

## **Another Roadmaps for Arts Education**

### **Result from the Meeting Vienna 2012**

In the meeting, the common areas of inquiry of Another Roadmap for Arts Education were outlined, and a framework for collaboration defined.

#### **Areas of Inquiry**

a) What are the critical and reparative readings of the UNESCO document (*Road Map for Arts Education*, Lisbon 2006) and other policy documents that resonate with its ideology? What are the connections/tensions/gaps between the Roadmap and local/national policies? (?) (How is the document received/engaged with/embedded actively in some regions/by different parties, and in others not?)

b) What are the local and global, official and unofficial, histories influencing the work in various geopolitical regions, including histories not directly identified as "arts education" and histories yet to be created?

c) What are the various commitments to social/political justice and how are these articulated in various contexts? What are the social and political stakes that emerge in various contexts in relationship to radical art education and other pedagogical practices?

d) What are the practices around which arts/aesthetic devices/cultural practices/creativity manifest in these spaces, including spaces that don't identify as "arts education"? (could include methodologies?)

What are the pedagogies, the understandings of „critical“/radical/ pedagogies in the respective contexts? What are the informal and formal economies in which these practices circulate?

e) How do "the arts" work at a discursive level in various settings with the above commitments, and how are meanings constructed around notions of "the arts" and what it means to be "an artist", to be "radical" or "an arts educator"?

f) how is knowledge produced in and on arts education produced? (outcomes: further development of methods of research in art education)

g) Which politics of difference/politics of inclusion can be identified within the different practices of art education and to which extent do they serve/subvert/transform/negotiate the neoliberal logics of consumption/regulation of difference?

What does our commitment to social justice mean methodologically?

h) What are the shared references? Complexities of the histories/genealogies/migration/transformation of concepts and terms

i) Economy – what are the macroeconomic conditions and relations in which art education is embedded by way of the development of cultural industries? How can it be thought from the point of view of the sovereignty of peoples? (also measurement, value)

Outcomes:  
glossary

## Framework

The project aims to apply Discursive Analysis and Participatory Action Research, to engage in collaborative case studies involving university researchers, arts and education practitioners and constituencies.

"Cases" involved in this project are engaged in reflexive conversations and actions around these interdependent commitments (to some degree, not necessarily equal or balanced):

1. Ethics: attention to the "equal distribution" of reflexivity, engaging various "participants" equally in discussions about ethical and reflexive commitments; continues and equitable consultation of aims and purposes and criteria for accountability amongst participants; direct attention to dynamics of exclusion, inclusion, normalization, hierarchies and authority (e.g. the politics of "invitation"; acknowledging the "presences" and "present absences");
2. Political/social justice: commitment to a politics of re-distribution AND recognition (and relationship between the two); attention to and challenging structural inequalities, social categories, (i.e. race, gender, sexuality, ability, class, age, etc.), and close attention to how these categories are mobilized (or not) within the context of the work, with a commitment to critically engaging the politics of intersectionality as well as the lived experience of these categories and various processes of identification; environmental justice; economical justice
3. "Convivencia" and interdependence: attention to different dimensions of individual and collective well-being and attention to the various meanings related to "care" and "well-being"; understanding of the complex interconnections within and between economic, environmental, affective, symbolic, etc. relationships;
4. Engagement and questioning of the terms used such as creativity, self-expression, Art and the Arts, heritage, cultural expression, arts education, participation, community, development, citizenship.
5. Attend to different forms of knowledge production/knowledge systems