



*Celebrating childhood  
through a fascinating  
collection of objects  
related to growing  
up in Ireland*

*Dynamic learning  
experiences, interactive  
exhibitions, cultural and  
educational events  
with access to all locally  
and nationally*



*Application to  
Dún Laoghaire-Rathdown County Council for  
use of Carnegie Building, Dún Laoghaire under  
Buildings Reuse Policy*

national  
museum of  
childhood



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**national**  
*museum of*  
*childhood*

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## Achoimre Fheidhmeach

### Ár bhFís

*Is tionscnamh úr é Músaem Náisiúnta na hÓige (An Músaem) a cuireadh le chéile chun áis den chaighdeán is airde a cheiliúránn spiorad na hÓige a chur ar fáil. Lonnófar é i bhfoirgneamh stairiúil Carnegie i nDún Laoghaire. Is í an príomhaidhm a bheidh aige ná eispéireas ar féidir le páistí agus daoine fásta a roinnt lena chéile a chur ar fáil.*

- Inseoidh an Músaem scéal laethúil pháistí agus iad ag fás aníos in Éirinn le déantáin den óige as Éirinn agus as an Domhan mór.
- Spreagfaidh sé samhlaíocht pháistí is dhaoine fhásta tríd an eachtraíocht agus an spraoi.
- Cothóidh sé nuálacht agus cruthaitheacht.
- Cruthóidh sé eispéireas foghlama teaghlaigh trí ghníomhaíocht idirdhísiplíneach idirghníomhach.
- Cuirfidh sé deiseanna taighde ar fáil.
- Cabhróidh sé leis an turasoíreacht chultúrtha go háitiúil.

*Ní smaoiniamh úr, go hidirnáisiúnta, é Músaem Óige*

*Ligeann Músaem Óige do gach duine, páistí go speisialta, foghlaim ó ghnéithe nádúrtha agus saothraithe den domhan, go speisialta as earraí déanta do, agus ag, páistí. Tá sé i gceist againn taispeántas de dhéantáin chultúrtha/stairiúla a léiriú agus scéalta agus eispéiris pháistí de gach cineál ó thréimhsé éagsúla a bhailiú. Chomh maith leis na déantáin agus taispeántais bhuna, beidh taispeántais shealadacha nasctha le himeachtaí éagsúla agus deiseanna foghlama.*

*Go minic, is daoine fásta a dhéanfaidh na déantáin seo agus is iad na páistí a bheidh ag idirghníomhú leo ar bhealaí éagsúla. Is áis neamhfhoirmeálta a bheidh sa Mhúsaem do pháistí agus do theaghlaigh a spreagfaidh cruthaitheacht*

## Executive Summary

### Our Vision

The National Museum of Childhood (hereinafter Museum / NMC) is a novel initiative designed to deliver a world-class facility celebrating and engaging the spirit of childhood. To be located in the historic Carnegie building in Dún Laoghaire, the Museum will have as its principal objective the collecting, curating and exhibiting of historical artefacts. Our primary aim is to create meaningful and lasting experiences for both children and adults to share.

### Our Mission

Internationally, the concept of a Museum of Childhood is not new; excellent examples exist across America, Asia and Europe.

“Museums of childhood are essentially cultural institutions devoted to studying, learning and representing the lives of children in the past through their material culture”

(Pascoe, 2013).

A Museum of Childhood enables everyone to explore, play, learn from, and enjoy both man-made and natural aspects of the world. We aim to display an extensive collection of Irish cultural/historical artefacts, including toys, childhood equipment and costumes. We hope to gather the stories and experiences of children from their own, and other eras and environments. Permanent artefacts and displays will be supported by a programme of temporary exhibitions linked to events and interactive learning opportunities. We hope that both children and adults will engage with these, and make full use of the museum as an informal resource which inspires a journey of shared play and lifelong learning together.

Specifically, the Museum will:

- Tell the story of the day-to-day lives of children growing up in Ireland through a fascinating array of artefacts related to childhood both in Ireland and the wider world
- Stimulate and nourish the imagination of both children and adults by appealing to their sense of adventure and fun
- Foster innovation and creativity for all
- Create extraordinary family learning experiences through interactive and interdisciplinary engagement
- Offer research opportunities and an extensive outreach programme
- Contribute to the regional, national, cultural and tourism economy in a significant and distinctive way

# Who we are

The Museum Board and Steering Group have been working for almost 3 years on this initiative to establish a National Museum of Childhood in Dún Laoghaire. The Steering Group was set up in 2014 from a broad spectrum of expertise to support the establishment of the Museum. It comprises members from diverse fields including education, business, architecture, exhibition and installation design, and visual communications (see Profiles Appendix 1). The Steering Group continue to receive advice in museum conservation and curatorship by experts in their fields, including personnel from the Victoria and Albert Museum of Childhood, London, and Edinburgh Museum of Childhood.

Early in the process a number of initiatives were carried out to gauge interest in such a museum. 10,000 signatures were collected in support of a Museum (at the Carnegie building) and very high levels of positive reactions recorded from initial local businesses and schools' surveys. A commercial venture called "Eduventure" was established in Dún Laoghaire (94 George's St. Lower) to provide early seed funding for the development of the Museum, and to facilitate social inclusion by providing funds for free programming.

In May 2016, the Museum was formally registered as a company (limited by guarantee) which will seek to obtain charitable status in due course. A Board for the Museum has been established and membership confirmed. In addition, a specialist Funding Sub-Committee has been put in place.

## Why a National Museum of Childhood?

Currently, there are very few dedicated offerings in Ireland of childhood collections facilitating learning and cultural engagement. The Ark, Tara's Palace, and Imaginosity target the child and family audience from different perspectives. Both the Dún Laoghaire Lexicon and National Maritime Museum offer educational and cultural programmes, as do the National Museum and the National Gallery. However, no venue offers the unique combination of historic collection, interactive learning possibilities and creative engagement in Ireland today. A gap exists currently in the national and local market which a Museum of Childhood could fulfil. The proposal is that the Museum be located in the Dún Laoghaire/Rathdown Borough, where, in addition to delivering a unique and innovative offering, the Museum will:

- Boost the revitalisation of the Dún Laoghaire region overall
- Create significant economic impact as a high-grade family destination for both the tourist and domestic markets to complement existing attractions in the area
- Generate increased footfall (there are more than 200,000 visitors to Edinburgh Museum of Childhood per year), enhancing local businesses and retail outlets using existing excellent transport links
- Tap into the ongoing growth in the national population (up 8.2% from the 2006 to the 2011 Census). There are now more families with children, 12% more than 5 years ago. In all, 23% of Ireland's population is aged 15 or under
- Service the leisure needs of the sustained increase in overseas visitors to Ireland (in 2014 up 9% on 2013, with a total of over 2.5m visitors to Dublin and the South East alone)
- Add to the town's cultural heritage thus building on the momentum of the recently opened Dún Laoghaire/Rathdown Lexicon
- Offer a unique support to national, social and educational policies affecting children and childhood development through the revised Curriculum and the National Children's Strategy
- Increase civic and community pride by having such a Museum, which raises the profile of Dún Laoghaire both nationally and internationally.
- Offer broader research opportunities, artistic residencies and an extensive outreach programme linking to local and national organisations through creative collaborations and partnerships.

## Key advantages to Ireland

Themes of Irish childhood past and present will be explored through our archive. Exhibits will reflect on the past by representing thoughts and experiences through the objects of childhood years. The collections housed at the Museum and related educational programmes will foster innovation and creativity through fascinating contemporary exhibits including the handling collection. National engagement is our ambition so that an understanding of the past can inform and enhance life-long learning.

The dynamic heritage of childhood will be interpreted through objects drawn from its unique collection. The Museum will champion arts and education by encompassing current thinking around STEM and STEAM (science, technology, engineering mathematics and the arts) for a range of audiences. We will link with national pre-school (Aistear) and primary and secondary curricula by hosting educational programmes and workshops designed to involve children in creative and imaginative ways.

The Folklore Archive at UCD [www.ucd.ie/folklore/en/](http://www.ucd.ie/folklore/en/) is a primary source for us, as is the History of Irish Childhood Research Network <https://irishchildhood.wordpress.com> Future collaborations are being explored with: Brick.ie, The Irish Diecast Modelling Group, Model Railway Societies, Meccano Clubs, Púca Puppets, individual collectors, and Irish Toy manufacturers.

## Key Benefits to Dún Laoghaire

The Carnegie building was vacated 2 years ago with a move to the bespoke designed Lexicon Library on the seafront. Our aim is to conserve and maintain an existing historical building and further enhance the rich cultural heritage of Dún Laoghaire/Rathdown by creating a museum in the borough. The proposal for a museum at the Carnegie building will complement and link with existing offerings thereby creating a cultural hub in Dún Laoghaire. It is ideal from a size, location and historic perspective, and in terms of social regeneration for this area. This is primarily a local project, supporting urban regeneration but secondly a project of national significance. The rationale for a National Museum of Childhood in Dún Laoghaire is convincing, and we need to ensure that this project is based in the borough.

Some of the benefits associated with locating the Museum in Dún Laoghaire are as follows:

- Increased footfall enhancing local businesses and retail outlets making use of plentiful local transport links
- Potential to raise the profile of Dún Laoghaire and increase local, national and international visitor numbers
- Spin-off effects leading to creation of new business outlets, e.g. children's toy and clothing shops
- Increased civic and community pride in the Museum and interest in improving and maintaining the local environment in Dún Laoghaire to support this flagship venture.
- According to Digital Dún Laoghaire, 65% of those surveyed chose Dún Laoghaire as a location for lifestyle reasons, with 43% citing accessibility to public transport as a key factor in their decision.
- An additional location for events.
- The new cruise ship berth for Dún Laoghaire will increase the need for a variety of local cultural attractions catering to tourists.

Already it has been established by way of surveys, letters of support, and feedback from the citizens of Dún Laoghaire that there is genuine support and strong interest in the Museum. This community support for the concept of a museum of childhood in Dún Laoghaire has been a key driving force of this project. The Museum requires a state-of-the-art facility to house items of cultural heritage related to childhood. The Carnegie building is ideal setting which can provide exhibition and workshop space for a year-round programme of collection-based interactive learning. It is also ideal for various activities such as hands-on arts programmes, educational workshops, drama and stagecraft, multicultural performances and events, and book/toy lending library.

