



AEC



Europe's music education networks: synergies and opportunities

Jeremy Cox - AEC

Timo Klemettinen – EMU

Adri de Vugt - EAS

EAS – European Association for Music in Schools



- 1990
- Network: share and exchange knowledge and experience and to advocate for high quality music education accessible to all.
- forum for teachers, teacher educators, students, researchers, artists and policy makers working in school related music education in Europe.
- 300 members (individuals, institutions)





What we do

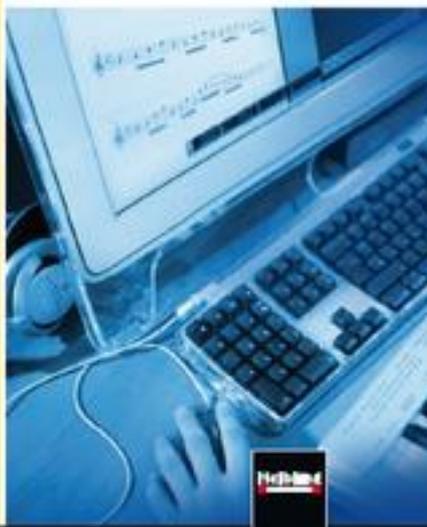
- Annual Conference
- Students fora
- Special focus groups
- Website, Social Media www.eas-music.org
- Members Area + Service
- Publications: e.g.: International Book series “European Perspectives on Music Education”
- Cooperations: AEC-EMU- EAS, biennial IRCs / ISME
- Multilateral Projects e.g. www.menet.info
- Country Mappings



Marna Gall, Gerhard Sammer, Adri de Vugt (eds.)

European Perspectives on Music Education 1

New Media in the Classroom



Thomas De Baets, Thade Buchhorn (eds.)

European Perspectives on Music Education 3

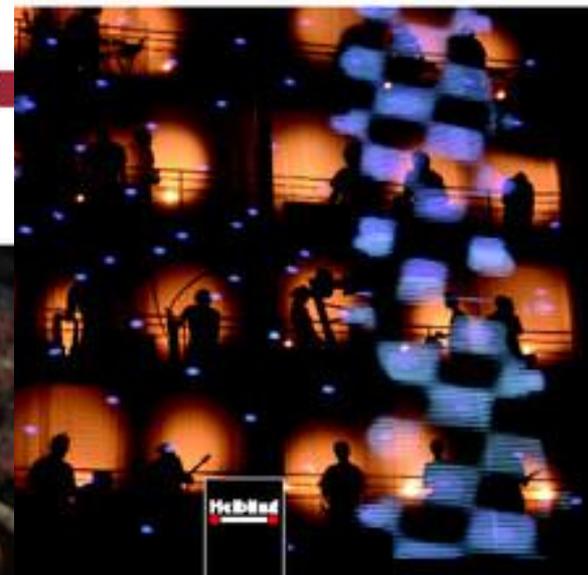
The Reflective Music Teacher



Adri de Vugt, Ingrid Melnberg (eds.)

European Perspectives on Music Education 2

Artistry



Learning Outcomes

[Introduction](#)
[Preamble](#)
[meNet Learning Outcomes](#)
[Explanatory Text](#)
[Benefits and Use](#)
[References](#)

meNet Learning Outcomes in Music Teacher Training

Introduction

In this area of the meNet website you can find „meNet Learning Outcomes in Music Teacher Training“. They are to be understood as a contribution to the debate on the question of how to teach music in the school, and which competencies future music teachers should possess. This document also helps as a tool to review and develop the curriculum. All initiatives in European teacher training institutions, which aim to reform or develop of the educational structures and programmes for Music, should take account of these “meNet Learning Outcomes“. The development of education in Europe is shaped by factors such as new requirements of knowledge and skills, lifelong learning, globalisation and comparability, and the intention of the submitted document is to contribute to this development.

