

Inspirational Cultural Programmes

Results of an international horizon scan of innovation in the creative and cultural sector

Innovation Unit

A.N.D

32 examples of inspirational programmes were discovered in our scan. They fall into 7 related and intersecting categories:

Innovative partnerships
1.1 Fiskars model, Finland*
1.2 SHARES Lancashire, UK*
1.3 Hull Youth Partnerships, UK
1.4 Ballet Hoo!, UK
1.5 LASI, Northamptonshire Council, Children's Services "rightsourcing", UK

Innovative funding
2.1 Teach a man to fish, Nicaragua*
2.2 Experimental Sound Studio, Chicago*
2.3 Kickstarter, Worldwide

New engagement of audiences
3.1 National Theatre Live, UK*
3.2 Secret Cinema, London, UK*
3.3 Google Art Project, Worldwide
3.4 Small Holders Farmers Rural Radio, Nigeria

New Technologies for engagement
4.1 Monmouthpedia, Monmouth, Wales*
4.2 The O, MONA, Tasmania*
4.3 My Farm, National Trust, UK

Working with existing community capacity
5.1 High School Explainers' Programme, Exploratorium, San Francisco, USA*
5.2 Stock Yard Institute, Chicago*
5.3 Kids Own Publishing, Melbourne
5.4 Young Chicago Authors, Louder than a bomb, Chicago
5.5 Intermedia Arts, Minneapolis
5.6 Ministry of stories, London, UK
5.7 Powerhouse Youth Theatre, Sydney
5.8 Stories of the World, Arts Council, UK
5.9 DOK, Netherlands
5.10 Trade School, New York, LA, Milan, Virginia, Singapore and London

New ways of embedding art & culture in schools
6.1 Shopfront, Sydney*
6.2 Kuopio Cultural Paths, Finland*
6.3 Artplay, Melbourne
6.4 Hyde Park Art Centre, Chicago
6.5 American Theater Company, Chicago
6.6 Habla, Mexico

Sweating assets
7.1 Zoo Lates, London Zoo

* These examples were shared in a workshop on 21st March 2013 with representatives from cultural organisations in London

Innovation Unit

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Finland

Fiskars Model*

The goal of the project is to connect Fiskars elementary school and its activities to the surrounding community and to make use of the natural resources of the community (e.g. the knowledge of the local artisans and artists) and the village history in education.

The definition of learning environment in the Fiskars Model encompasses the whole village community in which the school is situated.

Providers and collaborators

The Fiskars Model is a four-year (2008-2011) development project funded by the City of Raseborg and the Finnish National Board of Education (FNBE).

The basis for the model and its central working method are the workshops that are developed, and organized in cooperation with the project's co-partners: the Artisans, Designers and Artists Cooperative of Fiskars, Fiskars Museum, Fiskars Company, Dancing School Kärki and Kanta, exhibition galleries in Fiskars and CulturaMobira theatre group.

Implementation

The students are being familiarized with different art and handicraft (e.g. paper making, carpentry, painting, knitting design, ceramics and glassblowing) as part of their school work.

All the workshops are, to the extent possible, organized outside the school environment in the studios of the artists and handicraft workers of the village, and are directed by handicraft and art professional themselves.

The main pedagogical methods in the Fiskars Model are learning-by-doing, immersive learning and student-professional collaboration.

Students do not merely follow and passively look at how a professional works; instead they work with the same materials, methods, and tools as the artist.





Fiskars village

UK

SHARES Lancashire*

In Lancashire, a school company model has been established by 19 primary schools in Skelmersdale and Upholland to provide services for themselves and other schools.

Their overall objective is to "raise educational standards" across their locality. Following the reorganisation of schools in Skelmersdale in 2000, head teachers decided to work collaboratively to support one another with extended services. Over time several areas of common interest were noticed and it was decided that a partnership would be the appropriate next step. With the pooling of sustainability grants from 2007, budgets and staff for extended services were thereafter shared to eventually create SHARES Lancashire, a not for profit company limited by guarantee, in 2010.

SHARES looks to attract and create partnerships with individuals and companies that can offer skills and training opportunities or services across their member schools.

A primary goal of SHARES it to ensure its schools are compliant with Extended Services core offer laid out by the department of Education in 2006.

Their services are wide-ranging, including established programmes as well as bespoke services:

Shares offers support to schools in delivering their **extended services**. They offer a menu of activities, preferred providers, and bank of qualified staff available to provide activities such as breakfast, lunch and after school clubs, childcare, parenting support and community access to facilities. They also have access to information and procedures of targeted specialist services to support children with additional needs.

For example, **Enjoy & Achieve** is an afterschool activities programme initially created for KS2 which has been expanded to offer school clubs as Key Stage 1. Four different strands are available at Key Stage 2, including Outdoor Education, Sport, Art, and Hands On. Programme costs range from £1550-£2300 and include CRBs, Public Liability Insurance, risk assessment, management and administration, certification and accreditation and session materials.



UK

Hull Youth Partnerships

Hull City Council established a partnership to support Hull's young people to become young entrepreneurs.

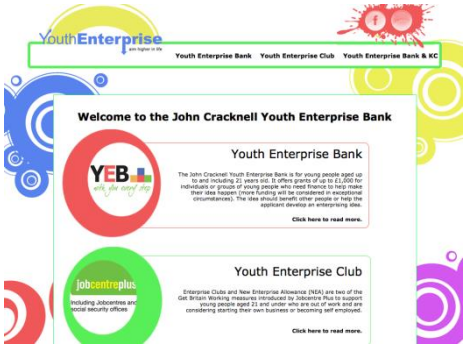
The Hull Youth Enterprise Partnership (HYEP) supports Hull's young people (aged 6 to 25) to become more enterprising by developing ideas and putting them into practice.

In 2003, Hull City Council brought together a range of partners to address youth enterprise and establish the partnership. The network is comprised of community groups, private companies, entrepreneurs, public sector agencies and umbrella bodies including: Hull Youth Council, education providers, sub-regional partnerships, local providers of enterprise support, local providers/brokers of enterprise learning and enterprise support for young people; community and area-based initiatives; Hull SMEs committed to young people, and; other partnerships across the UK. The partnership was created in part to support the city's 2001 target of creating 1,200 new local businesses within 15 years.

The partnership's activities contribute directly to the Local Area Agreement's strategic priorities for enterprise, economic development as well as children and young people. Services for HYEP are provided by the city council, which also employs a youth enterprise strategy manager to work closely with the strategy and activities of the partnership.

