

Future agenda: cultural education in London



The future agenda for London

The cultural sector has a unique and important role in the future of children and young people in London.

To make the most of its potential, the sector must respond to the context of the city. It must address the trends and challenges that London is facing.





We have identified **four major themes** for everyone working in cultural education to consider.

We want to hear your views on how these affect your work, in order to help us build an agenda for change.

“London is a city of culture and creativity, science, sport and stories, with a multitude of museums, galleries, libraries and heritage sites. This is a rich context for learning” The Mayor’s Education Inquiry, 2012

- Are you planning with these themes in mind?
- Where do you see opportunities for cultural education to make a difference?
- What can A New Direction do to help the cultural sector – and schools and youth sector providers – navigate change and provide the best we can for all young Londoners?

Our themes

1) School	
2) Home	
3) Community	
4) Work	

1) School



Schools are the main route to cultural experience for many young people. How can the cultural sector respond to changes in education?

London context

Curriculum change still threatening to marginalise arts subjects. 23% of schools that have dropped subjects as a result of the EBacc have cut drama and performing arts.ⁱ

A 90,000 shortage in primary school places by 2015-16. This is the top concern of 51% of London's councillors.ⁱⁱ This will mean new, and different, schools across the capital.

The greatest diversity of school types in the country. There have been three applications to establish a free school for every thousand pupils, three times the national average.ⁱⁱⁱ

New kinds of provision – like University Technical Colleges – may mean new opportunities for partnership.

The education leaving age is rising to 18 from 2015. Schools will need to keep more young people engaged, for longer.

75% of London schools are judged to be good or outstanding by Ofsted compared to 69 % of schools across England

The potential of cultural education

Enriching the curriculum. New freedoms for schools may mean more creativity and innovation in the curriculum; the cultural sector can help fill this gap.

Making schools attractive to young people, parents and teachers as great places to work and learn.^{iv} As schools become more competitive, could cultural partnerships give them the edge?

Partnership examples

The **Museum Magnet School in New York, in partnership with the Lincoln Centre**, has turned its young people into “museum researchers” by deeply embedding museum resources into the core curriculum, and so increasing attendance and supporting diversity.

2) Home

Family background makes a profound difference to young people's happiness, life chances, and cultural participation. How can culture make a difference inside the home?



London context

Two in five schools do not believe that pupils' families involve their children in a wide range of cultural activities.^v Family engagement is known to be an important driver of educational attainment and life chances.

Being encouraged by parents is the second highest motivation for 11-15 years olds to engage in cultural activities, after enjoyment^{vi}

One in four young people in London lives in an overcrowded home.^{vii} There is a forecast shortfall of 221,000 homes by 2021.^{viii}

Patchy provision means that where your home is matters. 55% of young people in Outer London have seen an exhibition in the last year compared to 69% in Inner London.^{ix}

One in 12 young people is a carer with responsibilities for other family members.^x This can have an impact on educational attainment, attendance, and quality of life.

Access to higher education remains deeply unequal, with a strong correlation between family background and educational attainment and life chances – Centre for London 2011

The potential of cultural education

Engaging parents in young people's lives and education. Bringing families together over shared activities to help them become involved in each other's learning and development.

Providing a safe space for enjoyment and learning. Cultural venues become 'third spaces' for young people where they feel comfortable and free to work and express themselves.

Partnership examples

B3 Media has worked with the artist Franklyn Rogers on **The Elders**, helping different generations of African-Caribbean families connect and learn more about their own heritage.

Studio 3 Arts provide a quiet space in their studios during exam times so young people have somewhere peaceful to study.

3) Community



The communities that London's young people live in, and are supported by, face a distinct set of challenges. How can culture address these?

London context

Your social group defines your cultural participation. 40% of young people from wealthier social grades visit museums and galleries in their free time, compared to 27% from less well off ones.^{xi}

Over 300 different first languages are spoken by London's young people. English is the first language of only 60%.^{xii} Research has shown practical, cognitive and emotional benefits from multilingualism.^{xiii}

London's social care budgets face a funding gap of £900m by 2018.^{xiv} The cost of caring for London's ageing population is taking a rising proportion of council budgets.

One third of young Londoners do not feel safe in London.^{xv} Knife crime is the biggest fear for four out of ten young people in Inner London.

Public spaces are important for young people looking to socialise or play. The design or management of these spaces is important in helping them feel they belong.^{xvi}

Pupils who were eligible for Free School Meals (FSM) were almost twice as likely to be permanently excluded from school. 35% of pupils in Inner London are on FSM compared to the national average of 19%^{xvii}

The potential of cultural education

Bringing communities together. Culture provides young people with a sense of their own identity and a shared understanding and appreciation of the communities they live in.

By helping provide this sense of place, heritage and identity it can **support other services**, such as adult social care.

Partnership examples

The **London Curriculum** is being developed by the GLA, working with AND, and will encourage schools to use the city's heritage, people and places to improve knowledge and understanding of subjects in the formal school curriculum.

The **South London Gallery's Shop of Possibilities** opened in 2012 and is a "social space for play" in an empty shop on a nearby housing estate. It hosts events and activities for local young people.

4) Work



London is the heart of the UK's creative and cultural industries. What is the best role for culture in providing skills and employment?

London context

One in four economically active young adults in London is unemployed, compared to the average of one in ten for all working-age adults.^{xviii}

31% of young people identify learning new skills as one of the top three reasons for engaging in cultural activities^{xix}.

