

# Positive youth development through music: El Sistema movement

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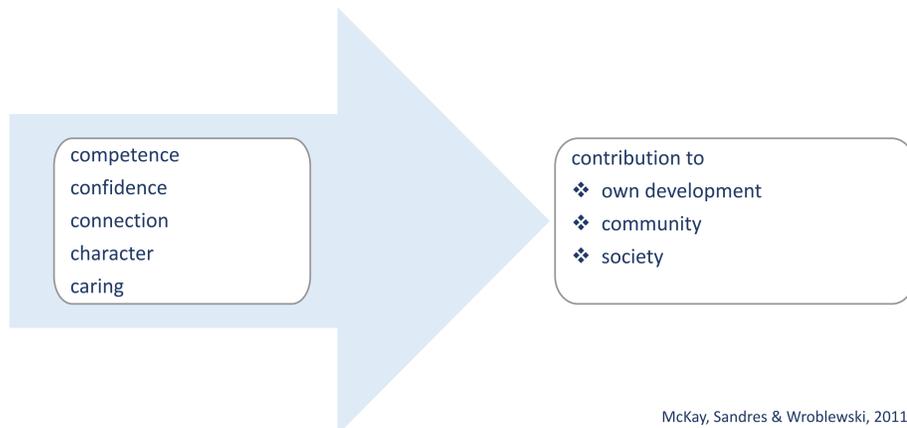
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## Introduction

Music is comprehensive, natural and ubiquitous in human lives. Influence of music on different aspect of human development is known for many years. Theme of this work is promotion of positive youth development through music. Positive youth development, as a new way of understanding youth development that focus on youth potentials and strengths, opens the door to the music as a media to promote healthy development of youth, as well as environment they live in.

### Positive youth development concept



McKay, Sandres & Wroblewski, 2011

### The influence of music on youth development

#### biological development

- ❖ affects the development of human biological structures and processes
- ❖ affects mood by activating neurotransmitter associated with pleasure (dopamine) and modulates the stress hormones (cortisol)
- ❖ has analgesic effects
- ❖ better development of physical coordination

#### cognitive development

- ❖ better cognitive competence
- ❖ better academic skills
  - memory
  - mathematical skills
  - language skills

#### social-emotional development

- ❖ higher levels of (intrinsic) motivation
- ❖ better self-image
- ❖ greater awareness of others
- ❖ develops social skills
- ❖ better teamwork skills
- ❖ development of self-confidence and self-discipline
- ❖ development of social networks
- ❖ development of a sense of belonging

#### engagement in risk behavior

Adolescents enrolled in music education were:

- ❖ 26% less likely to consume alcohol "more than two or three times" during adolescence than non-music students
- ❖ 24% less likely to use marijuana than non-music students
- ❖ significantly less likely to be engaged in fewer delinquent behaviors during adolescence than non-music students
- ❖ significantly less likely to be motivated to be sexually active as adolescents than non-music students
- ❖ significantly less likely to be involved with the criminal justice system as adults than non-music students
- ❖ reported significantly less illicit substance use as adults than non-music students

Harland et al, 2000, Peretz & Zatorre, 2003, Mitchell & MacDonald, 2006, Pitts, 2007, Hallam, 2010, Miranda, 2011, Scripp et al, 2013, Elpus, 2013

### El Sistema principles & goals

#### principles



#### social goals

- ❖ increasing opportunities for youth and their families in the pursuit of excellence
- ❖ working as a team toward the building of community in the orchestra
- ❖ fostering community interaction
- ❖ building self esteem
- ❖ cultivating passion
- ❖ teaching communication skills
- ❖ meeting and engaging with various members and organizations of the community: creating community connectivity - is this not a repetition of the second bullet?
- ❖ learning how to give back to others
- ❖ engaging parents in the process
- ❖ helping youth develop social and academic skills by providing positive interactions with teachers and peers
- ❖ fostering a sense of pride and accomplishment by providing public performance opportunities
- ❖ cultivating a sense of belonging

#### music goals

- ❖ providing excellent music education
- ❖ offering teaching experience to peers and mentors
- ❖ instilling appreciation for classical music as well as music of all styles
- ❖ gaining familiarity with great repertoire
- ❖ helping take classical music out of the hands of the elite and give it back to everyone in the community
- ❖ building new audiences for classical music as well as music of all styles
- ❖ fostering performance skills through frequent performance opportunities
- ❖ increasing emotional and musical sensitivity

#### other goals

- ❖ refining motor skills and coordination
- ❖ encouraging the ability to multitask
- ❖ providing and teaching about good nutrition

Jonathan Govias, The Aeolian

## El Sistema Evaluation

### Big Noise / El Sistema Scotland

The impacts of Big Noise / El Sistema Scotland:

- ❖ boosting engagement with learning and education
- ❖ developing and building life skills
- ❖ securing emotional wellbeing
- ❖ building social skills and networks
- ❖ respite and protection
- ❖ developing as a musician
- ❖ encouraging healthy behaviors

Glasgow Centre for Population Health, 2015

### El Sistema Venezuela

- ❖ the survey was conducted from October to December 2006, in 15 System centers (12% of all centers) in six states
- ❖ the sample consisted of 840 boys, girls, and young people, as well as 500 parents and/or guardians
- ❖ the intervention group and the control group

measure	indicator	intervention group	control group
academic achievement	class attendance	95.5%	87.6%
	school dropout rate	6.9%	26.4%
employability	participation in formal employment of youth ages 14 and up: participation in social security system and/or written contract	40.7%	12.5%
conflict management/ social capital	participation in community activities	60.1%	37.9%
	percentage of beneficiaries whose parents or guardians are notified of behavior problems at school	12.4%	22.5%
socioeconomic profile of beneficiary	persons living in poverty	59.9%	69.8%

Cuesta et al, 2007

### Croatian context

**SoDo** – System of orchestras for children and youth

- ❖ based on the philosophy, methodology and principles of "El Sistema"

#### Goal

- ❖ implement the social development program of music education through orchestral playing for children and young people with an aim to encourage the humanitarian, social, emotional, spiritual and intellectual development of young people through music
- ❖ founded in 2012 by Ricardo Luque & Carmen Hiti

<http://www.so-do.hr/o-nama/?lang=en>

### Conclusion

#### Positive youth development & El Sistema

Positive youth development concept	El Sistema movement
promote bonding	promotes cooperative interdependence in music making (orchestras), good peer relationships, relationships with other significant adults (teachers), inclusion of family and society /community
foster resilience	promotes resilience in children and youth who grow up at risk (underprivileged families and high-risk communities) by developing the whole spectrum of competences and skills that give them chance to grow up into a healthy and responsible adults who can actively involve and influence on society
promote social, emotional, cognitive, behavioral, and moral competence	
foster self-determination	gives chance to all children and young people and teaches them responsibility and the value of investments in developing their own skills
Foster spirituality	enriches spiritually, emotionally and intellectually
foster self-efficacy	provides experience that even, at first sight, impossible goals could be achieved by commitment
foster clear and positive identity	provides experience which affects the development of positive self-image
foster belief in the future	provides experience that the better future is possible, that it's not predetermined by the context in which children and youth live in
provide recognition for positive behavior	promotes unity, self-discipline, dedication, teamwork and the adoption of healthy beliefs / convictions
foster prosocial norms	
provide recognition for prosocial involvement	provides an opportunity for all children and young people from deprived and vulnerable communities to get involved, and thus contribute to their own development, but also the development of the environment in which they live in

"If we make a difference in the life of one child – we are happy.  
If we bring inspiration to many – we have achieved our purpose!"  
— Ricardo and Carmen