Considering impact, during the 2007/8 financial year, 55 businesses owned and run by local residents were set up in Hull. Twenty-five of these were owned by young people living in priority target areas and previously on benefits. Additionally, anecdotal evidence shows that young residents' aspirations, self-awareness, knowledge, and agency have risen as well.

http://www.youthenterprise.co.uk/



UK

Ballet Hoo!

Ballet Hoo! brings together a range of organisations to provide training, skills and qualifications for 300 'at risk' young people.

Diverse Productions (a television production company), Youth at Risk (a youth development charity offering support to at risk youngsters), Birmingham Royal Ballet and four local authorities from across the West Midlands came together to put on dance productions.

All those involved had to attend regular auditions and production preparation. Participants also had a‘life coach’who supported them in attaining three‘life goals’.

http://www.leapsandbounds.org.uk/projects/ballet-hoo

Evidence

Ballet Hoo! brought together organisations that had never worked together before in the pursuit of a joint goal.

As a result of the project, 90 young people gained BTECS in Performing Arts. Many went on to gain employment, training and apprenticeships.



UK

LASI, Northamptonshire Council, Children's Services "rightsourcing"

Following the November 2010 White Paper, Northamptonshire Council stated that schools were expected to take responsibility for their own improvement. **Their 2011 strategy relied on partnership working to deliver improved outcomes and increase capacity of schools.** Schools now hold the budget to purchase services and are expected to rely on alternative suppliers and organisations to fill gaps. The ownership model is intended to ensure that the service is truly local and bespoke in its approach to meeting needs and represent diverse local interests. Each school also has an improvement partner to provide external support to the school's leadership team and work with partners to deliver services and support schools.

Wanting to ensure a "rightsourcing" of services, the Council has been working to establish a new model to support and broker work across schools settings. As the Council is no longer able to commission services, employees of current services have been working to create a delivery vehicle for schools and appraising opportunities that move towards a model of shared ownership.

Previously the School Improvement Strategy was centrally driven; however, Northamptonshire County Council's Learning, Achievement and School Improvement service (LASI) has shifted to model of provision and guidance. A small working group comprised of managers from different parts of existing services was set up under the project name ASPIRE to **review the delivery and ownership of the services.** Consideration was given to wider HR issues and the offer of shared ownership through consultation with staff, clients, external stakeholders and a variety of other partners – including universities, colleges, national training schools and other local authorities.

Following this process, **LASI shifted its focus on local authority power towards schools.** The Local Authority's school improvement service has developed a service known as LSE-Aspire. It offers school improvement services on a membership basis, operating programmes directly and brokering external courses. Member schools pay an annual rate ranging from £795 to £1695 (based on school population size) which entitles them to a package of support and special rates on additional training and development courses.

Nicaragua

Teach a man to fish*

Teach a Man to Fish is a UK-based charity that encourages and supports education projects that generate sustainable livelihoods for young people across the developing world.

The charity aims to make a long term impact on global poverty by supporting education projects that give young people the skills to help themselves and be financially self-sufficient.

Alongside traditional academic subjects, their schools teach business & practical skills through running their own profit-making businesses. These school enterprises - from beekeeping to carpentry workshops - earn the schools money, which covers facilities and teaching costs. More importantly these businesses act as a platform for students to develop entrepreneurial & practical skills. So when they graduate, they leave school empowered; ready to succeed in self-employment, in further education, and in life.

Following Fundacion Paraguay's Self Sufficient School model in Paraguay, Teach a Man to Fish is currently helping 4 schools in Uganda, Bolivia, Nicaragua and Kenya to set up their own businesses and to run programmes that boosts students' entrepreneurship and technical skills, thus preparing them to be gainfully employed in local businesses.

La Bastilla Technical Agriculture School, Nicaragua is one of the 4 schools Teach a Man to Fish is helping to be financially self-sustaining. This school with 60 students is based on a coffee estate, in an area where only 20% of young people currently attend secondary school. Along with providing an academic education, the school also runs several businesses. The businesses include an eco-lodge & restaurant where it is possible to hike and birdwatch, chicken and egg production, as well as dairy, pigs, and a vegetable garden.

Part of a Clinton Global Initiative commitment to establish 50 'Self-Sufficient' schools by 2017, Teach A Man To Fish has grown into an international network whose membership now numbers over 2,500 education institutions and experts in more than 125 countries. Over 10,000 young people have now benefited from Teach A Man To Fish programs across Africa, Asia and Latin America.

http://www.teachamantofish.org.uk/

TEACH A MAN TO FISH
Education that pays for itself



Chicago

Experimental Sound Studio*

ESS is a non-profit, artist-run organization focused on sound in all its exploratory cultural manifestations, including music, sound art, installation, cinema, performing arts, sound poetry, broadcast, new media, and more. Their mission is to serve the artists engaged in these disciplines, the audiences who listen to them, and the public who may as yet be unaware of sound's many creative dimensions. Their approach integrates production, presentation, education, and preservation, often in partnership with other organizations, constituencies, artists, and individuals.

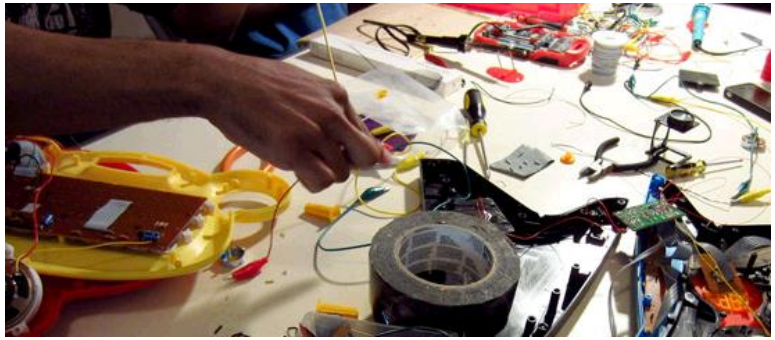
Financial sponsorship

ESS can act as a fiscal agent for individual artists or groups who require particular status in order to receive funds for projects. Foundations and individual donors may want to assist an artist with a project, but either cannot legally give money to an artist (in the case of foundations), or would like to get a tax deduction (in the case of individual donors). In either case, ESS can accept the funding and then redistribute it to the artist. ESS typically retains ten percent of the total amount of the donation/grant for administration.

