

Appendix 4

Impact summary report: Employability Pathways – work experience, creative skills project, careers events, and online mentoring

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 2: 'Empowering children and young people to realise their full potential'

Goal 4: 'Cultural and creative experiences develop and enhance the fusion skills needed for employability in the 21st Century'

Goal 5: 'Learners at all stages have exposure to professionals working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and postproduction entrepreneurs and creatives'

Goal 5: 'Young Londoners in the Family of Schools and beyond have access to the information, advice and experiences to progress into fulfilling careers, including in the creative industries and City sectors requiring the development of fusion skills'

Summary of the project including highlighting any significant changes from the original Action Plan and whether these are changes you will seek to continue, or revert to, for the next Action Plan.

We have continued to develop our Employability Pathways (EP) strand of work this year, with a particular focus on progression and real work opportunities for young Londoners. All projects that fall under the EP strand are developed in consultation with both disadvantaged young people and the agencies that work directly with them in a process that is responsive and often iterative. By working in this way, we have increased our reach and the variety of our work. We have sought partners, for example Islington Looked After Children's Services, the City of London Pre-Apprenticeship Unit, and The House Project Islington, to consult with, recruit through, and collaborate with, ensuring our projects are impactful and reach young people facing significant barriers. We've learnt to appreciate certain benefits of online sessions, including being able to be agile with scheduling and accessing international mentors, however for many of the young people we work with, in person interactions provide a deeper and more accessible sense of connection and impact.

This summer we were thrilled to run our cross-CML partnership Work Experience Programme again in a new, blended format, which included numerous online employer engagement opportunities and on-site visits across Tower Bridge, Museum of London and Barbican departments. We partnered with City of London Academy Highbury Grove (CoLAHG) to host a group of 13 students and provide them with a rich week-long programme which also included workshops designed to develop fusion skills.

Our Online Mentoring Programme has continued in its online format as we find it enables easier engagement for both young person and mentors. Some of the relationships have now blossomed into in-person placements, including one young man who embarked on three months of Friday work experience at the Goldsmiths' Centre, training to become a jewellery maker. Though not appropriate for every pairing, we do hope to encourage more in-person placements where possible. The range of sectors included in the programme come from a wide interpretation of 'creative careers' including children's book publishing, coding and game design, textile design, and illustration. We seek where possible to find mentors who are not only inspirational in their achievements but relatable, often

seeking those who are closer in age to our young mentees, and who have backgrounds often underrepresented in the creative industries.

Responding to City of London's Culture & Commerce Taskforce's research report, we ran a creative skills project for nine young people, in person, in August. Working with digital specialist and facilitator, Torri Stewart, we immersed the group of young people in a skills development programme, helping them to develop their ability to reflect, form conclusions, and present ideas. The focus of the project was to help us identify and solve barriers preventing young people from studying creative subjects. The resulting consultation was incredibly rich as well as being practical, including generating ideas for a careers event promoting the most lucrative creative careers which would directly engage with sceptical parents, and a podcast for young people, by young people, aiming to demystify the cultural sector. The project was an excellent learning experience in terms of our commitment to consulting and responding to young people's voices and we plan to respond to their feedback in future projects.

In partnership with Culture Mile, we provided ongoing support for the winners of the Fusion Prize, Play Nice, to deliver their solution, The Pattern. 20 young people benefitted from the core training programme and 10 young people were provided with paid Kickstart placements through Gaia's Garden (see Appendix 7 for more detail).

This year we've worked hard to create a more coherent and connected programme and have aspirations for creating clear and navigable pathways from project to project. Fusion Futures is fast becoming a gateway project to the EP programme, helping young people to develop a baseline of fusion skills and a sense of their voice that will help prepare them for the more career focused work experience and mentoring projects.

In terms of partnerships, we've been working closely with the City Family of Schools, providing their students with mentoring, work experience, and tailor-made opportunities such as the regular Friday work placements at Museum of London Docklands. These Friday placements provide several months' work experience to students in the new CoL Pre-Apprenticeship Unit, paving the way for them to enter professional settings, and reducing their risk of becoming long-term excluded.

