

**THE
B!G
iDEA**

Creative Ireland LCA Report 2024



Clár Éire Ildánach
Creative Ireland
Programme
2017–2022



Executive Summary

The B!G Idea Leaving Certificate Applied (LCA) Programme, launched in 2022, is a creative-thinking programme designed to complement the Leaving Certificate Applied (LCA) curriculum. It aims to integrate real-world challenges into educational settings, thereby enriching the learning experience for LCA students. Over the course of 2024, with the support of Creative Ireland this LCA programme has successfully expanded, accommodating a 300% increase in student participation since its pilot in 2022. This report details the achievements of The B!G Idea LCA programme in aligning with and supporting the LCA curriculum, and outlines the strategic actions taken to enhance its integration and impact.

“ Our favourite part of The B!G Idea was getting to work on something that was important to us. We learned that we work better as a team and that we’re creative even if we didn’t think we were! ”

Team Muskateers, Ringsend College

Introduction

The B!G Idea LCA programme aims to inspire innovation and foster creativity among students and young people throughout the island of Ireland. Its primary objective is to integrate creative problem-solving and design thinking into the educational processes, thereby equipping students with essential 21st-century skills. The programme is designed to engage students in real-world challenges, encouraging them to think critically and creatively to devise solutions that have tangible impacts. Additionally, The B!G Idea seeks to bridge the gap between education and industry by involving professional mentors from various sectors. This mentorship not only enriches the learning experience but also provides students with valuable insights into potential career paths and the demands of the modern workplace. Ultimately, The B!G Idea LCA programme aims to cultivate a generation of innovative thinkers who are well-prepared to contribute positively to society and the economy.

The objectives of The B!G Idea LCA programme align naturally with Creative Ireland and the principles of the Creative Youth Plan 2023-2027, which aims to embed creativity into the heart of children and young people's lives across Ireland. The Creative Ireland Programme is designed to place creativity at the centre of public policy. Administered by an interdepartmental group that includes leaders from various governmental departments, Creative Ireland focuses on several strategic objectives. These include facilitating creative opportunities for children and young people, promoting equity of access to these activities, supporting educational frameworks that integrate creativity, and enhancing the wellbeing of youth through creative engagements. The programme seeks not only to foster traditional arts but to encompass all forms of creativity, including technology and design thinking, thus broadening the scope of creative education and industry involvement in Ireland.

The Leaving Certificate Applied (LCA) programme represents a pivotal educational pathway, tailored to equip students with the vital skills necessary for navigating the complexities of adult life. The LCA approach diverges from the traditional Leaving Certificate Established (LCE), emphasising practical, vocational training and active learning methodologies. Central to the LCA's ethos are the development of self-confidence, responsibility, teamwork, and problem-solving abilities – skills that are indispensable in the contemporary world.

The B!G Idea LCA programme, with its focus on empowering young people to become active and highly-skilled citizens, is a natural complement to the LCA curriculum. Since its inception as a pilot project in 2022, the LCA programme has evolved consistently, informed by continuous feedback from educators and the changing needs of students. The B!G Idea's expansion into the LCA space has been impactful, growing to include 73 students across four schools in 2024.

This expansion represents a notable 300% increase from its pilot phase, underscoring the escalating demand and relevance of the initiative. The B!G Idea LCA programme is uniquely designed to weave industry mentorship and real-world challenges, such as Climate Change, Diversity and Equality, and Mental Health, into an educational setting. This integration enables LCA students to apply their learning in practical settings, thereby enhancing their comprehension and engagement with these critical issues. The programme not only aligns with but actively supports the LCA's focus on Social Education and Vocational Preparation, making it an invaluable educational tool.

Furthermore, the initiative extends its benefits to LCA educators, who are supported through Continuing Professional Development (CPD) sessions and bespoke resources. These initiatives are instrumental in reinforcing teachers' ability to foster a suitable environment for the cultivation of creative thinking and problem-solving skills.

The B!G Idea LCA programme's alignment with both LCA and Senior Cycle Key Skills positions it as a crucial asset in the toolkit of LCA teachers. By connecting education and industry, The B!G Idea enhances the educational landscape, promoting creativity, collaboration, and confidence across both academic and industrial spheres.

Additionally, The B!G Idea enriches the LCA's emphasis on work experience by connecting students with industry mentors. This mentorship offers students practical insights and direct exposure to professional environments, bridging the gap between theoretical knowledge and real-world application. Such interactions empower students to explore diverse career paths and develop a robust understanding of professional standards and expectations.

