

Future Views Factors For Change



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Flow

Introduction

This is a situation analysis of current trends and emerging impacts to inform the Future Views research. It is aimed at informing facilitators, teachers and cultural education partnership members who need to plan for the future, with a focus on the ways that Children and Young People (CYP) will be Learning, Making & Consuming culture, and Working. This document looks at the key impacting factors we have identified, and the challenges and opportunities they present.

This research was conducted by Bridget McKenzie and Susanne Buck of Flow Associates in 2016 using a combination of desk research, phone interviews, questionnaires and online discussions. The research is organised using Flow's Thrivable Culture model.

Section One

We have identified eight categories that between them represent the range of external factors that could present challenges or opportunities for CYP and those working with them. These are Technology, Economy & Work, Society, Environment, Politics & Law, Ethics, Healthcare and Culture.

For each category (excluding Culture which is the focus

of section 2) we have identified:

- **Drivers:** Factors within each category that are driving change in the UK
- **Impacts:** Effects of these drivers on young people or on cultural and educational provision
- **Possible actions:** Ways that cultural and education organisations can tackle or optimize these trends and impacts.

Section Two

We have taken an in-depth look at Culture as a separate category, outlining the key challenges and opportunities for CYP's creative futures in three areas:

1) **External factors** impacting on CYP's ability to lead a creative cultural life. We have focused on economic and environmental wellbeing, aided by funding, communication and equality of provision.

Questions we asked included:

- How does funding make an impact?
- What is available locally?
- What are the gaps in provision, and basic needs for success?

2) **Relational factors** impacting on the skills, knowledge and capacities that young people and those working with them need to develop in order to thrive. We have focused on intellectual wellbeing, aided by empowering, creative and relevant educational provision that will help CYP overcome challenges and maximise opportunities.

Questions we asked included:

- How are CYP being educated, formally and informally?
- How are new skills being supported?

3) **Internal factors** impacting on CYP's emotional wellbeing. These are the values and attitudes that underpin CYP and their communities' ability to lead a creative cultural life. We have focused on emotional, and social wellbeing, aided by play, leisure, arts and heritage.

Questions we asked included:

- How is culture and creativity valued in people's lives?
- How prepared are people to adapt to future skills and diverse cultures?

SECTION ONE: External factors



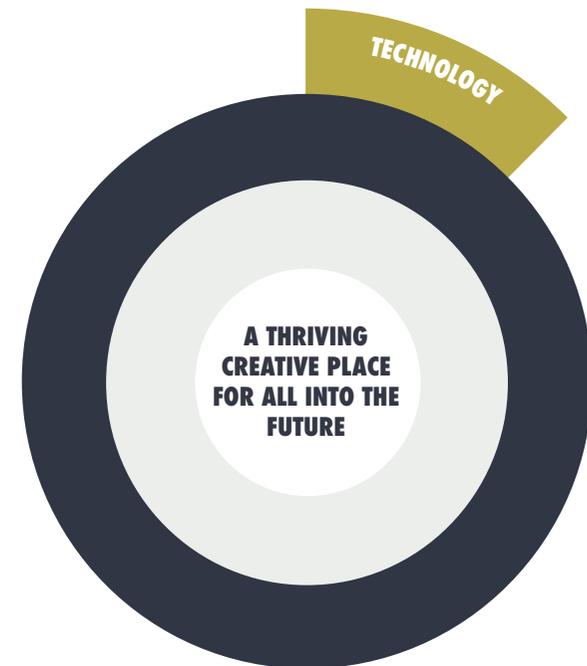
TECHNOLOGY

Ideal conditions

Innovation solves local problems, offers routes to employment and increases access to culture and learning.

Key Factors

- Local economic partnerships investing in digital industries.
- Threat of technological unemployment.
- CYP have distinct trends in use of devices and social media, and creative interests in technology, not reflected in school curricula.
- Schools responsible for work-based and careers education but not on top of latest tech and can't forge links with micro-businesses in creative and digital sectors.
- Need to ensure creative and cultural industries are integrated into local digital investments.



DIGITAL AND TECHNOLOGICAL CHANGES IN WORK, CULTURE AND THE ECONOMY

DRIVERS	IMPACT	POSSIBLE ACTION
Government initiatives to promote 'the digital realm' (e.g. tech city hubs, broadband)	Some areas of the country thriving economically, while those without concentrations of new knowledge-based industry may do less well.	Cultural education partnerships can leverage the fact that schools are now responsible for delivering careers education and guidance. Even if schools' curricula and exams are not geared to the transformation of work and skills, additional careers provision can explore creative and future skills.
Threat of technological unemployment, yet increased efficiency of services, through the automation of work.	Unemployment. Robots and smart/digital services reducing the quantities of labour needed. (Combined with impact of Brexit causing some industries to relocate away from UK.) Risks of automated work include loss of safety, loneliness, potential for lack of innovation and diversity of ideas.	Advocate how future careers will need to fill gaps with humanity: philosophy, ethics, aesthetics, spatial intelligence and human empathy, which cultural education can support.
Continued encouragement in UK for cultural organisations (including archives/libraries/heritage/broadcast media) to interact with audiences online and through other distributed means such as games/apps/big screens.	Cultural content and educational information accessed via devices, and increasingly as an immersive and dialogic experience.	Cultural organisations need to increase their digital expertise and consider diversifying their programming. Build more dialogic and conversational methods of learning, perhaps augmented by technology.
Young people as active users of technology, due to availability of smartphones and cheap open-source computing devices.	CYP have distinct trends in using tech e.g. using narrowcast (more private) rather than broadcast social media. Increasing confidence to code and create their own networked artefacts.	Work with young people and digital businesses to generate new ideas for fabrication and local problem-solving.
Emerging economy e.g. Bitcoin and 'sharing economy'	Potential disruption to financial system	Be open to ideas of young people and creatives about alternative methods of managing creative assets and exchanging value. (e.g. Imogen Heap's mycelia for music http://myceliaformusic.org/)

DIGITAL AND TECHNOLOGICAL CHANGES IN WORK, CULTURE AND THE ECONOMY

DRIVERS	IMPACT	POSSIBLE ACTION
Solutions emerging to tackle unsustainable agriculture, energy and transport.	Potential for future work to be more about harnessing tech to tackle big problems such as dealing with food supply, reducing pollution or sharing transport.	Support interdisciplinary projects where cultural heritage can be tapped for past knowledge, creativity can be tapped for imaginative ideas, material and spatial skills can be practiced to test and explore new approaches, where data and new technologies are harnessed for beneficial and symbiotic outcomes.
Mobile working from home, public spaces or local co-operatives, with workers choosing their own operating systems	Ending monopolies of corporate-controlled silos of information, towards open sharing of information.	
	“Jobs will be lost in the age of automation but the creative industries will grow and the ability to work with ambiguity, diversity and empathy will be valued” Tim Dunlop	

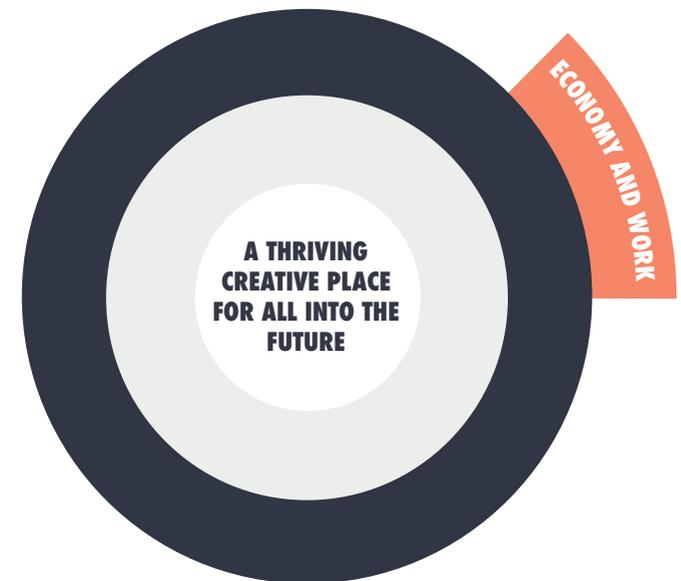
ECONOMY AND WORK

Ideal conditions

Children and young people are resilient to changing context, and up to date with future skills and needs.

Key factors

- Financial crisis has led to austerity as a Government response.
- Financial uncertainty following the EU Referendum.
- Attempts to boost growth through rapid urban development.
- Concerns about how regeneration affects cultural industries, and has unequal impacts on young people.
- Investments in the digital industries, but concerns about how automation will impact on future employment.
- Collaboration between cultural, educational and digital sectors as key to advocating the value of each and forging strong local cultural ecosystems.



