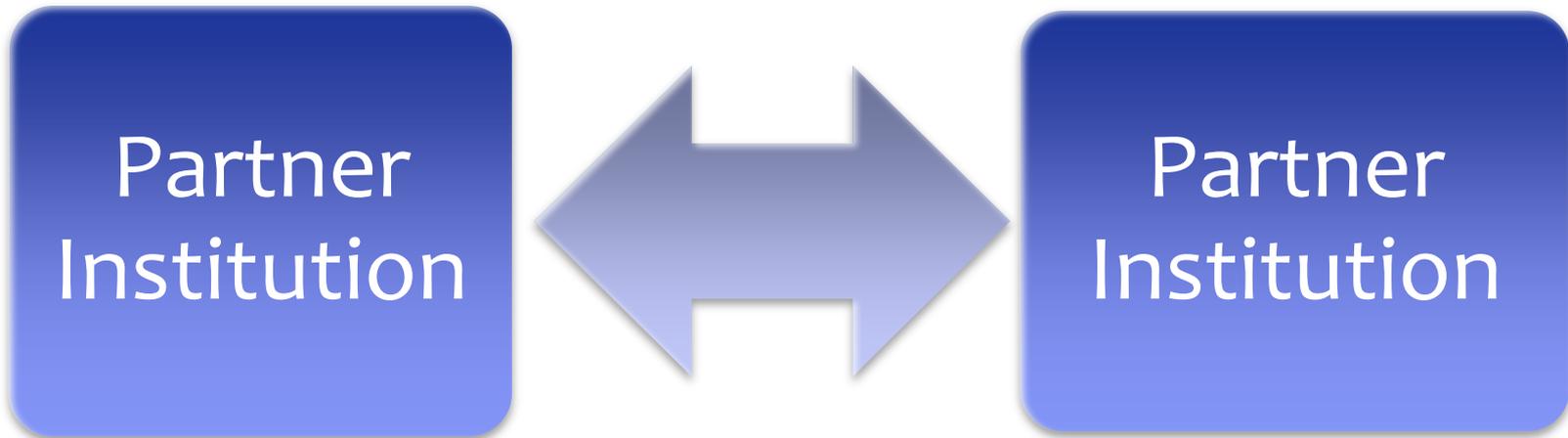
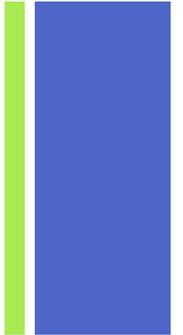


ERASMUS + traineeships for Musicians



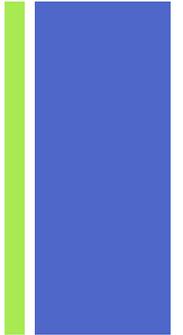
+ ... Where?



Inter-institutional agreement is not compulsory!



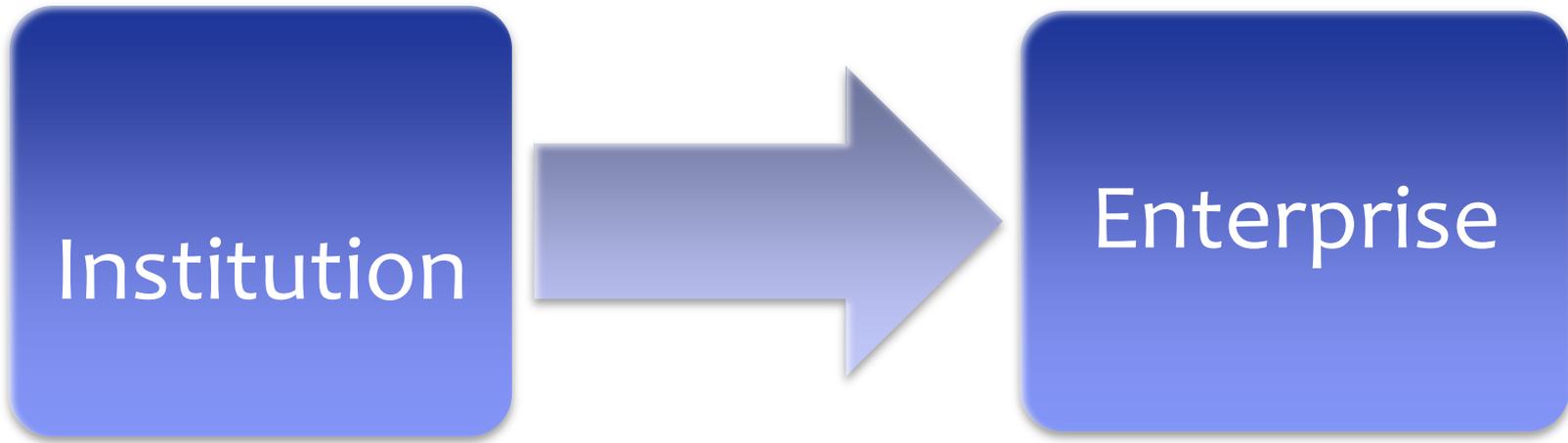
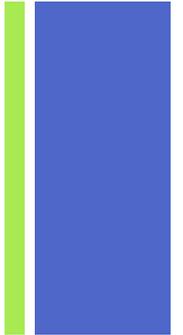
UNIVERSITIES-CONSERVATOIRES- HOCHSCHULEN?