91% of IdeasTap members have worked for free during their career^{xx}

One in twenty 16-18 years olds in London is Not in Employment, Education or Training (NEETs). This is a "generation of young people left hanging at the margins".^{xxi}

Almost one in five young people feel they have no future due to the recession.^{xxii} This anxiety is underpinned by concerns over unemployment.

Careers guidance has been of inconsistent quality since the statutory duty to provide it was given to schools in 2011.^{xxiii}

Four in ten London jobs require degree-level skills^{xxiv}

The potential of cultural education

Developing skills and attitudes for today's jobs. The Mayor's Education Inquiry identified attitudinal characteristics, like resilience and willingness to experiment as crucial for businesses.

Providing **real on-the-job training** through expanding apprenticeships and paid internships in the cultural sector.

Providing alternative qualifications and routes into careers, such as Arts Award.

"Many young people who are not in education, employment or training have had poor previous experiences of education. They will need to be convinced of the relevance and benefit of learning to their lives" Mayor of London's Education Inquiry

Partnership examples

CREATE Jobs provides apprenticeships and work experience for young people, promoting diversity in the sector and employability.

Livity's LIVE Magazine is written by young people, who are mentored by professionals from the Guardian, Metro, Time Out, and the BBC to provide skills, experience, qualifications and routes into employment or education.



The Future Agenda: in summary

London should use its unique, world leading cultural assets to make the lives of young people better. If we don't understand the issues young Londoners face, how can we really meet their needs?

1) School



- Curriculum change
- School place shortage
- New school structures
- Staying on post 16

2) Home



- Involving parents
- Overcrowding
- Access to culture
- Young carers

3) Community



- Cultural participation
- Changing communities
- The social care crisis
- Safety and crime
- Belonging and public space

4) Work



- Youth unemployment
 - NEETs
 - Anxiety about the future
 - Careers guidance
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What does this agenda mean for you?

This is a working document. We want to hear from cultural partners, those working with young people, and young people themselves about the key issues facing London.

- Are you planning with these themes in mind?
- Where do you see opportunities for cultural education to make a difference?
- What can A New Direction do to help the cultural sector, schools and youth sector providers navigate change and provide the best we can for all young Londoners?

Your feed back

We want to hear from you, to help us build an agenda for change. There are four ways to feed back:

- **In person** - at our The London Picture conference (28 March 2013)
- **Via Twitter** – discuss using #LDNpicture hashtag (referencing @A_New_Direction)
- **Via LinkedIn** – join the discussion group. Search for 'Future Agenda: Cultural Education in London' or go to <http://linkd.in/YoiAyq>
- **By email** – to steve.woodward@anewdirection.org.uk



Developing the agenda – how we did it:

A structured literature review and analysis, and surveys, interviews and focus groups with:

Young people

A survey of 1664 young Londoners run by TNS.

Culture

Interviews with eight leaders from the sector.

Education

Focus group with educators from a range of primary, secondary and SEN schools.

Produced with BOP Consulting, the culture and creativity consultancy.



Links and references

Museum Magnet www.museummagnet.com

The Elders www.b3media.net/projects/elders

Studio 3 Arts www.studio3arts.org.uk

London Curriculum www.anewdirection.org.uk/blog/mayors-education-inquiry

Shop of possibilities www.southlondongallery.org/page/theshopofpossibilities

CREATE Jobs www.createjobslondon.org

LIVE magazine www.live-magazine.co.uk

ⁱ IPSOS Mori (2012) *The effects of the English Baccalaureate*

ⁱⁱ London Comms (2012) *Survey of London councillors*

ⁱⁱⁱ Financial Times (24 February 2013) *Free school applications higher in London*

^{iv} Bamford and Wimmer for the European Commission (2012) *The Role of Arts Education in Enhancing School Attractiveness: a literature review*

^v NFER for AND (2012) *London Schools Research: Cultural Engagement*

^{vi} TNS Polling for AND (2013) *Unpublished*

^{vii} Shelter (2011) *Analysis of English Housing Survey*

^{viii} London Councils (2012) *Meeting Londoners' Housing Needs: Investing In Housing Infrastructure*

^{ix} TNS Polling for AND (2013) *Unpublished*

^x BBC/University of Nottingham (2010) *Cameron warns on child carer cuts*

^{xi} TNS Polling for AND (2013) *Unpublished*

^{xii} IoE (2010) *Languages, ethnicity, and education in London*

^{xiii} FT (2013) *The multilingual dividend*

^{xiv} London Councils (2013) *Adult Social Care in London*

^{xv} GLA (2009) *Young Londoners Survey*

^{xvi} JRF (2008) *The Social value of Public Space*

^{xvii} Department for Education (2010/11)

^{xviii} ONS (2011) *Labour Force Survey*

^{xix} Polling for AND (2013) *Unpublished*

^{xx} IdeasTap (2012) *Survey of members*

^{xxi} NIACE for BIS (2013) *Barriers to education to stop young people from achieving*

^{xxii} The Prince's Trust (2013) *Youth Index*

^{xxiii} Education Committee (2013) *Seventh Report: Careers guidance for young people: The impact of the new duty on schools*

^{xxiv} Centre for London (2011) *London's Calling: Young Londoners, Social Mobility and Access to Higher Education*

