

EXPLORING FORMAL, NON-FORMAL AND INFORMAL LEARNING IN MUSIC

- introduction to the seminar -

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In the introduction of the seminar firstly some major changes in the cultural and musical landscape will be sketched (demand side). Then the possible response of the conservatories will be discussed. In this preliminary paper I work with the propositions, I will use during the introduction illustrated with Power Point. For the proceedings of the conference I try to elaborate the text dependent of the discussions during the seminar.

A. Changes in the cultural lives of active citizens.

1. The *standard biography*, from cradle to grave, as metaphor of life, is out of date.
2. People have to create their own 'reflexive' life stories and are continuously confronted with challenges of globalisation and diversity.
3. Individualisation offers people the opportunities to live their own life, but at the same time causes feelings of uncertainty.
4. Partly as reaction to negative perceptions of individualisation the concept of '*community*' has been restored and is even reinvented.
5. The *notion of citizenship* tries to express the relation between the individual and the wider community (or state).
6. So *active* and *multiple citizenship* might be fruitful concepts in modern life and modern policies, dependent of their political interpretation. However, they offer individuals the freedom to act within the boundaries of the community.
7. "Yet a theory or policy of citizenship that fails to take culture into account is probably worthless, while an approach to culture which marginalizes questions of rights and obligations is equally defective" (Stevenson, 2001).
8. So, cultural citizenship is a coherent part of active citizenship and might be defined as the competence to express one owns cultural identity and to respect and at least partly share the cultural values of others.
9. The (musical) competences of cultural citizenship are learned *throughout life*, in *formal, non-formal and informal contexts*.

B. The response of conservatories

10. On the policy level conservatories should include lifelong learning strategies in their mission.

11. Conservatories should recognise (but not colonise) non-formal and informal learning by adopting procedures of APEL or RPL.
12. Recognition of informal learning, however, does not mean idolizing all learning outside the school... quality assessment is also needed in the case of APEL.
13. Partnerships of conservatories with other cultural and non-cultural institutions are a condition for fruitful crossovers in formal, non-formal and informal learning.
14. Flexible and tailor-made learning trajectories facilitate the connection of formal, non-formal and informal learning.
15. Adopting lifelong learning strategies and connecting formal, non-formal and informal learning have serious implications on teaching level.
16. Among them are coping with diversity, experimenting with new ways of learning such as social learning, peer group learning, mentoring, and intergenerational learning, without losing attention for knowledge oriented ways of learning.