

Results and Perspectives

Evaluation on the Impact of the *Seoul Agenda* in European Context

Let's imagine a tree. Not an ordinary tree but the tree of the arts education according to the Seoul agenda. If the main standards of the *Seoul Agenda* were fully implemented, the tree would have a great crown with branches representing every kind of arts.

If we look at the European context, the forest, in which each arts-education-tree represents one European country, consists of very different trees.

The only thing which is similar to all these trees is the asymmetry. We can find two really big branches in each tree – the branches of music and art. These arts are generally taught by qualified teacher and they are offered for every pupils in pre-school and elementary and lower secondary education. However the quality of these subjects are very changeable and there is many problems to solve.

But what about the other branches? If we look at the branch of drama education (which is in our case also representative of the other kinds of arts like dance, film etc.) the situation is very different from music or art and depends on the country, where the tree is growing.

There are only a few countries where the educational process includes drama. In some countries (like Iceland, Netherlands or Greece) it is obligatory for schools to offer pupils and students drama education as a subject itself or as an educational mean for other subject.

In some counties the schools can choose if they want to work with drama education (e.g. in the Czech Republic there is possibility to teach it as a subject, in Finland it is often mentioned as a method of interaction in Mother Tongue and Literature). However it depends very much on the situation of a particular school (if there are qualified teachers supported by school management) and to be honest only a few school integrate drama education in their curriculum.

Moreover, this situation doesn't include every level of school system. There are many countries and kinds of school across the Europe where students have minimal contact with drama education or theatre.

We cannot say that it is so because the European countries have no well qualified teachers. In last few years the situation of teacher's qualification is getting better. In many countries you can find university studies which are focused on this specific art study or at least pedagogical universities offering some courses specialized in drama education for students of pedagogy.

In some countries schools can participate in special programmes with artists, arts educators or arts institutions. However, it is often not long term cooperation and not every school is looking for these kinds of programmes.

However, there is also an optimistic side. There are many initiatives across the Europe which offer courses, encounters etc. for children, adults or institution interested in drama education or other art fields. Most of them are non-profit organisations which have to ask for financial support for every project they do (grants and subsidies from government programmes, foundations or commercial entities, fees from participants etc.). Some of them are funded through government bodies or institution.

All of these institutions try their best to promote arts education as an essential need for personal and social development. I wish they had more opportunities and support to do so and the arts-education tree thus had a richer crown than it does today.

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