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# Arts and Education Research: Towards an International Compendium

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D'Art 19

# Arts and Education Research: Towards an International Compendium

## Introduction

This report provides an interim update on IFACCA's 19th D'Art question, distributed on 11 October 2004, that sought to find arts and education experts from around the world. The question was part of a project in which IFACCA is collaborating with UNESCO and the Australia Council for the Arts to produce an arts and education research 'compendium'. This report provides a description of the compendium project, outlines progress on the project as at April 2005, and highlights future plans. Appendix 1 provides a list of the 86 people who have helped the project in some way to date. If you have any comments about this report, or about the arts and education project outlined here, please contact the IFACCA secretariat at [info@ifacca.org](mailto:info@ifacca.org).

## The international compendium project

UNESCO, in collaboration with the Australia Council for the Arts and the International Federation of Arts Councils and Culture Agencies (IFACCA), has commissioned an international compendium on research that demonstrates the impact of arts-rich programs on the education of children and young people around the world, with a particular focus on students who may be marginalised or 'at risk' in terms of fulfilling their educational and artistic potential. The compendium will be produced by Dr Anne Bamford, University of Technology Sydney, Australia.

The compendium will provide a global overview of the qualities of effective arts and education partnerships, including:

- identifiable details of the impact of arts and education partnerships; and
- models of data collection and research methodology for investigating the impact of arts and education partnerships.

Those working in arts and education should find the compendium a unique resource for discovering how others are approaching arts education issues, and a tool for evaluating and refining their own arts education projects. The findings documented in the compendium will be a focus of the UNESCO Summit on the Arts in Education to be held in Lisbon in May 2006.

To produce the compendium, Dr Bamford needed to undertake two major tasks:

- 1) find arts and education experts around the world; and
- 2) gather information from these experts about arts and education research in their country.

### *1. The search for contacts: D'Art question 19*

D'Art question 19 was designed to find arts and education experts around the world. The question, which is reproduced in Appendix 2 (in English and Spanish), was distributed on 11 October 2004. By mid-November, 146 contacts had been identified in 72 countries.

## 2. Gathering information: survey questionnaire

In order to gather information on arts and education research, Dr Bamford designed a survey questionnaire in collaboration with a working group of the international research network established by the Australia Council (members of the working group are marked with an asterisk in Appendix 1). The questionnaire is reproduced on the IFACCA website at [www.ifacca.org/files/samplesurvey.pdf](http://www.ifacca.org/files/samplesurvey.pdf). On 12 November 2004, IFACCA distributed this questionnaire to the contacts uncovered via the D'Art query. By the deadline of 16 December 2004, 27 completed surveys had been returned. Two further surveys were returned after the deadline. A list of all completed surveys is provided in figure 1. Completed surveys were received for 22 countries from every continent except the Middle East.

Figure 1: Completed arts and education surveys by country

Country	No. of surveys	Organisation
Argentina	1	Observatorio Cultural
Australia	3	Australian Council for Educational Research; Charles Darwin University; Dept of Employment Education and Training Northern Territory
Austria	2	Educult Institute for the Mediation of Arts and Science; Kulturkontakt Austria
Barbados	1	Ministry of Education, Youth Affairs and Sports
Canada	2	Canada Council for the Arts; University of Toronto
Chile	1	Departamento de Fomento y Desarrollo Cultural del Consejo Nacional de la Cultura y las Artes
China, Hong Kong	1	Hong Kong Institute of Education
Colombia	1	Ministry of Culture
England	1	Arts Council England
European Countries	1	European Network of Art Organisations for Children and Young People
Finland	2	Helsinki Polytechnic and Finnish Drama and Theatre Education Association; National Board of Education (Ministry of Education)
Germany	1	Federation of Associations for Cultural Youth Education
India	1	India Foundation for the Arts
Malaysia	1	Arts Education Working Committee
New Zealand	1	Ministry of Education
Nigeria	1	Royal Arcade (Culture&arts Div. of Tysog Ventures Ltd)
Republic of Seychelles	1	National Arts Council of Seychelles
Senegal	1	Inspecteur de l'Education artistique du Sénégal
Singapore	1	National Arts Council
Slovakia	1	Ministry of Education
Spain	1	Cultur Habeo
The Netherlands	1	Cultuurnetwerk Nederland, Netherlands Expertise Centre for Arts and Cultural Education
United States	2	Chicago Arts Partnerships in Education; US Department of Education

The survey responses were entered onto single database by a team at the Australia Council. In February 2005 the database, including summary information and data analysis, was sent to Dr Bamford for analysis and drafting of the compendium.

