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Exploring the Developmental Path of Community-Based Elderly Music Education Driven by China's Silver Economy

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Abstract: As population aging continues to accelerate across China, proactively addressing aging-related challenges has been elevated to a key national strategic priority. The booming silver economy has emerged as a critical driving force for upgrading elderly care services and optimizing people's livelihoods in the contemporary era. Serving as the primary daily activity venue for senior citizens, urban and rural communities play an irreplaceable role in organizing regular music education activities for the elderly. Such community-based educational practices effectively support the implementation of active aging and cultural elderly care concepts, enrich seniors' spiritual and cultural lives, elevate their overall life satisfaction, and encourage their continuous engagement in social affairs. Grounded in the theoretical frameworks of active aging and cultural elderly care, this study systematically examines the current status and practical bottlenecks of community-based elderly music education through a comprehensive literature review and policy analysis. It further elaborates the multi-dimensional driving logic of the silver economy from institutional, market, technological, and social perspectives, revealing how economic transformation creates new opportunities for elderly cultural education. Targeted developmental strategies are proposed, including optimizing institutional guarantee systems, renovating curriculum and teaching models, building professional teaching teams, integrating public welfare services with market-oriented operations, and balancing educational resource distribution between urban and rural regions. This research offers credible theoretical support and practical guidance for the standardized, high-quality, and sustainable progression of community-based elderly music education, contributing to the broader discourse on aging population management and cultural service innovation in China.

Keywords: silver economy; elderly music education; active aging; community education; cultural elderly care

Received: 02 May 2026

Revised: 13 June 2026

Accepted: 23 June 2026

Published: 30 June 2026



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1. Introduction

Population aging has evolved into a fundamental structural trend reshaping China's socioeconomic landscape. In modern society, the demands of senior groups have shifted from basic material survival needs to high-level developmental pursuits, particularly in spiritual fulfillment, aesthetic experience, and active social involvement. As a vital component of senior aesthetic education, music education delivers profound emotional comfort, fosters meaningful interpersonal connections, and supports intergenerational cultural transmission, serving as a core approach to realizing culturally grounded elderly care. Recent national policy initiatives have explicitly prioritized the enrichment of lifelong learning opportunities for older adults, emphasizing inclusive access to arts-based educational resources across diverse community settings. A dedicated policy framework released in early 2024 outlines strategic directions for strengthening cultural and sports services tailored to seniors, advancing the construction of a coordinated senior education infrastructure, and developing integrated digital platforms to deliver standardized, high-quality learning materials [1]. Subsequent cross-departmental guidance issued in mid-2025 further reinforces the importance of facilitating sustained social engagement among older adults through structured educational participation,

supporting the steady enhancement of community-based music learning venues in both urban neighborhoods and rural townships. These coordinated efforts reflect a systemic commitment to expanding equitable access to aesthetic education, with particular attention to scalability, sustainability, and contextual responsiveness in service delivery.

Driven by supportive national policy frameworks, community-centered elderly music education has achieved steady progress nationwide, evidenced by increased enrollment in neighborhood-based choirs, instrumental workshops, and music appreciation courses. Nevertheless, grassroots implementation continues to encounter operational challenges that require careful attention—such as limited availability of qualified instructors trained specifically in gerontological music pedagogy, curricula that often lack diversity in musical genres and pedagogical approaches, insufficient institutional mechanisms for long-term program continuity, and persistent disparities in resource distribution between metropolitan centers and less-developed regions. Existing academic research also presents notable gaps. Much of the scholarly work on elderly music education remains concentrated within formal senior university contexts, where infrastructure and administrative support are comparatively robust; by contrast, rigorous empirical investigation into the design, delivery, and impact of music learning initiatives embedded directly within residential communities remains underdeveloped. Furthermore, while the broader silver economy literature extensively examines healthcare services, assistive technologies, and retirement financial planning, relatively few studies systematically analyze how economic development strategies related to aging populations can be leveraged to strengthen community-level aesthetic education ecosystems—including music instruction, creative expression, and participatory cultural practice. This study therefore undertakes a comprehensive examination of the internal dynamics and enabling conditions that shape community-based elderly music education, with particular focus on how evolving economic models associated with population aging influence pedagogical innovation, resource mobilization, and institutional collaboration [2]. By integrating insights from gerontology, music education theory, and public service management, the research seeks to advance theoretical understanding of aging-related aesthetic development and offer evidence-informed recommendations for enhancing the quality, inclusivity, and resilience of grassroots senior music learning programs.

