

# Brief for LCEP Evaluation: August – December 2017

We're looking for an experienced researcher with knowledge of participative evaluation practice such as Theory of Change or Story of Change, to support the evaluation of the Liverpool Cultural Education Partnership (LCEP). The value of the contract is up to **£5000**.

## Has the LCEP worked, and if so, how?

Members of the LCEP steering group have made various commitments, outlined on page 2 of the Terms of Reference (ToR - **Appendix 1**). The LCEP now needs an independent evaluator to:

- Develop a methodology for recording the positive impact on learning when children and young people have participated in arts and cultural activities; celebrating and communicating this positive impact (commitment 8 in the ToR).
- Support the LLP in recording and collating qualitative and quantitative impacts that can be reported to funders and other stakeholders (commitment 9 in the ToR).
- Gather evidence of impact and outcomes in relation to all LCEP aims and activity (see pages 2-4).

## Outline of the services you will provide:

1. Data analysis and planning of evaluation framework and approach (August-September 2017)
2. Stakeholder consultation (September-November 2017) with:
  - LCEP steering group members and stakeholders within HEIs (LJMU, Liverpool University, Merseyside Collaborative Outreach Programme)
  - Head teachers
  - 'Cultural champions' in schools
  - Representatives of the wider cultural education community
  - Children and young people who have participated in activity initiated/supported by the LCEP
  - It would also be useful to talk to people in schools and cultural organisations, and some young people, who have not yet engaged with the LCEP, and find out why.
3. Writing up of draft evaluation report and recommendations by **30 November 2017**

## Expertise needed:

Skills	Knowledge	Experience
<ul style="list-style-type: none"> <li>• Good communicator and listener</li> <li>• Clear, concise report writing that will engage stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Participative evaluation models eg Theory of Change/Story of Change</li> <li>• Current education landscape, policy and practice and the challenges for cultural education</li> <li>• PR, marketing and communications</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the impact of arts and cultural education programmes</li> <li>• Consulting children and young people creatively</li> </ul>

**To apply:** please submit an outline of your approach to this brief by **Monday 17 July 2017**. Please send this to Hannah Baldwin, Senior Manager, Partnerships & Place at Curious Minds:

[Hannah.baldwin@curiousminds.org.uk](mailto:Hannah.baldwin@curiousminds.org.uk)



## Background to the LCEP

The Liverpool Cultural Education Partnership was established to shape and drive forward Liverpool's response to the national Cultural Education Challenge. This was launched by Arts Council England in October 2014. This is supported by their logic model ([see appendix 2](#)) and asks art and cultural organisations, educational institutions and local authorities to come together to: drive a joined-up art and cultural offer locally; share resources; achieve a more coherent and visible delivery of cultural education through Cultural Education Partnerships.

## Liverpool vision and principles

Aligning to the cultural education challenge, the LCEP vision is that:

*Every child in Liverpool has the opportunity to participate in great art and culture (to create, make and compose; visit, experience and critically review; participate, contribute and take part) improving their quality of life and their educational and employment outcomes.*

This is underpinned by the following principles:

- access, reach and diversity;
- quality, impact and accountability;
- voice and influence of young people.

The Liverpool Learning Partnership appointed a Cultural Education Coordinator in March 2016 to help develop and deliver an activity plan to support the LCEP.

## Why are we developing the LCEP?

The original purpose and aim of the LCEP outlined in the group's ToR is as a mechanism for major public funders, cultural and educational organisations in Liverpool to operate collaboratively. This is so that they can:

- support the development of quality teaching;
- ensure that the cultural sector contributes more effectively to curriculum development, educational delivery and the social and economic renewal in the City.

See page 1 of the ToR for an outline of how the Partnership commits to working collaboratively to develop and support the cultural education challenge.

## LCEP mission

The LCEP will: support organisations to achieve quality, impact and accountability in their cultural offer to children and young people, focusing initially on cross-phase and transition programmes from Key Stage 2-3); enable children and young people to influence the policy and provision of the LCEP; increase the reach and diversity of children and young people experiencing art and culture as 'cultural citizens'.

