

Authors

Emily Achieng' Akuno studied at Kenyatta University, Kenya, Northwestern State University of Louisiana, USA and Kingston University, UK. A professor of music of the Technical University of Kenya, she is editor and author of books and articles on music and teacher education in cultural contexts. She is Past President of the International Music Council (IMC) and the International Society for Music Education (ISME). She is founding chair of the Music Education Research Group – Kenya (MERG-Kenya).

Benjamin Bolden, PhD, music educator and composer, is an Associate Professor and UNESCO Chair of Arts and Learning in the Faculty of Education at Queen's University, Canada. His research interests include arts education, music education, the learning and teaching of composing, creativity, arts-based research, teacher education, teacher knowledge, and teachers' professional learning. As a teacher, Ben has worked with pre-school, elementary, secondary, and university students in Canada, England, and Taiwan. Ben is an associate composer of the Canadian Music Centre and his compositions have been performed by a variety of professional and amateur performing ensembles.

Liora Bresler is Professor Emerita at the University of Illinois, and the Hedda Anderson Emerita Chair in Lund University. Her areas of interest are music, arts, and aesthetic education in formal and informal settings; and qualitative research methodologies including aesthetic-based inquiry. Bresler is the editor of the book series "Landscapes: Aesthetics, the arts and education" (Springer, 2004-), and the co-founder of the International Journal of Education and the Arts.

Juliane Engel is a Professor of Education focusing on schools and cultural transformation. In systematic and empirical studies, her work examines educational processes, which she places in the context of dynamics of social transformation, such as processes of cultural pluralization and (post-)digitality, highlighting power asymmetries in her analysis. This analysis focuses on the materiality and mediality of processes of subjectification. She is particularly interested in discourses and practices of marginalization and minoritization as well as the negotiation of vulnerability.

Neryl Jeanneret, Associate Professor, is a Principal Fellow in Arts Education in the Melbourne Graduate School of Education. Her research focusses on artists working with children, engagement in music classrooms, teacher education in the arts and

creativity and she was the recipient of MGSE's 2022 Award for Outstanding Graduate Researcher Supervision. Neryl serves as an adviser to various Australian state education authorities and consultant with numerous arts organisations such as the Australian Music Centre, Musica Viva, Opera Australia, the MSO and the SSO.

Benjamin Jörissen, PhD, is Full Professor of Education with a focus on Culture and Aesthetics and head of the UNESCO Chair in Digital Culture and Arts in Education at the Friedrich-Alexander-Universität Erlangen-Nürnberg (Germany). The Chair's research aims to contribute to an understanding of the role of aesthetic, arts, and cultural education in a transforming and diverse world. Fields of work include developing an understanding of Bildung in terms of cultural resilience and cultural sustainability, as well as empirical research in the field of post-digital culture, including several research projects on digitization in arts and cultural education. Jörissen is, amongst others, Speaker of the UNESCO UNITWIN Arts Education Research for Cultural Diversity and Sustainable Development, as well as member of the Expert Committee on Intangible Cultural Heritage and the Expert Committee on Culture of the German UNESCO Commission.

Ronald Kibirige, PhD, is a dance and music educator, practitioner, ethnochoreologist, and a multi-instrumentalist and instruments-craftsman working at Makerere University. His research interests are in exploring formal and non-formal pedagogical approaches for dance and music arts education and transmission; dance and music as interactive knowledge-bodies; and dancing, musicking, and dance-musicking as situated, and cultural-specific processes of knowing.

Leopold Klepacki, PhD, is Associate Professor and Academic Director at the Institute for Pedagogy at Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany. His research focuses on cultural and aesthetic education, processes of cultural transmission and transformation, sustainable cultural practice and cultural resilience, and cultural-theoretical foundations of pedagogy.

Tanja Klepacki, PhD, works as senior researcher at the UNESCO Chair in Digital Culture and Arts in Education at the Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany. Amongst others, she serves as executive manager of the Chair's Academy for Digital Culture and Performative Education in Nuremberg. Her fields of interest include theoretical and empirical studies in the fields of culture, aesthetic and arts education, cultural heritage and transformation dynamics as well as cultural sustainability and cultural resilience.

Chee-Hoo Lum is Associate Professor of Music Education with the Visual & Performing Academic Group at the National Institute of Education (NIE), Nanyang Techno-

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André Magela holds a PhD in Performing Arts – Theater Education and completed a Post-Doctoral Internship at the Université Lumière Lyon II, in France, which unfolded into research in Germany, funded by DAAD, on the German theater education system in universities and schools. He interweaves the field of Theater Education, focusing on issues related to acting, with the themes: cognition studies; contemporary philosophy; subjectivity studies and biopolitics; world economic agenda.

