

## **Poverty, Insecurity and Sustainable Development Goal 2030 Agenda in Nigeria: The Role of Creative Art Education**

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### **Abstract**

The 2030 Agenda advocates for global security, poverty eradication and sustainable development as well as a universal plan of action to transform the world by 2030. In this direction, Creative Art education through skill acquisition has the potentials to stem the tide of the problems in the country. The aim of this paper is to examine Creative Art Education as a useful plan of action for achievement of education goals of 2030 Agenda for Sustainable development in Nigeria. Creative Art education is a discipline that strives to educate individual or group with skill knowledge for job opportunities. It contributes immensely to the promotion of human resources through skill creation for job opportunities. In as much as great importance of Creative art education for humanities, it still faced some challenges (wrong method of theoretical teaching, lack of teacher, lack of infrastructures, poor payment of salary, etc) in education system. Therefore, the paper adopted exploratory and descriptive methods. Exploratory is used to review related existing literature on textbooks, internet, academic journals, and magazines. Descriptive is used to write down detailed information of the paper that embodied strategies and approaches for Art teachers and students in Nigerian schools for effective teaching and learning of creative skills in Art education. Recommendations are made and one among others is that teachers should endeavor to go deep into practical method of teaching for easy and effective transfer of knowledge of creative art skills in learning in order to ensure 2030 education goal for sustainable development.

**Keywords:** Agenda, Creative-art education, Skill acquisition, Sustainable development.

### **Introduction**

Burston and Frie (2006) considered creative skill as one of the major factors necessary to develop students with gifted creative knowledge or talents. Creativity is not a privilege of a

particular culture or civilization, but a special gift of nature for creative imagination. According to Sicker-voiget (2000), creativity is the ability to develop and improve existing or proposed hidden skills for people's benefit. In the time past, it was difficult for students to understand the hidden creative skills in them, but, in the modern-day reality, the positive interest on skill acquisition has made it possible for some dedicated creative students to come up with ideas and interest on creative skill study (Orange, 2009).

Societies are changing rapidly and facing challenges in economic, environment and social factors. Economically, scientific knowledge is creating new opportunities and solutions that can enrich lives, and at the same time obstructing waves of change in every sector. These changes include: Unprecedented innovation in science and technology that raises fundamental questions about human. It is time to create new economic, social and institutional models that pursue better lives for all in order to address human issues come 2030. Environmentally, climates change and the depletion of natural resources require urgent action (Gladwell, 2014). Socially, as global population continues to grow, migration, urbanization and increasing social and cultural diversity are reshaping countries and communities. There are inequalities in living standards, life chances are widening, while conflict, instability, poverty, insecurity, eroding trust and confidence in government and the threats of war and terrorism are escalating. These global trends affect individual lives, and may detonate for decades to come. This has triggered a global debate that matters to every country and call for global and local solutions to achieve to Sustainable Development Goals 2030 Agenda.

Sustainable development is development of human environment which the international organization bodies have adopted for all countries sustainability in development. Brundtland Commission (1987) is of the view that development meets the needs of the present without compromising the ability of future generations to meet their own needs. This means that the present in development matters a lot because through the present the future evolved. Therefore, Education 2030 contributes to the United Nation (UN) 2030 global goals for sustainable development aiming to ensure the sustainability of people in profitable planet, adequate security, poverty eradication, peace and true partnership as well as other professions for development especially education for Creative skill acquisition. The questions are: How would sustainable development been ensured in Nigeria? What knowledge, skills, attitudes and values will today's students need to thrive and shape their world? How can instructional systems develop skill knowledge, attitudes and values effectively? This paper seeks to help countries especially Nigeria finds answers to these questions through developing equitable creative skills in Art education.

### **Framework**

Education equips learners with a sense of purpose, competencies needed to shape lives and contribute to the lives of others. In order to achieve the above questions on developmental instability eroding in the countries on the world, United Nation (UN) launched a learning framework for “Sustainable Development Goals (SDG) 2030 Agenda”. This aims at mobilizing all countries and partners around the Sustainable Development Goal (SDG) on education. The learning framework provided opportunities for ways of implementing,

coordinating, financing and monitoring SDGs-Education 2030 to ensure inclusive and equitable quality education for long life learning opportunities for all.

