

2023-1-FR02-KA210-YOU-000151875

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Enriching lives, opening minds.

The TUNE Erasmus+ project unites youth choirs from Türkiye, France, and Italy to strengthen cultural bonds through music. Launched in 2023, it includes local trainings, joint concerts, and LTT events, fostering artistic collaboration and cultural exchange across the three countries.



Based on our international collaboration experience, we produced this practical guide for educators, youth workers, trainers and music teachers.



# TUNE TOOLKIT



**NICOLA**  
NEW INTERNATIONAL COMPANY OF LIVE ARTS



Co-funded by  
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**Erasmus+**  
Enriching lives, opening minds.



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# Introduction

**Project Name**

Traditional and Unique Notes Ensemble (TUNE)

**Project Number**

2023-1-FR02-KA210-YOU-000151875

**Project Duration**

September 2023 - August 2025 (24 months)

**Participating Countries**

Türkiye, France, Italy

**Project Partners**

Serik Kültür Sanat ve Eğitim Derneği - Türkiye

NICOLA Arts France

NICOLA Italy (New International Company of Live Arts)

**Project Goals**

Strengthening cultural ties through youth choirs.

Encouraging musical cooperation and developing the artistic talents of young people.

Creating cultural awareness among participating countries and coming together around common values.



# Introduction

The Traditional and Unique Notes Ensemble (TUNE) project has successfully achieved its objectives, making significant contributions to social inclusion, cultural awareness, and personal development among participants. The project fostered a united approach to social inclusion by bringing together young people from different cultural backgrounds, thereby building a strong sense of community. Through the establishment of youth choirs in Türkiye, Italy, and France, the project created

opportunities for participants to connect and share experiences, which promoted self-expression and offered a therapeutic outlet through music and singing. This collaborative environment also played a key role in improving the mental health of participants, reducing stress, and increasing their happiness and well-being. By working together in teams and performing in choirs, participants developed essential social skills, including collaboration and communication.



The cultural exchanges and diverse performances enhanced participant's awareness and appreciation of different cultures and traditions. In addition to addressing social and cultural objectives, the project raised awareness about important youth issues such as racism, discrimination, and LGBTQ rights, fostering an inclusive and supportive environment. It also promoted European values and cohesion among the participants, who came together from different countries to engage in a shared experience.

# Introduction

The TUNE project successfully reached over 600 people, spreading its message and raising awareness in a broader community. The dissemination of the project toolkit to more than 300 people ensured the sustainability of the project's outcomes, while the Multiplier Event engaged 150 participants at both local and national levels. Throughout the project, the emphasis on diversity, inclusion, creativity, arts, and culture enriched the participants' experience and contributed to a more inclusive and diverse society.

The project yielded both tangible and intangible results. Tangible outcomes included a range of digital materials such as action plans, assessment reports, surveys, and visibility materials like digital brochures and banners. The creation of an interactive project website, toolkit, and social media pages also played a crucial role in disseminating the project's outcomes. Intangible results included significant personal growth among participants, who improved their English proficiency, communication, and social skills, and became more self-reliant. The project also strengthened partnerships among the participating organizations, paving the way for future collaborations.

Overall, the TUNE project empowered participants, strengthened partnerships, and provided a meaningful learning experience for all involved. The project's focus on good practices, inclusion, diversity, and creativity has had a lasting impact on the youth field, promoting civic engagement, equality, and social harmony. The success of this project demonstrates the power of music as a tool for social inclusion and cultural exchange.





# Kick-off meeting

During the kick-off meeting, participants discussed musical heritage, cultural diversity, the role of arts in social inclusion, and the impact of music education on young people.

- Each country presented its own musical heritage.
- Workshops were held on pedagogical approaches to music and the social impact of amateur choirs.
- Plans for local choir rehearsals were made, and the process of creating a shared repertoire was initiated.
- Decisions were made regarding the project timeline, event planning, dissemination strategies, and project outputs.



**Participants shared their musical experiences, exchanged ideas on different educational methods, and took the first steps toward developing a joint repertoire.**

Following the kick-off meeting, each country began conducting local choir rehearsals. The outcomes of these rehearsals were showcased at the Joint Repertoire Sharing and LTT event in Türkiye in June 2024.