2. Theoretical Foundations of Silver Economy and Community Elderly Music Education

2.1. Connotation Evolution and Policy Context of the Silver Economy

Emerging as a strategic response to accelerating demographic aging both globally and within China, the silver economy constitutes a comprehensive, integrated economic system encompassing elderly care services, lifelong senior education, cultural wellness industries, and age-friendly product development and supply chains. As an innovative socioeconomic paradigm specifically designed to meet the multifaceted developmental needs of older adults—including physical well-being, cognitive vitality, social participation, and psychological fulfillment—it is conceptualized through complementary narrow and broad interpretive frameworks. In its narrow definition, the silver economy focuses on essential material provisions such as assistive devices, geriatric pharmaceuticals, home-based care infrastructure, and foundational supportive services delivered in institutional or domiciliary settings. In contrast, the broad interpretation extends significantly beyond material support to embrace the full spectrum of service sectors that enrich seniors' quality of life—particularly those fostering intellectual engagement, artistic expression, intergenerational connection, and community belonging [3]. Within this expansive framework, community-based elderly music education emerges not merely as a recreational activity but as a vital component of holistic aging, integrating auditory cognition, motor coordination, emotional regulation, and collective identity formation. Its pedagogical design emphasizes accessibility, adaptability, and participatory learning models suited to heterogeneous age-related physiological and

cognitive profiles, thereby positioning it as a high-potential, socially embedded subdivision with strong prospects for long-term sustainability and scalability.

China has established a robust, multi-tiered policy architecture to systematically advance the silver economy and promote equitable access to senior education across urban and rural communities [4, 5]. At the national level, overarching strategic documents on aging work explicitly integrate elderly education into the lifelong learning ecosystem, affirming its role as a pillar of human capital development in later life. These directives emphasize inclusivity, equity, and continuity—ensuring educational opportunities remain accessible regardless of geographic location, socioeconomic background, or prior formal schooling. Complementing this, dedicated regulatory instruments targeting the silver economy delineate standards for public cultural and sports infrastructure, mandate age-inclusive programming in community centers, and incentivize public-private collaboration in service delivery. The national senior education digital platform serves as a central hub for curricular standardization, teacher training, and resource dissemination, enabling real-time transmission of high-quality, culturally appropriate instructional materials—including music theory primers, vocal technique modules, ensemble rehearsal guides, and traditional folk repertoire—to grassroots community learning sites. Furthermore, localized implementation guidelines have been issued to strengthen governance mechanisms, optimize funding allocation, enhance volunteer educator capacity, and embed evaluation metrics focused on learner satisfaction, skill acquisition, and social cohesion outcomes—all contributing to the institutional consolidation necessary for community elderly music education to evolve from ad hoc initiatives into a normalized, sustainable, and deeply rooted public good.

2.2. Concept Definition and Functional Orientation of Community Elderly Music Education

Community elderly music education constitutes a non-profit, lifelong learning initiative specifically designed for older adults residing within local community settings. It operates primarily through publicly accessible community service platforms—such as neighborhood activity centers, senior universities, and cultural service stations—and systematically integrates four interrelated functional dimensions: the popularization of foundational music knowledge, the provision of practical musical skill development (including vocal technique, instrumental instruction, and basic music theory), guided aesthetic appreciation activities rooted in diverse musical traditions, and opportunities for participatory artistic creation and performance. Typical implementation formats encompass structured public welfare music courses, intergenerational choir ensembles, peer-facilitated instrumental learning circles, and community-organized cultural exhibitions featuring original compositions or arrangements by senior participants. This educational model generates layered benefits across multiple domains. At the individual level, it contributes to psychological well-being by reducing stress and anxiety, supports neurocognitive maintenance through structured auditory-motor engagement, and strengthens subjective life satisfaction via purposeful, socially embedded activity. At the social level, it fosters sustained interpersonal connections, mitigates risks associated with social withdrawal in later life, and cultivates patterns of civic participation grounded in shared creative practice. At the cultural level, it serves as a vehicle for transmitting intangible musical heritage—including folk songs, regional opera excerpts, and traditional instrumental repertoires—while simultaneously advancing the national policy objective of culturally enriched aging.

