



United Nations
Educational, Scientific and
Cultural Organization

Arts Education

Questionnaire on the implementation of the Road Map for Arts Education

Drawn up on the basis of deliberations undertaken during and following the World Conference on Arts Education (6-9 March 2006, Lisbon, Portugal), the “Road Map for Arts Education” aims to explore the role of Arts Education in meeting the need for creativity and cultural awareness in the twenty-first century.

The Road Map was especially designed to promote a common understanding among all stakeholders of the essential role of Arts Education by providing an adaptable framework with which Member States can develop their own guidelines in the field of Arts Education. In practical terms, it is meant to serve as an evolving reference document outlining concrete changes as well as measures required to effectively implement Arts Education in different learning environments. The document also aims to establish a solid framework for future decisions and actions in this field. The Road Map is therefore intended to communicate a clear vision and develop a consensus on the importance of Arts Education for building a creative and culturally aware society; to encourage collaborative reflection and action; and to garner the necessary resources to ensure the more complete integration of Arts Education into various social, cultural and historical situations.

Since officially disseminating the questionnaire to Member States in July 2007, UNESCO has promoted the document’s use as a practical template for policy-guiding recommendations in order to implement Arts Education in various specific contexts at national level. In light of the 2nd World Conference on Arts Education, hosted by the Government of the Republic of Korea in 2010, UNESCO is particularly committed to undertaking an assessment survey on its implementation in each Member State. This evaluation, whose results will be presented at the World Conference 2010, will also provide an overview of the status of Arts Education and a list of current issues addressed in national Arts Education programmes and the diverse methods and policies used in the area of Arts Education.

Please complete and return this questionnaire and any attachments **by 30 April 2009** via mail, e-mail or fax to:

UNESCO
Arts Education
Section of Creative Industries for Development
Division of Cultural Expressions and Creative Industries
Culture Sector
1, rue Miollis
75732 Paris Cedex 15,
France

Email: g.poussin@unesco; d.lee@unesco.org
Fax: 0033 (0)1 45 68 55 95

N.B.

- Carefully read the instructions for each question: for example, certain questions might ask you to make multiple choices and number them in order of importance.
- If possible, please complete the questionnaire and return it to us in electronic form. The electronic form of the questionnaire will be sent to you by email on request.
- We welcome your comments. If you need more space, please add on extra blank sheets.
- Do not hesitate to contact us for any clarification concerning the questionnaire and the Road Map.

Date of response: _____ / _____ / _____ (day/month/year)

Contact Information

Name of country: _____

Name of the Ministry or organization: _____

Name of person completing the questionnaire: _____

Position in organization: _____

Email address: _____

Postal address: _____

Telephone number(s): _____

Fax: _____

Website: _____

4-2) If NO, do programmes for Arts Education in your country elaborated independently from the Road Map nevertheless correspond to the orientation of the Road Map?

- Yes, absolutely Yes, in part Not exactly

4-2-1) Please specify: _____

The Aims of Arts Education

5) What are the major aims for Arts Education in your country?

(Please number them in order of importance)

- Uphold the human right to education and cultural participation
- Develop individual capabilities, including cognitive and creative capacities
- Improve the quality of education
- Promote the expression of cultural diversity
- Other (please specify): _____

6) Specify the order in which you consider the following elements essential for achieving aims of Arts Education? (Please number them)

- Creating a law, an official text or a directive to implement Arts Education
- Ensuring a budget to implement Arts Education
- Developing specific projects to strengthen Arts Education
- Other (please specify): _____

7) To achieve these aims, what are the obstacles confronted in the field of Arts Education in your country? (Please number them in order of importance.)

- Lack of funding
- Lack of awareness from actors: teachers, cultural professionals, artists, etc.
- Lack of cooperation among stakeholders
- Difficulty of applying it to current education system
- Other (please specify): _____

7-1) Further comments:

Concepts Related to Arts Education

Arts Field

8) What is being done in your country to enlarge the understanding of the arts field and emphasize its interdisciplinary nature at school?

- Creation of new art courses and/or complementary activities for the school curriculum
- Increasing hours of existing art courses or complementary activities
- Creation or enhancement of professional development programmes for teachers
- No action foreseen for the time being
- Other (please specify): _____

9) Which art fields are currently integrated in schools in your country?

