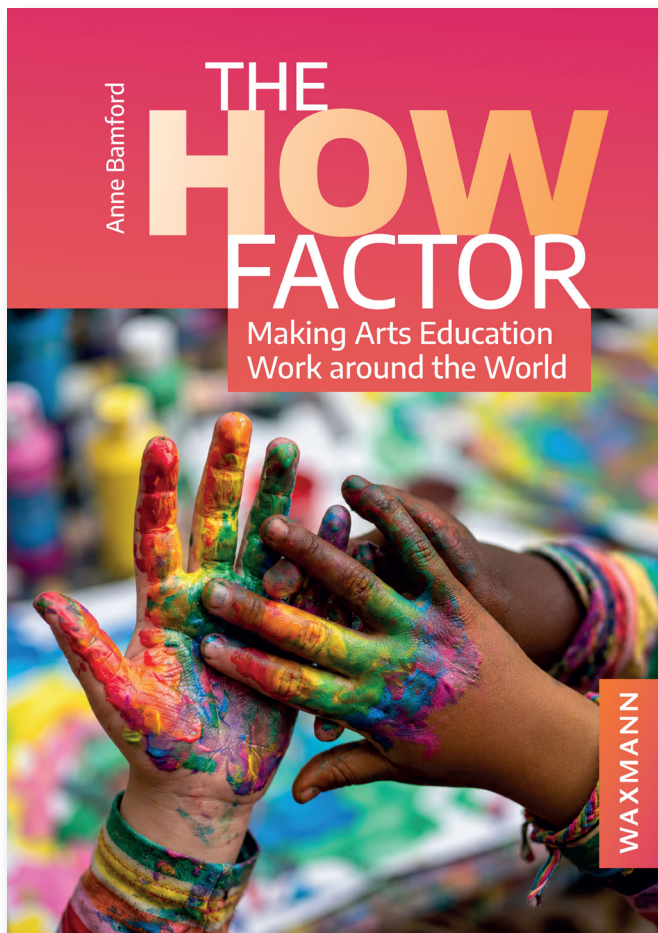




Anne Bamford

**The How
Factor**
Making Arts Education
Work around
the World

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Specific References



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The How-Factor: Specific References

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This is the official portal for the Base Nacional Comum Curricular (BNCC), published by Brazil's Ministry of Education (Ministério da Educação), containing the full curriculum framework and policy documentation. <https://basenacionalcomum.mec.gov.br/>

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TUMO Creative Technologies Center is a free after-school learning programme that equips young people with creative and digital skills through self-directed, project-based work in areas such as animation, coding, music, design, and filmmaking. <https://tumo.org/>

Photoville: Project MiRA in Caracas, Venezuela is a community-based initiative that uses mobile photography workshops to help vulnerable young people in Caracas express their experiences, strengthen visual literacy, and tell their own stories. <https://photoville.nyc/organization/project-mira>

Voice to Represent (“Voice2Rep”) is a music and civic-engagement initiative that mentors emerging young artists to use socially conscious music to promote accountability, participation, and social change. <https://voice2rep.org/>

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Canada Council of the Arts *Art, now more than ever 2021-26 Strategic Plan*. <https://canadacouncil.ca/about/governance/strategic-plans>

Revive: A place for every story, a story for every place is the Australian Government's National Cultural Policy. It is a five-year plan to revive the arts in Australia. At the heart of this policy is the goal to ensure there is a place for every story, and a story for every place. <https://www.arts.gov.au/publications/national-cultural-policy-revive-place-every-story-story-every-place>

Legekunst (Play Arts) is a nationwide programme in Denmark to boost play and art in the 0-6 age range. They build bridges and create encounters between children, daycare workers, educators, daycare leaders, researchers, students, teachers, artists and cultural mediators. <https://legekunst.nu/>

The University of Hong Kong's *Common Core*, fully launched in 2012, facilitates the teaching of the transdisciplinary and interdisciplinary undergraduate curriculum offered by all 10 faculties of the university. As the "crossroads" of the undergraduate curriculum, the Core provides the key holistic learning experience for all HKU undergraduates. <https://commoncore.hku.hk/>

Dreamscape Learn is a collaborative venture between *Dreamscape Immersive* and *Arizona State University*. It merges advanced experiential pedagogy with the entertainment industry's best cinematic storytelling to deliver unique virtual reality and 2D learning labs <https://dreamscapelearn.asu.edu/>

Assemble is a London-based organisation who design and make buildings, artworks, gardens, play-grounds, furniture, exhibitions and events. <https://assemblestudio.co.uk/> Their project *Dream Machine* <https://assemblestudio.co.uk/projects/dreammachine> was a pioneering public artwork that toured the UK in the summer of 2022

Nottingham Contemporary's Play and Learn team <https://www.nottinghamcontemporary.org/record/getting-to-know-us-play-and-learn-team/> works with artists and the community to promote play and learning activities for all. <https://www.nottinghamcontemporary.org/record/play-learn-play-date-at-yours/>

"More than Bytes – Cultural Education and digital Media" – Digital media and arts education in Austria <https://educult.at/en/forschungsprojekte/oead-more-than-bytes-cultural-education-and-digital-media/>

United Nations Educational, Scientific and Cultural Organization. (2024). *Progress of SDG 4 in the Arab region: A summary review* (SDG4 Education 2030 regional report). UNESCO. <https://www.unesco.org/en/node/149876>

Helena Good is the CEO of *Daydream Believers* – A group of passionate, award-winning educators and employers who came together to put creativity at the heart of education. <https://daydreambelievers.co.uk/>

School Drama™ Since 2009, over 35,000 students and teachers across Australia and New Zealand have participated in the programme. https://www.sydneytheatre.com.au/-/media/project/sydney-theatre-company/sydney-theatre-company/education/teacher-learning/school-drama/schooldrama_research_flyer_a4.pdf?rev=585dba5d5eee4613ad90334329bceba4&hash=B2D7C0E0D-940BF3A5139711BBECE4C77

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Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice). (2009). *Arts and cultural education at school in Europe*. Eurydice. <https://eurydice.eacea.ec.europa.eu/>

The Association of Children's Culture in Finland is a nationwide network of professionally operating children's culture centers and organizations. Its members provide local and regional cultural services across Finland. Last year, the network had activities in 70% of Finland's municipalities, with over 1.8 million interactions with children through various events and programs. <https://lastenkulttuuri.fi/en/>

Learning Through the Arts began in 1994 in Canada with a simple, inspiring idea: that if the arts were woven into all learning, students would be more engaged, and instruction more vivid and memorable. <https://www.indigenousartists.ca/>

The aim of Rethinking Assessment is to make the case for change and provide evidence for a fairer, broader, strengths-based and more equitable assessment system. <https://rethinkingassessment.com/>

The Caribbean Examinations Council® (CXC®) was established in 1972 under Agreement by the Participating Governments in the Caribbean Community (CARICOM). CXC® assures the global human resource competitiveness of the Caribbean through the provision of syllabuses of the highest quality, valid and reliable examinations and certificates of international repute for students of all ages, abilities and interests. <https://www.cxc.org/>

The West African Examinations Council (WAEC) is a non-profit-making organisation established in 1952 after the Governments of Ghana (then Gold Coast); Nigeria, Sierra Leone and The Gambia enacted the West African Examinations Council Ordinances in 1951. Liberia became the fifth member of the Council in 1974. It provides a regional examining board to harmonise pre-university assessment procedures in the then British West Africa. <https://waecgh.org/>

The International Baccalaureate® (IB) offers a continuum of international education through four challenging, high quality educational programmes to students aged 3 to 19. <https://www.ibo.org/>

Cambridge University Press and Assessment provide assessment, education, research and academic publishing. In 2024–25, Cambridge delivered over 12 million exam results and reached more than 100 million learners worldwide. <https://www.cambridgeinternational.org/>

Pearson Edexcel provides international assessment and qualifications. <https://qualifications.pearson.com/>

ABRSM is *The Associated Board of the Royal Schools of Music* it is a global music education charity. They offer face-to-face and digital exams, sheet music, recordings, apps and courses for students and teachers across the world. www.abrsm.org

Trinity College London is an internationally recognised awarding organisation, publisher and independent education charity. They provide assessment of communicative and performance skills covering music, drama, combined arts and English language. <https://www.trinitycollege.com/>

The London College of Music Examinations (LCME) provide examinations and assessed projects in music, drama, singing, communications and creative media. Exams are offered across a wide range of arts subjects, catering for all ability levels. As part of the University of West London, the qualifications are globally recognised. <https://lcme.uwl.ac.uk/>

The Royal Academy of Dance (RAD) provides an international network of dance teachers, connecting a global community of more than 400,000 students, and dancers of all ages and abilities, in more than 80 countries. <https://www.royalacademyofdance.org/>

Imperial Society of Teachers of Dancing (ISTD) is one of the world's leading dance examination boards offering a wide range of dance genres. They are a registered educational charity, supporting and training our members through a variety of courses, teaching syllabi and techniques. <https://www.istd.org/>

The International Arts Examination Board (IAEB) is a globally recognised organisation dedicated to assessing and recognising exceptional artistic talents. It provides a platform for students passionate about art to showcase their abilities and gain wider recognition. <https://iaebart.org/>

City and Guilds of London Institute (known as the ‘City & Guilds’) offers people in more than 80 countries the ability to recognised skills, including in the arts and crafts and wider fields. The City & Guilds has been a trusted advisor in many countries since the 1900s and sets the global standard for skills and learning. <https://www.cityandguilds.com/en/international>

The WorldSkills Competition is the world’s biggest international skills competition, bringing together young people, industry, education and government leaders from around the world to advance Technical and Vocational Education and Training including in the arts and crafts and broader creative industries. <https://worldskills.org/>

The European Commission works with EU Member States to support and reinforce the development of the *European Key Competences* and basic skills for all, from an early age and throughout life. <https://education.ec.europa.eu/education-levels/school-education/basic-skills>