ECONOMIC FACTORS

DRIVERS	IMPACT	POSSIBLE ACTION
<p>Weak growth and choppy markets. Result of EU referendum has caused financial uncertainty and a historically weak pound.</p>	<p>Increasing poverty and pressures on CYP to gain employment.</p>	<p>Cultural and education partnerships to include partners such as digital businesses, innovators, universities and Local Economic Partnerships. Advocate for the economic value of the creative and cultural industries.</p>
<p>Regeneration and urban development. Rapid property development creating housing, retail, office space and public realm in most UK cities and towns.</p>	<p>Aim is to generate rapid economic growth by investing in more up to date working & retail spaces, and tackle issues such as lack of affordable housing. Also generates revenue for local authorities. Knock-on effects can be negative when communities are moved out and housing is unaffordable, when spaces are privatized, when green spaces are lost and cultural public realm is not designed to meet needs.</p>	<p>Cultural education partnerships can advocate consultative cultural strategies that take into account needs of CYP and that are visionary about future skills and places. Look at work by A New Direction on an ecological approach to place-making, and how to nurture a cultural ecosystem.</p>
<p>Growth of digital economy (growth in numbers of small start-ups etc.)</p>	<p>This in turn may cause loss of growth in traditional businesses, such as heritage crafts.</p>	<p>Maintain support for businesses or practitioners that relate to the character of a local area, or traditional practices that point the way to sustainable futures, or heritage crafts.</p>
<p>Automation of work (see Technology)</p>	<p>A smaller workforce in areas such as manufacture and retail e.g. only 150 workers at 150,000 sq ft Rolls Royce factory.</p>	

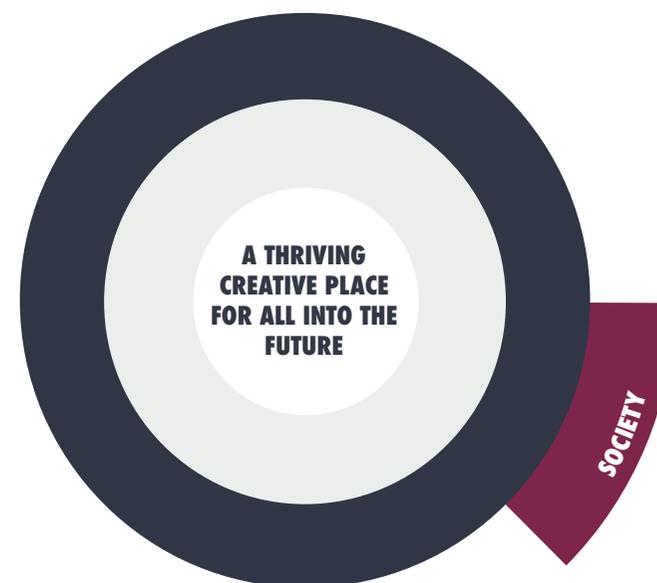
SOCIETY

Ideal conditions

Diversity is encouraged and communities are cohesive

Key factors

- Stresses from inequality, economic downturn and austerity.
- Cost of living and housing price rises: Young people and key workers cannot afford homes.
- Mistrust of politicians, concerns about an erosion of democracy.
- Fear of terrorism manifesting in growth in xenophobia.
- Increase in social liberalism towards gender and sexuality.
- Strong cultural education partnerships can help give voice to young people, help them shape their local places as they change, and grow tolerance of others.



SOCIAL FACTORS - AUSTERITY AND IMMIGRATION

DRIVERS	EMERGING IMPACTS	POSSIBLE ACTION
<p>House prices, housing shortage (in some areas) Population increases; smaller households (more single person and couple households); employment growth in certain areas; and speculation by foreign buyers.</p>	<p>Young people and key workers are being priced out of buying a home.</p> <p>Change to planning laws to build on greenfield sites, leading to more housing in rural areas.</p>	<p>Culture is included as a requirement of developers in regeneration areas. Good practice in cultural strategies is participatory and addresses youth voices and future skills. See http://cultivate.london as an example project.</p>
<p>Political populism: Stresses from inequality, economic downturn and austerity.</p> <p>Mistrust of politicians, concerns about an erosion of democracy. Support for politicians that represent most popular concerns such as protection of local jobs or traditions.</p>	<p>Growing fears about population pressures, in particular blamed on immigration.</p> <p>Pushes for more regional/home-country devolution and independence from Europe.</p>	<p>Cultural engagement that is participatory, relevant to people's lives and localities can help give people a sense of agency. It can dovetail into participatory democracy schemes at a local level (e.g. participatory budgeting where ordinary people decide how to allocate part off a municipal or public budget)</p>
<p>'Prevent' and the war on terror</p> <p>Reactions to Islamic terrorism</p> <p>Immigration was the top issue in an IPSOS-Mori poll in April 2016, with 41% of mentions. 33% of Leave voters cited 'controlling borders' as their main reason for voting, linked to false conflation between refugees and the terrorism and war they are fleeing.</p>	<p>Increase in security and surveillance is causing stresses, leading some to be less trusting of migrant communities. If the Prevent agenda continues to be applied in schools/youth settings there may be risks to human rights.</p>	<p>Calls to reform the Prevent programme suggest it should no longer focus on Islam and on non-violent extremism.</p> <p>Cultural education programmes around human rights and violence/non-violence could be an effective alternative. Cultural and creative organisations could help to mitigate the tendency to fear and disrespect migrants and refugees.</p>

SOCIAL FACTORS - EMPLOYMENT AND WORKING PATTERNS

DRIVERS	IMPACT	POSSIBLE ACTION
Weak growth in the economy and globalization (e.g. China rising)	<p>Impacts on older workers, such as redundancy, where they were dependent on traditional or mono-industries.</p> <p>Impacts on younger workers e.g. having to move, set up new small businesses or take low-paid zero-hours contracts.</p>	Education initiatives and reforms to ensure that technical, entrepreneurial, environmental, creative and design skills are foremost, so that younger workers can adapt as the economy shrinks or changes.
An increasingly digital & knowledge-based economy. 46% of leading tech figures believe the biggest challenge facing the tech sector is a shortage of skilled workers. (Intersect with leaving the EU and ending free movement of people.)	<p>The UK economy will need 745,000 additional digital skilled workers in the next two years.</p> <p>Impacts could include loss of GDP if not enough skilled workers are trained (and if a Hard Brexit reduces the availability of a potential talent pool from EU countries).</p>	Prioritise appropriate training of a local young workforce.
Automation of work (see Technology and Economics)	A smaller workforce in areas like manufacture and retail could mean more people with more leisure time. Also, there could be earlier redundancy and retirement (although pensions are now to be released at an older age so a greater period of stretch between work and pensions).	A Universal Basic Income is a fairly utopian idea but a variation of it may be a necessity to ensure that all under-employed citizens can survive without causing social unrest.
98% of businesses in the digital sector are SMEs, and a similar proportion of artists/creative practitioners.	Increases in business taxes and rents are putting pressure on small businesses.	Greater support is needed for micro SME's and sole traders e.g. tax and VAT reliefs, and flexible rents.
Shrinking of the public sector (e.g. privatization of NHS, reduced local authority budgets)	An end to the traditional 'job for life'. Young people expect 'lily pad' or 'portfolio' careers, with several different jobs over a lifetime or simultaneously.	Cultural education partnerships can help prepare young people for a non-linear career path, by extending awareness of how one can work in response to your strengths, motivations and needs of any new context, drawing on resources of a team/ community or of technology.
Increase in zero hours contracts.		

SOCIAL FACTORS - LIBERALISING SOCIAL ATTITUDES

DRIVERS	IMPACT	POSSIBLE ACTION
<p>Liberalisation of attitudes towards LGBTQ people.</p>	<p>Equal marriage acknowledged in law (and by some faith groups)</p>	<p>Cultural and educational programmes to ensure that tolerance of diversity continues to be extended as a British Value.</p>
<p>Acknowledgement that gender is fluid.</p>	<p>More moves in schools towards supporting transgender CYP</p>	<p>Digital social media can contribute to liberalizing values and supporting people victimized by hate crime.</p>
<p>More people identifying as atheist/without faith than as Christian.</p>	<p>At the same time there is also a countertrend against liberalism, especially evident in xenophobia and race attacks since the EU Referendum.</p>	<p>Educators/digital service providers should be aware of ways that social media can create monocultural 'echo chambers', enable cyber-bullying, and can help to breed fanaticism.</p>

ENVIRONMENT

Ideal conditions

Natural resources are cared for and sustain a thriving place

Key Factors

- Climate change and industrial damage of the environment will be the major underlying cause of future disruption to economies and societies.
- Rising sea levels threaten cultural heritage, homes, agricultural land and infrastructure.
- Points to future work: Creative imagination and technology may be harnessed to e.g. smart cities, new materials, food security, cultural therapy or emergency shelter.



ENVIRONMENTAL FACTORS - CLIMATE CHANGE

DRIVERS	IMPACT	POSSIBLE ACTION
Consumption of fossil fuels and the use of oil derivatives in global agriculture.	Extreme storms, floods and drought	Cultural sector can raise awareness, help people understand connections (e.g. between climate change, conflict and migration) and change behaviours.
Deforestation on global scale.	Global food shocks rising food prices	
Feedback effects such as forest fires and methane eruption from melting ice continue to worsen climate change.	Loss of resource security – more conflict over resources, food and water in particular.	Smart technologies can provide better data feedback about ecological footprints, community needs and ecosystem changes.
	Migration to Northern Europe from stressed regions. (However, in the event of a Hard Brexit, further controls on migration may reduce some impacts for UK, although it will bring with it other negative economic and social impacts.)	High tech urban farming is slated to provide 40% of our future food needs. Some artists are looking at integrating future food into design and art projects. E.g. FARM: Shop in Dalston.
	Loss of habitable land, especially affecting low-lying and coastal areas such as East Anglia and Kent.	Cultural heritage stakeholders are part of partnerships looking at protecting eroding coasts and dealing with loss of heritage assets and land.
	Loss of biodiversity.	