Workshop and tutorials

ESS is committed to fostering artistic development in all aspects of sonic arts. Whether it's a workshop with a visiting artist or a customized one-on-one tutorial, ESS offers many opportunities to learn and develop craft in anything from vocal improvisation to circuit bending to mixing and mastering.

http://www.experimentalsoundstudio.org/



Global

Kickstarter

Kickstarter is the world's largest funding platform for creative projects (www.kickstarter.com).

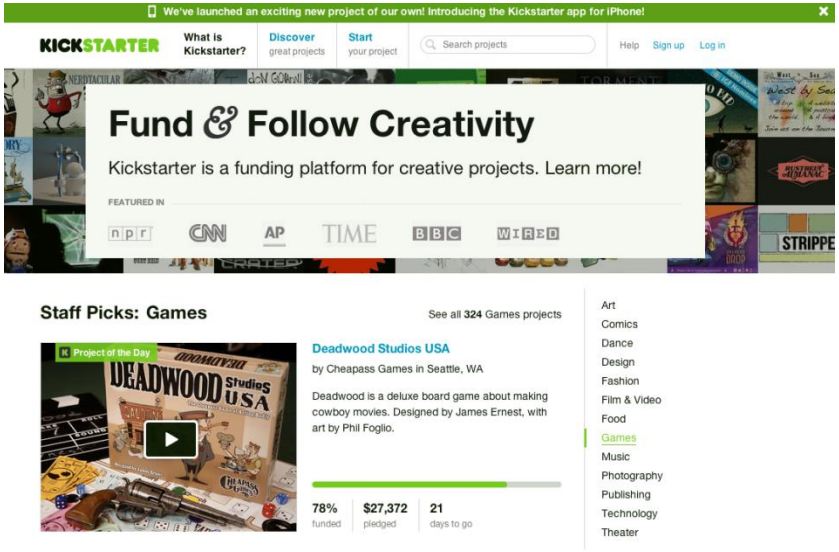
Kickstarter is full of ambitious, innovative, and imaginative projects that are brought to life through the direct support of others. Everything from films, games, and music to art, design, and technology.

Project creators set a funding goal and deadline. If people like a project, they can pledge money to make it happen. Funding on Kickstarter is all-or-nothing - projects must reach their funding goals to receive any money. All-or-nothing funding might seem scary, but it's amazingly effective in creating momentum and rallying people around an idea. To date, an impressive 44% of projects have reached their funding goals.

Mozart, Beethoven, Whitman, Twain, and other artists funded works in similar ways - not just with help from large patrons, but by soliciting money from smaller patrons, often called subscribers. In return for their support, these subscribers might have received an early copy or special edition of the work. Kickstarter is an extension of this model, turbocharged by the web.

"There's just something magical about Kickstarter... You immediately feel like you're part of a larger club of art-supporting fanatics."

Amanda Palmer, who rallied 25,000 backers to support her album, book and tour.



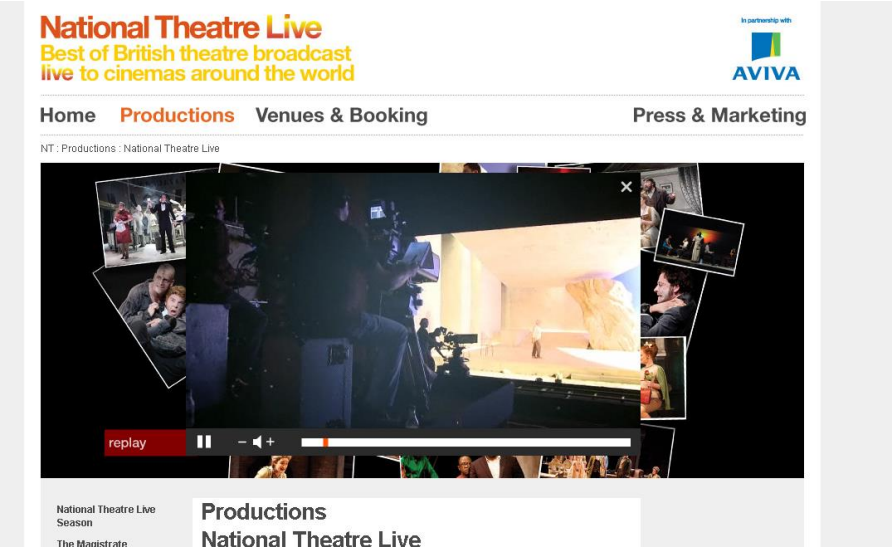
UK

National Theatre Live*

National Theatre Live was launched as an experiment in 2009. It is an initiative to broadcast live performances of the best of British theatre to cinemas around the world. It began with a broadcast of *Phèdre* with Helen Mirren, was shown in over 200 cinemas around the world and seen by a worldwide audience of more than 50,000 people.

Research shows how this innovation has allowed the National to reach new audiences for theatre, not least by drawing on established relationships between cinemas and their patrons all over the country. It confirms the centrality of 'live' for the audience experience – both in the theatre and in cinemas. Cinema audiences report even higher levels of emotional engagement with the production than audiences at the theatre. They also claim that they are now more likely to visit the theatre in the future, suggesting that there may be positive spill overs on the wider sector. Research also showed that NT Live audiences were attracted to a new way of seeing cinema.

'I grew up in Manchester in the 1960s. If I had been able to see Olivier's National Theatre at my local cinema, I would have gone all of the time.'
Nicholas Hytner, English film and theatre producer and director



London, UK

Secret Cinema*

London-based company Secret Cinema uses social media to alert people to film screenings at secret locations around London such as warehouses and hospitals. People are not told what film is being screened or where. Blacked-out double decker buses are used to transport them to the site of the Secret Cinema event.

The spaces are transformed into impressive interactive sets inspired by the film (and often curated by the director of the film – as in the recent case of *Prometheus*), with the audience encouraged to come in costume and to mingle and interact with actors also dressed up as characters in the film. In the past 5 years, Secret Cinema has put on 18 events, with screenings including *Blade Runner* and *Lawrence of Arabia.*

Secret Cinema does not use any marketing apart from social media channels, and is heavily reliant on word of mouth. Ticket prices are high at around £40, but the events are increasingly successful. In its showing of *Prometheus* in 2012 (which coincided with the release of the film), Secret Cinema showed the film to 30,000 people and accounted for 3% of UK box office sales.

