

# IRISH YOUTH MUSIC AWARDS

Impact Review









The Irish Youth Music Awards (IYMAs) is an all-island music educational programme delivered by Youth Work Ireland. The IYMAs provides young people (12-19) engaged in the programme with personal development, employability skills, career and educational support via creative hands-on Music-based Education which includes industry workshops, creative collaborative activity-based tasks, performance opportunities and a college support bursary.



## Youth Work Ireland

Youth Work Ireland is the largest youth organisation in Ireland. We are made up of 20 Local Member Youth Services and a national office. We support our members to deliver an Integrated Youth Services Model to young people in their communities. This means that young people around Ireland can avail of a whole range of services and supports if and when they need them. We actively engage with over 76,000 young people every week.

### ACKNOWLEDGEMENTS

- Fran Bissett, Consultant who drafted, wrote and edited the document (profile below)
- Billy Murphy, Consultant Programme Evaluator (profile below)
- Barry Lennon, Irish Youth Music Awards Director for feedback and additional content
- Matthew Seebach, Youth Work Ireland National Office for his feedback

### CONSULTANT PROFILE

Fran Bissett, who carried out this review, is an experienced senior manager and consultancy professional with over 30 years expertise in and commitment to the not-for-profit sector including several years working for Youth Work Ireland and In Sync Youth & Family Services. Through both his organisational experience and periods working as a consultant with youth service organisations, Fran has written extensively over the years producing over 80 publications: information-based resources, training manuals, practice delivery, guidelines & policies, review and evaluation, magazines and academic journals. His extensive experience of review and evaluation covers a wide range of themes, including strategic plans, LGBTQ services, child protection & safeguarding, HR, governance and performance management amongst others.

### PROGRAMME EVALUATOR PROFILE

Billy Murphy is an independent consultant who has over 40 years' experience of designing, managing and reviewing inter agency projects operating in the informal education sector primarily the youth sector. For the IYMA programme, a number of instruments were designed in collaboration with the programme director to enable the programme to gather ongoing evidence on the practice and impact of the programme.

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# FOREWORD

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Youth Work Ireland is delighted to welcome the publication of this report on the Irish Youth Music Awards (IYMAs) programme. This report captures the development of the IYMAs and its impact on our Youth Work Ireland member youth services, the wider youth sector, the young people engaged in the programme and the creative and music industries.

The IYMAs programme is aligned with our new strategic statement Impacting Young Lives Together by mapping onto aspects of each of the four strategic pillars identified within it; Communication, Advocacy, Support and Impact and is a good example of the work we are trying to achieve within these areas.

Earlier this year I was lucky enough to be the IYMAs Emcee at the IYMAs National Day in the RDS. I was in the privileged position of chatting to the incredible performers before they took to the stage. Being with them as they went through all the usual emotions – nervous jitters, butterflies and sometimes even outright panic. Watching those feelings visibly melt away as they performed their hearts out was incredible – you could truly see and feel them coming into their own. Congratulating them as they exited stage left with beaming smiles, buzzing with pride and relief was the highlight of IYMAs day for me. The energy in the room was like any sold out stadium tour I've ever attended. I couldn't help but have the feeling that 10, 20, even 50 years down the line, these young people would look back at their memories of performing with the same pride and happiness they felt on the day. I've definitely got an ear to the ground and an eye out for the next generation of superstars, because I definitely shared the stage with some of them that day. I was inspired by the cycle of emotions I saw – from massive nerves, to huge self-achievement all with a bit of hard work, determination and the natural gift for music I saw demonstrated on stage that day. We could definitely all learn a thing or two from the talented musicians and creatives who take part in IYMAs programmes.

I would like to thank the consultants Fran Bissett and Billy Murphy for their work on this report, our funders, our IYMAs Director for his vision and leadership, our IYMAs hubs in our Member Youth Services and partner youth services, the young people involved in the programme and our sponsors and supporters who have helped nurture and grow the IYMAs programme throughout these years.

Thank you.

**Deborah Fakeye**

Youth Work Ireland President

# FOREWORD

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A key focus of the Irish Youth Music Awards (IYMAs) has been to develop a programme that has a real impact in young people's lives by nurturing their creative development, providing progression pathways for their education and supporting them to play an active role in society. This report is a snapshot of the work of the IYMAs and the impact it has had over the last fourteen years.

It is important to acknowledge the regional IYMAs hubs and thank the youth leaders and youth services who support the direct delivery of our programme on a daily basis in their communities. We now have at least one hub in each province across the island of Ireland and we hope to expand the programme further in these areas.

I would also like to thank our funders, partners and the creative and music industry for their support in helping us realise our vision.

I believe we at the IYMAs and all of the young people involved in our programme are part of a wider community of creatives and artists who play an invaluable role in our national culture. I am delighted to offer this report as an insight into the work and impact of the IYMAs and an example of the importance of creativity and youth work as a tool to empower, inspire and engage young people.

We look forward to expanding our work with key government agencies, the creative and music industry and private and non-government agencies to progress the findings of this report. We believe this work is vital to support young people across the island of Ireland to discover their fullest potential.

Thank you.

**Barry Lennon**

Irish Youth Music Awards – Director



# SECTION ONE

## PROGRAMME INTRODUCTION AND OVERVIEW OF REVIEW FINDINGS



# SECTION ONE

## PROGRAMME INTRODUCTION AND OVERVIEW OF FINDINGS

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### EXECUTIVE SUMMARY

#### FINDINGS

**FINDING 1\*** - Social inclusion - Two thirds of programme participants are from socially excluded and disadvantaged backgrounds (based on mapping and analysis of Pobal deprivation scores). The result of engagement is that over 95% of those involved now feel part of a bigger community of creatives and musicians.

**FINDING 2<sup>Δ</sup>** - Progression Paths - The IYMA's supports progression paths to third level education via the IYMA's BIMM Bursary. This is supported by tracking participants.

**FINDING 3<sup>†</sup>** - Creativity Development - Over 93% of young people reported developing creative ways to express themselves through self-assessed evaluations. This finding is reinforced by the themes emerging from case studies of young people's voices and experiences in the IYMA's programme.

#### RECOMMENDATIONS

**BUILDING ON FINDING ONE** - Work together with key government agencies to better integrate the IYMA's into services and supports for socially excluded young people at the local and national level.

**BUILDING ON FINDING TWO** - To support an increased number of young people to progress into creative careers, grow the National IYMA's Staff Team by working together with the industry, private, non-government and government agencies.

**BUILDING ON FINDING THREE** - Work with policy makers and service commissioners to increase recognition of the contribution of the IYMA's to the creative development of young people as an important proximal outcome for young people.

\* p20 and Appendix 2, p36

Δ Appendix 4, p38

† p20 and 23-27



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## EVALUATION METHODOLOGY

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This document aims to synthesise information and data gathered on the programme from a number of sources as follows;

- Quantitative and qualitative data gathered from the IYMAS Dashboard.
- Feedback Surveys and Exit Interviews undertaken with IYMAS participants.
- Survey with a cohort of local IYMA Hub Coordinators.
- Survey/Consultation Process with IYMAS Internal and External Stakeholders: Educational, Media and Music Industry Partners including BIMM Institute Dublin, Gaisce - The President's Award, RTÉ 2FM and IMRO; Youth Work Sector Programme Partners and Deliverers from North and South (CDYSB, Crosscare, Youth Action NI and Youth Work Ireland); IYMAS Hubs Coordinators and Local Managers and current and former Programme Participants.
- Case studies from a number of former participants showing both their progression since the IYMAS and the diversity educational and career opportunities that the IYMAS opens up for participants.

