



National Youth Circus Survey¹

October 2018 - March 2019



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**ARTS COUNCIL
ENGLAND**

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The UK Youth Circus Network

Survey Focus

Over the next five years CircusWorks plans to support, strengthen and develop the UK youth circus sector.

This project is a baseline survey designed to provide a detailed picture of the youth circus sector in England. We have gathered this information to gain a picture of current provision, discover what support is needed, and encourage buy-in to our future plans.

This information will then inform our 'Acorns to Oaks' project, with which we plan to substantially change the face of youth circus in the UK. Acorns to Oaks will assist youth circuses at all stages of their development, including supporting new initiatives, helping existing youth circuses to grow, and forging partnerships between youth circuses and other educational organisations. We will work with organisations to research the beneficial effects of circus, for instance through research into circus and physical literacy, and we will help to professionalize the sector, by providing training in teaching methods, management, and administration.

We have travelled the length and breadth of England to gather data for this survey, and it has been an absolute pleasure. The project has been an amazing opportunity to see the great work that youth circuses do across the country, and the passion with which youth circus practitioners carry out their work.

Many thanks to everyone who talked to us.

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Youth Circuses

Why Youth Circuses Are Founded – Top 5 Reasons

1. Local Need

17 responses

For the benefit of the local community, or because there were no youth circuses in the area.

2. In Response to Demand

8 responses

Founders were asked to start a youth circuses, or noticed that there was demand for one.

3. Funding Became Available

6 responses

In response to a local or national fund becoming available.

4. For Young People with Disabilities

3 responses

To address the lack of provision for young people with disabilities in the performing arts.

5. Because of Support

3 responses

Support from a larger organisation, e.g. youth circuses that grew from adult classes, or were otherwise developed within a larger framework.

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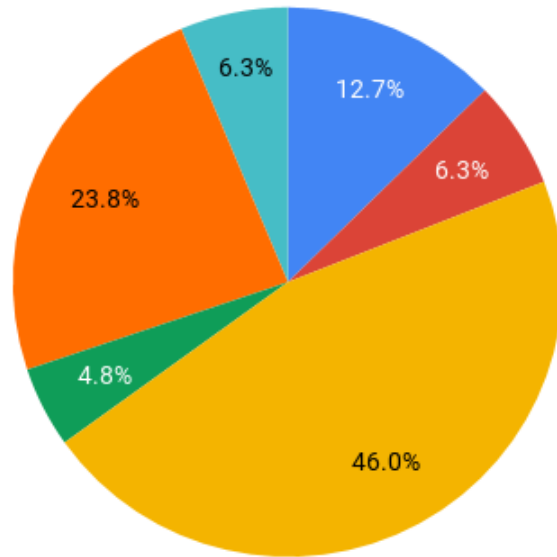
All Responses



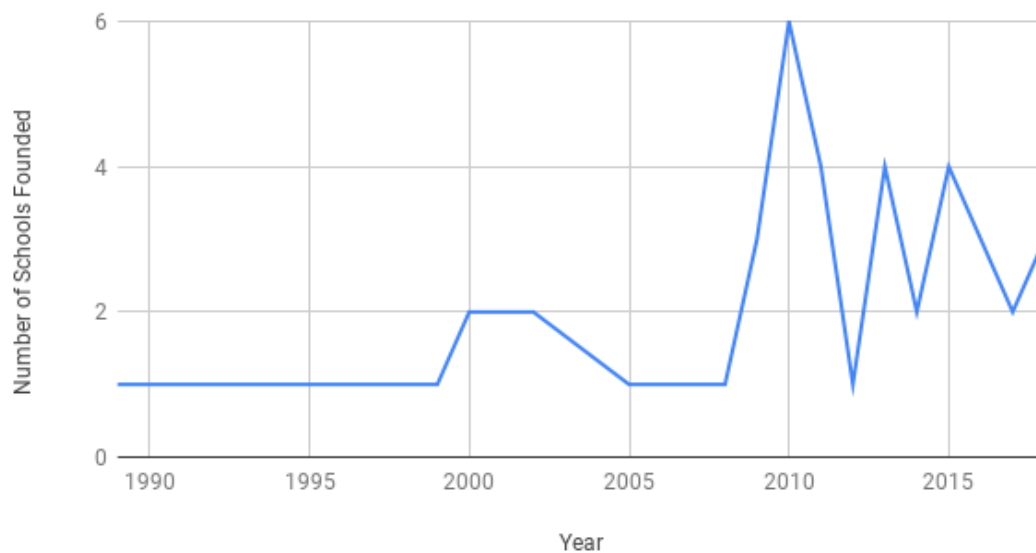
Further Information

Background of Founders

- Circus School Graduate
- Hobbyist
- Performer
- Project Manager
- Teacher / Circus Teacher
- Youth Workers



Year Founded

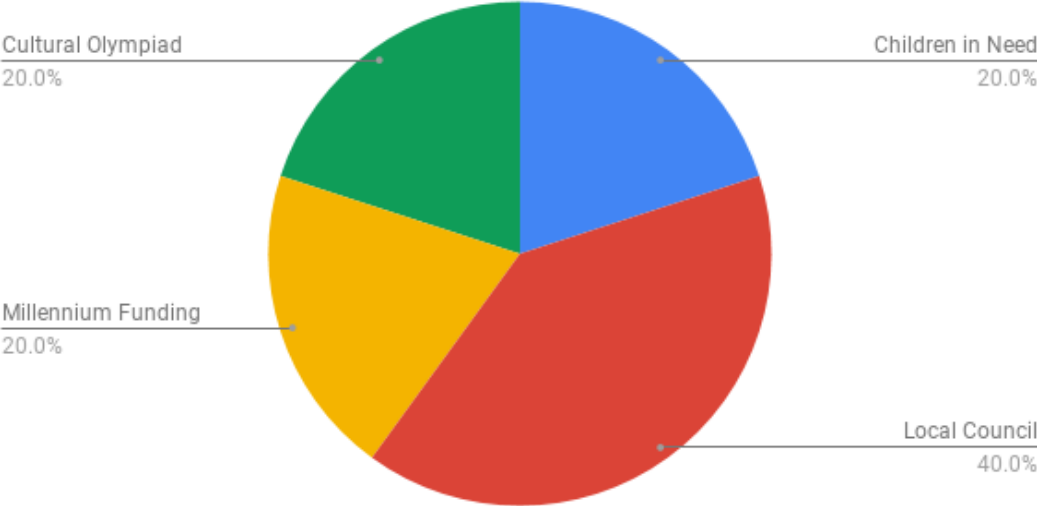


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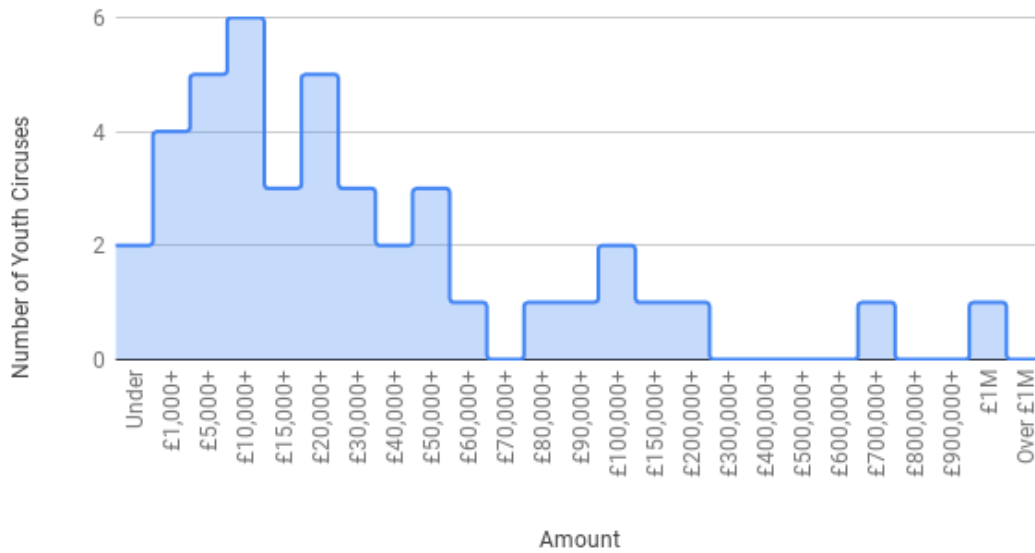
Start Up Funding

Where did start up funding come from?

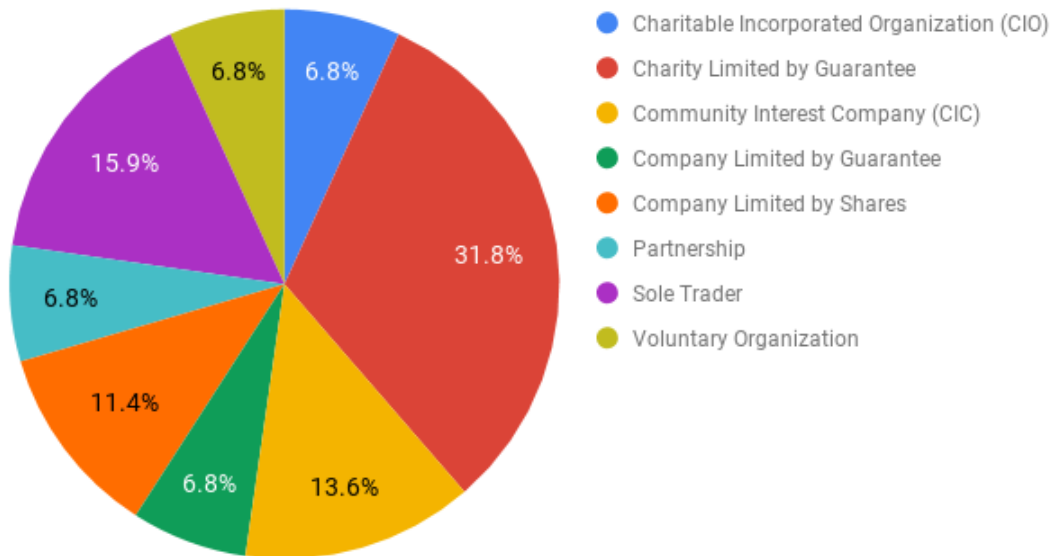


General Information on Organisations

Annual Turnover



Legal Status

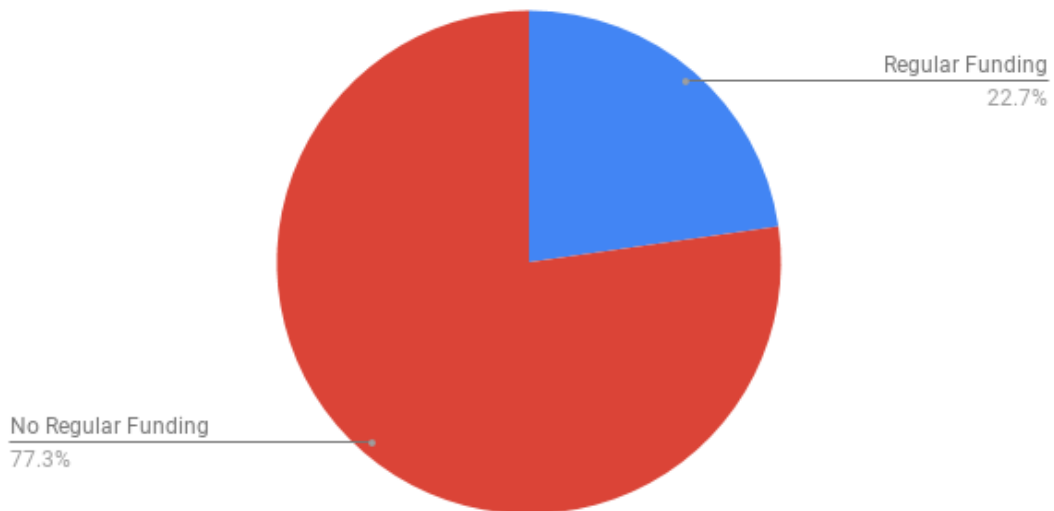


Funding

Core Funding

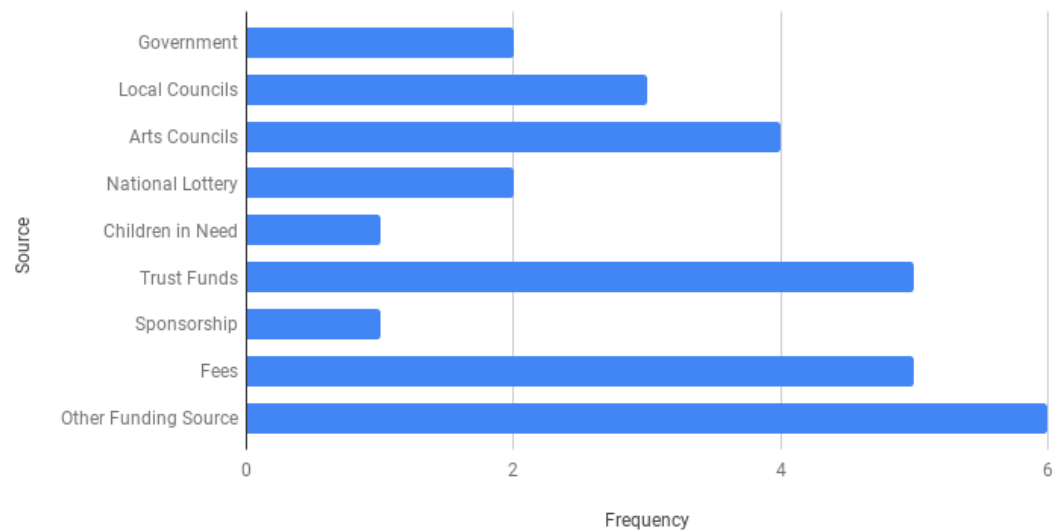
Funding

How many youth circuses have a regular funding stream?



Funding Source

Where does regular funding come from?



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Project Funding

Project Funding

Do youth circuses receive project funding?



Project Funding Sources

Answers that were repeated in multiple responses are larger.



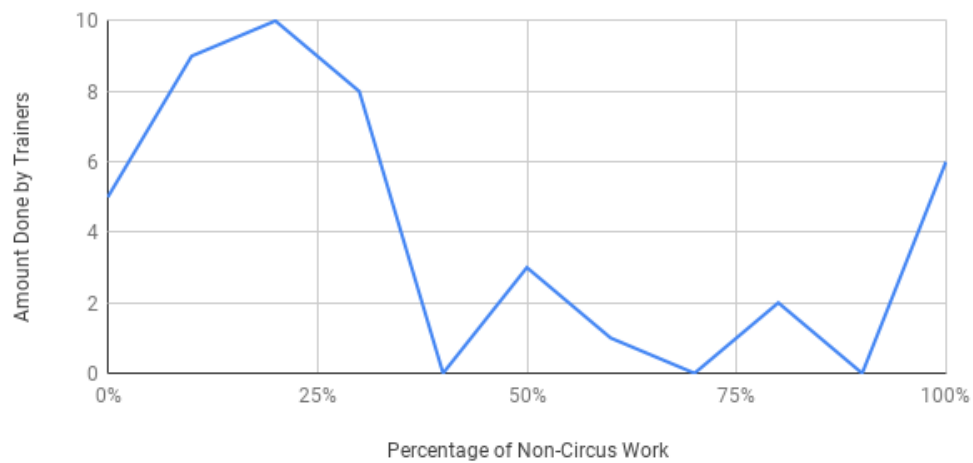
Infrastructure

Staff

Administration

Non-Circus Work

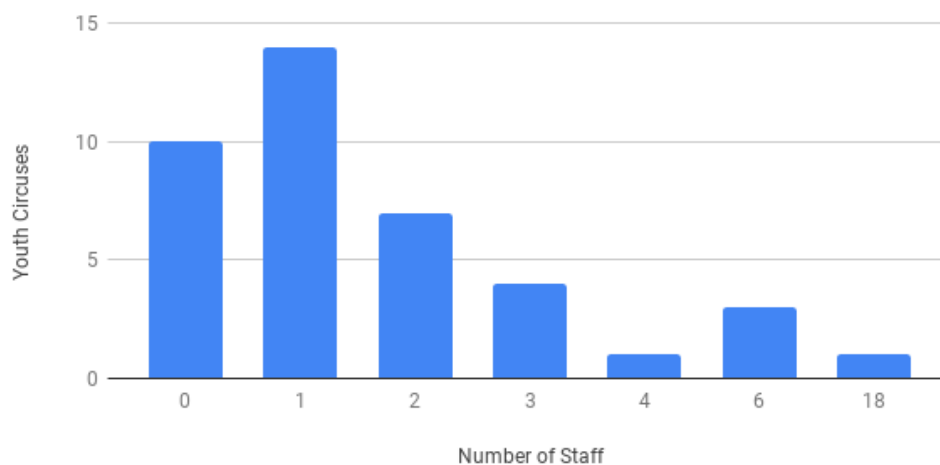
How much of the organization's non-circus work is done by circus trainers?



"NO resources for admin."

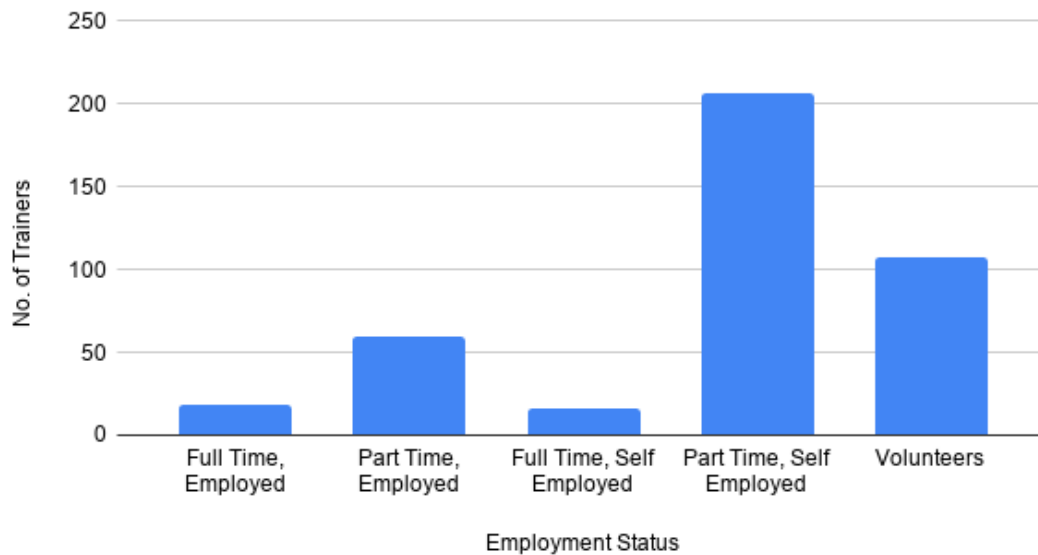
Non-Teaching Staff

How many non-teaching staff do youth circuses have (e.g. admin and technical staff)?



Trainers

Employment Status of Trainers



Trainers Fees

Average amount circus trainers are paid



Selected Notes on Trainer Fees

"We don't pay on an hourly basis. We pay trainers on a sessional basis (e.g. a flat rate for an evening's teaching)."

"We have different wage scales for different types of work."

"Wages depend on circumstances and workload."

"I think that wage rates should be scaled in terms of experience and training."

"Depends on if it is a funded project, and the experience of the trainer."

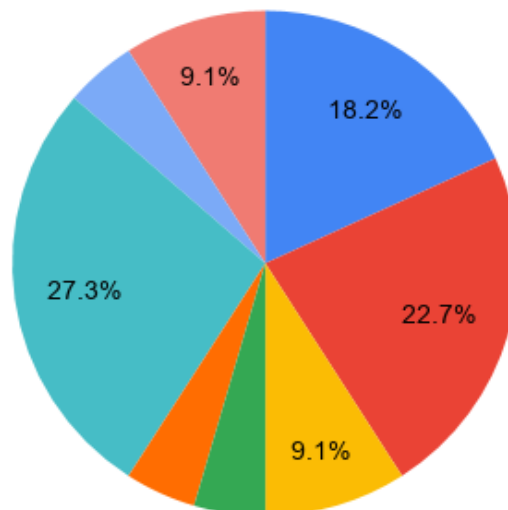
In Kind Payments

Trainers are sometimes paid in-kind, rather than financially. Some of the most common types of in-kind payments are detailed in the graph below.

In Kind Payments

What are trainers paid in kind?

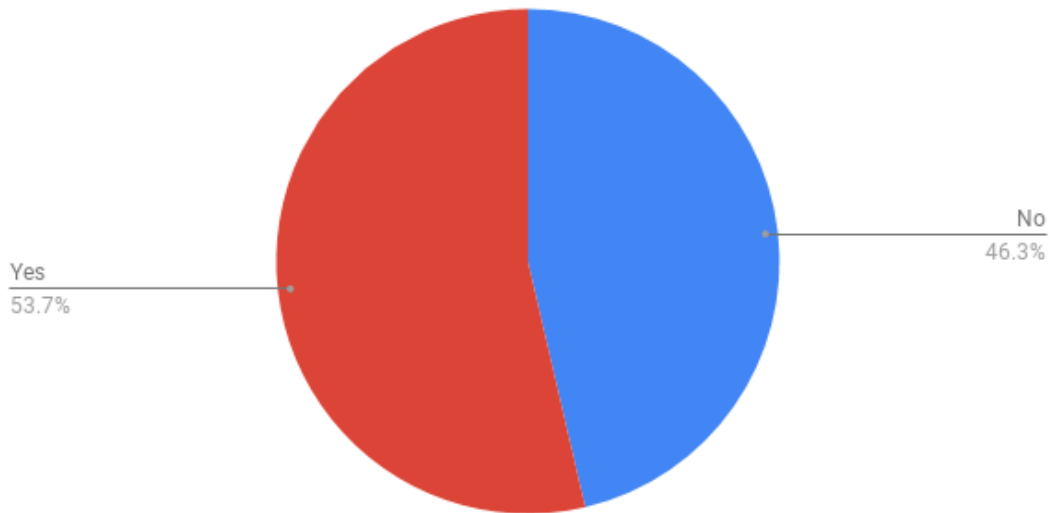
- Free Classes
- Free Training
- Free or Reduced Training for their Children
- Residency Space
- Skill Share
- Free Training / Rehearsal Space
- Membership Discount
- Performance Opportunities



Recruitment

Recruitment Issues

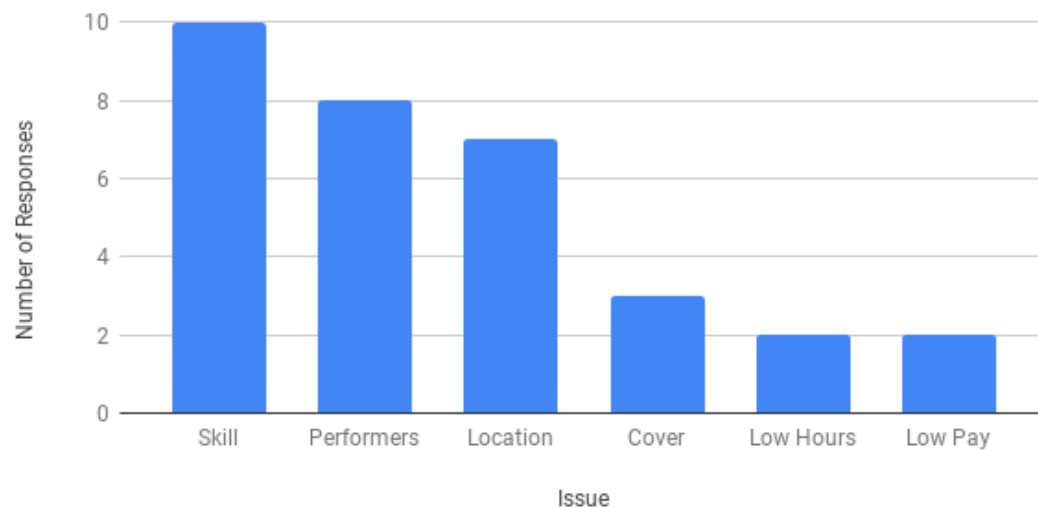
Do youth circuses have issues recruiting or retaining circus trainers?



Feedback on Recruitment Issues

Recruitment Issues

Common recruitment issues that appeared in youth circus comments



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Skill – issues finding trainers that are sufficiently trained, have a high skill level, have particular skills or are qualified

Performers – difficulties surrounding employing performers, particularly that performers will prioritize performance work over teaching work

Location – lack of trainers in the local area, due to isolation, lack of circus provision etc.

Cover – difficulties finding cover when regular trainers are unable to work

Low Hours – trouble recruiting or retaining trainers due to a lack of available hours

Low Pay – trouble recruiting or retaining trainers due to low pay

Selected Comments on Recruitment

“Not many suitably qualified in the area, difficult to persuade them to travel for 1-2 hour class. Performers can get called away at short notice.”

“Not easy to find trapeze teachers. Many teachers prioritize performance gigs, and leave you high and dry with minutes notice.”

“Wow yes!!! Obtaining volunteers is our number one problem. Getting volunteers with circus skill teaching ability is super-hard. There is an anomaly in circus circles whereby those with the greater skills are more likely to be those who concentrate on their own skills development and don't help others very often. This leads to a situation where the few that are willing to teach tend to remain at basic skill levels because they spend all their time teaching beginners.”

“It is difficult to retain people on £45 a week and expect them to help with other things.”

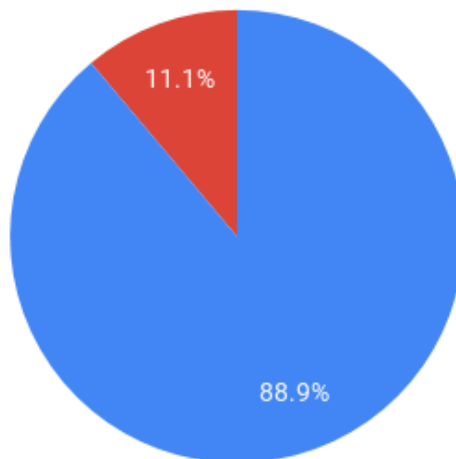
“I try to find teachers that have been to Circomedia / National Centre for Circus Arts or have extensive experience. Lots of ‘Qualification’s’ popping up that seem to be made up by people or from pole dance derivative schools. It would be great to see something fully accredited and recognised.”

Buildings

Buildings

Are youth circuses based in a specific building?

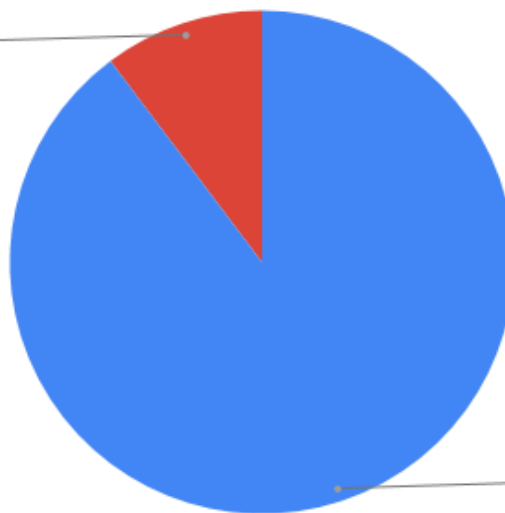
● Based in a specific building ● Not based in a specific building



Own or Rent?

Do youth circuses own or rent their buildings?

Own
10.3%

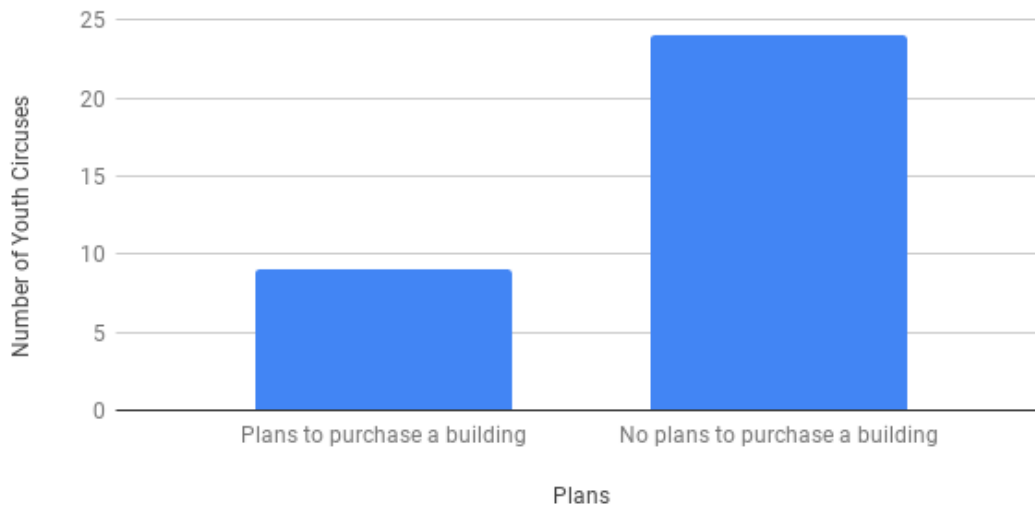


Rent
89.7%

"We have the building on a long lease."

Plans to Purchase

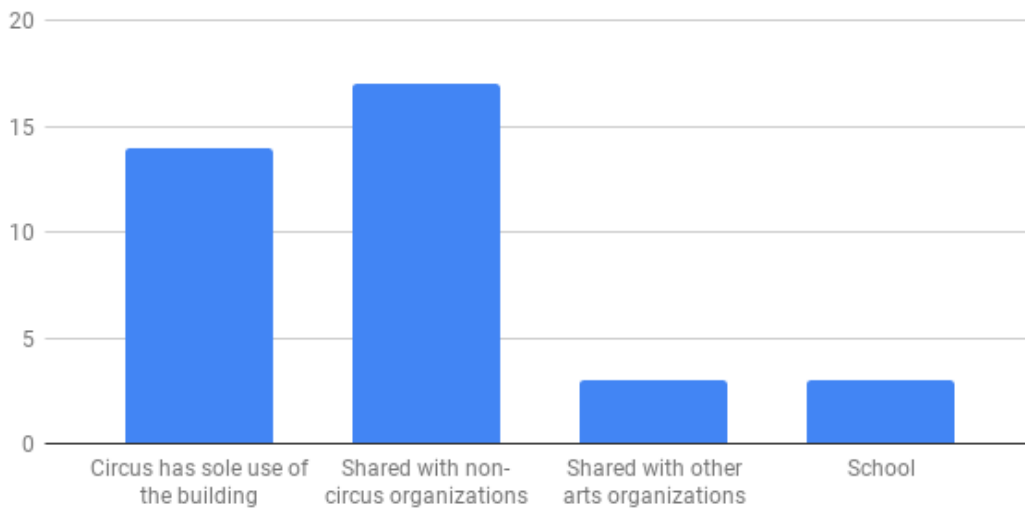
Do youth circuses have plans to purchase a building (if they do not already own one)?



"We are still looking for a permanent home."

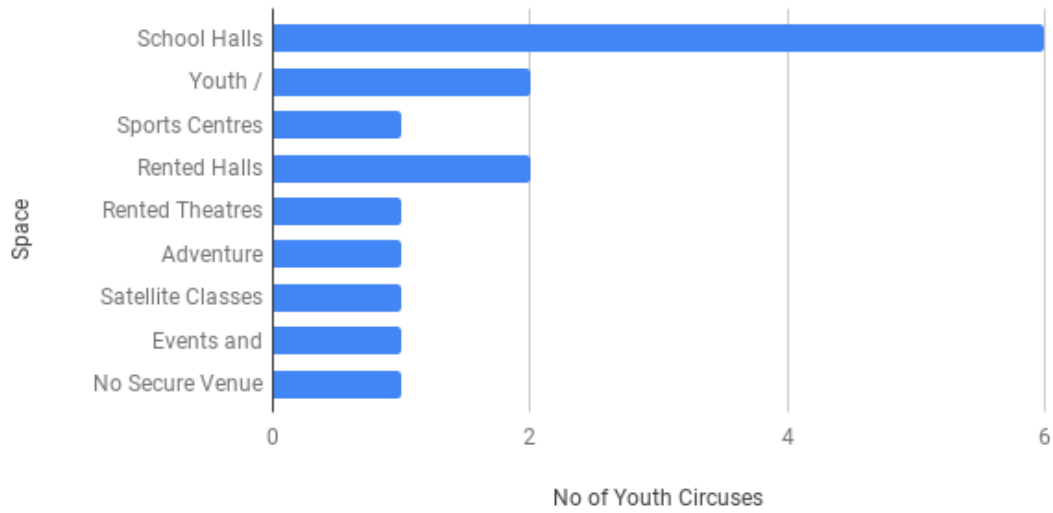
Shared Spaces

Do youth circuses share their buildings with other organizations?



