In-school and out-of school arts education in Finland

Photo: Espoo Music Institute, Veikko Somerpuro

LKCA-conference in Utrecht_The Association of the Basic Education in the Arts_Anu Hietala 26.1.2017
The Association for Basic Education in the Arts

An umbrella organisation for:

Association of Performing Art Schools

Association of Handicraft and Design Schools

The Finnish Association of Art Schools for Children and Young People

The Finnish Association of Music Schools

The Finnish Association of Literary Art Education

The Finnish Association of Dance Schools
The Association for Basic Education in the Arts was founded in 2007.

The member associations have 280 member institutions (art schools, music schools and institutes for art education).

The Association promotes

- the interests of schools that provide basic education in arts
- the standard of art education provided by its member organisations
- development of equal and diverse art education system
- the status of children’s culture and art education in national educational and cultural policy
FINLAND IN FACTS

5.4 million
1.4 million inhabitants in metropolitan area

Life expectancy: 78 years
Life expectancy: 84 years

Official languages are **FINNISH**... (spoken by 88.9%)
...and **SWEDISH** (spoken by 5.3%)

SÁMI is the mother tongue of about 1,900 people.

GDP per capita (2014): 37,559 €
Currency unit: **EURO**

**REPUBLIC**, parliamentary democracy, 200 members in one chamber

Christianity; 73.8% **LUTHERAN** and about 1.1% **ORTHODOX**

Independence Day: **DECEMBER 6**
1917

1995
1955
No dead-ends in the education system

Basic education 9 years

Preprimary education

Early childhood education and care

Age 0 - 6

Age 7 - 15

Source: The Finnish National Board of Education
ART AND CULTURE EDUCATION IN THE PREMISES OF SCHOOL OR KINDERGARTENS
- After school club lessons
- Morning and afternoon care (for 1st and 2nd grade pupils)
- Projects and education provided by art and culture centres and culture institutions
- Implementations of culture education plans
- B.E.A. (in school after school classes, part of early childhood education)

BASIC EDUCATION IN THE ARTS PROVIDED IN SPECIALIZED ART SCHOOLS
- 393 music and art schools (including 120 adult education centres)
- 251 municipalities (85 % of all municipalities in Finland)
- 126 000 students (approximately 15 % of the age group participating comprehensive school)

OTHER PROVIDERS AND FORMS OF ARTS AND CULTURE EDUCATION
- Arts as a hobby in adult training centers (and B.E.A.)
- Cultural activities as part of municipal youth departments
- Education by museums, theatres and other cultural institutions
- Art projects for different target groups funded by government, municipal or private foundations – organized by diverse group of national and local NGO:s

FORMS OF OUT-OF-SCHOOL ARTS EDUCATION
Basic Education in the Arts
[acronym B.E.A. to be used in this presentation]

- is a unique feature of the Finnish educational system.

- goal-oriented, progressive structure within the Finnish educational system.

- studies are voluntary, enabling the learning of various art genres in a systematic, progressive, long-lasting manner.

- studies are organized in rising levels according to the learner’s skills and study-years.

- studies give children and young people opportunities to express themselves in artistic form and prepare them for professional studies in the art genre they have studied.

- system is nationwide. It is steered by the Ministry of Education and Culture and the Finnish National Board of Education along with early childhood, basic and upper secondary education.
The basic education of arts in a nutshell:

<table>
<thead>
<tr>
<th>OWN BRAND OF EDUCATION</th>
<th>TEACHERS</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own legislation for the basic education of arts</td>
<td>Educated and qualified Professional</td>
<td>State</td>
</tr>
<tr>
<td>National foundations for curricula Local curricula</td>
<td>Significant job creator</td>
<td>Municipal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student fees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Own fundraising and project funding</td>
</tr>
</tbody>
</table>
The share of amount of participants of the basic education of arts

<table>
<thead>
<tr>
<th>Form of art</th>
<th>Amount of participants / students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>69 317</td>
</tr>
<tr>
<td>Dance</td>
<td>29 943</td>
</tr>
<tr>
<td>Visual art</td>
<td>17 473</td>
</tr>
<tr>
<td>Craft</td>
<td>5 480</td>
</tr>
<tr>
<td>Theater</td>
<td>4 008</td>
</tr>
<tr>
<td>Sircus</td>
<td>1 948</td>
</tr>
<tr>
<td>Litteral art</td>
<td>567</td>
</tr>
<tr>
<td>Architecture</td>
<td>408</td>
</tr>
<tr>
<td>Media arts</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>129 218</td>
</tr>
</tbody>
</table>
SCHOOL CLUBS, MORNING- AND AFTERNOON ACTIVITIES:

In the school year 2009-2010, an estimated 60% of the 300 education providers had music clubs, 50% arts and crafts clubs, 32% artistic expression clubs, 21% art clubs and 12% dance clubs. Music is the second most popular club activity after sports.

