

## Mapping of Nordic research on

## CULTURE AND CREATIVITY IN SCHOOL





***The cover page illustration is from BOGLABYRINTEN in Viborg - PHOTO:***

***Take***

***One***

***Photo***

# CONTENTS

<b>Introduction</b> .....	4
<b>Chapter 1: Background and organisation of the mapping project</b> .....	7
<b>Chapter 2: Project's goals and methods</b> .....	9
PROJECT DESIGN .....	10
<b>Chapter 3: Mapping material and results</b> .....	15
RESEARCH MATERIAL .....	15
<i>Denmark</i> .....	17
<i>Norway</i> .....	24
<i>Sweden</i> .....	32
<i>Finland</i> .....	38
<i>Iceland</i> .....	41
<i>The Faroe Islands</i> .....	43
TENDENCIES AND FINDS IN THE MATERIAL .....	44
OTHER MATERIAL, ALL COUNTRIES (without indexing) .....	48
<b>Chapter 4: National efforts and a Nordic perspective</b> .....	56
NATIONAL COMMISSIONING, ORGANISATION AND PRACTICE .....	57
NORDIC INITIATIVES: AND AN EXPERT LOOK .....	87
<b>Chapter 5: Conclusions</b> .....	93
<b>Appendix: The Nordic Reference Group</b> .....	96

## Introduction

The present report is the result of collection, analysis and writing which took place during the period of February 1, 2012 to June 30, 2013. With the Network for Children and Culture/the Danish Agency for Culture as the commissioning party, during this period research material concerning *culture and creativity in schools* in the Faroe Islands, Iceland, and in Finland, Sweden, Norway and Denmark have been collected. The collected material have been systematised and processed in order to be presented at a Nordic conference on *The Cultural Rucksack* in Bergen in March, 2013, and subsequently in a web-based publication.

The mapping project was originally scheduled for completion by the end of 2012, however, various difficulties in relation to providing data materials have further complicated the process so that the final result is available with some delay. The project has, for the entire period, been housed in Denmark at the Network for Children and Culture/the Danish Agency for Culture with chief consultant Benedicte Helvad as the project manager. Project researcher Lotte Broe, PhD, was involved in carrying out the data collection, analysis and writing of draft reports, and Jakob Meerwald Jensen, BA, has assisted the project by developing bibliometrical methodology for the systematisation of the mapping material.

The main objective of the mapping has been to provide insight into the scope and nature of Nordic research within the delimited area of 'children's engagements in creative and aesthetic processes in school' and thus establish a solid basis for assessing the need for further knowledge development in this area. The results of the mapping work can be summarised in the following main points:

1. The dominant research theme in all of the Nordic lands can be summarised as *the school's perspectives*. This means that topics such as learning, didactics, teaching, etc., fill up most of the overall research picture, indicating that classical cultural formation rationalities play a prominent role in the research's core problematisation of children-culture-school cohesive qualities and challenges.

2. The prevalence of other research themes is distributed unevenly among the participating countries, with the following main tendencies:
  - a. *Pedagogical perspectives* are clearly present in the research collections of most of the countries, and it is significantly more frequent in the Finnish material than in the other countries' research.
  - b. *Children's ownership and own engagements* in the creative and aesthetic processes is relatively inadequate—and in some countries not addressed at all—in the Nordic research.
  - c. The research which thematises *aesthetics* is divided fairly evenly in terms of weight on *aesthetic learning* and *aesthetic experience*, and it can also be interpreted as a spread in relation to the underlying rationales (self-formation vs. classical formation) in the children's cultural area.
  - d. *Creativity and innovation/entrepreneurship* occurs as a research theme only with significant frequency in the Finnish and Danish research.
3. The *total quantity of research collected* is relatively low: 131 publications over a period of 13 years (2000-2012) spread over 6 nationalities.
4. Various *types of research* (e.g. basic research, application-oriented research) occurs with varying frequency from country to country within the delimited field.

The report contains 5 chapters, of which chapters 2 and 3 present the study's data material. Chapter 3 presents the data material that falls within the mapping delimitation in schematic form showing keywords and research themes. Furthermore, the end of the chapter includes some material, which despite on various parameters falling outside of the mapping delimitation, is deemed interesting and relevant to the current research and practice in the field. Chapter 4 contains the material which is collected according to each country's national strategies and organisations in and of the field together with a contribution from Professor Anne Bamford which puts into perspective the Nordic countries' handling of culture in the school.

Chapter 5 contains the project's conclusions and a short perspective on the ambitions for the project as reflected in the original project application.

It has been exciting and challenging to manage the many constructive contributions and whole-hearted engagements during the study period, not least from members of the Nordic reference group who willingly made their skills and knowledge available for the mapping. Not all wishes and ambitions for the project have been fulfilled, but we have come a long way, and a big thank you goes to *all* who have participated in the process.

## Chapter 1: Background and organisation of the mapping project

The need to create a form of overview of what and how much *solid* knowledge on the involvement of children in creative and aesthetic processes within the school actually exists has long been discussed at the Nordic Network for the Arts and Culture in School. In this context, it has been suggested that the Nordic countries have a number of common features which make it probable that each country can benefit from the others' research in the area. In light of this, in 2001 the Network for Children and Culture (Denmark) contacted its Scandinavian collaborators in order to formulate an application on supporting a Nordic mapping project to the Nordic Council of Ministers. The application was accepted with a total amount of 933,000 DKK in 2012 (200,000 of the project's budget was reserved for the co-financing of the Nordic conference on *The Cultural Rucksack* held in Bergen in March, 2013). The project was then, in the period of February 2012 to June 30, 2013, carried out under the auspices of the Network for Children and Culture/the Danish Agency for Culture.

To implement the project, during this period a project researcher was employed for 16 hours/week and for a shorter timeframe a project assistant was employed for 10 hours/week. In addition, a Nordic reference group has functioned as a forum for the discussion of mapping organisation, including the necessary adjustments and priorities in relation to the application's formulations.

The reference group has, throughout the entire project, consisted of (partly changing) members from the Nordic countries (Iceland, Norway, Sweden, Finland and Denmark), and representatives from NORDBUK, the Nordic Culture Fund and the Nordic Council of Ministers. In autumn 2012, the group was also supplemented with a member from the Faroe Islands. In addition to the ongoing discussions of the project's progress, the reference group was central to providing contact with a number of national correspondents who would provide overviews of research material in each of the countries. The correspondents were to be connected to a wider network of resources and contacts in the participating countries in order to ensure the mapping work had as broad a basis as possible. An overview of the project's organisation is found in *figure 1*

below.

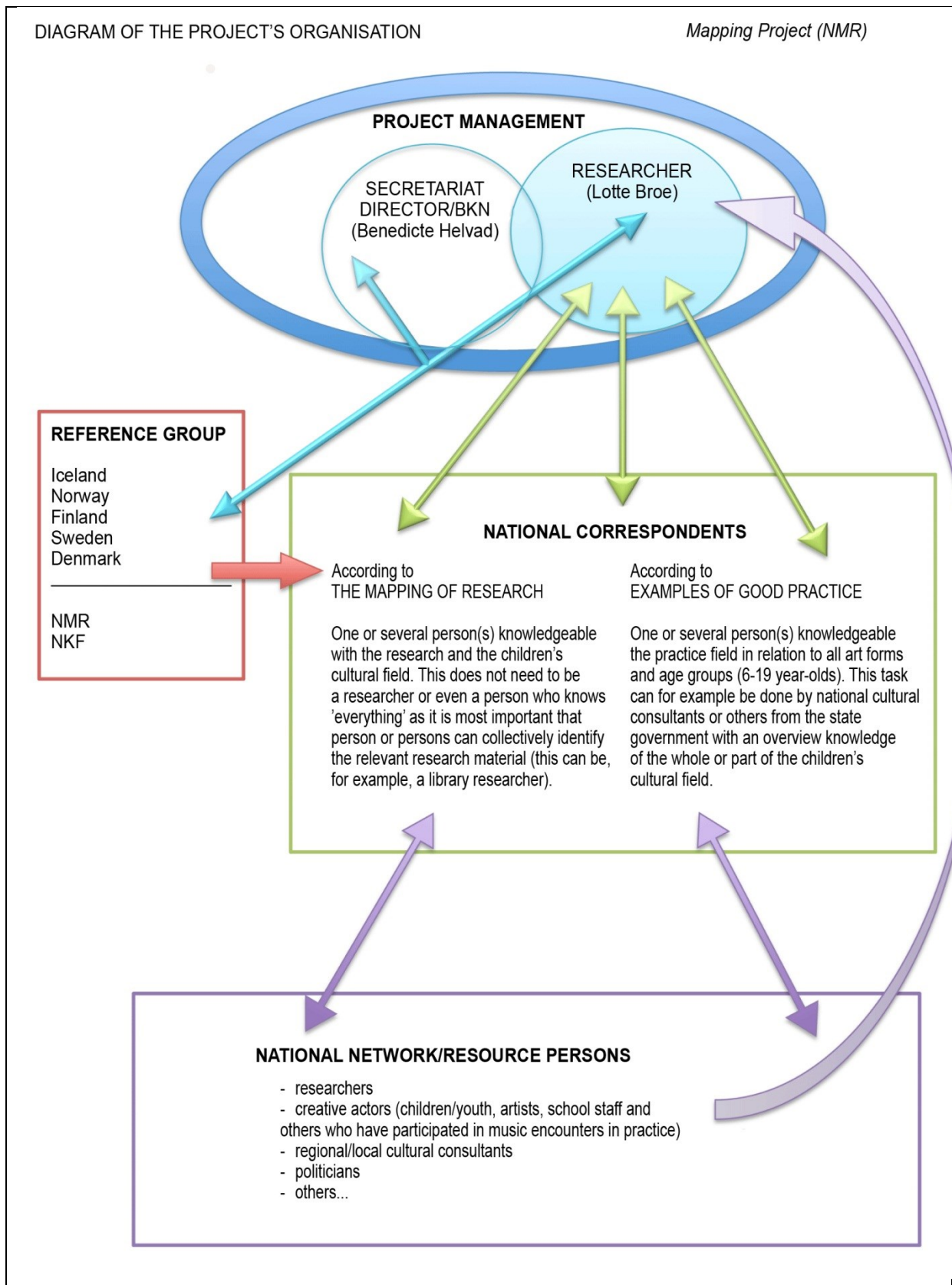


Figure 1: Mapping project's organisation



## Chapter 2: Project's goals and methods

The project shall map the presence of **widely available and research-based knowledge on children's encounters with art, culture and artists in school**. This is partly in order to identify the need for future knowledge development and other initiatives which can support and developed the quality of children's involvement in artistic and creative processes and partly to fulfill a need to collect references to the already existing knowledge in an easily available form in which both practitioners and funding agencies can access knowledge and find inspiration and documentation relating to children's cultural projects in school.

In addition, there has been a wish to identify and describe individual exemplary projects or activities in which children in school have been involved in encounters with art/artists.

The mapping shall answer a number of questions concerning children's encounters with art and culture, and further reference is made to two theses of particular interest to the mapping. These theses are specified in the project application as follows:

- Children's encounters with art in school are relevant to the students' development as future innovative entrepreneurs.
- General formation and/or socialisation encourage students to participate in society's democratic processes.

It is thus of special interest to become acquainted with research which sheds light (confirms or negates) these two theses, just as the concepts of *authenticity in the encounter* and *good learning* are highlighted as focal points for the mapping.

In consultation with the project's reference group, the priority areas and weighings in relation to the project's basis are continually made. The **specific objectives**, which this mapping has worked towards, are show in the following figure:

#### OBJECTIVES OF THE MAPPING PROJECT:

- To contribute to an **optimal use of resources** in the children's cultural area in the Nordic region by making specific and 'solid' knowledge from already completed projects and activities available.
- To provide **solid arguments** for the aesthetic projects so that, among other things, the projects and activities are made less dependent on *enthusiasts* who would otherwise largely bear the projects.
- To create **insight into national strategies** on children's culture in order to make it easier to benefit from experiences across borders.
- To **identify needs for future knowledge development** (research, etc.).

Figure 2: Mapping objectives

## PROJECT DESIGN

Based on discussions with the project's Nordic reference group, work has been done on a model based on both quantitative and qualitative methods and rooted in building a network of Nordic correspondents who are key players in the field research. The project design is based largely on the following two elements:

1. A number of **Nordic correspondents** are identified (one to two people per participating country) and they are assumed to be familiar with both the relevant national research environments/databases on the spectre of the children's cultural field, and they independently able to understand the introductory literature searches at the national level. This preliminary work is supported and followed up by the project researcher through a 'round of visits' in all of the participating countries, with meetings held with the national correspondents (and any other relevant persons of resource). Subsequently, the material which has come through the initial searches is supplemented with any additional relevant material. An essential condition in the project model has been that the members of the Nordic reference group would be able to identify relevant correspondents in the

respective international research environments. Unfortunately, we were not able to fully realise the building-up and activation of the outlined network of correspondents and resource persons due to the project researcher being ill.

2. The mapping **field is delimited** so that it includes research material focused on **all art forms** and **all participating forms of communication**. This is based on the following formulation from the project application:

*The intention of the project is to map out research and practice, systematise and professionally assess the skills and knowledge we already have in the Nordic region in the art field, art styles and artists' communication in schools (for students from 6-19 years) on children's encounters with the arts and artists in school and with school.*

Additionally, there are the following clarifications and specifications regarding the application's field delimitations:

The mapping field is **limited to the school** in the sense that the encounters between children and art(ists) highlighted in the project's research material must have taken place within the school's organisational/physical framework, or the school must have been a co-organiser/co-partner in the initiatives that led to an encounter taking place. There has been a wish from the project's side to focus on the aesthetic experiences in which the principle is made available for *all* children/youth. This happens when the activity either occurs specifically on school grounds or when it is the school which frames the encounters that take place elsewhere (various cultural institutions and the like). The principal idea has therefore been an understanding of school as an inclusive arena in which students are supposed to have equal access to the aesthetic offerings that are presented at and with the school.

This delimited field for mapping is hereafter referred to as the **children-culture-school field**. The term culture is chosen as a generic term for the diverse patchwork of aesthetic, creative, artistic, etc. engagements that children in school can be involved in.

With regard to the mapping project **material in the form of relevant research**, in agreement with the reference group the following inclusion criteria are established:

- Included is material that is deemed to meet the requirements for research rigour, including stringent/systematic methods and delimitation of subject matter. There is no requirement of *peer review*.
- Included is research which has an empirical basis in specific projects/activities in which children's encounters with art/artists and consequently engagements in creative processes has taken place in the school context, ie within the school's physical environment or with the school as a partner.

Based on the national correspondents' efforts and collaboration with the project researcher, mapping gross lists, ie records of research material which after a direct estimate can fall within the above criteria, are produced. The project researcher then makes a reduction to the final statement (net lists) in the Nordic countries' research for the period of 2000-2012 in the field *Children's encounters with art and artists under school auspices*.

The material can—taking into account the above—includes:

- Reports, evaluations, statements/investigations, etc. performed on a research basis
- Academic papers (Dr./Ph.D./Lic./Magister, as well as Master's theses if they are widely available, see section 4)
- Books, scientific articles, contributions to anthologies, etc.
- This includes material available in paper or net publication form, full text databases, general library loans or the like, and which is available in a Scandinavian language and/or English.
- This includes material published in the period of 2000-2012 (incl.)

Description, systematisation and analysis of the resulting research material is done according to the project design using a matrix formulated in the project, with the character and extent of the material to be clarified. In agreement with the reference group, it is decided that a content and quality assessment of research material is not to be carried out, as this appears inappropriate and unrealistic for the given project framework.

As mentioned in the introduction, the project model is not fully in operation as described here. In the actual process of the project, the collection of gross material was carried out by refer-

ence group members and by national resource persons who joined the project during the process. It was necessary to cancel the planned round of visits to individual countries. Instead, great effort was made to establish a robust material basis by both reference group members and the project staff. Against this background, it has been possible to provide material that make it possible that national oversight of research in the delimited field could reasonably be established, although it has been difficult to maintain a uniform system for the collection work in each individual country. The project has had a particular challenge in the area of identifying material from language areas outside of Scandinavia, ie Finland, Iceland and the Feroe Islands. In this project, there have been no separate funds for the collection and translation of the material in these languages, and it is therefore difficult to assess the extent to which the resulting material is comprehensive for research activity in the countries in question. It can, however, atleast be assumed that the included research material are exemplative of the country's research in the mapping field. With the possible exception of the Finnish material, there is some uncertainty in terms of the total number of publications provided in the mapping corresponds to the country's actual existing research quantity in the mapping field.

The provided research material from each country (gross lists) are reviewed and reduced according to the project's field delimitation, and then the selected material is inserted into a schematic structure which contains basic information on the research material. The reduced material (net lists) are then indexed based on keywords and statistical processing of the material is carried out. An evaluation of the material's research quality is *not* carried out, and only an analysis of the total material breakdown into research themes based on the analytical model developed for the project is carried out. An overall analysis was made on the basis of the collected material's titles, keywords and sporadic reading where possible despite language and time constraints.

The mapping project has as a basis a wish concerning the identification and description of *good practice examples* within the field delimitation. This objective was closely tied to the project researcher's possibility in the prepared project design to visit each participating country and thus establish contacts in the practice field. In the actual project, the data collection in this area was not satisfactory. Instead, after consultation with the reference group, descriptions of 'national missions and strategies' in relation to the mapping field, and references to examples by reference group members were prepared. The resulting information is

included, along with statements of net material for each country, in the following chapter.

One aspect of the mapping, which is not directly a theme in the project application or the contract, but which regularly has been present in the reference group's discussions is *the shared or inter-Nordic perspective*. This dimension refers to the question of the existence of research and/or practice in the mapping field which is based on a special nordic perspective, where research focus, challenges, activities and initiatives are to be determined. This does not, therefore, refer to a comparison between the Nordic countries in relation to, for example, scope or quality of research in the mapping field, but to the identification of a common Nordic approach. It has not been possible to independently focus on this aspect in the mapping, but it will be touched upon in the report based on Professor Anne Bamford's studies in a majority of the participating countries as well as the inclusion of the collected information on national mandating, etc.

## Chapter 3: Mapping material and results

The collected materials serve two main objectives in this report. The indexed titles are partly a starting point for the analysis of the Nordic countries' research activities on children's aesthetic experiences in the school setting, and partly there is a hope that the lists can serve a practical purpose for anyone with an interest in the children's cultural field, whether it is policy makers, artists, teachers, pedagogues or researchers who seek knowledge, inspiration, arguments or evidence as a basis for further development in the field. The mapping net lists are, as of May 2013, collected in this chapter in which one can select specific research publications, keywords, etc.

In addition, the net lists at the end of the chapter include collected material in gross lists, material that is deemed of interest for mapping themes but that falls outside of the formal field delimitation.

The gross material from all participating countries is collected in appendix 6 of the report, where one can see each country's contribution to the mapping, and also draw inspiration for further work in this area.

### RESEARCH MATERIAL

The research material provided by the individual countries have been reviewed and placed in a schematic structure according to an assessment of the material's relevance in relation to the mapping criteria. The table contains a net list of relevant research publications and the following is given for each publication:

- Year of publication
- Author
- Title
- Keywords

Where possible, a link for further information on the relevant publications and possibly a full text version download is listed. Initially, an uncontrolled vocabulary was used for topic words,

and this vocabulary has, during the indexing process, been gradually converted to a more consistent and controlled vocabulary. From the resulting list of topics, the incidence percentage for the various topics is calculated for each country. A statistical significance level of 10% for keywords is established, which means that unique keywords (including combined keywords) which occur with a frequency of over 10% in a given research collection, is included in the list.

The significant occurring topics are then grouped into themes to avoid unrelated topics, and the *relative frequency* of these research themes is calculated as the grouped keywords' *cumulative frequency*. It should be noted that the *relative frequency* of research themes may exceed 100% because a number of the keywords, which together form a theme, can be generated from the same publication. What emerges is a picture of which themes are addressed relatively often in the existing research in the mapping field and which are more sparsely highlighted. The grouping of related topics uses colour coding containing the following features:

GREY	"Creativity/Innovation"
BLUE	"School Perspectives"
RED	"Framework Conditions"
GREEN	"Pedagogical Perspectives"
VIOLET	"Aesthetic Perspectives" MA-
GENTA	"Children's Perspectives"

The following contains net material, keyword count, grouped research themes and research distribution in various art areas specified for each of the countries that participated in the mapping. The countries are listed in order of resulting net research collection size. After this overview there is a brief explanation of the tendencies the mapping points out and finally in the chapter material, which for various reasons falls outside the mapping narrow delimitations, is gathered. The material is solely selected from the participating countries' gross lists and is included based on an assessment of relevance in relation to the children-culture-school field in a broad sense. In this selection systematic criteria is *not* used, and only an estimate of the relevant material's research and/or practical relevance in the field is made.



