

1.0

# MANIFESTO

of Arts Education for  
a Human Development  
of Society

Arts

=

Capital



**Arts = Capital**

- 01** Arts Education is systemically relevant.
- 02** Arts Education is the basis for a productive democracy.  
It opens dialogue and promotes understanding for other opinions and peaceful coexistence.
- 03** Arts Education strengthens self-confidence and confidence in the future, and in shaping the future together.
- 04** Arts Education promotes a lifelong desire to learn.
- 05** Arts Education promotes competences relevant to the future.
- 06** Arts Education protects quality of life, health and well-being.
- 07** Arts Education contributes to understanding between different cultures.
- 08** Arts Education is the basis for a humane digitalization.
- 09** Arts Education is the basis of a socially responsible economy.
- 10** Arts Education helps us to master global challenges.

The image features a teal background with a white arrow pointing from the left edge towards the center. The arrow is positioned vertically in the middle of the page. The text is located to the right of the arrow's tip.

**Manifesto of Arts  
Education for a Hu-  
man Development  
of Society 1.0**

**What do we mean  
by Arts Education?**

Arts Education aims to uncover the actual, individual potentials of human beings beyond educational level and cultural background.

Like Academic Education, Arts Education is oriented towards social goals. As a holistic education, it aims to create the basis for freedom and responsibility and to empower individuals and society to live in independence and community. It has its roots in the arts, crafts and nature. From this basis, it generates living ideas for shaping one's own life, one's community and society. Through its forms of expression, Arts Education can be understood and experienced by all of humanity and across all languages.



**This is what we stand for!**



# 01

## **Arts Education is systemically relevant.**

Arts Education is not a hobby, not a „nice to have“! It promotes essential, urgent, vital developments and skills. As cultural nations, a large part of our economic performance lies in education. Education is the lifeblood of society. Do we appreciate this, and can we make it more fruitful together?

# 02

## **Arts Education is the basis for a productive democracy. It opens dialogue and promotes understanding for other opinions and peaceful coexistence.**

The rifts between hardened viewpoints and opinions prevent mutual understanding and inclusion. Arts Education, on the other hand, creates encounters beyond opinion and world-view. Instead of focusing on intellectual truths, it focuses on individual processes of experience and change. In the artistic process, people learn that while clear points of view are important, they are also flexible. This enables them to change their perspective. Through sensory experience, they can put themselves in other people's shoes and enter into conversation with others. Arts Education thus promotes the acceptance of otherness and an attitude of openness.

# 03

## **Arts Education strengthens self-confidence and confidence in the future and in shaping the future together.**

Fear of the future disrupts development. It is particularly fatal in adolescents. It cannot be conquered by abstract ideas, but by inner strength. Emotional competence, however, is not trained at school. The degree to which young people can muster courage to face challenges and deal with their emotional abysses, affects their sense of agency. Their own creative power grows out of this. Arts Education promotes this. It does not focus on deficits but strengthens identity and creative abilities in all areas of life.

# 04

## **Arts Education promotes a lifelong desire to learn.**

Arts Education is not performance oriented. It addresses each person in their individual being and specific biography. Those who discover their own value can develop, connect, and discover new things. By enabling this, Arts Education nurtures openness to new experiences and learning new skills. In this way, it also counteracts isolation and segregation in society and thus creates the basis for educational justice.

# 05

## **Arts Education promotes competences relevant to the future.**

In order to find their way in a highly complex and sometimes threatening present and also to shape it together, people need certain skills - for example „future skills“: personal agency, social competence, competence to act, agility and creativity. Future skills are promoted through Arts Education. Thanks to it, people can courageously and joyfully begin to discover their potential instead of powerlessly staring at a threatening future.

# 06

## **Arts Education protects quality of life, health, and well-being.**

Our culture determines our quality of life, our health, and our well-being, more than our material wealth. Physical and mental illnesses are steadily increasing. Arts Education is a holistic education. It strengthens and educates people, especially in the emotional sphere. This is crucial for our physical and mental health.