- It is possible to carry out a traineeship in a higher education institution located in one of the Programme Countries.

- BUT NOT FOLLOWING COURSES!

+ ... Where?



+ What kind of Enterprises?

a public or private, small, medium or large enterprise (including social enterprises);

a public body at local, regional or national level;

a social partner or other representative of the working life, including chambers of commerce, craft/professional associations and trade unions;

a research institute;

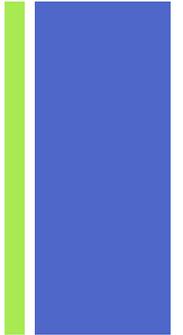
a foundation;

a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education);

a non-profit organisation, association, NGO;

a body providing career guidance, professional counselling and information services.

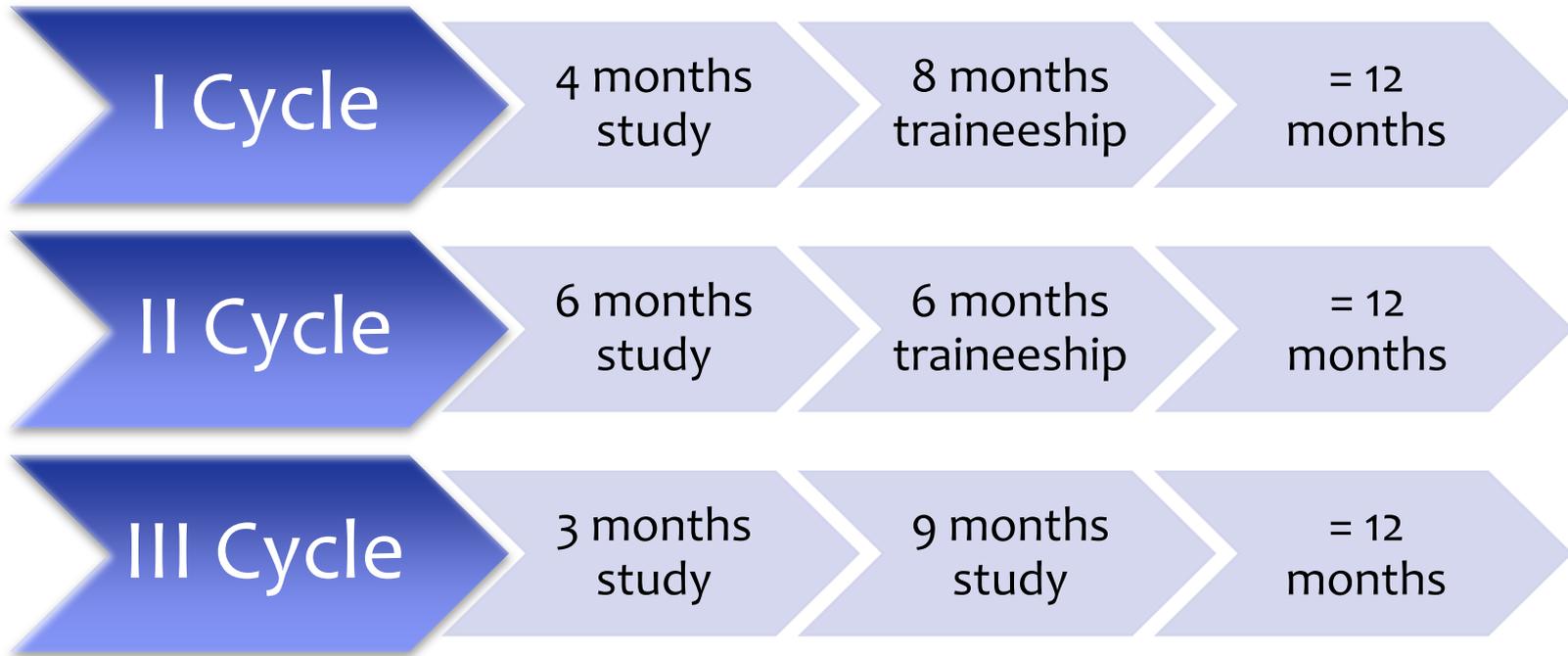
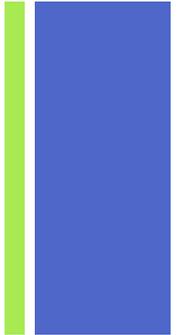
+ Is it possible to have more than one mobility experience with Erasmus+ as higher education student?



