



2023–2024

Results and Impact Measurement Report



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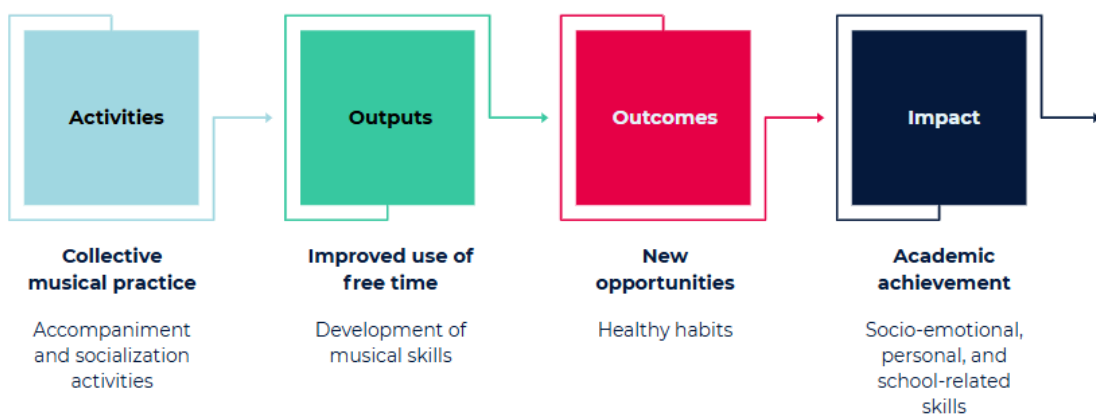
Introduction

Our journey in impact measurement began in 2019, with an external consultancy process that allowed us to conduct an initial diagnosis of our activities. Through interviews with the team, surveys with families and educational centers, and a detailed analysis of our daily practice, we managed to identify risks, strengths, and areas for improvement. This exercise was key in shaping our Theory of Change and establishing a solid foundation of outputs, outcomes, and indicators that would enable us to rigorously and continuously evaluate the social impact of our actions.

Since then, at Acción por la Música, we have progressed with determination in designing and implementing evaluation tools that help us better understand how we transform the lives of girls, boys, and young people through collective musical practice. This document gathers the main findings from that journey: the tangible and emotional effects generated by our work, the voices of those who participate, and the lessons that drive us to continue evolving with purpose.

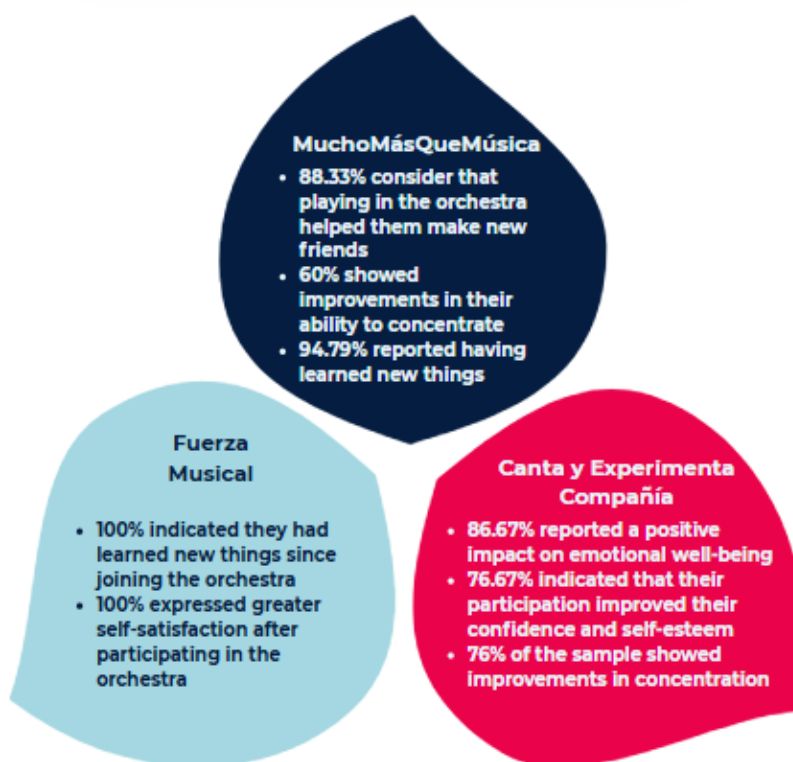
This report presents the results obtained both in the 2023–2024 school year, broken down by project, as well as those corresponding to the calendar year 2023 and the first half of 2024, providing a comparative and cumulative view of the impact achieved.

Theory of Change





What impact is Acción por la Música generating?



Key results obtained from custom-designed tests and standardized tests such as AF5 and D2R during the 2023-2024 school year

In the analysis of the data from the intermediate results measurement tools, clear and consistent achievements aligned with our mission are observed:

1. Emotional well-being and sense of belonging

In all the projects evaluated (MuchoMásQueMúsica, Fuerza Musical, Canta y Experimenta), the data show that participants express feeling happier, with higher self-esteem, confidence, and the ability to emotionally express themselves through music. This directly connects with the mission of transforming lives, not from a welfare perspective, but from the recognition of dignity and individual agency.