'Secret Cinema is a growing network of all who love cinema and experiencing the unknown. Secret audience. Secret film. Secret locations. Secret worlds. The time is now to change how we watch films.'
Secret Cinema website



Worldwide

Google Art Project

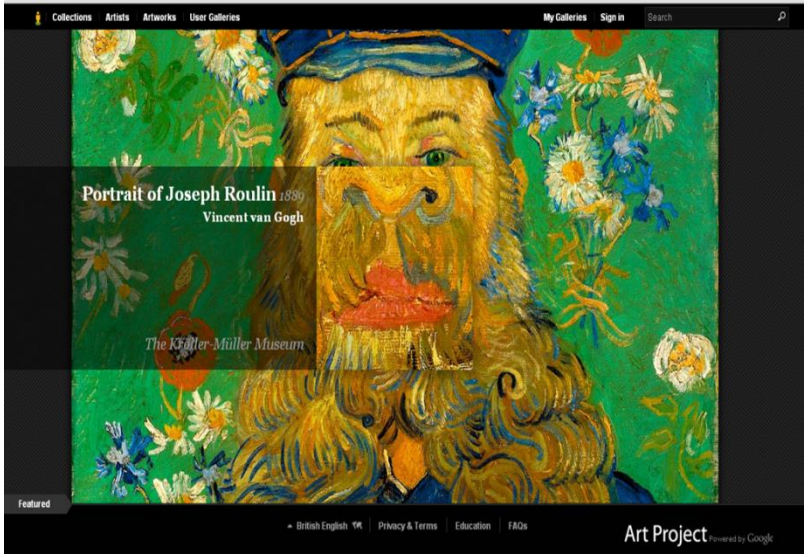
Google Art Project is an online platform through which the public can access high-resolution images of artworks housed in the initiative's partner museums. The project was launched on 1 February 2011 by Google, in cooperation with 17 international museums, including the Tate Gallery; the Metropolitan Museum of Arts, New York City; and the Uffizi, Florence.

The platform enables users to virtually tour partner museums' galleries, explore physical and contextual information about artworks, and compile their own virtual collection. The "walk-through" feature of the project uses Google's Street View technology.

On April 3, 2012, Google announced a major expansion to the Art Project as it signed partnership agreements with 151 museums from 40 countries. The platform now features more than 32,000 artworks from 46 museums, and the image acquisition process is underway at the remaining partner museums.

Additionally, Google launched a second, improved version of the website with new Google+ features, enhanced search capabilities, and a series of educational tools. Google intended for this second-generation platform to be a global resource; accordingly, the Art Project is now available in 18 languages, including Bahasa, English, French, Japanese, Polish, and Portuguese.

'Beyond details you may not have noticed before, you can see things not normally visible to the human eye.. Still, the most unusual aspects of the experience are time, quiet and stasis: you can look from a seated position in the comfort of your own home or office cubicle, for as long as you want, without being jostled or blocked by other art lovers.'
The New Yorker, February 2011



Nigeria

Small Holders Farmers Rural Radio

The Smallholders Farmers Rural Radio broadcasts educational radio programmes on crop cultivation, livestock rearing and soil management 10 hours a day in the local Igbo Language to inform and educate its 250,000 small-farmer listeners and improve their agricultural, environmental management and market access capacity.

The educational radio programmes cover erosion and flooding control, farm and household management, food safety, nutrition, HIV/AIDS, agriculture, combating malaria and farm safety. They also deal with such topics as application of fertilisers, pesticides and insecticides; rainwater harvesting; treadle pumps; and small scale irrigation management. Illiterate small farmers learn about methods for accessing hybrid seeds, reaching national and international markets, export documentation, and accessing finance and microcredit facilities. A question and answer service replies to questions sent in by farmers and allows them to share experiences with one another.

The station also helps poor farmers by broadcasting information on basic business skills such as market research, cost-benefit analysis, business planning, opening bank accounts, and keeping accurate accounts and store records.

Original/ notable features/ plus points
Innovative use of technology
Holistic – promotes environmental sustainability and raises awareness about health and education issues

http://smallholdersfoundation.org/



Wales

Monmouthpedia, Monmouth*

Monmouthpedia is the first Wikipedia project to cover a whole town – specifically the Welsh town of Monmouth .The project aims to cover every single notable place, people, artefacts, flora, fauna and other things in Monmouth in as many languages as possible, but with a special focus on Welsh.

The idea is that people contribute articles, photographs and resources on interesting and notable places, people, artefacts and other aspects of Monmouth life. **New smart phone technology that makes use of QRpedia codes, readable with smartphone cameras, allow users to scan at points of interest and have information about the landmark sent to their mobile. The codes enable users to be directed to information in the language of their choice, making the service accessible to as many people as possible.**

The project has prompted the local authorities of Monmouthshire to install free-to-use internet access across the whole town.

There are now over 1,000 QR codes on schools, important buildings and shops all over Monmouth. To integrate the project into the community, a celebration was held to mark the launch of the town's Internet attachment, where people were taught how to edit Wikipedia and add relevant details of their own at drop in centres at the library and Monmouth Museum.





Tasmania

The O, MONA*

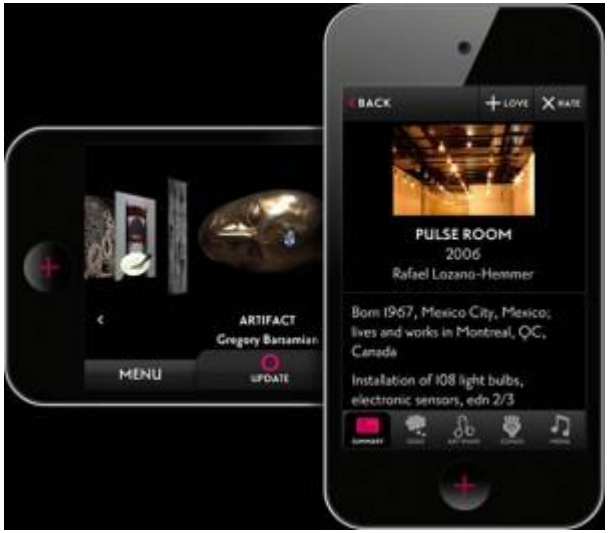
The Museum of Old and New Art in Tasmania is a 6000 square foot privately owned museum. Although it boasts an eclectic collection of 2210 antiquities and artworks, **it does not have a single wall label or sign to guide its visitors. Instead, it relies on The O, "the first mobile interpretive solution designed to replace traditional wall labels and signage."**

The O, a mobile device, equips a visitor with all the information they require including museum maps and cafe hours. Additionally, the O uses a visitor's geo-location to suggest nearby artworks, allowing them to select the artworks they would like to know more about. It then goes on to provide them with curatorial information such as viewing notes and artist interviews. Information on a particular artwork can be displayed in different styles. *Artwank*, for instance, presents you with information in "a formal curatorial style," while *Gonzo* provides you with "personal musings on the art from MONA's owner David Walsh."

