Music and disability survey

Presentation of results

Objectives

1 Overview of practices in the field of music education for people with special needs

2 Identification of levers and facilitating factors

3 Understanding the needs and expectations of professionals

Methodology

1 Development of the 'Structures' and 'Staff' questionnaires as part of a collaborative process:

➜ Steering Committee (network heads and national federations)

➜ Methodological and operational support for the Savoie Mont-Blanc University survey centre

2 Distribution of online questionnaires from 16 May to 13 November 2024 :

➜ Mails sent (MESH and MeT contact database)
➜ Relay via the members of the steering committee and the Ministry of Culture (DRAC)

Answers used

1 Structures' questionnaire: 412

2 Staff questionnaire: 696

Answers used

1 Structures' questionnaire: **412**

2 Staff questionnaire: **696**

Data vigilance points

→ Respondents who are receptive and/or already committed

→ Social desirability bias

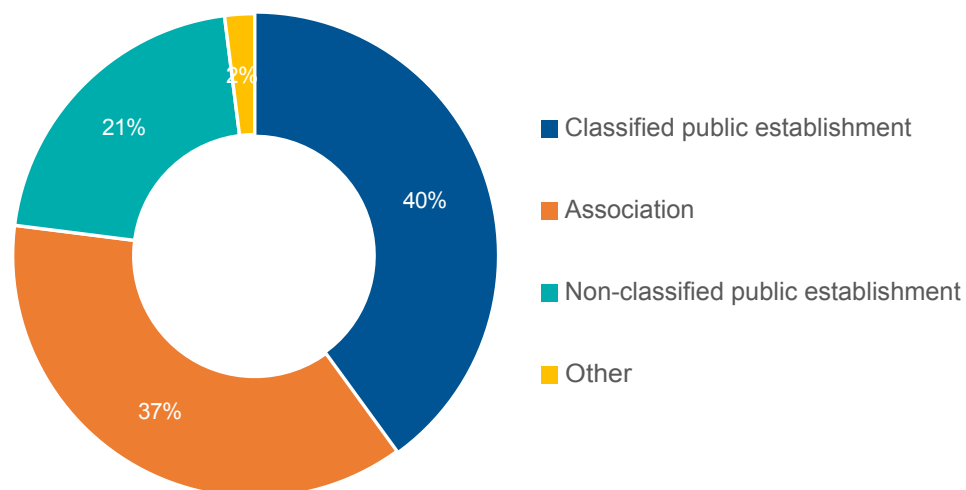→ Distribution channels for questionnaires

→ Number of responses

1

STRUCTURES survey

Status of establishments

- Classified public establishment
- Association
- Non-classified public establishment
- Other

40%
37%
21%
2%

Focus on conservatories

33% of EAS classified :
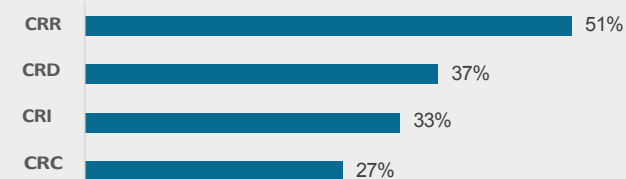
CRR	51%
CRD	37%
CRI	33%
CRC	27%

Geographical origin

Region	%
Île-de-France	22,9%
Grand Est	16,1%
Occitanie	10,0%
Hauts-de-France	9,8%
Auvergne-Rhône-Alpes	9,0%
Pays de la Loire	6,1%
Provence-Alpes-Côte d'Azur	5,1%
Bourgogne-Franche-Comté	5,1%
Nouvelle-Aquitaine	4,6%
Centre-Val de Loire	4,2%
Normandy	3,7%
Brittany	3,4%
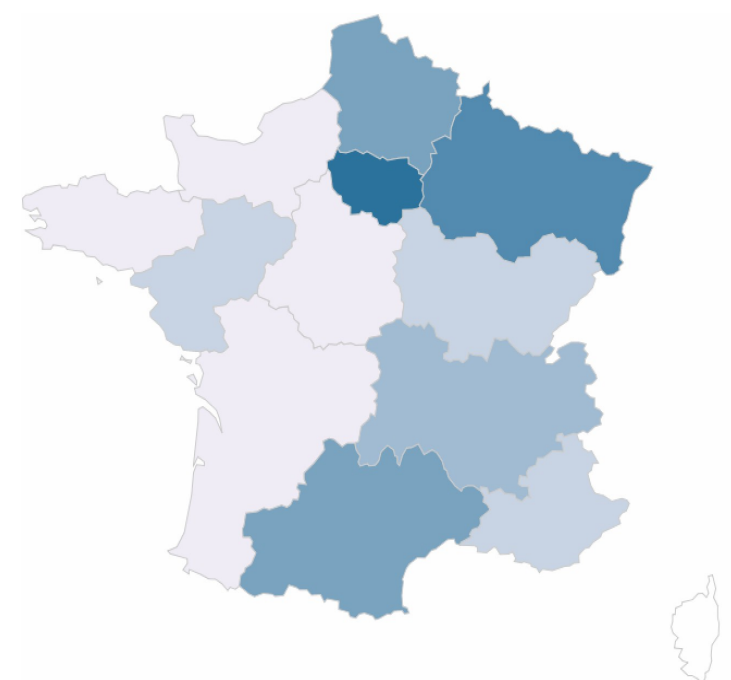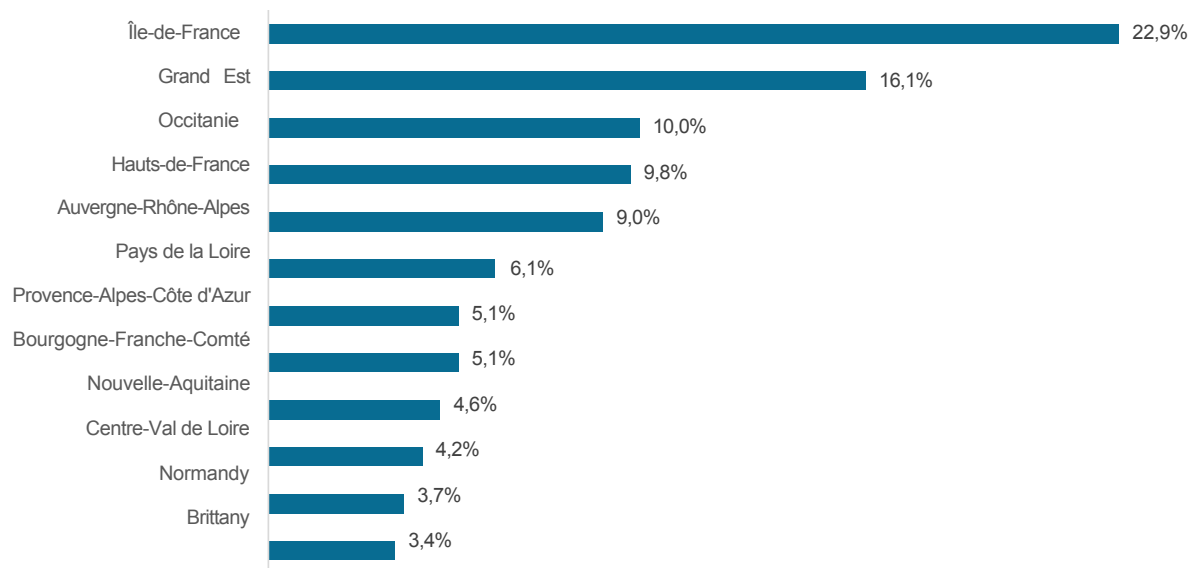
Respondents' main function

Director — 58%
Teacher — 12%
Volunteer manager — 7%
Au tre — 7%
Administrative staff — 7%
Head of Education Deputy — 6%
Director — 4%

27% of whom are disability advisors :

- Other — 10%
- Director — 40%
- Deputy Director — 3%
- Volunteer manager — 5%
- Teacher — 27%
- Administrative staff — 5%
- 10%

SDEA

Yes   No   Don't know

58%
24%
18%
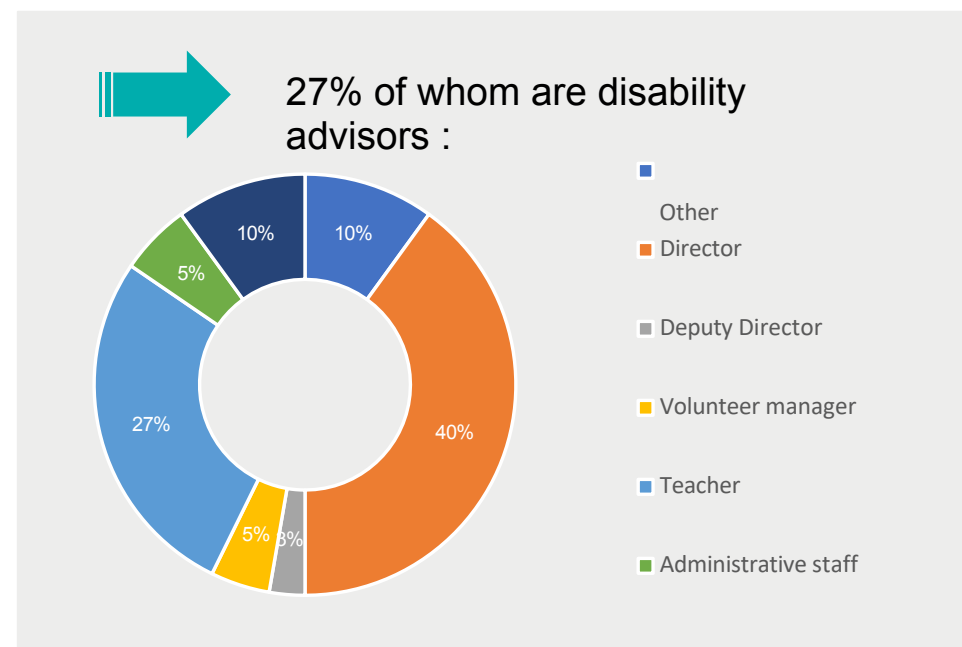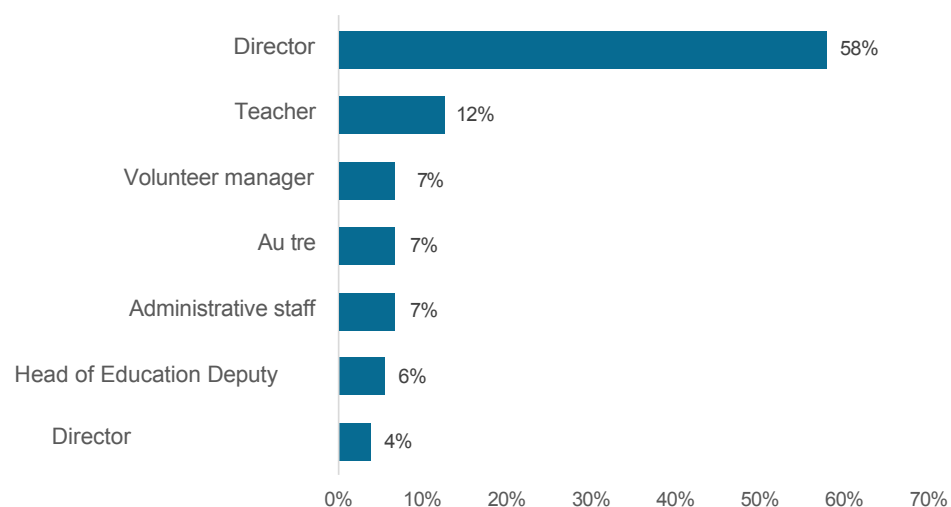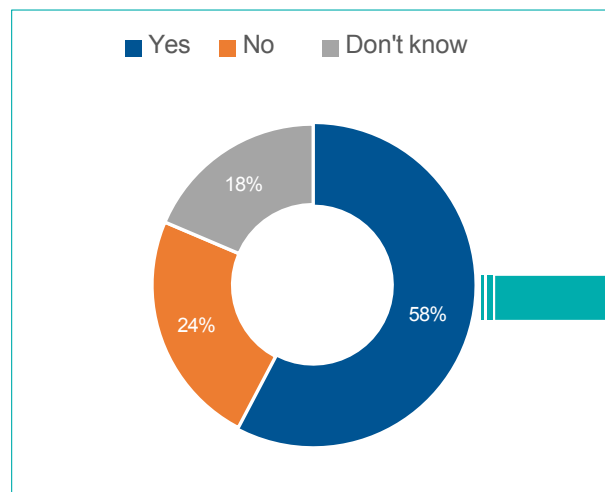
Deployment of the SDEA
Number of respondents 194

68% support for the SDEA
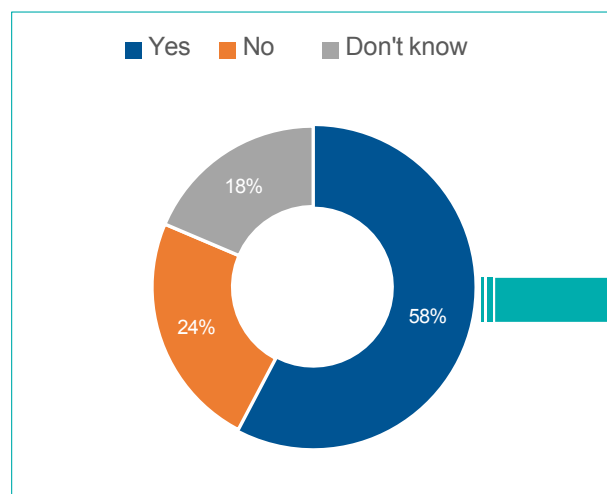
	Yes	No
Association	52%	48%
Non-classified public establishment	78%	22%
Classified public establishment	83%	17%

