

General Assembly 18 February 2011

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Eirik Birkeland


Ingeborg Harsten

01/11 ELECTION OF THE CHAIRMAN OF THE GENERAL ASSEMBLY

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The General Assembly of the Association is to be held before 1 March.

- 3.1. The meeting is chaired by a member of the Executive Committee unless otherwise decided by the General Assembly. The Secretary General cannot chair the meeting.
- 3.2. Association resolutions are, with the exception of amendments to the regulations (c.f.§ 7), decided by a simple majority.
- 3.3. Each member has one vote. Only representatives attending the meeting can vote.
- 3.4. A written ballot must be held if so requested by a member.
- 3.5. Institutions with observer status have the right to attend and to speak at the General Assembly, but not to vote.

02/11 ACCOUNTS FOR 2009

The auditors for 2009 were Johan Falk and Eero Linjama. They will present the financial reports at the general Assembly.

Proposed resolution:

Accounts for 2009 are duly noted

03/11 ACCOUNTS FOR 2010

The auditors for 2010 were Johan Falk and Keld Husbond. They will present the financial reports at the general Assembly.

Proposed resolution:

Accounts for 2010 are duly noted

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AUDITOR'S REPORT 2009 and 2010

At the annual meeting of ANMA on February 4-6, 2009 in Copenhagen, Eero Linjama (at that time at the Turku University of Applied Sciences) and Johan Falk (the Royal College of Music in Stockholm) were re-elected auditors for 2009. At the delayed annual meeting of ANMA on September 5-7, 2010 in Reykjavík, Johan Falk and Keld Hosbond (the Royal Academy of Music Aarhus/Aalborg) were elected auditors for 2010.

As the revised books of 2009 and final books of 2010 were presented to us at the same time, in a mail of February 7, 2011, by the Norwegian Academy of Music, NMH, we have chosen to present a common report of the two years 2009 and 2010.

At the annual meeting in Reykjavík, copies of detailed receipts and other evidence supporting the expenses, but not the incomes, during 2009 were presented to Johan in the afternoon before the annual meeting. The enclosed tables were unfortunately not correct. In mails and at a meeting at NMH in the beginning of December 2010, this matter was discussed in order to present a correct presentation. In the material presented on February 7, 2011, the earlier incorrect tables of 2009 were corrected. Thus, our auditing is based on the above-mentioned material of February 7 and on the earlier mentioned, detailed receipts of the expenses 2009.

Usually, an audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. Due to the geographical distance between the auditors and the secretariat-general this is not possible. We don't believe that a detailed examining of all receipts and other evidence is necessary as such evidence of all cash flow, payments, etc. is conducted and kept by NMH in accordance with national legislation. Also, the books will be subject of "normal" auditing of a state institution in Norway. We consider that sufficient for ANMA. In addition, the mentioned detailed copies of the receipts 2009 are carefully conducted and kept in order with generally accepted accounting principles.

We conducted our audit in accordance with auditing standards generally. We found, that in 2009, all institutions were charged the same membership fees regardless of the size of the institution. This action was not in accordance with the earlier decisions about two levels of the membership. In 2010, no membership fees were charged/invoiced at all and thus, not received.

The general assembly has asked for presentation of the economic results in form of an income statement and a balance sheet. The material presented on February 7 has an attempt to do so. Unfortunately the membership fees are not included, but presented in an enclosed, separate table. This table is also included in the General Assembly 2011 papers on page 6. Without this extra table, the income statement and a balance sheet does not fairly present the complete financial position of ANMA, which they in our opinion should do. To get the complete picture Johan has added the membership fee figures in an addition version.

We recommend ANMA:

- to take clear decisions about the size of the membership fees and that such decisions should be clearly included in the minutes of the General Assembly each year
- to handle the membership fees in a more effective way
- to continue presenting the economy yearly in form of an income statement and a balance sheet in order to fairly present the financial position of ANMA.

Helsinki, February 18, 2011

Oslo, February 18, 2011

Oslo, February 18, 2011

/Eero Linjama/

/Johan Falk/

/Keld Hosbond/

04/11 BUDGET 2011

A budget will be distributed

Comments:

The proposed budget will be attached. There are still unused funds, but costs will increase on account of the 3 new members from the Baltic area. The budget has been drawn up so that all income and expense items are entered (ref: the arrangement with participation fees).

