

BUILDING A CULTURE OF CONSULTATION WITH CHILDREN WITHIN ARTISTIC POLICY AND PRACTICE

A WORKING SYMPOSIUM AT
THE ARK, A CULTURAL CENTRE FOR CHILDREN

12 SEPTEMBER 2008



SYMPOSIUM PROCEEDINGS AND RESOURCE PACK

INTRODUCTION

Children's Books Ireland and The Ark, A Cultural Centre for Children (hereafter The Ark), chose to programme this symposium to fulfill a need identified by both organisations in relation to artistic practice for and with young people in Ireland.

What became clear as the planning for the event developed was a real appetite to engage with this area. The response was very positive with all 80 available places for the symposium taken up and a standby list also in operation.

The symposium was designed to give delegates some international perspectives around current practice in this area, with the intention of supporting both emerging and established related work in Ireland.

Delegates represented a wide variety of organisations and came from all across Ireland. This created a very rich and varied context for the symposium and also provided a challenge to create an event, relevant to all participants.

This document is a record of the event which took place at The Ark. We have presented summaries of both the presentations and the workshops, along with a reflection of the response to the symposium. We have also included details of Irish and International resources and activities relevant to consultation with children.

There is no doubt of the enthusiasm shown by the participants, and the willingness to apply the learning from the symposium to their organisation. We hope this will lead to further action and involvement in future projects of consultation with children and young people.

We would like to particularly thank our funding partners, who through their generous financial support enabled this event to take place: Tom Costello and the Atlantic Philanthropies, Liam O'Dwyer and the Irish Youth Foundation and Anne O'Donnell who represented the Minister for Children and Youth Affairs. Unfortunately, the Minister was unable to attend the symposium but sent a strong message of support to all participants.

A particular word of thanks also to all those who presented their work and especially to our chairperson for the event, Dr Sheila Greene.



Eina McHugh

Director, The Ark, A Cultural Centre for Children



Mags Walsh

Director, Children's Books Ireland

This project is supported by:





CONSULTING WITH CHILDREN, WHY AND HOW?

Dr Sheila Greene, Director, The Children's Research Centre, Trinity College, Dublin

Dr Greene presented an overview of consultation theory and practice, particularly in an Irish context. This presentation is summarised below.

Why do organisations consult with children? Possible reasons include being under an obligation to do so or seeing it as expected. More positive motivations include wanting to improve the quality of the organisation's work with children and seeing consultation as central to the organisations. In Ireland consultation with children is relatively recent, the new era being marked by the United Nations Convention on the Rights of the Child (especially Article 12) in 1989 and taken up officially in Ireland as a central goal of the National Children's Strategy in 2000.

It is important to distinguish between consultation and participation. Consultation involves children by asking their opinion but participation grants children influence in decision making. Participation implies a sharing of power. Treseder (1997) and Hart (1992) both present models of measuring degrees of participation. It is also important to remember that children are actively impacting on their world and influencing it outside of formal consultation and participation frameworks.

The question of how to consult is more about process rather than specific methods. Effective and meaningful consultation may require the development of a culture of ongoing consultation rather than seeing consultation as a once-off event. Strong support from the top and a focus on action are essential elements. Consultation and participation must avoid tokenism, unjustifiable limitations (such as age, disability), and activity with no outcomes.

The use of 'creative methods' within consultation and participation is increasingly widespread. Arts practitioners are well placed to adopt and develop such methods. Methods such as filmmaking, drawing, photography and drama have been borrowed from the arts by researchers and used as consultation tools.

There is often a gap between how adults and how children view consultation and adult agendas can be a major impediment to successful consultation and participation. Likewise, children may not want to be heavily involved in decision making and may see consultation as an added chore. Developing trust is vital as for some children it will be a very new experience for them to be taken seriously by adults.

It is necessary for those involved to be clear about the objectives of consultation and to invest time and energy in supporting the best possible experience for those involved. Realistic goals are also vital, along with plenty of time and resources for induction and ongoing support.

There are many positives associated with consultation. Many models of good practice have been identified but the process is not predefined allowing organisations freedom to select their most appropriate model from a very wide range of approaches. Young participants often understand both the constraints and the opportunities within consultation and both adults and children enjoy the partnership. Certainly, listening to children and young people and involving them in planning and decision making will get organisations closer to where they want to be.



