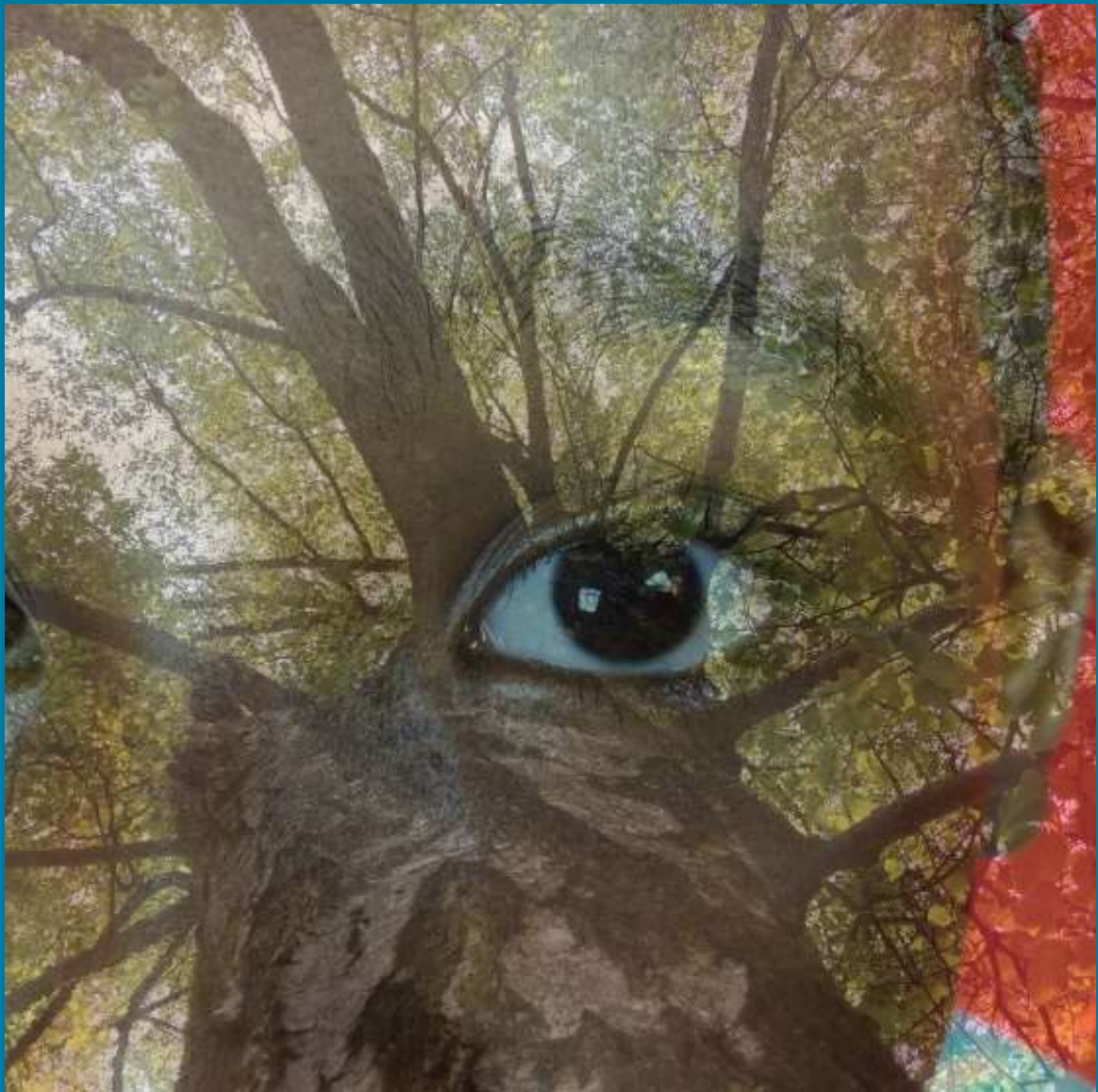




KULTURELLE BILDUNG, RESILIENZ und NACHHALTIGKEIT zusammen_denken

Tagung und Praxisaustausch
Wien, 15.9.2022



DOKUMENTATION

TAGUNG UND PRAXISAUSTAUSCH im Rahmen des ENO-Netzwerks

KULTURELLE BILDUNG, RESILIENZ und NACHHALTIGKEIT zusammen_denken

15.9.2022

Kardinal König Haus, Wien

Veranstalter:

Educult – Denken und Handeln in Kultur und Bildung

ENO – European Network of Observatories in the Field of Arts and Cultural Education