According to Rieckmann (2018) Education 2030 project has been reliable learning framework for every government representative to a growing community of partners, experts, school networks, universities, school leaders, teachers, students and youth groups, local organizations, as well as social partners and parents. This offers a vision and some underpinning principles for the future of educational systems. It is not all about prescription but orientation that requires new revolutionary solution in education to achieve the UN goals in 2030. However, the overview framework design for this study lies on direct capability of teacher's contribution to the development of student's mindset to connect more effectively with contemporary and future socio-cultural uplifting, ecological promotion, economic empowerment through job opportunities as well as industrial requirements (in case of employer's needs). Therefore, the rightful thinking in Nigeria content for Creative art education to meet up with the above questions for sustainable development goals in 2030 should require rightful approach and strategies to teacher's classroom delivery as well as student's exploration processes for new knowledge.

### **Need for New Solution in Education for Rapid World Changing**

Based on the rapid change in the world, new solution in education happens to be reliable solution to face the negative changes in societal development. Future-ready students can make positive impact on their surroundings, influence the future, understand other's intentions, actions and feelings, and anticipate in any consequences of what they do. This is to say that new solution in Education at this time lies on competency. The concept of competency implies more on the acquisition of knowledge and skills. This involves the mobilization of knowledge, attitudes, values and ability to explore new ideas and skills to meet up with complex demands in the society. This means that Future-ready students will need both broad and specialized knowledge to apply to unknown and evolving circumstances that will meditate with skills through attitude and values.

These circumstances require a broad range of skills, including cognitive and meta-cognitive skills such as creative and critical thinking, learning to learn and self-regulation. They also require social and emotional skills such as collaboration, self-efficacy and practical as well as physical skills by using communication technology devices for new information. The use of this broader range of knowledge and skills will be mediated by attitudes and values which can be observed at personal, local, societal and global levels. This will create enablement to meet up with the skills and competences required to change the world through 2030 education goals.

### **Education for Sustainable Development 2030 Agenda**

In Nigeria, SDGs is perceived as an economic process, rather than environmental and socio-cultural way of responding to people's needs. This is the problem in the adoption of the sustainable development goal for Creative art education and other professions as most of them are yet to embrace the current practices that are friendly in building the environment (Ede, 2016). Another problem lies on the fact that Nigeria is already facing financial

challenges due to the declining oil revenues. The issue of unplanned environment, which gave rise to excessive insecurity, poverty, slums, lack of infrastructures, other basic amenities and all the above-mentioned problems affected government expenditure against SDGs target.

However, Education 2030 agenda is for real life issues for development. It engulfs sustainable development for promotion of the development of the knowledge, skills, understanding, values and actions that require creation of a sustainable world. This ensures environmental protection, social equity and encourages economic sustainability. Nigeria curriculum in education at this time is required to be revisited and transformed in order to meet up with the expected 2030 Agenda Goals. Nigeria education policy 21<sup>st</sup> Century for sustainable development laid emphasis on economic growth for sustainability placing skills and competences as watch word for future sustainability in development. The policy is not pleasing to some scholars, knowing that it is one sided quire for development as it focused only on economic growth of a country. It could be on this note that Bell (2016) questions the sustainability of the global economy of 21<sup>st</sup> Century education. He stresses that unless the 21<sup>st</sup> Century education is viewed through sustainability lens of the most urgent elements of peace, freedom, social justice, climate crisis and environmental degradation, else quire for developmental sustainability in the country through education will not be assured. This means that solving the economic growth of the country, without emphasis on education the above-mentioned factors that can be derived through education can no longer be viewed as the ideal tools for sustainable development. Agenda 2030 in education has sets new ideas and goals for Sustainable Development which covers the above-mentioned factors. The new ideas and goals for sustainable development (SD) draws specific frameworks for the achievement as reflected in Education which involves reconciling material progress with equity, respect for the human condition and respect for the natural resources for present and future generations (UN General Assembly, 2015).

