

# Fact Sheet: Arts and Education

May 2012



Arts and education is a key policy concern for government arts funding agencies worldwide. As the global network for such agencies, the International Federation of Arts Councils and Culture Agencies (IFACCA) has undertaken several projects to encourage information sharing between policy makers, researchers and practitioners, about arts and education. This fact sheet outlines the various arts and education projects that IFACCA has undertaken to date.

## **Arts and Education Mini-Summit, Australia, 2005**

An arts and education 'mini-summit' was convened in September 2005 by IFACCA and the Australia Council, with the assistance of Arts Victoria in Melbourne, Australia. Of the 29 delegates who attended, most were senior officials from government agencies or national and international organisations that have a responsibility for, or interest in, improving the quality of arts education in their country. They came from 16 countries in five continents (Australia, Canada, PR China, Denmark, England, Germany, India, Ireland, Kenya, Namibia, New Zealand, Singapore, South Korea, Tanzania, Thailand and the USA).

The mini-summit included presentations by Sir Ken Robinson on his work to advance the role and status of culture and creativity in education systems in the UK and numerous other countries; and Professor Anne Bamford on the preliminary findings of her global research compendium (see over).

There was much agreement among delegates about the current state of arts and education policy internationally. Delegates agreed on four key areas that require action by governments to improve the implementation of arts and education policies, and especially to equip young people for the 21st century:

- Identifying persuasive arguments in making the case for arts in education
- Enhancing the training and development of artists and educators.
- Refining methods of accountability.
- Improving collaborations with key partners.

The report on the mini summit, *Moving Forward on Arts and Education*, is available on IFACCA's website, [www.ifacca.org](http://www.ifacca.org).

## **UNESCO World Conference on Arts and Education, Portugal, 2006**

IFACCA's Chair, Risto Ruohonen, presented the mini summit's report to the *World Conference on Arts Education: Building Creative Capacities for the 21st Century*, held in Lisbon, Portugal, in March 2006. The conference, organised by UNESCO and the Government of Portugal, was attended by 1,200 participants from over 97 UNESCO member states. Conference reports are available at UNESCO's 'Links to Education and the Arts' website.

## **International Seminar on Arts and Education, Chile, 2007**

IFACCA participated in the International Seminar on Arts and Education: *Challenges for Democratic and Quality Access*, organised by the Consejo Nacional de la Cultura y las Artes de Chile in Santiago de Chile in October 2007.

IFACCA's Latin American coordinator, Santiago Jara, presented as part of the panel: International Cooperation and Arts and Education.

### **World Alliance for Arts Education and World Creativity Summits, HK & UK**

One of the outcomes of the UNESCO World Congress in Portugal was the formation of the World Alliance for Arts Education (WAAE). This alliance brought together the International Drama/Theatre Education Association (IDEA), the International Society for Education through Art (InSEA) and the International Society for Music Education (ISME). Since then, the World Dance Association has also joined WAAE.

Since 2006, the WAAE has held annual World Creativity Summits and a range of other international meetings. In July 2007, IFACCA's Executive Director, Sarah Gardner, participated in the first World Creativity Summit in China, Hong Kong SAR. Over 100 delegates attended the Summit which aimed to bring together outstanding innovators from the realms of education, arts, science, policy making, industry and journalism into intimate dialogue to design strategies and partnerships to advocate the creative pedagogies of the 21<sup>st</sup> century.

In November 2009, Sarah Gardner participated in the third World Creativity Summit held in NewcastleGateshead, England, which brought together over 100 experts from about 30 countries to prepare strategic proposals for the 2<sup>nd</sup> UNESCO World Conference. Also in November 2009, IFACCA's Latin American coordinator, Santiago Jara, participated in the steering committee organising Arteducación09, a conference held in Bogotá, Colombia, designed to prepare recommendations to be presented to UNESCO.

IFACCA has been in ongoing discussion with the WAAE about its future strategic plan related to the advocacy, networking and research into arts and education.

### **UNESCO Second World Conference on Arts Education, South Korea, 2010**

Sarah Gardner attended the UNESCO Second World Conference on Arts Education in Seoul, South Korea on 25-28 May 2010. She chaired a short meeting on 24 May for all IFACCA members attending the conference to meet their counterparts, and to discuss future networking opportunities (see 'possible future initiatives').