Yes   No

SDEA - Inclusive provisions

Deployment of the SDEA
Number of respondents 194

Regional plans for people with disabilities
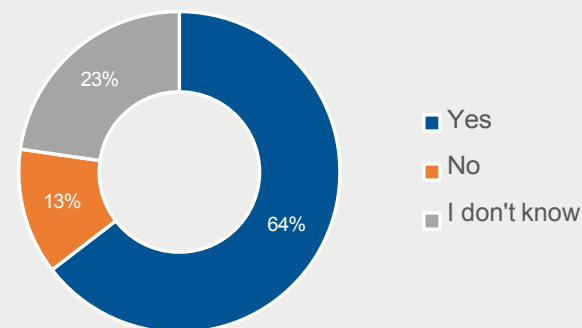
Knowledge of regional plans for people with disabilities
Number of respondents 298
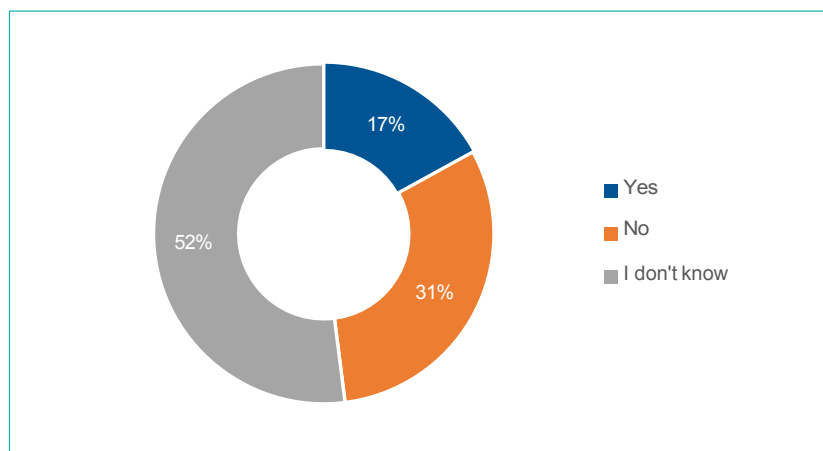
52% "I don't know" responses 17% positive responses

Project support schemes
or cultural structuring/inclusion
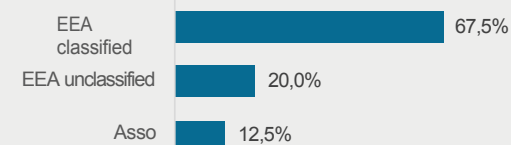

- Yes No
- I don't know
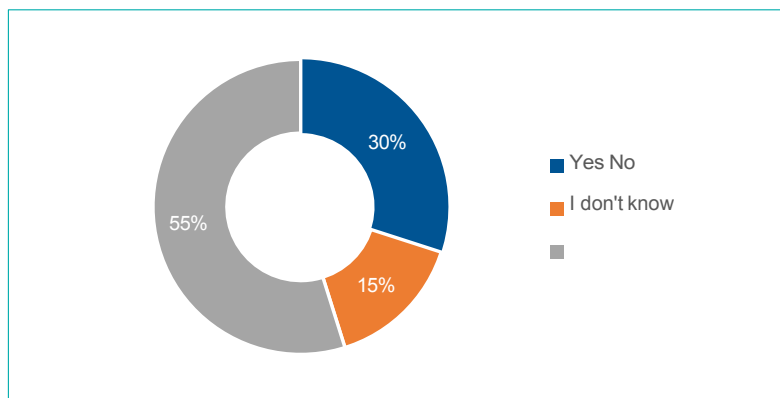
Knowledge of local or departmental
support schemes for projets or
structuring.
Number of respondents 297

55% "I don't know" responses 30% positive responses

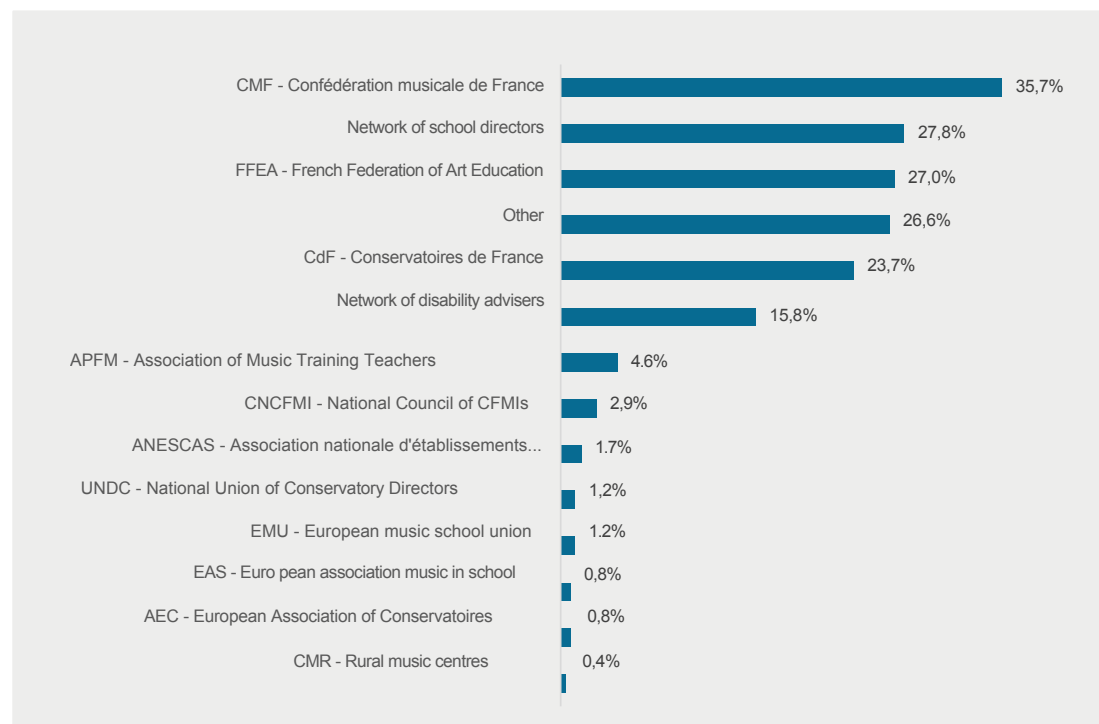47% have benefited in the last 2 years

EEA classified	67,5%
EEA unclassified	20,0%
Asso	12,5%

Membership of networks

57% of organisations belong

to one or more networks

Network	Percentage
CMF - Confédération musicale de France	35,7%
Network of school directors	27,8%
FFEA - French Federation of Art Education	27,0%
Other	26,6%
CdF - Conservatoires de France	23,7%
Network of disability advisers	15,8%
APFM - Association of Music Training Teachers	4.6%
CNCFMI - National Council of CFMIs	2,9%
ANESCAS - Association nationale d'établissements...	1.7%
UNDC - National Union of Conservatory Directors	1,2%
EMU - European music school union	1.2%
EAS - Euro pean association music in school	0,8%
AEC - European Association of Conservatoires	0,8%
CMR - Rural music centres	0,4%

Accessibility diagnosis

Diagnostics
Number of respondents 296
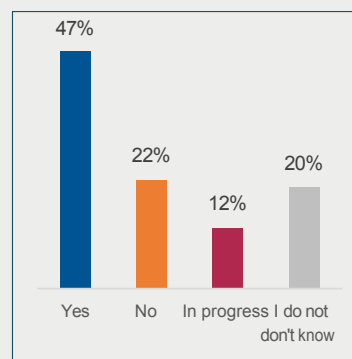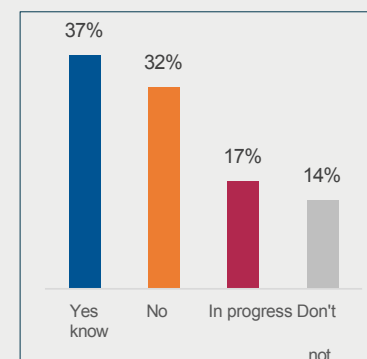
Yes — 35%
No — 30%
In progress — 11%
I don't know — 24%

Classified public establishments

Yes — 47%
No — 22%
In progress — 12%
I do not don't know — 20%

Unclassified public schools

Yes — 37%
No — 32%
In progress — 17%
Don't not — 14%

Voluntary schools

Yes — 22,5%
No — 37%
In progress — 5,5%
Don't not — 35%
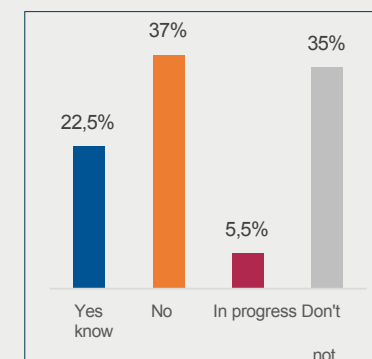
Accessibility
certificate
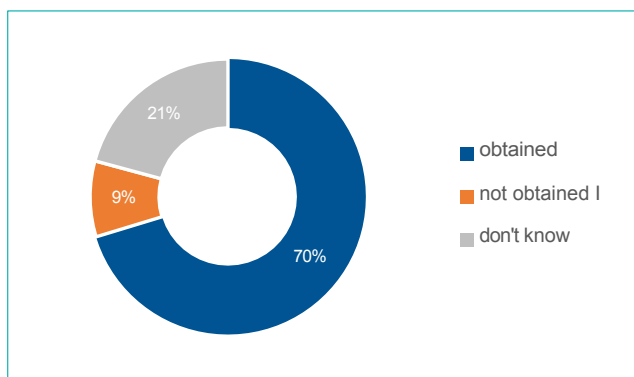
Production certificate
Number of respondents 101

I do not know ■ not obtained ■ obtained

Association
- 24%
- 12%
- 64%

Non-classified public establishment
- 31%
- 4%
- 65%

Classified public establishment
- 14%
- 10%
- 76%

obtained
not obtained I
don't know

70%
9%
21%
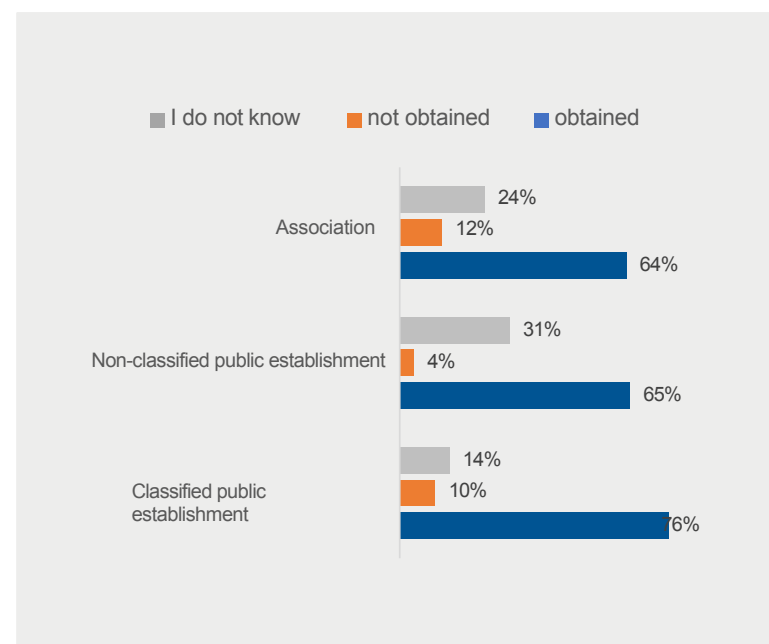
Public Accessibility Register (RPA)
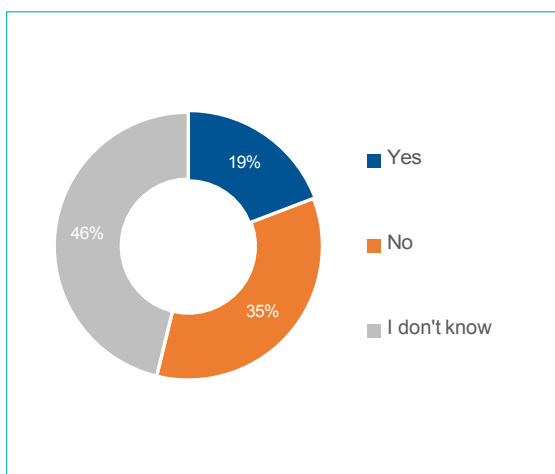
RPA production
Number of respondents 292

Donut chart: Yes 19%, No 35%, I don't know 46%

Bar chart legend: I don't know, No, Yes

Association (110): 51% / 38% / 11%

Unclassified public establishment (63): 54% / 33% / 13%

Classified public establishments (total 106): 39% / 31% / 30%
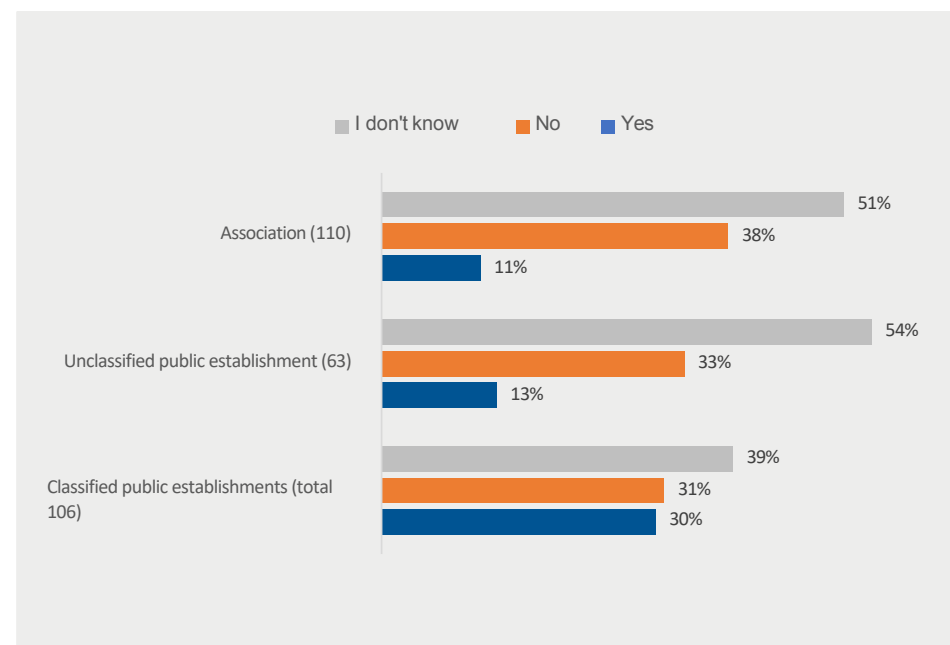
Skills development plan

62% of respondents take
disability into account
in their skills development plan

- Classified public establishment — 50%
- Non-classified public establishment — 26%
- Association — 20%
- Other — 4%
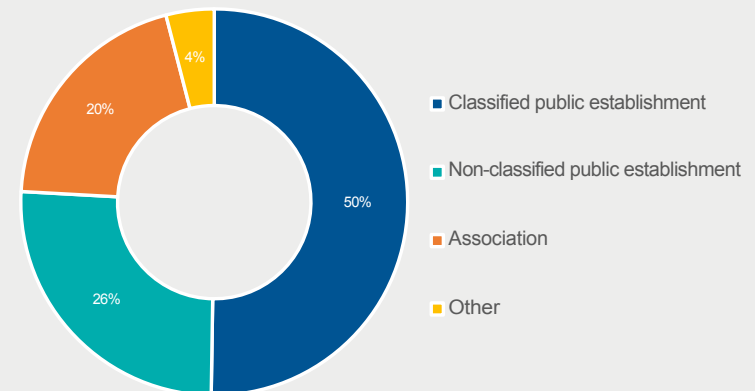
Taking skills into account when recruiting

66% of respondents t a k e disability-related skills into account when recruiting.