Insecure Spaces

Where do youth circuses that don't own or rent a building put on classes?



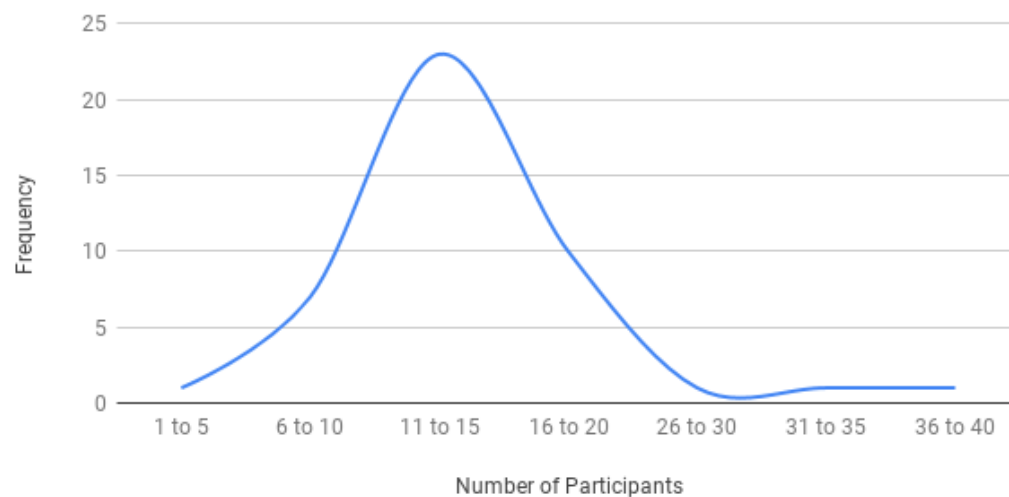
“Our venue is a council youth centre, which we could lose use of at any moment.”

Classes, Workshops and Performances

Class Structure and Fees

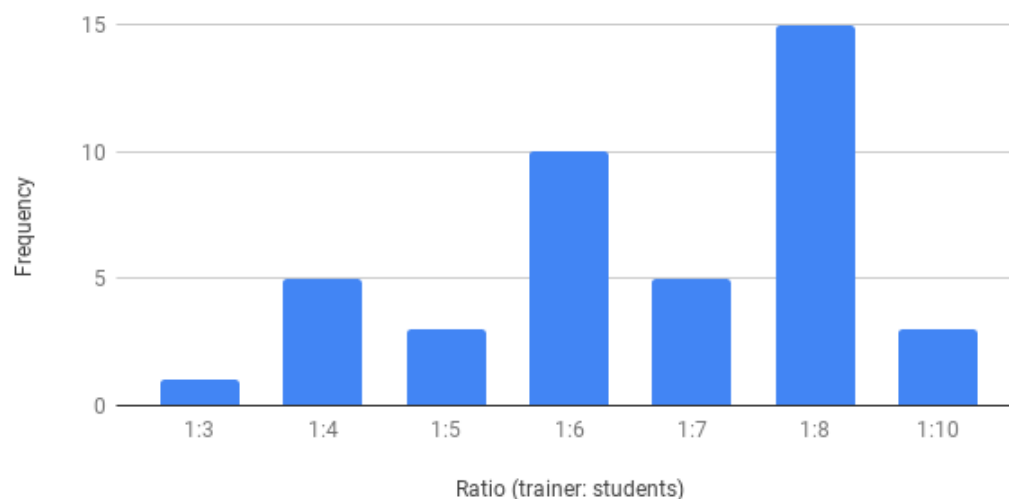
Class Size

Average youth circus class sizes



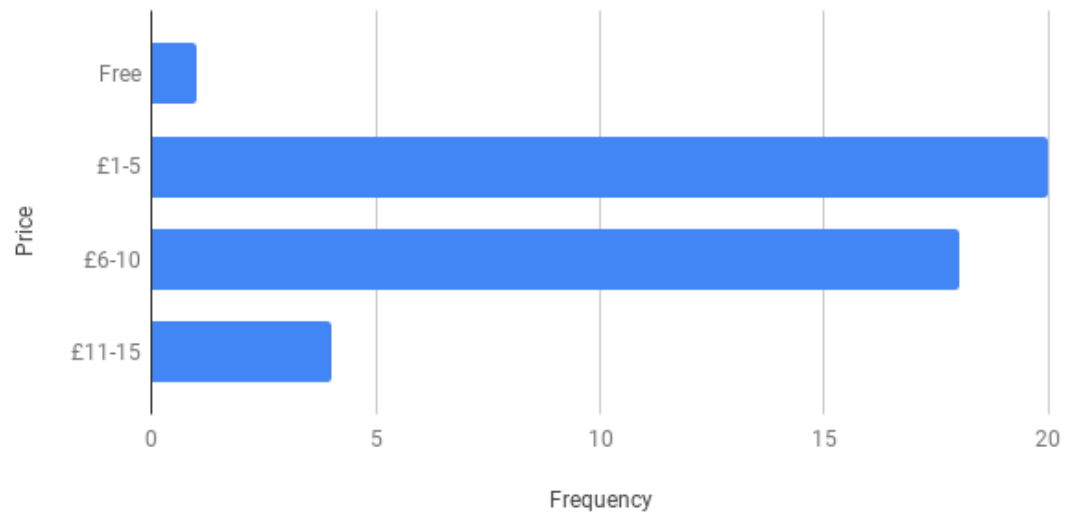
Trainer: Student Ratio

Average ratio of trainers to students in youth circus classes



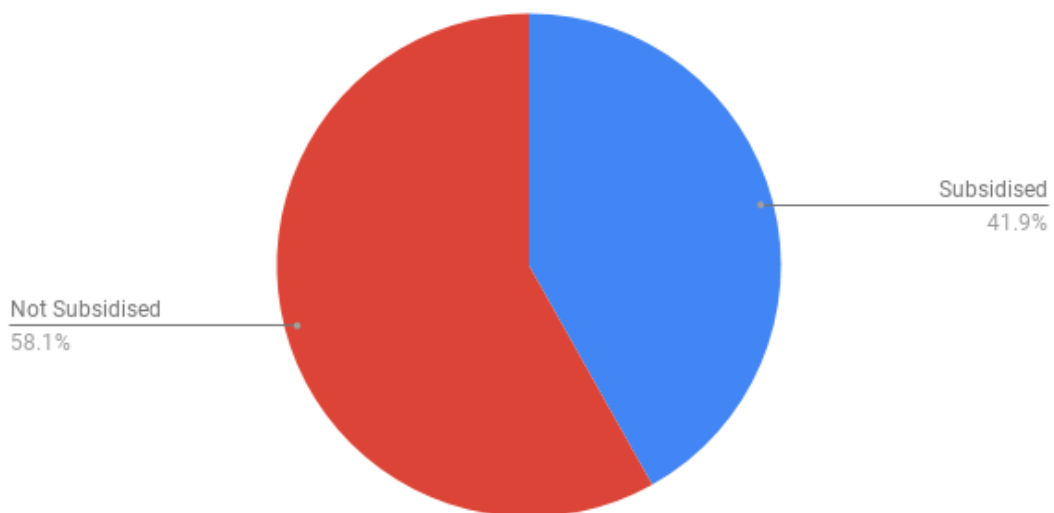
Class Prices

Average price for youth circus classes (per hour)

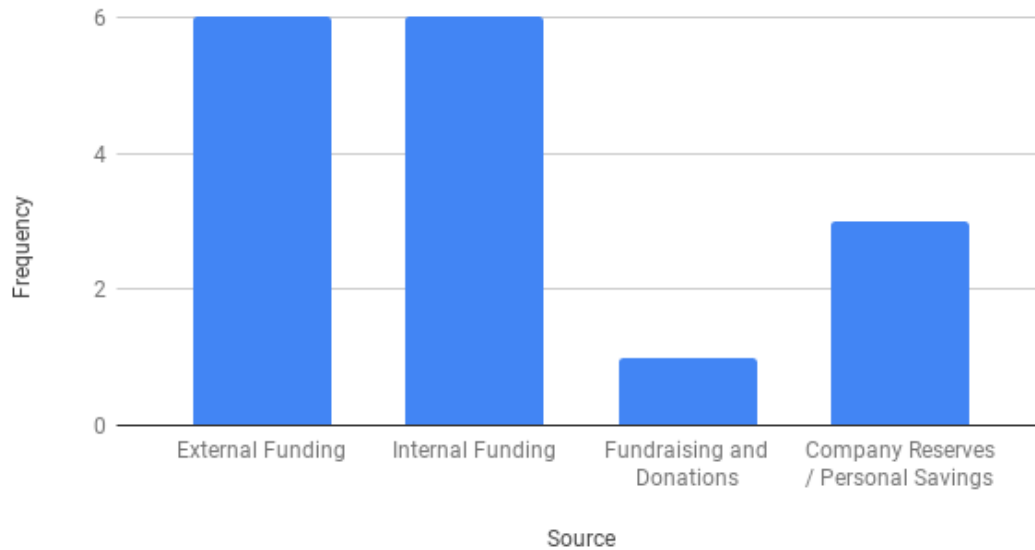


Subsidies

Are youth classes subsidised?



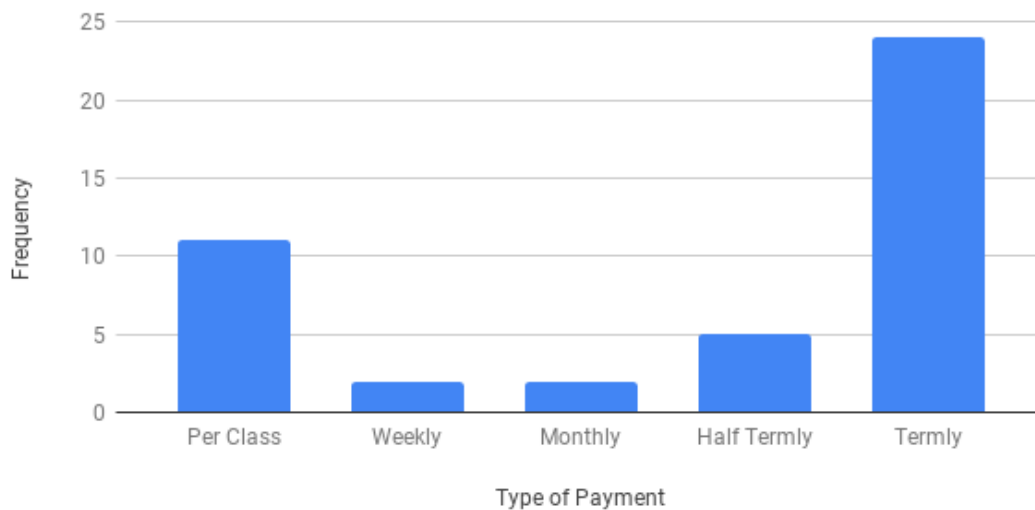
How Are Subsidies Achieved?



Internal funding includes fees from adult classes, profits from corporate work, outreach workshops and other areas of core business.

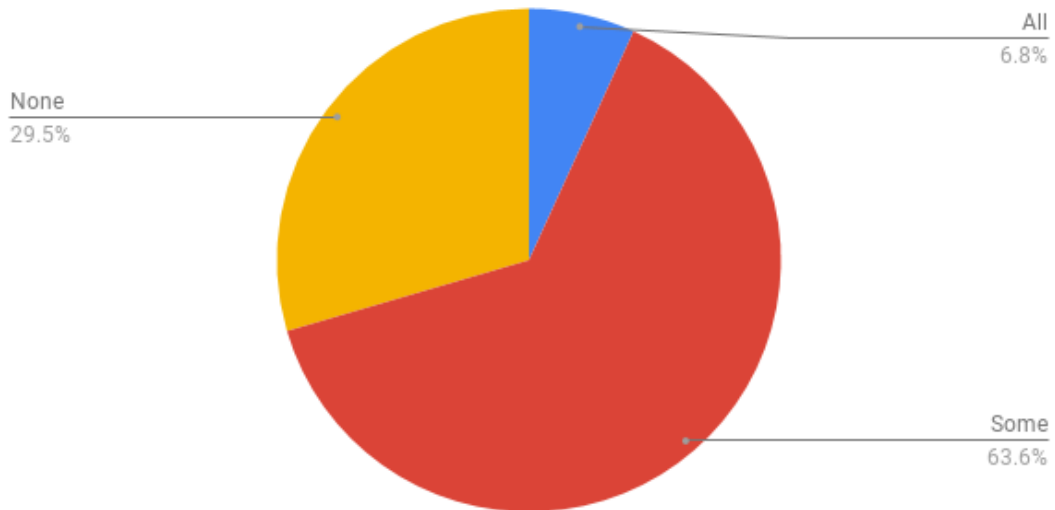
Payment Times

When do students pay for classes?



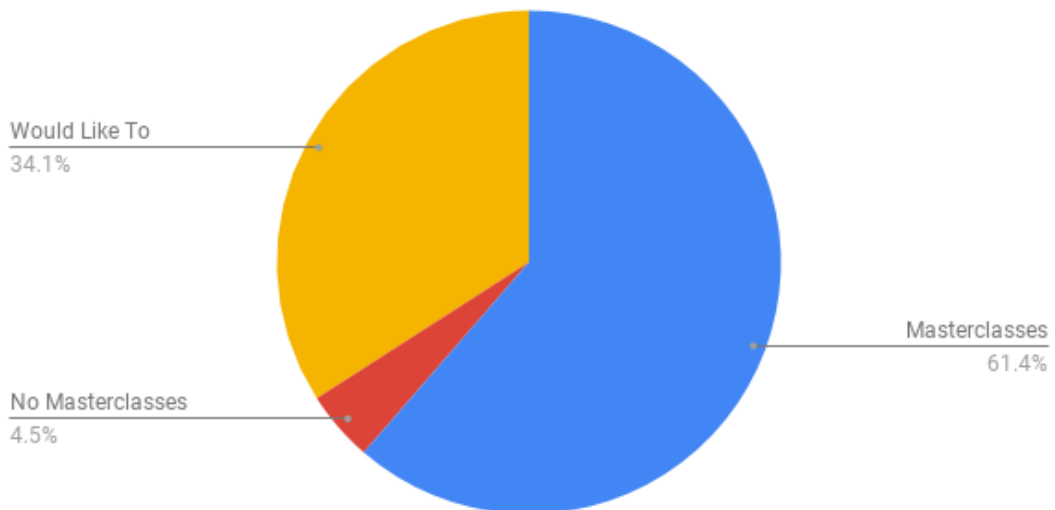
Drop In Classes

How many youth circuses classes are drop in?



Masterclasses

Do youth circuses offer masterclasses with professional performers / tutors?



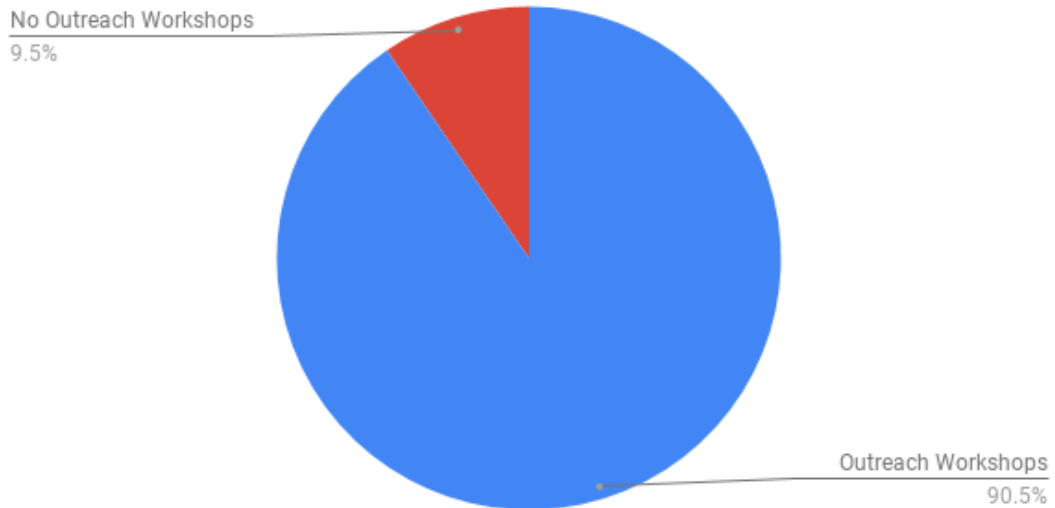
Masterclass Fees

On average, how much do participants pay for masterclasses (per hour)



Outreach Workshops

How many youth circuses offer outreach workshops?



Outreach Fees

On average, how much do participants pay for outreach workshops (per hour)

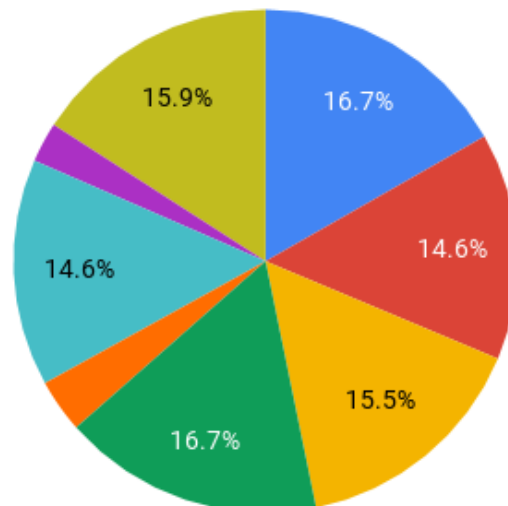


Programme

Skills

Skills taught by youth circuses

- Manipulation Skills (juggling, poi, diabolo etc.)
- Equilibristics (tightwire, unicycle, rola bola etc.)
- Acrobatics (tumbling, acrobalance, banquine etc.)
- Static Aerial (silks, static trapeze etc.)
- Dynamic Aerial (swinging trapeze, cloudswing, flying trapeze etc.)
- Performance and Theatre
- Fire Skills
- Circus Games

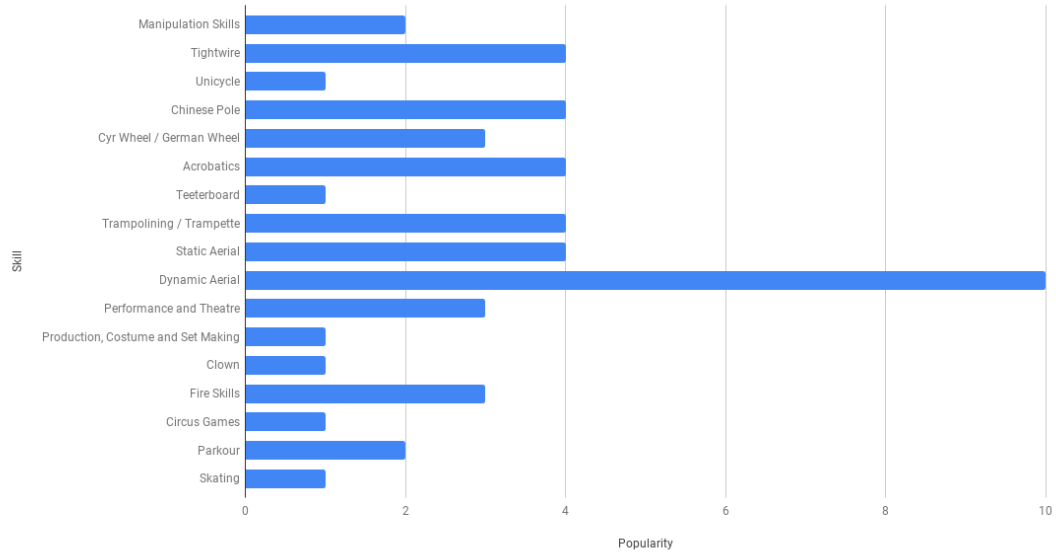


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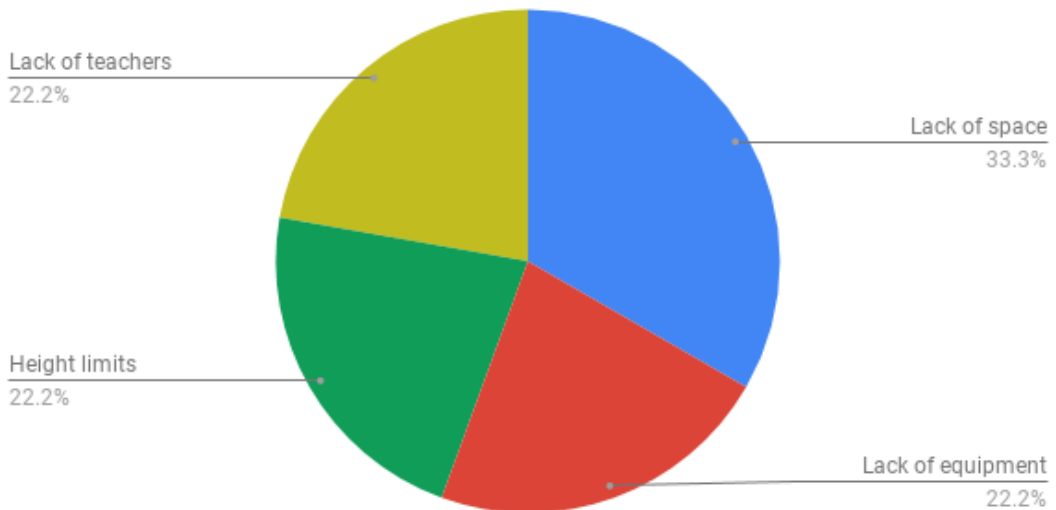
Future Skills

Skills youth circuses would like to provide



Barriers

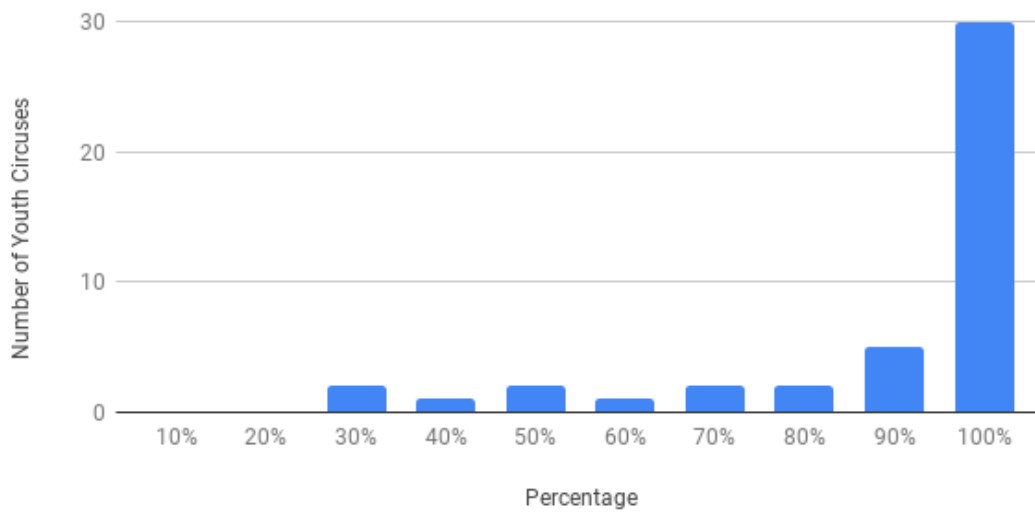
Issues providing skills



"We feed our circus - meals are part of the programme. This is a really important way of bonding the group together, and supporting disadvantaged young people, as having a meal can be a big incentive to come."

Non-Circus Skills

What percentage of youth circuses courses are circus?

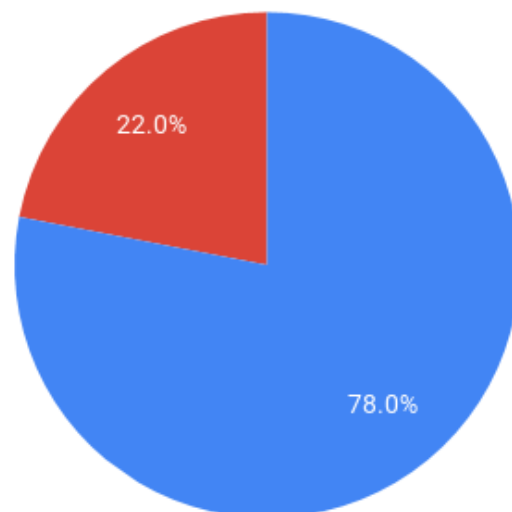


Performance

Performance Space

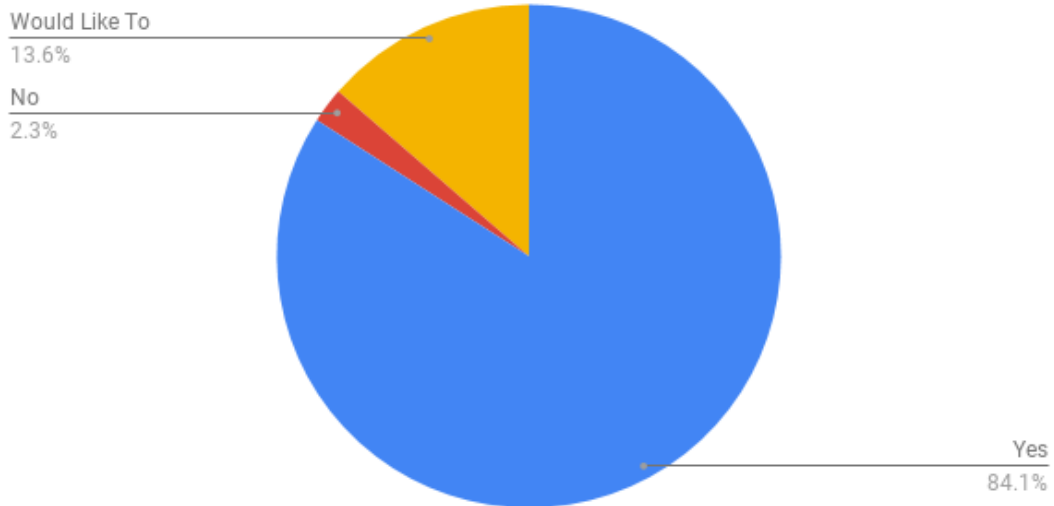
Are youth circus buildings usable as performance spaces?

- Usable as a public performance space
- Not usable as a public performance space

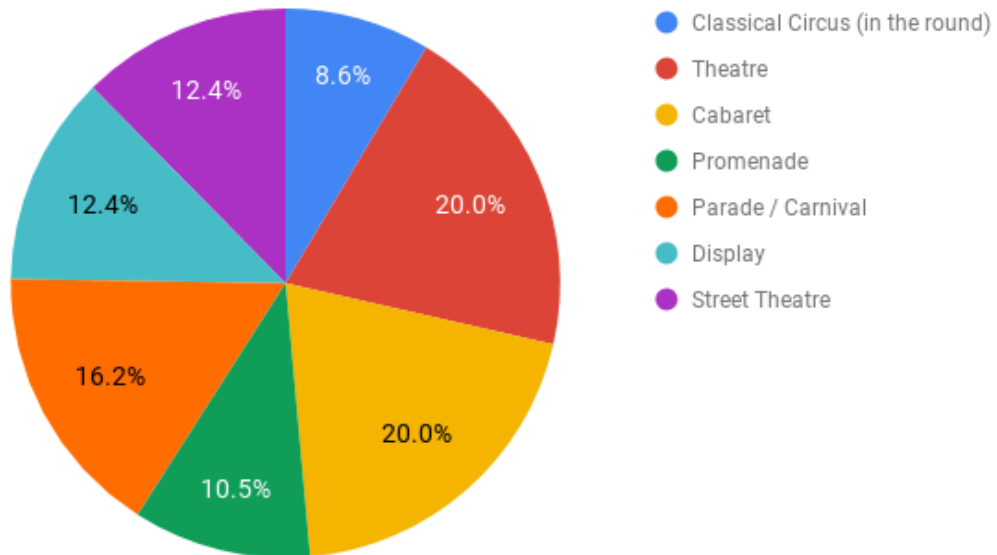


Performances

Do youth circuses perform at events?

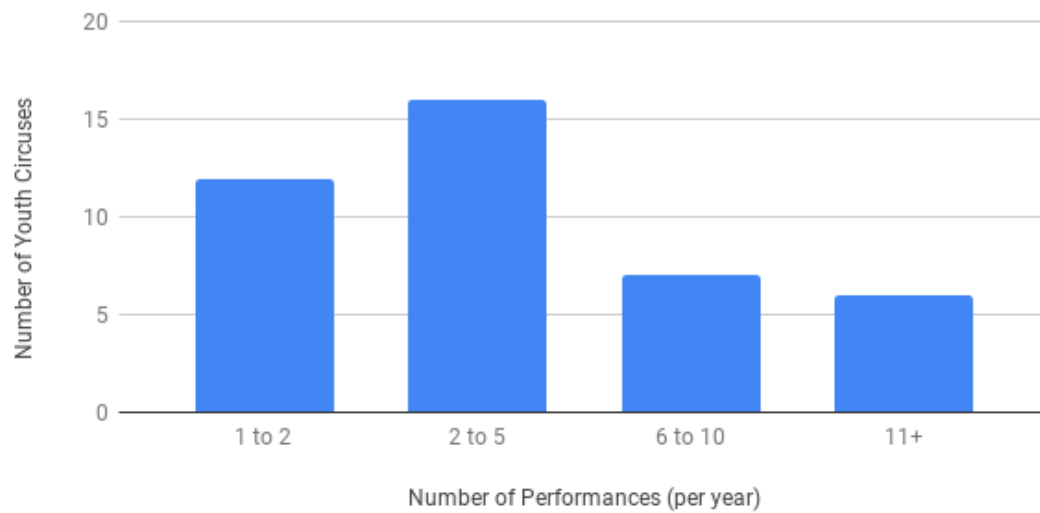


Types of Performance



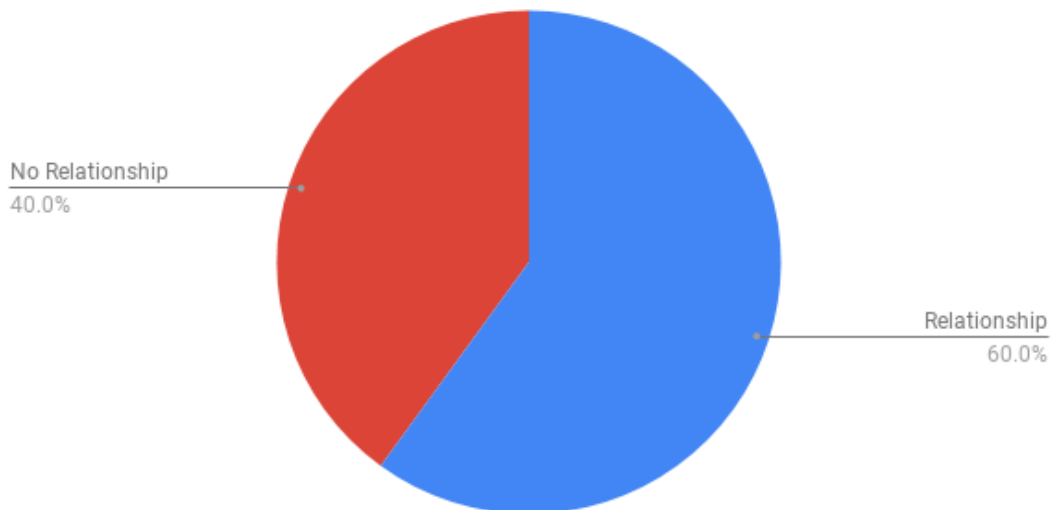
Number of Performances

Average number of performances by youth circuses per year



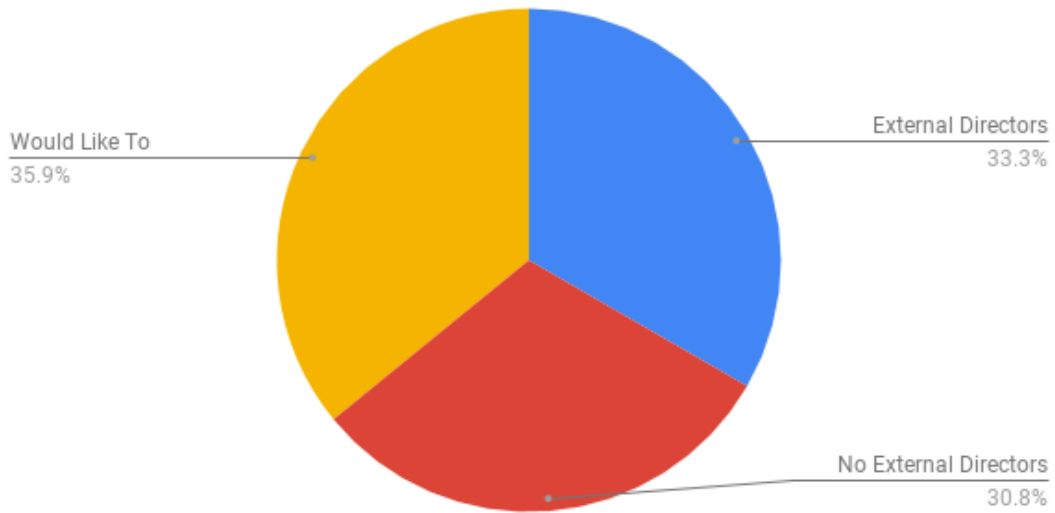
Local Theatres

Do youth circuses have relationships with local theatres or performance venues?