Besides curatorial information, The O lets a visitor interact with an artwork by leaving comments, tweeting about it, and sharing it on Facebook. It even has features that allow them to indicate whether they love or hate it. Visitors also have the option of saving their O Tours and retrieving them the next day on MONA's website. Access to the museum's online collection is reserved exclusively for those who saved their O Tours.

According to the creators of The O, the device is used at the MONA by over 40,000 visitors per month. Since the MONA's opening in January 2012, 70% of visitors have indicated that they prefer The O to traditional signage and 80% said that the device enhanced their museum experience.

'The O app is fun, addictive, easy to navigate and provides a seamless wi-fi enabled user-experience. My visit to Mona was a delight, and challenged me to engage with the space and art in unexpected ways…I was encouraged to get lost, explore and learn in my own way.'
Blogger



UK

My Farm, National Trust

National Trust protects natural and cultural heritage in the UK and has been working extensively over the past few years to develop an engagement strategy that appeals to a younger, more 'tech savvy' generation.

MyFarm, a big online experiment in participative farming and food production, is part of those efforts. It gives up to 10,000 members of the public a say in the running of a real working farm. The farm is on Wimpole Estate, near Royston in Cambridgeshire. The aim of the farm is to be profitable, and to maintain the highest standards of sustainability and welfare, while at the same time promoting understanding about farming and food production by means of a fun and interactive online platform.

People who sign up to MyFarm pay an annual £30 fee. This gives them the right to vote on key decisions and entitles them to a family ticket to visit the 1,200 acre Wimpole Farm. The 'Farmers' make decisions through monthly votes on every aspect of the farm: the kinds of crops grown; the breeds of animals stocked; the new facilities invested in; and the machinery used. Users are also invited to interact with the farm and share their views through the creation of blog content and Twitter.

The MyFarm website keeps users updated through regular blogs, videos, photos and more that capture the changing seasons and agricultural processes such as sowing, ploughing and harvesting, as well as lambing and calving.





San Francisco, USA

High School Explainers' Programme, Exploratorium*

The Exploratorium is 'not just a museum, but an on-going exploration of science, art and human perception.' Amongst its many innovative programmes, the museum runs a High School Explainers' Programme which has been running since the institution was established in 1969.

High School Explainers, the Exploratorium's youngest employees, are a diverse group of students who engage visitors at exhibits, lead demonstrations, and run many museum operations. Some are interested in science; all have a spark for learning new things. In keeping with the Exploratorium's philosophy, they build their own skills while learning to help others.

The High School Explainer Program makes students part of the museum staff, giving them the important responsibility of being the museum's primary point of contact with visitors. The Explainers learn about exhibits and facilitate visitor-exhibit interactions; open and close the museum; run daily demonstrations (including cow's eye, heart, and flower dissections); evacuate the museum during emergencies; and more. Sometimes, experienced Explainers participate in specialized internships, and some work in study groups.

Three groups of High School Explainers fill over 130 paid positions a year. More than 3,500 students have participated in the program since it began in 1969.

'It's been life-changing in ways I didn't think it would be.'
Clare, Young Explorer





Chicago

Stock Yard Institute*

Stockyard Institute is a Chicago-based collective that works on issues around youth, visual art, community, and social knowledge.

It is an informal network of teachers, activists, artists, writers and producers who design temporary art projects and sustainable art education programs that involve local people as community producers.

For example, Stockyard Institute and the Center for Educational Technology are launching a curriculum platform for educators. A project, called SITE.

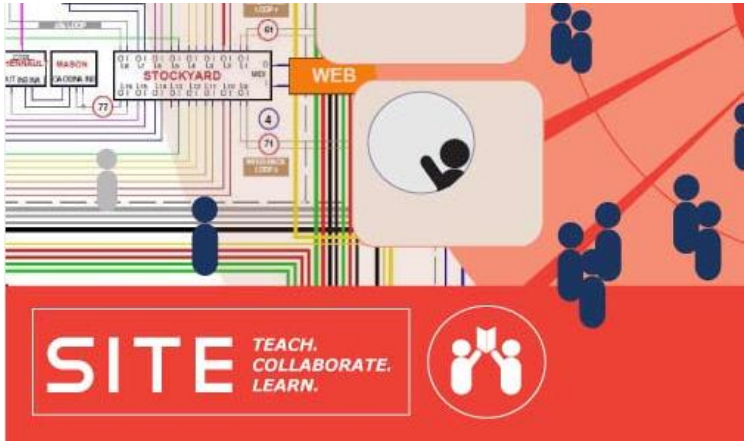
SITE is an experiment in democratic open-source education. It is a community-based curriculum platform and online forum that focuses on improving the ways we think about teaching and learning.

The platform aims to cultivate, collect, and distribute thoughtful lesson plans, free resources, and powerful dialogue for its users. Including an online archive of lessons, engaging articles, highlighted educators, inspiring art projects, and experimental artifacts. All members of the SITE community are encouraged to provide feedback so that lessons are organically built, tested, reworked and refined.

www.sitesite.org

SITE is supported by DePaul University's College of Education and includes the initiatives Stockyard Institute and the Center for Educational Technology.

"We view students and teachers as producers and collaborators."



Melbourne

Kids' Own Publishing

Kids' Own Publishing is a non-profit literary arts organisation that harnesses the power of self-publishing to build a community of strong and creative young readers and writers.

Kids' Own Publishing works collaboratively with artists and organisations to facilitate creative book making and publishing experiences for children and communities. Since 2008 Kids' Own Publishing has delivered over 30 books in partnership with arts, community and educational organisations, including books in community languages.

Providing opportunities to showcase the work of young writers and illustrators, the Kids' Own Book Cubby is a touring exhibition of over 100 books by children. Kids' Own Publishing teaching artists facilitate creative book making for children from the Kids' Own Book Cubby at arts and cultural events. In April 2011, 200 children created books at the State Library of Victoria during The Wheeler Centre Children's Book Festival.

http://vimeo.com/47491377

In 2010, Kids Own Publishing was awarded funding by the Australia Council for the Arts for a new initiative - **wePUBLISH: Books Build Bridges**. In partnership with six core partners, wePUBLISH will empower disadvantaged, culturally and linguistically diverse, and Indigenous communities to create and publish their own stories through successful creative cross sector partnerships.

