

# Marginalized and crisis area arts education

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## **Abstract**

**This presentation articulates marginalized arts education perspectives from around the world. The contributors are educators, researchers, and artists who have devoted their research and practice in exploring how to utilize arts education to work toward justice, equity, sustainability, and hope when communities or groups of people are faced with most challenging and arduous situations, including forced migration, institutionalized discrimination, economic, ecological, and cultural oppression, hatred, prejudice, and violence.**

**Rather than focusing on hardships, struggles and failures, these contributions also celebrate the strength of individuals and communities who strive to make a difference and work towards fair and just cultures and communities. The presenters believe that participation in the arts is a basic human right and that diverse cultures and the arts are an integral aspect of healthy lives and societies. Building on long traditions of arts education for social justice, critical pedagogy, and the pedagogy of hope, arts education practice conceptualized this way is understood as a form of activism driven and guided by humane compassion.**

## **Keywords**

Pedagogy of hope, Arts education, Arts education and margins.