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ARTS EDUCATION IN CIS COUNTRIES: BUILDING CREATIVE CAPACITIES FOR 21st CENTURY

ANALYTICAL REVIEW



Produced with the financial support of UNESCO and the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCCO)

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Analytical Review Arts Education in CIS Countries: Building Creative Capacities for 21st Century

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INTRODUCTION

The current stage of social development is characterised, on the one hand, by an intensive technical and technological progress and on the other hand, by acute social and cultural conflicts. In this connection a process of search for universal approaches providing enhancement of the quality of human resources and ensuring social stability and security stirs up.

Acuteness of problems facing modern man caused close attention to arts education which since recently has become viewed as an effective means for resolving conflicts typical for the third millennium.

Capacities of arts education due to its creative nature ensure formation of a creative person capable to withstand challenges of the time, adapt to constantly changing life activities, and independently set parameters for personal existence. Arts education is characterised by a unique combination of purposeful and spontaneous impacts. It helps overcome fragmentary consciousness which is caused by the influence of mass culture.

Last decades are characterised by considerable changes in the systems of arts education of the CIS Member States which were caused first of all by the necessity to adapt national education systems to new social and economic conditions. For the CIS countries a problem of enhancement of the quality and competitive ability of education, including arts education, is rather urgent.

All the above-said caused the necessity of implementation of Stage I of the UNESCO/IFESCO pilot project "Arts Education in CIS Countries: Building Creative Capacities for 21st Century" in 2009-2010. It was aimed at the development of arts education in the CIS Member States with consideration of regional peculiarities as well as international best practices. The project was part of the UNESCO "Sustainable Development of Arts Education to Promote the Diversity of Cultural Expressions" additional programme.

International documents specifying the strategic development of arts education became a methodological basis of the researches. They are:

- the UNESCO "Road Map for Arts Education" adopted at the 1st World Conference on Arts Education (Lisbon, March 2006) and the Questionnaires on its implementation;

- "Seoul Agenda: Goals for the Development of Arts Education", adopted at the 2nd World Conference on Arts Education (Seoul, May 2010);
- the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005);
- the Concept of Education in the Field of Culture and Arts of the CIS Member States (May 19, 2011);
- the Recommendations on Legislative Provision of the Development of Arts Education adopted at the 34th Plenary Session of the Inter-Parliamentary Assembly of the CIS Member States on April 7, 2010.

Within Stage I of the project national analytical reports were prepared by Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, the Republic of Moldova, the Russian Federation, Tajikistan, Uzbekistan; there the current state of the national arts education systems was reflected, main policies and trends for their further improvement were distinguished.



Taking into consideration the achieved results UNESCO and IFESCCO made a decision to extend the terms of project implementation for years 2011-2014.

The peculiarity of Stage II is the increased amount of countries involved; in its framework analytical studies were carried out which characterised the current level of the development of arts education in Ukraine and ways for its further improvement.

At this stage special attention is given to issues of implementation of main provisions of the UNESCO "Road Map for Arts Education" and "Seoul Agenda: Goals for the Development of Arts Education" in the national concepts of arts education. During planned regional and international meetings with participation of experts from the CIS countries international contacts get further development, international liaisons are extended, a

network of stakeholders and organisations is formed. A significant role is given to the development of the “Web-Observatory of Arts Education of the CIS Member States” information resource which includes databases on all kinds and forms of arts education and provides open access to international documents, national normative legal acts, information and analytical materials.

During further implementation of the project close attention will be given to scientific comprehension of capacities of arts education in promotion of the diversity of cultural expressions, establishment of an intercultural dialogue, finding peace, social unity and sustainable development.

1

LEGAL FRAMEWORK AND ARTS EDUCATION IN THE CIS COUNTRIES

Legal framework on arts education in the CIS Member States is integrative by nature. The state policy in the field of arts education in most CIS countries is determined by laws on education; in the Republic of Belarus this is the Code on Education. The laws on education of the CIS Member States determine norms and principals which form a basis for the state policy in the field of arts education, ensure the right of citizens to education, characterise the national education systems, and consider issues on management and organisation of the educational process. At the same time experts point out that in these legal acts issues of arts education are viewed generally and need to be specified.

Some issues of the state education policy of the CIS Member States are regulated by sectoral laws in the field of education:

- in Kyrgyz Republic these are laws "On Pre-school Education", "On the Status of a Teacher";
- in the Republic of Tajikistan this is the law "On the Responsibility of Parents in Upbringing and Education of Children";
- in the Republic of Kazakhstan this is the law "On State Youth Policy in the Republic of Kazakhstan", etc.

State policy in the field of culture in some CIS countries is determined by laws on culture: in the Republic of Armenia this is the law "On the Fundamentals of Legislation in the Field of Culture", in the Russian Federation this is the law "Fundamentals of Legislation on Culture".

In these laws principals of the cultural policy of the CIS Member States are characterised, rights of citizens to cultural and creative activities are ensured, including the rights of ethnic minorities. Special attention is paid to issues of safeguarding cultural heritage, creation and dissemination of cultural values. The issues of aesthetic upbringing and artistic education are covered; establishments and associations running educational activities in this direction are characterised. At the same time the issues of arts education are not covered sufficiently in these laws.

Some issues of the cultural policy of the CIS Member States are regulated by sectoral laws in the field of culture:

- in the Republic of Armenia this is the law "On Intangible Cultural Heritage";
- Kyrgyz Republic this is the law "On the State Language", etc.

Separate laws determine the role of civil society in the development of the national arts education systems, for instance, laws of the Republic of Kazakhstan "On Nonprofit Organisations" and "On Public Associations", etc.

Concepts, strategies and state programmes based on them, which were adopted and are implemented in the CIS countries, promote the development of the national education systems:

- the "National Strategy on Universal Education" (Republic of Moldova);
- the "National Programme On the Development of Education" (Republic of Moldova);
- the "Concept Of Policultural and Multilingual Education in Kyrgyz Republic";
- the "Task Programme On Policultural and Multilingual Education in Kyrgyz Republic";
- the "Concept of Ethno-cultural Education" (Republic of Kazakhstan);
- the State Programme On the Development of Education in the Republic of Kazakhstan for 2005-2010;
- the State Programme On the Development of Education (Republic of Armenia);
- the State Programme On the Development of Technical and Vocational Training in the Republic of Kazakhstan for 2008-2012;
- the Comprehensive Programme On Education in the Educational Establishments of the Republic of Kazakhstan for 2006-2011;
- the National Doctrine On the Development of Education (Ukraine);
- the State Programme On the Development of School Education (Republic of Uzbekistan).

Concepts in the field of culture and state programmes based on them create prerequisites for the development of arts education:

- the Conceptual Fundamentals for Safeguarding and Development of Culture (Republic of Armenia);
- the Comprehensive Programme On Training, Retraining and Training for a New Profession of Specialists in the Field of Culture (Republic of Armenia);
- the State Programme On the Development of Culture (Republic of Tajikistan).

Implementation of state programmes aimed at the development of particular aspects of art influences the development of arts education:

- the State Programme On the Development of Handicrafts (Republic of Tajikistan);
- the State Programme On the Development of Professional Music (Republic of Tajikistan);
- the State Programme on Training of Qualified Specialists in the Field of Culture, Art and Printing (Republic of Tajikistan);

Training and Playing Armenian Traditional Instruments (Republic of Armenia).

In the CIS countries laws regulate special issues concerning safeguarding and development of the traditions of the national culture:

- Presidential Decree of the Republic of Uzbekistan "On Shashmakoma Day";

- Presidential Decree of the Republic of Tajikistan "On Falak Day".

Specific aspects of arts education are regulated by codes of laws including the Code On Education of the Republic of Belarus (2011).

In some countries programmes aimed directly at education and upbringing of a growing generation, including arts education, are implemented:

- "Young Talents of Belarus" state programme;

- "Children of Kazakhstan" programme;

- "Children of Ukraine", "A Gifted Child" task programmes (Ukraine);

- "Programme on Playing Folk, String and Wind Instruments in Armenian Music Schools and Schools of Arts", etc.

Existence of such documents is an important condition for the development of the national arts education systems. At the same time the reports of some countries emphasise the necessity to work out a common document which will regulate issues in the field of culture and art.

During the years of independence the monopoly on arts education in the CIS countries has been overcome. At present there are not only state educational establishments but also establishments of other patterns of ownership in the national education systems. A significant role in the development of arts education is played by the activities of public associations which implement educational programmes that give grants and stipends for education, finance various activities, etc.

In the CIS Member States various aspects of arts education are supervised by:

- in the Republic of Armenia - the Ministry of Education and Science and the Ministry of Culture;

- in Azerbaijani Republic - the Ministry of Education and Science and the Ministry of Culture and Tourism;

- in the Republic of Belarus - the Ministry of Education and the Ministry of Culture;

- in the Republic of Kazakhstan - the Ministry of Education and the Ministry of Culture and Information;

- in Kyrgyz Republic - the Ministry Of Education and Science and the Ministry of Culture;

- in the Republic of Moldova - the Ministry of Education and the Ministry of Culture;

- the Programme On Transfer of Skills At Manufacturing,
- in the Russian Federation - the Ministry of Education and Science and the Ministry of Culture;
- in the Republic of Tajikistan - the Ministry of Education and the Ministry of Culture;
- in the Republic of Uzbekistan - the Ministry of Public Education, the Ministry of Secondary and Higher Education, the Ministry of Culture and Sports, and the Academy of Arts;
- in Ukraine - the Ministry of Education and the Ministry of Culture and Tourism.

Joint supervision of the system of arts education by different ministries creates extra opportunities for its development. Experts from the Russian Federation point out that implementation of arts education within the systems of ministries of education and ministries of culture has its specific peculiarities. In particular, the system of education concentrates its attention on creative development of students, various aspects of amateur activities and leisure practices. At the same time the system of culture pays more attention to early specialisation, professional orientation, and the quality of training of specialists.

But quite often it is rather difficult to implement these possibilities due to lack of proper interaction between different departments. Experts from Azerbaijani Republic attract attention to the fact that owing to supervision of the establishments that carry out training in the field of culture and art by the Ministry of Education, the Ministry of Culture has no opportunity to influence the process of personnel training. It also leads to uncoordinated work of educational establishments. In the report of the Republic of Moldova it is pointed out that supervision of the field of arts education by various ministries results in differences in the quality of training. So, the level of training of students in the same subjects within the system of the Ministry of Education and the one of Ministry of Culture of the Republic of Moldova differs significantly. Experts believe that it is connected with the fact that all the curricula of the establishments under the Ministry of Culture must be endorsed by the Ministry of Education. But the curricula of the Ministry of Education in subjects and disciplines in the field of art are not endorsed by the Ministry of Culture.

One of the ways to enhance effectiveness of arts education is to elaborate a holistic state policy in the field of education and culture. In particular, special attention is paid to it in the national report of the Republic of Armenia. Concepts on arts education in the CIS Member States are one of the illustrations of implementation of such policy. Currently such concepts are effective in the Republic of Armenia (2004) and the Russian Federation (2001). Besides, in 2011 in the Russian Federation the Concept on Education in the Field of Art and Culture came into effect (2011). Since 2004 in Ukraine the "Concept on the Artistic Upbringing of Students in

Comprehensive Educational Establishments" has been in force. Its basic provisions are specified in the "Comprehensive Programme on Arts Education in Comprehensive and Out-of-School Establishments".

In the CIS Member States arts education has a system nature. It is organised at all levels of the education system, as a result the implementation of the principle of continuity of ensured. At the same time each level of the system is autonomous, has its own goals, educational programmes, as well as a developed network of establishments and educational organisations.

In the systems of arts education of the CIS Member States two major components can be singled out:

- 1) basic education; and
- 2) continued education.

In the national arts education system of the CIS countries subsystems of general and professional education are distinguished. General arts education covers pre-school, general secondary education levels. It is based on the "education through art" approach.