In synthesising and summarising the above evaluative data, this document provides a narrative overview of the programme. It outlines how it operates including historical data and provides a narrative report to illustrate the outcomes and impact of the Irish Youth Music Awards (IYMAS) programme. The document also demonstrates the programme's value for money, impact and the innovation of the programme.

The review also demonstrates the programme's uniqueness as the only creative music programme of its type in Ireland. Specifically, how it engages and informs young people on all aspects of the music and creative industries and how it opens up its engagement and reach to include hard to reach young people inclusive of case studies illustrating the USP and outcomes.

The consultation process, which involved surveying all IYMAS stakeholders, looked to the future direction of the programme by focussing on the most important achievements and benefits of the programme, how and where the programme should expand and what the programme means to those involved in it.



### THE IRISH YOUTH MUSIC AWARDS (IYMAS)

The IYMAS is an all-island music educational programme delivered by Youth Work Ireland. The IYMAS provides young people (12-19) engaged in the programme with personal development, employability skills, career and educational support via creative hands-on Music-based Education which includes industry workshops, creative collaborative activity-based tasks, performance opportunities and a college support bursary.

The programme is delivered locally through a network of IYMAS hubs, which are located in Youth clubs and projects across the island of Ireland. These hubs are supported nationally by the IYMAS Director through the IYMAS hub leader network, the IYMAS programme pack which provides sample activities and through IYMAS events held online and in person.

The programme provides young people with the opportunity to participate in a programme that involves them participating in a series of local and national music and creative industries events and activities. Developing and practising an understanding of all the skills and experiences required from such a journey. Programme participants are supported in participating in this programme in several ways, firstly through a series of Industry skill-based workshops and activities, through their local hub that plans and delivers local events and then at a National event which provides a platform to showcase and attend industry workshops with top industry professionals.

The programme has a particular focus on supporting participants to develop and enhance their range of soft skills including planning, communication and team skills as well as requiring them to learn, practice and demonstrate music and creative skills learnt through the programme. The IYMA teaches these soft skills and personal development skills using creative activities, industry workshops, and performance opportunities and provides a platform for young creatives to achieve this.

The IYMA National Event provides a platform for young acts to showcase at a national level and to attend workshops and masterclasses by top industry professionals as well as offering other young people not directly engaged in the programme the opportunity to attend and learn.

The IYMA supports youth Services and youth workers to have the capacity to engage with young people using the medium of the creative and music industries.

## WHAT THE IYMA PROGRAMME DOES

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- The IYMA engages disadvantaged and marginalised youth in structured personal development, educational and employment-oriented activities using a music/creative framework. The IYMA employs proven methodologies from outreach youth work, to actively ensure that young people who have disengaged with formal education connect with a supportive community of peers and youth workers.
- The IYMA is an all island programme that works with the wider youth sector and is therefore open to youth clubs and projects outside of Youth Work Ireland's member youth services and collaborates and works with CDYSB, Crosscare and Youth Action Northern Ireland clubs and services.
- The IYMA has developed and nurtured direct links with the music and creative industries e.g. IMRO, BIMM Institute Dublin, RTÉ 2FM and has provided access to masterclasses and workshops with Industry professionals including Grammy nominated Fontaines DC, The Academic, The Riptide Movement, Orla Gartland and Chasing Abbey to name just a few.
- The IYMA provides progression paths by providing a college support bursary to help young people's progression from the IYMA to study degrees in music in BIMM Institute Dublin.
- The IYMA has developed a programme pack to support hub leaders to deliver creative and music industry activities locally.
- The IYMA is delivered through a blended approach of in person and online activities. It also supports hubs in running local live selection events for young people to participate and perform at.
- The IYMA hosts a National event to provide a platform for young people to showcase their music and to get access to industry workshops to help them learn more about the creative and music industries.
- The IYMA creates a community for young people to work and collaborate together.



# HOW IS IT DONE?

**To support the roll out of the programme it is achieved through several actions, planned and delivered, including the following;**

- An IYMA's Programme pack with a programme structure and sample activities to support hub leaders to deliver creative and music industry activities locally.
- The IYMA's hosts Industry Workshops looking at various elements of the creative and music industry to empower and support learning.
- The IYMA's hosts a Hub coordinator support network facilitated by the IYMA's Programme Director to help hubs engage in the programme.
- The IYMA's hosts on-going one to one mentoring supports for hub leaders when required.
- The IYMA's hosts an advisory group made up of Hub coordinators and young people to advise and review the programme.
- The IYMA's hosts a National Event to support learning through industry workshops and masterclasses and as a platform to showcase and empower young people's creativity.

Most of the above are available and accessible on various social platforms including Zoom, Facebook, Instagram, Twitter and What's App.

## KEY ACHIEVEMENTS

- Over 100,000 young people have taken part in and benefited from the Irish Youth Music Awards (IYMAs) to date.
- Two thirds of those engaged in the IYMAs programme in 2021 are from within CSO/ POBAL deprivation scoring areas with an increasing number of females engaging in the programme in recent years.
- Since launching the IYMAs BIMM Institute Dublin bursary in 2017, the programme has supported twenty-two young people progress from the IYMAs to third level education by providing them with a musical equipment support bursary.
- The programme is run through a community of IYMAs hubs located and established in youth clubs and projects across the island of Ireland with hubs located across each province. Therefore, it offers a high level of support locally, which in turn both encourages and increases participation of young people at a local level.
- The IYMAs has established an extensive portfolio of partners and supporters including the Department of Children, Equality, Disability, Integration and Youth, RTÉ 2FM, BIMM Institute Dublin, IMRO, Music Maker, Gaisce – The President's Award, National Lottery and Youth Action Northern Ireland.
- The IYMAs National event offers direct links for young people with the creative and music industry through links with RTÉ 2FM, BIMM Institute Dublin and IMRO. It also provides opportunities for young people to meet industry guests and performers.
- An all island music educational programme providing personal development and work skills via hands-on Music-based Education.

# IYMAS LOGIC MODEL

The IYMAS Programme has over time developed, refined and currently utilises a logic model as a planning, measuring and recording tool to demonstrate the outcomes of the programme for young people. The model used includes all of the following:

**NEEDS/ISSUES:** overarching parameters with which the programme operates and which guide the direction of the programme.

**OBJECTIVES:** key broad objectives that the programme has been designed to achieve.

**INPUTS:** Inputs (sometimes also described as activities or interventions) are the things the organisation

invests, the product or services created, the available resources (physical, human, financial) or the expertise of the organisation. These are the resources, be they budget/money, time, staff/volunteers, expertise, methods, and facilities that the organisation commits to bring to the process to deliver the intended outputs, which will achieve the desired outcome(s).

**OUTPUTS:** Outputs will normally relate to what can be counted or itemised. They should be easy to measure and readily determined. For example, numbers of participants, staff/volunteer hours, events/meetings, documentation/resources produced, interagency engagement and activities, services or products that were created or delivered.

