



## Arts Education Fact Finding Mission:

## Austria

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## Introduction

### Our approach

For this initial scan into available data and studies, we have undertaken a broad review of available literature from academic research and policy sources, with a focus on the governmental and government funded organisations. Especially, we will present some preliminary insights into the resource situation in federal museums. This is complemented by a look into 2 exemplary provinces.

To discuss and confirm our findings and to gain additional information from experts and practitioners, we have consulted

- ▶ Anne Bamford – Researcher for Arts Education International
- ▶ Monika Mokre – Researcher for Cultural Studies
- ▶ Constanze Wimmer – Researcher for Music Mediation in Orchestras
- ▶ Peter Assmann – Director of Upper Austrian Museums
- ▶ Alexandra Viehhauser – Department for Mediation/ Marketing at Center for Architecture/ Vienna
- ▶ Ines Groß-Weikhart – Director of Mediation at Albertina Federal Museum
- ▶ Gudrun Stangl-Gorisek – Assistant of the Director Albertina Federal Museum
- ▶ Susanne Hofer – Department for Mediation at Festspielhaus/ St.Pölten

### Definitional issues

There is no common definition for arts education, nor is any found in any government policy documents. Therefore, this research is based on an institutional approach, focusing on organisations which work in related areas. See section “Defining arts education” for further details.

Equally, there is no common definition on what “resources” are in the context of arts and cultural education. It is clear that this term almost always means financial resources (also, as most other resources are depending on financial resources). However, the quality of arts and cultural education provision also depends on

- ▶ Human resources
- ▶ Time
- ▶ Infrastructure
- ▶ Immaterial resources

In this review, we have focused on

- ▶ The broadest possible definition of arts education – including all forms of engagement with culture with an educational focus in institutions such as museums, film, libraries, heritage, dance, literature, new media arts, theatre, visual arts and music.
- ▶ Settings beyond the regular school curriculum provision
- ▶ Major cultural institutions, although in some cases we also point at smaller ones
- ▶ Arts education for children and young people, rather than for all adults
- ▶ Active, managed arts education, rather than passive education

## Trends in arts education in Austria

Since 2007 arts education has become a major issue for the Ministry for Education, Arts and Culture. Until now cultural education is part of both cultural policy and education policy. Dr. Claudia Schmied, the Federal Minister for Education, Arts and Culture, stated in 2007: "Education and culture are inseparable for me."<sup>1</sup>

The ministry's focus is on cooperation projects between schools and the cultural sector. The cooperation programmes and events are carried out by the governmental agency KulturKontakt Austria (KKA). There is a governmental emphasis on widening access of children and young people to existing cultural institutions. From January 2010, federal museums offer free entrance up to the age of 19. A few regional and provincial museums (e.g. those under the influence of the City of Vienna) have joined this initiative.

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<sup>1</sup> [http://www.kulturkontakt.or.at/upload/medialibrary/AnnualReport\\_2007\\_19.06.08\\_FINAL.pdf](http://www.kulturkontakt.or.at/upload/medialibrary/AnnualReport_2007_19.06.08_FINAL.pdf)

## Where does arts education happen?

In Austria, arts education primarily happens in schools. However, due to a school system which is highly diverse and leaves schools with comparably much autonomy, it is very hard to estimate the average provision of arts education in schools and related resources.

Formal arts education out of schools mainly happens in music schools which have a long-standing tradition and a good provision, also in rural areas. The system of music school as non formal education institution differs between Austrians 9 provinces. Some provinces are directly responsible and owner of the music schools, some provinces delegated responsibilities to local governments or other organisations belonging indirectly to the province. Some music schools are organisations under public law some under private law. In their budget, private contributions are sometimes covered by local government. This fact leads to a bias of grants provided and private contributions. In the last years, some music schools offer a wider program and cooperate with other art forms like visual art or incorporate a ballet school. As umbrella organisation they are included into the Austrian Conference of Music Schools [Konferenz der österreichischen Musikschulwerke].

As part of the drive to widen access to cultural facilities and as a complementary out-of school educational setting, most cultural institutions run mediation programmes [Vermittlungsprogramme]. They mostly focus on the provision of education programmes for school groups or private individuals (workshops). Specific outreach programmes usually do not exist.

