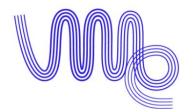




World Alliance for Arts Education

Multistakeholder Dialogue on Culture and Arts Education ,

25 May 2023



WAAE
World Alliance for
Arts Education



IDEA



THE INTERNATIONAL SOCIETY
FOR EDUCATION THROUGH ART



INTERNATIONAL SOCIETY
FOR MUSIC EDUCATION



WDA

The World Alliance for Arts Education is a network of four organisations:

- International Drama/Theatre and Education Association ([IDEA](#)),
- International Society for Education through Art ([InSEA](#)),
- International Society for Music Education ([ISME](#))
- World Dance Alliance ([WDA](#))



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InSEA
THE INTERNATIONAL SOCIETY
FOR EDUCATION THROUGH ART



ISME
INTERNATIONAL SOCIETY
FOR MUSIC EDUCATION





World Alliance for Arts Education Survey (WAAE, 2023)

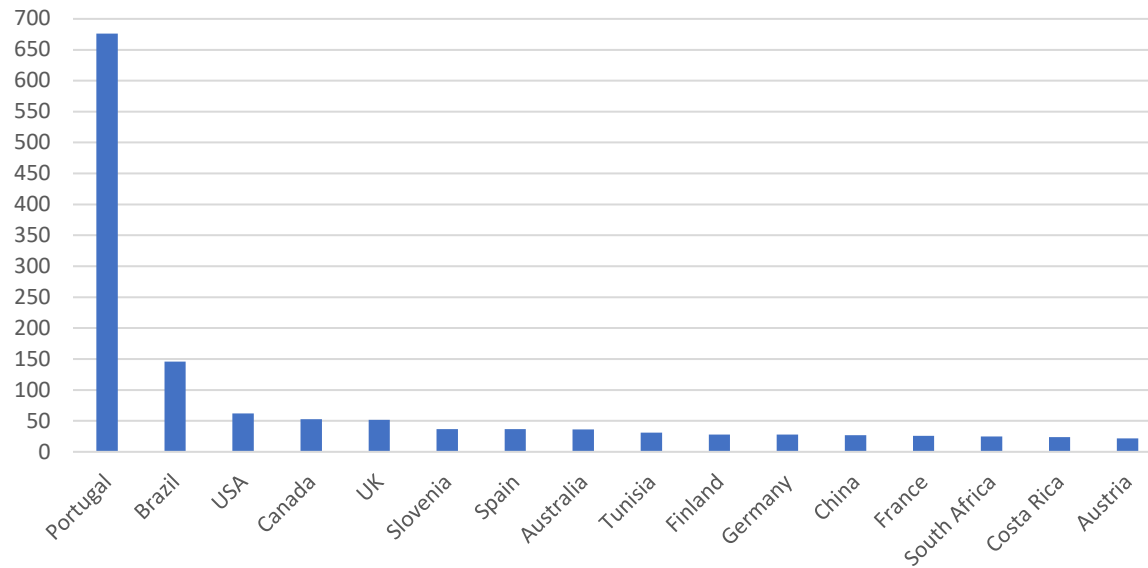
During 2023, WAAE worked with UNESCO to create and distribute an online Arts Education and Culture survey.

The survey aimed to seek views of art educators as they identify current and future challenges and needs.

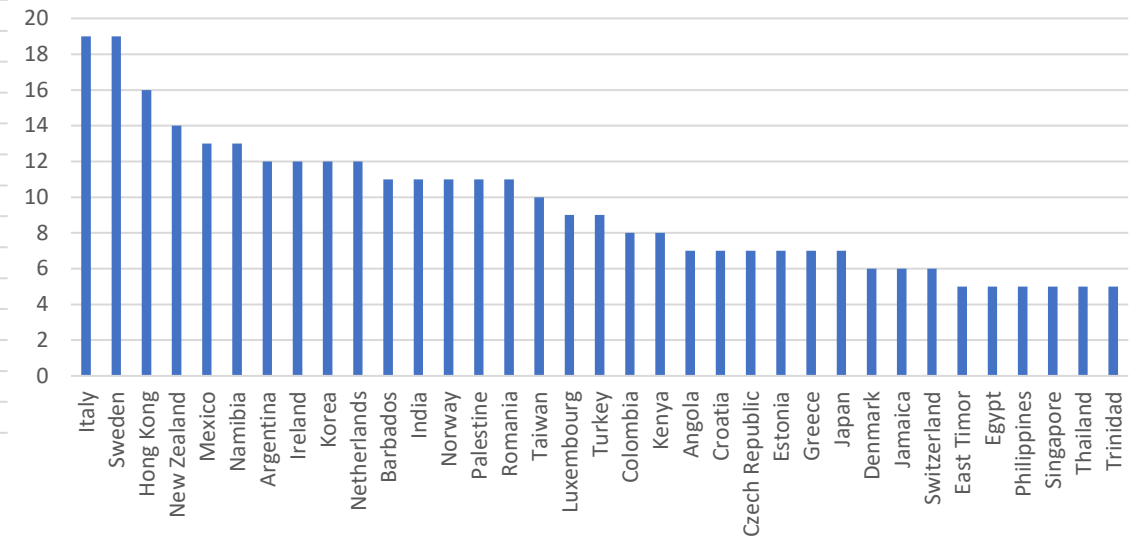
A total of 1361 respondents from 113 countries completed the survey

