

# OPEN FUND FOR ORGANISATIONS: SUSTAINING CREATIVE DEVELOPMENT 2020/21

Application Form



Awarding funds from  
**THE NATIONAL LOTTERY®**



ALBA | CHRUTHACHAIL

## Advice and Information

---

Please read the [Guidance for Open Fund for Organisations: Sustaining Creative Development](#) before making an application. In addition, we encourage you to also read the Frequently Asked Questions. These can be accessed on the [Creative Scotland website](#).

## Alternative Formats, Languages and Access Support

Creative Scotland is committed to offering clear and accessible application processes and programmes that are open to everyone. On request this information is available in alternative formats including translations. We offer access support to disabled applicants, tailored to individual requests. Support includes Sign Language Interpreters for meetings and scribing support for dyslexic applicants. Officers can offer advice to new applicants and support them to make an application. The Equalities Team can offer additional one-to-one support to applicants with access requirements. Please note we will accept applications and supporting materials which are written in English, Gaelic or Scots.

If you have any general enquiries about the application process, Guidance or Application Form, please contact our Enquiries Service. You can do this by email, through our website or social media.

**Email:** [enquiries@creativescotland.com](mailto:enquiries@creativescotland.com)

**Web:** Fill out a form on [our website](#)

**Twitter:** Send us a tweet [@creativescots](#)

We aim to respond to all enquiries very promptly. If you want us to call you back, give us your number and we'll arrange to come back you as soon as possible.

If you are a deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Go to [www.contactscotland-bsl.org/public](http://www.contactscotland-bsl.org/public) for more information.

**In order for us to be able to process your application, you need to complete ALL sections of this application. Please be advised, your application will be considered incomplete and will not be assessed if you do not provide an answer for each of the questions. If you consider that you have answered a question elsewhere in your application, please clearly tell us where.**

**Please note that word count limits are a maximum. We encourage you to only give us the information that is most relevant to your proposed activity and we understand that this will mean many applications do not use this maximum word limit.**

**For applications requesting over £15,001, you will be required to answer the following additional questions: 3.1b, 3.3b and 3.4b**

## Section A: Key Information

|   |     |
|---|-----|
| Please confirm that you have read the <a href="#">Guidance for Open Fund for Organisations: Sustaining Creative Development</a> and <a href="#">Open Fund FAQs</a> before completing this application form? <i>(Delete as appropriate)</i><br><br><i>Please note that you must answer this question for your application to proceed</i> | Yes |
| Do you object to receiving National Lottery funding for religious and any other reasons? <i>(Delete as appropriate)</i>   | No  |
| Do you hold a UK Bank account in the name of the lead applicant?<br><i>Please note that we will only ask you for your banking details if you're successfully awarded funding – not before. For audit purposes and compliance we require all applicants to hold a UK Bank Account.</i>   | Yes |
| Is this a re-application to the Creative Scotland Open Fund: Sustaining Creative Development? <i>(Delete as appropriate)</i>  | No  |
| If yes, please provide the logging reference for the original application.<br><i>Please briefly outline below how you have addressed any feedback relating to your previous application?</i>  | CS- |
|   |     |

|  |     |
|--|-----|
| Please confirm that you have read and understood Creative Scotland's <a href="#">Funding Privacy Notice</a> before completing this application form?       | Yes |
|  |     |
| Please confirm that you have read and understood <a href="#">Creative Scotland's Lottery Terms and Conditions</a> before completing this application form? | Yes |
|  |     |

## Section B: Contact Details

Please note that all correspondence will be made by email with the named lead contact only. Please ensure this information is correct and the lead contact is fully aware of the details in the application.

Please also note that organisations are required to provide additional supporting materials. Please see Supporting Materials Checklist for details

| PART 1: ALL APPLICANTS <u>MUST</u> COMPLETE THIS SECTION  |  |
|---|--|
| Name of Organisation  | Rumpus Room LTD                              |
| Lead Contact Name and Position (if appropriate)   | Nadia Rossi                                  |
| Address   | RR Studio, Langside Lane, Govanhill, Glasgow |
| Postcode  | G42 8BH                                      |
| Telephone Number  | 07938602353                                  |
| Email Address   | rumpusroomteam@gmail.com                     |
| Web Address   | http://instagram.com/rumpusroom_             |
| Are you a registered company? <i>(Delete as appropriate)</i>  | Yes  |
|   |  |
| If you are a registered company, please provide your Registered Office address and Company Number   | SC632401                                     |
| Are you a registered charity? <i>(Delete as appropriate)</i>  |  |
|   | No   |
| If you are a registered charity, please provide your Registration Number  |  |
| Are you the lead organisation for a consortia, group of organisations or artists' group applying together? <i>(Delete as appropriate)</i> | Yes  |
|   | No   |
| If you are the lead organisation for a consortia, group of organisations or artists' group. Please list your partner organisations        |  |

|   |  |   |
|---|--|---|
| Trading Name of Organisation  | Rumpus Room LTD                                      |   |
| Full Legal Name of Organisation (if different from above)   |  |   |
| <p>What legal type of organisation are you? (<i>You should only choose one. Please <b>type an X</b> in the relevant box in the right hand column</i>)</p> <p>We need this information so we can determine if you are eligible to apply for the Open Fund for Organisations: Sustaining Creative Development.</p> <p>We also need the information so we can monitor our decision making and report to Scottish Government and the UK National Lottery on the types of organisations we fund.</p> | Company Limited by Guarantee                         | x |
|   | Company Limited by Shares                            |   |
|   | Scottish Charitable Incorporated Organisation (SCIO) |   |
|   | Community Interest Company (CIC)                     |   |
|   | Local Authority                                      |   |
|   | Cultural and Leisure Trust                           |   |
|   | Public Sector Agency                                 |   |
|   | Trust or Foundation                                  |   |
|   | Unincorporated Association                           |   |
|   | Other – Please Specify below                         |   |
|   |  |   |

## Section C: Project Summary

**Please note:** word count limits are detailed throughout this section against each of the questions. If, during our initial review or at assessment commencement, we note the word count is excessively over the guidance provided we will contact the applicant to advise that the application answers will need to be revised in order to comply with the published information.

|   |                       |
|---|-----------------------|
| <b>Project Title</b>  | Mutual Playing Ground |
| Please summarise your project. If you are successful in receiving funding, we may use this information in any publicity we produce about your project (200 words maximum)   |                       |
| <p><b>Mutual Playing Ground (MPG)</b> is a one-year project led by Rumpus Room (RR) that will explore how radical* collaborative practices with children, young people and families can use art and play as tools for political and social reimagining.</p> <p><b>MPG</b> will be formed of two programmes:</p> <ul style="list-style-type: none"> <li>• <b>Make &amp; Do</b> is an open-studio programme based in Govanhill, Glasgow (and virtually) for new ways of experimental working with RR collaborators** to explore collaborative art-making, play and social action. This programme will be designed to be responsive as it is informed by the needs of it's collaborators.</li> <li>• <b>Share &amp; Grow</b> is a peer learning programme with Learning Partners*** &amp; artists that will encourage an exchange of experiences across collaborative practices.</li> </ul> <p>These two programmes of MPG will weave throughout the year and influence MPG's <b>Summer School</b> and virtual <b>Living Library</b>.</p> <p>The Summer School &amp; Living Library will be a co-produced, shared programme and lasting resource that can be seen as a portal into the voices, ideas, and collective practices made from the bedrooms, kitchen tables, studios, classrooms and public spaces by all involved. The Living Library will be an online resource of radical practice that shares learning and encourages ongoing dialogue.</p> <p>*Radical practice, eliminating all hierarchies within the learning process, transparency in the way finances are managed and sharing resources with individuals within and out-with the programme.</p> <p>**RR collaborators are children, young people and their families, artists, youth workers, play workers, arts workers, curators and educators.</p> <p>***Learning Partners are Atlas Arts and Edinburgh Sculpture Workshop School's Programme.</p> |                       |
| How much funding are you applying to Creative Scotland for?<br>(Please ensure this matches the figure you have  | £ 48,521              |

|  |  |
|--|--|
| requested in your Budget Summary in Section E)   |  |
| <p><b>When will your project start?</b><br/>Please provide your answer in dd/mm/yy format.</p> <p>Your start date must be after the date you will hear the outcome of your application, and we strongly advise allowing an additional 5 weeks from this date. This is to ensure time to complete and exchange funding contracts, and for the first payment of the award to be made.</p> <p>If your application request is between £1,000 and £15,000 you will hear the outcome in 8 weeks from the date we receive your application and consider it complete. Please note: an application seeking under £15K received <b>on or after 11 November</b> will hear the outcome in <b>10 weeks</b> to support the Christmas break.</p> <p>If your application request is between £15,001 and £100,000 you will hear the outcome in 12 weeks from the date we receive your application and consider it complete. Please note: an application seeking over £15K received <b>on or after 14 October</b> will hear the outcome in <b>14 weeks</b> to support the Christmas break.</p> | 1/02/2021  |
| <p><b>When do you expect your project to end?</b> Please provide your answer in dd/mm/yy format.</p>   | 1/02/2022  |
| <p><b>Where will your project take place?</b></p> <p>Please tell us as much information as you can about where your project will take place. We will expect you to fill out at least one of these boxes, but please complete as many as are applicable.</p>  | <p>Post Codes:<br/>G42 8BH (Rumpus Room)<br/>IV51 9BZ (Atlas ARTS)<br/>EH6 4JT (ESW)</p> <p>Other postcodes reached through online reach (Scottish national)</p> |
|  | <p>Local Authority areas:<br/>Local Authority areas: Rumpus Room, Glasgow South Central (Govanhill)</p> <p>Other: All/Any</p>                                    |
|  | <p>Outside Scotland: Likely Online reach via Online Engagements</p>  |
| <p><b>What art form(s) or specialist area(s) would you use to categorise your application? Please type an X in the box to the right of the artform/area. If you are selecting more than one, please type XX in the box to the right of your main artform/area.</b></p> <p>We need this information so we can ensure that your application is assessed by a Creative Scotland Officer with relevant expertise.</p>  |  |



We also need the information so we can monitor our decision making and report to the Scottish Government and the National Lottery on the range and type of activities we fund.

|                        |   |                                     |   |
|------------------------|---|-------------------------------------|---|
| Multi-art form         | x | Creative Learning                   | x |
| Crafts                 |   | Children and Young People           | x |
| Dance                  |   | Place and Communities               | x |
| Design                 |   | Traditional Arts                    |   |
| Digital                |   | Gaelic Language                     |   |
| Literature             |   | Gaelic Culture                      |   |
| Music                  |   | Scots                               |   |
| Theatre                |   | Arts and Health/Wellbeing           |   |
| Visual Arts            |   | Equalities, Diversity and Inclusion | x |
| Other (please specify) |   |                                     |   |

## Section D: Project Detail

We will use your answers in this section to assess your application against the criteria set out in the [Guidance for Open Fund for Organisations: Sustaining Creative Development](#).

### 1. Creative and/or artistic strength of the project or activity idea, or its contribution to supporting creativity in others:

In this section please tell us the following about your project or activity. We have provided prompts from the guidance to help you with this. These prompts are only a guide and you are not required to specifically answer each prompt if they do not relate to your proposed activity.

#### 1a.

- What do you want to do - what is your project or your activity?
- What is the artistic and / or creative idea for your project or your activity?
- **What will it involve? What will you do and how will you deliver it?**
- Why do you wish to do it now?

