

Existent Guide

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1 Introduction

Since the second half of the 20th century, musical practice, instrumental, vocal, among others, has known in Europe a lightning development. This democratization has created many educational structures employing a lot of trainers. Probably unseen by this proliferation, the professional situation of music teachers, especially in classical music, still remains anarchic: civil servants, with tenure or not, employees of an association, professions, undeclared work, several different status co-exist on the European territory and maintain a strong lack of job insecurity and inequalities of accessibility to music. In this unrecognized field, European authorities are realizing an important work about diplomas equivalences for initial training. It seems that a great majority of teachers, who are already working, aim to leave their insecure status. Also, educational structures wish to stabilize their pedagogical teams and are ready to make efforts, in particular on the financial plan, to facilitate granting of tenures of instrumental teachers they employ. Unfortunately, most of these teachers are shared out on the whole territory, far from centres that could propose them trainings to help them in doing exams with best chances to pass, or simply to update their knowledge in order to be more efficient when teaching. That is why the FOREMI project, supported by existing successful e-learning techniques already tested out by engineer and management sciences proposes concrete answers in this field. E-learning fits very well to flexible hours of musical jobs, and its initial confidentiality reassures a lot of teachers who hesitate to head continuing education. The FOREMI project also allows, thanks to foreseen evaluations of pedagogical tools and users, to draw up a clearer report of European needs concerning training, and, at the end, to propose solutions for standardization of competencies and work frames. Writing of contents of tackled themes will be entrusted to specialists from partners countries in order to give the necessary multicultural dimension to reach harmonization and mutualisation objectives. To reach these objectives, the FOREMI project is supported by several important European musical structures. Implemented in Belgium, Spain, France, Italy, Lithuania, these structures engage to give their specific know-how and their diffusion network that cover a great part of Europe.

2 France

2.1 Generalities

2.1.1 *Public music schools*

Higher education. There are two higher education music and dance institutions that depend directly from the Ministry of Culture: conservatoires supérieurs de musique et de danse (CNSMD) in Paris and Lyon. There are about 500 students for 170 teachers in Lyon and 1400 students for 220 teachers in Paris. These are public institutions managed by a governing board whose chairman is appointed by the minister but placed under the responsibility of a management team. From the school year 2008, CNSM have a course of study format License-Master-Doctorate (LMD) to comply with the European scheme defined in the Bologna Declaration. The final diploma will be approved diploma M2. The establishment of equivalence European Credit Transfer System (ECTS), which allocates 30 credits per semester of study, is also on the agenda. Graduate school is not considered in the immediate future. The posts are open to awarded teachers: certificates or diplomas of higher education institutions of music issued by French or foreign university and who have a teaching activity for at least three years or a national/international exceptional career.

Other public music schools, depend on local authorities (regions, departments, urban community, municipality). We can see the new organization in place since 2006 (decree #2006-1248 of October 12, 2006) :

- **The conservatoires à rayonnement régional (CRR),** which replace the conservatoires nationaux de région (CNR). About 1,400 students for 100 teachers, CRR provide high-quality education for professionals of tomorrow but also for amateurs. Most of these establishments have: one or more auditoriums for concerts, public lectures and examinations; classrooms, working studios, large rooms for classes (analysis, harmony, musical training, etc.). a library and a cafeteria. The study curriculum consists of 3 degrees of formation (3 to 5 years each) and one degree of specialization (4 years).

List of CRR : http://fr.wikipedia.org/wiki/Conservatoire_national_de_r%C3%A9gion#Liste_des_CRR

- **The conservatoires à rayonnement départemental (CRD),** which replace the écoles nationales de musique (ENM). About 840 students for 50 teachers, CRD ensure a cycle of initial vocational education. Their objectives are to develop the musical skills of students, to train amateur musicians in an independent practice and train professionals of tomorrow. Less than in the CRR, the equipment is mostly made up of a large hall for public lectures and examinations, classrooms, working studios, rooms for classes, a library and a cafeteria.

The study curriculum consists of 3 degrees of formation.

List of CRD : http://fr.wikipedia.org/wiki/Liste_des_%C3%A9coles_sup%C3%A9rieures_de_musique

- **The conservatoires à rayonnement communal ou intercommunal (CRCI)**, which replace the municipal schools of music. About 500 students for 30 teachers, CRCI guarantee a cycle of initial vocational education. Their objectives are to develop the musical skills of students, to train amateur musicians in an independent practice and train professionals of tomorrow. Less than in the CRD, the equipment is mostly made up of a large hall for public lectures and examinations, classrooms, working studios, rooms for classes, a library and a cafeteria. The study curriculum consists of 3 degrees of formation.
- **The public schools of music unclassified (EENC)** ensure a cycle of initial vocational education. Their goals are more oriented teaching kids. The study curriculum consists of 3 degrees of formation. A postgraduate diploma issued by the CRR or CRD, a Diplôme d'État (DE) or an administrative contest is enough to teach in these structures.

2.1.2 Statistic datas

The following are results from the annual surveys¹ conducted by the département des études de la prospective et des statistiques (DEPS). It concerns the 2005-2006 school year for CNSMD, CRR and CRD and years 2000-2001 and 2002-2003 for CRCI. All fields are not filled. There are no statistics particularly on CRCI after 2003.

	2002-2003		
	Number of schools	Number of students	Number of teachers
CNSMD of Paris	1	1 469	
CNSMD of Lyon	1	487	
CRR	35	125 103	
CRD	102		
CRCI	255	124 895	7 673
Others	3 322	520 823	

Tableau 1. *Number of student per school type*

We have included private schools (other) to show the importance of this kind of schools to which we will return later.

The CRCI : we have no estimation on the teachers status and their qualification in the CRCI in 2002-2003. However, the investigation of the DEPS for the 2000-2001 school year states that 43% of teachers have tenure, 30% are contractual and 26% are temporary employees.

¹ Culture-Chiffres, Transmission et légitimation 2007-3 : <http://www.culture.gouv.fr/deps>

With tenure	Total teachers	Total graduate	% graduate	% ensemble
Teachers	1 120	840	75%	64%
Specialized assistants	1 501	1 123	75%	
Assistants	559	77	14%	
Without tenure				
Contractual	2 259	867	38%	36%
Temporary employees	1 949	668	34%	
CRCI Teachers				
	7 388	3575	48%	

Tableau 2. Graduate teachers in EMMA (CRCI), 2000-2001

This table shows that on 43% of teachers with tenure, only 64% have a teaching diploma. On 57% of teachers without tenure, 36% have a teaching diploma. We have therefore almost a teacher on two CRCI who did not have a graduate education diploma. We can imagine that in private music schools, this percentage is much stronger.

CRR and CRD

2004-2005				
	Number of schools	Number of students	Number of teachers with tenure	Number of teachers without tenure
CNSMD Paris	1	1 440		
CNSMD Lyon	1	536		
CRR	35	131 282	5 395	2416
CRD	102			
CRCI				
Others				

Tableau 3. Number of students per school 2004-2005

	Number of schools	Number of students	Number of teachers with tenure	Number of teachers without tenure
CNSMD Paris	1	1 394		
CNSMD Lyon	1	536		
CRR	36	133 561	5 495	2 355
CRD	101			
CRCI				
Others				

Tableau 4. Number of students per school 2005-2006

We note that persons in schools are increasing steadily. In fact this is especially true since 15 years. In 2004-2005 and 2005-2006, approximately 70% of teachers in CRR and CRD have tenure. Nearly 75% of teachers in these schools have a teaching diploma.

If we make the supposition that evolution is very slow, we can conclude that 25% of teachers in CRR and CRD and nearly 50% in CRCI did not have a graduate education diploma. This represents approximately 6 000 teachers in public schools supported by local communities.

There is no statute provided for teachers holders of a Certificat d'Aptitude or an administrative diploma.

When the post of music teacher is vacant, the recruitment is carried out through local classifieds.

2.1.3 Private music schools

There are very few studies on non-public musical structures. That is why we do not have statistics to describe adequately. We can note, however, as shown in Table 1 that private schools receive over two-thirds of the students instrumental practice.

In 2007, the Ministry of Culture counted 3322 private music schools, Maison de la Jeunesse et de la Culture (MJC), associations, etc..

In these structures, it is probable that the percentage of non-graduate teachers is even higher in a population that has at least 23 000 teachers for 637 000 students.

In most cases, these non-graduates have the precarious status of contractual dependent on public or private sector, in the form of renewable fixed-term contract (CDD). Private education can be provided without obligation of diplomas. We can distinguish:

- **Large musical private structures**, nationally recognized as the Ecole Normale Alfred Cortot, the Schola Cantorum in Paris, the Conservatoire International de Musique de Paris or the American School of Modern Music of Paris.
- **Associations** such as the Académie inter musicale de Paris, the Centre musical de Bourg-lès-Valence, l'ASCS in Rillieux-la-Pape, and of course the 1 700 MJC in France. These have mostly specific partnership agreements with communities to support projects and operations. They are also developing collaborations with other federations of popular education.
- **Private lessons**: no specific diploma is required to provide private lessons. The only requirement is to be legal regarding the employment law. It is difficult to quantify exactly the number of music teachers who exercise their profession legally but approximately 2500 according to a specific search on professionals directories. The number of "unregistered" musicians giving lessons is undoubtedly much higher.
- **Corporations**: they are usually linked to an instrument brand (Yamaha), a musical method (Suzuki, Dalcroze) or a music store (Pianos Magne). For example, Yamaha music schools have been created in 1954. They offer courses for children as young as 4 years, teenagers and adults for beginners or amateurs. The main objective of education is to "know the potential of children and increase their ability to express themselves through music". In France there are about 80 Yamaha music schools.

2.2 Teachers training

As we have seen previously, teachers in public institutions (CRR, CRD and CRCI) depend on local authorities in which we include communities. To have tenure, teachers must go through a contest organized by the fonction publique territoriale specifically for art education teachers. They are then professeur territorial d'enseignement artistique or assistant territorial spécialisé d'enseignement artistique.

2.2.1 Preparing the certificat d'aptitude (CA)

The CA is a national diploma of degree 2 (L4) delivered by the direction de la musique, de la danse, du théâtre et des spectacles (DMDTS) needing an entrance exam. It allows to go through all contests, but is absolutely necessary for the contest of professeur territorial d'enseignement artistique or directeur territorial d'établissement d'enseignement artistique (A category of the Fonction publique territoriale).

There are only two schools preparing and giving issue to this diploma: CNSMD of Paris and Lyon presented before. The diploma exists in 34 different disciplines gathering, among others, most of instruments (piano, violin, clarinet, etc.), musical formation, conducting, danse, directing a school, etc.

To be allowed to follow this formation in one of these schools, there are some selection criteria :

- Be over 18
- Hold a school-leaving certificate (or equivalent)
- Hold one of the following diplomas :
 - Graduate from CNSM
 - Certificat d'Aptitude (CA) in another discipline than the one presented
 - Diplôme d'État (DE)
 - Diplôme universitaire de musicien intervenant (DUMI)
 - Certificat d'Aptitude au Professorat de l'Enseignement du Second degré (CAPES)
 - Aggregation in music

Exemption can be obtained in case the musician has no specific qualifications but have a brilliant artistic career.

Candidates who qualify for training must pass an eligibility and an admission. The training lasts two years with a maximum of four attempts to get the certificate. There is no age limitation. The CA is also open to independent candidate.

2.2.2 Preparing the Diplôme d'État (DE)

The DE is a national diploma of degree 3 (L2) organized and delivered by directions régionales des affaires culturelles (DRAC) needing an entrance exam. It allows to go through the contest of assistant territorial spécialisé d'enseignement artistique (B category of the Fonction publique territoriale).

To be allowed to follow this formation, there are some selection criteria :

- Be over 18
- Hold a school-leaving certificate (or equivalent)
- Hold one of the following diplomas :

- Diplôme d'études musicales (DEM²)
- Gold medal from CRR or CRD
- Musicology licence degree
- Admissibility to entrance exam of CNSM de Paris or Lyon

A maximum of three attempts to get the certificate is set. There is no age limitation.

In France there are several centres de formation des enseignants de danse et de musique (CEFEDM) that offer courses in 27 different disciplines that include, among others, the majority of instruments (piano, violin, clarinet, etc..), musical formation, conducting, the amplified music, and so on.

To be allowed to follow this formation in one of these schools, there are some selection criteria :

- Hold a school-leaving certificate (or equivalent)
- Hold a Diplôme d'Etudes Musicales (DEM)

The selection is done with an Appointment based on cv, followed by admission tests consisting of theoretical tests (culture and music) and practical tests (instrumental or vocal interpretation and sight-reading) and an interview with the jury.

Each school receives each year about thirty students. Applicants must withdraw an application form with the CEFEDM of their choice. The dates of admission tests are set by each institution.

At the end of 1000 hours of training over 2 years, the diploma is obtained by continuous assessment.

DE can also be obtained through the validation of experience (VAE) if the applicant justifies the exercise of music education for at least 3 years in a proposed disciplines. The candidate must complete an application for validation. The jury responsible for the analysis of the application of validation may then decide to award a total or partial DE after an interview and, if necessary, in a professional situation.

List of CEFEDM (13) in appendix

2.2.3 Preparing the Diplôme Universitaire de Musicien Intervenant (DUMI)

The DUMI has the acknowledgement of the fonction publique territoriale as well as the DE and allows to go through the contest of assistant territorial spécialisé d'enseignement artistique (B category of Fonction publique territoriale). Holders of DUMI can be hired by a city, a city union, an association for cultural works.

There are nine schools in France registred as centres de formation de musiciens intervenants (CFMI) preparing and delivering this diploma. To be allowed to follow this formation in one of these schools, there are some selection criteria:

- Hold a school-leaving certificate (or equivalent)
- Attest 2 years of pedagogy after the school-leaving certificate
- Have a reference level music practicing in a third cycle (9 years of study) in a public music school.

² Le DEM sanctionne le cycle de spécialisation qui est le dernier cycle (13 ans d'études) dans les CRR et CRD

There is no age or instrument limitation. The selection is made on entrance tests to evaluate general and musical skills, relational and initiative capabilities and motivation of applicants.

At the end of 1500 hours of training over 2 years, the candidate can attempt the contest. The DUMI can also be obtained through the validation of experience (VAE) if the applicant justifies the exercise of the profession as a musician involved for at least three years. In response to a university prior registration, the candidate must complete an application form for validation (fee required) and send all to the director of a CFMI. A jury then assesses the skills of the candidate who can receive, after an interview, the DUMI.

List of CFMI (9) in appendix.

3 Italy

3.1 Context

Education in Italy is state-controlled and all schools, both public and private, are subject to comply with the curricula and teaching methods laid down by the Ministry of Public Education (*Ministero della Pubblica Istruzione*). The legislator (Law 30/2000) has provided that the school is articulated in two cycles:

1. Primary (or basic) cycle: 7 compulsory years of schooling beginning at age 6.
2. Secondary cycle: 5 years (the first and the second year are compulsory). This cycle provides for four areas of specialization: classical, scientific, technical and artistic studies. On completion of the 5-year course, students take the examination for the *Diploma di Maturità* in the specialised area they have chosen. This diploma grants admission to an Italian university.

Unfortunately a specific music teacher/educator training programme does not yet exist in the Italian education system if not at very basic level. Currently the training path of somebody who aspires to a career as music teacher will start with two weekly hours of music education during the first two years of the secondary cycle (which will be integrated by further 2 weekly hours of instrumental performance if they are enrolled in a musical session). During the last three years of the secondary cycle they will continue to follow two weekly hours music education. After completing the higher secondary school, students must pass an exam in order to receive their *Diploma di Maturità*. Once our aspirant music teachers/educators will have their diplomas they will move on to the State Music Conservatories or Recognised Music Institutes (*Conservatori di Musica e Istituti Musicali Pareggiati*). The study programme is structured into 5 years. The first three years are dedicated to instrumental performance and the last two years to music education. Final qualifications are called diplomas and qualifies for teaching music education or, at the very best, instrumental performance in the first two years of the secondary school cycle (where pupils are generally absolute beginners). It is left to the personal commitment and sensibility of the musicians to major in pedagogy. If they do not show any interest in improving and refining their know-how, they will generally have vague notions of didactics.