McGill University Libraries have a vision to be the intellectual and cultural centre of the university and beyond. Their collection can be accessed virtually and for free. <https://www.mcgill.ca/libraries/about>

The *National Museum of Australia’s* free online resource *Australia’s Defining Moments Digital Classroom* brings history to life through accessible resources and tools. <https://digital-classroom.nma.gov.au/>

Vietnam Creative Hubs Network (ViCHI) was established in 2018 with the desire to become an information update platform to help connect and support the creative community in Viet Nam. <https://www.unesco.org/creativity/en/policy-monitoring-platform/cultural-and-creative-hubs-cchs-viet-nam-2018-2021>

The *UNESCO Creative Cities Network (UCCN)* contains 408 cities in over 100 countries, recognising cities with a commitment to culture and creativity. The network covers eight fields: Crafts and Folk Art, Design, Film, Gastronomy, Literature, Music, Media Arts, and Architecture. <https://www.unesco.org/en/articles/58-cities-join-unesco-creative-cities-network>

Ha Noi as a Creative City of Design, embraces sustainable development informed by empathic design and innovation in order to benefit society. <https://www.unesco.org/en/creative-cities/hanoi>

SMARTcurriculum works with education leaders to transform the life chances of every child by building an efficient, effective, and ethical curriculum with the resources available. <https://smartcurriculum.net/>

Specific resources for Chapter 4

The KonMari Method is a simple but effective tidying method, ensuring you will never again relapse to clutter. It uses a unique selection criterion – choosing what sparks joy! <https://konmari.com/>

Think Pacific’s values of cultural respect, ethical collaboration, and sustainable development guide their approach, ensuring that programmes are tailored to meet the unique needs of local communities while creating meaningful, transformative experiences for participants. <https://thinkpacific.com>

In Croatia, *A Backpack (full of) Culture* provides children and youth with access to art and culture and develops their aesthetic culture. <https://min-kulture.gov.hr/aktualno/ruksak-pun-kulture-16272/ruksak-pun-kulture-8718/a-backpack-full-of-culture/9961> Also see programmes at: *Center Kulture Dubrava* <https://ck-dubrava.hr/>, K NAP <https://www.knap.hr/>, Youth Culture Center “Ribnjak” <https://cmr.hr/> and the *International Cultural Centre of the Jeunesses Musicales* in Croatia that has been a meeting place of young musicians from all over the world and since 1969, it has hosted more than 23,000 aspiring musicians and their mentors, from more than 90 countries. <https://coloursofistria.com/en/activities/international-cultural-centre-of-the-jeunesses-musicales-croatia>

In Saudi Arabia, *Misk Art Institute* is a non-profit cultural organisation established in 2017. It is a subsidiary of Mohammed bin Salman Foundation “Misk,” and it is dedicated to empowering local artists through an interconnected system of support, expertise and education. <https://miskartinstitute.org/en>

In the Philippines, museums, cultural centres and private organisations run non-formal education programmes. See, for example, *Ayala Museum* <https://www.ayalamuseum.org/> , the *National Museum of Fine Arts* <https://www.nationalmuseum.gov.ph> and the *Cultural Center of the Philippines* <https://culturalcenter.gov.ph>

In the Democratic Republic of the Congo the *BOBOTO Cultural Center*, is a pioneer of cultural centers at the heart of Congolese cultural and spiritual life. <https://www.cc-boboto.org/>

In the Marshall Islands, *The Alele Museum, Library and National Archives* display the beautiful and interesting artifacts all originated in Marshall Islands. Educational outreach activities encourage better understanding of Marshall Islands heritage. <https://alelemuseum.tripod.com/Museum.html>

In Mexico, *ConArte* is a civil society organisation that promotes arts education in public schools, in peripheral communities, and those communities with higher social risk. It promotes a culture of peace to help shape a more equitable, sensitive and inclusive society. <https://en.conartemx.net/quienesomos>

In Paris, *fête de la Musique* brings the streets of Paris to life throughout the night, music lovers will enjoy an exceptional and eclectic programme featuring well-known artists and young talents who will take over the capital from all corners in every community. <https://fetedelamusique.culture.gouv.fr/>

In Latin America, *La Noche de los Museos* (Night of the Museums) is an annual cultural event featuring free, late-night access to museums, art galleries, and cultural centers. Originating in Buenos Aires, Argentina, in 2004, the event often runs until 2 a.m. with performances, special tours, and, in places like Chile, dedicated transport routes for residents. For example: <https://www.timeout.com/buenos-aires/museum-night-cultural-activities-visit-bue>

In Australia, Mike Hewson’s artwork *The Key’s Under the Mat* encouraged people of all ages to “Make yourself at home in an underground art park” <https://www.artgallery.nsw.gov.au/whats-on/exhibitions/mike-hewson/>

In Slovakia, *UMELKA – Modern Center of Art and Community* focuses on the inclusion of minorities through specialised activities for the Roma, Jewish, Hungarian and LGBTQ communities and the use of the artistic and creative potential of young people <https://svu.sk/en/eeagrant/about-project/>

In Bosnia and Herzegovina, the *Museum of Contemporary Art of Republika Srpska* (MSURS) is dedicated to promoting the development of contemporary art in its sphere of influence, functioning as a hub that collects materials, studies, and presents contemporary art practices. <https://msurs.net/index.php/en/edukacija-4> It works closely with the *National Museum of Bosnia and Herzegovina* (NMBIH) which also runs heritage skills training programmes. <https://zemaljskimuzej.ba/>

Creative Partnerships Lithuania fosters innovative long-term relationships between schools and creative professionals. <https://www.unesco.org/creativity/en/policy-monitoring-platform/creative-partnerships-lithuania>

In the UK, *The Agency of Change* believes that creativity is power and that this power belongs to young people. It supports young leaders in turning ideas into action through art, entrepreneurship and community. <https://www.theagencyofchange.org/>

The *Eastern European Music Academy (EEMA)* is a hybrid capacity-building project aimed at advancing the careers of independent music professionals from Bulgaria, Czechia, Estonia, Hungary, Latvia, Lithuania, Moldova, Poland, Romania, Slovakia, and Ukraine. www.rawmusic.ro/en/eema

MENT Ljubljana is a music discovery festival facilitating, in symbiosis with the conference, the presentation of music performers from all over Europe in front of international music professionals and audiences. <https://ment.si/en/about>

Music in Offices shows that music has the unique ability to inspire, connect, and transform. Music in Offices brings the power of music into the working day in offices. <https://www.musicinoffices.com/>

Deloitte Digital has various Chief Creative Officer roles to integrate creative, brand and advertising services into their consulting practice, notably in their APAC and global divisions. Key figures have included Matt Lawson (APAC) and Andy Sandoz (Global). <https://www.deloittedigital.com/us/en/about/leadership.html>

Imbali Visual Literacy offers a subsidised Craft Training Programmes which includes both the Craft Production and Craft Enterprise Skills Programmes. <https://imbali.za.org/>

Projeto Axé in Brazil is an educational programme for children, adolescents and street youth living in extreme conditions of poverty that helps them to discover their own identity and ambitions, through education and artistic activities. Because (as they say) the arts are the essence of any educational act. <https://www.fondazioneanzeno.org/eng/landmark-projects/projeto-axe>

Casas de Cultura in Cuba are aimed at empowering communities in a local area to access, consume and create culture. <https://cuba50.org/2021/10/19/casas-de-cultura-in-cuba-empowering-communities-to-access-consume-and-create-culture/>

The Barefoot College in India has a vision that every individual, regardless of their background or circumstances, has the opportunity to lead a dignified life. <https://barefoot.college/about-us/>

Burkina Faso's *Fab Labs*, such as *OuagaLab*, *InViis Lab*, and *La Fabrique*, provide places where individuals can prototype inventions, learn new skills, and convert their ideas into tangible products. <https://www.fondazioneaurora.org/innovation-hubs-fablabs-burkinafaso/>

In Kenya, the *Tunapanda Institute* is a non-profit organisation based in Nairobi, Kenya (primarily operating in Kibera, one of Africa's largest informal settlements). <https://www.apc.org/en/users/tunapanda-institute>

The Fabretto Children's Foundation primarily works in Nicaragua, Honduras and Guatemala through strategic partnerships to empower underserved children, youth and their families to improve their livelihoods and communities through quality education, youth programmes and teacher training and capacity building. <https://fabretto.org/>

The Kathmandu Contemporary Arts Centre (KCAC) in Nepal offers art projects which are helping people and communities in Nepal. <http://www.kathmanduarts.org/>

In the Philippines, the Sipat Lawin Ensemble's "*Karnabal Festival*" focuses on performance and social innovation, community theatre, and socially engaged performances. <https://karnabalfestival.wixsite.com/karnabalfestival/about>

Fundación Nacional Batuta is Colombia's national music education system, modelled after Venezuela's El Sistema. <https://fundacionbatuta.org/>

Nhimbe Trust is a Pan-African advocacy organisation based in Zimbabwe, working at the intersection of culture and development to foster political, social and economic justice. www.nhimbe.org

The *Auckland Secondary Schools Maori and Pacific Islands Cultural Festival (The ASB Polyfest)* in New Zealand features traditional music, dance, costume and cultural speech competitions. It's a showcase of New Zealand's diverse cultures and a celebration of youth performance. www.asbpolyfest.co.nz/

Wider Opportunities in the UK is a national, government-backed music programme enabling primary-aged children (7-14) to learn a musical instrument in a whole-class setting for free, typically for

a year. <https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education>

Arts Weeks occur annually in May <https://www.unesco.org/en/weeks/arts-education> Chile has been celebrating Arts Education Week (SEA) since 2013. What started as a one-week celebration has evolved into an extended process that begins in May and continues throughout the year.

