

HUNDRED RESEARCH REPORT #019

Spotlight: Visual Arts

Report

DECEMBER 2020

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IN PARTNERSHIP WITH

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SPOTLIGHT: VISUAL ARTS

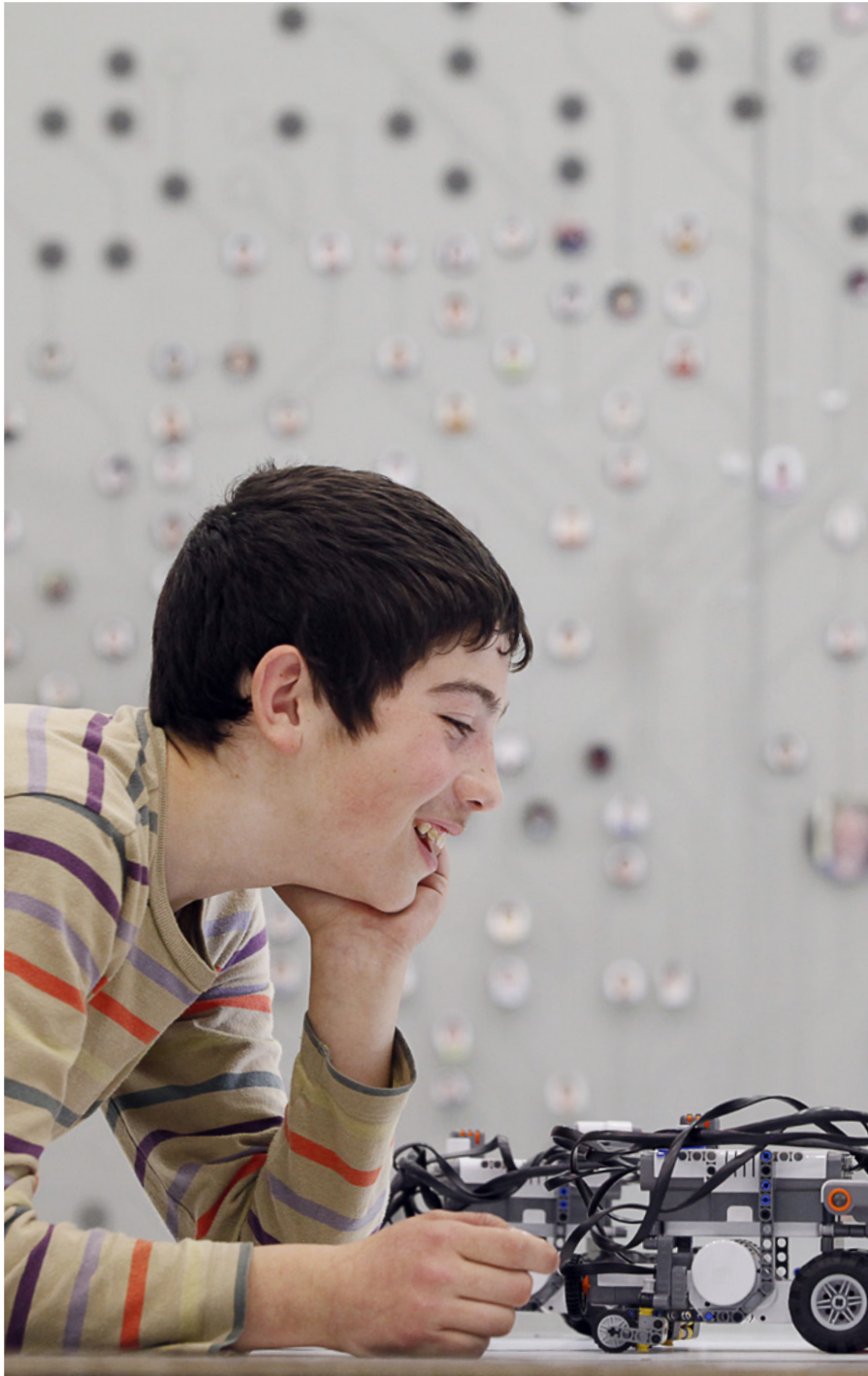
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Christopher Petrie
Graphic design Jyri Öhman / Kilda
Layout Maria Paukkunen / lidee

Conclusions and recommendations from HundrED reports
represent the author's own views.



HundrED gratefully acknowledges Supercell for their support
in the production of this Spotlight project.



Foreword from Supercell

At Supercell, our mission is to make games that are played by as many people as possible, enjoyed for years and remembered forever. As players ourselves, we feel that one of the most memorable aspects of games is the art as it brings the characters to life on our screens.

Game Artists are in high demand and very much sought after and yet, while in conversation with our own game artists at Supercell, we realised that there was a common denominator: many of them had been discouraged at times to pursue Art as a career choice.