School clubs may also form part of the system of statutory morning and afternoon activities for schoolchildren, for which a fee can be charged according to provisions in the Basic Education Act. The activities are provided by local authorities.
SCHOOL CLUBS, MORNING- AND AFTERNOON ACTIVITIES:

Basic education in the arts may also be morning and afternoon activities for schoolchildren, but then the young learner must be a pupil of the institute providing the education. [the pupil must be guaranteed the possibility to continue studying within the arts education system when she or he no longer participates in the morning and afternoon activities.]
Mosaic model of funding:
[+ participation fees are part of funding]
• State and municipal funding of basic education > art education in the curriculum and cultural education plan.
• [State and municipal] funding for basic education in the arts (78 ME)
• [...] Funding for liberal adult education (90 ME)
• [...] Funding for club activities (6 ME) and morning and afternoon activities
• State funding for hobbies (from the youth grant of the Ministry of education and culture)
• The Key project funding (MEC) which is part of the current government programme starting August 2016 - 2019 (7 ME)
• Other project funding: National foundations and NGO’s
The organisation and position of arts education in the curriculum
Arts education in BASIC EDUCATION (compulsory education)

- Mainly organized as separate subjects includes compulsory subjects: music, visual arts, crafts, physical education, home economics (arts and skills subjects)

- Dance and drama are also taught as part of other subjects: Dance is included in the curriculum of physical education, and drama in that of mother tongue and literature

Source: The Finnish National Board of Education
### Distribution of lesson hours in basic education

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue and literature</td>
<td>14</td>
<td>14</td>
<td></td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>A-language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td>16</td>
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<tr>
<td>B-language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
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<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>12</td>
<td></td>
<td></td>
<td>14</td>
<td></td>
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<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology and geography</td>
<td></td>
<td></td>
<td>9</td>
<td>3</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Physics and chemistry</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>7</td>
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<tr>
<td>Health education</td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>Religion or ethics</td>
<td>6</td>
<td></td>
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<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
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<td>11</td>
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<tr>
<td>History and social studies</td>
<td></td>
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<td>3</td>
<td></td>
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<td>7</td>
<td></td>
<td></td>
<td>10</td>
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<tr>
<td>Music</td>
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<td></td>
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<tr>
<td>Visual arts</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>Crafts</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Physical education</td>
<td>26</td>
<td>4</td>
<td>30</td>
<td>7</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>Home economics</td>
<td></td>
<td></td>
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<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Educational and vocational guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Optional subjects</td>
<td></td>
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<td>(13)</td>
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</tr>
<tr>
<td><strong>The pupil’s minimum amount of lessons</strong></td>
<td>19</td>
<td>19</td>
<td>23</td>
<td>23</td>
<td>24</td>
<td>24</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td><strong>222</strong></td>
</tr>
<tr>
<td><strong>Voluntary A-language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(6)</td>
<td>(6)</td>
</tr>
</tbody>
</table>

--- The subject is not taught at this stage unless the curriculum states otherwise

Source: The Finnish National Board of Education
Arts education in GENERAL UPPER SECONDARY EDUCATION

Students must take and complete altogether 3 compulsory art courses (a course = c. 38 lesson hours) in music and visual arts. In addition, students must be offered a choice of two optional national specialization courses in each of these subjects.

The curriculum may also include applied courses, (for example craft, media, home economics) 18 (out of around 400 general upper secondary schools) have a special arts education mission.

Source: The Finnish National Board of Education
Arts education in GENERAL UPPER SECONDARY EDUCATION

FNBE has developed upper secondary school diplomas for students to demonstrate their skills and knowledge of home economics, visual arts, crafts, physical education, media, music, dance and theatre - developed from 1995

- Determined as national applied courses in national core curriculum 2015
- FNBE has confirmed national guidelines for general upper secondary school diplomas including instructions on assessment criteria and diploma format.

Source: The Finnish National Board of Education
Arts education in GENERAL UPPER SECONDARY EDUCATION

- Taking a general upper secondary school diploma is voluntary
- Diploma performance is assessed by a general upper secondary school teacher. In addition, there is another examiner who is an expert in the subject
- General upper secondary school diploma certificate is given by the general upper secondary school and is an appendix to the school leaving certificate
- 92.5% of general upper secondary schools offer one or more diploma courses.