ENVIRONMENTAL FACTORS - LOSS OF GREEN SPACE AND BIODIVERSITY

DRIVERS	IMPACT	POSSIBLE ACTION
Climate change (flooding & storms on coastal areas and riparian wetlands, increase of tree diseases, drought stressing some species)	Loss of biodiverse habitats contributes to worsening of climate change. Increasing human stress and ill health.	Outdoor arts and cultural heritage education can raise appreciation and stewardship of biodiversity and green space. There is growing awareness that access to biodiverse nature reduces stress and improves wellbeing. More provision for nature therapy, including creative arts and culture, and the use of apps for outdoor pursuits and nature stewardship. Technology can help monitor changes to biodiversity, industrial pollution etc.
Intensive agriculture (neonicotinoids, glyphosates, nitrogen and phosphate fertilisers etc.)	Loss of pollinators for crops (e.g. bees)	Technology can help monitor changes to biodiversity, industrial pollution etc.
Development of infrastructure and housing (HS2, road building, new towns on greenfield sites)	Less capacity in the form of land with healthy soil in order to grow food.	Environmental engineering can provide sustainable solutions in the built environment. Some artists are working in collaboration with engineers on public art/design that also solves environmental problems.

ENVIRONMENTAL FACTORS - POLLUTION AND AGRICULTURE/FISHING

DRIVERS	IMPACT	POSSIBLE ACTION
Fossil fuels used in vehicles (especially diesel). UK unlikely to ban diesel as other countries are.	Air pollution is causing human illness and 16,000 premature deaths from respiratory disease	<p>Culture – combined with technology - can raise awareness of pollution. For example, Human Sensor by artist Kasia Molga made visible air pollution entering the lungs with special data-sensitive lit up costumes worn by dancers.</p> <p>Data is a major tool in monitoring environmental health and pollution.</p>
Heavily industrialised agriculture e.g. nitrogen fertilisers, glyphosates. (See above)	Pollution of soil and water causing biodiversity loss and human illness. Threat to pollinator species (e.g. bees) risking agricultural yields.	
<p>Marine oil spills, acidification of oceans from CO₂, plastic waste, shipping etc.</p> <p>Intensive fishing</p>	<p>Marine pollution is causing biodiversity loss.</p> <p>Exacerbates marine biodiversity stress.</p> <p>Loss of fish stocks will affect coastal community economies (and rising food prices for everyone)</p>	<p>In coastal areas of UK, there is growing awareness of more sustainable fishing and marine stewardship practices, and ways that heritage/tourism and technology can help raise awareness.</p>

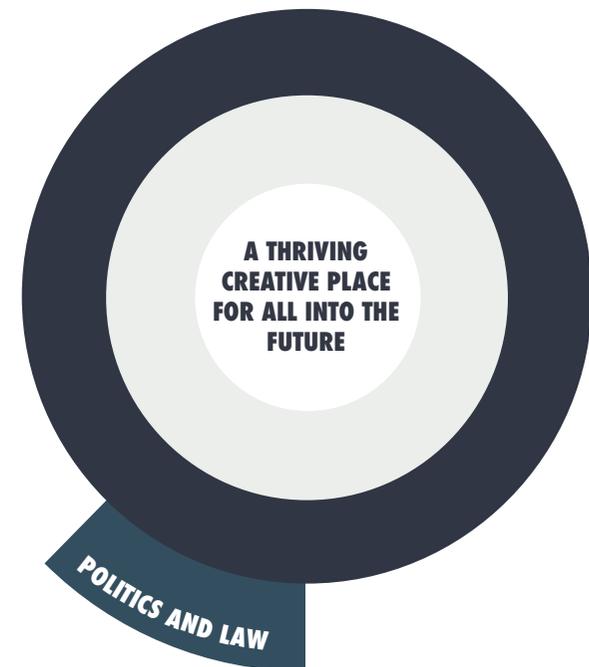
POLITICS AND LAW

Ideal Conditions

Policies manage commons equitably and sustainably for future generations.

Key Factors

- The vote to leave the EU is currently causing uncertainty and will lead to major political change, affecting intra-national and international relationships and laws. Impacts will fall heavily on the cultural sector, Higher Education and innovation research.
- Reduced funds for Local Authorities and removal of role in co-ordinating education, and pressures on youth and mental health services for CYP.
- Education reform is squeezing creative and technical learning, especially in secondary and FE.
- Cultural, education and technology organisations will benefit from collaborating to advocate value to the economy and society, and maintaining links where possible with Europe.



POLITICAL FACTORS - THE EU REFERENDUM, THE PATH TO BREXIT

DRIVERS	IMPACT	POSSIBLE ACTION
<p>Referendum vote was 52% in favour of Brexit.</p> <p>Current Brexit plan unclear but controlling migration is the main popular motive.</p>	<p>No scenario is clear at this time, though exit from the EU is likely. Hard Brexit would mean leaving the Single Market and ending free movement of people, goods, capital and services (this scenario would be economically harmful but may still be pushed for political reasons). A soft Brexit could see 'paying in' to be able to access the Single Market, and accepting the four freedoms, while establishing certain symbolic markers of independence such as a British Bill of Rights. (This scenario would be unpopular with the majority of Leave voters.)</p>	<p>Cultural, education and technology organisations could collaborate on programmes to ensure access to skills, perspectives and knowledge from across the EU and beyond e.g. using video conferencing/virtual reality.</p> <p>Advocate and demonstrate the value of critical, creative and collaborative initiatives.</p> <p>Form strong partnerships to support the value of culture, education and technical innovation.</p>
<p>High proportions of Leave voters are in areas that are also suffering from austerity cuts and cultural cuts, and will also suffer most from an end to EU subsidies.</p>	<p>Brexit is already impacting negatively on funding Higher Education, collaboration in the cultural sector, and research and innovation in technology and engineering.</p>	<p>Use digital/social media to network better and amplify their value to a wider public.</p>
<p>EU Referendum result has led to confirmed plans to end the Human Rights Act, to replace with a British Bill of Rights.</p>	<p>Uncertainty about how a new British Bill of Rights would protect e.g. Article 31 (right of children to access leisure, culture and play), all other Human Rights and environmental protections.</p>	<p>Support young people to be activists for rights, open to diverse cultures and determined to make their own cultural enterprises.</p>

POLITICAL FACTORS - LOCAL AUTHORITIES

DRIVERS	IMPACT	POSSIBLE ACTION
<p>Reduced funds. Current preparation for removal of central Government funding from 2020-22. All LA revenue will need to be raised by council tax, bidding for contracts, selling assets and collaborating with developers, charging for services, cutting services, integrating services and merging authorities.</p>	<p>Reduced role of local authorities in co-ordinating education, and overseeing employment and training of teachers. (This is combined with Academisation of schools, so that schools are led by MATs & Government.)</p>	<p>Stronger collaborative partnerships between cultural, educational, social care, third sector and business organisations at local level, to share resources and develop revenue generating strands. Involve young people/clients in these partnerships.</p>
<p>Prioritisation of essential services in council budgets.</p> <p>Priorities in cultural services are how they can help to deliver social care priorities, or generate revenues, or help developers deliver their S106 duties.</p>	<p>Cuts to cultural services and venues (e.g. widespread cuts to museums across Lancashire; threat to Walsall Art Gallery; closure of several museums and theatres in Greater London outer boroughs; large-scale closure of libraries).</p> <p>Outsourcing of cultural services to companies.</p>	<p>LCEPs and other kinds of partnership may need to acquire a strong brand and sense of authority. This will help them generate more influence to set standards of quality and care.</p> <p>LCEPs and other cultural partnerships will need to advocate strongly for change and resources at a political level.</p>
<p>Local authorities are collaborating with Local Economic Partnerships and regeneration partnerships to encourage digital and creative industries, alongside other areas offering potential for growth.</p>	<p>Improved economies in towns where these partnerships succeed.</p>	<p>Where digital/creative industries are strong, they need to be invited and helped to inspire and train young people, and collaborate with publicly funded cultural organisations to ensure a vibrant cultural ecosystem.</p>

POLITICAL FACTORS - LAW (CONSTRAINTS, PUNISHMENTS AND LEVERS/REWARDS)

DRIVERS	IMPACT	POSSIBLE ACTION
Government wish to remove UK from European Bill of Human Rights (i.e. repealing the Human Rights Act).	Best case scenario: Amendments will be made to enable easier dealing with people accused of terrorism etc. Worst case could see a much stripped down version of the Act, leaving areas open to interpretation and abuse.	Encourage young people to have a voice as this situation unfolds. Ensure that rights of CYP are protected, especially the most vulnerable.
Employment law: Changes to minimum wage	Leading employers to cut costs in other ways. More jobs are 'zero hours contracts'. Exiting EU may mean more jobs available that are very low paid and unskilled.	Support young people to know their rights relating to employment, and to have a good grasp of functional Maths and budgeting.
Copyright law changed in 2016 to extend protection to 70 years after death of the creator.	It is putting burdens on creators to prove they have not plagiarized, but there is no legal clarity e.g. around how to define 'artistic craftsmanship'.	Support young people to understand and discuss intellectual property.
Investigatory Powers Bill passed into law 2016, which allows authorities access to individual's internet history and other databases, to fight crime.	Uncertain yet, as it was ruled unlawful by the EU Supreme Court. The impact may only be seen if/when UK leaves the EU, when it may reduce freedoms in online interaction and creativity.	Support young people to...

