

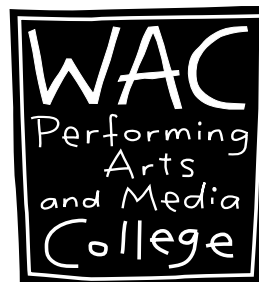
**WAC** Performing Arts and Media College

**ANNUAL REPORT 00 / 01**

## WAC Performing Arts & Media College

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## OVERVIEW FOR 2000/2001

The exceptional arts education work continues, with a broader range of programmes delivered than ever before. WAC staff and students never cease to amaze us, with their unquenchable imagination, enthusiasm and commitment. We would like to thank all of you who helped us make it through the year.

However, I find myself repeating last year's assessment. This was the most difficult year we have ever experienced at WAC. Despite our beautiful new teaching studios we struggled to build any sense of ownership or belonging for our members. This was partly because of the building itself. Although it is fantastic it is very expensive to run and we were forced to use it to generate income. These financial challenges forced us to cut programme costs for the first time in fifteen years.

As almost all WAC's funding is project based

and guaranteed for one year only, we are finding it very difficult to generate realistic sums to cover the increased costs incurred from being in this building. In addition much funding aimed at socially excluded young people can only be accessed by residents from postal codes that fit into the government agreed areas of deprivation. This has meant that we have not been able to apply for a number of funds that are aimed at our client group and so our new address acts almost as a disadvantage in our fundraising strategy.

These financial problems forced us to make two full time members of staff redundant and dramatically cut programme costs for the first part of the year. However we were able to maintain all our programmes except the Harmood Youth Project as staff took on extra responsibilities to fill the gaps.

However, by the end of the year we had really taken on these challenges. We now have three successful ESF bids which bring two years of funding, so our financial stability is restored for the time being and we are now seeking an additional venue from which to deliver new programmes.

## WEEKEND PROGRAMME

### Senior WAC

Taster Day 2000 saw over 150 prospective new students walking through the doors of our new building. Following a break of 9 months, we weren't sure how many of old students would return. In fact 84 students did return in addition to the 113 new students. We started the autumn term with 197 students on role - our largest number for several years, with 149 students still on role in April 2001.

There was great excitement around the use of all the purpose built studios. The dance studios in particular were a very welcome site among those who had endured noise leaks from the main hall / foyer in the old building. This was not to last. Within weeks a smell of damp crept right through the music block until by November we were forced to re-programme all the music classes in the U3A classrooms.

Unable to sustain the on site café, our students ended up running a tuck shop themselves and lunching on the cheapest local options (Kentucky fried chicken). This was not an ideal solution; we were unable to put anything in place by the end of March 2001, however we are in negotiations with a group of parents to have a WAC café running for the next academic year.

Alison Evelyn fill December & Rachel Bennett fill March replaced level 4 singing tutor Julie

Dexter, as she embarked on her career across the Atlantic.

Kevin Leo returned to the project teaching singing levels 1, 2 & 3.



January saw the retirement of Ian Carr from the Sunday programme. Over 30 of Ian's previous students from WAC turned up to say farewell to Ian who had been the main force behind all the music classes and jazz bands since 1980. Tim Whitehead took over the Intermediate and Advanced classes.

Martha Stylianou took over the contemporary dance classes from Liz Sellers, the focus being on the Graham technique, and Beverley Nelson took over from Raf Kaniewski teaching Video Production in January.

The student committee was formed and held regular meetings with Alice Young. The Christmas Party was their first organised event. With no seating/ lighting or staging in the main hall, it felt more appropriate to organise a party for all the senior students. This gave an opportunity to some WAC students with DJ-ing skills to host the evening.

This also meant that Valentines Night posed a real challenge to us. A regular date in the WAC calendar, we needed to overcome the lack of equipment - which we were able to do with

soft candle lighting and tabled seating. The evening proved to be a success particularly enjoyed by the Mayor of Camden, who requested a group of singers to perform at a fundraising event for the mayors charity.

Drama night was held in the main dance studio as it was a more intimate performance of work. It included work by Physical Theatre, Audition Technique and both drama groups accompanied by the jazz musicians.

For the end of term presentation, which was held in the main hall, we were able to hire in theatre lights & a dimmer board, but could do nothing about the seating. The performance demonstrated that despite the difficulties in the social provision for the new building, the improved studio and media spaces had enabled classes to work in a much

more focused way as the standard of work in all subjects

was noticeably higher.

Troy Titus-Adams (star of stage and screen and former WAC student)

presented the special certificates for outstanding attendance and progress.

Six students won the Peter Brinson award

for 100% attendance in all their classes which gives

them free classes for the next year, and Kevin Trail won the Mildred Ackerman Award for the student who gave more to WAC than they ever expected to get back!

## Junior WAC

The new Hampstead Town Hall centre opened its doors to Junior WAC in Sept 2000. It had been a long wait for the regular members and even though a few of the students had decided not to join us 'up the hill', we remained positive and invited a whole new batch of students from the waiting list. Many Junior WAC students also went on to join the senior programme and received significant numbers of the awards and certificates.

The new space took a while for everyone to adjust and the Junior WAC team worked extra hard to recreate the old "vibe".

A new class, web design, was introduced for 10-14 year olds, which saw the media department grow from strength to strength.

The video production class were invited to take part in a major film project called **Smokescreen** sponsored by the Department of Health to help young people give up smoking. The result was a five minute film called **Fag Break** which shows the dangers of smoking and warning the viewers that 'smoking kills' in a variety of witty but macabre situations. WAC is extremely proud of this group of young people as this film was entirely their creation which was brought to life with the help of expert film-makers.

The drama class had a temporary change of tutors and the dynamic of the class shifted slightly. But as the new tutor and the students worked together steadily over the year the class continued to be popular and well attended.

Towards the end of the year the parent/carer committee requested adult classes, so for a short period we ran yoga, drama and movement classes. The classes were well attended and enjoyed by many parents and carers.

As it was our first year in the new space we decided to keep our Christmas activities low key with a series of 'sharings' throughout the building culminating with a buffet and disco for the students, staff, parents and friends.

In the Summer term, a group of parents and students went to see **Bounce** - a celebration of dance styles, at the Roundhouse. It was an exhilarating experience for the young people to see young professional dancers jiving, body-popping and street-dancing to all the popular music of today.

The end of year performance took place in the main dance Studio as work in the theatre space was not complete. However the students still managed to pull out the stops and proved that although the space and atmosphere had changed the standard and quality of work had gone from strength. In particular we saw the enormous impact of the

"The end of term sharing was great. It's the first time Liam had to perform and didn't wake up in an absolute panic! Well done as always WAC!" - **Parent**

"I like to act and it is fun to pretend to be someone else, I like movement because of the exercise and feel good factor" - **Aliou Janha aged 11**

"It was great, it was my first term and I really enjoyed it" - **Jasmine Lawrie aged 14**

"Thank you!" - **Tom McDonagh aged 10**

"I think WAC is great fun!" - **Rochelle McGregor aged 11**

"Thank you for the opportunities" - **Alphonse Mendy aged 11**

Music Maker Programme on the Junior curriculum with many more children and young people learning to play an instrument. The presentation was a resounding success and students leaving Junior WAC received certificates for their attendance and commitment to the programme and five students received the Peter Brinson award for 100% attendance. The event was also filmed and recorded in the WAC archives.

This year has been the most challenging to date, notably because of the new building, it's location and the vast studio space. We all had a tough task during the transition period, settling the student's back into their classes and creating a rich vibrant atmosphere. It took several months to find our feet

but Junior WAC is settled and comfortable at the Town Hall and we all look forward to many happy and creative times as the programme moves forward into the years ahead.



## WEEKDAY PROGRAMME

### ARCO Plus

In January 2001 we started the second ARCO Plus Performing Arts and Media Course in collaboration with Westminster Kingsway College. This is a social inclusion project for 16 - 22 year olds who want to gain skills, experience and qualifications to help them on to their next step, be it further education or employment.

The course is funded mainly by Westminster Kingsway College. Students were able to apply for funds for travel and child care through the Student Support Services at the college. It was also supported by a grant from the Esmee Fairbairn Trust for the pastoral work.

Fifty young people were recruited from referral agencies, a radio and press campaign and through word-of-mouth recommendation.

Students chose two artform subjects from Drama, Vocals, Digital Design and the Web, Music Technology, Video Production as well as 'Skills and Routes', a portfolio and careers support class. They had the opportunity to work towards the new wider Key Skills awards at Level 2. Specialist workshops led by guest speakers including Noel McCoy, Che Walker, Martina Laird, Amani Naphtali and Nixon Rosembert gave the students a valuable insight into the creative industries. Students

also produced CVs, course and job applications and were given advice and guidance to support them on to their next step.

Following induction, the first part of the course developed practical and technical skills. Student-centred projects helped maintain motivation and frequent assessments and sharings of work in a supportive environment helped develop confidence.

The last part of the course involved a cross artform collaborative project. Students from all subjects were put into three production teams with a brief to produce an original film and sound track with accompanying promotion and publicity material for the film.

"What I enjoyed in music technology was trying out the different sounds and making and producing my own tunes... This course has helped me to see I can achieve things in life if I want them bad enough and to work with others and make friends." - **Shalene White aged 16**

"I enjoyed taking part in the vocal activities like writing lyrics and singing the lyrics I helped produce on tracks in music technology. The vocal course helped me a lot with my confidence and I feel that I can perform a bit better now and have learned to take criticism and not take it as people putting me down" - **Marsha Gharthey aged 19**

The content of the films varied from dreams of fame in a rock band to a comedy about a disastrous day in the life of an office girl!

The original music and songs that were written and recorded as soundtracks for the films were of an exceptionally high standard and the film editing work was superb - slow motion / effects / split screen etc. One of the biggest surprises was the number of students who swapped disciplines and revealed hidden talents as actors or directors!

