



Kultur 
MINISTERIET
MINISTRY OF CULTURE DENMARK

**STRATEGY FOR PRE-SCHOOL
CHILDREN'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

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.



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

” *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

PRE-SCHOOL CHILDREN MUST ENCOUNTER ART AND CULTURE

Even very young children can benefit greatly from art and culture in their everyday life when form and content are adapted to their age and capabilities. However, so far only very limited attention has been given to ascertaining how young children can benefit from art and culture, and how this can best be incorporated into their everyday life. This strategy aims to put an end to this lack of attention by focusing on pre-school children as an independent group and ensuring that we get wiser about what works

for the youngest children – and about what they gain from it. At the same time, the strategy will create cohesion and collaboration between artistic and cultural life on the one hand and public day care and the adults who are close to the child on the other. The strategy will also ensure that we reach all pre-school children – also those who do not naturally encounter art and culture as an integrated part of their childhood.

Pre-school children depend on their nearest adults to develop their knowledge of and encounter with art and culture. This goes for the adults in the families and also very much for the educators, registered child-minders and nursery assistants at day care institutions where the vast majority of all pre-school children spend their time during the day.

The strategy therefore takes its starting point in pre-school children's art and culture encounters being ensured primarily via

public day care and, to a certain extent, also within the family, although the extent to which the individual family is able to give priority to this in everyday life will vary greatly. The strategy will therefore also support efforts to make sure that families to a greater extent gain knowledge of relevant local artistic and cultural offers.

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 pre-school children'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 young children'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 PRE-SCHOOL CHILDREN'S ENCOUNTER WITH ART AND CULTURE

The good pre-school life is full of care, experiences and learning. In the individual day care options, there are good examples that art and culture can help stimulate learning processes, tickle children's imagination and curiosity – and give them good opportunities to express themselves actively and creatively. Pre-school children can, even at this early stage of life, help create and participate in large communities where art and culture are the pivotal point. Several international research projects show that early aesthetic stimulation of children has a significant personal, professional and social effect. American economist James Catterall, for instance, has followed 12,000 children over 12 years in his research project 'Doing Well and Doing Good by Doing Art', and he concludes that children who experience frequent artistic activity in the course of their childhood demonstrate greater involvement in voluntary, social work at a later stage, and that

” *The possibilities of coming across aesthetic-symbolic expression forms in play and in art are essential to children's culture. They acquire knowledge, values, meaning and identity from this.*

Beth Juncker, Professor of child and youth culture, Royal School of Library and Information Science, University of Copenhagen

” *The aesthetic activities in the day care institutions and the art-based subjects taught in schools contain an incredibly significant, but as of yet only partially exploited potential in the general education of tomorrow's creative and adaptable Danish world citizens.*

Bennye D. Austring, Associate Professor of drama and Head of Forum for Creativity, Aesthetics and Learning

We also need to be aware of the digital reality around pre-school children, which plays an increasing role in their lives – also regarding their encounter with art and culture. Even in the life of very young children, digital media is a natural part, and so it is important to ensure that children become able to navigate safely and consciously in the digital universes that surround them.

Children should encounter many different art forms as these can appeal to different senses in pre-school children, helping them express themselves and understand the world in a more balanced way. Many art forms can, for instance, be incorporated into movement in their modes of expression, which is particularly stimulating for life quality and learning. PhD Jens-Ole Jensen from VIA University College indicates that dance, among other things, in addition to

developing physical mastering increases understanding of and the ability to learn geometry, narrative skills and general democratic education. Similarly, a host of studies have shown that early linguistic stimulation and the encounter with literature advance children's later reading aptitude.

Art and culture offer different ways of thinking and being together that also rub off on the relations between children as well as between adults and children. By including art and culture activities in public day care, new opportunities are created for enabling children to feel part of a community based on shared experiences and activities that appeal to new sides of the children.

The good examples are already there

Many art and culture measures have been launched across the country, which are targeted particularly at pre-school children. Government initiatives include *Børnebiffen* (Children's Cinema) where the youngest children can experience quality films; the In-house Artist Scheme, which makes it possible for e.g. day care institutions to make projects with professional artists, and the Book Start Scheme, where children in vulnerable residential areas receive book packages several times during their first years in order to stimulate their knowledge and use of literature.