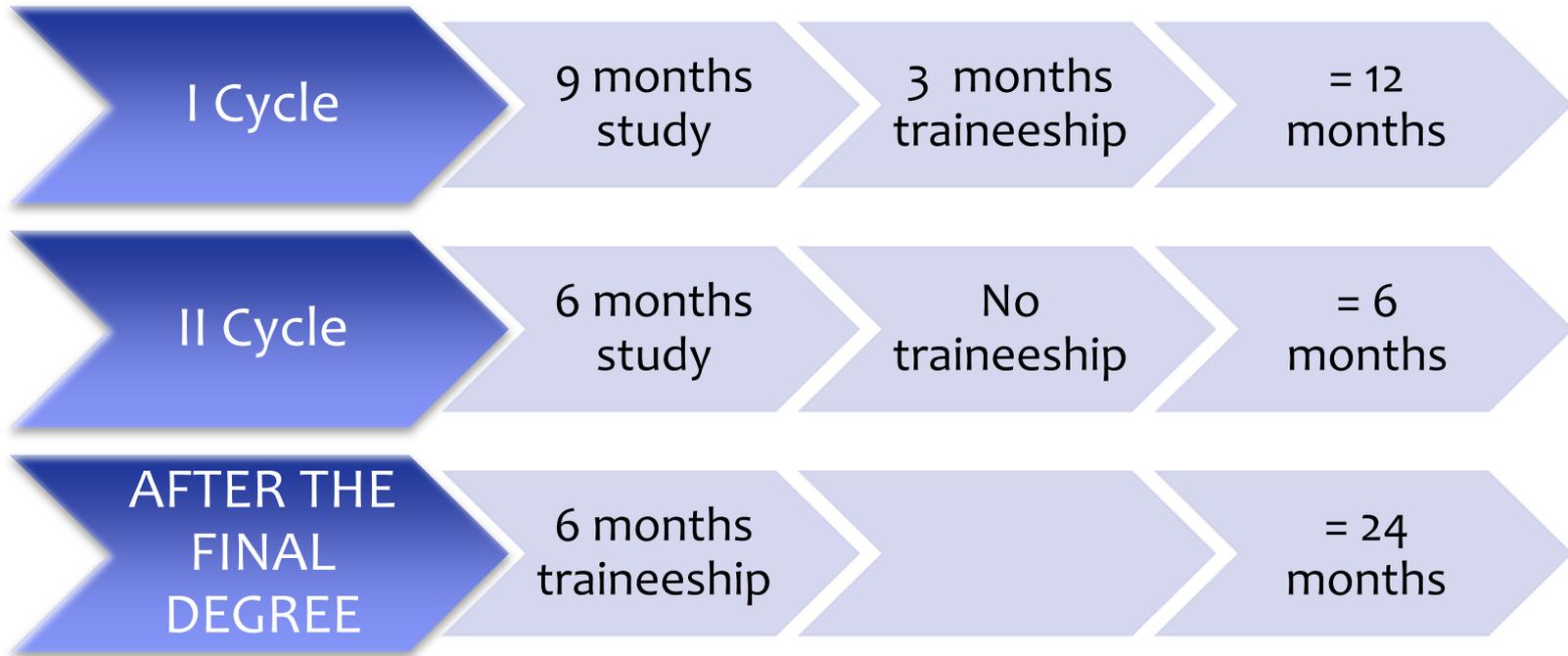
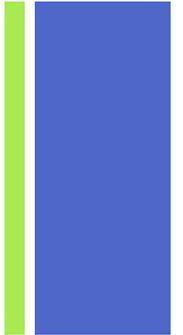
combining studying and training abroad in a single mobility is a new possibility offered by Erasmus+.