Survey Respondents

Countries - 20+ responses

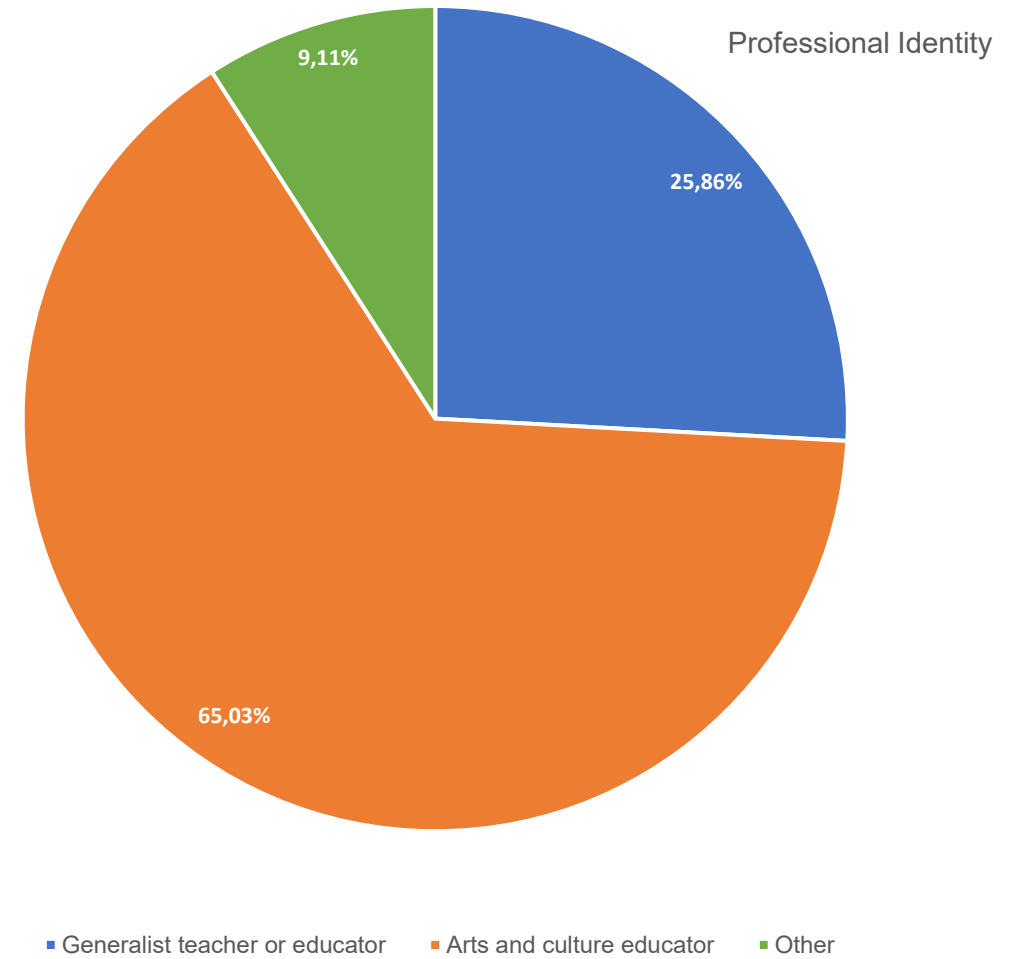


Countries - 5-19 responses



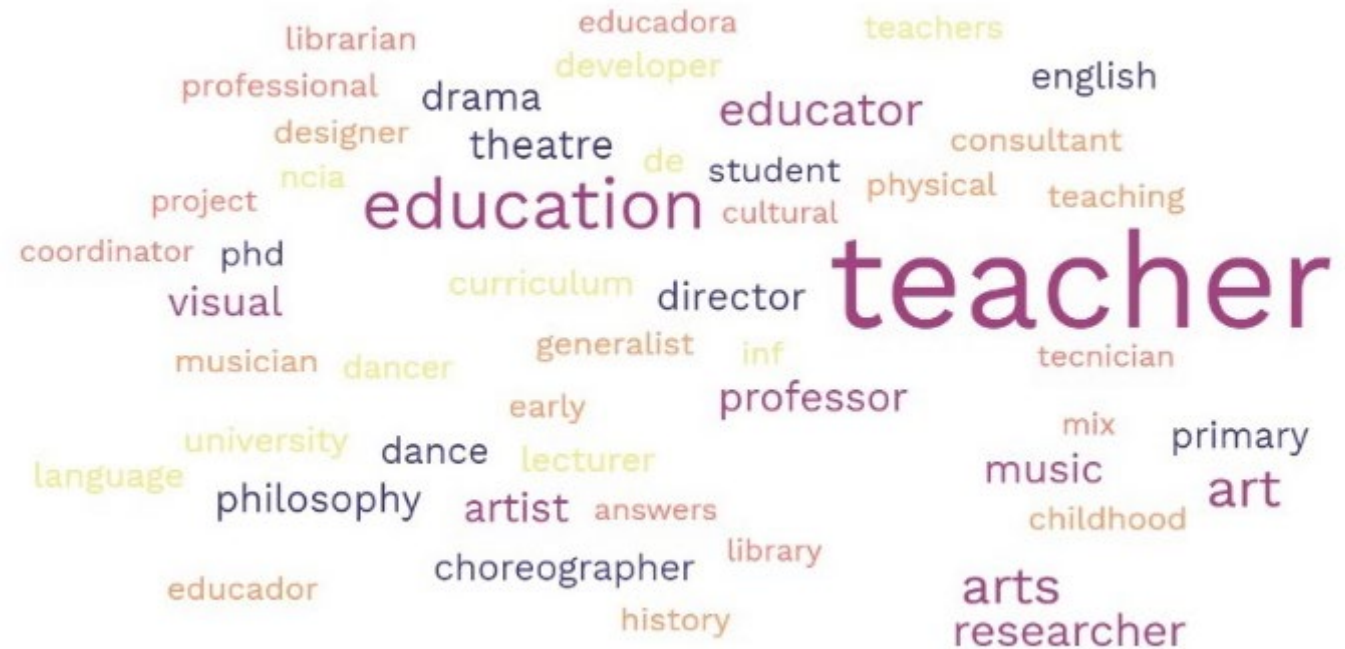
Survey Respondents

The survey was mainly completed by **experienced arts and culture educators** from public sector, but also captured early childhood; generalist educators' perspectives and views from a few percentage of art and culture educators from non formal sectors.



Survey Respondents

Respondents have very diverse types of initial training. The great majority of respondents have postgraduate or higher education qualifications.





Arts education and education through the arts is lifelong.

The arts and culture arts contribute to individuals' development in their holistic lives (Q 10). Arts and culture education take place in the formal, informal, and non-formal settings.

Survey Key Findings

- arts and culture education inform holistic quality of life across the life span of individuals.
- a strong belief in the efficacy of arts and culture education in developing 21st century competencies.



Question 10: In your opinion, what are the main objectives of culture and arts education?

Main Objective	Count	Percentage
Artistic skill development that boosts creativity and innovation	770	56.58%
Holistic human development	641	47.10%
Development of social and emotional skills	522	38.35%
Enhancing awareness and appreciation of cultural diversity	274	20.13%
Ensuring access to culture	271	19.91%
Enhancing artistic skills and job opportunities in the cultural and creative sectors	191	14.03%
Fostering cultural participation	189	13.89%
Strengthening cultural identity	164	12.05%
Developing skills for democratic participation	151	11.09%
Fostering social inclusion (e.g. vulnerable groups such as Indigenous Peoples, displaced people, persons with disabilities, etc.)	144	10.58%
Strengthening quality learning outcomes, including advancing literacies	125	9.18%
Promoting social justice and equity	104	7.64%
Enhancing transferable skills, for non-arts and culture careers	99	7.27%
Fostering health and well-being	73	5.36%
Enhancing awareness of sustainability	63	4.63%
Promoting social cohesion	56	4.11%
Strengthening national identity	25	1.84%



Survey

Key Findings: compulsory arts education

- Arts educators strongly endorse the compulsory presence of arts education within **formal and non formal education.**



Key Findings: contribution of arts and culture education in achieving UNESCO 17 SDG's.

