



**Evaluating Sistema Scotland**  
**Initial Findings Report Summary**  
**Seminar 18<sup>th</sup> May 2015**



# Today's presentations

- **Context**
- **Vision for the evaluation**
- **Findings at this stage**
  - GCPH
  - Education Scotland
  - Glasgow Caledonian University
- **Discussion and conclusion**

Summary Report

Full report to follow

Range of further outputs this year

Welcome all feedback and dialogue

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# Live Tweets

#bignoiseresearch

@GCPH

@sistemascotland



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# Sistema Scotland, Big Noise and partners -Thanks

Sistema Scotland board members and staff

Big Noise Raploch staff and partner agencies

Big Noise Govanhill staff and partner agencies

Range of other agencies participating in the evaluation

# Context

## Leisure participation predicts survival: a population-based study in Finland

MARKKU T. HYYPPÄ, JUHANI MÄKI, OLLI IMPIVAARA and ARPO AROMAA

Department of Health and Functional Capacity, National Public Health Institute, 20720 Turku, Finland

### SUMMARY

The authors study whether leisure participation is an independent predictor of survival over 20 years. Of the nationally representative sample of 8000 adults from the Finnish Health Survey, aged >40 years, the cohort of 30–59 years (n=5087) was chosen for the Cox proportional survival analyses. The sum score of leisure participation was divided in quartiles (the lowest quartile = scarce = 0–6), two intermediate quartiles = 7–11 and the highest quartile = abundant = 12–21). Adjusted for statistically significant covariates (age, tobacco smoking, alcohol consumption, obesity, self-rated health and diagnosed

chronic diseases), and with scarce participation as the reference, the hazard ratios and 95% confidence intervals (CIs) for the risk of death were 0.80, 0.67–0.95 (intermediate) and 0.66, 0.52–0.84 (abundant) for men. The association was insignificant in women with good health. The results show that leisure participation predicts survival in middle-aged Finnish men and its effect is independent of demographic features, of health status and of several other health-related factors. The beneficial effect emphasizes the significance of leisure activities for the promotion of men's health.

**Key words:** leisure participation; survival; longitudinal survey

### INTRODUCTION

Previous studies have shown that social participation, in terms of attendance at meetings and the possibility to influence decisions in organized groups and associations (Dalgard and Håheim, 1998), in terms of attendance at (some) cultural events (Bygren *et al.*, 1996; Konlaan *et al.*, 2002), in terms of engagement in social and productive activities (Glass *et al.*, 1999; Sundquist *et al.*, 2004), or in terms of religious participation (Lutgenfrotter *et al.*, 2004).

and her co-workers have presented a conceptual model for the impact of social integration, participation and engagement on health in community (Berkman *et al.*, 2000).

Recently, we showed in community studies that active social participation associates with self-rated good health in Finland (Hyyppä and Mäki, 2001a; Hyyppä and Mäki, 2003). Cultural and social participatory activities seem to be associated with better health, but the effect is different

The online version of this article displays the open access version attributed to the Journal and OUP; if an article is subsequently clearly indicated. For articles

### 3. Attending cultural events and cancer mortality: A Swedish cohort study

Authors: Lars Olov Bygren <sup>a</sup>; Sven-Erik Johansson <sup>b</sup>; Benson Boinkum Konlaan <sup>a</sup>; Andrej M. Grjibovski <sup>c</sup>; Anna V. Wilkinson <sup>d</sup>; Michael Sjöström <sup>a</sup>

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*Arts & Health, Volume 1, Issue 1 March 2009, pages 64–73*

#### Abstract

Attendance at cultural events is associated with better survival and self-rated health. This study aimed to determine whether attendance at cinemas, theater, art galleries, live music shows, and museums was associated with cancer-related mortality. A randomly selected, cancer-free cohort of Swedish adults aged 25–74 years ( $n = 9011$ ), formed in 1990–91, was followed up to 31 December 2003. The outcome measure was cancer-related mortality. The main independent variable was a cultural attendance index. A proportional hazards analysis adjusted for age, sex, chronic conditions, disposable income, educational attainment, smoking status, leisure time physical activity, and urban/non-urban residency was conducted. Rare and moderate attendees were 3.23 (95% CI: 1.60–6.52) and 2.92 (95% CI: 1.52–5.62) times, respectively, more likely to die of cancer during the follow-up period than frequent attendees. The effect was observed only among residents of urban areas. The results, if replicated, imply that promoting attendance at cultural events could lead to improved urban population health.