3.2 Teachers training

Starting from 2007-2008 the Italian Ministry of University and Scientific Research (*Ministero dell'Università e della Ricerca Scientifica – MURST*) has officially launched the first University level two-year course qualifying for both teaching musical education and instrumental performance (*strumento musicale SMIM*) in the secondary school cycle³. This

³ Ministerial decree. n. 137, 28th September 2007, two year secondary level courses for music teachers/educators (competitive state examination A31 and A32 music- secondary school primary and secondary cycle) and instrument (A77 SMIM), The decree was

new curricula finally includes (for the first time) subjects like “psychology” as well as “pedagogy” together with “general methodology in instrumental performance teaching”.

Despite this important step forward teaching instrument performance in Conservatories does not yet require any specific further qualification. Over the last 40 years conservatory teachers have been hired/chosen through competitive competitions (1980). The ranking depends on credits and scores or only credits. A decree law which will be published within short in the official journal will modify the scoring used in the selection mechanism. 5 out of a total of 6 points will be assigned to the artistic experience of the applicant teacher whereas teaching experience will be awarded only with one point. In other words any specific teacher training will not be taken into account and as mentioned before it actually does not exist.

3.3 Public music schools

About 77 music conservatories and recognised music institutes provide advanced training for future professional musicians. Music conservatories are State institutions belonging to the system of advanced education, specialisation and research in the arts and music (*AFAM*). They have juridical personality and enjoy full autonomy (statutory, teaching, scientific, administrative, financial). Their objectives are the promotion of higher education, specialisation, and research in music, and the development of related production activities. Recognised music institutes are non-State institutions which have been recognised by ministerial decree through comparison to music conservatories.

3.4 Private music schools

There are many private music schools (a phenomenon which is becoming more and more common in Italy) providing vocational training for musicians. Some are considered centres of excellence. Although these schools are not offering any specific training path for music educators/teachers, they do provide a method which can be spend professionally. Outstanding schools are: *Scuola di Musica di Fiesole, la Fondazione Walter Stauffer di Cremona, l'Accademia Pianistica "Incontri col maestro" di Imola, l'Accademia di Arti e Mestieri del Teatro alla Scala di Milano e l'Accademia Filarmonica di Bologna*. All these institutions offer instrumental master classes. Admission and fees vary from school to school. Teachers are best professionals not only famous for their performance but also for their teaching skills. The combination of personal expertise and teaching methodology generally becomes a renowned «school». It impacts on the execution style – a sort of «DNA» - which gets transferred to the next generation of trainees. Since none of the courses is meant for music educators/teachers, psychology and didactics do not figure among the subjects.

There are some less prestigious training courses for music teachers/educators. Just to mention some of them : *Bevoice - Centro Formazione Vocale e Ricerca di Milano, da*

integrated recently with the Ministerial decree n.6, 15th January 2008.

AIGAM – Associazione Italiana Gordon per l'Apprendimento Musicale, dall'Associazione Spazi-Ritmia di Piacenza, dalla Scuola Popolare di Musica di Testaccio o dal CeSMI Suzuki Center di Roma.

These schools teach a specific method/technique or theory. Training courses generally last for 100-300 hours and are meant for pre-primary, elementary/secondary music teachers (instrumental music, vocal techniques and music literacy). For this reason teachers need to understand the development of children and are introduced to child development. Consequently the career will be in elementary and secondary schools as well as music laboratories rather than with musicians.

All major schools are increasingly interested in training programs for instrumental teachers but still ARTISTIC EDUCATION STUDIES in Italy does have some specificities which are hindering the development:

- As mentioned above, the selection/hiring process of teaching staff in conservatories and music institutes does not take into account the pedagogical expertise of the applicants;
- The «cloning» of a techniques is still considered the best teaching method;
- The development of a personal teaching stile is a so-called «must» for a music teachers. Only elementary and secondary music teachers do learn a methodology. So there is a bias between «methodology» and «personal teaching skills».

4 Lithuania

4.1 Context

Formal and informal music education is a part of Lithuanian education system. All of the levels include the possibilities to employ music teachers, and also are part of learning and teaching cycle.

4.1.1 Pre-school education

Pre-school education is provided to children from the age of one to six. Pre-school education is not compulsory. The purpose of preschool education is to help a child satisfy inherent cultural (including ethnic), social and cognitive needs. The pre-school education curriculum is implemented by nurseries, nursery-kindergartens, kindergartens, kindergarten-schools and other schools, licensed freelance teachers or other education providers. Pre-primary education is not compulsory, however it is made available by the State to all children as of six years of age (or as of five years of age, depending on the parents' request). The purpose of pre-primary education is to help a child to prepare for successful learning according to the primary education curriculum. The curriculum of pre-primary education is implemented by establishments of pre-school education, schools of general education, licensed freelance teachers or other education providers. The child may be educated at home, should this be the wish of the parents. The children that are educated at home are provided educational assistance, i.e. pedagogical, psychological consultations, special-pedagogical assistance and socialpedagogical assistance. Music, music games usually is a part of a daily schedule, whether it is state kindergarten or services provided by a private parties. There are specific studies or schools, which provide musical activities and services of early music education.

4.1.2 Primary education

Primary education is a four-year curriculum. According to the Law on Education, a child starts attending the first grade of primary education in the calendar year when he turns seven years of age. Upon the parents' request, primary education may begin before the time specified above if the child has achieved the maturity required for this kind of education. The purpose of primary education is to provide an individual with the basics of moral, cultural and social maturity and elementary literacy. Primary school children are not given grades. At least two or three times per year the teacher discusses the progress of learners with the learners and their parents. The learners are offered an opportunity to choose non-traditional curricula, i.e. curricula based on Mari Montessori, Waldorf, Suzuki pedagogical systems. Primary education curriculum is implemented by kindergarten-schools, primary and other schools. Music lessons is always a part of this curriculum, and are sometimes even given by a specialist teacher.

4.1.3 Basic education

The purpose of **basic education** is to provide an individual with the basics of moral, socio-cultural and civic maturity, general literacy and the basics of technological literacy, to foster the intent to continue learning, etc. It is a six-year curriculum. The basic education curriculum consists of two education content centres, i.e. centre I for grades 5–8 and centre II for grades 9–10. Upon completion of the basic education curriculum, the basic education level is attained. During the second through to the sixth year of the basic education curriculum, the learners are supposed to study two foreign languages. Some schools provide an opportunity to study a third foreign language as well. In 2003–2004, 402 700 learners studied English, 68 000 studied German and 13 000 studied French as the foreign language of first choice. Youth schools are meant for 12–16 year old adolescents that have not managed to adapt to studying at schools of general education, lack motivation or have no other choice because of the social situation that they face. Youth schools provide basic education and pre-vocational training. Education of children with special needs in accordance with the special basic education curricula and adapted basic education curricula takes place in schools of general education. Primary vocational training is provided by establishments of vocational training. General education of adults is offered to those over 18 years of age and younger by schools of general education that have classes for adults, by adult education centres and adult schools. Music lessons are part of a curriculum in each school.

4.1.4 Secondary education

The purpose of the curriculum of **secondary education** is to assist a person in the acquisition of general academic, socio-cultural and technological literacy, moral, national and civic maturity, and the basics of vocational competence and/or qualification. Secondary education is offered to learners that have attained the basic education level. It is a two-year curriculum with focus on profiling and differentiation of the content of education. Profiles offered are humanitarian, real, technological and **artistic**. Secondary education curriculum consists of a module of compulsory education and a content of elective education depending on the chosen profile. Learners may choose to study according to general or expanded curricula. Secondary education is offered by gymnasiums, secondary, vocational and other schools.

Other possibilities: Even out classes are designed for learners with learning and socialization difficulties that have discontinued learning under the system of consecutive studies, etc. Such classes are offered by basic and secondary schools or gymnasiums. Evening classes and youth studies in shifts are designed for 16–17-year old youth that cannot study at day schools of general education due to an unfavourable social situation. The classes are offered by schools of general education. General and secondary education of adults is available to those over 18 years of age and is offered by schools of general education (in adult classes), adult education centres or adult schools.

4.1.5 Higher education

University studies are undergraduate studies (first cycle), Master studies and specialized professional studies (second cycle), doctoral studies, post-graduate art studies, residency studies (third cycle). The university studies that encompass the first and the second cycle are called integrated studies.

Non-university studies are undergraduate professional studies focussed on practical activities. Duration of studies: 3–4 years. The graduates of nonuniversity undergraduate studies obtain vocational qualification.

Undergraduate studies at universities. Duration of studies: four years. Graduates of undergraduate studies are awarded a Bachelor's degree and (or) a professional qualification.

Master studies are open for those that have obtained a Bachelor's degree. Duration of studies: 1.5–2 years. Graduates of Master studies are awarded a Master's degree.

Specialized professional studies are intended to help better prepare an individual for a job that requires special practical skills and are designed for individuals that have graduated from undergraduate studies at universities. Duration of studies: 1–1.5 years. The graduates of specialized professional studies obtain a professional qualification.

There are programmes in music and music teaching provided by several institutions across Lithuania in all levels of higher education.

4.1.6 Doctoral studies and post-graduate art studies

These studies are part of University studies.

Doctoral studies. The purpose of these studies is to train researchers. Individuals that have graduated from Master studies or integrated studies may enrol in doctoral studies. Studies are organized in line with an individual education curriculum. At the end of the studies, students must present their thesis. Duration of studies: 4 years. After the thesis is publicly *viva voce* defended, the university awards a Doctor's degree.

Post-graduate art studies (Arts doctoral studies) are designed to train art teachers for higher education institutions and facilitate the specialization of artists. Studies are organized in line with an individual education curriculum. Students must work on and present an art project. The studies last for two years. After the art project is presented and *viva voce* defended, according to the new Law of Education, the qualification degree of Doctor of Arts is awarded.

Only Lithuanian Academy of Music and Theatre is able to provide third cycle university studies of both type: doctoral studies in musicology, and post-graduate art studies in various music disciplines.

4.1.7 Non-formal education

Non-formal education provides a possibility to test one's abilities in various fields (including music). By applying methods of non-formal education at various camps, workshops, and youth projects, different situations are simulated, and in these situations young people disclose and develop their personal, behavioural, communication, cross-cultural, organisational, mobility, and creative skills.

The aim of the non-formal child education is to satisfy the learners' cognitive, educational, and self-expression needs and to help them to become the active members of society. Whereas the aim of non-formal adult education is to provide an individual with conditions for life-long learning, conditions to satisfy the cognitive needs, to develop current qualification and to gain further qualifications.

Very important part of Lithuanian music education system is informal music education, provided by private or municipality and state owned music and arts schools. These schools offer basic training programmes in general music theory, instruments, singing. The curriculum of schools was developed over the years. The studies in such schools are organised usually in the afternoon or evening, after the formal education studies. This level is also employing many musicians and music teachers, prepared by higher education institutions.

4.2 The perspective of music education and training in Lithuania

In the run of the Education reform implementation, the art education in Lithuania in the system of comprehensive education has undergone many changes. The major among them being: the development and announcement of the Art Education Concept (1992), (since 1992 the amount of lessons devoted to visual arts has increased in the already partially reformed schools from 5,5 to 9,6 %), at present the training will embrace grades one to twelve. The expansion of the art education tailor made programmes followed next after the general arts education programme for basic school was developed (1997), the art education standards were created (1997), the profiled art education recommendations were designed (2000). A survey of the national audit on arts education accomplished in 2000. In the year 2002 the Ministry of Education and Science approved general programmes and education standards of 4 arts disciplines (art, music, dance, theatre) for 11-12 grades.

The arts education at a comprehensive school is developed via traditional arts subjects – art, music and dance (included in most schools in physical education or sport), drama (in a few schools included in the curriculum) – during the regular lessons. As stated above, arts education is included into all levels of educational programmes of the Lithuanian secondary schools. On the preschool level (children of 5-6/7) years old) the approach to art education is based on practicing and developing skills of self-expression in the fields of art, music, dance and theatre. Music and art are compulsory in the curriculum. Schoolchildren of 11 and 12 grades (15/16 – 17/18 years old) can choose to learn 2 from 4 disciplines of arts education (art, dance, music, theatre). These disciplines are to be studied within the framework of generalised extended courses.

A comprehensive school is important learning environment for young people. However, pupils are involved in arts outside general education in non – formal learning environments. Municipalities have art, music schools, dance schools, various leisure centres which support in acquiring cultural competencies and focus directly on music, art, dance, theatre, media, design, film making. Integration of formal and non-formal learning implies change of traditional attitudes. It is interesting that music schools in Lithuania take over and still are on the top of list among other non-formal education institutions. These schools are being spread in urban areas and in rural as well.

3 secondary state art schools, National M.K. Ciurlionis Art School, several private art, design and music schools are situated in the capital and in larger cities. Young people have the opportunity to obtain a specialised arts education. Normally music schools are most important in this field, schools specialising in other art forms are still not very common. Such schools are subsidised by the state, because they have a certain prestige which seems to be very important to the cultural identity of the state. For young artists, especially for musicians, there are both governmental and non-governmental funding opportunities. The Fund for sponsorship musicians takes responsibility for the realization annual touring educational programmes and concerts on classical music. It is very important while the official institutions are short of money for doing that.

4.2.1 Music education cycle

From the perspective of music training, the cycle can be described as consisting of 3 general levels:

- 1) There are 57 music schools for children in Lithuania currently. There are also 63 arts schools, which include music, dance, and other arts together. These schools are located in almost every big town in Lithuania. Some of these schools are choir schools, training famous Lithuanian children choirs (Azuoliukas, Liepaites etc.). As stated above, these schools are considered as institutions of non-formal education, they belong to the Municipalities and are funded from Municipalities' budget.
- 2) Second level consists of 5 music colleges (conservatoires, non-University bachelor diploma), 3 State Gymnasiums of the Arts and National M. K. Ciurlionis School of the Arts (standard formal education diplomas including specialised arts disciplines). These institutions belong to Ministry of Science and Education and are funded from its budget. Exception is National M. K. Ciurlionis School of the Arts, which is funded directly by the Government.
- 3) For University-type education, main institution in Lithuania is Lithuanian Academy of Music and Theatre, which belongs to the Ministry of Science and Education. It has three levels of study programs: bachelor degree, master degree, and doctoral degree (musicology) or post-graduate studies for performers. There are some study programs for music education in other Lithuanian Universities (Pedagogical University, Klaipeda University Faculty of the Arts, Siauliai University). Most of the famous Lithuanian musicians and best educators are teachers and professors at Lithuanian Academy of Music and Theatre.

Higher levels of this system are supplying educators for lower levels.

There are also some **professional development** centres, based in the same institutions, in example, Methodical Center of National M. K. Ciurlionis School of the Arts or Center of Music Education Studies at Lithuanian Academy of Music and Theatre.

4.2.2 Music teacher training

Music teachers for general education schools are trained at the biggest regional universities: at universities of Klaipėda, Šiauliai, Vilnius Pedagogical University, and Kaunas Faculty of the Lithuanian Academy of Music and Theatre, where general music didactics programmes are offered. Graduates of these higher education institutions take a Bachelor's Degree in Music Pedagogy (programme duration 4 years) and a Master's Degree in Music Pedagogy (2 years). Pregraduates in this field acquire theoretical knowledge and practical skills, progressive teaching methods, get acquainted with the latest literature, and train abilities of combining theory and practice. Master's Degree study programme helps to form original thinking, develops knowledge and skills. The most gifted graduates continue pedagogical studies in the 3rd level (postgraduate studies) and four years later defend a doctoral thesis.