Our partners have shown a strong appetite for increasing the range and number of work placements in their organisations, and we are working closely with them to offer these opportunities to young people facing significant barriers. This March we will deliver the third annual Creating Connections and Safeguarding in Reality training courses, which we commissioned in 2020. Both courses upskill our partners to feel more confident when hosting and supporting young people who have faced socio-economic barriers. The CML partnership is now well connected and galvanised to participate in the annual London Careers festival and our partnership's active participation in school careers weeks will continue, with six partners hosting trips from New River College (NRC) in January.

In the final quarter of this year we will also be piloting an exciting new project, which uses nail art and design as a tool for building self-esteem and fusion skills. Based on the principal that the creative act of 'making' can be a significant way to develop confidence for young people, our team will work with two groups of girls at NRC to learn and hone their practice. The practical element of the project will accompany mentoring, delivered by NRC staff members during the sessions - a pairing of the practical and therapeutic, which has previously proven very fruitful. Our participants are some of London's most at risk young people, currently either excluded from mainstream schooling or undergoing medical treatment, some are care experienced, grappling with mental health struggles, or living in extreme poverty. By designing a project around an existing interest, we hope that they will find it easier to engage with and that the impact will be deepened.

Proposed cost	Work experience £5k Online mentoring £20K	
Actual cost (include breakdown)	<p>Work experience £5k - costs were lower due to much of the programme being online £1,050 for trainer fees £180 for refreshments £3.8k has been allocated for the spring programme and other placements and for Creating Connections training for partners</p> <p>Mentoring and bespoke skills development projects £20k £14k for staffing £550 for fees for self-employed mentors £3k for nail art project Balance £2,450</p> <p>The Creative Skills project was funded by the Culture and Commerce Taskforce</p>	
Delivery period	April 2021- March 2022	
What outputs/activities were delivered?		
<ul style="list-style-type: none"> • 23 young people have completed the mentoring process, attending 70 online and in-person sessions, an extremely low attrition rate for this cohort of young people • We have hosted 16 placements during the summer work experience programme and Friday placements at Museum of London Docklands and hope to host 4 more by end of March • 10 young people were employed in part-time Kickstart roles working in Gaia's Garden • 4 CML partners participated in the London Careers Festival in 2021, delivering 5 online careers sessions • 9 young people took part in the five-day Culture and Commerce Taskforce Skills Project 		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Online Mentoring: - Participants report increased understanding of a range of career options and the importance of fusion skills for their employability - Participants feel more prepared for and confident about entering the world of work and more knowledgeable about the options open to them	Post-project surveys and teacher, social worker, and employment advisor feedback	- 85% of participants reported that their understanding of a range of career options increased 'enormously' or 'a lot' - 100% of participants felt more prepared for and confident about entering the world of work as a result of the mentoring - 100% of participants reported an increased understanding of the fusion skills that support them in their chosen career as a result of the mentoring

		- 100% of participants would recommend the mentoring, or would complete it again themselves
Work Experience: - 20 students take part each summer term - 75% complete their placements - Students report that they have developed two or more fusion skills and feel more prepared for and confident about entering the world of work	Post-project survey and feedback from teachers	- 100% of students have completed their placements - 89% of students reported that they felt more confident about entering the world of work as a result of the work experience - 100% of students reported that they had developed key fusion skills that would support them into employment
Taskforce Creative Skills Project:	Post-project survey	- 100% reported that they gained new skills and knowledge as a result of the workshop - 100% reported increased confidence as a result of the workshop

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Online Mentoring:

The mentoring programme has proven to be a successful tool for significant personal and social impact, driving lifestyle changes and building confidence, skills, and cultural impact helping our young people to navigate employment pathways. It is a strong project in developing fusion skills, including collaboration, autonomous working, critical thinking, and problem solving.

“Since M has started his Friday in-person Work Experience placement with his mentor his confidence has gone way up. He was in a low place, hanging around on the streets and this has taken him away from that. Travelling to and from a different area and seeing people working has changed his outlook on what is possible for him because he has been immersed in an environment where people are living out his dream. Before he thought his only options were going to be prison or the streets, now everything has changed. Engaging with different people than his friends from care and on the streets has shown him that he can succeed and be confident while staying true to who he is.” Mentoring Participant’s Social Worker