**Keywords:** cancer; cultural participation; health promotion

### ORIGINAL ARTICLE

## Concerts, museums or art attendance and survival: a Swedish cohort study

Sven-Erik Johansson<sup>1</sup>

<sup>1</sup>Medical, Sweden and <sup>2</sup>Statistics Sweden, Department of Welfare- and Social

influence of attending various kinds of cultural events or visiting cultural of individuals aged 25–74 years from a random sample were interviewed in 1991. The interviews covered standard-of-living variables. Our independent variable was attendance at cultural events, reading books or periodicals, and music. The cohort was followed with respect to survival for 14 years up to 31st December 2003. Our setting was the Swedish survey of living conditions among about 10,609 individuals were interviewed in 1982 and 1983. The outcome all 916 men and 600 women died during this period. We found a higher risk of death for those attending cultural events compared with those not attending. The risks ranged between RR 1.14 (95% CI: 1.01–1.31) of attending art museums, when adjusting for the nine other variables. Visits to the theatre, or effect of reading or music-making. Our conclusion is that attendance at cultural events has a beneficial effect on longevity.

**environment, enrichment, longevity.**

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ness, the art expressions like food, war, the earlier experiences, pattern or heterogeneity of the elements (3). Art distinguishes between national symbols. The not in words and/or symbols used in the effect the structure of the world as suggested to consist in vision. Art generates also absorbs diffuse tensions may be of the art input. Such

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Regular engagement with arts and culture independently predicts a healthier, longer life

Learning instrument independently predicts better educational attendance and attainment

Less clear: community-based, early years, arts-based intervention and impacts on inequalities

**Pathways?  
How to deliver?**

# 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](http://www.gcph.co.uk)

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# Big Noise in a nutshell

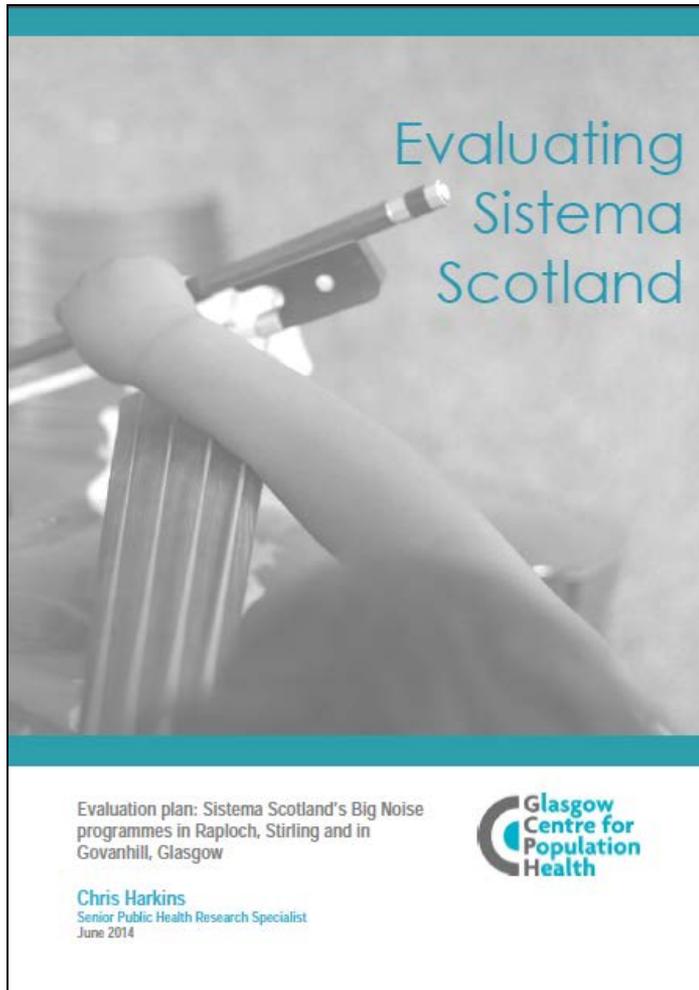
| <b>Big Noise Raploch</b>   | <b>Big Noise Govanhill</b>   |
|--|--|
| Programme established 2008   | Programme established 2013   |
| Settled, white Scottish community (3,000)  | Transient, diverse community (15,000)  |
| Approximately 490 participants   | Approximately 800 participants   |
| Approximately 175 participants engaged in 'after-school' provision (approx. 50%) | Approximately 125 children engaged in 'after-school' provision (approx. 30%) |
| Participants aged six months to 16 years   | Participants aged six months to nine years                                   |
| Disadvantaged areas; high levels of need – cultural and language issues          |  |
| Pragmatic reasons for leaving programme or non-engagement                        |  |