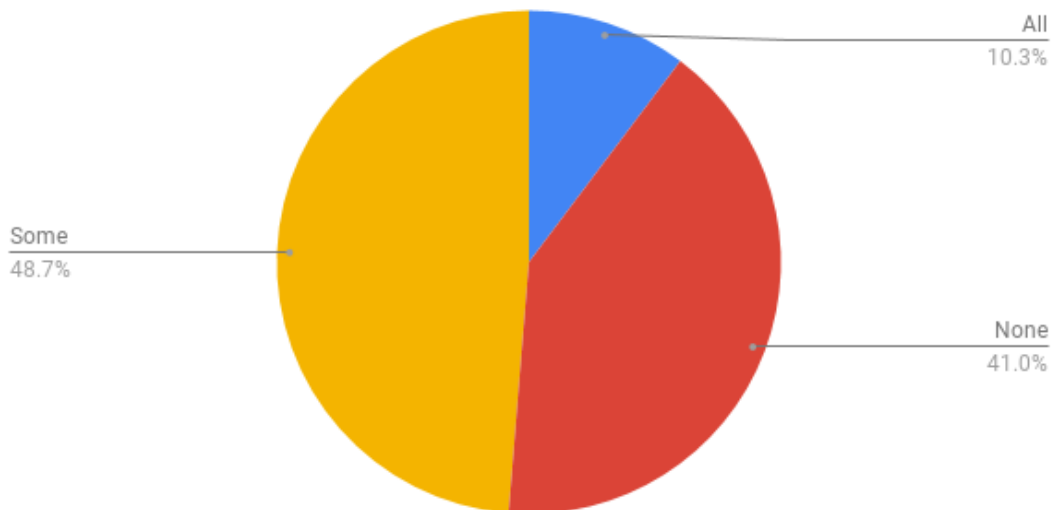
External Directors

Do youth circuses work with external directors on performances?



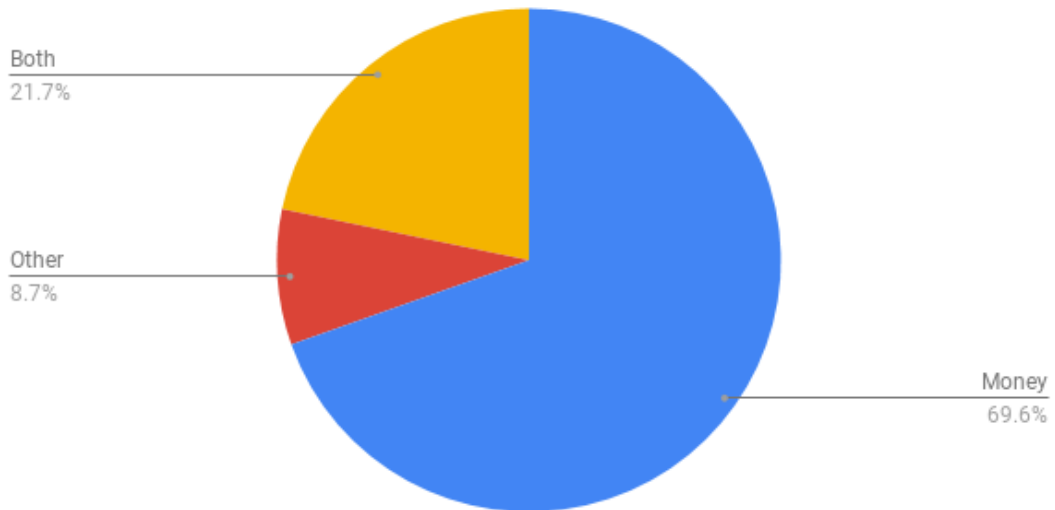
Performance Payment

Do youth circuses receive payment for all, some, or none of their performances?



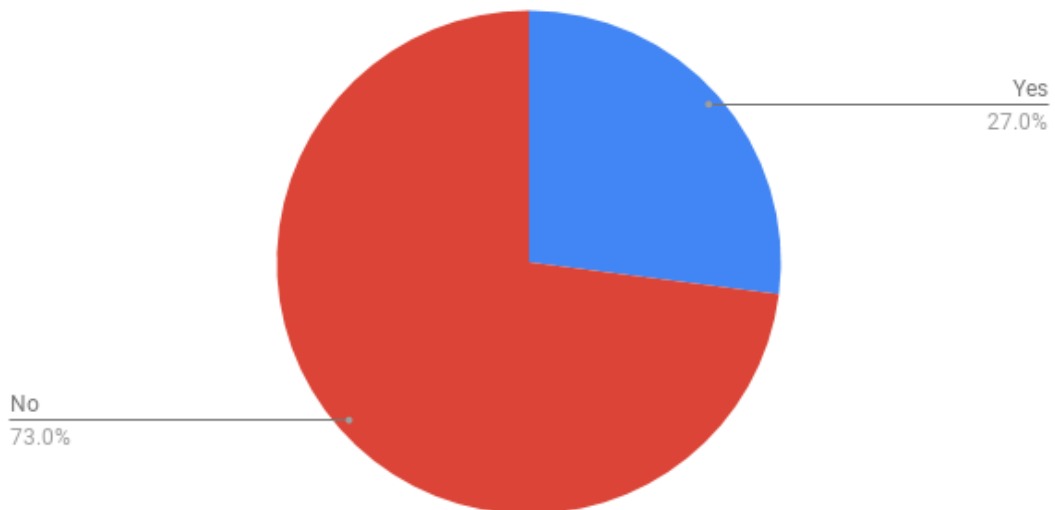
Type of Payment

What type of payments do youth circuses receive for performances?



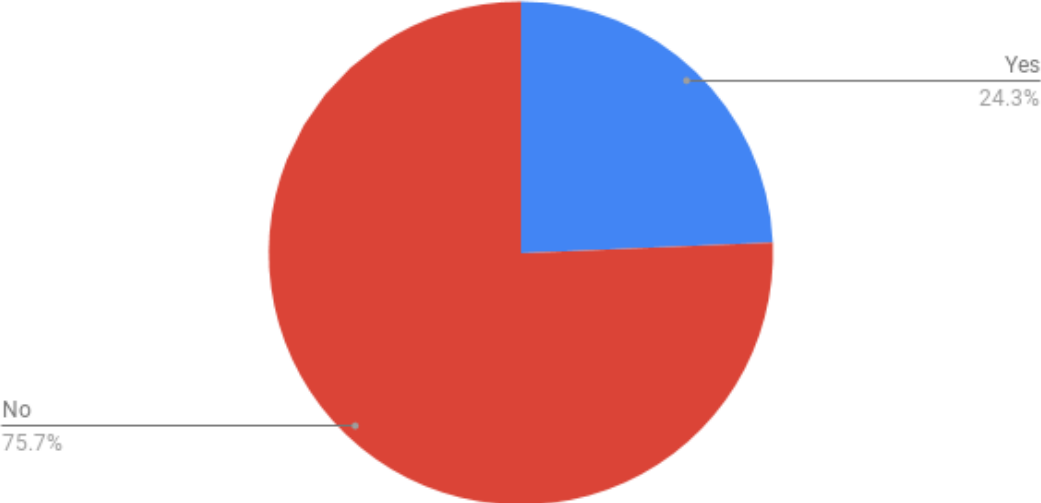
Paying Young Performers

Are young people who perform in youth circuses ever paid for performances?



Licensing

Have youth circuses obtained Child Performance Licenses in the past?

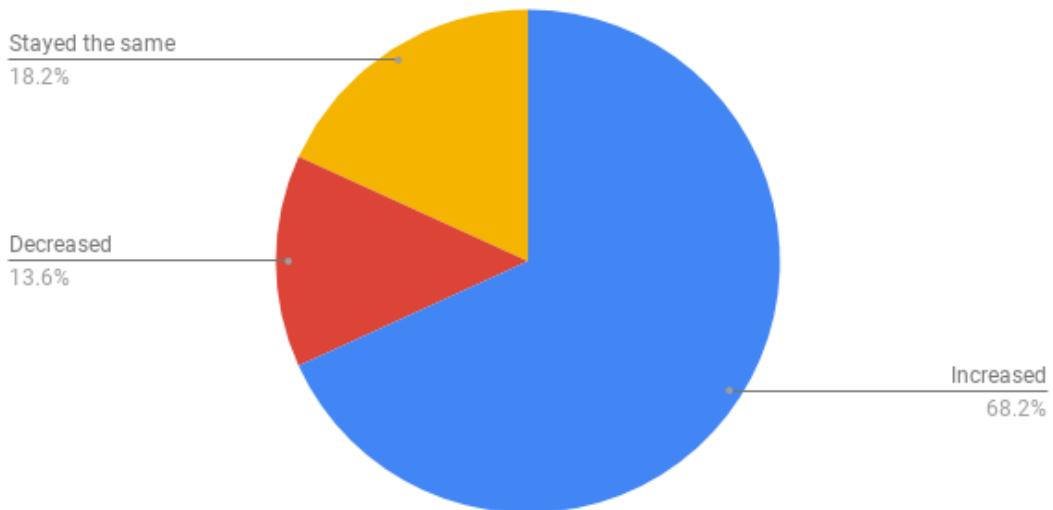


Participation

3848 young people (aged between 0-25) are practicing circus regularly in the 45 youth circus organizations that took part in this survey, taught by 487 staff and volunteers.

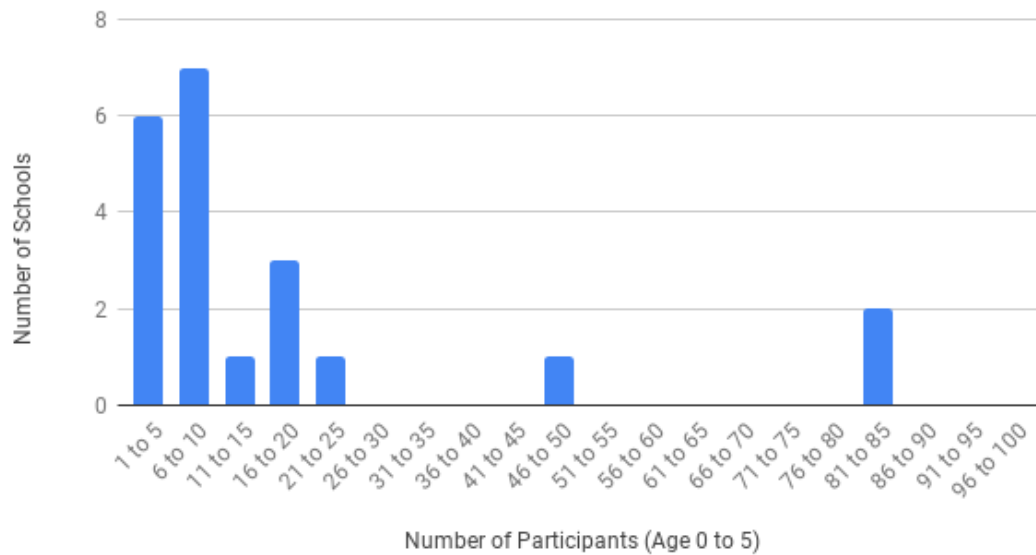
Growth

Number of youth circus participants in the past 12 months

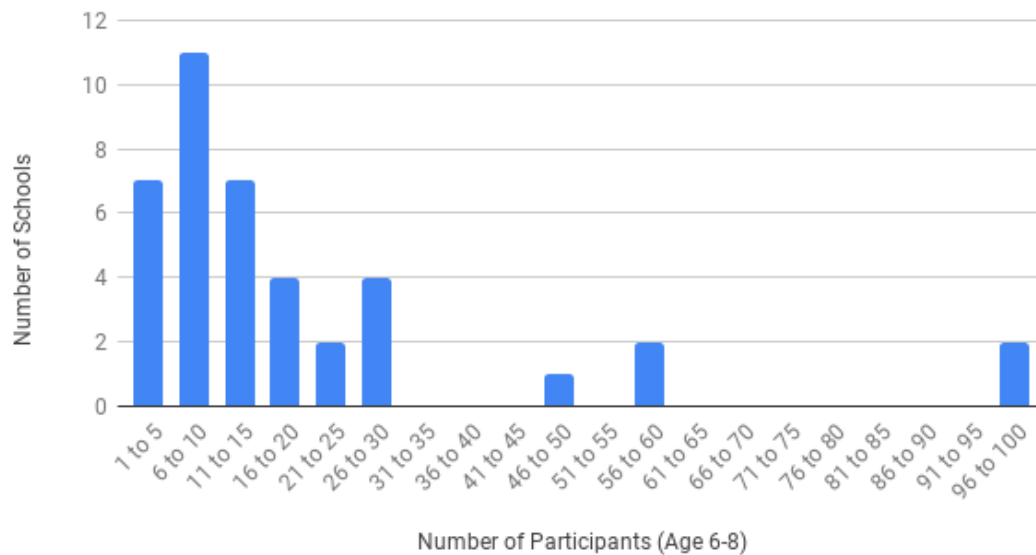


Information about Participants

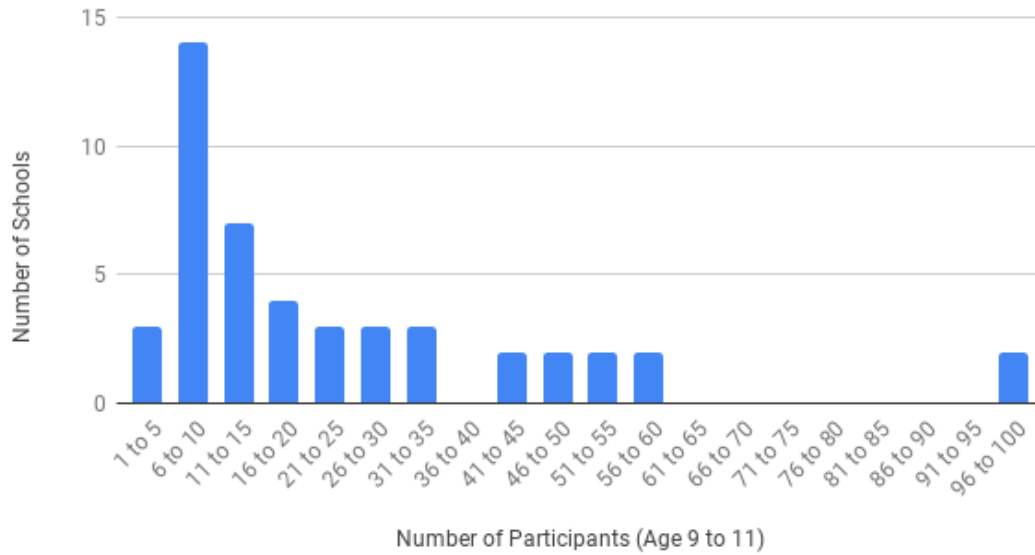
Number of Participants Aged 0 to 5



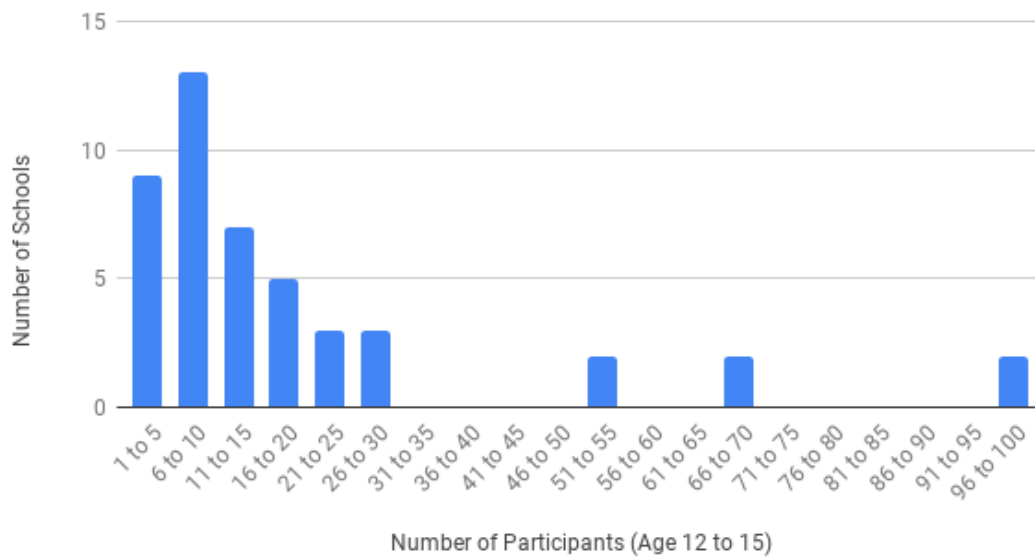
Number of Participants Aged 6 to 8



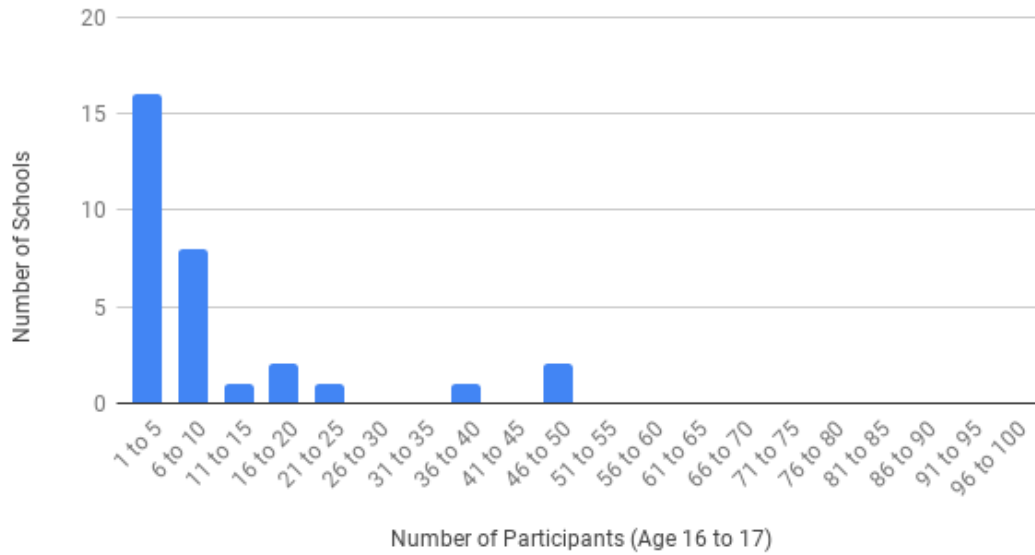
Number of Participants Aged 9 to 11



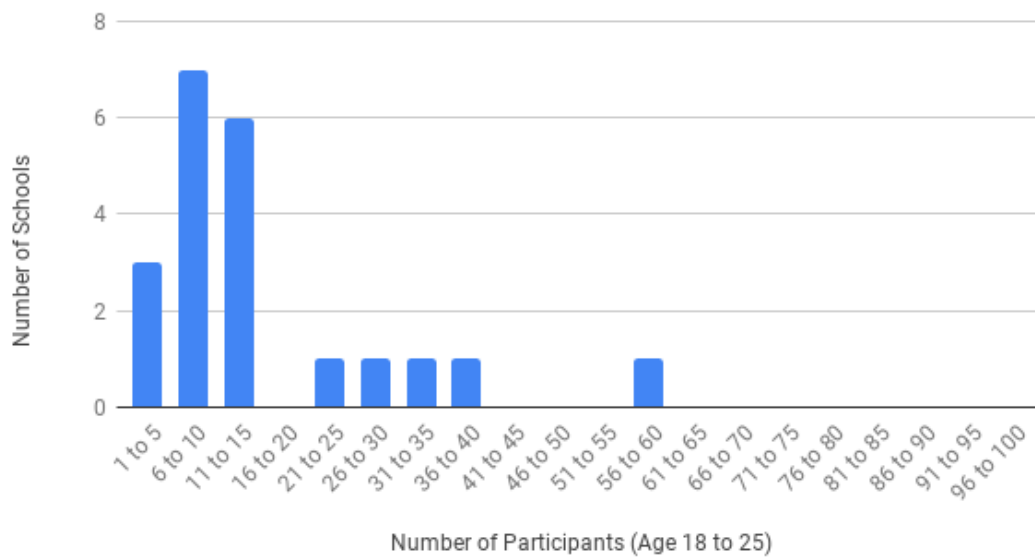
Number of Participants Aged 12 to 15



Number of Participants Aged 16 to 17



Number of Participants Aged 18 to 25

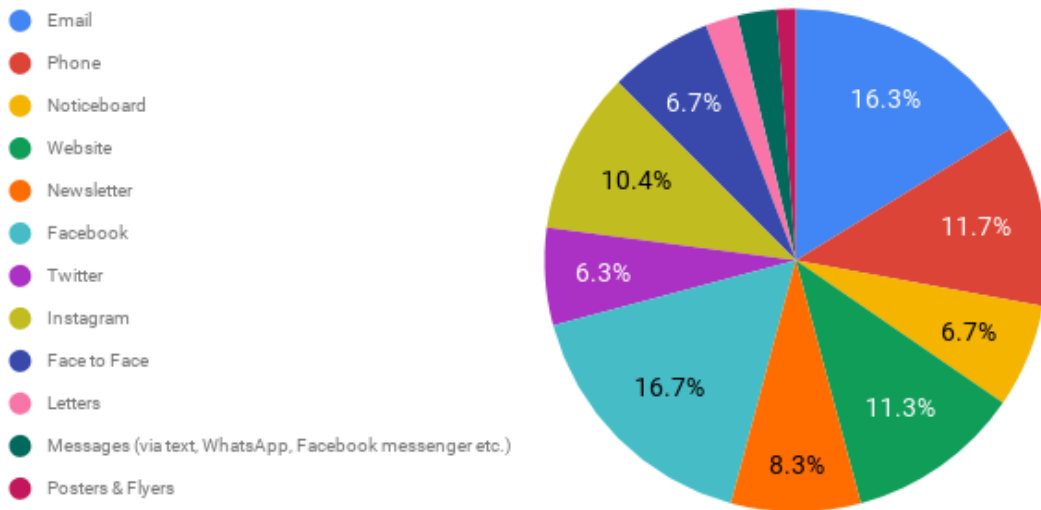


Typical Catchment Area



Communication

How do youth circuses communicate with parents and young people?



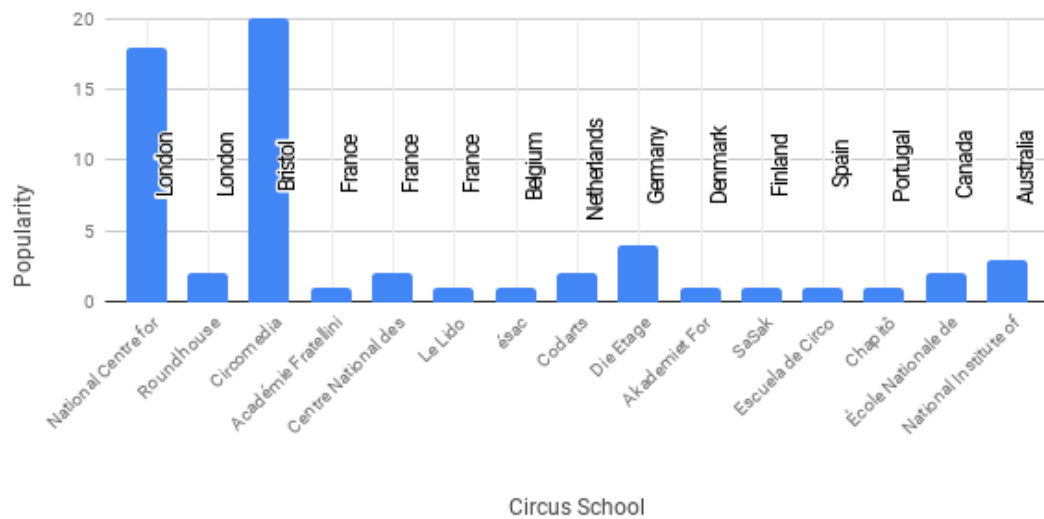
Pathways In

Why do young people join youth circuses?



Pathways Out

Where do students go for further training?

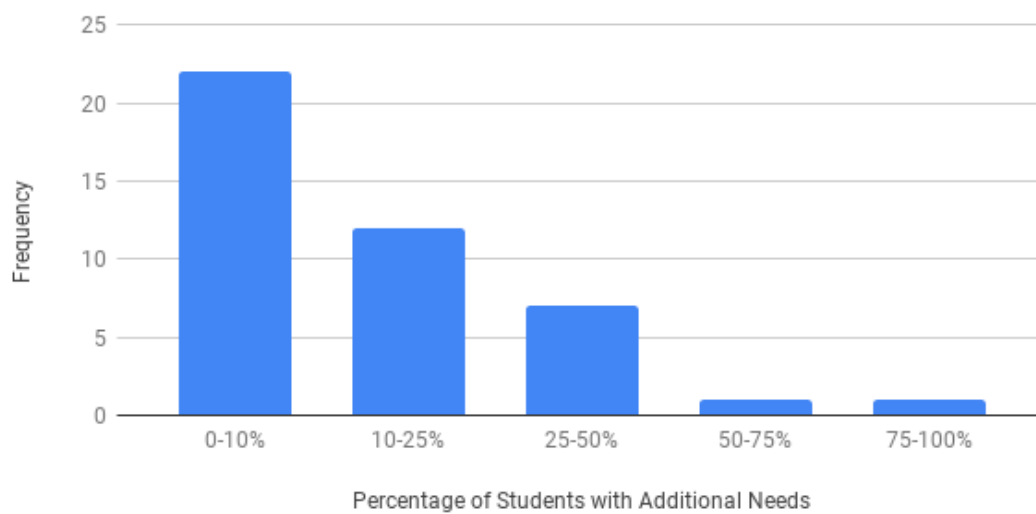


Inclusivity

“Our work is all-inclusive and at least 50% of our cohort identify as disabled.”

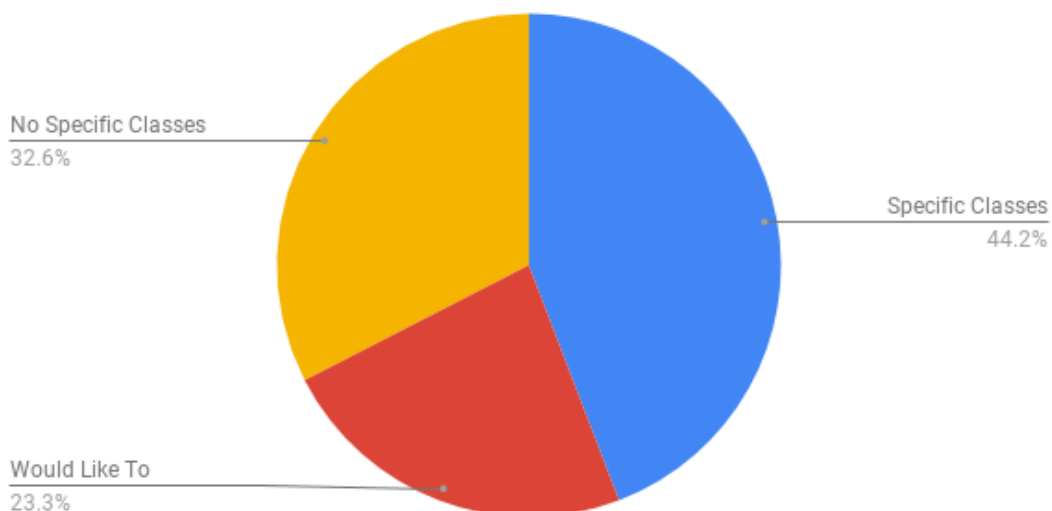
Students with Additional Needs

What percentage of participants in youth circuses have additional needs?



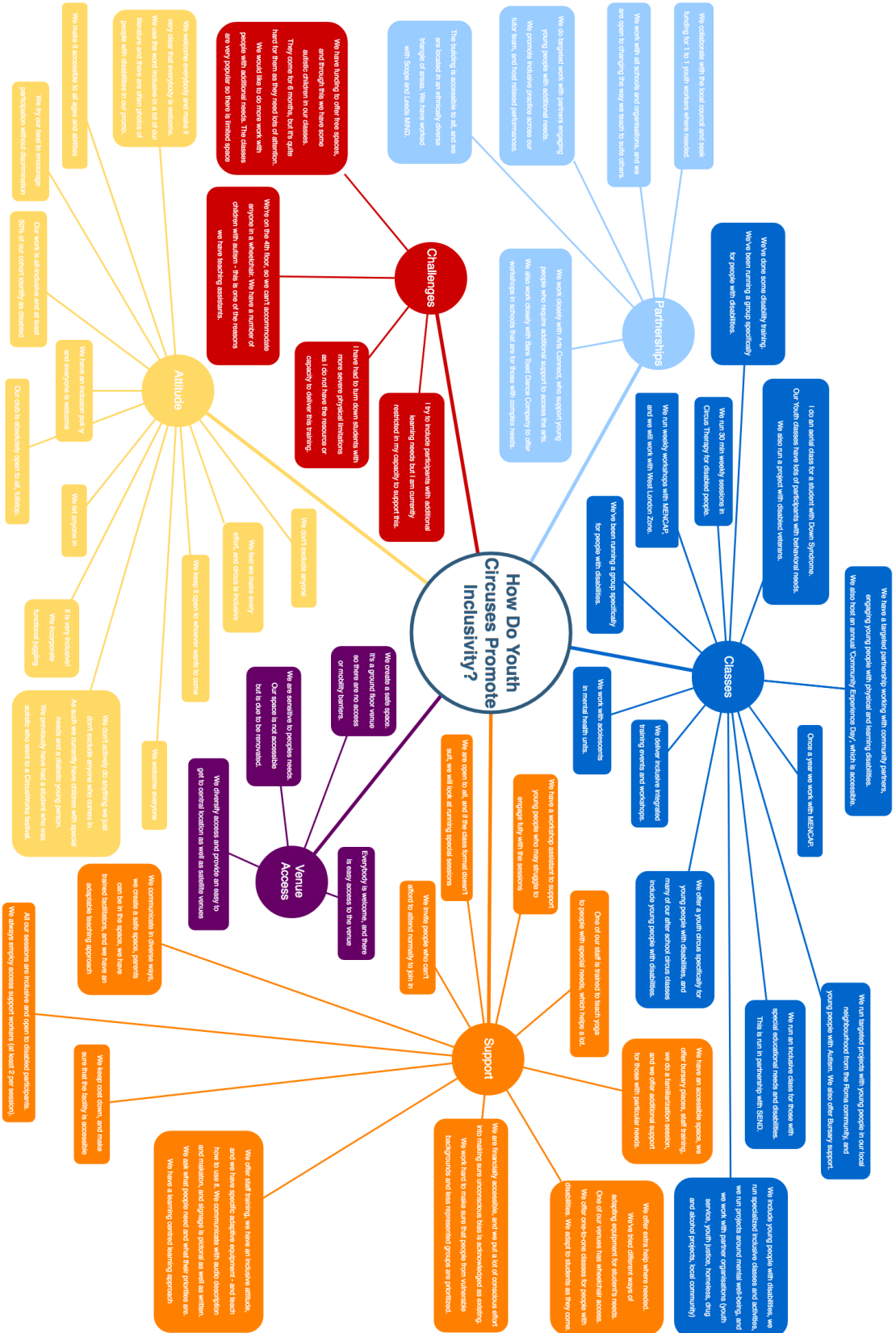
Classes for Young People with Additional Needs

Do youth circuses run specific classes for young people with additional needs?



