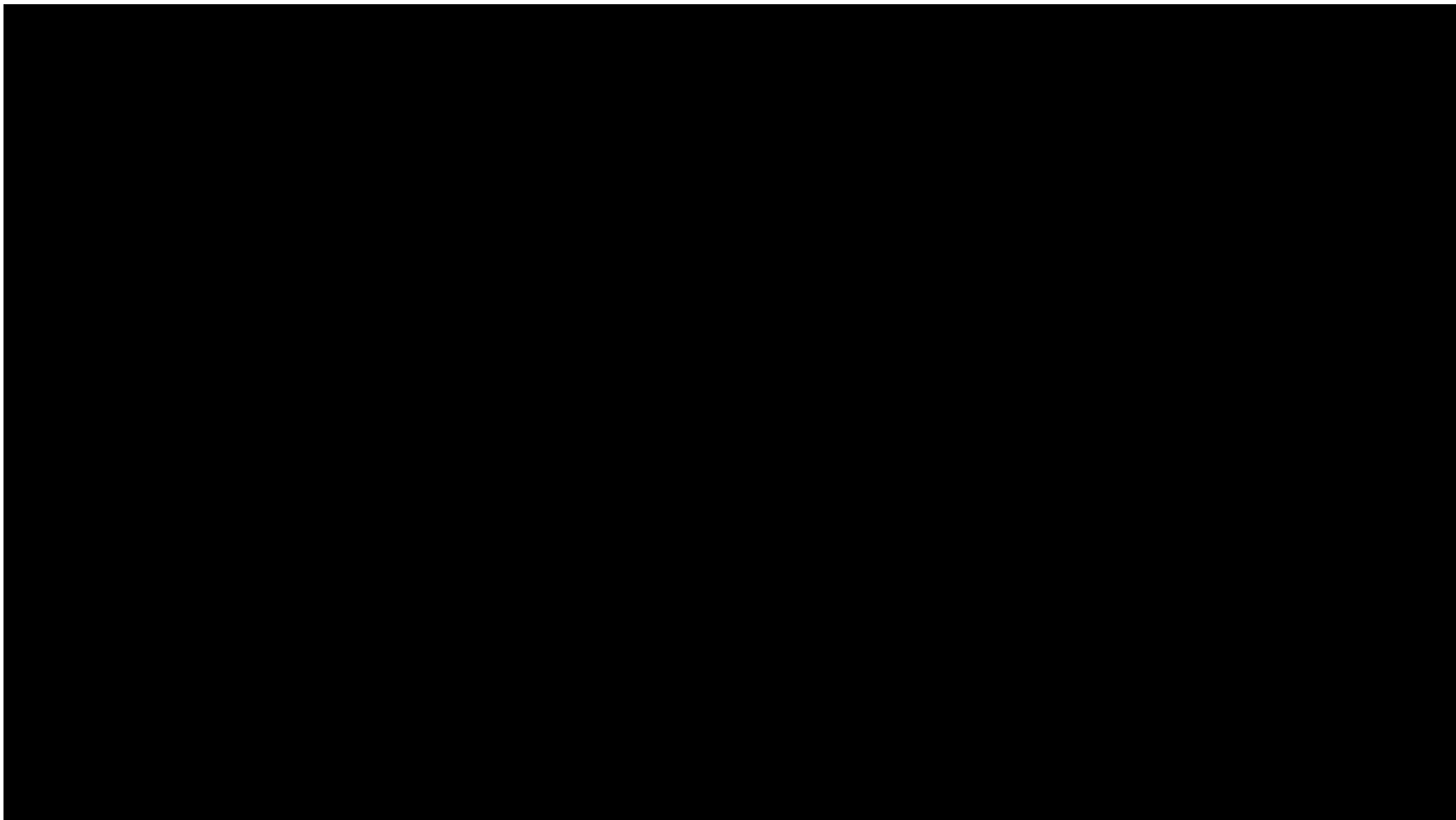


Youth and Children's Orchestras as *Guiding Institutions:* Towards guidance through art

PhD. VIVIANA VALENZUELA





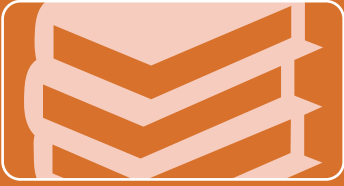
Chair of Vocational and Occupational Guidance - Faculty of Psychology - UBA



