



MUSIC HEALS
★ INTERNATIONAL ★

2016 IMPACT REPORT



OUR MISSION

Music Heals International
brings music and musicians to
the children of Haiti and
globally to inspire achievement,
resiliency and creativity.

LETTER FROM THE EXECUTIVE DIRECTOR

As I reflect on how far we've come over the past two and a half years, I think back to my time volunteering for J/P Haitian Relief Organization (J/P HRO) to teach music in Port-au-Prince. I saw music as a transformational tool to bring joy and healing to kids uprooted by the 2010 earthquake. Through countless visits, I recognized the need to reach more children and put music in their hands, particularly in Haiti, one of the world's poorest countries where adversity is a way of life. **Music gives children the opportunity to support one another and stretch themselves. It teaches them to set goals and measure success in daily increments. Developmentally, it's "food for the brain" and a great gender equalizer. Most importantly, music has the power to draw people together and bring joy in times of extreme hardship.** This is the work of Music Heals International and I am honored to share it with you.

We had tremendous success in 2016 increasing the number of school-aged children in our program and the diversity of learners we serve. We also added new schools and established locally-based training expertise.

- ★ More than 300 students benefited from music education, representing a 129% increase over 2015.
- ★ We increased the number of children with disabilities we served by 68%, bringing our total to 37.
- ★ We began working with two new schools, bringing our total to six and representing a 50% annual increase.
- ★ Over 90% of our music teachers opted to teach again and we have trained 42 since 2014.

I am privileged to have worked with our dedicated Haitian team and to have deepened our partnership with highly respected organizations like J/P HRO and Little Kids Rock. I am equally excited to have trained educators from St. Vincent's School for Handicapped Children in Port-au-Prince, improving our work with students who have disabilities. Also, I am proud of the mentorship provided by six Haitian and two international musicians this year.

Though numbers are important, we are most interested in sharing the mindset and skills our music education program helps children build. This report offers examples of our impact and how we plan to improve.



Sara Wasserman
Founder and Executive Director



WHAT WE DO

We build the strength and skills to navigate life's challenges through music education.

This is particularly critical to children in Haiti, where the World Bank estimates 25% live in extreme poverty and countless have suffered the trauma of catastrophic natural disasters. Understanding this, MHI strives to:



GIVE CHILDREN TOOLS FOR ACADEMIC ACHIEVEMENT

- ★ Teach them to play an instrument, which research shows supports brain development.
- ★ Promote good study habits through program expectations and parental support.



BUILD CHILDREN'S RESILIENCY

- ★ Set and achieve goals to teach goal-driven growth and generate self-esteem.
- ★ Provide tools to channel and express emotion and to support self-regulation.

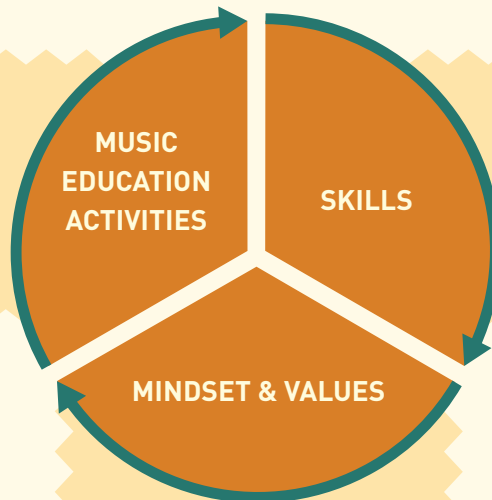


INSPIRE CREATIVITY AND INCLUSION

- ★ Culturally adapt a nationally-recognized music program to benefit children of all physical and mental abilities.
- ★ Motivate and celebrate with community concerts, guest musicians and cross-cultural projects.

OUR APPROACH

At MHI, in collaboration with our partners, we use an innovative learning approach connected to musical styles that are culturally relevant to students. Our model fosters skills and attitudes not only applicable to music but to success in the classroom and in life.



