



MINISTERIET

MINISTRY OF CULTURE DENMARK

# STRATEGY FOR SCHOOLCHILDREN'S ENCOUNTER WITH ART AND CULTURE

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## EVERYTHING STARTS WITH CHILDREN & YOUNG PEOPLE



## PREFACE

Art and culture should be a part of children's and young people's life from a very early age. In an everyday life where an awful lot is individualised and measured against its visible and measurable utility value, we may overlook the real nature of art and culture. It is that which creates cohesion; that which sparks reflection and insight; that which gives us the communities that make us who we are and gives us a fundamental common agreement about the meaning of our society. You are shaped as a citizen and equal participant in communities when you experience art in a community where, in dialogue with others, you reflect on art and on what it does to you and your experience of it.

German professor in pedagogy Dietrich Benner defines general education as an expression of man's search for meaning. General education is a process that takes place in a dynamic community where you go beyond yourself and find yourself in relation to others. Here, culture is the underlying motive power. It is the fuel. It all starts with art and culture, with the images and stories we use to find meaning in our own existence, in the social community and in being human.

In Denmark, our common culture is the foundation for a democratic society with a high degree of public participation. We have a 'double democracy'. It is a representative democracy in the bodies that are elected by the people, e.g. the municipalities, regional councils, the Danish Parliament, *Folketinget*, and the European Parliament. Popularly elected people also represent our nation in global assemblies, such as the Council of Europe and the UN. The bodies elected by the people set out the framework for concrete popular and democratic



**Marianne Jelved**  
Minister for  
Culture

” *Children and young people learn when they participate in social contexts, are included in joint activities, contribute to the community and achieve influence on that which is a part of their living conditions and development possibilities.*

*Common knowledge – common action, Local Government Denmark, Danish Union of Teachers, BUPL, the Association of Municipal Heads of Children's and Culture Departments, the Association of Headmasters, School and Society 2009*

participation in civil society, where we constantly organise ourselves in new contexts. This happens on the same basis: the freedom tradition in the form of personal freedom, equal status, binding communities and minority rights, i.e. minority groups' possibilities of joining forces in circles with different ways of solving joint tasks than those applied by the majority. This requires our freedom to accept responsibility and together find the common best.

” *Self-development goes via the other. There is no shortcut to the self without involving the other. Identity is created when you interpret the other's interpretation of you. You exist when you are seen and recognised in the school's community.*

*Common knowledge –  
common action*

However, this popular culture with a common understanding of where we come from, and what our fundamental values are, will not survive by itself. It must be founded in every new generation. This is no less true in an age of end-

less digital offers aimed at children and young people, where it may be difficult to gain an overview and make sense of it all. This challenge calls for particular involvement on the part of the adults.

Children live in a variety of circumstances and with different opportunities. But all children need adults who will help them be a part of communities where they will find the recognition and the sense of equality that every child needs to experience in the communities that they are a part of. We are not only (financially) rational inside our heads. We are also emotional, intuitive, self-organising and social. In a highly individualised society, it is important to remember what both experience and research say is the significance of the community to the individual.

This applies to children of all ages, from their infancy through to when they are young adults. And it is the adults' responsibility to create the relations and the leadership that make this possible.

When children encounter art, they are on equal terms. Art has a practical form of manifestation. You can see, hear, feel it and experience it first-hand. It does not require any particular scholarly qualifications. Art and its aesthetics represent a sensitive path to knowledge, cognition and experience. It is a different sensory perception than the one we experience through language. Children have access to all sorts of authentic experiences in many different kinds of media. It is our job to ensure that children's encounters with art and culture also become authentic, i.e. that they leave traces and create meaning and significance for the individual child who is to use and develop his or her empathy and fundamental social skills along and in dialogue with other children, young people and adults in authentic encounters with art, artists and cultural heritage. This is why aesthetic subjects are taught at school. And when we include children in day care institutions and schools, we reach all children.

Children gain important experience when they encounter art and meet artists. They discover that art is hard and persistent work. They see that e.g. music depends on self-control and perseverance, on collaboration and

duties within communities. Experience that they can use in many contexts. The adults in the cultural institutions must be aware of talents in children that can be supported. We owe this to the children and to society. The food chain for tomorrow's art and culture starts with children and young people.