"The Kids' Own Book workshop takes me back to my own childhood, always itching for any opportunity to create my own illustrated stories within an environment of encouraging guidance, with the added thrill of 'publishing' the result. And that result is so often impressive and surprising - a reminder for kids that you never know what you can do until you get started."

Shaun Tan, Author/Illustrator October 2009



Chicago

Young Chicago Authors, Louder than a bomb

Young Chicago Authors transforms the lives of young people by cultivating their voices through writing, publication, and performance education.

Louder than a bomb (LTAB) is the largest youth poetry festival in the world, featuring over 100 zip codes within the Chicago-land area. LTAB was created to give youth around the city of Chicago a platform to share their stories. The festival has since become a "bridge" for young people from many different backgrounds to come together and find a common ground through their narratives.

Louder Than A Bomb (LTAB) was founded in 2001, by Kevin Coval (Young Chicago Authors Artistic Director) and Anna West.

Rather than emphasize individual poets and performances, the structure of Louder Than a Bomb demands that kids work collaboratively with their peers, presenting, critiquing, and rewriting their pieces. To succeed, teams have to create an environment of mutual trust and support. For many kids, being a part of such an environment—in an academic context—is life-changing.

LTAB started with four teams and was projected to host over 100 teams in 2013.



Minneapolis

Intermedia Arts

Intermedia Arts is a nationally recognized leader in empowering artists and community leaders to use arts-based approaches to solve community issues.

Intermedia Arts offers unique arts experiences for youth in a variety of disciplines. One of their programs allows at-risk youth to create films and TV shows about issues in their lives and communities.

Coming to the art from the issue, Intermedia Arts focuses on the impact an artist or organization can have on a community. Multi-lingual and many-cultural, Intermedia Arts empowers artists and young people to tell their stories, in their own words and ways. Then they gather the community to listen, to see and to respond.

From graffiti art to digital technology to performance art to spoken word, they work from the community up to unearth and enliven new and emerging artists and art forms while challenging and exploring the role of art in our lives. By stimulating civic dialogue and giving voice to the issues and experiences of underrepresented communities locally, nationally and internationally, they contribute to a stronger, healthier society.

One of their programs, **Media Active,** offers affordable media production by employing highly skilled and talented youth who know media production. The teens have learned it through longtime participation in Intermedia Arts after-school and summer programs.

Media Active offers talented teen artists gain valuable real-world job training and experience while creating beautiful, professional-quality media projects for organisations.



CREATIVE CITYMAKING

London, UK

Ministry of stories

The Ministry of Stories is a creative writing and mentoring centre for young people in east London. It uses storytelling to inspire young people aged 8-18, in the belief that writing unleashes their imaginations and builds confidence, self-respect and communication.

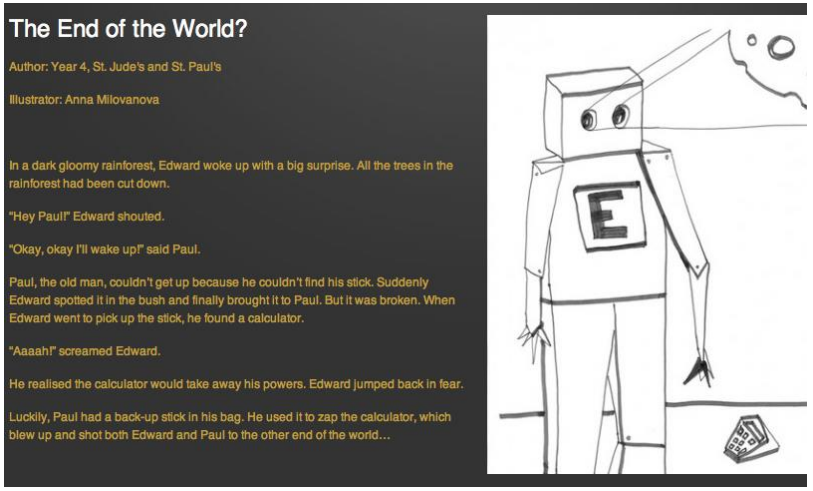
http://www.ministryofstories.org

The Ministry of Stories offers a free space for fresh writing by young people. The MoS is inspired by young people, and aims to inspire them to transform their lives through writing.

Working closely with schools, MoS supports the work of teachers and provides one-to-one mentoring for young people to enjoy imaginative stories, improve language skills and increase abilities in communication.

The Ministry of Stories was founded by Nick Hornby and co-directors Lucy Macnab and Ben Payne. The services are provided by volunteers: local writers, artists and teachers, all giving their time and talent for free.

In its first year, over 3000 young people took part in the volunteer-led workshops and writing projects.



Sydney

Powerhouse Youth Theatre

Powerhouse Youth Theatre (PYT) is the leading youth theatre company in Western Sydney. By engaging with young people from across the region, PYT creates new, innovative and inclusive performing arts opportunities led by collaborative processes and participation.

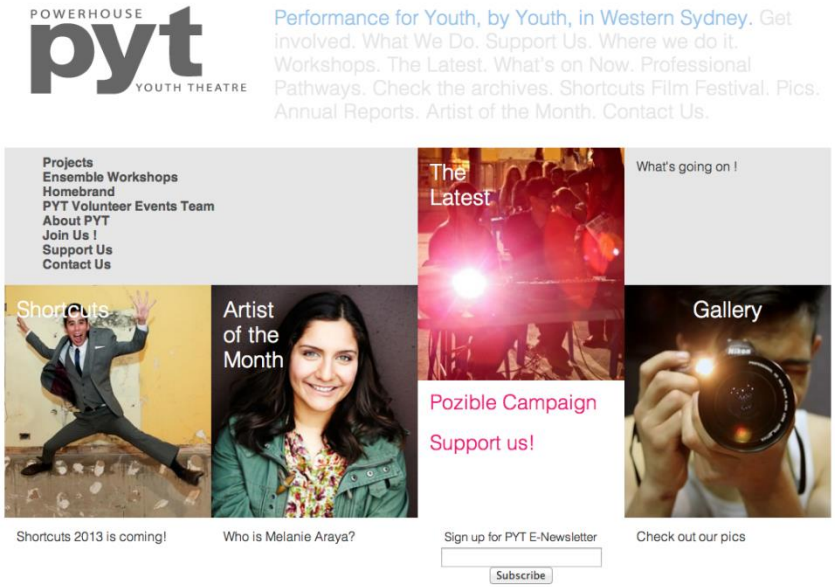
Through multimedia platforms, PYT comments on the world at large; fostering skills in performance making and cultural brokerage for social change. PYT's projects enable young people to work with professional artists to produce work that speaks to new audiences.