There have been changes in the institutions. An up-dated and complete list is attached. The membership fee has been differentiated, a fee for institutions with more than 300 students and a smaller fee for those with less. The question is: should ANMA continue to differentiate, and is so what is the permissible difference?

The principle for membership-fees is different in the AEC, and some of the members have argued for that. The fee is based on the cost of living index in each country. This means that institutions from the same country pay the same fee. But AEC and ANMA is two different things: we are more alike in the Nordic countries, and we are not sure that this principle should be adopted in ANMA. We prefer to have the system with the same costs based on small and bigger institutions, and at the same level as earlier.

Since we still have unused funds, we propose that ANMA subsidize some of the costs entailed for the Annual Meeting.

The General Assembly will also have to elect auditors for 2011. We propose the same persons as in 2010, Johan Falk and Keld Husbond.

Proposed resolution:

- *The Annual Meeting supports the proposed budget for 2011*
- *The Annual Meeting set the membership-fees for 2011 to 500 E for institutions with more than 300 students and 250 E for institutions with less than 300 students.*
- *The Annual Meeting elects Johan Falk and Keld Husbond as auditors for 2011.*

MEMBER INSTITUTIONS



DENMARK

- The Royal Danish Academy of Music, Copenhagen
- Rhythmic Music Conservatory, Copenhagen
- The Royal Academy of Music, Aarhus/Aalborg
- The Academy of Music and Dramatic Arts Southern Denmark, Odense/Esbjerg

ESTONIA

- The Estonian Academy of Music and Theatre

FINLAND

- Central Ostrobothnia University of Applied Sciences, Unit of Art, Kokkola
- Helsinki Metropolia University
- Jyväskylä Polytechnic, School of Music, Jyväskylä
- Lahti Polytechnic, Faculty of Music, Lahti
- Oulu University of Applied Sciences, School of Music, Dance and Media
- Savonia University of Applied Sciences, Kuopio
- Pirkanmaa University of Applied Sciences, Tampere
- The Sibelius Academy, Helsinki
- Turku University of Applied Sciences

ICELAND

- Iceland Academy of the Arts, Department of Music, Reykjavik

LATVIA

- Jazeps Vitols Latvian Academy of Music

LITHUANIA

- Lithuanian Academy of Music and Theatre

NORWAY

- University of Agder, Faculty of Fine Arts (Kristiansand)
- Barratt Due Institute of Music, Oslo
- Grieg Academy, University of Bergen
- Norwegian Academy of Music, Oslo
- Norwegian University of Science and Technology, Department of Music, Trondheim
- Tromsø University, Department of Music, Dance and Drama (KA), Tromsø

SWEDEN

- Ingesund College of Music, Karlstad University, Ingesund
- Malmö Academy of Music, Lund University, Malmö
- Academy of Music and Drama, University of Gothenburg
- School of Music in Piteå, Luleå University of Technology, Piteå
- School of Music, Örebro University, Örebro
- The Royal College of Music, Stockholm

05/11 INTERNATIONAL STRATEGY

Documents will be distributed

06/11 REPORT FROM EACH COUNTRY

1.1 General Trends in Higher Music Education in Denmark – 2010

Compiled by Henrik Sveidahl

Principal of the Rhythmic Music Conservatory (RMC)

From January 1 2010 the institutional structure of the music academies in Denmark has changed. Four of the six academies were merged into two.

The Royal Academy of Music, Aarhus and the Academy of Music in Aalborg have merged into one institution, which is called The Royal Academy of Music, Aarhus/Aalborg.

The Carl Nielsen Music Academy in Odense and the Academy of Music and Music Communication in Esbjerg have together with the School of Acting, Odense Theatre merged into one institution called The Academy of Music and Dramatic Arts, Southern Denmark.

In Copenhagen The Royal Danish Academy of Music and Rhythmic Music Conservatory have entered into a mutually binding cooperation concerning joint programs, joint projects, teaching, research and development.

The changes in structure and cooperation for the music academies in Denmark

have been decided by the Danish Parliament on the motion of the Danish Government.