## LCEP priorities and aims

Through consultation with stakeholders between March and July 2016 the LCEP strategy and activity plan was further refined and developed with an agreement by the LCEP steering group to support the following priorities and aims:

1. Coherence and investment – aligning the LCEP with the plans and strategies of the city's decision makers (CEOs of cultural organisations, city councillors, Head teachers); working with these people to encourage commitment to and support of LCEP activity; communicating this engagement effectively.
2. Quality education programmes – meeting the cultural education challenge through activity with schools and education settings, and communicating this effectively.
3. Arts, creative and cultural careers – establishing clear IAG and pathways and communicating these effectively.
4. Inclusion and Looked After Children – ensuring voices of young people are actually heard and that their views and opinions are communicated and acted upon effectively.



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### **How is this working in practice?**

The LCEP is supported by a strategy and activity plan. This outlines various strands of activity that have been running since September 2016 to support the LCEP priorities. You will find a table summary of the strategy and activity plan at the end of this document.

### **Who has been involved in the LCEP?**

Core members are: LLP (Liverpool Learning Partnership), Liverpool City Council (School Improvement and Culture Liverpool, Libraries and Archives) LARC (Liverpool Arts Regeneration Consortium), COoL Collective (Creative Organisations of Liverpool), NML (National Museums Liverpool), Liverpool HEIs, Curious Minds and Resonate Music Education Hub.

Spreadsheets listing full range of participation will be provided to the successful applicant.

### **What resources have been put into the LCEP?**

The LLP and Curious Minds have joint-funded a full-time cultural education coordinator post since March 2016. Additional investment and in-kind commitment has been made by LCEP partners, including schools. A full break-down will be provided to the successful applicant.

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### Summary of LCEP strategy and activity plan

Area of work	Outcomes
<b>City decision makers are committed to and support LCEP</b>	CEOs of cultural organisations, city councillors, Head teachers and other strategic stakeholders: <ul style="list-style-type: none"> <li>• Have shared ownership of LCEP aims which are included in strategic plans</li> <li>• Commit/pool resources to support activity plan</li> <li>• Support effective measurement and evaluation of LCEP outcomes</li> <li>• Agree strategy to sustain LCEP activity.</li> </ul>
<b>Cultural education challenge - education and schools activity (aligning to 'Liverpool Promise')</b>	<b>Liverpool cultural education curriculum resources</b> <ul style="list-style-type: none"> <li>• 10 cultural education partnerships between schools and cultural organisations, leading to improvements in quality teaching and learning;</li> <li>• 10 good practice models developed(CPD/schemes of work); celebration event and other methods disseminate this locally, regionally and nationally;</li> <li>• Cultural engagement raises standards (transition, PSHE, SMSC, other curriculum areas).</li> </ul> <b>Networks and participation</b> <ul style="list-style-type: none"> <li>• Cultural education champions identified, with some participation in LCEP activity</li> <li>• Monthly cultural education sessions planned/hosted by schools and cultural organisations</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>• Bi-annual schools newsletter of cultural education offers and LCEP news</li> <li>• Method for pupils to record their cultural education experiences and schools to track these.</li> </ul> <b>Transport</b> <ul style="list-style-type: none"> <li>• Schools consulted about transport costs</li> <li>• Plan to raise funding to support schools with transport established</li> </ul> <b>Artsmark and Arts Award:</b> 50% Artsmark; increase in Arts Awards
<b>Arts, creative and cultural careers</b>	<b>Developing clear IAG and pathways for arts, creative and cultural careers</b> <ul style="list-style-type: none"> <li>• Report on current careers IAG and pathways available to young people</li> <li>• I am creative programme &amp; evaluation</li> <li>• LJMU careers brochure</li> <li>• Dot-art careers event for senior leaders/careers advisers in schools</li> <li>• Longer-term careers programme established with Curious Minds and cultural partners</li> </ul>
<b>Inclusion and Looked After Children</b>	<b>Creating a model for inclusive arts and cultural engagement</b> <ul style="list-style-type: none"> <li>• Up to 100 LAC engaged (via LSCB and Young Advisers)</li> <li>• Consultation with professionals working with LAC</li> <li>• Method for referring young people to cultural and arts activity designed</li> <li>• Young people's space established – working with Everyman &amp; Harthill?</li> <li>• Training delivered and model of good practice shared and disseminated</li> </ul> <b>Cultural citizens pilot</b> <ul style="list-style-type: none"> <li>• 100 young people engaged with signposting to further engagement opportunities.</li> </ul>