This maximum of 12 months per study cycle also includes former mobility experiences under the previous Erasmus-Lifelong Learning programme.

+ Some Examples



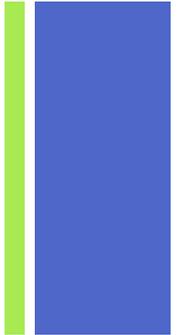
+ Examples (my preferred plan of mobility)





I did a Leonardo placement under the Lifelong Learning programme; can I study or do a traineeship abroad with Erasmus+?

- Yes, participation in other actions of the Lifelong Learning programme (e.g. Leonardo) or other programmes such as Youth in Action is not taken into account for participation in Erasmus+ higher education mobility activities.



+ Partner Countries Neighbouring the EU
(for traineeship from 2017/18 onwards)

Eastern Partnership Countries: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine

Southern Mediterranean countries: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia

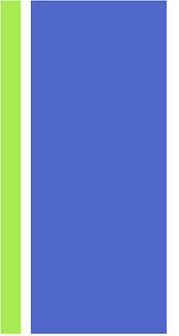
Western Balkans: Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia

Other: Russian Federation

+ An Example of ingoing traineeship (Conservatoire Nino Rota -Monopoli)

- The CNR BAROQUE ENSEMBLE

[file:///localhost/Users/domenicotagliante/Desktop/Baroque Ensemble
ITMONOPOLo2-Partner_Search.pdf](file:///localhost/Users/domenicotagliante/Desktop/Baroque%20Ensemble%20ITMONOPOLo2-Partner_Search.pdf)



+ What kind of traineeship for a musician?

Vocal coach (piano accompaniment)

Chorister

Instrumentalist in Ensemble or Orchestra

Sound Engineer/Tonmeister

Organist / Continuo Player

Librarian

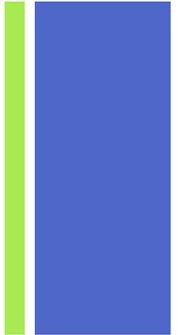
Assistant to Conductor/to Choirmaster

Arranger/Composer

Teaching traineeship



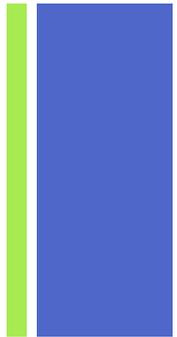
As regards students, trainees, apprentices, young people and volunteers, the mobility activities supported under the Key Action 1 are meant to produce the **following outcomes**:



- improved learning performance;
- **enhanced employability and improved career prospects;**
- **increased sense of initiative and entrepreneurship;**
- **increased self-empowerment and self-esteem;**
- **improved foreign language competences;**
- **enhanced intercultural awareness;**
- more active participation in society;
- better awareness of the European project and the EU values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

