

## Appendix 5 - Impact summary report: Fusion Futures in partnership with Barbican Creative Learning and Foundation for Future London

- **Alignment to the Cultural and Creative Learning Goals, Aims and Outcomes**

### CCLS Goal 2

'Pupils in the Family of Schools have clear and delineated access routes into further opportunities in cultural and creative sectors, and talented pupils have the 'next steps' to develop their interests and skills'

### CCLS Goal 4

'CML partners offer a learning programme to the Family of Schools for fusion skills'

### CCLS 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 post production entrepreneurs and creatives'

- **Summary of the project including highlighting any significant changes from the original Action Plan**

An off-shoot from a Fusion Prize submission in 2019, Fusion Futures (FF) is CML's flagship skills and employability programme for Key Stage 5 pupils. The 5-week programme, co-delivered by artists and industry partners, helps pupils to apply fusion skills to real-world challenges through creative workshops.

The programme helps to fulfil CML's wider mission to embed cultural and creative learning across the curriculum and support young people to develop fusion skills. This is a direct response to an enquiry line by the City of London Corporation and Nesta:

*How can we best prepare young people for the unknown jobs of the future?*

We know that helping young people 'learn how to learn' through tackling new challenges is key to this preparation for future study, employment and life challenges.

Building on the learning from the 2020/21 pilot, the programme methodology for 2022 centred on three themes that together help collective problem-solving and wider collaboration:

- **Exploration of Self:** What it means to be you and what you can offer and learn.
- **Making Connections:** Learning and problem-solving happens when people connect.
- **Imagining Futures:** With new connections you can imagine new possibilities.

It also focused on the development of three core skills:

- **Communication and openness:** Receiving, retaining and processing; the oral transmission of information or ideas.

- **Collaboration and teamwork:** Working cooperatively and supporting, encouraging and developing others.
- **Creativity and problem-solving:** Imagining and generating new ideas and finding solutions to a situation or challenge.

### **Consultation and development work**

In spring 2022, a collaborative consultation period took place and a theory of change was developed with teachers, artists and industry partners to reflect on the pilot and to explore hopes and aspirations for 2022/23.

The consultation revealed the following key success and enabling factors from the pilot:

- The Challenge Day and real-world element
- The partnerships (artist-industry, school) and the pupil engagement with those partners
- The focus on self-concept, identity and purpose
- The creative art forms and creative output as a mechanism for self-reflection and discovery

It recommended that there should be more of a careers focus, and that an extra session should be added after the Challenge Day, where the pupils can reflect on their experience with the artist-industry partners.

There was also appetite for an internal CPD session to be delivered by the lead teacher in each school, supported by the artist, after the workshops so that colleagues could celebrate their achievements and share learnings with others at their school.

### **Working with three delivery partners**

The project brings together three delivery partners, CML, Barbican Creative Learning and Foundation for Future London (FFL). A £50k grant from FFL, building on our Fusion Prize collaboration, meant that we were able to review the methodology and evaluation of the project, develop new artist and industry partners, benefit more young people, as well as for Barbican Creative Learning to lead an iteration of its Teacher Lab project which looked at the development of a similar set of fusion skills to those developed through FF. The project has benefited significantly from the expertise of Barbican Creative Learning, particularly the methodology and learning from its Careers Rewired programme and linked Teacher Lab project.

### **The artist-Industry partnerships and schools**

FF was delivered through five artist-industry partnerships, three of which were new to this new iteration of the programme. Our approach to creating these new partnerships where possible was to involve young entrepreneurs as industry partners and to include new art forms.

Two existing partnerships continued:

- Adisa the Verbalizer working with the architects, Hawkins Brown
- Autograph Gallery and Ali Eisa working with senior music producer Josh Thomas

New partnerships created:

- Dave Darch and Stöoki - Dave is a creative coder and music technologist who fuses art, music, animation and game design to facilitate creative sessions that include music performance, composition and hacking. Nadia Abbas and Luke Hippolyte are founders of the lifestyle brand Stöoki, that combines art, music, fashion, and uniquely curated events and experiences for young people in London. [www.stooki.co.uk](http://www.stooki.co.uk)