The overall goal of the mergers and the strengthened cooperation is to ensure a larger and more sustainable academic environment for Danish music academies in the future.

In the fall of 2010 the Danish Parliament made a four-year agreement concerning the higher education in the Arts. The agreement outlines the following four common objectives for the institutions:

1. Sustainable academic environments
2. World class education
3. Research, innovation and artistic development
4. Labour market and employability

In the spring of 2011, the Danish music academies are entering into negotiations with the Danish Ministry of Culture concerning a framework agreement for the period 2011-2014. The agreement will be based on the four political objectives above and the institutions own goals.

The Danish music academies are – as are most public institutions in Denmark - facing severe cut backs due to the general economic crisis. This is challenging most of the academies that unfortunately have had to let teachers and members of the administrative staff go.

In the fall of 2011 the music academies will go through the accreditation procedure. In Denmark each individual programme will be accredited. It is expected that the process is terminated early spring 2012.

1.2 General Trends in Higher Music Education in Estonia - 2010

Compiled by Peep Lassmann

Rector of the Estonian Academy of Music and Theatre

Higher music education is offered in three Estonian universities: the Estonian Academy of Music and Theatre (EAMT), Viljandi Cultural Academy of the Tartu University, and Institute of Fine Arts of the Tallinn University. With its more than 600 music students, the EAMT holds the leading position in the field. EAMT offers degree programmes on bachelor, master's and doctoral levels with specializations in classical music performance, composition, jazz and traditional music, as well as in musicology, music pedagogy, cultural management, electronic music and recording arts. The activities of the Viljandi Cultural Academy are focused mainly on rhythmic and traditional music, whereas Tallinn University prepares elementary school music teachers.

Currently the accreditation system of the Estonian higher education is in transition and all HEI have to participate in the evaluation process, organised by the Estonian Higher Education Agency. In 2010 EAMT passed the evaluation with positive results in the fields of music and theatre on bachelor's and master's levels. Doctoral studies and teacher training programmes will be assessed in 2011.

In 2010 EAMT continued its curriculum reform, initiated in 2009. New bachelor programmes include 240 credits (3 years) and master's programmes 120 credits (2 years). Several small programmes were united and learning outcomes were written for all programmes, their modules and individual subjects. Currently assessment methods and assessment criteria are discussed among the heads of departments and teaching staff.

In October an agreement about the first joint programme in the field of music in Estonia, the master's programme in traditional music, was signed between the EAMT and Tartu University. Bachelor studies in this speciality are offered both at the EAMT and Viljandi Cultural Academy of the Tartu University. Now it was decided to organise the master's studies in collaboration of two institutions and to award the graduates to joint master's degree.

In 2010 a number of international conferences, projects and other events took place at the EAMT, including:

- Annual meeting of the AEC Pop and Jazz Platform (February 5–6)
- Festive concert and inauguration ceremony of the honorary doctor Krzysztof Penderecki (March 28)

- Music Industry Seminar with Kevin Kleinmann, professor of the Sorbonne University (June 3–5)
- LLP Erasmus international summer courses "Innovative Approaches to Music Education and Cultural Management" (August 19–29)
- Sixth International Conference on Music Theory (October 14–16)
- Intensive graduate seminar „The cultural roots of Arvo Pärt's music“, organised by the Graduate School of Culture Studies and Arts in collaboration with the International Arvo Pärt Centre (October 15–17).

In February 2010, Estonian Academy of Music and Theatre (EAMT) submitted an application for a three-year curriculum development project "Masters in Contemporary Performance and Composition" to the European Union LLP Erasmus programme for curriculum development. Under the coordination of EAMT, the new curriculum will be developed in cooperation with the Royal College of Music in Stockholm, Hamburg University of Music and Theatre, National Superior Conservatory of Music in Lyon and European Association of Conservatories, who will be responsible for an expert review of the future curriculum. In total, 50 curriculum development project applications were accepted for funding, among which "CoPeCo" was the only project of Estonian education system and the only music project.