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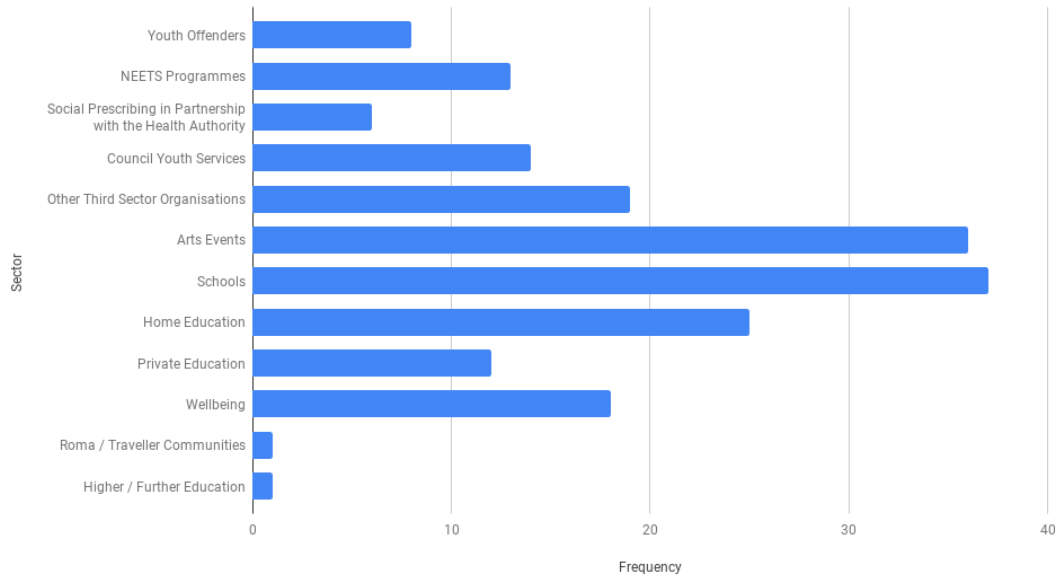
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Sectors Youth Circuses Work With



Partnerships

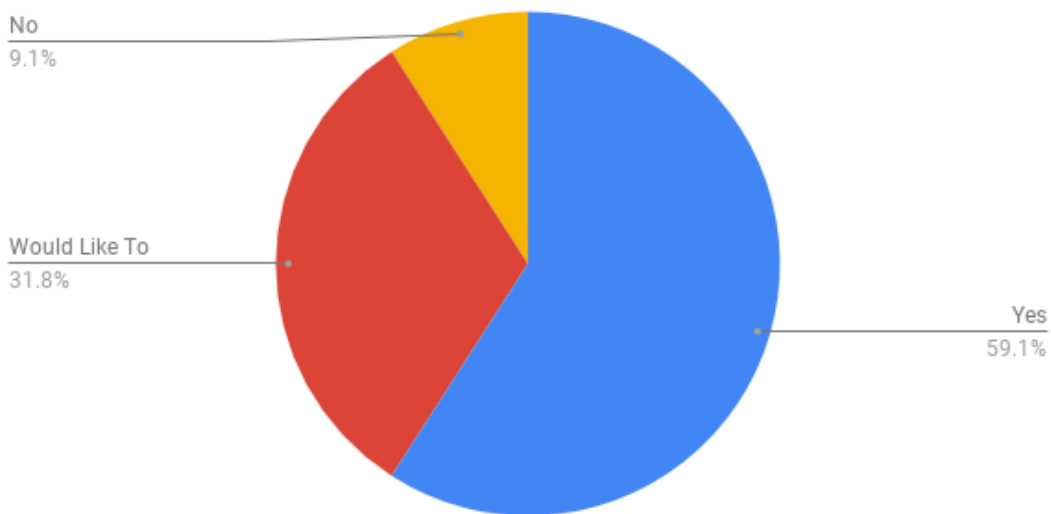
Organisations youth circuses work with to provide inclusive services. Responses that were repeated multiple times are larger.



“I have had to turn down students with more severe physical limitations as I do not have the resources or capacity to deliver this training.”

Staff Inclusivity Training

Do staff receive training around delivering inclusive workshops?



Comments on the Future

“Some of our staff have had some training in the past but not with our organisation, however it would be better if more of our staff had some training.”

“Inclusivity courses aren't aimed at circus - that would be a really valuable.”

“If you need any trainers in intersectionality, unconscious bias and handling disclosures, please let me know.”

“It would be good to look at funding sources for extra care workers etc. so I can run specialist groups”

“We'd like to run signed sessions for the deaf.”

“We are looking into funding for bursary places at the moment, but haven't had the resources to follow this through yet. We have worked with some groups with specific needs, but not on a regular basis.”

“We have small number of children on the autistic spectrum or with confidence difficulties. I would like to run a disabled juggling section in the future.”

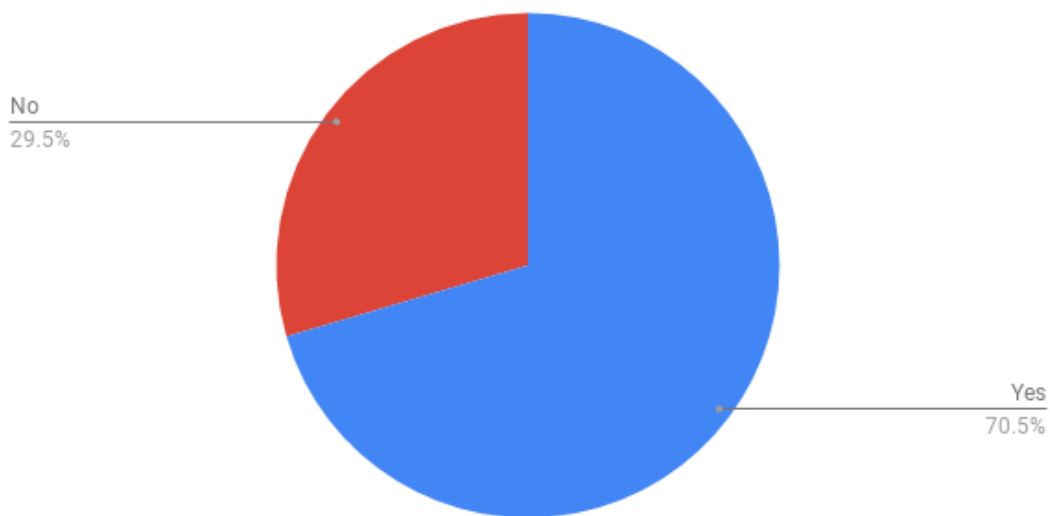
“The local city council has given us details of organisations that work with kids with special needs, which we intend to follow up on in the future.”

Youth Representation

“We have a young advisor on board. We have informal consultations, related to our performances and related to choices about our training. We also invite our young people to see our performances, and we carefully listen to what they say. We consult when gathering themes, and then workshop them - which informs our professional output. We also invest in emerging artists with our professional shows - many of our performers are newly out of training.”

Youth Representation

Do young people have a voice in youth circuses?



“They talk to the trainers, and boy do they talk!”

“We have a youth committee, and members aged 11 to 16 have representatives who have a sub committee and feedback to the management committee termly and the main committee once a year.”

CircusWorks

The UK Youth Circus Network

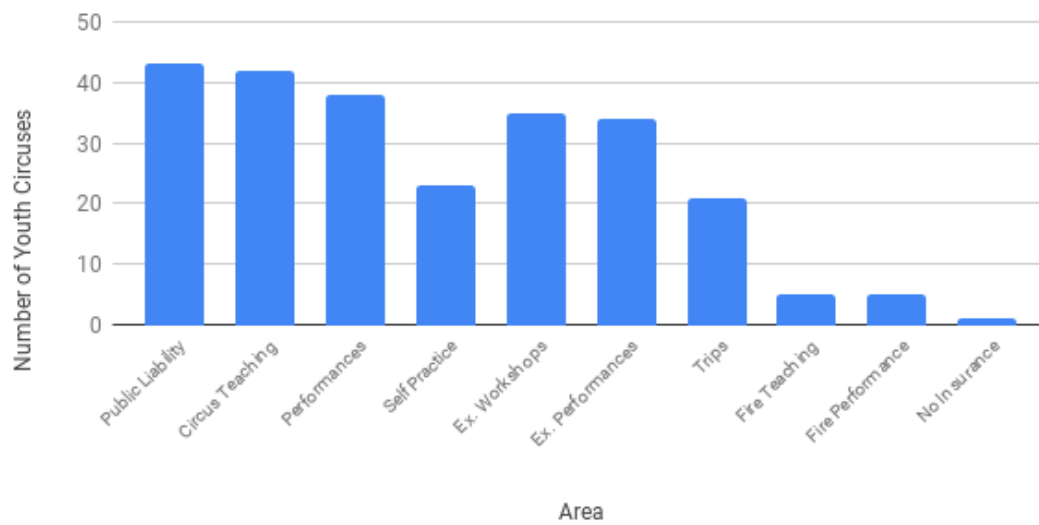


Safety

Insurance

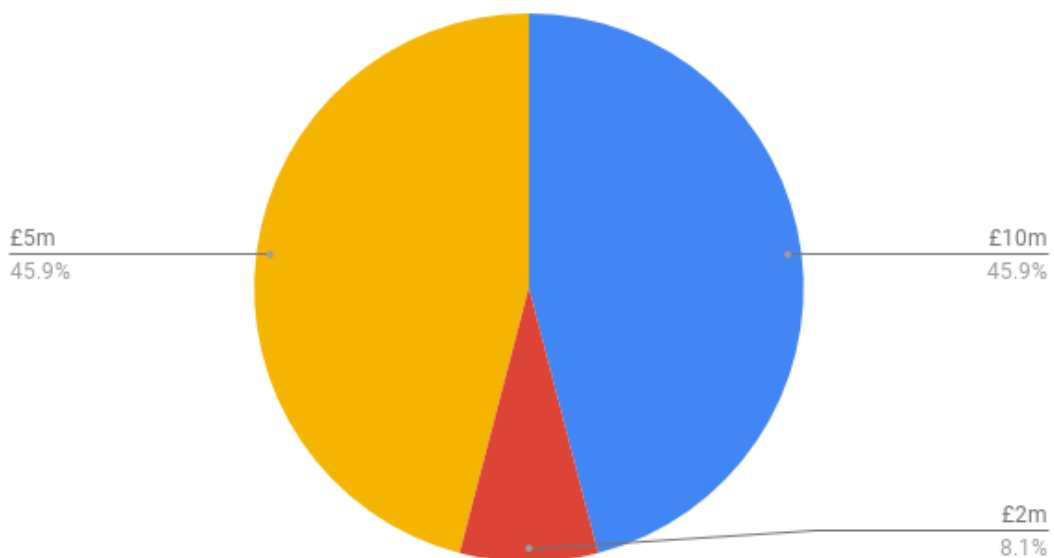
Insurance Coverage

What are youth circuses covered to do?

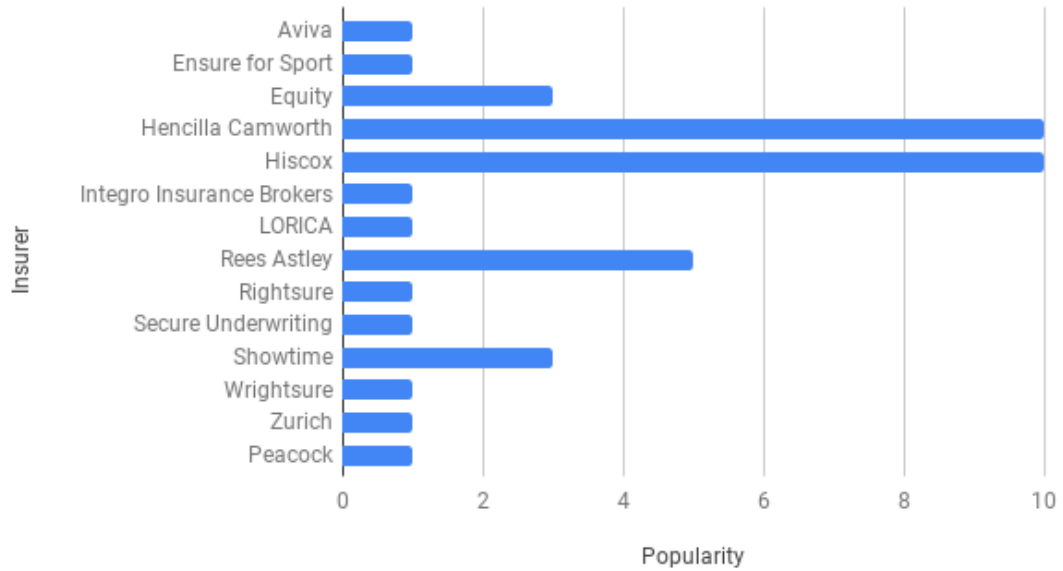


Note: 'Ex.' here refers to 'External': 'External Workshops', 'External Performances'.

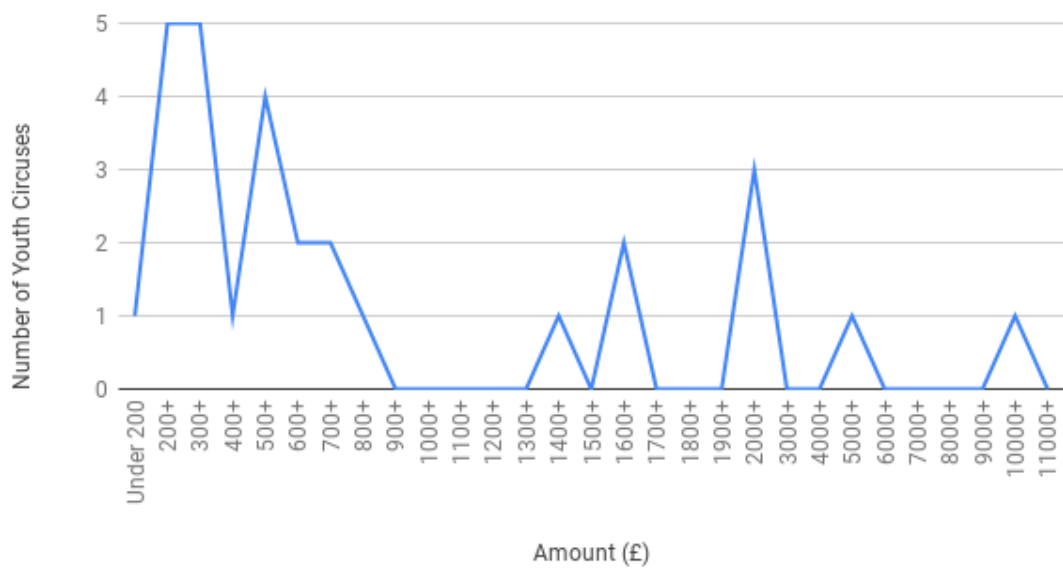
Value of Insurance



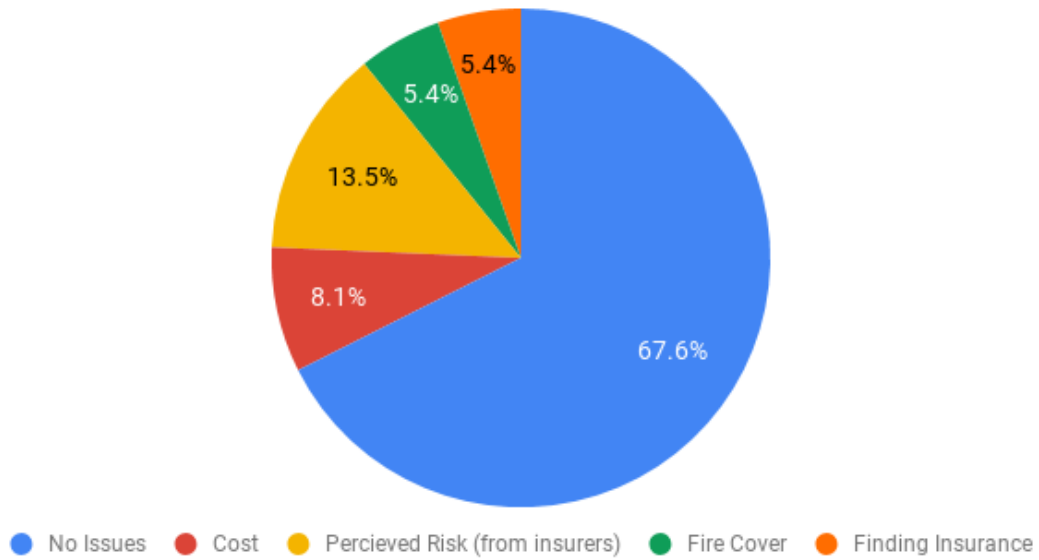
Insurance Providers



Annual Insurance Premium

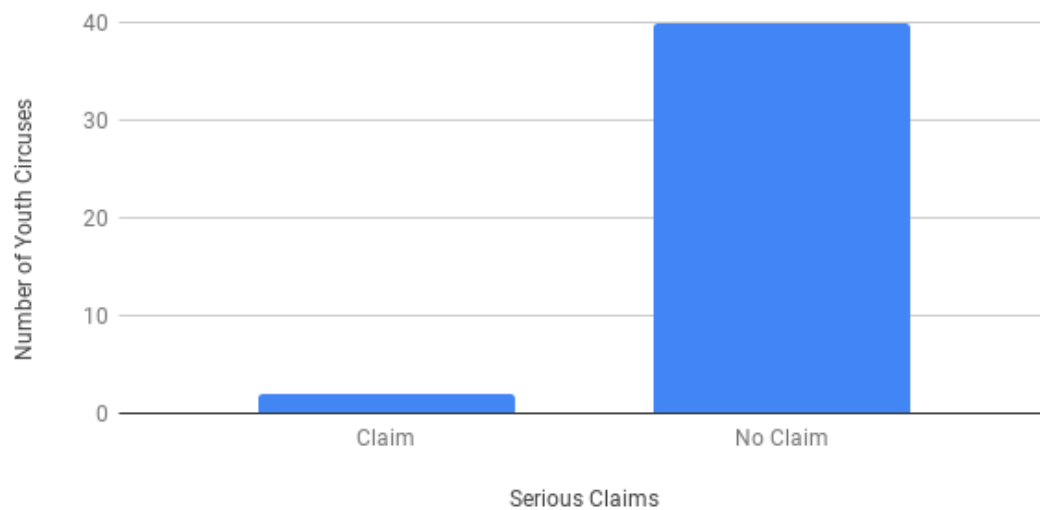


Issues Finding Insurance



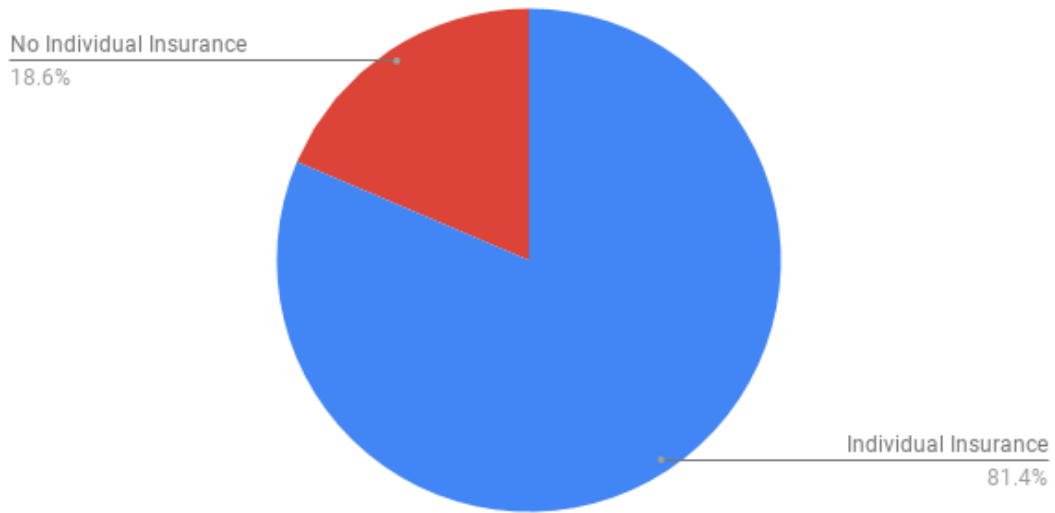
Insurance Claims

Have youth circuses ever made a serious claim against their insurance policy?



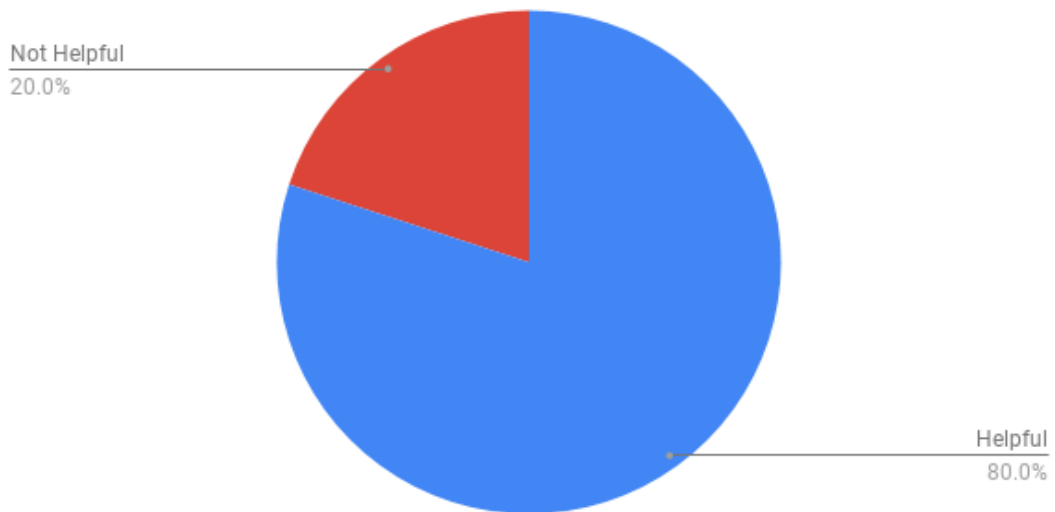
Trainers Insurance

Are self employed trainers required to have their own insurance?



Insurance Advice

Would insurance advice be helpful for youth circuses?



Rigging Safety

Aerial

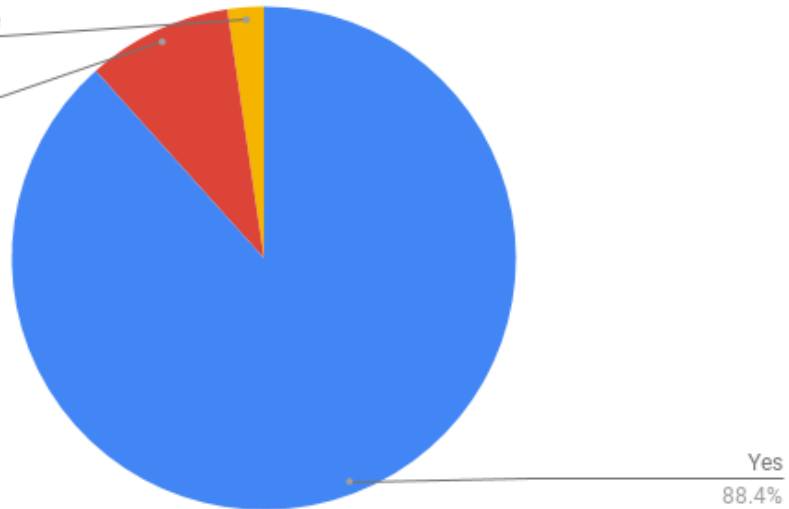
Do youth circuses teach aerial?

Would like to in the future

2.3%

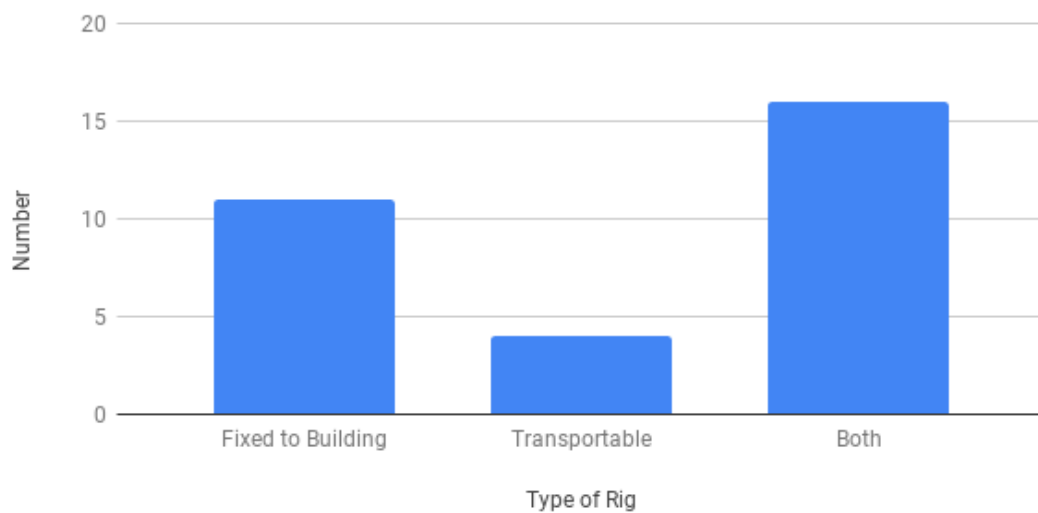
No

9.3%



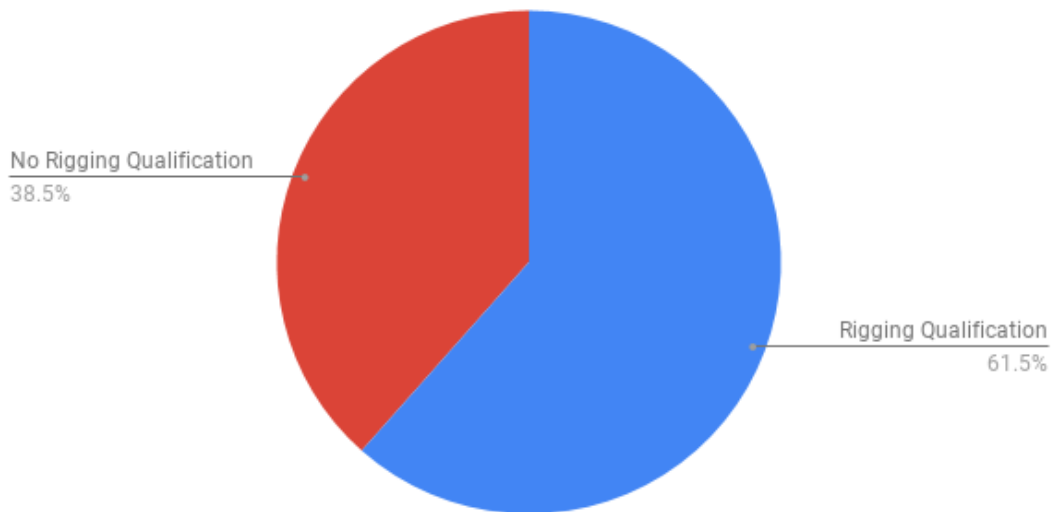
Aerial Rigs

Types of aerial rigs youth circuses own



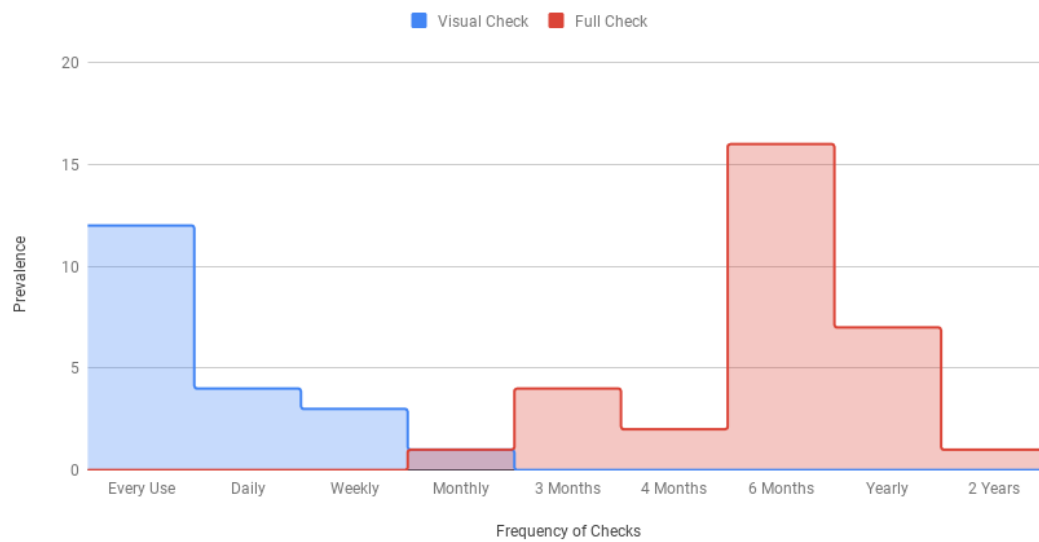
Rigging Qualifications

Are riggers qualified?



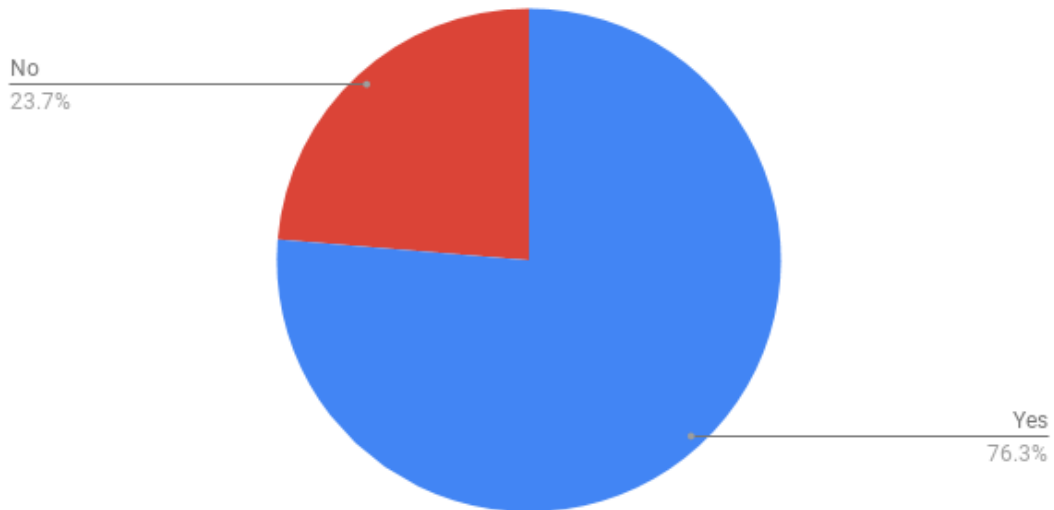
Safety Checks

How often do youth circuses do safety checks?



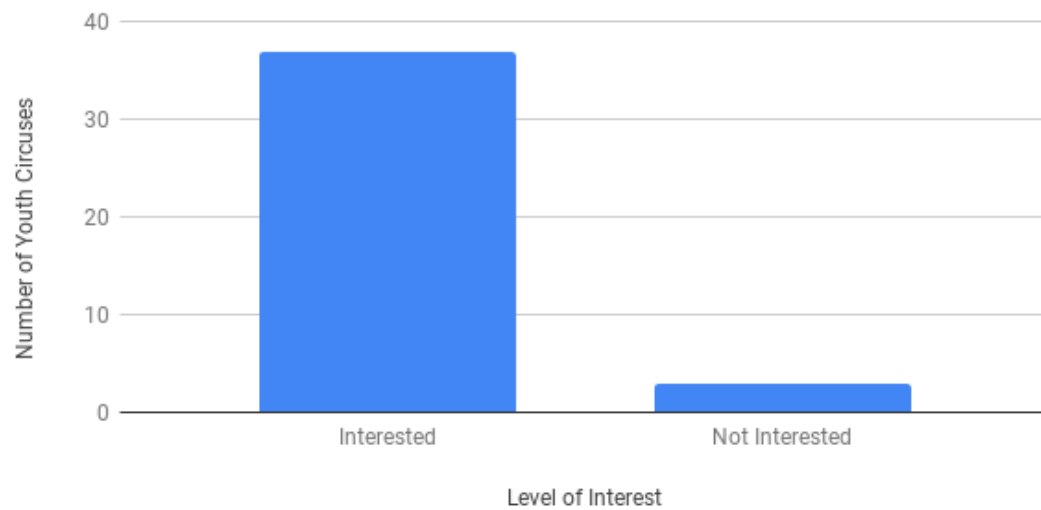
Records

Do youth circuses keep records of safety checks?