OEAD – Agentur für Bildung und Internationalisierung

 Bundesministerium
Bildung, Wissenschaft
und Forschung

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WIEN, 28.9.2022

KULTURELLE BILDUNG, RESILIENZ und NACHHALTIGKEIT zusammen_denken

Tagung und Praxisaustausch für Lehrer/innen, Künstler/innen, Vermittler/innen
und Wissenschaftler/innen im Rahmen des ENO-Netzwerks

15. September 2022, 14:00 – 19.00 Uhr | Kardinal König Haus, 1130 Wien

Der OeAD und EDUCULT luden im Rahmen des ENO-Netzwerks dazu ein, gemeinsam mit europäischen Forschenden sowie mit Lehrer/innen, Künstler/innen und Vermittler/innen aus Österreich zu diskutieren, welche Praxis und Perspektiven die Kulturelle Bildung für einen resilienten und nachhaltigen Umgang mit Transformationen entwickelt.

Ausgehend von den akuten Krisen mit globalen Auswirkungen – Klimawandel, Pandemie, Krieg in Europa – wurde dieser Fragestellung auf systemischer und auf praktischer Ebene nachgegangen.

Auf systemischer Ebene ist der Begriff der Resilienz, hier als Robustheit, Bewältigungskapazität und auch Lernfähigkeit von Systemen verstanden, eng mit dem Begriff der Nachhaltigkeit verknüpft. Diese kann nur erreicht werden, wenn ökologische, ökonomische und soziale Aspekte berücksichtigt werden. Welche nachhaltigen Strategien können die Resilienz im Feld der Kulturellen Bildung unterstützen?

Gleichzeitig kann Kulturelle Bildung zur individuellen Resilienz der Akteur/innen und der Lernenden beitragen. Wie aber müssen Handlungsräume und Arbeitsweisen der Kulturellen Bildung tatsächlich aussehen, damit schwierige Lebensumstände bewältigt werden können? Wie haben sie sich bereits verändert und welche Rolle spielt dabei der Aspekt der Kooperation?

ENO-Netzwerk

www.eno-net.eu

Das *European Network of Observatories in the Field of Arts and Cultural Education (ENO)* wurde im November 2015 in Berlin gegründet und im Januar 2016 als Verein eingetragen. Es verbindet Wissenszentren in europäischen Ländern. Ziel von ENO ist es, den Austausch von Forschungsergebnissen und innovativer Praxis zu erleichtern, neue Forschung in der Kulturellen Bildung anzuregen und die Entwicklung der Kulturellen Bildung im Rahmen der globalen UNESCO-Politik und Richtlinien für Bildung, Kultur und nachhaltige Entwicklung zu unterstützen.

Im Rahmen der Tagung diskutierten 19 Vertreter/innen des ENO-Netzwerks aus 10 europäischen Ländern gemeinsam mit rund 60 Lehrerinnen und Lehrern, Künstlerinnen und Künstlern, Kulturvermittlerinnen und Kulturvermittlern und anderen Expertinnen und Experten aus Österreich und tauschten sich über die Praxis in ihren jeweiligen Arbeitsfeldern an den Schnittstellen zwischen Kultureller Bildung, Resilienz und Nachhaltigkeit aus.

Begrüßung

SIRIKIT AMANN, OeAD, Bildung und Gesellschaft (AT)
CHARLOTTE SVENDLER NIELSEN, ENO-Vorsitzende (DK)

Einführung

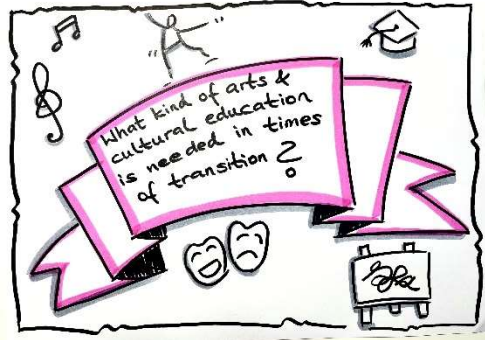
Art, Agency & Climate Culture – Expanded views on 'education' and art towards a resilient life on planet Earth

MARKUS JESCHAUNIG, Agent in the Biosphere, Künstler und Architekt, Graz (AT)