## NEEDS/ISSUES

1. To provide a platform for young creatives to showcase their work and to create direct links to creative and music industry via industry workshops and masterclasses.
2. To support young people's mental wellbeing through actively offering opportunities to create and participate in a national programme.
3. To support youth workers, learn new skills using the creative and music industries as tool of engagement.
4. To offer a universal programme that is inclusive and targets young people from all communities including marginalised communities.

## OBJECTIVES

1. Provide young people with industry masterclasses to support them in learning and developing soft skills and to support their Personal development.
2. Create opportunities for young people to actively showcase their personal and social development learning through IYMAS events and activities.
3. To host a National event to further develop and create partnerships with music and creative industry and to showcase young people's progression.
4. Through the IYMAS hubs structure we have developed a nurturing environment by using youth workspaces and practices to support the progression of young people to engage in education and personal development opportunities.
5. Youth workers and youth services will be able to support young people's skills development using the IYMAS programme structure, pack, workshops and events providing a way to engage a cohort of young people aged 12 to 19.
6. Use creative arts as a tool to provide personal development, work skills and career development to help young people progress to further education and employment opportunities as well as realising their potential.



## EVIDENCE

Research that supports the IYMAS although these are fairly wide ranging, there are some common themes. Commonly interest in music making Increased generic skills, such as numeracy and literacy, group working, verbal communication,



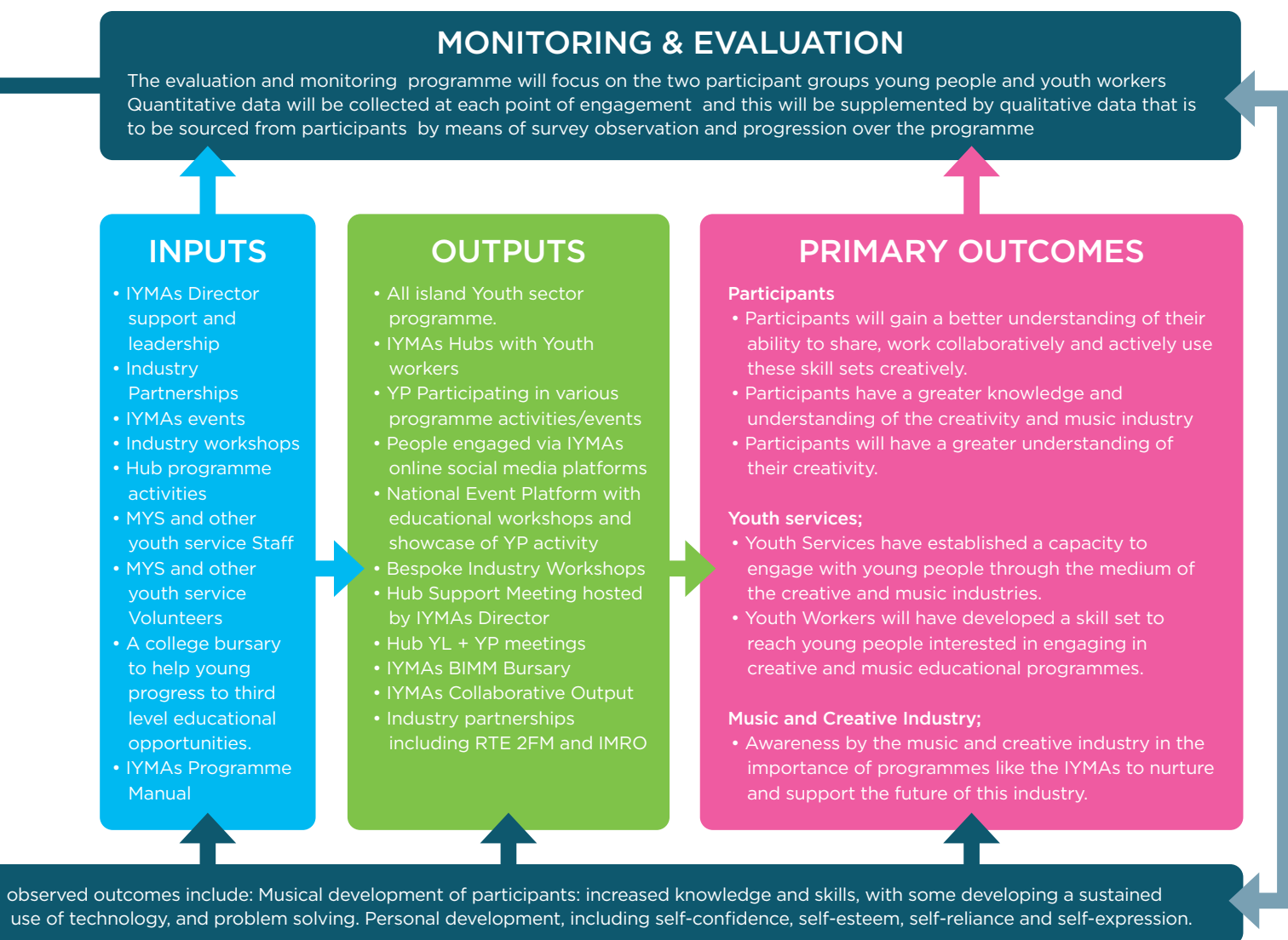
**OUTCOMES:** Outcomes are essentially what the overall initiative/programme or piece of work wishes to achieve i.e. specific and meaningful changes for those involved, such as anticipated changes in knowledge, skills, attitudes, behaviour, conditions, rights/entitlements, status etc. An outcome is an effect the overall initiative/programme or piece of work has on the people or issue it aims to address. An outcome is a change that has occurred because of the overall initiative/programme or piece. It should be measurable and time-limited, even if it may take some time to determine its full effect.

**MONITORING AND EVALUATION:** The methodologies used to evaluate and monitor the effectiveness of the programme/activity against its objectives. In the

case of the IYMAs, this will focus on the collection of quantitative and qualitative data from the two participant groups: young people and youth workers.

**EVIDENCE:** Anything that can demonstrate that the programme has achieved its stated objectives specifically related to the outcomes identified.

**The Logic Model, which has been developed for the IYMAs, is presented here (see next page) and it includes all of the above. It has been developed and refined over a period of time and is grounded in what the programme is and does as outlined earlier in this section. The model was recently reviewed and updated in collaboration with the IYMAs Hub Coordinators.**







The background of the page is a stylized illustration. On the left, a yellow laptop is open, with a hand resting on its keyboard. To the right of the laptop is a red telephone with a coiled cord. In the bottom right corner, a hand is shown writing musical notation on a staff with a red pen. The entire scene is set against a blue background with a subtle texture. The text is centered in a black box at the top.

## SECTION TWO

### REVIEW OF INTERNATIONAL LITERATURE

# SECTION TWO

## REVIEW OF INTERNATIONAL LITERATURE

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**The IYMA as a music programme for young people is not in itself unique. In Ireland Music Generation immediately comes to mind as a well-established music education programme operating in a number of locations across the Republic of Ireland. In the UK Sound Connections operates in London running a number of music programmes for young people with some of these having a leadership development remit and Readipop also in the UK supports young musicians to creativity and originality. Music Community is an EU initiative, which has enabled organisations across Europe to support young people to engage and connect through music.**

There is the question to be answered as to the benefits of music education programmes as a vehicle for achieving the wider goals of the IYMA. However, research would indicate that music based programmes work extremely well in achieving an extensive range of additional primary goals and in many instances secondary benefits. Stefanakis and Stevens (2013) identified these wider benefits in a Summary of International Research into the Benefits of Music Education.

