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TRAINING MANUAL

boemiproject.eu

Erasmus+, KA 2:
Capacity Building for Youth in ACP countries, Latin America and Asia



Building our employment skills through Music Investigations and new media

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BOEMI

Building Our Employment skills through Music Investigations and new media

Erasmus+ | KA 2: Capacity Building for Youth in ACP countries, Latin America and Asia

Capacity-building projects are transnational cooperation projects based on multilateral partnerships and transnational cooperation between organisations active in the field of youth in Programme (EU countries) and Partner Countries (no EU countries).

They are funded by the EU programme ERASMUS+.

Capacity building projects promote the cooperation and mobility activities that have a positive impact on the qualitative development of youth work, youth policies and youth system and on the recognition of non-formal education in Partner Countries.

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Introduction

What is this manual?

This manual is a Collection of Best Practices developed and experimented by the BOEMI team on how to use Music, Reciprocal Maieutic Approach and New Media to foster youngsters' self-confidence, self-esteem and enrich their competences, make them more competitive in the labour market.

This handy tool aims to help youth workers and young musicians for scaling up their potential and employability. For this reason, it includes various methods and practical activities to take action using music in new and innovative ways and employing new media into diffusing their creations!

Is it for me?

Are you a youth worker who seeks to develop new methods and innovative approaches?

Are you a musician looking for alternative ways to go your career to the next level?

This manual is totally for you!

How to use it

In this Manual you will find an overview of the project (including a photo-gallery) to understand what is BOEMI project and what has been done.

In the second part of the manual, you will find many activities, described in all their phases, so you can replay and use them!

Are you an e-surfer? Maybe you prefer to consult the online version of this manual on the project's website boemiproject.eu!



What is BOEMI?

BOEMI – Building Our Employment skills through Music Investigations and new media – is an innovative capacity building project which involved 5 partners from Europe and Africa:

- Centro per lo Sviluppo Creativo Danilo Dolci (Italy) - Project coordinator
- Crossing Borders (Denmark)
- IYEC (Ghana)
- Jeunesse En Action «GNO FAR» (Senegal)
- Asociacion para la Integracion y Progreso de las Culturas Pandora (Spain)

BOEMI main pillars

The project aims at promoting transnational non-formal learning mobility activities between the different countries, targeting both young people with fewer opportunities and youth workers, so as to increase their competencies and participation in society.

BOEMI aims particularly at growing youngsters' self-esteem and feeling of belonging to society, increasing the confidence promoting music as an attractive asset and transforming their interest in music into employability skills.

The project also intends to empower youth work organisations, developing new working methods, tools and materials based on non-formal education and experimenting music as an educational pedagogical tool.

Boemi envisaged using Music in:

**Non Formal
Education**

**The Reciprocal
Maieutic Approach**

**ICT
and NEW MEDIA**

...as tools for...

**Raising
the employability skills
of youngsters**

**Youth
development**

The needs

Exceptional
youth unemployment rates

Skills mismatch
the job market's needs

BOEMI's solutions

Raising their competitiveness
and fostering
their intercultural exchanges

HOW

Learning and applying ICT and
new media skills to music.

Boosting youngsters' employability
and self-confidence

HOW

Using their own music traditions
to discover their roots as a starting
point for their professional
personal development and active
participation in society.



in action

Kick-off meeting





Palermo, Italy 26th of April - 1st of May 2015



Study phase

May/November 2015

Italy



Denmark



Denmark



Italy



Spain



Ghana



Italy



Spain



Denmark



Spain



Spain



Senegal



Denmark



Spain



International Training Course

Spain - 6th / 12th of December 2015





Local workshops

January/July 2016

Ghana



Italy



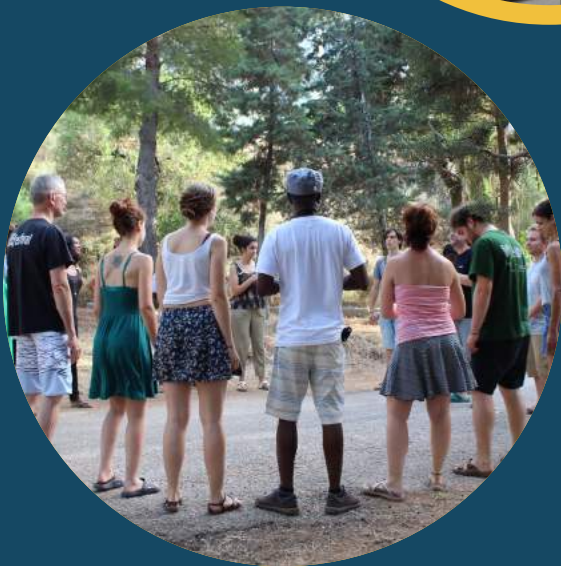
Spain



Italy



Final Seminar





Palermo, Italy 9th - 14th of July 2016



Final Concert

Palermo, Italy 12th of July 2016





What is the Reciprocal Maieutic Approach?

