



Evaluating Sistema Scotland

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PHINS Seminar 9th September 2016



Today

- 10 minute overview of Sistema Scotland and Big Noise programme – [Alison](#)
- 10 minute overview of evaluation methods and findings from 2015 report – [Chris](#)



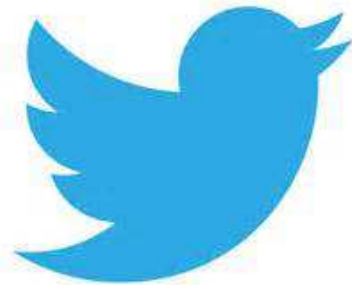
Early Intervention – Baby Noise
Raploch participant aged 11 months

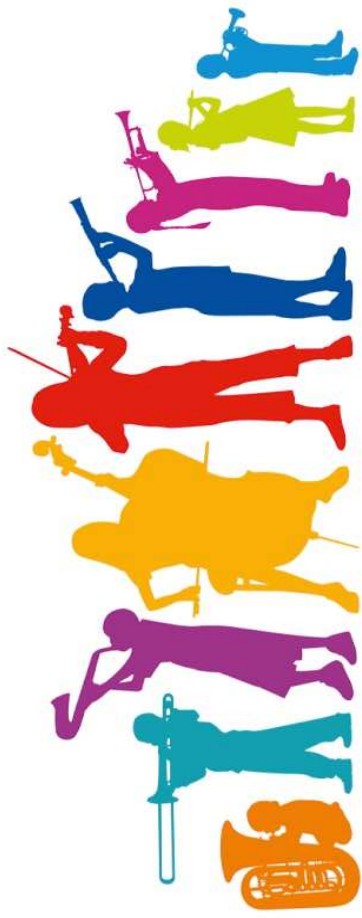
Live tweets

#bignoiseresearch

@theGCPH

@sistemascotland





SISTEMA SCOTLAND

Early Days

- 2006. Sistema Scotland formed following fact-finding mission to Venezuela.
- August 2007. Formal relationship established with El Sistema Venezuela. Gustavo Dudamel becomes patron.
- April 2008 programme launched in Raploch



Sistema Scotland

The long-term goals.....

- Transform children's lives through music
- Empower communities
- Grow future orchestras



History: Launch in Raploch 2008- today



Centres in Raploch (Stirling), Govanhill (Glasgow) and Torry (Aberdeen)



Big Noise - Daytime Delivery



Big Noise - After school club



Core Programme

Baby Noise

Nursery Programme

Primary 1/2 Pre Orchestral Programme

After-School Orchestra

Adult Orchestra

Castle View School

Volunteer Programme

Holiday Schools

Youth Board

Young Leaders and Teachers

Pathways from birth to adulthood





Sistema Scotland

Long-term Programme and Relationships



Over Chris to look at evaluating the programme

www.sistemascotland.org.uk

www.makeabignoise.org.uk

Facebook – Sistema Scotland





**Evaluating Sistema Scotland -
approaching complexity, recognising
different forms of evidence and
embedding a life course study of impacts**

(just really quickly!)

Arts and Health

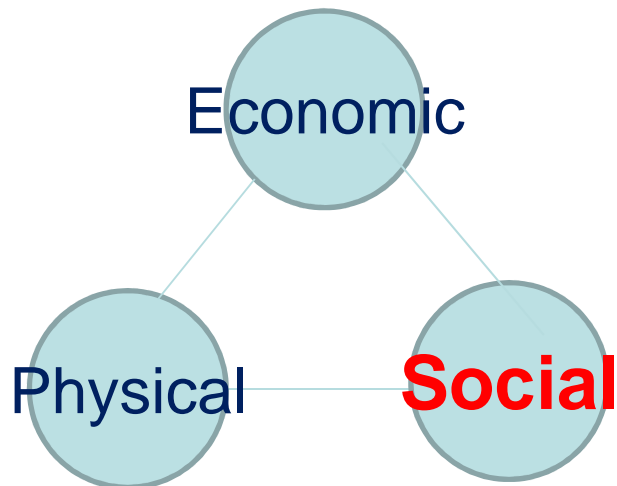


Scandinavian research: arts and cultural engagement independently predict a healthier, longer life

