ADES Response to Request from the Scottish Parliament on Creative Scotland

1. *The extent to which the new strategic and operational changes have helped Creative Scotland move towards meeting its objectives and rebuilding its relationship with the sector.*

ADES enjoys a good working relationship with Creative Scotland. Whilst we are not yet in a position to comment on the effects of the changes, we welcome them and believe that an even stronger and closer relationship can be built between Creative Scotland and the education sector.

However, there is a perception that creativity, and specifically the arts and culture, are developed outwith schools (e.g., some of the major programmes for young people are not open to any activity that might relate to the ‘core’ curriculum), whereas in the context of Curriculum for Excellence, these distinctions and restrictions no longer apply and should be reviewed.

2. *How Creative Scotland will ensure it achieves value for money in delivering its priorities for investment.*

We believe that it is essential for Creative Scotland to demonstrate value for money, efficacy and excellence.

3. *The work Creative Scotland is doing to develop a set of performance measures and how performance is being evaluated in the interim.*

We believe that a performance framework is a fundamental element in a successful modern organisation and would be happy to contribute to this: equally, a national performance framework for education on Scotland should include aspects of performance and success in creativity, the arts and culture as an essential element of learning and of the curriculum.
4. The tangible benefits that have been achieved as a direct result of its funding structure and how these influence future funding guidelines and decision-making.

The Youth Music Initiative and the School Based Music Making funding streams are highly valued and very welcome programmes: however, we believe that there needs to be a stronger strategic link between the priorities for the education system and these types of programmes e.g. the current Scottish Attainment Challenge should be closely linked to funding from Creative Arts to ensure coherence and impact, with the ultimate aim of reducing the inequalities in outcomes for Scotland’s young people.

We believe that very early creative experiences for children produce significant benefits to learning, and the research into learning music indicates that it can make a positive long term impact on outcomes.

5. How effectively Creative Scotland works alongside and complements other agencies, such as Skills Development Scotland and Scottish Enterprise, to grow the creative industries

We see great potential in the context of Curriculum for Excellence and of Developing Scotland’s Young Workforce to develop skills for work and also create employment potential and opportunity by working closely across the relevant partners.

John Stodter
Secretary
ADES

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