1 Objectives & Scope

Partnership Objectives

The primary objectives of the strategic partnership between Creative Ireland and The B!G Idea are to nurture creativity and facilitate innovative thinking among young learners on the LCA pathway. The B!G Idea programme is strategically designed to integrate creative problem solving and design thinking within the curriculum, in this case particularly targeting Leaving Certificate Applied (LCA) students. This integration aims to foster essential skills such as critical thinking, adaptability, and innovation, equipping students to tackle real-world challenges effectively. Another significant objective is to enhance the connection between educational curricula and the creative industries, providing students with direct exposure to professional practices and potential career opportunities. This is achieved through collaboration with industry professionals who serve as mentors, thereby enriching the educational experience with practical insights and expert guidance.





The scope of The BIG Idea LCA programme extends across several dimensions. Geographically, the initiative is focused primarily on the island of Ireland, aiming to reach LCA students in diverse communities, including both urban and rural settings. This geographical focus supports the broader goal of Creative Ireland to promote equitable access to creative education across different regions. The target audience is specifically LCA students, who benefit from a curriculum that is more vocational and practical compared to the traditional academic routes. The BIG Idea aims to complement this curriculum by introducing activities and topics that align with real-world applications and creative industry standards. This expansive approach ensures that the LCA programme not only meets the immediate educational needs of students but also prepares them for diverse futures in a globalised world.

2 Our Methodology

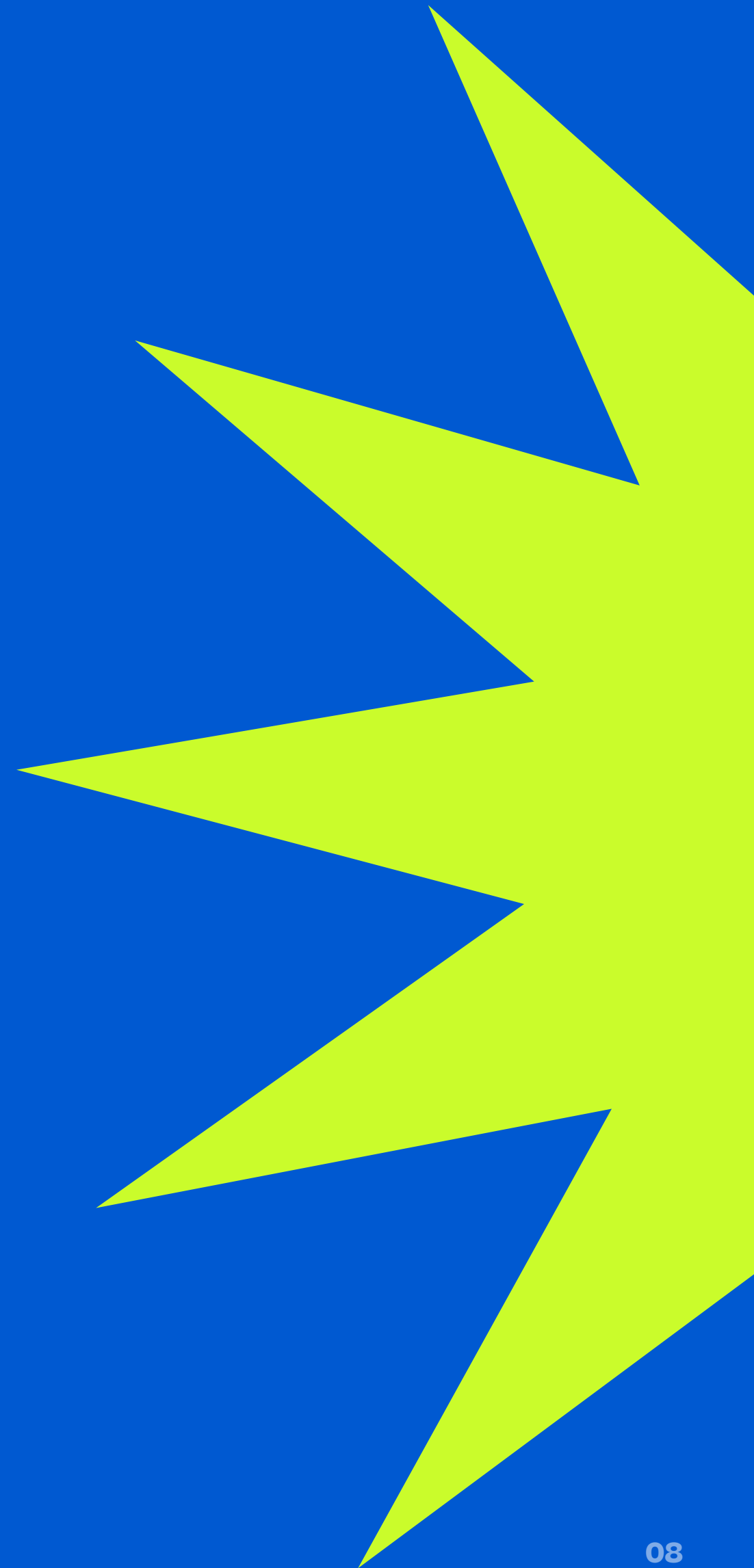
Research Methods & Strategic Planning Processes

The methodology underpinning The B!G Idea programme is grounded in a robust strategic planning process that integrates comprehensive research methods, designed to align with the educational frameworks of the Leaving Certificate Applied (LCA). Initially, the LCA programme tapped into qualitative insights through focus groups and feedback sessions with LCA teachers and past participants to gauge the effectiveness of previous iterations and identify areas for enhancement.

