



*Umoja Global*

# Umoja Global Community Music Therapy

## 2018 Outreach Report





# Who We Are

**Umoja Global Community Music Therapy** is a non-profit organization comprised of Music Therapists, Child Life Specialists, Social Workers and like-minded professionals.

Founded in 2014 Umoja Global Community Music Therapy strives to **bring sustainable music therapy services** to underserved populations globally. We are an associate member of The World Federation of Music Therapy (WFMT).

With a focus **on female empowerment**, Umoja functions as a resource and advocacy body for the promotion and establishment of music therapy services. We envision that communities of need will have more **accessibility** to music therapy services and that women will be the pioneers of this **evidence-based field**.

Learn more at [www.umojaglobal.org](http://www.umojaglobal.org), [www.facebook.com/umojaglobal](https://www.facebook.com/umojaglobal),  
@umoja\_global



# What Is Music Therapy?

**Music Therapy is the clinical use of music to reach social, emotional, physical and cognitive goals.**

A **music therapist** is a professional with specialty training in music, special education, psychology, trauma-informed counseling, mental health work, and clinical research.

Music Therapists work in a range of settings from schools, nursing homes, hospitals and other medical settings.

Music Therapy can:

- Provide an outlet for **emotional expression**
- Be a tool for **self-empowerment** and **building confidence**
- Promote **health and wellness**
- Assist special needs individuals to **learn, communicate** and **express themselves**
- Manage **Stress**
- Support a community and create **social cohesion**
- Provide a platform for educational activities that matter to the community (**i.e gender-based violence education**)
- Allow a way of processing **trauma** that is safe and validating.

To learn more information about this growing field visit: [www.musictherapy.org](http://www.musictherapy.org) or [www.wfmt.info](http://www.wfmt.info)

# What Do We Do?

Umoja conducts outreach trips to East Africa year round. On these trips we strive to:

- **Connect** with local musicians and healers; investigate their current use of therapeutic music.
- **Provide** education and resources informed by the American Music Therapy model.
- **Demonstrate** and teach evidence-based music interventions to enhance the therapeutic effectiveness of the community's current methods.
- **Support** communities in attaining a standard of practice, code of ethics and more established Music Therapy professions.
- **Advocate** for women within the community to continue using therapeutic music techniques.
- **Prioritize** the ongoing practice of cultural humility, self awareness and intercultural learning within this sharing.



# 2018 Outreach Trip

- October 8<sup>th</sup>-20<sup>th</sup>
- 2 executive board members
- 4 different regions in Kenya & Uganda
- 14 sites
- 200+ participants
- Group Music Therapy sessions
- In-services and workshops
- Meetings with government officials
- Networking and partnership building



# Procedure

- Introductions, explanation of Music Therapy
- Rapport building, ice-breakers (exchanging familiar music, dancing, music-focused games)
- Trauma Groups: Specialized Intervention :  
**“Wonder”**
- Trauma Groups: Specialized Intervention: **“Lotus Song”**
- Continued musical exchanges
- Wrap-up, conclusions
- Surveys Distributed

# Our Approach

Learning traditional instruments, local dances and immersing in musical customs integral to the community is our biggest priority as an organization

## Participating In Their Traditions...





# Our Approach

In exchange, our participants try out the Western instruments we bring along; guitars, ukuleles etc. And engage in music therapy interventions within the Western model such as clinical movement songs, songwriting activities and the like.

## Participating In Our Traditions



# Our Approach

Through this sharing, and by practicing Cultural Humility, we strive to harmoniously integrate both traditions. Such as facilitating a songwriting activity in the local language, conducting clinical music interventions accompanied by traditional instruments, and incorporating Western instruments into local healing practices.