This is why these three separate strategies for pre-school children's, schoolchildren's and young people's encounter with art and culture have been presented. They are intended to be an inspiration for the adults who work with pre-school children, schoolchildren and young people. There are many common elements for the pre-school children and the schoolchildren, while the young people have greater needs for self-organisation and for using their own initiative. Children's institutions, schools and youth education programmes are located under the auspices of the municipalities. It is, to a large extent, the municipalities that prioritise culture and children and young people's possibilities of development and learning. The three strategies provide new opportunities, which should be seen in connection with the opportunities for experiences for children and young people that already exist. They provide ideas for establishing more options that have been developed in individual municipalities with good results. Furthermore, for a number of the proposals, co-funding can be granted over a four-year period. The idea is to provide inspiration for a specific focus on children's and young people's encounter with art and to contribute to initiatives being launched and developed locally and then carried on under the auspices of the municipalities as their active culture policy for children and young people.

The implementation of the strategies will be followed and evaluated.

Enjoy working with the young and older children  
and with the young people.



**Marianne Jelved**  
Minister for Culture

” *A learning community starts with you being seen and recognised, with you being met as someone who as a starting point has a right to be a part of the community.*

*Common knowledge – common action*

## 01

SCHOOLCHILDREN MUST  
ENCOUNTER ART AND CULTURE

When Danish children start school when they are around six years old, this marks the beginning of a new epoch in their lives. Unlike the day care institutions, the school requires children to be self-sufficient, participating actively in both teaching and other activities and social contexts, with all that this involves in terms of relationships and development.

The many diverse modes of expression and frames of understanding make art and culture a significant part of the experiences and possibilities that children need in order to meet the new requirements that they are confronted with at school. These may include development of independence, curiosity and reflection, empathy and social skills as well as the desire and ability to acquire new skills and to collaborate.

The new reform of the Danish *Folkeskole* (primary and lower secondary school) opens up for collaboration between schools and the cultural life and popular associations, while at the same time, it is a historical opportunity for both parties to ensure that all children have the chance to benefit from the experience and development possibilities that art and culture offer.

The purpose of this strategy is therefore to support the inclusion of cultural life into the open school's ambition about collaboration between the school and the surrounding community.

In this way, the strategy builds on, among other things, the initiatives that have already been launched by the Ministry of Education and the Ministry of Culture, which contribute to developing the quality of teaching in the Danish *Folkeskole* in interplay with continuation school offers, municipal music, art and culture schools, museums etc.

The strategy also directs focus at how greater knowledge sharing and coordination can be ensured so that existing knowledge and experience can be applied for the benefit of all children – including the children who do not experience art and culture as a part of their childhood.

In contrast to leisure and family life, school life at primary and lower secondary level provides a unique starting point for reaching all children. The strategy will therefore focus primarily on the school and the possibilities that are found here, albeit without underrating the importance of the art and culture encounters that children may have through leisure activities and within the family setting.

INITIATIVES MUST SUPPORT  
THE STRATEGY

On the Danish Government's part, a number of initiatives will be launched as the starting signal for a stronger focus on supporting schoolchildren's encounter with art and culture, including at a local level. Many of the initiatives encourage close collaboration with municipalities and other key parties.

The initiatives are a boost to the joint work on increasing focus on schoolchildren's encounter with art and culture and to using existing means as appropriately and well-coordinated as possible.

Read more about the initiatives at the end of the strategy.



## 02

## THE SIGNIFICANCE OF ART AND CULTURE FOR SCHOOL-AGE CHILDREN

## EXAMPLE

## EL SISTEMA

A number of music schools in Denmark work with the concept 'El Sistema', which is a Venezuelan music system, the purpose of which is to involve children and young people from socially and financially disadvantaged families in a musical community. The children receive an orchestral instrument, they are offered music classes and quickly thrown into playing together in an orchestra. They also have a professional musician as their mentor, who can guide, advice and help the new musician.

Art can give the individual child alternative ways of expressing himself/herself and thereby provide new inroads for getting to know himself/herself and becoming a part of communities and society. When introduced to different art forms, children learn to relate to these and maybe discover particular talents of their own. Similarly, visits to e.g. a cultural history museum or a memorial can provide knowledge about the history from which we originate, but they can also be the first spark of a new interest that the individual child may wish to explore further. The introduction to an association or club in the local area can open children's eyes to alternative communities and give them insight into other ways of being together.