Source: The Finnish National Board of Education
The strengths of Finnish Arts and Culture Education

- High quality university level teacher education (masters degree) and high attraction of teaching profession
- Relatively strong subject based approach - teachers devoted to their subject
- Long tradition, extent and diversity of arts education in Finland
- Relatively strong status of arts and culture in general education for example the core curriculum for basic education consist of 14 subjects, and three of them are in arts: music, visual arts and crafts.

Source: The Finnish National Board of Education
The strengths of Finnish Arts and Culture Education

The philosophy of all arts education is “learning by doing”, that is, active and creative involvement in arts and culture.

- Curricular flexibility and pedagogical freedom
- Cooperation between schools and professionals in the cultural field (museums, theatres, cultural organizations etc.)
- Past and ongoing arts education development programs and projects

Source: The Finnish National Board of Education
The strengths of Finnish Arts and Culture Education

- In-service training (continuous in-service training)
- Arts and cultural programs carried out by children art centers and culture centers that provide courses and promote collaboration between artist, schools and art institutions.

Source: The Finnish National Board of Education
Click here to familiarize yourself with the planning tool!

A cultural education plan is based on the municipality’s own cultural supply and it supports the local cultural operators and artists.
Cultural education plan
- Is a plan detailing the systematic implementation of culture, art and cultural heritage education as part of the municipality’s teaching.

- Represents the agreement of one or more municipalities regarding the cultural education of pupils from one grade to another.

- Renders the schools’ cultural education work target-oriented.

- Concerns the grades 1-9 and, in some municipalities, secondary education and early childhood education.
Cultural education plan

- Guarantees all children and youth the equal possibility to experience and participate in local culture in a diverse manner.

- Is written and implemented in cooperation with education and culture sector operators.

- Is based on the municipality’s own cultural supply and heritage as well as the spontaneous activities of children and youth.
THE CONNECTION BETWEEN IN-SCHOOL AND OUT-SCHOOL ARTS EDUCATION

Photo: Vantaa Music Institute
Key projects 2015-2019

- Finland’s Prime Minister Juha Sipilä’s Government Programme’s Key project for art and culture and Children’s participation

- Key project Access to art and culture will be facilitated will support creating new club activities in schools on basis of children’s interests.

- In 2016, 92 projects granted with 1,9 Me involving 31 000 children (390 schools) in art and cultural club activities and thousands of children in art education. Financing for 2017-2018: 5,8 Me
The survey conducted by the Association of Basic Education in the Arts and realized in August-September of 2016

Perspectives of the survey:

• The practices to increase the access to curriculum based basic education of arts
• Other forms of arts education, delivering services and collaboration
• Local cultural offerings of art schools
The questionnaire was sent to all member schools of all member organisations = 280 schools altogether.
The services / forms of collaboration beside the basic education in the arts

<table>
<thead>
<tr>
<th>DAYCARE CENTRES, COMPREHENSIVE SCHOOLS AND UPPER SECONDARY LEVEL</th>
<th>PARTICIPATORY ACTIVITIES FOR CITIZENS OF ALL AGES</th>
<th>THE CULTURAL AND ART EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon and club activities, arts education in daycares, implementers of cultural education plan and continuous education for teachers.</td>
<td>projects, courses, workshops and summer camps, activities in care homes and hospitals, activities for special groups such as immigrants and youth under the risk of alienation</td>
<td>performances, concerts, exhibitions and other events</td>
</tr>
</tbody>
</table>
The general overview on the number of events, attendees and collaborators within the cultural field

Number of events during the calendar year 2015 organised by arts schools

<table>
<thead>
<tr>
<th>Number of responses</th>
<th>Number of events</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>8811</td>
<td>763,411</td>
</tr>
</tbody>
</table>

