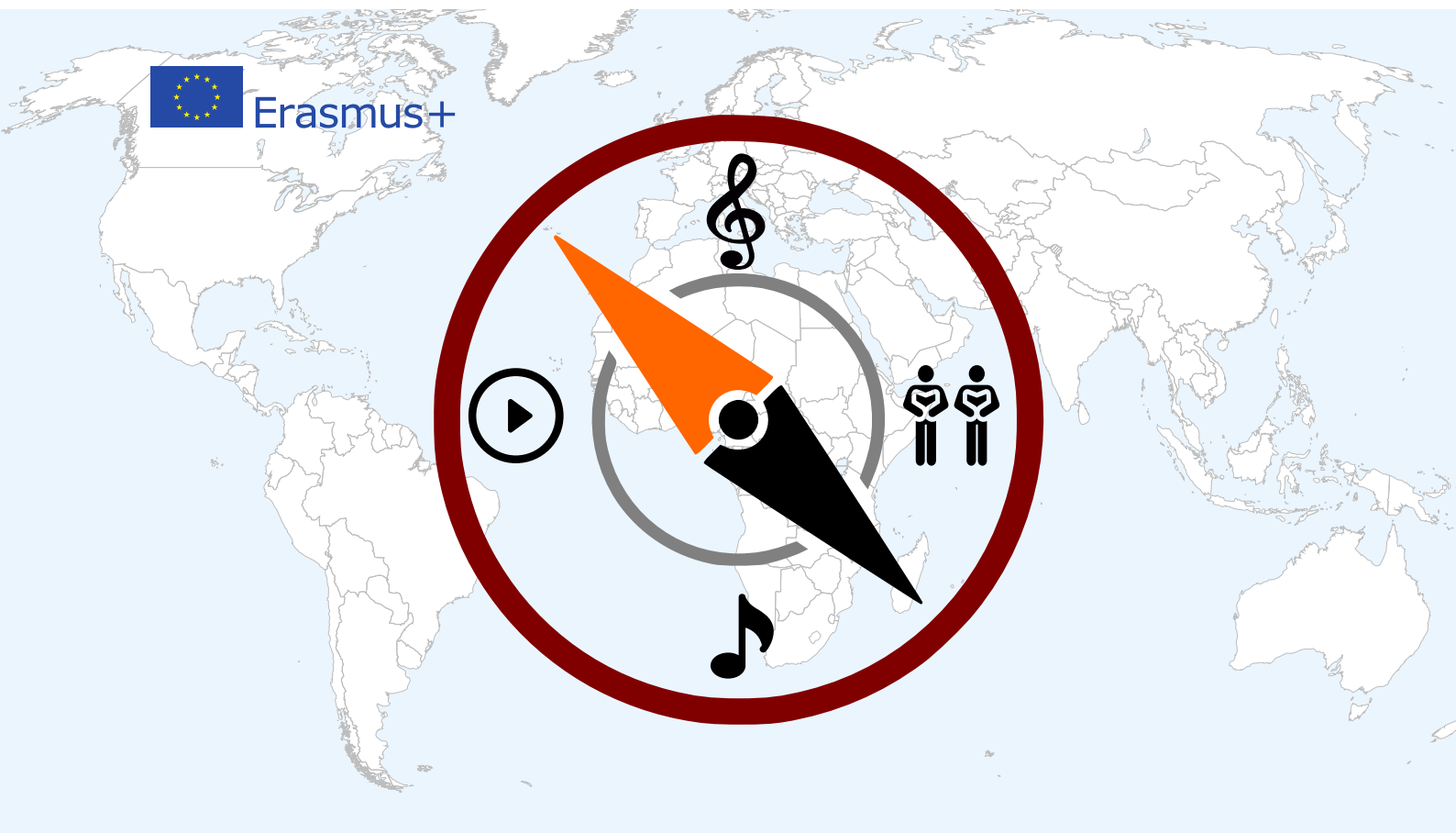


ENGLISH [no translations available]

sing me in

collective singing in the integration process of young migrants



Repertoire Guide

Free handbook

www.SingMeIn.eu

Publisher

This handbook is published by the European Choral Association - Europa Cantat (Weberstrasse 59a, 53113, Bonn, Germany) for the "Sing Me In" Project.

It may be freely downloaded, distributed and printed.

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The "compass" drawing on page 1 is based on free svg files from <http://www.onlinewebfonts.com/>

Project partners

The "sing me in" project is coordinated by

the European Choral Association - Europa Cantat (DE) www.europeanchoralassociation.org



in partnership with:

Estonian Choral Association (EE) www.kooriyhing.ee

Sulasol (FI) www.sulasol.fi

Ung i Kor (NO) www.ungikor.no

ZIMIHC (NL) www.zimihc.nl

Koor&Stem (BE) www.koorenstem.be

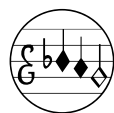
A Coeur Joie (FR) www.choralies.org

Musica International (FR) www.musicanet.org

Moviment Coral Català (CAT/ES) www.mcc.cat

Koro Kulturu Dernegi (TR) www.korokulturu.org

Fayha Choir (LB) www.fayhachoir.org



SULASOL



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Erasmus+

List of contributors

Many people contributed to the project, offering time and energy to proofread, translate, compile information and texts. You will find a list on the website www.SingMeIn.eu

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Welcome to “Sing Me In”!