600 words maximum for applications applying up to £15,000  
900 words maximum for applications applying over £15,001

MPG will be formed of two programmes: **Make & Do** and **Share & Grow**.

**Make & Do** is an open studio 'test ground' for new ways of inclusive and intersectional working using experimental approaches working with children, young people and families. Make & Do will use art and play as tools for political and social reimagining to explore themes including race, class, gender, climate activism, wellbeing and other issues that are important to young collaborators.

Make & Do will provide an opportunity for collaborators to 'explore new, creative ways for children & young people to enjoy their right to play and rest.'<sup>2</sup> RR collaborators will work together to develop active shared spaces and experiences.

Make & Do will be responsive: formed by those who become a part of it. It will exist in both digital and, where possible, physical and outdoor spaces. Make & Do will use mutual exchange, play and experimentation to encourage relationship and resilience building with young collaborators and their families.

**Share & Grow** is an exchange of experiences with learning partners across practices in order to explore how artists and arts organisations can make vital change within the communities they live & work in response to the pandemic, the climate crisis, austerity, more racism and deeper ableism within divided societies.

**MPG Make & Do programme will include:**

- **RR's Artist-Led Experiments:** on & offline engagement at RR– experiments will be designed with children, young people and families and will include studio sessions (virtual and in person), pen pal exchanges, collaborative video and sound works, and alternative on & offline games.
- **MPG School's Out:** reimagining the traditional school summer holiday activity programme as a radical and alternative learning space through an intensive programme of workshops and co-led activity coordinated across/hosted by RR, ATLAS and ESW.
- **RR Young Creative Advisors:** a group of young studio users who reflect the diversity of it's community in Govanhill. The group meets regularly to be creative, have their say in matters including policies, recruitment and programme delivery in order to shape RR. The ongoing support and development for this group will be a key factor during the management of MPG.
- **RR Young Activist Group:** children and young people at RR who have established a group for issue based work. This group will shape the agenda, actions and learning for MPG embedding issues that are important to them within the MPG programme.

**MPG Share & Grow programme will include:**

- **Peer to Peer Sharing:** a series of monthly online meet ups where contributors can share experiences, learning and critically reflect on their practice and outputs from the programme. This will be hosted by RR, ATLAS & ESW.
- **Collaborative Workers' CPD:** a bi-monthly online training session that supports the professional development of artists and collaborators around the themes of children's rights, intersectional environmentalism, sustainability, equality and inclusion and how to keep children and young people safe (children protection/online safety). This will be hosted by RR and open to all collaborators to take part in.
- **Banshee Books Lending Library:** a DIY pop up library & resource of anti-racist, feminist, queer and questioning printed matter collated with & for young people. The collection is managed and expanded by RR's Young Activists in reaction to the MGP programme.
- **Cove Park Residencies:** 2 short residencies throughout the year that will give RR artists essential focused time & space to reflect, consider & evaluate learning
- **Public Sharing Event:** an online webinar event co-hosted with Engage Scotland learning partners and collaborators to share learning from the programme at the end of the project. This event will be free to access and open to all to join. It will also be recorded to be shared after the event.

**Learning Partners**

Share & Grow learning partners are **Atlas Art (ATLAS)** and **Edinburgh Sculpture Workshop(ESW) Learning Programme**. These learning partners have been invited to MPG as they share an interest in creating non-hierarchical exchanges between collaborators and a vision that education and public engagement programmes can be the forefront of artistic practice.

Relationships with partners developed early this year as all three organisations were trying to find new ways to work in response to the pandemic, the needs of their communities and the care of the individuals within the organisations.

The unique experiences of RR, ATLAS & ESW will provide the basis for peer learning and contribute to the development of our practices, culture and ability to support artists and

educators to grow.

Share & Grow will explore the strengths and limits of a relationship and rights-based approach and how children and young can be involved in the design and implementation of policy and practice. The programme will provide vital space for RR, ATLAS and ESW to take part in a caring, supportive and critical exchange in order for all partners to explore how, as artists and organisations, we can make vital change within the communities they live & work.

Share & Grow will experiment with practice within three unique contexts:

- RR: an artist-led project working in a community setting in Govanhill, Glasgow.
- ATLAS: an arts organisation working in the rural setting in the north-west coast of Scotland who are beginning to form a youth-led element of their project.
- ESW Learning Programme: an established arts education programme working with two primary schools in Edinburgh.

MPG learning partners will co-produce the **MPG Summer School** across all three locations (Glasgow, Skye and Edinburgh) in 2021. The summer school will exist physically and virtually and will be co-programmed and produced with collaborators connecting with all three organisations through a shared online programme. The summer school, working across the three locations, will be an opportunity for all learning partners to have a wider reach, connecting children, young people and families across Scotland.

MPG Summer School's methodologies & approaches will be consistent across the three learning partners. However, the collaborative art-making, play and learning will be designed to be responsive as informed by the needs of each community and their partner organisation.

**MPG's Living Library** will exist online and apply the ethos of a school playground (a space where children and young people have autonomy and freedom to take risks, make up their own games, rules and imagined futures) to an interactive website. This resource will be developed with children and young people from the learning partners localities. It will grow and adapt over the project as new content, ideas and artwork are created. The Living Library will connect individuals, collaborators and partners contributing to the project, co-producing a shared resource that documents new ways to play, learn and make art together in uncertain times. Developing our own interactive platform will ensure the project has independence and autonomy to experiment in an accessible, free and safe digital space.

MPG's Living Library will host a variety of free educational, playful and political resources made by artists and partner orgs, documenting the project and processes. It will be interactive, inviting visitors into the conversation. It will be experimental in its form but accessible in its design. MPG will work with *Play Radical* to inform design decision-making, advising how to make the Living Library more inclusive to children and young people, including those with additional support needs. It will promote the sharing of communal resources, free education and continued learning for all who access it.

The urgency for MPG to take place now was identified and developed through;

- **conversations with children, young people and families** at RR that want to find ways to keep connected to the community, require support with home learning and creative ways to deal with anxiety and stress.
- **online engagement with children, young people and families** who have highlighted their lack of access to play, the outdoors and free space. This is further advocated by the Children's Human Rights Impact Assessment.<sup>2</sup>
- **discussions with partners, artists and educators** who want to find a way to build a supportive collaboration that focuses on amplification over repetition, paying artists and creating communal resources.

MPG is particularly timely, when considering the Education Recovery Group (ERG)'s advice to educators to consider alternative approaches to addressing Curriculum for Excellence during the recovery phase.<sup>3</sup> This includes the prioritisation of wellbeing by '*maximising opportunities for communications and dialogue with children, young people and their families and continuing to build relationships and resilience*' while factoring in the '*benefits of play and outdoor learning*', all of which are the essence of this programme.

MPG recognises the importance play has on children and young people's social and emotional wellbeing. Play '*provides a sense of control and independence; it helps children make sense of things they find hard to understand; it supports their coping and resilience*'.<sup>4</sup> MPG will meet Play First's recommendations, including to '*take a risk-benefit approach when making decisions about children's social interaction and play*'.<sup>4</sup>

<sup>1</sup><https://www.gov.scot/publications/coronavirus-covid-19-update-first-ministers-speech-21-2020>

<sup>2</sup><https://cvpcs.org.uk/wp-content/uploads/2020/07/childrens-independent-cria.pdf>

<sup>3</sup><https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase>

<sup>4</sup>[https://www.playscotland.org/resources/print/Play-First-Childrens-Wellbeing-Briefing.pdf?plsctl\\_id=19559](https://www.playscotland.org/resources/print/Play-First-Childrens-Wellbeing-Briefing.pdf?plsctl_id=19559)

<sup>5</sup><https://www.scotsman.com/education/youngsters-turned-school-due-isolation-amid-calls-live-video-teaching-2883787>

## 1b.

- What do you plan to achieve by doing it?
- How will it contribute to your own development or the development of others?
- How will this activity build on your organisation's previous work?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

The key **objectives** of *MGP* are:

- to create a radical programme of collaborative practice that is responsive to our changing climate and prioritises inclusive and intersectional working
- to create collaborative art that is experimental and supports risk-taking
- to work towards removing barriers for those who want to participate
- to create an egalitarian culture where all collaborators contributions are valued and listened to
- to nurture ideas of all collaborators and support the development of their ideas & practice
- to challenge hierarchical structures in the production of creating collaborative participatory artworks

The key **outputs** of *MGP* are:

- developing ways to display, share and exhibit artworks that challenge conventional gallery and community art settings, led by the needs and desires of the collaborators
- the production of a website and open source resources to share and disseminate ideas of radical practice made during MPG
- strengthening and creating new relationships and collaborative ways of working with all contributors

These objectives and outputs will be achieved through the delivery of a (flexible\*) programme of co-produced practice based research and development delivered by practitioners in art, play and learning in collaboration with RR's collaborators.

*MPG's* methodologies will be vital to the programme meeting its key objectives. These include:

- Using a relationship and rights-based approach\*\*
- Trusting and supporting collaborators to explore new ideas
- Creating caring, safe and creative space(s) for all involved (both on & offline)
- Having a good adult to young collaborators ratio (1 adult to 3 children/young people)
- Encouraging everyone to take risks in making art and/or playing whilst keeping everyone involved safe
- Recognising failure as a positive factor in how we learn and grow

MPG will create the opportunity to build on a sustainable working model and previous learning (both successes and failures) that RR have gained over the two years of working. MPG will build and strengthen the resilience of the organisation, using methodologies stated above to develop and expand on the previous work of the organisation.

In response to the Covid-19 crisis, RR artists responded quickly experimenting with new ways of staying connected with children, young people and families who are part of RR. Over the last 6 months RR have hosted weekly digital open studio meet-ups, distributed over 150 art parks to children & families, produced *Move to Action Summer School* (a programme of collective activity working both on and offline with children, young people and families that explored movement, wellbeing and activism in response to the pandemic through play & making art) and co-produced *Adapt & Act*, a digital magazine exploring climate action & food justice working remotely with RR Young Activists. This initial work, and the conversations with all involved, have informed the concept and urgency of MPG.

RR has continued to expand and adapt to the changing climate and has shown the ability and determination to evolve and develop a practice in flux that learns from previous actions and shape shifts in new ways, responding to the changing needs of the communities and collaborators involved.

\*Flexible in response to changing covid safety measures and evolving needs of collaborators.

\*\* At RR we use a rights and relationship based approach. This means we encourage children and young people to discuss their rights, issues that affect them as individuals and help them to share their views and experiences through making art. RR use this as a method for children & young people to take ownership and find their voice through art and play as a form of creative expression – making a space that is theirs to shout from.

### 1c.

- What are the artistic and /or creative skills and experience you have that will help you deliver the project or activity?
- Who you will be working with and what are their skills and experience?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

RR is an artist-led initiative dedicated to collaborative arts practice rooted in mutual exchange with children and young people in order to challenge how we play, learn and make art. RR considers alternative ways of learning; facilitating shared spaces for art and social action between artists, children, families and young people.

RR is led by artists Catrin Jeans, Nadia Rossi and Rachel Walker in collaboration with children, young people and families who are a part of the RR studio.

RR is focused on the principles of community, autonomy, experimentation, risk and the desire to work long-term to develop positive and sustained relationships that cultivate meaningful engagement and mutual exchange in the places we live, work and learn.

Since forming in 2018 RR have worked on a number of projects across Scotland exploring radical play and collaborative practice with children & young people. These include *Deep Play* Look Again Festival Aberdeen, *Exercise your Right to Play* with The Bold Collective for UNCON Perth and *Turn the Ordinary: Exploring Play, Neighbourhood and Adventure* with GOMA, Platform and South London Gallery.

