

Project n.2022-1-IT03-KA220-YOU-000089929

M4F-Music for Freedom

Recording and production of rap music

REPORT

Lisbon, 25th-27th January 2023



PARTICIPANTS

Arci Liguria Aps

Giuditta Nelli, the project management

Danilo Manganelli: educator (pedagogue) and technical trainer in field of rap music

Filippo Marcellini: junior project management

EFA

Mario Bozzo Costa

Annalisa Ferrando social researcher

AufBruch

Holger Syrbe, project manager founding member of the association

Aisha (Benita) Madarati, trainer and rapper

Centrul Pentru Promovaarea Invatarii Permanente (CPIP)

Nicolau Dan Orest, prison educator

Alexandru Ursulescu researcher

Izmir DSM

Nemci Sultani, project manager and director of Izmir DSM

Ezgi Sonmez: psychologist and probation expert

ETIC

Susanna Bronze Santos: European project management

João Gomes: music and sound coordinator

Daniel Freitas: Hip Hop course leader

Asturia

Gert Hurkmans: project management, professor and researcher

INTRODUCTION

The C1-Training was organized in Lisbon from 25th to 27th January 2023. It was carried out in the ETIC school, the partner that host the meeting. At the training took part seven out of eight partners' organizations of the project. The only organization that didn't keep part to the training activity is E.N.T.E.R., that are not involved in this action.

The aim of the first Training activity focused on the development of the R1 output that concern to improve competences in field of Hip Hop music production and recording for the identification of knowledges in order to introduce these competences in the specific social context (prison).

WEDNESDAY 25th JANUARY

Programme

09:30 – 17:30 ► Meeting venue: ETIC

09:30-09:45 – Welcoming

09:45-10:45 – Icebreaking activities, ETIC Hip Hop Course introduction and main subject areas. Partners Expectations. Mario Bozzo Costa- EFA, João Gomes, Music and Sound coordinator, ETIC

- Hip hop history, Daniel Freitas, Hip Hop course leader – ETIC

10:45-11:00 - Coffee break

11:00-13:00 – Beatmaking part I, Daniel Freitas, João Gomes

13:00-14:00 - Lunch

14:00-16:00– Beatmaking part II, Daniel Freitas, João Gomes

16:00-16:15 Coffee break

16:15-17:30 – Mixing – Part 1, João Gomes



The first day started with a welcoming in ETIC school hosted by the Portuguese partners. After the welcoming, Mario by EFA started with a brief presentation about the first R1-Output that the project intends to achieve.

After Mario's presentation, Daniel Freitas from ETIC started his lesson about rap music, he was starting from the history and presentation of general context of the Hip Hop music. He explained that Hip Hop is not only a kind of music but it's a culture that started in America in a marginalisation context. This culture can include also brake dance and graffiti arts and was born in a Bronx of America during eighties. When we are talking about Hip Hop culture is important understand the context that it's concern especially in the context of this project because this culture represented a healthy way to express himself in a difficult and marginalized contest. Daniel explains that therefore hip-hop culture is important not only for the music but for its context and that knowing the basics can be important in knowing how it is evolving.

After the presentation of the historical context and a nod to the most famous characters, Daniel begins to explain the BEATMAKER Beatmaking means creating backing tracks, in hip hop we mix a lot of contest, Daniel give technical analysis about the different think under the beatmaking, the bases concepts about it. Daniel explains what are the tools used for beatmaking, such as the computer and some useful programs (these will be explained more later). He illustrated the difference between software and hardware and talk

about different tools to produce music (Studio VS control room, microphones, cables and connection, patchbays, audio routing).

Before continuing with the technical part of the training, the partners express their expectations relating to the days in Lisbon: some partners are more interested in the technical part, other partners were more interested in learning skills regarding the production of rap music, others are more interested instead in using these skills to being able to teach, other partners are still more generally interested in project management. Other partners already included in the penitentiary context are interested in being able to learn about new methodologies and new areas that can promote the social reintegration of young prisoners who leave these contexts or to be able to carry on social spaces within prisons. The discussion between the partners extends to the topic of training and to the usefulness in this context regarding the soft skills and transversal competences that can be acquired. Although often in the world of music the certification of skills is not so important, often in the prison context, however, certification is needed to connect with the world that can go with them in pursuing this way and so that it does not remain a marginal thing in their lives, so that young prisoners can have someone who can help them value what they are doing.

The passion for what they do is therefore combined with the appreciation of feeling that this can bring some feedback outside of that context. It is important not so much certification in non-formal contexts but having a network to collaborate with. And the certification in this sense was to create a network.

After break Daniel start to explain the History of hip hop: usually the English is the language of hip hop but often in Portugal is used portuguese that came from brasil. In 1994 was introduce the hip hop in portuguese languages. (This is to say that hip hop music is closely linked to the reference context of the country in which it is located). Daniel want that student understand the different between software or hardware and in general the different tools needed to produce music. Daniel show a controller and explain the use of it.

Before there a computer program, with electronic tools. With a controller you can reproduce different instrumental sound and go it to a loop mood to produce a hip hop base. This tool is more used in the history and the beginning of the rap music production. Daniel show a video of artist. "The Pharcyde". When you listen the song you can hear the drum but it's not a real drum but is a sound produced by a machine.

After lunch, a practical part of the course begins where you can try to put into practice some of the things learned in the morning, with computer to use the tools that they've already explained. He explained the difference tools that they use to produce music in Etic school. He start from BEATMAKING basic concept like BPM, KICK, SNARE, HAT, BASS, SMAMPLE, LOOP. He said that you can choose the time and the rhythm "fast or low", it's not an instrument but a machine that control the sound.

