

## National Art, Culture and Education Survey

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.

This 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.

The following survey is designed to collect information for the compendium. Please complete the **general survey and case study section(s)** and return the completed survey to [info@ifacca.org](mailto:info@ifacca.org) by **Thursday 16 December 2004**. If you cannot complete the survey electronically, a postal address and fax number are provided below.

The compendium will be produced in draft form by August 2005 and distributed by email to everyone who has returned a completed survey. The findings documented in the compendium will be used to inform international arts and education policy and will be a focus of the UNESCO Summit on the Arts in Education to be held in Lisbon in May 2006.

Everyone who completes the survey will receive a copy of the compendium containing a meta-analysis of responses. You will be able to discover how others are approaching arts education issues and use this information to evaluate and refine your own arts education projects.

As the compendium will highlight significant local and regional projects, it is vital that we receive information about quality arts education projects from as many countries as possible. If there is someone in your country more able to complete this survey, please forward the survey to them, and forward their name and email details to IFACCA at: [info@ifacca.org](mailto:info@ifacca.org).

A glossary of terms is provided over. This survey is also available in Spanish [English] from [info@ifacca.org](mailto:info@ifacca.org).

For further details about the compendium please contact:

Dr Anne Bamford

[anne.bamford@uts.edu.au](mailto:anne.bamford@uts.edu.au)

We would be grateful if you could complete the survey form electronically and return to [info@ifacca.org](mailto:info@ifacca.org). If you are unable to complete the survey electronically, return by fax or post to:

International Federation of Arts Councils and Culture Agencies (IFACCA)  
PO Box 788  
Strawberry Hills, NSW 2012  
AUSTRALIA  
Fax : +61 2 9215 9111

## **Glossary**

**Arts education:** Arts education aims to pass on cultural heritage to young people, to enable them to create their own artistic language and to contribute to their global development (emotional and cognitive). Arts education therefore affects the child on both an academic and personal level.<sup>1</sup> There are two different approaches to Arts education:<sup>2</sup> Education *in* Art implies teaching the pupils the practices and principles of the various art disciplines, to stimulate their critical awareness and sensitiveness and to enable them to construct cultural identities. Education *through* art implies that art is seen as a vehicle for learning other subject content and a mean for teaching more general educational outcomes. Other subjects should hence be infused into arts education, especially social or cultural issues.

**International compendium:** This is a collection of concise but detailed information on projects being undertaken in various countries around the world that include the arts as a vital part of innovation, learning and education. Will the compendium contain analysis, or meta-analysis, as well as information on what is being done?

**Research:** This survey adopts a broad definition of research that includes any systematic investigation that attempts to explore the nature of the links between the arts and education. Research implies a gathering of data or material from a range of sources. It can include both traditional quantitative and qualitative methods and/or other informal or innovative approaches.

**Impact:** Impact should be considered in its broadest sense. Impact describes the influence or effect of the project, research, policy or intervention. It can also include the impression created or the attitudes fostered by a project. Impact can include (but not be limited to) impact on policy, funding, formal education, informal education, curriculum, teachers, student teachers, children, artists, family and the community. It can include economic impact, social impact, cultural impact, spiritual impact, impact on identity and many other forms of impact.

**Arts-rich program:** Any educational plan, curriculum, educational practice, model of teaching and learning that involves the arts in a significant and substantial way and has a direct impact on the education of children.

**Educational Contexts:** While primarily examining arts-rich activities that occur within schools, this survey considers that education is any form of systematic instruction that involves teaching and learning. It is acknowledged that education can occur in many locations and that involves more than (but not excluding) the acquisition of numeracy and literacy. Under this definition of education, wisdom is engendered through skills, concepts, understandings and knowledge. Education is acknowledged to be a force in cultural development and to involve an understanding of tradition and contemporary and future society and practices.

**Children and young people:** Any individual between the ages of 0 and 18 years of age.

**Marginalised or 'at risk' (children) in terms of fulfilling their educational and artistic potential:** This refers to any children or young people for whom the established or regular patterns or offerings of formal education may be irrelevant, inappropriate and/or insignificant. Marginalised or 'at risk' children may feel unimportant, excluded and/or peripheral to education. They may perceive their exposure to education as being of no consequence and irrelevant.

**Research Methodology:** Any system of processes and techniques used to investigate the way art and education can be studied or examined. Methodology can include, but should not be limited to, both traditional and non-traditional forms of data gathering and research inquiry. As part of the aim of the survey is to reveal alternative and innovative arts research methodologies, we welcome inclusion of a range of approaches.

