

Culture club activities based on the wishes of the children and young people

A model of bringing arts and culture into schools nationwide

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<p>Abstract</p> <p>Since 2016, the Ministry of Education and Culture has promoted children's and young people's participation in cultural activities by offering opportunities for taking part in various arts and culture activities during the school day. The provision of such opportunities during the school day is based on the wishes that children and young people themselves have expressed. The activities are organised by professionals in arts and culture. Leisure activities have been organised in early education centres, too.</p> <p>So far (2019), 100,000 children and young people from grades 1 to 10 in comprehensive school education have attended leisure activities organised during school days. These activities have been organised in one third of the municipalities in Finland. This publication presents 24 different school leisure activities.</p> <p>The nationwide school leisure activities scheme was originally developed as part of the key project 'Improved access to art and culture' (2016–2018) set up by Prime Minister Juha Sipilä's Government. The implementation of the project has continued in 2019.</p>		
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PREFACE

In 2016, the Ministry of Education and Culture launched the Government's broad-ranging key project¹ to improve children and young people's access to the arts and culture. I had the pleasure of chairing the project's expert group. Before the project began, a survey was carried out to find the best measures to promote every child and young person's participation in the arts and culture. The survey pointed towards the unique opportunities schools, as opposed to other organisations, have for improving children's access to the arts and culture, and for enhancing children's wellbeing by offering opportunities for different cultural and arts activities as part of the school day.

The project was based on providing quality content and making children's voices heard. The project sought to offer the kind of arts activities children had asked for at school. Professionals working in the field of arts and culture, who were also required to have pedagogic skills, were recruited as designers and leaders of the activities.

To find out what kind of activities schoolchildren were hoping to see, a national pupil survey was created at the beginning of the project.² Schoolchildren were asked about the types of cultural and arts activities and sports they wished to pursue at school. The mobile survey was sent to all 2,200 comprehensive schools in Finland and has so far been carried out three times (in 2016, 2018 and 2019). Each year 100,000 children and young people have responded using their school's computer or tablet or their own smartphone.

Support to club hours has continued in 2019. The Ministry of Education and Culture's grants have been allocated to schools in accordance with the survey outcomes. Applicants can find the children's wishes for each school at the Ministry's website. The pupil survey also included broader questions about leisure activities and how some factors affecting children's daily life should be improved. The data has contributed to the development of the Ministry's cultural policy.

1 Key project of Prime Minister Juha Sipilä's Government's strategic government programme, "Access to art and culture will be facilitated" (2016–2018).

2 [Ministry of Education and Culture's national pupil survey.](#)

So far, 100,000 children and young people have received funding for clubs that take place over the full school year and 1450 schools have received funding. Similar activities have also been introduced in early education centres. A third of Finnish municipalities have adopted the model. Thirty municipalities now offer clubs to all school children or certain age cohorts.

With the project, many children have found their first hobby or, for the first time, were able to enjoy an activity they had always wanted to try. This comment from a pupil describes the enthusiasm children feel for their new hobbies: "I was already so excited yesterday that I wished it were tomorrow."³

The increase in the access to leisure activities was most notable in remote areas, village schools, bilingual regions and among groups with special needs. The clubs enhanced children and young people's creative skills, cultural competence and school engagement. And when children's leisure activities took place in the afternoon or between lessons, families had more time to spend together in the evenings.⁴

Our Ministry continues to support clubs and to disseminate the practice of organising them at schools. However, cooperation between the cultural sector and schools still has much untapped potential. I particularly remember this comment from a school principal:

"These clubs have meant that pupils are allowed to stay in school, even after lessons. The atmosphere has been relaxed, just what I have wanted to bring to the school as the principal, a place where people like to spend time, a bit like a second home for pupils. This is a nice place to be and one can stay here waiting for the club to start. The clubs have taught and proved to the children that one can do more than just study at school, the school can be a place for pursuing hobbies."

The club topics and content are an expression of the children's creativity and wishes and the skills of the arts and cultural practitioners. This publication grew out of that wonderful content.

The Ministry of Education and Culture wishes to thank all those involved in putting together this publication.

Helsinki, 11 November 2019

Riitta Kaivosoja
Director General, Ministry of Education and Culture
Department for Art and Cultural Policy

³ Sami Määttä, Pirita Korpivaara, lines Palmu (2018). [Art and culture as part of schoolchildren's day. Niilo Mäki Institute's study on implementing measure 1 of the Government's key project 4.](#) (In Finnish)

⁴ Määttä, Korpivaara & Palmu 2018.

Access to favourite activities during the school day

The My Club (Omakerho) project

Responsible party and partners	Lastenkulttuurikeskus Louhimo (Children's Cultural Centre Louhimo) Partners City of Seinäjoki (cultural services, youth services, basic education, special education, sports services, adult education centre, museum services, Seinäjoki city library and theatre), municipality of Ilmajoki, City of Kurikka, Taito South Ostrobothnia, Mukula ry, Seinäjoki 4H association, Etelä-Pohjanmaan Icehearts ry, Sibelius Academy/University of the Arts Helsinki, Mannerheim League for Child Welfare ry, parents' associations, village associations and village communities
Participants in numbers:	
Art educators	33 art educators
Schools	40 schools
Pupils	416 (2016–2017), 703 (2017–2018), 600 (2018–2019) pupils
Location(s)	Seinäjoki, Ilmajoki, Kurikka
Duration of the project	2016–2019

The activities in the Louhimo My Club sessions have ranged from music, circus, visual arts, drama, arts and crafts, literary art, media, dance and cultural heritage. The forms of arts and culture have been emphasised and varied as necessary. A good example of this are the different versions of music clubs, such as the clubs for 1st and 2nd graders that offer music and singing games and musical exercise sessions, clubs for older primary school students that emphasise playing in a band, folk music oriented clubs based on the Näppäri Method and music technology clubs intended for pupils in grades seven to nine. The topics have also been creatively combined into multidisciplinary packages such as clubs that combine drama and circus.

Like all member organisations of the Association of Finnish Children's Cultural Centres, Louhimo bases its operations on the Quality Handbook of Children's Culture and its quality requirements. An important outcome of the My Club activities is the operating and coordinating model that was developed based on the requirements of the Quality Handbook of Children's Culture. A high quality of operations can be achieved with a combination

of interesting and well-thought-out club activities as well as careful and systematic coordination. To ensure high quality operations, the framework and starting points for the operations should be created at the very beginning. The operations should also be monitored regularly and action taken to meet any emerging needs.

The idea was to also bring together the club organisations in the region more extensively, including the steering committee responsible for the administration of My Club. The result was a collaboration network of regional club organisations that was built up around Louhimo's own club activities. This network connects My Club to the club activities of educational services, sports organisations and the third sector. The benefits of this network are not only the avoidance of overlapping activities, but also synergy between the organisations and the cumulative effects, which are more than the sum of their parts.

Almost every club has some kind of connection to the local cultural offering. A public relations officer from the district theatre visited drama clubs, visual arts clubs visited the atelier of a local artist and the music technology club visited a professional music studio. This provided the club participants with a concrete link to the actual local activities. Through these face-to-face encounters, the club participants can clearly see that the club activities relate to the job descriptions of real people.



Photo: Karri Kallio

Thanks to the My Club activities, an increasing number of artists now see children's cultural activities as a natural channel for performing artistic work. Thanks to the operations, Louhimo now has a repository of art educators – professionals who have a deep understanding of children and teenagers as a target group and who we can recommend to our partners as well. Louhimo's operations also seek to increase the multidisciplinary approach in children's culture activities that specialise in music.

The My Club operations have steered the operating culture of schools towards a direction which better supports the pupils' hobbies and makes good use of the schools' premises. One principal stated that the club activities have made the pupils more active and have promoted cross-disciplinary learning. The work of My Club's art educators has also supported pupils who need special support in learning. We consider that our biggest success is the increase in the number of cases in which a child who had no hobbies was provided with an opportunity to take up one.

My Club activities have become firmly established in the regional offering of club activities. My Club has also become a regional operating model that guarantees proper structures for the continuity of the operations even after the funding for the key project ends. This key project has formed a platform that enables a large number of children to be engaged in culture and arts in Louhimo's area of operations. My Club offers opportunities for those children and families who might not otherwise seek cultural activities.

The Parkour for Schoolchildren project

Responsible party and partners	Suomen Parkour ry (SPY ry) Partners were SPY's member organisations: Oulun parkour-seura, Kotkan parkourliike, Helsingin, Turun, Kuopion ja Jyväskylän Parkour Akatemia, Tempputehdas Pori, Parkourkeskus Helsinki, Parkour Vault Lahti, Xjumpit Lohja, Akrohouse Hämeenlinna, Paimio Parkour, Kuplaparkourkeskus Tampere. Other partners included Archinfo Finland, Oranssi ry, Finnish National Agency for Education, Lasten Liike project of the Finnish Olympic Committee and WAU ry
Participants in numbers:	
Art educators	32 parkour instructors
Schools	48 schools
Pupils	8294 pupils
Location(s)	Oulu, Tampere, Seinäjoki, Ikaalinen, Nurmo, Miehikkälä, Espoo, Jyväskylä, Helsinki, Lempäälä, Vantaa, Viinijärvi, Liperi, Pori, Hanko, Lahti, Kokemäki, Lohja, Hämeenlinna, Joensuu, Paimio, Vesilahti, Laukaa, Kempele, Kuopio, Askola
Duration of the project	2016–2019

Parkour is a training discipline that combines exercise, art, culture and architecture. Practitioners of parkour seek to move rapidly and smoothly in an urban environment. The practitioners can run, climb and jump, as they progress along their journey. Parkour activities are performed responsibly and respectfully towards the environment.

