

## UNESCO World Conference on Culture and Arts Education –

13-15 February 2024, Abu Dhabi, United Arab Emirates

### Guidance Note for the Thematic Sessions

#### **Thematic Session 1: Equitable access to culture and arts education**

Equitable access is the foundation for realizing not only education and cultural rights, but other rights and fundamental freedoms. Achieving equitable access to culture and arts education begins with the removal of all obstacles, from limited infrastructure and resources to all forms of exclusion. It entails ensuring availability of physical, digital and blended spaces that bring together diverse educational and cultural actors to meaningfully participate, co-create and enjoy rich, quality education and cultural experiences throughout life. Moreover, it is dependent on a commitment to inclusion as a dynamic and collaborative process that fully recognizes the needs and contributions of diverse learners and educators, especially the most vulnerable and marginalized in our societies.

This first thematic session will bring together diverse actors and voices to identify gaps in accessing quality culture and arts education, and share good practices and lessons learned in addressing challenges and ensuring equitable access to diverse culture and arts education experiences today and in the future.

#### **Guiding questions from the perspective of your country/institution:**

- What are some of the overall systemic obstacles to ensuring equitable access to quality culture and arts education? Which of these are specific to culture and arts education?
- What are some of the promising evidence-based approaches to addressing these gaps around the world?
- What are some of the challenges, best practices and lessons learned from these approaches?
- What are some of the ways in which culture and arts education is making a difference to the inclusion of disadvantaged and vulnerable learners? How can these approaches be applied to varied contexts?
- How can digital technologies enhance teaching and learning processes in a way that guarantees equal access to quality culture and arts education?

#### **Thematic Session 2: Quality and relevant lifelong and life-wide learning in, through and with cultural diversity**

Quality culture and arts education should be contextual and relevant to learners' immediate ways of knowing, being and doing. It draws on culture and the arts as a rich wellspring of individual and collective meaning making - from Indigenous knowledge and languages and local epistemologies to built and living heritage and other cultural and creative expressions, and in doing so informs and enriches holistic education approaches to foster global citizenship and the appreciation of the environment and cultural diversity. This is strengthened through adopting place-based approaches to learning in diverse settings, for example, museums, libraries, performing arts venues, heritage sites and community centres, just to name a few.

Additionally, culture and arts education should be lifelong and life wide. This requires not only beginning with early childhood care and education, but also ensuring the availability of co-created culture and arts education experiences throughout life, including opportunities for intergenerational and intercultural learning and exchange. Lastly, quality, lifelong and life-wide culture and arts education can only be designed and implemented in concert with all actors – from learners, teachers, educators, artists and other cultural professionals and practitioners, and communities at large.

The second session will bring together diverse voices to reflect and put forth concrete ways to guide collective action towards equitable, accessible, quality, lifelong and life-wide learning in and through culture and arts education.

**Guiding questions from the perspective of your country/institution:**

- What can be done to broaden the concept of learning spaces? For example, how do we ensure that museums and other cultural spaces are conducive to effective learning?
- How do we collectively ensure the participation of relevant actors in the design and implementation of quality CAE policies and practices?
- What are some of the innovative approaches to strengthening the capacities of teachers, educators, cultural professionals and practitioners to provide quality culture and arts education?
- Culture and arts education requires adopting innovative pedagogies and approaches using the most appropriate and relevant materials. What are the most effective and transformational approaches and learning aides that draw on local ways of knowing, being and doing?
- Could you share examples of how to effectively use cultural resources as learning tools?
- What are some of the challenges, good practices, and lessons learned along this journey towards an education that builds on learners immediate cultural and environmental experiences?

**Thematic Session 3: Skills to shape resilient, just and sustainable futures**

Faced with a rapidly evolving global landscape, culture and arts education can build skills and inculcate the knowledge, attitudes and values necessary for shaping resilient, just and sustainable futures. These include both the specialized skills and competencies for talent development and employment and decent work in the cultural and creative industries, as well as the overall competencies for peaceful co-existence on an interdependent planet.

This session will delve into the UNESCO Framework’s imperative to nurture creativity, critical thinking, innovation, social and emotional skills, and other competencies through culture and arts education, and how these fundamental capabilities can address challenges to sustainability and peace. From early education to lifelong learning, the session will highlight the role of cultural diversity, civic engagement, and STEAM approaches in developing these essential skills and competencies for the future.