- ★ Play/Sing
- ★ Cooperate/Participate
- ★ Express/Improvise
- ★ Learn/Teach
- ★ Practice/Perform

- ★ Teamwork & Collaboration
- ★ Emotional Self-Regulation
- ★ Listening & Memorization
- ★ Mentoring
- ★ Engaging Others

- ★ Goal-Driven Growth
- ★ Resiliency & Joy
- ★ Creativity
- ★ Respect & Inclusion
- ★ Community & Belonging

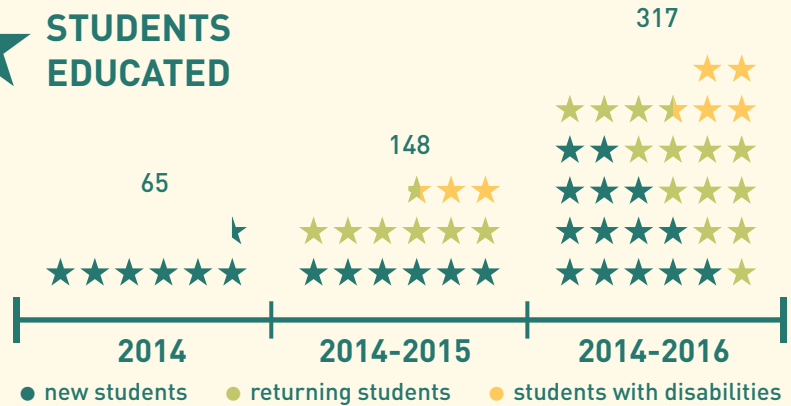


OUR IMPACT

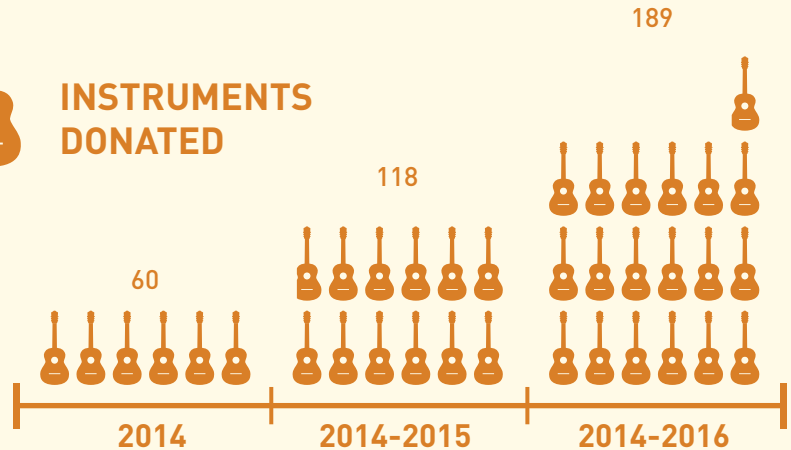


STUDENTS EDUCATED

Each symbol represents 10



INSTRUMENTS DONATED





DARLIO (AGE 14)

"Music made me work more at school, I started listening to my parents, and I always keep practicing to become a better musician."

Darlio is a 6th grader who often found himself at loose ends and misbehaving before he discovered MHI's program. He would come home from school and play soccer instead of doing homework. On other days he would wander around with his friends and disobey his parents. His grades at school reflected his behavior. Things began to change when Darlio discovered

music and chose to learn the guitar. Today things are different. He does his homework immediately after school so that he can go to music class. On days when there is no class, Darlio can be found practicing with his teachers and fellow students. His dream is to become a great guitar player and to perform regularly in the United States.

Growing up, Darlio's father, Fritzner, was also an unruly child. He too had a dream of becoming a musician, but financial restrictions made this impossible. Today Fritzner lives his passion for music through his son's experience and considers Darlio very lucky to be participating in the MHI program. He sees positive changes in his son who is becoming a wiser and more responsible young man. He and his wife proudly support their son and attend as many of Darlio's performances as possible.



"Mwen jwe gita. Mizik se pi bon zanmi m."
"I play guitar. Music is my best friend."



DAPHCAR (AGE 12)

A GIRL CAN MAKE A DIFFERENCE

When Daphcar was ten years old and began the MHI program, she chose to learn drums. Now, in her third year she is also playing the keyboards and singing. According to Daphcar, learning instruments makes her feel empowered and she gives the best of herself to every music class. She is a strong girl who wants to prove that playing drums isn't just for boys. Daphcar says she wants to show her community that a girl can make a difference and she wants to be a positive example for others.