Rigging Training

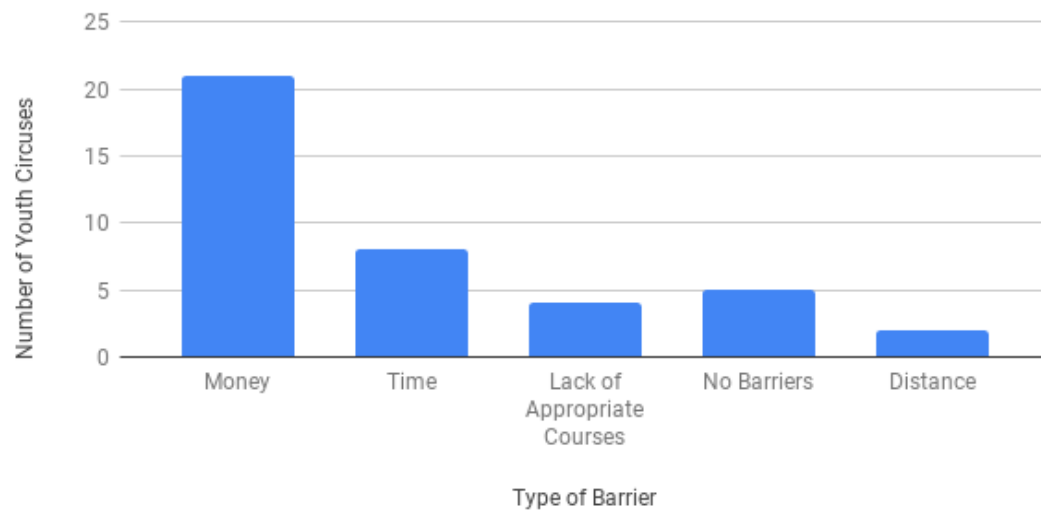
Youth circus interest in undertaking rigging training



“We feel a need for rigging training and would be interested in being involved in this.”

Barriers

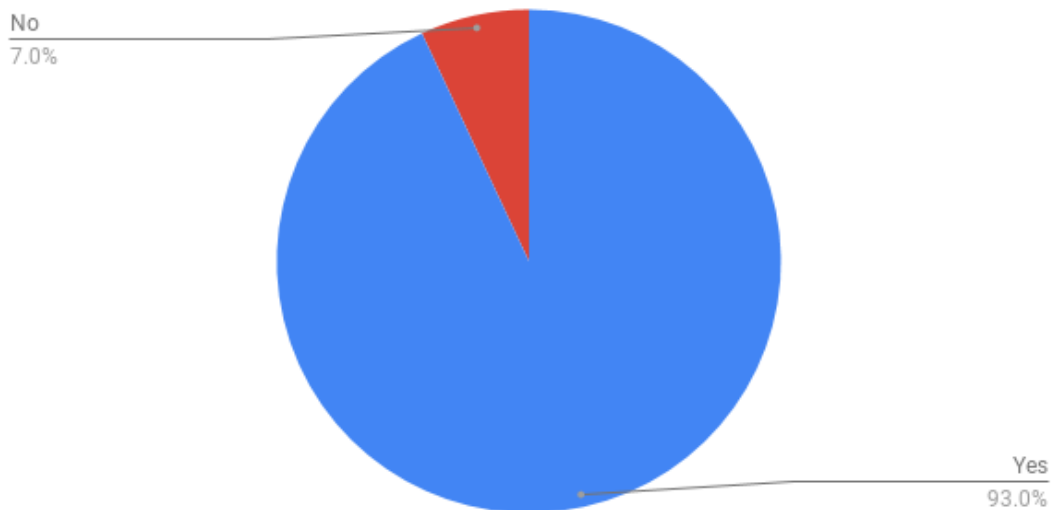
Barriers to undertaking rigging training



Health and Safety

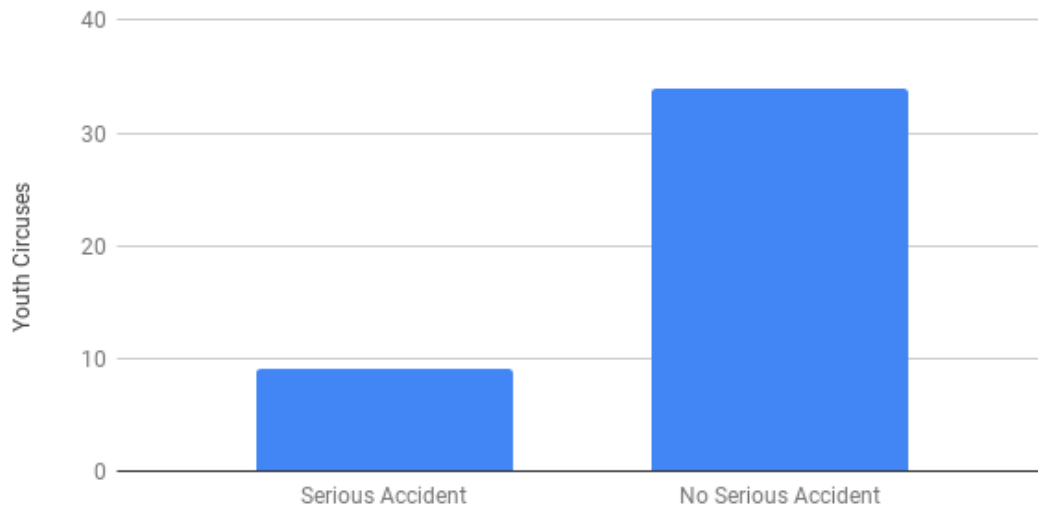
First Aid

Do youth circuses have a trained first aider at every class / event?



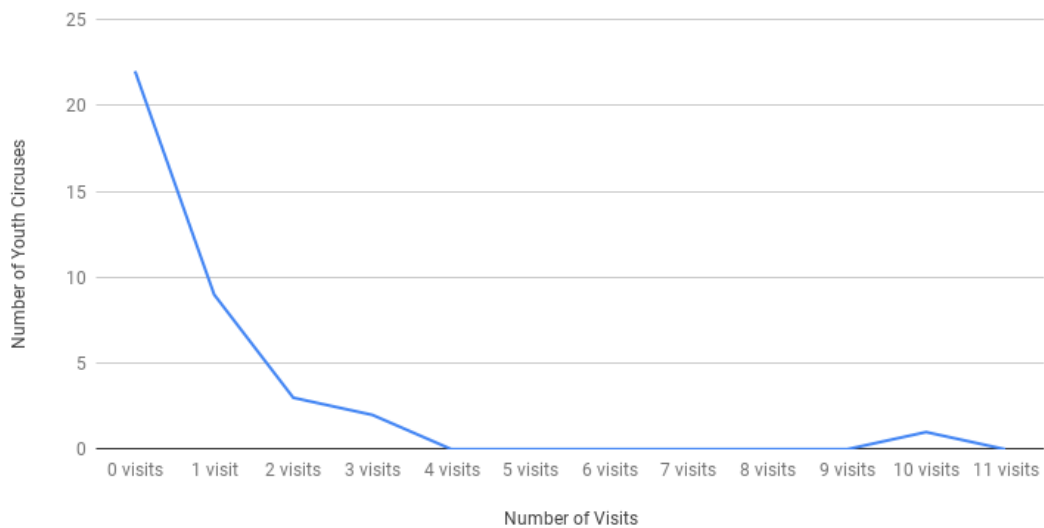
Serious Accidents

How many youth circuses have had to deal with a serious accident?



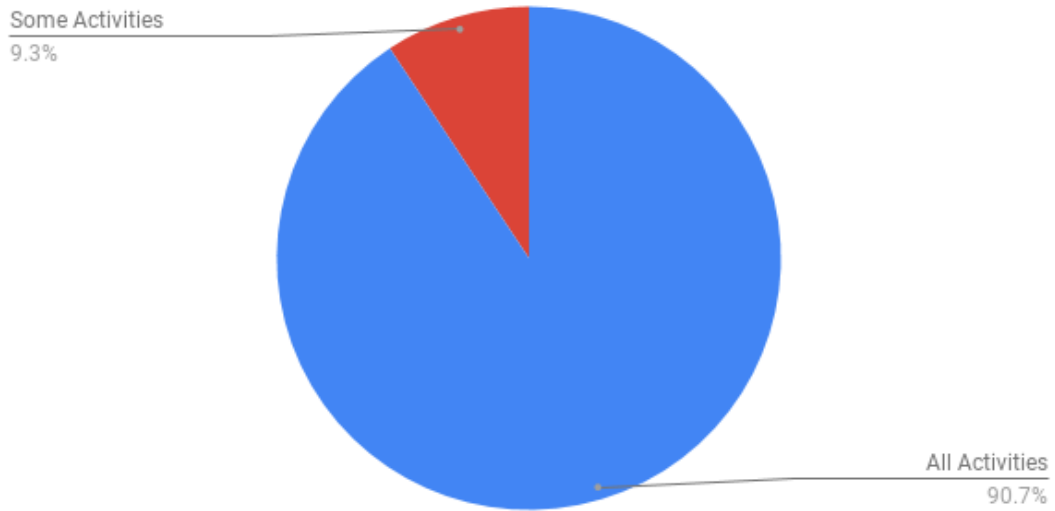
Hospital Visits

Average number of hospital visits per year



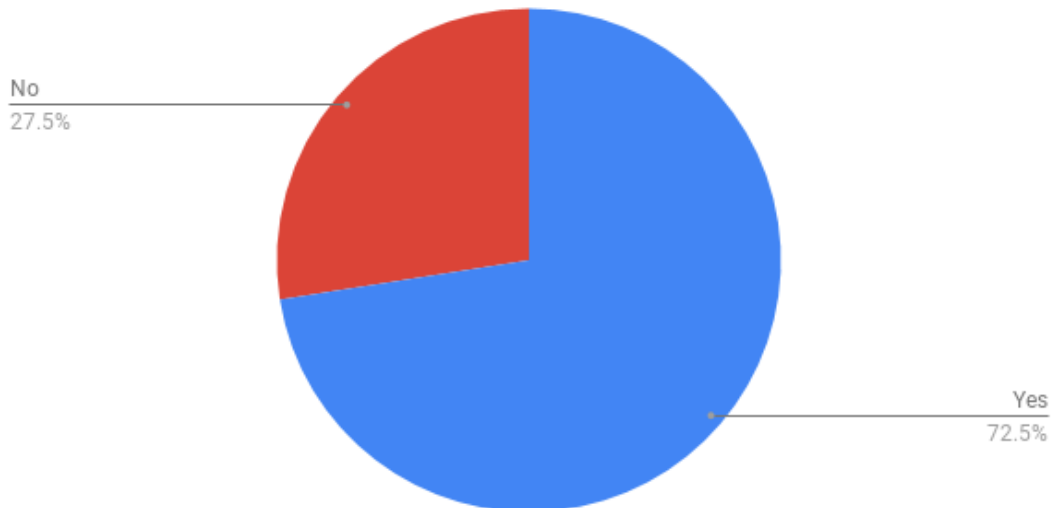
Risk Assessments

Do youth circuses do risk assessments for all activities?



Risk Assessments: Visiting Trainers

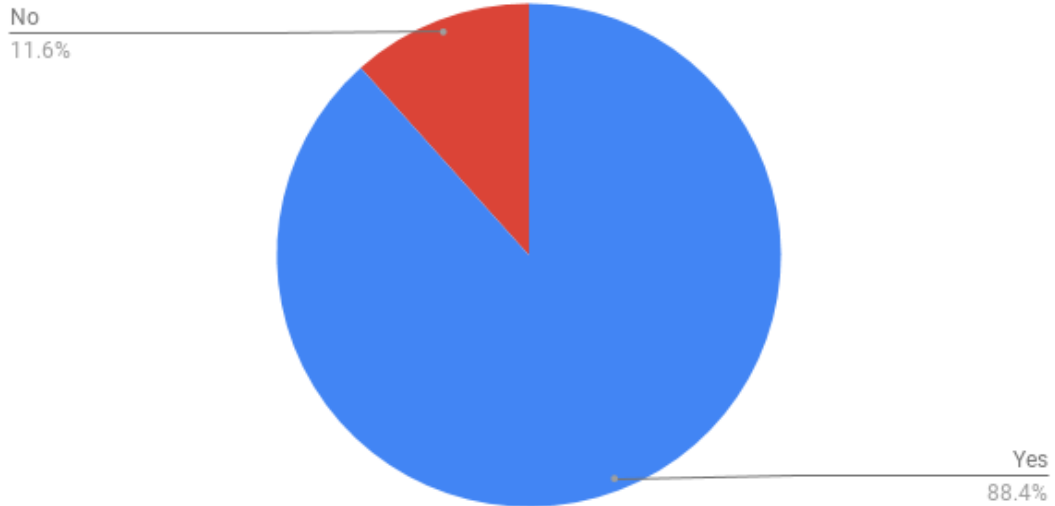
Do youth circuses require visiting trainers to provide risk assessments?



Safeguarding

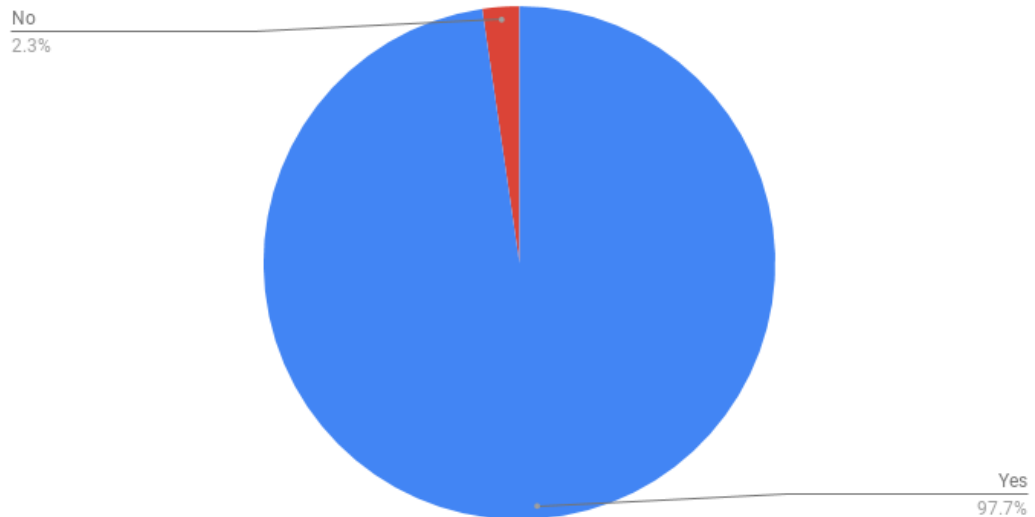
DBS Checks

Do youth circuses carry out DBS checks on new staff?



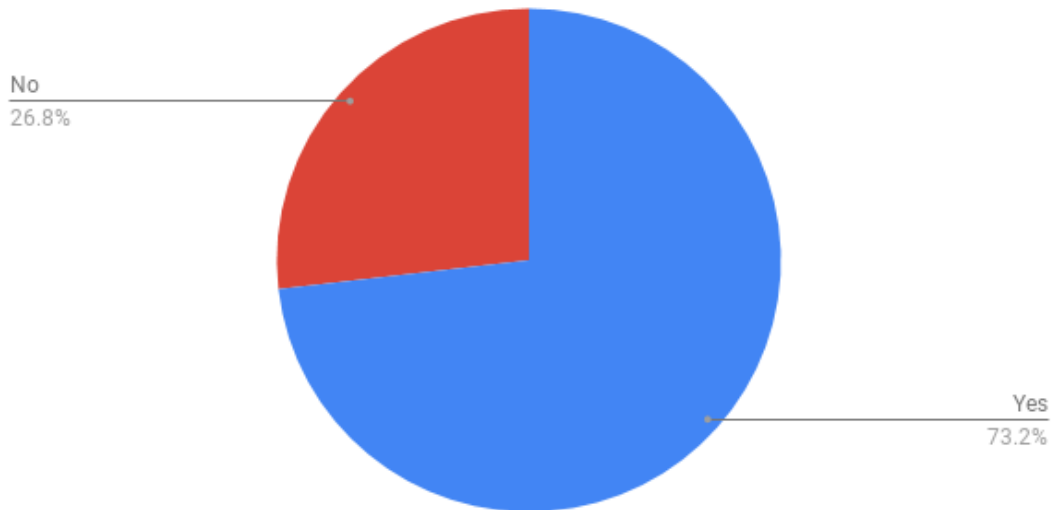
DBS Representation

Do youth circuses ensure there is one person with an appropriate DBS certificate at every event with young people or vulnerable adults in attendance?



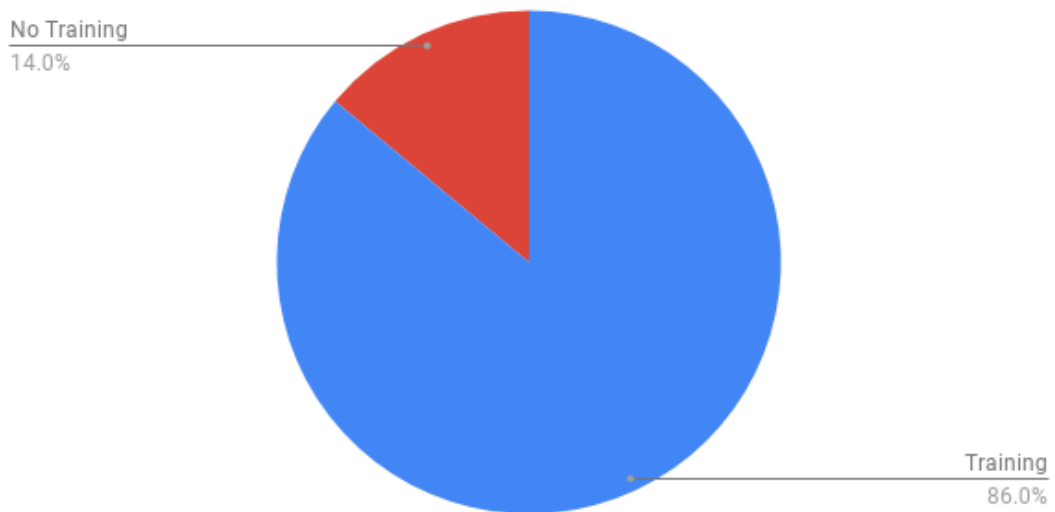
Visiting Trainers DBS

Do youth circuses require visiting trainers to provide a DBS certificate?



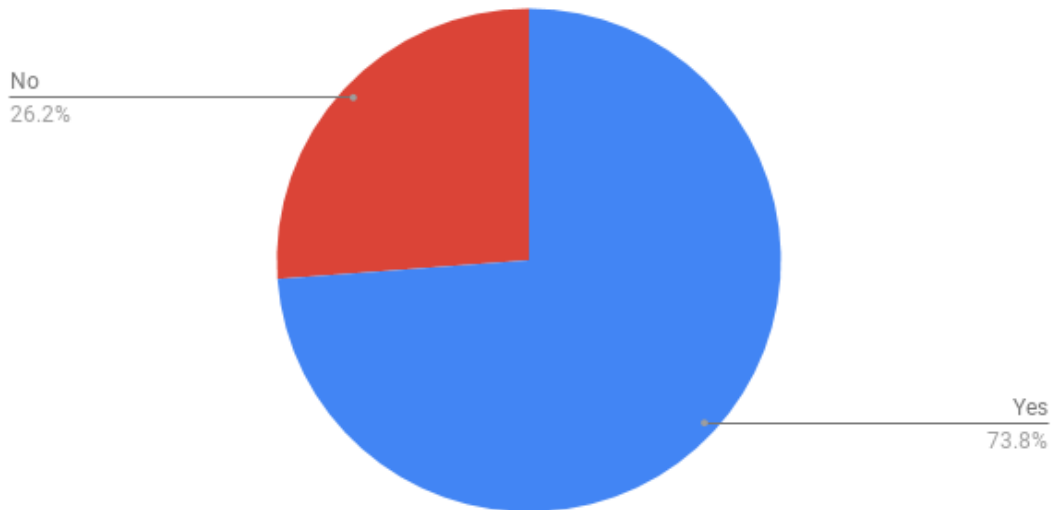
Safeguarding Training

Are regular staff offered safeguarding training?



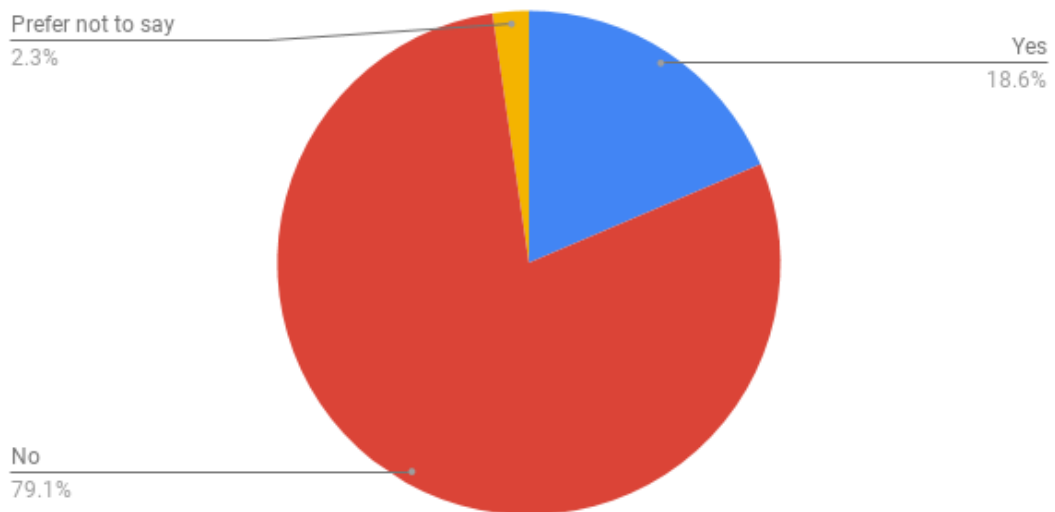
Safeguarding Lead

Is there a trained safeguarding lead / officer in the organization?



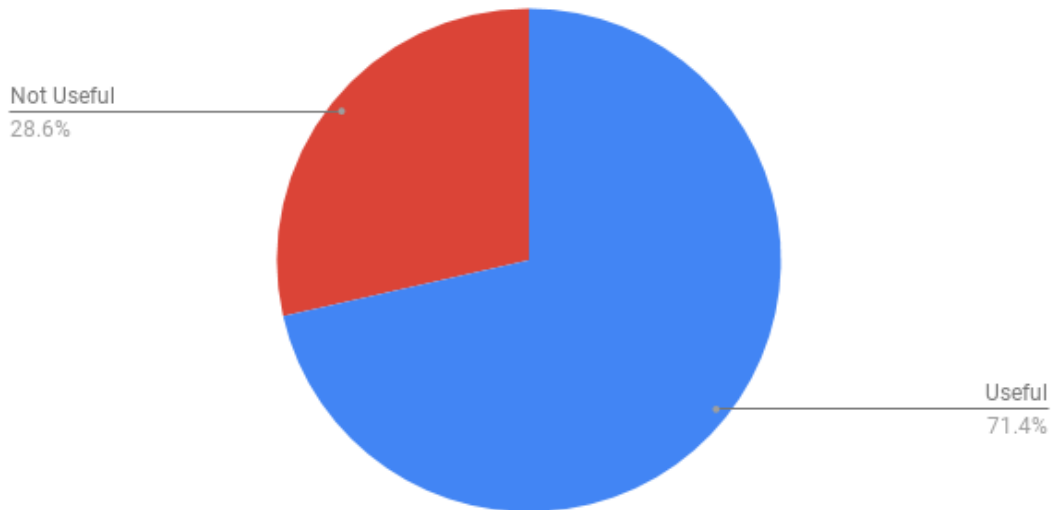
Referrals

Have youth circuses made safeguarding referrals to social services?



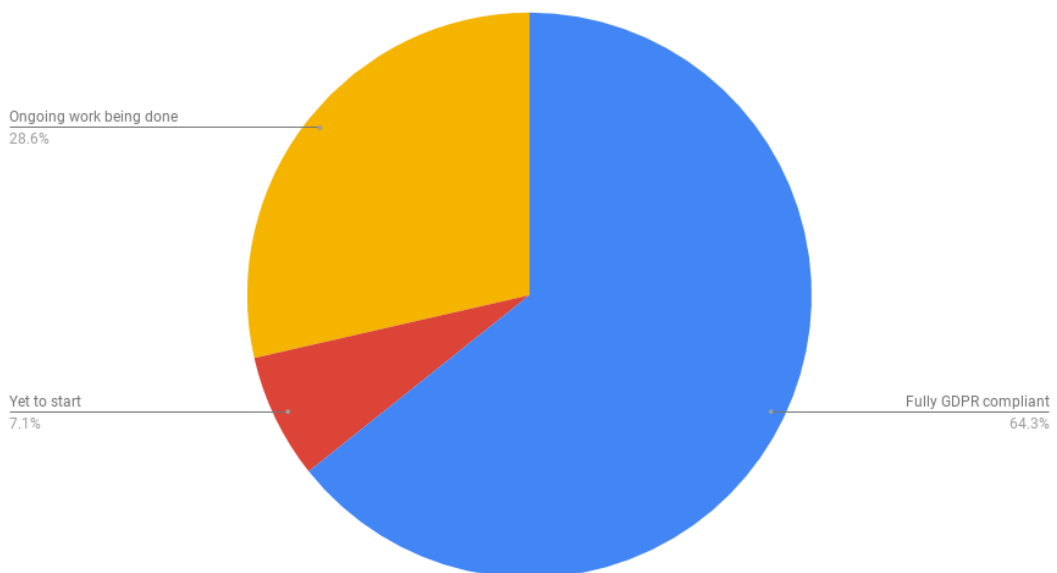
Safeguarding Advice

Would advice on safeguarding procedures be useful?



GDPR

GDPR Compliance

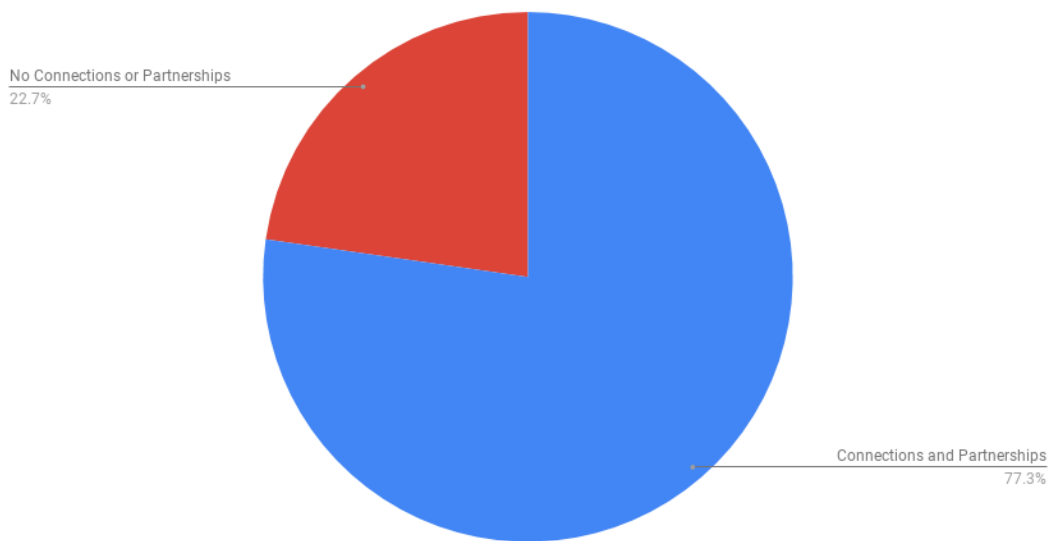


Networks and Connections

Networks (UK and Europe)

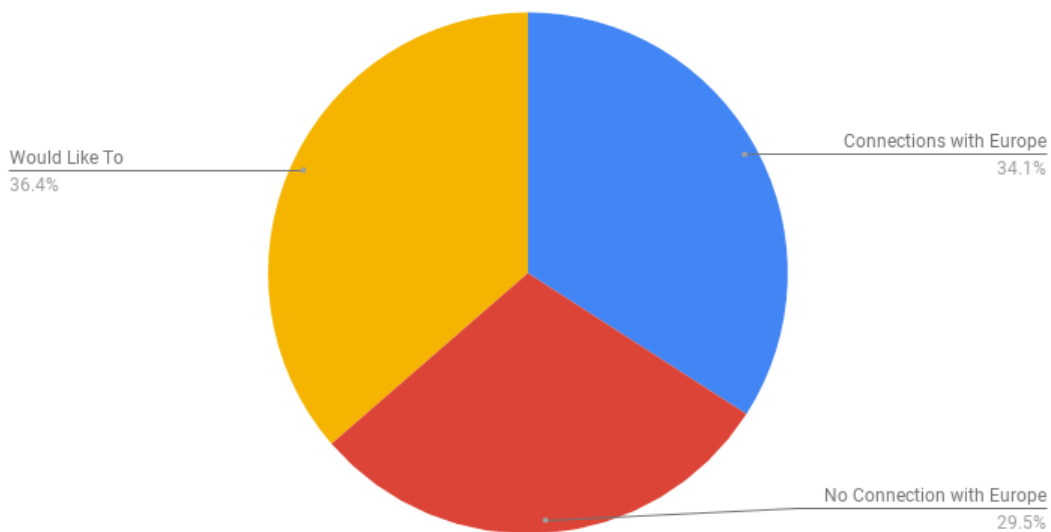
UK Networks

How many youth circuses have connections with other youth circuses in the UK?



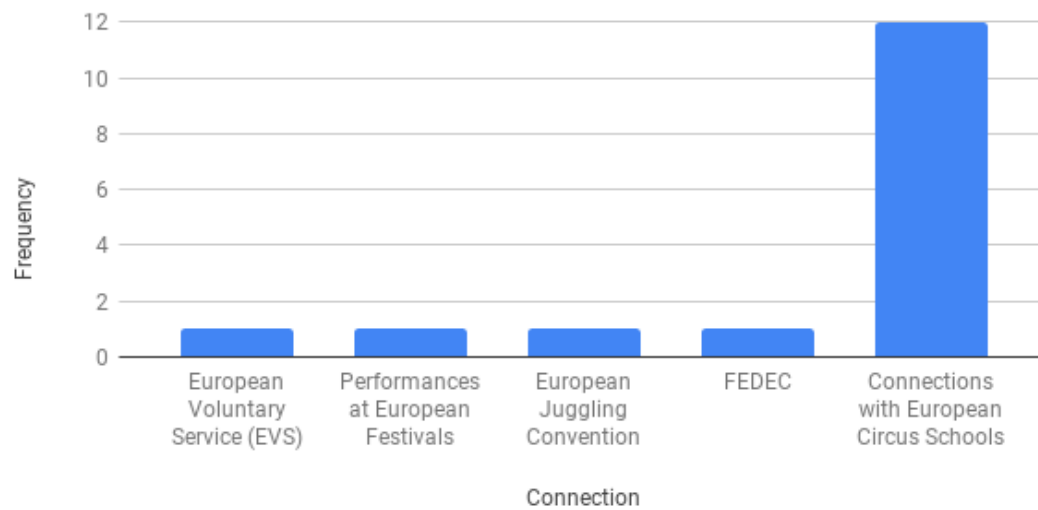
European Networks

Do UK youth circuses have connections with European youth circus networks?