# Locals choirs

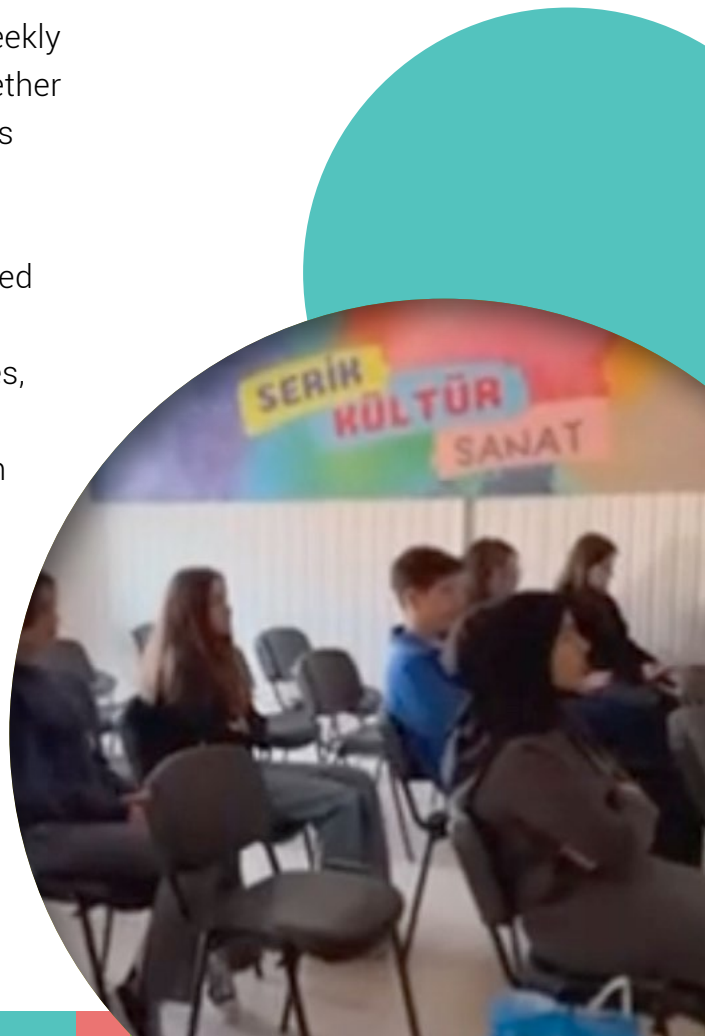
One of the key components of the TUNE project was the local choir rehearsals, which were regularly organized by partner associations in France, Türkiye and Italy.

Held weekly between December 2023 and May 2024, these rehearsals aimed to support participant's musical development, strengthen social inclusion, enhance cultural diversity, and create a shared music repertoire.

## Türkiye

The **Serik Kültür Sanat ve Eğitim Derneği** organized weekly choir rehearsals in Antalya's Serik district, bringing together youth, musicians, amateur choir singers, and individuals from disadvantaged groups.

- A traditional Turkish folk music repertoire was created with selected participants.
- The rehearsals focused on improvisation techniques, vocal exercises, and polyphonic music applications.
- Musical interactions were encouraged to strengthen solidarity within the community and promote individuals' participation in social inclusion.





# Locals choirs



## France

The choir rehearsals organized by **NICOLA Arts France** were designed to increase cultural interaction among young people, youth workers and music teachers.

- Participants were introduced to French folk music and various traditional European / Mediterranean music styles.
- They worked on choral discipline and stage performance.
- The rehearsals encouraged young people to develop their musical creativity and express themselves through music.



## Italy

The choir rehearsals conducted by **NICOLA Italy** (New International Company of Live Arts) in the region of Napoli and specifically targeted disadvantaged young people, immigrants, and individuals at risk of social exclusion.

- The rehearsals incorporated Italian traditional music and modern choir techniques.
- Participants had the opportunity to experience how choral music strengthens social bonds.
- A multicultural exchange was fostered, allowing participants to explore different aspects of European music. individual's participation in social inclusion.



# Achievements

The regular choir rehearsals held in all three countries not only enhanced participant's musical skills but also strengthened social bonds and enabled them to express themselves artistically.

- Participants developed a stronger sense of belonging within the community.
- The process of musical collaboration and repertoire development facilitated cultural exchange.
- The preparation for stage performances contributed significantly to building self-confidence and improving public expression skills.

The outcomes of these rehearsals were planned to be showcased at the Joint Repertoire Sharing and LTT Event in Türkiye in June 2024, elevating musical interaction between countries to the next level.



# Activities & Events

The TUNE KA210YOU project, a partnership between Italy, France, and Türkiye, held its Learning, Teaching, Training (LTT) event and international concert in Serik, Antalya, from June 24-28, 2024 with great enthusiasm.

This event aimed to showcase the results of local choir rehearsals conducted in each country, establish a joint repertoire, and strengthen musical collaboration among participants. The gathering in Türkiye provided an invaluable experience for both international and local participants, especially young musicians.

- Youth choirs from all three countries shared their repertoire and held final rehearsals together.
- Workshops were conducted on vocal and choir techniques, improvisation, stage performance, and polyphonic music education.
- Training sessions focused on musical leadership, fostering social inclusion through music, and different music education methodologies.
- Participants had the opportunity to explore and experience traditional Turkish music.
- The event concluded with an international public concert in Kadriye.





# Activities & Events



## International Concert: A Musical Gathering Strengthening Cultural Bonds

On June 27, 2024, a spectacular concert was held in Antalya, receiving high praise from the audience. The repertoire featured songs in French, Italian, Greek, English, and Turkish, showcasing a diverse and rich cultural exchange.

The choirs' harmonious performances demonstrated how music serves as a universal language, transcending borders and uniting young people from different nations.

## Official Visits and Cultural Exchange

During the event, the project participants paid official courtesy visits to local authorities in Serik, including :

- Dr. Cemal Şahin, District Governor of Serik
- İkrâm Ekiz, Director of Serik District National Education
- Fahrettin Canlı, Director of Serik Public Education Center

These visits allowed the participants to present the project's objectives, processes, and achievements while also exploring Serik's cultural heritage.