JUNIOR (AGE 9)

"Mwen jwe Bas. Mwen renmen muzik anpil. Mwen pratikel anpil, li reprezante avni m demen."

"I play bass. I really love music. I practice so much and music represents my future tomorrow."



SCHOOL-BASED MUSIC EDUCATION

WHY MUSIC EDUCATION?

Investment in music education may seem like a luxury in a highly resource-constrained country with severe basic service needs. But because of the central role of music in Haiti's cultural life and the fact that 90% of children attend primary school, a school-based music education program may be one of the most effective ways to support them. Research tells us that music promotes improved learning, teaches people to set goals and measure progress, fosters teamwork, builds emotional resiliency and nurtures creativity. And, as one Haitian journalist put it, **"Rhythm rests in our marrow."** MHI is leveraging this tradition to help children increase opportunity and overcome hardship.

OUR MODEL

We partner with schools and organizations with strong, local relationships to deliver free music education to children ages 6-14. Using Little Kids Rock's methodology and modern band curriculum adapted to the Haitian context, we provide an innovative, engaging and culturally relevant approach. With an emphasis on improvisation and composition, our program teaches students to play an array of instruments used in popular music, including guitar, keyboards, drums, bass and vocals. Through partnerships with locally-staffed organizations such as J/P HRO, we identify schools and teachers to establish school-based programs. We provide:

- ★ Teacher Training
- ★ The MHI Curriculum
- ★ Instrument Donations
- ★ Production of Student Concerts
- ★ Mentorship from Guest Musicians
- ★ Opportunities to Engage in Special Projects



STANLEY

Teacher (AGE 20)

"In life, each person has a way of conveying a message, and my way is through music."

MHI Founder and Executive Director, Sara Wasserman, met Stanley five years ago during her first visit to Haiti. His family had lost everything in the devastating 2010 earthquake and they were forced to move into a camp where 60,000 others had also sought refuge. After at last being relocated, Stanley began his final year of high school in 2016.

Sara and a friend gave Stanley his first guitar and each time she returned to volunteer in Haiti she worked closely with him. Sara knew intuitively that Stanley would make an amazing teacher. She offered him this opportunity when forming MHI. Stanley has been an instrumental part of the teaching team ever since. He now plays guitar, bass, drums and keyboards, as well as writing and recording his own songs. He is also Class President at his high school.

Stanley teaches both beginning and advanced students. He says they have become his little brothers and sisters. When asked what he is trying to achieve through teaching he says, "It's not about where I personally can take them, but what I want to see them thrive to become."

Stanley's wish is to witness his students' success in the years to come and he truly believes that when he's older he will turn on the radio and say, "Those are my students!"

HOLSEN (AGE 14)

"Before I started learning music, my GPA was at 6 (below average in Haiti). Now music class has become like a second school to me because I spend time playing after studying. In the past, I would study for a little bit, then sneak out. Now, after studying I stick to my music practice, I learn new chords in the process which is why I'm always ahead in my class. Now my GPA is an 8!"

Holsen's message to other kids is to stick with their dreams and never give up. He believes that whatever you aspire to be, you can be. This is a bold statement from a boy growing up in one of the most poverty-stricken communities in Port-au-Prince. Holsen is a natural leader and a poignant example of the power of music to inspire accountability and achievement.



ENGAGING HIGHLY VULNERABLE CHILDREN THROUGH MUSIC

INCREASING ACCESS

In September 2015, one of our partner schools, Ecole de l'Espoir, opened its doors to some of Haiti's most socially marginalized children: those with physical and mental disabilities. This acted as the foundation for expanding MHI programming to serve children who are the most vulnerable. Beyond advancing cognitive, behavioral, physical, social and emotional skills, research shows that music therapy can improve communication and skills that relate to how we process and respond to sensory messages. More than a year after making our curriculum accessible to students with disabilities, we are beginning to see benefits consistent with those that other students experience, including increased social engagement, self-expression and joy. An unexpected outcome is that parents also report feeling supported by the program and have expressed increased hope regarding their children's progress.