Daniel shows the platform to produce and understand the sound and how the platform work. He explained the different functionalities that the platform has it. He explains the notions through the slide and explains the different concepts and at the same time he illustrated the things he explains with a practical part, he

makes one feel the things he says by opening the programs that are used and gradually explains what he has explained of the different notions. All the partners are very interested in Daniel's explanation. Midi control is the last part to complete the "baetmaking module". MIDI is a hardware device that provides control over the sounds we use for beatmaking. Ableton is one of these programs, there are different version of that with different price. In the ETIC computers they have the suite version 11. He explains the basic concept about the program. Different visualizations of the program. He illustrated the track that the programs offered. MIDI information in the program. Joao teach to the other partner how Ableton work, he illustrated the different function of the platform, every partner had a pc with the program (Ableton) and they use it, down his information and explanation, the program. All participants try to use it and tried to produce and recording audio music on Ableton. Mixing: is a very basic use of the program.

THURSDAY 26th JANUARY

Programme

09:30 – 17:30 ► Meeting venue: ETIC

09:30-10:45 – Mixing – Part 2, João Gomes

10:45-11:00 - Coffee break

11:00-13:00 Mastering, DJing and scratching, Daniel Freitas

13:00-14:00 Lunch

14:00-16:00 – MCing, Daniel Freitas

16:00-16:15 Coffee break

16:15-17:30– Music Marketing, Daniel Freitas

20:00 - Social Dinner

On the second day of the training start the second part of mixing training where Joao continued to explain the use of Ableton. Any partners tried to compose their music and tried to understand and learn how the platform work. The lesson is practical and technical. And many partners are very interested to learn the use of this program. Joao explained every different step to use it, he showed the different parts and the different steps to understand the platform. Joao and Daniel suggested and showed how chose headphone. In the context of M4F, the partners also try to be suggested which tools to use and therefore buy for a good price/quality compromise that can be inserted in the penitentiary context. Daniel starts from the historical explanation

about the Mc'ing. Where does the concept come from and the context in which it is concentrated (see *ETIC 2022_23 - HH course presentation*).

Daniel and Joao explained that most of the rap starts from an autobiographical content. (Daniel explained that rap music has in many cases a hard concept: a lot of bad words are used).

The partners begin to talk about the importance that this kind of music can have in contexts such as prisons. The rap/hip hop kind of music can help young people in marginalized contexts to express themselves and give the possibility to express their feelings. Furthermore, the importance is underlined that learning the techniques and creating real musical laboratories has a dual function, on the one hand to promote social inclusion once the prisoners leave the prison context and on the other hand to create moments in which young prisoners can feel free to express themselves. The importance of this kind of music such as rap is also well suited to the use of language which can be free and without filters. Daniel explains that during his music lessons to the students he doesn't give limitations but rather teaches the rules but without making judgments, this concept is particularly important as it allows to teach the techniques that however leave intact the possibility of the students to express his feelings and to put them in music. Among the partners, those who work closely with the prison boys believe that learning the whole process of producing music, writing it and using the techniques to create the bases can also be a stimulus to break the boredom of the context in which the boys are forced a live. They underline that is better not only focusing on the results but more on the fact that the whole construction is therapeutic. During the training partners had the possibility to seen it is difficult and it takes time to produce and get to know each other, writing music therefore takes time, there is evolution in La Spezia for example, the boys arrived and write and they must be free to be able to express whatever they want, then obviously it depends on the contexts because if they find themselves in front of a judge then it's different and therefore you try to see with them what could be accepted, but their goals is to let the guys go free and therefore not censor anything they say. Daniel also explains the relevance of being able to find an interest in them for example in the case of words to be able to expand their vocabulary, or to be able to teach them metaphors or in general the rhetorical figures that can be used in the musical context, this creates interests and broaden their knowledge. Daniel explained how language and words are used mostly within rap music. He explained it just like when we were studying poetry in school, the rhymes he does, and points out that it's also a mathematical way of using words. So it also becomes important to look for different and new words, it doesn't focus on complicated words but more on how to put them together and knowing more words can help you to practice writing and therefore also know how to put them together if you want to make a rap song.

Daniel and Joao address the topic of the music business explaining that within this world there are many other figures, not only those who make music, but there is a real business behind it. This concept is important to know when you start explaining and teaching music because it widens the possibilities for those who learn to be able to fit into the context being able to play different roles. There is also a commercial part, that is better know because people can earn through music, there is not only the singer, but there are also many

subjects behind it, such as labels and all those who work there and many other figures who go around this world of music. Daniel explained this topics using slide to better show the marketing strategy in this field (see *ETIC 2022_23 - HH course presentation*)



Thursday's lesson was able to link the themes related to the project well. There was the possibility of deepening the technical part of the course which created the knowledge base to be used later when the same topics will be taught within the prison context. On the other hand, the partners focused on how to teach these parts, on the different methodologies that can be used and on the social importance of carrying out a course for young people living in marginalized contexts.