## Denmark

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2012	Ulf Hjelmar & Niels Egelund  (Evaluation report Rambøll/AKF)	Experiments with practical/ music subjects in the Danish Folkeskole [primary and lower secondary school]  - Evaluation Report to the Ministry of Children	Culture in school Art, Design, Crafts (subjects) teaching school research	<a href="http://www.akf.dk/udgivelser/container/2012/1003/">http://www.akf.dk/udgivelser/container/2012/1003/</a>
2012	Ulf Hjelmar, Britt Larsen, Niels Egelund  (Rambøll/AKF Report)	Mapping of the practical/music subjects' status and conditions in the Danish Folkeskole Report to the Ministry of Children and Education	Culture in school aesthetic school subjects framework conditions learning teaching	<a href="http://www.akf.dk/udgivelser/container/2012/1002/">http://www.akf.dk/udgivelser/container/2012/1002/</a>
2012	Tatiana Chemi  (Book, ISBN: 9788771120295)	Art integrating art in teaching	Culture in school Art pedagogy creativity and innovation learning school	<a href="http://www.folkeskolen.dk/512298/kunsten-at-integrere-kunst-i-teaching">http://www.folkeskolen.dk/512298/kunsten-at-integrere-kunst-i-teaching</a>
2012	Finn Holst  (Evaluation report)	Evaluation and development report: Musical pedagogical effort: The Cultural Børnehus Blæksprutten [Playhouse Octopus] in collaboration with The Creative School, Silkeborg	music collaboration music pedagogy music teacher skills creative tools in teaching	<a href="http://pure.au.dk/portal/en/publications/evaluerings-og-udviklingsrapport-musikpaedagogisk-ind-sats%2851ca2797-888e-4a83-b0f1-74efa6c755b2%29.html">http://pure.au.dk/portal/en/publications/evaluerings-og-udviklingsrapport-musikpaedagogisk-ind-sats%2851ca2797-888e-4a83-b0f1-74efa6c755b2%29.html</a>
2011	Jens-Ole Jensen  (Report, ISBN: 9788791881084)	Dance in school: dance aesthetics' democratic formation potential: action report research project	dance formation aesthetic democracy	<a href="http://www.statsbiblioteket.dk/au/showrecord.jsp?record_id=sb_5210289">http://www.statsbiblioteket.dk/au/showrecord.jsp?record_id=sb_5210289</a>
2011 (2008)	Finn Holst  (Two evaluation reports)	Music, language and integration, at Sønderbro in Horsens - Mid-term Report (2008) - Final Report (2011)	Music music lessons collaboration integration/language learning	<a href="http://pure.au.dk/portal/files/577/MSI-f_rste_rsprapport.pdf">http://pure.au.dk/portal/files/577/MSI-f_rste_rsprapport.pdf</a>  <a href="http://www.musiksprogintegration.dk/pdf/MSI-SLUTRAPPORT-sammenfattende-beskrivelse.pdf">http://www.musiksprogintegration.dk/pdf/MSI-SLUTRAPPORT-sammenfattende-beskrivelse.pdf</a>
2011	Ebbensgaard, Elf & Søndergaard (Research report)	To draw a thought: first report on visual HF studies in Viborg	Visual culture/animation didactics learning teaching educational organisation	<a href="http://static.sdu.dk/mediafiles/B/9/E/%7BB9E29EAD-834D-459B-9B5B-9B67B0E39EF8%7D81.pdf">http://static.sdu.dk/mediafiles/B/9/E/%7BB9E29EAD-834D-459B-9B5B-9B67B0E39EF8%7D81.pdf</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2011	Louise E. Hansen  (Report on the Performing Arts Network in Central Jutland)	Theatre experiences: What do children experience when they see theatre?	Drama/Theatre aesthetic experience children's engagement art encounters art pedagogy	<a href="http://www.scenet.dk/images/stories/publikationer/rapport%202020tateroplevelser.pdf">http://www.scenet.dk/images/stories/publikationer/rapport%202020tateroplevelser.pdf</a>
2010	Ulf Hjelmar & Rike Plauborg  (Report, AKF)	Skills from creative subjects in Danish Gymnasiums: what are the skills and are they used?	culture in school knowledge learning creative skills aesthetic school subjects	<a href="http://www.akf.dk/udgivelser/2010/pdf/kult.pdf/">http://www.akf.dk/udgivelser/2010/pdf/kult.pdf/</a>
2010	Finn Holst  (Report, Municipality of Ballerup)	Professionalism, interaction and collaboration	music creative skills learning school professionalism inter-disciplinarity	<a href="http://pure.au.dk/portal/files/32963866/DANMUS_RAPPORT_Finn_Holst_2010.pdf">http://pure.au.dk/portal/files/32963866/DANMUS_RAPPORT_Finn_Holst_2010.pdf</a>
2010	Eva Fock  (Evaluation report)	Culture on a silver platter: an evaluation of the project 'Culture packages' in Haderslev	music/theatre/dance aesthetic learning processes school collaboration culture packages/model experience	<a href="http://www.teatercentrum.dk/files/TC-filer/Kultur_paa_et_soelvfad.pdf">http://www.teatercentrum.dk/files/TC-filer/Kultur_paa_et_soelvfad.pdf</a>
2010	Arts Council/plus leadership  (Evaluation report)	Evaluation of the research project Dance for Children with Dansens Hus [Danse House]	dance art communication artistic and pedagogical skills organisation model experiments	<a href="http://www.kunst.dk/fileadmin/kunst2011/user_upload/Dokumenter/Kunstraadet/SKR_rapporter_evalueringer/2010_Evaluering_Dans_for_boern.pdf">http://www.kunst.dk/fileadmin/kunst2011/user_upload/Dokumenter/Kunstraadet/SKR_rapporter_evalueringer/2010_Evaluering_Dans_for_boern.pdf</a>
2010	Anne Märcher  (Report, DCUM)	The world's most beautiful school—forever	aesthetic environment learning decor/furnishings learning environment participation/ownership	<a href="http://dcum.dk/undervisningsmiljoe/verdens-smukkeste-skole-forevigt">http://dcum.dk/undervisningsmiljoe/verdens-smukkeste-skole-forevigt</a>
2010	Mia Nadia & Jens Nielsen  (Report, CBS [Copenhagen Business School])	School concerts in Denmark	music school concerts genres dissemination Scandinavian perspective	<a href="http://www.kunst.dk/fileadmin/kunst2011/user_upload/Dokumenter/Kunstraadet/SKR_rapporter_evalueringer/2010_Skolekoncorter_i_Danmark.pdf">http://www.kunst.dk/fileadmin/kunst2011/user_upload/Dokumenter/Kunstraadet/SKR_rapporter_evalueringer/2010_Skolekoncorter_i_Danmark.pdf</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2010	Tatiana Chemi (Research report)	Animation workshop: integration of creative and academic subjects in teaching	Animation, Visual culture teaching interdisciplinary integration learning	<a href="http://www.universefonden.dk/lib/file.aspx?fileID=201&amp;target=blank">http://www.universefonden.dk/lib/file.aspx?fileID=201&amp;target=blank</a>
2010	Tatiana Chemi (Research report)	The painter's colouring book: the involvement of experts and local communities in education	Visual culture learning learning space children's engagements	<a href="http://www.universefonden.dk/lib/file.aspx?fileID=202&amp;target=blank">http://www.universefonden.dk/lib/file.aspx?fileID=202&amp;target=blank</a>
2010	Birgitte Holm Sørensen et al. (Book, Klim Publisher)	School 2.0	Digital culture teaching learning processes didactic decor (space)	<a href="http://klim.dk/bog/Skole_2_0.htm">http://klim.dk/bog/Skole_2_0.htm</a>
2010	Lene Tanggaard (Book, Academic Press)	Renewal art: fostering creativity in schools	Creativity/innovation school subjects didactics immersion/engagement	
2009	Tatiana Chemi (Research report)	KDH–Kunst Design Håndværk [Art, Design, Crafts]: A Danish Folkeskole experiment	Design/KDH (subjects) school experiment creativity organisation/frames children's engagement	<a href="http://www.universefonden.dk/lib/file.aspx?fileID=200&amp;target=blank">http://www.universefonden.dk/lib/file.aspx?fileID=200&amp;target=blank</a>
2009	Danish Evaluation Institute/Th. H. Pedersen (Report)	Dansens Hus - scheme 'Dance for Children: an evaluation of collaboration between municipalities and institutions	Dance collaboration cultural institutions organisation	<a href="http://www.eva.dk/grundskole/editions-primary-school">http://www.eva.dk/grundskole/editions-primary-school</a>
2009	Stig Brostrøm et al. (Report, National Centre for Reading)	Reading and literature at the start of school	Literature start of school reading teaching didactics aesthetics formation	<a href="http://www.videnomlaesning.dk/wp-content/uploads/Laesningogliteratur_rapport.pdf">http://www.videnomlaesning.dk/wp-content/uploads/Laesningogliteratur_rapport.pdf</a>
2008	Karin Esmann Knudsen (Research article)	The pedagogical narrative: aesthetics in education	Narrative culture aesthetics in teaching Pedagogy aesthetic learning processes teaching school	<a href="http://bin-nor-den.net/?BINs_online_publicationer:B%F8rn_%26amp%3B_Kultur_%96_det_%E6stetiskes_betydning%3F">http://bin-nor-den.net/?BINs_online_publicationer:B%F8rn_%26amp%3B_Kultur_%96_det_%E6stetiskes_betydning%3F</a>
2008	Eva Fock (Report, VMK/PUFF 9-08)	You big world!: Reflections on multi-cultural music lessons	music, cultural encounters/multiculturalism music lessons aesthetic learning processes	<a href="http://www.smks.dk/fileadmin/user_upload/Om_SMKS/Udgivelser/Skriftserier/9.pdf">http://www.smks.dk/fileadmin/user_upload/Om_SMKS/Udgivelser/Skriftserier/9.pdf</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LIN K
2008	Arts Council/ pluss leadership  (Evaluation report)	Evaluation of the House Artist Scheme and Pool for Experiments with Culture Schools, Visual Arts Basic Courses, etc.	culture in school collaboration artists in school economics model experiments	<a href="http://www.kunst.dk/fileadmin/user_upload/dokumenter/Kunstraadet/Evaluering_huskunst_og_kulturskoler.pdf">http://www.kunst.dk/fileadmin/user_upload/dokumenter/Kunstraadet/Evaluering_huskunst_og_kulturskoler.pdf</a>
2008	Danish Evaluation Institute/ Th. H Pedersen	Dansens Hus - scheme 'Dance for children'. An evaluation of the scheme's network of contacts	dance organisation collaboration network	<a href="http://www.eva.dk/eva/projekter/2008/evaluering-af-projekt-dans-for-boern/projektprodukter/dansens-hus-ordningen-dans-for-boern">http://www.eva.dk/eva/projekter/2008/evaluering-af-projekt-dans-for-boern/projektprodukter/dansens-hus-ordningen-dans-for-boern</a>
2007	Charlotte S. Nielsen & Inge Regnarsson  (Research article)	Dance with a creative and artistic focus: in school and teacher education	Dance creativity teaching school sports (subjects)	<a href="http://forskning.ku.dk/search/publicationdetail/?id=3d1c5f20-647e-11de-8bc9-000ea68e967b">http://forskning.ku.dk/search/publicationdetail/?id=3d1c5f20-647e-11de-8bc9-000ea68e967b</a>
2006	K. Sandvik & A. Wade (ed.)	Roleplaying in the aesthetic, pedagogical and cultural context,	Roleplaying/story-telling culture pedagogy identity formation engagement aesthetic experience	<a href="http://forskning.ku.dk/search/publicationdetail/?id=cbf99310-74c2-11db-bee9-02004c4f4f50">http://forskning.ku.dk/search/publicationdetail/?id=cbf99310-74c2-11db-bee9-02004c4f4f50</a>
2006	Eva Fock  (Investigation, [Centre for Cultural Policy Studies] CKS )	Present in the moment: school concerts before and after the structural reform	Music school collaboration school concerts aesthetic learning processes	<a href="http://www.musiketnologi.dk/Ojeblikket%20scr.pdf">http://www.musiketnologi.dk/Ojeblikket%20scr.pdf</a>
2006	Anne Bamford Matt Qvortrup  (Report/review, Arts Council)	The <i>Enthusiast</i> in the Classroom. A Review of Danish Arts Education in the Folkeskole	culture in school organisation engagement children's perspective aesthetic practice	<a href="http://www.kunst.dk/fileadmin/kunst2011/user_upload/Dokumenter/Kunstraadet/SKR_rapporter_evalueringer/2006_The_Ildsjael_in_the_Classroom.pdf">http://www.kunst.dk/fileadmin/kunst2011/user_upload/Dokumenter/Kunstraadet/SKR_rapporter_evalueringer/2006_The_Ildsjael_in_the_Classroom.pdf</a>
2005	Thomas Gitz Johansen  (Evaluation report)	Learning with contemporary art	contemporary art Aesthetic learning processes collaboration creative skills art institutions	<a href="http://www.academia.edu/1025775/At_laere_med_samtidskunst">http://www.academia.edu/1025775/At_laere_med_samtidskunst</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2004	Eva Fock Karen Vedel (Evaluation report)	Dance in form: from development project to cultural political strategy	Dance organisation, aesthetic learning processes development project school subjects	<a href="http://dansiu.mico.dk/UserFiles/File/evalueringskrm.pdf">http://dansiu.mico.dk/UserFiles/File/evalueringskrm.pdf</a>
2004	Lene Larsen, Kirsten Larsen, Th. Gitz Johansen (Evaluation report)	Cross-cutting contemporary art	Contemporary art formation learning art institutions collaboration	<a href="http://www.academia.edu/1560376/Samtidskunst_pa_tvaers">http://www.academia.edu/1560376/Samtidskunst_pa_tvaers</a>
2004	Eva Fock (Report, The Danish World Music Association)	World.dk: experience from world music projects in school and at music venues	music Cultural encounters/multiculturalism culture pedagogy culture packages in school development project	<a href="http://www.iva.dk/cks/publ.htm">http://www.iva.dk/cks/publ.htm</a>
2004	T. Seligmann & F. Mathiesen (ed.)  (Anthology, ISBN: 87-	Meeting places: communication of contemporary art	Contemporary art, communication, art pedagogy, learning	<a href="http://www.statsbiblioteket.dk/au/showrecord.jsp?record_id=sb_2612930">http://www.statsbiblioteket.dk/au/showrecord.jsp?record_id=sb_2612930</a>
2002	Lotte Broe  (Research report)	Dance in school, Aarhus 2001 - 2002	Dance, aesthetic process children's engagements, school, teacher-roles collaboration	<a href="http://pure.au.dk/portal/da/publications/dans-i-skolen-aarhus-2000-2001(af2067b-2e11-11dc-aa58-000ea68e967b).html">http://pure.au.dk/portal/da/publications/dans-i-skolen-aarhus-2000-2001(af2067b-2e11-11dc-aa58-000ea68e967b).html</a>
2002	Birgitte H. Sørensen et al. (ed.)  (Research--anthology)	Children on the web: communication and learning	Digital culture, didactics aesthetics learning/learning processes, identity	<a href="http://pure.au.dk/portal/da/publications/boern-paa-nettet%283c9ce830-2e11-11dc-aa58-000ea68e967b%29.html">http://pure.au.dk/portal/da/publications/boern-paa-nettet%283c9ce830-2e11-11dc-aa58-000ea68e967b%29.html</a>
2000	Kristian B. Nielsen  (Article, Tidsskrift for børne- & ungdomskultur [Journal of Children & Youth	The forgotten school architecture	Architecture school aesthetic practice school decor learning envi-	<a href="http://www.read.dk/aarch/en/publications/denglemte-skolearkitektur%283956c1c0-a014-11dd-9394-000ea68e967b%29.html">http://www.read.dk/aarch/en/publications/denglemte-skolearkitektur%283956c1c0-a014-11dd-9394-000ea68e967b%29.html</a>
2000	Lotte Broe  (Evaluation report, ISBN: 87 7416 391 4)	One thousand art lives: on the trail of projects with children, art and culture	culture in school collaboration/organisation formation aesthetics and pedagogy artists in school	<a href="http://da.unipress.dk/udgivelser/tusindkunst-lever/">http://da.unipress.dk/udgivelser/tusindkunst-lever/</a>
2000	Birgitte H. Sørensen (ed.)  (Research anthology)	Children in a digital culture: Research perspectives	Digital culture children's culture teaching identity media usage	<a href="http://pure.au.dk/portal/da/publications/boern-i-en-digital-kultur%2869473bb0-2e11-11dc-aa58-000ea68e967b%29.html">http://pure.au.dk/portal/da/publications/boern-i-en-digital-kultur%2869473bb0-2e11-11dc-aa58-000ea68e967b%29.html</a>

## KEYWORDS COUNT, Denmark

children's culture.....	1	model/school experiments.....	7
children's perspective.....	1	multicultural-	2
children's engagements.....	7	music teacher skills.....	1
formation.....	3	music lessons.....	1
participa-	1	organisation/framework.....	9
democracy.....	1	pedagogy.....	2
didactics.....	5	collaboration.....	11
prof.interactions/interdisciplinarity...	3	Scandinavian perspective.....	2
genres.....	1	school subjects.....	3
integra-	1	school decor.....	3
identity.....	3	school concerts.....	1
creative skills.....	3	school.....	7
creative tools in teaching.....	1	study skills.....	1
creativity/innovation.....	4	dissemina-	1
cultural institutions.....	3	offerings and student preferences	2
knowledge.....	1	development project.....	2
art communication.....	2	teaching.....	4
artists in school (art encounters)....	3	aesthetics/aesthetic experience....	3
art and pedagogical skills.....	1	aesthetic learning/formation.....	9
art/culture pedagogy.....	6	aesthetic environment.....	1
teacher roles.....	1	aesthetic practice/process.....	3
learning.....	13	aesthetic subjects in school.....	4
learning environment/room.....	3	aesthetics and pedagogy.....	1
reading.....	1	economics.....	1
media usage.....	1		

## RESEARCH THEMES, Denmark (grouped)

creative skills	3	(7.5%)	
creative tools in teaching	1	(2.5%)	
creativity and innovation	4	(10%)	20%
<b>children's culture/perspectives/engagements</b>	<b>9</b>	<b>(22.5%)</b>	<b>23%</b>
art/culture pedagogy	6	(15.0%)	
pedagogy	2	(5.0%)	
artists in school	3	(7.5%)	
art communication	2	(5.0%)	
artistic and pedagogical skills	1	(2.5%)	35%
aesthetic learning/formation	9	(22.5%)	
aesthetics/aesthetic practice/process	3	(7.5%)	
aesthetics and pedagogy	1	(2.5%)	
aesthetic environment	1	(2.5%)	
aesthetic subjects in school	4	(10.0%)	45%
collaboration/organisation	20	(50.0%)	
economics	1	(2.5%)	53%
didactics	5	(12.5%)	
instruction	4	(10.0%)	
learning	13	(32.5%)	
school/school professionalism	10	(25.0%)	80%
formation/identity	6	(15.0%)	15%
model/school experiments/development	9	(22.5%)	23%

## DIVISION OF THE RESEARCH INTO ART FORMS

Architecture	1
Visual arts/visual culture	3
Dance	8
Digital culture	3
Drama/theatre	2
Literature	1
Music	9
Contemporary art	3
Other/not specified	13

## Norway

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2012	Jan K. Breivik & Cat. Christophersen  (Investigation)	The Cultural Rucksack <small>a progress note for</small> Kulturutredningen [Report on Cultural Policy] 2014	DKS [The Cultural Rucksack] meta-research organisation	<a href="http://www.regjeringen.no/uplod/KUD/Styrer_raad_utvalg/Kulturutredningen/Den_kulturelle_skolesekken-et_utredningsnotat_Rokkansenteret.pdf">http://www.regjeringen.no/uplod/KUD/Styrer_raad_utvalg/Kulturutredningen/Den_kulturelle_skolesekken-et_utredningsnotat_Rokkansenteret.pdf</a>
2012	Anne Bamford  (Report)	Arts and Cultural Education in Norway.  Art and cultural education in Norway	DKS [The Cultural Rucksack] art and culture in school aesthetic subjects quality	<a href="http://www.kunstkultursenteret.no/sites/k/kunstkultursenteret.no/files/4d2ab3290e7886293398da3556d0d003.pdf">http://www.kunstkultursenteret.no/sites/k/kunstkultursenteret.no/files/4d2ab3290e7886293398da3556d0d003.pdf</a>
2012	Signe Kalsnes	OASE: About culture school development and local roots of The Cultural Rucksack	music, collaboration, art encounters, art communication culture school	<a href="http://brage.bibsys.no/nmh/retrieve/565/Kalsnes_Signe_OASE.pdf">http://brage.bibsys.no/nmh/retrieve/565/Kalsnes_Signe_OASE.pdf</a>
2012	Elin Aanes  (Master's thesis no. 19 2012 UiN [University of Nordland])	The teacher and the student: the complex picture book and experience	literature, visual reception, opinion creation, text comprehension	<a href="http://brage.bibsys.no/hibo/handle/URN:NBN:no-bibsys-brage-37388">http://brage.bibsys.no/hibo/handle/URN:NBN:no-bibsys-brage-37388</a>
2011	Ole M. Hylland, Bård Kleppe, Heidi Stavrum  (Evaluation, Arts Council, ISBN: 978-82-	Give me a K.: An Evaluation of Kunstløftet	organisation, collaboration knowledge development, knowledge communication	<a href="http://kulturradet.no/vis-publikasjon/-/asset_publisher/N4dG/content/gi-meg-en-k">http://kulturradet.no/vis-publikasjon/-/asset_publisher/N4dG/content/gi-meg-en-k</a>
2011	Heidi-Beate Aasen	Children's various encounters with art and culture	art encounters, design, shaping methodology, didactics	<a href="http://www.rikskonsertene.no/PageFiles/6839/Barns%20ulike%20m%C3%B8ter%20med%20kunst%20og%20kultur%20%28Aasen%29.pdf">http://www.rikskonsertene.no/PageFiles/6839/Barns%20ulike%20m%C3%B8ter%20med%20kunst%20og%20kultur%20%28Aasen%29.pdf</a>
2011	Synnøve Kvile	Between small and large: tunes and words. A discourse analysis of how music can be understood by students and producers in The Cultural Rucksack	DKS, music, forms of expression, aesthetic experience art and pedagogy	<a href="https://bora.hib.no/bitstream/10049/331/1/Masterthesis_Kvile.pdf">https://bora.hib.no/bitstream/10049/331/1/Masterthesis_Kvile.pdf</a>



YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2011	Eva Lutnæs	Proficiency Assessment in grunnskole [primary and lower secondary school] subject Art and crafts	didactics quality assessment 'arts and crafts'	<a href="http://www.aho.no/PageFiles/1752/Standpunktvrdering%20i%20grunnskolefaget%20Kunst%20og%20h%C3%A5ndverk%20%E2%80%93%20C3%A6reres%20forhandlingsrepertoar_levert%20til%20AHO.pdf">http://www.aho.no/PageFiles/1752/Standpunktvrdering%20i%20grunnskolefaget%20Kunst%20og%20h%C3%A5ndverk%20%E2%80%93%20C3%A6reres%20forhandlingsrepertoar_levert%20til%20AHO.pdf</a>
2011	Alexander A. Dundas  (Master's thesis, NTNU [Norwegian University of Science and	What happened to technology in schools?: A study of teachers' experience with technology and design in grunnskolen [primary and lower secondary school]	technology, design, subject didactics, multidisciplinary	<a href="http://ntnu.diva-porta.org/smash/record.jsf?pid=diva2:445928">http://ntnu.diva-porta.org/smash/record.jsf?pid=diva2:445928</a>
2011	Janne V. Lossius  (Master's thesis, UiN)	Development of aesthetic skills in school: "every learning has a little pain"	aesthetic skills aesthetic processes, creative work, teaching	<a href="http://brage.bibsys.no/hibo/handle/URN:NBN:no-bibsys-brage-17427">http://brage.bibsys.no/hibo/handle/URN:NBN:no-bibsys-brage-17427</a>
2010	DICE Consortium	Policy Paper (Norwegian abbreviated version: DICE cube is thrown)	drama/theatre 'Lisbon competences' impact measurement	<a href="http://www.dramanetwork.eu/about_dice.html">http://www.dramanetwork.eu/about_dice.html</a>
2010	Laila Fauske	Architecture for grunnskole [primary and lower secondary school] subject Arts and crafts	architecture, 'arts and crafts, subject didactics	<a href="http://www.aho.no/PageFiles/1752/avhandling%20fauske.pdf">http://www.aho.no/PageFiles/1752/avhandling%20fauske.pdf</a>
2009	Cathrine Jenssen  (Report)	Survey on experience in connection with the development of kindergartens and schools as	aesthetic subjects on multicultural integration in school	<a href="http://www.kunstkultursenteret.no/wips/305184255/module/articles/smlId/480372780/smTemplate/Les_mer_publicasjoner/">http://www.kunstkultursenteret.no/wips/305184255/module/articles/smlId/480372780/smTemplate/Les_mer_publicasjoner/</a>
2009	Aud B. Sæbø  (Report)	Opportunities and challenges for the arts subjects in educa-	aesthetic subjects aesthetic learning art professionals learning interdis-	<a href="http://www.kunstkultursenteret.no/wips/305184255/module/articles/smlId/238481422/smTemplate/Les_mer_publicasjoner/">http://www.kunstkultursenteret.no/wips/305184255/module/articles/smlId/238481422/smTemplate/Les_mer_publicasjoner/</a>
2009	Kjellfrid Mæland	The quest for valuable treasure. Cultural shrine in Karmøy municipality from a quality development perspective	DKS, quality development, cultural encounters, organisation, collaboration	<a href="http://brage.bibsys.no/hsh/handle/URN:NBN:no-bibsys-brage-10622">http://brage.bibsys.no/hsh/handle/URN:NBN:no-bibsys-brage-10622</a>
2009	Heidi Haukelien, Bård Kleppe	Cultural studies in a knowledge culture. Evaluation of experiments with The Cultural Rucksack in secondary school	DKS arts/knowledge collaboration quality multiculturalism	<a href="http://www.tmforsk.no/publikasjoner/filer/1637.pdf">http://www.tmforsk.no/publikasjoner/filer/1637.pdf</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2009	Unni Færøvik  (Master's thesis)	Quality in The Cultural Rucksack. A discourse analysis.	DKS, quality literacy, art communication, culture administration	<a href="http://teora.hit.no/dspace/bitstream/2282/872/3/Master_thesis.PDF">http://teora.hit.no/dspace/bitstream/2282/872/3/Master_thesis.PDF</a>
2009	Anne-Grethe Ellingsen  (Master's thesis, HiBo)	What will children achieve with art?: a case study on children's experiences with art communication in school	art communication, aesthetic experience, special education	<a href="http://ask.bibsys.no/ask/action/show?pid=093766319&amp;kid=biblio">http://ask.bibsys.no/ask/action/show?pid=093766319&amp;kid=biblio</a>
2009	Petter W. Hansen  (Master's thesis, UiO)	Understanding through drama: teacher in the role of drama pedagogical languages and conceptual training for multilingual pupils in lower secondary school	drama, drama pedagogy, learning, language skills, multiculturalism	<a href="https://www.duo.uio.no/handle/10852/24198">https://www.duo.uio.no/handle/10852/24198</a>
2009	Ingvild Digranes  (Doctoral dissertation, ISBN: 978-82-547-0222-2)	The Cultural Rucksack Narratives and Myths of educational practice in DKS projects within the subject Arts and Crafts	DKS, 'arts and crafts' teaching practice, aesthetics and pedagogy	<a href="http://www.aho.no/Global/Dokumenter/Forskning/Avhandlinger/38_Digranes_avhandling.pdf">http://www.aho.no/Global/Dokumenter/Forskning/Avhandlinger/38_Digranes_avhandling.pdf</a>
2009	Dag Jostein Nordaker  (Ph.d. dissertation, Denmark's Pedagogical University School, University of Aarhus)	Dance in school?: A didactical study of dance legitimation and content in relation to the grunnskole [primary and lower secondary school] in light of the national curriculum, relevant trade journals and culture	Dance didactic curricula	<a href="http://pure.au.dk/portal/da/publications/dans-i-skolen%285295b100-22ae-11df-a6c7-000ea68e967b%29.html">http://pure.au.dk/portal/da/publications/dans-i-skolen%285295b100-22ae-11df-a6c7-000ea68e967b%29.html</a>
2009	Helge Øye  (Master's thesis, The Norwegian)	The school concert: the magic meeting? How 8 lower secondary school students experience the school concert	music, music pedagogy, aesthetic experience, school concerts	<a href="http://www.rikskonsertene.no/Pag eFiles/6839/Det%20magiske%20m%C3%B8tet.pdf">http://www.rikskonsertene.no/Pag eFiles/6839/Det%20magiske%20m%C3%B8tet.pdf</a>

2009	Nils Vibe, Miriam Evensen & E. Hovdhaugen  (Report, NIFU STEP 33/2009)	Question to Schools, Norway. Table report from The Norwegian Di- rectorate for Education and Training's survey of schools and school own- ers, spring 2009	DKS, evaluation, re- source use, organisa- tion, scope/dissemination	<a href="http://www.nifu.no/publications/970434/">http://www.nifu.no/publications/970434/</a>
2008	H. M. Cordt-Hansen  (Master's thesis, UiO)	High standards. A study of quality perceptions in The Cultural Rucksack.	DKS, contemporary art quality percep- tions, art communi- cation aesthetic	<a href="https://www.duo.uio.no/handle/10852/15824">https://www.duo.uio.no/handle/10852/15824</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2008	May Tove Nyrud  (Master's thesis, HiT [Telemark University College])	Which stories? A discourse analysis of museum communication within The Cultural Rucksack	DKS, material culture museum communication	<a href="http://teora.hit.no/dspace/bitstream/2282/781/1/Masteroppgave.pdf">http://teora.hit.no/dspace/bitstream/2282/781/1/Masteroppgave.pdf</a>
2008	Karin E. Bruteig  (Master's thesis, HiBo)	Not a day without! song as a tool in special education work	music, special education music therapy	<a href="http://brage.bibsys.no/hibo/handle/URN:NBN:no-bibsys-brage-14379">http://brage.bibsys.no/hibo/handle/URN:NBN:no-bibsys-brage-14379</a>
	Guri L. Østbye  (Doctoral dissertation, ISBN: 82-308-0288-2)	Children, art, cultivation: encounters between children and art as a cultivational arena for children in grunnskole [primary]	Literature art encounters formation teaching	<a href="http://ask.bibsys.no/ask/action/show?pid=112753833&amp;kid=biblio">http://ask.bibsys.no/ask/action/show?pid=112753833&amp;kid=biblio</a>
	Jorunn S. Borgen, Synnøve S. Brandt  (Report, NIFU STEP series no. 31/2003)	Exceptional or obvious? Evaluation of The Cultural Rucksack in grunnskole [primary and lower secondary school]	DKS organisation, economics quality	<a href="http://www.nifu.no/publications/966935/">http://www.nifu.no/publications/966935/</a>
2005	Hilde Lidén  (Evaluation, ISF [Institute for Social Research] report 2005-002)	House adoption Røros. Evaluation of a collaborative project between the Røros Museum and the Røros grunnskole [primary and lower sec	DKS, cultural heritage project oriented learning collaboration organisation	<a href="http://www.samfunnsforskning.no/Publikasjoner/Rapporter/2005/2005-002">http://www.samfunnsforskning.no/Publikasjoner/Rapporter/2005/2005-002</a>
2005	Greta Evjen  (Master's thesis, HiB [Bergen University College])	Cultural costumes: an evaluation of The Cultural Rucksack with a focus on the big city model in Bergen	DKS, drama, art communication, cultural dissemination	<a href="http://ask.bibsys.no/ask/action/show?pid=060336099&amp;kid=biblio">http://ask.bibsys.no/ask/action/show?pid=060336099&amp;kid=biblio</a>
2004	Hilde Lidén  (Report, ISF 2004-012 ISBN: 82-7763-200-2)	'Dry fish stinks, but the cabin was above' A follow-up study of two models for the organisation of The Cultural Rucksack	DKS, organisation, collaboration, aesthetics and pedagogy	<a href="http://www.samfunnsforskning.no/Publikasjoner/Rapporter/2004/2004-012">http://www.samfunnsforskning.no/Publikasjoner/Rapporter/2004/2004-012</a>
2003	Ellen Aslaksen Jorunn S. Borgen Anne T. Kjørholt  (Report, NIFU written series no. 31/2003)	The Cultural Rucksack: research, development and evaluation	DKS, implementing children's perspectives, school's framing collaboration	<a href="http://www.nifu.no/publications/325935/">http://www.nifu.no/publications/325935/</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2003	Steinar Kjosavik  (Research report, HiT, ISBN: 82-7206-210-0)	From design to arts and crafts: professional development and school policy 1974-1997	shaping curricula, school policy, pedagogy,	<a href="http://teora.hit.no/dspace/handle/2282/193">http://teora.hit.no/dspace/handle/2282/193</a>
2003	Arne M. Samuelsen  (Doctoral dissertation UiB 82-497-0217-4)	Arts communication for children in the museum of art and school: with focus on the intermediary role	visual arts, art communication, museum, teaching	<a href="http://ask.bibsys.no/ask/action/show?pid=041427769&amp;kid=biblio">http://ask.bibsys.no/ask/action/show?pid=041427769&amp;kid=biblio</a>
2002	Åsne W. Haugsevje	Inspiration or distraction? Evaluation of the study with 'full package' professional arts and cultural communication as a part of The Cultural Rucksack in Buskerud	DKS mapping, student performance, organisation	<a href="http://books.google.dk/books/about/Inspirasjon_eller_distraksjon.html?id=DA43MwEACAAJ&amp;redir_esc=y">http://books.google.dk/books/about/Inspirasjon_eller_distraksjon.html?id=DA43MwEACAAJ&amp;redir_esc=y</a>
2001	Hilde Lidén	The Cultural Rucksack Models for culture school collaboration, set 'below'.	DKS, collaboration, organisation	
	<b>TOTAL NUMBER OF PUBLICATIONS, NORWAY=36</b>			

## KEYWORDS COUNT, Norway

image reception.....	1	opinion creation.....	1
children's perspectives.....	1	meta research.....	1
formation.....	1	multiculturalism.....	3
didactics.....	6	museum communication.....	2
drama pedagogy.....	1	music pedagogy.....	1
Impact measurement.....	1	music therapy.....	1
Student performance.....	1	scope/prevalence.....	1
design.....	1	organisation.....	9
shaping.....	1	pedagogy.....	1
shaping methodology.....	1	use of resources.....	1
implementation.....	1	collaboration.....	8
integration.....	1	school concerts.....	1
skills.....	1	school.....	2
culture administration.....	1	special education.....	2
cultural heritage.....	1	language skills.....	1
cultural encounters.....	1	text comprehension.....	1
culture school.....	1	inter/multidisciplinarity.....	3
knowledge.....	1	forms of expression.....	1
arts and crafts.....	3	teaching.....	4
art/knowledge.....	1	aesthetics and pedagogy.....	3
art professionals learning.....	1	aesthetic skills.....	1
art communication.....	6	aesthetic learning/learning pro-1	
art encounters.....	3	aesthetic experience.....	4
quality.....	7	aesthetic creation.....	1
curricula.....	2	Aesthetic subjects.....	3
learning.....	1	aesthetic processes.....	1
		economics.....	1

## RESEARCH THEMES, Norway (grouped)

didactics/teaching	10	(27.7%)	
'arts and crafts' (school subjects)	3	(8.3%)	
inter/multi-disciplinarity	3	(8.3%)	
learning/curricula	3	(8.3%)	
knowledge	1	(2.8%)	
skills	1	(2.8%)	58%
organisation/collaboration	17	(47.2%)	
economics/use of resources	2	(5.6%)	53%
art communication	6	(16.7%)	
pedagogy/drama pedagogy/music pedagogy/special education	6	(16.7%)	33%
aesthetic experience/creative activity/processes	6	(16.7%)	
aesthetic subjects/aesthetic learning/aesthetic skills	4	(11.1%)	
aesthetics (and pedagogy)	3	(8.3%)	36%
quality	7	(19.4%)	19%
The Cultural Rucksack	17	(47.2%)	47%

## DIVISION OF THE RESEARCH INTO ART FORMS

Architecture	1
Visual arts/visual culture	1
Dance	1
Drama/theatre	3
Literature	2
Music	4
Contemporary art	1
Other/not specified	23

## Sweden

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2012	Anna Klerfelt Birgitta Qvarsell (ISBN: 9789140677846)	Culture, aesthetics and children's rights in education	aesthetic learning processes, children's right to culture, learning, curricula, communication	<a href="http://libris.kb.se/bib/12736850?vw=short">http://libris.kb.se/bib/12736850?vw=short</a>
2012	Britt-Marie Meyer (Magister thesis, Södertörn University)	Film's storytelling power: to be a teacher and artistic director in school	film, computer games, ethics, practical knowledge, democracy/citizenship	<a href="http://sh.diva-portal.org/smash/record.jsf?pid=diva2:536916">http://sh.diva-portal.org/smash/record.jsf?pid=diva2:536916</a>
2011	Lena Martelör (Magister thesis, Stockholm University)	Learning committees: Meetings between theatre and school: a study by the National Theatre project	drama, aesthetic practice, democracy/participation, collaboration, teaching	<a href="http://su.diva-portal.org/smash/record.jsf?pid=diva2:435735">http://su.diva-portal.org/smash/record.jsf?pid=diva2:435735</a>
2011	Karin Lindmark (Magister thesis, Uppsala University)	Aesthetic learning processes, their importance for learning and social competencies	aesthetic learning processes, learning social skills, motivation, Culture	<a href="http://www.smok.se/sites/smok.se/files/karin_lindmark.pdf">http://www.smok.se/sites/smok.se/files/karin_lindmark.pdf</a>
2010	Anna Lindqvist (Doctoral dissertation, Umeå University)	Dance in school: about gender, body and expression	Dance, formation, sex interdisciplinarity/topic	<a href="http://www.smok.se/publikation/dans-i-skolan-om-genus-kropp-och-uttryck">http://www.smok.se/publikation/dans-i-skolan-om-genus-kropp-och-uttryck</a>
2010	Katharina Dahlbäck (Lic. thesis, University of Gothenburg)	Music and language: interacting in children's learning, an action research study	music, language/Swedish, learning, participation, interdisciplinarity/	<a href="https://gupea.ub.gu.se/bitstream/2077/27887/1/gupea_2077_27887_1.pdf">https://gupea.ub.gu.se/bitstream/2077/27887/1/gupea_2077_27887_1.pdf</a>
2010	Claes Ericsson & Monica Lindgren (Research report 2010:1, University of Halmstad)	Music classroom in the spotlight: everyday culture, identity, management and knowledge formation	Music children's (everyday) culture (market's) aesthetic identity knowledge	<a href="http://www.hh.se/download/18.70cf2e49129168da0158000134534/Rapport-FULL-2010-1.pdf">http://www.hh.se/download/18.70cf2e49129168da0158000134534/Rapport-FULL-2010-1.pdf</a>
2010	Gunnilla Welwert (Lic. thesis, Malmö University ISBN 978-91-977103-0-5)	The picture reminds me of myself: a study of youth and their images in two different environments	Visual arts/visual culture, identity youth life, visual art pedagogy, aesthetics and pedagogy	<a href="http://dspace.mah.se/handle/2043/10098">http://dspace.mah.se/handle/2043/10098</a>
2009	Ulla Wiklund (ISBN: 9789125090042)	When culture knocks at the school's door	Aesthetic learning processes, school, Aesthetic practice, learning	<a href="http://www.adlibris.com/dk/product.aspx?isbn=9125090046">http://www.adlibris.com/dk/product.aspx?isbn=9125090046</a>



YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2009	Hans Örtegren (Report, Umeå University, TILDE nr. 11)	Education aimed at young people: Museum of Modern Art and the Nordic Watercolour Museum	visual arts (contemporary art), art pedagogy, learning, museums, art projects	<a href="http://www.estet.umu.se/digitalAssets/81/81206_tilde_11.pdf">http://www.estet.umu.se/digitalAssets/81/81206_tilde_11.pdf</a>
2009	Ingrid Pramling Samuelsson (Book chapter in <i>the result dialogue</i> 2009. Research Council report series 2:2009. p. 121-126)	Children's learning of music, poetry and dance	dance/music/poetry, aesthetic learning processes, aesthetic practice (creative creation activity)	<a href="http://www.ipkl.gu.se/forskning/forskingsprojekt/avslutade--projekt/barns_larande_i_musik/">http://www.ipkl.gu.se/forskning/forskingsprojekt/avslutade--projekt/barns_larande_i_musik/</a>  <a href="http://gup.ub.gu.se/publication/100484-barns-larande-inom-musik-poesi-och-dans">http://gup.ub.gu.se/publication/100484-barns-larande-inom-musik-poesi-och-dans</a>
2009	Amelie Tham/Swedish Arts Council (Report)	Skapanda [Creative] School. An initial follow-up	Skapande School, organisation, collaboration, school	<a href="http://www.kulturradet.se/Documents/Bidrag/skapande%20skola/skapande_skola_final.pdf">http://www.kulturradet.se/Documents/Bidrag/skapande%20skola/skapande_skola_final.pdf</a>
2008	Eva Klinthäll	The ability to see with other 'eyes'. A collaboration between the Blekinge Regional Theatre, Kronoberg and Teacher Education at Linnaeus	theatre/drama, school, collaboration, opinion formation	<a href="http://www.lansteatrarna.se/">http://www.lansteatrarna.se/</a>  (Note: it was not possible to find the report in full text; refer to the above website...)
2007	Kerstin Gustafsson (Master's thesis, Stockholm University)	'Culture should be fun. You can hear the name. CULTURE. And maybe you will also be lucky...' A study of how children and youth look at cultural initiatives	cultural projects, codetermination, attendance, Skapande School, Children's Convention	<a href="http://su.diva--portal.org/smash/record.jsf?pid=diva2:200195">http://su.diva--portal.org/smash/record.jsf?pid=diva2:200195</a>
2007	Claes Eriksson Monica Lindgren (Book ISBN 978-91-	A start for thinking, a bit of progress	Aesthetic learning processes, knowledge formation, school	<a href="http://www.gu.se/english/research/publication/?publicationId=139446">http://www.gu.se/english/research/publication/?publicationId=139446</a>
2007	Swedish Arts Council (Report)	Cultural life and school. Obstacles and successful factors for collaboration	organisation, collaboration, Nordic perspective	<a href="http://www.kulturradet.se/upload/kr/publikationer/2007/kulturliv_skola.pdf">http://www.kulturradet.se/upload/kr/publikationer/2007/kulturliv_skola.pdf</a>
2006	Monica Lindgren (Doctoral dissertation, University of Gothenburg, ISBN: 91-975911-1-4)	Bringing order to aesthetics in school. Discursive positioning in talks with teachers and school leaders	aesthetic practice, creative skills, teacher skills, school power	<a href="https://gupea.ub.gu.se/bitstream/2077/16773/4/gupea_2077_16773_4.pdf">https://gupea.ub.gu.se/bitstream/2077/16773/4/gupea_2077_16773_4.pdf</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2006	Lisa Öhman-Gullberg (Lic. thesis)	Move. Setting knowledge in motion: an analysis of a subject integrated in image and community knowledge.	visual arts/visual culture, sex, film and media pedagogy, aesthetic learning processes, didactics	<a href="http://dspace.mah.se/handle/2043/5963">http://dspace.mah.se/handle/2043/5963</a>
2006	Eva-Kristina Olsson (Lic. thesis, Linnaeus University)	To be someone else. Theatre as an aesthetic learning process at three 6-9 schools	drama, reception, aesthetic learning, Swedish subject, didactics	<a href="http://www.avhandlingar.se/avhandling/ba0ac6dd8a/">http://www.avhandlingar.se/avhandling/ba0ac6dd8a/</a>
2006	Children's Ombudsman (questionnaire)	'Art, how to live, a little different.' Children's and youth's thoughts and opinions	children's possibilities, codetermination, participation	<a href="http://www.barnombudsmannen.se/publikationer/bestall-och-ladda-ner/konst-hur-man-lever-a-lite-annat-2006/">http://www.barnombudsmannen.se/publikationer/bestall-och-ladda-ner/konst-hur-man-lever-a-lite-annat-2006/</a>
2005	Tomas Saar (Report, Karlstad University)	Art techniques and school training logic	aesthetic creativity, creative learning, educational strategies	<a href="http://kau.diva-portal.org/smash/record.jsf?pid=diva2:25217">http://kau.diva-portal.org/smash/record.jsf?pid=diva2:25217</a>
2005	Cecilia Ferm  (Report, Music University of Piteå)	The living body in the music teaching room. Two special education studies	Music music pedagogy special education body's involving aesthetic experience	<a href="http://epubl.ltu.se/1103-6907/2005/02/LTU-MOP-0502-SE.pdf">http://epubl.ltu.se/1103-6907/2005/02/LTU-MOP-0502-SE.pdf</a>
2003 (2002)	Lena A. Gråhamn, Magnus Persson & Jan Thavenius  (3 Reports from the project Culture and School, Malmö University, Teacher Education)	*Culture and aesthetics in school 9/2003  *School and radical aesthetics 1/2003  *Culture, aesthetics and school 9/2002	Culture in school teacher skills learning vision of knowledge children's perspectives	<a href="http://dspace.mah.se/bitstream/handle/2043/1282/utbrapp903.pdf?sequence=1">http://dspace.mah.se/bitstream/handle/2043/1282/utbrapp903.pdf?sequence=1</a>  <a href="http://dspace.mah.se/dspace/bitstream/handle/2043/1446/utbrapp103.pdf?sequence=1">http://dspace.mah.se/dspace/bitstream/handle/2043/1446/utbrapp103.pdf?sequence=1</a>  <a href="http://dspace.mah.se/bitstream/handle/2043/1294/utbrapp902.pdf?sequence=1">http://dspace.mah.se/bitstream/handle/2043/1294/utbrapp902.pdf?sequence=1</a>
2002	Ingrid Lindahl	Learning through encounters with aesthetics and rationality	learning, aesthetic learning processes, aesthetic practice, pedagogy, didactics	<a href="http://www.avhandlingar.se/avhandling/fa0d42c5f9/">http://www.avhandlingar.se/avhandling/fa0d42c5f9/</a>
2002	Madeleine Hjort (ed.) (Anthology, Carlssons Förlag)	Cuneiform script. On arts forms and mathematics in learning	knowledge, learning, didactics, education	<a href="http://www.adlibris.com/dk/product.aspx?isbn=9172034645">http://www.adlibris.com/dk/product.aspx?isbn=9172034645</a>