In Costa Rica, *Amigos del Aprendizaje (ADA) – Friends of Learning* engages children in reading and writing through storytelling. <https://www.amigosofcostarica.org/affiliates/friends-of-learning-ada>

World Heritage in Young Hands sensitises young people to the importance of preserving local, national, and world heritage. <https://whc.unesco.org/en/educationkit/>

The *Dithubaruba Cultural Festival* in Botswana promotes *Kweneng* cultural heritage, instils a sense of identity and pride among local people and creates leisure time for the community. <https://www.botswanatourism.co.bw/index.php/events/dithubaruba-cultural-festival>

The *Kypria Festival* in Cyprus presents a variety of high-quality international cultural events, including performances for children. <https://www.unesco.org/creativity/en/policy-monitoring-platform/kypria-arts-festival-sponsorship-program>

The *Visa for Music Festival* in Morocco promotes global musical diversity with a focus on Africa and Middle East. It provides platforms for artists, music professionals, and Creative and Cultural Industries (CCI) stakeholders, creating opportunities for networking, idea exchange, and collaboration. <https://visaformusic.com/en/home/>

The *National Music Competitions for Young Artists (NAMCYA)* in the Philippines provides annual competitions for young Filipino musicians from every region through annual competitions. There are workshops and training programs as well as appreciation for Filipino music. www.namcy.com

Specific resources for Chapter 5

Peter Hyman Oct 29, 2025, https://peterhyman21.substack.com/p/make-education-the-number-one-priority?subscribe_prompt=free

UNESCO. (2024). *UNESCO framework for culture and arts education*. https://www.unesco.org/sites/default/files/medias/fichiers/2024/02/WCCAE_UNESCO%20Framework_EN_0.pdf

Reggio Children is an international organisation based in Italy that promotes the Reggio Emilia educational approach, supporting research, professional learning and cultural projects centred on children's creativity, participation and rights. <https://www.reggiochildren.it/en/>

The *Teaching Artist Project (TAP)* is a rigorous training and mentoring programme that prepares artists to achieve academic and curricular goals while drawing upon their professional passion. <https://communitywordproject.org/programs/teaching-artist-project/>

Edwards, D. (2025, August 14). *The World Summit on Teachers: An unprecedented and urgent opportunity for global action and leadership*. UNESCO. <https://www.unesco.org/sdg4education2030/en/articles/world-summit-teachers-unprecedented-and-urgent-opportunity-global-action-and-leadership>

Cedefop. (2025). *European Vocational Teacher Survey (EVTS): Supporting VET teachers' professional development*. <https://www.cedefop.europa.eu/en/projects/vocational-teacher-survey>

South Korea's "Arts for All" initiative strengthens arts education by providing teachers with specialised training, immersive cultural experiences, and practical pedagogical tools that enable them to integrate traditional and contemporary arts meaningfully across the general curriculum. [https://www.arko.or.kr/eng/images/Vol.%202025%20-%20Eng%20\(Based%20on%202024%20Data\).pdf](https://www.arko.or.kr/eng/images/Vol.%202025%20-%20Eng%20(Based%20on%202024%20Data).pdf)

Learning Through the Arts in Canada began in 1994 with a simple, inspiring idea: that if the arts were woven into all learning, students would be more engaged, and instruction more vivid and memorable. <https://www.indigenousartists.ca/ltta/>

En Sus Zapatos in Spain uses theatre and creative drama as tools to promote social-emotional learning, empathy, and inclusion by training educators and community members to facilitate arts-based experiences <https://programaensuzapatos.org/>

Crear Vale la Pena in Argentina supports teacher development by training educators in arts-infused, culturally responsive pedagogies that integrate creativity, social-emotional learning, and community-based artistic practices into classroom teaching. <https://crearvaleurapena.org.ar/>

Impact is the award-winning, termly journal from the Chartered College of Teaching (UK). It connects research findings to classroom practice, with a focus on the interests and voices of teachers and educators. <https://chartered.college/impact/>

Beloglovsky, M. (2024, August 26). *10 ways to develop an aesthetic lens to design beautiful and functional early childhood ecosystems*. <https://miriambeloglovsky.com/10-ways-to-develop-an-aesthetic-lens-to-design-beautiful-and-functional-early-childhood-ecosystems/>

ArtE Academy in South Korea trains Arts and Culture Education professionals to enhance their artistic expertise and teaching competency. hrd.arte.or.kr/

The *Digital Learning Centre* provides a range of free online resources for learning how to use technology within the CCIs. It is an initiative of BEAU which is a UK-based group of trade unions whose members work in broadcasting, entertainment, arts and related industries. <https://beaunions.org.uk/>

The Academy for Theatre and Digitality links artistic practice with technical innovation and provides a space where digital and hybrid theatre forms are not only conceived but also tested and developed in practice: a place for experimentation, critical inquiry, and creative progress. <https://theater.digital/en>

The Creative Pact for Skills (C-P4S) is focusing on addressing the most urgent skills relevant for the Cultural and Creative Industries ecosystem. This includes the skills and competences for the digital environment across the cultural and creative sectors' occupations. <https://pact-for-skills.ec.europa.eu/>

The *STAR Professional Development Framework* in Singapore aims to enhance the capacity of the art and music teachers, by broadening their perspectives, widening their repertoire of pedagogies, and developing their practice. <https://star.moe.edu.sg/programmes/star-professional-development-framework/>

BOX – Teacher's Guide for Culture and Arts developed in the framework of the programme “Promoting a culture of inclusion in Somalia” and was co-funded by EU and UNESCO and implemented by CISP between 2018 and 2019. CISP, in collaboration with teachers and experts in education and arts methodologies, developed a guide as a tool for teachers and mentors for the facilitation of sessions using culture and arts to promote cultural heritage, peace and social inclusion in primary and secondary schools in Somalia. The approach is experiential and participatory. <https://www.unesco.org/en/articles/new-teachers-guide-culture-and-arts-brings-culture-classrooms-somalia>

European Centre for the Development of Vocational Training (2024). *European Vocational Teacher Survey (EVTS)*. Cedefop. <https://www.cedefop.europa.eu/en/projects/vocational-teacher-survey>

Art Teachers Connect in the UK offers a unique opportunity for teachers across the UK to develop their confidence in teaching art and art history, gain new skills, and connect with a wider community of like-minded educators across the country. <https://atcuk.org/>

The *Arts Victoria Artists in Schools Support Program* in Australia provides opportunities for professional artists to work with young people in Victorian primary and secondary schools. It involves

creative partnership projects that provide students, teachers and artists with diverse and challenging learning experiences. <https://www.edpartnerships.edu.au/arts-victoria-artists-in-schools.html>

The Malaysian *Gig Workers Bill 2025* aims to Protect 1.2 Million Gig Workers including people working in the creative and cultural industries. <https://jheks.mohr.gov.my/index.php/en/gig-workers-bill-2025-tabled-in-parliament-landmark-move-to-protect-1-2-million-gig-workers/>

The *Eastern European Music Academy (EEMA)* is a hybrid capacity-building project aimed at advancing the careers of independent music professionals in Bulgaria, Czechia, Estonia, Hungary, Latvia, Lithuania, Moldova, Poland, Romania, Slovakia, and Ukraine. Young musicians and managers aged 18–30 from Eastern and Central Europe and Baltic countries can apply to join a three-month hybrid project that helps independent musicians and representatives to advance their careers. <https://on-the-move.org/news/eastern-european-music-academy-2024-emerging-music-professionals-eastern-europe-online-germany>

Korean ‘*arts in schools*’ programs, are driven by the Korea Arts & Culture Education Service (KACES) and places teaching artists in more than 12,000 schools to foster creativity and character. <https://arte.or.kr/>

The *Taking Part* survey is a continuous survey of adults aged 16 and over and children aged 5 to 15 years old in England. It has run since 2005 and is the main evidence source for the Department of Culture, Media and Sport (DCMS) and its sectors. The survey provides a central, reliable evidence source to analyse cultural, digital and sporting engagement, including why people do or do not engage. <https://www.gov.uk/guidance/taking-part-survey>

The *World Heritage in Young Hands education kit* includes student activities and photographs of World Heritage sites from all regions of the world. It is published in more than 39 languages. The project gives young people a chance to voice their concerns and to become involved in the protection natural and cultural heritage.

Voice2Rep or *Voice to Represent* empowers artists to use their music to advocate for integrity, transparency, and positive social change in communities around the world. <https://voice2rep.org>

Specific resources for Chapter 6

The *Apartheid Museum* is a museum illustrating apartheid and the 20th-century history of South Africa. It hosts school visits and exhibitions but also provides a series of freely available cultural resources for use in education. <https://www.apartheidmuseum.org/>

The *National Lottery Heritage Fund (UK)* supports greater inclusion, diversity, access and participation in heritage. The following link contains reports addressing more inclusive heritage. <https://www.heritagefund.org.uk/about/our-commitment-equality-diversity-and-inclusion>

Tónagull is a programme of *family musicking* with young children in Iceland. It is an inclusive and open programme where it is not necessary to speak or understand Icelandic to participate. The games and activities are easy for everyone to follow. <https://www.tonagull.is/home/home-english/>

The *International Federation of Library Associations and Institutions (IFLA)* believes that people, communities and organisations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic and economic wellbeing. <https://www.ifla.org/>

Khastara (Khasanah Pustaka Nusantara) is a specialised digital repository platform launched by the *National Library of the Republic of Indonesia (Perpusnas)* to provide public access to digitised cultural heritage materials. <https://librarylearningspace.com/tag/national-library-of-indonesia/>

The *African Digital Media Academy (ADMA)* in Rwanda is transforming TVET through an innovative multimedia programme that bridges industry and classrooms and provides excellence in project-based learning. <https://www.rwandaadma.com/>

The vision of *Agenda 2063: The Africa we want* is an integrated, prosperous, dynamic and peaceful Africa, driven by its citizens. <https://au.int/en/agenda2063/goals>

