

Cultivate

Creative learning for young people in Nine Elms

March 2016

Planning Workbook for Cultivate projects

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What is Cultivate?

Cultivate is a programme of creative place-making projects which aims to address cultural inequality in the Nine Elms area by working with and supporting **developers, schools and cultural organisations** that engage with children and young people through creative place-making projects. We need your help to make this happen. Cultivate supports Nine Elms Vauxhall partnership's community engagement aims, initially focused within Wandsworth

Cultivate is one of 7 exemplar projects across London, carrying out action research and sharing best practice

- **Led by Enable** for Wandsworth Borough Council and Nine Elms Vauxhall partnership
- **Funded by** A New Direction, WBC & developers in Nine Elms
- Aims to run 3 years +. Funding **confirmed for 2 years**
- Initially in **Battersea and Nine Elms** area of Wandsworth
- **Flow Associates** cultural consultants, Bridget McKenzie and Ana Ospina, are contracted to project manage
- **Current delivery partners include:** Pump House Gallery (PHG), ReachOutRCA, UP Projects and Chocolate Films

A New Direction (AND) is funded by Arts Council England (ACE)'s Cultural Education Challenge

Together they are asking: *“How can we create a step change in young people accessing culture?”* AND is evaluating all 7 Cultural Education Challenge projects in London. We carry out action research and report to them.

Cultivate's own action research questions are:

- Can good quality projects help young people access culture & place-making of Nine Elms, and gain benefits for their learning and careers?
- Will it result in better ways for place-making & cultural partners to work together and reach the community?
- Can educators benefit from participation in projects, to make better use of existing and new local cultural resources?

Why Cultivate?

Regeneration in Nine Elms offers many opportunities for local young people. However **barriers to engagement** for many families and schools are often difficult to overcome. The Cultivate team has consulted with local schools and cultural providers to identify how best to tackle the barriers and **maximise opportunities** for young people.

What does Cultivate do?

Cultivate engages young people aged 7-19, in the culture and place-making opportunities in a changing Nine Elms through:

- **Coordination and initiation** of a programme of quality-assured creative place-making projects in schools that meet their needs
- **Guidance and evaluation** using shared tools and resources which together make up a Quality Framework
- **Communication** - raising awareness of new and existing local opportunities and celebrating best practice
- **Raise aspirations** and offer information about place-related and creative careers

Tackles barriers

Creativity is being squeezed out of the curriculum.

Young people **lack awareness** of creative careers possibilities and the skills to pursue them

Many schools want to get involved in more cultural projects but **lack information** on how to take advantage of opportunities that arise locally

Consultation with educators and arts organisations shows **a need for better coordination**, continuity and sharing of outcomes

There's a risk that young people in Nine Elms **feel disconnected** from changes happening in their area

Pockets of deprivation very close to redevelopment mean young people have **little access to cultural opportunities**

Maximises opportunities

Nine Elms regeneration is **biggest in Europe**, creating many opportunities for learning, employment and culture

Sharing learning and best practice between partners and projects can help to **create more consistent quality** engagement projects

Nine Elms is set to become 'a vibrant new cultural district', as the **creative industries boom** in London and 1 in 6 jobs is in the creative sector

What can Cultivate offer?

Cultivate offers a series of **planning and evaluation tools** that can help project partners draw out the inherent cultural benefits of their creative projects. These are available for use by organisations to assist with developing and reflecting on projects.

Cultivate Tools



1. Quality Principles

These are the guiding ideas behind Cultivate projects.
Which of these could your project embody?

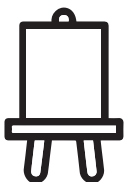
See Resource 1



2. Menu of Learning Outcomes

A checklist that helps draw out the key educational aims of the project.
Some may be immediately obvious, others unexpected.

See Resource 2



3. The Planning Canvas

A template for designing the 'story of change' for your project.
What will the immediate inputs and outputs be? How about long-term?

