Local Creative Youth Partnerships – 2 August
• OVERVIEW OF CREATIVE IRELAND
• OVERVIEW OF CREATIVE YOUTH PILLAR
• LOCAL CREATIVE YOUTH PARTNERSHIPS
• YOUTH VOICE
• DISCUSSION
Critical departments for our cross government work are:

- An Roinn Oideachais agus Scileanna
  Department of Education and Skills

- An Roinn Titnúchta, Pleanála agus Rialtais Aitiúil
  Department of Housing, Planning and Local Government

- An Roinn Forbartha Tuaithe agus Pobail
  Department of Rural and Community Development

- An Roinn Sláinte
  Department of Health

- An Taoiseach
  Department of the Taoiseach

- Roinn Cumarsáide, Gníomhaíthe ar son na hAeráide & Comhshaoil
  Department of Communications, Climate Action & Environment

- An Roinn Gnó, Fiontar agus Nuílaíochta
  Department of Business, Enterprise and Innovation

- An Roinn Gnóthaí Eachtracha agus Trádála
  Department of Foreign Affairs and Trade

- Culture Ireland
- Tourism Ireland
- Enterprise Ireland
Pillar 1 | Creative Youth

What we’re doing

- Schools
- Teacher training
- Out of school
- Measuring What's the impact?
Pillar 2 | Creative Communities

✓ We have *Creative Ireland Coordinators* in every local authority.
✓ *Cruinniú na nÓg* every June
✓ 5 year Culture and Creativity Plans for every local authority – coming 12 Sept 2018
✓ National Creativity Fund – grants announced Sept 2018
**Sea Scouts**

"As President of Ireland I wish to send my best wishes to all those taking part in this weekend’s Cruinniú na nÓg festival – a celebration of creativity, original thinking and participation, nurturing the makings of our Republic of Creativity."

@creativeirl

**Larkin Community College**

If this year’s Cruinniú na nÓg with @creativeirl is anything to go by, it’s going to be the country’s best ever festival. Sincere thank to Vivienne Martin, Jenny Wood-Sullivan, Noreen Ryan for their terrific workshops, and Joanna McGlynn for all her help. @pobal @GalwayArtsCentr

**National Museum of Ireland**

Leo Varadkar @campaignforleo

So much going on across the country today as part of #cruinniunanog – a celebration of creativity & participation as part of the #Creativeireland programme. Get out and explore! @josephamadigan @creativeirl

lisamcguinness @lisamcguinness

#mycruinniu was one of the best musical experiences our @kylemore6 music students have had the pleasure of being part of with @familibase thanks @DubCityCouncil @creativeirl @rte @dublinconnects for supporting the creative youth of our island and taking their talents seriously.
✓ Project 2040 committed €725 million for culture - 63% will go to National Cultural Institutions i.e. €460 million. Creative Ireland was catalyst for this investment.

✓ Refurbs and extensions for National Concert Hall, National Museum, National Library, etc
✓ Audiovisual Action Plan published.
✓ High level steering group established

Challenges/ still to do

? A broader Creative Industries policy
Global Ireland 2025 initiative
Promise of increased funds for Culture Ireland
Cultural attachés in key embassies
New arts centres in New York and London
Queries regarding the Creative Ireland Programme can be sent to adele.mealey@chg.gov.ie.
Our work breaks down as:

1. **SCHOOLS** - Enhancing arts and creativity initiatives in schools and early years settings

2. **TEACHER CPD** - Increasing and enhancing teacher continuing professional development opportunities across primary, post-primary and early years settings to embed creative practice

3. **OUT OF SCHOOL** - Improving cross-sectoral collaboration to support creativity for children and young people in the community

4. **IMPACT** – Measuring the effectiveness of initiatives undertaken to inform future policy development
1. Schools
   - Creative Schools – 150 schools participating from September.
   - Creative Clusters – Clusters being operated from Education Centres.
   - Computational Thinking – Leaving Certificate Computer Science beginning in 40 post-primary schools from September.
   - Once off Early Years Bursary
   - Choral Singing
2. **Teacher CPD**
   - Teacher-Artist Partnership – primary school CPD
   - Arts in Junior Cycle – post-primary school CPD
   - Fighting Words collaboration – initial teacher education
3. **Out of School**
   - Extend Music Generation
   - Expand drama/theatre participation outside school
   - Cruinniú na nÓg
   - Pilot Local Creative Youth Partnerships
4. IMPACT
   - Importance of Evaluation
   - Capture the learnings of current programmes and measure impact
   - Establish baseline data (qualitative and quantitative) on arts education, arts-in-education and the broader issues of creative engagement
   - Development and launch of AiERR – Arts in Education Research Repository
Local Creative Youth Partnerships