2. Impact on the family environment

Families perceive improvements in their children's personal development, academic performance, and emotional management. This suggests that the program's impact is not limited to the



educational-musical setting but extends to the home, which is fundamental for any community transformation.

3. **Commitment and enjoyment**

Satisfaction, retention, and recommendation rates are high, indicating a highly valued experience and an emotional connection with the project. This is consistent with a relational, rather than transactional, narrative.

4. **Technical and cognitive progress**

Especially in Fuerza Musical, improvements in psychomotor skills, auditory abilities, attention, and memory are documented. This demonstrates that the project also generates concrete skills beyond its transformative narrative.

Areas for improvement

1. **Expansion of representativeness and strengthening of statistical rigor:** The current results are encouraging and open the door to deeper analysis. A key opportunity is to expand the sample size and calculate margins of error to reinforce statistical validity. This will ensure that all profiles, especially the most critical or diverse, are adequately represented, thus enriching the study's conclusions.
2. **Incorporation of a longitudinal perspective:** The positive impact observed invites taking the next step: generating evaluations that follow participants over time. This will allow us to understand the sustainability of emotional, social, and cognitive achievements and advance toward a more complete understanding of long-term transformation.
3. **Deepening the qualitative voice of participants:** The value of the testimonies already collected is recognized, and there is a valuable opportunity to expand this dimension. Including deeper narratives and more robust qualitative tools will capture the subjective experiences, internal challenges, and life stories that provide a human context to the program's impact.
4. **Opening to external contrast and participatory validation:** The internal focus of the report has created a solid foundation. The next step is to incorporate external perspectives such as participatory audits, ethnographic observation, or feedback from independent actors. This will enrich the evaluation by bringing new viewpoints and preventing potential biases.
5. **More detailed segmentation of data:** Having greater disaggregation by gender, age, center, or sociocultural context will allow for an even more refined reading of the impact.



General conclusion

Acción por la Música shows strong signs of fulfilling its mission to transform lives through a relational, inclusive, and non-welfare approach. The high levels of enjoyment, sense of belonging, well-being, and technical development observed in participants and families reinforce this transformative vision.

As the next step in its process of consolidation and learning, there is a valuable opportunity to strengthen the evaluation through a more critical, participatory, and systemic perspective. Expanding the voices involved, incorporating qualitative and longitudinal tools, and deepening the analysis of sustainability, equity, and diversity of impact will further legitimize the achievements reached and guide the way toward a lasting and widely shared transformation.

Evaluation aligned with the pillars of the Theory of Change

1. TO SPEND FREE TIME IN A MEANINGFUL WAY

Progress:

- Five hours per week represent a significant proportion of the actual free time available after the school day, especially considering that many families do not have the capacity to offer quality alternative activities.
- The activities are not only occupying time but are structured, consistent, with progressive objectives, and hold cultural and social value, which enhances the significance of this time use.
- The frequency (two or three days per week) spreads the impact throughout the week, fostering the creation of habits and a sense of belonging.

Aspects to strengthen:

- Tracking the activities that participants replace when joining Acción por la Música such as time spent on the street, caring for siblings, isolation, or screen time represents an analytical avenue with great



potential to strengthen the understanding of the program's preventive and protective impact.

- This dimension already has relevant inputs from the Theory of Change study and historical records, which have been valuable for the overall analysis. Incorporating this approach periodically in future evaluations will further enrich the comprehensive understanding of the impact on the daily lives of participants and their environments.

Conclusion: With the 5 hours per week and the time context, it can be confidently stated that the first pillar is being solidly fulfilled. The activities occupy a substantial block of vulnerable free time, with meaningful content. Progress continues to be made in gathering more contextual evidence on the substitutive impact.

2. IMPROVE PSYCHO-SOCIO-EMOTIONAL DEVELOPMENT

Progress:

- The indicators are consistent: between 80% and 100% of participants report emotional improvements (happiness, emotional expression, stress reduction, self-esteem).
- Explicit psycho-emotional support practices are applied (meditation, group dynamics, body awareness).
- Families validate this impact: up to 88% perceive it in their children's personal development.

Aspects to strengthen:

- **Data systematization:** Impact measurement faces various challenges, especially regarding its systematic application. Due to the scarcity of technological resources and the need to adapt to the specific characteristics of our beneficiaries, we rely on surveys and standardized tests in paper format. This approach has involved significant challenges in document management. Likewise, structural changes in the intervention design, inherent to a living and constantly improving process, have led to modifications in the evaluation formats.

Although these adaptations strengthen the rigor of the process, they also make longitudinal tracking and data comparison over time more difficult. It is worth highlighting that this ongoing analysis of the



emotional and relational impact of the projects, in turn, generates feedback that drives further transformations.

During the previous school year, areas for improvement were identified, and we are currently actively working to strengthen them. We have implemented concrete actions to optimize monitoring and evaluation processes, adapting them to the realities of the participants and moving toward a more effective and sustainable system.

Conclusion: This pillar is very well covered in practical terms and perception, and it is one of the program's great strengths. The next step would be to refine the psycho-emotional evaluation system and create more spaces for the first-person subjective voice of boys and girls.

