

# EUROPEAN AGENDA FOR MUSIC

## How do we ensure music education in schools?

Group 2

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### Take aways

- In introduction overview of situation of music education of countries represented in the group
- Most described that there are 1-2 hours music lessons in primary schools but in secondary schools often facultative or part of general art education
- Many also described that these are theoretical lessons (e.g. music history, music theory) but don't include active music making
- the quality of music education was discussed with emphasis on the lack of qualified, specialised teachers
- Collection of examples to tackle this problem: short pedagogical training for musicians; bring music to general education as extracurricular activity to circumvent pedagogical training requirements; music lessons through music school teachers in general education; shortened music training (2 years) for primary school teachers
- Problem: Several also described that there is no coordination/cooperation between Ministries of Education (responsible for general education) and Ministries of Culture (responsible for music schools)
- Use EAM to convince policy makers to start this discussion
- Where to start the conversation can differ from countries and systems (centralised or federal)
- Some suggest bottom-up approach to disseminate EAM with colleagues, music school directors etc. and then involve local policy makers first
- Not only communicate, cooperate on advocacy with or for policy makers: involve school directors, parents and also other allies not from music or cultural sector (e.g. mathematicians)
- Need for a campaign for general public to change image of music education
- Request EMU, EAS, AEC and EMC: collect examples (of campaigns) and encourage members to do something similar
- Also needed for advocacy: studies, examples from other countries
- Need for European-wide, global overview of qualitative studies → what initiatives, measures worked
- EAS mapping of music education in Europe: <https://eas-music.org/countries/>