- Music contributes to ... personal wellbeing through developing self- image, self-confidence, self-esteem, etc.
- 'Music primes the brain for learning'. Musical activity activates and integrates activity across many parts of the brain and this may account for its broad developmental benefits.
- There is a special benefit from beginning to learn a musical instrument as a young child. There is a more pervasive effect on the development of the brain (brain plasticity) than with learning that takes place as an adolescent or adult; however, there is still plasticity in the adult brain. Sustained, structured practice with delineated outcomes enhances this plasticity.
- Music contributes to students' cognitive development including abstract thinking, aural and spatial awareness, verbal understanding.
- Music contributes to students' kinetic / motor skill development.
- There is a great deal of evidence to show that there is a correlation between music learning and enhanced abilities in a range of areas:
  - Music contributes to students' rational thinking — reasoning, critical thinking, logistical thinking and interpretive skills;
  - Music contributes to learning in other knowledge and skill areas such as numeracy, literacy;
  - Music contributes to students' concentration, memory, time management.
  - Music contributes to students' creativity when engaged with composing, arranging, improvising tasks which call upon the individual or group to imagine, plan, organise, experiment with and develop sound in an abstract way
  - Music through performance and creative experiences provides a means for personal expression, communication, and personal, social and cultural identity formation
  - Social cohesion and skills: music connects people through sound, so that there is a sense of physical and emotional camaraderie and shared experience. It is what is unique about the musical experience. This 'shared sound' leads to a greater sense of communication with others, team cooperation and enhances social confidence
  - Music provides the opportunity for aesthetic experiences. An aesthetic knowledge can be described as a deep perceptual understanding in which the senses, the emotions and cognition are combined to make meaning through the experiences of creating, making and interpreting aesthetic forms such as music or paintings.
  - In some circumstances, music programs reduce truancy, increase retention of students, build school spirit and reputation

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This extensive range clearly indicates that not alone can a music programme like the IYMAS successfully achieve its wider aims but can indeed achieve many unintended or untargeted secondary benefits.

The IYMAS has a specific remit to engage hard to reach young people; there is a strong evidence base to support the effectiveness of music programmes, and music education as a vehicle for engaging hard to reach young people and significant benefits result when they are engaged in music based activities.

Barrett & Bond, (2015) highlighted numerous studies which support the view that engaging in music learning experiences can have positive effects for young people who have disengaged from mainstream schooling or who are participants in the Juvenile Justice system. This research suggests that young peoples' engagement in music programmes contributes to improvements in their social and personal development skills supporting the view that engaging in music learning can have positive effects for young people who have disengaged from mainstream education or who are participants in the Juvenile Justice system.

**A number of studies have identified that young peoples' engagement in music programmes contributes to:**

- Improvements in self-efficacy, self-esteem, and self-concept.
- Improvements in mood, socio-emotional states, behaviour, and increased positive participation.
- Development of positive identities rather than "offending" identities.
- Increased knowledge of different music styles and genres.
- Increased positive social behaviours, confidence and self-esteem.
- Capacity to engage in and persist with learning tasks.

Anderson & Overy, 2010; Devroop, 2012; Barrett & Baker, 2012; Baker & Homan, 2007; Henley, Caulfield, Wilson, & Wilkinson, 2012; Woodward, Sloth-Neilson & Mathiti, 2008..

These authors conclude that music engagement leads to beneficial social change and positive shifts in identity. Developing positive beliefs about self has been shown to be an important contributor to positive growth in young people (Bowers et al., 2010). Thus, there is reason to suggest that musical engagement may contribute to positive youth development (PYD) through music's influence on the personal and social dimensions of young people's live

Barrett & Bond conclude from these studies that music engagement leads to beneficial social change and positive shifts in identity. Developing positive beliefs about self has been shown to be an important contributor to positive growth in young people. Therefore, they assert that there is reason to suggest that musical engagement may contribute to PYD through music's influence on the personal and social dimensions of young people's lives.

**USP IN RELATION TO INTERNATIONAL LITERATURE**

So what makes the IYMAS unique and creates a point of difference. What we believe singles the IYMAS out and gives the programme its strength are the multi-layered aims of the programme that go beyond the artistic and creative music development.

A key component of the programme for young people are the opportunities that the programme provides participants to develop a broad range of soft skills



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including planning, communication and team skills and supports them to learn, practice and demonstrate these skills in addition to the music and creative skills they develop.

In turn, the development of these skills and exposure to all aspects of the creative and music industries aims to enhance the employability skills, career and further educational prospects of participants.

A further key component of the IYMA is its targeted approach to engage with hard to reach young people who would find it challenging to be able to access a programme like this. As of this report's research, two thirds of the young people engaged in the IYMA programme are from within CSO/ POBAL deprivation scoring areas with an increasing number of females engaging in the programme in recent years.

The USP of the programme is therefore the combination of these programme components and outcomes. The talent development aspects of a music programme for young people, aligned with these core youth work competencies aimed at supporting the personal skills development of young people enhancing their career employment and further education opportunities, while also successfully reaching out to and engaging young people who for varied reasons and societal limitations struggle to access such opportunities.

A woman with long dark hair is shown in profile, singing into a microphone and playing an acoustic guitar. She is wearing a light-colored blazer over a dark top. The scene is dimly lit, with a blueish tint. The text 'PROGRAMME OUTCOMES' is overlaid in white, sans-serif capital letters on the right side of the image.

# PROGRAMME OUTCOMES

# PROGRAMME OUTCOMES

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There are a set of clearly defined outcomes that the IYMA programme is designed to achieve and those outcomes are as follows.

**OUTCOME 1:** Participants will gain a better understanding of their ability to share, work collaboratively and actively use these skill sets creatively.

**OUTCOME 2:** Participants have a greater knowledge and understanding of the creativity and music industries.

**OUTCOME 3:** Participants will have a greater understanding of their creativity.

**OUTCOME 4:** Youth Services have established a capacity to engage with young people through the medium of the creative and music industries.

**OUTCOME 5:** Youth Workers will have developed a skill set to reach young people interested in engaging in creative and music educational programmes.

**OUTCOME 6:** Awareness by the music and creative industries of the importance of programmes like the IYMA to nurture and support the future of these industries.

## OUTCOMES AND IMPACT FOR YOUNG PEOPLE

So how has the programme fared against these six outcomes. Feedback Surveys and Exit Interviews undertaken with IYMA participants and Questionnaire Surveys undertaken with local IYMA Coordinators provided qualitative and quantitative data, which demonstrate how these have been achieved.

**Outcomes 1 to 3** focus on the programme participants. Feedback surveys and exit interviews have been conducted with the young people who participated in the programme in order to assess the specific impact and benefits of the programme for young people. Over 93% of young people surveyed wanted to get involved in the IYMA programme again, which is a very positive indicator in itself of the merits and of the programme. The collated findings from young people also demonstrated extremely high success rates in achieving the wider aims of the programme set out for young people.