# Activities & Events

## The professional recording studio in Strasbourg

After six months of rehearsals with the French choir, we wished to mark the occasion by offering our participants a truly special and memorable session. We visited a professional audiovisual studio to record a promotional video of our group. It was a novel, rewarding and enriching experience for everyone involved.

We were supported by a team of professionals specialising in visual production, within a studio specifically equipped for the recording of live musical sessions, complete with all necessary equipment (microphones, cameras, set design, mixing desk, etc.).

The video is available on YouTube on the following link:

[https://www.youtube.com/watch?v=tSub\\_LS2k2I](https://www.youtube.com/watch?v=tSub_LS2k2I)





# Activities & Events

## Rafting Event in Antalya

As part of the TUNE Erasmus+ Project, a rafting event was organized in Beşkonak, Antalya, to foster interaction among participants and strengthen team spirit. Set in a stunning natural environment, this activity helped build strong connections among young musicians while providing an unforgettable experience for project partners.

During the rafting adventure, participants worked as a team to navigate challenging courses, improved their communication skills, and shared moments of excitement and fun. Young people from different countries bonded not only through music but also through outdoor activities, reinforcing their friendships throughout the project.

**This event was not only an opportunity for sports and recreation but also a key social activity that encouraged cultural exchange. The TUNE project contributes to support participant's personal and cultural development through both music and engaging social activities.**





# Outcomes & dissemination

- Choir members, musicians, and trainers from Türkiye, France, and Italy took part in the event.
- Local educational institutions, arts organizations, and music communities were involved to ensure young musicians benefited from the project.
- The people of Antalya and local music enthusiasts attended the open-air concert, experiencing the project's outcomes firsthand.
- Young musicians from three countries improved their ability to perform together and deepened their cultural interactions.
- The choir rehearsals led to the creation of a joint repertoire, which was digitally published for use in the later stages of the project.
- A long-term collaboration network was established among participants.
- The developed repertoire and training materials will be shared as resources for music educators and choir conductors.



At the end of the event, project partners and participants gathered to evaluate the LTT process and plan strategies for the next phases of the project.



# Outcomes & dissemination

## TUNE project into the Turkish press

The TUNE Erasmus+ Project's LTT event and international concert in Serik received significant attention in the Turkish press. Reports in local and national newspapers highlighted the collaboration of young participants from three countries in creating a joint repertoire and performing together on stage.

News articles emphasized the power of music in bridging cultures, the project's impact on young people, and Serik's role in hosting an international cultural event. Additionally, the support of local authorities and the community was also mentioned.

The media coverage not only contributed to the artistic development of young participants but also increased the visibility of the TUNE project, reaching a wider audience. Press involvement plays a crucial role in the project's dissemination and sustainability.

C- AYYILDIZ TOROS

2 Temmuz 2024 Salı

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## Serik'te Uluslararası Konser

**İtalya-Türkiye ve Fransa Ortaklığındaki TUNE KA210YOU Projesinin LTT Etkinliği ve Ortak Konseri Serik'te yapıldı.**

İtalya, Türkiye ve Fransa'nın ortaklaşa yürüttüğü TUNE KA210YOU projesinin LTT (Öğrenme, Öğretme ve Eğitim) etkinliği ve üç ülkenin ortak konser çalışması, 24-28 Haziran 2024 tarihleri arasında Antalya'nın Serik ilçesinde büyük bir coşkuyla gerçekleştirildi.

2023 yılında başlatılan ve üç ülkenin gençlik korolarını bir araya getiren bu proje, müziğin evrensel diliyle kültürel bağları güçlendirmeyi amaçlıyor. Proje kapsamında İtalya, Fransa ve Türkiye'de gençlik koroları kuruldu ve ortak

reçleri ve kazanımları hakkında bilgi verildi.

Etkinlikler süresince gençler, kültürel alışverişlerde bulunarak farklı ülkelerden gelen yaşlılarıyla kaynaşma fırsatı buldular. Müziğin birleştirici gücünü kullanarak dostluklarını pekiştirdiler.

TUNE KA210YOU projesi, gençlerin uluslararası deneyimler kazanarak kültürel farkındalıklarını artırmalarını ve sanatsal yeteneklerini geliştirmelerini hedefliyor. Proje, aynı zamanda katılımcı ülkeler arasındaki işbirliğini güçlendir



# Outcomes & dissemination

## Design and Distribution of Concert Posters within the TUNE Project

In addition to the digital promotion on social medias of each organisation, special posters were designed and displayed across various locations in the city of Serik to promote the international concert. The posters and flyers design reflected the identity of the project, incorporating the European flag and key event details.





# Context & inclusion strategy

The TUNE project was intentionally implemented in areas with fewer cultural opportunities, particularly in France where the project took root in the Neuhof-Meinau district in Strasbourg. These areas, classified as Priority Urban Zones (QPV), are home to a diverse and often underserved population. Choosing this location was a deliberate act to promote inclusion and cultural accessibility, in line with the project's goal to use music as a tool for empowerment and social transformation.