**Guiding questions from the perspective of your country/institution:**

- How can education systems effectively leverage culture and the arts to nurture creativity, critical thinking, and innovation?
- In what ways can cultural diversity and civic engagement be integrated into STEAM approaches for reinforcing essential skills for the future?
- How can arts education contribute to fostering creativity and instilling social and emotional learning for resilient, just, and sustainable futures?

- What are some of the key trends and progress made in adapting education to the changing needs of learners and society?
- What research is needed in this area to inform policy and practice?

#### **Thematic Session 4: Institutionalization and valorization of culture and arts education ecosystems**

The role of culture and the arts in education and the overall flourishing of societies is critical and deserves to be affirmed and enhanced. Within education, this entails bringing culture from the periphery to the centre by giving it prominent space in the curriculum and every other facet of teaching and learning, and by allocating it sufficient resources, especially financial. This can be supported by the formal recognition of culture and the arts as specific areas of knowledge that inculcate important skills, competencies and values, such as through the certification of cultural professionals and practitioners working as educators in formal, nonformal and informal settings.

This thematic session will explore the different forms that professional and social recognition and certification can take in diverse contexts to sustainably enhance the role of culture and the arts in education, delving into collaborative efforts for improved quality and relevance in culture and arts education ecosystems.

#### **Guiding questions from the perspective of your country/institution:**

- How do we better systematize and valorize the contribution of culture and the arts to education and overall societal development?
- How can certification support the formalization and valorization of culture and arts education ecosystems without incurring the rigidity that institutionalization may bring about.
- How can educational and cultural actors and institutions strengthen their collaborations to improve the quality and relevance of CAE and in turn help improve the quality of education overall and achieve the intended broader societal outcomes of CAE?
- What are the key actions needed to tackle the marginalization of culture and arts education in education systems and societies more broadly?
- How can processes of institutionalization ensure the respect for diverse learners and educators, and ways of knowing, being and doing?
- How can institutionalization ensure that culture and arts education settings remain dynamic, and as unique spaces for heritage safeguarding, creative exploration and production, freedom of expression, agency and social empowerment?
- How can institutionalization ensure heterogeneity and the growth and evolution of the cultural sector in the long term?

#### **Thematic Session 5: Culture and arts education through digital technologies and artificial intelligence (AI)**

The integration of a wide range of digital technologies and AI into culture and arts education, such as text-based AI learning tools, digitally-generated art or immersive virtual art experiences, has ushered a new era of possibilities for educators, cultural professionals and practitioners and other stakeholders, facilitating broader and more accessible engagement in culture and arts education initiatives.

However, despite their transformative potential, digital technologies also bring forth a set of new challenges and obstacles, ranging from access and resources, to privacy, legal and ethical considerations, as well as diversity of online content. This session will provide the space for a nuanced and collaborative exploration of the impacts of digital advances in culture and arts education.

### **Guiding questions from the perspective of your country/institution:**

- How can digital technologies contribute to addressing and reducing system-wide inequalities in access to culture and arts education?
- What evidence-based approaches have successfully broadened access to digital technologies for culture and arts education, particularly benefiting people in vulnerable situations?
- What role can governments play in addressing the widely known concerns associated with the integration of AI and other digital technologies into culture and art education programmes?
- How can collaboration be expanded to address the evolving technologies and AI in culture and arts education, considering both opportunities and risks, and ensuring the balanced regulation of digital tools?
- In what ways can human capacities be harnessed for co-creating and delivering digital content in culture and arts education, and enriching the learning experience while ensuring the inclusion of creators, heritage bearers or other relevant stakeholders?
- What strategies can be employed to promote cultural and linguistic diversity online?
- How can culture and arts education systems and institutions keep pace with available and rapidly-changing technologies?

### **Thematic Session 6: Partnerships and financing in support of culture and arts education**

Realizing equitable, accessible, quality, and relevant lifelong and life-wide culture and arts education requires rethinking key enabling factors such as partnerships and financing. For example, the concept of partnerships needs to be expanded by putting in place mechanisms and removing barriers to support diverse actors, groups and institutions, at all levels, to exchange, co-create, collaborate, and build on diverse resources in strengthening and expanding culture and arts education. Additionally, resources, especially financial, should be mobilized, including by developing mechanisms at the local, national, regional and global levels to support the design and implementation of sustained and collaborative culture and arts education programmes.

This thematic session aims to expound on crosscutting issues, provide the space for dialogue and propose concrete ways to conceptualize partnerships and financing for equitable, accessible, quality and relevant lifelong and life-wide culture and arts education.

