



Connected London: Planning for Innovation In Cultural Education

Report from Workshop 2
16th July, 2013

The story so far...

- ❖ 8 project teams are now working with AND as part of the **Connected London programme**.
- ❖ Each project team has acknowledged the need to **think differently** about funding for and provision of cultural education in London.
- ❖ The teams have committed to **working together in a community of practice**, exploring and experimenting with radical new approaches.
- ❖ Their shared goal is to **create exciting and sustainable cultural learning opportunities** for young people in London.

View Connected London programme:

<http://www.anewdirection.org.uk/programmes/connected-london>

View Case for Change:

<http://www.anewdirection.org.uk/asset/view/882>



The story so far...

Project teams have adopted and adapted a model for innovation - **Radical Efficiency** - which offers a disciplined framework for innovation in the design, delivery and resourcing of products and services. See below the updated model from workshop 2.

View **Radical efficiency model explained** in Case for Change (page 8-11): <http://www.anewdirection.org.uk/asset/view/882>

View **Radical efficiency report**: <http://www.innovationunit.org/sites/default/files/radical-efficiency180610.pdf>

New perspectives on challenges

- Research **young people's** interests, wants and needs
- Engage all staff in **understanding** users
- Community consultation
- Family participation: programming events
- Properly **inspect** your service
- Identify the **problem**
- Undertake **Data mining**
- **Be open** to new/different
- Getting questions right
- Youth data collectives = share the burden

New
Insights

New
Customers

- **Identify non-users** and learn from young people **not** engaging
Schools **not** participating
- Identify **new markets** – adult social care, young offenders
- Think about **outcomes for learners** as a priority
- **New groups/users**: travellers, children in care, academy chains

- Increase the roles of **families** in providing the service
- Involve **amateur/voluntary** groups
- Encourage use of **youth panels**
- Challenge existing definition of **suppliers**
- Engage the audience as **co-producers**
- Find partners with **skills you don't have**
- **Medic connections**: resources, supplies
- Invest time in **co-design**
- Encourage **self help** – not needing professionals for everything

New
Suppliers

New
Resources

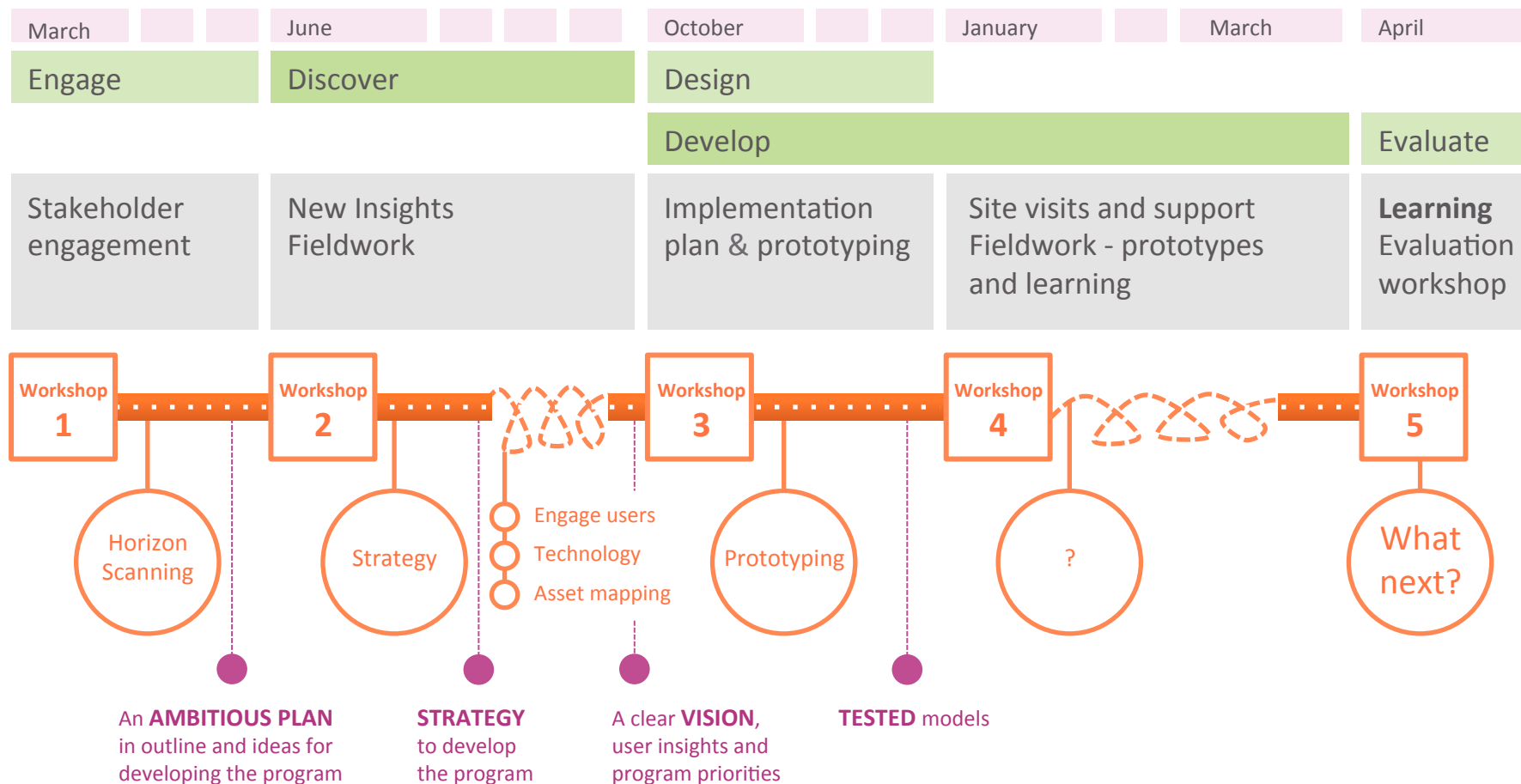
- Explore **technology** for engagement and efficiency
- **Sweat assets**: make more effective use of resources
- **Support Skills sharing** across sectors
- **Analyze benefits** - go beyond problem solving
- Develop tools and platforms to **share resources**
- **Development projects** (e.g. Kings Cross)

New perspectives on solutions



The story so far...

Project teams have embarked upon a year long **programme of innovation** in their localities, supported by a series of workshops and other activities offered by **A New Direction and Innovation Unit**.



The story so far...

6 recommendations for innovation in cultural education in London form the basis for the programme:

1. Adopt a user focus to the work

Taking a human centred approach means that the outcomes are based on the best possible service for users.

2. (Only) invest in sustainable projects

Sustainable projects means that costs can be covered by the activities being run. There is not a dependency on external funding.

3. Develop innovative partnerships & partnerships for innovation

Reconfiguring relationships between schools, families, businesses and cultural partners can lead to the emergence of new services and pathways, using existing resources.

4. Explore Technology

Technology has the potential for building community, with the use of social media and new technology we can gain engagement, specially of the people born in the digital age.

5. Rethink schools as the place for learning

Many schools are trapped in a paradigm of teaching and learning that isolates cultural education, rather than integrating it across curriculum subjects.

6. Challenge existing roles and hierarchies

Finding new ways to empower and engage students, families and friends in relationships allows for new assets and resources to emerge.

View 6 recommendations in detail in **Cultural education in London: Making the case for change** (pages 22-27):

<http://www.anewdirection.org.uk/asset/view/882>

Engagement

Funding

Partnerships

Technology (enabler)

Art & culture in schools

Community capacity



The story so far...

This second report from the **Connected London programme** shares discussions and insights from a workshop held on 16 July 2013.

The workshop was in two parts. In the morning teams spent some time as a community exploring perspectives on and ideas for the ‘big picture’ challenge of transforming cultural education in London.

