



# International Yehudi Menuhin Foundation

IYMF





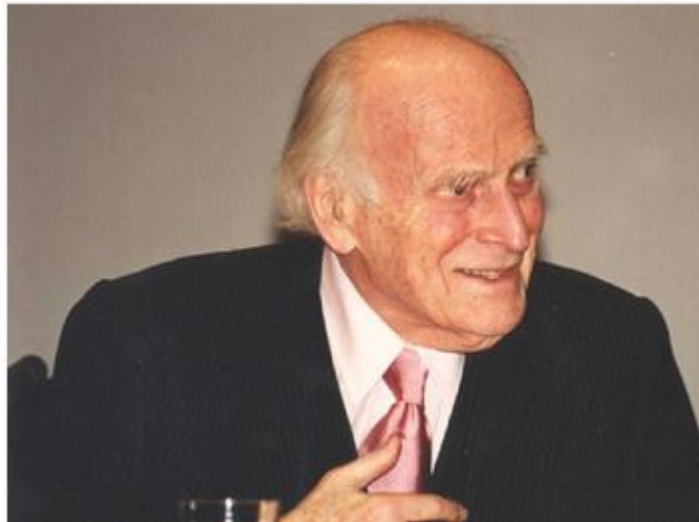
# Yehudi Menuhin (1916-1999)

- **Born in New-York of Russian-Jewish parents**
- **Immediate recognition at the age of 7 with his performance of Mendelssohn's Violin Concerto**
- 1935 : **world tour** with more than 110 concerts in over 60 cities.
- **1940-1945** : over **500 concerts** for the Red Cross and the Allied Forces in hospitals and military bases from the United Kingdom to the Pacific Islands as well as in the liberated camps of Bergen-Belsen accompanied by Benjamin Britten.
- **Advocate for reconciliation** : concert in Berlin in 1947 under the baton of Wilhelm Furtwängler, as well as in Israel where he encourages dialogue with the Palestinians.
- 1952 : Meeting with Pandit Nehru in India but also with 2 spiritual maestros: Iyengar who initiates him to yoga and Ravi Shankar with whom he shares his passion of music.
- **UNESCO Goodwill Ambassador**
- **1991** : **Creation of the *International Yehudi Menuhin Foundation*** in Brussels, largely recognized by the European institutions for its work in the field of the Intercultural Dialogue (*a venue was named "Yehudi Menuhin" in the European Parliament in Brussels*)

**The violin of the 20<sup>th</sup> century – A man of music and peace  
with a vision of intercultural dialogue for the 21<sup>st</sup> century**



*« we live in a period of time when change is required for survival.  
Growing controversy and confrontation must be abandoned in  
favour of complementarity, solidarity and reciprocity »*





# Historical background of the IYMF

- The International Yehudi Menuhin Foundation is **non profit making international association** established by royal decree in Brussels by **Yehudi Menuhin** in 1991.
- The purpose of the **IYMF** is to coordinate and implement the **cultural actions initiated by Yehudi Menuhin through concrete programmes intended to give a voice to the voiceless.**
- The Board of administration is presided by **Coen Teulings** since 2015. **Enrique Barón Crespo** is President of Honour of the Foundation. The executive Vice-President is Marianne Poncelet.
- The Foundation set up a network of **13 national structures in Europe and Israel who manage the MUS-E programme.**



# Mission

The mission of the IYMF is to:

- Remind the political, cultural and educational institutions of the central role of art and creativity in any personal and societal development process. Taking Yehudi Menuhin's legacy as a source, it initiates artistic projects that give a voice to all cultures present in Europe.
- Foster the social and cultural inclusion of children through art at school (**MUS-E® programme**)  
13 national structures established in Europe (Austria, Belgium, Finland, France, Germany, Hungary, Italy, Kosovo, Portugal, Spain, Switzerland) and Israel.
- Foster intercultural dialogue, social inclusion and self development within Europe through specific artistic projects
- Encourage artistic promotion and intercultural dialogue (through concerts, artistic residential sessions, ...)





