



**Innovators
club®**
BY ALPHA ARTISTRY WORLD C.I.C



Art Programme Report April-May 2026

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Message from our founder

Something incredible happens when young people from different parts of the globe are given the space to connect and explore commonalities.

Even moreso when creativity becomes the basis for these connections.

While official figures paint a picture of disparity in arts engagement for global majorities in the UK, we are determined to create spaces, early on, that give people from ethnic backgrounds the freedom to not only access the arts, but participate in shaping it.

Early engagement in the arts can play a powerful role in shaping future representation. We aim to create spaces where people from ethnically diverse backgrounds see themselves reflected both in creative spaces - and in the subject matter itself.

That's where strategic partnerships come in. There is a saying that, "Two are better than one, because they have a good return for their labour." It's a saying that highlights the purpose and power of aligned collaboration; and one that underpins our mission to establish meaningful partnerships with like-minded organisations.

This time around, we were pleased to partner with Haringey Youth Echo, an organisation supporting young people across Haringey with gaining skills to amplify their voices. Their support meant that learners also had the unique opportunity to explore art as a powerful tool for social action.

Our partnership unlocked a range of skills for young people, including a deeper cultural understanding through creativity. For ESOL students—many of whom have migrated from other countries—it provided a vital pathway to belonging in a new place.

The findings from this programme tell us something we can't ignore, young people from Global majority and, especially, ESOL backgrounds need spaces and projects where they feel a true sense of belonging, can express themselves and explore cultural issues through creativity.

On behalf of Alpha Artistry World CIC, I want to thank our partners, supporters, board and volunteers for helping make that possible for London's youth once again.

To every young person who participated, thank you and well done. Lastly, I want to thank our supporting FE colleges for their continued belief in our mission. Your support means that young Londoners from global majority and ESOL backgrounds get the support and access they need, right where they are.

Let's continue to do the work that equips young people with the tools to build creative mindsets and skills to broaden their futures.



Sharyh Murray
Founder and CEO, Alpha Artistry World C.I.C

About this report

This report summarises the delivery of our five-week 16-18 ESOL Art programme, 'Innovators Club®', this time in partnership with Haringey Youth Echo.

The programme took place between 15 April 2026 and 13 May 2026, engaging 14 ESOL students in the London borough of Haringey.

In addition to developing artistic skills, learners gained the opportunity to use art as a tool for exploring social action around belonging.

The programme represents another step forward in Alpha Artistry World CIC's aim to increase arts access for people from global majority backgrounds.

Innovators Club® Programme

Innovators Club is part of the Alpha Artistry World C.I.C family. It is responsible for delivering creative development initiatives, reflecting Alpha Artistry World C.I.C's commitment to widening creative engagement and increasing opportunities for people from global majority backgrounds.

The Innovators Club® art programme aims to provide 16-18 year olds from global majority and ESOL backgrounds in London, with access to arts, culture and creative skills development.

Haringey Youth Echo

Haringey Youth Echo supports young people across Haringey with gaining skills to amplify their voices and bring about change in employment, education, health and police relations.

What does 'Global Majority' mean?

The term "Global majority" is used throughout this report. It is a term used to describe people of Black, Asian, Brown, mixed heritage and Indigenous groups who make up approximately 85% of the world's population. In recent years its usage has been intended to replace outdated terms like "ethnic minority" or "BAME" (Black, Asian, and Minority Ethnic).



Expanding arts
engagement for
Global majority
youth in London.

5

Sessions delivered.

14

Young people engaged, with a

64-71%

attendance rate from start to finish and

100%

of participants were from global majority and ESOL backgrounds.

Overview

About the programme

Participants took part in a structured, culturally-responsive art programme between 15 April 2026 and 13 May 2026. 14 ESOL learners in total, (aged 16-18) were engaged across five sessions.

Delivery took place in the London Borough of Haringey, and was achieved within a budget of £2200. The budget covered the provision of weekly sessions, staff, materials and equipment designed to enhance young people’s creativity, confidence and belonging.

Impact

The programme fostered a sense of belonging while improving artistic skills and providing a deeper understanding of how art can be used to explore cultural issues.

The findings show a positive impact across all measured outcomes, including: developing artistic skills and techniques, plus building a stronger sense of belonging and cultural awareness through art.

