

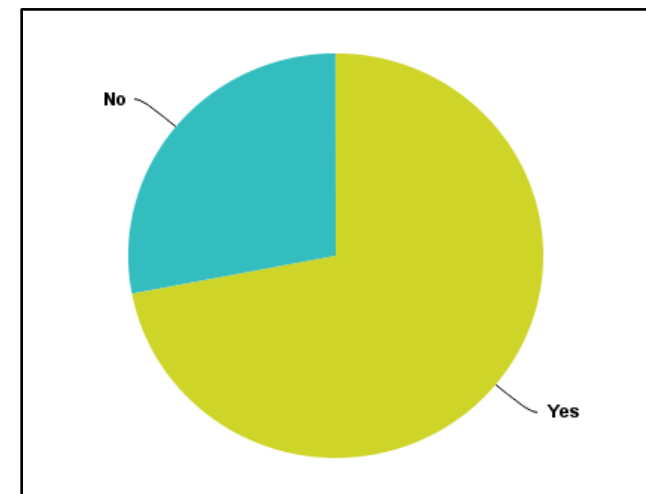
Questionnaire: “Educating for Entrepreneurship”

➤ Does your country or region promote the development of innovative, entrepreneurial projects in the higher education or cultural sector?

- **Anglo-Saxon model:** 100% of the responding conservatoires answered ‘YES’
- **Continental model:** 64% of the responding conservatoires think this is the case for their country or region
- **Mediterranean Model:** 64% of the responding conservatoires think this is the case for their country or region
- **Central and Eastern European, Caucasus and Balkan Countries Model:** 64% of the responding conservatoires think this is the case for their country or region
- **Scandinavian Model:** 100% of the responding conservatoires answered ‘YES’

Does your country or region promote the development of innovative, entrepreneurial projects in the higher education or cultural sector?

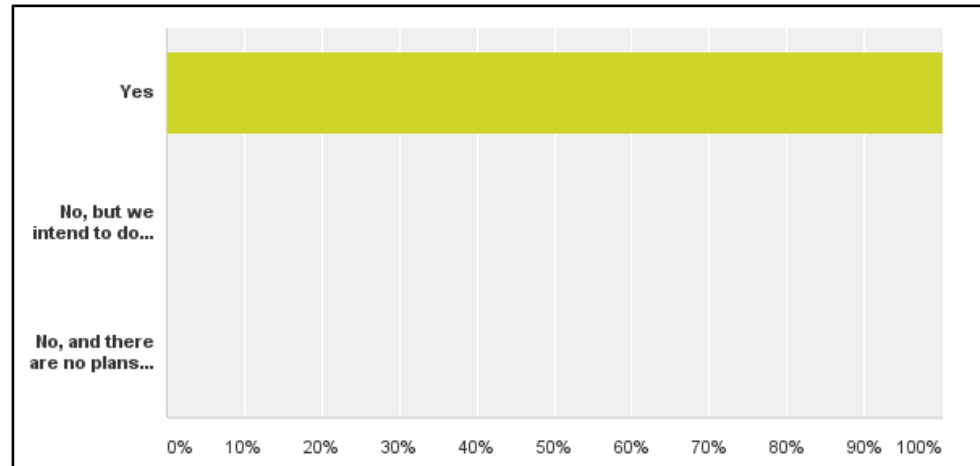
On average: 72% of the responding conservatoires judge that their country or region promote the development of innovative, entrepreneurial projects in the higher education or cultural sector.



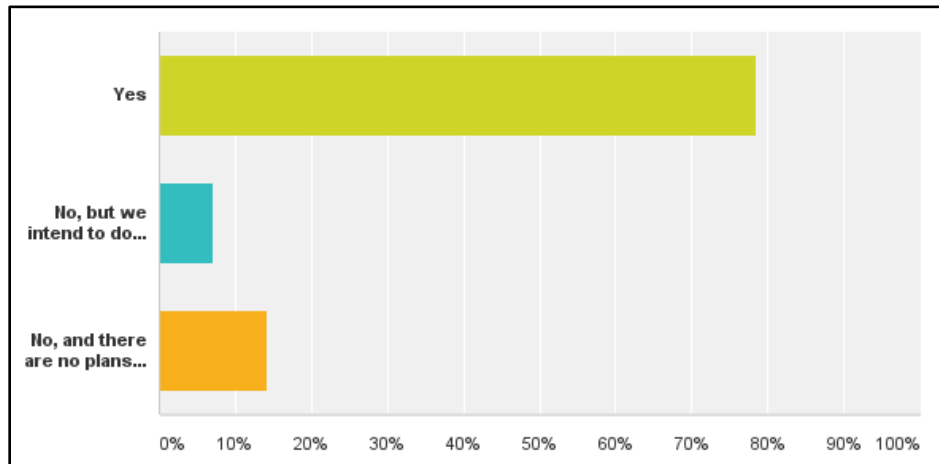
➤ Knowledge of the professional sector: music & concert venues, cultural organizations, media...

• **Anglo-Saxon model:**

These courses are obligatory for 88% of them and are taught at the Bachelor (91%) and Master (50%) level. Courses titles include: «Professional Studies», «Professional skills», «Professional practice», «Creative Business Model», «Musician in Society», «Professional Development». They last roughly 2 semesters (44%).

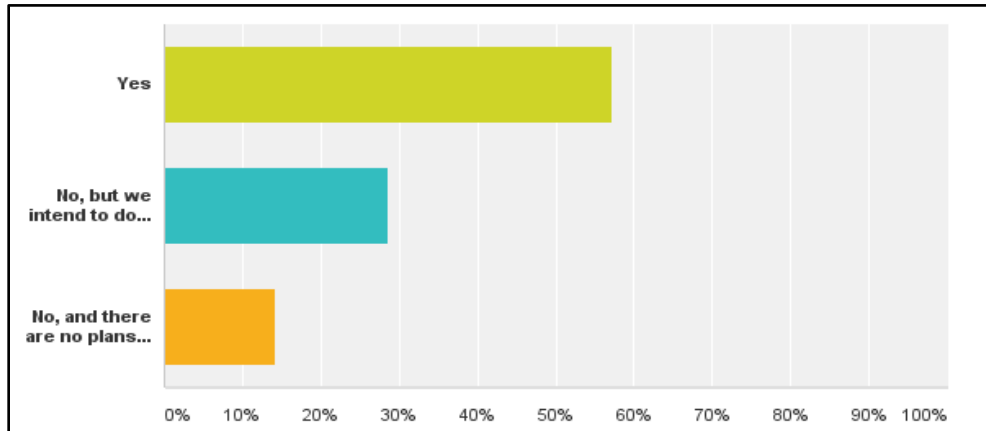


• **Continental model:**



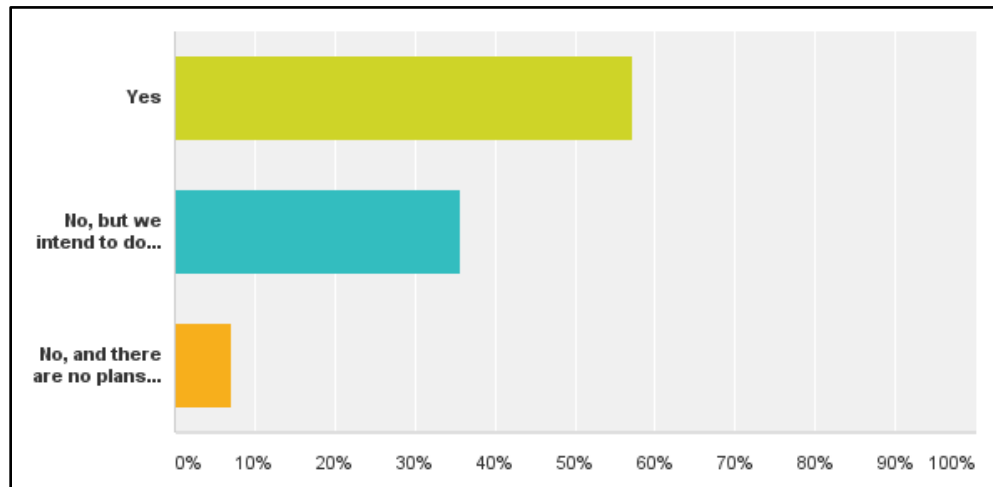
Courses titles include: «Introduction to music practice», «Workshops of the profession», «Music and society», «Knowledge of professional context», «Practical aspect of the profession». Taught at Bachelor (91%) and Master (41%) level.