Meanwhile, constituting a holistic educational framework, to prepare and lead learners through the challenges and visions of the twenty-first century promotes values and develop competencies for sustainable development in socio-cultural, peaceful co-existence and well-being of people (UNESCO, 2017). This is to say that a focus on the developmental competences can assist in shifting education from input to output orientation (Wuttke and Seifried, 2017). Thus, Education for Sustainable Development 2030 Agenda Goals embodied with principles of transformative ideas where education leads to learning and where learning becomes meaningful through participation, cooperation, and a clear focus on real-life issues which engage a learner to practical skill learning of Creative art education. It aims to empower learners, teachers or educators to question and challenge their worldviews and acquire a deeper understanding of them (Rieckmann, 2018; Slavich and Zimbardo, 2012). This promotes real learning, real outcomes and actual positive impact in the lives of all that engaged in the educational processes for competencies.

Transforming the World and Shaping the Future through Education

Organization for Economic co-operation and development (OECD, 2018), ideal details for competencies in education has given a new sight on three categories of competencies in

"Transformative Competencies", which addressed the growing need for young people to be innovative, responsible and created awareness which is seen in Education 2030 project. If students are to play an active part in these entire dimensions in lives, they will need to face uncertainty through the wide variety of "Transformative Competencies". This means they will need to engage with time (past, present, future), social space (family, community, region, nation and world), digital space and natural world in order to appreciate its complexity and values, which can be seen on the following:

**Reconciling tensions and dilemmas:**

In a characterized world of inequities, the perspectives and interests, in reconciling diversity in local settings and sometimes with global implications, will require young people to become adept at handling tensions, dilemmas and trade-offs. For instance: balancing equity and freedom, autonomy and community, innovation and continuity, efficiency and the democratic process. Striking a balance between competing demands will rarely lead to an either choice or even a single solution. Therefore, individuals will need to think in a more integrated way that avoids premature conclusions. In other words, they have to learn to be systems Creative thinkers which can be achieved in Creative art education.

**Taking responsibility:**

Dealing with novelty, this competency helps to see the change, diversity and ambiguity. It assumes that individuals can think for themselves and work with others. Equally, creativity and problem solving require the capacity to consider the future consequences of one's actions, to evaluate risk and reward, and to accept accountability for the products of one's work. This suggests a sense of responsibility, moral and intellectual maturity, with which a person can reflect upon and evaluate his or her actions in the light of his or her experiences on personal and societal goals. Central to this competency is the concept of self-regulation, which involves self-control, self-efficacy, responsibility, problem solving and adaptability.

**Creating new values:**

New sources of growth are urgently needed to achieve stronger, more inclusive and more sustainable development. Innovation can offer vital solutions at affordable cost to economic, social and cultural dilemmas. To prepare for 2030, teachers and learners should be able to think creatively, develop new products and services, new jobs, new processes and methods, new enterprises, new sectors, new business models, new social models and new ways of thinking to achieve great for a living. It is worthy of note that these constructs underpin that competency include adaptability, creativity, curiosity and open-mindedness. These compounded further challenges facing development of Creative art skills for sustainable development in Nigeria. Therefore, Creative (skills) Art education as a discipline is what Nigerian government can hold and transformed for solution to SDGs across the states. It is a discipline that is embodied with creative skill and talent that will benefit the people, prosper the nation and highlights professional framework of the study for developmental goals of education.

