

Generation Place Theory of Change

The network of Generation Place practitioners have an emerging Theory of Change, which needs further collaborative development.

Why architecture and place?

Architecture is a tangible, meaningful art form that touches everyone's lives. The built environment has a huge impact on our health and well-being, and our relationship with 'place' is fundamental to our day-to-day cultural experience, shaping our sense of identity and our attitude to our environment and ourselves.

Why place based learning?

Architecture and place is an inspiring and important focus for engaging children and young people in creative learning and participation because it is:

- something everyone can relate to, and has experience of
- an essential, relevant and tangible element of all our lives
- a diverse art form that involves both scientific/technical skill and creativity
- an opportunity to inspire young people's involvement in real life change

Architecture and place are integral parts of our everyday culture, but also a democratic and accessible art form as it is all around us, we can all experience it and can have an opinion about it.

About Generation Place

Generation Place is an initiative to support the next generation of creative placemakers. To nurture the future citizens and professionals who will make the kinds of places where people thrive. Generation Place consists of a group of organisations and practitioners across the UK that specialise in education around the built environment for young people aged 5 to 24 in informal and formal education. We work with schools, local authorities and private sector companies to invest in children and their potential – as our future professionals in placemaking and as active citizens. We deliver tailor-made education programmes in our separate regions as well as nationally coordinated programmes.

The organisations behind Generation Place have been at the forefront of developing built environment education over the last 20 years. Developing their practice throughout the UK, the organisations have arrived at a common set of principles and methodology that have proved to be fundamental in engaging young people in the built environment, fostering active citizenship and supporting career development.

Generation Place – Theory of Change (in development)

Group: Young People (& children)

Final outcome:

Young people, through the context of place will:

- confident, collaborative team players who are well equipped for the world of work beyond school

- become active citizens who are aware of and take a lifelong interest in their place (environment, culture, heritage, futures)
- be aware of the cultural value of place

And

- Places and spaces we live, work and play in will be designed in a participatory way with creative placemaking professionals who are representative of the diversity of contemporary Britain

Intermediate outcomes:

Young people through participation in Generation Place activities will become:

- culturally aware
- knowledgeable about creative placemaking
- confident in sharing their ideas opinions with others (peers and adults alike)
- inspired and engaged in creative experiences that ignite their passion and progression
- aware of the diversity of career options available to them and what those career paths involve
- place aware – a life-long skill – civic / societal engagement
- able to creatively and collaboratively respond to challenges and develop creative solutions
- resilient and adaptable through participating in the iterative design process.

Activity /Methodology:

Through over 5 years delivering diverse programmes with young people across the UK, the Generation Place practitioner network has developed a shared methodology which we believe provides the conditions to develop behaviours, skills, interest, knowledge in the young people we work with.

- Process driven and project based
- Experiential with elements of kinaesthetic learning
- Give opportunities for young people to be co-creators / co-designers where possible – taking an active role – not just passive recipients of knowledge/experience
- Equality of access for all – awareness of the need to target underrepresented groups of children and young people: girls, those from communities experiencing deprivation and from diverse backgrounds – GP projects aim to be open/accessible for all
- Focus holistically on place-making and the creative design process – exposing young people to the diversity of the built environment/creative sectors
- Provide experiences for working with/learning from/being inspired by industry professionals (built environment and creative)
- Follow a cycle of learning (challenge, learn, innovate) or (discuss, plan, do, review) and ensure participants, partners and practitioners have the opportunity to reflect on/ evaluate their learning and experiences
- Process/experience that illustrate career possibilities

- Provide out of classroom experiences and 'learning outside the classroom' experiences eg site visits
- Give children and young people exposure to people and places they might not otherwise be able to access
- Foster an authentic, supportive and professional relationship with the partner/ provider (school, youth group)
- Delivered with creativity, enthusiasm and professional integrity
- Actively promote diversity, inclusion and accessibility
- Include work related learning opportunities – highlighting progression routes/ potential career paths

"Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody."

[Jane Jacobs](#)