Pedagogues of single instruments, vocal, choir directing, music history and music theory are trained at the Lithuanian Academy of Music and Theatre. At the Academy pedagogical subjects are constantly improved and the variety of them is increased. In graduate studies pedagogical subjects are compulsory for all performers; they cover about 15% of all the credits. Besides, students are offered extra pedagogical modules as optional subjects. The Bachelor of Performance study programme is full of music didactics, theoretical and practical subjects providing wide knowledge and skills for teachers of music schools, but Bachelors are awarded only the professional qualification of a performer. This becomes a hindrance further on in their career. Therefore most of the graduates choose further music pedagogy master studies. These studies are the continuation of the 1st level studies where students must be able to apply pedagogic theory and practice. Graduates of this field write the Master's study on music pedagogics, study didactics and pedagogy history disciplines. They are offered the opportunity to achieve wider university education of liberal arts. At the Lithuanian Academy of Music there are no music pedagogics studies of the 3rd level (doctoral studies). The most talented performers of music improve themselves in 2 year arts aspiranture, which qualifies them to teach their instrument or singing at a higher music school.

Music teachers are also trained at 5 music colleges of Lithuania in the biggest towns of the republic. As there is a shortage of specialists, graduates of these non-university level music schools also successfully work at music and general education schools in the periphery.

Non-university higher education (colleges) graduates, also university bachelors and masters of art faculties, are employed in music and general education schools of Lithuania. Colleges and art gymnasiums require specialists with master professional qualification. Higher education institutions most often employ postgraduates.

4.2.3 Further development

There are **professional development** centres, based in the same institutions. One of the most advanced of such centres is Study Center of Music Teaching at Lithuanian Academy of Music and Theatre, which was established with the support of European Structural Funding and applies modern distance and blended learning methodologies in its activities. This centre is also one of the connection points of main music education institution in Lithuania – Lithuanian Academy of Music and Theatre, with other levels of music education cycle.

Relations with former graduates are developed in several directions. Very close contacts are with the lower level music training – music schools. The pedagogues of the Lithuanian Academy of Music give continuous consultations at these schools, give open lessons of art performance, deliver lectures, arrange conferences. Various departments of the Lithuanian Academy of Music also cooperate with five colleges and three art gymnasiums. The best examples of it are pianists seminars – workshops have been held for 20 years, when open master lessons are given, scientific conferences and concerts by pedagogues are arranged. Thus, training process is improved, practical experience and new pedagogical ideas shared. A coordinating and methodical support function is performed by the **Music Training Coordination Council**, the chairman of which is professor Eduardas Gabnys, Rector of the Lithuanian Academy of Music and Theatre.

4.2.4 Lithuanian Academy of Music and Theatre

The history of the Lithuanian Academy of Music and Theatre is an inseparable part of music education in Lithuania. Professional musical development in the country began during the time of Grand Duke of Lithuania Vytautas the Great, when in 1397 a school of chant was formed at the Vilnius Cathedral. Publication of songbooks started in the 16th century. Some hymns were included in the first book that was published in the Lithuanian language – “Katekizmas” by Martynas Mažvydas (1547). In 1667 Žygimantas Liaukšminas published a primer of Gregorian chant „Ars et praxis musicae.” Some music schools – “bursos” had been formed during the 16th – 17th centuries where singing and instrumentation for ecclesiastic orchestras was taught. Private music schools were established in Vilnius, Kaunas and other towns at the end of the 19th and the beginning of the 20th century.

The origins of the Academy go back to 1919 when composer Juozas Naujalis founded a music school in Kaunas. Having attained the level of higher education, the school was reorganized into the Kaunas Conservatoire in 1933. 1933 is therefore considered to be the founding year of the current Lithuanian Academy of Music and Theatre. The analogous processes took place in Vilnius, resulting in the establishment of the Vilnius Conservatoire in 1945. Eventually the Kaunas Conservatoire and Vilnius Conservatoire merged into the Lithuanian State Conservatoire in 1949, which was located in the capital, Vilnius. In 1992, by the decision of the Parliament of Republic of Lithuania, it acquired name of Lithuanian Academy of Music (LMA), and in 2004 – the Lithuanian Academy of Music and Theatre (LMTA).

The Department for drama and theatre studies was established in October 1, 1952. This Department became fundamental for the setting of disciplines of theatre art, theatre theory and history, and audiovisual art and resulted in establishing the Faculty of Theatre and Film in 1991.

Lithuanian State Conservatoire has undertaken to provide professionals also for the film and television industry, including film and TV directors, film and TV actors, cameramen/women, film and TV managers and producers. New management oriented study programmes were introduced for musicians and theatre professionals as well. In 1993 the department of Film and TV was founded.

In 1971 the Lithuanian State Conservatoire Faculty was established in Klaipėda, port-city of Lithuania. Besides the traditional music training, it offered dance and choreography studies. In 1996 this Faculty was incorporated into the newly established Klaipėda University as the Faculty of the Arts.

In 1989 the Lithuanian State Conservatoire Faculty was established in Kaunas. Today it carries out its main purpose and function to satisfying city's needs for professional musicians under the name of Kaunas Faculty of Lithuanian Academy of Music and Theatre.

Department of Art History and Theory at the Faculty of Theatre and Film was founded in 1991 to offer scientific study in history and theory of theatre, arts history and Lithuanian culture and it is the centre of theatrical research in Lithuania.

In 1993 the Institute of Musicology was established to conduct research in music history and theory, music pedagogy and interpretational issues. The Institute has assumed the heritage and tasks of the Folk Music laboratory, which was founded in 1947 to research, collect and publish Lithuanian folk music.

Currently LMTA includes four faculties: three in Vilnius – Faculty of Piano and Musicology, Faculty of Instrumental and Choral Music, Faculty of Theatre and Film, and the Kaunas Faculty.

Mission statement of the Academy is: **The advanced development of culture of the country, by training highly qualified professionals of music, theatre and audiovisual arts; education of the society in the field of artistic knowledge by actively participating in the process of arts development; development of science and research in musicology and teatrology.**

In order to reach main objective, institution has all necessary preconditions:

- Traditions of training art professionals;
- High competence and artistic potential of teachers;
- Satisfactory infrastructure and facilities (on national average);
- Good relations with European higher education institutions;
- Experience in participating and initiating international projects.

4.2.5 Statistical data

Statistical data is hard to acquire, however we provide a rounded table based on known data and estimations of last 5 years (2004-2009) average.

Level of education	Number of students per year	Number of graduates per year
Non-formal education (music and arts schools), private studies	35000	1400
Colleges and music gymansiums	7000	800
Higher education institutions	2200	460

Belgium

4.3 Generalities

The teaching of art in Belgium is organised on different levels. There is a Secondary education including « Artistic Humanities»; a « Secondary education with adapted timetable» when the education is not compulsory; and a degree in « Higher artistic education».

Of course, private education is also possible.

4.4 Artistic humanities

4.4.1 Generalities

Artistic humanities lead you to the degree « Techniques de Transition » (transition techniques) and teaching in this artistic ‘option’ consist of two parts which each correspond to two years of studies. The timetable consists of 8 to 11 periods of lessons. Students willing to enter Artistic Humanities have to sit an entry test.

4.4.2 Instrument option

Courses

- musical education
- instrumental education
- instrumental chamber music
- music history + musical analysis or composition + analysis or sight-reading + transposition
- seminars

Length of the degree

The complete degree for vocal education consists of 4 years for the ‘education’ part and 5 years for the ‘transition’ part.

The complete degree for instrumental education consists of 5 years for the “education” part and 5 years for the “transition” part.

4.4.3 Singing option

Courses

- musical education
- voice education
- keyboards or instrumental education for the piano, organ, harpsichord
- vocal chamber music
- choir singing

- diction, specialising in theoretical and practical speech therapy or diction, or specialising in eloquence or declamation, or in interpretation or body expression
- music and analysis history
- seminars

Length of the degree

The complete degree for voice education consists of 5 years for the 'education' part and 5 years in the 'transition' part. The first part of the musical education consists of 4 years in the 'education' part.

4.5 Secondary education with adapted timetable (ESAHR)

4.5.1 Generalities

In compulsory education, only a few hours are devoted to the artistic awakening and initiation of children and teenagers. As an extra-curricular activity, the Secondary Education With Adapted Timetable (ESAHR) enables pupils to find themselves and develop social skills through the field of music. Lessons mainly take place out of normal teaching hours.

This type of education is also special regarding who has access to it. Indeed, children and teenagers mix with adults there. Some discover sounds, colours and shapes, they learn how to situate themselves in space and time. They communicate. They develop their senses and creativity. Others continue what they had already started or go a step further in terms of searching for well-being and self-acceptance.

This type of education also aims at preparing pupils for higher artistic education.

ESAHR has many organisations that are also known as 'academies', even though other appellations are sometimes used (Conservatory of Music, Art School for instance). Classes are organised in the academies that are attached to the following four artistic fields : music, spoken and theatrical arts, dance and plastic, visual and spatial arts.

ESAHR teachers generally hold a degree in higher artistic education.

4.5.2 Goals

The three main goals in ESAHR are :

- contributing to the artistic blooming of the pupils by promoting an artistic culture through the teaching of the different artistic languages and practices ;
- giving the pupils means to be artistically autonomous and creative
- offering an education which prepares pupils to meet the requirements for artistic education.

4.5.3 Lessons

Basic art courses are structured in courses of study and years. The organisation in courses of study enables to supervise the pupils from their initiation to arts all the way through to the final stages of their studies. There are four courses of study :

- the preparatory course of study, which is for young children and consists of an initiation to artistic practices, languages and expression.

- The ‘education’ course of study, which covers the first years of artistic education
- The ‘qualification’ course of study, which covers the final years of artistic education, a short curriculum after which only a certificate can be obtained
- The ‘transition’ course of study, which is destined to prepare pupils for higher artistic education. It consists of the final years of artistic education in a long curriculum (where far more is required than in the ‘qualification’ course of study)

The basic courses in the field of music are :

- Musical education
- Instrumental education (with various specialities)
- Voice education

On top of these basic lessons, music schools offer many other complementary courses : choir singing, music history, analysis and composition, general jazz education, body expression, chamber music...

4.5.4 Entry and attendance requirements

Pupils who are less than 12 years of age or are in primary education can enroll free of charge.

In the event of a failure, the pupils cannot enrol for the same year twice.

Besides these basic requirements, pupils have to attend a certain amount of classes per week. The minimal amount can vary depending on the field, course and course of study.

4.5.5 Assessment

Pupils enrolled for ‘basic art lessons’ in the course of study ‘education’ ‘qualification’ or ‘transition’ are assessed on different levels which are defined in the programmes of specific courses, according to the following goals :

- The pupils’ artistic intelligence, that is to say their ability to understand the coherence of a musical language
- The pupils’ command, that is to say their ability to play their instrument (or sing) in their various specialities
- The pupils’ autonomy, that is to say their ability to discover and develop their own artistic activity through the education that they have received
- The pupils’ creativity, that is to say their ability to use freely their own artistic language and create something original

4.5.6 Diplomas and certificates

ESAHR delivers certificates and/or diplomas for all ‘basic art courses’. Certificates assess the pupils’ success in a ‘basic art course’ in the course of study ‘education’ or ‘qualification’. Diplomas assess the pupils’ success in the course of study ‘transition’. Certificates and diplomas are, however, not recognised for jobs, particularly for teaching positions.

4.6 Higher artistic education

4.6.1 Generalities

In Belgium, the appellation ‘Royal Conservatory’ refers to one of the six academic institutions for the teaching of music and spoken arts. These institutions are thus meant to prepare students over 18 who have finished humanities and are holders of the baccalaureate after three years (according to the Bologna Process) and of a Master’s degree (after two years of higher education).

Apart from the one in Anvers, Royal Conservatories do not include dance.

According to a law that came in vigour in the 1990s, for a few years royal conservatories were put on the same level as universities and thus enabled them to deliver diplomas in music, forcing students to follow a complete curriculum which replaces the old system of Prizes (First Prize, Superior Prize) where students could get a degree in a particular field even though they had put other subjects aside. This new system had the great advantage of favouring the integration of graduates in the whole of Europe.

Access to studying is subject to passing an entry test in the chosen field, and to having a diploma in superior Humanities (French baccalaureate or equivalent), even though certain talented students can get in providing they carry on with their normal secondary education.

Belgium counts six royal conservatories

- Liège
- Mons
- Brussels -francophone for French speakers in Belgium
- Anvers
- Gand
- Bruxelles- Dutch speaking for the Flemish community

There are also two free institutions that also deliver baccalaureates and master’s degrees to students willing to receive higher education:

- The Higher Institute for Music and Pedagogy (IMEP) in Namur
- The Lemmensinstituut in Leuven

Other institutions are also called conservatories like the Conservatory of Arthur-Grumiaux in Charleroi, but belong to the same system as Academies of Music, that is to say they welcome children and adults in the evenings and at the week-ends and do not deliver any higher education qualification. These institutions have a dance section.

The Queen Elisabeth Musical Chapel, a private institution in Argenteuil near Waterloo is one of its kind ; indeed it aims at forming the elite of concert artists and soloists without giving official qualifications or titles.

4.6.2 I.M.E.P.

Pedagogical and artistic project

IMEP is based on a university-like education which offers to form artists, pedagogues and social artists adapted to our current society. IMEP is a concrete preparation for students to become teachers, instrumentalists, composers, conductors and also prepares them for the job of professional organist for religious music.

Studies

- Short curriculum (short baccalaureate in music with ‘inferior aggregation for secondary education AESI (special course for general teaching)’)
- Long curriculum (higher education part 1: baccalaureate which provides a wide education –part 2: MA which refines previous education at the highest level of competence)
- AESS aggregations (which are wide open to research and assures the indispensable education enabling to become a pedagogue)

Academic programme

Studies at IMEP are organised in academic years and separated in three periods of four months. The academic staff provides a technical general and artistic education on the highest academic level. There are concert seasons, conferences, master classes, class performances, artistic examinations and music courses which are there to help the students forge their creative autonomy and become aware of the social responsibility that being future graduates represents.

4.6.3 Lemmensinstituut

Pedagogical and artistic project

The Lemmensinstituut in Leuven (Faculty of Music, Dramatic Arts and Teaching of the « Hogeschool voor Wetenschap & Kunst ») has had more than 100 years experience in musical education. It was founded in 1879 by Jaak-Nikolass Lemmens and was originally a school for religious music which offered Gregorian chant and organ classes.

For a few decades the Institute has been a conservatory which offers courses in various subjects :

- composition
- direction
- instrument/singing
- jazz
- music therapy

Students have the chance to get to know masters from abroad through international student exchanges and special classes. Within the framework of the Socrates/Erasmus programme, students and professors can go on exchanges. Moreover, after an MA, the Institute offers the possibility to specialise in a specific field according to personal choices.

Academic programme

- concerts with best ensembles, professors and students
- introductions to the concerts
- special classes
- student ensembles which specialise in ancient or contemporary music, chamber orchestra, big band
- conferences and lectures
- professors are specialists in their fields

4.7 Royal conservatories

General aims

Royal conservatories in Belgium mainly organise the education of performers, creators and pedagogues, and develop artistic activity through the study and the practise of the subjects of speech and music.

Studies in Conservatories count as long curricula in higher education and are organised in two parts which lead to the following diplomas:

- Transition baccalaureate de transition in Music or Drama and spoken arts
- MA in Music or Drama and spoken arts
- Aggregation for secondary education (AESS) in Music or Drama and spoken arts

Pedagogical and artistic means

Conservatories offer a varied education through the development of the jazz and ancient music sections

Other than creating experts in the various disciplines that are taught, conservatories seek to develop the students' following skills :

- The knowledge that will enable them to develop their intellectual curiosity and ability to reason personally within the learning of their art, and to master and organise cognitive parameters
- Critical thinking towards others and themselves
- The acquisition of a proper culture in art which will favour their autonomy

Conservatories encourage interdisciplinary education in terms of pedagogical practises: they are a place for dialogues, experiments and exchanges and seek to link the musical and spoken arts as well as other artistic productions.

