

Finland

Active Childhood and Youth in Kuopio: Culture Path programme

The Culture Path Programme is targeted at students aged 7-16. It aims at enhancing the social, emotional, and physical well-being of the children through culture and art, by ensuring that every student has access to the city's cultural services. This is realized with practical tools for teachers to implement goal-oriented cultural education, and by strengthening the cooperation between schools and cultural institutions, supporting the development of schools as cultural communities. The programme is divided into nine "paths" related to art, libraries, theatre etc, which are designed for the needs and curriculum objectives of a particular grade level, within and across different subjects. As part of the paths, students visit at least one local cultural institution outside the school environment every year. After eight years on the Culture Path, 9th graders can use the city's cultural services for free with a K9-card. Research-based evaluations of the programme focus at learning of both individual students and teachers.

Main focus of Innovation: TEACHERS, CONTENT, RESOURCES, ORGANISATION

General Information

Name of the ILE: Active Childhood and Youth in Kuopio: Culture Path programme.

Location/Address: Jonna Forsman, Centre for Cultural Affairs, Torikatu 18, 3. krs, 70110 Kuopio, Finland.

Website: <http://kulttuurikasvatus.kuopio.fi/>

ILE submitted by: Culture Path coordinator

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

The Culture Path programme in the city of Kuopio aims at promoting and improving the emotional, physical and social well-being of the child and the youth as well as the empowerment of the teacher in the school curriculum by ensuring that every pupil has the equal opportunity to become acquainted with the cultural services. By its methods and means it promotes social and cultural equity and non-violence. The programme regards all the cultural facilities (museums, theaters, churches etc. including cultural environment) as a complex learning environment instead of regarding just the classroom and school.

The Culture Path programme is divided into nine paths which every student attend annually as a part of the school curriculum: Library, Art, Museum, Media, Environment, Dance, Music, Theatre and K9-card. With a K9-card a 9th grade student may use cultural services freely or with a little cost after "trekking" eight years in Culture Path at comprehensive school.

The Culture Path programme creates settings, places to learn which promote humanistic and constructive way of learning. The students are evoked into learning processes which are holistic, active, communal and socio-emotional and promote critical thinking as well as involvement.

The programme produces and provides innovative learning materials for the use of teachers who are being inducted to the materials. The programme gives teachers tools and practical examples for goal-oriented cultural education that emphasises experiencing, creativity, comprehensiveness and multi-sensoriality. The programme also emphasises social interaction and understanding between people.

Evidence

Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?

The results appear in a long time span but it can be seen already now that the teachers have become more acquainted with the use of cultural facilities and the learning materials produced by the programme as a learning environment. Possible barriers between the education services and the cultural services have diminished. The culture has become more everyday like at schools and the teachers are not afraid to ask help. Every school has its own Culture Courier, a contact person between schools and cultural facilities.

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

The Culture Path aims to bring the supply of culture a part of the curriculum of individual subjects and larger subject areas in different grades: socialization, cultural identity, media and responsibility of nature, environment and sustainable development. The core learning aim is that a student learns as a member of community and expresses himself freely and creatively.

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

The Culture Path programme is for all the students at comprehensive schools in the city of Kuopio, approximately 9000 students aged 7-16 in grades 1-9.

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

The Culture Path programme coordinator coordinates the programme in interaction and cooperation with the teachers, cultural facilities and the educational services of the city of Kuopio.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

All the paths in the programme fulfill the requirements of each grade's curriculum in both individual subjects (ex. literature, art, music) and larger subject areas. The pedagogy is based on that of humanistic approach which emphasise the holistic, emotional and multisensorial approach of learning. Learning happens in doing and experiencing!

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

Learning takes place in both schools and cultural facilities including the cultural and historical environment. Physical learning environment varies from the Art museum to the streets and dance theatres.

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

The programme was started to promote equality among students, to create and strengthen learning environments in cultural facilities and to bring the supply of culture as part of school curriculum. The programme was initiated by the cultural services in cooperation with the education services of the city of Kuopio in fall 2006.

Funding of the ILE

How is it funded?

The programme is funded by the city and The Finnish National Board of Education.

Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

The research of the programme begins in fall 2009. It concentrates in studying what an individual student learns in the Culture Path programme as well as what an individual teacher learns as he/she uses the cultural services and learning materials in teaching and receives education for the paths. What difference the programme makes in his/her way of teaching?

Documentation describing or evaluating the ILE

Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)

Website www.kulttuurikasvatus.kuopio.fi, annual reports, photos, evaluation from the students and teachers, education programmes, short films in website k.kuopio.fi.

Other information you consider to be relevant to describe the ILE

The programme was introduced in the WHO Healthy Cities conference in Zagreb, Croatia in October 2008 and gained a status of a well managed project.