For some time now, cultural institutions' work with presenting activities for children has been the object of attention in the Ministry of Culture's dialogue and collaboration with the institutions. The Ministry of Culture will continue to reinforce this work further by focusing, among other things, on activities directed at the youngest children. 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.

Local cultural services across the country

The work related to art and culture for, with and by young children is on the agenda in many places in Denmark. Municipalities and cultural play-

EXAMPLE

BØRNEBIFFEN (CHILDREN'S CINEMA)

Through *Børnebiffen*, the Danish Film Institute in collaboration with Danish Child and Youth Film Clubs, makes film packages with selected quality films available free of charge for municipalities and cinemas. The films are primarily aimed at children aged 3-6 years. In 2013, 55 municipalities and about 60,000 children participated in the scheme.

For several years, *Børnebiffen* has also been a permanent offer to parents and kindergartens at *Filmhuset* (the Film House) in Copenhagen, and a whole string of the films that have featured in the *Børnebiffen* programme over the years can be seen for free at the Danish Film Institute's streaming service *Filmcentralen* (www.filmcentralen.dk) or via the public libraries' service *Filmstriben* (www.filmstriben.dk). They are also shown at events at libraries etc.

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 day care institutions. 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.

Particularly for the youngest children, the desire is to make it more exciting and attractive for educators to integrate culture and learning courses in the area's day care institutions. The Cultural Service makes it possible at a local level to form professional networks for artists, educators and communicators. The courses have been developed so that they match the day care institutions' learning plans. In addition, the Cultural Service has a number of 'cultural ambassadors' who are educators at the individual day care institutions and serve as the Cultural Service's contacts.

ers are making a great effort also for the youngest children, but there has been a tendency towards concentrating on initiatives for the slightly older children. It is therefore important that we join forces to further develop the many good measures and good intentions that already exist and that we create better cohesion in the existing initiatives and improve collaboration among the many players for the benefit of pre-school children.

There is a limit to how far you can get around with young children during the daytime in day care institutions, as time must also be allowed for naps and how far the little legs can move. It is therefore necessary to draw on

local, near-by offers and bring art and cultural life into a closer dialogue with public day care in Denmark. Local art and culture players may be unsure about how to contact day care institutions and about which activities will be interesting for the youngest children. It can also be difficult for day care institutions to gain sufficient knowledge about the possible contributions that local art and culture players can make in the children's everyday life.

In some parts of Denmark, successful solutions have been found for improving the interplay between day care institutions 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 day care institutions, among others.

Although many municipalities and public day care providers are focusing on art and culture aimed at pre-school children, considerable variations can be seen in the municipalities' and the day care institutions' focus on this

area. Similarly, there are great variations in the degree to which art and cultural institutions target their children's and young people's efforts at the youngest children.

In many places, it is difficult to establish an efficient collaboration between the day care institutions and the local area's artistic, cultural and association life. Local cultural services can help establish and further develop this.



EXAMPLES

NICOLAI FOR CHILDREN IN KOLDING

Nicolai for Children is a community centre for children aged 2-12. The centre opened in 2007 and now offers activities aimed at families with children, schools and day care providers. Schools and day care providers in Kolding Municipality have free access to the community centre's activities. The centre's unusual architecture and flexible interior layout of a total 1300 m² are based on changing themes and scenographies, in which children can play and express themselves artistically. Furthermore, the centre regularly presents professional cultural events for children, such as children's theatre and concerts.

THE IN-HOUSE ARTIST SCHEME

The In-house Artist Scheme makes it possible for e.g. day care institutions' in collaboration with one or more professional artists to apply for funding for a project where professional artists are involved in activities with children in day care institutions. The Danish Arts Foundation covers 75 % of the expenses relating to fees, while the day care institution pays the remaining 25 %. Via the In-house Artist Scheme, pre-school children gain a sense of art and culture as something that is not only beautiful to experience or fun to play with and participate in, but also something that involves a creative process.

