



SINGING AND SUSTAINABLE SOCIAL INTEGRATION

INFORMATION PACK



**Dochas**
The Irish Association of Non-Governmental
Development Organisations



IRISH WORLD ACADEMY
OF MUSIC AND DANCE
DÁMH CHRUIINNE ÉIREANN
RINCE agus CEOL



UNIVERSITY of LIMERICK
OILScoil LUIMNIGH

This project is funded through the joint Irish Research Council / Dochás 'New Foundations' Scheme and run by the 'Sanctuary' initiative of the Irish World Academy of Music and Dance, University of Limerick in association with Doras Luimni.

INTRODUCTION

According to *Global Trends*, a report of the United Nations Refugee Agency, there are more than 65 million people currently displaced across the world (June, 2016). This is the largest number in recorded history. Approximately one per cent of the global population is an asylum seeker, a refugee, or a forcibly displaced migrant.

The first preoccupation of any migrant is with the basic human needs of food, shelter and safety. Migrants also have the same physical, emotional, social and psychological needs of all people including the need to belong, to affirm our identity, to grieve our losses and celebrate our joys, as well as the desire to create a place for ourselves in the world. There is a growing body of research demonstrating that music can play a very important role in meeting these needs.

In 2000, the Irish World Academy of Music and Dance at the University of Limerick created a partnership with Doras Luimní (the support group for new migrants in Limerick) leading to an initiative called *Sanctuary*. This initiative supports musical activities with new migrant communities, including the formation of choirs and musical ensembles, CD recordings by new migrant artists, as well as educational and community-based intercultural projects.

In 2016, the *Singing and Sustainable Social Integration* research project was created to track the impact of these projects, especially those focused on singing. A review of these initiatives revealed three primary areas where singing was seen to play a role in the social integration of new migrants:

Social Singing: these projects provide opportunities to sing and/or listen to music in informal, socially integrated contexts.

Diversity Singing: these projects recognise the importance of expressing and transmitting diverse cultural practices.

Educational Singing: these projects use singing as a medium through which integration skills (such as language) may be taught.

There is often an overlap between these three categories. Celebrating diverse cultures may have educational benefits, while educational projects may also assist with integration. Therefore, we have developed a model of singing that recognises the synergy between all three strands:



This brochure introduces some of the projects currently running as part of the Singing and Sustainable Social Integration initiative. If you are interested in being part of any of these projects, starting similar projects in your own area, or getting involved in research around the role of singing in social integration, we would love to hear from you!

Professor Helen Phelan, PhD.

Director, *Sanctuary and Singing & Sustainable Social Integration* Initiatives,
Associate Professor of Arts Practice, Irish World Academy of Music and Dance,
University of Limerick.

helen.phelan@ul.ie

Will create montage when all photos are received

Fig One_ Irish World Music Café Image REQUIRED

SOCIAL SINGING

Many people live in the place where they were born and are surrounded by people they have known for most of their lives. They have a ready network of friends, relatives, neighbours and colleagues. When we come to a new place, we have to build that social network again from scratch. For new migrants, they may still be struggling with a new language. Some may also be coming from experiences of trauma. Research has shown that singing together or listening to singing in a social setting can help us build networks in a number of ways. Music can be easier to understand across cultures than language. It can promote intercultural contact and raise curiosity about other cultures while building a social atmosphere. It can facilitate the experience of emotions and help people feel more at home in a new environment. Singing together can increase feelings of inclusion, connectivity, positive affect, and endorphin release (our 'happy' hormones). Being part of a 'sing-song' or a social gathering that encourages singing as part of the social exchange can help facilitate a sense of belonging.

FEATURED PROJECT: THE IRISH WORLD MUSIC CAFÉ

The Irish World Music Café is a social and musical gathering that takes place once a month at noon in the Central Buildings Community Café & Art Gallery at 51 a O'Connell Street, Limerick. It is a free event hosted by the café and the Irish World Academy and linked to the English language classes for new migrants run by Doras Luimní in the same building. Anyone is welcome to come for tea, coffee and sandwiches and listen to or contribute to a lunchtime gathering of music from around the world. It features musicians from new migrant communities, students from the Irish World Academy, local artists or anyone who wants to drop in and perform their party piece!