## 07 **Arts Education contributes to understanding between different cultures.**

Arts Education is cross-cultural. Despite all the differences between cultures, it is based on humanity itself. A song, a smile, a flower connects all people worldwide. In the common creative act, participation comes about almost as a matter of course. Arts Education thus promotes intercultural competence and enables genuine participation and involvement.

## 08 **Arts Education is the basis for a humane digitalization.**

Technological development with its increasing dynamics creates new realities in social interaction. Arts Education brings people into contact with their original human qualities. This is a prerequisite for sovereignty in the digital world. By teaching physical forms of expression, Arts Education maintains a stable connection between people and the physical world. In this way, we provide this development with a vigorous, inspired, and joyful culture.

# 09

## **Arts Education is the basis for a socially responsible economy.**

Arts Education creates the basis for consumers' understanding of sustainable economic activity. In a responsible society, this can lead to an economy that is close to life and beneficial to people and nature.

# 10

## **Arts Education helps to master global challenges.**

Meanwhile, it is no longer enough to understand the world. It is necessary to shape it. But to feel responsible in the world, people need a positive relationship to all other people and to social developments. To really change something and not get stuck in abstract ideas, you need imagination and in-depth experience. Arts Education creates this. It makes scientific knowledge tangible in a sensory way. In this way, people can recognize and transform necessities instead of only understanding them cognitively. This awakens the longing for justice, sustainability, and a society worth living in. Arts Education uncovers creative potential. For those who experience themselves as effective also accept the world as a whole.

# What do we want?

- 01** We wish to change the education system.
- 02** Our path to achieve this will be forged together with current collaborators.
- 03** We will do this in a network to mobilize other allies and create a lobby. Our action is aimed at a broad group of cultural education actors. However, the circle of actors should expand to include people who are passionate about this issue. We want to reach out beyond Arts Education circles to everyone with an interest, and thereby create connections.
- 04** We address our possible allies with a clear positioning. We formulate our theses as sender-oriented demands. They are based on our understanding of the problem and our orientation towards solutions.
- 05** We want to mobilize funds for a common vision.

- 06** We first address convinced supporters and believe that in the long term we can also win over „blind“ decision-makers as supporters.
- 07** We want to initiate an international network. To do this, we will first activate our immediate environment and take local specifics into account.
- 08** We want to invite other movements to our cause and formulate concerns we can all stand behind.
- 09** On an agile and efficient level, we will start guerrilla-like art actions to attract attention and initiate the conversation. As a community we want to recognize what is necessary and then develop this together.
- 10** We want to go viral with our cause, create momentum and achieve excitement and attention.

The „Arts Education Manifesto for a Human Development of Society“ is born of the conviction that there is an urgent need to intensify the social dialogue on Arts Education and its contribution to a human development of society. It must be possible to create and expand a network of allies with determination and on a broad basis.

The „Manifesto of Arts Education for a Human Development of Society“ may be published in its entirety or in excerpts. Likewise, supplementary sections, identified as such, are permitted, which result in a particular benefit for the respective organization/institution. If used as a whole or in extracts, please cite as source: „Manifesto of Arts Education for a Human Development of Society“.





# Who are we?

We are an association of initiatives, companies and projects of cultural education from Switzerland and Germany, which are especially active in youth work. We found each other through the internationally active Swiss DROSOS STIFTUNG, which supports disadvantaged young people in developing their potential.

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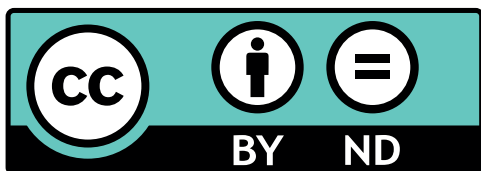
Anthroposophische Gesellschaft in Deutschland (AGiD) – Projekt Campus Bildung / Germany / [www.campusbildung.de](http://www.campusbildung.de)

Do you or your organization also support this cause?

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ZUHÖREN  
SCHWEIZ

THEATER  
CHUR



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