



## Example of good practise

The Cultural Council of Køge

Culture Guides in the Open School project

Denmark 2014



Apollonaris Theatre Association provided a theatre performance on bullying with a debate.

Social Inclusion,  
Social Cohesion,  
Active Citizenship

## SUMMARY

<b>Name</b>	Culture Guides for vulnerable children
<b>Summary description of idea and activities</b>	The idea is to engage culture and arts civil society associations as culture guides for school classes including socially marginalized children to introduce inclusive and engaging culture and arts activities in the local communities.
<b>Country observed</b>	Denmark
<b>Year observed</b>	2014
<b>Programme area (Social inclusion/ Active Citizenship/Environmental sustainability)</b>	Social inclusion Social cohesion Active citizenship
<b>Specific topic</b>	Introducing the activities of arts and culture associations in the local community for school classes including all groups of children who all were recognized and respected on equal terms.
<b>Beneficiaries of the activities</b>	All children in the engaged school classes including groups of children with a marginalized background without little experiences with arts and culture experiences.
<b>Can these activities be applied to other beneficiaries: yes/no</b>	Yes, the culture guide concept for civil society associations can be used for groups of marginalized, both children, youth, adults and seniors.
<b>What type of beneficiaries: ALL, or specific ones?</b>	Especially marginalized groups due to special social, health, economic, educational, ethnic or other reasons.
<b>If specific ones, which?</b>	Especially marginalized groups due to special social, health, economic, educational, ethnic or other reasons.

### The culture guide case in Køge

The interviewee is chairman of the Cultural Council in Køge municipality that has 60,000 inhabitants. The cultural council in Køge Municipality represents 40 member associations, which corresponds to approx. 1600 active people within amateur art, voluntary culture, and heritage. The activities of the associations are in the field of art and culture, and they are defined by the members and are normally for the members only.

The Cultural Council of Køge proposed for the interview to focus on a former project, entitled the “Culture Guide Project”, where they in cooperation with the public schools had involved marginalized children coming from families that did not have a tradition of participating in art and cultural activities to make them join the cultural life in the associations.

The Cultural Council of Køge first thought of finding some marginalised children in each class of the schools in the municipality, but it could be stigmatising to take some pupils out of a class and not others. Therefore, the Council chose to involve whole classes, even though some of the pupils already spent time on culture outside of school.

Most of the activities were based on activities within local associations, where the children and their families could be members afterwards if they became interested.

### *Type of activity*

The Culture Guide project in Køge included several activities, such as:

1. An art society provided art exhibitions with a guided tour adapted to children, where artists became guest teachers and exhibition tour guides.
2. A theatre association provided a theatre performance on bullying with a following debate, as part of school integration/inclusion work.
3. The School Orchestra provided a lecture about a school orchestra and its many and exciting activities, including how it is to play in the orchestra and how it develops interpersonal skills and camaraderie.
4. The local Cultural Center provided a session on genealogy, where the children interviewed parents, grandparents and great-grandparents and found information on archives and the Internet.



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### *The added values*

The art exhibition activity that targeted the tour to more school classes, raised an interest in the art and at the exhibition with the children's paintings many parents and grandparents were joining. It promoted both social inclusion and cohesion.

The theatre performance on bullying included a topic that were highly relevant to the pupils, who therefore became more involved and dared to ask questions in a subsequent session. It promoted both social inclusion and active citizenship.

The introduction to the School Orchestra, where a group of children performed for a group of children audience and there was a subsequent dialogue between the two groups, the marginalized children felt that they could also be part of the orchestra. It promoted both social inclusion and cohesion.

The session on genealogy aimed to make the children feel as part of the activity and with their family involved, participating in a cultural heritage session will not be so foreign to it either.

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