- strongly advocate for the role **arts education plays in creating and maintaining healthy, creative, informed, critical, safe and civic societies.** That is, arts and culture education has a large role in achieving the UNESCO 17 SDG's.

Question 11: In your opinion, what skills and competences should be developed in culture and arts education?

Skills and Competencies	Most relevant (%)	Slightly relevant (%)	Not relevant (%)
Creativity	89.05	4.11	6.83
Critical thinking	88.32	4.56	7.13
Self-expression	87.00	6.32	6.02
Communication skills	85.38	7.35	7.27
Problem solving	85.16	8.45	6.34
Social and emotional skill	84.42	9.26	6.32
Inclusion/empathy	84.35	8.52	7.13
Collaboration/relational competences	84.28	8.89	6.83
Capacity for growth and innovation	82.95	10.07	6.98
Cultural literacy	82.32	9.70	7.94
Self-image/self-esteem	81.48	11.61	6.91
Flexibility	81.26	11.17	7.57
Capacity to adapt to the unknown	80.97	11.98	7.05
Intercultural competence	80.38	12.12	7.49
Artistic skill	80.00	14.18	5.80
Resilience	79.79	12.42	7.79
Respect for space, land and nature	77.96	12.78	9.26
Visual/Musical/Media literacy	75.09	16.90	8.01
Knowledge of Local and Global issues	74.50	18.74	6.76
Civic capabilities	72.52	17.34	10.14
Organisation skills	72.30	17.93	9.77
Auto-regulation skills	66.79	21.75	11.45
Understanding human and non-human systems	63.70	25.35	10.95
Transferable skills	63.41	25.06	11.54
Digital literacy	63.05	25.72	10.43
Vocational/professional skills	62.67	26.16	11.17
Entrepreneurial skills	52.90	31.81	15.28



Survey Key Findings: NEEDS

- More **SUPPORT**
- Better **TRAINING**

Member States to take further steps to address gaps in teacher education; provision for arts education in formal education; support for school leadership; balance in arts education across arts forms and research.

Question 12: In your opinion, what do education systems need to focus on in order to improve the quality and relevance of culture and arts education ?

Focus for improving quality and relevance of culture and arts education	Most relevant (%)	Slightly relevant (%)	Not relevant (%)
Recognize the value and role of arts and culture in learning by educators and administrators	89.42	4.48	6.10
Integrate locally-relevant cultural and artistic experiences and knowledge in school projects and goals	88.98	4.92	6.10
Recognize and promote schools as spaces of production of cultural diversity	88.54	5.51	5.95
Recognize the value and role of arts and culture in learning by parents and society in general	88.46	5.89	5.66
Deliver high-quality pre-service and in-service teacher education on arts and culture	87.73	6.47	5.80
Advocate for culture and arts education at governmental levels	87.22	6.61	6.17
Recognize, value and integrate artists, community mediators, cultural practitioners and local knowledge bearers as educational experts in the pedagogical plans of schools	84.94	8.23	6.83
Strengthen practice-based research training	82.59	10.14	7.27
Establish links and involve families and communities as partners	82.00	11.39	6.61
Integrate arts and culture educators in interdisciplinary teams for environmental, health, social care and humanitarian aid programmes	81.02	11.61	7.35

Question 13: In your opinion, what are the main needs in culture and arts education today?