Strategic planning involved multiple stages, starting with the analysis of feedback to refine the programme objectives and composition. This was followed by an in-depth mapping process of The B!G Idea programme objectives to LCA modules;

specifically to the Social Education module and the Vocational Preparation and Guidance module, which had been identified during discussions with key stakeholders as areas where The B!G Idea programme could align most closely with the LCA curriculum.

As well as this, this mapping process also highlighted the Senior Cycle Key Skills that were supported in each workshop that makes up The B!G Idea programme. The next step was the tailoring of programme content to align with LCA modules, ensuring that the programme supports and enhances the existing curriculum.



3

Programme Implementation

Targeted Campaigns & Onboarding Process for LCA Schools

The onboarding process for LCA schools into The B!G Idea LCA programme is designed to be seamless and supportive, ensuring schools and teachers have all the necessary tools and knowledge to successfully implement the programme. This year, we introduced a short information session, which provided an overview of the programme, its objectives, and the benefits for students and teachers. Following this, schools that registered to participate in the LCA programme were provided with detailed onboarding materials, including programme guides and access to the online platform where they could manage their participation and access programme resources.

To increase awareness and diversify the programme's reach, The B!G Idea launched targeted campaigns through various channels, including social media and professional networks.

These campaigns were strategically timed to coincide with key educational periods and were designed to engage not only LCA coordinators but also a broader audience of educational stakeholders. The campaigns highlight the successes of the programme, showcase testimonials from past participants, and provide updates on new developments within The B!G Idea.

The B!G Idea also attended key events where possible, including the LCA National Association (LCANA) conference held in Athlone in January 2024. This event presented the opportunity to speak directly with LCA coordinators from across Ireland and to discuss the benefits of The B!G Idea LCA programme with them. It also gave The B!G Idea team valuable insights into upcoming changes and the growth of the LCA sector throughout the country, as well as the opportunity to engage with government officials. The team also liaised with the event organiser to have an information leaflet given to every attendee, to further raise awareness and engagement in the LCA programme.

Programme Content & Development

The development and continuous refinement of The B!G Idea LCA programme has been significantly informed by feedback collected from various stakeholders, including LCA students, teachers, and industry mentors. This feedback has been instrumental in tailoring the LCA programme to better align with the educational needs and learning styles of LCA students. For instance, modifications are still underway to tie the objectives and outcomes of the programme to the LCA curriculum, to provide students with practical applications of their learning and to foster a deeper understanding of these critical issues. The programme also continues to focus on collaborative projects and interactive activities that resonate with the LCA's emphasis on active learning and vocational preparation. These changes ensure that the LCA programme not only supports the academic development of students but also enhances their personal growth and readiness for the challenges of the future.

Based on previous feedback, which highlighted the need for more targeted support for teachers, The B!G Idea LCA programme intensified its focus on professional development opportunities. This led to the creation of more comprehensive Continuing Professional Development (CPD) sessions and tailored resources that enable LCA teachers to effectively facilitate the programme and encourage creative thinking and problem-solving among students. A dedicated Youthreach and LCA programme manager was also hired for this year's programme, to ensure that teachers delivering the programme would have tailored, one-to-one support in delivery of the programme whenever the need arose. The direct interaction of the dedicated programme manager with the teachers delivering the programme also provides further insight into the challenges of delivering the programme in the classroom and shines a light on potential solutions.

Programme Delivery

After completing the onboarding process, teachers delivered the programme workshops which guided students through the creative process, from ideation to prototype development. Each workshop is aligned with LCA modules to ensure that the learning is relevant and supports the students' vocational training. At the beginning of the LCA programme, students across Ireland are surveyed to identify the global and societal issues that are most important to them. This year, the top five challenges identified by students were climate change, mental health, AI for humanity, diversity and inclusion, and cost of living. Students worked in groups to formulate solutions to a challenge that affected them the most. The programme guides students through the creative process step-by-step and provides a range of activities to ensure that learners of all abilities can engage and thrive throughout the process. Students are encouraged to think differently and to approach issues from a multitude of angles.