FRIDAY 27th JANUARY

Programme

09:00 – 16:00 ► Meeting venue: ETIC

9:00 – 10:30 – Sound Studio Nr 1: Studio Recording, João Gomes

10:30 – 10:45 Coffe Break

10:45 – 12:00– A1: Observation and Field Research about the existing systems and their applicability to penitentiary institutions – First Draft Research Presentation , Filippo Marcellini – ARCI

A2: Studying the applications of music production technologies and the experiences with younger individuals, particularly those with fewer opportunities – Workshop, João Gomes, Susana Bronze – ETIC

12:00 – 13:00 Lunch

13:00 – 15:00 - Next step: illustration of the next steps to conclude R1: problems and tasks to be performed by the present partners., Mario Bozzo Costa - EFA

15:00 - 16:00 – Conclusions, Evaluations, Mario Bozzo Costa - EFA

The last day of the Training in Lisbon begins in the Studio Recording in other part of Etic school. At the beginning of the morning Joao start to explain the role of the recording studio and the use of it. During the C1 Training the partner collaborate in a R1 output of the project. "Competence framework for Hip-Hop music production". Joao explained how the recording studio work, he showed the different instrument that are in the studio: Talking about the amplification, explained how the different instrument link each other when there's in a recording phase of the music production.

Partners who work closely with young people in prisons seek technical information on what might be useful to purchase to reproduce a Recording room in prison. In particular, Danilo by Arci underlines how important a room like the Recording studio could be for young prisoners. He explained that in prison kids always live in community and never have time for themselves, so a room that allows them to be alone in contact with their emotions is a really important place.



After break it's come back to the other part of the institute. And Mario started the presentation and talked about the R1 output. The result of the project (A1): Studying the different music activities and the employment of technologies for music production in prison. Studying the necessary competencies, activities and objectives. Focus on the employment of rap and technology for music production. Comparison with other similar realities worldwide. This training course was useful to learn the technical part to use in WP2 during a educational part in a specific contest. In these days of training, the partners had investigated in a systematic way the issue useful for the development the educational part. A1: The first action was the study of musica activities to could be offered in prison, and the second steps is A2 Studying the applications of music production technologies and the experiences with younger individuals, particularly those with fewer opportunities.

The context is very important to understand the different situation in different country and change the information between partners. Some partners asked to other partner to have a moment of discussion to exchange the different background about the result of this part of the C1, what they think to prepare for the workshop in prison in they different context.



After lunch break

Mario started to explain the next steps and how to proceed with the tasks with the project. It's important know what the partners will need to do until April 2023 for the next training course in La Spezia: The general framework and production of a first report evaluating potential of hip hop in prison. The next steps A4 and A5 are EFA competences, is a coordination of these activity.

A5 will be about the certification and validation of competence, and it will be important to ask to the partner how this aspect work in a different country, in particular in a prison context. In La Spezia the C2 focus on how to implement the phase of validation and certification of competence.

The report will be an important output that could allow to share the different view and the different stakeholder that there are in different country.

