



Creative Technologies Programme Report 2022

Funded by:

Clár Éire Ildánach
*Creative Ireland
Programme*



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Executive summary

Since the Creative Ireland Creative Technologies Programme began in 2021, we have reached the following milestones:

220	— Educators trained	24	— Organisations signed up for Creative Tech Week 2023	88	— People participated in needs analysis, from 19 counties
152	— Organisations reached	47	— Trainings held	11	— Organisations entered projects for Creative Tech Fest 2021
220	— Kits distributed	3960	— Young people reached	110	— Educators attended Kinia Educator Event at Google Nov 2022
34	— Projects submitted to Creative Tech Fest 2021	5	— Training courses developed and delivered STEAM: Circuits Digital Creativity: Mobile Filmmaking Digital Creativity: Podcasting Computer Science: Coding Computer Science: Robotics		

Abbreviations

- AI - Artificial intelligence
- CPD - Continuing Professional Development
- CS - Computer Science
- CSR - Corporate social responsibility
- CYPSC - Children and Young People's Services Committees
- ETB - Education and Training Board
- ECTS - European Credit Transfer and Accumulation System
- LCYP - Local Creative Youth Partnership
- NFQ - National Framework of Qualifications
- QQI - Quality and Qualifications Ireland
- RPL - Recognition of Prior Learning
- SME - Small and medium-sized enterprises
- STEAM - Science, Technology, Engineering, Art, Maths
- VR - Virtual reality



Who we are



About Kinia

Kinia is an education focused non-profit charity and social enterprise. We aim to ensure future-focused skills and learning opportunities are available for all children and young people. Kinia strives to build the foundations that support diversity and inclusion to become key pillars in a society where every child has the vision to set their dreams and the pathway to achieve them.

Project Aim

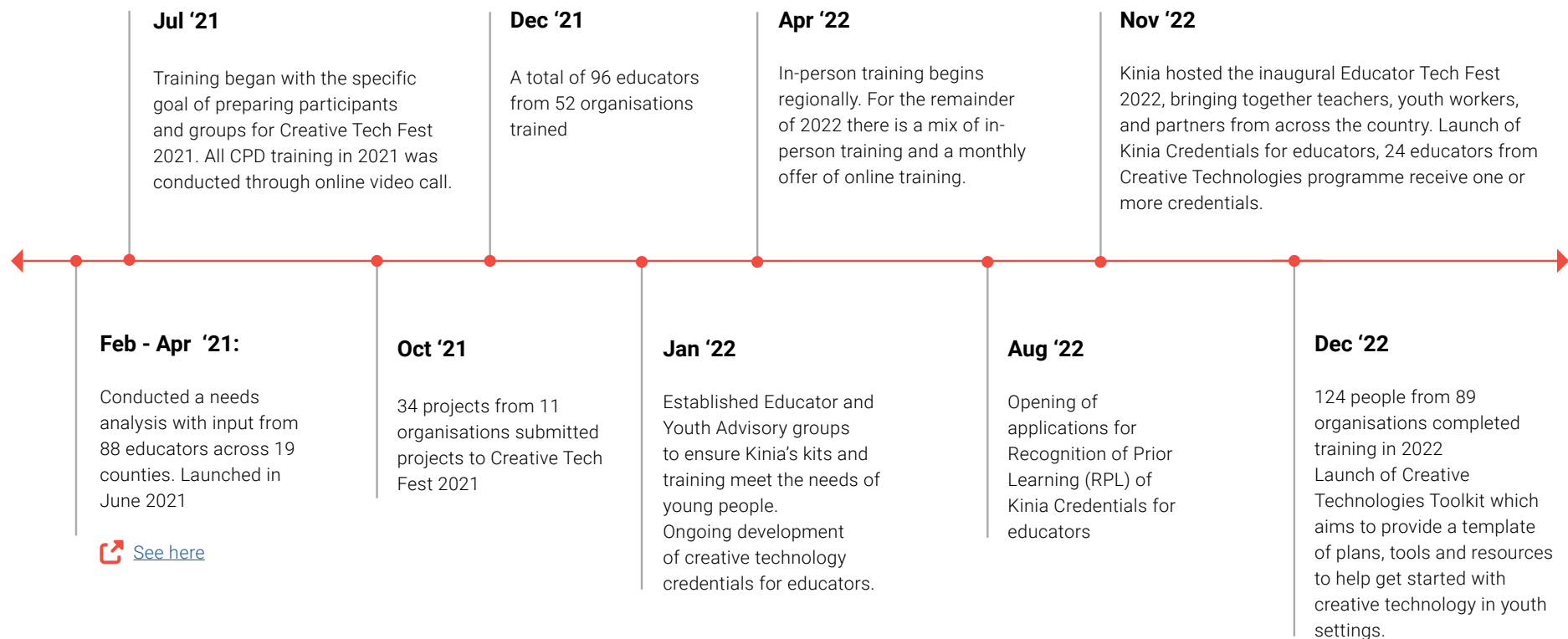
To develop and deliver a nationwide Integrated STEM creative Technology Programme aligned with the curriculum that can provide significant and measurable recreational/ social, personal development, educational and career development opportunities for young people

The Creative Technologies Programme

Creative Technologies is a Creative Ireland programme delivered in partnership with Kinia. It supports the training of staff and volunteers working with young people in a number of different technologies. These include: robotics, animation, coding, mobile filmmaking, sound production, visual design, augmented/ virtual reality and makerspaces.

The aim is to release the creative potential of young people and foster interest in future technologies and skills development for young people in out-of-school settings by equipping their adult mentors with the skills and tools to facilitate creativity and learning.

Programme Timeline



Outcomes and Outputs

The key outcomes and outputs from this programme were designed in order to develop a range of activities in STEAM, digital and creative technologies which can be delivered to children and young people. The project also sought to provide opportunities for both formal/accredited and informal training to those working with youth services to embed creative technology practices. As a result, we aim to provide significant and measurable recreational, social, personal, educational and career development opportunities for young people.

OUTCOME	OUTPUTS / DELIVERABLES	KEY PERFORMANCE INDICATORS	PROGRESS
OUTCOME 1 A range of inclusive creative technology resources which can be delivered to young people both in person and online in key creative technology areas e.g. coding, robotics, AI, digital media, animation	<ul style="list-style-type: none"> • Consultation and needs assessment with participating youth services and organisations (young people and educators) on their context for facilitating creative technology learning outcomes • Development of resources in a range of Creative technology fields that can be connected to accreditable learning outcomes • Accessible and multi-modal resources are available for training and support delivery online and in-person 	<ul style="list-style-type: none"> • Needs assessment audits for 15 youth organisations and learning settings • 20 project resources across 5 creative tech disciplines for example - Digital Creativity, Coding, Robotics, STEM and Emerging Technologies • Resources hosted online with opportunities for participants to interact on best use cases for resources on an ongoing basis. 	<ul style="list-style-type: none"> • Needs assessment completed in 2021 collated responses from 88 participants across 19 counties. Completed and launched in June 2021. • A mixture of 20 project resources developed as step-by-step activity guides or instructional videos hosted on Kinia learning platform. • 107 training participants signed up to Kinia online network.
OUTCOME 2 The capacity of youth services to develop and deliver creative technology projects with young people through the professional development of staff is increased.	<ul style="list-style-type: none"> • Develop a tiered 'Creative Technology Educator' informal qualification • Engage 220 educators in training workshops • Provide a platform for ongoing support to 220 educators (online/in-person) • Develop templates for organisations to embed Creative Technology in their practice 	<ul style="list-style-type: none"> • 220 educators participate in training workshops • 80% of educators achieve outcomes for informal qualification • Co-creation of templates for inclusion in Toolkit (Outcome 6) 	<ul style="list-style-type: none"> • 220 Educators completed training as part of Kinia's Creative Technologies programme • Kinia credentials developed and launched in November 2022 • All educators have achieved the learning outcomes • To date 24 creative technologies educators awarded Kinia credential in the first round. • The Educator Advisory Group evaluated new creative technology activities in their work informing development of the toolkit.

OUTCOME	OUTPUTS / DELIVERABLES	KEY PERFORMANCE INDICATORS	PROGRESS
OUTCOME 3 Cross-curricular creative technology accreditation is available to young people in a range of formal and non-formal education settings	<ul style="list-style-type: none"> Develop a tiered 'Creative Technology' credential system that supports measurable progression and skills development Develop project-based, learning outcome assessment rubrics for creative technology activities that can be applied to mainstream (e.g. Junior Cycle/Transition Year) and QQI assessment systems. Make resource activities and corresponding assessment rubrics available to 'Creative Technology' educators 	<ul style="list-style-type: none"> A measurable progression route through defined Creative Tech Skills (micro-credentials) is available to any young person Creative Tech Credentials can be applied to cross-curricular assessment in a range of education settings 1200 young people achieve at least 1 Creative Tech Credential 	<ul style="list-style-type: none"> A system of nano credentials developed for young people. To be launched in Q1 of 2023. Educators have a framework that allows them to assess the skills developed by young people and map them against the formal and non formal curriculum (Rubric) The nano credential gives recognition of the informal learning of young people through participation in creative tech activities.
OUTCOME 4: Creative Technology is a 'whole community' response with input from education, youth and creative statutory services together with corporate and industry sectors.	<ul style="list-style-type: none"> Facilitate an online peer network of youth and creative statutory services Connect the work of Creative Tech Clubs with corporate and industry partners where CSR goals are aligned to deliver on opportunities for funding, pro-bono support and career progression for young people. 	<ul style="list-style-type: none"> An accessible online Creative Ireland Creative Tech is available for educators Local industry and corporate are 'bought in' and invest in the future of Creative TechClubs 	<ul style="list-style-type: none"> The Kinia Online Network provides a range of resources and activities to support creative technology facilitation after training. Regular online network meetups enabled information sharing and exchange of ideas between groups. It proved difficult to engage industry at local level, not least due to Covid restrictions. Support for credentials secured from corporate partners at Google, ESB and Medtronic.
OUTCOME 5 The creative technology achievements of young people are recognised and celebrated through national events.	<ul style="list-style-type: none"> Deliver regular opportunities for celebrating the achievements of young people e.g. monthly Creative Technology award winners Creative Ireland TechClubs are part of the national celebration event 'The Creative TechFest' 	<ul style="list-style-type: none"> Monthly award Projects from Creative Ireland Creative Tech Clubs increase each month 	<ul style="list-style-type: none"> 34 projects from 11 organisations submitted projects to Creative Tech Fest 2021. Monthly awards took place in the lead up to Creative Tech Fest 2021. The awards will resume in Jan 23 to incentivise project entry for Creative Tech Week 2023.
OUTCOME 6 A Creative Tech Best practice template is developed for national roll-out through ongoing monitoring and evaluation.	<ul style="list-style-type: none"> A logic model will be developed to evaluate the programme and implemented from project start with input from stakeholders and review at key stages Establish a Comhairle Teic na nÓg (young people's advisory) with youth ambassadors to actively contribute to the development of the programme throughout and remain in-situ post pilot to ensure the integrity of youth voice is maintained. 	<ul style="list-style-type: none"> A 'Creative Tech Programme Template' is launched for national roll out 	<ul style="list-style-type: none"> The Creative Technology Toolkit ready for launch at the Creative Technologies Tech Fest in March 2023. The toolkit, which is available as part of the Kinia training, contains templated programme and session plans to help educators launch creative tech programmes in each of the modules covered. The toolkit is informed by the experience and feedback from the Educator and young people's advisory groups.