# Values



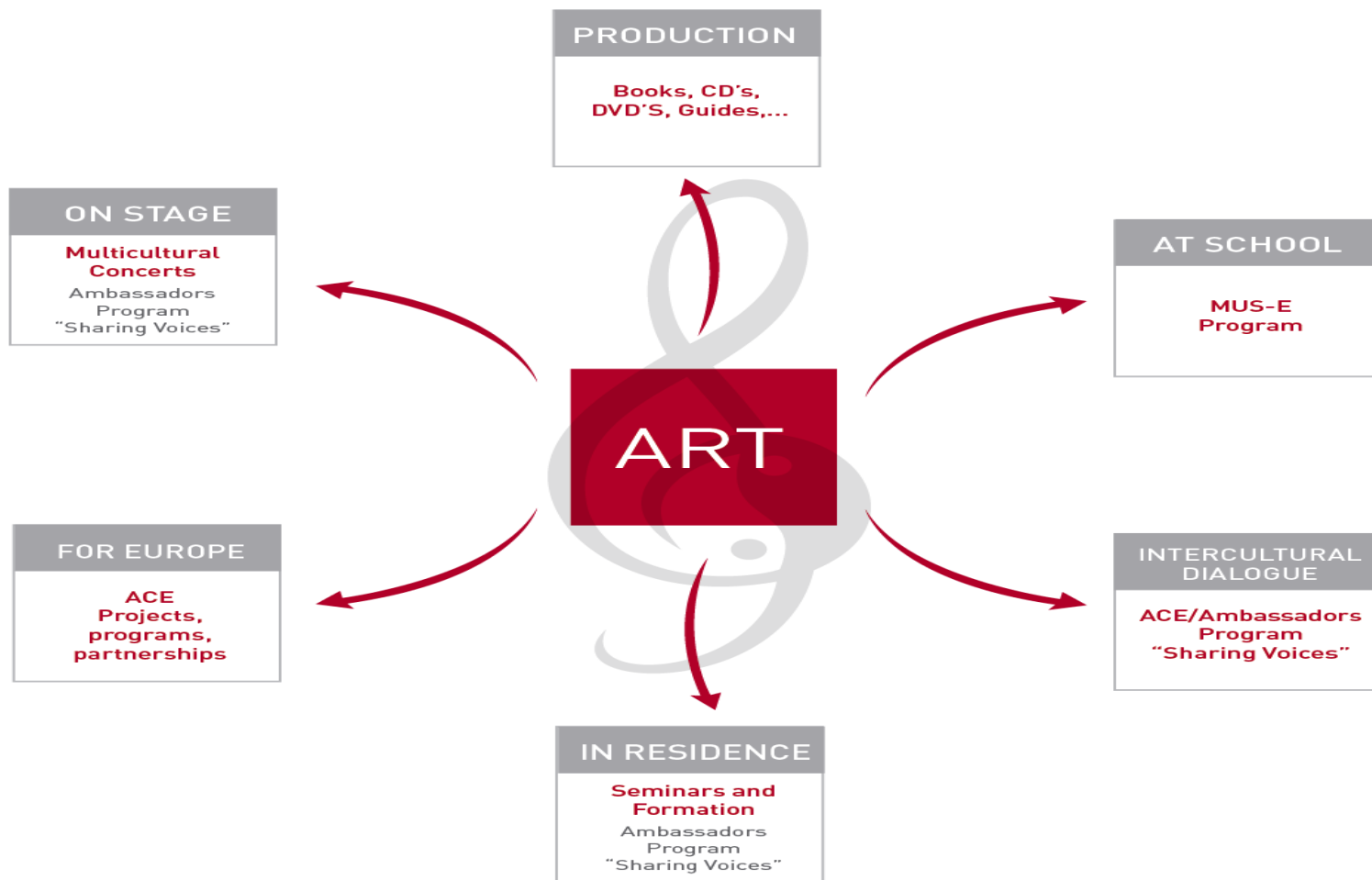
*Ephudi* **IYMF**

- Create
- Innovate
- Share
- Respect
- Communicate

*Menuchin*



# Activities







# Art @school – The MUS-E network in Europe

## Quality in art education

The MUS-E network  
art@school



13 countries, 45 000 children, 700 artists, 20 years of practice

### Mission

Introduce art at school to increase the awareness of children to artistic values from an early age.

Foster social inclusion, fight violence and racism through the practice of art.





