QUO VADIS EUROPE?

European Art Education between Policies and Practice

in the context of
„Issues on Cultural Identity and Exchange in Art Education“

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Introductory Remarks - On People
The Vision of a United Europe
Consequences for Art Education
In *PERSEPOLIS* Marjane SATRAPI tells about her childhood and
youth in Teheran, Iran

... among her favourites in 1983 were Iron Maiden and Kim WILDE
July 2008
.... 25 years later!

Kim Wilde is wild on LINZ, where she will perform in August!
July 2008

Hello,
I am ISABELLA
17 years old, Austrian

...please come in!
Quo vadis Europe 6

... my corner
... my CDs, books and collection of favourite things ...
... do you call this multitasking?
... you can meet me at „my space“
.... I like to download music and shop online
and as you can see,
I also love Hello Kitty!
Marjane Satrapi’s British childhood heroes Kim Wild and Iron Maiden are still around making music.

Satrapi became an illustrator, writer and filmdirector, famous for her graphic novel „Persepolis“.

Isabella does not like these musicians, reading Persepolis she enjoyed very much. Lateron she wants to study psychology.

It seems - as John Tomlinson argues - that „cultural identity, properly understood, is much more the product of globalization than its victim.“

Issues on Cultural Identity and Europe

Quo vadis Europa?
Europe, where are you heading for? - For the European Union!

The Greek 2 Euro Coin
Under the motto: "United in Diversity"

two decades ago this visionary project has been started.

At the moment 27 European States with about 500 Million people have joined the European Union (EU) and there are some states more waiting to become members.
It is a fascinating but not an easy process ...

Black Friday for Europe

Ireland DID vote NO on the European Integration treaty!
The Image of the EU

Positive acceptance in %

For the EU 27 it is alarmingly low: 48 %

* Applicants
(Der Standard, June 25 2008)
Europe
„United in Diversity“

How does the European Union try to achieve this goal?
How is the role of Education, Youth and Culture seen in this process?
According to EU Commissioner Jan Figel responsible for Education and Training, Culture and Youth

„Education and Training are crucial for the future of the European Union. (...) High quality and accessible education is essential for all citizens (...)"

European-level actions on Culture are indispensable for promoting our common values, a sense of European citizenship and to support an evolving European identity. (...)“

Since 2007 „Young people are given increasingly important considerations at European level. There are many EU policies that have an impact on young people that account for a quarter of Europe's population. (...)“

http://ec.europa.eu/commission_barroso/figel/index_en.htm
Interestingly enough the Arts are not directly mentioned in the Commissioner’s statement on Culture.

With respect to the topic of the Symposium he elaborates: "Concretely, I will strive to bring about a better understanding of others' cultures and wider recognition of a common heritage, while fully respecting cultural diversity. (...)"

http://ec.europa.eu/commission_barroso/figel/index_en.htm

European Art Educators will be able to subscribe to this position.
EU policy is administered by the Directorate-General for Education and Culture accessible online in 6 Portals

http://ec.europa.eu/dgs/education_culture/index_en.html
One of the key issue in Education and Training the EU has agreed upon is:

Lifelong Learning

which is reinforced by Lifelong Learning Policy

and promoted through

Lifelong Learning Programmes

http://ec.europa.eu/education/index_en.htm
Lifelong Learning Programmes

Among the most successful and best known are the three mobility programmes:

- **Erasmus** for Higher Education
- **Leonardo** for Vocational Training
- **Comenius**: Europe in the classroom
Erasmus is "EU's flagship education & training programme", supporting co-operation actions between 3,100 higher education institutions in 31 countries across Europe for students who want to study, for professors who want to teach and for university staff who want to be trained abroad."

90% of European universities take part in Erasmus. 1.9 million students have participated since it started in 1987

Annual budget in excess of €400 million

Comenius: Europe in the classroom

"The Comenius programme focuses on the first phase of education, from pre-school and primary to secondary schools. It is relevant for all members of the education community: pupils, teachers, local authorities, parents’ associations, non-government organisations, teacher training institutes, universities and all other educational staff."


European Art Educators have the chance to promote **EU Mobility Programmes** through InSEA and InSEA through **EU Mobility Programmes** by developing personal contacts during international congresses by initiating bilateral agreements.