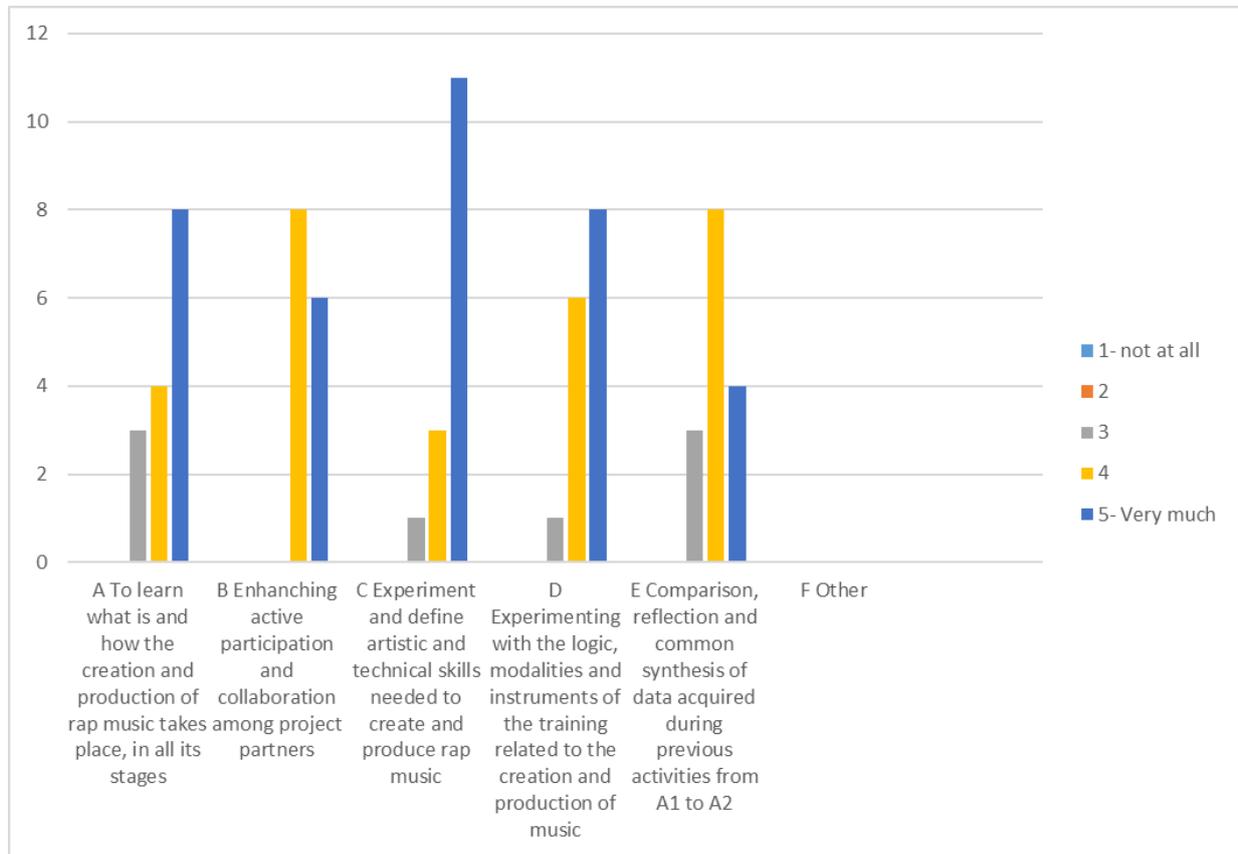


ENTERING AND FEEDBACK QUESTIONNAIRES – SUMMARY

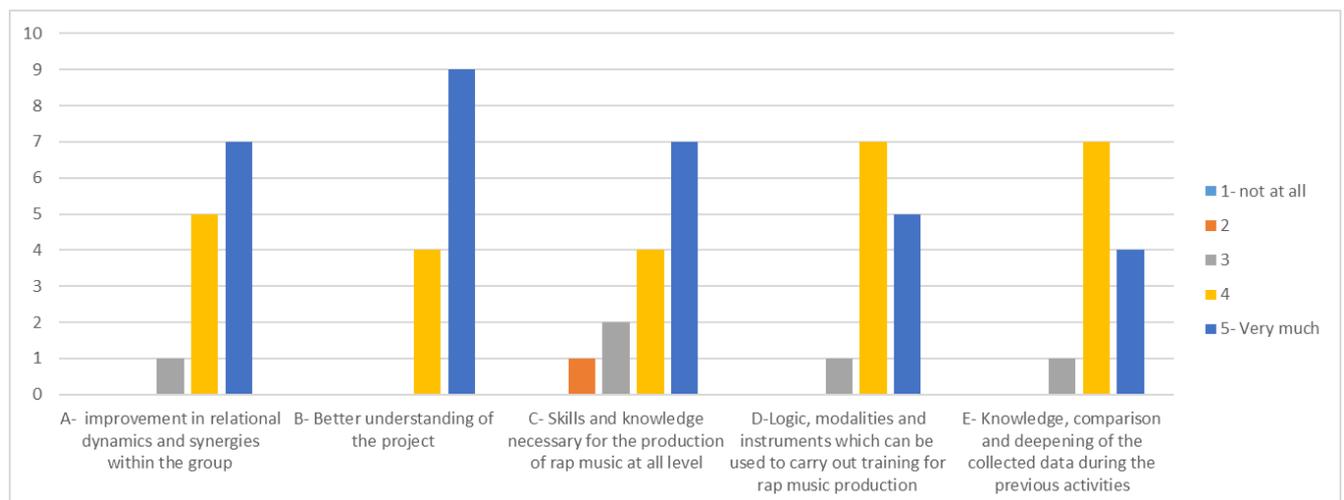
Results from the entering questionnaires

n. questionnaires: 15

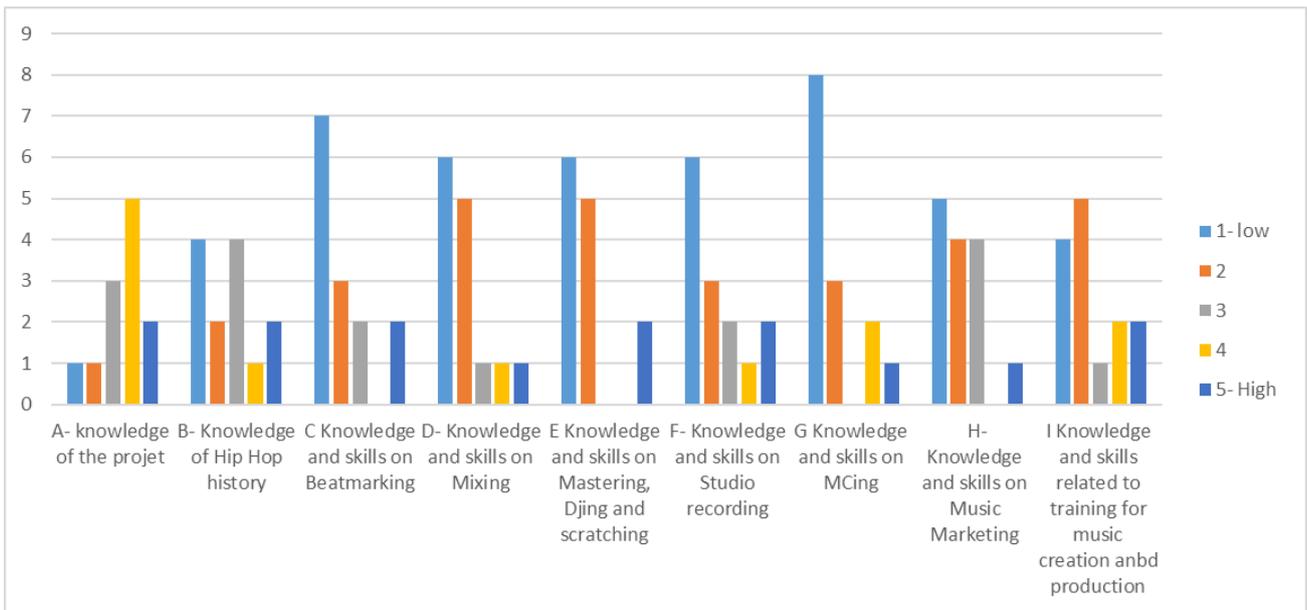
6. *What are you more interested in? (from 1 – not at all, to 5 very much)*



