



MUSIC HEALS
★ INTERNATIONAL ★



2017 IMPACT REPORT

A photograph of two young boys of African descent. The boy in the background, wearing a grey and black striped polo shirt, is leaning over the boy in the foreground. The boy in the foreground, wearing a blue and white checkered shirt, is seated and playing a black keyboard instrument. Both boys are looking down at their hands on the keys. The background is a plain, light-colored wall.

Our Mission

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

MHI 2017 Year in Review

1 IN 10

MHI Students is a Child
Living with a Disability



257

Instruments Donated
2014-2017



School and
Community Partners

89%

Increase in Students
annual average

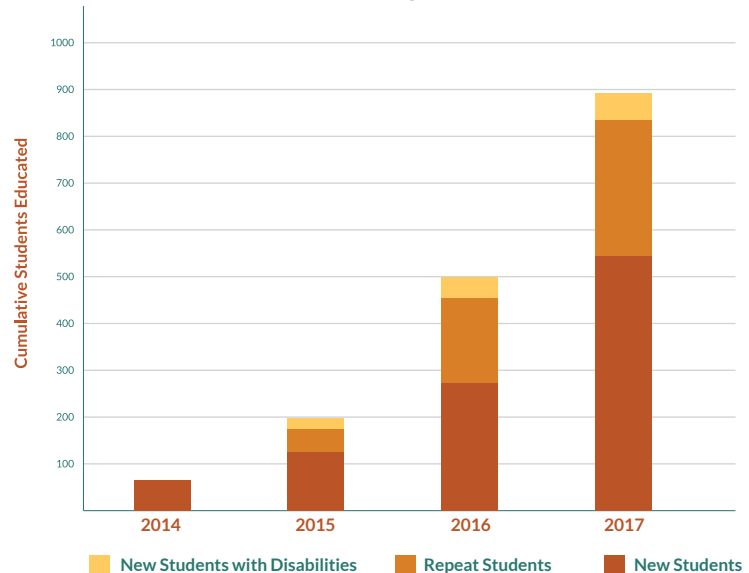


Students
Perform
with
Haitian
Superstar,
Alan Cavé

601

New Students Served
2014-2017

Students Educated
cumulative growth



Letter from Sara

We envision a world where children engage, achieve and thrive through the power of music.

MHI was founded on the belief that music education is a transformative tool that strengthens children and communities.

In 2017, we witnessed this in the achievements of our students and Haitian staff, while the enduring commitment of our partners and supporters in the U.S. continued to remind us that music touches everyone.

We taught music to over 400 students and expanded our work to a new school, resulting in a total of seven partner sites. We launched a new Summer Music Camp that increases access to music education and provides fertile ground for building peer leaders. MHI's staff led our first Haitian-run teacher training workshop, increasing our capacity. We fostered community connections by bringing students, teachers, family and friends together for five public concerts. And, in an organization where 1 in 10 children served has a disability, we strengthened our approach by introducing inclusive classes for all but the youngest.



Through MHI, our students focus on learning to play music. We have found the discipline this teaches, along with the creativity and initiative it inspires, has a profound impact on what they believe they are capable of. In 2017, students transformed aspiration into achievement through the following accomplishments:

★ Performed with celebrated Haitian musician, Alan Cavé, and united over 500 people, the media and the mayor of Port-au-Prince in their community.

★ Professionally recorded two songs through a collaboration with American students featured in Don Hardy's short documentary, "Fingerprints."

★ Formed a band and recorded two original songs entered in a national radio contest, resulting in a total of 20 original songs written by students in four years.

We are very proud of these accomplishments and are immensely grateful to you: the partners, donors, artists and advisors who support our work. You not only give the gift of music, you help young people in Haiti transform into the youth leaders of today and the music teachers of tomorrow who will drive our growth and sustainability.