See Resource 3



4. Evaluation Resources

This currently consists of our Project Partner Feedback and Participant Feedback forms for gathering feedback from those delivering the projects as well as the young participants themselves.

See Resource 4

Cultivate Support

Practical assistance we offer:

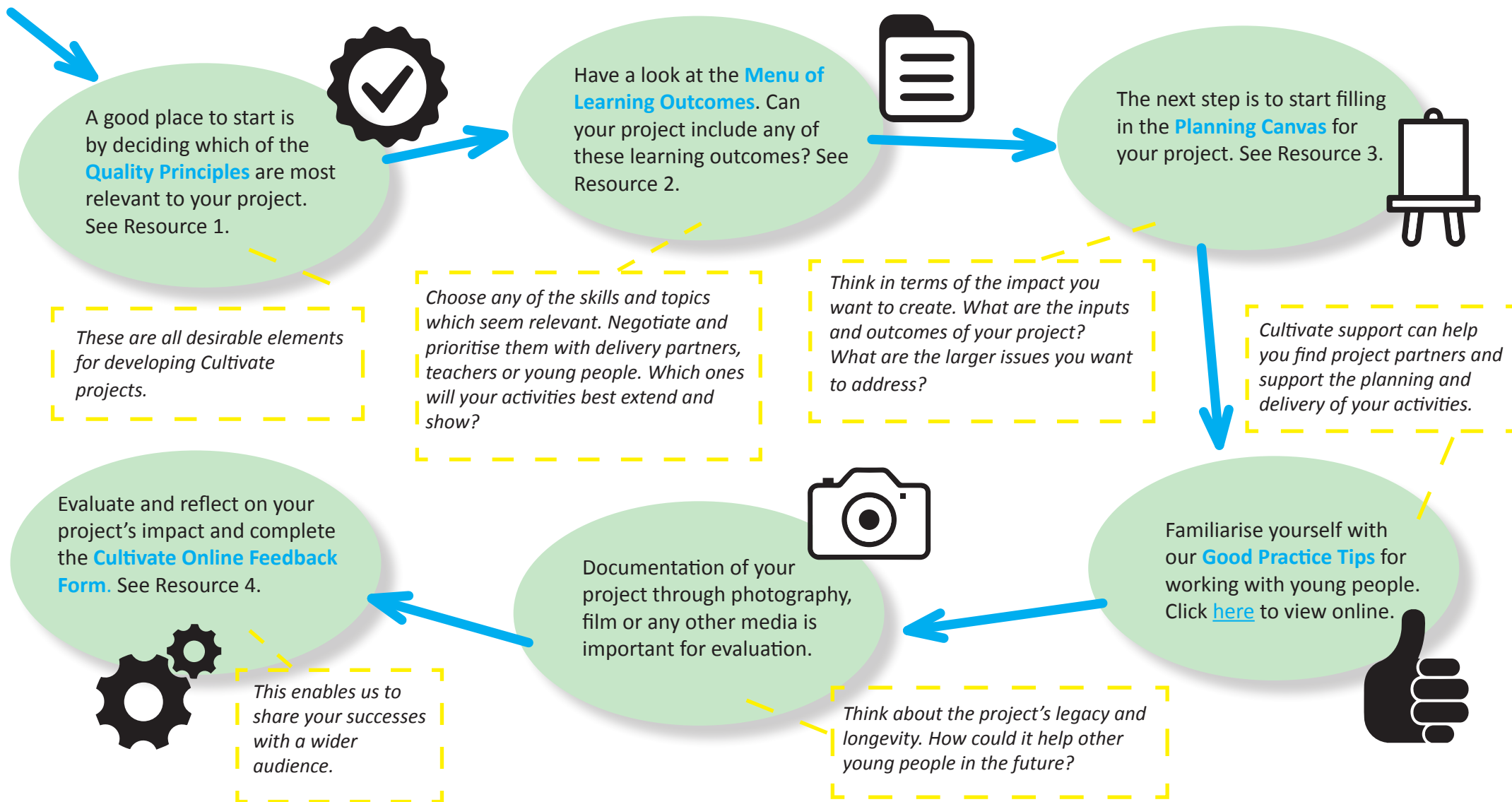
- Help identifying your organisation's needs and those of your project partners
- Coordination and advice to project partners
- Help brokering relationships and 'match-making' between schools and projects to ensure the best possible fit
- Communication between projects
- Assistance with planning and evaluation of projects
- Funding and development of new projects
- Quality assurance
- Promotion and sharing of projects