## Key markets

We expect high visitor numbers from educational institutions as our programmes complement and link with national curricula guidelines. A preliminary straw poll in the region concluded that in many cases schools took multiple trips to Dublin throughout the academic year. The top child-focused Dublin destinations included the Zoo, the National Aquatic Centre, the Book of Kells in Trinity College, Kilmainham Gaol and Dublinia. In the surrounding counties, Tayto Park, Powerscourt House and Gardens and Brú na Bóinne/Newgrange (Fáilte Ireland.ie) were also in the top tier. Other comparable institutions such as The Ark and Imaginosity accounted for 10-20% of visitor numbers. The Museum will travel to schools outside the greater Dublin area and take the Museum “on the road” with creative learning modules designed for the classroom. Apart from the educational sector, key markets include:

- Families
- Tourists – families, summer students, individual adults
- Community groups.

We will promote the Museum of Childhood through advertising and marketing on Social Media and E Mail, with targeted advertising in relevant educational journals and periodicals. Site visits and occasional off-site exhibitions are also planned. It is envisaged that expertise in marketing to educational and tourism sectors will be by voluntary appointment to the Board with student placement and interns support in the interim period. A total of 60,000 visitors are expected in the first year. This figure is based on capacity data garnered from Museums of Childhood in London and in the USA, where 12,000 square feet of exhibition area and related public space (reception area/ shop/ café/ etc.) can accommodate an annual attendance of 200,000. The Carnegie building has a capacity of over 4,000 square feet including public space which equates to potentially 60,000 visitors per annum.

## Local surveys

Amanda Chambers, a Board member of Eduventure, conducted surveys in April and August of 2016 to gauge interest in the perceived benefits of a Museum of Childhood in Dún Laoghaire. The sample populations were drawn from the general public at three locations; the People’s Park, the East Pier, and Bloomfields Shopping Centre, and also from local businesses. Monthly surveys are on-going with Scoil Lorcáin, a Gael Scoil in Monkstown, carrying out a whole-school survey (of approximately 500) as is the Dominican Convent National School. Survey findings to date have indicated a very positive response to a National Museum of Childhood indicating that at both local and national levels a forum on childhood in Ireland is long overdue. Through monthly surveys we are continuing to gather supportive data and we will update as appropriate. Scoil Lorcáin, in Monkstown and the Dominican Convent in Dún Laoghaire are distributing survey sheets at present. Survey findings to date have indicated a very positive response to a National Museum of Childhood indicating that at both local and national levels a forum on childhood in Ireland is long overdue.

## Demographics

Primary school numbers in the 5-14-year age group have increased since 2006 by 12% to 979,590 (Census 2011) which informed our commitment to a whole-town cultural hub policy. In addition to this, an 8.2% increase in the population of the State as a whole is recorded, with 23% of Ireland’s population in the under 15 years of age category. The target audience for children of 15 years and under is:

- State: 967,357
- Leinster: 566,208
- Dublin City and County: 453,871 (ESRI Feb. 2015).

Creating links to Irish population abroad, especially in Britain and America, will feature significantly in building the audience for the Museum. If the Museum were to attract a conservative 30% of the target audience market share, an attendance interest of 170,000 per annum could be expected, thus honouring our commitment to a whole-town cultural hub policy.

[Source: [www.nationalgallery.ie/files](http://www.nationalgallery.ie/files); Symposium: *Audience development in Museums and Cultural Sites in Difficult Times*]

# Social Engagement

The Museum at the Carnegie building, Dún Laoghaire, will promote and encourage social involvement and engagement. The Carnegie building in Dún Laoghaire is an ideal location for the Museum of Childhood in light of a shared mission with its namesake, Andrew Carnegie (1835-1919). Carnegie, a philanthropist, was committed to empowering local communities by making education accessible to all through matched funding. He used his vast wealth for community donations and to establish more than 2,800 libraries worldwide. A Museum of Childhood in the Carnegie building could celebrate his legacy and honour his vision for engagement and learning within the community.

Any research into the history of social involvement and engagement invariably touches on the work of Patrick Geddes. The Scottish biologist, town planner, campaigner for environmental and social justice, was committed to community empowerment and the active involvement of the local population in the restoration, regeneration and re-imagining of their own environment, both physical and social.

Drawing inspiration from such social innovators, we too feel passionate about the fate of Dún Laoghaire, and as Ireland has no national museum dedicated to childhood, our Board seeks to establish a Museum at the Carnegie building, Dún Laoghaire. We will assemble, exhibit and preserve a national collection of childhood related objects. We wish to house that collection sympathetically within the disused, but locally loved, historic building and to do so within the widest social and community remit possible.

## Within the Community

**Phase 1** of our initiative saw our fund-raising board open “Eduventure Ltd,” (a second-hand goods shop), at 94 Lower Georges Street, Dún Laoghaire. The objective was to raise initial seed funding for the Museum of Childhood. Eduventure would contribute to subsequent funding for free events and programmes at the Museum. The shop has been crucial in terms of funding but also in providing evidence of the extent to which the people of Dún Laoghaire have taken the idea of a National Museum of Childhood at the Carnegie building to their hearts. Our volunteers, thus far, have come to us through the Dún Laoghaire/ Rathdown Volunteer Centre, French and German Government sponsored language schemes, local English language schools, Active Retirement groups, local schools and the South Side Partnership-administered TÚS scheme. Many came as customers and stayed to volunteer. The steady supply of volunteers drawn from all areas and ages within our community, and their willingness to support our cause is a testament to the regard for this initiative. As part of our commitment to public engagement, our Steering Group has given talks on the project to community groups and spoken to the people who use our town daily. We carried out a local business survey and received a 99% positive reaction to the proposal. We have collected over 10,000 signatures in support of a Museum at the Carnegie building. [Appendix 3], and a schools’ survey produced a 100% positive response to our proposal.

**Phase 2** Representatives from conservation, historical and architectural backgrounds were invited to take part in Focus Groups to explore innovative ways to fund the proposed restoration and to define best practice with regard to conservation of the building under the guidance of Dún Laoghaire/Rathdown County Council Architecture Department [Appendix 4].

**Phase 3** A National Museum of Childhood Board was formed, followed by an application for charitable status. The in-depth collaboration between local residents and the Board has been the focus of this community enterprise from conception to completion. The re-purposing of the building will be highly accessible for diverse groups and interests - parent and child, older as well as younger citizens, those with disability, student groups and local business. We anticipate a rise in volunteering opportunities created within the community and a considerable resource for local students (IADT, UCD), and those from further afield. The Museum of childhood can offer an increased sense of community and civic pride in Dún Laoghaire. Survey findings to date have indicated a very positive response to a National Museum of Childhood indicating that at both local and national levels a forum on childhood in Ireland is long overdue.

**A building saved, a community revitalised, a major cultural institution established!**

## Within the Wider Community

A national focus on childhood is long overdue so we factored this into our planning for the Museum. Outreach programmes will have both virtual and physical aspects. A lively website with current event schedules and “App” groups will encourage participation, as will our collections on loan. Collaboration between city and rural cultural venues will be a feature of Museum planning. Our concept is to ignite and inspire discourse on childhood and related objects, and also to gather information/objects from a range of childhood stories. By bringing exhibitions to small communities and major regional towns, we hope to capture a shared experience throughout Ireland,

## Within the International Community

International partnerships and collaborative projects are essential to the dynamism of our concept for a Museum. To deliver on such projects we will ‘travel’ with our exhibitions and ‘invite’ to ours. We embrace the EU funded LEM philosophy. (The Learning Museum). We have received invitations from museums abroad, excited by the prospect of an Irish focused Museum of Childhood and equally we are eager to welcome interesting cultural exhibitions on the theme of childhood here. Diversity

We are committed to establishing an inclusive resource which is welcoming to all regardless of beliefs, ethnicity or gender. Our aim is to involve the increasingly varied interests, cultures and beliefs of the diverse community of children growing up in the Ireland of today. In this commemorative year, we wish to echo the guarantee of “religious and civil liberty, equal rights and equal opportunities” as proposed in the 1916 Proclamation.

There are four general principles that underpin all children’s rights, as defined by the United Nations Convention on the Rights of the Child, which Ireland signed up to in 1992:

1 Non-discrimination means that all children have the same right to develop their potential in all situations and at all times. For example, every child should have equal access to education regardless of the child’s gender, race, ethnicity, nationality, religion, disability, parentage, sexual orientation or other status

2 The best interests of the child must be “a primary consideration” in all actions and decisions concerning a child, and must be used to resolve conflicts between different rights. For example, when making national budgetary decisions affecting children, Government must consider how cuts will impact on the best interests of the child

3 The right to survival and development underscores the vital importance of ensuring access to basic services and to equality of opportunity for children to achieve their full development. For example, a child with a disability should have effective access to education and health care to achieve their full potential

4 The views of the child mean that the voice of the child must be heard and respected in all matters concerning his or her rights. For example, those in power should consult with children before making decisions that will affect them.

Our commitment to “cherishing all the children of the nation equally” can be effectively served through the range and variety of programmes provided by the Museum. We have spoken with the Department of Children and Youth Affairs; the Children’s Mental Health Coalition; the Children’s Rights Alliance and the Department of the Ombudsman, Dr. Niall Muldoon, for advice on best practice, in the implementation of our policies and services.

## Disability – Access and Participation

Our aim is to ensure that audiences, artists and participants with disabilities can engage as fully as possible with the activities of the Museum. The Museum will collaborate with the Arts Council, Arts Disability Network (ADI), and Arts and Disability Ireland (ADI) to support us to deliver on our commitment to access, engagement and diversity of practice.



