


## Section A: Official Development Assistance (ODA) and GCRF strategy

### The strategy

1. Summarise the key aspects of your three year **strategy for development related and GCRF research activity**, including:
  - a. Your institution's strategy and priority objectives for all development related research activity funded through all sources for three years from 2018-19.
  - b. A summary of the key aspects of your three year strategic plan for QR GCRF, in light of the criteria and objectives for the GCRF outlined in the guidance.
  - c. How activity funded through QR GCRF fits into your broader strategy and priorities for all development related research activity.
  - d. How activity funded through QR GCRF relates to the UK strategy for the GCRF.<sup>1</sup>
  - e. How your development-related and GCRF strategies relate to your wider institutional strategy for using QR.
  - f. Likely key barriers and enablers to implementing your strategy.
  - g. The key activities by which you will realise your objectives, such as capacity and capability building; mono-disciplinary, interdisciplinary and collaborative research; generating impact from research; meeting the full economic cost of GCRF activity funded through other sources; rapid response to emergencies with an urgent research need; and pump priming.
  - h. The main developing countries, included in the Development Assistance Committee (DAC) list, which you intend to collaborate with.

Maximum 3,000 words

Development-related research at the Guildhall School is currently focussed on Latin America, particularly Brazil, Colombia, and Mexico, developing country-based research and partnerships that support collaborative research, centred on music-based cultural practice in these regions. Two main areas of research lead this work: the Leverhulme Trust-funded *Phantom on Film* and the proposed *Music and Social Impact* project. *Phantom on Film*, led by Dr Cormac Newark considers the cultural transfer of the novel

---

<sup>1</sup> UK Strategy for the Global Challenges Research Fund,  
<http://www.rcuk.ac.uk/funding/gcrf/challenges/>

*Le Fantome de l'Opera* through screen adaptations across the world. *Music and Social Impact*, led by Professor John Sloboda, examines the concept of Socially-engaged music-making, providing evidence-based research to support or disprove the wide claims that are made about this topic.

Our key objective for QR GCRF development related research activity is to increase capacity in research in the field of Socially-engaged music-making in Latin America through provision of a three-year doctoral studentship to a student from Colombia interested in investigating Socially-engaged music-making in Colombia. While a subject of research in Latin America and Colombia, research into socially-engaged music-making is dominated by research in the global north. Through provision of a studentship with leading international experts (based in the global north but in conjunction with a worldwide network), this doctorate will provide new insights in the field and increased interaction between scholars, increasing the research base and skillset in Colombia.

Socially-engaged music-making (practices aimed at generating artistically valued musical outputs often through goal-directed learning activities, while at the same time achieving specific social goals (such as inclusion, empowerment, community building, activism, or citizenship) is a burgeoning field of practice across the globe, encompassing projects of international scale and reach (such as El Sistema), outreach programmes of established arts organisations (such as the Barbican public events programme) and local grass-roots activities that have yet to be documented. Such projects are proliferating, providing new opportunities for systematic and targeted research into current and historical practices and their implications in terms of the social impact of the arts. But sensational claims are being made about the nature and benefits of these projects and evidence-based research is needed to provide assurance for good practices.

The Guildhall School established a doctoral studentship with the SIMM Platform (Social Impact of Making Music), an independent international scholarly association founded with support of the University of Ghent and the Baillet-Latour Fund of Belgium, to begin in 2018/19, providing a funded studentship and fee waiver to an excellent student. The SIMM platform brings together researchers, practitioners interested in research, and policymakers concerned with social welfare, to build and strengthen a network of professionals wishing to deepen rigorous and evidence-based understanding of how active participatory music making may be used to bring measurable social benefits to groups of individuals in diverse situations. The strategic plan for our QR GCRF funding is to provide a second doctoral studentship to a student from Colombia focussed on the issues of a Colombia related to Socially-engaged music-making. This research area remains relatively underexplored, so the remit of proposed activity is broad: develop research into Social Impact of Making Music in countries in receipt of Official Development Assistance (ODA). Through the advertisement of the first SIMM studentship, the Guildhall School has identified a suitable candidate to undertake the QR GCRF SIMM studentship, Natalia Juliana Puerta Gordillo. A Colombian citizen, Natalia's

proposed doctorate considers the implications of music education in human and social development, focussing on Colombia as a case study.