In the afternoon teams worked with tools and frameworks to develop their plans and practice in relation to two of the recommendations:

1. **Adopt a user focus**
2. **Develop innovative partnerships**

View Connected London Programme resources:

Cultural education in London: Making the case for change

<http://www.anewdirection.org.uk/asset/view/882>

Inspirational Cultural Programmes

<http://www.anewdirection.org.uk/asset/view/883>



Recommendation 1:

Adopt a user focus to the work

Taking a human centred approach means that the outcomes are based on the best possible service for users.

Suggested activities:

- Research young people's interests/wants/needs
- Know where young people are; where they meet and what they do
- Seek out learners, teachers and school leaders who do not currently engage and listen to them
- Spend proper time with users and service providers to gain insights into existing provision
- Engage all staff – AND and project-based - in understanding young people's perspectives

Inspirational programme example:

“You can't expect young people to want to come to things – you need to bring it to them”

National Theatre Live
Best of British theatre broadcast
live to cinemas around the world



Home **Productions** Venues & Booking

Press & Marketing



National Theatre Live is an initiative to broadcast live performances of the best of British theatre to cinemas around the world.

The example understands where people are, how they like to consume theatre and adapts to their needs.

New engagement of audiences



Recommendation 3:

Develop innovative partnerships & partnerships for innovation

Reconfiguring relationships between schools, families, businesses and cultural partners can lead to the emergence of new services and pathways, using existing resources.

“AND have done amazing work already in facilitating stronger and meaningful connections” **Participant**

Suggested activities:

- Complete stakeholder and asset maps
- Work with schools to find out what would attract them to take part in new partnership arrangements
- Seek out and engage partners with skills you don't have
- Share resources to grow more
- Invest in real partner relationships, that go beyond 'funder-provider'

Inspirational programme example:

“Great for engaging kids with the locality in which they live”



Fiskars Model connects Fiskars elementary school and its activities to the surrounding community, making use of the resources of the community (e.g. the knowledge of the local artisans and artists).

The example shows how an innovative range of partners can help young people stay engaged in the community.

Innovative partnerships



Part 1 Road maps for system transformation

Morning session - 16th July, 2013



A.N.D

The challenge

If we stand back to look at the ‘big picture’ of the **challenge** we face, we can’t fail to notice that there isn’t one single, coherent challenge which can all unite to tackle, but a complex mix of interdependent variables working together to create a new, harsher environment for cultural education in London.



View AND presentation (pages 5-24):

<http://www.anewdirection.org.uk/asset/view/892>



The solution

So a simple response won't work.

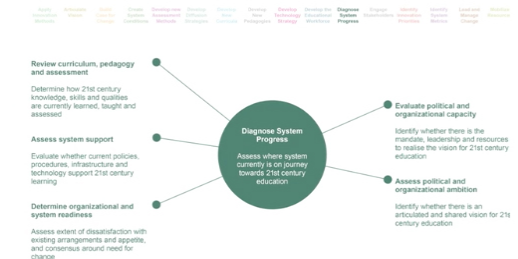
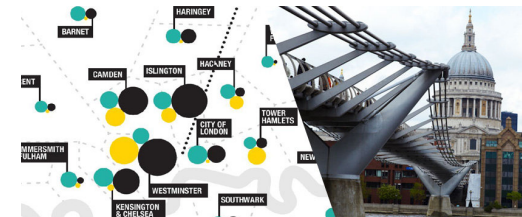
We need to be sophisticated in our understanding of the challenges we face and strategic in our development of a set of solutions that are equal to the task.

AND's work to assemble clear and compelling evidence and to gather up to the minute intelligence on 'what's next' for Arts and Culture in London, provides a firm foundation upon which to build a strategy.

<http://www.anewdirection.org.uk>

Innovation Unit's work in public sector transformation in the UK and in education systems overseas has led to the development of an interactive tool that indicates what the elements of such a strategy might be: we call it a road map for system transformation.

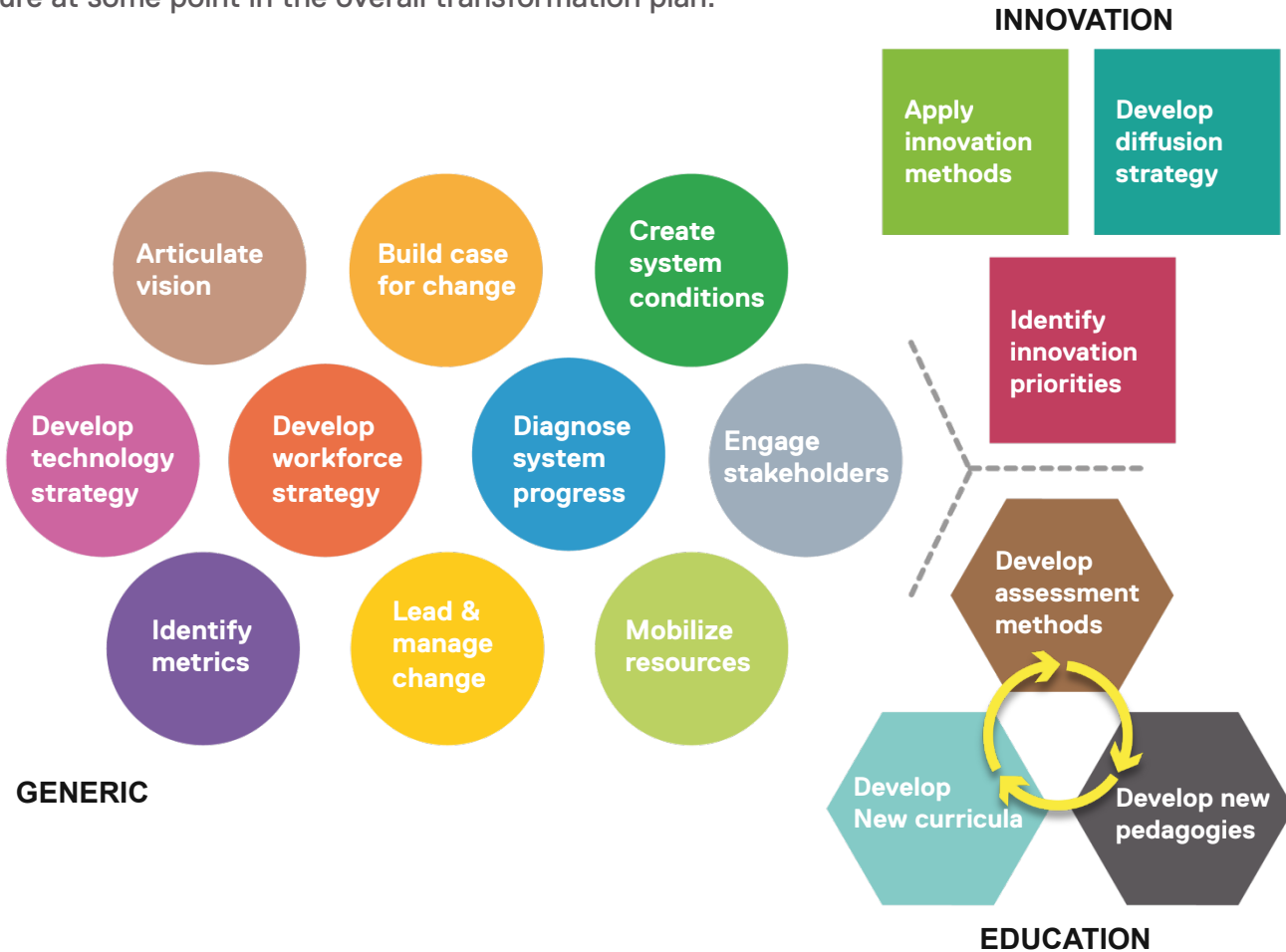
<http://gelponline.org/resources/film-gelp-roadmap-tool>



Road maps for system transformation

16 essential elements make up the road map.

Elements can be repeated and can assume greater and lesser relative significance (indicated by size). But all 16 elements **must** feature at some point in the overall transformation plan.