Our project presents a new discipline for schools' operating culture – parkour can be practiced on the schoolyard and in the school premises in many ways, not only in a club but also independently. As the project continues, it seeks to strengthen the creativity of children and teenagers by teaching them the basics of the discipline and thereby increasing their skills and knowledge of art and street culture heritage.

The results of the national pupil survey carried out by the Ministry of Education and Culture indicates that parkour is close to the top of schoolchildrens' wishlists. Our project responds to this demand and offers opportunities to practice parkour nationwide. For example, the project has launched parkour afternoon clubs in collaboration with its member organisations and other partners and arranged opportunities to try parkour all around Finland. A particular objective is to provide these opportunities in peripheral regions in which there are less opportunities to practice parkour than in localities which already have or are located close to a parkour organisation or an organisation that offers parkour as part of its activities. The afternoon clubs and parkour try-out days utilised school premises both indoors and outdoors, which gave the pupils and teachers new ideas for using the premises and equipment at schools.

Another objective of the project was to develop the operations over the long term and to network with other organisations in the children's culture sector. We have created an entirely new operating model, as the grant from the Ministry of Education and Culture has enabled our school teams to expand the operations of our association nationwide to schools. During the second year of the project, we also experimented with parkour instructor training for municipalities. The purpose was to provide parkour training for physical education professionals to ensure that parkour expertise remains in the locality. The amount of collaboration and number of partners has increased every year.

For a small association like ours, the Parkour for Schoolchildren project has been a great opportunity to expand our operations into schools. This would not have been possible without the project funding. The training of physical education professionals as parkour instructors that started in the Parkour for Schoolchildren project now continues also outside the project as training that can be purchased from SPY, and will continue in the future.



Photo: Julius Töyrylä

The primary qualitative result of the project was that children really enjoy having the chance to try out parkour and practice it. Parkour has given them memorable experiences, which we hope will encourage them to continue practicing the discipline. By mid-December 2018, a total of 8,294 children had had the opportunity to try our parkour, which would not have been possible otherwise.

The parkour try-out days have been received enthusiastically, and the feedback has been uniformly positive from the teachers, principals and students alike. The encouraging, non-competitive atmosphere and interesting activities encourage even the more passive pupils to try out new things. The joy of exercise comes from personal fulfilment and freedom express oneself. In the afternoon clubs and during parkour try-outs, the instructors have taught safe practicing habits, but have also given the participants examples and the freedom to experiment with their own way of doing things and navigating obstacles. The philosophy of parkour is to overcome obstacles, both in parkour and in life, by developing oneself and committing to long-term training.

Kemiönsaaren Taidekioski – Kemiönsaari Art Kiosk

Responsible party and partners	Sagalund Children's Cultural Centre and Municipality of Kemiönsaari
Participants in numbers:	
Art educators	One art educator
Schools	Seven schools
Pupils	600 pupils
Location(s)	Municipality of Kemiönsaari
Duration of the project	2018–2020

Taidekioski (Art Kiosk) is a low-threshold art workshop that tours all of the municipality's primary schools three mornings a week. Each visit consists of Taidekioski visiting a single group or classroom. In addition, Taidekioski arranges one open workshop during the longest recess of the school. Participation is voluntary, free and open for all.

The objective of Taidekioski is to encourage and provide an opportunity for each child to make art. The essential thing is not the end result, but the process itself. Taidekioski's workshops allow children to freely play, use their imagination, experiment and even fail.

The key thing in our project is that Taidekioski reaches every child in the municipality. The project has made it possible to launch a new experiment that would not have been possible otherwise. Due to the long distances, it has previously been impossible to bring art activities to all schools regularly, but now even an 8-pupil school on an island is regularly visited by an artist! We intend to make a proposal to the Culture and Leisure Board of Kemiönsaari that the municipality nominate a part-time (50%) official for children's culture.

Taidekioski's visit livens up a school day, making it refreshing and surprising. Taidekioski's workshops do not inundate the pupils with instructions or models to follow, but encourage the pupils to see things their own way or experiment with new things. The pupils have approached Taidekioski with curiosity and joy. The large number of participants (both boys and girls) suggests that the children have a low threshold for participating in art activities.

The teachers' opinions on the activities have been mixed, but the overwhelming majority of the feedback has been positive. The negative feedback revolved around the lack of goal orientation in Taidekioski's operations and the fact that the operations are somewhat messy at times. Positive feedback, on the other hand, emphasised the fact that all pupils and even teachers with prejudices towards art have eagerly participated in the operations. Taidekioski's operations have also given rise to fruitful and meaningful discussions on which is more important, the end product or the process.

Setting up the activities during short recesses is tricky, which is why the dream of the organising party is for a comprehensive school day that would leave more time for an open workshop. However, we are happy with our short workshop periods anyway, since they might have a major effect on the children in the long run in the form of an increased interest, curiosity and desire to create more art. A lot depends on the workshop instructor. We have been fortunate to have an instructor who understands that we do not wish to teach the children new forms of art, but to get them to define 'art' by themselves. Our instructor is open-minded, does anything, inspires the children and knows how to make the workshops fun. This enthusiasm is contagious.

Arts Carousel

Responsible party and partners	City of Kuopio Partners Kuopion Taideopisto arts school, Kuopion Tanssistudio dance school, Musiikkokoulu Kantele music school and Kuopio Community College's Kuvataidekoulu Värikäs fine arts school and Käsiyökoulu Taituri crafts school
Participants in numbers:	
Art educators	6–8 art educators per year
Schools	6–10 schools per year
Pupils	90–130 pupils per year
Location(s)	Kuopio
Duration of the project	2016–2019

The Arts Carousel is a joint project by the City of Kuopio's educational institutions providing basic education in the arts. The project's objectives are to provide year 2 pupils in primary school with opportunities to try a range of arts in clubs that are offered free of charge in the school premises, to increase awareness of basic education in the arts, and to increase demand for artistic activities in Kuopio. The City of Kuopio's provision of basic education in the arts includes instruction in five forms of art: music, dance, theatre, fine arts and crafts.

The Arts Carousel schools were selected on the basis of their response rate in the Ministry of Education and Culture's national pupil survey. The schools are located outside the city centre, unlike most of the venues providing artistic activities.

The project was aimed at year 2 pupils who had previously had limited opportunities for participating in after-school activities. If the number of applicants exceeded the number of places available, the participants were selected in cooperation with year 2 teachers. They prioritised children who had not yet found a favourite hobby. This was another way of implementing the key project's objective of finding a hobby for every child.

In the main, the project enjoyed good cooperation with the schools. Some people hoped for closer communication between the Arts Carousel educators and the teachers of the various art forms during term time. On one hand, some said it would be better to align the Arts Carousel content with the topics learned at school. On the other, they thought it was good to have changing modules and content that was completely independent from that of the school's art subjects. Teachers also gave positive feedback on how the Arts Carousel gave pupils time to delve deeper into a range of art forms, unlike the limited lesson time allocated to the arts in comprehensive school education.

Both the pupils and their parents and carers gave very positive feedback on the Arts Carousel. In particular, they highlighted the variety of activities, free access and location in the school premises directly after the school hours. For example, one boy who had been dubious about taking part had at the end of the Arts Carousel said to his mother "it's so annoying we could only have this in year 2."



Photo: Vicente Serra.

For the organisers of the Arts Carousel, it has been a rewarding project that has offered variation for their normal teaching. Providing activities for changing groups and fitting the activities in with different school settings has challenged the educators to develop their methods and to revise the Arts Carousel content. The participating schools trust that the project will continue and reserve the necessary premises for the Arts Carousel, changing them during the school year according to need. They follow the new national core curriculum for comprehensive school education, which places an emphasis on cooperation with the community in which the school works.

The experience gained in this project can hopefully benefit future practitioners. Through the Arts Carousel project, this cooperation of five educational institutions providing basic education in the arts has increased the variety of after-school activities in a way that one party alone could not achieve.

The main contribution of the project is, however, that more than 300 children in Kuopio have had a chance to learn about different arts through the Arts Carousel. The project's "art tasters" have already encouraged new pupils to have a go at basic education in the arts. More pupils may also apply for the arts-weighted curriculum starting in year 3 because they have been able to sample the art forms in year 2.