What we ask from you

All we ask is that partners use the tools described on the left, which we can help you to do, and feed back on the outcome of their projects, using our simple online form.

What makes a Cultivate Project?

Whether you have a **lot of or very little experience** planning and delivering cultural engagement projects with young people, Cultivate can offer support and resources to help maximise the impact of your activities. Feel free to use the tools in a way that works for you by picking the most relevant or useful, but if you need some help getting started try following our map of a typical Cultivate quality project.



Resource 1: Quality Principles

There is a wealth of high-quality cultural engagement work already happening in Nine Elms, which Cultivate wishes to support and encourage. By recognising and sharing best practice, a wider range of organisations can benefit and learn from exemplary public engagement activities.

These are indicators that a project is likely to have the best possible impact on the young participants. Try to answer the following questions for your project. It is not essential for all projects to meet all the criteria, but it should meet some.



Quality Checklist. Does your project:	Y/N	How? Or if not, how could it?
Have roots in young peoples' experiences of the place they live in?		
Involve young people & educators in shaping aspects of the project, choosing outcomes & making creative decisions?		
Enable young people to make contact with experts in arts, design & heritage?		
Apply ' design thinking ' & imagination in open-ended ways to local needs & sites?		
Aim to develop skills for a changing city & world, and to inspire study & careers in culture & place-making?		
Reinforce learning in other curriculum subjects, or support individuals in their personal learning?		
Build young people's confidence and awareness of local cultural opportunities ?		
Celebrate outputs by sharing them with wider audiences?		
Evaluate and share learning with others?		
Enable the experiences to grow or be sustained e.g. by transferring skills or maintaining support?		

Resource 2: The Menu of Learning Outcomes

Cultivate aims to create a shared set of learning outcomes across all projects so that we can compare best practice and learn from others. This may be achieved either by looking at existing projects to see where these outcomes are already happening or by designing new projects that will fill any gaps.

How to use this resource:



Step 1 - Identify

Use the following two pages to identify the **skills** and **knowledge** that your project will enhance for young people. Are there some that are more important than others?

Step 2 - Expand

Use the outcomes you have identified as a basis for a conversation or planning meeting, brainstorming all the possible ways your project could enable young people to gain each one.

Step 3 - Refine

Some of the ideas you have identified will be more useful or achievable than others. Refer back to the notes on the next two pages to help you to narrow down the top few points.

To help you to use this in the Planning Canvas tool in Resource 3, think about:

- Which of the learning outcomes will be immediate or short term outcomes?
- Which will be longer term impacts?

Resource 2: The Menu of Learning Outcomes

Which of these **skills** will your project enhance?



A. Thinking Skills, which will lead to:



- An independent and critical mind, able to appraise information
- 'Systems literacy', able to see connections, patterns, and the future impacts of any design
- Applying thinking to human situations e.g. seeing ways to depolarise conflict or see solutions to meet needs of more than one group
- Able to learn: seeing why learning needs will change in future, be always skilled for 'here and now'.