Sarah Gardner was invited, but was unable to attend, the UNESCO Network of Arts Education Observatories – Regional Preparatory Meeting to the Second World Conference on Arts Education held in Bangkok, Thailand in January 2010.

### **Arts for Education! Symposium, Germany, 2010**

In September 2010, Sarah Gardner attended the Arts for Education! Symposium in Essen, Germany. Coinciding with this Symposium, she presented on the role of IFACCA in a meeting about the *European Arts Education Fact Finding Mission*, and a workflow schedule with other partners was developed. This project has now been continued as the Arts and Education Monitoring System, with funding from the European Culture Program, and IFACCA is an associated partner (see below).

### **Symposium on International Monitoring and Comparative Research in Arts Education, Germany, 2011**

In May 2011, Sarah Gardner attended this Symposium in Wildbad Kreuth, Germany. A group of about 45 experts from all continents convened under the guidance of UNESCO Chairs in arts and learning for a two-day symposium seeking to find ways to take tangible action as recommended in the 2010 Seoul Agenda: Goals for the Development of Arts Education. The outcome was an agreement on an action plan to create a global web hub to share research, disseminate information, establish a

connective network for interested individuals in the field and provide links to other networks and organizations. A preliminary website has developed (see [www.arts-edu.org](http://www.arts-edu.org)), and the Chairs Group is now actively working to put private-sector funding in place to create the site materials and manage its operation.

### **5<sup>th</sup> World Summit on Arts and Culture, Australia, 2011**

The 5th World Summit, held in October 2011, with the theme, *Creative Intersections*, brought together government and cultural leaders from 70 countries to explore how artists can give voice to diverse communities and concerns through collaborations with experts in health and well-being, the environment, education, business, new technologies, cultural identity and more. One of the 18 roundtables was dedicated to arts and education, with the title: 'Getting traction: arts and education policies that work'. This session focused on the intersection of the art and education, both in terms of policy and programming. The session used case study examples to illuminate a variety of approaches and enumerated success and process in all its forms. Details at: [www.artsummit.org/programme/presentations/](http://www.artsummit.org/programme/presentations/)

### **International Polylogue on Arts Education World Summit, Hong Kong, 2012**

This event was held on 2-3 May 2012 at the Hong Kong Institute of Education. See [unescohkied.org/Summit](http://unescohkied.org/Summit). IFACCA took part via the 'remote' facility and also met with the UNESCO Chairs in Arts and Learning and WAAE representatives by teleconference prior to the event.

### ***The Wow Factor***

Written by Professor Anne Bamford and based on surveys conducted jointly by IFACCA and the Australia Council, *The Wow Factor: Global Research Compendium on the Impact of the Arts in Education* was a ground-breaking analysis of research on arts and education. Published for the UNESCO World Conference on Arts Education in Lisbon in March 2006, this comprehensive report is of major interest to policy-makers, educators and artists. Comparing data and case studies from more than 60 countries, the book analyses the differences between 'education in the arts' and 'education through the arts'.

The project began in 2004, when IFACCA was approached by Prof. Bamford, then at the University of Technology Sydney, to collaborate in developing an international compendium of research on the impact of arts-rich programmes on the education of children and young people, with a particular focus on students who may be marginalised or 'at risk' in terms of fulfilling their educational and artistic potential. IFACCA used its extensive global network to identify and contact experts in arts and education, then asked them to complete a survey. The responses were collated by IFACCA and the Australia Council, and analysed by Dr Bamford.

The resulting publication, *The Wow Factor* (Waxmann, 2006), provides a global overview of the qualities of effective arts and education partnerships, including: identifiable details of the impact of arts and education partnerships; and appropriate models of data collection and research methodology for investigating the impact of arts and education partnerships. Case studies resulting from the survey process are available at UNESCO's 'Links to Education and the Arts' website.

The findings documented in the compendium were a focus of the UNESCO Summit on the Arts in Education held in Lisbon in March 2006 and have been used to inform international arts and education policies around the world. For example, Mr Vagn Jelsøe from Kunststyrelsen, the Danish Arts Agency, attended the mini-summit in Melbourne 2005 and reported that

“After attending the mini-summit and hearing Professor Bamford present her study, we engaged her to make a case study of arts education in Danish primary schools... and now our Minister for Education has agreed to consider her recommendations to raise the level of arts education.”

In 2009 *The Wow Factor: Global Research Compendium* was published in Spanish (El factor ¡WUAU! El papel de las artes en educación) by publisher Octaedro. It has also been translated into Korean, Norwegian and German.