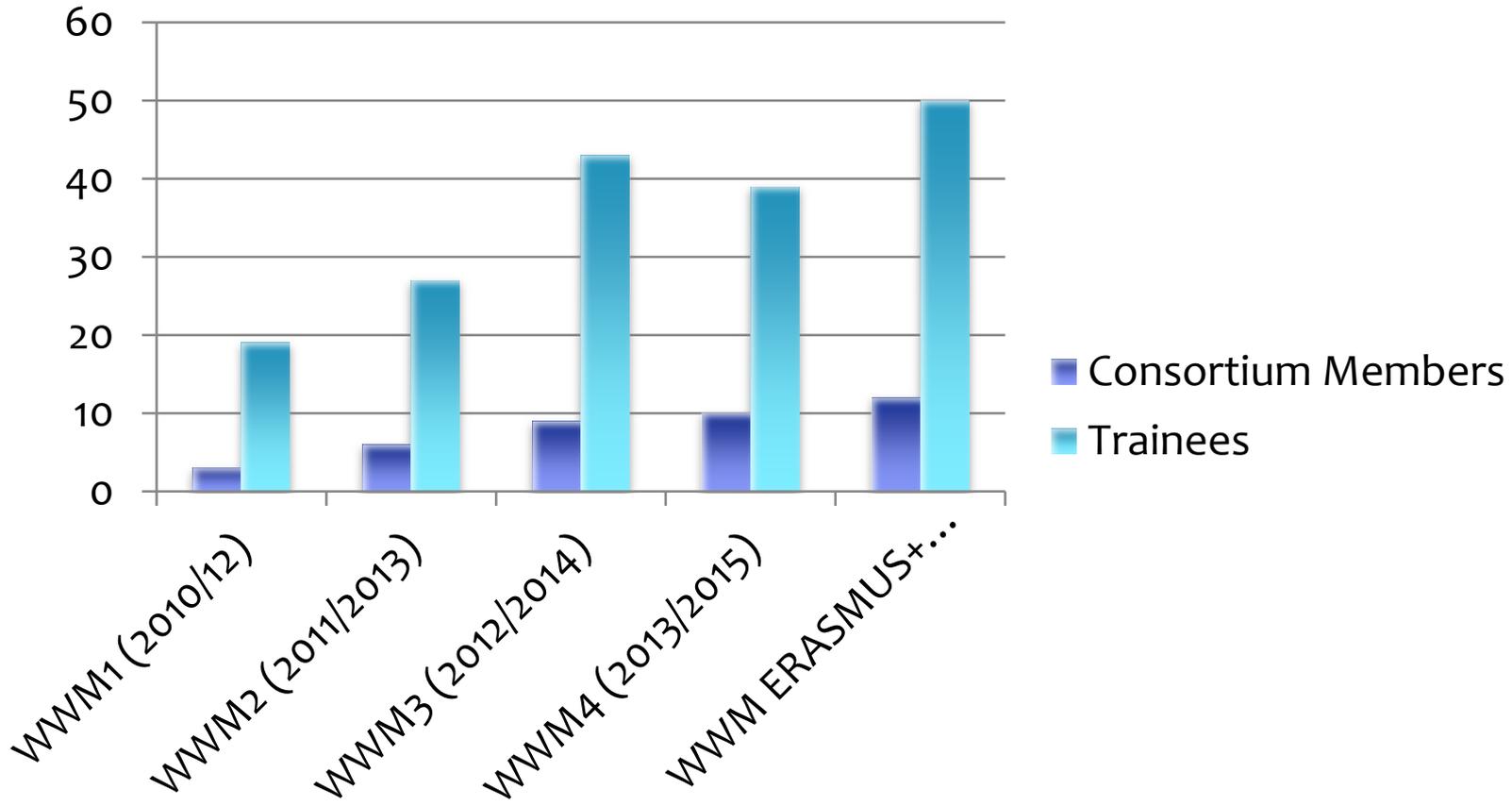
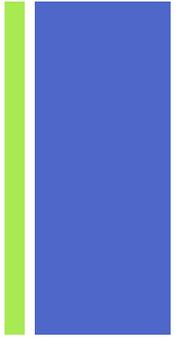


As regards staff, youth workers and professionals involved in education, training and youth, the mobility activities are expected to produce the **following outcomes:**



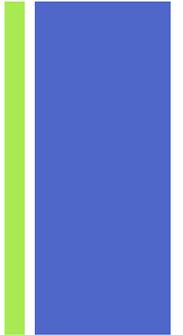
- improved competences, linked to their professional profiles (teaching, training, youth work, etc.);
- broader understanding of practices, policies and systems in education, training or youth across countries;
- **increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;**
- **greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;**
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers;
- Greater understanding and responsiveness to social, linguistic and cultural diversity;
- Increased ability to address the needs of the disadvantaged;
- Increased support for and promotion of mobility activities for learners;
- **Increased opportunities for professional and career development;**
- **Improved foreign language competences;**
- increased motivation and satisfaction in their daily work.