Dear reader,

Thank you for taking the time to read this handbook. We really hope it will prove helpful for you and motivate you to set up new musical projects! This handbook is part of a series of four developed in the frame of a European project running from 2016 to 2018. In this introduction, we will shortly present what this project is about, and how it can be useful for you.

What is the project “Sing Me In: Collective singing in the integration process of young migrants” about?

Some young people are confronted with a higher risk of exclusion due to their socio-economic origin, because of the neighbourhood they live in, their migration background, etc. The “Sing Me In” project aims at providing children’s and youth choir leaders and music teachers, or anybody interested, with pedagogical approaches and tools that allow collective singing activities to play a positive role in the integration process of young people at risk of exclusion.

A number of youth organisations involved in collective singing expressed their need and the need of their own members for structured tools to address the issues at hand: youth organisations globally share the same challenges and are only partially aware of solutions developed in other European countries. The partners of the project decided to address these needs at the European level, to ensure that the whole sector and as many young people as possible can benefit from it in Europe.

Eleven musical organisations from ten countries, involved in youth work, joined forces and used their extensive networks to collect good practices in their respective professional and geographical areas. Based on that rich input from the field, and with the support of experts and practitioners, they decided to collectively develop innovative pedagogical contents.

The main outputs of the project are three handbooks and a dedicated repertoire guide, targeting children's and youth choir conductors and teachers: repertoire tips, pitfalls to avoid, examples of good practices, communication strategies, funding tips, guidelines for singer' preparation, etc. The handbooks are available in 11 languages to allow for efficient dissemination and to guarantee a maximum impact across the community of youth workers in Europe and beyond.

To ensure efficient dissemination, we organised a cycle of international and national multiplier events that are part of training events and conferences gathering our target groups across Europe. These events are an opportunity to reach out to active practitioners who will in turn use and spread the methods further.

Based on anthropological findings, the human voice was likely amongst the first instruments used by humans to produce music together, and it helped members of a group to develop their skills, share emotions, organise common life. Collective singing provided a sense of belonging. The "Sing Me In" project thus relies on a millennium-old tradition to look into the future: It offers innovative and effective tools to help young people meet without prejudices, acquire skills and enter a productive and balanced relationship with the community.

Why would collective singing be useful for integration?

Collective singing is a social act: it is about singing together. And singing together can create a strong, emotional and happy connection, even between people with very different ways of life. Based on this shared emotional experience, involving beauty, effort and fun, a new relation can start and grow. Singing in itself is of course only a tool to equalise the status of the participants: while singing, we are first and foremost singers, cooperating to create a shared musical result. It enables a new relation based on equality (we are all singers here) that can be used to overcome perceived differences and enter into a phase of dialogue and understanding. However, this tool is not unique! Collective singing is only one integration/inclusion tool amongst many other wonderful tools (other musical activities, sport, education, work experience, community work, etc.), and can be articulated with many other activities sharing the same aims.

Let us quote Anne Haugland Balsnes¹ here:

"The singing voice is a part of the body, and closely linked to breathing. Therefore, singing relaxes and exercise muscles, bones and lung capacity, and contributes to a general state of physical well-being. Furthermore, choir singing brings joy and excitability in addition to a general state of mental well-being. Singing in a choir is described as a 'kick', like 'falling in love' or a 'long lasting high'. Experiences such as these are meaningful for health and quality of life.

One of the most important things in terms of integration in a new country, is language competence. In a choir one can learn a new language in a friendly and easy environment, by communication at choir practices and through song lyrics. You do not have to speak the native language fluently to be accepted as a full choir member. A choir contributes to social networking, which is also critical for integration.

Choir singing is the simplest way of making music, since the instrument – the singing voice – is part of the body. You only need a group of people, a place to be and a conductor, to make a choir. Still, it is not given that the many advantages mentioned above will be achieved. It is crucial that both the social and the musical part of the choir is permeated by hospitality."

