



**BURBERRY**  
**FOUNDATION**

**BURBERRY INSPIRE, CREATIVITY,  
& SKILLS DEVELOPMENT  
FOR YOUNG PEOPLE**



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# BURBERRY INSPIRE, CREATIVITY, AND SKILLS DEVELOPMENT FOR YOUNG PEOPLE

CREATIVITY CAN BE DEFINED AS ‘AN ABILITY TO COME UP WITH IDEAS OR ARTIFACTS THAT ARE NEW, SURPRISING AND VALUABLE.’ OFTEN ASSOCIATED EXCLUSIVELY WITH THE ARTS OR A LIMITED RANGE OF GIFTED INDIVIDUALS. AND WHILE THE ARTS ARE A VITAL BREEDING GROUND FOR CREATIVE ATTITUDES AND THOUGHT, CREATIVITY IS ALSO AN INTEGRAL PART OF ALL OUR LIVES FROM THE IMAGINATIVE PLAY THAT FORMS THE BEDROCK OF CHILD DEVELOPMENT, TO PROBLEM-SOLVING IN WORK.

The Durham Commission on Creativity and Education underlines the critical importance of instilling creative thinking in young people. Creativity, they show, is vital for the ‘development of individual identity, mobility, and wellbeing’ in young people and is frequently cited by employers as a highly desirable trait. Moreover, our contemporary moment is characterised by rapid technological change, as well as persistent social, economic, and environmental challenges, which can only be addressed through the innovative, interdisciplinary, and collaborative way of working which characterises creative thinking. Young people need creativity not only to flourish as individuals and prepare for the world of work, but also to face into a dynamic future that is full of challenges and opportunities.

Drawing on data collected by the Policy Institute at King’s College London and Bean Research, in association with the Ideas Foundation, this briefing shows how Burberry Inspire, a four-year programme of arts and culture education based in Leeds and Yorkshire, offers young people the chance to develop their creativity and skills for the future through an innovative model for arts-based education.

# ABOUT BURBERRY INSPIRE



Burberry Inspire is designed to change the way young people of Yorkshire see the world and understand their potential. The Burberry Foundation, along with their programme design and delivery partner, The Ideas Foundation, work with their cultural partners to nurture creative ambition and skills through the mediums of theatre, dance, film, and art; supporting students to respond to a different creative brief each year.

Launched in 2018 and now in its fourth and final year, Burberry Inspire is being delivered in eight schools in Leeds and Yorkshire, by four eminent Yorkshire-based organisations from each of the areas of theatre, dance, art, and film: Leeds Playhouse, Northern Ballet, The Hepworth Wakefield, and Leeds Young Film. Each school is given their own Artist in Residence from one of the organisations every year, providing Key Stage 3 students with wide-ranging, hands-on experience of different areas of the creative arts.

# HOW TO USE THIS BRIEFING

**AS PART OF THE BURBERRY INSPIRE PROGRAMME, THE BURBERRY FOUNDATION HAVE COMMISSIONED THE POLICY INSTITUTE AT KING'S COLLEGE LONDON TO CONDUCT A FOUR-YEAR RESEARCH PROJECT, EXAMINING THE VALUE AND IMPACT OF CULTURAL AND CREATIVE EDUCATION ON YOUNG PEOPLE'S DEVELOPMENT, ACADEMIC PERFORMANCE, AND LIFE CHANCES. THE IDEAS FOUNDATION COMMISSIONED BEAN RESEARCH TO ASSESS OUTPUTS AND OUTCOMES FOR PUPILS, SCHOOLS AND CULTURAL PARTNERS.**

This briefing draws on the results of the Policy Institute's quantitative and qualitative research over the past three and a half years, as well as data collected by Bean Research, to demonstrate how the Burberry Inspire programme offers a template to deliver creative arts-based education in schools and provide young people with an opportunity to develop their creativity and skills to flourish in the contemporary world.

