



BIRMINGHAM CITY
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Birmingham Music Education Research Group (B-MERG)

The Research Team: Dr Victoria Kinsella, Professor Martin Fautley, Dr Anthony Anderson and Dr Kirsty Devaney.

We have worked on a number of projects including:

- Exchanging Notes
- Listen Imagine Compose
- Whole Class Ensemble Teaching
- Arts Council England Music Education Hub Data Return Analysis
- Analysing Accessible Music Education with The OHMI Trust.

What is a Project Evaluation?

- Evaluation is the process we use to find out whether a project has met its aims, objectives, expected benefits and desired changes.
- It involves more than just collecting and reporting monitoring information, it will ask questions , explore, problem find and problem solve, revealing the successes and challenges of the project.
- We call this going ‘beyond a victory narrative’ or project advocacy.
- This type of evaluation has long term impact, exploring practice for policy.
- The concept of hearing and listening is central to this process. We will be doing the evaluation ‘with’ not ‘on’ you. This is a collaboration and will be multi-voiced.

Why Evaluate a Project?

- We want to explore whether what we are doing has an effect and whether that effect is the one we thought it would have.
- Without this knowledge it is hard to develop or refine meaningful practices for beneficiaries of the project.
- The purpose of an evaluation is to generate evidence that informs practice leading to change.

‘We were able to identify reflective tools, which have become an important aspect of our practice and helped develop our thinking’
DrumWorks, Exchanging Notes 2019.

What Impact can an Evaluation have?

A good evaluation will contribute to new knowledge. It will have:

- **Significance** – the data collected through an evaluation can lead to enriched, influenced, informed or changed policies, new practices, opportunities or perceptions of individuals, communities or organisations.
- **Reach** – the significance can extend beyond the project partners to other communities, individuals, organisations on a local, national and international scale.

Theory of Change.

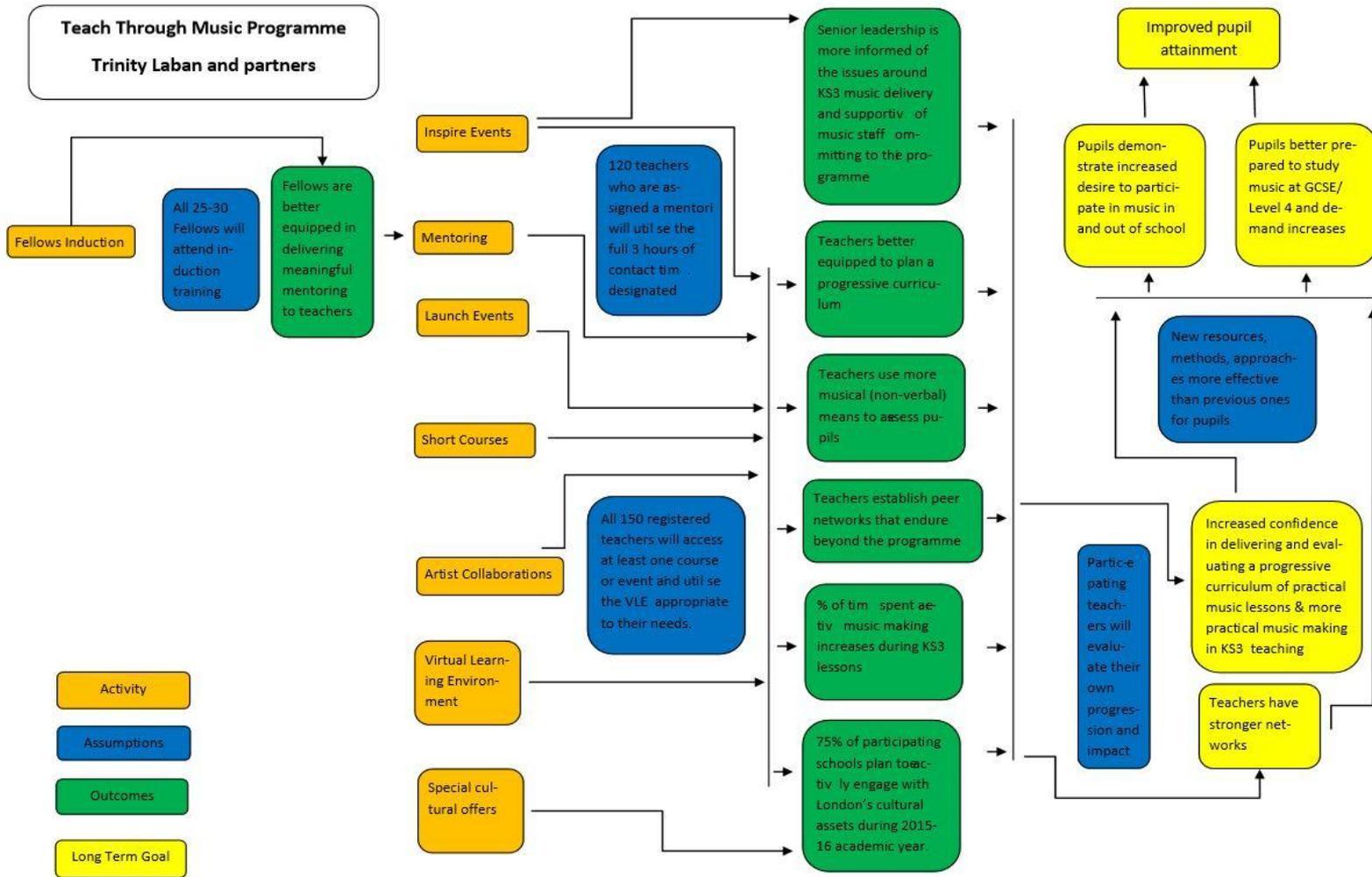
Setting up a **Theory of Change** is like making a roadmap. It will help us collectively understand what we are trying to achieve. It is a dialogue-based process and as a framework will encourage us to ask on-going questions, drawing on evidence and responding to changes throughout the lifetime of the project.

- **Change** = What is the **change** that we hope to make.
- **Theory** = how this will happen.

Theory of Change.

The theory of change will help us focus on connecting our activities to impact, to do this we shall:

- Define the **impact** of the project in a way that can be communicated to both internal and external stakeholders
- Identify the reasons why this work is needed and the range of **activities** involved
- This will help us define the project **outcomes** from all the partner perspectives
- Think about our '**assumptions**'. The theory of change offers an opportunity to identify the assumptions that can remain implicit and untested.



Theory of Change.

- One to one reflection meetings to explore your perceptions of the **impact** of the UpRising! project, the **activities** you are conducting, the **outcomes** of these activities and the underlining **assumptions**. This will help us create a theory of change
- Furthermore, the theory of change will allow the evaluation team to **define the methods**, and how we will gather evidence
- The UpRising! theory of change will be the **starting point for further conversations** about how things are going, your strategies, the outcomes, successes and barriers
- We will use it as a '**living document**'. As we collect data, learn and discuss what is happening in the project, we will revisit our theory of change, revise and update it.



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