As one of HundrED's global partners, we have witnessed the impact they have achieved so far in promoting innovations in education, so we felt we would like to build on our partnership and focus with this spotlight: how to better foster visual arts in schools.

“Today, I see curriculums pushing coding and humanities to the forefront. This is good, but I believe they still underestimate how important creative, flexible minds and skill sets are in building successful careers, companies and products that people will love.”

– MATT ALLAN, GAME ARTIST AT SUPERCCELL

At Supercell we believe it is important to highlight the diversity of opportunities that young people and educators may not be aware of, and how Visual Arts can lead to a career path not only in Video Games but also in Photography, Film and Entrepreneurship, just to name a few.

We are excited that this Spotlight features such innovative projects from around the world that can be scaled and enjoyed by all children, no matter where they come from. The innovations announced today range from “100 Cameras”, a US based non profit that encourages kids to process challenging experiences through photography and enables children to sell their images through their online platform, to India’s “Pratsahan’s HEART Program”, which supports vulnerable adolescent girls using Art and Technology as empowerment tools.

It’s clear from the report that Visual Arts in education is key in helping pave the way to prepare children for the modern workforce. It plays an important role in developing creative critical thinking and problem solving as well as developing emotional intelligence.

The world is turning more visual every day, and that’s why we need more professionals to work in Visual Arts. Now it is up to all of us to spread the word about these projects and this report, and collaborate even further with governments and institutions around the world to both provide the resources and emphasise the importance of Visual Arts in the education curriculum. Let’s inspire and encourage young artists globally to dream big and explore all the options that their future might hold!

Lesley Mansford

Global CSR at Supercell



Foreword from HundrED

Educators and parents are frequently not aware of the rich array of exciting opportunities that are available for young people that develop specialised abilities in Visual Arts. As a result, few students discover their interest and talent for Visual Arts in their life – if at all. There are also many benefits beyond specialised career prospects that are often not valued enough in education; conveying complex ideas in a visual way for everyone to understand, self-confidence, and creative thinking for example.

In the last decade, the value and importance of Visual Arts has been often sidelined in education with reductions to funding and resources. To further compound this problem, COVID-19 threatens schools and education systems to regress into old thinking – that the purpose of education is to prepare young people for the workforce by a strong emphasis on literacy and numeracy, delivered with a content driven and standardised approach to testing and learning. To help address these issues, HundrED and Supercell partnered together on this Spotlight project with the goal of identifying and highlighting leading innovations that focus on Visual Art education.

This report has five chapters, first starting with background literature related to Visual Arts education. In Chapter 2, a collection of voices from current students, teachers, and education leaders from many countries is presented in order to showcase a diverse range of perspectives on what is needed as well as ideas to address these needs for fostering Visual Arts education in their context. Chapter 3 presents an overview on the methodology for selecting and reviewing the spotlighted innovations. Each selected innovation with a sample of their review data is presented in Chapter 4. Finally for Chapter 5, patterns that emerged across each section are brought together with 7 recommendations for policy makers, education leaders, and teachers.

At HundrED, we believe that every child should always have access to quality education, no matter what happens. This belief is especially important today when we are in danger of reversing many decades of progress on the 4th United Nations Sustainable Development Goal. It is our hope that this project will: (a) spark and amplify international cooperation to take concrete action on fostering creativity with these leading innovations and learnings yielded between governments, leaders, and teachers; and (b) as a result of these actions from our global community of stakeholders in education, help the selected innovations increase their impact and reach. However, we cannot hope to achieve these ambitions alone. It is up to all of us to take inspiration from this report to our local community. Let's cooperate and

collaborate together on turning the ideas presented here into action so that we can help every child develop the Visual Arts skills they need to flourish in life.

Christopher Petrie

Head of Global Research, HundrED



Katija Aladin

Researcher, HundrED





Introduction

The value and importance of Visual Arts is often side-lined in education. Moreover, educators and parents are frequently not aware of the rich array of exciting opportunities that are available for young people that develop abilities in this area. As a result, most students do not discover their interest and talent for Visual Arts until their adult life – if at all. There are also many benefits to developing abilities in Visual Arts beyond future career prospects; self-expression, confidence, problem solving, and creative thinking for example.

To address these issues, HundrED and Supercell conducted this Spotlight project with the goal of identifying and researching leading innovations that focus on Visual Art education from November 2019. It specifically aims to identify a diversity of effective models for promoting the importance of Visual Art education as a viable and valuable skill to cultivate – regardless if the focus is arts-based classes (e.g. design, photography, painting) or for other disciplines (e.g. mathematics, physical education, science). It highlights these skills and abilities both within and outside formal school education for a variety of social, economic, and cultural contexts. We are very proud to present this research report as a culmination of that work.

PURPOSE & AIM

HundrED and Supercell believe that fostering Visual Art skills can be just as important as numeracy and literacy. Furthermore, we also believe that Visual Arts can be integrated into all learning in schools and developed in a diversity of ways.