The three pieces were screened at a successful end-of-course show on 13 July which was attended by over 100 people. 21 students received Certificates of Achievement presented by the special guest, Amani Naphtali.

ARCO Plus students were also encouraged to attend theatre trips and take part in ChangeMaker Projects. These projects included the organisation of a music web-site launch party, the production of an information video on working in the music industry and the promotion of a street talent show. The students helped to organise a Changemakers Celebration event at the Hampstead Town Hall Centre in July where they met other young people involved in community projects and evaluated what they had learnt during their own projects such as improved organisational and communication skills.

By the end of the course students had a better sense of direction as well as a portfolio of work and reference. Of those that completed the course, 61.9% progressed on to further and higher education and 23.8% to employment.

Unfortunately, due to staff redundancies, the ARCO Administrator, Shelly Mathivet left the project in June. He made a great contribution to the students and we wish him well as he pursues his music career.

## Haverstock ARCO

Following the success of ARCO Plus, WAC entered into a partnership with Haverstock School to develop a junior ARCO programme. Haverstock ARCO, as it has become known, started in September 2000 as a course for Key stage 4 students from Haverstock School at risk of permanent exclusion. The project is an alternative to mainstream education while still keeping strong and effective links with the school. Thirteen students started and eleven completed the year. The programme was delivered for 3.5 days at WAC and 1.5 at the school. The students worked towards gaining GCSE's in Maths and English and took part in a range of arts and media product based projects. The group have worked on a number of short fictional and documentary style films, recorded vocal performances, developed tracks in music technology, produced individual CDROM portfolios and designed and painted graffiti boards for the Atrium space. The group have achieved a great deal and have a good portfolio of work behind them as they look towards their final year of school. Many staff from Haverstock School who had worked with the group previously

"The course really helped me to build up my confidence when it came to performing in public and learning how different disciplines work together, eg Drama and video Production" - **Katie Williams aged 18**

"I enjoyed both Web Design and Video Production very much and have learnt a lot. I most enjoyed making the film 'The Weekend' as I was able to use both skills in the project. I have learnt a lot about the internet and web design and now see it as a subject that I could study further." - **Alisia Oakley aged 18**

"The course has helped me a lot as I plan to be a graphic designer so learning the designing package on the computer has helped me build up a portfolio for interviews for university" - **Tichea Brade aged 20**

commented on how individuals had flourished. Parents are very supportive of the project and the resources on offer. Subject skills have included camera work, editing, drama improvisation, Photoshop skills, midi sequencing, stage-fighting, web design, and vocals. Haverstock ARCO offers a high level of pastoral support and through the life skills course issues relevant to the students are explored and outside agencies are invited in. We were successful in securing funding from Camden's Drugs Action Team and therefore focused a lot of the lifeskills course around increasing drugs awareness. The course also looked at sex and relationships, work experience preparation, anger management, bullying issues and conflict resolution amongst others. Lunchtime activities have been provided with music sessions internet access, playstation and martial arts. Work experience was a great success with everyone taking the opportunity to really gain experience and high praise was received from placement employers. Work placements took place every two days over a four - week period in the



summer term. The placements were: sales assistant - Goodwoods, trainee recreational sports assistant - Somers Town Community Sports Centre, summer activities researcher - Kickin' it Youth Inclusion Project, Technical support assistant – Turnkey Music Store, Builders mate - Itsik Builders, shop assistant - The Cycle Shop, Tyre fitter- Motorways.

6 students out of 8 completed their work placements with excellent commendations and references from their employers.

Every half term the students present work to a small invited audience.

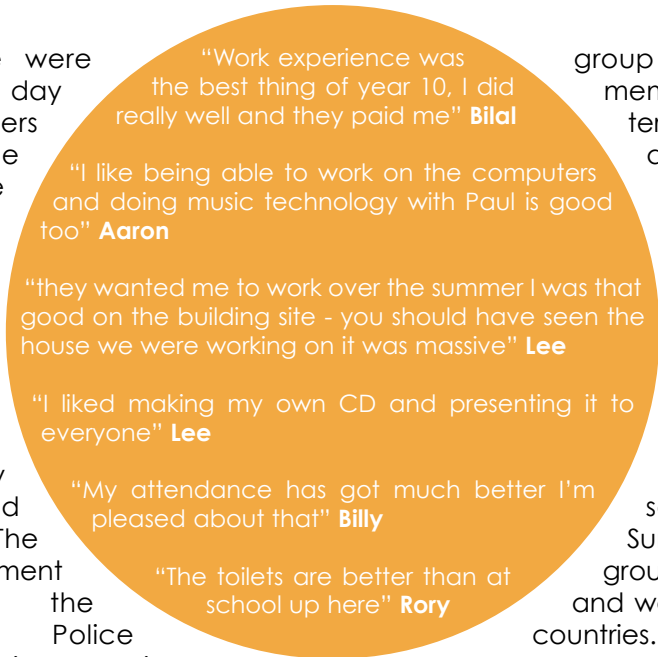
Students are then presented with certificates recognising their achievements in subject areas and stating their success in attendance and punctuality.

The core staff team has been consistent throughout the project and this has been of crucial importance to the students development.

Haverstock ARCO have had various trips out in small groups, such as film location shoots, The BBC Experience, Turnkey music store, The Theatre Royal and weekly visits to the Michael Sobell sports centre for trampolining and gym

sessions. There were also two group day trips to Stubbers Adventure Centre where everyone took part in activities such as challenge course, kayaking, mountain boarding and the very popular quad biking!! The schools involvement team from the Metropolitan Police delivered a series on crime prevention, and the Youth Offending Team have been involved in supporting the progress of the students.

Statistics: 13 on roll - Sept, 10 complete year 10, 2 permanently excluded from school, 1 moved out of the area.



"Work experience was the best thing of year 10, I did really well and they paid me" **Bilal**

"I like being able to work on the computers and doing music technology with Paul is good too" **Aaron**

"they wanted me to work over the summer I was that good on the building site - you should have seen the house we were working on it was massive" **Lee**

"I liked making my own CD and presenting it to everyone" **Lee**

"My attendance has got much better I'm pleased about that" **Billy**

"The toilets are better than at school up here" **Rory**

group started the year with 12 members and ended the summer term with 20 young people on roll, average attendance ranging from 12 – 15 per session. Through the theme of **aspirations**, the group were given the opportunity to continue with developing their performing arts skills, explored in greater depth the use and application of the sensory equipment and started to gain access to IT and internet, using specialist Widget software. By the end of the Summer Term all members of the group had their own email address and were searching for e-pals in other countries.

During the spring term the group went on a weekend residential to Butlins in Sussex. This proved highly popular and successful and encouraged the young people to develop their independent living and communication skills. They had the opportunity to take part in various sports and games, visit the cinema, go 'clubbing' and go on beach walks.

We have also provided work experience placements for two members of the group, one in arts administration and the other in providing technical support.

Two members of the group accompanied the **Oasis** camping trips for the under 18's as assistants, they provided peer support and help for the younger ones, which was fantastic to see.

Cheryl Saddiki who has been a tutor with our groups for several years left us during the

## EVENING PROGRAMME

### Wonder WAC

**(Performing Arts Workshops For Young People with Learning Difficulties aged 18 +)**

The group started in January 2001, having evolved from our regular Tuesday workshops for young people with learning difficulties. This group of older students, many of whom have been with us for several years, needed their own session which both met their individual needs and was more age appropriate. The

Summer term, to live and work in Manchester. We knew that it would be almost impossible to replace Cheryl's liveliness and the controlled hilarity she generated during many sessions. After thinking long and hard we approached one of Cheryl's teachers to take over the role temporarily, Jean Hart.

We all miss Cheryl and wish her every success in the future. We are though pleased to report that through Jean, the laughter continues!

We are really pleased with the way the group is developing and look forward to the future programme.

## Wonder WAC for under 18's

These workshops have taken place on a Tuesday evening and have provided opportunities for young people with learning difficulties to develop their skills in performing arts and media, work creatively, build confidence and raise self esteem. Through the arts and media the group have been able to explore the social issues and develop the independent living skills relevant to them at this stage in their lives.

We also provide support and advice for

individuals for both social education issues and career development.

We are gradually acquiring a range of specialist sensory equipment and ICT software to enhance our members ability to communicate and develop creative ideas. In December the group welcomed Rich Horsnell from Capital Radio Help a London Child who presented the group with a cheque to buy additional sensory equipment. Alan Brady and Gary Austin were invited to Capital Radio in March and had interviews recorded which were broadcast as part of this year's appeal.

Although development of skills and process are given top priority, during the year young people are given the opportunity to both perform live and record their work.

Each week the group are given the chance to informally socialise and are positively encouraged to have fun and enjoy themselves!

We have continued to provide for those young people most at risk, in collaboration with Camden Social Services, one to one support workers. Working together the young people and workers decide how they spend their sessions. They may decide to visit a museum or gallery, go to the cinema, participate in a sports activity or go for a walk.

These young people are encouraged to join in the activities offered by other providers.

"I see my friends and I'm happy to see everyone." - **Dean Brown**

"I make friends have a laugh and hug everyone." - **Theresa Schultz**

"because its fun and we do music and drama and art." - **Karim Naji**

"because I love duck, duck goose" - **Dean Parkins**

"I like helping out at WAC and seeing everyone - it feels good to be helpful" - **Edward Mosse**

## Trampolining

The trampolining classes have become extremely popular again. This has led to the senior group having to split their session into two classes to meet the demand and to keep the classes lively and interesting. When the groups are too large there is too much time spent waiting for turns. The increase in popularity is partly due to trampolining becoming an Olympic sport at the Sydney Olympics.

Some senior group members have been working towards their Duke of Edinburgh Awards using trampolining as one element, while other senior members have been encouraged to assist the tutor as they want to undertake coaching qualifications next year.

"Trampolining is the best; everyone is very kind."