## ARTISTIC LEARNING AND DEVELOPMENT

Young people surveyed post their involvement with the IYMA identified significant improvements in their personal development in relation to their level of confidence, creativity and ability to share and work with others. **(Outcome 1)**

The figures in the table below strongly attest to this and underline the artistic benefits of the IYMA for young people who participated in terms of enhancing their creative and musical knowledge (93%), their creative and musical skills (86%) and their knowledge of the music and creative industries (95.5%). **(Outcomes 2 & 3)**

Softer skills have also been greatly enhanced for a high proportion of young people engaged in the programme. Over 82% have a better understanding of what others are expressing through their music and 86.7% of young people now realise they can be good at music and other things if they work hard. **(Outcomes 1 & 3)**



# PROGRAMME OUTCOMES

**95.5%** of young people learned more about the creative and music industries.

**82.3%** of young people want to now follow through on creative tasks based on their involvement in the IYMA. This includes making a music video and song writing.

**86.7%** of young people now realise they can be good at music and other things if they work hard.

**Over 93%** developed music and creative skills and knowledge.

**Over 82%** have a better understanding of what others are expressing through music.

**Over 86%** learnt new creative and music skills.

**Over 93%** want to get involved in the IYMA programme again.

## PERSONAL SKILLS DEVELOPMENT OF PARTICIPANTS

As outlined earlier the aims of the programme go beyond the artistic component of the programme. Young people surveyed post their involvement with the IYMA identified significant improvements in their personal development in relation to their level of confidence (86.7%), creativity (93%) and ability to share and work with others (88%) (**Outcomes 1 & 3**).

The figures in the table below attest to this and underline the benefits of the wider aims of the IYMA with young people and how successful the programme has been in achieving these improvements in their personal skills development.

**Over 93%** of young people developed creative ways to express themselves

**86.7%** feel more confident in themselves

**Over 88%** of young people have a better understanding of their ability to share and work collaboratively

**Over 88%** feel more confident to express themselves creatively.

**82.3%** of young people now want to plan and follow through on creative tasks based on their involvement in the IYMA.

## LOOKING TO THE FUTURE

The programme had also achieved significantly in terms of the future employment and career ambitions for young people who participated in the programme. Over 86% of young people discovered further career and education opportunities and a similar percentage 86.7% have realised they can be good not just at music but at other endeavours if they work hard. (Outcome 1) 95% of participants now feel part of and engaged in creative and music communities thus opening up these avenues for career opportunities. (**Outcome 2**)

**Over 95%** of those involved now feel part of a bigger community of creatives and musicians.

**Over 86%** discovered further career and educational opportunities that they could pursue.

**86.7%** of young people now realise they can be good at music and other things if they work hard.

## IYMA SUPPORTING YOUTH SERVICES AND YOUTH WORKERS

Outcomes 4 and 5 focus on the youth services who provide the participants and local youth worker support. Local IYMA Hub Coordinator roles were established in each site delivering the IYMA. The IYMA Director supported these Coordinators in delivering the programme locally.

A sample cohort of 11 local IYMA Coordinators from across the IYMA sites were asked to rate a number of statements in relation to their work on the IYMA and to assess how or to what extent **Outcomes 4 and 5** had been achieved.

# PROGRAMME OUTCOMES

## SKILLS DEVELOPMENT

STATEMENT	STRONGLY AGREE	AGREE
I have been able to learn useful new skills through my involvement in the IYMA's programme	82%	18%
The IYMA's helped me engage with young people through the medium of the creative and music industries.	82%	18%
My skills developed from the supports I was provided with to delivery the IYMA's programme in my hub	82%	18%
I gained new knowledge and skills around the music and creative industries by the supports provided (workshops, hub meetings etc.)	73%	27%

## SUPPORT PROVIDED TO THOSE DELIVERING THE IYMA'S

The responses of the local IYMA's Coordinators to the statements below illustrates a strong level of satisfaction with the support they have received in delivering the programme and the skills they have acquired to assist them in delivering the programme locally (**Outcome 5**).

STATEMENT	STRONGLY AGREE	AGREE
I feel supported in being able to deliver the IYMA's programme to young people in my area	82%	18%
I feel the hub coordinators meetings have supported me to express my opinions and learn from others	82%	18%
I was supported in delivering the IYMA's programme locally	91%	9%
My skills developed from the supports I was provided with to delivery the IYMA's programme in my hub	82%	18%

## MUSIC AND CREATIVE INDUSTRIES PROGRAMME AWARENESS

The involvement of RTÉ 2FM, BIMM Institute Dublin, IMRO and Music Maker as Industry partners in itself clearly demonstrates that there is an increasing awareness by the music and creative industries of the importance of programmes like the IYMA's. (**Outcome 6**)

The responses in the consultation survey of the music and creative industries reinforced this where they cited key benefits and achievements of the programme, specifically, providing opportunities for young people to access music in all its forms and nurturing young talent and increasing young peoples' knowledge of the music industry. (**Outcome 6**)



# CASE STUDIES





## NewDad

### CASE STUDY - WORKING MUSICIANS

NewDad were involved in the IYMAS in 2017. They are from the West Coast of Ireland and they are an alternative indie rock band bringing sombre themes to life with their easy-going sound, raw vocals and thrumming backing. Their debut EP *Waves* (out on Fair Youth Records) acted as a perfect introduction to the world of NewDad. There's a heaviness to the music, which the band pin to a love of The Cure, Pixies, and Slowdive among others. Julie's song writing brings a subtlety to their sound, weaving personal relationships and influences from the worlds of literature and cinema. Their new music is brighter, something Julie pins on the excitement of moving in together in London.

They are regulars on BBC6 Music playlists and Spotify playlists; they have played Glastonbury, Pukkelpop in Belgium and multiple other festivals and recently toured with Paolo Nutini and all their debut EP's are sold out on vinyl.

*"My name is Julie and I am from the band NewDad and we're from Galway. We all got into music at a young age, Sean and I started guitar around age 10 and Fiachra was playing trad since he was a baby. We decided to start the band as a way to avoid playing by ourselves for our music practical and played the odd show for the first few years until we started to release music and take it seriously!"*

*We knew some people who were doing the IYMAS and decided we would give it a go too. We wanted to get to know fellow Galway musicians better and see what it would be like to play live and be a proper band. The IYMAS shows were the first opportunity we got to play live as there weren't many places that would facilitate that due to our age. We also got the opportunity to record music for the first time in a recording studio when we did the IYMAS album and this album reached number 3 in the Irish compilation charts upon release.*

*The IYMAS taught us how to work with people in the industry. It also showed us how to communicate what you want when playing live and in the studio. It helped us learn that it takes time and practice to get where you want to go and to just seize every opportunity you can get along the way.*

*I would highly recommend the IYMAS to anyone! For us it was a brilliant way to get experience playing live and recording in a studio for the first time. It's also a great way to meet other musicians in your area and to make connections!!"*



## CURTIS WALSH

### CASE STUDY - WORKING MUSICIAN

**Curtis was involved in the IYMAS in 2017 After being involved in the IYMAS he went on to release his debut EP 'Breathe' in May 2019, which has now garnered over 15 million digital streams to date.**

He has received significant airplay across multiple radio stations including iRadio and RTÉ 2FM as well as receiving playlisting support on Spin 1038, Red FM and FM104. He has also been featured on the UK's BBC Introducing, BBC Ulster's Across The Line and Q Radio in Northern Ireland. He is now looking to continue his upward trend by going into the studio to record a new EP, which is set for release in 2023 on Paragon Records.