The *African Union's Continental Education Strategy for Africa 2026–2035* is a strategic framework that reaffirms education as a fundamental human right and advances inclusive learning across the continent through a commitment to Africa's Education, Science, Technology, and Innovation agenda. https://au.int/sites/default/files/documents/44940-doc-AU_CESA-2026-2035_Strategy_ENG-LISH.pdf

Specific resources for Chapter 7

The National Arts Council of Singapore has produced *Our SG Arts Plan (2023–2027)* as a strategic roadmap guiding Singapore's arts and culture policies over the next five years. It brings together the public, private and people sector to respond to the opportunities and challenges in a changing world. <https://www.nac.gov.sg/about-us/oursgartsplan> It is an important strategic resource alongside *Our SkillsFuture* which empowers every Singaporean to build future-ready skills for fulfilling careers <https://www.skillsfuture.gov.sg/>

World Economic Forum (2019): These are the 10 most in-demand skills, according to *LinkedIn*. According to analysis of the networking site *LinkedIn*, employers are looking for a combination of skills, with creativity being the most desirable attribute. <https://www.weforum.org/stories/2019/01/most-in-demand-skills-as-per-linkedin>

PISA Creative Thinking Assessment: OECD. (2023). PISA 2022 assessment and analytical framework: Mathematics, reading, science, and creative thinking. OECD Publishing. <https://doi.org/10.1787/dfe0bf9c-en> This volume includes the conceptual framework, definitions, and assessment design for creative thinking used in PISA 2022. Also see the test details and results OECD. (2024). *PISA 2022 results (Volume III): Creative minds, creative schools.* OECD Publishing. <https://doi.org/10.1787/765ee8c2-en> Note: The results for the PISA 2025 assessment are not yet available. Official results will be published in late 2026.

The 2026 edition of the *ReShaping policies for creativity: We share, we act, we build*. UNESCO report provides an in-depth overview of policy developments shaping the cultural and creative sectors worldwide. <https://www.unesco.org/en/reshaping-creativity-reports>

The Durham Commission on Creativity and Education was launched in the UK in March 2018 with a remit to work with business, education and the arts and cultural sectors to understand the role and value of creativity and the ways in which creativity can play a larger part in the lives of young people. www.artscouncil.org.uk/sites/default/files/download-file/Durham_Commission_on_Creativity_04112019_0.pdf

Creativity in the classroom and *Creativity with AI*: The Adobe and Advanis reports of 2023 and 2025 show empirical evidence and practical ideas around the importance of creativity and creative thinking in the classroom including with AI. You can access resources and read the findings of the pilot research. <https://blog.adobe.com/en/publish/2023/07/26/creativity-in-classroom-reduces-burnout-improves-teacher-student-wellbeing>

The Future of Jobs Report 2023 by the World Economic Forum analyses how jobs and skills are expected to evolve over the next five years in response to technological, economic and social change. <https://www.weforum.org/publications/the-future-of-jobs-report-2023/>

Through the European Union funded partnership programme, the *Ethiopia Creative Futures* programme was implemented by British Council, Goethe-Institut and iceaddis. For people at the early stages of their creative careers, the programme provided ‘Creative Hustles’, training and networking platforms to support them develop their capacity and networks within the sector. <https://ethiopia.britishcouncil.org/programmes/arts/creative-futures>

Ministry of Education, Culture, Science and Technology (Belize). *STEAM is where Itz'at! Transforming secondary education in Belize* is an initiative of the Ministry of Education, Culture, Science and Technology (MoECST) to provide a new, transformative secondary school education for students in Belize. <https://www.moecst.gov.bz/steam-is-where-itzat-transforming-secondary-education-in-belize/>

The Global Institute of Creative Thinking (GIoCT) views creative thinking as a universal language, bridging cultural, educational, and professional gaps to solve humanity's greatest challenges. <https://giocet.org/>

The Absolutely Fabulous Theatre Connection (AFTEC) is a not-for-profit organisation that advocates for and delivers creative learning and arts education in Hong Kong through bilingual programmes, workshops, and experiences. <https://www.aftec.hk/>

The European Commission's *European Innovation Scoreboard* provides a comparative assessment of the research and innovation performance of EU Member States, other European countries, and global competitors. https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en

Vision 2030 Jamaica is the country's first long-term strategic development plan and covers the 21-year period, 2009-2030. https://www.vision2030.gov.jm/wp-content/uploads/sites/2/2020/04/vision2030_popular_version.pdf

National strategy and roadmap for the development of Belize's cultural and creative industries provides a framework for action and measures specifically dedicated to effectively protect and promote the cultural and creative industries. <https://www.unesco.org/creativity/en/articles/national-strategy-and-roadmap-development-belizes-cultural-and-creative-industries>

Government, Culture and Creativity: It's about more than just funding. (Australia) This report showcases practical actions governments can take, beyond direct cultural funding, to support cultural access and strengthen creative industries. <https://newapproach.org.au/publication/government-culture-creativity-more-than-just-funding/>

Ireland's Department of Culture, Communications and Sport has launched a new *Basic Income for the Arts scheme (2026–2029)*, providing 2,000 professional artists with a payment of €325 per week to ensure financial stability and support creative practice. <https://www.gov.ie/en/department-of-culture-communications-and-sport/publications/basic-income-for-the-arts-scheme-2026-2029-guidelines-for-application/>

Creative Australia's *digital culture programs and resources* aim to digitally enable artists and cultural organisations. <https://creative.gov.au/investments-opportunities/training-professional-development/digital-culture>

Micultura Academy in Panama highlights how multiple institutions are collaborating to establish coordinated frameworks and partnerships to strengthen the country's CCIs. <https://micultura.gob.pa/entidades-sientan-las-bases-para-fortalecer-las-industrias-creativas-y-culturales-en-panama/> (Spanish)

Sedition Art Apps enables you to take art with you wherever you go and enjoy art anytime, on any device. <https://seditionart.com/apps>

Artsy App highlights emerging artists and African contemporary art. <https://www.artsy.net/>

The Collection art app is a digital platform that allows users to catalogue, track and discover artworks while connecting with other collectors, using tools such as AI-powered image recognition and provenance tracking to manage and engage with art collections. <https://apps.apple.com/us/app/the-collection-art-app>

Nha San Collective is the first and longest-running, non-profit, artist-run space for experimental art that was realized in the political scene in Vietnam. <https://nhasan.org/>

Nguyễn Art Foundation (NAF) was born from a desire to better serve the artistic community of Vietnam. <https://nguyenartfoundation.com>

The *UNESCO Creative Cities Network (UCCN)* connects over 400 cities in more than 100 countries that place culture and creativity at the heart of their sustainable urban development. <https://www.unesco.org/en/creative-cities>

Kuwait's 2035 vision aims on transforming Kuwait into a financial and trade hub regionally and internationally and becoming more attractive to investors including creative human capital. <https://www.mofa.gov.kw/en/pages/kuwait-vision-2035>

The Skills Framework for Arts is a *SkillsFuture* initiative developed for the Singapore workforce to promote skills mastery and lifelong learning. <https://www.nac.gov.sg/support/capability-development/skills-framework-for-arts>

To safeguard and maintain cultural heritage, *The American University in Cairo* and *Al-Turath Foundation* in Egypt have partnered with local museums to create detailed 3D-printed replicas of ancient Egyptian artefacts and developed digital methods for historical preservation. <https://www.aucegypt.edu/news/innovating-digital-heritage-preservation>

In Italy, the *RePAIR Project (Reconstructing the Past: Artificial Intelligence and Robotics meet Cultural Heritage)* is an initiative using AI, robotics and 3D printing to reconstruct archaeological artifacts. <https://www.repairproject.eu/>

The National Museum of Korea offer virtual reality guides. Virtual reality (VR) guides provide a new world of museum experience through 8K high-resolution media. <https://www.museum.go.kr/ENG/contents/E0203030000.do>

In Estonia, *Tiger Leap* began an intensive leap forward to get ITC into all class activities. The work is continuing now with the *AI Leap* programme bringing AI tools to all schools. <https://www.education-estonia.org/tiger-leap/>; <https://e-estonia.com/estonia-announces-a-groundbreaking-national-initiative-ai-leap-programme-to-bring-ai-tools-to-all-schools/>

Music In Africa was initiated by Goethe-Institut and Siemens Stiftung. It contains information and networking opportunities for the African music scene. <https://www.musicinafrica.net/knowledge>

The *Escuela de Danza Online* in Colombia have made dance education accessible to students in remote areas. The Leading platforms include *Emdclass* <https://www.emdclass.com/en> and *TuBaile* <https://www.tubaile.com/clases-de-baile-online>

Digital Theatre+ is a UK based website that works with over 3,000 institutions worldwide to engage, instruct, and nurture students in the drama practices. <https://www.digitaltheatreplus.com/>

Started in the UK, *Charanga* provides online music learning for children and young people. Contemporary digital resources for instrumental, primary and secondary music teachers. <https://charanga.com/>

The National Museum of Australia's programme *Australia's Defining Moments Digital Classroom (ADMDC)* provides resources for students and teachers to discover the events, people and ideas that have shaped and defined Australia. <https://digital-classroom.nma.gov.au/>

Vietnam Creative Hubs Network (ViCHI) was established in 2018 with the desire to become an information update platform to help connect and support the creative community in Vietnam. <https://beau.vn/en/our-projects/vietnam-creative-hubs-initiates>

Google Arts & Culture puts the treasures, stories and knowledge of over 2,000 cultural institutions from 80 countries at your fingertips. <https://play.google.com/store/apps/details?id=com.google.android.apps.cultural&hl=en>

The UNESCO Digital Creativity Lab supports training programmes that strengthen digital skills and competencies in the CCIIs in developing countries. <https://www.unesco.org/creativity/en/activities/digital-creativity-lab>