B. Technical Skills, which will lead to:

- Confidence and precision with materials and tools
- Understanding and presenting data in clear and captivating ways
- Able to make, adapt and mend things, to be resilient and enterprising
- Able to use tools to analyse places and create designs for them
- Rapid prototyping (e.g. 'scratch' and 'agile' methods)

C. Social & Emotional Skills, which will lead to:

- Effective communication, being able to collaborate well
- Having empathy for others with different views and experiences
- Being emotionally resilient, being able to deal well with challenges
- Awareness of the importance of peaceful, safe and attractive common spaces, and suitable behaviours and ideas to create & maintain them

D. Creative & Artistic Skills, which will lead to:

- Originality: able to devise new ideas, tapping into experiences and imagination, and mixing from what you find
- Risk-taking: unafraid to consider odd, impractical or difficult ideas
- Imagination: think laterally & metaphorically; tap senses & emotions to capture ideas
- Designing, sharing and facilitating cultural experiences for other people

Resource 2: The Menu of Learning Outcomes (continued)

What **knowledge** will your project enhance?



E. Local Studies in History or Geography



- Past, present and future of architecture and built environment
- Past, present and future of horticulture and natural environment
- Past, present and future of science or tech in the area e.g. energy generation

G. Science & Computing (knowledge about concepts, structures, materials)

- Engineering: How science & ICT is used in design and architecture
- Energy: including power generation and use in past and future
- Nature: About soil, plants and habitats

I. Cultural Opportunities

- About places/organisations where young people can take part in positive cultural and community activities outside of school
- Supporting educators to link with cultural opportunities

F. Art & Design (knowledge about practice, artists, materials)

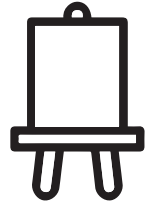
- Design thinking applied to any aspect of art making e.g. photography, sculpture, dance...
- Applying creativity to landscape, nature or environment
- Art or aesthetics in buildings and other structures
- Music, performance, public and outdoor arts

H. Careers

- Meeting practitioners, a practical understanding of their work
- Awareness of routes of study to careers in e.g. placemaking, architecture, horticulture, food, creative retail, design, fashion, the arts, heritage/museums/ tourism and construction/engineering.
- Giving work experience opportunities

Resource 3: The Planning Canvas

Use this to design your project as a story of change to remind you of your aims and help you evaluate.



INPUTS	OUTPUTS	OUTCOMES	IMPACTS
<p><i>If we do this preparation:</i></p> <p><i>using these resources:</i></p>	<p><i>Then these activities can take place:</i></p>	<p><i>With these immediate or short term outcomes:</i></p>	<p><i>And these wider or long term impacts:</i></p>

Three blue arrows point from left to right, connecting the four columns: from INPUTS to OUTPUTS, from OUTPUTS to OUTCOMES, and from OUTCOMES to IMPACTS.

Resource 4: Evaluation

When your project is complete we will need you to answer these questions online [here](#) via Google Forms. We have also provided some template forms overleaf for you to collect feedback from your participants which will help you to answer these questions.



About you and your organisation

1. Who is running your project?

Who is taking the lead on delivery (e.g. your organisation)? And what is the name of the lead co-ordinator or contact?

2. Who else is involved in delivering the project? Who are the partners?

Include the school(s) or young people's group

3. What is the name of your project?

How is it known or described? If it's known as different things by different groups, please explain.

4. When is the project?

When does it begin and end? How many delivery sessions for each group are there in that time? How many sessions in total?

5. About the funding of this project

What are the sources of funding? How much is the funding?

6. What location or development site does it most relate to?

About the young people or participants

7. First, which year/age groups from which schools or learning groups are they?

8. How many young participants?

If the project caters for different year groups, schools or groups, please break them down.

9. What were the key planned outcomes and impacts for young people?

Refer if you can to the Cultivate Planning Canvas, if you have used it.

10. What is the evidence that the young people needed these outcomes?

At the start of the project what did you observe or hear from young people and/or teachers about what they needed?

More about outcomes and other findings

11. What were the key planned outcomes and impacts for educators?

Refer if you can to the outcomes and impacts in your plan

12. What evidence do you have so far that these outcomes were met?

Refer if you can to the outcomes & impacts in your plan

13. What outcomes did you hope to achieve as lead delivery partner(s)?

14. What evidence do you have so far that the project achieved these outcomes for partners?

15. What outputs can you share now?

Are there images, films, blogs, social media or any events? Can you share weblinks or explain how they can be accessed?

