

## Appendix 2

# MKCEP Consultation and Research

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### Overview

The MKCEP commissioned consultants to gather information from education providers, children and young people and cultural organisations. They focussed on questions relating to access to culture and barriers to engagement, to understand how we can all work better together. Desk research was carried out, looking into the national and local picture relating to issues and challenges for children and young people, as well as the benefits and impacts of cultural education.

Taking into account the research findings, the MKCEP met to discuss what they felt to be the key barriers and issues for Milton Keynes' children and young people and to develop a set of priorities for the MKCEP. Discussions included the factors that prevent young people from engaging with arts and culture and equally some entrenched issues that affect their lives more broadly.

A number of key themes repeated across all discussions and those that can be addressed or influenced will be built into development of the Action Plan, these were:

- Issues around access - to information, activity, transport
- Motivation
- Mental health and wider safety issues
- Low skills, poor employment prospects
- Lack of support services
- Lack of visibility of the cultural offer
- Insufficient interest in arts/culture by CYP and/or families
- Economic disadvantage.

### Findings Relating to the Needs of Children and Young People

The current population estimate for Milton Keynes is 261,762, and 22.6% of the Milton Keynes population are aged under 16 compared with 19.0% in England. The 2011 census reported a 26.1% BAME population and the 2016 Schools Census reported 40.3% of students came from BAME backgrounds (increased from 20.7% in 2005). This figure is even greater at primary age - 44% of pupils of primary age are BAME, compared to 36% of those of secondary school age.

Overall the Milton Keynes local authority district was ranked 181/354 in the Index of Multiple Deprivation 2015 with nine areas ranking in the 10% most deprived in England. In 2014 20.2% of children aged under 16 are living in poverty in Milton Keynes. This is just below the England average of 20.6%.

Based on the national statistics relating to the mental health of children and adolescents, and drawing on figures from the last census, in 2011 there were likely to be 3,900 children suffering from one or more mental health disorder.

NB: All un-referenced statistics taken from the MKi Observatory or Milton Keynes Joint Strategic Needs Assessment.

# Research Summary

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## Benefits and Impact of Cultural Education from National Research/Case Studies

### Learning through arts and culture improves attainment in all subjects

- Taking part in drama and library activities improves attainment in literacy
- Taking part in structured music activities improves attainment in maths, early language acquisition and early literacy
- Schools that integrate arts across the curriculum in America have shown consistently higher average reading and mathematics scores compared to similar schools that do not
- Participation in structured arts activities increases cognitive abilities (Cultural Learning Alliance – The Case for Cultural Learning, 2011)

### Engagement in arts and culture impacts on future achievement

- Students from low income families who take part in arts activities at school are three times more likely to get a degree
- Employability of students who study arts subjects is higher and they are more likely to stay in employment
- Students who engage in the arts at school are twice as likely to volunteer and are 20% more likely to vote as young adults (Cultural Learning Alliance – The Case for Cultural Learning, 2011)

### Cultural education benefits and statistics

- Participation in structured arts activities led to increases in transferable skills (including confidence & communication) of between 10-17%
- Children from low income families who take part in arts at school are three times more likely to get a degree
- 78% of children who took part in the first year of In Harmony, a programme of daily music activity, demonstrated improved performance across core subjects
- At risk teenagers or young adults with a history of intensive arts experience show achievement levels closer to, and in some cases exceeding, the levels shown in the general population studied (ACE Create, 2015)

### Cultural education develops confidence, achievement and motivation

- Arts based projects, led by skilled practitioners in arts and pedagogy, enable these young people to acquire tools for self-transformation. Participation in these arts based programmes has the potential to change young people's lives.

(Being Other: the effectiveness of arts based approaches in engaging with disaffected young people, 2012)

- 'Playing a Part' found that there was a benefit for young people to take risks and responsibility and in so doing assert their independence, and the positive experience of working through a creative process.

