

SEOUL AGENDA, UNESCO 2010
ΕΙΣΑΓΩΓΙΚΟ ΣΗΜΕΙΩΜΑ

«**Η Ατζέντα της Σεούλ: Στόχοι για την ανάπτυξη των Τεχνών στην Εκπαίδευση**», είναι αποτέλεσμα του Δευτέρου Παγκόσμιου Συνεδρίου της UNESCO, που πραγματοποιήθηκε στη Σεούλ τον Μάιο του 2010. Σε αυτό το Συνέδριο ήταν έντονη παρουσία του IDEA και της **Συμμαχίας για τις Τέχνες στην Εκπαίδευση (World Alliance for Arts Education)**.[*] Χαρακτηριστικό της συνάντησης αυτής ήταν η συμμετοχή πολλών ερευνητών και ειδικών και το ότι η Ατζέντα που συνέταξε για τις τέχνες στην εκπαίδευση στα περισσότερα σημεία της συγκεκριμενοποιούσε τον Οδικό Χάρτη για τις τέχνες στην Εκπαίδευση.

Τα τρία βασικά σημεία-στόχοι που έθεσε η Ατζέντα για την ανάπτυξη των τεχνών στην εκπαίδευση είναι:

α. Οι τέχνες στην εκπαίδευση πρέπει να είναι προσβάσιμες σε όλους, έτσι ώστε να εξασφαλίζεται η η ποιοτική ανανέωση της εκπαίδευσης.

β. Τα προγράμματα και οι δραστηριότητες των τεχνών στην εκπαίδευση πρέπει να χαρακτηρίζονται από υψηλή ποιότητα και ως προς το σχεδιασμό τους και ως προς την υλοποίησή τους.

γ. Η εφαρμογή βασικών αρχών και πρακτικών των τεχνών στην εκπαίδευση μπορεί να συμβάλει στην επίλυση των κοινωνικών και πολιτισμικών προκλήσεων που αντιμετωπίζει ο σύγχρονος κόσμος.

(*) Η Συμμαχία για τις Τέχνες στην Εκπαίδευση (World Alliance for Arts Education -WAAE) δημιουργήθηκε το 2006 στο Παγκόσμιο Συνέδριο της Λισαβόνας το 2006 και περιλαμβάνει τους εξής οργανισμούς:

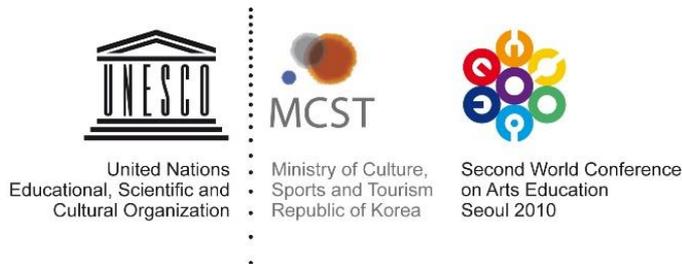
Διεθνής Οργανισμός για το Θέατρο στην Εκπαίδευση – International Drama/Theatre & Education Association-IDEA),

Διεθνής Ένωση για την Εκπαίδευση μέσω της Τέχνης (International Society for Education through Art-InSEA),

Διεθνής Ένωση για τη Μουσική Εκπαίδευση (International Society for Music Education-ISME).

Αργότερα προστέθηκε και ο **Παγκόσμιος Οργανισμός Χορού (World Dance Association-WDA).**

Πανελλήνιο Δίκτυο για το Θέατρο στην Εκπαίδευση



The Second World Conference on Arts Education

Seoul Agenda: Goals for the Development of Arts Education

The *Seoul Agenda: Goals for the Development of Arts Education* is a major outcome of UNESCO's Second World Conference on Arts Education held in Seoul, the Republic of Korea, on 25 – 28 May 2010. Convened at the initiative of UNESCO, in close partnership with the Ministry of Culture, Sports and Tourism of the Government of the Republic of Korea, the Conference gathered more than 650 officials and experts in arts education from 95 countries. The programme included a Ministerial round table, keynote speeches, panel discussions, parallel workshops, regional group discussions, an encounter with NGOs and foundations, and a special session on Arts Education and the Rapprochement of Cultures.