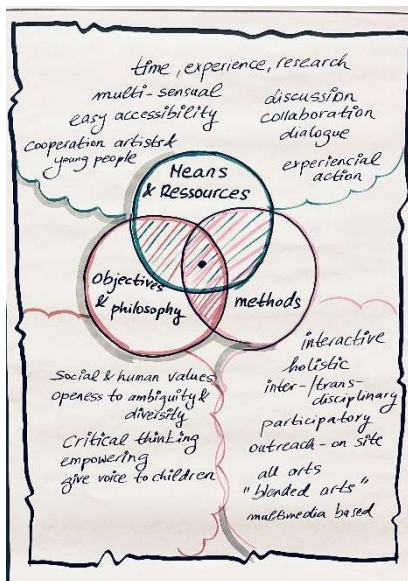


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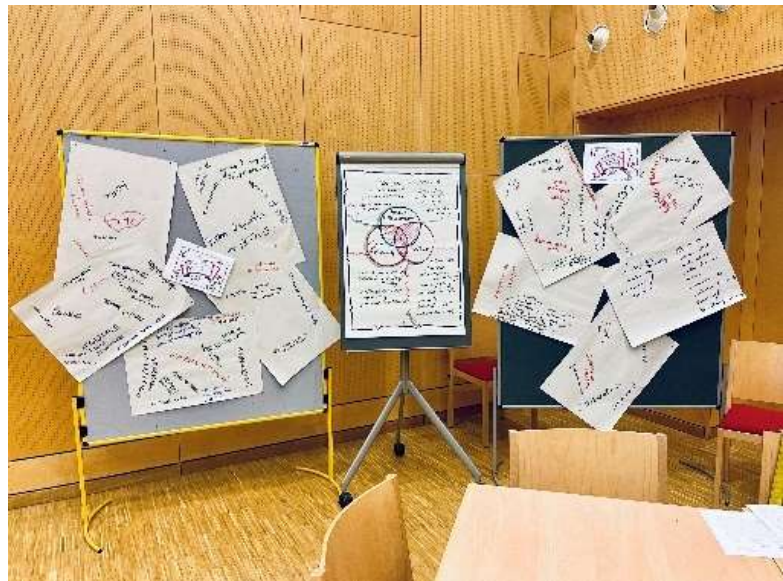
**Frage an das Publikum:
Welche Kulturelle Bildung braucht es in Zeiten des Umbruchs?**



c Gudrun Jöller 1



c Gudrun Jöller



Podiumsdiskussion:

Welche Kulturelle Bildung braucht es in Zeiten des Umbruchs?

ULRIKE GIEßNER-BOGNER, OeAD, Kulturvermittlung mit Schulen (AT)

On behalf of the Federal Ministry of Education, Science and Research the "Cultural Education with Schools" department at OeAD works at the interface between schools, the arts and culture. In this context participatory cultural education projects and activities with schools throughout Austria are conceived, accompanied, promoted, and given advisory and organisational support. Work in this field is based on the central principle that children and young people should be encouraged to participate actively in artistic and cultural processes and foster their competences, taking the circumstances of their own lives as a point of departure. The projects are carried out in cooperation with artists and cultural professionals as well as with artistic and cultural institutions. Each school year around 2.800 cultural education projects are given financial support. Engaging in direct encounters with artists gives children and young people new ways of accessing and involving themselves in the arts and culture and is thus an important precondition for participation in the processes of society.



The input connected this daily project practice in Austrian schools with the topics of sustainability and resilience, with focus on "climate fear" of young people and possibilities and limits of "climate resilience" by self-empowerment through cultural education activities.

SUSANNE KEUCHEL, Akademie der Kulturellen Bildung, Remscheid (DE)

Sustainable Development and Arts Education (NaKuBi)

A pilot project at the interface of arts education and environmental education NaKuBi is a joint project of the Academy of Arts Education and the Working Group for Nature and Environmental Education (AG Natur- und Umweltbildung). In four successive project modules, the project combines the strengths of arts education and environmental education. The project was one of the winning concepts in the idea contest "Culture + Sustainability = Home" supported by the German Council for Sustainable Development (RNE). NaKuBi developed project ideas for sustainable and thus future-proof development of the region and implemented them with environmental and arts educators. Part of the project was an idea lab, which developed a catalog of topics on opportunities, potentials and challenges of the cooperation of arts & culture and environment with young people under the question "Developing the future - but how?"



The lecture presented the results, chances, challenges and obstacles of a cooperation between arts education and environmental education.