7. *What do you expect from the interaction with other partners and participants during C1?*



8. What is your level in the following knowledge and skills?

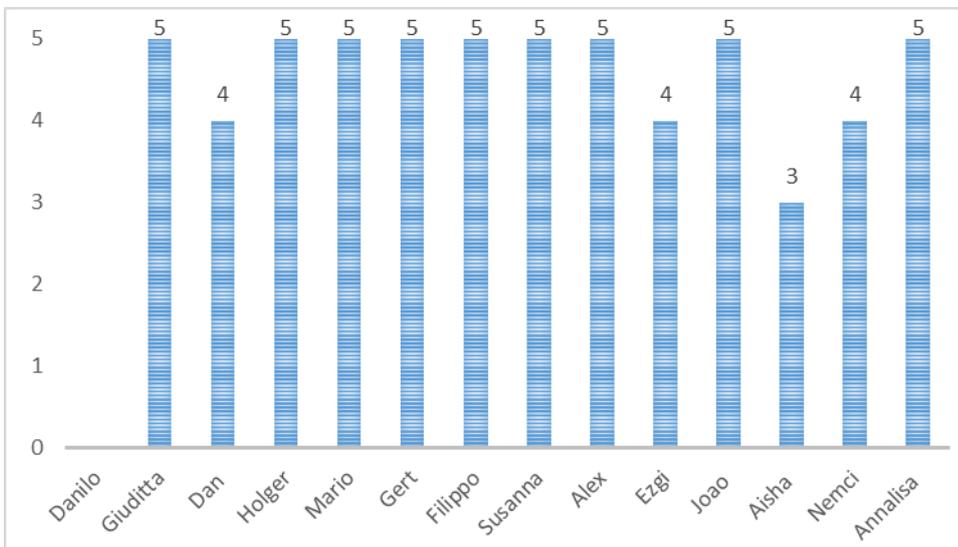


Results from the feedback questionnaires

n. questionnaires: 14

3. Did the training meet your expectations?

<i>Not at all</i>	<i>Not enough</i>	<i>So and so</i>	<i>Enough</i>	<i>Completely</i>
1	2	3	4	5



Comments

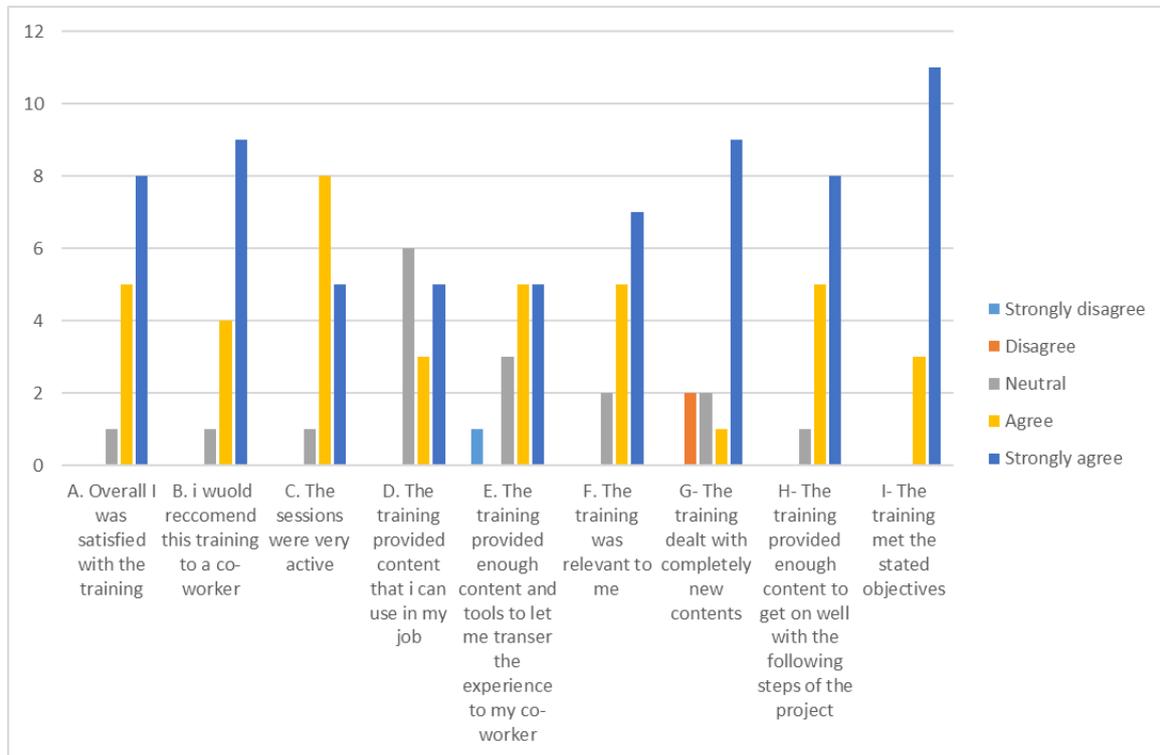
Best E+ training ever

For me this was the starting point and let me to a clear idea of what we need to achieve and need to know