YEAR	AUTHOR(S)	TITLE	KEYWORDS	LINK
2001	Ulla Lind Kerstin Borhagen (Report, Swedish National Agency for Education)	Perspectives on culture for pleasure and learning	teaching, learning processes, creative creation processes	<a href="http://www.skolverket.se/om--skolverket/publicerat/visa--enskid--publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D918">http://www.skolverket.se/om--skolverket/publicerat/visa--enskid--publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D918</a>
2000	Peter Aronsson Per Gerrevall Erika Larsson (ed.) (ISBN 91-7636-243-4, Centre for Cultural Research, Linnaeus University)	To travel in time. Objectives and means in encounters between museums, schools and students.	museum, art encounters, pedagogy	<a href="http://libris.kb.se/bib/8375542?vw=short">http://libris.kb.se/bib/8375542?vw=short</a>
<b>TOTAL NUMBER OF PUBLICATIONS, SWEDEN=27</b>				

## KEYWORDS COUNT, Sweden

Children's Convention.....	1	opinion formation.....	1
children's possibilities.....	2	motivation.....	1
children's (right to) culture.....	2	muse-	2
formation.....	1	Nordic perspective.....	1
participa-	3	organisation.....	2
democracy/citizenship.....	2	practical knowledge.....	1
didactics.....	4	pedagogy.....	3
ethics.....	1	reception.....	1
identity.....	2	collaboration.....	5
communication.....	1	Skapande School.....	1
creative skills.....	1	school power.....	1
body's involvement.....	1	school.....	2
culture school.....	1	social skills.....	1
knowledge.....	4	language (Swedish subject).....	2
art encounters.....	1	interdisciplinarity/topic integration	2
art pedagogy.....	6	education.....	1
artistic learning.....	1	educational strategies.....	1
art projects.....	1	teaching skills.....	2
sex.....	2	teaching.....	2
curricula.....	1	youth life.....	1
learn-	9	aesthetics and pedagogy.....	2
learning processes.....	1	aesthetic practice/creative activity	7
codetermination.....	2	aesthetic creativity.....	1
		aesthetic learning proc./learning	8

## RESEARCH THEMES, Sweden (grouped)

learning/learning processes/knowledge	14	(51.8%)	
didactics	4	(14.8%)	
teaching/teaching skills	3	(11.1%)	
school	3	(11.1%)	
interdisciplinarity/topic integration	2	(7.4%)	96%
aesthetic knowledge/aesthetics and pedagogy	3	(11.1%)	
aesthetic learning/learning processes	8	(29.6%)	
aesthetic practice/creative activity	7	(25.9%)	67%
children's participation/possibilities/codetermination	6	(22.2%)	
democracy/citizenship	2	(7.4%)	
Children's Convention/children's (right to) culture	3	(11.1%)	41%
art/culture pedagogy	6	(22.2%)	
pedagogy	3	(11.1%)	
aesthetics and pedagogy	2	(7.4%)	41%
collaboration/organisation	7	(25.9%)	26%
Skapande School	1	(3.7%)	4%

## DIVISION OF THE RESEARCH INTO ART FORMS

Architecture	0
Visual arts/visual culture	4
Dance	2
Drama	3
Literature	1
Music	5
Contemporary art	1
Other/not specified	12

## Finland

YEAR	AUTHOR(S)	Title	Topics	LINK
2011	Ulla Salomäki & Inkeri Ruokonen  (Research article)	Arts education and increased well-being in schools	collaboration, art teaching, learning, art pedagogy	<a href="https://helda.helsinki.fi/handle/10138/28051">https://helda.helsinki.fi/handle/10138/28051</a>
2011	Birgitta Silfver  ISBN 978-951-765-579-8	Carnival in the classroom: knowledge of the wheel, a study of students' encounters with clowns analysed with the narrative method and poetic ethnography	Drama/theatre/circus Drama pedagogy Expression pedagogy Teaching methods	<a href="http://linda.linneanet.fi/F/?func=direct&amp;doc_number=005970737&amp;local_base=fin01">http://linda.linneanet.fi/F/?func=direct&amp;doc_number=005970737&amp;local_base=fin01</a>
2010	Pihla Meskanen & Niina Hummelin	Creating the Future. Ideas on Architecture and Design Education	Architecture, school project work creativity culture pedagogy	<a href="http://www.arkki.nu/uploads/CtF%20julkaisu.pdf">http://www.arkki.nu/uploads/CtF%20julkaisu.pdf</a>
2010	A-L Østern & H Kaihovirta-Rosvik (eds.)  Report no. 28 Åbo Academi University ISBN 978-952-12-2404-1	Arts education and beyond	Drama/performance art experience creativity drama pedagogy aesthetic learning processes	<a href="http://www.vasa.abo.fi/pf/pfpublikationer/rapporter.php">http://www.vasa.abo.fi/pf/pfpublikationer/rapporter.php</a>  Fulltext: <a href="http://www.vasa.abo.fi/pf/pfpublikationer/full_text/Report_nr_28_2010_Art_education_and_beyond.pdf">http://www.vasa.abo.fi/pf/pfpublikationer/full_text/Report_nr_28_2010_Art_education_and_beyond.pdf</a>
2009	Inkeri Ruokonen  (Research article)	Room for creativity, a case study of 5x2 arts courses in the Annantalo Arts Centre	Learning, art teaching, creativity, collaboration, art pedagogy	<a href="https://helda.helsinki.fi/bitstream/handle/10138/14969/RR312_verkkoversio.pdf?sequence=2">https://helda.helsinki.fi/bitstream/handle/10138/14969/RR312_verkkoversio.pdf?sequence=2</a>
2008	Leena Tornberg	'One has to learn things that one did not know', self-evaluation as a method for study visits	Museums, art pedagogy, aesthetic learning processes, cultural institutions, learning	<a href="http://www.edu.fi/download/124309_Kulttuuriperinto_ja_oppiminen.pdf">http://www.edu.fi/download/124309_Kulttuuriperinto_ja_oppiminen.pdf</a>
2007	Marja-Liisa Visanti, Heljä Järnefelt & Pia Bäckman	Skapande pedagogy	Theatre, school subjects, culture projects, culture pedagogy, collaboration	<a href="http://www.oph.fi/download/46875_luovuuspedagogiikka.pdf">http://www.oph.fi/download/46875_luovuuspedagogiikka.pdf</a>
2007	Mikko Ketovuori	Two Cultures of Arts Education, Finland and Canada? An Integrated View	Artistic learning, learning skills, learning strategies, teaching	<a href="http://linda.linneanet.fi/F/?func=direct&amp;doc_number=005330931&amp;local_base=fin01">http://linda.linneanet.fi/F/?func=direct&amp;doc_number=005330931&amp;local_base=fin01</a>

YEAR	AUTHOR(S)	TITLE	TOPICS	LINK
2006	Janne Elo	Entrepreneurship through crafts	Woodwork woodwork pedagogy entrepreneurship (enterprise) formation	<a href="http://www.vasa.abo.fi/pf/pfpublikationer/publikationer.php">http://www.vasa.abo.fi/pf/pfpublikationer/publikationer.php</a>  Abstract: <a href="http://www.vasa.abo.fi/pf/pfpublikationer/abstract.php?view=161">http://www.vasa.abo.fi/pf/pfpublikationer/abstract.php?view=161</a>
2006	Christina Nygren-Landgärds & Kajsa Borg (eds.)  Report no. 21 Åbo Academi Univer-	Learning processes through creative work in lighting science. A collection of articles from a postgraduate course	Woodwork learning processes creative activity processes didactics pedagogy	<a href="http://www.vasa.abo.fi/pf/pfpublikationer/rapporter.php">http://www.vasa.abo.fi/pf/pfpublikationer/rapporter.php</a>  Abstract: <a href="http://www.vasa.abo.fi/pf/pfpublikationer/abstract.php?view=160">http://www.vasa.abo.fi/pf/pfpublikationer/abstract.php?view=160</a>
2005	Camilla Lönngren & Rosanna Nyström	Three different cultural forms meeting in music lessons in grades 7-9: a case study of a competent music teacher's 'Mission Possible'	Music teaching youth culture	<a href="http://linda.linneanet.fi/F?func=direct&amp;doc_number=004040863&amp;local_base=fin01">http://linda.linneanet.fi/F?func=direct&amp;doc_number=004040863&amp;local_base=fin01</a>
2004	Christina Nygren-Landgärds & Kajsa Borg  Report no. 21 Åbo Academi Uni-	Crafts research. Articles from the postgraduate course Crafts and Image in a Science Philosophical and Methodological Context	Woodwork didactic pedagogy formation training	<a href="http://www.vasa.abo.fi/pf/pfpublikationer/publikationer.php">http://www.vasa.abo.fi/pf/pfpublikationer/publikationer.php</a>  Abstract: <a href="http://www.vasa.abo.fi/pf/pfpublikationer/abstract.php?view=151">http://www.vasa.abo.fi/pf/pfpublikationer/abstract.php?view=151</a>
2002	Marit Berndtson & Birgitta Snickars-von Wright	We all go around with a wing: drama and theatre in the Danish Gymnasium, a report, driving directions and inspirational material	Drama/theatre the Danish Gymnasium drama pedagogy planning/organisation self-evaluation	<a href="http://linda.linneanet.fi/F?func=direct&amp;doc_number=005379842&amp;local_base=fin01">http://linda.linneanet.fi/F?func=direct&amp;doc_number=005379842&amp;local_base=fin01</a>
2001	Heli Aaltonen & Anna-Lena Østern (eds.) University of Jyväskylä. Department of Teacher Education	Organising young people's dramatic practices: a report from a Nordic-Baltic-Russian Educational Theatre Network 1999-2001	Drama/theatre Drama pedagogy Youth	<a href="https://jykdok.linneanet.fi/vweb/briefHoldingsInfo?searchId=1311&amp;recPointer=0&amp;recCount=10&amp;bibId=856265">https://jykdok.linneanet.fi/vweb/briefHoldingsInfo?searchId=1311&amp;recPointer=0&amp;recCount=10&amp;bibId=856265</a>
2001	Anna-Lena Østern  Board of Education ISBN 952-13-1176-2	Swedish with a sting! Didactic instruction with an emphasis on native language, literature and drama	Literature/drama/language native language guidelines didactics	<a href="http://linda.linneanet.fi/F?func=direct&amp;doc_number=001006541&amp;local_base=fin01">http://linda.linneanet.fi/F?func=direct&amp;doc_number=001006541&amp;local_base=fin01</a>
<b>TOTAL NUMBER OF PUBLICATIONS, Finland=15</b>				

## KEYWORD COUNT, Finland

didactics/teaching methods.....	4	planning/organisation.....	1
formation.....	2	project work.....	1
creativity/entrepreneurship.....	4	pedagogy.....	2
cultural institutions.....	1	collaboration.....	3
cultural projects.....	1	self-evaluation.....	1
art/culture pedagogy.....	10	creative activity processes.....	1
creative learning.....	1	school subjects/school.....	2
art experience.....	1	education.....	2
arts teaching.....	2	teaching.....	2
learning/learning skills.....	4	youth culture.....	3
native language.....	1	guidance.....	1
muse-	1	aesthetic learning processes.....	3

## RESEARCH THEMES, Finland (grouped)

learning/learning skills	4 (26.6%)	
teaching	2 (13.3%)	
didactics/teaching methods	4 (26.6%)	
school subjects/school	2 (13.3%)	
education	2 (13.3%)	93%
creativity/entrepreneurship	4 (26.6%)	27%
art/culture pedagogy	10 (66.7%)	
arts teaching	2 (13.3%)	80%
collaboration	3 (20.0%)	20%

## DIVISION OF THE RESEARCH INTO ART FORMS

Architecture	1
Visual arts/visual culture	
Dance	
Drama/theatre	6
Literature	1
Music	1
Contemporary art	
Woodwork	3
Other/not specified	4



## Iceland

YEAR	AUTHOR(S)	Title	Topics	LINK
2009	Anne Bamford	Arts and Cultural Education in Iceland		<a href="http://www.menntamalaraduneyti.is/nyrit/nr/5274">http://www.menntamalaraduneyti.is/nyrit/nr/5274</a>
2007	Aðalbjörg María Ólafsdóttir  Master's thesis University of Iceland	Technology should not take over the crafting: the use of computers and information technology in teaching/Six art teachers in elementary schools		
2011	Hugrún Þorsteinsdóttir  Master's thesis, Iceland Academy of the Arts	Designing school environment in terms of visual arts teaching and sustainability		
2007	Ásta Bryndís Schram  Master's thesis University of Akureyri	Study of systematic musical training associated with improvement in reading and math in 2nd to 3rd grade in elementary school		
2012	Ása Helga Ragnarsdóttir  Rannveig Björk Þorkelsdóttir	Creative Learning Through Drama		<a href="http://www.dramaresearch.co.uk/journal/index.cfm/current-issue2/editorial/?keywords=Creative%20Learning%20Through%20Drama">http://www.dramaresearch.co.uk/journal/index.cfm/current-issue2/editorial/?keywords=Creative%20Learning%20Through%20Drama</a>  The article is based on a study, Creative learning through drama, carried out by the authors in 2007-2009 on creative learning through drama. The authors looked into the place of drama as an art form and drama in education in primary, secondary and upper secondary schools in Iceland. The main research question was: Can drama affect students' ability to learn? To answer the research question, mixed methods were used. A total of 16 teachers were interviewed and 22 students, three participation observations were done, and curricula for Art both in secondary and upper secondary schools were examined and compared. At the same time the project aimed to raise the educational profile of drama. The findings of the study showed that drama is particularly useful for students with learning disabilities and for immigrant students.

YEAR	AUTHOR(S)	TITLE	ABSTRACT
	Kristín Á. Ólafsdóttir  School of Education, University of Iceland	'Lovely' objectives but impossible to take care of them all	The article presents the first findings from a study on art and craft in schools. There is a discussion of the estimated scope of these subjects based on the number of specialised teachers and taking into consideration the timetable in the national curriculum. There is also a discourse on how art and craft teachers make use of the national curriculum and the school's curriculum when preparing for classes. In these terms the group of art and craft teachers are compared to other teachers. The study is a part of a larger research project on teaching and learning in Icelandic schools for age levels 6 to 15. Twenty schools in four different municipalities took part in the study. This article is based on the results of questionnaire surveys submitted to employees and interviews with groups of art and craft teachers. The findings indicate that the number of specialised art and craft teachers is not in accordance with norms in the national curriculum. The findings also show that art and craft teachers made less use of the national and the school's curriculum than teachers of other subjects. Furthermore, they had worked for a longer period of time in their schools than other teachers.
	Helga Rut Guðmundsdóttir  School of Education, University of Iceland	Music education in Iceland: The scope and conditions of music as a subject in compulsory schools	This study assessed the status of general music education within the compulsory education system in Iceland. Investigations of curricula, laws, and regulations on the subject of music were summarised for the purpose of portraying the development of the subject during the past four decades in Iceland. This study included all Icelandic schools teaching grades 1 through 10. Data were collected through phone interviews with 9 out of 10 school principals and a questionnaire sent to 19 active music teachers The study concluded that music in Icelandic schools was in a better state than previously thought. The point was made that music has been developing as a subject in the curriculum and according to evidence the implementation has been in a positive direction. Suggestions for improvement include changes in the practice of hiring only one music teacher per school and increased emphasis on teaching music in the higher grades. Finally, music education advocates should be encouraged to re-evaluate the tenets of music in compulsory education. Music, as all other subjects, needs to establish its place as an integrated part of children's education in order to grow towards the future.
	Helga Rut Guðmundsdóttir  School of Education, University of Iceland	Current practice in music education in Icelandic schools (Grades 1-10)	The aim of this study was to document current practices in music education within the compulsory school system in Iceland (grades 1-10). For that purpose twelve randomly selected music teachers were visited, interviewed and observed during teaching. Little is known about the content and methods used in Icelandic music classes. Previous study of exceptionally successful music teachers suggested that the key to success was the teachers' ability to build on their own personal strengths in creating a unique music programme (Kristin Valsdottir, 2009). However, less is known about the strategies of ordinary music teachers.

Due to the small number of publications, indexing of the the Icelandic material was not done and instead abstracts, where available, are included.

## The Faroe Islands

YEAR	AUTHOR(S)	Title	Topics	LINK/other information
2012	Anne Bamford	Arts and Cultural Education in the Faroe Islands	creativity learning art school	This report, commissioned by Nordic House in the Faroe Islands, in collaboration with the Ministry of Culture, examines the art subject's position in the Faroese schools, at higher educational institutions, and also in information learning arenas. The study, which is based on qualitative and quantitative data, tries to 'map' the entire field—values, traditions, policy, etc.—and to give an idea of how the creative subjects can achieve a higher quality and higher status in Faroese society as a whole.
2011	Holgar Johannesen  (Master's thesis, Department of Musicology, Univ. of Oslo)	The music subject in Faroese folkeskole [primary and lower secondary school] –in 1962 2011	Music teaching culture school curricula	The thesis represents a thorough review of the music discipline's institutional and cultural framework in the Faroese folkeskole over the past 50 years. The thesis contains a critical analysis of the curriculum's importance through the years and its relation to current music pedagogy's issues and theories.
2008	Gaini, Firouz  Report <i>Ministry of Culture, Cabinet of the Faroe Islands</i>	Children and youth study Ise–culture, recreation and well-being [Children and youth study Ise–culture, recreation and well-being]	Children's culture youth culture school recreation well-being play	This report represents the results of a large school survey in third to eighth grade in the Faroe Islands. The main objective was to achieve better insight into children's own interpretation of their lives. This information will be used in the Ministry of Culture's work on defining a national children and youth cultural policy for the Faroe Islands. Though the study shows that children as a whole thrive well—in school, during recreation, at home—it simultaneously makes a sharp criticism of local authorities for not prioritising children and youth in their policies. The youth are proud of their youth culture, but at the same time say that it is based on their own initiatives without

As there are only three research publications from the Faroe Islands, not statistical analysis of keywords was done.

## TENDENCIES AND FINDS IN THE MATERIAL

The above material from the Nordic countries provides a snapshot of the countries' research efforts in the mapping field in the period 2000-2012. It should be emphasised that the picture is barely complete due to the challenges associated with data collection for the mapping project. The study's soundness is, however, sufficient enough that based on the available material *tendencies* and interesting *findings* in relation to some of the themes and issues raised can be identified.

We now point out some of the tendencies concerning the weighing of different research themes that can be read out of the material.

Overall, it should be pointed out that the the subjects and research topics presented in the tables above are not exclusive in terms of individual publications. In other words, one and the same publication can well focus on several of the themes, even though some of the themes may seem to pull in different directions with respect to more attitudinal or practical interventions in the mapping field. An example of this would be focus on, respectively, *aesthetic experience* and *school professionals learning*. In practical projects, the public can find these two foci incompatible or even in competition, whereas in a research project there can precisely be an objective to investigate such different perspectives co-existing in a concrete project. This will naturally be reflected in the publication being associated with keywords which point in a direction of both the aesthetic and school professionals' aspect.

With a qualified estimate based on a general understanding of the mapping field and the opportunities within the project's practical framework, the individual publication's content focus is assessed and keywords are placed into different thematic foci. It should be emphasised that the quality of the individual research publications was not at all judged, and we only sought to indicate which foci the publications contain. This was done using available abstracts and reviews as well as a cursory reading of material to the extent available.

Against this background, a thematic key, which was used in the grouping of the research material according to colour codes, was heuristically developed. Individual research themes can, as noted above, occur with a relative frequency of over 100% because the underlying keyword is

not limited to occurrences exclusively in the individual publications. The percentages for a given theme's occurrence is thus solely a measure of the theme's relative occurrence in comparison with the other themes within the relevant collected material.

Though there is therefore no basis for a direct comparison of the Nordic countries' research in the mapping field, one can in fact, with the help of relative frequency, say something about—even compare—how much weight the various themes are given in national research (policy) environments. There is a very clear tendency of **school perspectives** having high weight in all the countries. The theme occurs with a relative frequency of over 50% in the four largest material collections. In Finland and Sweden, the figure lies at over 90%, and in the quantitatively more modest Icelandic collection of material there is also a relatively frequent occurrence of the theme. One can of course argue that the apparent emphasis on school perspectives is not surprising given that the mapping field is precisely limited to the 'school context'. A compelling link, expressed in keywords such as 'didactics', 'learning', 'teaching', etc., between the empirical delimitations for the school context and the research foci cannot be identified, however, there is a noteworthy tendency.

It is a common feature for all countries that school perspectives is significantly emphasised, while the picture is more differentiated when one looks at the other themes. When one looks at the **framework conditions** that projects and initiatives in the mapping field are subject to, there are some relatively high levels of research in Norway and Denmark (both at over 50%) while apparently not so significant levels in the Swedish research (27%). In turn in Sweden, attention is drawn to aesthetic perspectives (65%) with somewhat less focus in Denmark (45%) and Norway (37%).

**Pedagogical perspectives**—including the art and culture pedagogical topics—appear in three Scandinavian countries with a relative frequency of 30-40%, while this theme peaks at 80% in Finland.

Finally, there are some interesting tendencies in the division of the two remaining 'main themes' which appeared in the mapping: **Children's perspectives** is as a research theme only significant in the Swedish (41%) and the Danish (23%) research, while **Creativity and Innovation** occurs with significant frequency only in Finland (27%) and Denmark (20%).