Colombia has high levels of inequality, violence, and violation of fundamental human rights. The State has promoted culture and arts mechanisms that build conditions for equity, peace, and human development, an example of which is the National Music Plan for Living Together (PNMC), published in 2003. The PNMC seeks to guarantee the constitutional right of the population to know, practice, and enjoy all musical creation through the implementation and strengthening of non-formal local school, driving cultural and social development at the local level. This proposed doctorate seeks to better understand the intrinsic relationship between culture and development in Colombia through investigating the PNMC's music education, finding new ways to enrich the notion of development through an investigation of the practices and experience of the PNMC participants.

Facilitated by the SIMM network and working with a group of international colleagues led by Professor John Sloboda, this studentship will benefit from global and local expertise in the subject of Socially-engaged music-making. Undertaking this doctorate at the Guildhall School will provide opportunities that the student would not be able to avail of otherwise: Professor Sloboda, OBE, is a recognised leader in the field of music psychology and Chair of the international SIMM platform. Together with colleagues from Finland, Belgium, the UK and Colombia, he intends to develop a major research project in the field of Socially-engaged music-making. Access will be provided to the student to the SIMM platform, which offers annual international SIMM-posium and early career workshops, as well as networking opportunities with international leaders in the field. It is recognised that making music in community settings is beneficial, but the impact is under-researched. Music making in developing communities is common, but underexplored; what has been explored is often conducted in the global north. This studentship would increase the skillset of a researcher from the global south, providing quality research into a much-needed discipline in Colombia. Through the SIMM network, the Guildhall School has a wide network of international colleagues interested in this research area; this funding and studentship would further this network in the global south.

This proposed project furthers our institutional strategy to develop research in Latin America, particularly in Brazil, Mexico, and Columbia. Professor Sloboda (main supervisor) already has connections at the Fundacion Universitaria Juan N. Corpas, Bogota and with leading experts on the subject of music education in Colombia. Developing a PhD student who is a Colombian citizen will provide for opportunity to develop fieldwork in Colombia (through a study of local schools and practices) and increase connections with academia, policy makers, and practitioners in Colombia. The UK strategy for GCRF seeks to develop research that increases *Equitable access to sustainable development*; this studentship would particularly feed into the aims to increase sustainable health and wellbeing and inclusive and equitable quality education.

Colombia has vast social problems with major social inequality, reported as abysmal in the "Social Panorama" report of the Economic Commission for Latin America and the

Caribbean (ECLAC) in 2015. While Colombia has a relatively high level of music education (at least one school in each municipality of Colombia and music in the community projects), research is needed to investigate the efficacy of such projects in increasing equality and standards of living, which this project will address. By understanding the relationship between culture and development, this project will provide insights into both the Colombian situation and other developing countries with music education programmes. A Colombian citizen has been identified for the project, which will increase the national expertise on the Socially-engaged music-making subject; by completing the project at the Guildhall School based in the UK, the student will have access to world-leading researchers in the field, increasing their potential for future research projects and leadership. The research outputs of the project will include a published thesis and some co-authored journal articles in leading journals, providing quality research into this under-researched field. Engagement of the international SIMM platform ensures interaction of the researcher with a global network of interested researchers and provides an international forum for the researcher to raise insights, issues, and increase interest into the Colombian Socially-engaged music-making situation.