## Integration and Collaboration

### Fill In The Blank

The ladies were prompted to identify positive coping skills and thoughts of empowerment, and then incorporate those words into the chorus of the song. We normally sang this part in Swahili:

**"What's something you do to help you feel strong?"**

Nita \_\_\_\_\_

Nita \_\_\_\_\_

Kama Maua ya Lotus, nita \_\_\_\_\_

Some examples:

Kuimba- sing  
Ngoma- dance  
Kuomba-pray  
Piga kilele-shout  
Sifa-praise  
Cheka-laugh  
Kukimbia-run







# 2018 Outreach Trip Participants

## Special Needs Program

- Hill Preparatory School Kampala, Uganda
- Embrace Kulture Entebbe, Uganda
- Brass for Africa Kampala, Uganda
- Niyali Music School and Center Mombasa, Kenya

## Trauma-Informed Program

- The Nest Home Half-Way House Nairobi, Kenya
- The Nest Home Baby Nest Nairobi, Kenya
- The Nest Home Children's Center Limuru, Kenya
- SHOFCO Women's Empowerment Program Nairobi, Kenya
- Kazuri Beads Karen, Kenya
- SHOFCO Gender-Based Violence Education Program Nairobi, Kenya
- SHOFCO School for Girls Nairobi, Kenya
- Ignite Afrika; Kipaji Project Kisumu, Kenya
- Ignite Africa; Seeds of Peace Africa Kisumu, Kenya

## Medical Program

- Faraja Cancer Support Trust Nairobi, Kenya

# Special Needs Program

For community institutions that serve individuals with disabilities or special needs.

- Combining different approaches to Music Therapy including aspects of **Neurologic Music Therapy (NMT)**
- Addresses cognitive, sensory and motor function needs due to neurologic diseases such as:
  - Congenital Disorders or Birth Defects
  - Traumatic brain injury
  - Cerebral palsy
  - Autism Spectrum Disorder
  - Alzheimer's Disease
  - Any disease affecting cognition, movement or communication.
- Schools with a special education program or any institution, academic or otherwise with a special needs population or individuals with any neurologic disease

# Special Needs Program Outreach



Offers occupational therapy services to children of special needs and promotes integrated education



Elementary School offering integrated special education programs and adaptive music program



Brass teachers offer adaptive music lessons to special needs students and disadvantaged youth



