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Conclusion of „Musical diversity in education"

Atmosphere in the discussion:

Great need and wish to communicate the particular situation in the respective countries. To understand the systems, approaches and political backgrounds.

This communication is a high value of itself.

While communicating this way:
interesting aspects and even categories and consequences for a strategy came up and can be used by the EMC.

Structure of this report:

1. Panorama of ongoing changes

2. Theoretical categories

3. Strategies

1. Panorama of ongoing changes

Great panorama about how musical diversity and the ongoing changes are recognized.

How far these changes are definitely an issue and concern in the institutions of the different countries – or not – or not that much. Different levels of awareness regarding this issue.

And different forms how m. d. influences the environment in schools, communities and other contexts of teaching and learning.

Many examples were given.

Some aspects of the attitude, readiness and ability to deal with this development in society and education institutions which is characterized by diversity in many aspects.

2. Theoretical categories

Theoretical categories were raised and discussed.

Individuality vs. uniformity: Diversity is a matter of individuality and of identity in particular groups (peers, communities). In contrary: The school system is still characterized by the fundamental paradigm of uniformity: In principle the same values, assessment forms etc. for all of the learners.

Social levels of diversity: Diversity in individuals, learning group, peers, communities, regions, nations: It is necessary to be aware of the distinctions between those levels and meanings of diversity. (⇨ Problem that the cultural identity of groups such as communities (which shows the difference or diversity to other groups) is to neglect or even oppress the individuality of the individuals – instead of underlining the diversity of the individuals in this particular group.)

Thinking about cultural diversity leads us to the problem of a common ideology: Music as "a language that everybody understands" <-> music / culture produces diversity: stands for exclusion. A particular culture has the meaning and task to include certain people and to exclude the others. This makes the world so colorful: that we as groups feel and live and show our "being different to the others".

Understand / accept / respect?

Music as a highly elaborated system: How far is it possible to really understand that music and culture that is different to my own cultural identity?

Music is only understandable in its context: The social and ethnic role of music is still underestimated (too much „music as itself", „pure" music)

Imbalance of development of dealing with the paradigm of diversity:
Changes in area of education e.g.in Kindergarten, primary, community work is faster and doesn't sufficiently reach the higher education in universities etc.

3. Strategies

To deal with diversity: „Diversity Management/Training"?

Becoming professional in diverse areas: How far can I teach and learn music that I do not own? How far is it possible to „add" one music / professionalism in one area of music to another?

Developing strategies to deal with diversity: Let it grow for itself or put more pressure on it?

Increasing need to implement a new culture of teaching and learning.

Music education in school needs to integrate peer learning and informal learning.

Partnerships of schools and artists or informal cultural activities

Role shift:
⇨ roles of teachers, teachers not any more in the sense of master-apprentice, but: facilitator …
⇨ roles of learners: to play an active role, to take over the responsibility for the own learning and development

Multitasking Musicians / Multiple Jobs / Portfolio careers / Flexibility
⇨ Needs to be innovative, reflective, responsive, collegial, entrepreneurial
⇨ Teacher as facilitator, mentor, coach, leader, controller, examiner, musician, composer, arranger, dancer and many more
⇨ The training institutions have to react on that, changing curricula

The paradigm of diversity needs lifelong learning.

Get away from the policy of advocacy instead of getting data and figures, evidence based research on national and regional situations

In the centre of all of these strategies:
Required attitudes:
⇨ Showing oneself to each other
⇨ Attendance and disposition to accept and respect the others as different
⇨ To communicate the diversity
⇨ To be interested and eager to learn from each other and to change and develop oneself.