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<sup>1</sup> Victor Flussel, teacher and director of the CMFI (Centre de Formation pour Musiciens Intervenants) in Strasbourg

<sup>2</sup> From the document « Sharing the Vision: A National Framework for Arts Education in Canadian Schools » from the National Symposium on Arts Education, a Canadian virtual symposium designed to be a communication center and interactive environment for arts education advocates, [http://www.artsed.ca/Sharing\\_the\\_Vision.PDF](http://www.artsed.ca/Sharing_the_Vision.PDF)

**Your details**

<b>Name:</b>	
<b>Position:</b>	
<b>Organisation:</b>	
<b>Country:</b>	

**1(a). Please cross one or more boxes if the following subjects are included in Arts Education in your country:**

- Performance art
- Film and Media
- Dance
- Drama
- Music
- Painting
- Sculpture
- Digital art
- Drawing
- Craft
- Design
- Painting
- Sculpture
- Other(s) <please specify> \_\_\_\_\_

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**1(b). On average how many minutes per week are devoted to arts education in:**

Primary/elementary Schools \_\_\_\_\_

Secondary Schools \_\_\_\_\_

Please write additional comments

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**Please respond to the following general questions, answering yes/no/don't know**

2. Arts Education is a Mandated/Compulsory part of the curriculum  
 Yes    No    Don't Know

3. Arts Education is a freestanding subject (like literacy and mathematics):  
 Yes    No    Don't Know

4. Arts Education is an examined part of the curriculum  
 Yes    No    Don't Know

**5. Please cross one or more boxes if the following goals influence Arts Education in your country:**

Artistic/aesthetic goals

Social goals

Cultural goals

Economic goals

Literacy goals

Numeracy goals

Personal goals

Other(s) <please specify> \_\_\_\_\_

**6. Please cross one or more boxes indicating who is responsible for Arts Education policy:**

Central government

State or provincial government

Local education authorities

School based decisions

Parents

Children

Artists

Teachers

Community

Other(s) <please specify> \_\_\_\_\_

**7. Please cross one or more boxes indicating who is responsible for teaching Arts Education and the amount of training they receive.**

**Amount of arts education training received**

	none	less than 3 months	3-12 months	more than 1 year
Parents				
Generalist Teachers				
Artists				
Specialist Teachers				
Community				
Other <specify below>				
Other(s) _____				

**Please respond to the following questions indicating**

Strongly Agree/Agree/Don't Know/Disagree/Strongly Disagree

(Please write examples in the space provided)

**8. Arts education project(s) in your country have contributed to improved student artistic achievement**

Strongly Agree

Agree

Don't Know

Disagree

Strongly Disagree

Please give examples

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**9. Arts education project(s) in your country have contributed to improved levels of educational attainment/academic improvement:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**10. Arts education project(s) in your country have contributed to improved student attitude:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**11. Arts education project(s) in your country have contributed to improved student confidence:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**12. Arts education project(s) in your country have contributed to student social/cultural development:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**13. Arts education project(s) in your country have contributed to teacher professional development:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**14. Arts education project(s) in your country have contributed to positive changes in arts policy:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**15. Arts education project(s) in your country have contributed to positive changes in education policy:**

- Strongly Agree
- Agree

Don't Know  
Disagree  
Strongly Disagree

Please give examples

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**16. Arts education project(s) in your country have contributed to more family and community involvement in arts and/or education:**

Strongly Agree  
Agree  
Don't Know  
Disagree  
Strongly Disagree

Please give examples

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**17. Arts education has improved the mental or physical health of individuals:**

Strongly Agree  
Agree  
Don't Know  
Disagree  
Strongly Disagree

Please give examples

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**18. Arts Education has contributed to teaching creativity:**

Strongly Agree  
Agree  
Don't Know  
Disagree  
Strongly Disagree

Please give examples

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**19. Arts Education has contributed to teaching imagination:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**20. Arts Education has contributed to teaching manual abilities:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**21. Arts Education has contributed to teaching concentration:**

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Please give examples

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**22. Arts Education has contributed to teaching information and communications technologies (ICT), computer skills and technology skills:**

- Strongly Agree
  - Agree
  - Don't Know
  - Disagree
  - Strongly Disagree
- Please give examples

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**23. Arts Education has contributed to improved community ties/bonds:**

- Strongly Agree
  - Agree
  - Don't Know
  - Disagree
  - Strongly Disagree
- Please give examples

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**24. Arts Education has contributed to improved the dialogue between different cultures and improved understanding of others' cultures:**

- Strongly Agree
  - Agree
  - Don't Know
  - Disagree
  - Strongly Disagree
- Please give examples

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**25. Please cross one or more boxes if arts education has benefited from the involvement (financial or otherwise) of the following institutions/groups / organizations:**

- Churches/religious organizations
- Central Government
- Industry
- Galleries
- International organizations
- Broadcasters
- Foundations/charities
- Individuals
- Trade Unions