Learning instrument over school years predicts better educational attainment

Gaps in evidence: pathways and how to conceptualise arts-based delivery to impact on inequality

Regeneration and Health

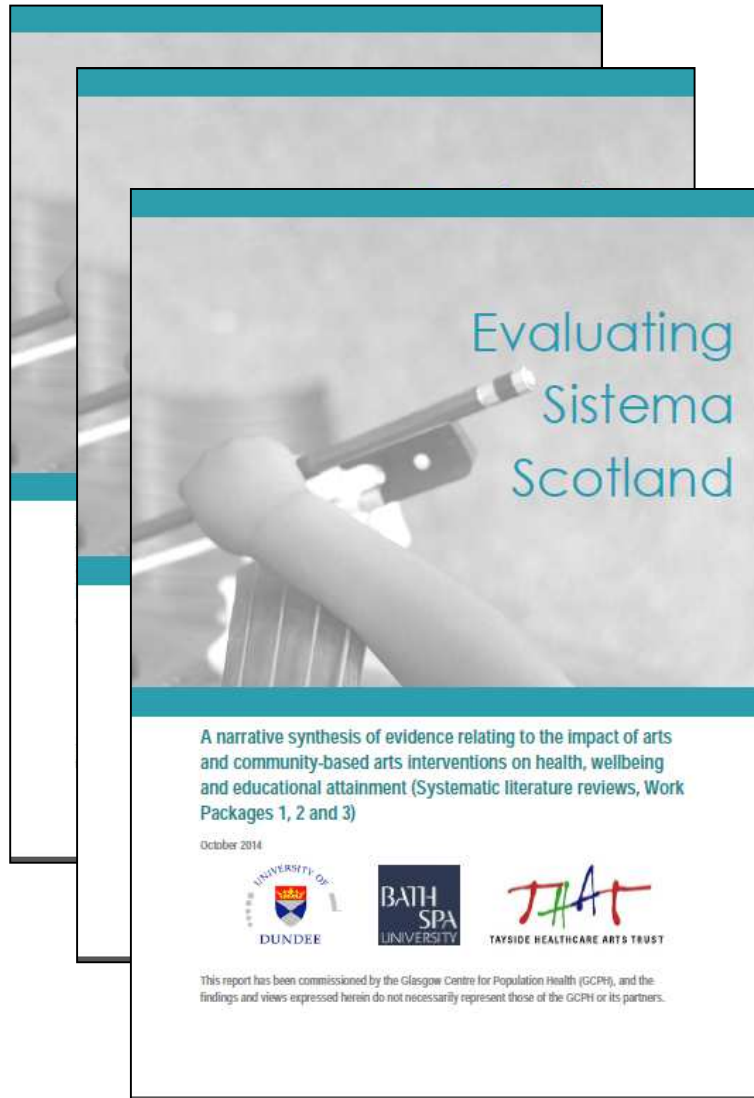


Holistic regeneration acts on important determinants of health

Social regeneration occupies a lesser status

Gaps in evidence: how to implement social interventions and evaluate impacts

Context



To inform this evaluation, GCPH commissioned 3 systematic literature reviews:

- 1. The impact of art attendance and participation on health and wellbeing**
- 2. ‘Arts and smarts’ – assessing the impact of arts participation on academic performance during the school years**
- 3. Community-based music programmes, and health and inequalities – the impact on children/adolescents and their families**

Plus

Brief synthesis of all three reviews

www.gcph.co.uk
Search “Sistema”

christopher.harkins@glasgow.ac.uk

Evaluation Vision:

- High quality, relatively low cost
- Be bold, ask others for help, multiple perspectives
- Life course evaluation: formative and summative design
- Different forms of evidence, human experience plus abstract
- Not disruptive to a fast-paced programme
- Not intrusive to participants' lives – sensitive to stigma
- Senior advisory group
- Critically reflective of our methods
- Societal impact and influence

Evaluation aims

1. To assess, over the long-term, the outcomes of the Big Noise programmes in Raploch and Govanhill, in terms of social and behavioural development, educational performance and attainment and future impacts on the lives, health and wellbeing of the children and young people participating in the programmes. Additionally the social impacts at the family and community levels will be assessed. The programme impacts at a societal level will be assessed through an economic analysis which will consider the costs of the programme and the broader returns on investment.