# Benefits to all

- Benefits children through a variety of educational interactive learning and hands-on programmes and activities for social interaction opportunities for children and parents
- Engages the community through employment and volunteering opportunities in a socially inclusive way across the communities, and collaborating with health and social sectors to reach vulnerable children
- Benefits schools by providing opportunities for Transition Year students to engage in project-based work including inter-generational work with the older generation
- Benefits language schools by providing opportunities for their students to engage in project-based work and, in addition, forging strong links to communities abroad
- Encourages and enables through its outreach programme intergenerational conversations around childhood
- Preserves our cultural heritage by having a state-of-the-art facility to house items of cultural heritage related to childhood, for collectors to have an obvious home for their collections ensuring a sustainable infrastructure to avoid losing important collections to the state in the future
- Provides opportunities for the exploration of founding principles in primary science and innovation in the play of childhood.

# Making the National Museum of Childhood a Reality!

The Museum Board (hereinafter Board) and Steering Group have been working for almost 3 years to develop this initiative with the aim of positioning it within the wider community in Dún Laoghaire. Contacts have been established with individuals who are prepared to support the initiative with technical skills, artefacts for the collection and ongoing commitment to assist in creative content and marketing. We contacted a range of potential funders and supporters at policymaker and political level, as well as carrying out detailed research in relation to the layout of the facility. Best practice in current curricula informed our programme planning and comparative studies referencing similar international institutions abroad have been completed. This document was prepared in the context of Dún Laoghaire/ Rathdown County Council's request for innovative proposals for use of unoccupied facilities within the Council's area. We are ready to move into the implementation phase immediately with the approval and support of the Council. Indeed, the Board would welcome the opportunity to engage in an early dialogue with Council officials and members in order to move into the next phase – making the Museum a reality.

**2014** - The initial project group prepared an extensive plan outlining our mission and vision for the Museum which identified key markets and impact. Support was garnered from businesses, educational and cultural communities. Potential collaborative partnerships continue to be explored in the public and private sectors, nationally and internationally

**2015** -A commercial venture, “Eduventure”, was established in Dún Laoghaire (94 George’s St Lower) to provide early seed funding for the development of the Museum and to facilitate social inclusion by providing funds for free programming. “Eduventure” will continue to support the operation of the Museum on an ongoing basis. In addition, it will continue to act as a community outlet to gather information, ideas and feedback first hand from those who visit the shop. “Eduventure” is an important vehicle for promoting the establishment of a National Museum of Childhood in Dún Laoghaire through its volunteers, visitors and customers of the shop and engagement with community groups, local businesses and schools

A number of initiatives were carried out to gauge interest in such a museum. 10,000 signatures were collected in support of a Museum (at the Carnegie building) and very high levels of positive reactions recorded from initial local businesses and schools’ surveys

Letters of support were received from language schools in the area and beneficial relationships have been forged through work placements for students

Opportunities for future visits from international students were identified. Strong relationships are being forged with the Irish Genealogical Society, the Dún Laoghaire Historical Society, the Southside Partnership, the Dún Laoghaire Rathdown Public Private Network and the Dún Laoghaire Volunteer Centre

Our core value is to ensure a sustainable model for public participation in all our initiatives for the Museum and to ensure that the local communities benefit from this resource

**2016** -A Board was set up from a broad spectrum of expertise to support the establishment of the Museum. The Board comprises members from diverse fields including education, business, architecture, exhibition and installation design, and visual communications. The purpose of the Board is to bring the Museum from concept to creation by outlining the vision and mission and providing a robust business and financial plan

A key aim of the Steering Group was to identify a suitable building to house the Museum, ideally in the Dún Laoghaire/Rathdown Borough

The Board has access to advisors with expertise in museum conservation and curatorship including advisory support from the Victoria and Albert Museum of Childhood, London

In May 2016, the Museum was formally registered as a company (limited by guarantee) which will seek to obtain charitable status in due course.

As a registered charity, the Museum will operate on the guiding principle of affordability, access and inclusivity for all. To enable this, a hybrid funding solution will include financial and in-kind support from local and national businesses, private donations, grant-aid, a crowd funding campaign, and layered membership and support network

An extensive partnership and collaborative framework locally, nationally and internationally will establish and develop mutually beneficial projects and programmes across sectors. The Museum intends to establish a specific funding sub-committee to ensure it

can honour its access and participatory opportunities.

## A National Museum of Childhood - Translating our Vision and Mission

Exhibits will be engaging, encouraging active participation and joyful opportunities for inter-generational exchange of skills and stories. In keeping with current educational initiatives, we believe that children learn through play, which, in turn, is an integral aspect of holistic learning. We envisage an energetic and creative atmosphere, anchored by our foundation collection which will engage the senses, ignite the imagination and inspire new ideas.

We aim to engage with key community stakeholders, including community education and business groups to gather collective feedback and shared ideas for museum content and purpose. Community engagement will lead to dynamic exhibition platforms that reflect childhood through the decades and offer a unique historical perspective on Irish social history.

Museum audiences can expect to engage with programmes which:

- Use technology for interactive and educational experiences with artefacts
- Facilitate children's enjoyment of tactile engagement with artefacts
- Offer new and original exhibitions.



### Sample Programme:

| Object                | Context   | Programme                      | Extension  |
|-----------------------|---|--------------------------------|--|
| →                     | →   | →                              | →  |
| Daisy Mary Quant doll | doll exhibition historical reference and comparison | workshop making dolls' clothes | collaboration with fashion college or manufacturer |

Our partnerships with third - level institutions will provide research collaborations and create sustainable cross-sector partnerships. These will enhance exhibition and education themes and content. We will collaborate with museums abroad in order to facilitate and support cultural exchange.

In short, there is:

- Nothing like it in Ireland today
- A huge potential for a high-grade family destination for both the tourist and domestic markets to complement existing attractions in the area
- An increase of 9% in overseas visitors from 2013 to 2014, with a total of over 2.5m visitors to Dublin and the South East
- An accelerated growth in the national population (4,588,252) with an 8.2% growth from the 2006 to the 2011 Census, resulting in a 12% rise in families with children in the last 5 years
- A growing focus and attention on the social and educational government policies affecting children and childhood development through the new school curricula and the National Children's Strategy.

*[Sources: Fáilte Ireland, Census 2011; and National Children's Strategy]*

## How the Museum will be resourced

We have completed significant financial planning work in relation to both the capital and revenue components of the Museum. It is estimated that an initial capital investment of €2m will be needed to cover:

- Re-purposing the building
- Pre-opening costs
- Exhibition design
- Exhibition schematics
- Fabrication of exhibitions
- Collections management
- Marketing audit
- Fundraising audit for long term strategy
- Opening costs (Year 1 operations).

Thereafter, an annual operation budget of €355,000 to include staffing, building management, insurance, operations, marketing and on-going fundraising efforts is foreseen. The initial investment of an estimated €2m will cover pre-opening costs and the first year of operations. Any monetary windfall is expected to initiate an endowment for the museum that can be built upon as part of its annual fundraising initiative.

It is envisioned that approximately 150 visitors plus staff can be in the building at any one time, taking fire and safety laws into consideration. We anticipate charging a notional fee of €3 per person, with a 2-hour visit and 4 visit time slots per day, and visitor numbers of 130 at any one time. Ideally though, the Museum would like to offer children free admission so as to encourage repeat visits and social inclusion and will actively seek funding solutions to facilitate this. We hope that all ongoing profits from Eduventure will enable us to provide free interactive programmes in the Museum on an ongoing basis. If charging a €3 fee, total maximum projected revenue per day is €1,560. In a 6-day operational week, maximum door revenue would amount to €9,360 per week with expected minimum revenue of €450,000 per annum, against the estimated ongoing running costs of €355, 000.

A dedicated Funding Sub-Committee, with the appropriate expertise and the provision of a fully worked fundraising strategy and campaign is in place. The aim of this group will be to obtain funding from philanthropic donations, major gifts, sponsors, and obtain grants through the various state bodies to ensure the sustainability of the Museum and its programmes. A refined financial plan will be put in place to include annual revenue from visitor entrance fees, retail sales, exhibition sponsorship, special events, rental of facilities, etc. A Museum Board of Trustees will have ultimate financial responsibility for the company. Annual audited accounts will be produced, and income growth expected in the first 3 to 5 years will be based on projections for similar new company growth with targeted marketing.

Ongoing costs of the Museum will be largely self-funded, through corporate partnerships and profits from the café space. Additional revenues for operational costs will be raised through a Museum shop, educational workshops, corporate venue hire; touring exhibition programmes. We have identified a wide range of potential candidates to contribute funding support in the statutory, voluntary, commercial and philanthropic sectors.

The Museum will be managed by an experienced staff to include: a director, curator, marketing manager and volunteers. As the Museum becomes more financially viable, we envisage that further staff will be added as necessary. The Museum will make extensive use of volunteers drawn from senior citizens' networks, third level colleges and organisations such as the ICA. Internships and research opportunities will be

offered where appropriate.

## Our Programmes and Exhibitions

The programme and exhibition environment will be designed with the cognitive levels of our diverse audience in mind. It will include displays, interactive platforms and collections designed to spark curiosity and engagement. In any one day at the Museum, young people can discover primary science and engineering by engaging with the principles of “coil and spring”. A stimulus might be an exhibition of windup toys, observing and recording the design and structure of earlier models and prototyping their own inventions! Second and third-level students could engage with older people on the Museum’s “Sharing Skills” programme, thus encouraging learning and engagement between young and old. The literature in the permanent collection would have much to offer for those taking part in a Creative Writing Workshop, (perhaps based on their childhood recollections?) led by our Writer in Residence. Other visitors might take a guided tour of the childhood toys in our collection given by one of our volunteers.

