



**HARMONIC VOICES
AGAINST RACISM**



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anefore



Co-funded by the
Erasmus+ Programme
of the European Union

1. Introduction

The Handbook is designed as a result of Youth Exchange called " Harmonic Voices Against Racism" organised in Luxembourg in August, 2021 by the informal group " Changemakers Luxembourg" to spread the project results to target group and inspire beneficiaries to organise similar activities/ projects in their communities to raise awareness of youngsters and others about racism towards ethnic groups and create intercultural dialogue among them through music. The project is granted by Anefore the national agency in Luxembourg.

Given its diversity, discrimination issues are obviously very relevant to Luxembourg. When we look at the example in Europe, racist prejudice and discrimination increased in European countries due to Covid, ethnic groups were held responsible for the spread of the virus, they were put under mandatory quarantine and were subjected to irregular fines. This shows racism became an important problem to be solved in European Agenda. As ChangeMakers Luxembourg, working with people from different ethnic groups, decided to organise a Youth Exchange to use music as a tool to establish intercultural dialogue to deal with Racism with international collaboration of 5 organizations from Turkey, Bulgaria, Serbia, France and Slovakia. Objectives of this project are as follows;

- *To improve the knowledge, skills and attitudes of the participants about racism, human rights, conflict resolution and intercultural dialogue
- *To enable participants to be informed about problems which different ethnic groups face and good practices against racism, other forms of discrimination and intercultural dialogue as well as encouraging them to combat with racism in their communities,
- *To enable participants to discover other cultures and establish intercultural dialogue through music,
- * To improve participants' musical, intercultural dialogue, creativity and teamwork skills to use music as a tool to combat with racism and promote intercultural dialogue
- * To inform participants about Erasmus+ opportunities to encourage them take part in future projects

Participants were 30 youngsters from countries of partner organizations and 15 of them were from ethnical groups to let them access NFE opportunities and create a inclusive learning environment in the project to let participants create intercultural dialogue.

To reach these objectives we conducted activities handling culture, racism, components of the culture, national music, the problems related to racism faced by ethnic groups and good solutions, human rights and intercultural dialogue. In order to create intercultural dialogue among participants and let them experience to use music to fight with racism, they created 3 different songs addressing racism and tolerance.

2. Partner Organizations



Changemakers Luxembourg,
Luxembourg



Avrasya Gençlik Gelişim Derneği
Turkey



Tatra Youth Group,
Slovakia



Novo kulturno naselje,
Serbia



REGIONAL CLUSTER
NORTH-EAST
Bulgaria



OpenUnity Toulouse
France

3. Project Activities

FIRST DAY

GETTING TO KNOW

Name and Gesture: The first participants will say her/his name and do a gesture than the next person will repeat previous people's name and gesture by adding his/her own name and gesture

Beatbox: Trainer will demonstrate different beatbox patterns and participants observe and perform the these beatbox patterns with trainer.

TEAM BUILDING

1. Frog in My Throat: Participants will be divided into 6 groups of 6 people and will try to play and sing a song of their choice in the worst way possible. The group with the worst performance will be chosen first by voting.

2. Word Search in Song: Participants will be divided into 6 groups and will find as many songs as they can find in 3 minutes related to the given word, topic or theme. When the time is up, each group will sing their songs. The band that finds the most songs will be chosen first.

3. Our Mission is Impossible: Participants will be divided into 3 groups to try to fulfill the tasks in the list of impossible tasks. The group with the most tasks will be chosen first.

ERASMUS+ AND ME

Participants will be asked to indicate their experiences in music, xenophobia and immigration, their expectations from the project, their skills and contributions to the project, their Erasmus + or similar project experiences in the form of posters. Later, the trainer will make a presentation on Erasmus + and Key actions, the project topic, objectives, Youthpass and eight competencies, and the participants will be distributed learning diaries and explaining how to fill them in the framework of youthpass.

NGO FAIR

Participants will be divided into national groups and they will make presentation about their sender organization.