Three examples of consultation with children in artistic contexts were selected for presentation at the symposium. In the case of **macrobert** and Leeds Young Film, young consultants were invited to present their experiences along with relevant staff members. The presentations have been summarised in the following pages.

macrobert

Liz Moran and Charlotte Kelly, Stirling, Scotland

The **macrobert** young consultancy scheme was established in 1998. The primary aim is to involve young people directly in decision making at **macrobert** in order to ensure that the centre can meet their needs and expectations. The young consultants scheme currently has 30 members aged 6 to 18 years who meet monthly and inform the activities, programmes, ethos and physical spaces of **macrobert**.

By involving children and young people as consultants, **macrobert** has been able to create a centre that is tailored to their unique needs and which is child centred in programme and design.

In 2002, **macrobert** undertook a radical refurbishment and the young consultants worked with architects to inform the renovations. Many of their contributions can be seen in the physical spaces within the building, including Wallace's Den, an unsupervised space for children aged 8 to 16. Other facilities in the centre, the cinema Filmhouse, the theatre space Mainhouse and the gallery space Arthouse, have all been designed to accommodate children of different ages. The result is a centre designed by and for children to share with adults and has attracted a 57 per cent increase in visitors.

A new stage in the young consultants scheme is MPower. The young consultants received funding from Inspire at the Scottish Arts Council, a fund set up to increase access to high quality and innovative arts experiences for young people.

'The festival will all be organised for, by and with young people' Charlotte Kelly, young consultant

MPower features a wide range of art forms including fashion, dance, music, theatre and circus in an 18-month long series of events that will culminate in a festival. Young people will undertake all aspects of MPower including research, programming, marketing, promotion and commissioning.

THE LIBRARY OF 100 TALENTS

Karen Bertrams, Heerhugowaard, Holland

This project started in 2002 when a local school was asked to build a model of a new children's library to be entered in the national contest 'The Library of 100 Talents' and by 2007 had resulted in a brand new library building in Heerhugowaard.

This library reflects the way that children now use information, create new contexts and share this with other children. How children find and use information is completely different to adults and therefore a scaled down model of a library for adults would not be successful for children. Instead what was required was a different type of building that made it possible to organise and share information in new ways.

→→→ (continued overleaf)



THE LIBRARY OF 100 TALENTS

The concept of the Library of 100 Talents finds its roots in the educational visions of Reggio Emilia and the theory of Howard Gardner. The Reggio vision calls it the 100 languages of children. The learning theory of Howard Gardner explains how children look at the world in their own way. He distinguishes nine different forms of intelligence: Verbal, Logical, Visual, Musical, Bodily, Naturalistic, Interpersonal, Intrapersonal and Existential.

'The Library of 100 Talents offers a framework for developing a truly new library which is conscious of the children's needs in all its services' Karen Bertrams

Planning and building the Heerhugowaard Library involved consulting with children about the layout, the aesthetics and the programming of this new space. Two hundred and fifty children, 11-12 year olds from 10 different schools, took part in various consultation sessions and master classes. By recording the results carefully in text and illustrations, the architects' brief for the children's library gradually developed. This resulted in innovative and child-centred designs including a dome on the roof of the fourth floor where the children can look out over their town, a new way for organising books and materials and purpose built workshop spaces.

LEEDS YOUNG FILM

Adam Graham and Ruby Lloyd-Burman, Leeds, England

Leeds Young Film (LYF) has three main activities: Leeds Young People's Film Festival (LYPFF), MediaFish and the Film Academy. The festival features films for and by young people as well as workshops and master classes. There are two groups of young consultants involved in the festival, one aged 9-13 and the other aged 14-19. The groups assist in programming, design and marketing, ensuring the festival has relevance and appeal to its audience. The young consultants often also act as ambassadors for the festival, generating word of mouth interest among their peers.

As the young consultants scheme has developed with the festival, the members decided that a year long programme of activities as well as opportunities to nourish and develop talent would be welcome so MediaFish and the Film Academy were established. MediaFish is a series of events and activities designed, programmed and funded by young people for themselves. The Film Academy is a year-round accredited education programme resulting in the building of a dedicated young people's film lounge/workspace.

Leeds Young Film's goal is to create a festival and organisation run by young people and just facilitated and enabled by adults. It is an ambitious aim, which pushes the organisation forward.