In 2019, RR created it's open studio in Govanhill, Glasgow. The studio is run by artists and hosts a programme of youth-led activity for children, young people and their families living in Govanhill and the wider community. The studio is a shared experimental creative space where children & young people can work independently and in collaboration with artists, activists, youth, play and community workers on ideas they have instigated. RR is committed to placing children and young people at the centre of decision-making and development of the organisation.

*"What I enjoy about being a part of Rumpus Room is being able to learn new creative skills while connecting with other like minded people. It is refreshing to be in a different creative environment every week. I find that the studio is a great place to take your mind off any problems or worries whilst being surrounded in good company"* – Quote from RR Young Creative Advisor Arabella, 14 yrs.

*"I enjoy being part of Rumpus Room because I cherish community. The studio is inclusive and welcomes young people of all abilities to be creative and express themselves. I always used to think visual art was competitive, but Rumpus Room helps make me realise that it doesn't always have to be like that. It's about being creative, and having fun. Rumpus Room have been great during this unprecedented time, finding new ways to work...I miss the physical studio, the range of materials, and the different types of in-person experiences and activities. I look forward to working together in person again when it's safe to do so."* - Quote from RR Young Creative Advisor Daniell, 19yrs.

**Catrin Jeans** is an artist and Programme Manager for Children's Parliament leading the Imagining Aberdeen programme, ensuring children's voices influence city-wide services and school improvement. In her role Catrin ensures effective direct operational and financial management of agreed work streams through successfully managing budgets and timelines, evaluating and reporting, and supporting a team of Project Workers. Catrin uses a rights-based approach to enable children to engage directly with key strategic decision-makers, influencing their actions and policy. Prior, Catrin worked in socially engaged arts over the last 10 years, as an artist, community worker and facilitator. This has included collaborating with Aberdeen's Creative Learning team and St Machar Academy to create Maths curriculum for disengaged pupils, piloting the Cultural Health Worker at Deveron Projects (2013-15) and producing participatory artworks Crawl Inclusive (The Royal Standard, Liverpool Biennial) and Twenty-Four Hour football (Generator, Dundee).

**Nadia Rossi** is an artist based in Glasgow. She has been working in collaborations with artists, community groups and organisations across Scotland since 2008. These include; NOWNOW (2008-2012) producing participatory projects in community contexts; Pester & Rossi creating live art and interventions in response to people and places, and more recently as a part of Fallope & the Tubes. Nadia produces work that is created and activated through working with people, focusing on engaging young people in this process. Recent projects include: Artlink Collaborative Practice Commission - working in community mental health projects in West Lothian; Infinity Pitch: Play By Your Own Rules with Platform Glasgow and Learning & Education Team at Baltic Centre for Contemporary Art Newcastle and The Happenstance: a Living Library of Ideas exploring Freespace - led by WAVEparticle with Architecture & Design Scotland for the Biennale Architettura 2018 Venice. Nadia is currently taking part in PILOT, (Platform for Independent Learning Online Together), based on collaborative learning and working together through issues of rights, care and future hosted by Autograph, London.

**Rachel Walker** is an artist, producer and facilitator based in Glasgow working within the context of collaborative practice since 2009 with a focus on engagement with young people. Recent roles include *Engagement Programmer* for Glasgow International (GI) in 2014 and 2016 working, on an international scale, to bring together GI's exhibitions and events, and communities and *Youth Arts Producer* for Glasgow based youth arts community The Bold Collective, nurturing creative practices of individuals within the collective and supporting young people who want to get involved but face barriers to access. Rachel has also been involved in the development and delivery of *Girls Rock Glasgow* a summer school dedicated



to building confidence in music to female identifying young people in Glasgow. Rachel is trained as an Arts Award Advisor and has experience working with children and young people in and out of school settings. Rachel is currently working full time as an artist and producer to devise and deliver collaborative projects activating engagement with young people, communities and creative arts.

**1d.**

- What is your approach to equalities, diversity and inclusion within this project or activity?
- What is your approach to environmental sustainability within this project or activity?

300 words maximum for applications applying up to £15,000

600 words maximum for applications applying over £15,001

RR has developed clear policies that will continue to be developed in collaboration with young studio users. These policies will be the basis for MPG's approach to both equalities, diversity & inclusion and to environmental sustainability; forming the structure of project monitoring development and status as outlined in Question 3.1d.

Several collaborators including RR artists and children & young people have additional access needs and disabilities and identify as having protected characteristics including physical disabilities, chronic illness and autism. MPG collaborators (please see confirmed list of collaborators in attaching doc) are of mixed heritage including black, POC and white individuals. Some of these individuals identify as LGBTQ+ and intersect with other protected characteristics as listed above.

MPG will welcome people to join programmes from underrepresented groups and will ensure all collaborators' needs are acknowledged and tried to be met throughout our programme this is reflected in the MPG's access budget. MPG looks to the project [No Going Back To Normal](#) as an inspiration and model for moving forward in relation to inclusivity of disabled people in the arts.

### **MPG's approach to equalities, diversity and inclusion**

EDI is at the heart of MPG, as stated in questions **1a** and **1c**, it is part of RR's artistic approach.

RR is committed to creating a community where all children, young people and adults feel safe, respected, included and that their rights are met. As we make art, learn and play at RR we will make sure that the children, young people and adults we collaborate with have equal opportunities regardless of race, colour, ethnic origin, nationality, sex, gender reassignment, sexual orientation, class, age, disability, appearance, marital status, religion or whether are pregnant or had a baby. This is in line with the *Equality Act (2010)* and the protected characteristics.

RR young collaborators have shared that racism, sexism and other forms of discrimination take away a person's human dignity and get in the way of them being able to reach their full potential. RR is committed to challenging and dismantling all forms of discrimination and systematic prejudice in the way we operate, the delivery of our programme and the recruitment/ commissioning of artists, educators, advisory board members and young creative advisors.

RR endeavour to create an empowering, caring, safe, anti-bullying and supportive creative space. We will not accept when other people hurt, discriminate or put someone down. RR will do this by:

- Challenging any discriminatory remarks or behaviour.
- Make sure every child, young person and collaborator is listened to equally
- Being sensitive to the needs and feelings of the person being discriminated against
- Encouraging and enabling the other child, young person or adult to understand and overcome their prejudices.

Wherever possible, RR will act to remove barriers, recognising that though equality is important, we understand that not everyone has the same needs and they might require more help in order for them to participate. RR will listen, respond accordingly and put the person and their needs at the centre of our decision making.

**RR's Approach to Environmental Sustainability**

Climate change is a children's rights crisis, because it will affect children now and in the long term. Climate change puts children and young people's basic rights at risk, preventing children around the world from accessing their right to clean water and food, education, a home and protection.

It is our role at RR to listen and take children and young people seriously; be creative together; and support them to feel empowered and to take actions. The children and young people we work with care about their planet and want to be active in making sure we nurture our land and the nature that lives and grows here. We share this desire. As outlined in RR's [\*Don't Treat Earth Like Uranus\*](#) **Environmental Policy**, attached as a supporting document, will take various actions to reduce our environmental impact.

## 2. Strength of the project's impact on your work and benefit for others, now and into the future

In this section please tell us the following about your project or activity. We have provided prompts from the guidance to help you with this. These prompts are only a guide and you are not required to specifically answer each prompt if they do not relate to your proposed activity.

### 2a.

- What impact will this project have on the way that your organisation works now or in the future?
- How else will you benefit from your project or activity, now or in the future?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

RR is at a crucial point in their growth as a small artist led organisation. MPG will provide RR with the essential steps to evolve and develop through the production and delivery of an ambitious programme of collaborative practice and critical and supportive partnerships.

In an effort to create the level playing field MPG sets out to achieve, the project will focus on a set of mutual benefits that all collaborators involved will be a part of building and achieving. MPG's shared benefits to all are **to build a space that trusts, supports and nurtures each person involved in MPG to grow, contributing in their own unique way to a shared programme of radical collaborative practice that explores how we can continue to work and sustain in the future.**

MPG benefits to Rumpus Room as an organisation:

- Sustainability & Growth - this a year long programme will benefit the organisation's growth providing collaborators with time, space and support to focus on the development of the project, critically of practice and production of high quality art.
- Widen RR practices and reach as a growing organisation - RR will be able to take their open studio, approach and ethos to new settings and contexts to test this model and it's potential to develop in new localities.
- Learning through partnership - RR will benefit from ESW and ATLAS's organisational infrastructure, resources, staff and experience including support with marketing and dissemination, use of venues and facilities (when safe to do so).
- Peer partnership will also provide RR with the necessary space for critical evaluation & an open dialogue to discuss how RR can model best practice and sustain as an organisation in the future.

Wider benefits:

- Sharing MPG practice & learning - RR will continue to make all work visible and accessible in several formats. The creation of MPG's Living Library will exist as an open access online resource of radical practice to be used by anyone for all cultural learning / outreach projects.
- MPG Public Sharing Event will provide wider access to the project and share it's learning with practitioners across Scotland as well as making it available across wider UK and internationally.
- MPG will be an example of best practice in Scotland, sharing a programme of collaborative practice that is responsive and inclusive to produce high-quality collaborative art that is experimental and risk-taking in co-production with children and young people.

## 2b.

- **Who else will benefit from your project or activity and how, now or in the future?**
- How will your project or activity allow you to strengthen the reach and/or public benefit of your work, now and into the future?
- If your project includes public presentation, engagement or participatory work (including digitally), how will this happen and how do you plan to reach people?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

The benefits to artists and educators:

- Stable and structured long-term project work in a time of uncertainty
- Development of a creative network of practitioners collaborating within communities and with children and young people across Scotland and all art forms
- Professional & creative development for all contributors through a year of critical evaluation, open dialogue and peer education that address issues of children & young people's rights, anti-racism, diversity and inclusion within collaborative practice.
- Providing artists and educators with a safe, supported and critical space to share and critique their practises in order to help them grow.
- Recognition of their professional skills and expertise through being paid at SAU rates.

The benefits to young collaborators and families:

- All children and young people participating will feel their contributions are valued, understand they have a voice and believe adults will take them seriously.
- By using a rights and relationship-based approach, RR young collaborators will understand children's human rights and human dignity in relation to their own daily life experiences and recognise when there has been an infringement of their/or others' rights

- Through engaging in play, experimentation and art-making, children and young people will build resilience and find creative methods to help deal with stress and anxiety
- In the case of a return to lockdown or blended learning school model, families will have support with the education of their children through online access to creative ideas and engagement with artists and educators
- MPG will contribute towards children, young people and families' well being through connection with peers, encouraging activity and action away from screens and developing relationships/ community-building, through keeping people connected off and online.
- MPG will introduce young collaborators to different kinds of thinking, creating a supportive space for young people to take the lead and activate their ideas.
- Increase confidence and social skills collaborating with others

The benefits to partners:

- MPG partners will be part of a radical programme of collaborative practice that is responsive and prioritises inclusive working with the diverse communities they are part of.
- Through working with a rights-based approach, RR, ESW and ATLAS will have support to review their policies and practice when engaging with children and young people.
- Through being a part of a supportive and critical peer network partners will necessary space & time for critical evaluation & an open dialogue to discuss how they could continue to work and sustain their programmes in the future.

