



SELF-EVALUATION FRAMEWORK & TOOLKIT 2019-21

LOCAL CULTURAL EDUCATION PARTNERSHIPS IN THE FESTIVAL BRIDGE REGION

ANDREA SPAIN

SELF-EVALUATION FRAMEWORK & TOOLKIT 2019-21

Local Cultural Education Partnerships in the Festival Bridge Region

This Toolkit has been commissioned by Festival Bridge¹ to support Local Cultural Education Partnerships (LCEPs) in their region to document and reflect upon their activities and impact. It is accompanied by a Baseline Data Report².

PURPOSE

The Toolkit sets out a proposed framework, process and tools to support LCEPs to

- Capture key data about how they are organised and governed, and who is involved
- Communicate and reflect upon the range of activities they initiate or support, including their scope and reach
- Understand impacts of their LCEP on partner organisations, CPD participants and young people
- Measure 'distance travelled' over time in relation to key outcomes and shared goals
- Gather feedback from stakeholders on the effectiveness of LCEP operation

As a result of this process, it is hoped that LCEPs will be supported to

- Build on strengths, identify challenges and provide peer to peer support
- Articulate progress and value, as the basis for securing wider support and investment
- Monitor for equality of opportunity
- Consider how young people's voices inform and shape local cultural education provision

METHODOLOGY

The framework for LCEP evaluation 2019-21 has been developed through:

- Analysis of LCEP Outcomes Frameworks, activity plans and pledges (June 2019)
- Workshops with LCEP Chairs (01 July 2019) and Young Fenland Cultural Consortium partners (16 July 2019)
- Consultation with NessFest Youth Team (Sept 2019) – see Youth Voice below
- Reference to Arts Council's Cultural Education Challenge, Cultural Education Partnerships Pilot Study and Research into Cultural Education Partnerships³

YOUTH VOICE

The preparation of this Toolkit has included an exploration of the role of young people in evaluation design and delivery. This has involved

- a) Youth Voice in LCEP Evaluation Workshop for LCEP Partners (n=5, from 4 LCEPs)
- b) Pilot of a focus group resource to consult young people on what LCEP success would look like for them, undertaken by Phoebe Wingate, Cultural Learning Officer, Making Waves Together with Ness Fest Youth Team.

These young people felt that, if their local LCEP in Lowestoft were to be successful, results would include

- "Everyone respecting different activities (not just football)"
- Reductions in anti-social behaviour
- More people visiting their town and doing more activities
- Film about arts & culture
- "More discussions like this one" (about young people's interest in and views upon arts and culture)

¹ Festival Bridge is the Bridge organisation for Cambridgeshire, Norfolk, Peterborough and Suffolk and is managed by Norwich and Norfolk Festival

² Spain, A. (2019) Local Education Partnerships in the Festival Bridge Region, Baseline Data

³ Lonie, D., Lo, Y., & Dedman, J. (2019), Arts Council England Research into Local Cultural Education Partnerships Final Report, BOP Consulting
https://www.artscouncil.org.uk/sites/default/files/download-file/BOP_LCEP_Research_190717_0.pdf

DEFINITIONS

The following definitions are used for the purposes of the Framework and Toolkit:

working
for the
Framework

LCEP PARTNERS

Those who work in a professional or voluntary capacity to create or enhance cultural learning opportunities for young people within LCEPs.

- Partners may include
 - Official partners or members (where these exist)
 - Board or steering group members
 - Organisations who have engaged with the LCEP e.g. through projects or events
 - Other key stakeholders in cultural education such as local authorities, arts or culture leads in schools, arts, heritage or community groups and artists for example

