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Etching and Monoprint

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DCMS has established a new Education Unit to articulate the aims and champion the contribution of cultural education and training. It will concern itself with activity across the range of DCMS responsibilities. Noteworthy recent initiatives have included:

- £180 million new money to preserve and extend music in schools;
- £70 million from the New Opportunities Fund for the public library IT network;
- £180 million from the New Opportunities Fund for out-of-school-hours activities and £20 million for combined out-of-school-hours activities /childcare;
- working with DFEE on the revision of the National Curriculum from September 2000;
- a range of film education and training initiatives;
- raising the profile of museums and galleries and the built environment in education;
- a substantial range of educational activities as part of the Millennium celebrations;
- promoting sports in schools;
- raising the standards of children's play provision;
- action to develop a better trained and motivated workforce in the tourism industry.

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7.1 Policy Development

Formal education and training and lifelong learning are fundamental to the success of the Department's cultural and economic objectives; but, in turn, virtually all of the Department's activities contribute to and support the processes of education, training and learning. One important outcome of the Comprehensive Spending Review (CSR) in 1998 was the recognition of the importance of this mutuality of interests for the Government's wider education agenda, and of the scope for developing it more fully and systematically. The Department has therefore set up an Education Unit to work in close partnership with the Department for Education and Employment (DFEE), and with other key partners, both to raise standards of cultural education and training in their own right and to highlight the role that the practice, enjoyment and study of cultural subjects can make to raising standards of academic achievement. The Department's educational aims also closely relate to its other strategic objectives, by:

- getting a high level of cultural and sporting activity in schools and other places of learning, in support of improved educational standards;
- giving those who work in the creative, cultural and leisure industries the skills they need;

- encouraging the habit of lifelong learning and participation;
- making sure that culture fulfils its huge potential for contributing to social inclusion and well-being.

7.2 Pre-school Education

Children's play

The Department's contract on children's play with the National Playing Fields Association (NPFA) includes a remit to improve the quality and standards of play provision for children through the development of education and training opportunities in playwork and the establishment and promotion of playwork qualifications. The NPFA launched its National Strategy for Playwork Education and Training in December 1998.

The aim of the strategy is to develop and maintain a framework of nationally recognised education, training and qualifications that:

- meets the needs of the National Awards Framework drawn up by the Qualifications and Curriculum Authority;
- is founded on the common principles of playwork;
- ensures quality, consistency and accessibility throughout England; and
- is linked to the strategic aims and objectives of playwork education and training in Scotland, Wales and Northern Ireland.

7.3 Primary and Secondary Education

The National Curriculum

The National Advisory Committee on Creativity and Culture in Education (NACCCE) was set up jointly by the Secretary of State for Education and Employment and the Secretary of State for Culture, Media and Sport to inform the review of the National Curriculum from September 2000. Its report is expected shortly.

Music

In June 1998, the Secretary of State asked Gavin Henderson, Principal of the Trinity College of Music, to chair a new body to help young people to access music-making. The body, the creation of which was supported by the Department, opens in April 1999. It will be a charitable company limited by guarantee, a delegate distributor of £10 million annual Arts Council Lottery funds, operating independently of Government. Working in partnership with others, it will use innovative approaches to expand access to music in four directions: to wider groups of young people, particularly those socially excluded; with a better geographical spread; to quality provision; and to a comprehensive range of musical genres. It is currently running a public consultation exercise on its policies. A key task for the new body will be to act as a focus across the music

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sector for instrumental tuition issues.

In January 1999, the Government announced the outcome of DFEE, DETR and DCMS's joint initiative to safeguard and improve the provision of music services by Local Education Authorities. The result will be a ring-fenced funding stream to which LEAs can apply to support their music services, protecting music from any decline in funding. DFEE also made available extra funds aimed at those LEAs not currently supporting music services. Overall, the measures represent a total investment of £150million over the next three years dedicated to improving delivery of, and access to, locally provided music services. The new body became the Government's key adviser on the quality of music services funded through these new structures.

