

## **CULTURAL CHILDREN OF EUROPE**

### **Art and culture in the daily lives of children aged 0-8**

#### **A development and research project with Nordic and European dimensions**

#### **VISION:**

- Children meet art and culture as a natural part of their daily lives.
- Cultural Children of Europe (CCE) focusses on rethinking children's culture in Europe in order to inspire children to become active fellow citizens as practitioners as well as audiences.
- The future generation of adults thus contributes to a qualitative raise of especially the field of children's culture

#### **MISSION:**

- The aim of CCE is to provide pedagogues, teachers, artists, cultural mediators, and scientists with the tools to give children aged 0-8 the best access to art and to rethink the way they work with artistic expressions in their everyday lives.
- Based on high artistic quality, CCE creates new cultural paths, new meetings, reflection, and mutual inspiration across Denmark (DK), the Nordic countries, and Europe. CCE rethinks, activates, accomplishes, and exchanges art-related as well as cross aesthetic co-operations.

#### **PURPOSE:**

- CCE increases the children's artistic, creative, social, and learning-related skills through involvement in activities.
- CCE provides a new mindset, a shared language, and new networks to the adults that are engaged in the daily lives of children.
- CCE provides mutual methods to all professions as well as preserves and strengthens the professional standards

#### **METHOD (ACTION LEARNING)**

The object is obtained through working with a mutual method that all parts will learn and practice during the development project. The method is **action learning**, a proces that consists of four phases:

1. You examine your own practice i order to discover new questions that you want to make out – you dig out your curiosity!
2. You decide what actions / activities to initiate in order to find answers to your questions – you prime an activity with the children
3. You note what happens and how the chosen activities affect the situation. You keep a log book of your observations
4. You reflect on the sequence of events with the persons involved. You share your experiences in a mutual room for reflection. New questions arrise, that lead to new actions, that involves new reflection...

One pedagogue expresses, *"Having attended a training course all by yourself, it is difficult to pass on the experience to others when you return. During the interaction with the artists, the entire kindergarten was involved. Everything and everyone has been involved"*.

Through mutual seminar days, all participating pedagogues, teachers, artists, and partners in CCE are trained to work with action learning as a common method. A mutual method as the overall basis for all CCE partners makes it meaningful to work in various geographies.

## **EUROPEAN NETWORK**

### **Established core partners:**

- Denmark: Silkeborg and Viborg

### **Established cluster partners:**

- Denmark: Struer, Skive, Ikast-Brande, Holstebro, and Hedensted

### **Prospective Nordic core partners:**

- Norway: Bergen
- Sweden: Umeå
- Latvia: Riga
- Iceland: Reykjavik

*Core partners are involved in the proces of establishing cluster partners*

### **Possible European partners:**

- Netherlands
- Belgium
- Germany
- Poland
- Portugal
- Italy
- England

## **MUTUAL INSPIRATION THROUGH JOB SWAPPING AND NETWORKING**

- Pedagogues, teachers, researchers, and leaders that join the project get the opportunity to exchange job with a CCE partner in another town or country, for instance for two weeks' time.
- CCE establishes network groups, invites to seminars and conferences locally, regionally, and across countries for mutual inspiration, knowledge sharing, experience sharing, and relationship building.
- Through mutual methodical approach, CCE creates a mutual cultural understanding across municipal boundaries as well as frontiers.

## **RESEARCH**

A full time PhD student from Denmark will, through a period of three years, study the field of action learning with CCE as the only research objective in order to challenge, document, and create evidence.

## **AN EXAMPLE OF CCE FROM EVERYDAY LIFE**

All involved pedagogues and teachers from the pre-preparatory classes from three daycare institutions and one school in the same district participate in a kick-off day together with associated artists and the local working group. At the kick-off day, partners from VIA University College and the University of Southern Denmark (SDU) will for example present a three-hour introduction to action learning. The start date of four parallel projects with two artists and two dancers, each assigned to a locality, will be agreed upon. Between the groups, rooms for reflection are planned and how the projects can benefit from the reflections is also taken into consideration, as it is simultaneously decided how the log books are to be recorded and when the researcher will visit and participate in the action learning process. Exchange visits to other CCE partners' projects are planned throughout the year and plans for job swap in the coming year are also established. All are invited to participate in the joint digital CCE platform and are provided with tools to share, upload and convey experiences between the CCE partners locally as well as internationally.

## **SUCCESS CRITERIA**

At the termination of CCE in 2018, the following concrete results are expected:

- An existing network of approximately 750 pedagogues, teachers, artists/culture disseminators, and researchers on a European level, who have worked with CCE.
- Documented knowledge about how CCE has contributed to the development of European children's creative, social, and learning-related competences.
- Documented knowledge about how CCE has contributed to the development of professional as well as co-operative competences among the involved countries' professions around the 0-8-year-old.
- Documented change in the practice of the majority of the Danish municipalities involved as regards children's culture.