In order to test and challenge their own modes of expression, talents and interests, it is important that all children throughout their childhood are given the opportunity to encounter a wide range of art forms, cultural heritage and cultural communities in as inclusive and involving ways as possible.

All people, and children not least, have a basic need for being able to express themselves and being understood and accepted by others. This can be difficult if for some reason you do not quite fit in with social norms. Children with challenges, e.g. due to social, family or health conditions, are

at risk of being trapped in a school life that focuses greatly on academic ability in the classical school subjects. The active encounter with art and culture gives all children a sense that there is something they can do, and something that gives them the opportunity to take part in new relations with other children and adults. This can be seen, for instance, in the experience gathered from the concept *El Sistema*, in which children with difficult circumstances perform together with others in an orchestra.

The encounter with art also means working with something concrete and practice-orientated that appeals to the more sensitive language where everybody can join in.

The encounter with different art forms, culture-historical subjects or cultural communities help children find out what it is that each of them is good at and enjoys. Knowing and being recognised for our strong sides strengthens our

” *We all have the potential to be creative, but if we forget to dream, forget to think big, forget to be playful, experimental and imaginative, we become less creative and inventive than we could otherwise have become.*

*Lene Tanggaard, Professor*

confidence and thus the desire to be a part of communities with more open minds, while at the same time, it increases our desire to learn. It is not always the common, measurable subjects at school, such as Danish, maths or nature/technology that give children success experiences. Some may be strong in music or dance or have particular talents for drawing or creating digital expressions. It is therefore important to introduce children to as many different artistic modes of expression as possible. Several studies have also shown that art has a positive effect on learning in other subjects. As an example, the UNESCO survey The Wow Factor, which was conducted in 60 countries, shows that children in the countries where schools include art subjects in the curriculum do better in maths, reading and science.

In their encounter with art, children will also learn that creating art requires hard and persistent work. This may help stimulate the desire to perfect skills and increase children's understanding of the fact that it takes an effort to become better at something. Brain research has shown, for instance, that playing music strengthens social competences and improves memory, perseverance and concentration. Art can also inspire an appreciation for binding relationships, for instance if a child plays music or play-acts with a group. Here, everybody must contribute in order for the community to work and for the joint result to be good.

#### **The good examples are already there**

The work related to art and culture for, with and by schoolchildren is on the agenda in many places in Denmark. The culture regions, which cover 90 % of Denmark, all have children's culture as an explicit or integrated focus area. Many municipalities and cultural players make a great effort, and many school-age children also participate actively in the encounter with art and culture through various leisure offers. This happens, e.g. via the music schools, which offer music classes in all municipalities across the country, and in several places, art and culture schools have been set up, offering experiences with and classes in other art forms.

Government cultural players also have a wide range of offers aimed at school-age children. One example is the National Gallery of Denmark, which, like a number of other Danish museums, has launched a dialogue-based teaching course for school classes. Other examples include the Danish Film Institute, which gives school classes the chance to make their own films through its interactive film studio, Film-X. The Royal Danish Theatre has a number of workshops for schoolchildren, and children's the-

” *The art subjects are a particularly strong means to learning in general. The explanation is that these subjects to a much higher degree than the traditional subjects strengthen the foundation for the pupil's intellect. Art subjects – and music in particular – develop the pupils' working memory. And as the working memory's capacity is decisive for all learning, we know why active music classes can advance learning in all subjects.*

*Kjeld Fredens, Medical Doctor and Brain Researcher*

atres, regional theatres and other theatres are already working with children in the local communities.

In its dialogue with Denmark's cultural institutions, the Ministry of Culture focuses on the institutions' efforts to provide high-quality offers targeted at children. The Ministry of Culture will continue to attach importance to this and improve collaboration with the cultural institutions further in future. The new Art Support Reform also guarantees that all committees under the Danish Arts Foundation in their grant allocation will aim to favour production and communication directed at children and young people.

The challenge is to link all the good initiatives and make sure that they reach all children.