- Olivia Twist and Identity 2.0 - Olivia is a London-based illustrator and arts facilitator. Her work explores mundane and often overlooked narratives to give the viewer ‘the shock of the familiar’, and this feeds into her workshops with young people. [www.yesoliviawtwist.com](http://www.yesoliviawtwist.com)
- Digital marketer Savana Surana and creative coder Arda Awais who established Identity 2.0 to promote understanding around protecting digital identities. [www.identity20.org](http://www.identity20.org)
- The Pappy Show and Nicole Logan/Sheila Knowles - The Pappy Show are a playful and physical ensemble theatre company that give a platform to marginalised identities through joy, bravery and inclusivity. [www.thepappyshow.co.uk](http://www.thepappyshow.co.uk). Nicole has worked with the BBC, Spotify and Roundhouse London, amongst others, and is the founder of the Dutchie Club, a Black female owned audio art company, committed to amplifying the creativity of Black and Brown women. [www.thedutchieclub.co.uk](http://www.thedutchieclub.co.uk) Nicole couldn't take part in the second school, so a new industry partner Sheila, founder of the BBE Podcast Agency [www.bbeldn.co.uk](http://www.bbeldn.co.uk) stepped in

Involvement of industry partners helps school achieve the eight Gatsby Benchmarks for good careers provision, in particular:

- Benchmark 4 – Linking curriculum learning to careers
- Benchmark 5 – Encounters with employers and employees

The schools and colleges that participated were:

Sir George Monoux College x2	(London Borough of Waltham Forest)
Big Creative Academy	(London Borough of Waltham Forest)
Leyton Sixth Form	(London Borough of Waltham Forest)
Newham Sixth Form College	(London Borough of Newham)
The Sydney Russell School	(London Borough of Barking & Dagenham)
CoLA Islington	(London Borough of Islington)

Unlike in the pilot year, it has been time consuming and difficult to recruit schools/colleges to the project. Teachers have reported immense pressure in their workload since the COVID-19 pandemic, and as a result, are finding it harder to coordinate external sessions and offsite visits due to the strain on resources. One teacher told us that she now spends almost half her lesson planning time looking after pupils' emotional and social needs because of the cuts to support staff at her college. College/Sixth Form teachers have also said that taking pupils off timetable in the spring and summer term is difficult because pupils are preparing and then taking their mock exams. The five days of National Education Union (NEU) strikes since February also speak to the pressure that teachers are under and have further diminished time available for organising additional activity.

Delivery of the project to schools/colleges began in May 2022 and will end in August 2023 at the East Bank Summer School. Due to limited capacity in schools, no participating teachers were able to develop and deliver a CPD session to their colleagues and so instead we offered more external CPD sessions to share our learning and opened up the audience to artists, facilitators and arts and cultural organisations.

<b>Proposed cost</b>	£20k to which was added a £50K grant from FFL and a £3k contribution from Barbican Creative Learning to deliver both FF and an iteration of the Barbican Creative Learning Led affiliated project, Teacher Lab
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Actual cost (include breakdown)	The £20k contribution from the CML budget covered delivery of Fusion Futures to 8 groups (at £2.3k each) and delivery of half of the CPD activity (at £1.6k)	
Delivery period	January 2022 – August 2023	
What outputs/activities were delivered?		
<ul style="list-style-type: none"><li>• 3 new artist-industry partnerships were convened and supported to develop their workshop content and deliver the programme</li><li>• 2 x Passions to Purpose workshops inspired by the content and approach of FF and involving FF artists and industry partners were provided at the 2022 London Careers Festival</li><li>• An iteration of the programme at East Bank Summer School 2022</li><li>• The series of 5 workshops including an offsite full-day Challenge Day (35 in total) were delivered to 104 pupils between the ages of 16-18 years across 7 school groups within the key target boroughs of Barking and Dagenham, Newham, Southwark, Islington and Waltham Forest. One school took part in the programme twice (with different students)</li><li>• FF project staff led a CPD session on FF approaches and methodologies for teachers at the Barbican convened Barking and Dagenham CPD – November 2022</li><li>• FF artist Ali Eisa from Autograph Gallery ran a CPD session on FF approaches and methodologies for FFL grantees – December 2022</li><li>• 6 people took part in a FF inspired CPD session at Barbican, led by FF artist, Adisa the Verbaliser in February 2023</li><li>• A short film about the project and its impact was produced to aid recruitment with schools – see <a href="https://youtu.be/k4NyWg7RCZY">https://youtu.be/k4NyWg7RCZY</a></li><li>• FF artist, Olivia Twist and FF industry partner Stööki took part in a Meet the Professionals session as part of a careers day for 60 Year 7 students at CoLA Highgate Hill careers day – March 2023</li><li>• 14 FFL grantees took part in an in person CPD session at The Good Growth Hub in May 2023 around the theme of how to embed fusion skills within their projects when working with young people</li></ul>		
Planned delivery by the end of August 2023:		
<ul style="list-style-type: none"><li>• Two FF inspired CPD sessions have been programmed for the Charter Schools Educational Trust conference on 26<sup>th</sup> June</li><li>• Several FF artists and industry partners will deliver FF inspired workshops at the 2023 London Careers Festival in July 2023</li><li>• 2 FF partnerships will deliver FF programmes at the East Bank Summer School which focuses on developing 16-18-year-old’s creativity in August 2023. The partnerships will condense the FF programme into a 2-day workshop</li></ul>		
Have the target outcomes been met, and how have they been measured?		
Outcome Target	Target achieved	What has been the impact?

