
THE EDUCATIONAL CURRICULUM DEVELOPMENT NEEDS TO KEEP PACE WITH THE LABOR MARKET IN THE FIELD OF VISUAL ARTS

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Abstract

The job market in the field of visual arts has taken a relatively recent form since the middle of the twentieth century at the global level, so there are important roles such as artistic values, museum management and marketing, to name just a few. Thus, the local labor market for visual arts needs some development to keep pace with regional and international standards at the present time, in order to create a balanced work environment that accommodates graduates of various artistic programs with their skills and varying levels locally, and to expand the circle of beneficiaries regionally and internationally. That is why the importance of this study lies in limiting the courses to be added to the curricula in the business administration major in the field of visual arts, in possession of the leading international colleges in this specialization. Which paves the way for researchers in the near future to work interdisciplinary studies between the fields of business administration and visual arts to study ways to provide the needs of the labor market professionally and in pursuit of sustainable development in that field.

Keywords

Educational, Curriculum Development, The Labour Market, Visual Arts.

Introduction

Around the world, arts and culture have played effective roles in shaping peoples' sentiments and history throughout the ages. This did not differ in the current time, or the impact of cultural globalization, politics and international economy around the world increased, so it became difficult to preserve heritage, benefit from cultural heritage and develop it in contemporary works in every geographical space around the world for future generations, and then the difficulty of instilling a culture of belonging. Therefore, it has become important to find ways to preserve the authenticity of culture through the field of arts and culture management and to develop strategic plans to ensure sustainable development in this area.

Study the needs of the labor market locally in any field that is not separated from the state of the labor market regionally or internationally, including the field of cultural and artistic industries, and at the end of the twentieth century a remarkable need appeared in the various cultural institutions for administrative jobs that work in a continuous network to be able to bring about development in institutions and with participation Effective in implementing cultural policies that advance societies, peoples, and the soft powers of states.

To preserve the Egyptian identity with all its components against the influences of globalization and destructive terrorist ideas, and to preserve also the multiple identities in the Arab world, higher education must be linked to the needs of the labor market in the field of cultural

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industries on an ongoing basis, through the development of new educational programs in this field in the different educational stages between the bachelors. , Postgraduate studies and even training courses to develop the capabilities of employees of various cultural institutions. A new culture must be created among local institutions to work cooperatively with each other under the mantle of the Ministry of Culture and with higher education institutions concerned with this disparate field. This field is characterized by this because the contemporary labor market in the field of creative and cultural industries requires a student with an administrative, cultural, media and tourism background in varying degrees according to the type of cultural institutions that he aims to apply for, such as: a cultural center, theater, exhibition hall, or museum, in their forms and directions. Multiple, for example, but not limited to.

On the other hand, it is also necessary to take into account the large numbers of graduates of the various technical bachelor's programs from the various artistic colleges and academies in the fields of plastic and performing arts, who annually enter the local labor market. Because of the varying talents and skills they have according to specialization, the graduate is forced to work in a job that is far from his field of specialization, or in a similar field, but lacks many of the skills that complement the needs of that job. For example: a graduate with a bachelor's degree in painting at the Faculty of Fine Arts - Helwan University, with good grades, usually seeks to work as an employee in one of the cultural institutions concerned with plastic arts, as he has the necessary technical background, but without any administrative skills. Therefore, these human resources must be used in the needs of the labor market in the creative and cultural industries, first at the local level, and then at the regional and international levels, to expand the circle of beneficiaries.

With light on the international form of study programs in this field, programs in the bachelor's and postgraduate stages were found in many countries, but to scrutinize the research point, the focus was on the higher-ranked master's programs in the world, and then the top four programs were viewed. Among the top fifty programs internationally ranked by the Eduniversal Group << Eduniversal Group >> in 2017 on the ([www. Best-masters.com](http://www.Best-masters.com)) website, listing the required courses to be developed in a model for a master's program for the management of arts and cultural industries, and they are in order:

First: The Master in Arts Management and Administration (MAMA) in SDA Bocconi School of Management

Second: Master Cultural Economics and Cultural And Erasmus School of History, Culture in Entrepreneurship iv. Communication

Third: Master in Cultural Studies in The Lisbon of Human Faculty- Portuguesa Catolica

Universidade Consortium V. Sciences

Fourth: MA in International Cultural Policy and Management in the Centre for Cultural Policy Studies - University of v.Warwick

It is noted that the first countries in this ranking are all European countries, while masters programs in the same field come from great countries such as Canada in the twelfth place, and the United States of America in the twenty-six order, then Russia comes in the thirty-second rank, and finally China in the ranking Thirty-five and that of the top fifty programs in the world. The various courses in business administration in the field of arts and culture from the four highest-ranked programs internationally in 2017 were limited under the following points mentioned, which constitute broad inter-disciplinary research areas for academics and also form the basis for many courses that can be added to artistic programs, whether at the bachelor's level or Postgraduate:

-Managing non-profit and non-profit cultural institutions such as: cultural centers - exhibition halls - theaters - museums - auction halls - cultural radio channel - cultural TV channel - cultural newspaper or magazine - performing arts groups.