Core activities planned for the Museum would include the following:

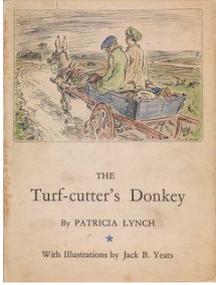
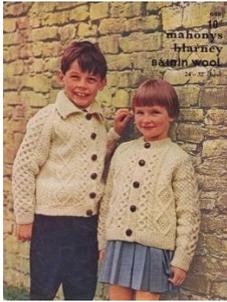
- Exhibitions based on historical artefacts relating to childhood
- A child and multi-generational family-centred space /hub
- Programmes with an educational focus linked to the National Curriculum (Appendix 2)
- Guided tours for school groups
- A heritage-rich discovery centre for locals and tourists alike
- After School ‘Club House’
- Literacy, numeracy, and technological programmes (e.g. Fighting Words, STEPS and Coder Dojo)

### Interactive Approach and Education for all Ages

Concept Study of Museum Cabinet - Cabinet View



Concept Study of Museum Cabinet - Cabinet Interior

|                           | Collection Group   | Interactive (Technology)  | In-house Programmes for children  | Extension programmes Evening  |  |
|---------------------------|--|---|---|---|--|
|                           |     |   |   |   |  |
| Book collection.          | <p>“Once upon a time”</p> <ul style="list-style-type: none"> <li>Books/pictures/objects relating to Classical /contemporary literature.</li> <li>Irish language/international languages/legend/folklore essays/stories, past/present.</li> <li>Quill, pens, chalk. Paper.</li> <li>Type-writer, computer, printer. E-reader</li> </ul> | <p>History of:</p> <ul style="list-style-type: none"> <li>Storytelling</li> <li>The book, the collections</li> <li>The written word</li> <li>Illustration</li> <li>Bookbinding</li> <li>Paper.</li> <li>Links to other book collections</li> <li>Computers, printers, typewriters</li> <li>Links to UCD archives</li> </ul> | <ul style="list-style-type: none"> <li>Storytelling, writing, illustrating, animating, book making, paper making, bookbinding, calligraphy, poetry, local and family stories. Photography. Genealogy. Nature.</li> <li>local Geography .Science.</li> </ul> | <ul style="list-style-type: none"> <li>Talks by Irish and international storytellers, authors, illustrators, animators and directors.</li> <li>Evening classes: Calligraphy. Languages.</li> <li>Fighting Words.</li> <li>Talks by the Society for the Study of Children’s literature</li> <li>Mick Roche and Antonius Prime</li> </ul> |  |
| Clothing through the ages | <p>“Don’t cast a clout ‘til May is out!”</p>                                | <ul style="list-style-type: none"> <li>Children’s clothing, accessories and footwear.</li> <li>Christening gowns, Communion dresses, Confirmation, party wear.</li> <li>Dance costumes, Sports gear and school uniforms.</li> <li>Summer/ Winter clothing.</li> <li>Swimwear</li> </ul>                                     | <ul style="list-style-type: none"> <li>Evolution of children’s clothing in Ireland:</li> <li>Linen, Tweed, Lace,</li> <li>Wool. Aran Knitwear.</li> <li>Link to Cobh Museum: History of Irish dancing costumes</li> </ul>                                   | <ul style="list-style-type: none"> <li>Dressing-up. Bloomsday.</li> <li>Knitting, sewing and pattern making. Weaving.</li> <li>Project work as a group.</li> <li>Embroidery. Felting.</li> <li>Halloween. Easter bonnets</li> </ul>   | <ul style="list-style-type: none"> <li>Talks by designers, craftspeople and manufacturers. Clothing Conservation.</li> <li>Work-shops by the ICA. Old photos</li> <li>“what were we wearing!”</li> <li>Style.</li> </ul> |

|                              |   |  |  |  |
|------------------------------|---|--|--|--|
| The body [and diet]          | <p>“Who was Jim Figgerty?”</p>  |   |    |   |
|                              | <ul style="list-style-type: none"> <li>• Washing, grooming</li> <li>• Medical devices, braces, crutches, iron lungs, spectacles</li> <li>• Our favourite foods</li> <li>• Teething rings, hot-water bottles. Baby bottles, remedies</li> </ul>  | <ul style="list-style-type: none"> <li>• Children's recipes through the ages.</li> <li>• Medicine, health, nutrition and the</li> <li>• Prevention of disease</li> <li>• Holidays. The history of Parties and</li> <li>• Celebrations.</li> <li>• Children in the archaeological record <a href="https://blogs.nd.edu/iris/hstories/">https://blogs.nd.edu/iris/hstories/</a></li> </ul> | <ul style="list-style-type: none"> <li>• Play hospital. Ambulances.</li> <li>• Tents. Play house.</li> <li>• Children’s cookery demonstrations</li> <li>• Have your Party at the museum</li> <li>• Nurses, Doctors &amp; Medics</li> </ul>   | <ul style="list-style-type: none"> <li>• Talks by cooks, dentists, doctors &amp; medical historians</li> <li>• First -aid classes. Mental Health</li> <li>• Mindfulness. Prevention of child ailments</li> <li>• Breast feeding.</li> </ul>  |
| Toys, hobbies & collectables | <p>Before the Playstation!</p>  |    |    |    |
|                              | <ul style="list-style-type: none"> <li>• A variety of children's toys.</li> <li>• Working model trams and railways.</li> <li>• Dolls. Doll houses.</li> <li>• Teddy Bears.</li> <li>• Rocking horses.</li> <li>• Games from past to present.</li> <li>• Collectibles. Lego displays.</li> </ul> | <p>Links to other Irish and international collections.</p> <ul style="list-style-type: none"> <li>• Berkeley collection of Toys</li> <li>• Toy Museum Waterford.</li> <li>• Buchanan Collection.NI.</li> <li>• Links to toy collectors, such as Martin Bolger (Model cars)</li> </ul>  | <ul style="list-style-type: none"> <li>• Lego</li> <li>• Wooden blocks</li> <li>• Papier mâché work-shops,</li> <li>• Dolls, teddies</li> <li>• Train sets</li> <li>• Puppet theatres.</li> <li>• Meccano.</li> <li>• Cars, tractors</li> <li>• Jig-saws,</li> <li>• Science demonstration</li> <li>• Board games and cards</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrations and talks by enthusiasts, clubs and experts.</li> <li>• Toy appraisals.</li> <li>• Bring your favourite toy to the museum day.</li> <li>• What are the top 10 toys each year?</li> <li>• Talks by experts from HICHRN</li> <li>• The Leslie Daiken Collection</li> </ul> |

|                  |                                 |  |   |  |   |  |  |  |
|------------------|---------------------------------|--|---|--|---|--|--|--|
| Outdoor pursuits | <p>Hurling through the ages</p> |    |    |    | <ul style="list-style-type: none"> <li>• Sporting equipment</li> <li>• Outdoor games</li> <li>• Street Games</li> <li>• Playground equipment</li> <li>• Hiking cycling and camping paraphernalia</li> <li>• Holiday mementos</li> <li>• Hurleys</li> <li>• Slingshots/catapults.</li> <li>• Boats. Bucket &amp; Spade.</li> </ul> | <ul style="list-style-type: none"> <li>• A guide to games</li> <li>• Outdoor equipment and their histories</li> <li>• A guide to the local playgrounds</li> <li>• The Scouting Association and the Guides.</li> <li>• The GAA. Rugby</li> <li>• Orchard robbing!</li> <li>• Sailing. Sea.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrations, exercises and games.</li> <li>• Indoor bicycle.</li> <li>• Hoop-la, skipping, hop-scotch</li> <li>• Chess and draughts.</li> <li>• Game rhymes</li> </ul> | <ul style="list-style-type: none"> <li>• Connect with sports clubs, and scouting organisations (including Sea Scouts, Cubs and Beavers)</li> <li>• Coillte</li> <li>• Green Flag.</li> <li>• Wind and Solar energy</li> <li>• Water conservation</li> <li>• Recycling</li> </ul> |
| Child-sized      | <p>Suí síos!</p>                |  |  |  | <ul style="list-style-type: none"> <li>• Child sized furniture: Chairs, stools, high-chairs, beds, cribs</li> <li>• Prams, pushchairs, car-seats</li> <li>• Crockery and cutlery: Plates, dishes, cups, spoons &amp; forks.</li> <li>• Napkins and rings</li> <li>• School desks</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Links to similar collections within Ireland and internationally</li> <li>• Tree &amp; play house design</li> <li>• Bicycles. Scooters. Skates</li> <li>• Ride-on toys</li> </ul>  | <p>Child sized play house,<br/>Furniture and fixtures.<br/>Play Shop, with produce.<br/>Reconstructed schoolroom. "An bhfuil cead agam dúl go dtí an leithris?"<br/>Programmes to try some of the exhibits.</p>    | <ul style="list-style-type: none"> <li>• Painting children's furniture</li> <li>• Sugán chair making.</li> <li>• Constructing and decorating for children today</li> <li>• Talks on the evolution of designing for children</li> </ul>   |

We would foster partnerships with national and international galleries and museums, the Lexicon Library, the Lambert Puppet Theatre, the Dalkey Heritage Centre, the Joyce Tower, Maritime Museum, local music schools, international embassies and animation companies.

## Visual Communications, Exhibition Design and Technology

The Museum and exhibitions will have a distinctive and consistent house-style.

Exhibition themes, design, communication and associated activities will be based on ever-evolving displays of artefacts and collections to ensure variety and interest for all visitors, rather than a static archive.

The exhibition design and visual communications strategy should accommodate any theme/display of artefacts that the Museum has to offer.

The Museum will actively embrace and implement new media technologies. A website and app will be used to:

- Promote the Museum and outline its purpose and aspirations
- Give an account of the contents and activities in the Museum (*this would serve as an introduction to the Museum before a visit, act as a guide during a visit, and become a reference point after a visit*)
- Show a calendar of events
- Provide logistical information and useful links
- Tie in with off-site activities and events organised with other groups or solely by the Museum

Accessible on visitors' personal devices or through Museum hardware, the app and website will be an intrinsic part of the exhibition. In addition to giving information on the exhibits, a digital interface lends itself to a multitude of educational and interactive possibilities which are constantly improving. A strong online application would tie into social media sites and other valuable online promotional platforms. The use of Virtual Reality, 3D Printing and Music Technology will enhance the visitors' experience. Children will enjoy learning to code in the museum's very own Coder Dojo. Exhibitions and artefacts on the Museum's site could be "liked" or "pinned" on visitors' own personal pages. Details with our Technology Partners are being finalised.