The PISA 2029 *Media & Artificial Intelligence Literacy (MAIL)* assessment will focus on whether young students have had opportunities to learn and to engage proactively and critically in a world where production, participation and social networking are increasingly mediated by digital and AI tools. <https://www.oecd.org/en/about/projects/pisa-2029-media-and-artificial-intelligence-literacy.html>

Playing the Archive (UK) is a project that addresses some of the challenges we face when it comes to supporting play in the modern world. <https://www.ucl.ac.uk/bartlett/research-projects/2017/nov/playing-archive>

Specific resources for Chapter 8

Americans for the Arts provides research, resources and advocacy for the arts. As an organisation they build recognition and support for the value of the arts. They lead, serve and advance the networks of organisations and individuals who cultivate the arts in America. <https://www.americans-forthearts.org/research>

The *Louis Armstrong Center for Music and Medicine* integrates music therapy across hospital and community settings, supporting patients with conditions including cancer, Alzheimer's, Parkinson's Disease and neonatal care. Working with clinicians, it advances research and global practice, demonstrating how the arts improve health, wellbeing, and recovery across diverse patient groups. <https://louisarmstrongfoundation.org/the-louis-armstrong-center-for-music-and-medicine-at-beth-israel-medical-center/>

With the message, "Music has Power", The *Institute for Music and Neurologic Function* in New York State undertakes scientific exploration of music and the brain to develop music interventions that assist the "awakening and healing" of individuals with a wide range of neurological conditions, including strokes, trauma, dementia, Alzheimer's disease and Parkinson's disease, and developmental disorders. <https://imnf.org/>

Snow World™ was developed to test whether immersing someone in an imaginary reality could ease pain during burn treatment and other medical procedures. The people fully engaged in the virtual reality experience and reported 60% less pain. <https://nigms.nih.gov/image-gallery/2335>

EndeavorRx™ is a doctor prescribed video game treatment for children with ADHD. <https://www.endeavorrx.com>

The *I am Dolphin™* video game is created through the collaboration of an artist, a neuroscience and neurology professor, and two software engineers. The immersive virtual game explores the connection between motor skills and cognition. <https://www.hopkinsmedicine.org/news/articles/2014/10/dolphin-app-for-neurological-brain-function>

MedRhythms™ is an example of next generation neurotherapeutics with the arts and sciences being combined to produce health benefits. It leverages the power of music and technology to improve brain health. <https://medrhythms.com/>

The *CultureRx Initiative* focuses on improving health and wellbeing through cultural participation. The initiative positions culture as a necessary ingredient for public health, and as an essential investment in health, both for individuals and for the community as a whole. <https://massculturalcouncil.org/communities/culturerx-initiative/>

SHAPER is a £2.6 million Wellcome-funded programme evaluating three arts-in-health interventions within the National Health Service (NHS) clinical pathways. It aims to scale proven models and strengthen long-term funding cases for arts and health prescribing. Led by King's College London and University College London (UCL), it combines research, clinical practice, and arts organisations. The programme builds robust evidence on how the arts improve health and wellbeing at scale. <https://www.kcl.ac.uk/research/shaper>

Le Pôle Culture et Santé (The Culture and Health Hub) advocate for the idea that a fair and reciprocal alliance between art, culture, and health generates creativity to better care for oneself, others and the living world. <https://culture-sante-na.com/>

CultureForHealth. This summary report outlines the art and culture's contribution to health and wellbeing in the European context. https://cultureactioneurope.org/wp-content/uploads/2023/10/C4H_SummaryReport_V11LP_shortsmall.pdf

The Arts Impact Measurement System (AIMS) is being developed at the University of California, Los Angeles (UCLA) to provide a flexible assessment tool, freely available to the international arts community, for enabling the reliable and valid assessment of health and wellbeing outcomes. <https://nearesearch.ucla.edu/detail.html>

Healing and Education Through the Arts (HEART) is an arts-based approach to providing psychosocial support for children, youth and adults around the world. <https://www.savethechildren.org/us/what-we-do/protection/healing-and-education-through-the-arts>

EnViARTS – Enhancing Visual Arts Education in Primary Schools in Cyprus: Children, Cultural Heritage and Digital Technologies is a project from the Ministry of Education and Culture in Cyprus. https://innovative-teaching-award.ec.europa.eu/projects/enviarts-enhancing-visual-arts-education-primary-schools-cyprus-children-cultural-heritage-and_en

Founded in 1998, the *Dessaix-Baptiste Music School* in Haiti was created to offer the children of Jacmel a positive alternative to life on the streets. It aims to create the next generation of Haitian musicians, by giving children as good a formation in music as possible and to allow its students the possibility to earn their livelihoods through performance, teaching and composition. <https://www.blumehaiti.org/emdb>

Fun Palaces is an ongoing campaign for cultural democracy, officially established in 2013 by Stella Duffy and Sarah-Jane Rawlings to promote “culture at the heart of community and community at the heart of culture”. <https://funpalaces.co.uk/about-fun-palaces>

Natya Chetana is an Indian people's theatre that engages poor communities in conversations about social issues, operating as a blend of artistic expression and social work. <https://www.youtube.com/user/natyachetana/videos>

El Sistema is the *National System of Youth and Children's Orchestras and Choirs of Venezuela*. It was conceived and founded in 1975 by José Antonio Abreu to organise and systematise both collective and individual music education as tools for social organisation and human development. <https://el-sistema.org.ve/>

AMASS is a European project that focuses on networking socially engaged arts, using diverse approaches for mitigating societal challenges through arts-based initiatives. <https://amassproject.weebly.com/>

The Åland Islands Peace Institute works on peace and conflict issues with both a practical and a research-oriented approach. They combine interdisciplinary approaches and arts and culture as part of their work in the field of peace. <https://peace.ax/en/about-us/>

Specific resources for Chapter 9

The *Social Platform for Holistic Heritage Impact Assessment (SoPHIA)* model is designed to be adaptable and operates on a three-axes framework (people-time-domains), focusing on the quality of interventions. <https://sophiaplatform.eu/>

The *Madrasati* initiative was launched by Her Majesty Queen Rania Al Abdullah of Jordan to improve the physical and educational environment of public schools. Madrasati has served 1,347 Jordanian public schools run by the Ministry of Education (MoE). Madrasati has reached 665,623 students, 47,370 teachers and 1,000 volunteers across the 12 governorates of Jordan. “The education we provide our children over the course of twelve years must be a journey that is worthy of their childhood, their time and their trust...” said Her Majesty Queen Rania Al Abdullah of Jordan. <https://www.madrasati.jo/>

The *NalandaWay Foundation* in India addresses the whole child development needs for education, art and mental wellbeing through a range of impactful projects catering for children and young people. <https://nalandaway.org/>

Méér Muziek in de Klas (More Music in the Classroom) is a Dutch foundation, with Queen Máxima as honorary chair, that is dedicated to structural, high-quality music education for all primary school children (ages 4-12) in the Netherlands and the Caribbean part of the Kingdom (Bonaire, Saba, Sint Eustatius). <https://www.meermuziekindeklas.nl/>

Specific resources for Chapter 10

The *INVENT project*, funded by the EU, involved research across nine European countries – Croatia, Denmark, Finland, France, the Netherlands, Serbia, Spain, Switzerland, and the United Kingdom investigating how individuals aged 18 to 80 perceive, engage with, and understand culture in their daily lives. <https://cordis.europa.eu/project/id/870691>

The UK’s *Find Your Talent* programme was a cultural offer to all children and young people in England comprising an entitlement to five hours per week of high-quality cultural experiences. The intention was to help ensure children and young people stay on the path to success by participating in positive activities and experiences which develop their talents. <https://assets.publishing.service.gov.uk/media/5a7a5bdbed915d670dd7d926/DFE-RR089.pdf>

Shopfront in Sydney, Australia has amplified the voices of young people, providing a valuable place for teenagers to continue their artistic engagements. <https://www.shopfront.org.au/home>

Creative Growth has three international studios serving and supporting developmentally disabled artists by providing professional studio space, exhibition opportunities, and representation. <https://www.creativegrowth.org/show/creative-growth-art-center-future-history-the-katz-legacy-christies>

Specific resources for Chapter 11

The Center for Systems Awareness is a global community-based organisation that provides a space for people who want to engage in compassionate systems change can come together, collaborate, explore, and learn from each other. <https://systemsawareness.org/>

The *Wellbeing Economy Alliance (WEAll)* is a collaboration of changemakers including organisations, alliances, movements and individuals working towards a Wellbeing Economy, delivering human and ecological wellbeing. <https://weall.org/>

WISE is a dynamic platform that promotes innovation in education through a diverse portfolio of initiatives in policy engagement, research, leadership, and practitioner Innovations. WISE is a response to the necessity of revitalising education and providing a global platform for the development of new ideas and solutions. <https://www.wise-qatar.org/>

The Weaving Lab is a learning community. They explore and experiment transformation through an approach of collective learning. Taking an action-learning approach, The Weaving Lab sees change as being an embodied process involving heads, hearts and hands. <https://weavinglab.org/>

The Ford Foundation's National Arts Education Initiative, found that a partnership of arts and education champions representing arts and culture organisations, school districts, community and youth organisations, as well as parents, was lead drivers of local arts and education reform. <https://www.fordfoundation.org/>

UNESCO general resources and toolkits.

ACTION PLAN for 2010, International Year for the Rapprochement of Cultures. UNESCO. http://www.unesco.org/culture/pdf/2010/2010_actionplan_en

Education for Sustainable Development Toolkit. 2006. Education for Sustainable Development in Action: Learning & Training Tools no. 1. Paris, UNESCO. <http://unesdoc.unesco.org/images/0015/001524/152453eo.pdf>

International Year for the Rapprochement of Cultures 2010: Highlights. 2011. Paris, UNESCO. <http://unesdoc.unesco.org/images/0019/001915/191590e.pdf>

Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education. In cooperation with and endorsed by UNESCO and UNICEF. 2008. Geneva, Arigatou Foundation. <http://unesdoc.unesco.org/images/0016/001610/161059e.pdf>

Report: Expert Meeting on Intercultural Education. 20-22 March 2006. Paris, UNESCO. <http://unesdoc.unesco.org/images/0014/001475/147539e.pdf>

UNESCO Associated Schools – First Collection of Good Practices for Quality Education. 2008. UNESCO Associated Schools. Paris, UNESCO. <http://unesdoc.unesco.org/mages/0016/001627/162766e.pdf>

Second Collection of Good Practices: Education for Sustainable Development. 2009. Paris, UNESCO. <http://unesdoc.unesco.org/images/0018/001812/181270e.pdf>

UNESCO key references for policymakers.