(Playing a Part: the impact of youth theatre on young people's personal and social development, 2004)

## National Challenges for Children and Young People

### Education, Well-being, Confidence and Mental Health

- To understand 'what matters most' to this generation of young people, YMCA asked more than 2,000 16 to 24-year-olds across England and Wales what they think are the most important issues that need to be tackled:
  - The area where most young people's concerns are focussed is with **education**, with three in five (61%) of the issues raised relating to this topic. Within the area of education, there were two prominent concerns raised: the quality and cost of education, with 36% and 24% of the 2,000 respondents questioned raising these as important issues that need tackling.
  - Among young people's concerns education is closely followed by **employment**, with more than half (54%) of issues raised as needing to be tackled for this generation of young people to succeed being focussed on this topic. However, it is within this area that when asked what they think are the most important issues that need to be tackled, the biggest single concern for young people emerged. Four in ten (40%) of the young people questioned raised the availability of jobs as being an issue in need of addressing.
  - The third area where young people's concerns are concentrated is **health and wellbeing**. More than a third (35%) of the issues young people feel need to be tackled fall within this broad category.
  - The final key area where young people's concerns are currently focussed is **housing**, with 20% of the issues raised relating to this topic. (What Matters Most, 2016)
- The Children's Society's 2015 publication, The Good Childhood Report found that 'children in England have relatively low levels of subjective wellbeing', rating 14th out of 15 countries for life satisfaction. English children also ranked lowest for self-confidence, and have low levels of satisfaction with their relationship with their teachers. What is more, compared with children in other countries, English children do not like going to school, and are among the unhappiest children in the world. This matters in and of itself; as the educationalist Sir Ken Robinson has said, 'Education is not preparation. The first 18 years of life are not a

rehearsal.' It may also be a drag on academic achievement.  
(Mind Over Matter, 2015)

- Most people surveyed (by the YMCA) believe that the biggest challenge young people face is when they are unable to find their place within society – either within the mainstream education system or satisfactory employment. One of the most surprising results from our survey was the emphasis placed on issues to do with body image. It reveals the vulnerability of young people to such concerns and suggests the very real, lasting damage caused by low self-esteem. We also see the importance of family to young people, and how the breakdown of the family unit removes a vital safety net for people beginning to make their way in the world. Finally, the responses reveal the potential harm of substance abuse and how, despite decades of efforts to reduce its impact on young people, it still ranks as one of the five major challenges they face today.  
(A World of Good, 2016)

## **Local Strategies**

### **MK Council Arts and Public Art Strategy, 2014**

- Strategic priority 2d of the Arts and Public Arts Strategy is 'learning'. The strategy aims to provide opportunities that develop skills, including:
  - Training and development of artists and the sector to promote innovation, career progression and excellence,
  - Engage the business sector in mutually beneficial projects,
  - Work with the formal and informal education sector to build engagement with arts and public art.

### **MK Council Heritage, Museums and Archive Strategy, 2014**

- Strategic priority 2d of the Heritage Museums and Archives Strategy is 'learning'. The strategy aims to provide opportunities that develop skills, including:
  - Securing the significant heritage collections of MK, making them publicly accessible and internationally recognised
  - Profile heritage throughout MK (including public art) through development and promotion of educational trails and walks - including promoting Redways as a unique resource
  - Develop enhanced learning through increased use and activity in parks with events and 'Parks Showcases' in line with the Parks Trust 10 Year Strategy (2011-21).

### **Milton Keynes: Making a Great City Greater, 2016**

- This report produced by the MK Futures 2050 Commission outlines a vision for Milton Keynes over the next 50 years. The report proposes six big projects:
  - Hub of the Cambridge-Milton Keynes-Oxford Arc
  - MK: IT
  - Learning 2050

- Smart, Shared, Sustainable Mobility
- Renaissance: CMK
- The Creative and Cultured City.