16. What is next? How will the project be sustained or followed up?

17. What problems or challenges did you encounter?

What were the barriers to outcomes being achieved? What practical issues arose?

18. How did you find being linked with Cultivate? How did you find the Quality Framework?

19. Use this space to note anything else that came up through the project

For example, are there underlying issues, or ideas for other ways of engaging young people?

Participant Feedback Form

(For young participants to use themselves after any session)

What stood out for you about today's activity?

Choose one or more of the following ways to tell us...

<p>I enjoyed...</p>	
<p>I found out...</p>	
<p>I used my hands to...</p>	
<p>I thought about...</p>	
<p>I was proud of...</p>	

Prompts for a post-activity group discussion

To be used to facilitate a discussion with the whole group, or used independently in small groups.

<p>It made us think.... Did it make you ask a question, have a good argument, want to find out more about something?</p>	
<p>Now we can make/do... Can you use any new tools or materials? Have you got better at designing or making something?</p>	
<p>We imagined or invented... Did you dream up something? Did you create something that wasn't just copied?</p>	
<p>We worked with others to... How did you get on with other people? What did you learn from people new to you? How did you feel?</p>	
<p>Our area in the past... Were you interested or proud to discover anything about your area? Did you learn about science, history, buildings in the past?</p>	
<p>Our area in the future... What would kind of place would make you happy or proud? How would you like to see Nine Elms turn out?</p>	
<p>Our future... Has it given you ideas about what you could learn and do after school?</p>	

Reflection for Teachers/adults:

Use this to capture any signs of learning, curiosity or change in attitude in participants during the Cultivate project. These are suggestions that you could adapt according to the focus of the project.

<p>Evidence of thinking... <i>Where they asking questions, debating, solving problems, struggling with new ideas, seeing the bigger picture?</i></p>	
<p>Evidence of technical skills... <i>Have they used any new tools or materials, or improved in their practice? Have they understood about aspects of design, fabrication, or presentation?</i></p>	
<p>Evidence of creativity... <i>Have they taken risks? Come up with original ideas and new twists? Used their imagination?</i></p>	
<p>Evidence of social & emotional learning... <i>How did they collaborate? Did they learn from and help each other? Did they see things from another perspective? Did their behaviour change over the project?</i></p>	
<p>Evidence of place-based learning... <i>Were they interested or proud to explore their area, its heritage and how it has changed? Any particular topics most interested them?</i></p>	
<p>Future visions... <i>Did they raise anything about living in a changing area? Any significant thoughts, designs or visions for the future?</i></p>	
<p>Future careers or activities... <i>Did they express interest in particular careers, or study, or cultural activities?</i></p>	

Resource 5

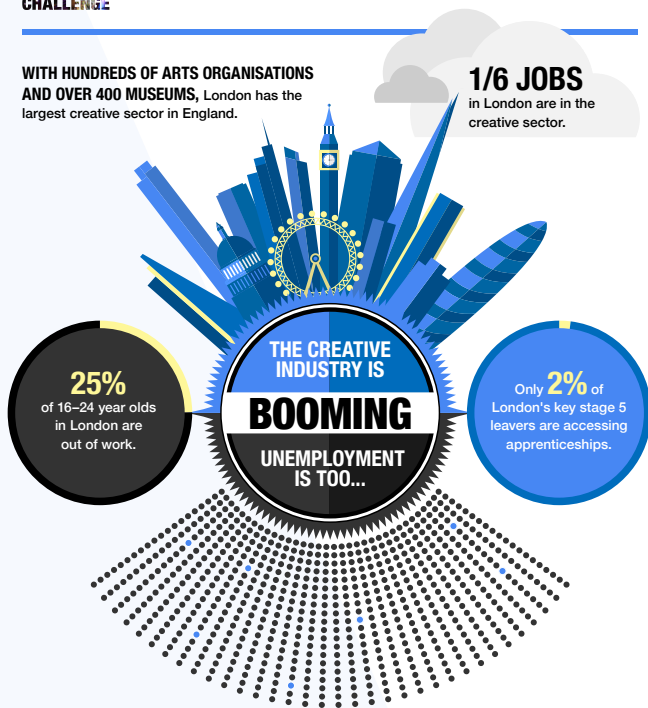
A New Direction's cultural education challenge asks for a range of areas to be explored, outlined by these Infographics

