

ANMA Nordic Values

ANMA & NORDPLUSMUSIC FORUM 2025

Advocacy and Communications Working Group

Advocacy and Communications Working Group Members

Marianne Løkke Jakobsen

Director of Global Engagement, Royal Danish Academy of Music, Copenhagen

Michael Strobelt

International Relations Coordinator, The Arctic University of Norway (UiT), Tromsø

Póra Einarsdóttir

Professor, Vice Rector for Teaching and Learning, Iceland University of the Arts, Reykjavik (ANMA Steering Group member)

Claus Skjold Larsen

Rector, Syddansk Musikkonservatorium-Danish National Academy of Music, Odense /Esbjerg (ANMA Steering Group member)

Purpose of AC-Working Group

1. To further the knowledge and awareness of the work of ANMA among relevant decision makers, other stakeholders and in the Nordic communities according to approval and mandate by the steering group before action.
2. To inform the steering group about current agendas and relevant areas of awareness of the relevant decision makers
3. To give advice to the steering group on all matters regarding the communication of ANMA values and activities

Meetings of the AC Working Group

21st August 2024

Initiating the working group (online)

9th December 2024

Working on ANMA Nordic values (online)

26th-27th March 2025

Working on ANMA Nordic values and web site revision (physical meeting in Copenhagen)

Introduction

ANMA's collaboration and activities should be guided by a shared foundation of Nordic values. These values inform our collaborations, educational missions, institutional partnerships, and cultural responsibilities.



ANMA Nordic Values – the main sources of inspiration:

The Helsinki Agreement 1962

The Nordic Council

Nordic Collaboration on Culture Policies 2020 -2024

The Nordic Council of Ministers

Vision 2030 of the Nordic Council of Ministers

Nordplus strategic objectives 2024-2027



Three dimensions of ANMA Nordic Values

The dimensions of ANMA Nordic Values as identified by the ANMA Advocacy and Communications WG:

- Relational values – how we work together
- Educational values – how we teach and learn
- Societal values – how we contribute to and are parts of society

Each dimension reflects both Nordic tradition and ambition.

Relational values (Claus)

We foster inclusive and respectful partnerships across institutions and borders through:

- Trust
- Equality, integrity and ethical responsibility
- Dialogue and exchange
- Collaborative practice



Educational values (Þóra)

We believe in artistic freedom, critical reflection, and relevance to the world supported by:

- Autonomy, responsibility and student agency
- Knowledge from artistic practice and research
- Art as a resource for society
- Sustainable musicianship
- Mobility and adaptability
- Innovation and creativity

Societal values (Marianne)

Our academies reflect the Nordic welfare model and the Sustainable Development Goals (SDG) with emphasis on:

Key Societal Values

- **Democracy and social welfare**
- **Freedom of mind, speech and artistic expression**
- **Music as a cohesive power in society**

The Nordic welfare model is well known for its strong government presence, a comprehensive social security system, and a commitment to reducing income inequality.

SDG-Related Societal Values

- **Transparency, justice and fairness**
- **Gender equality and diversity**
- **Inclusivity and cohesion**
- **Environmental, social and governance principles (ESG)**

Societal values (Marianne)

Towards a more equitable, sustainable, and a healthy society.

1. No Poverty
2. Zero Hunger
- 3. Good Health and Well-Being**
- 4. Quality Education**
- 5. Gender Equality**
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth

SDG-Related Societal Values

Transparency, justice and fairness

Gender equality and diversity

Inclusivity and cohesion

Environmental, social and governance principles (ESG)

9. Industry, Innovation, and Infrastructure

10. Reduced Inequalities

11. Sustainable Cities and Communities

12. Responsible Consumption and Production

13. Climate Action

14. Life Below Water

15. Life on Land

16. Peace, Justice, and Strong Institutions

17. Partnerships for the Goals

Why ANMA Nordic Values matter (Claus)

- They constitute a framework and provide a language for our collaborations
- They guide and support ANMA Communications and Advocacy
- They build trust and affinity between institutions
- They align us with broader societal goals of our region
- They align us with the high level collaborations of the Nordic Council and The Nordic Council of Ministers

Next steps (Claus)

- Discussion and feed back at annual meeting (Michael)
- Decision by the steering group informed by the discussion
- Possible application in joint projects and quality assurance
- Visibility in external communication and partnerships



Workshop Material

Workshop Material for Discussion of ANMA Nordic Values

Workshop Material for Discussion of ANMA Nordic Values

Purpose:

This material was put together to facilitate a discussion and anchoring of ANMA's shared values in the Nordic collaboration between music academies. It is based on fictitious cases that illustrate the values in play in concrete situations.

Workshop format:

- Participants work in groups of 5-6
- Each group works on one case
- Discuss the three questions connected to your case
- Plenary sharing: Present your given case and a list of bullet points highlighting challenges and opportunities with regard to the values in play.
Please send your group's list of points to michael.strobelt@uit.no

Case 1: International collaboration with asymmetric resource distribution

A larger ANMA music academy is invited to collaborate with a smaller ANMA institution. The larger institution has generous financial resources, while the smaller partner is renowned for innovative practices and local impact.

Discussion:

1. How should the collaboration be handled with respect for *equality*, *trust*, and *ethical conduct*?
2. How can *mobility*, *exchange*, and *mutual learning* be supported?
3. What does *sustainability* mean in this collaboration?