Key Programme Activities

- Needs analysis
- Training
- Nationwide engagement and context
- Kinia Credentials

Needs Analysis

Published June 2021

In February 2021 an extensive needs analysis began, to capture the current use and aspirations for creative technology work in a variety of youth settings across the country. 88 respondents from 19 counties contributed to the research. Each respondent works to support young people who may be marginalised, disadvantaged or vulnerable.

These professionals were contacted through local Children and Young People's Services Committees (CYPSC) coordinators, and through Education and Training Boards (ETBs) and Local Creative Youth Partnership (LCYP) and youth officers. This local network was instrumental in ensuring there was a wide response from a range of youth settings throughout the country.



Five key findings were identified:

1. Youth setting providers at all levels require an awareness of the opportunities that exist in using creative technology to reach educational outcomes.
2. Staff and volunteers in youth settings require ongoing resources and support to provide creative technology opportunities that evolve with the needs of the young people with whom they work.
3. There should be a clear developmental and career pathway that recognises how all young people can create and innovate using technology.
4. A localised approach is needed to develop community partnerships and expertise, in order to evolve the use of technology within youth settings.
5. There is a need to connect the potential of technology to deliver cross-departmental strategic outcomes for young people.

Training Report

In committing to a vision of 21st century learning we support educators in mastering the competencies and skills that ensure high quality learning experiences. Skilled educators that apply knowledge and transversal competencies across multiple content areas utilising creative technologies and experiential learning.

- Implement creative new and emerging practices of teaching and learning
- Integrate the use of technologies with inquiry and project based learning
- Facilitate and co-create with learners
- Connect learning with real world application

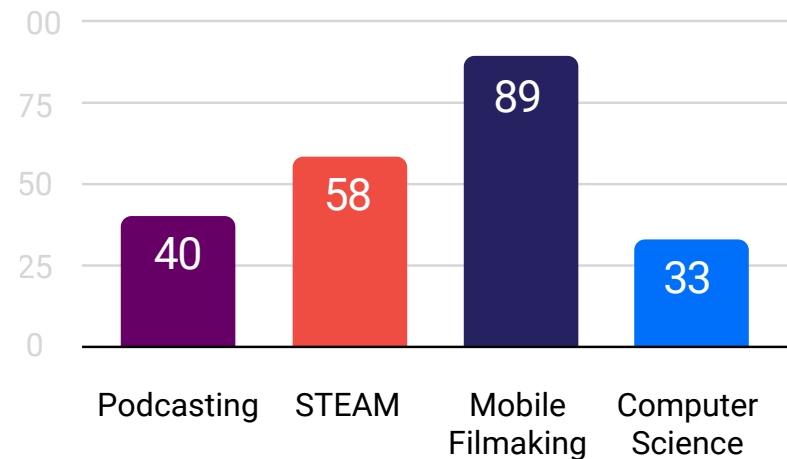
The Creative Technology training for this project utilises an experiential learning methodology that increases both subject content knowledge and pedagogical content knowledge. Training began in late July 2021, the initial CPD was intended to support and train staff so they in turn could encourage the young people they work with to prepare projects for the 2021 Creative Tech Fest in October 2021.

The Continuing Professional Development (CPD) training on the Creative Technologies programme was completed through five key modules:

- Digital Creativity: Mobile Filmmaking
- Digital Creativity: Podcasting
- STEAM: Circuits
- Computer Science: Coding
- Computer Science: Robotics

47 training sessions were completed over the course of the programme with all training taking place online in 2021 and a mix of online and in-person training on offer from April 2022.

Training participants by module Type



Digital Creativity: Mobile Filmmaking

“I liked how the equipment was supplied, training was easy to follow, and loads of resources provided to promote creativity (not only teaching how to do one specific thing).”

This was the most popular choice of module, with 89 participants across the two years. In contrast, the combined number of participants in Computer Science: Coding and Robotics meanwhile had 33 participants over the 2 years.

The popularity of the Digital Creativity: Mobile Filmmaking module can be attributed to the widespread use of video and recording technology in daily life and youth work practice. Young people and educators have been using mobile technology to record and document everyday occurrences and creative projects since smartphones became widely available. Many of the applicants spoke of wanting to upskill and develop their understanding of techniques and equipment to make improvements to the quality of video they produce.





Computer Science: Coding and Robotics

“The continuous callbacks to how the tech can be used with young people was very encouraging and the tech I used was easy to use and a fun activity.”

In spite of the introductory nature of the modules, evidence suggests that educators perceive computer science as having a steeper learning curve and that a certain level of digital proficiency is required before taking on CS training. This is reflected in a lower uptake on these modules.

Digital Creativity: Podcasting

“I liked the practicality of using the equipment under Instructor guidance so combining theory with practice. Also that we can link for support post training.”

This module proved to be very popular among applicants. It has a lower number of overall participants as it is recently developed and, while piloted in 2021, was officially offered for the first time in April 2022. However, because of the explosion in popularity of the podcast as a medium and its potential for youth engagement, it will be increasingly in demand in future Kinia programmes.

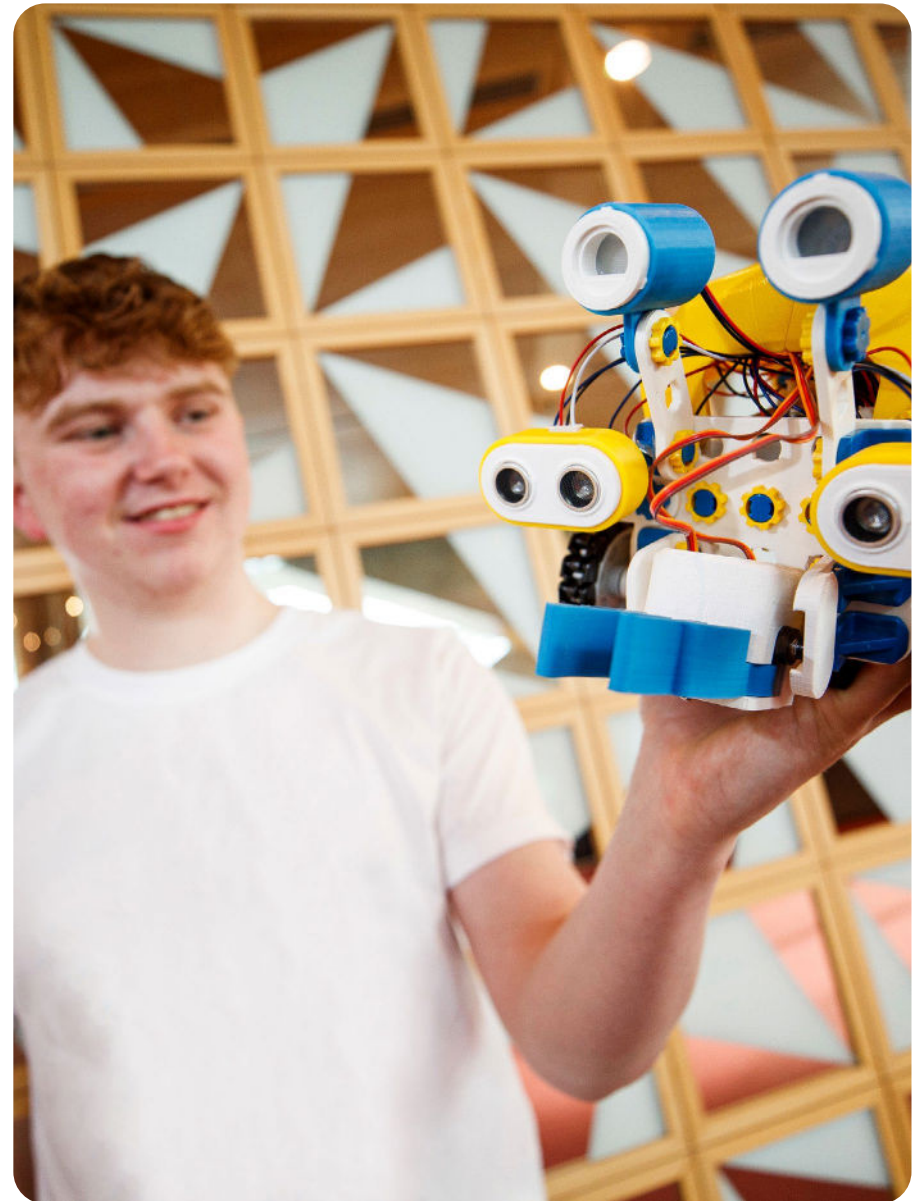
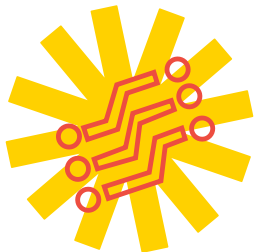


STEAM: Circuits

“I am interested in developing a thorough understanding of STEAM to support my role as a special care educator. This course facilitated me to develop my understanding.”

STEAM: Circuits participants said they enjoyed the hands-on aspect of working with the kits and components. They mentioned that the practical activity of making is something that young people can and do respond well to.

Some participants were also motivated to apply for STEAM training as it is seen as a developing element of youth work in recent years. This can be attributed in part to the success of current and prior Kinia programmes in CPD training for the youth sector. The language of STEAM and maker activities has become part of the youth work vocabulary through almost 10 years of CPD training and positive impacts for young people. This is reflected in the high interest among youth workers to upskill in this area.