The Guildhall School institutional strategy for using QR funding is distributed around these key objectives: Developing a research culture (infrastructures and supports); Capacity building in areas of strategic importance; Promoting research excellence; and Supporting and sustaining the doctoral programme. Our Newton Fund provision focusses on developing our research partnerships in Latin America. This development related research activity aligns with these objectives, particularly capacity building in areas of strategic importance and supporting our doctoral programme, as it will allow us to massively increase our research in the area of Socially-engaged music-making and build on our studentship provision (alongside SIMM, the Guildhall School offers studentships in collaboration with the Royal Opera House and the Barbican Centre, and hosts an AHRC collaborative doctoral partnership award with the Victoria and Albert Museum). The Social Impact of the arts is an increasing field of research at the Guildhall School. The Guildhall School, with the Barbican Centre, has long been engaged in socially engaged practice, providing music and arts education initiatives in socially disadvantaged areas of East London and through satellite Centres for Young Musicians across the country. The key activity by which the Guildhall School intends to meet its development related research objectives is *capacity and capability building*, providing a fully funded studentship and fee provision for an excellent student from Col to undertake research in the area of Socially-engaged music-making.

Development of research Socially-engaged music-making research at the Guildhall School is already underway, so the potential success of this investment is highly likely. Barriers that could hinder the progress of this funding could include a lack of student recruitment at an excellent standard, a lack of supervision, or a lack of student development. The Guildhall School has already advertised the first studentship widely, using the international SIMM platform as a key communication tool, through which a suitable, excellent candidate has been identified. Professor John Sloboda has been

identified as a lead supervisor for SIMM activity, but the Guildhall School operates supervision teams, which prevents supervision issues. Each student has two or three supervisors, some of which may be external experts; all students then receive supervision tailored to the needs of their project, ensuring research and training excellence. Potential supervisors have already been identified through the SIMM network, but final decisions will depend on the individual projects and students. The Guildhall School provides a rich environment for students to flourish, which ensures students development. The Guildhall School doctoral programme provides:

- a weekly series of research training, including guidance on all aspects of doctoral study and research methodologies, and opportunities to share work with a community of fellow doctoral students in the performing arts.
- a supervisory team that includes a leading scholar in socially-engaged music-making.
- a rich research culture, including the ResearchWorks series of public lectures and seminars on research into the performing arts.
- links to Barbican Guildhall Creative Learning, the major learning and participation programme from the Barbican Centre and the Guildhall School.

The SIMM Platform will enhance the doctoral programme provision through:

- membership of the SIMM Platform
- participation in the annual SIMM Platform seminar series, where the student can share and develop their research within an international gathering of doctoral and other early careers researchers in this area
- participation in the annual SIMM-posium which includes presentations from leading international researchers and practitioners across of range of disciplines.

2. Provide details of the main intended **outcomes and impacts** of your strategy.

Maximum 500 words

The main outcome will be the completion of a PhD by a student from Colombia. The PhD student will be expected to produce research outputs appropriate to the nature of the research, the career stage, and the field (likely to be co-authored journal articles) that provide original insight into the field. Insights are expected to include evidence-based understanding of the relationship between music-making practices in social settings and social settings, which will inform the local practice of Colombian music education, but also feed into international Socially-engaged music-making practice.

This PhD will increase local capability in Colombia in the area of and provide insights into the relationship of culture and development in developing countries, as well as develop relationships between the Guildhall School, the international SIMM network, and Colombian researchers and practitioners in the area of Socially-engaged music-making. Socially-engaged music-making research is dominated by the global north; by supporting a Colombian student to undertake research in this field and building relationships in Colombia, this funding begins to redress the balance of research globally.

## Management of GCRF

3. How will your HEI **monitor** and **evaluate** its progress and compliance in ODA and GCRF activity, including assessing geographical distribution of activity, outputs, outcomes and economic and social impacts?

Please describe the policies, procedures and approach you have in place to measure progress, evaluate outcomes, identify lessons learned, and ensure ODA compliance.