"Trampolining is fun and the trampoline is..... guess what..... it's bouncy!"

"Trampolining is the best."

"Trampolining is wicked and cool, we have a wicked teacher and we learn a lot."



Camden Society have continued to bring young people with learning difficulties to several of our sessions where regular senior members also interact and help the young people develop confidence and learn trampoline skills.

Both the junior and senior groups continue to work towards awards accredited by the governing body for trampolining. The junior group are also setting new standards, not only are they mastering basic trampoline skills but also inventing new games to make our sessions even more fun!

## Harmood Youth Project

We continued to run our after-school and evening programme, until March 2001. The after-school project, two evenings a week, provided young people aged 8 – 13 with a range of activities including indoor sports, arts and crafts, as well as providing homework support and refreshments. The evening programme for over 11's continued to offer a general activities programme, workshops, trips and outings and during the Autumn term in collaboration with the Roundhouse and Mahogany Arts hosted five Carnival Arts workshops. The culmination of the

project was a display and sharing of work.

We ran half-term projects during the Autumn and Spring Term. During the Autumn the theme was Halloween. The activities included arts and crafts, ICT and a cinema visit to see the **Little Vampire**, a team sports and games day and participation in the **Changemakers** Halloween Party on the last night of the scheme.

The theme for the February half-term project was Sport and Health Activities. The sports activities included trampolining, basketball, volleyball, football, unihoc and tennis. On the health side we looked at the importance of warming-up and cooling down and healthy eating. We also held an anti-racism workshop looking in particular at racism in sport and peer groups.

Unfortunately in March 2000 funding for the project came to an end and we were sorry to say good bye to Muriel Fowler who had been our Children's Officer for the last six years and who had worked extremely hard to develop youth work at the club.

Anxious that our members did not feel totally alone, the core youth club staff team continued to open the project one evening a week on a part paid part voluntary basis throughout the Summer Term.

## ISLINGTON CONNEXIONS - PRIME YOUTH PRODUCTIONS

Approached by Chris Heaume of Islington Education Service, WAC set up and delivered a one-week performing arts & media project for young people between the ages of 13 - 18 during the last part of the summer term.

### The aims of this project were:

- To involve young people from Islington in the development of Connexions Islington
- To provide a means for young people to express their thoughts and ideas on effective advice and guidance
- To provide a vehicle for the active participation of young people in the launch of Connexions Islington

## Recruitment

All Islington schools / referral units and youth clubs and agencies were contacted initially by Islington Connexions and introduced to the one week project. WAC then followed up all contacts direct by telephone to set up taster sessions leading up to the project. Contact was initially difficult, as many Heads of Performing Arts had not received this. We were already facing a challenge, to get the right information to the relevant members of staff before the years 11 went off on study leave.



For future reference, we need to address this problem and contact the relevant member of staff in the first instance.

Although there was no interest in hosting any taster sessions, we did have a positive response from Drama teachers who referred students for the week.

Of the 12 schools / centres contacted, 8 responded, this was later opened up to Islington residents, identified through WAC's mailing list.

Of the 53 young people recruited, 33 attended the first day, 30 completed the week.

Each participant was given a choice of 3 subjects and was encouraged to do 2 of the 3:

**Vocals / Rap**  
**Drama**  
**Video Production**

Each class focused on issues around youth culture, and tutors encouraged the young people to identify support and advice systems available. Discussions led to recommendations for the improvement of these services, which became the starting point for each group's work.

All students got to do half a morning and the whole afternoon on the first subject of their choice, and half a morning on their second subject. This was to encourage the young

people to circulate and meet new peer members, developing their personal experience as well as their skills.

Whilst the morning workshops proved to be very successful, the pressure was on to ensure that there would be a product to present at the end of the week. This proved increasingly difficult with the digital technology, as the participants had to master new-found skills and make artistic decisions about the presentation of the work. This problem of process / product should have been identified in the planning period.

All participants had to be encouraged to leave at the end of each day as we had a time restriction on the use of the space, there was a feeling that people did want to hang around and talk about the day without the pressure of producing something! This showed how the social space of the production fostered a sense of community.

Tutors and students were busy adding the final touches to the video on the last morning with just minutes to spare. It was very unfortunate that some of the audio track was lost in the presentation. This however is not the case with the master copy and Connexions Islington will screen a full viewing of this work.



## Future projects should:

- Be clear of the aims & outcomes, for both the participant and the funder
- Plan & manage the recruitment process
- Plan ownership of space - longer lead in and out times
- Develop clear progression routes

## HOLIDAY PROGRAMMES

### Residential Weekend for Over 18's

As part of the **transitions** programme for the over 18's group, we went on a residential weekend to Butlins in March. We travelled down to Bognor Regis by mini-bus amidst an atmosphere of great excitement. In small groups of members and their buddies we stayed in chalets which was great fun. We decided not to self-cater but took our main meals in the camp restaurant fending for ourselves at lunchtime. The group enjoyed choosing and preparing their own lunches so much that we would do our own cooking next time.

There were many activities available and we enjoyed go-karting, crazy golf, beach walks, taking afternoon tea and watching the many shows on throughout the day including 'The Offbeat Blues Brothers' show. The highlight of the trip was the evening out, which included a visit to the cinema to see 'Billy Elliot'. Much

enthusied by the dance element of the film we went to on-site nightclub for the Sounds of the Eighties where we danced the night away!

Butlins was a wonderful weekend trip and an experience that most of the students and staff had not encountered before. The Butlins staff were very accommodating and the trip ran very smoothly. It proved to be a very valuable weekend and gave our students the opportunity to develop a sense of independence and to participate in activities as a group. The weekend was a great success and we are ALL looking forward to undertaking similar ventures in the future.

### Residential Weekend for Under 18's

Just before Easter we took a group of young people with learning difficulties under 18 for a weekend at Stubbers Outdoor Centre in Essex. The group stayed in the youth hostel and participated in adventure activities including quadbiking, mountain boarding, and power boating which encouraged the young people to challenge themselves, develop their self awareness and confidence, as well as supporting each other.

Very clearly there was a sense of individuality present in the young people, being away from home gave them the opportunity to place trust among themselves as well as the carers who were present. Collectively there was a definite and real team effort.

The only criticism was the food. We will self cater next time!

"I felt that it was an encouraging and successful weekend."

## Learning Difficulties Holiday Projects

Halloween was the theme for the Autumn half-term course. The group created their own ghost stories and made masks which were used as the stimulus for the creation of their own movement piece for which they played live percussion. The group enjoyed sharing their Halloween party on the last afternoon.

February half term concentrated on developing processes and linking art forms rather than on other projects where the work has been theme led. Movement, singing percussion, music, drama and physical theatre, storytelling and visual arts were included in the various workshops. In particular the group concentrated on making autobiographical posters using , photographs, drawings and text.

Our Easter project focussed on growth and development of living things, including plants,

animals and ourselves. In depth discussions took place and ideas were explored through drama improvisation. We took advantage of the warm Spring weather and every member of the course planted bulbs in the grounds. This activity provide the stimulus for our artwork and song writing.



On the Friday we had a day out on the Southbank we visited the Action Space 'Exposed!' photography and video exhibition at the OXO Tower gallery. We walked along the bank of the River Thames to the Royal Festival Hall where the group had lunch and watched the foyer concert before joining in the dancing!

The May half term project followed the theme of **Aspirations**. Members of the group had the opportunity to create a dance video using their own sound and movement ideas. Various arts mediums were used in the production of the piece including rhythm, percussion, dance, drama, mime, song writing and visual art.

The project was filmed throughout the three days logging the work as it progressed, the edited version of the film was shown on the last afternoon.

## Learning Difficulties Summer Workshop programme

The two week summer school was part of the Camden Summer University (CSU) during the first week focussed on exploring the world of work and finding out about jobs and professions, using the various performing arts we studied the occupations which were suggested. Later, we divided into groups and each person decided on some job or profession they wanted to have. They then devised questions and video interviewed each other sharing the recordings at the end of the week. Having been very serious the first week during the second week we decided to really have fun with arts and crafts we made models using modeling clay and painted them, we made a totem pole, which we photographed using the digital camera and downloaded on to a CD. Many young people really liking the work and some took part in the artwork who had never got involved in art before.

WAC in collaboration with Camden Summer University ran a three-day puppetry workshop for students with learning difficulties aged 14-25 years in September 2001. The students visited the Theatre Museum and Camley Street Nature Park learning how to use puppets in performance and the art of shadow puppetry. This involved various lighting techniques one of which was using only a torch creating the illusion that stationary people and/or objects

were moving or even dancing.

On the second day of this course the students made a collection of puppets which they used to present a short performance piece on the last day. These puppets were based on animals and warrior characters and the performance used sound effects and music. It was an excellent visual piece of work that all of the students were involved in.



## Radio Project

This was a pilot project for the Camden Arts and Business Consortium as several partners are keen to develop an ongoing radio station run for and by young people. We worked in partnership with the Hospital Group, Tornado, Overtones, Tribal Tree, Raw Material and the Roundhouse to set up a small pilot to get a better understanding of what would need to be in place if we develop this longer project. The project was aimed at 20 young people though through the five week period we lost participants who could not commit such a long period of time. The broadcast was produced and run by twelve young people who completed the whole programme.

**Web Production - [ 4-7pm ] : Class Instruction  
[ 30 July thru 10 August ]**

Stephen O'hear and Fleeta Siegel started from the beginning, introducing our graphic designers and musicians, to the different software packages that were available:

Fireworks, Dreamweaver, Photoshop. Their design skills stressed useability and making the website very clear to navigate.

After class instruction, the web producers consulted with the LIVE events and Promotions members to design a site for the webcast. The attempt was to recreate a real time consultancy- in less time of course!