#### **Local cultural services across the country**

All in all, there are a great many excellent cultural offers aimed at school-age children. However, we can get better at learning from each other across the country and across municipal, government and independent cultural players.

In order to make art and culture an integrated part of children's everyday life, it is necessary to take our starting point in the local possibilities and bring local art and culture players into a closer dialogue with Denmark's schools, so that mutual sparring can lead to even better offers for the children. It is far from all art and culture players who are used to contacting

schools or are aware of what activities would be interesting for the different years. It can also be difficult for schools to gain sufficient knowledge about the possible contributions that local art and culture players can make in children's everyday life. In order to improve the dialogue between the parties and spread knowledge of existing school services, the Ministry of Culture and the Ministry of Education have jointly launched an initiative for the establishment of a national network of school services.

In some parts of Denmark, successful solutions have been found for improving the interplay between schools and cultural players. This is the case for e.g. the Cultural Service in Southern Zealand and Lolland-Falster, which organises art and culture meetings for schools, among others. With a view to supporting the establishment and further development of similar local cultural services across the country, a start-up pool is being set up from which municipalities can apply for co-funding for building cultural services. Read more about action areas.

## **EXAMPLE**

### **THE CULTURAL SERVICE**

The Cultural Service is an initiative in Vordingborg, Guldborgsund and Lolland Municipalities, which provides children and young people with better opportunities for encountering art and culture in their schools and afterschool centres. The Cultural Service's purpose is to present qualified culture and learning courses to all children and young people – regardless of where they live, who they are and where they come from. Furthermore, the purpose is to gather and develop existing culture and learning courses. The overall intention is to make it more exciting and attractive to integrate cultural and learning courses into teaching at school and the afterschool centres.

The Cultural Service makes it possible at a local level to form professional networks for artists, teachers and communicators. The courses have been developed to fit in with the school's year objectives and the children's different levels. Furthermore, the Cultural Service has a number of 'culture ambassadors' who are the Cultural Service's contacts at the individual schools.



## EXAMPLES

### FILM-X

FILM-X is the Danish Film Institute's interactive film studio where school classes can have a go at making films. FILM-X opened in 2002 in *Filmhuset* (the Film House) and has approx. 10,000 annual visitors. FILM-X offers a number of courses that focus on edifying, personal and social success experiences for children with challenges.

FILM-X has an associated online universe at [www.filmx.dk](http://www.filmx.dk), which contains teaching materials that partly support preparation for a FILM-X visit, and partly serve as an inspiration for making films back at the school. Here, you will find, among other things, an online tool that makes it possible to make your own animation films.

### CREATIVE WORKSHOPS AT THE ROYAL DANISH THEATRE

School pupils from across the country participate in short-term and long-term workshop courses at the Royal Danish Theatre, where pupils from different years have the chance to experience the art intensively. Members of both the Theatre's orchestra and its opera choir hold workshops where school pupils, for instance, play together or take part in voice training with the professional singers. A new initiative is the Hands On workshops, where school pupils learn, among other things, about a symphony concert by working with thematics and composition and subsequently play a mini concert for each other. The visit ends with the children watching part of the dress rehearsal of the actual symphony concert on the Big Stage.

### KUNSTLAB (ART LAB) – PROCESS-ORIENTATED WORKSHOP FOR CHILDREN

KunstLab is a process-orientated workshop for children based on the collection, architecture and special exhibitions at KUNSTEN Museum of Modern Art Aalborg. KunstLab attaches greater importance to the actual process than to the end result, and it is led by a scenographer and a workshop educator in close interaction and continual dialogue with the individual participants.



# 03

## ACTION AREAS FOR SCHOOLCHILDREN'S ENCOUNTER WITH ART AND CULTURE

In order to ensure that all schoolchildren encounter art and culture, the strategy focuses on three areas where it is possible to make a difference:

ESTABLISHMENT OF A GOOD AND EFFICIENT COLLABORATION BETWEEN SCHOOL AND THE CULTURAL LIFE AND ASSOCIATIONS AS WELL AS MUTUAL LEARNING IN THE LIGHT OF THE IMPLEMENTATION OF THE OPEN SCHOOL AS DESCRIBED IN THE FOLKESKOLE REFORM.

ALL CHILDREN MUST BE CONSIDERED, INCLUDING THOSE WHO DO NOT ENCOUNTER ART AND CULTURE BY THEMSELVES DURING THEIR CHILDHOOD.