3. ACCESS NEW OPPORTUNITIES

Progress:

- Greater outreach and openness to the world: Participation in public concerts and international exchanges has provided children and young people with transformative experiences, opening horizons that were previously inaccessible to them.
- Comprehensive development of key skills: Cognitive, technical, and social competencies essential for their future in areas such as music, education, and active citizenship have been strengthened.

Aspects to strengthen:

- The report opens the door to new opportunities to enrich the evaluation, especially in documenting sustained trajectories such as access to conservatories, connections with mentors, scholarships, and participation in networks. Incorporating these aspects into future evaluations will provide a more comprehensive view of long-term impact and strengthen comprehensive support for participants.
- More structured alliances with external institutions should be strengthened to serve as explicit channels to new opportunities (educational, cultural, or social participation).
- Strengthen a trajectory tracking system that allows verification of whether there is a real change in the life horizon of the most vulnerable people.



Conclusion: This pillar presents great potential to become a key strength of the program. There are valuable elements which, when systematized and integrated within a clear model of progression and support, can generate a significant impact in reducing structural vulnerability. To enhance this progress, it is strategic to strengthen social infrastructure and design a solid strategy, supported by dedicated investment in a specialized team for management and impact measurement.

Theory of Change Axis	Level of Achievement	Key Observations
Meaningful use of free time	● High ▾	5 hours per week with rich, structured activities. Substitution impact still unknown.
Psycho-socio-emotional development	● High ▾	Consistent evidence and very positive perception. Potential improvement in rigor and follow-up.
Access to new opportunities	● Medium low ▾	Good practices and experiences, but lacking a scaling system, partnerships, and traceability.



Methodology

EVALUATION METHODOLOGY

Acción por la Música (AxM) develops a monitoring and evaluation system aimed at understanding, systematizing, and analyzing the results, progress, and transformations generated by its intervention in both the musical and psychosocial fields. This methodology is adapted to the nature of its programs, which are primarily structured according to the school year (September – July), although measurements based on the calendar year (January – December) are also considered, with the goal of generating useful information for decision-making, accountability, and the continuous improvement of its pedagogical and social practices.

EVALUATION CYCLES AND APPROACH

The evaluation is organized on a semiannual basis, allowing for comparison of results over time:

- School year: PRE-POST measurement using standardized and custom-designed instruments, focused on identifying the direct impact of the intervention after a complete cycle of musical training.
- Calendar year: Evaluation based on averages from self-assessments and satisfaction surveys collected at two points in the year (December–January and June–July), allowing for observation of trends and sustained changes.

The measurements cover both activity indicators (number of sessions, rehearsals, classes, concerts, psychosocial dynamics, etc.) and impact indicators (improvements in self-esteem, concentration, musical skills, satisfaction of participants and families, among others).

INSTRUMENTS AND METHODOLOGIES BY AREA

A) Psychosocial Area

- **Objective:** To evaluate the impact of participation in AxM programs on dimensions such as self-esteem, attention, perception of loneliness, anxiety, and other aspects of emotional and social well-being.
- **Applied methodology:**
 - Design of custom and standardized PRE-TEST and POST questionnaires.



- Administration of the questionnaires with support from the organization's technical team and teaching staff.
- Data processing and analysis.

- **Instruments used:**

- Data processing and analysis: AxM questionnaires (custom-designed): aimed at students under and over 14 years old.
- Specific questionnaire for families/guardians of the beneficiaries.
- Standardized tests:
 - AF5: measures self-esteem in five dimensions (social, emotional, academic, family, and physical).
 - D2-R: assesses selective attention and concentration capacity.

- **Additional scales** for beneficiaries of “Canta y Experimenta Compañía”:

- Goldberg Scale (GADS) for anxiety and depression.
- Este II Scale for perception of social loneliness.
- UCLA Loneliness Scale.
-

- **Evaluation calendar**

- **October – December:** Preparation of participant lists, acquisition of instruments, and PRE assessment administration.
- **April – May:** Coordination and administration of POST assessment.
- **June – July:** Data coding, matching, table adjustments, export, and analysis of results.

B) Pedagogical Area

- **Objective:** To monitor the technical, educational, and expressive progress of students according to their musical level and participation program, in alignment with the Teaching Guides developed by the Foundation.
- **General methodology:** The pedagogical work is structured by learning levels (beginner, elementary, intermediate, advanced) and by specific projects, each with approaches and methodologies adapted to the age, abilities, and characteristics of the participants. Each project has its own specific guidelines.



MuchoMásQueMúsica (much more than music) Project : Aimed at children and adolescents between 5 and 18 years old, with a clear methodological progression by level:

a) Beginner Level (5 to 7 years old): Focused on familiarization with bowed string instruments through a playful methodology. The approach combines sound exploration, movement, and play as the main pedagogical tools. Through children's songs, rhythmic exercises, and imitation games, students developed motor coordination, active listening, and rhythmic perception. In addition, appropriately sized and adapted instruments were used to ensure a comfortable and accessible experience for the youngest participants.

b) The pedagogical work focused on consolidating basic technical and musical skills. Under the guidance of two *Change Agent Teachers* specialized in upper strings and cello, a balanced training was promoted that integrated instrumental practice with theoretical learning. Activities included scale and arpeggio exercises, reading simple sheet music, and practicing in small groups, which facilitated collaborative learning and the development of musical expression. Students also participated in school concerts and joint rehearsals, allowing them to gain stage experience and build confidence. Audiovisual resources and educational technology were also incorporated to enrich and energize the sessions.