	Primary School			Secondary School		
	School Courses		extra-curricular activities	School Courses		extra-curricular activities
	arts subject	non-arts subject		arts subject	non-arts subject	
Drawing, Painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Sculpture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Literature, Creative Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Crafts, Ceramics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Film and/or New Media Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
New forms of popular artistic expression (Hip-Hop, Graffiti, B-Boy Dance, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Other (please specify)						

10) Outside of schools, what bodies contribute to Arts Education?

10-1) Please specify how they contribute:

Approaches to Arts Education

11) Are the arts used as a practical method of teaching and learning in certain curriculum subjects?

	Yes		No
	As teacher's individual initiative	As general practice within curriculum systems with teaching materials	
Primary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11-1) If **YES**, could you give some examples?

- Using colors, forms and objects derived from the visual arts and architecture to teach subjects such as physics, biology and geometry
- Introducing drama or music as a method to teach languages
- Other (please specify): _____

12) Outside of schools, which groups in particular benefit from Arts Education in your country?

- Senior citizens
- Immigrants
- Indigenous peoples
- Out-of-school children and young people
- Disabled people
- Sick people
- Orphans
- Prisoners
- Military personnel
- Adult vocational trainees
- Other (please specify): _____

12-1) Please specify:

12-2) Among these groups, can you observe any gender distinctions?

- Yes (please specify): _____
- No

12-3) What are the major goals of this type of Arts Education? (Please number them in order of importance.)

- Complementary to school education
- Social integration and cohesion
- Promotion of the cultural diversity
- Leisure activity and recreation
- Others (please specify): _____

12-4) What kind of bodies deals with these projects outside of schools?

- Ministerial offices or affiliated organizations
:name of organization and responsible ministry _____
- Cultural Institutions (museums, cultural centres, theatres, concert halls, libraries, etc.)
- Associations and/or foundations
- Communities
- Other (please specify): _____

12-5) Do they have joint collaboration with the education system?

- Yes
- No (➤ go directly to 13)

12-5-1) If yes, how?

Dimensions of Arts Education

13) Which term is used in your country to indicate what we call “Arts Education” in the Road Map?

- Arts Education
- Cultural Education
- Arts and Cultural Education
- Education in Arts and/or Education through Arts
- Other (please specify): _____

14) What type of activities are organized for implementing the following three complementary pedagogical streams?

- Study of artistic works

Museum or art gallery visits: exhibitions

Attend performances: dramas, music concerts, dance performances, films, etc.

Visits and/or workshops in libraries

Long-term collaboration with cultural institutions

Courses in theory and history of arts

Practices of the arts in class and/or outside of class

Encounter with artists in class and/or outside of class

Other (please specify): _____

- Direct contact with artistic works (such as concerts, exhibitions, books and films)

Museum or art gallery visits: exhibitions

Attend performances: dramas, music concerts, dance performances, films, etc.

Visits and/or workshops in libraries

Long-term collaboration with cultural institutions

Courses in theory and history of arts

Practices of the arts in class and/or outside of class

Encounter with artists in class and/or outside of class

Other (please specify): _____

- Engaging in arts practices

Museum or art gallery visits: exhibitions

Attend performances: dramas, music concerts, dance performances, films, etc.

Visits and/or workshops in libraries

Long-term collaboration with cultural institutions

Courses in theory and history of arts

Practices of the arts in class and/or outside of class

Encounter with artists in class and/or outside of class

Other (please specify): _____

14-1) What kind of difficulties did you encounter when you tried to apply these three streams together?

(Please number them in order of importance.)

Lack of budget

Lack of qualified teachers

Lack of resources (information, network...)

- Lack of partnerships
 - Lack of allocated time to Arts Education activities
 - Lack of participants' interest
 - Other (please specify): _____
-

Essential Strategies for Effective Arts Education

Education of teachers and artists

15) What kind of education is provided for making Arts Education actors (teachers, artists, arts educators) aware of the issues of Arts Education and developing their knowledge and skills in the fields mentioned in the Road Map?

	Continuous training: internships, conferences, seminars, discussions, hands-on workshops, etc.	Dissemination of written resources	No specific education for the time being	Other (please specify)
Teachers of general subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arts teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Artists / cultural educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16) How do you choose artists who intervene in classes or programmes of cultural institutions?

- Through competitions or examinations
- After participation in training seminars or workshops
- Through certificate and degree programmes at universities or institutions
- Other (please specify): _____

Partnerships

Ministerial level or municipal level

17) Is there a (or several) ministry(ies) in charge of Arts Education in your country?