The subsystem of professional arts education in the CIS Member States has a long history. Even 20 years after acquiring independent statehood it is mainly based on the traditions of the Soviet school ensuring a high level of professional training of specialists. In the Concept of Education in the Field of Culture and Arts of the CIS Member States a three-stage system of training characteristic of this model is fixed. It comprises primary, secondary and higher professional education. Currently this subsystem is developing rather intensively. Gradually a unification of training is being overcome; in some countries a significant and often leading place is taken by traditional forms, where knowledge and skills are transmitted from a teacher to a student ensuring continuity of cultural traditions.

Professional education is also actively developing. A special place in its content is taken by the national culture, experimental models based on a synthesis of arts are used, and new professions conditioned by the demands of time appear.

BASIC ARTS EDUCATION IN THE CIS COUNTRIES

Basic arts education has a multi-level structure. Within basic education general and professional programmes are implemented. The former are used at pre-school and general secondary education levels (or similar to them), the latter - at specialised secondary, professional, higher/post-diploma levels.

Basic arts education is implemented basing on the "education through art" (pre-school, general secondary education) and "arts education" (specialised secondary, professional, higher/post-diploma education) approaches.

Basic education can be either compulsory or optional. There is 9-year and 12-year compulsory education in the CIS countries. Its content comprises subjects of the artistic cycle. Implementation of educational programmes of basic education is more often regulated by a state standard.

The structure of basic education differs in the systems of arts education of the CIS Member States. At the same time all systems comprise levels that correspond to pre-school, general secondary, secondary and higher professional, as well as post-diploma arts education.

2.1 PRE-SCHOOL ARTS EDUCATION

The pre-school level of education is presented practically in all laws regulating state policy in the field of education. In the Republic of Armenia, Republic of Belarus, Kyrgyz Republic, Republic of Moldova and Republic of Uzbekistan this level is defined as pre-school education; in Azerbaijani Republic it is defined as pre-school upbringing; in the Republic of Kazakhstan and Republic of Tajikistan it is pre-school education and upbringing. In the Republic of Kazakhstan the period from 1 to 5 years of age corresponds with pre-school upbringing, the period from 5 to 6 years of age corresponds with pre-school education and its aim is to prepare a child for school.

According to the laws of the CIS countries arts education and artistic upbringing at the pre-school period can be carried out both within the family and pre-school establishments.

A significant role of the family in resolving issues of upbringing pre-school children is fixed in several laws of the CIS countries. In particular, in the law "On Education" of the Republic of Armenia it is stipulated that

the leading role in the implementation of the programme on pre-school education belongs to the family.

Family artistic upbringing always precedes education in a pre-school establishment and later complements it and in some cases substitutes it. As a result the artistic upbringing within the family is viewed by some experts as a basis for arts education.

Artistic upbringing within the family is one of the most effective means of familiarisation of a growing person with culture. It stimulates awakening interest to art, forms motivation to do studies in arts. A family is a social institute which provides transmission of cultural traditions from generation to generation. In some CIS countries only in the framework of family upbringing traditional methods of arts education were preserved. These are the methods that were not claimed by the state arts education system during the Soviet period. Such examples are given in the report of the Republic of Tajikistan where the family provided safeguarding of the traditional methodology *ustod-shogird* which is currently viewed as a core element of the national education system and is successfully developing in the framework of family schools of artistic creativity.

In the CIS countries a range of researches aimed at detection of the specificity of the family artistic upbringing under modern conditions was carried out. In the framework of such research held in the Republic of Armenia it was established that for the last 20 years the role of the family in the artistic upbringing of a growing generation has not practically changed. In particular, 59.6% of the families interviewed pointed out that they received artistic skills in the framework of family upbringing. Currently 49.7% of families do arts with their children. The list of arts cultivated within the family has not practically changed for 20 years. It includes music, drawing, dance, etc. At the same time it was established that a social role of the family artistic upbringing has changed during this period. If before it was aimed at general cultural development of a growing generation, then now it is viewed as an additional opportunity for vocational guidance and professional career in future; as a result it turns into a purposeful choice of a life strategy.

Yet experts from some countries point out that at present the potential of the family artistic upbringing is not used in full. In the laws of certain CIS countries the family artistic upbringing is not paid enough attention to. The acuteness of problem of transmission of cultural traditions within the family, especially in urban areas, was stressed in the report of the Republic of Kazakhstan. This problem is also burning for several other CIS countries.

In the CIS countries the network of pre-school establishments is rather well-developed. It comprises day nurseries, kindergartens, centres for the development of a child, home kindergartens (Republic of Uzbekistan), etc.

There are both state pre-school establishments and those of other patterns of ownership among them. In Kyrgyz Republic 300 communal kindergartens work. They were established in the framework of the "Development of Children of Early Age at the Level of Communities" project implemented by the Asian Development Bank.

Private pre-school establishments also operate in the CIS countries. But they are quite few. In particular, in the report of the Republic of Kazakhstan it is emphasised that the percentage of private pre-school establishments in the country is no more than 7% of the total amount.

Besides, recently the divergence of pre-school arts education has occurred. In the Azerbaijan law "On Education" a possibility to create groups and specialized kindergartens for gifted children is stipulated. There are pre-school establishments which prioritize artistic upbringing of children in the Republic of Uzbekistan. Pre-school establishments specializing in a certain art form or various arts work in Ukraine.



The amount of children attending pre-school establishments in the CIS countries is different. In the Republic of Belarus the coverage is 87.1%. In the Republic of Kazakhstan pre-school education involves 38.7% of the appropriate age; in towns every third child attends a kindergarten, in rural areas it is every fifth out of 100 children. In the Republic of Uzbekistan pre-school establishments are attended by 20% of the total amount of children. One of the reasons of the situation is the fact that 50% of population live in rural areas where traditions of home upbringing are

popular. The lowest percentage of attendance of pre-school establishments by the children of pre-school age is in Kyrgyz Republic, it is 13% .

Mostly this situation is conditioned by the fact that this service is not available to certain categories of population. In particular, in the report of the Republic of Kazakhstan lack of places in the kindergartens is pointed out. It is also stressed that due to a high price services of pre-school establishments cannot be afforded by socially vulnerable families and families with a low income.

Education in pre-school establishments in the CIS countries is based on state standards and programmes. There is an educational standard of pre-school education in the Republic of Belarus; in Kyrgyz Republic it is the "Pre-school Education and Child Care" state educational standard; in Ukraine it is the "Basic Component of Pre-school Education of Ukraine" which is implemented by following the requirements of the "I am in the World" basic programme; in the Republic of Uzbekistan they have a state standard in the field of pre-school education. In addition to state programmes there are also alternative ones, for instance the "Step by Step" programme in Kyrgyz Republic which was elaborated by the Open Society Institute.

Educational areas, curriculum sections, instructive guidelines aimed at aesthetic and creative development of a child are mandatory parts of the content of state programmes, for instance:

- educational area "Art" (Republic of Belarus);
- educational area "Creativity" (Republic of Kazakhstan);
- curriculum section "Upbringing through Art" (Republic of Moldova);
- "World of Art" as one of the instructive guidelines of the life activity "Culture" (Ukraine).

Experts point out that the programmes provide for a substantial amount of academic hours to implement the content of the relevant sections. In particular, the "Child of the Third Millennium" programme, which is implemented in the Republic of Uzbekistan, provides for 216 academic hours for organization of lessons aimed at aesthetic development of a child. In the pre-school establishments of the Republic of Kazakhstan the number of lesson of the artistic cycle depends on the age of a child and takes from three to five hours a week.

The programmes implemented in the pre-school establishments of the CIS countries base on the principle of an integrated impact of art and provide for teaching:

- in the Republic of Belarus - music, drawing, design, literature;
- in the Republic of Kazakhstan - drawing, modeling, appliqué, music;
- in Kyrgyz Republic - literature, music, modeling, appliqué, drawing;
- in the Republic of Moldova - music, fine arts, literature;
- in the Republic of Tajikistan - singing, drawing, modeling, dance;
- in Ukraine - music, fine arts, fiction, choreography, drama, etc.



Interdisciplinary approach has been actively implemented in pre-school education recently. So, in the Republic of Uzbekistan new methods of speech development, teaching mathematics, ecology, personal and social safety using the potential of music, fine arts and handicrafts are being employed. In Ukrainian pre-school establishments creativity often goes beyond the "Culture" field and accompanies acquisition of the "Nature" and "People" fields.

Information on creation of complexes integrating pre-school and some stages of general secondary education is given in the reports. Such establishments ensure continuity of education, create extra opportunities for creative development of the trainees. The complex "School-kindergarten-gymnasium" (Kostanay, Republic of Kazakhstan) can be set as an example. There a unique programme aimed at creative development of the capacities of children aged 1-11 years is being implemented.

2.2 ARTS EDUCATION AT COMPREHENSIVE EDUCATIONAL ESTABLISHMENTS

The level corresponding with general secondary education is represented in all national education systems. In Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, the Russian Federation, Tajikistan and Ukraine this level has a three-stage structure. In Uzbekistan general

secondary education consists of two stages. In the Republic of Moldova it also comprises two stages: gymnasium and lyceum education.

In all the CIS countries, with the exception of the Republic of Moldova, primary education is the first stage of general secondary education. In the Republic of Moldova primary education is a separate level of secondary education; education at this stage lasts four years.

There are differences in the name of the second stage of general secondary education in the CIS countries. It is called "basic education" in the Republic of Azerbaijan (grades 5-8) and in the Republic of Belarus (grades 5-9); in the Republic of Armenia, Kyrgyz Republic, and the Russian Federation it is "basic general education"; in the Republic of Tajikistan it is called "basic general education"; in the Republic of Uzbekistan it is "general secondary education". In the Republic of Kazakhstan they distinguish a basic stage of general secondary education (grades 5-9). In the Republic of Moldova the above mentioned stages correspond with stage I of the general secondary education (gymnasium). In most CIS countries education at this stage is compulsory. The only exception is the Republic of Uzbekistan where compulsory education covers a 12-year cycle which comprises basic and secondary education (9 years) and 3 years of education in an academic lyceum or vocational college.



The name of the final stage of general secondary education also differs in the CIS countries. In the Republic of Azerbaijan this stage is called "secondary education (grades 9-11); in the Republic of Belarus it is "general

secondary education" (grades 10-11); in the Republic of Tajikistan it is also called "general secondary education" (grades 10-11); in the Republic of Kazakhstan it is "upper stage of secondary general education" (grades 10-11 (12)); in the Republic of Armenia, Kyrgyz Republic and the Russian Federation it is "secondary general education". In the Republic of Moldova this stage corresponds with stage II of general secondary education (lyceum).

The duration of education at the level of general secondary education differs in the CIS countries; it is 11-12 years (with the exception of the Republic of Uzbekistan where education at this level lasts 9 years).

In all CIS countries general secondary education is regulated by state standards of general (secondary) education and subject educational standards or by legal acts corresponding with them.

Subjects of the artistic cycle are represented at the stage of primary education best of all. In particular, in Kyrgyz Republic the amount of time earmarked for their mastering is 8.2% hours of the total amount of academic hours. In primary school fiction, music and fine arts are studied; much attention is paid to Handicrafts the content of which involves elements of creativity. The national reports of some countries give a wider list of arts studied in a primary school.

Artistic component is presented less widely at the second stage of general secondary education. In the report of Kyrgyz Republic it is stressed that the portion of these subjects is 3.4% of the total amount of academic hours. At stage II of general secondary education they study literature, fine arts, music. The duration of studies of the latter differs significantly in the CIS countries. In particular, in the Republic of Belarus fine arts is studied only in the 5th grade, music is not presented at the level of basic education; in the Republic of Kazakhstan studying music and fine arts finishes in the 6th grade, in the Republic of Uzbekistan - in the 7th grade, in the Republic of Moldova - in the 8th grade. In the Russian Federation lessons of music and fine arts continue till grade 7 and then they study subject "Art" for two more years (grades 8-9); in Ukraine fine arts is studied till grade 7 and music is studied till grade 8. In the Republic of Armenia music and fine arts are studied till grade 6 and after that these two subjects get integrated in grade 7. In all CIS countries literature is studied during the whole period of the second stage of general secondary education.