Art Educators around the world should look at the **External Relations Programme**

- Tempus
- Erasmus Mundus
- Cooperation with industrial countries

Since this Symposium is also about Exchange in Art Education

I kindly invite you to take a minute and introduce yourself to a colleague sitting next to you, whom you do not yet know!
United in Diversity are also the pupils in Munich's schools who come from Germany, Turkey, Bosnia Herzegovina, Greece, Italy, Croatia, Serbia & Montenegro, Other EU states, Other European states, Afrika, Amerika, Vietnam, Other Asian States.
The EU is aware: „Today's young Europeans are a generation living in a rapidly evolving social, demographic, economic and technological environment.“

Thus the European Union tries to meet this challenge with Youth Policies supported by a specific programme called: Youth in Action.


http://ec.europa.eu/youth/index_en.htm#
Youth in Action - for young people aged 15-28 (in some cases 13-30) - aims to inspire a sense of active citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future.


How to participate:
... aiming „to meet young people’s changing expectations while encouraging them to contribute to society“ a new Portal of the European Union reaches out directly to the Youth as „a gateway to European and national information on 31 countries in 24 languages. „


“Acquiring a greater understanding and knowledge of young people and their concerns is one of the priorities of youth policies at EU level (…).“
and a necessary prerequisite to make EU Youth programmes successful.
http://ec.europa.eu/youth/youth-policies/doc40_en.htm

Linking the EU to YouTube - is this going to work?
“Better knowledge of youth“ is also indispensable for Art Education!

The question is: Do we Art Educators know enough about it?

Studies conducted by the European Union can provide important resources for our field but also research in Art Education can contribute to this aim of the European Union and this our common aim!
For the EU - now encompassing 27 Member states - it is vital that:

„Managing this cultural diversity, and the differences in identity and perception it can engender, is a major challenge for the Union in the coming years.

http://ec.europa.eu/culture/glance/glance557_en.htm
In May 2007, the Commission proposed the **European Agenda for Culture**) which is "founded on three common sets of objectives:

- cultural diversity and intercultural dialogue;
- culture as a catalyst for creativity; and
- culture as a key component in international relations."

More...

Consequently 2008 was declared **European Year of Intercultural Dialogue**. A special portal should help promoting „Diversity in unity“.
Two of the long term **EU Culture Programmes** are:

**The Culture Programme** (2007 - 2013) through which selected projects which include partners from at least two more states obtain cofinancing.

**The European Capital of Culture**
Starting in 1985 with Athens, European Capital of Culture event has always been a highly popular and successful annual feature.
In 2009 **LINZ** will be **European Capital of Culture**

The second will be Vilnius in Lithuania

The European Culture Portal is also a clear indicator that Culture should be given a more prominent role in the European Union!

http://ec.europa.eu/culture/portal/index_en.htm
This necessarily brief investigation into European Union - and how it presents itself online - has made quite clear that the EU:

**does not have the power to enact legislation** in the field of Education, Youth and Culture,

therefore it’s **activities are limited** to **agree on Policies**, **develop Programmes** and **initiate Actions**

All three domains are important for Art Education as field as well as for InSEA as an NGO
European Union **Policies** should serve as frames of reference for the development of national policies.

- A situation not unlike UNESCO and even InSEA! -

National Art Education Associations should therefore refer to EU policies to advocate and enforce their case.

A strong argument can be the EU‘s decision on: „**Mainstreaming culture in all relevant policies**“ since the „EU Treaty (Article 151, paragraph 4) requires the Union to take culture into account in all its actions so as to foster intercultural respect and promote diversity.“

InSEA can also attempt to help shape future European Union Policies

InSEA’s relations with UNESCO can serve as example:

During the InSEA Congress in Viseu a Joint Declaration between IDEA, ISME and InSEA has been adopted which then was presented at the UNESCO World Conference on Arts Education in Lisbon 2006. It was due to the strong voice of the three NGOs united that the draft of the „Road Map for Arts Education“ was amended and damage to our professions be averted.
The selected information presented hopefully created some interest to look up the programmes and actions in more detail and browse through the websites of the European Union to discover the yet unknown.

You might get lost, but don’t give up, it is worthwhile!

To participate in such programmes and actions quite often partners from at least two countries are needed - on the individual as well as on the institutional level. At this point InSEA is in demand since it can facilitate such contacts.

This can finally serve as an argument to promote membership in InSEA - thus helping to promoting exchange in Art Education.
Thank you for your attention!

In memory of

Wilhelm Dabringer, devoted Art Educator and friend, with whom I started working for InSEA 30 years ago!

The Presentation is online at www.ufg.ac.at look for OSAKA