### **IFACCA Members Group on Arts and Education**

As described above, Sarah Gardner attended the UNESCO Second World Conference on Arts Education in 2010. At that time she met with all IFACCA members attending the conference, to discuss future networking opportunities. Participants agreed to: establish an email group to share resources (see below); work towards developing a shared view of priorities; to consider employing a coordinator for the group to pursue initiatives in this field and to consider developing joint projects with other organisations.

### **Arts and Education topic page and email group**

IFACCA has created a topic page on arts and education, on its website ([www.ifacca.org/topic/arts-education-research/](http://www.ifacca.org/topic/arts-education-research/)). Users will find news items, publications and events relating to the topic published since October 2000.

In 2010, IFACCA launched an arts and education policy email group, which is managed by David Sudmalis of the Australia Council for the Arts and Natasha Eves, IFACCA. This will be a key forum for members to share their news and initiatives on arts and education.

### **ConnectCP**

[www.connectCP.org](http://www.connectCP.org) is a database of over 1000 cultural policy experts from 127 countries. Launched by IFACCA in 2006, the database aims to stimulate the interaction of people with knowledge in the cultural policy sector, mobilise human resources, and facilitate the flow of cultural policy information. A keyword search for ‘education’ presents profiles for 318 experts.

### **WorldCP – International Database of Cultural Policies**

IFACCA has been nominated by the founders of the highly regarded Compendium of Cultural Policies and Trends in Europe ([www.culturalpolicies.net](http://www.culturalpolicies.net)), the Council of Europe (CoE) and the ERICarts Institute, to develop the international version of the Compendium - WorldCP. WorldCP is a tool for policymakers, researchers, advocates and the global community.

WorldCP is a central, web-based and continuously updated database of country-specific profiles of policies that relate to culture. Modelled on the Council of Europe/ERICarts Compendium, it will also provide the capacity to monitor and analyse global trends in key aspects of cultural policies. IFACCA is currently working with its partners in Asia, Africa, Latin America, the Pacific and the Mediterranean to develop national cultural policy profiles. A number are already available from the WorldCP website: [www.worldcp.org](http://www.worldcp.org).

The structure for the WorldCP and the European Compendium contain a section – chapter 8.3 – devoted to ‘arts and cultural education’ covering the following topics:

- Institutional overview
- Arts in schools

- Intercultural education
- Higher arts education and professional training
- Basic out-of-school, arts and cultural education

WorldCP could, in due course, provide the following benefits to developing initiatives on arts and education:

- Significantly enhanced access to current national information, documentation and data on the cultural policies and trends of countries from around the world;
- Reliable, comparable cultural policy research and analysis that reflects the different contexts in which policies for culture are developed and implemented;
- A central point for storing information, thereby reducing the cost of continuously responding to individual requests about cultural policies;
- A consistent format and methodology, making it easier to keep information up-to-date;
- Opportunities to facilitate the development of national and transnational policies and programmes through the use of comparative cultural policy research and modelling;
- The provision of standard indicators upon which information and data for country profiles can be compiled and developed collectively in order to pave the way for future policy comparisons;
- Through an examination of similar efforts elsewhere, the capacity to reduce the uncertainties and complexities inherent in policy making;
- The provision of an integrated, highly valued international website for each country's nationally-specific information.

### **Arts and Education Monitoring System**

IFACCA is an 'associated partner' in a project managed by EDUCULT, and funded by the European Culture Program, which is a cooperative research initiative on European wide resources in the domain of arts education. The research follows the European Arts Education Fact Finding Mission, also managed by EDUCULT.

### **African Arts Education Policies Research and Development Project (in preliminary discussion phase only)**

This project would aim to research the state of arts education policies (primary, secondary, tertiary and non-formal) in Africa and the nature of their implementation; evaluate these policies and their implementation against normative international and African policy documents on arts education; and devise generic arts education policy guidelines and strategies for adaptation and implementation by African countries depending on their respective conditions. IFACCA is a potential partner, with the Secretariat of the New Partnership for Africa's Development (NEPAD); the Arterial Network, the University of Witwatersrand and the Goethe Institute.

For information on these or other IFACCA projects, please see [www.ifacca.org/topic/arts-education-research/](http://www.ifacca.org/topic/arts-education-research/) or contact Sarah Gardner, Executive Director, IFACCA, [info@ifacca.org](mailto:info@ifacca.org)

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