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FACULTY OF PSYCHOLOGY



Scheme of the seminar



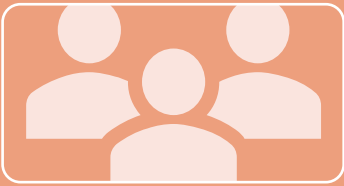
Theoretical framework



The research: Research Questions -
Methodology - The Orchestras



Results



Practical activity



Final Reflections




THEORETICAL APPROACH

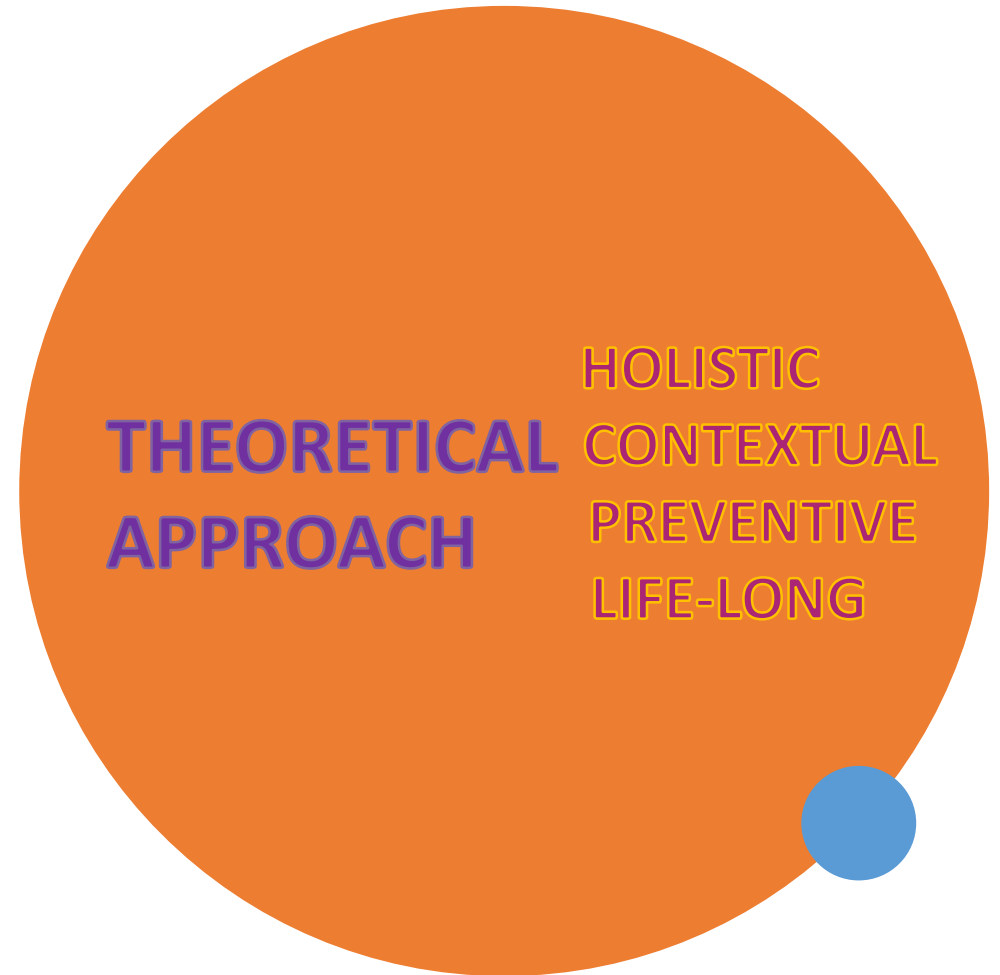
GUIDANCE AND COUNSELING

FUTURE
PROJECTS
CONSTRUCTION



IDENTITY
CONSTRUCTION

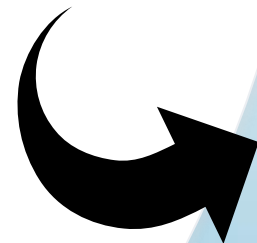
- 
- LIFE PROJECTS AS PSYCHOLOGICAL HEALTH INDICATORS (ODSA, 2015; PNUD, 1990; SEN, 2000)
 - ✓ IMPLIES CHOOSING A WAY OF LIFE
 - ✓ CONSTITUTES A DYNAMIC ORGANIZER OF SELF
 - ✓ IMPLIES HAVING OPPORTUNITIES TO BROADEN HORIZONS
 - ✓ PROMOTES PSYCHO-SOCIAL WELL-BEING



Uncertainty
Unpredictability
Liquidity
Weakness of bonds
Fragile institutions



Contemporary society



Paradox:

- ¿HOW TO CONSTRUCT AUTONOMOUS PROJECTS AND STAY WITHIN SOCIALLY ACCEPTED CANONS?.
- PROJECT CONSTRUCTION PROCESSES NEEDS OTHER PEOPLE AND SOLID INSTITUTIONS WHICH PROVIDE SUPPORT. (Aisenson et al., 2018; Valenzuela, 2020)



HETEROGENEOUS life paths

¿What about young people?