The Reciprocal Maieutic Approach (RMA) is a dialectic method of inquiry and «popular self-analysis» for empowerment of communities and individuals that was put into practice by Dolci from the 50s onwards, and in now the field of the Centro per lo Sviluppo Creativo. It can be defined as a “process of collective exploration that takes, as a departure point, the experience and the intuition of individuals” (Dolci, 1996).

The RMA was developed by Danilo Dolci from the Socratic concept of Maieutic. It derives from the ancient Greek «μαιευτικός», pertaining to midwifery: every act of educating is like giving birth to the full potential of the learner who wants to learn, as a mother wants her child to emerge from her. What differentiates both concepts is the fact that Socrates' Maieutic was unidirectional, while for Danilo Dolci the concept of knowledge comes from experience and a reciprocal relationship is necessary.

RMA as practised by Danilo Dolci is therefore based on asking, exploring, and shared creativity. As the name says, RMA is a “reciprocal” process between at least two persons and it is normally done inside a group, with one person asking questions and others giving answers. In an intense dialogue that incarnates a new way of educating based on valorisation of individual and group creativity, the maieutic process focalises on the ability of individuals to discover their vital interests and freely express thoughts based on personal experience and discovery. The maieutic workshop requires individuals to question themselves, to reveal themselves to others, and to undertake a journey of joint discovery, analysis, experimentation, and collective creative education.

In BOEMI, music and instruments took the place of the “words”, in order to build an intercultural dialogue based on harmonies and musical creativity, empowering participants practicing it.



Online Music Platform

During the Study Phase, in each country a local working group composed by young musicians and youth workers carried out a research to discover the traditional music of their country.

Do you want to listen the songs recorded during the Study Phase by the BOEMI Local Working Groups?

Go to <http://boemiproject.eu/music-platform/>!



HOME ACTIVITIES **MUSIC PLATFORM** NEWS PARTNERS RMA LOCAL WORKING GROUPS CONTACT US

Music Platform

27
MAY



Varvaricchiu

Sicilian traditional ironic song about a poor barber. Performed by Nino Nobile.



Posted in Music Platform

27
MAY



Search

Search ...

27
MAY



E sulu vegnu

A traditional Sicilian serenade performed by Nino Nobile.



27
MAY



U parrinu

This song s about a father who wanted his son to become a priest, but the boy didn't want because he liked women. The protagonist of the song is the son who felt in love with a girl attending the church. Performed by Nino Nobile.



Let's Play!

In this section you can find the description of some of the workshops held in the partners' countries during the second phase of the project, using Music as a Pedagogical tool, experimenting the Reciprocal Maieutic Approach and using New Media and online tools to empower the youngsters.

If you are a youth worker, you can use these activities or find inspiration from them to work with young people in your local context.

TITLE	Music as a pedagogical tool
MATERIALS	<ul style="list-style-type: none">• Video projector• Chairs• Paper board
TARGET GROUP	Participants from 15 to 30 years old with different levels of music studies.
DESCRIPTION OF THE ACTIVITY	<p>FIRST PART: The trainer starts a debate asking the following questions:</p> <ul style="list-style-type: none">• What does traditional music mean for you?• What does traditional music mean for young people nowadays?• Why do you think traditional music in our country is disappearing?

1

(History, migration from the country to the cities, modern tendencies...)

- Do you think traditional music should be taught as a basic educational subject in schools in your country?
- Why? What characteristics should it have?

SECOND PART:

The trainer shows traditional music played by local artists and examples of versions played by different groups with modern rhythms.

Discussions start about the origins of each melody or song, how the new versions are created, the mixtures in the new versions: do they keep the original essence? Can tradition and modernity be compatible?

2 h

The participants have developed the following competences:

- Self-reflection
- Critical Thinking
- Communication and Listening
- Awareness about the importance of music and traditions

**ACTIVITY
DURATION**

**LEARNING
OUTCOMES**

TITLE

My story in music

MATERIALS

- Chairs
- Musical instruments
- Various objects
- Recycling materials

TARGET GROUP

Students and young people from 20 to 30 years old.