A GOOD AND EFFICIENT COORDINATION OF – AND VISIBILITY ABOUT – EXISTING OFFERS AND INITIATIVES THAT ARE ALREADY AVAILABLE IN THIS FIELD.

## COLLABORATION AND MUTUAL LEARNING BETWEEN SCHOOL AND CULTURAL LIFE AND ASSOCIATIONS

With the Folkeskole Reform, art, culture and movement in schools are being strengthened in various ways, including by ensuring greater inclusion of local sports, cultural and association activities in the schools as the municipalities are obliged to ensure collaboration. In addition to this, the Folkeskole and the municipal music schools are obliged to undertake mutual collaboration.

Apart from the children's encounter with art and culture in connection with teaching in the practical/musical subjects, it will also be an advantage for art and cultural players to offer relevant learning resources to the supporting teaching and contribute to increasing focus on the use of creative competences in subjects such as e.g. Danish, maths and history. Surveys such as Anne Bamford's 'The Fireball in the Classroom' indicate that schools that have opened up to inclusion of artists and the surrounding society have achieved improvements in the school as a whole. In other words, the key to success can

be found in an efficient collaboration between schools, the cultural life and associations.

As a result of the Folkeskole Reform's focus on the open school, Danish public schools and the surrounding cultural life and associations will have to start collaborating to a greater extent than they have been used to. The Reform's collaboration requirements imply that people with different competences must meet to plan teaching. Where the Folkeskole's teachers stand out by being didactically and pedagogically strong, people from the world of art, culture and associations possess other professional and creative competences. The cultural life and the associations often work with quite different learning concepts, which to a greater extent address the artistic and reflecting elements or an individual dedication to an association activity. It can therefore be a challenge to make the different competences and learning concepts meet, and the following initiatives aim at facilitating this.



### SUPPORT FOR THE ESTABLISHMENT OF LOCAL CULTURAL SERVICES

In order to make it easier for schools to collaborate with local cultural institutions and players, the Ministry of Culture is setting up a pool for co-funding of start-up of new local cultural services and expansion and development of existing services, including school services. The local cultural services are to render visible and communicate local art and culture offers to, among others, schools, but also to day care institutions and other educational institutions, in order to create better opportunities for using the art and culture area's experience and learning resources. An obvious possibility is that local cultural services set up a network in their area by appointing a culture ambassador at each school and at the libraries and other cultural institutions and in relevant associations. This would ensure easy access to communication and bridge-building between schools and the local area's art, cultural life and associations.

The Ministry of Culture is allocating a total of DKK 10 million for this. The involved municipalities and local players will be expected to co-fund the project with a similar sum of money.

### IMPLEMENTATION OF THE OPEN SCHOOL IN RELATION TO THE CULTURAL LIFE AND ASSOCIATIONS

One important element of the Folkeskole Reform's introduction of the open school is that in future, schools are to be orientated more towards surrounding cultural, sports and association activities.

A lot of experience has already been gathered about collaboration projects between schools and the cultural life and associations, but there are still many schools as well as players in the cultural life and associations that experience the new collaboration requirement as a challenge.

As a consequence, the Ministry of Culture in collaboration with the Ministry of Education are launching a number of initiatives with the objective of supporting the implementation of the open school and lending a hand in relation to compliance with the collaboration requirement in practice.

The following elements will be included as a help to implementing the open school:

- Online guidance and inspiration material for cultural life and associations with an introduction to legislation and frameworks, recommendations for meaningful collaboration etc.
- Support of partnerships via communication of examples, coordination and guidance.
- Appointment of one or more working groups, which are to identify challenges and make qualified proposals about how to improve collaboration.
- Conferences about collaboration between the Folkeskole and the cultural life and associations with a focus on expanding the cultural life's insight into the scholastic world and realisation of the future collaboration. As a follow-up to conferences and the work of the working groups, relevant follow-up initiatives will be launched.
- Assessment of the cultural life's and the associations' collaboration with the Folkeskole.

The Ministry of Culture allocates a total of DKK 2.7 million and the Ministry of Education allocates DKK 0.4 million in connection with the open school.