To this end, the purpose of this project is to shine a spotlight, and make globally visible, leading education innovations from around the world doing exceptional work on developing the skill of Visual Arts for all students, teachers, and leaders in schools today. It is our hope that this project will:

- a) spark and amplify international cooperation to take concrete action on fostering Visual Arts with these leading innovations and learnings yielded in this project between governments, leaders, and teachers; and
- b) as a result of these actions from our global community of stakeholders in education, help the selected innovations increase their impact and reach.

FIVE CHAPTERS MAKE UP THIS REPORT

Chapter 1 – Background: A background chapter sets the stage on the general state of Visual Arts education in schools today from relevant literature.

Chapter 2 – Visions for the Future: A collection of voices from current students, teachers, and education leaders from every continent is presented to showcase a diverse range of perspectives on what is needed to foster Visual Arts in their context.

Chapter 3 – Methodology: An overview of the methodology for selecting and reviewing the spotlighted innovations.

Chapter 4 – Selected Innovations: Each selected innovation with a sample of their review data is presented. Information to find out more is also included.

Chapter 5 – Concluding Remarks and Recommendations: Patterns that emerged across each chapter are brought together with seven principles and recommendations. Finally, we ask “What happens next?” with our proactive plans for fostering Visual Arts with the results here beyond this report.

SUPERCELL

Supercell (supercell.com) is a mobile game developer based in Helsinki, Finland, with offices in San Francisco, Seoul and Shanghai. Since its launch in 2010, Supercell has brought five games to the global market: Brawl Stars, Clash Royale, Boom Beach, Clash of Clans and Hay Day. Supercell's goal is to make the best games – games that are played by as many people as possible, enjoyed for years and remembered forever.

HUNDRED

Finland based, not-for-profit, HundrED, discovers, researches and shares inspiring innovations in K12 education. Their goal is to help improve education and foster a movement through encouraging impactful and scalable innovations to spread, mindful of context, across the world. HundrED Spotlights create unique opportunities for both educational professionals and independent organisers of the Spotlight to gain a thorough insight into the education innovations taking place in either a specific area of education, like literacy or sustainability, or within a certain geographic location, for example, India or London. For each Spotlight, we select the brightest education innovations, which then undergo a thorough study by our Research Team and an expert Advisory Board. HundrED Spotlights are organised with partner organisations, who help from their area of expertise.

HundrED and Supercell believe
that developing Visual Art skills
can be just as important
as numeracy and literacy.

HundrED's Mission

INTRODUCTION

The world of education is full of inspiring innovations, yet they struggle to spread beyond their immediate environments. This is why we exist. Our mission is to help every child flourish in life by giving them access to the best possible education innovations.

Since 2016, HundrED has been conducting rigorous research in all continents, selecting 100 inspiring innovations annually and sharing our Global Collections with the world, for free. All of the insights and selected innovations are documented, packaged and available to global educators through our website and reports.

HundrED's Visual Art Manifesto

The purpose of education is to help every child flourish, no matter what happens in life.

In a fast changing world, focusing on traditional academic skills will remain important, but that is not enough. To thrive as global citizens in the modern world, children must develop their Visual Arts skills.

Visual Arts is crucial to solving problems in the future. We believe that every child needs to and can develop these skills, not only to cultivate desirable career attributes (e.g. STEAM and design thinking), but also for their holistic development (e.g. developing the confidence to express oneself authentically).

Teachers also need to develop their Visual Art skills if they are to build and manage effective learning environments. And we need ways to develop leadership that creates and supports a vision for Visual Arts development at every level of our education system.

To make this happen, we believe we need to help ambitious, impactful and scalable education innovations that are already effective in many contexts.

At HundrED, we have found that the world of education is full of hard-working innovators who are making this happen every day. Our mission is to help their impactful innovations to improve education globally.

Theory of Change

1. Identify Innovations

Over 1500 innovations submitted from more than 120 countries

Academy of education experts review and select innovations for all collections

3. Help Innovations Spread

Ambassadors in over 100 countries share innovations locally

We directly connect innovators with growth opportunities

2. Change the Tone

Positive message of change drives 40 000 web visitors per month

Innovation pages have been viewed over 1,3M times

4. Implement at Scale

Combine innovation expertise with system-level needs to create sustainable improvements

Completed various education projects on every continent



Five Guiding Principles and Two Recommendations to Foster Visual Arts Education

We discovered five guiding principles to follow and two key recommendations for government from recurring themes that emerged from conducting this research project. In the final Chapter of this report, these principles are paired with the selected innovations that exemplify each principle. We hope these principles and recommendations will guide and inspire educators, policy makers, leaders, and decision makers to formulate strategies that enable innovative approaches for Visual Arts at a school level to thrive. A summary of these are presented as follows:

We hope these principles and recommendations will guide and inspire.