### **Milton Keynes Joint Health and Well-being Strategy**

- The 'starting well' health measures presented in the Health and Well-being Strategy are:
  - Reduced likelihood of developing preventable mental health problems
  - Reduced levels of childhood obesity and increased levels of physical activity
  - Reduced hospital admissions for children and young people
  - Reduced incidents of repeat domestic abuse
  - Improved scores for Good level of Development at Foundation Stage
  - The impact of the 'toxic trio' will be reduced
  - Family homelessness will decrease

### **Joint Strategic Needs Assessment**

- Educational Attainment:
  - In the Early Years Foundation Stage Profile, 62% of pupils achieved a good level of development (compared to 49% in 2013 and 52% nationally also in 2013).
  - At the end of Key Stage 1 (end of infant phase) reading, writing and maths assessments are 82%, 71% and 81% respectively for pupils achieving Level 2B+, all in line with our 2013 figures and higher than the 2013 national figures of 79%, 67% and 78%.
  - At the end of Key Stage 2 (end of junior phase) 68% of pupils in Milton Keynes have achieved the level 4B+ benchmark for combined results in reading, writing and maths. This compares with 65% last year and against the 2013 national figure of 63%.
  - The key measure at the end of Key Stage 4 in secondary schools is the percentage of young people who achieve 5+ A\*-C GCSEs including English and mathematics. In 2013 61% of pupils achieved this level compared to 59% nationally. This was the first time that Milton Keynes has exceeded the national benchmark for GCSE outcomes. 2014 outcomes for secondary schools are published in January 2015.
  - For 16+ students A level results are below the national averages. 2014 outcomes for secondary schools are published in January 2015.
- Child poverty:
  - MK local authority district was ranked 211/354 in the Index of Multiple Deprivation 2010
  - 18.0% (approx.) of children and young people in MK live in areas that are among the 30% most deprived in England
  - In 2014 20.2% of children aged under 16 are living in poverty in Milton Keynes. This is just below the England average of 20.6% (Public Health England Child Health Profiles 2014)

- 21.4% live in areas classed as being in the 30% lowest child wellbeing areas Child Wellbeing Index 2009
- In August 2011, 62.6% (7,685) of the children living in poverty were from single parent families in receipt of Income Support (IS) or income-based Job Seekers Allowance. Similarly, lone parent households accounted for 75.6% of the children in low paid working families
- 2012 MK Social Atlas figures show the proportion of single parent families claiming IS in MK to be higher than the national average
- Mental health of children and adolescents: According to a 2004 study carried out for the Office for National Statistics), one in ten children aged 5 to 16 has a clinically significant mental health problem:
  - 5.8% have clinically significant conduct disorders
  - 3.7% have clinically significant emotional disorders
  - 1.5% have clinically significant hyperkinetic disorders

Applying these rates to the local population, including the 2011 census, identifies that (CAMHS) must have the capacity to provide care for almost 3,900 children and young people aged 5-16 who are estimated to have one or more mental health disorder.

- Health needs for children aged 5-19 years: In 2012, 19% of Milton Keynes' population were children and young people aged 5-19. Information from which the level of child health need in Milton Keynes may be inferred includes:
  - Increasing percentages of Milton Keynes' school pupils aged 12-13 and 14-15 who took part in the Health Related Behaviour Survey (HRBS) travelled to school by car increasing the risk of childhood obesity (27% in 2005 rising to 44% in 2013). In 2011/12, 9.1% school children in Year 6 (age 10-11), were obese
  - Approximately 16 girls aged under 18 conceived for every 1,000 of the female aged 15-17 years resident in Milton Keynes in 2012. There has been consistent downward trend in MK's teenage conception rates: between 2010 and 2012 rates were similar to the regional average and below the England average
  - The decreasing percentages of Milton Keynes pupils in the HRBS who think that solvents are always unsafe (42% in 2005 falling to 34% in 2013). Local partners report increasing cases of addiction to amphetamine and legal highs/NPS (new psychoactive substances) in young people in line with national trends
  - Rates of admissions for lower respiratory tract infection and diabetes among children are significantly higher than the English average in 2011/12
- Young People Not in Education, Employment or Training (NEET): At the end of January 2014 there were 9095 16–19 year olds recorded by DfE as living in

Milton Keynes. Performance data published by DfE on its National Client Caseload Information System (NCCIS) shows that:

- 4.8% of these were recorded as NEET. The average for the South East was reported as 5.1% and 5.3% for the country as a whole.
- There is substantial evidence around the damaging effects of unemployment on young people, particularly long-term unemployment. Spending time not in education, employment or training for six months or more at a young age is a major predictor of later unemployment as well as having wider costs for society in terms of welfare payments, costs to health and criminal justice services, and loss of tax and national insurance revenue.