- Classified public establishment
- Non-classified public establishment
- Association
- Other
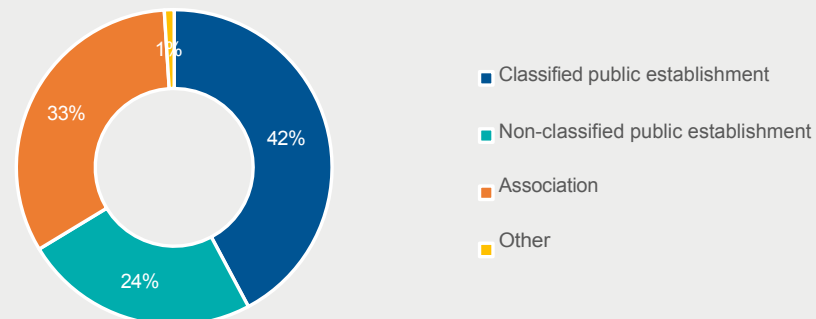
42%
24%
33%
1%

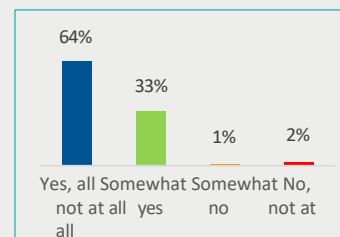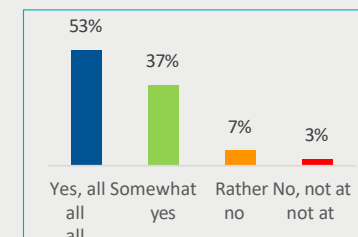# Initial training
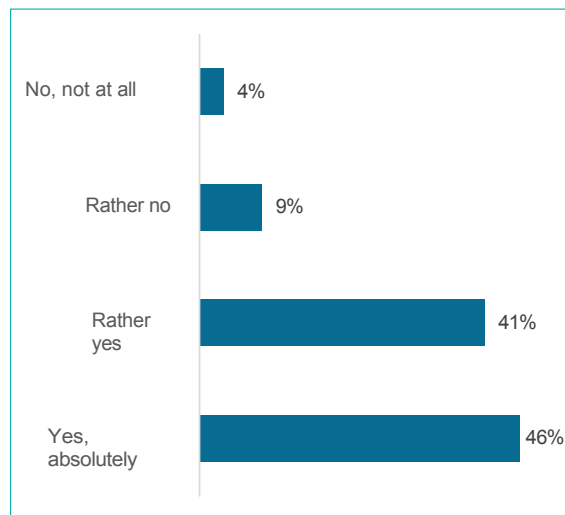
Number of respondents 260

Classified public establishments

Unclassified public schools
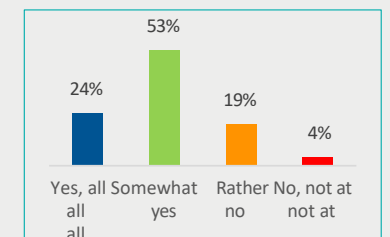
Voluntary schools

Disability Officer

45% of the 280 organisations that answered this question stated that they had appointed a disability adviser.
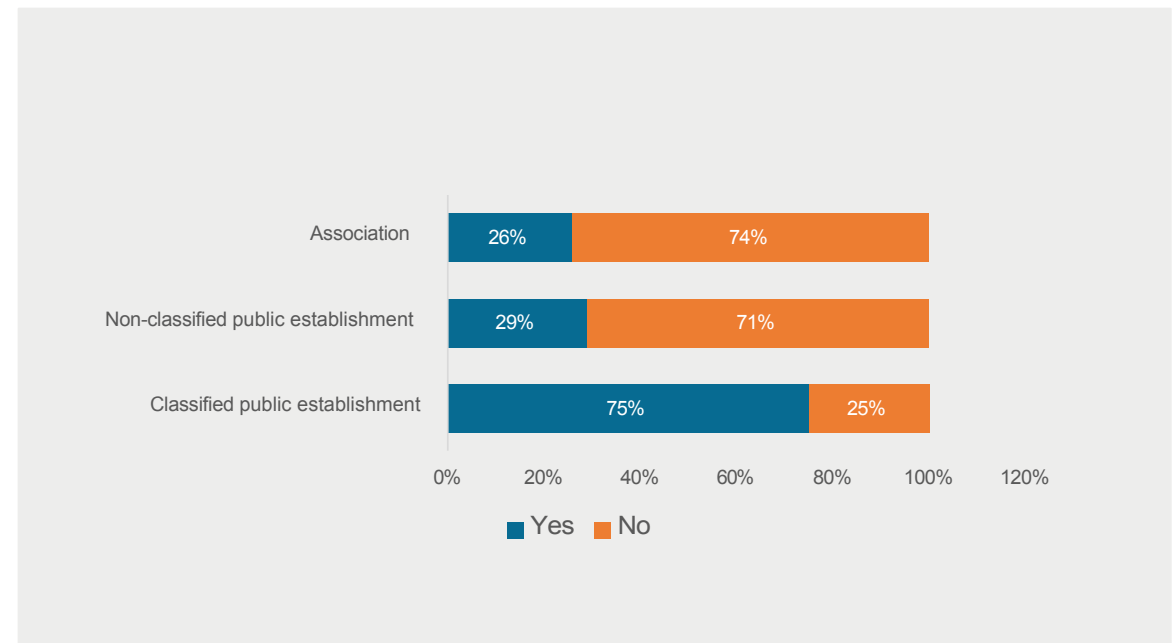
Number of respondents 123

Disability advisor - Main function
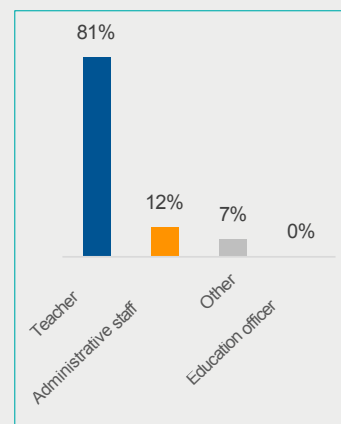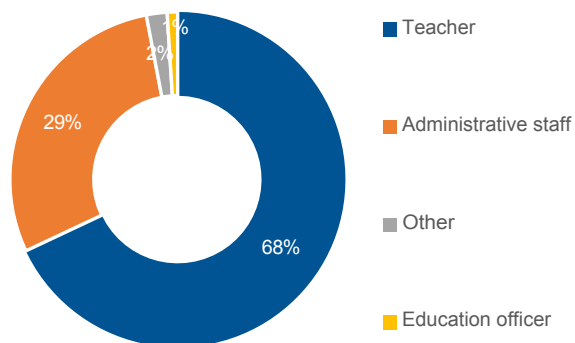
Teacher 68%
Administrative staff 29%
Other 2%
Education officer 1%

	Classified public establishments	Unclassified public schools	Voluntary schools
Teacher	81%	75%	23%
Administrative staff	12%	20%	50%
Other	7%	5%	23%
Education officer	0%	0%	3%

Classified public establishments   *Unclassified public schools*   *Voluntary schools*
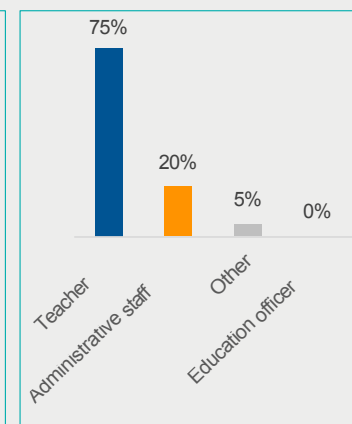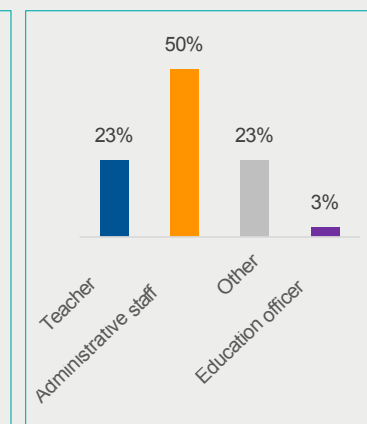
Disability Advisor - FTE
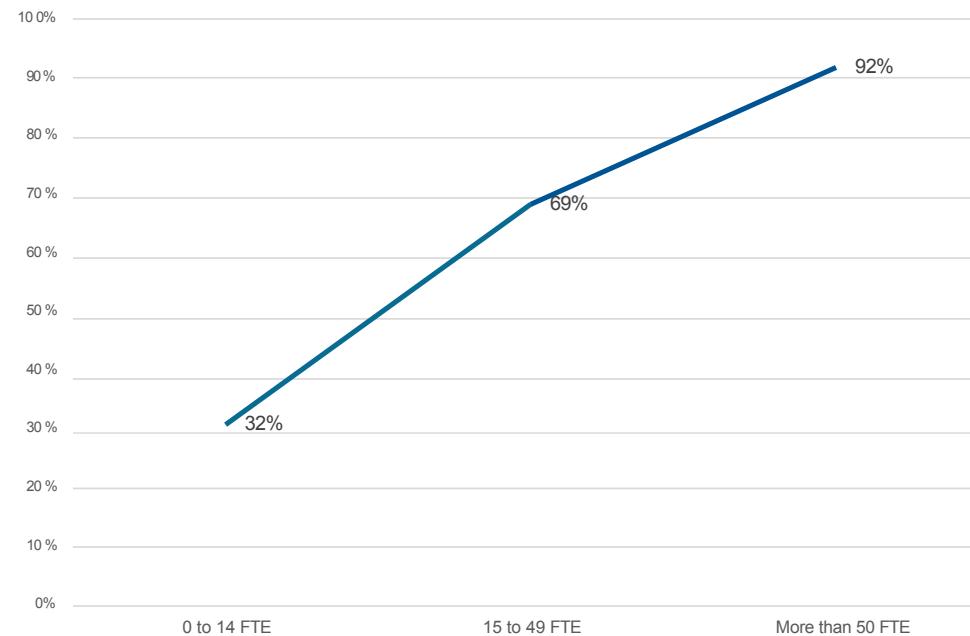
Number of respondents 162