Edwin van Meerkerk in Associate Professor Arts and Cultural Studies at the Faculty of Arts, Radboud University, and endowed professor Creating Connected Commons at ArtEZ University of the Arts. He specializes in arts and cultural education, cultural policy, and education for sustainability. He was awarded the Comenius Leadership Fellowship in 2022. He is co-editor of Cultural Policy in the Polder. 25 Years Dutch Cultural Policy Act (Amsterdam University Press 2018).

Tia Reihana (Ngāti Hine), PhD, is a lecturer in Dance Studies at The University of Auckland. She taught dance in secondary schools in Auckland, Australia and the UK for 13 years and has generated research into the challenges that formal education systems present to teaching Indigenous dance and students. Her PhD, Te mana Motuhake o te kauri (the authority of the Kauri tree) developed an intercultural praxis through Kaupapa Māori research with Marrugeku Dance Theatre, Australia's leading Indigenous performance ensemble. Tia Reihana works extensively in Arts, Education and Health with Indigenous communities in Aotearoa and the wider Pacific. She is the co-director of the newly established Centre for Co-Created Ageing Research (CREATE-AGE) at the University of Auckland.

Annette Scheunpflug, PhD, is Professor for Foundations in Education at the Otto-Friedrich-University of Bamberg. Her research focuses on educational quality, global learning, anthropology of education and the relation between religion and education. In the last years, she was working in a series of research projects on cultural learning in rural areas and by informal transition of culture. She was awarded an honorary doctorate from the University of Oulu in Finland.

Shifra Schonmann, PhD, is a Full Professor (Emerita), head of the laboratory for research in children's Theatre and drama /theatre in education at the University of Haifa. The continuing areas of her research are Aesthetics, Arts education, Theatre-drama education, and Theatre for young people. She has published numerous articles

and books, including *Theatre as a Medium for Children and Young People: Images and Observations*, and edited the *International Yearbook for Research in Arts Education: Wisdom of the Many*. She has been a visiting professor at several prominent universities and acted as a member of the editorial board of several leading journals. She serves on various academic committees and is also an honorary lifetime member of UNITWIN.

Avitha Sooful, PhD, is a South African-based academic who began her academic career in Kwazulu Natal, as an art educator before relocating to Gauteng. Her area of interest remains a feminist position within the visual arts. As a practicing artist, she has participated in numerous exhibitions both nationally and internationally and the notion of the landscape has occupied her work as both socio-political and feminist images. Her academic career spans twenty years and her interest is the documenting of art history embedded in apartheid experiences. In her publications, she is vested in the translating and transcribing of apartheid history within the visual space. She sits as Vice-President of the South African National Association for the Visual Arts and Chair of the Exploring Visual Cultures project. She currently holds the position of Senior Lecturer, Fine Art at the University of Pretoria.

Charlotte Svendler Nielsen, PhD, is Associate Professor in Educational Studies of Movement, Head of Studies at the Department of Nutrition, Exercise and Sports, member of the research group “Embodiment, Learning and Social Change,” University of Copenhagen, DK. Her research focuses on dance, embodiment and interculturality. She is Co-Editor of the Routledge book series “Dance, Young People and Change” (2015, 2018 and 2020). She was Executive Board member of Dance and the Child International from 2009-2022, and from 2019 she has been Chair of the European Network of Observatories in the Field of Arts and Cultural Education (ENO).

Ernst Wagner, PhD, studied painting and sculpture at the Academy of Fine Art in Munich, Germany. In a second course of study (art history, philosophy, ethnology) he earned a doctorate in art history at the Ludwig-Maximilian-University of Munich. Today he is researching in international networks, and teaching at the University of Munich and at the UNESCO Chair in Digital Culture and Arts in Education. His main areas of interest are arts education and sustainable development (in a broad sense); international and transcultural pedagogy; transnational artistic projects.

Christoph Wulf is Professor of Anthropology and Education at Freie Universität Berlin. His books have been translated into 20 languages. He is Vice-President of the German Commission for UNESCO. He has been visiting professor or been involved in research projects at many locations across the world. Major research areas: philosophical, historical, and cultural anthropology, educational anthropology, education for sustainable development and global citizenship education.