CHARLOTTE SVENDLER NIELSEN, Universität Kopenhagen (DK)

Arts-integrated education and training adding an embodied perspective on resilience

Based on the educational research project “Arts-integrated and intercultural learning focusing on sustainable development” which was carried out in a South African primary school class during 2017-2020 the project group which consists of artist/teacher/researchers from the University of Cape Town, the Peter Clarke Arts Centre, the Zeitz MOCAA museum in Cape Town and the University of Copenhagen is currently working on how the outcomes of this project can be upscaled by adding a level of teacher training. The knowledge produced in the school project is taken to the level of training of professionals through workshops with student teachers/teachers in-service/artists in education.



The workshops involve the participants in trying and reflecting on activities from the school project in which it became apparent that working with arts-integration and a focus on the child as creator was fostering an environment that created experiences which might be important for resilience amongst school children in the time of post-lockdown.

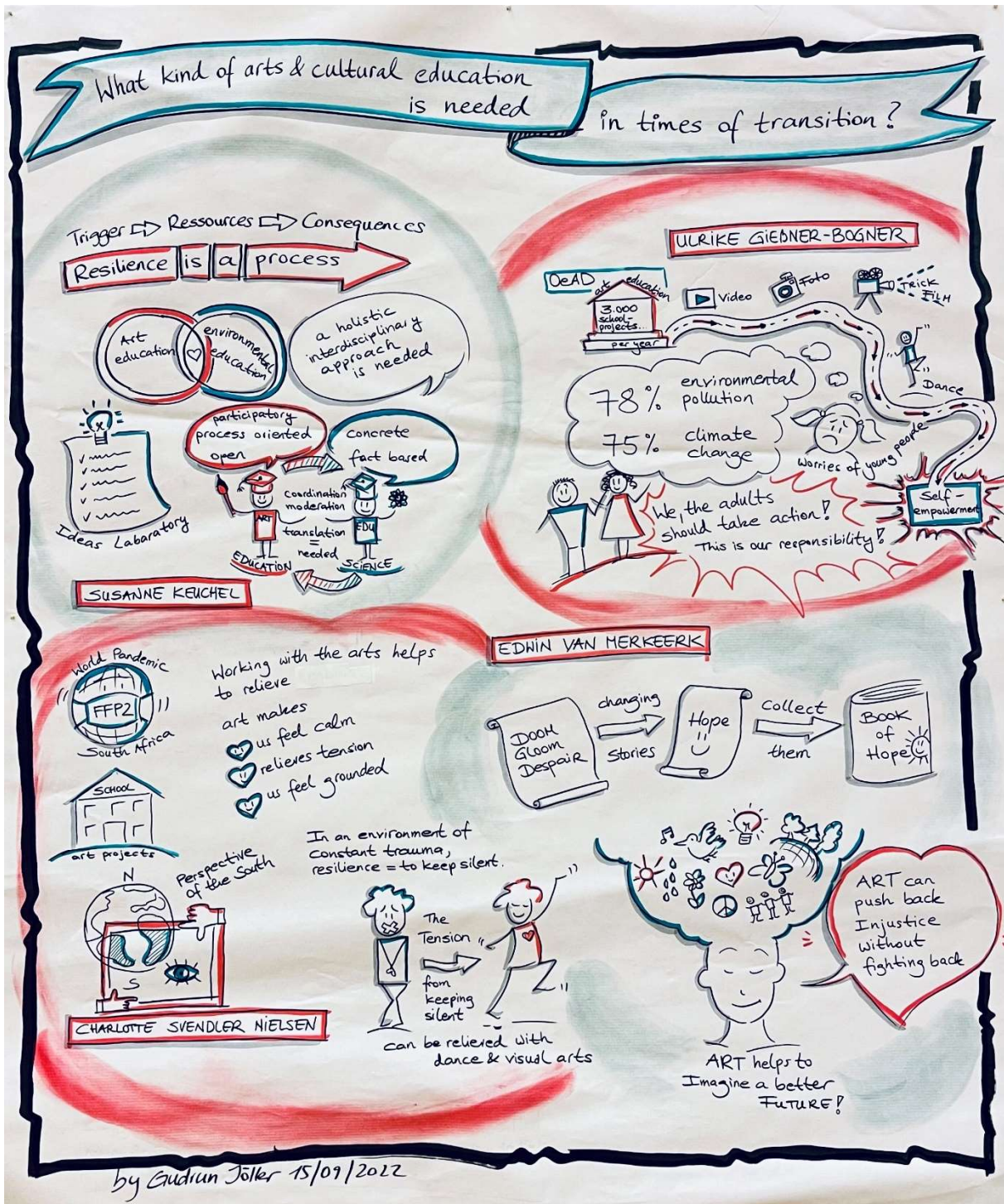
However, the concept of resilience in this context needs to be understood from a Global South perspective highlighting that when living in circumstances of constant trauma, it does not make sense to consider resilience as the capacity of an individual to overcome the trauma. A strategy in such life circumstances is to keep silent, but in the projects with both children and students it has become clear that the tension built up from keeping silent can be released in subtle ways while working with combinations of dance and visual arts in different abstract ways giving the participants the opportunity to ‘feel calm in their bodies’, ‘to feel lighter’ and ‘to be in another world’ for a while. As such this work shows that working with arts-integration also can contribute to adding an embodied perspective to understanding the concept of resilience.