Skills Plus (Taito Plussa) Key Project

Responsible party and partners	The Finnish Crafts Organisation Taito and its regional crafts associations Taito Central Finland, Taito Pirkanmaa, Taito Eastern Finland, Taito South Ostrobothnia, Taito Southern Finland, Taito Uusimaa, Taito Satakunta, Taito Southwest Finland and Taito South Ostrobothnia
Participants in numbers:	
Art educators	20 art educators
Schools	45 schools
Pupils	834 pupils
Location(s)	Saarijärvi, Kannonkoski, Juupajoki, Hämeenkyrö, Tottijärvi, Valkeakoski, Pälkäne, Kolho, Kuopio, Nurmijärvi, Mäntsälä, Pori, Parikkala, Luumäki, Helsinki, Isojoki, Karijoki, Laihia, Kuusamo, Oulu, Raisio, Naantali
Duration of the project	2017–2018 Taito Plussa 2 follow-up project 2018-2019

The purpose of the Skills Plus key project was to improve access to arts, crafts and culture, and to introduce local cultural heritage to after-school clubs. The project aimed to increase the accessibility of arts, crafts and culture, and sought to provide children and young people with opportunities to take up crafts, design and technology that are related to their cultural heritage and local culture and take place in their own school. Skills Plus was built around local projects that took their inspiration from the region's cultural heritage.

The weekly Skills Plus sessions took place locally, following an action plan drawn up individually for each school. Pupils were given instruction on how to develop their self-expression in diverse ways through different themed crafts. The themes were Finnish culture, cultural heritage, seasons, traditional festivities, local nature and the environment. The project outputs included stories, works of art, products, stage sets and clothing.

The project's stories came alive and were shown across a range of forums. They gained visibility in exhibitions and parties and through environmental art and social media, in cooperation with cultural institutions, the pupils, their parents and carers and the schools.

The project enabled as many children as possible to access high-quality crafts, design and technology education and supplemented the arts, crafts and cultural education at school. The project's goal was to create a model for leisure activities, which would bring continuity to children's engagement in crafting at school or immediately after the school day. In accordance with the national core curriculum for comprehensive school education, the project strengthened cooperation and interaction between the school, the arts and crafts practitioners and qualified teachers and educators. Children and young people were invited to have a say on the content of after-school clubs, which increased their inclusion and a sense of togetherness and equality. It also contributed to building a sustainable future, improving wellbeing and paying attention to multicultural aspects.

The participant drop-out rate was very low. Based on the feedback collected from the pupils and their parents and carers, the main reason why the children and young people participated in the activities was their enthusiasm for crafting. In other words, they didn't choose just any hobby but a specific hobby. As respondents had wished for the project to continue, Skills Plus 2 has been taking place in 2018–2019.

PopUp Sipoo

Responsible party and partners

Municipal educational services in Sipoo
Partners Lilla Villan, Sipoo municipality's cultural and sports services, PompiT sports centre, Parkour Helsinki, Porvoon kuvataidekoulu art school, Finnish Science School, Keravan tanssiopisto dance school and both local and regional cultural and sports providers

Participants in numbers:

Art educators	23 art educators
Schools	Clubs in nine schools; in 15 schools in total over all the project periods
Pupils	200 pupils participated in the clubs in spring 2019; in total 1,200 pupils over all the project periods

Location(s)

Sipoo

Duration of the project

2016–2019

The follow-up project aims to establish and further develop the clubs that were started in 2016–2018. The objective is to create an effective model that will increase access to the arts and culture among pupils in primary and lower secondary school. The plan is to build a more systematic and planned system of collaboration for the local authority providers in the arts and culture sector. An important objective is to develop the operations so that those pupils who are not currently participating in any leisure activities at school or with other providers would find themselves a new favourite hobby.

Another important objective is to introduce clubs in small village schools. Many children and young people in Sipoo have a long distance to travel to the venues offering leisure activities. The PopUp Clubs taking place at the end of the school day aim to offer leisure activities that are affordable and easy to access. They should enable the children to try different leisure activities at their school or at a school near their own.

PopUp Clubs are held at the end of the school day in as many schools as possible, offering content that is as varied as possible. During the 2019 spring term, the club topics included architecture, film, fine arts, science, computer programming, golf, dance and parkour. Through collaboration, the schools can forge links with club organisers and arrange other clubs with the same providers later on.

In addition to clubs, the project has planned and implemented, jointly with the local arts and culture providers, a broader series of activities. It has been linked to the schools' annual plans, supporting the topics introduced during the school year. For example, all year 4 pupils participated in the Topelius Now project which included an operatic performance and workshops before and after the performance. The purpose of cultural events that involve the entire age group is to ensure that all pupils of a certain age can access cultural and sports activities in Sipoo. The project seeks to establish a tradition of holding such events in the municipality.

In order to fulfil this objective, Sipoo educational services has created a cultural and sports calendar which involves a wide range of events and organisers from the cultural sector. The events are aimed at certain school year/years, ensuring that all children and young people in Sipoo have equal access to cultural education irrespective of where in Sipoo they live and attend school. In addition to the cultural and sports calendar, the project seeks to continue the club activities by combining the key project and the clubs financed by the Finnish National Agency for Education, which offers the clubs most in demand among the pupils.

Providing after-school clubs in Joensuu area and Kaikki harrastaa (Hobby for Everybody)

Responsible party and partners	Children's Cultural Centre (City of Joensuu), 2016–2017 and 2018–2019 Implemented jointly with the municipalities of Kontiolahti and Rääkkylä in 2018–2019 Partners Municipal teaching services/educational departments, youth services/youth departments, Osuuskunta Hurma cooperative, Kuopion tanssistudio dance school, Sanaratas association, Kulttuuritalo Louhi cultural centre and individual artists
Participants in numbers:	
Art educators	23 art educators
Schools	14 schools
Pupils	640 children and young people
Location(s)	Joensuu, Kontiolahti, Rääkkylä
Duration of the project	2016–2017, 2018–2019

The purpose of the “Hobby for Everybody” clubs was to increase access to leisure activities in schools that do not have any or have very few leisure activities, particularly in rural areas. The project also sought to increase opportunities for engaging in the arts in North Karelia. The project, which started in 2018, involved special groups in two schools. The activities have been especially important for providing equal access to the arts.

The most important outcome of the project has been the provision of clubs and the increase in leisure opportunities in North Karelia. Children have been able to show their skills, for example in school events, while the schools have developed new collaborative networks. As the organiser, the North Karelian Network for Children's Culture was able to establish links with local artists and observe at first hand how the schools work. The organisation of the clubs has also enabled closer cooperation with the schools and increased knowledge of the local features influencing the collaboration.

Jointly with Cooperative Hurma, the project developed a multidisciplinary model for clubs. The experience gained was also useful for the follow-up project, which involves artists working in pairs.

Multidisciplinary clubs, in which artists from various fields combined their expertise, worked well in small schools. The children were able to try a number of art forms. If the clubs had provided more restricted content, they might not have reached such a wide audience as they did. It was also easier for the artists to commit to a short period of working together, particularly as the clubs were held in rural areas and the travel times were long. The artists had to be able to plan the work together and cooperate during the project.

Art Club Very Near You

Responsible party and partners	City of Hämeenlinna Children's and young people's cultural centre ARX Partners Municipalities of Janakkala, Hattula and Riihimäki
Participants in numbers:	
Art educators	Art educators and culture sector professionals: 7 (2016–2017), 17 (2017–2018), 8 (2018–2019)
Schools	Schools: 25 (2016–2017), 51 (2017–2018). In 2018–2019 activities in 33 schools and in 6 youth clubs
Pupils	516 (2016), 736 (2017), 644 (2018) pupils per week
Location(s)	Hämeenlinna
Duration of the project	2016–2019

During the second project period of “Art Club Very Near You”, the project has been running four different types of clubs. The after-school clubs taking place immediately after the school hours form the backbone of the activities. In addition, pupils can access art activities in the mornings before the start of the school day in the Taideaamu (Art Morning) clubs, in the middle of the school day during the long break in the Taidekioski (Art Kiosk) and in early evenings in the low-threshold Taidetila (Art Space) workshops. The practices that have been found to work well in the provision of leisure activities and in reaching out to children and young people will be continued and developed further during the third project period. The plan is to establish permanent activities.

The main purpose of the project was to lower the threshold for cultural activities by offering clubs as a locally accessible service in the school premises. While some of the clubs provide tried and tested favourite hobbies, the project has also created new series of activities and, for example, combined art and sport through parkour and creative dance. During the 2018–2019 project period, the organisers have focused on inspiring students in lower secondary school.

The project aims to provide as many different kinds of art forms as possible. In the fine art club, the children draw, paint, model and sculpt. In fashion design, the participants create clothing and accessories. The media club participants draw and model figurines and sets and then shoot videos using their creations. In the media clubs, in addition to learning different techniques, it is important that all participants are given opportunities for self-expression and for using their creativity. In the design clubs, the children design everything from shoes and robots to scale models.

The art clubs held in the school premises and in the youth clubs increase children's cultural inclusion and reduce disparities in access to culture between regions and socio-economic groups. Enabling arts engagement outside the urban areas has been an important objective for the project. Cultural engagement has been possible also for those children whose families do not have a strong culture of taking up hobbies or are not able to drive their children to the town centre for the clubs.



Photo: Erika Aalto.

Based on the data on the non-paying pupils during the 2017–2018 project period, the activities have been successful in reaching families on low incomes. During the current project period, 522 children and young people have attended fee-paying clubs. Of these, 113 have been non-paying pupils. In addition, 214 children and young people have attended the weekly free-of-charge Art Kiosks and the Art Space activities aimed at lower secondary school pupils. The club fees have been set at nominal value.