Concerts, shows, exhibitions and other cultural events

The combined number of attendees in the events
<table>
<thead>
<tr>
<th>Entity</th>
<th>2015 Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daycare centers</td>
<td>63</td>
</tr>
<tr>
<td>Comprehensive schools</td>
<td>78</td>
</tr>
<tr>
<td>Morning or afternoon clubs in schools</td>
<td>29</td>
</tr>
<tr>
<td>Other cooperation with the education system</td>
<td>52</td>
</tr>
<tr>
<td>Free adult education</td>
<td>54</td>
</tr>
<tr>
<td>Municipal cultural office</td>
<td>73</td>
</tr>
<tr>
<td>Cultural events</td>
<td>74</td>
</tr>
<tr>
<td>Museum services</td>
<td>38</td>
</tr>
<tr>
<td>Youth services</td>
<td>43</td>
</tr>
<tr>
<td>Social services</td>
<td>28</td>
</tr>
<tr>
<td>Cultural centre for children</td>
<td>22</td>
</tr>
<tr>
<td>Immigrants</td>
<td>31</td>
</tr>
<tr>
<td>Care facilities</td>
<td>37</td>
</tr>
<tr>
<td>Senior citizens' care</td>
<td>43</td>
</tr>
<tr>
<td>Hospitals</td>
<td>25</td>
</tr>
<tr>
<td>Other collaborations (elaborate)</td>
<td>51</td>
</tr>
</tbody>
</table>

ENTITIES COLLABORATED WITH IN 2015:

Daycare centers: 65.6%
Comprehensive schools: 81.3%
Morning or afternoon clubs in schools: 30.2%
Other cooperation with the education system: 54.2%
Free adult education: 56.3%
Municipal cultural office: 76%
Cultural events: 77.1%
Museum services: 39.6%
Youth services: 44.8%
Social services: 29.2%
Cultural centre for children: 22.9%
Immigrants: 32.3%
Care facilities: 38.5%
Senior citizens' care: 44.8%
Hospitals: 26%
Other collaborations (elaborate): 53.1%
The number of collaborators and attendees in various events organised in collaboration in 2015:

<table>
<thead>
<tr>
<th>Event</th>
<th>Collaboration Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daycare centers</td>
<td>233, 8323</td>
</tr>
<tr>
<td>Comprehensive schools</td>
<td>659, 30,512</td>
</tr>
<tr>
<td>Morning or afternoon clubs in schools</td>
<td>22, 5383</td>
</tr>
<tr>
<td>Other cooperation with education</td>
<td>238, 10,144</td>
</tr>
<tr>
<td>Free adult education</td>
<td>282, 10,331</td>
</tr>
<tr>
<td>Municipal cultural office</td>
<td>113, 29,983</td>
</tr>
<tr>
<td>Cultural events</td>
<td>225, 58,711</td>
</tr>
<tr>
<td>Museum services</td>
<td>40, 4,975</td>
</tr>
<tr>
<td>Youth services</td>
<td>35, 1,495</td>
</tr>
<tr>
<td>Social services</td>
<td>7, 1,146</td>
</tr>
<tr>
<td>Cultural centre for children</td>
<td>10, 615</td>
</tr>
<tr>
<td>Immigrants</td>
<td>27, 976</td>
</tr>
<tr>
<td>Care facilities</td>
<td>83, 2,280</td>
</tr>
<tr>
<td>Senior citizens’ care</td>
<td>102, 2,323</td>
</tr>
<tr>
<td>Hospitals</td>
<td>21, 905</td>
</tr>
</tbody>
</table>

*) this number is small due to the nature of extra curricular activities; a care service provided five days a week that consists also of things other than arts.
How do you (art school) improve the availability, accessibility and equality within the basic education of arts?

SIX APPROACHES TO ACCESSIBILITY

1. FINANCIAL ACCESSIBILITY
2. AWARENESS
3. GEOGRAPHY
4. PATHWAYS AND STRUCTURAL FLEXIBILITY
5. LEARNERS WITH SPECIAL NEEDS
6. GENDER EQUALITY
1. Financial accessibility

Access to arts education for low-income families

What kinds of assistance and support did your institution or municipality office provide to the low-income students to be able to participate?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition free students</td>
<td>46</td>
<td>54.8%</td>
</tr>
<tr>
<td>Sibling discounts</td>
<td>63</td>
<td>75%</td>
</tr>
<tr>
<td>Other discounts</td>
<td>36</td>
<td>42.9%</td>
</tr>
<tr>
<td>Other support (elaborate)</td>
<td>40</td>
<td>47.6%</td>
</tr>
</tbody>
</table>
Ways to improve financial accessibility:

• Cooperation with churches, businesses, NGO’s and private citizens in order to increase the number of tuition free students.
• Providing access to on-loan instruments, especially during the first years of learning
• Free entrance concerts
• Securing the municipal grants from neighbouring municipalities
• Active promotion of tuition free options, sibling discounts and other support for parents
• Saving in material costs by recycling
Accessibility through awareness

- Promoting in the school
- Visibility in the events
- Free or very cheap opportunities to try, easy to enter group teaching
- Instrument training, orchestras and band workshops in the schools
Geographical accessibility

• Increasing activities in socio-economically challenging areas.