The project title uses the wording "collective singing in the integration process of young migrants". While we discuss each of these terms below, they in themselves clearly indicate that our primary aim is to support processes and projects that help people overcome differences. Consequently, over time, they eventually discover ways to connect on an individual level, creating new bonds, and a sense of belonging to a same group. Young migrants, just arrived or rooted in families with strong migration background, are a part of our European societies. They learn, work, play, talk and move with the rest of their generation, the adults of tomorrow. The way they relate to their environment, and the way it interacts with them, partially defines how our societies will work in the coming years. Although you most likely downloaded this handbook from the internet, we believe that digital networking and virtual

¹ Anne Haugland Balsnes studied the KIA Multicultural Gospel Choir (The KIA Choir, <http://kianorge.no/gospelkor/>) in Kristiansand, Norway, during Spring 2012. The choir is part of KIA – which stands for "Kristent interkulturelt arbeid", or "Christian Intercultural Work". The study was based on participant observation and interviews, and focused on members with backgrounds as refugees.

communities are not an answer to the challenges ahead. We need contact, exchange, dialogue and cooperation in real life.

Collective singing is a very flexible art form, merely defined by a method (singing together), and thus can adapt and adopt new musical and cultural contents. This spirit of togetherness, of peaceful encounter, is at the heart of the European ideal (as embodied by many initiatives, over and beyond the European Union institutions).

For whom is this project?

- **Final targets:** The project aims to benefit young people
 - living in different European countries and beyond
 - from the culture of the host country and from other cultural backgrounds (migrants and refugees)
 - singers and not-yet-singers
- **Direct targets:** The Handbooks are written to serve
 - professionals in the youth field: conductors of children's and youth choirs, social workers
 - (music) teachers who want to work with children/young people from different cultural backgrounds
- **Multipliers:** To spread the tools developed, we rely on a broad network of
 - organisations which reach out to professionals in the youth field
 - organisations which can present examples of good practices and/or disseminate the results of the project including the handbooks and repertoire guide.

Our contribution: Four handbooks to download

The result of our work is three handbooks and a repertoire guide that may be freely downloaded from the website www.SingMeln.eu

- "Sing Me In: Singing with groups of young refugees"
- "Sing Me In: Including young people with migrant backgrounds in existing choirs"
- "Sing Me In: Working in a school environment"
- "Sing Me In: Repertoire guide"

Each of the three handbooks is available in 11 languages: Arabic, Catalan, Dutch, English, Estonian, Finnish, French, German, Norwegian, Spanish and Turkish. If you are interested in contributing to a translation in your own language, please do not hesitate to contact us! If you want to find out if other translations have been provided in the meantime, please check the website www.SingMeln.eu.

What results do we expect?

We hope

- To see our handbooks contributing to more integration projects being launched.
- to see regular choirs welcoming more diverse participants.
- to see pupils and classes benefiting from singing activities (better academic results and classroom dynamics).
- to see all participants and organisers rewarded with fun and joy, shared laughter and music.

To achieve this, we need your help! If you like these handbooks, share them with your peers and friends. And if you don't like them, please let us know what we could improve!

Some explanations on terminology choices

The English title of the project is "Sing Me In: Collective singing in the integration process of young migrants". Let's clarify these terms:

[...] collective singing [...]

Although most of this project's partners are involved in "choral" singing, we believe that any form of "collective singing" can be beneficial. The traditional choral setup – a conductor, scores and singers singing different voices – is not the only relevant format for this project. Our approach thus covers any shared singing activity, a cappella or with

instruments, unisono or multi-part singing, as well as any type of repertoire or style. Here, the core asset is the very intimate and connecting experience of mixing voices.

[...] integration process [...]

We were aware from the beginning that i, the term “integration” may be considered as “old-fashioned” or “wrong” or “politically incorrect”, in some countries, cultures or languages. Our aim is not to decide if migrants should be “integrated” or “included” (or any other term). Our aim is to provide ideas and tools that can be adapted to incredibly diverse contexts, where people from different backgrounds have to coexist peacefully in a geographical, political, economical and cultural space; in which collective singing can be a tool for people to meet and exchange. In short, simply make life better for all parties involved.

Be aware, it’s a two way street: the host culture needs to integrate just like the migrants’ cultures. In our diverse world, everyone needs to integrate.

[...] young [...]

The project focuses on young migrants. By “young”, we globally understand people in their formative years, including children (starting with kindergarten age), until the age where they enter adult life. Where we have a specific age-range in mind, this is indicated. Of course, this is an extremely variable notion, depending on the country, the culture, as well as socio-economic situations². You will also notice that we sometimes refer to activities and practices that mix generations, as a tool for integration, or even that we try to learn something from experiences that were developed for adults but from which we can extract useful information to share. Vice-versa many of the tips and tricks mentioned in the handbooks can also be applied when working with adults in a similar context.

[...] migrants [...]

According to the UNESCO, the term “migrant” can be understood as: “any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country”. This definition includes refugees and asylum seekers.

Our project, however, has a broader scope, potentially including young persons with a migrant background (first, second or even third generation), who may be in need of further integration (or inclusion) into the host culture. We are fully aware of the fact that there are young migrants who are already integrated and will not need support. Furthermore, many of the tips and tricks collected can also be applied to working with young non-migrants who do not have access to culture and are socially or otherwise disadvantaged.

