



# 33<sup>rd</sup> EAS Conference 2026

Advance Democracy.

Participation, Diversity, and Social Cohesion in Music Education

April 8-11, 2026 | Vienna, Austria

← Sessions

6:01:20pm CEST

Sezgin Inceel ▾

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## Conference Agenda

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## Agenda Overview

### Session

#### Roundtable

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Time: Friday, 10/Apr/2026: 12:15pm - 1:15pm

Location: 01-Fanny Hensel Saal (AW)

Anton-von-Webern-Platz 1 1030-Wien AW C EG 13

#### Presentations

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#### Mapping Inclusion at Schools through Music Education Curricula from Five European Regions

Chair(s): **Backman Bister, Anna** (Royal College of Music Stockholm, Sweden), **Phung, Veronika** (University of Cologne, Department Art and Music); [anna.backman-bister@kmh.se](mailto:anna.backman-bister@kmh.se)

Presenter(s): **Backman Bister, Anna** (Royal College of Music in Stockholm Institution for Music, Pedagogics and Society), **Phung, Veronika** (University of Cologne, Department Art and Music), **Bosch Sanf elix, Merc ** (Trossingen University of Music), **Inceel, Sezgin** (Katholische Universit t Eichst tt-Ingolstadt), **Perakaki, Elissavet** (Department of Music Studies, National and Kapodistrian University of Athens, Greece)

Music has been widely acknowledged as a valuable tool for fostering social cohesion and bringing diverse groups of people together (Hebert, 2024). However, music education specialists in schools face significant challenges when attempting to develop inclusive pedagogies that acknowledge individual differences and cater to all pupils (Burnard et al., 2008).

In Europe, there is a wide range of music education curricula, which vary according to country, region and educational institution (Fortissimo, n.d.). Although some policy documents often emphasise diversity, inclusion, and equality, classroom practices may still differ. Regarding the function of curricula, it may privilege the formal, notated traditions of Western music over oral, improvisational or community-based practices. The way these ideas are implemented depends entirely on the music teacher, who decides what to teach and whether to include the students' own musical cultures or dismiss them as illegitimate, as well as their training and biases, which may shape inclusion.

This roundtable will focus on the music education curricula of five European regions, including Germany (three Southern states: Baden-W rttemberg, Bavaria and Hesse), Greece, and Sweden. The session will begin with an overview of the five music education curricula, highlighting both opportunities and challenges through selected excerpts from the curricula. Then, in the World Caf  format, participants will work together in five groups to analyse the underlying concepts of inclusion and how it is constructed. These discussions will focus on several key aspects, such as how curricula address different learner needs, how they encourage participation and collaboration, how they promote the representation of diverse musical traditions, and what strategies are used to encourage inclusive practices. The roundtable will conclude with a collective presentation of the group outcomes, accompanied by an outlook on the role of music curricula in building inclusive learning communities and suggestions for future research directions.

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