### **Schools Census 2013**

- Overall in Milton Keynes, Black and Minority Ethnic groups represent 35.3% of pupils. This compares with the 2005 findings of 20.7%.
- 37.9% of pupils of primary school age come from minority ethnic groups compared to 30.6% of those of secondary school age. 34.9% of those in sixth form education are in black and minority ethnic groups.

# Consultation Report Summary

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## Overview

The [Arts & Heritage Alliance Milton Keynes](#) (AHA-MK) has set up the Milton Keynes Cultural Education Partnership (MKCEP) with support from [Artswork](#) and in response to Arts Council England's [Cultural Education Challenge](#). This asks arts and cultural organisations, educational institutions and local authorities to come together to:

- Drive a locally joined-up arts and cultural offer
- Share resources
- Create a more consistent, coherent and visible delivery of cultural education to offer high quality arts and cultural education to all children and young people (CYP).

The MK Cultural Education Partnership (MKCEP) will develop a Cultural Education Manifesto and Action Plan to ensure all Milton Keynes' CYP (0-19 & 0-25 for those with special needs) have the opportunity to create, participate in and influence culture. The aim is for such activity to positively impact on their well-being and support their creative, personal and educational development.

In order to ensure that the strategy and action plan meet the needs of CYP in Milton Keynes we have undertaken desk research (summary paper available) and have commissioned two consultants to undertake questionnaires and focus groups with education providers, cultural organisations and CYP.

The key findings of the consultants' report and the research have informed the development of these five draft priorities for the MKCEP. They are presented here with a brief outline of the report findings to allow discussion and refinement; the research summary document also provides background information and statistics.

## Information and Communications

### Considerations from MKCEP Consultation Report

- We were consistently told by young people and teachers in particular, although the delivery organisations highlighted it as well, that finding information on what cultural events and activities are available is difficult.
- Older young people talked about not knowing what was going on. Some, but not all, seem to use social media to find things out ... one of their other main sources of information is word of mouth from friends, family and parents.
- Although many cultural organizations have built up trust and long-term relationships with a range of schools and specific groups of CYP, some organisations find it hard to penetrate the school sector.

### Key questions

- How can the arts and cultural sector communicate better with schools and young people?

- Would an App, Culture Card, or offers-based system appeal to CYP?
- Many CYP stated that they get information about cultural opportunities from their teachers or parents – how should the cultural sector communicate with them?

## Exploring, Discovering and Enabling Creativity

### Considerations from MKCEP Consultation Report

- CYP in Milton Keynes do take part in a lot of out-of-school activities. But from our research the majority of these are not cultural.
- When asked about the benefits of experiencing and taking part in cultural activities, both teachers and cultural organisations highlighted aspects related to creativity: self-expression, artistic inspiration, fun and enjoyment, enrichment, curiosity, problem solving, emotional development.
- Although co-production with CYP is considered to be good practice in terms of engagement, none of the cultural organisations, and few of the teachers stated that they involve CYP in devising arts and cultural content. There were two main reasons given for this:
  - It was more appropriate to use qualified professional input
  - Cultural organisations did not have enough resource to support this approach.

### Key Questions

- How can the MKCEP work together to enable and encourage co-production of projects and activities in schools so that young people feel engaged and empowered?
- How can the MKCEP ensure that projects/activities are culturally relevant to children and young people?
- How can the MKCEP work together to develop activities that contribute to large-scale projects such as MK50 or European Capital of Culture?