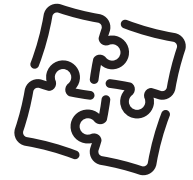
1



VISUAL ARTS SHOULD HELP CELEBRATE DIVERSITY IN SCHOOLS

Everyone has a different perspective that is valuable and Visual Arts helps to celebrate this diversity in a beautiful way. Showcasing a rich array of visual expression helps to develop social-emotional, communication, and empathy skills.

2



VISUAL ARTS CAN AND SHOULD BE INTEGRATED INTO ALL SUBJECTS TO HELP COMMUNICATE COMPLEX IDEAS

Visual Arts can develop creative and critical thinking, and problem solving. There are also plenty of interdisciplinary opportunities to draw novel and interesting connections between disciplines and subjects.

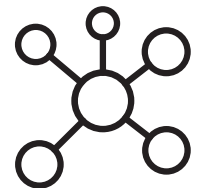
3



GROUP AS WELL AS INDIVIDUAL PROJECTS ARE NEEDED

Often Visual Art projects tend to bias towards individual expression and development. However, there are plenty of ways to collaborate in groups and teams that develop social-emotional and teamwork skills.

4



STUDENTS SHOULD BE EXPOSED TO THE DIVERSITY OF CAREERS THAT ARE POSSIBLE REQUIRING VISUAL ARTS SKILLS

There are a plethora of Visual Arts fields and skills available today that present viable and highly needed careers. However, it is challenging for educators to be aware of these possibilities without outside help from professionals. This is why learning opportunities that allow for both experts to come into school and for students to visit outside of schools are so important.

GOVERNMENT POLICY AND LEADERSHIP LEVEL:

In addition to these guiding principles, there is change needed at a government policy and leadership level. It is clear that for Visual Arts to thrive in schools, the following two recommendations need to be taken seriously:

A



MORE FUNDING IS NEEDED

Many countries have seen a reduction in funding for Visual Arts education in schools. Consequently, there is a danger that schools and education systems may regress to old thinking about the purpose of education by placing even more emphasis on career readiness. While “more funding” is a cliché recommendation, it is nevertheless truer now more than ever in a post COVID-19 world.

5



VISUAL ARTS SHOULD BE FOSTERED FOR ALL STUDENTS TO DEVELOP EMOTIONAL INTELLIGENCE AND SELF-AWARENESS

Children express themselves visually before developing speech. However, it is important to keep this development going all through school in order to develop their emotional intelligence and self-awareness to realise their full potential.