## Collection Conservation and Care

The enthusiastic response to the project from those within the museum community such as directors, educational facilitators, curators and conservators has been rewarding. They have responded to our sincere commitment to establish a museum of the highest standards. Adhering to the Heritage Council's Museum Standards Programme For Ireland ([www.heritagecouncil.ie](http://www.heritagecouncil.ie)) is a priority for us at the National Museum of Childhood. Clear guidelines exist to ensure best practice in constitution and policy along with management, care, exhibitions and access. A full report is being prepared in this regard, and relevant documentation and policies will be in place before any loan or exhibition is undertaken in the museum.



# Costings

Schedule of costs based on a set-up and year on running costs

|   | Item   | Description   | Carnegie Cost     |
|---|--|---|-------------------|
| 1 | Removal  | <ul style="list-style-type: none"> <li>Part removal of late 20th century furnishings</li> <li>Removal of internal ramp at rear extension</li> <li>Partial removal of part of glass screen to back extension to accommodate new door</li> <li>Partial removal of modern steps to the garden</li> <li>No changes to existing historic fabric</li> </ul>   | €16,000           |
| 2 | Building Repair                                  | <ul style="list-style-type: none"> <li>Contingency for Roof, windows etc. (assuming no major repairs)</li> </ul>  | €100,000          |
| 3 | Mechanical and Electrical                        | <ul style="list-style-type: none"> <li>Re-wiring of existing building using existing runs new lighting, wiring for exhibits</li> <li>Existing fire alarm, Intruder alarm upgraded</li> <li>New CCTV system to be installed</li> <li>New data and communications area</li> <li>Existing heating and hot water system tested, new plumbing where required (new water connections water supply and waste), new boilers, tanks, solar panels</li> </ul> | €200,000          |
| 4 | Interventions                                    | <ul style="list-style-type: none"> <li>Café (new roof light, floor, fit out, new glass door)</li> <li>New toilets</li> <li>Small fit out adaptations staff office (ref to appendix 3)</li> <li>Garden works (new covered seating area, minor landscape changes)</li> <li>Roof signage, 'pinwheel' logo.</li> </ul>  | €100,000          |
| 5 | Professional Fees                                | <ul style="list-style-type: none"> <li>Architect/conservation architect</li> <li>Mechanical and electrical engineer</li> <li>Structure engineer</li> <li>Graphic designer and media consultant</li> </ul>   | €104,000          |
| 6 | Exhibition fit out (including professional fees) | <ul style="list-style-type: none"> <li>Exhibition Cabinets</li> <li>'Activity Plinth' integrated mechanical and digital, sensorial elements</li> <li>Children Spaces, play zones open for kids to explore aspects of childhood</li> </ul>   | €660,000          |
|   | <b>Total</b>                                     | •   | <b>€1,180,000</b> |

|                         |                 |          |
|-------------------------|-----------------|----------|
| Fixed Operational Costs | Rent            | *        |
|                         | Rates           | €81,200  |
|                         | Cleaning        | €15,000  |
|                         | Maintenance     | €8,000   |
|                         | Security        | €5,000   |
|                         | Insurance       | €8,000   |
|                         | Phone/Internet  | €10,000  |
|                         | Workshops       | €10,000  |
|                         | Miscellaneous   | €50,000  |
|                         | Salaries        | €110,000 |
|                         | Apps            | €16,000  |
|                         | Website         | €9,000   |
| <b>Total</b>            | <b>€322,200</b> |          |

# Funding

An integrated funding strategy is in place for when Dún Laoghaire Rathdown grant a decision to use the Carnegie building for the Museum/alternative building sourced within an agreed timeframe. This will involve the setting up of a dedicated funding working group with the appropriate expertise and the provision of a fully worked fundraising strategy and campaign is in place. The aim of this working group will be to obtain funding from philanthropic donations, major gifts, sponsors, and obtain grants through the various state bodies to ensure the sustainability of the Museum and its programmes. A financial plan will be put in place to include annual revenue from visitor entrance fees, retail sales, exhibition sponsorship, special events, rental of facilities, etc.

Ongoing costs of the Museum will be largely self-funded through corporate partnerships and the tendering of a café space. Additional revenues for operational costs will be raised through a Museum shop, educational workshops, corporate venue hire and touring exhibition programmes. Eduventure, the second-hand shop, will fund the Museum's programming costs, as will those listed below;

- Museum fund- raising sources/initiatives
- Eduventure - established second-hand shop providing funds for programmes at the Museum
- Projects – fund raising
- Friends of the museum
- Donations at door
- Hire of Museum space for private events
- TV reality show – the restoration/conservation of the Carnegie building as a museum of childhood
- Whole town 'hub' events. Victorian Day. International Day of the Child.
- A Song for the Museum (royalties)
- A Christmas Carol for the Museum (royalties)
- A book for the Museum (royalties)
- Sponsorship of publicity generated through our 'Antiques Road Show' programme (identification of artefacts)
- Museum Café
- Museum shop
- Teddy bear hospital
- Specially designed items such as cards and windmills to sell
- Sponsorship received through Late Late Show appearance call for artefacts
- Sponsorship received through TV/Radio slot (call for artefacts)
- Corporate sponsorship
- Bórd Fáilte
- Government and other funding agencies
- Arts Council
- Annual funding (unlimited)
- The purpose of annual funding is to provide stable and secure funding to certain arts organisations (on an annual basis). Applicants may request a contribution towards both operating and artistic programming costs
- Annual programming grant (unlimited)
- The purpose of the annual programming grant is to assist applicants with the costs of their artistic programme. The scheme is not intended to provide support for ongoing operating/ administrative costs.
- Touring and dissemination of work scheme (unlimited)
- This scheme is designed to support the touring and dissemination of work in certain arts disciplines for tours starting between January 2017 and June 2017, and is open to applicants who are resident in the Republic of Ireland or Northern Ireland. Tours may travel to both Northern Ireland and the Republic of Ireland
- The Ireland Funds
- Small Grants Round

[www.theirelandfunds.org/index/cms-file-system-action/small-grants-round-guidelines-2016.pdf](http://www.theirelandfunds.org/index/cms-file-system-action/small-grants-round-guidelines-2016.pdf)

up to €10,000 may be granted

only not-for-profit and charitable organisations.

- Promoting Irish Culture and Heritage

the Ireland Funds support Irish culture and heritage by providing funding for programs that promote cultural awareness and understanding; preserve uniquely Irish art forms and artefacts; increase public access to a variety of art forms and collections support community arts initiatives; and ensure the protection of and access to Irish heritage sites and resources.

- The Community Foundation for Ireland

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

- The National Lottery Funding Schemes

Fund for Heritage Council The following projects are funded from the National Lottery Beneficiary Fund through the Heritage Council: Archaeology, Museums, Architecture, Research Publications, Buildings at Risk, Wildlife, Local Heritage.

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

- Social Entrepreneurs Ireland

Provide funding, mentoring and support to high potential social entrepreneurs and their projects. Open call annually for applications for two programmes – Impact Programme for established and effective project and Elevator Programme for projects in early stages.

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

- Department of Children and Youth Affairs

[www.dcy.gov.ie/docs/dcy\\_funding\\_opportunities/2529.htm](http://www.dcy.gov.ie/docs/dcy_funding_opportunities/2529.htm)

Other

- Social Investors Corporate Support
- Community based fund raising initiatives
- Supermarkets
- Businesses – local and national. Maximum award unlimited

# Buildings considered

We considered several buildings and deemed the Carnegie building the most suitable for the purposes of the Museum. We looked at each site from a number of key perspectives:

- Size
- Potential for expansion
- Proximity to parking space
- Transport links/access
- Significant historical/architectural merit to become an iconic landmark of the future
- Leasing/purchase costs
- Location to add benefit to the 'life' of the town.

Table 3 below summarises our findings for each site under the key perspectives.

| Building   | Floor Area<br>(square feet) | Expansion Possibility | Historic Merit | Public Transport Access | Parking  | Lease / Buy | Retail Impact |
|--|-----------------------------|-----------------------|----------------|-------------------------|----------|-------------|---------------|
| <i>basement</i> , Pavilion Centre,<br>Marine Road. | 2,500                       | no                    | no             | yes                     | yes      | lease       | no            |
| Carnegie Building,<br>Library Road.                | 4,000                       | yes                   | yes            | yes                     | yes      | lease       | yes           |
| CBS School,<br>Eblana Avenue.                      | 10,000                      | yes                   | yes            | yes                     | yes      | (sold)      | no            |
| Coal House Building,<br>Kellys Avenue.             | 2,000                       | yes                   | yes            | yes                     | possible | (sold)      | yes           |
| Cottage Home,<br>Tivoli Road.                      | 8,000                       | yes                   | yes            | no                      | yes      | (sold)      | no            |
| Ferry Terminal,<br>Harbour Road.                   | 45,000                      | adequate<br>as is     | no             | yes                     | yes      | lease       | no            |
| Senior College,<br>Eblana Avenue                   | 8,000                       | yes                   | yes / no       | yes                     | no       | lease       | no            |
| The Old Fire Station,<br>George's Place            | 8,000                       | yes                   | yes            | yes                     | possible | lease       | yes           |

# Proposed Location for the Museum

Dún Laoghaire and its environs has a strong reputation in the promotion of arts through educational and cultural engagement. The proposal is that such a cultural facility be located in Dún Laoghaire/ Rathdown, completing the hub by being the only signature child-centred organization in the borough. Along with partner organizations such as the Lexicon Library, the Museum will contribute further to the revitalisation of the region and add to the town's cultural heritage by providing a cultural repository. The opportunities for participation, learning and enjoyment for all will be enhanced by the Museum, while simultaneously increasing footfall to the town. We are conscious of the town's long-term standing as a tourist destination and believe that a National Museum of Childhood would represent a considerable commercial boost to Dún Laoghaire.