POLITICAL FACTORS - EDUCATION REFORM

DRIVERS	IMPACT	POSSIBLE ACTION
<p>Proposal for a compulsory EBacc (currently strongly encouraged). At least 7 academic GCSEs must be taken by 90% pupils. Maths/English must be retaken until 18 until achieve required grade (C or above).</p>	<p>Reducing the take-up of Arts, Humanities, Computing, and BTECs. Craft and Design struggle to be recognized in campaigns for the arts in education.</p> <p>Entries for GCSEs in Arts subjects fell by 46,000 in 2016, a 5 fold decline on the loss in 2015.</p>	<p>Cultural and educational organisations can support campaign groups such as Cultural Learning Alliance, Bacc for the Future, Local Schools Network and specialist teacher associations such as DATA in challenging reforms that affect creative and cultural learning.</p>
<p>Additional means of measuring schools such as Progress 8 tend to discount creative & vocational learning. (BTECs are counted as half their actual value, and vocational/technical skills are impossible to track progress from KS2 SATs.)</p>	<p>School managers are pressured to manipulate results (e.g. forcing CYP to opt for certain subjects, excluding less academic students).</p>	<p>Pursue alternative means of telling stories that celebrate progress of CYP and schools e.g. alternative Progress 8, using Arts Awards.</p>
<p>Changes to BTECs, GCSEs & A levels so that they are more factual, less experiential, with less coursework.</p> <p>Scrapping A levels in Art History, Archaeology and Classical Civilisation.</p> <p>Decoupling or removal of the AS to A2 route to gain A level.</p> <p>Funding pressures in schools, especially affecting Sixth forms and colleges.</p>	<p>Schools now have reduced options at KS4 to 5, so that fewer students opt for creative, cultural or technical courses.</p>	<p>Campaign for improved and fair funding and budgeting for schools and colleges, so that more options for study and enrichment are available.</p>

POLITICAL FACTORS - EDUCATION REFORM

DRIVERS	IMPACT	POSSIBLE ACTION
<p>Academisation: Government plan to convert all schools. Since August 2016, proposal to re-introduce grammar schools and to allow 100% single faith schools across England.</p>	<p>Leads to reduced role of local authority. Academy Trusts are able to specialize so less entitlement of access to culture.</p> <p>Introduction of grammar schools would mean status quo to a certain extent in Kent, Medway and parts of Essex.</p>	<p>Support teachers of vocational and creative subjects in Academy Trust schools to help them advocate their value.</p>
<p>Staff shortages and workload pressures.</p>	<p>Teacher churn meaning loss of expertise e.g. in areas such as crafts or technology.</p> <p>Reduction in extra cultural/technical activity opportunities outside the core timetable.</p>	<p>Try to ensure that training schemes such as School Direct and Teach First include awareness of creative, cultural and technical opportunities.</p>

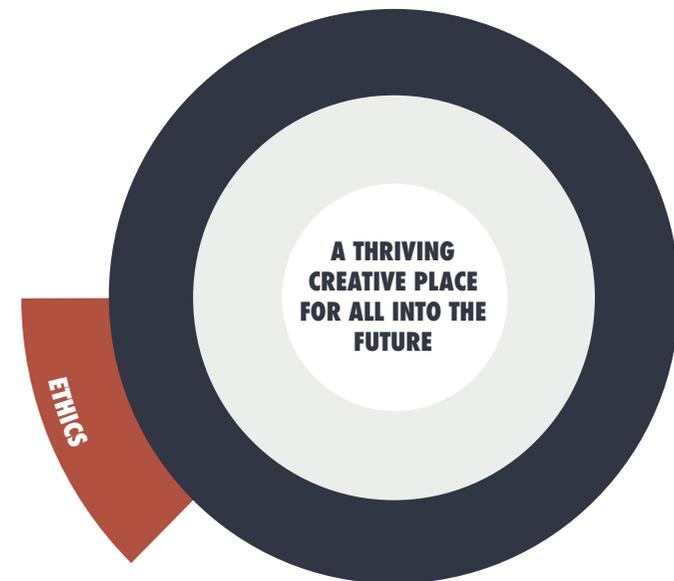
ETHICS

Ideal Conditions

Children and young people are cared for and listened to as equal. People consider ethics in all decisions.

Key Factors

- Concerns about replacing Human Rights Act with British Bill of Rights, including Article 31 (rights of the child to access opportunities of culture, leisure and play).
- Current debates about admitting and caring for child refugees, and the needs of looked-after children.
- Questions about ethics of increased automation of work, and also digital privacy and data ownership.
- Cultural engagement can help address ethical issues around technology, and the rights of the child.



ETHICAL FACTORS - RESISTANCE OR TOLERANCE OF CHANGES THAT AFFECT WELLBEING AND RIGHTS

DRIVERS	IMPACT	POSSIBLE ACTION
Increased risks from terrorism and crime in a more international, borderless world, worsening as war and climate change intensifies.	Surveillance aided by technology, aided by tech companies selling private data to Government.	Cultural and education organisations will need to ensure young people are digitally literate, aware of how data is used, able to debate the issues of data ownership, while also maintaining CYP's right to free expression.
Increases in tuition fees for Higher Education. Financial services favouring profit over ethics e.g. mis-selling of student loans.	Young people in debt if they opt for Higher Education. (Student loan debt now £86.2 billion and 70% are expected never to finish paying it off. Combined with unaffordable housing, young people are in great financial anxiety.)	A need to support alternative routes to accreditation and meaningful study and work. For example, cultural education consortia can use online content and Open Badges to create affordable study paths. Support entrepreneurial learning (e.g. patenting ideas) so that creativity can be channeled into projects that earn CYP revenue in future.
Democratic deficit: Lack of representation due to outdated electoral system, corporate lobbying and electoral fraud.	Young people are particularly excluded from democracy (e.g. although the Scottish referendum had included 16-18 year olds this precedent didn't continue with EU Referendum.)	Support initiatives which enable young people to have voice locally and in relation to culture and education (e.g. youth mayor/youth council, arts advisory projects, takeover days). Allow these to have political content and help them speak truth to power. See http://voicesthatshake.blogspot.co.uk/ for an example.
Migrants: Likely changes to how we perceive and treat migrants and refugees due to Brexit vote. Plans to deport foreign workers (Tier 2 visas) who earn less than £35k, including teachers. Growing concerns and debates about how much to protect the environment, as population and economic pressures take hold.		See Social and Environmental sections

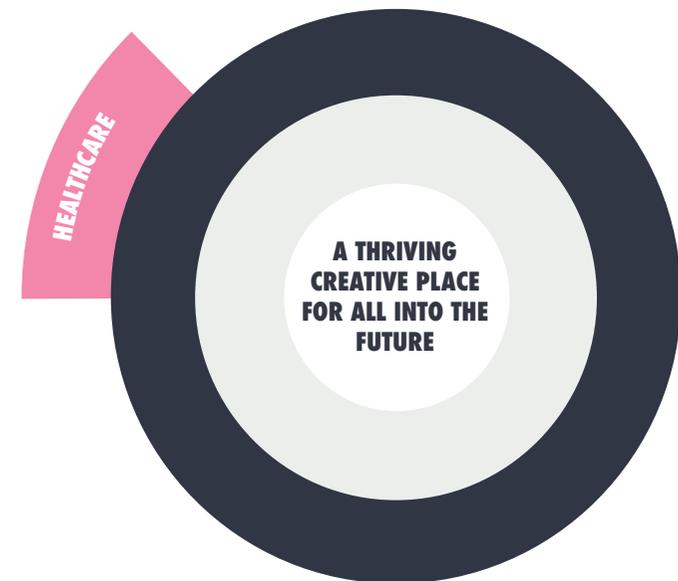
HEALTHCARE

Ideal Conditions

Children and Young people live healthy lives, with support for mental health needs.

Key Factors

- A complex syndrome of lifestyle factors affecting physical and mental wellbeing in society. CYP particularly affected by mental stress.
- Rise in age of the population means stretched resources to care for more elders.
- Cultural education partnerships can address wellbeing and self-care, and explore how technology can enhance their appeal and effectiveness.



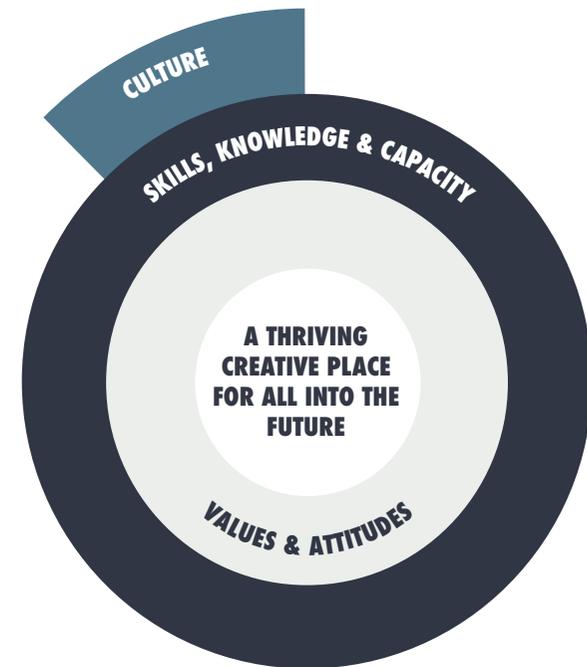
HEALTH AND WELLBEING FACTORS - INDIVIDUALS

DRIVERS	IMPACT	POSSIBLE ACTION
High-sugar processed diet & lack of exercise	Obesity and diabetes	Initiatives such as incentives to improve diet. Integrate more physical and outdoor activity into cultural and technical education. Integrate health and food education into cultural programmes and online learning.
Exposure to toxicity from air and water pollution, domestic chemicals e.g. endocrine disrupters & PHPs, antibiotics, pesticides/fertilisers in food.	Rise in developmental disorders e.g. autism	More investment in targeted research and care for CYP with development disorders.
YP suffering more from increase in exam stress and anxieties over body image and physical conditions such as acne and asthma.	Mental illness, increase in self-harm & suicidal thoughts by CYP.	More support for issues-based arts education e.g. exploring body image. Support the growing interest in wellbeing as measure of change, and increased use of practices such as Mindfulness in schools and workplaces.
More pressure to control CYP access to drugs and alcohol.	Reduction in CYP binge-drinking (already underway)	Positive activities reduce likelihood of substance abuse. Integrate substance-abuse education into cultural and digital learning programmes.