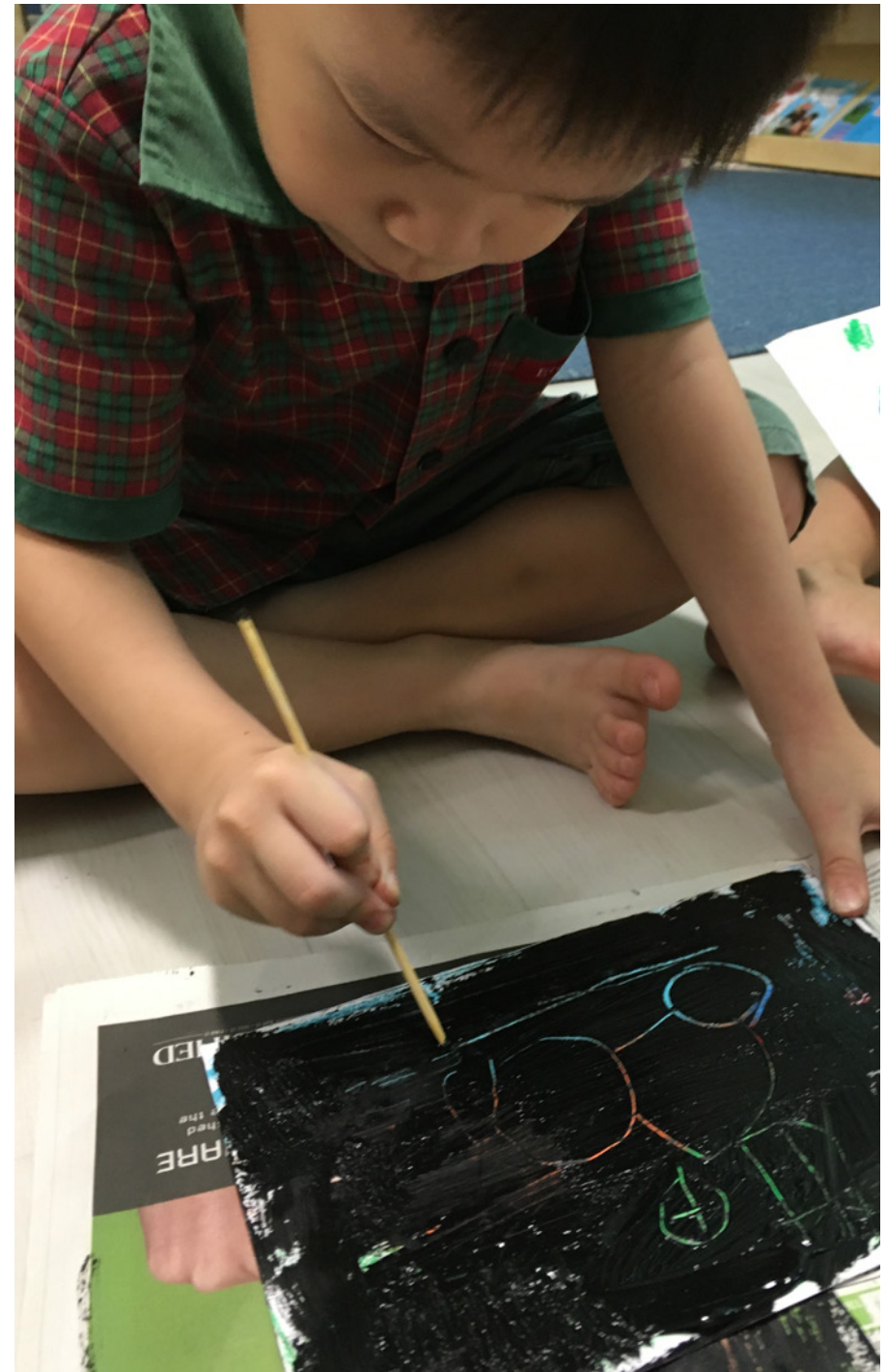
B



DEVELOPING VISUAL ARTS SKILLS SHOULD BE TAKEN AS SERIOUSLY AS LITERACY AND NUMERACY

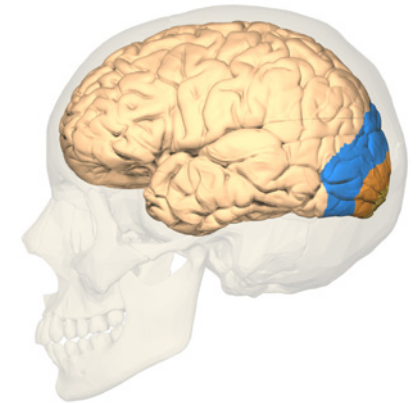
Learning in Visual Arts is critical to developing different ways of self-expression and communication unconstrained to language. If children are not given the opportunity to cultivate these skills, then their holistic potential may not be realized.

Icon credits: **1** Jyri Öhman / Kilda **2** Gregor Cresnar / The Noun Project **3** Saifurrijal / The Noun Project **4** David Glöckler / The Noun Project **5** Alice Design / The Noun Project **A** Adrien Coquet / The Noun Project **B** Francisca Pimenta / The Noun Project



Background & Context

Figure 1. The visual cortex is highlighted in blue and yellow. Public domain image retrieved from: [https://commons.wikimedia.org/wiki/File:BA17,18,19_-_Visual_cortex_\(V1,_V2,_V3\)_-_lateral_view.png](https://commons.wikimedia.org/wiki/File:BA17,18,19_-_Visual_cortex_(V1,_V2,_V3)_-_lateral_view.png)



The Importance of Visual Arts

"A picture is worth a thousand words" is an often-quoted adage suggesting that, when compared with language, complex and challenging ideas can more efficiently communicate meaning by a single still image. If we look at our biology, it is no wonder this is the case. Humans are fairly unique in their reliance on sight as dominant of the five senses compared with most other animals. For example, there are over 120 million optic nerve connections between our eyes and the visual cortex¹, which is located near the older 'reptilian' part of our brain at the rear of the skull (see Figure 1). For this reason, eyesight is arguably the most important and persuasive sense organ in humans, yet education systems tend to grossly undervalue its significance.

In our modern digital world, where there is often too much information flooding our senses and too little time to process it, being able to present information and ideas visually in a quick, simple, and attractive way is more important than ever². Moreover, there is a need for more and more uniquely creative visual content to grab and sustain our attention, potentially requiring every domain to develop these skills.





Figures 2a and 2b. Protsahan's Heart Program – see page 42 for more information.

What is the Current State of Visual Arts Education in Schools?

Art is essential to the human experience; visual art can be seen, without exception, in all cultures across the ages³. In this way, visual arts challenge us with different perspectives to understand one another and invite us to reflect on the human condition. Children begin to communicate through artistic expression before language as motor skills become possible⁴. In school, visual arts provide this crucial link to our culture and important skills which would otherwise be not present in the curriculum⁵. The arts also enable us to be collectively self-reflective, which helps to bond communities together, and brings reassurance and happiness in times of anxiety – like the global COVID pandemic in 2020 for example⁶.

Visual Arts education in schools have often covered conventional art forms like print-making, painting, textile design, photography, sculpture, and more⁷. Particularly in the last two decades, however, this brand of visual arts education in schools has been reducing significantly in many countries, often impacting students in low socio-economic areas the most⁸. The pressure for schools to focus on accountability measures with standardised tests in STEM subjects has a big role to play with this decline⁹.