² When no indication is given, we use the following age ranges: Children= 0 to 12, Youth/young people = 13 to 30, teenagers=13 to 18, young adults=18 to 30



Clément Vidal

Introduction

Welcome to our “repertoire guide”. You can use this guide to find ideas related to your own project. We designed it as a companion tool for the three handbooks developed in the frame of the “Sing Me In” project:

- “Sing Me In: Singing with groups of young refugees”
- “Sing Me In: Including young people with migrant background in existing choirs”
- “Sing Me In: Working in a school environment”

You can download these guides on the website of the project.

This guide contains links and references where to find a variety of songs, scores, recordings and videos on repertoire that have been used or recommended by people working in the field all over Europe, with children and adults migrants. If you are reading this on paper we therefore recommend to visit www.singmein.eu and open its digital version which will allow you to use the links directly.

The choice of repertoire is an important aspect for the success of the project you want to set up. You will find in the three handbooks some advices regarding the repertoire adapted to your situation.

What are our sources ?

- We have collected experience of over 100 projects in Europe and beyond, also asking them what songs from countries of origins of migrants have worked best with their groups.
- We asked the partners of the “Sing Me In” project themselves to give us their ideas
- We have asked the contribution of publishers in Europe and collected references of published songbooks
- We have searched in the Musica International online database for references fitting the topic
- We have filmed practical games and songs during working sessions with teachers and conductors delegated by the “Sing Me In” project partners.

This is a guide that should be useful all across Europe, where situations are very different. It is of course not possible to publish songs that would work in all the case scenarios.

What did we choose?

We tried to provide a real added value by concentrating on a specific approach:

No local songs...

Many projects around Europe are based on local language learning processes and therefore use local folk tunes and children songs in the country language. We are confident that you can find this local repertoire yourself.

No commercial anglo-saxon pop repertoire...

In our search for repertoire, many projects all over Europe have mentioned the use of american and world pop music as support to their activity. It is quite clear that young migrants and local singers partly listen to the same pop music ! But as for local folk and traditional repertoire, we believe that interested conductors and teachers will easily find the songs they would like to use.

...but repertoire from the countries of origins!

We have rather concentrated on collecting adapted songs from the main cultures of origins of migrations in Europe, as well as on games and songs with few words or onomatopoeia.

Finally, don't forget that choral organization throughout Europe and beyond can be a source for finding repertoire and ideas!

You can find a list of national organisations on www.EuropeanChoralAssociation.org

Chapter 1 - Videos of musical games, songs and exercises

Nothing works better than a live demonstration. We have recorded and collected video examples for you, so you get an idea of the song.

In this section, you will find scores, recordings and videos of a group of choir conductors who have experience in working with children and youth, among which many people with migrant background.

These are short songs and games, most with movement, with easy words and fast learning possibility. Many of them have no text at all. All of them would fit any situation where you want to start make people sing and play together... a real ice breaking tool.

You can find all these videos on the www.SingMeln.eu website, by following the link, or by using the QR codes with your smartphone or tablet.



Ankara Zeybeği

This is a Turkish folk song which would be useful for approaching Eastern scale and rhythms. No text !

For teenagers and adults

[See on YouTube](#)



Bim Bom

Easy song with no words and with body percussions. Could work in canon (two entrances)

For children above 8

[See on YouTube](#)



Chocolate

Speaking game on the word “chocolate” with Spanish pronunciation. The game is player face to face in couples and gestures in mirror.

For young children

[See on YouTube](#)



Tomaten salat

Easy folk tune here in Flemish text, Easily translation possible in many languages. The game is playing with words because the musical accent and the text accent are not synchronized.

For children above 6

[See on YouTube](#)



Epo y tai tai ye

Canon of two entrances, written by Jos Wuytack in his adaptation of the Orff method. Nice exercise combining gestures with hands and left and right movements. Ideal song in order to add progressive challenges

For children above 8

[See on YouTube](#)

[See on YouTube \(work in group\)](#)



Fruits canon

Canon of 3 entrances (see score) or 4 entrances (see video). Works as well with English pronunciation of the text.

Gestures added. Some difficulties in syncopation

For teenagers and adults

[See on YouTube](#)



Geydiğim aldir

Eastern Turkish folk song, with text. Asymmetric typical middle East measure.

For teenagers and adults

[See on YouTube](#)



Gökte Yılduz Ay Misun

Turkish folk song, with text. Fast tempo. Asymmetric typical Balkan measure

For teenagers and adults

[See on YouTube](#)



Joik

Canon of three entrances, with Joik style nonsense text. Simple gestures added.

For teenagers and adults

[See on YouTube](#)

[See on YouTube \(work in group\)](#)



Loe -la- li- le

Easy children song with no words. First letter could be replaced ad libitum.