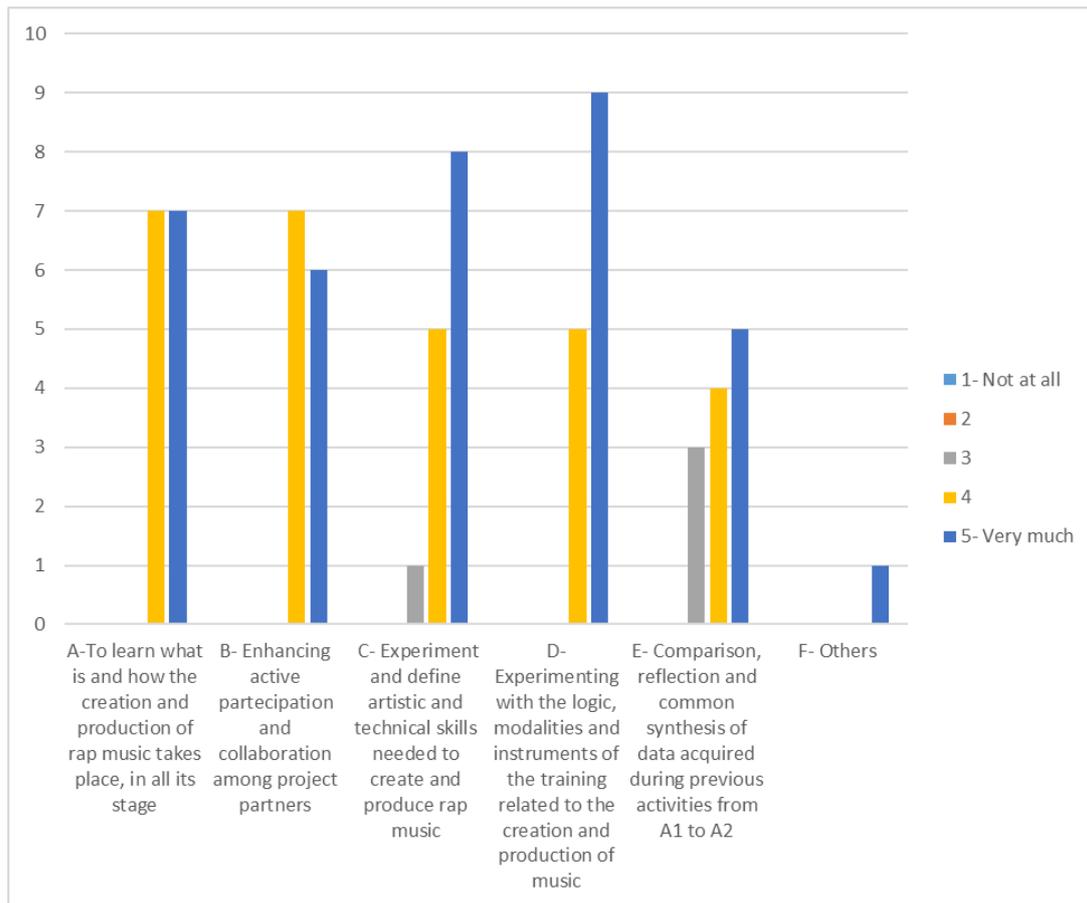
I think that this staff training it was very helpfull because we know more about the process of creation of rap music and we can make an idea how to improvement that in prison

5. Do you agree/disagree with the following statements?

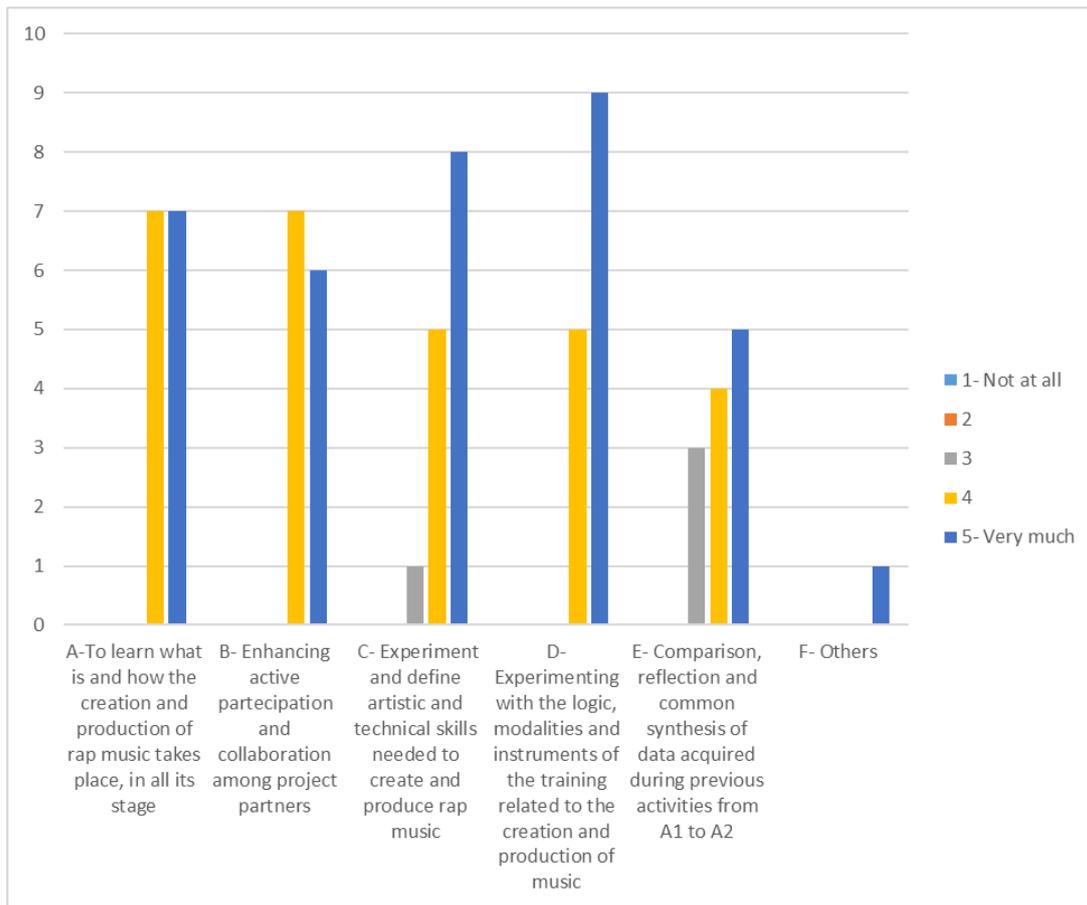
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
1	2	3	4	5