In Ukraine since 2001/2002 academic year a new integrated programme "Art" for primary and basic schools has been tested alongside with traditional programmes on music and fine arts.

In most CIS countries at the final stage of general secondary education acquaintance with art comes to studies of literature. In some countries subjects aimed at acquisition of world history and national culture are studied at this stage. In particular, in the Republic of Kazakhstan subject

"Art" is studied in grades 10-11. In Ukraine in grades 9-11 subject "Culture" is a compulsory one which is according to experts is conditioned by a higher status of subjects of the artistic cycle in the cultural-and-creative school model implemented in the country.

Opening of new specialized classes give extra opportunities for creative development at the level of general secondary education.

Laws of some CIS countries contain norms that permit opening of specialized classes for gifted children in comprehensive educational establishments. In particular, the law "On Education" of Azerbaijani Republic stipulates a possibility to open such classes at the third stage of general secondary education. In the Republic of Moldova specialized classes operate in lyceums and gymnasia, where conditions for mastering music, fine arts, choreography and drama are created.

Extra opportunities for arts education are given by introduction of core education. In the Russian Federation such subject as "World Culture" is studied at the third stage of general secondary education within specializations in arts, social studies and the humanities, philology and universal studies. In Kyrgyz Republic the Concept of Core Education, adopted by the Ministry of Education and Science of Kyrgyz Republic, gives students of grades 10-11 a chance to study subjects of the artistic cycle within a respective specialization, and students of grades 8-9 have a similar opportunity in the framework of pre-specialized courses. In the Republic of Armenia in high school history of art is studied within a specialization in the humanities. In Ukraine artistic dimension of core education presupposes studying music, fine and other arts. The network of educational establishments with advanced studies of arts is constantly getting wider. Here together with the above mentioned basic courses ("Culture", "Aesthetics Basics") such elective courses as "Computer Graphics", "Design Principles", etc. are studied.

Arts education space in the comprehensive educational establishments can be expanded at the cost of the optional component determined by an educational establishment (selective, optional classes, elective courses). In the Republic of Belarus the list of programmes for optional classes contains over 100 items concerning arts education. It helps design educational paths aimed at studying folk culture, modern art, mastering arts and crafts; systematize experiences acquired from practical activities by means of generalizing courses. In the Republic of Armenia such elective subjects as "History of Fine Arts", "Aesthetics", and "Ethics" are studied.

Experts point out that the amount of academic hours for studying arts in a comprehensive school is not sufficient. It is acceptable only in the primary school. Besides the problem of identifying the maximum permissible academic load is rather acute in some countries. As a result a tendency to further reduction of these subjects is observed in curricula or normative acts

corresponding with them. In particular, in the Republic of Belarus in the result of shift to the 11-year education terms of studying such academic subjects as "Music" and "Fine Arts" have reduced, the content of the academic subject "Native and World Culture" was distributed among the subjects of a socio-cultural cycle and the humanities, optional courses. In Kyrgyz Republic integration of the content of two subjects was implemented, the amount of academic hours meant for studying one of them was preserved. In Kyrgyz Republic the content of subjects "Fine Arts" and "Handicrafts" in grades 1-4 was integrated in the framework of "Fine Arts and Creativity"; in grades 5-7 subjects "Handicrafts" and "Plotting" merged into "Technology".

To resolve the existing situation in the CIS countries special measures are assumed, which are aimed at increasing the amount of hours meant for studying arts in curricula and normative acts corresponding with them. In particular, according to the Framework National Curriculum for Secondary Education of Kyrgyzstan, approved by the Ministry of Education and Science of Kyrgyz Republic in December 2009, educational area "Art" will be taught in 1-11 grades.

One of the ways to solve the problem is connected with a possibility to use an interdisciplinary approach. Armenian experts believe that at present arts studies should not be restricted within the limits of an academic subject - creative activities should be a main method of teaching other disciplines. Experts think that the use of basic principles of the interdisciplinary approach when organizing educational process in comprehensive establishments will give a chance to create extra possibilities for



familiarisation of all students with arts. So, in Tajikistan on the basis of the "Development of Culture for the years 2008-2015" State Programme modernization of the curriculum is being implemented. It makes provisions for substitution of the existing academic subjects by new ones, which will more correspond with the contemporary trends in education. In particular, the content of the subject "Fine Arts" is enriched with modeling, in the content of "Nature" the aesthetic component is emphasised, and the content of "Housekeeping" and "Handicrafts" is redirected towards practical acquisition of skills in a handicraft. Experts from Armenia and Kazakhstan seek for resources to enrich the content of the subject "Computer Science" with a creative component which will let master computer design in full. In the Republic of Belarus optional courses "Aesthetics in Mathematics", "Geometry at School and Aasthetics" are implemented.

Continued arts education can be organized in comprehensive educational establishments. Here out-of-class activities are held; hobby groups, societies, workshops and clubs specializing in arts work.

The number of children covered by continued arts education organized at schools is rather big. In particular, in Tajikistan 60% of school children are involved in arts societies.

The list of creative activities is rather wide, too. In Kyrgyzstan they are drawing, modeling, applied art, dance, choral singing, playing musical instruments, drama, and ikebana. In Tajikistan such hobby groups as "Amateur Photographer", "Embroidery", "Needlework", "Knitting", and "Manufacturing Earthenware" operate; general orientation of continued arts education in establishments of general secondary education in this country is acquisition of skills in the field of traditional handicrafts.

2.3 SPECIALIZED SECONDARY EDUCATION, VOCATIONAL ARTS TRAINING

In the structure of professional arts education the following areas can be distinguished:

- art (academic area);
- cultural and enlightenment activities;
- traditional culture.

Academic area of professional education has a level structure and usually comprises:

- education in a children's art schools (pre-professional education);
- training in a specialized secondary educational establishment;
- training in institutes of higher education.

Traditional area of professional education is carried out within the

"teacher-student" system and is more ascertained and as a result has a more flexible structure.

In some reports attempts to correlate traditional education with the three-level peculiar to academic professional education were made (it can be explained by the necessity to issue education certificates).

The middle level of professional education is presented in all national systems of education. In Armenia, Kazakhstan, Tajikistan primary and middle levels of professional education can be distinguished; in Azerbaijan and Belarus - vocational and specialized secondary education; in Kyrgyzstan and the Republic of Moldova - secondary professional education; in the Russian Federation - secondary professional education; in Uzbekistan - specialized secondary, professional education.

The level of vocational (primary professional) education is not described in full in the national reports. At the same time the CIS countries have experience in implementing arts education at this level. A possibility to found vocational establishments in the field of art is stipulated in some laws. In particular, the law "On Education" of Azerbaijani Republic states a possibility of opening professional schools and lyceums aimed at mastering traditional handicrafts mostly in rural areas.

There is an interesting experience of integration of general secondary and primary professional education that was accumulated in Ukraine. The activities of Malobelozyorsk esthetic gymnasium-boarding school "Divosvet" is aimed at revival of regional traditions of pottery manufacture. The gymnasium component of the curriculum alongside with the general cycle includes subjects which give students a chance to get a profession of a master of studio pottery of grades 4-5.

The level of professional education is presented in the education system of the Republic of Armenia. Currently there are 16 primary professional educational establishments there where arts and crafts, design, etc. are studied. In the Republic of Belarus 4 vocational colleges operate; there masters of folk handicrafts and decorative arts are trained.

In the CIS countries approaches to organization of pre-higher education in the field of culture and art differ significantly. In some countries this level is represented by specialized secondary education aimed at further education in institutions of higher education and provides advanced training in artistic professions. The level of secondary professional education can be distinguished separately as it gives a profession and a qualification. The qualification is given after finishing education in specialized secondary establishments (colleges and schools) of the Republic of Belarus, secondary vocational establishments (colleges) of the Republic of Armenia. In some countries these levels are not separated from each other: in specialized secondary educational establishments advanced training in a profession is carried out, the graduates further enter institutions of higher education

or start their professional career. In the CIS countries in case if specialized secondary education and secondary vocational training are separated from each other the graduates of the corresponding establishments get different certificates. In the first case this is a certificate of specialized secondary education. In the second case the graduates get a diploma of specialized secondary education which gives them the right to work in the profession. In the Russian Federation and the Republic of Belarus specialized secondary establishments give their graduates alternative choices: to work in the profession or continue education in institutions of higher education.

Education in establishments of specialized secondary education, professional education can be either paid or free. Paid education is guaranteed to those who entered educational establishments on a competitive basis. In the Republic of Uzbekistan education in establishments of secondary vocational education is included in a three-year cycle of compulsory education and is free.

Depending on a profession the duration of training at the level of general secondary education may vary from 3 to 4 years. Training is run on the basis of basic or general secondary education. In the latter case in some countries the duration of training may be decreased from four to three years, but in other countries it does not change.

Establishments of specialized secondary, vocational education of the CIS countries train specialists in various arts (music, fine arts, choreography, drama, circus, etc.), cultural and enlightenment activities, teachers of arts.



Training at the level of specialized secondary education covers a wide spectrum of professions. In particular, there is a classifier of directions in education, specialties and professions on specialized secondary, vocational education in Uzbekistan where on the basis of 11 directions 47 professions

in the field of "Art" are singled out. Armenian classifier contains 20 professions in the field of culture and art. At the same time in the report of the Republic of Kazakhstan it is emphasised that the content of the classifier needs improvement as it does not reflect the existing situation and manpower needs.

The network of specialized secondary, vocational education in the CIS countries includes such establishments as specialized schools, colleges, technical schools. The network of specialized secondary, vocational education in the CIS countries is rather well-developed.



In Belarus 21 educational establishments train specialists in the field of culture and art, in Azerbaijan they are 13, in Armenia - 12, in Kyrgyzstan - 7, in Tajikistan - 6, in the Republic of Moldova - 5. There are 24 specialized musical schools, 14 specialized schools and colleges of culture and art, 12 specialized schools of culture, 7 specialized schools and colleges of art and drama, a technical school of cinema in Ukraine.

At the level of specialized secondary, vocational education one of the most acute problems is a problem of correspondence of the cycles of comprehensive and specialized disciplines. In particular, in the report of the Republic of Uzbekistan it is pointed out that the amount of hours meant for core subjects is 57.5% of the total amount of academic hours. In the report of the Republic of Moldova it is said that due to labour-intensiveness of the process of training of arts specialists a full-fledged acquisition of the comprehensive disciplines leads to overload of students. In Tajikistan the number of comprehensive subjects was decreased. In Belarus experts attract attention to the fact that many students continue education in allied trades to get extra social safeguards that is why they need full-fledged training in comprehensive disciplines.

It should be noted that in the national reports due attention is not paid to arts education issues in non-core educational establishments of specialized secondary, vocational education. Possible use of the potential of optional courses and arts disciplines, issues of collaboration of educational establishments with cultural institutes are practically not considered.



Integration of general secondary and secondary vocational education is characteristic of educational establishments that provide education for children and teenagers with strong abilities in arts. Principles of continuity and succession are implemented in their educational process. These principles reflect the specificity of professional arts education. The duration of arts education in such establishments is 11-12 years. In the CIS countries various types of such establishments are presented:

- a college (of music, art, arts and philology, choreography, etc.);
- a specialized school (of choreography);
- a specialized secondary music school;
- a gymnasium-college (of arts, music, choreography);
- a basic school-college of arts;
- a specialized lyceum (of arts, music);
- a specialized secondary boarding school.

Most of these establishments have school boarding houses. It enlarges access to arts education for children and adolescents from remote and rural areas.

Graduates from the above mentioned establishments receive the

following certificates:

- in the Republic of Belarus - diploma of specialized secondary education;
- in the Republic of Tajikistan - certificate of specialized secondary education;
- in the Republic of Kazakhstan - certificate of secondary specialized education.

All the above stated certificates give the right to continue education in institutes of higher education. Diplomas of specialized secondary and secondary vocational education give the right to work in the profession in accordance with the qualification given.