- **Mediterranean Model:**



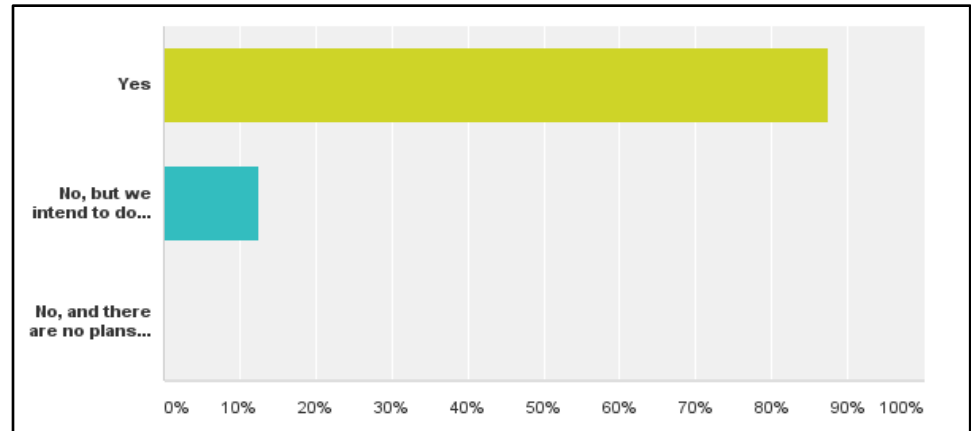
Courses titles include : «Organizzazione, diritto e legislazione dello spettacolo» or «Self-promotion and cultural management». These courses are required in 50% of the responding conservatoires and only taught in Bachelor.

- **Central and Eastern European, Caucasus and Balkan Countries Model:**

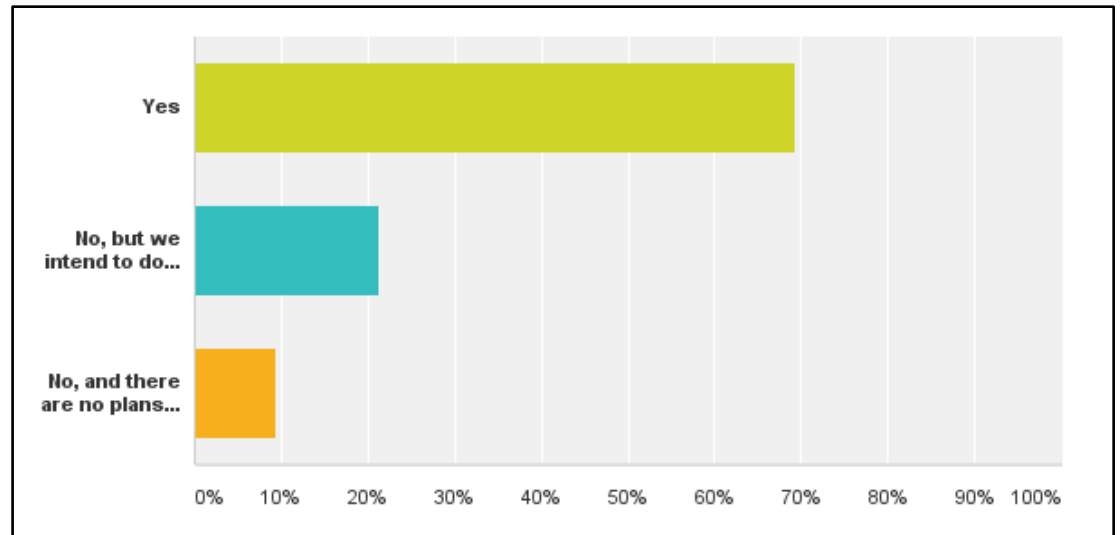


- **Scandinavian Model:**

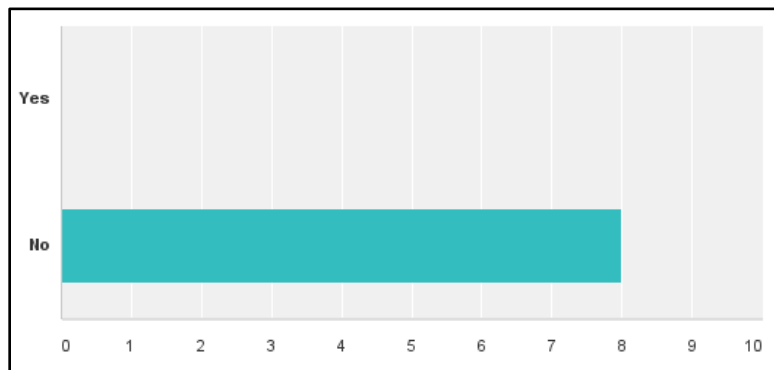
These courses are compulsory for 86% of them and are offered at both Bachelor (100%) and Master (71%) level. Courses titles include: «Entrepreneurship for musicians» at the Royal College of Music in Stockholm or «Building a professional portfolio» at the Norwegian Academy of Music.



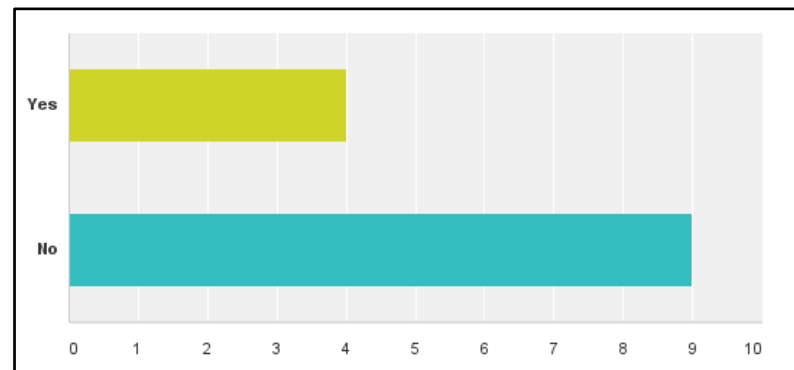
On average: 69% of the responding conservatoires provide their students with knowledge of the professional sector: music & concert venues, cultural organizations, media...



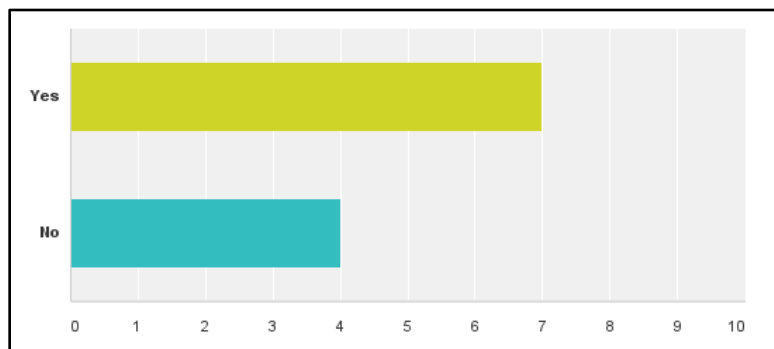
➤ Language study



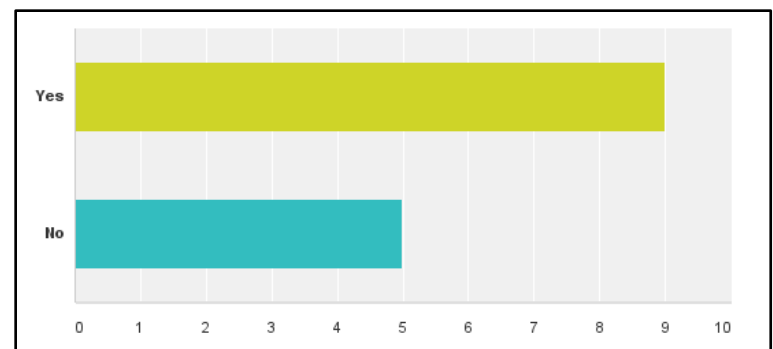
Anglo-Saxon model: In none of the responding conservatoires is the study of a second language obligatory.