For the young consultants it was important that LYF were honest, open, flexible and committed to the relationship with the consultants. Involvement with the Festival, MediaFish and the Film Academy has allowed participants to develop particular talents and to meet other people interested in the same area. It has also strengthened the young participants' relationship with the area in which they live.

'I am actually here, I have a right to do this' Ruby Lloyd Burman, young consultant



WORKSHOPS

In devising the programme, The Ark and CBI chose to present a practical workshop element which would contain a range of ideas, activities and tools for delegates. Workshops were conceived to give participants insight and practical advice on suitable methods for consulting with children and how to make this relevant to their work. Attendees selected a workshop to attend from three options:

- 1: Getting Started: A Practical Introduction to Consulting with Children
- 2: Approaches to Consultation for a Specific Programme
- 3: Building a Culture of Consultation

Workshops were developed and delivered by Playtrain, a Birmingham based provider of hands-on training, creative children's consultations and research for organisations and individuals working with children.

1: GETTING STARTED

A Practical Introduction to Consulting with Children

The workshop was intended to provide delegates with a practical introduction to consultation with children.

Delegates identified the prerequisites to consultation particularly the skills necessary to facilitate consultation. In order to plan, delegates considered what issues needed to be examined before consultation could begin: aims, objectives, outcomes, processes, commitment and response.

The necessity to be child centred in approach, technique and focus was discussed. The workshop introduced various tips and techniques for workshops and sessions. Documenting the outcomes of consultation was encouraged in order to harness the contributions of those consulted effectively, but also to strengthen the impact of the consultation by providing clues about any areas that might have been omitted.

Delegates were encouraged to ensure consultation processes included space for reflection. This reflection will build an evidence base of what children say and think and assist in evaluating any consultation approach undertaken. Lastly, delegates were encouraged to complete an action plan specific to their organisation outlining next steps and necessary tools and information.



2: APPROACHES TO CONSULTATION FOR A SPECIFIC PROJECT

The workshop was intended to provide delegates with a space to reflect upon how they might approach participation/consultation with respect to a specific project or piece of work. Delegates were led through a process that could be replicated when planning participation and can be distilled to the following questions:

- Why do you and your organisation want to involve children and young people?
- Why might children and young people want to be involved?
- How will decision making/power be shared? (based upon a model of participation, e.g. Hart)
- What opportunities for participation in decision making does the project offer?
- What methods of participation/consultation will be adopted?
[e.g. young consultants, focus group, parliament/panel, mosaic approach, drop-in etc]

Further attention was given to the importance of positive and productive relationships with young people and how to build and establish such relationships. It was recognised that different contexts and settings (school based, community based) will create different opportunities and challenges for participation.

Delegates identified the need to maximise opportunities to consult wherever these exist as well as the primacy of the citizenship agenda in driving participation. Each organisation's current situation was central to decisions about consultation and valuing participation across the spectrum rather than seeing young person-led projects.

3: CREATING A CULTURE OF CONSULTATION

This session focused on exploring issues associated with organisational change and ensuring the idea of consulting with children is embedded into strategic developments at all levels of the organisation. The session was structured around four key questions. What values underpin why your organisation wants to consult with children? How do you let people know what your values are? What processes do you use to ensure children's ideas are integrated into decision making structures within an organisation? What tools and methods can be used to engage with children?

Key issues which emerged included considering how community involvement is integrated in decision making within organisations. Another issue was ensuring that time was taken to work with staff at all levels of the organisation to help them understand the value of children's engagement. In particular, people spoke of the importance of developing an evidence base of projects where children had been successfully involved in the decision making process to help encourage senior management to embed it into strategic planning. People also felt it was important that frontline staff understood the value of children's involvement and were aware of how their behaviours affected children's opinions of an organisation. The group concluded by reflecting on the fun and opportunities which children's involvement in decision making can bring.



RESPONSE FROM DELEGATES

Feedback from the participants indicates that their expectations from the day as a whole were met. They heard presentations of successful models of consultation as well as presentations from young consultants. According to the participants, this unexpected element provided particularly valuable and relevant insight into the process. The presentations demonstrated the positive results of consultation in practice and how it can effect change in an organisation, and in the young people themselves.

'I expected to hear professionals talking about their work and this expectation was realised. I didn't actually expect young consultants to be present and this was a happy surprise.'