Sara Wasserman

Sara Wasserman, Founder & Executive Director



Music Heals in Haiti

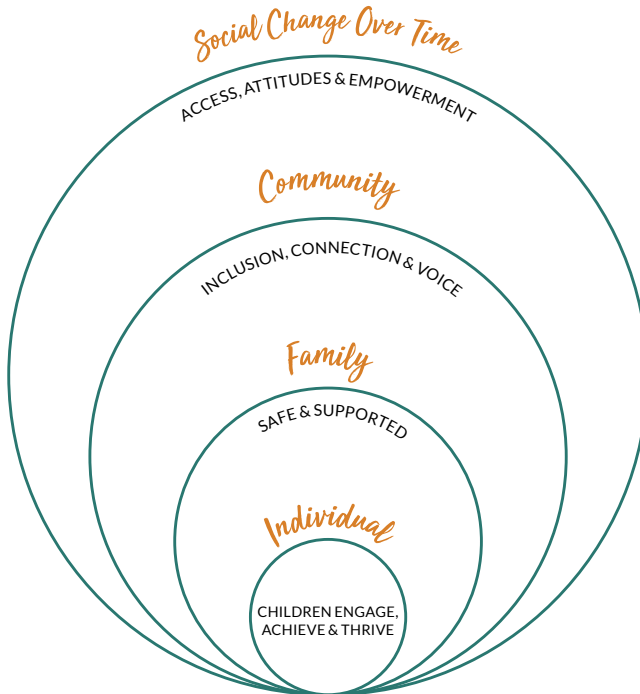
Though rich in culture, a history of troubled governance compounded by vulnerability to natural disasters has left Haiti the poorest country in the Americas. According to the World Bank, roughly 60% of people live below the national poverty line and nearly a quarter live in extreme poverty on less than \$1.23 per day.

Haitians also bear the economic and emotional impact of the severe destruction and human suffering caused by natural catastrophes this decade. Port-au-Prince's Delmas 32 community, where MHI works in partnership with J/P Haitian Relief Organization (J/P HRO), was devastated by 2010's 7.0 magnitude earthquake. After years of recovery, the focus has turned to longer-term development, which MHI contributes to through music education. **Despite hardship, or perhaps because of it, the Haitian people remain committed to building a better life and celebrating it with music, dance and courage.**

Our Theory of Change

We help children engage, achieve and thrive through music education in Haiti.

DIMENSIONS OF IMPACT



EXPECTED OUTCOMES



Individual

- All children actively participate
- Engaged in learning
- Motivated, diligent and goal-driven
- Confident, communicative and expressive
- Collaborate and belong
- Lead and inspire



Family

- Sense of support
- Children part of a safe and positive after-school activity
- Family involved in children's activities



Community

- All children validated and celebrated
- Social connection
- Public voice to children
- Demand for and access to quality music education in schools



Social Change Over Time

- Music education for all children
- Positive attitudes about children with disabilities
- Youth empowered by teaching and performing

What We Do

MHI provides free music education to children in Haiti impacted by poverty, natural disaster and disability. The Haitian government recognizes music education's value and recommends its inclusion at all levels of learning, but in a severely resource-scarce country, schools rarely have the ability to offer quality music programs. With implementing partner, J/P HRO, MHI has adapted to the Haitian context the nationally-recognized curriculum and methodology of our technical advisor and training partner, Little Kids Rock. Together we deliver an innovative, engaging and culturally-relevant approach that fills this education gap and provides a tool for youth development and community building.

How We Do It

MHI leverages local relationships initiated through J/P HRO's disaster recovery and development work to identify visionary education partners and establish music programs in schools and communities. MHI provides instruments, a proven curriculum, teacher training, support for community concerts, mentorship from renowned musicians, Summer Music Camp and leadership opportunities for youth. Students receive roughly 200 hours of music lessons per year and learn to play a range of instruments, including guitar, keyboards, drums, bass, ukulele and vocals. **Four years after 60 children played their first chord, the program has grown from two to seven sites serving over 400 students annually, including children with disabilities.**



Composing Futures with School and Community Partners

"If all children were given the possibility to play an instrument, I think this is something that could take them far for as long as they live."