The project also promotes immigrant children's and young people's integration and participation in leisure activities. The project has promoted the accessibility of hobbies by offering bilingual children opportunities for self-expression. The project included an English-language art club, a fine art club using Finnish and Arabic and a Swedish-language Media Art Kiosk, while Russian-speaking children have been given instruction in parkour.

Culture Programme for Every School (Kulttuurilukkari joka kouluun)

Responsible party and partners	City of Lahti cultural services, Children's Cultural Centre Efekti
Participants in numbers:	
Art educators	6–7 artists or groups of artists per year
Schools	20–24 schools per year
Pupils	223 (2016–2017), 296 (2017–2018), 405 (2018–2019) pupils
Location(s)	Lahti
Duration of the project	2016–2019

The objective of the project is to incorporate culture into children's daily lives, support the creativity of children and young people, and make art and culture easily accessible to all. This key project promotes the cooperation between those working in children's culture and the basic education in the arts and those working for schools and early childhood education and care. The project will increase the opportunities for children and young people to engage in the arts and culture in the school premises.

The project has increased the number of clubs offering cultural activities at schools and provided children with opportunities to attend clubs free of charge. The project has also enabled the organisers to develop their techniques and working methods. Based on the lessons learned from the first project period, the activities were improved a great deal during the 2017–2018 academic year, and this development work has continued during the current term.

The project has enabled hundreds of children to have access to a favourite cultural activity, free of charge and over a long period of time at their own school or nearby. The plan is to continue the activities, in one form or another.

Innovative content

Examine the Past, Enjoy the Modern – Aboa Vetus & Ars Nova art club for children and teenagers

Responsible party and partners	Aboa Vetus & Ars Nova Museum Partner Puolala School (City of Turku)
Participants in numbers:	
Art educators	12 instructors/art and cultural heritage educators
Schools	One school
Pupils	51 pupils
Location(s)	Turku
Duration of the project	2016–2019

The Examine the Past, Enjoy the Modern project of the Aboa Vetus & Ars Nova museum organised an archaeology and art club aimed at children in grades 1–6. The club was held once a week at the museum and the club events familiarised the children with archaeology, history and arts, based on the collections of the museum. The members of the club have visited archaeological sites, examined archaeological findings and have even participated in actual archaeological excavation operations. Alongside archaeology, the club members have visited a wide range of modern art exhibitions and made various arts and crafts items inspired by them. The project has held three exhibitions of the members' works in the museum premises.

Archaeology and modern art are subjects which are not very common in afternoon clubs offered for schoolchildren. Thanks to the collections and expertise of Aboa Vetus & Ars Nova, the club has been able to offer completely unique pedagogical programmes for its members. The programmes are based on the museum's principle for cultural heritage education – providing the children with authentic experiences. The children have met real archaeologists and handled authentic archaeological discoveries. Exhibitions of modern art have been approached through curiosity, leaving space for the children's own opinions and creativity.

Each spring season has culminated in a club exhibition displayed in the Omatila gallery of the museum. The exhibitions display the club's activities to the museum audience. Having their own works displayed in a museum has proven to be important and valuable for the children.



Photo: Jari Nieminen.

Many of the workshop methods developed in the club had already been used in the museum's summer schools for children or projects carried out in collaboration with schools. The starting point was that archaeology does not need to be simplified for children! Children are naturally interested in authenticity, expertise and complexity of information. The same applies to modern art: by studying actual works of art, we have practiced speaking about art, examining various ways of viewing it and formulating our own opinions about it. Furthermore, we have not shied away from complex works of modern art, but have approached them by means of activities and having the children themselves create works of art. The organisation of our museum enables us to combine archaeology and modern art in a unique way. We have leveraged this unique position in the project as well. For example, we have investigated archaeological findings and created art based on them.

Every year, we have also held a Christmas party at the museum for the club members and their families. In these events, the club members acted as experts, giving guided tours in the museum exhibitions for their family members.

The project has given rise to new methods for approaching archaeology and modern art with children, and these methods can be used in future educational activities as well at

the museum. The goal of Aboa Vetus & Ars Nova's museum education is to offer life-long education on culture, cultural environment and art based on the collections of the museum. Museum education will be an inseparable part of the museum's operations also in the future.

However, the most important outcome of the project was happy participants. We collected feedback from the club members at the end of each term, and it was always positive. The best feedback is that some of the children participated in the club for the entire two and a half years! Children are fascinated by archaeology. It offers them a wonderfully tangible way of comprehending the past. It is also easy to introduce children to modern art by letting them make works of art themselves using a wide range of materials. The club activities have stimulated the children's creativity, self-confidence and curiosity. The purpose is to give the club members a life-long interest in history and art. The museum staff were delighted to see how quickly the museum became a home base for the club members, a familiar place that is easy to access.

Architecture Clubs 2016–2019

Responsible party and partners	Arkkitehtuurikeskus ry, Archinfo Finland (an architecture resource centre) Partners Finnish Association of Architects SAFA Northern Finland, Oulu-opisto, Oulun parkour-seura, Culture museum and youth services of the City of Seinäjoki, Arkkitehtuurihuone Buenaventura, Jolma arkkitehdit, Bryggman Foundation, Suomen Parkour ry, Alvar Aalto Museum, City of Uusikaupunki
Participants in numbers:	
Art educators	13 architecture educators
Schools	14 schools
Pupils	Approximately one hundred pupils participating in the activities annually, presentation workshops and marketing reach approximately one thousand pupils per year.
Location(s)	Oulu, Seinäjoki, Tampere, Turku, Uusikaupunki, Helsinki, Jyväskylä
Duration of the project	2016–2019

Architecture plays a central role in building a sustainable future. Architecture education strengthens the local identity of children and teenagers, teaches them how to read the environment, improves their capability to solve problems, gives them an experience of inclusivity and provides them with tools to affect the future of the constructed environment.

The goal of the project of Archinfo Finland was to increase interaction and collaboration between the parties operating in regional children's culture, education and architecture, to expand the national architectural education network, to strengthen architectural education in localities that do not yet offer basic education in the art of architecture or equivalent established activities, to develop cross-disciplinary methods with children and teenagers and to create club programmes for schools, with different weightings for grades

1–6 and 7–9. At the same time, the clubs have supported the schools' goals on cultural competence, multidisciplinary learning and expansion of learning environments.

Archinfo Finland's club project has increased the accessibility of architectural education and strengthened the network of organisations offering architectural education nationwide. The project has been particularly successful in Seinäjoki and Tampere. Both cities paid particular attention to the creation of large repositories for contents as well as hints and tips for future needs.



Photo: Mia Kellberg-Hakala.

In Archinfo Finland's clubs, children from 7 to 16 years of age have the opportunity to engage in architecture with a wide range of cross-disciplinary methods. The clubs have studied the constructed environment by moving about in it, observing it with all senses, documenting interesting phenomena in it by taking still photos and videos, engaged in virtual trips to constructed environments in different cultures and created imaginative objects, spaces,

buildings and cities using various techniques, such as drawing or painting or building scale models or life-size models. At best, the club members have been able to modify the existing environment so that it provides more joy, both for themselves and all other residents: At Seinäjoki, the club members livened up a park by tuning the benches and building environmental art.

The architecture clubs also collaborated with the parkour organisation Suomen Parkour ry in Jyväskylä, Oulu, Seinäjoki and Helsinki. Many methods for collaboration were developed: some clubs met up together, some clubs visited each other's lessons. The combination of parkour and architecture created novel ways of making observations and moving about in a city environment. If combined, the experiences gained in different localities could result in a fantastic club programme.

The multidisciplinary activities of the architecture clubs, including the learning by designing approach have proven to be excellent methods to foster creative skills in schoolchildren and familiarising them with the constructed environment – not to mention that the children themselves like the methods. Pupils in grade 7 to 9 are particularly motivated by new technologies and an interest in architecture as a profession, so their club activities emphasised learning by designing. Younger pupils like playful and experiential activities over a wide assortment of themes. The multidisciplinary approach was realised especially well at Seinäjoki, where the examination of architecture and construction of models could be combined with music, painting, literary art and industrial design in a single club session. All clubs were able to introduce some principles of architecture and even theory along with the club activities.

Architecture as a phenomenon in our everyday life and as an art of space and place is an essential part of our culture. It can be investigated from the perspective of yesterday, today and tomorrow. Working with architecture and the diversity of topics around it has increased the club members' knowledge of culture in a very natural way.

History Clubs 2016–2019

Responsible party and partners	Association of Cultural Heritage Education in Finland with the schools and museums in the club locations
Participants in numbers:	
Art educators	12 instructors/cultural heritage educators
Schools	11 schools/museums
Pupils	150 young people
Location(s)	Lohja, Tampere, Kajaani, Rauma, Turku, Joensuu, Jyväskylä, Helsinki, Virrat, Lammi, Copenhagen
Duration of the project	2016–2019

The purpose of the History Clubs is to reinforce young people's cultural competence and inclusion and to help them exercise their cultural rights. The History Clubs support young people's growth and development so that they can have influence in their communities, in society and globally. The clubs have enabled young people to experience inclusivity and reinforced their competence and expertise in developing and defining cultural heritage. With the clubs, the participants' knowledge of cultural history and traditions has increased and their cultural literacy has improved. The content of the History Clubs is built on the values related to cultural sustainability.