Maximum 1,500 words

The GCRF activity will be focussed through a doctoral studentship. The student will be enrolled in the Guildhall School doctoral programme, going through all elements of training, supervision, and assessment. The structured nature of the programme will allow for controlled monitoring of the progress of the student but also the ODA and GCRF activity. In year one, the student will be required to attend weekly doctoral training and research seminars, supporting research skills development (sessions include methodology, ethics, research tools and software). Each year, the student will have a minimum of twenty-five hours of supervision, which is logged with the doctoral coordinator. After one year, students are expected to undergo an upgrade viva, with final vivas undertaken after three years. Annually, a progress review is undertaken by the Doctoral programme leader with the supervision team. These processes will allow us to closely monitor the progress and outcomes of the research and evaluate the impact of the funding, ensuring that the research (and expenditure) is ODA compliant at regular intervals.

The supervision team will be asked to regularly consider the potential impacts of the research and the upskilling of the student, inviting opportunity to maximise the potential of the funding. Regular supervision reports will monitor progress but also engagement in Colombia, with annual progress reports evaluating the progress to date of research. Socially-engaged music-practice as part of Social Impact of the Arts is a strategic priority for the Guildhall School, featuring in our developing strategic plan. As part of the evaluation of this strand of interdisciplinary research, annual reports into the progress of this cluster of activity are planned, beginning in 2019, which will consider research outputs and outcomes, any impact identified or pathways to be followed, new partnerships formed, and funding requested and/or awarded. If funded, this studentship will form part of this cluster, so the research progress will be monitored in this way. Development-related activity in this field at the Guildhall School is currently focussed on Colombia and assessment will be made of breadth of research undertaken, outputs shared, and impacts generated across municipalities. Research in this field is not expected to have economic impact, rather to inform policy and practice; interaction with policymakers and practitioners will be tracked and assessed for impact.

## Section B: Use of QR GCRF 2018-19 allocation and future QR GCRF priorities

4. Please complete the table in Annex A2 detailing the expected spending and activities for QR GCRF in the academic year 2018-19. Note that the total QR GCRF spending must equal the indicative allocation (available in Annex C), and all activities must be ODA-compliant for strategies to be assessed as ODA-compliant overall.

5. Please add here any explanatory notes on how you have completed the table in Annex A2 that will help inform assessment of ODA compliance.

Maximum 200 words

Studentship in line with current studentship on offer (maintenance grants and fee provision)

Expenses related to training activities and participation in the SIMM network and fieldwork in Colombia

6. How would your **priorities and activities** for 2018-19 QR GCRF change if the funding level differs from that outlined in indicative allocations? Please include detail of how priorities will change with increases and decreases to QR GCRF funding, and details of how each priority meets ODA criteria.

Maximum 500 words

All doctoral students at the Guildhall School have the opportunity to apply for internal funding for supplementary training or development initiatives, so this funding source could support the student if needed for development and training needs. Reductions in the studentship funding could be supplemented from the institution's annual funding allocation for research from the City of London Corporation.

Extra funding allocation could provide for extra training expenses for the student to travel to sites of fieldwork, to meet with practitioners and experts, or for SIMM network training activities.

7. Based on indicative funding allocations, what are your **priorities** for QR GCRF activity in 2019-20? Please include detail of how priorities will change with increases and decreases to QR GCRF funding, and details of how each priority meets ODA criteria.

Maximum 1,000 words

Our priorities for 2019-20 will remain the same as above, supporting the development of SIMM related activity through provision of a three-year doctoral studentship.

Changes in funding will be addressed as per section 6, supplementing from institutional sources where necessary.

8. Based on indicative funding allocations, what are your **priorities** for QR GCRF activity in 2020-21? Please include detail of how priorities will change with increases and decreases to QR GCRF funding, and details of how each priority meets ODA criteria.

Maximum 1,000 words

Our priorities for 2019-20 will remain the same as above, supporting the development of SIMM related activity through provision of a three-year doctoral studentship.

Changes in funding will be addressed as per section 6, supplementing from institutional sources where necessary.