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## UNESCO -VVORLD CONFERENCE...

By <u>Decision 211/EX 39</u> in April 2021, UNESCO Member States called for the development of a Framework on Culture and Arts Education, building on education, notably the *Road Map on Arts Education*, adopted at the World Conference on Arts Educationing Listoning (@i) Off (@i

Since its founding, UNESCO has taken steps to expand knowledge on the role of the arts in general education, and Member States have called for concrete and practical steps to integrate the arts in general education. Seminal world reports on education, including *Learning to be: the world of education today and tomorrow* in 1972 and *Learning: the treasure within* in 1996, as well as two World Conferences on Cultural Policies in Mexico in 1982 and Stockholm in 1998 following the World Decade for Cultural Development (1988-1997), have contributed to the broadened recognition of the critical impact of culture in fostering inclusive and context-relevant sustainable development. More recently the UNESCO Futures of Education initiative, the Transforming Education Summit (2022), the *Declaration of the World Conference on Cultural Policies - MONDIACULT* (2022), and the UNESCO *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development* (2023) have brought forward Member States call to anchor more firmly the synergies between culture and education towards shaping more inclusive, resilient and transformative societies.

The UNESCO World Conference is an opportunity to bring together a range of stakeholders to share a diversity of practices, but also to chart forward new transformative approaches and pathways in culture and arts education. The World Conference comprises plenary sessions, thematic sessions, and side events, and will culminate in the adoption of a new blueprint for action: the UNESCO Framework for Culture and Arts Education - the outcome of an 18-month inclusive and participatory global consultation process involving a range of stakeholders.

international experts from all regions and various academic and professional disciplines, including arts and heritage education, creative and cultural industries, museums, indigenous cultures, intercultural dialogue, TVET, and media and digital technologies. Participants shared insights on needs, gaps and priorities in the field of culture and arts education, while providing preliminary recommendations for shaping the revised Framework. The experts underlined several key dimensions: (i) strengthen cooperation between ministries, notably cultural and education ministries, and thus the governance of culture and arts education (ii) enhance access to culture and arts education as an integral part to the

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education, culture and arts education are often viewed as offering limited opportunities for meaningful employment when compared with STEM subjects. This reinforces barriers in the provision of and access to TVET, equipment and resources, funding, quality education and training opportunities, and causes issues for teacher recruitment and retention, programme consistency and continuity, and marginalization of teachers and learners. Moreover, it curbs the potential of culture and arts education to provide quality learning experiences and outcomes, together with sustainable livelihoods and skilled employment. Non-formal education also faces particular challenges in terms of visibility, the validation and certification of educators, cultural professionals and artists, and overall sustainability. Media has a notable stake in raising awareness about the importance of teaching culture and arts, starting from early childhood. This, coupled with awareness-raising among individuals and societies, families in particular, supports the social appreciation of arts and cultural education as an integral component of lifelong learning, and in maximizing its potential for sustainable and inclusive economic development.

Social inclusion was considered one of the positive outcomes of culture and arts education. Culture and arts education presents innovative pathways to support strategies for learners to access formal education, to foster collaboration, intercultural understanding, gender equality, and help overcome social exclusion, building self-confidence, and individual and collective empowerment. As underlined across all regions—and notably Africa and Latin America and the Caribbean—linguistic diversity and recognizing the right of children to learn in their mother tongue can provide a vehicle for improved learning outcomes, and to promote societal integration, cultural

cultural and natural by providing education that is meaningful and relevant to learners. Such