DESCRIPTION OF THE ACTIVITY

With this activity, participants use music instead of words to present and express themselves.

Each participant chooses a song, a melody or a rhythm and plays or sings it to explain who he/she is; after each one plays, the others can try to guess some characteristics of the others, according to what they have listened to.

In the second round, the same thing is done but each one needs to express what music represents for him/her, why music is important in his/her life. As before, participants can guess what the others wanted to communicate.

ACTIVITY DURATION

1 h

LEARNING OUTCOMES

The participants have developed the following competences:

- Self-reflection
- Communication
- Listening skills
- Creativity
- Comprehension



TITLE

Music is life

MATERIALS

- Musical Instruments
- Projector
- Whiteboard
- Sticky Note pad

TARGET GROUP

Young people from 15 to 30 years old

DESCRIPTION OF THE ACTIVITY

The trainer takes youth through various genres of traditional music of their country.

Participants discuss the importance of music in their everyday lives.

The trainer explains the roots and the importance of traditional music which brings people from the different ethnic backgrounds together.

The participants who come from different parts of the country give examples of traditional music and current music that originate from their region and the roles these musics play in their lives.

ACTIVITY DURATION

2 h

LEARNING OUTCOMES

The participants have developed the following competences:

- Self-reflection
- Communication
- Listening skills
- Understanding about the importance of music to foster intercultural, intergenerational and interethnic dialogue.



TITLE

Invent your musical story

MATERIALS

- Instruments
- Various objects
- Recycling materials
- Papers and pens

TARGET GROUP

Youth workers

DESCRIPTION OF THE ACTIVITY

The trainer presents several musical methodologies related to Reciprocal Maieutic Approach, which use music and creativity to empower young people.

FIRST PART

Each participant has a paper divided in three columns.

The trainer makes participants listen different sounds and noises, asking them to:

- draw what they have listened in the first column
- write a title (a word or a sentence) to express the sensation the sound stimulates in them, in the second column
- try to guess the origin of the sound, writing it in the third column.

After each sound or at the end of the activity, the trainer asks to share the results to some participants or to all

of them.

This preliminary activity is useful to help participants to focus on listening, approaching the music untying it to every rules, notes or constructions.

SECOND PART

Divided into groups, participants are invited to invent a musical story: they have several musical instruments and recycled ones (legumes inside a bottle, pieces of iron, etc.) available. Each group creates a story using the available materials, being totally free to choose topic and plot, expressing themselves how they want.

Each group can decide to: write down a musical score using regular notes or just signs and drawing related to each sound (as in the preliminary activity); use just music and sounds or also words, and so on.

The aim of the activities is to learn to approach music as spontaneously as possible, using creativity and not defined schema.

Each group presents its story to the others.