In the Republic of Belarus seven such establishments carry out education of gifted children in the field of music, fine arts, choreography, and drama. In Ukraine a network of similar establishments covers six educational establishments of the Ministry of Culture and Tourism of Ukraine, four of which train in music, 1 - in fine arts, 1 specializes in mastering pottery. At the same time there are no establishments that carry out training of specialists in the field of fine arts in the Republic of Kazakhstan.

The network of the specified establishments in some countries tends to enlargement. So, in the Republic of Tajikistan it is planned to open seven new establishments of the same type to provide training of students in the field of arts and crafts. In the reports of some countries certain perspectives are defined aimed at the development of such establishments, in particular, due to covering the level of pre-school education.

2.4 HIGHER AND POST-DIPLOMA ARTS EDUCATION

As currently not all the CIS countries joined the Bologna Process the levels of higher and post-diploma education have different structures in the national education systems. Firstly, in the CIS countries higher education is aimed both at training of specialists (five years of education) and post-diploma training of bachelors (four years of education) and Masters (2 years of education). Secondly, post-diploma education in some countries is an independent level of an education system, in other countries it is the third level of higher vocational education. As a result at present there are following models of higher/post-diploma education in the education systems of the CIS countries:

- higher three-level education (undergraduate studies, the magistrates, institutions of doctoral candidacy);
- higher education (training of specialists, institution of doctoral candidacy), post-diploma education (postgraduate courses, institutions of doctoral candidacy);
- higher education (undergraduate studies, the magistrates), post-

diploma education (postgraduate courses, assistance and in-depth training, institutions of doctoral candidacy);

- higher education (four educational and qualifying levels: "junior specialist", "bachelor", "specialist", "Master");

- higher education (licentiate, the magistrates, institutions of doctoral candidacy).

At present the Bologna system is rather widespread in profile institutes of higher education that work in the field of culture and art in most CIS countries (except for Kyrgyz Republic and the Republic of Belarus). At the same time experts of some countries express sound doubts concerning its effectiveness training in artistic professions. As it is pointed out in the report of Azerbaijani Republic the second cycle of higher education gives students a chance of advanced specialization in the chosen area. But the experience shows that most students who do studies in creative subjects are not eager to enter the magistrates and prefer self-actualization in practical creative activities. In this connection Azerbaijani experts offer to introduce five-year education at the first stage of higher education for artistic professions.



There is a wide spectrum of types of institutions of higher education which train specialists in the field of culture and art as well as teachers of art in the CIS educational space:

- a conservatory;
- an academy;
- a university;
- an institute.

At the level of higher education arts education in the CIS countries can be carried out in profile and non-profile educational establishments. In the former case it is implemented within the "arts education" approach, in the latter case it is carried out within the "education through art" approach.

Specialists for the fields of culture and art are trained in institutions of higher education with a respective profile:

- in the Republic of Armenia - Yerevan Komitas State Conservatory, Yerevan State Academy of Fine Arts, Yerevan State Institute of Theatre and Cinematography;

- in Azerbaijani Republic - Baku Music Academy, Azerbaijan National

Conservatory, Azerbaijan State University of Culture and Art, Azerbaijan State Academy of Fine Arts;

- in the Republic of Belarus - Belarusian State Academy of Music, Belarusian State Academy of Arts, Belarusian State University of Culture and Arts;

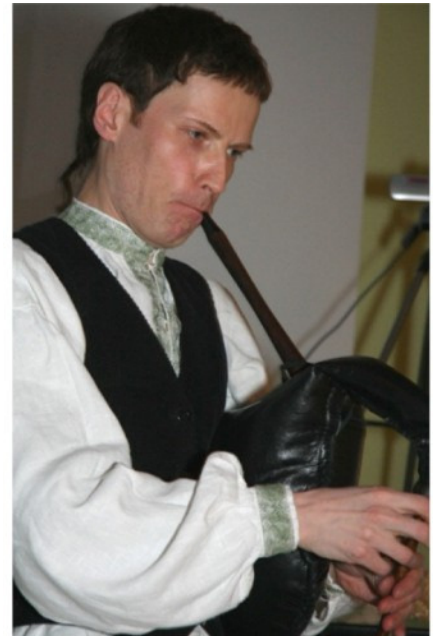
- in the Republic of Kazakhstan - Kazakh National Conservatory named after Kurmangazy, Kazakh National Academy of Arts named after T.K.Zhurgenov, the National Institute of Culture and Arts;

- in Kyrgyz Republic - Kyrgyz National Conservatory, the National Academy of Arts of the Kyrgyz Republic named after the Academic Turgunbay Sadykov;

- in the Republic of Moldova - the Academy of Music, Theatre and Fine Arts;

- in the Republic of Tajikistan - Tajik National Conservatory named after T.Sattorov, Tajik State Institute of Arts named after M.Tursunzod;

- in Ukraine - Karpenko-Kary Kyiv National University of Theatre, Cinema and Television (bachelors, specialists, Masters), Kiev Municipal



Ukrainian Academy of Dance named after Serge Lifar (associates), Glier Kyiv Institute of Music (associates), Odesa State Music Academy named after Nezhdanova (bachelors, specialists, Masters), the National Academy of Fine Arts and Architecture, Lviv National Academy of Arts, The

Institute of Art for Decorative Modelling and Design named after Salvador Dali, Kyiv Municipal Academy of Circus and Variety Arts named after L.I. Utesov, Kyiv National University of Culture and Arts, etc.

Training of teachers of arts is carried out by pedagogical universities and institutes:

- in the Republic of Armenia - Armenian State Pedagogical University after Khachatur Abovyan, Vanadzor State Pedagogical Institute named after Hovhannes Tumanian;

- in Azerbaijani Republic - Azerbaijan State Pedagogical University, Nakhichevan Pedagogical University;

- in the Republic of Belarus - Belarusian State Pedagogical University named after Maxim Tank, Mozyr State Pedagogical University named after Ivan Shamyakin, etc;

- in the Republic of Kazakhstan - Abai Kazakh National Pedagogical University, Karaganda, Semipalatinsk and Shymkent Pedagogical Institutes;

- in the Republic of Moldova - Alecu Russo State University, Grigorii Tsamblak State University, State University named after I.Kriange, etc.;

- in the Republic of Tajikistan - Khujan State University;

- in the Republic of Uzbekistan - Tashkent State Pedagogical University named after Nizami, etc.

Additional professions in the field of art are widely presented in pedagogical universities and institutes. Very often they accompany specialties on primary and socio-cultural education which creates prerequisites for a wider use of the potential of art when teaching other subjects from the curriculum. In particular, in the Republic of Belarus teaching staff is trained in the following specialties: "Primary Education. Fine Arts", "Primary Education. Music", "Foreign Languages. Music"; in the Republic of Tajikistan they are "History. World and Native Culture", "Primary Education. Music".

Technical institutions of higher education also contribute to arts education:

- in the Republic of Belarus - Belarusian National Technical University;

- in the Republic of Uzbekistan - Tashkent and Samarkand State Institutes of Architecture and Construction ;

- in Azerbaijani Republic - Azerbaijan University of Architecture and Construction;

- in Kyrgyz Republic - Kyrgyz State University of Construction, Transportation and Architecture;

- in the Republic of Armenia - Yerevan State University of Architecture and Construction.

There are departments of design in many commercial and private universities of the CIS countries. Such specialties are represented in the Institute of Contemporary Knowledge named after A.M.Shirokov

(Republic of Belarus), Kyrgyz-Russian Slavic University named after B.N.Yeltsin, National Academy of Fine Arts (Republic of Armenia), and Armenian Open University.



Legislation of the CIS countries gives institutions of higher education an opportunity to improve their structure, establish institutes, colleges, technical schools, etc. Establishment of complexes "school-college-institution of higher education" gives a chance to carry out continued vocational arts education under personnel succession which is essential for training specialists in the field of art. In Kyrgyz Republic such complexes are created on the basis of the National Academy of Arts of the Kyrgyz Republic named after the Academic Turgunbay Sadykov and Kyrgyz National Conservatory. They integrate an art (music) school, establishments of specialized secondary and higher education. In the Republic of Belarus a complex ensuring succession and continuity of music education unites the Republican music gymnasium-college and the Belarusian State Academy of Music. There is a school-studio with 10-year education in Baku Music Academy. In Ukraine schools of aesthetic education work which are organization departments of institutes of higher education in the field of art or work under professional creative groups.

New models of arts education built on an integrative basis appear in the CIS space. In particular, since 2007 a laboratory-experimental school studio of arts has been operating in Kazakh National Conservatory named after Kurmangazy, there the education process is based on a synthesis of various arts.

One of the present tendencies is enlargement of arts education environment in non-profile institutions of higher education. There arts are

studied at optional and elective courses. In the Russian Federation in non-profile institutions of higher education they do the following elective courses: "History of Culture", "Modern Art and Design", etc. In Kyrgyz-Russian Slavic University named after B.N.Yeltsin all first and second year students do music, choreography, choral singing, etc. on a compulsory basis.

Training in institutions of higher education of the CIS countries is carried out at the expense of the budget, state educational grants, and on a paid contract basis.

Post-diploma education in the fields of culture and art in the CIS Member States can be received at:

- two-year assistance and in-depth training;
- post-graduate courses with a compulsory writing of a thesis;
- creative post-graduate courses without a compulsory writing of a thesis;
- institution of doctoral candidacy.

Education at post-graduate courses with a compulsory writing of a thesis is provided for teachers of art.

CONTINUED ARTS EDUCATION IN THE CIS COUNTRIES

Continued education in the CIS countries covers all levels of the system of education. Educational programmes of general and professional (pre-professional) education are implemented within this area.

Continued education is carried out on the basis of the "arts education" approach (pre-professional education in children's arts schools; in-service training and retraining of specialists) and "education through art" (all other models).

Practically all arts are presented in the system of continued education, including academic, traditional, and modern interdisciplinary artistic practices.

Continued education is optional and is carried out on the basis of the choice of students or their legal representatives. That is why in contrast to compulsory education it is usually not regulated by state standards.

Continued education takes a significant place in the arts education systems of the CIS Member States.

The structure of continued education differs in the CIS countries. In the Republic of Belarus it comprises continued education of children and adolescents and continued education of adults; in Kyrgyz Republic - pre-school and out-of-school continued education, as well as continued education of adolescents and adults; in the Russian Federation - continued education of children and continued education of adults; in the Republic of Uzbekistan - out-of-school education and in-service training and retraining of specialists.

Recently, special attention has been paid to informal continued education which includes educational activities of cultural institutes, public associations and funds.

3.1 CONTINUED ARTS EDUCATION OF CHILDREN AND ADOLESCENTS

The need for additional educational services in the field of arts education for pre-school children is emphasised in a range of laws of the CIS Member States. In particular, the law "On Education" of Azerbaijani Republic stipulates a possibility to organise extra classes in choreography, visual arts, and handicrafts in pre-school establishments.

In the Republic of Belarus arts education in pre-school establishments is carried out as additional educational services. Annually the number of circles in the field of art gets bigger. At present they are over 6,000 and involve over 90,000 children. Methodological provision is also being developed actively. Recently, only the National Institute for Education has prepared programmes of additional educational services in music, fine arts and crafts, choreography. The potential of aesthetic development of children of pre-school age is widely used. As a rule additional educational services are paid.

In the Republic of Kazakhstan arts education of children in pre-school establishments is complemented by various arts. There they are taught basics of choreography and visual arts, to play different musical instruments. The principle of succession is implemented: at the age of five the most gifted children can continue their education in music, art schools and children's schools of arts.

In Kyrgyz Republic continued arts education is carried out in the centres for development and preparation for school. Besides, in two Bishkek schools pre-school programmes for aesthetic education are implemented.

Continued pre-school education is rather well-presented in the pre-school establishments of the Republic of Uzbekistan. Children attend circles where they master the basics of choreography, music, fine arts, drama, as well as pottery, embroidery, embossing, ikebana, patchwork.

At the same time it is pointed out in the reports that continued pre-school education is not system. There are certain problems for its regulatory and methodological provision.