c) Intermediate Level (Ages 10 to 16): This level focused on technical advancement and the interpretation of more complex repertoires. Sessions were held three times a week and aimed to refine instrumental performance, expand theoretical knowledge, and develop ensemble playing skills through the formation of youth ensembles and orchestras. Through group work, students strengthened their tuning, musical dynamics, and artistic expression, while the methodology encouraged the development of a unique musical voice and personal artistic growth.

d) Advanced Level (Ages 12 to 18): The focus was on technical mastery and interpretative excellence. Instruction was provided by specialized faculty in violin, viola, cello, and double bass, combining individual lessons with participation in chamber music ensembles. The methodology included the study of bowing techniques, fingering, scales, and highly challenging repertoire. Additionally, participation in competitions and recitals was encouraged, strengthening students' stage presence and artistic maturity. This stage aims not only for technical excellence but also for professional preparation, fostering creativity, autonomy, and expressive sensitivity.



e) Percussion: Instruction at the beginner and elementary levels was based on a playful and progressive approach, incorporating rhythmic games, coordination exercises, and an introduction to instruments such as hand drums, maracas, tambourines, xylophones, and cajóns. At the elementary level, written rhythmic patterns, hand independence techniques, and the use of mallets were introduced, with the goal of establishing a solid technical foundation and promoting group work.

f) Instrumental Corporality:

This program offered an alternative and innovative approach that explored the relationship between the body and sound. It was led by two Women Change Agents—one with a background in choral music and the other specialized in early childhood music education—and was structured over three trimesters. Throughout the course, students developed body awareness, creative expression, and a sensory connection to music, understanding the body as an instrument in its own right. This approach complemented technical training, fostering a more holistic, experiential, and meaningful musical experience.

Fuerza Musical (Musical Strength) Project:

A program adapted for individuals with intellectual disabilities, implemented within the ALaPar Foundation until mid-2024.

a) Vocal Training (Mondays)

- Breathing techniques, intonation, rhythm, and group singing.
- Adapted methods and accessible language.
- Tactile and verbal support for participants with visual impairments.

b) Orchestral Training (Wednesdays)

- Basic bowed string techniques (violin, viola, cello).
- Adaptation of sheet music and instruments.
- Focus on repetition, positive reinforcement, and group work.



Canta y Experimenta Compañía (Sing and experience company)

Project: Inclusive choral program with a participatory, social, and therapeutic approach.

- a) Weekly rehearsals: Every Friday
- b) Pre-rehearsal group activities: Icebreaker games, trust-building, and collaboration exercises
- c) Monthly social events: Snacks, cultural outings, and community-building gatherings

Methodology

- Active participation: Members take part in choosing repertoire and events
- Inclusivity: Accessibility ensured, regardless of vocal or physical abilities
- Collaborative learning: More experienced participants take on mentoring roles

Cross-cutting actions across all projects: Self-assessments / Satisfaction evaluations

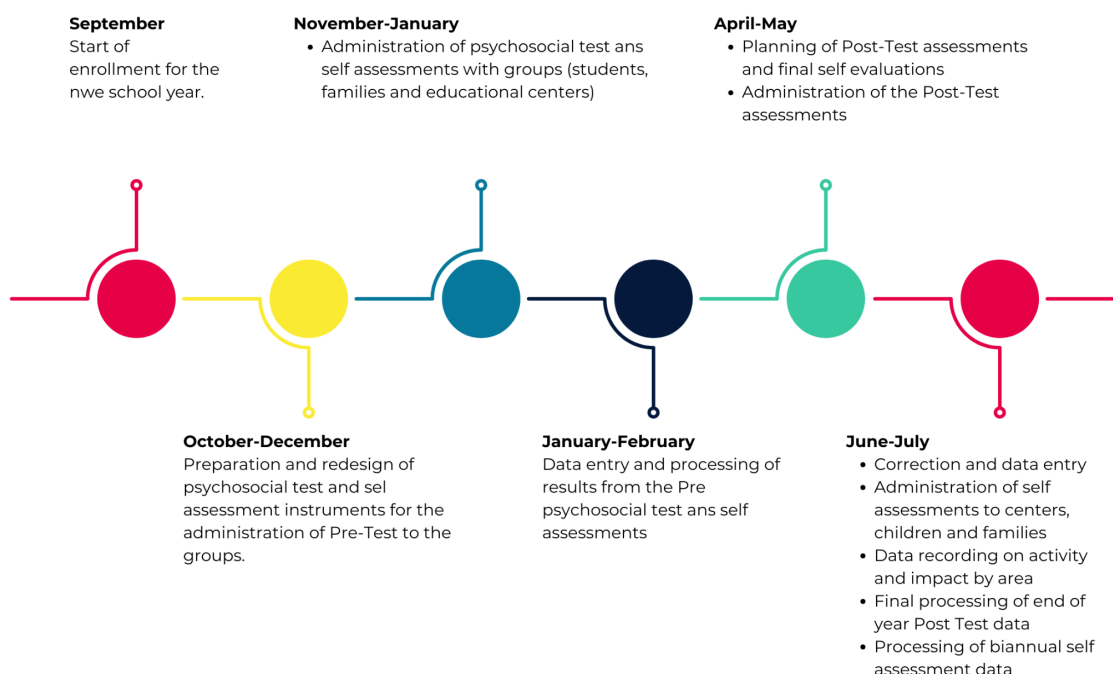
- Objective: To gather feedback from participants, their families, and partner institutions in order to assess the level of satisfaction with the educational and social experience.
- Tools:
 - Satisfaction surveys: Likert scale 1–5
 - Frequency: Twice a year (December–January and June–July)
 - Use of data: Strategy adjustments, validation of pedagogical approaches, and incorporation of feedback