## **Curriculum**

- Baby Noise
- Nursery
- 'In-school' provision P1 and P2
- Paper instrument start of P2, actual instrument mid P2
- End of P2 – offered access to 'after-school provision'
- School holiday cover
- 'The Noise' – adult programme



# Developing a plan and a vision for evaluation



- Life-course evaluation; transparency
- Capture human experience
- Measure actual outcomes
- Utilise routine data
- Sensitive to programme
- Sensitive to participants
- Range of perspectives

Evaluation plan available at  
[www.gcph.co.uk](http://www.gcph.co.uk)

# 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.

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.

# Methods

## **Life-course evaluation: Future work**

- Quantitative data linkage to track participant outcomes and compare to control group
- For individual participants outcome data from education, health, social care, welfare system and justice system will be linked

## **Current evaluation: range of primarily qualitative methods**

- 1,500 hours observation, 265 individuals' views, interviews, case studies, focus groups
- Thematic analyses, multiple analysts
- Profile of engagement

# GCPH high level findings

**Short-term impacts (<5years)** Improvements in confidence, pride, aspiration, happiness, self-esteem, discipline, concentration and attitude.

**Govanhill:** language acquisition, handwriting

**Medium-term impacts (<10 years)** Improvements in collaboration and co-operation skills, motivation and determination, resilience, emotional intelligence, positive peer groups, engagement with arts and culture, aspiration for higher education.

**Long-term impacts (>10 years) to health and wellbeing:** Positive impacts to health and wellbeing are theorised; protection from factors that are damaging to health, building self-esteem and developing positive peer groups, through improving educational and employment outcomes and the acquisition of a range of life skills and increased opportunities.

**Health inequalities:** Big Noise focus on areas with concentrations of deprivation; all things being equal, if the impacts of Big Noise are large enough to compensate for other drivers of inequality, then there may be a reduction in social and health inequalities faced by participants and communities

# GCPH high level findings

## Educational engagement: Current school attendance

|  | Total pupils eligible for Big Noise | Total pupils participating in Big Noise | Total former Big Noise participants |
|--|-------------------------------------|---|-------------------------------------|
| <b>School Attendance Rates Raploch</b>   | 89.2%                               | 4%+ 93.2%                               | 86.3%                               |
| <b>School Attendance Rates Govanhill</b> | 91.2%                               | 2%+ 92.9%                               | 91.8%                               |