These approaches and problem-solving strategies are ones that the students can apply to their school work and life beyond the classroom. The quality of ideas submitted by LCA students was excellent, with one team in particular from Ringsend College, Dublin, being shortlisted for the best idea in the Mental Health category and ultimately receiving a Highly Commended award at the end of the programme. Kevin Byrne, a teacher delivering the programme to a cohort of LCA students at Scoil Bernadette special school in Cork was also recognised at the celebratory B!G Showcase as one of the Creativity Champions for the programme in 2024. The Creativity Champion award recognises the teachers who go above and beyond to engage their students' creativity throughout the programme.

A key feature of the LCA programme is its strong emphasis on connecting students with industry mentors who provide guidance, insights, and feedback through the creative process.

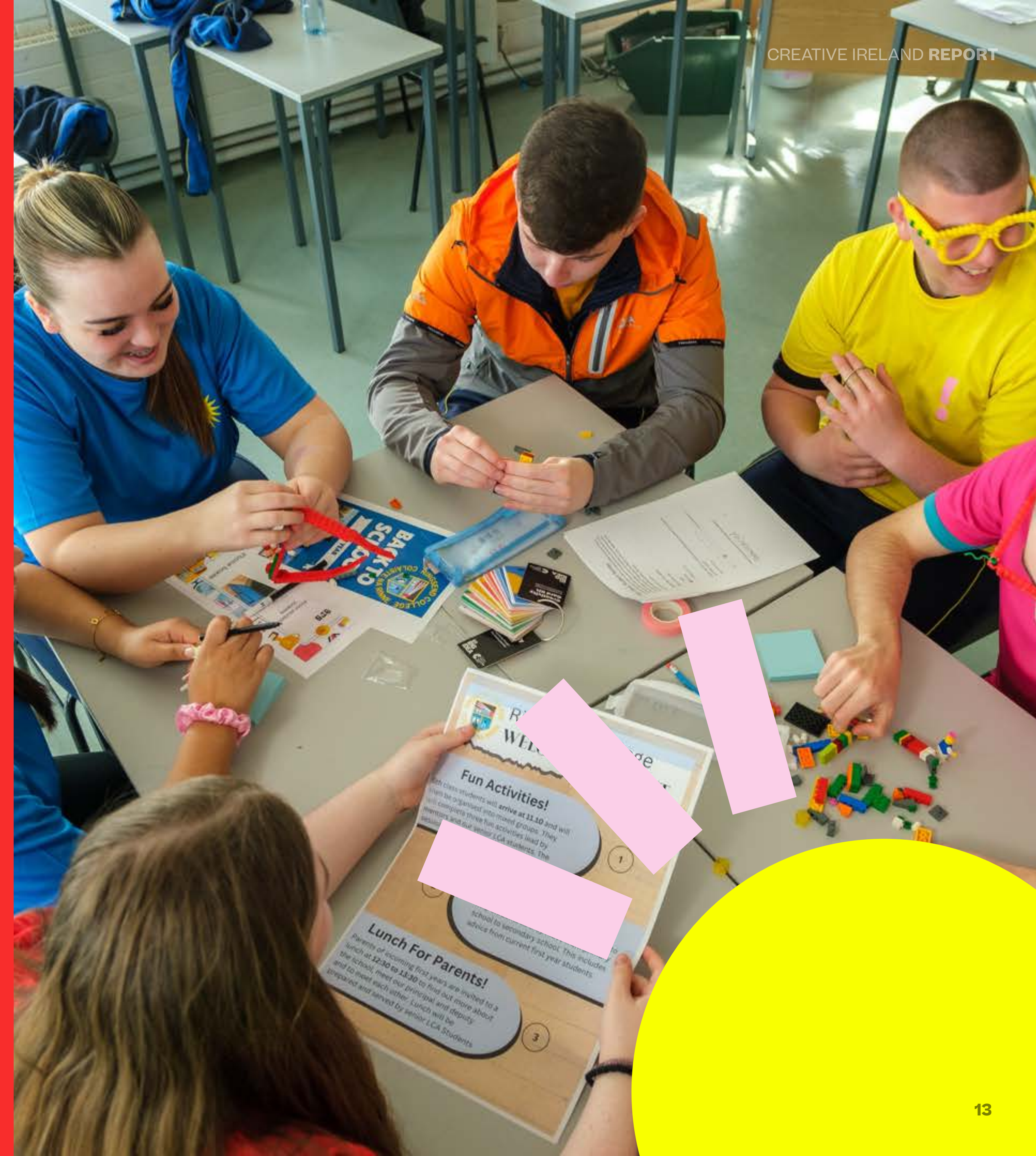
These mentors inspire students through their own experiences and professional knowledge. Interaction with these mentors not only enriches the learning experience but also helps students gain a clearer understanding of career pathways in the creative industries. This mentorship component is integral to bridging the gap between classroom learning and the world of work, offering students a unique opportunity to learn from and network with established professionals.