In an informal presentation to the IFACCA board in London on 4 April 2005, Dr Bamford highlighted a number of preliminary findings:

- successful arts and education policies are more likely in countries where close collaboration exists between government agencies (education agencies, arts and culture agencies and agencies concerned with national identity, security and/or citizenship).
- there is a need to ensure dialogue between makers of arts and education policies (government agencies) and those responsible for administering those policies (teachers, artists and community members).
- survey data indicates the importance of artists and community members in the provision of arts education: around half (56 percent) of respondents indicated that artists are directly involved in the delivery of arts and education programs; 20 percent indicated that community members were involved in the delivery. Qualitative data suggests that the involvement of artists and community members has increased over the last five years.
- the survey highlights the importance of professional development of people involved in arts education. Responses indicate that qualified teachers received on average less than three months of specialised arts training, while community members received little if any training.
- qualitative information supplied by respondents highlights the need to find a balance between the provision of arts education *within* schools and the provision of arts education *outside* of schools.
- responses indicate that definitions of arts education can vary widely between countries. While drawing, music and painting were the most common artforms included in definitions, other activities were also included (for example hair braiding, stilt walking and festivals).

## Future developments

At the time of writing, Dr Bamford is analysing survey responses. A first draft of the compendium is due to be released for comment and feedback by August 2005.

In preparation for UNESCO's World Summit on the Arts in Education in 2006, IFACCA and the Australia Council, with the assistance of Arts Victoria, will host an arts and education 'mini-summit' in Melbourne, Australia, in September 2005. IFACCA's mini-summits aim to allow small groups of managers (10 to 20) from arts councils and ministries of culture to meet to explore key policy concerns, develop joint initiatives and forge ongoing networks. Information on previous mini-summits can be found at: [www.ifacca.org/ifacca2/en/organisation/page04\\_mini.asp](http://www.ifacca.org/ifacca2/en/organisation/page04_mini.asp).

The arts and education mini-summit will be a two-day invitation-only event for representatives of arts and cultural funding agencies from around the world. The issues to be discussed will be informed by the compendium and will be linked to the themes proposed for the UNESCO World Summit on the Arts in Education. The Australia Council will also stage a National Education and the Arts Symposium in Melbourne immediately following the mini-summit. Both events come under the

umbrella of regional preparatory events in the lead up to the UNESCO World Summit.

All major announcements relating to the compendium and the mini-summit will appear in IFACCA's fortnightly news bulletin, ACORNS, which can be subscribed to for free at the IFACCA home page, [www.ifacca.org](http://www.ifacca.org). As always, we welcome any comments or suggestions at [info@ifacca.org](mailto:info@ifacca.org).

# Appendix 1

## Respondents

A number of people have been involved in the arts and education compendium project to date. The list of 86 people below includes those who provided information (contact names as well as completed survey questionnaires), those who have worked toward the production of the compendium to date, and anyone who contacted IFACCA in response to the call for help. The list is sorted alphabetically by country. Members of the arts and education international research network working group are marked with an asterisk.

- Héctor Schargorodsky, Observatorio Cultural, Argentina
- Samira Hassan, Australia Council, Australia
- Gillian Gardiner\*, Australia Council, Australia
- Barbara Piscitelli\*, formerly Queensland University of Technology, Australia
- Sarah Gardner\*, International Federation of Arts Councils & Cultural Agencies, Australia
- Christopher Madden, International Federation of Arts Councils & Cultural Agencies, Australia
- Peter Wright\*, Murdoch University, Australia
- Robin Pascoe\*, National Affiliation of Arts Educators, Australia
- Michael Anderson\*, University of Sydney, Australia
- Rod Parnall\*, Victorian Department of Education and Training, Australia
- Simon Spain\*, ARTPLAY and Youth Programs, Australia
- Jennifer Bryce, Australian Council for Educational Research, Australia
- Anja Tait, Charles Darwin University, Australia
- Marilyn Fenely, Northern Territory Department of Employment Education and Training, Australia
- Collette Brennan, Queensland Performing Arts Centre, Australia
- Noel Jordan, Sydney Opera House, Australia
- Michael Wimmer, Educult Institute for the Mediation of Arts and Science, Austria
- Susanne Hofer, Kulturkontakt Austria, Austria
- Irmgard Bebe, Kulturkontakt Austria, Austria
- Jennifer Sealy, Ministry of Education Youth Affairs and Sports, Barbados
- Cecily Spencer-Cross, Ministry of Education Youth Affairs and Sports, Barbados
- GiannaLia Cogliandro, European Network of Cultural Administration Training Centres (ENCATC), Belgium
- Michel Jaumain, Ministry of the French Community, Belgium
- Tsveta Andreeva, Policies for Culture, Bulgaria
- Lisa Roberts, Canada Council for the Arts, Canada
- Lidia Varbanova, Center for Intercultural and Social Development, Canada
- Kathleen Gallagher, University of Toronto, Canada
- Marianela Ivonne Riquelme Aquilar, Consejo Nacional de la Cultura y las Artes, Chile
- Paulina Soto Labbé, Ministerio de Educación de Chile, Chile
- Jane Cheung, Hong Kong Institute of Education, China Hong Kong
- Eliza Au, Hong Kong Institute of Education, China Hong Kong
- María Clemencia Pérez, Ministry of Culture, Colombia
- María Antonia Giraldo, Ministry of Culture, Colombia
- Luis Armando Soto, Ministry of Culture, Colombia
- Graciela Prieto, Ministry of Culture, Colombia
- Clarisa Ruiz Correal, Ministry of Culture, Colombia
- Renata Romanova, Ministry of Culture, Czech Republic
- Gloria López Paredes, Ecuador