### **MPG Benefits**

MPG plans to achieve the benefits outlined above for **all collaborators** involved by using a thoughtful, careful and experienced approach to planning, practice and sharing learning. This working method has been developed by RR artists over the past 3 years using a the **rights & relationship approach** which prioritises the following:

- MPG will nurture relationships with the children, young people and families already involved in the project and develop new ones through engagement with the communities local to RR, ATLAS, ESW and further afield through online outreach.
- MPG will nurture relationships will all involved
- MPG will allow for a flexible working programme responding the needs of all collaborators to ensure each person can take part in the best way that works for them
- MPG will respond to the concerns and creative interests of collaborators, finding ways to further their practices and skills
- MPG will make spaces outwith institutions to embrace alternative ways of working and space to think differently
- MPG will share knowledge and learning with all involved

### **MPG Engagement**

MPG will work to build upon the relationships with children, young people and families that each partner (RR, ATLAS, ESW) have already established whilst reaching out through local partner networks to develop new bonds. Throughout MPG RR will focus on

strengthening existing engagement and collaboration with children, young people and families who are currently involved with the open studio.

These bonds have developed through a two fold approach of open studio sessions and targeted work with local Govanhill organisations including: **Youth Community Support Agency** - a youth work organisation that works with BME young people, **South East Integration Network** - a network of community groups and organisations which work across the South East of Glasgow to promote diversity & support community integration, **Govanhill Roma Youth Project, Govanhill Youth Group, Govanhill Community Development Trust** and **South East Carers Centre (Young Carers Team)**.

Throughout MPG RR will also be developing new working relationships with local primary schools with a focus on four primary schools that are all within walking distance of the studio in Govanhill: Cuthbertson Primary, Annette Street Primary, Holy Cross Primary and St Brides Primary. MPG will make and share resources with these four local schools that are linked to the current curriculum and Learning for Sustainability.

*"Learning for sustainability is a cross-curricular approach to build a socially just, sustainable and equitable society. An effective whole school and community approach to learning for sustainability combines global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.*

*This policy is in line with the recommendations of the Vision 2030+ report. Our aim is for every school and centre to develop a coherent approach to learning for sustainability that shapes their culture, curriculum and campus and connects them fully to their wider communities. ('Learning for Sustainability Action Plan - Scottish Government & Education Scotland) " <sup>1</sup>*

### **MPG Public Outcomes**

Research and outcomes will be shared via social media, presentation at events where appropriate and online via the **MPG Living Library**. As well as direct exchange and collaboration with children, young people and communities, the programme and it's learning will feature on, and be promoted by a number of platforms across the UK including as part of:

- **Engage Scotland** - sharing resources and making ongoing connections and opportunities for exchange via membership (bio in question 1)
- **Glasgow Connected Arts Network** - sharing resources and making ongoing connections via membership.
- **Scottish Contemporary Art Network** - sharing resources and making ongoing connections and opportunities for exchange via membership. **SCAN** is a member led network committed to championing and supporting the contemporary art sector in Scotland. Our vision is that the role, impact and benefits of contemporary visual arts are widely recognised as central to society and that sector professionals based in Scotland are informed, innovative and supported to achieve their ambitions.

- **Pupil Inclusion Network Scotland (PINS)** - sharing learning and making ongoing connections. PINS is the largest network supporting the voluntary sector and partners in work with learners who are vulnerable or excluded.
- **Anti-University Now Festival** - sharing learning and delivering online events via Antiuni's online platform. Antiuniversity Now is an ongoing programme of self organised radical learning and mutual education events. It is a collaborative experiment to challenge academic and class hierarchy - in, outside and against existing institutional structures.

<sup>1</sup> <https://arena-attachments.s3.amazonaws.com/8920272/ae9099fbbe352b3f5b7941c718b9428a.pdf?1601473355>

## 2c.

- How will this project or activity promote equality and diversity?
- How will you make this project or activity accessible and inclusive?
- How will you consider environmental sustainability and the climate crisis in your plans to reach people?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

### **MPG will promote equality and diversity by:**

- Listening and responding to the needs and concerns of all collaborators
- Including a flexible access budget can be responsive to those needs.
- Hosting the project both on and offline to ensure the continuation of access throughout covid-19 restrictions and beyond.
- Creating an open and discursive culture throughout MPG. This will ensure all children and young people participating understand they have a voice and believe adults take them seriously.
- Making sure all the information about the programme and the way RR operates uses child-friendly language and, where appropriate, is in different languages including BSL.
- Understanding that behaviour is communication and taking the time to listen and understand the full picture before making a judgement.
- Making all of MPG's activities and resources free.
- Working in partnership with local community groups to ensure marginalised children, young people and families who want to have the support they need to be involved with MPG.
- Working in partnership with Play Radical to provide expertise and an on-going review of MPG's open studio and digital platforms so that children, young people and families with ASN can participate.



- Providing free materials by posting out art action packs for participants that might be shielding long term.
- Paying artists and collaborators equally and at Scottish Artist Union rates, recognising their expertise.

**RR is committed to working towards creating a fairer, more inclusive and sustainable programme of creative practice, RR will do this by;**

- Providing training opportunities to support MPG's collaborators understanding of discrimination, diversity, inclusion and children's rights.
- Working with children and young people to grow and share Banshee Books – RR's DIY library made by and for young people, consisting of feminist, anti-racist, LGBTQ+, activist zines and books.
- Supporting young person-led action through RR's Young Activist Group a group of older young people who create provocations for RR around issues that effect them so far this includes work on the climate crisis, anti-racism work and LGBTQ+ issues.

**Digital Access**

Through conversations with children, young people and families currently connected to RR activities, it has been highlighted that there can be barriers around connecting digitally. With this in mind, MPG will:

- Develop practice-based activities to reflect children, young people's and families requests for non-screen-based activity.
- Use language/BSL interpreters and live-captions where required.
- Provide travel and mobile phone top-ups for young collaborators to combat digital poverty.
- Connect young collaborators with local community groups/charities/ relevant school contacts who can provide electronic devices.
- When engaging with the online element of MPG, it is important that it promotes healthy online habits and that we can switch off from the screen when needed. MPG's online activity will be limited, and positive online habits encouraged, as stated in RR's [Keeping Everyone Safe Online policy](#).

**In the studio with children, young people and families (online and in person) MPG will;**

- Provide positive adult role models by working with collaborators that can deliver high quality work and reflect a wide range of cultures, diversities and identities.

- Provide a platform for artists, makers and educators with protected characteristics to come together with other professionals to deliver a diverse approach to delivering collaborative arts practice.
- Include anti-racism and anti-discriminatory work/learning in all of our programmes
- Make creative spaces (whether online or in person) safe, anti-bullying, anti-racist, caring, empowering and based on respect and kindness.
- Use a relationship and rights-based approach so that everyone has a voice and can contribute to the shaping of MPG.
- Recognise and celebrate what makes us unique but also highlight our similarities and the community that is formed when we come together.
- Be honest, open, kind and challenge any infringements of rights.

### **Environmental Sustainability Impact**

It is really important to RR and to the children and young people that we collaborate with, that the climate crisis doesn't get forgotten about during the Covid-19 crisis. RR Young Activist Group exists because the young people we work with care passionately about making a stand against the climate crisis and communicating their message using creative practice. By sticking to the actions clearly set out in *Don't Treat Earth Like Uranus* [RR's Environmental Policy](#) (written with children & young people at RR) throughout MPG, RR will be able to work towards a green recovery. This policy focuses on how we can work together in the open studio in Govanhill but will also be discussed in home studio environments:

- Setting up an art materials amnesty using the recycled materials and redistributing to the community, creating a circular economy
- Sorting waste to be recycled
- Being aware of and taking appropriate steps to cut down on our energy consumption
- Sourcing anything we need locally
- Growing our own herbs/veg and planting insect friendly flowers
- Using and promoting green travel
- When not using computers and printers, check they are turned off rather than on standby.
- Trying to find digital platforms that share our worries about the planet and that are taking actions to fight against climate change.
- Understanding that digital platforms still create waste, through using data. RR will learn more about this and what we can do to make less waste.
- Recycling our e-waste and when possible, buy recycled electronic goods.
- Encouraging and supporting activities, art-making and play that encourages people away from digital devices.

## **3. Strength of plans to achieve the project or activity including financial planning**

### **3.1. Project management**

In this section please tell us the following about your project or activity. We have provided prompts from the guidance to help you with this. These prompts are only a guide and you are not required to specifically answer each prompt if they do not relate to your proposed activity.

### 3.1a All applications

- How will you manage the project or activity?
- Who will manage the project or activity?
- What skills and experience do you have to manage projects of this type and scale?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

#### RR MPG Project Lead

RR will take the role of project lead for MPG using a thoughtful careful experienced approach. This will include being responsible for short term roles, care for collaborators, day to day project management, creative and ethical decision making, budget-management, project development & delivery and evaluating & monitoring.

To achieve this RR will maintain existing management systems including;

- weekly RR meetings
- weekly programme development meetings with artists/collaborators
- regular sessions with Young Creative Advisors
- monthly meetings with partners
- monthly Board meetings
- rolling monitoring & evaluation
- regular anti racism / discrimination training sessions
- regular updating of policies regarding safety of participants, safer spaces and any COVID requirements
- time for rest and reflection

The RR governance structure is attached in supporting documents, and outlines in more details the robust management and support structure in place to ensure decision making is legitimate and any issues raised during MPG have adequate support and escalation plans in place to resolve and learn from.

#### Previous Experience

RR has successfully managed projects across Scotland working in partnerships with institutions alongside instigating and managing their own projects. In August 2019 RR opened the studio in Govanhill. As part of this programme RR collaborates with an evolving group of freelance artists, curators, play and youth workers to collaborate on projects with children, young people and families.

The organisation is led by artists & directors Catrin Jeans, Nadia Rossi, & Rachel Walker, who oversee coordination, collaboration and care of the space, programme development, fundraising and advocacy. Catrin, Nadia and Rachel and all have a long track record as artists, working in collaborative arts practice, project management and delivery in Scotland for the last 10 years. Both Nadia and Rachel live locally to the studio, are active

within the local community they live and work in and are committed to establishing RR as a supportive and accessible community space for art and social action.

Over the last year RR have managed an artist led studio programme working in response to children, young people and families who are involved. The programme included weekly open studio sessions, monthly family days, establishing RR Youth Activist group led by young people, hosting 12 artist-led collaborations, a research trip to visit other child & youth led art spaces in the UK. RR secured over £65,000 of funding to host the programme from a number of small local and national funders alongside working on a model to self fundraise in order to work out more sustainable working methods going forwards. This includes developing a pay it forward scheme and studio membership programme. RR are currently working on a distanced residency 'Playing for the Future' with art & play workers at ArtBlock South London Gallery to imagine new structures and futures for learning, making and working together.

MPG will provide RR with financial security and essential time for all involved for artistic development (less application writing, more time for art!) giving RR directors the opportunity to focus energies on the development, delivery and production of MPG whilst building and nurturing a group of collaborators that can support each other to move forward during precarious times.

### **RR Directors**

RR directors are artists **Catrin Jeans, Nadia Rossi and Rachel Walker** who established RR in May 2018 from a mutual interest in exploring a process-based practice; focusing on engagement as research and a motivation to work together long term and sustainably. Catrin, Nadia and Rachel have a long track record as artists and producers, working in a wide range of creative roles within collaborative practice in Scotland over the last 10 years. The group have worked together on projects and partnerships over the years and have developed a strong shared ethos, working practice and friendship. Catrin, Nadia and Rachel have developed an individual practice spanning over 10 years in the arts, cultural and education sector as artists, producers and facilitators.