Overall, the implementation of The B!G Idea LCA programme reflects a thoughtful and responsive approach to educational innovation, ensuring that each component—from curriculum design to stakeholder engagement—is effectively tailored to meet the evolving needs of LCA students and the broader educational community.

Enhanced Reflective Practice

Recognising the pivotal role of reflective learning in personal and academic development, we significantly expanded the range of self-reflection activities within The BIG Idea LCA programme. This strategic enhancement was driven by the understanding that reflection is fundamental to deeper learning, and that students have diverse preferences and comfort levels with different reflective methods. To accommodate these varied needs and to maximise the inclusivity and effectiveness of our programme, we introduced several innovative self-reflection activities, each designed to engage students in unique and accessible ways.

One of the newly incorporated activities was the Journey Timeline, which invites students to chart the key events, learnings, feelings, and milestones of their experience with The BIG Idea. This activity encourages students to use words, drawings, symbols, or any other creative expressions they prefer, making the reflection process both personal and comprehensive. By starting with a simple mapping of their experiences in words and progressing to a more detailed timeline, students can visually and contextually articulate their journey, enhancing their understanding of their own growth and learning.



Additionally, we introduced the Acrostic Poem as a reflective tool, allowing students to explore and express the key aspects of their experience in a structured poetic format. This activity not only aids in capturing the essence of their thoughts and feelings about the programme but also fosters creativity and personal expression.

The Head, Heart, Bin, Bag activity, already a part of our reflective practice repertoire, continued to be a cornerstone, encouraging students to categorise their thoughts and emotions effectively. This activity prompts students to identify what they think (Head), how they feel (Heart), what they would discard (Bin), and what they would retain for future use (Bag), providing a holistic overview of their experiences.

Furthermore, we incorporated the reflective exercise What, So What, What Now? which guides students through a three-step process of reflection. In the first step, "What?", students describe a significant moment in their B!G Idea journey. They then move to "So What?", where they reflect on why this moment was particularly impactful. Finally, "What Now?" asks students to consider how this moment has transformed them and how it will influence their actions and decisions in the future.

Self-reflection is integral to the Senior Cycle curriculum, aiming to foster students' critical thinking and self-awareness—skills that are vital for both academic success and personal growth. By enhancing students' ability to self-reflect, these activities support the Senior Cycle's goal of developing well-rounded, thoughtful individuals who are prepared for the complexities of the modern world. Furthermore, reflective practices are essential in nurturing creative thinking, allowing students to evaluate and refine their ideas continuously. This iterative process is crucial for creative development, enabling students to realise their full potential in both academic and real-world scenarios.

By diversifying the reflection activities offered, we aimed to ensure that all students could find a method that resonated with them, allowing for a more inclusive and effective reflective process. Each activity was carefully designed not only to accommodate different student preferences but also to enrich their reflective experience, ensuring that every student could engage deeply with their learning journey and gain meaningful insights from their participation in The B!G Idea LCA programme.



4

Impact Measurement & Management Framework

Overview of Impact Measurement Framework

The Impact Measurement Framework for The B!G Idea LCA programme was designed to be flexible and responsive, adapting to the evolving needs and contexts of our participants. While the initial plan included a comprehensive series of structured surveys at multiple points, the approach was refined to better align with the dynamic educational environment and to enhance participant engagement. As a result, significant strides were made in capturing and analysing valuable feedback throughout the programme.





Adaptive Feedback Mechanisms

This adaptive feedback allowed educators to provide immediate insights into the LCA programme's impact, ensuring that our strategies remained aligned with the actual experiences and needs of the students. The feedback collected through the dashboard focused on various aspects of the programme, from student engagement and skill development to the integration of the curriculum with real-world applications. This method not only maintained the continuity and relevance of feedback but also reduced the administrative burden on participants, thereby increasing the quality and utility of the data collected

Quantitative Data Collection

As part of our commitment to continually enhance The B!G Idea LCA programme, significant emphasis has been placed on gathering and analysing feedback from educators. Instead of relying solely on predetermined survey schedules, the teacher dashboard was utilised extensively to capture real-time, ongoing feedback. Educators are regularly prompted via the dashboard to reflect on various aspects of the programme. This method has enabled immediate insights into the LCA programme's effectiveness and its alignment with classroom dynamics. 100% of teachers have expressed satisfaction with the quality of the teaching materials provided. This feedback indicates that the programme is well-equipped to support educators in fostering an engaging and creative learning environment, directly supporting the LCA's goal of preparing students for both employment and continued education.

Further feedback highlighted that 82% of teachers observed a big improvement in their students' problem-solving skills, with an additional 18% noting some level of enhancement, underscoring the LCA programme's success in fostering essential critical thinking skills, a key objective and core outcome of the Senior Cycle curriculum.

