



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.

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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.

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We welcome your comments. If you need more space, please add on extra blank sheets.

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Do not hesitate to contact us for any clarification concerning the questionnaire and the Road Map.

Date of response: 12 / 08 / 2009 (day/month/year)

Contact Information

Name of country: The Republic of Kazakhstan

Name of the Ministry or organization: Kazakhstan National Federation of UNESCO Clubs

Name of person completing the questionnaire: Khazada Yessenova

Position in organization: Vice-President

Email address: kazfuca@gmail.com

Postal address: 38/A Auezov Str, Almaty, Kazakhstan 050026

Telephone number(s): +7 727 269 84 07

Fax: +7 727 375 89 22

Website: _____

Reminders concerning the 2007 Road Map

1) To whom did you distribute the Road Map?

Elected officials

Schools

Higher education institutions

Cultural Institutions (museums, cultural centres, theatres, concert halls, libraries, etc.)

Other (please specify): Special City Conference of Education Workers; Section of

Not yet distributed (go directly to 3)

2) How did you distribute it?

a)

In its original language (English / French / both)

Language	
	<input type="checkbox"/> In your own (or official) language
b) Means	<input type="checkbox"/> By displaying it on a website
	<input type="checkbox"/> By correspondence (mail, email, fax, etc.)
	<input type="checkbox"/> By organizing an (or several) information meeting(s)
	<input type="checkbox"/> Other (please specify) : _____

3) How was the Road Map most useful in your country?

- Informing the public on the necessity of Arts Education
- Developing favorable policies on Arts Education
- Establishing specific projects and/or facilitating their implementation
- Other (please specify): _____

4) Have projects been elaborated and implemented in your country with reference to the Road Map?

- Yes, already in application
- Yes, but not yet in effect
- No planned project for the time being
- No, however there are other projects for Arts Education, without any reference to the Road Map (go directly to **4-2**)

4-1) If YES, at which administrative level?

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

4-1-1) Brief description of projects (implementation or preparation in progress):

 "Children are painting the World. Kazakhstan."

 "Silk Road" Project

 Annual Republican Plainair Master-class

4-1-2) What kinds of obstacles did you encounter in the implementation of projects?

 Financial aspects

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)

4 Uphold the human right to education and cultural participation

1 Develop individual capabilities, including cognitive and creative capacities

3 Improve the quality of education

2 Promote the expression of cultural diversity

5 Other (please specify): Professional Grosse of Arts Teachers in school

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

1 Creating a law, an official text or a directive to implement Arts Education

2 Ensuring a budget to implement Arts Education

3 Developing specific projects to strengthen Arts Education

4 Other (please specify): Increase the level of material bases in country: State Galleries, Museums, Art Studios e.t.c

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.)

3 Lack of funding

1 Lack of awareness from actors: teachers, cultural professionals, artists, etc.

2 Lack of cooperation among stakeholders

4 Difficulty of applying it to current education system

Other (please specify): _____

7-1) Further comments:

Create Art Education as a separate educational section, for instance Music Academy, and do not combine it with other spheres of Arts;

Bad quality of educational materials for young pupils in primary schools;

Insufficient numbers of Children Art Schools;

Wasting time art subjects in school for other purposes.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>
Crafts, Ceramics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>
Music	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sport	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" 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 checked="" type="checkbox"/>
Other (please specify)						

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

Commercial structures, artists

10-1) Please specify how they contribute:

Initiate some projects and finance them, for instance Chevron Corporation and Annual Republican Contest of Children's Environmental Artworks and Plain Air

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

- 3 Lack of budget
- 1 Lack of qualified teachers
- 2 Lack of resources (information, network...)
- 4 Lack of partnerships
- 5 Lack of allocated time to Arts Education activities

6 Lack of participants' interest

7 Other (please specify): Lack of materials

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Arts teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Artists / cultural educators	<input checked="" 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 Education and Science)

Ministry of Higher Education (or equivalent. Specify: _____)

Ministry of Culture (or equivalent. Specify: _____)

Other (please specify): Ministry of Foreign Affairs, National Commission of Kazakhstan on UNESCO and ISESCO Affairs

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 (go directly to 17-5)

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

Regular inter-ministerial meetings and joint activities plans

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:

Mr. Imanqali Tasmaqambetov – Head of National Commission of the RK for UNESCO and ISESCO

Ms. Asel Utegenova – General Secretary of National Commission of the RK for UNESCO and ISESCO

Ms. Rakhat Shimasheva – Head of Educational Department of Almaty City

Mr. Serik Seidumanov – Vice-Mayor of Almaty City

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): _POvishenie kvalificacii_

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): In each of these places

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:

Special contests and exhibition organization: _____
Searching for talented children: _____
Master-classes for teachers _____

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): in each of these places _____
-

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

- National
 - Local
- (States/province/county/city/etc.)
- Other (please specify): at each of these levels _____
-

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

- 1 Evaluation on arts education related policies
 - 3 Assessment of the impact of Arts Education
 - 4 Links between Arts Education and academic achievement in school subjects
 - 2 Socio-cultural empowerment of Arts Education
 - 5 Training for Arts Education actors: teachers, cultural professionals, artists, etc.
 - 6 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)

6Acquisition of theoretical or historical knowledge

1Level of competence in artistic skills and practices

5Creativity

2Active participation of beneficiaries

3Personal and social development of participants (ex. team work)

4Encounter 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	1	<i>Advocacy, Support and Education</i>
	3	<i>Partnerships and Cooperation</i>
	2	<i>Implementation, Evaluation and Knowledge-sharing</i>
Recommendations for Government Ministries and Policy Makers	<input type="checkbox"/>	<i>Recognition</i>
	<input type="checkbox"/>	<i>Policy Development</i>
	1	<i>Education, Implementation and Support</i>
	2	<i>Partnerships and Cooperation</i>
	3	<i>Research and Knowledge-sharing</i>

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

Case Studies

28) Have the case studies been useful in creating or establishing specific projects in your country?

Yes

No

28-1) Please specify.