### ARCHITECTURAL POLICY

One of the objectives in the Government's architectural policy is that children are to encounter architecture as a creative working method and that they build a greater understanding of how physical surroundings affect us as human beings. The encounter with architecture contributes to children's aesthetic understanding as well as their cultural and historical insight. The Ministry of Culture supports the development of education packages about architecture and design and collaborates with, among others, the Danish Architecture Centre on educational efforts about sustainable cities etc.



## **ALL CHILDREN MUST BE CONSIDERED**

Bringing art and culture players such as music schools and culture schools into the school day, it becomes possible to discover special talents and interests in children who do not otherwise seek out these offers of their own volition. In this context, it is essential that collaboration between school and cultural life and associations is strengthened.

The individual child does not need to possess an actual talent in order to find joy in a particular art form or in a particular community within an association. Good skills or special enthusiasm can be equally as valuable and should also be supported by allowing the individual child to pursue their interest and have the opportunity to perfect their skills to their utmost ability.

Despite several examples of the beneficial effect of allowing children with challenges to encounter and explore art and culture, e.g. the use of the method called El Sistema, there is still a lack of overview of activities and initiatives in the field that could be an inspiration to extending and strengthening activities for children with challenges throughout the country.

## CULTURE SUITCASES FOR CHILDREN WITH CHALLENGES

The Ministry of Culture will set up a pool from which municipalities can apply for co-funding for the launch of culture suitcase initiatives aimed at children with challenges. Via their day care institution or school, children will receive a culture suitcase with an age-appropriate selection of books and films as well as a culture passport with invitations to participate in local cultural activities. The culture suitcases are targeted at day care institutions, schools or residential areas that are characterised by several children with challenges. However, the culture suitcases will have to be distributed to entire day care institutions / groups within an institution / classes / residential areas, so that receiving a suitcase becomes a shared experience.

The Ministry of Culture will investigate the possibilities of collaborating with a non-profit foundation about this initiative.

The content of films and books is funded by the Ministry of Culture and chosen in collaboration with the Danish Film Institute and the Danish Agency for Culture. It is expected that participating municipalities and relevant local parties will collaborate on deciding the rest of the content, which will depend on the local context. The Ministry of Culture is setting up a pool for co-funding of the local culture passport.

The Ministry of Culture is allocating a total of DKK 4.5 million to the initiative.

## FILMS SUITCASE – A PLAY AND LEARNING TOOL FOR CHILDREN

The Films Suitcase is a suitcase that contains films, guidelines and materials for animation as well as an iPad with a stop motion animation program. The Films Suitcase is to be used to stimulate children's desire to tell stories, support their film appreciation and improve their cultural, linguistic and social competences. The suitcase can be acquired by key cultural players, e.g. libraries, that can assist schools in the use of the suitcase's content.

The Ministry of Culture contributes to the Danish Film Institute's further development of the Films Suitcase.

## POOL FOR ART AND CULTURE PROJECTS TARGETED AT CHILDREN WHO DO NOT SEEK OUT ART AND CULTURE OF THEIR OWN ACCORD

The Folkeskole Reform creates the opportunity for, among others, art and culture schools to meet all

children via inclusion in and collaboration with the Folkeskole about the children's school day.

In order to support and be a motivation for all children to encounter art and culture, the Ministry of Culture is setting up a pool for art and culture school projects targeted at children who, due to e.g. social or financial circumstances, do not of their own accord seek out the offers.

Art and culture schools can apply for funding from the pool for projects that inspire children to get involved with art and achieve greater knowledge about art and culture. The projects must specifically address children from environments or families that do not have a natural tradition for taking an interest in art and culture. These would be projects that reach out to capture, retain and develop children's interest in all things artistic and expand the recruitment basis for pupils at art and culture schools. This will support that a wider range of school-age children get the chance to discover and cultivate their artistic talents and interests and different modes of expression.

The Ministry of Culture is allocating a total of DKK 5 million to the pool. Local co-funding will be expected.

## DANSEHALLERNE (THE DANCE HALLS)

In collaboration with municipalities across Denmark, the national centre for dance, *Dansehallerne*, works specifically at bringing dance to schoolchildren, both in schools and in the children's leisure time. In order to give the Dance Halls the opportunity to continue and further develop the work on increasing children's love of dancing, the Ministry of Culture is providing an annual grant of DKK 0.5 million for four years.