EDWIN VAN MERKEERK, Radboud Universit t (NL)

It matters not only how we tell the stories and what our stories are about, but also who we tell them with. Stories bear witness to the lives that we live in, and offer us alternatives, of hope and resilience, to practice possible futures. Doing Things with Stories (DTwS) is a global initiative and an invitation for passionate change-makers to collectively imagine a better future by way of stories. In the DTwS project, ArtEZ University of the Arts, Radboud University, and Oxfam work together with narrative change makers across the globe. When we face great challenges, it is important not to fall back on stories of doom, gloom, and despair, but to tell stories of hope and change. The artists, educators, journalists, and researchers in our project are collectively looking for ways to creatively address themes of sustainability and resilience.



MODERATION: ARON WEIGL, EDUCULT (AT)



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Tischrunden

Tischrunde 1 (auf Deutsch)

KATHARINA ANZENGRUBER, Paris Lodron Universität Salzburg – Universität Mozarteum (AT)

Künstlerische und kulturelle Praktiken für Erfahrungsräume in der Schule



Im Rahmen dieser Gesprächsrunde wurde im Besonderen der Bereich Schule in den Blick genommen. Unter anderem wurden folgende Fragen diskutiert: Wie können Erfahrungsräume für Schüler/innen geschaffen werden, in denen sie sich mit Themen rund um eine nachhaltige Entwicklung auseinandersetzen und – im Sinne von Resilienz – Strategien entwickeln können, Wandel zu „gestalten“? Welcher Rahmenbedingungen bedarf es dafür? Und: Inwiefern bergen künstlerische und kulturelle Praktiken überhaupt transformatives Potenzial?

Tischrunde 2 (auf Englisch)

BARBARA NEUNDLINGER, Culture & Sustainability manager (AT)

Less footprint & more handprint!

This roundtable session focused on climate literacy in culture and education. How can cultural and educational institutions contribute to the Paris 1,5 degrees agreement, the climate protection targets 2030 or the UN Sustainable Development Goals beyond committed content-related work? How do we move from knowledge to action? Which paths lead to climate neutrality? And which path best suits your own organisation? Which steps and measures are feasible? And what networks are there to strengthen your sustainability process?



Tischrunde 3 (auf Englisch)

STEPHANIE GODEC, Österreichische UNESCO-Kommission (AT)

Power of Transformation: creating possible futures



Art and culture offer critical and exploratory approaches to the world and its systems. It empowers to identify and analyse current and complex challenges that need multidisciplinary and transversal responses. These affirmations also describe two overarching topics at UNESCO: Education for Sustainable Development and Global Citizenship Education. The question is, how we can use the vast knowledge entailed in different disciplines and the power of transformation to create resilient societies and learning environments. The workshop aimed to discuss possible strategies how to bring together the combined knowledge of diverse fields to create momentum.

Tischrunde 4 (auf Deutsch)

MONA JAS / STEFANIE FRÖHLICH, KinderKunstLabor St. Pölten 2024 (AT)

1+1=3? Kulturelle Bildung und Transformationsprozesse



Was können wir angesichts der Pandemie, des Krieges in Europa und der Klimakrise als gesellschaftlichen Herausforderungen in der Kultur- und Kunstvermittlung tun? Inwieweit sind Austausch, Zusammenarbeit, Solidarität und Widerständigkeit Ressourcen für kulturelle Transformationsprozesse in Kulturinstitutionen? Und umgekehrt: Inwiefern können Prozesse der Kulturellen Bildung in Kulturinstitutionen diese Ressourcen zugänglich machen? Welche Spannungsfelder (Empfindsamkeit – Resilienz, Veränderung – Sicherheit, Transparenz – Schutz) tun sich dabei auf?