## Principles

- \* Art helps children to discover and develop their own creativity
- The practice of art fosters new relationships inside our own personality, and between us and the outside world.
- Art helps children to overcome difficulties and transcend them
- Art helps children to re-discover the traditions of their regions of origin and reclaim a cultural heritage that sometimes has been forgotten during the process of migration
- Through art, links can be forged between children from various cultures, building a common cultural understanding.
- Art is a tool for the development of self-respect and respect for others





## Historical background

- \* philosophy of Yehudi Menuhin
- \* how it started
- \* the pilot phase (1993 – 1998)
- \* the basic model

## Practicalities

- \* inserted in school curriculum
- \* 10% of regular classes
- \* presence of teachers
- \* at least 3 years in the same school





## Objectives

- developing children for well being
- learning through the practice of arts
- creating acceptance and fostering social inclusion
- impact on society

## Perspectives

- encourage collaborations based on the assets that have been established through 25 years of good practices
- strengthen international standards for training and evaluation
- develop a MUS-E Academy
- encourage mobility of artists in Europe
- create new common projects for more inclusion in Europe

## CAT model

- children – artist – teacher TOGETHER
- impact on families and environment
- impact on society







Austria



Germany



Belgium



France



Switzerland



Hungary



Italy



Kosovo



Spain



Portugal



Finland

Israel



Structure	Depuis	Villes	Ecoles	Classes	Enseignants	Artistes	Enfants
Austria – Stand 129	2012						
Belgium – vzw MUS-E Belgium	2000	14	50	140	140	50	2,750
Finland - MUS-E Finland	2007	1	29	100	4	29	1,968
France - Courant d'Art	2006	5	15	32	33	33	600
Germany – Verein MUS-E Deutschland e.V.	2011	3	3	10	10	5	300
Hungary – MUS-E Hungary	1994	5	5	12	24	15	300
Israël – The Jaffa Institute	2006	3	8	27	3	9	425
Italy – MUS-E Italy Onlus	1999	29	221	681	1,423	330	14,936
Kosovo – MUS-E Kosova	2009	3	3	12	12	3	385
Portugal – Associação Menuhin Portugal	1996	4	4	39	45	19	768
Espagne – Fundacion Yehudi Menuhin Espana (FYME)	1999	80	152	1,068	1,763	141	21,103
Switzerland – MUS-E Switzerland / Principality of Liechtenstien	1993	25	33	43	29	69	1,075
13Pays en 2014		172	523	2,164	3,486	703	44,610



## Art in residence – artistic trainings and workshops

### Objectives

- Encourage the exchange of good practices
- Ensure **further training for artists**
- Give the artists a **space to exchange**
- Encourage encounters generating **artistic collaborations**
- Training artists as **ambassadors**

### Topics

Music, Singing, Rhythm and Movement, Dance, Musical Composition, Performing Arts, Animation film, Visual Arts, Tales, multidisciplinary...







# Art for Europe – projects and partnerships



- ART4ROM
- MUSIC4ROM
- META
- ARTE PARA LA MOTIVACION

Promoting intercultural dialogue with ROMA and non-ROMA children through arts.



“We must never forget that we are born of motion, of search, of trial and error, of chaos also. And the ordering of the chaos, the ordering of our wholeness is part of the civilisation. The process of civilisation is really the refinement of our passions and the understanding of joint efforts of our emotion and thoughts”

“I can trust the children because it is the children’s reaction and the children’s joy in learning to dance and sing and live together that is our guide. That should be the guide for the whole world”





Methods shared by artists in the international MUS-E network, for example: Art in the Kitchen

Daily life experiences  
connected to art:  
Share various cultures







Objects from home  
In the school:  
Share meanings  
and customs.  
Create new ones  
through art.



## Intergenerational sharing and learning



MUS-E sessions in schools  
with children and parents







How do you see yourself, now and in the future?





Musicians inspire dancers  
who inspire visual artists



MUS-E artists:  
facilitators of  
new multi-  
disciplinary  
experiences in  
art spaces  
outside the schools

Project  
*Carte Blanche*  
Three school years with the same  
groups of children.  
Implementation of MUS-E  
In the schools evaluated by a  
sociologue.



With respect for each others  
differences...

...sharing common values!







**IYMF**

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Education and Culture DG

Culture Programme

sopra  steria



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