**Context:** national 3% (primary) and 6% (secondary) difference in school attendance between least and most deprived

**Health warning:** cannot attribute to Big Noise at this stage

# GCPH findings

Interdependent and interwoven

## Principles for delivery



## Impact Pathways

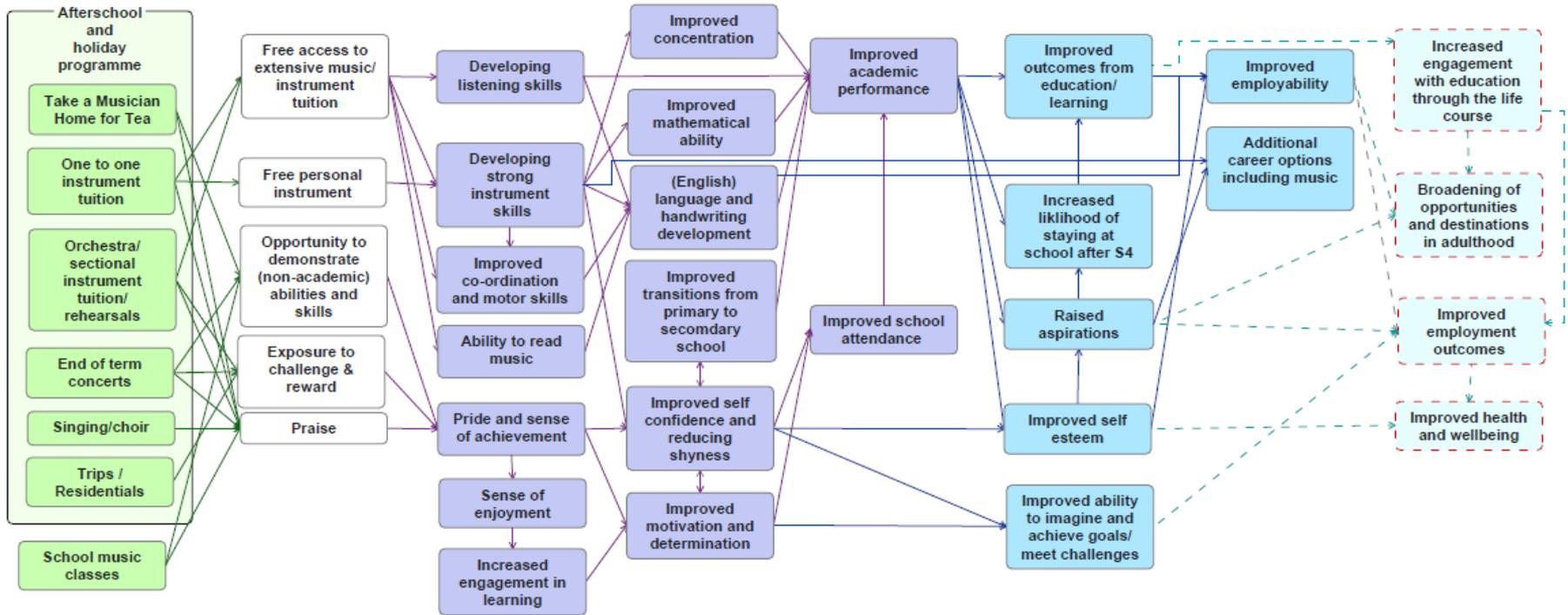
How Sistema Scotland and Big Noise work...

- Longevity and commitment
- Inclusive and accessible
- Innovation and flexibility
- Intensive and immersive
- Collective learning and teaching
- Pursuit of excellence
- Focus on relationship

...underpins the impacts observed & development of pathways

- Boosting learning and education
- Developing and building life skills
- Securing emotional wellbeing
- Building social skills and networks
- Respite and protection
- Developing as a musician
- Encouraging healthy behaviours

# Boosting engagement with learning and education



Programme elements

Programme outputs

Short-term Outcomes (within 5 years)

Medium-term Outcomes (within 10 years)

Long-term Outcomes (after 10 years)

# GCPH findings



Researcher: *“What are you playing in this drawing?”*

Child: *“Viola.”*

Researcher: *“What does it make you feel like when you’re playing it?”*

Child: *“It makes me feel proud.”*

(Big Noise participant, Govanhill, aged 6 years)

# GCPH findings

*“Big Noise children reflect a positive ethos from Big Noise; a high standard of uniform, better attendance, far more disciplined and engaged – opening up avenues of other areas. Far fewer issues on behaviour – Big Noise provides more discipline which they may not have got out of school otherwise.”*