Tischrunde 5 (auf Deutsch)

TANJA KLEPACKI, UNESCO-Lehrstuhl für Kulturelle Bildung, Friedrich-Alexander-Universität Erlangen-Nürnberg (DE)

Out of the Box! – Kulturelle Nachhaltigkeit und kulturelle Resilienz (anders) denken!

Anhand konkreter Praxisbeispiele – bspw. aus dem Bereich der post-digitalen Kultur – dachten wir in diesem theoretisch orientierten Workshop gemeinsam darüber nach, inwiefern es – insbesondere im Bereich der ästhetischen und kulturellen Bildung – sinnvoll erscheint, gängige Konzepte der kulturellen Nachhaltigkeit durch ein Konzept der kulturellen Resilienz zu ergänzen. Dabei gingen wir insbesondere folgenden Fragen nach: Was ist überhaupt gemeint, wenn wir von kultureller Nachhaltigkeit und v.a. von kultureller Resilienz sprechen? Warum sollte darunter viel mehr als die Widerstandskraft einzelner Subjekte in den Blick genommen werden? Und welche Konsequenzen hätte ein solches Denken für die Praxis der kulturellen Bildung?



Tischrunde 6 (auf Englisch)

ELMIRA SHEMSEDINOVA, Fachhochschule für Kunst und Design der KNUTD, Kiew (UA) / **ANTON LEDERER**, Office Ukraine Graz at: < rotor > (AT)

Impacts of a war for teaching children and young people



Since 24 February, nothing has been the same for people in Ukraine. Elmira Shemsedinova fled from Kyiv to Graz with support by the Office Ukraine and continued to teach her students from here. She talked about what it means for art lessons to be dependent on online tools. And which conclusions could be drawn from being confronted with the impacts of a full-scale war for teaching children and young people. Together with Anton Lederer and involving the participants of the workshop it was reflected on how all this can be linked to questions of resilience and resistance.

Abschluss im Plenum



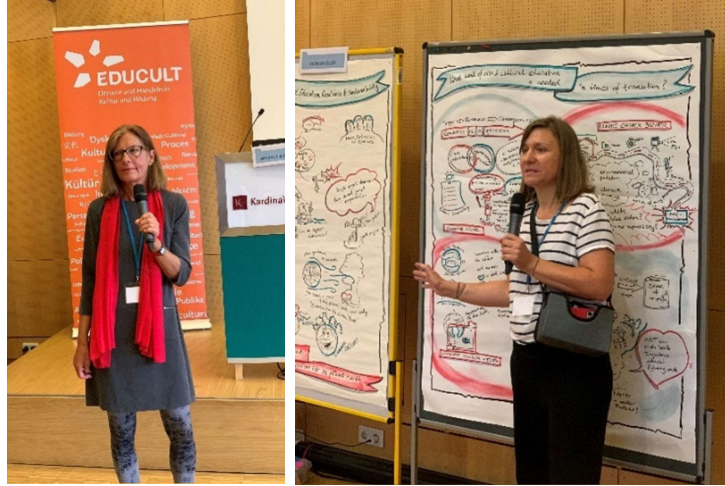


c Gudrun Jöller

Tagungssprachen: Englisch und Deutsch (Plenum: Simultanübersetzung)

Gesamtmoderation: GABRIELE STÖGER

Graphic Recording: GUDRUN JÖLLER



Fotos: **MONA SHAMA**

Organisation: **EVA KOLM, KATHI EINENKEL, DAVID LOIBL**

ÖkoEvent
In Wien ist die Umwelt VIP
Stadt
Wien

CVs

Sirikit Amann

has been head of the "Education and Society" department at the OeAD since 2020. Education and culture have accompanied her throughout her professional life with various tasks. Until 2020 she was head of sector "Cultural Education with Schools" at KulturKontakt Austria.

Katharina Anzengruber

Assistant-Professor at the University Mozarteum Salzburg, Department for Music Education. Teaching and research focus on the field of arts- (especially music-) and culture-mediation. Transdisciplinary research project "Spaces of Cultural Democracy" at the Inter-University Organization Science & Art (Paris Lodron University / University Mozarteum; Salzburg) dealing with how to open spaces in different contexts in which topics related to sustainability can be negotiated, and the role of cultural and artistic approaches.