# The Carnegie Building

## Architecture

The Carnegie building was vacated over 2 years ago with a move to the bespoke DLR Lexicon Library on the seafront. The Carnegie building is a beautiful, unusual and historic building. It previously represented a place and resource for education and learning which is consistent with the concept for the proposed Museum. It is a place which is well known and loved by the people of Dún Laoghaire. The positioning of a resource which is educational and cultural in purpose, combined with a broad generational appeal is envisaged as having the potential to invigorate and bring visitors and groups to this area of Dún Laoghaire's main street which has suffered from neglect. The Museum would represent a vibrant cultural point to counteract this and would be a new landmark, a meeting point and place for the community at large to enjoy. The Specific Local Object (107), of the current development plan, states that the Dún Laoghaire Carnegie building 'be retained for public and community use'. The Museum is an ideal use for this historic building, securing its future and contributing to development in the area.

## Building Context

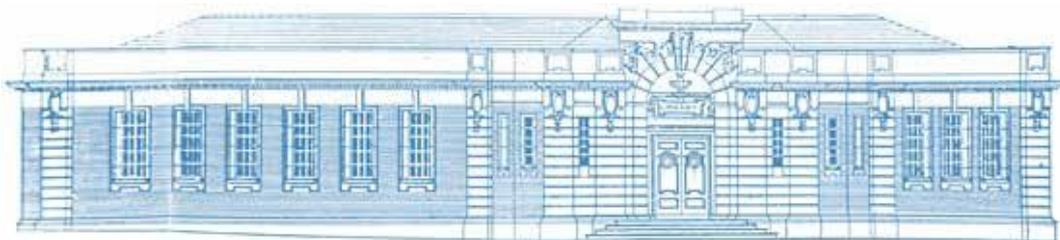
The Carnegie building is located at the end of George's Street Lower. This end of Dún Laoghaire's main street has suffered from neglect and the Museum would form a vibrant cultural point to counteract this. The Museum would join the Lexicon, the Town Hall and the Maritime Museum as one of the cultural institutions of the town. The Carnegie building is situated close to buses, the DART, and planned cycle ways. Ample parking is available in Bloomfields and Cinema car parks. A bus drop-off point could use existing stops, or placed on one of the adjacent streets. The location would serve locals as well as visitors from across the country. The underused playground and community facilities at Library Road could enhance the experience for visiting groups.

## Conservation

The re-use of the building as a Museum is appropriate in terms of conservation as it retains its use as a community building. Any interventions in the building will be reversible and clearly legible as modern additions. By giving the building a use of national importance we hope to secure its future. A Conservation Statement is appended to this proposal (Appendix 4). The building, a protected structure dating from 1912 remains largely unchanged. Few alterations to the existing historic fabric are required for its use as a childhood museum as the functions have much in common. The unique patina of the building has acquired its character through time and these qualities would be retained as part of the community's memory.

The main "Reading Room" would become the chief display area, whilst what was originally the "Ladies' Reading Room" would become the café and workshop area. The building has already been adapted for universal access but a revised access is envisaged. Schedules of the existing and proposed areas and uses, as well as existing and proposed concept plans are presented in Appendix 5.

The Carnegie building was chosen as a preferred option for the location of the Museum as unique opportunity to Dún Laoghaire that is both national and local in focus. We believe that the Carnegie building offers the greatest potential in terms of its historic, social and architectural merits, its size and location along with the availability of nearby parking and transport links. Whilst specifying the Carnegie building as a preferred option, we remain willing to consider other locations in Dún Laoghaire. We reviewed 8 possible options from a number of perspectives before selecting the unoccupied former Carnegie Library building as the most appropriate site for the Museum.



# Museum Design Concept

|                         |  |
|-------------------------|--|
| <b>Entrance space</b>   | Temporary exhibit in Octagonal space.  |
| <b>Exhibition space</b> | The main space will accommodate both permanent and temporary exhibitions. Dictated by the content and exhibition themes, a modular display system will allow for design flexibility.     |
| <b>Workshops</b>        | There are two areas, one accessible from main entrance in the former Ladies' Reading Room and the second, a multi-media room, in the former History Room accessible from the main space. |
| <b>Café</b>             | The extension to side is converted to a café with easy access to garden.   |
| <b>Café Garden</b>      | A covered table with seating for 40 in the existing planted area and revised planting  |
| <b>Support rooms</b>    | located in existing staff area   |

*The architectural concept is elaborated in Appendix 4.*

## Conclúidí

*D'fhéadfadh an Músaem dea-thioncar áitiúil agus náisiúnta a bheith aige.*

- *Meallann sé an páiste ionainn go léir.*
- *Cuireann sé áis turasoireachta faoi dhíon ar fáil sa tír don mhargadh náisiúnta agus idimáisiúnta.*
- *Líonann sé bearna sa mhargadh agus tacaíonn le háiseanna ealaíne, cultúrtha agus turasoireachta eile.*
- *Ceiliúramn sé páistí an náisiúin: sa lá inniu, roimh seo agus san am atá le teacht.*
- *Áis oideachais den chéad ghrád a bheidh ann, a luíonn isteach le Curaclam na Bunscoile agus le tionscnamh STEAM an rialtais.*
- *Cabhróidh sé le hathbheochan sóisialta áitiúil.*
- *Meallfaidh sé daoine go príomhshráid Dhún Laoghaire mar go mbeidh béim againn ar iompar poiblí.*
- *Tá sé i gceist againn formhór na gcostas a chlúdach muid féin.*

## Conclusions

This report concludes that the Museum can make worthwhile and significant contributions on both local and national levels for a number of reasons:

- It brings out the child in everyone!
- It provides a unique year-round indoor visitor attraction in the country for the growing domestic market
- It offers a uniquely Irish experience to the tourist market (Cruise ships)
- It complements existing national and local arts, cultural and heritage offerings
- It offers the potential for participation and collaboration locally, nationally and internationally
- It recognizes and celebrates the status of the nation's children; past, present and future
- It addresses education and learning in a unique, stimulating and creative environment.
- It is informed by the National Primary Schools' Curriculum and the STEM and STEAM government initiatives
- It presents an opportunity for urban regeneration by increasing footfall to the Main Street in Dún Laoghaire.

## References

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- Pascoe, C. (2013). *A question of sources: Museums of childhood and Museums of children*, in *Children, Childhood and Cultural Heritage*, eds. Darian-Smith, K. & C. Pascoe, Melbourne: Routledge.
- Putnam, R.D. 2nd ed. (2000). *Bowling Alone, the Collapse and Revival of American Community*. New York: Simon and Schuster.
- LEM. *The Learning Museum*. In 2014, LEM was incorporated into NEMO to become a permanent Working Group called "Learning Museum" with the aim to maintain and expand the network and continue the research and exchange activities carried out in the past. NEMO Network of European Museums

## Appendices

- Profiles of Board members
- Primary School Curriculum Guidelines
- 10,000 Signatures
- Conservation Statement
- Building Description Concept
- Specialists and Advisors to the Board
- Petition Sheets - Educational and Cultural Interest - 10 Surveys x 2
- Language in Dublin School - letter of co-operation/collaboration
- St Nicholas Montessori School, Dún Laoghaire
- Language School in Dublin, Language School, Dún Laoghaire

# Appendix 1

## Profiles of Board members of the National Museum of Childhood

### **Majella McAllister** (*Chair*)

Founder of The National Museum of Childhood, Dún Laoghaire. With a background in education, and a keen interest in social equality and entrepreneurship, she is currently pursuing an MBA.

In 2014, she successfully launched as Phase 1, Eduventure Ltd to (a) raise awareness of and to fund-raise for seed and matched funding and (b) ongoing funding for the Museum. She has continued to manage this in a voluntary capacity, leading a strong team of dedicated volunteers

Phase 2 saw her organise the Friends of the Carnegie (a restoration think-tank drawn from architectural, historical and conservation backgrounds)

Phase 3 of the project brings us up to date, with her formation of the Museum Board , with experts drawn from the museum, arts, business, architectural and educational sectors.

## Appendix 2

### The Primary School Curriculum Guidelines (Department of Education & Science)

**Katherine Lally**, *Senior Lecturer, Froebel, NUI Maynooth*

The aim to create a National Museum of Childhood in the beautiful Carnegie library building in Dún Laoghaire seems wholly worthwhile in light of the meaningful contribution it would make to the local and broader community. The museum would constitute an interactive space with a broad range of resources including toys and artefacts. Imagine the setting – a group of children gather around a model of an old steam train, discussing modes of transport and comparing these with the systems of today. A visit to the local train station later is used to resource a local project which is shared with others on-line. Another group engages with parents and grandparents in story-telling and reading, whilst a different group creates papier mâché figures of their own based on an antique doll. A key goal of the initiative is to promote the active involvement of children in a learning environment that is imaginative and stimulating.

The museum's goals are reflected in the guidelines provided by the Department of Education and Science. A key concern of the Primary School Curriculum is the importance of literacy and numeracy to personal fulfilment. Not only would programmes provide for a rich variety of activities which cater for the different needs of individual children, they would also promote inter-generational approaches where children would engage with those from older age groups. The curriculum also acknowledges that children live in and are a part of society, and that their personal development is deeply affected by their relationships in the home and with other people in society. The inclusive nature of the museum would extend beyond the local community to children from varied settings and backgrounds.

In keeping with the curriculum, an overall vision of the museum is to enable children to meet, with self-confidence and assurance, the demands of life, both now and in the future. The principles of Friedrich Froebel, the nineteenth century educationalist and creator of "Kindergarten", underpin both the primary curriculum and the ethos of the National Museum of Childhood. Froebel recognised that each child is a unique and creative being who needs to be respected, valued and recognised as an individual. He believed that the setting for learning should be an integral, educative part of the community, working in close partnership with members. Froebel emphasised the partnership between parents/carers and educators which should be sustained and strong to encourage each child to fulfil their potential. For Froebel, such an environment allows free access to a rich range of materials that promote open-ended opportunities for discovery, representation and creativity. The museum setting would be designed to nurture the child in all dimensions of his or her life and could make valuable contributions to national educational programmes. It would also be an ideal venue for educational visits from surrounding schools and those from other areas. We believe that the museum can provide opportunities for wonder, exploration, excitement and collaborative, purposeful learning. This can be achieved through innovative programmes which are appealing to children and the broader community. We hope to instil a love of learning that will express itself in an enquiring mind and a heightened curiosity. We believe that our endeavours to prepare children for further education and lifelong learning can be realised in the National Museum of Childhood in Dún Laoghaire.

