



ART EQUAL  
**TRAINING COURSE** CURRICULUM FRAMEWORK

This document is aimed at supporting early learning pedagogical staff, managers, trainers, artists and cultural workers, decision makers and stakeholders, in the implementation of the material created in the Art EQUAL project. This output consolidates the projects outcomes, into a methodological description and practical ideas of implementing the material in training at various levels: national, regional and local. The document also includes a curriculum based upon the resources developed in the project. It is implemented in a formal ECVET accredited training course for early years professionals and artist/cultural workers. The training course plan will describe timing, topics, contents and tools to be used.

Drafted by: Kulturprinsen and ELDERBERRY AB

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## I. FOREWORD

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The Art EQUAL project builds on the experiences and partnership of the Nordic-Baltic project, Cultural Children of Europe. Both projects rest on 30 years work with music, movement, visual art and performing art in early childhood education and care based upon collaborations with music and cultural schools. Many art and culture professionals in Denmark and in the Nordic-Baltic countries have since the 80's established and experimented with beautiful artistic experiences and workshops for, with and by the youngest of children. In the Art EQUAL project there have been many aspects, that we have chosen to explore further and include:

1. Improving collaboration between: artists, culture workers, pedagogues, teachers and children
2. Embedding good experiences of artistic and cultural activities in everyday practice so it doesn't disappear when the art/culture professional leaves the daycare institution
3. Ensuring that art and culture become a part of the everyday lives of the children rather than just "the icing on the cake" in practice
4. Working with action learning as a common method to ensure that we speak the same language, reflect on similar ideas and obtain mutual ownership of the process
5. Providing space for inclusive learning environments where we follow the children's play, ideas and actions
6. Inspiring collaboration between many types of artistic approaches and pedagogical skills across the Nordic and Baltic countries
7. Learning from each other's skills and finding new ways to working from the child's perspective including specific study trips

Art EQUAL has further developed the strong partnership established in the Cultural Children of Europe project. It has been a very interesting and at times challenged journey that has pointed in many different directions, but at the same adjusted to the partners' local conditions. Children with different challenges have been included, they have developed their insight and self-esteem through their meeting with art and culture in their everyday. I would like to thank everyone who has been involved in Art EQUAL and I hope that this training curriculum inspires early years professionals and their trainers to work towards inclusive art and culture in their everyday work with the youngest children.

Ulla Voss Gjesing

General Manager, Kulturprinsen

## 2. INTRODUCTION

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Research carried out in the Art EQUAL project has shown that the provision of initial and continuous training for early years professionals and artist/cultural workers and support structures for institutions in this area is at a minimum in partner countries and throughout Europe. Art EQUAL aims to "train the educators" in the initial induction skills, knowledge and competences needed to engage in discussion about art and culture in early years provision. To this end a training course for early years professionals and artist/cultural workers on how to work with art and culture in early years of education has been developed. A training EU Europass accreditation will be sought for the course and the training will be created by referring to a series of learning outcomes and credit allocations that will allow future integration with ECVET systems. A support network will be set up centring on the Art EQUAL OER platform created in order to best use the visual learning methods this medium offers.

The training will build upon the programmes for educators run by Kulturprinsen and Elderberry in several EU Countries which are run through the Erasmus+ KAI program [www.eucourses.eu](http://www.eucourses.eu)

The project will expand upon the Swedish training method developed by Elderberry AB which has proven successful in training educators in such areas.

This curriculum is integral to the Art EQUAL project and is part of a toolkit for early years professionals, artists and trainers.

The Educators Toolkit provided in Art EQUAL include:

- An Art EQUAL Erasmus plus training course
- A Course Curriculum
- An Implementation Plan
- A Methodology Handbook
- Documented good practice
- Let's Collaborate reflection tool

### 3. ART EQUAL TRAINING COURSE

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A training for early years professionals and artist/cultural workers with focus on the arts and cultural in kindergartens has been outlined in the project. The course is open to educationalists and pedagogues working in early years education and artists/cultural workers wishing to collaborate with kindergartens. At the heart of social inclusion is a belief that arts and culture are for everyone. The course demonstrates that this particular sector has great potential as a framework for education and training. By exploring different practices and methodologies to be found in kindergartens throughout Europe and by highlighting the pedagogical framework from the Kulturprinsen and Swedish partner, Elderberry AB.

The objective of the Art EQUAL training course is to train early years professionals, artists and cultural workers in the Art EQUAL interdisciplinary resource on how to use the arts and cultural sector for working in kindergartens.

#### Target groups for training:

- Managers of early years institutions, services and schools
- Early years professionals (pedagogues, teachers)
- Artists wishing to collaborate with early years
- Cultural workers wishing to collaborate with early years

One of our most important subjects of concern is to cover the many ranges of experiences, in different cultural and educational settings with a variety of target audiences related to the work carried out by the partners involved in this project. The main objective is to engage all those target groups in active and continuous learning activities through collaboration and the action learning method. To comply with this purpose the partnership developed a set of activities to help improve the educational competence of all target groups that may use such sites for education and training, by helping them acquire new skills.

#### Needs analysis consultation on training:

The starting point for the training course curriculum development was the conduct of a short pre-application needs analysis to verify the true training needs in the specific area of early years in relation with the identified users of the project. Most of the answers informed us about non-formal learning practices. As to the perception that professionals have on their own skills and competences in the fields of art and culture in early years education and engagement. The descriptions of the needs for training and professional development in this area served as an important benchmark for the development of a competence index of areas addressed in all the educational material provided. Most of the respondents work within the context of early years and also provided information about the sector leaving us with more material to use in the development of the methodology.

A summary of needs analysis identified the following outcomes:

IDENTIFIED NEEDS/DIFFICULTIES	KEY CHALLENGE/OPPORTUNITIES
<ul style="list-style-type: none"> <li>▪ A need for an easy to use tool that could help with documentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ A way to release staff from time consuming tasks.</li> </ul>
<ul style="list-style-type: none"> <li>▪ A need for training on documentation processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporating the material into existing training courses</li> </ul>
<ul style="list-style-type: none"> <li>▪ A need for training on observation and reflection practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploiting the outcomes of Art Equal</li> </ul>
<ul style="list-style-type: none"> <li>▪ A lack of common method</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action learning as a source to change and new ways of working</li> </ul>

The course developed is centred on the training programme at Kulturprinsen and Elderberry and focused material to be found on the Art EQUAL OER platform. A typical course to be run in Denmark or Iceland consists of formal lectures, workshops, study trips and time for mutual interprofessional reflection.

#### Learning outcomes:

##### General:

- Understanding formal national / EU framework for early years education using a rights-based approach
- Rights & Responsibilities at institution level
- Developing a personal training framework for the Art EQUAL Methodology
- Using appropriate terminology and Glossary of terms
- Managing your art-based programmes
- Understanding collaboration values between pedagogic and artistic methodology issues when working with early years
- Explore the Art EQUAL OER platform aids for training
- Sustainability and fundraising examples for collaboration

##### Art EQUAL:

- Art equal conceptual models
- Art Equal Methodology
- Art Equal Implementation
- Art Equal OER
- Art Equal and Action learning

##### Specific:

- The learning environment for art and culture in early years
- Examples of learning activities
- Teaching and learning tools – Let's Collaborate
- Documentation skills; practical skills, digital skills, writing narratives
- Observation and reflection skills

## Examples of content:

### Understand the Needs of the Children

- Individual support, guidance and monitoring
- Simple and objective explanation of the tasks to be developed
- Self-confidence and feel supported/welcome
- Self-awareness about own needs, values and strengths, in order to determine own goals
- Give them enough time to feel integrated
- Understanding own progression
- Accept own situation and support provided, without feeling resignation and disappointment
- Real inclusive learning environments that favours a positive and open vision
- Active participation in the experiential learning process
- Understanding the process of own skills validation
- Recording tool to keep track of tasks completed during projects and actions

### Understand the Manager's Needs

- Recruit the right educators/artists (insufficient competence among teachers in the arts sector to provide good quality in teaching arise)
- Leadership through coaching
- Active involvement in the promotion of specific training addressing not only own staff but also cultural companies' staff
- Sharing and discussing with peers but also employers, barriers and issues related with childrens' needs
- A review of existing curriculum to ensure that all children have a "art and culture" experience that is purposeful
- Clear planning of how much time and effort is needed in a company to cover for an Art Equal type action
- Monitor a supply of organisations providing art and cultural experiences
- Networking skills to be able to engage companies and raise awareness on the mutual and corporate benefits of the implementation of Art Equal
- Demonstrating communication and collaborative skills for a more efficient and effective coordination

### Manager's Challenges

- Rigidity of the curricula and school systems to make adaptations for educational practices
- Ensure a proper continuous training of all staff on art and culture issues
- Lack of real collaboration between the various players
- Design and manage education programmes that can balance between the needs of children to engage in art and culture and the demands of the curriculum

- Programmes for teacher and artist education need to be revised to equip teachers and artists with the knowledge and experience necessary to share the responsibility for facilitating learning and be able to take full advantage of the outcomes of cross-professional cooperation.
- To adopt innovative learning models
- Ensure sustainability of the program
- Knowledge of the principles of managing the diversity
- Promotion of team working and integration
- Improvement of working and communication protocols for greater adaptation to the children's needs
- Promotion of team working and integration
- Willingness to adapt the action learning method
- Ensuring an effective transition and adjustment
- Equipping employees with new job-related skills
- Recognising and recording what skills the learner actually demonstrates
- A wish to contribute to society, community and the people in it
- Acceptance of difference and looking for individual unique abilities
- Removing stereotypes and prejudices
- Adapt to the individual

#### Educator's Needs

- Appropriate training, raising awareness tools and job coach resources
- Real and active involvement and motivation of the children engaged in art and culture
- Skills to promote the collaboration of parents
- Dividing the teaching material into smaller parts, reducing the number of tasks to be performed, increasing the number of exercises and repetitions of the material, adjusting to each child and the child group
- Clear rules/boundaries and enforcing their compliance
- Constant supervision and monitoring necessary to ensure every child achieve realistic goals of development
- Finding time and resources to ensure art and cultural activities are completed consistently
- Knowledge how to work with children with special needs individually and in groups
- Development of partnerships between education and cultural systems and actors
- Gathering good experience, creating new educational materials.

#### Educator's Challenges

- Low availability of adapted art and cultural educational/training materials, protocols and tools
- Inadequate communication, emotional intelligence and coaching skills
- Lack of knowledge about equality, inclusion, diversity management and adequate resources and time to diversify support
- Ensuring the art /cultural opportunity is personalised for each child
- Honesty so expectations are realistic to employers and
- Provide material interesting enough form for self-study
- Monitoring what artists and cultural actors do and track during action learning



### Educator's Competences

- Willingness to collaborate in art and culture activities with children
- Observation and adaptability
- Stress management
- Communication competences and conflict resolution
- Emotional
- Flexibility
- Life skills
- Coaching
- Role models
- ITC, including apps and online collaboration tools such as Art EQUAL OER and documentation tool
- Educational-pedagogic
- Career planning
- Develop, adopt and/or adapt learning and training materials and practices addressing art and culture
- Understand what real employers need/want and the culture in the workplace
- Strong networking

The courses will comply fully with the Erasmus+ KAI criteria for mobility grants. We provide full modules for preparation, monitoring and validation. The course is assessed using the EQF and ECVET frameworks for definition of Learning Outcomes in terms of Knowledge, Skills and Competences for each moment. We use this framework as it is linked to each country's National Qualification framework and therefore comparable in all EU countries. The expanded and adapted "live" training course module will fit into the already existing course curriculum and is derived from the material and tools produced in the Art EQUAL project. It will be subsequently incorporated into the regular training programmes delivered by the partners. The Art EQUAL OER platform will be used in training situations to be incorporated into the training course.

A specific focus of the training is visiting early years professionals, artists and cultural workers who have good proven experience of working with Art equal principles and will share with the participants their ideas and knowledge based upon real-life scenarios.

The purpose of the Art EQUAL Training Course Curriculum is to guide all users in delivering and using the educational material developed within the context of the project. In the course we introduce the aim and objectives, target groups, and the results of the needs analysis consultation conducted that supports and helps justify the needs for developing and implementing the ART EQUAL program. The course presents an extended explanation about the outcomes of this project and how to use them for training purposes: the ART EQUAL Competences Matrix; the Methodology Handbook; and the ART EQUAL Implementation Strategy. The course explores the use of the ART EQUAL OER platform in training the action learning method. Each element introduces the aim and objectives of the educational material followed by an explanation and opportunity to use those in practical examples in training.

### Aims and objectives:

One the basic of principles the ART EQUAL project draws on the lessons of previous innovative initiatives on practical and experiential projects exploring the pedagogical potential of introducing art and culture into early years through the use of a training in practice and complementary materials. The ART EQUAL project has designed a curriculum that is able to meet these goals by enhancing a specific field of the training for early years professionals, managers, artists and cultural workers trough incorporating the products of this project. Our aim is to raise awareness of the necessity of using the methodologies and educational materials developed in combination with the OER platform tool.

The partnership developed the project based on the assumption that working on such a specific concept will help create better understanding between formal, non-formal education, and training and other forms of learning in order to encourage better collaborations. The ART EQUAL Competences Matrix which is available on the ART EQUAL Open Educational Resources (OER), is a working tool designed according to the European Qualifications Framework (EQF) and the National Qualifications System and Framework (NQF) and it presents how the ART EQUAL learning program is in context with those guideline documents. The ART EQUAL Competence Matrix is aimed at potential participants of a training course.

### How to use it?

The Competence Matrix works hand in hand with the Art EQUAL training sessions teachers and trainers must learn about the specificity of the Art EQUAL approach, which details:

The learning levels according to the defined target groups and the explanation on how these levels can be framed in the EQF levels based on learning in practice.

The structure of Art EQUAL explaining its main elements:

Module Title	
Description of Module	
Material or equipment needed	
Nominal Learning Time	
Learning Outcome	
Knowledge	
Skills	
Competences	
Notes for trainers including EQF level	

#### 4. TERMS OF REFERENCE TO BE CONSIDERED WHEN DELIVERING THE MATERIAL

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**Learning outcomes** are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competences.

**Knowledge** means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge.

**Skill** means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

**Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

Therefore, each section should not solely be a statement of facts or content but should be preceded with a verb and possibly adverb/adjective. Examples:

*Knowledge: He/she is able to...*

*... describe the functioning of components, assemblies and systems.*

*... assign the necessary documents for service and maintenance.*

*... differentiate between chemical substances.*

*Skills: He/she is able to...*

*... receive orders and plan own procedural steps.*

*... analyse data and present it as a basis for decisions.*

*... use information and communication technologies.*

*... develop a marketing plan and use marketing tools.*

*Competence (in the sense of taking over responsibility and autonomy): He/she is able to...*

*... apply problem solving strategies*

*... reflect upon his/her own action*

*... cope with and withstand strain and stressful situations in a way that is not harmful to health*

*... communicate with appreciation colleagues or team members; with patients, family members/reference person groups involved in the care process.*

## 5. READING THE ART EQUAL COMPETENCES MATRIX AND TERMS OF REFERENCE

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A competences matrix according to the EQF as a set of learning outcomes – in terms of knowledge, skills and competences/attitudes – that the trainees are expected to achieve by going through the ART EQUAL training. In order to implement the EU framework for the ART EQUAL Curriculum and associated competences matrix, partners will need to compare their NQF and the EQF. As most EU countries has synchronised their national framework with EU directives, this should be standard.

The EQF each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications, in terms of Knowledge, Skills and Competences.

- **Level 1:**  
General basic knowledge General basic skills for accomplish a simple task Work/study under direct supervision in a structured context.
- **Level 2:**  
Basic factual knowledge in a working/study area; Basic cognitive and practical skills needed for the application of the adequate information to the accomplishment of tasks and current problem solving through simple rules and instruments; Work/study under direct supervision with some autonomy.
- **Level 3:**  
Knowledge of facts, principles, processes and general concepts in a study/work area; Range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information; Taking responsibility for executing tasks in a study/work area; Adapt the behaviour to circumstances in order to solve problems.
- **Level 4:**  
Factual and theoretical knowledge in broad contexts within a field of study/work; Range of cognitive and practical skills necessary for the conceiving for specific problem solving in a study/work area; Manage own work within the guidelines established in the context of study/work, usually predictable but liable to change; Supervise the routine work of third parts and taking responsibilities in terms of evaluation and activity improvements in study/work contexts.
- **Level 5:**  
Comprehensive, expertise, factual and theoretical knowledge in a study/work area and awareness of the knowledge limits; Large range of cognitive and practical skills for conceiving creative solutions for abstract problems; Manage and supervise in study/work contexts subject to unpredictable changes. Revise and develop the thirds development.
- **Level 6:**  
Deep knowledges for a specific study/work area which demands an critical comprehension of theories and principles; Advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work specialized area; Management complex

technical or professional activities or projects, taking the responsibility for decision making in unpredictable study/work contexts; Taking responsibilities in management for individual, professional and collective development.

- **Level 7:**

Highly specialized knowledge, some of them are in the forefront of some study/work knowledge, that underpin the capacity for original thinking; Specialized skills for problem solving in terms of investigation and innovation, to develop new knowledges and procedures in order to integrate them in different areas; Manage and transform study/work complex and unpredictable contexts which demand new strategies; Taking responsibilities in order to contribute to new knowledges and professional practices and/or review the strategic team performances.

- **Level 8:**

Cutting-edge knowledge at the forefront in a study/work area and in the interconnection of areas; The most advanced and specialise techniques, including synthesis and evaluation skills, necessary to solve critical problems in the investigation and innovation areas, for the enlargement and redefinition of the existing professional practices; Demonstrate a considerable level of authority, innovation, autonomy, scientific and professional integrity and assume a sustained commitment regarding the development of new ideas or processes in the forefront of study/work contexts, including the investigation field.

## 6. ART EQUAL EXAMPLE COURSE CURRICULUM AND COMPETENCE FRAMEWORK

Below is a curriculum example within a framework of EQF. The document is designed to both display the curriculum framework and to act as a means of monitoring participants and their development throughout the training week. Art EQUAL example Training Curriculum consists of 56 hours training. The training includes lectures, workshops, individual and group projects and study trips.

Activity/Unit	Learning Objectives
<b>Pre-course Preparation</b>	To research training and access to art and culture in early years in the setting of the participants own country
<b>Course Introductions objectives and Group tasks</b>	To understand the general setting, content of the Art EQUAL course and its individual and group tasks
<b>How cultural institutions work with training?</b>	To understand how art and cultural institutions have developed historically and how many now work with early years
<b>Rights &amp; Responsibilities at institution level</b>	To understand the rights and responsibilities of both the employer/trainees and the employee when collaborating with external organisations
<b>Developing a personal training framework for Art Culture Early years</b>	To understand the importance of developing an individual training programme and how to implement it
<b>Using appropriate terminology and Glossary of terms</b>	To understand the terminology of training in a contemporary setting
<b>ART EQUAL OER platform</b>	To be able to navigate the OER platform and access all parts
<b>Art EQUAL conceptual models</b>	To understand the various conceptual models behind Art EQUAL
<b>Art EQUAL Methodology</b>	To be able to use and implement the Art EQUAL methodology

<b>Art EQUAL Implementation strategy</b>	To understand the Art EQUAL Implementation strategy from the perspective of: <ul style="list-style-type: none"> <li>▪ Decision Maker</li> <li>▪ Manager</li> <li>▪ Pedagogue</li> <li>▪ Art/Culture Worker</li> </ul>
<b>Art EQUAL and Action learning</b>	To be able to understand and to act within the principles of Action Learning
<b>Examples of learning activities</b>	To be able to compare several different learning activities and choose where and how to implement them
<b>Observation and reflection skills</b>	To develop better skills in observing children from specific learning perspectives
<b>Teaching and learning tools – Let’s Collaborate</b>	To be able to register and use the Let’s Collaborate documentation and reflection tool
<b>Documentation skills; practical skills, digital skills, writing narratives</b>	To be able to document children’s activities and work using several tools, e.g.: <ul style="list-style-type: none"> <li>▪ Collecting narratives</li> <li>▪ Using photo and video creatively</li> <li>▪ Using tablets</li> </ul>
<b>The learning environment for art and culture in early years</b>	To understand and show how a stimulating learning environment can be a good learning tool
<b>Into the community – work, education and training</b>	To observe and reflect on study trips. Round-up of study trip and discussion on work, education and training in your own country. What will you take back?
<b>Course round up, monitoring, validation and Europass</b>	Validation and assessment
<b>Study Trips – Denmark</b>	<p><b><u>Study trip I – Workshops at three local kindergartens:</u></b></p> <p><b>ACTIVITY</b></p> <p>We will visit and have workshops at three kindergartens in Viborg which all have been involved in the Art EQUAL project: Børnehuset Teglgaarden, Dalens Børnehuse and Bulderby.</p>

The workshops will form the practical and empirical content of the course as basis for the ongoing training. There will be several hands-on workshops during the week where we will take part in action learning processes together with professional artists and pedagogical staff. The workshops include concrete art-based actions with the children followed by joint reflections and dialogues between the professionals. The actions are based on the Art EQUAL method and associated tools with a special focus on inclusive education.

We will meet the kindergarten managers, the pedagogical staff and the artists who have been collaborating throughout the Art EQUAL project. They will share their experiences, outcomes and future perspectives that have derived from the project.

### LEARNING OUTCOME

The purpose of the workshops is to get an insight into the Art EQUAL methodology and the meaning of collaborations between the different professionals: pedagogical staff and artists. The main focus is on how interdisciplinary collaborations can bring new dimensions to our work with sustainable and inclusive learning environments.

Based on the experiences from the Art EQUAL project, the key questions are:

- What can we learn from each other's perspectives on pedagogical practice and art-based activities?
- How do we ensure the best outcome of our collaboration through continuous joint reflections and mutual respect of each other's competences?
- How can artistic and cultural activities contribute to pedagogical work with inclusion of children with certain challenges and needs?

### **Study trip 2 – Visiting the Animation Workshop**

#### ACTIVITY

We will visit the Animation Workshop in Viborg which is an international centre of knowledge and development for animation. They do research in the potentials and solutions of creative and production-oriented learning through film and media literacy. We will get an introduction to their special department for learning, Animated Learning Lab, where they arrange collaborative activities with childcare education and primary education. In the Art EQUAL project one of the teachers from the department have collaborated with pedagogues in a multicultural kindergarten in Viborg.

#### LEARNING OUTCOME

The purpose of visiting the Animation Workshop is to see how animation as a learning tool can be used in early years education. We will get introduced to programmes and results demonstrating how animation corresponds with and supports the including line of thought, while concurrently reducing marginalisation and social exclusion.



### **Study trip 3 – Visiting Viborg Cultural School:**

#### **ACTIVITY**

Viborg Cultural School provides classes in visual art, design, music, performing art and literature for children and young adults. Some of the artists employed at the school have been involved with the Art EQUAL project collaborating with local kindergartens. We will visit the school, get an introduction to their 'reach out to the community' programme and have a hands-on workshop with one of the artists.

#### **LEARNING OUTCOME**

We will investigate the role of Culture Schools in local communities. The key questions of the visit will be:

- What can we do to ensure all children meet art and culture in their everyday lives?
- What challenges do we meet when we reach out to early childhood services and schools? And what can we do to overcome these challenges?
- How do we get support from the municipality and the community?

## **Study Trips – Iceland**

### **Study trip 1 – Visiting Reykjavik School of Visual Arts**

#### **ACTIVITY**

The Reykjavík School of Visual Arts is a non-profit organisation, operated by artists and designers. The School provides classes in visual art, ceramics and design for children and young adults. The school is in collaboration with Reykjavik City Division of Education and Youth. Children from kindergartens and primary schools come in small groups every morning of the week. Some of the artists employed at the school have been involved with the Art EQUAL project. We will visit the school, its workshops and environment as well as learn about the collaboration.

#### **LEARNING OUTCOME**

To set up a collaboration between professional artists and schools.

- What to consider beforehand and how to prepare for the activities?
- How to ensure the children's participation in the processes?
- How to integrate art and culture in everyday lives of children

### **Study trip 2 - Visiting kindergartens**

#### **ACTIVITY**

We visit several kindergartens that have participated in collaboration with the Reykjavik School of Visual Arts.

#### **LEARNING OUTCOME**

How do we support the rights of all children to have access to and participate in art and culture activities?

### **Study trip 3 - A workshop in The School of Visual Arts.**

#### **ACTIVITY - EQUAL PARTICIPATION**

Workshop with artists. All artists who teach at The School of Visual Arts are trained as teachers as well as Artists. We gain insight into collaboration with kindergartens and preschools, what projects are suitable and how they are implemented

#### **LEARNING OUTCOME**

- How to see everyone involved as equal participants in the processes - children and adults.
- How to provide a playful environment that supports the participants' interaction with each other and their motivation to experiment with artistic forms, materials and explore their own presence.