2.3. Theoretical Perspective of Active Aging and Cultural Elderly Care

The active aging framework emphasizes a holistic, capability-oriented approach to later life, foregrounding three interdependent pillars: physical and mental health maintenance, sustained social participation across multiple domains—including civic engagement, volunteerism, and intergenerational exchange—and equitable access to social security systems that safeguard dignity and autonomy. This paradigm explicitly challenges deficit-based narratives of aging by affirming older adults as active agents capable of contributing meaningfully to societal development and cultural continuity.

Within this conceptual landscape, community-based elderly music education functions not merely as recreational activity but as a structured, pedagogically grounded intervention that fosters cognitive vitality, emotional resilience, and collective identity formation. Simultaneously, the cultural elderly care model represents a substantive evolution beyond material support paradigms, prioritizing the fulfillment of higher-order psychosocial needs—such as aesthetic experience, creative expression, lifelong learning, and cultural belonging—through professionally designed, accessible, and inclusive cultural programming. These two theoretical orientations are mutually reinforcing: active aging provides the normative foundation for agency and participation, while cultural elderly care supplies the substantive content and experiential modalities through which such agency is realized. Together, they constitute the foundational intellectual scaffolding for examining how the silver economy—understood as the integrated ecosystem of goods, services, technologies, and policies targeting the aging population—can strategically advance community music education for older adults [6]. Building upon this dual theoretical grounding, the present study constructs a comprehensive four-dimensional analytical framework encompassing institutional governance mechanisms, market-driven innovation pathways, technology-enabled delivery models, and sociocultural enablers to systematically investigate the multifaceted empowerment mechanisms through which the silver economy supports and sustains community elderly music education initiatives.

3. Current Developmental Status and Practical Dilemmas of Community Elderly Music Education

3.1. Policy Support and Practical Exploration

Driven by national policies emphasizing the decentralization and grassroots integration of senior educational resources, local governments have systematically advanced the development of community-based aesthetic education for older adults, yielding diverse, scalable, and regionally adaptable implementation models. Shanghai exemplifies this coordinated effort through its well-established three-tiered elderly education framework—operating at municipal, district, and subdistrict levels—which ensures administrative continuity, resource allocation efficiency, and pedagogical coherence. This structural foundation supports sustained expansion of community learning quotas, with particular attention to age-inclusive curriculum design: vocal music instruction incorporates breath control and vocal health adaptations for aging vocal folds; instrumental programs prioritize low-physical-demand instruments such as keyboard, harmonica, and hand percussion, accompanied by ergonomic seating and adjustable lighting [3, 7]. Community art activities—including intergenerational choir rehearsals, seasonal music festivals, and neighborhood songwriting workshops—are organized on a regular basis, achieving near-universal accessibility across urban and peri-urban residential communities. Idle public infrastructure, including underutilized community service centers and newly constructed new-era civilization practice stations, has been repurposed into dedicated learning hubs equipped with acoustic treatment, adaptive audio systems, and multilingual signage. Moreover, university-community collaboration mechanisms—formalized through service-learning partnerships and faculty-led outreach initiatives—enable art education students and professional music educators to deliver structured, competency-aligned instruction in community settings, thereby strengthening pedagogical capacity while fostering civic engagement and intergenerational knowledge exchange.

3.2. Main Dilemmas Facing Development

Despite positive progress, community-based elderly music education continues to encounter several persistent and interrelated practical challenges that hinder its sustainable development and pedagogical effectiveness. First, the scarcity of professional teaching resources remains a systemic constraint: most instruction is delivered by community volunteers or retired amateur enthusiasts rather than certified music educators with formal training in geragogy or adaptive music pedagogy. This reliance on

non-specialist personnel is compounded by the absence of nationally coordinated, aging-sensitive teacher training frameworks—resulting in significant variability in instructional competence, repertoire selection, vocal health awareness, and cognitive accessibility across regions and institutions. Second, curriculum design suffers from pronounced homogenization; the overwhelming majority of offerings center exclusively on unison choral singing, employing static, one-size-fits-all lesson plans that neglect age-related physiological and neurocognitive differences, prior musical experience, hearing acuity variations, and diverse learning motivations among older adults. Third, financial sustainability remains precarious: operational funding depends heavily on discretionary local government allocations, with minimal engagement from philanthropic foundations, corporate social responsibility initiatives, or innovative public-private partnership models—thereby constraining investment in digital learning tools, acoustic upgrades, inclusive instrument procurement, and performance-based teacher recognition programs. Fourth, spatial inequity persists markedly between urban and rural settings: metropolitan communities benefit from well-equipped cultural centers, regular artist residencies, and multidisciplinary programming, whereas rural and peri-urban areas frequently operate without dedicated rehearsal spaces, lack access to qualified instructors, and offer only sporadic, low-frequency activities—exacerbating disparities in lifelong aesthetic participation and social inclusion opportunities for aging populations.