### **Guiding questions from the perspective of your country/institution:**

- What are some examples of new ways of thinking about partnerships for culture and arts education?
- Could you share examples of innovative approaches to mobilizing resources, especially financial, for collaborative and long-term culture and arts education programming?
- What are the overall gaps, persistent challenges, good practices, and lessons learnt when it comes to rethinking partnerships and financing for equitable, accessible, quality and relevant lifelong and life wide culture and arts education?
- What are the challenges in bringing together a multi-stakeholder approach in culture and arts education, and how can they be addressed?

### Thematic Session 7: Monitoring, research and data

Establishing mechanisms for systematic, comprehensive, collaborative, interdisciplinary and transdisciplinary research is crucial for strengthening policymaking, and the implementation and monitoring of equitable, accessible, quality, and relevant lifelong and life-wide culture and arts education. This involves not only strengthening pre-existing monitoring and research mechanisms, but also establishing new, collaborative and long-term initiatives that include diverse stakeholders and harness new technologies and other advancements.

This session will delve into the ways in which research and monitoring efforts are reinforcing the evidence base, expanding knowledge, and affirming the centrality of culture and arts education in the overall aspirations towards just, inclusive and peaceful societies.

#### **Guiding questions from the perspective of your country/institution:**

- How can sustainable, collaborative and interdisciplinary research contribute to a deeper understanding of the impact of culture and arts education on individual and collective learning and social transformation?
- How can research initiatives be fostered, funded and supported in order to provide a solid and relevant foundation for evidence-based policymaking?
- What kind of collaborative, intergovernmental research initiatives can be designed to ensure the relevance and applicability of new data to different social and cultural contexts globally?
- How can indicators be adapted to fully capture the breadth of culture and arts education interventions and their impact?
- What role can technology play in enhancing data collection, analysis and monitoring in the field of culture and arts education?
- How can robust research be sustained to ensure long-term monitoring and evaluation of culture and arts education?

#### **Lists of Speakers**

The lists of speakers for the Thematic Sessions have been drawn up taking into account the preferences indicated by the Minister or Vice-Minister of respective Member States and Associate Members, all while ensuring a geographical balance and an even representation of Culture and Education Ministers and Vice-Ministers in each session, as follows:

<b>DAY 1: Tuesday 13 February</b>		
<b>Time</b>	<b>Thematic Parallel Sessions</b> <i>Room: Conference Hall 4 A</i>	<b>Thematic Parallel Sessions</b> <i>Room: Conference Hall 4 B</i>
3.00 p.m.-4.30 p.m.	<b>Thematic Session 1A</b> Equitable access to culture and arts education	<b>Thematic Session 1B</b> Equitable access to culture and arts education
4.30 p.m.-6.00 p.m.	<b>Thematic Session 2A</b>	<b>Thematic Session 2B</b>

	Quality and relevant lifelong and life-wide learning in, through and with cultural diversity	Quality and relevant lifelong and life-wide learning in, through and with cultural diversity
<b>DAY 2: Wednesday 14 February</b>		
<b>Time</b>	<b>Thematic Parallel Sessions</b> <i>Room: Conference Hall 4A</i>	<b>Thematic Parallel Sessions</b> <i>Room: Conference Hall 4B</i>
10.00 a.m. – 11.30 a.m.	<b>Thematic Session 3A</b> Skills to shape resilient, just and sustainable futures	<b>Thematic Session 3B</b> Skills to shape resilient, just and sustainable futures
11.30 a.m. – 1.00 p.m.	<b>Thematic Session 4A</b> Institutionalization and valorization of culture and arts education ecosystems	<b>Thematic Session 4B</b> Institutionalization and valorization of culture and arts education ecosystems
2.30 p.m. – 4.00 p.m.	<b>Thematic Session 5A</b> Culture and arts education through digital technologies and artificial intelligence (AI)	<b>Thematic Session 5B</b> Culture and arts education through digital technologies and artificial intelligence (AI)
4.00 p.m. – 5.30 p.m.	<b>Session 6A</b> Partnerships and financing in support of culture and arts education	<b>Thematic Session 6B</b> Partnerships and financing in support of culture and arts education
<b>DAY 3: Thursday 15 February</b>		
<b>Time</b>	<b>Thematic Parallel Sessions</b> <i>Room: Conference Hall 4A</i>	<b>Thematic Parallel Sessions</b> <i>Room: Conference Hall 4B</i>
9.00 a.m.-10.30 a.m.	<b>Thematic Session 7A</b> Monitoring, research and data	<b>Thematic Session 7B</b> Monitoring, research and data