Disability advisor - Selection criteria

Candidate's personal motivation — 78%

Initial and continuing vocational training — 66%

Previous experience with people with disabilities — 55%

Au tre — 4%
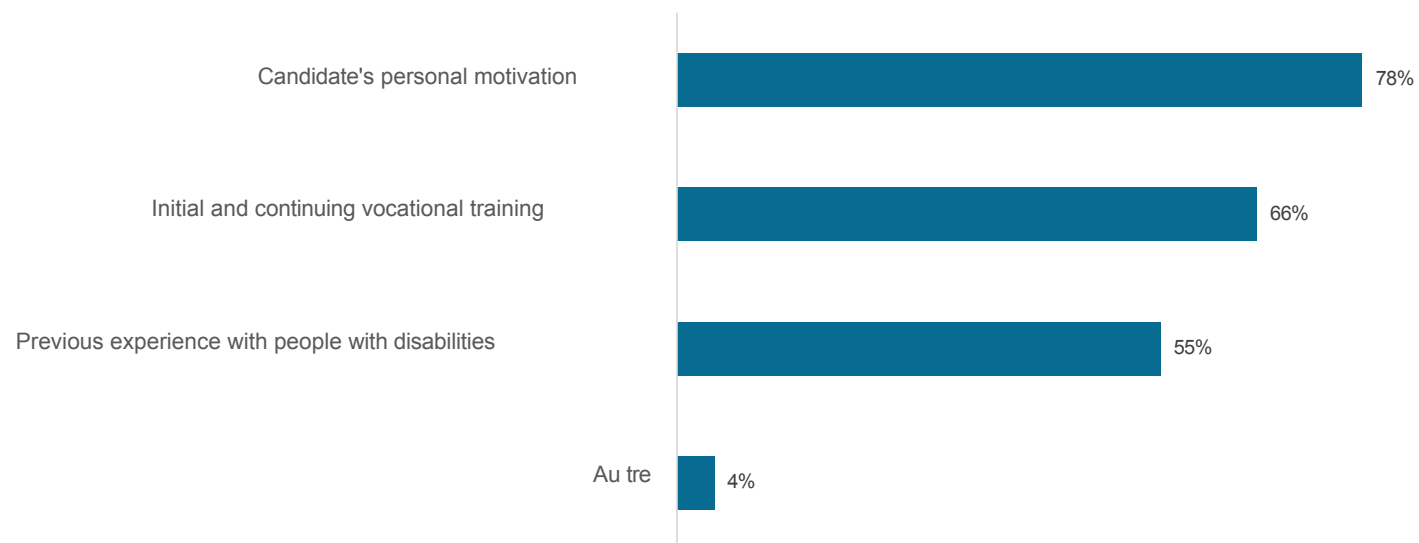
Number of respondents 118

Disability representative - Time off

Non-quantifiable   6%
> 8h   5%
5h< x≤ 8h   12%
3h< x≤ 5h   12%
2h< x≤ 3h   11%
1h< x≤ 2h   23%
≤ 1h   32%
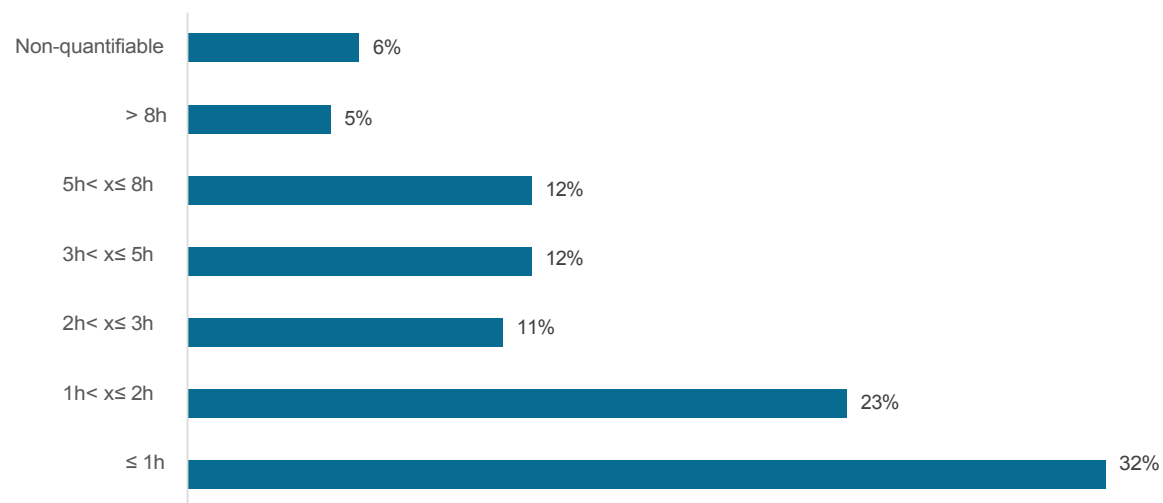
Number of respondents 66

Disability Officer - Duties

Advice and resources for the teaching and management teams — 82%

Pedagogical monitoring of disabled pupils throughout their education — 77%

Welcoming and informing pupils and their families at the time of enrolment — 71%

Contributing to the dynamic of inclusion at school and local level — 66%

Other — 3%
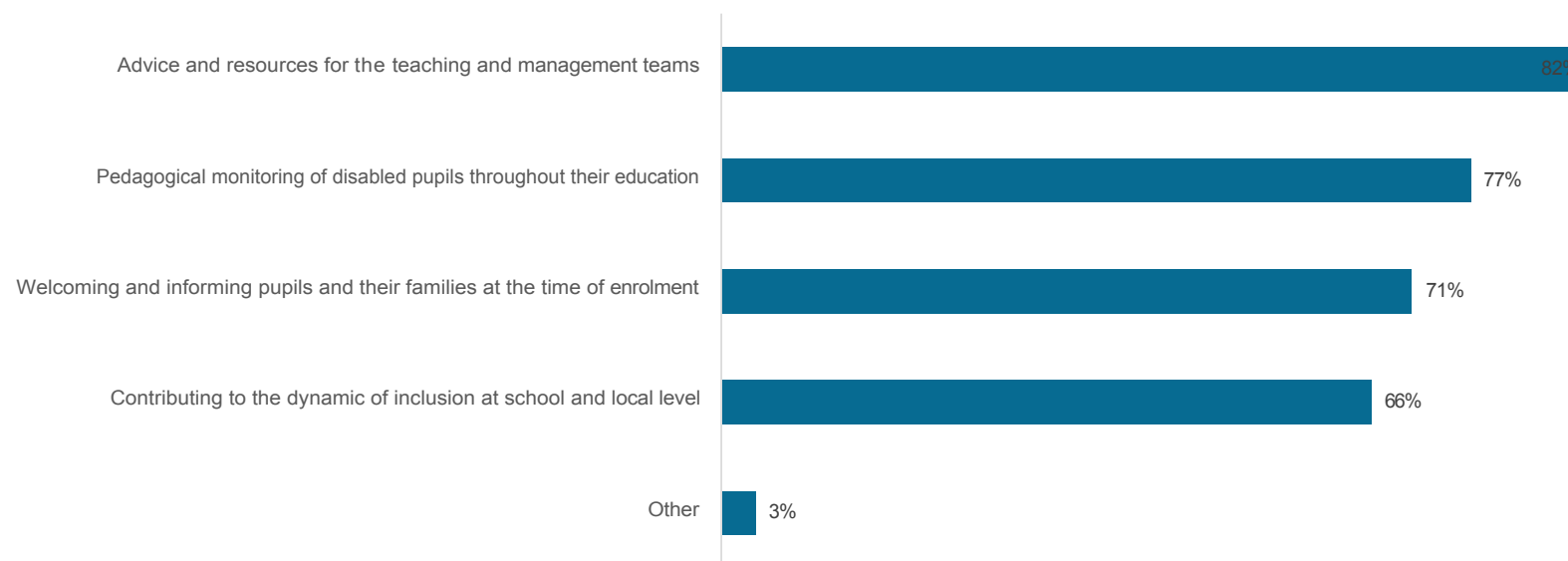
Number of respondents 119

Disability representative - Appointment required
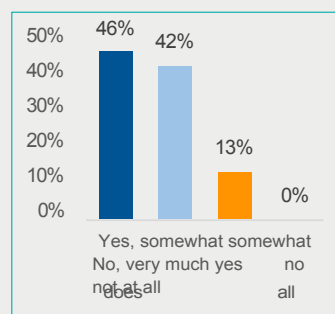
- Yes, absolutely
- Rather yes
- Rather no
- No, not at all

26%

37%

29%

8%

Number of respondents 145

Classified public establishments

50%
40%
30%
20%
10%
0%

46% 42% 13% 0%

Yes, very much / somewhat yes / somewhat no / No, not at all

Unclassified public schools

50%
40%
30%
20%
10%
0%

45% 27% 25% 2%

Yes, very much / somewhat yes / somewhat no / No, not at all

Voluntary schools

50%
40%
30%
20%
10%
0%

10% 40% 38% 13%

Yes, very much / somewhat yes / somewhat no / No, not at all
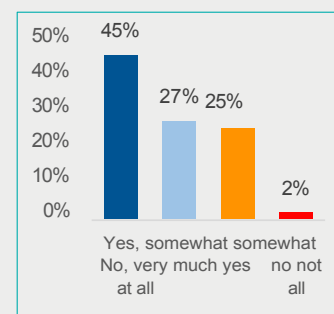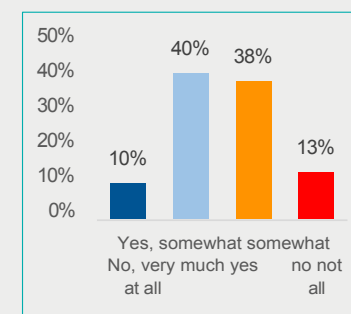
Disability advisor - Need for professional certification
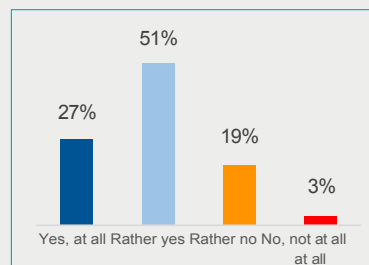
- Yes, absolutely
- Rather yes
- Rather no
- No, not at all

20%
42%
28%
10%

Number of respondents 254

Classified public establishments
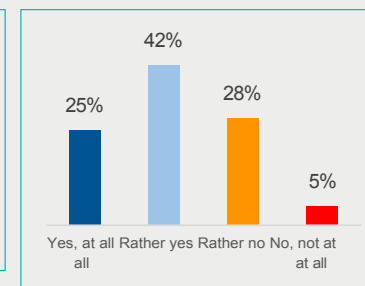
27% | 51% | 19% | 3%

Yes, at all | Rather yes | Rather no | No, not at all

Unclassified public schools

25% | 42% | 28% | 5%

Yes, at all | Rather yes | Rather no | No, not at all

Voluntary schools

9% | 35% | 35% | 20%

Yes, at all | Rather yes | Rather no | No, not at all
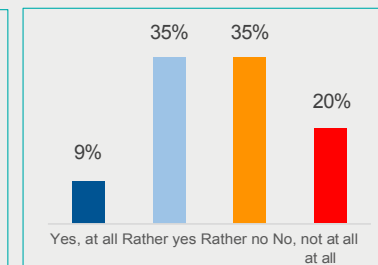
General rate

Average rate of   2.5   ➡
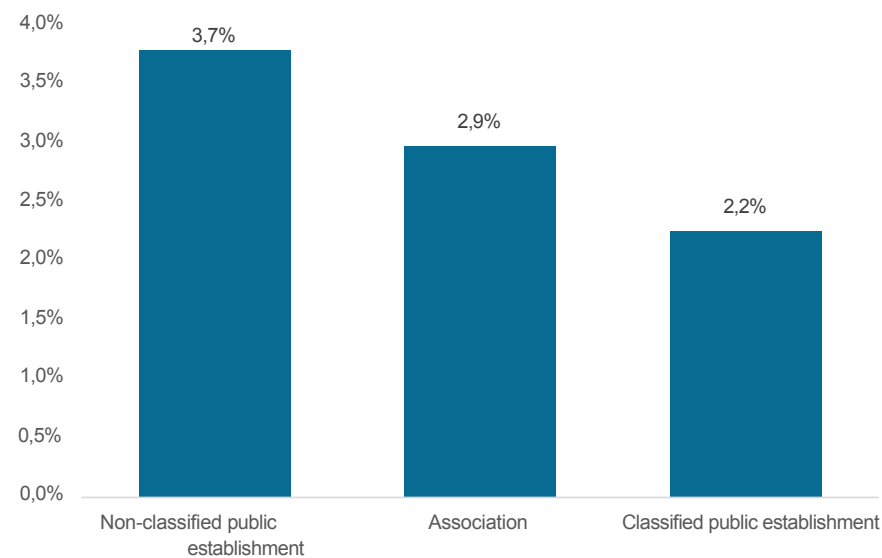
Number of respondents 135

Individual registrations (excluding partnerships)

Rates by course/cycle

Course/cycle	Rate
97 - {Preparatory classes for higher education (CPES)}	0,0%
96 - {3e cycle à orientation professionnelle (conclu par un DEM}	0,0%
95 - {3e cycle à orientation amate ur (conclu par un CEM)}	0,1%
94 - 3rd cycle	0,6%
93 - 2nd cycle	0,4%
92 - 1st cycle	1,2%
Eveil in itiation	1,4%
98 - Customised pathway (off-curriculum)	6,4%

Number of respondents 135

Rate per course/cycle

Legend: ▬ Association ▬ Non-classified public establishment ▬ Classified public establishment

Chart x-axis labels: Early initiation, 92 - 1st cycle, 93 - 2nd cycle, 94 - 3rd cycle, 95 - {3rd cycle to ori entati on amateur (con cluded by a CEM)}, 96 - {3e cycle à ori entati on profess ionnel le (concluded by a higher DEM} (CPES)}, 97 - {Teaching preparation classes, 98 - Customised courses (off-course)

	Awakening initiation	1st cycle	2nd cycle	3rd cycle	3rd amateur cycle (CEM)	3rd cycle with professional orientation	3rd cycle CPES	Personalised route
Association	1,2%	0,9%	0,1%	0,1%	0,0%	0,0%	0,0%	6%
Establishment unclassified public	2,1%	1,7%	0,4%	1,4%	0,3%	0,0%	0,0%	7,2%
Establishment classified public	0,8%	0,9%	0,6%	0,2%	0,0%	0,1%	0,0%	6%