In the CIS countries out-of-school arts education can be divided into general and pre-professional. The former is implemented in a wide range of educational establishments which include centres for creative activities

of children and youth, resource centres, studios and circles for schoolchildren at establishments of culture and leisure, educational programmes under concert and entertainment centres, communal and ethno-cultural centres, Sunday schools. The latter is represented by a wide network of music, art schools, as well as schools of arts.

Continued out-of-school arts education in the CIS countries is implemented in several directions. One of them is formation of practical artistic skills which later can lay bases for amateur activities. One more direction is organisation of cultural and leisure-time activities for schoolchildren, which is an essential condition for prevention of offences and antisocial behaviour. Besides, out-of-school establishments in the field of art give a growing generation an opportunity for intellectual, aesthetic and emotional development.

Educational programmes in arts are implemented by centres (palaces) for creative activities of children and youth, aesthetic centres, centres for technical activities and design, resource centres, etc. At present their network is rather well-developed. In the Republic of Armenia 72 state out-of-school establishments work; there are 383 out-of-school centres in the Republic of Belarus, artistic hobby groups are organised in 193 of them; in the Republic of Uzbekistan the number of establishments of out-of-school education is about 563. In Ukraine over 870 centres, homes, clubs of arts work.

The total amount of schoolchildren covered by classes in arts within the system of out-of-school education differs in the CIS countries. In Kyrgyz Republic out-of-school establishments involve 7,8% of children, in the Republic of Uzbekistan - 11,2%, in the Republic of Kazakhstan - 12%, in the Republic of Moldova - 20,6%.



The widest spectrum of artistic activities is presented in centres for creative work including popular handicrafts and digital arts. There

numerous amateur groups uniting participants of different ages perform.

Clubs work actively with a growing generation. There circles and associations for children and youth operate; most of them are aimed at artistic activities.

A system of work with gifted children is created at the National Centre "Minor Academy of Sciences of Ukraine", which annually involves about 200,000 senior pupils in researches, over 33% of them are pupils of rural schools. The structure of the Minor Academy comprises 11 departments of science, including a department of philology and history of art. Only in 2010 over 28,000 students were involved in the research work within the Academy.

At the same time a range of problems was highlighted in the reports. Under the budgeted deficit the amount of out-of-school establishments in some CIS countries is reducing. Such tendency can be observed in Kyrgyz Republic, the Republic of Kazakhstan. Besides, due to economic reasons the activities of public centres for out-of-school education and upbringing are gradually substituted by paid educational services. As a result access to arts education for children from low-income families is complicated.

There are also alternative models of out-of-school education in the CIS space. A unique opportunity of integration of religious and aesthetic education is given by "Armenian Homes" ("Ayordats Tun"), which operate in the structure of Pervoprestol'ny Spiritual Monastery. Over 3,000 children have been educated there for the recent two decades. Educational programmes implemented in "Ayordats Tun" are characterised by compulsory religious education. The level of arts education received there is rather high. It gives the graduates a chance to continue their education in institutions of specialised secondary and higher education.

In Ukraine Sunday schools working under churches, monasteries and temples of various confessions organise free arts circles which unite children of different ages and cover a wide range of arts. In the Sunday school of the Church of the Holy Trinity in Kiev music and folklore, arts and crafts, drama, and Orthodox iconography are taught. There children's theatre "Siyanie" ("Radiance") works, which revives traditions of folk performances accompanying Christian festivals. There is the only school of icon painting in Ukraine where trainees are taught the basics of canonical iconography.

There is a well-developed network of educational establishments which are mainly aimed at pre-professional education in the field of culture and art in the CIS countries. Pre-professional educational establishments are divided into multi-profile (training in various arts is carried out) and mono-profile (training in one art type is carried out). An example of the former is music, art and other schools. An example of the latter is children's schools of arts.

In the CIS countries establishments of pre-professional education

belong to the system of continued education.

Currently in the educational space of the CIS countries there are:

- in the Republic of Armenia - music schools, schools of visual arts, choreographic schools, schools of arts;

- in Azerbaijani Republic - children's music schools, children's art schools, children's schools of arts;

- in the Republic of Belarus - children's schools of arts which work in different directions (music, fine arts, drama, choreography, aesthetics, etc.);

- in Kyrgyz Republic - children's music schools, children's schools of arts, children's art schools;

- in the Republic of Kazakhstan - music schools, art schools, children's schools of arts;

- in the Republic of Moldova - music schools, schools of visual arts, schools of arts;

- in the Republic of Tajikistan - children's music schools, children's art schools, children's schools of arts;

- in the Republic of Uzbekistan - children's schools of music and arts (music, fine arts, choreography, drama);

- in Ukraine - schools of aesthetic education which include music, art, choreographic, drama schools and schools of arts (which integrate two and more directions).

The question of relating children's schools to the system of continued (out-of-school) education is rather debatable. Experts say that it resulted in a gap in once sound "music school - college - institution of higher education" succession.

The amount of establishments that fulfill pre-professional training in the field of culture and art is different in the CIS countries. There are 268 such schools in the Republic of Armenia, in Azerbaijani Republic they are 235, in the Republic of Belarus - 523, in the Republic of Kazakhstan - 328, in Kyrgyz Republic - 110, in the Republic of Moldova - 107, in the Republic of Tajikistan - 83, in the Republic of Uzbekistan - 303, in Ukraine - 1460.

In the CIS countries the involvement of children in education in establishments of pre-professional arts education differs significantly. So, in the Republic of Uzbekistan 11.2% of children study in music, art schools and schools of arts, in the Republic of Tajikistan this is 0.1% of the total amount of children. Very often it is caused by a complicate access to such schools, especially what concerns children from rural areas and low-income families. At the same time in the reports it is pointed out that when there is no well-developed network of children's schools of arts (music, visual arts) there are alternative forms of getting pre-professional arts education. In particular, in the Republic of Tajikistan a traditional system of transmission knowledge from a teacher to a student

(ustod-shogird) is developed, which is successfully implemented at schools of family creative work.

In all CIS countries in the above said establishments they teach music, visual arts, choreography, and drama. Recently, new types of establishments have appeared: folklore schools, schools of arts and crafts, circus schools, schools of cinematography and photography. In the Republic of Belarus testing of aesthetic direction has been started, it is based on a complex impact of various arts.

As it is emphasised in the reports these establishments alongside with pre- professional training are to help safeguard national culture. In this connection in the Republic of Belarus new directions in the activities of such schools appeared - popular handicrafts and decorative arts and crafts. In music schools of Azerbaijani Republic students master playing folk instruments and the art of folk singing. The biggest amount of students of children's schools of the Republic of Uzbekistan learns to play folk instruments. In the Republic of Moldova the content of education includes popular handicrafts and decorative arts (with weaving, carpet weaving and artistic weaving, embroidery). In Ukraine attention is paid to preservation of traditions of instrumental performance, in particular, bandura lessons are organised in music schools (currently there are over 1300 schools of aesthetic education).

The duration of education in the establishments of pre- professional training in the CIS countries is:

- in the Republic of Armenia - from 4 to 7 years in art schools, 4,5,7 years in schools of arts;
- in Azerbaijani Republic - 4 years in art schools, 5 years in choreographic schools, 5 and 7 years in music schools;
- in the Republic of Belarus - 5 or 7 years in all directions;
- in the Republic of Kazakhstan - from 5 to 9 years;
- in the Republic of Moldova and the Republic of Uzbekistan - from 5 to 7 years.

Education in establishments of pre-professional training can be paid, based on government grant, or can be financed from the budget. In particular, education in music, art schools and schools of arts of Azerbaijani Republic is financed from the budget.

In most countries the charge rate depends on the level of a minimum wage and differs in the capital, oblast towns and regions. In the Republic of Uzbekistan the payment for education in kindergartens is one minimal wage a month. In oblast centres students pay 70% of the minimal wage, in regions - 50%. Similarly the charge rate for education in children's schools of arts is estimated in the Republic of Belarus. In the Republic of Moldova the payment for education accounts for 30% of the total amount of expenditures of out-of-school establishments of arts.

In most CIS countries tuition payment benefits for certain categories

of students are provided for. In particular, children from low-income families have tuition payment benefits when paying for education in children's schools of arts or study free of charge. In the Republic of Belarus prize-winners of republican and international contests temporarily study free of charge. At the same time these measures are not always sufficient. In particular, in the report of the Republic of Moldova it is highlighted that, unfortunately, many services are not available for children from rural areas and low-income families.

Free education is guaranteed in the framework of implementation of special programmes aimed at enhancement of the quality of education in children's schools of arts. So, in the Republic of Armenia, where the amount of those who study on a payment basis is 60%, the "Programme of Teaching Folk, String and Percussive Instruments in Music Schools and Schools of Arts of Armenia" (2007) adopted by the Ministry of Culture of the Republic of Armenia is in effect. As a result of its implementation 2442 students in 139 schools learnt to play folk, string and wind instruments free of charge. Besides, since 2009 the provision of students of music schools and schools of arts with musical instruments has been monitored. A data base of children who need musical instruments and a fund for provision of the most gifted and talented children with musical instruments were created.

First of all, such establishments give an opportunity to acquire a profession in the field of culture and art. On graduating from them a certificate (of education) is issued:

- a leaving certificate (Republic of Armenia);
- a certificate of education (Republic of Belarus, Republic of Moldova).

In some CIS countries this document gives the right to continue education in the system of professional education; in other countries it is not necessary to have such document to get professional education in the field of culture and art (Republic of Belarus, Republic of Kazakhstan, etc.).

In the Republic of Moldova schools of arts, music and art schools ensure access to education in colleges of an artistic profile (within post-secondary vocational technical education) or specialised lyceums of the second stage of secondary education. The development of children's schools of arts is characterised by new directions. So, in the Republic of Uzbekistan children are taught to sing, play the button accordion, string, wind and percussive musical instruments, piano. The Republican Centre for Education is experimentally implementing new directions of arts education in the activities of children's schools of music and arts. In Ukraine since the mid 2000s mass interest to jazz education has increased; jazz departments at schools of aesthetic education were established, jazz bands were created.

Issues of modernisation of the system of pre-professional education

in the field of culture and art are regulated by laws. For instance, there is a Presidential Decree "On the State Programme Aimed at Enhancement of the Material and Technical Basis and Further Improvement of the Activities of Children's Schools of Music and Arts for Years 2009-2014" in the Republic of Uzbekistan. A multi-profile nature of schools as well as a possibility to implement diversification of education due to selective subjects is stipulated in this document.

It is clear that the changes characteristic of the present stage of social development require modernisation of methodological provision of children's schools of arts, music and art schools. At the same time absence of modern provision is set in the reports as one of the most urgent problems. So, in the report of the Republic of Moldova it is emphasised that outdated standards and programmes, that do not meet modern demands, are still used in the educational process.

After leaving children's schools of arts not all children continue their professional education in the field of culture and art. At present in some CIS countries the amount of graduates is much bigger than the amount of university/college entrants in the mentioned professions. To a large extent it defines the dual status of these establishments.

3.2 CONTINUED ARTS EDUCATION OF ADULTS

At the present stage of social development education of adults implies implementation of a wide spectrum of not only professional but also comprehensive programmes. Thereby continued arts education of adults includes in-service training and retraining of specialists, as well as continued arts education which is not connected with professional activities.

In most CIS Member States in-service training and retraining in the field of arts education is carried out in the framework of:

- autonomously working establishments that were specially created for these purposes (institutes of in-service training, centres for retraining and in-service training);
- departments of in-service training in institutions of higher education;
- other establishments, including creative ones.

In-service training of specialists in the field of culture and art can also be implemented in the form of study courses in art centres both in the native country and abroad.

In most CIS Member States the system of in-service training of art specialists is differentiated in the categories of attendees. More often differentiation lies in the levels of education: teachers of pre-school establishments, establishments of general secondary, specialised secondary, higher and continued education do in-service training courses in various establishments. In particular, in the Republic of Uzbekistan

executive in-service training and retraining is carried out on the basis of the Central Institute for Retraining and In-Service Training of Teachers named after A.Avlony, Republican Institute for Retraining and In-Service Training of Teachers named after K.Ubaidullayev. In-service training of teachers of arts is organised on the basis of institutes of retraining and in-service training of teachers in regional centres, teachers of pre-school establishments are trained by the Republican Education Centre for Retraining and In-service training of Pre-school Teachers.