Professional insertion : conservatories seek to keep students informed about the current socio-economic situation by:

- Giving great importance to collective artistic practises
- Developing the students' polyvalent skills
- Opening their aggregations to the new fields that research opens up
- Giving students the basis for their future function of cultural mediator by showing them the institutional realities of the cultural world
- Making sure students can experience things in context, for instance through evaluations, and creating many public pieces of art, which will then enable all students to find their place on the job market (individually or collectively)

- Inviting cultural organisers to events held by the institution
- Collaborating with all kinds of teaching institutions in order to promote their artistic productions to young people
- Promoting new artistic technologies

Studies

The Music section is organised in five years of studies, including 3 of Baccalaureate and 2 of MA, that can then be completed with the curriculum that leads to the title of Superior Secondary Education graduate in Music.

- Transition baccalaureate: three years of studies (B1, B2, B3);
- MA: two years of studies (M1, M2);
- Aggregation in Superior Secondary Education in music: two years of studies (A1, A2).

The Music section is then subdivided in different sections, options and aims: instrumental, vocal or theoretical.

Aggregation

The outcome of the degree is the title Superior Secondary Education graduate for each and every section in the domains of Music and Drama and spoken arts.

The degree is made for students who hold a BA or MA in the given domain, which was delivered by a Superior School or for students who are enrolled there. The degree is organised in one academic year.

Within the degree, students will :

- Familiarise themselves with psycho-pedagogy
- Think, discuss and evaluate these elements
- Put their knowledge into practise and experience it during the various exercises and stimulations
- Observe different activities during their training
- Be able to confront their motivation and aptitudes in concrete situations (integration and training courses...)
- Explore group pedagogy
- Assess themselves with an open-minded spirit with their coursemates and professors (associate professors, lecturers, methodology teachers, psycho-pedagogy teacher...- in order to gain an original, personal and methodical approach in their teaching
- Do their personal research in a field of their choice and interest that is linked to teaching –oral and written, history of pedagogy.

Enrolment

Requirements for the first year of baccalaureate :

- Secondary Education Certificate (CESS) or equivalent (for Belgian applicants), or any other foreign diploma or certificate which is recognised, and passing the entry test.
- Success in one or several years of study in higher education in the domain or art, in Belgium or abroad, or personal or professional experience

Erasmus

Students can go on this kind of exchange for four months or for a whole year. It is usually the case in their fourth year of studies.

4.7.1 Queen Elisabeth Music foundation

Generalities

The Queen Elisabeth Music Foundation was created in 2003 and has 6 partners (The Beaux-Arts Palace, the Monnaie opera house, the Queen Elisabeth contest, the Euphonia Foundation, the Philharmonic Society and musical Chapel). It proposes a third teaching part, which is destined to young talents who are exceptionally gifted.

In order to make their standards higher, the Foundation employs three great professors who are originally famous soloists and very aware of the realities of an artist's life. The Foundation also has a chamber music section.

The Foundation also promotes artists on a European level, for instance by creating links with the Queen Sophie Superior School of Music in Madrid, with the Sibelius Academy in Helsinki and with the Royal College of Music in London.

The pedagogical structure is established around four masters and is open to guest professors (Sybille Wilson, Daniel Ottevaere, Paola Larini), who work closely with year-round teachers. Big names also come and give master classes to students (Menahem Pressler, Helmut Deutsch, Peter Schuhmayer, ...).

Every year, as part of their pedagogical goals, the Foundation produces just over a hundred concerts and events.

Teachers

Masters are there every month, a week (3 teaching/student hours per month). In addition to which ordinary professors train students technically all year round and set an intensive paste of study (3 teaching/student hours per week).

Moreover, tutors and accompanists are also there daily for the students' education.

Masters in the house for 2008/2009 are: Abdel Rahman El Bacha (piano), Augustin Dumay (violin), Artemis quartet (chamber music) and José Van Dam (voice).

Academic programme

Preparatory course (piano – violin – voice)

The preparatory course is for young musicians between the age of 8 and 15. These instrumentalists are given lessons on a regular basis in the Queen Elisabeth Musical Chapel and can also attend master classes. Musicians who are too young to go to a Royal Conservatory are given the possibility to work with professors as well as going to school normally. The course for young talents adapts to the pupils' age and character.

Improvement course (piano – violin – voice – chamber music)

This improvement course is made for the best musicians between the age of 16 and 22 and allows students to bring to perfection their virtuosity and mastery of their art. This course with very high standards is for instrumentalists who wish to prepare to be soloists. Students are also encouraged to take part in international contests: during the interview at the beginning of the year students are given a plan with activities that are linked to their

education and to the concerts that the institution organises. The course is determined by the students' evolution and needs.

Master after Master (piano – violin – voice – chamber music)

The Foundation wishes to create a degree entitled 'Master after master' (piano, violin, voice) which is destined mainly to the best musicians in Europe (whose level equals that of a final year student at a national Conservator) in order to coincide with the harmonisation of the teaching of music on the European scene. This specialised degree enables the student to develop a more detailed reading and analysis of the music that they wish to work on.

Opera studio (collaboration between the Queen Elisabeth Music Chapel and the Monnaie Opera House)

In Brussels, the Monnaie and the Music Chapel organise an Opera Studio, which performs and prepares the best talents for the physical, stage and voice requirements that their future careers of opera singers demand. About twelve singers whose level equals that of a final year student at a national conservatory are looked after for one to two years within the framework of this Opera Studio.

Additional classes

- Music analysis
- Conferences
- Physical coaching (several times a week a class is adapted to every discipline, seeking to balance out the musician's muscle structure)
- Psychological coaching

A campus for music

The infrastructure of the Queen Elisabeth Music Chapel offers the possibility to cater students in studios with a grand piano, a room and bathroom, along with the possibility to have food there. Thus, the students can give themselves fully to the mastery of their art. During the week, students are free to use the chapel's library and record collection. It consists of many scores as well as important works in musicology, history of art and literature. Students also have an Internet access, can play pool, table football and tennis and watch television and DVDs.

Grants and renting instruments

There are various grants like that of the French Community, that of Belgacom or Emilie Bernheim's grant for improvement. Belgacom also offers three grants to a Belgian pianist, violinist and singer who want to train with masters. The Queen Elisabeth Music Chapel lends its best students various instruments.

Partnerships

The Ictus Ensemble works in collaboration with the Music Chapel in order to organise an interpretation seminar for contemporary music, destined for students of the chamber music section ('young talents' network).

The 'House of Music' also collaborates with the chapel by organising concerts and piano and chamber music lessons.

5 Spain

5.1 Context: Overview of Professional Music Training System in Spain⁴

(What the LOE, 2007 (Organic Law of Education) says about music education in Spain can be read in annex).

5.1.1 *In general*

From 1990, the application of the Law 'LOGSE', restructured the whole nonuniversity educational system of the country, and therefore also music studies. The musical education in Spain follows a parallel development to the system of general education; it is divided into three grades; Elementary, Medium and Superior, which corresponds to the Primary, Secondary school and the University. The implementation of the new law only began to affect music studies at the Superior level from the year 2001. Only the Superior Conservatoires (public) or Superior Schools of Music (private) are authorised to offer superior level music education (or Professional Music Training). To access to those centres, students take an entrance examination, at national level, after completing medium grade music studies as well their normal high school education (although sometimes Superior level training can also be carried out without these previous studies). The superior conservatoires award a title equivalent to, and recognised at, university level. But the centres and their teaching staff depend on the Education Departments of each Autonomous Community for special studies. So, the superior conservatoires' faculty situation is the same as that of teachers in the high schools. The curriculum for musical studies is structured in four courses at elementary level, six courses at medium level and four courses at superior level in a single cycle. The curricular development depends on each autonomous education department working within common guidelines set down by the national Ministry of Education and Culture.

5.1.2 *Total number of institutions and music students*

There are 27 superior conservatoires, some of them with outlying departments in other cities.

For the academic year 2002-2003, there were more than 3400 music students in Spain (combining both the old and the new system).

⁴ Source: Prof. Dr. eur. José A. Rodríguez-Quilles y García (University of Granada). Text according to the *European Forum for Music Education and Training* (EFMET) and *Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen* (AEC).

5.1.3 Funding

The public superior conservatoires depend economically on the Education Department of the Autonomous Government. In these centres, the students pay a similar registration to the Universities. The private superior conservatoire depends basically on the students' fees. Students are often granted a scholarship by sponsors through the Conservatory's own foundation.

5.1.4 Curricula

The curricula are developed in three levels:

- Basic level (general content) Ministry of Education and Culture.
- Concrete level (specific subjects / hours) Autonomic Government
- Application level (distribution / content) Each Conservatory

5.1.5 2-cycle system

Professional music training is not organised in a 2-cycle system. There are some ongoing discussions about this. The new system consisting of 2 cycles of 4 years is not yet implemented at all. For the moment, there is one cycle lasting 4 years, with 2000 – 2500 contact hours depending on the speciality.

Qualifications

Now there still is the old system title 'Superior Professor of ... (instrument or specialisation)'. The first graduates in the new system will not qualify before 2005.

Specialisations (also in the new system)

- Instrument performer
- Teacher of instrument
- Teacher of musical language
- Choir conductor
- Orchestra conductor
- Composer

There are also some Conservatoires with specialities as Sound Engineering or Music Management but these are not considered as superior titles.

5.1.6 3rd cycle

Students can do a Doctorate in musicology at the university but not at the conservatoires. Some credits from the conservatoire may be recognised by the university. The superior title in music gives direct access to 3rd cycle in the university.

Credit point system

Institutions make use of a credit point system, which is not compatible with ECTS. The system to rate credits may differ from one autonomous community to another.

5.1.7 Quality assurance, Employability and Academic year

Higher education institutions in Spain are not subject to any formal external quality assurance processes.

Graduates still in the old system (before the application of the Law 'Logse') are able to apply for any professional post related to music as performer or teacher. In the new system this will depend on the speciality chosen.

The superior course may be taken in one whole course per year or divided in two semesters. The course starts by mid-September and finishes by the end of June.

5.2 Teachers training: Overview of Music Teacher Training System in Spain⁵

The possibilities for students to get professional music education are basically as following:

Universities – musical education, instrumental performance, sound engineering.
Superior Music School or Superior Conservatories of Music – musical education, instrumental performance, sound engineering.

There are many Pedagogic method courses with no official diplomas, as Willems or Kodally Pedagogy, focused on adult formation on children music education.

5.2.1 Educational reform

Educational reform: In 1990 a law was established in Spain which reorganized the education system in Spain, *Ley de Ordenación General del Sistema Educativo* (LOGSE). The new law defined the objectives, organizational criteria and curricular elements of the new system. The new system was designed to be more open, giving a great significance to individual specificities and the social, geographic and cultural environments of the school. In the new system, objectives are formulated only in very general terms so they can be adapted to special situations, and special care is taken to ensure that academic knowledge is presented in a cross-disciplinary way.

⁵ Source: Prof. Dr. eur. José A. Rodríguez-Quilles y García (University of Granada). Text according to the *European Forum for Music Education and Training* (EFMET) and *Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen* (AEC).

5.2.2 Structure of music teacher training programmes

Training providers

Music teacher training in Spain is provided by universities (general teacher training and musicology) and music conservatoires (specialist music training). Training for classroom teaching in general (compulsory) education, a open and flexible curriculum has come into existence under the new education system. In primary as well as secondary education, three levels of *concreción curricular* (specification of the curriculum) can be distinguished, each of which would be administered by a different education authority.

1. First level: *Diseño Curricular Base* (general curriculum design) by the regional education authorities
2. Second level: *Proyecto Curricular de Centro* (curriculum for individual schools) by each individual school
3. Third level: *Programación de Aula* (lesson planning) by music teachers

Primary education

In primary education (ages 6-12) music is part of *Educación Artística* (Artistic Education), together with arts and drama. In order to achieve the explicit objectives for primary education, a new methodology focusing on three main areas has been proposed: Listening and comprehension (perception), Music making (expression) and Rational analysis (notation). These teaching areas remain unchanged as pupils proceed through three *ciclos* (stages) of primary education. Training of music teachers for primary education is provided by the faculties of education sciences of the different Spanish universities, and is part of the degree in teaching. These studies have a duration of three years and a total academic attendance ranging from 180 to 220 credits (1 credit = 10 hours of class), depending on the university. University departments offering this type of studies are not allowed to impose entrance examinations to identify students with musical skills and/or suitability for the profession. As a result the student group is extremely mixed: students with sound musical knowledge acquired at conservatoires or music schools are alongside students with no musical background whatsoever. In spite of the denomination given to the degree obtained at universities (Degree in Teaching, speciality of Music Education) the professional profile of a Spanish music teacher is closer to the notion of general education teacher with a broad scale of expertise rather than specialist knowledge.

Secondary education

Music is a compulsory subject during the first three years of general secondary education (*Educación Secundaria Obligatoria*, ESO), and one of four options in the fourth (and final) year. In addition, many schools offer optional music course that seem to be practiceoriented study groups rather than theoretical schools subjects.

There are two ways to enter the profession of music teaching in general secondary education and pre-university education (*Bachillerato*): university and conservatoire. Apart from these academic degrees, a new act in January 2004 established the Certificate of Didactic Specialisation as a requisite for teaching music in secondary education centres and conservatoires. Universities offer a degree in musicology. To be admitted to this two-year study, students are required to have successfully passed the first stage of any three-year

university degree or the first three years of conservatoire training. In addition, an entrance examination is compulsory.

Conservatoires have been traditionally aimed at instrumental (solo) interpretation, excluding practically all didactic training from the curricula. Only the new Title of Higher Music Education (in its speciality of pedagogy) allows students to choose a two-year academic route specifically aimed at secondary education teaching. To obtain the Certificate of Didactic Specialisation additional training is required, consisting of two phases: (a) an academic period which may be directly connected to the higher-level studies, and (b) a pre-professional period, consisting of a teaching training practice period of at least three months. Both phases combined must not exceed two academic years time.

Training for instrumental / vocal teaching

Training for music teachers of type B (instrumental/vocal) takes place at conservatoires and universities, but there are no special courses or subjects dedicated to pedagogical skills and knowledge.

Recent developments The divide between university and conservatoire teaching is addressed by the installation of the Title of Higher Music Education (see also above) which also caters to musicians wishing to become instrumental/vocal teachers.

Furthermore, a four-year speciality on pedagogy is currently in development, offering the following two options:

- (a) Music education and musical language pedagogy
- (b) Singing/instrumental pedagogy

Another new aspect of these curricula would be the classification into different categories (compulsory, optional, free-choice) of subjects offered by institutions for higher music education. This would open the doors for cooperation between conservatoires and universities, a controversial issue due to the traditional separation between these two academic institutions in Spain – often considered as rivals in many aspects.

5.2.3 The professional field

Continuing education

There are many opportunities for music teachers to continue their education once they have entered the professional field. Lectures, seminars, and additional courses are offered by the institutions. Some universities offer Masters related to music education, e.g. the University of Granada, but this is not a regular feature.

5.2.4 External connections

Nature of connections

Many kinds of connections exist in Spain between institutions for music teacher training and other kinds of organisations in the field of music education: amateur music schools, local orchestras and bands, choirs, etc. However, these connections are in general not part of training for music teachers. It is not compulsory for students to work with another organisation, but it is possible. In some universities there are optional subjects in this area

and connections with pedagogical departments of local orchestras can be very close, e.g. in Barcelona, Valencia, Madrid or Granada.

5.3 Public music schools

5.3.1 Elemental Music Schools (it varies from 3 to 11 years old)

Some Schools are what is called “authorized” by the autonomic government. In order to receive this qualification, they need to have some conditions, as for example, a place where to give lessons, at least six teachers with superior diplomas, etc. It does not mean that Schools not “authorized” cannot work. Every municipality is free to build a School as they understand.

They are schools with no formal regulation dictated from the ministry of education.

There is no obligation of examination.

The Schools work with Elemental Grade – from 8 to 11 years old and Initiation Grade – from 6 to 7 years old. It might have students from 3 to 5 years old, who make what is called “sensibilization”.