The versatility of the programme's tools and methods was also affirmed, with 76% of teachers reporting that the strategies could be effectively integrated into other lessons. This adaptability enhances the LCA programme's utility, extending its impact beyond the immediate context to enrich broader educational practices, thus supporting the holistic educational goals of the LCA and Senior Cycle.

In terms of programme scheduling, a clear preference emerged for an earlier start in the academic year, with 69% of teachers favouring a commencement in September. In response, we have decided to offer start dates in both

September and January for the upcoming academic year. This adjustment will allow educators greater flexibility in engaging students with the creative process over a more extended period, potentially alleviating common issues such as absenteeism and providing ample time for the development and refinement of creative projects. Regarding student engagement during the workshops, feedback was varied with 56% of teachers reporting high engagement, 30% noting medium engagement, and 14% observing lower levels of engagement. Insights such as these are critical for ongoing programme adjustments to ensure maximum student involvement and interest.

Overall, the enjoyment and satisfaction levels among teachers teaching The B!G Idea LCA programme were remarkably high, with 95% of educators finding the experience rewarding to some degree. This positive feedback not only reflects the programme's alignment with educational goals but also highlights its capacity to enhance the teaching experience.

Qualitative Data Collection

To deepen our understanding of the programme's impact, we conducted an in-person visit to one of our LCA schools, Ringsend College. This visit allowed us to gather rich qualitative data and observe the LCA programme's effects first-hand, enriching our understanding of the programme's tangible impact on the ground. Through direct interactions with students and educators, we were able to capture nuanced feedback that went beyond what standard surveys could provide, offering valuable perspectives on the programme's influence on students' creative capacities and learning experiences.

Observing the LCA programme's implementation in a live classroom setting provided us with a unique vantage point to assess its effectiveness and adaptability within the educational ecosystem of the school. Through these observations, we were able to witness first-hand the enthusiastic engagement of students and the supportive role played by educators, which are critical components often not fully captured through traditional survey methods. This direct interaction also enabled us to see the immediate reactions of students to the programme's activities, gauge their level of engagement, and understand the context of their learning experiences in a more nuanced manner.





The feedback obtained from this visit was particularly rich in detailing how the LCA programme influenced the development of students' essential skills. One student drew attention to the improvement the programme brought to her capacity for teamwork and her own confidence.

“ I learned that I'm well capable of working in a team and my confidence has gotten better from it. ”

Regan, LCA Student, Ringsend College

We were able to discuss with students their experiences and reflections on the creative processes they engaged in, how these processes influenced their problem-solving skills, and the personal growth they perceived as a result of their participation. Educators provided insights into how the programme integrated with existing curricular goals, enhanced students' learning experiences, and influenced teaching practices. They highlighted specific instances where the LCA programme's activities sparked significant student interest and engagement, which are often pivotal moments that lead to deeper learning and understanding.

“ It's an opportunity for the students to look at real-life problems, break them down, and look at them from their own point of view. ”

Fiona, Deputy Principal, Ringsend College



Moreover, this in-person interaction allowed us to gather critical feedback on potential areas for improvement and enhancement of the LCA programme. Feedback based on the experiences of teachers and students is invaluable for the iterative process of LCA programme development. This feedback loop not only supports the continual refinement of the programme but also ensures that it remains responsive to the aspirations and outcomes of Senior Cycle and the LCA programme.

“ There are so many things we can take back to the classroom from today! ”

Kevin, Teacher, Scoil Bernadette on The B!G Showcase

In addition to our visit to Ringsend College, we also gathered meaningful feedback from another participating LCA school, Scoil Bernadette, who brought 17 students to our B!G Showcase held in Mastercard HQ, Dublin on May 10th. This feedback further enriched our understanding of how The B!G Idea LCA programme resonates with and impacts students, while providing an opportunity for the students to engage even further in the skills and creative thinking supported by The B!G Idea programme. Scoil Bernadette students enthusiastically shared their experiences, with the opportunity to work in teams being something the students valued highly.

“ Our favourite thing about The B!G Idea was working as a team. We also loved making prototypes with Lego! ”

The Poppets Team, Scoil Bernadette

These reflections underscore the LCA programme's success in fostering essential collaborative skills among students, directly supporting the educational goals of both the LCA and the Senior Cycle curricula.

Teamwork is a fundamental element of the LCA and Senior Cycle, emphasising the preparation of students for future work environments where collaborative skills are indispensable. The B!G Idea LCA programme, by incorporating team-based projects and engaging, hands-on activities like prototype building with Lego, aligns perfectly with these curricular focuses. Such activities not only make learning more engaging and practical but also help students develop interpersonal skills, leadership abilities, and a collaborative mindset—qualities that are highly valued in both educational and professional settings.