By anchoring activities in neighborhoods like Neuhof and Meinau, characterized by a mix of social housing, cultural richness, and economic challenges, the project aimed to break barriers between youth, culture, and society. Through partnerships with local stakeholders such as JEEP, Espace Django and Dis Sensus, we established a strong local foundation and fostered engagement with youth who rarely access artistic projects.

## Few numbers...

*The Neuhof and Meinau neighborhoods were officially designated as a Priority Urban District (QPV) in 2015.*

*The Neuhof-Meinau QPV is home to nearly 16,000 residents, primarily living in social housing estates.*



**Across all three participating countries ( France, Türkiye and Italy ) the strategy was consistent: to offer meaningful cultural participation in places where it is often absent, and to ensure the representation of diverse voices in a European context.**

# Methodological approach

Our methodology is rooted in non-formal education and inclusive pedagogy. The TUNE project prioritized creating safe, accessible environments where all participants could express themselves freely, regardless of their musical background.



Youth workers operated as facilitators rather than instructors, adopting a horizontal approach that emphasized co-construction, creativity, and emotional expression. Methods used were designed to encourage self-confidence, cooperation, and cultural awareness.

A core value of the project was to develop collective experiences that allow individuals to grow through group dynamics. Activities integrated body awareness, voice placement, multicultural repertoire, and exercises to build group trust and cohesion.

**In this context, music becomes a medium not only for artistic expression but also for civic engagement, dialogue, and mutual understanding. The methodology adapts to the diversity of each group while retaining a consistent pedagogical vision based on respect, participation, and empowerment.**



# Methodological approach

## More Than Just Singing

Beyond vocal training, body movement and warm-up exercises are essential to experiencing the full benefits of choral singing. In our methodological plan, we will further discuss how learning to place one's voice, finding one's role within a group, and being part of a collective all contribute to tolerance, connection, and belonging—values that transcend cultural and social differences. This experience not only fosters self-acceptance but also strengthens mutual respect within the group and, on a broader scale, in society. Thus, this project is deeply rooted in the fundamentals of communication, democracy, and collective participation.

## Practical Methodology

We based our working method on proven models and structured the rehearsals with a consistent framework:

- Body awareness exercises (percussion, rhythmic training, etc.)
- Breathing exercises and vocal warm-ups
- Repetition, memorization, and gradual integration of selected songs

We placed particular emphasis on the body and vocal warm-up phases, as we recognized that some participants might struggle to find their place in the group. Some had experienced hardships and violence—whether in their family, workplace, or school—and required a safe and supportive environment to build confidence.





# Methodological approach

## Our Methodological Plan

To lead an inclusive choir in a disadvantaged area, it is essential to consider several factors that promote **accessibility, participation, and social integration**:

### 1. Understanding the context and needs

- **Assessing the target audience:** Who are the potential choir members? Are they children, adults, or seniors? What are the cultural, social, and linguistic characteristics of the area?
- **Overcoming barriers to music participation:** We emphasized the free nature of the program in our outreach efforts to ensure that economic limitations were not an obstacle.

### 2. Embracing diversity

- **Inclusion of all profiles:** The choir was open to everyone, regardless of musical background, gender, ethnicity, age, or socioeconomic status. We aimed to create a welcoming and respectful space.
- **Multicultural repertoire:** Given the diverse nature of the area, we integrated songs in different languages and musical traditions, making it easier for participants to connect with the material while expanding their cultural awareness.

### 3. Building trust and group cohesion

- **Establishing a safe space:** The first priority was to create a warm and inclusive atmosphere where everyone felt safe and respected. This was especially crucial for those with difficult personal histories or experiences in competitive environments.
- **Strengthening group bonds:** Through team-building activities (musical games, open discussions about expectations, informal performances), we fostered connections among participants and reinforced the sense of community.

### 4. Selecting an appropriate repertoire

- **Variety in song choices:** We opted for a mix of modern, classical, traditional, and popular music, considering participants' preferences. We started with simpler pieces before introducing more complex ones.
- **Meaningful lyrics:** Songs were chosen based on their themes of solidarity, hope, and identity, reinforcing emotional engagement and motivation.

# Methodological approach

## 5. Musical training and support

- **Breaking down musical barriers:** For beginners, we introduced basic vocal techniques (breathing, articulation, listening) and provided a gentle introduction to music theory (notes, rhythms).
- **Accessible accompaniment:** We used basic instruments (guitar, melodica, percussion) and occasionally invited professional musicians, emphasizing oral traditions and group learning over sheet music.

## 6. Structuring rehearsals

- **Regular practice:** We set a fixed weekly rehearsal schedule to ensure consistency.
- **Convenient timing:** Sessions were held every Thursday from 6 PM to 8 PM, accommodating participant's work and personal schedules.

## 7. Communication and engagement

- **Encouraging participation:** Motivation can be a challenge, especially in marginalized areas. We used social media, posters in public spaces, and local partnerships to maximize outreach.
- **Showcasing progress:** We highlighted participants' growth through a professional studio recording and video production, marking the culmination of our six-month training.

