

Bridging

Participants are interviewed in a direct conversation, by phone and by mail. The interviewees are:

Stakeholders

Initial: NJ
Gender: Male
Age: 50 – 64
Level of education:
Postgraduate education
Full-time employment

Initial: MV
Gender: Male
Age: 50 – 64,
Level of education:
Postgraduate education
Full-time employment

Initial: HB
Gender: Female
Age: 35 – 49,
Level of education:
Postgraduate education
Full-time employment

Learning providers

Initial: VL
Gender: Female
Age: 35 – 49
Level of education:
Postgraduate education
Full-time employment

Initial: SF
Gender: Male
Age: 50 – 64,
Level of education:
Postgraduate education
Part-time employment

Initial: LS
Gender: Male
Age: 50 – 64,
Level of education:
Postgraduate education
Full-time employment

Learners

Initial: NU
Gender: Female
Age: +65
Level of education:
Teacher
Retired

Initial: JS
Gender: Male
Age: 6 - 15
Level of education:
In education

Initial: SS
Gender: Female
Age: 35 – 49,
Level of education:
Postgraduate education
Full-time employment

A Introduction

A1) Please describe what creative activities you have been involved in and in what role you participated? (What creative sector? What were your responsibilities? Where and how often did it take place? Who are the other participants?)

Stakeholders

Name or initials	What role?	What creative activities?	Where?	How often did it take place?	Other participants?
NJ	Head of office	Heritage	An umbrella organisation	Full time employment	Other employees
MV	Consultant	Adult learning	An umbrella organisation	Full time employment	Other employees
HB	Consultant	All types of culture	In a municipality	Full time employment	Other employees

Learning Providers

Name or initials	What role?	What creative activities?	Where?	How often did it take place?	Other participants?
VL	Secretary General	Courses for culture workers and volunteers	A national organisation	10 hours a week	Employees and volunteers at culture centres

SF	President	Courses for conductors	A national organisation	7 times a year	Teachers
LS	President	Courses for volunteers	A national organisation	Twice a year	Teachers and participants

Learners

Name or initials	What role?	What creative activities?	Where?	How often did it take place?	Other participants?
NU	Member	Amateur music	In an amateur symphony orchestra	Every week	Amateur musicians
JS	Member	Amateur music	In an amateur band	Every week	Amateur musicians
SS	Member	Amateur choir	In an amateur choir	Every week	Amateur musicians

A2) How would you describe the idea and objectives of the creative activity you have been involved in? (What was the goal for the activity? What are the target groups that participate? What do they gain from their participation? What are the results of such activities?)

Stakeholders

Name or initials	What was the goal for the activity?	What are the target groups that participate?	What do they gain from their participation?	What are the results of such activities?
NJ	Make better museums	Volunteers	Joy, fulfilment, new learning	More visitors

MV	Have better teachers	Teachers	Knowledge about teaching art	More participants in the evening schools
HB	To give the volunteers more knowledge	Volunteers	Knowledge about the heritage in the municipality	Volunteers with more knowledge about the field in which they are volunteers

Learning Providers

Name or initials	What was the goal for the activity?	What are the target groups that participate?	What do they gain from their participation?	What are the results of such activities?
VL	To give the volunteers more knowledge of their tasks	Volunteers and employees in culture centres	More knowledge about the possibilities in the culture centres	Volunteers with more knowledge about the field in which they are volunteers
SF	To give the conductors more knowledge of conducting and amateur musicians	Conductors conducting amateur musicians	More knowledge about the skills of amateur musicians	Better conductors of amateur musicians and better music
LS	To give the volunteers more knowledge of their tasks and of theatres	Volunteers	More knowledge of being a volunteer in a theatre	Volunteers with more knowledge about the field in which they are volunteers (theatres)

Learners

Name or initials	What was the goal for the activity?	What are the target groups that participate?	What do they gain from their participation?	What are the results of such activities?
NU	To learn to play better	Amateur musicians	The experience of playing in an orchestra	Fulfillment
JS	To learn to play better	Amateur musicians	Gets a better playing technique	I listen to more music
SS	To learn to sing in a choir	Amateur singers	Joy in being together and sing with other people	I feel happy

B Social Relevance of Creative Activities

B1) Thinking about the activities, how would you describe the atmosphere they take place in, for example the interaction and exchange between participants? (Are participants in these activities generally open to other people, do they look for new contacts?)

Stakeholders

Name or initials	Describe the atmosphere the activities take place in	Are participants in these activities generally open to other people and do they look for new contacts?
NJ	The volunteers are normally very positive and interested in the activity	They very fast get to know each other
MV	The volunteers are normally very curious to see what's going to happen	They are very open
HB	All volunteers are normally very interested	Absolutely

Learning Providers

Name or initials	Describe the atmosphere the activities take place in	Are participants in these activities generally open to other people and do they look for new contacts?
VL	Participants are very ready to learn new things	There is great interest in exchanging ideas with others
SF	There is great interest in learning more from the professional conductors	There is not much interaction between the participants
LS	Participants are very keen to know more about their great interest	Yes, there is a lot of exchanges of ideas and thoughts

Learners

Name or initials	Describe the atmosphere the activities take place in	Are participants in these activities generally open to other people and do they look for new contacts?
NU	There is a high concentration on the task	No, there is not much interaction besides playing
JS	Everyone is happy	Everyone wants to talk together in the breaks, but not about music
SS	We all focus on the music	We talk a little together in the breaks, but it's as if the concentrated intercourse during the singing takes all the power to communicate further from us

B2) What do you think are the long-lasting impacts of such activities on the participants? Do you believe that in these activities participants can meet people they normally would not? Does it change their social network? (Could you provide any examples?)