Number of respondents 135

Breakdown by pathway/cycle (PSH staff only)
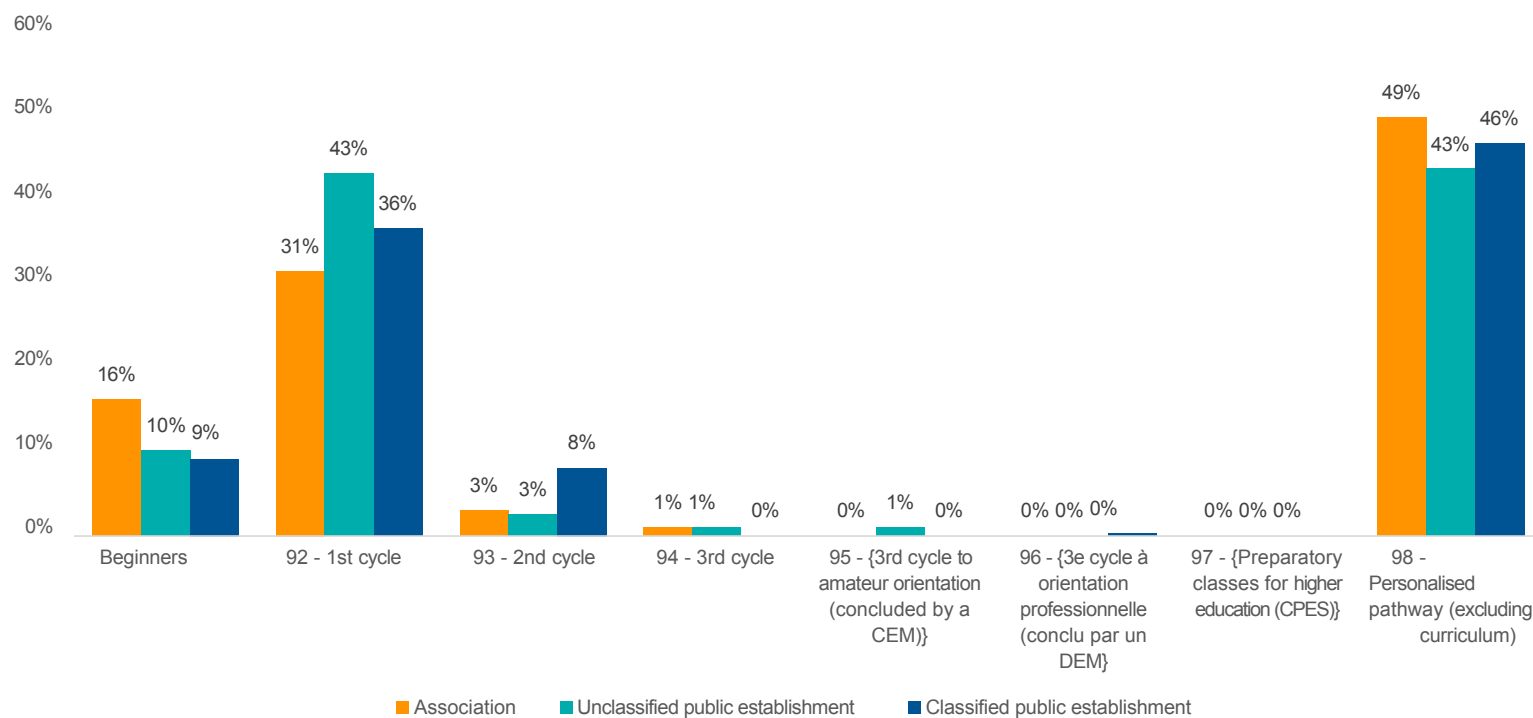
Number of respondents 135

Legend: Association | Unclassified public establishment | Classified public establishment

Framework documents - School project

73% of projects formalised

(of which 20% are being rewritten)
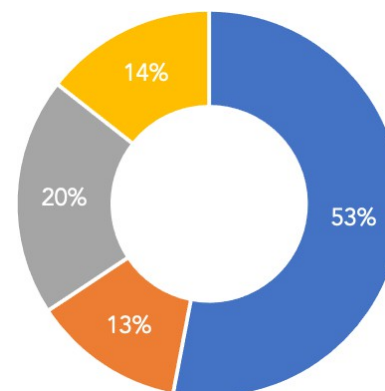
- Oui formalisé
- En cours de formalisation
- En cours de réécriture
- Non formalisé

14%

20%

53%

13%

Number of respondents 406

Registration requests

94% of facilities say they have never or rarely refuse an application to register a PSH

- Jamais
- Rarement
- Souvent
- Toujours

57%

37%

4% 2%
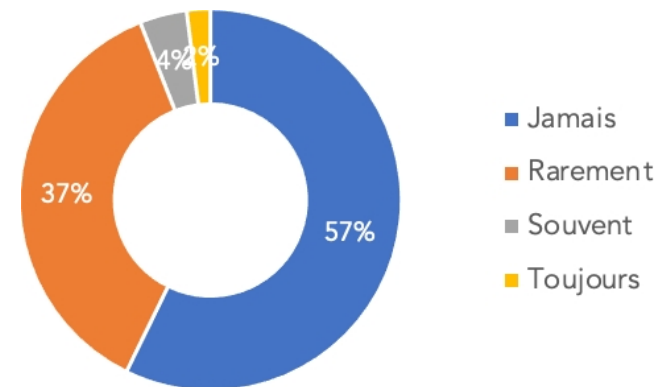
Number of respondents 253

Teaching resources - Route improvements

70% of facilities say they have set up

pathway facilities

Exemption from certain — 41%
courses Adapted cycle — 36%
lengths — 30%
Other — 30%
No
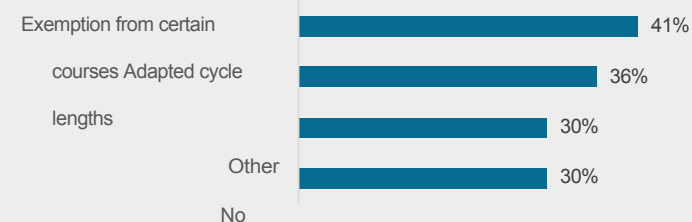
Number of respondents 237/ 324 replies (multiple choice)

Specific educational offers

35% of establishments offer specific services for disabled people

One-to-one tuition	Inclusive group tuition	Dedicated group tuition	Individual lessons+ lessons inclusive coll	Individual lessons+ lessons dedicated coll	Inclusive coll course + dedicated coll course	The 3	
13%	8% only	17% only	20%	6%	6%	31%	

Combination of 2 or 3 teaching methods
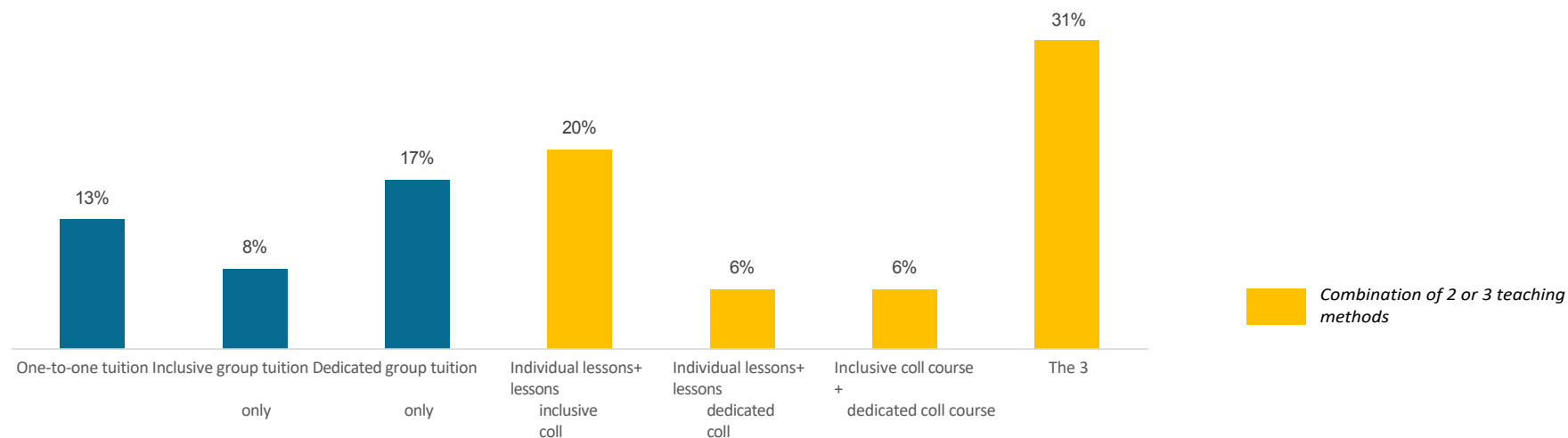
Number of respondents 90/ 175 responses (multiple choice)

Artistic offering (concerts/shows)

27% of facilities declare

adapt their distribution offer

Adaptation of the concert-show (content, format, etc.)	67%
No	39%
Access to the work (surtitling, LSF, BIM, etc.)	12%
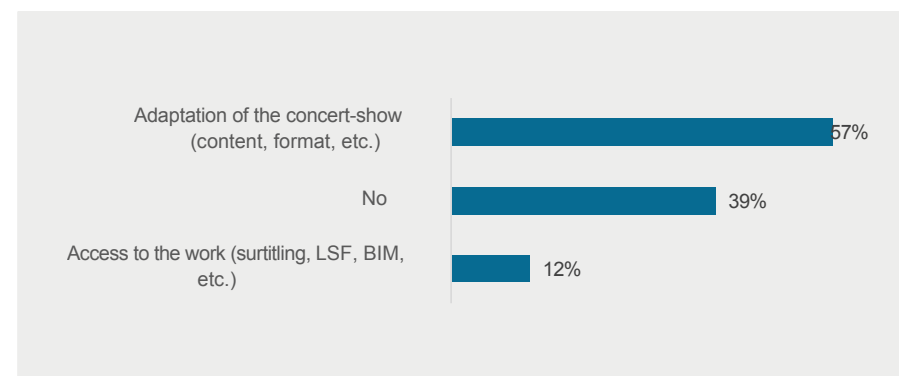
Educational monitoring systems and tools

Regular meetings between teachers responsible for pupils with disabilities and their... — 50%

Individual educational project — 48%

Regular consultation between teachers responsible for pupils with disabilities — 36%

Each — 25%

Au tre — 2%
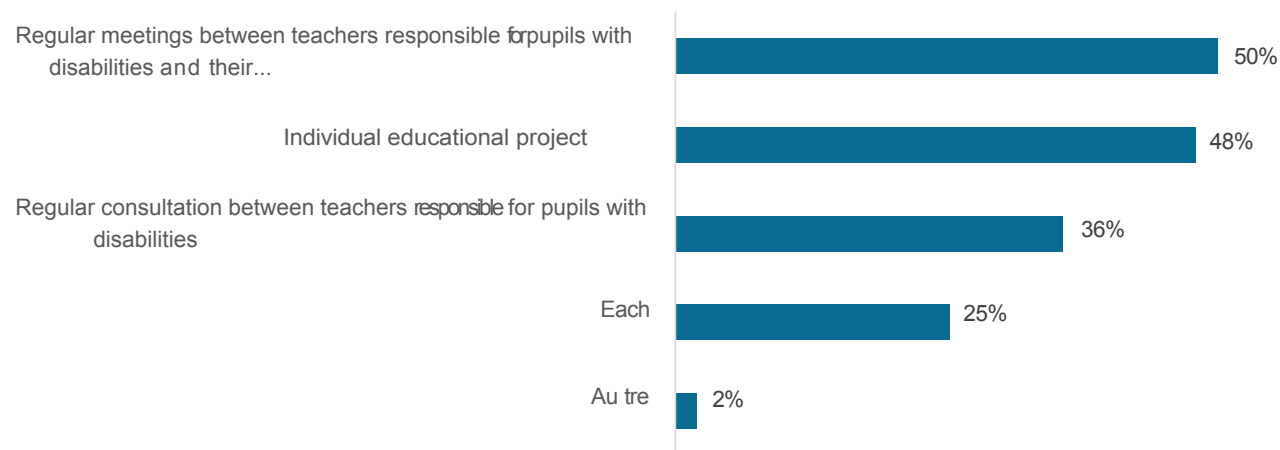
Number of respondents 249 / 405 replies (multiple choice)

Student assessment

Test exemptions	36%
Adapted test content	35%
No	34%
Human aid	22%
Hired overtime	20%
Adapted assessment grids	16%
Specific equipment made available	13%
Other	7%

Number of respondents 231 / 425 responses (multiple choice)

Student assessment

Legend: Association — Classified public establishment — Non-classified public establishment

Category	Association	Classified public establishment	Non-classified public establishment
Auc une	51%	16%	34%
Content of the adapted test	10%	57%	38%
Additional time allocated	8%	40%	12%
Specific equipment available	13%	15%	12%
Human assistance	15%	29%	21%
Test exemptions	20%	48%	41%
Adapted assessment grids	8%	23%	17%
Other	10%	9%	3%
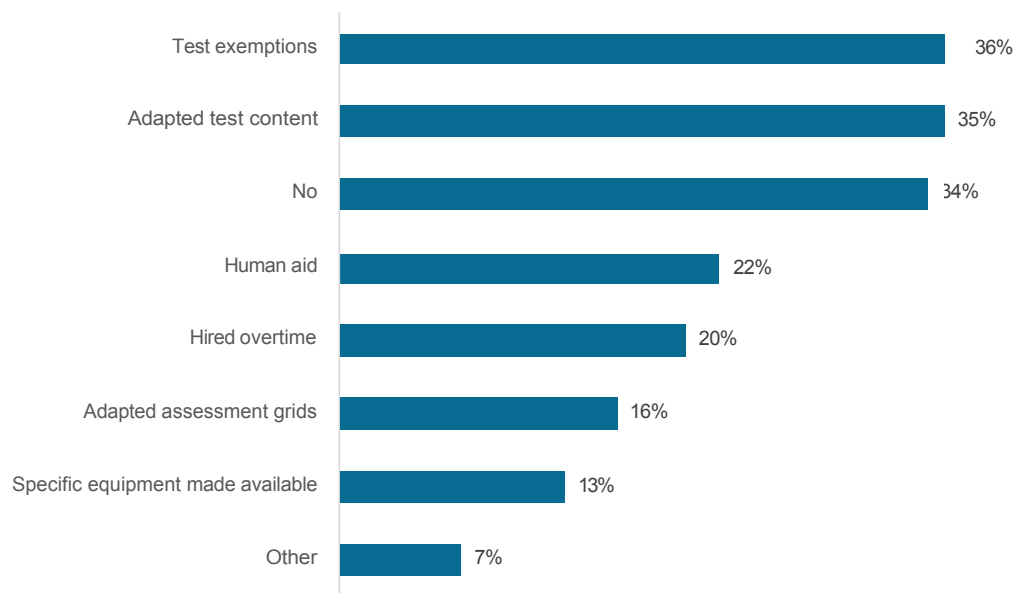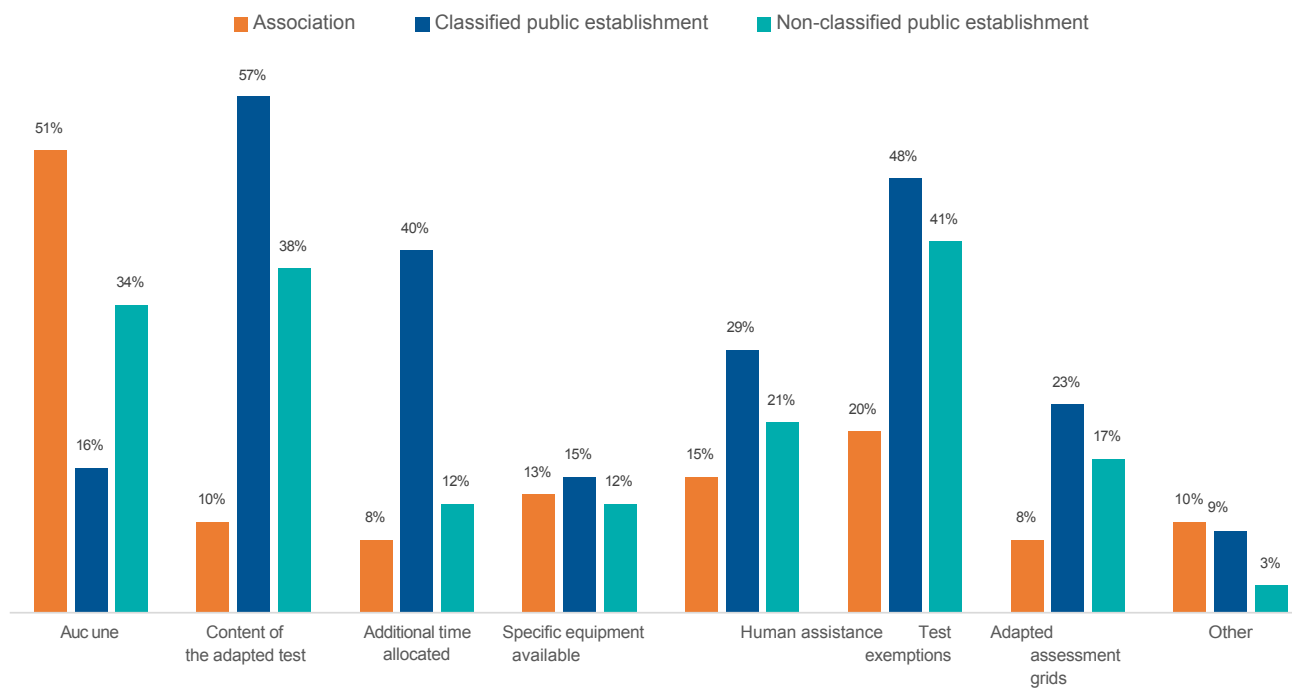
Number of respondents 231 / 425 responses (multiple choice)