- Background
- What are local Creative Youth partnerships?
- Why do we need them?
- Six key areas:
  1. Structure
  2. Voice of the Child
  3. Representation
  4. High-level Strategy
  5. Sustainability
  6. Evaluation
The application form

- Applications open now. Deadline is 5pm, 21 September.
- Four main sections:

1. **Local Context (30 marks)**
   - clear identification and coherent understanding of current level of provision in creative youth activity,
   - clear vision for linkages and collaboration between different areas of provision.

2. **Proposals around a High-Level Framework Plan (20 marks)**
   - have a plan for the incorporation, on an ongoing basis, of the voice of children and young people,
   - the alignment the vision for a Framework with the policy direction set out in Creative Youth,
   - awareness of other relevant local ETB strategies/policies.
3. **Impact and Additionality (30 marks)**
   - how the Partnership will bring direct added value to services provided to young people and work to avoid duplication,
   - how the Partnership will encourage dialogue and communication between key partners,
   - how the Partnership will evaluate its progress and use this for future planning.

4. **Governance and Financial Plan (20 marks)**
   - provided a clear governance structure for encouraging collaboration between key partners, organisations and other stakeholders,
   - provided a clear mechanism for the delivery and accountability of any financial support that may arise.

- Applications scored out of 100 marks total.
- Only one application per ETB area.
Local Creative Youth Partnerships focus on creativity – not just the arts. Potential partners can come from a wide variety of areas. For example:

- Local Authorities (culture teams, arts officers etc.)
- Youth Groups
- Artists/arts groups
- Theatres, performance venues
- STEM initiatives

The ongoing engagement with stakeholders should be reflective of the voice of the children and young people in your area.
Introduction to the National Strategy on Children and Young People’s Participation in Decision-Making (2015-2020)
Context for the first National Strategy on Children and Young People’s Participation in Decision-Making

• Builds on developments and achievements under Goal 1 of the National Children’s Strategy (2000)

• One of the strategies under Better Outcomes, Brighter Futures: the National Policy Framework for Children and Young People (2014-2020), in which the voice of the child is a core principle and transformational goal

• Policy Framework Vision:
  • ‘For Ireland to be one of the best small countries in which to grow up and to raise a family and where the rights of all children and young people are respected, protected and fulfilled; where their voices are heard and where they are supported to realise their maximum potential now and in the future.’
Strategy Approach

• As a Government policy, the Strategy is focussed on the obligation of Departments and State agencies to ensure the participation of children and young people in decision-making and commitments that meet that obligation.

• Guided by Article 12, UNCRC

• Takes account of transition to adulthood

• Focuses on children in the here and now as the citizens of today and not just the adults of tomorrow

• Collective and individual participation

• Incorporates:
  • Recommendations from the EU Commission and Council of Europe
  • Principles from the Council of Europe Recommendations CM/Rec(2012)2 of the Committee of Ministers
  • Indicators from the Council of Europe Child Participation Assessment Tool (2016)

• Evidence based
Evidence base

- There is a growing body of evidence on the benefits of participation by children and young people in decision-making, including improved services, policies, research, active citizenship and improvements for children themselves and for society generally.

- Inclusion of children and young people in decision-making can promote children’s protection, improve their confidence, communication skills and ability to negotiate, network and make judgements.

- Strong evidence that participation by children and young people in decision-making can support active citizenship and social inclusion at an early stage, which are crucial to building and sustaining a healthy society.

- In 2004, the National Youth Agency and the British Youth Council carried out a survey of statutory and voluntary sector organisations in the United Kingdom. Approximately 80% of both statutory and voluntary sector respondents agreed that their services had improved as a result of involving children and young people in decision-making.