REFINING OUR MODEL

In 2016, MHI partnered with St. Vincent's School for Handicapped Children in Port-au-Prince to improve our approach and teach MHI students who have physical and mental disabilities. In the year since launching this initiative, the curriculum has evolved from teaching the recorder to incorporating guitar and ukulele. Currently, 37 students (ages 4-12) attend twice weekly music class and take part in live community performances.

eva maria (age 9)

Eva Maria is a tenacious nine-year-old girl with Down Syndrome. Before she was able to speak, Eva could sing. "While taking Eva to kindergarten, we would pass by a church and she would drop my hand and run inside to sing," says Eva's father.

Eva has a great passion for music, dance and poetry. Ever since beginning school at Ecole de l'Espoir in September 2015, Eva has made enormous progress and MHI's program has played an important role in her development. Eva sings, plays flute, ukulele and percussion, and she loves to dance. She has also made strong improvements with speech. Today when she listens to a song on the radio, she focuses on memorizing the lyrics so she can sing them. Her father believes that MHI's program plays a crucial part in her intellectual and personal development. "Music is her life. Eva learned at a young age that that's what she wanted to do and she is determined to work to become great at it."

"Today, when Eva comes home from school, all she wants to do is write in her notebook, and play 'school'. She pretends to be her own teacher, as well as to sing and dance," says her father.





LOOKING FORWARD

PITI, PITI, WAZO FE NICH LI. A well-known Haitian proverb says, “Little by little, the bird builds its nest.” In 2017 we are following suit by taking a measured approach to growth.

CHALLENGES WE’LL BE ADDRESSING:

★ ENHANCING OUR APPROACH

Working closely with our partners, we will enrich the curriculum for advanced students and refine our approach to teaching children with physical and mental disabilities.

★ IDENTIFYING PROMISING PRACTICES

We will seek promising practices among partners that we can build into our model to improve our effectiveness and program sustainability.

★ EXPANDING RESULTS MEASUREMENT

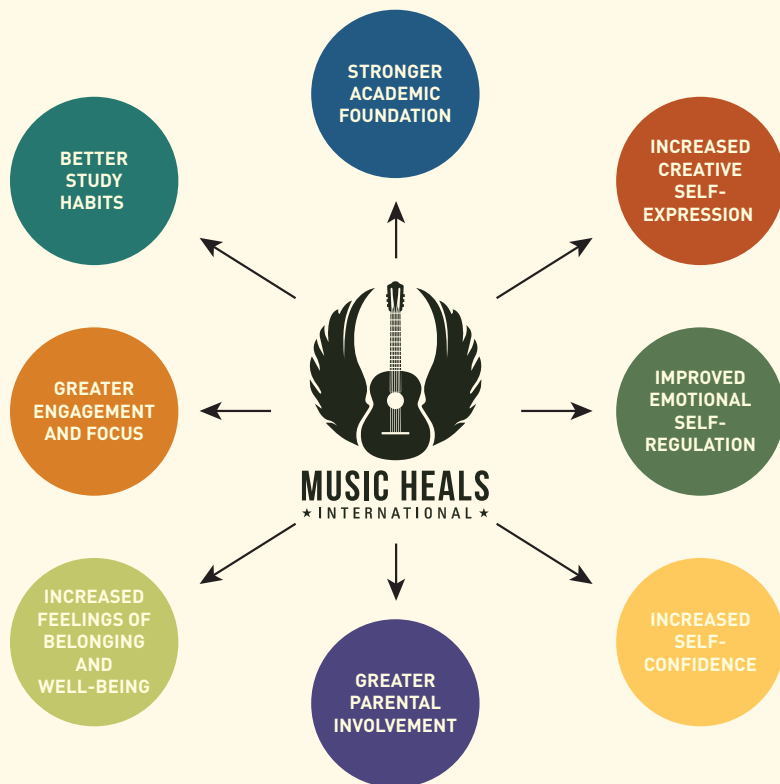
We will refine our results measurement strategy to help us measure program outcomes. This means we will be able to assess how our program impacts children’s academic performance, their ability to set and achieve goals, their sense of self-confidence and their ability to positively express their feelings. We will set the stage to track the longer-term impact of our work.

2017 is a pivotal year as we dive deeper into refining our model, building sustainability and proving our impact. With your support we can continue to do this incredibly important work equipping students with tools that can change their lives.

EXPECTED OUTCOMES

Our results measurement strategy is based on a review of evidence from similar music education programs and qualitative evidence collected from our own program.