## 8. Celebrating diversity and community involvement

- **Local partnerships:** We collaborated with associations and music schools to encourage exchanges and joint projects.
- **Concerts and cultural events:** The rehearsals prepared participants for an international choral exchange in Turkey in June 2024, where three choirs performed together.

## 9. Evaluation and adaptation

- **Continuous feedback:** We regularly gathered participants' opinions through individual interviews and group discussions.
- **Flexible methodology:** We remained open to adjusting our approach based on feedback and challenges encountered. The choir evolved organically according to participant's needs.

# Methodological approach

## Conclusion

In summary, our methodology prioritized **inclusivity, solidarity, and the joy of singing together**. The key was to **actively involve participants** at every stage of the project and foster an **environment where everyone felt valued and respected**.



# Developing skills

Youth workers and educators played a central role in the TUNE project, acting as both facilitators and cultural mediators. One of the goals of the initiative was to reinforce the professional and interpersonal skills of those working with young people.

Throughout the local rehearsals and transnational exchanges, social workers and choir facilitators were encouraged to reflect on their practices and learn new approaches. These included methods to improve group dynamics, conflict resolution, emotional intelligence, and empathy.



**By integrating artistic expression into their pedagogical repertoire, youth workers developed creative ways to foster inclusion, motivation, and cohesion within diverse groups. The choir became a space for testing and experiencing collective action, while also reinforcing key soft skills essential to youth work.**

# Developing skills

A choir can be a valuable tool for improving the skills of social workers, especially when they interact with a young audience. By combining music, social interactions, and emotional skills, the choir offers a unique environment to develop key abilities among social workers. Here are some concrete examples:

## 1. Strengthening communication skills

Example: During choir rehearsals, the social worker can observe and participate in activities that promote active listening and non-verbal communication. For instance, choir members must learn to synchronize, which requires careful listening to others. This helps social workers develop listening and communication skills with young people, allowing them to better understand their needs and emotions.

**Skill developed: Active listening and communication adaptability.**

## 2. Emotional regulation and management

Example: Musical practice in a choir can be an excellent way to work on emotional regulation. When young people express frustration or stress, music creates a calming environment. The social worker can use the choir to learn how to help young people manage their emotions, providing tools like deep breathing or focusing on singing to release tension.

**Skill developed: Stress management and emotional regulation.**

## 3. Group management and group dynamics

Example: Within the choir, the social worker is exposed to managing complex group dynamics. Conflict resolution, fostering cooperation, and encouraging engagement are skills they can refine. By learning how to organize rehearsals, motivate young people, and resolve minor conflicts within the group, social workers can transfer these skills to their interactions with young people in other settings (workshops, group actions, collective activities).

**Skill developed: Conflict resolution and group leadership.**

## 4. Strengthening empathy and understanding of young people

Example: By sharing a common artistic activity, the social worker gains a better understanding of the realities young people experience, including their personal or family challenges. The choir offers a space where the social worker can observe how young people interact, shedding light on their emotional and social needs.

**Skill developed: Empathy and understanding of young people's needs.**

# Developing skills

## 5. Stimulating creativity and problem-solving

Example: As a choir member, the social worker can engage in creative exercises that require improvisation, inventiveness, or finding solutions to perform a piece together. This helps them better understand how to encourage young people's creativity, especially those who struggle to express themselves in other ways. It also teaches them to encourage young people to find solutions together when facing obstacles or frustrations.

**Skill developed: Creativity and collective problem-solving.**

## 6. Developing patience and perseverance

Example: During rehearsals, the social worker experiences the importance of perseverance in mastering a musical piece, especially when the group struggles with certain passages. Working in a choir with young people demonstrates how repetition and collective effort lead to progress. This process can serve as a model for teaching young people the importance of perseverance in other aspects of life.

**Skill developed: Patience and perseverance in youth support.**

## 7. Encouraging autonomy and teamwork

Example: In a choir, each member is responsible for their own part, but success depends on coordination with others. The social worker learns to encourage young people to work independently while fostering solidarity and mutual support within the group. They can apply this approach when encouraging young people to take initiatives and collaborate on other projects.

**Skill developed: Autonomy and collaborative work.**

## 8. Practicing Inclusion and Diversity

Example: By its inclusive nature, the choir allows the social worker to practice integrating diverse young people, particularly those from different social, cultural, or family backgrounds. They learn to create environments where young people, despite their differences, can cooperate towards a common goal. This strengthens the social worker's ability to incorporate inclusion principles into their interventions.

**Skill developed: Social inclusion and diversity management.**





# Developing skills

## 9. Recognizing and valuing achievements

Example: The choir teaches the social worker how to highlight individual and collective progress among young people by celebrating both small and major achievements. This recognition motivates young people to keep progressing and participating in group activities. This enables the social worker to better support young people's development by acknowledging their efforts and fostering a positive environment.

**Skill developed: Recognition and appreciation of effort.**

## 10. Developing Emotional Intelligence

Example: During rehearsals, the social worker can participate in musical exercises that encourage emotional expression through singing. This helps them better understand and regulate their own emotions while serving as a role model for young people. This experience can be applied in their daily work to help young people manage their emotions and express their feelings constructively.