By the end of the fourth year, the school gives a diploma that recognizes the acquired level, but it does not mean a formal certificate.

The disciplines are: instrument, choral, theory, instrumental combo.

After the fourth grade, the student can continue his/her studies at the school with no aim of a certification. Most of the Schools offer all the disciplines that are offered by the Conservatories. Sometimes students prefer to stay there because they know the teacher, or because the Conservatory is too far away. In any case, students that rest in the Music Schools after concluding their elemental grade, generally, do not go too far on music improvements.

5.3.2 Conservatories of professional level (approximately 12 to 17 years)

They are regulated/formal schools, following a detailed program proposed by the MEC (1st and 2nd concretions. The 3rd concretion is up to the teacher discretion).

Students may enter the school after presenting a skill test. They can be prepared either by themselves (private lessons) or coming from an Elemental Music School.

After the new educational law (LOE-2007), the musical studies comprehended between 11 to 17 years old are called Professional Grade (formerly Middle Level).

The disciplines are in most of the cases: principal instrument, a secondary instrument if is the case, theory (called musical language), choral singing, chamber music and history. All the disciplines are evaluated by semesters.

After concluding this 6 years study, the student receives an official diploma that recognizes his /her level. With this diploma, he can start teaching in some elementary music schools, doing small things, but is not enough for a real professional life.

The outline of Conservatory professors are instrumentalists with a good regional prestigious. Sometimes they work also in Elementary Music Schools or in Superior Music

Schools. Hardly the three of them. It is possible to find professors who are not in a practical development of their career as instrumentalists, but are good teachers.

5.3.3 Superior Music Schools (from 18 years old)

They can have names either as Superior School of Music or Superior Conservatory of Music. They are different names, but they mean the same: they are schools that give a professional diploma or certificate that enable the student to work at the professional life as a musician, as to say, one or more of these branches: instrumentalist, composer, director, teacher, sound engineer, music therapist, etc. It is consider a career as any other, but is not inside the university world as it is in American countries or in some European communities.

Students in possession of this diploma can present themselves in a public competition in order to get a teaching position job or an orchestral position, just to give two examples.

Post-graduation (masters and doctorates) can be found, but with much less support of the government. Most of the students who finish their formations (around 22 to 23 years old) go abroad to receive more specialization on their branch and/or just to keep studying and growing their academic curriculum, becoming masters or doctors in music.

Students get enrolled at the Schools around 18 years old (sometime less then that) and it lasts 4 years. Disciplines go from the major instrument, plus theory, history, style, chamber music, analysis, choral singing and some number of solo recitals that varies depending on the institution. All the disciplines are evaluated by semesters.

Students receive around 1,5 hour of instrument class weekly.

The outline of the professors are mainly important performers of their instruments who does not necessarily live in the same city of the Institution, who have an important agenda of classes and concerts and who are not always available every week for a regular system of class, as it is normal to suppose.

5.4 Private music schools

They are mainly on the Elementary level. Since the professional level must be offered by a official institution, private conservatories are inexistent for professional levels, appearing as a serious institution only for superior education. In the first case, private music schools does not necessarily have graduated teachers or with experience at all working with its students. Sometimes they do not have any curriculum at all. It is possible to find in major cities some private school very well organized, that offer a good quality of music basis and at some point, when students finish their 4th year, keep teaching the disciplines of the regulated professional level, but with no aim of official certificate (as it also occurs on public Music Schools). In the third case (since the second does not appear on the Spanish music system), the schools roll quite much as in Public ones, differing on the way they receive their budget from, some fiscal incentives (from government), systems of scholarship, etc.

5.5 Statistics

Table 1: Number of Conservatoires of Superior Conservatories of Music (academic year 2007-08 and 2006-07):

	2007-08	2006-07
Total	23	23
Public	21	21
Private	2	2

Source: Ministry of Education and Culture (MEC)

Table 2: Enrol students in Conservatoires of Superior Conservatories of Music (course 2007-08) in comparison of the past year:

	2007-08	2006-07	N°	Variation	%
Total	7.738	7.321	417		5,7%
Public	6.996	6.732	264		3,9%
Private	742	589	153		26,0%

Source: Ministry of Education and Culture (MEC)

Table 3: Number of Conservatoires, enrol students and teachers⁶ (Superior Conservatories of Music) by Region in 2007-08 :

Source: Ministry of Education and Culture (MEC)

	TOTAL	Andalucía	Aragón	Asturias (Principado de)	Balears (Illes)	Canarias	Cantabria	Castilla y León	Castilla La- Mancha	Catalunya	Comunitat Valenciana	Extremadura	Galicia	Madrid	Murcia	Navarra	Pais Vasco	Rioja (La)	Ceuta	Melilla
Number of Conservatoires																				
Total	23	4	1	1	1	2	0	1	0	2	3	1	2	2	1	1	1	0	0	0
Public Conserv.	21	4	1	1	1	2	0	1	0	1	3	1	2	2	1	1	0	0	0	0
Private Conserv.	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
Number of Students																				
Total	7.738	1.482	343	287	244	221	0	269	0	931	1.241	128	815	752	278	312	435	0	0	0
Students (Public)	6.996	1.482	343	287	244	221	0	269	0	624	1.241	128	815	752	278	312	0	0	0	0
Students (Private)	742	0	0	0	0	0	0	0	0	307	0	0	0	0	0	0	435	0	0	0
Number of Teachers																				
Total	11.270	1.983	497	357	256	302	116	758	450	1.074	2.196	235	1.149	1.102	471	175	0	97	22	30
Teachers (Public)	9.686	1.910	428	289	243	290	116	623	417	925	1.635	227	999	839	421	175	0	97	22	30
Teachers (Private)	1.584	73	69	68	13	12	0	135	33	149	561	8	150	263	50	0	0	0	0	0

⁶ Teacher statistics refer to *Elementary*, *Professional* (middle level) and *Superior level*.

Table 4: Graduated students (Superior Conservatories of Music) by Region and Gender (course 2006-07)

	Total	Women		Total	Women
TOTAL	923	391	TOTAL	923	391
Andalucía	180	75	Extremadura	16	8
Aragón	0	0	Galicia	30	18
Asturias (Principado de)	38	19	Madrid	153	60
Balears (Illes)	13	6	Murcia	44	17
Canarias	19	12	Navarra	9	1
Cantabria	0	0	País Vasco	20	6
Castilla y León	51	22	Rioja (La)	0	0
Castilla La-Mancha	0	0	Ceuta	0	0
Catalunya	117	51	Melilla	0	0
Comunitat Valenciana	233	96			

Source: Ministry of Education and Culture (MEC)

Table 5: Graduated students (Superior Conservatories of Music) by Instrument and Gender (course 2006-07):

	Total	Women		Total	Women
TOTAL	923	391	TOTAL	923	391
Accordion	2	1	Tradicional and Pop Music Instruments	2	1
Harmony, Comp. and Instr.	1	1	Jazz	18	1
Harp	2	2	Musicology	24	21
Voice	28	19	Oboe	20	9
Clarinet	66	21	Vocal Pedagogy and Musical Education	16	10
Harpsichord	1	1	Musical Pedagogy	13	9
Composition	53	17	Singing Pedagogy	38	21
Double Bass	7	1	Percussion	20	3
Double Bass Jazz	2	1	Piano	130	76
Chorus Directorship	6	2	Saxophone	27	1
Orchestra Directorship	10	1	Trombone	20	1
Ethnomusicology	2	2	Horn	25	8
Bassoon	13	5	Trumpet	32	2
Recorder Flute	2	2	Tuba	19	0
Transverse Flute	41	31	Viola	22	11
Guitar	54	11	Viol (Viola da Gamba)	1	0
Flamenco Guitar	15	2	Violin	74	41
Renaissance and Baroque Stringed Instrum.	4	0	Violoncello	37	21
Plectrum Instrument	2	0	Non Distributed by Instrument	62	30
Ancient Music Instruments	12	5			

Source: Ministry of Education and Culture (MEC)

6 APPENDIXES

6.1 Appendix 1: List of CNSM

Conservatoire National Supérieur De Musique de Lyon

3 quai Chauveau

CP 120

69009 – LYON

Conservatoire national supérieur de musique de Paris

209 avenue Jean-Jaurès

75019 – PARIS

6.2 Appendix 2 : List of CEFEDEM

CEFEDEM Sud

7 boulevard Lakanal
13400 - AUBAGNE

CEFEDEM Aquitaine

19 rue Monthyon
33000 - BORDEAUX

CEFEDEM Basse Normandie

13 rue Paul Doumer
14000 - CAEN

CEFEDEM Bourgogne

36-38 rue Chabot-Charny
21000 - DIJON

CEFEDEM Rhône-Alpes

14 rue Palais Grillet
BP 2024
69226 - LYON Cedex 02

CEFEDEM Lorraine

2 rue du Paradis
57000 - METZ

CEFEDEM Bretagne-Pays de Loire

32 rue Emile Péhant
44000 - NANTES

CEFEDEM Poitou Charentes

10 rue de la tête noire
BP 15
86001 - POITIERS

CEFEDEM Haute Normandie

50 avenue de la porte aux Champs
76000 - ROUEN

CEFEDEM Ile de France

182 avenue Paul Doumer
92500 - RUEIL MALMAISON

CEFEDEM Midi Pyrénées

17 rue Larrey
31000 – TOULOUSE

6.3 Appendix 3 : List of CFMI

CFMI d'Aix en Provence

29 avenue Robert Schumann
13621 - AIX EN PROVENCE Cedex 01

CFMI de Tours

Bel Air - La Guignière
Université de Tours
37320 - FONDETTES

CFMI de Lyon

Université Lyon 2
80 boulevard de la Croix Rousse
69001 - LYON

CFMI de Poitiers

Université de Poitiers
8 rue René Descartes
86022 - POITIERS Cedex

CFMI d'Orsay

Batiment 498
Université Paris Sud
91405 - ORSAY

CFMI de Rennes

Campus Vilejean - cs 24307
6 avenue Gaston Berger
35043 - RENNES Cedex

CFMI de l'université de Strasbourg

Université de Strasbourg 2
1 rue Froelich - BP 186
67604 - SELESTAT Cedex

CFMI de Toulouse

5 allée Antonio Machado
Université de Toulouse
31058 - TOULOUSE Cedex 1

CFMI de Lille

BP 149
Université de Lille 3
59650 - VILLENEUVE D'ASCQ

6.4 Appendix 4. Music education institutions in Italy

6.8.1 Conservatories of Music and State Recognized Institutes of Music in Italy

Conservatorio Di Adria (Ro) "Antonio Buzzolla"

Viale Maddalena, 2 - 45011 ADRIA (RO)

tel. 0426/21686/7; tx. 0426/41616

<http://www.conservatorioadria.it>

Conservatorio Di Alessandria "Antonio Vivaldi"

Via Parma, 1 - 15100 ALESSANDRIA

tel. 0131/250299 ; fax: 0131/326763; e-mail: cons.al@tiscalinet.it

<http://www.conservatoriovivaldi.it>

Conservatorio Di Avellino "Domenico Cimarosa"

Via Circonvallazione - 83100 AVELLINO

tel. 0825/30622-30031; tx.0825/780074

<http://www.conservatorio.avellino.it>

Conservatorio Di Bari "Niccolò Piccinni"

Via Cifarelli, 26 - 70124 BARI

tel. 080/5740022-5740820-5740301; tx.080/5794461

<http://www.conservatoriopiccinni.it>

Conservatorio Di Benevento "Nicola Sala"

Via Mario La Vipera - 82100 BENEVENTO

tel. 0824/21102; tx. 0824/50355

<http://www.conservatoriobenevento.cesein.com>

Conservatorio Di Bologna "Giovann B. Martini"

P.zza Rossini, 2 - 40126 BOLOGNA

tel. 051/233975-221483; tx. 051/223168

<http://www.conservatorio-bologna.com/>

Conservatorio Di Bolzano "Claudio Monteverdi"

P.zza Domenicani, 19 - 39100 BOLZANO

tel. 0471/978764; tx. 0471/975891; e-mail: info@conservatoriobolzano.it

<http://www.conservatoriobolzano.it>

Conservatorio Di Brescia "Luca Marenzio"

P.zza Arturo Benedetti Michelangeli, 1 - 25121 BRESCIA

tel. 030/2886711; tx. 030/3770337; e-mail: segreteria@conservatorio.brescia.it

<http://www.conservatorio.brescia.it>

Conservatorio Di Brescia "Luca Marenzio" - Sezione Staccata

via Razziche, 5 - 25047 DARFO-BOARIO TERME (BS)

tel. 0364/532904; tx. 0364/532085

<http://www.conservatorio.brescia.it/darfo/>

Conservatorio Di Cagliari "Pierluigi Da Palestrina"

P.zza E. Porrino, 1 - 09100 CAGLIARI
tel. 070/494048-493118; tx. 070/487388
<http://www.conservatoriocagliari.it/>

Conservatorio Di Campobasso "Lorenzo Perosi"

Via Principe di Piemonte, 2 - 86100 CAMPOBASSO
tel. 0874/90041-90042; tx. 0874/411377
<http://www.conservatorioperosi.it>

Conservatorio Di Castelfranco Veneto (Tv) "Agostino Steffani"

Via Garibaldi, 25 - 31033 CASTELFRANCO VENETO (TV)
tel. 0423/495170-492984; tx. 0423/740188
<http://www.steffani.it>

Conservatorio Di Cesena (Fo) "Bruno Maderna"

C.so U. Comandini, 1 - 47023 CESENA (FO)
tel. 0547/28679; tx. 0547/610742
<http://www.conservatoriomaderna-cesena.it>

Conservatorio Di Como "Giuseppe Verdi"

Via Cadorna, 4 - 22100 COMO
tel. 031/279827; tx. 031/266817
<http://www.conservatoriocomo.it/>

Conservatorio Di Cosenza "Stanislao Giacomantonio"

Ex Convento di S. Maria delle Grazie, via Portapiana - 87100 COSENZA
tel. 0984/76627/8-71959; tx. 0984/29224
<http://www.conservatoriodicosenza.it/>

Conservatorio Di Cuneo "G.F. Ghedini"

Via Roma, 19 - 12100 CUNEO
tel. 0171/693148; tx. 0171/699181
<http://web.tiscali.it/conservatorioghedini/>

Conservatorio Di Fermo (Ap) "Giovambattista Pergolesi"

Via dell'Universita', 16 - 63023 FERMO (AP)
tel. 0734/225495-225801-229218; tx. 0734/228742
<http://www.conservatorio.net>

Conservatorio Di Ferrara "Girolamo Frescobaldi"

Via Previati, 22 - 44100 FERRARA
tel. 0532/207412; tx. 0532/247521
<http://www.conservatorioferrara.it>

Conservatorio Di Firenze "Luigi Cherubini"

P.zza Belle Arti, 2 - 50122 FIRENZE
tel. 055/292180-210502; tx. 055/2396785

<http://www.conservatorio.firenze.it>

Conservatorio Di Foggia "Umberto Giordano"

Piazza Negri, 13 - 71100 FOGGIA
tel. 0881/773467-723668; tx. 0881/774687
<http://www.conservatoriofoggia.it>

Conservatorio Di Foggia "Umberto Giordano" - Sezione Staccata

Via Lenoci, 2 - 71012 RODI GARGANICO (FG)
tel. 0884/966366; tx. 0884/966366
<http://www.conservatoriorodi.it>

Conservatorio Di Frosinone "Licinio Refice"

Viale Michelangelo - 03100 FROSINONE
tel. 0775/840060; tx. 0775/202143; e-mail: conservatorio@conservatorio-frosinone.it
<http://www.conservatorio-frosinone.it/>

Conservatorio Di Genova "Nicolò Paganini"

Via Albaro, 38 - 16145 GENOVA
tel. 010/318683-3620747; tx. 010/3620819
<http://www.conservatoriopaganini.org/>

Conservatorio Di L'aquila "Alfredo Casella"

Piazzale Collemaggio - 67100 L'AQUILA
tel. 0862/22122; tx. 0862/62325
<http://www.consaq.it>