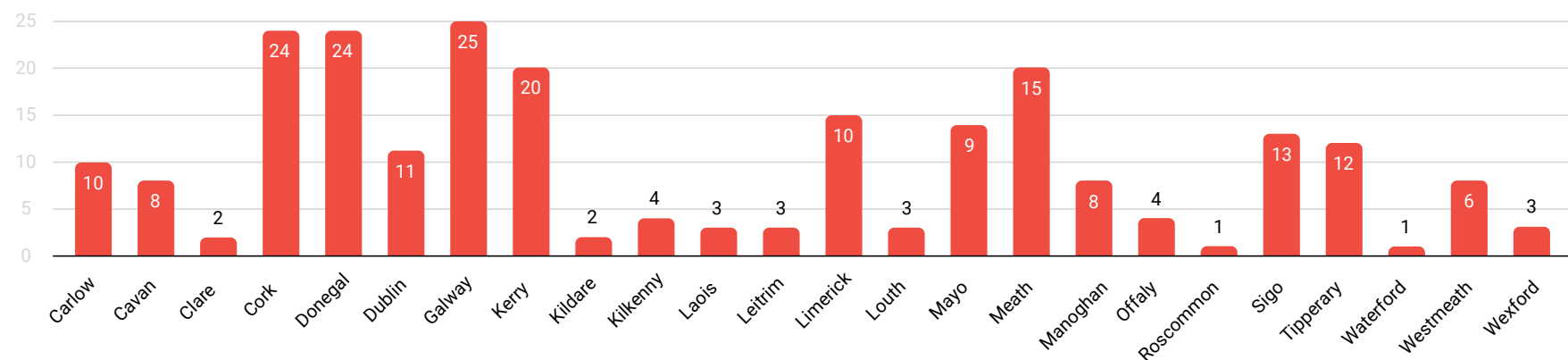
Nationwide engagement and context

A National Reach

Staff and volunteers from 24 counties across Ireland took part in creative technology training through this programme. The programme was in the main publicised and recruited regionally by Local Creative Youth Partnership (LCYP) and Children and Young People's Services Committees (CYPSC) coordinators in their respective counties. The graph below reflects disparities in engagement from county to county, where participation was very high in some but minimal in others.

High participation in the CPD training is particularly evident in the counties supported by LCYP Coordinators. The LCYP's connection to the local communities and services was integral to highlighting the opportunities of using creative technology to local agencies and encouraging their people to be part of the CPD training. This is seen in Kerry, Cork and Galway for example. In contrast, the lower participation rates in parts of Leinster emphasises the important role local support and engagement plays. There were

Participants by County distribution



no participants from Wicklow or Longford and minimal participation in counties such as Kildare, Wexford and Laois. The graph below reflects these disparities from county to county.

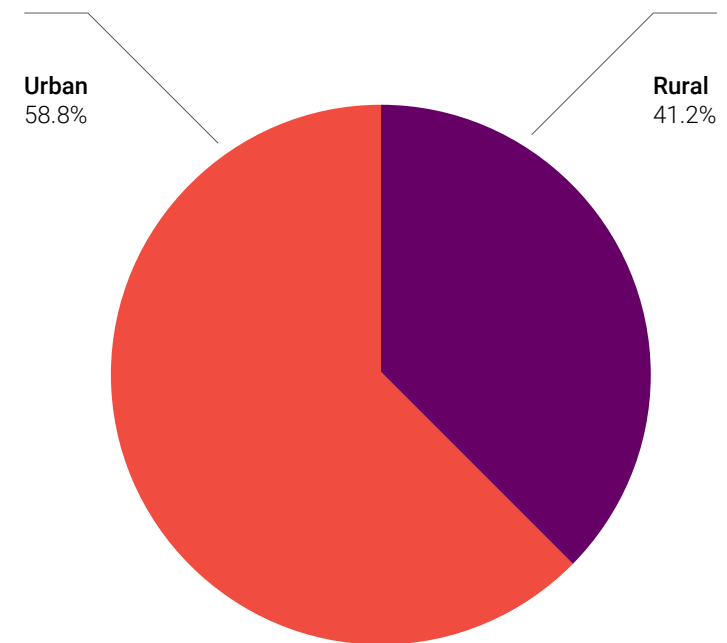
Partnership with LCYPs, CYPSCs, and ETBs was critical to engaging participants in the creative technology training. Establishing and maintaining relationships regionally is an important foundation to enable people to be part of a national community of practice. While this organisational support was established, the strategy could also be enhanced through a 'Cluster Coordinator' approach similar to Kinia's Clár Techspace (Irish language) programme.

Having a Cluster Coordinator in place as a point of contact and dedicated support could make an immense contribution to the long-term sustainability of a network of creative technology practitioners in informal education settings.

Context

All of the participants on the training courses are working with young people that are experiencing some form of disadvantage. Setting the context of where the work of participating organisations is done, most indicate that they are working in urban areas. The chart below shows the breakdown of rural and urban settings.

Is your work based in a rural or urban area?



The scope of the Creative Technologies programme included 152 organisations and agencies. Participants are working with young people in a variety of settings; from community groups and Family Resource Centres to youth work organisations such as Foróige and Youth Work Ireland. All of these organisations are providing out of school supports for young people, with particular emphasis on areas where young people are more likely to experience inequality and socio-economic and educational disadvantage.

The range of organisations involved in the training consists of services funded through government departments and agencies, charitable organisations and community initiatives. These include:

- UBU projects - Youth work projects funded through the UBU Your Place Your Space programme. These projects provide targeted community-based youth services that address the specific needs of young people who may be marginalised, disadvantaged or vulnerable.
- Organisations working specifically with young Travellers through community development initiatives, such as Galway Traveller Movement and youth work projects such as Involve. They work on programmes and services that promote the participation and inclusion of the Traveller community in Irish society.
- Garda Diversion Youth Projects - projects funded by the Department of Justice and Equality through the Community Programmes Unit of Irish Youth Justice Service (IYJS). These projects are generally based in youth work organisations and primarily seek to engage young people who have been involved in anti-social and/or criminal behaviour.
- Family Resource Centres - FRCs use a community-based model of family support to build capacity and offer development opportunities to meet the needs of families in their community.
- Youthreach centres - The Youthreach programme provides two years integrated education, training and work experience for unemployed early school leavers without any qualifications or vocational training who are between 15 and 20 years of age.

- School Completion Programmes (SCP) - the SCP is a targeted programme of support for primary and post primary young people who have been identified as potentially at risk of early school leaving or who are out of school and have not successfully transferred to an alternative learning site.
- Community Training Centres are supported by SOLAS and local ETBs to provide training and education to meet the needs of early school leavers and young unemployed people.
- Services working with young people with Intellectual Disabilities aimed at developing their continued education, employability and community participation.
- Garda Community Policing Areas - areas where Community Gardaí are assigned to and responsible for patrolling.
- Tusla Family Support - provide a range of activities that strengthen positive informal social networks through community based programmes and services. These services help families to work through difficult issues and ensure children have a stable environment in which to live.



Training Hopes

Here's a sample of what educators said prior to training:

"I want to gain skills to be able to use with young people and to pass on to young people who may not have the same opportunities in life as others."

"Hope to gain confidence in my ability to learn about the world of STEAM and as a platform to develop a programme that will become sustainable in the community for young people to engage in long term."

"To be able to inspire and support young people to be creative through technology."

"I had seen some filmmaking clips done by TY students and was very impressed. As a volunteer I would like to learn this skill and pass it on to the young people in the Club."

"Practise new skills, alternative ways of raising interest and creativity and practical ways to get more girls involved."

"A powerful technique I can use for encouraging my students at risk of leaving school early to use and develop technology."

"We hope to provide new skills and an outlet for all children attending our service. I hope to learn all about this technology, what I can do with it, how to use the required resources, and where to go for more support if needed.."

Positive feedback from participants after training:

"Great training and support is excellent."

"I liked that there was a practical aspect, that aside from learning the theory, we got to practise handling the equipment and using it."

"The training had a profound impact on students' personal and social development, and improved problem solving skills."

"I can confidently bring these skills to the advantage of students - to better tap into their creativity"

"The facilitator was very passionate."

"Knowledgeable and friendly facilitator who had a positive attitude throughout the course."

"The training increased engagement from learners with additional needs who find the traditional classroom challenging."

"As you were taught each step, you were given time to practise this and there was a space to ask questions. No question was a silly question."

Project case studies

Foróige Connect Castlebar, Co. Mayo

The Foróige Connect Project works with young people from all over Mayo. They work in both individual and group settings to assist young people to reach their full potential through a range of Foróige programmes and strengths based projects and are funded by Tusla through the Creative Communities Alternative.



In 2021 young people worked together with youth workers to create the 'Home for Bees'. There are two parts to the project, the Observation beehive and the Interactive education hub. With the Observation beehive, young people can view bees' behaviour and try to identify their different roles within the beehive.

The second part of the project is the interactive education hub. This has a number of buttons controlled by a Makey Makey which people can press to get information on the hive and the bees. On pressing the button, it plays the young people's pre-recorded voices detailing this on a laptop through a Scratch programme.

The project was completed by 4 young people and was awarded at the Reel Life Science video competition. It was also entered for the Kinia Creative Tech Fest in 2021. See a video of the project in action [here](#).

Involve Letterkenny, Co. Donegal

Involve Letterkenny is a youth service working directly with young Travellers. Staff at the project completed the STEAM: Circuits module and Digital Creativity: Mobile Filmmaking module in the past 2 years. Introducing creative technologies to young people at the project has been successful in developing the range of activities on offer to their groups. In 2021, 6 young people won the FrankenSTEAM award at the Kinia Creative Tech Fest for their 'Van and Caravan' project. The FrankenSTEAM award is intended to bring out the creative side of young people, where they are challenged to modify and enhance existing kits to create something new.



The van consists of a radio controlled car which was covered in foam board, wired with lights and spray painted. The caravan consists of a STEAM car kit, which they used for the base of the caravan. The young people also decorated the caravan by wiring lights around it. They made windows and a draw hitch so it can be attached to the van and towed behind.

They made the van and the caravan to reflect the Traveller tradition of families moving from town to town to use their skills in tin smithing, sourcing scrap metal or hawking to earn a living. See a video of the project in action [here](#).

Kinia Credentials

Our aim is that every learner has the opportunity to develop the skills they need to fulfil their lifelong learning potential. We train educators so that they are equipped with the tools to roll out digital skills and technology in their classrooms and youth settings. Kinia offers a range of capacity building modules that are learner-focused and designed to meet the needs of those in both formal and informal learning environments. We currently have modules covering digital creativity, STEAM, computer science and the effective use of Google for Education.