Guests: Tornado Productions

### **LIVE Events Management- [ 1-4pm ] : Class Instruction [ 30 July thru 10 August ]**

Elaine Grant and Angus Henderson used a variety of tactics to explore ways of filling a webcast with programming. Using a clock metaphor, they were able to illustrate the different components of daily and hourly broadcasts.

These young producers sought out content and organized the production schedule in order to maximize the users experience.

Guests: KISS-FM; BBC On-Line

### **Marketing & Promotions- [ 10am-1pm ] : Class Instruction [ 30 July thru 10 August ]**

Deniz Demirer used his independent film-making experience to create role playing games and direction for the students creativity. Product awareness, knowledge of the User Group, market penetration. These are the tactics for modern day communication strategists.

After class instruction, the marketing and promotions gurus consulted with the web production people during the design phase.

Coordination with the events management people was crucial in lining up the performers.



Guests: The Hospi+al Group, Raw Material, MIDI Music

Following the t a u g h t s e s s i o n s , s t u d e n t s w o r k e d t o p r o d u c e , m a r k e t a n d r u n t h r e e n i g h t s o f i n t e r n e t r a d i o .

They named their station **Pure Sensation** and programmed 8 hours of journalism, features, competitions, reviews and music and supported students from Raw Material who produced a music night on the last evening. We are still hoping this will develop into a regular station to celebrate the work of many Camden projects aimed at young people.

### **NetRadio Tutor's report**

As one of the tutors on the Live Events Management course I had mixed emotions as to what and how much we could achieve in the given time. The group was small in numbers but made up for it in enthusiasm, energy and commitment to the project.

The group needed little encouragement when brainstorming ideas and when tasks were given to individuals, they saw them through and came away with a great sense of achievement.

Halfway through the project they joined forces with the Marketing and Promotions group. Together they lined up the performers, presenters, prizes for the competitions, free cinema tickets for the film reviewers, free refreshments for the netRadio teams for each broadcast by every form of modern communication available to man!

The visits and speakers associated with the project played a crucial part in educating and informing the students about all the components of creating a radio station via the Internet. As many of the students had never done this type of work before it became an extremely enlightening and enriching project to be a part of. I firmly believe all the students gained many valuable skills and experiences as a result of taking part in this innovative enterprise.

## Circus School

The last week of July saw a successful week of circus activities for 5 – 11 year olds. 47 young people took part with 65 on the waiting list. We were able to invite 2 people from the waiting list. Activities for the week included: Acrobatics, trampolining, circus skills, stage fighting, combat performance and aerials. Morning classes were split into age groups with afternoon classes being mixed age and ability. The afternoon workshops worked towards a sharing of work, which took place on the last afternoon.

"I enjoyed the stilts and diabolo"

"I enjoyed learning to juggle"

"I liked everything at Circus school"

"I learned different types of cartwheels and how to stage fight without hurting someone"

"I did Cartwheels, bridges and pyramid building"

"You should run it longer"

Current WAC members on the week: 80.6%

Non WAC members 19.4%

Females 18

Males 29

Ages	Female	Male
5	0	2
6	3	4
7	4	9
8	2	4
9	1	5
10	5	2
11	3	3

## DJ and MC Project

Following intense demand from all our members we accessed funding from Camden Youth Service to run a one week course for twelve 10 - 14 year olds which was held at the Harmood Centre. The focus of the week was to develop social skills through interaction with peers, positive group work, confidence building and freedom of expression in a positive environment. In addition participants learned the following basic DJ skills:

- Understanding of beats and bars
- Slow fade mix & Drop mix
  - Drop mix using 5 different basic skills- manipulating the turntable, vinyl and mixer
- Accapella mixing
- Chopping and editing a song using the cross-fader and other switches on the mixer

This course was very well attended - 100% attendance and gave them a taste of the skills they need to DJ professionally.

On the last day everyone was able to perform and co-ordinate a personal mix tape by themselves. We hope to develop on-going after-school provision at beginners and intermediate level to continue this work, as so many of our members are keen to learn.

## London Samurai Project

As the first part of development for a feature film, the David Glass Ensemble ran a week long participatory workshop in August with thirty of our regular students to help develop a new 'martial art' film based loosely on the Seven Samurai. This week was the first stage of creative development to explore the basic themes, ideas and form of an eventual film. The workshop brought together young people of different racial and cultural backgrounds, martial arts experts, drama facilitators, film makers and the directors of the project.

As well as group discussions, storyboarding and improvisation, the group had the opportunity to experience a range of different martial art forms including Kung Fu, Capoeira, Aikido and Kalari. In addition to various core members of the Ensemble the following tutors and experts were involved: Jayachandran Palahzy, Artistic Director of Imlata; Tom Wu of Yellow Earth; Paul Sadot of Urban Expansions

and Capoeira Norte; Pete Bailie and Alasdair Montelth of the British Institute for Chinese Martial Arts.

The week proved highly successful in terms of creating a firm foundation on which to build a second phase. All the tutors commented on how much they had enjoyed working with our students, who were committed, imaginative and very enthusiastic. Following a period of script development in the New Year, there will be a further series of workshops at WAC during April 2002.

## Cuban Summer School

This was a fantastic two week programme which gave our students the chance to work with Cuban dancers and musicians and work towards a performance on the last day. The programme coincided with a series of professional classes so that our guest teachers had the opportunity to work with beginners and professional dancers and students were able to recognise the professional level of the tuition they were receiving. The Cuban tutors were, Omar Puente and Robyn Jones, music, Roberto Molina and Guillermo Davis dance. In addition Michele Scott returned from France to teach Matt



Mattox Jazz and Maxine Bunting taught Contemporary.

## WAC'S Oasis Summer 2001

The programme was aimed at students with at least two years experience but we still had a huge range of ability in each group, which sometimes made it difficult for tutors to engage every student at their own level. However students commented on the inspirational qualities of the tutors so it seemed this did not spoil their enjoyment or prevent them from being fully involved in a significant part of the performance.

This course was incredibly hard work; - students were arriving early to perfect their choreography or their song and the taught sessions were very focussed and intense. However when friends and parents saw their work on the last day it was hard to believe so much had been achieved in such a short time. For an hour we were transported to Cuba and it was difficult to believe that all the performers were not Cuban by birth. Again this resulted in requests for regular Latin music and dance classes - we'll do our best!

### Overall, how did you rate the course?

Excellent	44%
Good	56%
Fair	0%
Poor	0%
Very Poor	0%

"I got a taste for music of a totally different culture. Omar's teaching is fun he works with high energy and commitment. HE IS A DUDE."

"I just basically learned how to dance in different styles. I liked the Capoeira."

"I have a vast amount of dance training and enjoyed all aspects of the course, especially the jazz classes it was really inspirational to be taught by Michele Scott again."

"I learnt about different styles of dance moves and techniques from different cultures."

"Some new styles of Cuban music. Keen and supportive tutors/staff."

"I enjoyed all of it! However, I felt that there could have been more capoeira, but I have really learnt a lot and it was fun."

Once again this year we were commissioned by London Borough of Camden Social Services to organise and run the **Oasis** camping trips. The project ran for three weeks and was based at Stubbers Outdoor Education Centre in Upminster, Essex. We provided young people with learning difficulties aged from 11 - 18 with the unique opportunity of combining outdoor pursuits, performing arts, development of group work and independent living skills. At the same time providing much needed and deserved respite for parents/carers and families.

It was very encouraging to see that nearly all the young people from last year chose to go again on this year's camping trips. Many remembered the staff and others from their visits and enjoyed the reunion as well as the chance to have a go at some of their favourite activities.

The project was co-ordinated by Jeanifer

Jean-Charles with Maire Clerkin providing administrative support. This staff combination proved invaluable and it meant we had more staff who are aware of what is needed both in terms of organisation and leadership. It also helped prepare Maire for her role as a leader on the weeks away. This year we had one leader and two assistants per week which really helped to spread the workload and share the responsibility.

There is now a team of staff who have had experience of several camps. We will encourage them to attend training sessions and then set up a day where they can then train new and/or less experienced members of staff.

The induction meeting prior to setting off was very useful, but because it was the only time we all met as a team everything needed to be covered in a couple of hours. In future by having a training day beforehand, leaders will then be able to use the Monday morning session as a welcome meeting, where structure of the week, meals, activities, breaks etc are explained, and a timetable given to everyone.

We introduced a 'buddy' system where each young person was paired up with a member of

staff. All agreed this was a good initiative, which improved understanding and communication between the staff and young people. Staff would welcome an opportunity to meet their buddy well in advance and to have more time going through the referral procedures with parents.

The majority of young people went on the mini-bus, but a significant number this year went on public transport with their buddy, which was an indication of how much more confidence individual group members now have.

The performing arts workshops tended to take place spontaneously and on a more ad hoc basis. Next time we would like to make the workshops a greater part of the trip, with style of workshop clearly identified and scheduled in the week. In order for this to happen we will book two activities rather than three per day.

In weeks one and two we had a day out to Old Leigh-on-Sea, we spent time on the beach, watched the fishing boats come in and go out and saw the cockle sheds. Before we left we had a fish and chip supper in a restaurant overlooking the river. During week three we had day trip to Colchester Zoo which was a success and a very good idea as everyone had a great time.



The outdoor activities were great and well organised, if a little challenging!, and as usual the Stubbers team were very helpful and supportive at all times.

Most of the young people were very keen to take part in the activities on offer. But for some, we may need to structure the days more appropriately so that they get an opportunity to stay around the tent and simply play or do more arts activities.

Whilst the aim of the project was to develop young people's skills within a group, it was also important to give them the choice to step out and have a quiet moment on their own. With a more flexible timetable, there would be more space to allow this to happen comfortably.

The pre-project Parent's Evening was again successful with young people also attending and having an opportunity to ask questions.

The end of project evaluation evening gave staff and young people the opportunity to share their experiences with their families, friends and professionals from other agencies. It also gave parents/carers, young people and staff the opportunity to get feedback and ideas for improvement.

