


EDITORIAL

WE WILL NOT BOW DOWN!

 10.64493/INV.21.00

Teresa Eça
GriArCE, Grupo de Investigação
em Artes, Comunidade
e Educação
APECV, Portugal

 0000-0002-0124-7377

This work is licenced under a [Creative Commons BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Torres de Eça, T.(2025). Editorial: We will not Bow Down!.
Invisibilidades - Revista Ibero-Americana de Pesquisa em Educação,
Cultura e Artes. <https://doi.org/10.64493/INV.21.00>

INVISIBILIDADES, the Ibero-American Journal of Research in Education, Culture and Arts, is especially open to professionals in education through the arts; visual education; theater-education, music education; non-formal education through the arts and arts education. For this special number, with the generic title ' We will not Bow Down', we borrowed the title from World Alliance for Arts Education WAAE celebrations of the international week of arts education, we wanted to focus on the recent global and local conflicts and unbalances and question how might arts education, artistic, pedagogical and curricular theories, forms and practices are responding to celerity of the technologies, climate and social unbalances, unpredictability and disruptive events. We received very interesting articles to this call including contemporary practices of arts education and reflections about curricular aspects of arts education both in formal and non-formal settings.

For this issue we invited members of WAAE executive Forum during 2025: Sanja Krsmanović Tasić, IDEA President; Sarah Knox, World Dance Alliance Vice-president and Patricia Gonzalez, ISME President. Together we prepared a series of webinars during the 2025 international week of arts education with the following motto:

We arts educators, from all areas of arts, will not bow down!
Through arts in education we address social justice and climate justice issues, we foster empathy and understanding.
Facing the current state of global violence, we will not bow down!
We pledge for artistic expression as a tool for dialogue, reconciliation, and inclusivity.
Facing the current state of bipolarization, racism and xenophobia, we will stand up strongly against them!
We pledge for democratic citizenship and peacebuilding.

This issue of the journal, Invisibilidades, is embedded in the same spirit of resilience and hope in the transformative power of arts education. The first section, in English language, presents authors who contributed to one of the webinars of the WAAE 2025 celebrations of the international week of arts education. The first article by Nausheen Iftikhar, from Pakistan, reminds us about alternative forms of image-making, crucial strategies for communication, expression, and meaning-making, acknowledging the diversity of drawing styles of children and young people and proposing observational and collaborative experiences between children and their parents to enhance the inclusivity of art-making. The second article by William Yip, theatre director, drama educator, instructional leader, and teaching artist examines the transformative impact of the Rural Schools Drama Education Community Project in addressing the educational and emotional challenges faced by left-behind children in rural China. The third article by Modesto Corderi Novoa, Spanish language educator, specialized in teaching Chinese and Spanish languages, discusses Drama pedagogy, applied to language learning in the contexts of Macao's unique history — blending cultures through centuries of trade and cultural exchange through two drama-based activities. The next article is a visual essay by Aditi Jain, from India, explores how sustainable art lesson plans, specifically those that incorporate natural, recycled, or ephemeral materials, contribute to environmental awareness and nurture risk-taking behaviours.

The second part of the issue, includes articles in Iberian languages. Diego Ortega, illustrator and artist-teacher from Spain, brings up the growing demand for reconnection with nature through educational activities proposing an approach to bird watching and listening as key elements for the development of artistic teaching proposals, through the analysis of some examples. Esther Cardona, art educator from Spain, discusses audiovisual production based on stop-motion as a teaching resource. In the next article Martha Villanueva, young art educator, from South Spain analyses ecofeminism, highlighting the works of artists such as Cecilia Vicuña, Ana Mendieta, Regina José Galindo, and Lucía Loren proposing pedagogical and awareness-raising tools to promote equity, sustainability, and connections between people and nature without hierarchies. The last article, from Romeu Curto, Portuguese music educator and his PhD supervisor Nuno Fraga in the university of Madeira analyses artistic curriculum of Conservatories of Music and public professional schools of Music in Portugal.

It was a great challenge to edit this issue of the journal for Angela and me, because

of the diversity of languages and scopes of the articles. We want to express here our sincere gratitude to the fantastic reviewers Emily Akuno; Rui Alexandre; Maria Jesus Agra, Shakil Y. Rahim; Melanie Sarantou; Ana Maria Barbero; José Alberto Rodrigues, Lorena Cueva and, of course, to our invited editors Sanja Krsmanović Tasić; Sarah Knox and Patricia Gonzalez that made this adventure a possibility for linking alternative ways of being and staying in arts education.

As main editors of this journal, we will continue to give visibility to art educators, researchers in arts education, community art educators and cultural workers pledging for artistic expression as a tool for dialogue, reconciliation, and inclusivity. We will not Bow Down!

Viseu, 15 December 2025

Teresa Torres de Eça

Notes:

About the World Alliance for Arts Education: <https://www.waae.online/>

About the 2025 International Arts Education Week: Stand up and Strong for Arts Education (https://www.waae.online/waae_arts_education_week_2025.html)