For young children

[See on YouTube](#)



Maketutu

Easy song with African flavour nonsense text. Gestures added.

For children above 8

[See on YouTube](#)



Ozewiezewoze

Easy song in ternary rhythm from Flanders (Belgium). Nice to learn vowel sounds by changing them along the song.

For children above 8

[See on YouTube](#)



Si tu vas al cel (catalan version)

World famous children song, existing in many languages (see text sheet). Allow to do games with "questions and answers" phrasing as well as easy two parts refrain.

For children

[See on YouTube](#)



Sing Noel

Easy canon of three entrances. Christmas time song. English text.

For teenagers and adults

[See on YouTube](#)



Uela zigi

Song composed and written by the Finnish Unicef Goodwill Ambassador, actress and singer Eija Ahvo. She composed this song when she was driving her car, on the way to a Finnish school to give a speech about African children. She wanted make them sing a song, that sounds African, so that her audience at the school will get an idea of African-sounding music..

For teenagers

[See on YouTube](#)

[See on YouTube \(work in group\)](#)



Awe tomazawa

African song with three ostinati of three bars added, nice to build polyphony.

Body percussion added. With polythythmical approach. Ideal for adding body percussion games, added canons

For teenagers and adults

[See on YouTube](#)



Game for a progression on clap - Arabic song

[See on YouTube](#)



Hananina Nonano

Three parts song with nonsense words. Minor scale and harmony

For children above 8

[See on YouTube](#)



Heio io io

Three phrases with nonsense words. Added circle danse, couple danse with different possibilities. Added body percussions with different possibilities. Added rhythmical game with batons and combination with dance.

For children above 8 and teenagers

[See on YouTube](#)



Hey doumba

Nonsense canon of two entrances. Added body percussions

For children

[See on YouTube](#)



Babethandaza

A traditional South African song of prayer and celebration in three parts (added gradually)

<https://singpatico.weebly.com/sin-nje-nje.html>

[See on YouTube](#)



Learning names

Games in circle, with a rhythm with aim to learn names of others in the group

For all

[See on YouTube](#)



Marizwe uelakaya

African song in three parts with spontaneous harmony (just one note to start will drive you).
Added dance.

For teenagers and adults

[See on YouTube](#)



Money

Estonian folk song. Game with passing money from one hand to the other. Someone in the middle should guess where the money is !

For small children

[See on YouTube](#)



Ring

Norwegian children song. Another version of searching where the coin is in a circle. Norwegian language.

For small children

[See on YouTube](#)



Simama kaa

Process on learning a song and with no speaking and movements and gestures only.

Nonsense African feeling.

For small children

[See on YouTube](#)



Sumo

Imitation of sumo exercises. For breath and voice production

Imitation of wind sound for breath development

For children from 6

[See on YouTube](#)



Tué tué, barima tué

Traditional canon of four entrances from Congo. Added body percussions

[See on YouTube](#)



Who stole my chicken and my hen

Traditional children song. Interesting for learning silences. English text.

Exercise on dividing the phrases into groups and later in solos...

[See on YouTube](#)



Who is passing the message

Vocal games in circle in order to pass the sound of someone to the next. Exercise for intonation

Vocal game for melody creativity and spontaneous sense of tonality.

For children and teenagers

[See on YouTube](#)



Ze eke le va

Nonsense song

Process of teaching a song without speaking and using movements, including progressive harmony

For children from 8

[See on YouTube](#)



Chapter 2 - Repertoire from different regions of the world

In the following chapter you will find links to repertoire sorted by geographical zones and age range. We have chosen this method of classification, even if it is clear that most of the groups are not uniform in cultural backgrounds

International Songbooks with content from different regions

The European Choral Association - Europa Cantat as coordinator of the "Sing Me In" project has co-published a number of songbooks which can be useful for the work with young migrants:

Lullabies of the world (Carus): <http://www.lullabiesoftheworld.org/>

Sing Along! (Peters) - <http://www.edition-peters.de/category/sing-along>

Open Singing Songbooks of the European Choral Association -Europa Cantat:
<http://www.europeanchoralassociation.org/publications-press/webshop/songbooks/>

In the frame of Sing Me in we discovered the following specific songbooks which were specifically

SMIA songbook: <https://musescore.com/smia> and <https://www.youtube.com/channel/UCRL5xmPUMAE-ZOMABPMfUJg>

Ester Bonal's Songbook "Diversità"

We are aware of the fact that there are many more songbooks / collections with international repertoire that can be useful. Please search the Musica International Database (see below) or the Websites of different publishers to find these books.

List of repertoire referenced on www.musicanet.org

Our partner Musicanet referenced (and will be referencing more) repertoire adapted to “sing me in” projects.

What is musicanet?