(School teacher, Raploch)

# GCPH findings

*“The music, how we hear music, how we get involved, build up your communication, build up your confidence. Coming to Big Noise, you’ve got people you know and people you don’t know. You’ve got music behind your back, pushing you. So it’s like somebody pushing you to do something, but it’s music, and it’s pushing you to make good things like building your confidence. When I started Big Noise I was shy, look at me now. Anyone can achieve any goals they want.”*

(Big Noise participant, Raploch, aged 14 years)



Education  
Scotland  
Foghlam Alba



# Review of Sistema Scotland Big Noise, Raploch

29<sup>th</sup> September - 3<sup>rd</sup> October 2014

Transforming lives through learning

## A bespoke review following our code of practice and in line with the principles of inspection:

Evidence gathering and evaluative activity was guided by the following quality improvement frameworks:

- The Child at the Centre (2007)
- How Good Is Our School? (2007)
- How Good Is Our Community Learning and Development? (2006)
- How Good Is Our Culture and Sport? (2012)

Themes for focused activity were drawn from a range of QIs structured around three key questions.

Evaluative report, confidence statement, no QI scores.

# Three overarching questions

1. How well do Big Noise, Raploch participants learn and achieve?
2. How well is Big Noise, Raploch increasing the life chances, promoting and securing wellbeing for children, young people and their families?
3. How well does Big Noise, Raploch contribute to building a stronger more resilient community?

# Evidence gathering:

- Big Noise team prepared a self-evaluation – focus for initial discussion
- Observations of in-class musicianship, Baby Noise and after-school programme
- Focus groups of children and young people, parents, community partners, staff in primary and secondary schools and Big Noise staff teams.
- Observations of young people learning in school.
- Individual interviews with Headteachers and with Big Noise senior staff.
- Focus group of others working with the Raploch community.
- Analysis of paper-based evidence and data on attendance, achievement etc
- Safeguarding

# Key Strengths:

- High levels of participation and commitment from children and young people who are proud to be part of Big Noise.
- Significant numbers of children and young people who achieve exceptionally well in music.
- Children, young people and families are increasingly confident and ambitious as a result of their involvement with Big Noise.
- The professionalism and passion of a staff team committed to transforming lives through music.
- Effective leadership which has supported the continued growth of the organisation.

# Recommendations:

- Work with school staff to continue to develop approaches to learning and teaching to give children and young people more responsibility for aspects of their learning.
- Improve approaches to planning, assessing and reporting children and young people's achievements in music and in relation to other skills for life and work and ensure young people continue to build on these at all stages of their learning.
- Engage more fully with other community partners to share information, improve networking and strengthen the collective efforts to building a stronger more resilient community.

**<http://www.educationscotland.gov.uk/>**

**Component 3: Big Noise  
Govanhill  
An economic perspective**

Linda Fenocchi

PhD research student in Health  
Economics

Glasgow Caledonian University

# Why an economic perspective is useful

- Finite resources and limitless demand means **choices** have to be made (scarcity)
- Economic Appraisal is principally aimed at assessing the **value of a project (or a project option) to society as a whole.**
- Results of appraisal should feed into the information available to decision makers when making **choices.**

# Background

Conducted during 2014:

- Impacts of Big Noise Govanhill identified from logic models, financial information, literature review.
- Cost Benefit Analysis (CBA) was used in order to **include wider impacts** and inter-temporal effects.