Research indicates that our program can achieve the following outcomes:



BIJOUX (AGE 13)

"Mwen jwe batri. Mwen renmen misik anpil. Li reprezante sènblò libètem. Mwen exprime sam renmen ak sam pa renmen lè map jwe."

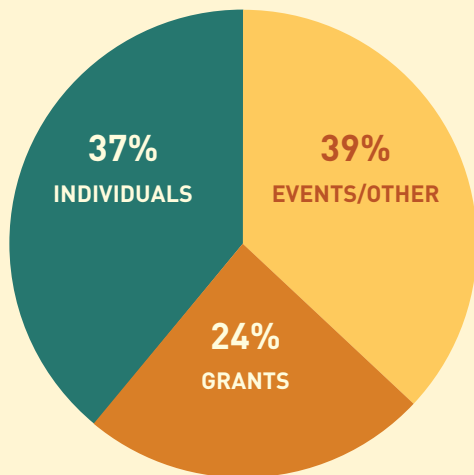
"I play the drums. I love music so much. It represents the symbol of my freedom. When I play I express all the good and the wrong things that I feel."



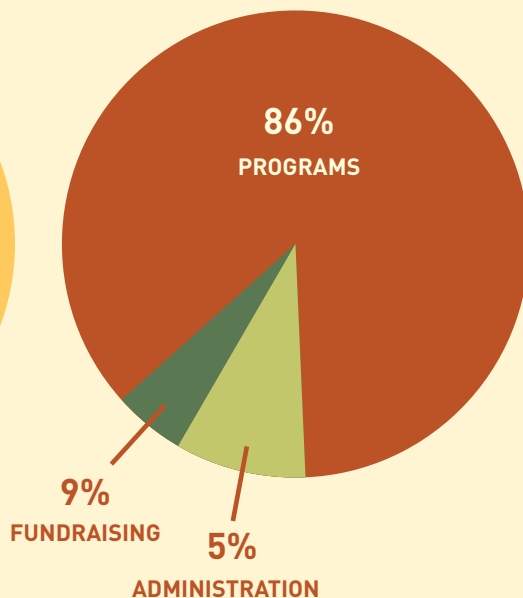
OUR FINANCIALS

All figures in USD

INCOME



EXPENSES



2016 MHI FINANCIAL SUMMARY

INCOME

Individual Contributions	59,321
Grant Contributions	38,000
Events/Other Income	62,035
Total Cash Income	159,356
In-Kind Contributions	16,994
Total Income	176,350

EXPENSES

Programs	135,118
Fundraising	14,192
Administration/ General Support	8,047
Total Expenses	157,357

2016 LEADERSHIP TEAMS

BOARD OF DIRECTORS

Sara Wasserman – President
Stephanie Clarke - Treasurer/CFO
Michele Waldman - Secretary

ADVISORY BOARD

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Sharik Currimbhoy
Isabelle Fox
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Gardly Philoctete
Sherri Prince
Douglas Rosenberg
Lisa Rueff
Robyn Shore
Art Smith
Dave Stroud
Clare Wasserman
Natascha & Bob Weir
Dave Wish

PROGRAM AND OPERATIONS TEAM

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Jean Marc Didis – Project Manager
Emmanuel Piervil – Project Officer
James Joseph Donatin – Field Agent
Ashley Orton – Strategy and Impact Advisor



IMPACT REPORT

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OUR PARTNERS

IMPLEMENTING PARTNERS



SUPPORTING PARTNERS





MUSIC HEALS
★ INTERNATIONAL ★



JOIN MUSIC HEALS INTERNATIONAL

HELP CHILDREN BUILD THE STRENGTH AND SKILLS TO NAVIGATE
LIFE'S CHALLENGES THROUGH MUSIC EDUCATION.

\$10,000

can fund a year of music at 1 school

\$5,000

can equip a school with musical instruments

\$2,500

can give 5 students with disabilities a year of music instruction

\$1,000

can provide curriculum and training for 4 teachers

If you can donate funds, introduce us to potential partners or provide expertise, you can make a difference in children's lives and bring music to communities in Haiti and around the globe.

Every action makes this work possible. We are so grateful for your support.

Thank you!

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