Work on the *Seoul Agenda* began a year prior to the Conference during a meeting in July 2009 of the International Advisory Committee (IAC) at UNESCO Headquarters, and culminated in a presentation of the document to the participants during the closing session of the Conference. In preparation for the Conference, the IAC continued to refine the goals via e-mail exchanges in the months following the meeting in 2009.

An amended version, which took into account comments and proposals received from members of the IAC was prepared during a meeting immediately preceding the Conference. This version of the *Seoul Agenda* was circulated to experts during the Conference. Presentations and debates were monitored throughout the Conference by the General Rapporteur and revisions were made to the document to reflect priorities and insights offered by the Conference participants. Revisions of an editorial nature were subsequently completed by the General Rapporteur to reflect responses received from participants after presentation of the Seoul Agenda at the close of the Conference.

Preamble

The *Seoul Agenda: Goals for the Development of Arts Education* reflects the conviction of the IAC members and the experts participating in the Conference that arts education has an important role to play in the constructive transformation of educational systems that are struggling to meet the needs of learners in a rapidly changing world characterized by remarkable advances in technology on the one hand and intractable social and cultural injustices on the other. Issues that concerned the IAC included but were not limited to peace, cultural diversity and intercultural understanding as well as the need for a creative and adaptive workforce in the context of post industrial economies. Equally, participants agreed that arts education can make a direct contribution to resolving the social and cultural challenges facing the world today. Of crucial importance to the success of arts education in meeting these challenges is the need to achieve high standards in the conception and delivery of programmes. The *Seoul Agenda* takes these three issues as its organizing principles.

As a product of UNESCO's Second World Conference on Arts Education, the *Seoul Agenda* is intended to build on the *UNESCO Road Map for Arts Education* that was a major outcome of the First World Conference held in Lisbon, Portugal, in 2006. The *Road Map* offered an important theoretical and practical framework that provided guidance for advancing the qualitative development and growth of arts education. A central goal of the Seoul Conference was to reassess and encourage further implementation of the *Road Map*. The *Seoul Agenda* will serve as a concrete plan of action that integrates the substance of the *Road Map* within a structure of three broad goals, each accompanied by a number of practical strategies and specific action items.

The *Seoul Agenda* calls upon UNESCO Member States, civil society, professional organizations and communities to recognize its governing goals, to employ the proposed strategies, and to implement the action items in a concerted effort to realize the full potential of high quality arts education to positively renew educational systems, to achieve crucial social and cultural objectives, and ultimately to benefit children, youth and life-long learners of all ages.

Goals for the Development of Arts Education

GOAL 1: Ensure that arts education is accessible as a fundamental and sustainable component of a high quality renewal of education

Strategies

1.a Affirm arts education as the foundation for balanced creative, cognitive, emotional, aesthetic and social development of children, youth and life-long learners

Action Items

1.a (i) Enact policies and deploy resources to ensure sustainable access to:

- comprehensive studies in all arts fields for students at all levels of schooling as part of a broad and holistic education,
- out of school experiences in all arts fields for a diversity of learners in communities,
- interdisciplinary arts experiences including digital and other emerging art forms both in school and out of school;

1.a (ii) Enhance synergy between the different aspects of development (creative, cognitive, emotional, aesthetic and social);

1.a (iii) Establish high quality evaluation systems in order to ensure the well-rounded development of learners in arts education.

1.b Foster the constructive transformation of educational systems and structures through arts education

Action Items

1.b (i) Apply arts as an educational model introducing artistic and cultural dimensions in other academic disciplines;

1.b (ii) Foster a creative culture among teachers and school administrators through arts education;

1.b (iii) Apply arts education to introduce innovative pedagogies and creative approaches to curricula that will engage a diversity of learners.

1.c Establish systems of lifelong and intergenerational learning in, about and through arts education

Action Items

1.c (i) Ensure learners from all social backgrounds have lifelong access to arts education in a wide range of community and institutional settings;

1.c (ii) Ensure opportunities for arts education experiences among different age groups;

1.c (iii) Facilitate intergenerational learning in order to safeguard knowledge of traditional arts and foster intergenerational understanding.

1.d Build capacities for arts education leadership, advocacy and policy development

Action Items

1.d (i) Build practitioners' and researchers' capacities for arts education policy reform including participation of marginalized populations and under-privileged groups in arts education policy-planning processes;

1.d (ii) Enhance communications and advocacy by reinforcing relations with the information media, establishing an appropriate language for communication, and utilizing information technology and virtual networking systems to link existing national and regional initiatives;

1.d (iii) Communicate the individual and social impact of arts education to raise the public awareness of the values of arts education and to encourage support for arts education in the public and private sectors.