49% of organisations have partnerships
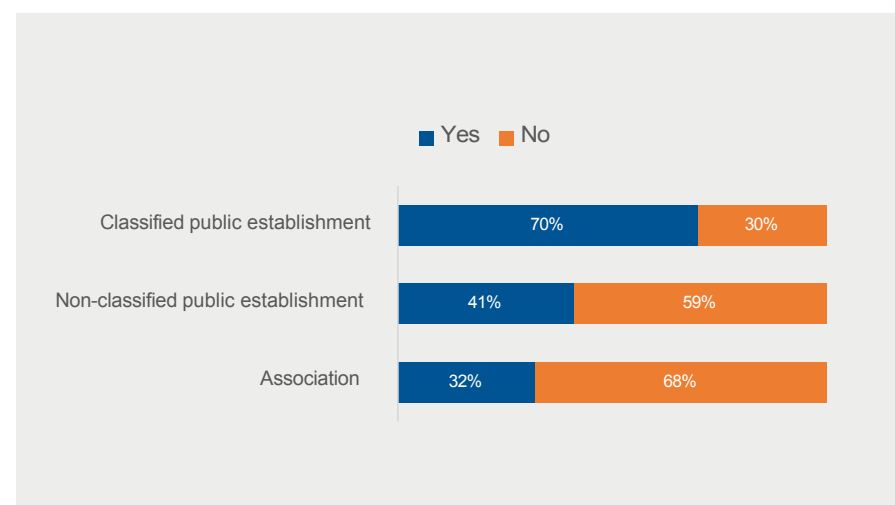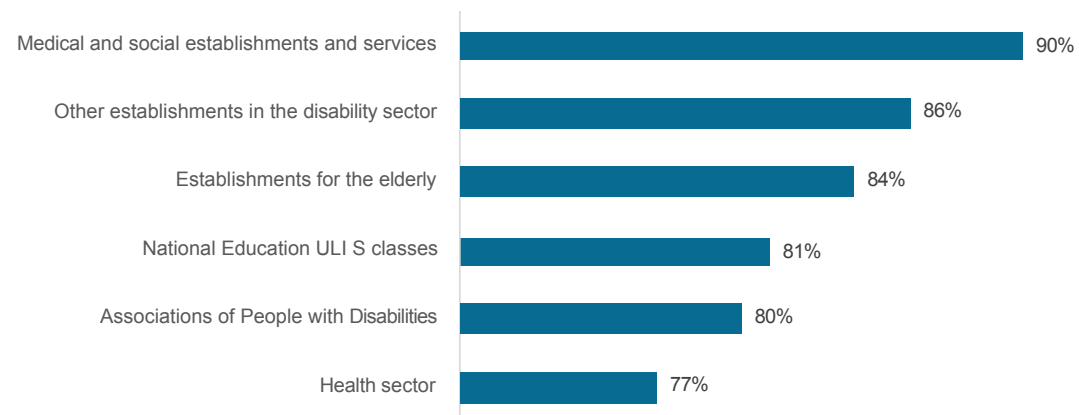
Yes **No**

	Yes	No
Classified public establishment	70%	30%
Non-classified public establishment	41%	59%
Association	32%	68%

Number of respondents 262

Types of partners

Medical and social establishments and services — 90%
Other establishments in the disability sector — 86%
Establishments for the elderly — 84%
National Education ULI S classes — 81%
Associations of People with Disabilities — 80%
Health sector — 77%

Number of respondents 262

Partnership content

Practice	61%
Concert	49%
Other forms of partnership	21%
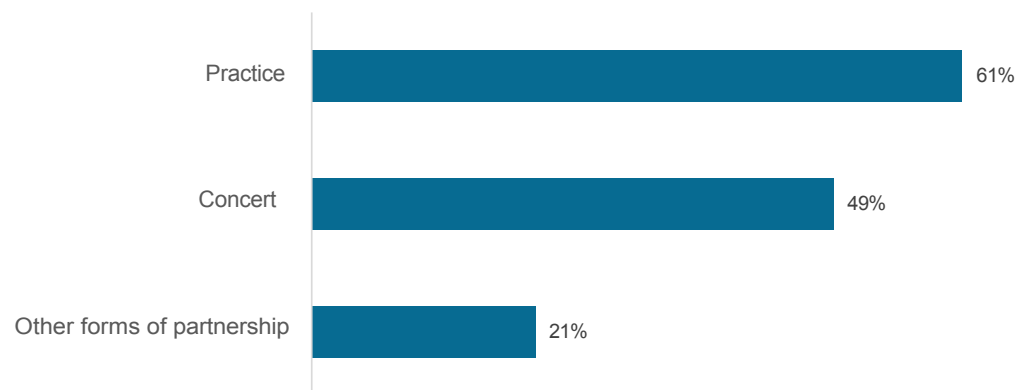
Number of respondents 116/ 163 responses (multiple choice)

Internal communications

61% of structures

adapt their internal communication

methods and media

Personalised human communication	95%
Adapting written materials	12%
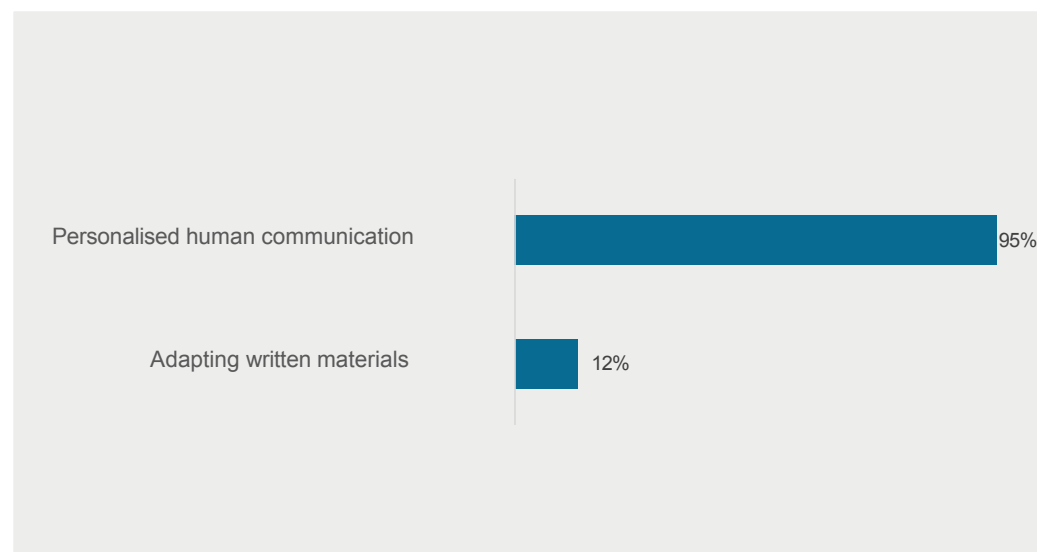
Number of respondents 241/ 247 responses (multiple choice)

External communication

50% structures

disseminate information

for people with disabilities

Category	Percentage
No	50%
Clarification of the existence of an accessible offer for people with disabilities	33%
Contact the Disability Officer	27%
Places for PRMs	21%
Building access map	11%
Other	2%
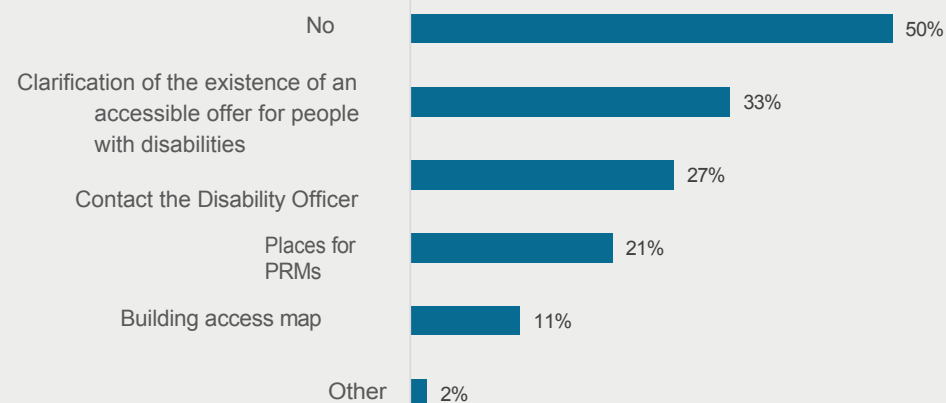
Number of respondents 240/ 344 responses (multiple choice)

External communication

16% of structures

adapt their external

communication materials

No	84%
Website accessibility	12%
Adapting written materials	7%

Number of respondents 232
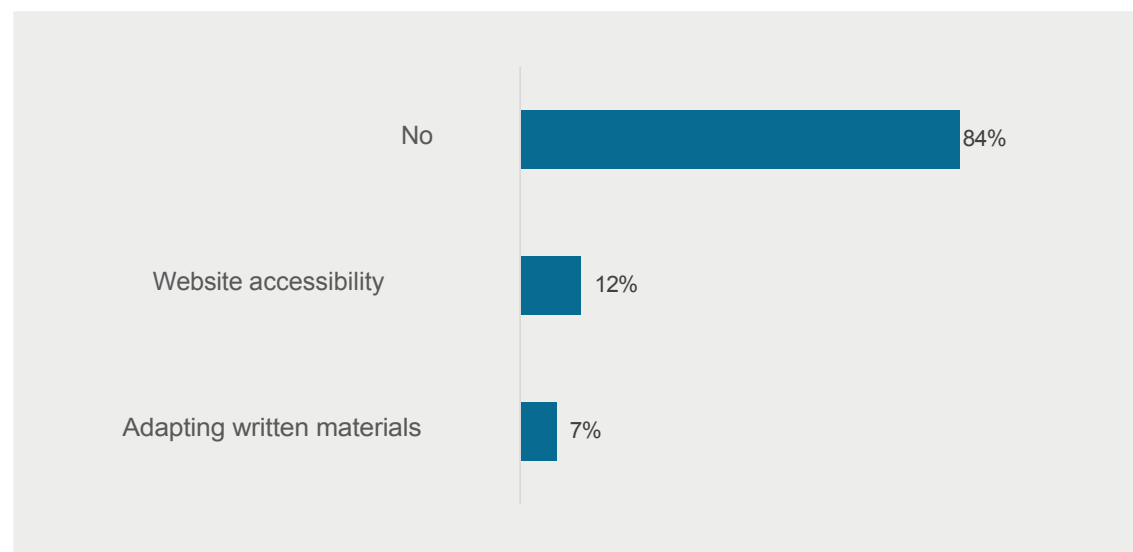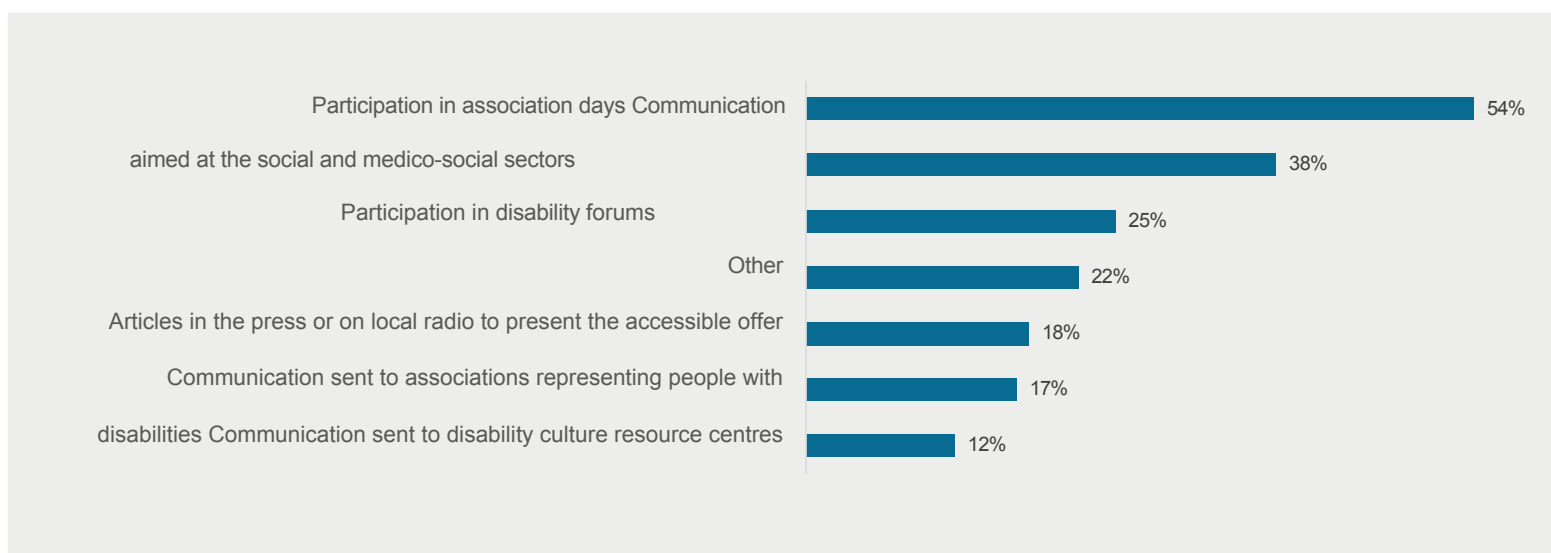
Proactive initiatives in the region