The project is a continuation of the LLP Erasmus IP cycles (2005-2007 and 2009-2011) coordinated by the EAMT. The modules developed during the IPs form the basis of the future curriculum. In 2009, the IP was evaluated by three independent experts from Gothenburg, Hague and Helsinki, according to the recommendation of whom the decision was made to submit the application for curriculum development. The joint curriculum will be developed in two years, during the third year it will be tested with students. The international admission and joint study with Stockholm, Hamburg and Lyon will be opened in 2013. The students have the possibility to study one semester at each partner school. The goal of the project is to develop a modern study platform of contemporary music according to current European cultural contexts.

1.3 General Trends in Higher Music Education in Finland - 2010

Compiled by Riitta Tötterström

Director of School of Music, Dance and Media

Oulu University of Applied Sciences

Organization

In Finland we have one music university, Sibelius Academy, and degree programmes in music in ten universities of applied sciences (in Helsinki, Joensuu, Jyväskylä, Lahti, Kokkola, Oulu, Pietarsaari, Kuopio, Tampere, Turku). It is possible to complete a Master's Degree in Sibelius Academy and Metropolia (University of Applied Sciences in Helsinki). All the universities of applied sciences offer a Bachelor's Degree. In Sibelius Academy it is also possible to study 3rd cycle studies. The Bachelor Degree at universities of applied sciences includes 270 credits (4,5 years), the Master Degree in Metropolia 60 credits (one year). Sibelius Academy offers a 5,5 year (330 cr) Bachelor+Master Degree and a Master Degree of 2,5 years (150 cr).

The Ministry of Education and Culture has had a wish to diminish the amount of study places in music in Finland for many years. However, much has not been done to promote this development. Studying classical music will come to its end in Joensuu which will concentrate on pop and jazz and folk music in the future whereas Kuopio has got new study places in music education.

The tendency is to build bigger units in order to give the students best support in their studies. In some universities music education has been combined for example with degree programmes in tourist industry or health care. All the universities have created new strategies with their own profiles during year 2010.

Sibelius Academy is being re-organized. From 1st August 2011 the former eleven departments will be merged into two: one for classical and church music, and one for jazz, folk music, music education, music technology and arts management. Furthermore, the study structures are changing: studies will be organized to Major and Minor study modules instead of complete study programs. The purpose of this is to offer different combinations of competences for the students.

Moreover, the possible merge of The Theatre and Fine Arts academies in 2013 into a common Art University is under discussion right now.

Economy

As in general in Europe the economical situation has become challenging in Finland, too. The financing depends more and more on the results measured with many different indicators, the most important being the amount of students and completed degrees. The importance of purchasing external funding has increased. New operational models in education have to be developed, and research and development are an important part of the activities of universities, too.

Sibelius Academy is getting new facilities in Helsinki Music Centre in August 2011 which means increasing costs. As a whole the economy is tightening. The new Art University might be a chance to raise the level of support from the Ministry of Education and Culture.

Student development

There is a slight competition for the best students in classical music and church music between universities. During recent years, the genres of students have widened for example from pop and jazz music and folk music to early music, music theatre, early age music education, music technology and music teacher education. Good orchestral musicians are needed as well as opera singers. The barriers between different genres have become smaller. Young age groups have diminished in most parts of Finland, although Helsinki and Oulu areas are exceptions in this development.

Competence

All universities are updating their competence-based curricula. The universities are expected to profile their supply of education according to their strategies. For example the competences of Savonia University of Applied Sciences (Kuopio) are: creative professional, versatile artist, self-aware pedagogue, innovative and skillful worker. The profile of the curriculum is emphatically career oriented, aiming at educating versatile professionals for the needs of working life. At the same time students are encouraged to develop their creativity and search for their own artistry.

Earlier developed skills are recognized and acknowledged as a part of the studies.

Relationship with society

The universities operate in close connection with the society. Research and development through different projects are equally important together with the education. Students are learning in projects together with working life. The utilization of multidisciplinary is emphasized in projects. The feedback from interest groups is important in developing the activities of universities. The pilots tested in projects often become established in normal activities of education. The focus is also on international cooperation and enhancement of entrepreneurship.

The future Helsinki Music Centre has strongly catalyzed activities in Sibelius Academy in the fields of outreach and audience education.