Policy makers in education are increasingly using empirical evidence (such as random control trials and large-scale impact studies) to guide and justify their decisions¹⁰.

Unfortunately, arts education often gets side-lined because it has less of this kind of evidence for tangible learning benefits when compared with areas like numeracy and literacy. Supporting data that is convincing is also not consistently collected across a wide array of contexts¹¹. However, surveys reveal that the majority of the general public agrees that arts education is needed in schools¹². It is therefore important that research on the impact of visual arts education is increased with more resources and funding to reveal its benefits and opportunities clearly.

Many studies indicate that students' problem-solving skills, confidence, engagement, aspirations, and general intellectual abilities across disciplines increase from the connections made possible with a rich visual arts education^{13, 14}. Some studies have demonstrated a strong link from visual arts development to increases in social-emotional skills, such as empathy and compassion, for those who receive more of it in school¹⁵. Being exposed to various forms of visual expression from a diversity of identities and cultures is one strong reason for these benefits. Additionally, expressing complex ideas in a simple visual way for any subject or career is an extremely valuable skill to cultivate.

With reduced funding and resources in school education, its importance has become fragile despite the significant impact to learning efficacy indicated by research¹⁶. This development is critical in our current world as fundamental values of

truth and morality are being tested. We advocate that the purpose of education beyond career readiness and standardised tests needs to be debated consistently by not only policy makers, but all stakeholders in education with the view to help push humanity forward. Within this idea, we also strongly advocate that Visual Art skills are vital for a well-rounded education so that future generations benefit and appreciate its fundamental worth.

Both teacher development for every teacher and education outside of the school walls is essential if young people are to be presented with the wide range of possibilities to develop these skills in any domain¹⁷. Opportunities for interdisciplinary collaboration is also often lacking – meaning that subjects are siloed with few connections between them being made¹⁸. Therefore, visual arts education should be much more integrated into all disciplines, so that schools allow for more opportunities to draw novel connections and enable the potential to express these creative ideas visually. We think rich collaboration opportunities are possible at all levels of the education system between teachers, age groups, professionals in the local community, businesses, non-profits, parents, and more.



Figure 3. Students at Segni Mossi
– see page 44 for more information.



Figure 4. Visual Art Activities for Children and Teens
with Autism – see page 30 for more information.

Collection of Voices

Education systems also need to consider and integrate visions of change by those at a local grassroots level, for example: current leaders in schools and other organisations, teachers, and students from a diverse range of contexts.

In an effort to provide a small degree of perspective on this, we asked a number of education leaders, teachers, and students from all over the world two questions:

1. How can visual expression be better integrated throughout learning in your school context?
2. What do you see as the biggest barrier to your suggestion and how can we best overcome that?

In the following pages are their answers:



Students



1

LIAM DAVIS-BOSCH / United States
Current Pitzer College,
formerly Think Global School

Q1 In my experience, as a student at THINK Global School, **project-based and student-led learning allowed space for the integration of visual expression** which is pivotal to engaging the learners interest and being accessible to different styles of information exploration.

Q2 It is necessary to **shift models of mainstream education to include diverse input from young people** to accurately address student needs and desires within their own learning.



3

IRIS HUBBARD / US
Master's Student in Early Language
Education for Intercultural Communication,
University of Eastern Finland

Q1 Instead of relying so heavily on written reports, or exams, **students should be given the option to design projects and share their learning through or with the help of visual arts.**

Q2 To overcome time, resource, and teacher or administrator resistance barriers, **there needs to be more flexibility in the curriculum, support from the school, and more teacher autonomy in the classroom.**



2

ALBANY PARRA / Venezuela
Student, El Peñón School

Q1 I would like to take **Visual Arts as a subject in my school. Art is as important as Mathematics, but our current Educational System doesn't reinforce this.** I would love to have clubs on photography or sculpture.

Q2 I think our **current education system doesn't give Visual Arts the importance that we as students desperately need!** To change this mindset, is a huge step, in my context. I think research like this Spotlight is a step in the right direction.

Educators



4

CLAUDIA EL BAYEH DEHÉ / Brazil
Concept Escola Visual Art Teacher

Q1 **Visual Expression can be used as a language in any project** to make the learners' ideas and reflexions visible, considering the wide range of possibilities to be explored.

Q2 **The biggest barrier is lack of communication.** Integrating visual expression to the school's context can best happen when educators work in partnership, sharing their experiences regarding the ongoing projects.



5

EMILY GOPAUL / England
The Primary Art Class

Q1 **By increasing the confidence and interest of the leaders** in each organisation, it is impacted by the quality of continuing professional development opportunities on offer and how often you broaden your perspectives.

