Online Pre-conference Workshop B

**Opening doors
through Lifelong Learning**

by the ARTEMIS
Lifelong Learning Working Group

Wednesday 13th September 2023
on Zoom
11:30 – 12:30 CET

ARTEMIS - Empowering Artists as Makers in Society

objectives

INTERNATIONAL COOPERATION. Enhancing cooperation among HMEIs at European level and beyond to strengthen artists' mobility and employability;

LIFELONG LEARNING. Strengthening Lifelong Learning opportunities for artists and for HMEI teachers, and reinforcing AEC's role in delivering such opportunities;

ADVOCACY. Reinforcing the capacity of AEC and its members to represent their interests and to advocate for the promotion of the cultural and creative sector;

COLLECTING DATA, GOING GREEN AND DIGITISATION. Establishing a reliable empirical basis for actions aimed to support the project's performance and to scale up the HME sector;

FURTHER DEVELOPING AND INNOVATING MUSIC EDUCATION. From the scope and responsibilities of institutions to learning & teaching and curriculum design;

DIVERSITY, INCLUSIVENESS AND GENDER EQUALITY. Shaping and implementing fair, inclusive, diverse and gender-equal frameworks in HMEIs.

15 Working Groups within ARTEMIS

AEC International Relations Coordinators (IRC) Working Group

AEC Pop and Jazz Platform (PJP) Preparatory Working Group

AEC European Platform for Artistic Research in Music (EPARM) Preparatory Working Group

AEC Early Music Platform (EMP) Task Force

AEC European Online Application System (EASY) Task Force

AEC Lifelong Learning (LLL) Working Group

AEC Advocacy Task Force (TF1)

Working Groups within ARTEMIS - continued

AEC Digitisation Working Group

AEC Goes Green Working Group

AEC Communication Task Force (TF2)

AEC Capacity Building Working Group

AEC / YMTE Joint Working Group

Steering Committee for the Harmonisation of European Music Education (SCHEME)

AEC Diversity, Inclusion and Gender Equality (DIGE) Working Group

AEC Gender Equality and Non-discrimination Mainstreaming Task Force (TF3)

Members of the LLL Working Group

Esther VIÑUELA, [Escuela Superior de Música Reina Sofía](#), Madrid, Spain (WG Chair)

Kadri STEINBACH, [UT Viljandi Culture Academy](#), Viljandi, Estonia

Brendan BRESLIN, [Royal Irish Academy of Music](#), Dublin, Ireland

Małgorzata STERNAL, [The Krzysztof Penderecki Academy of Music in Kraków](#), Poland

Andy WEST, [Leeds Conservatoire](#), Leeds, United Kingdom

Cecilia CEREDA, [Conservatorio di Musica Giacomo Puccini](#), La Spezia, Italy

Beatriz LABORDA, AEC Office Team (WG Coordinator)

LLL Working Group main tasks

- Monitoring the mapping of Lifelong Learning (LLL) opportunities for artists
- Encouraging AEC members to improve and/or develop LLL opportunities for artists
- Enhancing the teachers' competencies as facilitators

for more details see: https://aec-music.eu/project/empowering-artists-as-makers-in-society/wp3

why are we meeting today?

- to present first general results of the survey

- to discuss the content and provision of LLL opportunities

- to enable and encourage the participants to use the ideas presented in the workshop in building their own projects - also in the context of international cooperation.

some questions that keep appearing

- what is Lifelong Learning (LLL)?

- what is non-formal LLL?