An absence of significant frequency in both absolute and relative percentages does *not* mean that one can not find research within the given theme in the country concerned. It is partly that there are individual research publications that have not been included in the mapping data, and partly that a topic can occur with a frequency under 10%—the level of significance in the mapping. Despite this reservation, it must be pointed out that relative frequency gives a reasonable picture of *tendencies* in the individual countries' research.

At the same time in Norway, we see a significant independent focus on **quality** as a research theme, just as it can be observed that there is a very clear tendency that research in the field is linked (more or less directly) to the significant national effort on *The Cultural Rucksack* (DKS). Almost half (47%) of all research publications in Norway have a substantial connection to DKS. The Danish material shows a slightly weaker tendency (23%) in that the research (most often in the form of evaluations) is associated with various forms of model experiments, and a single theme on **formation and identity** stands out as an independent focus.

In summary, in light of the research material from the participating countries it is highlighted that:

- There are both similarities and differences among the Nordic countries in terms of which *themes* dominate the existing research.
- The *total number of research publications* which fall within the mapping delimitations and live up to the formulated requirements for empirical foundation are *relatively modest* (given that the mapping covers the a period of 12 years).
- The *number of publications* varies among the countries, though (taking into account the national research economies' sizes) critical quantitative differences can not be identified.
- The provided material may indicate tendential differences in *the nature* of research in connection with children-culture-school in the participating countries. Thus, in the Danish research material collection there is a relatively high incidence of evaluation/development work, while both the Norwegian and the Swedish research is apparently to a greater extent what one can characterise as basic. A possible source of this dif-

ference *can* be that in the individual countries there are different practices in relation to the registration and accessibility of research. Especially in relation to Master's and Magister theses with empirical foundation in the mapping field, it is noteworthy that both in Norway and Sweden there are several examples of such available work, while this type of research is absent in the Danish and Finnish material. For Iceland three Master's theses which are not accessible in Internet searches are included. The linguistically accessible Finnish research in the mapping has a comparative preponderance of reports, anthologies and the like, which can well be due to independent research works predominantly published in Finnish and therefore not included in the mapping material collection.

## OTHER MATERIAL, ALL COUNTRIES (without indexing)

### Sweden, research projects

Year	Researcher/ institution	Title	Summary
2001-2012	Magnus Persson  Malmö University	<b>The author in the classroom</b>  Research projects	<p>What is the potential for learning with author visits to schools and in what ways do they differ from the school's more traditional ways of working with fiction?</p> <p>What knowledge and understanding for the students will the author and teacher develop through the activity as a whole?</p> <p>What knowledge and understanding which makes the students develop themselves do the students experience through the activity?</p> <p>What conceptions of literature's function, value and use are made in the meeting between the author, the teacher and the student?</p> <p>Author visits in school normally mean an interruption of or deviation from traditional educational activities. What potential for learning do such derogations hold?</p>
2006	Dennis Beach  University of Borås	<b>Creativity, aesthetics and learning:</b> New forms of expression, new responsibilities and new media in learning practices	<p>Our project intends to contribute with critical research on the new discourses on creativity and aesthetics in school and on the practices developed in schools and other institutions which extend these discourses for learning in social practice areas. Media development (both in terms of technology/form and access) makes aesthetic practices more useful in school, more accepted, easier to contain and more common. This provides new conditions for learning and communion.</p>
2001-2004	Karin Becker  College of Arts, Craft and Design, Department of Visual Arts Education	<b>Visual culture and aesthetic learning processes</b>  Research project	<p>What learning processes are developed in working with visual forms of expression? How can aesthetic learning processes such as culture-specific knowledge be studied and how can learning strategies be studied in visual culture practices? How can aesthetic learning processes be identified, described, evaluated and critically reviewed in research?</p> <p>The project's first objective is to investigate and compare the forms of knowledge that arise in connection with visual formation processes. The other purpose is to investigate the development of knowledge in specific teaching situations in order to identify and describe forms of learning in aesthetic learning processes. A third objective is to develop methods for educational documentation which are suitable for investigating visual design processes in research and education.</p> <p>In this project there is pedagogical documentation to be applied and explored in several new areas between two institutions for learning with artistic projects and visually creative projects with preschool children, school children, student teachers, teacher educators, artists and researchers. The project is linked to the art practices group resource persons who are also teachers at the two institutions as well as at the dance university.</p>



YEAR	Researcher/ institution	Title	Summary
Ongoing	Anna Lund Project Manager  Linnaeus University, Center for Cultural Sociology	<b>Evaluations Skapande School</b>	Skapande School shall: <ul style="list-style-type: none"> <li>• Contribute to youth encounters with professional art</li> <li>• Strengthen young people's own creativity</li> <li>• Develop collaboration between the school and cultural life</li> </ul> <p>Aside from the centre collecting, systematising, analysing existing documentation in the Skapande School initiative, a team of researchers come to conduct focus group interviews and individual interviews with all stakeholders, ie administrators of Skapande School, applications, regional cultural consultants/cultural coordinators, school leaders, teachers, students, cultural educators and artists. The selection will show how Gymnasiums in different types of social economic and geographic areas (northern Sweden, middle Sweden and southern Sweden, metropolitan areas, small-towns and rural areas) have worked with and experienced Skarpande School.</p>
Ongoing?	Gunilla Lindqvist  Karlstad University	Artistic educational development work in primary school and teacher training based on dance	Four regions–Norrbotten, Värmland, Västra götaland and Skåne–are collaborating in order to anchor dance in primary schools and at the same time working with dance as an art form introduced in university and teacher training.
Ongoing	Cecilia Ferm Thorgersen  Karlstad University	Offering music as a multidimensional phenomena in music instruction in primary school.	
ongoing	Katarina Lundmark  University of Dance and Circus	Jazz dance instruction at present. Collaborative educational development	The project works with dance education methods that, with jazz dance as a starting point, find ways for lower secondary and Gymnasium students to experience and develop bodily musicality and dynamic awareness. With a close relationship to rhythm and musicality, through, ie, improvisation and with a framework which provides both teachers and students a framework for creativity, innovation and personal creativity. The work will be reported on in the written material.
Ongoing?	Anne Lidén  Stockholm University	Two research projects	One research project deals with the new curricula for primary school Lgr 11, in which aesthetic learning processes are formulated as a didactic theme for all teachers in all subjects in the primary school. Mainly studied are aesthetic applications in the teaching of history and also the other SO subject didactics.  The other research project explores public art and historical memory manifestations in the Nordic region from both the art educational, gender and the didactic perspective.
ongoing	Eva Cronquist  Linnaeus University	Contemporary art from an educational perspective	The aim is to explore educational practices in which conceptual contemporary art concepts underly the choice of teaching methods and theories. Visual art education in primary schools, Gymnasiums and teacher training is a starting point for developing methods and perspectives on art education and aesthetic learning processes.

UMEÅ – Fair City (2012-14) – <http://umea2014.se/sv/projekt/fair-city/>

What would Umeå look like in the future if the children could decide? In the Fair City project, Kulturverket works with approximately 1000 children and youth from Umeå and envisions and fantasises about Umeå of the future. We have divided the city into nine sections and in each section, we work with a specific theme of the future such as water, children's rights, energy and communication. The creative work took place in schools from 2012-2013 and the students' material and ideas were interpreted and visualised by professional artists and cultural professionals

## **Norway, research projects and publications**

### **Research projects**

2009-15      *Art didactics–didactics in the fine arts* (HiB) [Bergen University College]–Catharina Christophersen, Nina Goga, Aslaug Nyrnes, Harald Eikaas

2006-11      *Creativity, drama and creative aesthetic forms of learning potential in relation to students' learning environment, learning and learning results* (UIS 2006-2011), Aud Berggraf Sæbø

### **other material**

*Identity labeling of R&D work during the period 2000-2008*, Norwegian Centre for Arts and Culture in Education in Opplæringen, Bodø 2011 <http://kunstkultursenteret.no/wips/1908525829/>

Publications from the Norwegian Centre for Arts and Culture in Education in Opplæringen, Bodø ([www.kunstkulturcenteret.no](http://www.kunstkulturcenteret.no)) Kjell Skogen, Jarle Sjøvoll: *Creativity and Innovation: Preconditions for Entrepreneurial Education* –Tapir Academic Press, Trondheim 2010 -

<http://www.thefreelibrary.com/Creativity+and+innovation%3B+preconditions+for+entrepreneurial...-a0253495280>

## **Denmark, books and articles**

Michael Paulsen and Søren Harnow Klausen (ed.): *Innovation and Learning. Philosophical and critical perspectives*, Aalborg University Press, 2012

Mie Buhl: *The 2.0's, Social Education Practice: on web 2.0, digital artifacts and didactics*, Danish Pedagogical Journal Vol. 58, No. 4, 2010

Søren Hansen and Christian Byrge: *The Creative Platform in Schools: Unlimited use of knowledge from kindergarten to the workplace*, Young Enterprise Denmark, 2010

Lene Tanggaard and Sven Brinkmann: *Creativity Enhancing Learning Environments in School*, Frederikshavn, Dafolo

2009

Lotte Nyboe: *Digital Imaging: Children's and youth's use of Media and learning in and outside of Institutions*, Frydenlund 2009

Frederik Pio: *Pedagogy of sensuality and capability of life. The school's way towards a revaluation of music as a sensuality aesthetic subject*, Nordic Research in Music Education, Yearbook 11, 2009

Søren Nagbøl (ed.): *The New School Life: the body, space, movement and pedagogy*. Aarhus, Klim 2008

Frede V. Nielsen and Sven-Erik Holgersen (ed.): *Why Music? The grounds for music lessons*, Conference report, the Danish Network for Research in Music Education 2007

Beth Juncker: *On the process of the importance of aesthetics in children's culture*, Tiderne Skifter, Copenhagen 2006

Lars Henningsen, Karen M. Demuth, Henrik T. Vang (eds.): *Art communication for and with children and youth*, articles collection BUKS 2006

Hans Henrik Knoop: 'Aspects of Creative Learning Environments' in: KVAN 2006

Kjetil Sandvik: 'Policy for Computer Games?: Interactive cultural products' cultural policy challenges' in: Nordic Journal of Cultural Policy 2005

Mette Kirkeby et al. (ed.): *Subjects and rooms in the Danish folkeskole*, Copenhagen 2003

Birgitte Tufté: *Children's culture: Which children? Which culture?* Academic Press, Copenhagen 2001

#### **Journals and written series**

Journal of Visual Education: <http://www.danmarksbilledkunstlaerere.dk/Tidsskrift/tidsskrift.htm>

Kulturprinsen.dk, written series: <http://kulturprinsen.dk/da/publikationer/skriftserien>

Life in School: Journal on teachers' everyday lives and their good work at school  
<http://www.viauc.dk/hoeskolere/vok/liv-i-skolen/Sider/Liv-i-skolen.aspx>

Børnekulturens Netværks Publikationer: <http://www.boernekultur.dk/dk/om-boernekulturens-netvaerk/publikationer/>

Journal for children and youth culture ungdomskultur: <http://www.buks.dk/>

## Finland, other materials

- 2012 Vanda Stad/Aladdin's Lamp (ed.): *Dancing through the school year -*  
<http://www.taikalamppu.fi/images/taikalamppu/menetelmaoppaat/tanssien%20lapi%20lukkarin%20Oruotsi.pdf>
- 2012 Österbotten Children's Cultural Network BARK/Annina Ylikosk (ed.): *Traveling through time and space—a method guide on time travel and cultural heritage pedagogy;*  
[http://www.taikalamppu.fi/images/taikalamppu/menetelmaoppaat/menetelmaoppaat\\_tammikuu2012/bark\\_metodhandbok.pdf](http://www.taikalamppu.fi/images/taikalamppu/menetelmaoppaat/menetelmaoppaat_tammikuu2012/bark_metodhandbok.pdf)
- 2011 Ingela Bodbacka-Rak et al.: *Nattskift=Nightshift: 15 teachers and tutors reflect on simultaneously working as an artist, cultural worker and teacher*  
[http://linda.linneanet.fi/F/?func=direct&doc\\_number=005856431&local\\_base=fin01](http://linda.linneanet.fi/F/?func=direct&doc_number=005856431&local_base=fin01)
- 2011 Helsinki Cultural Office (ed.): *Manual on Culture for the teacher*  
<http://pressi.kulttuuri.hel.fi/?cart=386--mfgahiliel&language=FI>
- 2011 Helsinki Cultural Office/Hanna Westerholm: *Cultural education in primary schools in Helsinki*  
<http://pressi.kulttuuri.hel.fi/?cart=386--mfgahiliel&language=FI>
- 2011 Educational system and cultural services in the city of Vanda (ed.): *Vanda's plan for cultural education in preschools and primary education training*  
[http://www.vantaa.fi/instancedata/prime\\_product\\_julkaisu/vantaa/embeds/vantaawwwstructure/68726\\_kops-ruotsi-netti.pdf](http://www.vantaa.fi/instancedata/prime_product_julkaisu/vantaa/embeds/vantaawwwstructure/68726_kops-ruotsi-netti.pdf)
- 2010 Sanna Huldén: *The Multicultural Festival Year*  
[http://www.hel.fi/hel2/tietokeskus/julkaisut/pdf/11\\_01\\_05\\_erityisjulkaisu\\_koskinen.pdf](http://www.hel.fi/hel2/tietokeskus/julkaisut/pdf/11_01_05_erityisjulkaisu_koskinen.pdf)
- 2010 Nina Gran: *From involvement to experience in personal creativity*  
[http://www.hel.fi/hel2/tietokeskus/julkaisut/pdf/11\\_01\\_05\\_erityisjulkaisu\\_koskinen.pdf](http://www.hel.fi/hel2/tietokeskus/julkaisut/pdf/11_01_05_erityisjulkaisu_koskinen.pdf)
- 2009 Terhi Sainio & Katri Tenetz: *City of Oulu—Cultural Curriculum*  
<http://www.kulttuurivalve.fi/tiedostot/Kulttuuri-OPS-englanti.pdf>

- 2007 Cultural Domains: Our National Arts Institutions – <http://www.kulttuurinlaajakaista.fi/>
- 2004 Anna-Lena Østern (ed.) Report no. 10 Åbo Academi University Dramatic Cultures  
<http://www.vasa.abo.fi/pf/pfpublikationer/rapporter.php>
- 2003 Ministry of Education, Culture and Sports Youth Policy Children's culture policy program  
[http://www.minedu.fi/OPM/Julkaisut/2003/lastenkulttuuripoliittinen\\_ohjelma\\_barnkulturpolitiskt\\_program?lang=sv](http://www.minedu.fi/OPM/Julkaisut/2003/lastenkulttuuripoliittinen_ohjelma_barnkulturpolitiskt_program?lang=sv)

### **The Faroe Islands, other material**

**Joensen, Elin Klein:** *Mobile phone Culture Among Tweens in the Faroe Islands*, Master's thesis 2012

This thesis, based on interviews of 25 youth of 10-12 years of age, looks at 'tweens' use of mobile telephones in the Faroe Islands today. The thesis attempts to form a picture of the significance of mobile telephones and their role in youth' lives. One area of focus is children's communication with parents and the ethical implications associated with the use of mobile telephones.

**Gaini, Firouz:** 'Listen to us and you will have a positive experience! Culture, recreation and social well-being among Faroese third-grade students.' (*BARN. Norwegian Centre for Child Research*) 2009

The article attempts to highlight 9 to 10 year-olds' social well-being in the Faroe Islands with a questionnaire from 2008. The article reviews the main results of the study, which touches on children's living conditions in broader social, cultural, economic and political terms. The study shows that Faroese children have critical and relatively independent perceptions of their everyday lives, identity and society.

**Gaini, Firouz:** "Land of the young. Music and contemporary rural youth in the Faroe Islands.' in: *Isnart, C. [ed.] Figures of youth*) 2009

The article discusses new popular rhythmic music in relation to the Faroese youth culture and youth life in the Faroese villages. The article attempts, with critical ethnographic 'eyes', to present the social, cultural and political grounds for the rich diversity of musical life in the Islands. The article shows how the young strategically take advantage of the new opportunities which the postmodern globalised society is exposed to.

**Gaini, Firouz:** *Míðlar, culture and late modern architecture. An anthropological description of Faroese youth*, Fróðskapur. Faro University Press 2008

This book, which is a revised version of Firouz Gainis Ph.D. dissertation (defended at The University of the Faroe Islands in

2007), represents the largest research project on youth and youth culture in the Faroe Islands to date. The book gives the reader a thorough and detailed insight into youth position and status in Faroese society, with emphasis on post-1980. The transition from a late traditional to a late modern society, which in many instances manifests in a deep

difference between the generations on the Islands, forms a major dimension of the project. Individualisation and cultural globalisation is the key concept in the anthropological analysis of the internationally-oriented 'new youth'.

**Gaini, Firouz:** 'SMS messages, symbolic gifts and language experiments.' in: *Hauksdóttir, A., Skyum-Nielsen, E. & Hjövar, R.M. [ed.] Language and culture in the Nordic region*, Copenhagen, Nordatlantens Brygge 2008

This article studies the many roles and functions of mobile telephones in children's and youth's lives in the Faroe Islands. The article presents a cultural analysis of mobile telephones and children's culture. With regard to the author's own anthropological research being, for example, SMS messages described as 'symbolic gifts' and 'postcards' which maintain and reproduce social relations and networks in children and young generations. The language of SMS messages and chat is also discussed and illustrated with linguistic experiments that have a great importance for children's cultural identity.

**Gaini, Firouz:** *Study on children and youth: culture, recreation, and well-being*

[Study on children and youth: culture, recreation, and well-being] Ministry of Culture, The Cabinet of the Faroe Islands 2008

This report represents the results of a large school survey in third to eighth grade in the Faroe Islands. The main objective was to achieve better insight into children's own interpretation of their lives. This information shall be used in the work of the Ministry of Culture's work on defining a national children and youth policy for the Faroe Islands. Though the study shows that children as a whole thrive well—in school, at recreation, at home—it simultaneously makes a sharp criticism of local authorities for not prioritising children and youth in their policies. of their youth culture, but at the same time say that it is based on their own initiatives without significant support from the authorities.

**Andreassen, Bogi, Joensen, Elin H., Fjallsbak, Jákup & Petersen, Katrin:** *Report on youth in Torshavn Municipality*

[Report on youth in Torshavn Municipality], 2006

This report from Torshavn Municipality presents youth's (with focus on the 13-17 year-olds) culture, recreation and health on the basis of in small surveys, observations and workshops. The report is not based on research but points to main tendencies and patterns in the capital's youth' lives at the beginning of the new century. The report discusses well-being, nightlife, school, crime, intoxication, recreational activities, religion, music, sports, etc. It also presents the Municipality's own youth club, 'Margarinfabrikken' [Margarine Factory], as a social arena and cultural environment. The report concludes that there is a need for more municipal offerings for the youth, more youth clubs for the youth.

**Gaini, Firouz:** 'Youthdom, culture and the Internet in the Faroe Islands.' in: Snædal, M. & Johansen, A. [ed.]: *Frændafundur 5*, 2005 [Youthdom, culture and the Internet in the Faroe Islands]

This article analyses the Faroese youth culture with a focus on the new digital interactive media, primarily the Internet. The hypothesis is that young people's cultures and communication patterns change radically with the introduction

of new media. The Internet symbolises a new freedom that gives young people endless opportunities to reflect on their own identity and experiment with 'unknown' styles and values. The article, which is associated with Firouz Gaini's Ph.D. project, also points out that young people are constantly working to link the local to the global, the old

with the new, in their subjective identity construction.

**Huhtamäki, Martina:** *To struggle with free wings. Songs with themes of the Faroese rock group Frændur* [To struggle with free wings], Master's thesis, University of Helsinki 2005

This thesis from the Institute for Nordic Language and Nordic Literature at the University of Helsinki, analyses the Faroese rock group *Frændur's* lyrics, which with its new national romantic message has influenced a whole generation of Faroese youth. Although the thesis mainly studies lyrics, it also indirectly describes a part of the Faroese youth culture from the 1980s and the 1990s. *Frændur* represents, in other words, the village youth culture before it became more internationally oriented and less ideological.

## Chapter 4: National efforts and a Nordic perspective

During the mapping project, it became clear that in the Nordic reference group there was both a desire and a need to gain greater insight across national boundaries into how the practice field is organised and managed in each country. The discussions in the group showed that there are a number of similarities in the intentions and visions one works with in the countries. But it was also clear that in some contexts there can be quite big differences in how one organises, legislates and practices in relation to these intentions and visions.

It has not been possible within the mapping framework of the project to conduct a full investigation of these similarities and differences, and the following shall therefore not be construed as an exhaustive description of the 'national mandate' regarding the 'children-culture-school' field. There is talk of an art *pilot project*, a first attempt to identify some key central elements in the Nordic countries' strategies and in the field. Thus, there is not an intention to answer whether at this level a special 'Nordic way' to do things is found (or should or will be found), as it is rather the ambition to raise the issue. Above all, it is hoped that further studies of this kind can serve as mutual inspiration and a source of *Nordic synergy* in relation to the basic desire that so many children and young people as possible in the entire Nordic region gain access to the most and best possible cultural and creative engagements through their school years.

In order to create a first glance, it was decided that the reference group's members should try to prepare (or have prepared) a form for schematic representation of the national assignment relating to the children-culture-school field. As a starting point for this task, the Danish project manager prepared an outline for the structure which was distributed to all reference group members for inspiration. However, it turned out that the model was difficult to apply in all the countries, precisely because in reality how the individual countries organise the field and on which levels (local, regional and national) decisions are made greatly varies.

As an alternative way to make the practice field framework conditions visible, the reference group members were invited to contribute with *examples* of strategies or measures which could illustrate (elements of) the national organisational forms. At the same time, Ann Bamford, Professor at the University of Arts in London, agreed to contribute a short presentation on



a *Nordic perspective* based on her extensive studies of children's encounters with art and culture in the Nordic region.

All in all, with these contributions, we managed to collect material which can both give a concrete impression of how one in some contexts can organise interventions to support children's encounters with art and artists and also hopefully encourage the further exploration of this area. This chapter presents the individual countries' contributions in largely unedited form, followed by Anne Bamford's reflections concerning quality in the Nordic countries' art and culture offerings for children.

Anne Bamford has, since 2006, conducted studies at the national level in Denmark, Norway, Iceland and the Faroe Islands. The reports from these studies are included in the national research summaries in chapter 3. Bamford has also performed studies in both Sweden and Finland and thus possesses a unique knowledge of the entire Nordic children-culture-school field.

