be implemented on a school by school basis as part of an Outreach programme. Music teachers go out to Primary schools usually one day per week for instrumental and or vocal/choral tuition.

Iceland: Some music schools provide instrumental music lessons in co-operation with primary schools where students attend lessons during their regular school day. This

arrangement is increasing in popularity due to the difficulties arriving from longer school day in primary schools.

Italy: It is rather common in Italy.

Latvia: There are schools with the accent on music studies, where music subjects are offered and both types of education are available (one-to-one / group lessons).

Norway: A lot of teachers have combined position in music and art school and primary school.

Switzerland: Kindergarten und Primarschule als Musikalische Früherziehung und musikalische Grundschule. 1-2 Lektionen pro Woche!

Additional comments

Iceland: "Music schools in Iceland are now roughly 80. Law regarding financial support to music schools was first passed 1963, as mentioned in question 1.b. This law was last modified 1989 when financial responsibility moved entirely to local governments. Prior to 1989 the state and local governments did split the cost. Existing law only deals with financial support and requires that support from local government be used only to pay salaries of teachers and headmasters. Other costs should be covered by student tuition. Music schools in the capital, Reykjavik, are roughly 20, almost all owned by individuals or organisations, but subsidised by the city in accordance with the above mentioned law. Most music schools outside of Reykjavik are, however, owned and run by the local municipalities. Student fees are thus somewhat higher in Reykjavik.

New and broader law regarding music schools is now being prepared. The curriculum guide also requires modifications. Even though one-to-one tuition has been the predominant form of teaching, flexibility has increased in recent years (more group teaching, mixed group and individual teaching etc.). Pressure has also grown from the municipalities that the music schools serve more people and that waiting lists be eliminated.

The national curriculum guide in music is currently only available in Icelandic. If the guide is still wanted, please mail us back and we will mail the guide to the address indicated below.

Appendix 3

Comparison to the questionnaire on Admission Procedures to European Conservatoires

Comparison to the questionnaire on Admission Procedures to European Conservatoires

The Pre-College Working Group implemented a questionnaire on Admission procedures to European Conservatoires, before designing the questionnaire on music school education (EMU questionnaire) in Europe. The questionnaire was distributed to the 224 member institutions of the AEC. 103 answers were received.

The questionnaire focuses on different topics related to admission procedures. One question is particularly important in view of the research on music school education in Europe:

Question 14. *Which type of previous education have students from your country received before they enter the 1st cycle (Bachelor) at your institution? Please note: It is not necessary to have exact numbers about this issue; we are just looking for trends; your personal experience should be sufficient to answer the following question.*

The respondents were offered the exact same categories as given at question 2.a. in the EMU questionnaire plus three extra categories, and were asked to use numbers from 1 to 8 to mark the frequency: **8** meaning **most** students in my institution origin from this type of education – **1** **no** students in my institution origin from this type of education; **0** not applicable.

Junior department/Preparatory Class/Foundation year <i>Course <u>within</u> the higher education institution preparing students for training in higher music education.</i>
General music school <i>Independent institution for music education <u>outside</u> of the compulsory education system, offering education in music to students of all ages and stages.</i>
Specialised music school <i>Independent institution for music education <u>outside</u> of the compulsory education system, offering special curricula preparing students for professional music training at higher education level.</i>
Secondary level educational institution specialised in music <u>A</u> <i>School on secondary level offering general education with a specialisation in music education.</i>
Secondary level educational institution specialised in music <u>B</u> <i>School on secondary level offering music education on an advanced level including general education.</i>
Secondary level educational institution specialised in music <u>C</u> <i>School on secondary level offering music education on an advanced level without general education.</i>
Private lessons
Other –which?

The EMU questionnaire posed the following questions:

Question 2.a. *We would like to know how music school education is organised in your country. Below you find 5 different types of music schools. Could you please tick the boxes of the types of music schools existing in your country? They do not have to be affiliated to your association.*

Question 2.c. *Which of the types of music schools mentioned at 2.a. are affiliated to your organisation?*

The outcomes of question 14 from the Admission Procedures questionnaire were compared to the outcomes of question 2.a. and 2.c. of the EMU questionnaire. Unfortunately, the outcomes of this comparison are most often unclear, and difficult to interpret.

The two main problems that occur are:

- The numbers (0 to 8) given to each type of school often differentiate highly within the same category of schools. (For example: one conservatoire states that most of their students come from General Music Schools, while other conservatoires state that they hardly receive any students from this type of school.) This could indicate that there are regional differences: possibly, certain conservatoires accept many students from schools within their region that they might have a professional relationship with. Another possibility could be that the level of a type of music school is not consistent throughout the country.

Because the numbers often diverge so much it is not representative to give an average number of frequencies. Another reason for not presenting average numbers is that not all conservatoires put a number down after each type of school.

- The EMU questionnaire revealed which types of music schools exist. However, conservatoires often state to receive students from schools that, according to the EMU questionnaire, do not exist at all.