The positive feedback from students at Scoil Bernadette about their group work experiences and the enjoyment of creating tangible prototypes demonstrates The B!G Idea's LCA programme's effectiveness in making learning experiential and socially enriching. It reinforces the importance of interactive and cooperative learning environments in fostering not just academic knowledge but also critical soft skills such as communication, adaptability, and teamwork. By aligning our activities with these educational priorities, The B!G Idea helps to ensure that students are not only learning in a way that is innovative and engaging but are also being prepared to thrive in team-oriented work settings and contribute positively to collaborative projects in their future careers. This feedback from Scoil Bernadette is invaluable as it not only affirms the impact of our current strategies but also guides future enhancements to maintain the relevance and effectiveness of the programme.



5

Recommendations

Continued Teacher Onboarding & Support

To build on the positive feedback from teachers, The B!G Idea aims to provide enhanced support structures, such as additional resources tailored to specific classroom needs and one-to-one mentoring opportunities, to address the diverse requirements of teachers. Moreover, establishing a network of peer support among teachers can facilitate the sharing of best practices and collaborative problem-solving, thereby strengthening the overall implementation of the programme.



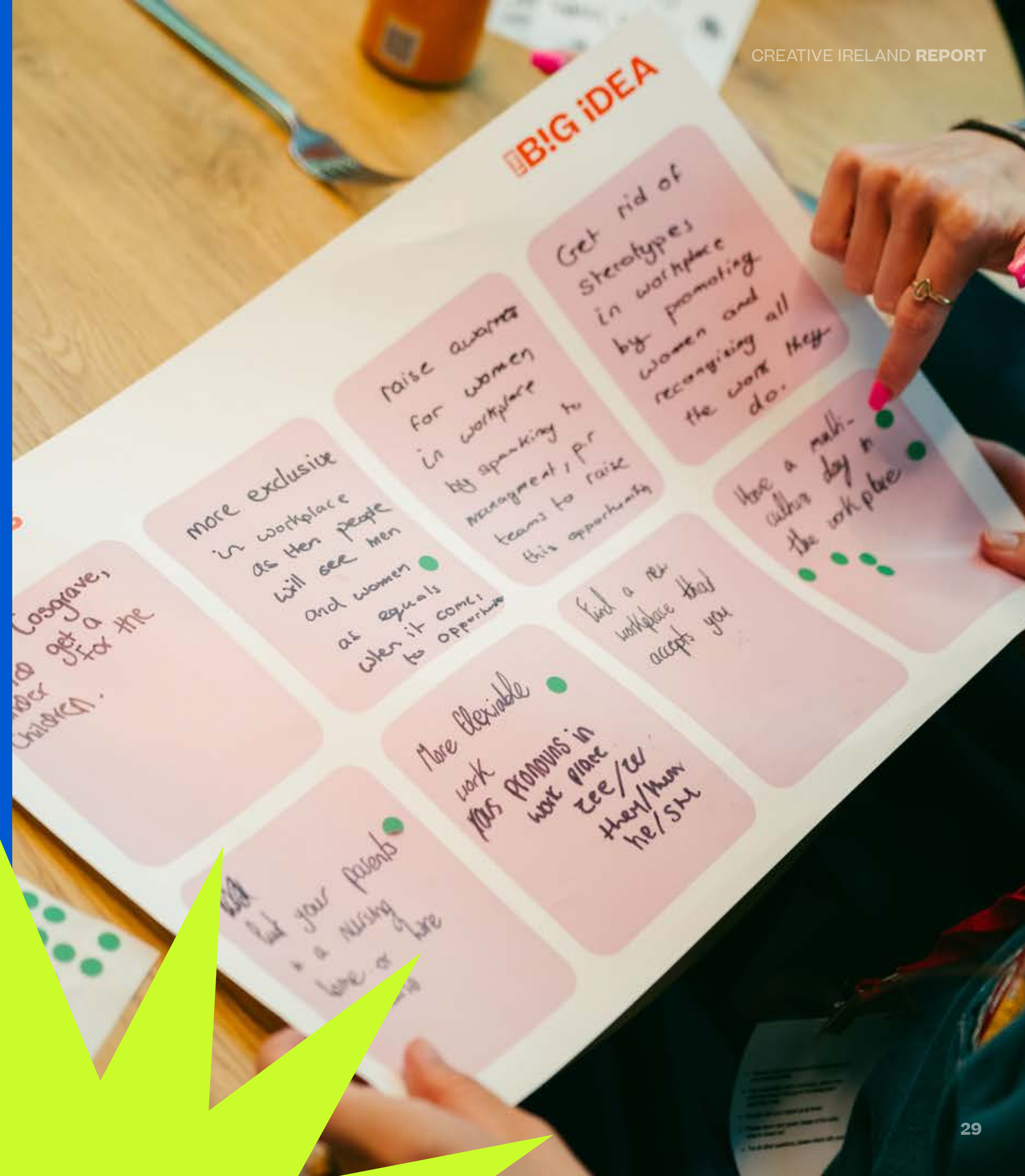
Strengthen Industry Mentorship

Given the positive impact of industry mentorship on student learning, this component could have wider benefits if expanded further. Increasing the frequency and depth of mentor interactions could provide students with more substantial real-world learning opportunities.