+ From Leonardo Placement to Erasmus+ Traineeship

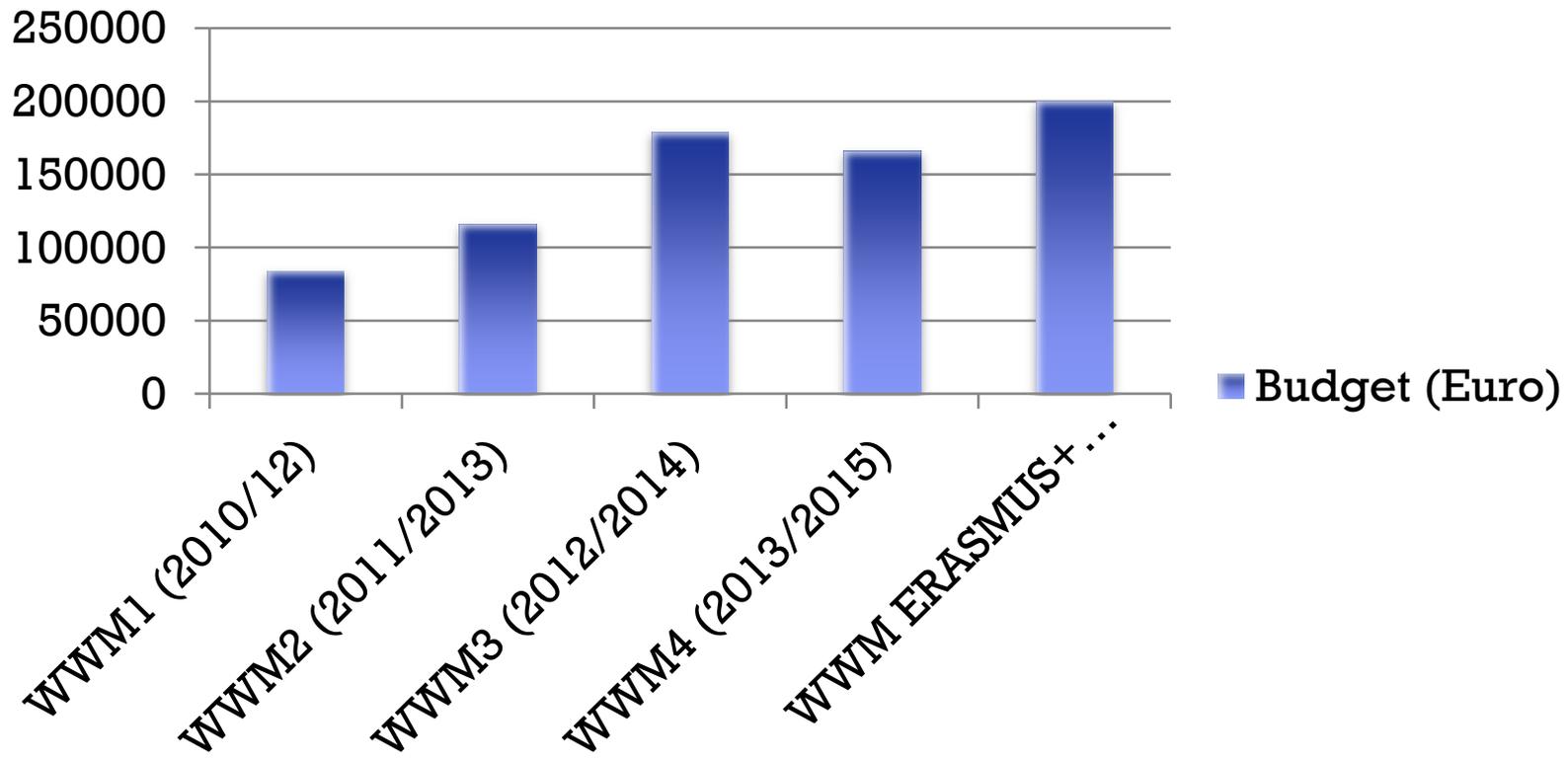




From Leonardo Placement to Erasmus+ Traineeship



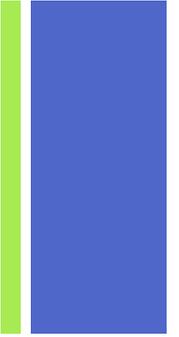
Budget (Euro)



+

A tool for the job and traineeship search:

- <http://musiclaboris.blogspot.it>



+ SWOT (the coordinator point of view)

STRENGTHS

Stronger links between educational environment and labour market.