4. Empowerment Mechanism of Silver Economy for Community Elderly Music Education

4.1. Policy Empowerment: Grassroots Inclusive Development Guided by Top-Level Institutions

China has continuously refined the institutional framework supporting silver economic development and senior education, establishing a coherent implementation pathway that bridges national strategic guidance with localized grassroots execution. National policy documents explicitly articulate the strategic priority of decentralizing elderly education services to community-level settings, promoting the systematic establishment of accessible learning venues, and encouraging collaborative engagement among government agencies, social organizations, educational institutions, and market entities. This institutional architecture provides a robust and legitimate foundation for community-based elderly music education initiatives. Under the broader framework of national strategic planning, local governments have systematically integrated cultural and aesthetic education for older adults into public cultural service systems and people's livelihood enhancement programs. Implementation mechanisms include dedicated physical space allocation, standardized government procurement of public cultural services, targeted fiscal incentives for non-governmental providers, and supportive industrial policies fostering innovation in senior-oriented cultural products and services [8]. These coordinated efforts collectively enhance resource accessibility, improve service quality, strengthen professional capacity building for instructors, and promote sustainable operational models—thereby transforming high-level policy intent into measurable, equitable, and inclusive educational outcomes at the neighborhood level.

4.2. Market Empowerment: Industrial Resources Enriching the Supply of Aesthetic Education

The sustained expansion of the silver economy has significantly accelerated the development and refinement of cultural, sports, and aesthetic education services tailored for older adults, fostering a more dynamic and inclusive market ecosystem. This growth has attracted a broad spectrum of stakeholders—including professional cultural institutions, specialized aesthetic education providers, and enterprises dedicated to aging-in-place solutions—whose collective efforts have strengthened service delivery at the community level. These entities systematically deploy high-quality, age-responsive resources, such as adaptive music curricula emphasizing vocal health and cognitive engagement, intergenerational artistic performance initiatives, and hands-on instrumental workshops designed with ergonomic accessibility and sensory considerations in mind. Crucially, the integration of publicly funded aesthetic education

programs with carefully calibrated market-oriented offerings has mitigated longstanding structural challenges, including content uniformity, pedagogical rigidity, and insufficient responsiveness to heterogeneous learning preferences among seniors. Moreover, emerging industrial formats—such as hybrid online-offline learning platforms, community-based cultural cooperatives, and public-private co-creation models—have enhanced scalability, inclusivity, and pedagogical innovation [7, 9]. These developments collectively reinforce the institutional capacity, operational sustainability, and experiential richness of grassroots aesthetic education for older adults.

4.3. Technological Empowerment: Digital Platforms Expanding the Boundaries of Aesthetic Education Services

The national unified elderly education public service platform represents a strategic advancement in lifelong learning infrastructure, systematically integrating high-quality aesthetic education resources from across the country. By leveraging cloud computing, adaptive learning interfaces, and multilingual accessibility features, the platform overcomes logistical limitations inherent in conventional face-to-face instruction. It delivers structured, curriculum-aligned online courses in music appreciation, instrumental skill development—including piano, guqin, and erhu—and evidence-informed vocal pedagogy tailored for older adult learners. Complementing this initiative, multiple aging-friendly digital learning platforms—designed with enlarged typography, voice navigation, simplified interaction flows, and offline download capabilities—extend equitable access to aesthetic education. These platforms host publicly funded, expert-reviewed courses that mitigate longstanding shortages of qualified instructors and standardized teaching materials at the community level. Critically, they serve elderly individuals with reduced physical mobility, residents in geographically isolated or under-resourced regions, and those with socioeconomic barriers to participation. As a result, high-caliber music education becomes widely distributable across administrative divisions, supporting balanced regional development of cultural literacy and contributing to the broader goals of inclusive social aging and educational equity.