SCHOOLS & TEACHERS

Schools and teachers beyond those considered to be LCEP Partners

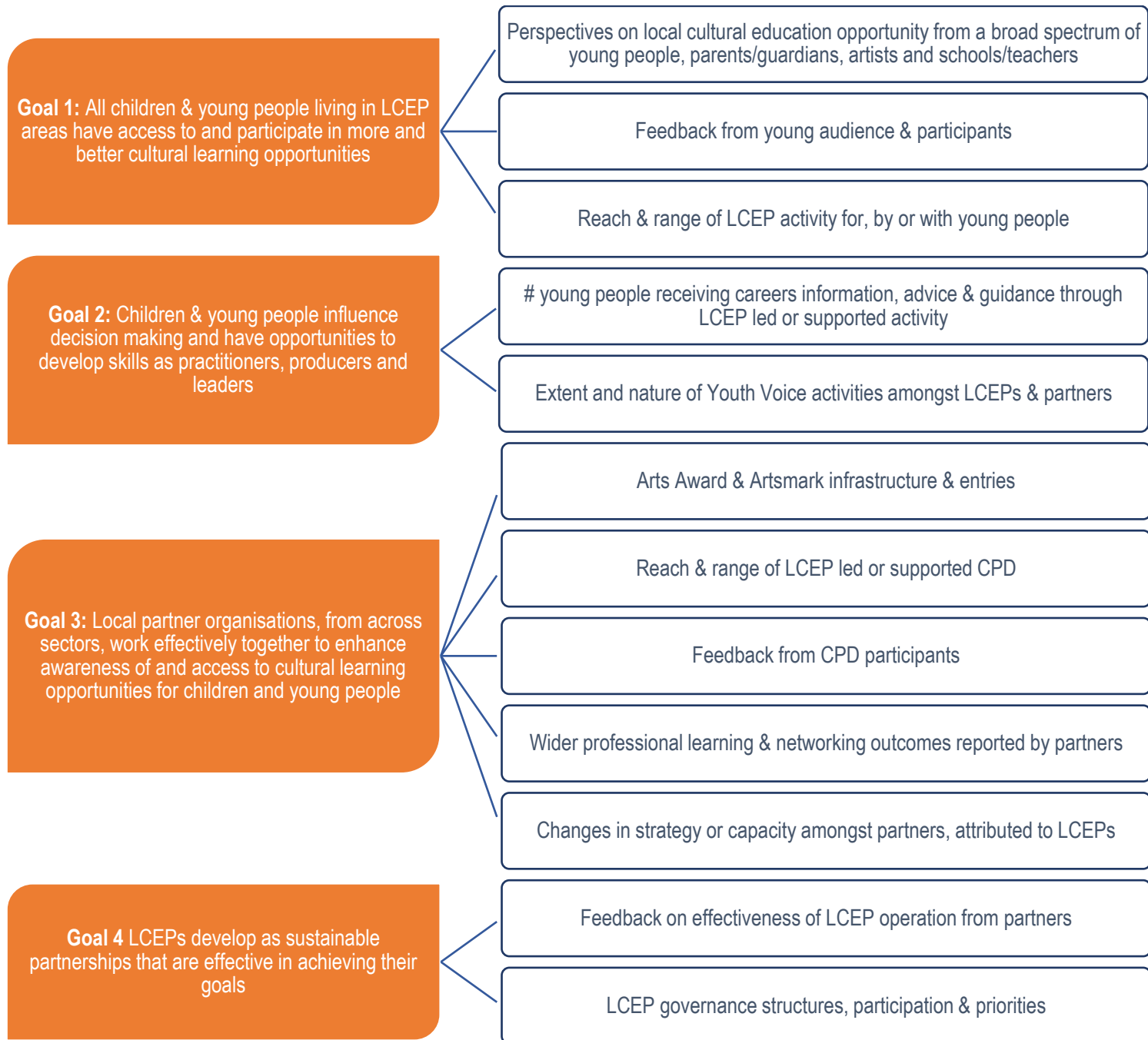
- All schools and teachers, whether or not they are acknowledged partners or lead contacts for LCEPs, as considered important stakeholders in cultural education provision. Alongside children, young people, artists and families, they are considered as a target group for evaluation purposes.