Society demands them to outline satisfactory educational trajectories and, at the end of secondary school, to make autonomous decisions regarding their personal, educational and working future.

¿What about vulnerable young people?

ARGENTINA: 43,3% POVERTY / 25% UNEMPLOYMENT RATE / 35% without secondary diploma (18-24 years)

MAIN QUESTION:

How do young people exposed to situations of vulnerability construct their life narratives?

What experiences allow them to build personal resources to face adversity and enable future projection?



Since '90 Creation of alternative programs (linked to arts among others)



THE RESEARCH



THE RESEARCH QUESTIONS

Which are the MEANINGS that the participants assign to the orchestra experience?

How does this experience connect with the EDUCATIONAL PATHWAY?

Which RESOURCES and PERSONAL SKILLS do they build?

Does the orchestra experience promote VALUED NARRATIVES?

Which are the FUTURE PROSPECTS that are expressed in the participants' narratives?



Questions for you....

- What are the vulnerable populations that you identify in your contexts?
- What makes you call them "vulnerable"?
- Are you familiar with children's and youth orchestras?



Children and Youth Orchestras

- COMMUNITARIAN PROJECTS
- DIVERSE FUNDING
- OBJECTIVES
 - EDUCATIONAL
 - SOCIAL
 - CULTURAL





Szimfónia program - Symphonia Alapfokú Művészeti Iskola

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SEYO in Skaramagkas

SEYO musicians play to young refugees in the Skaramagkas camp ©Angel Ballesteros



**CUALITATIVE
ETHNOGRAPHIC APPROACH
NARRATIVE INTERVIEW
PARTICIPANT OBSERVATION**

DURING 2016 AND 2017

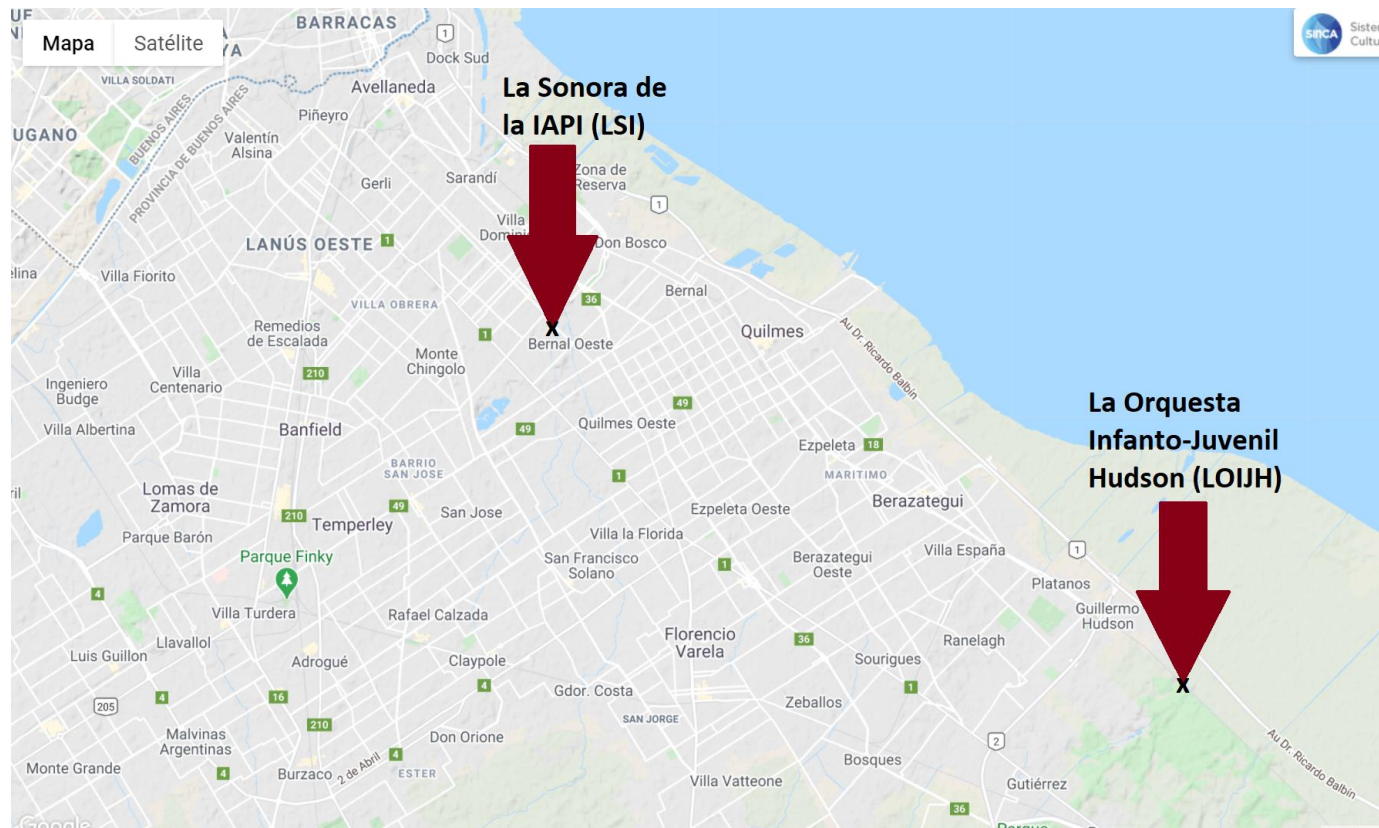
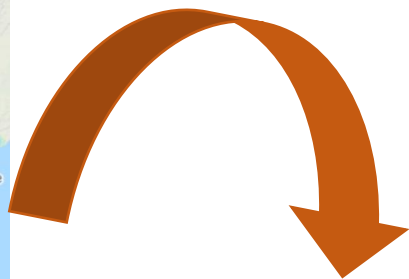
19 INTERVIEWS TO YOUNG PEOPLE