– Madame Yvonne Garçon Fanfan
Principal of Ecole de Notre Dame du Mont Carmel



"Music is an opportunity. I don't know from which metal; it might be gold. It's an opportunity for the school itself and for the children."

– Madame Fanfan

Increasing Demand for Education

Madame Fanfan views MHI's program as an asset that is increasing local demand for education at her school. "There are children who are not in this school and who want to get in. Some who pass by here say, 'Had I known it was only for your students, I would have registered my kids here.' I tell them, 'Well, that will be for next time. If God wills, you will register them next year.'"

Motivating Children and Empowering Girls

According to Madame Fanfan, music motivates students and provides equal opportunity for girls. "You feel children are hungry for it; that they have a desire to play an instrument. And one of the important things is that it's for all the children, girls and boys alike. In the past, we used to see only boys involved with music, yet the girls are doing great. On the bass, for example, the girls really play well."

*Music training strengthens children's brains, decision-making network (2017, November 14) retrieved April 27, 2018 from <https://medicalxpress.com/news/2017-11-music-children-brains-decision-making-network.html>



"In school, they know that I am in the music program. ... They look at me highly. They like what I do and encourage me to keep going."

– Jose Abigaëlle, age 16
Fourth-Year Student

Building Confidence

Jose's commitment to music is clear. "I play the piano and will always continue to play the piano." She has learned to push herself and take positive risks as she develops musical talent: to dig deep for the confidence that enables her to perform something difficult on stage. "I used to be very shy. I couldn't stand in front of an audience or play in front of a crowd. As soon as I would get there, I would start trembling, be frustrated. I couldn't talk. I was cold. Then it got better.

"It was the final concert. We were rehearsing. We were playing music by Jean Jean Roosevelt and Jean Jean was there to sing for us. But there is a solo part in the music that I had to do. The multiple things we do with the fingers and all, I found that a bit difficult. They said, 'Jose, please play it.' They showed me how to do it. I said, 'Oh, it looks so difficult. I will not be able to do it. God, I can't do it.' Then I took a deep breath, 'Yes, Jose, you can do it. I need to do it, too.' When I got on stage I performed it. People congratulated me. I appreciated it. People clapped. That, I will never forget."



"It was the music that changed me."

– Janessa, age 14/First-Year Student

Improving Study Habits and Time Management

"When I got into the music class, my mother [was afraid] I wouldn't have time to study. But I told her that I would have a schedule so I could have a time for each thing. Now I apply myself better. I take more time to study and to do my homework and my mother is happier. I used to neglect that a lot in the past. I entered music class and I changed."

Empowering Children with Disabilities

A Pioneering Approach in Haiti

MHI empowers children living with disabilities by connecting them to music, self-expression and their peers. In 2017, one in ten MHI students had a disability. These children are among Haiti's most vulnerable. They are often stigmatized in their communities and overlooked by mainstream programs designed to promote child development. Through our commitment to enhancing J/P HRO's inclusive educational model at MHI partner school, Ecole de l'Espoir, we introduced an inclusive approach to teaching music and served 40 students with disabilities in 2017. **Children with and without disabilities learned and played together, exciting and inspiring one another and enriching attitudes of acceptance, generosity and human potential.** MHI also offered a dedicated class for young children with disabilities to promote early intervention that supports the development of communication skills and self-expression.



"Patience is a major teaching tool and an important asset in life."

*– James Joseph Donatin
Staff Member/Teacher*



Deepening Understanding and Self-Awareness

360-degree learning occurs as students with disabilities broaden peers' and teachers' perspectives. James, a veteran music teacher and staff member, described how he gained self-awareness and a deeper understanding of what works in the classroom and in life.