BOOK START

The Danish Government has guaranteed that during the period 2013-2016, a new Book Start Scheme will run in 20 municipalities across the country. The Book Start Scheme focuses on how young children's encounter with books can strengthen their linguistic development, and it gives children in vulnerable residential areas a better basis for learning how to read. In selected municipalities, the librarians greet children and their parents with book parcels four times before the child is three years old.



03

ACTION AREAS FOR PRE-SCHOOL CHILDREN'S ENCOUNTER WITH ART AND CULTURE

In order to secure a framework for all pre-school children's encounter with art and culture in their everyday life, the strategy focuses on three areas where it is possible to make a difference:

COMPETENCE DEVELOPMENT AND MUTUAL LEARNING AMONG BOTH EDUCATORS AND OTHER ADULTS IN DAY CARE INSTITUTIONS AS CULTURAL INSTITUTIONS AND CULTURAL PLAYERS IN RELATION TO HOW ART AND CULTURE CAN BE INCLUDED IN CHILDREN'S EVERYDAY LIFE, INCLUDING KNOWLEDGE ABOUT AND MUTUAL USE OF EACH OTHER'S COMPETENCES ACROSS CULTURAL INSTITUTIONS AND DAY CARE INSTITUTIONS.

ALL PRE-SCHOOL CHILDREN MUST ENCOUNTER ART AND CULTURE, ALSO YOUNG CHILDREN WITH CHALLENGES AND CHILDREN WHO DO NOT COME ACROSS THIS IN THEIR EVERYDAY LIFE.

INCREASED KNOWLEDGE OF CHILDREN'S USE OF ART AND CULTURE, AND KNOWLEDGE ABOUT WHICH MEASURES WORK IN DIFFERENT CONTEXTS.

COMPETENCE DEVELOPMENT AND MUTUAL LEARNING IN CULTURAL LIFE AND DAY CARE INSTITUTIONS

Researchers such as Merete Sørensen from University College Zealand / Danish School of Education point out how important it is that adults who introduce children to art and culture have relevant knowledge and competences in relation to both the target group and the concrete artistic and cultural theme.

It would be a bonus if activities aimed at preschool children were developed in close interaction between cultural institutions and day care institutions, where both parties can contribute with their respective knowledge within the pedagogical and artistic or cultural fields, respectively. Reinforced collaboration between cultural life and day care institutions would in itself be

an expression of a mutual learning course, which would prepare the ground for well-planned activities that incorporate art and culture into young children's everyday life.

With the Executive Order on the new social educator study programme, a step has been taken towards increasing focus on children's encounter with art and culture so that this will become a natural element in the education of future educators. However, there is still a need for targeted competence development offers for qualified educators and other adults who work with preschool children's art and culture encounters on a day-to-day basis.

INITIATIVES COMPETENCE DEVELOPMENT AND MUTUAL LEARNING

POOL FOR EXPERIMENTS WITH 'OPEN DAY CARE INSTITUTIONS' WITH ASSOCIATED FOLLOW-UP RESEARCH.

Inspired by the Danish primary and lower secondary school reform's concept of the open school where schools and the surrounding community are to open up to each other, the Ministry of Culture is establishing a pool for trial projects where day care institutions open up to the surrounding community and include local cultural players. Open Day Care Institutions are to form the basis for young children's encounters with art and culture in their everyday life while at the same time building mutual learning courses between the involved day care institutions and cultural players. Follow-up research will be linked to the projects so that experience can be gathered and evaluated continually. Network meetings and a concluding conference are to render the experience visible at a national level and form the basis for a discussion of future municipal efforts and anchoring.

The Ministry of Culture is allocating a total of DKK 3 million to the Open Day Care Institutions project. Local co-funding will be expected.

COMPETENCE DEVELOPMENT – SUPPLEMENTARY LEARNING COURSES AND ACTIVITIES

The Ministry of Culture will take the initiative to develop special learning courses for pedagogical staff at day care institutions with a focus on the practical dimension of the learning plan themes that include artistic and cultural elements. The initiative is launched by the Ministry of Culture with the inclusion of the Ministry of Higher Education and Science, and it will be carried out in collaboration with relevant educational and cultural institutions and others. The Ministry of Culture is allocating DKK 1.5 million to the development of new learning courses.