We focus on three distinct but related areas of benefit for students, based on our research, and outline how Burberry Inspire contributes to these:

**INSPIRING CREATIVITY**

**SKILLS FOR LIFE & WORK**

**SKILLS IN THE CREATIVE INDUSTRY**

# INSPIRING CREATIVITY

## **BURBERRY INSPIRE HELPS YOUNG PEOPLE TO FLOURISH BY CULTIVATING CREATIVITY IN YOUNG PEOPLE THROUGH ARTS-BASED EDUCATION**

The importance of the arts and creativity to human society and individuals is difficult to overstate. Since, arguably the ancient Greeks, the creative arts have been understood to elevate society and inspire individuals, while contemporary thinkers have posited that art and creative thinking are fundamental to being 'fully human'.

Cultural policymakers and researchers too are increasingly aware of the importance of art and creative thinking to the general health and success of societies and individuals. The Durham Commission underlines the importance of creative education for young people's personal, emotional, and social development. A recent evidence review for the UK government suggested that engagement with the arts has myriad social benefits, from encouraging social cohesion and togetherness, to supporting positive mental health. This is backed up by research conducted by the Creative Industries Policy & Evidence Centre, which has found that a high proportion of young people (aged 16-18) report that creative education fosters self-expression, teamwork, empathy, and a positive impact on their mental health and wellbeing.

Burberry Inspire connects schools in Leeds and Yorkshire with key local cultural and arts organisations to provide students in Key Stage three with high-quality arts education and access to culture. In doing so, it promotes both the creative arts and creative thinking among young people, offering them vital resources with which to flourish.

# KEY INSIGHTS

## BURBERRY INSPIRE'S MODEL OF ARTS-BASED EDUCATION PROVIDES STUDENTS WITH A VITAL SENSE OF SENSE OF CREATIVE AGENCY, AUTONOMY, AND ACHIEVEMENT:

Over three years of the Policy Institute's qualitative research, students when interviewed, have repeatedly reported experiencing positive 'creative agency': a sense of freedom and independence afforded to them by the highly creative nature of arts-based education and activities. Students linked this freedom to create with resilience, when overcoming challenges, and achievement, when completing projects.

Quantitative research conducted by the Policy Institute since 2018 also suggests students are experiencing improvements in a skill called "locus of control", a sense of having agency over one's own destiny. Data collected in the first and second of year of the programme points to an improvement in this area for students taking part in Burberry Inspire.

*"It makes your mind free so you're more open to doing what you like, so you don't have to follow a certain script. They let your mind go free and you do what you want."*

— Student, Year 9

## BY ACCESSING CREATIVE-ARTS EDUCATION, STUDENTS ARE OFFERED AN IMPORTANT OPPORTUNITY TO MAINTAIN OR ENHANCE THEIR MENTAL HEALTH AND OVERALL WELLBEING:

There is good evidence that arts-based and creative educational interventions for young people in general can have a positive effect on mental health and wellbeing.

Despite significant disruption due to Covid-19, cultural partners and schools delivered a range of online and hybrid forms of creative-arts activities, which some students found beneficial to their overall wellbeing and mental health. In interviews, some students mentioned how creative activities offered a means of escaping 'anxiety' noting the 'relaxing' and 'calming' nature of art-based activities.

Quantitative research undertaken by the Policy Institute has detected statistically significant improvements in students' self-esteem in both the second and third year of the programme. Similarly, students in interviews link their experience with Burberry Inspire with improved overall confidence.

*"[I] really enjoyed the photography... and just getting to have a break from all the stress and just going outside and taking pictures and enjoying nature."*

— Student, Year 9

*"It just made me feel that I should have another go at running for prefect and senior leadership. I am really glad I did it because now I am senior prefect because of that."*

— Student, Year 10

### **ACCESS TO CREATIVE LEARNING AND THE ARTS IS UNEQUAL ACROSS BRITAIN. BURBERRY INSPIRE OFFERS A MODEL OF COLLABORATION TO WIDE ACCESS TO THE ARTS FOR YOUNG PEOPLE:**

Research by the Sutton Trust suggests that over a third of all English students do not engage activities that can nurture creative capabilities. For children from disadvantaged backgrounds, this figure is above 50%.

By partnering schools and arts organisations in Leeds and Yorkshire, Burberry Inspire offers young people in some of the UK's most deprived areas access to culture and creative education, providing students in these areas with important opportunity to experience to high-quality arts and creative education.