"I remember I was teaching a class and all the children were distracted. Each one was doing something different. I had to use a lot of patience and tolerance to gather everyone's attention and get them to focus so I could get the music lesson across. I was amazed by what I accomplished that day. Patience became something important to me as I realized that I could work with children of any kind. If everyone truly used patience, people could accomplish great things, things that they would have never have hoped to achieve."

Building Leaders and Community



"Music changed my life. ... It's thanks to music that today I am the way I am, and that I am happy about myself. ... But because all the children can't have access to music class, I would like to teach music to children who want to learn how to play."

– Janessa, age 14
First-Year Student

MHI offers a unique approach to youth development and community building through music education in Haiti. We provide mentorship and facilitation opportunities to train young leaders and give students a voice through public concerts that unite people and strengthen community bonds. MHI's new Summer Music Camp is an important part of our strategy. In 2017, we gave 54 local children with no prior music training the chance to engage in creative, gender-balanced summer programming that increases access to music in a safe community space. **The camp builds upon opportunities for peer mentorship at school by training youth to lead music lessons, which reinforces knowledge, teaches patience and improves planning and communication skills.** Overall, this program enhances MHI's model by increasing our capacity to educate children, deepening our impact on the individual and turning music students into role models who help create supportive communities.



Cultivating Peer Leaders

"Zazou is a teacher. ... He still doesn't have a drum set, but Zazou has a few pots and every now and then he drums on them. He shows other kids how to play the drums. Even I look at him play and learn how to do some things. It's thanks to him because he has become a teacher in his neighborhood."

– Raynald Romelus
Parent/Community Leader

Our Impact

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"Music gives you the opportunity to find a calling so you can reach goals with determination, so you can find a path, so you can make it in life."

– James Joseph Donatin
Staff Member/Teacher

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MHI helps young people discover their power, which reinforces school and community engagement, fuels creativity and incites hope for the future in a place where hardship is inevitable. This transformation in perspective anchors children as they mature, strengthening their resilience in the face of adversity and sustaining their drive to build a better future.

We asked students, teachers, school leaders and parents to describe the most significant change that resulted from our programs. Here's what they said:



It provides an emotional outlet.

"Often the children are coming from homes where there are problems, but as soon as they play an instrument, the hunger goes away, the stress goes away. As soon as they listen to music, all the problems they had at home are cleared up."

– Raynald Romelus
Parent/Community Leader

It engages students in learning.

"Children have things to do when they get out of school. They study. They know they have to go to the music class, then when they get back home they do whatever they have to do with purpose. ...They become more determined not only to take music seriously but school as well."

– James Joseph Donatin, Staff Member/Teacher

It gets parents involved.

"There is a child who is so shy, but during the concert he had to play. There was his mother who is not used to showing up, but she came to the concert with such a smile because she was coming to see her child play."

– Madame Fanfan
School Principal

It builds social skills.

"I was very shy. I would not talk to people. Now I can say it's different. When people talk to me I answer them normally. I am at ease with people. I have friends."

– Jose Abigaëlle, age 16
Fourth-Year Student

Looking Forward

"To people who share our vision, it's not easy to bring music education to Haiti. My wish is for you to hold tight so MHI's programs can go places we have never imagined."

*– James Joseph Donatin
Staff Member/Teacher*

MHI's 2018 Strategy Focuses On:

★ **Strengthening Our Model:** To prepare our model for replication, we will refine our structures and strategies to better support education partners and teachers and to promote cohesive learning across sites. We will continue to enhance our approach as we test new tools to deliver high-quality music training to learners of all abilities. Finally, we will deepen programming to support the growth of young leaders in the communities we serve.

★ **Measuring Our Results:** We will expand the scope of our results measurement strategy by defining key performance indicators specific to youth development and by collecting data to test our assumptions about program outcomes. Findings will inform program improvement and reinforce our advocacy efforts.

★ **Building Our Capacity:** In Haiti, we will increase the size and skills of our teacher training team to improve local technical capacity with support from Little Kids Rock. In the U.S., we will strengthen our organizational infrastructure and seek additional grants to diversify funding and build revenue to enable future growth.