### **Creative Art Education for 2030 Educational Goals**

Sustainable Development through Creative skills in art education and art teacher's competences reflect the transition into the 21<sup>st</sup> Century education where education through the skills in art gains momentum (Hutchens and Pankratz, 2000; Inwood, 2010 and Kim, 2015) while, at the same time, poses challenges for art educators/teachers. According to Barbour (2016), creativity is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity enables an individual to solve complex problems or find interesting ways to approach tasks/issues as well as the skill that can be learned to make a difference (Larraz, 2015). Creativity is conceived as a higher-order skill concerned with the creation of new and valuable ideas (Larraz, Antonanzas and Cuevas, 2020). This means that if one is creative, the person will look at things from a unique perspective and have a conception of ideas in a higher-order that concerned with the creation of original and valuable ideas. Abadzi (2015), is of view that Creativity is the colour that brings Curriculum for Excellence to life as well as Meta skills which are increasingly important in today's workplace. Creative skills need to be more promoted in education especially in Art for sustainable development as it is one of the most appreciated learning skills currently in the 21<sup>st</sup> Century (Craft, Jeffrey and Liebling, 2001) which is believed to create equity in job creation for national development.

The need to connect Creative skills art subjects in basic schools and tertiary institutions or any settings with learners are real-life issues that are not new. Taking Creative skills education for instance and looking at research/literature that summarizes its history, it is clear evidence that justified its role in education within the philosophy of three streams of life; the expressive, the reconstructive, and the scientific (Simberg, 2018). From the above premises in educating an individual, Creative art education is on a better chance to educate children through equity with easy impartation of knowledge through the use of charts and pictures and even construction with papers.

In the contemporary art world, good numbers of artists are working so hard towards socially engaged creative art skills to focus on contemporary real-life issues. At the same time, many art educators/teachers contribute to the debate, claiming that art needs to focus around big ideas (Walling, 2006), to engage children with visual culture (Freedman and Stuhr, 2004), embrace new media (Mayo, 2007; Meyer, 2017) and provide a forum for understanding one's experiences and responding to the world around us. This is to say that several art teachers/educators ideas centered that Creative skills in art enable children to gain access to the real world. They can make something out of nothing, change ugly to beauty through art. They can as well have deep meanings of it and delve into it as they are bombarded with images. They can also comprehend and make out their relation towards the world around them by responding creatively and producing images and artworks expressing their own ideas, thoughts, viewpoint, and so on (Ewing, 2011).

The question arising here is what kind of competences and framework does a teacher/educator or student need in order to respond positively to contemporary challenges and meet up with SDGs in Creative art education? Competence in this platform, according to Rychen and Salganink (2003) includes a cluster of relevant knowledge, skills, and attitudes that allow the teacher to act effectively in classroom delivery. On the other hand, student is

expected to have competences in learning relevant knowledge, skill and attitude that will allow him/her to act effectively in learning new knowledge. “The cognitive skills and abilities that an individual has or can learn and used to solve certain problems, and the relative motives, will and social will and skills required to use solutions successfully and responsibly in changing situations (Weinert 2001, p. 27 in Rychen and Salganik, 2003)”. Hence, creative skills developed in art are useful in all round education system for changing situation.

Meanwhile, skill can be defined as a talent or ability that comes from training or practice. For instance, the ability to produce art works. According to Frie (2003), skill is the way the individual represents the world around him, or adapts to the environment, in which he lives, as his cognitive structure changes regularly. This is to say that an individual is accountable for hidden skills to be developed and displayed when needed. This needs to be developed for life sustainability. Thus, skill development can be described as one's aesthetic expression by brilliant minds, guided by basic principles for productivity that served him/her and the community with sustainable development. Creative skill in art education is the answer to it all in Nigeria for job, socio-cultural and education equity, but need to be developed in students.