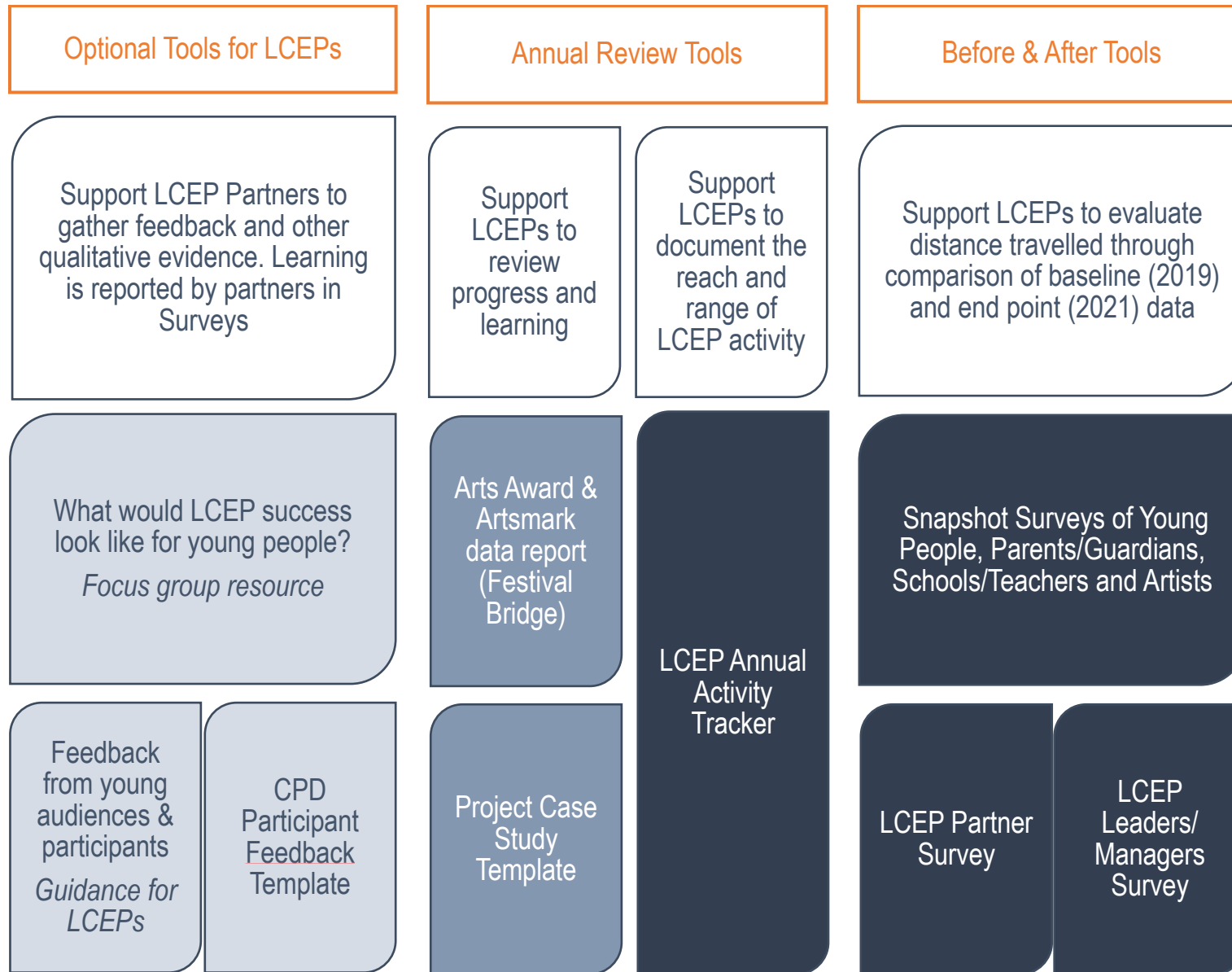
LCEP ACTIVITY

Any activity that has been led, initiated, organised, delivered or supported by a Cultural Education Partnership.

- LCEP activities would not have happened, or would not have happened in the same way, without the *conscious involvement* of the LCEP. e.g.
 - LCEP meetings (including board/steering group meetings)
 - Projects and commissioning of activities for, with or by young people
 - CPD or research
 - Youth Voice activity, careers support or mentoring
 - Marketing initiatives.
- LCEP activity may not always be *new* activity. The purpose of documenting and monitoring LCEP activity is to consider how LCEPs add value and who benefits.
- LCEPs create value beyond activities they consciously support or deliver, by enhancing the capacity of others, for example This is also addressed within the evaluation framework.