A few cultural institutions were especially created for a young audience and thus focus on educational activities (Children's Museums, Youth Theatres).

Especially in Austria's bigger cities, youth clubs and organisations offer artistic and creative programmes.

## Defining arts education

### Common definitions

Up to now the Austrian Federal Ministry for Education, Arts and Culture [Bundesministerium für Unterricht, Kunst und Kultur (bm:ukk)] has not yet formulated an explicit definition for arts and cultural education.

Unlike in Germany, cultural Education [Kulturelle Bildung] in Austria has still a very weak terminological basis.

The governmental definition of arts education is mostly concerned with mediation [Vermittlung] offered by cultural institutions for children and schools. Hereby English translations of governmental papers indicate the equal use of the term mediation and arts education.

In school settings, arts education is divided into individual subjects like music education [Musikerziehung], visual arts education [Bildnerische Erziehung] and textile & technical crafts [Technisches und Textiles Werken]. Beyond this, also languages, history and civil education play an important part.

### What is arts education?

Arts education is seen as a collective term which includes

- education in the traditional arts at schools: music education [Musikerziehung], visual arts education [Bildnerische Erziehung], technical crafts [Technisches Werken], textile arts [Textiles Werken]
- cultural education as part of other subjects, for example poetry in German or dance in physical education
- the use of aesthetic means of expression in new ways within general education (“towards a new culture of teaching and learning”)
- the impact of cultural heritage on every subject
- providing education programmes by cultural institutions [Kulturvermittlung] and
- stimulating cooperation between schools and cultural institutions (Wimmer & Schad, 2009).

## Existing research on resource mapping

### National Statistics

The national and most provincial and local governmental bodies are publishing cultural reports and statistics using the LIKUS system, a frame of 16 categories for cultural spending. The categories were chosen rather under economical aspects than being a base for cultural discussions. Museums, archives as well as scientific spending are pooled under one topic. However, arts education is not listed as a separate category.

### Scientific Publications

By a desk research in June 2010, EDUCULT mapped publications from research institutions and universities as well as governmental bodies in the field of arts education between 2000 and 2010. Approximately 200 publications could be found, whereas a stable increase of 25% per year was indicated from 2006 up to now. 55% of all publications were written as bachelor- or master thesis by former students. Just 15% were reports or studies by professional researchers or institutions.

### Research Institutions

Research institutions in the field of arts education are:

- Universal universities, incorporating theatre/ drama studies and most teacher education programs
- Art universities (music and visual arts)
- Pedagogy universities
- Ministry of Education, the Arts and Culture
- KulturKontakt Austria
- Umbrella organisation for cultural mediators covering freelancers [KunstvermittlerInnen.at]
- EDUCULT

Due to the huge quantity of publications by university study programs, universities are also the major actors in the field of arts education. 38% of publications were released by universal universities, followed by universities for music (18%), other scientific institutions (17%) and universities of visual arts (12%). Several researches were also published by the ministry itself and the universities for pedagogy.

However the less engagement in this field by pedagogy universities is astonishing but it is due to the fact that up to a recent reform, they were constituted as training facilities for teachers rather than as scientific institutions.

The question of resources is not specifically dealt with in any of the research publications.

## **Existing structures of arts education provision**

### **Governmental responsibility for arts education**

Public cultural institutions are structured by the federal system of governance in Austria, distinguishing between the federal, the provincial and local government. All kinds of “classical” cultural institutions, like museums, theatres and libraries can be found on each stage. Analyses at regional and provincial level have to be carried out in a parallel manner, due to their interdependent structure of responsibilities.

### **Federal level**

Most important in Austria is the federal-level, being responsible for the major cultural institutions. From the beginning of the 1990ies up to 2004 most cultural institutions on the federal level had been sourced out for budgetary reasons. Now they have a legal entity and are financed by global budgets for the provision and implementation of public cultural politics and arts affairs. How the institutions were sourced out varies between the sectors of museums and theatres. However, all federal cultural institutions (museums, theatres and libraries) are governed by the Ministry of Education, Arts and Culture.

