PUBLIC PRIVATE PARTNERSHIPS IN MUSIC INDUSTRY EDUCATION

A MIXED METHODS STUDY OF THE MUSIC INDUSTRY TECHNICAL CAMP IN TRINIDAD AND TOBAGO

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International Context

• Explosion of innovation, leading to the development of new products and services in the Music Industry (Murphy 2020)

• Streaming as dominant model of recorded music monetization (Tschmuck, 2021)

• Sales of $19 million per day (IFPI, 2021)
The Case for Specialist Music Industry Education

- Managers and employees need relevant skills to capitalize on the potential value associated with technology (Hamel, 2006)

- The increasing professionalization of the music industry, requires more complex skill sets (O’Hara 2014)

- In developed countries, industry training is financed by governments or by relatively wealthy parents (Kelman and Cashman 2019).
The Picture in **Trinidad and Tobago**

• The most southerly island in the Caribbean with a population of 14 million persons.

• Vibrant live music sector

• Signatory to major WIPO copyright treaties- embedded in local legislation/ collection systems.

• Government policy identifies the Creative Industries as one to diversify the economy away from oil and gas dependence (Julien 2020)
The Picture in Trinidad and Tobago—Cont’d

• Current programmes are academic, in traditional music specializations such as music education and music performance, music tech and generic arts management. Greater alignment needed with industry needs. (Kelman, 2020) (UWI 2019; COSTAATT 2019; USC 2019; UTT 2019)

• Current programmes also exclude a segments of musicians who are unable to undertake full-time study or follow a rigorous schedule

• Focus needs to be placed on Industry areas—copyright, publishing, management etc (Hatschek, 2011)
The Beginning:

The Music Industry Technical Camp (MITC)

• A Public-Private Partnership Between DianJen Center for Music Industry Excellence (Arts Organization) and the Ministry of Community Development, Culture and the Arts (Government Ministry)

• Training for music practitioners in the music management and production aspects of the music industry

• Targeted - Persons 18-65 years old

• An intensive practical training initiative comprising ninety (90) hours of training delivered through daily afterwork sessions, over a six-week period at DianJen.

• Ran once per annum from 2014-2018
Structure & Curriculum

A series of intensive workshops arranged into three modules:

• **Module 1- Managing in the Music Business (40 Hrs)**
  ◦ Sample Topics: Fundamentals of Copyright Law, Music Publishing and Licensing, Performing rights Organizations, Contract Basics, Digital Marketing etc.

• **Module 2- The Home Studio Masterclass (35 Hrs)**
  ◦ Sample Topics: Digital Audio Workstation Design and Operations, Sequencers, Studio Recording and Production Techniques, Mixdown and Mastering etc.

• **Module 3- Professional Development of Music Industry Executives (15 Hrs)**
  ◦ Sample Topics: Business Protocol and Etiquette- Dress and Communication, Conduct at Social Events, Conflict resolution, Playing to the egos of industry stakeholders, treatment of artists and conflicts of interest etc. (DianJen 2020).
Instructional Strategies

Various methods and creative strategies used.

• **A Situated Learning Approach**
  - Training aligns the participants’ previously acquired music industry personal knowledge and skills, in addition to new knowledge (Walzer 2017).
  - Cooperative activities- The final project for each cohort involves applying the skills and concepts studied during the programme to write, record and produce a class recording project (a single).
  - Prepare the release by completing an electronic press kit and digital marketing and distribution plan for the release of the single.

• **The Flipped Classroom**
  - Pre-class materials assigned, through videos, cases and reading materials which are served via the school’s custom Learning Management System (LMS). This facilitates independent study and creates opportunities for problem solving and reinforcement activities to enhance learning when tutors and participants meet during class time.
The DianJen (Dye-An-Jen) Center for Music Industry Excellence is a music training facility founded by the researcher in 2013.

Registered with the country’s Ministry of Legal Affairs as a Limited Liability Company (LLC) and is also a registered Arts Education organization, recognized by the Ministry of Tourism, Culture and the Arts.

Approved RSL Awards (UK) Vocational Center- Level 3 Certification available in: Production, Live Events Production and Music Business
The MITC as a Public-Private Partnership (PPP)

PPP- Collaboration by public and private actors whereby they aim to address societal challenges in areas such as health and education. (Kolk et. al, 2008)

Role of the Government Ministry:

• Provision of funding and marketing support to the Arts Organization.

• Contractual stipulations that the MITC remains free for participants.