In the questionnaire on Admission Procedures, the categories of schools were presented as 'types of previous education (before higher education)'. In the EMU questionnaire these categories were presented as 'music schools'. Some types of schools might not fall under the collective noun 'music school', but would provide music education to youngsters. This would explain why some respondents in the Admission Procedures questionnaire chose categories of schools that, according to the outcomes of the EMU questionnaire, not exist.

However, it is possible as well that some respondents did not recognise their types of music schools in the categories given.

The EMU questionnaire has five categories of music schools in common with the questionnaire on Admission Procedures. These five categories have been compared.

The following table presents, per country, the types of schools that exist, according to the respondents of the EMU questionnaire, and the types of schools that are affiliated to the EMU.

'Frequency' shows the numbers that conservatoires entered.

Country	General Music School	Specialised Music School	Music A ⁶⁷	Music B	Music C
Austria					
Which schools exist?	x	x		x	
Which schools are affiliated?	x	x		x	
frequency	2, 4	3, 4	2, 3, 7	2, 4	6
Belgium, Wallonia					
Which schools exist?	x	x	x	x	x
Which schools are affiliated?	x				
frequency	1	1	3	3	8
Czech Republic					
Which schools exist?	x	x		x	
Which schools are affiliated?	x	x			
frequency		8		8	

⁶⁷ Music A, B and C is being used as an abbreviation of Secondary level education institution specialised in music A, B or C.

Denmark					
Which schools exist?	x	x	x	x	x
Which schools are affiliated?			x	x	x
frequency	2,3,4,6,6,7	1,5,7,7,8	0,2,2,2,4,6	0,1,2,2	0,5,6,7
Estonia					
Which schools exist?	x		x	x	
Which schools are affiliated?	x				
frequency	2	0	2	8	5
Finland					
Which schools exist?	x	x	x	x	x
Which schools are affiliated?	x	x	x	x	x
frequency	2, 5, 6, 7, 8, 8	0, 0, 2, 2, 6, 8	0,0,2,2,2,5	2,4,5,6,6	2,2,4,5,7
France					
Which schools exist?	x	x	x		
Which schools are affiliated?	x	x			
frequency	1,3,3,3,6,8,8	0,6,7,7,8,8,8,8	0,0,2,4,8	0,0,2,3	0,0,2,8
Germany					
Which schools exist?	x	x	x	x	
Which schools are affiliated?	x	x			
frequency	4,4,4,6,6,7,8,8,8	0,0,1,2,3,3,5,7	0,2,2,3,3,3,3,3	0,2,2,3,3,3,3,6	0,0,0,0,0,2,2
Hungary					
Which schools exist?	x	x	x	x	x
Which schools are affiliated?	x	x	x	x	
frequency			1		6
Iceland					
Which schools exist?	x	x			
Which schools are affiliated?	x	x			
frequency	8	8	0	0	0
Ireland					
Which schools exist?	x	x	x		
Which schools are affiliated?	x	x			
frequency	1,3,4	4	0	0	0
Italy					
Which schools exist?	x	x	x		
Which schools are affiliated?	x	x			
frequency	0,1,1,1	0,1,1,2,4	0,0,0,1,1	0,0,0,1,1	0,0,0,1,1
Latvia					
Which schools exist?		x		x	
Which schools are affiliated?					
frequency			8	8	

Luxemburg					
Which schools exist?	x	x	x	x	
Which schools are affiliated?	x				
frequency	2,6	0,6	0,2	0,0	0,0
The Netherlands					
Which schools exist?	x				
Which schools are affiliated?	x				
frequency	2,2,4,4,4	3,4,4,6	2,2,3,4	2,2,3	2,2,3
Norway					
Which schools exist?	x	x		x	
Which schools are affiliated?	x	x			
frequency	1,3,5,6,8	0,0,3,5	5,5,6,7	0,1,5,7	0,0,0
Serbia					
Which schools exist?		x		x	
Which schools are affiliated?				x	
frequency					
Slovakia					
Which schools exist?	x	x		x	
Which schools are affiliated?	x	x			
frequency	0	3	0	0	8
Spain					
Which schools exist?	x	x	x	x	x
Which schools are affiliated?	x				x
frequency	0,0,4,6	0,4,7,8	0,2	0,0	0,7
Sweden					
Which schools exist?	x				
Which schools are affiliated?	x				
frequency	3,7,8	6,6,7	1,5	2,5,8	0,0
Switzerland					
Which schools exist?	x				
Which schools are affiliated?	x				
frequency	1,2,2,2,	1,1,3,4,4,6,7	0,1,2,4,5,6	0,0,1,3,3,4	0,0,0,0
United Kingdom					
Which schools exist?	x	x	x	x	
Which schools are affiliated?	x				
frequency	0,0,2,4,5,7	0,1,1,2,4,5	2,2,2,	0,3,8	0,1,2