- who are professional musicians to whom most LLL programs are addressed?
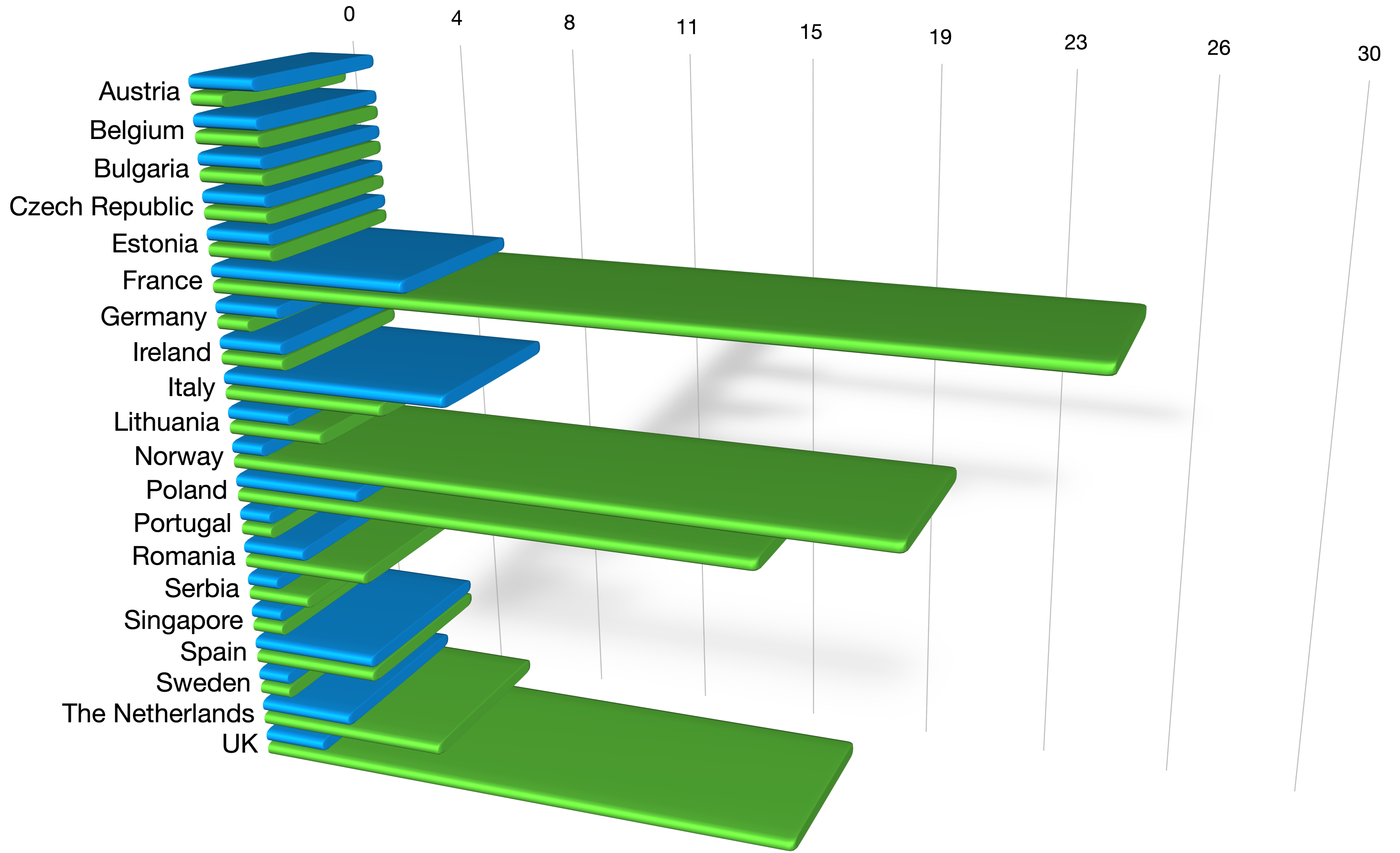
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Let's start with a discussion…

What is Lifelong Learning in the context of higher music education? For whom is it?
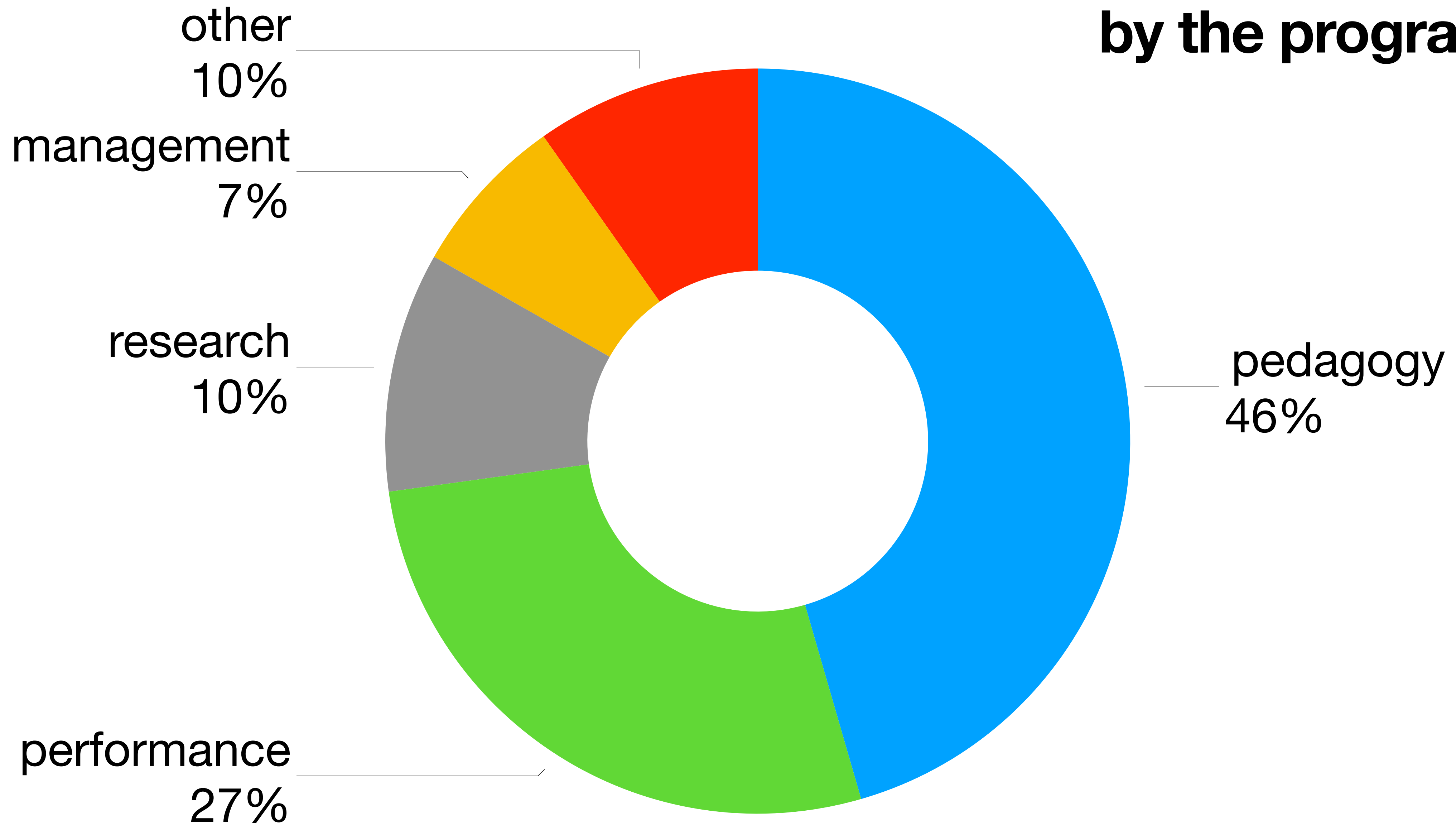
our discussion space - padlet