The experience and enthusiasm of the speakers resonated at a very deep level provoking strong responses from the attendees. The presentations generated a feeling of enthusiasm - that this was possible, and a 'can do' attitude showed their willingness to respond. The feeling at the end of the morning session was that people had a lot to say, and that they wanted more discussion around the topic, to develop the ideas emerging from the day. Delegates wanted more time with the speakers, the opportunity to put forward their questions about the process they had been through, with a view to putting these processes into action within their own organisation.

'Thank you for your invitation: it was at a time when we are about to make a new initiative with the children in art. It has given us the impetus to go with a more inclusive approach with the children.'

The workshops were structured to provide upskilling and deliver training to participants, which they could then apply to their practice. This structure inhibited the possibility of more in depth debate and discussion that attendees were looking for, particularly after a provocative morning session. Participants were keen to use the opportunity to meet colleagues, to share their own experiences and gain broader knowledge of general practice in this area.

The response to the workshops was mixed, which indicated the breadth of experience of attendees. There was a sense that the workshop facilitators had difficulty finding a middle ground among members of their group.

The clear response from participants, received from feedback throughout the day and from evaluations, was that participants had been given a unique opportunity to share ideas, but they needed more time to reflect on the powerful contributions from participants. Delegates connected with each other and were eager to develop this further with more discussion. Delegates very much appreciated the opportunity provided by The Ark and Children's Books Ireland.



USEFUL LINKS AND RESOURCES

Children's Research Centre, Trinity College, Dublin

The Children's Research Centre, Trinity College, Dublin is a specialist centre, established in 1995, which undertakes multidisciplinary policy and practice-relevant research into the lives of children and young people and the contexts in which they live their lives.

[http:// www.tcd.ie/childrensresearchcentre](http://www.tcd.ie/childrensresearchcentre)

macrobert Centre, Stirling, Scotland

macrobert is located on the campus of the University of Stirling and offers an exciting programme of events that welcomes children, young people and families all year round. The facilities have been designed by young people themselves and include a dedicated theatre for children – playhouse; a state-of-the-art cinema – filmhouse; children's art gallery – arthouse; creche – treehouse; a workshop rehearsal space – workhouse, as well as a stylish café bar and medium scale theatre space – mainhouse.

[http:// www.macrobert.stir.ac.uk](http://www.macrobert.stir.ac.uk)

The Library of 100 Talents, Amsterdam, Holland

Library of 100 Talents in Heerhugowaard in the Netherlands is a flagship library based on Howard Gardner's theory of multiple intelligences, and takes a very open and creative approach to meeting all the diverse needs of the children.

[http:// www.biblioteksforeningen.org/konferens/Konf2004/biblioteksdgr/MarijkeTroelstra.ppt](http://www.biblioteksforeningen.org/konferens/Konf2004/biblioteksdgr/MarijkeTroelstra.ppt)

[http:// www.interactivechildren.blogspot.com/2006/05/presentation-library-of-100-talents.html](http://www.interactivechildren.blogspot.com/2006/05/presentation-library-of-100-talents.html)

Leeds Young People's Film Festival

Leeds Young Film presents the International Film Festival for Children and Young People as well as facilitating MediaFish and the Film Academy. Leeds Young Film engage with young consultants to inform the festival and this had led to the development of MediaFish, an innovative film programme led by young people.

[http:// www.leedsyoungfilm.co.uk](http://www.leedsyoungfilm.co.uk)

[http:// www.mediafish.org](http://www.mediafish.org)

Playtrain – WOW! This is Big - A Foundation to Participation, Birmingham

The findings from Playtrain's research into developing an age appropriate consultation methodology for involving children under 5 years of age in decision making are available in the 'WOW! This is Big' publication. The findings challenge thinking about young children's abilities, raise awareness about children's rights and inspire change in the provision of services for all young children.

<http://www.playtrain.org.uk/research/publications/>

Mie Svennberg, Sweden

Since 2001, City of Göteborg Culture has employed Sweden's first architecture consultant for children and young people, Mie Svennberg. The architecture consultant works to promote architecture as a cross-curricular theme in schools among teachers and other school staff.

[http://www5.goteborg.se/prod/kultur/kulturforvaltningen/dalis2.nsf/vyFilArkiv/arkitekturkonsulent_eng.pdf/\\$file/arkitekturkonsulent_eng.pdf](http://www5.goteborg.se/prod/kultur/kulturforvaltningen/dalis2.nsf/vyFilArkiv/arkitekturkonsulent_eng.pdf/$file/arkitekturkonsulent_eng.pdf)

<http://www.playce.org/projects/svennberg1.htm>



USEFUL LINKS AND RESOURCES

Office of the Minister for Children and Youth Affairs (OMCYA), Ireland

The OMCYA focuses on harmonising policy issues that affect children in areas such as early childhood care and education, youth justice, child welfare and protection, children and young people's participation, research on children and young people and cross-cutting initiatives for children.