**Embrace  
Kulture**

Promotes equality for intellectual disabilities in Uganda

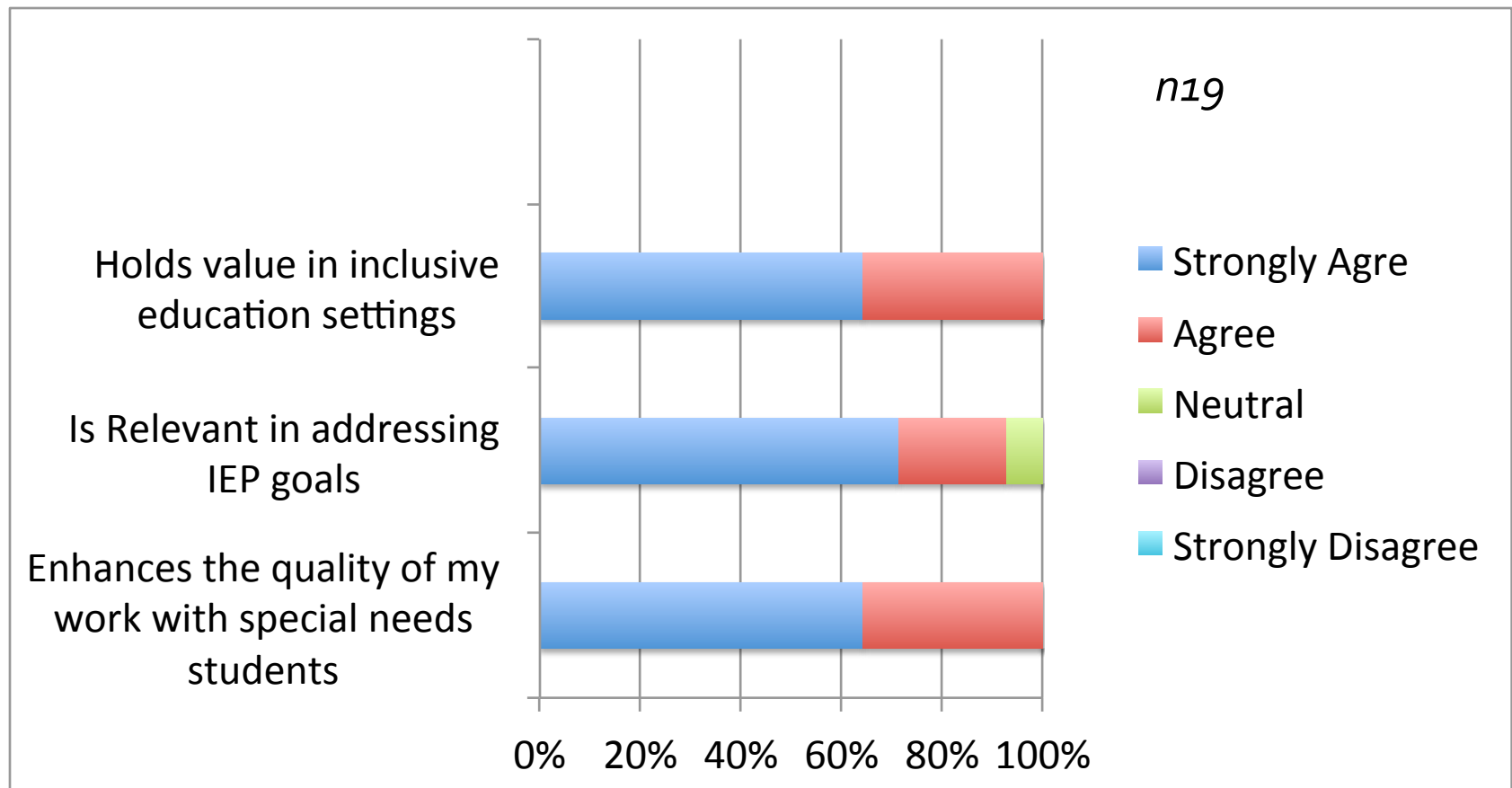
# Special Needs Program Services



Umoja Facilitated **education, in-services and workshops.** Experiential music therapy activities were demonstrated. Insight was given about how to utilize music therapy techniques to **address IEP goals and student objectives**

# Data Collection: Special Needs

I believe continued Music Therapy education...







# Trauma-Informed Program

Intended for community institutions caring for individuals who are survivors of traumatic events. Such as:

- Gender-based violence
- Sexual violence
- Individuals exposed to civil conflict and community violence
- Displaced persons
- Children who have experienced abuse or neglect

Music therapy services are impactful for this population as music is an effective outlet for:

- Emotional expression
- A tool for self-empowerment
- A means of building confidence
- Providing a way of communicating and processing one's trauma that is safe and validating.

This Program is designed for community spaces and institutions such as:

- Women's shelters, or sanctuary spaces for survivors of domestic abuse or gender-based violence.
- Orphanages or children's homes
- Refugee camps and similar settings

# Trauma-Informed Program Outreach



A safe haven for orphaned children where they receive free education as well as a half-way house for incarcerated women and their children where they develop vocational skills and reintegrate into society



A bead factory that employs disadvantaged women, offers them housing, education and childcare



**Shining Hope for Communities**

Organization that combats urban poverty and gender inequality in slum communities of Kenya

Promotes youth empowerment and gender equality through the arts in disadvantaged communities

# Trauma-Informed Program Services: The Nest Home



For the mothers and caregivers, music therapy approaches were introduced to show how music and singing can be a powerful tool for **mother-baby bonding**



Music therapists accompanied a healing yoga session with the mothers by providing **reflective instrumental music**



Music therapy interventions were facilitated with the mothers and children focusing on **movement, emotional expression and social cohesion**





# Trauma-Informed Program Services: Kazuri Beads



The women of Kazuri Beads spend most of their days sitting as they make hundred of beads by hand per day. This music therapy session focused on **movement and wellness** and allowed them an opportunity to spend time outside, dance, sing, and engage in music together.