Increase Programme Reach

Continuing to expand The BIG Idea LCA programme to more schools is crucial for maximising its educational impact. Leveraging the successful strategies and outcomes of the 2024 campaign, the LCA programme should continue to target underrepresented areas and ensure equitable access to the programme's resources. Special efforts should be made to engage schools in rural and economically disadvantaged regions, where students may benefit the most from the creative and vocational opportunities provided by the programme. Implementing a comprehensive outreach strategy that includes partnerships with local education authorities, community organisations, and parent-teacher associations could help increase awareness and participation.



Enhance Reflective Practices

Building on the success of the self-reflection activities, it is recommended to further integrate these practices into the LCA programme. Introducing new and varied reflective exercises can cater to diverse student preferences and enhance their learning experiences. Activities such as digital storytelling, peer feedback sessions, and reflective journaling can be incorporated to provide students with multiple avenues for introspection and self-assessment. Additionally, providing training or guidance for educators on facilitating these activities can ensure their effective implementation. Workshops and resource guides on best practices for fostering reflective thinking in students can empower teachers to create a classroom environment that values and promotes reflection. This not only aids in personal and academic growth but also reinforces the importance of continuous learning and self-improvement.



Continuous Improvement & Feedback Integration

Building upon previous impact measurement frameworks, The B!G Idea should continue to adapt and refine the LCA programme based on ongoing feedback. Regularly updating the programme materials in response to teacher and student input will ensure the programme remains relevant and effective. This iterative process of improvement will help maintain high levels of engagement and educational outcomes. Establishing a formal feedback loop, where insights and suggestions from participants are systematically collected, analysed, and acted upon, can drive continuous enhancement. Furthermore, piloting new initiatives and incorporating evidence-based practices can keep the programme dynamic and forward-thinking, ensuring it meets the evolving needs of the students it seeks to serve.



6 Conclusion



The B!G Idea LCA programme has demonstrated remarkable success in engaging LCA students and enhancing their skill sets throughout the 2024 academic year. Quantitative data from teacher feedback indicates that 82% of educators observed marked improvements in their students' problem-solving skills, with an additional 18% noting some enhancement. This aligns with the LCA programme's objective to foster critical thinking and creativity—key components of both the LCA and Senior Cycle curricula.

“ We learned that there are a lot of things to talk about in every project! ”

Team Jawsome, Scoil Bernadette

Student feedback further supports these findings, with participants expressing high levels of satisfaction with the LCA programme's collaborative elements. This feedback highlights the programme's effectiveness in promoting teamwork and practical problem-solving, essential skills for both academic and professional success.

The B!G Idea has also made significant strides in supporting LCA educators. The introduction of a dedicated Youthreach and LCA programme manager and the development of further supporting resources have been pivotal. 100% of teachers reported satisfaction with the teaching materials provided, and 76% confirmed that the strategies and tools from The B!G Idea could be effectively integrated into other lessons. This not only enhances the immediate educational experience but also contributes to long-term pedagogical improvements.

A key feature of The B!G Idea LCA programme is the integration of industry mentorship. This component has successfully bridged the gap between classroom learning and real-world applications. Feedback from students and teachers underscores the value of these interactions, which provide practical insights and professional guidance. This mentorship not only enriches the learning experience but also prepares students for diverse career pathways, reinforcing the programme's objective to connect education with industry.





The B!G Idea has proven to be a valuable addition to the LCA curriculum, significantly enhancing the educational experience for students and providing vital support for teachers. Its successful integration of creative problem-solving, industry mentorship, and reflective practices aligns well with the objectives of the LCA and Senior Cycle curricula. The positive feedback from both students and educators underscores the LCA programme's impact in fostering critical thinking, creativity, and collaboration. The B!G Idea's journey from its initial pilot phase to a fully-fledged LCA programme with a 300% increase in participation exemplifies the transformative power of creative education. As the LCA programme continues to grow and adapt, it stands as a testament to the potential of innovative educational initiatives to equip students with the skills and confidence needed to navigate and thrive in an ever-changing world. Through continued collaboration with educators, students, and industry partners, The B!G Idea will undoubtedly continue to make a profound impact on the educational landscape, fostering a generation of critical thinkers and creative problem-solvers ready to contribute positively to society and the economy.

“ I've seen characters come through, I've seen confidence come through. And The B!G Idea has given us that **foundation for an atmosphere of creativity.** ”

Fiona, Deputy Principal, Ringsend College





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