3.04          Project study

ANOTHER ROAD MAP SCHOOL
FOR ARTS EDUCATION

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3.04.01 - Mapping alternative art education practices in Russia,
a table game organized by Nastia Tarasova and Maria Sarycheva,
Vienna, 2017. Archive of the School. Photo: Maja Renn

In 2006, UNESCO published the Road Map for Arts Education within the framework of the first World Conference on Arts Education: Building Creative Capacities for the twenty-first century. This document, in its aim to set up a framework to define arts education that is global in scope, did not include the main problems for thinking about art and education as practices committed to social justice, nor did it make an issue of the possible dialogue of knowledge between artists and educators, between North and South, and between social struggles and the practice of arts education.[1]

Within this context, Another Road Map School for Arts Education made the decision to turn its attentions towards the recognition of local histories and genealogies of critical and popular education, the analysis of the transfer of European art and education concepts to the Global South to reveal colonial continuity, and the development of alternative practices in educational action and research.

Although each of the school's member groups has the autonomy to decide their own agenda and research methodology, the questions that pervade permanent cooperation emerge from assemblies and intensive workshops. The 'history cluster', for instance, researches the dissemination of Western concepts of art and education in a colonial context, as well as the migration of emancipatory pedagogical practices, which activate a historical perspective and contributes to today's critical practice.

Meanwhile, the 'popular education cluster' proposes a re-cognition of popular educators' theoretical and methodological genealogies and contributions in different contexts and moments throughout history, centring on their links to social movements and the resistance they have developed in the face of institutionality to bring reflections, resources and tools from these histories to bear on current practices and debates.

The shared questions in these and

1  See the initial critiques of the Road Map and the history of the project here: http://colivre.net/another-roadmap/project-history.

other clusters [2] demand highly specific tasks when it comes to sharing theoretical frameworks and methodologies, archives, oral history and interviews, generating a vibrant flow of ideas and information that does not conventionally run through academic mediums. Exchange also involves constantly dealing with translation; therefore, the 'Multi-Vocal Glossary' has enabled us to discuss education- and art-related terms and concepts that bear relevance to a local perspective, thereby avoiding the traditional privilege of European/Western concepts and facil-



3.04.02 - Assembly of the Another Roadmap School, Intermediae, Madrid, 2016. Archive of the School. Photo: Lukasz Michalak

itating dialogue between spokespersons located in different places in a world economy of knowledge. Rather than consensus, the aim is a myriad of voices and the juxtaposition of meanings, which remain recorded in texts and video conferences and are later made public.[3]

The school's organizers have implemented a mode of governance by forming a committee with a rotation of members from different cities that make up the network and who are linked to institutional or academic spaces or do freelance or activist work. This not only implies shared responsibility in decision-making, but also constitutes a space of deliberation regarding concepts, methodology and the use of the project's economic resources. This issue cannot be considered a minor one, considering the appalling socio-economic disparities that differentiate us, and the customary financing requirements for international exchange projects; therefore, we avoid two harmful images with which we are familiar in the field of research. This first is the location of the researcher in the North and the informant in the South, the second the contemplative position from which he or she thinks and theorizes on the basis of what the other does with his or her hands.

Thus, the model of governance is not merely an ethical issue; instead it gives rise to conditions for a truly collective imagination. Although the organizational model does not resolve all the tensions and inequalities under which we operate, it has provided us with a framework for our work that is open to ongoing intervention, alteration and new questions that arise.

The school suggests that research is related to and gains relevance in local practice, from the curriculum design of a class to the design of strategies to transform cultural institutions, or the conceptualization of tools for organizing and empowering grassroots communities. Although it is too early to refer to these processes at length, the connections between problems and socially committed actions carried out by workgroups in their exchanges is generating an unexpected fabric of solidarity.

**2** See all Clusters here: http://colivre. net/another-roadmap/cluster-projects,
**3** See the Multi-Vocal Glossary here: http://colivre.net/ another-roadmap/a-multivocal-glossary- of-arts-educacionun-glosario-multivocal- de-educacion-artistica.

3.04.03 - Workshop 'Paulo Freire: reception and contestation in art education', Vienna, 2017. Archive of the School. Photo: Maja Renn