**ACTIVITY
DURATION**

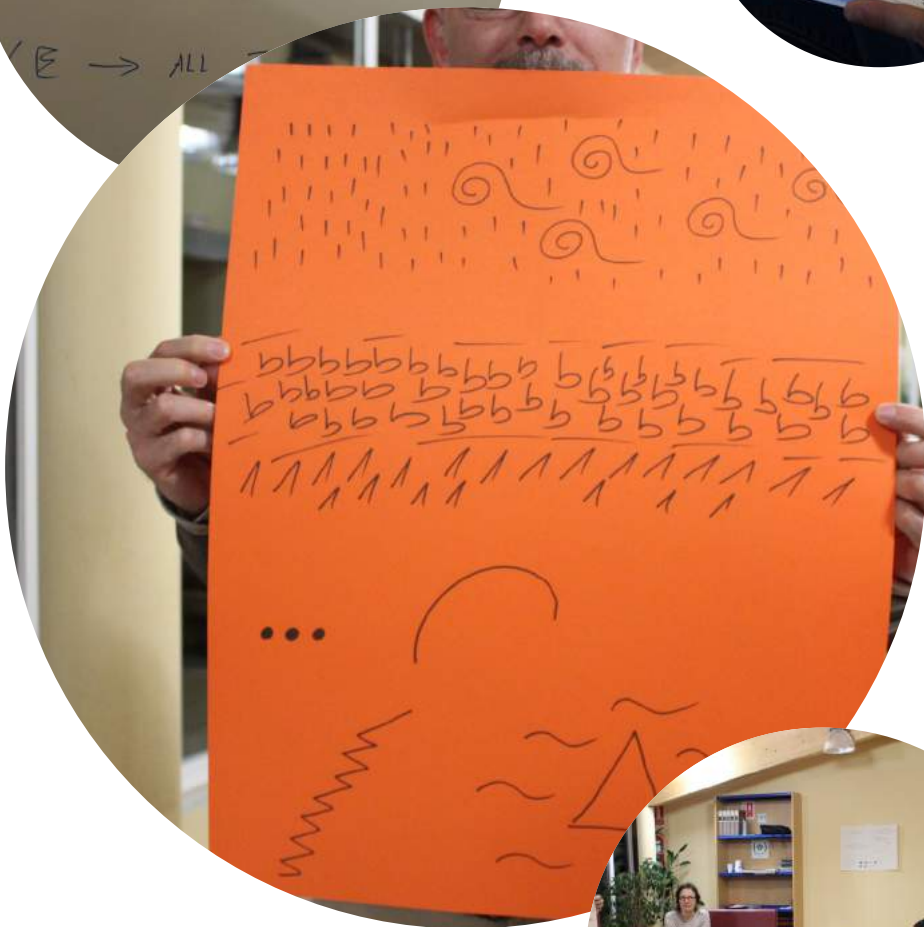
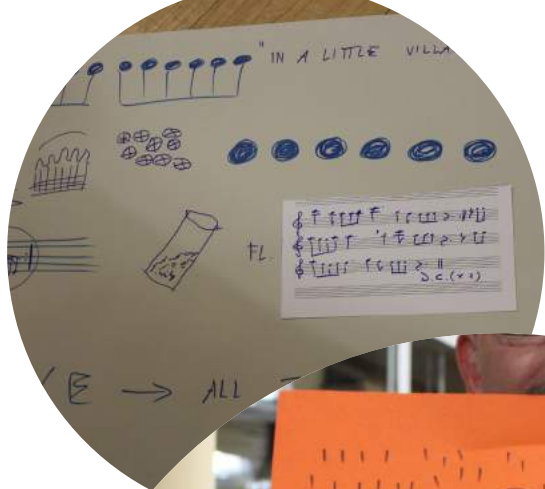
1h 30'

**LEARNING
OUTCOMES**

The participants have developed the following competences:

- Self expression
- Artistic expression and improvisation
- Creativity
- Adaptability
- Team work and collaboration
- Comprehension
- Listening





TITLE

Follow my beat!

MATERIALS

- Small instruments
- Objects
- Recycling materials

TARGET GROUP

Youth workers

DESCRIPTION OF THE ACTIVITY

All participants form a circle. Each person takes a musical instrument or creates one with recycle materials.

Once the instruments are ready, each person starts making a beat, which will be followed by the next, until everyone is playing.

Once everyone is playing, the first person changes the beat and the others need to follow it until everyone is playing.

The same thing can be done many times.

ACTIVITY DURATION

30 min

LEARNING OUTCOMES

The participants have developed the following competences:

- Improvisation
- Listening
- Adaptability



TITLE

Musical evaluation

MATERIALS

- Paper board
- Coloured pencils

TARGET GROUP

Youth Workers

DESCRIPTION OF THE ACTIVITY

Participants are divided in groups and a big pentagram is given to each group to be used as “the pentagram of the evaluation”: at the end of a training day, a session or an activity, the groups gather to reflect about the day, activities and things learnt. The pentagram is used to express the feelings of each one, through notes drawn on it, high or deep, depending on the person’s sensations, positive and negative. Each group also share the impressions with the others.

If this method is applied during different days, it is possible to understand the progresses made during the training and to be constantly aware about the feelings and needs of the participants. According to this, the staff could decide to change or improve something in the following days, if necessary.

The pentagram can be played by a flute or other instrument to make the

**ACTIVITY
DURATION**

**LEARNING
OUTCOMES**

feelings of the group sound!

30 min

The participants have developed the following competences:

- Self-reflection
- Critical thinking
- Self-evaluation
- Giving and receiving feedback



TITLE

Team building Thermometer

MATERIALS

Coloured Scotch tape

TARGET GROUP

Youth Workers

DESCRIPTION OF THE ACTIVITY

The trainer shows to the group a line in the floor created with the coloured scotch tape as a thermometer.

In one side there is a “+”, as “I AGREE” and in the opposite side a “-” as “I DISAGREE”.

Participant stand in the center of the line all together, close one to another.

The trainer starts reading some sentences and each participant has to move into de line if he/she agrees or disagrees to what he/she heard. The sentences can be related to the topic of Music or not, they are useful for participants to know each other better and to learn different opinions to the same topic.

