Teunis IJdens, Ben Bolden, Ernst Wagner (Eds.)

International Yearbook for Research in Arts Education 5/2017
Arts Education around the World: Comparative Research Seven Years after the Seoul Agenda


The Seoul Agenda: Goals for the Development of Arts Education was unanimously endorsed by all UNESCO Member States in 2011. It is the only existent policy paper of global relevance on arts education. It provided the frame of reference for an international inquiry into arts education experts’ perceptions of key issues in the field: access and participation, quality, and the benefits of arts education. Nearly 400 experts from 61 countries around the world participated in this research. The book presents findings, commentaries, and reflections contributed by 50 international scholars and expert practitioners.
Access
Teunis IJdens and Jessy Siongers
Access to Arts Education
Ralph Buck and Barbara Snook
Furthering the Discussion on Access to Arts-learning: A New Zealand Reflection on Results of the MONAES Survey

Quality
Teunis IJdens and Ernst Wagner
Quality of Arts Education
Folbert Hoanstrea
Standard Curricula and Quality of Arts Education
Aud Berggrav Sæbø
Quality in Arts Education in School and Teacher Education: Reflection on Some Results from MONAES

Benefits
Teunis IJdens
Arts Education Benefits and Challenges
Rosa Maria Serrano
Benefits and Challenges of Compulsory Music Education: the IMPACTMUS Project
Anne Bamford
Transforming an Environment through Arts and Culture

Reports
Emelda Ngufor Samba
Arts Education: The Cameroonian Experience
Samuel Nortey
Arts Education in Ghana
Alfredaens Mabingo
Arts Education and Research in Uganda: Reflections on the Current Status and the Way Forward
Edwina Isaa
Persistent Challenges in Arts Education in Jordan
Samio Elisheth and Gihan Abou Elhiair
The Biggest Challenges for Art Education in the Middle East for the Next Decade
Jesse H. S. Chen, Ming-Hsien Cheng and Chyi-Chang Li
Observing the Future: Arts Education and Research in Taiwan

Glorife Samodio
Culture and Arts Education in the Philippines
Ana Mae Barboa
Arts Education in Latin America
Patricia A. González-Moreno, Gerónimo Mendoza-Meraz and Rubén Carrillo-Méndez
Diverse, Holistic and Integrated: Challenges for Arts Teacher Training in Mexico
Magali Kleber
Brazilian Challenges
Raisito Bazyotova
Bulgarian Schools of Arts and Culture – A Story of Success

Regional Reflections
Andrea Körpáti
Policy and Practice in Visual Art Education in Eastern and Central Europe
Ralf Witte
Some Very Personal and Perhaps ‘German’ Remarks on MONAES
Teresa M. Tipton
Ethnographies from the Field: The State of Arts Education in Kenya and Czech Republic
Camilo Malig Jedichico
Mapping Arts Education Research in Latin America and the Caribbean
Joan Parr
A Reflection on the Term Arts Education and Possible Ways Forward
Gloria P Zapato Restrepo
Arts Education in Colombia: Between Cultural Richness and Sustainable Peace Building

Perspectives
Teunis IJdens and Ernst Wagner
Looking Back on MONAES, Moving Forward
Ernst Wagner
Interview with Alexander Leicht, Chief of the Section of Education for Sustainable Development and Global Citizenship, UNESCO
Ben Bolden and Larry O’Farrell
A Plan of Enduring Relevance: Re-invigorating the Seoul Agenda
Ben Bolden, Chee Hoo Lum and Ernst Wagner
Arts Education Research for Cultural Diversity and Sustainable Development

Epilogue
Ernst Wagner
The Seoul Agenda – Understanding its Profile and Genesis. An Interview with Larry O’Farrell, Canada
Michael Wimmer
From The Seoul Agenda to Another Road Map for Arts Education. Why a UNESCO Document Causes Not Only Inclusion but Exclusion
Benjamin Jörissen and Lisa Unterberg
Whose Arts Education – Whose ‘Quality’? A Plea to Rethink our Modes of Articulation
John O’Toole
Good Intentions and Multiple Voices – Continuing the Conversation

Yu Jin Hong
An Agenda for Comparative Arts Education Research
Lisa Unterberg
An International Comparative Genealogy of Arts Education
Gemma Carbó and Nevelina I. Pachova
Towards an International Agenda for Arts Education Research
Lígia Ferro
How to Build Knowledge in Arts Education for the Future? Some Priority Issues and Recommendations for Comparative Research
Andrea Körpáti
Research on Visual Art Education in Eastern and Central Europe – Comments on MONAES Findings