who took part in our survey?

- 20 countries

- 49 institutions

- 118 programs
  LLL opportunities presented by institutions, including non-formal education

fields covered
by the programmes

other
10%

management
7%

research
10%

pedagogy
46%

performance
27%

selected examples of „other"

- Artistic creation
- Artistic improvement
- Sound recording, sound engineering
- Choral singing, ensemble performance
- Experiencing music at a young age
- Introduction to music for amateurs

- Mediation
- Technology
- Piano tuning
- Entrepreneurship
- Business, finance, leadership
- Medicine
- Therapy methods
- Inclusion, disability, health
- …

What LLL programmes do you know in your environment?
What fields are covered and what should be covered in your opinion?

Lets go to our padlet again!

topics covered in the programmes of surveyed institutions
selected examples from 4 distinct groups

1. Pedagogical Skills and Knowledge:

conducting skills, rehearsal methodology, practical ear training, improvisation, methods for rehearsal and practice, educational skills, pedagogy, psychology, teaching methodologies, didactic skills, reflective practice, teaching students with additional needs, teaching children, use of learning platform and blended learning, facilitation skills, communication skills, traditions and methods of supervision, interactive processes, building relationships and ethical situations in supervision, synchronous and asynchronous dialogue. etc.

topics covered in the surveyed institutions
selected examples from 4 distinct groups

2. **Artistic Performance:** Performance (solo and ensemble, instrumental, vocal, dance), movement (based on music).

3. **Entrepreneurship in the Sphere of Arts:** Entrepreneurship, fundraising, business management, project management, project development, self-management, communication and project work, musical entrepreneurship.

4. **Digital Skills**: digital skills in online exchanges between teachers and students, Networked Music Performance technology, Digital Audio Workstation technology, technology applied to music teaching, digital skills (educational platforms, streaming of events, design of posters).

topics covered in the surveyed institutions
selected examples of other categories

Working with individuals and groups in various social contexts:

lifelong education, diversity and inclusion, social impact through music, music in the community, music in meeting with people in care services, music making with various age groups, leading a workshop, coaching and mentoring, selected aspects of psychology, therapeutic methods

Aspects of working within institutions:

curriculum development, assessment methodologies, collective and individual training needs;

topics covered in the surveyed institutions
selected examples of other categories

Specialised skills and knowledge:

body techniques for musicians (pilates etc.), improvisation in music, opera directing, intimacy coordination; basics of musical acoustics and electroacoustics, mixing and mastering in music production, scientific and artistic evaluation of sound, sound engineering;

Research related skills:

creative thinking, critical thinking, textual analysis, curatorial skills, writing, research methods…

to whom are the programmes addressed?
selected examples

- Students, graduates and academic staff (of music academies, conservatoires, universities, etc.);

- Music school teachers and administration (for primary, secondary, and higher education institutions);

- Freelance artists and teachers;

- Performing arts professionals - in music (performers, composers, sound engineers, music curators, etc.) and in other arts (dancers, actors, etc.);

- Health workers with knowledge of music;

- Adults (general public, advanced amateurs, etc.);

- Children and guardians/parents;

Some comments of our respondents

- I do believe, Lifelong Learning will be of growing importance and will **continuously open new perspectives** in the upcoming years.

- LLL is becoming increasingly important with **the rapid transformation of the artistic profession** and changes in the nature and type of work being undertaken.

- Obviously this issue is very important, but in the music performance area there is **still a poor understanding of this importance**, specially especially within the teaching and non-teaching staff.

- Immensely important to support teachers in keeping developing their teaching, teaching skills, **see themselves as continuous learners** and thus understand learning processes of their students.

what next?

- working on data analysis and sharing knowledge with AEC members

- encouraging AEC members to provide more data, so:

- answer the survey now if you have not done it!
  Or ask your colleague involved in LLL at your institution :-)