‘The mentoring program was one of the most effective inputs of personal development last year. As part of their “portfolio” unit students were given a mentor who supported things such as portfolio choices over a range of 4 sessions. Having a professional’s opinion gave a real sense of confidence to both the student and teacher about what to select and why. From this guidance, we secured a place at higher education for every sixth form art student last year. The most successful example was the transformation of a student’s understanding of architecture - leading her to go to Bristol. Having this access to industry has helped us rethink and reshape what we deliver to different year groups - teachers now have a better understanding of how the skills we deliver in class can be made transferrable into the creative industry.’ Teacher, CoLA HG

‘I believe I can make my dream happen. It can be my reality. I realise that there are people in the industry who are willing to help and support. I have learnt that I am charismatic which is needed in the buying and selling side of things.’ Participant

‘It rekindled my motivation and gives me something more to look forward to.’ Participant

'It was such an amazing opportunity and experience. My mentor was so down to earth and generous. We had a lot of fun while learning.' Participant

'The mentoring taught me to never give up.' Participant

Work Experience:

The summer work experience programme was particularly strong in creating social, personal and educational impact for our participants. It drove aspiration, as well as increased understanding of the sector and employment opportunities. The programme helped participants to understand a working environment, and to develop key fusion skills like problem-solving, communication, collaboration, autonomy, and presentation skills.

'The summer work experience was very well received. Students found the range of activities across the week meaningful, and it helped them understand how many different roles are at play within an organisation. One aspect that was commented on was the group work and a sense of competition where the best team were asked to teach younger students. They loved this. I know it has been a success because I have had several non-art students ask me if I can make sure they are on the Museum of London list should it be offered again this year! If they can remember it, then it worked!' Teacher, CoLAHG

'It was great overall I learned a lot!' Participant

'I'll be real, I wouldn't change anything.' Participant

Creative Skills Project:

The project successfully placed young people at the heart of exploring barriers and solutions, and they developed knowledge and increased their confidence. The project also supported the development of communication and presentation skills, collaboration, critical thinking, and autonomy.

'I have become more confident, and I have become more sociable. My ability to speak on my own terms instead of waiting for someone to stop speaking.' Participant

'I see myself using these skills in interviews for university, jobs, and even meeting new people.' Participant

'I feel like I have developed my flexibility and organisational ability...in the workplace flexibility and organisation are vital, as well in school if you are doing group projects.' Participant

'It was great being able to produce something in a short space of time and feel like you can envision it happening while being realistic about it.' Participant

'I am proud of the campaign we pulled together...as Torri [the facilitator] said people take months to do it. We did it within a week.' Participant

Were there any unexpected benefits?

Across the Employability Pathways programme we have seen huge learnings and impacts for the employers engaging with our young people. Our mentors report huge benefits to their participation in the programme personally and in many cases it built their confidence to offer more of their time to support young people trying to access the creative industries.

'It was very rewarding to chat with the mentee, also see their confidence and enthusiasm grow with some encouragement. It also made me realise how far I had personally come on my professional journey.'

'Big impact. Personally it was nice to step back and see the bigger picture which helped me internally as well as the importance I put on the small things in my work life. It's inspired me to help in more ways as I was helped so much starting out - it's a privilege to reciprocate.'

Participation in the work experience programme has created positive impacts across our partner organisations and the positive experience contributed to the Museum of London welcoming longitudinal work experience placements at the end of last year. CML's support and encouragement to recruit young people who are facing socio-economic barriers has increased the impact of the programme but also increased confidence working with these groups with knock-on effects for projects across organisations.

Will the outputs/activities continue?

This coming financial year CML will look to balance expansion and responsiveness with consistent depth and quality. The range and number of work experience placements will expand, and we intend to provide more longitudinal placements where possible as they have proven to be highly impactful. Beyond the pre-apprenticeship students from the City Family of Schools, we would like to offer these placements to care experienced young people from the neighbouring boroughs through our partners in local authorities and youth projects.

Mentoring will continue and will be managed in a streamlined and less labour-intensive way. We will work to encourage work placements as an outcome in all appropriate circumstances and will continue to expand the networks of recruitment partners for our mentees and will encourage the City Family of Schools to direct their 6th Form students to the offer.

Always looking for opportunities to connect our partners' cultural programmes with our upskilling work, next year we are excited to develop a project in response to the Museum of London's Grime exhibition, which will run from spring until Christmas. A topic which is accessible and exciting to many of our young people, we plan to develop learning projects which use music as a theme for skills development, as well as providing insights into creative careers in music and film.