Road maps for transforming cultural education in London

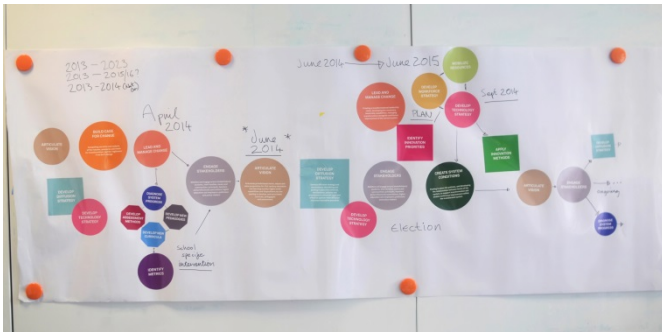
Four mixed teams worked to develop their plans for transforming cultural education in London. Using a road mapping tool developed for system leaders in education, the teams addressed two questions:

1. What would a road map for transforming cultural education in London look like?
2. Would an adapted road mapping tool (and therefore a road map) be helpful for individual projects as well as for the programme overall?



Road maps for transforming cultural education in London

Below are the 4 road maps for transforming cultural education in London that the 4 teams developed. Despite using all the same essential elements the teams chose to prioritise different activities



Team 1 Mobilising the system



Team 2 Leadership capacity



Team 3 Ownership and collaboration



Team 4 Innovation and learning

The image displays two hand-drawn flowcharts on a whiteboard, illustrating the implementation of a school improvement plan. The flowcharts are organized into two main sections, each with a central cycle of activities and a final outcome.

Left Flowchart (April 2014):

- Central Cycle:**
 - Articulate Vision** (Orange circle): "Articulate professional vision, values and lead practitioners for 21st century schools and develop country wide curriculum and assessment framework for 21st century schools and provide policy and leadership for the school and the system."
 - Engage Stakeholders** (Purple circle): "Identify and engage all stakeholders (teachers, staff, students, parents, community, etc.) and develop a shared vision and mission for the school and the system."
 - Develop Technology Strategy** (Pink circle): "Develop a technology strategy that aligns with the school and the system vision and mission."
 - Develop Assessment Methods** (Red circle): "Develop assessment methods that align with the school and the system vision and mission."
 - Develop New Pedagogies** (Dark blue circle): "Develop new pedagogies that align with the school and the system vision and mission."
 - Develop New Curricula** (Blue circle): "Develop new curricula that align with the school and the system vision and mission."
 - Identify Metrics** (Purple circle): "Identify metrics that align with the school and the system vision and mission."
 - Diagnose System Progress** (Blue circle): "Diagnose system progress and develop a plan for improvement."
- Final Outcome:** **Develop Diffusion Strategy** (Teal rectangle).
- Handwritten Notes:**
 - "April 2014" (written above the cycle).
 - "School specific intervention" (written below the cycle).

Right Flowchart (June 2014 and June 2015):

- Central Cycle:**
 - Articulate Vision** (Orange circle): "Articulate professional vision, values and lead practitioners for 21st century schools and develop country wide curriculum and assessment framework for 21st century schools and provide policy and leadership for the school and the system."
 - Engage Stakeholders** (Purple circle): "Identify and engage all stakeholders (teachers, staff, students, parents, community, etc.) and develop a shared vision and mission for the school and the system."
 - Develop Technology Strategy** (Pink circle): "Develop a technology strategy that aligns with the school and the system vision and mission."
 - Create System Conditions** (Dark green circle): "Create system conditions that align with the school and the system vision and mission."
 - Apply Innovation Methods** (Green circle): "Apply innovation methods that align with the school and the system vision and mission."
 - Identify Innovation Priorities** (Pink rectangle): "Identify innovation priorities that align with the school and the system vision and mission."
 - Develop Workforce Strategy** (Orange circle): "Develop a workforce strategy that aligns with the school and the system vision and mission."
 - Lead and Manage Change** (Red circle): "Lead and manage change that aligns with the school and the system vision and mission."
 - Mobilize Resources** (Green circle): "Mobilize resources that align with the school and the system vision and mission."
- Final Outcome:** **Develop Diffusion Strategy** (Teal rectangle).
- Handwritten Notes:**
 - "June 2014" (written above the cycle).
 - "June 2015" (written above the cycle).
 - "Sept 2014" (written above the cycle).
 - "Election" (written below the cycle).

Team 1 saw an urgent need to create a Cultural Education Plan for London, which would ideally be available by June 2014.

They realised that the usual approach of distributing a strategy document would be unlikely to deliver the desired results in schools. Instead they proposed to develop an engagement strategy, using technology, to articulate and diffuse a compelling case for change and vision which would both prepare the ground and create the right conditions for transformation.

Road maps for transforming cultural education in London

Team 2 Leadership capacity



Summary:

Team 2 saw the challenge as a longer term issue of capacity, since culture is dynamic and the way it is manifest in education is constantly changing. Their big idea was to develop of a shared platform for cultural education in London over a 7-year timeline. The team identified a need to make the case for the platform by offering a clear perspective on the inadequacies of the current arrangements. They considered developing individuals and groups who could lead and manage change to be an urgent priority, alongside the development and diffusion of new pedagogies, curricula and learning opportunities.

TOWARDS A CONNECTED CULTURAL LONDON

2013 Development phase

- ENGAGE STAKEHOLDERS
- BUILD CASE FOR CHANGE
- ENGAGE STAKEHOLDERS
- APPLY INNOVATION METHODS
- ARTICULATE VISION
- MOBILIZE RESOURCES
- LEAD AND MANAGE CHANGE

2014 Exploring

- IDENTIFY INNOVATION PRIORITIES
- IDENTIFY METRICS
- CREATE SYSTEM CONDITIONS
- DEVELOP TECHNOLOGY STRATEGY
- DEVELOP DIFFUSION STRATEGY
- DIAGNOSE SYSTEM PROGRESS
- DEVELOP ASSESSMENT METHODS
- DEVELOP NEW PEDAGOGIES
- ENGAGE STAKEHOLDERS
- APPLY INNOVATION METHODS
- DEVELOP WORKFORCE STRATEGY
- MOBILIZE RESOURCES
- LEAD AND MANAGE CHANGE
- ARTICULATE VISION

2015 Testing

- APPLY INNOVATION METHODS
- ENGAGE STAKEHOLDERS
- APPLY INNOVATION METHODS
- DEVELOP ASSESSMENT METHODS
- DEVELOP NEW CURRICULA
- DEVELOP ASSESSMENT METHODS
- DEVELOP DIFFUSION STRATEGY
- CREATE SYSTEM CONDITIONS
- DEVELOP WORKFORCE STRATEGY
- ARTICULATE VISION
- LEAD AND MANAGE CHANGE

2016 Review

- DEVELOP NEW PEDAGOGIES
- DEVELOP NEW CURRICULA
- DEVELOP ASSESSMENT METHODS
- ARTICULATE VISION
- REVIEW

Team 3 thought that there is still work to be done in building a convincing case for change and a compelling vision for cultural education in London.



The diagram illustrates a complex, iterative process for innovation, organized into three main horizontal tracks. The process is marked with a '1yr' timeline at the top.

