

MONITORING NATIONAL ARTS EDUCATION SYSTEMS
Understanding diversity

**Second MONAES-survey:
Assessing facts and figures**

QUESTIONNAIRE, APRIL 25, 2016

INTRODUCTION

The structure of the questionnaire is as follows. Sections A-E correspond to key issues in the Seoul Agenda.

- Section Z. Context: your professional position and expertise, your country.
- Section A. Understanding of 'arts education': what is meant by 'arts education' in your country?
- Section B. Access to arts education: opportunities, entitlement, actual participation, policies.
- Section C. Quality of arts education, focusing on (arts) teachers' and educators' competencies and on assessment.
- Section D. Benefits & challenges: what *benefits* are expected from arts education, and which actions are taken to promote arts education's benefits?
- Section E. Arts education research: arts education research capacity and issues in your country.
- End of the questionnaire: comment and submit.

In most questions you are asked to give your (expert) assessment or estimate of facts with regard to arts education in your country. We do *not* ask you to collect quantitative or qualitative information from various sources before answering questions because we don't want to take too much of your time. But of course you may want to use some sources at hand at your desk or available through the internet. One result of this survey will probably be that in many countries 'hard' data about important aspects of arts education are not available. In those cases, this survey may help to identify information gaps and needs, and support initiatives to collect more and better data.

It will take you approximately 45 minutes to one hour to complete the whole questionnaire, but it depends on the sections and subsections that you can provide information for. Questions in sections Z and A apply to all experts. If you have participated in the first MONAES survey, you have already answered some of the questions in section Z, and these questions are skipped automatically. Each of the sections B, C, D and E and subsections start by asking if you are prepared to answer questions in this (sub)section. If you are not prepared to do so, you can proceed with the next (sub)section.

Most questions are closed-ended, offering multiple-choice answers. Some questions are open-ended, requiring a short answer to be typed in the indicated text box. At the end of the questionnaire ample space is provided to comment upon the questionnaire but also to add specifications for issues that could not be specified properly or carefully enough in multiple choice questions. Please feel free to give any comment or specification you like, in English, French, German or Spanish.

>> START ONLINE QUESTIONNAIRE

Z
CONTEXT

In this survey you are asked to give information about or to assess various aspects of arts education in your country. The aim is to collect information that is comparable to some extent. But there is no valid comparison without taking account of the context, meaning your own position as an expert *and* the system of arts education in your country. Therefore this questionnaire starts by asking some questions about your professional position and expertise, and about the system of arts education in your country. Some other aspects of the arts education system will be addressed in the following sections.

<< Als MONAES-A is ingevuld dan vraag Z1, Z2, Z3, Z3a, Z5, Z6, Z7, Z8 en Z9 NIET stellen. Dit kenmerk lever ik aan in e-mail adressenbestand >>

Z1 (WAS Q17 in MONAES-A)

Which of the following descriptions matches your current activities *best*? <<Multiple answers possible>>

- I am a *practitioner* in arts and/or education:
 - arts teacher at school
 - arts educator
 - teaching artist
 - artist
 - other kind of practitioner: please specify:
- I am a *researcher or scholar*
- I am a *policy maker or official*
- Other description: please specify:

Z2 (WAS Q18 in MONAES-A)

In which vocational or scholarly field or fields were you trained? <<Multiple answers possible>>

- Arts
- Education
- Natural sciences
- Humanities
- Social sciences
- Other field(s), please specify:

Z3 (WAS Q19 in MONAES-A)

Do you have expertise in the following areas?

Areas of expertise	No, I have <i>no</i> expertise in this area	Yes, I have <i>some</i> expertise in this area	Yes, I have <i>special</i> expertise in this area
Music education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual arts and design education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theatre/drama education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literature education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Film/video education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media arts education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theory of arts education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher training and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artists' training and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historical research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Z3a (WAS Q20 in MONAES-A)

Do you have expertise in another area?

- No, all relevant areas are mentioned in list above
- Yes, I have other expertise in arts education. Please specify:

1	
2	

Z4

Do you have expertise in one or more of the following settings and levels of arts education?

Settings and levels of arts-learning	No expertise in this area	Some expertise in this area	Special expertise in this area
Informal arts-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts in primary/elementary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts in lower secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts in upper secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts in tertiary education (vocational or academic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-formal arts education (arts lessons, out of school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education in cultural institutions (e.g. museums)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education in non-cultural institutions (e.g. hospitals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Z5 (WAS Q21 in MONAES-A)

Which of the following situations applies to your current professional position? Multiple answers possible.*

Current professional position (work) in or at:	Tick if situation applies
Early childhood care/education	<input type="radio"/>
Primary/elementary school	<input type="radio"/>
Secondary school	<input type="radio"/>
University department	<input type="radio"/>
Institution for higher vocational training in arts or education	<input type="radio"/>
Institution for professional development in (arts) education	<input type="radio"/>
Other educational institution	<input type="radio"/>
Centre of expertise in (arts) education	<input type="radio"/>
Arts or cultural institution	<input type="radio"/>
Private research institute	<input type="radio"/>

Independent researcher	<input type="radio"/>
Independent advisor	<input type="radio"/>
Independent artist, musician, writer (et cetera)	<input type="radio"/>
Government (Ministry)	<input type="radio"/>
Local government	<input type="radio"/>
Regional government	<input type="radio"/>
Government agency (e.g. Inspectorate)	<input type="radio"/>
Other:	<input type="text"/>

*If you have retired from work please tick what applied to your last professional affiliation or position before retirement.

Z6 (WAS Q24 in MONAES-A)

What is your age?

- Under 20
- 20-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- ≥60 years

Z7 (WAS Q25 in MONAES-A)

Are you male or female? Male Female

Z8 (WAS Q22 in MONAES-A)

What is your nationality?

Z9 (WAS Q23 in MONAES-A)

What is your country of residence?

'Country' is generally identified by the national State that holds authority over a territory defined by national borders. UNESCO Member States are the preferred unit of analysis for this second MONAES survey. However there are countries with a decentralized policy system where public funding and regulation of education, the arts and culture lie with subnational government (e.g. federal state, province or region) and subnational policies may vary a lot. In such countries you may prefer to answer for the subnational level instead of the national level.

Z10a

Which *level of government* is responsible for funding education at school, out of school arts education, teachers/arts educators' training and teachers/arts educators' professional development in the country you refer to in this survey? <<Multiple answers possible>>

Funding may lie with one or both levels of government, or also with non-governmental actors.

Object of funding	Public funding		
	No public funding	Subnational government	National government
Primary/elementary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-formal arts education: out of school arts lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education in cultural institutions (e.g. museums)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arts education in non-cultural institutions (e.g. hospitals)	o	o	o
General teachers' training and professional development	o	o	o
Arts teachers/educators' training and prof. development	o	o	o

Z10b

Which *level of government* is responsible for regulating education at school, out of school arts education, teachers/arts educators' training and teachers/arts educators' professional development in the country you refer to in this survey? <<Multiple answers possible>>

Regulation may lie with one or both levels of government, or also with non-governmental actors.