## **NATIONAL COMMISSIONING, ORGANISATION AND PRACTICE**

Overviews of national efforts in the children's cultural area in the following are set in such a way that they are reported from the individual countries. The differences that are found between the countries are also reflected in a purely graphical variation when one looks at the individual countries' descriptions. This material does not contain an exhaustive description of the national organisation of the children's cultural area, but rather is an introduction to the most general structures and examples of initiatives in the field.

## DENMARK: CURRENT ACTIVITIES AND INITIATIVES

Activities	Statutory	Offerings-no legal requirements
<p><b>Film</b></p> <p><a href="http://www.dfi.dk/filmi-skolen">www.dfi.dk/filmi-skolen</a></p> <p><a href="http://www.dfi.dk/boer-nogunge">www.dfi.dk/boer-nogunge</a></p>	<p>Film Act §11 par.2. At least 25% of the resources allocated to the production of feature films and the production of short films and documentaries, shall be used for film for children and young people.</p>	<p>The Danish Film Institute has initiated the school films scheme. This includes School in the Cinema, BUSTER film festival and the computer-based film studio FILM-X in which children and young people can try their hand at the movie world. Moreover, the Danish Film Institute has a grant allocation which makes it possible to provide support for greater communication of activities in the children and youth area.</p> <p>The Danish Film Institute's initiatives in the children and youth area includes the distribution of films to libraries and schools; screenings for preschoolers in Børnebiffen; development and communication of educational material on film; courses, seminars and conferences for teachers and media pedagogues as well as film festivals abroad.</p> <p><b>Teaching and courses</b></p> <p>The Danish Film Institute has established nation-wide training activities and an ongoing production of teaching materials. The target groups are, e.g. film scholars, film professionals, teacher trainers, media pedagogues, librarians and cultural consultants.</p> <p>Supplemental training is specifically geared to film pedagogy and in general within the children's culture area.</p> <p>The Danish Film Institute is involved in three supplementary education programmes in these areas:</p> <p>Film pilot (for pedagogues in care services institutions), Film and Media training (a supplementary training in the Pedagogy diploma level for ie teachers) and Cultural Communication for Children and Youth (a wider</p>

<p><b>Dance</b></p> <p><a href="http://www.dansehallerne.dk">www.dansehallerne.dk</a></p>		<p>The dance primarily targets initiatives for the various experiments and offerings, environment's actors, primarily that part of the dance environment which works with modern dance. There are currently two major actors in the area, namely</p> <p>Dansekonsulenterne [Dance Consultants] and Dansescenen [Dance Scene].</p> <p><i>Dance halls</i> (in Copenhagen and Aarhus) currently have assigned two <b>dance consultants</b> (east and west of the tracks) who take care of the communication of modern dance for children. The consultants work nation-wide and are supported by the Ministry of Culture. They conduct various projects (which co-finance the consultants' salaries) and have developed a number of offerings for schools, after-school care institutions and associations in which children are visited by professional dancers. The consultants are actively conducting outreaching activities on the provision of <i>Dance for Children</i> (three-tiered approach with initial teacher workshops with professional dancers, dance performances and subsequent workshops/exploratoriums for children). <i>Danseballaden</i> is another outreach effort in the area.</p> <p><b>Dansescenen</b> arranges school performances which are shown in the morning and are especially selected for a young audience.</p>
---	--	--

Activities	Statutory	Offerings-no legal requirements
<p data-bbox="212 320 360 389"><b>Music</b> <b>www.lms.dk</b></p> <p data-bbox="212 1469 424 1731"><a href="http://www.boernekultur.dk/inspiration/kunst-og-kultur-for-boerne/musik/musikskoler-og-mgk/">http://www.boernekultur.dk/inspiration/kunst-og-kultur-for-boerne/musik/musikskoler-og-mgk/</a></p>	<p data-bbox="443 674 687 835">There is a government regulatory framework for music schools in all the municipalities.</p>	<p data-bbox="730 320 1497 481"><b>Levende musik i skolen [Live Music in School]</b> is an independent institution which mediates school concerts throughout the country. There is also the nationalt kompetencecenter for koncerter for børn [National Centre for Concerts for Children].</p> <p data-bbox="730 555 1497 667"><b>The Danish Arts Council Music Board</b> has decided to launch four initiatives to increase coherence between the many different initiatives in the music school area.</p> <p data-bbox="730 719 1497 835">The goal for the initiative is to create a holistic approach in the music school area, ranging from the broad municipal music school offerings to talent development to basic musical courses.</p> <p data-bbox="730 887 1497 1003">The Board wishes, with these four initiatives, to provide a common direction for the entire teaching area, at the same time recognising the municipalities' important role as a key player for music schools.</p> <p data-bbox="730 1055 1497 1216">It has been important for the Board that the initiatives do not increase municipal expenditures and that the municipalities have greater freedom to realise the overall objective through the development of music schools without detailed regulation from the state.</p> <p data-bbox="730 1267 975 1294">The four initiatives are:</p> <ul data-bbox="778 1346 1485 1570" style="list-style-type: none"> <li>• Simplified legal framework for music schools</li> <li>• A notice for music schools which replaces the guidelines</li> <li>• Formulation of national objectives for the area</li> <li>• Establishing a platform for knowledge sharing.</li> </ul> <p data-bbox="730 1659 1497 1957"><b>Musikalske GrundKursen [Basic course in music]</b> (MGK) are a three year advanced course related to one music school. Studies can take place over four years if they are combined with a Danish Gymnasium education or other education. The objective of the basic musical courses is to educate musicians to stimulate the local music life and to prepare students for admission to higher music education. MGK [Basic course in music] is an essential element of the musical food chain.</p>

<p><b>Theatre</b></p> <p><b>www.teatercentrum.dk</b></p>	<p>The state reimburses 50% of the municipalities' expenditures on the purchase of professional performances at children's theatres and outreach theatres that are approved for reimbursements under the</p>	<p><b>TeaterCentrum</b> is Denmark's official centre for the communication of performing arts for children and young people and works towards the development and building up of structures that ensure the dissemination of performing arts for children and young people.</p>
<p><b>Skoletjeneste</b> [School Service]</p>		<p>Skoletjeneste is a pedagogical service institution that offers education, teaching courses and teaching materials in connection with exhibitions and activities in a variety of museums and cultural institutions.</p>

Activities	Statutory	Offerings-no legal requirements
<p><b>Huskunstnerordning</b>  <b>[House Artist]</b>  <b>Scheme</b></p> <p><a href="http://www.kunst.dk">www.kunst.dk</a></p>		<p>The House Artist Scheme provides municipal and pedagogical actors in children's everyday lives the opportunity to be able to receive grants for visits by professional artists working in visual arts, music, literature and performing arts. The artists disseminate art to children and youth between the ages of 0 to 19 in order to encounter professional artists in a different way than they do under regular education or in day-care services.</p> <p>At the same time, the scheme is a unique opportunity for artists to disseminate art through creative activity encounters between professional artists and children and youth. The artist contributes to the target group's experience through actively following, participating and im-</p>
<p><b>Network</b>  <b>for Children and</b>  <b>Culture</b></p> <p><a href="http://www.boernekultur.dk">www.boernekultur.dk</a></p>		<p>The Minister of Culture's and Ministry of Culture's advisory board for children and culture. The Network consists of the Ministry of Culture, Ministry of Education, the Danish Agency for Culture, and the Danish Film Institute.</p> <p>The Network works to promote and enhance the development of culture for and with children and youth. The Network works towards coordination, knowledge sharing, and providing inspiration for cultural</p>
<p><b>e-museum</b></p> <p><a href="http://www.e-museum.dk">www.e-museum.dk</a></p>		<p>The project e-museum is a collaboration between the Ministry of Education and the Ministry of Culture connected to a pool for the development of museums' and science centers' digital learning materials.</p> <p>The objective of the pool is to increase the amount and availability of museums' and science centres' net-based learning materials.</p> <p>The pool supports the development of museums' and science centres' digital learning materials for folkeskoler [primary and lower secondary school] and secondary schools.</p> <p>One can apply to the pool for funding for:</p> <ul style="list-style-type: none"> <li>• the development of digital learning materials</li> <li>• the qualification and development of the learning potential of existing material which have previously received funding from the pool.</li> </ul>

<p><b>Bogstart [Bookstart]</b></p> <p><b>www.kulturstyrelsen.dk</b></p>		<p>To give children in disadvantaged neighborhoods a better starting point for learning to read and write. Small children three years of age and younger and their parents meet with librarians in selected municipalities.</p> <p>The librarians provide a nice book package and talk about how sharing experiences through children's literature can help to ensure that children get a good start in language development. The work of the librari-</p>
---	--	--

Activities	Statutory	Offerings-no legal requirements
<p><b>Springfrøprisen</b></p> <p><b>www.boernekultur.dk</b></p>		<p>During the year in schools across the country, there are a wide range of exciting concerts, musicals, and exhibitions of student works of visual art, woodwork, crafts and much more. These creative school projects can compete for next year's Springfrøpris prize.</p> <p>The Springfrøpris prize is awarded once a year. It was established by the Ministry of Education and the Ministry of Culture and is awarded primarily to projects that meet common goals for the practical, musical and artistic subjects in new and exciting ways.</p>
<p><b>Palles Gavebod</b></p> <p><b>www.pallesgavebod.dk</b></p>		<p>Denmark's first national, digital children's library which provides children with access to the country's entire library media offerings: books, film, music and games, the digital and the physical in a coherent fun and entertaining universe, that simultaneously offers experiences, immersion and hobbies. The target audience are 8 to 12 year-olds.</p>
<p><b>Youth model experiments</b></p> <p><b>www.boerne-kultur.dk</b></p>		<p>In 2011, The Network for Children and Culture launched a three-year model experiment with focus on youth culture. The experiment attempts to develop the arts and culture offerings for, with and of youth under municipal and regional cultural auspices.</p> <p>The Network wishes to experiment with qualifying local art and cultural activities for, with and by the young and to develop models and methods that can be shared and spread at the na-</p>
<p><b>New media</b></p> <p><b>www.spilundervisning.dk</b></p>		<p>The theme page at EMU</p> <p>Computer games are many children's favourite recreational activity. In recent years, a children's computer games culture has developed, a culture which many adults are not part of and do not know very much about.</p> <p>EMU has created a page with inspirational materials, information, and discussions on computer games and teaching. There are two teaching courses available: one for the intermediate level and one for the primary</p>



## SWEDEN: CURRENT ACTIVITIES AND INITIATIVES

Activities	Offerings with no legal requirements
<b>Film</b>	<p>The Swedish Film Institute supports municipalities in their film-related cultural activities in schools.</p> <p>The Film Institute also provides support to regional resource centers for film and video. The objective is to strengthen the possibilities for movie experience and filmmaking in the entire country. It will mainly be used to support activities aimed at children and youth.</p>
<b>Dance</b>	<p>Regional dance consultants are financed with state and regional funds. Swedish dance consultants/developers work to support dance operations on behalf of their counties/regions. The operations may be different, but in essence they are a great opportunity for children, youth and adults to see, learn about and participate in dance as an art form.</p>
<b>Image and form</b>	<p>Regional art consultants are found in a large number of counties/regions. They are financed with state and regional money. They may have a mission to promote the arts for children and youth.</p>
<b>Music</b>	<p>Regional music institutions are found in most counties/regions, with financing from the state/region and municipality. A majority have projects on children and the youth area, including school con-</p>
<b>Theatre</b>	<p>Regional theatres are found in most regions/counties. They are financed with state, regional and municipal money. The majority are commissioned to play for children and youth at school and during recreation. There are special ensembles for children and youth.</p>
<b>Literature and reading promotion</b>	<p>The Swedish Arts Council funds various reading promotional efforts: the Children's Library website, the Children's Book—a selection of the year's best published children's books (spread through schools, libraries and bookstores), Reading Ambassador, as well as gives support to libraries, school libraries and organisations: 9.2 million SEK for reading promotional efforts and 25 million SEK to municipalities for the purchase of children's books for public and school libraries.</p>
<b>Skapande School</b>	<p>Skapande School consists of state funding for professional cultural activities in schools. The support can be sought by municipalities and independent schools for students from preschool to ninth grade in primary schools. A total of 169 million SEK is distributed by the Swedish Arts Council.</p>
<b>Bolla www.bolla.se</b>	<p>A national website with news, inspirational ideas and facts on children and youth culture for adults working with culture for children and youth:</p>
<b>Institutet dans i skolan [National Institute for</b>	<p>The National Institute for Dance in Schools inspires and disseminates knowledge so that all students are able to experience dance as a form of expression in school. Educational culture and policies combine to anchor dance in schools.</p>
<b>Government children's</b>	<p>Some 20 government cultural agencies (such as museums, the Royal Drama Theatre, the Opera House) have developed children's cultural strategies on behalf of the government.</p>
<b>Music and culture schools</b>	<p>Of Sweden's 290 municipalities, 158 have a culture school and 121 have a music school. The main activity takes place recreationally but a growing number of arts and music schools implement projects in primary schools. Fully financed by the municipality without government mandates.</p>

<b>State funding for science centers</b>	The Swedish National Agency for Education distributes state contributions to science centers.
<b>Grant giving by the Swedish Arts Council</b>	The Swedish Arts Council distributes state aid to museums, libraries, theatres, music groups, regional music and theatre institutions, state aid to quality publication of literature, and more. The Arts Council has decided that at least 30 percent of the funded projects and activities must have children and youth as the primary targets.

## Swedish examples of organisation and initiatives in this field:

### Municipal operations

#### *Cultural Educational Centre, Ronneby*

Municipal cultural activities for children and youth focusing on art, dance, drama, cultural heritage and music. Has employed educators in various art fields and works with children during recreation and in school.

<http://www.ronneby.se/sv/utbildning-och-barnomsorg/KulturPedagogisktCentrum>

#### *N3 Mötesplats för ung kultur [N3 meeting place for youth culture], Trollhättan*

A cultural centre that gathers all municipal cultural activities for children and youth in the municipality of Trollhättans. Inom N3 is an *N3 cultural agency* that operates in preschools, primary schools and special needs schools so that all children in Trollhättan are given this opportunity. N3, along with the Cultural Ombudsman and students, produces portfolio that includes various types of performing arts, school cinema, cultural trips and author visits.

The cultural educational activities, which are integrated in school activities, form a large part of the programme each year. N3 offers creativity in film, dance, drama, writing, art & design, music and outdoor educational activities. Educators work together with the regular school staff.

Through the N3 Cultural Bureau, all children from an early age get to encounter and try out artistic expression with professional guidance. N3 offers the opportunity to continue with the same teachers in the N3 Culture School.

<http://www.n3trollhattan.se/>

### Regional activities

Several regions work strategically with children's cultural issues through regional coordinators, websites, a collection of cultural offerings for schools and preschools with special catalogs of offerings, etc. Several also subsidise performance for schools and preschools. A few examples:

#### *Region Värmland*

From the region's website: 'Culture in school is a business in Region Värmland. The purpose is to coordinate and develop regional work with culture in schools (through counseling, process management), to identify development needs and project ideas, initiate and carry-out project activities, initiate research, collect and disseminate information and experience to develop forms of interaction with the Skarpande Schools' initiatives in the municipalities.

The work is done in collaboration between Karlstads University and all cultural organisations in some way linked to the Värmland Region: Dance in Värmland, Film in Värmland, Library, Media Center Värmland, National Theatre in Värmland, Woodworking in Värmland, Värmland Museum, Värmland Archives, Värmland Opera and Västanå Theatre.

We arrange meeting places and times, inspirational days, thematic conferences and training. The interaction between

culture and school needs to be developed and this is one of the main goals of culture in schools.”

<http://kultur-i-skolan.regionvarmland.se/>

#### *Västra Götaland Region*

The region has a basic structure for children's culture affairs with children's cultural consultants, subsidies for culture in schools, a catalogue of offerings and more. It also runs special development projects such as the *KLIV 2.0 project*

The Västra Götaland Region's Cultural Committee financed an investigative work process study, KLIV 2.0, which ran from 2011 to 2012. The objective was to increase students' learning through collaboration between schools and culture in a continuous and sustainable way. The process focused on the areas of cultural heritage, architecture, design and imagery. The school's mission was the starting point.

Teachers and local culture professionals and institutions in Västra Götaland formed teams in the process. The participating schools and municipalities were: Emma School in Angered, Göteborg, Särila School in Borås, Rånnums school in Vänersborg and Nybo School in Tibro. The project is now continuing with the same schools in KLIV 3.0. Read more at <http://www.kulturivast.se/kulturkatalogen/kliv-20>

### **Cultural institutions**

There are many examples of collaboration between cultural institutions and schools. Here are a few examples:

#### *Drama in primary school, DIG*

Collaboration between the National Theatre and three regional theatres, where students read and reflect on drama in school:

<http://skolscenen-dig.riksteatern.se/>

#### *Sörmland Museum: Archeologist for a week*

A regional museum which works with children and youth in different ways, including with the support from the Skapande School national initiative.

Students in grades 4 through 6 from Sköldinge School can become archeologists for one week. Usual schoolwork is replaced with the remains of the 'Gränsen' croft.

The work is documented in writing and in pictures. The results are presented in diary form on the web. The material is then archived in the Sörmland Museum's archives, at the schools and at the local mining museum. After completion of excavation, compilation and analysis of the material continues in the classroom. The Sörmland Museum serves as a sounding board for this work.

<http://www.sormlandsmuseum.se/Sormlandsmuseum/Aktuellt/Skapande-skola-Skoldinge/>

*The National Museum*

The State Museum for Arts and Crafts offers different programmes for the schools and also has a lot of material for schools on its website. There are teacher's guides, pictures, project examples for sharing between teachers and schools and more. A good example is the work of Lillholms School: <http://www.nationalmuseum.se/sv/Skola/Sa-har-gjorde-vi-Inspiration-och-ideer/Bild-blir-ord/>

<http://www.nationalmuseum.se/sv/Skola/>

## **Independent culture**

### **professionals**

The 12 "Research Centres"—performing arts centre, arts centre, writing centre, etc.—represent a large portion of independent culture professionals. Together, these centres have created a website on which schools can easily find a professional artist to work with:

<http://centrumbildningarna.se/>

## **Government initiated project**

### *Läsambassadören [Reading Ambassador]*

A project initiated by the Swedish Arts Council which also finances operations. Inspiration comes from the United States, Great Britain and Ireland in which corresponding appointments are held. As part of the mission, the Reading Ambassador participates in fairs, book festivals, conferences and other public venues around Sweden and talks about reading and literature for youth. The Ambassador drives debate and participates in public discourse. The appointment is for two years. The Reading Ambassador's office is based at the Writer's Center.

<http://www.läsambassadören.se/>

### *Chaplin as a fellow human being*

A film project for primary schools run by the Swedish Film Institute:

<http://www.sfi.se/sv/filmiskolan/Teman-och-projekt/Chaplin-som-medmanniska/>

At [www.bolla.se](http://www.bolla.se) one can find more projects and links.

## THE FAROE ISLANDS: CURRENT ACTIVITIES AND INITIATIVES

Activities	Statutory	Offerings-no legal requirements
<b>Film</b>		<p><i>Klippfisk</i>, film school in the municipality of Tórshavn.</p> <p>Tenth grade students are offered drama/film as a main subject for 10 hours a week.</p>
<b>Dance</b>		<p><i>Danse course</i> at the youth centres, aesthetic gymnastics in gymnastic centres.</p> <p><i>Listaleyipurin</i> tours for schools, cross-disciplinary programme in art.</p> <p><i>Ung í Føroyum [Young in the Faroe Islands]</i> in the Nordic House are biannual courses in different art forms for 13 to 18 year-olds.</p>
<b>Music</b>	<p>Music School Act of 1984</p> <p>The Faroe Islands Music School is government coordinated but the music schools themselves are funded jointly by the state and the municipalities, plus a parental contribution of about 1600 DKK per year</p>	<p>22% in the 8 to 20 year-old age group attend music school.</p> <p>Youth recreational centers in the large municipalities have rehearsal rooms.</p> <p><i>Listaleyipurin</i> tours for schools, cross-disciplinary programme in art.</p> <p><i>Ung í Føroyum [Young in the Faroe Islands]</i> in the Nordic House are biannual courses in different art forms for 13 to 18 year-olds.</p> <p>The best music school students play in the Faroese Symphony Orchestra.</p> <p>The municipalities and churches provide meaningful work for young musicians.</p>
<b>Theatre</b>	The National Theatre is responsible for reaching out to youth, not specified.	<p><i>Listaleyipurin</i> tours for schools, cross-disciplinary programme in art.</p> <p><i>Ung í Føroyum [Young in the Faroe Islands]</i> in the Nordic House are biannual courses in different art forms for 13 to 18 year-olds.</p> <p>Significant amateur theatre work, supported by teacher salaries from <i>skúlinn</i>.</p>
<b>Skoletjeneste [School Service]</b>		<p><i>Skoletjeneste</i> offers teaching, teacher training, and teaching materials connected with exhibitions and activities in a variety of museums and cultural institutions.</p> <p>Skoletjeneste is a pedagogical service institution.</p>
<b>Listaleyipurin</b>		<p><i>Listaleyipurin</i> provides municipalities and pedagogical actors in children's everyday lives the opportunity to be visited by professional artists in the visual arts, music, literature and performing arts fields. The artists disseminate art to children and youth from preschool to Tenth grade so that they encounter professional art in a different way than occurs under general education and in day-care services.</p> <p>At the same time, the scheme is a unique opportunity for artists to disseminate art through creative activity encounters between professional artwork and children and youth.</p> <p>Listaleyipurin is financed by the Culture and Research Ministry, the North House in the Faroe Islands and participating municipalities. The schools do not pay for the visits. The offer covers 90% of the Faroese youth.</p>

<b>Libraries</b> <a href="http://www.flb.fo">www.flb.fo</a>		<i>Føroya Landsbókasavn</i> , has a list of all libraries in the country and an e-book service.
<b>Cultural Scholarship</b>	Since 2012, a new (yearly) cultural prize is awarded to a young artist	
<b>Museums</b>	There are museum teachers at the state museums	There is a yearly museum week during the autumn holiday during which families and youth receive special offers and competitions are held. During the following week, the school week contains the same offerings. Only museums in Tórshavn participate
<b>Evening school</b>	The Ministry of Culture Act. Teachers and courses must be approved by the Ministry of Education, but otherwise the municipalities administer financing and offerings.	Evening school covers the fees for most recreational courses. The scheme is twofold, with recreational activities for those under 25 years of age, and an evening school for those 14 years of age and older. Evening school greatly supplements the music school with educational offerings and contributes in paying for theatre, film, photography, dance and a writing course.
<b>The money that can be applied for for youth culture</b>	Money is shared between sports and culture for children and youth. Can be applied for one time a year.	This scheme supports specific new initiatives.
<b>The Nordic House in the Faroe Islands</b> <a href="http://www.nlh.fo/">http://www.nlh.fo/</a>		The Nordic House offers comprehensive youth activities, administers Listaleypurin, organises the biannual Youth in Føroyum, organises a large number of 'exchange projects' for youth, including youth vårsalong, Kbh, young films for Nordic Cool in Washington, children's concerts in collaboration with the symphony orchestra and performances and exhibitions with children and youth as the target group.