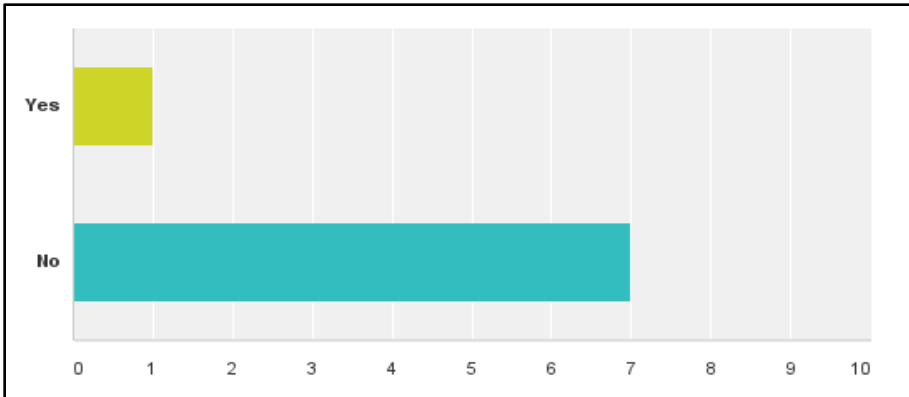
Continental model: In only 30% of the responding conservatoires is the study of a second language obligatory. All conservatoires with obligatory language courses offer English and German classes and 75% of them offer a Spanish course to the students.



Mediterranean Model: In almost 64% of the responding is the study a second language obligatory. In these conservatoires, English (100%), German (29%) and French (14%) courses are always delivered.

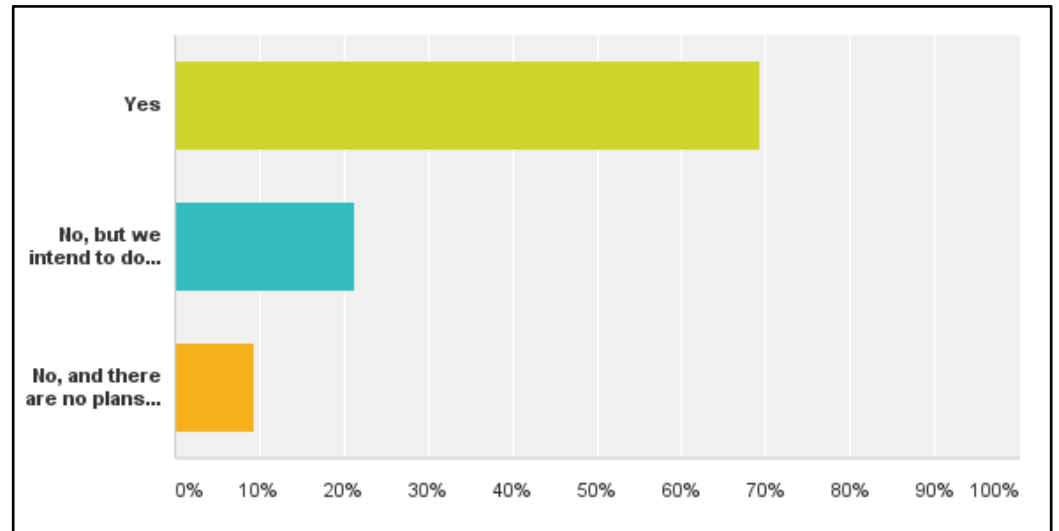


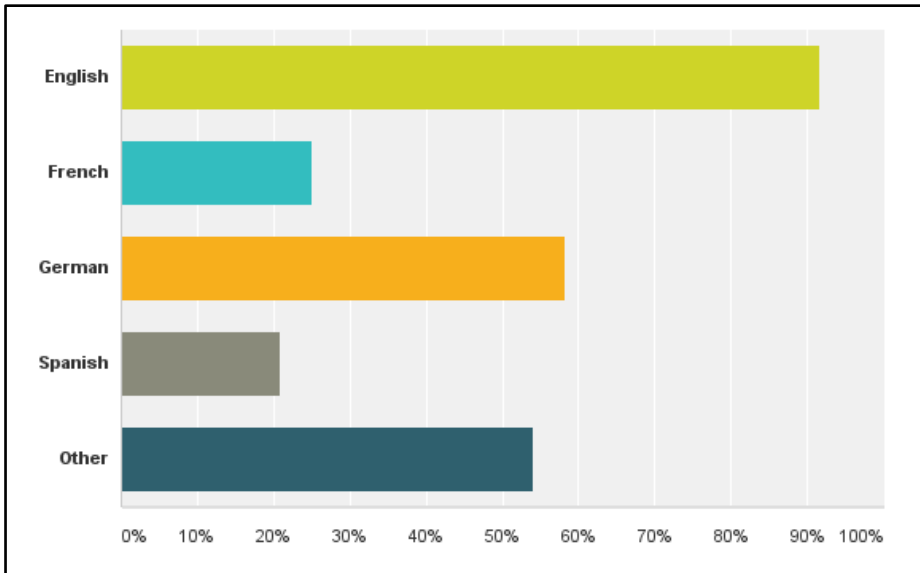
Central and Eastern European, Caucasus and Balkan Countries Model: In more than 64% of the responding conservatoires is the study a second language obligatory. In these conservatoires, the study of English (100%), German (78%), French (44%), Spanish (11%) and other languages (78%) is possible.



Scandinavian Model: The study of a second language is obligatory in only 12,5% of the responding conservatoires. When it is the case, English, German, French and other language courses are available.

On average: the study of a second language is obligatory in almost 35% of the responding conservatoires.

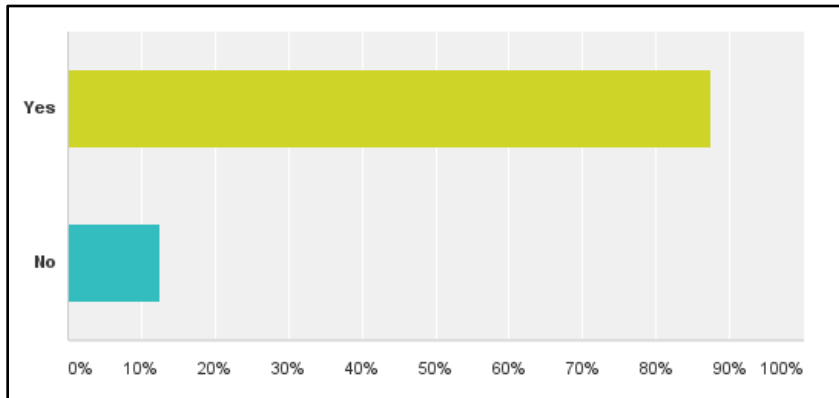




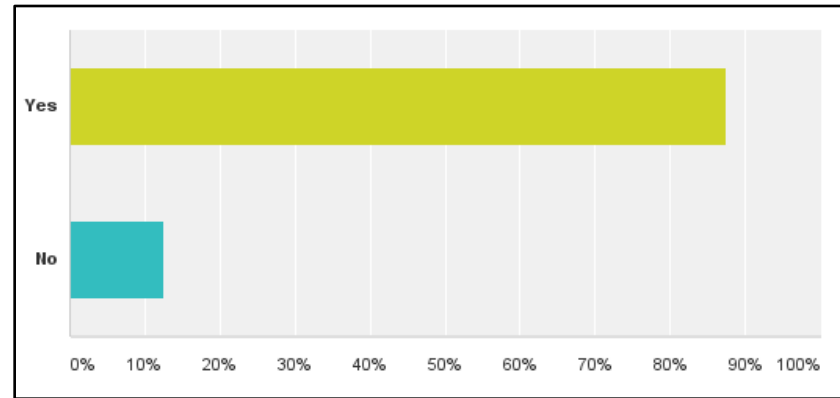
When the study of a second language is obligatory, the following courses are available:

➤ Communication skills

Anglo-Saxon model

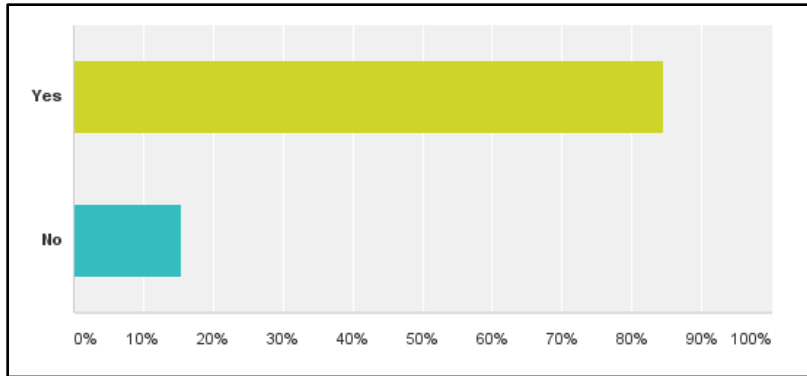


Written: these skills are provided through writing of reflective journals (100%), reports (80%), academic essays, workshops, programme notes, as well as seminars at the Bachelor (100%) and the Master (80%) level.

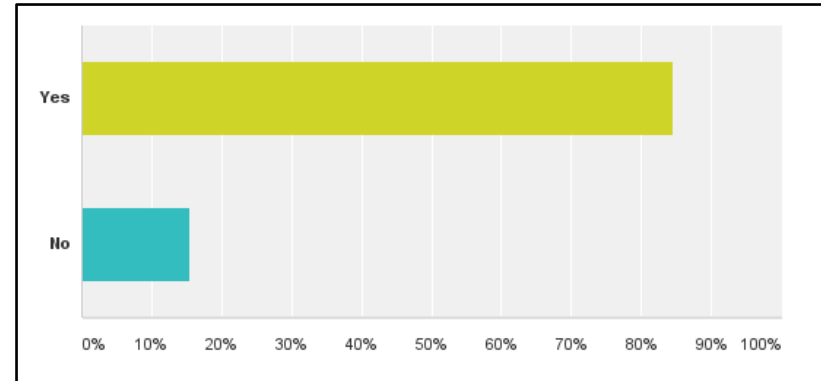


Oral: These courses are mainly obligatory (62%) and can last one or two semesters. There are all taught at the Bachelor level (100%), and hardly ever at the Master level (37%).

Continental model

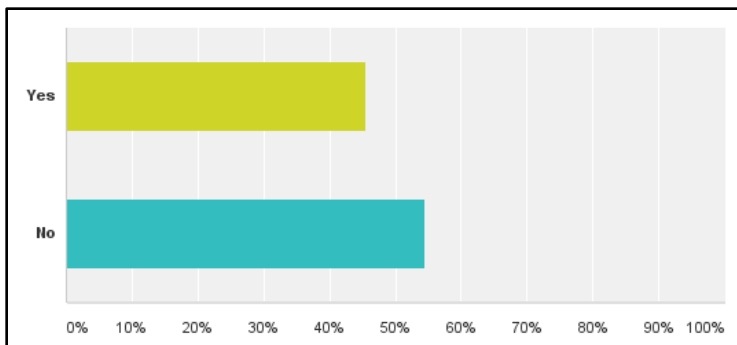


Written: these skills are provided through reports (100%), reflective journals (25%) but also by programs notes, workshops, written presentation, and methodology. Taught at Bachelor (83%) and Master (50%) level.

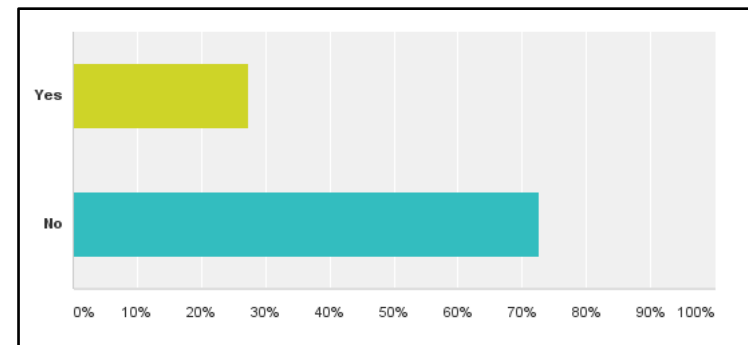


Oral (training in outreach and community engagement): these courses are mandatory for 77% of the responding conservatoires, taught at Bachelor (66%) and Master (55%) level.

Mediterranean Model

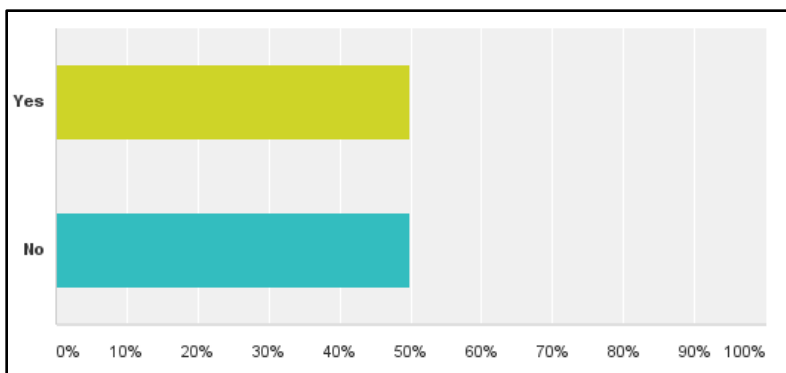


Written: provided by 33% of the responding conservatoires through reports → both taught in Bachelor's and Master's degrees.

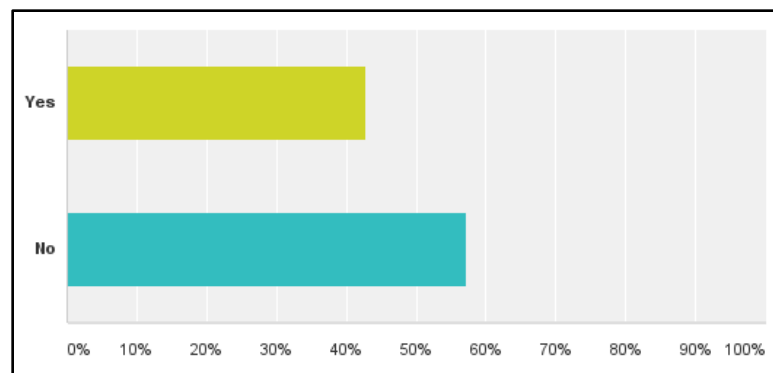


Oral: provided by only 22% of the responding conservatoires. At master level and not compulsory.

Central and Eastern European, Caucasus and Balkan Countries Model

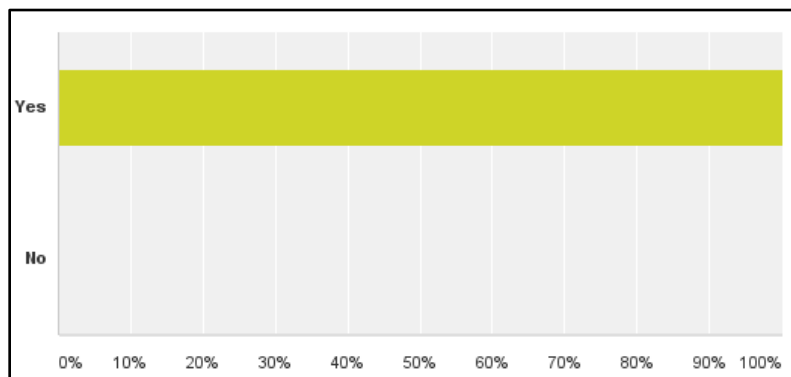


Written: provided by 50% of the responding conservatoires, mainly through writing reports. Usually for Master's students.