"The Irish World Music Café has been a hugely positive experience for our learners and the people with whom we work. Music is a fantastic way for people to connect with each other, particularly when there are language barriers. The Irish World Music Café has enabled people from new communities to interact and engage with each other, the tutors, staff and the wider Limerick community through song and in a relaxed environment. We're all looking forward to the next event and we hope to see this initiative grow and become a permanent fixture in Limerick city."

Aideen Roche,

Doras Luimní Communications & Campaigns Officer
and Support & Outreach Officer

Fig Two_ Irish World Music Café Image REQUIRED



DIVERSITY SINGING

Difference and diversity are a part of every community. New migrants bring a wealth of cultural diversity to add to the fabric of the diverse cultures they encounter in a new home. In his preamble to the UNESCO Universal Declaration on Cultural Diversity, the Director-General of UNESCO, Koïchiro Matsuura wrote: 'the Universal Declaration makes it clear that each individual must acknowledge not only otherness in all its forms but also the plurality of his or her own identity.' In 2009, the Arts Council of Ireland published the *Cultural Diversity and the Arts Research Report* to help inform strategy and policy for supporting cultural diversity in Ireland. It recognized that migration has played a significant role in increasing cultural diversity in Ireland in recent years. It estimated that there are now over 160 language groups in Ireland, in addition to the official languages of Irish and English. The research showed that minority ethnic artists and communities feel that they face barriers in accessing mainstream arts provision as well as opportunities to express cultural diversity. It may appear paradoxical, but facilitating the expression of cultural diversity is one of the most successful tools in promoting sustainable integration.

FEATURED PROJECT: ELIKYA

'Elikya' is the Lingala word for 'Hope' and the name of one of the longest established Congolese choirs in Limerick city. The choir was founded in 2001 by a group of asylum seekers from the Democratic Republic of the Congo in association with the *Sanctuary* project. The core repertoire of the choir is inspired by both sacred and secular music from the Congo sung in Lingala, Swahili, Tshiluba, French and English. The choir meets weekly for practice in Central Buildings and includes professional and amateur musicians as well as students from the Academy.

"ELIKYA has provided a new breath of life on a personal side. Not because it means hope but because of the spirit within the organisation and the family. The warmth and peaceful environment that surrounds the music is what attracted me the most. Elikya became a passion that renews my thoughts and ways every day. As a member of the Elikya band I've realised that we all have hopes and whether we're old or young our personality resonates around us. Perhaps Elikya is gathering the best sound to create harmony among the human race and provide a place of peace and everlasting love for people."

Eric Kings,
Elikya Group Leader

Fig Four_ Elikya Image REQUIRED



FEATURED PROJECT: WORLD CARNIVAL

World Carnival is a singing programme based in Presentation Primary School, one of the most multicultural primary schools in Limerick city. Coordinated by Sanctuary in cooperation with the Irish Chamber Orchestra, it builds on the cultural richness of the school's diverse community through a programme of songs from different parts of the world. 'World Carnival' also includes a 'meet the musicians' day and culminates in a public concert event.

"As a community musician, World Carnival was an extraordinarily rewarding experience. In Presentation Primary School, we used music and singing as tools for exploring and discovering new cultures, languages and traditions. Each week was a musical adventure and an opportunity for me to learn from the children as well as teach."

Kathleen Turner, Musical Director, World Carnival and Course Director, MA Community Music, Irish World Academy of Music and Dance

"World Carnival brought a festival of colour, sound and happy faces to both the children and adults of Presentation Primary School. Tapping feet and swinging hips couldn't be stopped as we sang, danced and were lost in the music. It was a wonderful project that celebrated the many cultures in our city and our school in a fun and inclusive way. We are privileged to have been part of it"

Laura Horgan,
Principal of Presentation Primary School, Sexton Street

EDUCATIONAL SINGING

Following a Government investment that eventually totalled £44m in a National Singing Programme, 'Sing up' was established in 2007 with the aim of raising the status of singing and increasing opportunities for school children in England to enjoy singing as part of their everyday lives. Comprehensive research on the impact of the programme included visits to 200 schools and more than 11,000 children. Findings of the research demonstrated that schools with 'Sing-Up' programmes showed higher singing skills across all ethnicity groups. In addition, children with access to high quality singing education not only demonstrated higher singing ability, but also more positive self-identity and a much stronger sense of social inclusion. Other related studies show that singing can also assist language acquisition, group work and communication skills. Singing is increasingly used in education contexts to promote integration and social inclusion, whilst health-care providers internationally are also exploring its potential benefits for mental and physical health and well-being.