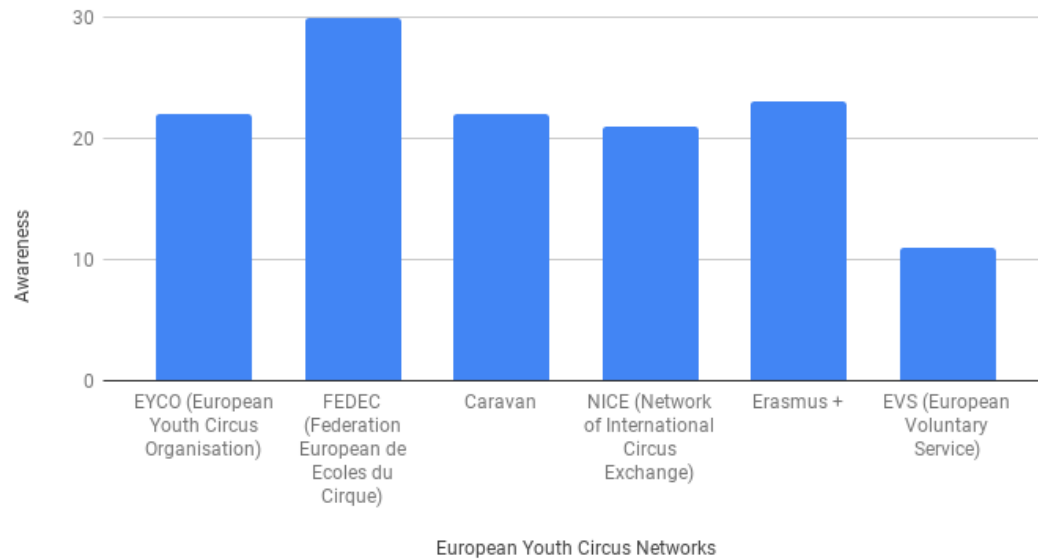


European Connections

What connections do UK youth circuses have with Europe?

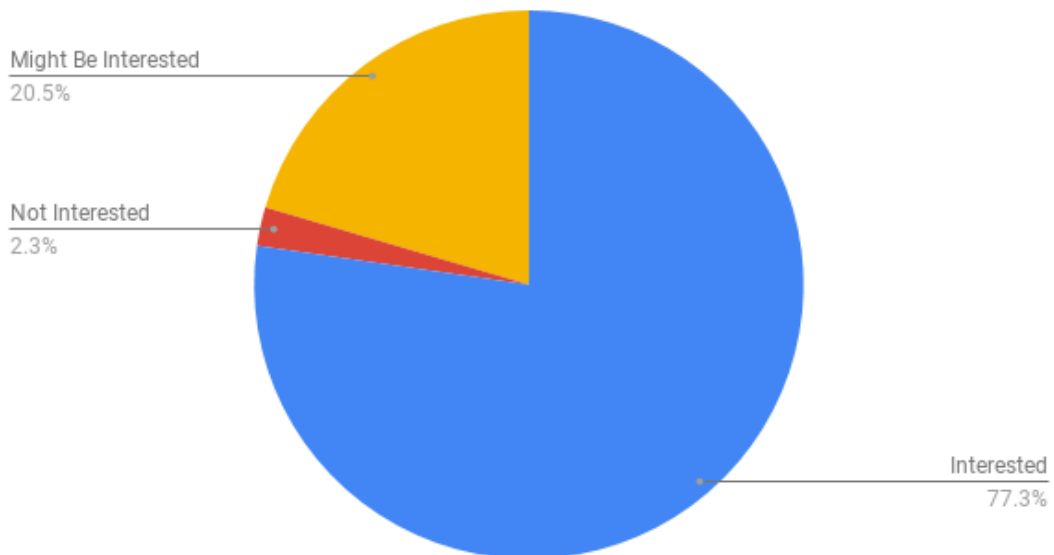


Awareness of European Networks

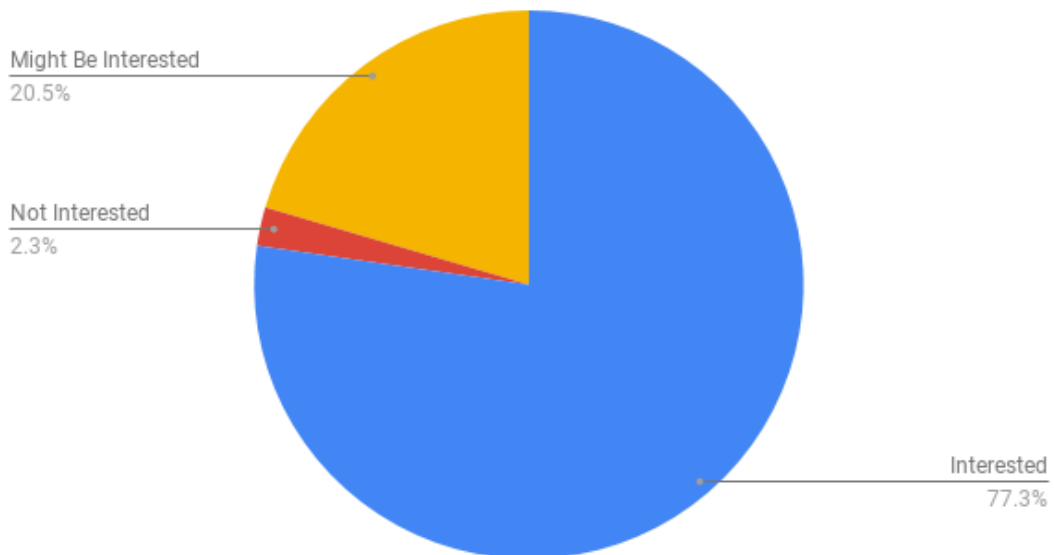


Exchanges

Interest in UK Exchanges

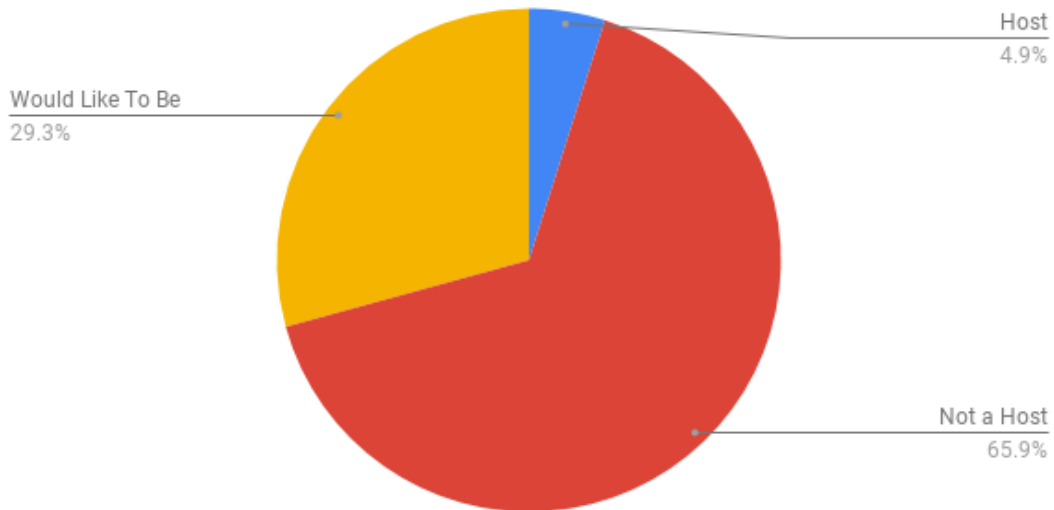


Interest in European Exchanges



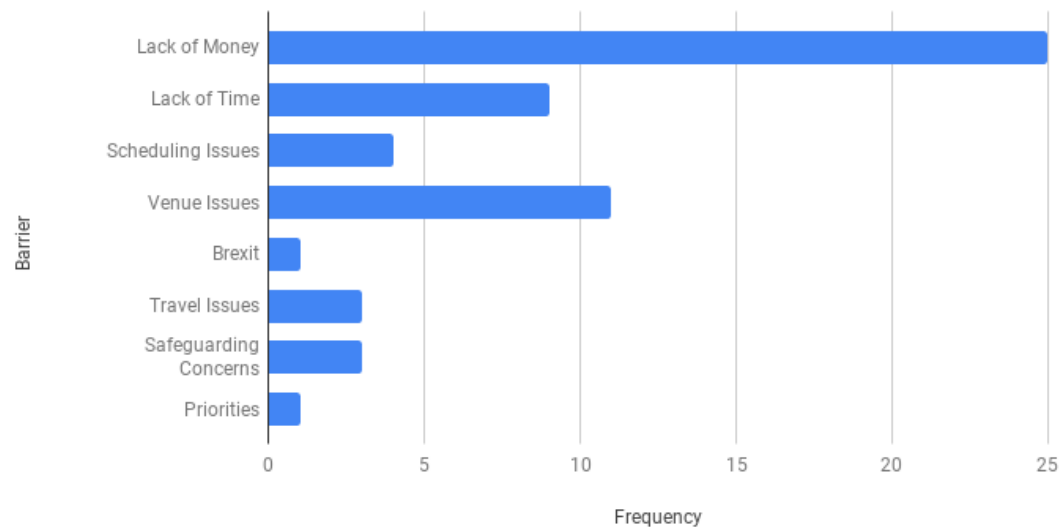
EVS Hosts

How many UK youth circuses are EVS (European Voluntary Service) hosting organizations?



Barriers

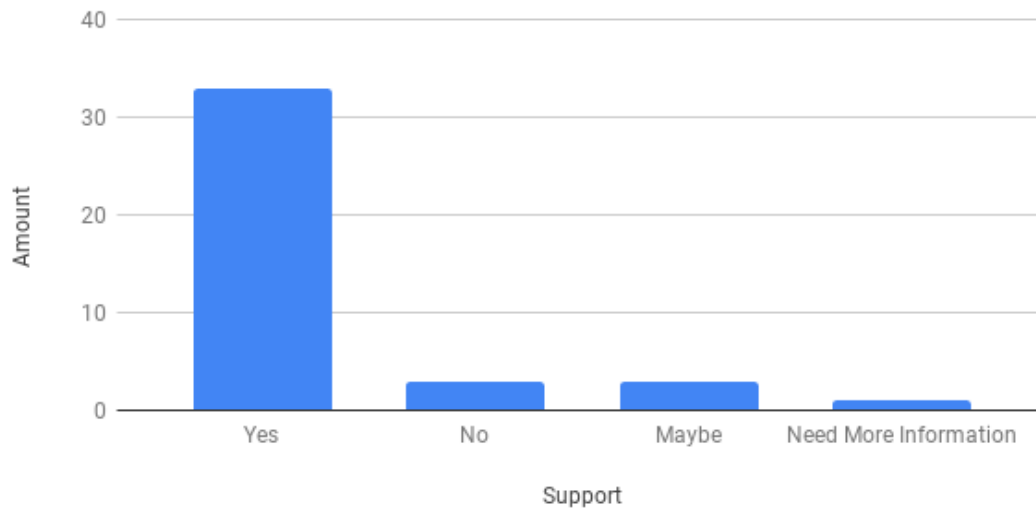
What barriers stop youth circuses taking part in exchanges?



Regional Hubs

Regional Hubs

Do youth circuses support the idea of regional hubs, to help communication nationally?



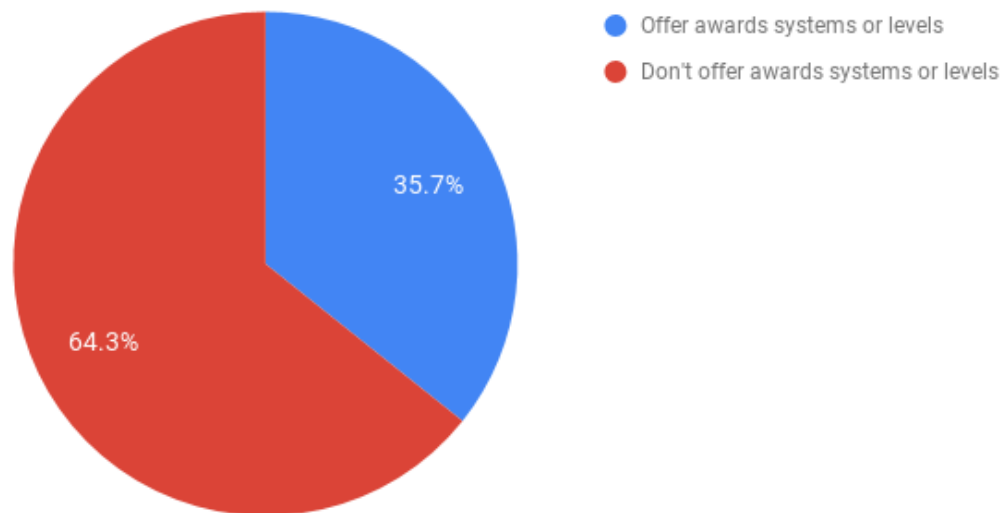
“Regional hubs and networks would be really useful - to share resources and learn from each other.”

Training and Accreditation

Awards and Levels

Awards Systems and Levels

Do youth circuses use awards systems or levels?



Comments From Youth Circuses on Awards and Levels

"I would like to research ways of rewarding young people that are non-competitive."

"We are not interested in awards or levels. We are more interested in being creative."

"Achievement is currently recognized by a certificate or goodies."

"We offer Arts Awards and CDC certificates, and we are working towards NVQ."

"We have arts awards. It would be great to have levels."

"Currently we only have unicycling awards but we do have a 2019 project to extend this to other skills. We'd be happy to collaborate on this."

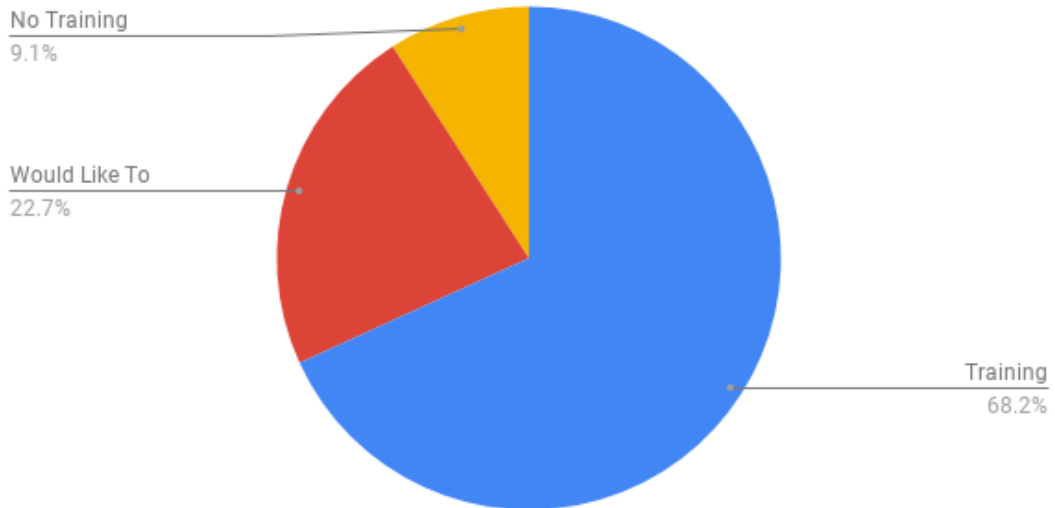
"We are interested in awards if they are inclusive."

"When students have done a certain amount of performances or have otherwise made major progress they are given a juggling hat. This is a momentous occasion."

Training

Training

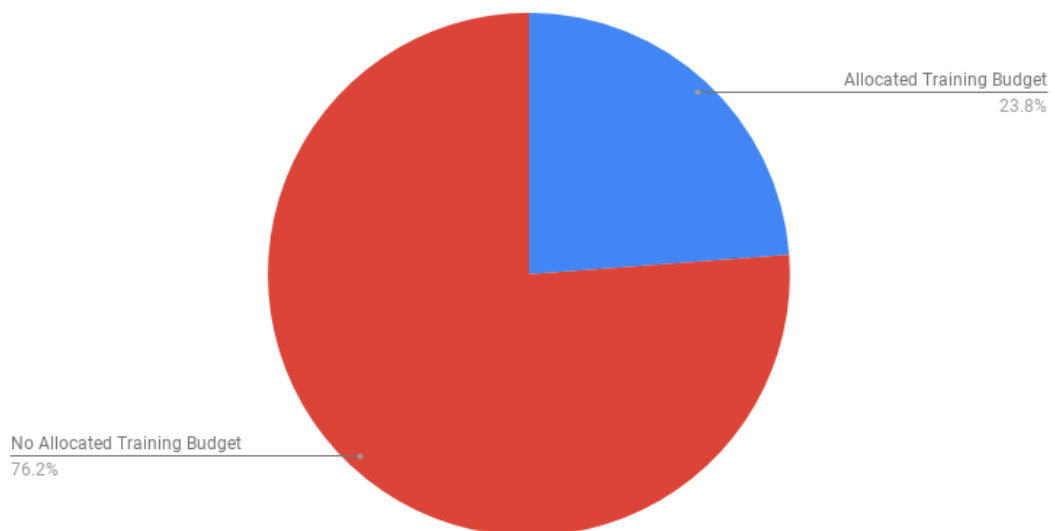
Do youth circuses provide training for their circus trainers, staff, or volunteers?



“We would like to be part of any training plan within the sector.”

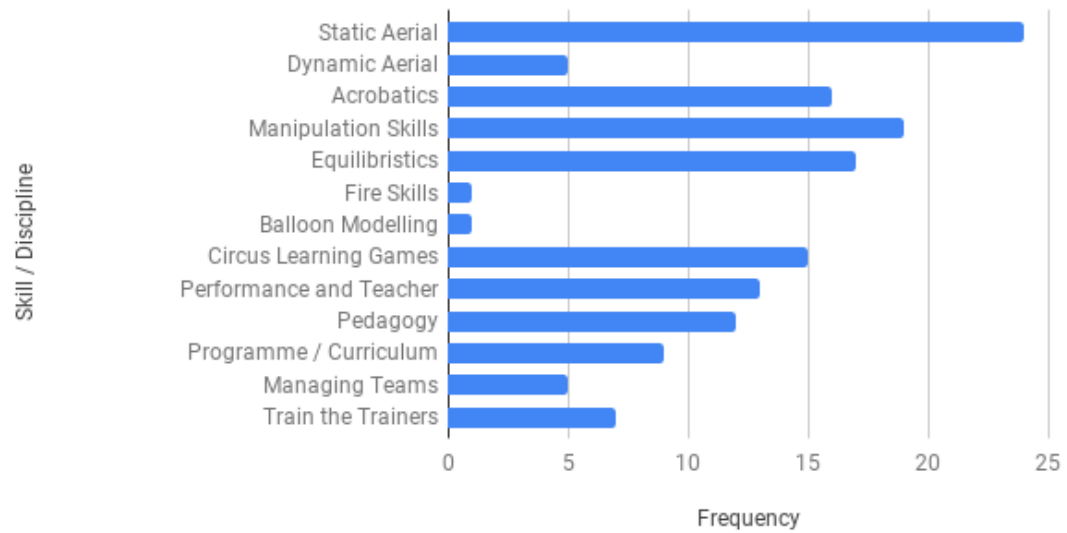
Allocated Training Budget

Do youth circuses have an allocated budget for training their trainers and staff?



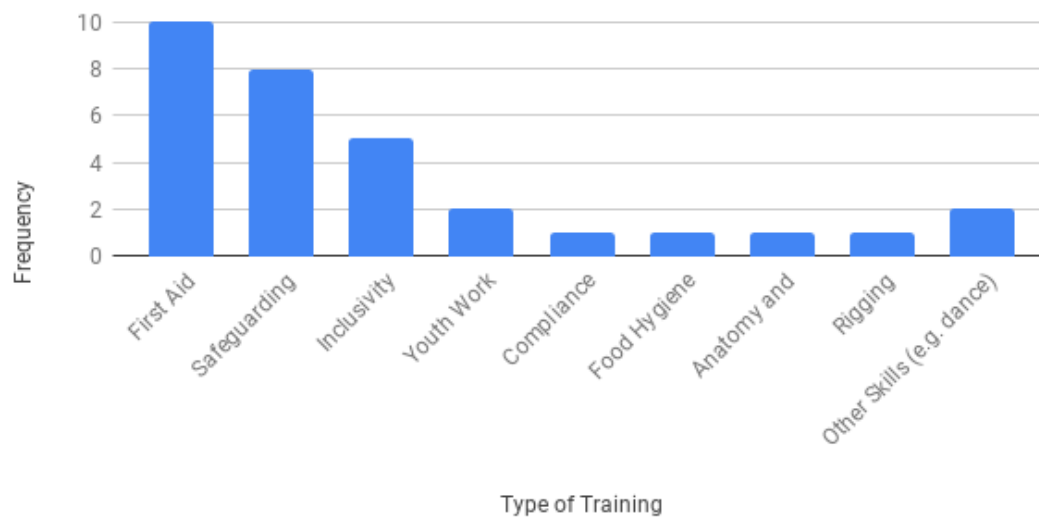
Teacher Training

Circus skills and teaching disciplines taught to trainers



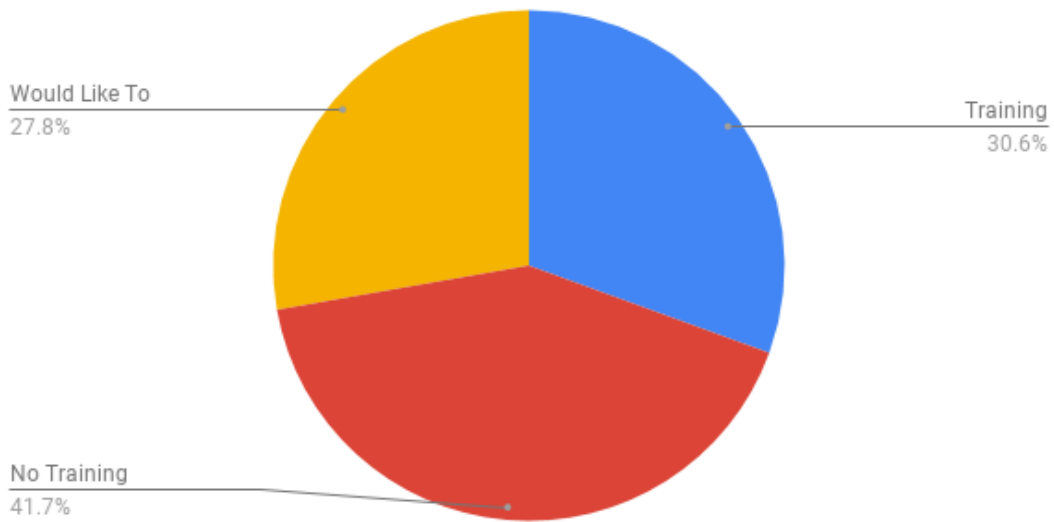
Other Teacher Training

Additional, non-circus training provided to circus trainers



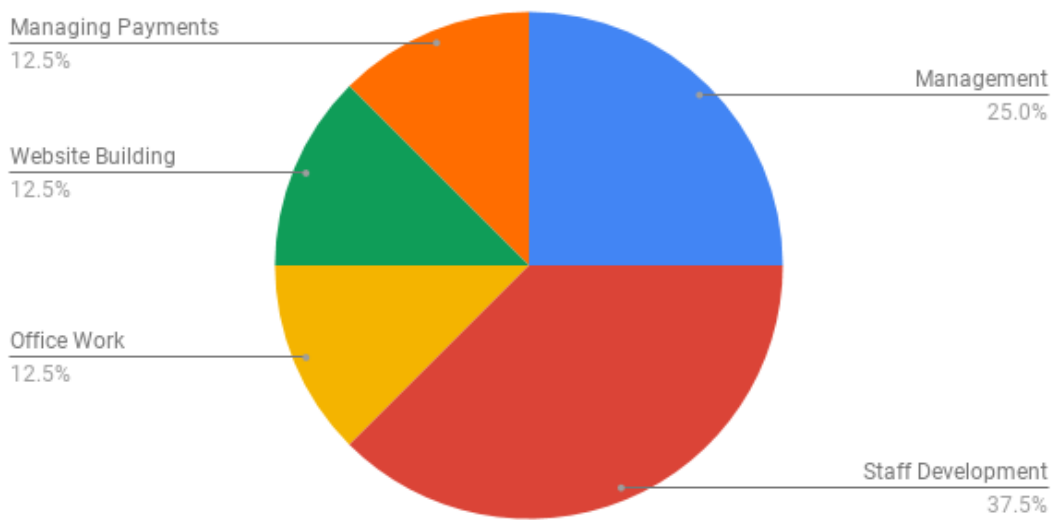
Management and Governance Training

Do youth circuses offer training in organization management, staff development or governance?

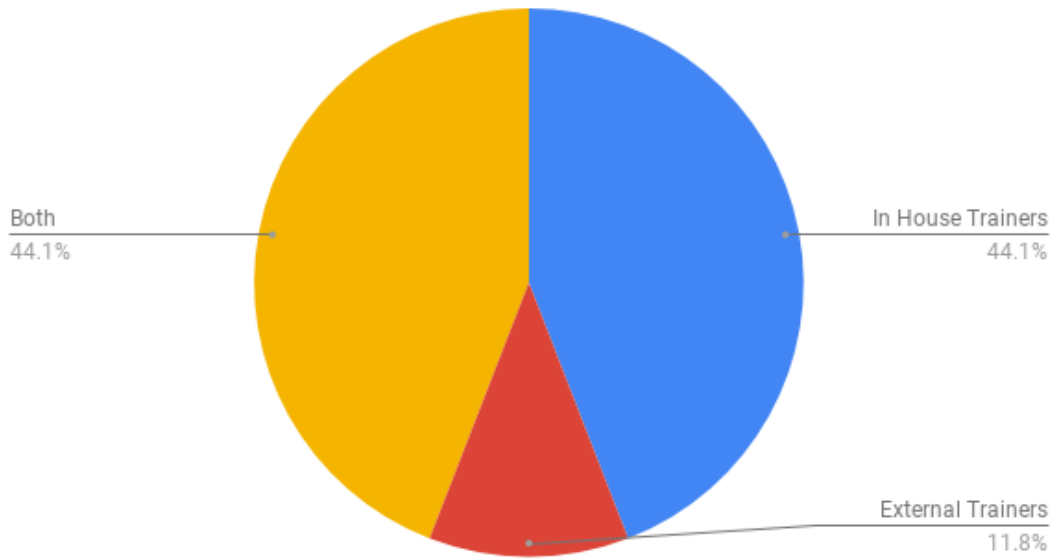


Administrative Training

Areas of administration, management and governance youth circuses provide staff training in

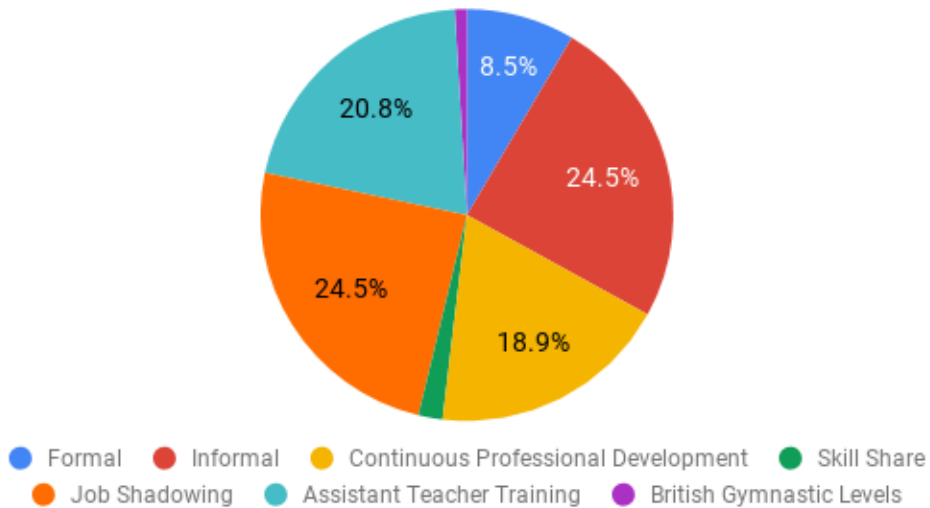


Who Trains Staff?



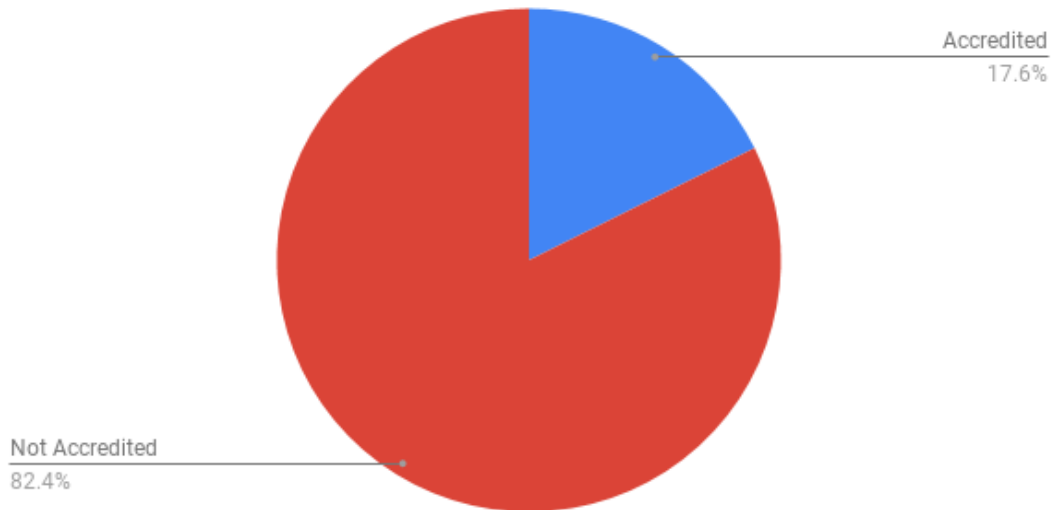
Type of Training

How are trainers taught?



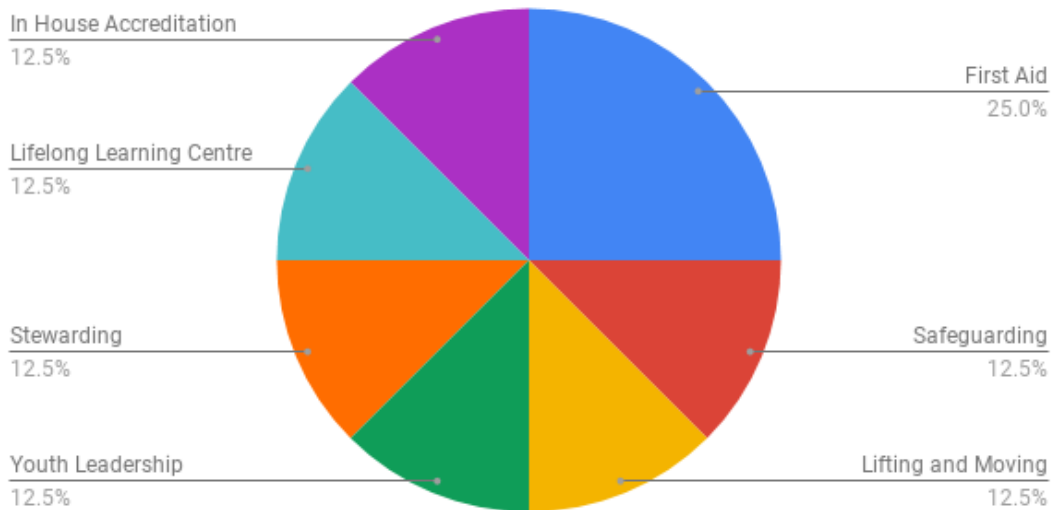
Accreditation

Are youth circus training courses accredited?