*"I've always loved music from an early age. Music is so important to me. It's really a therapeutic way to release how you feel about something in a private setting. I'd almost argue that it's better than counselling in some ways as it gives you an opportunity to be really raw and look inside yourself honestly and express whatever it is without anyone having to know or hear.*

*I heard about the IYMAS from Portlaoise Youth Club and thought it was a cool opportunity. It was a great experience from performing in my youth club all the*

*way up to playing at the IYMAS National Day in Croke Park. Previous to this, I played guitar and my cousin sang so we got together and formed a band. I started to sing backing vocals and was writing songs from the age of 13, but when my cousin started to take an interest in football, I started to sing as a solo artist and from then on started gigging and continued writing.*

*The IYMAS were really good for socialising musically. I've yet to be in a place with such variety in styles and artists from across the country where everyone is so open to mingle and get to know one another. I learned that it's okay to try to make unique styles and types of songs from being involved in the IYMAS. I really do think the IYMAS is really a great way for young people to explore who they are musically and it can definitely help with building confidence to get on stage as with the IYMAS everyone is in the same boat and it's refreshing to see and meet so many people trying to do what you are too. Since being involved in the IYMAS, I met my managers Brian and Ciaran at Milestone. We agreed to start releasing my music on their label Paragon Records and since then I've been putting out music on that label."*





## TARA WALSH

### CASE STUDY - RADIO PRESENTER

**Tara Walsh is a previous participant of the IYMAS and was involved in the programme in 2011. She is now the Entertainment Reporter for SPIN, covering all the latest in the world of celebrity, movie and TV across Dublin and the South West of Ireland, culminating in her own show every Saturday morning from 10am. She also contributes to the Ian Dempsey breakfast show on Today FM, and Mario Rosenstock's Gift Grub, and is a voice over artist, voicing radio ads across the country. Outside of this, her hobby is music, and in 2020, she released her debut single, 'Hooked.'**

I grew up in a friend group that loved music. They all played instruments and loved jamming together in each other's houses. This massively influenced me and I soon found myself singing in a band with a group of friends. I was just 14 years old at the time and we were looking for any opportunity to get on stage and perform. After a Google search we found the IYMAS and decided it would be the perfect way to get our start.

When we joined the IYMAS, we were introduced to even more musicians and artists in our hometown of Navan. The IYMAS instilled confidence in me. It also introduced me to a community of young people including Niamh Crowther, who's a phenomenal talent. All these people I was introduced too had the

same interests as me and gave me friends I'm still close with today.

Music is massively important to me because it's an escape, and I think everyone needs something creative like that to get their mind off life, and to focus on something they love.

It's also a great way to feel connected and understood. That sounds so cliché, but it's true! I love listening to song lyrics and trying to understand them and relate them to my life.

I learned a lot about teamwork during my time doing the IYMAS as we had to work together and be each other's biggest supporters, which only brought us all closer.

When I left school, I knew I wanted to do something creative, but wasn't sure music was my calling, so I got involved in radio and presenting. I love it! I went to college and studied the medium, before eventually finding myself working for SPIN 1038 and contributing across Today FM, 98FM and Newstalk. On the side, as a hobby, I still love singing and over lockdown, I released my debut single Hooked, which was played on radio stations across the country that summer.





# HANNAH HORAN

## CASE STUDY - IYMAs BIMM BURSARY AWARDEE

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Hannah Horan is a Dublin-based singer-songwriter. Hannah participated in the IYMAs in 2019 and was awarded the IYMAs BIMM Bursary in 2020 after progressing from the IYMAs to study a BA in Commercial Modern Music in BIMM institute Dublin. Horan's work has been compared to artists such as Phoebe Bridgers and Dodie. She played 'the next big thing festival' in the Workman's cellar bar early this year and recently had a headline show upstairs in Whelans. Hannah's Debut single 'Holy One' was released in July and has since landed Horan a hot press premiere and a spot on Spotify's 'new music Friday UK' playlist. Horan has been named 'one to watch' since its release.

I started in music through youth choirs, I was always singing. I think the natural progression for someone who loves music is to try your hand at it. I started writing songs on the ukulele and then later on the guitar. I heard about the IYMAs from my youth club leader in Drogheda and joined as a band. We got involved as a way to share our music with other people and for opportunities to perform. The IYMAs helped me much more than I imagined. Being involved in such a youth-positive and empowering organisation gave me the confidence and the courage to study music and become a songwriter. It taught me how to value my own work, how to share ideas and collaborate with others. It gave me insight into the music and recording industry. I was also lucky enough to be rewarded with the IYMAs BIMM bursary in 2020. This bursary allowed me to purchase recording equipment, which aided me in my studies and with my music career. The knowledge and confidence I gained from being a part of the IYMAs have been crucial in my development as a musician in and out of BIMM.

Music has been and always will be a huge part of my life. Being able to express myself, work through feelings and share stories through music is something I have always loved about writing and creating. I think the IYMAs is an amazing opportunity for any young person with an interest in music and the music industry. Being able to gain real-life experiences and network with fellow musicians is invaluable. I'm forever grateful to the IYMAs for giving me a kick start into music.



## AOIBHEANN FLANAGAN GILL

### CASE STUDY - YOUNG PERSON TO YOUTH WORKER

Aoibheann Flanagan Gill is a previous participant of the IYMAS programme and participated in the IYMAS as part of the Galway IYMAS hub in both 2017 and 2018. She recorded tracks for IYMAS volume 10 and 11, which both stormed the Irish charts with the later of these releases landing at number 3 in the Irish compilation charts. Through her involvement in the IYMAS, she returned as an adult to volunteer in helping run her local IYMAS hub in Galway. She then went on to study youth work and after graduating she began working for her local youth service where she has delivered the IYMAS programme for several years.

I was lucky enough to grow up in a household where music was really celebrated and loved. From a young age, I was brought along to gigs at the Galway International Arts Festival and small festivals around the country. There was never just one kind of music playing in our house and so I was very open minded to all styles of music from early on in life. I always loved to sing around the house as a child but my first introduction to actually playing music was through the piano at my grandparents' house. Next, there was a guitar gathering dust in a corner in our house that I decided to pick up when I was about fifteen. It was around then that I decided to start throwing out words on a page along with my few basic guitar chords. I found myself

really enjoying song writing and started singing at the school talent shows.

Through getting involved in an under 18's open mic night run by Tracy Bruen in Galway City I started meeting lots of like-minded young musicians. It was through the friends that I made here that I heard about the IYMAS. The IYMAS probably came along at the most perfect time for me, when I was beginning to discover myself in music. I made great friends with Sinéad Pokall and she encouraged me to get involved. We ended up performing together as Hipster Trash in 2017 because we were too nervous to perform alone and the rest is history really.