Overall the weeks went really well. In the evaluation forms, many parents were satisfied with communication and organisation, while

many staff and participants would really like to do it again next year. Through reading last year's evaluations, a lot of changes were made and new initiatives introduced. These were all very significant in making this year's holidays even better.

*"During the summer of 2001 I was given the opportunity to accompany a group of young people on the Oasis Camp at Stubbers. I was most apprehensive because I had not been camping for many years. I need not have worried. The staff from WAC and Stubbers staff were all true professionals and made the weeks events and activities safe and fun. Some of the more adventurous activities included off road dirt track driving, speed boating, land surfing and an extremely arduous obstacle course. All the children, staff and Buddies took part and I must say I had not heard laughter like it for a long time. Other events were a day trip to the seaside, which included the entire group taking over a local fish and chip restaurant. Fresh from the sea, dinner was excellent and all agreed that the WAC staff had done us proud.*

*The last evening saw us preparing for a B-B-Q, which once again was great fun with all culinary tastes catered to. All in all, this was a wonderful week, with fabulous weather and memories to last a lifetime. I have put my name down next year and hope, once again, to be asked to be a BUDDY.*

*Thank you WAC."*

**- Buddy Phyllis**



## NATIONAL FOUNDATION FOR YOUTH MUSIC – MUSIC MAKER PROGRAMME

In September 2000 we were able to declare Gerry Hunt as our Music Maker. This meant that he was charged with developing instrumental tuition provision for all our members under 18 as well as developing workshop leadership skills for older members who wanted to begin teaching music. As affordable instrumental tuition has been missing from schools for so many years we were met with minimal take-up for some instruments and so for the first term concentrated on running a range of exciting music workshops to get our students turned back on to music making. As a result 57 children and young people are now receiving paired instrumental lessons in keyboards, guitar, saxophone, and drums and six former students are involved in the workshop leadership programme, two of who our now employed as teachers. In addition Gerry organised two music forums to bring together all the music providers at WAC to develop a long term strategy to enable music provision to flourish. We have funding for a second year of this programme and are looking forward to more exciting music developments

## PERFORMING GROUPS

### Performing at the Labour Party Conference

*Arts for Labour fringe meeting.*

WAC was invited to perform at the Arts for Labour Fringe meeting at the Labour Party Conference in Brighton in September 2000. Four vocalists from Level 4 Singing and ARCO Plus performed with Kevin Leo to a warm reception at the Komedia Club.

### Vibrant Voices

It was flagged up in the WAC Music Conference that we should be setting up more opportunities for our young artistes who are about to take steps into the professional world of music.

WAC set up Vibrant Voices to offer the Level 4 and ex-Level 4 singers an outlet for their creative talents. They began meeting every Tuesday evening at WAC in March of 2001 and have continued weekly rehearsals to create and build a repertoire of original material as well as new arrangements of popular soul/R&B/Jazz songs. So far they have performed in several high profile events including the Mayor of



Camden's Annual Charity Dinner in April and Noel McCoy's 'Dutch Pot' venue in west London. They are seven in number at present but intend to audition again in November 2001 for new members.

Their sound is a VIBRANT! fusion of jazz, ballad and soul and they are available for events and concerts from January 2002.

## WAC FUNDRAISER

In April 2001, Dominic Neil Dwyer and Caroline Groves from Swiss Cottage, organised a 'wild-west barn-dance' at Hampstead Town Hall Centre for family and friends and turned it into a fundraiser for WAC. WAC vocals group, Vibrant Voices, were invited to perform at the party and £1300 was raised from ticket sales and a raffle which was donated to WAC's Scholarship Fund.

## TRAINING DUKE OF EDINBURGH AWARDS

Members over the age of 14 have been encouraged to use their experience of classes, workshops and volunteering to contribute towards achieving Duke of Edinburgh Awards. These awards are designed to offer a personal and individual challenge whilst introducing young people to exciting,

positive, challenging and enjoyable activities and experiences. The awards are at three levels and cover four sections: service, skills, physical recreation and expeditions.

Many of our members have now completed at least one and some two sections of an award.

Two students from Camden School for Girls completed their service sections of the award with the learning difficulties group.

During the Spring and Summer terms we provided the base for the Camden Open Awards Centre, providing open access to young people wanting to undertake awards as individual and not coming from an organised group.

## CHANGEMAKERS AND ACTION PAYS

WAC is a **Changemakers** organisation. Changemakers challenges, empowers and support young people, over 11, to address the issues that concern them in their own lives, in their communities and in the world around them, by joining with others in positive action to create change. Students working in small groups have been encouraged to lead their own projects and make their ideas happen. –

'The future is not about what older people think, but what young people do'. Several groups of young people have run their own imaginative projects this year and have received financial support to help their ideas come to fruition through the NCVYS Action Pays scheme. These students were presented with certificates when we hosted the regional Changemakers Celebration during the Summer term.

Changemaker Projects included the organisation of a Halloween Party organised by the Harmood Youth Club members. Arco Plus students organised a launch party in Camden for a new music web-site, developed promotional material for a local talent show and produced a video guide for young people about working in the music industry.

We are encouraging more and more students to sign up for Duke of Edinburgh and / or Changemakers projects as accreditation through these bodies not only provide focus, support and direction for students work, but also provide additionality for students applying for other courses.

## PROFESSIONAL DEVELOPMENT TRAINING

### Netgain

In October 2000 we began part 2 of the Learning @ Metier programme here at the Hampstead Town Hall. This is an ADAPT project led by Metier with four national partners for which WAC is the London Gateway.

Of the 36 artists shortlisted, 20 took part in the programme.

	Female	Male
Dance	2	1
Theatre	3	1
Music	2	8
Admin	0	1
Visual	2	1
WAC	5	6
Non WAC	4	5

### The intensive training week covered:

- Team Building
- An Introduction to Web Design
- Internet use for Artists and Arts Businesses
- Fundraising
- An introduction to Artform NVQ's
- Metier website registration and navigation.

Individual Training Analysis Plans were drawn up, and throughout October - December further developmental courses were added to allow the candidates to **a)** work at their own pace **b)** work intensively on completing a product.

### Courses on offer were:

- Web Page creation
- Music Technology
- Basic ICT Skills
- Video Production
- Desk-Top Publishing
- First Aid
- Spreadsheet skills

From January till April, the candidates were able to book studio time to further their own

development sometimes with the guidance of a tutor. This period mainly covered desktop publishing, video production, web design and additional computer skills. By the end of the March 2001, 1,802 hours of learning had been undertaken.

We registered 8 candidates in Delivering Artform Development Sessions level 3 and 8 candidates Delivering Artform Development Programmes level 4. More details of this can be found under the OCR centre.

## Assessment Centre

We have continued to capacity build and develop our assessment centre acknowledging that as this is a very new area for the cultural industries, we are making a long term commitment to a process that may not come to fruition for another five years. As part of this process the Assessment Centre was approached by the Musicians Union in October 2000 to register and assess a Musician who had been part of the pioneering Musicians' Union Support Education (MUSE) project, to offer on line support and guidance for Delivering Artform Development Sessions (DADS) Level 3. We were also approached to submit working documents for this qualification that would be posted on the MUSE website.

We also supported eight Arco Plus Key Skills candidates who were found competent in Working with Others & Improving Own Learning (certificated). Five Netgain candidates were

found competent in mandatory Units of DADS (awaiting completion of NVQ). Our MUSE candidate was found competent on a combination of mandatory & optional units of DADS (awaiting completion of portfolio)

Kate Heath WAC tutor at Junior WAC and Learning Difficulties group, completed her D32 / 33 award and joins the team of WAC assessors.

Key skills are no longer NVQ's and can now be assessed by the subject tutors, with a visit from an OCR Moderator to maintain standards. OCR are no longer the awarding body for the artform NVQ's, but after an uncertain six months, Edexcel has taken these qualifications on board. WAC staff are involved in producing support materials for EdExcel to make these qualifications much more accessible to artists.

### Certificate in Professional Practice in Youth Arts Development

This is a one year part time course run in collaboration with Midi Music Company aimed at artists and youth workers working in the informal youth arts sector. It is the only course of its kind in the country and is accredited by Goldsmiths' College, University of London and funded by London Arts. Participants received training in delivering arts programmes, project management, fundraising and project delivery. Nine students completed the course and delivered a youth arts project. Seven completed all sections of the assessment and two deferred until next year. This is the second year of the course and participants were commended by the external examiner for the high standard of their work.



## RESEARCH PROJECTS

### Connect 2000

CONNECT 2000 is an initiative funded by the European Commission to support innovative projects which reinforce synergies and links in the areas of education, training and culture, associated with new technologies.

WAC is the lead body in a consortium of transnational partners currently involved in the delivery of informal education to disaffected and marginalised groups of young people. These organisations were researched over a 2 year period, under the CONNECT 2000 initiative.

This research was carried out by the National Foundation for Educational Research. This brought together three European member states (the UK, France and Spain) which provide informal education and training projects for a range of young people experiencing discrimination and social exclusion, focussing on projects which excel in the use of new media and technology. The research shows how in their different ways, all the providers seek to offer innovative and accessible learning opportunities, delivering transferable skills which will lead to employment, while at the same time



empowering young people to celebrate their cultural difference negotiating their place as citizens of Europe. The completed research project will be published in 2002.

The research describes in some detail these three organisations, including our partners:

- In Spain, ADERCO, is a non-profit association, has managed programmes related the economic and social development of the County of Olivenza in Extremadura. ADERCO worked with young people offering a course aimed at developing employability skills especially in relation to the opportunities offered by new technologies.

- In France, AIDDA a political photography project worked on a programme based on photography and digital imagery specifically aimed at the experiences of refugees. The context here was managed by FIDE, a state supported but independent association working with North African refugees in the suburbs of Paris. AIDDA have previously worked with Algerian immigrants referred by the criminal justice system, and provided courses specialising in photography for European migrants.