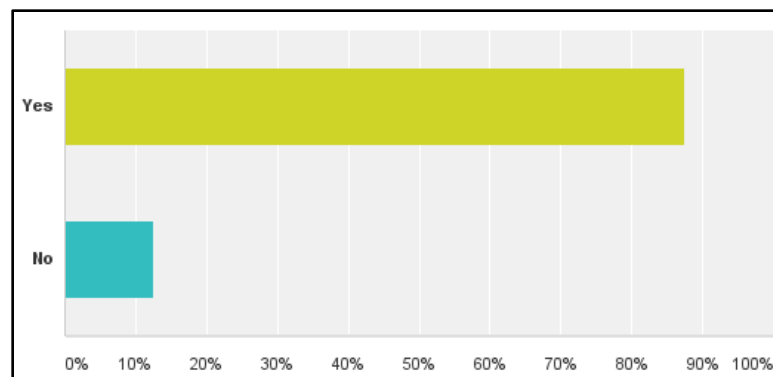


Oral: provided by 43% of the responding conservatoires. Usually for Master's students during two semesters.

Scandinavian Model

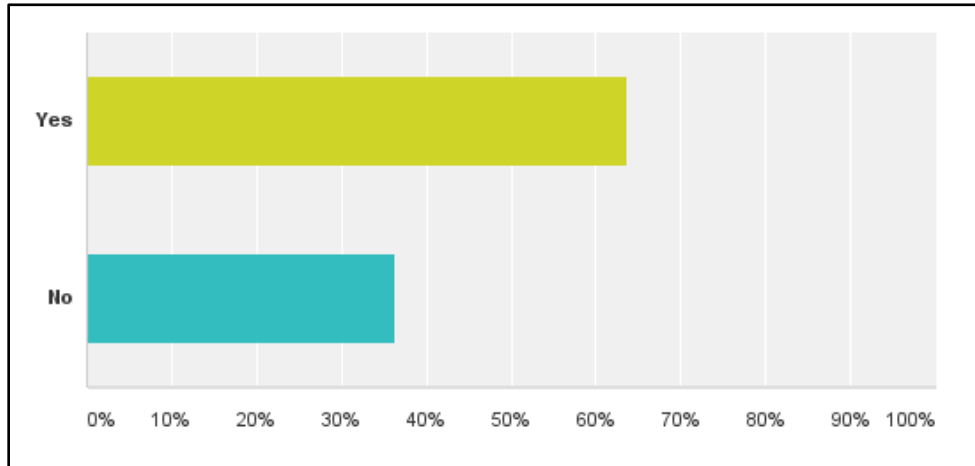


Written: provided through writing of reflective journals (100%), reports (50%), program notes, theses. Bachelor (100%) and Master (75%) level.



Oral (training in outreach and community engagement): courses mainly compulsory (57%). Bachelor (100%) and Master level (71%).

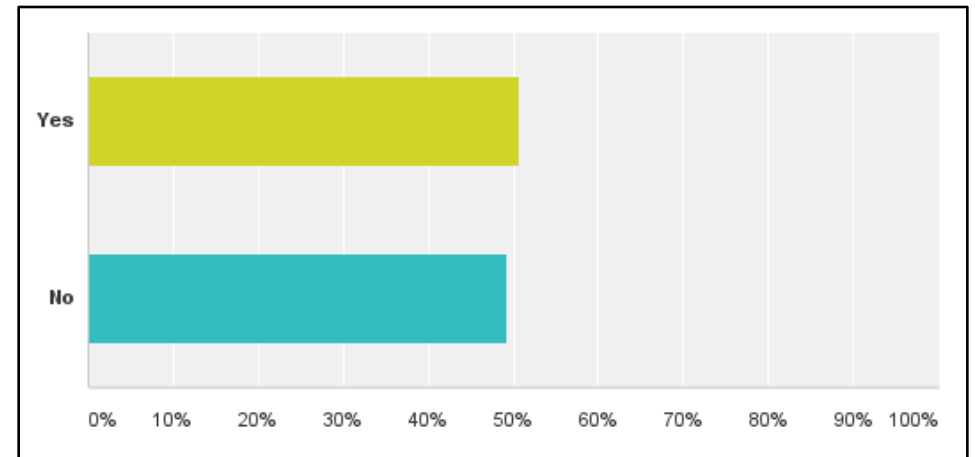
Written communication skills



On average: 64% of the responding conservatoires provide written communication skills through writing of reflective journals (56%) or reports (80%).

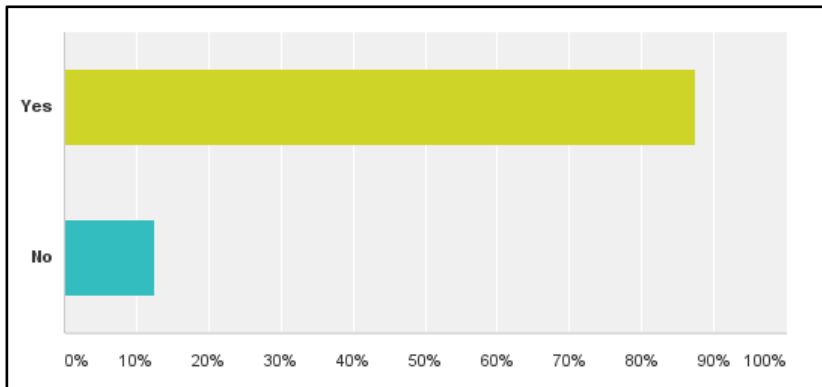
Oral communication skills

On average: 50% of the responding conservatoires provide oral communication skills. Courses are most of the time compulsory (63%).

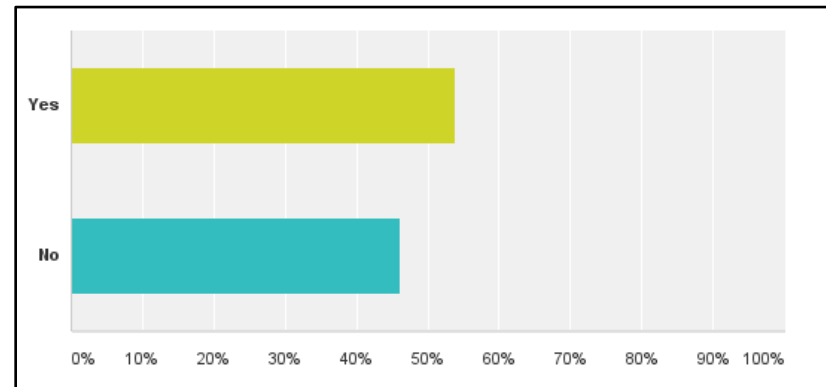


- Generating, delivering and planning musical projects : project management and self-management skills, developing a business plan, fundraising skills; marketing skills

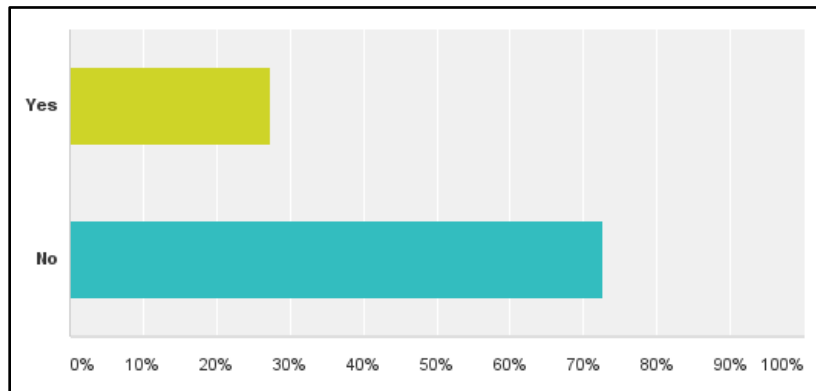
Anglo-Saxon model:



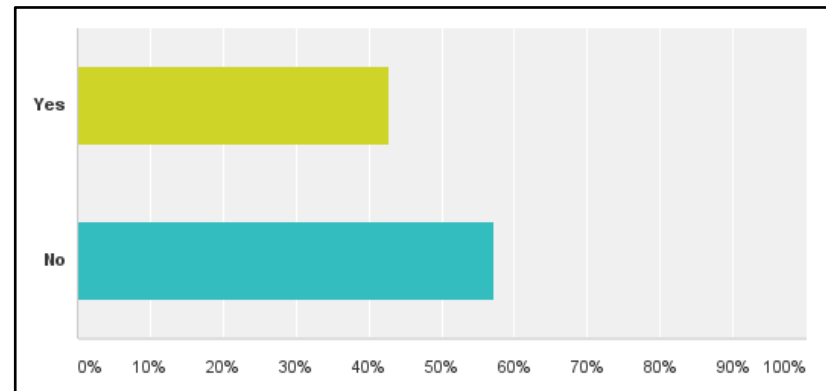
Continental model:



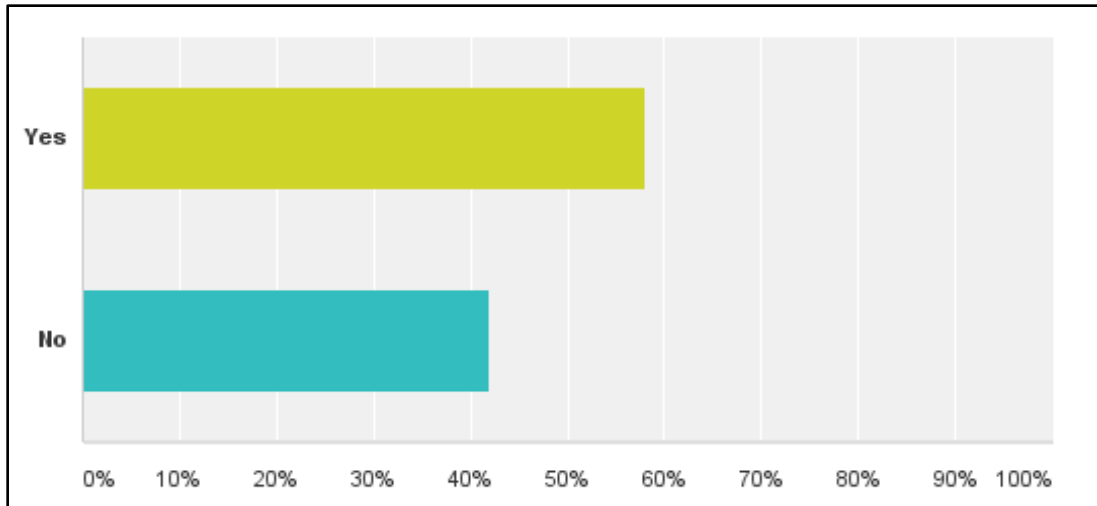
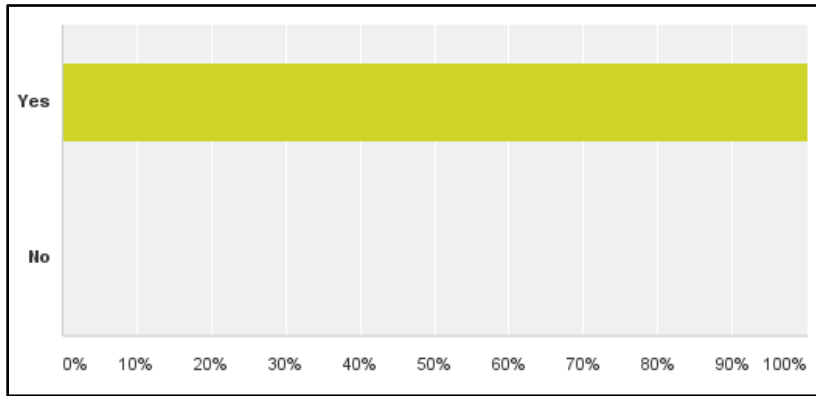
Mediterranean Model:



Central and Eastern European, Caucasus and Balkan Countries Model:

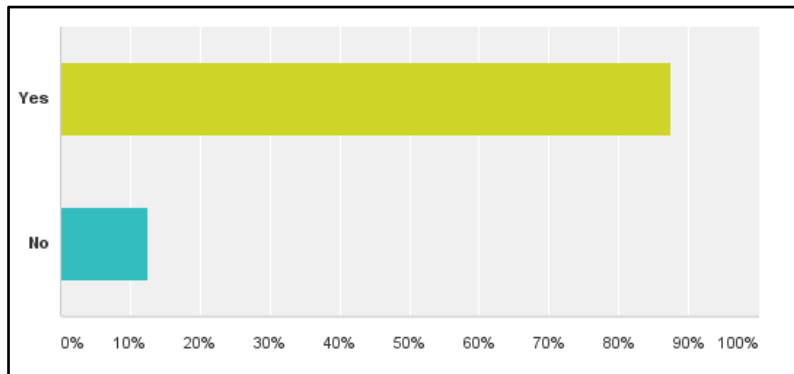


Scandinavian Model:

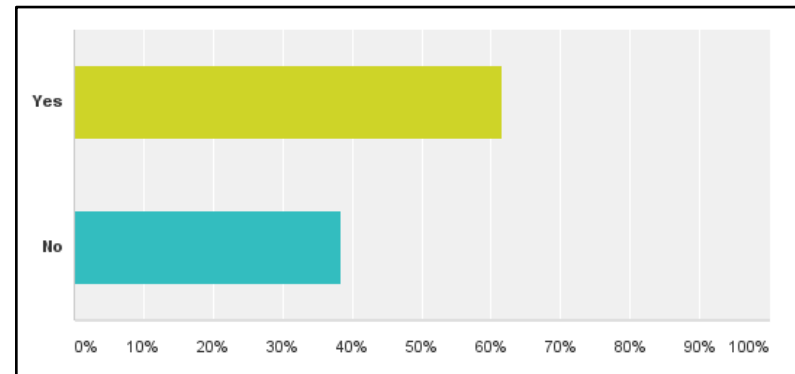


On average: 60% of the responding conservatoires provide leadership skills to their students. They encourage them to initiate and take full responsibility for large scale projects (concerts, festivals...).

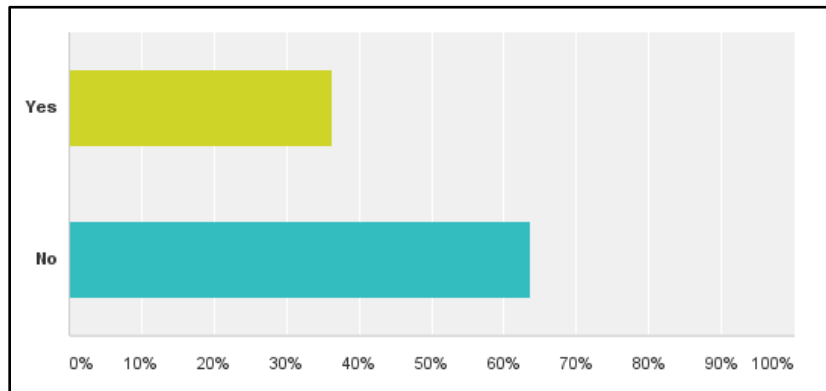
➤ Leadership skills: are students asked to initiate and take full responsibility for larger scale projects, be they for performances, developing new audiences, etc.?



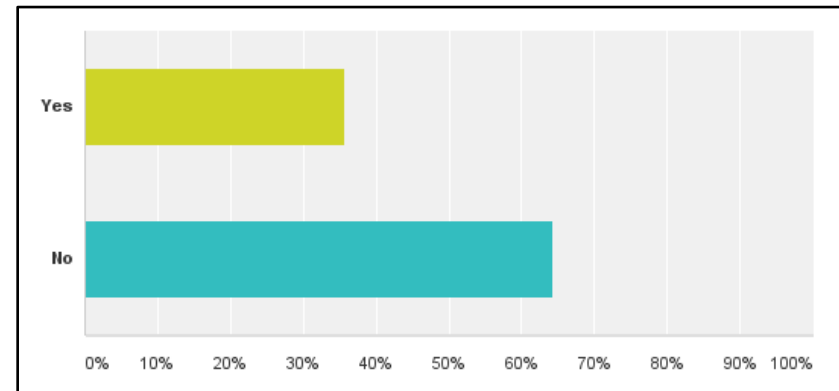
Anglo-Saxon model: these courses are mandatory for 62% of the responding conservatoires and are mostly taught at the Bachelor level (75%).