PHOTOS FROM THE FIRST DAY



SECOND DAY

MUSIC AND SIMILARITIES

Participants will be divided into six groups and they will be create a chart based on questions about common musical taste in order to enable participants to explore similarities and differences of them.

MUSIC AND CULTURE

Participants will be divided into national groups and each group will present the assigned countries culture and song. Then, common similarities and differences will be inferred through group discussion.

CULTURAL ICEBERG

Participants will be asked to describe culture using five words and then explain it one by one and a common culture definition will be done. Then trainer will inform them the cultural iceberg model (tangible and intangible aspects of culture) and then ask national groups to prepare their own cultural iceberg model and present them. Then trainer will conduct debriefing session.

MEET WITH MY CULTURE

Participants will be divided into national groups, choosing the traditional music genre of their country (eg folk song), preparing a presentation about its origin and history and performing a sample music. Afterwards, national groups will prepare and present a work that defines the cultural characteristics of other countries, based on the presentations. With the large group discussion, a list of cultural characteristics will be created for each country.

PHOTOS FROM THE SECOND DAY



THIRD DAY

SONGS AND RACISM

Participants will be divided into six and each group will a song about racism. Groups will make presentation about who is this singer, what these songs tell about racism, what is the history of song?

Then trainer will inform them about Racism and other related concepts like discrimination, intolerance, migration etc. then debriefing session will be done.

SONG CREATION ABOUT RACISM

They will create a song about racism using 5 keywords selected from assigned song by working in 5 different small groups

WHOM TO LEAVE BEHIND:

To challenge participants' stereotypes and stereotypical thinking, the twelve persons listed below have been selected as passengers on a space ship for a flight to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify. Participants' task is to select the Eight (8) passengers who will make the trip

RACISM IN COUNTRIES:

Participant will be divided into national groups and present problem related to racism which ethnic groups in their country face and good practices in their countries to tackle with racism. Then trainer will conduct debriefing-session to lead participants to understand that intercultural dialogue is a way to combat with racism.

PHOTOS FROM THE THIRD DAY



FOURTH DAY

JIGSAW OF HUMAN RIGHTS:

Trainer will explain participants that all of them have received one piece of human right jigsaw, but that you need all of them to be a 'complete' person. Participants one by one to read out what's on their piece. When all pieces are read, participants to make a whole person out of these articles by turning the pieces around and putting all pieces together to complete the jigsaw. When the jigsaw is finished, participants will discuss why human rights are important, and what they mean in practice

INTERCULTURAL DIALOGUE:

Participants will be divided into 6 groups and collect intercultural competences which they have recognised, learnt or improved during their intercultural experiences. Each group needs to produce a list about competences they improve by scoring them from 1 to 5

OUR APARTMENT:

Participants will try to create conflict resolution by reviving their neighbors and Erasmus students who complain about the constant coming of guests to their homes and constantly making parties by Erasmus students staying in their apartment by using the role play method.

MESSAGE OF MUSIC

Participants will be divided into national groups and they will asked to give three different ways songs are used in their society, ie. celebration, spiritual practice, work songs, game songs, lullabies, story songs, lesson songs. They will represent others and and a big group discussion will be started about similar or different roles of music in their societies and what messages can be communicated through music.

PHOTOS FROM THE FOURTH DAY



FIFTH DAY

WRITING LYRICS

Participants will work in three different groups and write lyrics to create three songs against racism and promote cultural diversity and intercultural dialogue. After they write lyrics, they will present as group to get feedback from others to improve.

COMPOSING SONGS

Participants will work in three different groups and write lyrics to create three songs against racism and promote cultural diversity and intercultural dialogue.

SIXTH DAY

REHEARSAL OF SONGS

Participants will work in three different groups to make rehearsal their songs in order to improve their performance and make necessary arrangements on songs.

SEVENTH DAY

RECORD IN THE STUDIO

Participants will record their songs by working in three different groups in the studio and shoot indoor videos for video clip and making of video

EIGHTH DAY

VIDEO CLIP

Participants will shoot video clips for their songs in Luxembourg

PHOTOS FROM 5-8TH DAYS



NINETH DAY

FINAL EVALUATION

Participants reflect their learning regarding racism and intercultural dialogue and evaluate YE using final evaluation form. Facilitator will provide feedback by scoring their grid. They will fill their youthpass based on their learning journal.

