



Problems and Prospects for the Education of Arts and Culture in the EU in the Postmodern Situation

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Abstract

In the study are made attempts to appear and justify the thesis that education in arts and culture in postmodern situation is facing complex challenges and difficult to overcome adverse inertial processes with whose coping and getting control is necessary to take organizational and management structures of national systems of culture, arts and education in the member states of the European Union (EU), by formation of a broad international network of leading organizations and institutions working in this field, including cultural, artistic and educational institutions and facilitators of innovations (centers for innovative and educational technology, strategic cultural, artistic, educational and media platforms, innovative clusters, existing and new networks for exchange of good practices), and representatives of the ruling circles. The main focus is the need for increasing the number of "alternative education and culture and entertainment spaces" with educational purpose and increasing their efficiency in the context of contemporary European and international artistic and cultural practices, and to create adequate conditions for the development and diversification of presentations of traditional and alternative art culture and cultural expressions. In the course of study is recognized the fact that today's globalizing world, requires the formation of new ideas about the role and the functions of participants in cultural, rhythmic and educational processes, precisely because expectations research circles are aimed at finding easing the terms "boundaries perceptions of art", "aestheticisation borders of consciousness," "borders of legal morality" border forms of art" from conventional understanding, as interpreted more thoroughly contemporary problems of education in the arts and culture of teaching and a cultural point of view. The need to establish educational, cultural and recreational alternatives for training in arts and culture lifelong learning in European states member is being viewed and analyzed, as well as formation of consumers, audiences, audiences and stimulating pan-European cultural and educational context through promoting links between artists, cultural activists, cultural and art managers, curators, Nongovernmental organizations, educational and cultural institutions and interested business entities for creation and maintaining cultural, research and educational networks to enhance international cultural relations by encouraging the exchange of cultural and educational products, artists, agents and participants in cultural, artistic and educational processes .

The number of policy initiatives in education and culture within the European Union (EU) over the past two decades is not small. For example, in 1995 the Council of Europe (CoE) launched a project focusing on culture, creativity and youth, which addresses both existing provisions governing arts education in the schools of member states, the participation of professional artists and artists in education - educative process and the availability of extracurricular activities. Within the project was carried out a review of education in arts and culture in Europe and held a number of international conferences, symposia and other events. In 2005 "Framework Convention on the Value of Cultural Heritage for Society" has been accepted, which brings the need for European countries to preserve cultural resources, promote cultural identity, respecting cultural diversity and promoting intercultural dialogue. The important place of cultural heritage within arts education and culture is being confirmed, alongside with this is recommended the development of links between training in various educational fields. Later, in 2008, the Council published a "White Paper on Intercultural Dialogue", which provides an intercultural approach to managing cultural diversity and define educational organizations (kindergartens and schools, museums, heritage sites) as carriers of potential to support intercultural exchange, learning process and dialogue between the activities in the field of culture and arts.

Before that, in 2006 has been organized an international conference on "Promoting Cultural Education in Europe", preceded by a meeting of the European network of civil servants working in the field of arts education and culture, which provides information on dictionary designed to set common parameters for

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defining "education culture" and other related terms.²In 2007 the European Commission (EC) issued a "Notice of the European agenda for culture in a globalizing world" and in a resolution which was adopted later that year by the Council of Europe recommended "promoting arts education and active participation in cultural activities with a view to developing creativity and innovation". The resolution was followed by a "Work Plan in the field of culture for the period 2008-2010", and the European Commission recognizes the importance of culture and creativity, describing 2008 as a "European Year of Intercultural Dialogue", and 2009 as a "Year of Creativity and Innovation". Furthermore, the Council resolution introduces the so-called. "Open method of coordination" (OMC) in the field of culture. Within this model is formed a working group for joint initiatives in the fields of culture and education whose main objective is to promote the key competence "cultural awareness and expression".³ Some of the other goals are validating best practices, making recommendations for new initiatives to promote cooperation between culture and education (including arts education) in the Member States of the EU and others.

Also the European Parliament (EP) accepts in March 2009 a resolution of artistic education in the EU, which recommends education of arts and culture to be compulsory at all levels of the school system and teaching in these disciplines to use most new information and communication technologies. It is further recommended the teaching of art history to include meetings with artists and visits to places connected to the culture and the arts. To achieve progress on all these issues, the resolution calls for thorough monitoring and coordination of arts education at European level, including monitoring the impact that teaching the arts and culture has on the ability of students within the EU.