PYT is supported by the Commonwealth Government through the Australia Council for the Arts; the NSW Government through Arts NSW; Fairfield City Council, Community First Credit Union and the amazing Fairfield Community.

One of the projects, VIOLENCE, investigates the growing incidents of violence in Sydney's West. The project began with a writing workshop program, working with several schools in Western Sydney, exploring and developing some of these issues with local youth.

http://www.allaroundyou.net/profile/PowerhouseYouthTheatre

http://pyt.com.au/





UK

Stories of the World, Arts Council

Stories of the World, which is part of the London 2012 Cultural Olympiad, aims to showcase innovation and excellence in museums, libraries and archives to a worldwide audience. It welcomes the world to Britain by using its rich collections to tell inspirational stories about the UK's relationship with the world. The project is led by Arts Council England in partnership with the London Organising Committee of the Olympic and Paralympic Games.

Young people are at the heart of the project, working in partnership with curators to uncover objects that tell stories that resonate with their interests. It is the largest youth participation project ever delivered by museums with more than 1,500 young people recruited as curators to lead and develop the projects.

Instead of the traditional curators' or historians' views, audiences are able to hear stories from the viewpoint of people from diverse cultures, now living in the UK. Objects once bypassed for being reminders of Britain's imperial past are re-examined as part of the collection and given more relevance to contemporary Britain.

'I chose this Chinese bound shoe. I think the idea of binding feet is crazy, but these days people are still doing crazy things to look beautiful, like having cosmetic surgery.'
Young person, 16



Netherlands

DOK

DOK's mission is to become and remain the most advanced library in the world. Using creativity, technical innovation, and advancing scientific understanding, DOK endeavors to be an indispensable source of inspiration for its members, visitors, and partners in the city of Delft, in the Netherlands, and in the world.

DOK refers to itself as a "library concept centre." The centre is founded on the belief that, regardless of the changes that the world is experiencing, people will always want, love and need stories. It lends out materials including books, CDs, DVDs, MP3s, MP3 files and works of art. It also preserves stories by digitizing collections (Images for the Future), and giving people a platform to tell their stories in the library through the DOK Agora project. DOK Agora enables people to create their own exhibitions that they think others in their community will value, and then display these exhibitions on giant screens in the library.

Another project that is related to this is DOK Studio. This is a mobile studio equipped with cameras, sound systems, editing programmes, and everything else needed to make documentaries and do videocasts for the website. With this mobile studio, DOK employees visit high schools, allowing students to film their stories or, for instance, a campaign against alcohol abuse among teenagers. The project has proven to be a successful way of bringing the teens back to the library.

Thinking and acting beyond library walls

Together with many partners, DOK constantly seeks to develop new services or better ways to present the library to the people. A good example of this is the Tank U, a download station that uses Bluetooth. Content that the librarians select, such as a library magazine, an agenda of activities, or an audio book, can be installed onto these Tank stations, which can then be placed in different locations outside the library such as railway stations, hospitals, cinemas, theatres, and so on. People with Bluetooth applications on their cell phones can download content to their phones and play it on the train or wherever they want. This also arouses their interest, encouraging people to visit the library.



New York, LA, Milan, Virginia, Singapore and London

Trade School

Trade School celebrates practical wisdom, mutual respect, and the social nature of exchange.

Founded in New York in 2010, it is an alternative learning space that runs on a bartering basis. Anyone can teach a class, and students can sign up for classes by agreeing to bring barter items that the teacher requests – for example, in the past Trade School has hosted classes on How to Make Butter (in exchange for herbs and music tips) and Spring Kite Making (in exchange for doing an hour of research). Trade School now has affiliated self-organized Trade Schools in Milan, Virginia, LA, London, and Singapore.

The founders of Trade School also set up an online website called Our Goods – https://ourgoods.org/ - where creative people can barter skills, spaces and objects (e.g. desk space in exchange for documentary film making expertise).

'The scarcity principle that drives the dominant economy does not fully serve creative people. We are motivated by curiosity, craft, a desire to speak truth, beauty, and community respect over profit. We need a model for creative abundance, where passion is harnessed between peers.'
Trade School website



Sydney

Shopfront*

Shopfront is a contemporary arts centre – a cultural network and production co-operative where all young people under 25, regardless of background or ability can create themselves.

Shopfront Contemporary Arts Centre undertakes various Outreach projects in the community – working with schools, youth services and community organisations to plan exciting projects that meet the individual needs of young people.

Shopfront's Outreach program engages diverse groups of young people through community, health and educational partnerships. The program engages over 400 young people annually to explore contemporary and interdisciplinary art; guided by the power of young people's opinions, experiences and curiosity.

Example: Cancer Council Workshops at Fairfield IEC

Young artists from Fairfield IEC have been participating in workshops that investigate the community impact of Hep B and Liver Cancer. They have been creating videos, interviews, animations and trick photographs.

This project has been developed in partnership with the Cancer Council and is working towards an outcome for student's graduation in April.

Shopfront's sustained partnerships are key to the impact of the company's work with young people in the community.



http://shopfront.org.au/

Finland

Kuopio Cultural Paths*

The Kuopio Culture Path Program was a three-year learning environment project funded by the City of Kuopio and the Finnish National Board of Education (FNBE), aimed at young people aged 7-16. The project ended in 2009, and since then the programme has been regarded as an integral part of the schools' and cultural institutions' everyday operations, with all costs being accounted for in their budgets.

The Kuopio Culture Path Program aims to familiarise young people with the cultural life of the Kuopio, and to enhance their social, emotional and physical wellbeing. Each year, they 'trek' along a 'cultural path', with each year group on the same path together (paths include theatre, libraries, museums, art, and others, with a personally-chosen path in the final year). Practical tools for teachers enable them to implement activities and programmes structured around the cultural paths, which frequently cut across subject boundaries. As part of the programme, students are able to visit cultural institutions outside of the school environment, and in the 9th grade they are given a 'K9' card which enables them to visits the cultural institutions for free.

The programme, which is joint-funded by local government and the national Board of Education, also includes specialist training for teachers and free resources for schools.



Melbourne

Artplay

ArtPlay is a civic studio where families and children can be creative and express themselves in ArtPlay's open and supportive environment.