The British Film Institute, UK was also a partner on this project as was the UGT (trade union) in Spain

Although these activities and programmes are framed by different educational or training rationales and are clearly situated in differing social contexts, they are all based on the concept of 'active learning' student centred, problem solving and project based. The research analyses how training based on artistic and multimedia process can provide young people excluded from the mainstream with high levels of motivation and achievement in learning how to learn or in some cases re-learn. It shows how these programmes built confidence, encouraged negotiation and problem solving, and developed communication skills and team work.

Additionally, it touches on a set of wider arguments relating to the role of arts education in these contexts. While there is much anecdotal evidence that the arts and media can play a crucial role in the lives of young people encountered in enabling them to move on to mainstream education and employment, this project aimed to leave behind tools for measuring learning outcomes. The research identifies ways to measure the success of this work particularly in relation to soft outcomes.

The rationale for the project stemmed from the fact that the 'informal education sector is an influential mechanism in reaching socially excluded young people and in developing new educational strategies. It is now regarded by many countries as having an important role to play in partnership with institutional schooling. However, defining the nature and practice of informal education is difficult and

there is a dearth of evidence describing both the institutions and the specifics of teaching and learning which give the sector its distinctive place in many peoples lives.

There is a Europe wide debate about how to educate young people for the societies of the future. Key themes, discussed in the introductory section to the research, are developing systems which are socially inclusive and which make appropriate use of the opportunities afforded by new technology. We argue that the informal education system is better positioned to develop new and radical programmes than schooling, with its history and traditions. However a dialogue between these innovative activities and the demands of formal education needs to take place at policy and curriculum levels. The project demonstrates the value of soft outcomes, arguing that educational policy needs to take account of different ways of describing successful learning especially in relation to socially excluded young people who have been failed by formal education.

Finally this project touches on the role of new technologies in relation to the culture of young people and education. This is central to a range of European policy initiatives. The research recounts how a sceptical research programme shows how such technology might contribute to new pedagogies and curriculum development. The case studies emphasis on creative and communicative uses of new technology allowed young people to investigate questions of identity, alienation and self expression.



## ADDITIONAL RESEARCH OPPORTUNITIES

Staff from WAC were invited to speak about our work at a number of events around the world, including Australia, N. Ireland, Norway and Sweden. The talks included showing films and multimedia made at WAC and talking about our original ways of organising teaching and learning.

Visiting researchers, Dr. Helen Nixon and Dr. Gerry Bloustein from the University of South Australia used WAC as a research site during their stay in London.

WAC took a lead role in an international study of Pokemon, working with a team of academics across the world we looked at how the phenomenon played out in the UK (by contrast with Japan, for example) and how it helped or hindered children's learning. In the face of much opposition to Pokemon by schools, we supported the positive aspects of the craze, looking at how children use it to learn and develop. The results will be available in a book published by Duke University Press and edited by Joe Tobin.

We also spoke at an international conference on computer games and we will be developing computer games with junior WAC as part of our ongoing interest in this aspect of young people's lives.

## WORK EXPERIENCE AND STUDENT PLACEMENTS

This year we have worked with many volunteers both those who are current or ex WAC members and those who contact us to develop their knowledge and expertise in a particular area of work. Whenever possible and appropriate our volunteers are offered further training opportunities. We have several sessional paid staff who started at WAC as volunteers and are now qualified workers.

As our programme continues to grow so does our need for volunteers. With this in mind as an organisation we have registered with London Youth's Millennium Volunteer scheme.

During the Autumn term, we welcomed Chippo Garwe from Coloma Convent School in Croydon on a two week work experience placement. Sammy Fugler, also on placement as a 2nd Year student at Central School of Speech and Drama, who worked with an abundance of energy and at a breathtaking pace on many projects during his placement, providing valuable information for both the ARCO+ project and our work with the under fives. As his investigative study he looked at how the arts assisted in developing self confidence in young people.

In the Spring we welcomed Nkechi Kalu from Highgate Wood School, who worked with us for two weeks and continued throughout the summer as a volunteer with the learning difficulties group.



During the Summer term we were host to two pupils from St. Xaviers College, Clapham, a school for the hearing impaired. Imran Khan and Saifut Rahman worked very closely with the Tech Team during their two week placement. They had a very successful placement, all involved learning a great deal.

We also welcomed Stacey Paul on placement from Kingsway College who proved to be of great assistance to the learning difficulties groups and Junior WAC.

This year's ARCO Plus project has benefited from contributions by researchers and work placements at WAC:

Gerry Bloustien, from University of Southern Australia, between February and July, worked alongside the students as she researched young people and music in the Skills and Routes classes.

Links were made with CAPA this year which provided two undergraduate students from the United States. First came Brian Dean, between March – June, who assisted David Laird in the Video Production classes.

Amy Pfeiffer was with us from May to June and researched and updated database of useful contacts for young people and made links with local referral agencies.

## NEW DEVELOPMENTS

Perhaps we were naïve but we thought that the new building would be the end of our problems. In truth, it signals the beginning. WAC needs to be in a building funded for its programme. We are exploring a number of

options which may involve satellite programmes away from InterChange but which gives us the position to continue to grow.

And grow, we will. At the moment we have two 2 year funded ESF programmes. We are about to awarded UKOnline status which will give us a range of exciting digital technology for creative purposes and with which we will energize and excite our learners. We are beginning on yet a third ESF programme, FUTUREPROOF and more EU funding through EQUAL, which will continue to cement our role as a provider of quality training for young artists and continuous professional development, especially in non traditional arts and for Black and ethnic minority practitioners.

We are working with the University of North London to develop a Foundation Degree in the Performing arts and with Goldsmiths College to offer an MA in Youth and Community Arts. We are the centre of 3 exciting cutting edge research projects, all of which promote the special experiences of learning at WAC.

We are appointing 3 Full time members of staff, Haverstock ARCO Co-ordinator, A Social Inclusion Co-ordinator and a Media Resources Officer.

We have never been so rich in expertise or so well positioned to exploit new opportunities offered by lifelong learning in the arts. However, our first priority is to achieve a measure of control over the space we use and the income we generate. I hope my next report will show us moving out of this transition to realise our considerable strengths.

## THE WAC TEAM

<b>Celia Greenwood</b>	Director
<b>Melanie Ancliff</b>	Youth Officer
<b>Rose Blackmore</b>	Senior Administrator
<b>Kate Child</b>	ARCO Plus CO-ordinator
<b>Muriel Fowler</b>	Children's Officer (to March 2001)
<b>Shelley Mathivet</b>	Administrator (to July 2001)
<b>Julian Sefton-Green</b>	Head of Media Arts and Education
<b>Martha Stylianou</b>	Education Officer

## PART TIME STAFF

<b>Elaine Grant</b>	Junior WAC co-ordinator, ARCO Project student support tutor, Haverstock Arco support worker, net Radio tutor
<b>Gerry Hunt</b>	Junior WAC music tutor, WAC Music Maker
<b>Danielle Rappaport</b>	Junior WAC assistant co-ordinator, WAC Administrator
<b>Fleeta Siegel</b>	Media Projects Coordinator, Senior WAC Digital Design Tutor
<b>Alice Young</b>	Wonder WAC tutor, Senior WAC Student Liaison, Haverstock ARCO Co-ordinator

## SESSIONAL STAFF

<b>Christine Aspinal</b>	Oasis Tutor
<b>Amy Aldred</b>	Wonder WAC volunteer, Circus School assistant
<b>Angela Arthur</b>	Harmood youth worker
<b>Leo Baker</b>	Wonder WAC assistant
<b>Stacey Balfe</b>	Junior WAC singing assistant

**Ben Bennett**  
**Rachel Bennett**

Oasis assistant  
Oasis tutor, ARCO Project vocals, drama tutor and lead tutor, Junior WAC temporary singing tutor, Senior WAC singing (level 4) Butlins assistant  
Junior WAC dance tutor  
Senior WAC Music level 2 & 3 tutor  
Junior WAC singing assistant  
Oasis tutor, Senior WAC Music Technology tutor, ARCO Project Music Technology tutor, Haverstock Arco Music technology tutor, Netgain tutor

**Paul Blackmore**  
**Maxine Bunting**  
**Ian Carr**

**Ursula Charles**

**Paul Chivers**

**Maire Clerkin**

**Ian Coulson**

**Lindsey Coyle**

**Lena Cullen**

**Bill Danby**

**Katerina Daniel-Smith**

**Maggie Daniel-Smith**  
**Lauren Dalrymple**  
**Aris Daryano**

**Jason David**  
**Brian Dean**

**Deniz Demirer**  
**Amy Donovan**

**Holly Donovan**

**Katy Donovan**

Oasis Assistant Project Co-ordinator  
Wonder WAC tutor, One to one support worker, Harmood youth worker  
Wonder WAC tutor, Oasis Tutor, Puppetry workshop co-ordinator,  
Junior WAC singing assistant  
Oasis Tutor, Wonder WAC tutor  
Youth club tutor, Circus School tutor  
Wonder WAC volunteer  
Junior WAC singing tutor  
Wonder WAC volunteer, tutor  
Haverstock School tutor  
Wonder WAC assistant, Junior WAC video assistant  
net Radio tutor  
Wonder WAC assistant, Youth Club volunteer, Oasis assistant  
Wonder WAC assistant, Oasis assistant  
Wonder WAC assistant