At present, federal cultural organisations are undergoing a process of modernisation and implementation of new governance structures. Even more, cuts of budget are currently under negotiations, leaving a lack of transparency. Hence all those institutions once had belonged to the federal government directly (without having an own entity), the process of sourcing out and setting up legal entity had to be facilitated statutorily, setting up specific laws (see section Federal Museums).

### **Federal Ministry of Education, Arts and Culture (BMUKK)**

Beside the implementation of arts education in the regular curriculum for schools, the ministry is responsible for cultural institutions at federal level. Through its agency KulturKontakt Austria (see below), the ministry also carries out cooperation projects between schools and the cultural sector.

The ministry's annual budgets concerned with arts education are divided into several sections. Those funds provided for specific programs and institutions are collectable. Grants for specific projects are not listed in detail at governmental budgets. The source of funding for arts education derives from both educational and cultural budgets. Grants offered by the ministry are not only concerned with cultural institutions and programmes at federal level but also provide a share of funding for some institutions on other levels of governance. Concerning additional programmes of the Ministry to promote cultural education in schools an amount of Euro 5,5 million was reserved for 2008. In addition Euro 1 million was dedicated to cultural education programmes focusing on the Austrian film [Filmvermittlung].

Projects presented by the ministry under the topic "arts education" are concerned with mediation, heritage and intercultural dialogue. The focus is on target groups of young people, children and schools. New projects carried out by the ministry itself concentrate on the provision of information and database in the domain of arts education.

Special funding schemes are earmarked for the development of public libraries, museums and folk culture. Additional to the global budgets for federal museums, a budget of 600.000€ is provided for mediation programmes in 2010. Responsible for dissemination of the money and evaluation of the project is KulturKontakt Austria.

Specifically for museums, the ministry offers a special fund for innovative mediation projects where also provincial and local museums could apply for a grant of maximum 30.000€ annually.

## **Key government institutions with responsibility for arts education – federal level**

### **KulturKontakt Austria (KKA)**

The non for profit organization set up and financed by the Ministry of Education, Arts and Culture, it is the most important actor to facilitate arts education programs. Its tasks are divided into three sections: sponsoring and support of culture, educational co-operations between cultural institutions and schools, and arts education. Funding sources of KulturKontakt Austria are 76% from Ministry for Education, the Arts and Culture (BMUKK), 22% from the Austrian Development Agency (ADA) and 2% from other sources. Those funds provided by the ADA are concerned with the implementation of educational programmes in South Eastern Europe. Funding by the Section for Education are mostly concerned with arts education and cooperation projects (total 3,526.000 € in 2010). Additionally 1,218.000 € are provided by the Section of

Arts and Culture. Herby it is not clear how much is spent on the support of artists and how much on any arts education programs.

## **Federal Museums**

The federal museums and the National Library are scientific institution under public law. The entity, responsibilities and aims of the organisations are defined statutorily by national law and its bylaws. The main obligation and aims can be analysed by these bylaws.<sup>2</sup>

Nine museums are defined as federal museums, with a few associated museums, mostly with an own managing board. The federal museums are required to publish annual reports, also including the associated museums.

Out of the 9 federal museums, 6 are explicitly concerned with arts and culture. All of them are situated in Vienna:

- Museum of Fine Arts (Kunsthistorisches Museum, KHM)
- Museum of Applied and Contemporary Arts (Österreichisches Museum für angewandte Kunst, MAK)
- Albertina – Museum of Graphics and Prints
- Austrian National Gallery Belvedere (Österreichische Nationalgalerie Belvedere)
- Museum of Modern Arts (Museum Moderner Kunst Stiftung Ludwig, MUMOK)
- Leopold Museum (Stiftung Leopold)

All those museums belong indirectly to the Ministry of Education, Arts and Culture (BMUKK). The museums obligations are regulated by special bylaws, called the museums acts.<sup>3 4</sup>

The latest bylaw act 2009 defines the following tasks for each museum equally:

- Mediation (§2 Vermitteln)
- Collection (§3 Sammeln)
- Conservation (§4 Bewahren)
- Documentation (§5 Dokumentieren)
- Research (§6 Forschen)

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<sup>2</sup> *On the nature of outsourcing of cultural institutions in Austria: Tschmuck, Peter (2008): Die ausgegliederte Muse – Budgetausgliederungen von Kulturinstitutionen in Österreich seit 1992, Studienverlag Innsbruck*

<sup>3</sup> *The Leopold Museums has no specific bylaws with cultural policy interventions, because it's a public private project, a foundation under private law*

<sup>4</sup> *Also the MUMOK is a foundation, but under public law, where bylaws can be analysed*

► Presentation (§7 Ausstellen)

By museums act §2 (1) “Mediation” is concerned to be the most important issue to have the public/civil society participated and engaged in the governmental collection of arts and natural items.