- Top Track (Vision and Strategy):**
 - Articulate Vision:** This track starts with 'Articulate Vision' (brown circle) and 'Lead and Manage Change' (red circle). It repeats this sequence three times, with a '1yr' marker above the first iteration. The final iteration leads to 'Develop and Implement Strategy' (light blue circle), which is marked with a yellow sticky note 'Roll out'.
- Middle Track (Implementation and Evaluation):**
 - Articulate Vision:** This track starts with 'Articulate Vision' (brown circle) and 'Lead and Manage Change' (red circle). It includes a green sticky note 'Discourt' and a green box 'Apply Innovation Methods'.
 - Lead and Manage Change:** This track starts with 'Lead and Manage Change' (red circle) and 'Articulate Vision' (brown circle). It includes a yellow sticky note 'Change' and a green box 'Apply Innovation Methods'.
 - Develop and Implement Strategy:** This track starts with 'Develop and Implement Strategy' (light blue circle) and 'Articulate Vision' (brown circle). It includes a yellow sticky note 'Fail & Succeed' and a green box 'Apply Innovation Methods'.
- Bottom Track (System Conditions and Progress):**
 - Articulate Vision:** This track starts with 'Articulate Vision' (brown circle) and 'Lead and Manage Change' (red circle). It includes a green box 'Apply Innovation Methods'.
 - Lead and Manage Change:** This track starts with 'Lead and Manage Change' (red circle) and 'Articulate Vision' (brown circle). It includes a green box 'Apply Innovation Methods'.
 - Develop and Implement Strategy:** This track starts with 'Develop and Implement Strategy' (light blue circle) and 'Articulate Vision' (brown circle). It includes a green box 'Apply Innovation Methods'.

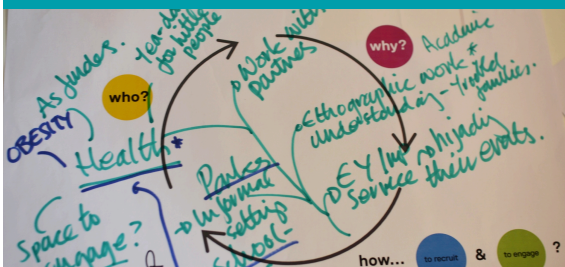
The process is highly iterative, with numerous feedback loops indicated by arrows. Key sticky notes include 'Discourt', 'Change', 'Fail & Succeed', 'Apply', and 'Roll out'. The final stage is 'Develop and Implement Strategy', which includes 'Create System Conditions', 'Develop New Pedagogies', and 'Diagnose System Progress'.

This team's road map has an experimental design which accepts the need to engage with stakeholders as part of discovering what changes are needed and then using methods that allow for both failure and success as a route to radical transformation, which they characterise as changed system conditions and new pedagogies.

What did we do?

A workshop offering new ideas for user engagement was followed by 3 optional workshops to support partnership working

Engagement



Listening to others

Adopting a user focus

Partnerships



Exploring strategic relationships

Stakeholder mapping

Partnerships



Envisioning success

Developing a powerful and engaging vision

Partnerships



Asset mapping

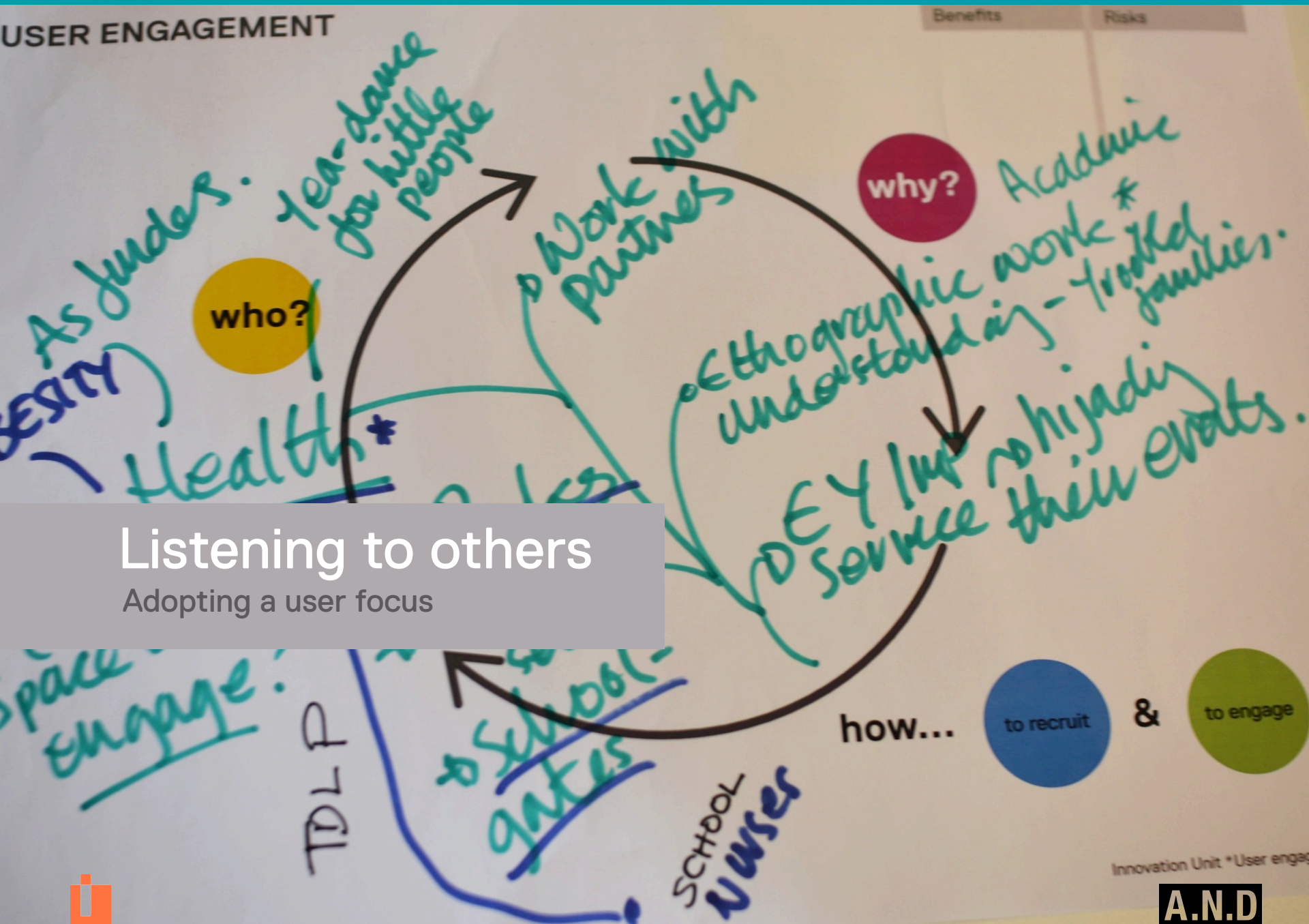
Matching resources to goals

Download resources:

- User engagement
- Stakeholder map & prompt cards
- Vision
- Asset and Resource map

<http://www.anewdirection.org.uk/programmes/connected-london/events/event-at-calouste-gulbenkian-foundation--16-july-2013>

USER ENGAGEMENT



Listening to others

Adopting a user focus



Listening to others

A key recommendation for Connected London which has resonated with project teams is **the need to adopt a user focus to developing new products and services.**

<http://www.anewdirection.org.uk/asset/view/882> (page 22)

The listening to others workshop activity encouraged participants to review the ways in which they currently engage with users and to consider the contribution that users and non-users of their existing services might make to innovation in their context.

Participants working on a user engagement plan

Download **resources** :

User Engagement Plan

<http://www.anewdirection.org.uk/asset/view/964>

User Engagement cards

<http://www.anewdirection.org.uk/asset/view/963>

User engagement personas

<http://www.anewdirection.org.uk/asset/view/955>

User engagement steps

<http://www.anewdirection.org.uk/asset/view/957>

User Engagement Why

<http://www.anewdirection.org.uk/asset/view/965>



Listening to others

Fundamental to **successful user engagement** is:

- ❖ **Clarity on the activity goals and project vision:** Be clear from the start about what you want to learn from the activity/research/event. Make sure it is in line with your overall vision and what you're trying to achieve.
- ❖ **Discuss user engagement with your key partners:** Discuss the benefits and risks of your user engagement activity with your partners. Plan sessions with your partners where you can share your fears, brainstorm ideas, share good examples and plan together meaningful user engagement.
- ❖ **Choose the right users to engage with, and think creatively about it:** Be clear with the people involved in the process so they understand the value that are bringing to the process. Ensure they get something in return (vouchers, a fun day, learning, making a difference in the way the service works).
- ❖ **Ensure events/activities are creative and well-facilitated:** Think about working with creative partners (creative individuals, designers, design students, artists) to support with the design of some of the events and activities. Making them fun and inspiring will be key for people to be opened to share their ideas and want to be part of the project in a long-term relationship.



