inclusivity demanded significant effort to provide equitable access. Despite these hurdles, SPACE integrated music into STEAM tools, AMiE showcased its emotional impact, and FASE is employing music to tackle global issues. These successes underscore music's potential to foster creativity, inclusivity, and collaboration. Participants in earlier projects were primarily higher education students in arts and teacher training, while FASE engages high school students, ensuring gender balance to encourage women in STEAM. Collaboration involved a consortium of three higher education institutions, a secondary-level music school, and a private company. FASE evolved to include two music/art schools, one secondary-level science school, and a company specializing in opera and theater, demonstrating a commitment to interdisciplinary approaches. These projects emphasize music's role in shaping sustainable practices, empowering diverse voices, and fostering community engagement, inspiring innovative and inclusive educational frameworks.

Fostering Musical Voices of the Community Through Inclusive and Participatory Practices

Özeke, Sezen (1); **Çeliktaş, Hatice** (1); **Uysal, İlke** (2); **Boyacı Özer, Beril** (2); **Furat, Nazlı** (2); **Koralp, Aslı** (2)
1: Bursa Uludağ University, Türkiye; 2: Ministry of National Education, Türkiye

In this presentation we share our approach, drawing on Patricia Shehan Campbell's phases of listening pedagogy and Christopher Small's concept of 'musicking'. Campbell's pivotal question in World Music Pedagogy (2019, p. 20) -"Can music professionals work together to provide students with genuine experiences in music that is alive and present in our communities?"- has also shaped our practices. Our commitment to "Musicking" (Small, 1998) underscores the importance of active engagement in music through listening, singing, playing, and moving. As "Viva La Musica", a group of six music educators, our mission is to create inclusive spaces where community members can access and enjoy music, fostering cultural appreciation, empathy, and meaningful connections through participatory experiences. Our workshop, held at the city's musical instrument museum, welcomed all adults, with no prior musical knowledge or specialization required, bringing together individuals who share an interest in music from diverse traditions. This workshop aimed to deepen participants' engagement with music by exploring elements such as rhythm, melody, harmony, form, and style through attentive and engaged listening activities using both Western art music and Turkish art music traditions. Through these activities, participants enhanced their appreciation for diverse musical traditions while also developing a deeper understanding of their own musical heritage. Participants' written feedback emphasized an increased awareness of their musical abilities, a newfound joy in making music, and greater confidence. The experience with Western art music contributed significantly to this new awareness, which, in turn, positively influenced their understanding and appreciation of Turkish art music. By fostering a sense of community and connection through attentive and engaged listening experiences, the results of our workshop showed that we had achieved our goal of inspiring and unlocking musical voices while promoting equal access to music for all.

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Unlocking Voices:
Shaping Music Education Futures

32nd EAS Conference

10th ISME European Regional Conference

June 4-7, 2025 | Évora, Portugal

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