# Pathways used

Using 3 logic models:

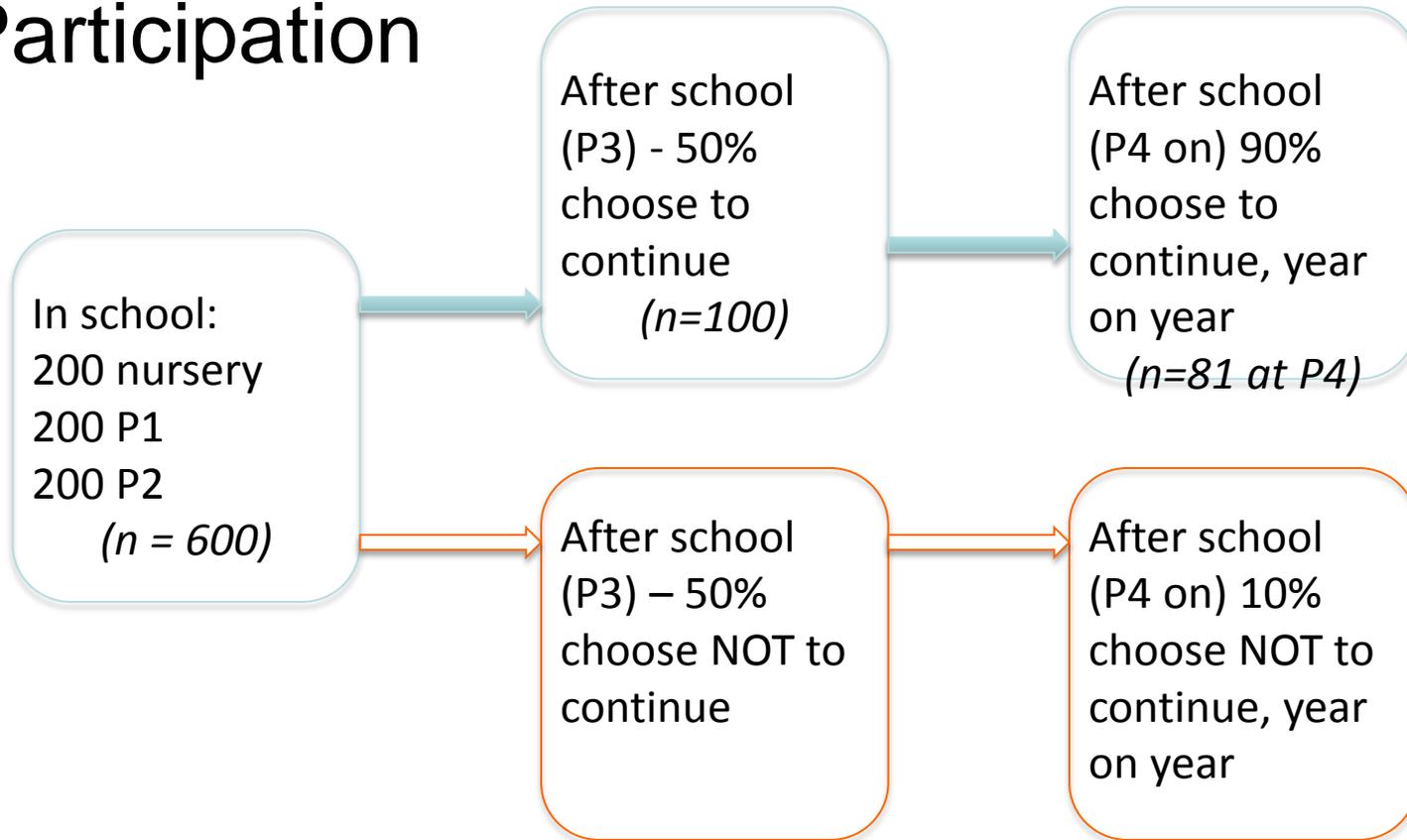
- Enjoyment from activity (short term)
- Social skills – engagement in school & behaviour in community (short term / medium term)
- Positive destinations (medium term)
- Employment outcomes (medium term / long term)
- Health over an individual's lifetime (long term)

# Model Assumptions (1)

- Counterfactual – no other programme in place
- Timescale:
  - Baseline 0-15 years (max school involvement)
    - with sensitivity analysis at:
      - 0-6y (budgetary forecast period)
      - 0-9y (full nursery plus primary school involvement)
      - 0-70y (predicted lifetime effects).

