Art and Culture for 0-8 year olds in Denmark

Bennyé D. Austring
Manager of the KULT-project 2016-18
bau@pha.dk / https://phabsalon.dk/kult
Most Danish children are taken care of outside home – more and more of them in private institutions

Some statistics:

• 65.2% of the 0-2 year old toddlers attend nurseries (OECD 2015)
• 97.8% of the 3-5 year old children attend daycare institutions (KL 2016)
• 98% of all children attend class 0 at school, the “Kindergarten class” (Bupl 2017)
• 81.6% of the 6-9 year olds attend after school care (Danmarks Statistik 2015)
• From 2007 – 2015 the number of children in private care has increased by 167% (Bureau 2000, 2015)
• 18% of school children attend private schools (Berlingske 2017)
This curriculum or ‘learning plan’ is under review in 2017 and law adopted in spring 2018. The Master group in charge of the review recommends a strengthened focus on:

- the ‘good life’ as a child
- ‘bildung’ (cultural formation)
- play as a motor for learning and development
- social inclusion
- the institutional (learning-) environment
### Danish Social Education.

<table>
<thead>
<tr>
<th>Year</th>
<th>Module</th>
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<th>Pedagogue’s Practice</th>
<th>Internship (7 weeks)</th>
<th>Society and Social Work</th>
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<tr>
<td>Year 1</td>
<td>Pedagogical Environments and Activities (12 weeks)</td>
<td>Gender, Sexuality and Diversity</td>
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<td>Year 2</td>
<td>The Pedagogue as an Authority</td>
<td>Professional Knowledge and Research</td>
<td>Internship (6 months)</td>
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<td>Selection Module</td>
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<td>Year 3</td>
<td>Interdisciplinary module</td>
<td>Specialization module</td>
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<td>Year 4</td>
<td>Specialization Module</td>
<td>BA Thesis (12 weeks incl. 4 weeks of internship)</td>
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<td>Duration: 3½ year. BA-level Most modules last 6 weeks</td>
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**Specializations:** a) Day care education - b) School and leisure education - c) Social and special education.

### Danish Primary School, class 0

**Areas of competence in class 0 ("Kindergarten class", age 6 – 7)**

- Language
- Mathematical attention
- Natural phenomena
- Creative and musical expressions
- Body and movement
- Engagement and community
Across the different types of day care institutions the institutions mainly worked with visual arts and music in 2014.

When it comes to activities aimed at all the children in the institution, planned and focused activities initiated by pedagogical staff with formal or self-taught competencies are the most frequent form of activity.

The mapping shows that aesthetic experiences, where the children experience arts and cultural expressions, are most often conveyed by pedagogical staff with self-taught competencies.

In one third to half of the institutions in the survey the children have not tried out different art and cultural forms and techniques (creative practice) with a professional artist in 2014.

Finally, the mapping shows that less than half of the municipalities have earmarked funds for arts and culture for the 0-6 year olds.
Quotations from the e-book
"Art and culture give children a life that works" (2015):
https://slks.dk/fileadmin/user_upload/0_SLKS/Dokumenter/Publikationer/BKK_engelsk_web_72dpi_27_03_15.pdf

• "Children and young people will be the ones to create the future – and innovation and creativity are the two pillars on which the development of society rests. Therefore, our ability to affect the future is dependent on the opportunities we give our children to develop their creativity – from nursery school all the way through childhood", says culture-innovator Trevor Davies.

• Art and culture are not leisure-time entertainment activities or vapid decoration – they are worldviews and language that make us wiser as people, provide us with forms of expression through which we can live our lives, and help us to navigate on an existential plane, so we have a better and richer life, observes author Knud Romer.

• "The skills children learn through aesthetic activities are crucial for their development because all other learning is based upon them – in particular, the very desire to learn something new. At the same time, artistic activities enhance children’s well-being and the joy they take in being at their school or day-care every day", states “KULT” project manager Bennýé D. Austring.
The KULT-project (2016-18)
https://phabsalon.dk/kult

University College Absalon
University College of Northern Denmark
University College Lillebaelt
Kulturprinsen in Viborg
National Centre of Excellence for the Dissemination of History and Cultural Heritage
Agency for Culture and Palaces
The Danish Ministry for Culture: “Strategy for young children’s art- and culture encounter” (2014)

• Small children's art and culture encounters can be primarily ensured through daycare and, to a certain extent, also with the family.

• The strategy will ensure that we reach all young children – also those who may not otherwise meet art and culture as part of their childhood.

• At the same time, the strategy will create coherence and cooperation between arts and culture on the one hand, and day care and parents on the other.
“The aesthetic activities in daycare institutions as well as the art-based subjects in school contain an enormous, but still only partially exploited potential in formation of future's global citizens, able and confident enough in their own creativity to embrace changes”.

Bennyé D. Astring - in Danish Ministry for Culture's “Strategy for young children’s arts and culture encounter” (2014)
Publications by Bennyé D. Austring
(co-authors: *Merete Sørensen, **Ditte Schlüntz)

**In Danish:**

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**In English:**

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International Exchange as a Learning Tool**. Erasmus+ KA2 Project dissemination report 2016, European Union

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Developing Education across Continents*. Danish-Vietnamese cooperation promoting creativity and aesthetic learning processes in Early Childhood Education. Hanoi 2015, Vietnam


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Towards a learning-oriented concept of the aesthetics*. English version of paper Publisher in Sætre & Salvesen (ed.): Allmenn Musikundervisning, Gyldendal Akademisk. Oslo 2010, Norway