Listening to others

What did we do? We shared a video of the Harris Federation Student Learning Commission, an example of how young people can have an active role in defining the future of learning. We then introduced the steps of user engagement and asked participants to create a user engagement plan for their project with the help of a planning tool and inspiring examples on who to engage with, how to engage with them, how to recruit them, and why engaging with them.

Why did we do it? The aim was to acknowledge and discuss the value that users and communities can bring to the innovation process and to introduce resources to plan meaningful user engagement.

What did we learn? Participants found the activity challenging but useful to have a structure/tool to plan engagement. User engagement tends to happen quite informally, having a coffee with young people and a chat about what they are interested in. Bringing it to the next level and getting communities involved in the innovation process will require further planning and thoughts on 3 key areas: who, how and why.

Participants watching the Student Learning Commission video

View **video**:

Student Learning Commission

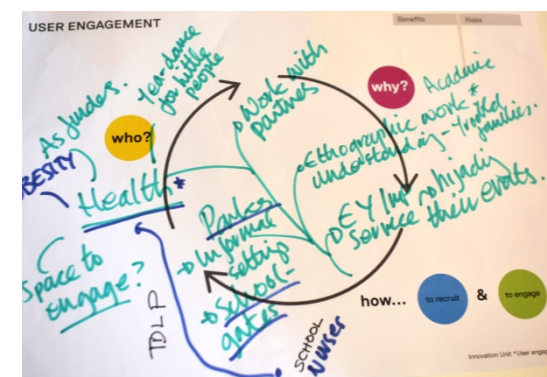
<http://www.harrisfederation.org.uk/124/about-the-commission>



Steps to engaging users & communities



User engagement plan tool filled in



Listening to others

Each of the project teams planned a user engagement session. Below are some of the most interesting insights developed from this activity.

Who?

- Hard to reach people
- Non-users
- Parents (non middle class)
- Young people
- Grandparents
- New residents & communities
- Regulars
- Families
- People with PMLD
- Early years improvement team
- Cultural providers (Hub)
- Childcare professionals
- LA (0-19 team)

who?

How?

- Face to face
- Monthly rolling group
- Meeting with staff
- In informal settings: parks, school gates
- Workshop

why?

Why?

Benefits:

- Knowing what the audience wants
- Improving our offer and making it more relevant
- Advocate through organisation
- New connections for young people
- Income streams
- Future audience members
- Sense of ownership, neighbourhood, community

Risks:

- Resistance to change

how...

to recruit

&

to engage

?

USER ENGAGEMENT

Schools

Collectives.
Kids - IT pupils.
Parents - other inst.

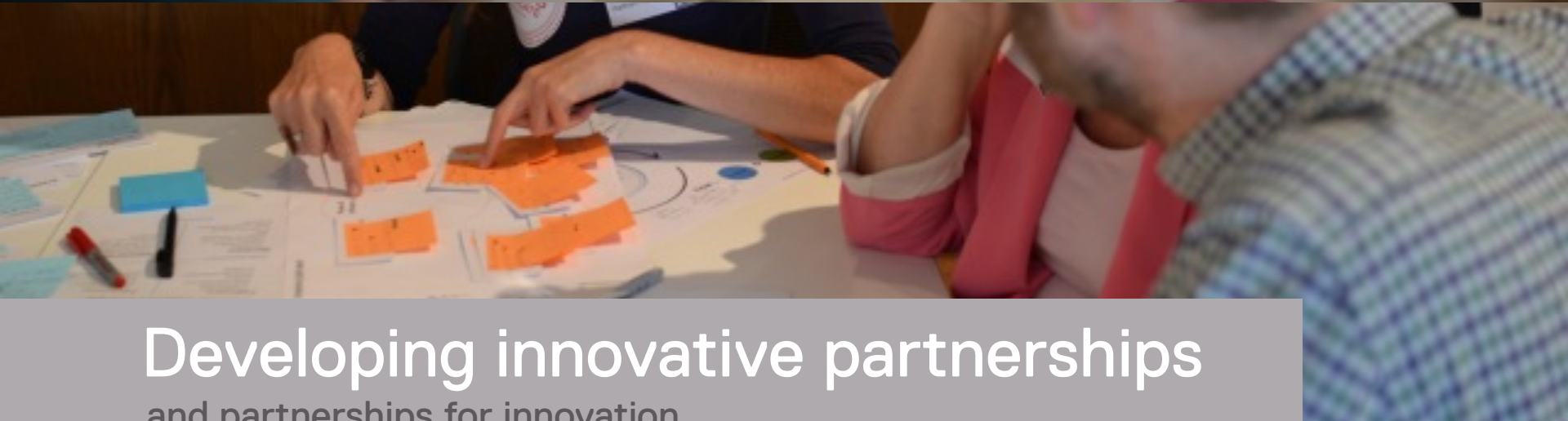
Pre school.
+ beg. - What is there in place.
Monkey.

Core business

Ealing Saturday School

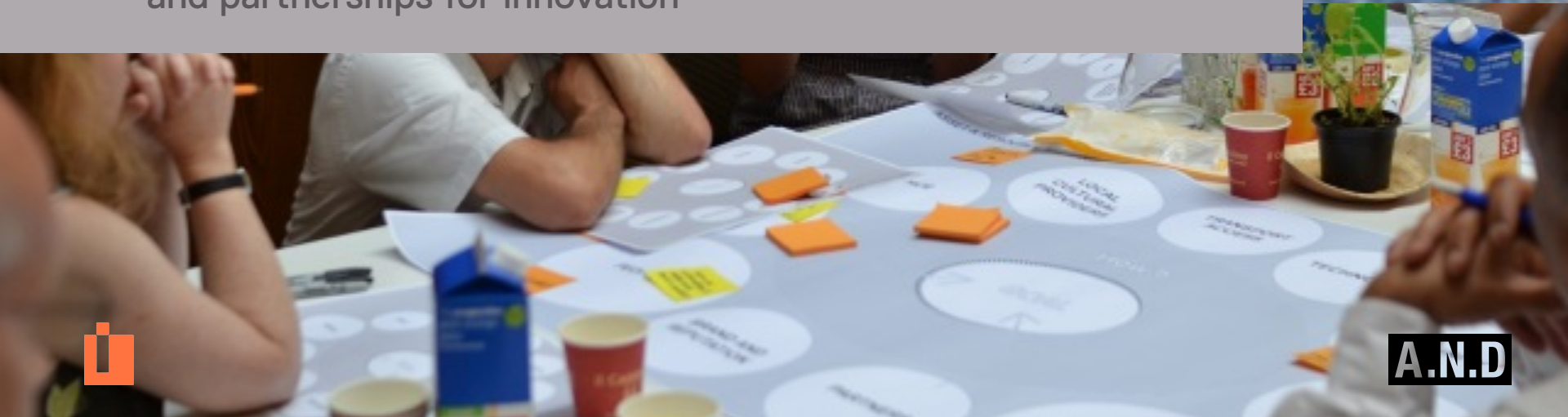
Workshop.
Data base.
Schools @ 3.30pm





Developing innovative partnerships

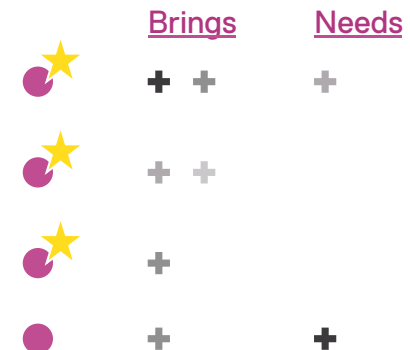
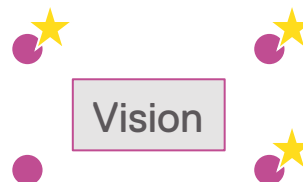
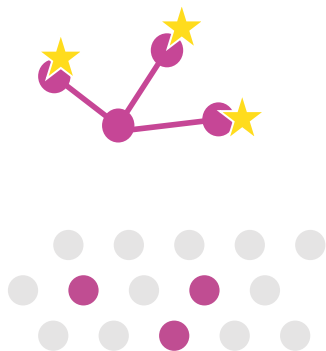
and partnerships for innovation