- National Strategy on Children and Young People’s Participation in Decision-making (2015-2020)
Defining children and young people’s participation

Participation defined as:

‘The process by which children and young people have active involvement and real influence in decision-making on matters affecting their lives, both directly and indirectly’ (Checkoway, 2012)

Guided by UNCRC, specifically Article 12

‘State parties shall assure to the child who is capable of forming his or her own views, the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child’

Takes account of transition to adulthood and focuses on children in the here and now as the citizens of today and not just the adults of tomorrow

‘It is not necessary that the child has comprehensive knowledge of all aspects of the matter affecting him or her, but that she or he has sufficient understanding to be capable of appropriately forming her or his views on the matter.’
Goal, Focus and Priorities of Strategy

• Strategy Goal: Children and young people will have a voice in their individual and collective lives across the five national outcome areas

• Strategy Focus: The everyday lives of children and young people and the places and spaces where they are entitled to have a voice in decisions that affect their lives

• Children and young people are not ‘beings in becoming’ but are citizens of today with the right to be respected and heard during childhood, their teenage years and in their transition to adulthood
Objectives of Strategy

1. Children and young people will have a voice in decisions made in their local communities
2. Children and young people will have a voice in decision-making in early education, schools and the wider formal and non-formal education systems
3. Children and young people will have a voice in decisions that affect their health and wellbeing, including on the health and social services delivered to them
4. Children and young people will have a voice in the courts and legal system.
5. DCYA will provide effective leadership to champion and promote participation of children and young people
6. DCYA will ensure development of education and training for professionals working with and on behalf of children and young people
7. DCYA will champion and support mainstreaming the participation of children and young people in the development of policy, legislation and research
Model of participation (Lundy)

This model provides a way of conceptualising Article 12 of the UNCRC which is intended to focus decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order:

- **SPACE**: Children must be given safe, inclusive opportunities to form and express their view
- **VOICE**: Children must be facilitated to express their view
- **AUDIENCE**: The view must be listened to.
- **INFLUENCE**: The view must be acted upon, as appropriate.
Voice-model Checklist

Space

HOW: Provide a safe and inclusive space for children to express their views
- Have children’s views been actively sought?
- Was there a safe space in which children can express themselves freely?
- Have steps been taken to ensure that all children can take part?

Voice

HOW: Provide appropriate information and facilitate the expression of children’s views
- Have children been given the information they need to form a view?
- Do children know what they do not have to take part?
- Have children been given a range of options as to how they might choose to express themselves?

Audience

HOW: Ensure that children’s views are communicated to someone with the responsibility to listen
- Is there a process for communicating children’s views?
- Do children know who their views are being communicated to?
- Does that person/have they have the power to make decisions?

Influence

HOW: Ensure that children’s views are taken seriously and acted on, where appropriate
- Were the children’s views considered by those with the power to effect change?
- Are there procedures in place that ensure that the children’s views have been taken seriously?
- Have the children and young people been provided with feedback explaining the reasons for decisions taken?
On-going work to support the permanent structures for children’s participation:

- Comhairle na nÓg – one in every local authority

- Dail na nÓg

Comhairle na nÓg: The 2016 Annual Report shows that:

- 3,842 young people participated in AGMs
- 984 young people were members of local Comhairles
- a total number of 639 meetings of Comhairles took place
- representation of 12-15 year olds was at 41% and
- all Comhairle reported implementation of a range of strategies to ensure the voice of seldom heard young people was included.

Comhairle na nOg National Executive as the implementation body for DNN, very successful year on year participation initiatives.
About Hub na nÓg

What is Hub na nÓg?

• A national centre of excellence and coordination

• It supports Government Departments, State agencies and non-government organisations to give children and young people a voice in decision-making on issues that affect their lives, with a particular focus on those that are seldom-heard.

Why was it set up?

• In the first *National Strategy on Children and Young People’s Participation in Decision Making* (2015-2020), the DCYA committed to the establishment of a national Hub to support implementation of the Strategy.
Key objectives of Hub na nÓg

Objective 1

• To support implementation of the *National Strategy on Children and Young People’s Participation in Decision Making* (2015 –2020) and *Better Outcomes, Brighter Futures* (BOBF) by providing information, guidance, training and practical support to Government Departments and agencies.

Objective 2

• To develop, document and disseminate innovative international best practice on children and young people’s participation in decision-making, including updating the database of best practice publications and resources on www.hubnanog.ie

Objective 3

• To form partnerships with third-level and adult education institutions to oversee development of education on the right of children to a voice in the context of the UN Convention on the Rights of the Child, for professionals who work with and on behalf of children and young people.
Hub na nÓg, supporting Creative Youth Partnerships

• Practical advise, training and support for selected ETBs will be provided through Hub na nÓg over the development and implementation phase of the pilot; best practice will be gathered and disseminated;

• Initiative will build on work with Crinniú na nÓg and Creative Schools where voice of the child has already been central to the developments to date.