FESTIVAL BRIDGE LCEP EVALUATION FRAMEWORK 2019-21





FESTIVAL BRIDGE LCEP EVALUATION TIMETABLE 2019-21

OCTOBER 2019 Baseline Data Collection

LCEP Leaders Survey 2019

LCEP Partners Survey 2019 (Before)

Analysis of 2019 Artsmark & Arts Award Data

JANUARY 2020

Postcard Surveys 2020

Agree Case Study Projects for 2019-20

JULY-OCT 2020 Annual Review 2019-20

Completion of LCEP Annual Activity Records 2019-20

LCEP Leaders Survey 2020

Analysis of 2020 Arts Award & Artsmark data

Completion of 2019-20 Case Studies

Agree Case Study Projects for 2020-21

JULY - OCT 2021 End Point Review

Completion of LCEP Annual Activity Records 2020-21

LCEP Leaders Survey 2021

LCEP Partners Survey 2021 (After)

Analysis of 2021 Arts Award & Artsmark data

Completion of 2020-21 Case Studies

TOOLKIT GUIDE

LCEP Activity Tracker

- Excel spreadsheet to capture data relating to LCEP Activities (see p. 3)
- To be completed by LCEPs annually (by academic year)
- Data can be entered ongoingly on a project by project basis (or at year end)
- *Requires LCEPs to capture data for activities such as partnership meetings, projects, CPD events (see Recommended monitoring & data capture for LCEP activities p. 8)*

LCEP Leaders/Managers Survey

- Short online survey to capture data and reflections on LCEP operation and governance
- To be completed by LCEPs annually (July – August) on request

LCEP Partners Survey

- 10 minute online survey of LCEP partners (see p. 3)
- To be completed July – Sept 2021
- LCEPs may wish to consider how to maximise responses from partner schools/teachers (e.g. scheduling into network or CPD events)

Snapshot Surveys – Teachers, Artists, Parents

- Super quick online surveys to capture a snapshot of cultural opportunity in LCEP areas
- Distribution and promotion by LCEPs in January 2020 & July 2021
- LCEPs may wish to incentivise responses with e.g. a prize draw

Snapshot Survey – Young people

- As above, with hard copy version produced by Festival Bridge

Case Study Template

- Template for sharing details of and learning from highlight LCEP activities
- It is recommended that LCEPs choose 1 or more projects of mutual interest to share as case studies each year
- Prompts may also be used to create verbal or powerpoint presentations
- May also be used by LCEPs to ask partners to share key projects within their network

LCEP Youth Consultation Resource

- Optional Focus Group resource for LCEPs to consult young people to inform LCEP planning or evaluation

- Suitable for small groups or whole classes with any level of prior cultural opportunity or engagement

Arts & Culture Infographic

- Visual tool to help communicate what we mean by arts and culture
- Optional tool, part of focus group resource (above) but with potential for wider application

LCEP guidance on feedback from young audiences/participants

- Guidance on planning and design of feedback mechanisms
- Optional resource for sharing with partners to promote youth voice and effective self-evaluation

CPD Participant Feedback Template

- Optional word template to collect feedback from CPD participants
- Includes questions specific to LCEPs (Q8 & 9)
- May be used for LCEP Activity or shared more widely to promote effective self-evaluation

RECOMMENDED MONITORING & DATA CAPTURE FOR LCEP

- LCEP Activities are those consciously initiated, led, delivered or supported by LCEPs.
 - *Much LCEP activity will be managed or delivered by partners, but not all activity delivered by partners will be LCEP activity.*
- It is recommended that, where possible, each LCEP records the following monitoring/participation data to understand the reach and scope of LCEP activity. This is for internal monitoring, evaluation and communication purposes only, and is not a requirement of Festival Bridge or Arts Council England.
- The LCEP Annual Activity Tracker (spreadsheet) provides a means of collating this data from across activities on an ongoing or annual basis

ACTIVITIES

Children & young people's engagement with LCEP activity

- Total young audiences/participants by
 - Gender
 - Age (Key stage)
 - Ethnicity
 - Disability
- # of young people who engage
 - During the school day / at but after school / out of school
 - At an arts venue / at a heritage site / at another community space / online
 - By art form
- # of young people, per project, who
 - Are involved as participants, performers or creatives
 - Engage as audience or visitor

CPD Activity

- # of sessions of CPD delivered (where a session is an activity of up to 3 hours/half a day in duration)
- # of sessions that were cross sectoral (open to participants from more than one sector e.g. arts, heritage, education, healthcare)
- Total # CPD participants by
 - # who are teachers / heritage professional / arts professionals / others
 - Gender
 - Ethnicity
 - Disability

Partners

- Partners represented within board steering group (by year)
- Partners attended partnership or network meetings
- Partners engaging with LCEP projects
- Partners delivering LCEP CPD Activity
- Other partners

For all of the above:

- Partner type (inc school type)
- Is the partner diverse led? (51%+ of board and senior leaders are BAME, disabled, female or LGBT)
- Is the partner located in the LCEP region?