### **Strategies to Develop Creative Skills in the Classroom Delivery**

From the strategic approach, methodology for the development of creative skills would be the development of student's strategic skills through different creative strategies in the art classroom teaching. These strategies are characterized by flexibility and interactive roles among students and between the students and teacher's productivity or personal achievements, high degree of satisfaction and awareness of self-learning. The creative strategies are an adaptive procedure or set of procedures by which action is sequentially organized to achieve the desired purpose or goal (Torre and Violant, 2002). The approaches are subjective and objective forms of strategies which is associated with innovation. The strategy is termed to be optimal in the development of creative skills. In this approach, the development of creative skills is the responsibility of the teacher/educator to the learner. Creativity therefore formed the bases for teachers/educators across all sectors with identified values and approach on how best to discuss and impact creative learning to learners for effective knowledge. These involve:

- i. Curiosity: Learners are constructively inquisitive and can demonstrate this by being curious, registering patterns, making use of previous knowledge.
- ii. Open-Mindedness: learners are open to new ideas and can demonstrate this by exploring multiple viewpoints or perspectives, being flexible, adaptable, functioning well with uncertainty.
- iii. Imagination: Learners are able to harness their imagination and can demonstrate this by exploring, generating, refining multiple ideas and inventing.
- iv. Problem solving: Learners are able to identify and solve problems and can demonstrate this by understanding and defining problems, crafting, delivering and presenting solutions.

In order to achieve this, creative learners need to be motivated and ambitious for change for

better on their own capabilities, confident on their own point of view, ability to apply creative skills process to other situations as well as ability to work well with others (paying attention to their teachers and working cooperatively among themselves). Teachers on the other hand should work diligently by being friendly with learners and ever ready to attend to them at any time or place and cross check their works and their perspective over ideas and productions.

#### Creative Skill Checklist

In order to achieve effective goal, the teacher or educator can demonstrate the following:

- i. Having good relationship with learners and support their curiosity.
- ii. Supporting their open mindedness by encouraging their ideas, perspective, discovery, responsibilities in making decisions rather than providing all the answers for them.
- iii. Encouraging the learner's imaginations in explorations rather than discouraging him/her efforts for quire for knowledge.
- iv. Encouraging the learner in problem solving and come up with reliable solution from the problem identified.
- v. Allowing the learner to learn from his/her mistakes.
- vi. Allowing the learner to learn from others
- vii. Preparing learning spaces and making it flexibly organized.

The above strategies and approaches prove the point that teachers play critical roles in the development of student's creative skills. How teachers respond to their student's ideas, views and suggestions during lessons can be expected to have an influence on the student's subsequent effort and inclination in coming up with new ideas, views and suggestions. This promotes originality in art production as well as other professions in education.

#### Conclusion

Based on the discussions so far, it confirmed that sustainable development involves skills of increasing complexity. It has been seen that human creative skill is diverse, complex and multifaceted which requires the coordination of multiple cognitive processes. It is also believed that creative skill acquisition will be of great positive impact in other educational professional disciplines through the use of charts, demonstration, even other approaches for proper teaching and learning process. The aim is to encourage the best approach in developing Creative Skill Art Education in teaching and learning process to be used in all for spheres of education in Nigeria, in order to meet up with desired goal in education for sustainable development in 2030 Agenda.

#### Recommendations

So far, this paper has highlighted the importance of creative skills in art education and everyday life. Close observation shows that the development of creative skills through Art can provide an improvement in educational quality and students learning. Accordingly, the researchers believe that creative skills should be developed in all possible contexts, taking into account the personal characteristics of each student, so that they are able to generate creative skill knowledge in a variety of contexts, innovation, ecological, socio-cultural, and environment. However, the following recommendations were made:



- i. From the perspective approach in learning creative skill knowledge in art, it stands as engine for sustainable development: Therefore, the minister of education should endeavor to see that creative skill learning is carried out in the different areas of the curriculum and in deliberate and specific ways.
- ii. The Minister of education should see that learning is made conducive by providing necessary infrastructures adequately for transfer of knowledge.
- iii. Teachers and students should endeavor to hold on the functional strategies and approaches for effective transfer of creative art skills in learning.
- iv. In developing creative skills and knowledge, students should see that nothing stands as barrier in their curiosity especially on the area of exploration that encourage productivity.
- v. Students should also try to fully concentrated and avoid distraction by developing interest in imaginative ideas and problem solving.
- vi. Teachers or educators as the main engine for transfer of knowledge should endeavor to demonstrate serious commitment in the learning process by creating enabling environment that will make students fill free to relate with them.

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