This overall aim of museums is written in the section on mediation and not under general affairs and aims. Due to the wording and placement of this aim, it can be assumed that mediation should be the main objective of the museums in view of the bylaws. §2 (3) defines in particular the target groups of children/young people and people with disabilities, which should be serviced. Also §7 (2) “Presentation” underlines the necessity of involving discussions, and other mediation programs into the planning of presentation and exhibitions.

However, mediators of Viennese museums interrogated for this mapping out report a gap between the importance of the sector declared by the bylaws and the day to day reality of working in this domain. One leader of the mediation section of one of the biggest museums pointed out that the managing board focuses rather on economic interest. As the section of arts education is always concerned with uncovered costs, it would therefore meet less interest. Formally there is an evaluation system and a first trail to manage the federal museum institutions by objectives, however yet it seems not to be seriously used for evidence decisions.

### **Resources for arts education/mediation in federal museums**

In the definition of mediation in museums, activities include most commonly guided tours and creative workshops. In view of resources creative workshops are generally more intensive. Performance indicators, cost center calculations/budgets are not available by desk research. Hopefully further interviews with museum managers and case studies will provide further insight. Each federal museum provides an organisational department carrying out mediation programs and activities.

### **Human Resources:**

People working for arts mediation in Austrian museums usually do not have a special education or training. Depending on their field, they mostly study or have studied arts or art history, sometimes combined with pedagogy. However, lately a number of new courses emerge, mainly at art universities such as “Master of Arts Education” or “Educating, Curating, Management”. A handful of students finished these studies by now, but there is no insight available where these graduates are working now. Human resources working for mediation are calculated by full-time equivalent employment (FTE) in all cultural institutions. Museums on federal -level have to employ most mediators, while smaller museums are still allowed to have most mediators flexible employed as freelancers. The different kind of employment hampers estimation on loans

without carrying out a case study or survey. In an informal interrogation, the managers of mediation sections of the museums provided the following data on employment:

Staff in Mediation Dep. Museum	Management & concept per headcount <sup>5</sup>	FTE <sup>6</sup>	Mediators per headcount <sup>7</sup>	FTE
Albertina	4	3,2	12	6
Ethnological Museum	2	1,25	8 – 10	4 – 5
Museum of Fine Arts in Vienna	5	5	20	?
Leopold Museum	1	1	10	?

### Financial Resources:

All federal museums have to provide a cost calculation, annual budgets and reviews as well as reports on outcomes of the institution. Those reports are delivered to the Ministry of Education and Arts. Overview reports are also published to the public. However, the reports available do not provide special data on the financial situation of the mediation section.

The only data which is collectable by desk research are special funds provided by the Ministry of Education dedicated for mediation at federal museums. One fund exists over 600.000 € for 2010 where federal museums can finance their mediation activities with schools. A more general fund for all museums activities and all museums provides the possibility to file in projects which can be financed up to 30.000 € per year. This fund has to be researched in detail to make an assumption how much funding is provided for meditation or arts education, including local and regional museums.

### Infrastructure:

Most museums on the federal level provide on maximum a creative room for the provision of workshops like painting etc. Interviews have shown that these activities are not always a key area of museums. One reason for this is the long existence of the Austrian "Volkshochschulen", an education system for lifelong learning, mainly financed by public funding with a small share of private contributions for courses. Those general education schools offer a wide spectrum of creative art courses, providing a long-standing, good infrastructure.

### Informal Resources:

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<sup>5</sup> Those people developing new programs, are responsible for, manage the projects and programs  
<sup>6</sup> FTE, full time equivalent, in means of headcounts if every person would work 40 hours a week  
<sup>7</sup> Those people directly carrying out the programs, are in contact with visitors and children

The network between the mediators of federal museums is informal but quite well. Sometimes meetings are held to inform each other about their activities and to avoid competition for target groups.