Object of regulation	Public regulation		
	No public regulation	Subnational government	National government
Primary/elementary education	o	o	o
Secondary education	o	o	o
Non-formal arts education: out of school arts lessons	o	o	o
Arts education in cultural institutions (e.g. museums)	o	o	o
Arts education in non-cultural institutions (e.g. hospitals)	o	o	o
General teachers' training and professional development	o	o	o
Arts teachers/educators' training and prof. development	o	o	o

Z11

<< If there is public funding and/or public regulation for arts education >> < de kolom moet worden opgenomen als hetzelfde item bij Z10a OF Z10b kode 2 (sub-national) of 3 (national government) wordt aangevinkt >>

Which government departments (national and/or subnational) are involved in *funding* arts education in various settings?

Government department involved in funding and/or regulation	Arts in primary/elementary education	Arts in secondary education	Non-formal arts education (out of school arts lessons, etc.)	Arts education in cultural institutions (e.g. museums)	Arts education in other, non-cultural settings
Department of Education	o	o	o	o	o
Department of Arts	o	o	o	o	o
Department of Culture	o	o	o	o	o
Department of Education and Culture	o	o	o	o	o
Department of Social Affairs	o	o	o	o	o
Department of Youth	o	o	o	o	o
Other:	o	o	o	o	o
Other:	o	o	o	o	o

Z12

Will you generally refer to the *national* situation (country) or specifically to the *subnational* situation in this questionnaire?

o Will generally refer to the national situation : country:

o Will specifically refer to the subnational situation: state, region or province:

IF subnational, please read 'your state/region/province' where the question says 'your country'.

A UNDERSTANDING OF 'ARTS EDUCATION'

There are various definitions of 'arts education', depending on cultural, educational and political contexts, across countries, but also depending on different and sometimes competing conceptual and theoretical approaches to arts and arts education. Identifying concepts of arts education across countries and cultural contexts is part of this survey.

A5 (vraag is van plaats veranderd)

Are the following settings and levels of learning included in 'arts education' as it is understood in your country?

Settings and levels of arts-learning	Yes, included	No, not included	This is a controversial issue	Don't know, cannot say
Informal arts-learning (family, friends, through media, internet, etcetera)	o	o	o	o
Arts-learning at primary/elementary and secondary school	o	o	o	o
Arts-learning during vocational training for non-arts occupations	o	o	o	o
Vocational and higher training in the arts and/or for teaching arts	o	o	o	o
Taking arts lessons, workshops etc. as a leisure activity, out of school	o	o	o	o
Taking part in educational programs by cultural institutions (e.g. museums)	o	o	o	o
Rehearsing and practising as an amateur artist, musician, etcetera	o	o	o	o

A1

Would you say that there is consensus or controversy about the understanding of 'arts education' in your country in professional and public discourse?

- More consensus than controversy
- More controversy than consensus >> A4

A2

<< If consensus A1=1 >>

Is there some kind of generally accepted 'official' understanding (definition)? Or generally accepted convention, without official status?

Settings and levels of arts-learning	No generally accepted convention or definition	Generally accepted convention	Generally accepted official definition	Don't know, cannot say
Arts education at school	o	o	o	o
Non-formal arts education (out of school arts lessons etc.)	o	o	o	o
Arts education in cultural institutions (e.g. museums)	o	o	o	o
Arts education in non-cultural institutions (e.g. hospitals)	o	o	o	o

A3

<< If consensus A1=1 >>

Which of the following four designations or definitions matches best for arts education *at school*?

Designations or definitions of 'arts education' as it is understood in your country	Matches <i>least or not at all</i>	Matches <i>to some degree</i>	Matches <i>best</i>
Learning and teaching competencies in arts and aesthetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching cultural competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching creative competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching personal and social skills through arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A3a

<< If consensus A1=1 >>

Which of the following four designations or definitions matches best for *non-formal* arts education (out of school arts lessons etc.)?

Designations or definitions of 'arts education' as it is understood in your country	Matches <i>least or not at all</i>	Matches <i>to some degree</i>	Matches <i>best</i>
Learning and teaching competencies in arts and aesthetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching cultural competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching creative competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching personal and social skills through arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<<After A3a → A6>>

A4

<< If controversy A1=2 >>

Please give an estimate of the degree of support for the following four designations or definitions for arts education *at school* in professional and public discourse in your country?

Designations or definitions as it is understood in your country	Very low	Rather low	Mid- dle	Rather high	Very high
Learning and teaching competencies in arts and aesthetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching cultural competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching creative competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching personal and social skills through arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A4a

<< If controversy A1=2 >>

Please give an estimate of the degree of support for the following four designations or definitions for *non-formal* arts education (out of school arts lessons, etc.) in professional and public discourse in your country?

Designations or definitions as it is understood in your country	Very low	Rather low	Mid- dle	Rather high	Very high
Learning and teaching competencies in arts and aesthetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching cultural competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching creative competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching personal and social skills through arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A6

How significant are the following terms and concepts in the understanding of arts education *at primary school* in your country? Please indicate significance from very low to very high.

Terms and concepts RANDOM	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
Intercultural/transcultural/identity	0	0	0	0	0	0
Culture/heritage	0	0	0	0	0	0
Arts/aesthetics	0	0	0	0	0	0
Teaching/instruction/curriculum	0	0	0	0	0	0
Motivating/engaging/enjoyment	0	0	0	0	0	0
Skills/competencies/knowledge	0	0	0	0	0	0
Recreation/fun	0	0	0	0	0	0
Doing/making/performing/playing	0	0	0	0	0	0
Receptive/responding/reflective	0	0	0	0	0	0

A7

How significant are the following terms and concepts for the understanding of arts education *at secondary school* in your country? Please indicate significance from very low to very high.

Terms and concepts RANDOM	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
Intercultural/transcultural/identity	0	0	0	0	0	0
Culture/heritage	0	0	0	0	0	0
Arts/aesthetics	0	0	0	0	0	0
Teaching/instruction/curriculum	0	0	0	0	0	0
Motivating/engaging/enjoyment	0	0	0	0	0	0
Skills/competencies/knowledge	0	0	0	0	0	0
Recreation/fun	0	0	0	0	0	0
Doing/making/performing/playing	0	0	0	0	0	0
Receptive/responding/reflective	0	0	0	0	0	0

A8

How significant are the following terms and concepts for the understanding of *non-formal arts education* (taking arts lessons etc. out of school, as a leisure activity) in your country? Please indicate significance from very low to very high.