### Session Format

- The list of speakers at the thematic Sessions will be consolidated to accommodate one of the two intervention preferences indicated by the Minister or Vice Minister of respective Member States and Associate Members, while ensuring geographical balance and an even representation of Culture and Education Ministers and Vice-Ministers in each Thematic Session.
- Each Thematic Session will consist of (1) a ministerial panel followed by (2) an open dialogue segment where participants (including representatives of Member States and Associate Members and observers) will be able to take the floor. Participants wishing to speak during the dialogue segment should also communicate this request to the Secretariat ([wccae2024@unesco.org](mailto:wccae2024@unesco.org)) in advance.
- Mirrored Thematic Sessions will take place in two parallel rooms (Hall 4A and Hall 4B), with the purpose of facilitating interventions and dialogue on the priority themes.
- **Moderation:** The moderator will facilitate the interventions by the panelists on each thematic session.
- **Ministerial Panel:** Ministers or Vice Ministers of Member States and Associate Members will participate in a main panel in each session.
- **Dialogue segment:** Observers will be able to take the floor for 2 minutes during a dialogue segment taking place after the ministerial panel.
  - Requests to take the floor should be communicated in advance of the Conference. To do so, participants are kindly requested to express their interest by email to the Secretariat at: [wccae2024@unesco.org](mailto:wccae2024@unesco.org).
  - Interventions during the dialogue segment of the Thematic Sessions will abide by the following order: (i) representatives of Member States and Associate Members, (ii) and Observers (Non-Member States, IGOs, NGOs, and other relevant entities).

## Scenario

1. At the start of each Thematic Session, the Ministers and Vice-Ministers from Member States and Associate Members taking part in the ministerial panel will be invited by the moderator to take their place on the stage.
2. The moderator will start by inviting each ministerial panel speaker, i.e. the designated Ministers or Vice Ministers, to take the floor to deliver a 4-minute intervention, as per the speaking order. Speakers are kindly invited to remain seated at the podium throughout the Thematic Session, including during their respective interventions.
3. Following the ministerial panel, the moderator will open the dialogue segment, inviting the pre-registered representatives (other than Ministers or Vice Ministers) to take the floor from their designated seats (2 minutes per intervention maximum), according to the established speaking list.

## Ministerial interventions

- **Duration:** Interventions by Ministers and Vice Ministers shall not exceed **4 minutes**. Should a Member State decide to designate two or more ministerial-level representatives to intervene over the course of the panel, the **total time** will be extended to 5 minutes.
- **Interventions** shall address the theme of the Thematic Session and may highlight key priorities, as well as challenges, areas of achievement and lessons learned from national experiences – rather than providing an overview of national policies – in view of supporting a global, forward-looking reflection on culture and arts education and informing the implementation of the future UNESCO Framework for Culture and Arts Education.
- **Language:** Interventions may be delivered in any of the six UN official languages (Arabic, Chinese, English, French, Russian and Spanish).

## Pre-recorded Video messages

The UNESCO World Conference on Culture and Arts Education 2024 will be held primarily *in presentia*, however some Parallel Panels will feature a limited number of interventions delivered by Ministers in the form of a pre-recorded video message. Please find the indications for video messages below.

- **Duration:** Video messages shall not exceed **4 minutes** for Ministers, and **2 minutes** for Observers, as for presential interventions.
- **Format: A medium-close shot format is recommended.** It is kindly requested that English subtitles be inserted in the video, together with the name and institutional title of the speaker. **Pre-recorded video messages should be provided in a .MP4 or .AVI format.**
- **Language:** Prerecorded videos should be delivered in any of the six UN official languages. The transcript and/or translation of the speech in English should be sent together with the video message to UNESCO by **11 February 2024** at [wccae2024@unesco.org](mailto:wccae2024@unesco.org).

## Logistical information

- **Arrival:** Panel speakers in each Thematic Session are invited to **arrive at the venue 10 minutes prior** to the start of the Session.
- **Conference Rooms:** The Thematic Sessions will be hosted simultaneously in two rooms within the venue, Conference Hall 4A and 4B. In the event that the room should be full and seating unavailable, Thematic Sessions will also be broadcasted live (language source – floor) in two other listening rooms (Halls 4C 1 & 2).
- **Seating plan:** The first two seating rows at each venue will be reserved for the Delegations of intervening Ministers and Vice Ministers (max. 3 participants per Delegation).
- **Interpretation:** Simultaneous interpretation will be ensured in six UN official languages. Individual headsets will be made available in each of the two rooms.

## Annex

### Map of Conference Hall 4