Photo: Kati Nurmi.

The Association of Cultural Heritage Education in Finland has been responsible for the development and administration of the clubs. The club instructors have included professionals from museums, art and history students nearing graduation and, in some clubs, history teachers. The instructors actively develop the clubs' activities. The content and programme for each club is different, reflecting both the instructors and the young people attending them.

The club participants have also been able to get involved in the Association's projects, which play a prominent role in its activities. Some clubs created a mobile route with the local museum in the Mobile Routes into Cultural Heritage project, organised as part of the European Year of Cultural Heritage activities.

Others got involved in the Association's Heritage Hubs project, which explores the participants' own cultural heritage and shares it with Spanish and Serbian schoolchildren. The idea behind the project is to choose a form of your own cultural heritage, share it with others, and experience how others may shape your heritage by practising it. The project has been co-funded by the European Union's Creative Europe Programme.

In Lohja, the History Club participants chose the mölkky lawn game and the korvapuusti cinnamon buns as their important cultural heritage. They then created videos to share with the pupils of a school in Nájera, Spain. The club members later travelled to Spain to see how their Spanish peers played mölkky and baked korvapuusti. For the Spanish pupils' visit to Finland, the club members will learn a traditional dance from Rioja and find out about the region's food culture. We believe that at the end of the project the pupils will have realised that of all the chosen forms of cultural heritage contain European roots, creating strong links between us. In the end, across the continent there are more things that unite us than separate us.

The History Clubs have inspired young people to practise their cultural heritage and find out about their history. The clubs may also provide opportunities for developing feelings of engagement and for integrating immigrants.

Forest Culture for Schools

Responsible party and partners	City of Pieksämäki's cultural services Partners Pieksämäen Seutuopisto adult education centre's school of fine arts
Participants in numbers:	
Pupils	1,450 pupils
Location(s)	Pieksämäki
Duration of the project	2018–2019

Forest Culture for Schools takes the pupils in Pieksämäki's primary and lower secondary schools to the woods with a range of activities guided by qualified instructors. The project makes use of the Watershed Trails, Pieksämäki's extensive network of trails opened in 2016, and the schools' local natural environment. The purpose of the project is to inspire children to explore their local cultural landscapes, to enjoy roaming outdoors and to create art by using natural materials. The project provides everybody with equal access to guided activities.

In the project, the children, young people and teachers explore the Watershed Trails and learn to examine their local natural environment with an open mind and using varied

methods. The participants will also enjoy a range of nature experiences, feel braver about roaming outdoors and find out about their local history.

The club members will photograph their environment and natural materials, collect some materials, and make arts and crafts, both utilitarian and decorative. The pupils will also have Nature Parkour led by expert instructors in the nearby nature sites. The project will enable children to experience biodiversity in a way that combines art and sport, and learn about their local natural environment. Forest culture is an intangible asset that creates wellbeing and adds to the pupils' coping skills. It is also important to experience the silence of nature in contrast to the noise of our daily lives.



Photo: Anna Mattila.

Forest Culture for Schools provides children in urban schools an opportunity to explore and get active in the great outdoors and to increase their knowledge of the natural environment. With the help of professional instructors, teachers can get tips and ideas for how to include the natural environment in their teaching. In line with the new national core curriculum, this also helps them to integrate multidisciplinary learning modules into their approach and facilitate children and young people's holistic learning.

Later the teachers can make use of the trail network and digital applications in their teaching. In the first brainstorming session, some teachers said they had already planned a forest theme for their class or school. In that way, the project supports the teachers' own ideas for using the forest in the learning process.

Literacy with Museum Stuff 1, 2 & 3

Responsible party and partners	Finnish Book Institute Foundation: Finnish Book Institute, Museum of Finnish Books Pukstaavi and Sastamala Regional Museum
Participants in numbers:	
Art educators	One full-time art educator, visiting culture sector professionals
Schools	Seven (2016), nine (2017) and eight (2018) schools
Pupils	531 pupils
Location(s)	Sastamala
Duration of the project	2016–2019

The Literacy with Museum Stuff projects held weekly clubs in several primary schools in Sastamala. The purpose of the clubs was to promote diverse education in cultural heritage and literature, develop multi-literacy skills and encourage creativity. All three projects included exploration of history and museum objects, reading and writing, fine arts, photography, crafts and sports.

Each project had a different theme for the school year: first literary art, then history and finally circus. The projects used a multidisciplinary approach and the themes, such as history, included many subthemes.

For example, the history of watermills was covered over three sessions. The theme for the first session was cultural heritage, and the children studied a scale model of Rosila Mill from the collection of Sastamala Regional Museum. The children discussed the purpose and working method of the original mill, built in 1820, and explored what life was like at the time when people learned to harness the power of water. During the second session, the children learned about literature and crafting. They first read Doghill, an illustrated storybook by Mauri Kunnas, in which Kille the dog plays with a waterwheel. They then made their own waterwheels. For the third session, the theme was sports and photography. The children took their waterwheels to the brook and photographed the wheels and the natural environment in spring.

The projects gave the children the means to make use of and engage in culture and to lay the groundwork for lifelong learning. The clubs offered the children diverse cultural experiences and encouraged their self-expression. The children had an inspiring taste of literature, fine arts, sports and their own cultural heritage. The themed clubs offered each child opportunities to find their strengths and new interests.

During the project, the children's ability to understand and produce text and images improved. Their self-esteem and motivation strengthened when they could have a say about the content of the clubs, build exhibitions and prepare presentations for schools, libraries and the museum. The children were excited about how their clubs were talked about in the papers and the radio and in the museums' social media channels.

The continuity of the projects was very important for the individual children and the schools. Some pupils carried on with their favourite hobby from one school year to the next. In that way, the projects improved the accessibility of the arts and culture and promoted equal access to leisure activities in Sastamala, the largest municipality in the Pirkanmaa region and by area up to twice the size of the Greater Helsinki area when you exclude the sea area. There is very little public transport in Sastamala, which hinders children's access to leisure activities.



Photo: Pama Alavilo.

For the club organiser, the project produced important lesson plans that can be used later in pedagogic activities. The plan is also to publish some lesson plans for teachers and educators. The way in which cooperation with schools and libraries developed was also found important.

A creative operating culture is built together

Art-Centred Activities as Part of a Regular School Day

Responsible party and partners	University of the Arts Helsinki Partners Nöykkiönlaakso School in Espoo, Latokaski School, Maininki School, Nissniku School in Kirkkonummi, Apollon yhteiskoulu School in Helsinki, Oulunkylä School and Ruoholahti School
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Participants in numbers:

Art educators	17 art educators
Schools	Seven schools
Pupils	179 pupils

Location(s)	Espoo, Kirkkonummi, Helsinki
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Duration of the project	2016–2018
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Coordinated by the University of the Arts Helsinki (Uniarts Helsinki), the Art-Centred Activities as Part of a Regular School Day project sought to increase the opportunities of children and teenagers to make art during a school day. For the organising party, the University of the Arts Helsinki, the project was a part of its social contribution, which is an important part of its mission: The University of the Arts Helsinki wants to work towards making art equally accessible for everyone in society.

Multidisciplinary art clubs have offered low-threshold activities both in dance, theatre and music. The club instructors were a multidisciplinary music educator and a dance or theatre educator professionals working in pairs, mentored by Riitta Tikkanen, lecturer of music education at the Sibelius Academy at Uniarts Helsinki. The instructor pairs also acted as peer mentors for each other, and the group of instructors acted as a network of peer mentors. The club activities have included, for example dance, drama and musical exercises, concentration and relaxation exercises, visual expression, body percussion, improvisation, song writing, music videos, recording, instrument construction, band playing, performances, own dramatisations, music gymnastics and rehearsals of musical scenes.

The children and teenagers participated in the planning of activities throughout the project, since the club operations were based on the principle of making the children and teenagers the focus of the operations. The instructors listened to the children's and teenagers' wishes attentively and were able to steer the activities towards fulfilling these wishes throughout the project. We also collected feedback with a short and simple questionnaire to which the majority of the club members responded. On a scale of 1–5, the children and teenagers ranked the enjoyability of the club at a whopping 4.9. The members felt the club was important and hoped that similar activities would be available at schools also in the future.



Photo: Pippa Jämsén ja Katri Kauppala.

The most important outcome of the project was the increase of opportunities for children and teenagers to practice arts and to improve the accessibility of art. The project offered high-quality art club activities for children and teenagers and has promoted not only the development of skills in various art disciplines, but also an increase in creativity, courage, ability to concentrate, self-appreciation and self-esteem, interaction skills and expression of emotions. A unique characteristic in the activities was that the children and teenagers gained experience on various forms of art, with the multidisciplinary instructor pairs adding depth to the operations.

The clubs stimulated the children's imagination, movement, dance and music, creating a comprehensive approach to learning. According to Riitta Tikkanen, lecturer of music education in Sibelius Academy at Uniarts Helsinki, every child should be able to join an art club, and children need artistic activities every day. "The earlier children are inspired and excited by art, the better. The results of brain research also indicate that after these kinds of morning clubs, children are able to concentrate better for the rest of the school day," says Tikkanen.