In interviews with students, the Policy Institute found that Burberry Inspire activities were linked to a heightened sense of aspiration, both within and beyond the creative arts.

*"I think taking part has made me think there is a pathway to get me there. Because before, I was thinking I want to take acting, but where do I start? And I think Burberry coming in has given me a pathway to think, 'I could go there, or I could have a look at that option.' "*

— Student, Year 9

# SKILLS FOR LIFE & WORK

## **BURBERRY INSPIRE ENABLES STUDENTS TO DEVELOP A RANGE OF SKILLS LINKED TO CREATIVITY AND THE ARTS WHICH CAN HELP THEM ACHIEVE IN WORK AND IN LIFE.**

In order to flourish and succeed in any workplace, it is essential to develop a range of transferable skills and psychological attributes. Employers look for people with particular transferable skills that fit the culture of their company, and are appropriate for a particular job role. These can include communication, leadership, confidence, flexibility, creativity, resilience and open-mindedness. People acquire these skills throughout their lives, and it is crucial that they begin to develop these from a young age.

The UK government's National Careers Service associates a range of skills with specific employment opportunities. For instance, clear verbal communication will help people who are teachers or those who work in care and social work, whilst good writing and design skills will be useful for people working in marketing or digital and IT roles. Likewise, skills in leadership will be useful for professions involving line management and those that require people to set strategic priorities. Engagement on the Burberry Inspire programme has provided the opportunity for many young people to grow these skillsets.

Transferable skills are not only useful in the world of work, but help people to lead valuable individual and collective social lives too. In order to cultivate healthy, lasting relationships, take up positive pastimes and hobbies, and enjoy cultural experiences, people require skills in communication, confidence, open-mindedness, resilience and positivity, which will allow people to flourish in these activities and ways of living.

# KEY INSIGHTS

## STUDENTS ON THE PROGRAMME CULTIVATED THEIR CREATIVITY TO ENABLE THEM TO GENERATE NEW IDEAS, AND IMAGINE AND EXPRESS THESE IDEAS THROUGH NOVEL ARTISTIC EXPRESSION:

Young people taking part in Burberry Inspire engaged in a wide range of artistic activities, including dance, creative writing, filmmaking, painting, sculpture, acting, set-design, and more. Research interviews by the Policy Institute show that students have responded extremely positively to these activities and appreciate in particular the creative and expressive freedom afforded by these media.

These experiences have helped students develop their creative capacities by allowing them to discover their own style and ways of producing things of value. They also learned how to produce novel ideas and artifacts as part of a team, working in collaboration with other students across different year groups.

*"I enjoyed the creative side of it, the fact that we had full freedom and the fact that we got to come up and do everything by ourselves. So we weren't having to follow a script and do this, or watch other people do things. We all got to do it."*  
— Student, Year 10

## BURBERRY INSPIRE OFFERS STUDENTS A CHANCE TO DEVELOP CONFIDENCE IN PRESENTING, TRYING NEW THINGS, AND SHARING THEIR IDEAS WITH OTHERS.

By taking part in exciting projects like filmmaking, some students in interviews reported feeling more confident to try new things, and empowered to put themselves forward for opportunities in the future.

Creative activities like acting enabled the young people to feel more comfortable presenting their ideas to groups of their peers. Some students grew in confidence so that they were more able to talk to new people and be more open to sharing their ideas and work.

These changes in confidence were observed by the students, their teachers, and the people who coordinated the activities within the schools.

*"I didn't think I could do something like that, and I can. So, it's more confidence in myself."*

— Student, Year 7

*"I've seen certain individuals...who have totally blossomed in terms of their confidence."*

— School coordinator

### **THE STUDENTS ON BURBERRY INSPIRE CULTIVATED SKILLS IN TEAMWORK, EFFECTIVE COLLABORATION AND COMMUNICATION.**

The young people found value in meeting and working with other students they would not normally work with, engaging with new teachers, and enjoyable groupwork activities.

The activities provided opportunities for students working in groups to collaborate on creative projects, and to communicate their ideas to people from other year groups, and to students they wouldn't ordinarily speak with.

