



QUALITY MANUAL FOR CHILDREN'S ARTS AND CULTURE

ASSOCIATION OF
FINNISH
CHILDREN'S
CULTURAL
CENTERS

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Edited by: Päivi Venäläinen, Maarit Mäkinen, Sanna Pajunen-Kyynäräinen,
Henna Leisiö, Aleksi Valta and Soilikki Viljanen.

Photo editing: Hanna Nordström

Design and layout: Vilma Juutinen and Hanna Nordström

Cover photo: Janne Viitamäki (Pikkuprovinssi, Lintuviita school students)

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Edited by: Päivi Setälä, Marjo Tiainen-Niemistö and Saara Vesikansa

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Introduction

This quality manual is the Association of Finnish Children's Cultural Centers' central guideline for producing and developing high-quality cultural services, content and activities for children. The manual is intended to be used by members of the association and parties applying for a membership. All professional children's cultural centers and organizations that produce cultural content for children are eligible to apply for membership. The association strives to ensure that Finland has a nationwide coverage of operators providing cultural services, content and activities for children in accordance with this quality manual. The quality manual complements the association's strategy, where quality, equality, child-centeredness and art are highlighted as key values, and defines the operating principles that unite the association and its network.

The focus of any activity connected with cultural content produced for children is always the child, their world and their place in society. Children and young people are the main beneficiaries of high-quality cultural activities and services offered to them. High-quality, professionally produced art and cultural services for children and young people support each child and young person's personal growth and promote inclusion. Therefore, the child's best interest is central when assessing the quality of any such service, content or activity.

Children and their world are at the center of everything we do.

Child-focused arts and culture with its services, content and activities can be seen as a broad and diverse whole. Professionals in the field – be they producers, staff working at children's culture centers, artists or art educators – are often concurrently involved with several different art forms and projects. The association and its member organizations recognize the broad nature of art and culture and the significant opportunities they can offer. Art is a communal resource that supports personal development, and has its own, inherent value.



Art is a communal resource that furthers personal growth, and has its own, inherent value.
Hippalot children's art festival, 2022. Photographer: Anu Pynnönen

The first quality manual for children's arts and culture was published in 2013. It has been updated once before, in 2016. Now, the time has come for a new edition. This quality manual outlines the quality principles for children's cultural services, but on the other hand, it also describes how children's cultural centers and other groups that produce cultural services and provisions for children strive to promote quality in their operations. The quality criteria described in this manual provide objectives that different organizations and operators may adapt and implement gradually as they see fit. Quality can only be achieved through long-term development work. We hope that this manual can offer help and support to all those who want to create high-quality cultural content, activities or services for children. The members of the association agree to commit to provide expert services in the field of children's arts and culture and cultural services for children in accordance with the provisions of this quality manual.

The association wishes to express its gratitude to Päivi Setälä, Marjo Tiainen-Niemistö and Saara Vesikansa, who co-authored the previous edition of this manual, as well as to the association's office staff, different working groups and the association's members who have participated in compiling the new, updated the manual.

We hope that this manual is an enjoyable and helpful resource for everyone.

Association of Finnish Children's Cultural Centers –

Every child has the right to experience culture and art.

Professional children's arts and culture – Association of Finnish Children's Cultural Centers

The Association of Finnish Children's Cultural Centers aims to create and maintain suitable operating conditions for professional cultural centers for children and youth, promote the general development and awareness of activities associated with producing cultural content and services for children, strengthening expertise related to the aforementioned across Finland, as well as acting as a uniting body for its members. The association facilitates and coordinates both national and international collaborations with the aim of developing a comprehensive national network of children's cultural service that supports wellbeing and is which adheres to the principles of equality.

The Association of Finnish Children's Cultural Centers is made up of expert member organizations from all across the country. Some of the member organizations have collaborated in a network-like setting since 2003, when the Ministry of Education and Culture founded the Taikalamppu network for children's cultural centers. The organizations involved in the network subsequently founded the Association of Finnish Children's Cultural Centers in 2015. The network has always strived to share expertise, foster collaboration and to advocate for relevant issues in cultural politics.

Over the years, the association has grown into a significant operator in the Finnish cultural field. The combined expertise and experience of the member organizations is a key resource for developing work for children's cultural services throughout Finland.

With training activities and workplace education and training, the association is able to train even more versatile professionals in the field of children's arts and culture. Their wide-ranging skillsets benefit first and foremost the children who participate in these cultural activities. The association also carries out public information campaigns and publishing activities, offers members continuing professional development services and other services, organizes open discussion events, provides expert advice in matters related to cultural content, activities and services for children and young people, as well as participates in international collaboration activities within the children's cultural sector. The association also manages projects and gathers information about children's arts and culture and other workers and organizations in the field.

It also collaborates with domestic and foreign art, science and professional communities for the purposes of multidisciplinary research in matters related to children and young people, and publishes information about research that is relevant for the field.

The association actively seeks out new members. All professional children's cultural centers and organizations that produce cultural content for children are eligible to apply for membership. You can find the membership application form and more information about the membership on the association's website at: www.lastenkulttuuri.fi.

Finland's most significant network of experts in children's arts and culture

The association's member organizations form a network of experts that produces diverse, multi-artistic cultural services for children all across Finland. The association brings these different organizations together and facilitates joint discussion, development and advocacy work. The members collaborate to promote children's arts and culture and network with one another in different theme groups, producing content for children's arts and culture and participating in joint projects. The network of children's cultural centers offers diverse work opportunities for cultural professionals and professional artists in all around Finland. The collaboration facilitated by the association unites its members, forming the most influential and significant network of experts in children's arts and culture in Finland.



Artistic activities for children and young people offer adults an opportunity participate in their thoughts and feelings. The photograph was taken at Annantalo, where workshops requested by children were organized on Children's Day. Photographer: Anu Pynnönen

Where does quality come from?

The building blocks for high-quality children's arts and culture

Children's arts and culture refers to cultural content, services or activities produced for children by professionals and specialists from various artistic and cultural backgrounds, either independently or in collaboration with children. The term also refers to passing on existing cultural heritage, as well as cultural content created by the children themselves in the form of play or games, for example. The term 'children's arts and culture' that is used in this handbook refers to cultural services aimed solely for those under the age of 18 and the work that they produce. In some cases, we have deemed it necessary to distinguish children and young people as separate groups, but as an umbrella concept, children's arts and culture refers to culture for children and young people from infants to the age of 17. Even if a certain activity is targeted at adults, its goal remains to promote children's rights to be engaged and actively involved with arts and culture.

Enabling children's arts and culture allows them to grow into the world of the arts. Participating in cultural and artistic activities can produce significant and lasting wellbeing. Experiences of success and pleasure gained from making and experiencing art and culture, as well as improved self-expression, also support this goal. Children's arts and culture offers us opportunities to participate in joint activities, which in turn can foster a sense of community, interaction and deepen interpersonal relationships.

Children's arts and culture that is produced to a high-quality consists of child-centric artistic and cultural activities that are implemented professionally and adhere to principles of sustainable development. Knowledge of shared cultural heritage and the ability to pass it on to others increases community cohesion and supports building a healthy self-image.

- Art and culture
- Professionalism
- Child-centered approach
- Equality
- Sustainable development

Art and culture

Education for artistic and cultural heritage offers a rich and safe environment where children and young people are offered an opportunity to try out new things and get to know other people. Art and culture both offer the child the opportunity and the means to explore themselves and their surrounding environment. Getting to know different forms of art and culture allows the child to find their own way of expressing themselves and share their experiences with others. Art also offers the child a chance to enjoy themselves, influence and affect life around them, participate in different activities, and to develop a strong sense of independence and self-will.

The interactivity and shared authorship associated with cultural and artistic activities enriches the child's capability to play and supports their sense of inclusion in cultural heritage. Positive experiences related to self-expression, inclusion and having a say in matters create positive feelings, support self-esteem and give balance during the child's development.

In Uulu, one of the most important forms of activity is supporting early family interaction through art and culture. The picture was taken at a music school for families organized at Uulu. Photographer: Susanna Lyly



A child's artistic involvement challenges adults to see the world with new eyes. Children's artistic activities offer adults an opportunity to gain insight in their thoughts and feelings.

Children's arts and culture may exceed expectations, surprise, challenge, or sometimes even annoy its audiences. The process, the end result or how it is received cannot be predetermined or defined before the process has been completed. What makes art so special is exactly this possibility for risks and new beginnings.

Is children's culture annoying? Oh yes.



Art offers children and young people a chance to enjoy themselves, to influence matters and to rebel. The picture was taken at a choreography class in the dance school Tanssistudio Dance Art. Photographer: Valtti Koivunen

Professionalism

High-quality cultural services for children are built on a strong foundations of cultural, artistic and pedagogical competences. The people who plan or design, produce and implement these services have either a relevant degree in their own professional field or have acquired a suitable skillset through work. Content and services are also produced by cultural heritage experts who have acquired their skills by living alongside and amidst current and developing heritage. A professional creator in the field of children's culture is sensitive to the experiential effects of the activities they organize. Working with children touches, is thought-provoking, teaches new things and offers professionals new perspectives within their own profession.

The creativity and inspiration of employees is supported and nurtured as they are an essential resource for the work they do. Organizations producing cultural services for children recognize the type of additional training their staff requires and arrange for opportunities for them to participate in training that maintains and improves their current abilities. When providing orientation for new employees, an introduction to the organization's shared values, goals and quality requirements should always be included.

The professional approach is visible to the customers as content that is planned, designed and implemented skillfully, purposefully and in a customer-centric manner. The customers are able to trust the fact that the offered activities are suitable for the indicated age group and correspond to the description provided. The contents and materials are suitable for the target group, and occupational and customer safety are treated as priorities. The copyrights for both adult and child authors are respected and protected. A fair copyright system benefits both creative professionals and those who enjoy the content they produce. The customer receives information about services that are suitable for them personally. The offered activities create opportunities for experimentation and developing new things.

Professional children's arts and culture providers network with other operators at a local, regional and national level. Sharing ideas, expertise and resources supports both the employee's and operator's own work. Collaboration makes learning environments and operating methods more diverse and helps operators to better reach their target groups. A professional children's arts and culture operator understands and is sensitive to special regional features in the local cultural heritage and utilizes them in their work. From the customer's point of view, the collaboration between service providers is a comprehensive and wide provision of service.

Through multi-professional collaboration, the ways of working used in the sphere of children's arts and culture may be adopted as a part of the activities of organizations offering early childhood education and care, education, social and youth services. Collaboration significantly improves the impact and accessibility of children's arts and culture. It also offers organizations a chance to develop the content of their operations and to make their production activities more meaningful.



Children's art and culture forms a part of a child's learning and growth environment. The photograph was taken at a children's ballet class organized by Dance Art. Photographer: Valtti Koivunen

Child-centered approach

The goal of high-quality children's arts and culture is to provide the child with creative and artistic activities that are well-suited to them. Multi-sensory activities are designed to enable the child to explore the world through play, using all of their senses. Children's arts and culture forms a part of a child's learning and the environment that they grow in. In child-centered activities, children are actively encouraged to participate, and their opinions and experiences are taken into account in the planning, designing, implementation and evaluation of those activities.

A child-centered environment allows children to feel that they are heard and appreciated. It is a place where children's opinions and work is valued. The child learns that art and culture belongs to both them, and/or us. Art and cultural education with the content that is produced by professionals becomes an integral part of a child's own play or games and affects their own sense of ownership and involvement within and of culture.

A child-centered approach places the child as the main active subject who, using their own skills and abilities, is fully empowered to participate in the decisions and activities that concern them. The child builds their own identity, which can be facilitated and supported by children's professionals operating in accordance with the principles for high-quality children's arts and culture.

High-quality children's arts and culture offers its audiences a wide variety of different multisensory experiences. It is entertaining, surprising, challenges to learn and think, activates the participants' or audiences' creative capabilities and awakens emotions in both children and adults alike. With the support of a safe and competent professional, participants are able to process even difficult topics. The professionals recognize different age groups and developmental periods and the physical, psychological and social capabilities associated with them.

**Art allows children
to affect their
environment.**

Equality

The fact that all children are equal, relative to each other and adults, means that all children have the right to participate in cultural and artistic activities. Provision that adheres to the principles of equality is made available and accessible to all children regardless of their personal situation or matters affecting them, such as language, culture, origin, special needs, socioeconomic status or geographic location.

Cultural services are provided for all children, and service providers work to promote the accessibility of their activities in a sustained manner. Accessibility to and for the service and its activities begin at the planning and strategy stages when implementing diversity, accessibility, inclusion and equality are key objectives for the activities themselves. Those responsible regularly monitor and review how well equality is realized in the activities.

The services take into account people's cultural (ethnic) backgrounds and human diversity, and as all discrimination is strictly prohibited. In order to offer a truly culturally diverse services, children's arts and culture professionals must be familiar with the local cultural heritage and collaborate with cultural heritage experts in the area.

In order for children to be equal, culture should be seen as a locally accessible service. The services are provided where the children are, in their everyday living environments. Alternatively, the children are guaranteed a chance to reach the services by other means. Organizations are ready to support children with special needs to the best of their ability. Physical accessibility must be taken into account in both the contents of the services and activities provided, as well as the premises where they are offered.



Pikkuprovinssi is a children's festival organized by the Children's Cultural Center Louhimo. Photographer: Tuukka Kiviranta

A High-quality children's arts and culture service seeks out and develops new places for services, providing new and perhaps surprising experiences for customers. Service providers also improve accessibility by developing a variety of changeable content that can be taken to different locations. They carry out workshops and offer services not only in their own premises, but also in schools, daycare centers and in the facilities of different cultural institutions, as well as in family centers and child welfare clinics. This encourages multi-professional cooperation which also helps with understanding the needs of particular groups. Those who offer the service should attempt to combine their own resources with other operators to avoid unnecessary 'overlapping' and expenditure. This will help to ensure financial accessibility and viability. Equal rights allows children and young people the same opportunities for participation regardless, and there should be no requirements for entry. The cost of the service for the customer shouldn't be an obstacle, as children's cultural services are either free or within an affordable price range.

Achieving equality in communication requires the use of different communication channels so that customers can find understandable and appealing information about children's cultural services easily. Service providers should use ordinary and everyday language that can be easily translated in other languages. In addition to verbal communication, pictures and symbols that convey the idea and support understanding should also be used when required. Linguistic minorities are offered opportunities to participate in the activities in their native language. Activities are targeted for the minority groups in an independent, customized, tailored and culture-specific way.

Children's cultural services are can also be seen in welfare clinics.



At the Sagalund museum and children's cultural center, children and young people can travel back in time to an era where households were self-sufficient. They are encouraged to try out baking rye crispbread in a wood-burning oven, or churning butter. The visits are a part of the cultural education plan.
Photographer: Sagalund/Visit Kimitoön



Sustainable development

In order to secure good living conditions for current and future generations, different areas of sustainable development (e.g. ecological conditions, social framework, cultural sustainability, regenerative and distributive economy) must also be taken into account within the field of children's arts and culture. The United Nation's global action plan for sustainable development (namely Agenda 2030) was drawn up in 2015 and guides the work done within sustainability in UN's member states. The sustainable development criteria included in this quality manual emphasizes ecological sustainability, since the equality criterion included in the manual already highlights many aspects of social sustainability. Those who work within the field of children's arts and culture have an important part to play: they can lift up the voices and highlight the rights of future generations.

Borrowing, renting and recycling of resources is preferred when preparing for, making structures and decorating for events, whilst the use of single-use, throw-away materials should be limited. If food or drink is served, plant-based, local, seasonal and organically produced, sustainably certified ingredients and products are preferred. Recycling has been made easy. By modelling good practice, workers can promote eco-social awareness among children and young people. Sustainable development and ecological awareness are issues that should be emphasized in communication.

Those who work within the field of children's arts and culture have an important part to play: they can lift up the voices and highlight the rights of future generations.



Those who work within the field of children's arts and culture have an important part to play: they can lift up the voices and highlight the rights of future generations. Children's art festival Hippalot, 2022. Photographer: Anu Pynnönen

2. Children's cultural services and expert services in the field of children's arts and culture

The Association of Finnish Children's Cultural Centers promotes artistic and cultural freedom and strives to mold a diverse field of children's cultural activities. Children's cultural centers and other parties producing children's arts and culture engage in different forms of activities within the scope of their respective expertise. The operating environments vary greatly between different organizations. Some organizations do not own or rent permanent premises at all. Certain cultural centers operate in sparsely populated areas, others in city centers. Centers may also either work in a network-like setting within an area comprised of several municipalities, or focus on offering comprehensive cultural services within the area of a single city. The resources available to different organizations also differ greatly from one organization to the next. The quality criteria details how operations are expected to be carried out in these many different organizations so that each and every one of them may reach their jointly set goals.

When assessing the activities, goals and quality criteria for children's cultural centers and other actors who produce children's culture, the forms of activity are generally divided into two groups: *children's cultural services* and *expert services in culture*.

Shared quality criteria can help different operators to reach shared goals.

The primary target group for children's cultural services are children. Children's cultural centers and other operators who produce children's arts and culture produce events, workshops, performances, exhibitions, festivals and publications for children and their families. Their activities create new innovations in the field of children's culture. The activities included in cultural services for children are guided by the aforementioned building blocks for high-quality children's arts and culture.

Expert services in the field of children's culture include but are not limited to development work within the field, preparation of cultural education plans, collaboration with educational institutions, publishing activities, training events, seminars and networking. These services are aimed at adults. Expert services are evaluated using three quality criteria. The accessibility criterion refers to the degree to which materials can be distributed, as well as the ability to identify the needs of different customer groups. The advocacy criterion refers to strengthening the position of children's culture in society. The communications criterion is used to evaluate the quality of communications and informational activities.

Evaluation criteria for the quality of children's cultural services

- Child-centered approach
- Professionalism
- Equality
- Sustainable development

Evaluation criteria for the quality of expert services within the field of children's arts and culture

- Accessibility
- Social influence
- Communications

Accessibility

In order to be equal, cultural services must also be easily accessible, taking into account the needs of different audiences. The service offering must also be easily accessible. Accessibility ensures that every child and young person has the opportunity to participate in cultural activities and receive cultural experiences, regardless of their personal characteristics and the resources available to them. A children's arts and culture service provider who offers accessible services is willing to support and listen to all children and their needs within the context of their art hobbies. The service provider must at least be ready to try to accommodate children with special needs in order to allow them to participate in the activities the provider offers.

The Accessible arts education guide for children's cultural centers and basic art education institutions offers comprehensive guidance on accessibility within the field of children's arts and culture including basic art education. Among other things, the guide offers instructions for planning accessible art hobbies and promoting inclusion among children, as well as information on accessibility and accessible communications.

Accessible art hobby badge

The Accessible art hobby badge allows organizations to inform potential customers of the accessibility of their art-related activities. The badge is available for download on the website lastenkulttuuri.fi.



**Accessible
Art Hobby**



The five areas of accessibility

- 1 Psychological accessibility** means making the content easier to understand by any possible means. Communicative accessibility refers to roughly the same thing.
- 2 Social accessibility**, on the other hand, means taking into account the social and cultural aspects of the activities, such as the needs of various subcultures, ethnic minorities and different social groups.
- 3 Geographical accessibility** refers to regional equality within e.g. a municipality or a wider geographical area.
- 4 Financial accessibility** refers to the pricing of the service. Service providers may offer benefits such as discounted tickets or specify time slots during which the admission fee for a certain activity or service is reduced or the admission is free.
- 5 Physical accessibility** means taking into account the concrete accessibility of the facilities by wheelchair or other means, as well as paying attention to other matters related to their functionality in order to guarantee a safe and pleasant visit for all visitors, be they daycare groups or people with physical disabilities.

Cultural services for children

Some of the children's cultural services are produced by the cultural centers themselves, while others are prepared in collaboration with other organizations in the field. Children's culture centers and other organizations who produce cultural services for children also offer up productions for national distribution. In addition to this, the organizations constantly develop new forms of cultural content, services and activities for children. These may be realized in both physical and digital environments.

Cultural services for children

- Events
- Guidance activities and workshops
- Exhibitions
- Performances
- Festivals
- Innovative operating models
- Publications for children



Eskarifestarit is a festival dedicated to preschoolers organized by the Children's Culture Center Louhimo. Photographer: Tuukka Kiviranta

EVENTS

Children's cultural centers and other organizations producing children's arts and culture organize cultural activities on a local, regional and national level. Many operators in the field organize activities on World Children's Day (November 20), for example. The Children's Culture Network celebrates its activities annually in May with the Children's culture Festival week by offering events and activities to children and young people. The events may be organized either in the organizations' own facilities or in other locations. They include both one-off events, such as family days, as well as established classics such as annual cultural festivals for children.

Objective: The events create experiences, enable diverse joint participation for as many potential participants as possible and bring visibility to the activities of the organizations involved.

Child-centered approach: The organization takes target groups' interests and special needs into account when planning and designing the content. The activities are practical and inclusive. The events are designed to be suitable for the intended age group. Representatives of the target group are offered a chance to participate in the design and planning of events to the extent that this is possible.

Professionalism: Employees involved in producing the events have received appropriate training and behave in a professional manner. Adult performers are professional artists or cultural heritage professionals. Security stewards with security steward licenses are hired for larger events. Opportunities for collaboration with local and regional partners are utilized.

Equality: Event planning, communications, arrangements and possibilities to give feedback guarantee all children an opportunity to participate in the events. Events are low-threshold activities where participation is easy and does not require long-term commitment.

Sustainable development: The event is organized in a location where the large number of people in the audience does not disturb the surrounding nature. The audience is encouraged to arrive to the event location by public transport, by bike or on foot. Any flight emissions caused by foreign artists travelling to the event location are compensated, and the artists are encouraged and supported in securing multiple opportunities for work during their trip to Finland.

GUIDANCE ACTIVITIES AND WORKSHOPS

Guidance activities and workshops enable participation in artistic activities. The workshops allow participants to seek out their own way of expressing themselves as well as familiarize themselves with different art forms and the techniques they include.

Objective: The workshops and guidance activities allow children to experience art or cultural heritage either as an intrinsically valuable thing in themselves or as a tool to support learning and development. The activities support children's artistic involvement. They emphasize the cultural or artistic activity itself, joy and the creative process that may offer a shared experience. Workshops allow all children to experience and make art by bringing art or cultural heritage into their everyday life and within their reach.

Child-centered approach: The children's ability levels are taken into account when planning the activities. Everyone is able to participate without the pressure to perform.

The ideas and needs of the participants are taken into account in the planning and implementation of the activities. The activities emphasize the importance and function of process instead of the end results themselves. The contents highlight the distinctive features of different art forms, as well as the ways they may be used to support learning and growth.

In the "Soiva runo" school workshop organized by Culture Cooperative Uulu in Olkahinen, children get to make drawings inspired by music, as well as write poems based on music and make music based on poems.
Photographer: Susanna Lyly



Professionalism: The activity is planned, designed and instructed by artistic professionals of relevant fields. The opportunities and challenges presented by different operating environments are taken into account in the planning and design phase. Art instructors collaborate with the groups' own instructors (early childhood education and care staff, teachers, social workers, etc.) during both the planning and guidance phases. The organization ensures that a criminal background check for working with children is made for all employees working with children. The instructor is familiar with the regulations that pertain to their field and takes appropriate steps to ensure the safety of all participants. The instructor is able to encounter different people in a sensitive manner.

Equality: Children's cultural activities and services are also implemented as a part of early childhood education and care and school education. The financial accessibility of the cultural activities and services is ensured with affordable pricing. The activities are planned and tailored for different groups, and any personal characteristics or matters, such as cultural background, physical or cognitive characteristics or native language, do not limit participation. The activities are open for everyone and collaboration between children and adults has been taken into account.

Sustainable development: The guidance activities and workshops emphasize the artistic process. The materials are not used simply for the sake of using them, but rather are allowed to influence the artistic process itself and so are treated with respect and sensitivity. Recycled and natural materials are preferred. The organization has implemented criteria for sustainable procurement of materials, as well as drawn up recycling instructions for any waste generated. The workshop space is chosen in accordance with the principles of sustainability, being e.g. a location near public transport links, or the activities are brought to where the children are, in their immediate environment.

Any possibilities of outdoor learning are utilized. The workshops can focus on community and be non-material. The guidance activities and workshops address themes and feelings associated with sustainable development in a way that ties them naturally to the other contents.

The artistic activities themselves, the creative process and the joy they offer to participants are emphasized.



The architecture workshop organized for students in the 5th grade is a part of Seinäjoki city's cultural education plan, Kulttuurimatka.
Photographer: Katariina Vestergård

EXHIBITIONS

Some of the children's cultural centers produce exhibitions in collaboration with professionals of different fields of art and with children. The exhibitions are produced in accordance with the demands and limitations of different spaces.

Objective: The exhibitions highlight art made by children and bring art produced by professional artists and experiential exhibitions within children's reach.

Child-centered approach: Children's way of observing and exploring their environment with different senses is taken into account during the design and planning phase. Opportunities for practical participation are also taken into account during this phase, either by encouraging practical participation in the exhibition itself, or by including complementary activities that encourage practical participation.

Professionalism: Artistic and pedagogical premises are taken into account when designing and planning exhibitions. The exhibitions are produced and constructed by experienced, professional artists and exhibition designers. Children and young people are encouraged as much as possible to participate in creating the exhibition. Safety issues are taken into account during the construction of exhibitions. The author's copyrights of both children and adults are respected. The Association of Finnish Children's Cultural Centers' guide on producing touring exhibitions is used in the process. The guide is available for download on the association's website at lastenkulttuuri.fi.

At the opening party and exhibition of the Lumotut sanat (Enchanted words) literary art weeks for children and young people.
When Night Hid the Colors, 2015.





Touching Kirsi Jaakkola's painting *Silittelyä* in the Kehona exhibition at the children's cultural center Kruunupää in Pori. The exhibition highlighted pieces that were designed to be touched. Photographer: Päivi Setälä

Equality: Accessibility is taken into account when designing and planning the exhibitions. The entrance is free of charge, or the tickets are affordable. The contents of the exhibitions take into account the multiculturalism of society.

The texts associated with the exhibitions are written in clear standard language and, if possible, available in several languages. If possible, the exhibitions are designed as touring exhibitions. Information about exhibitions available for rent is made available on the lastenkulttuuri.fi website.

Sustainable development: The ecological lifecycle of materials and structural elements is taken into account during the design, planning and implementation of the exhibition. The use of disposable materials and unnecessary consumption of energy are minimized during the exhibition and in the communications related to it. Exchanging exhibitions between operators and joint exhibitions, as well as joint use, borrowing or renting out equipment or structures, are preferred. The exhibitions address themes and feelings associated with sustainable development in a way that ties them naturally to the other contents.

PERFORMANCES

Operators who produce children's cultural activities or services produce different performances together with children and other artistic professionals. All different fields of performing arts are represented in the group of artists involved in producing these performances.

Objective: The performances offer children and families experiences and offer them a chance to get to know the wide range of different performing arts. They also introduce children to the work of performing artists and the process involved with making a performance or production. The children's own performances allow them to experience artistic agency. At the same time, they increase the children's appreciation for art.

Child-centered approach: The performances address topics that are relevant to the children, but the adult audience is also taken into account. When preparing and implementing the children's own performances, children are strongly encouraged to participate and be involved with the planning stage of the play. The production of the performances takes into account the age and ability level of the target group.

Professionalism: The people designing and planning the performance, as well as any others preparing the performance or performing in it, are required to have knowledge of the target group and a child's way of observing, experiencing and feeling new things. The adult performers are professionals of their respective art forms. The author's copyrights of both children and adults are respected.

Children's Cultural Center Lykky's workshop on songs and dances within old wedding traditions takes participants back in time to experience a traditional wedding feast in Central Ostrobothnia. The photograph shows a performance by the children's music and theater group Taittarallaa. Photographer: Lauri Oino





The cultural services are either taken to where the children are, or the children are guaranteed a chance to reach the service by other means. This helps towards ensuring that all children have the same opportunity to have access and to take part. The photograph shows audience at the Korvat kävelylle school concert festival in the spring of 2016. The festival was organized by Concert Centre Finland. Photographer: Vesa-Matti Väärä

Equality: Performances can also be transported to schools, early childhood education and care institutions or similar institutions. The diversity of the target groups is taken into account in the production. Accessibility is taken into account when choosing the location(s) for the performance.

Sustainable development: Local performance service producers are preferred. The operator carefully considers if the performance should be brought to the audience or if the audience should be brought to the performance. Emission-free or low-emission transport alternatives are preferred. The performances address themes and feelings associated with sustainable development in a way that ties them naturally to the other contents.

INNOVATIVE OPERATING MODELS

The organizations within the field of children's arts and culture boldly develop new content and seek out new perspectives on both children's culture and its production. This development work has already resulted in innovative concepts, such as the so-called 'time travels' that offer children and young people a chance to experience their cultural heritage, and color immersion for babies (Vauvojen värikylpy®).

Understanding and actively listening to children and young people gives creators and producers valuable insight into what their target groups think and what kind of cultural activities are required. Developing new or improving existing content is only possible if we indulge our desire to experiment and have courage to innovate despite the risk of failure. In order to do this, operators need time and space to foster creativity. This development work may result in new forms of children's arts and culture never seen before. Collaboration across industry boundaries also allows partners to utilize innovative operating models in new operating environments.

Objective: The goal of development work is to create new, better content and operating models, to keep up with the changing world of children and to learn to utilize new technologies. Organizations approach development work with an open mind and the appropriate willingness to experiment. They see children's arts and culture as a part of everyday life in both early childhood education and care and at school, but also during the children's personal life and in the context of social services and healthcare.

Child-centered approach: Parties involved in the development work monitor, value and utilize arts and culture produced by children and young people. Listening to the target group and receiving and utilizing feedback are treated as priorities.

Professionalism: Among professionals in the field, open discussion that brings out diverse points of view is allowed and desirable. The author's copyrights of both children and adults are respected. The value of each individual and their unique experience is recognized. The operators also pay attention

The author's
copyrights of both
children and adults
are respected.

to 'weaker signals' that could grow or develop over time and are sensitive to new ideas and phenomena. The parties understand that everything cannot be replicated or modeled, and that uniqueness and fragility are also valuable factors in themselves. The development work is implemented in collaboration with operators outside the field of art and culture, as well as with operators from different geographical areas.

Equality: The work of development promotes inclusion within the field of art and culture, as well as accessibility in the context of children's cultural services. The parties involved in the activities are included in the decision-making process. The results are communicated clearly and in different languages if needed.

Sustainable development: The parties participate in building a more sustainable future by means of art and culture. The feelings, ideas and sense of activism that children express around the subject of climate are met with an open mind. The adults aim to support their activities using their expertise in the field of art and culture.

Development work has already resulted in innovative concepts, such as color immersion for babies (Vauvojen värikylpy®). The photograph is taken at the Metsän siimeksessä color immersion workshop for babies organized by the children's cultural center Kruunupää. Photographer: Annukka Puuska



PUBLICATIONS FOR CHILDREN

The children's cultural centers and other operators producing children's arts and culture produce publications for children and families. These may include books, art-oriented guides on methods, games or audio recordings.

Objective: The aim of the activities is to produce artistically interesting publications that children and young people find appealing. The publishing activities also increase the visibility of children's arts and culture, the work of professionals in the field and children's own art. In addition to this, the publications produce new information.

Child-centered approach: The publications take into account the child's perspective and subjects that are relevant and of interest to children and their lives. The publications also take into account the recommended age limits for materials, content and images.

Professionalism: The published materials correspond to their purpose. The expertise of professionals from different fields is utilized in different stages of production. The author's copyrights of both adult and child creators are respected.

Equality: The publications are edited to be accessible, and, if needed, additional versions are provided in different languages. Organizers of early childhood education and care, basic education and leisure and recreational services are informed of publications being made available. The financial obtainability of the publications is ensured with affordable pricing. Some of the art-oriented guides on methods produced by the member centers of Association of Finnish Children's Cultural Centers, as well as other materials related to children's arts and culture, are available for free download on the association's website at lastenkulttuuri.fi.

Sustainable development: Only long lasting publications are printed, and otherwise publications are published in a digital format. The printed products are made of sustainably produced materials.

Expert services in the field of children's art and culture

Children's cultural centers and other operators who produce children's arts and culture practice networking on a local, regional and national level, both with workers in the cultural field and with other relevant workers within society. The association promotes collaboration and networking opportunities for and between its member organizations located in different parts of Finland. Operators that work with children and young people, those who organize training in the field or those who research childhood as a topic, are able to extensively utilize the information and expertise the association has collected and produces.

By sharing their expertise, professionals in the field of children's arts and culture also gain new ideas, improve the efficiency of their activities, create new partnerships and receive professional support. An operator that produces children's arts and culture in accordance with high quality principles also takes care of the continuous development of the skills and expertise of their employees.

Expert services in the field of children's art and culture

- Development of children's cultural content, services and activities
- Implementing and promoting cultural education plans
- Collaboration with educational institutions
- Communications and social influence
- Training events
- Networking and collaboration

DEVELOPMENT WORK IN CHILDREN'S ARTS AND CULTURE

The forms of activity, collaboration networks and projects developed by children's cultural centers and other operators producing children's arts and culture enable the comprehensive long-term development of cultural activities aimed at children.

The special characteristics of different forms of art and cultural heritage are taken into account in the activities, and the operators recognize the opportunities they offer. At the same time, the activities offer new perspectives on supporting children's wellbeing and the role and function of art in society.

Objective: Children's cultural activities create versatile and useful special expertise and skills, as well as new methods and ways of working. The organizations are able to provide training and expert services within their own specific field on a national level.

Accessibility: Operators who produce children's arts and culture share the results of their development work in different events, campaigns, training events and seminars. Persons and organizations working in the field of children's arts and culture, as well as those working with cultural content, activities or services directed at other age groups, are extensively involved in the development work and actively work to utilize the results of this work in their activities on a nationwide level.

Social influence: The operators engage in local and regional advocacy work and participate in advocacy on a national level together with and as a part of the network of organizations. The entire network including other operators in the field of children's arts and culture influence political decision-making, funding and development work in order to secure the best possible operating conditions for high-quality arts and culture development work.

Communications: The operator communicates in a proactive manner and follows current trends and phenomena. They communicate with their target groups through their channels and participate in the network's joint communications and advocacy work. Effective communications allow them to develop their organizations through successful collaboration both on a local, regional and national level. The communications also make joint advocacy work possible.

CULTURAL EDUCATION PLAN WORK

The aim of a cultural education plan is to grant students a general cultural education during early childhood education and care and basic education, to support the formation of their cultural identity and to strengthen their understanding of cultural diversity. Children's cultural centers act as experts on art and cultural education in the municipalities work surrounding the cultural education plans. They can promote and help to develop the use of cultural education plans in different parts of Finland in a variety of ways.

A cultural education plan is a practical tool that facilitates collaboration between the school and different operators in the field of culture. It makes culture more easily available and easier to integrate into the everyday functions of daycare centers and schools. The cultural education plan may also be replaced by a local cultural curriculum. In this case, the cultural curriculum must be a part of the official curriculum used in the municipality. Education plans that are more practical are often referred to as 'cultural trails'. Other terms used for different cultural education plans include cultural stairway, cultural journey and cultural clock.

Objective: The association and its member organizations work to establish cultural education as a part of the basic activities within schools. The National Core Curriculum for Basic Education (2014, page 10) mentions cultural education plans as a tool for implementing the goals of the curriculum: "The organizer of the education decides and specifies (--) which local plans and programs are used to complement and implement the curriculum (e.g. plans for before and after school activities, sustainable development programs, equality plans, cultural education plans or information strategies)." Local collaboration and activity will determine the ways that the curriculum is implemented in a specific municipality.

Cultural education plans ensure that every child gets an opportunity to experience art and culture.

Accessibility: The goal is that every municipality in Finland has a functional cultural education plan in place. Operators in the field of children's arts and culture support municipalities in the development of cultural education plans. Another goal is that all schools offering primary education have a cultural liaison teacher who is responsible for coordinating the collaboration between the school and the operators producing cultural services, content or activities (such as art institutes).

Social influence: The association's member organizations are able to utilize their experience in building bridges between the fields of education and art to improve the cultural education work done at schools.

Communications: A specific person is assigned as the communications representative of the operators who are involved in the work surrounding the cultural education plan. The communications representative will ensure that the development of the education plan work is communicated effectively to the right internal and external target groups. External communication channels may include newsletters, announcements, social media, public relations activities, events and website content.

The websites kulttuurikasvatussuunnitelma.fi and lastenkulttuuri.fi are used for national-level communications. The parties responsible for coordinating the work surrounding the cultural education plans must maintain regular contact with the educational and cultural operators in their respective areas and utilize the special expertise of the network, as well as any materials created by the network.



A music workshop organized by children's cultural center Lykky at the Kaustinen folk music festival, 2021. The photograph shows the local music group Näppäripelimannit on stage with their instructors. Photographer: Lauri Oino



Art Testers

Every year, the Art Testers cultural education program brings all eighth-graders in Finland on a visit to one or two esteemed art institutions in Finland. The program offers cultural experiences to a total of approximately 60,000 young people and 5,000 teachers each year. The program provides the school groups with entrance tickets and transport to different cultural experiences, such as the opera, theater, or an art exhibition. In turn, the young people participating in the program provide the art institutions with feedback on their visits. The feedback allows the organizations to develop the content that they offer and the way in which they work with the audience to more effectively appeal to young people. At the core of the program are the four building blocks of high-quality children's culture: art, professionalism, child-centered approach and equality.

The Art Testers program is coordinated by the Association of Finnish Children's Cultural Centers and is funded by the Finnish Cultural Foundation, the Swedish Cultural Foundation in Finland, and the Ministry of Education and Culture.

Young Art Testers at a Dance Theatre Hurjaruuth performance, 2022. Photographer: Hanna Brotkin



QUALITY WITHIN THE CONTEXT OF THE ART TESTERS CULTURAL EDUCATION PROGRAM

Objective: The objective of the program is to dismantle the myth of art as a difficult subject and to provide young people with memorable art experiences and opportunities to practice important interactive skills, such as justifying one's own opinions. The program also aims to provide operators within the field of art with better understanding of designing, planning and implementing content for young people and schools and increase their expertise in these subjects. As a whole, the program offers the young people a chance to feel appreciated and seen, which may even inspire a lifelong cultural hobby.

Accessibility: Barriers limiting participation are removed in order to grant young people equal access to the art experiences regardless of e.g. reduced mobility, native language, or place of residence. If necessary, participants are provided with suitable aids such as a wheelchair seat, induction loop or sign language interpretation services. The program is free of charge for both participants and the participating schools.

Social influence: The Art Testers program promotes the realization of young people's cultural rights. It offers all eighth-graders an equal opportunity to participate in visits to cultural institutes and to experience art from their own perspective. The program is also used to develop the audience outreach work done at art institutions, as well as collaboration between schools and operators in the cultural field. The activities included in the program increase inclusion among young people and expand their travel skills. It also increases and affects their perspective and knowledge about their surroundings for life.

Communications: The Art Testers program makes young people's voices heard. After the visits, the young people are requested to provide feedback regarding their experience using a browser-based application. Their feedback is then published on the Art Testers website.

Best practices observed during the course of activities included in the program are shared with other operators in the field in the form of high-quality publications, guides and events.

The roles of participants, artists, producers, team members and other collaboration partners are updated and clarified regularly. Roles, goals and tasks are communicated clearly, so that everyone involved knows what they are doing and why.

Professionalism: The participants chosen for the Art Testers program are professional art institutions and groups that are required to engage in carefully designed, planned and implemented audience outreach and to promote involvement. All materials provided to participants prior to and after the art experience must be of high pedagogical quality.

COLLABORATION WITH EDUCATIONAL INSTITUTES

Operators in the field of children's arts and culture engage in research, educational and practical collaboration with secondary education institutions, institutions of higher education, the open university and adult education institutions. The contents of courses, workshops and workplace education and training are planned in accordance with the educational institution's respective curriculums. Collaboration with educational institutions increases the students' understanding of the field of children's arts and culture and the employment opportunities it offers. It may also open up opportunities for students to find employment in the field.

The collaboration increases the students' understanding of artistic expression, the contents of different forms of culture and the production of different forms of culture. It also highlights the fact that art is a central element of informal and formal learning and education of children and young people. The collaboration helps to establish and ensure that the methods used in children and young people's cultural activities are integrated into the activities and studies of art and education, thus improving the expertise of future professionals.

Research collaboration sheds light on the effectiveness of the activities of the Association of Finnish Children's Cultural Centers and its member organizations.

Objective: Collaboration with educational institutions offers a chance to introduce e.g. future education and care professionals to the many ways they can utilize art when working with children and young people. Operators in the field of children's arts and culture collaborate with educational institutions and support efforts to utilize information provided by research.

Accessibility: Operators in the field of children's arts and culture have contacts at Finnish institutes of higher education, educational organizations and international organizations involved in training, education or research activities related to education and care, inclusion, culture of children and young people, or promoting their wellbeing. They are also aware of how and where one can learn about the local cultural heritage in their area.

Social influence: Established practices are used when working with local secondary education institutions or institutions of higher education. Operators in the field of children's arts and culture increase educational staff's awareness of children's arts and culture and highlight the importance of including knowledge related to the field as a part of the subjects or areas that require an assessment.

Communications: The operator communicates about their collaboration with educational institutions on a local, regional, national and, if necessary, on an international level. They utilize both their own communication channels and the association's shared communication channels to create connections with educational institutions. Information about research and the latest innovations in the field, as well as collaboration between the network of children's arts and culture organizations and institutions of higher education, is published on the website lastenkulttuuri.fi.

COMMUNICATIONS

The operator offers information and communicates about its activities through their own communication channels and participates in the joint communication efforts of the network by utilizing e.g. social media, newsletters and emails. They also participate in meetings and events related to the communication efforts. The operator produces content for the lastenkulttuuri.fi website. The website is used as both an info bank on matters related to children's arts and culture and as a way for networking.

Objective: The operators' own websites and social media channels serve the people in the area who use the cultural services for children or related expert services. The website lastenkulttuuri.fi is used both as a networking channel and data bank for children's arts and culture organizations and other operators in the field, relevant audiences, other collaboration partners, policymakers and parties that offer funding. At the same time, the website offers professionals new ideas that they can utilize in the context of their work and tools that allow them to further improve their existing skillsets.

Accessibility: Operators inform potential audiences of current activities via their own channels and add their events to the event section of the lastenkulttuuri.fi website. The operator strives to communicate in an accessible manner. Publications and method guides produced by operators in the field of children's arts and culture are available for download at lastenkulttuuri.fi free of charge.

Social influence: Operators raise local policymakers' awareness of the societal importance of children's arts and culture and engage in advocate work in regional and national expert groups.

Lastenkulttuuri.fi is used as both a data bank and a networking channel.

TRAINING EVENTS

Operators in the field of children's arts and culture organize training events for professionals working with children and young people and actively participate in these events. In addition to art and culture professionals, the events may be aimed at persons working in the sphere of early childhood education and care or basic education. Utilizing possibilities for intra-network training is also an essential part of expert services.

Objective: By organizing training events, operators are able to share their expertise with others and pass on the methods they have developed, so that other professionals in the field of children's culture and education may use them as well. Training professionals who work with children is also an effective way to reach children. Operators actively collaborate with other parties on training events that they organize.

Accessibility: The financial accessibility of the cultural activities and services is ensured with affordable pricing. Each organization offers training in its respective area in accordance with the its resources available to it. The training events are organized in accessible facilities whenever this is possible. The organizer is prepared to facilitate participants' special needs.

Social influence: Established, active collaboration practices are used when working with the key educational organizations in the organization's local area, individual operators in the educational sector, or operators in the field of early childhood education and care and basic education.

Communications: The operator ensures that employees are able to continuously develop their skillsets and expertise. The operator informs all potentially interested parties of any training opportunities available. The knowledge and expertise created within the network of operators in the field of children's arts and culture is disseminated outside the network by means of training events, method guides and active communications. All members of the network participate in communication efforts related to regional and national training events. Each member will convey information of the event to potential participants in the area. In addition to this, information about training event will be added to the lastenkulttuuri.fi website. Target groups are informed of the trainings via the operator's own channels.

NETWORKING AND COLLABORATION

Employees of operators in the field of children's arts and culture participate in joint network events organized by the association, such as the Children's Culture Forum and other member and networking events coordinated by the association. Development work may also be done in collaboration with local operators and stakeholders, as well as in projects implemented together with other operators. National and international collaboration projects increase awareness of children's arts and culture both in and outside Finland.

Objective: The Children's Culture Forum event, seminars and member events bring together students and professionals of different fields who share and interest in children's arts and culture. The events foster discussion on current topics related to children's arts and culture. The aim of the Children's Culture Forum is to increase awareness of the field and its activities, share best practices and present new innovations.

Accessibility: Online events enable networking regardless of physical location. Children's Culture Forum is organized in an annually changing location in Finland. Participating in the Forum and seminars is affordable. The events are organized in accessible facilities, and the participants with special needs are provided with the necessary aids and audio description or sign language interpretation services.

Social influence: The influencing work done by operators in the field of children's arts and culture is essential both in terms of continuity of activities and ensuring that the cultural rights of children and young people are realized. A good guideline for social influence and advocacy work is that all operators are responsible for telling others about their good work and the results it has allowed them to achieve within the framework of the resources available for them.

Decision and policy makers such as ministers, as well as other politicians and key operators, are invited to speak at the Children's Culture Forum. The program includes talks or workshops by nationally or internationally well-known researchers, artists or art educators.

Communications: Carefully planned internal communications provide the necessary conditions for the functioning and development of an active network of experts. Internal communications include communications and communicating with colleagues, supervisors and the entire network of operators in the field of children's arts and culture. It also encompasses the development of good practices and functional ways of working.

The network's internal communication channels include e-mail, social media groups, newsletters, virtual and physical meetings and events.

Each member of the network will inform potential participants of their activities on both a regional and a local level. The network's activities, successes and expertise are also reported nationally and, if necessary, internationally. The members of the network ensure that information of national or international interest is also shared in their own communication channels.

Employees of operators in the field of children's culture participate in joint network events organized by the association. International Children's Culture Forum, 2019.
Photographer: Tommi Taipalus



3. Monitoring and evaluation

The high quality of children's cultural content, activities and services can only be ensured through regular monitoring and evaluation. Evaluation and monitoring produce information regarding the results and effects of the undertaken measures and allow us to see the current situation in relation to the goals set for the activities. Quality is connected to evaluating both the production process and the resulting service. Impact is evaluated by assessing the changes the services cause in the customers who use them. Quality enables impact, and impact, in turn, determines the value of the service.

Scope of evaluation

Maintaining a high quality level requires monitoring and evaluating different areas of activities throughout the organization's operational period. The findings of the evaluation will provide information of successful measures, but also highlight which matters require further improvement in the future. The monitoring and evaluation use both quantitative and qualitative methods.

E.g. the following matters are taken into account:

- Operating conditions
- Management
- Resourcing
- Goal setting
- Selection of target groups
- Implementation
- How well the target group is reached
- Organization of activities
- Measures undertaken
- Results
- Effects
- Internal collaboration
- Partnerships
- Communications
- Ensuring the longevity of the results

Collecting feedback

Collecting feedback and critically assessing it is an essential part of monitoring and evaluation. Information is collected in diverse ways with different methods of collection. The methods are chosen on an ad hoc basis, and involved parties will ensure that they are suitable for the group in question.

In terms of target groups, the parties will assess how the target group feels it benefits from the activities, and aim to gauge any points for improvement that the group considers important. The central point of this exercise is to assess the perceived benefit in relation to the goals that have been set for the activity. The evaluation also aims to make the activities more relevant for the target groups.

The self-evaluation and reflection of the personnel is also a significant factor in terms of the activities and how they are further developed. Self-evaluation is performed continuously in joint meetings and in a structured manner over a long span of time.

Stakeholders and volunteers see the activities from a slightly different point of view. Their perspectives offer valuable information that can allow the operator to further develop their activities.

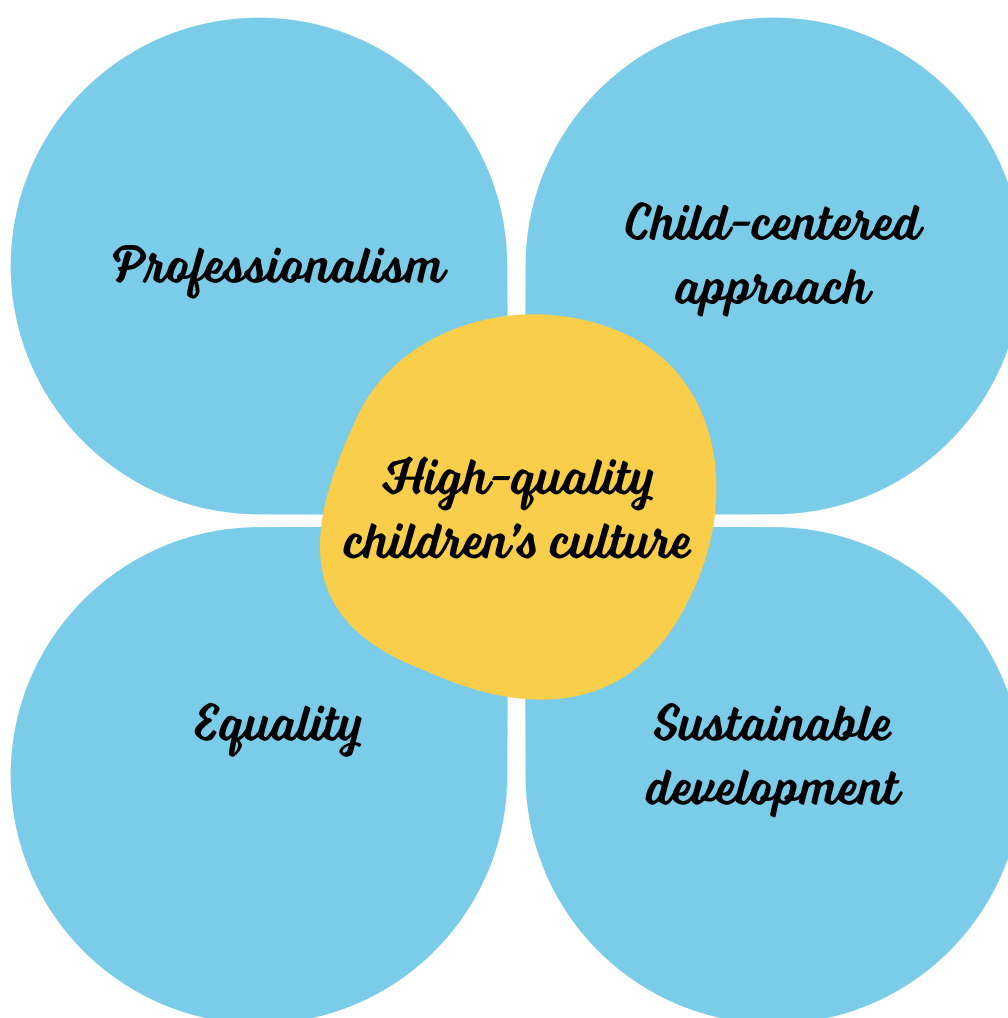


Social influence through information

In addition to development of activities, the information collected during monitoring and evaluation is important for advocacy work. Especially quantitative, but also qualitative data can make the volume of the activity more concrete, thereby illustrating its impact. Operators who produce high-quality children's arts and culture services, content or activities document their activities and record statistics on them. They also utilize statistical information in the context of their local and regional advocacy work. Information collected from operators all around the country is a central tool in national-level advocacy work.

Methods for monitoring the quality of cultural services and activities for children

The monitoring and evaluation are based on the quality criteria for children's arts and culture work. This means that the activities are always monitored based on their professionalism, child-centered approach, equality and sustainable development.



Professionalism

- ☐ Percentage of personnel with appropriate training
- ☐ Percentage of development discussions carried out
- ☐ Number of partners and joint productions
- ☐ Participation in training events
- ☐ Organizing training events for personnel
- ☐ Organization's strategy has been drawn up in collaboration with the personnel
- ☐ The organization's quality policy is recorded in writing and the staff are familiar with it
- ☐ Orientation folder/manual is in use
- ☐ Employees are familiar with matters related to occupational safety (e.g. rescue plan, occupational safety instructions, insurance matters and first aid skills)
- ☐ The organization has completed the background criminal record checks for all employees working with children
- ☐ Security stewards with security steward licenses are hired for events
- ☐ Self-evaluation
- ☐ External evaluation and research data is used

Child-centered approach

- ☐ Children's participation in designing and planning the activities and implementing and evaluating them
- ☐ Self-evaluation
- ☐ External evaluation / research data
- ☐ Customer feedback

Equality and accessibility

- ☐ Number of visitors/visits
- ☐ Percentage of available seats or spots filled (%)
- ☐ Percentage of school/kindergarten groups compared to the total number of visitors
- ☐ Completion of cultural education plans, implementation and monitoring of results (% of area)
- ☐ Service price per customer (€)
- ☐ Percentage of service price paid by the customer
- ☐ Percentage of local schools and daycare centers involved in the activities
- ☐ Services offered in minority languages (e.g. percentage of all activities performed compared to the percentage of the customer base consisting of representatives of minority groups)
- ☐ Percentage of multicultural activities
- ☐ Percentage of activities suitable for children with special needs
- ☐ Accessibility plan in use
- ☐ Equality plan in use, equality status assessed annually Number of visitors on the website
- ☐ Circulation of brochures and other publications
- ☐ Children's cultural services highlighted also in partners' communication channels

Sustainable development

- ☐ Sustainable development program completed and in use
- ☐ Environmental education plan completed and in use
- ☐ Sustainable development certificate
- ☐ Organization has a designated environmental officer or team
- ☐ Percentage of activities that deal with themes of sustainable development
- ☐ Personnel have increased their understanding of sustainable development (through courses, training events, etc.)
- ☐ Collaboration with experts in sustainable development
- ☐ Carbon footprint
- ☐ Amount of mixed waste generated
- ☐ Water consumption
- ☐ Criteria for sustainable procurement in use



Quality is one way of assessing how well operators in the field of children's arts and culture are able to care for our shared treasure: culture, cultural heritage and children's inclusion in art and society. Operators in this field develop professionally produced, high-quality and sustainable services that each and every child and young person can access as an equal, complete person, regardless of any special needs they may have.

This quality manual offers different definitions and measures for quality that can help operators to assess and examine how quality is realized in the work they do. The quality of operations is examined through the lenses of art and culture, child-centered approach, professionalism, equality, sustainable development and collaboration.