Full RR team Bios attached as a supporting document [here](#)

### **RR Advisory board**

RR is supported by an advisory board made up of artists, educators, academics, cultural workers and community members from across the sector.

### **Members as at January 2020:**

**Usma Ashraf** - Community Member and Manager of Swap Market, Govanhill

**Debi Banerjee** - Curator for Learning at Edinburgh Sculpture Workshop

**Gabby Cluness** - Co-Founder of MILK, Glasgow

**Margaret McCormick** - Visual Arts Programmer, Platform

**Colin Morrison** - Co-Director of Children's Parliament and TASC

**Anthony Schrag** - QMU Senior Lecturer in Arts Management and Cultural Policy and Artist

Full board remit attached as supporting document linked [here](#)

### 3.1b Applications from £15,001 to £100,000 only

**Please do not fill in this box if you are applying for less than £15,001**

- How will those responsible for managing the project or activity make decisions and who they will report to?
- How will partnerships (if applicable) be managed and how will they contribute to the delivery of the project?

900 words maximum

#### **Model for Working: Care, Collaboration, Learning and a Scaffold Approach**

RR uses an egalitarian model for working, our ethos and methodologies for working promote care and the inclusion of children, young people and families's voices within collaborative arts. This model of working ensures that projects are adaptable and continue to creatively evolve to fulfil our objectives and meet the needs, interests and practices of collaborators.

For MPG we see a value in having a 12 month term 'scaffold' in place to provide security for collaborators during these ongoing uncertain times. We use the term scaffold for our project management plan as we see this as a way to have robust administration and organisational systems in place that can allow creative components of the project to expand and develop influenced by ongoing evaluation and feedback by all involved.

Individually RR directors have been managing projects since 2009. Over these years individual team members have developed expertise in radical creative learning projects and organisational experience in successfully managing multiple complex projects simultaneously. RR directors have worked to create a unique environment at Rumpus Room, and MPG will be managed with this expertise at the forefront.

Collectively RR have demonstrated successful experience delivering year long programmes in this model, and are confident this approach will ensure key project, administrative and financial management is achieved effectively and with care.

#### **Team Structure - Document attached in supporting documents**

RR Directors will lead on all aspects of MPG, their planning and experience forms part of the scaffolding structure for MPG. As outlined on the attached document this ensures MPG has a clear governance structure and systems in place to manage the 12 month programme.

RR Directors have direct experience working with children, young people and families and have PVG and Child Protection Training. All MPG collaborators will be offered appropriate training if they do not have in place already.

In order to manage the project most effectively and with care two other strands of management are being developed;

**MPG Coordinator:** in place for 2 days per week to arrange the weekly coordination of the programme and ensuring all commitments are met. (This may be one person for 2 days, or 2 people for 1 day each)

**MPG Administrator:** in place for 1 day per/week that will ensure all administrative duties and policies are in place for the programme.

RR will ensure these roles are paid living wage and these roles will have clear responsibilities and issue reporting procedures in place. RR directors will be the point of contact for these roles and will fulfil the role for any issues reporting and resolving. The Board will also be available should any concerns require escalation to be resolved at Board level.

Collaborators in the programme will be selected through existing relationships as outlined above in Project Overview and through an open call. Collaborators will be paid within RR existing payment terms and agree methods of working via an artists agreement. Collaborators will work closely with RR directors to create and develop the collective programme, and will be supported within this scaffolding method to adapt and experiment with artistic content in relation to the current socio/political climate. RR directors and additional short term roles will provide the administrative and organisational scaffold structure.

These relationships with collaborators will follow the same reporting structure as freelance short term roles, and all new collaborators will be treated with care, dignity and support.

### **RR Advisory Board**

RR advisory Board will meet quarterly to ensure RR activities are to plan and that MPG is developing as planned. The board will take view on any issues flagged by RR directors, and also take an oversight of management timelines and budgeting to ensure MPG is on track as planned.

### **Partners**

RR directors will oversee the partnership working with ESW + ATLAS. These partners are in place to primarily support the MPG Summer School, and also support and share resources with their local children, young people and families. ESW + ATLAS will contribute cash and in kind support, and both organisations have been selected for their experience working with specific groups and interest in radical accessibility and creative play. Both partners have vast experience managing public programmes and finances -therefore will also provide a series of skill sharing opportunities for both participants and collaborators in MPG.

RR are committed to developing representation of artists from low social-economic backgrounds, who are geographically isolated, have a disability or are trans/non-binary and are working to identify exciting potential partners. Through *MPG* RR will further develop existing anti-racism work, and will partner with Black and POC collaborators to develop aspects of the MPG programme in both *Make & Do* and *Share & Grow*.

## **3.1c All Applications**

- What are the timelines and milestones for the project or activity and how will you ensure you meet these?
- What planning have you done so far to inform delivery and management of your project or activity?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

### **MPG timeline is attached within supporting documents.**

This timeline has been developed together with RR directors and partners to ensure research, deadlines and delivery schedules are mutually achievable. This is based largely on RR existing experience of delivering a year long programme of activity. Funding will cover the 12-month period of MPG, ensuring longevity of engagement with all collaborators.

The below summary outlines in further detail the project timeline, and identifies individual milestones for each MPG project strand; **Make and Do** and **Share and Grow**. Also outlined are proposed dates for development months, the volume/regularity of work and schedule to ensure adequate time for final reflection, evaluation and reporting.

#### **Key Milestones**

Some specific key milestones for MPG are Scottish school holidays which the Schools Out programme is connected to. Ensuring these projects are delivered in line with these dates will be vital for MPG, and the planned timeline allows appropriate development and planning/preparation time for the RR directors and partners to ensure this is possible. ESW + ATLAS will work with RR towards these key dates to develop the planned workshops and activity.

NB. Receiving the funding decision will of course be a key milestone, the MPG programme is specifically programmed that we must meet school holiday dates in Easter, Summer & October however if funding decision is delayed various strands within Make & Do planned for Jan/Feb can be rescheduled later in the year, and the programme will run for 12 months from this point.

#### **MPG Timeline: Milestones & Overview;**

##### **Research + Development**

> **Start date end of Jan 2021.**

This allows specific months of research, development and planning for the MPG collaborating team.

##### **Delivery - *Satellite artist-led Experiments***

> **Start Date Feb 2021**

2 Sessions held p/month from Feb - July 2021 and Sept - Dec 2021.

##### **Delivery - *Young Activists Group***

> **Start Date March 2021**

Bi monthly sessions held from March - Nov 2021



**Delivery - MPG Schools Out - MILESTONE****> Start Date July + until 4 August 2021**

Two week summer school containing 6 projects

**Delivery - Anti Racism/Anti Discrimination work****> Start Date March 2021**

Bi monthly sessions held from Feb - Dec 2021

**Delivery - Peer to Peer Sharing****> Start Date Feb 2021**

Monthly sessions held from Feb - Dec 2021

**Delivery - Collaborative Workers CPD****> Start Date March 2021**

Bi monthly sessions held from March - Nov 2021

**Delivery - Banshee Books****> Start Date April 2021**

Library of resources added to throughout MPG and available for children, young people and families to loan books from. Partners will also have Banshee Books at their location at ESW + ATLAS for May 2021.

**MPG Website & Online Resource**

> Jan - Feb Development/ Consultation

> March - Launch Website

> Updating throughout year

**Cove Park Mini Reflection residencies**

RR Core Team working time together at Cove Park;

> 3 days in May 2021 - Summer Programme Preparation + Development

> 3 days in December 2021 - End of Project evaluation and reporting

**Public Sharing Event (COVID-19 Restrictions pending)**

> December 2021 (Date TBC)

**Ongoing Monitoring/Evaluation**

> Monthly meetings will collaborators and partners to share learning, evaluation and development for programme

**RR Advisory Board**

> Quarterly meetings to update on project status, risk, budget, policies and AOB.

**Final sharing of resource across all partners and more widely across the UK**

> Dec 2021

**Rest & Reflection time**

> Jan 2022

**Reporting**

> Early Feb 2022



The timeline illustrates the volume of activity planned p/month of the MPG programme, each area's connection to other MPG strand delivery requirements and shows the overall MPG scope. Of course the artistic content of sessions will evolve within creative and evaluating methods outlined above.

Formal monthly meetings with partners are scheduled to ensure regular updates and evaluation takes place, this strategy will mitigate against any unforeseen changes to the timeline. Quarterly RR Advisory Board meetings are also scheduled as part of the RR/MPG governance structure.

Planning and development from MPG has taken place by gathering first hand experiences, feedback and consultation during the previous 12 months at RR. The research conducted in developing MPG ensures the proposed timeline, budget and partnerships are robust and achievable, this experience provides the scaffold for MPG and demonstrates the security of this approach to foster the safe and exciting environment as desired within MPG aims.

### **3.1d All applications**

- What is your approach to equalities, diversity and inclusion in your project management plans?
- What is your approach to environmental sustainability in your project management plans?

300 words maximum for applications applying up to £15,000

600 words maximum for applications applying over £15,001

At RR **Equality, Diversity** and **Inclusion and Environmental Sustainability** are fundamental objectives for working. RR Equality, Diversity and Inclusion and Environmental Sustainability policies have been created with young people involved and will be considered at every stage of RR work - particularly within project development, delivery and management. Further details about policies can be found at Question 2C, and these objectives used to lead project management plans.

### **Equalities, diversity and inclusion in project management plans**

RR directors, collaborators, Advisory Board Members and Young Creative Advisors are asked to support **RR's Equality, Diversity and Inclusion Policy**; this will also be stated as a requirement in agreements for paid artist collaborators. Letter of Agreements are drafted with all collaborators which outlines **RR Terms for Working** stating the fundamental aims of mutual respect and care when collaborating. By stating RR terms and policies at this stage collaborators are made aware at the earliest opportunity of the commitment RR have to **Equality, Diversity and Inclusion** from a project management perspective; and how this will be maintained through the collaborative relationship and into project delivery/evaluation.

For MPG RR will undertake a series of accessibility training sessions to ensure RR directors and collaborators are qualified and up to date on recent requirements in terms of Equality, Diversity and Inclusion. This includes plans and budget allocated specified for **Disability Equality Training, Unconscious Bias training** and specific resources for RR directors to undertake a **BSL course** to enhance engagement opportunities with D/deaf children, young people and families at a project management level. Having trained team members ensures accessibility is a fundamental objective for MPG, and that it is woven into the project at every level including the core team's knowledge and abilities.

As outlined in the MPG objectives accessibility is key to measuring the ambition and success of the project. Therefore RR will use these objectives to ensure that Equality, Diversity and Inclusion is considered within every project strand. To ensure there is accountability for RR directors, during each Advisory Board meeting Equality, Diversity and Inclusion will be added to meeting agendas.

Openness and a commitment to learning will be essential to MPG Project Management and ensures at a project management level the RR team are able to consider **Equality, Diversity and Inclusion** through the ongoing evaluation process planned for MPG (outlined above). This ensures Equality, Diversity and Inclusion is considered in terms of what we are learning, what we need, and what can be changed.

As outlined in the Project Management structure MPG methods for working will be based on a Scaffolding approach, which allows a robust and supportive management structure to be created that has creative flexibility to adapt to any feedback or new learning. This method also ensures that any issues or feedback containing questions around RR's

Equality, Diversity and Inclusion policies that these can be listened to, addressed and changes made effectively.