Musicanet, a collaborative multimedia and multilingual database and virtual choral library has been developed and brought to you by Musica International, a non-profit association. It is conceived in an academic way and has become one of the most comprehensive sources of choral music information in the world.



When you connect to www.musicanet.org, the language is automatically set to English or French or German or Spanish. Musica is both a tool for searching choral repertoire and a teaching tool for the benefit of conductors, musicologists, schools and conservatories, choral federations, music libraries... as well as for singers to find the translation of the texts in different languages, the correct pronunciation of the text (sound file), a selected good interpretation of a choral piece by a choir (audio or video)... and in fact for any person, amateur or professional, with an interest in the world repertoire of choral music.

The database of scores comprises about 200,000 records providing as many as 100 different types of information (composer, arranger, author of text, publisher, title, genre and form, language, level of difficulty, type of choir, mood of the piece, instrumentation, duration, keywords, etc...). Around 20 data categories are translated automatically using multilingual thesauri perfected by the Musica team.

How to access Musica ?

First go to <http://www.musicanet.org/>. There you have to log in. If you don't have an account yet, you can create one in a few seconds: it is free and easy.

How to find relevant repertoire on Musica ?

Simple search: Just use the keyword “SingMeIn”

You can use the simple search feature on the homepage <http://www.musicanet.org/>. To restrict your use to the only music scores selected to be related to “Sing Me In”, just add the keyword "SingMeIn" into to search field "Keywords, Words of title, ..." in addition to eventual additional criteria in other fields.

Advanced search

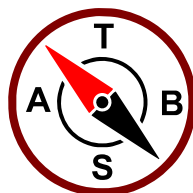
If you need a more specific search, try to use the button "More criteria" or go to <http://www.musicanet.org/en/more-criteria/>. You will find there an advanced search form with additional search criteria (language, country, number of voices, difficulty for the singers, duration, etc...), and even find a button to access an Expert Search Form, designed for "professional librarians" who are used to fancy searches with boolean operators.

What information do you get?

The results after a search contain the description of the pieces fitting the criteria, in which one finds, in addition to the full bibliographic description, links to the multimedia features, and locations of the score in libraries, as well as links to more details on the composer, the publisher... For many Sing Me In selected pieces, a link for downloading the score is also present (depending on eventual Copyright restrictions).

Contribute with new repertoire!

The collaborative functioning of Musica allows any visitor to mention to us a piece found in Musica but not being labeled as “SingMeIn”. To do this, please send a message to librarian@musicanet.org



Southern and Eastern Europe

Main destinations of migration from this region

Turkey and Northern Cyprus

About 9,000,000 people left Turkey. You can find about 4 million [in Germany](#) and the rest in the Netherlands, Austria, the United Kingdom, France, Belgium, Sweden, Switzerland, Denmark, Italy, Bulgaria, Macedonia, Greece, Romania, Serbia and Norway

Armenia

2,000,000 : mostly in Russia, but also in France, Ukraine, Greece, Bulgaria, Spain, Germany, Poland, the United Kingdom and the Netherlands

Kurds

2,000,000 : mostly in Germany, France, Sweden, Russia, the Netherlands, Belgium and the United Kingdom.

For children under 12 years old

Bosnia:

- *Dobro doshli mushtulutsi*

Composer: Anonymous **Voicing:** unspecified voicing [View description in Musica database](#)

- *Sajna zvijezda*

Composer: Anonymous **Voicing** SA [View description in Musica database](#)

Bulgaria:

- *Kulade le (Doyninata, kulade le) (2014)*

Arrgt.: Griesheimer, Björn **Voicing** SA ; TB [View description in Musica database](#)

- *Stojne (Stojne, mlada merendzhiko)*

Composer: Anonymous **Voicing** unspecified voicing [View description in Musica database](#)

- *Teften Kate (Ogreja la mesechinka)*

Voicing unspecified voicing [View description in Musica database](#)

Hungary:

- *Pandur Andanduri (1588)*

Composer: Anonymous **Voicing** unisson [View description in Musica database](#)

- *Torborzó (A jó lovas katonának de jó' vagyon dolga)*

Composer: Anonymous **Voicing** unisson [View description in Musica database](#)

- *A jó lovas katonának*

Composer: Anonymous **Voicing** unisson [View description in Musica database](#)

- *Hej, Jancsika, Jancsika*

Composer: Anonymous **Voicing** unisson [View description in Musica database](#)

Macedonia:

- *Lele Jano*

Composer: Anonymous **Voicing** unspecified voicing [View description in Musica database](#)

- *Sto mi e milo*

Composer: Anonymous **Voicing** unspecified voicing [View description in Musica database](#)

- *Aj izniknami badem durvo*

Composer: Anonymous **Voicing** unspecified voicing [View description in Musica database](#)

Serbia + Bulgaria:

- *Ajde Jano (2016)*

Arrgt.: Fender, Catherine **Voicing** SA [View description in Musica database](#)