The IYMAS gave me more than I probably even know. First off, it gave me the opportunity to grow as a musician. I became a stronger songwriter through the programme and through multiple performance opportunities, I gained the confidence that I needed as an anxious, scared seventeen year old. I am friends with the people I did the IYMAS with to this day!

The IYMAS workshops I attended over the years helped me gain new ideas for my writing and I also found musicians to look up to and admire over the years. Orla Gartland for example, was someone who I met at the IYMAS back in 2017 and she is someone I gain inspiration from to this day. I had such a positive experience of attending her workshop and meeting her afterwards that has stayed with me ever since. I remember her being really open about her struggles as a musician and it was so important for me to hear it from a professional as I continue to struggle through my music journey at the best of times even now.

On another note, the IYMAS gave me reassurance in how much I loved the area of youth work and how happy I was to be pursuing the area in university. The IYMAS is a huge part of my journey to where I am now. When I got too old to participate in the programme as a young person, I decided to volunteer at my local project in Galway City. I loved attending the meetings and sharing my experiences with new young people joining the programme and I was able to get an even deeper understanding of what the programme is all about. Throughout all of these experiences in the IYMAS, I kept wondering if I might be lucky enough to run the IYMAS programme locally. Lucky for me, I did exactly that. I have gone full circle and was the hub leader in Galway City for two years. I learned all about what goes on behind the scenes and just how much wonderful work goes into the programme. I have really enjoyed spreading the joy of the IYMAS to young people in Galway City. It's a magical programme that listens to what young people want and like and surrounds itself on those principles. It was a joy to develop a local IYMAS hub and bring the programme to life. I was able to see young people come into themselves and develop new skills just like I had over the years. I would highly recommend the IYMAS to any young person with an interest in music whether you play or sing or not, as long as you are up for learning and having fun you will.



# WHAT THE CREATIVE AND MUSIC INDUSTRY SAYS ABOUT THE IYMAS

*"The IYMAS programme champions a new generation of music creators"*

- **Keith Johnson** Director of Marketing & Membership IMRO

*"The IYMAS programme is an important partner for BIMM and we are very happy to be involved with it. It is an organisation that embraces all that is positive about equality, equity and inclusion"*

- **Alan Cullivan** College Principal BIMM Institute Dublin

*"The IYMAS programme brings together budding musicians from around Ireland and allows them to feel like they are a part of something bigger. Feeling a deeper connected to the music industry is something that will allow them to progress in later years"*

- **David Campbell** Music Maker

*"The IYMAS programmes national Day is the key element behind all the hard work done behind the scenes in the live selections held throughout the country in the months before and the energy in the room at this event is palpable. Music is the key ingredient and coming away from this experience 2FM is delighted to be associated with such a great day for Irish youth, which we try to represent with a live broadcast from the venue on the day, and we wish to continue that partnership"*

- **Paul Russell** Deputy Head of RTÉ 2fm

*"The IYMAS programme is an essential experience for all young people who dream of a life in music"*

- **Ruth Medjber** Ruthless Imagery









## SECTION THREE

### CONSULTATION PROCESS AND FINDINGS

# SECTION THREE

## CONSULTATION PROCESS

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**A consultation process was undertaken which entailed a survey of all the following internal and external stakeholders:**

- Key Educational, Media and Music Industry Partners including BIMM Institute Dublin, RTÉ 2FM, IMRO Music Maker and Gaisce - The President's Award.
- Youth Work Sector Partners: Programme Partners from North and South (CDYSB, Crosscare, Youth Action NI and Youth Work Ireland) involved in the Organisation and Delivery of the IYMA's.
- Direct & Local Involvement; IYMA's Hubs Coordinators, Local Managers and Leaders; Programme Participants.

**The questions posed concentrated on two key aspects: the most important achievements and benefits of the IYMA's and the most important aspects of the IYMA's programme to expand in the future.**

### CONSULTATION FINDINGS

#### 1. Key Achievements and Benefits of the IYMA's

##### **Music, Creative and Media Industries and Professionals**

For music and creative professionals and individuals from the music and creative industries who have been involved with the IYMA's in various guises the key achievements and benefits in their responses were focussed on the creative aspects and the music business with four areas highlighted:

- Providing opportunities for young performers to access music in all its forms and a place to nurture young talent.
- Providing a vehicle for young people to access or discover (and then develop) their creativity.
- Providing music education for young people that respondents felt has many transferable skills, which the research cited in the review also supports.
- Increasing young peoples' knowledge of the music industry and the wide range of career opportunities that it can provide.

##### **Youth Work Sector Partners**

For those who have been involved with the IYMA's at partnership level the key achievements and benefits in their responses were focussed on the developmental aspects of the programme with the following key areas highlighted:

- The developmental approach of the programme in providing a vehicle for working with young people and importantly its inclusivity by providing the opportunity to work with hard to reach young people.
- Enhancing and improving the social and personal development of young people such as confidence, self-esteem and creativity.
- Developing transferable skills (employment skills) for young people such as teamwork/team building, collaboration and working with other people, networking, decision making.
- Creating a space and opportunity for young people/young musicians to connect, develop friendships and explore their creativity.

##### **Direct and Local Involvement**

For those involved at direct and local level be that at organisational, delivery or participant level the responses highlighted the following key benefits and achievements;

- Providing young people with the opportunity and access to develop their musical skills and creative side.
- Creating a space for young people to share their talents, gain confidence and perform.
- Enhancing and improving the social and personal development of young people such as confidence, self-esteem and creativity.
- Creating opportunities to meet with like-minded young people from around the country.



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## 2. Programme Areas for Expansion

### Music, Creative and Media Industries and Professionals

For music and creative professionals and individuals from the music and media industries who have been involved with the IYMA the following areas for potential expansion and further development were named;

- Expert input: More talks and information sessions from the music industry.
- Practice development: More workshops/activities, seminars, networking; musicianship education.
- Enhancing Industry & Non Performance Knowledge: different parts of the music business e.g. photography, artwork & design, promotion, management; production, recording and sound engineering etc.
- Talent Identification: continue to identify and nurture talent.

### Youth Work Sector Partners

For those who have been involved with the IYMA at partnership level the following were cited for potential expansion and further development:

- Enhance Practice Development: More face-to-face workshops throughout the year, more regional workshops; more workshops online; professional workshops; song writing and production workshops.
- Increase Youth Participation: Increasing input of young people into the programme; Extend reach of the programme and broaden its engagement.
- Increase Collaboration and Engagement: More opportunities to engage with IYMA alumni; greater networking opportunities with musicians/artists, residencies for IYMA alumni, music nights; greater collaboration between Hubs.

### Direct and Local Involvement

For those involved at direct and local level be that at organisational, delivery or participant level the responses were focussed on the following key areas for potential expansion and further development:

- Enhance Practice Development: More frequent workshops throughout the year - face to face rather than online; more non-performance related education/training on different aspects of the music business.
- Increase Youth Engagement: Provide young people with more of these opportunities to develop their musical skills and creative side and meet with like-minded young people.
- Increase Creative Development and Performance Exposure; Allow and encourage as many young people as possible to perform. More opportunities for young people to perform at national event; residential events for Hubs
- Increase Online/Digital Exposure Provision: increase social media presence and programme awareness; more online training, masterclasses and workshops.