Terms and concepts	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
RANDOM						
Intercultural/transcultural/identity	0	0	0	0	0	0
Culture/heritage	0	0	0	0	0	0
Arts/aesthetics	0	0	0	0	0	0
Teaching/learning/curriculum	0	0	0	0	0	0
Motivating/engaging/enjoyment	0	0	0	0	0	0
Skills/competencies/knowledge	0	0	0	0	0	0
Recreation/fun	0	0	0	0	0	0
Doing/making/performing/playing	0	0	0	0	0	0
Receptive/responding/reflective	0	0	0	0	0	0

B

ACCESS TO ARTS-LEARNING

Questions about access to arts-learning and arts education refer to three settings of learning:

- informal arts-learning through participation and engagement in arts and cultural activities;
- formal arts education: learning and teaching arts subjects at school, as part of the curriculum;
- non-formal arts education: taking arts lessons, courses or workshops as a leisure activity.

- *Rehearsing and practicing* as an amateur with a band, choir, ensemble or with an amateur theatre group, etcetera, is included in our understanding of informal learning, even if rehearsals are led by professional musicians and directors.
- *Extracurricular arts and cultural activities organized by schools or facilitated by schools* may be classified as non-formal or even informal.
- *Regular arts lessons, courses and workshops* offered by *professional arts and cultural institutions* (e.g. museums, orchestras, etc.) are included in our understanding of non-formal education. *Educational activities other than regular arts lessons etc.* by these institutions are considered to give access to arts-learning through participation and engagement in arts and cultural activities, like informal arts-learning.

Access to *informal arts-learning* through participation in arts and cultural activities

This section of the survey starts with access to informal arts-learning ‘by watching, listening and doing’. This happens everywhere, in all societies, at whichever level of development. Informal arts-learning takes place when children, young people and adults participate and engage in artistic and cultural activities, e.g. in the family, with friends, through the media and the internet, in public spaces, as an amateur, or attending arts and cultural venues and events. Therefore access to informal arts-learning depends very much on actual cultural participation and engagement in private and public settings, on the availability of cultural offers, on the freedom of everyone to take part in arts and cultural activities of their own choice, and on efforts by arts and cultural organisations and government to increase participation.

B1

Are you prepared to answer the following questions about *access to informal arts-learning* in your country?

- Yes, I am prepared to answer these questions
- No, I would rather skip these questions and move to the next part >> *Access to formal arts education (text B9)*.

It is understandable if no (or not sufficient) information is available to answer some questions. If no reliable data is available it is better to indicate this than to give a rough and possibly wrong estimate. It's better to have no data than to have invalid data.

B2

'In my country everyone is *free to participate* in arts and cultural heritage activities of their own choice, regardless of age, gender, race or ethnic, social and religious background.' Please indicate how much you disagree or agree with this statement.

Segments of the population RANDOM	Strongly disagree	Disagree	Partly agree/ partly disagree	Agree	Strongly agree	Don't know, cannot say
Regardless of age	0	0	0	0	0	0
Regardless of gender	0	0	0	0	0	0
Regardless of income	0	0	0	0	0	0
Regardless of educational level	0	0	0	0	0	0
Regardless of urban or rural residence	0	0	0	0	0	0
Regardless of religion	0	0	0	0	0	0
Regardless of ethnicity and race	0	0	0	0	0	0
Including migrants and refugees	0	0	0	0	0	0

B2a

<< *If respondent (strongly) disagrees on one or more items in question B2* >>

Which groups are *not free or less free* to participate in arts and cultural heritage activities of their own choice?

B3

'In my country *sufficient opportunities are available* for participating in arts and cultural heritage activities for everyone, regardless of age, gender, race or ethnic, social and religious background.'

Please indicate how much you disagree or agree with this statement.

Segments of the population RANDOM	Strongly disagree	Disagree	Partly agree/ partly disagree	Agree	Strongly agree	Don't know, cannot say
Regardless of age	0	0	0	0	0	0
Regardless of gender	0	0	0	0	0	0
Regardless of income	0	0	0	0	0	0
Regardless of educational level	0	0	0	0	0	0
Regardless of urban or rural residence	0	0	0	0	0	0
Regardless of religion	0	0	0	0	0	0
Regardless of ethnicity and race	0	0	0	0	0	0
Including migrants and refugees	0	0	0	0	0	0

B3a

<< If respondent (strongly) disagrees on one or more items in question B3 >>

For which groups are *no opportunities or fewer opportunities available* for participating in arts and cultural heritage activities of their own choice?

B4

Is participation in arts and cultural heritage *much lower* than average among specific groups of the population in your country?

Specific groups	Participation <i>much lower</i> than average	Participation not much lower or higher than average	Participation <i>much higher</i> than average	Don't know, cannot say
Children	o	o	o	o
Elderly people	o	o	o	o
Females	o	o	o	o
Males	o	o	o	o
Low income groups	o	o	o	o
People with no or low education	o	o	o	o
Rural population	o	o	o	o
Religious minorities	o	o	o	o
Ethnic or racial minorities	o	o	o	o
Migrants and refugees	o	o	o	o
Highly educated	o	o	o	o
Adolescents	o	o	o	o
Urban population	o	o	o	o
Other	o			

B5

How strongly are arts and cultural organizations and agents in your country generally speaking engaged in reaching groups whose participation is much lower than average?

Specific groups whose participation in arts and cultural heritage is much lower than average << AUTOMATIC INSERT (up to 10 items B4) >>	Enga- gement is very weak	Enga- gement is weak	Enga- gement neither weak nor strong	Enga- gement is strong	Enga- gement is very strong	Don't know, cannot say
	o	o	o	o	o	o
	o	o	o	o	o	o
	o	o	o	o	o	o

B6

‘In my country most professional arts and cultural organisations have special educational programs’.

Please indicate how much you disagree or agree with this statement, referring to different target groups.

Target groups for educational programs RANDOM	Strongly disagree	Disagree	Partly agree/ partly disagree	Agree	Strongly agree	Don't know, cannot say
Visitors, audiences in general	0	0	0	0	0	0
Children aged approximately 6-12	0	0	0	0	0	0
Young people aged approximately 13-19	0	0	0	0	0	0
Elderly people	0	0	0	0	0	0
Special needs groups	0	0	0	0	0	0
Primary school classes	0	0	0	0	0	0
Secondary school classes	0	0	0	0	0	0

B7

How strongly is your country's *government* engaged in developing and implementing policies and programs that help to remove obstacles for cultural participation and to increase cultural participation among these groups?