Continental model: these courses are obligatory in 77% of the responding conservatoires and are offered at Bachelor (55%) and Master (44%) level.

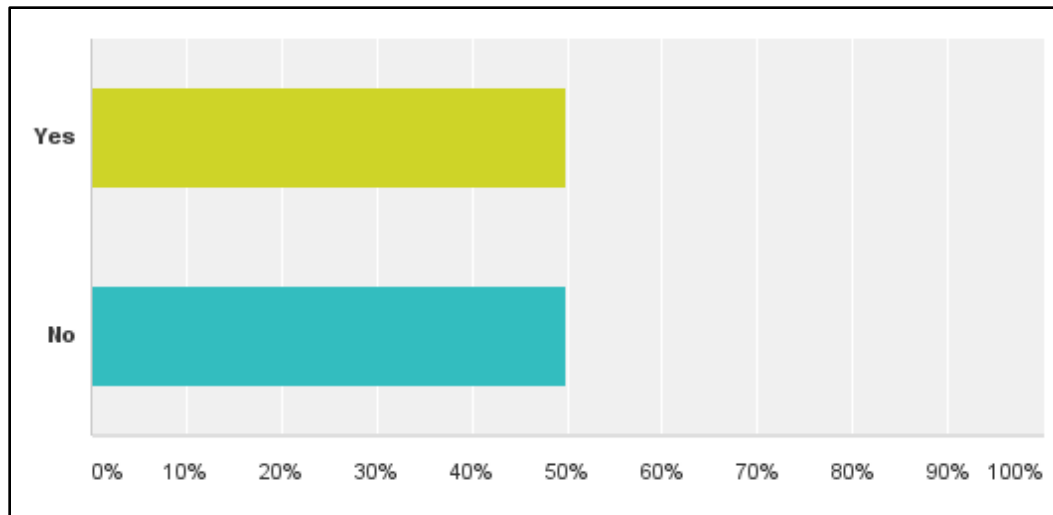
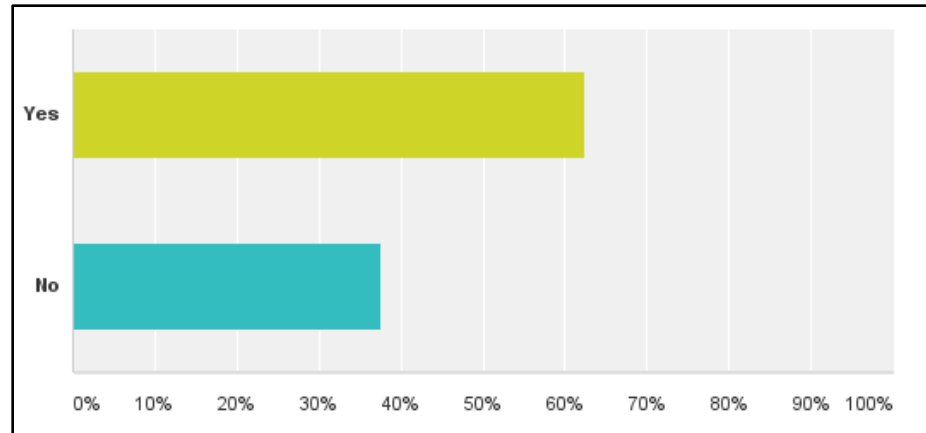


Mediterranean Model: all of the courses are optional at the Bachelor's and the Master's degree.



Central and Eastern European, Caucasus and Balkan Countries Model: these courses aim at encouraging students to initiate and take full responsibility for large scale projects. Usually an optional class, in master levels.

Scandinavian Model: Provided by 62% of the responding conservatoires: to encourage students to initiate and take full responsibility for large scale projects (concerts, festivals...). Bachelor and Master level (100%).

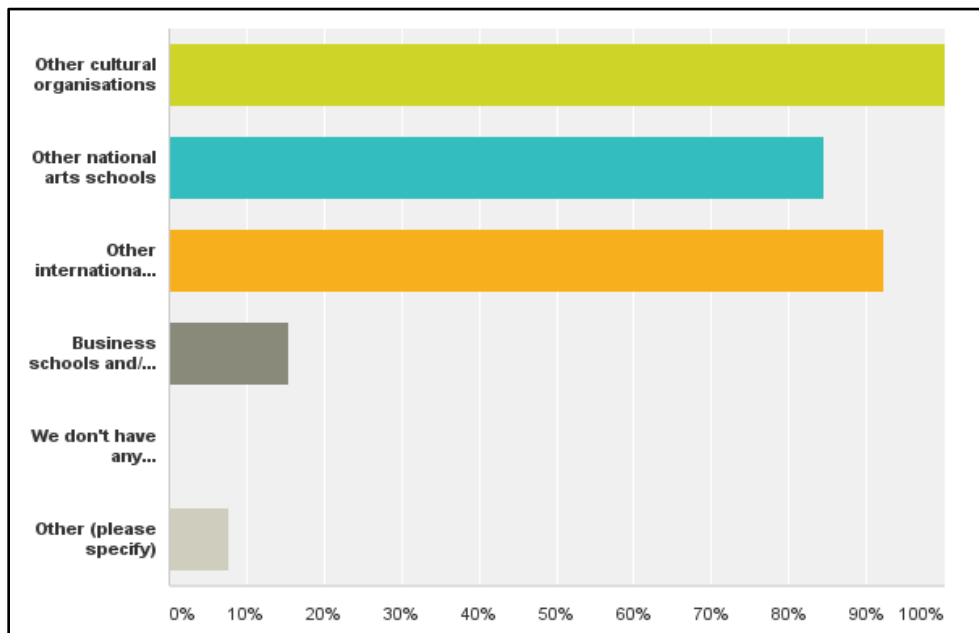
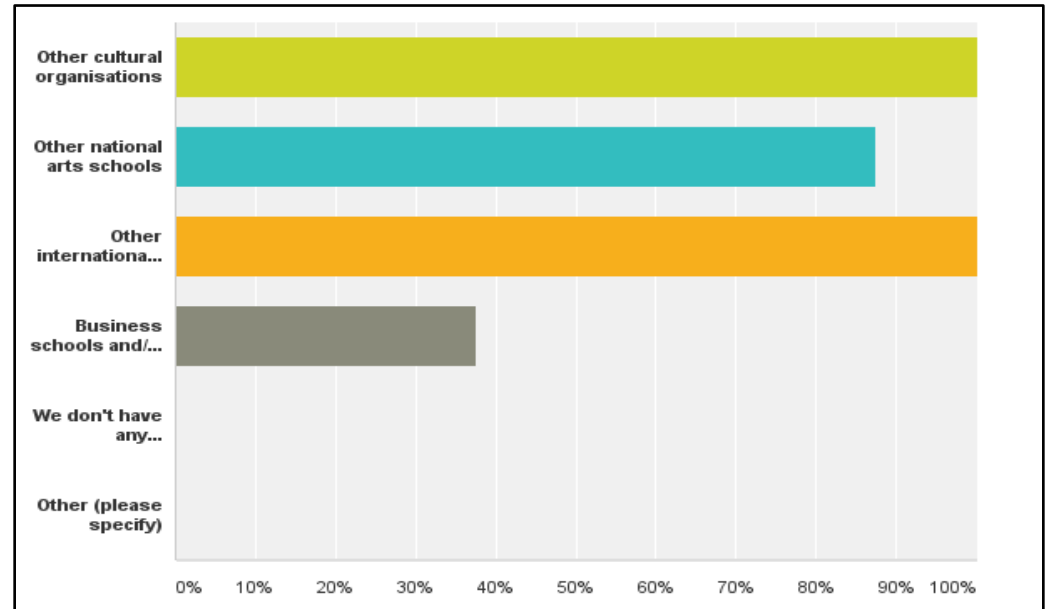


On average: 50% of the responding conservatoires provide their students with leadership skills.