In some cases in-service training of arts specialists is carried out irrespective of departmental belonging and the level of education. In particular, in the Republic of Armenia the Republican Courses of Training and In-service Training of Culture Specialists operate, where all categories of attendees are educated. In the Republic of Tajikistan on the basis of Tajik State Institute of Arts named after M.Tursunzod in-service training of teachers of music and visual arts, primary school teachers who teach arts, teachers of centres for artistic creativity of children and youth, teachers of specialised secondary establishments, etc. is organised.

A traditional form of in-service training in the CIS countries is courses which are to be attended every 5 years. The system of retraining courses includes basic and special-purpose courses. In the period between the courses various seminars, workshops and educational programmes on individual demands of attendees are organised.

There is information on alternative forms of in-service training in the national reports. Their use is specified by peculiarities of a certain country. A practice of organisation of 10-day in-service courses for 360 teachers in 33 schools of the republic is presented in the report of the Republic of Armenia. In the framework of in-service training special workshops were organised, they were attended by 500 teachers. It is reasonable to use this

practice when working with teachers from remote areas.

In the Republic of Moldova continued education of adults combines training on the basis of educational establishments, departments and centres with individual forms of education. The system of continued education is based on the use of the system of cumulative credits according to which a specialist every 5 years must prove the cumulation of a certain number of credits with appropriate documents.

There are establishments in the CIS countries which provide general arts education for adults. So, there is evening music school #1 named after K.Stetsenko in Ukraine which was established in 1928, where people over 18 years old study. The system of arts education on individual demands has become widely spread recently. It is carried out on a payment basis.

Special place in the system of continued education is given to the activities of trade union organisations. In particular, the Federation of Trade Unions of Uzbekistan supervises the activities of 18 palaces, 5 homes of culture, 42 clubs which belong to enterprises, institutions and organisations where 604 circles and creative groups work. 61 creative groups are honoured the title of a "people's amateur group", "exemplary amateur group", "people's amateur studio". Annually trade union organisations of the Republic of Uzbekistan hold over 12,000 various events including a contest in the field of literature, art and amateur activities for a "Laureate of the Award of Trade Unions of Uzbekistan".

At the same time experts from Kyrgyz Republic point out that only a small part of educational programmes for adults is connected with art and culture. In their opinion education of adults is not system: there is no single state policy in this field, psychological and androgogic aspects are not sufficiently developed, the network of establishments regulating the work in this direction is not developed.

3.3 ROLE OF CULTURAL INSTITUTES, PUBLIC ASSOCIATIONS AND FUNDS IN ARTS EDUCATION

The increased role of cultural institutes in arts education is shown in the reports. At present the process of establishment of partnership between institutes of culture and schools becomes more and more active; philharmonics resume their work, educational structures under theatres which concentrate their activities on training competent audience are created.

The infrastructure of informal arts education in the CIS countries is rather well-developed and comprises:

- museums, including arts and folk ones;
- philharmonics;
- libraries;
- professional theatres, including children's and youth ones;

- cinemas;
- clubs and other cultural and educational organisations;
- amusement parks;
- theatrical and entertainment associations;
- circuses;
- associations of amateur groups, etc.

A significant role in arts education of children and adolescents is played by philharmonics. There are special organisation departments in them which work with children's and youth audience. Here theme concert programmes, lectures, subscription concerts and celebrations are organised. Mobile concert groups work in close cooperation with educational establishments. Students of children's schools of arts, establishments of specialised secondary and higher education are involved in performances on philharmonic stages.

Practice of cultural and educational work with children and adolescents is extending in museums. On the one hand, museums give a growing generation a real opportunity to get in contact with authentic artworks, and on the other hand, they enrich their activities thanks to implementation of principles of pedagogy and psychology. Opening of museums of modern art, stirring up of exhibition activities promote implementation of educational programmes aimed at the development of creative skills of children and adolescents. For instance, lectures on history and theory of art are held in the National Art Museum of Ukraine (Kiev), a studio for children and adults works. In the framework of the "School and Museum: It is More Interesting to Study Together" project theme excursions are held which were developed in accordance with the content of the curricula. In the Musical and Memorial Museum of Salomeya Krushelnitskaya a music salon was opened, a cycle of lessons "In the World of Musical Instruments" was organised. The lessons are conducted by the students of schools of arts. The "School and Museum: Working Together" project is being implemented in Lvov district. It unites museum workers, methodologists of Lvov Regional Institute of Post-diploma Education and school teachers. The National Art Museum of Ukraine is implementing an innovative international programme "Visual Thinking Strategies" which gives a chance to every child to expose his/her explorative talents, realise personal preferences in the field of art.

At the same time experts point out the necessity to stir up work in this direction. So, the experts from the Republic of Kazakhstan suggest a wider introduction of lectures on the theory of visual arts in museums basing on authentic cultural and natural heritage.

Theatres have a significant potential in the field of arts education: there are special departments in some of them which work with children and adolescents; theatres run children's and youth studios, exhibitions of theatrical costumes, playbills, etc. Joint meetings of the art council of the

theatre, pedagogues and parents, experts in the field of pedagogy are in practice in the theatres for Ukrainian children and youth.

A great job is done by libraries in training a reader. Very often they run educational centres, implement educational programmes. Popular forms of activities aimed at forming reading culture are a literary theatre, literary lounge, book week or festival. In Ukraine every children's library is a leisure centre where puppet theatres and circles work.

Public associations and funds contribute greatly to the development of arts education. A particularly big role belongs to creative unions which lead active educational work, cooperate closely with the educational establishments.

In the Republic of Armenia the Union of Composers and Musicologists of Armenia, Armenian Artists' Union, Hayastan All-Armenian Fund contribute greatly to arts education. In 2008 the Ministry of Culture of the Republic of Armenia the Foundation for Support of Art Education was established, its offices work in all regions of the country.

Over a thousand talented children and adolescents are taken care of by the Special Fund of the President of the Republic of Belarus for Support of the Talented Youth. The fund sponsors festivals, contests, visual arts exhibitions, international conferences, workshops of key pedagogues from Belarus and Russia, release of "Talents of Belarus" CDs.

In the Republic of Kazakhstan open airs are arranged during summer and winter holidays. They represent forms of joint work of gifted children and famous practitioners in the field of culture and art.

In the Republic of Tajikistan by the instrumentality of the Centre of Tajik History and Geography, Union of Composers, Union of Writers, Union of Designers, Union of Artists innovative forms of informal arts education are being implemented. They are aimed at creative development of a growing generation.

In the Republic of Uzbekistan a creative association of artists of the Academy of Arts of Uzbekistan, creative unions of composers, theatre workers, filmmakers, as well as creative associations of folk masters "Usto" and "Khunarmand", "Forum of Culture and Arts of Uzbekistan" Foundation, International Non-governmental Charitable Foundation "Soglom Avlod Uchun", International Women's Public Fund "Shark ayoli", "Kamolot" Youth Social Movement of Uzbekistan take active part in the implementation of objectives of arts education. In the framework of the activities of the funds and public associations grants for gifted students are assigned, their participation in contests and festivals gets financial backing, centres for children's creativity are established where various arts can be mastered free of charge. In particular, the "Asrlar Sadosi" Festival of Traditional Culture, Republican Festival of Children's Creativity "Yangi Avlod" are held by the instrumentality of the "Forum of Culture and Arts of Uzbekistan".

4

SOCIOCULTURAL DIMENSION OF ARTS EDUCATION

4.1 ARTS EDUCATION AS A FACTOR OF FORMING CULTURAL IDENTITY AND RAISING TOLERANCE

Historically established cultural traditions are a powerful factor of impact on the inner world of a person. As a result in the reports special attention is paid to safeguarding cultural heritage.

Certain measures are taken to safeguard cultural heritage in the CIS Member States. In Azerbaijani Republic measures are taken to safeguard and develop mugam which is put on the UNESCO Intangible Cultural Heritage list: ethnographic materials are gathered, mugam studios, theatres, centres, palaces are opened, festivals and contests on the best mugam performance are held, including the International Festival "The World of Mugam", special literature is issued. Besides, mugam is included in the curriculum of music schools, establishments of specialised secondary and higher education. The ashgy art is also popularised in the republic: non-governmental organisation "Azerbaijani Association of Ashygs" under which two ashgy groups work, the "Ozan" newspaper is issued.

Special attention to safeguarding cultural heritage is paid to in the Republic of Armenia. Since 2009 the Ministry of Culture of the Republic of Armenia has implemented the Programme On Transfer of Skills at Manufacturing, Training and Playing Armenian Traditional Instruments. In the framework of this programme 11 students of music schools have been taught by the best practitioners of the republic.

In the Republic of Kazakhstan the Republican Historical-and-Ethnographic Educational Programme "Heritage is a Precious Treasury" is being implemented, which is aimed at mastering a traditional technology of manufacturing folk articles in groups of arts and crafts. Biyearly the Republican Art Exhibition of Children's Works "Let Us Safeguard and Augment the Heritage of Our Ancestors" is held at the Central State Museum of the Republic of Kazakhstan. Measures are taken to safeguard a traditional narration of folk tales, which is still preserved in some areas of Western Kazakhstan. At the same time experts emphasise that the continuity of the tradition greatly depends on definition of approaches and elaboration of methods of artistic acquisition of folk culture.

In Kyrgyz Republic measures are taken to popularise the "Manas" epic: an encyclopedia is published, feature films and documentaries are

shot. Regularly a week of traditional music is held in the framework of which akyns and manaschis show their skills, republican contests of traditional performers "Aytysh" and "Toguz-kayryk" are conducted. The International Festival of Artisans has taken place. It was organised with the assistance of the Association of Artisans of Central Asia.

In the Republic of Tajikistan traditional and modern strata of culture take equally important places in the state cultural policy. Here the "Navo" centre (1995) and "Khunar" centre (2001) work. On their basis children's schools of traditional music were established. Family schools of arts basing on the ustod-shogird methodology also became widespread. The country succeeded to develop a system of traditional arts education which comprises both formal and informal sectors of arts education. It includes children's schools, groups of traditional arts at schools, colleges and institutes of higher education where ustods teach, and the Academy of Maqom.



In the Republic of Uzbekistan the International Charitable Foundation "Golden Heritage" was established, the Open Folk Festival "Boysun Bakhori" is held in the framework of which a competition of bakhshis is held, contests of traditional singers, designers of traditional costumes, a handicrafts fair take place.



In Ukraine the art of the kobza playing is being revived: contests and festivals are held, new forms of the bandura playing appear, which promote the best compositions for the bandura, researches become more active. In 1996 the National Union of Kobza Players of Ukraine was founded. Since 2004 the World Festival of Ethnic Music "Kraina Mriy" ("The Dream Country") has been held. In its framework folk sketches, kobza shows are performed, an alley of masters, book fairs, etc. are organised. At present a children's kobza school in Rovno and Stritivka Pedagogic High School of the Art of the Kobza in Kagarlitsky region of Kiev oblast work.

In the national reports a significant place is taken by the problem of forming a cultural identity by means of arts education. Some experts believe that the problem is rooted in the Soviet past of the CIS Member States. In the report of the Republic of Kazakhstan it is pointed out that intensive development of the arts education systems in the CIS countries in Soviet times had both positive and negative aspects. In the authors' opinion unification of the content of education had a negative impact. In the result ethno-cultural demands of the population were not satisfied in full. Besides, the problem of forming cultural identity became especially acute in some CIS countries as the result of partial oblivion of the tongue of the titular ethnic group. Such problems are mentioned in the reports of the Republic of Belarus, Republic of Kazakhstan, etc.