In order to recognise the new skills that educators bring to their youth development practice, and incentivise continuing professional development, we developed accredited learning modules. Kinia credentials are designed to align with the NFQ and equal one ECTS at level 9. The long-term plan is to have them accredited so that they are stackable towards QQI accreditation.

From August to October 2022, we conducted a Recognition of Prior Learning (RPL) process to recognise those educators who have completed training with us. The credentials are awarded based on a rigorous assessment of project based learning using a digital portfolio that provides evidence that the educator has activated the new skills in a youth development setting.

Kinia Credentials are recognised European Digital Credentials for Learning and issued through Europass.



European Digital Credentials for Learning are:

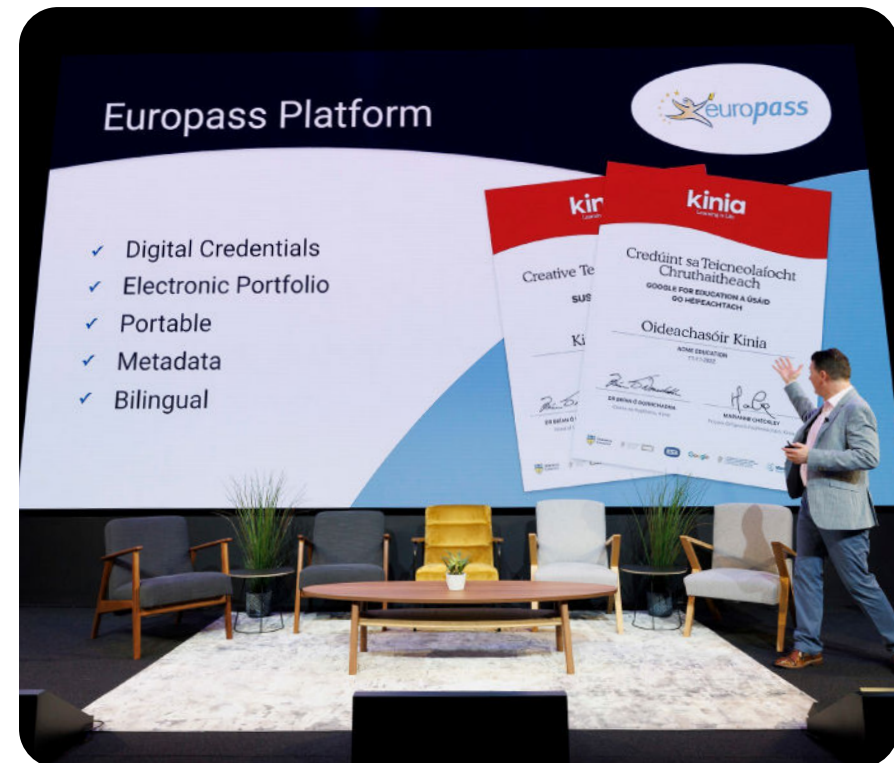
- Neutral in terms of size, format and source
- A common standard to describe learning, so that can be compared to each other
- Multilingual, transparent, and portable
- Tamper-proof because they are issued using a qualified electronic eSeal
- Delivered through Europass, an initiative of the European Commission

Europass is:

- A secure online platform where learners can record and plan their life-long learning path and career development
- Free of charge and can help learners assess their skills, reflect on their career path
- A tool to assist learners in their job application processes through CV/ Cover letter editors and an application tracker where they can share credentials with prospective employers
- Available to education institutions to support the recognition of the learning they deliver
- Available to companies and SMEs to standardise their recruitment processes, and help re-skill and up-skill their workforce

Kinia is the first in Ireland to use the Europass platform. Behind the customisable certificate is the metadata of the module, including the learning outcomes, activities and assessment techniques, all of which is available bilingually with a language toggle feature.

Recipients of Kinia credentials qualified to award nanocreds to the young people who take part in the new creative education activities that they bring to their class or youth setting. Nanocreds for young people are badges that they can collect, as they build their 21st century skills in creative technology and will be rolled out from Spring 2023.





Educator upskilling cannot happen at scale without the support of the school or youth organisation, so to recognise and incentivise that, we will rollout credentials for institutions that support the upskilling of their staff from Autumn 2023.

Kinia Credentials are inter-linked with policy initiatives that support the lifelong learning approach, an approach that ensures everyone has the right to quality, inclusive education and training. They are part of the infrastructure for creative technology based learning spaces for disadvantaged and marginalised young people to open pathways to future career and learning opportunities.

The developed and tiered credential system supports measurable progression and development of transversal 21st century skills and competencies, a skillset increasingly needed for young people to successfully navigate a complex and changing world.

Kinia Credentials are endorsed by



And supported by

Creative Technology Toolkit and resource creation

A series of resources were developed to reinforce the activities covered in training modules and to help educators in planning and delivering creative technology learning in their settings. These resources include a mixture of step-by-step guides and video guides which can be accessed online through the Kinia online network.

The Creative Technology Toolkit compiles relevant activity guides and templates in a best practice guide to establishing creative technology in practice. The toolkit is informed by consultation with the educator's advisory group and feedback from the young people's advisory group. A sample programme plan for each training module and connection to further learning activities will provide a starting point for educators and inspire the next steps towards embedding creative technology in work with young people.

Educator Advisory Group

The Kinia educator advisory group gathered online initially, starting in 2021 and into 2022. Some of the group met in person for the first time in a blended session on the 20th of January 2022 to discuss their experience of the Kinia network and training to date. The educators were tasked with critiquing the current Kinia programmes and to map out what they would like to see in the future of creative tech through Kinia.

These educators also took part in testing and critique of equipment and activities that were noted as being of interest for young people. As an example, the Kinia team put together a pilot kit and activity for stop motion animation. The educators had a chance



to try out the kit and come back with feedback on whether or not the activity would be appropriate for launch and relevant to their work with young people.

In October of 2022 interested participants were invited to apply for membership of the advisory group for the coming year and the group will meet early in 2023. Some of the original members will remain part of the group alongside some new members from the Creative Technologies programme.

Youth Advisory Group

Youth-led participatory action research (YPAR) is effective and easily implemented if we rely on networks of young people who are already engaged, typically easier to locate (traditional school system) and generally pleased to speak about their experiences. Such consultations offer incomplete insights into where the system is not working for some learners, and what can be done to fix this.

Disengagement is often characterised by a lack of contact with formal services like school, meaning some young people can be hard to reach and therefore voices are not being heard in policy or civic engagement. We looked to new engagement models, beyond one-off conversations, that give all young people a genuine voice and input into their learning and ultimately their future.

Our approach is about making Kinia Creative TechTools as relevant to young people's lives as possible. Young people and particularly marginalised groups need to feel a sense of purpose and agency that they can make a difference to their community and future. The Youth Advisory allows us to start with what is relevant and interesting to the young people themselves, a design thinking approach is utilised that puts learners at the centre of their learning. Redesigning where students learn and how they learn.

The Youth Advisory group worked alongside educators to critique and test new Kinia activities. For example, they were instrumental in testing pilot activities which are now being developed into a full training module by the Kinia team. The Youth Advisory group's feedback informed the planning and implementation of Kinia events, modules and activities in 2021/22 and will continue to be a central part of Kinia's planning and development in the future.

In October of 2022 interested Kinia training participants were invited to nominate young people for membership of this advisory group for the coming year and the first meeting will take place in early 2023.



Challenges



COVID-19

The Covid-19 pandemic had two major effects on the project:

Public health restrictions

Educators were restricted in their ability to meet young people in person across the country. This meant they were not able to engage as many young people directly due to the limits on attendance indoors. To address this, online training emphasised activities that could be facilitated remotely with young people while also applicable in face-to-face group work

Online training

The 2021 training for participants was delivered entirely online through video call and a small portion of self-directed learning. While feedback was overwhelmingly positive, a number of participants said they would have preferred to do their training in-person. As facilitators, the Kinia team found some aspects of the online training challenging. For example, it is difficult to identify if participants are struggling with the material, and to ensure engagement in the hands-on elements of the training.

From April 2022, in-person training resumed in a series of regional training opportunities. This involved delivering in-person training regionally while retaining a monthly option of training online where this was preferable for participants.



Training Sign Ups

In 2021, there were a significant number of people who registered for training but failed to attend without explanation. This presented a bigger issue when there had been a lower uptake for a particular course. It may be a symptom of online delivery as people didn't have to commit to travel or be present at a venue in person. Allowing for people who excused themselves ahead of time, approximately 21% of all sign-ups registered for courses didn't attend. To address this a new booking system was launched for 2022 training which included an agreement to specific terms and conditions and an automated reminder system. This system improved the attendance for training sessions in 2022 and the number of no-shows was reduced.

Educator confidence - subject and pedagogical knowledge

There remains some hesitancy around integration of new programmes, particularly computer science, both in the formal and non formal education sectors. As widespread facilitation of creative technology in youth settings is a relatively new development, when compared to more traditional activities like sport or art and craft, some educators reported a lack of confidence to facilitate creative tech activities even after completing training.

Anecdotal and pre-training survey evidence suggests that many volunteers and staff believe that they lack technical competence and have a perceived deficit in digital skills. This seems to be one factor preventing educators signing up to training in the first place or not delivering creative technology activities post-training. This is also reflected in the popularity of particular modules with computer science having the least engagement, while the Mobile Filmmaking module was most popular.

Microbit shortages

The Computer Science: Coding module is based around the BBC Microbit, a credit-card sized codable microcontroller. In 2022 a global semiconductor supply shortage made it difficult to consistently source and supply Microbits to educators. To solve this problem, participants received a reduced number of Microbits until they became available again. The Computer Science: Robotics course was offered as an alternative using components and equipment which were in ready supply.

Time

A number of educators reported that they struggle to find the time needed to practise using creative technology in their work with young people. In order to effectively facilitate an activity there is a need to test out equipment and resources before bringing them to a youth group. Due to the added learning and possible equipment complications it can be more time-consuming than preparing for other activities. This activity development time is difficult to include in already busy schedules for staff and volunteers alike. Some participants said that they spent time outside of work hours to prepare themselves for creative technology work. The Creative Technology Toolkit and Kinia online network resources are designed through templates and step-by-step guides to cover much of the planning needed, in turn reducing the time educators spend in preparation for sessions.