Developing innovative partnerships

Fundamental to successful partnerships are :

- ❖ **Choosing the right partners in the first place:** thinking broadly and creatively about this.
- ❖ **Articulating a vision for what can be achieved together,** that would be impossible (or very much harder) alone.
- ❖ **Clarity around who brings what to,** and who needs what from, the partnership



Developing innovative partnerships

In this last session of the workshop, teams divided and chose from 3 different workshop activities:

- ① **Exploring strategic relationships** (as a foundation for choosing partners)
- ② **Envisioning success** (modelling a process for developing vision that can be used in project teams and with partners)
- ③ **Asset mapping** (introducing a tool for identifying what projects have and what they need to be successful)



1. Exploring strategic relationships

What did we do? Participants started by brainstorming the different stakeholders using stakeholder prompt cards (e.g. neighbours and community groups, suppliers, heritage organisations,...). After that everyone shared an overview and the different stakeholders were mapped in a framework exploring a range of possible roles for and contributions of stakeholders: power & influence; access to users; resources etc.

Why did we do it? The aim was to map stakeholders and identify strategic relationships based on what they can offer and where there might be gaps in skills/resources.

What did we learn? Participants became more aware of the volume and complexity of their stakeholder groups, and the imperative of customising approaches to and activities with them. It revealed too the importance of recruiting others to participate in this activity: e.g. teachers as service champions.

Participants exploring strategic relationships

Download **resources**:

Stakeholder Map A2

<http://www.anewdirection.org.uk/asset/view/962>

Stakeholder engagement action grid

<http://www.anewdirection.org.uk/asset/view/953>

Stakeholders Prompt Cards

<http://www.anewdirection.org.uk/asset/view/954>



2. Envisioning success

What did we do? Participants were offered a set of stimulus words on cards - words that you might expect to find in a vision for radical new cultural learning opportunities for young people in London. The words were drawn from projects' applications to join the Connected London Programme. They were asked to complete the sentence; In 3 years' time our project will have been successful if... as a stepping stone into developing a vision statement for their project.

Why did we do it? Being able to articulate a vision for what a partnership is trying to achieve is critical to its success. Partners need to know; What is the partnership for? What can we achieve together? And what unique contribution might each partner make? Ideally a vision should be owned and shared by all partners. This activity was designed to be repeated with project partners so that they might develop and agree a shared vision.

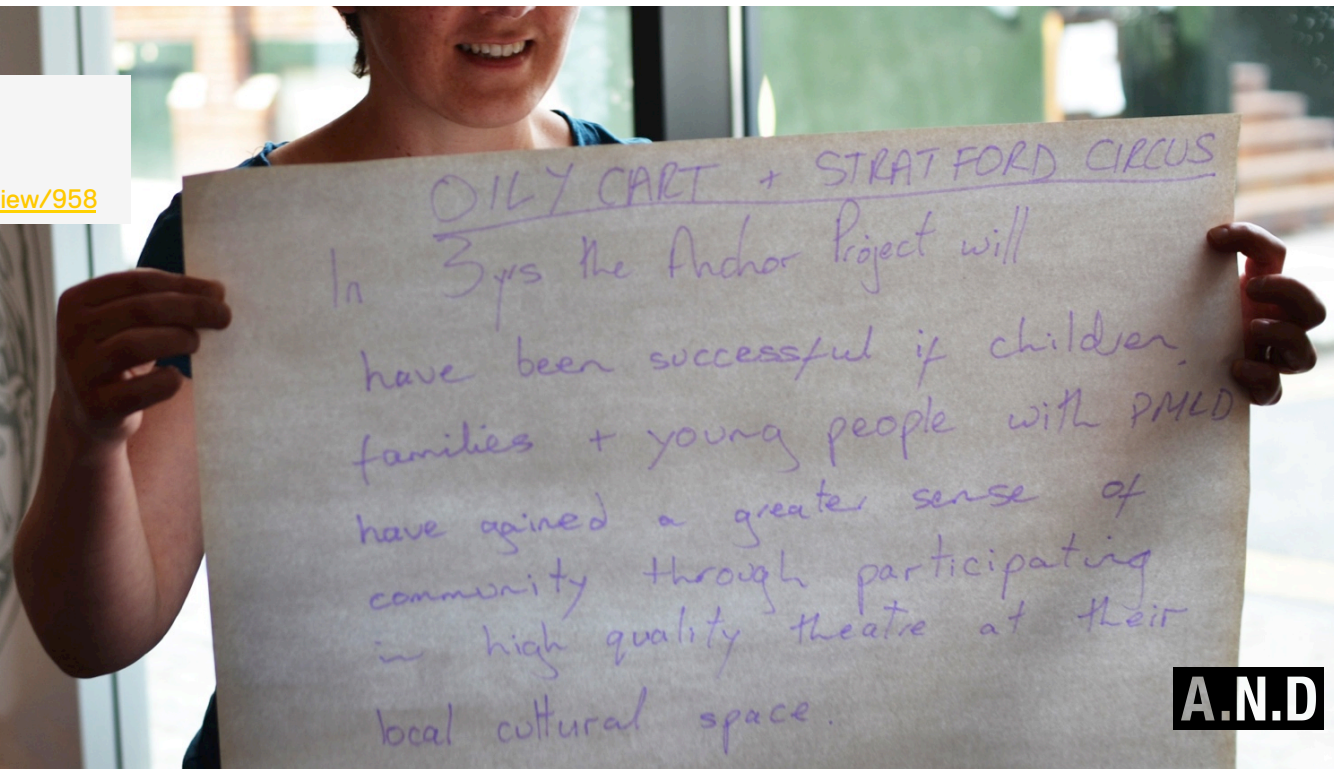
What did we learn? To be inspiring and engaging, a vision needs to focus on what will be different for learners and their families. A vision for improved organisational processes relating to coherence, efficiency, value for money etc., however important these might be, is less likely to galvanise support amongst partners or to attract resources.

Participants sharing their visions

Download **resources**:

Vision

<http://www.anewdirection.org.uk/asset/view/958>



3. Asset mapping

Why did we do? Participants were asked to focus on one of the objectives of their project and brainstorm the assets and resources they have available to make this goal happen. A prompt sheet with example categories was used to stimulate divergent thinking. Through discussion the group uncovered different perspectives on what each considered as important assets to map.

Why did we do it? Understanding the range of assets that are at our disposal is fundamental to the innovation process. And importantly, looking beyond budgets and staff time to physical and environmental assets (such as location, buildings and spaces, collections and equipment), intangible assets (brand, reputation, knowledge, goodwill), social assets (contacts, relationships, affiliate groups and networks) and online assets (such as websites, visitors, social networks and reach).

What did we learn? The main focus was on human capital and social networks. Groups considered the opportunity for developing and supporting a cadre of service champions from their existing user group. Others considered their existing 'black books' of contacts and networks as under-utilised resources that could be leveraged to generate more activity and awareness without much effort. Finally, some organisations raised the opportunity of making more creative use of their in-house knowledge, as well as their access to knowledge.

Participants in the asset mapping session



Download **resources**:

Asset and Resource Map A0

<http://www.anewdirection.org.uk/asset/view/960>



Next steps for projects

Commitments made by participants...



next week
Head of AS services
Discuss aims + objectives with team.