Q2 An inclination to default to outdated and narrow 'tried and tested' art lessons in primary schools; **We need to make accessible high quality art education continuing professional development opportunities and resources.**

Visual Expression can be used
as a language in any project.

Leaders



6

WENDY NG / Singapore
Education and International Relations
Specialist, Singapore

Q1 Visual arts are great resources that can start discussions and elicit students' responses. **In the teaching of languages and humanities, teachers can use more visually rich multi-modal texts to develop students' analytical and inference skills and enhance their multiple literacies.**

Q2 It is important to be open to discussions and interpretations when using visual arts. Students should not think that there is only one correct answer and be afraid to share their ideas. **Modes of assessment should be customised and flexible to allow students to flourish with the arts.**



7

MARILYN FIELD / Canada
Teacher, Founder, Executive, LEAD

Q1 It takes courage to create, leading to self-confidence and purpose. **Whatever the subject, when students question, explore and react through creating, they fully engage in owning their learning success.**

Q2 Teachers fear 'doing art', let alone 'teaching' it. But they dare to try when they see arts empowering students to love learning! **Move STEM to STEAM with simple sample activities.**



9

JAKI MATHAGA / Kenya
Trustee, ADAT Foundation

Q1 Many children learn differently. **Visual learners can be integrated throughout the learning process** by ensuring there are visual representations of the learning content.

Q2 The biggest barrier is **acknowledgement of visual learning as a legitimate way of learning.** Teachers need to be taught to identify visual learners and then how to easily interpret content. Many claim they don't have the skills or time to do this.



8

GEORGE ANASTASSIOU / Chile
President of Fundación Gabriel
& Mary Mustakis

Q1 Today **ARTS & GRAPHS** acquire an extraordinary importance as an effective **COMMUNICATION TOOL**, especially when we are integrating our sensitive talents into the formula of new ways of learning (both **MENTAL** hemispheres).

Q2 If we could make parents and educators aware of the benefits to continue supporting our kids as we did when they were pre-schoolers... getting excited by the way they permit express their emotions through ART, maybe we will see some improvements.



10

MATT ALLAN / Finland
Game Artist, Supercell

Q1 During my education, **I would have loved to have seen a teaching methodology integrated throughout, that encouraged students to explore any issue or topic visually**, rather than designating some subjects as creative and others as for only correct written answers.

Students could develop a deeper understanding, initiative and passion for subjects, as well as creative, analytical, communication skills. You may ignite a passion for History by having students study visual propaganda during WW2 and design their own. They can learn to think critically, adapt, explore, internalize and express what they have learnt in their own visual language.

Q2 Even art classes, at my school, gave a higher percentage marks towards the written submission than the art itself. **The biggest barrier seemed to be finding teachers that were able to test, evaluate and encourage students with open critical feedback on their creative solutions, rather than mark a submission as merely right or wrong.**

Supporting and training teachers to nurture creativity throughout the curriculum would be a great step.

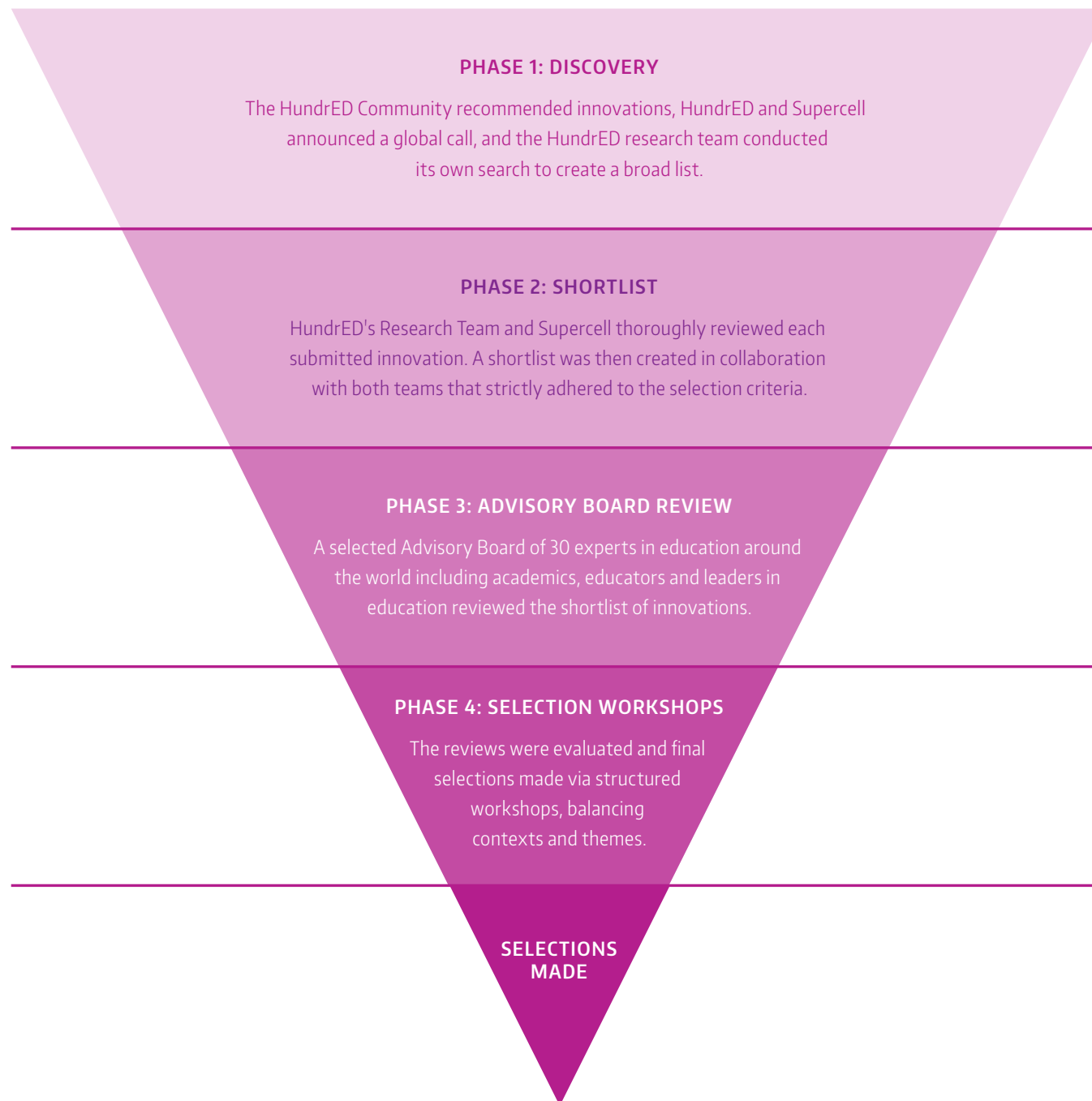
Obviously this would require the teacher to have enough time for each of their students. But it would likely set the child up wonderfully for the self-directed and less binary world they will one day work in.