• In growth centers the challenge is the increasing population: added demand without additional resources.

• Regionally functioning schools have challenges in providing teaching in areas of scattered and decreasing population

• Teaching technology helps to create long distance tuition / virtual teaching.
The flexibility of studying pathway and structural access to the education

Expanding the early-childhood music education and instrument training (for 7-9 year olds).

Cooperation in between the arts schools: organising local culture courses, “arts ladders”, “arts carousels” etc.
– projects and periods where one can try out various fields of arts
Accessibility for the learners with special needs

• Personal study plans and individualising the learning based on the abilities of individual are standard in all arts schools

• With regards to the inclusion of difficult learning disabilities, there are vast differences in between schools.

Accessibility considering the gender equality

• Offering content of interest to both genders

• Quotas for both boys and girls (one answer)
Broad cooperation models in between the organisers
Broad cooperation models in between the organisers

Examples:

1. The shared use of teachers, teaching spaces and teaching contents

2. Art schools providing the basic education of arts in a cooperation network with municipality, comprehensive and upper secondary education

  e.g. Espoo, Helsinki, Hämeenlinna, Kerava, Lahti, Vantaa etc.

3. Espoo early-childhood education model
   collaborate by organising regular arts education in daycares during the daycare hours. Every week 50 daycares and 1400 children participate. The families that have been granted free daycare, also get free arts education. vs. Vantaa ”Taikava” model
Cooperation with the entities from the field of social welfare and health
B.E.A. cooperation with the entities from the field of social welfare and health

Extracts:

Participation in creating of the municipal regulated wellbeing plans.

Flora-project takes youth under the risk of alienation (picked by the social welfare office) to practice music in music schools with the music school teachers.

Art is taken to old age homes, care facilities and hospitals

Memory disease patients and their families have been offered dance classes in collaboration with The Alzheimer Society of Finland
B.E.A. cooperation with the entities from the field of social welfare and health

...Examples of the projects that target the groups otherwise outside of B.E.A.

In Tampere children’s culture center coordinate the %art-project of 4 culture and 9 social organisations for clients of the child welfare, adults requiring special assistance and old people in care homes. Circus school runs national cirkus-project for asylum seeking children.

Youth services and municipal cultural centre order short courses from the art school to the young people. Operaatio Pulssi, Helsinki

Cultural wellbeing as a standard part in the structures of the society. Main focus and funding on the social affairs and health areas. Eastern Finland wellfare powerstation (Kuopio)
Obstacles, challenges

• The development and administration of projects as well as networking require meetings and planning as much as financial and mental resources.

• The varying labour agreements and wages of different forms of education

• Border fences between sectors: E.g. Municipalities forbid the for-charge daycare early-childhood music education

• Changes in populations
CONCLUSIONS

Long term funding from government increases the social aspects of activities of the arts schools. Art schools are able to perform and operate more actively in society and coordinate various projects.

B.E.A. has a basic syllabus-based duty, which can meet the criteria of social development. Alongside that, each school has a limited ability to take on additional activities which require additional funding.

The goal to be set, should be that every art school will have some activities that include a social aspect near their general function as well as an active role in finding partners and funding to increase social activities.
THE CORNERSTONES OF VITAL ART LIFE AND LIFELONG ARTISTIC AND CULTURAL LEARNING

ADULTS
- Arts as a hobby in adult training centers (and B.E.A.)
- Vocational training in arts for goal oriented and talented (grown in B.E.A.).
- High quality professional artlife and active audience as a cornerstone of Finnish vitality and identity.

BASIC EDUCATION IN THE ARTS
- Advanced teaching requires centralised space and specific equipment as well as facilities
- Voluntary, systematic learning of arts in a long-term manner
- Art’s expertise and activities in society

DAYCARE AND COMPREHENSIVE SCHOOL
- Arts lessons in curriculum - After school club lessons
- First years of learning is easier to organise locally in the premises of schools and daycares.
- Key projects – projects provided by children cultural centres and artists
- Cultural education plans and collaboration with education of art institutes

LKCA-conference in Utrecht_The Association of the Basic Education in the Arts_Anu Hietala 26.1.2017
Thank you!
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Information on the reform of national core curriculum for basic education 2014:
http://www.oph.fi/download/174369_new_national_core_curriculum_for_basic_education_focus_on_school_culture_and.pdf

More publications in English and other languages:
http://www.oph.fi/english/publications