Start the ball rolling

tomorrow
7 to make
agreement
for Associate
programme
explore best way
to maximise
resources.

next week
Explore further
user engagement
through our
family
consultation
group.

next month
Investigate
community
researchers

is by...

next month
Review project
against deliverables
today to see if
any changes/
improvements will be
useful

at will I do about...

orrow
touch with
a colleague I
met today
discuss work
different b
gl Find w

What will I do about this by...
Helen.

about this by...

next month
Refine
project
plan

next week
include more
out service
champions
(outcome of
asset mapping).

next m
Achieve
in a
proj

tomorrow
Continue using
user engagement
sheet.

next week
Discuss engagement
and vision planning
with SLT

next month
Recap with
Helen + team
as to what
we learned
and how to
move forward.

tomorrow
Drive / push
energy

tomorrow
Put case for
change to

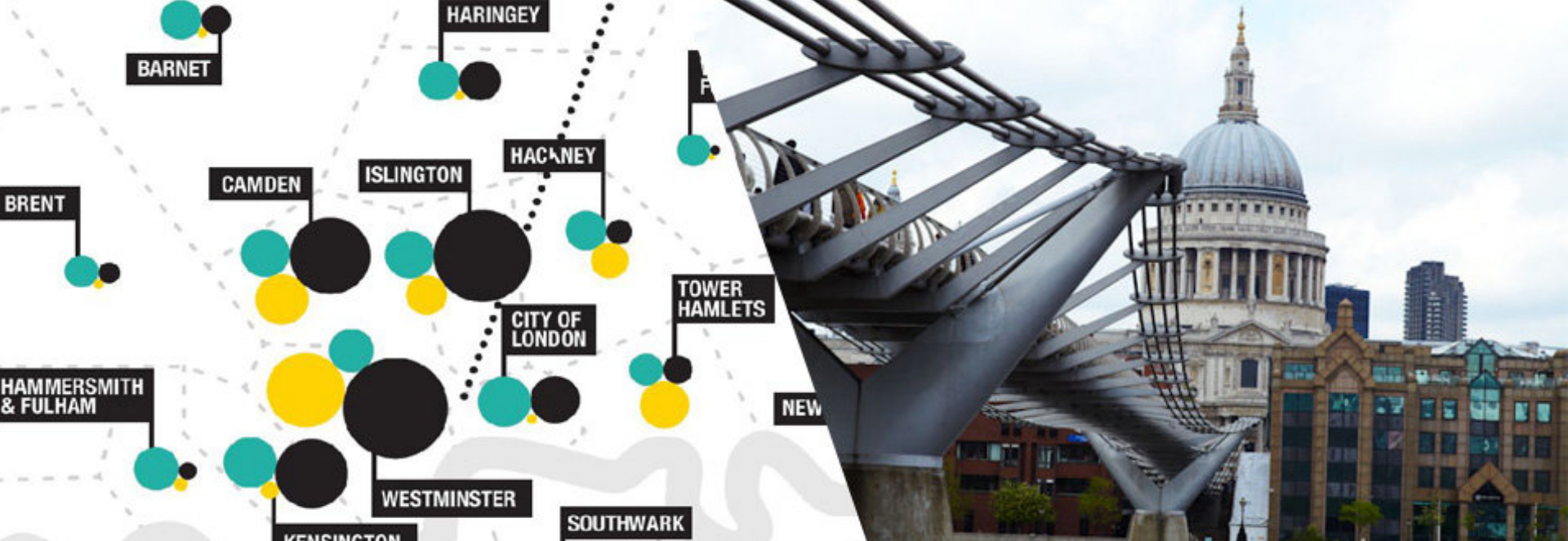
tomorrow
Develop
vision

engage
stakeholders

who
why
how
what

for the Autumn
to meet.
Keep momentum
going

A.N.D



Next steps for Connected London

Five recommendations arising from the workshop...

1. Adapt the road mapping tool for cultural education

The road mapping session revealed a considerable appetite for collaboration across the system to solve shared problems and develop new opportunities together.

However it also revealed concerns about a lack of leadership capacity in the system and the absence of a clear and shared vision. Many believed the case for change has yet to be made in some places.

The road mapping tool proved helpful to the Connected London group in facilitating and focusing this important, strategic conversation, although some of the language in the tool was a barrier to begin with.

AND and Innovation Unit could adapt the tool specifically to the cultural education context to provide AND with a valuable platform and process for convening and leading strategic conversations, and to begin to tackle the vision and capacity issues identified by the group.

Roadmap activity Team 3 Ownership and collaboration

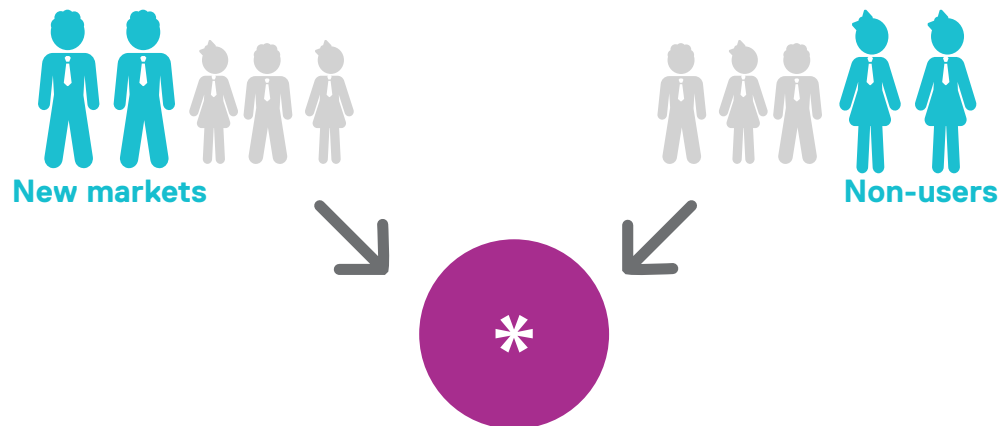


2. Push much harder on user and non user engagement

Project teams seem to have ‘tried and tested’ methods for engaging with users, with which they are comfortable and confident. Some methods are more systematic and some more intuitive. Through such processes, users on the whole report general satisfaction with the existing offer.

In a programme where radical innovation is an explicit goal, endorsements from satisfied users of existing services are unlikely to contribute anything new, and **teams may need to ‘up their game’ around user engagement, targeting in particular non-users and lapsed users, and identifying new markets to explore**, if they are to come up with exciting solutions and opportunities.

With support and challenge from AND and Innovation Unit, projects could be incentivised to **connect in more radical and interesting ways with users and non-users**. Project teams would need to be open to critique and to be prepared and able to respond authentically to ideas and suggestions, for such engagement to be meaningful.