6 INTERVIEWS TO FAMILIES AND
TEACHERS

FIELD DIARY

DOCUMENTS, PHOTOGRAPHS AND VIDEOS

RESEARCH DESIGN



*Orquesta
Infanto - Juvenil
para el
Bicentenario –
Hudson*



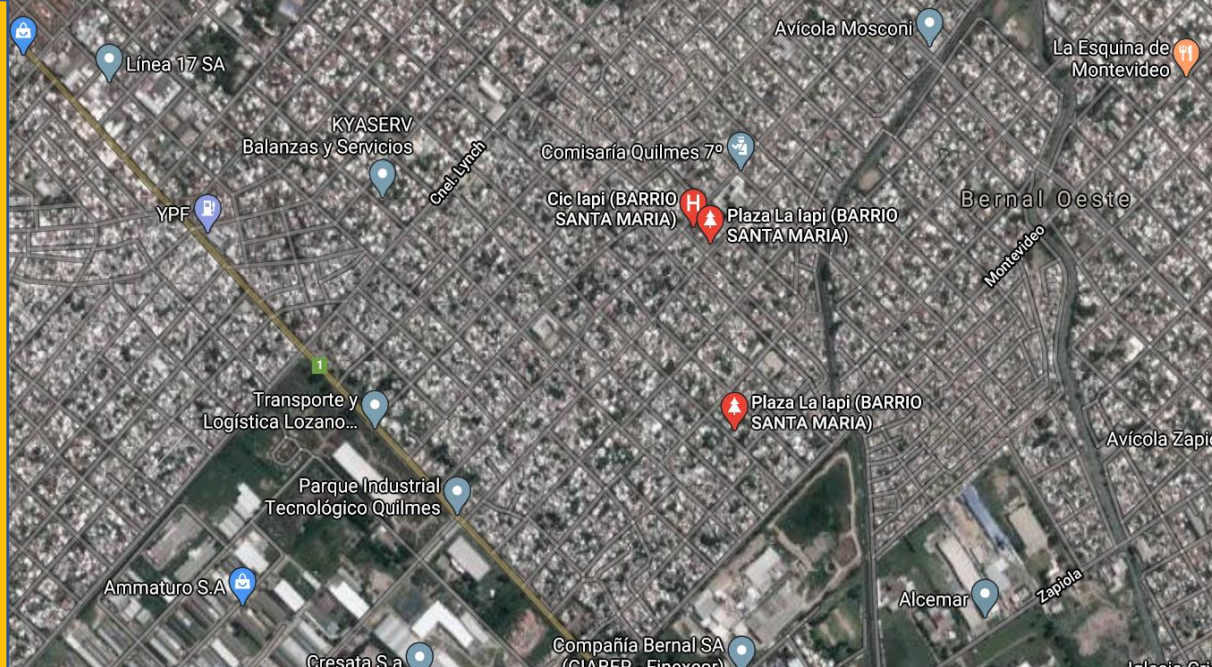


Orquesta Infanto - Juvenil para el Bicentenario – Hudson





*Orquesta
Infanto - Juvenil
La Sonora de la
IAPI*



Orquesta Infanto - Juvenil “La Sonora de la IAPI”