HEALTH AND WELLBEING FACTORS - COMMUNITIES

DRIVERS	IMPACT	POSSIBLE ACTION
<p>NHS reform - Private firms such as Virgin and Care UK now able to run wide range of health services.</p> <p>NHS reform - Cuts to mental health provision for CYP.</p> <p>Increased travel and globalisation of food sources etc.</p>	<p>Contributes to inequalities of access to mental and physical health services.</p> <p>Vulnerable CYP not supported, and a rise in mental health issues for CYP.</p> <p>Potential threats from rising incidences of tropical diseases.</p>	<p>Consider ways that wellbeing and self-care can be integrated into cultural programmes, and how technology can enhance their appeal and effectiveness.</p> <p>How can Cultural Education partnerships collaborate to deliver health services (e.g. cultural therapy)?</p> <p>Leaving EU may reduce the incidence of travel and reliance on globally sourced food.</p>
<p>Improvements in healthcare (e.g. from antibiotics) but many of these improvements have knock-on effects such as longer lives increasing costs of social care.</p>	<p>Longer lifetimes (but combined with detrimental environmental and lifestyle factors.)</p> <p>Increase in dementias, with studies linking conditions to increase in diabetes type 2, toxic pollution and rising use of statins.</p> <p>Antibiotic resistance and dysbiosis (disruption to microbiota) causing multiple health problems.</p>	<p>Build awareness across all children's services/partnerships about the importance of healthy lifestyles to boost immunity and a prolonged healthy life.</p>

SECTION TWO: Culture



CULTURE EXTERNAL FACTORS: Social change - Context of life for young people

	CHALLENGES	OPPORTUNITIES
Child poverty and inequality	<p>One in two children in the most deprived areas of England are below the poverty line.</p> <p>Number of children living in relative poverty is 2.3 million and numbers of families using food banks likely to increase.</p> <p>Housing benefit cuts are about to inflict risks of homelessness on many families (estimates up to 500,000 children affected¹).</p> <p>Government has ended its legal obligation to end child poverty, and has ended Child Tax Credit.</p>	<p>Cultural and educational organisations can collaborate strategically, continuing policies of targeting children in disadvantaged areas.</p>
CYP live in a digital realm	<p>55% of boys and 20% of girls play computer games for 2 hours a night during the week. (We are likely to see growing popularity of VR headset games.)</p> <p>Although girls play games for less time, they are more prone to prolonged use of chat platforms.</p> <p>This is likely to lead to an increase to the 'filter bubble' effect where peer opinions become homogenised.</p>	<p>95% of families in UK have access to the internet. (Access at home is superior to access at school, with increasing ownership of smartphones and tablets by CYP.)</p> <p>90% of 16-24 year olds in UK own a smartphone.</p> <p>Need to address self-management of screen-time and safety risks CYP now favour closed or private chat platforms, which keep them safer.</p> <p>Many informal learning organisations may begin to use Open Digital badges². These are likely to become very common across education and informal youth activities.</p>

¹ 88,000 families will have housing benefit slashed from Nov 2016, risking homelessness <https://www.theguardian.com/commentisfree/2016/oct/31/child-poverty-theresa-may-housing-benefit-cuts>

² <http://openbadges.org/>

CULTURE EXTERNAL FACTORS: Technology – How Digital is changing culture

	CHALLENGES	OPPORTUNITIES
Digital Formats	While cultural organisations continue to offer value in more traditional or real world experiences, some organisations are seen to be responding very slowly to innovation. In addition funding cuts have reduced their capacity of digital expertise.	<p>Culture is experienced in a greater variety of digital forms by audiences and consumers</p> <p>For example, graphic novels in interactive e-books, the distribution of short free films, 3D versions of exhibitions, performances of operas on big remote screens, or art collections in game environments such as Minecraft.</p>
Audience reach	Even with the reach of social media, the cultural sector is not meeting targets for reaching more diverse and hard-to-reach audience groups, and it can be more difficult to track qualitative reach or social segmentation of online audiences.	<p>Culture can reach more people anywhere without them having to visit a physical venue.</p> <p>For example, there are 4.9 million visits p.a. to UK national museums but c.120 million visits to their websites¹.</p>
New cultural artforms and blurred boundaries	Cultural venues are not all adapting to programme and commission new experimental forms as a matter of course, or for popular audiences. Many of these cultural forms are still rather exclusive, mostly reaching early adopters and peer practitioners.	<p>Some cultural practices are fundamentally changing because they use mainly digital tools in their creation or performance. Boundaries tend to be more blurred between artforms when this is the case, and new forms are emerging.</p> <p>For example, 3D sculptures can now be ‘built’ and experienced within virtual reality, raising questions about whether this is sculpture or digital art, both, or something else entirely.</p>

¹ Also, of the 85% cultural attractions that use digital marketing, they report 3% increase in visitors and 6% increase in revenue compared to those that don't use it
https://www.visitbritain.org/sites/default/files/vb-corporate/Documents-Library/documents/England-documents/annual_visitor_attractions_trends_in_england_2015.pdf

CULTURE EXTERNAL FACTORS: Technology – How Digital is changing culture

	CHALLENGES	OPPORTUNITIES
Big global changes affecting missions of culture and technology	<p>Climate change, resource insecurity and conflict, mass migrations and extinctions, will all make themselves much more felt in coming years.</p>	<p>Businesses, charities and cultural organisations will start to focus much more on tackling the social and economic impacts of these issues, and will harness technology to do so.</p> <p>For example, artists using technology can raise awareness of pollution. Human Sensor by artist Kasia Molga (and produced by Invisible Dust) made visible air pollution entering the lungs with special data-sensitive lit up costumes worn by dancers.</p> <p>As a countertrend, people may want to use Virtual Reality to escape the problems of an uncertain world. A group of young people we consulted suggested that future people will use VR to time travel back the relatively unspoilt landscapes of the present day.</p>
Automation changing work and therefore leisure and how we value creativity	<p>A major theme in technology reporting is the increasing automation of work. Impacts include more unemployment, very different working patterns (e.g. people can be agents of travel, letting or estates, or can work in 'slivers of time' for anyone anywhere), and also more leisure time.</p> <p>For example, robots are able to reduce labour in factories and manufacture. Self-driving cars and delivery drones are already having an effect in the US. Automatic tills reduce need for retail staff. Online services for travel, recruitment, administrative work or design tasks reduce the need for humans, or location-based services.</p>	<p>Advocate for the power of creative learning to develop generic adaptable capacities for an unpredictable future.</p> <p>There will persist some roles that require human creativity, empathy and spatial intelligence. An Oxford Martin report that ranks 702 current jobs in terms of their likelihood to be automated, dancer and choreographer are among those least likely to be affected, considerably less than "proper" jobs like lawyer and accountant.</p>

CULTURE EXTERNAL FACTORS: Technology – How Digital is changing culture

	CHALLENGES	OPPORTUNITIES
Diversity and internationalism	<p>The networked and distributed nature of social media, the creation of digital content and interactive gaming is reducing the hardness of national borders and signature character. (In addition, the four freedoms of the EU have made the UK creative industries more international.)</p> <p>This may change somewhat as leaving the EU reduces mixing of talent and tolerance of cultural diversity.</p>	<p>Explore ways of using digital tools to increase intergenerational and intercultural communication, as CYP can weave themselves into tight social bubbles in their use of private channels.</p> <p>Digital tools may become essential to enable us to work, learn and play in ways that overcome national boundaries and trade limits. For example, Estonia is inviting people to become E-citizens to trade and work remotely as a citizen. Film production teams have pockets of talent located all over the world, working remotely on aspects such as CGI, sound effects or marketing. Or, players in game environments communicate with fellow players by learning another language or using translation tools.</p>
A shift in contemporary culture	<p>Digital-influenced cultural forms are less easily defined by the material artefacts, localised performances and unique creators that characterise pre-digital culture. Our contemporary culture in general is becoming more performative, ephemeral, collaborative and conceptual.</p> <p>Impacts are likely to include a disruption in channels of investment and support for culture.</p> <p>There may also be a shift away from digital as ‘millennials’ more highly value non-digital culture as a countertrend.</p>	<p>Support national initiatives (e.g. by Crafts Council, RSA or DATA) in how digital intersects with creative learning, and encourage Arts Awards in digital creativity.</p> <p>Look for and ride on trends, such as participatory projects where ‘smart-mobs’ create collective digital stories, or where artists use Creative Commons licensing to make their artwork open and shareable.</p>