Continuous Improvement and Validation

AxM devotes annual efforts to the review of questionnaires, pedagogical guides, and evaluation protocols, ensuring methodological coherence and the relevance of assessments. This work is carried out at the beginning of each academic year and again mid-year, allowing tools to be adapted to participants' needs and the educational context.

Broadly speaking, the process of reviewing, redesigning evaluations, collecting, processing, and analyzing data can be visualized in the following diagram:



Annual Monitoring and Evaluation Process

2023–2024 Course Results

MUCHO MÁS QUE MÚSICA

- **Data collection date:** June–July 2024
- **Total beneficiaries:** 261
- **Areas evaluated:** musical training, personal and emotional development, academic performance and psychological well-being, social inclusion, and strengthening of support networks. The results for each area are detailed below.

1. Impact on musical training

Sources of information:

- Satisfaction questionnaires/interim self-assessments completed by 96 children and youth.
- Progress reports and evaluations of musical development during training sessions across all project ensembles, conducted by the Change Agent Teachers and the pedagogical leadership team.

Results:

- 96.88% of participants rated their experience as part of the orchestra positively.
- 94.79% reported having learned new things during their participation in the program.
- Based on systematic pedagogical monitoring conducted by the Change Agent Teachers, an overall improvement of 76.24% was observed in instrumental skills and music reading, calculated as the annual average progress across all ensembles.

2. Impact on personal and emotional development

Sources of information:

- Satisfaction questionnaires/self-assessments: 96 children and youth / 83 family members
- Standardized psychosocial tests: AF5 (n = 84), D2-R (n = 77)



Results:

- 87.95% of families indicated that musical activities had a positive impact on their children's personal development.
- 92.71% of the children and youth reported feeling happier since joining the orchestra.
- **AF5 – Self-esteem and self-concept:** Among the 84 participants assessed, 38% showed improvements in confidence and self-esteem (based on a comparison between initial and final tests).
- **D2-R – Attention and concentration:** Among the 77 participants, 60% demonstrated improvements in their ability to concentrate.

3. Academic performance and psychological well-being:

Sources of information:

- Satisfaction questionnaires/self-assessments: 96 children and youth / 83 family members

Results:

- 71.08% of families perceived an improvement in their children's academic performance after participating in the program.
- 79.52% indicated that musical activities helped reduce their children's stress levels.

4. Social inclusion and strengthening of support networks

Sources of information:

- Satisfaction questionnaire: 96 children and youth / 83 family members

Results:

- 88.33% of the children and youth felt that playing in the orchestra helped them make new friends.
- 72.29% of family members indicated that their child's participation in the program helped the family expand their social and support network.



CANTA Y EXPERIMENTA COMPAÑÍA PROJECT

- **Data collection date:** June–July 2024
- **Total beneficiaries:** 49
- **Areas evaluated:** choral training, emotional well-being and personal development, overall satisfaction, and continuity. The results for each area are detailed below.

1. Evaluation of Choral Training

Sources of information:

- Satisfaction surveys and self-assessments
- Sample size: 30 participants

Results:

- 100% of participants believe that the instructors are highly qualified to lead the music sessions.
- 100% reported feeling motivated to attend rehearsals and concerts.
- 100% expressed that they enjoy participating in concerts and public performances.
- 100% stated that they feel comfortable and respected during the sessions.
- 100% said the program makes them feel part of a group.
- 83.33% consider the choral repertoire to be appropriate and motivating.

2. Emotional Well-being and Personal Development

Sources of information:

- Satisfaction surveys/self-assessments (n = 30)
- Standardized tests: AF5 (n = 19) and D2-R (n = 21)



Results:

- 76.67% indicated that participating in the choir has improved their confidence and self-esteem.
- 80% believe that their teamwork skills have improved thanks to the program.
- 86.67% stated that their participation in the choir has had a positive impact on their emotional well-being.
- 86.67% reported that their mood improves after rehearsals or concerts.
- 73.33% said they have noticed a decrease in their stress or anxiety levels.

Results of standardized psychosocial tests:

- D2-R – Attention and concentration:
→ Of the 21 individuals assessed, 76% showed improvements in their concentration abilities.
- AF5 – Self-esteem and self-concept:
→ Of the 19 individuals assessed, 26% demonstrated improvements in self-esteem and personal confidence.