<b>Hedi Dori</b>	Oasis assistant	<b>Kevin Jones</b>	Junior WAC Cyberspace facilitator, Oasis assistant
<b>Stephen Downes</b>	Wonder WAC assistant	<b>Catherine J Dunne</b>	Junior WAC ground administrator, Wonder WAC assistant
<b>Martyn Duffy</b>	Netgain tutor	<b>Raf Kaniewski</b>	Senior WAC Video Production tutor
<b>Kurt Egyiawan</b>	Circus School assistant	<b>Nkechi Kalu</b>	Work experience placement, Wonder WAC volunteer, Junior WAC volunteer
<b>Finuola Ellwood</b>	Junior WAC temporary drama tutor	<b>Ellen Le Blanc</b>	Oasis assistant
<b>Alison Evelyn</b>	Senior WAC singing (level 4)	<b>David Laird</b>	Wonder WAC tutor, Oasis tutor, ARCO Project video production tutor, Junior WAC video production tutor, Haverstock video tutor, Netgain tutor
<b>OT Fagbenle</b>	Wonder WAC volunteer	<b>Martina Laird</b>	Wonder WAC tutor
<b>Sade Fafunre</b>	Harmood youth worker	<b>Kevin Leo</b>	Senior WAC singing tutor (levels 1 – 3), Haverstock Arco vocals tutor
<b>Milo Fell</b>	Senior WAC drum tutor	<b>David Langdon</b>	Wonder WAC assistant
<b>Flora Finch</b>	Junior WAC music assistant, Junior WAC percussion tutor	<b>Lila Lifely</b>	Circus School tutor
<b>Donald Fowler</b>	Weekend security	<b>Nick Llewellyn</b>	Wonder WAC volunteer
<b>Sammy Fugler</b>	Student placement	<b>Caron Loudy</b>	Junior WAC ballet tutor
<b>Claudio Galdes</b>	Junior WAC keyboard, saxophone tutor	<b>Danielle Lydon</b>	Junior WAC drama tutor, Senior WAC audition technique tutor
<b>Sadie Galindez</b>	Circus School assistant	<b>Phylis McIntyre</b>	Oasis assistant
<b>Rebecca Gayle-Hayes</b>	Oasis assistant	<b>Stephen Medlin</b>	Senior WAC physical theatre tutor
<b>Brian Gillard</b>	ARCO Project skills and routes tutor	<b>Margaret Mendy</b>	Wonder WAC assistant, Oasis assistant, Junior WAC youth worker
<b>John Gunter</b>	Junior WAC ballet accompanist	<b>Emma Mizzi</b>	Junior WAC playroom supervisor
<b>Madeleine Harland</b>	Junior WAC dance assistant	<b>Sylvia Mohmoh</b>	Netgain tutor
<b>Jean Hart</b>	Wonder WAC tutor	<b>Cyroy Morgan</b>	Oasis tutor
<b>Paul Harris</b>	Wonder WAC tutor, Oasis tutor	<b>Jackie Mubaiwa</b>	Wonder WAC assistant, Junior WAC drama assistant
<b>Leon Hazlewood</b>	Wonder WAC tutor, Oasis tutor	<b>Ben Mullan</b>	Junior WAC music co-tutor
<b>Kate Heath</b>	Wonder WAC tutor, Junior WAC keyboards tutor	<b>Beverley Nelson</b>	Senior WAC Video Production tutor
<b>Lloyd Heath</b>	Harmood youth worker	<b>Emma Ngei</b>	Junior WAC ballet assistant
<b>Angie Hill</b>	Harmood youth worker		
<b>David Hipple</b>	DJ & MC course volunteer		
<b>Ashleigh Hooten</b>	Senior WAC tap dance tutor		
<b>Rose Hooten</b>	Wonder WAC assistant, Oasis assistant		
<b>David Hurley</b>	NVQ Assessment Centre internal verifier		
<b>James Ingram</b>	Harmood youth worker		
<b>Lynda Jago</b>	Harmood youth worker		
<b>Jeanefer Jean-Charles</b>	Oasis project co-ordinator		
<b>Steve Jennings</b>	Wonder WAC assistant, Harmood volunteer, Oasis assistant, DJ & MC youth worker		

<b>Isaac Ngugi</b>	Wonder WAC tutor, Haverstock drama and performing Arts tutor, Circus School tutor	<b>Assaf Seewi</b> <b>Sonia Sexton</b> <b>Feryal Shadi</b> <b>Noura Shadi</b>	Junior WAC music co-tutor Wonder WAC volunteer Oasis assistant Oasis assistant tutor, net Radio project manager, Netgain tutor
<b>Ellen O'Flaherty</b> <b>Steve O'Hear</b>	Oasis assistant Senior WAC Digital Design tutor, AROC Project Digital Design and the Web tutor, Haverstock Arco Digital Design tutor, net Radio tutor	<b>Marsha Smith</b>	Junior WAC singing assistant, Haverstock Arco support worker Harmood youth worker Circus School assistant
<b>Bonnie Oddie</b> <b>Ayo Oyelami</b> <b>Ishmael Pamphille</b> <b>Stacey Paul</b>	Senior WAC Jazz Dance Junior WAC drama tutor Junior WAC music co-tutor Junior WAC playroom assistant	<b>Jason Spiteri</b> <b>Lisa Sproat</b> <b>Robert Stephenson</b>	Wonder WAC tutor, Haverstock Arco Drama and Performing Arts tutor Wonder WAC tutor Netgain tutor
<b>Trudy Patience</b> <b>Amanda Peet</b>	Circus School tutor Haverstock Arco support worker	<b>Sheila Stocking</b> <b>Mark Trezona</b> <b>Sue Underwood</b>	Haverstock Arco Digital Arts tutor Senior WAC drama tutor, Wonder WAC tutor, haverstock Arco drama tutor
<b>Fio Peluso</b>	Wonder WAC assistant, Oasis assistant, Harmood youth worker, Junior WAC video assistant	<b>Che Walker</b>	Wonder WAC tutor, Oasis tutor
<b>Vivienne Perez</b> <b>Jacqueline Phillips</b>	Oasis assistant Wonder WAC volunteer, Circus School assistant	<b>Carol Walton</b>	Netgain tutor Junior WAC playroom supervisor
<b>Sel Pomiye</b>	Haverstock learning mentor	<b>Charlie Ward</b> <b>Victoria Wellor</b>	Junior WAC playroom supervisor Harmood youth worker
<b>William Pratt</b> <b>June Raby</b>	Netgain tutor Junior WAC web design tutor	<b>Luke Warburton</b> <b>Tim Whitehead</b>	Senior WAC music level 2 & 3 tutor
<b>Helen Rand</b>	Wonder WAC assistant, Oasis assistant, Senior WAC receptionist, Puppetry Workshop support worker		
<b>Ella Ritchie</b> <b>Polly Roberts</b> <b>Susanna Rook</b> <b>Adriano Rossetti-Bonelli</b>	Wonder WAC tutor Senior WAC ballet tutor Wonder WAC volunteer Junior WAC saxophone tutor		
<b>Camilla Rowan-Pay</b> <b>Cheryl Sadikki</b>	Oasis volunteer Wonder WAC tutor, Haverstock Arco support worker		
<b>Mark Sands</b> <b>Paul Saunders</b>	Wonder WAC tutor Haverstock Arco Martial Arts and Drama tutor		

**Franklyn Byam.** *We were very saddened to learn of the tragic death of Franklyn who was a tutor during the SWAC projects and a greater supporter of our various youth projects. Franklyn who has been described as a 'gentle giant' and a 'pied piper' is greatly missed by us all, in particular some of our younger members.*

## STEERING COMMITTEE MEMBERS

<b>Stuart Bennett</b>	Friend of WAC, InterchangeTrustee
<b>Kurt Egyiawan</b>	Student Rep.
<b>Barney Efthimiou</b>	Friend of WAC
<b>Maxine Fletcher</b>	Student Rep.
<b>Katherine Grey</b>	Friend of WAC
<b>Jean Hart</b>	Friend of WAC
<b>Jeanefer Jean-Charles</b>	Friend of WAC
<b>Kevin Jones</b>	Tutor Rep.
<b>Pearl Jordan</b>	Friend of WAC
<b>Jane King</b>	Friend of WAC
<b>Julie Madden</b>	Parent Rep.
<b>Lesley Smith</b>	Friend of WAC
<b>Gloria Stott</b>	Friend of WAC
<b>Mark Trezona</b>	Friend of WAC
<b>Daniel Williams</b>	Student Rep.

## INTERCHANGE TRUST BOARD OF TRUSTEES

<b>Pauline Barry</b>	
<b>Stuart Bennett</b>	
<b>Pat Brown</b>	
<b>Martin Diamond</b>	
<b>Richard Gibson</b>	
<b>Russell Gilderson</b>	
<b>Gerald Isaaman</b>	
<b>Helen Marcus</b>	Vice-Chair
<b>Richard Sumray</b>	
<b>Wendy Thomson</b>	
<b>Sue Triesman</b>	
<b>Janet Wallace</b>	Chair
<b>Pamela Warren</b>	

## FOR INTERCHANGE TRUST

<b>Alan Tomkins</b>	Director
<b>Wilfred Netto</b>	Financial Controller (to March 2001)
<b>Andrew Pringle</b>	Financial Controller (from April 2001)
<b>Phil Davies</b>	Centre Manager
<b>Lorna O'Leary</b>	Assistant Centre Manager
<b>Alec Cuffy</b>	IT Manager
<b>Tobi Forsdyke</b>	IT Support/Resources
<b>Mary Carmody</b>	Administrator
<b>Parry Roberts</b>	Finance
<b>Rita Shukla</b>	Finance
<b>Sarah Hale</b>	Reception/Bookings
<b>Phyllis McIntyre</b>	Reception/Bookings
<b>Hedi Dori</b>	Reception (Trainee)
<b>Paul Blackmore</b>	Caretaker
<b>John Murray</b>	Caretaker
<b>Kieran Sweeney</b>	Caretaker
<b>David Foy</b>	Caretaker
<b>Mary Doyle</b>	Harmood Centre Caretaker