CONCERT-YOUTHPASS CERENOMY

Participants will organise open air concert in Luxembourg city center

VIDEO CLIPS OF SONGS

GROUP 1- BREAKING FREE

<https://www.youtube.com/watch?v=wsHhDq0wVsw>

GROUP 2- DIFFERENT

<https://www.youtube.com/watch?v=siMHmv0OjIw>

GROUP 3- BREAK THE WALL

<https://www.youtube.com/watch?v=KJuPrsyJmQ8>

YOUTHPASS

As the coordinator organization, we used Youthpass to show what knowledge, skills and attitudes participants have acquired as a result of this Youth Exchange. As the learning process will be unique for each participant, we followed these steps to help participants reflect their true competencies on Youthpass;

Formative Assessments:

* On the second day of the project, a Expectation, Hope and Fear activity were held in which the participants will express their fears and expectations about the project in order to enable coordinator organization arrange the learning environment according to the needs of the participants and to enable the participants to review their own learning goals by using the flexibility of the non-formal teaching methods. Subsequently, the subject of the project, the objectives of the project, YouthPass and how to fill youthpass within the framework of eight competences and learning diaries were explained to the participants. At the end of each event, briefing sessions were held to identify the misunderstanding and learning deficits of the participants and to correct them. Participants evaluated activities, instructors, group dynamics, food, accommodation, etc. in each evaluation session to enable the Coordinator Team to make arrangements in the learning atmosphere.

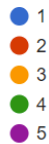
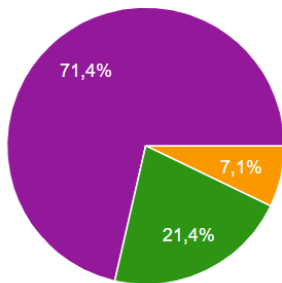
Summative Assesments:

In the final sessions, participants reflected their learning regarding racism and intercultural dialogue and evaluate meals, accommodation, activities, trainers and coordinator organization through using online evaluation form.

EVALUATION FROM PARTICIPANTS

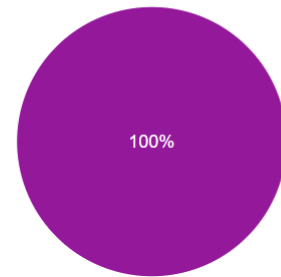
Could you score the content of activities? (From 1 to 5)

14 yanit



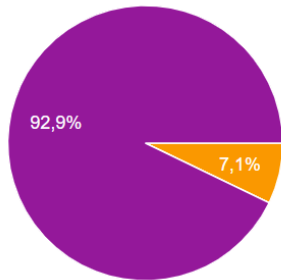
Could you score the trainers? (From 1 to 5)

14 yanit



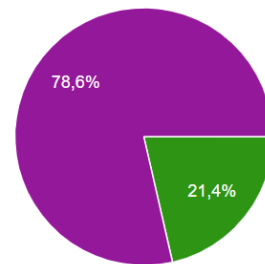
Could you score the group dynamic? (From 1 to 5)

14 yanit



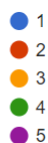
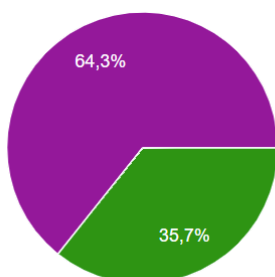
Could you score the foods? (From 1 to 5)

14 yanit



Could you score the accomodation? (From 1 to 5)

14 yanit



I wish to have more projects with you, guys! Take care < 3

N/A

Best residency ever. Just as I hoped!

I would love to meet these people again. It was unforgettable experience!

This has been the best Erasmus+ project I've ever been a part of. I've had an amazing and lifechanging time. With all the ups and downs, it was amazing! I wouldn't change these 10 days for anything!

It was a great experience, thank you!

Thank you

No, thanks

I've never experienced such energy during the project, I enjoyed every single moment during activities and