3. Overall Satisfaction and Continuity

Source of information: Satisfaction surveys / self-assessments(n = 30)

Results:

- 96.67% expressed satisfaction with the socio-musical activity received.
- 96.67% would recommend the program to others.
- 93.33% expressed their desire to continue in the choir next year.
- 80% stated that participating in the choir has helped them expand their network of friendships.



FUERZA MUSICAL PROJECT

The project was operational until the end of the 2023-2024 academic year. It is currently undergoing restructuring and is not active at this time. The most recent data record corresponds to the period of June–July 2024.

- **Data collection date:** June–July 2024
- **Total beneficiaries:** 15
- **Survey sample:** 12
- **Source:** Satisfaction surveys and self-assessments
- **Areas evaluated:** experience in the orchestra and impact on social relationships and personal well-being. The results for each area are detailed below.

Evaluation of the experience in the orchestra:

- 100% of the 12 surveyed participants expressed that they really enjoy being part of the orchestra.
- Regarding concert participation, 100% agreed or strongly agreed that they enjoy attending these performances (83.33% gave a rating of 5 and 16.67% a rating of 4).
- 100% of respondents were satisfied with their orchestra instructors, rating them with scores of 4 or 5.
- 100% indicated that they have learned new things since joining the orchestra (75% gave a rating of 5 and 25% a rating of 4).

Impact on social relationships and personal well-being:

- 100% of the participants believe that playing in the orchestra has helped them make new friends (83.33% rated 5 and 16.67% rated 4).
- 100% feel happier since becoming part of the orchestra (91.67% rated 5 and 8.33% rated 4).
- 100% also reported feeling more satisfied with themselves after participating in the orchestra activities (91.67% rated 5 and 8.33% rated 4).



Results by calendar year

MUCHOMÁSQUEMÚSICA 2023

During 2023, the impact evaluation model for the MuchoMásQueMúsica project was further strengthened by incorporating both qualitative and quantitative instruments. The instruments included:

- **Date:** December 2023
- **Sample size:** 70 participants
- **Total beneficiaries:** 480
- **Sources:** Digital and paper surveys with Likert-scale perception measures and observation reports
- **Areas evaluated:** Overall satisfaction with the orchestra, satisfaction with instructors, enjoyment of concerts, intention to continue, and recommendation. The results for each area are detailed below.

General satisfaction with the orchestra: On a scale of 1 to 5, with 5 being the highest score, the question "Do you like being part of the orchestra?" received an average rating of 4.64. 92.86% of respondents gave a rating of 4 or 5.

Satisfaction with orchestra instructors: The question "Are you happy with your orchestra instructors?" achieved an average rating of 4.63 on the 1 to 5 scale. 90% of responses were rated 4 or 5.

Enjoyment of concerts: The question "Do you enjoy participating in concerts?" received an average rating of 4.80. 98.57% of respondents gave a rating of 4 or 5.

Intention to continue in the orchestra: For the question "Do you want to continue in the orchestra next year?" the average was 4.47 on the 1 to 5 scale. 85.71% of responses were rated 4 or 5.

Recommendation to friends: The question "Would you invite your friends to join the orchestra?" received an average score of 4.27. 75.71% of respondents gave a rating of 4 or 5.

The survey results provide valuable insights into the orchestra members' experience, revealing a positive perception and strong commitment. The average scores for all questions consistently exceed 4.2 on a scale of 1 to 5, indicating a high level of satisfaction across different areas. This enjoyment is further reinforced by the fact that a significant percentage of responses (over 75%) fall within the highest categories (4 or 5) for all questions asked.



A standout finding is the strong commitment of the members, with 85.71% expressing their desire to continue next year. This, along with the positive experience reported, indicates a high likelihood of talent retention within the orchestra. Additionally, the willingness to recommend the orchestra to friends is notable, with 75.71% of respondents ready to invite others to join. This enthusiasm translates into a significant opportunity for the orchestra's organic growth through word-of-mouth. Enjoyment of performances is a key pillar, reflected in the fact that 98.57% of members enjoy participating in concerts, highlighting the motivating importance of live events.

While the overall results are very strong, there is always room to refine the experience. For example, although most members would recommend the orchestra, a portion did not give the highest ratings in this area, suggesting the need to understand their motivations in order to further optimize satisfaction and encourage universal recommendation. Similarly, while the vast majority wish to continue, investigating the factors that may influence the remaining percentage could help ensure even greater continuity and strengthen the orchestra's long-term foundation.

The sample, representing 14.58% of the total project beneficiaries, provides a valuable initial perspective on participants' perceptions and experiences, allowing for the identification of prevailing trends in the project's impact.

Information gathered from families

- **Date:** December 2023
- **Sample size:** 125 participants
- **Results:**
 - Impact on the child's personal development: 88% responded "Strongly agree" or "Agree."
 - Satisfaction with the socio-musical program: 86% satisfied.
 - Reduction of stress and improvement in academic performance: 80% responded "Strongly agree" or "Agree."
 - Expansion of social network: 79% responded "Strongly agree" or "Agree."
 - Recommendation of the program: 90% would recommend it to other families

The survey results outline a comprehensive and positive impact of the socio-musical program on the lives of the children and their family environments. There is a clear contribution to personal development, consistently perceived by the vast majority of respondents. This overall



satisfaction with the program validates its approach and its ability to meet participants' expectations.