1.4 General Trends in Higher Music Education in Iceland - 2010

*Compiled by Mist Thorkelsdóttir
Dean of Music - Iceland Academy of the Arts,
Department of Music, Reykjavik*

Dear colleagues, friends,

The whole music school system in Iceland is currently being discussed and reevaluated. The driving force of these discussions is sadly not the idea that the education can be improved, rather how to construct the system in a vastly reduced budget environment. Of course, there is often opportunity in change, but the situation is perilous at the moment.

This does not directly affect the Academy of the Arts, however, we are concerned about the quality of our applications and how many students will be able to study music in the future.

Currently there are 92 students in music, the composition program remains the most popular.

We are running two masters programs, master of composition, which has a 50% research component and the European joint master for innovative practice and audience development. The planning for a master of instrumental- and vocal teacher is under way, only halted by the fact that we don't have the guaranty of funding. This is however, high priority for us as there are over 80 music schools in the country, and the lack of qualified teachers is severe.

The IAA has managed to convince authorities of it's importance and they do believe in the work we are doing. What we teach and nourish is of utmost importance in the rebuilding of a broken nation.

What remains is optimism.

1.5 General Trends in Higher Music Education in Latvia – 2010

No report has been distributed

1.6 General Trends in Higher Music Education in Lithuania – 2010

Compiled by Eduardas Gabnys

Rector of Lithuanian Academy of Music and Theatre Lithuania

Organization

Musicians in Lithuania are trained from early childhood. About 100 music schools, 4 secondary music/art schools and 4 conservatoires train their most talented pupil as prospective students of higher education sector. In Lithuania there are ten higher education institutions which offer study programmes in music and/or music pedagogy. Five of them are non-university higher education institutions: Vilnius College, Panevėžio College, Marijampolė College, Žemaitijos College, and Klaipėda State College. Colleges offer study programmes in music education and confer Professional Bachelor Qualification (music teaching in early, primary, secondary and pre-college institutions). Vilnius College also offers study programme in Popular & Jazz Music (instrumental and vocal) at Professional Bachelor level, Panevėžio College – study programme in Popular Music at Professional Bachelor level.

There are five tertiary education institutions (universities): Lithuanian Academy of Music and Theatre (Vilnius), Klaipėda University, Vytautas Magnus University (Kaunas), Šiauliai University, and Vilnius Pedagogical University. All universities offer two cycle (bachelor's and master's study programmes) in Music Pedagogy. Lithuanian Academy of Music and Theatre, Klaipėda University and Vytautas Magnus University also offer two cycle study programmes in Music Performance.

The Lithuanian Academy of Music and Theatre is the only university level higher education institution with a specialized focus on broad range of specialities in music performance (from classical to jazz and folk; including choir and symphony conducting), as well as composition, music theory & history (music theory and critics; folk music studies) in all three study cycles. Academy confers the following qualifications: Bachelor of Music, Master of Music, PhD and Doctor of Arts.

The Professional Bachelor Degree (at colleges) includes 180 ECTS (3 years); Bachelor degree studies (at universities) – 240 ECTS (4 years); Master degree studies (at universities only) – 120 ECTS (2 years); Doctor of Arts degree (4 years).

Re-organization

Lithuanian National Law on Higher Education and Research (2009) aims at modernisation of higher education and research and include the quality and accessibility of studies, development of modern technologies, and putting an end to brain-drain. Expected results of the reform are less but better (in terms of quality of studies) higher education institutions, and subsequently less students at tertiary HEIs. A common admission system to higher education institutions (has been developed by the Lithuanian Ministry of Education and Science.) This system is harmful for Arts academies, which strive for admission of students according to their level of artistic performance and talent, however admission formula doesn't allow to select the best of them (main reasons are: not more than 2 exams for assessment of special skills and competencies; competition score includes secondary education results, and due to the final rating system of the total score which rotates all entrees to the same study programme, the system selects those who have better total score but not better skills in music performance). In addition, a high tuition fee has been introduced in Lithuania. A number of students receive a state funded study place and are exempted from payment, but the rest must pay a high tuition fee (bachelor studies in music performance and composition – 5470 eur per academic year; master studies in music performance and composition – 6500 EUR per academic year). Thus the total number of music students in Lithuania has been significantly diminished during the period of past two years.