Museums and galleries

DCMS has been working with DFEE to promote the educational role of museums and galleries, especially the support these institutions can give to the National Curriculum. This joint working has produced two positive outcomes. The first was in October when DFEE announced a programme of pilot projects for study support activities involving museums and galleries working with schools, in advance of mainstream funding from the New Opportunities Fund after April 1999.

The second outcome was the January 1999 announcement by DFEE of a 3-year programme to encourage partnerships between schools and museums and galleries on curriculum-based learning. A series of demonstration projects will help to disseminate good practice and develop new approaches.

Sport

DCMS continues to work closely with DFEE and the English Sports Council (ESC) on issues relating to sport in schools. The joint DCMS/DFEE initiative, the Sporting Ambassadors Scheme, which has now been taken on by the English Sports Council (ESC), was successfully piloted during 1997-98 and is now being rolled out in each ESC region. It will provide opportunities for successful sports men and women of all ages to visit schools to enthuse young people about the benefits of physical activity and a healthy lifestyle. The scheme is managed and coordinated by scheme managers who are seconded from DFEE and Barclays Bank. The Unit has also contributed to the Qualification's and Curriculum Authority's (QCA) work on the review of the PE National Curriculum.

The TOP programmes are continuing to prove a valuable resource in enhancing the games element of the PE curriculum. The English Sports Council, together with the Youth Sports

Trust, are working with 126 Local Education Authorities and have put equipment and training into 10,000 schools. The English Sports Council has provided funding of £1.8 million to support this provision.

Film education

Following the publication last year of the report of the Film Policy Review Group, A Bigger Picture, the British Film Institute set up, at the request of the Department, a Film Education Working Group (FEWG) with the aims of promoting understanding of film for all in both formal and informal educational contexts and contributing to the development of the study of film in the curriculum across all sectors. A sub-group is examining the ways that the mandatory curriculum, teacher training, inspection, testing and teacher guidance can identify and support teaching about film.

Architecture

The Department assisted the Royal Fine Art Commission's publication of the winner of its Student Teachers' Award, a textbook to encourage use of the local built environment as a teaching resource. The new architecture body (see paragraph 2.4 above) will also be examining ways of bringing issues relating to the built environment into schools at all levels.

Millennium activities

The New Millennium Experience Company has developed a strong educational strand – known as the "Learning Experience" – to its national programme, which will enable children throughout the country to participate in the Millennium Experience irrespective of whether they are able to make the journey to Greenwich to visit the Dome. The programme includes:

- SchoolNet 2000, the internet version of the Domesday book to which schools all over the country will contribute;
- Voices of Promise, a competition for school choirs to compose and perform a song for the new Millennium; and
- Our Town's Story, which will enable local education authorities to tell the story of their community within the Dome. (A different town's story will be told each day).

NMEC has prepared a series of teaching resource packs based on the Dome and the national programme that show how this can link into other curriculum activities. In addition, NMEC has regular contact with teachers and education authorities through its education managers in Scotland, Wales, Northern Ireland and the regions of England.

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After-school clubs

The New Opportunities Fund has been given £180 million for out-of-school-hours activities and £20 million for combined out-of-school-hours activities/childcare. After school clubs will provide opportunities for creative ventures such as music, drama, dance, film and the full range of the arts and sports, games and adventurous outdoor activities alongside more formal learning opportunities.

7.4 Post-16, Vocational and Higher Education

The creative industries

The Creative Industries Mapping Document (see paragraph 6.1) highlighted the importance of stimulating creativity and innovation in young people through the schools system, and more widely, to ensure that the UK has the creative talent it will need into the next century; of identifying new talent; and of providing people with the training they need, in both creative and business skills, to succeed in the creative industries. The NACCCE (see paragraph 7.3 above) is looking at creativity and culture in the National Curriculum, and the Creative Industries Task Force's sub-group on skills development is considering the perceived mismatch between current training provision and industry needs, and identifying ideas that might improve skills development in the creative industries.