# Trauma-Informed Program Services: Ignite Afrika



In-services and workshops about Music Therapy were held. Discussions were facilitated to explore ways to **utilize music for therapeutic outcomes** and how music therapy **empowers youth, women, marginalized groups, and communities as a whole**



# Trauma-Informed Program Services: SHOFCO SWEP

SHOFCO's Women's Empowerment Program offers vocational training for women living with HIV in Nairobi's slum communities. Music Therapy interactions were held to promote **wellness, community support, coping skills and emotional resilience.**





# Trauma-Informed Program Services: SHOFCO Gender

SHOFCO's Gender-Based Violence Education Program offers psychosocial support and legal counseling for survivors of gender based violence.

Survivors can also seek refuge at their Women's Safe House



Here Umoja conducted an in-service and experiential Music Therapy session with the social workers and counselors. Discussions and demonstrations took place about how music can be utilized **to assist survivors in building trust with their counselors and processing their emotions in a safe space.**



# Trauma-Informed Program Services: SHOFCO Girl's School



Located in Nairobi's Kibera Slum community, SHOFCO School for Girls gives young girls a head-start to stepping out of poverty.

## Pre K Clinical Goals:

- Incorporating **academic lessons into songs**; identifying colors, spelling, days of the week
- Live, **developmentally appropriate music focused on cognitive and developmental stimulation.**
- Movement songs enhance **body awareness, physical fitness, hand-eye coordination and emotional regulation**
- Age-appropriate songs that prompt healthy social skills such as **turn-taking, making eye-contact, and showing positivity to peers.**

# Trauma-Informed Program Services: SHOFCO Girl's School

## Grade 7 Clinical Goals:

- Similar goals as SWEP and Gender
- Confidence building, identifying positive coping skills, practicing positive social support, emotional expression, identifying self-empowerment







# Specialized Intervention: "Wonder"

*"Wonder" by Emeli Sande*

*I can beat the night  
I'm not afraid of thunder  
I am full of light  
I am full of Wonder*

*Although your feet might ache  
And darkness fall upon ya  
No we ain't gonna break  
'cuz we are full of Wonder*

*Oh, we ain't falling under  
Oh, we are full of Wonder*

*This light is contagious, go tell your neighbors, reach out and pass it on  
This light is contagious, go tell your neighbors, reach out and pass it on*





# Specialized Intervention: "Wonder"

## Pass On Your Light!

*"This light is contagious, go tell your neighbors, reach out and pass it on"*

During this part of the song, participants are arranged in a circle. A gold singing bowl was passed around the circle.

Each participant was instructed to "channel your light into the bowl, then pass it on" i.e **thinking of inner strengths, positive coping, things that bring joy.**



# Clinical Goals

- “Wonder” demonstrates lyrics of **self-empowerment** and channeling **inner strengths**.
- By “passing on your light” participants are identifying inner strengths and then sharing them with each other, creating **positive group cohesion** and **positive social support**.
- The song prompts participants to reflect **on coping skills** and thoughts of **resilience**
- The activity creates an environment of **positivity** and **validation** for participants’ thoughts and feelings





# Specialized Intervention: "The Lotus Song"

## *"The Lotus Song" by Umoja Global*

*Today's the day I get a brand new start  
No more pain or shame inside my heart  
Today the world will hear my voice and see that I am wise  
And like the Lotus Flower I will rise*

*Gonna gather up my sorrows all around  
Gonna take them all and place them in the ground  
And then the rain will come but this time it brings joy from the skies  
'cuz like the Lotus Flower I will rise*

*I will rise, I will rise  
Right before your eyes  
I will rise, I will rise  
Like the Lotus Flower I will rise*