Reading, writing and arithmetic are important, but if art education is forgotten, an important part of a child's comprehensive education is neglected. Artistic expression helps children to discover their own voice and connect with their creativity. Children need competent arts education in school lessons and art clubs as an essential part of comprehensive learning.

Art in Daycare

Responsible party and partners	Children and youth services of the city of Hämeenlinna, ARX cultural centre for children and youth, Aimokoulu School and early childhood education and care
Participants in numbers:	
Art educators	15 art educators
Schools	13 early education centres
Children	902 children
Location(s)	Hämeenlinna
Duration of the project	2016–2019

The project increases the opportunities of child groups to engage in art and culture as part of the learning content of early childhood education and care. The project also offers culture activities as a neighbourhood service. The project's themes are present in the everyday life of early education, which supports the cultural competence of the early education staff, cooperation among the parties and the emergence of a creative operating culture. The project experiments with various art education methods in early childhood education and care. The outcome of the project will be a model for cooperation that supports the continuity of the activities.

In the past, a pedagogic method called Satakieli (Nightingale) was developed in Hämeenlinna for early childhood education, inspired by the Italian Reggio Emilia approach. The purpose was to focus on exploratory learning by means of art and to strengthen the children's ability to express themselves. The activities have inspired the staff in the early education centres and encouraged them to document their activities continuously, come up with creative solutions and develop their work. The operations have resulted in the formation of a network for exchanging views on education among colleagues.

The Art in Daycare project consists of weekly visits of art educators in early education centres. The education handles a wide range of topics, such as visual arts, dance, music and cultural heritage. The objective of the operations is to bring art education in early childhood education and care and thereby offer the children an opportunity to continue practicing art in school clubs or in institutions that offer basic art education, and also to inspire the children to practice art in the future as well. An atelierista was recruited in early 2018 with the task of periodically touring daycare centres to guide 1- to 6-year-old children in goal-oriented creative processes.

Experimenting with various art media and methods of expression has broadened the children's idea of art and has strengthened their self-awareness and courage. Every child's skills have improved. In particular, children with developmental challenges have benefited greatly in the form of increased self-esteem, courage, sense of inclusion and ability to concentrate. According to feedback obtained from the children, "Anybody can be an artist" and "Art is about making art – you can do anything you wish."

The Art in Daycare project is a part of the Taideharrastus ihan lähellä (Art Right Next to You) project implemented in Hämeenlinna.



Photo: Marjo Oksanen.

Taivallahti Comprehensive School Curious Class Year 4 – Architecture as a tool for phenomenon-based learning

Responsible party and partners	Arkki School of Architecture for Children and Youth and Taivallahti Comprehensive School
Participants in numbers:	
Art educators	Two architecture educators, four class teachers
Schools	One school
Pupils	58 pupils
Location(s)	Helsinki
Duration of the project	2018–2019

Curious Class plans and carries out series of exercises with Arkki and the Finnish-language year 4 pupils from 4AC ja 4B at Taivallahti Comprehensive School. The exercises combine several subjects. The purpose of the project is to use architecture to integrate themes from several subjects and to explore and experience them in three dimensions. The project develops, as part of the school day, practices for use in a broad range of learning modules. The work is carried

out in close cooperation with the four class teachers and under the guidance of architects from Arkki School of Architecture for Children and Youth, who are teachers of basic education in the arts.

The architectural themes have been grouped by subject modules which the pupils explore over the school year. The themes have been divided into smaller interconnected projects. This has allowed the pupils to acquire skills and knowledge in pieces which are the right size for them and which they can combine into larger integrated wholes through their own discoveries.

The pupils start with the basic elements of architecture, after which they develop their skills through themes related to housing and cities. Through the themes, pupils can explore and learn by experimenting with different dimensions of space. With the help of the familiar environment and project work, they find out about the history, current issues and democratic urban planning of communities and towns. The key theme for the project is for each pupil to develop their skills as planners and active agents.

The purpose of the Curious Class project is to develop and identify good practices and, with the help of architecture, permanently transform the school's working methods and learning practices towards exploring and experimenting with phenomenon-based learning. Arkki views architecture as a multidisciplinary "phenomenon" which combines the sciences and the arts with social aspects. Architectural topics can be easily used to combine and study several subjects simultaneously. This method enables pupils to acquire many more and different perspectives and learning strategies. Pupils can then use these to approach a topic and to integrate their skills and knowledge into the empirical world on the basis of what they have experienced.

During the project, exploration of the subject through architecture has become a natural part of the school week. Each class has devised individual models that have facilitated the efforts to meet each pupil's needs. Class teachers have been the key to personalising the teaching.

It has clearly been important for the pupils to share their thoughts with architecture professionals who are not part of their school. This has also inspired the children to share and analyse their own process in more detail in interaction with their peers. Acknowledged successes have increased the confidence of many pupils in their own abilities and ideas and in developing them further. Learning by doing is at the heart of the Curious Class pilot.

As part of the Curious Class pilot, pupils practise self-evaluation and self-reflection. One of the purposes of self-evaluation is to understand how the pupils' skills have developed and evolved during the project. It is evident that as pupils have worked on the tasks they have learned to assess how their ability to collaborate has improved. When working with others, effective communication is crucial for getting the work done. It is also important to practise presenting to others design solutions and outcomes which the pupils may perceive as very personal.



Photo: Teresa Winter-Ramsbottom.

Class teachers have been excited and motivated by the collaboration. Many topics that have been approached through the lens of architecture have helped teachers make connections between the phenomena, both in terms of individual skills and broader thematic wholes. They have also discovered new features in their pupils' learning styles.

Through the project's exercises, pupils have mastered skills related to topics that they would have normally studied later. However, with the help of practical and concrete experimentation pupils have addressed questions without bias, as a natural part of the design challenge at hand. Project work gives space for self-motivated learning. By piecing together what they have learned, pupils have developed individual points of view on the themes. As active learners and agents of their own learning, pupils may gain a deeper experience of learning and develop broader perspectives on the future.

Creative skills and community

Drama in schools

Responsible party and partners	Theatre ILMI Ö Partners Aleksis Kivi Primary School, Hertsikka School, Jätkäsaari Primary School, Katajanokka Primary School, Kruununhaka Primary School, Montessori School, Oulunkylä Primary School, Ruoholahti Primary School, Suutarinkylä Primary School, Taivallahti Primary School
Participants in numbers:	
Art educators	Eight art educators
Schools	Ten schools
Pupils	242 pupils
Location(s)	Helsinki
Duration of the project	2016–2019

The activities of Theatre ILMI Ö's drama clubs ranged from theatre games, other games, exercises that explore the senses, expression, trust, movement, improvisation and voice, as well as drawing, creative writing, role play, sound, staging and dress design, self-reflection, and more. Some drama clubs also had joint sessions with comics clubs. The comics club members created images and stage projections for theatre performances.

The theatre club members have prepared performances mostly about their own stories. The objective of the activities was to boost the imagination, courage, social skills and the ability to concentrate and work on a long-term project, and to create a safe atmosphere while increasing the participants' cultural awareness.

The instructor created the conditions for the development of skills, encouraged the participants and gave them constructive feedback. We have succeeded in providing experiences of success for children whose temperament might not always be a good match for their environment, and whose gifts are perhaps not yet apparent in schoolwork. The instructor of the clubs pays particular attention to what the children say and provides positive feedback for each child in the group, so that everybody can hear it.



Photo: Outi Sädekallio-Snellman.

Our clubs have given schoolchildren the experience of being seen and heard. The schoolchildren have had a say on the planning of the activities, their wishes and thoughts have been heard and the activities have been thought about and changed as necessary. "It is cool that we can do the things that we want to do. We all have a lot of influence," says one of the club members.

The club activities and the creation of a performance has improved the club members' own artistic thinking. During the school year, the children have become increasingly bold in expressing their ideas and participating in the activities of the group. The project has increased the courage of the children to express themselves also outside the club. The pupils' cultural awareness has increased, thanks to the discussions we have had about theatre and other arts in the club.

For the organiser, the long timespan of the project provided a lot of experience and knowledge on how to successfully arrange a club in a school environment. For example, we know how to take into account the fact that group cohesion takes a long time to develop in a school club. In the initial phase, the relationships between the members and the group dynamics are still connected to the existing hierarchy in the school. For example, school bullying might be present in the club sessions. To support the development of group cohesion, we allow time for it to develop. At the start of the club, we make a joint agreement on the club rules with the children. Children commit to following the rules better, when they have had a say on them. The club members learn that a respectful attitude towards other people is born in interaction.

The positive energy and flow states created by sensible and goal-oriented activities, an increase in the pupils' feeling of inclusion, new friendships and an opportunity to view the school premises from another perspective have improved the pupils' attachment to their school. The group cohesion that eventually takes place in a drama club improves, diversifies and renews the social relationships of the school and increases the social cohesion of the school across grades, as children from different grades co-operate to create a performance together.

Mutku clubs for schoolchildren in Uusimaa and Kanta-Häme

Responsible party and partners	SuoMu – the Finnish Association of Design Learning Partners schools, museums and villages
Participants in numbers:	
Art educators	16 art educators
Schools	16 schools
Pupils	320 pupils
Location(s)	Helsinki, Espoo, Lapinjärvi, Porvoo, Loviisa, Riihimäki
Duration of the project	2016–2019

During the school years 2016–2019, SuoMu – the Finnish Association of Design Learning arranged design clubs for children and teenagers in Uusimaa and Kanta-Häme. In addition to arranging the clubs, the project included disseminating the operating model and developing the methods and tools. The project had three goals: to offer opportunities for a sensible and affordable free-time hobby, to develop the creativity and problem-solving capacity of children and teenagers by means of design learning and to promote methods associated with design learning.