Funding

- Sources of funding for LCEP activity (not to include in kind contributions from partners)

APPENDIX: Detailed Framework *with selected indicative activities & indicative objectives from LCEP outcome frameworks*

ACCESS & PARTICIPATION	Goal 1: All children & young people living in LCEP areas have access to and participate in more and better cultural learning opportunities			
	Indicative activities	Indicative Objectives	Measures of success	Method
	<ul style="list-style-type: none"> Support or commissioning of activities that are young people focussed Attracting investment for arts, heritage and cultural activity with, by or for young people Crosscutting programming themes – e.g. environment, food, fashion, gardening etc Exploring ways to achieve more equal access within cultural engagement e.g. gender balance Production of Youth Arts festivals YFCC Discover Days Activity in non-traditional venues to attract new young audiences 	<ul style="list-style-type: none"> Every child, every year, has positive cultural experience (active and as audience) as part of a broad and balanced curriculum in school A wide range of extra-curricular arts activity is on offer The arts and cultural environment are highly visible and easy to access There are multiple ways to reach cultural activity, including transport routes and digital distribution Schools have access to cultural partnerships, projects and expertise that meet their needs Young people feel that they have access to arts activities that are ‘for them’, relevant, accessible and ‘stretching’ Cultural organisations see increased uptake of activities CYP attend cultural outlets more than once, or say they want to visit again There is an increase in independently motivated footfall in cultural spaces CYP and their families understand the impact that creative and cultural experiences have on their self-confidence, well-being and resilience CYP confidently associate with arts and cultural organisations Transport is no longer a barrier to engagement Community spaces, town and rural, indoor and outdoor are used to host CYP-relevant cultural events 	<i>Range & reach of LCEP projects</i> <ul style="list-style-type: none"> # young people participating/attending, monitored by Age, Gender, Ethnicity, Postcode (UKMID), Disability, School Range of art forms and/or heritage explored Venue type (e.g. school, arts/heritage venue, community space, digital, alternative venue) Number & type of partner organisations 	Project Report by LCEPs
			<i>Parent/guardians Perspectives (Questions tbc)</i> <ul style="list-style-type: none"> % parent/carers who know where to find out about cultural opportunities for young people % who feel that a good range of opportunities is accessible to their family Monitoring by postcode & engagement with arts/heritage Range and impact of barriers to engagement reported by parents/guardians 	Snapshot Survey Parents & guardians (To Do)
			<i>Teacher Perspectives (Questions tbc)</i> <ul style="list-style-type: none"> % teachers who feel their schools values the benefits of arts & culture % teachers who agree that they have access to partnerships and opportunities that are accessible/meet their needs Range and impact of barriers to cultural engagement within and after school reported by schools/teachers 	Snapshot Survey Teachers (To Do)
			<i>Young People’s Perspectives (Questions tbc)</i> <ul style="list-style-type: none"> % who have the chance to take part in arts and culture activities regularly at school % who feel they have good access to experiences that are youth focused and of interest to them out of school % who have opportunities to be stretched them or attempt new challenges 	Snapshot Survey Young People (To Do)

			<ul style="list-style-type: none"> Range and impact of barriers to cultural engagement reported by young people 	
			<i>(Young People's) Participant Feedback</i> TO DO – Template based on ACE Quality Principles & Participatory Metrics	Feedback Template
			<i>LCEP Partner Perspectives (inc partner schools)</i> <ul style="list-style-type: none"> % partners who have engaged more young people overall % partners who have engaged more young people as audiences/visitors % partners who have engaged more young people as participants/co-creators % partners who have engaged new or different young people % partners who have engaged priority/low participation target groups What have you learned from working with new or different CYP? 	Survey of LCEP Partners
			<i>Annual Case Study of an LCEP project</i> <ul style="list-style-type: none"> Which young person/people have benefitted or engaged? Which partners and other agencies have been involved? What art forms/genres or heritage themes/products have been involved? How have LCEP partners sought to provide more or better cultural opportunities? How did young people find out and choose to engage? How were potential barriers overcome? How does this activity connect to CYP's wider cultural lives? To what extent did CYP feel the offer was relevant and valuable to them? Did it introduce new challenges or opportunities? How have CYP, their families, teachers & cultural practitioners understood the impact of this experience on participants' self-confidence, well-being and resilience? 	Case Study Guidance (To Do)