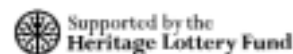


## PARTNERSHIPS, OTHER ORGANISATIONS

Westminster Kingsway College  
 Esmée Fairburn Trust.  
 Camden Play Service  
 Camden School for Girls  
 Camden Social Services  
 Camden Society  
 Camden Summer University  
 Camden Youth Service  
 Central School of Speech and Drama  
 Centre for the Study of Children Youth and Media  
 Institute of Education  
 Changemakers  
 Goldsmiths College  
 University of London  
 Go Play (Gospel Oak Play, Leisure and Youth)  
 Highgate Wood School  
 The Hospital Group  
 Jubilee Centre  
 London Contemporary Dance School  
 London Youth  
 London Youth Arts Network  
 Mentoring Plus Camden  
 MIDI Music Company  
 National Council for Voluntary Youth Services  
 Raw Material  
 The Roundhouse  
 Royal Free Hospital  
 St. John Ambulance  
 Stubbers Outdoor Adventure Centre  
 Unclassified Mime  
 AIDDA , Paris France  
 FIDE, Paris ,France  
 ADERCO, Olivenza, Spain  
 British Film Institute  
 National Foundation for Educational Research

## FUNDERS

Arts Council of England  
 BBC Children In Need  
 LB Camden Play Service  
 LB Camden Voluntary Sector  
 LB Camden Youth Service  
 LB Camden Social Services – Children and Families  
 Capital Radio – Capital Christmas  
 Capital Radio – Help a London Child  
 Carlton Television  
 Changemakers  
 Cliff Richard Charitable Trust  
 National Council for Voluntary Youth Services  
 Esmée Fairburn Foundation  
 European Social Fund – CONNECT and ADAPT  
 LAING'S Charitable Trust  
 LB Islington  
 London Arts  
 National Foundation for Youth Music  
 Hospital Group



## MILDRED ACKERMAN AWARDS RECIPIENTS

1986	ALEC CUFFY	1
1987	MARIANNE JEAN-BAPTISTE	2
1988	STEPHEN THOMAS	3
1989	STEPHEN MEDLIN	4
1990	YOLANDE CHARLES	5
1991	LYNIEVE AUSTIN	6
1992	ANDREA FRANKLIN	7
1993	CLIVE CHERRINGTON	8
1994	STEVE BOWYER	9
1995	HANNAH GREEN	10
1996	KIZZY AUGUSTIN	11
1997	YUSUF ALAO	13
1998	BEN MULLON /ELENI STEPHANOU	14/15
1999	NYIKA GOREMSANDU	16
2001	KEVIN TRAIL	17

*The award for long term senior students who gave more to WAC than they could ever expect to get back.*

## APPENDIX 1

### Junior WAC Attendance record Sept - Dec 2000

week	Date	On Role	Attend	% Attend
1	23/9	328	190	53%
2	30/9	328	197	60%
3	7/10	269	198	74%
4	14/10	261	198	75%
5	21/10	262	203	77%
6	4/11	263	183	70%
7	11/11	246	191	77%
8	18/11	246	190	77%
9	25/11	243	177	73%
10	2/12	244	177	73%
11	9/12	244	203	83%

### Jan - March 2001

Week	Date	On Role	Attend	% Attend
1	13/1	244	140	57%
2	20/1	244	140	57%
3	27/1	229	173	75.5%
4	3/2	235	171	73%
5	10/2	230	174	75%
6	17/2	225	146	64%
7	3/3	255	183	72%
8	10/3	258	209	81%
9	17/3	254	184	71%
10	24/3	248	200	80%
11	31/3	243	176	72%

### Apr - May 2001

Week	Date	On Role	Attend	% Attend
1	28/4	258	165	64%
2	5/5	258	173	67%
3	12/5	255	194	76%
4	19/5	234	180	77%
5	26/5	234	216	92%



## APPENDIX 2

### Senior WAC Attendance Record Sept – Dec 2000

Term 1 Attendance record September 2000

Week	Date	On Role	Attend	% Attend
1	24/9	197	151	76%
2	1/10	204	153	75%
3	8/10	192	146	76%
4	15/10	183	136	74%
5	22/10	177	137	77%
6	29/10	173	86	50%
7	5/11	178	123	69%
8	12/11	172	124	72%
9	19/11	177	136	76%
10	26/11	180	121	67%
11	3/12	178	113	63%
12	10/12	178	120	67%

### January - March 2001

Term 2 Attendance record January 2001

Week	Date	On Role	Attend	% Attend
1	14/1	178	133	63%
2	21/1	186	120	65%
3	28/1	163	120	74%
4	4/2	162	122	75%
5	11/2	162	117	72%
6	18/2	162	120	74%
7	25/2	160	102	63%
8	4/3	157	108	68%
9	11/3	157	125	79%
10	18/3	154	109	70%
11	25/3	149	117	78%
12	1/4	149	123	82%

## APPENDIX 3

### ARCO Plus Statistics

50 students were enrolled between January and March 2001.

Retention rate at second census point (15 May 2001) was 75%.

21 students completed (42%).

**Outcomes:** of the 21 completers

7 students achieved three wider Key skills Awards at level 2,

6 students achieved 2 Key skills awards at level 2

1 student completed one Key Skills award at level 2.

5 students started Key Skills awards but did not complete

2 students were not engaged.

**Destinations:**

Further Education/higher Education or Further Training: 61.9%

Employment: 23.8%

Unemployed: 9.5%

Out of the labour market: 4.8%

### Haverstock ARCO Statistics

Individual Attendance for Haverstock Arco over whole year:

69% 66% 81% 57% 69% 80% 71% 47% 48% 55%



Designed by Tobi Forsdyke at [skweeks.co.uk](http://skweeks.co.uk)  
Photos by Dee Conway, Debra Blackwood  
and various WAC Staff and Students  
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"The course has helped me a lot as I plan to be a graphic designer so learning the designing package on the computer has helped me build up a portfolio for interviews for university"

**Tichea Brade, aged 20**

"The vocal course helped me a lot with my confidence and I feel that I can perform a bit better now and have learned to take criticism and not take it as people putting me down"

**Marsha Ghartey, aged 19**

"What I enjoyed in music technology was trying out the different sounds and making and producing my own tunes... This course has helped me to see I can achieve things in life if I want them bad enough and to work with others and make friends."

**Shalene White, aged 16**

"The course really helped me to build up my confidence when it came to performing in public and learning how different disciplines work together, eg Drama and video Production"

**Katie Williams, aged 18**

"The end of term sharing was great. It's the first time Liam had to perform and didn't wake up in an absolute panic! Well done as always WAC!"

**Parent**

"I like helping out at WAC and seeing everyone – it feels good to be helpful"

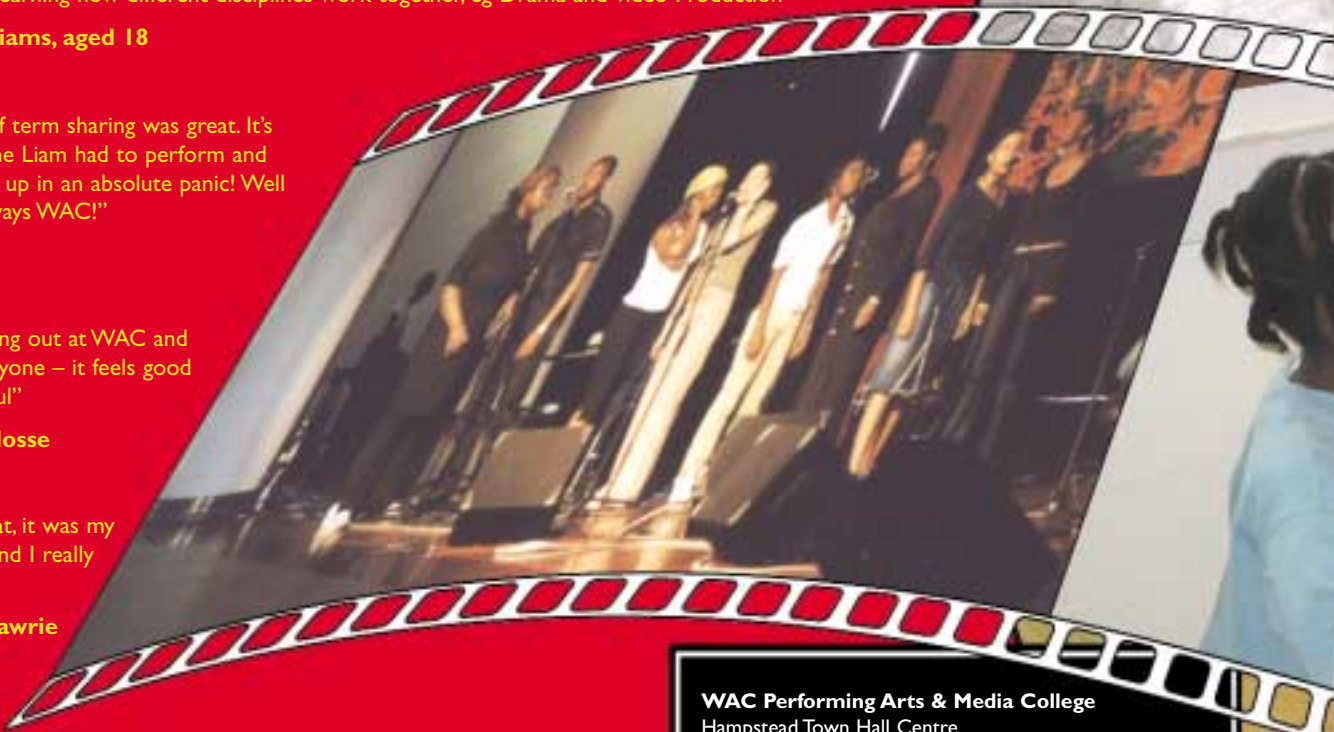
**Edward Mosse**

"It was great, it was my first term and I really enjoyed it"

**Jasmine Lawrie**

"Thank you for the opportunities"

**Alphonse Mendy, aged 11**



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