Turkey:

- *Istanbul Kasap Havası*

Composer: Anonymous **Voicing** unisson [View description in Musica database](#)

- *İzmir'in Kavakları*

Composer: Anonymous **Voicing** unisson [View description in Musica database](#)

- *İlgaz*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

- *Katibim*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

- *Şen Gemicileriz*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

- *Divane Aşık Gibi (Black Sea Region)*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

Ukraine:

- *Yarava pshanitsa*

Voicing SA [View description in Musica database](#)

Balkans:

- *Polyphonies des balkans (Balkan's polyphonies)*

Voicing SA <http://edacj.musicanet.org/pdf/A135300840.pdf?plD=6604>

For young adults

Turkey :

- *Çayeli'nden öteye*

Arrgt: Basman, Murat **Voicing** SATB [View description in Musica database](#)

- *Divane Aşık Gibi (Black Sea Region)*

Arrgt: Strauss, Walter **Voicing** SATB [View description in Musica database](#)

- *Kanatları Gümüş Yavru Bir Kuş*

Composer: Cemil, Mesut / Orhon, Emre **Voicing** SATB [View description in Musica database](#)

Sub Saharian Africa

Main destinations of migration from this region

5,000,000 migrants can be found mostly in France, the United Kingdom, Italy, Germany, Spain, the Netherlands and Portugal. (in Spain and Portugal Afro-Caribbean and Afro-Latin American are included in Latin Americans)

For children under 12 years old

Different countries:

- *Freundschaft mit Afrika*

Songbook collecting different songs with African, German and English text, published by Carus-Verlag:

<https://www.carus-verlag.com/en/choir/secular-choral-music/koenig-te-reh-freundschaft-mit-afrika-15-deutsch-afrikanische-lieder-oxid-1.html?listtype=search&searchparam=afrika>

Congo :

- *Ikwikila*

Composer: Van den Boom, Bernard (Père) **Voicing** Assemblée ; S + Assemblée [View description in Musica database](#)

- *Mbotama ya Yezu (Aleluya aleluya ; Alleluia alleluia)*

Composer: Mbasani (Abbé) **Voicing** S [View description in Musica database](#)

- *Na Nzela Na Lola*

Composer: Anonymous **Voicing** SA [View description in Musica database](#)

Ethiopia :

- *Yä'aläm hullu mädhanit ; The redeemer was born (2014)*

Arrgt.: Griesheimer, Björn **Voicing** unisson [View description in Musica database](#)

Ghana :

- *Ayele wi*

Voicing S [View description in Musica database](#) [Another description in Musica database](#)

Kenya :

- *Jambo Bwana*

Voicing unisson [View description in Musica database](#)

Liberia :

- *Banuwa*

Arrgt.: Jensen, Knud Musmann [View description in Musica database](#)

Nigeria :

- *O-re-mi*

Arrgt.: Brewer, Robert **Mél.:** Bucknor, Robert **Voicing** Any voicing [View description in Musica database](#) [Another description in Musica database](#)

South Africa :

- *Khuzi 'Zihlangan ; Khuzi Hlangaan (Ebekuhlangenezihlangaan Engenandaba)*

Composer: Anonymous **Voicing** parlado [View description in Musica database](#)

Togo + Ghana :

- *Songs from Gahu .- The Gahu (Greeting) ; Say Adzo (Calling song) ; Hoosey Yaa (Calling song) ; Geleshi (Call to dance) (1995)*

Arrgt.: Armstrong, Kathy **Voicing** S [View description in Musica database](#)

Nigeria :

- *Ite ututu*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

- *Funga Alafia*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

North Africa and Middle East

Main destinations of migration from this region

5,000,000 Arab migrants can be found mostly in France, Italy, Spain, Germany, the United Kingdom, Greece, Sweden, the Netherlands, Denmark, Belgium, Norway, Switzerland and Russia. (see [Arabs in Europe](#)) Many Arabs in Europe are coming from Lebanon, Syria, Irak, Afghanistan.

Berbers : 2,000,000 : mostly in France, Italy, the Netherlands, Belgium and Spain.

Iran : 250,000 : mostly in Germany, Sweden, the United Kingdom, Russia, the Netherlands, France, Austria, Norway, Spain and Denmark.

Somalia : 200,000 : mostly in the United Kingdom, Sweden, the Netherlands, Norway, Germany, Finland, Denmark and Italy.

