

HOW CREATIVITY CAN BECOME CHANGE

The change we are working towards

The festival Theory of Change

Our purpose

Young people deserve space to be heard and practical ways to turn that voice into understanding, connection and action. We want young people to have more ways to express ideas, stronger relationships and clearer routes to support, while schools and families respond to what they hear.

The underlying problem

Pressure, isolation, uncertainty and difficulty asking for help can remain hidden behind results and performance. Schools also face crowded calendars and limited coordination capacity. A festival must offer a workable process and something that continues beyond the event.

Our hypothesis

If young people have safe, regular opportunities to explore shared questions through art, and adults treat their work as a prompt for listening and practical response, then voice, understanding, connection and help-seeking may strengthen. These are intended outcomes, not proven effects of this inaugural festival.

The north star

Young people can think, create, connect, recover and participate with greater agency. The arts contribute to this ambition alongside trusted adults, school practice, families and appropriate services.

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The pathway

Inputs and conditions

Committed schools and youth groups; named coordinators and safeguarding adults; meaningful briefs; skilled artists and facilitators; appropriate training; consent; accessible venues; funding; time within existing school activity; and a usable support route.

Activities

Mental Wealth Hour conversations; anonymous theme capture; original creative work; mentoring and review; the procession; exhibitions and performances; remembrance; practical Walkway activities; careers guidance; and family listening.

Direct outputs

Sessions delivered; participation recorded in aggregate; original works and artist statements; reviewed permissions; curated presentations; pathway conversations; school reflections; and agreed continuing actions.

Near-term outcomes

Students find more ways to express ideas and understand support routes. Adults gain insight into shared pressures and aspirations. Schools strengthen coordination and identify practical responses. Institutions offer clearer creative pathways.

Continuing change

Schools sustain a workable conversation cadence, improve responses and follow through on commitments. Young people experience stronger connection and informed choices. These changes need follow-up evidence and cannot be inferred from artwork quality or attendance alone.

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Learning without overstating impact

What we will examine

Process: whether sessions happen, whom they reach in aggregate and how much timetable burden they create. Quality: whether participants can choose how to engage and whether adults respond. Continuity: which school actions and pathway follow-ups remain active after the festival.

Illustrative indicators

Schools with a named team and scheduled sessions; sessions delivered versus planned; reviewed work and permissions completed; participant feedback on voice and clarity of support routes; commitments with an owner; and follow-up actions completed. Define baselines and collection methods before reporting change.

Assumptions and risks

Adults have capacity to facilitate and respond; participation is accessible; students are not pressured to disclose; support pathways work; funding protects essential care; and schools can sustain the rhythm. Calendar overload, unsafe exposure or weak follow-through can undermine the pathway.

Monitoring and research

Routine monitoring uses minimal, aggregate delivery information. Participant-level research is a separate conditional programme requiring scientific and ethics governance, funding and specific consent. We will report limitations and avoid claiming that the festival alone caused any change.

Accountability

Pamumvuri PVO and the Secretariat maintain delivery and learning records; schools retain confidential support records. Approved public reporting will distinguish activities, outputs and evidence of outcomes.