Given that you will not find a common denominator for music teacher training amongst the European countries or in the various types of educational institutions, and that very different conceptions of music education exist in the different school systems, the presentation of Europe-wide learning outcomes seems to be rather adventurous. However these generally and fundamentally formulated statements, across all such differences, can have a stimulating and challenging impact on the varied ways in which the content and structures of teacher training are realised. In the following you will find:

- a Preamble,
- the “meNet Learning Outcomes” as such in form of brief statements, divided into three areas: musical and pedagogical, general pedagogical and generic knowledge and skills,
- explanations of the “meNet Learning Outcomes” document,
- advice on how to use this document, as well as
- a list of reference documents.

In the [Explanatory Text](#) firstly the education policy context is discussed, i.e. the background on which the development of the “meNet Learning Outcomes” has been undertaken. This background reflects the change in higher education policy in Europe in the context of Lisbon and the Bologna process. It also makes reference to the debate on fundamental questions of teaching and learning as well as the role of music in this context.

The most important basic documents, such as the “European Qualification Framework for Lifelong Learning “EQF” are mentioned, and it is explained how these have had an impact on formulating the “meNet Learning Outcomes in Music Teacher Training”.

In addition, there is a description of the context in which it has been possible to draw up such a document, and of its integration into the EU networking project “music education Network (meNet)”.

The sections: “Level and structure of formulation” and “The content of the Learning Outcomes” describe from which definition of “Learning Outcomes” the statements emerge, what is meant by “knowledge and skills”, what is, in the perspective of education in schools, to be understood by “musical expertise” etc.

Finally some ideas are given on how to use these “meNet Learning Outcomes” in practice and how they may be developed in an ongoing process.



[Download here the Handbook meNet Learning Outcomes in Music Teacher Training in EN, DE](#)



[Download here the Handbook meNet Learning Outcomes in Music Teacher Training in EN, DE, FR](#)



[Download here the Handbook meNet Learning Outcomes in Music Teacher Training in EN, DE, NL](#)



[Download here the Handbook meNet Learning Outcomes in Music Teacher Training in EN, DE, SI](#)



[Download here the Handbook meNet Learning Outcomes in Music Teacher Training in EN, DE, TR](#)



[Download here the Handbook meNet Learning Outcomes in Music](#)

EAS National Coordinators – NC's

NC's are of high importance for the work and efficiency of EAS.

They act as **connectors** between the National and the European network. Development and growth of EAS is shaped by the NC's.

They edit and administrate their particular **country-site** at www.eas-music.org/country .



▶ **Netherlands NL**

- ▶ **News & Events**
- ▶ **National Coordinator**
- ▶ **Music Education**
 - ▶ **Political Framework**
 - ▶ **School System**
 - ▶ **ME in Schools**
 - ▶ **Curricula**
 - ▶ **Comment/ Future Developments**
- ▶ **Music Teacher Training**
- ▶ **National Association(s)**
- ▶ **Links**

▶ **Austria AT**

▶ **Belgium BE**

▶ **Croatia HR**

▶ **Cyprus CY**

▶ **Czech Republic CZ**

▶ **Estonia EE**

▶ **Finland FL**

▶ **France FR**

Political Framework

The Netherlands has a parliamentary representative democracy, a constitutional monarchy and a decentralised unitary state. The Netherlands is a consociational state. Dutch politics and governance aim to achieve broad consensus on important issues, within both the political community and society as a whole.

Major political institutions are the monarchy, the cabinet, the parliament and the judicial system. There are three other high colleges of state, which stand on an equal footing with parliament but have a less political role, of which the Council of State is the most important. Other levels of government are the municipalities, the water boards and the provinces. Political parties and the social partners are organized in the Social Economic Council and are important political institutions as well.