Crucial test to explore the “music production” point of view and not only the “academic” point of view. (what they need?/what we offer?)

Enterprises take advantage of low-cost contributors, tutors, assistants etc...

OPPORTUNITIES

Build a network between UNI and Enterprises.

Refocusing curricula for better employment opportunities

WEAKNESSES

The Erasmus coordinator works ALONE!
(like a gold digger)

There is a lack of communication between International office initiative for traineeship and departments/teachers/governance
BECAUSE

The Erasmus traineeship is not implemented in the students' curricula

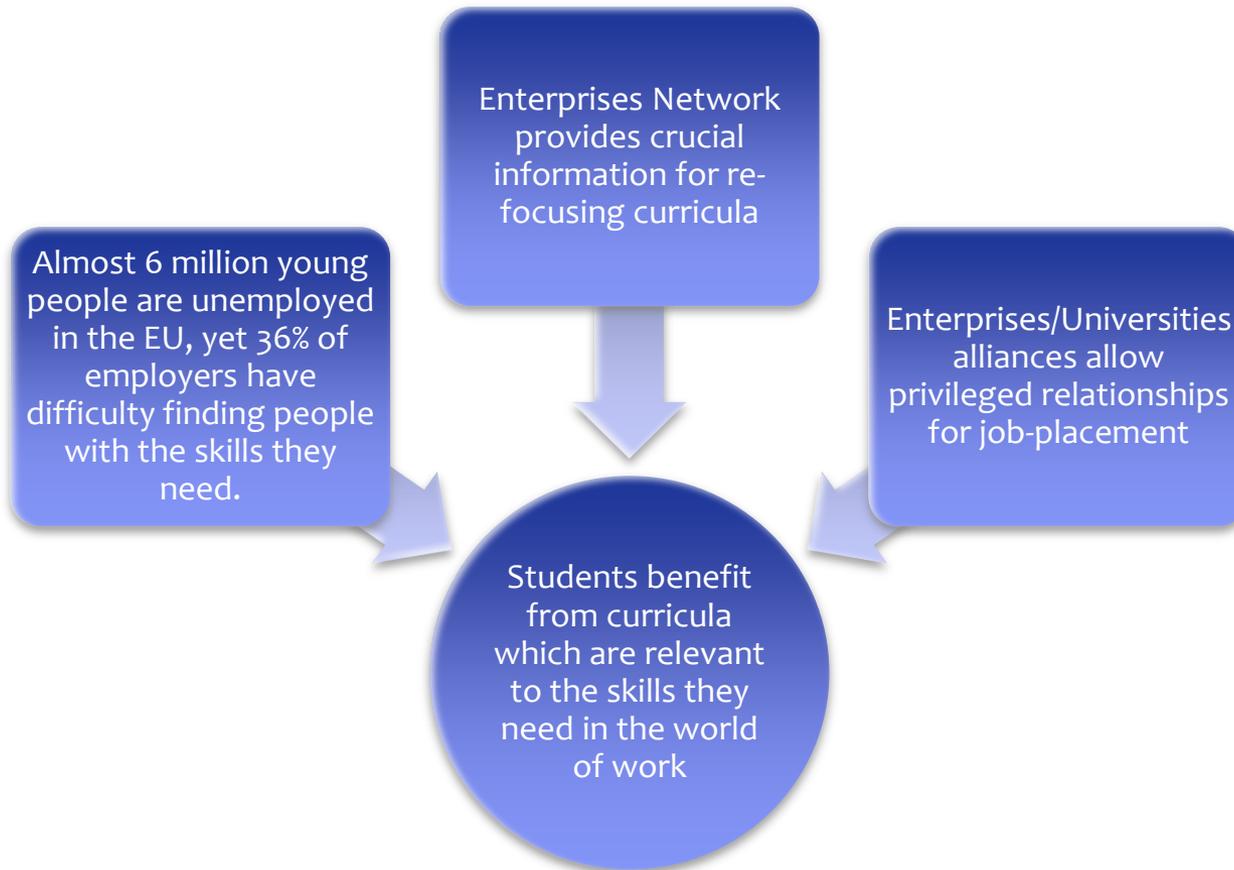
NO SUPPORT FROM EACEA in order to ENDORSE THE traineeship to the Enterprises

THREATS

Traineeship period abroad could not give the expected results, due to a lack of “communication” between Institutions and Enterprises.