Please provide examples

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**NEXT...Please complete the following Case Study section(s).**

## Case Study 1

Please select a research project (or projects, to a maximum of three per country) that has been conducted in your country that:

- Involves the arts in an educational context
- Addresses the needs of all children and young people with particular attention to educationally marginalised children and/or young people
- Has had an impact at a local and/or national level

**1. Provide the following information in relation to each selected project: Three forms are provided with this survey.**

Chief investigator(s) and/or investigation team:	<given name> <middle name> <family name>
Contact details:	Organization Address  Country Phone email Website
Name of the project:	
Project aim(s):	
Description of the project:	(Less than 500 words)

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**2. What do you consider to be the main impact of the project on:**

*Note: If there was not an impact on one (or more) of these areas, leave that area blank*

Government (local/federal/national and/or other)?	
Curricula/arts and/or education policy/ or other policy changes (local/federal/national and/or other)?	
Community (local/federal/national and/or other)?	
Teachers?	
Children and/or young people?	
Parents, carers and the family?	
Artists and/or performers?	
Other?	

**3. How useful would you rate each of these research methods/measures/strategies in determining the impact of the project.**

**Circle the number on the scale that indicates usefulness**

	Not useful								Most useful	
	1	2	3	4	5	6	7	8	9	10
<b>Interview</b>										
<b>Questionnaire</b>										
<b>Survey</b>										

<b>Focus groups</b>	1	2	3	4	5	6	7	8	9	10
<b>Action research</b>	1	2	3	4	5	6	7	8	9	10
<b>Case study</b>	1	2	3	4	5	6	7	8	9	10
<b>Video/film</b>	1	2	3	4	5	6	7	8	9	10
<b>Stories/narrative</b>	1	2	3	4	5	6	7	8	9	10
<b>Photographs</b>	1	2	3	4	5	6	7	8	9	10
<b>Journals</b>	1	2	3	4	5	6	7	8	9	10
<b>Other (please specify)</b>	1	2	3	4	5	6	7	8	9	10

4. What do you consider to be the main achievements of the project?

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5. What do you consider to be the main challenges/issues/concerns of the project?

Circle the number on the scale that indicates usefulness

	Not a problem					Most challenge				
Time	1	2	3	4	5	6	7	8	9	10
Space	1	2	3	4	5	6	7	8	9	10
Resources	1	2	3	4	5	6	7	8	9	10
Finances	1	2	3	4	5	6	7	8	9	10
Community participation	1	2	3	4	5	6	7	8	9	10
Community recognition	1	2	3	4	5	6	7	8	9	10
Student issues	1	2	3	4	5	6	7	8	9	10
Teacher issues	1	2	3	4	5	6	7	8	9	10
Artist issues	1	2	3	4	5	6	7	8	9	10

Organization or policy issues	1	2	3	4	5	6	7	8	9	10
Assessment/evaluation issues	1	2	3	4	5	6	7	8	9	10
<b>Other (please specify)</b>	1	2	3	4	5	6	7	8	9	10

Comments:

6. **Any other comments:**

Sample copy  
do not complete

7. **Optional:**

Attach three j-peg images of some aspect of the project. Ensure that any images that you provide have been approved for print and distribution.

**Thank you for your valuable contributions to  
understanding arts education around the world.**

## Case Study 2

Please select a research project (or projects, to a maximum of three per country) that has been conducted in your country that:

- Involves the arts in an educational context
- Addresses the needs of all children and young people with particular attention to educationally marginalised children and/or young people
- Has had an impact at a local and/or national level

1. Provide the following information in relation to each selected project: Three forms are provided with this survey.

Chief investigator(s) and/or investigation team:	<given name> <middle name> <family name>
Contact details:	Organisation Address  Country Phone email Website
Name of the project:	
Project aim(s):	
Description of the project:	(Less than 500 words)

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**2. What do you consider to be the main impact of the project on:**

*Note: If there was not an impact on one (or more) of these areas, leave that area blank*

Government (local/federal/national and/or other)?	
Curricula/arts and/or education policy/ or other policy changes (local/federal/national and/or other)?	
Community (local/federal/national and/or other)?	
Teachers?	
Children and/or young people?	
Parents, carers and the family?	
Artists and/or performers?	
Other?	