Beyond individual growth, the program is also associated with benefits in well-being and education. The perception of improved stress management and academic performance highlights the program's influence on key aspects of the youth's holistic development. Additionally, its ability to foster the creation of new friendship networks demonstrates the program's role as a space for socialization and connection.

A noteworthy element of these findings is the high willingness of families to recommend the program. This strong endorsement reflects the trust and value families place in the initiative. It indicates satisfaction with the results achieved and confidence in the program's potential for others, suggesting a promising future for growth.

Findings

Based on the analysis of the data obtained, the following areas of opportunity have been identified:

- **Validate representativeness:** A more detailed study of the demographic characteristics of the sample compared to the total beneficiaries (age, time in the project, etc.) would help confirm whether the sample accurately reflects the population's diversity.
- **Quantify accuracy:** Calculating the margin of error associated with this sample, relative to the total population size, would provide a statistical measure of the confidence with which the results can be generalized.
- **Explore sample expansion:** Consider the possibility of increasing the sample size or employing sampling techniques that ensure broader and more representative coverage of the beneficiaries.



FUERZA MUSICAL PROJECT 2023

The project offered training and collective musical practice in choir and orchestra formats, twice a week, with repertoire progressively increasing in technical difficulty and artistic quality. The sessions incorporated psychosocial tools, such as meditation and body awareness exercises, to help channel emotions during rehearsals. Guidance was provided for selecting the appropriate instrument based on each beneficiary's motor skills, thereby enhancing their musical performance. For the evaluation process, the instruments included:

- A proprietary monitoring tool designed by the MACs (Change Agent Teachers) to evaluate cognitive, psychomotor, and socioemotional abilities
- Active participatory observation by the MACs during the socio-musical sessions
- Direct feedback sessions with the participants

Evaluation date: December 2023

Total participants: 18

Information obtained from the served population:

- 78% of participants improved their internal pulse, supporting the creation of a stable collective pulse during orchestral practice.
- 78% increased their range of movement and psychomotor skills (fine and gross motor skills), facilitated by appropriate instrument selection.
- 88% enhanced their auditory ability through sung solfège, achieving both collective and individual tuning.
- 78% developed greater body awareness thanks to the use of their instrument.
- 100% improved sustained attention during orchestral rehearsals.
- 78% increased their memory by learning the repertoire without the aid of sheet music.
- 100% of participants express their emotions and feelings better through music (instrument, rhythm, or melody).
- 100% developed a greater ability to connect the melody with their personal emotions.
- 100% showed improvements in affective expressions, manifesting gratitude, love, and expressiveness during rehearsals.



Findings

The professionals responsible for the intervention highlighted significant transformations in the participants, resulting from the project's comprehensive approach. The MACs commented:

"Through observation, a considerable improvement was identified in the collective pulse and tuning of the ensemble. Personalized guidance in instrument selection has been key to the participants' motor performance."

This attention to detail in musical accompaniment was complemented by notable progress in the cognitive domain:

"Through the socio-musical training, great growth in participants' concentration during increasingly longer periods of orchestral rehearsals has been evident (...) An increase in memory is observed through learning pieces without supporting sheet music."

Finally, the emotional impact was also evident throughout the process:

"Musical practice is a vehicle for emotional expression. Participants connect deeply with the music and recognize its positive impact on their well-being."

The results demonstrate a comprehensive and positive impact on the beneficiaries, encompassing psychomotor, cognitive, and socioemotional development. Improvements in motor and auditory skills facilitate collective musical learning and the creation of a harmonious environment. Growth in attention and memory supports the cognitive capacity needed to progress through increasingly complex repertoires. Emotional connection to music enhances affective expression and overall well-being, reaffirming the project's value as a tool for personal and social development.

While the project's results were overwhelmingly positive, the analysis also identified areas that could be strengthened in future editions. These include:

- Defining and expanding the sample size to enhance the representativeness of the results.
- Incorporating additional qualitative evaluation tools such as surveys or interviews to complement observations, as well as standardized technical tests to assess various domains.
- Deepening longitudinal follow-up to evaluate the sustainability of progress over time.



- Exploring mechanisms to increase active participation in feedback, ensuring a diversity of voices.

MUCHOMÁSQUEMÚSICA PROJECT 2024

During 2024, the MuchoMásQueMúsica project continued to strengthen as a comprehensive socio-musical education initiative. It expanded to 10 schools, social, and cultural centers, engaging a total of 365 students, with 21 active musical groups and an average of 86 classes per group.

Throughout the year, 41 concerts or musical showcases were held, along with 5 national and international exchanges, reinforcing the program's collaborative and multicultural character. As part of the psychosocial approach, approximately 2,565 activities were integrated to support emotional and social development during collective musical practice.

Information obtained from the served population

- **Total responses:** 151

Results:

- 96.78% rated their experience in the orchestra positively
- 93.42% acknowledged having learned new things
- 94.70% expressed a high level of overall satisfaction with the socio-musical training they receive
- 80.54% reported overall improvement in instrumental skills and music reading
- 78.38% reported significant technical progress
- 86.09% of surveyed participants indicated feeling happier since joining the orchestra
- 80.13% feel greater personal security and confidence
- 79.6% believe they have made new friends thanks to the program

The results show a highly positive response from the children, both in terms of enjoyment and technical and personal development. The sense of belonging, enthusiasm for participation, and perception of growth align with the program's pedagogical and psychosocial objectives. These data also suggest a transformative experience that goes beyond music alone.