In addition the RR/MPG **Equality, Diversity and Inclusion** policy will be used to ensure that any identified instances of discrimination by paid or unpaid workers will be investigated and dealt with sensitively and promptly. Racial or sexual harassment or any other form of serious discriminatory practice by staff may lead to immediate dismissal. If any freelance collaborators and support workers, advisory board members and young creative advisors believe that they have been discriminated against, harassed or victimised on any of the grounds referred to above, they may raise the matter informally with a director of RR. If they wish to raise the matter further, they should make a written complaint to the directors. All such complaints will be taken seriously by **RR**, treated in confidence and investigated fully by an independent director and an advisory board member.

Partners for MPG will also be asked to adhere to RR **Equality, Diversity and Inclusion** policies and in turn be asked to share their own policy resources to enhance MPG project management and the learning offered to participants, collaborators and partners.

#### **Environmental sustainability in project management**

As the majority of MPG will be hosted digitally the Environmental project management plans will draw from the **RR Environmental policy Dont Treat Earth Like Uranus** and will be used to support decision making on materials required for sessions, how to distribute materials with Environmental Policy in mind, ensuring the decision making for MPG is rooted in environmentally sustainable project management.

RR **Young Activists Group** sees **Climate Change** as a key concern for their working. By supporting this group to continue to develop their radical political content, this learning will in turn inform RR ongoing policies and working methods for the future.

In addition RR has an outdoor yard space where RR and collaborators grow herbs and vegetables, and have planted insect friendly flowers. This external space allows RR collaborators to learn more about sustainability and how we can reduce our plastic waste and grow our own resources. By sharing these skills and incorporating this learning creatively into project development and management, RR offer creative ways for collaborators to actively engage in environmental and sustainable practices.

## **3.2. Risk**

**Please note that you must fill in and provide a Risk Form with your application. There are different Risk forms for applications up to £15,000 and for applications between £15,001 and £100,000. Please fill in only one Risk form, depending on the amount applied for.**

In this section please tell us the following about your project or activity. We have provided prompts from the guidance to help you with this.

- How will you assess and address risk in your project or activity?

300 words maximum for applications applying up to £15,000

600 words maximum for applications applying over £15,001

Assessing and addressing risk during MPG will take different forms when considering factors within an organisational and financial framework and those within the development of the creative programme. RR have completed the attached [Covid-19 risk register](#) and will use this as a framework to consider potential risks that may arise during the project. RR will ensure all identified risks are mitigated throughout the MPG project.

### **Risk Benefit Assessment (RBA)**

RR understand the importance in creative risk, and believe as stated in **Playing it Safe** ([link](#)) in a 'movement for freer, riskier play' it is said; 'Key to this has been the development of risk benefit assessment (RBA), a risk management tool that brings together considerations about both risks and benefits in a single process.'

RR use the **Play First: Supporting Children's Social and Emotional Wellbeing During and After Lockdown** ([link](#)) resource which stipulates recommendations for supporting play during the Covid-19 recovery period, including 'that decision-makers take a risk-benefit approach when making decisions about children's social interaction and play in schools. They conclude that 'The Health and Safety Executive advises a risk-benefit approach, which aims not to eliminate all risk but to strike a balance: maximising benefit whilst ensuring that children are not exposed to unnecessary risk'. Rumpus Room recognises that play is vital to the development of children and young people, but it also shapes how artists experiment, learn and grow.

### **Covid-19**

Responding to risks associated with Covid-19; RR will keep up to date with all new Scottish Government safety guidelines and policies by frequently visiting the Scottish Government website, adapting to changing rules and regulations and sharing information and safety guidelines with all collaborators. RR recognises the importance of keeping everyone safe during the changing pandemic. We have budgeted to cover additional costs that may accrue through enacting recovery advice. This budget could go towards PPE, additional cleaning and all other recommended H&S guidelines that are developed as time goes on. RR will continue to seek external expertise from the Advisory Board and other professionals in the sector to analyse studio working and will follow all H&S advice, which will form the basis for our Covid-19 Safe Working Policy. This will be updated regularly with developments and regulations through Scottish Government guidelines.

### **Organisational**

MPG has a clear budget outlined for the delivery of the project, there are built-in contingencies to manage unforeseen circumstances (ie another Covid-19 wave or lockdown, requirement to reallocate funds within project budgets to alleviate area pressures). These financial based risks will be monitored firstly by RR Directors, and if

additional advice is needed the Advisory Board will be consulted. At this stage any identified financial pressures will be mitigated against by actions outlined on the attached risk register.

The risk register is an active document, updated by RR Directors and including any highlighted risk by MPG Partners, to include relevant and up to date risk and mitigation protocols for the project. This register will then be reported on to the RR Advisory Board, and actions or further specific monitoring will be agreed, minuted and actioned at these meetings. The RR advisory board will be consulted for advice on financial mobility within project areas, and will have a responsibility to advise the RR Directors on any actions to be taken.

### **Policies**

All Directors of Rumpus Room have completed NSPCC Child Protection training and have created a **Child Protection and Wellbeing Policy and Procedures** [\(link\)](#) that all collaborators are expected to read and adhere to. In response to the Covid-19 crisis, whilst moving into digital distance working, the Rumpus Room Directors completed training on Keeping Children Safe Online (NSPCC) and Gender & tech abuse: explore online gender identities, risks, relationships (Children in Scotland) and have developed a **Keeping Everyone Safe Online Policy** developed with and signed off by RR young people [\(link\)](#).

All artists, educators, support workers and partners participating in *MPG* will be expected to read and adhere to these policies. This training and infrastructure allows RR to assess when a child/ young person/ vulnerable person might be at risk and RR has mechanisms in place to address these.

### **Partnerships**

RR will utilise project partners' skills and experience of managing risk forecasts within their organisations, to identify any risk during their contributions to MPG and their specific networks. The partners long standing demonstrated and varied experience will allow risk within partners groups to be monitored, supported and mitigated against to ensure safe environments for children, staff and any project team in the three local areas throughout MPG.

By working with groups and partners across Scotland RR have created a mutual aid influenced support system where if any team member/collaborator experiences COVID related illness or anxiety/ stress, there is enough human /material resource and financial support available for the programme to still be delivered, but without causing any stress to the individual who will be cared for.

## **3.3. Monitoring and evaluation**

In this section please tell us the following about your project or activity. We have provided prompts from the guidance to help you with this.

### **3.3a All applications**

- How will you know you have achieved what you have set out to do?
- How will you share the findings of your project with others, where appropriate?

600 words maximum for applications applying up to £15,000

900 words maximum for applications applying over £15,001

### **Meeting MPG Project Aims**

MPG will achieve its aims and objectives through a detailed but flexible plan that includes strong project management & risk assessment that is responsive to the current working challenges and by measuring progress towards the achievement of RR's long term goals. These will be closely monitored throughout short-term, intermediate, and longer-term outcomes. By meeting these aims, RR, partners and collaborators will know that *MPG* has achieved what is set out to do.

The impact of Mutual Playing Ground (MPG) will be measured against:

- The key objectives (set out in question 1b)
- The timeline and budget (set out below)
- The intended benefits for all collaborators, Rumpus Room (RR), partners and the wider impact (set out in question 2a.)
- The actions to be taken in regard to *MPG's* approach to Equality, Diversity and Inclusion and Environmental Sustainability (set out in questions 1d. and 2c.)

### **Critical & Creative Feedback**

The emphasis will be on qualitative evaluation alongside making space for individual voices and experiences. RR will gather expectations from those involved in the project at the beginning and compare at the end. RR will measure 'what success looks like' through regular reflection, feedback and evaluation that will be critical to the development of the project throughout the year. Critical & creative feedback will be gathered directly from those involved in the project through conversation in the form of quotes, sound bites, written feedback and visual responses which may include drawing or photography, alongside critical feedback shared by collaborators as part of the **Share & Grow** programme.

This feedback will be measured against MPG project aims with the outcomes shared more widely as part of the **Share & Grow** programme and documenting through our online project resource.

RR will know that MPG has succeeded if at the end of the project if collaborators (including RR) feel that their practices have developed, that they have learnt from each other, developed positive relationships and have felt listened to and supported. Other measures of impact will be: that the project attracts underserved audiences; feedback from collaborators is positive; the online resource is widely used; and there is interest from other groups/individuals to action MPG learning within their own work across collaborative arts & cultural learning projects in Scotland.

RR will also seek evidence that the project has yielded new knowledge on horizontal approaches to collaborative practice that can benefit others in collaborative arts in Scotland, gathering external perspectives through RR advisory board and other peers

at key junctures in the development of the project, and considering further avenues for disseminating the work and how to support MPG's legacy.

### **Sharing MPG Processes (findings)**

MPG's processes (successes and failures) will also be visible through the public sharing of the programme and the learning from it. MPG will share its learning through:

- MPG Living Library
- Documenting actions & processes through social media – currently RR use Youtube, Instagram, Facebook and Tiktok
- A monthly newsletter
- MPG's partners and collaborators networks
- Partnership marketing and promotion channels
- Local and national press exposure (planned with partners ESW + ATLAS)
- Critical & creative feedback from collaborators shared through public outputs from MPG (zines, videos, posters)
- Public Sharing Event co-hosted by Engage Scotland at project end.

Sharing MPG processes throughout the project period will illustrate for all involved and wider interested audiences how the project is developing, how its being delivered and what its successes and learnings are throughout the project's process. This means we RR can evaluate and share short term successes, intermediate and long term successes through the project and project end.

### **3.3.b Applications from £15,001 to £100,000 only**

**Please do not fill in this box if you are applying for less than £15,001**

- How will you monitor and evaluate the success and impact of your project?
- Will you collect and use feedback through the life of the project and if so, how will you do that?
- How you will take the learnings from this into your future work?

600 words maximum

## Monitoring and Evaluation

A framework to monitor and evaluate the success and impact of MPG (as specified in question 3.3a) will be implemented and embedded throughout the project and at project end. The MPG project is about learning through building relationships, mutual exchange and shared experience. Thus, the process of listening to all involved, evidencing, reflecting and changing in response is vital to developing collaboration, shared understanding and outputs.

An evaluation and monitoring plan will be created at the start of the programme and will include a mixture of methodologies to collect feedback. It will include:

- Practice-based research: art-making that is process driven rather than output focused.
- Project monitoring: management and partner meetings/assessment of progress against objectives, timescale and within budget
- Creation of project milestones to evaluate successes against throughout the project using Theory of Change<sup>1</sup> framework.
- Qualitative fieldwork methodologies: observational and experiential feedback from collaborators, informal interviews and themed workshops using creative approaches.
- Quantitative data collection: a feedback mechanism for example Survey Monkey/ secondary data collection that complies with GDPR.

Due to the nature of the programme and the essence of the MPGs online resource, there is scope to create and test more experimental forms of evaluation. These will be developed as part of the process-based research with collaborators.

By using a relationship and rights-based approach, RR will create appropriate and relevant opportunities for children, young people and families; artists and all collaborators to contribute their experiences and ideas. The knowledge gained informs future choices and decision-making regarding *MPG's* programme, how it operates, processes, outputs and its ethos.

Participation framed by rights is already embedded into RR's ways of working with children and young people. Their voices have directly influenced the design of *MPG* and they will continue to impact on the delivery and evaluation of the programme.