**3. How useful would you rate each of these research methods/measures/strategies in determining the impact of the project.**

**Circle the number on the scale that indicates usefulness**

	Not useful <span style="float: right;">Most useful</span>									
	1	2	3	4	5	6	7	8	9	10
<b>Interview</b>										
<b>Questionnaire</b>										
<b>Survey</b>										

<b>Focus groups</b>	1	2	3	4	5	6	7	8	9	10
<b>Action research</b>	1	2	3	4	5	6	7	8	9	10
<b>Case study</b>	1	2	3	4	5	6	7	8	9	10
<b>Video/film</b>	1	2	3	4	5	6	7	8	9	10
<b>Stories/narrative</b>	1	2	3	4	5	6	7	8	9	10
<b>Photographs</b>	1	2	3	4	5	6	7	8	9	10
<b>Journals</b>	1	2	3	4	5	6	7	8	9	10
<b>Other (please specify)</b>	1	2	3	4	5	6	7	8	9	10

4. What do you consider to be the main achievements of the project?

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5. What do you consider to be the main challenges/issues/concerns of the project?

Circle the number on the scale that indicates usefulness

	Not a problem					Most challenge				
Time	1	2	3	4	5	6	7	8	9	10
Space	1	2	3	4	5	6	7	8	9	10
Resources	1	2	3	4	5	6	7	8	9	10
Finances	1	2	3	4	5	6	7	8	9	10
Community participation	1	2	3	4	5	6	7	8	9	10
Community recognition	1	2	3	4	5	6	7	8	9	10
Student issues	1	2	3	4	5	6	7	8	9	10
Teacher issues	1	2	3	4	5	6	7	8	9	10
Artist issues	1	2	3	4	5	6	7	8	9	10

Organization or policy issues	1	2	3	4	5	6	7	8	9	10
Assessment/evaluation issues	1	2	3	4	5	6	7	8	9	10
<b>Other (please specify)</b>	1	2	3	4	5	6	7	8	9	10

Comments:

6. **Any other comments:**

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do not complete

7. **Optional:**

Attach three j-peg images of some aspect of the project. Ensure that any images that you provide have been approved for print and distribution.

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### Case Study 3

Please select a research project (or projects, to a maximum of three per country) that has been conducted in your country that:

- Involves the arts in an educational context
- Addresses the needs of all children and young people with particular attention to educationally marginalised children and/or young people
- Has had an impact at a local and/or national level

1. Provide the following information in relation to each selected project: Three forms are provided with this survey.

Chief investigator(s) and/or investigation team:	<given name> <middle name> <family name>
Contact details:	Organisation Address  Country Phone email Website
Name of the project:	
Project aim(s):	
Description of the project:	(Less than 500 words)

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**2. What do you consider to be the main impact of the project on:**

*Note: If there was not an impact on one (or more) of these areas, leave that area blank*

Government (local/federal/national and/or other)?	
Curricula/arts and/or education policy/ or other policy changes (local/federal/national and/or other)?	
Community (local/federal/national and/or other)?	
Teachers?	
Children and/or young people?	
Parents, carers and the family?	
Artists and/or performers?	
Other?	

**3. How useful would you rate each of these research methods/measures/strategies in determining the impact of the project.**

**Circle the number on the scale that indicates usefulness**

	Not useful <span style="float: right;">Most useful</span>									
	1	2	3	4	5	6	7	8	9	10
<b>Interview</b>										
<b>Questionnaire</b>										
<b>Survey</b>										

<b>Focus groups</b>	1	2	3	4	5	6	7	8	9	10
<b>Action research</b>	1	2	3	4	5	6	7	8	9	10
<b>Case study</b>	1	2	3	4	5	6	7	8	9	10
<b>Video/film</b>	1	2	3	4	5	6	7	8	9	10
<b>Stories/narrative</b>	1	2	3	4	5	6	7	8	9	10
<b>Photographs</b>	1	2	3	4	5	6	7	8	9	10
<b>Journals</b>	1	2	3	4	5	6	7	8	9	10
<b>Other (please specify)</b>	1	2	3	4	5	6	7	8	9	10

4. What do you consider to be the main achievements of the project?

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5. What do you consider to be the main challenges/issues/concerns of the project?

Circle the number on the scale that indicates usefulness

	Not a problem					Most challenge				
Time	1	2	3	4	5	6	7	8	9	10
Space	1	2	3	4	5	6	7	8	9	10
Resources	1	2	3	4	5	6	7	8	9	10
Finances	1	2	3	4	5	6	7	8	9	10
Community participation	1	2	3	4	5	6	7	8	9	10
Community recognition	1	2	3	4	5	6	7	8	9	10
Student issues	1	2	3	4	5	6	7	8	9	10
Teacher issues	1	2	3	4	5	6	7	8	9	10
Artist issues	1	2	3	4	5	6	7	8	9	10

Organization or policy issues	1	2	3	4	5	6	7	8	9	10
Assessment/evaluation issues	1	2	3	4	5	6	7	8	9	10
<b>Other (please specify)</b>	1	2	3	4	5	6	7	8	9	10

Comments:

6. **Any other comments:**

Sample copy  
do not complete

7. **Optional:**

Attach three j-peg images of some aspect of the project. Ensure that any images that you provide have been approved for print and distribution.

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