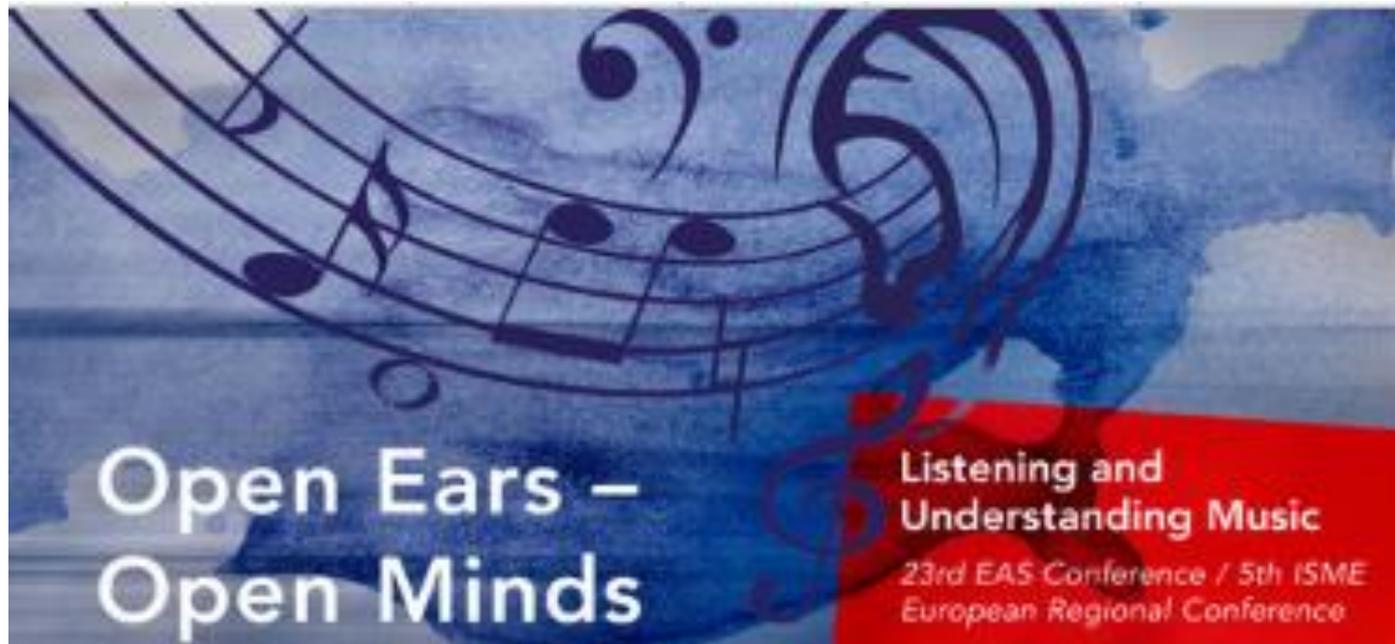
Education policy is coordinated by the Dutch Ministry of Education, Culture and Science. This ministry has one minister and two state secretaries.

Compulsory education in the Netherlands starts at the age of five, although in practice, most children at the age of four attend school. There is a partial compulsory education from the age of sixteen, which means that a pupil must attend some form of education for at least two days a week. Compulsory education ends for pupils at the age of eighteen.

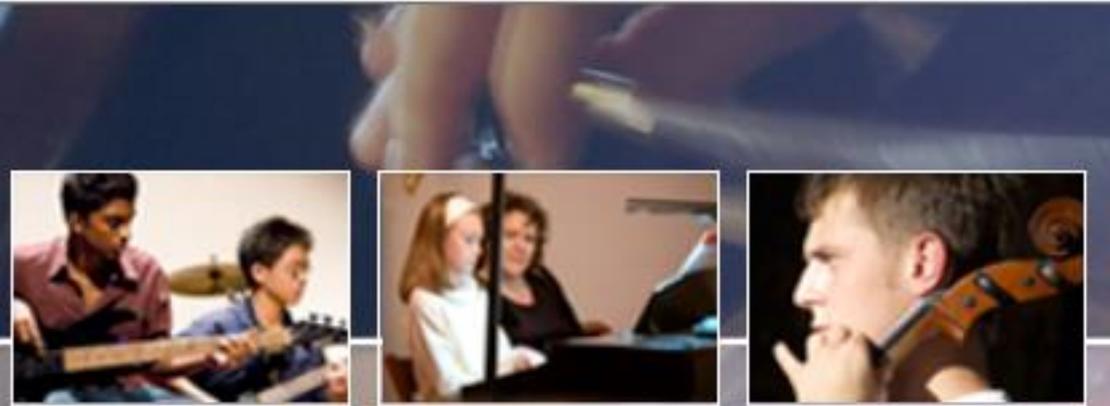
There are public, special (religious), and private schools. The first two are financed by the government and officially free of charge. Most schools however ask for a parental contribution. Special schools should not be confused with special needs schools.