CULTURE EXTERNAL FACTORS: Technological change - Creative possibilities

	CHALLENGES	OPPORTUNITIES
New materials	<p>Because of rigid curricula and the reduction in Design and Technology and Crafts in schools, exciting new areas of making are not very visible to young people.</p>	<p>Digital is accelerating other technological advances, opening up opportunities to test and create new materials, which is starting to impact on crafts and the potential for manufacturing industries. For example, clothing or accessories can be manufactured from mushrooms, or be embedded with smart fibres that respond to temperature, or emit lights to communicate emotion or health information.</p> <p>Maker spaces are starting to appear (e.g. in creative hubs or meanwhile spaces) that allow cross-fertilisation of materials technology, computing devices and creative arts.</p>
Accessible creativity	<p>Despite the potential of affordable digital tools, schools tend not to allow pupils to make creative use of their devices. Design and Technology is in decline as a subject so new creative tools such as 3D printers may not be accessible in schools. There are concerns about the impacts of frequent use of devices, leading to a 'feed me/fix me' attitude and 'digital distraction'.</p> <p>Other concerns include that young people are forming a tight peer-based echo-chamber where their exposure to cultural forms is narrowed and reduced in quality, compared to when they accessing culture in more traditional ways more monitored by adults.</p>	<p>The increased affordability of digital tools is putting 'making' and expression into many more people's hands, so that active engagement in the arts, design and culture is potentially less elitist and more affordable.</p> <p>For example, 90% of 16-24 year olds own a smartphone, using them to create video animations, to creatively edit photos, to share creative writing or lay down electronic music compositions. In addition, digital creativity is becoming more 3 dimensional with the growing affordability of VR headsets and 3D printers, and the possibilities of tools such as Google's Tiltbrush .</p> <p>We have the opportunity to overcome the tendency for young people to be passive and addicted with digital offers, by creating opportunities for them to be more hands-on with digital making (e.g. of wearables or smart devices), and by using digital media for activism and enterprise.</p>

CULTURE EXTERNAL FACTORS: Technological change - Creative possibilities

	CHALLENGES	OPPORTUNITIES
Assistive technology	Despite huge advances, there is still long way to go before all cultural and creative learning experiences are inclusive and seamless.	<p>Digital technologies offer multiple possibilities for enhancing creativity, cultural experience and life in general for people with disabilities. Bio-feedback technologies developed for sport performance are also finding applications for people with illnesses and sensory challenges, for example, helping autistic users/wearers communicate and understand emotional messages.</p> <p>Mobile devices can also offer more choices for people to access the content (e.g. subtitles, interpretation or guidance) that suits their needs, for example, when visiting museums or performances.</p> <p>Tackling the challenge of cultural inclusivity, using digital tools, is a potential area for CYP to be involved in cultural leadership projects.</p>
Digital aiding creative enterprise	Most careers support and industry investment focuses on more traditional approaches to digital and creative economy, despite the fact that digital tools can point the way to new solutions for doing creative business.	<p>Ensure partnership teams include expertise of digital industries, to point to future career possibilities and co-design programmes that help CYP develop skills for the future.</p> <p>Impacts could be in overcoming economic barriers to CYP taking up creative and cultural careers.</p> <p>For example, online tools such as Kickstarter for crowdfunding creative projects are already very successful. There are also new emerging approaches, such as Mycelia for Music, which uses the Blockchain technology upon which Bitcoin is built, to ensure that musicians retain control of their music and its earnings.</p>

CULTURE EXTERNAL FACTORS: Impact on creative and cultural sector

	CHALLENGES	OPPORTUNITIES
Cuts affecting all LA services affecting CYP	<p>In general, leisure, sports, play, youth centres and social care for CYP are all affected by Local Authority cuts, and this has a knock-on effect on cultural offers for them.</p> <p>Although Education is a protected area, cuts are still affecting schools, with 12-15% reductions in budgets for 2015-16 and beyond.</p> <p>There is a reported £600 million black hole in Local Authority budgets due to the collapse of the Education Bill (October 2016), as LAs had expected not to have to budget for a continued education management role.</p> <p>Cuts of 25-40% are being required from other activity provider sectors such as Culture and Sport.</p>	<p>Partnerships could learn from A New Direction's research into an ecological approach to places, considering ways to generate a thriving cultural ecosystem that serves CYP well.</p> <p>Use approaches such as Social Return on Investment to analyse and advocate value of cultural services.</p>
Cuts to cultural sector	<p>Reduced funds to DCMS and local authorities since 2010 has resulted in numerous closures of libraries, museums, theatres and art galleries. Continued cuts and closures are likely, especially those funded by local government.</p> <p>However, private funds tend to favour large development projects and national institutions. For example, large theatre organisations with 50 or more permanent staff generate 78% of all unearned income, while those with fewer than 10 staff generate just 1% of all unearned income.</p>	<p>DCMS has encouraged philanthropists to step in to fill the funding gap. If the digital and creative industries are growing, consider how they might be more involved as cultural philanthropists and investors in future talent and digital innovation.</p>

CULTURE EXTERNAL FACTORS: Impact on creative and cultural sector

	CHALLENGES	OPPORTUNITIES
Brexit impact on creative industries	<p>The most significant change currently is the potential impact of leaving the EU on our economy, on Higher Education and research, on access to talent and on social cohesion.</p> <p>The Creative Industries Federation conducted a survey showing that 96% of creative industries people want to remain in EU</p> <p>CIF cite these as emerging impacts they are concerned about:</p> <ul style="list-style-type: none"> • Talent and skills: including access to specialist workers, skills shortages, touring, festivals, visas, freelancers, Erasmus+ programme • EU funding: including access to pots such as Creative Europe and Horizon 2020, cultural exchange, export opportunities, regions, eligibility in the run-up to Brexit • Trade and investment: including EU as main market, regulated services, new markets, 'country of origin' principle, tax credits, World Trade Organisation (WTO) terms • Regulatory frameworks: including Digital Single Market (DSM), intellectual property (IP) rights, copyright protection, influence on new regulations, respect for IP in potential new markets. 	<p>Seek all opportunities to advocate the value of international co-operation towards skills and capacities essential for a future thriving economy throughout the process of negotiating an exit from the EU.</p>

CULTURE EXTERNAL FACTORS: Political changes - Impacts on informal provision for CYP

Since the financial collapse in 2008 and a new Government in 2010, there have been cuts and reforms to informal provision for CYP. Some of these changes are felt most keenly in England, where there is no devolved governance, but the financial situation is affecting all home countries of the UK:

	CHALLENGES	OPPORTUNITIES
Early years	In 2014, 1.05 million families were using 3,000 Sure Start centres for early years, but many local authorities are closing between 50% to 90% of centres.	Seek ways to reintroduce or continue a joined-up approach that was begun with the Every Child Matters framework.
Youth services	<p>Between 2012 and 2014 Youth Services have lost £60 million, 41,000 places, 35,000 hours of outreach work, 2000 youth workers and 350 centres.</p> <p>A cut of £450 million to non-school youth provision by the DfE has been announced in June 2015. In addition, spending on Further and Higher Education will be reduced by £450m, and cuts of £230m in the Local Government & Communities department will also affect local CYP provision¹.</p>	Working in consortia, create opportunities for young people to be actively involved in programming and marketing creative and cultural activities outside of school.
Out of school and holiday provision	<p>There are only 450,000 places in holiday clubs or with childminders available to the 6.8 million 4-14 year olds who need them. 1 in 5 primary schools do not provide any after-school or breakfast clubs².</p> <p>9 out of 10 parents³ believe their children should experience more challenge and competition (especially in sport and outdoors) within schools.</p> <p>However, 4 in 5 (89%) of teachers do not feel there is sufficient space in the timetable for them to deliver non-formal activities such as games, arts or trips out.</p>	Support CYP and youth workers/volunteers to use cheap and under-used spaces such as community centres, outdoor spaces or shops for clubs, festivals or change projects.

1 <http://www.cypnow.co.uk/cyp/news/1151869/dfe-to-slice-gbp450m-from-non-schools-budget>

2 <http://www.4children.org.uk/News/Detail/Call-for-schools-to-keep-their-doors-open-as-lack-of-school-holiday-childcare-spells-chaos-for-working-parents>

3 <http://www.mirror.co.uk/news/uk-news/never-mind-just-taking-part-5805271>

CULTURE RELATIONAL FACTORS: Political change - Impact on education sector

Since 2010 substantial reforms to both the school structures and the curriculum have placed great pressures on schools and CYP, particularly in England, although funding limits are having impacts on schools across the UK.