In the Republic of Kazakhstan the "Concept of Ethno-cultural Education" is being implemented. Experts attract attention to the fact that the national education system should harmoniously combine traditional cultural values and a high level of technical and informational equipment, base on the principles of cultural and linguistic pluralism; ensure the

inclusion of the best practices of ethno-pedagogy in the education process. Mono-ethnic and poly-ethnic models of education are presented in the national report. The former promotes formation of cultural identity and the latter promotes development of tolerance.

In the CIS Member States implementation of programmes of ethno-cultural education starts at pre-school level. "Balbobek", "Karlygash", "Kaynar", etc. programmes are being implemented in the pre-school establishments of the Republic of Kazakhstan. They favour the formation of children's ideas about the nature of Kazakhstan, customs and traditions of the Kazakh people and other peoples inhabiting the country. In the pre-school establishments of Ukraine children study the culture, traditions and language of the Ukrainians. At lessons children reconstruct fragments of rites, learn to sing and dance in a ring, play folk games. In circles they get acquainted with works of artisans, master basics of pottery, Petrikov painting and embroidery. Folk art is artistically interpreted in the activities of folk groups created in pre-school establishments.

Study of the national culture continues at the level of general secondary education. In the programme of the "Fine Arts" subject, which is implemented in comprehensive educational establishments of the Republic of Armenia, 40% of time is dedicated to arts and crafts. The National Institute for Education developed programmes on carpet weaving, tapestry, ceramics, carving, which are studied as elective courses in schools of arts and circles. In music schools students are taught to play the pipe, reed, and shepherd's flute.

In Kyrgyz Republic the programme on visual arts implemented in comprehensive educational establishments focuses on the work with the materials which are most widespread in Kyrgyzstan: leather, thick felt, wood. Such approach allows to familiarise a growing generation with the culture and history of their nation.

In the programme of the "Music" subject implemented in the establishments of general secondary education of the Republic of Belarus, 50% of the material is samples of folk art and works of Belarusian composers.

Traditional national handicrafts (carving, embroidery, weaving, etc.) are mastered by students in the framework of the Gutsul School model, which works in Ukraine. Since 1997 gatherings of students of Gutsul region have been held. Young students of local history and masters, poets and painters, researchers of Ukrainian folk art and local arts traditions take part in them.

National culture is rather well presented at the level of higher education. In the Belarusian State Pedagogic University named after Maxim Tank a model and methodology of training future teachers on the basis of ethno-cultural traditions were developed. In the process of education such game complexes as "Origins", "Silver-tongued Orator", "Beauty",



"Sources", and "Money-bags" are used. They correlate with the traditions of celebration popular holidays "Kolyady", "Spring Incantation", "Kupalle", etc.

Formation of cultural identity is also promoted by mastering handicrafts and folk art. Special importance is given to mastering artistic practices inscribed on the Representative List of the Intangible Cultural Heritage of Humanity (the rite "Kolyadnye Tsari" Semezhevo village, Kopyl district, Minsk region) and State List of Historical-Cultural Values of the Republic of Belarus (craftsmanship of fullers from Dribin district, Mogilev region). To safeguard cultural heritage and promote further development of artistic practices under modern socio-cultural conditions a shop was opened on the premises of Dribin museum of history and ethnography where fullers craftsmanship is passed on to a growing generation.

Currently in the Republic of Kazakhstan traditional systems of music education coexist with the alternative ones, for instance, "Kokim" school, "Murager" programme are based on oral methods. For the first time at the level of higher education a model of training a professional folk singer whose education is based on authentic samples and not on music records was reconstructed at the department of folk singing of the Kazakh National Conservatory named after Kurmangazy.

In the Republic of Tajikistan the aruz system of versification, history of Oriental art, fundamentals of tajik drama, fundamentals of tajik choreography, tajik music are studied at institutions of higher education. It should be mentioned that these subjects appeared in the curriculum only in the post-soviet period.

At the same time experts warn against formal study of traditional culture and urge to perceive its deep essence in practice which will ensure

continuity of cultural traditions.

Arts education has a significant potential for formation of a tolerant attitude to other cultures. This aspect is of great importance in the CIS Member States which are characterised by a multinational population.

In Kyrgyz Republic in April 2008 the Ministry of Education and Science of Kyrgyz Republic adopted the Concept and Task Programme of Policultural Education in Kyrgyz Republic, where recognition of the value of cultural diversity is recorded, and a variety of cultural norms is presented. In the context of policulture the Concept defines the goal of education which is to prepare a graduate for life and professional activities in a diverse cultural environment.

In the Republic of Belarus the Open Children's Festival of National Cultures "Solnechny Ptah" ("Sun Bird") is very popular. It is held annually in Minsk State Palace of Children and Youth. Ethno-cultural diversity of the country is strikingly shown during closing events of the Republican Festival of National Cultures held in Grodno.



A significant contribution to harmonisation of interethnic relations is made by the Republican Fund of Interethnic Concord and Federation of Children's Public Associations of Kherson Oblast "Cheerful Land of Childhood". A two-volume edition on traditions, customs, holidays, rites of Crimean peoples was published; a series of books "History, Culture and Traditions of the peoples of the Crimea" (issues "The French in the Crimea"

and "The Azerbaijani in the Crimea" were published) was established. "The Interethnic Concord" newspaper is issued, interethnic festivals, literary and music events, children's holidays are held.

Unique experience of the Republic of Kazakhstan deserves special attention, it involves national theatres, and TV projects in ethnic culture are implemented.

Practically in all CIS countries a significant place is given to work with ethnic minorities, measures on safeguarding the mother tongue and original culture are taken: the activities of ethnic cultural centres and ethno-cultural associations, Sunday schools where mother tongue is studied, creative groups developing cultural traditions are established.

4.2 ARTS EDUCATION AS A FACTOR OF INTEGRATION AND REHABILITATION

The national reports pay special attention to the potential of positive influence of arts on the processes of adaptation, rehabilitation, and social integration of people with special needs and socially vulnerable groups of population.

Since 1991 in the Republic of Armenia the Special Children's Creative Centre has implemented the "Education for Children from Special Groups" in children's homes and nursing homes. In its framework 470 orphans, children with special needs and children from socially dysfunctional families have received arts education. A database of children with special needs was created; their participation in various events gets financial backing. Since 2007 the Special Creative Centre for Juvenile Delinquents created by the Ministry of Culture of the Republic of Armenia has worked. There approx 300 children and teenagers get arts education.

In the Republic of Belarus every three years the Republican Festival of Arts "Rainbow Round Dance" for inmates of orphanages, boarding and special schools is held. The aim of this festival is spiritual, moral and aesthetic development of children who are brought up in orphanages, boarding and special schools, assistance to their socialisation and full-fledged integration in society.

Attention to education of children with special needs is also paid in Azerbaijani Republic. Since 1980 a special children's music school for the blind has functioned in Baku. There are no analogous establishments in the CIS.

In the pre-school establishments of Ukraine the potential of various arts is used in the work with children with special needs: singing, drawing, handicrafts, and drama.

There are conditions for receiving arts education by people with special needs in the Republic of Uzbekistan. There 89 boarding schools for children

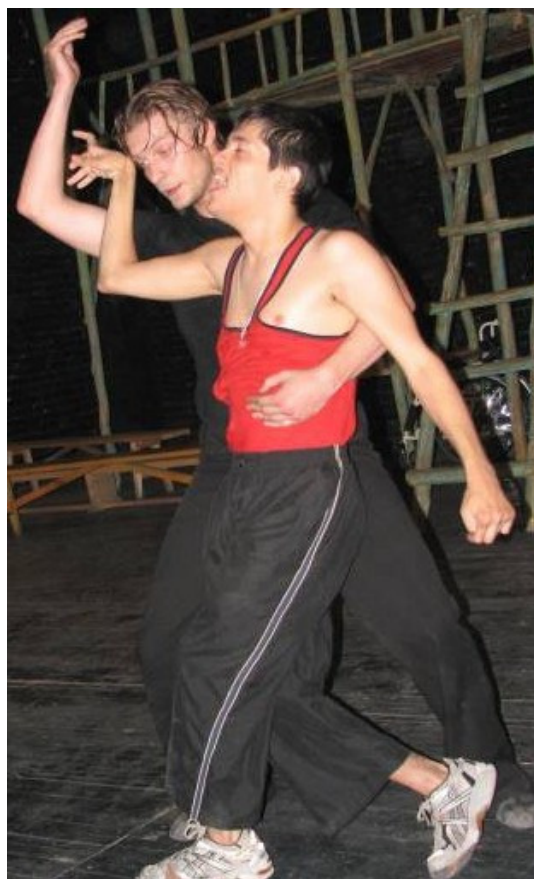
with special needs work. Educational programmes take into consideration the specific character of different nosological groups. A programme for deaf and hearing-impaired children presupposes the increase of academic hours in handicrafts, organization of circles on visual arts, decorative art and crafts. Branches of music schools function on the basis of special boarding schools for visually impaired and blind children. They involve 70% of such children in musical education.

There are 264 out-of-school establishments in the republic which implement programmes of arts education of children with special needs; the Republican Festival "The World of Enchanting Colours" is held which favours their integration in the society. Since 1999 the "SANVICT" research centre has worked, there children and adolescents from 5 to 17 years old have a chance to do visual arts, sculpture, arts and crafts. A summer integration camp was organised by the centre.

There is a unique practice of joint creative activities of people with special needs and professional actors in the Life Movement Theatre "LIK". It was established in 2000 and now it unites 30 people, and 20 of them are people with special needs.

Public associations and fund also contribute to arts education of people with special needs. The Educational Centre "Zukhra-Ziye", established in 2000 under the Association of Women Invalids, organised courses in drawing, carving, pottery, soft toys making which are attended by 1,000 women and 550 children. Annually the Support Center for Disabled Children and their Families "Umidvorlik" holds a festival of creative works "A Merry Summer".

There are conditions for professional training of people with special needs in the republic. The Decree of the Cabinet Council "On Activities of Special Vocational Colleges for People with Special Needs" regulates the work of 4 colleges where this category of people can get professional arts education. There are professions connected with ceramics manufacturing and gold embroidery for the hearing-impaired and the deaf; visually impaired and blind persons can choose music performance, manufacture and maintenance of musical instruments; persons with different degrees of mental deficiency can do photography; for those with locomotor deficiency and systemic



disease invalids there are design, costume designing, ceramics, etc.

Attention is paid to arts education of socially vulnerable groups of population. Non-profit Public Foundation "You are Not Alone" opened an educational centre for children from low-income families, orphans, children left without parental care. There a media-centre, audio recording studio, drama, modern and national dances, visual arts studios, etc. work.

There is the State Institute of Arts (Moscow) in the Russian Federation which was established for professionalisation of young people with serious physical and sensor disorders.

A significant contribution in the work on rehabilitation and social integration of various strata of society is made by cultural and leisure establishments. The activities of Rovno State Oblast Library for Children (Ukraine) deserve special attention. Its work is directly aimed at giving access to reading to children with special needs and orphans.

At the same time certain challenges are mentioned in the reports. The experts from Kyrgyz Republic believe that the rehabilitation potential of arts is not fulfilled in practice. They see major problems in the absence of programmes aimed at training of teachers specialising in work with special categories of people, and in absence of opportunities to get arts education for people with severe disabilities.

CONCLUSION

Current stage of the development of the national education systems of the CIS Member States is characterised by close attention to the issues of arts education, including its role in the establishment of mutual understanding, reinforcement of social stability, ensuring social security and economic growth. Intensive development is characteristic of the legal framework of arts education.

A system character of arts education in the CIS countries lets ensure a high level of general and professional arts education. Well-balanced structures of the systems make it possible to implement the principle of continuity, create conditions for variation of forms of education and transformation of the educational process. At the same time the arts education systems are characterised by rather serious differences in their structures, which can have a negative impact on the formation of a single educational process and complicate mobility of parties to education.

In the CIS Member States the major part in financing arts education still belongs to the state. But the current financial situation leads to the lessening of the role of arts in the educational policy of the CIS Member States. As a result educational establishments and organisations cease their work, the amount of free educational services reduces, which worsens access to arts education for low-income and socially vulnerable groups of population.