## Appendix 3 Petition Sheets: 10,000+ signatures

*available on request*

# Appendix 4

## Conservation Statement

The proposed re-use of the library as museum would help to secure this protected structure's future. Its use would be retained as a community building and the new function requires minimal interventions to the existing historic fabric. The existing services would have to be upgraded and minor changes to the layout would be required but these, following conservation practice, would be made reversible and legible from the original structure.

While the current architectural proposal is at concept stage, it is clear that, with carefully considered development, the cumulative impact of the proposal would be positive and in the long term interest for the protected structure. This is an opportunity for the protected structure.

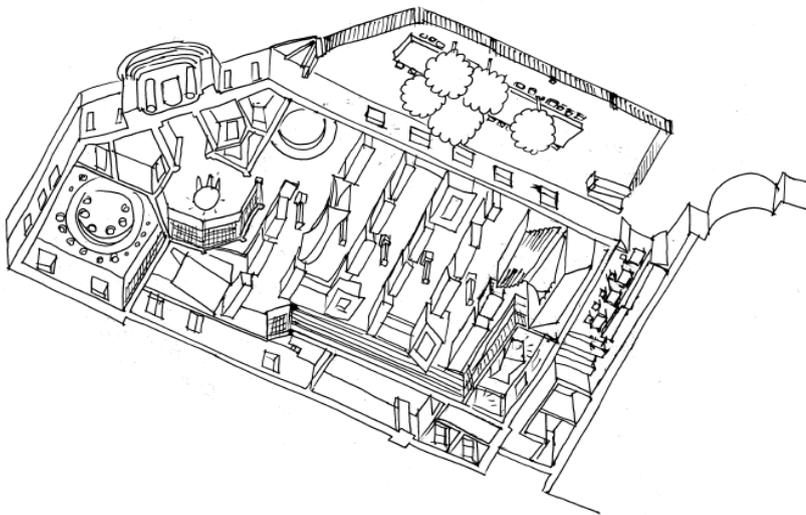
### **Robin Mandal**

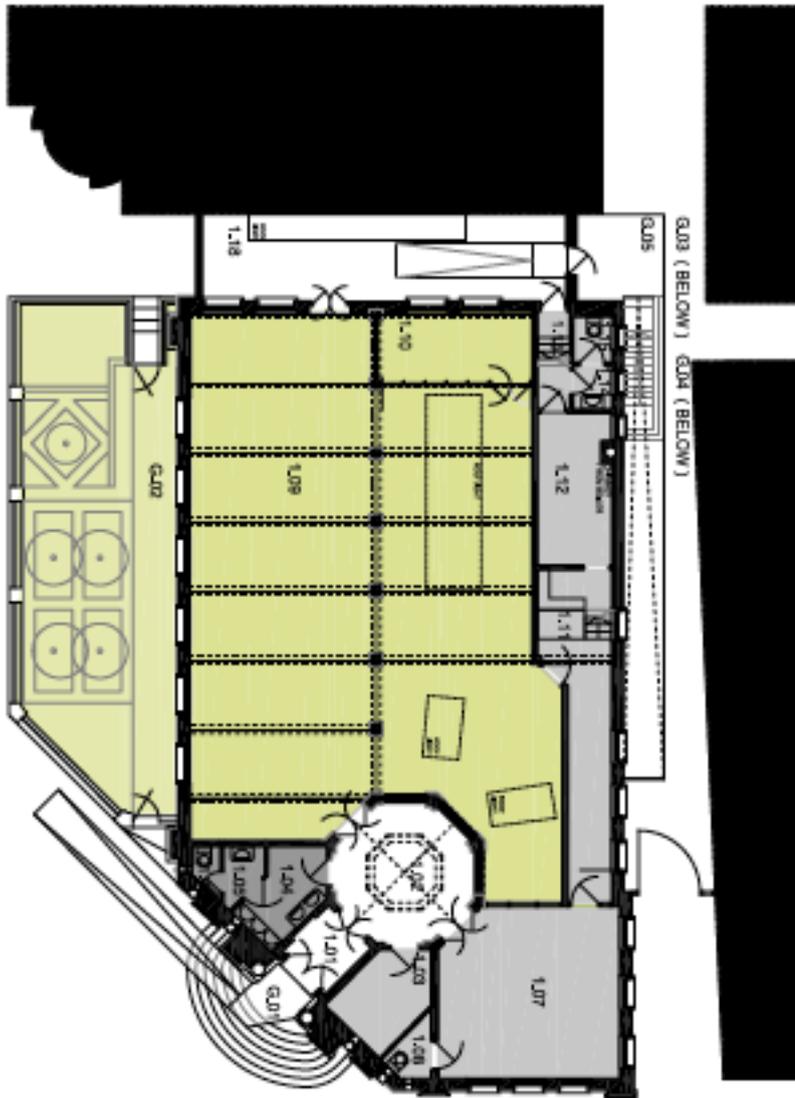
*Historic Building Consultant, RIAI Grade 1 Accredited Conservation Architect*

*B. Arch., M. Arch. Sc., F.R.I.A.I., R.I.B.A.*

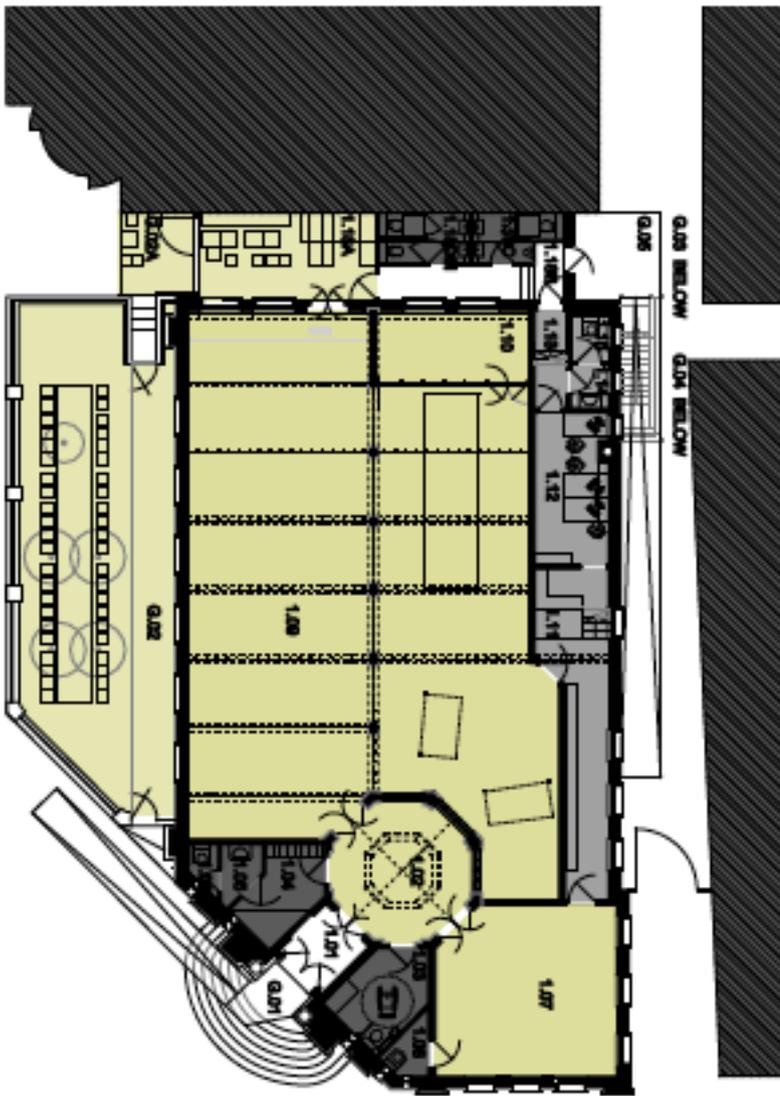
# Appendix 5

## Building Description and Concept





-  EXISTING NEIGHBORHOOD BUILDINGS
-  EXISTING FABRIC
-  STAFF ZONE (OFFICE, STAFF ROOM, TOILETS)
-  PUBLIC SERVICE ROOMS
-  PUBLIC LIBRARY ZONE
-  GARDEN
-  COMMUNICATION



-  EXISTING NEIGHBORHOOD BUILDINGS
-  EXISTING FABRIC
-  STAFF ZONE (OFFICE, STAFF ROOM, TOILETS)
-  PUBLIC SERVICE ROOMS
-  MUSEUM EXHIBITING ZONES
-  CAFE & OUTDOOR
-  COMMUNICATION