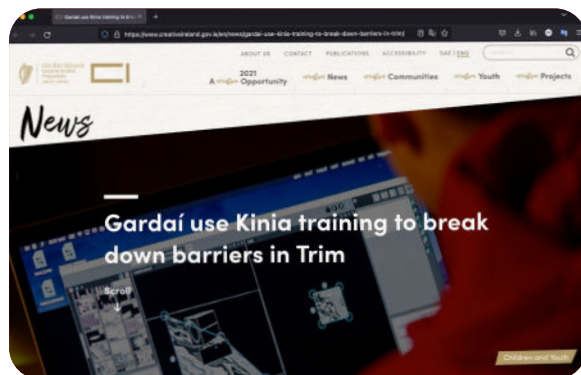
Events and awareness raising

Throughout this programme, Kinia and Creative Ireland have been working together to raise awareness of the programme, and the positive impact creative technology can have. Below are some examples of awareness raising and public engagement activities.

Creative Ireland site

Blog post on the Creative Ireland site: "Gardaí use Kinia training to break down barriers in Trim"

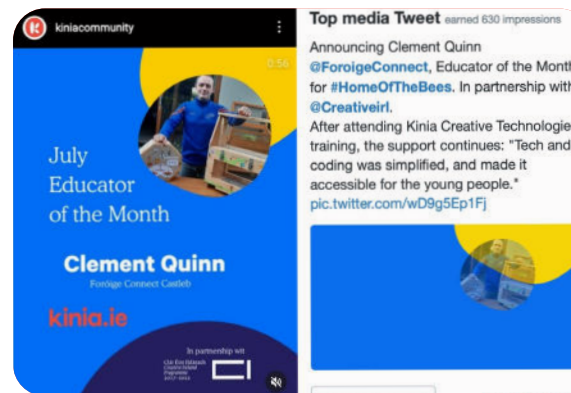
[Full article here.](#)



Educator of the Month

Social media video on Clement Quinn, Kinia's Educator of the Month in partnership with Creative Ireland.

[See here.](#)



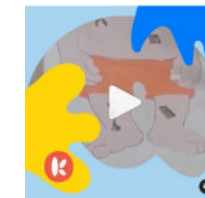
Twitter Ad:

Impressions: 638
Media views: 130
Engagements: 25

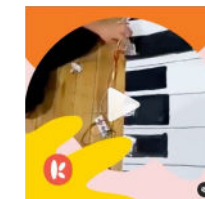
Creative Ireland Programme

Social media posts around our partnership with the Creative Ireland Programme

[See here.](#)



The project features a #MakeyMakey and recordings from their own voices on #Scratch. The game will happily live on in the youth club and be operated on the dailyl Continue to view Creative TechFest 2021 projects in our virtual reality gallery: <https://creativetechfest.com>



Project submission: Winnie Ward, Rosaleen Ward, Marguerite Ward, Claire Marie Ward, Rihanna Ward Maggie Ward and Mary Margaret Ward.
#STEAM #MakeyMakey #GiantPiano #CreativeTechFest22



To learn more watch this short video [#PartnershipSpotlight](#) [#KiniaOpportunities](#) [#CreativeIreland](#) [#CreativeYouth](#)

Top performing social media posts related to The Creative Ireland Programme

From period 09.09.22 - 18.10.22

1. Giant Piano Creative TechFest Project video 22.09.22
 - 2nd best performing post on FB and Twitter
 - 4th best on Instagram
2. Partnership Spotlight video 10.09.22
 - 2nd best performing reel on Instagram (245 plays | 7 engagements)
 - 5th best on FB

Educator of the month (July)

 Link to full [email](#)

What has the response been like?

The response has been amazing, and the young people are so proud of the overall project. They won the Reel Life Science video competition in their category, and received a certificate for being Highly Commended in their category, in the Eco- Unesco Young Environmentalists of the year awards.

How has the project impacted the community?

Since winning the Reel Life Science competition, there was a piece put in the local paper. There has been a number of schools and events requesting the bees be brought in to teach their young people about bees and their role as pollinators.



To date the bees have been in schools, young people's homes, community venues and in the youth project in Castlebar. The young people and their families that have met the bees have been fascinated seeing the bees up close and personal.

Huge Congratulations to Clement Quinn and all the young people in Fóroige Connect Castlebar

Kinia offer Creative Technology training in partnership with:



Mailchimp: Clement Quinn Educator of the month

Open rate: 30% (1402 unique)

7.1% Clicks per unique opens

Links in this email

[View Click Map](#)

URL	Total clicks	Unique clicks
https://kinia.ie/events	114 (11.5%)	72 (8.7%)
https://kinia.ie/wp-content/uploads/20...	113 (11.4%)	73 (8.8%)
https://kinia.ie/wp-content/uploads/20...	109 (11.0%)	69 (8.3%)
http://www.kinia.ie/careers	107 (10.8%)	68 (8.2%)
https://www.youtube.com/watch?v=W...	92 (9.2%)	87 (10.5%)
https://www.creativeireland.gov.ie/en/...	70 (7.0%)	68 (8.2%)

2021 Creative Tech Fest & Partner Party

In 2021, Kinia hosted our annual Creative Tech Fest 2021. This event showcases the projects young people and educators have been working on, with the annual awards highlighting standout projects from across the country.

In the lead up to the event, Kinia hosted our 'Partner Party.' This was an opportunity for partners and funders to get a sense of the work Kinia does, and the incredible projects and talent that is on display at the event.

Tania Banotti, The Creative Ireland Programme Director, kindly facilitated two panel discussions as part of our Partner Party. The first focused on educators and the impact of Kinia's training, equipment, and support. The second panel involved previous winners of Kinia's TechSpacer of the Year award - young people who had worked with Kinia trained educators and gotten more deeply involved in digital and creative technology as a result.

A big thank you to Tania for expertly hosting these panels, and giving the educators and young people an opportunity to have their voices and experiences heard.



Dublin Maker 2022

Kinia were present at the Dublin Maker festival in July 2022 to showcase creative technologies in action. Dublin Maker is a free event held in Merrion Square where inventors and makers from across the country can engage with the public and display their creations. On the day Kinia had virtual reality (VR) and circuit activities on display and met with people and other providers to discuss the various possibilities of creative technology with young people. The VR intro was an especially popular activity among the younger visitors and a brief tutorial allowed them to create their own VR scenes.



Navan Site-Visit

In October 2022, Kinia and The Creative Ireland Programme staff visited St. Joseph's school in Navan where Kinia trained school completion officer Antoinette Pentony works. Antoinette works with students who are at risk of dropping out of school early, or who have difficulties engaging with the school curriculum. Through the Creative Technologies programme Antoinette completed the Digital Creativity: Mobile Filmmaking module in 2021, followed by the Computer Science: Coding module. Her work with young people incorporates these types of creative technology, and she believes it has made a significant difference to the work she does - "Kinia has transformed how I work with young people in a positive way. Their training has been such a help with promoting positive learning experiences for young people."

During our visit to the school, Antoinette explained how she has made best use of the Kinia training, equipment and support in her work with vulnerable young people, helping to highlight the positive impact Kinia's training is having on the ground.



Educator Event - November 2022

In October 2022, Kinia hosted our inaugural Educator TechFest. This event brought together teachers and youth workers for the first event of its kind. Over 100 educators and partners attended the event, proudly sponsored by Google. The day consisted of panel discussions, spotlights talks, workshops and exhibitions, and the launch of the Kinia Credentials. The Kinia Credentials (see more [here](#)) aim to recognise the new skills educators bring to their youth development practice, and incentivise continuing professional development. The credentials are designed to align with the National Framework of Qualifications (NFQ) to be equal to one European Credit Transfer and Accumulation System (ECTS) at level 9. The long-term plan is to have them accredited so that they are stackable towards Quality and Qualifications Ireland (QQI) recognised awards.

As part of the event, Kinia hosted three panel discussions. These were:

- Creative and cultural communities for a digital and sustainable future
- Being human with AI: The current and future in society and education
- Building inclusive careers and learning pathways - what works?



Tania Banotti, The Creative Ireland Programme Director kindly participated in our first panel discussion, providing an insight into how creativity and technology can support people and communities across Ireland. Being digitally creative enables the development of key skills and experiences that unlock opportunities and learning pathways previously not thought possible. It was widely acknowledged the transformative potential of Kinia Credentials to measure and assess the essential skills all young people need to succeed in a digital economy.





What impact did this programme have?

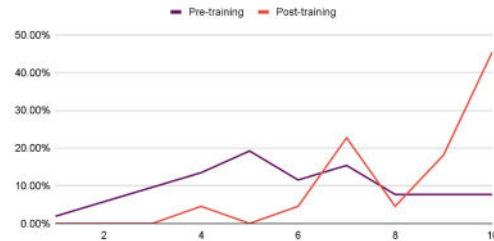
Participants completed pre and post-training surveys at all training courses. The surveys were used to evaluate each session and to measure impact and learning outcomes. A self-rated Likert Scale was used to quantify educators' knowledge and skills before the module started. Educators answered a follow-up survey with identical questions after training. In addition, the post-training survey carried further statements and questions to evaluate the training delivery.

A comparison of knowledge, skills and confidence

For each module separate surveys were compiled to capture changes in participants' knowledge, skills and confidence to facilitate creative tech activities. On a scale rated 1 to 10 we can compare pre-training and post-training responses to the survey statements by module.

STEAM: Circuits

I feel confident in my ability to facilitate STEAM activities with young people



64% of participants scored a 9 or 10 after completing the STEAM:Circuits module compared to 15% at 9 or 10 before training.

I have knowledge of Constructivist (Learn by doing) approach to youth facilitation



64% of participants scored a 9 or 10 after training compared to 17% at 9 or 10 before training.

I know what the Maker movement is and how it can inform my practice



59% of participants scored a 9 or 10 after training compared to 12% at 9 or 10 before training.