55% of organisations undertake communication initiatives to reach audiences in their area

Initiative	%
Participation in association days Communication	54%
aimed at the social and medico-social sectors	38%
Participation in disability forums	25%
Other	22%
Articles in the press or on local radio to present the accessible offer	18%
Communication sent to associations representing people with	17%
disabilities Communication sent to disability culture resource centres	12%

Number of respondents 130

2 Facilitating factors

a r t i s t i c a l i n c l u s i o n

MUSIQUE en territoires | mesh
Musique et situations de handicap

Objective ➡️ Identify the factors impacting on inclusive dynamics within a music teaching establishment

Resource ➡️ Develop an indicator that can be used to distinguish between different levels of efficiency in the care of people with disabilities:

➔ Selection of a set of variables that encompasses the entire inclusive process

➔ Identification of objective and measurable variables

Variable selection

→ HR policy (criterion 1)

→ Receiving applications for PSH enrolment (criterion 2)

→ Identifying specific needs (criterion 3)

→ Adapting assessments (criterion 4)

Weight of each variable 25%

1

Building an indicator
inclusive reception practices

3/3

MUSIQUE
en territoires

mesh
Musique
et situations
de handicap

Indicator scale

From 0 to 24	Weak inclusive dynamics	1
From 25 to 49	Medium inclusive dynamics	2
From 50 to 74	Strong inclusive momentum	3
From 75 to 100	Very strong inclusive momentum	4
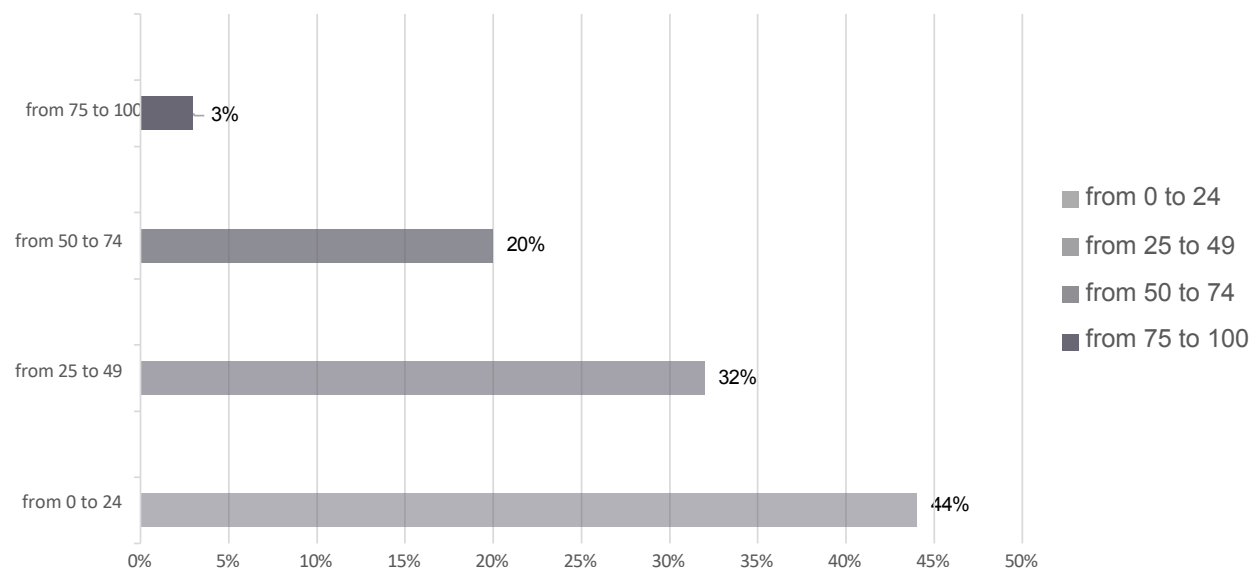
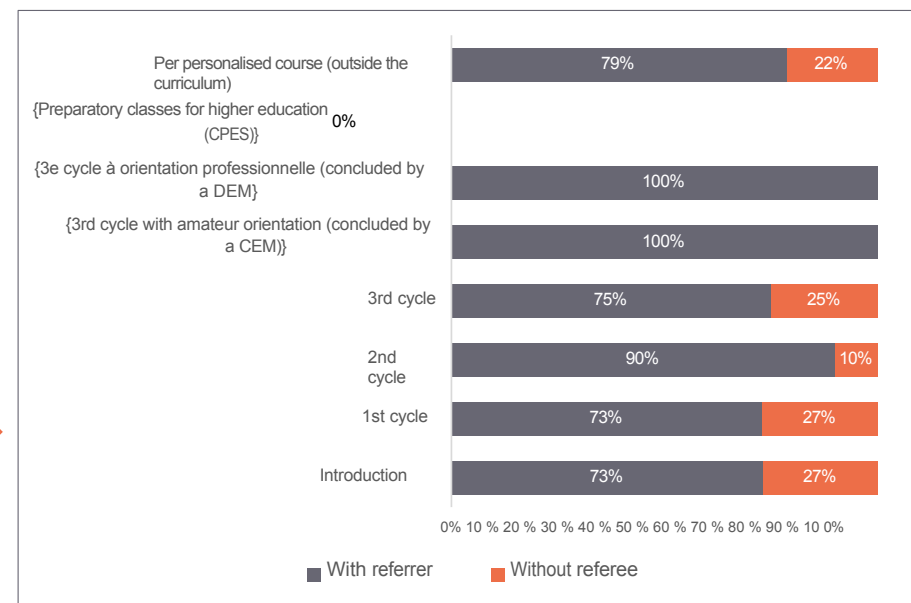|	1	2	3	4
Classified public establishment	53,7%	26,2%	1,2%	18,9%
Establishment unclassified public	55,2%	33,3%	0%	11,5%
Association	66,2%	29,8%	0,7%	3,3%
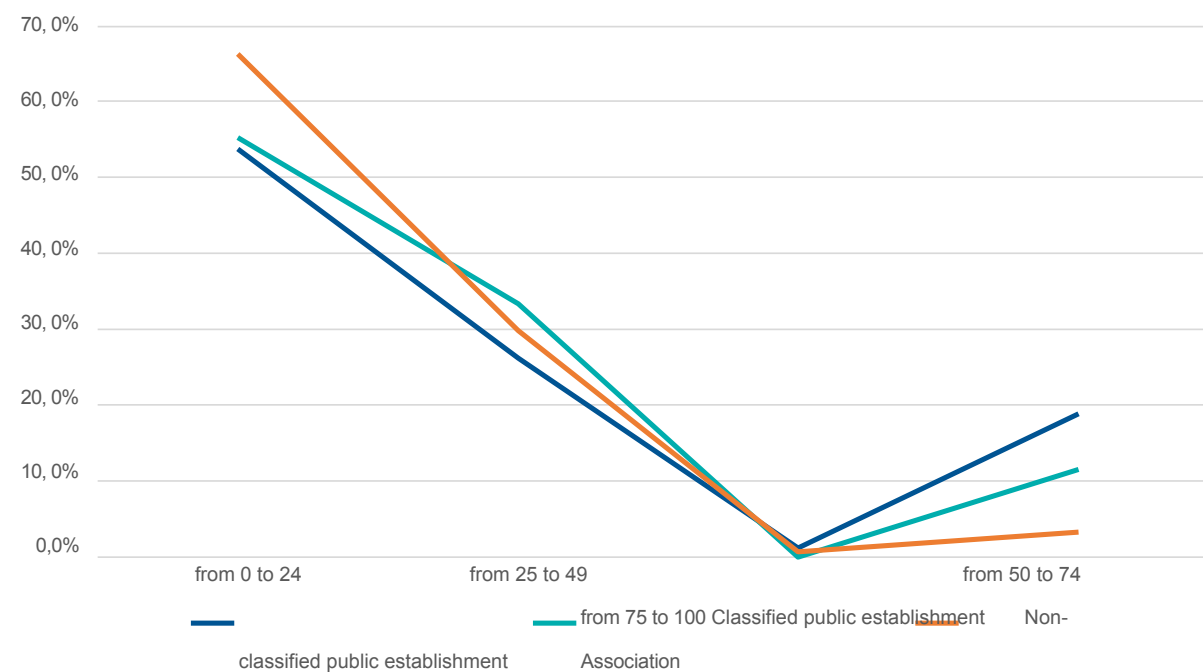
SDEA
→ Inclusive provisions
→ Membership

HR
→ Training plan
→ Disability Officer

→ Indicator: 100% level 4
→ Teaching function: 77% level 4 / 70% level 3
→ Collection of specific needs
→ Training plan and recruitment criteria
→ Adapted educational offers
→ Student numbers
→ Partnerships
→ Communication

	With referrer	Without referee
Per personalised course (outside the curriculum)	79%	22%
{Preparatory classes for higher education (CPES)}	0%	
{3e cycle à orientation professionnelle (concluded by a DEM}	100%	
{3rd cycle with amateur orientation (concluded by a CEM)}	100%	
3rd cycle	75%	25%
2nd cycle	90%	10%
1st cycle	73%	27%
Introduction	73%	27%

0% 10 % 20 % 30 % 40 % 50 % 60 % 70 % 80 % 90 % 10 0%

■ With referrer ■ Without referee

Total of 1,346 pupils with disabilities

Educational follow-up

Communication
- ➜ Targeted content
- ➜ Proactive approaches

3

PERSONNEL survey

MUSIQUE en territoires | mesh — Musique et situations de handicap

696 respondents

➔ 70% women

➔ 80% of the public sector →

- Classified public establishment
- Non-classified public establishment
- Association
- Other

16% • 16% • 64%

➔ 60% teachers →
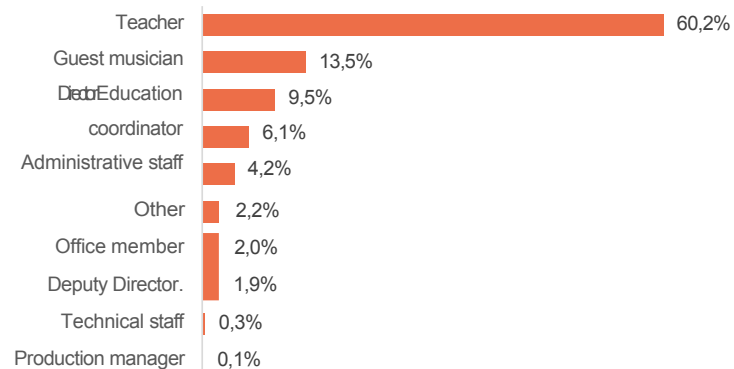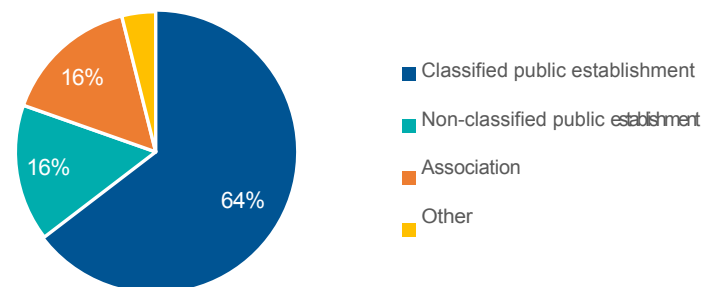
Role	%
Teacher	60,2%
Guest musician	13,5%
Director Education	9,5%
coordinator	6,1%
Administrative staff	4,2%
Other	2,2%
Office member	2,0%
Deputy Director.	1,9%
Technical staff	0,3%
Production manager	0,1%