Conservatorio Di La Spezia "Giacomo Puccini"

Via XX Settembre, 34 - 19100 LA SPEZIA
tel. 0187/770333; tx. 0187/770341; e-mail: info@conservatoriopuccini.com
<http://www.conservatoriopuccini.com>

Conservatorio Di Latina "Ottorino Respighi"

Via Ezio - 04100 LATINA
tel. 0773/664173; tx. 0773/661678
<http://www.conservatorio.latina.it/>

Conservatorio Di Lecce "Tito Schipa"

Via A. Ciardo, 2 - 73100 LECCE
tel. 0832/344266/7; tx. 0832/340951; e-mail: conservatoriole@tiscali.it
<http://www.conservatoriolecce.it>

Conservatorio Di Lecce "Tito Schipa" - Sezione Staccata

V.le B. Luigi Don Guanella, 2 - 72013 CEGLIE MESSAPICA (BR)
tel. e fax 0831/379129
<http://www.conservatoriolecce.it>

Conservatorio Di Mantova "Lucio Campiani"

Piazza Dante, 1 - 46100 MANTOVA
tel. 0376/324636; tx. 0376/223202

<http://www.conservatoriomantova.com>

Conservatorio Di Matera "Egidio R. Duni"

P.zza del Sedile - 75100 MATERA

tel. 0835/335797; tx. 0835/331291; e-mail: info@conservatoriomatera.it

<http://www.conservatoriomatera.it>

Conservatorio Di Messina "Arcangelo Corelli"

Via Bonino, 1 - 98100 MESSINA

tel. 090/6510410; tx. 090/2287889; e-mail: info@conservatoriomessina.it

<http://www.conservatoriomessina.it>

Conservatorio Di Milano "Giuseppe Verdi"

Via Conservatorio, 12 - 20122 MILANO

tel. 02/7621101; tx. 02/76014814; e-mail: organizzazione@consmilano.it

comunicazione@consmilano.it

<http://www.consmilano.it/>

Conservatorio Di Monopoli (Ba) "Nino Rota"

P.zza S. Antonio, 27 - 70043 MONOPOLI (BA)

tel. 080/9303607-4170791; tx. 080/9303366; e-mail: monopoli_cons@libero.it;

monopoli_consamm@inwind.it

<http://www.conservatoriodimonopoli.org>

Conservatorio Di Napoli "S. Pietro A Majella"

Via Majella, 35 - 80138 NAPOLI

tel. 081/5644411; tx. 081/5644415

<http://www.sanpietroamajella.it/>

Conservatorio Di Novara "Guido Cantelli"

Via Collegio Gallarini, 1 - 28100 NOVARA

tel. 0321/31252-392629; tx. 0321/640556;

e-mail: segreteriaamministrativa@conservatorionovara.it

<http://www.conservatorionovara.it/>

Conservatorio Di Padova "Cesare Pollini"

Via Eremitani, 6 - 35100 PADOVA

tel. 049/8763111-8750648; tx. 049/661174

<http://www.conservatoriopollini.it>

Conservatorio Di Palermo "Vincenzo Bellini"

Via Squarcialupo, 45 - 90133 PALERMO

tel. 091/580921-582803; tx. 091/586742

<http://www.conservatoriobellini.it/>

Conservatorio Di Parma "Arrigo Boito"

Via del Conservatorio, 27 - 43100 PARMA

tel. 0521/381911; tx. 0521/200398

<http://www.conservatorio.pr.it/>

Conservatorio Di Perugia "Francesco Morlacchi"

Piazza Mariotti, 2 - 06123 PERUGIA

tel. 075/5733843-4; tx. 075/5736943; e-mail: direttore@conservatorioperugia.it

<http://www.conservatorioperugia.it>

Conservatorio Di Pesaro "Giacchino Rossini"

Piazza Olivieri, 5 - 61100 PESARO

tel. 0721/33671-34151; tx. 0721/35295; e-mail: conservatoriorossini.con@tin.it

<http://www.conservatoriorossini.it/>

Conservatorio Di Pescara "Luisa D'annunzio"

Via Caduti sul Lavoro, 39 - 65123 PESCARA

tel. 085/4212070-4225692; tx. 085/4214341

<http://www.conservatorioluisadannunzio.it>

Conservatorio Di Piacenza "Giuseppe Nicolini"

Via S. Franca, 35 - 29100 PIACENZA

tel. 0523/384345/6; tx. 0523/388836

<http://www.conservatorio.piacenza.it>

Conservatorio Di Potenza "Gesualdo Da Venosa"

Via Tammone, 1 - 85100 POTENZA

tel. 0971/46056/7; tx. 0971/46239; e-mail: segreteria@conservatoriopotenza.it

<http://www.conservatoriopotenza.it>

Conservatorio Di Reggio Calabria "Francesco Cilea"

Via Aschenez Prolungamento, 1 - 89123 Reggio Calabria

tel. 0965/812223; tx. 0965/24809; e-mail: conservatoriocilea@genie.it -

segreteriacilea@genie.it

<http://digilander.libero.it/conservatoriocilea/>

Conservatorio Di Roma "Santa Cecilia"

Via dei Greci, 18 - 00187 ROMA

tel. 06/3609671-2-3-4; tx. 06/36001800

<http://www.conservatoriosantacecilia.it>

Conservatorio Di Rovigo "Francesco Venezze"

Corso del Popolo, 241 - 45100 ROVIGO

tel. 0425/22273-27857; tx. 0425/29628

<http://www.conservatorio-rovigo.it/>

Conservatorio Di Salerno "G. Martucci"

Via S. de Renzi, 62 - 84125 SALERNO

tel. 089/241086; tx. 089/2582440; e-mail: ufficio.economato@conservatoriomartucci.it

<http://www.consalerano.com>

Conservatorio Di Sassari "Luigi Canepa"

Piazzale Cappuccini - 07100 SASSARI

tel. 079/296447; tx. 079/296449 ; e-mail: info@conservatorio.sassari.it

<http://www.conservatorio.sassari.it>

Conservatorio Di Torino "Giuseppe Verdi"

Via Mazzini, 11 - 10123 TORINO
tel. 011/8178458-888470; tx. 011/885165
<http://www.conservatoriotorino.eu/>

Conservatorio Di Trapani "Antonio Scontrino"

Via Francesco Scea, 1 - 91100 TRAPANI
tel. 0923/556124/5/6; tx. 0923/551465
<http://space.tin.it/scuola/lepavari/>

Conservatorio Di Trento "Francesco A. Bonporti"

Galleria Legionari Trentini, 5 - 38100 TRENTO
tel. 0461/261673; tx. 0461/263888
<http://www.conservatorio.tn.it>

Conservatorio Di Trento "Francesco A. Bonporti" - Sezione Staccata

L.go Marconi, 5 - 38066 RIVA DEL GARDA (TN)
tel. 0464/551669; tx tn 0461/236315; fx s.m. 0464/550187
<http://www.conservatorio.tn.it/>

Conservatorio Di Trieste "Giuseppe Tartini"

Via Carlo Ghega, 12 - 34123 TRIESTE
tel. 040/6724911; tx. 040/370265
<http://www.conservatorio.trieste.it>

Conservatorio Di Udine "Jacopo Tomadini"

Piazza 1° Maggio, 29 - 33100 UDINE
tel. 0432/502755; tx. 0432/510740
<http://www.conservatorio.udine.it/>

Conservatorio Di Venezia "Benedetto Marcello" - Palazzo Pisani

Sestriere S. Marco, 2810 - 30124 VENEZIA
tel. 041/5225604-5236561; tx. 041/5239268
<http://www.conseve.it/index.html>

Conservatorio Di Verona "E. F. Dall'abaco"

Via Massalongo, 2 - 37121 VERONA
tel. 045/8002814-8009133; tx. 045/8009018
<http://www.conservatorioverona.it>

Conservatorio Di Vibo Valentia "Fausto Torrefranca"

Via Corsea snc - 89900 VIBO VALENTIA
tel. 0963/43846 sede uffici; 0963/591335; fax: 0963/472188; e-mail: conservatoriovibo@tin.it
<http://www.conservatoriovibovalentia.it>

Conservatorio Di Vicenza "Arrigo Pedrollo"

Contrà. Domenico, 33 - 36100 VICENZA
tel. 0444/507551-301160; tx. 0444/302706

<http://www.consvi.org/>

Istituto Musicale Pareggiato Di Ancona "G.B. Pergolesi"

Via Zappata, 1 - 60121 ANCONA
tel. e fax 071/52692; e-mail: istitutopergolesi@libero.it
<http://www.istitutopergolesi.it>

Istituto Musicale Pareggiato Di Aosta Della Valle D'aosta

Via San Giocondo, 8 - 11100 AOSTA
tel. 0165/43995-41450; fax. 0165/236901; e-mail: segreteria@imaosta.com
<http://www.imaosta.com>

Istituto Musicale Pareggiato Di Bergamo "Gaetano Donizetti"

Via Scotti, 17 - 24122 BERGAMO
tel. 035/237374; fax 035/4135133; e-mail: segreteria@istitutomusicaledonizetti.it
<http://www.istitutomusicaledonizetti.it/sito/7/centrale.asp>

Istituto Musicale Pareggiato Di Caltanissetta "Vincenzo Bellini"

C.so Umberto I, 84-85 - 93100 CALTANISSETTA
tel. 0934/26803; fax 0934/22998
<http://www.imp-vincenzobellini.cl.it/>

Istituto Musicale Pareggiato Di Castelnuovo Ne' Monti (Re) "Merulo"

Via Roma, 4 - 42035 CASTELNUOVO NE' MONTI (RE)
tel. 0522/610206-610272; fax 0522/610205;
e-mail: merulo@comune.castelnovo-nemonti.re.it
<http://www.istitutomerulo.it>

Istituto Musicale Pareggiato Di Catania "Vincenzo Bellini"

Via Istituto S. Cuore, 3 - 95124 CATANIA
tel. 095/7194400; fax 095/502782
<http://www.istitutobellini.it/>

Istituto Musicale Pareggiato Di Cremona "Claudio Monteverdi"

Via Realdo Colombo, 1 - 26100 CREMONA
tel. 0372/22423; fax 0372/530414
<http://www.fondazionemusicaledonteverdi.cr.it>

Istituto Musicale Pareggiato Di Gallarate (Va) "Giacomo Puccini"

Via Dante, 11 - 21013 GALLARATE (VA)
tel. 0331/790202; fax 0331/799730

Istituto Musicale Pareggiato Di Livorno "Pietro Mascagni"

Via G. Galilei, 54 - 57122 LIVORNO
tel. 0586/403724; fax 0586/426089
<http://www.istitutomascagni.it>

Istituto Musicale Pareggiato Di Lucca "Luigi Boccherini"

P.zza del Suffragio, 6 - 55100 LUCCA
tel. 0583/464104/1; fax 0583/493725

<http://www.boccherini.it>

Istituto Musicale Pareggiato Di Modena E Carpi "Orazio Vecchi - Antonio Tonelli"

Via Carlo Goldoni, 8 - 41100 Modena; Via S. Rocco, 5 - 41012 Carpi (Mo) - 41100
MODENA e CARPI

tel. 059/2032925; fax 059/2032928; tel. 059/649915-16; fax 059/649920

<http://www.comune.modena.it/oraziovecchi>

Istituto Musicale Pareggiato Di Nocera Terinese (Cz) "P.I. Tchaikovsky"

Via Ammiraglio Sirianni, 35 - 88047 NOCERA TERINESE (CZ)

tel. e fax 0968/923854; e-mail: segreteria@tchaikovsky.it

<http://www.tchaikovsky.it>

Istituto Musicale Pareggiato Di Pavia "Franco Vittadini"

Via A. Volta, 31 - 27100 PAVIA

tel. 0382/399206; fax 0382-399220; e-mail: vittadini@comune.pv.it

<http://vittadini.apnetwork.it/>

Istituto Musicale Pareggiato Di Ravenna "Giuseppe Verdi"

Via Roma, 33 - 48100 RAVENNA

tel. 0544/212373; fax 0544/217527; e-mail: istverdi@comune.ra.it

<http://www.istitutoverdi.ra.it>

Istituto Musicale Pareggiato Di Reggio Emilia "Achille Peri"

V. Dante Alighieri - 11 - 42100 REGGIO EMILIA

tel. 0522/456771/456775/456779/456777; fax 0522/456778

Istituto Musicale Pareggiato Di Ribera (Ag) "Arturo Toscanini"

Via Roma, 21 - 92016 RIBERA (AG)

tel. 0925/61280; fax 0925/61016; e-mail: i.musicaletoscanini@libero.it

<http://www.istitutomusicaletoscanini.it>

Istituto Musicale Pareggiato Di Rimini "G. Lettimi"

Via Cairoli, 44 - 47900 RIMINI

tel. 0541/786385; fax 0541/786403

<http://www.istitutolettimi.it>

Istituto Musicale Pareggiato Di Siena "Rinaldo Franci"

Prato A. Agostino, 1 - 53100 SIENA

tel. 0577/288904-389123; fax 0577/389127

<http://www.comune.siena.it/franci>

Istituto Musicale Pareggiato Di Taranto "Giovanni Paisiello"

Convento di S. Michele - Via Duomo, 276 - 74100 TARANTO

tel. 099/4706398; fax 099/4760040

<http://www.paisiello.it>

Istituto Musicale Pareggiato Di Teramo "Gaetano Braga"

P.zza Verdi, 25 - 64100 TERAMO

tel. 0861/248866; fax 0861/248816

<http://www.istitutobraga.it/>

Istituto Musicale Pareggiato Di Terni "Giulio Briccialdi"

Via del Tribunale, 22-24 - 05100 TERNI

tel. 0744/432170; fax 0744/435081; e-mail: briccialdi@libero.it

http://www.comune.terni.it/scuola_briccialdi.asp

6.8.2 Private Music Schools in Italy

Scuola Di Musica Di Fiesole

Via delle Fontanelle, 24 – 50014 Fiesole (Fi)

Tel. 055/597851

<http://www.scuolamusica.fiesole.fi.it>

Fondazione Walter Stauffer Di Cremona

Corso Garibaldi, 178 – 26100 Cremona

Tel. 0372/410322

<http://www.fondazionestauffer.eu>

Accademia Pianistica “Incontri Col Maestro” Di Imola

Piazzale delle Bande Nere – 40026 Imola (Bo)

Tel. 0542/30802

<http://www.accademiapianistica.org>

Accademia Di Arti E Mestieri Del Teatro Alla Scala Di Milano

Via Santa Marta, 18 – 20123 Milano

Tel. 02/854511.1

<http://www.accademiascala.it>

Regia Accademia Filarmonica Di Bologna

Via Gierrazzi, 13 – 40125

Tel. 051/222997

<http://www.accademiafilarmonica.it>

Fondazione Romano Romanini – Accademia Di Alto Perfezionamento Musicale

Via Gezio Calini, 1A – 25121 Brescia

Tel. 030/280188

<http://www.romanini.org>

Scuola Di Alto Perfezionamento Musicale Di Saluzzo

Via Annunziata 1, 12037 Saluzzo (Cn)

Tel. 0175/248859

<http://www.scuolaapm.it>

Scuola Civica Di Musica Di Milano – Accademia Internazionale Della Musica

Via Stilicone, 36 – 20154 Milano

Tel. 02/313334

<http://www.scuolecivichemilano.it>

Accademia Gustav Mahler

Piazza Domenicani, 25 – 39100 Bolzano

Tel. 0471/301712

<http://www.accademiamahlerbz.com>

Accademia Internazionale Superiore Di Musica “L. Perosi”

Corso del Piazzo, 22/24 – 13900 Biella

Tel. 015/29040

<http://www.accademiaperosi.org>

Fondazione Accademia Musicale Chigiana

Via di Città, 89 – 53100 Siena

Tel. 0577/22091

Fondazione Arts Academy

Via G. A. Guattani, 17 – 00161 Roma

Tel. 06/44252303 - 06/44252208

<http://www.artsacademy.it>

Fondazione Musicale Di Santa Cecilia – Portogruaro

Via Martiri della Libertà, 14 – 30026 Portogruaro (VE)

