

Manifesto for Audiovisual and Multimedia Education

In order to enhance this single themed edition of the *Quaderns del CAC*, the **Manifesto for audiovisual and multimedia education** has been chosen, which was drawn up and approved in Santiago de Compostela, Galicia, towards the end of 2005.

Within the framework of the *1st International Meeting on Audiovisual Education*, which took place between the 5th and 7th of December 2005, the Galician government assembled a group of experts in audiovisual communication to debate the current status of audiovisual communication in the state of Spain and to present alternatives to this situation¹.

This Manifesto must not be seen as a representation of how the signatories consider audiovisual communication should be integrated within the curriculum. In other words, it avoids utopia. In the academic and cultural world, utopian approaches are essential to describe the horizon one wishes to reach. But in certain circumstances reality prevails.

This was the case when this manifesto was drawn up. Given that it was aimed primarily at the education authorities, both at the level of state and autonomous community, and that it was drawn up at a time when educational reform was already underway (and very advanced in its design), the fundamental criterion for producing the manifesto was one of what was possible. Only those proposals considered viable were included, what was believed to be feasible, assuming all kinds of conditioning factors within the context of the Spanish educational system.

In spite of this intended modesty and self-limitation, we believe that, almost one year after it was produced, the Manifesto continues to be valid as a means of asserting the importance of this area. That is why it has been included in this edition. We hope that, by publishing it, we will help to raise awareness of the need for content related to audiovisual communication to be significantly present in the curricula of formal education.

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The importance of education in audiovisual communication and multimedia is explained by the growing presence of screens in everyday life: practically one hundred percent of homes have a television, with an average of more than two television sets per household in Spain; there is a progressive increase in the number of computers, increasingly more internet connections and the presence of mobile phones is more intense, as well as the use of video games, particularly among the young.

Over the last few years, the teaching of information and communication technologies (ICT) has focused, often as a priority, on learning how computers and their programs work. The fact that this teaching must be closely linked to the practices of interpreting the messages broadcast via the various screens and to encouraging communicative production as a means of developing creativity and critical autonomy has not been taken sufficiently into account.

¹ The details of the experts who signed the Manifesto are given in an appendix at the end of the article.

Based on these considerations, and within the current context of change in educational legislation, we believe it is vital for administrations to include and develop the following:

- Content specifically related to education in audiovisual communication and multimedia in **infant education** and in the following areas and subjects in **primary education**:
 - Knowledge of the natural, social and cultural environment.
 - Artistic education.
 - Catalan language.
 - Education for citizenship.
- Content specifically related education in audiovisual communication and multimedia in the following subjects in **secondary education**:
 - Catalan language.
 - Social science.
 - Plastic and visual education.
 - Education for citizenship
 - Technologies.
- An optional subject, which must be offered at all stages of secondary education, focusing on content related to audiovisual and multimedia education.
- Common training on education in audiovisual communication and multimedia, with a suitable allocation of credits, in the basic training for infant school teachers and primary school teachers. At the same time, across-the-board dimensions of education in audiovisual communication and multimedia should be included in the common training content for both degrees in order to ensure these are suitably incorporated into the different areas and subjects of the infant and primary teaching curriculum.
- Common training content on education in audiovisual communication and multimedia in the general directives governing the future postgraduate teacher training course for secondary school teachers (currently CAP).
- Training content on education in audiovisual communication and multimedia in the continued training programmes for teachers.

Appendix

List of the experts who signed the Manifesto

- Agustín García Matilla**, Carlos III University in Madrid
Joan Ferrés Prats, Pompeu Fabra University in Barcelona
Alfonso Gutiérrez, E. U. Segovia Teacher Training Unit, University of Valladolid
Pablo del Río, University of Salamanca
José Antonio Gabelas, Spectus Group, in Zaragoza
Enrique Martínez-Salanova, University of Huelva
Miguel Vázquez Freire, Eduardo Pondal Institute, Santiago de Compostela
Manolo González, PuntoGal Association, Galicia
Manuel Dios Diz, Galician Institute of Education for Peace
Ángel Luis Hueso Montón, University of Santiago de Compostela
Aquilina Fueyo, University of Oviedo
Roberto Aparici, National Open University (UNED), in Madrid
Sara Pereira, University of Minho, Portugal