In general, do you feel concerned about the social inclusion of people with disabilities?
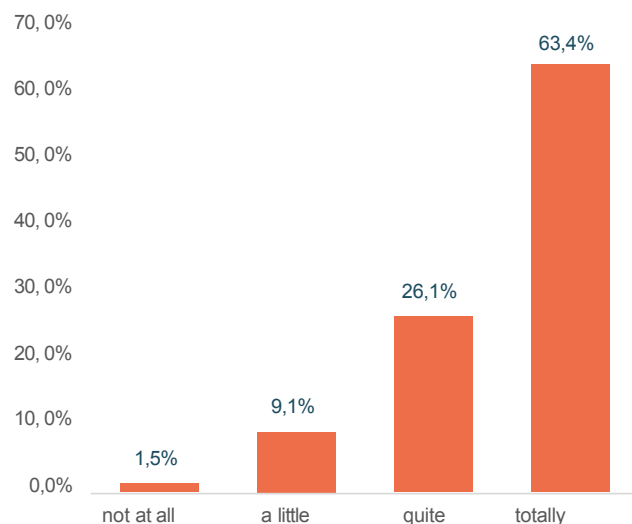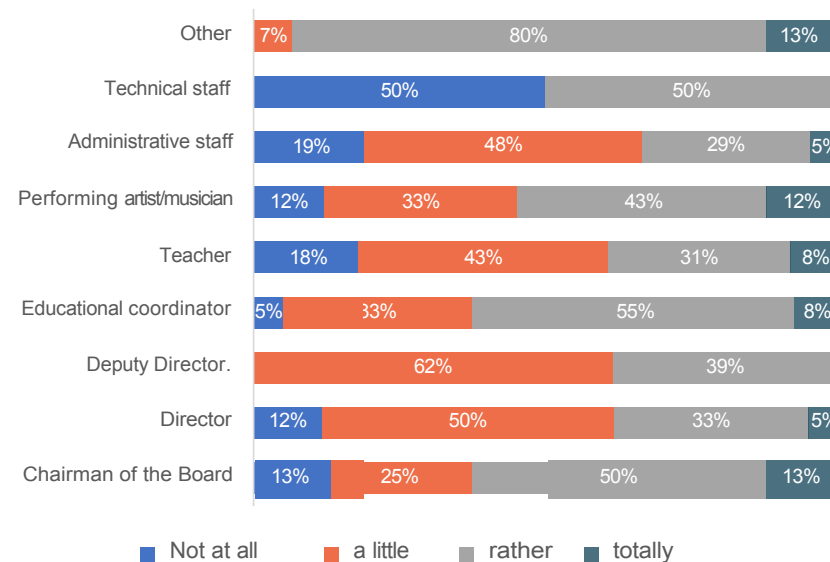
By main function

Number of respondents 603
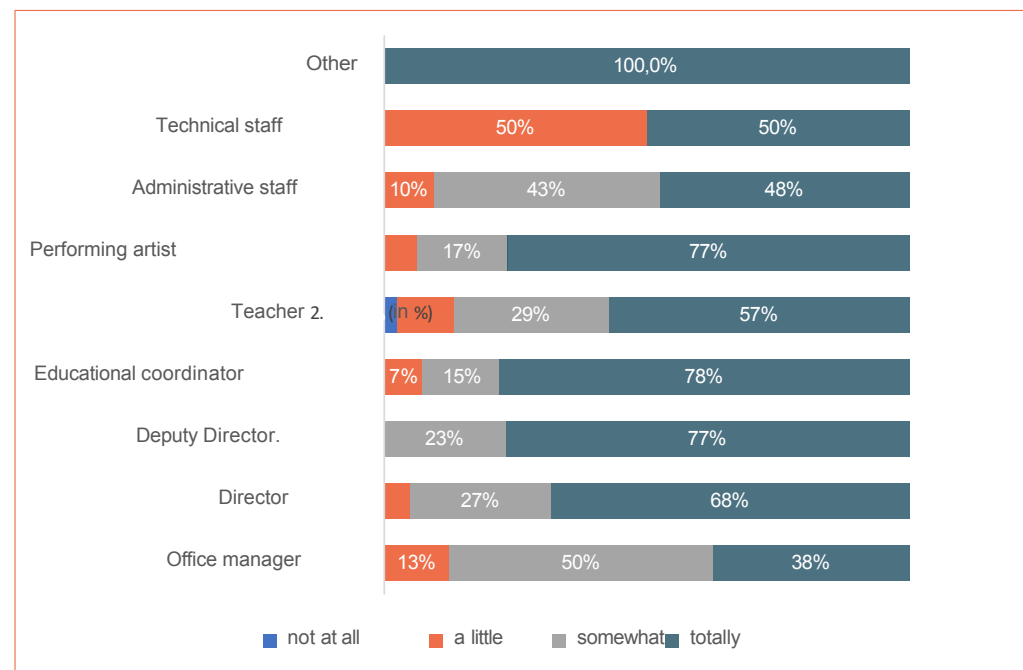
Do you think you have sufficient skills and knowledge to welcome people with disabilities?
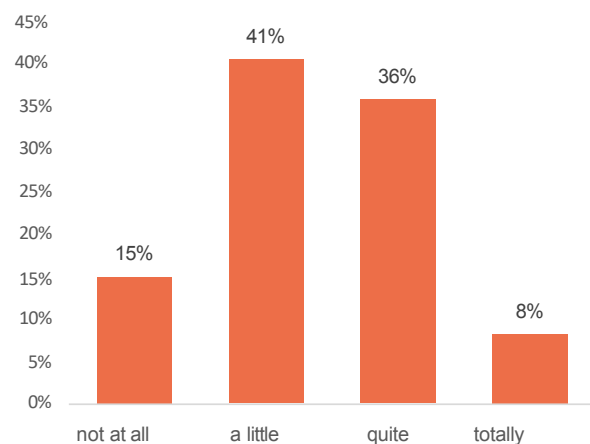
Number of respondents 600

By main function
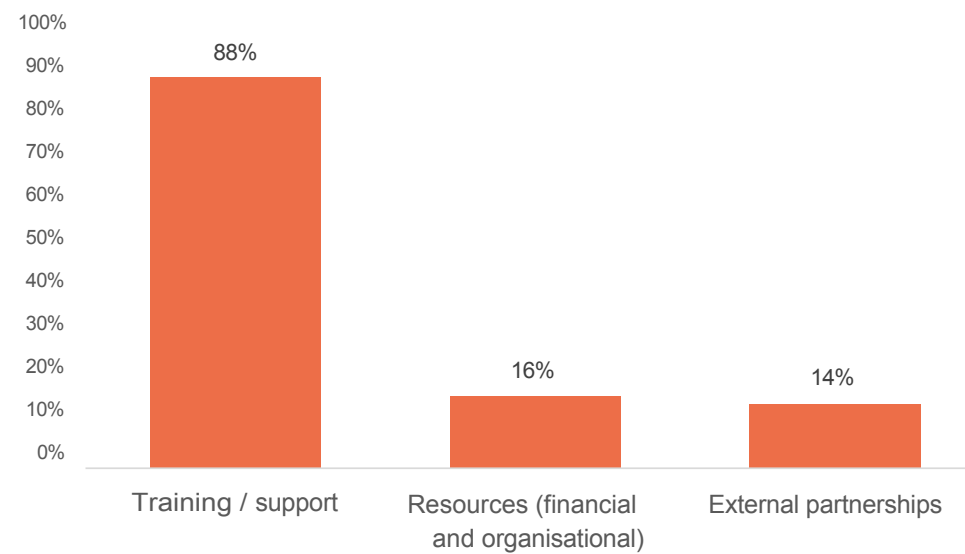
| Function	Not at all	a little	rather	totally
Other	7%		80%	13%
Technical staff	50%		50%	
Administrative staff	19%	48%	29%	5%
Performing artist/musician	12%	33%	43%	12%
Teacher	18%	43%	31%	8%
Educational coordinator	5%	33%	55%	8%
Deputy Director.		62%	39%	
Director	12%	50%	33%	5%
Chairman of the Board	13%	25%	50%	13%

Needs to feel more competent

Number of respondents 568 responses (verbatims)

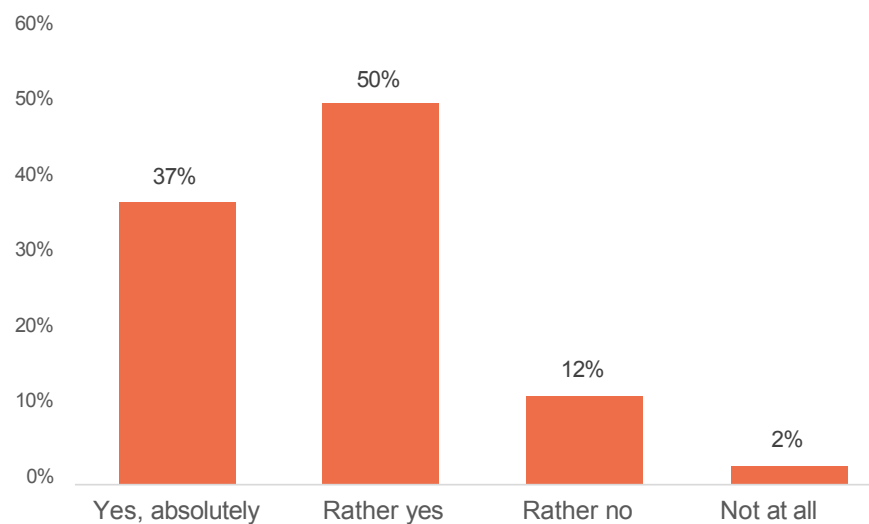**Do you think it is necessary to have a disability officer in your organisation?**
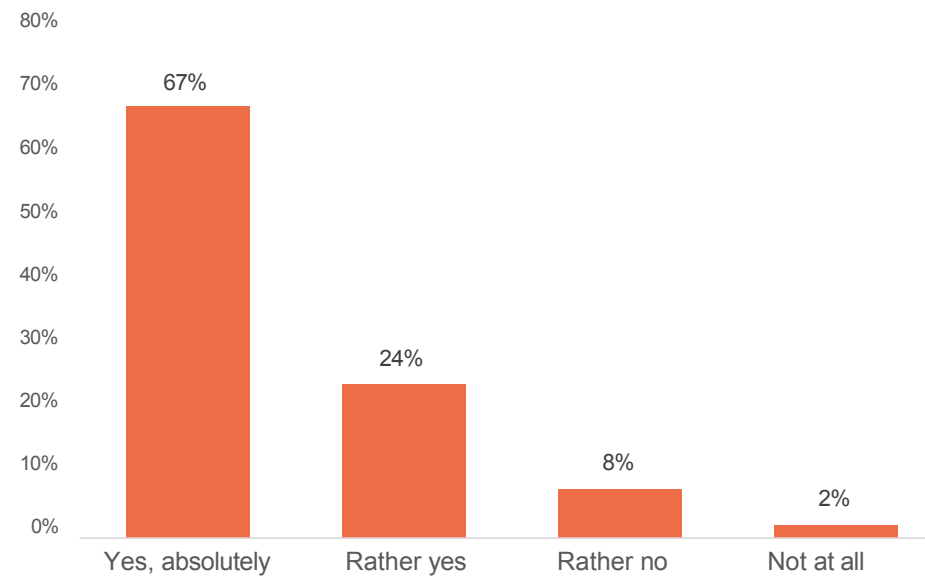
Number of respondents 586

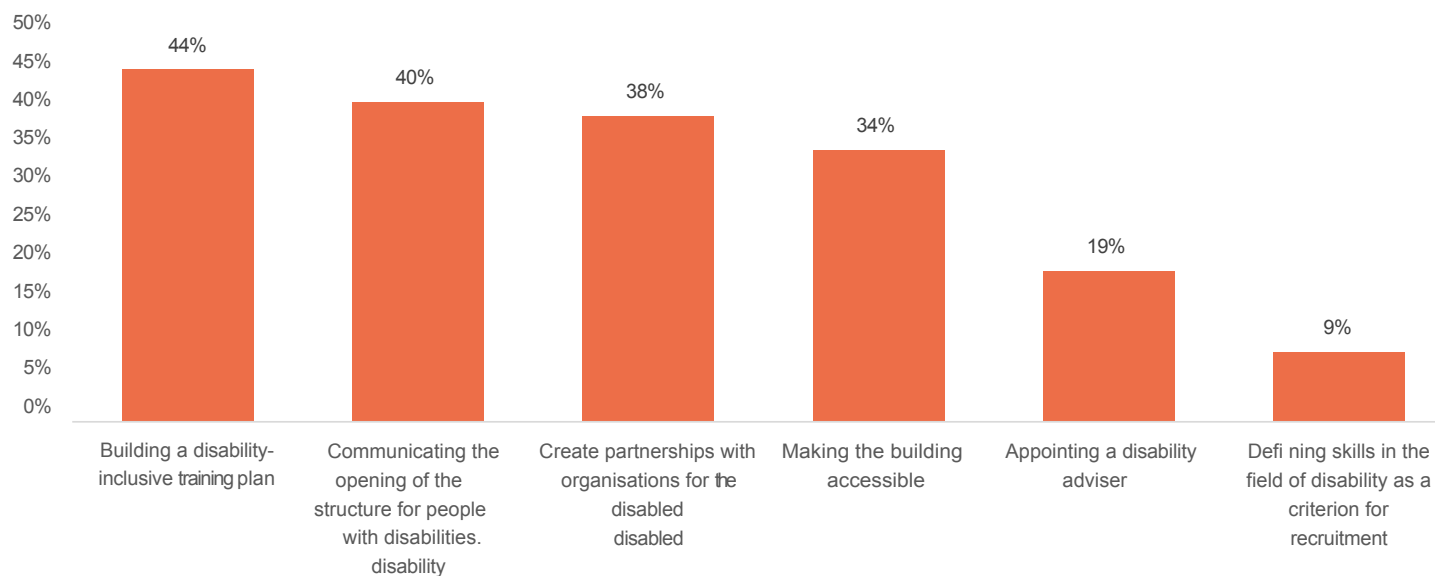**Do you think it is necessary to create a certificate or diploma for disability advisers?**

Number of respondents 584

In your opinion, what would be the priority actions for your organisation to take to improve accessibility for people with disabilities?

Number of respondents 494 / 763 responses (verbatims)

4 DIAGNOSIS

1 The disability referent

2 Training and support for professionals Communication

3 Territorial policies

4

1   **Accessibility diagnosis**

2   **The Public Accessibility Register**

3   **Discontinuity after the 1st cycle**

4   **Non-mixing**

5   **Employment of disabled staff**

THANK YOU
for your attention

MUSIQUE
en territoires

mesh
Musique
et situations
de handicap

SWAN
SINGING WITH ADDITIONAL NEEDS

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