Tel. 0421/276555 - 0421/270069

<http://www.fmsantacecilia.it>

Accademia Musicale Di Firenze

Via degli Adriani, 27 – 50126 Firenze

Tel. 055/680487

<http://www.accademiamusicaledifirenze.it/>

6.5 Appendix 5. Music education institutions in Lithuania

6.5.1 Music schools (non-formal education)

Akmenės children music school

Draugystės g. 5, LT- 85360 AKMENĖ
Phone: (370 616) 33 481
E-mail: verdriciute@one.lt

Akmenės r. Ventos music school

Ventos g. 11, Venta, LT-85330 Akmenės r.
Phone: (370 615) 5 30 36
E-mail: ventosmm@is.lt

N. Akmenės music school

P. Jodelės g. 6, LT-85115 Naujoji Akmenė
Phone: (370 686) 9 07 67
E-mail: muzikatau@is.lt, muzicakm@is.lt

Alytaus music school

Sporto g. 12, LT- 62152 ALYTUS
Phone: (370 315) 74 115
E-mail: amm@muzika.alytus.lm.lt, Alytausmm@yahoo.com

Anykščių music school

J.Biliūno g. 21, LT- 29111 ANYKŠČIAI
Phone: (370 381) 5 18 63, 507 46, 51 668

Birštono arts school

J.Basanavičiaus a. 6, 59211 Birštonas
Phone/fax (370 319) 6 57 44

Biržų Vlado Jakubėno music school

Kęstučio g. 6, Biržai,
Phone: (370 450) 32 947
E-mail: v.jakubeno.m.m@takas.lt
<http://www.muzikosmokykla.puslapiai.lt/>

Druskininkų Mikalojaus Konstantino Čiurlionio music school

Vytauto g. 23, LT- 66128 DRUSKININKAI
Phone:(370 313) 533 13
E-mail: muzika-drusk@takas.lt

Dusetų music school

Vytauto g. 47, LT- 32309 DUSETOS
Phone: (370 385) 565 22
E-mail: dusetu.muz.mok@zarasai.lt

Elektrėnų arts school

Rungos g. 5, LT-26110 Elektrėnai,
Phone: (370 528) 39 816, 39 848, fax (370 528) 39 848.
E-mail: elektrenu.meno.m-kl@post.omniPhone.net, emmrastine@takas.lt

Elektrėnų r. Vievio arts schools

Semeliškių g. 40, LT-21378, VIEVIS, ELEKTRĖNŲ SAV.
Phone: (370 528) 26 197
E-mail: vievio.meno.mokykla@is.lt

Gargždų children music school

Kvietinių g. 2, LT- 96135 GARGŽDAI
Phone: (370 46) 45 20 85
E-mail: gargzdumm@takas.lt

Ignalinos music school

Atgimimo g. 30, LT- 30119 IGNALINA
Phone: (370 386) 36 729
E-mail: muzika@ignalina.lt

Ignalinos music school, Didžiasalio department

Agarinio g. 13, LT- 30155 DIDŽIASALIS
Phone: (370 386) 592 14

Jiezno children music school

Vytauto g. 14, LT- 59428 JIEZNAS
Phone: (370 319) 57 311
E-mail: iinngga@one.lt

Joniškio arts schools

Vilniaus g. 14, LT-84147, JONIŠKIS
Phone:(370 426) 602 96
Fax: (370 426) 516 88
E-mail: j.meno.m@takas.lt

Jurbarko A. Sodeikos music school

Vydūno g. 23, LT- 74119 JURBARKAS
Phone: (370 447) 71 334
E-mail: sodeikos_mm@jurbarkas.omniPhone.net

Kaišiadorių r. music school

Gedimino g. 85, LT- 56144 KAIŠIADORYS
Phone: (370 346) 51 671
E-mail: kaisiadoriumm@gmail.com

Kamajų music school

E-mail: kamajumlc@nkm.lt

Kalvarijos music school

Vytauto g. 11, LT- 69216 KALVARIJA
Phone: (370 343) 23 045
E-mail: muzika.polifonija@takas.lt

Kauno r. Garliavos arts school

Vytauto g. 54, LT-53263, GARLIAVA, KAUNO R.
tel/fax.: (370 37) 55 22 37
E-mail: garmuzm@delfi.lt

Kauno A. Kačanausko music school

Aušros g. 32, LT- 44158 KAUNAS
Phone: (370 37) 73 14 37
E-mail: arunaskigas@delfi.lt

Kauno 1 - oji music school

J.Gruodžio g. 25, LT- 44293 KAUNAS
Phone: (370 37) 422 834
E-mail: k1mm@takas.lt

Kauno boys choir singing school VARPELIS

D. Poškos g. 4, LT-44293, KAUNAS
Phone: (370 37) 32 04 86
E-mail: varpeliomm@varpelis.kaunas.lm.lt

Kauno Miko Petrausko music school

V. Krėvės pr. 54, LT-50401, KAUNAS
Phone: (370 37) 31 20 53
E-mail: mpmm@mpetrausko.kaunas.lm.lt

Kauno sakralinės music school

M. Valančiaus g. 8, LT-44275, KAUNAS
Phone:(370 37) 42 57 41
E-mail: sakrmuzmok@takas.lt

Kazlų Rūdos music school

Vytauto g. 26, LT- 69419 KAZLŲ RŪDA
Phone: (370 343) 95 436
E-mail: virgamal@takas.lt

Kelmės music school

Laisvės gynėjų a. 1, Kelmė 86142
Phone: (370 427) 60 194
faksas: (370 427) 601 95
E-mail: kelmemuzika@delfi.lt

Kėdainių music school

Didžioji g. 43, LT- 57257 KĖDAINIAI
Phone: (370 347) 60 409
E-mail: petras.labeckis@centras.lt

Klaipėdos Jeronimo Kačinsko music school

Statybininkų pr. 5, LT- 94237 KLAIPĖDA
Phone: (370 46) 345 831
E-mail: rgaruckas@takas.lt

Klaipėdos J. Karoso music school

Puodžių g. 4, LT- 92127 KLAIPĖDA
Phone: (370 46) 41 09 69
E-mail: karoso@delfi.lt

Klaipėda. DOMISOLĖ accordion school

Taikos pr. 68, LT-93219, KLAIPĖDA
Phone: (370 671) 26 924
E-mail: domisole1@yahoo.com

Kretingos music school

Žemaičių g. 30, LT-97144, KRETINGA
Phone: (370 445) 79 255
E-mail: kmm@kmm.kretinga.lm.lt;

Kretingos r. Salantų arts schools

Turgaus a. 15, LT-97314, SALANTAI, KRETINGOS R.
Phone:(370 445) 58 767
E-mail: smenom@smeno.kretinga.lm.lt

Kupiškio music school

Gedimino g. 46, LT- 40129 KUPIŠKIS
Phone: (370 459) 517 85
Vadovas: Erika Mackelienė
E-mail: kupiskiomuz@takas.lt

Kuršėnų arts schools

Stadiono g. 16, Kuršėnai,
LT-81147 Šiaulių r.
Phone: (370 41) 58 16 31
E-mail: kursenumenas@takas.lt

Lazdijų r. arts school

Nepriklausomybės a. 6, 4560 Lazdijai
Phone: (370 318) 516 47
fax: (370 381) 51 996
E-mail: meno.mokykla@lazdijai.lt

Luokės music and arts school

Mokyklos g. 5, LT- 88238 LUOKĖ
Phone: (370 444) 431 55

E-mail: info@luoke.telsiai.lm.lt

Marijampolės music school

Jono Dailidės g. 9A, LT- 68176 MARIJAMPOLĖ

Phone: (370 343) 51 367

E-mail: marijampoles.muzika@takas.lt

Mažeikių music school

V.Burbos g. 9 /34, LT- 89218 MAŽEIKIAI

Phone: (370 443) 98 571

E-mail: mazmuzik@takas.lt

Mažeikių r. Viekšnių Vinco Deniušio music school

Mažeikių g. 2, LT- 89493 VIEKŠNIAI

Phone: (370 443) 373 86

E-mail: vdeniusismm@takas.lt

Mažeikiai. DOMISOLĖ, accordion school

Naftininkų g. 11, LT-89239, MAŽEIKIAI

Phone:(370 671) 269 24

E-mail: domisole1@yahoo.com

Molėtų arts school

Vilniaus g. 57, LT-33102, MOLĖTAI

Phone:(370 383) 510 58

E-mail: moletumm@hotmail.com

Nemenčinės children music school

Piliakalnio g. 36, LT- 15175 NEMENČINĖ

Phone: (370 5) 237 15 61

E-mail: nem.muz.mok@takas.lt

Nemenčinės children music school, Pagirių department

LT- 15141 PAGIRIAI

Phone: (370 5) 260 49 76,

E-mail: pmm@inbox.com

Naujosios Akmenės music school

P.Jodelės g. 6, LT- 85115 NAUJOJI AKMENĖ

Phone: (370 686) 907 67

E-mail: muzicakm@is.lt, muzikatau@is.lt,

Neringos arts school

Pamario g. 4, LT-93124, NIDA, NERINGOS SAV.

Phone: (370 469) 524 96

E-mail: nidosmenomok@hotmail.com

Pakruojo Juozo Pakalnio music school

Prof.S.Ušinsko g. 43, LT- 83157 PAKRUOJIS

Phone: (370 421) 512 60

E-mail: muzikosm@pakruojis.net

Palangos S. Vainiūno music school

Maironio g. 8, LT- 00137 PALANGA

Phone: (370 460) 530 30

E-mail: vainiuno@takas.lt

Panevėžio music school

Vilniaus g. 2, LT-35205, PANEVĖŽYS

Phone:(370 45) 58 73 99, (370 45) 58 74 01

E-mail: panmm@takas.lt

Panevėžio r. children music school

Laisvės g. 18, LT- 38310 KREKENAVA

Phone: (370 45) 59 32 01

E-mail: diana.venckiene@gmail.com

Panevėžio Vytauto Mikalausko arts school

J. Žemgulio g. 46, LT-35239, PANEVĖŽYS

Phone:(45) 435296

E-mail: panmm@takas.lt

Pandėlio meninio lavinimo centras

Kraštinės g. 9

Phone: (370 458) 79 575

E-mail: pandeliomlc@epastas.lt

Pasvalio music school

Vilniaus g. 5, LT- 39146 PASVALYS

Phone: (370 451) 518 14

E-mail: muzikosm@pasvalys.lt

Plungės Mykolo Oginskio arts school

Laisvės g. 69, LT-90154, PLUNGĖ

Phone: (370 448) 72 470

E-mail: menom@xxx.lt

Plungės r. Platelių arts school

Mokyklos g. 3, Platelių mstl., Plungės r.

Phone (370 448) 49 100, 49 340

E-mail: virginijusval@one.lt

Priekulės music school

Klaipėdos g. 20, LT- 96341 PRIEKULĖ

Phone: (370 46) 454 378

Fax: (370 46) 454 378

Prienų arts school

D. Dariaus ir S. Girėno g. 4, LT-59114 Prienai

Phone: (370 319) 52 979

E-mail: rastine@menas.prienai.lm.lt;

Prienų r. A. Kučingio arts school

Kauno g. 54, LT-59292 Veiverių mstl., Prienų r.

Phone: (370 319) 68 130

E-mail: kucingis@langasiateiti.lt

Radviliškio music school

Žalgirio g. 10, LT-82180 Radviliškis

Phone: (370 422) 517 32, 533 47

E-mail: radvaikmuzmok@takas.lt

Raseinių arts school

Vytauto Didžiojo g. 15, LT-60150, RASEINIAI

Phone: (370 428) 512 96

E-mail: raseiniumenmok@takas.lt;

Rietavo arts school

Paupio g. 8, LT-90313, RIETAVAS

Phone: (370 448) 68 489

E-mail: algirdas-jankauskas@one.lt

Rokiškio music school

Kauno g. 4, LT- 42115 ROKIŠKIS

Phone: (370 458) 522 34

E-mail: a_mikulenas@yahoo.com

Rūdiškių music school

Trakų g. 40, LT- 21171 RŪDIŠKĖS

Phone: (370 528) 57 57 6

E-mail: althornas@one.lt

Skuodo arts school

Gedimino g. 4, LT-98116, SKUODAS

Phone: (370 440) 73 567

E-mail: menomokykla@takas.lt;

Šakių r. arts schools

Šaulių g. 20, LT-71117, ŠAKIAI

Phone: (370 345) 511 31

E-mail: menomokykla@mail.lt

Šalčininkų S. Moniuškos arts school

Plento g. 5, LT-17117, ŠALČININKAI

Phone: (370 380) 514 08

E-mail: menomokykla@lam.lt

Šalčininkų r. Eišiškių music school

Jono Pauliaus II g. 24, LT- 17175 EIŠIŠKĖS

Phone: (370 380) 56 220

Šalčininkų r. Jašiūnų music school

M.Balinskio g. 16, LT- 17249 JAŠIŪNAI
Phone: (370 380) 35 128

Šiaulių 1- oji music school

Trakų g. 43, LT- 76291 ŠIAULIAI
Phone: (370 41) 52 40 38
E-mail: mm1@muzika.siauliai.lm.lt, vygis@muzika.siauliai.lm.lt

Šiaulių 2 - oji music school

Dainų g. 26, LT- 78273 ŠIAULIAI
Phone: (370 41) 55 27 78
E-mail: dumm@splius.lt

Šiaulių DAGILĖLIO singing school

Vytauto g. 113, LT-77161, ŠIAULIAI
Phone: (370 41) 52 41 31
E-mail: dagilelis@omni.lt
<http://www.dagilelis.lt>

Šilalės arts school

Nepriklausomybės g. 8, LT-75133 Šilalė.
Phone: (370 449) 744 05
E-mail: menmo@one.lt

Šilutės arts school

Atgimimo al. 5, LT-99123, ŠILUTĖ
Phone: (370 441) 76 555
E-mail: menomokykla@silnet.lt

Širvintų arts school

Vilniaus g. 96, LT-19120, Širvintos
Phone: (370 382) 535 66
E-mail: svietimas@sirvintos.lt

Švenčionių arts school

Lentupio g.3, LT-4730 Švenčionys
Phone: (370 387) 510 52
E-mail: menokalve@takas.lt

Švenčionių r. Pabradės arts schools

Vilniaus g. 8, LT-18177, PABRADĖ, ŠVENČIONIŲ R.
Phone: (370 387) 54 205
E-mail: pabradesmenomokykla@yahoo.co.uk

Švenčionėlių arts school

Kaltanėnų g. 7a, 18209 Švenčionėliai, Švenčionių r.
Phone: (370 387) 31 223

E-mail: svencioneliu.mm@omni.lt

Tauragės r. music school

Dariaus ir Girėno g. 11, LT- 72215 TAURAGĖ

Phone: (370 446) 613 58

E-mail: muzika@sonet.lt.

Telšių music school

S.Daukanto g. 17, LT- 87110 TELŠIAI

Phone: (370 444) 60 220

E-mail: tvmm@one.lt

Trakų arts school

Karaimų g. 10, 21104 Trakai

Phone: (370 528) 555 19

E-mail: trakumenomokykla@takas.lt

Pakruojis. TRITONAS IĮ , Klupšo music school

Statybininkų g. 3 p.d. 17, LT- 5220 PAKRUOJIS

Phone: (370 421) 513 54

Ukmergės music school

Vienuolyno g. 7, LT- 20130 UKMERGĖ

Phone: (370 340) 525 34

E-mail: music.ukmerge@one.lt;

Utenos music school

Maironio g. 11, LT- 28142 UTENA

Phone: (370 389) 61 626

E-mail: muzikosm@muzika.utena.lm.lt, direktorius@muzika.lm.lt

Varėnos music school

Vytauto g. 29, LT- 65217 VARĖNA

Phone: (370 310) 515 70

E-mail: muzikosmokykla@zaibas.lt

Direktorius: Nijolė Pavasarienė

Varnių music school

Dariaus ir Girėno g. 9, LT-88321, VARNIAI, TELŠIŲ R.

