

ASSOCIAZIONE PRIMA MATERIA



PSYCHO-SOCIAL MUSIC TRAINING

for teachers and carers of Syrian refugee children in Lebanon

a pilot project, in collaboration with Nai Foundation, Austria, and Sonbola Education Initiative, Lebanon

Report supervision and follow-up, 4th-5th May 2015

The second field-visit to Marej, Chtaura, for follow-up and supervision and for the psychosocial music education programme took place on 4th and 5th May 2015, for a total of 10 hours. As agreed in the previous visit (January 2015), the 2 mornings were devoted to workshops in the Sonbola schools in Tal Wasé and Al Saada camps, respectively.



Trainer Deborah Parker worked with the children, singing action songs, playing and discovering how musical activities can offer a powerful channel for establishing relationship bonds qualified by trust and enjoyment.

Time was spent exploring the possibilities of making sound objects with recyclable or easily obtainable materials; rainsticks, sax-balloons and rudimentary 'brass' instruments.



The workshops were planned with the objective of demonstrating to the Sonbola team



one of the psychosocial models of music, relying on non-verbal communication processes and the shaping of relational experience through musical form.

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The afternoons were spent in the Sonbola Education Centre, Marej, with intensive supervision for the Sonbola team. Since the January supervision and follow-up, the 4 teachers have been highly coherent in applying all the training methodology, notions and techniques in their extremely difficult context. Music sessions are held regularly for the children, at the same time on the same day each week, thus providing a 'safe' and 'trustworthy' environment for this work. The teachers report the positive responses of the children; enthusiasm and expectancy for the music sessions, improved behaviour and participation, construction of positive group dynamics, support for elaboration of traumatic experiences.



Songs, games, instrumental work and listening are being developed with the children; after each session a protocol is filled in by the teacher, recording the activities proposed and observing the children's reactions and behaviour. Parts of the sessions are video-recorded, resulting in the construction of a large database of documentation of the programme, which will form the basis for analysis and research.

Supervision was facilitated by the possibility to see a good number of these video extracts. The teachers asked very specific questions, related to their experiences with the children. The trainer was able to give detailed responses, informed by a psycho-dynamic framework.

From this visit, it is clear that the Sonbola team has begun to assimilate this very specific education methodology, that it is benefiting not only the children they work with, but also they themselves, and that the project can therefore be seen to be effective and useful.



Beirut, 10th May, 2015

Deborah Parker