The activities created a degree of equality amongst the students, regardless of ability level or year group, because no one had had these experiences before. This helped to cultivate a sense of camaraderie and ease amongst the young people, and made them feel more comfortable sharing their ideas.

*"People were talking more, asking how to do it, and working better together than they'd be in your maths class...because... this was like nothing like anything we've done."*

— Student, Year 8

# SKILLS IN THE CREATIVE INDUSTRY

**BURBERRY INSPIRE PROVIDES YOUNG PEOPLE CRUCIAL ACCESS TO HIGH-QUALITY CULTURE AND ARTS EDUCATION PROVIDING A FOUNDATION TO PURSUE A CAREER IN THE UK'S CREATIVE INDUSTRIES.**

The creative industries play a key role in the British economy. Prior to the Covid-19 pandemic, the creative industries contributed £115.9 billion to the UK economy, employed over two million people and, created £36 billion in exported services worldwide. Furthermore, the creative industries are a key part Government's 12-month Plan for Growth and key to the UK's productivity and global success.

Burberry Inspire partners with four local arts organisations – Leeds Playhouse, Leeds Young Film, Northern Ballet, and The Hepworth Wakefield. By engaging in creative activities with these cultural partners, young people can acquire key technical and creative skills such as creative writing, storyboarding, dance and choreography, painting and sculpture, as well as acting, screenwriting, and editing. In doing so, Burberry Inspire may provide key competencies for young people to meet the demand of a fast-growing and dynamic industry in the UK and contribute to the future health of the British creative industries.

# KEY INSIGHTS

## BY OFFERING CREATIVE EDUCATION WITH EXPERT PROFESSIONALS FROM LOCAL ARTS ORGANISATIONS, BURBERRY INSPIRE OFFERS IMPORTANT OPPORTUNITIES TO OPEN STUDENTS' EYES TO POTENTIAL CAREERS IN THE CREATIVE INDUSTRIES:

Qualitative data collected via interviews has shown that for some students the programme is associated with enhanced ambition with regards the creative industries, particularly for students that may already have an existing interest in the arts.

In interviews, students mentioned how Burberry Inspire had broadened their view of the arts to include a range of different careers in the creative industry, and to 'imagine themselves behind the scenes'. Students in interviews also commonly see their artists in residence instructors in a highly positive light. This echoes research which suggests that engaging in arts-based and creative education with local arts and creative practitioners allows young people to see themselves as part of that workforce, providing a 'springboard' to a host of opportunities in the future.

*"I think taking part has made me think there is a pathway to get me there. Because before, I was thinking I want to take acting, but where do I start? And I think Burberry coming in has given me a pathway to think, 'I could go there, or I could have a look at that option.'"*

— Student, Year 9

## EARLY ANALYSIS SHOWS THAT MULTIPLE YEARS' EXPOSURE TO BURBERRY INSPIRE ACTIVITIES MAY INCREASE STUDENTS' LEVELS OF AMBITION AND RESULT IN TANGIBLE OUTCOMES REGARDING FUTURE CAREERS IN ARTS OR CREATIVE INDUSTRIES:

In a set of "longitudinal interviews" conducted with a small set students that have taken part in more than one year of the Burberry Inspire programme, the Policy Institute has found students reporting a wide range of changes in their educational, artistic, and creative lives in anticipation of a career in the arts or creative industries. We found that while one year of "exposure" was linked to positive changes, additional years of engagement appeared to support further tangible educational, creative, and aspirational outcomes.

For example, students we interviewed reported taking up new instruments, choosing creative subjects for GCSEs, taking part in drama productions, music performances, and auditioning for a casting agency – and linked these choices to their experiences of Burberry Inspire.

These early results suggest there is a positive relationship between the arts-based creative education model in Burberry Inspire and a set of student outcomes and aspirations in relation to the creative industries. However, further longitudinal research and engagement with students would allow us to understand better how Burberry Inspire may have an effect in the longer-term on students' life choices and careers.