Target groups for educational programs	Enga- gement is very weak	Enga- gement is weak	Enga- gement neither weak nor strong	Enga- gement is strong	Enga- gement is very strong	Don't know, cannot say
Visitors, audiences in general	0	0	0	0	0	0
Children aged approximately 6-12	0	0	0	0	0	0
Young people aged approximately 13-19	0	0	0	0	0	0
Elderly people	0	0	0	0	0	0
Special needs groups	0	0	0	0	0	0
Primary school classes	0	0	0	0	0	0
Secondary school classes	0	0	0	0	0	0

B8

Can you give one example of a policy or policy program in your country that aims to remove obstacles for cultural participation and to increase cultural participation among these groups? Please give title of policy or program and describe it very briefly, and indicate for which setting and level of (arts) education.

- No, there is no such policy or policy program >> *Access to arts-learning through arts education at school*
- I do not know if there is such a policy program >> *Access to arts-learning through arts education at school*
- Yes

Most recent example: name, target group, objective, funding, period, internet link if information available in English

Access to arts-learning through arts education at school

Access to arts-learning at school (formal arts education) is ensured for all children and young people if *enrolment* in primary and secondary education among children and young people from approximately 6 to 15 years of age is 100%, AND if *arts* (drawing, music, dance, theatre, etcetera) are taught *in all primary and secondary schools*. This means that access to formal arts education depends largely on regulation concerning compulsory learning areas in publicly funded primary and secondary education, on schools' compliance with such requirements in actual practice, and on enrolment.

B9

Are you prepared to answer questions about access to formal arts education in your country?

- Yes, I am prepared to answer these questions
- No, I would rather skip these questions and move to the next part >> *Access to non-formal arts education (B20)*.

B10

'Every child and young person in my country is *fully entitled* to receive primary and secondary education from the age of 6 to the age of 15, regardless of gender, race or ethnic, social and religious background.' Please indicate how much you disagree or agree with this statement.

Segments of the population <i>RANDOM</i>	Strongly disagree	Disagree	Partly agree/ partly disagree	Agree	Strongly agree	Don't know, cannot say
Regardless of gender (males and females)	o	o	o	o	o	o
Regardless of parents' income	o	o	o	o	o	o
Regardless of parents' educational level	o	o	o	o	o	o
Regardless of urban or rural residence	o	o	o	o	o	o
Regardless of religion	o	o	o	o	o	o
Regardless of ethnicity and race	o	o	o	o	o	o
Including migrants and refugees	o	o	o	o	o	o

B10a

<< If respondent (strongly) disagrees on one or more items in question B10 >>

Which groups of children and young people are *not fully entitled* to receive primary and secondary education in your country?

B11

Can you give an estimate of gross enrolment ratio in primary and secondary education in your country?

Educational level	Estimated gross enrolment %*	Don't know, cannot say
Primary/elementary education		o
Lower secondary education		o
Upper secondary education		o

Gross enrolment ratio defined as:
'Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.'
<http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>

B12

Is arts education a *compulsory learning area* for all schools that receive public funding and for all school types and itineraries?

Educational level	Not compulsory for any school or itinerary	Compulsory for some types of schools or itineraries	Compulsory for all types of schools and itineraries	Don't know, cannot say
Primary/elementary education	o	o	o	o
Lower secondary education	o	o	o	o
Upper secondary education	o	o	o	o

B13

Is there a *standard curriculum for arts education* at school in your country, or is curriculum-design for the arts largely left to schools?

Educational level	No standard curriculum for arts education: schools decide what to teach in which grades	Yes, standard curriculum for arts education, but schools decide how to implement it	Yes, compulsory standard curriculum for arts education that must be implemented by schools
Primary/elementary education	o	o	o
Lower secondary education	o	o	o
Upper secondary education	o	o	o

B14

How many schools in your country *do actually teach arts (one or more arts disciplines) in all grades*, regardless of the presence or absence of a standard, compulsory curriculum?

	Estimated % of schools	Don't know, cannot say
Primary/elementary education		o
Lower secondary education		o
Upper secondary education		o

B15

Which percentage of total instruction time is spent (in reality) on the following arts disciplines by *primary school* pupils (on average) in your country? Please give a rough estimate, if possible.

Type of arts/cultural activity RANDOM	Estimated % of total instruction time	Don't know, cannot say
Music/singing		o
Visual arts and design		o
Dance		o
Theatre/drama		o
Film/video		o
Literature		o
Crafts		o
Mixed arts (multimedia)		o
Cultural heritage		o
Other		o
Total of arts, crafts and cultural heritage		o

B16

Which percentage of total compulsory instruction time is spent on the following arts and cultural activities by *lower secondary school* pupils in your country on average? Please give rough percentages, if possible.

Type of arts/cultural activity RANDOM	Estimated % of instruction time	Don't know, cannot say
Music/singing		o
Visual arts and design		o
Dance		o
Theatre/drama		o
Film/video		o
Literature		o
Crafts		o
Mixed arts		o
Cultural heritage		o
Other		o
Total of arts, crafts and cultural heritage		o

B17

How many schools in your country organize extracurricular arts activities every now and then?

Educational level	Estimated % of schools	Don't know, cannot say
Primary/elementary education		o
Lower secondary education		o
Upper secondary education		o

B18

Apart from educational legislation (learning areas, curricula etc.), how strongly is government in your country engaged in stimulating all primary and secondary schools to offer all pupils sufficient regular lessons in arts subjects?

Educational level	Very weak	Rather weak	Neither weak nor strong	Rather strong	Very strong	Don't know, cannot say
Primary/elementary education	o	o	o	o	o	o
Lower secondary education	o	o	o	o	o	o
Upper secondary education	o	o	o	o	o	o

B18a

Are there any specialized, arts-dedicated schools at the primary/elementary or secondary level in your country?

Educational level	No	Yes, some	Yes, many	Don't know, cannot say
Primary/elementary education	o	o	o	o
Secondary education	o	o	o	o

B19

Apart from legislation with regard to compulsory school-attendance: how strongly is government in your country engaged in stimulating enrolment in primary and secondary school?

Educational level	Very weak	Rather weak	Neither weak nor strong	Rather strong	Very strong	Don't know, cannot say
Primary/elementary education	o	o	o	o	o	o
Secondary education	o	o	o	o	o	o

Access to non-formal arts education: out of school arts lessons, courses and workshops

Non-formal learning takes place ‘in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organisations.’ (UNESCO 2012) Non-formal learning is also distinct from informal learning on the other hand. **Non-formal arts education refers to taking arts lessons, courses and workshops with the intention to learn new skills in arts or to further develop one’s skills in arts.** Opportunities for non-formal arts-learning are supplied by specialized organisations and professionals giving arts lessons, workshops etcetera, or by arts and cultural organisations (e.g. museums) offering lessons and courses as part of their educational programs for their audiences. Taking part in non-formal arts education is a voluntary and deliberate activity, undertaken by children (often instigated by their parents), young people and adults in their leisure time. This means that they cannot be compelled by public authorities to take part but at most ‘nudged’ to do so.