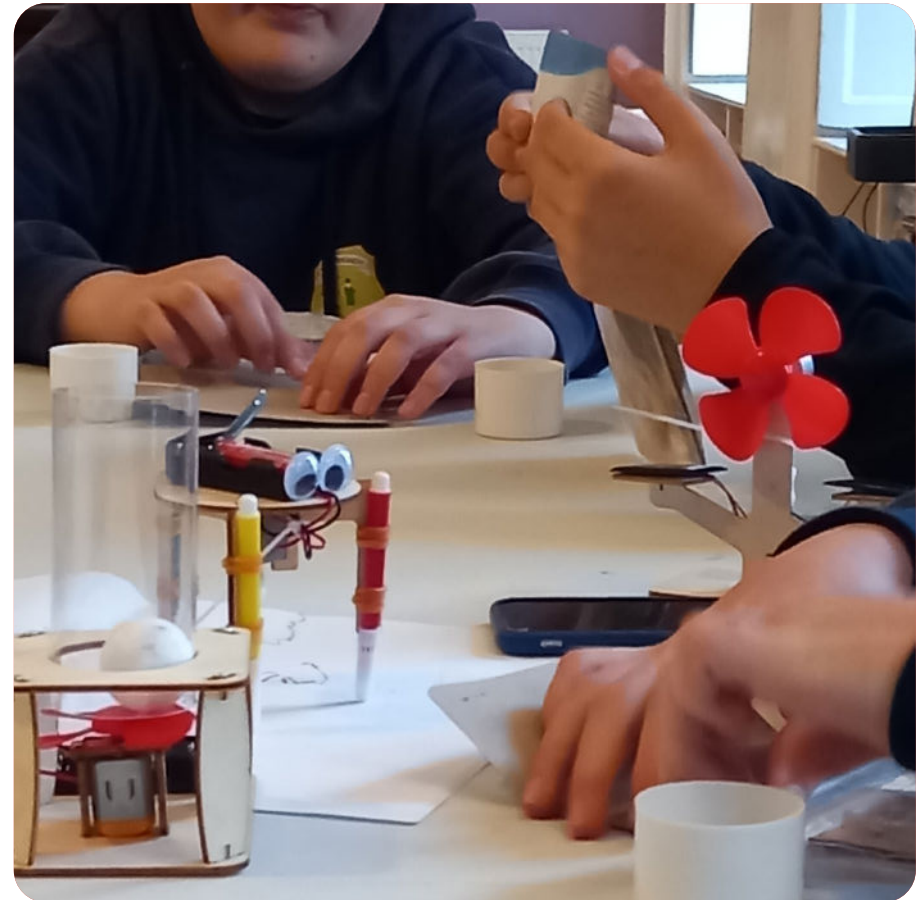
STEAM: Circuits *in action*

Carlow Regional Youth Services, Tullow Youth Project, Co. Carlow

Staff at Tullow Youth Project completed STEAM: Circuits training in 2022. The youth workers noted the success of STEAM programmes in the wider youth sector and this year decided to upskill and broaden the offer of STEAM activities in Tullow.



Tullow Youth Project STEAM: Circuits training (Sep 22)



Young people testing STEAM kits at Tullow YP (Oct 22)

After training, they developed a new programme of activities in Tullow and surrounding rural areas. The programmes have been successful in engaging existing groups in STEAM work and encouraging new young people to participate in the youth project. Tullow Youth Project plans to expand their STEAM programmes in 2023 and has registered to participate in Creative Tech Week in March '23.

Digital Creativity: Mobile Filmmaking

I feel confident in my ability to facilitate Mobile Filmmaking with young people



65% of participants scored a 9 or 10 after completing the Digital Creativity: Mobile Filmmaking module compared to 10% scoring 9 or 10 before training.

What were the most significant things you learned during the training?



Digital Creativity: Mobile Filmmaking *in action*

Castlemaine Family Resource Centre, Co. Kerry

Staff at Castlemaine FRC completed mobile filmmaking training in 2021 and immediately began to implement their learning in the work at the centre. They created a self-shot and edited film documenting a project in response to the Covid pandemic using the new skills and equipment.



The project captured the measures taken by young people in Castlemaine to counteract the effects of the Covid-19 pandemic and their work on building a 'time capsule.' The time capsule is intended to show future generations what the reality of life during the pandemic was like. This short documentary of the time capsule project was nominated for a Video Production award at Creative Tech Fest 2021.

See the 'Children of Castlemaine' project [here](#).

Some staff at the centre have since undertaken STEAM: Circuits training. These programmes added to the opportunities for young people at the centre and will continue to do so into the future. Castlemaine FRC has registered to be part of the Creative Tech Week in 2023.

Digital Creativity: Podcasting

I feel confident in my ability to facilitate Podcasting with young people



56% of participants scored a 9 or 10 after completing the Digital Creativity: Podcasting module compared to 20% scoring 9 or 10 before training.

Participants provided insight into the most significant things they learned during the training:



Digital Creativity: Podcasting *in action*

Crosscare, Dundrum Rathdown Youth Service, Dublin 18

Staff from Crosscare completed podcasting training in September 2022 and started a pilot programme almost immediately afterwards. One of the training participants sent us the following feedback on their podcasting experience.

"The training was a great introduction to the world of podcasting and the facilitator, Leigha was great! We piloted our first session with a group of young people aged 17-18 years old, they enjoyed the setting up process and learning the different elements of the Podcast Console. The next stage will be rolling this out to other groups in the new year, using a more structured approach."

The group has registered for Creative Tech Week in 2023 with a view towards entering a project for the awards and will continue using creative technology in their work with young people.



Testing out podcasting equipment (Oct 22)

Computer Science: Coding

I feel confident in my ability to facilitate Computer Science activities with young people



46% of participants scored a 9 or 10 after completing the Computer Science: Coding module compared to 9% scoring 9 or 10 before training.

I have an understanding of what Computer Science is



58% of participants scored a 9 or 10 after training compared to 16% at 9 or 10 before training.

I have a good understanding of what Computer Science based activities I could use with young people



63% of participants scored a 9 or 10 after training compared to 9% at 9 or 10 before training.

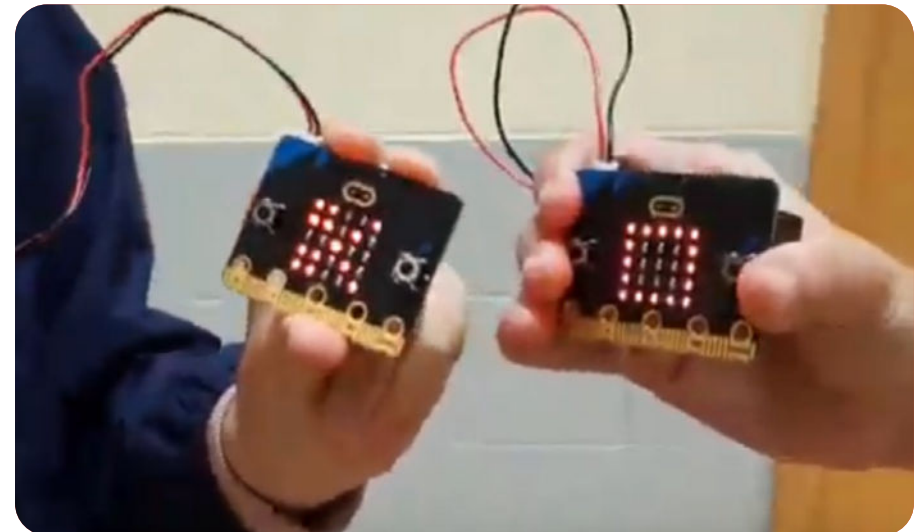
Computer Science: Coding *In Action*

Foróige Corduff Community Youth Project, Blanchardstown, Dublin 15

Two youth workers at Foróige Corduff completed the Computer Science: Coding module through the Creative Technologies programme. As part of the equipment offer the group received Microbit kits to teach coding to young people. The Microbit is a handheld programmable microcontroller and young people in Corduff worked on a series of coding activities and challenges with it. In one of these challenges they made a Rock, Paper, Scissors game that can be played using two Microbits. This was entered along with a series of other projects for Creative Tech Fest 2021.

See the 'Rock, Paper, Scissors' project [here](#).

The staff at the project have embraced creative technology as a key component of their work with young people. They explored a range of topics from circuitry to computer science with a bit of robotics in between. The CPD and equipment support of the Creative Technologies programme strengthened the success of this work in Corduff and plans are in place to continue this work in 2023.



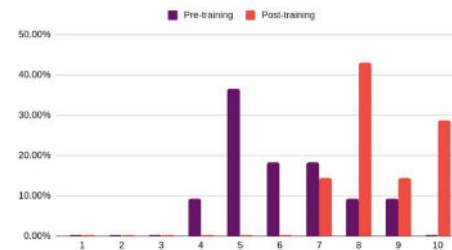
Computer Science: Robotics

I feel confident in my ability to facilitate Computer Science activities with young people



43% of participants scored a 9 or 10 after completing the Computer Science: Coding module compared to 0% scoring 9 or 10 before training.

I have an understanding of what Computer Science is



43% of participants scored a 9 or 10 after training compared to 9% at 9 or 10 before training.

I have a good understanding of what Computer Science based activities I could use with young people



29% of participants scored a 9 or 10 after training compared to 9% at 9 or 10 before training.

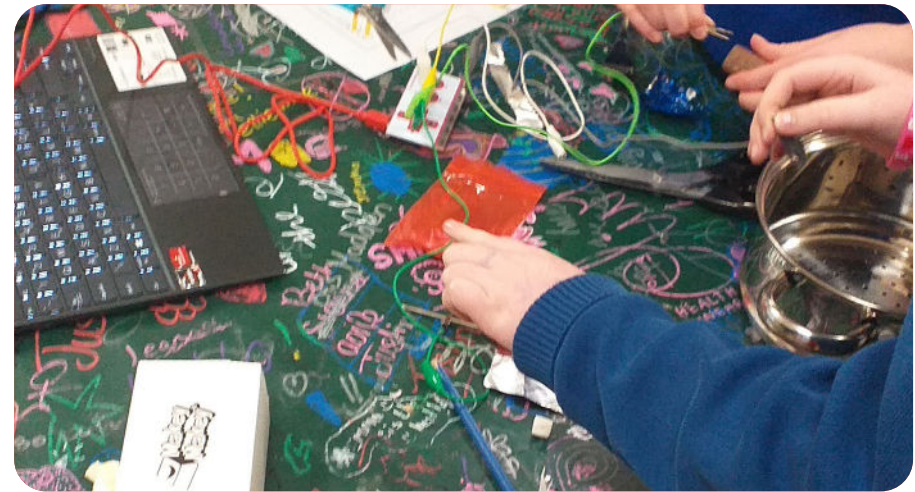
Computer Science: Robotics *In Action*

Clones Youth Centre, Youth Work Ireland
Monaghan, Clones, Co. Monaghan



Building a SkriBot, Clones Youth Centre (Sep 22)

The young people all really enjoyed their experience and the majority of them are still engaging in a STEAM programme using Makey Makeys and other kits provided by Kinia.