**Skill developed: Emotional intelligence and emotional expression.**

## Conclusion

The choir provides a rich environment for social workers to develop essential skills such as **listening, emotional management, communication, group leadership, and conflict resolution**. Additionally, it allows them to better understand young people's needs and behaviors while offering a creative and positive framework for interaction.

# The role of the mentor

Mentoring is a key element of long-term empowerment. In the TUNE project, preparation for mentorship was not limited to formal structures—it was embedded in rehearsal dynamics.

Youth were gradually given responsibilities within the group: leading warm-ups, co-organizing small performances, or helping newcomers integrate. This progressive approach allowed them to gain confidence and recognize their own leadership potential.

Facilitators played a crucial role in this process. They ensured that mentoring was built on trust, mutual respect, and a sense of shared purpose. A flexible and inclusive environment was key to allowing young participants to step into mentoring roles at their own rhythm.



# The role of the mentor

The mentor's position during rehearsals in an inclusive choir is essential for creating an atmosphere of trust, inclusion, and personal development. Here are the main functions and attitudes that a mentor should adopt to be effective in this role:

## 1. Facilitator and role model

- **Welcoming and encouraging:** The mentor must create a warm and inclusive atmosphere from the beginning of each rehearsal. This involves greeting all members, making them feel welcome, and valuing their presence, regardless of their musical level.
- **Being a model of kindness and respect:** The mentor should embody the values of inclusivity, respect for diversity, and openness. They must demonstrate patience and active listening while valuing each member's uniqueness.

## 2. Pedagogical guide and teacher

- **Adapting teaching methods:** During rehearsals, the mentor must adjust their approach based on the needs and levels of the choir members.
- **Strengthening collective listening:** The mentor should encourage choristers to develop their musical listening skills (listening to others, synchronizing with the group) through vocalization, rhythm, and harmony exercises. The goal is to go beyond simply reading notes and to strengthen the collaborative aspect of music.
- **Using group-based methods:** the mentor should prioritize collective teaching approaches (voice initiation exercises, active listening) and emphasize the shared experience over individual performance.

## 3. Mediator and group manager

- **Encouraging interaction:** During rehearsals, the mentor must manage group dynamics to ensure that every chorister feels involved. They should create space for the quieter or more reserved members to express themselves without fear.
- **Supporting the diversity of voices:** The mentor should be attentive to the different voices in the group and how each member contributes to the overall sound. They should foster an environment where all voices, whether strong or soft, are valued and heard.
- **Active listening to individual needs:** The mentor must observe the specific needs of each chorister (such as vocal difficulties, concentration challenges, or anxiety) and provide support without any judgment.



# The role of the mentor

## 4. Emotional and motivational coach

- **Building self-confidence:** The mentor should serve as a psychological support for the choir members, boosting their confidence through regular encouragement, recognition of progress, and positive reinforcement.
- **Maintaining a positive atmosphere:** When challenges arise (technical or personal), the mentor should avoid harsh criticism and instead use constructive encouragement. They should help choristers see mistakes as learning opportunities rather than failures.
- **Celebrating small achievements:** Every milestone, no matter how small, should be acknowledged. whether it's mastering a section of a song, improving vocal technique, or strengthening group cohesion, the mentor can create moments of celebration to recognize these accomplishments.

## 5. Conflict and challenge management

- **Defusing tensions:** In a diverse group, conflicts or misunderstandings may occur. the mentor must be able to identify tensions and intervene diplomatically to resolve them. this requires active listening, compassionate communication, and patience.
- **Managing differences:** The mentor must be mindful of the different cultural backgrounds of the choir members. they should ensure that everyone feels respected, regardless of their origin, gender, or social status.

## 6. Organizer and rehearsal manager

- **Structuring and time management:** The mentor must ensure that each rehearsal is well-organized and allows all choristers to make progress. this means structuring sessions so that time is effectively distributed between vocal warm-ups, group exercises, and song rehearsals.
- **Fostering collective growth:** The mentor should ensure that the choir functions as a cohesive group rather than just a collection of individuals. this involves structuring rehearsals to be productive while also incorporating moments of sharing and listening.
- **Encouraging autonomy:** Ultimately, the mentor should also promote the autonomy of the choir members by providing them with tools to practice independently between rehearsals. this could include sharing recordings, sheet music, or explaining techniques for personal vocal development.

# The role of the mentor

## 7. Leading by example and staying open-minded

- **A humble and open mentor:** The mentor should be a model of humility and openness. they must show a willingness to learn from the choristers and grow alongside them. This also means being receptive to feedback and adapting their methods based on the group's input.
- **Being available and attentive:** Outside of rehearsals, the mentor should be accessible to choir members for any questions or specific needs. This can be done through informal conversations or small meetings where choristers feel comfortable sharing their concerns.

## Conclusion

The mentor's role in an inclusive choir is a combination of **compassionate teaching, empathetic leadership, and group dynamic management**. They must act as a teacher, coach, mediator, and emotional support while ensuring both individual and collective fulfillment within the choir.



