

International Mini-Summit on Education and the Arts

**Melbourne, Australia
11-12 September 2005**

In preparation for UNESCO's World Summit on the Arts in Education in Portugal in March 2006, the International Federation of Arts Councils and Culture Agencies (IFACCA) and the Australia Council for the Arts, with the assistance of Arts Victoria and the Victorian Arts Centre, will host a mini-summit with an education and the arts theme in Melbourne, Australia on Sunday 11 and Monday 12 September 2005.

The mini-summit is one in an ongoing series co-hosted by IFACCA and its member agencies. The aim of these events is to allow small groups of managers (10 to 20) from arts councils and ministries of culture to meet to explore key policy concerns, develop joint initiatives and forge ongoing networks.

Previous mini-summits, co-organised by IFACCA, are as follows:

- Cork, on Networking the Arts in Europe, May 2004, Arts Council of Ireland
- Helsinki, New Media Art and Technology, August 2004, Arts Council Finland
- Montreal, Arts Researchers workshop, August 2004, Canada Council for the Arts

Further information is at: www.ifacca.org/ifacca2/en/organisation/page04_mini.asp

Immediately following the mini-summit (on 13-14 September), the Australia Council is also staging the *National Education and the Arts Symposium* in Melbourne. Both events come under the umbrella of regional preparatory events in the lead up to the UNESCO World Summit.

The mini-summit will be a two day invitation-only event attended by representatives of arts and cultural funding agencies from around the world. The issues to be discussed at these events will be linked to the proposed themes identified by UNESCO for the World Conference, as described in the attachment.

The mini-summit provides an excellent opportunity to discuss these and other issues relating to the role of arts and cultural funding agencies in developing policy and programs in the education area. Participants will share the latest information regarding their region's policies, program and strategies in arts education.

Key questions for consideration at the mini-summit may include:

- What constitutes sound evidence of the benefits of arts-rich education?
- How has the evidence been used to successfully influence the way the arts are delivered in schools and other organisational settings?

- What are critical considerations in assessing implementation of arts education policy and programs?
- What does the increase in focus on creativity and innovation in education mean for the arts?
- Can we address the challenges associated with the traditional divisions in funding and responsibility between education departments and arts funding agencies?
- How can international collaborations (research, networks, publications) be better co-coordinated and supported?
- What are the opportunities for participants to develop concrete collaborations, e.g. professional exchanges, funding schemes, statistics accumulation, research and development projects?

Sir Ken Robinson, Senior Education Adviser to the J Paul Getty Centre, and former chair of the committee that developed the highly regarded *All Our Futures: Creativity, Culture and Education* report, will provide opening remarks to the mini-summit.

As part of the Australian preparations for the World Conference, IFACCA and the Australia Council are also currently collaborating with UNESCO to produce a global compendium of research that demonstrates the positive impact of arts-rich programs on the education of children and young people around the world. The author of the compendium, Professor Anne Bamford of the Wimbledon School of Art, London and University of Technology Sydney, will attend the mini-summit to present the findings of the with the group. For more information see *Arts and Education Research: Towards an International Compendium*. <http://www.ifacca.org/files/educationreport.pdf>

Attendees

We expect about 30 arts education experts from government agencies in Australia, Canada, China, Congo, Denmark, England, India, Ireland, Kenya, Namibia, New Zealand, Seychelles, Singapore, South Korea, Spain, Swaziland, Tanzania, Thailand (UNESCO), and USA. Delegates from four other countries are yet to confirm.

Report on the mini-summit

A full report on the mini-summit will be available after the event.

Themes of the UNESCO World Conference

In a constantly evolving world, experts and workers from learning institutions, be they public or private, formal or informal, all hope to see schools play a predominant role in addressing societal questions such as social cohesion, immigration, cultural diversity and multiculturalism, and skills and knowledge development.

Accordingly, UNESCO has drawn up a list identifying the themes to be discussed at the World Conference. The topics include:

- the development of emotional maturity and a critical attitude among youths;

- the transmission of knowledge;
- the transmission of heritage, specifically cultural and artistic heritage;
- the promotion of cultural diversity;
- the prevention of and fight against illiteracy;
- language learning;
- the acquisition of good work habits;
- the pupil's place in the education system;
- citizenship education (including awareness of others);
- training in and out of school;
- school dropouts;
- teachers' authority;
- art form based issues e.g. links between mathematics and music, Theatre education, visual arts and science teaching, Dance and creativity;
- the updating of "arts and sciences";
- interdisciplinarity;
- the role of information and communication technologies;
- the place of the artist and arts practitioner in school;
- lifelong training of teaching staff; and
- research and statistics on the contribution of the arts to improving the quality of education and of the school environment.

Regional preparatory events

Further to the list of themes above, UNESCO has now also identified the following common items to be considered at the various regional preparatory meetings:

- to identify the gap between planned policies and delivery in the fields of the arts education in the school environment.
- to define what should be considered as quality artistic education in and out of the school curriculum.
- to produce a set of guidelines that would help implementation of Quality Arts Education in and out of the school environment.

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