## Delivery and Working Better with Schools

### Considerations from MKCEP Consultation Report

- Schools are under a great deal of pressure.
- It is clear that many primary schools are able to accommodate a significant amount of activity where they know it can support the curriculum directly. However, they acknowledge that it is increasingly difficult to accommodate cultural activity for its own sake.
- Schools identified barriers to participation which included: time, priority given to numeracy and literacy, size of the school, funding and cost, and parental support, especially in deprived wards.
- Schools felt that cultural activity must be linked to the curriculum and must be well delivered.

- Arts Award/Artsmark are not delivered/applied for mainly because of cost and staff capacity, one headteacher stated they were “not interested in awards, interested in provision”.
- One teacher responded saying they would like to better understand what was available to them, such as: “resources we could borrow, information on places to visit, suggestions of activities that are relevant to our age group, suitable websites, and people to contact to come into schools etc ... resources linked to festivals with linked pictures, plans or artefacts. A directory of contacts would also be valuable.”
- Artswork have commented that it is important to identify a useful role for schools within the partnership so that they have their own ownership – the key question for the cultural sector to ask schools is “tell us what you want”.

### Key Questions

- How can teachers be sure they are getting the best organisations and the best projects?
- How can the MKCEP ensure that arts projects are appropriate to schools – aimed at the right age-group, linked to the curriculum etc?
- What is the best way to communicate with teachers?

## Careers, Skills and Opportunities

### Considerations from MKCEP Consultation Report

- In response question about gaps in provision for CYP, one cultural organisation responded: “Work experience in the arts and cultural industries. We are overwhelmed by requests and as a very small department we can only accommodate several per year”.
- Cultural organisations when asked about the benefits of taking part and experiencing cultural activities stated: inspires career choices, cv enhancement, career opportunities
- When asked where they would like to see cultural provision for CYP in three years time, one cultural organisation responded: “I hope the knock-on effect is that retention of young people in the town has a positive impact upon the cultural infrastructure locally. Currently many of MK’s creatives leave MK for towns that typically hold a stronger artistic community, which has a damaging effect on local provision and sustainability.” Although not covered by this report, AHA-MK are aware that this view is widely held amongst MK cultural organisations.
- Also for consideration – the Careers and Enterprise Company (managed locally by SEMLEP) has been created in response to employer feedback that young people are not coming out of education with the skills they need to join the world of work. It is felt that arts and cultural activity can support development of the confidence, self-esteem and communications skills that are required.

### Key Questions

- What opportunities and programmes can the MKCEP offer to young people that showcase the range of careers available in the cultural sector?
- How can the MKCEP provide meaningful live project opportunities that develop skills and confidence of young people?
- How can the MKCEP work together to develop learning opportunities between FE/HE students and school students (raising awareness and supporting cross-over between institutions)?

## Happier and Healthier Young People

### Considerations from MKCEP Consultation Report

- When the cultural organisations were asked what they felt were the benefits for CYP in taking part or experiencing cultural activities, their answers fell into these groupings:
  1. Confidence and personal development
  2. Boost for learning
  3. Greater community engagement

Specific comments mentioned confidence, self-belief, openness, tolerance, thinking, life-changing, transferable skills.

- When asked about the benefits of cultural education for CYP, teachers responded with various enthusiastic statements: “it is fundamental to an individual’s life skills”, “a vehicle to express so many emotions”, “the core experience that drives their entire life”, “these are the experiences that they will remember from being at school for all of their lives”, “it enhances their learning”.
- Also for consideration – the research summary paper highlights the statistics from the Joint Strategic Needs Assessment relevant to CYP alongside the findings from the recent YMCA report on challenges faced by CYP in England.

### Key Questions

- How can the MKCEP work together to improve the well-being and happiness of young people?
- How can the MKCEP work together to increase the activity of young people, reducing weight issues?
- What initiatives and programmes can be developed that will increase the confidence and self-esteem of the young people involved?