B20

Are you prepared to answer questions about access to non-formal arts education in your country?

- Yes, I am prepared to answer these questions
- No, I would rather skip these questions and move to the next section >> *Next section: Quality of arts education*

B21

‘In my country sufficient opportunities are available for taking part in non-formal arts education for everyone, regardless of age, gender, race or ethnic social and religious background.’ Please indicate how much you disagree or agree.

Segments of the population RANDOM	Strongly disagree	Disagree	Partly agree/ partly disagree	Agree	Strongly agree	Don’t know, cannot say
Regardless of age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of educational level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of urban or rural residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of ethnicity and race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including migrants and refugees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B22

Who are the main suppliers of non-formal arts education in your country, measured by their ‘market share’?

Type of suppliers of non-formal arts education	Very low to none	Rather low	Neither low nor high	Rather high	Very high	Don’t know, cannot say
Private (‘for profit’) suppliers, including self-employed arts teachers and artists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public suppliers: public institutions, State-agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
‘Third sector’: civil society, communities, associations, non-profit cultural organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B23

'In my country everyone is free to participate in non-formal arts education of their own choice, regardless of age, gender, race or social and religious background.' Please indicate how much you disagree or agree.

Segments of the population RANDOM	Strongly disagree	Disagree	Partly agree/ partly disagree	Agree	Strongly agree	Don't know, cannot say
Regardless of age	0	0	0	0	0	0
Regardless of gender	0	0	0	0	0	0
Regardless of income	0	0	0	0	0	0
Regardless of educational level	0	0	0	0	0	0
Regardless of urban or rural residence	0	0	0	0	0	0
Regardless of religion	0	0	0	0	0	0
Regardless of ethnicity and race	0	0	0	0	0	0
Including migrants and refugees	0	0	0	0	0	0

B24

Is participation in non-formal arts education much lower than average among specific groups of the population in your country?

Specific groups	Participation <i>much lower</i> than average	Participation not much lower or higher than average	Participation <i>much higher</i> than average	Don't know, cannot say
Children	0	0	0	0
Elderly people	0	0	0	0
Females	0	0	0	0
Males	0	0	0	0
Low income groups	0	0	0	0
People with no or low education	0	0	0	0
Rural population	0	0	0	0
Religious minorities	0	0	0	0
Ethnic or racial minorities	0	0	0	0
Migrants and refugees	0	0	0	0
Highly educated	0	0	0	0
Adolescents	0	0	0	0
Urban population	0	0	0	0
Other	0			

B25

How strongly is government in your country engaged in developing and implementing policies and programs that help to remove obstacles and to increase participation in non-formal arts education by these groups?

Specific groups whose participation and engagement in arts and cultural heritage is much lower than average <i><< AUTOMATIC INSERT (up to 11 items B24) >></i>	Very weak	Rather weak	Neither weak nor strong	Rather strong	Very strong	Don't know, cannot say
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B26

Can you give one recent example of a policy or policy program in your country that aims to remove obstacles and to increase participation in non-formal arts education? Please give title of policy or program and describe very briefly.

- No, there is no such policy or policy program >> *Section C*
- I do not know if there is such a policy program >> *Section C*
- Yes

Most recent example: name, target group, objective, funding, period, internet link if information available in English

B27

Are any statistical sources available in your country for participation in non-formal arts education?

- No
- Yes

B28

Which percentage of the population in your country actually takes part in non-formal arts education offers provided by private and/or publicly funded or subsidized suppliers?

Type of suppliers of non-formal arts education	Estimated % of population taking part in out of school arts lessons, workshops, etc.	Don't know, cannot say
Private ('for profit') suppliers, including self-employed arts teachers and artists		<input type="radio"/>
Public suppliers: public institutions, State-agencies		<input type="radio"/>
'Third sector': civil society, communities, associations, non-profit cultural organisations		
Total participation in non-formal arts education *		<input type="radio"/>

* Total may be lower than sum of % per type of supplier because a person may participate in both types of offers.

B29

Which percentage of the population in your country actually takes part in non-formal arts education offers for the following arts and cultural activities? Please give a rough percentage, if possible.

Type of arts/cultural activity RANDOM	Estimated % of population taking part in out of school lessons, workshops, etc.	Don't know, cannot say
Music/singing		0
Visual arts and design		0
Dance		0
Theatre/drama		0
Film/video		0
Literature		0
Crafts		0
Other		0
Arts and crafts total *		0

* Total may be lower than sum of % per type of activity because a person may participate in more than one type of activity.

B29a

<< If total % of total participation is given in B29 >>

What is the age-range of the population for which total % is given?

Persons from the age of ____ to old age / to the age of _____

C QUALITY OF ARTS EDUCATION

Questions about quality issues in arts education in this section refer to **formal** arts education (at school) and to **non-formal arts education**. This section focuses on **quality as a policy issue** and on (public) policies with regard to quality. Actors engaged in developing, implementing and assessing public policy include stakeholders from the arts education field beside government and government-agencies. For both settings (formal and non-formal) you are first asked to indicate if quality is an important issue at all. Training and professional development teachers and educators is the second issue. Assessment of the quality of arts education is the third issue.

Quality of arts education at school

C1

Are you prepared to answer the following questions about quality issues in arts education at primary and secondary school or would you rather skip these questions?

- Yes, I am prepared to answer these questions
- No, I would rather skip these questions and move to the next part >> *Quality of non-formal arts education (C12)*

It is understandable if no (or not sufficient) information is available to answer some questions. If no reliable data is available it is better to indicate this than to give a rough and possibly wrong estimate. It's better to have no data than to have invalid data.

C2 Is quality of arts education at school an important issue in (arts) education policy in your country?

Please indicate relevance of this issue.

Educational level	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
Primary/elementary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular arts/cultural activities in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C3 How much attention is paid to the following aspects of arts education quality at school in education policy in your country? Please indicate degree of attention.

Aspects of arts education quality at school RANDOM	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
Efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking account of individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special needs facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General teachers' pre-service training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General teachers' professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts teachers' pre-service training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts teachers' professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C3a

Would you like to add other aspects of quality in arts education at school that currently receive much attention in your country?

UNESCO: 'Achieving quality education for all, in line with Goal 6 of the Dakar Framework for Action, calls for more and better trained teachers, as pedagogical processes lie at the heart of quality education. Equally, schools must be supported in attracting qualified teachers. The challenge of quantity must be met head-on, while ensuring quality and equity. UNESCO works to address these challenges and aims to mobilize and assist Member States in the design and implementation of viable national policies for teacher initial and continuous training, recruitment, retention, status and working conditions.'

<http://www.unesco.org/new/en/education/themes/education-building-blocks/teacher-education/> (viewed March 26, 2016) .