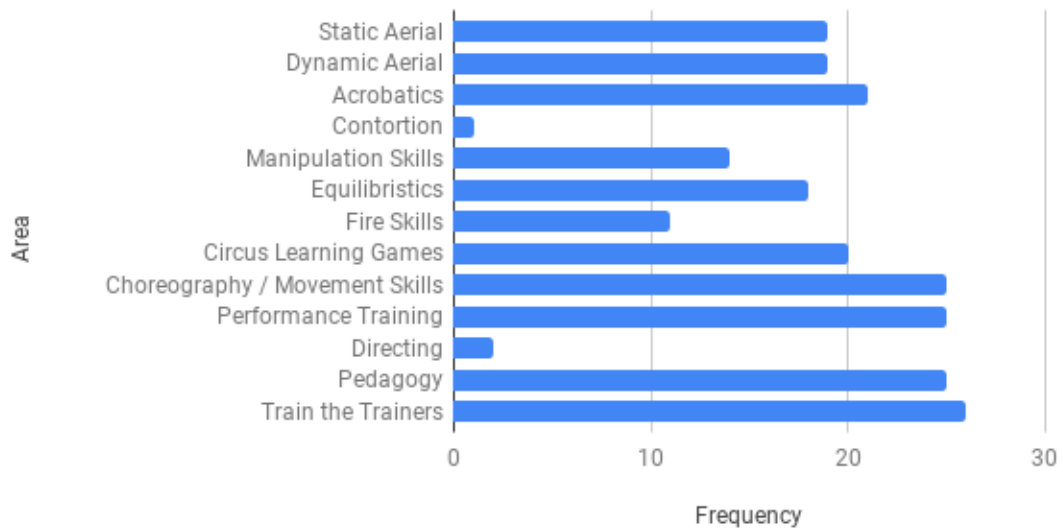
Training Courses

Type of course / accreditation



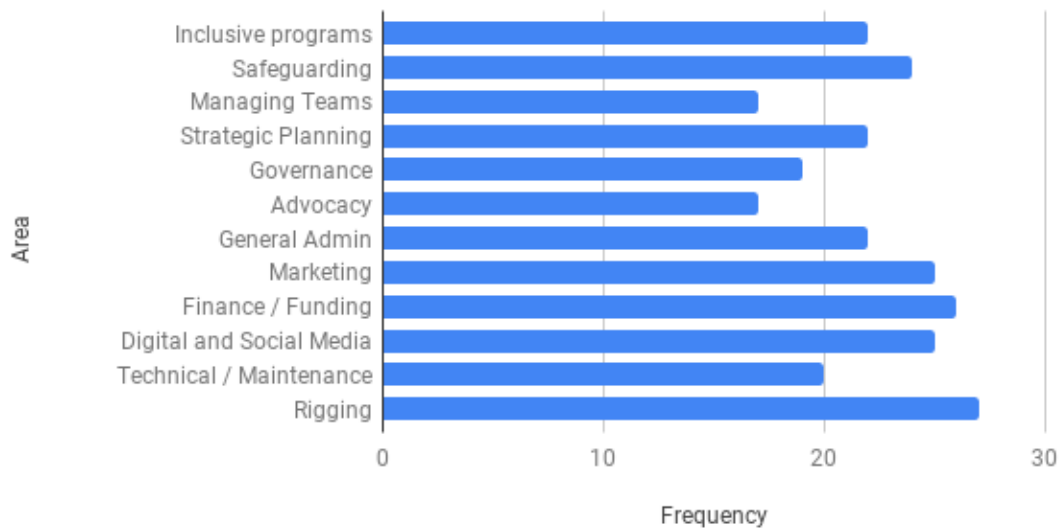
Circus Training Needed

Areas of circus training that youth circuses would find useful



Non Circus Training Needed

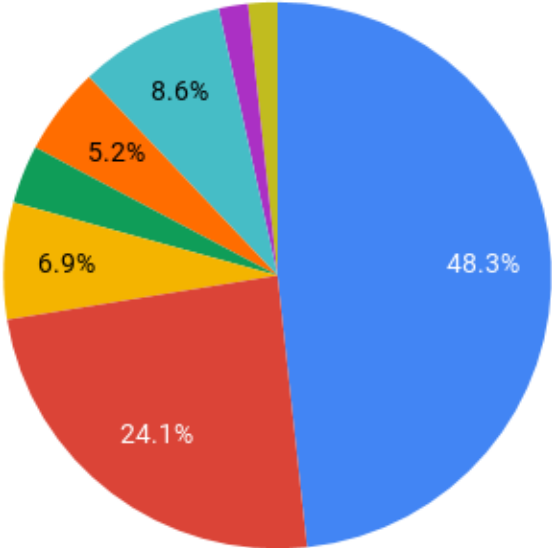
Areas of non-circus training that youth circuses would find useful



“Other training we would like to see includes: risk assessments, injury prevention, working with growing bodies (including what shouldn't we be doing!), new techniques, and new equipment.”

Barriers to Training

- Money
- Time
- Venue Issues
- Lack of Teachers
- Teacher Commitment
- Availability of Training
- Access Issues
- Travel Issues



Learning from Each Other: Advice

"What advice would you give someone starting a youth circus?"

"Organizational infrastructure is as important as content and skills delivery within sessions. Awareness of safeguarding policies, risk assessment, project management, marketing, funding and business planning is vital for the sustainability and growth of organization."

"Make your program inclusive. Price, gender, class, race... generally intersectionality is the basis for good circus and good communities."

"Create a five year plan and budget to factor in all costs and find subsidy. Plan ahead, get to know the area you are working in, and talk to other youth programs."

"Be prepared! It will be popular."

"Good, locally based trainers. It's a long haul and takes time, patience and dedication to build up. Enthusiasm and commitment, alongside skills, are the most important qualities. Having a suitable space is vital, but sometimes that is not as vital as finding the people. Having an accessible space is very helpful."

"Be energetic, affordable and eager to teach anyone."

"Keep at it, it starts slow and your numbers will build. Make sure you have first aid and all the relevant paper work. Keep it fun. Play games and make shows even if they are super small scale/budget. Kids love to show their skills off."

"Have people with different skills to work with, e.g. marketing, circus skills, admin etc. - and who are passionate. And go for it! Don't let the bureaucracy hold you back."

"Teaching young people is not the same as teaching children or adults. It's a very specific age. It's very social for them - a lot come because they like to hang out. It's about creating a safe space where they feel welcomed and included. It's almost impossible to get boys through the door. Remember the immediate reward is really important to the teenage brain. Make sure that what one does is achievable and make sure they feel like they've achieved something when they leave the room. We often repeat that it's a non-competitive, non-judgmental environment. The young people like that the teachers don't shout, and are very supportive. It counter-balances the constant 'achieve achieve achieve' narrative from school. Instigate a mind frame of 'yes we can'. Making them feel special is really important."

"Do it!"

"Be open, share ideas, be willing to take other people's ideas – have a non-hierarchical structure. Try not to get stuck in own practice: don't mold kids to be like you. Don't be isolated, talk to other people. Be prepared to work hard. Be passionate, genuinely care."

"Surround yourself with professional intelligent people who have time and enthusiasm to spare! Include someone in your team with grant-writing ability to enable equipment to be sourced. Budget to exist on income from weekly subs - anything else you get is a bonus!"

"Get support from everyone involved: teachers, youth workers, parents and members of the community."

“Have you got any advice on retaining members?”

“Vary your programme and listen to the young people. Develop a mentorship programme where older members of the company can come back and support the younger members and gain some teacher training. I am not sure that all participants know that Arts Award has value as UCAS points - but this can be a big motivation.”

“Keep things going, work towards a goal each term. This allows young people to feel like they are a part of something, particularly if there are performance opportunities.”

“As a teacher, if you keep the children or young people challenged they will want to learn more, but do not set the challenge too high or young people will feel frustrated and give up. As a programme manager, consistency in tutors is important, so tutors are familiar and trusted by the young people. A good group dynamic is also important, e.g. maintaining good levels of behavior and welcoming to new members.”

“Involve them in your development, gather feedback, have a youth forum, make sure the organization is youth led.”

“Understand why they are coming: cater for range of motivations.”

“It’s about retaining parents rather than children. Set up the option of a Direct Debit standing order, or one-off yearly payment. This means they know when all the dates / shows / summer school is in advance, so they don't have to think about it any more after that. They can put it all in the calendar.”

“We have a policy of 90% attendance because it's free. We've never enforced it, but if someone doesn't attend, we call their parents straight away. Make it aspirational. We set milestones - for example, we have already told them we're having a show in July (currently January). Now they will commit to one skill for six months for the show. [...] The course is formed around them as individuals, and because it's a two-hour class we have time with them. We give a notebook to all of them, and with the intensive we start every day with some writing. Then they highlight three things that they want to share. We can then see themes in what the group is thinking and feeling. We also bring them to see our professional shows - I think this makes them feel very special: to be involved. Once in a while we do a specialist class e.g. harness or wall running. They love the variation of something very specialist.”

“Offer good teaching, progression and creativity. Work with the individual. Understand the difficulties - some amazing circus performers can't remember how hard it is to start. Have a programme that's structured, but that also has variety.”

“Main thing is to have deadlines and shows so members have celebrations of their skills and recognition of progress made.”

“We are about to embark on a project to create an awards scheme for all (common) circus skills based upon the Brownie badge basic idea. We are convinced that this method will encourage kids to grow their skills within a collecting mentality with a little competitiveness thrown in.”

Note: key excerpts are included here. For full list of advice from the survey, see separate 'Advice from Youth Circuses' document.

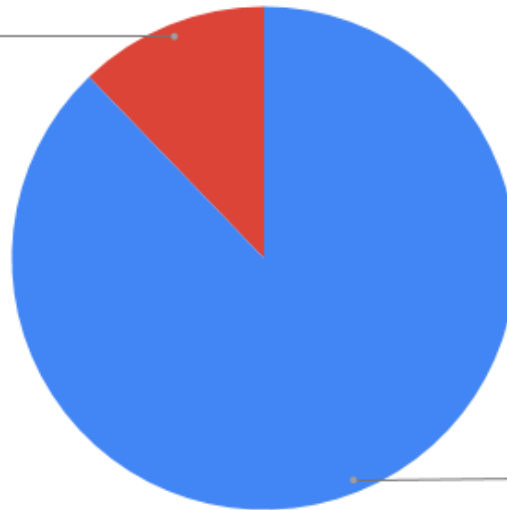
The Future

Plans

Mission Statement

Do youth circuses have a mission statement?

No
12.2%

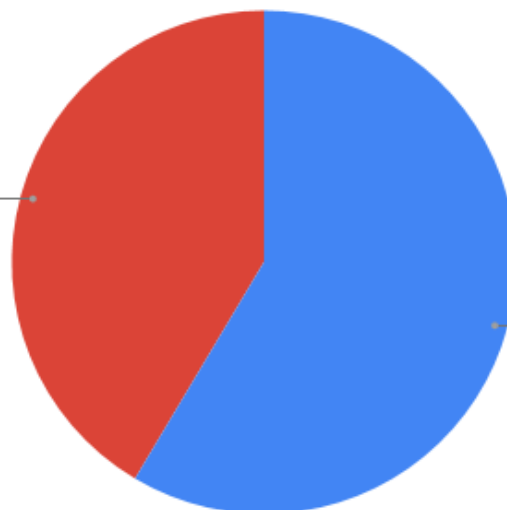


Yes
87.8%

Strategic Plan

Do youth circuses have a strategic plan?

No
41.5%



Yes
58.5%

CircusWorks

The UK Youth Circus Network

How do youth circuses develop strategic plans?

“By looking at the long-term investment of trust with the young people on the estate, what they wanted, and what the local community was asking for.”

“Informed by wider objectives as part of five year business plan (including a community engagement strategy).”

“We looked at other models and good practice guidelines, and built on what we were already delivering and where we wanted the circus school to move forward to.”

“We had support from Start East with one-on-one business advice to develop a business plan.”

“By creating a collective definition of mission and vision. The director and team draft a programme, and a marketing and fundraising strategy. They then get input from the board and advisor expertise.”

“We developed it as a leadership team, with input from our board of trustees. We formalize it, and then it is regularly reviewed and updated.”

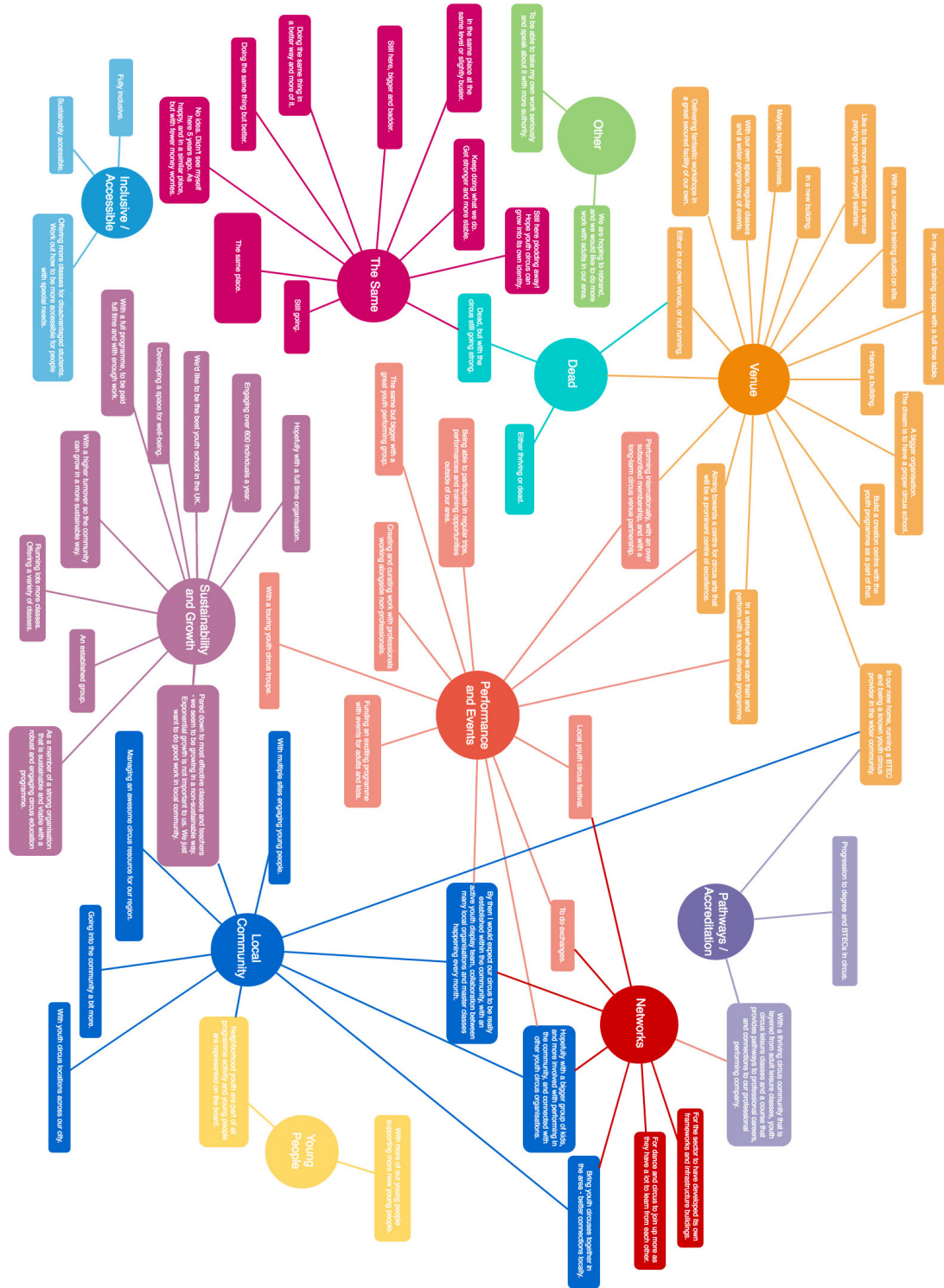
“We develop it with the Board based on current activities and our desired route forward from there.”

“The staff team developed it in consultation with our young people.”

Visions of the Future

Five Years Time

Where youth circuses see themselves, in five years:



In One Word

How youth circuses see the future, in one word. Words that were repeated multiple times are larger.

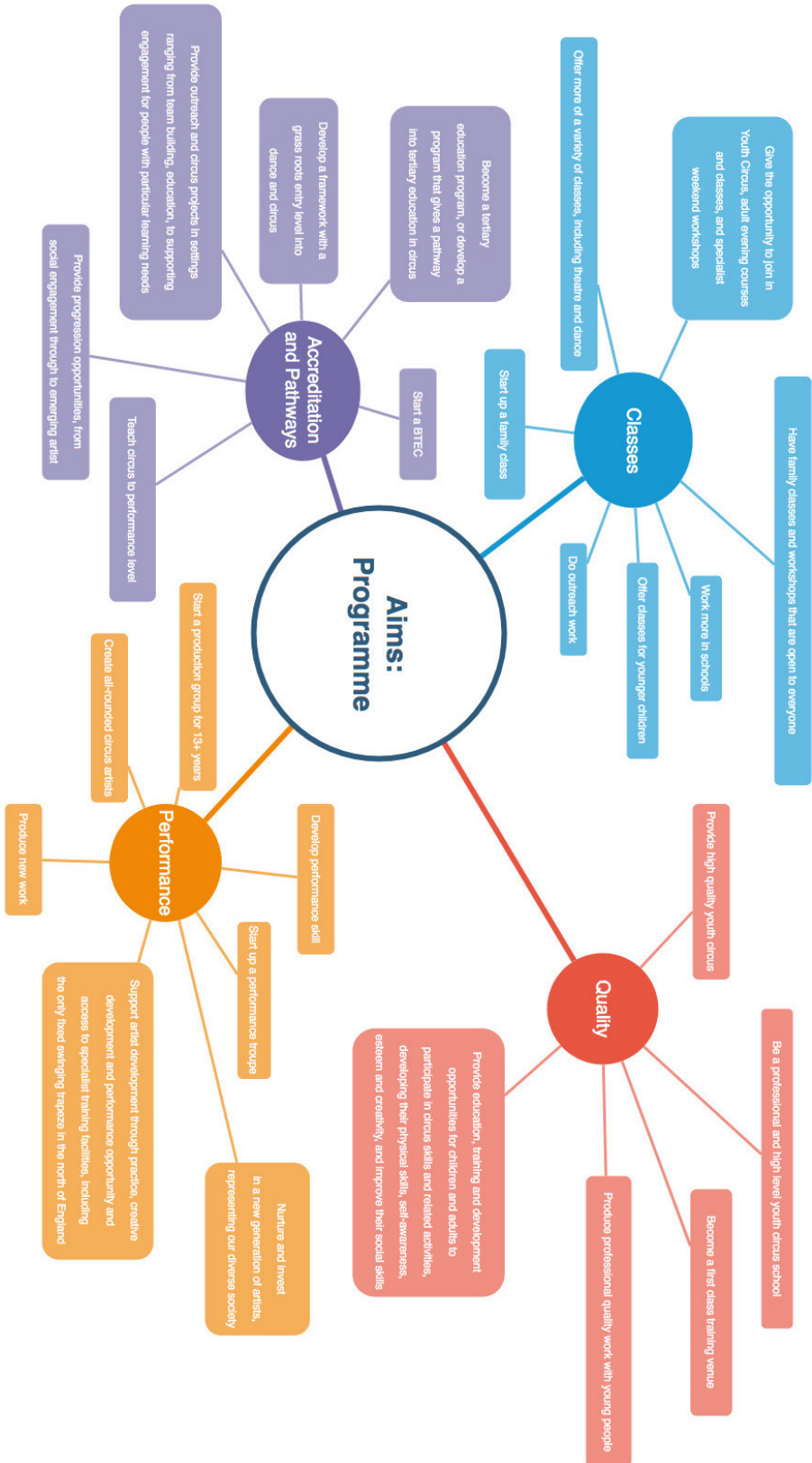


Aims

Youth circuses were asked to identify their top three aims. These aims are mapped in the following three maps, loosely grouped by the underlying priority of the aims. Please note that repetitive answers have been merged (e.g. the aim to 'Educate' covers the answers of three different youth circuses, who all listed "Educate", "Education", and "Educational development" as aims.

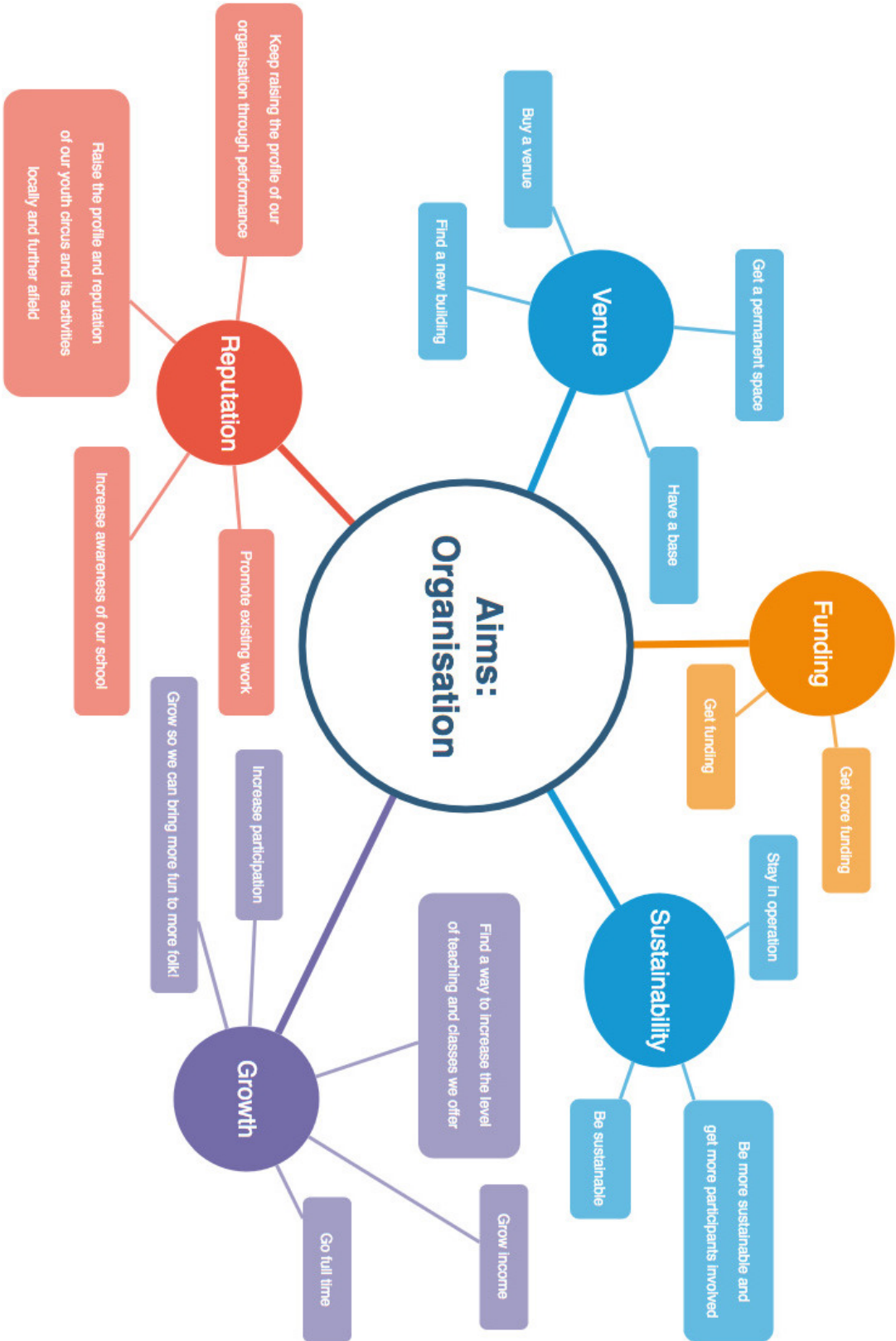
CircusWorks

The UK Youth Circus Network



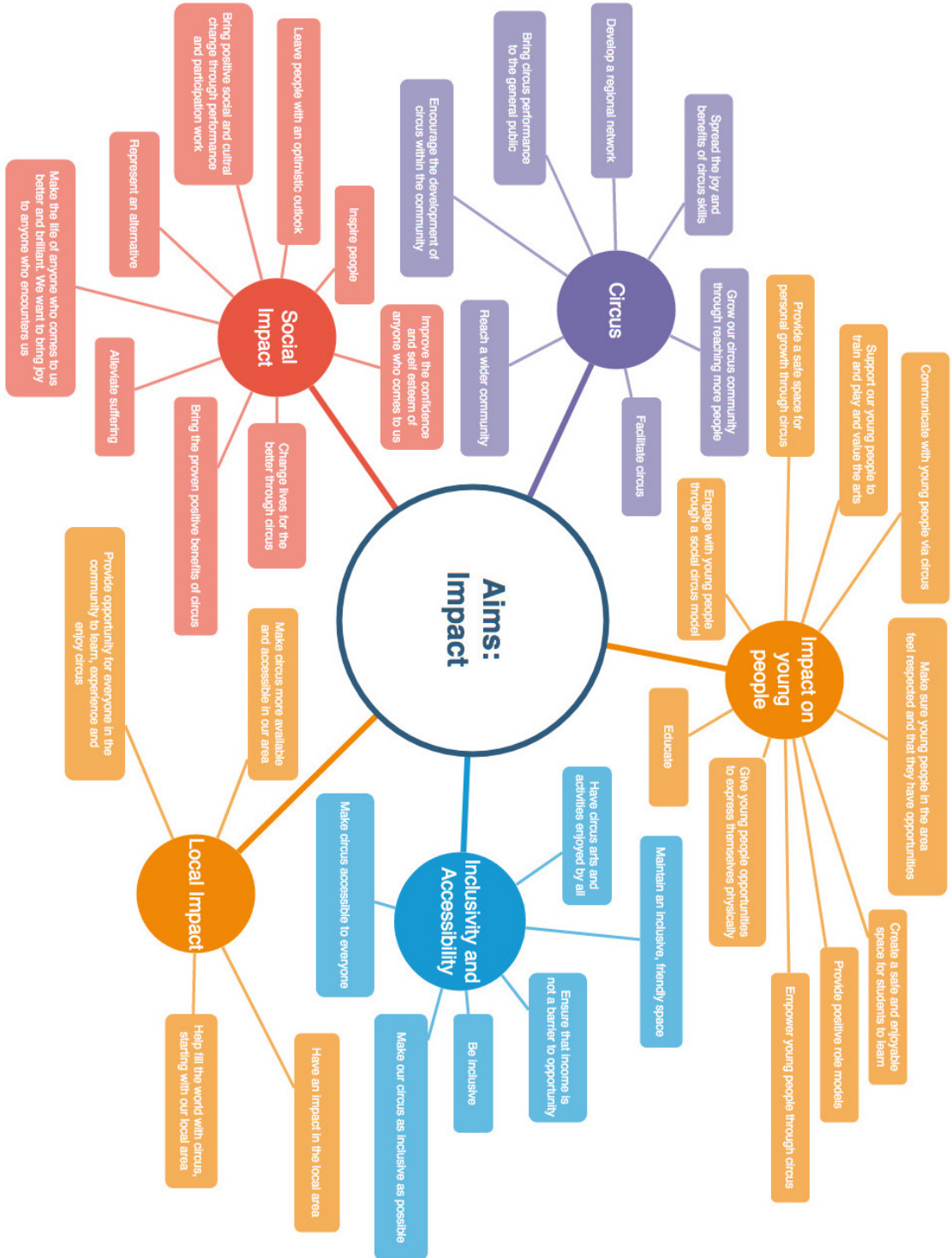
CircusWorks

The UK Youth Circus Network



CircusWorks

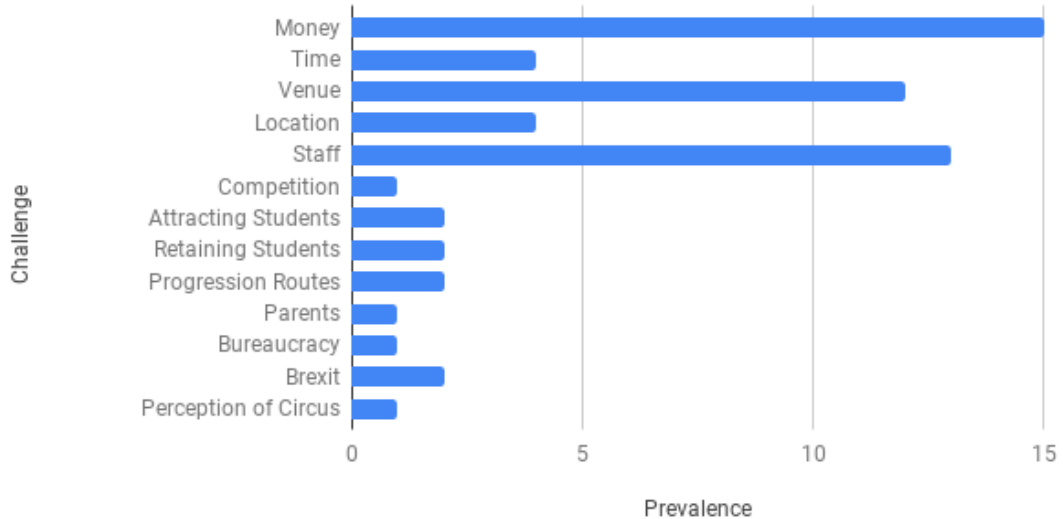
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Support Needed

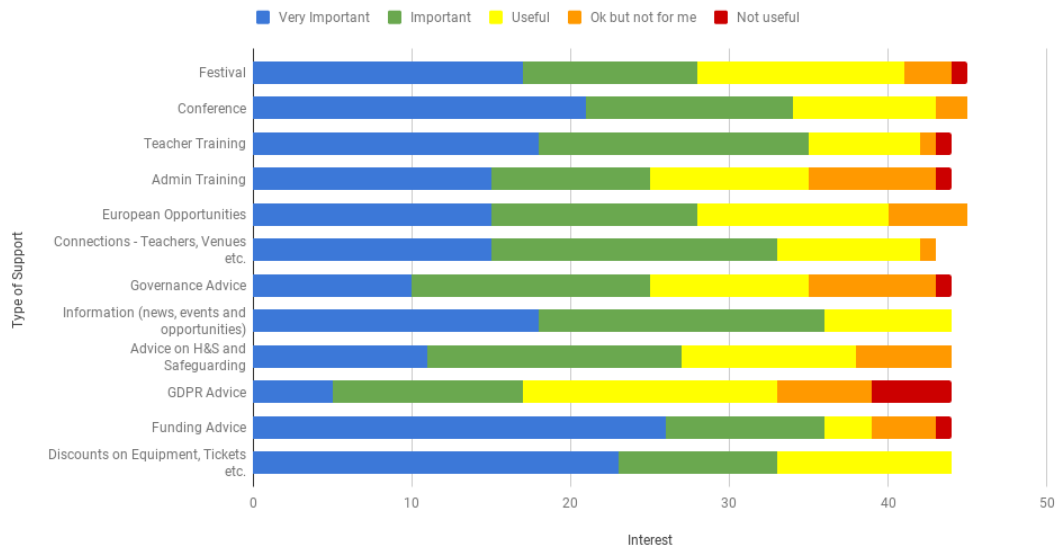
Biggest Challenges

What are the biggest challenges facing youth circuses?



CircusWorks Support

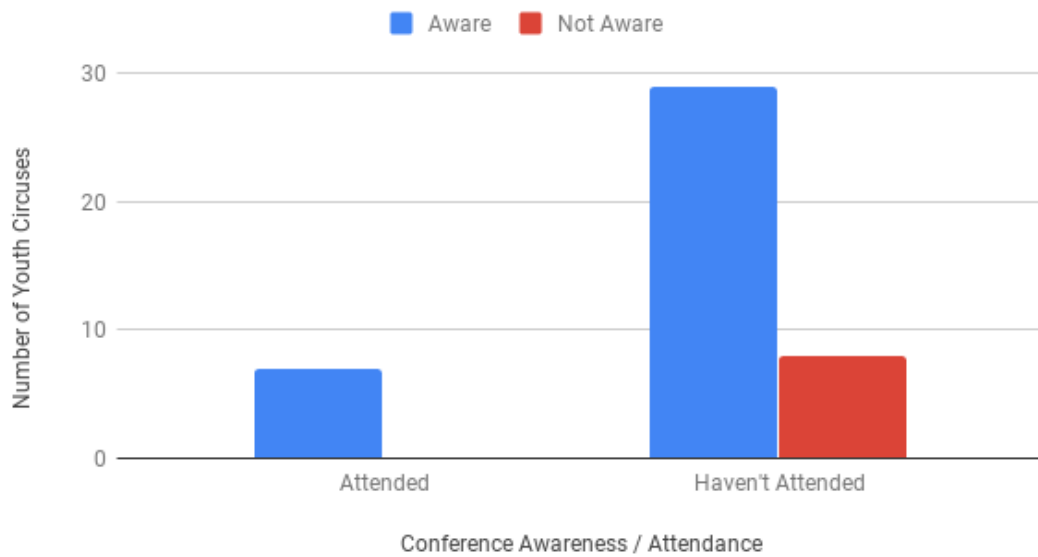
The best ways CircusWorks can support the UK Youth Circus sector



Types of support, in order: CircusWorks Festival, CircusWorks Conference, Teacher Training, Administration Training, European Opportunities, Connections (e.g. to teachers or venues), Governance Advice, Information (e.g. news, events and opportunities), Advice on H&S and Safeguarding, GDPR Advice, Funding Advice, Discounts on Equipment or Tickets.