Most important is the institution Kulturkontakt Austria as organisation of the Ministry of Education. They are responsible for the coordination of mediation concepts between public cultural institutions and schools.

## Provincial level

The federal structure implicates shared responsibilities in the field of cultural policy. In accordance with the Austrian Constitution only a few cultural institutions, such as the Federal Museums and Federal Theatres, are in responsibility of the federal government. All other cultural institutions that are not explicitly mentioned in the Constitution are in responsibility of the provinces [Länder]. Nevertheless, within the framework of private-sector administration [Privatwirtschaftsverwaltung] the Federal government intervenes in almost all areas of cultural policy.

Cultural Policy of the Länder seemed for a long time exclusively directed towards folklore and traditional arts and crafts. Meanwhile – with the exception of Vienna – all Länder have enacted their own Law on Cultural Funding [Landeskulturförderungsgesetz] to govern their actions in the field of arts production and arts education. All these laws share a discretionary character in that the decision to implement cultural policy measures lies within the authority of the politicians in charge within the Länder.

In general, these regional laws provide for the maintenance and further development of the diversity of regional cultural life and for the cultural participation of its inhabitants. Nevertheless, in none of them there is an explicit reference to arts education or cultural education.

Both horizontal cooperation between the provinces and vertical cooperation between the federal, the provinces and the municipalities is very weak. This not only hampers the development and coordination of common policy but also the collection of data to make comparison of policy measures possible. Up to 2010, a database of any kind does not exist.

## Education Policy

As the development of the school curriculum is in responsibility of the federal government, the influence of the provinces on cultural education in schools is quite weak. Nevertheless, the representatives of the provincial education authorities carry out their own initiatives to support music and arts education in schools, to foster cooperation between schools and cultural institutions or to organise cultural school projects.

## **Cultural Institutions**

Most provinces have at least one museum and one theatre directly belonging to the provincial government. Others set up a holding company with several subsidiaries to offer cultural programs and education activities. Like on the federal level, cultural institutions are often concerned with tourism. In the field of museums often castles and other heritage institutions are included which sometimes even do not provide any guided tours.

## **Finance/Funding**

In Austria the provinces have each developed very different structures to promote arts and cultural education in schools, which makes it difficult to compare them.

In Burgenland and Tyrol the administration of grants and finance is a cultural service [Kulturservicestellen] provided by the provincial education authority [Landesschulrat]. The structure in Salzburg is twofold: the cultural department of the city of Salzburg [Abteilung Kultur und Schule der Stadt Salzburg] is responsible for the funding of municipal general schools, and the cultural department of the province of Salzburg [Kulturabteilung des Landes] is responsible for the funding of all other schools. In Upper Austria too it is the cultural department of the province [Landeskulturdirektion] that funds arts and cultural education in schools.

In Styria artists and teachers have established an association for the promotion of arts education that is funded by the Federation [Bund], the province [Land] and the city of Graz.

As in the budget plans of the provinces cultural education is not explicitly mentioned there are no data available.

Two provinces will be analysed exemplarily, Lower Austria and Vorarlberg.

## **Lower Austria (Niederösterreich)**

The implementation of cultural politics and arts education at provincial public institution can not be analysed by any bylaw, defining their obligations. The only indicator for cultural policy topics can be found in the provincial law on cultural grants, as a guide line under which criteria artists and institutions can be subsidised by the provincial government. Interviews indicated that there is no formal intervention for Lower Austrian cultural institutions.<sup>8</sup>

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<sup>8</sup> *NÖ Kulturförderungsgesetz 1996 NÖ LGBl. 5301–0*

As information service for arts education the Kulturvermittlung.net was set up. Organisationally belonging to the holding company of Lower Austrian cultural institutions, it informs about programmes (mainly) for schools.

Like the Austrian federal theatres, the Lower Austrian government has set up a holding company. Subsidiaries are divided into two sections, one concerned with events and one with exhibitions.

The event section includes 7 Ltd.s for theatre, concert houses, orchestra, film and festivals. Mostly each company is concerned with one theatre or orchestra.