Relevant values:

- Relational: Trust, collaboration, exchange
- Educational: Mobility, responsibility
- Societal: Fairness, inclusion

Case 2: A sustainability dilemma in concert production

Three smaller Nordic music academies join forces for a full-scale orchestra project in order to offer their students relevant orchestra experience. The project involves air travel for 2/3 of the participants. At the same time, the institutions are committed to ESG principles and green transition.

Discussion:

1. How can *artistic quality* be weighed against *environmental sustainability*?
2. Can *innovative* and *sustainable* concert formats be developed?
3. How can students be involved in the decisions?

Relevant values:

- Relational: Collaboration, responsibility
- Educational: Innovation, sustainable practice
- Societal: ESG, social responsibility

Case 3: Inclusion and access to music academy programmes

An evaluation shows low diversity among applicants and admitted students regarding ethnic minorities and lower socio-economic groups.

Discussion:

1. How can *inclusion* and *equality* in recruitment be strengthened?
2. How are *artistic quality* and *integrity* maintained?
3. How can the academy become a stronger *resource for society*?

Relevant values:

- Relational: Ethical responsibility, equality
- Educational: Responsibility, student agency
- Societal: Inclusion, diversity, social cohesion

Case 4: Innovation and societal relevance in teaching

A teacher proposes a compulsory 5 ECTS course involving students in community projects with care homes, schools, and the social sector. Some colleagues are sceptical.

Discussion:

1. How is *artistic practice* balanced with *societal engagement*?
2. What does *sustainable musicianship* mean?
3. How can an institution create involvement and a sense of ownership when introducing *innovative* initiatives?

Relevant values:

- Relational: Collaboration, exchange
- Educational: Innovation, practice-based learning
- Societal: Art as a resource for society, democracy, social welfare

Case 5: Inclusivity and cohesion in music education

An institution implements policies to promote gender equality, diversity, and inclusivity in its music programs. This includes scholarships for underrepresented groups and workshops on inclusivity and cohesion.

Discussion:

1. How can the institution balance diversity initiatives with maintaining a merit-based selection process?
2. What strategies can be implemented to prevent “inclusivity fatigue” among students and faculty?
3. In what ways can promoting inclusivity and cohesion enhance the overall educational experience for all students?

Relevant values:

- Relational: Equality, integrity, ethical responsibility
- Educational: Responsibility, student agency
- Societal: Democracy, social welfare, inclusivity, cohesion, transparency

Case 6: Sustainable musicianship initiative

The institution introduces a series of workshops for students and staff focused on sustainable musicianship, encouraging participants to use eco-friendly materials and practices in their music production. This initiative aligns with environmental, social, and governance (ESG) principles and aims to integrate art as a resource for society.

Discussion Questions:

1. How can the institution encourage students and faculty to embrace sustainable practices?
2. What measures can be taken to address the financial challenges associated with sustainable musicianship?
3. In what ways can sustainable musicianship contribute to the broader societal value of environmental stewardship?

Relevant values:

- Relational: Ethical responsibility
- Educational: Sustainable musicianship, art as a resource for society
- Societal: Environmental, social and governance principles (ESG)

Case 7: Cross-cultural music festival

Music institutions from two Nordic countries collaborate on a music festival aiming at recognizing and safeguarding music and culture of indigenous peoples in their region. The festival aims to foster trust, dialogue and exchange, and collaborative practice, while promoting freedom of mind, speech, and artistic expression and music as a cohesive power in society.

Discussion Questions:

1. How can the institutions ensure that cultural differences are respected and valued in the planning process and during the festival?
2. How can the institutions balance their artistic visions to create a cohesive festival program?
3. In what ways can the festival promote freedom of artistic expression while respecting cultural differences?

Relevant values:

- Relational: Trust, dialogue and exchange, collaborative practice
- Educational: Knowledge from artistic practice and research, art as a resource for society
- Societal: Freedom of mind, speech, and artistic expression, music as a cohesive power in society

Case 8: Joint degree program in music technology

A music institution in a Nordic country partners with a music institution in China to offer a joint degree program in music technology. The program aims to foster equality, integrity, and ethical behaviour while promoting innovation and creativity, mobility and adaptability, and environmental, social, and governance (ESG) principles.

Discussion Questions:

1. How can the institutions ensure that the joint degree program meets the accreditation standards of both countries?
2. What strategies can be implemented to address ethical considerations related to technology use and data privacy?
3. In what ways can the program integrate sustainable practices and address the environmental impact of technology?

Relevant values:

- Relational: Equality, integrity, and ethical responsibility, collaborative practice
- Educational: Innovation and creativity, mobility and adaptability
- Societal: Environmental, social, and governance (ESG) principles

Case 9: Global music research collaboration

Three music institutions from Nordic/Baltic countries and South Africa collaborate on a global research project exploring the role of music in social movements. The project aims to foster transparency, justice, and fairness, democracy and social welfare, and art as a resource for society while promoting practice-based and knowledge-based artistry.

Discussion Questions:

1. How can the institutions ensure that research practices are ethical and respectful of the communities involved?
2. What strategies can be implemented to manage data sharing and intellectual property rights across different legal frameworks?
3. How can the institutions secure funding and resources for the project and ensure equitable distribution?

Relevant values:

Relational: Collaborative practice, dialogue and exchange, integrity and ethical responsibility

Educational: Art as a resource for society, knowledge from artistic practice and research

Societal: Transparency, justice, and fairness, democracy and social welfare

Free case

- Feel free to use an actual case and questions from your own institution.
- Or invent a case which might seem actual in our current landscape.
- Reflect on how the presented ANMA relational, societal and educational values might provide guidance or serve as tools for addressing the issues at hand.