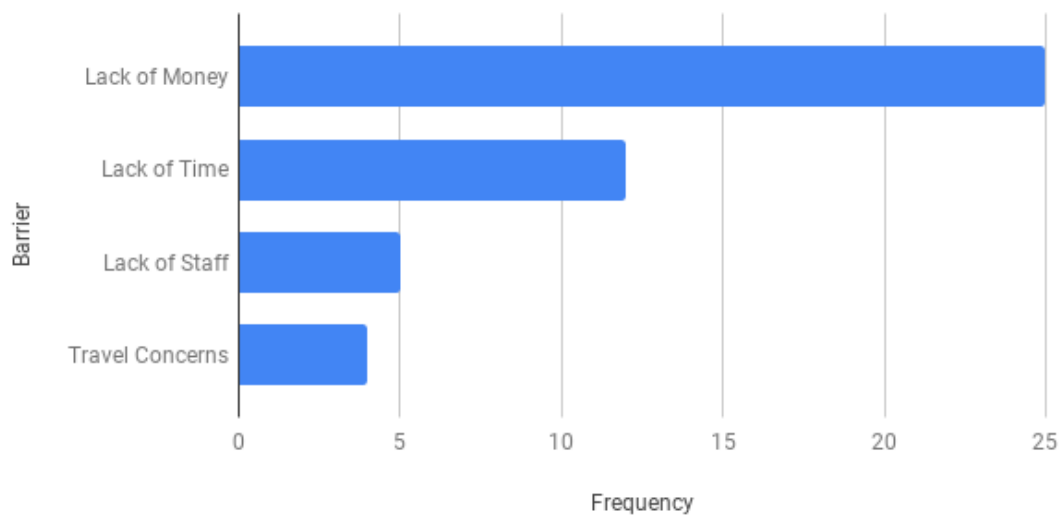
“How do we play an ethical role with our circus toys and life? We would like to contribute positively, maybe by recycling old equipment?”

CircusWorks Conference: Awareness

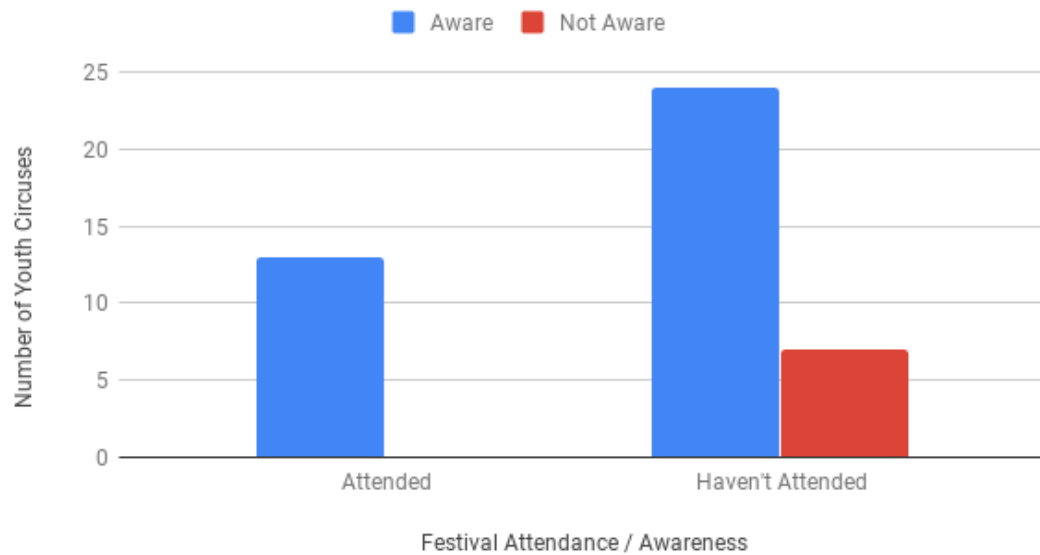


CircusWorks Conference: Barriers

What barriers might stop trainers / practitioners attending the conference?

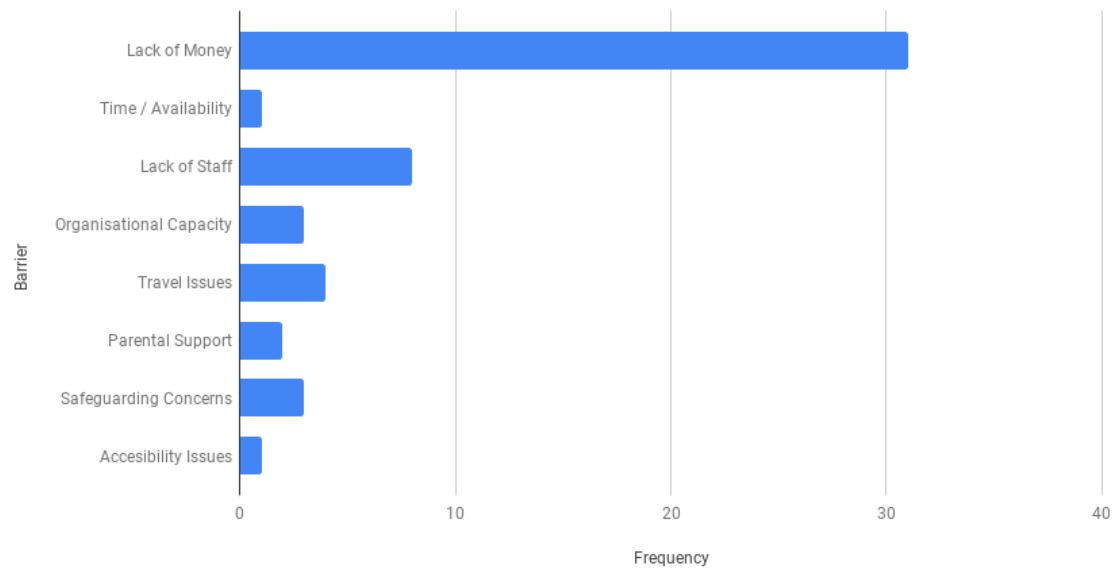


CircusWorks Festival: Awareness



CircusWorks Festival: Barriers

What barriers might stop youth circuses attending the festival?

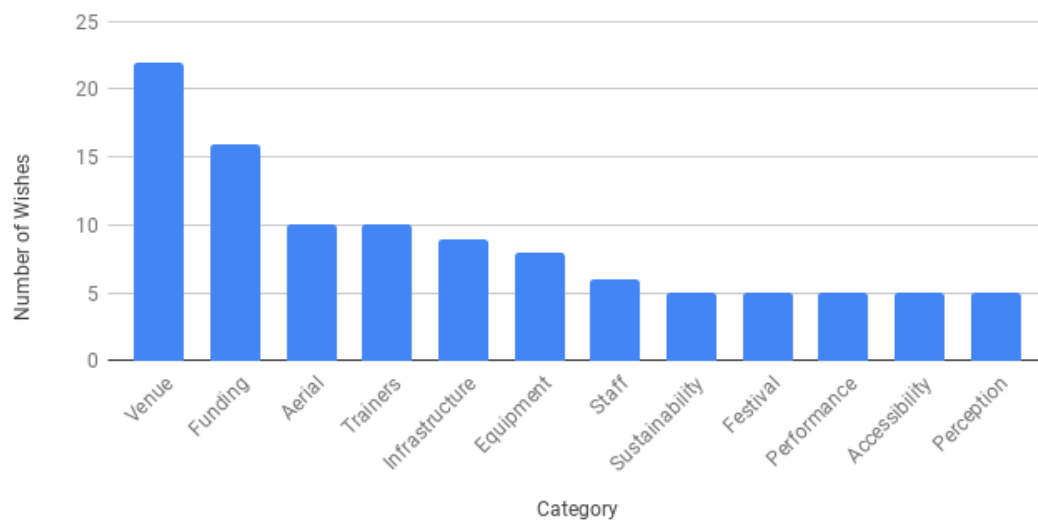


The Circus Fairy

"If the circus fairy could grant you three wishes, what would they be?"

Popular Wishes

Categories are explained in note below chart



Venue – access to venues, to buy buildings, to relocate to a larger building etc.

Funding – to be funded / more funding opportunities

Aerial – aerial infrastructure / access to aerial infrastructure

Trainers – more local trainers / trainers with higher skill levels / trainers with particular skills

Infrastructure – more space / changes to current venue (e.g. rigging points)

Equipment – more equipment / specialist equipment

Staff – money for staff / specialist staff

Sustainability – for the youth circus sector to be generally more sustainable, e.g. through increased funding, recognition, and opportunity

Festival – youth festival and other events that bring youth circuses together

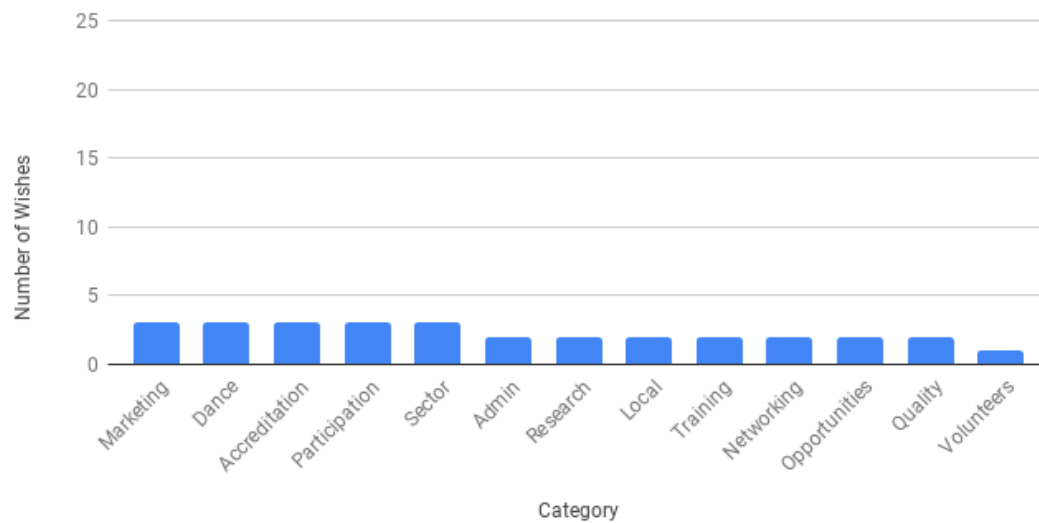
Performance – performance opportunities, and wishes for performance success (e.g. through high ticket sales)

Accessibility – availability of funding and support for disadvantaged children, and wishes concerning inclusivity and access

Perception – changes to the public perception of circus, and wishes for circus to become more popular

Other Wishes

Categories are explained in note below chart



Marketing – marketing support, knowledge and resources

Dance – acknowledgement and accreditation of dance / circus fusion

Accreditation – circus accreditation, and concern over the current lack of accreditation in the field

Participation – higher numbers of participants

Sector – changes to the circus sector, e.g. better networks, increased unity

Admin – admin support, or the wish to never do admin again

Research – research into / evidence of the benefits of circus, particularly to support funding bids

Local – local support and access, e.g. better access to local schools

Training – training opportunities, and the resources to take up training opportunities

Networking – to network more, to have the resources to access networking events

Opportunities – other opportunities for young people, e.g. to see shows for free

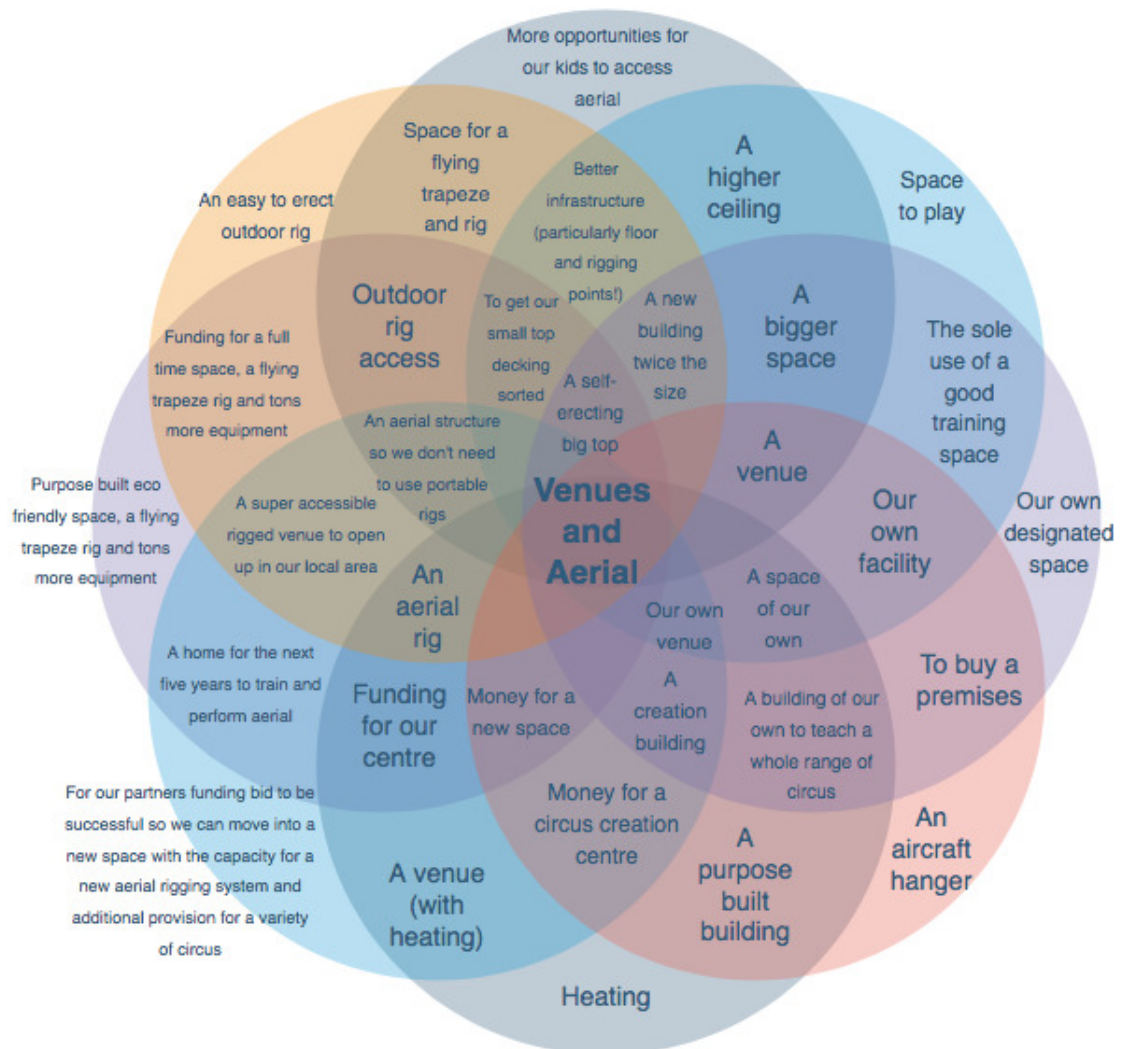
Quality – concerning improving the overall quality of circus teaching and performance

Volunteers – wishes for more volunteers

The previous graphs offer a summary of wishes that were repeated by different youth circuses. All wishes, in their original wording, are included in the following charts.

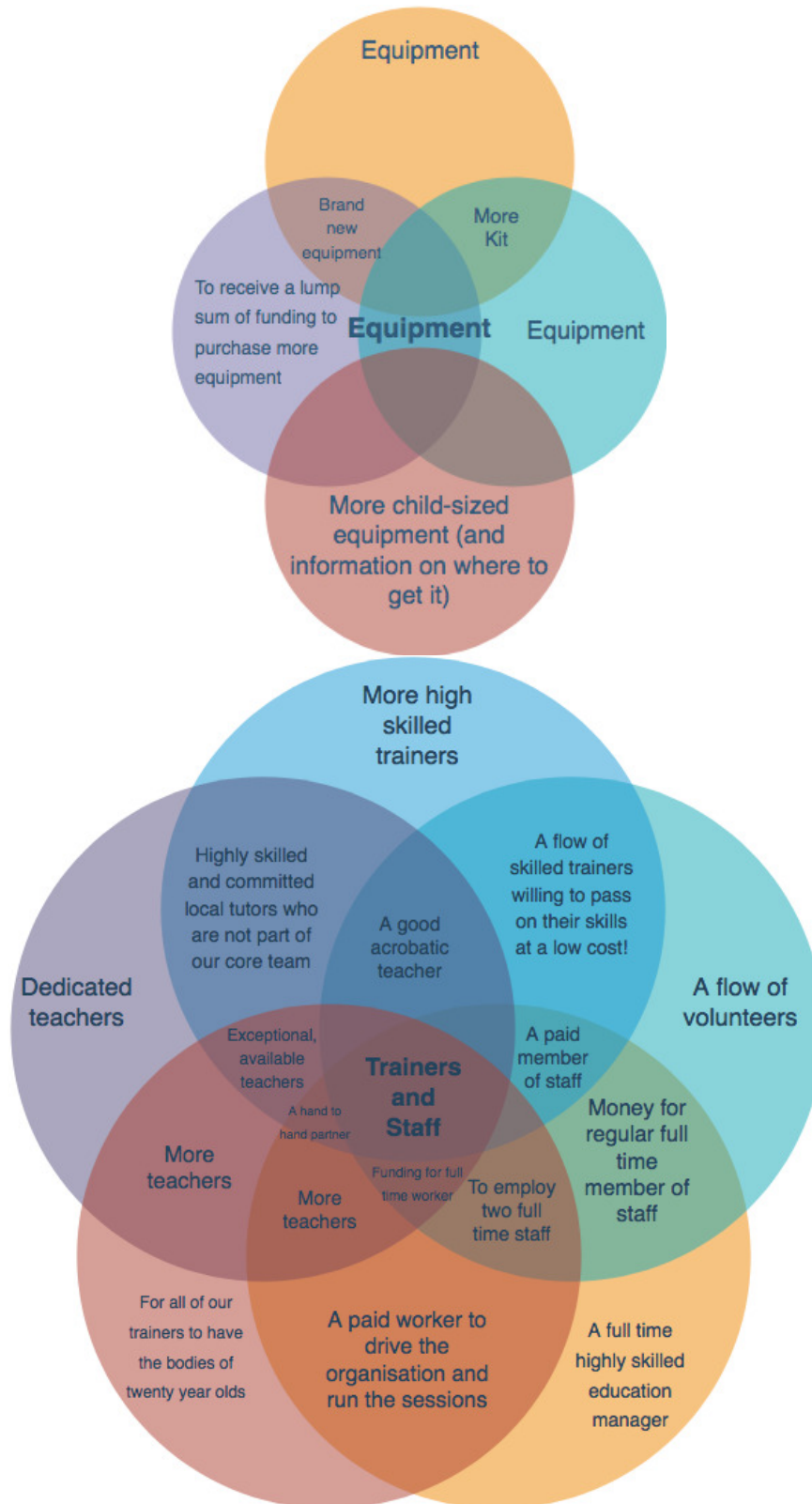
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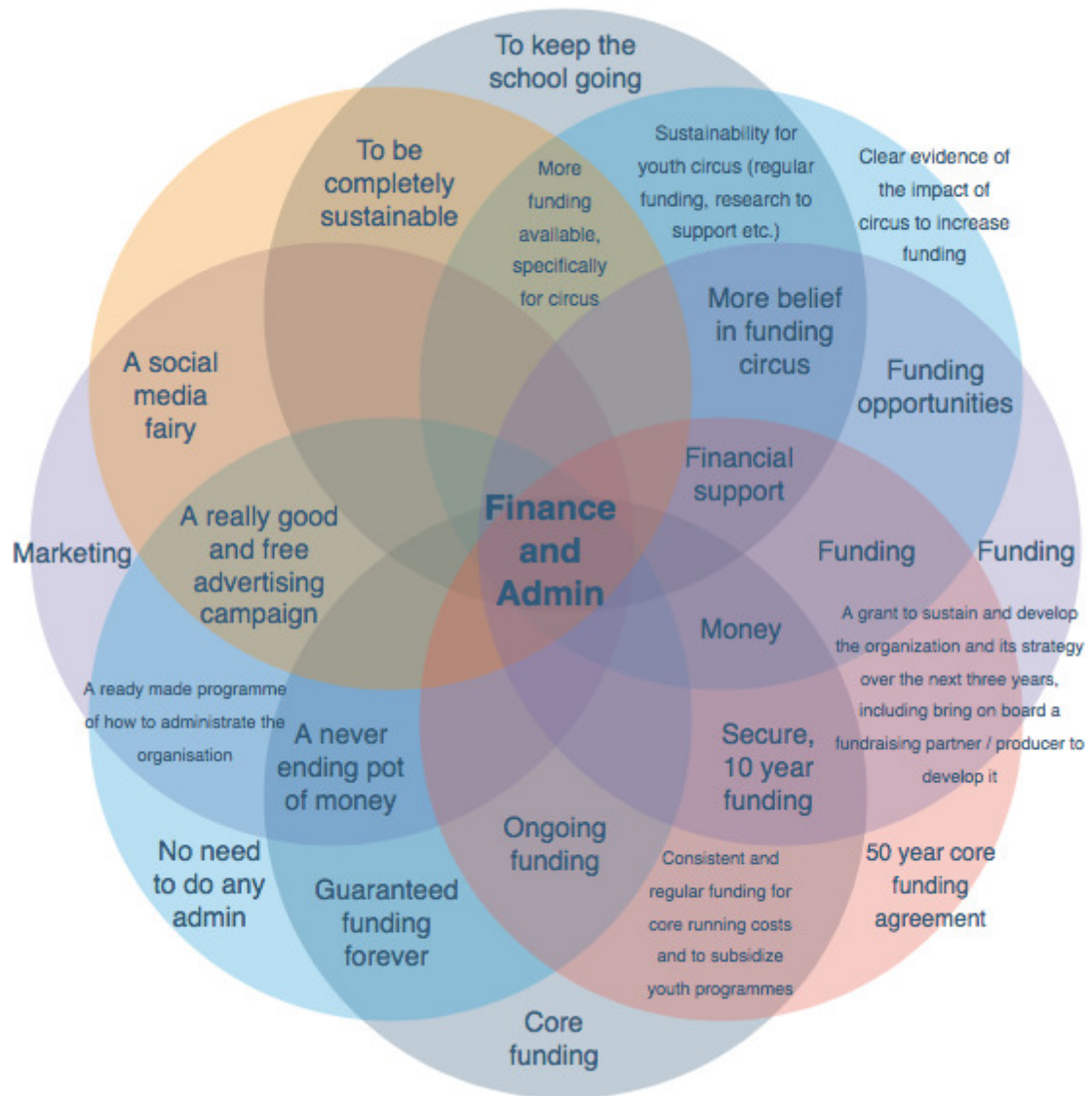
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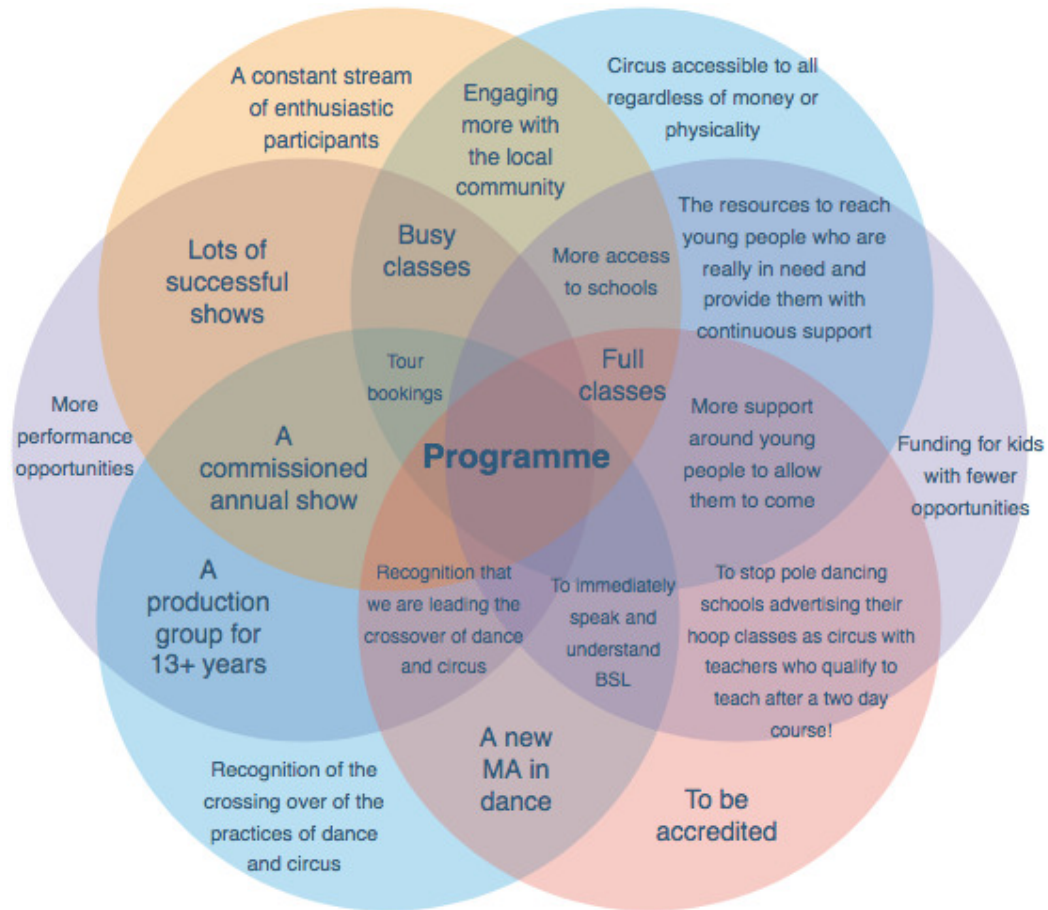
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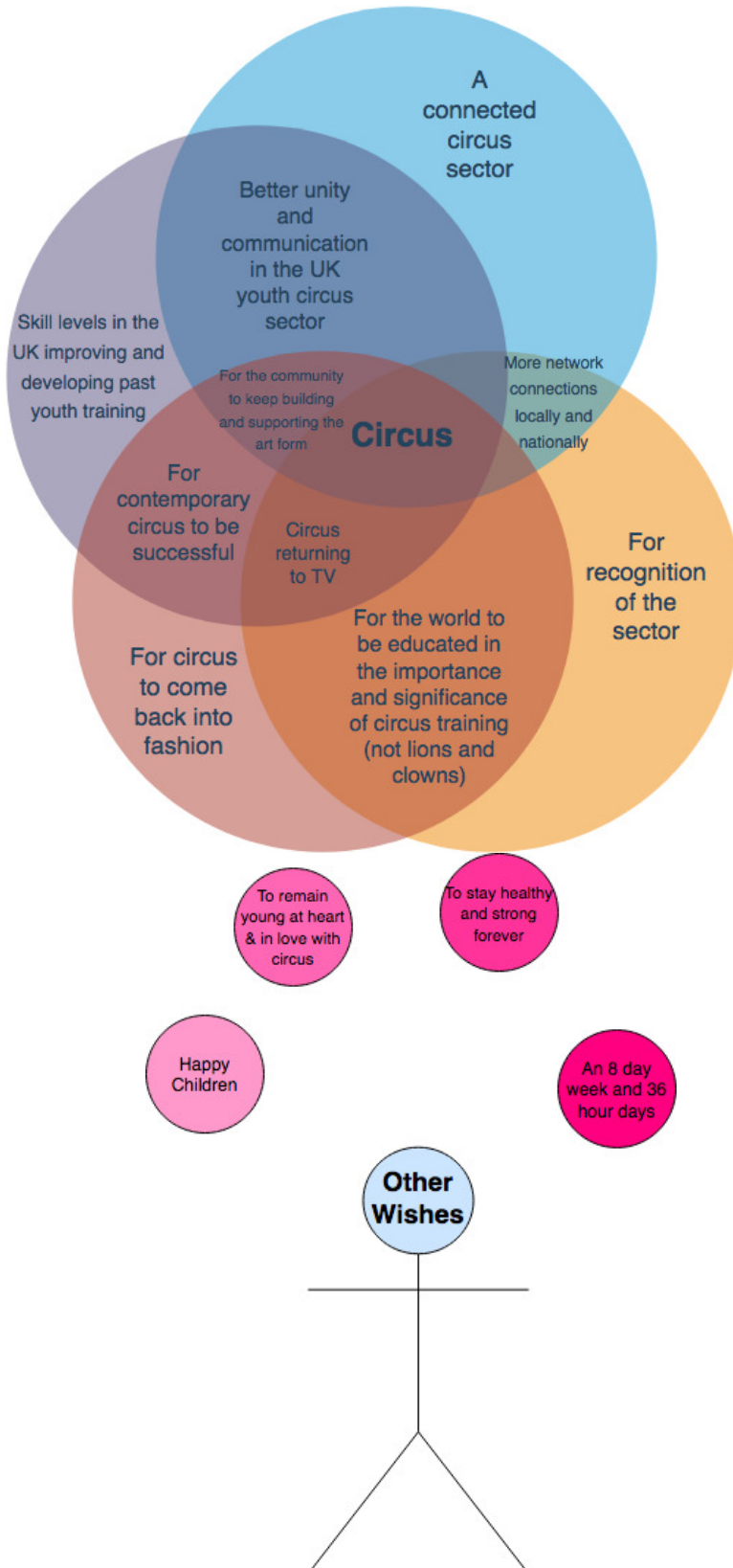
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Final Words

Final comments from youth circuses on the CircusWorks survey:

"We would like to see new and old circus working together, keeping traditions alive and introducing new ideas."

"People need to believe that Circus is a way of life and is the future!"

"If we are not encouraging our young people to support each other we are not creating sustainable models."

"Thank You!"

"We would like to work in partnership with Circus Works and help create a strong sector."

"It will be great to have some support with all this."

"Thanks for including us in the survey."

"I would like to know what other issues other youth circuses have."

"Thanks for coming all this way."

"Good luck, love you all."

"Thanks for doing this, it's really valuable."

"We strongly believe in circus as a tool, we don't have an interest in pumping out circus artists. "

"This has been a really interesting survey, and in a very positive way has given me a lot to think about and has added to my to do list! Thanks for valuing our organization."

"Keep up the good work CircusWorks!"





The UK Youth Circus Network

Thanks To

Aerial Days
Airborne Circus
AirCraft Circus Academy - AirCraft Youth Circus
Airhedz - Airhedz Youth Circus
And Circus
Baba Yaga's Circus for All - Baba Yaga's Circus Youth Club
Blackpool Youth Circus
Buzz Action Foundation CIO (Formally Circus Wessex) - *Locally known as Salisbury Community Circus*
Circomedia
Circus Dreams
Circus HUB
Circus Stars Frome
CircusMASH
Cirque Du Ciel Ltd - Circus & Rainbows
Concrete Circus
Deda - Deda Youth Dance and Circus Company
Diverse City - Extraordinary Bodies Young Artists
Engage
Euphoric Circus
Freefall Circus CIC
G*E*M*S Circus Arts School
Greentop Community Circus Centre
Invisible Youth
Jackson's Lane - JL Circus
JUST (Juggling Unicycling Stockton on Tees)
Leeds Children's Circus
Mimbre - Mimbre Youth Programme
National Centre for Circus Arts
Nearly There Yet - Jackson Lane Youth Circus
North East Circus Development Trust / Circus Central - Five Ring Circus
Rogueplay - Young Rogues Theatre Aerialists - Young Aerialist
Roundhouse Street Circus
Scarabeus Aerial Theatre - Take Flight
School of Larks
SeaChange Arts - Drillaz Circus School
Skylight Circus Arts
Swamp Circus Trust - Circo Kernow
Temple Cloud Circus
The Circus House C.I.C.
The Circus Project
The Oak Circus Centre
Tuyo Circus Arts
Walthamstow Youth Circus

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Wookey Hole Circus
Wye Circus CIC



Map of youth circuses surveyed.

A note on this document:

All information detailed here was gathered as part of the 2019 CircusWorks survey, with the help and permission of the 45 youth circuses named above. Information, including quotes, may have been altered to protect the anonymity of those surveyed, or to correct spelling and grammar mistakes. Some information has been excluded from these results due to lack of clarity, or because the information was irrelevant.

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