For children under 12 years old

Algeria :

- *Plouftizen*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

- *Egypt :*

Al-Masih woleda ; Christ is born (2014)

Arrgt.: Griesheimer, Björn **Voicing** unisson [View description in Musica database](#)

Iraq :

- *Ya tir*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

- *Fog al Nakhal*

Composer: Anonymous **Voicing** S [View description in Musica database](#)

- *Fog Elna Kehl / High Above the Palm Tree*

Arrgt: Bali, Salim **Voicing** SATB [View description in Musica database](#)

For teenagers

Lebanon:

- *The butterfly (Al-Farasha)*

Song by E. Torikian composed for SingMeln

Composer: Torikian, Edward **Voicing** SATB [View description in Musica database](#)

Iran:

- *Massom Massom:*

Composer: Anonymous / Arrgt Grigorian Rubik / **Voicing** SATB [View description in Musica database](#)

For young adults

Lebanon:

- *Bali Maak Syrian*

Arrgt: Torikian, Edward **Voicing** SATB [View description in Musica database](#)

- *Na'ili Ahla Zahra*

Mus. & Txt: Nassif, Zaki / **Arrgt:** Torikian, Edward **Voicing** SATB [View description in Musica database](#)

- *Leylëtna*

Mus. & Txt: Nassif, Zaki / **Arrgt:** Torikian, Edward **Voicing** SSATB [View description in Musica database](#)

- *Tallou Hbabna*

Mus. & Txt: Nassif, Zaki / **Arrgt:** Torikian, Edward **Voicing** SATB [View description in Musica database](#)

- *Ya Ahleelard*

Mus. & Txt: Sheweyri, Elie **Arrgt:** Torikian, Edward **Voicing** SATB [View description in Musica database](#)

Egypt:

- *Tel3eet ya Mahla Nourhee*

Mus. & Txt: Darwish, Sayed / **Arrgt:** Torikian, Edward **Voicing** SATB [View description in Musica database](#)

Palestine:

- *Wayooneeha*

Arrgt: Torikian, Edward **Voicing** SATB [View description in Musica database](#)

- *Ya Zareef Attool*

Arrgt: Torikian, Edward **Voicing** SATB [View description in Musica database](#)

- *Yamma mwelil hawa*

Arrgt: Torikian, Edward **Voicing** SATB [View description in Musica database](#)

Syria:

- *Bali Maak Syrian*

Arrgt: Torikian, Edward **Voicing** SATB [View description in Musica database](#)

- *Ha'l Asmar'ellown This is Syrian*

Arrgt: Torikian, Edward **Voicing** SATB [View description in Musica database](#)

India and Pakistan

Main destinations of migration from this region

India : 2,500,000 people mostly in the United Kingdom, Italy, the Netherlands, Germany, Ireland and Portugal.

Pakistan : 1,100,000 : in the United Kingdom, but also 60,000 in Italy, Spain, and Norway

Bengali : 600,000 : mostly in United Kingdom, but also 85,000 in Italy, 35,000 in France, Spain, Sweden and Greece

For young adults

- *Massom Massom:*

Composer: Anonymous / Arrgt Grigorian Rubik / **Voicing** SATB [View description in Musica database](#)

Latin America

Main destinations of migration from this region

2,200,000, people mostly in Spain (c. 1.8 million) but also in Italy, Portugal, the United Kingdom and some in Germany

For young adults

Some publications by EDACJ (samples here: <http://edacj.musicanet.org/pdf/0135300005.pdf?plD=3505> ; <http://edacj.musicanet.org/pdf/0135300007.pdf?plD=3506>)

Makumbébé: Collection of Latin-American songs published by Carus-Verlag: <https://www.carus-verlag.com/en/choir/choral-music-by-scoring/makumbeb-i-latin-american-choral-repertoire-for-mixed-voices-carmina-mundi.html?listtype=search&searchparam=S%C3%BCdamerika>

Asia

Main destinations of migration from this region

China : 1,000,000 : mostly in France, the United Kingdom, Russia, Italy, Spain, Germany and the Netherlands

Philippines : 900,000 : mostly in the United Kingdom, Italy, Spain, France, Germany, the Netherlands, Sweden, Austria and Ireland

Vietnam : 300,000 : mostly in France, Germany, the United Kingdom, Poland, Norway, the Netherlands, Sweden, Denmark and Russia.

For young adults

Watashi : from Japan, from EDACJ sample here: <http://edacj.musicanet.org/pdf/9236.pdf?plD=4159>

André de Quadros did publish a book with songs from Asia-Pacific with Earthsongs:

<http://earthsongschoralmusic.com/index.php?>

[main_page=product_sheet_music_info&cPath=1_8_5&products_id=2310](http://earthsongschoralmusic.com/index.php?main_page=product_sheet_music_info&cPath=1_8_5&products_id=2310)

Help and pronunciation guide

Pronunciation and translation in Musica database

Most references with the keyword "Sing Me In" in Musica database have a pronunciation file, except for latin.

General advises

To find repertoire, translation, pronunciation nothing is best to ask the migrant singers themselves and their families, contacting migrant choirs (such as Turkish choirs in Germany), contacting migrant communities and their cultural centres, contacting Embassies and Consulates, contacting choral organisations in different countries as well as international choral organisation such as ACJ International and IFCM.