YOUTH VOICE & LEADERSHIP	Goal 2: Children & young people influence decision making and have opportunities to develop skills as practitioners, producers and leaders			
	Indicative activities	Indicative Objectives	Measures of success	Method
	<ul style="list-style-type: none"> Organisations commit to enabling young people to take the lead, embrace cultural change and embed CYP leadership Support for and commissioning of activities that are youth led, created or curated Work experience for young people embedded within the activities of partner organisations through e.g. internships, volunteering, placements or live projects. Creation of informal 'meanwhile' supported and facilitated creative spaces for young people to learning and develop skills through doing Clear and effective networks enable co-production between CYP, art and cultural educators and other stakeholders Young people are represented on the board or form a consultative group to engage in key decision making and consider project proposals. Arts Award is promoted as a means of making a difference to how CYP view and are viewed by the arts & cultural sector 	<ul style="list-style-type: none"> Young people's talent is celebrated Young people develop employability skillsets and are "aspirational" about their future There is an active and young-people-led network with which arts organisations can engage The cultural offer will be connected to the young person's whole life experience and journey including health and wellbeing Young people feel confident to make their needs and these are acted upon by partners There is evidence of CYP taking the lead through activity and CYP report being able to take the lead Significantly increased awareness, delivery and uptake of Arts Award at all levels 	# LCEPs reporting youth voice activities embedded within their operation <ul style="list-style-type: none"> Youth consultation Youth produced projects & events Youth governance Peer leadership (youth led activity/mentoring) Youth entrepreneurship Youth advocacy 	LCEP Activity Report
			# LCEP partner organisations reporting youth voice activities <ul style="list-style-type: none"> # partners who have increased youth voice activities as a result of LCEP 	LCEP Partners Survey
			Attainment & progression <ul style="list-style-type: none"> # young people achieving arts awards # young people applying/being accepted by FE programmes in arts, creative industries and heritage subjects 	Data report by Festival Bridge
			Careers Information, Advice & Guidance <ul style="list-style-type: none"> # young people receiving IAG 	LCEP Activity Report

PROFESSIONAL DEVELOPMENT

Goal 3: LCEPs are effective communities of practice in which partners learn together through pursuing a shared intent				
Indicative activities	Indicative Objectives	Measures of success		Tools
<ul style="list-style-type: none">Arts, cultural and education leaders learn from and support each otherActive, embedded networks provide regular opportunities for sharing practice and building positive working relationshipsRegular opportunities for teachers to develop their skills by receiving training from a range of creative and cultural practitionersFinding and sharing information on best practice, publications or research.Toolkits and resources produced and available to download	<ul style="list-style-type: none">Partners build better understanding of progression routes into creative and cultural skills building and careersLCEP partners are inspired with new ideas as a result of responding to the voices of young peopleCultural partners will be able to speak 'education' languageTeachers can see and create links between the National Curriculum, arts and cultureSchools and arts partners pursue excellence to ensure a higher success rate in cultural academia	<i># CPD or networking opportunities made available</i> <ul style="list-style-type: none"># sessions# participants% that are cross-sectoral	<i># CPD participants</i> <ul style="list-style-type: none"># teachers# arts/culture practitioners# arts/culture managers	LCEP Activity Report
		<i>Quality and impact of CPD opportunities provided</i> To what extent do CPD activities support participants to <ul style="list-style-type: none">Create more or better cultural learning opportunities for CYPImprove the accessibility of cultural learning opportunities for all CYPAllow CYP to influence decision making about cultural opportunities available to themLearn from or work more effectively with other local practitioners		CPD Participant Feedback (for formal CPD)
		Partners report immediate value <ul style="list-style-type: none">New ideasNew contacts and relationshipsEnhanced knowledge/understanding of young people's lives, needs or barriers to engagementImproved awareness of local issuesImproved understanding of the work and priorities of other partnersImproved understanding of funding opportunities and/or how to access themEvidence that ideas and learning have been shared within and beyond own organisation Evidence of changes in practice amongst LCEP partners <ul style="list-style-type: none">Thinking or talking differently about work with or for CYPChanges in approach to work with or for CYPWorking with different or more diverse creative partners (e.g. artists, art forms)Changes to how opportunities are communicated to CYP/families Qualitative <ul style="list-style-type: none">Most valuable learning....Further CPD needs...		LCEP Partners' Survey