Stakeholders

Name or initials	Are there long-lasting impacts of such activities on the participants?	Can participants meet people they normally would not meet in these activities?	Does the activity change their social network?
NJ	I think the impact is life long	I'm sure they can	Not necessarily
MV	We say it's long life learning. And it is.	Absolutely	I don't really know
HB	I'm sure of that	Yes they can	I think it does

Learning Providers

Name or initials	Are there long-lasting impacts of such activities on the participants?	Can participants meet people they normally would not meet in these activities?	Does the activity change their social network?
VL	I think so	Most of the people meeting here are people they normally meet, so no	No I don't think so
SF	Yes	Most of the people know each other on forehand, so no	No
LS	Absolutely	Yes	Maybe

Learners

Name or initials	Are there long-lasting impacts of such activities on the participants?	Can participants meet people they normally would not meet in these activities?	Does the activity change their social network?
NU	Absolutely, you live with it and for it for your rest of your life	Maybe, but many of them know each other on forehand	Not much
JS	I think they keep playing or listening to music for the rest of their lives	Yes	No
SS	I'm sure there are	Maybe	Yes, absolutely

B3) How would you describe the social relevance of these activities? Do you believe that they are important for building trust, solidarity and understanding between people, and if so, why and how? (Could you provide any examples?)

Stakeholders

Name or initials	Describe the social relevance of these activities	Are the activities important for building trust, solidarity and understanding between people?	If so, why and how?
NJ	I regard social as a side gain	You need to trust one another if you are to be a useful volunteer If you as a volunteer want to create something with others, everyone will be proud if it is successful	You need to trust one another if you are to be a useful volunteer
HB	If you want to take part in an activity you social side is important	Yes	You give a lot of yourself in these activities, so you are building trust, solidarity and understanding between people

Learning Providers

Name or initials	Describe the social relevance of these activities	Are the activities important for building trust, solidarity and understanding between people?	If so, why and how?
VL	If you want the result to be good, you have to be able to work together	Yes, because you all want a good result	By showing your will
SF	Maybe not so important	Yes because of the result you want to obtain	By doing your best
LS	They mean a lot for the local society in order to be able to see professional theatre	Maybe not	-

Learners

Name or initials	Describe the social relevance of these activities	Are the activities important for building trust, solidarity and understanding between people?	If so, why and how?
NU	You learn to work together	In a symphony orchestra you have to build trust, solidarity and understanding between the musicians	Showing your will to do the best
JS	If we can play together we can also be together afterwards	Yes for the same reason: If we can play together we can also be together afterwards	Being good
SS	You are very close to your "neighbor" when you sing in a choir	Yes	Because in the choir we depend on each other

C Co-Creative Activities

C1) Have you been involved in any activities that have specifically targeted different participant groups and aimed at bringing together people from different backgrounds; for example people from different age groups, people from different cultural or national backgrounds, the inclusion of poor people, people from different regions? Could you describe this experience?

Stakeholders

Name or initials	Have you been involved in any activities that have specifically targeted different participant groups and aimed at bringing together people from different backgrounds	Describe this experience
NJ	As a stakeholder, this is not what I do	-
MV	Not directly.	-
HB	No	-

Learning Providers

Name or initials	Have you been involved in any activities that have specifically targeted different participant groups and aimed at bringing together people from different backgrounds	Describe this experience
VL	Yes	Refugee musicians playing with Danish musicians. Music is a universal language - a great success
SF	No	-
LS	No	-

Learners

Name or initials	Have you been involved in any activities that have specifically targeted different participant groups and aimed at bringing together people from different backgrounds?	Describe this experience
NU	Yes	In a project with 3 schools where amateur musicians (adults) play classical music for children who came from a part of Copenhagen, where children normally don't know classical music. Afterward they had a possibility to try and play an instrument for 3 months. It was a great success.
JS	Yes	In an orchestra with adults and children
SS	No	-

C2) What are the positive and what are the negative aspects in organising and leading activities that bring together people from different backgrounds (does not matter if the activity specifically targeted different groups)? Is it difficult to reach various groups of people? Do you have to make a specific effort in the programme of the project? What are specific things one has to think about when organizing, etc.?