Key learnings

The delivery of the programme went as planned, with 71% of learners completing the full five weeks. Learners developed artistic works from ideation right through to completion, while building creative confidence and the ability to use new materials. Outcomes were also achieved, with a measurable uplift across all areas.

There were also some areas where outcomes differed from initial expectations. For example, working with an ESOL Entry 1 group meant that we encountered a range of translation needs, particularly during speaking and writing activities.

To solve this, we reframed and simplified questions and provided visual aids to support language needs.

In response to these insights, we will spend more time in the mobilisation phase, co-curating multi-lingual resources to support and maintain engagement at all levels.



Engaging
young people in
Haringey.

Fostering cross-cultural connections

This section of the report looks at how young people in Further Education (FE) education settings were engaged in the programme.

It also considers the global majority backgrounds of the learners who took part across the five-weeks.

Although attendance was mixed, engagement and participation levels remained high throughout the programme. All students took part in artistic activities, with many engaging in peer learning.

Global majority profile

100% of participants were from global majority and ESOL backgrounds, in keeping with our aims to increase arts engagement and opportunities for young people from ethnic backgrounds. This included learners from:



Afghanistan



Türkiye



Eritrea



Senegal



Ethiopia



Somalia



Honduras



Ukraine



Sudan



Vietnam



Positively impacting
young people across
creative, cultural
and social dimensions.

Understanding
of how art
can be used
to explore
cultural issues
grew by

27%

Between week one and week five.

The findings show a positive impact across all measured outcomes including creative confidence, with learners reporting a

22

%rise in
artistic
confidence
by the end
of the
programme.

Another key outcome was a sense of belonging.
According to learner feedback, the initiative
promoted a



% rise in
feelings of
belonging by
the end of the
programme.

Plus, all learners (100%) used art to initiate social
action focused on belonging, by engaging in
collective art-making to actively model a culture of
belonging.

Impact within the FE setting

In addition to achieving curriculum-aligned outcomes, the programme promoted cultural enrichment, skills building and community engagement within the FE college, following its completion.

“It has been so lovely to witness our learners really come into their own with their creativity. When so many of our ESOL learners have survived struggles that I could never even fathom,

I am so grateful to you for providing them the opportunity to just breathe and be present, a stark difference from their usual worry of "what's next for me?".

ESOL learners can sometimes be reluctant to not participate in something that isn't immediately gratifying due to the survival mode so many of them have had to be in but I think the groups you've worked with have seen how important it is to still be able to enjoy themselves and in turn, reflect on their journey, how far they've come and how loved and important they are, despite being so far from home; all through the universal language of art,

allowing them a break from the daily stress of learning English. They've also been able to see tangible commonalities with their peers, for example, when a learner from Colombia used the same themes of nature and yellow and green as their classmate from Senegal, sparking conversation filled with curiosity and kinship.

Farhat Ahmed, Learner Enrichment Officer



Photo © Shawn Semper

Achieving lasting
impact.



Photo © Shawn Semper

Using evidence to strengthen future delivery

The Innovators Club Programme, in partnership with Haringey Youth Echo, enabled a diverse group of London's youth to gain access to high-quality creative learning opportunities. As a result, transferable skills were gained and strengthened, while the confidence to express ideas through creatively was built.

Beyond developing creative skills, the programme fostered a real sense of belonging. And at an institutional level, it contributed to the FE setting by enhancing their range of cultural enrichment and wellbeing opportunities available to young people.

Overall, the programme was delivered as planned and successfully achieved its intended objectives.

Our evaluation findings will continue to shape ongoing programme refinement and future delivery, to support a high-quality learning experience for participants. These insights will also help strengthen the programme's long-term development and sustainability.

Sustainability plan

We are continuing to refine the programme in response to evaluation findings, feedback and the evolving needs of our young learners. To sustain long-term delivery programme staff are continuing to train local volunteers to support in the delivery of future workshops. Additionally, funding proposals have been submitted to sustain programme activities beyond the current funded period.

By strengthening local capacity, securing additional funding, and continuing evidence-based programme delivery, the initiative is well positioned to achieve lasting improvements in participant outcomes and broader community impact.