Stefanie Fröhlich

studied theatre, film and media studies in Vienna. From 2015 to 2020 she worked at the KUNST HAUS WIEN and for FOTO WIEN festival as head of art education. Together with curator Sophie Haslinger she conceived "Future Talks", an interdisciplinary discussion series between art, science and activism. From 2020 to 2022 Stefanie Fröhlich was head of art education, visitor services and the Artothek at Kunstmeile Krems. She joined the KinderKunstLabor team in 2022 as head of art education.

Ulrike Gießner-Bogner

Coordinator of the office "Cultural management in Europe" at KulturKontakt Austria. Head of the departments "Training" and "Project Management" at the Austrian Cultural Service. Responsible project manager of the EQUAL project "Art Works – Artistic Services in the Third Sector". Since 2020 head of sector "Cultural Education with Schools" at the OeAD (2004 – 2019 at KulturKontakt Austria). Member of the advisory board of "Double Check – Network of Culture and Education Vorarlberg".

Stephanie Godec

studied applied linguistics and German literature at the University of Graz and the University of Arkansas. She has in-depth knowledge of the educational sector, focusing on central and eastern Asia for the last ten years. Within her position at Beijing University, China, she held lectures on Austrian culture and literature and organized cultural events at the German department. Since 2021 she is responsible for the department for Education at the Austrian Commission for UNESCO.

Mona Marijke Jas

Artist, researcher and university lecturer. Member of the faculty of documenta 14 (Kassel and Athens, 2017), head of mediation of the 10th Berlin Biennale 2018. Since 2015 hon. professor in the field of art mediation and curating at the Kunsthochschule Berlin Weißensee. Research project "Artistic Interventions in Cultural Education" at the Institute for Cultural Policy/University of Hildesheim. Since 2021 artistic director of the KinderKunstLabor, St. Pölten (opening in 2024) for contemporary art for and with a young audience.

Markus Jeschaunig

is an artist, architect and agent in biosphere, based in Graz (Austria). Inspired by the dynamics of atmosphere/lithosphere/hydrosphere he realised various national and international exhibitions and art in public space projects between the poles of art, science, resources and energy.

www.agencyinbiosphere.com

Gudrun Jöller

is a professional in cultural education and graphic recording. She holds a master's degree from Polytechnical University Salzburg in MultiMediaArt. She works and teaches in the fields of video- and film analysis, graphic recording and facilitation for art institutions, film festivals and business companies. She appreciates to analyze and summarize complex matters in a simple and easy-to-understand way and thus to facilitate learning and knowledge transfer.

Susanne Keuchel

graduated musicologist and Director of the Akademie der Kulturellen Bildung des Bundes und des Landes NRW e.V. (Academy of Arts Education of the German Government and State of North Rhine-Westphalia) as well as Chairwoman of the Federal Association of Cultural Youth Education (BKJ) and member of the Board of the European Network of Observatories in the Field of Arts and Cultural Education. She is Honorary Professor at the Institute for Cultural Research at the University of Hildesheim.

Tanja Klepacki

is the senior researcher at the UNESCO Chair in Arts and Culture in Education at the Friedrich-Alexander-Universität Erlangen-Nürnberg (Germany). Amongst others, she serves as executive manager of the Chair's Academy in Nuremberg. Her fields of interest include theoretical and empirical studies in the fields of aesthetic education, cultural education, cultural heritage, cultural sustainability and cultural resilience.

Anton Lederer

In 1999 co-founding of < rotor > centre for contemporary art in Graz with Margarethe Makovec, with focus on visual art that deals with social, political, economic and ecological conditions. Numerous co-operations with the art scenes of Central, Eastern and South-Eastern Europe. Participation in artistic practices for a general public or specific target groups is another focal point. Since March 2022 he is part of the Austrian steering group of *Office Ukraine – Shelter for Ukrainian Artists*.

Barbara Neundlinger

is a culture, education and sustainability manager with a focus on sustainable culture, cultural education, diversity, cultural policy and EU cultural funding policy. Until June 2022, she was responsible for the management of the Kulturpolitische Gesellschaft e.V. in Bonn, a Germany-wide think and do tank for cultural policy and the transformation of the cultural sector, as the association's managing director together with Henning Mohr.

Elmira Shemsedinova (Ельміра Шемседінова)

is an artist, painter, teacher. She graduated from the Kyiv National Academy of Fine Arts and Architecture. She has held 5 personal exhibitions and participated in 35 collective projects since 2009. In 2013 she became a member of the National Union of Artists of Ukraine. She worked as a teacher at the Special Art School No. 6 in Suzhou (China) for one year. Since 2018 art teacher at the Professional College of Arts and Design of KNUAD.