• Ongoing monitoring and evaluation through site visits and status reports.
The MITC as a Public-Private Partnership (PPP)

Role of the Arts Organization:
- Programme design, execution and management.
- Ongoing reporting on outcomes to Government Ministry
- Preparation and submission of final report
Significance of the study

• 89 participants graduated from the MITC.

• Several employed as full-time and part-time professionals in the local music industry.

• Important to evaluate how graduates have used the knowledge and skills gained on the programme and how it aligns with the objectives of the Government Ministry.
Significance of the study

• Current literature evaluates the role and importance of Music Industry education in preparing future executives and PPPs in general. (Hatschek 2011), (Kelman and Cashman 2019), (Smith 2019).

• Others examine PPPs in generic Arts Education (Andrews 2016)

• The need exists to understand the situation in the Caribbean- specifically the role of PPPs in meeting education needs in the Music Industry
Significance of the study

• The research can provide ideas on how future programmes can be structured in terms of pedagogy, curricula, funding and accountability models.

• Research important for developing countries especially Small Island Developing States (SIDS)
Public Private Partnerships in Music Industry Education

Research Questions

RQ 1
What is the relationship between training gained at the Music Industry Technical Camp and graduate achievement?

RQ 2
What learning takes place at the Music Industry Technical Camp?

RQ 3
To what extent does the Music Industry Technical Camp align with the objectives of the Government Ministry?

RQ 4
How does the learning that takes place at the MITC PPP explain graduate achievement?
A Two-Phase Explanatory Sequential Mixed Methods Design

**Phase 1**

**QUAN**
Quantitative Data Collection and Analysis
- Administration of Survey to 89 MITC Graduates

Analysis Techniques
- Measures of Central Tendency
- Correlation Analysis
- Regression Analysis

**Results for Follow-up**
- Impact of the MITC on Current/Future Careers
- Impact of MITC on Future Study
- Impact on Entrepreneurship
- Alignment with objectives of Gov’t Ministry

**Phase 2**

**QUAL**
Qualitative Data Collection and Analysis
- Structured interviews with 5 graduates
- Structured Interview with Chief Administrator

Analysis Techniques
- Thematic Analysis

**How QUAL explains QUAN**
- Relationship between MITC learnings, Governance Framework and Graduate Achievement

Creswell & Creswell (2017)
Public Private Partnerships in Music Industry Education

Overview of Results

• Survey was completed by 26 graduates, representing 29% of the total cohort of alumni.

• Of the subjects, 20% (n=5) were females and 80% (n=21) were males.

• In terms of the major age ranges represented, 58% were from the 25-34 year old age category, whereas 15% were from the 45-55 year old category.

• Respondents possessed an average of 12 years industry experience (+/- 7 years) with the most responses from the class of 2016 (n=7) and 2018 (n=7) respectively.

• 35% (n=9) listed their current industry role as Artist/Performer, 15% (n=4) as Producers and 12% (n=3) as Songwriters.

• Responses from the five informants comprising the QUAL strand are interwoven to expand on the results.
### RQ1- The relationship between training gained at the Music Industry Technical Camp and graduate achievement? (QUAN)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pearson Chi Square</th>
<th>P Value</th>
<th>Cramer’s V</th>
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<tr>
<td>Bet_Plan</td>
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<td>0.008</td>
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<tr>
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<td>New_Vent_Conf</td>
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</table>

The relationships between the main training initiative variables (Left Column) and the graduates’ application of their learnings from the MITC to their careers and entrepreneurial ventures in the music industry.
RQ1- Points to Note

• The most significant relationship exists when the graduates’ application of their learnings from the MITC to their careers, is compared to improvements in their capacity to better plan their career or represent their clients due to participation in the MITC.

• By applying their learnings from the MITC to their careers, the graduates experienced enhancements to their music business and production knowledge and skills.

• Outstanding relationship when the learnings that graduates of the MITC apply to their careers, are considered in relation to the improvements they experienced to the business aspects of their career (Imp_MB)

• Graduates of the MITC feel that they can succeed in a new music business entrepreneurial venture, when applying the learnings gained at the MITC to their careers (App_Car) upon graduation.
RQ2- What learning takes place at the Music Industry Technical Camp? (QUAL)

Which of the following did you gain an understanding of during the MITC?