RESULTS



- Learning in the orchestra: Specific (music, instruments, care and hygiene) and general (systematic practice, self-knowledge, self-concept, feeling and emotional regulation, cooperativism and community).
- Relationships between learning in the orchestra and learning at school: Complementarity, opposition and guiding experience.

- The construction of life narratives linked to the Orchestra based on two case studies



MEANINGS OF THE ORCHESTRA EXPERIENCE

- Learning and having new experiences
- Expressing oneself
- Motivation and self-determination
- Having a hobby
- Building community
- Role models and support

EDUCATIONAL EXPERIENCE



FUTURE PROJECTS CONSTRUCTION

- In the field of study and training: related to different areas, not only artistic ones.
- In other significant contexts
- Opening of the horizon of possibilities

IDENTITY



ACTIVITY – SMALL GROUPS - QUOTES

- One person of each group will take notes and write the thoughts of the group
- 1) What results do the quote point to? (which meanings or learnings or future prospects..)
 - 2) What relationships can you think about Guidance and Counseling from the quotes?
- You can use the text of the Journal of Counseology to support your work
 - You have 25 minutes





TIME FOR SHARING

REFLECTIONS

Recognition of changes by getting through the experience of Orchestra programs which are expressed in cognitive, emotional or social terms.

Expression of positive states (well-being) and identification of personal resources associated with these experiences.

Possibility of narrating more valued life trajectories and impact on the identity construction processes.

Relationship between Orchestra Experience and the development of future expectations.



CONTRIBUTIONS OF THE RESEARCH

Socio-educational devices: privileged spaces for the development of meaningful learning, the construction of valued life narratives and meaningful future projects.

Interventions for these populations require specific training of actors (teachers/referents) who can accompany young people and capitalize on their learning as life skills.

Establishment of cross-sectoral collaborative partnerships /stakeholders/ that allow for contextualised interventions and possibilities to develop new research to integrate and expand conceptual frameworks.



ORCHESTRAS AS GUIDANCE INSTITUTIONS

(Aisenson et al., 2018;
Valenzuela, 2020)

- They are ***inclusive***: they promote activities for symbolic exchange, recognizing the cultural and social idiosyncrasies of young people.
- They provide a ***legitimizing social*** perspective.
- They erase ***stigmatization***
- They promote ***belonging*** to a network generated from different institutional and community spheres.
- Promote ***active subjects***, fostering activities that allow for significant degrees of choice and the exercise of self-determination.
- Enable the construction of ***identity as a narrative***: the exercise of telling the story of oneself and one's own life, not as an individual fact, but based on the recognition and appreciation of others who enable it.
- They encourage ***reflective and dialogic*** environments, and also participation in ***activities*** that are exploratory and self-exploratory, favoring experiences of self-knowledge.





SOCIAL IMPLICATIONS

Contributions to the construction of a conceptual framework that integrates knowledge on Psychology (Guidance & Counseling), Education and Health in community settings.

Solid theoretical reference for the design and implementation of public policies aimed at equity and social justice.

Published Articles

PhD Thesis Access





INTERVENTIONS DERIVED FROM THE RESEARCH

Workshop for teachers, leaders and families of young people in Orchestras: "*Current challenges in the accompaniment of young people in Orchestras: Tools to construct futures*".

"Workshops on Guidance and Counseling" for young people (face-to-face and virtual) to encourage reflection on the construction of personal, educational and/or work projects, promoting and accompanying in the development of strategies that enable satisfactory transitions to different significant contexts.

"Workshop on Labour Guidance: my first steps in labour insertion" to recognise personal resources, possible areas of insertion and ways of looking for work, both in music and in other fields.

Counselling for project leaders of Orchestras and/or Choirs on specific topics of Guidance, Education and Health.

Conference and Seminars: Intersections between Guidance, Education and Music in community settings for the promotion of health".

THANK YOU

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FACULTAD DE PSICOLOGÍA



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**thank you
very much!!!**