UNESCO's programme on Safeguarding Intangible Cultural Heritage in Education <https://ich.unesco.org/en/education-01017>

ResiliArt – UNESCO and the International Confederation of Societies of Authors and Composers (ICSAC) on how culture and creativity increase resilience. <https://en.unesco.org/news/resiliart-artists-and-creativity-beyond-crisis>

Sistematización de buenas prácticas educativas en el contexto de la emergencia – UNESCO Quito Office and the Ministry of Education on how to collect and document good practices in an education emergency: <https://app.box.com/s/gth2f5ernh61uun9b7f8h54ro92cc9qc>

UNESCO key references for educators, parents and caregivers.

The ‘Heritage in a Box’ toolkit is an innovative educational tool for teachers and learners in Mongolia in the Orkhon Valley Cultural Landscape World Heritage site. <https://ich.unesco.org/en/project-education/heritage-in-a-box-toolkit-and-related-activities-in-mongolia-00454>

The UNESCO KIT: *World Heritage in Young Hands* <https://whc.unesco.org/en/educationkit/>

UNESCO Creative Cities Network – <https://en.unesco.org/creative-cities/content/cities-response-covid-19>

Manual for developing UNESCO’s intercultural competencies <https://unesdoc.unesco.org/ark:/48223/pf0000370336?posInSet=1&queryId=68849af3-839f-4584-ad35-8d8b6391b22e>

Specific resources for Chapter 12

The Music Right from the Start Knowledge Hub drives evidence-based advocacy and informs policy for music education in Australian public schools. It seeks to close knowledge gaps, establish baseline data, and identify levers for system change. Their website contains research reports, surveys, insight papers, and government submissions that reflect our policy position. The Knowledge Hub research aims to drive evidence-based advocacy and inform policy for music education in Australian public schools. <https://www.musiceducation.com.au/knowledge-hub>

The Observatory for Arts and Cultural Education in Finland seeks to reinforce the equal accessibility and effectiveness of arts and cultural education and to improve the social status and appreciation of the field. <https://www.uniarts.fi/en/projects/the-observatory-for-arts-and-cultural-education-finland/>

The European Network of Observatories in the Field of Arts and Cultural Education (ENO) provides a sustainable foundation for the further development of arts and cultural education. ENO offers an international forum to exchange, discuss and renew research-based knowledge on arts and cultural education. ENO organises meetings and conferences, aims to make information easily available in online repositories and yearbooks and initiates cross-national research projects to gather reliable knowledge through thorough analysis. <https://www.eno-net.phil.fau.eu/>

The International Federation of Arts Councils and Culture Agencies (IFACCA) is the global network of arts councils, ministries of culture and government agencies that advance arts and culture, with member institutions representing over 70 countries. <https://ifacca.org/>

The Asia-Europe Foundation (ASEF) is a non-profit organization promoting cultural, educational, and socio-political exchanges. They foster cultural policy dialogue, artist mobility, and international creative economies by promoting cultural relations by connecting artists, cultural professionals, arts organisations, public institutions, networks and museums in Asia and Europe. <https://asef.org/>

The EduArts Map (also known as *Canada’s Map of Arts and Learning*) is an interactive online directory created by the Canadian Network for Arts & Learning (CNAL). It visually maps arts educators, private instructors, schools, and arts organizations across Canada. <https://www.eduarts.ca/get-on-the-map>

MONAES (Monitoring Arts Education Systems) is a UNESCO initiative designed to help countries collect, analyse, and compare data on arts education policies, curricula, and practices at a national level. It provides a framework and toolkit for monitoring the status and quality of arts education

systems worldwide and can be accessed at: https://www.lkca.nl/wp-content/uploads/2020/01/2016_monaes_exploratory_analysis.pdf

UNITWIN: Arts Education for Sustainable Development is a UNESCO network of universities and higher education institutions that promotes research, training, and knowledge-sharing on the role of arts education in advancing sustainable development goals. It fosters international academic co-operation and capacity-building across regions, and can be accessed at: <https://www.unesco.org/en/unitwin>

International Drama/Theatre and Education Association (IDEA) is the world's leading international organisation for drama, theatre and performing arts education, bringing together teachers, artists, researchers, and cultural practitioners from more than 90 countries. It promotes drama and theatre as powerful tools for learning, creativity, social inclusion, intercultural dialogue, and personal development through conferences, research, advocacy, and professional networks. <https://www.idea-drama.org>

The *International Society for Education through Art (InSEA)* is a global non-governmental organisation affiliated with UNESCO that advocates for education through visual arts, design, crafts, and creative practices. It supports international collaboration among art educators, researchers, artists, and cultural organisations to advance creativity, cultural understanding, sustainability, and quality arts education worldwide. <https://www.insea.org>

The International Society for Music Education (ISME) is a worldwide organisation dedicated to promoting music education for people of all ages and backgrounds. Founded under the auspices of UNESCO, it supports research, professional development, policy advocacy, and international exchange to advance equitable access to high-quality music education globally. <https://www.isme.org>

Conseil International de la Danse (International Dance Council) (CID) is the official umbrella organisation for all forms of dance in all countries of the world, a non-governmental organisation founded in 1973 within the UNESCO headquarters in Paris, where it is based, with members from over 170 countries. It is an official UNESCO partner and treats all forms of dance equally as an art form, a means of education, and a research subject. <https://cid-world.org>

European League of Institutes of the Arts (ELIA) is the principal European network for higher arts education, connecting universities, conservatoires, academies, and institutes specialising in the arts. It promotes innovation, artistic research, international collaboration, policy dialogue, and the advancement of arts education within higher education and the cultural and creative sectors. <https://www.elia-artschools.org>

The World Dance Alliance (WDA) is a global network specifically focused on dance education, research, and advocacy, with regional alliances across Asia-Pacific, the Americas, Europe, and Africa. <https://worlddancealliance.com/>

Dance and the Child International (daCi) is an association focused specifically on dance for and with children and young people, daCi advocates for children's right to dance and supports dance education in schools and communities globally. <https://daci.international/>

World Alliance for Arts Education (WAAE) is an international coalition bringing together major global arts education associations – including IDEA, InSEA, ISME, and the World Dance Alliance – to advocate for high-quality arts education worldwide through research, policy development, UNESCO collaboration, international summits, and global networking across visual arts, music, drama, and dance education. <https://www.waae.online/>

International Teaching Artists Collaborative (ITAC) is a global network of teaching artists, connecting artists, educators, cultural organisations, and community practitioners across more than 45 countries to strengthen teaching artistry, foster international collaboration, build professional capacity, and use the arts as a catalyst for education, social transformation, wellbeing, climate action, and community development. <https://itac-collaborative.com/>

ASSITEJ International (Association Internationale du Théâtre pour l'Enfance et la Jeunesse) is a global network for theatre and the performing arts for children and young people, connecting artists, educators, researchers and cultural organisations in more than 75 countries to promote high-quality artistic experiences and strengthen the performing arts in children's cultural, educational and social development. <https://assitej-international.org/>

International Council of Fine Arts Deans (ICFAD) is a North American network of leaders from universities, colleges and conservatories that advances excellence in arts higher education through professional development, research, policy dialogue, advocacy and collaboration across disciplines. <https://www.icfad.org/>

International Drama in Education Research Institute (IDIERI) is an international research network that gathers scholars, teacher educators, and practitioners to advance research, theory and evidence-based practice in drama education, applied theatre, and arts-based learning through regular international conferences and collaborative inquiry. <https://idieri2025.com/>

Erasmus+ is the European Union's flagship programme for education, training, youth, and sport, supporting international mobility, partnerships, innovation, and capacity building across schools, universities, vocational education, and cultural organisations. <https://erasmus-plus.ec.europa.eu>

Creative Europe is the European Union's programme for the cultural, creative, audiovisual, and media sectors, funding cross-border cooperation, artistic mobility, cultural innovation, audience development, and support for Europe's cultural and creative industries. <https://culture.ec.europa.eu/creative-europe>

AgoraEU is the European Commission's proposed funding programme for 2028–2034 that will bring together Creative Europe and Citizens, Equality, Rights and Values (CERV) to strengthen culture, media, democracy, civic participation, and social resilience through a single integrated framework. <https://culture.ec.europa.eu/news/european-commission-proposes-agoraeu-programme-for-2028-2034>

The *European Education Area (EEA)* is the European Union's strategic framework for creating a more inclusive, innovative, and connected education system across Europe by promoting quality education, lifelong learning, mobility, digital transformation, and cultural awareness. <https://education.ec.europa.eu/about-eea/the-eea-explained>

Central American Educational and Cultural Coordination (CECC/SICA) is the specialised educational and cultural body of the Central American Integration System that promotes regional cooperation in education and culture, supports policy development, strengthens cultural and educational integration, and advances sustainable human development across the member countries of Central America and the Dominican Republic. <https://www.sica.int/>

Caribbean Festival of Arts (CARIFESTA) is a multidisciplinary arts and culture festival, established in 1972 to celebrate Caribbean creativity, strengthen regional integration, foster cultural exchange, and advance the development of the region's cultural and creative industries through performances, exhibitions, workshops, policy dialogue, and professional networking. <https://www.carifesta.net>