Main needs in culture and art education	Most relevant (%)	Slightly relevant (%)	Not relevant (%)
High-quality in-service and/or specialized teacher training in culture and arts education	88.27	5.58	6.17
High-quality pre-service teacher education in culture and arts education	87.07	7.42	5.51
Greater priority given to arts education within education institutions and the broader community	86.55	6.98	6.47
Strengthened collaboration with cultural institutions and entities	86.11	8.30	5.58
Strengthened collaboration with artists and cultural practitioners	85.45	8.45	6.10
Financial resources for materials and equipment	85.45	7.94	6.61
Continuous professional development in culture and the arts, arts pedagogies and arts-based research	85.23	8.08	6.69
Improved working conditions and salaries	85.08	8.30	6.61
Access to shared practices and national and international networks of arts education organizations and educators	84.57	8.82	6.61
Improved and relevant curricula content and programming	84.35	9.99	5.66
Greater autonomy for teachers in planning and facilitating teaching	83.84	9.26	6.41
More time allocated to pre-service and in-service teacher training	82.81	10.58	6.61
Enhanced pedagogical support for interdisciplinary and emerging arts and culture domains (toolkits)	82.66	10.66	6.69
Enhanced pedagogical support for teaching in increasingly diverse classroom settings (toolkits)	81.78	11.98	6.25
Improved staffing arrangements for casual or temporary arts teachers	78.47	12.64	8.89
Research and data collection to evaluate arts learning	74.47	17.56	8.01
Provision of digitally-enhanced curricula and digital tools	72.01	19.32	8.67
Enhanced opportunities to engage in advocacy	64.36	22.12	13.52



Survey

Key Findings: More Support

- Government funding has considerable influence on the provision of arts and culture education (Q 6a)
- the role of school leaders and government leadership in improving provision of arts education. (Q 12).
- Lack of money provides the largest challenge for arts educators when collaborating with institutional education programmes (Question 16)
- **need for better quality institutional leadership and support for arts education and culture.**



Survey

Key Findings: Formal Education systems

a more balanced approach to arts education that builds on strengths of visual arts and music education but recognises the need for drama and dance education (Q 9).



Survey

Key Findings: Better Training

- significant gaps in teacher education (Q3 and 4; Q 10)
- **high quality systemic support for teacher pre-service and in-service teacher education (Q 13)**
- Need for more support in developing and implementing arts education and culture products and process through digital media (Question 17).



WAAE Suggestions for a future Arts Education and Culture Framework

The Framework must address widely varying needs, circumstances and capacity to implement arts and culture education. But It is essential that the Framework states that :



WAAE Suggestions for a future Arts Education and Culture Framework

**Arts Education is an inalienable
right of all across all arts forms.**



Civil Society:

Arts and culture are a core component of effective civil society and their role needs to be acknowledged, celebrated and enacted

Social engaged arts and cultural education programs **should be implemented** in diverse community settings and **have continuous support** by member states and local governments.



Arts education and education through the arts should be integrated in all levels of formal education.

Where there are specific arts and culture school curriculum, policies and programs there needs to be clearly defined expectations and requirements that address Arts Education priorities in Education systems:



In society, communities play a specific role in arts and culture education. Artists and institutions model the arts and culture, and shape and enrich life. In formal, informal and non-formal settings

- **Collaborations and cooperation** with artists, cultural groups and institutions
- Team teaching opportunities aligned with support for artists/cultural activists in residence
- More collaboration between artists and teachers
- **Building internet communities of practice** – endorsed communities of educators and teaching artists sharing quality practice and training,



UNESCO implementation and monitoring of any future Arts Education and Culture Framework is vital.

- Clearly **targeted outcomes and expected timelines** for implementation of the Framework.
- **Reporting Process:** to UNESCO on the status and implementation of arts and culture education
- **Research**
 - Engagement with arts education and culture education researchers



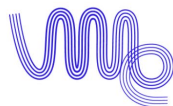
implementation and monitoring of any future Arts Education and Culture Framework is vital.

WAAE offers its contributions for ongoing evaluation and research on a future UNESCO Arts Education and Culture Framework .

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WAAE acknowledge that WAAE survey results do not represent all arts educators but can be valuable for the development of the UNESCO Framework for Culture and Arts Education.

WAAE Report for the Development of the UNESCO Framework for Culture and Arts Education, May 2023, can be accessed through our webpage, under Advocacy Papers
<https://www.waae.online/>



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International Arts Education Week

May 22-28 | 2023



• The arts, in their diversity, and arts educators play a critical role in fostering and transforming humanity.

• Искусство, во всём его многообразии, и преподаватели искусств играют решающую роль в развитии и преобразовании человечества. • Las artes en sus distintas formas y los docentes de enseñanzas artísticas, juegan un papel fundamental para impulsar el desarrollo humano. • Les arts dans leur diversité et tous ceux qui assurent l'éducation artistique jouent un rôle essentiel pour renforcer et transformer l'humanité.

• 多元之艺术，及其教育工作者，于人性涵养与升华至关重要。

• تلعب الفنون بألوانها المختلفة، وكذلك معلمين الفنون دورا حاسما في تعزيز وتحويل الإنسانية



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