-Managing artistic and cultural projects, such as: the methodology for developing, monitoring and evaluating project steps such as planning, creation, production, completion and publication.

-Financial management in artistic and cultural institutions with regard to budgetary and accounting resources.

-Different types of funding for artistic projects: fundraising, sponsorship, public and private partnerships in arts and culture. Writing a request for grants, financing, or loans to support and finance artistic and cultural institutions and projects.

Managing human resources in the creative and cultural industries.

Public relations and their role in linking artistic and cultural institutions with each other, communicating with the masses, and investigating opinions using modern means and methods.

Marketing strategies in arts and culture such as: Understanding the dynamics of the contemporary art market locally and internationally - Duties of the artistic mediator - How to present an artist to the art work market and the tools required for that.

Cultural policies and the economics of the art market in the twentieth and twenty-first century locally and internationally, with the work of field studies on trends, markets and those responsible for their movement in contemporary art, for example.

-Collections management: technical evaluation of works of art and methods of displaying them, preservation and storage, while evaluating the originality and pricing of works of art.

Organizing and managing the artistic and cultural event (art market exhibition, press

conference, launching a group

Museum - festival - and the materials required for advertisement and publication.(

-Legal and ethical environments in the art market (duties and rights of artists and their artistic works towards the market - contract agreements - taxes - customs - import and export - intellectual property rights - copyright and printing)

Thus, the general objectives of the model for the Master of Arts and Cultural Industries Management program can be formulated

Like the following:

- 1- Learn the management skills required by leaders of cultural sector
- 2- Learn strategic planning between theory and practice in cultural policies
- 3- Gain sufficient knowledge about marketing and the arts and culture markets locally and internationally.
- 4- Explain the importance of the cultural economy in the creative industries in the public and private sectors.
- 5- Organizing exhibitions and managing exhibitions, festivals and cultural events.
- 6- Gaining practical experience in seminars, workshops and field studies in the fields of arts and culture.
- 7- Confronting the challenges of cultural and economic changes by applying the acquired knowledge to real situations.
- 8- Enhancing communication skills between branches in the cultural industry, such as: artists, producers and the public.
- 9- Learn research tools to conduct research in artistic and cultural management to support the sustainability of creative industries.
- 10- Linking scientific research with the needs of the labor market from artistic and cultural institutions.
- 11- Establishing partnerships with the public and private arts and culture sectors to link students and the labor market during school years, with various activities such as field training, scientific research and sponsoring cultural events.
- 12- Linking entrepreneurial projects with cultural development, both for non-profit and non-profit organizations.
- 13- Disseminating cultural education through cultural institutions.
- 14- Acquire the artistic and cultural vocabulary used in the cultural industry in the English language, to communicate effectively with the global dynamics of the contemporary cultural market.

15- Learn professional ethics and legislation related to the cultural industry.

research results:

1- The creation of educational programs that keep pace with the artistic and cultural work market locally and regionally. The link between academics from the various tangible and intangible artistic and cultural fields, the media and tourism fields, and the field of business administration must be made to conduct extensive scientific inter-studies of the labor market in the field of creative and cultural industries locally. Regionally and internationally, as the requirements of the current era urge the cooperation of different disciplines to develop solutions to contemporary problems, and this will open the way for graduates of those disciplines with different backgrounds to study and work together in an integrated and constructive manner.

2- Art students in multiple disciplines have different levels of artistic talent and skills. Therefore, educational institutions should take into account these differences to equip all students for the different roles available in the labor market for visual arts as an integral part of culture, by developing their various capabilities, which will contribute to bridging gaps. Many functions support practicing artists in various fields to advance the intellectual, artistic and cultural level and to strengthen the soft powers of educational peoples internationally, and to ensure the leadership in arranging universities, the group benefits from the experience and knowledge of human resources representatives of the beneficiaries in the labor market

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