Being specific arts education issues are regulated by different ministries and departments. It creates extra opportunities for the development of the education systems. At the same time distribution of objects for supervision in the CIS countries is not always reasonable. Besides, absence of coordination between different ministries negatively influences the quality of arts education.

Certain measures have been taken in the CIS Member States aimed to safeguard traditional culture: special programmes and projects are implemented, departments and subdepartments at educational institutions are established, and models of training professional folk performers are reconstructed. But till now approaches to mastering folk culture have not been distinguished, methodologies ensuring its essential and not formal acquisition have not been developed.

In the CIS Member States special attention is paid to the socio-cultural dimension of arts education. At the same time initiatives in this direction are not system: there is no holistic system in most CIS countries, which would give a chance to get professional arts education to people with special needs, the rehabilitation potential of arts is not fulfilled.

The phenomenon of arts education of adults has been reconsidered

recently. The forms of in-service training and retraining of specialists traditionally presented in the systems of education of the CIS countries are complemented by educational programmes for adults aimed at general artistic development. At the same time main approaches to organisation of adult education in new economic circumstances have not been distinguished, effective methods of its organisation have not been developed.

The national arts education systems are characterised by certain problems, including:

- integration of national arts education systems in the world educational environment;
- search for new ways of familiarisation of the growing generation with high ideals peculiar to arts education under the expansion of mass culture;
- use of the potential of mass media to support, popularise and solve tasks of arts education;
- provision of an extensible approach to cultural values and various forms of arts education for different groups of population;
- preservation and development of the institutes of arts education which were earlier established in the CIS Member States and that are distinguished by a high level of effectiveness;
- expansion of the socio-cultural dimension of arts education.

RECOMMENDATIONS FOR THE DEVELOPMENT OF ARTS EDUCATION AND EDUCATION THROUGH ARTS IN THE CIS MEMBER STATES

Recommendations for the development of arts education and education through art constitute one of the main working results achieved through implementing the current UNESCO and IFESCCO pilot project “Arts Education in CIS Countries: Building Creative Capacities for 21st Century” (2009–2014).

The strategic objective of the project is to assist in the development of arts education and education through art in the CIS Member States¹, taking into consideration regional peculiarities as well as international best practices. The project is included in the UNESCO “Sustainable Development of Arts Education to Promote the Diversity of Cultural Expressions” additional programme.

During Stage I of the project, research was carried out and analytical reports were prepared, an assessment was made of the current state of the national arts education systems, and main policies and trends for their further improvement were identified. The present integrative recommendations were worked out based on a review of recommendations introduced by the countries involved and are aimed at the development of arts education in Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, the Republic of Moldova, the Russian Federation, Tajikistan, Uzbekistan and Ukraine.

The recommendations are based on “The Universal Declaration of Human Rights” (1948), “The United Nations Convention on the Rights of the Child” (1989) as well as international documents specifying strategic development of arts education, including:

- the UNESCO “Road Map for Arts Education” adopted at the 1st World Conference on Arts Education (Lisbon, March 2006) and the Questionnaires on its implementation;
- “Seoul Agenda: Goals for the Development of Arts Education”, adopted at the 2nd World Conference on Arts Education (Seoul, May 2010);
- the UNESCO Universal Declaration of Cultural Diversity (2001);
- Convention for the Safeguarding of the Intangible Cultural Heritage (2003);

¹ The Commonwealth of Independent States (CIS; Russian: Содружество Независимых Государств, СНГ, tr. Sodrzhestvo Nezavisimykh Gosudarstv, SNG) is a regional organization whose participating countries are former Soviet Republics, formed during the breakup of the Soviet Union, including Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, the Republic of Moldova, the Russian Federation, Tajikistan, Uzbekistan and Ukraine.

- the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions;
- the Concept of Education in the Field of Culture and Arts of the CIS Member States (May 19, 2011); and
- the Recommendations on Legislative Provision of the Development of Arts Education adopted at the 34th Plenary Session of the Inter-Parliamentary Assembly of the CIS Member States on April 7, 2010.

Recommendations prepared by the participants and international experts in the 1st Regional Expert Meeting on “Arts Education in CIS countries: Building Creative Capacities for 21st Century” (Minsk, February, 2010) the resolution of the V International Symposium “Universities of Culture and Arts in the World Education Area; and professional Training in the Field of Culture and Arts: National Traditions and Modern Trends” (Dushanbe, Tajikistan Republic, October 2011) were also considered in developing these recommendations.

Arts education in the territory of the ex-Soviet Union is developing as a broad humanistic oriented practice which reflects the formation of a new model of humanistic cooperation corresponding with the emerging idea of a new humanism. UNESCO Director-General, Irina Bokova, has called for “Rethinking peace and reconciliation resonate with the quest for a New Humanism for the 21st Century”. In the context of globalization, new humanism should become an integral part of cultural diversity and dialogue in the age of new technologies. “The new humanism has to be an authentically pluralist cosmopolitanism, inspiring reflections and expressing aspirations from everyone everywhere”².

In preparing the recommendations the above mentioned countries:

- highly appreciated the potential of arts education to solve social and cultural problems and to promote diversity and dialogue among cultures;
- acknowledged the significant role of arts education in enhancing synergy between the different aspects of personal development and the innovative development of society;
- emphasized the contribution of arts education to upbringing of a new generation of citizens and the training of a creative and adaptive workforce in the context of post-industrial economies;
- underlined the constructive role of arts education in transforming the existing education systems and contributing to the phenomenon of lifelong education;
- recognized the existence of a socio-cultural dimension of arts education and comprehended the potential of arts education in

² Towards a New Humanism and Reconciled Globalization // <http://unesdoc.unesco.org/images/0019/001923/192362f.pdf>

correction, adaptation and rehabilitation; which

- **indicate the necessity to:**
- develop at the state level an attitude that recognizes arts education as a significant area of human activities;
- integrate national arts education systems into the global arts education system, provided that national cultural priorities, values and traditions of the national culture are preserved;
- preserve and further the development of the previously established institutes of arts education in the CIS Member States which are distinguished by a high level of effectiveness;
- search for new ways to familiarize the younger generation with the values and high ideals of arts education under the expansion of mass culture;
- support artistically gifted children and adolescents, create conditions for their education and creative development;
- promote wider use of the mass media to support, popularize, and address the objectives of arts education in training of concerned and competent audience;
- form and develop aesthetic sensitivity of general public, encourage their active involvement in activities aimed at development of basic artistic skills;
- expand the sociocultural dimension of arts education.

Based on an analytical survey of the recommendations introduced by the countries involved, the following recommendations were prepared for further discussion:

✍ for the preservation and further development of the existing systems of arts education in the CIS countries it is necessary to:

- improve the legislative basis of arts education in the CIS countries and to introduce the basic concepts and essence of arts education into normative legislative acts;
- ensure proper state backing for arts education, support public and private initiatives aimed at furthering and improving arts education and to elaborate a package for developing sponsorship and patronage;
- adopt state goal-oriented programmes aimed at the development of arts education, ensure the implementation of high educational standards in the field of culture and art, and to diversify state support and other support for people with high levels of artistic gifts;
- consolidate legislatively a multilevel system of training for professional staff in the field of culture and art and provide an opportunity for professional training in characteristic forms of

traditional culture;

- ensure resources are available to conduct fundamental and applied research in the field of arts education and to develop national strategies of the development of arts education;
- improve the infrastructure of arts education, optimize the existing network of establishments, promote the development of institutes that provide lifelong arts education and encourage them to open branches in remote and rural areas in accordance with the national legislation of the CIS Member States;
- monitor regularly the need for specialists in the field of culture and art and adjust a list of professions in accordance with the current level of cultural development;
- ensure permanent professional training of specialists in the field of arts education, develop new directions and programmes of training and retraining for professionals considering the needs of modern society and individual educational needs of the trainees, promote the development of mechanisms of academic mobility, and to ensure access to profile educational programmes abroad;
- extend an interactive network of educational establishments and communities, consider the possibility including institutions of higher education that provide professional training in the field of culture and art as well as teachers of arts in the CIS Network University, and develop criteria for universities of corresponding profiles to help them become members of the CIS Network University Consortium;
- employ emerging innovations in communication technology as a source of critical and creative thinking, promote wider use of cutting-edge technologies and hardware in arts education, include academic subjects and disciplines in ensuring IT-competence and the mastery of interdisciplinary artistic practices in the curricula, and promote the development of distance learning programs in arts education;

✎ *to reinforce the sociocultural dimension of arts education it is necessary to:*

- ensure extensive access to arts education for all population groups regardless of age, social status, and circumstances;
- view arts education as a basis for the development of the creative and innovative potentials of a person, ensure that academic subjects and disciplines in the arts are included in the compulsory part of the curricula at all levels and stages of education, and to emphasize artistic and cultural functions of

- other academic subjects and disciplines;
- promote the spread of a culture of creativity among administrators and practitioners in the education system and to include arts education principles and practices in training and retraining programmes;
 - raise awareness of the impact of arts education on the innovative development of society, initiate the creation of new educational programmes and projects, use the potential of mass media for transmitting effective practices in the field of arts education, and to use public service advertising as a means for meeting artistic and educational needs;
 - use the potential of UNESCO arts education observatories for further improvement of arts education in the CIS Member States, and to ensure further development of the “Web-Observatory of Arts Education of the CIS Member States” information resource;
 - use the potential of arts education for safeguarding cultural heritage and promoting the diversity of cultural expressions, and to ensure encouraging traditional forms of art;
 - promote intercultural dialogue through understanding various forms of cultural and artistic self-expression, and to develop educational practice adapted to the needs of representatives of ethnic minorities and migrants;
 - encourage the inclusivity of arts education, implement correction and rehabilitation programmes by means of art, and to ensure more extensive access to arts education for people with special needs; and
 - use arts education to increase social wellbeing and reinforce social unity, use the potential of artistic activities to improve the adaptation, rehabilitation and re-socialization of people in hard life situations, and to use the rehabilitating potential of arts education for overcoming the aftermaths of social conflicts, natural and anthropogenic disasters.

✍ to enhance partnership and collaboration it is necessary to:

- combine the efforts of all stakeholders to accomplish the tasks of arts education; ensure the interaction of state structures, establishments of education and culture, professional and public associations, teachers and representatives of creative professions; to encourage various forms of cooperation; and to render every kind of support to cultural and educational initiatives;
- stimulate the formation of arts education departments in the

education systems of the CIS Member States; develop means for effective cooperation among national education systems; ensure the adoption of educational standards and programmes; further the academic mobility of students and teachers; and adopt measures for reciprocal recognition of certificates of education, academic degrees and ranks;

- create an arts education research centre for the CIS Member States, and promote comparative studies and monitoring procedures in the field of arts education;
- identify major directions of international cooperation; disseminate qualitative proofs of the positive impact of education in the field of culture and art in the development of a person and society; standardize arts education in educational establishments and communities; develop distance learning programs of arts education and interdisciplinary artistic practices; and develop quality evaluation systems;
- extend intergovernmental cooperation in the field of arts education, further the development of mechanism of academic mobility, establish an arts education association of the CIS Member States to disseminate effective educational practices; provide for meetings of the Council of the arts education association of the CIS Member States under the framework of the Forum of the intellectuals in the field of science and art of the CIS Member States;
- further the creation and interaction of UNESCO chairs, networks and observatories to promote the goals of arts education, disseminate unique practices, and enhance arts education awareness;
- promote and support the participation of representatives of the CIS Member States in international associations that monitor arts education issues (such as World Alliance for Arts Education, International Society for Music Education, International Society for Education through Art, International Drama/Theatre and Education Association) and conduct international cultural and research programmesⁱ.

ⁱ The World Alliance for Arts Education (WAAE): http://www.idea-org.net/en/articles/World_Alliance_of_IDEA_ISME_and_InSEA/;
International Society for Education through Art (InSEA): <http://www.insea.org/insea/about>;
International Drama/Theatre and Education Association (IDEA): <http://www.idea-org.net/>;
International Society for Music Education (ISME): <http://www.isme.org/>;