# Preparation for mentorship

Preparing to lead rehearsals in an inclusive choir requires careful planning, both on a practical and human level. It is essential to create an environment that encourages the participation of all, regardless of their musical experience or social background. Here are some key steps to prepare effectively:

## 1. Understanding the choir members and their needs

**Assessing choir member's profiles:** Take time to understand who the members of the choir are. What is their musical level? Are they beginners, intermediate, or more experienced? What are their goals? Some individuals may have specific needs (for example, young people facing difficulties, people with hearing impairments, or language barriers).

**Anticipating potential challenges:** Evaluate potential challenges the choir may face (lack of motivation, distractions, varying levels of engagement). Be prepared to adjust your approach to conducting based on these needs.

## 2. Choosing an Inclusive Repertoire

**Variety of songs:** Select pieces that are accessible to all levels and resonate with the group's culture and experiences. Offer a range of musical styles (popular songs, classical, traditional) so that every choir member can feel represented and fully participate.

**Accessible sheet music:** Prepare sheet music suited to the choir members' abilities. If some cannot read music, providing recordings can help them learn by ear. The goal is to make music accessible both orally and visually.

## 3. Structuring and Balancing Rehearsals

**Warm-up time:** Begin each rehearsal with vocal exercises (breathing, vocal warm-ups) to prepare the singers and create a positive atmosphere. This is also a moment to build self-confidence and mutual listening skills.

**Group and individual work:** Organize collective practice moments (singing together as a group) as well as smaller individual or section-focused sessions. For those who struggle with certain parts, offer extra support while maintaining a strong team spirit.

**Fun activities:** Introduce musical games or creative exercises to strengthen group cohesion and motivation. For example, rhythmic games or vocal improvisation can help boost creativity and overcome potential blocks.



# Preparation for mentorship

## 4. Creating a trusting and supportive atmosphere

**Encouraging individual expression:** In an inclusive choir, every member should feel free to express their emotions and experiences. Be attentive and ready to make adjustments if someone appears hesitant or insecure. Recognize and celebrate efforts, even for small achievements.

**Managing differences and conflicts:** Be prepared to step in if tensions arise, especially in a diverse group. Encouraging respect and active listening makes conflict resolution easier.

## 5. Adapting teaching methods for all learners

**Different learning styles:** Each choir member learns differently, so it's important to be flexible in teaching methods. Some prefer listening and imitation, while others need visual or written references. Offering multiple options allows everyone to find their own way to progress.

**Simplifying pieces:** If the skill levels vary widely, start with simpler pieces and gradually increase the difficulty. The most important thing is that everyone can participate and feel valued.

## 6. Encouraging active participation

**Creating a safe environment:** Ensure that every choir member feels respected, regardless of their skill level. Foster a sharing atmosphere where no one is afraid to make mistakes. This will encourage engagement and progress.

**Keeping the group energized:** Vary activities during rehearsals to maintain attention. Alternate between technical exercises, creative moments, and repertoire practice. For example, after working on a song, introduce a group game related to the piece to enhance teamwork and connection.

## 7. Preparing the practical and logistical aspects

**Ensuring smooth organization:** Prepare the rehearsal space in advance (suitable facilities, acoustics, necessary materials such as sheet music, microphones, etc.). Plan a structured rehearsal schedule based on the group's progress.

**Time management:** Organize time so that every choir member gets the opportunity to participate actively. Be ready to adjust your schedule based on the group's progress or challenges.

**Scheduling breaks:** Include regular breaks to prevent fatigue and encourage social interaction among choir members.

# Preparation for mentorship

## 8. Building strong group dynamics

**Social cohesion:** As a leader, pay attention to the group's dynamics. Organize bonding moments outside rehearsals (such as informal concerts or fun activities) to strengthen relationships and mutual support.

**Mutual encouragement:** Foster an atmosphere where choir members uplift and support each other. This can be done by recognizing individual efforts and promoting a culture of teamwork and encouragement.

## 9. Monitoring progress and evaluation

**Ongoing assessment:** Dedicate a few minutes at each rehearsal to assess everyone's progress, either informally (through casual conversations) or more structured feedback (for example, reviewing a newly learned song). This helps tailor the approach to better meet the group's needs.

**Providing positive feedback:** Regularly offer positive reinforcement by highlighting efforts, achievements, and progress to keep choir members motivated and valued.

## 10. Staying flexible and adaptable

**Being ready to improvise:** Every rehearsal can bring surprises, such as last-minute schedule changes, absent choir members, or unexpected difficulties. Stay adaptable and be prepared to change plans if needed. Sometimes, a seemingly disorganized rehearsal can turn into a magical moment thanks to spontaneity and a positive attitude.

## Conclusion

Preparing for an inclusive choir rehearsal requires not only a good repertoire and musical skills but also the ability to create a supportive and welcoming environment. By adopting an inclusive, flexible, and respectful approach, you can foster a space where every choir member can grow and feel fully involved.



# Practical toolbox

This section presents a selection of practical methods and workshop formats used in the TUNE project. These tools can be adapted to different contexts and are ideal for youth workers, choir leaders, and educators.