4.4. Social Empowerment: Multi-Subject Collaboration Building a Coordinated Education System

Under the framework of national policy guidance, a broad spectrum of social actors—including institutions of higher education, professional art associations, registered social organizations, and organized volunteer groups—has increasingly engaged in advancing grassroots community-based music education for older adults. Art-focused colleges and universities regularly deploy faculty and student teams to conduct sustained public welfare aesthetic education initiatives within residential communities, thereby reinforcing local teaching capacity and addressing shortages of professionally trained instructors [10, 11]. At the regional level, art associations coordinate thematic elderly art exhibitions, intergenerational performance showcases, and competency-based training workshops covering vocal technique, instrumental fundamentals, music appreciation, and digital literacy for accessing online musical resources. Complementing these efforts, community-dwelling senior volunteers—many of whom are retired music educators, performers, or cultural workers—form localized peer-support networks that facilitate regular rehearsal sessions, repertoire sharing, and co-creative composition activities. This multi-layered, cross-sectoral collaboration fosters institutional continuity, resource synergy, and participatory ownership, ultimately cultivating a resilient, inclusive, and pedagogically coherent community aesthetic education ecosystem that sustains long-term engagement and holistic well-being among older learners.

5. Optimized Developmental Paths of Community Elderly Music Education under the Silver Economy Perspective

5.1. Improving the Policy Guarantee System to Consolidate Institutional Foundations

Building upon national strategic frameworks for the silver economy and lifelong learning for older adults, local governments are encouraged to develop detailed, actionable implementation guidelines specifically tailored to community-based elderly music education. These guidelines should establish clear, consistent benchmarks across key operational dimensions—including the equitable allocation and functional upgrading of physical venues, the evidence-informed design of age-appropriate curricula that integrate musical literacy, vocal training, instrumental participation, and intergenerational creative expression, the professional development and certification pathways for instructors with specialized competencies in geragogical music pedagogy, and the systematic planning and quality assurance of regular artistic activities such as choir rehearsals, ensemble performances, and community music festivals [12, 13]. To enhance accessibility and sustainability, the scope of government public cultural service procurement must be deliberately broadened to formally include community-level music aesthetic education initiatives and participatory artistic performance programs within the inclusive public service catalog. A robust, multi-source funding architecture—anchored by stable fiscal allocations, complemented by regulated social investment mechanisms, and reinforced by transparent, accountable public welfare donation channels—should be institutionalized. Furthermore, a standardized, cyclical policy evaluation framework, incorporating quantitative indicators and qualitative feedback from participants, educators, and community stakeholders, is essential to identify systemic bottlenecks, ensure accountability, and continuously refine implementation practices toward long-term, equitable, and high-quality outcomes.

5.2. Innovating Aging-Friendly Curriculum System and Optimizing Teaching Service Modes

Grounded in the physiological, cognitive, and affective characteristics of older adults—as well as their diverse educational backgrounds, learning paces, and aesthetic interests—communities are encouraged to develop a stratified, modular, and culturally responsive music curriculum system. This system should systematically integrate foundational vocal training, immersive appreciation of intangible cultural heritage such as regional folk songs and classical opera traditions, scaffolded instrumental instruction tailored to varying motor capabilities, and progressive artistic expression modules culminating in collaborative performance opportunities. Teaching methodologies must move decisively beyond standardized, age-agnostic delivery models; instead, they should embrace adaptive pedagogical frameworks that incorporate formative assessment, peer mentoring, intergenerational co-learning, and flexible pacing. The integration of asynchronous digital learning platforms—featuring captioned video tutorials, interactive notation software, and accessible audio libraries—with synchronous, community-based experiential activities—including weekly chorus salons, small-group instrumental workshops, thematic cultural exchange forums, and seasonal public recitals—fosters sustained engagement, builds social capital, and strengthens holistic well-being through lifelong aesthetic participation.

5.3. Building a Diversified Faculty Team and Perfecting Incentive and Training Mechanisms

Communities should develop a multifaceted teaching team that integrates professional educators, retired arts practitioners, university-based volunteer instructors, and locally rooted cultural facilitators. Strategic collaboration with nearby universities and regional art associations can facilitate the systematic deployment of qualified instructional personnel to underserved areas [14]. Simultaneously, experienced retired music educators and seasoned art professionals—particularly those with demonstrated expertise in community engagement—should be formally engaged through structured recruitment pathways. To ensure sustainability, community-based amateur artists must be systematically identified, mentored, and developed as an internal pipeline of future instructors, thereby strengthening local ownership and continuity. Comprehensive professional development programs should be institutionalized, including recurring workshops focused on age-responsive pedagogy, cognitive and affective support strategies for older learners, and evidence-informed approaches to aesthetic education

delivery. Furthermore, robust incentive frameworks must be established and refined, incorporating formal volunteer recognition systems, performance-aligned teaching stipends, and merit-based honorary distinctions—all designed to enhance retention, morale, and long-term commitment among grassroots aesthetic education practitioners.