<http://www.omc.gov.ie>

Ombudsman for Children, Ireland

The Ombudsman for Children's Office (OCO) aims to make sure that the government and other people who make decisions about young people really think about what is best for young people. The main areas of work are:

- Independent complaints handling
- Communication & participation
- Research & policy

<http://www.oco.ie>

Johannesburg Development Agency – Public Art Scheme, South Africa

Kirsten Harrison, Executive Manager of Planning and Strategy for the agency, oversaw the planning of art in five public parks in Hillbrow and Berea, Johannesburg. The public art works were planned in consultation with the people most likely to encounter and enjoy them – children.

http://www.jda.org.za/2008/19june_art.stm

'Listening to Young Children's Voices in Museum Spaces'

Australian Museum, Sydney

This paper outlines a consultation process with children that was undertaken to develop 'Kids' Island' as part of a larger redevelopment and restructure of the museum in Sydney. The document clearly outlines the wide-ranging methods used for consultation and what the outcomes were. Forty children aged 0-5 years were involved in the process.

<http://www.aare.edu.au/06pap/kel06341.pdf>

Save the Children Headquarters, Finland

Fifteen children aged 10-14 worked over two years for two hours a week to inform the design process for the Save the Children Headquarters in Finland. The children worked with student architects who facilitated the consultation. They participated in a wide range of activities including following the whole design process of a building, participating in interior design, visiting the construction site and all main events through the building process.

<http://www.playce.org/projects/meskanen2.htm>

Children's Charter, Children's Books Ireland, Ireland

CBI's goal for 2008 was to develop a Charter of Entitlements with children relating to books and reading, which could become part of CBI policy as well as something that could be shared with a wide audience. Working with Meath Libraries, Conor Kostick and Alan Barrett harnessed the imaginations of the members of Trim Library Book Club'. The young readers contributed all the text for the charter, which they renamed 'If Kids Made the Reading Rules as well as making all the editorial decisions and briefing on design and illustration.

<http://www.childrensbooksireland.ie>



USEFUL LINKS AND RESOURCES

Lights Out! – Irish Film Institute

The Irish Film Institute's new film festival for young people used a panel of 18 children aged 10-16 to inform and influence the festival programme. The panel were invited to attend four meetings in Dublin between March and June 2008. Each meeting focused on different aspects of planning and delivering a film festival: from programming, to marketing to dealing with the media.

[http:// www.lightsout.ie](http://www.lightsout.ie)

Cinemagic, Belfast

Cinemagic is the World Screen Festival for Young People in Belfast. For many years, the festival has invited a panel of young consultants to help decide on the films that will be programmed at each festival. In 2008, 25 young consultants aged 10-18 were selected to act as film consultants, working with the Cinemagic team to help steer the decisions around which films to include in the programme, as well as working on marketing and promotion of festival events.

<http://www.cinemagic.org.uk/youngconsultants.asp>

Unicorn Theatre, London

As part of the planning phase for the building of the UK's first purpose-designed professional theatre for children, a three-year consultation process took place, during which children from Tower Bridge Primary School worked with architects and the Unicorn's education team on the theatre's design. A report of the consultation entitled 'The Floors Should Be Made of Chocolate' was launched in 2005.

[http:// www.kallaway.co.uk/unicorn.htm](http://www.kallaway.co.uk/unicorn.htm)

[http:// www.unicorntheatre.com](http://www.unicorntheatre.com)

West Cork Arts Centre (WCAC), Ireland

The Youth Arts Advisory Committee (YAAC) is a group of young people, youth workers and artists that guides the WCAC's Youth Arts Programme, encourages the development of youth arts activities across West Cork, and provides opportunities for sharing information on youth arts.

[http:// www.westcorkartscentre.com](http://www.westcorkartscentre.com)

The New Art Gallery, Walsall

During the development of the New Art Gallery Walsall, an intensive consultation programme took place with the residents of Walsall. The aim of the consultation was to reveal people's views on the proposed gallery and activity areas for children were identified as a key priority. Six schools were involved in the consultation process and the results fed into the design of the new building.