6. Did the training and the interaction with other partners/participants improve your knowledge/skills about the following matters? (from 1 – not at all, to 5 – very much)



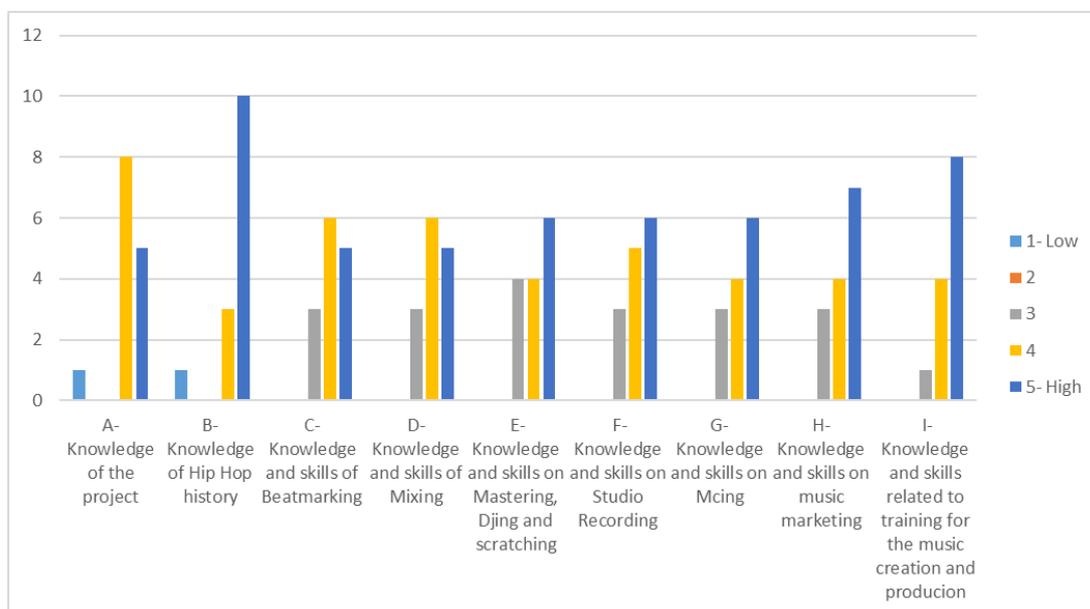
7. How much the training fulfilled the following expect results? (from 1 – not at all, to 5 – very much)



8. Add a comment if needed

The training + session were perfect although I didn't learn nothing new, as I am a professional. But it was well structured and I loved it.

9. As regards knowledge and skills, do you think they improved thanks to the training? (from 1 – low improvement, to 5 – high improvement)

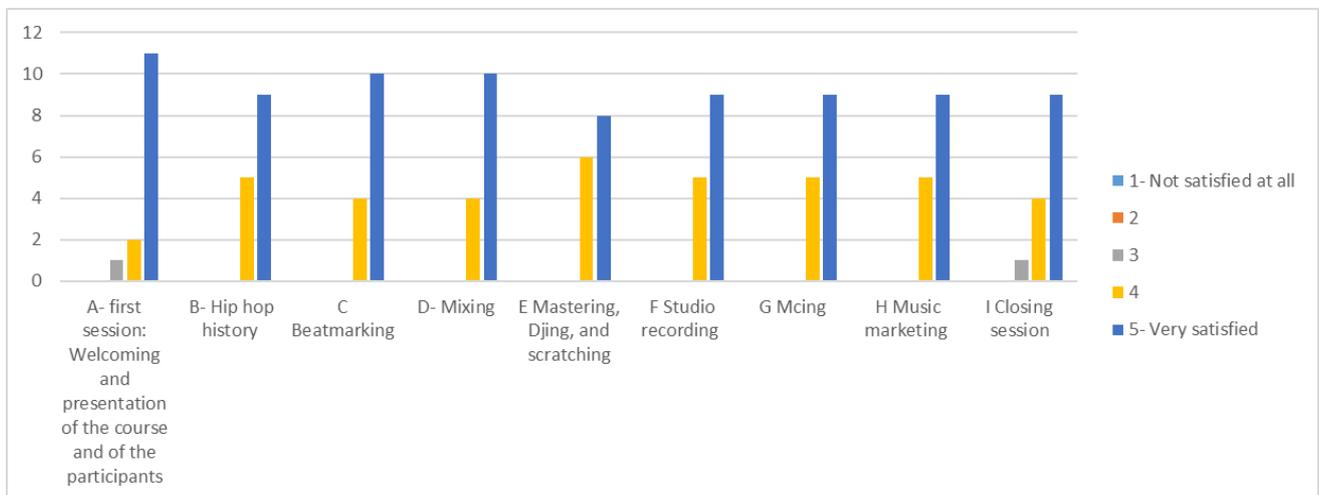


10. Any further comment about skills improvement

We've just touch the top of the iceberg of all the above

I think that technical part of the course could be useful to understand the following steps and it's important to learn how is possible use it in a context of the project