C4

Which pre-service training and professional development facilities are *available* for persons who teach arts subjects at school? <<Multiple answers possible>>

Educational level	No pre-service training facilities available	General pre-service training for all teachers	General pre-service training for all teachers, including arts subjects	Special pre-service training for arts teaching	Facilities for professional development in arts education
Primary/elementary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C5

Which pre-service training is *required* for arts teaching at school?

Educational level	No pre-service training in arts subjects required	General pre-service teacher training required, which may include some arts subjects	General pre-service training for all teachers, including arts subjects	Special pre-service training required for arts teaching
Primary/elementary education	0	0	0	0
Lower secondary education	0	0	0	0
Upper secondary education	0	0	0	0

C6

Which percentage of the persons teaching arts at school have actually *received* required pre-service training in arts education?

Category of teachers and other professionals	Estimated %	Don't know, cannot say
General teachers in primary/elementary education		0
Specialized arts teachers in primary/elementary education		0
General teachers in secondary education		0
Arts teachers in secondary education		0
Artists involved in arts education at school		0

C7

Do (arts) education professionals feel that there is an urgent need to develop or improve teachers' competencies in arts education in some respect? Please indicate degree of urgency per category of teachers.

Category of teachers and other professionals	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
General teachers in primary/elementary education	0	0	0	0	0	0
Specialized arts teachers in primary/elementary education	0	0	0	0	0	0
General teachers in secondary education	0	0	0	0	0	0
Specialized arts teachers in secondary education	0	0	0	0	0	0
Artists involved in arts education at school	0	0	0	0	0	0

C8 <<If the need to develop or improve teachers' competencies in arts education is high. Any item C7 is rather high or very high >>

Have any policy actions to this end been taken recently with regard to teachers' *pre-service* training in arts education?

Category of teachers and other professionals << AUTOMATIC INSERT (up to 5 items C7) >>	No policy action taken recently	Yes, policy action taken recently
	o	o
	o	o
	o	o
	o	o
	o	o

C8a << If policy action taken recently. Any item C8 is kode 2 >>

Please give a short description of most important policy action.

Category of teachers and other professionals << AUTOMATIC INSERT (up to 5 items C8) >>	Short description of policy action taken recently

C9 <<If the need to develop or improve teachers' competencies in arts education is high. Any item C7 is rather high or very high >>

Have any policy actions to this end been taken recently with regard to teachers' *professional development* in arts education?

Category of persons involved	No policy action taken recently	Yes, policy action taken recently
General teachers in primary/elementary education	o	o
Specialized arts teachers in primary/elementary education	o	o
General teachers in secondary education	o	o
Arts teachers in secondary education	o	o
Artists involved in arts education at school	o	o

C9a << If policy action taken recently. Any item C9 is kode 2 >>

Please give a short description of most important policy action with regard to teachers' professional development.

Category of persons involved << AUTOMATIC INSERT (up to 5 items C9) >>	Short description of policy action taken recently

C10

Are there any official standards or criteria for regular assessment of the quality of arts education in primary and secondary schools?

Educational level	No official standards or criteria	Yes, official standards or criteria	Don't know, cannot say
Primary/elementary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C10b

Is the quality of arts education in schools regularly assessed by schools themselves or by an external agency (e.g. Inspectorate)?

Educational level	No regular assessment	Regular assessment by school itself	Regular assessment by external agency (e.g. Inspectorate)	Don't know, cannot say
Primary/elementary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C11

Are pupils' competencies in arts assessed throughout their enrolment in school?

Educational level	No assessment of competencies in arts	Some assessment but not systematically and not during whole school career	Yes, systematic and careful assessment throughout enrolment in school
Primary/elementary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper secondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quality of non-formal arts education

C12

Are you prepared to answer the following questions about quality issues in non-formal arts education?

- Yes, I am prepared to answer these questions
- No, I would rather skip these questions and move to the next section >> *Next section: Benefits & challenges*

C13

Is quality of non-formal arts education a policy issue in your country? Please indicate relevance of this issue.

Settings and target groups of non-formal arts education	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
Arts lessons, workshops etc. for children and young people (not at school)	o	o	o	o	o	o
Arts lessons, workshops etc. for adults (not at school)	o	o	o	o	o	o
Arts education for children and young people in cultural institutions (e.g. museums)	o	o	o	o	o	o
Arts education for adults in cultural institutions (e.g. museums)	o	o	o	o	o	o

C14

How much attention is paid to the following aspects of quality in non-formal arts education among government and other actors engaged in arts education policy? Please indicate degree of attention.

Aspects of quality of arts education RANDOM	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
Efficacy	o	o	o	o	o	o
Innovation	o	o	o	o	o	o
Taking account of individual differences	o	o	o	o	o	o
Special needs facilities	o	o	o	o	o	o
Assessment	o	o	o	o	o	o
Arts educators' pre-service training	o	o	o	o	o	o
Arts educators' professional development	o	o	o	o	o	o

C15

Would you like to add other aspects of quality in non-formal arts education that currently receive much attention in your country?

C16

Which pre-service training facilities and professional development facilities *are available* for arts educators working in non-formal settings or in cultural institutions? <<Multiple answers possible>>

This may be specialized training for arts education or training in arts education as part of general teacher training.

Target groups of non-formal arts education	No pre-service training or professional development facilities for arts educators	Special professional development facilities for arts educators	Special pre-service training facilities for arts educators
Arts lessons, workshops etc. for children and young people	o	o	o
Arts lessons, workshops etc. for adults	o	o	o
Arts education by/in arts and cultural institutions (e.g. museums)	o	o	o
Arts education by/in non-cultural institutions (e.g. hospitals)	o	o	o

C17 << If pre-service training facilities and professional development facilities are available. Any item C16 is kode 2 of 3 >>

Which pre-service training and/or further training is *required* for arts educators working in non-formal arts education or in cultural institutions?

Settings and target groups of non-formal arts education	No pre-service training nor professional development required	Special professional development required but no special pre-service training	Special pre-service training required
Arts lessons, workshops etc. for children and young people	o	o	o
Arts lessons, workshops etc. for adults	o	o	o
Arts education by/in arts and cultural institutions (e.g. museums)	o	o	o
Arts education by/in non-cultural institutions (e.g. hospitals)	o	o	o

C18

<< If special pre-service training and/or further training is required. Any item C17 is kode 2 of 3 >>

What proportion of the arts educators working in non-formal settings or in cultural institutions have actually *received* required pre-service or further training?

Settings and target groups of non-formal arts education	Rough % of arts educators	Don't know, cannot say
Arts lessons, workshops etc. for children and young people		o
Arts lessons, workshops etc. for adults		o
Arts education by/in arts and cultural institutions (e.g. museums)		o
Arts education by/in non-cultural institutions (e.g. hospitals)		o

C19

Do public and professional actors involved in non-formal arts education feel that there is an urgent need to develop or improve arts educators' competencies in some respect? Please indicate urgency per category of teachers.

