

Why plan a residency?

This worksheet sets out the key questions you need to consider when you are thinking about using a residency to help communities become more involved in civic life.

Top tip 1
Talk to other arts providers in the neighbourhood... dance schools, activity workers, caricaturists, gardeners and anyone in the local arts scene. Explain how they might be able to get involved.

Top tip 2
Consult with the local community about the main issues and concerns that they are facing and explore ideas about how a residency could help. It is important that you identify a need or a desire for a residency in the community before you proceed.

Who is the community that you want involved in your residency?

Where are they?

What are the things they have in common with each other?

What are the main issues or concerns that the community is facing?

What prevents the community from expressing itself?

How might a residency help the community explore important issues?

How might a residency help the community express its views?

What do you hope to achieve through the residency?

How will this help the community?

What will happen as a result of the residency?

“ It is amazing what can be achieved when you get to work with an artist over a continued period of time. They become part of your community and people gain trust in them. We learned how the creative process over a long period time helped start conversations and get people talking which we would never have achieved in our shorter activity sessions. ”

Care Home Manager

Think about...
... the impact of the residency on the community. When talking with project funders or partners, you will need to describe very clearly what the residency will achieve and why it is needed. You will also need to provide evidence that you are representing the views of local community, community workers, and community leaders (and ideally you should support them to represent themselves).

**For further information:
www.resartis.org**

Putting participatory planning into action

This worksheet provides you with advice on how to involve the community in planning and steering your residency.

Think about...

- ... your role in supporting the key principles of good participatory planning;
- Facilitating the planning process with the community**, so they generate and own the outcomes and also learn.
- Ensuring the community takes responsibility** for what is done rather than relying on the authority of others or rigid rules.
- Helping the community share in the process** of planning, doing and reviewing the project.
- Being self-aware**, so that you continuously and critically examine your own behaviour.

“ I find it useful to get involved in civic engagement activities in my personal life. I volunteer and join local groups. This helps me get a sense of perspective on what it is like to be a participant in civic engagement initiatives. I see it from a new perspective now – it can be difficult to get your voice heard, or manage the group dynamics.”
Sukhvinder Chandah, Community Artist

Top tip

Set aside a little time to go through the agenda with the Chairperson before each meeting. Plan meetings with the Chairperson to debate issues where you need input from the steering group and consultation with the community.

Help & advice

Local charities, community or voluntary organisations might provide advice on how they have involved the community in their planning.

Put together a steering group for your residency that is credible, well organised, and able to represent the interests of the community.

Identify a Chairperson who has the respect of the local community and skills in managing people and meetings.

Recruit others to the steering group, making sure it is broad based and includes all relevant sections of the community.

Where appropriate, make sure you have the involvement and commitment of high level, visible leaders.

Involve local service providers and local authorities who grant permissions or licences for activities that you are planning.

Check the steering group has fair and shared decision making and that issues are debated before decisions are made.

Think about the timing – is the community ready to work together on this project?

Make efforts to overcome mistrust or scepticism.

Make sure the Chairperson has support to provide leadership and keep people involved through difficult periods.

Set out and enforce the ground rules of the group.

Celebrate small successes along the way.

As the steering group matures, encourage people to focus more on the broader interests of the community.

Staying safe: a guide to governance

Governance describes the systems and processes an organisation has in place to maintain their business aims, effectiveness and accountability.

Your organisation is likely to be a not-for-profit company, NGO, social enterprise, Community Interest Company, Charity or other kind of organisation with a board.

The 'board' is an organisation's governing body.

It provides good governance and leadership by:

Boards consider issues and policies that effect the organisation's legal compliance and integrity, including:

An effective board must have a strong set of skills and experience across a broad range of areas.

A skills audit can be used to examine the skills of the board and highlight gaps where new skills might be required.

Consider how board members' background and experiences can help to bring different points of view, and whether it reflects the diversity of the community it is serving.

Your organisation's governing document should say how long board members' appointments should last, and whether they can be reappointed after their term ends.

“ Become familiar with the rules and regulations which the organisation you are working with has to follow. Ask if there is an induction programme you can do to familiarise yourself with how to work safely. If in doubt, ask for help! ”

Julie Harding

Director of Business Development, Choices Housing

1. Understanding their role
2. Ensuring delivery of organisational purpose
3. Working effectively both as individuals and as a team
4. Exercising effective control
5. Behaving with integrity
6. Being open and accountable

Source: Good Governance – A Code for the Community and Voluntary Sector
www.governancecode.org

Think about...

... situations where there is a decision to be made where a board member might have a conflict of interest. In order to comply with their duty and avoid risking the organisation's reputation, board members should:

- Be alert to any **conflicts of interest**.
- Deal with a conflict of interest quickly and openly.
- Record how they have dealt with it in minutes of meetings.