<http://www.art-works.org.uk/research/spaceforartfiles/Walsall.doc>

Discover – The Story Making Centre, Stratford

Discover is the story making centre in Stratford. It is the UK's first hands-on centre focusing exclusively on creativity through projects, exhibits and activities exploring words, language and imagination for children aged 0-11 years and their families. In 2003 the Story Trail and Garden opened to the public after a major capital programme and having consulted with local children and families. In addition, Discover has a children's forum.

<http://www.discover.org.uk>

<http://www.discover.org.uk/cn/education/forum.php>

http://www.ben-network.org.uk/pdfs_publications/Story_Garden.pdf



USEFUL LINKS AND RESOURCES

[The Cardboard Building, Westcliff on Sea](#)

Westborough Primary Schools and Nursery in Westcliff on Sea is one of the most challenging primary schools in the UK, and has about 800 pupils aged between 3 and 11. Architects Cottrell and Vermuelen designed the Cardboard Building as a multipurpose space for the school and the school community was involved with the project from the outset. The children collected card for recycling, helped design and develop the building, and took part in a live BBC broadcast. This engagement with the production process of their new classroom fostered a sense of ownership and pride in their environment within the school, which extended to the local community. <http://www.cabe.org.uk/default.aspx?contentitemid=234&field=btstr&term=Education&type=1>

[‘Hearing Young Voices’ Report and Policy Document.](#)

[National Youth Council of Ireland, 2005](#)

In 2005, the National Children’s Office (now the Office of the Minister for Children and Youth Affairs), the Children’s Rights Alliance and the National Youth Council of Ireland developed participation guidelines called ‘Hearing Young Voices – How to involve children and young people in your work’. The Young Voices guidelines encourage agencies and organisations in the statutory and non-statutory sectors to develop a culture of participation by children and young people.

<http://www.omcya.ie/viewdoc.asp?Docid=472&CatID=13&mn=&StartDate=01+January+2005>

[‘Our Voices, Our Realities’, A report to the United Nations Committee on the Rights of the Child by Children Living in Ireland, Children’s Rights Alliance, 2006](#)

A collaborative project between the Alliance and 13 of its member organisations that work directly with children, ‘Our Voices, Our Realities’ offers a glimpse into the lives of children and young people in Ireland.

<http://www.childrensrights.ie/index.php?q=knowledgebase/un-convention-and-childrens-rights/press-release-our-voices-our-realities>

[Phil Treseder, EMPOWERING Children and Young People](#)

[Training Manual: Promoting Involvement in Decision-making Children’s Rights Office and Save the Children, London, 1997](#)

This manual contains checklists and exercises for promoting conceptual clarity on children’s participation among professionals involved in training young people to be active in decision making processes by building their confidence and skills.

http://www.savethechildren.org.uk/en/54_2321.htm

[Roger Hart’s ‘Ladder of Participation’](#)

Sociologist Roger Hart wrote a book called ‘*Children’s Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*’ for UNICEF in 1997. This groundbreaking work put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts. The ‘Ladder of Children’s Participation’ also called the ‘Ladder of Youth Participation’ is one of many significant tools from the book.

<http://www.freechild.org/ladder.htm>



USEFUL LINKS AND RESOURCES

ENYAN (English National Youth Arts Network)

This website highlights numerous participation and consultation projects, mainly in the youth sector. Available to download on the website is the 'Creative Youth Consultation and Participation Toolkit'.

[http:// www.enyan.co.uk](http://www.enyan.co.uk)

'Family Friendly Guidelines' Imagineate, Scotland

Produced by Imagineate and funded by the Scottish Arts Council, these are practical guidelines for anyone who wishes to consult with children in an arts context.

<http://www.family-friendly.net/resources/>

Participation Works

A consortium of six leading children and young people's organisations that provides expert advice to anyone wanting to give a voice to children and young people. It is made up of: the British Youth Council, Children's Rights Alliance for England, National Children's Bureau, National Council for Voluntary Youth Services, the National Youth Agency and Save the Children, England. Also, available to download from the Participation Works website is the 'Hear by Right' self-assessment toolkit.

[http:// www.participationworks.org.uk](http://www.participationworks.org.uk)

NOTE:

An electronic version of this document is available to download at both:

www.childrensbooksireland.ie

www.ark.ie

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