### Other Questions

- How should the MKCEP prioritise the children and young people that we work with? By needs group (mental health, low attainment, etc), geographic location, school (OFSTED rating)?
- How can our Cultural Education work be funded?
- How can we work around other major issues for children and young people in Milton Keynes, such as transport, fear of walking or cycling in MK, closure of youth clubs?



# Facilitated Session Report

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## Developing priorities and future plans

November 2016

Emma Wilcox Associates

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This report is presented as a brief summary which captures the discussions which were held over two evening sessions on 12<sup>th</sup> September and 3<sup>rd</sup> November 2016. Representatives from a range of cultural organisations, schools and organisations working with and for young people attended, along with members of the Milton Keynes Cultural Education Partnership (MKCEP), its steering group and Chair.

Attendees included representatives from the following organisations:

Emerson Valley	MK City Orchestra
Cowper and Newton Museum	The Arts Excite
Holne Chase	MK Council Arts
Shenley Brook End School	MK Council Youth Offending Team
Long Meadow	Artswork
Inter-Action MK	Arts 4 Health
MK Arts Centre	Festive Road
AHA MK	Long Meadow
Black Sheep Collective	MK Gallery
The Stables	

These sessions were designed to widen the ongoing discussions of the MKCEP and its steering group, and aimed to:

- Develop the purpose, function and ambition of the MKCEP and
- Discuss and develop the priorities for the CEP, these discussions were informed by a suggestion of draft priorities emerging from desk-based research (see Appendix 1)

### What we did:

**1** In the first session we:

**1.1** Re-visited the purpose and function of CEPs, looking at the pilot projects and the lessons learned from these early initiatives. Introduced the attendees to the aims of the session (*to test and refine the draft priorities*) and overarching aims of the two planned facilitated sessions (*to test and develop the priorities, reflect and develop an emerging action plan*)

**1.2** Tested the priorities and agreed to refine them

It was felt that the five draft priorities could be interpreted too widely and that to give the plan more focus it might be better to reduce to three, with two underpinning themes which would support delivery.

- Happier and Healthier Young People
- Exploring, Discovering and Enabling Creativity
- Careers, Skills and Opportunities

Underpinning themes – which should be integral to everything that the MKCEP delivers:

- Delivering and working Better with Schools
- Information and communication

**1.3** Captured some areas which were felt to be missing

- Young people leading this work
- Funding/Resourcing
- Sustainability of the programme
- Digital

**1.4** Discussed and identified some of the key barriers and issues for MK's children and young people, those which prevent them from engaging with arts and culture and equally some entrenched issues which affect their lives more broadly and which the MKCEP and partners might look to address through future work and projects.

A number of key themes repeated across all discussions

- Issues around access - to information, activity, transport
- Motivation
- Mental health and wider safety issues
- Low skills, poor employment prospects
- Lack of support services
- Lack of visibility of the cultural offer
- Insufficient interest in arts/culture by CYP and/or families
- Economic disadvantage

This also prompted discussions of the tension between offering a targeted, or a more universal offer in respect of the MKCEP Action Plan. Many partners in the room saw the need to offer bespoke interventions that supported the most hard to reach children and young people (which are often easier to fund in the current climate), but felt that this should not cloud the need for more universal cultural education opportunities in respect of a diminishing arts curriculum and the restrictions of the proposed EBacc.

### **1.5 Future facing**

Consider how MK might look by 2050, in line with the timescale set by MK 2050 Commission.

Participants were asked to complete the following statement: As MKCEP, we will know that we have made a difference if, in the future, young people.....