At ArtPlay, children up to the age of 13 and their families are encouraged to learn the language of art together. From here, they can move on to galleries, performances and Melbourne's other art offerings with confidence and curiosity.

ArtPlay's mission is to involve children and their families in artistic, interactive and creative projects. Through workshops with professional artists, ArtPlay aims to improve educational and arts opportunities for children.

ArtPlay was established with the goals of the City of Melbourne in mind:

- to support increased and higher quality cultural citizenship
- to create a child friendly city with enhanced opportunities for people of all backgrounds
- to support children in becoming creative cultural citizens of the world
- to document and research their projects
- to asses the value of the centre's creative endeavours

The ArtPlay schools program offers a range of workshops covering a variety of art-forms for schools and students to explore.

Artplay is funded by the **City of Melbourne** and several **funding partners**. The City of Melbourne's continuing commitment to the provision of quality arts and cultural programs for children has seen ArtPlay's budget grow.

With the help of **The Cybec Foundation's,** ArtPlay offers workshops and performances to schools and children from disadvantaged backgrounds for free.

The ArtPlay Research Project is made possible by a three-year Australian Research Council Linkage Grant between the **Australia Council, the City of Melbourne and the University of Melbourne.**



Chicago

Hyde Park Art Center

Hyde Park Art Center is at once a contemporary art exhibition space, learning lab, community resource, and social hub for artists and art-curious alike.

The Art Center presents innovative exhibitions of new work by primarily Chicago-based artists; education programs for children and adults, novice through professional; and, free public programming for a diverse and creative audience. Through these programs, the Art Center actively cultivates a more vibrant, inclusive arts community and aims to foster a collective spirit among artists, teachers, students, children and families, and the general public. It facilitates opportunities for artists to experiment and do things they wouldn't be able to do elsewhere and encourages its visitors to get involved with the entire process of art and art making.

www.hydeparkart.org

Hyde Park Art Center's Education programs are designed to strengthen skills, grow artists, and cultivate sense of community.

Hyde Park Art Center offers on-site and in-school education programs for all ages, allowing any student or family to engage in life-long learning. A typical day of on-site learning at Hyde Park Art Center sees children painting, teenagers taking photographs, and curious adults exchanging ideas with teaching artists and visiting arts professionals. The end result is a vibrant community filled with youth and adult artists, dedicated teaching artists, and passionate arts enthusiasts.

OUTREACH PROGRAMS

Hyde Park Art Center reaches over 4,000 young people annually with visual art workshops and classes in Chicago Public Schools, parks, and community centers in the neighborhoods surrounding it on Chicago's south side. These thriving programs are training teachers, reinforcing curriculum within schools, as well as teaching positive life skills, job skills, creative problem-solving, and high quality visual art techniques.



Chicago

American Theater Company

American Theater Company (ATC) runs a pre-professional training program aimed at Chicago Public High School students. The program began with six junior level students who are now seniors and are joined this year by seven new junior ensemble members. In the summer of 2012 ATC produced the Youth Ensemble's first professional production as a culmination of their first year of study with ATC.

Education and Outreach Programs
Education is a fundamental component of the work that American Theater Company do. By taking their work into Chicago Public Schools, they attempt to better understand and reflect the community they serve. This discovery feeds their work on stage and helps them to reflect a more diverse and inclusive presentation of American identity.

http://www.atcweb.org/education/education.php

www.capeconsults.org/announcements/doing-justice-american-theater-company/

THE AMERICAN THEATER COMPANY YOUTH ENSEMBLE: The Youth Ensemble is composed of Chicago Public School students who train with ATC for two years with the goal of admission into the country's top university theatre programs.

THE POWER OF EDUCATION AND THEATRE: **"Watching these teen actors share their talents and passion about making our country a better place by telling this story and bringing voice to these people defines inspiration."** As ATC Artistic Director PJ Paparelli said in response to watching the students perform, "It reminds me why we love to watch, produce, or perform theatre. It is the reason why art is critical to our growth as a society. It simply tells us that each one of us, no matter how old, can effect some change."



Mexico

Habla

Cross-cultural space that is both a **language school** focusing on the arts and literature and an **international education center** where artists, teachers, and educational leaders exchange ideas and best practices in literacy, language, and the arts.

Habla offers a way of teaching and learning using the arts to develop the literacy of students in urban schools.

A transregional centre that **builds partnerships between the local and international community**. Through exhibits, performances, and workshops, Habla's teachers and students, in Mexico and around the world, share their work and participate in community events.

www.habla.org

The Creative Space
Habla's July Summer School for Kids

The Creative Space is a five-week international bilingual program for local and international students ages 8-12. This summer course is taught in both English and Spanish by an array of educators and teaching artists from Mexico as well as visiting teachers from other countries. This team of teachers will offer the students a multi-disciplinary exploration of a theme through the visual arts, music, dance, theater, and creative writing.

July 8 to August 9, 2013
$265 USD per student



London, UK

Zoo Lates, London Zoo

Held throughout the summer, Zoo Lates provide a range of evening entertainment on Friday and Saturday nights on the grounds of London Zoo - including improvised comedy, cabaret, silent discos, street food festivals and music festivals. A 'Transformation Station' enables people to indulge in fun makeovers through activities such as facepainting and fancy dress. No alcohol can be consumed during the event.

At the same time as attending the Zoo Lates, people can also see the animals as usual and attend animal talks, feeds and demonstrations.

The zoo has also developed a Party Animals iPhone which converts people's photos into those of wacky animals, which they can then share with their friends. The app also enables people to upload their photos of the event to the zoo's online gallery.

'We highly recommend Zoo Lates as an alternative date idea - not that you'd ever need an excuse to visit the zoo!

A great chance to visit the zoo post-work, and we love that you can relax with a drink whilst marvelling at the animals! The perfect opportunity to get to know that special someone.'
Match.com website



Suggested activity

A subset of the examples were used to stimulate discussion and ideas in a workshop held in London in March 2013. Here are some of activities you might find helpful.



1. Presentation

Sharing examples and identifying insights from inspiring cultural programmes around the world.



2. Activity

In groups, ranking the examples from the most to the least inspiring and explain why.



3. Discussion

Sharing the highlights of the group discussions with the extended group and identifying the most inspiring insights.

For more information about examples here and about using horizon scanning in innovation processes, contact ajo.clua@innovationunit.org

For more information about AND and their Area Based Work contact Holly.Donagh@anewdirection.org.uk

Innovation Unit