# Specialized Intervention: "The Lotus Song"

*I will rise, I will rise  
Like the Lotus Flower I will rise*

During this part of the song participants were asked **to identify positive coping skills and thoughts of empowerment** and then incorporate those words into the chorus of the song. We normally sang this part in Swahili:

**"What's something you do to help you feel strong?"**

Nita\_\_\_\_\_

Nita\_\_\_\_\_

Kama Maua ya Lotus, nita\_\_\_\_\_

Some examples:

Kuimba- sing

Ngoma- dance

Kuomba-pray

Piga kilele-shout

Sifa-praise

Cheka-laugh

Kukimbia-run



# Specialized Intervention: "The Lotus Song"

These flower shapes are made of bio-degradable paper embedded with wild flower seeds. If planted in the ground and watered, wildflowers will grow.

After singing "The Lotus Song" each participant was handed a flower and prompted to write down something they wanted "buried" i.e a **negative thought, feeling or something they wanted to "rise above from"**



# Specialized Intervention: "The Lotus Song"





# Specialized Intervention: "The Lotus Song"





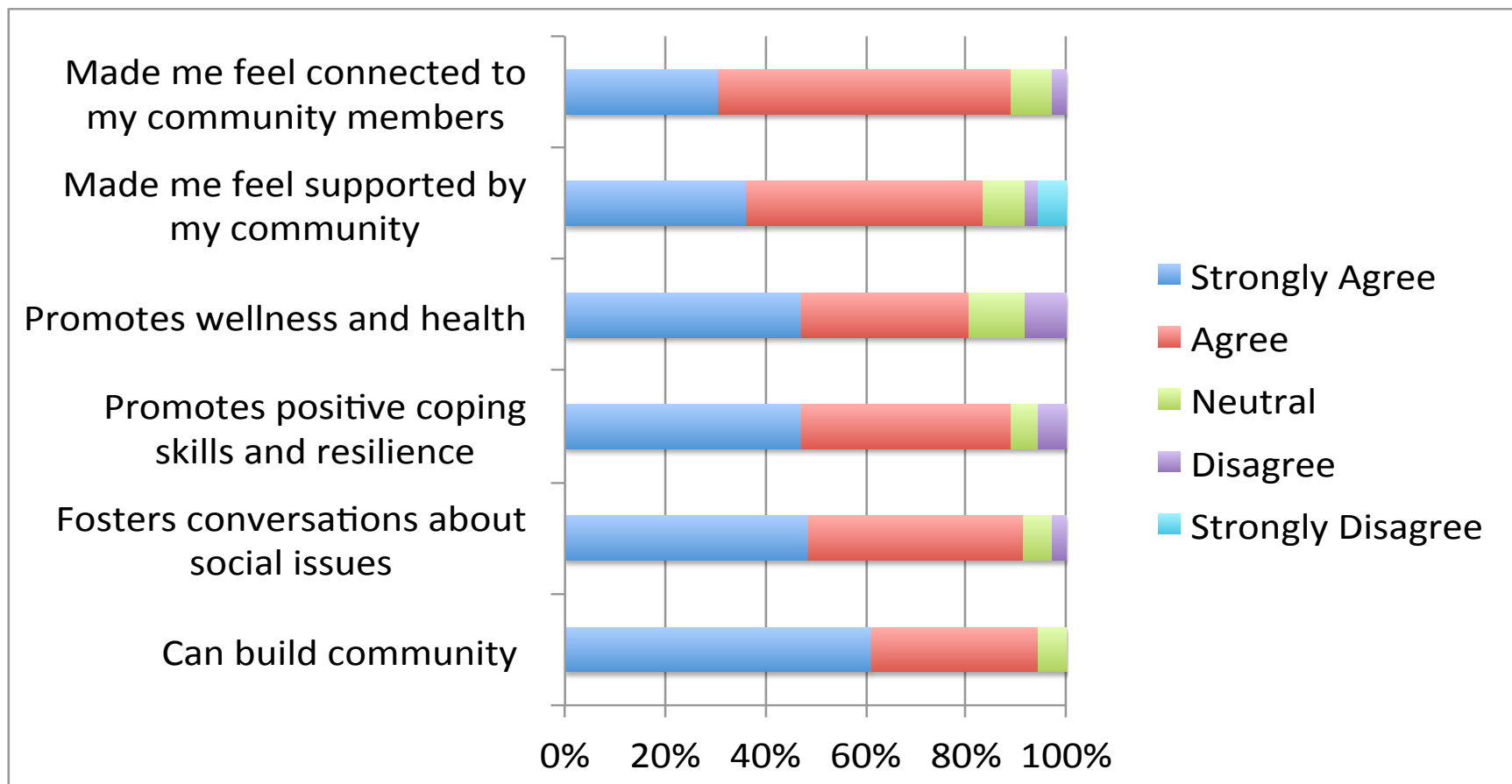
# Clinical Goals

- The “Lotus Song” also had lyrics about **resilience** and rising up from challenges.
- When participants contribute their own words to the song this allowed for **emotional expression** and the **identifying of positive coping skills**
- Writing down something negative on the flower is a way to **process feelings associated with trauma** that is non-invasive.
- The participants will plant them and then flowers will grow, symbolizing that **beauty comes from struggle** in our lives.

# Data Collection: Trauma-Informed

The Music Therapy services...

n36







# Medical Program

Intended for medical settings of any kind caring for a variety of patients of all ages and diagnoses, from the NICU to end-of-life palliative care.

Music therapy plays an important role in a patient's recovery process. It is a beneficial, integrative therapeutic service that complements the patient's conventional medical care. Medical music therapy addresses:

- -Pain management
- -Anxiety reduction
- -Family and Spiritual support
- -Mother-baby bonding support for new mothers
- -Environmental Normalization
- -Sleep and stimulation support

This program is mainly designed for hospitals, private practices, local clinics or any medical institution at all

# Medical Program Participant



Faraja provides emotional, practical and healing support to anyone affected by cancer. They highly value integrative medicine and offer patients a holistic approach to coping with the challenges of cancer. Along with conventional cancer treatments Faraja also offers acupuncture, reiki and a space for music and dance therapy sessions to take place.