- Yes
- No (➤ go directly to **18**)

17-1) If YES, which one(s)?

- Ministry of Education (or equivalent. Specify: _____)
 - Ministry of Higher Education (or equivalent. Specify: _____)
 - Ministry of Culture (or equivalent. Specify: _____)
 - Other (please specify): _____
-

17-2) If there is more than one single ministry involved, in what way do they cooperate with each other?

- Joint development of law or policies
- Co-elaboration of common budget
- Co-elaboration of common programmes

Other (please specify): _____

No cooperation for the time being (**I** go directly to **17-5**)

17-3) Please explain how such inter-Ministerial cooperation is being sustained:

17-4) Please describe some cross-border, trans-national cooperation that the above-mentioned Ministry(ies) is/are undertaking for Arts Education:

17-5) Please give the names of ministerial offices and/or affiliated organizations working for Arts Education in your country:

18) How do the different municipal organizations collaborate in your country for Arts Education?

Develop policies at state/local level

Elaborate projects together

Share networks and information

Other (please specify): _____

No collaboration for the time being

19) What are the main sources of funding for arts education in your country? (Please number them in order of importance.)

National government funding

Local government funding

Public/private foundations

Individual donors

Other (please specify): _____

School and Teacher Level

20) How do schools take advantage of the activities of cultural institutions (museums, cultural centres, theatres, concert halls, libraries, etc.)?

Participate in their programmes as out-of class learning

Integrate their programmes as a part of the school's regular curriculum

Visit these institutions for exhibitions or performances

Other (please specify): _____

21) Where do these activities, in collaboration with cultural institutions and/or artists, generally take place?

- At school
 - At cultural institutions
 - In artists' studios
 - Other (please specify): _____
-

22) Through which channels do teachers collaborate with artists/arts educators (and vice versa)?

- Through the mediation of ministerial organizations
 - Through cultural institutions
 - Through associations and/or foundations
 - On their own initiative (direct contacts...)
 - Other (please specify): _____
-

22-1) Please elaborate on the experience of collaboration between artists/cultural institutions and teachers at school level in your country and on the advantages of this type of collaboration:

Research on Arts Education and Knowledge Sharing

23) Is research on Arts Education undertaken in your country?

- Yes
- No (➤ go directly to **25**)

23-1) Where is this research generally conducted?

- Ministries
 - Universities
 - Foundations or associations
 - Other (please specify): _____
-

23-2) At what level is this research undertaken?

- National
 - Local (States/province/county/city/etc.)
 - Other (please specify): _____
-

24) What are the primary subjects of research on Arts Education in your country? (Please number them in order of importance.)

- Evaluation on arts education related policies
 - Assessment of the impact of Arts Education
 - Links between Arts Education and academic achievement in school subjects
 - Socio-cultural empowerment of Arts Education
 - Training for Arts Education actors: teachers, cultural professionals, artists, etc.
 - Partnerships for Arts Education
 - Other (please specify): _____
-

25) What measures are undertaken to further encourage research?

- Financial support
 - Clearinghouse on Arts Education
 - Publications featuring research in Arts Education
 - Conferences and symposiums on Arts Education
 - Establishment of networks of Arts Education researchers
 - Other (please specify): _____
-

26) Among the following expected outcomes of Arts Education, which would serve as the priority values of Arts Education in your country? (Please number them in order of importance)

- Acquisition of theoretical or historical knowledge
 - Level of competence in artistic skills and practices
 - Creativity
 - Active participation of beneficiaries
 - Personal and social development of participants (ex. team work)
 - Encounter between different social groups (ex. generations): Specify _____
 - Other (please specify): _____
-

Recommendations

27) Which part(s) of the Road Map Recommendations could be readily applied and introduced into the Arts Education situation of your country? (Choose several boxes if necessary and number them in order of importance)

Recommendations for Educators, Parents, Artists, and Directors of Schools and Educational Institutions

- Advocacy, Support and Education*
- Partnerships and Cooperation*
- Implementation, Evaluation and Knowledge-sharing*

Recommendations for Government Ministries and Policy Makers

- Recognition*
- Policy Development*
- Education, Implementation and Support*
- Partnerships and Cooperation*
- Research and Knowledge-sharing*

27-1) If you have faced any difficulties during the application of the Road Map Recommendations, please specify.