Children and young people that RR work with, have shaped the following policies:

- **Don't Treat Earth Like Uranus Environmental Policy**
- **Equality, Diversity and Inclusion Policy**
- **Keeping Everyone Safe Online Policy**
- **Child Protection and Wellbeing Policy and Procedures**

These policies are live documents, revisited regularly and adapted to meet changing needs of the ongoing changing climate.

Throughout the year-long programme, RR will implement a consistent 'feedback loop'. The feedback loop is good rights-based practice and is a key way to demonstrate accountability, particularly with the children and young people involved in *MPG*. It is a



tool for empowering children and young people, demonstrating that the vision of, or changes can be driven by them. The feedback loop will be initially integrated into the evaluation and monitoring plan, with the aim that it becomes incorporated into the culture of the programme and normal practice to all collaborators involved. This ensures the framework of MPG is set, but allows adaptation and learning from projects to inform upcoming projects and decision making is educated by participant feedback and evaluation.

### **Taking learning into future work**

Rumpus Room is interested in how to directly influence art education and community engagement through partnering with and driving change at institutions and organisations across Scotland and the UK. RR's ambition is for children and young people to be valued as experts in their own experience, they are at the centre of their art-making and play and this should be recognised. The learning taken forward from *MPG* will inform how RR can further develop the studio in Govanhill as a test-bed of experimental collaborative practice and create a wider programme beyond the Glasgow Southside locality by working in partnership with other organisations. This past years work of processed based production and experimenting to establish the open studio puts RR in prime position for continuing best practice in the future.

<sup>1</sup><https://www.theoryofchange.org/what-is-theory-of-change/>

## **3.4 Financial management**

In this section please tell us the following about your project or activity. We have provided prompts from the guidance to help you with this.

### **3.4a All applications**

- How will you manage public funds and any other funds needed for this project or activity?
- Who will be responsible for financial management of this project or activity?
- What are their skills and experience at doing that?

Maximum 600 words for applications applying up to £15,000

Maximum 900 words for applications applying over £15,001

### **Management of Public Funds**

Management of public funds will be the responsibility of the RR directors, and a tiered approach to monitoring and reporting will be maintained. This includes the RR directors, Advisory Board and an external accountancy partner. A **Governance Structure** is included in Supporting Documents to outline clearly how this structure will work and help safeguard financial management.

The RR directors will report finances quarterly to the RR Advisory Board. At these report points, and frequently in between, project budget overviews and updates are presented and discussed; therefore any comments, concerns, feedback etc the core team or Board have can be quickly considered, discussed and actioned. This structure will allow financial monitoring to be transparent and any risks regularly monitored, and where possible mitigated against. This process will also be made available via project updates to collaborators so everyone involved in the project has full transparency on all aspects of the budget.

In addition to this internal structure, specific external financial support will come directly from RR accountant **Fearless Financials** (FF). FF works to support creative businesses, social enterprises and charities and has been working with RR for over a year to develop financial systems for the organisation.

By implementing both internal and external financial monitoring systems this will ensure that the management of the funds is tight and robust management systems are in place. The RR Board and Fearless Financials provide specialist knowledge regarding financial risk monitoring, allowing MPG to be managed to successfully support the project aims to respond, adapt and act.

In addition to the Creative Scotland funding, additional funds will be managed through RR donations or earned income from small edition and publication sales. These are one off or monthly small financial donations made directly to RR, which are managed within RR existing financial frameworks - and a percentage of these donations will be utilised for MPG.

Should any issues arise during the 12 months of MPG, RR will use the Organisational Structure in place to respond accordingly, and accountability for management of funds is the responsibility of RR core team and RR Advisory Board.

### **RR Team Experience**

Since the studio launched in 2018 RR have been responsible for all successful fundraising, financial management and reporting; securing overall funding from large funding bodies such as The National Lottery, The Soil Association, Creative Scotland alongside smaller organisations including South East Integration Network & Govanhill Community Development Trust with a total value of over £65,000.

Successfully fundraising and managing projects within budget from various funders and partners ensures the RR directors have the relevant demonstrated experience to manage this requested funding.

Specific RR team experience for all directors is detailed in Q1 above and on attached CVs.

With the scale and ambition for MPG it will be vital to the project's success to bring on board a dedicated administrative role in addition to the RR directors. This short term freelance role will ensure the administration and coordination of MPG is robust and adheres to public funding requirements. Individuals selected for these roles will have specific financial management and project coordination experience and will work within the RR **Organisational Structure** for reporting and responsibility.

### **Partnership Funds**

RR will manage cash funding for the entire project, and partnership organisations ESW and ATLAS will contribute in cash and in kind to support specific areas of the programme as outlined on the budget. Cash contributions from these organisations will be managed by supporting partners, as will in kind support. This will be discussed at monthly partnership meetings to ensure funds are being managed successfully for MPG. Again partners will work within the MPG Organisational Structure.

These partnerships also provide expertise in long term programme development and project and finance management - and as both ESW and ATLAS are CS funded organisations - there are additional assurances in place of a secure model for skills sharing and shared responsibility with organisations collaborating on MPG. This will provide another layer of security to the management of public funds.

In kind support from Engage and Cove Park will be managed separately by these organisations, and contributions are confirmed to the values outlined in the attached budget. Again the partnership of such experienced organisations will provide another layer of security and scrutiny on the overall management of funds to ensure RR models for working and financial management are excellent.

### **3.4.b Applications from £15,001 to £100,000 only**

**Please do not fill in this box if you are applying for less than £15,001**

- How will you monitor spending on this project or activity?

300 words maximum

The budget is clearly defined and allocated to appropriate areas and will be monitored over the 12 months of MPG. As the MPG project will be coordinated by the RR directors they will also be responsible for monitoring the budget spend.

Freelance roles will be developed after 1 year of working to assist with any additional project administration and coordination required with the project. Individual directors will have authority to approve any project spend(s) up to and under £500, and any spend over £500, must be approved by another member of the team.

The teams financial monitoring system will be updated and reconciled monthly, and a corresponding cash flow managed to ensure projected spend is accurate and within budget. At these monthly reconciliations any changes to budget forecast will be identified, and appropriate programme changes may be agreed with MPG partners and any changes will be presented to the RR Advisory board for advice.

During the 12 months of MPG, regular team meetings and RR Advisory Board meetings will have a financial monitoring section included to ensure all partners are up to speed with project status, spend and projected outcomes. Financial risks of increased spend for example, will be identified and suitable actions taken to maintain the project on budget.

Each budget area has adequate resources to ensure that funds can be reallocated to maintain relevant and accessible delivery of projects, this modest flexibility is essential to ensure the creative development of the project is supported financially. The project also carries an overall 10% contingency.

RR will also work with a qualified accountant (See Q 3.4a) who will help to oversee end of year finances of the project, and will have final signoff on all financial reporting.

MPG Partners, ATLAS and ESW, are making contributions of funds and in-kind support to MPG and therefore will have detailed knowledge of specific budget areas.

### **3.4.c All applications**

- How have you calculated costs for your project or activity?

300 words maximum for applications applying up to £15,000

600 words maximum for applications applying over £15,001

**Please note that you must fill in a project or activity budget on a separate sheet and provide this with the application form.**

Your project or activity budget should:

- be clearly presented and appropriate for the size, scale and type of project
- show areas that are specific to the artform or specialist area that the project relates to

- have sufficient resources to ensure all aspects of the project will be delivered effectively
- demonstrate that Industry Standard rates of pay have been applied or considered
- include costs of making your project or activity accessible and inclusive
- show any income from other sources
- tell us whether income from other sources has been confirmed

The overall budget has been calculated with the experience of delivering 12 months of RR activity during 2019 - 2020. Understanding real costs of overheads, development, delivery and programme scope has been essential in understanding how to successfully manage funding on this scale for MPG.

The total MPG budget has been calculated across various budget areas identified by RR models of working and project objectives. Therefore the budget is split into specific overheads inc development/delivery areas, and the project carries an overall 10% contingency of financial resources which can be reallocated across budget areas if required.

Each budget area is calculated to ensure that there is an appropriate financial resource in place to deliver relevant and accessible programming.

All artists/facilitators fees are calculated in accordance with SAU hourly rates and costs for session development and delivery are included. Short term freelance roles have been identified as essential to ensure a project of this scale is coordinated and administered effectively, again fees are calculated within RR fee agreements.

Funding has been allocated specifically for accessibility and training, this is essential for RR and the success of MPG to ensure barriers to access are removed where possible and RR team and collaborators are trained effectively to lead the project.

#### In summary Expenditure:

**Overheads** - Based on real costs for overheads and RR studio rental. Request to CS is for 50% of these overhead costs (The remaining 50% will be covered by Rumpus Room donations) This area also includes costs for new short term freelance roles to oversee MPG coordination and administration.

**Programme Development** - A small allocation of funding to allow RR to meet with other organisations to share learning and resources in the development of MPG specific programme content. Also includes small allocation for travel if this is permitted within COVID restrictions. If travel will not be permitted this allocation will be redistributed to support immediate need such as mobile phone top ups for young people.

**Make & Do** - Outlines costs identified for MPG programme strands; satellite artist-led experiments, MPG Schools Out, Young Activists Group and anti racism/discrimination work. These areas include artists fees for session delivery, resources, materials and marketing/promotion.

**Share & Grow** - Outlines costs identified for; Peer to Peer sharing, Collaborative workers CPD, Banshee Books library resources, Public sharing event, reflection residencies and an allocation of resources to ensure appropriate accessibility is available for participants of MPG. There is also allocation for RR team training which is seen as essential to ensure MPG is led by individuals appropriately trained and educated.

**Living Library** - Outlines costs associated with developing and realising the online resources and website for MPG. Costs will cover domain name purchase to ensure legacy for online resources.

**Contingency** - 10% of overall project budget held as an unrestricted contingency to ensure unforeseen changes can be financially mitigated against over the project.

In summary Income:

**Partnership income** - This cash income is confirmed from programme partners ATLAS and ESW, and includes projected income through RR Donations.

**In kind support** - Various non cash support confirmed from partners ATLAS, ESW and specific confirmed in kind costs from additional supporters Cove Park and Engage Scotland. This also outlines a value of material donations projected to be donated to RR by local artists and organisations during the 12 month period.

**RR Room Donations** - These cash donations will be gathered during the 12 month project and will cover costs outlined on budget.

**RR Trusts/Foundation** - Income pending to specifically support integration of wide ranging accessibility solutions for individuals

**Please provide estimated numbers of audiences, participants and artists involved in this project or activity (if relevant):**

**Numbers: please be specific about the numbers and how you have reached them**

**Total number of performances or days of exhibition:**

N/A

**Numbers of people you propose to reach with the project:**

**Artists**

(people who are paid to have creative roles in your project/activity)

30

**How have you reached this**

30 artists working across 3 partner organisations for the project over the year. Based on figures gathered from all organisations in the past 12 months.

|  |   |
|--|---|
| <b>estimate?</b> (30 words maximum)  |   |
| <b>Participants</b><br>(people who will take part in your project/activity and are unpaid) | 300   |
| <b>How have you reached this estimate?</b> (30 words maximum)                              | Based on figures gathered from all organisations in the past 12 months  |
| <b>Readers/Viewers/Listeners (Delete as appropriate)</b><br>(excluding digital audiences)  | n/a   |
| <b>How have you reached this estimate?</b> (30 words maximum)                              |   |
| <b>Live Audiences</b>  | n/a   |
| <b>How have you reached this estimate?</b> (30 words maximum)                              |   |
| <b>Online/Digital Audiences</b>  | 10,000  |
| <b>How have you reached this estimate?</b> (30 words maximum)                              | Based on projected engagement across social media, mail outs, website hits and online workshops across 3 organisations over 12 months |
| <b>Total</b>   | 10330 (estimated)   |

## Section E: Budget

Please note we **do** require you to supply us with a separate budget to help us to assess the financial management of your project.