## INSPIRATION MATERIAL FOR USING ART AND CULTURE IN RELATION TO CHILDREN WITH CHALLENGES

The Ministry of Culture wants to ensure that guideline and inspiration materials are prepared with the purpose of drawing attention to the positive effects of using art and culture in relation to children with challenges, while at the same time providing inspiration for ways in which art and culture can be used in concrete terms in this context. This is partly with a view to strengthening and improving already existing projects/initiatives, partly to inspire even more people to use art and culture in their work with children with challenges.

The Ministry of Culture is responsible for the preparation and publication of the material.

## INCREASED COORDINATION, VISIBILITY AND KNOWLEDGE GATHERING

There are already a wide range of initiatives that give school-age children the opportunity to encounter cultural and association offers. Several cultural players and municipal parties indicate that it is necessary to create a greater overview and emphasise the good examples, and that there is a lack of visibility about existing offers and activities and coordination of the different efforts. In order to continually improve efforts and ensure that we can learn from each other across the country and across sectors, continual knowledge sharing and gathering of new experience are crucial.

At the same time, we need to continually be aware of and seek knowledge about new trends within children's use of art and culture, including in particular children's use of digital media, which can also be used actively in their encounter with art and culture. It is important that children can use electronic and digital media safely, and that legislative and guideline frameworks are in place to ensure that children are not confronted with very violent or harmful content. A significant part of children's use of electronic media consists in playing digital games, which is a key field when you consider children's digital consumption. The Danish Government will therefore take a closer look at digital games in connection with future media and film negotiations.



## HOUSE OF SINGING

The Ministry of Culture supports the establishment of the House of Singing, the purpose of which is to create a solid foundation for singing in Denmark, partly through knowledge sharing and networking between the many singers in Denmark. The House of Singing will constitute a framework through which knowledge sharing and various singing activities will raise the visibility of Danish singing culture. A stronger focus on singing in schools will contribute to an increased sense of community, energy and joy among children and adults alike, giving schoolchildren the opportunity to experience singing as a natural part of everyday life.

The Ministry of Culture supports the establishment of the House of Singing with a total of DKK 9 million.

## NEW AND BETTER CHILDREN'S AND YOUTH CULTURE PORTAL

The Children & Culture portal serves as a national knowledge platform about children's and youth culture, and it addresses adults who work with this in their professional life. In recent years, the children's and youth cultural landscape has developed so that it now focuses to a greater extent on, among other things, the different needs of pre-school children, schoolchildren and young people. Therefore, the portal is being re-launched so that in terms of content and visual appeal it will better reflect the current children's and youth cultural landscape. The Ministry of Culture runs the portal.

## NEW LEARNING TOOLS FOR STRENGTHENING CHILDREN'S INTEREST IN ART AND CULTURE

The Ministry of Culture wants to improve children's access to learning tools where pupils in the Folkeskole are challenged to discuss, consider and get wiser about art and culture. The focus is to create methods where the interaction between the physical and the digital learning space goes hand in hand with creativity, curiosity, dialogue and the desire to learn more about art and culture. The learning tools will be useful as a part of the school teaching in a number of subjects, including history, Danish, social science and visual arts, and for strengthening children's knowledge of e.g. cultural heritage and the surrounding society.

## STRENGTHENING THE WORK RELATED TO CHILDREN'S AND YOUNG PEOPLE'S MEDIA LITERACY

It is important to ensure that children and young people can hold their own in a fragmented and complicated media landscape. This is why the Media Council for Children and Youth is increasing its focus on media literacy.

## PROTECTION OF CHILDREN IN RELATION TO DIGITAL MEDIA

In order to ensure that children are not exposed to violent or harmful content in digital media, the Ministry of Culture – in collaboration with the Media Council for Children and Youth and the Danish Radio and Television Board, and in dialogue with the National Council for Children – will review legislation with a view to assessing whether current regulations about the protection of children during TV-watching, including watching TV in the public sphere, and marking schemes for films and computer games are up-to-date and appropriate, among other things in the light of the development in the consumption of films and TV series online. The review should be considered in connection with the Media Council for Children and Youth's focus on children's media literacy.