11. Please, rate your satisfaction about the different training modules (from 1 – not at all satisfied, to 5 – very satisfied)



13. What would you get in deeper in the coming training?

- Hip Hop and prison topics
- Knowing the different situation of the partners to understand how to adapt M4F to the needs
- Beatmaking timeling? About the context of prison
- nothing
- everything
- How can applies what we learn with the inmates
- creative writing and techniques to motivate the inmates
- I would like to get to know the specifics of the circumstances of each partners in what concerns to the implementation of the project.
- The different situations and approaches in different countries. Methods that are good for every country/institution
- Knowing exactly what is the context of the training to be applied and which has more concrete rules

14. During the training, which was the most difficult thing?

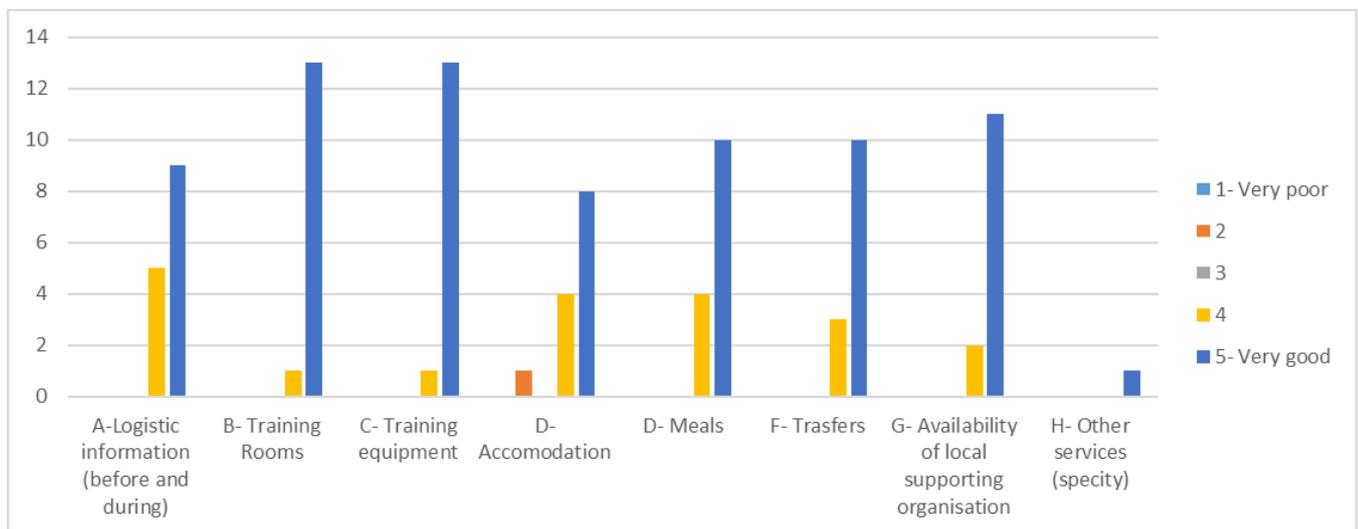
- Market aspects
- No difficulties at all Nothing
- Not enough time
- Get an overview about the technical and other skills to provide a hip hop workshop
- To understand some terms of production rap music
- To understand the terms. But thanks to ETIC, they helped me understand

- Synthesizing a whole one year course to three days of training.
- Language issue and information overload. Increased theoretical training time
- Understand the technical info about the process of music production and recording part

15. During the training, which was the easiest thing?

- Almost everything
- Exchanging with all partners, enriching the project
- Practice lets you understand better
- Learn about skills they are needed for making hip hop
- Communication between partners and clear presentation of the training
- To keep in mind all the tools that you need for recording rap music
- Funniest thing was playing with Ableton live
- Getting along with all the partners
- The communication between partners

16. Rate your satisfaction about logistic arrangements? (from 1 – very poor, to 5 – very good)



17- After the training do you have a better idea about the role of your organisation in the project, your goal and your commitments? Is it different from the beginning? Please describe shortly.

- No
- I knew, I Know, I never forget I'm the coordinator :)
- Yes
- I think we clarified the role of each partner in a better way than before
- Definitely: now I have a clear idea of the rap music context and project
- It's more clear now
- It is very different in all aspect now. More clear
- I confined our role (I had this right idea already) and got a be her idea of what I need to do.
- Yes, I did not really know about the whole concept but now I understood.

18- Do you have any further note or suggestion?

- None
- Keep doing technical meeting/training like this one
- Thank you Etic was very helpful, they hosted as well, they were very active, energetic and I can easily understand that they did their best. It was a great to be here!
- Thank you very much!

CONCLUSIONS QUESTIONNAIRES SUMMARY

From the EQs result a group highly motivated, starting from the need to increase their knowledge and skills in particular on the technical aspects of the project. In view of this motivation, according to the FQs, the C1 has been very satisfied with expectations. Perhaps not very active but the objectives and expected results have been effectively pursued, for the project and for themselves. In this regard, with respect to the improvement of the skills and knowledge of the participants, excellent results have been achieved especially in knowledge, in the perception of the participants, given the tight time frame. Was also appreciated the logistics that certainly helped the efficiency of training.

In conclusion, C1 was also useful for a better definition of its role in the project, as an organization, and stimulating to acquire new curiosity and expectations for the next stages of M4F.