Testing a Makey Makey, Clones Youth Centre (Sep 22)

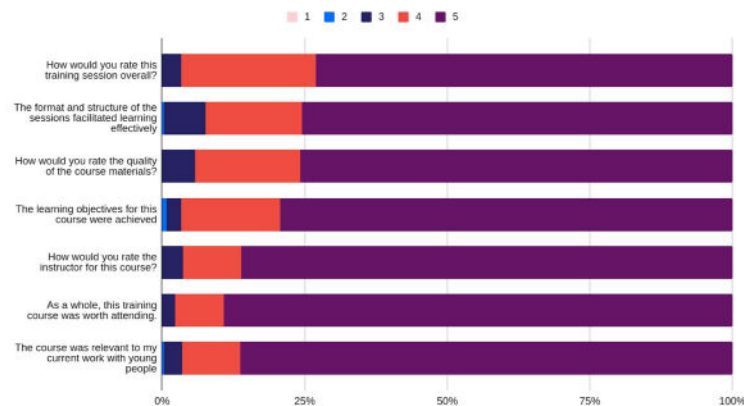
Clones Youth Centre linked up with Kinia in 2022 and staff took part in a number of training modules. Two of the staff completed the Computer Science: Robotics module and through this received a kit with a SkriBot and a Makey Makey. The centre also purchased additional SkriBots using a grant from Leargas 'European Year of the Youth'. Eighteen young people had the opportunity to work in teams, build, and programme their SkriBots, learning some valuable life skills along the way. See sample video, [here](#).

Clones Youth Centre will take part in Creative Tech Fest 2023 and have some big plans for the New Year. They are looking forward to continuing the strong link with Kinia in 2023.

Training Delivery Evaluation

After training, participants were asked additional questions about their impressions of the training course and their plans for introducing creative technology activities in the clubs and projects they worked in. The questions were rated on a scale of 1 to 5.

Post-training Survey Analysis



96%

— of participants rated their training session as a 4/5 or 5/5

92%

— answered a 4 or 5 to indicate the structure of the sessions facilitated their learning

94%

— rated the quality of the course materials as a 4 or 5

97%

— indicated they met the learning objectives by scoring a 4 or 5

96%

— gave their instructor a rating of 4 or 5

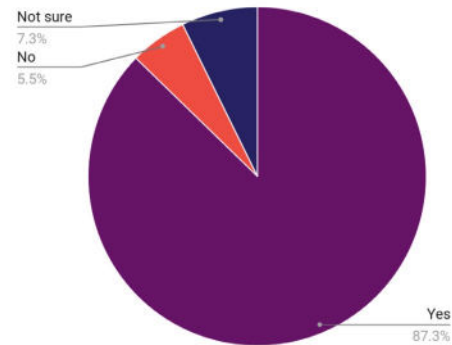
97%

— scored 4 or 5 when asked if the training was worth attending

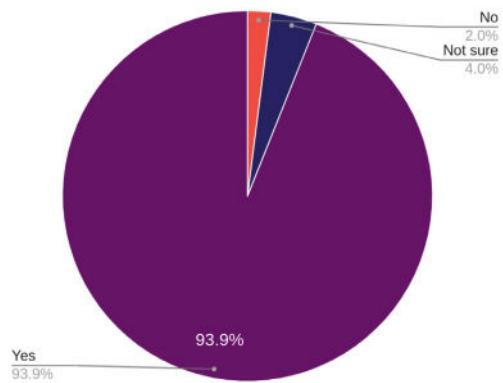
96%

— said that the training was relevant to their work with young people

I plan to facilitate Creative Technology activities with young people this year



Would you recommend this course to others?



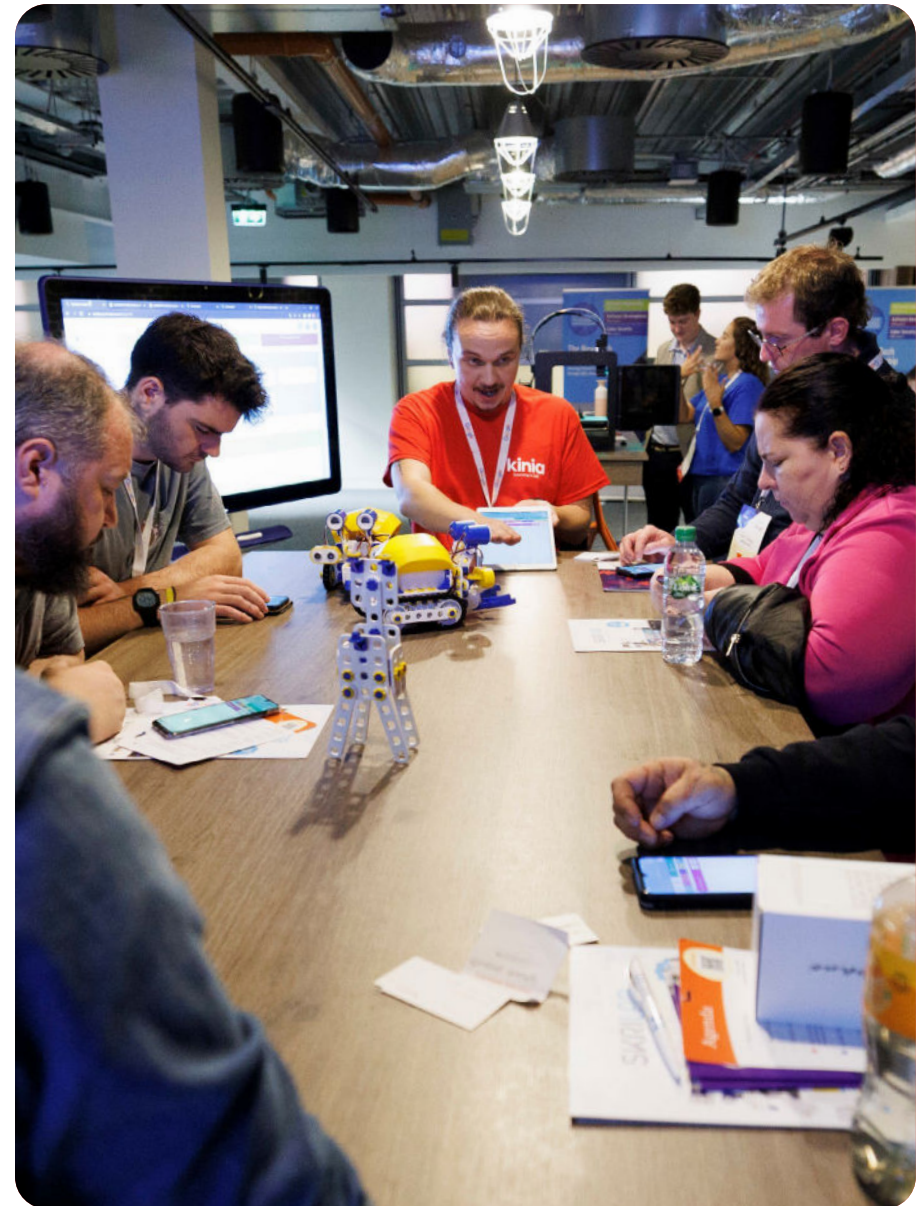
Observations

Comparing the survey data shows a clear improvement in the knowledge, skills and confidence of participants. Participants' understanding of each module was low in the initial survey and increased significantly in the post-training surveys.

Before training, most participants were unaware of where to access creative technology lessons and resources. Access to the Kinia online community, digital resources and physical equipment were cited as the enabling factors to creative technology integration in their learning settings.

Constructivist learning theory prescribes a 'learn by doing' approach where young people are active participants in experiential learning opportunities. Through active participation they are encouraged to experiment and try out new approaches, receive feedback and solve problems by identifying and correcting mistakes. This is the central pedagogy of the Kinia training process and informal education in youth work. There was good prior knowledge and practice of this process among participants. Reinforcing this pedagogy in CPD training helped participants to devise a familiar model to facilitate creative technology activities with young people in their own setting.

Feedback on training was overwhelmingly positive, 94% of respondents said they would recommend their module to others. After training 87% of participants said they planned to facilitate creative technology activities in the next year. However only 59% scored a 9 or 10 when asked if they felt confident to facilitate these activities after training. This indicates that a significant number of participants still lacked confidence to deliver creative tech activities to young people despite the resources and support available.





Future recommendations

Creative Ireland is committed to a vision that every person in Ireland should have the opportunity to realise their full creative potential. Kinia believes that supporting young people to be creative with technology broadens their skills, aspirations and opportunities. We believe that goals for inclusive, diverse and equal creative learning pathways can be achieved by building an ecosystem where technology and digital supports future focused creative skills and aspiration.

We believe there is a continued need for the creative technology programme, based on the demand from educators and institutions, and the policy landscape in Ireland. There are also opportunities for growth to ensure the needs for educators and young people continue to be met. Kinia has a number of ways we can best meet these needs.

Transforming Learning Environments

Digital technology is being used increasingly to support creativity across various elements of school life. The Creative Ireland Plan 2023-2027, particularly the Creative Youth Pillar, can support the ongoing design, development and use of digital technologies, including Creative Technology for children, young people and teachers in order to enhance creativity and creative engagement as a core element of the education system. Creative Technology is at the core of Kinia's activities and seen every year at Creative TechFest.

The Organisation for Economic Co-operation and Development (OECD) which coordinates PISA has recently published [Thinking Outside the Box](#), helpfully reminding us that being able to think creatively is a critical competence that all young people need to develop for several reasons:

1. Creative thinking helps prepare young people to **adapt to a rapidly changing world** that demands flexible workers using new technologies to solve novel problems and emerging challenges.
2. Creative thinking helps students to **discover and develop their potential**.
3. Creative thinking supports learning by helping students to interpret experiences and information in novel and personally meaningful ways. **Student-centred pedagogies** that engage with students' creative potential and encourage exploration and discovery can also increase students' motivation and interest in learning, particularly for those who struggle with rote learning and other teacher-centred schooling methods.
4. Creative thinking is important in a range of subjects, from languages and the arts to the STEM disciplines. Creative thinking helps students to be **imaginative, develop original ideas, think outside the box, and solve problems**.

Not only do the young people need creative thinking skills to navigate a complex world now, they also need to be better prepared for a changing future. We need to teach young people about the future, how to navigate it, to be resilient and to design a future they want.

Learning environments have to extend well beyond the traditional school building, we need models and best practices that embrace the non-formal as well as the formal. By developing mutually beneficial partnerships, leveraging complementary expertise and resources and engaging communities we can successfully and sustainably cultivate change within the current system.