Help & advice

Look for national bodies for voluntary organisations and charities who can provide help, advice and guidance on good governance.

Employment, volunteering and equality
Safeguarding of young and vulnerable people
Health and Safety
Finance and insurance
Copyright, data protection and consent
Environmental and ethical policies

Guide on conflict of interests for Trustees:
www.gov.uk/government/publications/conflicts-of-interest-a-guide-for-charity-trustees-cc29

Template for Skills Audit: www.governancepages.org.uk/sample-documents/skills-audit/

Full and summary copies of Good Governance – A Code for the Community and Voluntary Sector are available from their website:
www.governancecode.org

KnowHowNonProfit is a website that provides a forum for non-profit organisations to share what they have learnt with others and contains useful case studies, tools and resources:
www.knowhownonprofit.org

Planning a budget

Tools & resources
Trusts, charities and foundations that provide grant funding often provide a template for preparing a budget and sometimes provide example budgets.

Top tip
Ask if anyone has experience of managing budgets and finances within the local community – there might be some valuable skills in the group.

This worksheet provides advice and guidance on how to plan your budget.

Plan the details of what you will do, when and how to work out all of the costs that you can identify.

Research and estimate costs of labour, materials or other things.

List costs in a spreadsheet in expenditure categories. Where costs are estimated, be cautious and use higher estimates.

Include a contingency for unexpected costs that might arise – usually between 10% and 15% of total costs.

Now estimate income and list this on the spreadsheet.

Include earned income, donations and grant funding, and be cautious where you are making estimates.

Compare costs with income to work out the final balance of monies at the end of the project.

If possible, plan to make a reasonable profit that you can re-invest into further or follow-on activity.

Plan how you will monitor actual expenditure and income during the project and compare this with your initial budget on the spreadsheet.

Plan how you will keep accurate paper and spreadsheet records to demonstrate that you have managed the budget carefully.

(But check first to see if the funder will allow a contingency in the budget).

Help & advice

Look for local charities or community and voluntary support networks that provide training on preparing budgets and managing finance.

However, if you are applying for grant funding, you are often asked to provide a "balanced" budget where the income is the same as costs.

Think about...

- ... how to provide a "balanced" budget where the income is the same as costs for funding applications. This can be difficult to manage especially if some of the costs and income are estimated. There are two ways that you can plan for this:
- Think about two kinds of costs: essentials and extras.** Include some costs for extra activity that would be good to do, but not essential. If possible plan these towards the end of the project if you can so that they can be reduced if necessary.
- Think about additional or follow-on activity that can be flexible. Work out the costs, and include it in your project plan. Make it clear that this activity will be done if the first part of the project is completed within the budget, but might be reduced if you find that you need to reduce costs.

Career pathways for a community artist/cultural practitioner

This worksheet provides advice and guidance on how to build a career in community arts/cultural animation.

Tools & resources

Career pathways should motivate people throughout their career and not just at the start. Regularly review your progress and keep asking yourself why you are doing this work.

Top tip

Do several things at once. Often, people have a part time job in a different area to earn income whilst they gain experience in community arts/cultural animation through unpaid placements.

Help & advice

Get help and guidance from someone who works in community arts/cultural animation. You could ask them to be a mentor, providing advice and help at regular intervals, or you might set up a more informal relationship. They could offer support, business advice, supervision or reassurance.

Regularly look at Briefs or Person Specifications for projects that are of interest to you and even if you don't apply become familiar with the skills they are looking for.

Identify the skills, knowledge and experience you need and make a plan. This might involve:

Understand why you want to work in community arts/cultural animation:

If you have a particular set of skills, you can make lateral moves between different organisations doing similar roles to develop your set of skills.

If you are committed to a particular cause, you can look for a "foot in the door" with an organisation that works in this area and move between different jobs in the same organisation or cause.

Consider switching between different sectors. community arts/cultural animation opportunities appear in the cultural, public, education, health and other sectors.

Be flexible and prepared to take on different kinds of short term, interim, assistant, intern or volunteer jobs to build on your skills, knowledge and experience.

Do you have a set of skills that you want to develop?
Is there a particular cause that you are committed to?

Education, training and qualifications offered by Universities or Colleges.

Getting a "foot in the door" with an organisation to gain some experience, through a job as an Assistant or Apprentice.

Gaining unpaid experience as a volunteer or intern.

Joining a NGO/Charity initiative that provides work placement opportunities.

Think about...

... whether it is the right career for you. A lot of your working time will be spent leading community activities at evenings and weekends. Residencies might involve working away from home for extended periods of time. The work is often offered on short term, self-employed contracts with little job security. However, some jobs in the public, education or health sector can provide more job security and include elements of community arts/cultural animation work.