



# TAMPERE PAPER 2019

## IMPLEMENTATION OF CHILDREN'S CULTURAL RIGHTS

**Article 31 in the 1989 UN Convention  
on the Rights of the Child states that all children have  
the right to participate freely in cultural life and in arts.**

The first International Children's Culture Forum gathered in Tampere, Finland, on September 30th and October 1st, 2019. The forum focused on inclusion in culture and arts education, as well as the implementation of children's cultural rights. During the forum, the international panel of researchers and practitioners shared their perspectives and formed a consensus on the central role of rich and diverse children's culture and arts, as well as culture education for building a well-functioning and democratic society. The scholars and practitioners stressed that the child is an active agent in their own life and an active contributor and creator of culture. Furthermore, the panel of participants identified that the key challenge in implementing children's cultural rights is to ensure and secure meaningful participation and engagement for all children. The following recommendations target the six critical issues in this task:

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## SECURING EVERY CHILD'S RIGHT TO PARTICIPATION

### **Recommendations:**

**State and regional organisations ensure that every child participates in activities guided by communal and national-level Cultural Education Plans.**

**State and regional organisations ensure that children actively produce and participate in cultural events, including the European Capital of Culture.**

Cultural democratisation means securing access to cultural events for all. However, cultural democracy assumes that everyone has an equal opportunity not only to participate but also to create their own culture. It is critical to understand that children can be both consumers and producers of culture. Professionals in the cultural field are responsible for enhancing appreciation of children's own culture and art to the society. Inclusive education can only be secured when arts and cultural education is identified in national education policies and cultural activities are integrated into school programmes. In order to support guiding policies, a national core curriculum for culture education is needed to achieve sustained impact for all children and to support school curricula.

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## ADVANCING MULTI-PROFESSIONAL CO-OPERATION AND PARTNERSHIPS

### **Recommendations:**

**States work strategically across a range of sectors (health, culture, arts, education, city planning, etc.) and establish and support existing partnerships in order to ensure that children's cultural rights are recognised and implemented.**

**European Union and state governments provide cross-cultural and multi-professional exchange programs for professionals working in children's culture, arts education and cultural education in order to develop and promote inclusive children's culture and culture education.**

In order to implement co-operation between schools, arts institutions, and other sectors, it is essential to establish policies and coordinating organisations to undertake cross-sector research, project development, and management to support the development of inclusive children's culture and culture education. Advanced theoretical and pedagogical frameworks and skills are needed in encountering diversity and ensuring the development of inclusive structures and practices. For the cross-sectoral programmes to be successful, all professionals need to be considered and perceive themselves as active agents and owners of the proposed activities, as well as be competent in practicing inclusive education..

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## UNDERSTANDING DIVERSITY AND THE ADVANCEMENT OF WELLBEING

### **Recommendations:**

**States and regional authorities (regions, municipalities) and regional and local organisations need to ensure that cultural institutions have the necessary means and information to embed principles of inclusivity, engaging meaningfully with their communities and connecting with children and families.**

**State and regional organisations need to commit to and ensure democratic administration of communal spaces and cultural venues, thus securing that the creative capacity of diverse people can flourish.**

Cultural activities are an essential part of human life and thus, serve a critical role in improving overall wellbeing of individuals, families, communities, and societies. Diverse cultural activities engage people with questions of identity, connection, and empathy with great skill and sensitivity. This is crucial for fast-evolving and increasingly diverse societies. Children's culture, and arts and culture education can facilitate positive social transformation, as it is founded on the principles of safer and more accepting culture and social space.

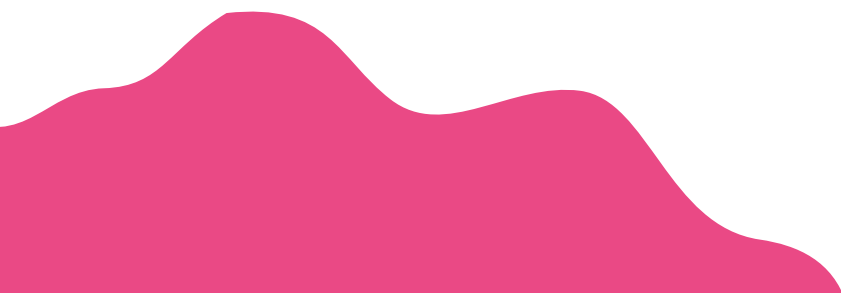
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## ENCOURAGING CRITICAL THINKING AND SELF-EXPRESSION

### **Recommendations:**

**States and regional agencies ensure that schools have the means to co-operate with multidisciplinary groups of artists and creative practitioners, and are able to use various approaches in creating new forms of expression and understanding.**

The cultural sector can support the creative capacity of people and the skills that are needed to prepare people for an eco-socially changing world. Cultural competence includes communication, collaboration, problem solving, adaptability, creativity, and critical thinking. The child is a critical reflector and a creator of worlds. Therefore, children's culture must be allowed to encounter the challenges of the future and transform the current systems and expressions.



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## BUILDING AND SUPPORTING SUSTAINABLE COMMUNITIES

### Recommendations:

States and regions/municipalities ensure that cultural heritage programmes are designed to support diverse communities in exploring and communicating their evolving and changing identities.

States and regions/municipalities support sustainable community development and ensure the community-building is founded on social equality.

Revitalisation of traditions and developing novel innovations must be performed according to the principle of social and ecological sustainability. Cross-sector work and shared incentives have the most potential for building eco-socially sustainable and inclusive economic, living and cultural environments and communities.

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## ARTS EDUCATION AND CULTURAL EDUCATION FOUNDED ON CURRENT RESEARCH

### Recommendations:

European Union, states and regional agencies commit to building structures of funding and means to support and advocate for research and research-based projects in the field of children's culture, cultural education and arts education.

Research should be initiated and supported by significant state and regional incentives in order to ensure that practical and pedagogical advancements are facilitated, documented, evaluated and disseminated based on research findings and meaningful data. To fully actualise the cultural rights of children, various sectors, including research institutions and practitioners, need support to collaborate and build practice informed by evidence.