Phone: (370 444) 60 220

E-mail: muzika@andernetas.lt

Ventos music school

Ventos g. 11, LT- 85330 VENTA

Phone: (6 15) 53 036

E-mail: ventosmm@gmail.com

Vilkaviškio music school

Kęstučio g. 13, LT- 70190 VILKAVIŠKIS

Phone: (370 342) 51 792

E-mail: muzikos@one.lt

Vilniaus AŽUOLIUKO music school

Vilniaus g. 39 /6-403 p.d. 1114, LT- 01119 VILNIUS

Phone: (370 5) 262 10 10

Vilniaus Broniaus Jonušo music school

Dariaus ir Girėno g. 16, LT- 02169 VILNIUS

Phone: (370 5) 269 54 66

E-mail: jonusasvmm@mail.lt

Vilniaus Algirdo music school

Algirdo g. 23 /6, LT- 03219 VILNIUS

Phone: (370 5) 233 09 06

E-mail: dainosmm@delfi.lt

Vilniaus Balio Dvariono music school

T.Kosciuškos g. 13, LT- 01100 VILNIUS

Phone: (370 5) 261 11 49

E-mail: bdmm@ktl.mii.lt

Vilniaus Karoliniškių music school

L.Asanavičiūtės g. 2/1, LT- 04300 VILNIUS

Phone: (370 5) 245 95 00

E-mail: karoliniskiumm@dtiltas.lt

Vilniaus LIEPAIČIŲ choir singing school

A. Skorinos g. 14, LT-03103, VILNIUS

Phone: (370 5) 215 15 68

E-mail: liepaites@takas.lt, rastine@liepaites.vilnius.lm.lt

Vilniaus LYROS music school

Laisvės pr. 57, LT- 07190 VILNIUS

Phone: (370 5) 242 94 70

E-mail: direktorius@lyra.vilnius.lm.lt

Vilniaus Naujosios Vilnios music school

Karklėnų g. 9, LT- 11223 VILNIUS

Phone: (370 5) 267 47 18

Vilniaus GLORIJA, guitar school

Žirmūnų g. 1E, LT-09229, VILNIUS

(370 5) 273 53 19

E-mail: chalika@takas.lt

Vilnius DOMISOLĖ, accordion school

Justiniškių g. 109A, LT-05251, VILNIUS

Phone:(370 671) 269 24

E-mail: domisole1@yahoo.com

Visagino m. Česlavo Sasnausko music school

Festivalio g. 3A, LT- 31142 VISAGINAS

Phone: (370 386) 315 90

E-mail: muzika@sugardas.lt

Direktorius: Česlava Pimpienė

Zarasų arts school

Sėlių a. 24, LT-32110, ZARASAI

Phone: (370 385) 30 579

E-mail: meno.mok@zarasai.lt

6.5.2 Music gymanisums and colleges

Kauno J. Naujalis music gymnasium

Kęstučio g. 85, LT-44299 Kaunas
Phone: (370 37) 22 99 33, fax (370 37) 22 86 69
E-mail: naujalis@freemail.lt
www.naujalis.kaunas.lm.lt

Kauno Juozo Gruodžio conservatory

J. Gruodžio g. 6, LT-44291, KAUNAS
Phone: (370 37) 222 535
E-mail: konservatorija@gruodis.kaunas.lm.lt

Klaipėdos Eduardo Balsio arts gymnasium

Statybininkų pr. 2, LT-94222, KLAIPĖDA
Phone:(370 46) 34 01 83
E-mail: menu.gimnazija@mail.ru

Klaipėdos St.Šimkaus conservatory

S.Šimkaus g. 15, 5799 Klaipėda, Lietuva
Phone/fax 410775

Šiaulių conservatory

P. Višinskio g. 35 LT-76351 Šiauliai,
Phone: (370 41) 43 07 51, 43 08 73
E-mail irma@kons.su.lt

Vilnius National M.K. Čiurlionis school of the Arts

T. Kosciuškos g. 11, LT-01100, VILNIUS
Phone:(370 5) 2622871
E-mail: info@cmm.vilnius.lm.lt
www.ciurlioniomm.lt
Direktorius: Romualdas Kondrotas

Vilniaus Juozo Tallat-Kelpšos conservatory

Didžioji g. 36, LT-01128 Vilnius
Phone: (370 5) 262 97 32, 262 75 15
E-mail: doleroza@vk.balt.net
www.vilniaus.konservatorija.lt

6.5.3 Higher education institutions

Lithuanian Academy of Music and Theatre

Gedimino pr. 42
LT-01110 Vilnius
Phone: (370 5) 2612691
Fax.: (370 5) 2126982
E-mail: rektoratas@lmta.lt
www.lmta.lt

Klaipeda University

Faculty of Arts
Herkaus Manto st. 84, Klaipeda
Phone: (370 46) 398701
Fax: (370 46) 398702
E-mail: rektorius@rekt.ku.lt
www.ku.lt

Siauliai University

Faculty of Arts
Vilniaus st. 88, Siauliai
Phone: (370 214) 524427
Fax: (370 214) 524951
E-mail: all@cr.su.lt
www.su.lt

Vilnius Pedagogical University

Studentų St. 39, LT-08106 Vilnius
Phone: (370 5) 2790281,
Fax: (370 5) 2790281
E-mail: studsk@vpu.lt
www.vpu.lt

6.6 Appendix 6 : Music schools in Belgium

Conservatoire de Bruxelles

30 rue de la Régence
1000 Bruxelles

Conservatoire de Mons

7 rue de Nimy
7000 Mons

Conservatoire de Liège

14 rue Forgeur
4000 Liège

Conservatoire d'Anvers

25 Desguinlei
2018 Antwerpen

Conservatoire de Gand

64 Hoogpoort
9000 Gent

Imep

28 rue Juppin
5000 Namur

6.7 Appendix 7 : Organic Law of Education in Spain (excerpt)

CHAPTER VI

Artistic educations

Article 45.

1. The artistic educations take as a purpose to provide to the pupils an artistic formation of quality and to guarantee the qualification of the future professionals of music, dance, dramatic art, plastic arts and design.
2. The artistic educations are the following ones:
 - a) The elementary educations of music and dance.
 - b) The artistic professional educations. It has this condition the professional educations of music and dance, as well as the Middle and Superior Level of plastic arts and design.
 - c) The artistic superior educations. It has this condition the superior studies of music and dance, the educations of dramatic art, the educations of conservation and restoration of cultural goods, the superior studies of design and the superior studies of plastic arts, among which there are included the superior studies of ceramics and the superior studies of the glass.
3. It is create the Superior Council of Artistic Educations, as advisory organ of the State and of participation as regards these educations.
4. The Government, consultation previous to the Autonomous regions, will regulate the composition and functions of the above mentioned Council.

Article 46. Arrangement of the educations.

1. The curriculum of the artistic professional educations will be defined by the procedure established in the article 6 of this Law.
2. The definition of the content of the artistic superior educations, as well as the evaluation of the same ones, will do in the context of the arrangement of the Spanish higher education in the European frame and with the participation of the Superior Council of Artistic Educations and, in its case, of the University Council of Coordination.

Article 47. Correspondence with other educations.

1. The educational Administrations will facilitate the possibility of studying simultaneously the artistic professional educations and the secondary education.
2. In order to make real the previous paragraph, it will be able to be adopted the opportune measurements of organization and of academic arrangement that will include, among others, the validations and the creation of integrated Centers.

The first section. Elementary and professional educations of music and of dance

Article 48. Organization.

1. The elementary educations of music and dance will have the characteristics and the organization that the educational Administrations determine.
2. The Professional educations of music and of dance will be organized in a grade of six courses of duration. The pupils will be able, with exceptional character and orientation previous of the professorship, to register in more than one course when his/her capacity of learning allows it.
3. With independence of the established in the previous paragraphs, it will be possible to get enrolled into studies of music or dance that do not lead to the securing of qualifications with academic or professional validity in specific schools, with different organization and without limitation of age. These schools will be regulated by the educational Administrations.

Article 49. Access.

To access to the professional educations of music and of dance it will be necessary to overcome a specific test of access, regulated and organized by the educational Administrations. One will be able to access equally to every course without having overcome the previous ones whenever, across a test, the applicant demonstrates to have the necessary knowledge to prove he or she can keep studying with maximum benefit the corresponding educations.

Article 50. Qualifications.

1. By overcoming the professional educations of music or of dance, the student will have the right to obtain the professional corresponding title.
2. The pupils that finish the professional educations of music and dance will obtain the Graduate's title if it overcomes the common matters of the baccalaureate, even if he/she has not done the baccalaureate of the form of arts in her/his specific route of music and dance.

(...)

Third section. Artistic Superior educations

Article 54. Superior studies of music and of dance.

1. The superior studies of music and dance will be organized in different specialities and will consist of a cycle of variable duration as its respective characteristics.
2. To gain access to the superior of music or dance it will be necessary to assemble the following requisites:

a) To be in possession of the Graduate's title or to have overcome the test of access to the university for older than 25 years.

To have overcome a specific test of access regulated by the educational Administrations that the applicant demonstrates the necessary knowledge and professional skills to study with with maximum benefit the corresponding educations. The possession of the professional title will count in the final qualification of the test.

3. Students who have finished the superior studies of music or dance will obtain the Superior title of Music or Dance in the speciality that is concerned, that will be equivalent to all the effects to the university title of Bachelor or the title of equivalent Grade.

(...)

Article 58. Organization of the artistic superior educations.

1. It is up to the Government, consultation previous to the Autonomous regions and to the Superior Council of Artistic Educations, to define the basic structure and the content of the different studies of artistic superior educations regulated in this Law.
2. In the definition to which the previous paragraph refers, the conditions for the places of studies of post grade in the centers of artistic superior educations will be regulated. These studies will head to equivalent qualifications, to all the effects, to the university qualifications of post grade.
3. The superior studies of music and dance will be studied in the superior conservatories or superior schools of music and dance and those of dramatic art in the superior schools of dramatic art; those of conservation and restoration of cultural goods in the superior schools of conservation and restoration of cultural goods; the superior studies of plastic arts in the superior schools of the corresponding speciality and the superior studies of design in the superior schools of design.
4. The Autonomous regions and the universities of its respective territorial ambiances will be able to suit or to agree formulae of collaboration for the studies of artistic superior educations regulated in this Law.
5. Also the educational Administrations will encourage agreements with the universities for the organization of proper studies of doctorate of the artistic educations.
6. The superior centers of artistic educations will encourage programs of investigation in the ambience of the disciplines that they are suitable.

CHAPTER III

Curriculum

Article 6. Curriculum.

1. To the effects of the arranged in this Law, there are understood by curriculum the set of targets, basic competences, contents, pedagogic methods and criteria of evaluation of each of the educations regulated in the present Law.
2. In order to assure a common formation and to guarantee the validity of the corresponding qualifications, the Government will fix, as regards the targets, basic competences, contents and criteria of evaluation, the basic aspects of the curriculum that constitute the minimal educations to which there refers the first additional disposition, paragraph 2, letter c) of the Organic Law 8/1985, of July 3, Regulatory from the Right to the Education.
3. The basic contents of the minimal educations will need 55 per cent of the school schedules for the Autonomous regions that have co official language and 65 per cent for those that do not have it.
4. The educational Administrations will establish the curriculum of the different educations regulated in the present Law, of which there will be a part the basic aspects indicated in previous paragraphs. The teaching institutions will develop and complete, in its case, the curriculum of the different stages and cycles in use of its autonomy and as it is gathered in the chapter II of the title V of the present Law.
5. The qualifications corresponding to the educations regulated by this Law will be approved by the State and sent by the educational Administrations in the conditions foreseen in the current legislation and in the basic and specific norms that to the effect are dictated.

In the frame of the international cooperation on the subject of education, the Government, in accordance with the established in the paragraph 4 of this article, will be able to establish mixed curricula of educations of the educational Spanish system and of other educational systems, conducive to the respective qualifications.

6.8 Appendix 8: Superior Conservatories of Music in Spain

Conservatorio Superior de Música "Oscar Esplá" de Alicante

Calle del Catedrático Jaime Mas i Porcel, 2. 03005 Alicante.
Telf. 965201244, 965214427. Fax. 965202075

Conservatorio Superior de Música de Badajoz

Calle del Duque de San Germán, 6. 06001 Badajoz.
Telf. 924212468, 924212400. Fax. 924224771

Conservatorio Superior de Música del Liceu, Barcelona

Calle de La Rambla, 63. 08002 Barcelona.
Telf. 933041111, 933041117. Fax. 934124887

Escola Superior de Música de Catalunya, Barcelona

Calle de Padilla, 155. Edificio l'Auditori. 08013 Barcelona.
Telf. 933523011. Fax. 933497108

Conservatorio Superior de Música de Canarias

Calle Pedro Suárez Hernández, 2. Sta Cruz de Tenerife 38009.
Telf. 922660600. Fax. 922642099.
Calle Maninidra, 1. Las Palmas de Gran Canaria 35002.
Telf. 928431607. Fax. 928431599

Conservatorio Superior de Música "Salvador Seguí" de Castellón

Calle Marqués de la Ensenada 34-36. 12003 Castelló
Teléfono: 964235710 Fax: 964221257

Conservatorio Superior de Música "Rafael Orozco" de Córdoba

Calle de Ángel Saavedra, 1. 14003 Córdoba.
Telf. 957476661. Fax. 957487752

Conservatorio Superior de Música de A Coruña

Plaza do Conservatorio, s/n. 15011 A Coruña.
Telf. 981276800, Fax, 981276767

Real Conservatorio Superior de Música "Victoria Eugenia" de Granada

Calle de San Jerónimo, 46. 18001 Granada.
Telf. 958276866, 958276716. Fax. 958805026

Real Conservatorio Superior de Música de Madrid

Calle del Doctor Mata, 2. 28012 Madrid.
Telf. 915392901. Fax. 914684425

Escuela Superior de Música "Reina Sofía" de Madrid

C/ Mártires Oblatos 25. 28224 Pozuelo De Alarcón
Tlfn. 917 154 109. Fax. 913 510 788

Conservatorio Superior de Música "M. Massotti Littel" de Murcia

Paseo del Malecón, 9. 30004 Murcia
Telf. 968293046, 968274226. Fax. 968294756

Conservatorio Superior de Música de Oviedo
Calle de Corrada del Obispo, s/n. 33003 Oviedo
Telf. 985217556. Fax. 985203720

Conservatorio Superior de Música de Palma de Mallorca
Calle del Capitán Salóm, 60. 07004 Palma de Mallorca
Telf. 971763444. Fax. 971763189

Conservatorio Superior de Música de Navarra
Calle de Aoiz, s/n. 31004 Pamplona
Telf. 948291211. Fax. 948290505

Conservatorio Superior de Música de Salamanca
Calle del Lazarillo de Tormes, 54. 37005 Salamanca
Telf. 923282115. Fax. 923282878

Centro Superior de Música del País Vasco
Paseo de la Miraconcha, 48. 20007 San Sebastián
Telf. 943311830, 943316778. Fax. 943316916

Conservatorio Superior de Música de Sevilla
Calle de Baños, 48. 41002 Sevilla
Telf. 954915630. Fax. 954374373

Conservatorio Superior de Música de Valencia
Camino De Vera, 29. 46002 Valencia
Telf. 963605316. Fax. 963933798

Conservatorio Superior de Música de Málaga
Plaza Maestro Artola, s/n 29013 Málaga
Tel. 952651290 Fax 952250887

Conservatorio Superior de Música de Vigo
Calle Manuel Olivie 23. 36203 Vigo
Tlfn. 986 471 144

Conservatorio Superior de Música de Zaragoza
Calle de San Miguel, 32, 34. 50001 Zaragoza
Telf. 976222632, 976239317. Fax. 976230195