5.4. Integrating Public Welfare and Market Forces to Build a Sustainable Operation Mode

Community elderly music education must fundamentally uphold its public welfare nature and be systematically integrated into the national framework of basic public cultural services, thereby guaranteeing equitable, barrier-free access to aesthetic education resources for elderly individuals across diverse socioeconomic, geographic, and physical ability backgrounds. To enhance operational resilience without compromising inclusivity, carefully calibrated market-oriented mechanisms—such as government-purchased services, social enterprise partnerships, and tiered fee structures with robust subsidy safeguards—can be introduced to mobilize qualified social forces [15]. These stakeholders may contribute meaningfully to evidence-informed curriculum design, timely renewal of accessible musical instruments and assistive learning technologies, and professionalized management of recurring educational activities. Furthermore, institutionalizing regular elderly music exhibitions, inter-community cultural competitions, and cross-regional artistic exchange programs not only diversifies service delivery formats but also stimulates demand-responsive innovation within the silver cultural industry ecosystem. Such integration fosters a virtuous cycle wherein social welfare objectives—such as active aging, intergenerational cohesion, and mental well-being—are advanced concurrently with measurable improvements in pedagogical quality, service personalization, and long-term institutional sustainability.

5.5. Coordinating Urban and Rural Resource Allocation to Narrow Regional Development Gaps

To narrow the urban-rural developmental gap in elderly aesthetic education, systematic and equitable reallocation of public resources is essential. This requires prioritizing rural and remote grassroots communities through targeted policy design and sustained financial investment—specifically directed toward infrastructure development for dedicated music learning venues, procurement of musical instruments and audio-visual equipment, and professional development pathways for local educators [15]. Given the dispersed residential patterns characteristic of many rural regions, rigid, centralized instructional models prove inefficient; instead, adaptable delivery mechanisms—including mobile music education units that rotate across villages, inter-village collaborative teaching consortia, and seasonal intensive workshops—enhance accessibility and participation rates. Leveraging the national elderly education digital platform enables scalable dissemination of high-fidelity, curriculum-aligned music instruction from urban centers, while ensuring content localization through dialect-sensitive narration, regionally resonant repertoire selection, and culturally appropriate pedagogical framing. Concurrently, cultivating locally rooted art facilitators—through mentorship programs, certification pathways, and community-based performance opportunities—strengthens institutional continuity and fosters endogenous capacity building. Such integrated strategies collectively advance inclusive, sustainable, and qualitatively equitable development across urban and rural elderly music education ecosystems.

6. Conclusion

The rapid development of the silver economy has generated multifaceted enablers for community-based elderly music education—including robust institutional frameworks, dynamic market mechanisms, advancing digital and audio technologies, and broad-based social participation across intergenerational and cross-sectoral stakeholders. Grounded in the complementary paradigms of active aging and cultural eldercare, music education within community settings functions not merely as recreational activity but as a structured, pedagogically informed intervention that cultivates cognitive resilience, emotional regulation, social cohesion, and identity affirmation among older adults. It

directly addresses evolving spiritual, aesthetic, and psychosocial needs while contributing substantively to holistic quality-of-life enhancement. As an integral element of high-quality elder services infrastructure, it also supports the strategic upgrading of the silver cultural industry through demand-driven curriculum innovation, professionalized instructor development, and diversified delivery models—including hybrid in-person and online modalities. This study identifies persistent operational challenges, including fragmented governance coordination, uneven resource allocation across urban–rural and socioeconomic gradients, limited pedagogical standardization, and insufficient longitudinal evaluation metrics. To address these, a comprehensive four-dimensional empowerment framework is proposed—spanning policy integration, institutional capacity building, technological accessibility, and community co-governance—with corresponding optimization strategies tailored to local implementation contexts. These contributions aim to advance the standardization, inclusivity, and long-term sustainability of grassroots aesthetic education for older populations. Future inquiry should prioritize regionally grounded empirical investigations—accounting for demographic heterogeneity, linguistic diversity, infrastructural readiness, and cultural repertoires—to refine theoretical models and inform context-sensitive policy design.

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