Public schools are controlled by local governments. Special schools are controlled by a school board. Most of the special schools are based on a particular religion e.g. Catholic or Protestant. There are some Muslim and Jewish schools as well. There is little difference between special schools and public schools, except in some traditionally religious areas. Private schools do not receive financial support from the government. A considerable number of financed public schools are based on a particular educational philosophy, for instance the Montessori Method, Pestalozzi Plan, Dalton Plan or Jena Plan. Most of these are public schools, but some special schools are based as well on any of these educational philosophies.

All school types (public, special and private) are under the jurisdiction of a government body called "Onderwijsinspectie" (Education Inspection) and can be required to make changes in educational policy or risk closure.



**23rd EAS Conference / 5th ISME European
Regional Conference
25 – 28 March 2015, Rostock, Germany
www.eas-music.org**



emu

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European Music School Union



- The members of EMU are national music school associations, and their task is to secure nationwide standards and to develop infrastructures for the work of their member music schools.
- Music Schools are mainly institutions especially devoted to ‘after school’ musical education. Music schools form an integral part of the European educational system.
- Many music schools cooperate closely with regular schools.
- Music schools enable people to participate in music making on every level up to preparation for professional music studies.
- EMU’s office was relocated to Berlin in autumn 2014.
- The EMU has achieved the status of councillor within the European Council (EC).



What we do

- Discussion platforms
- Advocacy
 - ❖ Meetings with politicians and functionaries
- Capacity building
 - ❖ Management meetings
 - ❖ Directors' seminars
- Resolutions, manifestos and publications



What we do

- Events (European Youth Music Festival in San Sebastian 2016)
- Gathering and publishing statistical information on European music schools
- Collecting good practices
- Communication strategy
- Collecting scientific data



EMU Activity Plan 2014 – 2020



Synergies and structures

Capacity building

Quality, access, diversity and ability to adapt to change

Communication and mobility; Ability to work transnationally

Audience development and competitiveness of music sector

EMU Activity Plan 2014 – 2020

Main areas of the activity period 2014 – 2016

- EMU, AEC and EAS cooperation model
- EMU's own network projects
- capacity building
- communication and dialogue
- organisational and personnel structure



EMU Activity Plan 2014 – 2020

Thematic action areas

- digital music education
- evaluation
- cooperation between teachers and artists
- early childhood music education
- group pedagogy
- cooperation between arts
- pedagogical and management capacity building
- implementation of communication strategy
- organisational development



Why collaborate?

- History of collaboration
- All organisations are members of European Music Council (EMC)
 - EFMET-project 2003 (European Forum for Music Education and Training)
 - EMC's European Forum for Music Education and Training platform



- Aim of the Creative Europe culture programme 2014 – 2020
 - Synergies and structures
 - Cooperation model of AEC, EAS and EMU
- AEC, EAS and EMU represent a major part of formal music education system in Europe.
 - Music education and training system from early childhood music education to doctoral studies
 - Foundation for European musical life