Besides the listed initiatives and measures in the development of international and European cooperation, a number of other conferences, initiatives and workshops are being held, most of which lead to changes in education policies of member states in the field of arts and culture. Some of them are dedicated to the content and the place of education in arts and culture in European secondary schools (Cultuurnetwerk Nederland 2002), other artistic education⁴ (European and International Symposium), and a third of youth culture, education, citizenship and teacher training.⁵ It is significant that during this period three international bodies representing arts teachers, particularly in the areas of drama, art and music come together to form in 2006 as world alliance (International Society for Education through Art). Exactly this association calls on UNESCO to make arts education into a main focus of the global agenda for sustainable human development and social transformation. Another initiative was undertaken by the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC), which collects information on national systems for professional music training in the last few years.

Based on all this, and the fact that education in the arts and culture in postmodern situation is facing complex challenges and difficult to overcome adverse inertial processes is being implied a notion that all these policies, measures and strategies are insufficient to deal with them and mastering them, and it is therefore necessary organizational and management structures of national systems of culture, arts and education of the member states of the European Union (EU) actively involved in the initiation and implementation of innovative policies and practices through the formation of a broad international network of leading organizations and institutions working in this field. It should also include cultural, artistic and educational institutions, facilitators of innovation (centers for innovation and educational technologies, strategic cultural, artistic, educational and media platforms, innovative clusters, existing and new networks to exchange good practices) as and representatives of the ruling circles in the member states. It is also necessary to increase the number of "alternative education and culture and entertainment spaces" with educational and educative purpose and to enhance their efficiency in the context of contemporary European and international artistic and cultural practices, and to create adequate conditions for development various forms of presentation of traditional and alternative art culture and those of cultural expressions.

Considering that the contemporary globalized world, requires the formation of new conceptions about the role and functions of the participants in the cultural, art and educational processes need to be noted that expectations towards research circles are aimed at finding relieve concepts "borders of perception of art",

² <http://www.cultuurnetwerk.nl/glossary/>

³ http://ec.europa.eu/culture/our-policy-development/doc1573_en.htm

⁴ <https://www.centrepompidou.fr/Pompidou/Pedagogie.nsf/0/D9E5FC50EAF95536C12570%20D7004A1A24?OpenDocu%2520ment&L=2>

⁵ <http://www.cicy.eu/>



"borders of aestheticism consciousness", "borders of legal morality", "border art forms" of existing conventional understandings, while interpreting the deeper problems of contemporary problems of education in the arts and culture of teaching and a cultural point of view. In this topic a lot of the conducted and published research within scientific research project 17/02 "Development of a conceptual model of innovative educational, cultural-entertainment environment for personal and community development in the process of education in the arts and culture lifelong" of State of University of Library Studies and Information Technologies "(SULSIT) Sofia, Bulgaria, whose team are the authors of the present research is reviewed and analyzed the need to establish educational, cultural-entertainment alternatives for training in arts and culture throughout the whole life Member States of the EU. Recorded and alleging and the need of forming users, audiences, auditoriums and stimulating pan-European cultural-educational context by promoting connections between artists, cultural activists, cultural and art managers, curators, NMGO, educational and cultural institutions and interested business subjects to create and maintain cultural, research and educational networks to purpose enhance international cultural relations by intensifying and diversifying the exchange of cultural and educational products, artists, agents and participants in cultural, artistic and educational processes.

It is also necessary to develop an adequate policies, strategies, concepts, measures and decisions wagers on the creation of a new artistic, cultural and educational infrastructure by rethinking the current systems of arts, culture and education and their structural elements. This would help for the construction of new interconnections, interrelationships and interdependence between them, leading to the creation of new areas for cultural self-expression through public-private partnerships with businesses, renovation of existing buildings, decentralization of housing stock and giving him according to law requirements of cultural institutions and organizations. In this conceptual framework is recommended rationalization of existing urban landscape and other cultural and artistic spaces and turning them into educational, cultural, recreational and tourism resource. It is recommended and the promotion and revitalization of cultural and artistic heritage, the creation of arts festivals, the orientation of arts and culture to attract students, adolescents, young people and other target groups who do not normally participate in such activities by presenting them in a new interactive way, the implementation of various educational, cultural and art products and services with a particular brand-brand associated with innovative cultural and art events and more.

Creating a strategy for branding, visual branding systems, and identification of participants in the creation of the same cultural, educational, cultural and entertainment products, leading to sustainable communication within the various socio-cultural communities is at the heart of the functioning various innovative models for imposing the brand of these products in the fields of culture, arts and education, as well as strong branded messages through social and geo-social networks (both traditional online and mobile services).

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