# Medical Program Services



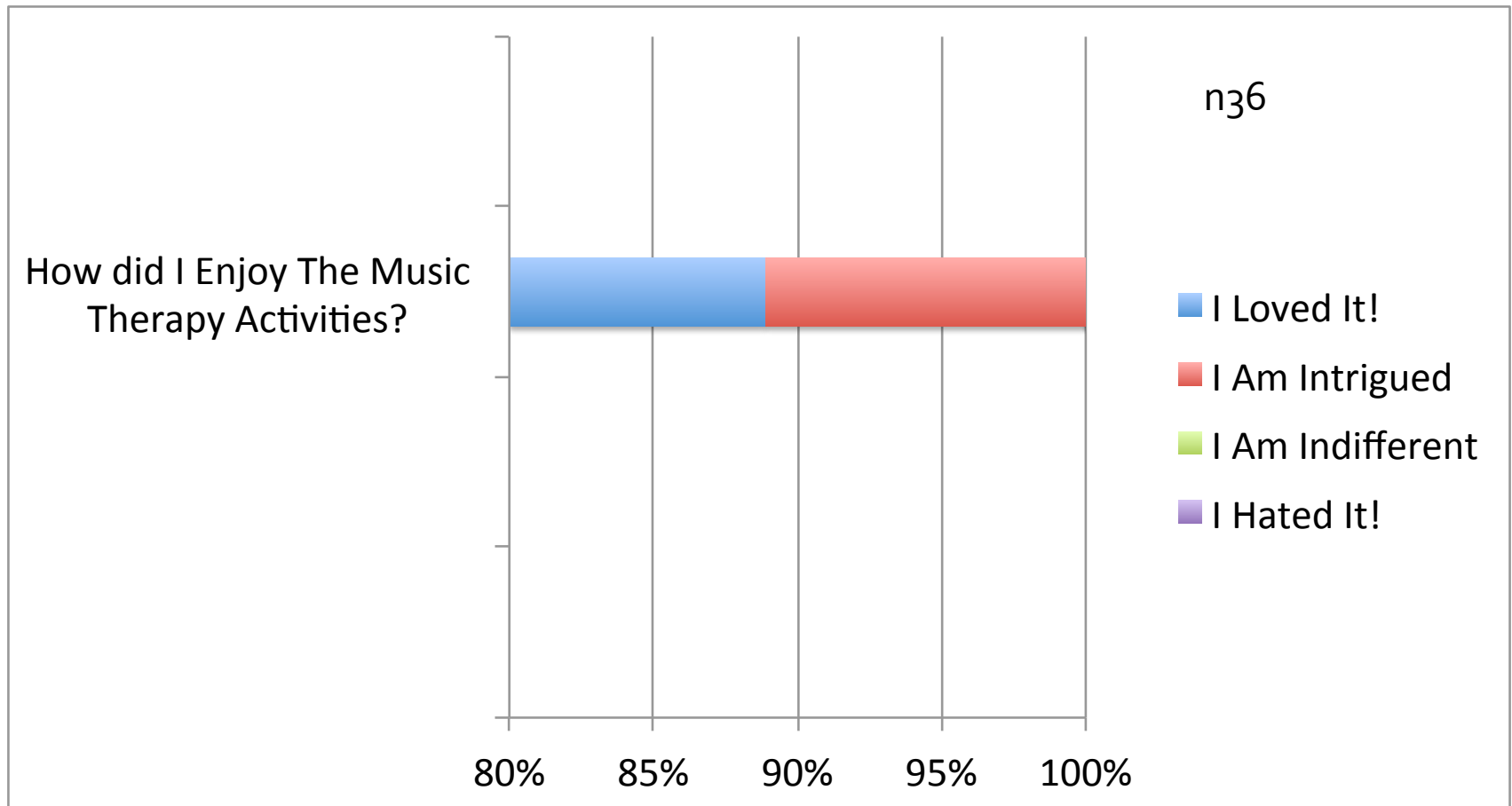
Psychologists, medical staff and community members attended a **Music Therapy and Wellness** workshop. A **clinical songwriting experiential** was facilitated that demonstrated how songwriting assists with **coping and emotional expression** in the medical setting.



# Conclusions

- **100%** of participants answered “Yes” to “I feel Music Therapy has the potential to address the diverse needs of the students/individuals in my school/institution.” n63
- **100%** of participants answered “Yes” to “Did you find today’s activities with Umoja important?”
- **73%** of participants rated Umoja’s Music Therapy activities as “Highly Valuable” or “7” on 0-7 Scale

# Conclusions



# Testimonials

"Music Therapy enables individuals to release their pain, troubles, then they relax and pick up the broken pieces to move on with their lives."

"I strongly agree because music is a way of life. This brings people together. It is used in various occasions in the communities- it is their power."

"Music brings people together, it bridges the gap between all races, poor and the rich, unites people during different occasions. It has a healing effect to individuals (soul soothing), brings reassurance"

"It opens an opportunity to share experiences what individuals are going through."

"It communicates to the soul and different types of songs express different emotions which bring out the messages."

"It brings confidence and promotes interaction between the group members which builds cohesion and builds trust."

"Helps in relieving pain, stress and anxiety. Can also be used to enhance cognitive development of a child."



# Next Steps

- Continue collaborating with networks and partners.
- Focus on long-term objective of bringing consistent music therapy services to the communities our partners serve.
- Locate suitable educational platforms to provide accredited music therapy training that adheres to the standards of practice and quality monitored by AMTA and WFMT.
- The data collected indicates the need, interest and demand for further music therapy services.
- Utilize this data to rally for the necessary funding and support that will allow music therapy to be a well-established and consistent service that our partners can be proud to offer their community.

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