- Pauline Tambling, Arts Council England, England
- Fiona Forrest, Arts Council England, England
- Ruth Churchill Dower, Isaacs UK, England
- Marjo-Riitta Ventola, Helsinki Polytechnic and Finnish Drama and Theatre Education Association, Finland
- Inari Grönholm, Ministry of Education, Finland
- Tereza Wagner\*, UNESCO, France
- Jean Marc Lauret, Ministry of Culture and Communication, France
- Carlos Jaramillo, Contemporary Dance School Hamburg, Germany
- Andreas Wiesand, ERICarts, Germany
- Rolf Witte, Federation of Associations for Cultural Youth Education, Germany
- Gail Teixeira, Ministry of Culture, Youth and Sport, Guyana
- George Jose, India Foundation for the Arts, India
- Lorraine Comer, The Arts Council of Ireland, Ireland
- Janet Pillai, Arts Education Working Committee, Malaysia
- Ariunaa Tserenpil, Arts Council of Mongolia, Mongolia
- Maté Kovacs, Observatory of Cultural Policies in Africa, Mozambique
- Rose Campbell, Creative New Zealand, New Zealand
- Kerry Harvey, Ministry for Culture and Heritage, New Zealand
- Camilla Highfield, Ministry of Education, New Zealand
- Oluwafemi Orisawayi, Royal Arcade, Nigeria
- Chief Johnson Deinde Oluata, Tysog Ventures, Nigeria
- Tina Rehuher, Belau National Museum, Palau
- Leonor Cisneros Velarde, International Consultant, Peru
- Tiburce Gabriel Bidounga, SOCODIC, Republic of Congo
- Sylvia Dow, Scottish Arts Council, Scotland
- Fay Mansour, Inspecteur de l'Education artistique, Senegal
- Alioune Badiane, Inspecteur de l'Education artistique, Senegal
- Francis Higby, National Arts Council, Seychelles
- Pearl Samuel, National Arts Council, Singapore
- Adeline Kwok, National Arts Council, Singapore
- Viera Kacvinska, Ministry of Education, Slovakia
- Ján Palkovic, Ministry of Education, Slovakia
- Asociación Española para el Desarrollo del Mecenazgo Empresarial, Spain
- Rubén Cano Iglesias, Cultur Habeo, Spain
- Julia Ringer, Ministry of Culture, Sweden
- Rose Sayore, Tanzania Culture Trust Fund, Tanzania
- Truus Ophuysen, European League of Institutes of the Arts, The Netherlands
- Tanja Mlaker, European Network of Art Organisations for Children and Young People, The Netherlands
- Camiel Vingerhoets, Netherlands Expertise Centre for Arts and Cultural Education, The Netherlands
- Rebecca Borden, Arts Education Partnership, USA
- Dick Deasey, Arts Education Partnership, USA
- Arnold Aprill\*, Arts Partnerships in Education, USA
- Claire Fronville, Center for Arts and Culture, USA
- Doug Herbert, Department of Education, USA
- Jonathan Katz, National Assembly of State Arts Agencies, USA
- Chris Ricketts, Arts Council of Wales, Wales
- Diane Hebb, The Arts Council of Wales, Wales
- Ruth Dineen, University of Wales Institute, Wales

Thanks to everyone who contributed!

## Appendix 2

Below are English and Spanish versions of D'Art question 19 on arts and education contacts.