## FINLAND: REGIONAL VARIATIONS AND SELF-MANAGEMENT

The practice field in Finland is regulated and described only to a limited extent at the national level. The Finnish material therefore consists predominantly of references to regional and investments and initiatives in the children's cultural field.

**Taikalamppu – Aladdin's Lamp** is a Finnish network of regional Art Centres for Children and young people. The network provides children and young people an opportunity to express their ideas using versatile arts educational methods. Eleven art centres throughout Finland develop cultural activities for children and young people. Each centre has its own development tasks from the children's cultural field.

Even though the contents are often produced by adults, the network also supports art and cultural activities produced by children and young people. Through artistic actions children and young people learn to express themselves, find creative solutions and discover their own way of being.

The Aladdin's Lamp network is established by the Ministry of Education. The network is in its third term in Finland (2009-2013). Collaboration with government, municipalities and third sector is important for the network. Multiprofessional networking gives an opportunity to create new ways to operate. Through cooperation art and culture becomes a natural part of operations and services aiming for the wellbeing of children and young people

---

**The Helsinki Cultural Office** promotes art, culture and creativity, and develops a culturally rich and diverse Helsinki region. Culture is everyone's right in Helsinki.

The Cultural Office's activities are:

- **Cultural support:** providing grants to art institutions, art schools, art associations, collectives and artists, and providing space for performances and work.
- **Offering culture:** producing cultural activities itself and in collaboration with other actors.
- **Promoting culture:** taking initiatives in and setting goals for cultural policy at the local, national and international levels.

### *Annegården art courses*

With Annegårdens art courses, children and youth from Helsinki receive instruction in architecture, ceramics, music, literature, dance, theatre, textiles and the visual arts. Many of the teachers are themselves artists which means that their personal and professional approaches to art are reflected in their teaching. <http://www.annantalo.fi/>

### *Cultural events for children and youth*

The page <http://www.kultus.fi> is maintained by Annegården Arts Centre and supported by the Ministry of Education. The website contains information on artistic and cultural events for children and youth in the metropolitan area.

#### *Multicultural courses and workshops in Caisa*

Caisa organises multicultural courses and workshops for kindergartens and school groups, as well as all who are interested in different cultures. <http://www.caisa.fi/>

#### *5x2-arts courses*

The purpose of the courses is to support arts education in schools and to provide primary school students an opportunity to familiarise themselves with the art areas under the guidance of a professional artist. Teaching is mediated by Annegården: <http://www.annantalo.fi/>, Gamlasgården: <http://www.kannentalo.fi/> , Malms culture house: <http://www.malmitalo.fi/>, Stoa: <http://www.stoa.fi/> och Nordhuset: <http://www.vuotalo.fi/>.

#### *Swedish-language activity*

The Cultural Office's Swedish art education focuses on the verbal culture in the form of literary art, drama and literature.

---

**Kultus:** [www.kultus.fi](http://www.kultus.fi)

"Kultus.fi is a comprehensive cultural online calendar aimed at children and youth. On the website, one finds the current cultural offerings and various art projects according to art form, subject, or age group. Kultus.fi is a web service for the entire metropolitan region and was developed by Annegården arts centre. Annegården is a programme of the Ministry of Education's network Taikalamppu and Kultus.fi is one of Annegården's development projects. The idea behind the web service is to facilitate the flow of information between the art institutions and day-care centers and schools and also to support collaboration between the municipalities. Art education and audience-oriented projects are of particular focus. They present the entire cultural offerings for children and youth in the metropolitan area for the wider public at the same time in one place. Kultus.fi was based on an original idea from Bergen in Norway; [www.kulturskolesekken.no](http://www.kulturskolesekken.no). Cultural producer Kikka Hahtomaa has been an important force. She developed the Helsinki regularly-released and printed Lärarnas kulturkalender [Teacher's Cultural Calendar], now the Kultus calendar of which Kultus.fi is an electronic version."

---

**Swedish Literary Society- [www.sls.fi/skolan](http://www.sls.fi/skolan)**

SLS lends out educational materials to Swedish-speaking schools

Will you offer your students a different lesson in history or native language? Borrow library materials for your class!

---

**Vetamix- [www.vetamix.net](http://www.vetamix.net)**

Vetamix is a website with content that can be used in teaching. You will find material in different formats, mainly audio and video segments from YLE's large archive but also images that you can use as it best suits you and your teaching.

**It does not cost anything to use Vetamix.**

Vetamix is collaboration between Swedish YLE, the Finish National Board of Education and the Swedish Cultural Foundation.'

---

**Lirarna- <http://www.lirarna.fi/start/>**

Lirarna is a network with the purpose of giving support to Swedish folk music in Finland and to secure its future existence in our musical life. The network welcomes all kinds of organisations, schools, institutions and individuals. Its work is based on the will to, through collaboration and exchange of experiences, find long-term solutions which maximise existing and future resources and skills. Lirarnas has the task of coordinating contacts and collaboration between the network's members and to inform all participants of ongoing and planned activities.

Lirarna also provides support and advice and organises its own activities such as singing and instrument workshops in schools and institutions, as well as training courses for teachers and music practitioners. Lirarna is also involved in the creation of educational materials on folk music.

---

**DUNK-Young People's Music Covenant <http://www.dunk.fi/start/>**

DUNK acts as an independent musical organisation for children and youth. DUNK shall promote children's and youth's musical, social and cultural development by supporting and developing children's and youth musical activities in Swedish Finland at the school, municipality and county levels.

---

## **BARK–Children's Cultural Network in Österbotten- <http://www.osterbotten.fi/bark>**

BARK is a children's cultural network operating in the region of Österbotten. 17 municipalities as well as Karleby province's Swedish-speaking population are its members. Österbottens region includes the following municipalities: Larsmo, Kronoby, Jakobstad, Pedersöre, Nykarleby, Vörå, Korsholm, Lillkyro, Storkyro, Laihela, Vasa, Malax, Korsnäs, Närpes, Kaskö and Kristinestad. BARKS collaborates with Seinäjoki's local Louhimo.

The idea behind the network is to be a link, a driver, and a guide for collaborative channels.

One of our ambitions is to go to schools and kindergartens in order to reach children regardless of their residence.

Our development tasks:

- **Development of children's culture locally and regionally**
- **Kulturarvsostran [Cultural heritage education] (in collaboration with museums in Southeast Finland)**
- **Creation of methods and offerings on cultural education for children and youth**
- **Coordination of Swedish-language activities (in collaboration with the Helsinki Cultural Office) B**

the cultural network is administered by Österbottens Council, which is responsible for promoting the interests of the Finnish-language culture in the province. An important partner is Culture Österbotten which is part of the Swedish-speaking Swedish Österbottens Joint Authority for Education and Culture (SÖFuk). KulturÖsterbotten is responsible for promoting the interests of the Swedish-speaking culture.

BARK collaborates with the municipalities' recreational centers, cultural agencies, museums, local historical societies, archives and other cultural institutions.'

---

## **Cultural domain Kulttuurin laajakaista - [www.kulttuurinlaajakaista.fi](http://www.kulttuurinlaajakaista.fi)**

We offer a broad perspective on nine of our national cultural institutions as well as materials you may find useful in your studies and teaching.

The following nine institutions are partaking in the project:

The National Museum of Finland, Finland's National Opera, Finland's National Theatre, National Library, Finska Litteratursällskapet [Finish Literature Society], National Archives, National Gallery: The Art Museum Athenaeum, Museum of Contemporary Art, Art Museum Sinebrychoff and the Central Archives for Visual Arts Swedish Literary Society in Finland Swedish Theatre in Helsinki

The Finnish National Board of Education participates in the collaboration.

The project has been supported by the Finnish Cultural Foundation, the Ministry of the Environment, Swedish Cultural Fund, FILI and

the Ministry of Education and Art Association. ”

---

### **Culture Forum (maintianed by Produforum) - [www.kulturforum.fi](http://www.kulturforum.fi)**

It is backed by cultural network Produforum, the only Swedish-language network with about 20 nationwide projects funded by the Ministry of Education national ESF programmes for the promotion of entrepreneurship and internationalisation in the creative industries. The Social Fund funding is administered by the Economic Development, Transport and Environment Centre in Tavastland and includes funding from municipalities and from the Swedish Cultural Fund. Luckan, in the capital region, serves as the principle for the project and participates in the technical costs of the Cultural Forum with support from the Ministry for Education and Culture.”

**Swedish Now - <http://www.svenskanu.fi/>**

Swedish Now mediates Swedish youth culture and meetings with the Swedish language in Finland and encourages young people to use the Swedish language through positive role models. Swedish Now shows that Swedish is both fun and useful.

The network supports language teaching, organises training for teachers, provides information on the importance of language skills and disseminates Swedish youth culture to Finnish schools.

Swedish Now is coordinated by the Hanaholmen Swedish-Finnish Cultural Centre.

---

**Kirkou - <http://www.kirkou.fi/sv/>**

Kirkou is a project whose goal is to develop school libraries, training and library collaboration. Cooperation between schools and libraries is developed in the first phase of development of the project. During the second phase, school libraries in Helsinki are developed.

The website offers educational programmes and materials for literary discussions and supports the teaching of information management. The starting point for the planning of the teaching is environmental thinking. The circle on the right symbolises this thinking. By clicking the on 'wedge' for the study year, you can create teaching plans and materials. The material contains alternative operating models and content for teaching materials with for various levels– from the minimum level to more comprehensive level.

## NORWAY: NATIONAL PROGRAMMES

Actors and programmes	
Norsk kulturråd (Arts Council Norway)	<p><b>The Arts Council</b> provides grants for arts and culture across the whole country, is pushing for new artistic and cultural projects, is engaged in development and is an advisor for the state in cultural issues.</p> <p>Children and youth is its own subject area with several programmes.</p>
Norwegian Culture Fund	<p><b>The project supports children and youth culture</b></p> <p>Arts Council Norway's overall objectives in the area of children and youth is to promote the interest, recognition of and quality of art and culture for children and youth. The project mainly supports innovative art and cultural projects in which children and youth partake actively with or are led by professional artists and intermediaries.</p> <p><b>Project support–Literature initiatives</b> the Arts Council can provide project support to various literature communication initiatives for children, youth or adults.</p> <p><b>Purchase schemes</b> The Arts Council administers six procurement arrangements for literature and a scheme for journals. The purchased items are passed to the Norwegian public and school libraries across the country.</p>
The Cultural Rucksack	<p><b>The Cultural Rucksack (DKS)</b> is a national initiative that helps ensure that all students in Norway are able to encounter professional art and culture of all kinds. The Cultural Rucksack is a joint project between the Ministry of Culture and the Ministry of Education and Research. Students and schools have the opportunity, through the programme, to experience, become familiar with and develop an understanding of professional art and cultural expression of all kinds. Cultural programmes must be of high quality and cover the whole range of cultural expressions.</p>
Gullsekken [Gold Sack]	<p><b>Gullsekken</b> is an annual awards ceremony related to The Cultural Rucksack—a national initiative that helps to ensure that all students in Norwegian schools are able to encounter professional art and culture of all kinds. One school and one production win a prize chosen by a jury of experts.</p>
Kunstløftet	<p><b>Kunstløftet</b> is a development project that started in 2008. The first period ended in 2011. The project was approved for extension until the end of 2015. The objective is interesting and relevant art projects for children, youth and young adults in all art forms.</p>
Culture School	<p>All municipalities shall, alone or in collaboration with other municipalities, have music/culture school offerings for children and young people. <b>Culture School</b> is owned and operated by the municipalities.</p>
Dream Scholarship	<p>Scholarship programme <b>Dream Scholarship</b> is a collaborative project between the Norwegian Culture School Council and Norwegian Tipping.</p>



Youth Culture	<b>UKM</b> (Youth Culture) is many small local festivals in which the youth can participate with all kinds of cultural expression. Each municipality sends qualified youth on to a county final in which they represent their municipality. Each county sends participants to the national UKM-festival
National Library	The National Library disposes of project funds to stimulate the development of Norwegian libraries. The funds can be used for self-initiated projects and to support initiatives carried out by other actors. Priority areas are communication in the form of human resources development, initiatives that encourage a desire to read in children and youth, and initiatives whose aim includes improving reading, and other groups in their use of the library's offerings.
National Museum	<b>The National Museum is a resource bank for visual arts. One result of positive feedback from partner counties and projects in the field of visual arts for <a href="#">The Cultural Rucksack</a>. Develops educational programmes.</b>
The Sami Parliament	In 2013, the Sami Parliament launched a new applicant-based scheme; <b>scholarships and grants for various purposes, ie in kindergarten, knowledge and culture.</b> This new scheme increases focus on Sami artists.
The Norwegian National Centre for Art and Culture in Education	<b>The Norwegian National Centre for Art and Culture in Education</b> was established in 2007. It reports to the Directorate of Education which has been delegated responsibility for the national centres by the Ministry of Education and Research. The objective is to improve the quality of art and cultural subjects in kindergartens and primary education.  The Centre has three high priority areas: 1. Curricula and curriculum related activity 2. Development and skills building 3. Research, documentation and analysis.
<b>Organisations:</b>	
Dance	<b><i>Dance in Schools (DiS)</i></b> is a national interest organisation for the subject of dance in schools
Drama	<b><i>Landslaget Drama i Skolen [Norwegian Drama in Education Association] (LDS)</i></b> is an interest organisation that works for academic policy to promote drama as a subject and learning form. LDS works for the professional development of members
Aesthetic subjects	<b><i>Samarbeidsforum for estetiske fag [Forum for Collaboration on Aesthetics Subjects] (SEF)</i></b> aims to enhance the aesthetic subjects and raise awareness about the importance of the subject and situations in basic and teacher education
Film, media subjects	<b>Mediepedagogene [Media Educators]</b> is a national association for media educators and other media entities. The organisation was formed in 1971 as a union of film teachers. Recruits members from all instructional stages. Is a member of FKS [Joint Council for Arts Subjects in Schools]  <b>Film &amp; Kino [Film &amp; Cinema]</b> provides financial support to school cinema initiatives under our aid programme for film in The Cultural Ruck-

	<p>sack, and also has offerings on raising the competence of film communication in schools.</p> <p>The organisation offers various courses for teachers and arranges an annual conference on film in schools.</p>
Culture School	<p><b>The Norwegian Council for Schools of Music and Performing Arts</b> is a member organisation for municipalities with municipal music schools and and culture schools and is to be a driving force for promoting quality in education in the arts and culture for children, youth and adults field. The Council's political and professional goals are that all who wish to shall be able to obtain a diverse culture school offering of good quality at a reasonable cost.</p>
Art subjects	<p><b>The Joint Council for Arts Subjects in Schools (FKS)</b> <i>desires to strengthen and develop fine arts content and scope, and foster collaboration between the art subjects in education.</i></p> <p><b>Art in Schools (KiS)</b> <i>is a membership organisation that works for visual arts having a central role in learning and promoting attitudes work in schools, helps to arouse interest and provide knowledge on visual expression as expressed in the past and today, and to implement measures to develop art appreciation, creative skills, critical sense and sensitivity to visual expression.</i></p> <p><b>Art and Design in Schools</b> <i>is an interest organisation that attends to design, arts and crafts in school</i></p> <p><b>SEANSE</b> is a partnership between Møre and Romsdal Counties and Volda University College with support from Arts Council Norway and the Ministry of Education and Research. An arena for competencies and development of collaboration between the arts field, schools and kindergartens. SEANSE includes all art forms and aims to create quality productions for children and youth. Teaching Artist is one of the priority areas.</p>
Music	<p><b>Music in Schools (MiS)</b> is an interest organisation. The organisation's main purpose is to give young children and youth the opportunity to exercise and enjoy cultural activities during their recreational time regardless of their parents' finances. We also work politically to enhance music's and culture's place in society in general. We have a main focus on children's and youth's childhood environment and work to increase cultural professionalism in the local community, both within and outside the school.</p> <p><b>Rikskonsertene</b> is a promoter of live music. School concerts are a part of The Cultural Rucksack and are a collaboration between the municipality council and Rikskonsertene</p>
Music, dance and drama	<p><b>The Norwegian Council for Music, Dance and Drama</b> <i>supports subjects in higher education.</i></p>
Performing Arts	<p><b>Norsk scenekunstbruk [The Norwegian Touring Network for Performing Arts]</b> is the largest nationwide disseminator of performing arts for the 0-20 years age group. Scenekunstbruket is also the national actor in communication of performing arts in The Cultural Rucksack!</p>
Languages, literature and	<p><b>Landslaget for norskundervisning [National Association for Norwegian</b></p>

libraries	<p><b>Teaching]</b> (LNU) works to strengthen the Norwegian subject at all educational levels from kindergarten to university and to cultivate the Norwegian language outside the educational system. Publishes the journal <i>Norsklæreren</i> [Teacher's Journal]. Member of FKS.</p> <p><b>Norsk Bibliotekforening [Norwegian Library Association]</b> (NBF) is an interest organisation working for libraries. The objective of NBF is to promote the development of library, documental and informational activities. NBF is a membership organisation covering the whole country. NBF highlights library policy in the media and in society at large. It has its own special group for library activities for children and youth and one for schools.</p> <p><b>Norsk forfattersentrum [Norwegian Writers' Center]</b> A membership organisation for fiction writers and a service agency for literature lovers. Arranges, among other things, book signings, writing courses, communication courses and school tours within and outside The Cultural Rucksack. We disseminate writers to schools, the library system, book industry, private organisations and the business community.</p> <p>Norsk Forfattersentrum is a national actor for literature communication in The Cultural Rucksack and owner of <b>Litteraturbruket</b>, a centre for literary productions.</p>
Government initiatives/publications	
<a href="#">Meld. P. 20 (2012/2013)</a>	'Quality and diversity in public schools'. The government's education policy. Chapter 4.4.4. deals with practical and aesthetic subjects.
<a href="#">Meld. P. 24 (2012/2013)</a>	<b>The future kindergarten.</b> Government policy in the kindergarten area.
<a href="#">Kulturløftet</a>	<b>Kulturløftet</b> is the government's shared priorities for Norwegian cultural policy. Kulturløftet promotes the status of culture in the social and political area.
<a href="#">NOU 2013:4</a>	<p><b>'Kulturutredningen [Report on Cultural Policy] 2014'</b> (Engerutvalget). The government's cultural policy</p> <p>In 2014, Kulturutredningen 2014 was commissioned by the government to study the development of Norwegian cultural policy after 2005 and to provide an assessment of the main challenges for cultural policy during the coming years.</p>
<a href="#">Kulturskoletimen [Culture school hour]</a>	Government experiments in the Fall of 2013 on culture school offerings in the schools/SFO from second to fourth grade.
<a href="#">Leseløftet [National Reading Campaign]</a>	<p><b>Leselyststrategi [Love of Reading Strategy] 2013</b> The Ministry of Culture wants to revitalise Leseløftet 2010-2014 by promoting the love of reading among children and youth. Leselyststrategi 2013 contains a number of examples of good initiatives and projects. One can apply for funding for projects or initiatives aimed at promoting children's and youths' love of reading related to one or more of the four priority areas of interest in the love of reading strategy:</p> <ul style="list-style-type: none"> <li>• Strengthen literature communication to children and youth</li> <li>• Ensure that all children and youth have access to literature</li> </ul>

	<ul style="list-style-type: none"><li>• Increase reading engagement in the entire society</li><li>• Highlight and coordinate love of reading initiatives</li></ul>
<a href="#">The Sami Parliament</a>	The Sami Parliamentary Council has submitted a statement to the Sami Parliament on Sami art and culture. The statement on Sami art and culture is the result of a process within the Sami Parliament and of processes in which the Sami community has been involved. Objectives: A vibrant and diverse Sami art and cultural life and availability of good quality for all.

## ICELAND: EXAMPLES OF ORGANISATION AND ACTIVITIES

### **School Concerts in Iceland–Music For All - [www.tonlistfyriralla.is](http://www.tonlistfyriralla.is)**

The origin of the Icelandic Music For All project can be traced back to the year 1994 when the Icelandic people received a gift of funds from Norway in honor of Iceland's fifty years of independence. The gift was intended to help strengthen musical and cultural activity in Icelandic elementary schools. Ever since 1995, the elementary schools have been provided with high quality concerts specially designed for children where entertainment and educational values go hand in hand to create an exceptional experience. The music itself is varied and performed by top of the line professionals. The key factor of the project is the children's experience and great care is taken that it is as wonderful as possible.

There are 176 elementary schools in Iceland and normally about 145-150 schools participate in the project, each school being visited twice a year if possible. But as a consequence of the economic crisis in Iceland in 2008 many Communes did not order concerts, so in 2009 there were only 108 concerts in 82 schools performed by 9 musical groups.

Now in 2013 we have 5 different musical groups visiting the schools.

School concerts in Iceland–Music For All is an independent organization but is run on behalf of the Iceland Board of Education. Music For All is a member of the Nordic Network for School Concerts (NNS).

NNS consists of Rikskonserter/Concerts Sweden, Rikskonsertene/Concerts Norway, Levende Musik i skolen/Live Music in School (Denmark), Konserttikeskus/Concert Centre (Finland), Tonlist fyrir alla/Music for All (Iceland).

By focusing on quality in the dissemination of music to children and young people, and by establishing a professional network, the NNS shall promote the development of the national organisations in the Nordic countries and strengthen the Nordic collaboration. (Elfa Lilja Gísladóttir)

### **The Iceland Symphony Orchestra school concert programme**

The Iceland Symphony Orchestra education programme supports the next generations of musicians and music lovers through the ISO's constantly growing education and community projects. Youth orchestra and school concerts together with our prize-winning family-friendly concert programmes and junior music hours, which combine education and joy, fill Harpa's concert hall with new expectations and hope. The orchestra devotes itself to the well-being of the community and opens its doors to children, adults and senior citizens with special concerts annually.

Annually 12.000-16.000 school children from the age of 4 to 20 years old attend the ISO's school concert programmes. The programmes are specifically aimed towards a certain age group i.e. concerts for pre-school children and 1<sup>st</sup> and 2<sup>nd</sup> grade, 1<sup>st</sup> to 4<sup>th</sup> grade, 3<sup>rd</sup> to 7<sup>th</sup> grade, 6<sup>th</sup> to 10<sup>th</sup> grade and for college students.

All our concerts are introduced by a well-known musically talented and trained actress/actor. The programme in each concert is selected to serve a certain theme, as are the introductions, which are carefully constructed to enrich the pupils understanding and appreciation of the music, evoke curiosity and the desire for schools and pupils to make a return visit.

A postcard or a bookmark is handed out to the schools at every concert so each child can take a reminder home about the concert, where the concert programme is listed.

The concerts are free of charge and open to all schools in the country. In the greater Reykjavík area the Education Offices send information to schools about the ISO education programme which is also listed on the orchestra website [www.sinfonia.is](http://www.sinfonia.is) from the beginning of each season.



As well as offering highly successful school concert programmes in Harpa the orchestra pays visits to schools and gives concerts with introductions in the Reykjavík schools. School groups are welcome to visit the orchestra, get a guided tour and sit in during a rehearsal. All bookings for educational activities go through the ISO's office.

## NORDIC INITIATIVES: AND AN EXPERT LOOK

As shown in the preceding pages, the picture is quite diverse when we speak of the Nordic countries' *policies* in the children's cultural field as connected to schools. It is not always easy for researchers, practitioners, politicians and others to navigate 'across' borders in an attempt to create more and better cultural offerings for children. There is, however, at least one actor in the field which is entirely dedicated to promoting the common and inter-Nordic cultural projects, not least for and with children and youth. *The Nordic Culture Fund* has as one of its focus areas the promotion of children's and youth's active participation in Nordic collaboration on arts and culture and supports a number of projects for this very purpose every year. The Fund's representative in the mapping project reference group has selected some of the current and relevant projects which are briefly described below.

**Nordic Culture Fund** - <http://www.nordiskkulturfond.org/>

The Nordic Culture Fund aims to make it possible for talented artists, professionals and amateurs to enrich each other with the cultural differences that exist among the more than 25 million inhabitants of the Nordic region.

The Nordic Culture Fund's support helps to develop, think innovatively, collaborate on culture in the Nordic region and to see to it that art and cultural life in the Nordic countries receives more international attention.

A special initiative of The Nordic Culture Fund is the biennial Årets Nordiska Kulturrevenemang [Nordic Cultural Event of the Year] which makes an especially strong contribution to the aim of encouraging cultural artists to consider Nordic cultural collaboration and jointly undertake large projects that can resonate in and outside the Nordic region.

The Nordic Culture Fund's Board has also selected a range of focus areas to be strengthened.

The Nordic Culture Fund awards about 27 million DKK (2012) each year and receives almost 1,000 applications a year. Approximately 250 projects are supported by the fund each year.

The Fund's activities are based on an agreement between the Nordic countries which became effective in 1967. The Nordic Culture Fund annually receives its funding from the Nordic Council of Ministers and the Fund's Board is appointed by the Nordic Council and the Nordic Council of Ministers.

The Nordic Culture Fund provides support to Nordic cultural collaboration in a wide art and cultural area, provides grants to applicants, and supports the creation of art and culture inside and outside of the Nordic region. The basic requirements to be able to apply for a grant are that the projects are to include Nordic collaboration and the should be concerning art and culture.

Activities	Actor	Offerings
Film	The Nordic Council sent a recommendation to the Council of Ministers in 2012. The application is to be prepared in 2013.	"Filmstriben" [the Film Strip] a Danish proposal for a Nordic portal for film: "Fællesnordisk filmportal" [Common Nordic Film Portal] for youth in several Nordic languages. So that films in Scandinavian languages can be seen in schools and also to provide neighbour language benefits.  This is only a proposal.  <a href="http://www.norden.org/da/nordisk-raad/sager/a-1573-">http://www.norden.org/da/nordisk-raad/sager/a-1573-</a>

Activities	Actor	Offerings
Children's literature Nordic Council Literature Prize	NMR/NR	A Nordic prize for literature for children/youth has been instituted.  The prize can be combined with other efforts on youth and authorship, e.g. writing camps, etc.
Music	Nordic Culture Point  Nordic Culture Fund  NordPlus language and Bilateral funds are also financed.	MADD-Music, Art, Drama, Dance  The project included schools from all over the Nordic region. The project was also a manifestation of the importance of arts and culture in schools.  In connection with the completion of the project, a conference for policy makers and practitioners was held in Helsinki on 'the desire to learn, desire to create?'
Theatre/Drama	Fund financed  The project is run by different actors in collaboration with schools.	Examples of drama in schools projects:  Project "Jeg heter det jeg hedder" [I am named that which I am named], run by ZeRum, Zenekunstnerisk laboratorium [Zen art laboratory] in Denmark. The project includes 12 school classes from Norway, Sweden and Denmark.  "Unga rötter" [Young Roots] is another project on drama in schools in Finland, Sweden and Denmark, at the primary school level. It is run by
Nordic Network for the Arts and Culture in School	Rotating Secretariat	The Network includes representatives from departments/ministries of culture and education from all the Nordic countries.
Poetry/literature	Twin cities of Lund, Viborg, Hamar  Financed by Nordplus and the Nordic Culture Fund	<b>Treklang [Chime]-Nordic lyrics and language</b> Treklang was a Nordic poetry project for children in the three twin cities Viborg (DK), Hamar (NO) and Lund (SE) which took place in 2010-2012.  The Nordic writers traveled to schools in the three cities and had children and youth write. In addition to poetry as a literary genre, the project mainly handled the Nordic languages and communication between the various Nordic participants. The project ended with a poetic anthological release which included The students' poetry.
Valhalla	Nordic Council of Ministers  Administered by Nordic Culture Point, Finland	Valhalla is the Nordic Council of Ministers' portal for children and youth culture in Denmark, Finland, the Faroe Islands, Greenland, Iceland, Norway, Sweden and Åland.  <a href="http://valhalla.norden.org/">http://valhalla.norden.org/</a>
Film	Financed by the Nordic Culture Fund  The project is run by various actors	Each year, the Nordic Culture Fund co-finances a number of film festivals with offerings to school classes from the Nordic countries and instructors from several Nordic countries who participate in creating films together.  Tex. Filmfest salten [Barents Youth Film Festival] <a href="http://www.nordiskkulturfond.org/content/filmfest-salten-barents-youth-film-festival">http://www.nordiskkulturfond.org/content/filmfest-salten-barents-youth-film-festival</a>  Exempel Filmverksteder/Børnefilmfestivalen [Film Workshop/Children's Film Festival] <a href="http://www.nordiskulturfond.org/content/filmverksteder-">http://www.nordiskulturfond.org/content/filmverksteder-</a>



Activities	Actor	Offerings
Visual arts	<p>The Nordic Culture Fund finances various common Nordic projects</p> <p>The project is run by various actors</p>	<p>The Nordic Culture Fund annually co-finances a number of initiatives in which school classes are involved in Nordic collaboration and work to create visual art. Some recent examples are:</p> <p>Art from the iskantens rand project:</p> <p><a href="http://www.nordiskkulturfond.org/content/kunst-fraiskantens-rand">http://www.nordiskkulturfond.org/content/kunst-fraiskantens-rand</a></p>
At the Nordic Education Summit, the importance of creativity/entrepreneurship in the school system is to be debated	The Nordic Council sent a recommendation to the Council of Ministers in 2012. The proposal is to	<p><a href="http://www.norden.org/da/nordisk-raad/sager/a-1564-kultur">http://www.norden.org/da/nordisk-raad/sager/a-1564-kultur</a></p> <p>This is only a proposal.</p>
Norden i Skolan [The Nordic Region in the School]  Portal on culture and languages	The Nordic Association's alliance with financing from, among others, the Nordic Culture Fund and	A portal with poetry, music, etc., that combines art/culture and language learning. It has been launched, together with the Nordic Association, in schools in the Nordic region.
Nordic Children and Youth Cultural Festival 2013-2014	Nordic Culture Fund  Project promoters of Nordic Lights	<p>Large festival by and with youth organised for the Summer of 2014. In Spring 2013, offers go out to schools in all the Nordic region on sending youth to participate.</p> <p><a href="http://www.nordiskkulturfond.org/content/arets-nordiska-barn-och-unga---">http://www.nordiskkulturfond.org/content/arets-nordiska-barn-och-unga---</a></p>

In her studies of art and culture offerings, Anne Bamford has focused on both the quality of the offerings available and the challenges that characterise the practice field. Although she is aware that it is difficult to generalise the Nordic countries' ways of handling the task, she points to some features that apply across several or all the countries. First and foremost, she notes the widespread appreciation, exhibited by both parents and children, of artistic and cultural offerings. It is generally considered attractive if a municipality or region can offer its youngest citizens a good cultural 'scene', and this is matched throughout the Nordic region by relatively robust and well-financed children's culture policies. She likewise notes that the Nordic schools on the whole are equipped with facilities and materials, which when compared internationally significantly supports the ambitions that are present in the children's cultural area.

However, Anne Bamford's work also uncovers some of the challenges which (to varying degrees) characterise the children's cultural field. There is, for example, there is a tendency to reduce the quantity and quality of creative and artistic subjects in teacher education, and it is to be pointed out that the reduction tends to create an unfortunate mixing of teaching *in* the various art forms and teaching *with* artistic and creative methods. Bamford points out that there is a great need for *both* supporting the quality of school-specific teaching by arts professionals *and* to improve the general creativity level in regular teaching.

Against this background, she calls for, among other things, better evaluation and assessment tools for the creative and artistic aspects of school education and a higher degree of active involvement of students in the aesthetic processes. She therefore warns against the current tendency in education to seek *back to basics* in the face of a growing (international) pressure to deliver results in various forms for standardised testing systems. Instead, according to Anne Bamford, the Nordic countries should focus on the tradition of and solid experience with innovative and creative learning environments that only the Nordic/Scandinavian countries have been internationally known for.

On the following pages Anne Bamford, in her own words, reflects on art and quality of the arts and cultural offerings which Nordic children encounter in the school context.

## **The quality of arts and cultural education in the Nordic countries**

**By Professor Dr Anne Bamford**

Since 2006 evaluative research has been conducted in Denmark, Iceland, Norway, Finland and the Faroe Islands to gather comprehensive data about the extent and quality of arts and cultural education. The research analyses the implementation framework of arts and cultural education and identifies factors that influence the adoption of best practice. The evaluations have been focused on the following questions:

1. What is being done in arts education and how is it being done?
2. What is the quality of arts education in the Nordic countries?
3. What are the possibilities and challenges currently and into the future?

The studies have looked at both formal and informal arts education occurring either in schools or in the wide range of outside school programmes. In each case, the evaluation studies have used a combination of qualitative and quantitative research methods and have attempted to present the types of arts experiences a child might have between kindergarten through to the Gymnasium level.

As with all research, it is not always possible to generalise with a broad brushstroke about the overall findings for the Nordic countries. In fact even within a country, there can be considerable variations from school to school or even from classroom to classroom. In every country evaluated, there have been many examples of excellent practice, where you have good facilities, imaginative tasks and passionate and skilled teachers. Cultural institutions, music schools, museums and local artists can all be important partners for enhancing the quality of arts education.

Throughout the Nordic countries, children and parents show a strong interest in the arts and a desire to participate in many art forms. Nordic parents generally have high aspirations for their children and value a broad approach to education. In all the Nordic countries, there is a robust and well-funded cultural policy aimed at ensuring children's culture is valued and supported. To achieve these policy aims, there is generally cooperation between the national, regional and local levels. It is important to note that local governments provide very substantial support to the arts and where a locality has a good arts and culture 'scene' this gives a positive impression of a place and encourages families to live where there is a good cultural life. The voluntary sector including sports, churches, gymnastics, scouts local bands and others provide after school programmes that often include arts and crafts activity.

By international standards, Nordic schools are well-equipped and effectively organised. Nordic governments tend to spend a quite high proportion of the national income on education and in most schools there are specialist rooms for the arts. Most local areas also have a culture house or theatre or at least a community facility where the arts can be staged. Similarly, throughout the Nordic country there is an extensive network of well-equipped music and/or culture schools. In Denmark, Sweden and Iceland, these tend to be 'culture' schools offering all the art forms. In these instances, while music is a common and popular offer, dance, drama, visual arts and other arts and crafts may also occur. In Norway, there are ambitions for broader culture schools, but in practice the majority of 'culture schools' offer a programme where musical offers dominate. In the Faroe Islands, there are music schools which provide instrumental music tuition.

In Sweden, Finland and Iceland, the participation rate in music or culture schools as a per cent of population is quite high, especially for children aged 8-12 years of age and for girls. Conversely in the other Nordic countries, while there may be waiting lists to get a place in music or culture school, the overall participation rates are relatively low. In most Nordic countries, children tend to leave after school provisions when they reach their teenage years. At this stage, youth centres and self-generated arts activities are more likely to be popular.

*Finland and Iceland tend to have quite coherent and focused aims for arts and cultural education within educational policy, whereas Norway and the Faroe Islands tend to have aims that are broad and all encompassing, but lack focus and tend to be over ambitious compared to the limitations of practice in the implementation within schools.*

*A general decline in the amount of arts, culture and creative education in initial teacher education (with the exception of Finland) means that there is a general lack of awareness of the difference between, what can be termed, education in the arts (e.g. teaching in visual arts, music, drama, crafts, etc.) and education through the arts (e.g. the use of the arts and creativity as a pedagogical tool in other subjects, such as numeracy, literacy and scientific thinking). Schools need strong programmes in the arts AND artistic and creative ways to learn in an integrated way across the curriculum. While it is possible to find individual teachers who are experts in using, engaging and innovative approaches to teaching, there is an acknowledged general decline in teachers' confidence to incorporate the arts into their lessons.*

*In particular, there is a general lack of sequential planning in the arts. Continuity is vital if arts education is to have an impact. In most Nordic countries, there are still some specialist teachers in the arts—especially in music. Where specialist teachers are effectively deployed, there tends to be more sequential and high quality provisions.*

*In keeping with a broader general international picture, assessment in the arts tends to be quite limited. Professional development is needed in this area so that teachers can track student learning and monitor the quality of programmes. In particular, it is important that all learning, but especially learning in the arts, culminates in high quality presentations. It is vital that arts education is of a high quality. Process and product should be clearly linked. Passive arts and cultural education (such as seeing a performance) are valuable but should not be used as a substitute for children's active creative processes and opportunities for children to be performers and artists.*

*In Norway and the Faroe Islands, there are substantial programmes to support artists to come into schools on a regular basis to work in partnership to bring professional arts experiences to children. These ambitious programmes are particularly valuable for children in rural or isolated situations or where their exposure to professional arts may be limited. Other Nordic countries offer reduced audience development programmes such as orchestra tours and touring exhibitions.*

*While the creative industries form an important and expanding part of the economic success of many Nordic countries this fact has not always been taken-up in actions at all levels of education, including professional education. Finland and Sweden have tended to be very successful at commercialisation of creative capital, while design education has been reviewed in Denmark.*

*The Nordic countries have an international reputation for valuing children's culture and for flexible and innovative approaches to learning. While the pressure of international testing has caused some trends towards "back to basics" the Nordic schools can provide fertile ground for the development of creative young people ready and willing to be leaders of invention and innovation in the future.*

The text was originally written by Anne Bamford for the Danish Agency of Culture's net publication 'Art and culture in everyday life that works', published in seven separate chapters during 2013. Anne Bamford's contribution is reproduced here with the author's permission. The full publication can be downloaded at <http://www.boernekultur.dk/om-boernekulturnetnaerk/publikationer/boern-kunst-kultur>

## Chapter 5: Conclusions

A quite extensive amount of material is available with this report. It partly presents a **preliminary status** on research in the Nordic countries, and partly contains some **indications** in relation to research division into different topics and themes.

Based on the report's material, it is possible to point to a number of significant research issues in the children-culture-school field in the Nordic countries. These issues are briefly summarised here.

Common to all the Nordic countries is that the topics that can be grouped in *school perspectives* take up most of the research. They occur with a relative frequency of over 50% in all countries, and in Sweden and Finland are at a frequency of over 90%. The theme *school perspectives* covers topics such as learning, didactics, school professionalism, teaching, etc., and reflects research interests that are directed towards the aesthetic and creative processes in connection with (and possibly benefit for) a knowledge horizon.

As for the occurrence of the other research themes, there is some variation between countries: *Pedagogical perspectives*, including various arts and culture pedagogies. Discussions concerning the pedagogical value of the creative processes on the one hand and pedagogical challenges connected with the aim of supporting creativity on the other hand, evidently receive the greatest attention in Finland where the research theme occurs with a relative frequency of 80% while in the three Scandinavian countries at around 30-40%.

As for the creative processes' 'marketable' relevance, the Finnish research is frequently represented (27%) while also in Denmark there can be some interest traced in this theme (20%). The other countries' research does not significantly focus on this theme.

The research theme *children's perspectives* is significant in the Swedish (41%) and the Danish (23%) research with topics such as *children's culture*, *children's participation*, etc. Also, in the Danish research material there is an independent focus on *formation* in 7% of the publications which *can* in whole or in part fall within the horizon of self-formative rationale. It can not, however, immediately be determined to what extent *formation* as a topic is thematised within

the classical culture formation horizon or whether there in fact is a theme of self-formation issues. A similar uncertainty applies with respect to *aesthetic perspectives* which as a research theme occurs most frequently in Sweden (67%) and somewhat less often in Denmark (45%) and Norway (37%). The keywords which together account for the research theme suggest that it can hold problematising formations for both *aesthetic experience/practice* (which points in the direction of self-formation horizon) and *aesthetic learning* (which to a higher extent is related to parts of the creative pedagogy field's issues). In addition, there may also to a lesser extent be a focus on *aesthetics professional knowledge*, which falls into the classic formation horizon (e.g. in the form of a prioritisation of art knowledge).

Overall, based on the mapping data material, it can be highlighted that:

- in the Nordic countries there is a clear *prioritisation of research which weighs school's perspectives* and hence also the classical formation culture's rationales.
- the creativity pedagogy horizon is evident in the research, especially in Finland, and also in the three Scandinavian countries pedagogical perspectives are weighed relatively high in relation to research on culture in the schools. The picture is amplified if one includes the keywords from the aesthetic research theme.
- *the amount of research* within the delimited field can be said to be relatively modest. Given that the mapping covers a period of 13 years (2000-2012) and five Nordic countries (including the Faroe Islands), the total number of identified research publications is not overwhelming. In addition, out of the total number of publications, there are at least 16 Master's projects which are usually not included in research surveys. It was, however, decided in the current mapping to include publications at the Master level. Even with the reservation that (especially in the non-Scandinavian language areas) relevant research which has not been identified in the present study probably exists, the 131 publications together constitute a small area. For comparison, during 2011, there were, for example, 73 research based studies in Scandinavia *alone* on day-care for 0-6 year-olds. Larsen et al.: *Research mapping and research assessment of Scandinavian research in 2011 in institutions for 0-6 year-olds*. There is a somewhat unique in Norway high degree of coherence between the scheduled national focus on culture in schools (The Cultural Rucksack) and research efforts, with nearly half of research publications

having, to one extent or another, DKS as a subject.

- there is a tendential difference in terms of what *types of research* in each country is related to the children's cultural field. Thus, in Denmark there is a relatively higher frequency of evaluation and follow-up research in the field, while in the other countries to a higher extent there is basic research which is more freely linked to projects and activities in the field.

Although it has not been possible to provide all the ambitious attention within the mapping's structural framework, there is a hope that this project could be a first step in the direction of having the ambitions, as expressed in the project application, fulfilled. I will therefore end this report by formulating some of the questions, based on working with the mapping, one can ask regarding the existing research:

#### DO WE KNOW ENOUGH...

- about the various art forms' potentials and limitations in relation to the school context?
- about the effect of children's and youth's varying life circumstances on their engagement in creative and cultural processes?

#### DO WE KNOW THAT WHICH IS RELEVANT...

- about the participants' own experiences with the cultural and creative projects?
- about the quality of the aesthetic experiences children and youth are offered, and whether we can assess their quality?
- about the longer-term effects of the aesthetic experiences in relation to, for example, creativity and innovation?

These questions can validly be raised in the future in both the national and the Nordic children's cultural contexts.

## Appendix: The Nordic Reference Group

### Denmark:

Lotte Broe, UCC [University College Capital] Frøbel  
Benedicte Helvad, formerly at the Danish Agency for Culture  
Merete Dael, the Danish Agency for Culture

### Finland:

Nina Gran, Helsinki Cultural Office

### The Faroe Islands:

Hedvig Westerlund Kapnas, Nordic House

### Iceland:

Aslaug Dora Eyolfsdottir, Ministry of Culture

### Nordic Region:

Anna Kiiskinen, formerly at the Nordic Council of Ministers  
Erla Huld Hadaoui, formerly at the Nordic Council of Ministers  
Lin Mårtens, formerly at the Nordic Council of Ministers  
Andreas Bruun, formerly at the Nordic Council of Ministers  
Torgny Sandgren, formerly at the Nordic Council of Ministers  
Mia Rangholm Varming, NORDBUK  
Maria Tsakiris, Nordic Culture Fund

### Norway:

Astrid Holen, formerly at The Cultural Rucksack  
Guro Karstensen, formerly at The Cultural Rucksack  
Vera Micaelsen, The Cultural Rucksack  
Ragnhild Merete Hassel, Norwegian Centre for Arts and Culture in Education in Opplæringen

### Sweden:



Ulrika Lindblad, formerly at the Ministry of Culture

Mikael Schultz, formerly at the Ministry of Culture

Lotta Brilioth Biörnstad, Swedish Arts Council

Solveig Lundberg, Swedish Arts Council

Merja Strömberg, Ministry of Education and Research, Government Offices

Carin Khakee, Department of Culture, Government Offices