

Music Learning Switzerland

A study of learning opportunities and providers in extracurricular music education undertaken by the Lucerne University of Applied Sciences and Arts, on behalf of the Association of Swiss Music Schools (ASMS) and in cooperation with music and culture associations (01.05.2018-31.03.2020)

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In short

This research project reveals for the first time the nationwide diversity of music learning opportunities in Switzerland and of the providers and their relative aspirations. A survey will be used to record the providers' organisation and networks, as well as the contents, forms, contact groups, and costs of the offerings. The focus is on the courses offered by associations, lessons offered by private and subsidised music schools, workshops by socio-cultural institutions, and learning opportunities offered by self-employed persons. The data collected will be evaluated statistically and interpreted in the context of interviews with music professionals and feedback from an internationally-staffed sounding board. A publication, which will be printed and available online, will summarise the results, and will serve to support the various music learning providers in their quest for quality and innovation. In addition, capturing the field of music learning providers in a changing society will provide political decision-makers with an informational basis for the further development of musical education.

Point of departure

Alongside the work of elementary schools and grammar schools, educational needs in our society are fulfilled by public and private music schools, music educators organised through lay associations or active in the socio-cultural field, freelance music teachers, and other music learning providers who are increasingly active via the Internet. They enable people to take part in musical activities, thus making a decisive contribution to the participation of the population in the safeguarding and further development of cultural heritage, encouraging conscious and creative handling of environmental sounds, supporting individuals in the development of social and intercultural skills and their own personal identities, and supporting some young people as they prepare for musical vocational training. Music education responds to the educational and cultural needs of people of all ages and from all walks of life.

To this day, Switzerland lacks an overall view of music learning opportunities. Data are only available on individual areas related to music learning, such as the cultural and leisure behaviour in Switzerland measured every five years by a representative survey (Swiss Federal Statistical Office, 2016: *Das Kultur- und Freizeitverhalten in der Schweiz: Erste Ergebnisse der Erhebung 2014*, Neuchâtel), the media behaviour of young people (Waller, G. et al., 2018: James: Youth | Activities | Media – Survey Switzerland: Findings of the JAMES Study 2018, https://www.zhaw.ch/storage/psychologie/upload/forschung/mediensychologie/james/2018/Report_JAMES_2018.pdf, 15.11.2018) and on the music schools affiliated to the Association of Swiss Music Schools (Verband Musikschulen Schweiz, 2013: *Die Musikschulen der Schweiz in Zahlen – Bericht zur statistischen Erhebung des VMS 2012*, Basel). What these studies do not capture is the social importance and economic performance of music learning providers, which is surprising given the size of the sector and the breadth of the offerings.

Project goals

The study of extracurricular music education is intended to present and support all players in the sector in their diversity, complementarity, and their own quest for quality and innovation. In addition, the study is intended to provide political decision-makers with a basis for the further development of musical education that takes account of social change.

To this end, the study will firstly describe the music education market in a comprehensive sense and identify types of music learning providers. Interviews and a survey will be used to show,

- how the providers are organised;
- how they are anchored in the education system and in the region;
- how they position themselves and differentiate themselves from other providers;
- which groups they target (by age, gender, cultural background, interest in specific musical styles, diverse needs)
- which forms and contents (including the share of Swiss music in the mediated repertoire) they offer;
- how quality is ensured;
- what costs exist for providers and learners;
- how the providers' activities contribute to their social security.

Based on the data collected from the music education market, the second aim is to identify future developments in discussions with experts, particularly

- which foreseeable social changes will have an effect on musical education;
- how musical learning opportunities will have to be structured in terms of content and form in the future in order to meet the needs of learners;
- how the self-image of music teachers and mediators will change in the future.

Methods

Data will be collected in three work packages with the following methodological procedures:

- 1) In order to estimate the number of music learning opportunities and their providers throughout Switzerland, data from associations and cultural institutions in the music and socio-cultural sectors will be collected and evaluated by means of a structured qualitative survey.
- 2) An electronic survey (in German and French) of music teachers and mediators (individuals) will provide data on similarities and differences between self-understandings, activities, and music learning offers. The survey will be disseminated with the support of the association representatives interviewed in the first work package.
- 3) In subsequent interviews, assessments will be collected from other experts on the results of work packages 1 and 2 and on future developments in music learning.

Publication

The results will be published in a brochure of around thirty pages in print and online, with French and Italian versions planned. This brochure will summarise the results of the three work packages in a way that is easy for the general public and interested groups to read. The project's client, financiers, and partner associations will be identified by a logo. The raw data will only be available anonymously to researchers who wish to review or further develop the study.

Project organisation

Realization of the study: Lucerne University of Applied Sciences and Arts, Departments of Music, Business and Social Work (Marc-Antoine Camp, Christoph Hanisch, Reto Stäheli)

Client: Association of Swiss Music Schools (Christine Bouvard, Valentin Gloor)

Associations and cultural institutions who are invited to collaborate: Artlink, Associazione degli Animatori Socio-Culturali in ambito Giovanile delle Svizzere italiane, Dachverband Offene Kinder- und Jugendarbeit Schweiz DOJ, Eidgenössischer Jodlerverband EJV, Eidgenössischer

Orchesterverband EOV, European Piano Teachers Association EPTA Schweiz, European String Teachers Association ESTA Schweiz, European Voice Teachers Association EVTA Schweiz, Helvetia rockt, migration:plus – Fachverband für professionelle Arbeit, Migration und Integration, Platform Romande de l'animation socioculturelle, Rhythmik Schweiz, Schweizerische Arbeitsgemeinschaft der Jugendverbände SAJV, Schweizer Blasmusikverband SBV und Schweizer Jugendmusikverband SJMV, Schweizerische Chorvereinigung SCV und Schweizer Kinder- und Jugendchorförderung SKJF, Schweizerischer Kirchengesangsbund SKGB, Schweizerischer Katholischer Kirchenmusikverband SKMV, Schweizerischer Musikpädagogischer Verband SMPV, Schweizerische Tambouren und Pfeifer Vereinigung STPV, Swiss Accordion Association SAA, Verband Schweizer Volksmusik VSV und Haus der Volksmusik HdV, Verband Hackbrett Schweiz VHbS, Zupfmusik-Verband Schweiz ZVS.

The project will be professionally accompanied by a Sounding Board, which will represent the Association of Swiss Music Schools and—as external experts—Michaela Hahn (University of Music and Performing Arts Vienna) and Heidi Westerlund (Center for Educational Research and Academic Development in the Arts CERADA, Sibelius Academy, University of the Arts Helsinki).

Contact

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