CULTURAL EDUCATION CHALLENGE

ENTRY TO EMPLOYMENT

WITH HUNDREDS OF ARTS ORGANISATIONS AND OVER 400 MUSEUMS, London has the largest creative sector in England.

1/6 JOBS in London are in the creative sector.



HOW DO WE ATTRACT AND FACILITATE YOUNG LONDONERS INTO CREATIVE CAREERS?

Can we ensure all young people benefit from the growth and employment opportunity in creative and cultural industries?

Can we break down existing barriers to secure greater diversity within London's creative and cultural sectors?

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#CULTURALEDCALLENGE

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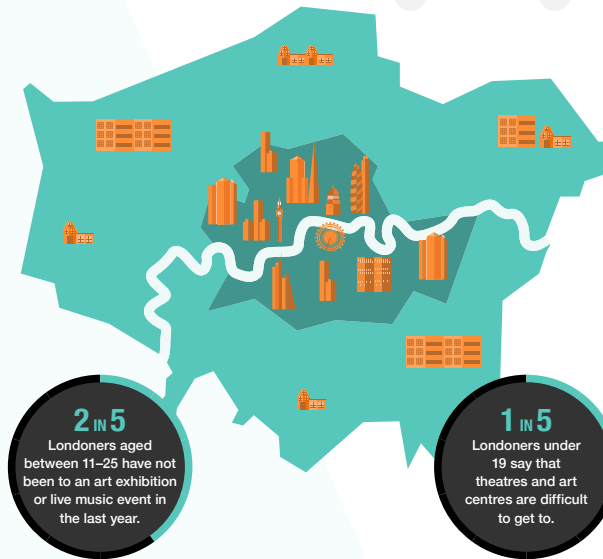
CULTURAL EDUCATION CHALLENGE

EQUITY AND GEOGRAPHY

THE CREATIVE AND CULTURAL SECTOR IS PARTICULARLY DENSE WITHIN CENTRAL LONDON.

64%

of school pupils live in outer London.



HOW CAN WE ENSURE ACCESSIBILITY TO CULTURAL RESOURCES FOR ALL YOUNG LONDONERS?

Can we refocus London's cultural offerings based on where young people live?

Can we ensure that future cultural plans consider accessibility for all young people?

WWW.ANEWDIRECTION.ORG.UK/CULTURAL-EDUCATION-CHALLENGE

#CULTURALEDCALLENGE

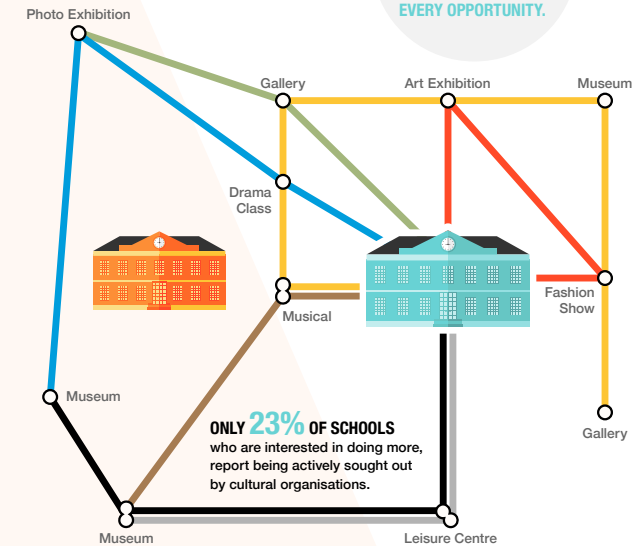
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CULTURAL EDUCATION CHALLENGE

A SUPER-SERVED SYSTEM

86% OF SCHOOLS feel lack of information is a barrier to their cultural engagement.