## Schedule of Areas

|                    | No.                     | area m <sup>2</sup> | Existing room function (Library)    | Proposed Function  |
|--------------------|-------------------------|---------------------|-------------------------------------|--|
| Ground Floor       | 1.1                     | 4.8                 | Entrance lobby                      | Entrance lobby   |
|                    | 1.2                     | 19.3                | Main entrance Hall                  | Main entrance hall (exhibiting space)                              |
|                    | 1.3                     | 8.9                 | Bicycle storage                     | Unisex accessible toilet   |
|                    | 1.4                     | 7.5                 | Male WC                             | Buggy storage and lockers  |
|                    | 1.5                     | 2.4                 | Male lavatory                       | Unisex Lavatory  |
|                    | 1.6                     | 1.4                 | Male WC                             | Unisex WC  |
|                    | 1.7                     | 35.8                | Office (old ladies library)         | Museum workshop room 1   |
|                    | 1.8                     | 2.1                 | Female toilets (access from Office) | Unisex toilet accessible from workshop room                        |
|                    | 1.9                     | 207                 | Main library room area              | Main exhibition area   |
|                    | 1.10                    | 14                  | History library                     | Museum workshop room 2<br>projection room / multimedia / workshops |
|                    | 1.11                    | 2.2                 | Staff room                          | Staff room (lockers, photocopier, stationery)                      |
|                    | 1.12                    | 13.2                | Staff kitchen                       | Office room (3 desks)  |
|                    | 1.13                    | 3.6                 | Corridor                            | Corridor   |
|                    | 1.14                    | 1.9                 | Female toilet lobby                 | Staff toilet lobby   |
|                    | 1.15                    | 2.9                 | Staff WC                            | Staff WC   |
|                    | 1.16a                   | 37                  | Extension / evacuation path with    | Café and new toilets   |
|                    | 1.16b                   |                     |                                     | Communication  |
|                    | 1.16c                   |                     |                                     | Male toilets ( 1 cubicle, 1 Urinal, 1 washbasin)                   |
|                    | 1.16d                   |                     |                                     | Female toilets (2 cubicles, 2 washbasins)                          |
|                    | Total ground floor area |                     | 364m <sup>2</sup>                   |  |
| Basement floor     | 0.01                    | TBC                 | Basement plant room ( Boiler room)  | To be kept as plant room   |
| Outdoor areas      | G.01                    | 20                  | Entrance Stairs with Ramp           | Entrance Stairs with Ramp  |
|                    | G.02                    | 90                  | Existing Garden                     | Café garden, long table, covered                                   |
|                    | G.03                    | 8.7                 | Basement Stairs Landing             | Refuse Area under Landing  |
|                    | G.04                    | 7.0                 | Basement Stair                      | Basement Stair   |
|                    | G.05                    | 38                  | Escape route ( ramp and landings)   | Outdoor gallery of kids art escape route<br>(Ramp and landings)    |
| Total outdoor area |                         | 163.7m <sup>2</sup> |                                     |  |
|                    | No.                     | area m <sup>2</sup> | Existing room function (Library)    | Proposed Function  |
| Roof area          | G.06                    | 170                 | Flat Roof Space                     | Museum of Childhood installation (beacon)                          |
|                    |                         | 230                 | Pitched / Dome Part of Roof         | Solar panels to be installed on a south side of pitched roof       |
|                    |                         | 40                  | Extension Roof                      | Refuse Area under Landing  |
| Total outdoor area |                         | 340m <sup>2</sup>   |                                     |  |

# Appendix 6

## Thanks

The Board of the National Museum of Childhood wish to express their gratitude to the following for advice/help received.

**Sally Cole**, *Assistant Curator, Newcastle-under-Lyme Museum*  
**Lyn Wall**, *Curator, Edinburgh Museum of Childhood*  
**Susan Gardiner**, *Curator, Edinburgh Museum of Childhood*  
**Frank Little**, *Head of Museum Services, Edinburgh*  
**Rhian Harris**, *Director, V & A Museum of Childhood*  
**Rachel Chambers**, *Assistant to the Director, V & A Museum of Childhood*  
**Joanna Bolitho**, *Marketing Manager, V & A Museum of Childhood, London*  
**Andrea Cunningham**, *Head of Learning, V & A Museum of Childhood, London*  
**Bevan O'Daly**, *Textile Conservationist, V & A Museum of Childhood, London*  
**Crístoir MacCárthaigh**, *Senior Archivist at UCD Folklore Archives*  
**Claire Ní Dhubhacháin**, *UCD Folklore Archives*  
**Elina Mc Hugh**, *The Ark, Children's Cultural Centre, Dublin*  
**Brian Crowley**, *Chair of the IMA*  
**Mira Höschler**, *Network of European Museums*  
**Dr Pat Cooke**, *Director, Arts and Cultural Policy, UCD*  
**Trevor White**, *Director, The Little Museum of Dublin*  
**Simon O'Connor**, *Curator, The Little Museum of Dublin*  
**Susanna Kelly**, *Archaeological and Object Conservation Specialist*  
**Rachel Phelan**, *Textile Conservation Specialist*  
**Noureen Qureshi**, *Collection Care and Preservation Specialist*  
**Lesley-Anne Hayden**, *MPSI Programme Co-ordinator, Heritage Council*  
**Ellen Ryan-Scarpello**, *Disability Access Facilitator, Curious Kids Museum, Michigan*  
**Fiona Ross**, *Director of EPIC*  
**Michael Counahan**, *Director, CHL Consulting*  
**Turtle Bunbury**, *Historian and Writer*  
**Sandra Maguire**, *Coder Dojo, Dún Laoghaire*  
**Cólman O'Driscoll**, *Príomhoide Scoil*

## Lorcáin

### Specialists and Advisors (architecture/conservation) to the Board

**Robin Mandal**,  
*Architect and Historic Building Consultant,  
B.Arch. M.Arch.Sc. FRIAI RIBA RSUA  
ARBUK*

**James Howley**,  
*Conservation Architect, FRIAI*

**Fionnuala Hayes**,  
*Conservation Architect, MRIAI*

**Tiego Feria**,  
*Lecturer, UCD School of Architecture*

**Peter Pearson**,  
*Historian and Conservationist*

**Emmeline Henderson**,  
*Irish Georgian Society*

# Appendix 7

## Educational and Cultural Interest - Surveys

available on request

# Appendix 8

## Language Schools - letters of co-operation/collaboration



18/05/16

Language in Dublin is a language school based in Dun Laoghaire, Co. Dublin.

We have been cooperating with Eduventure, a local charity shop, for approximately 2 years. Eduventure is one of the host companies we place unpaid work experience students with on a regular basis.

We learned that the shop had been set up with the aim of collecting financial support for the foundation of a National Museum of Childhood in Dun Laoghaire. We believe this initiative will greatly benefit the local community and also our students.

Language in Dublin offers minimum three social activities per week to all our students and the National Museum of Childhood could be a very good addition to our list of local social activities.

We also have a number of part-time students who come to Ireland to be au-pairs. The museum could serve as an educational and recreational meeting point for these students by means of them participating in workshops with the children, reading stories from old children's books, or interacting with other parents.

The museum as a cultural organisation could also be a possible host organisation we will approach in the future with the aim of placing students who wish to do an unpaid stage with a cultural institution.

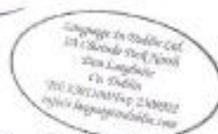
As a local business, we would be very happy to see this project become reality and we wish all the best to the management in achieving their goal.

Yours sincerely,

  
Gabriella Tarr

Student Experience Supervisor

The Language in Dublin Team  
1 Clarinda Park North, Dun Laoghaire, Co. Dublin  
Phone: 00353 1 2301100  
Skype: languageindublin  
Emergency phone number: 00353851739991  
[www.facebook.com/Lang.in.Dublin](http://www.facebook.com/Lang.in.Dublin)  
Website: <http://www.languageingroup.com/dublin-LiD>



18<sup>th</sup> May, 2016

Dear Majella,

Thank you very much for offering Work Experience Placements to our 2 Transition Year students , Laura Vega and Celia Perez. They both benefitted greatly from the experience and will return to Spain with very wonderful memories of their year spent in Dun Laoghaire.

Following our conversation, I would like to endorse that a Museum of Childhood would be a great boon to our area. Not only would it provide an excellent opportunity for our young people such as the Spanish, French, Austrian and Italian students visiting our school to gain an insight into childhood in Ireland, it would, also, provide a wonderful chance for our own young people here in the local area to see how the experience of childhood has changed over time. This is a great way for our young people to experience the awakening of their imaginations and acknowledge the wonders of childhood in the 21<sup>st</sup> century.

There is no such similar museum in Dublin, so it would be a unique draw for Dun Laoghaire. It is an excellent idea and I wish you the best of good luck in providing such an amenity in our town.

Yours sincerely,



---

Kay Mahon  
Managing Director

# Appendix 9

## Letter of support from St. Nicholas Montessori School

### *The National Museum of Childhood, Dún Laoghaire and its complimentary interaction with the Montessori Method of Education*

The National Museum of Childhood in Dún Laoghaire will be a significant addition to the learning experiences in the area. The recent addition of the DLR Lexicon has proven to be hugely beneficial for the children through its interactive and artistic programmes.

The facilities in the museum will enhance the children's learning experiences.

In the Executive Summary overview of the Museum it outlines as follows:

"The Museum will enable learning, encourage curiosity and imagination and provide rich educational opportunities for its audience through a dynamic exhibition, education and event programme encouraging hands on interactions and in depth observations."

This compliments the ethos of the Montessori Method of Education.

The Montessori Method is a child-centred approach to education using a range of specifically designed Montessori learning materials which are strategically arranged and available for use under the guidance of the teacher.

In early childhood, Montessori students learn through sensory-motor activities as Maria Montessori believed that nothing comes into the mind except through the senses.

**"The senses, being explorers of the world, open our way to knowledge"** Maria Montessori.

The Sensorial materials are designed to help the child develop discrimination and order. They help to broaden and refine the senses of smell, taste, touch, sight and sound, as well as spatial, thermic, and size discrimination, with each material isolating the sense being developed.

A rich cultural curriculum is unique to the Montessori Method. Dr. Montessori was passionate that the key to a peaceful world was held within the peaceful child. By exploring cultural activities including maps, music, food, and artefacts, with a focus on the similarities on people throughout the world and in their local communities, the child builds awareness of the world around them and develops a respect for all people.

**"Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment."**

Maria Montessori

Teaching History through an inquiry approach is very much part of the Montessori philosophy where students through investigation and analysis from multiple perspectives develop a deep understanding of the past.

The Museum will provide an historical outline of how children lived in the past and the cultural, social and economic factors that impacted on their education and development.

One of the key aspects of the Montessori Method is the multi-age classrooms allowing the children to work at their own level of understanding. In the carefully prepared environment of the classroom they develop self-confidence, independence, concentration and love of learning.

The hands-on experiences in the Museum of Childhood will deepen their understanding and have a lasting impact. Children make remarkable discoveries and experiment with knowledge when given encouragement and freedom to explore in an enriching environment.

**"Our aim is not only to make the child understand, and still less to force him to memorize, but to touch his imagination so as to enthuse him to his innermost core."** Maria Montessori

St Nicholas Montessori School, Dún Laoghaire would be delighted to assist in the design of a selection of Montessori based family packs similar to those provided by the V & A Museum of Childhood, Bethnal Green, London

Noreen Tierney, Principal,

St. Nicholas Montessori School, 16 Adelaide Street, Dún Laoghaire