PRE-SCHOOL CHILDREN WITH CHALLENGES AND PRE-SCHOOL CHILDREN WHO DO NOT COME ACROSS ART AND CULTURE IN THEIR EVERYDAY LIFE

Young children who as a consequence of social, family-related or health-related conditions face special challenges will benefit particularly from experiencing the diversity of expressions and sensations that art and culture offer. This can be the starting point for successful experiences of being good at something, and of being able to be a part of a community.

A child's encounter with art and culture can enable him or her to accept co-responsibility for their own general educational development and their own active cultural citizenship through life. Social and other differences must therefore not be decisive for whether or not young children encounter art and culture in everyday life.

Children with challenges in life can benefit particularly from encounters with art and culture, as such encounters provide alternative access to being together and bringing new dynamics into families and children's groups. Experience from the Book Start project, for instance, shows that a deliberate effort targeted at children and families with challenges has a positive effect in relation to the families' reading habits.

Thus, families who do not seek out art and culture with their children may need targeted information about art and culture offers so that the families become aware of art and culture offers in their local area, discount schemes or other relevant activities that they do not know of or look for of their own accord.



SUPPORT FOR THE ESTABLISHMENT OF LOCAL CULTURAL SERVICES

In order to make it easier for day care institutions 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. The local cultural services are to render visible and communicate local artistic and cultural offers to, among others, day care institutions so that it becomes easier to use the local area's cultural offers as an integrated part of everyday life at the day care institutions. A part of the cultural services project will consist in appointing cultural ambassadors at the individual day care institutions, providing an easy and unambiguous contact when the cultural service or the cultural players want to get in touch with the day care institutions.

The cultural services are to be widely orientated, serving as connecting links, not only to the day care institutions, but also to schools and youth education programmes etc. The Ministry of Culture will establish a pool of a total of DKK 10 million. Local co-funding will be expected.

CULTURE SUITCASES FOR 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 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.

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 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 the youngest 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 day care providers 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.

DANSEHALLERNE (THE DANCE HALLS)

In collaboration with municipalities across Denmark, the national centre for dance, *Dansehallerne*, works specifically at bringing dance to young children, both in day care institutions 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.



INCREASED KNOWLEDGE ABOUT PRE-SCHOOL CHILDREN'S ART AND CULTURE HABITS

The amount of concrete knowledge about how and to what extent Denmark's day care institutions include art and culture in the youngest children's everyday life is limited. In order to be able to target and adapt pre-school children's art and culture encounters in future, it is necessary to create a better overview of and knowledge about how this is already taking place, and what uncovered needs stand out.

In other words, it is necessary to map the use of and interest in including art and culture further in day care institutions in order to be able to build on an improved knowledge basis. It is also necessary to follow the effect of launched measures so that future initiatives can be launched on a well-informed basis.

At the same time, we need to stay abreast with new trends within children's use of art and culture, including the use of digital media. It is important that pre-school children can also 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.

MAPPING THE USE OF ART AND CULTURE IN DAY CARE INSTITUTIONS

There is a lack of exact knowledge about how and to what extent Denmark's day care institutions include art and culture in the youngest children's everyday life, as well as a lack of knowledge about what works well. In order to achieve systematic knowledge about the state of affairs in the area, a mapping is carried out about the use of art and culture in day care institutions, which is also to provide new knowledge about what works well and not quite so well. The result of the mapping is to inform other measures in the area.

The Ministry of Culture will collaborate with the Ministry for Children, Gender Equality, Integration and Social Affairs in connection with the mapping.

BEST PRACTICE CATALOGUES – EXAMPLES OF ART AND CULTURE IN PRE-SCHOOL CHILDREN'S EVERYDAY LIFE

Best practice catalogues are to serve as inspiration for more art and culture projects for, with and by young children and ensure knowledge sharing across the country. This will also form the basis for mutual learning between cultural players and day care institutions. The collection of inspiring examples will be published online and will contain examples of activities and projects that include art and culture in pre-school children's everyday life, gathered from both the Government and the municipalities, with short descriptions of project content, effects, partners and references to supplementary information.

The Ministry of Culture will prepare the best practice catalogues.

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 day care institutions will contribute to an increased sense of communi-

ty, energy and joy among children and adults alike, giving the youngest children 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 includes a focus 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.

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.