SOME SCHOOLS FIND IT HARD to get information about London's cultural offer **AND OTHERS GRAB EVERY OPPORTUNITY.**



WHY DO THE MAJORITY OF CULTURAL ORGANISATIONS AND SCHOOLS REPORT DIFFICULTIES IN WORKING WITH EACH OTHER?

How can we create more opportunities for school pupils to engage with cultural organisations?

How do we ensure all schools have an opportunity to work with cultural organisations, not just the best connected?

WWW.ANEWDIRECTION.ORG.UK/CULTURAL-EDUCATION-CHALLENGE

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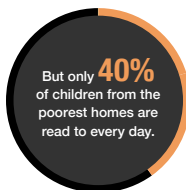
Resource 5 (continued)

CULTURAL EDUCATION CHALLENGE

EQUITY AND WEALTH

LONDON IS THE **6TH** RICHEST CITY IN THE WORLD
But 1 in 5 school pupils qualify for free school meals.

Economically disadvantaged young people are less likely to visit an exhibition or attend an event at a museum/gallery than their peers.



WHY IS CULTURAL ENGAGEMENT AMONG ECONOMICALLY DISADVANTAGED YOUTH DISPROPORTIONATELY LOW?

How can we support greater engagement in cultural activity for all young Londoners?

Can we ensure family income does not determine access to culture?

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#CULTURALEDCHALLENGE

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CULTURAL EDUCATION CHALLENGE

INFLUENCE AND DIVERSITY

WHAT IS ARTS & CULTURE TO YOUNG PEOPLE (AGED 13–19)?

“The term ‘arts & culture’ doesn’t alienate me personally but I think for a lot of teenagers in London it would and it’s not really seen as a cool thing to do.” (18yrs)



CAN WE COMMUNICATE ARTS & CULTURE MORE EFFECTIVELY?

Can we ensure young people are better able to influence what arts and cultural organisations do?

Can we build cultural provision that children and young people want?

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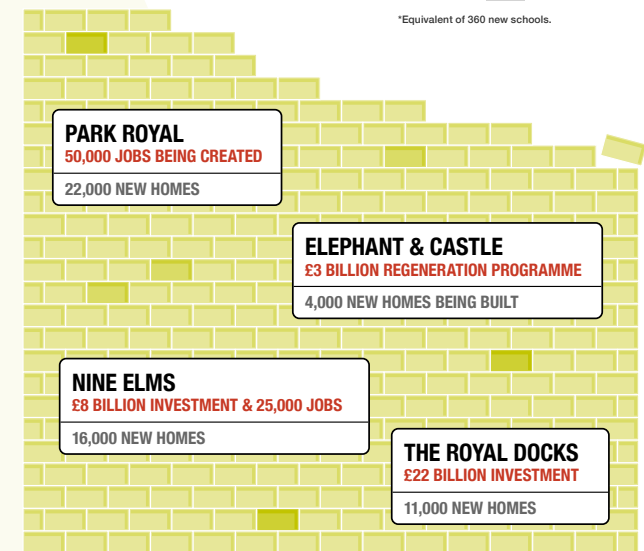
CULTURAL EDUCATION CHALLENGE

NEW LONDON AND NEW SCHOOLS

330,000 MORE PEOPLE IN LONDON since 2008. From 2011–2021 the population is expected to rise by 1million.

90,000 extra school places needed in 2015–2016.

*Equivalent of 360 new schools.



HOW DO WE ENSURE CULTURAL EDUCATION IS PART OF THE FOUNDATION FOR LONDON'S GROWTH AND DEVELOPMENT?

Can we create new models of working which cement the provision of cultural education for all?

How can cultural education be permanently woven into future regeneration and planning agendas?

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#CULTURALEDCHALLENGE

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