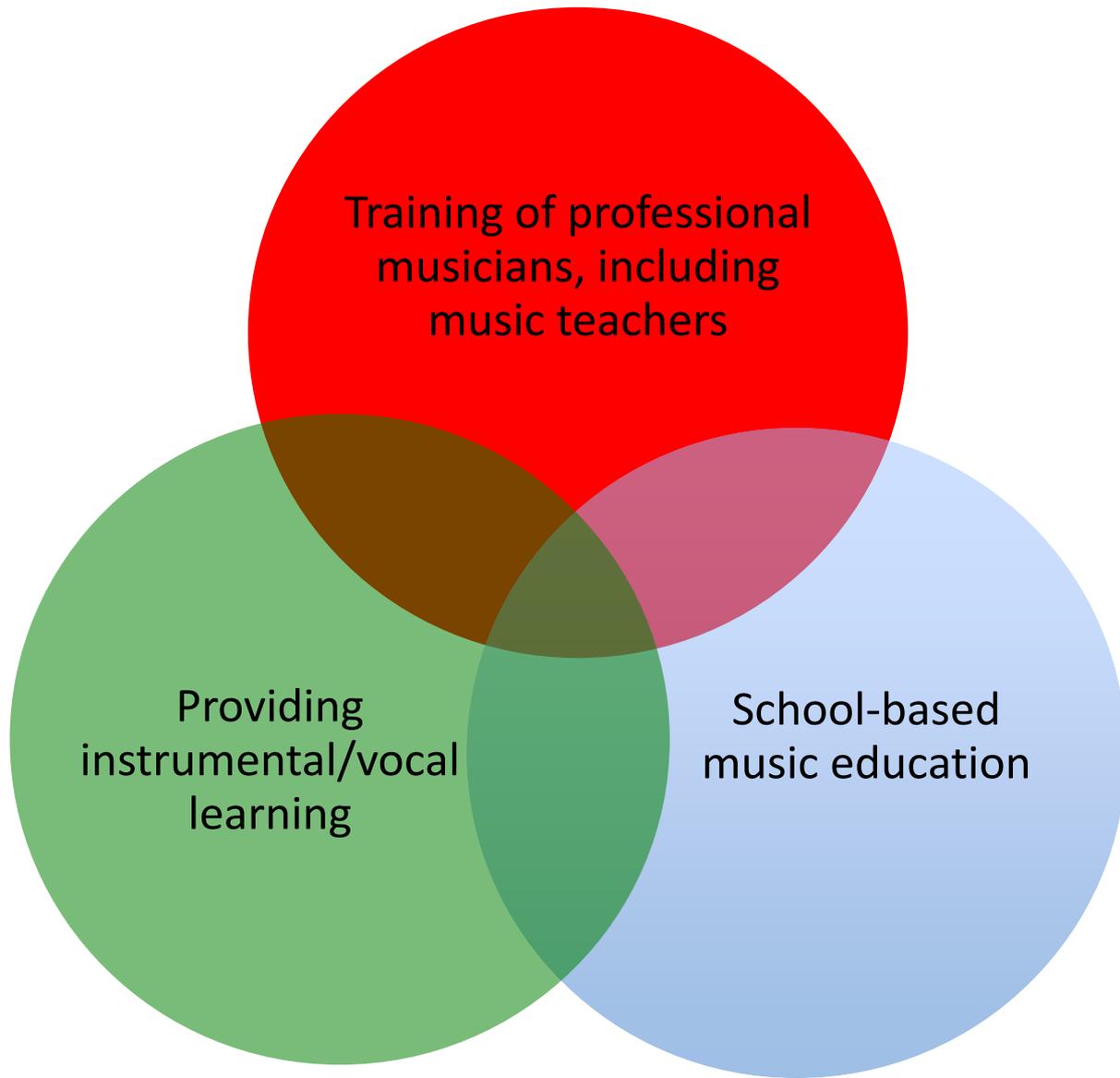
$$1 + 1 + 1 = 3+!$$



Further arguments for cooperation

- Diversity of musical practices, musical learning and musical development (formal – informal, performance – communities, etc.)
- Different roles and expertise of musicians and music educators
- Different organisations and institutes
- Potential synergies in quality assurance







MEMORANDUM OF COOPERATION

EAS brings together all those concerned with music education to share and exchange knowledge and experience in professional fields and to advocate for high quality music education accessible to all.

EMU aims to promote music education and music practice; to co-operate by exchanging information on all questions concerning music schools; and to promote exchanges of student delegations, teachers, pupils, orchestras, choirs, other music groups and the like.

AEC works for the advancement of European Higher Music Education and, more generally, of music, the arts and culture in contemporary society and for future generations.

It is agreed that:

The regular contact already established between the three organisations should be continued and reinforced.

Exchange of information should be established between the administrative centres of each organisation that are in charge of the task of disseminating information to their respective members.

Members' participation in each other's events and activities should be encouraged.

Each organisation will identify one or more persons who are delegated with the authority to act as representatives on a given occasion or event.

The organisations, will jointly and separately, seek funding for collaboration.

Consideration should be given to the organisation of joint events and/or engagement in joint projects.

These terms will be reviewed annually by the organisations and any proposed amendments will be submitted for consideration by the boards of both organisations.



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