Responses could be broadly grouped under the following

- **Culture will be available throughout communities**, tackling access by delivering hyper-locally. Culture built into the fabric of the city and in each of the grid squares. *“Young people don't have to seek out or find access to culture because it will be layered though and commonplace”*. *“A way of life from cradle to grave”*

- **Diversity** – our offer will reflect the communities that make up the city. Young people will experience the cultures of others, we will remove barriers *“Young people’s diversity will be publically celebrated and they will have a wide range of experiences”*. *“Experience of different cultures and in the celebration of cultures specific to them”*
- **Happy and well supported** – Children and young people will be happy, excited to participate. They will be confident to leave Milton Keynes, gain new experiences and to bring more knowledge back to the city, they will be proud of Milton Keynes *“they will come up with the answers to our city’s problems”*
- **Creative learning**, will influence their life choices, help them to be self-sufficient. May not enter a creative career but will have been influenced and inspired by their creative education, developing creative skills and mind set. Inspired by their experience growing up in a creative city. *“Will win the Turner Prize with thanks to their primary school teacher”*

(A fuller note of these discussions can be found at Appendix 2)

**2** In our second session we:

**2.1** Took time to reflect on earlier discussions, to refine the vision and priorities

**2.2** Revisited the ‘barriers and issues’ in order to group them according to how well ‘we’ (MKCEP and stakeholders) as a group and through our individual organisations could directly address or influence them.

- Those we can **address** directly
  - The visibility of culture and creative opportunities – ensure youth leaders, schools and parents have the information in the way they need it
  - Relevance - talk to schools and children and young people in ways that work for them
  - Parental influence – schools and teachers can motivate, inspire, demonstrate impact – share this info directly with parents/carers and via young people
  - Address how to embed the voice of children and young people – consider links to Youth cabinet and through school councils.
  - Ensure the relevance of the offer – for example consider digital platforms, giving space for children and young people to develop and lead the offer
- Those we can **influence**
  - Offering spaces for things to happen in (schools have space and are well distributed, community centres, think differently about space – Meanwhile use)
  - Health and wellbeing

- Financial and economic barriers to participation – think about how Pupil Premium in schools can be targeted towards arts and cultural delivery. Evidence of success in other areas – Artwork have case studies and evidence
- Those we cannot/struggle to influence, but need to be aware of and take into consideration in planning and in delivery
  - Transport – costs of transport can be prohibitive to participation. Take the offer to where CYP are, be responsive
  - Territorialism – issues around safe spaces/neutral space that address issues of certain groups not being welcome in certain areas
  - Economic disadvantage – be mindful of short-term impact of interventions and projects – look for sustainability

### **2.3 Identified other barriers which we felt were missing from the list**

- Budget cuts in schools, for core costs and for transport to events
- Changes to curriculum including - Progress 8 and Ebacc
- Children in school from breakfast club to after school club, limiting the time available to attend out-of-school activity
- Discussed emerging pilot projects and began to plot them against the three priorities
  - Happier and Healthier Young People
  - Exploring, Discovering and Enabling Creativity
  - Careers, Skills and Opportunities

### **Recommendations/Observations**

Clear communications at all stages will be absolutely essential. All partners must feel that they are part of the process and can influence and shape the programme.

There is a danger that the compressed timescale created by the need to secure partnership and funding may lead to disconnection between discussions and decisions made by the steering group and the wider MKCEP network. This is pragmatic and necessary, however clarity about decision making forward will be critical.

Delivery of some quick wins - projects that show this new way of working, will help to keep cultural partners on board and demonstrate progress to wider partners. Strong suggestion to use existing, well supported and high profile activity such as City of Culture bid to align projects and ensure city wide impact – especially relating to tackling barriers to participation and access. Voice of children and young people and their leadership within the programmes and projects for example will be critical. Check against each of the outlined project proposals for this authentic and embedded approach.

Work with digital technologies to support participation – learn from existing projects where tech and digital platforms are harnessed to deliver activity “where young people are”.

MKCEP members, stakeholders, partners and existing groups of children and young people (Youth Cabinet etc) can and should use their influence and collective voice to advocate on behalf of their peers, not be afraid to add weight to campaigns responding to threats to cultural learning provision. It might be necessary (and would certainly be useful) to plan to disseminate key facts and data to all partners to support ‘making the case’ and to underpin plans. Gathering evidence and impact, perhaps through a research partner, would be highly beneficial. Note the Future Views (<https://futureviewsblog.wordpress.com/>) project which provides a platform for dialogue and shared learning relating to LCEPs.