INFORMATION LINKS AND CONTACT DETAILS

If you wish to read more about any of these areas, the following links might be useful:

The Arts Council / An Chomhairle Ealaíon. (2010) Cultural Diversity and the Arts: Strategy and Policy [Online] available: <http://bit.ly/2c5UBn4>

The Arts Council / An Chomhairle. Ealaíon Jewesbury, D., Singh, J. and Tuck, S. (2009) 'Cultural Diversity and the Arts Research Project: Towards the Development of an Arts Council Policy and Action Plan'. [Online] available: <http://bit.ly/2c111oA>

Launay, J. and Pearce, E. 'Singing and Social Bonding: Creating Connections between Practitioners and Researchers: Research Project'. [Online] available: <http://bit.ly/2clPmxv>

Odena, O. (2009) 'Early Music Education as a Tool for Inclusion and Respect for Diversity'. Study Paper for the Bernard van Leer Foundation. Project Report. University of Brighton and Bernard van Leer Foundation, Brighton, UK. [Online] available: <http://eprints.gla.ac.uk/76420/>

Odena, O. et al. (2016) 'Music for Integration Research Briefing: Exploring the Potential of Music Education for Integrating Newly Arrived Children in Schools'. Project Report. University of Glasgow Press, Glasgow, UK. [Online] available: <http://eprints.gla.ac.uk/121386/>

Parncutt, R. and Dorfer, A. (2011) 'The Role of Music in the Integration of Cultural Minorities'. Oxford University Press. [Online] available: <http://bit.ly/2bWlag1>

Penninx, R. et al. (2008) 'Migration and Integration in Europe: The State of Research'. ESRC Centre on Migration, Policy and Society (COMPAS) University of Oxford. [Online] available: <http://bit.ly/2c9YohV>

UNESCO. (2002) UNESCO Universal Declaration on Cultural Diversity [Online] available: <http://bit.ly/2c1cCUZ>

UNESCO World Report. (2009) 'Investing in Cultural Diversity and Intercultural Dialogue' [Online] available: <http://bit.ly/2c1UIUK>

UNHCR. (2016) Global Trends Forced Displacement in 2015, A Report of the UNHCR, the UN Refugee Agency [Online] available: <http://bit.ly/28DBbNH>

Weinstein D. et al. (2016) 'Group Music Performance Causes Elevated Pain Thresholds and Social Bonding in Small and Large Groups of Singers' Evolution and Human Behaviour. 2016. (37) pp.152-158 [Online] available: <http://bit.ly/2csa29G>

Welch, G. The Impact of a National Programme on Children's Singing Development in England. Sing Up: Executive Summary 2007-2011 [Online] available: <http://bit.ly/2bWlQcC>

Welch, G. et al. (2014) 'Singing and Social Inclusion'. Frontiers of Psychology. (5) 803. [Online] available: <http://bit.ly/2clIG2t>

Contact details for projects:

Professor Helen Phelan, PhD.
Director, *Sanctuary and Singing & Sustainable Social Integration Initiatives*,
Associate Professor of Arts Practice,
Irish World Academy of Music and Dance,
University of Limerick.
helen.phelan@ul.ie
www.irishworldacademy.ie

Doras Luimní,
Central Buildings,
51a O'Connell Street, Limerick.
info@dorasluimni.org
www.dorasluimni.org



Dóchas
The Irish Association of Non-Governmental
Development Organisations



**IRISH WORLD ACADEMY
OF MUSIC AND DANCE**
dámh chruinne éireann
rinne agus ceol



UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH