



# Cultural Heritage Education

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Association of  
Cultural Heritage  
Education in Finland



- We work nationwide and also with 4 EU-projects
- We work in cooperation with culture, education, youth, environment, and sustainable policy sectors
- We provide workshops for children, young people and teachers, training teachers, provide pupils club activities, produce teaching materials and maintain one of Finland's largest educational materialbank, developing new methods, do research and constantly seek new projects and development projects

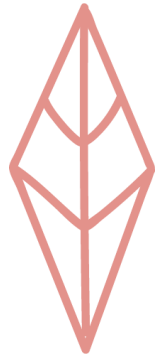
*📍 We are located in Helsinki at the House of Nobility*

# Introduce yourself in chat

*...and share a  
memory of cultural  
heritage from your  
own school years.  
What happened?  
What did you learn?*



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Chat: What cultural heritage is important to you?



# Hatanpää School in Tampere, Ukrainian pupils Feb/2023

пельмені  
масляний тиждень  
великдень  
новий рік січня вірнати у холодну  
вареники йти до лазні олиье  
день святого миколая сало  
ukrainian bacon  
st. nicholas day  
borsch  
varenik oil new year  
easter  
oil week  
cold water



# Example: Spinner of Living Heritage (learning materials)



Example:  
Intergenerational  
learning





## Example: teacher training and seminars

*"Practical workshops and exercises have been significant, and I now have ideas how to vitalize my lessons, also I have more confidence when it comes to cultural heritage education" - teacher, 30 years old*





# Example: making videos

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- We encourage children and young people to express their expertise in cultural heritage by producing their own videos
- Children reported that they felt like they were "*acting as teachers*" and they are "*happy that children and young people around Finland (and the world?) can watch their video*"



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# Example: Gamification



- Example: Creative placemaking

# Example: outdoor learning and utilising local heritage sites

- Visiting world heritage sites or other local heritage sites
- Important to include pre-visit materials and follow up work at the school
- "It is easier to learn by going to places and everything than writing on paper." Atti, 12 years





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Example:  
history  
clubs



# Example: Heritage Hubs

Identifying, sharing,  
practising, and  
interpreting cultural  
heritage





# Example: Cultural Education Plan

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- Is a local agreement between educational and culture services
- Is always written in cooperation with education and culture sector professionals
- Is integrated with different subjects
- Guarantees that all children and young people have equal opportunities to experience and participate in their local culture
- Applies to all grades (in Finland 1–9, sometimes also daycare)
- Includes art in all forms, culture services and institutions, cultural heritage and art education



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We have an online material bank ([kulttuurinvuosikello.fi](http://kulttuurinvuosikello.fi)) for teachers and educators to use. So far the bank has over 600 ideas for teaching materials and it has over 116 000 visitors/year.





# OPETTAJA

[TEEMAT](#)[NÄKÖKULMAT](#)[LEHTIARKISTO](#)[TOIMITUS](#)[LUKIJALLE](#)[MAINOSTAJALLE](#)[TILAA LEHTI](#)

## Tutkittu juttu: Pakolaisoppilaita ei saa suojella hiljaisiksi

Opettajat suojelevat usein pakolaistaustaisia oppilaita leimautumiselta välttämällä pakolaisuuteen liittyviä aiheita oppitunneilla. Tutkija **Mervi Kaukon** mukaan hyvä tarkoitus voi kääntyä itseään vastaan.

Refugee students should not be protected into silence

Teachers often protect refugee students from stigmatization by avoiding refugee-related topics in lessons.



# Our thoughts of the projects...

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- Are young people involved in the activities? How?
- How to strengthen the voices that are not commonly heard?
- Is it safe for everybody to comment and question?
- What "carrots" are there for participants?
- How are digital - and communication tools used?



# Critical points for discussion

- Who defines what cultural heritage is?
- Whose stories matter?
- Who is "we", when discussing about "our cultural heritage"?
- Young people's own voice and vision of cultural heritage
  - contemporary, living, versatile, renewable

# Example: Spinner of Living Heritage



# Walking 15 minutes outside...

- **Present:** Walk through the area with **all your senses open**: perceive and explore everything around you: touch, smell, listen, taste, look very closely What heritage do you see? What signs of culture do you see? What are your surroundings telling you about the life, about time, about yourself? **5 minutes try not to think anything else but just be present!**
- **Past:** Walk to the **past** (take one step backwards), imagine **this place 100 years ago**. What do you see? What has changed during the last 100 years? Or what is the oldest thing you see now? What kind of heritage is it representing? Why is it there? Who protects it? How has last 100 years been to this area? **5 minutes try not to think anything else but the past times.**
- **Future:** Jump to the **future** (go ahead: jump!) imagine **this place in 2123**. What do you see? What has remained, what is lost? What heritage will be presented here then? Why? Does the future look promising for this place? **5 minutes try not to think anything else but the future.**

# Kiitos! Thanks!

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