26 responses

- Copyright and Royalties: 19 (73.1%)
- Music Publishing and Licensing: 18 (69.2%)
- Performing Rights Organisation: 19 (73.1%)
- Copyright Infringement: 15 (57.7%)
- Digital Music Distribution: 14 (53.8%)
- Music Contracts: 15 (57.7%)
- Digital Marketing Tools: 10 (38.5%)
- Music Publicity: 9 (34.6%)
- Music Marketing Planning: 15 (57.7%)
RQ2 - What learning takes place at the Music Industry Technical Camp? (QUAL)

Which Skills did you gain?
26 responses

- Music Production in a Team: 15 (57.7%)
- Networking: 13 (50%)
- Songwriting: 6 (23.1%)
- Basic Mixing and Mastering: 12 (46.2%)
- Business Marketing and Planning: 15 (57.7%)
- Music Business: 1 (3.8%)
- I've never worked within a musi...: 1 (3.8%)
RQ3 - To what extent does the Music Industry Technical Camp align with the objectives of the Government Ministry? (QUAL)
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“We wanted a move from music being a hobby, to something they can earn money from. It didn’t have to be their full-fledged career, but it had to be something substantial"

Jaime Bagoo
Cultural Programme Co-ordinator at Government Ministry

“I gained greater clarity about copyrights, neighboring rights and royalties and information on many more artist revenue streams.”

Earl Browne
MITC Grad, Class of 2016
RQ4- How does the learning that takes place at the MITC PPP, explain graduate achievement? (MIXED)

Multivariate Regression Analysis: How participants apply MITC learnings to career
RQ4- How does the learning that takes place at the MITC PPP, explain graduate achievement? (MIXED)

Key Points:

• The propensity of alumni to apply their new knowledge and skills to their careers (app_car) is dependent on the number of years of experience they possess in the industry (years_exp), enhanced confidence gained when approaching new industry ventures (new_vent_conf), associated improvements to the business aspects of career (imp_mb) and better planning of career Post-MITC (bet_plan).

• The model predicts that per every point that alumni improve with respect to each aspect of the independent variables, their application of their MITC learnings to their careers also improves.

• The data fits the model moderately. The R squared value explains 63% of the variance in the dependent variable-application of the learnings from the MITC to alumni careers (App_Car).

Multivariate Regression Analysis: How participants apply MITC learnings to career
RQ4- How does the learning that takes place at the MITC PPP, explain graduate achievement? (MIXED)

The MITC encouraged “me to become more serious about my songwriting...I pursued this by completing further studies in music business studies with DianJen in 2020.”

*Shenelle Hoyte*
*MITC Grad, 2018*

“When I pursued the MITC in 2014, I was an enthusiast and music was my hobby.....“music then became my part-time job, as I later became a music producer working with upcoming and established artists.””

*Isaac Farrow*
*MITC Grad, Class of 2014*
Discussion: **Key Ideas**

- Relevance of the curriculum is the foundation of all results.- alignment with the needs of alumni and aligned to the objectives of the Government Ministry.

- Rigorous legal instruments as well as ongoing monitoring, evaluation and reporting requirements ensure that the programme is executed in line with the vision of both the Arts Organization and the Government Ministry.

- A case study which delineates the potential of a non-university based, structured programme in music industry studies, to positively impact the careers of musicians and music business entrepreneurship.
Discussion: More Key Ideas

• The Flipped Classroom approach supports the intensive nature of the programme.

• Situated Learning context, allows participants to focus on developing critical music industry knowledge and skills through structure curricula and engagement with experts.

• An application of the work of Kelman (2020) who made the point that educational institutions need to rethink practices in music teaching and learning, while investigating various proposed music industry education models aimed at developing a wider suite of skills for musicians. Similar ideas were advanced by Chase and Hatschek (2010).
Discussion: Additional Key Ideas

• The MITC presents an argument that governments can engage in Public-Private Partnerships (PPPs) with private sector firms and attain their planned objectives through the institution of an appropriate accountability framework.

• Mixed Methods presented as a key approach to researching issues in music industry education— the approach facilitates triangulation through the convergence, corroboration, and correspondence of results from the QUAL and QUAN strands of the research (Greene, Caracelli, and Graham 1989).
Limitations

• 26 out 89 graduates participated in this study - Fact remains that there are 89 graduates. Mixed Methods approach improves triangulation, and corroboration of results.

• Multivariate regression model explains 63% of variance in dependent variable - remains significant.

• ROI in financial terms for both the Government ministry and Arts Organization can be evaluated in the future.

• Extension of the MITC to the online world Post COVID-19 and an evaluation of its impact.

• How could the incorporation of international certification impact enrollment?
Thank you for your time!!!
References


References


References