What are the impacts?

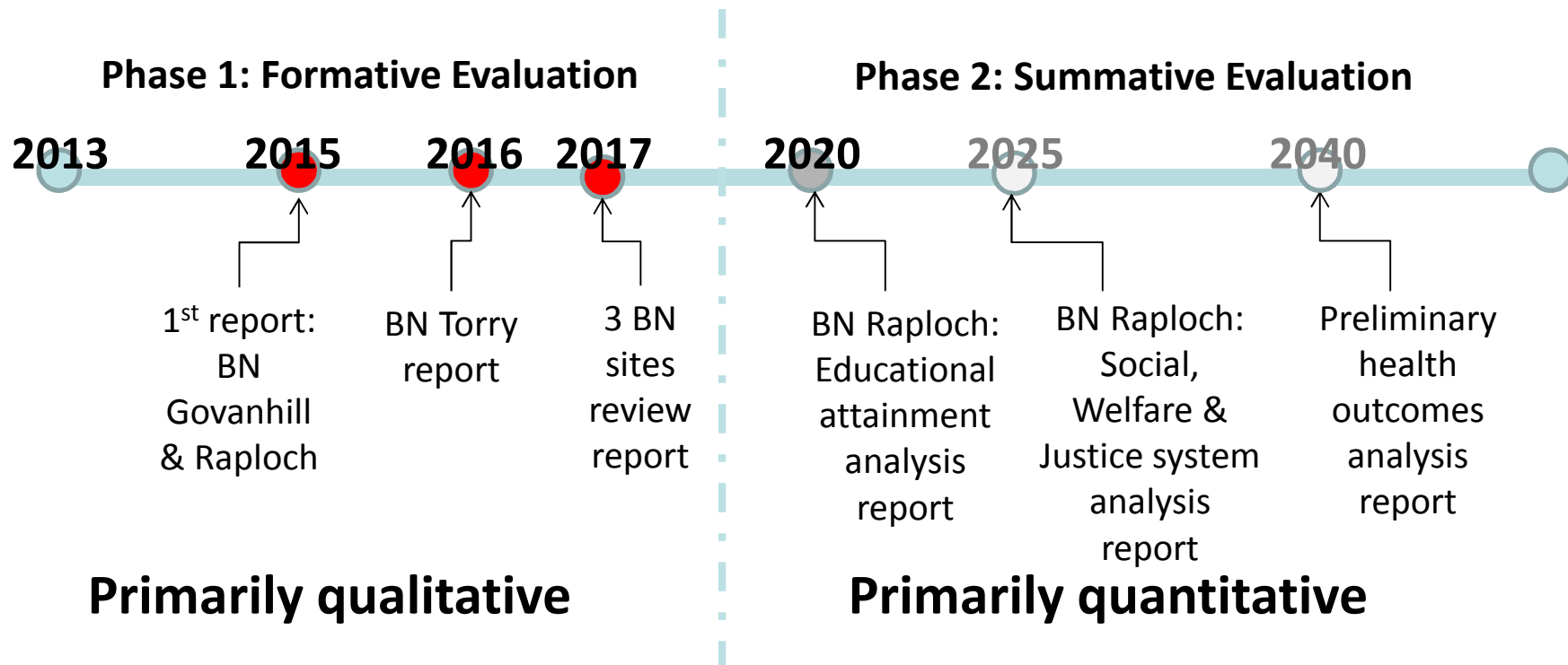
2. To gain insight into Sistema Scotland's ethos and vision, their approaches to selecting programme sites, adapting programme delivery to local structures and requirements, local partnership working and the characteristics of the staff and implementation which are critical to enhancing inclusion, engagement and retention and achieving positive outcomes for the individual, family and community.

How are they achieved?