The curricula of the design clubs were designed to give club members the joy of doing things and engaging in exploration and creative activity in a safe environment. The curricula also support children and teenagers as active participants, explorers and creators

and offer opportunities for making one's own ideas real, engage in three-dimensional arts and crafts and practice the associated skills under the guidance of a professional. In addition, the club activities improve the members' ability to read the environment: the members explore design that is all around us and are encouraged to express their opinions and make suggestions to develop and improve their environment.

In addition to the design clubs, the currently ongoing Mutkustudio club project for teenagers of 13–16 years of age seeks to coach the members in adulthood, future life choices and active citizenship. The results of the project demonstrate that when implemented in collaboration with the school staff and school counsellors, the project can reach teenagers whose strengths can be greatly supported by the club, guiding them towards further education and even a profession. Mutkustudio is an intensive course on the world of design for schoolchildren in grades 7 to 9. The club not only educates, but also creates a sense of inclusion and coaches its members in working life.

Mutkustudio was created when SuoMu – the Finnish Association of Design Learning started to pay attention to the discontinuity in the design hobby path between grades 6 and 7, and on the motives and needs of pupils in grades 7 to 9. The complex and critical teenagers want to be able to choose themselves how they spend their free time. On the other hand, teenagers make important decisions about their future in grades 7 to 9, and often get their first experience of working life.

The methods for design learning at Mutkustudio consist of an assortment of tools for approaching problems, carrying out background research, collecting material and developing ideas as well as searching for and evaluating various solutions. The purpose is to create a design-oriented approach in all operations and activities. The process is documented in sketchbooks, collected in a portfolio and monitored by means of a Mutku pass. Members for the Mutkustudio clubs were found through guidance counsellors at schools, for example. The Mutkustudios' curricula aim towards the completion of a joint project, such as an exhibition or a performance. The project can have an external partner.

The members' ideas were displayed at the respective schools, among other venues. In the period 2018–2019, Mutkustudios collaborated with events arranged by the Sinebrychoff Art Museum and Lähiöfest festival at Riihimäki. The club members have also participated in start-up workshops to create prototypes for machines that will make the world a better place. These prototypes were displayed in Milan Triennial's Finland exhibition curated by Aalto University, which opened at the end of February of 2019.

During the project, SuoMu – the Finnish Association of Design Learning developed and expanded its experience and vision on club activities and contents associated with design learning, including the implementation methods of the club activities. The work done in

the clubs formed the basis of new tools and materials associated with design learning, and the development and dissemination of these materials will continue. The content created in the project can serve as the basis for applying methods of design learning in any learning and joint development sessions.



Photo: Olga Poppius.

Creating a new operating culture

Kärkikerho Clubs – Art clubs in Pori

Responsible party and partners	City of Pori and Children's Culture Centre of Pori Partners Basic Education Department of the City of Pori, Pori City Library, Pori Art Museum, Pori Art School, Pori Sinfonietta, Urban Planning Department, Luontotalo Arkki, University of Turku – Degree Programme in Cultural Production and Landscape Studies, Living Pori project, Arts Promotion Centre Finland, Piuma, Nukkerö ry, SEKK ry, Satasirkus ry, Kulttuuriyhdistys Rapajöoti ry, Läntisen tanssin aluekes- kus, Satakunnan monikulttuuriyhdistys ry, Tempputehdas Oy, Mari Syrén design, A-J Productions
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Participants in numbers:	
Art educators	40 art educators
Schools	13 schools
Pupils	350–400 pupils a week
Location(s)	Pori
Duration of the project	2016–2019

A Kärkikerho Club might be a shadow play, circus, sensory art, drama, band playing, dance or artistic robotics. Other options include parkour, role-playing games, a language immersion choir in English and nursery rhyme groups in Russian. The club activities focus on the children, proceed at the children's pace and make the activities feel like a free-time hobby. The Kärkikerho Club activities are designed to be flexible, i.e. to allow the execution of different ideas, so that the club instructors can quickly take into account the hopes and thoughts expressed by the children.

The project creates the conditions for each child to discover forms of art that support their self-expression, and also offers opportunities to develop their skills further. For children, the club activities offers opportunities to get positive experiences by doing things themselves, and to practice useful skills, such as performing. We keep the group sizes small and take special needs children into account when planning the contents. The children and teenagers have the opportunity to create art and be instructed by professionals. Since the club activities take place at school, the members can gain attention through their own artistic works, and the audience is usually the other people at school.

Our Arts and Crafts Recess Club (Taidekäsiyövälkä), designed to prevent loneliness during recesses, became very popular and is a concept worth developing further. During the half-hour recess in a school day, pupils who are lonely during recesses can join the club to participate in activities involving art and arts and crafts. The club might attract up to 50 pupils at a time, and the participants find the club pleasant and look forward to it.

Our Culture Shock (Kulttuurishokki) model brings visiting artists from various fields to give a sample lesson at schools. Getting pupils in grade 7 to 9 to commit to traditional weekly club sessions has been challenging, but they have been very pleased with the sample lessons. Our latest experiment was carried out during the autumn term. We arranged regular weekly visiting artists to schools, with the target group being grades 7 to 9 in the school participating in the experiment. The lessons were received enthusiastically.

The sample lessons also offered the teachers an opportunity to learn along with the children and teenagers, and the positive experiences on art and culture strengthened the group spirit. The wishes of the school staff were also taken into account in the planning of the activities.



Photo: Katri Tella.

Our project is based on an instructing coordinator model. This has created a direct link between the practical experience obtained in school teaching and the drawing board, which has been a tremendous help in the planning of the project. Pori has integrated a large number of pupils with special support needs into the basic education groups, which created a need for special needs education also in club activities. Our project took this need into account by giving suitable training for the instructing coordinator and then providing support for the artists working in groups with special needs students.

For the organising party, the cycle that repeats over several school years creates the conditions in which operations can be developed and corrections made as necessary. The continuity of operations can also be seen in the annual growth in the number of participants. The Kärkikerho Clubs have also proven that an instructor can be someone from outside the school. Initially, it was not obvious that the pupils would be brave enough to join a club in which the instructor was not a teacher familiar to them. Now that the high quality of our operations and club activities has become known, it is increasingly easy to fill the clubs with eager participants.

TAIKU – Making art and culture more accessible for children in Oulu

Responsible party and partners	City of Oulu, Department of Educational and Cultural Services, Cultural Centre Valve and Oulu-opisto Partners Valve Film School, Valve Literary Art School, Oulu Art School, Kulttuuriosuuskunta ILME cooperative, Northern Photographic Centre, Oulu Comics Center, Oulun parkour-seura ry, Nukketeatteriyhdistys Akseli Klonk ry, Taito North Ostrobothnia, Tempo Sistema Oulu ry, Arjen Löytö (Eija Kortetjärvi), Poikkinaiset (Virpi Väisänen and Eija Kortetjärvi)
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Participants in numbers:	
Art educators	28 art educators
Schools	40 schools
Pupils	1,260 pupils
Location(s)	Oulu
Duration of the project	2016–2019

In Oulu, club activities spanned a wide range from cinema and animation to literary art, role-playing games, music workshop, orchestra, photography, comics and parkour. The feedback obtained from the children and teenagers was predominantly very positive. The club instructors also received positive feedback from the club members. In particular, pupils in grades 7 to 9 have a great need to talk about things with an adult, and the pupils seemed to prefer talking to the club instructor rather than the school teachers. According to one club member, the best part of the clubs was “WELL HELLO, EVERYTHING!!!!!!”.

The project paid particular attention to direct communications with children and teenagers. In addition to the traditional communications channels, like the Wilma application for communication between schools and parents, posters and bulletins, the instructors visited classrooms personally and held demo workshops. The schools in Oulu received the additional resources offered by the development project very warmly, and the co-operation between the schools and the education department was very successful.

The project has given many organisations and people in the art and culture sector a pedagogical programme and also markedly increased their collaboration with schools. The partners of the project feel that schools have become familiar with an increased number of professional artists, art educators and art and culture organisations. The people who participated in the organising of the clubs gave us a lot of feedback and ideas on the design and further development of the club activities. The instructors also felt that the joint meetings were important for the development of the club curriculum and pedagogical work.



Photo: Juuso Haarala.

One of the objectives of the project was to create models of art and culture education packages with professionals, taking the schools' needs into account. For example, parts of the curriculum were developed towards launching film clubs, which was also successfully tested in practice. The project also improved the multidisciplinary collaboration and resourcing of the planning of free-time activities for children and teenagers and sought solutions for developing child-and-family-oriented free-time communications. The project increased

coordination within the City of Oulu and promoted the creation of a coordination model for club activities.

The development will continue in Oulu at least until the end of the key project at the end of 2019, and very likely for several years to come, since arts and culture-oriented clubs have been recognised as a part of the educational and cultural services of the City of Oulu, and the city has committed to developing it. The goal is to make the operating model developed in this project a permanent part of the foundation of the operations of the children's culture centre and basic art education.