Gabriele Stöger

Moderator, cultural and arts mediator, lives in Vienna. University degree in theatre science and political science, post graduate training in museums communication. Project manager, university lecturer and consultant in lifelong learning and project coordinator in European funded cooperation projects. Cultural mediator in innovative museum and art projects. Awarded with the Appreciation Award for Innovative Cultural Education and Knowledge Transfer by the Province of Lower Austria (Special Award 2014).

Edwin van Meerkerk

is associate professor in cultural studies at Radboud University, Nijmegen, and endowed professor Creating Connected Commons at ArtEZ University of the Arts. His research focuses on arts education and cultural policy. He is a Leadership Fellow in the Dutch national Comeniusprogramme for educational innovation with a project on sustainability in higher education. His current projects include “Doing Things with Stories”, a collaboration with Oxfam on narrative change.

Charlotte Svendler Nielsen

is Associate Professor in Educational Studies focusing on dance and Head of Studies for two master programs at the Department of Nutrition, Exercise and Sports, University of Copenhagen, Denmark. She is currently the Chair of the European Observatories in the Field of Arts and Cultural Education (ENO). Her research focuses on dance education, arts-integration and interculturality in an embodied perspective.

Aron Weigl

is managing director of the institute EDUCULT, based in the MuseumsQuartier Vienna. He supervises studies, evaluations and concept developments in the fields of culture, education and policy, primarily in Austria, Germany and Switzerland as well as throughout Europe. He holds a PhD of the University of Hildesheim on the topic of cultural policy. He is a member of the scientific advisory board of the International Conference for Cultural Policy Research.

PROGRAMM

- 14.00 **Begrüßung**
SIRIKIT AMANN, OeAD, Bildung und Gesellschaft (AT)
CHARLOTTE SVENDLER NIELSEN, ENO-Vorsitzende (DK)
- 14:15 **Einführung**
MARKUS JESCHAUNIG, Agent in the Biosphere, Künstler und Architekt, Graz (AT)
- 14:45 **Podiumsdiskussion:**
Welche Kulturelle Bildung braucht es in Zeiten des Umbruchs?
ULRIKE GIEßNER-BOGNER, OeAD, Kulturvermittlung mit Schulen (AT)
SUSANNE KEUCHEL, Akademie der Kulturellen Bildung, Remscheid (DE)
CHARLOTTE SVENDLER NIELSEN, Universität Kopenhagen (DK)
EDWIN VAN MERKEERK, Radboud Universität (NL)
MODERATION: ARON WEIGL, EDUCULT (AT)
- 15:45 **Pause**
- 16:00 **Tischrunden**
1. KATHARINA ANZENGRUBER, Paris Lodron Universität Salzburg – Universität Mozarteum (AT)
Künstlerische und kulturelle Praktiken für Erfahrungsräume in der Schule
 2. BARBARA NEUNDLINGER, Culture & Sustainability manager (AT)
Less footprint & more handprint!
 3. STEPHANIE GODEC, Österreichische UNESCO-Kommission (AT)#
Power of Transformation: creating possible futures
 4. MONA JAS / STEFANIE FRÖHLICH, KinderKunstLabor St. Pölten 2024 (AT)
1+1=3? Kulturelle Bildung und Transformationsprozesse
 5. TANJA KLEPACKI, UNESCO-Lehrstuhl für Kulturelle Bildung, Friedrich-Alexander-Universität Erlangen-Nürnberg (DE)
Out of the Box! – Kulturelle Nachhaltigkeit und kulturelle Resilienz (anders) denken!
 6. ELMIRA SHEMSEDINOVA, Fachhochschule für Kunst und Design der KNUTD, Kiew (UA) / ANTON LEDERER, Office Ukraine Graz at: < rotor > (AT)
Impacts of a war for teaching children and young people
- 17:30 **Pause**
- 17:45 **Abschluss im Plenum**

Gesamtmoderation: **GABRIELE STÖGER**

Graphic Recording: **GUDRUN JÖLLER**

Tagungssprachen: Englisch und Deutsch (Plenum: Simultanübersetzung)

19:00 – 21.00 **Empfang / Buffet**



Wir denken an morgen: Daher ist es unser OeAD-Ziel, dass dies ein ÖkoEvent wird!
Bitte laden Sie die Lebensläufe unserer Sprecher/innen und Moderator/inn/en hier herunter:



Es gelten die aktuellen COVID-Präventionsmaßnahmen für Wien. FFP2-Maske wird empfohlen.