Evaluation Overview & Timeline

Key points:

- **Life-course evaluation** - tracking BN participant outcomes for decades ahead
- **Phase 1: Formative, qualitative depth** - observe impacts and understand programme
- **Phase 2: Summative, quantitative** – Education, Health, Social Care, Welfare & Justice
- **Control statistical analysis** – outcomes for BN participants compared to control group



- **GCPH still in existence? Transparent evaluation design, well documented, senior support**

Short-term Methods

Phase 1 Formative Methods: primarily qualitative

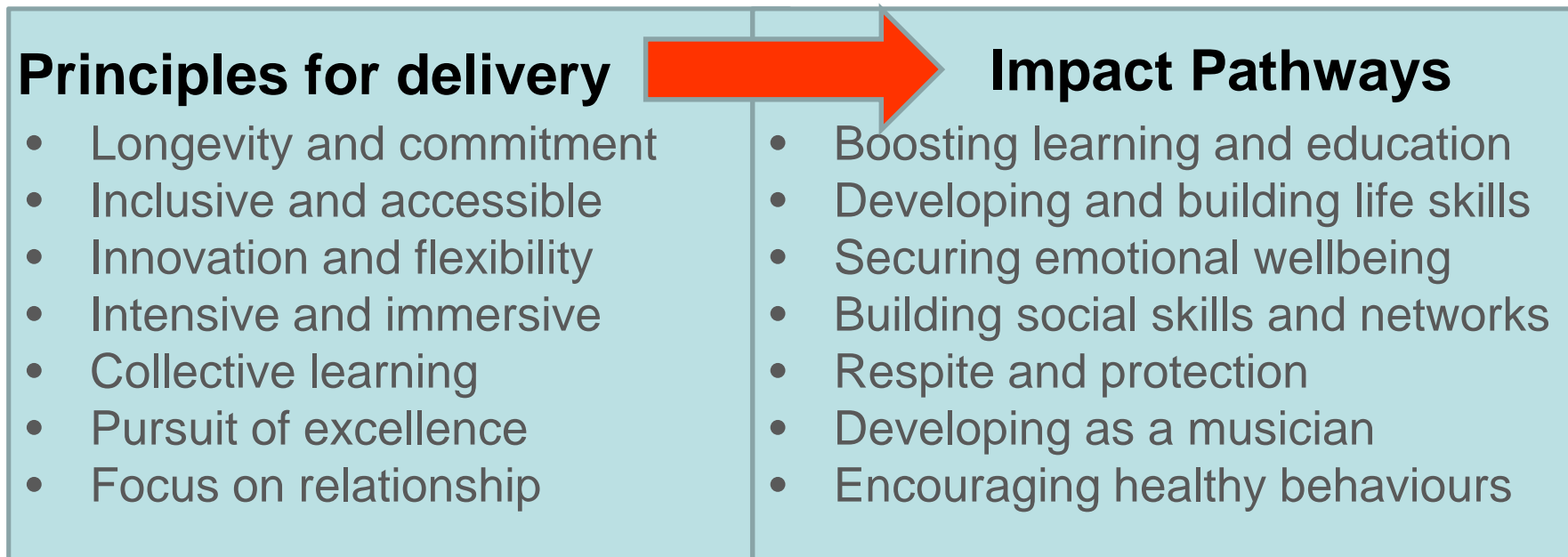
- Semi-structured interviews (120 interviews)
- Structured observation (approaching 2,000 hours)
- Participant drawing exercise, Govanhill (110 children)
- Participatory filmmaking exercise, Raploch (6 young people)
- Case studies (12 children, parents, teachers, musicians)
- Focus groups for non-participants
- Develop theories of change
- Develop process learning (vital: how impacts are achieved)

Some Key Findings

Impacts among children: Improvements in confidence, pride, happiness, self-esteem, discipline and attitude.