The Council of Regional Organisations of the Pacific (CROP) coordinates major intergovernmental organisations in the Pacific region, fostering collaboration across areas including education, culture, sustainable development, health, climate resilience, and regional policy implementation. <https://www.forumsec.org/crop-agencies/>

The Pacific Community (SPC) is the region's principal scientific and technical organisation, supporting Pacific Island countries and territories through research, policy advice, capacity building, data systems, and programmes in education, culture, public health, climate change, and sustainable development. <https://www.spc.int>

The University of the South Pacific (USP) is a regional university serving twelve Pacific Island countries, providing higher education, research, professional development, and leadership in areas inclu-

ding Indigenous knowledge, education, culture, sustainability, and regional development. <https://www.usp.ac.fj>

The Pacific Heads of Education Systems (PHES) is a regional network of senior education leaders that provides strategic leadership, policy coordination, and collaborative action to improve educational quality, equity, and implementation across the Pacific region. <https://core.unesco.org/en/project/3240113221>

The Asia-Pacific Network for Culture, Education and Arts (ANCER) is a regional network of researchers, educators, arts managers, and cultural practitioners that promotes knowledge exchange, research collaboration, and professional dialogue on arts, culture, and education across the Asia-Pacific region. <https://www.ancernetwork.org>

The Asia-Europe Foundation (ASEF) culture360 platform is a major digital knowledge hub that connects artists, cultural organisations, educators, policymakers, and researchers across Asia and Europe through information sharing, networking, funding opportunities, publications, and cultural dialogue. <https://culture360.asef.org>

The Asian Alliance for Arts Institutions (ALIA) is a consortium of arts universities from across Asia that promotes collaboration in arts education, artistic exchange, research, student mobility, and capacity building among higher arts education institutions. <https://www.aalau.org/>

The Arab League Educational, Cultural and Scientific Organization (ALECSO) is the specialised agency of the League of Arab States responsible for advancing cooperation in education, culture, science, heritage, language, and research across the Arab world, while supporting policy development, cultural preservation, and educational innovation among its 22 member states. <https://www.alecso.org/>

The National Endowment for the Arts (NEA) is the independent federal agency of the United States government that supports artistic excellence, creativity, arts education, community engagement, and equitable access to the arts through grants, research, and national initiatives. <https://www.arts.gov>

The Canada Council for the Arts is Canada's national public arts funder, supporting artists, arts organisations, Indigenous cultural expression, international cultural exchange, research, and public participation in the arts across the country. <https://canadacouncil.ca>

The Arts Education Partnership (AEP) is a United States national network of education, arts, business, government, and philanthropic organisations dedicated to advancing arts education through research, policy advocacy, professional learning, and cross-sector collaboration. <https://www.aep-arts.org>

The Organization of Ibero-American States for Education, Science and Culture (OEI) is the principal intergovernmental organisation for cooperation among Spanish- and Portuguese-speaking countries, promoting educational quality, cultural development, scientific collaboration, innovation, and social inclusion across Latin America, Spain, Portugal, and Andorra. <https://oei.int/en/>

Arts & Business is a leading UK organisation that strengthens partnerships between the cultural sector and businesses by promoting investment, sponsorship, philanthropy, leadership development, and collaboration to support the sustainability and impact of arts and cultural organisations. <https://www.artsandbusiness.org.uk/>

The Medellín Transformation Programme is a long-term collaboration between local government, universities, businesses, cultural institutions, and community organisations that used investment in libraries, cultural centres, music schools, public art, education, and innovation districts to transform Medellín (a city in Colombia) into a recognised centre for culture, creativity, social inclusion, and urban innovation. https://resilientcitiesnetwork.org/downloadable_resources/Network/Medellin-Resilience-Strategy-English.pdf

Instituto Ayrton Senna is working with governments, schools, researchers and private-sector partners to improve Brazil's educational quality through programmes that develop creativity, socio-emotional skills, innovation, and holistic learning. <https://institutoayrtonsenna.org.br/en/>

Safaricom is Kenya's leading telecommunications company and a major supporter of youth creativity, digital innovation, cultural entrepreneurship, education, and community development through initiatives that strengthen creative skills, technology access, and opportunities within Kenya's cultural and creative economy. <https://www.safaricom.co.ke/>

Business and Arts South Africa (BASA) is a national development agency that builds partnerships between the business sector and the arts, supporting cultural sustainability, arts education, creative entrepreneurship, audience development, and investment in South Africa's cultural and creative industries. <https://www.basa.co.za/>

The MTN Foundation is the corporate social investment arm of MTN Group, supporting education, arts and culture, youth empowerment, digital skills, and community development across Africa through scholarships, cultural initiatives, creative talent programmes, and educational partnerships. <https://www.mtn.com/sustainability/mtn-foundation/>

Tata Trusts is one of India's oldest and largest philanthropic organisations, supporting education, arts and culture, heritage preservation, community development, and innovation through programmes that expand learning opportunities and strengthen cultural and creative ecosystems across the country. <https://www.tatatrusts.org/>

In China, *Tencent* has partnered with institutions such as the Palace Museum (Forbidden City) to develop digital exhibitions, virtual heritage experiences, creative learning resources, and educational platforms that engage young people with Chinese arts, culture, and heritage through technology. These initiatives link arts education with digital innovation, gaming, design, and cultural entrepreneurship. <https://cdc.tencent.com>

The Alibaba Foundation is the philanthropic arm of the Alibaba Group, supporting educational equity, cultural preservation, rural revitalisation, digital inclusion, and youth development through programmes that expand access to learning, technology, cultural resources, and creative opportunities across China. <https://www.alibabagroup.com/en-US/esg/community-and-philanthropy/alibaba-foundation>

UNESCO Creative City of Design (Shenzhen) China, is part of the UNESCO Creative Cities Network and uses design, creativity, education, cultural participation, and innovation as drivers of sustainable urban development, fostering collaboration between schools, universities, cultural institutions, communities, and the creative industries. <https://www.unesco.org/en/creative-cities/shenzhen> More broadly, the UNESCO Creative Cities Network can be accessed at <https://www.unesco.org/en/creative-cities>

Fundación Bancolombia is the social impact foundation of Bancolombia, supporting education, cultural participation, entrepreneurship, community development, and social innovation through programmes that strengthen opportunities for individuals and communities across Colombia. <https://www.fundacionbancolombia.org/>

Grupo SURA is a Latin American financial services group that supports education, culture, social innovation, leadership development, and community wellbeing through its corporate sustainability programmes and partnerships with cultural and educational institutions across the region. <https://www.gruposura.com/en/sustainability/>

Soy Música was born in 2017, as an initiative with the Salvadoran Ministry of Education and UNICEF. The program aims to foster a culture of peaceful coexistence through arts and music within the national school system. Musicians Without Borders support the project. <https://www.musicianswithoutborders.org/programs/soy-musica/>

The Pavarotti Music Centre in Bosnia and Herzegovina was established in 1997 through a partnership between *War Child* and artists including Luciano Pavarotti, Brian Eno, and members of U2, using music education, creative arts, and cultural participation to support healing, reconciliation and youth development in a post-conflict society. <https://www.mcpavarotti.com>

Sevdah Art House in Sarajevo is a cultural and educational centre dedicated to preserving and promoting *sevdalinka*, Bosnia and Herzegovina's traditional urban folk music, through exhibitions, workshops, performances and learning programmes that connect younger generations with their intangible cultural heritage. <https://sevdalinka.info/en/sevdah-art-house-2/>

The *Organization of Ibero-American States* promotes cooperation among countries in Latin America, Spain, Portugal, and Andorra to strengthen education, science, culture, and multilingualism, playing a significant role in advancing cultural and arts education policies and initiatives across the Ibero-American region. <https://oei.int/>

L'Orchestre à l'École is a national French programme that transforms entire school classes into orchestras, providing all children with sustained access to collective music-making as a tool for educational, cultural, and social development. <https://www.orchestre-ecole.com/>

In Zanzibar, *Dhow Countries Music Academy* serves as a leading centre for music education, cultural preservation, and youth development, providing training in traditional Swahili musical forms while safeguarding and revitalising the rich musical heritage of the Indian Ocean “dhow countries” region. <https://www.zanzibarmusic.org/>

In Uzbekistan, *Art Station in Samarkand* is as a multidisciplinary cultural hub that combines exhibitions, artist residencies, educational programmes, and community engagement, creating opportunities for young people, artists, and cultural practitioners to participate in contemporary artistic expression, intercultural dialogue, and creative learning. <https://www.artstation.uz/>

Kunsthau Zürich, in partnership with and supported by the *Fondation Beyeler* in Switzerland demonstrates how leading art museums can extend access to culture through exhibitions, educational programmes, and public engagement initiatives that connect diverse audiences with artistic learning and contemporary cultural dialogue. <https://www.kunsthau.ch/>

The *UNIQLO Tate Play* partnership at the Tate Gallery in the United Kingdom demonstrates how a commercial sponsor and a major cultural institution can work together to make creativity accessible to all, through large-scale participatory drawing projects <https://www.tate.org.uk/whats-on/tate-modern/uniqlo-tate-play>

The *Qatar Foundation* has played a pivotal role in strengthening arts education in Qatar by supporting museums, creative learning programmes, artist residencies, cultural festivals, and educational initiatives that connect artistic practice, cultural heritage, innovation, and lifelong learning. <https://www.qf.org.qa>

The *Paulo Freire Foundation* promotes critical pedagogy, creativity, cultural participation, and social justice through educational programmes that empower learners and communities to become active agents of social transformation and democratic change. <https://freire.org/>

In the pandemic context, UNESCO created the *#ShareCulture* and *#ShareOurHeritage* communication campaigns, promoting virtual access to world heritage sites and to practices linked to the living cultural or intangible heritage of communities. <https://www.cultureforhealth.eu/mapping/shareculture-unesco-communication-campaign/>