### **THE BURBERRY INSPIRE PARTNERSHIP MODEL BETWEEN SCHOOLS AND LOCAL ARTS ORGANISATIONS HELPS BUILD CAPACITY IN SCHOOLS FOR ENHANCED ARTS PROVISION AND A ROUTE FOR YOUNG PEOPLE TOWARDS CAREERS IN THE CREATIVE INDUSTRIES:**

In interviews conducted by Bean Research, teachers in schools report that the opportunity to work with artists in residence via the Burberry Inspire programme has 'made a significant impact upon our creativity, teaching and overall outlook to arts and culture'. This is borne out by survey data collected by Bean which demonstrates that 64% of teachers in the fourth year of the programme believe Burberry Inspire has increased the quality of the school's arts provision.

This impact on arts provision in schools is achieved through active CPD partnerships between schools and arts organisations. In Year 4 of the programme, 94 teachers were engaged in active CPD, in areas such as dance education, film, and using IT resources to deliver virtual lessons.

*"Burberry Inspire has really been a great impetus in terms of developing our Art and Cultural curriculum, in terms of both taught lesson provision and wider curriculum. We now have an established Dance Club in addition to Drama Club. Going forward the school is committed to a series of Cultural visits throughout a young person's five years with us."*

— *Enrichment & Wider Curriculum Leader*

# CONCLUSION

The UK is a world-leader in the cultural and creative industries and British creativity and innovation is admired across the globe. The future of Britain's social and economic success depends in part on sustaining this creativity by ensuring all young people have access both to creative and arts-based education which enables them to flourish in work, both within and beyond the creative industries, as individuals, and as members of society.

However, there are concerns that although the cultural and creative industries appear to be booming, access to high quality creative education and arts experiences are becoming increasingly unequal. While creative education in schools has previously been a key national policy focus, The Cultural Learning Alliance points out that since 2010 local and national investment in creative education has reduced, as have the overall numbers of teachers and time dedicated to teaching the creative arts. This is resulting in increased inequality of access to creativity, as schools rely on extra-curricular learning, to which many disadvantaged do not have access, in order to foster creativity and cultivate the 'soft skills' needed for work and life beyond school.

This inequality is echoed in the 'digital divide'. The Children's Commissioner estimates that between 1.14 – 1.78 million children in the UK 'have no access at home to a laptop, desktop, or tablet with a reliance on smartphones to access internet resources'. Access to digital resource and reliable internet resource is now vital for students seeking to develop their creativity, in particular as schools and other organisations come increasingly to rely on digital provision in a post-Covid world.

While the research cited in this report is ongoing, our qualitative and provisional quantitative data is very suggestive of the importance and value of creative education for young people. The Burberry Inspire programme offers a template for how investment in collaborative working between schools and local arts organisations can provide students with access to high-quality creative education. In turn, students will have an opportunity to develop vital skills and creative capacities, providing a springboard for success in work and as individuals in their communities, as well as an important pathway to careers in the creative industries. This model is especially valuable in areas outside what are considered the UK's traditional cultural or economic hubs, and our research has shown how in Leeds and Yorkshire, this model can succeed.

There is increasing focus now on the importance of regional inequality, innovation, and human capital in the UK government's levelling up agenda. Creative education can play an important role in that agenda, by giving young people the skills to succeed and flourish, in regions and towns all over the UK. Burberry Inspire represents an exemplary template for such a programme of education: a replicable, scalable model of collaboration between schools and local arts organisations, providing young people with vital creative education and the potential to succeed in the future – within and beyond the creative industries.



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## ABOUT THE POLICY INSTITUTE:

The Policy Institute at King's College London works to solve society's challenges with evidence and expertise. We combine the rigour of academia with the agility of a consultancy and the connectedness of a think tank.

Our research draws on many disciplines and methods, making use of the skills, expertise and resources of not only the institute, but the university and its wider network too.

## ABOUT BEAN RESEARCH:

Bean Research is a social impact research organisation, working with businesses, charitable foundations, and charities to assess the difference made to people, organisations and wider society as a result of social interventions. We're passionate about social impact, but rooted in the rigour of research.

## ABOUT IDEAS FOUNDATION:

Ideas are the foundation of any creative endeavour. The Ideas Foundation is a charity that understands this and works with young people, regardless of their background to encourage them to explore and develop their own ideas, stimulate their innate creativity and give them a voice. As the brightest ideas don't come from one place, or one type of person.

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