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# APPENDIX 1

## YOUNG PEOPLE'S EXIT SURVEY DATA

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### Collated Individual Feedback Responses from Exit Surveys conducted with Young People

The below outlines data collected from individual feedback responses from young people asked to complete the sentences "The IYMAS helped me" responses are mapped against the programme primary outcomes below;

#### OUTCOME 1:

**Participants will gain a better understanding of their ability to share, work collaboratively and actively use these skill sets creatively.**

#### The IYMAS helped me;

- Build my confidence and made me appreciate my own work and the work of others.
- To get a better understanding of my ability to share and work collaboratively, I feel confident to express myself creatively.
- Developed both personally and musically and I made friends with other participants in other hubs all over Ireland.
- Interact with people who share the same interests as me.
- Commit to a project and achieve good results.
- Feel more connected to music and with my peers.
- Be more confident with my music.
- Made me commit to my music and get projects finished.
- Share my musical talents.
- Feel comfortable talking with other musicians in my community.
- Gain confidence in my own work and to understand the process of music making/marketing/development. The IYMAS also showed me the different routes music can take you and how to express yourself through music and song writing.
- To better my relationships with other musicians.



# APPENDIX 1

## YOUNG PEOPLE'S EXIT SURVEY DATA

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### OUTCOME 2:

**Participants have a greater knowledge and understanding of the creativity and music industries.**

#### **The IYMA's helped me;**

- To build up my confidence and my knowledge of modern music. It also helped me to realise what I want to do when I leave secondary school.
- Be more comfortable and creative with music and realise that there are a lot more career opportunities in music.
- Better understand the music industry as a career path.
- Build my knowledge of music from a technical point of view and give me the confidence to further pursue a career in the music world.
- To better understand the Irish music industry, and music in general. I have developed confidence in regard to music as well.
- To discover the Irish music scene, instead of always looking abroad for career opportunities.
- Learn about all the different aspects of the music industry.
- See that there are many opportunities in music aside from being a famous musician.
- To build up my confidence and my knowledge of modern music. It also helped me to realise what I want to do when I leave secondary school

### OUTCOME 3:

**Participants will have a greater understanding of their creativity.**

#### **The IYMA's helped me;**

- Regain creativity and courage I lost as a child and embrace and improve my skills and talents.
- To share my original songs for the first time and I had never shared them before. They provided a safe platform for me to be creative and vulnerable with my own songs and helped me to make the first step. This helped me with my confidence so much.
- Understand the components necessary to create a music recording- organisation, pre planning, cooperation, communication.
- To become more confident in taking myself seriously. I was pushed to develop creatively and meet deadlines that resulted in some of my best musical experiences yet.
- Understand song writing in a way I never had before, it really honed my skills in musicianship
- Get more involved with my musical side and gain more confidence in my creativity
- Grow more confident in my song writing. And gain a better understanding of music
- To express my music and also to share my singing with other people. It also introduced me to more people who have an interest in music and I made a few friends along the way. I had never written a song before until it came to the IYMA. All the workshops helped me to write a song and how to go about it.
- To build up my confidence to share my original songs and to build up my music and creative skills and knowledge
- To create my own song and helped me to record it and have a video for my song which was really amazing and a really good experience and I can't wait to be able to do it again
- To put my music out and it gave me the confidence to share my music.
- Realise how rewarding creating something can be.

# APPENDIX 2

## DEPRIVATION SCORING DATA

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The review found that two thirds of programme participants are from socially excluded and disadvantaged backgrounds as of 2021's programme participant data.

This finding was identified by capturing each participant's location and mapping it onto the Pobal Index. This Pobal index provides a method for you to measure the relative affluence or disadvantage of a particular geographical area using data compiled from various censuses.

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*"The IYMA's programme is an opportunity for young people to showcase their musical talents & develop their careers"*

**Maurice Noble** Youth Arts Worker CDYSB

*"The IYMA's programme promotes many of the 7 proximal outcomes from the National Youth Strategy including Confidence & Agency, Communication Skills, building Relationships both with young people and leaders, Creativity & Imagination and Resilience & Determination"*

**Greg Tierney**, Senior Manager Youth Services, Crosscare

*"The IYMA's programme excites me every year!! Music is the rhythm of life and all young people connect with many styles of music throughout their young lives. Music nourishes their connection to life and the Irish Youth Music Awards unites young singer-songwriters together in a place and space of celebration of Irish talent. The IYMA's creates energy, commitment, pride and connection with much laughter and learning along the way"*

**Dr. Martin Mc Mullan**, Chief Executive Officer YouthAction Northern Ireland

# APPENDIX 3

## IYMAS HUB MAP

### CONNAUGHT

**GALWAY**  
Youth Work  
Ireland Galway

### MUNSTER

**CLARE**  
Clare Youth  
Service

**LIMERICK**  
Limerick Youth  
Service



### ULSTER

**ANTRIM**  
Youth Action  
Northern Ireland,  
Newry

Youth Action  
Northern  
Ireland, Belfast

### LEINSTER

**CARLOW**  
Carlow Regional  
Youth Services

**DUBLIN**  
Crosscare Dublin West  
and Swan Regional Youth  
Services

**LOUTH**  
Youth Work Ireland Louth

**WESTMEATH**  
Youth Work Ireland  
Midlands

**WEXFORD**  
FDYS Youth Work Ireland

Data correct as of December 2021



# APPENDIX 4

## IYMAS BIMM BURSARY AWARDEES

The IYMA's supports progression paths to third level education via the IYMA's BIMM Bursary since launching it in 2017. Support by tracking participants see pages.

COURSE	DISCIPLINE	GRADUATE
2017 AWARDEES		
BA (Hons) in Commercial Modern Music	Songwriting	2021
BA (Hons) in Commercial Modern Music	Drums	
BA (Hons) in Commercial Modern Music	Bass	
2018 AWARDEES		
BA (Hons) in Commercial Modern Music	Vocals	2022
BA (Hons) in Commercial Modern Music	Guitar	
BA (Hons) in Commercial Modern Music	Bass	
BA (Hons) in Commercial Modern Music	Songwriting	
2019 AWARDEES		
BA (Hons) in Commercial Modern Music	Guitar	2023
BA (Hons) in Commercial Modern Music	Vocals	
BA (Hons) in Commercial Modern Music	Guitar	
BA (Hons) in Commercial Modern Music	Guitar	
BA (Hons) in Commercial Modern Music	Guitar	
2020 AWARDEES		
BA (Hons) in Commercial Modern Music	Songwriting	2024
BA (Hons) in Commercial Modern Music	Drums	
BA (Hons) in Commercial Modern Music	Vocals	
2021 AWARDEES		
BA (Hons) in Commercial Modern Music	Vocals	2025
BA (Hons) in Commercial Modern Music	Drums	
BA (Hons) in Commercial Modern Music	Drums	
2022 AWARDEES		
BA (Hons) in Commercial Modern Music	Songwriting	2026
BA (Hons) in Commercial Modern Music	Songwriting	
BA (Hons) in Commercial Modern Music	Songwriting	
BA (Hons) in Commercial Modern Music	Guitar	



## IRISH YOUTH MUSIC AWARDS Impact Review



IRISH YOUTH MUSIC AWARDS



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