The Enterprise sometimes has to deal with young and inexperienced workers.

+ Why should I implement traineeship projects in the international office?





The Erasmus Impact study

Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions

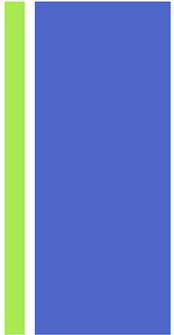
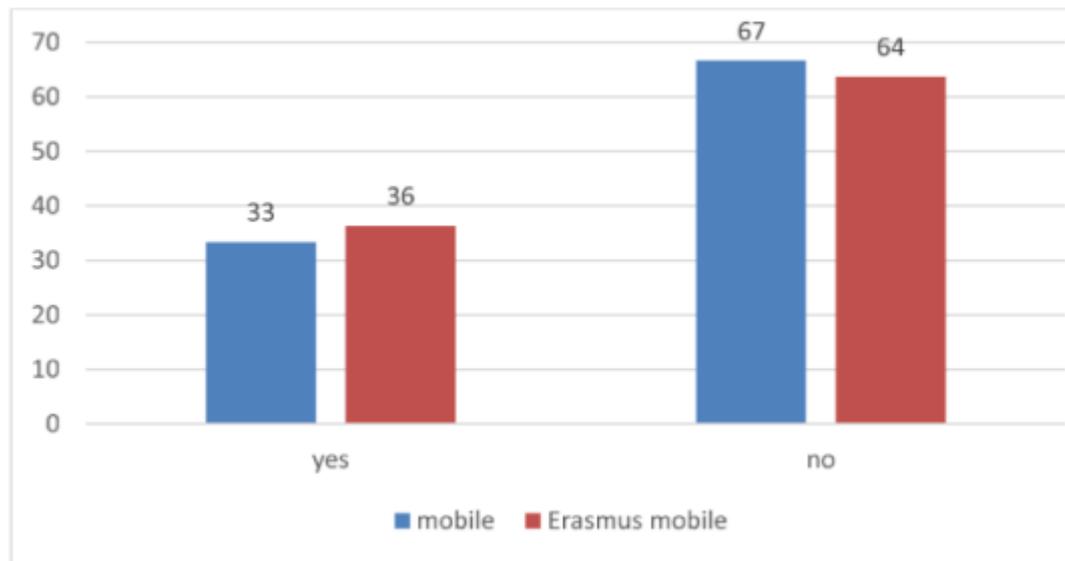


Figure 3-28 Job offer through work placement abroad (in %)



Host enterprises offered jobs to 36% of students on work placements



WORK PLACEMENT

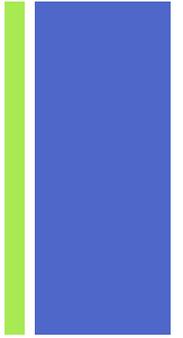


Almost **1 in 10 Erasmus trainees** who did work placements have started **their own company** and **3 out of 4** plan to or can envisage to do so



More than 1 in 3 Erasmus trainees were offered a position at their host company

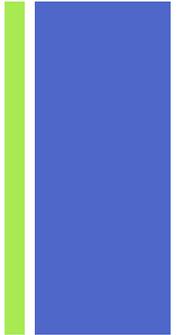
+ Are we ready for a strategic plan on
Traineeships for musician?



???



ERASMUS+ KEY ACTION 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES



- **Knowledge Alliances between higher education institutions and enterprises** which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning;

+ ERASMUS+ KEY ACTION 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES **FOR MUSICIANS**: some input:

- A traineeship portal for candidates and enterprises searching for trainees
- YouTube channel with demos
- EACEA support for the presentation to the Stakeholders of the E+ Traineeship project and the Institutions involved
- Open days for Enterprises
- Forums for the “ musician entrepreneur” , enterprise and job market, artist - agencies/universities alliances, “learning by doing” best practices, ...