In 2010, a new structure of study areas was introduced. According to that system all programmes in music education, which confer teacher's professional qualification, belong to the study area of Social Sciences. Typical study programmes in Music (study area of the Arts) are: Music Performance (all branches including conducting), Composition, Music Directing, Music Technology, and Music Theory & History.

All higher education institutions should adopt ECTS according to Tuning method (degree profiles, study programmes designed in terms of learning outcomes and competencies) as well as establish internal systems of quality assurance by 2012.

According to the Lithuanian National Law on Higher Education and Research (2009), all study programmes in Lithuania must be assessed by international experts (peer review) and accredited by the National Centre for Quality Assessment. In 2010, all first and second cycles study programmes in Music offered by the Lithuanian Academy of Music and Theatre were assessed by the AEC experts and accredited by the National Centre (joint accreditation).

The Lithuanian Academy of Music and Theatre is being re-organised. From February 2011 the former Kaunas Faculty of the Academy has been merged into Vytautas Magnus University; two faculties of the Academy – Faculty of Instrumental and Choral Music Performance and Faculty of Vocal Performance, Piano and Musicology will be merged into the Faculty of Music in 2011. A number of departments will also be merged into larger units. New Statute of the Lithuanian Academy of Music and Theatre should be approved by the Lithuanian Government by end of 2011, and new structure of

Academy's decision making bodies established: the Academy's Board (9 members) as a top governing body, the Senate (for academic questions), and the Rector's Office (under Academy's Board, for administrative and academic questions).

Economy

Economical situation is challenging, therefore decrease of amount of students and completed degrees are crucial for institution. Funding of higher education from the state budget depends on number of admitted students which receive state funded study place.

Academy intends to develop and re-assess its study programmes. National funds have been received in order to develop study and research activities. Recent developments are: music training centre, music technology centre, newly developed study programmes at third cycle – doctor of arts qualification level; further developments include: renovation of study facilities (including opera studio), purchase of new musical instruments, updating competence-based curricula by focusing on career oriented, creative and versatile professionals.

Relationship with society

All study programmes at first cycle include professional practice. Academy cooperates with professional sector (professional associations, concert halls and concert organizations, recording studios, festivals, other cultural enterprises) in order to facilitate students' active participation in professional artistic and cultural activities. Students and teaching staff at the academy gives about 500 public concerts open to audience (free of charge). Future plans include development of more flexible study programmes and introduction of a modular system, which would offer alternative possibilities – development 'second choice' skills such as entrepreneurship, leadership, music technology & engineering, composition, improvisation, arrangement & instrumentation, etc.; closer cooperation in multidisciplinary and social (including outreach) projects, education and research projects.

The strong focus is also on international cooperation prioritizing students and teachers mobility, curriculum and research development, artistic, cultural, social projects, and quality assurance.

1.7 General Trends in Higher Music Education in Norway - 2010

Compiled by Eirik Birkeland

Rector of the Norwegian Academy of Music, Oslo

Despite the international financial crisis in 2009, funding to higher music education has been kept at the same level as earlier. At the same time we are glad to note that the number of students applying for higher music education has been increasing also in 2010, something which is not least due to the increasing size of the annual intake.

In 2010 Jens T. Larsen from the University in Stavanger was replaced as leader for the National Council for Performing Music Education and Musicology, NRUM, by Trine Knutsen from Trondheim.

The Council has during the last years concentrated (its work) on the national division of work based on the preparation of statistics on applications for higher music education.

A national survey carried out in 2010 shows that candidates who have completed their education at higher music institutions in Norway have succeeded in finding relevant work and that they enjoy the work they do. A general feature, however, is that an increasing number establish a portfolio career and can to a lesser degree relate to just one employer.

NRUM has otherwise worked towards strengthening and improving the offer to young Norwegian music talents thereby giving them a better preparatory education prior to higher music education. As a result of the project "Time for Talent" collaboration is now being developed between the higher education institutions, culture and music schools and secondary schools with a specialized line in music, dance and drama. The Barratt Due Music Institute, which has a special competence and capacity within this field, plays an important role in this work.

With regard to artistic research, a satisfactory framework is also now being developed. The new national project program for artistic research has, for the first time, advertised project funds and the National Association of Higher Education Institution (UHR) will this spring establish a national council for artistic research. In addition work will also be started towards preparing for the registration of artistic research in the new data base, Norsk Vitenskapsindeks (Norwegian Science Index) (Kristin).