	CHALLENGES	OPPORTUNITIES
Structural changes and funds	<p>A number of factors boiling down to rising costs combined with cuts are reducing funding for schools. An unfair funding formula is causing a big disparity across the country, and Sixth forms/FE are particularly badly affected by a change in VAT rules.</p> <p>Funds are likely to be tight and unequal for schools for some time.</p>	<p>Strategically target areas and schools that lose out as school admissions become more selective, and where there are inequalities of school funding.</p>
Academisation of schools	<p>Government plan to make all schools independent of their Local Authority by being Academies or Free Schools. It has dropped the Education bill that would force all schools to convert to academies. This could cause financial problem for LA's</p>	<p>Take advantage of the fact that Local Authorities will retain their involvement in co-ordinating education provision locally, due to the Education Bill 2016 being dropped. Continue to seek ways to work with Local Authority departments, for Children's Services, Health and Education.</p>
Selective education	<p>Prime Minister Theresa May is committed to allowing selective education (return to the division between Grammar and Secondary Modern schools) and allowing faith schools to recruit 100% of pupils from a single faith. This may result in increased unfair distribution of funds, and outcomes for disadvantaged children.</p>	<p>Some disadvantaged children may do better in selective education – which is the reason for the policy.</p>

CULTURE RELATIONAL FACTORS: Political change - Impact on education sector

	CHALLENGES	OPPORTUNITIES
League tables and options	<p>There is currently an extreme emphasis on attainment targets and comparative scores between schools. These are a few examples:</p> <ul style="list-style-type: none"> • New SATS at 11 years, in particular the SPaG test, are so challenging that 1 in 3 will fail them. • Progress 8 is a requirement to measure progress between KS2 and KS4 in 8 areas of study. It 'discounts' vocational and technical areas of learning, so progress in schools where this is emphasised appears very poor. • Tougher marking of GCSEs & A levels will attempt to peg English results to international standards. Only half of those who would have gained A* grades will get the top new grade of 9. • Teachers now have so many requirements to maintain datasets that it is affecting their workload. • Almost a third of teachers exceed 60 hour weeks, citing data input and unrealistic targets for pupils as the main cause¹. 	<p>Heads are pledging to boycott SATs in 2017.</p> <p>Low Progress 8 scores can trigger intervention.</p> <p>This places big pressures on schools to maintain motivation and achievement.</p>

CULTURE RELATIONAL FACTORS: Curriculum and exam reforms

	CHALLENGES	OPPORTUNITIES
National Curriculum	<p>A new National Curriculum was introduced in September 2014 with several major changes. For example, Computing was introduced as a new subject, with learning programming from 5 years old.</p> <p>Museums and heritage organisations have been challenged by the removal of much of the history content post-1066 from the Primary curriculum.</p>	<p>Academies and free schools are exempt from the National Curriculum so theoretically, pressure on the cultural and education service sectors to deliver strictly to it should be reduced as ‘academisation’ continues.</p>
Subject review of GCSEs	<p>Both KS4 and KS5 (upper Secondary) phases have been substantially different from 2015, with reforms across the board to GCSE, BTECs, AS and A2 levels. This is affecting choices young people make for their KS4-5 pathways</p> <p>Since 2015, it has been a requirement that students who do not achieve a C grade or above in GCSE Maths and English must retake them until they achieve a C, until they are 19. This reduces their time to choose additional options at FE level. In summer 2016, 40% of year 11’s did not achieve a C grade.</p> <p>The subject review of GCSEs has dropped some more vocational subjects (such as Environmental Science) and reformed others (such as Film Studies) to reduce numbers of courses offered and create more rigour. Fewer vocational options, less project work and more end-of-year exams.</p>	<p>Consider ways of contributing to national campaigns or initiatives such as the Cultural Learning Alliance, Creative Industries Federation and ‘Bacc to the Future’.</p>

CULTURE RELATIONAL FACTORS: Curriculum and exam reforms

	CHALLENGES	OPPORTUNITIES
The EBacc	<p>EBacc, the attainment measure for 16 year olds, requiring achievement of C and above in at least 7 GCSEs in a set of academic subjects. Likely to be made compulsory for 90% of pupils, and most schools see it as essential for their Ofsted rating.</p> <p>Research by the Cultural Learning Alliance, NSEAD and others tells us that EBacc is limiting routes on to Key Stage 5 and beyond. It has caused a dramatic rise in numbers of students taking traditional subjects at GCSE, and in 2015-16, there were 47% fewer creative subjects taken as exams. Students with a high level of deprivation take on average 7.9 GCSEs, with 38 per cent taking seven or fewer.</p> <p>There are major concerns this will cause losses of manual, aesthetic, spatial, social, linguistic and expressive skills, essential for creative and cultural industries, and also useful for all other areas of future employment.</p>	<p>Focus on tackling this key issue, advocating for creative and vocational education at secondary level.</p>
Pastoral care	<p>Government ended Ofsted's requirement to inspect pastoral care in schools.</p> <p>They also made Personal Social and Health Education non-statutory and removed the Social and Emotional Aspects of Learning (SEAL) framework, although Ofsted still expects to see aspects of this delivered.</p> <p>This has meant that there are fewer resources and less time to address the growing stresses on CYP, including those that result from education reforms.</p>	<p>Seek to work strategically with Multi-Academy Trusts and education companies, to ensure cultural and creative provision, and wellbeing provision, within school and through partnerships.</p>

CULTURE RELATIONAL FACTORS: Curriculum and exam reforms

	CHALLENGES	OPPORTUNITIES
KS5 or Sixth form	<p>Funding cuts and reforms are reducing choices at Sixth Form colleges or Key Stage 5.</p> <p>More Maths and Sciences are being taken at A levels, with big drops in Modern Foreign Languages and the Arts.</p> <p>A subject-by-subject review of A levels has sought to introduce more rigour, advancing literacy, numeracy and critical thinking skills. It has involved removing many enriching experiences such as practicals in Science.</p> <p>From 2015, AS level was decoupled from A level. AS level marks will not count towards the 2nd year exam, and won't be considered so much in University applications. This reduces non-academic options for less academic students and broader students.</p>	<p>Advocate for the importance of Sixth form and FE colleges in providing a key stepping stone to creative and vocational futures.</p>
BTECs/Skills	<p>Government has halved the value of BTECs in League Tables making them a less attractive option for schools and colleges that prioritise their numerical standing. Pearson is the new examining body for BTECs, and it has been reviewing their value. BTEC curriculums have been changed to involve less student-led and vocational experience, with a mandatory 40% now to be externally and academically examined which makes them less attractive for students who struggle with academic exams. Any alternatives (e.g. UAL's new equivalent courses) will not be counted in league tables.</p> <p>A new White Paper on skills (July 2016) proposes a starker separation between academic and vocational routes of post 16 education, with more pathways for technical education that lead to higher proficiency, more distinctly relevant to careers in 15 areas such as construction, hospitality and creative industries.</p>	<p>Potentially there will emerge a better provision of technical education for higher levels of students. However, there will be a later start, with fewer vocational options at KS4 (14-16 years) so it will be important to ensure creative opportunities for this age groups.</p>

CULTURE RELATIONAL FACTORS: Curriculum and exam reforms

	CHALLENGES	OPPORTUNITIES
Enrichment	<p>These changes noted above have made it difficult for many schools to ensure that enrichment schemes such as outdoor and cultural trips or clubs continue.</p> <p>Secondary schools in particular have struggled more than ever to get out of the classroom due to a change in rules about teacher cover, and due to growing emphasis on academic achievement.</p> <p>Time for Maths and English has been increased to at least an hour a day each, even in many secondary schools.</p> <p>In general, there is less time and resource in schools for informal cultural activity, even as creative and cultural learning is given less allocation within the formal timetable.</p> <p>Critics have pointed out that 'grit' is overemphasised by Government messages, neglecting the wide range of dimensions and that the balance of awards is towards militaristic organisations rather than pro-social or cultural organisations.</p>	<p>A new Government scheme seeks to address a perceived lack of balance in favour of academic learning by funding innovative projects on Character Education.</p> <p>99% of teachers agree that students are more animated and engaged when learning outside of the classroom¹.</p>

CULTURE RELATIONAL FACTORS: Skills and careers for the future

Across the whole population, unemployment is rising by 25,000 a month, since economic instability following the EU Referendum vote. The proportion of 16-24 year olds Not in Employment, Education or Training is 17.5%. A fifth of 16-24 year olds are on unemployment benefit. Since 2013, the school 'leaving age' has been raised, so that 16-18 year olds must be in either education, employment or training.

	CHALLENGES	OPPORTUNITIES
Changing policies on careers	<p>In 2013, the responsibility to deliver independent careers guidance was passed to schools (and this now includes Primary schools).</p> <p>The first Skills White Paper in a decade will bring an end to mixed provision and make 16-year-olds choose between academic courses leading to university or a new technical professional education (TPE) route into work¹.</p> <p>Government plans focus on technical learning beginning after an EBacc at 16 years, and this has been criticised because many argue that technical (vocational and creative) education should be offered for more students at age 14². This broadly vocational education should include life skills and functional literacies, so that future workers can manage in a 'gig economy' and adapt to new careers.</p>	<p>Promote interdisciplinary project-based learning that brings together arts, humanities, sciences or technology, and that enables CYP to learn towards work through hands-on, challenging and motivating experiences.</p>
STEM and STEAM	<p>An area of political significance is in STEM. A key initiative is the STEM Network http://www.stemnet.org.uk/</p> <p>Success would mean schools and colleges keeping up with a fast-changing area of work, meeting industry needs for trained staff, and attracting girls to STEM careers.</p> <p>However only 15% students aspire to be scientists and most were unaware of career routes.</p>	<p>To add to the STEM campaign, the arts/creative sector is pushing to add Arts to STEM, making STEAM.</p>
Need for skills of self-management	<p>Teachers and university staff identify that students entering 16+ need to rapidly develop independent study skills but there is concern that school will continue to not prepare students for higher study.</p>	<p>Independent study skills can be accelerated through cultural and creative learning.</p>

1 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf

2 <https://www.theguardian.com/education/2016/may/31/technical-education-academic-curriculum-schools-utc>

CULTURE RELATIONAL FACTORS: Creative & cultural industries and careers

There is increasing evidence of the importance of the Creative & Cultural Industries, including architecture, digital entertainment, film, design and advertising media, to the economy. Video games and films account for a large portion of this in 2016, keeping the economy surprisingly buoyant despite the historic drop in sterling since June 23rd. The economic output of the creative industries in 2014 amounted to £84.1 billion and the sector accounts for 5.8% of jobs (1.7 million employed) within the UK, as well as £19.8 billion of annual UK services exports.