The exhibitions section includes 5 subsidiaries, whereby some are concerned with up to 4 or 5 sub-organisations. E.g. the „NÖ Museum Betriebs GmbH“ includes 5 different museum and galleries. 20 institutions can be found in the exhibitions section, including a castle, a regional project and two heritage museums. All in all Lower Austria has set up 12 subsidiaries including 32 organisations and projects. The annual budgets provided for the subsidiaries are reported at the Lower Austrian Culture Report.<sup>9</sup> Expenditures for arts education within the institutions are not explicitly reported and thus would have to be analysed on micro level.

Strategic planning in key areas like arts education is facilitated by the holding company, whereby each organisation is acting mostly autonomously. The holding company reports to the provincial government, but does not have any formal contract to implement policy goals. The implementation of politics by the holding happens more in an informal way.<sup>10</sup>

However, some institutions are more engaged in arts education programs than others. The Lower Austrian orchestra “Tonkünstler Niederösterreich” are one of the pioneers providing arts education and artistic education in- and out of school.

### **Orchestra Tonkünstler Niederösterreich**

For many years the orchestra is engaged in arts education, in particular music mediation. The annual report of the season 2008/09 (Tonspiele | Saison 08-09) provides information on the programs and cooperations with schools. Data of resources spent are not directly available. One FTE is responsible for the mediation program, its conceptualisation, and management and workshops. Information gained through an interview with an employee of the Tonkünstler<sup>11</sup> it can be assumed that the department of music mediation will be enlarged by the end of the year 2010. The programs include family concerts, workshops and final rehearsal

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*[http://www.ris.bka.gv.at/Dokumente/LrNo/LRNI\\_1996090/LRNI\\_1996090.pdf](http://www.ris.bka.gv.at/Dokumente/LrNo/LRNI_1996090/LRNI_1996090.pdf)*

*<sup>9</sup> <http://www.noe.gv.at/bilder/d44/Kbericht20081.pdf>*

*<sup>10</sup> Interview with DI Paul Gessl, CEO of the NÖKU (Holding for Lower Austrian Cultural Institutions*

*<sup>11</sup> Interview with Verena Hager 14.8.2010*

with free entrance. The final rehearsals included are problematic, because no active arts education is provided.

An Interview with music mediation expert Constance Wimmer on her current study about arts education by orchestras has shown that in most institutions only one person is responsible for the activities and concepts. By carrying out the detailed programs, like concerts in schools, more people of the orchestra are involved. According to Mrs. Wimmer's survey the sometimes voluntary or sometimes non-voluntary engagement of musicians is a crucial factor of the quality of the programs.

## Vorarlberg

Per square meter and heads, Vorarlberg is the smallest province in Austria. Provincial cultural institutions are sourced out like in Lower Austria. The holding company (Landeskulturhäuser Vorarlberg) is the umbrella organisation of two museums (Kunsthaus Bregenz and Landesmuseum Vorarlberg) as well as the provincial theatre (Vorarlberger Landestheater).