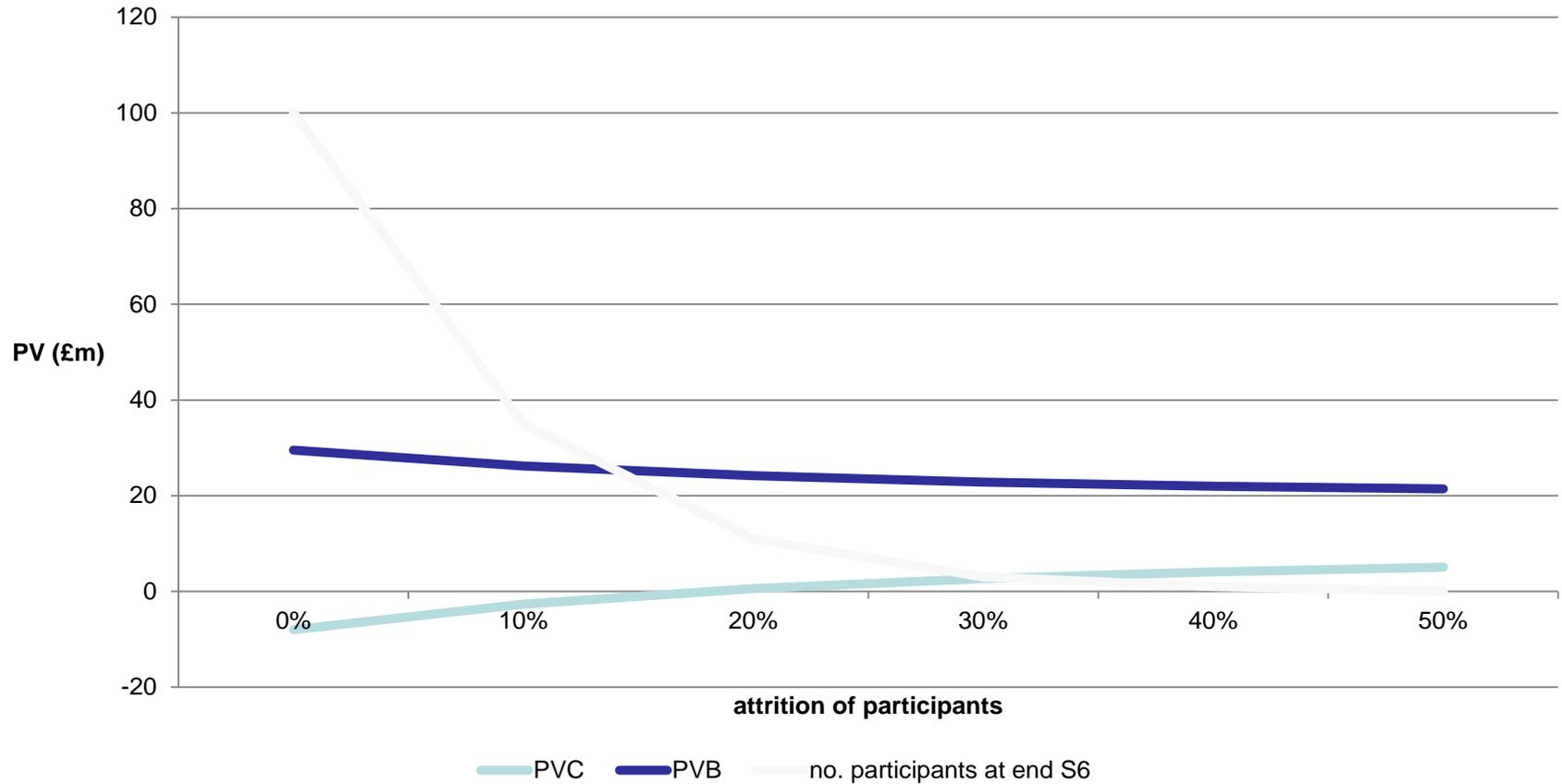
# Model Assumptions (2)

## Participation



# Model Assumptions (2) - PARTICIPATION

impact of participant numbers on costs and benefits (baseline scenario)



# Model Assumptions (3)

- Threshold effects: full involvement until end S6 (age 18) required

# Key data - costs

Main costs (2013 prices) include:

- budgetary costs which are capital or recurrent (operational)
- estimated economic costs for in-kind donations capital or labour. The underlying principle is the concept of opportunity cost.
- estimates of reductions in future use of 'reactive' social resources

Does not include transfer payments.