### Question

IFACCA is collaborating with UNESCO and the Australia Council in developing an international compendium of research on the impact of arts-rich programs on the education of children and young people, with a particular focus on students who may be marginalised or 'at risk' in terms of fulfilling their educational and artistic potential. The project is being undertaken by Dr Anne Bamford, University of Technology, Sydney, Australia.

The compendium will provide a global overview of the specific qualities of effective arts and education partnerships, including:

- identifiable details of the impact of arts and education partnerships; and
- appropriate models of data collection and research methodology for investigating the impact of arts and education partnerships.

The findings documented in the compendium will be able to be used to inform international arts and education policies around the world, and will be a focus of the UNESCO Summit on the Arts in Education to be held in Lisbon in May 2006.

To gather information for the compendium, Dr Bamford will be distributing worldwide a short survey that asks about arts and education research. As a first step, IFACCA is helping Dr Bamford find an appropriate person in each country to complete the survey.

Do you know someone who has significant responsibility for national arts and education programs in your country? It might be a member of staff working on arts and education policies, programs or research. Or it might be an expert located outside the agency who provides arts and education advice when required (eg a consultant or academic), or simply the person in your country with the most expertise or the best overview of arts in education for 'at risk' children.

If you can identify such a person, please supply the following details:

Title (Mr, Ms, Dr, Professor, etc.):

First name:

Last name:

Title (eg. job position):

Email address:

Phone number:

Data gathered for IFACCA's country profiles indicate that 82 percent of national arts and culture agencies (28 out of 34) support arts and education. This is clearly an issue of central concern to arts agencies around the world. To help contextualise this work further, can you please also answer the following question ("Yes" or "No"):

Does your agency have an arts and education policy, strategy, program, or other such ongoing initiative (eg. an officer dedicated to arts and education, partnership with education institution, etc.)?

### La FICAAC está buscando contactos en arte y educación

¿Conoce a alguien con reconocida responsabilidad para programas de educación y arte en su país? Puede ser un miembro de su plantilla trabajando en políticas, programas o investigación de arte y educación; o puede ser un experto externo que les asesore cuando lo necesita (ej. Consultor o académico), o simplemente la persona en su país con la mejor visión general de las artes en educación para niños "con riesgo".

Si conoce a una persona de estas características, les estaríamos muy agradecidos si pudieran:

- proporcionarnos sus datos de contacto (nombre, organización y dirección de correo electrónico) mediante e-mail a [info@ifacca.org](mailto:info@ifacca.org); o
- si conoce otra persona que puede ayudarnos, por favor reenviarles este mensaje.

Agradeceríamos recibir su respuesta a más tardar el Viernes, 5 de noviembre de 2004.

Antecedentes

La FICAAC está colaborando con UNESCO y el Australia Council for the Arts en desarrollar un compendio internacional de investigación sobre el impacto de las artes en la educación marginal o niños "con riesgo". El proyecto se está llevando a cabo por la Dra. Anne Bamford de la "University of Technology, Sydney, Australia". Como primer paso, la Dra. Bamford contactará con expertos en el campo, por lo que les agradeceremos ayudarnos en asegurar que la investigación cubre tantos países como sea posible.

El compendio proporcionará una visión global de las cualidades específicas de asociaciones efectivas de educación y arte, incluyendo:

- detalles identificables del impacto de las asociaciones de educación y arte; y
- modelos apropiados de colección de datos y metodología de investigación para averiguar el impacto de las asociaciones de educación y arte.

Los hallazgos documentados en el compendio podrán utilizarse para informar políticas internacionales de educación y de arte en todo el mundo y será el punto central de la Cumbre de UNESCO sobre las Artes en Educación que se celebrará en Lisboa en mayo del 2006.

Con el fin de recoger información para el compendio, la Dra. Bamford distribuirá una breve encuesta a nivel mundial sobre investigaciones de educación y arte. Como primer paso, la FICAAC está ayudando a la Dra. Bamford a encontrar a la persona apropiada en cada país para completar la encuesta.

Los datos recogidos de los perfiles de países de la FICAAC indicaron que el 82 por ciento (28 de 34) apoyan arte y educación. Esto es claramente uno de los temas de mayor preocupación de todas las agencias de arte en el mundo. Se ha enviado este e-mail a más de 200 consejos de arte, ministerios de cultura y agencias culturales y se ha publicado en nuestro boletín, SENCA (ACORNS).

No duden en contactarnos [<mailto:info@ifacca.org>] si requiere alguna aclaración o si tiene alguna pregunta. También les agradeceríamos informarnos si desea que su nombre sea eliminado de futuras preguntas D'Art.

Muchas gracias.