Category of arts educators	Very low	Rather low	Middle	Rather high	Very high	Don't know, cannot say
Giving arts lessons, workshops etc. to children and young people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving arts lessons, workshops etc. to adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts educators in arts and cultural institutions (e.g. museums)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education by/in non-cultural institutions (e.g. hospitals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C20

<< If the need to develop or improve non-formal arts educators' competencies is thought to be high. Any item C19 is rather high or very high >>

Have any policy actions to this end been taken recently with regard to arts educators' pre-service and/or further training?

Category of arts educators	No policy action taken recently	Yes, policy action taken recently
Giving arts lessons, workshops etc. to children and young people	<input type="radio"/>	<input type="radio"/>
Giving arts lessons, workshops etc. to adults	<input type="radio"/>	<input type="radio"/>
Arts educators in arts and cultural institutions (e.g. museums)	<input type="radio"/>	<input type="radio"/>
Arts education by/in non-cultural institutions (e.g. hospitals)	<input type="radio"/>	<input type="radio"/>

C21

<< If policy action taken recently. Item bij C20 is kode 2 >>

Please give short description of most important policy action.

Category of arts educators	Short description of policy action taken recently
<i><< AUTOMATIC INSERT (up to 4 items C21) >></i>	

C22a

Are there any official standards or criteria for a regular assessment of the quality of non-formal arts education (out of school arts lessons, workshops, etc.)?

Category of arts educators	No official standards or criteria	Yes, official standards or criteria
Giving arts lessons, workshops etc. to children and young people	<input type="radio"/>	<input type="radio"/>
Giving arts lessons, workshops etc. to adults	<input type="radio"/>	<input type="radio"/>
Arts educators in arts and cultural institutions (e.g. museums)	<input type="radio"/>	<input type="radio"/>
Arts education by/in non-cultural institutions (e.g. hospitals)	<input type="radio"/>	<input type="radio"/>

C22b

Is quality regularly assessed by an independent external agency?

Category of arts educators	No regular quality assessment by external agency	Yes, regular quality assessment by external agency
Giving arts lessons, workshops etc. to children and young people	<input type="radio"/>	<input type="radio"/>
Giving arts lessons, workshops etc. to adults	<input type="radio"/>	<input type="radio"/>
Arts educators in arts and cultural institutions (e.g. museums)	<input type="radio"/>	<input type="radio"/>
Arts education by/in non-cultural institutions (e.g. hospitals)	<input type="radio"/>	<input type="radio"/>

D BENEFITS & CHALLENGES

UNESCO’s Seoul Agenda Goals for the Development of Arts Education refers to several benefits of arts education, ranging from benefits for individual learners to arts education’s contribution to ‘renewal of education’ and to ‘resolving the social and cultural challenges facing today’s world’. This section of the questionnaire focuses on the **significance of various benefits and challenges** in the public and professional discourse about arts education in your country and on examples of policies and practices promoting and addressing these benefits and challenges.

D1

Are you prepared to answer questions about benefits and challenges associated with arts education in public and professional discourse in your country?

- Yes, I am prepared to answer these questions
- No, I would rather skip these questions and move to the next section >> *Next section: Arts education research.*

It is understandable if no (or not sufficient) information is available to answer some questions. If no reliable data is available it is better to indicate this than to give a rough and possibly wrong estimate. It’s better to have no data than to have invalid data.

D2

‘In my country the following *benefits* of arts education and its *potential contribution* to resolving *educational, cultural and social challenges* are highly valued in public and professional discourse.’

Please indicate how much you disagree or agree with this statement.

	Strongly disagree	Disagree	Partly agree/disagree	Agree	Strongly agree	Don't know, cannot say
Economic growth						
Cooperation between schools and arts/cultural actors						
Mental health						
National awareness						
Creative approaches in education						
Achievement in school						
Participation in the arts						
Contribution of arts education to resolving cultural challenges						
School absenteeism (less)						
Connection between arts education at school and out of school						
Reconstruction in post-conflict situations						
Creative culture among teachers and principals						
Developing innovative forms of non-formal arts education						
Contribution of arts education to resolving social challenges						
Innovation in (general) education						
Spiritual growth						
Knowledge of the arts						
Promoting intercultural dialogue through arts education						
Appreciation of the arts						

Innovative pedagogies						
Social benefits of arts education						
Social cohesion						
Relation between formal and informal learning						
Promoting democracy through arts education						
Well-being						
Quality of non-formal arts education (lessons, courses)						
Skills in making and performing arts						
Creative and innovative capacity in society						
Happiness						
Competent aesthetic judgement						
Promoting social responsibility through arts education						
Promoting peace through arts education						
Artist education/training						
Social justice						
Relief in post-disaster situations						
Promoting sustainability through arts education						
Civility (civilized behavior)						
Aesthetic sensibility						
Expressive skills						
Physical health						
School drop-out rates (lower)						
Transformation of the educational system						
Quality of arts education in arts/cultural institutions						
Global citizenship						
Change in society						
Young people's employability						

D3

Can you give one example of an important policy or policy program in your country that aims to strengthen the impact of arts education *at school* (primary and/or secondary) on learners' skills and enjoyment in arts and aesthetics? Please give title of policy or program and describe very briefly.

- No, there is no such policy or policy program >> D4
- I do not know if there is such a policy program >> D4
- Yes

Most recent example: name, objective, setting and level of education, funding, period

D4

Can you give one example of an important policy or policy program in your country that aims to strengthen connections between formal (at school) and non-formal and/or informal learning in and through the arts? Please give title of policy or program and describe very briefly.

- No, there is no such policy or policy program >> D5
- I do not know if there is such a policy program >> D5
- Yes

Most recent example: name, objective, funding, period

D5

Can you give one example of an important policy or policy program that aims to strengthen arts education's contribution to *high quality renewal of education*? Please give title of policy or program, describe very briefly and indicate for which setting and level of (arts) education.

- No, there is no such policy or policy program >> D6
- I do not know if there is such a policy program >> D6
- Yes

Most recent example: name, objective, setting and level of education, funding, period

D6

Can you give one example of an important policy or policy program in your country that aims to strengthen arts education's contribution to *resolving cultural and social challenges*? Please give title of policy or program and describe very briefly.

- No, there is no such policy or policy program >> D7
- I do not know if there is such a policy program >> D7
- Yes

Most recent example: name, which challenge, objective, funding, period

D7

Can you give one example of an important policy or policy program in your country to promote other *social or economic benefits* of arts education? Please give title of policy or program and describe very briefly, and indicate for which setting and level of (arts) education.