All predicted costs are netted out before being compared to the flows of value of benefits.

# Key data - benefits

The main benefits (2013 prices) examined in the analysis include:

- gains, financial or otherwise, to society; and
- positive impacts on welfare or wellbeing of groups and individuals. (income / education / health and wellbeing / society)

All benefits have been forecast and values identified using a benefits transfer approach (drawing on wider research to identify reasonable values).

# Key Results

Table 2: Cost benefit analysis Big Noise Govanhill - appraisal results adjusted for time horizon

|                         | 0 to 6 years | 0 to 9 years | 0 to 15 years | 0 to 70 years |
|-------------------------|--------------|--------------|---------------|---------------|
| Present value: costs    | £0.76m       | £-0.03m      | £-2.70m       | £-9.47m       |
| Present value: benefits | £9.94m       | £15.54m      | £26.21m       | £79.89m       |
| Net Present Value       | £9.18m       | £15.57m      | £28.91m       | £89.37m       |

# Some questions

- How does this relate to economic research?
- Are the assumptions robust?
- What does it mean?

Conclusion: overall Big Noise Govanhill delivers greater social benefits than the value of resources used by the project.

Thank you.

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# Summing up

- All three authors within this evaluation report positive findings which underpin the key messages.
- This evaluation strongly endorses Sistema Scotland's approaches to delivery
- The short and medium-term impacts of the programme evidenced at this stage of the evaluation are convincing and very encouraging.
- Longer-term potential to significantly enhance participants' lives, prospects, health and wellbeing through a variety of identified pathways.
- The short-term benefits of the programme have the potential to translate favourably in economic terms as early as year six of programme delivery.

# What this evaluation adds

This evaluation addresses the methodological weaknesses seen in the field.

Adds to an 'under-theorised' evidence base concerning the targeted use of the arts in addressing social, health and other inequalities;

- Impact pathways (will be tested)
- Delivery/process learning

Broader relevance to the delivery and impacts of community-based social interventions or regeneration.



# Links to policy

## **Programme for Government 2014-15**

- Creating More, Better Paid Jobs in a Strong, Sustainable Economy
- Building a Fairer Scotland and Tackling Inequality
- Passing Power to People and Communities

# Policy, practice and research

## Implications for policy and practice

- Are the right conditions in place where long-term interventions of quality can flourish?
- Is there policy clarity – funding preventative approaches amid financial uncertainty and stretched services?

## Implications for research

- Contributions that can be made by non-academic or research professionals within research and evaluation.
- Routinely gathered data; life-course studies, incur no cost and reliable and complete.

# Opportunities

- Developing stronger linkages and more effective information-sharing with schools and other community partners.
- Develop further engagement with parents and guardians
- Consider expansion 'The Noise' and volunteering programme.
- Forge stronger links with volunteering, work placement, education and training organisations
- Enhance the level of community, parent or guardian participation in the governance of Sistema Scotland/Big Noise
- Consistently review the profile of programme participation; to potentially further tailor engagement efforts

# Conclusion

- Any endorsement of Sistema Scotland is also an endorsement of a range of partners
- Strategic: credit to Scottish Government, Glasgow City Council and Stirling Council
- Delivery: Schools in both Raploch and Govanhill deserve considerable recognition for their commitment .

# Conclusion

History suggests that the achievement of better prospects for disadvantaged communities and fairer outcomes within Scotland as a whole, will not be achieved through continuing with established approaches.

Innovation, sustained commitment and more person-centred ways of working will be needed. Sistema Scotland offers a model which encompasses all of these. It is essential that, as a society, we learn from Sistema Scotland's approach and evaluate the impacts of the Big Noise programme over time.

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