Team up and Act!

European Forum on Music Education
Leiden – February 2016
RESOLUTION

-Angesichts wachsender jugendpsychologischer Probleme bei zunehmender erwerbsfreier Zeit,
-angesichts des kontinuierlich stärker werdenden Einflusses elektroakustischer Medien auf die Konzentrations- und Rezeptionsfähigkeit von Kindern und Jugendlichen und
-im Hinblick auf die Notwendigkeit der Erhaltung europäischer Musiktraditionen

fordert die "EUROPÄISCHE ARBEITSGEMEINSCHAFT SCHULMUSIK (EAS)"
erheblich verstärkte Bemühungen zur Verbesserung und Erweiterung des Musikunterrichtes an den allgemeinbildenden Schulen in den Staaten Europas.
Granada Declaration 2015
For lively music education in schools and high level training of music teachers in Spain and Europe

The 3rd Spanish-German Congress of Music and Music Education was held at the University of Granada from the 11th-13th March, 2015. Distinguished music educationalists, musicologists and musicians from all over Europe met for an exchange of ideas and to discuss the importance of music lessons in schools, and academic music teacher education in a European context.

Perspectives for teaching and research in music education were discussed as well as methodological and didactic forms, and the goals of music education in all levels of school education. Special political weight was given to the Congress by the participation of leading personalities of the European Association for Music in Schools (EAS), the Performative Music Education Network (PERFORME Network) and the Group Research and Innovation in Music and Music Education (RMMME, HUM-934).

National and international participants of this Congress placed a sharp focus on the state of school music, and music teacher training in Spain. Extensive discussions about the highly unsatisfactory state of music education in the country led to the articulation of the following statements that we request to be forwarded to educational authorities in Spain:

1. Music lessons of high quality at all school levels are an essential part of cultural education in Europe and must be introduced into Spanish schools, nationwide, immediately. High quality musical education for all children and young people must be brought about by high-quality music teaching. A generation without a musical education is absolutely unacceptable in Europe.

2. To ensure the quality of music education in schools at all grades, high-quality academic music teacher education courses in universities in Spain and across Europe are indispensable. It is unacceptable that political decisions have led to changes which are having such a negative impact on music teacher training in Spain.

3. We call upon all educational experts, and policy makers responsible for educational policy in Spain, to campaign for compulsory music lessons in all Spanish schools, and to reintroduce academic music teacher programmes for primary and secondary schools into universities immediately.

Granada, March 2015

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Granada Declaration 2015
For lively music education in schools and a high level training of music teachers in Spain and Europe.

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<th>Year</th>
<th>Location</th>
<th>Title</th>
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<td>2000</td>
<td>Budapest (HU)</td>
<td>Aesthetic Education at the Turn of the Millenium</td>
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<td>2001</td>
<td>Riga (LV)</td>
<td>Globalisation and Identity</td>
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<td>2003</td>
<td>Vienna (AT)</td>
<td>Lifelong Development</td>
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<td>2004</td>
<td>Athína (GR)</td>
<td>Music on the Acropolis. ME in a traditional and in an up-to-date context</td>
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<td>2005</td>
<td>Praha (CZ)</td>
<td>Everything depends on a good Start</td>
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<td>2006</td>
<td>Würzburg (DE)</td>
<td>„Stimme(n)…“ [Voives]</td>
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<td>2007</td>
<td>Piteå (SE) / 1&lt;sup&gt;st&lt;/sup&gt; IERC*</td>
<td>Media and New Technology in Music Education</td>
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<td>2008</td>
<td>Bologna (IT)</td>
<td>Music at all Ages</td>
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<td>2009</td>
<td>Tallinn (EE) / 2&lt;sup&gt;nd&lt;/sup&gt; IERC*</td>
<td>Music inside and outside the School</td>
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<td>2010</td>
<td>Bolu (TR)</td>
<td>Music and Music Education within the Context of socio-cultural Changes</td>
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<td>2011</td>
<td>Gdansk (PL) / 3&lt;sup&gt;rd&lt;/sup&gt; IERC*</td>
<td>Music in Schools: Teaching and Learning Processes</td>
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<td>2012</td>
<td>The Hague (NL)</td>
<td>Craftmanship &amp; Artistry</td>
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<td>2013</td>
<td>Leuven (BE) / 4&lt;sup&gt;th&lt;/sup&gt; IERC*</td>
<td>The Reflective Music Teacher</td>
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<td>2014</td>
<td>Nicosia (CY)</td>
<td>Every Learner Counts. Democracy &amp; inclusion in me in the 21st century</td>
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<td>2015</td>
<td>Rostock (DE) / 5&lt;sup&gt;th&lt;/sup&gt; IERC*</td>
<td>Open Ears – Open Minds. Listening and Understanding Music</td>
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<td>2016</td>
<td>Vilnius (LT)</td>
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