The key project contributed significantly to the increase in club activities in the Oulu region. The project subsidy encouraged the City of Oulu to invest heavily into art and culture clubs: the first season saw a self-funded percentage of 50%, the second 36% and the third almost 70%.

Art Coaching (Taidevalkku) in Lempäälä schools

Responsible party and partners	PiiPoo Accessible Centre for Art and Culture and Lempäälä municipality's cultural and youth services K13 project partner Zones by Särkänniemi
Participants in numbers:	
Art educators	12 art educators
Schools	10 schools
Pupils	624 children and young people
Location(s)	Lempäälä
Duration of the project	2016–2019

The Art Coaching project has provided cultural activities in schools, developed engagement in the arts during break time and advocated a youth-oriented planning model for young people's participation and inclusion. The clubs have offered several forms of arts and culture, including media, film, photography, fine arts, dance, parkour and drama. The Art Coaching terms have finished with a two-day spring festival at the PiiPoo cultural centre. The children have planned the festival together with the art educators and presented the artworks and performances which the clubs have created.

The project has developed new working methods for the artists and art educators working with schools and children. The children's interest in the arts along with the themes and inspiration springing from the children's daily life have produced new accessible methods that can be adopted to promote children's artistic agency and cultural activity. The leading concepts of the new core curriculum, the phenomenon-based approach and multidisciplinary learning modules, have laid the groundwork for establishing permanent

culture-based methods. The three-year project period has enabled the artists to broaden their professional skills and their knowledge about what kind of artistic work and engagement are suitable specifically for primary school children.



Photo: Leena Lehti.

During the 2018–2019 school year, a K-13 subproject was launched jointly with Lempäälä municipality and indoor entertainment centre Zones by Särkänniemi. The project is aimed at children aged 13–17 years and it has 13 participants. The purpose of the project is to include young people in the planning of activities aimed at them, and together with young people provide tailor-made opportunities to engage with the arts in shopping centres where young people spend much of their time after school.

The sessions include visits to PiiPoo and Zones by Särkänniemi, four planning meetings and, in spring 2019, the events and the art club that became the project's outcomes. Planning was carried out under the guidance of the PiiPoo art educator in workshops which included art-based methods. The workshop timetables and themes had been agreed upon with the young participants, who were also involved in developing the methods for generating ideas.

Lempäälä municipality's senior leader of cultural youth work also participated in the planning meetings. The role of the various parties in the project was to act as facilitators. The project also developed a service design model for young people. The plan is to embed

the activities created in the K-13 project in the collaboration between the local authority, businesses and the third sector and in cultural youth work.

Engagement with the arts through the clubs has met a variety of needs. The Art Coaching clubs have brought joy, new skills and self-confidence to the daily lives of children. The participants, their families and the schools have given a great deal of positive feedback about club content, improved access and accessibility. Parents say that the clubs have been a major help in enabling their children to engage in the arts. Many responses reveal that the children have continued their new artistic activities at home or elsewhere, outside the club. The family festival also received good feedback from the families.

It has been wonderful to see how the clubs have attracted a variety of children with different approaches to the arts and culture. The clubs have enabled them to expand their horizons with new experiences and subjects. Comments such as “Wow, is that magic?” and “I’m going to try that at home again!” were repeatedly heard both in the media clubs and the fine art clubs. The children’s commitment to the clubs throughout the project was another sign of success.

Stone in My Shoe – Improving access to basic education in the arts in Nurmijärvi municipality

Responsible party and partners	Nurmijärven Opisto adult education centre, Nurmijärven musiikkiopisto music school and Nurmijärvi Dance Institute Partners Nurmijärvi municipal schools and early education centres
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Participants in numbers:

Pupils	1,159 pupils
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Location(s)	Nurmijärvi
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Duration of the project	2016–2019
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Stone in My Shoe is a pilot project which has facilitated a new kind of working culture by offering art education and engagement with the arts directly after the school day. The purpose of the pilot was to offer art workshops especially in schools that do not have the resources to organise such activities or in which pupils have less frequent opportunities to access art clubs, for example due to location or finances. In this project, even small village schools were able to access basic education in the arts.

The workshops included singing, fine arts, band schools, music and dance. The activities took into account the participants’ special needs and used a variety of pedagogic methods. For example, the dance workshops placed an emphasis on a holistic experience of dance, discovering the joy of dance, devising your own dance and understanding how

to use your body. Other topics included dance techniques, self-expression, relationship between music and movement, courage to perform and making a choreography.

The institutions providing basic education in the arts jointly planned the workshops with early education centres and schools. The objective was to support art education in the participating organisations. Each institution was allocated a partner school for implementing the activities. The participants were children in early childhood education and care, primary schools and lower secondary schools.

The workshops have travelled from school to school and, by the end of the third part of the project at the end of 2019, nearly all partner schools will have been able to offer their pupils workshops in dance, music and fine arts.

With low-threshold leisure activities, we have added value to the schools' art education and facilitated grouping, group work and inclusion. Through the clubs, teachers have received ideas, tools and methods to use in their own work with pupils later. People across the municipality now have better knowledge of the kind of work the institutions are involved in. Meanwhile, the institutions have worked in line with the local authority's strategy in that they have offered children and young people opportunities for engaging in leisure activities.

The models pursued by the clubs have become established in some schools. After the project has finished, the school will continue using the model with its own resources or against a small fee. The institutions offering the art workshops have built a collaboration network. They will regularly communicate about their situation and about any opportunities to extend the project.

In 2019, Nurmijärvi municipality implements a new pilot project which has extended the activities launched by the Stone in My Shoe project. The new project offers free-of-charge activities on Tuesday afternoons. The activity afternoons organised by the Finnish Schools on the Move have been successful. Hopefully they will continue to change the working culture along the lines of the Stone in my Shoe project.

Arts Carousel club project

Responsible party and partners	Vantaa cultural services Partners City of Vantaa primary and lower secondary education and sports services, arts sector professionals working as club instructors, Cultural Centre Vernissa's animation studio Animaatioasema, Vantaa City Museum, Xtraid, Viba, Circus Magenta, Perinneleikit association, Nice Hearts association, City of Espoo, Vantaan Sanataidekoulu literary art school, Vantaa Dance Institute, Taito craft and design school for South Finland, Syd kustens ordkonstskola literary art school, WAU association, Kaivoskymppi's parents association, Music School DEMO, clubs meeting in Kaivosristi church hall, Koivukylän Palloseura football club, H&S International School, Music School Jamkids, Nano Clubs for Children and Young People, Rekola Church's Young Men's Christian Association, the National Organisation for Children
Participants in numbers:	
Art educators	20 art educators per year on average since 2017
Schools	Ten schools per year on average
Pupils	Estimated 395 participants in spring 2019; 731 participants in peak year 2017
Location(s)	Vantaa
Duration of the project	2016–2019

The Art Carousel clubs are open to years 1 to 9 in each participating school, including pupils from special needs classes and preparatory classes for immigrants. Pupils have discovered two to four art forms over the school year in periods of five or ten weeks. The art instructors have travelled from school to school and held two clubs back to back in each school. In one of the Art Carousel clubs, held in spring 2019 during the school day, an art educator worked together with the teacher of the preparatory class during the lessons, approaching the theme of human body from an artistic and scientific perspective.

Over time, the Art Carousel content has been successfully integrated into the daily routines of schools. For example, schools have launched literary clubs and animation workshops, which the pupils had asked for, and adapted the Art Carousel's art exercises for the classes that were excluded from the project. In one school, the Art Carousel cultural heritage club had been so popular that the school decided to provide similar content every two years in some form. The parkour tasters have been very popular and our partner has launched parkour clubs in some of the schools.

Over three years, the project has improved children's social interaction skills, sense of belonging to a school community and both creative and critical thinking. Through the model, the arts and culture have increased school satisfaction with new learning environments, introduced new methods to the daily routines and provided children with opportunities for self-expression. The project made sure that the artworks and presentations created in the clubs were visible at school. Children's art was shown in exhibitions, posters, picture booklets, murals, performances and outdoor paintings. Through their engagement with the arts, children's creativity has been supported and children have gained inspiration and skills for artistic activities and self-expression.



Photo: Rebekka Barongo.

The project has enabled children to take up leisure activities they had wished for and, especially with regard to immigrant pupils in the preparatory classes, promoted integration and engagement with the school. A broad range of high-quality activities has contributed to preventing marginalisation of children living in suburban housing estates and reducing feelings of insecurity and loneliness. With regard to children in need of special support and pupils in preparatory classes, we have been able to offer them opportunities to discover the arts and culture on their own terms.

The clubs have supplemented and supported the schools' art and cultural education, introduced the arts as part of an integrated school day and diversified the learning environments in primary and lower secondary education. The activities have reinforced collaboration and interaction between the schools and the artistic, cultural and sports professionals and shared best practices and models of art education.

The project has significantly advanced equal access to the arts and culture among children living in Vantaa. According to the City of Vantaa's strategy, the activities will be continued. The discretionary government grant for the key project has enabled the project to create a model through which every pupil in years 1, 2 and 3 in Vantaa will have a cultural activity as part of the school day.



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