Tourism

The new Tourism Strategy, published in February 1999, (see chapter 6.11) emphasises the importance of training and education in providing the skilled employees needed by the tourism industry if it is to compete successfully in the world market. The strategy sets out specific proposals for action to develop a trained and motivated workforce. The national training organisations have an essential role to play. There are a number of NTOs relevant to the tourism industry; but of particular note is that in the last year the Hospitality Training Foundation, NTO for the catering and hospitality industry, published its Education and Training Strategy, which has been very well received by the industry, and the Travel, Tourism and Events NTO has been approved by DFEE.

Film

A sub-group of the Film Education Working Group (see paragraph 7.3 above) has been exploring, amongst other things, whether there is a common curriculum for film and audio-visual media studies at post-16, undergraduate and taught masters levels, how clear the progression routes are through FE and into HE where film study is concerned and whether the content and objectives of film study courses are made sufficiently clear to potential students.

One of the key recommendations of the Film Policy Review was the development of a National Training Strategy for the film industry and the creation of a Skills Investment Fund as a major new source of investment in training across the industry, to be made up of voluntary contributions from film productions. Considerable progress has been made on the development of the strategy and the mechanism by which the Fund will operate and discussions are now under way on the detailed implementation of this recommendation. The Department continues to work closely with the National Film and Television School to meet the skill needs of these industries at the highest levels.

Architecture

The Department has given financial support to the Architecture Foundation's book, *New Architects*, which encouraged clients to use the wide array of talent among architects who have yet to establish a national reputation.

Professional dance and drama training

The Department worked closely with the DFEE to devise more equitable arrangements to support the professional training of dance and drama students. In December 1998, the Secretary of State and Baroness Blackstone at the DFEE announced a new package worth up to £19 million annually to support new dance and drama students from

autumn 1999. Further details are in Chapter 4.

7.5 Lifelong Learning

National Grid for Learning and Public Library IT Network

To ensure that the 3,500 public libraries in England play a central role in delivering educational services, the Government announced in April 1998 its target of connecting all public libraries to the National Grid for Learning by 2002, via a Public Library IT Network (see chapter 5 above).

Millennium Educational Activities

Enhancing education and promoting life-long learning remain a crucial part of the UK's Millennium celebrations, and are integral strands of both the Millennium Commission's funding programme and the New Millennium Experience Company's (NMEC) national programme as well as the exhibits within the Dome. Many of the Millennium Commission's capital projects and awards schemes have a strong educational element to them. To date, the Millennium Commission has awarded £224 million to education-related capital projects across the country and a further £7.8 million to Millennium Award schemes with an education focus. NMEC intend that the Millennium Experience will educate as well as entertain and inspire. There will be a particular

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focus on education and skills development in the “Learn” and “Work” zones within the Dome, but all the zones will provide opportunities for visitors to learn more.

Wider Educational Role of Museums and Galleries

Helping the national museums and galleries to remove admission charges for schoolchildren from 1 April 1999 will increase the opportunity for the educational value of those collections to be realised, as will the other measures to extend access to museums described in chapter 5 above.

The 3-year PES settlement announced in December 1998 also includes a special allocation of £0.5 million in each of the next two years for a challenge fund, administered by the Museums and Galleries Commission, to fund museum education initiatives and the use of information technology.

The Department is also supporting the development of the 24-Hour Museum, which will be both an easy-to-use and entertaining gateway to museum resources on the Internet and an innovative educational resource linked to the National Grid for Learning. The Museums and Galleries Commission is developing a website Cornucopia which will be a database of all the museums and galleries' collections in Britain.

The Department commissioned a second edition of the report on museum education by David Anderson, Head of Education at the V&A, first published in January 1997. The first edition had a tremendous impact and encouraged museums and galleries to consider afresh their role in promoting object based learning. The second edition will be published by The Stationery Office this spring.

Film

A sub-group of the Film Education Working Group (see paragraph 7.3 above) has been examining what opportunities are provided for informal learning about film by such entities as film societies, libraries, after school clubs, magazines and film festivals.