Then the trainer asks to some participants why they choose this specific position in order to create a debate. If one participant convinces someone, this last can change position on the thermometer.

**ACTIVITY
DURATION**

45 min

**LEARNING
OUTCOMES**

This activity helps to:

- Enhance team building
- Getting to know each other
- Reflect and debate on topic related to Music or other
- Create a good atmosphere of cooperation, harmony, dialogue and work



TITLE

Reciprocal Maieutic Approach (RMA) - The Maieutic Circle

MATERIALS

Chairs in circle

TARGET GROUP

Youth workers, music teachers

DESCRIPTION OF THE ACTIVITY

Participants are invited to sit in a circle.

The RMA coordinator introduces him/herself and invites each participant to introduce him/herself by asking: What is your personal dream?

Each participant starts to tell something about him/herself and his/her life through dreams. In this way everyone can open up, by expressing him/herself and listening to other people's point of view.

Then he asks the participants the following questions:

- What is the meaning of "transmission" according to your personal experience?

- What is the meaning of "communication" according to your personal experience?

**ACTIVITY
DURATION**

**LEARNING
OUTCOMES**

The same questions are asked about the meaning and difference between “teaching” and “education”.

Everyone expresses his own idea about these issues, leaving each other the space to express themselves and enriching the dialogue.

A second phase, specifically related to Music, includes questions such as “what is the music for you?” and “How the music can be useful in the community?”

Each participant has to think in a personal level and then in a more general level.

Depends on the number of participants, 2 hours in average.

The participants have developed the following competences:

- Self-reflection
- Listening
- Empathy
- Open-Mindedness
- Respect

TITLE

Five Melodies

MATERIALS

- Drums
- Keyboard
- Production set
- Recording set
- Paper board

TARGET GROUP

Participants from 15 to 30 years old with different levels of music studies.

DESCRIPTION OF THE ACTIVITY

The group makes a research of traditional music at local level, and chooses 5 melodies from 5 different regions.

Starting from the first chosen song, the trainer teaches the rhythm, melody and harmony. Then, keeping one of the parameters, participants start to improvise, modifying the other ones: for example, keeping the rhythm the same of the original they improvise changing the melody.

Second, they start improvise changing other parameters and with more freedom each time.

With every melody chosen the same process is followed, enhancing the creation of 5 new songs.

The participants use their own instruments, without writing any note

**ACTIVITY
DURATION**

**LEARNING
OUTCOMES**

down. They can just write the ideas in a diagram in the paper board in order to interiorize everything better learning it by heart.

4 h

The participants will develop the following competences:

- Self-confidence
- Listening
- Cooperation
- Coordination
- Creativity
- Adaptability



TITLE

Jam session – Let's create new music

MATERIALS

Musical instruments

TARGET GROUP

Young people and young musicians from 16 to 30 years old.

DESCRIPTION OF THE ACTIVITY

In order to favour the exchange of music ideas among participants and their passion for music, organise a jam session thus giving the chance for participants to meet other musicians and to create new collaboration.

Preparation:

Some days before the jam session, publish an open call to invite emerging musicians to the jam session. In the open call specify that participants can bring their instruments. In any case, it is better to select a place with already some instruments in.

Implementation:

- Participants are introduced to the aim of the jam session: to create new music all together and, in this way, discover new possible partnership.
- Participants are asked if they would like to play traditional music or their own music and what in

**ACTIVITY
DURATION**

**LEARNING
OUTCOMES**

order to create a set list.

- Participants start to play and each of them can decide to join on stage mixing traditional and new sounds.
- The jam session can last 3 hours during which participants create new music by putting together traditional and modern music.

From 2 to 4 hours

By sharing their own music, participants will enhance the following skills:

- To collaborate effectively in a group
- To listen to others
- To learn by doing
- Creativity
- Intercultural dialogue



TITLE

Shared traditions

MATERIALS

Instruments

TARGET GROUP

The participants are divided into groups by country. Each group agrees on a traditional music and starts rehearsing and playing a melody.

DESCRIPTION OF THE ACTIVITY

The participants are divided into groups by country. Each group agree on a traditional music and starts rehearsing and playing a melody.

After a while, a member of each group moves to another group, bringing the music of the first one into the second one, to mix traditions and styles and create new music. After the rehearsal, each group presents the new music created.