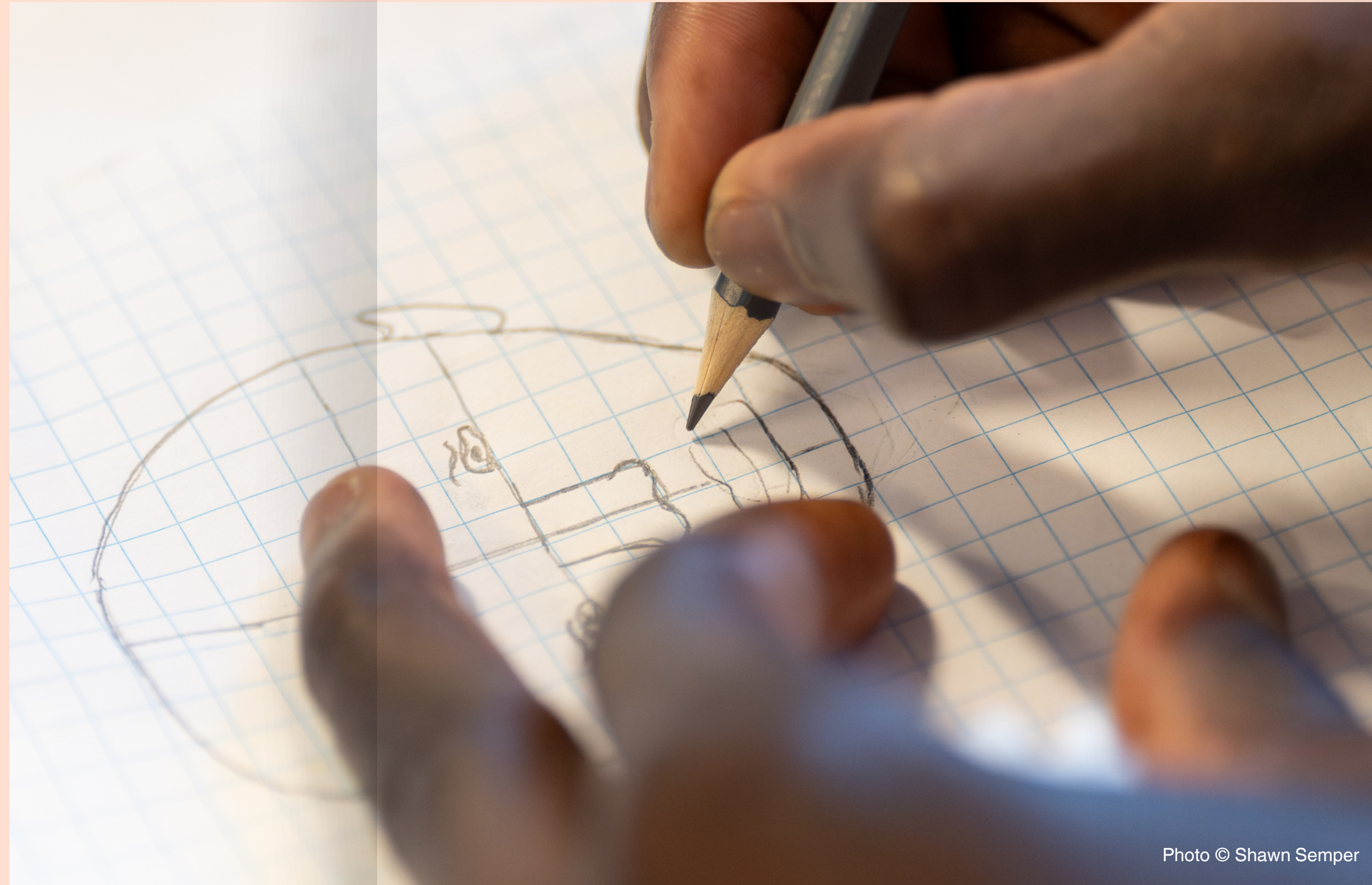




Photo © Alpha Artistry World C.I.C,
Alpha Artistry World C.I.C 16-18 ESOL programme, (Innovators Club®) in partnership with Haringey Youth Echo,
London, 2026

Alpha Artistry World CIC

We use creativity to support belonging, wellbeing and self expression. Especially for young people from global majority and ESOL backgrounds.

We believe everyone is born with creative potential, but experience (and the data) shows not everyone has the same level of engagement with the resources and opportunities to nurture that potential. Our dream is to see more ethnic diversity in the art world, starting with access and engagement early on.

Learn more online

Website: www.alphaartistryworld.com

Instagram: [@aaw.cic](https://www.instagram.com/aaw.cic)