- No, there is no such policy or policy program >> Next section: Arts education research
- I do not know if there is such a policy program >> Next section: Arts education research
- Yes

Example: name, objective, funding, period

E ARTS EDUCATION RESEARCH

UNESCO’s Seoul Agenda Goals for the Development of Arts Education calls on stakeholders involved in arts education policy, practice and research:

- to build research capacities for arts education policy;
- to support arts education theory and research;
- to link theory, research and practice;
- to consolidate high quality evidence of the impact of arts education and assure its equitable distribution;
- and to encourage cooperation in developing arts education research and distribute research as well as exemplary arts education practices through international structures such as clearing houses and observatories.

Questions in this section refer to the infrastructure for arts education research in your country and to issues in arts education research, which may or may not reflect recommendations and action items in the Seoul Agenda.

E1

Are you prepared to answer questions about arts education research in your country?

- Yes, I am prepared to answer these questions
- No, I would rather skip these questions and move to the end of the questionnaire >> *End of questionnaire*

It is understandable if no (or not sufficient) information is available to answer some questions. If no reliable data is available it is better to indicate this than to give a rough and possibly wrong estimate. It’s better to have no data than to have invalid data.

E2

Which are the main organizations in your country for arts education research, and what kind of research are they involved in: theory and practice of arts education and/or arts education policy research?

Please mention up to five organizations, indicate type of research, and give URL or address.

Main organizations for arts education research as a primary or secondary activity	Research into arts education theory and practice	Arts education policy research	URL or address
1.	<input type="radio"/>	<input type="radio"/>	
2.	<input type="radio"/>	<input type="radio"/>	
3.	<input type="radio"/>	<input type="radio"/>	
4.	<input type="radio"/>	<input type="radio"/>	
5.	<input type="radio"/>	<input type="radio"/>	

- There is no organization for arts education research in my country

E3

How many persons (approximately: rough estimate) in your country are *professionally engaged* in doing arts education research as a primary or secondary activity?

- None _____ Persons approximately
- I don’t know, I cannot say

E4

How well is arts education research in your country connected to international organisations, networks, conferences and journals for arts education research?

- Not well at all
- Insufficiently
- Barely sufficient
- Sufficiently
- Very well

E5

Can you name one or more colleagues from your country *whom you know personally* and who are *well connected* to international organisations, networks, conferences and journals for arts education research? You may include yourself.

	Last name	First name	Affiliation/Organisation
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

E6

How much attention is paid to the following issues in arts education research in your country?

Please indicate degree of attention from very low to very high.

Issues	Very low	Rath-er low	Mid-dle	Rath-er high	Very high	Don't know, can-not say
RANDOM						
International comparative research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of arts education in arts/cultural institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting intercultural dialogue through arts education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to arts education for children and young people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection between arts education at school and out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribution of arts education to resolving cultural challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of diverse cultural and artistic expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artists' education/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts teachers' or educators' pre-service training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to arts education for people with no/low formal education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education policy reform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing innovative forms of non-formal arts education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualities of learning through arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Linking research and practice in arts education	o	o	o	o	o	o
Arts teachers' and educators' professional development	o	o	o	o	o	o
Benefits of arts education for personal development	o	o	o	o	o	o
Cultural diversity/intercultural dialogue in arts education	o	o	o	o	o	o
Securing resources for arts education	o	o	o	o	o	o
Benefits of arts education for well-being and health	o	o	o	o	o	o
Quality of arts education in elementary schools	o	o	o	o	o	o
Impact of arts education on arts and aesthetic competencies	o	o	o	o	o	o
Access to arts education for all	o	o	o	o	o	o
Contribution of arts education to renewal in general education	o	o	o	o	o	o
Cooperation between schools and arts/cultural actors	o	o	o	o	o	o
Relation between formal and informal learning	o	o	o	o	o	o
Developing innovative policies for arts education	o	o	o	o	o	o
Curriculum / curriculum development	o	o	o	o	o	o
Quality of non-formal arts education (lessons, courses)	o	o	o	o	o	o
Arts education policy analysis	o	o	o	o	o	o
Developing innovative forms of arts education at school	o	o	o	o	o	o
Social benefits of arts education	o	o	o	o	o	o
Promoting social responsibility through arts education	o	o	o	o	o	o
Promoting sustainability through arts education	o	o	o	o	o	o
Qualities of learning in the arts	o	o	o	o	o	o
Contribution of arts education to resolving social challenges	o	o	o	o	o	o
Promoting democracy through arts education	o	o	o	o	o	o
Analysis/evaluation of public policies for arts education	o	o	o	o	o	o
Access to arts education for people with low incomes	o	o	o	o	o	o
Quality of arts education in secondary schools	o	o	o	o	o	o
Access to arts education for disabled persons	o	o	o	o	o	o

E7

Are there special research programs in your country for arts education, publicly or privately funded?

- No, there is no such research program >> E8
- I do not know if there is such a research program >> E8
- Yes

Kind of issues addressed in research program(s)	Settings of learning and educational levels covered in research program	Publicly funded (government or public agency)	Privately funded (e.g. by foundation)
1.		o	o
2.		o	o
3.		o	o

E8

In your opinion, are research findings generally distributed well in your country among stakeholders in arts education practice and policy?

- No, not well at all
- No, insufficiently
- Barely sufficient
- Sufficiently
- Very well

E9

Have any substantial initiatives been taken recently to improve distribution of research findings and/or strengthen links between arts education theory, research and practice?

- No, no such initiatives have been taken recently >> *End of questionnaire*
- I do not know if such initiatives have been taken recently >> *End of questionnaire*
- Yes: please give brief description

Which initiatives?	Please refer or link to document
1.	
2.	

END OF THE QUESTIONNAIRE

Comments

Please use the spaces below if you have any comments on this survey. If your comments cover different issues, please use one space per issue.

Thank you very much for participating in this second MONAES survey. We hope that you found the questions relevant and interesting and that it has not taken you too much time to answer them. Results of both MONAES surveys will be presented and published in the second half of this year. More Information can be found on www.lkca.nl/monaes.

We will keep you informed, if you like.

- Yes, please keep me informed
- No, please do not send me any more e-mail messages about MONAES and remove my name and address from your database

The questionnaire consists predominantly of closed-ended questions (multiple choice). With a hopefully large response, this allows for statistical analysis. Open-ended questions (text boxes) will be analysed qualitatively. Both types of analysis will be 'anonymous'. Typical answers to open-ended questions may be used in research-reports to illustrate findings from statistical and qualitative analysis. If such answers are cited, we will refer to the respondent in general terms and in brackets, like this: [profession, female, Ireland]. If you do NOT object to being named, the reference will be like this: [your name, profession, country].

Do you object to your name being mentioned where answers to open-ended question are used to illustrate findings?

- No, I don't object and I will check the text you send me before publication
- Yes, I object to my name being mentioned.

>> SUBMIT QUESTIONNAIRE