Information obtained from families

- **Total de responses:** 83

Results:

- 80% of surveyed family members believe that the musical activities have had a positive impact on their children's personal development.
- 70.54% perceive an improvement in their children's academic performance thanks to the program.
- 74.76% agree that their children's participation in the activities has helped reduce their stress levels.
- 66.6% believe that their child's participation in the program has helped the family expand their social circle and support networks.

Family perceptions reflect a high level of recognition of the project's value across various aspects of the participants' lives. Emotional and academic effects, as well as the strengthening of social bonds, stand out particularly. The trust placed by families indicates a solidified relationship between the program and its beneficiary community.

Findings

Based on the analysis of the data obtained, the following opportunities for improvement have been identified:

- **Validate representativeness:** Conduct a more detailed study of the demographic characteristics of the sample compared to the total beneficiaries (age, time in the program, educational center, etc.) to ensure that the results are generalizable.
- **Quantify accuracy:** Calculate the margin of error and confidence level of the samples to enhance the statistical interpretation of the results.
- **Explore sample expansion:** Increase the sample sizes used in evaluations or employ sampling techniques that ensure greater representativeness.
- **Deepen qualitative evaluation:** Complement current instruments with interviews, focus groups, or other tools that allow for a richer and deeper understanding of the program's impact.
- **Strengthen longitudinal follow-up:** Implement mechanisms to assess the sustainability of individual and collective progress in the medium and long term.



- Increase participation in feedback: Design mechanisms that promote the active voice of children, adolescents, and families, ensuring continuous improvement based on lived experiences.

CANTA Y EXPERIMENTA COMPAÑÍA 2024

In 2024, group-based choral music training with a psychosocial approach was offered. The program was implemented over two consecutive semesters, reaching a total of 56 participants.

The methodological model integrated socio-emotional support techniques and collaborative practices to promote well-being and self-expression through singing. Additionally, satisfaction surveys were used as a key tool to assess participants' perceived impact of the program.

Information Gathered from the Participant Population

- **Total responses: 59 (30 in Semester 1, 29 in Semester 2)**
- **Results:**
 - 100% of surveyed participants believe that the teachers delivering the music sessions are highly qualified.
 - 94.83% feel that participating in the choir makes them feel part of a group.
 - 77.99% perceive that participating in the choir has improved their confidence and self-esteem.
 - 77.93% believe their participation in the choir has expanded their support network and friendships.
 - 93.17% report feeling satisfied with the socio-musical activity they receive.
 - 86.76% consider that participation in the choir has had a positive influence on their emotional well-being.
 - 94.89% would recommend the program to friends or acquaintances.

The high level of satisfaction expressed by participants across both semesters suggests a consistent and positive appreciation for the teaching team and the program's dynamics. The slight variation between semesters may be attributed to contextual factors, group variability, or logistical changes, encouraging close attention to these differences for future improvements.



Findings

- **Increase the number of sessions:** Explore the possibility of extending the cycle duration or increasing class frequency to enrich the learning process.
- **Expand the sampling scope:** Ensure a representative sample from different centers and participant profiles to gain a more comprehensive view of the program's impact.
- **Complement the evaluation with a qualitative approach:** Include interviews or focus groups to gain deeper insights into participants' subjective experiences.
- **Investigate causes of semester variation:** Identify factors behind the slight drop in satisfaction during the second semester to prevent recurrence.
- **Design a sustainable growth strategy:** Gradually increase enrollment through community partnerships and strategic outreach.



Current Status of Measurement and Evaluation

The organization continues to make progress and gradually improve its evaluation methodology to ensure increasingly accurate and useful data collection. To achieve this, we employ the following tools and processes:

- **Internal Pedagogical Management Platform: Additio**
Since the beginning of the 2024–2025 academic year, the organization has used the Additio platform for continuous monitoring and tracking of students. This platform records aspects such as attendance, musical progress, and other socio-musical indicators, which the musical teachers monitor directly in the classrooms.
- **Self-Assessment Surveys (Mid-Year and Final)**
These semi-structured surveys gather feedback and perceptions from participants and their families regarding the activities offered. They use a Likert scale (1–5) and are administered mid-year and at the end of the course, allowing us to assess the development and satisfaction of the beneficiaries.
- **Psychosocial Tests (Pre-test and Post-test)**
 - **Internal Surveys:** Designed by the organization's psychosocial team, these surveys evaluate areas such as use of free time, motivation for studying, and family and community relationships. They are administered at the beginning and end of the academic year to measure changes in students.
 - **Standardized Tests:** We complement our internal surveys with standardized psychosocial questionnaires, such as the AF-5 Questionnaire for self-esteem and self-concept, and the D2-R test for concentration and attention, to assess the impact of our interventions.
- **Quarterly Faculty Meetings:** The organization holds quarterly meetings in which the musical teachers review both individual and group progress of students based on data recorded in Additio and direct pedagogical follow-up. These meetings enable informed decision-making and continuous improvement of interventions.