Stakeholders

Name or initials	What are the positive in organising and leading activities that bring together people from different backgrounds?	What are the negative aspects in organising and leading activities that bring together people from different backgrounds?	Is it difficult to reach various groups of people?	Do you have to make a specific effort in the programme of the project?	What are specific things one has to think about when organizing, etc.?
NJ	-	-	-	-	-
MV	-	-	--	-	-
HB	-	-	-	-	-

Learning Providers

Name or initials	What are the positive in organising and leading activities that bring together people from different backgrounds	What are the negative aspects in organising and leading activities that bring together people from different backgrounds	Is it difficult to reach various groups of people?	Do you have to make a specific effort in the programme of the project	What are specific things one has to think about when organizing, etc.?
VL	Integration of the refugees is easier	None	No	Yes, to get in contact with the refugees	If the refugees will show up
SF	-	-	-	-	-
LS	-	-	-	-	-

Learners

Name or initials	What are the positive in organising and leading activities that bring together people from different backgrounds	What are the negative aspects in organising and leading activities that bring together people from different backgrounds	Is it difficult to reach various groups of people?	Do you have to make a specific effort in the programme of the project	What are specific things one has to think about when organizing, etc.?
NU	That both parts learn by doing it	None	Some of the children were difficult to reach, because their parents were sceptical	The pieces the children should listen to should not be too advanced	Location and food
JS	It is nice to be together with people you normally don't meet	It can take a long time before speaking properly with each other	Sometimes	No	It is difficult to find a time for the meeting because the adults normally work during the day where children meet
SS	-				

C3) Are you using any specific method when implementing co-creative activities that can make such an activity successful in terms of bringing people together and building trust between people ?

Stakeholders

Are you using any specific method when implementing co-creative activities that can make such an activity successful in terms of bringing people together and building trust between people?

NJ -

MV -

HB -

Learning Providers

Name or initials **Are you using any specific method when implementing co-creative activities that can make such an activity successful in terms of bringing people together and building trust between people?**

VL I give them time to talk to each other and to eat together.

SF -

LS -

Learners

Name or initials **Are you using any specific method when implementing co-creative activities that can make such an activity successful in terms of bringing people together and building trust between people?**

NU I make a lot of talking to the new ones

JS I behave very nicely to them to show that I care for them.

SS -

C4) What are the planned and what are the unplanned outputs and outcomes of co-creative activities that bring together different people? Can you describe how these may be noticeably different from other activities and how you evaluate them?

Stakeholders

Name or initials **What are the planned and what are the unplanned outputs and outcomes of co-creative activities that bring together different people?** **Can you describe how these may be noticeably different from other activities and how you evaluate them?**

NJ -

MV -

HB -

Learning Providers

Name or initials	What are the planned and what are the unplanned outputs and outcomes of co-creative activities that bring together different people?	Can you describe how these may be noticeably different from other activities and how you evaluate them?
VL	The planned outputs are the joy and the positive atmosphere The unplanned are that they ask if we can do that again.	Maybe they are not so different. We just evaluate by telling the story.
SF	-	
LS	-	

Learners

Name or initials	What are the planned and what are the unplanned outputs and outcomes of co-creative activities that bring together different people?	Can you describe how these may be noticeably different from other activities and how you evaluate them?
NU	There were no planned outputs, we just hoped. The unplanned are that the project goes on and that some of the children now want to learn to play an instrument.	The differences are that you totally change a person's life from not knowing classical music to now wanting to play an instrument. The evaluation is to notice how many of children who want that.
JS	The planned outputs were that the children learn faster, and they do. The unplanned are that the adults now bring cake to eat in the breaks, surely to show that they are a part of the band.	-
SS	-	

D Needs / Future

D1) What would help you in order to support and realise co-creative activities through which different groups of people are brought together

Stakeholders

Name or initials	What would help you in order to support and realise co-creative activities through which different groups of people are brought together?
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NJ	-
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MV	-
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HB	-
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Learning Providers

Name or initials	What would help you in order to support and realise co-creative activities through which different groups of people are brought together?
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VL	We need somebody to take care of these activities – and not a volunteer but an employee. This will strengthen the knowledge of the field. So more money.
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SF	-
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LS	-
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Learning Providers

Name or initials	What do you wish for in terms of the creative activities you are involved	What would be helpful in the future?
VL	That the politicians will be aware of the good work and will support it more than they do now.	More money.
SF	-	
LS	-	

Learners

Name or initials	What do you wish for in terms of the creative activities you are involved in?	What would be helpful in the future?
NU	More of the same kind. That the public schools all over the country will do the same.	That the public schools all over the country will learn from it.
JS	More groups like ours.	To draw attention to the possibility and benefits of it.
SS	-	

D3) We have reached the end of the interview. Do you have anything you would like to add that we have missed?

Stakeholders

Name or initials	Do you have anything you would like to add that we have missed?
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NJ

-

MV

I think it's a good idea to make bridging projects. I will encourage my organisation to do the same.

HB

I can only recommend other municipalities to do co creation and bridging.

Learning Providers

Name or initials **Do you have anything you would like to add that we have missed?**

VL I can recommend others to launch bridging projects.

SF -

LS I will think about if bridging projects are a good idea in our area.

Learners

Name or initials **Do you have anything you would like to add that we have missed?**

NU I want to emphasize, that music is a good means if you want contact with other people.

JS Music can really bring people together.

SS -