Together, we can achieve our vision and the unimaginable in Haiti.

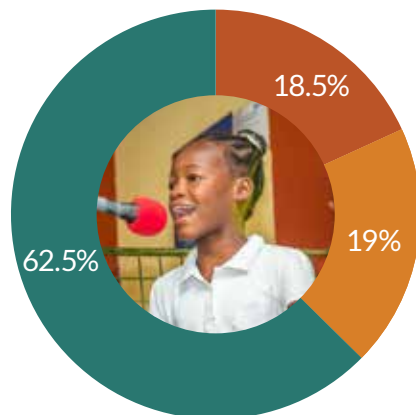


Our Financials

All figures in USD

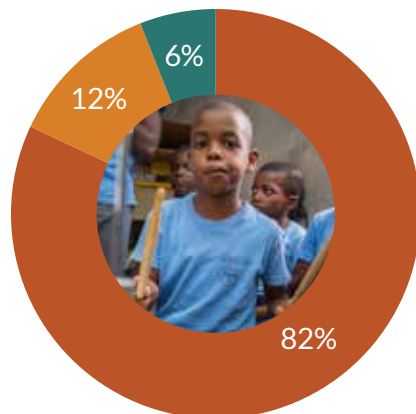
Income

- ★ Individual Contributions
- ★ Grant Contributions
- ★ Events/Other Income



Expenses

- ★ Program Services
- ★ Fundraising
- ★ Administrative/General Support



Music Heals International 2017 Financial Summary

INCOME

	Individual Contributions	31,061
	Grant Contributions	32,643
	Special Events/Other Income	105,554
Cash Income		169,258
	In-Kind Contributions	21,743
Cash + In-Kind Income		191,001
	Cost of Goods Sold	-1,052
Total Income		189,949

EXPENSES

	Program Services*	119,366
	Fundraising	17,177
	Administrative/General Support	8,615
Cash-Based Expenses		145,158
	Contributed Goods and Services	21,743
Total Expenses		166,901

*In 2017, MHI adopted a new funds transfer schedule for academic-year program services that now results in funds being transferred to Haiti across two fiscal years. Previously, all funding for academic-year programming was transferred prior to December 31.

2017 Leadership

Advisory Board

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Owsley Brown III
Sharik Currimbhoy
Pete Fisher
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Richard Habib
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Clare Wasserman
Natascha & Bob Weir
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In Memoriam

Lou Reed
Rob Wasserman

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



Programs and Operations

Sara Wasserman – Founder, Executive Director
Jean Marc Didis – Program Manager
Emmanuel Piervil – Program Officer
James Joseph Donatin – Field Agent
Ashley Orton – Strategy and Impact Advisor

Impact Report

Content: Ashley Orton
Editing: Jennifer Wegbreit
Photography: Liam Storrings for J/P HRO
Design: Megan Acio at WIGT.com

Implementing Partners



Supporting Partners

Owsley Brown III
PHILANTHROPIC FOUNDATION



EARTHSENSE FOUNDATION
PETE FISHER
WILLIAM HOBI

GEORGE & GLORIANA MEJIA-GUND
DOUGLAS ROSENBERG
BRAD SWABACK





Join Music Heals International

Help children engage, achieve and thrive through the power of music.

- \$10,000** Fund a year of music at a partner school.
- \$5,000** Equip a school with instruments.
- \$2,500** Put iPads with GarageBand into the hands of students with disabilities.
- \$1,000** Provide training for a new team of music teachers and peer leaders.
- \$100** Send a child to MHI's Summer Music Camp.

With your help, we can bring music to more children, support learners of all abilities, help youth rise as leaders and unite communities through music in Haiti.

We are deeply grateful for your support.

Thank you!

MHI is a registered, tax-exempt, U.S. charitable nonprofit organization: EIN 46-4627905.



MUSIC HEALS
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