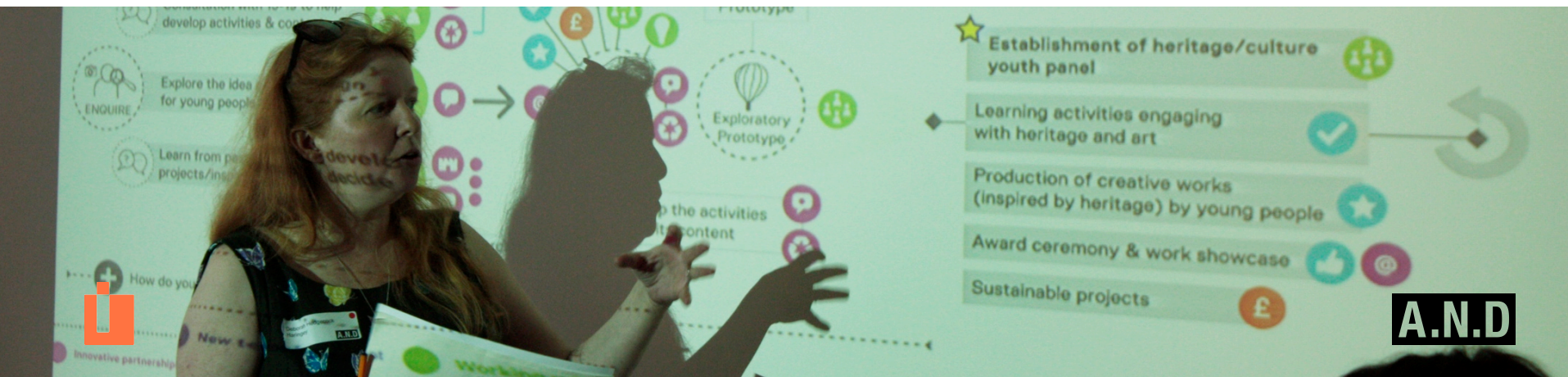


3. Help projects to articulate a shared vision

Projects need to draw a clear distinction between a vision on the one hand and a plan on the other. At the moment these two things are a little muddled and opportunities might be missed to engage and excite partners and stakeholders as a result. A vision can be compelling and galvanising. A plan – although obviously essential – is less likely to have this effect.

With the focus on partnerships in Connected London, it would make sense that any process for developing and agreeing a vision should be collaborative; should reach out beyond the small project team to include partners, stakeholders and users so that the vision that emerges is truly shared and widely owned.

AND could support project teams to convene local meetings or workshops at which a vision for cultural education for young people in the locality could be developed, as a route to agreeing within the partnership the unique and relative opportunities for each partner to contribute and benefit. Such support is likely to be differentiated. In some projects encouragement and advice might be all that's required. For others more active brokerage and skilled facilitation will be necessary for success.

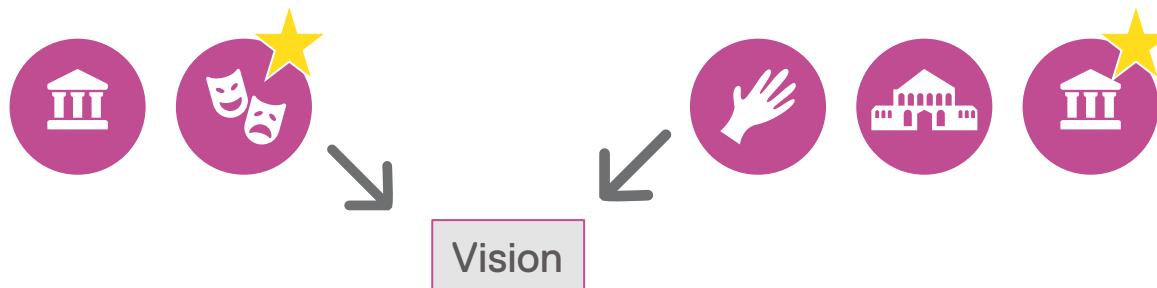


4. Focus on key stakeholders and assets

Teams have a sophisticated and detailed grasp of the stakeholders in and assets for their projects. They were able to identify extensive and diverse groups and individuals all with something to contribute to and/or gain from their project.

But they may need to **prioritise from amongst their stakeholders and assets those most critical to the success of their project**. Although long term relationships and investments are obviously strategically important beyond their involvement in Connected London, the perceived need to engage all stakeholders and mobilise all assets risks exhausting teams who are already hard pressed for time. It is also slowing down some of the projects beyond the tolerance of the programme timeline and funding.

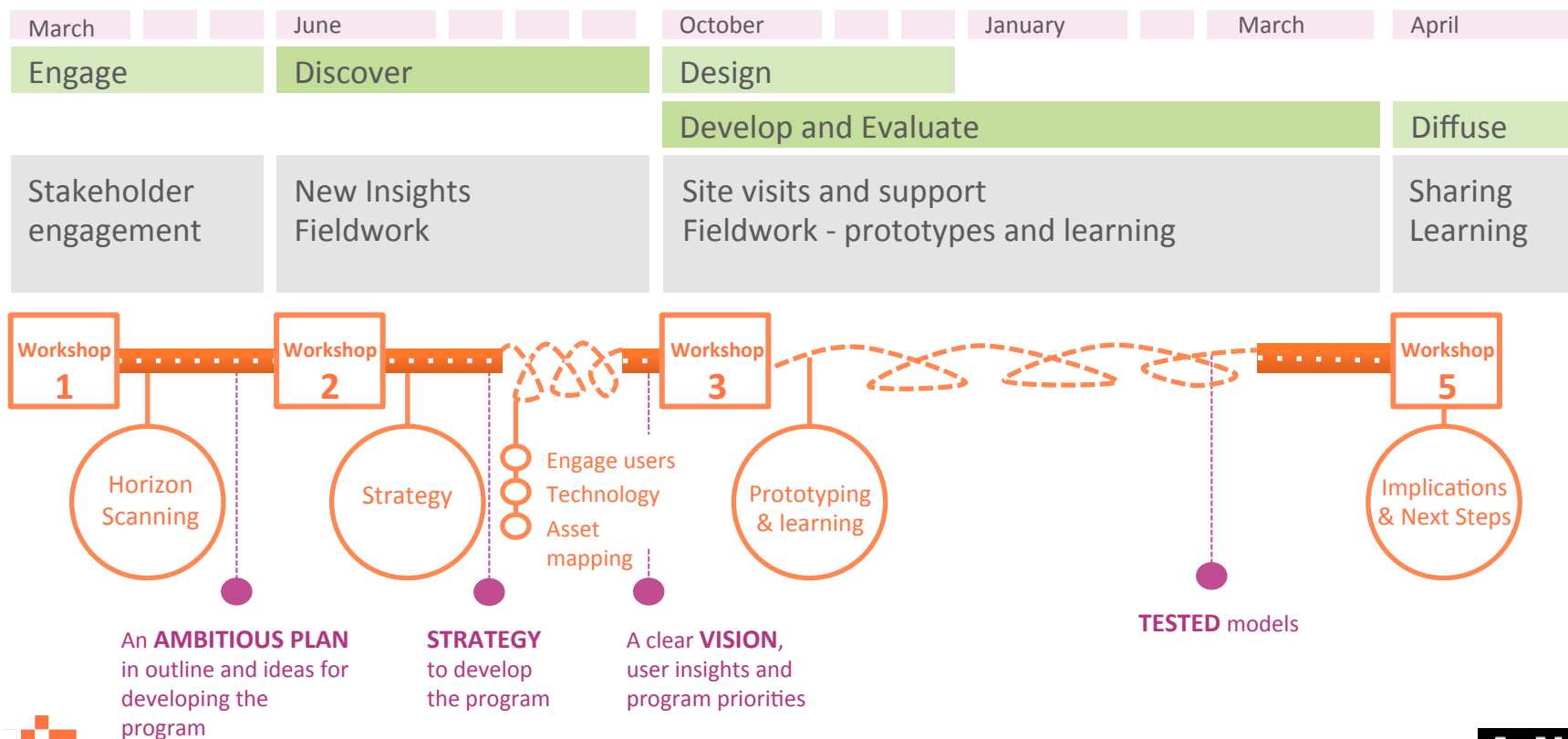
AND could **support teams to manage their stakeholders and assets in a more targeted way**. The community of practice/engagement/interest approach modelled by Innovation Unit for the programme overall might be helpful here. Other narratives, such as phasing engagement over time, could work equally well.



5. Intensify support to accelerate project activity

In Autumn Term 2013 phase one projects will be half way through the programme. Although we have seen good engagement in the programme and unquestionably the community is growing in strength and confidence, there is less evidence of practical progress in localities. So we think we need to step things up a gear and stimulate more on-site activity.

We have some proposals for how to free up project time to provide more on site support and how the AND and IU teams might work together to deliver it. A revised programme might look something like this:



THANK YOU



A.N.D