SECTOR DEVELOPMENT	Goal 4: Local partner organisations, from across sectors, work effectively together to enhance awareness of and access to cultural learning opportunities for children and young people			
	Indicative activities	Indicative Objectives	Measures of success	Tools
	<ul style="list-style-type: none"> Collective celebration and fundraising with confident voices Cultural education is continually championed by an area-wide partnership LCEPs act as brokers between the arts and cultural offer and schools There is a shared menu/prospectus for cultural resources, spaces, experiences – physical and practical Services are delivered with local people first and foremost LCEP defines target groups based on need and intelligence A mapping exercise to review current provision for children and young people and support the ongoing process of identifying & addressing gaps in provision Schools and partners work together to increase available after-school cultural activity Work with 'culture schools' to review their existing offer and identify where the LCEP can support development Support the development of grass roots cultural organisations to build capacity and foster greater community participation 	<ul style="list-style-type: none"> Institutions, adults and young people understand and are committed to the importance of arts and culture for Children and Young People Schools and cultural organisations develop mutually effective long term relationships Organisations are aware of where to go for investment Increase in schools' take up of Artsmark to improve cultural offer The cultural offer is accessible, visible, sustainable, well connected and strategic We make effective use of existing capacity, projects and initiatives Decision-makers have the right knowledge and tools to make effective decisions about their role in promoting CYP AC engagement The diversity of arts and cultural activity enjoyed by young people is recognised and respected 	<p>Artsmark & Arts Awards Infrastructure</p> <ul style="list-style-type: none"> % schools with Arts Mark/on Arts Mark journey # Arts Mark supporters # arts awards centres (inc # active) # arts awards supporters # arts awards advisors trained <p>Changes in strategy in relation to cultural learning for CYP</p> <ul style="list-style-type: none"> % partners who have made changes to staffing or management structures Developed new goals, aspirations or ambitions Other strategic changes <p>Enhanced capacity in relation to cultural learning for CYP</p> <ul style="list-style-type: none"> % partners who have accessed new/increased funding or investment New partnerships More partnership working % who feel local partners are working more effectively together % who feel less isolate or more Use of legacy resources e.g. project models, case studies Other enhanced capacity to offer cultural learning for CYP <p>Qualitative</p> <ul style="list-style-type: none"> Please describe an effective partnership experience 	<p>Data report by Festival Bridge</p> <p>LCEP Partners Survey</p>

OPERATIONAL EFFECTIVENESS	Goal 5: LCEPs develop as sustainable partnerships that are effective in achieving their goals			
	Indicative activities	Indicative Objectives	Measures of success	
	<ul style="list-style-type: none"> Facilitation of partnership working and collaboration Ensuring 'the right people are around the table' Being open, welcoming and generous Being responsive and reflexive Improved communication with CYP, schools/teachers and families 	<ul style="list-style-type: none"> LCEPs have clear goals, purpose and momentum LCEPs are 'plugged in' to wider networks There is diversity within partnerships The cultural offer for CYP responds to local need and school curricula LCEPs promote a joined up offer that engages with CYP across the totality of their cultural lives 	<p>Partners views on effectiveness</p> <ul style="list-style-type: none"> Participating in LCEP activities is a good use of my time and helps me to contribute to or achieve things that matter The LCEP has clear goals, purpose and momentum The LCEP has a clear structure and effective process for decision making The LCEP is well connected to wider networks and local/regional strategies A good cross section of local partners, schools and other agencies is represented within LCEP decision making The LCEP makes effective use of available resources <p>Qualitative</p> <ul style="list-style-type: none"> What are the strengths of your LCEP? What works less well about your LCEP? 	LCEP Partners Survey
			<p>LCEP status</p> <ul style="list-style-type: none"> Established & delivering, Established by not delivering, Emerging Urban/rural/coastal Key challenges or objectives characterising the LCEP Specific target groups Governance model Funding/investment (see BOP) Use of Data (using BOP categories) <p>Diversity and engagement</p> <ul style="list-style-type: none"> Partners engaged in activity including types of school Cross sectoral representation within LCEP meetings/events/projects % BAME and/or disability led/focused 	LCEP Chairs Survey