ACTIVITY DURATION

2h 30

LEARNING OUTCOMES

The participants have developed the following competences:

- Listening
- Open-Mindedness
- Cooperation
- Intercultural Dialogue and Awareness
- Creativity



TITLE

Record your music

MATERIALS

Production set and recording set

TARGET GROUP

Participants from 15 to 30 years old

**DESCRIPTION OF
THE ACTIVITY**

Participants are brought to a professional recording set and have the occasion to observe and learn how the process of music production works.

They can also record their own music.

**ACTIVITY
DURATION**

2 h

**LEARNING
OUTCOMES**

The participants have developed the following competence:

- Basic knowledge about how a recording set works



TITLE

Music and Social Media

MATERIALS

- Computer
- Smartphone
- Projector
- White Board
- Speakers
- Microphone
- Internet

TARGET GROUP

Youth from 18 to 30 years old

DESCRIPTION OF THE ACTIVITY

After a first brainstorming about the topic of new media and music, the trainer presents the different digital tools, social media and apps that can be used to promote the music online.

This subject can be spoken also with experts or musicians from a music band with whom participants can talk about their direct experience.

ACTIVITY DURATION

1h 30

LEARNING OUTCOMES

The participants have developed the following competences:

- Basic media literacy
- Basic knowledge on the use of new media and social media applications and tools to promote music internationally



TITLE

Music & employability skills:
how can music help
our self-development?

MATERIALS

- Computer and projector
- Blackboard or flipchart

TARGET GROUP

Youth Workers

**DESCRIPTION OF
THE ACTIVITY**

Through this activity, the trainer leads participants to reflect about the relation between music and employability.

First of all, the trainer shows some images of different kind of jobs, asking to the participants which skills are essential and useful to perform that job.

Thanks to this reflection, participants can understand the difference between hard and soft skills and how both are important in the personal and professional life.

Participants are invited to reflect and find as much soft skills as possible and write them on papers. All the papers are put on the floor to be visible to all. Particular attention is given to the skills related to employability.

The participants are asked to reflect on what skills, according to them, can be developed through music. After a little brainstorming, they pick up the selected skills and attach them on the wall.

The trainer stimulates the reflection about the role of music in the professional development through the following questions:

- Which skills are important to enter in the labour market?
- How music can enhance these skills?
- How these skills can be useful not only in the labour market but in general in life?

1h30

The participants have developed the following competences:

- Understanding of the difference between hard skills and soft skills
- Understanding of the role of the music in the development of employability skills

**ACTIVITY
DURATION**

**LEARNING
OUTCOMES**



TITLE

Share my music worldwide

MATERIALS

- Flipchart
- Coloured pencils

TARGET GROUP

Youth Workers

DESCRIPTION OF THE ACTIVITY

Divided in three groups, participants are asked to develop an action plan to promote music according to different profiles assigned to the group. Three suggested profiles are:

- DJ
- Classical music band
- Dance (hip hop) crew

The trainer suggests a structure of Action Plan, which includes the following elements to consider:

- What is the final goal we want to achieve? (e.g. concert in a big stadium, theatre performance etc.)
- What is the message we want to give to people?
- How long it will take to create a good strategy in order to promote your music?
- What kind of strategy do we want to implement? Timing, promotional channels (e.g. newsletter, social media, YouTube,

etc.)

- Who is our target group?
- What is the message we want to spread through our music?
- How will we reach these people?
- What are the most useful social media to be used?
- What are our strengths and our weaknesses?
- Which opportunities can we reach through this strategy?
- Are there any threats?

Each group presents its own promotional plan to the whole group. A debate can start about different options to be applied, according to the profile and to the context.

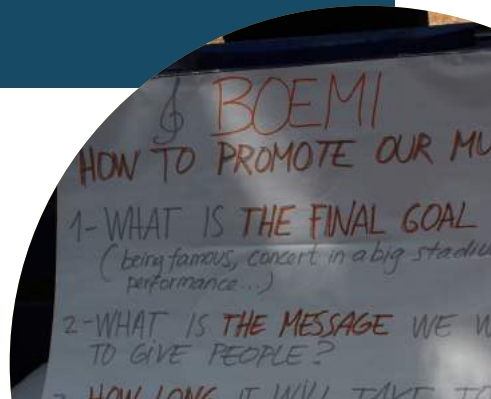
2h

The participants have learned:

- How to develop a promotional plan in the field of music
- Which elements to considerate to implement a promotional successful strategy in the field of music

**ACTIVITY
DURATION**

**LEARNING
OUTCOMES**



This Manual has been developed by:

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► danilodolci.org



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► crossingborders.dk



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