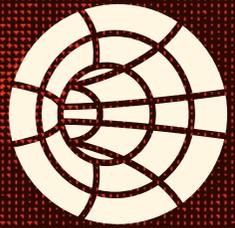


Vision 2030 for Finnish music education



VISIO
2030



Finnish music education is the best in the world. It fosters musical diversity and individual learning paths at different stages in life. Education ensures a lifelong hobby as well as the chance to grow into a top professional.

Everyone has access to music as a hobby and a study subject according to their personal goals. The relationship to music is built through joy of learning and meaningful, collective experiences.

Finnish music education represents an international forerunner in learner-oriented, research-based pedagogy, and it leverages digitalisation in a versatile way. High-quality leadership safeguards the wellbeing, continuous learning and up-to-date competence of teaching and learning communities in music.

Long-term music studies give people a unique meaning in life and help them develop their skills for the future in a changing world.

The measurable value of the wellbeing effects generated by music education is widely recognised, and education is supported with appropriate resources.

The structures of music education are renewed to better meet the ever-changing needs of society.

Three main themes of the vision and 25 action proposals

1. Music education has an impact in society

Future-proof music teaching is diverse, accessible and safe

1. Institutions engage in cooperation and utilise digitalisation to improve the accessibility, diversity and sustainable future of music education.
2. Education providers look into their carbon footprint and make their operations more ecologically sustainable.
3. Institutions engage in cooperation to increase the funding, which is based on regional demographic changes, to be allocated for promoting the accessibility of basic education in the arts.
4. Operators in the field engage in an ongoing discussion on joint professional ethics and create tools to support organisations.

Music education develops life skills and promotes wellbeing

Experts in education work to ensure that:

5. skilled music education is promoted in early childhood education and in comprehensive schools
6. participation in basic education in the arts is possible for everyone. The goal is to safeguard meta-skills in working life through target-oriented, regular music studies.

Music education is a significant and an inseparable part of the Finnish society

7. Education organisations and other operators in the music field strengthen the dialogue between education, research, working life and political decision-making.
8. The effects of music education in society are measured with the help of research.
9. Operators in music education contribute actively to the public debate and increase political decision-makers' understanding of the positive effects of music education.
10. Early childhood education in music, basic education and basic education in the arts create an innovative network that connects children, teenagers and families.

2. Music education fosters an operating culture that thrives on cooperation and continuous learning

Music education offers high-quality and individual lifelong learning paths

11. Music education organisations coordinate their activities together at both the local and national level and streamline the educational network and its accessibility.
12. The field of music education regularly organises events in which professionals, students as well as general music enthusiasts can participate.
13. Education providers and institutions take care of the continuous professional development and learning of teachers and the entire staff.
14. Operators in music education contribute to a significantly stronger role of music in the teacher education of early childhood education and basic education.

Finnish music education represents an international forerunner in digital learning environments for music teaching

15. Education providers develop digital methods that meet students' needs and boost the online pedagogical skills of teachers.
16. When it comes to the necessary facilities and devices, their acquisition, use and technical support is planned and executed in a goal-oriented manner through regional and national cooperation. Coordinated cooperation leads to maximum benefits from both new and existing resources.
17. The Finnish State launches a digital platform that is suitable for music teaching and also available for smaller operators' use.

High-quality pedagogical leadership guarantees continuous learning and a workplace community that is characterised by wellbeing

18. Leaders in music education update and develop their leadership skills on a regular basis.
19. Leaders contribute actively to both the internal and external network and stakeholder cooperation of their institutions not only in the field of music but in society at large.
20. Institutions develop shared leadership that best suits their organisation. Shared leadership broadly utilises the competence and expertise of the entire organisation.

3. Structures and resources enable equal music education

Operators in music education engage in wide-ranging cooperation as one big team

21. Music education providers and organisations of the music field set up a joint steering group to coordinate and execute development work based on the Vision 2030 for Music Education.
22. We strengthen and take advantage of the joint forums and yearly seminars of the operators to promote the goals of the vision.

The education providers and decision-makers in society develop music education together

23. Operators in music education work together and develop and assess the structures in the field.
24. Decision-makers become familiar with the data produced by music education and engage in a dialogue with experts in music education regarding the development needs and appropriate use of the resources in the field.
25. Operators in music education share their competence with an open-minded attitude at both the local and regional level. If necessary, job duties that promote collaborations and transcend disciplines are developed in cooperation with the cultural centres of different regions, for example with music education institutions, other arts institutions, schools, parishes, residential care homes and libraries.