➤ **Partnerships and Mentoring**

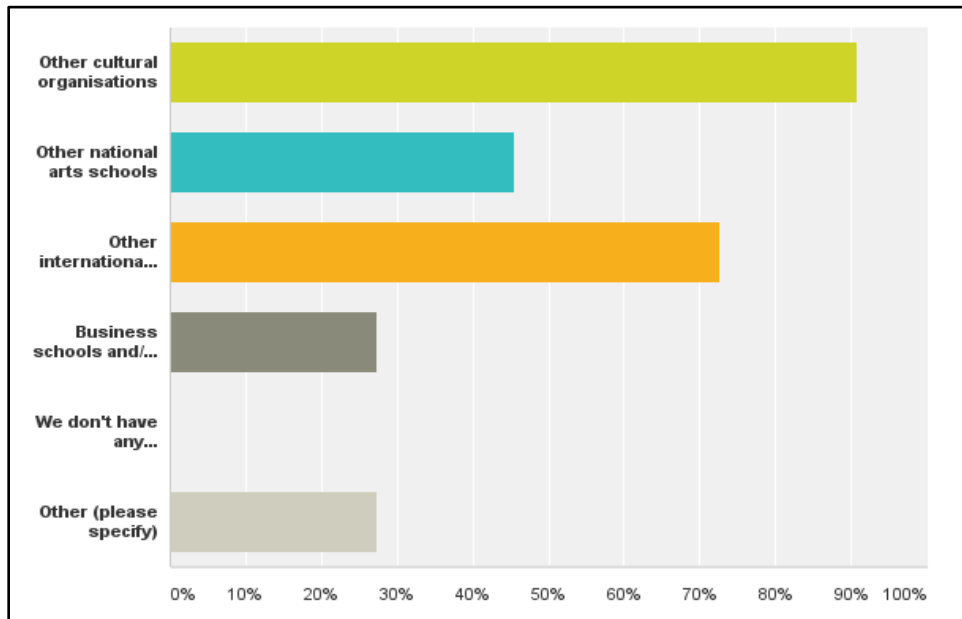
Anglo-Saxon conservatoires have partnerships with:

- 88% of the responding conservatoires offer placement opportunities with external arts organizations even if these placements are mostly optional in 87% of the time, and are mostly offered at the Bachelor level (62%).
- Incentives and counseling to build up entrepreneurial projects are in process of development: 22% offer technical assistance and 33% offer financial incentives to develop such projects.



Continental conservatoires have partnerships with:

- 53% of the responding conservatoires offer placement opportunities with external arts organizations, but mainly optional (62%).
- In 73% of the responding conservatoires, no incentives or individual counseling for students wishing to develop an entrepreneurial project. For those who do, it done mostly within the school (33%) and for 20% of them through outside professionals (20%) such as career center services.

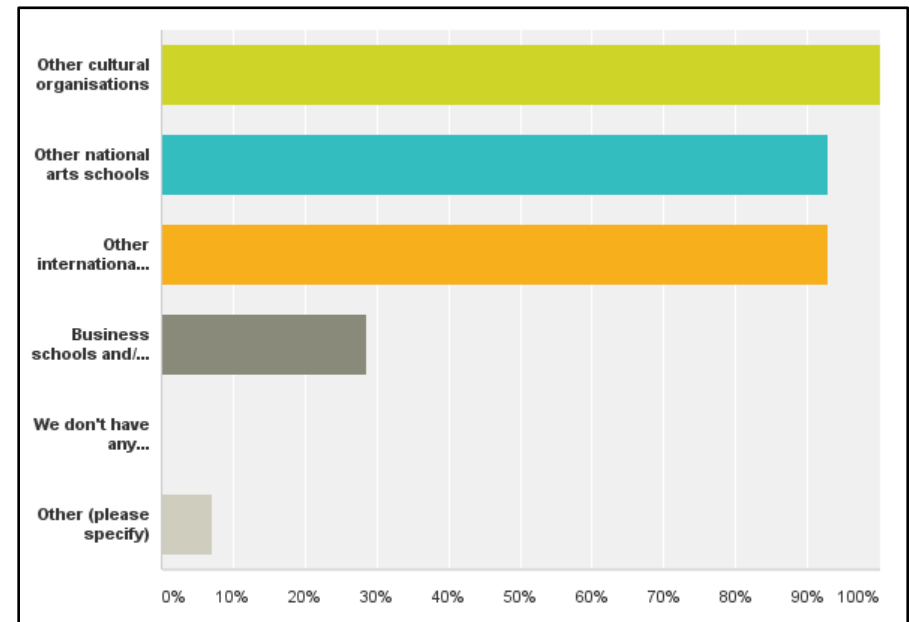


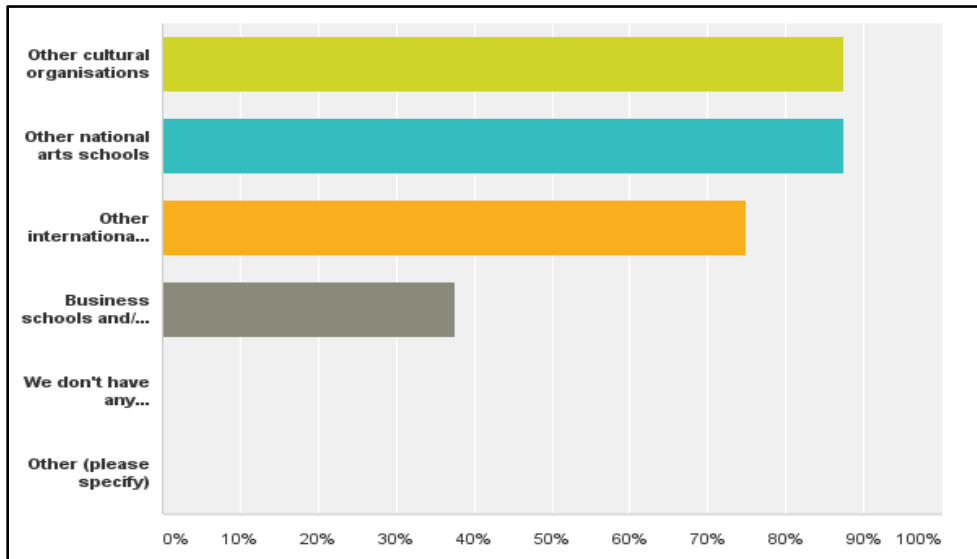
Mediterranean conservatoires have partnerships with:

- 50% of the responding conservatoires provide formal or informal opportunities to meet with alumni to help students developing their entrepreneurial projects. 44% provide individual counseling to students, through outside professionals or within the conservatoire.
- The incentives to create entrepreneurial project are almost absent. The few are made through help building student's network (67%) and financial incentives (9%).

Central and Eastern European, Caucasus and Balkan conservatoires have partnerships with:

- 64% of the responding conservatoires offer placement opportunities with external art organizations, generally in Master levels, but those placements remain most of the time optional.
- Incentives to the development of entrepreneurial projects exist in only 64% of the responding conservatoires. They are usually technical. Only 57% of the responding conservatoires have individual counseling inside their own conservatoire.





Scandinavian conservatoires have partnerships with:

- 62% of the responding conservatoires offer placement opportunities with external arts organizations.
- 78% of the responding conservatoires offer incentives to the development of entrepreneurial projects through technical assistance (75%) and financial incentives (50%).

On average:

- **95% of the responding conservatoires have partnerships with other cultural organizations;**
- **78% of the responding conservatoires have partnerships with other national arts schools;**
- **More than 87% of the responding conservatoires have partnerships with other international arts schools;**
- **28% of the responding conservatoires have partnerships with business schools and/or the business sector.**