- 150 young people from 10 schools take part in workshops which increase their fusion skills, understanding of creative careers skills, pathways and employers and confidence through new creative models of learning	104 pupils from 7 school groups have taken part to date. Student cohorts in each school have been lower than hoped for  Two workshop series are still to take place at the East Bank Summer School in August. 40 young people are likely to participate	End of project evaluation report will be produced in July 2023
- 50 teachers benefit from CPD which increases their knowledge and confidence to deliver creative skills development and careers provision in school	c35 teachers, artists and facilitators have taken part to date in CPD sessions to date  c30 teachers are expected to attend the Charter Schools Educational Trust conference sessions on June 26 <sup>th</sup>	Learning and methodologies from the project have been shared more widely

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

***Student feedback:***

*'I've learnt how art can be used in many jobs and subjects.'*

*'I've learnt that creativity can be expressed through multiple ways, not just drawing and painting.'*

*'The project made me think differently about how we listen to each other, especially after doing the games with Craig of having to listen to someone without interrupting them.'*

*'The Challenge Day left me feeling fulfilled that I was able to express my creative outputs all day.'*

*'The Challenge Day left me feeling free, outside of a classroom setting. I had never been to Barbican before, and I had a good day because I got to explore different things.'*

*'It's made me think differently about the way I see people. Just because you have seen who they are, it doesn't necessary mean you know who they are. Don't judge a book by its cover.'*

*I'm proud of:*

- *'how far my teamwork skills have improved'*
- *'our exhibition idea on the challenge day, and the collages. All the work we did looked good and it was very creative'*
- *'myself due to being able to think critically and creatively, and want to take action to create anything'*
- *'those who were able to step out of their comfort zone and do something that they found challenging'*
- *'myself for getting through the project. Getting over my nerves of it and not knowing what to do'*

- 'myself for contributing and presenting throughout all of the workshops and not getting distracted'
- 'my group's ability to communicate and interpret each other's ideas into the project'

**Teacher feedback:**

*'Fusion Futures is a bespoke and organic programme, it's really rewarding as it supports students' communication and confidence, and it helps them with their next steps involving the Gatsby Benchmarks...This programme has supported us as a school to be more creative across all of our curriculum and gave us ideas of how to do it. This in turn supported our whole school vision of getting all departments creative. Such as podcasts in science etc..it mirrors everything we strive to do.'*

*'I think my class have become more confident as a group with each other, but also as individuals with their own artistic work...A lot of the group like the idea of having a creative job, and I think by the last session, my students felt more confident with how to go about having a creative career. Learning about self-promotion, networking, and all of those key skills involved...I really enjoyed having guest artists in, through watching the artists engage with the students, It's given me more confidence as a non-creative specialist to plan more practical and outside of the box lessons. I feel like I can now lean in on their creative expertise and adapt it to schemes of work.'*

*'I think the standout for me was one student basically asking during Olivia and Identity 2.0 at the Challenge Day at the Barbican: how can I get an internship? I know this programme is trying to think through pathways and careers and it was just there in a very concrete way. There've been lots of other indicators too that the young people's mentality and awareness was expanding.'*

*'I think there were quite a number of them that were introduced to new element, new sort of career trajectories that I don't think they were particularly aware of before. Hearing the journey of someone like Josh and then being able to visit the Barbican...I think actually had a really, really big impact. The tour followed up by then doing an activity... that sort of positioned them in that space as makers. The project made their interests in the creative industries more tangible and kind of gave them the impetus that they could do that. Ambition in the challenge day element is what makes FF exciting.'*

**Will the outputs/activities continue?**

The programme is currently on pause whilst Barbican Creative Learning and FFL work out how to resource and staff it in the future.

**What would you change if you were to repeat this project?**

- Share the FF programme offer with teachers in the summer term, to give enough time to plan and sign off the opportunity with Heads of Department and include FF in their schemes of work, ahead of the new academic year.
- Explore opportunities for more experienced facilitators to train and support new artist-industry pairings. For example, Adisa is not just an experienced creative facilitator but also a life coach. As a result, he brings an extra layer of facilitation and transformation through FF activity. Self-reported improvements in students' confidence and wellbeing were particularly striking in his evaluation session.

- There is a clear sweet spot for programme delivery: balancing the focus on creative skills with careers/industry discussion, time for reflection on self-concept and identity, and having variety of activities, and stretching students creatively. Based on student feedback, there's possibly room for strengthening the careers awareness element.