Launched by UNESCO in April 2020, the *#ResiliArt* movement is a global campaign designed to support artists and creative professionals during crises. <https://www.unesco.org/creativity/en/activities/resiliart>

First 5 Forever is an initiative led by the State Library of Queensland that partners with local libraries and communities to support parents and caregivers in developing young children's language, li-

teracy and communication skills through storytelling, reading, singing and play from birth to age five. <https://www.slq.qld.gov.au/first5forever>

The Khastara (Khasanah Pustaka Nusantara) Portal, developed by the National Library of Indonesia, provides open digital access to Indonesia's rich collection of manuscripts, regional languages, historical documents, and cultural heritage resources, supporting cultural preservation, research and lifelong learning across the archipelago. <https://khastara.perpusnas.go.id/>

In the United Kingdom, *Assemble* is a multidisciplinary collective working across art, architecture, design and community development. It is known for its collaborative approach that actively involves local residents as participants and co-creators in projects that regenerate neighbourhoods, create shared cultural spaces, and strengthen community connection. <https://assemblestudio.co.uk/>

In Iceland, *Haus* is a non-profit creative community that brings together artists, musicians, writers, designers, filmmakers, entrepreneurs and cultural practitioners in shared studios and collaborative spaces, fostering creativity, community learning, exhibitions, workshops, performances and interdisciplinary cultural exchange. <https://www.haushaus.haus/>

Cambodian Living Arts is a Cambodian cultural organisation that works to preserve traditional arts, support contemporary artistic expression, and strengthen arts education by connecting master artists, schools, communities, and policymakers to inspire new generations and sustain Cambodia's cultural heritage. <https://reifoundation.com/>

Ecuador's *Voice of the Ancestors (ETOVA) project* demonstrates how community-led cultural initiatives can work alongside schools and local knowledge holders to strengthen cultural identity and transmit Indigenous heritage and traditions to younger generations through participatory learning and cultural engagement. <https://oei.int/oficinas/ecuador/proyectos/etova-escuela-de-tradicional-voz-de-los-ancestros>

Specific resources for Chapter 13

The International Commission on the Futures of Education was convened by UNESCO and chaired by Sahle-Work Zewde and brought together global experts to rethink education for a changing world, culminating in the landmark report *Reimagining Our Futures Together: A New Social Contract for Education (2021)*, which advocates transforming education to support sustainability, equity, and collective wellbeing. <https://www.unesco.org/en/futures-education>

Singapore citizens aged 18 and above have \$100 in *SG Culture Pass* credits to enjoy local arts, heritage, and Singaporean literature books. <https://www.sgculturepass.gov.sg/>

The *UNITWIN/UNESCO Chairs Programme* connects more than 1,000 universities and research institutions in over 120 countries, fostering international collaboration, knowledge sharing, capacity building, and interdisciplinary research aligned with UNESCO's priorities. <https://www.unesco.org/en/unitwin>

The *UNESCO Associated Schools Network* brings together more than 10,000 educational institutions in over 180 countries to promote quality education, intercultural dialogue, sustainable development, and global citizenship through collaborative learning and innovation. <https://www.unesco.org/en/aspnet>

The *Red de Educación Artística para América Latina y el Caribe (REALC)* brings together policymakers, educators, researchers, cultural institutions, and civil society organisations across Latin America and the Caribbean to strengthen arts and cultural education through regional cooperation, knowledge exchange, research, and policy development. <https://www.unesco.org/es/articles/la-historia-y-el-futuro-de-la-educacion-artistica-en-chile-son-abordados-por-la-revista-mgc-de-la>

The *Africa Forum on Arts and Culture Education (AFACE)* brings together educators, researchers, artists, cultural institutions, policymakers, and civil society organisations to advance arts and culture education across Africa through dialogue, research, advocacy, and regional cooperation. <https://aface.org/>

The *Acting on the Margins: Arts as Social Sculpture (AMASS)* project was an international arts-based research initiative that explored how participatory arts and cultural practices can address social exclusion, strengthen community resilience, and generate innovative responses to contemporary societal challenges through creative collaboration and policy development. <https://amassproject.weebly.com/>

The *London Academy* is a large, diverse all-through (kindergarten to Year 12) school in London that promotes innovation, leadership, creativity and community engagement through its “Leaders for Tomorrow” vision and extensive partnerships with universities, employers and cultural organisations. <https://www.londonacademy.org.uk/>

The *Education Endowment Foundation* in the UK supports the use of rigorous research and evidence in education by funding and evaluating interventions and providing accessible guidance on “what works” to improve teaching, learning and educational outcomes. <https://educationendowmentfoundation.org.uk/>

The *London Cultural Resources* platform provides educators, schools, and cultural organisations with access to arts, heritage, museum, and creative learning opportunities across London (UK), helping to strengthen cultural engagement and partnerships between education and the cultural sector. <https://www.london.gov.uk/programmes-strategies/arts-and-culture/find-out-whats-useful-culture-websites>

The *Network for Academic Cooperation on Intangible Cultural Heritage in Latin America and the Caribbean (ReCA PCI LAC)* is a regional university and research network that promotes collaborative research, teaching, community engagement, and public policy development to strengthen intangible cultural heritage across Latin America and the Caribbean. <https://www.unesco.org/en/articles/reflection-intangible-cultural-heritage-and-universities>

The *Central American Integration System (SICA)* is the principal regional integration framework for Central America and the Dominican Republic, promoting cooperation and shared policies to build a region of peace, democracy, sustainable development, and social, cultural, and economic integration. <https://www.sica.int/>

The *École de Musique Dessaix-Baptiste* in Haiti, provides music education and social support, demonstrating how arts education can promote inclusion, cultural preservation, and opportunities for vulnerable children and youth. <https://www.blumehaiti.org/>

Tanzania’s *National Cultural Observatory Board* was established to strengthen evidence-based cultural policy by collecting, analysing and monitoring data on cultural participation, CCIs and cultural development, helping to guide investment and strategic planning across the cultural sector. <https://www.tanzania.go.tz/>

Kenya’s *Talanta Hela Fund* is a government-backed initiative designed to identify, nurture, finance, and commercialise talent in the creative industries, arts, culture, and sports, providing pathways for young people to generate livelihoods through their creative skills and cultural entrepreneurship. <https://kas.or.ke/talanta-hela/>

AgoraEU is the European Union’s proposed flagship programme for 2028–2034, bringing together support for culture, media, CCIs, civil society, and democratic participation through an integrated €8.6 billion funding framework designed to strengthen cultural diversity, artistic freedom, creativity and democratic resilience across Europe. consilium.europa.eu/en/press/press-releases/2026/05/12/agoraeu-council-agrees-partial-mandate-on-new-programme-to-support-culture-media-and-democratic-values

Creative Arts for Development (CAfD) Ghana is a youth-focused initiative that uses arts, culture and creativity as tools for education, empowerment, social inclusion, and community development, helping young people develop creative skills, confidence and pathways to employment. <https://www.creativeghana.org/about>

Cambodia's *Culture in Education* promotes the integration of arts, culture, heritage and creative learning in education, recognising culture as fundamental in shaping curriculum, teaching, learning, identity and national development while building links between schools and Cambodia's rich cultural traditions. <https://unesdoc.unesco.org/ark:/48223/pf0000142086>

Mexico's *National Programme for Culture and Arts Education (Programa Nacional de Educación Artística y Cultural)* expands equitable access to arts and cultural learning by strengthening partnerships between schools, cultural institutions, artists, and communities across the country. https://www.cultura.gob.mx/acerca_de_en/

Singapore's *National Arts Education Programme (NAC-AEP)* provides all students with access to high-quality arts learning experiences through partnerships between schools, artists, and arts organisations, reaching the vast majority of schools across the country. <https://www.nac.gov.sg/resources/e-services/arts-education-programmes>

The *Botín Foundation (Fundación Botín)* in Spain (and beyond) supports arts education, creativity, emotional wellbeing, and cultural development through innovative programmes that reach schools, educators, artists and communities across Spain and internationally. <https://www.fundacionbotin.org> also <https://www.centrobotin.org> and <https://www.fundacionbotin.org/programas/educacion/educacion-responsable>

The *Shirley Hall Bass Foundation* promotes accessible performing arts education through youth programmes, scholarships, curriculum development, cultural exchange, and advocacy particularly in The Bahamas and across the African diaspora. <https://www.shirleyhallbassfoundation.org/>

NalandaWay Foundation uses visual arts, theatre, music, dance and storytelling to improve the wellbeing, creativity and educational outcomes of children from disadvantaged communities across India. <https://nalandaway.org/>

Brazil's *Cultural Points programme (Pontos de Cultura)* supports community-based cultural organisations through funding, networking and capacity building, creating influential grassroots cultural participation initiatives. <https://www.unesco.org/creativity/en/policy-monitoring-platform/politica-nacional-de-cultura-viva-cultura-viva-national-policy>

New Zealand's *Creative Communities Scheme (CCS)* provides local funding for community-based arts projects, supporting participation, creativity, cultural diversity, and access to the arts throughout the country. <https://creativenz.govt.nz/funding-and-support/all-opportunities/creative-communities-scheme>

Finland's *Art Testers (Taidetestaajat)* programme gives every eighth-grade student the opportunity to experience high-quality arts and cultural events, ensuring nationwide access to culture regardless of background or location. <https://taidetestaajat.fi>

Sesc Dance (Dança no Sesc) run by Sesc São Paulo, provides access to dance through performances, workshops, artist residencies, educational programmes, and community engagement activities across Brazil. <https://www.sescsp.org.br>

The *National Theatre's Learning Programme* in the UK engages thousands of children, young people, teachers, and schools each year through theatre-making, creative learning, professional development, and access to world-class performances. <https://www.nationaltheatre.org.uk/learning>

Canada's *ArtsSmarts* programme integrates the arts across the curriculum through partnerships between schools, artists, and communities, fostering creativity, engagement, and improved learning outcomes for young people. <https://www.artsmarts.ca>