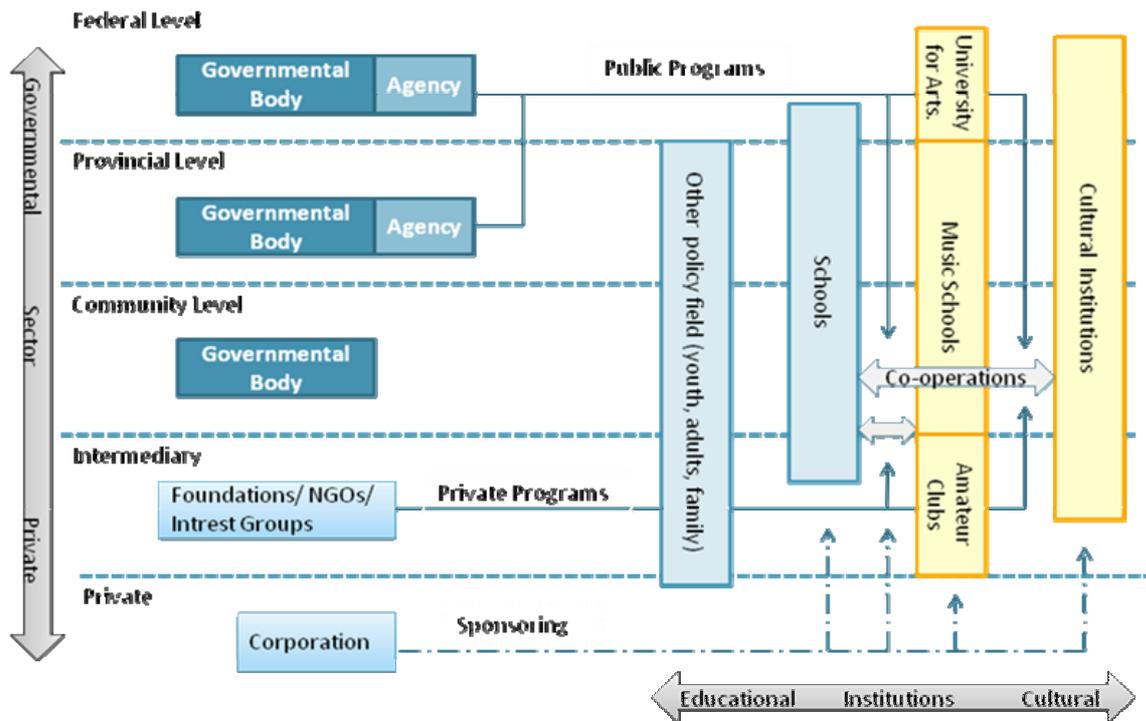
In the Cultural Report of Vorarlberg those organisation can be found with annual budgets.

The Landestheater has implemented cooperation projects with schools. Further activities are discussions with adults before plays start.

The museums offer a more in-depth program. They provide special rooms for artistic education and special programs for children and schools.

Like in to Lower Austria, Vorarlberg set up the organisation "Kulturservice" to support and inform schools on current arts education programs of cultural institutions. It differs by the involving institutions. While in Lower Austria the service was implemented by provincial school education authority and the provincial holding company of cultural institutions, the province of Vorarlberg set up the initiative as cooperation between the provincial school education authority and Kulturkontakt Austria, as institution of the Ministry of Education.

## Structure Overview of Arts Education in Austria



The figure shows the structure of arts education in Austria from an institutional view.

On the vertical axis we distinguish between the governmental to the private sector, taken from the 3 sector model, including intermediaries. On the horizontal axis we differ between institutions emerged from the educational and cultural sector, as well as those of other policy field like youth.

Each governing organisation on the left side is responsible for the institutions basic funding.

In the field of arts education specific programs and initiatives were set up in the past years. They were mostly initiated by the federal or provincial government, and implemented by arm length organisations like KulturKontakt Austria. Also intermediaries are intervening in the field in recent times, mostly by interest groups like those for employers or industrial capitals.

There is also the tendency of private support by corporations though sponsoring, for programs or organisations.

## Main challenges behind information finding

Most of the funding activities in the field of cultural programmes are not transparent. Accordingly, the basis for financing cultural education programmes is very weak and fragmentary and does not allow for serious comparisons. We do not know how much money is spent on music or arts education in schools. The same is true for cultural education activities organised by most cultural institutions.

In the research project "Arts Count!" [Kulturelle Bildung zählt!] carried out by EDUCULT in 2008-2010, it appears that cultural education activities in schools are to a high degree financed by parents and the Schulerhalter. The Schulerhalter is responsible for school maintenance. Depending on school type this can be the Austrian federal, provincial or local authorities or private providers (e.g. churches). Resources also come from sponsors, parents' associations, cultural departments of communities, cities and regions, KulturKontakt Austria and even from European Funding.

Regional governments, providing their expenditures under LIKUS, often do not draw a clear picture of reality. Also, arts education expenditure is not listed as a main category. According to a recent study by Caroline Krupp, recorded expenses on cultural activities at local level might vary up to 70%.<sup>12</sup>

The most promising way to gain information about resources for arts education seems to be micro studies in exemplary institutions. EDUCULT is already in contact with organisations who will provide their data for analysis.

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<sup>12</sup> [http://www.kulturberatung.at/AABgqk2006/downloads/km0804\\_535-37.pdf](http://www.kulturberatung.at/AABgqk2006/downloads/km0804_535-37.pdf)