- **Identity objects**

Participants bring a personal object and present it to the group as a way of sharing their story.

- **Cultural song swap**

Inspired by the Italian team : each participant teaches a traditional song from their background.

- **World café**

Rotating small-group discussions on given topics to promote exchange and reflection.

- **Silent choir**

An Italian activity where participants perform a song using sign language and gestures only, be careful, it is very fun !

- **Project tree**

Visualization exercise to brainstorm and map group ideas and actions.

- **Masked / blindfolded singing**

A creative workshop exploring self-expression through voice and physical disguise.

- **Vocal games**

Warm-ups and games to strengthen group cohesion and ease tension.





# Planning

Local rehearsals (Dec 2023–May 2024, weekly)

24 sessions, Thursday evenings

May 23, 2024: French final studio event

June 24–28, 2024: Joint LTT Event in Türkiye

27 June 2024 : International choir concert

April-May 2025 : Conferences in Türkiye, Italy and France

July 2025: Final meeting in Italy



# Team selection

Throughout the 6 months of rehearsals, our choir worked hard to include all newcomers and welcome anyone who wanted to join the group. We also decided to maintain communication through social media throughout the project's duration. The integration of participants was open and without any obligation, with no prerequisites required, and the program was always free of charge.

Regarding mobility and the international meeting, we selected participants based mainly on their availability, as well as their commitment throughout the program. We also considered gender parity, as we always do for each of our projects, which we consider as essential for mobility projects.






# Annexes

## thetune.eu

### Teaser French choir

 [https://www.youtube.com/watch?v=tSub\\_LS2k2I&list=LL&index=5](https://www.youtube.com/watch?v=tSub_LS2k2I&list=LL&index=5)

### Digital communication

 <http://www.serikkultursanat.com/?Syf=18&Hbr=1280252&/talya-Türkiye-ve-Fransa-Ortaklığındaki-TUNE-KA210YOU-Projesinin-LTT-Etkinliği-ve-Ortak-Konseri-Serikte-yapıldı>.

 <https://www.ayyildizgazetesi.com/serikte-uluslararası-konser>




[https://www.facebook.com/NICOLA.Arts?mibextid=wwXIfr&rdid=uDTZrSAu5C5wrWDI&share\\_url=https%3A%2F%2Fwww.facebook.com%2Fshare%2F1H2WRxsGEs%2F%3Fmibextid%3DwwXIfr](https://www.facebook.com/NICOLA.Arts?mibextid=wwXIfr&rdid=uDTZrSAu5C5wrWDI&share_url=https%3A%2F%2Fwww.facebook.com%2Fshare%2F1H2WRxsGEs%2F%3Fmibextid%3DwwXIfr)



[https://www.facebook.com/profile.php?id=61553553831689&mibextid=wwXIfr&rdid=9l6RF9SCwL9ff3wc&share\\_url=https%3A%2F%2Fwww.facebook.com%2Fshare%2F1dwk3NEcSr%2F%3Fmibextid%3DwwXIfr](https://www.facebook.com/profile.php?id=61553553831689&mibextid=wwXIfr&rdid=9l6RF9SCwL9ff3wc&share_url=https%3A%2F%2Fwww.facebook.com%2Fshare%2F1dwk3NEcSr%2F%3Fmibextid%3DwwXIfr)

### Ressources

 <https://fr.audiofanzine.com/techniques-de-chant/editorial/dossiers/la-respiration-pour-le-chant.html>

 [https://www.youtube.com/watch?v=Q\\_CTNsYTKd4&pp=0gcJCdgAo7VqN5tD](https://www.youtube.com/watch?v=Q_CTNsYTKd4&pp=0gcJCdgAo7VqN5tD)



<https://ressourcescoaticook.com/wp-content/uploads/2021/03/Guide-dutilisation-Canva.pdf>



<https://inrs.ca/wp-content/uploads/2021/03/Guide-redaction-inclusive-inrs-vf.pdf>



# Conclusion

The TUNE Toolkit represents the culmination of a rich and diverse collaboration between three countries—Türkiye, France, and Italy—each bringing their own unique cultural and pedagogical perspectives. This toolkit offers more than just methodological guidance; it embodies a shared vision for leveraging the transformative power of music to foster inclusion, creativity, and cross-cultural understanding among young people.

By synthesizing local practices, experiential learning models, and innovative training strategies, the toolkit provides a practical and adaptable framework that can be implemented by educators, youth workers, music professionals, and cultural institutions across Europe and beyond. It serves as both a manual and an inspiration, guiding users to create safe, inclusive, and empowering environments through music.

Looking ahead, the legacy of the TUNE project will continue through sustained efforts to embed these practices into non-formal education, foster long-term partnerships, and scale the impact of music-driven social inclusion. The Toolkit also lays the groundwork for future Erasmus+ collaborations, the development of new artistic formats, and the creation of networks where young voices, no matter their origin, are heard, valued, and celebrated.

**Together, we tune not only our voices—but our values, toward a more united, empathetic, and harmonious Europe.**

# Credits



Co-funded by  
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