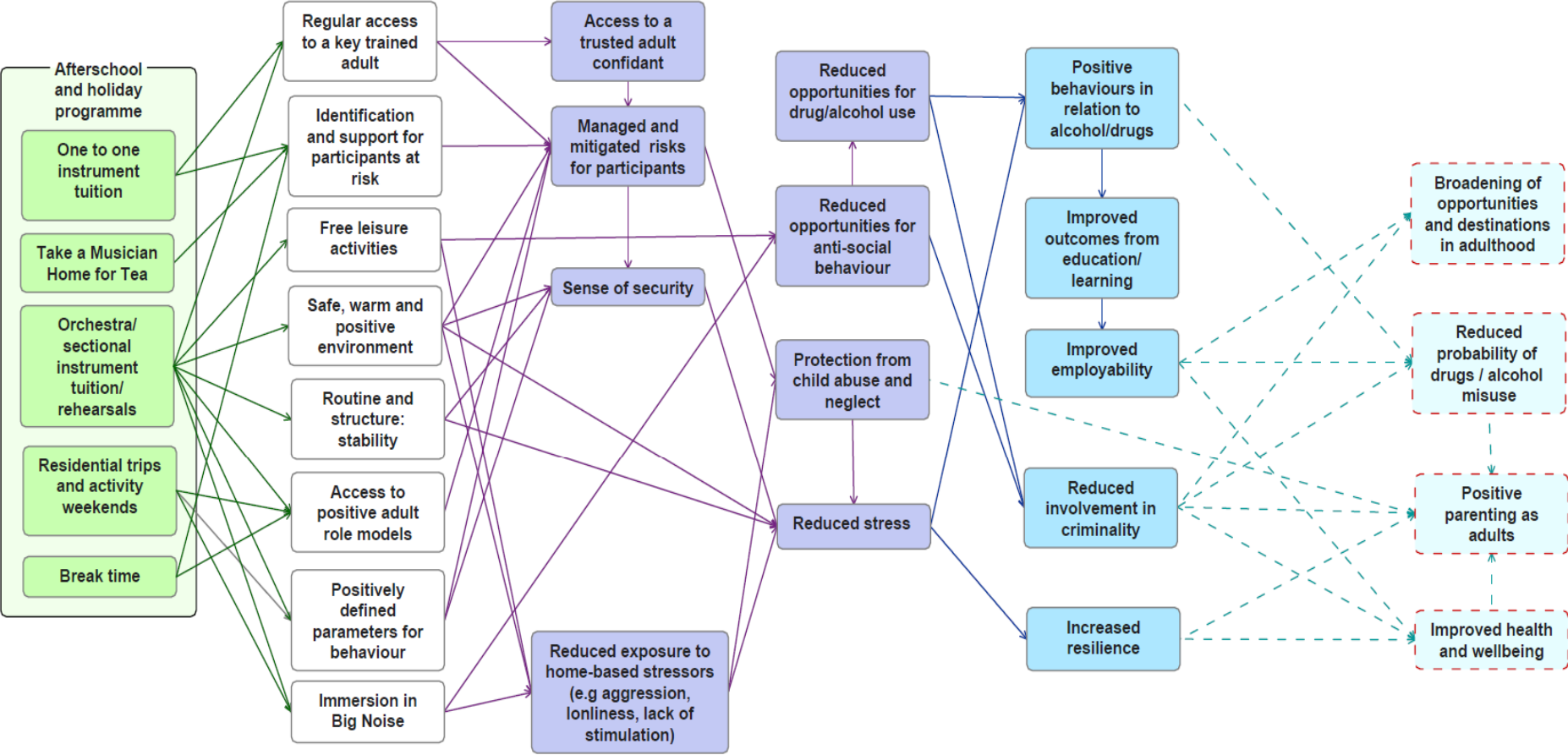
Impacts among teenagers: Improvements in collaboration and co-operation skills, motivation and determination, positive peer groups, aspiration for higher education.

Depth of qualitative approaches and thematic analysis enabled richer insights...



- **Potential to improve health of participants and address inequalities**
- **Range of recommendations made to improve Big Noise programme**

Respite and protection



Programme elements

Programme outputs

Short-term Outcomes (within 5 years)

Medium-term Outcomes (within 10 years)

Long-term Outcomes (after 10 years)

OBSERVED → THEORISED

Strengths

- Life course study; good use of routine outcome data
- Depth of short-term qualitative methods; capture the complex, nuanced and generative nature of the work
- Mixed methods and robust plan - findings influential
- Evaluation partners, multiple perspectives

Limitations

- Qualitative approach - no assessment of prevalence of impacts among population, nor understanding of the duration or degree of engagement required for impacts.
- Impacts on participant mental health and wellbeing were not assessed using validated measures – cultural & language barriers, age-applicability and stigma/intrusion

Challenges

- Life course study requires patience; no shortcut to ‘hard indicators’ which are often seen as priority.
- Resource and capacity to undertake evaluation; maintain quality and focus.

Thank you so much

- Evaluation plan, Full 2015 report, summary report, technical appendices available at www.gcph.co.uk search 'Sistema'
- Publication in Journal of Public Mental Health
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Thanks also to evaluation partners

