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Société Internationale pour l'Education à travers l'Art  
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## INSEA response to [2016 Report Consultation'](#)

As members of the International Society for Education through Art (InSEA) we applaud and support the enormously ambitious task of developing 'Education, Sustainability and the Post-2015 Development Agenda', the 2016 Education Report. As art educators from many nations, we have noticed increasing foci on innovative technologies as a curricular focus, while critical examinations of ethics regarding the global ramifications of innovation for the 'sheer joy of making something new' are often overlooked. While technology has the potential to solve many problems in a world of vast inequities and strife, we advocate for the arts as equally important to bringing about ecological stability, social justice, and the sustainability of globally diverse cultures and nations.

InSEA began following WWII, as an affiliate of UNESCO, based on the philosophical notions that the arts have humanizing affects upon people. It is our experience that art education has power to bring about internal self reflection, empathic appreciation of human diversity, and respect for differing worldviews among groups of people. Through the arts, students may be taught to honor themselves and their unique places in world cultural traditions, while also critically examining how to harmonize their own deeply held beliefs with the worldviews of others. Through art education, communities of young and old may be guided to respond to ideological, cultural, and geographical differences with tolerance, appreciation, and respect. These are basic dispositions necessary for creating global harmony among nations, establishing and maintaining sustainable human societies and maintaining an ecologically balanced environments. Therefore, we advocate for strong art educational programs, practices and policies for children and adults in all nations of the world.

As you explore '*New Concepts and Changing Emphases in the Post 2015 Era*', we would hope that you might look at the trends of divorcing sciences and technology from the arts and humanities. Then, compare the results of curricula that overemphasize technological sciences to the detriment of the arts and humanities with curricula that value both disciplines equally.

As you examine '*Financing Issues and Challenges*', we urge you to consider and question the agenda of funders, because what educational policies and initiatives get funded impacts more than the economic sustainability of regions and nations. If money is poured into technological sciences, for example, while libraries, art, or arts and humanities programs are stripped of spaces, resources, and teacher experts within schools, what are the ramifications for holistically (cognitional, emotional, physical and spiritual) educated youth? What might be the end result of peoples who know only to compete for financially lucrative careers that drive national market superiority, without concern for the intrinsically meaningfulness of life? What is the potential end goal of education geared to develop mere 'workers' that nations and corporations may be enriched, while generations of youth lack knowledge of histories that inform who we are where we have been as a human race, or who are not encouraged to think critically about how we might live together harmoniously?

In short, we would hope there might be an investigation, not only of who is being taught and how

education is funded, but also at which disciplines are being covered and which are missing or given only minimal attention in educational curricula within formal and non-formal settings. These educational decisions have deep consequences for 'Gender Equity and Empowerment': 'Preserving the Environment and Eco-system': and how 'Peaceful and Inclusive Societies are and how Human Rights are Honored'.