

## Civilian wind bands as agents of non-formal and informal education

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**Disciplinary background A.** Second-generation non-formal education has garnered strong interest in the compelling education sciences field and has become an essential factor in achieving the Sustainable Development Goals (Rogers, 2019). Collaborative educational initiatives, such as community learning centres, are increasingly providing new educational possibilities to promote cultural understanding among adolescents, youth and adults (International Commission on the Futures of Education, 2021).

**Disciplinary background B.** Furthermore, the sociocultural context of ethnomusicological research embraces all types of music, namely the musical practices outside formal educational institutions. Community music, which rests on a set of activities that involve active music-making and people's cultural participation (Higgins, 2012), provides the opportunity for participants to "construct personal and communal expressions of social, artistic, political and cultural concerns." (ISME, 2021, [www.isme.org](http://www.isme.org)).

### Abstract

Our doctoral research project aims to examine and understand the educational values generated in the practices of civilian wind bands, both from individual and community perspectives.

Civil wind bands are strongly related to changes in the Western social context, which have affected European social and cultural life since the nineteenth century (Dubois et al., 2013). Their practices fit the foundational principles of Community Music as proposed by L. Higgins and L. Willingham (2017). Their activities result from challenging education processes involving communication, interaction, or intergenerational relationships. They also address the most recent educational findings from authentic and situated learning or process-oriented education (Koopman, 2016). Moreover, a compelling body of research on active music-making is increasingly linking music education, well-being, social cohesion, personal development, and empowerment, especially in groups of independent subjects (young and older people). Our study will employ a sequential explanatory mixed-method design (Creswell & Creswell, 2018) within a multiple case study strategy (Stake, 2006). In the first step, as part of a comprehensive approach, the quantitative data will be gathered from members of Portuguese civil wind bands through a survey questionnaire. The quantitative data will characterise the socio-demographic, perceived educational values, and cultural profiles of musicians and wind bands. Applying formerly defined pertinence criteria, like socio-institutional categorisation, membership dimension, geographic location (mainland or island), population density, or foundation date, the wind bands eligible to participate will be selected in the following research step. In a supplemental intensive view borrowed from the ethnographic inspiration, individual comprehensive interviews, field notes and participant observation will provide relevant qualitative data for content analysis. Following this, triangulation of data and between-method triangulation (Flick et al., 2004) will provide a more thorough description, explanation and insight into our subject research.

**Interdisciplinary implications.** The research project is intended to contribute to the body of knowledge in education sciences, by targeting the non-formal learning processes involved in wind

band activities. It will provide updated insights into adult education, sociocultural animation or local development areas, opening new research perspectives.

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