GOAL 2: Assure that arts education activities and programmes are of a high quality in conception and delivery

Strategies

2.a Develop agreed high standards for arts education that are responsive to local needs, infrastructure and cultural contexts

Action Items

2.a (i) Establish high standards for the delivery of arts education programmes in school and the community;

2.a (ii) Institute formally recognized qualifications for teachers and community facilitators of arts education;

2.a (iii) Provide necessary and appropriate facilities and resources for arts education.

2.b Ensure that sustainable training in arts education is available to educators, artists and communities

Action Items

2.b (i) Offer necessary skills and knowledge for teachers (general and arts) and artists working in education through sustainable professional learning mechanisms;

2.b (ii) Integrate artistic principles and practices within pre-service teacher education and the professional development of practising teachers;

2.b (iii) Ensure the implementation of arts education training through the development of quality monitoring procedures such as supervision and mentoring.

2.c Stimulate exchange between research and practice in arts education

Action Items

2.c (i) Support arts education theory and research globally and link theory, research and practice;

2.c (ii) Encourage cooperation in developing arts education research and distribute research as well as exemplary arts education practices through international structures such as clearing houses and observatories;

2.c (iii) Consolidate high quality evidence of the impact of arts education and assure its equitable distribution.

2.d Facilitate collaboration between educators and artists in schools and in out-of-school programmes

Action Items

2.d (i) Encourage schools to initiate partnerships between artists and teachers in delivering curricula;

2.d (ii) Encourage community organizations to cooperate with teachers in providing arts education programmes in a variety of different learning environments;

2.d (iii) Elaborate cultural projects within various learning environments actively involving parents, family members and community members.

2.e Initiate arts education partnerships among stakeholders and sectors

Action Items

2.e (i) Build partnerships within and beyond governments to strengthen the role of arts education in society, especially across educational, cultural, social, health, industrial and communication sectors;

2.e (ii) Coordinate the efforts of governments, civil society organizations, higher education institutions and professional associations to strengthen arts education principles, policies and practices;

2.e (iii) Engage private sector entities including foundations and philanthropic agencies as partners in the development of arts education programmes.

GOAL 3: Apply arts education principles and practices to contribute to resolving the social and cultural challenges facing today's world

Strategies

3.a Apply arts education to enhance the creative and innovative capacity of society

Action Items

3.a (i) Apply arts education throughout schools and communities to foster the creative and innovative capacity of individuals and to cultivate a new generation of creative citizens;

3.a (ii) Apply arts education to promote creative and innovative practices in favor of the holistic social, cultural and economic development of societies;

3.a (iii) Employ emerging innovations in communication technology as a source of critical and creative thinking.

3.b Recognize and develop the social and cultural well-being dimensions of arts education

Action Items

3.b (i) Encourage recognition of the social and cultural well-being dimensions of arts education including:

- the value of a full range of traditional and contemporary arts experiences,
- the therapeutic and health dimensions of arts education,
- the potential of arts education to develop and conserve identity and heritage as well as to promote diversity and dialogue among cultures,
- the restorative dimensions of arts education in post-conflict and post-disaster situations;

3.b (ii) Introduce knowledge about social and cultural well-being in training programmes for arts education professionals;

3.b (iii) Apply arts education as a motivating process to enhance learner engagement and reduce education dropout levels.

3.c Support and enhance the role of arts education in the promotion of social responsibility, social cohesion, cultural diversity and intercultural dialogue

Action Items

3.c (i) Give priority to recognition of the learner-specific context and encourage educational practices adapted to the local relevancy of the learners including minorities and migrants;

3.c (ii) Foster and enhance knowledge and understanding of diverse cultural and artistic expressions;

3.c (iii) Introduce intercultural dialogue skills, pedagogy, equipment and teaching materials in support of training programmes in arts education.

3.d Foster the capacity to respond to major global challenges, from peace to sustainability through arts education

Action Items

3.d (i) Focus arts education activities on a wide range of contemporary society and culture issues such as the environment, global migration, sustainable development;

3.d (ii) Expand multi-cultural dimensions in the practice of arts education and increase intercultural mobility of students and teachers to foster global citizenship;

3.d (iii) Apply arts education to foster democracy and peace in communities and to support reconstruction in post-conflict societies.