It is not about neglecting schools and their structures but looking towards an integrated approach, designing learning experiences that work for all young people.

Innovation will therefore mean looking beyond the conventional partners and structures.

Kinia Credentials: creative thinking assessment

According to the OECD, transforming learning at the scale needed, involves innovating the pedagogical core. This is about ensuring that the core aims, practices and dynamics are innovated to match the ambition of the learning principles. It is about innovating both the core elements (learners, educators, content and learning resources) and the dynamics that connect those elements (pedagogy and formative evaluation, use of time, and the organisation of educators and learners).

Kinia has developed two credential models. Educator credentials to ensure the skills, knowledge and confidence they gained through Kinia's training and support is recognised by other institutions across Ireland and the EU. The second, the nanocred, is a form of micro-accreditation for young people, which can be awarded through their educator. This helps young people to better understand the skills and competencies they have learned, as well as supporting them to develop recognisable accreditation which they can use for their career or future education. The credentials are aligned with the school curriculum so become valuable for educators across both formal and non-formal learning settings. We believe this recognition is important for educators and young people.

Kinia is looking to further explore assessment of creative thinking skills. Our approach is about learning being as relevant to young people's lives as possible and using tech tools and products that are native to them (social media etc). Integrating this approach with the PISA competency model to allow us to recognise through accreditation creative thinking skills.

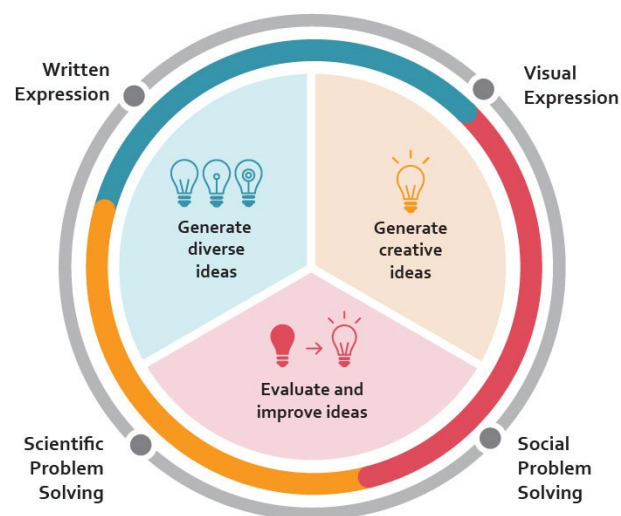


Fig: PISA Creative Thinking competency model

Following the successful implementation of the programme we see the potential to scale and embed Creative Technologies by:

Creative technologies with a 'whole of service' approach

We find the best way to achieve impact is to engage leadership and embed programmes within a structure that values the outcomes for outcomes. This delivers sustainable change that moves beyond the knowledge, skills and experience of an individual

practitioner. Throughout the current programme, Kinia has utilised connections within ETBs, LCYPs, CYPSCs and across the country. Our future focus is on embedding creative technology in these services going forward.

Unlocking the potential of technology across all creative activities

New technologies are reshaping the way we live and work, and their effects naturally touch the creative industries - art, journalism, music, and more. Content at the point of consumption is being dramatically altered by immersive technology. technology has the ability to enhance specific areas of the creative process, by presenting a new platform for creativity to exist on (and come from). Through the advancement of technology, ideas (which may have once existed within our minds) can now be set free and come to life in the physical world. We now have the necessary tools for greater possibilities and more innovative solutions.

Engaging Cluster Coordinators - ongoing targeted support

A model for long term sustainability and impact can be achieved through our 'Cluster Coordinator' approach where regional champions for creative technology are embedded in a local community context. The cluster coordinator supports a regional network of youth organisations, youth workers, teachers and volunteers to deliver creative technology programmes with young people. Their role is to foster new and existing relationships with youth network partners, schools and other stakeholders involved in the Kinia network.

Increasing showcase opportunities

Recognising the achievements of young people and educators has been an important part of the Kinia programme. Expanding on previous events 'Creative Tech Fest' and 'Tech Féile', The Kinia Creative Tech Week will take place for the first time in March 2023 and will offer a long-term programme of opportunities for participation. Preparing for Creative Tech Week creates longer term project goals for young people. Participating in the event empowers young people to try new creative technologies, share their projects and be inspired by the work of others. Project-based learning encourages them

to reflect on the learning process and explain the steps they took in order to arrive at their finished product. We believe that this approach will foster more engagement and interaction between young people and educators across Ireland.

Ready to scale

Kinia continuously receives requests for training, equipment and support that we are unable to meet. Educators across the country are recognising the need for STEAM, digital, and creative technology training, equipment and support. While Kinia aims to support as many educators and institutions as possible, our limited resources mean it is not possible to support all of the educators who reach out to us.

Kinia and educators are also recognising the need to embed STEAM, digital, and creative technology across an organisation, by engaging the organisation's management, policies and internal structures. This approach is more sustainable than engaging individual educators. As we have developed positive relationships with the educators who have engaged with the Creative Ireland training to date, we want to consolidate this by further engaging with their organisations as a whole. From discussions with educators, the need for this is recognised within the organisations we are working with.

From a recent national survey of 200+ educators who had previously completed Kinia training, 75% indicated that they would like further CPD training to be able to deliver creative digital content with young people.

A spotlight on high impact partnerships:

Kinia and Community Training Centres (CTC's)

CTCs have been set up with the needs of the early school leaver and the young unemployed especially in mind, primarily learners aged between 16 and 21. The CTC provides a fresh opportunity for young persons to get national certificates at their own pace and with the assistance of friendly and supportive staff. A Community Training Centre (CTC) provides a range of training and other support that help young people find

the job of their choice. There are 31 Community Training Centres located around the country. They operate outside of the schooling system and are operated by the local community. CTCs are independent community-based organisations, at the cutting edge of youth development.

That world of work is changing fast and is requiring new skills, new ways of thinking that are not always met by the providers of mainstream curricula. Engaging in creative technology projects allows a learner to interrogate issues and work by themselves or with others to find creative solutions and exciting potentials. Our plan is to work further with CTC's and provide PD opportunities to staff so they can successfully integrate creative technology learning experience across their existing programmes. The CTC's are keen to explore the potential of Kinia nano credentials to become embedded into the learner portfolio as recognition of skills based learning.

CYPSC - after school groups

CYPSC are county-level committees that bring together the main statutory, community and voluntary providers of services to children and young people. Children and Young People's Services Committees (CYPSC) are a key structure identified by the Government to plan and coordinate services for children and young people in every county in Ireland. The overall purpose is to improve outcomes for children and young people through local and national interagency working.

F.A.B CDP Family and Community Project is based in Coolcotts, Wexford and is part of CYPSC network and support services. Their core activities are the SAFE Youth Justice Project, Childcare and After Schools, Community Based Family Support, parental support, information and counselling, advocacy and advice. F.A.B work proactively with a number of target groups including young people at risk of offending, early school leavers, disadvantaged men and women, marginalised groups and long term unemployed.

Kinia worked with the educators at F.A.B for a number of weeks and provided a full

training programme. The training supported F.A.B educators to confidently implement an integrated STEAM learning experience in a way that is relevant to the young people they work with.

Each child had an opportunity to work scientifically, and creatively express themselves through technology in a way that was fun hands-on and imaginative.

Sharon F.A.B educator:

‘to watch the children explore and create with science and technology was so inspiring, they had so much fun. We feel passionate that every child deserves the same opportunity and that’s what we strive to do everyday. The ultimate goal is to even the playing field for all children we work with. We jumped at the opportunity to work with Kinia’

After School programmes are a unique and critical component to a child’s learning and must be included as an integral strategy in creative technology learning opportunities.

Targeted support to groups identified through the CYPSC network, can excite and sustain interest, build real skills, help younger children connect learning to their lives and communities.

Working with Wexford CYPSC, we plan to scale this programme and work with a cluster of similar after school groups across the county early 2023. We will offer a series of monthly training sessions and regular follow-up support to establish a community of practice in the region. Insight from our own needs analysis and the direct feedback from programme participants we feel this is an area we can develop for national roll out.

Future Policy

The ‘[Harnessing Digital-The Digital Ireland Framework](#)’ launched in February 2022 aims for Ireland to play a key role in Europe in advancing the new digital decade - the goal of which is the successful digital transformation of Europe by 2030.” Kinia’s programmes aim to provide marginalised and disadvantaged young people with career reference points in creative technology industries. Kinia aims to link young people with companies and professionals across the country who can show the wide range of exciting and accessible creative technologies careers that are available in a variety of industries across Ireland. By developing Ireland’s talent pipeline for creative industries, we can support young people to access future-focused and stable careers, while ensuring Irish industries benefit from the pool of talented, creative, and engaged young people.

Growth Areas: New technologies

Throughout the Creative Technologies programme, Kinia has focused on four types of creative technology - mobile filmmaking, audio production, STEAM, and computer science. These topics were based on feedback received from educators through our needs analysis. Kinia and the educators we worked with believed these technologies were the most accessible and engaging for both educators and young people. This was crucial to ensure comfort in using the technology from the educator’s perspective, and excitement from young people to engage with the technology. There has been interest in all four courses from the educators we have engaged with, with mobile filmmaking being the most popular.

There are many other creative technologies that we believe educators and young people are interested in engaging with. For example, virtual and augmented reality.

As well as new technologies, we believe there is a need to work with educators to show how creative technology can be used to engage young people in new topics, for example climate action and environmental issues. We believe creative technology is an accessible and exciting way to engage young people in these types of topics.



Outline of team and key participants

There were a number of Kinia staff members involved in delivering and supporting the Creative Technologies programme.

**Training and programme
development, facilitators:**

Paul Amond
Programme Development

Leigha Dugdale
Education Officer

Miriam Harte
Education Officer

Programme support

Marianne Checkley
CEO

Michelle Maher
Head of Impact and Innovation

Heather Barry
Volunteer & Partnerships

Brían Ó Donnchadha
Kinia Head of Learning

James Lockwood
Monitoring & Evaluation

Joan Doorey
Financial Controller



Conclusion

The Creative Technologies programme in Kinia has allowed us to reach educators across the country and support them to develop their creative technology skills, knowledge and confidence. We have developed deeper relationships with educators, educational institutions, LCYPs, ETBs and CYPSCs which will positively impact Kinia's reach and remit into the future. This has been a core programme for Kinia and one that we hope to continue into the future.

We want to thank everyone in The Creative Ireland Programme for their support, guidance and enthusiasm for this programme over the last two years.

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