	CHALLENGES	OPPORTUNITIES
Value of creative and cultural economy	Despite the Government's awareness of the value of creative and cultural industry, (which they promote internationally e.g. through British Council campaigns) they may not recognize the value of public cultural services to feed this ecosystem.	As schools are now responsible for careers guidance, plan with schools (MATs/networks) on joined-up careers activities or resources for the cultural, creative and digital sectors.
Job automation for creative sector	The trend of growth in this sector is likely to be disrupted somewhat by increasing automation in all areas of work. Jobs across all sectors will be lost in the age of automation.	The creative industries are somewhat protected because there is likely to be a higher premium on the ability to work with ambiguity, diversity and empathy. In addition, skills such as spatial intelligence, computer imaging and 3D drawing, developed in creative subjects, will be useful in science and technology.
Interest in art and design career paths	Young people's interest is undermined by exam reforms, and the fact that careers guidance focuses on academic routes. It is likely that most, if they want to enter this industry, will have to work for themselves or as part of the 'gig economy'.	41% of young people want to pursue careers in Art & Design. The sector should promote 'alternative' routes to work and non traditional roles through careers guidance.
Growing tourism sector	Growth will centre on London which could cause a steeper divide between other areas of the country.	The Tourism industry is seen to be a significant area for growth. It is estimated to be worth £127 billion to the UK economy and expected to grow to £257 billion by 2025. The growth will be significantly driven by heritage. Growth markets will come from China, India and other developing economies. This will involve careers in hospitality, conservation, landscape/parks, interpretation, marketing, transport and visitor services.

CULTURE RELATIONAL FACTORS: Creative & cultural industries and careers

	CHALLENGES	OPPORTUNITIES
Craft and manufacture	<p>Craft education is under threat through funding pressures and reforms.</p> <p>The contribution of craft as a contributor to the economy is overlooked.</p> <p>Globalisation has shifted many manufacturing industries outside the UK, and automation of production is likely to see this trend continue.</p>	<p>The craft and manufacturing sector will be transformed by new technology, with the rise of smart materials, bio-inspired design and connected wearables.</p> <p>This will point the way to new careers and areas for enterprise. Collaborate with the tourism, place-making and heritage sectors in local areas, to ensure that CYP are engaged in local heritage/place, and prepared for future careers in these areas.</p>
Impact of climate Change	<p>A changing environmental context places greater stress on natural heritage and environmental infrastructure.</p>	<p>There will be more scope for careers in managing plant diseases, water supply, air pollution, flood risk and carbon emissions. Study and future careers in design and architecture will be increasingly driven by ecological awareness and theories such as biomimicry and the Circular Economy. Creative and cultural education will be useful for the imagination and systems thinking needed for these roles.</p>

CULTURE INTERNAL FACTORS: Social change - Surveyed views of young people

When young people are surveyed nationally¹ issues that regularly arise include:

- A drop in well-being, in particular their mental health.
- School, in particular an increase in exam-related stress especially for 14-18 year olds
- Concerns that school will not provide the right skills for their future, including technical and communication skills
- Democratic deficit: How their views are not represented
- How environmental conditions are negatively affecting their future prospects
- Growing inequality, creating severe pressures for some children in terms of access to food, housing and other basics
- The rising cost of higher education.

	CHALLENGES	OPPORTUNITIES
Skills for future jobs	Employers are already reporting that school leavers do not have suitable skills including technical skills, interpersonal skills and functional numeracy and literacy (despite time spent on Maths/English in school) Leading to next generation lacking skills to generate economic growth as industries change. Young people fear that they are not developing the necessary skills through school.	Young people have good awareness of the basic skills and attitudes needed to adapt to jobs not designed yet, and know that these can arise from creative and technical experiences.
Academic pressures	The main barriers to participating more in creative and cultural activities are to do with school pressures, and their own time and motivation, in competition with academic and other required activities.	
Public apathy about culture	Lack of cultural opportunity is breeding lack of public support for cultural provision locally.	

¹ In the Young People's Social Attitudes Survey, the Connected Generation survey 2015, The Princes Trust Macquarie Youth Index 2015, and Childline's review October 2016.

CULTURE INTERNAL FACTORS: Social change - Surveyed views of young people

	CHALLENGES	OPPORTUNITIES
Personal wellbeing	<p>The median age of the global population is 29, so young people are the future consumers and creators of the economy. Advertisers know this, and so they are targeting young people as a priority, increasing anxieties about body image etc.</p> <p>Our Future Views pilot consultation workshops revealed that children and young people (CYP) are highly conscious of a challenging future, and the impacts on their mental health of an increasingly high-stakes academic curriculum.</p>	<p>Cultural learning can help to temper the negative aspects of the trend towards CYP placing high value on individual power and achievement, by emphasising inclusion and generosity towards others.</p> <p>At the same time, these programmes need to acknowledge where CYP's motivations lie, and to tap this by encouraging enterprising and self-expressive behaviours.</p>
Technology	<p>Young people we consulted were concerned about the potential for technology to 'take away our jobs'.</p>	<p>Young people are also hopeful that new technology might raise living standards.</p>
Lack of political voice	<p>75% of young voters in the UK voted to remain in the EU, and many aged 16-18 feel unfairly disenfranchised since the Scottish Independence referendum set the precedent of including this age group. This discontent at lack of voice is likely to continue.</p> <p>Young people participating in the Future Views workshops displayed a lack of understanding about political structure and who has power and influence over their lives.</p>	<p>Programmes in future can aim to address the perception of a democratic deficit, by channeling young people's voices towards people who have influence. Enabling CYP to programme for peers and lead arts advisory groups can help increase their sense of agency.</p>

CULTURE INTERNAL FACTORS: Social change - Context of life for CYP

	CHALLENGES	OPPORTUNITIES
Safety issues including sexualisation and abuse	<p>Increasing concern and investigation into sexualisation via advertising/ media, and into youth sexual exploitation and abuse online. Whilst actual incidences may not be rising, CYP will be more aware and potentially anxious about it.</p> <p>Out of 15 countries, England ranks 14th for CYP dissatisfaction with their body image². Girls are likely to be increasingly affected, although both genders report low levels of confidence in their bodies and appearance. There is still great uncertainty about impacts on CYP of increasing use of internet devices and platforms, including ‘digital addiction’ causing sleep deprivation, wifi signals causing brain damage, ‘digital distraction’ from study, and exposure to negative media.</p>	<p>Several research reports¹ challenge fears about digital as a threat to children’s safety. They show that the risks aren’t necessarily harmful as long as young people understand and manage them. Young people’s digital skills in the UK are less than in some other European countries (e.g. Denmark) because of the safety restrictions placed on them and limits on access within schools.</p>
Lack of physical activity	<p>In a 2015 study, comparing to 1998 and 2008, children in England have been found to be the least fit that they have ever been. This is more due to a lack of physical exercise than to the effects of obesity³.</p> <p>Several research reports indicate that children are playing less outdoors than ever before, with detrimental effects on health and wellbeing⁴.</p> <p>Government changes to Early Years assessment and curriculum places emphasis on making children ‘school ready’ from 2 years old, with emphasis on literacy rather than physical development. The pressure on state-funded Early Years settings to conform means less time for robust play.</p>	<p>Programmes should address deficits in play, exercise and nature experience.</p>

1 <http://www.boldcreative.co.uk/portfolio-items/digital-lives/> and <http://eprints.lse.ac.uk/60727/>

2 http://www.youngminds.org.uk/news/blog/2750_english_children_facing_low_self-esteem_and_exam_stress_battles

3 <http://www.theguardian.com/education/2015/jun/18/england-pupils-the-least-fit-they-have-ever-been>

4 e.g. *Natural Childhood* by National Trust, *Every Child Outdoors* by RSPB, *Play Naturally* by Play England

CULTURE INTERNAL FACTORS: Social change - Context of life for CYP

	CHALLENGES	OPPORTUNITIES
Mental ill-health and stress	<p>The number of CYP seeking counselling for exam stress has tripled in the past year.¹</p> <p>The number of CYP admitted to hospital for self-harm has risen by 68% since 2005.</p> <p>Mental health beds for CYP in England increased by 50% between 1999 and 2014, but provision has still failed to meet demand³.</p> <p>Pressures on NHS and school funding suggests there will not be more resources for stress and mental health for CYP, in the near future.</p>	<p>Education reforms to reduce academic pressures would have a mitigating effect.</p> <p>Cultural Sector should advocate for the wellbeing benefits of culture/creativity for CYP, strongly emphasising opportunities for dialogue and self-expression</p>

1 http://www.youngminds.org.uk/news/blog/2750_english_children_facing_low_self-esteem_and_exam_stress_battles

2 <http://news.cision.com/youngminds/r/100-000-children-and-young-people-could-be-hospitalised-due-to-self-harm-by-2020-warns-youngminds,c9194954>

3 <http://www.england.nhs.uk/2014/07/10/camhs-report/>