In addition to your budget, we also ask you to provide us with a breakdown of the costs associated with your project by completing the following three tables:

- **Budget Summary Table**
- **Project Income Table**
- **Project Cost Table**

**Note - All costs you use should be in full pounds only**

We would ask that you pay particularly close attention to the costs you allocate for paying the people involved in delivering your project. Creative Scotland is committed, through any activities we support, to ensure that artists are paid appropriately for their time and effort. We therefore expect applications to reference relevant industry standards on rates of remuneration. For more information see our [Rates of Pay guidance](#).

Before completing this section we strongly recommend you read the **Help with Budgets** Appendix in the Application Guidance.

### Budget summary table:

|   |         |
|---|---------|
| What is the <b>total budget</b> of the project?                       | £79,252 |
| What is the funding <b>you require from Creative Scotland</b> ?       | £48,521 |
| How much <b>guaranteed</b> co-funding is in place? (cash and in-kind) | £20,231 |

### Project cost table:

Complete the table below to outline the costs for your project with a short description.

|  |    |
|--|----|
| Are you VAT registered?<br>(Delete as appropriate)   |    |
| If you answer YES and you are registered for VAT, any figures you put in the table below must not include any VAT that you can claim back. | No |
| If you are VAT registered please provide us with your VAT number   |    |



| <b><u>Cost heading</u></b>  | <b><u>Total Cost</u></b><br><b>£</b> | <b>Description and calculations</b><br>(please provide details of what this cost relates to and how you've reached this figure)   |
|---|--------------------------------------|---|
| <b>Artistic/Creative costs</b><br><b>(including all referenced industry standards)</b><br>(include fees and wages of all the creative people involved in the activity)  | 22,598                               | Costs for artist fees, materials and development for <b>Make and Do &amp; Share and Grow, MPG Summer School &amp; Living Library</b>  |
| <b>Professional/Organisational development costs</b><br>(include costs of training, skills or prof development activity/programmes. Also any organisational development costs, for example to make your organisation more sustainable.) | 10,703                               | Costs include: programme development costs (travel, go&see organisational meetings, Anti racism/discrimination work, peer to peer sharing sessions, Collaborative workers CPD, mini reflection residencies, team training inc BSL, Unconscious bias, Disability Equality training)  |
| <b>Equipment/Asset costs</b><br>(include costs relating to the purchase or rental of materials/equipment. Also include any small-scale capital costs)   | 600                                  | Tablet purchases and specific accessible books purchase   |
| <b>Marketing/Audience Development costs</b><br>(include design/print costs of promo materials, costs for direct mailing, distribution, web or digital marketing, photography, consultancy fees.)  | 3,370                                | Costs for poster, flyer and online marketing and web hosting  |
| <b>Overhead costs</b><br>(include project overheads not included above. For example, travel costs, research and development, accommodation and subsistence.)  | 24,230                               | Costs for project overheads including; studio rent, wifi, office costs, professional fees, hospitality, phone top ups etc. Costs also include 2 x short term freelance administration / coordination roles to oversee MPG for 12 months   |
| <b>Access costs</b><br>(non-artistic costs to make your activity accessible to a wide range of people; for example captioning, 'relaxed' performances for people with autism, etc.)   | 13,340                               | Costs for access costs such as mobile top ups, wifi support, translator, BSL interpreter, captioning of videos etc Also included are costs for public sharing Event with Engage and access budgets per session within programme delivery. Includes additional monthly resource so that any individual requirements can be provided as required. |

|  |                |                   |
|--|----------------|-------------------|
| <b>Other costs (please detail)</b><br>(for example, a contingency of 5-10%, as a safety measure for unforeseen costs.) | 4,411          | Contingency @ 10% |
| <b>Total Project Cost – BOX A</b>  | <b>£79,252</b> |                   |

## Project income table:

If you have other funding (in place or pending) to support the project, then please tell us about this below. Ensure the totals in your Project Costs table match the totals in the Project Income table below (i.e. the totals in BOX A and BOX B are the same). Please also include any amounts you are contributing to the project yourself.

Please note that if you have been funded by Creative Scotland through another funding route – either directly or through one of our funds delivered by partners – this ‘double funding’ cannot be used as co-funding for this project.

| Type of Funding                                       | Name of Funder/ Source of Income             | Cash or In-kind | Conditional, Guaranteed or Pending | Amount of Funding / Income £ |
|---|--|-----------------|------------------------------------|------------------------------|
| Creative Scotland                                     | Open Fund                                    | Cash            | Pending                            |                              |
| Local Authority                                       |  | Cash            | Pending                            | 48,521                       |
| Enterprise Agencies                                   |  |                 |                                    |                              |
| Broadcasters  |  |                 |                                    |                              |
| Other Lottery Funders                                 | Awards for All - Schools Out Programme (TBC) | Cash            | Pending                            | 6,000                        |
| Trusts & Foundations                                  |  |                 |                                    |                              |
| Companies   |  |                 |                                    |                              |
| Individuals & Fundraising                             | Rumpus Room Donations                        | Cash            | Pending                            | 3,500                        |
| Own Resources (cash and / or in-kind, please specify) | Rumpus Room Material Donations               | In Kind         | Pending                            | 1,000                        |
| Earned Income (e.g. Box Office)                       |  |                 |                                    |                              |
| Other (please specify)                                | ATLAS  | Cash            | Guaranteed                         | 3,550                        |
|   | ATLAS  | In Kind         | Guaranteed                         | 8,648                        |
|   | ESW  | Cash            | Guaranteed                         | 2,000                        |

|                                     |                 |         |            |                |
|-------------------------------------|-----------------|---------|------------|----------------|
|                                     | ESW             | In Kind | Guaranteed | 3,400          |
|                                     | Engage Scotland | In Kind | Guaranteed | 2,000          |
|                                     | Cove Park       | In Kind | Guaranteed | 633            |
| <b>Total Project Income – Box B</b> |                 |         |            | <b>£79,252</b> |

## Supporting Materials

In this section we have listed the essential and optional information that you will need to supply in support of your application. Please do not send any other information as this will not be considered within the assessment process.

| Please detail the essential/supporting material submitted   | Essential | Optional | Please tell us if this information has been attached to the application or where we can access it |
|---|-----------|----------|---|
| Project or activity budget  | x         |          | Attached  |
| Risk form <b>AND</b><br>Covid-19 Risk form  | x         |          | Attached  |
| CVs<br>NB – Please refer to the Creative Scotland <a href="#">Funding Privacy Notice</a> if providing personal information about an individual other than yourself. |           | x        | Attached  |
| Links to online examples of work or reviews<br><br>We will accept up to 6 examples. Please do not submit more than this.  |           | x        | Attached  |
| Evidence of any <b>guaranteed or conditional cash partnership funding</b> you have in place. This should include the value of support being offered.                | x         |          | Attached  |
| Evidence of other support such as significant   |           | X        | Attached  |

|   |                                       |   |                            |
|---|---------------------------------------|---|----------------------------|
| support-in-kind from partner organisations, or other partnerships essential to your project delivery.   |                                       |   |                            |
| Activity Plan   |                                       | x | Attached                   |
| Safeguarding policy   |                                       | x | Attached                   |
| All applicant organisations (except Local Authorities) must provide a copy of founding legal documents (for example Articles of Association, Trust Deeds, or written constitution). Please provide these items even if you've previously submitted these items to us. | x                                     |   | Attached                   |
| Your Equal Opportunities Policy. If you have an Equalities, Diversity and Inclusion Action Plan, please submit this too.  | x                                     |   | Attached                   |
| A copy of your most recent statutory year-end accounts. Please state whether these have been audited or checked by an independent examiner.   | x (unless you are a new organisation) |   | YR ONE ACCOUNTS in process |

## Section F: Statement of Acceptance

**PLEASE STATE THE NAME OF THE PERSON WHO HAS COMPLETED THE FORM. THIS PERSON MUST BE AN AUTHORISED SIGNATORY OF THE ORGANISATION APPLYING, OR BE THE PERSON NAMED IN SECTION B, PART 1, OF THE CONTACT DETAILS.**

I hereby confirm that the information in this application submission including the supporting documents is true and correct and I acknowledge that it is my responsibility to inform you immediately of any changes which could affect the interpretation or context of the application, and I confirm I will undertake to do this.

I acknowledge that the **terms and conditions** of this application and any other information supplied and discussed regarding this application, the assessment and decision making process, or in connection with this transaction as a whole ("the Confidential Information") is and shall remain strictly confidential. I confirm that I shall not disclose to any third party or make public the Confidential Information without Creative Scotland's prior written approval.

I acknowledge that Creative Scotland will endeavour to keep all information provided securely, but as a Public Authority in terms of the Freedom of Information (Scotland) Act 2002, may be required to disclose certain information under the Act. Where I stipulate at the time of providing information to Creative Scotland that I believe the information should be considered exempt from disclosure under that Act, and a request to Creative Scotland is subsequently made for disclosure of same or all of that information, Creative Scotland will endeavour to discuss such disclosure with me prior to making its decision. I do, however, accept and acknowledge that the ultimate decision on disclosure rests solely with Creative Scotland regardless of any prior statements or requests I have issued.

I confirm that all cash and in-kind contributions from the company or my own personal resources stated in the funding plan section of this application form are correct and that I have the authorisation to allocate the sums stated and I am responsible for ensuring that adequate resources will remain available to meet these requirements. In the event of any changes to the sums indicated I will provide a signed letter of confirmation.

I acknowledge that Creative Scotland is obliged to comply with Money Laundering Regulations 2007 and the Proceeds of Crime Act 2002 and I will, if requested, provide ID verification from any investor or myself, where appropriate, to meet compliance requirements.

I acknowledge that once Creative Scotland have confirmed the Offer of Funding in writing (via email) that Creative Scotland have the right to publicise their Offer of Funding on the Creative Scotland website and through other Creative Scotland information channels. I understand that Creative Scotland's Offer of Funding does not place Creative Scotland under any obligation to release funds until such time as all contractual negotiations are complete and Creative Scotland's Conditions Precedent have been met and their Funding Agreements signed off.

I confirm that I will not make any public statements (or allow others to do so on my behalf) regarding Creative Scotland's Offer of Funding until such time as Creative Scotland has authorised and approved the form and content of any public statement.

I confirm that I have the power to accept the award under the conditions set out in the

Creative Scotland Guidelines and in this Application Form.

I declare that I have read and understood the Creative Scotland Guidelines, this Application Form, Funding Privacy Notice and the Conditions of Funding of Creative Scotland.

I hereby confirm acceptance of the above Statement of Acceptance and all related documents. X

**(PLEASE TICK THIS BOX TO CONFIRM ACCEPTANCE)**

Nadia Rossi

.....  
Name of Authorised Person

Co-founder / Director

.....  
Position of Authorised Person

Date of original form submitted 13th Oct

Date of updated form submitted 9th Dec

.....  
Date

**Please submit your completed application form to: [openfundorganisation@creativescotland.com](mailto:openfundorganisation@creativescotland.com)**

**Please now complete your [Equalities Monitoring Form](#) and email it along with your application form. Please note: the Equalities Monitoring Form is anonymous and will be processed separately from your application.**