



XI Conferência Regional Latino-Americana de Educação Musical

ISME - International Society for Music Education

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REPORT

Theme: Latin American Music Education: Linking Identities and
Strengthening Interactions

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ISME Latin America Regional Conference – 2017

This report presents general information about the ISME Latin America Regional Conference – 2017, with the theme *Latin American Music Education: Linking Identities and Strengthening Interactions*. The 11th ISME Latin America Regional Conference which took place from 08th to 12th October, 2017, was held by the School of Music of the Federal University of Rio Grande do Norte in conjunction with the Brazilian Association of Music Education in Natal, Brazil.

The aim of the event was to bring together almost 300 delegates from Brazil, Chile, Peru, Argentina and Mexico, including music teachers, researchers, students and other professionals who work in different areas of learning and teaching music. This context contributed towards the strengthening of the relationships with professionals interested in music education from Latin American nations and, at the same time, may facilitate the access of the delegates and participants from neighboring regions and other countries.

The Conference agenda had a special session for ISME opened with the leadership of the Brazilian Association for Music Education – ABEM Dr. Luis Ricardo Queiroz as Brazil, Dr. Magali Kleber as representative of the ISME Board and Dr. Ana Lucia Frega, as Argentina's representative. All speakers reinforced the aim of ISME Regional Conferences emphasizing the importance of developing partnerships in all continents, with a goal to strengthen and facilitate interaction among an international body of music educators, as well as to share new knowledge about music teaching and learning. It was an important moment with many questions and contributions from representatives of Colombia, Brazil, Chile, Peru and Argentina.

The whole event enabled a discussion of the sociocultural, epistemological and political perspectives in order to stress the cultural diversity as a symbolic richness in cultural identity of Latin America countries. This complexity has been seen as a guide to reflections and promotion of concrete actions and interactions in the music education field and the public policies which aim at promoting social change.

The Conference provided the participants with a discussion about the different spheres of music education. Participants discussed the integration of processes that are related to citizen's values and articulated not only several types of knowledge, but also the different generation, gender, race and social class groups working with new paradigms in considering the music education process. This reality must be seen as an important aspect when dealing with cultural diversity. Following this perspective, it could be opportune to reflect on and to discuss concepts, functions and actions of music education in Brazil and Latin America, aiming at putting plans into action in order to promote meaningful learning situations in the music pedagogical process, taking into account the diverse cultural manifestations.

In addition to the ISME Session, the event offered one main conference, three round tables, workshops and paper and poster sessions. During the four days almost 173 paper and poster sessions were presented by the participants covering a range of topics on music education for different ages, levels, contexts and purposes. Real music was also offered during the event with presentations of a variety of groups and types of music.

The partnership among ISME and ABEM also reinforced the presence of the Music Education Brazilian Association in the international scenario. The aim of the IRCs is to find effective ways of discussing Regional issues and how they are placed within the world in relation

to other regions. It is also an opportunity for ISME to seek out ways in which it can act as a switchboard for regional groups communicating among themselves.

The Opening Conference focused on the theme **Music education in Latin America: singularities, challenges, dialogues and interactions**, Dr. Luis Ricardo Silva Queiroz, (ABEM President). There were three round tables with the following themes and speakers: **Knowledge production on music education in Latin America**, Dr. Patrícia Gonzáles (Mexico), Dr. Carlos Poblete (Chile), Dr. Luciana Del-Ben (Brazil) and Dr. Liane Hentschke (Brazil); **Singularities of musical practices in Latin American countries: dialogues and intersections with music education**, Mag. Ramiro Limongi (Argentina), Mag. Monica Tobo (Colombia), Dr. Magali Kleber (Brazil) and Dr. Ana Lucia Frega (Argentina); **Curricula for Century XXI: innovations for music education in Latin America**, Mag. Lyscenia Durazo (Peru), Dr. Marcus Medeiros (Brazil) and Ms. Adriana Rodrigues (Brazil).

One of most important results of this conference is the proposal of the Latin America Network for Music Education for strengthening the connections to “implement a collaborative space in Musical Education, capable of promoting and disseminating the knowledge among the participants of Spanish language and Portuguese language in Latin America, including several countries in the region”. To develop these goals, four thematic axes focused on four strategic areas, capable of promoting training activities, dissemination of the production of knowledge in education and proposing lines of joint research for the future.

- Teaching and Learning in Music Education;
- Epistemology;
- Research in Music Education

- History and advocacy

Another point that must be emphasized is the fact that an event like the ABEM- ISME Regional Conference 2017 places music education in evidence, which is very important in the context of Latin America where this area is not always considered relevant to the education of individuals.

It stresses the phenomenon of cultural diversity as a paradigm based on a critical vision and presents the problems observed in relationships between social inequalities and the hierarchy of aesthetic assessments. It also includes educational proposals, based on these aspects, and it offers some possibilities for action in music teaching processes that meet the aims of sociocultural inclusion and access to education, as possibilities for future human development in Latin America.

This experience shows us that in the future the partnership with ISME will be very important to continue to further advance the points discussed in this event. It shows us how important it is to stress the Latin America cultural diversity and interactions between institutions as a great opportunity to strengthen the music education field. Even considering such problematic points as poverty, social exclusion and many other consequences of this situation, music education has an important contribution that is able to change this picture. So, the role of institutions like ISME, ABEM and the other institutions that were present, have a great responsibility in creating a regional transformation in music education for all people.

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