1.8 Report of General Trends in Higher Music Education in Sweden - 2010

Compiled by Ingemar Henningson

Academy of Music and Drama University of Gothenburg

Högskolan för scen och musik vid Göteborgs universitet

National School of Research

The National School of Research was inaugurated in the spring of 2010. It is an investment of historical significance in Sweden regarding fine, applied and performing arts research and it will also enrich and develop the environment at each respective school or department by means of new working methods and orientations. The fine, applied and performing arts doctorate is distinguished from the Ph. D. degree first and foremost through the consistent use of artistic goals and methods in the degree description. The theses produced by traditional graduate studies have been replaced in fine, applied and performing arts graduate studies by a "documented artistic research project". The two forms of documentation included in this research project both comprise at least 120 higher education credits of the graduate studies' total of 240 higher education credits.

A more detailed description can be found on the website of the National School of Research:

<http://www.konstnarligaforskarskolan.se/wordpress/>

The National School of Research is a five-year investment financed by the Swedish Research Council. It is being organised in cooperation with departments from 12 universities and university colleges in

Sweden, with the Faculties of Fine, Applied and Performing Arts at the Universities of Gothenburg and Lund as their administrative seats.

Applications for the right to award teaching qualifications

The Swedish Parliament passed a new Education Act in 2010. The Act contains regulations applicable to the school system for children, young people and adults, and the division of responsibility between state and municipality as well as between decision-makers and pedagogical personnel will remain as before.

The government proposition "Top of the class – a new teachers' training" ("Bäst i klassen - en ny lärarutbildning") was adopted by Parliament in June and in it the number of Swedish teaching qualifications has now been reduced to four types – pre-school teachers, compulsory school teachers, subject teachers and vocational studies teachers. The new teachers' training programmes are due to start in the autumn term of 2011. The universities and university colleges which will be educating teachers for the various stages, orientations and subjects in the school system have had to apply for the right to award teachers' qualifications. At the moment of writing, all the necessary decisions have not yet been taken. For example, only four of the six Swedish university-level music education programmes have been granted the right to award teaching qualifications for subject teachers with secondary school (years 7-9) and upper secondary school levels respectively as their orientation. Apart from this, the Linnaeus University (Kalmar/Växjö) has been granted the right to award certain qualifications within the subject field of music. The Swedish teachers' training reforms do not include teachers for municipal music and culture schools. This has also aroused a certain amount of criticism. Special teachers' training for these schools is missing or may not be carried out within the framework of the other forms of education. A small observation is that the University of Gothenburg (i.e. the Academy of Music and Drama, HSM) is the only seat of higher education to be granted the right to award qualifications in the field of theatre.

Some local happenings

Piteå: The Luleå University of Technology has undergone extensive reorganisation. All education in the Arts, the Fine, Applied and Performing Arts and Pedagogy is now assembled in a new department "The Department of Fine, Applied and Performing Arts, Communication and Learning" ("Konst, kommunikation och lärande").

Örebro: The Academy of Music at the University of Örebro has celebrated its first 50 years with a grand party.

Gothenburg: The Academy of Music and Drama (HSM) at the University of Gothenburg has celebrated its first 5 years in its present form. Reorganisation is being carried out at the University of Gothenburg at central as well as faculty levels. This new organisation will have been completed by the beginning of January 2012.

07/11 ELECTION OF THE EXECUTIVE COMMITTEE

The only member standing for election in 2011 is the Secretary General, Eirik Birkeland. The other members continue. New members from the Baltic countries have been taken note from General Assembly/Annual Meeting 2011.

§ 4

The Association of Music Academies elects a Secretary General who is closely connected with a member institution of the Association. The Secretary General is elected for a period of three years and may be re-elected once.

The Members of the Executive Committee:

Eirik Birkeland Secretary General	Norwegian Academy of Music (Norway)	eirik.birkeland@nmh.no
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08/11 NEXT GENERAL ASSEMBLY/ANNUAL MEETING

Since we have acquired 3 new member countries/institutions, it is only natural that the next meeting should be held in one of the Baltic countries. The representatives for the countries in the Executive Council must agree on which one, and come back to this matter.