Methodology

The Selection Process

Inspired from Everett M. Rogers book *Diffusion of Innovations* (2003), we use the following definition for innovation in education:

"Innovation in education can be defined as meaningful improvements considered within the place of implementation with a new or modified practice and/or technology that supports any part of the educational ecosystem (for example: skills, teachers, assessment, environment and/or systems, and leadership)."



How We Find and
Select Innovations.

PHASE 1 – DISCOVERY

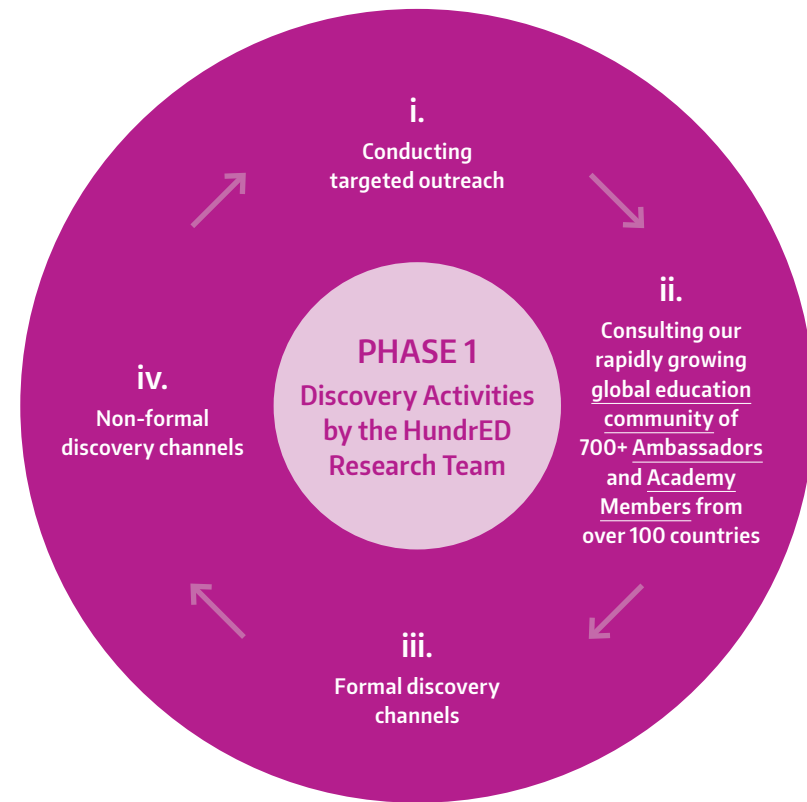
The first phase involved discovering leading innovations by our research team with support of HundrED's Global Community, which include methods of: surveys, interviews, and in-depth searches online. The main areas of activity for HundrED's Research Team are outlined in the Figure on the right.

PHASE 2 – SHORTLIST

Is where HundrED's Research Team and Supercell thoroughly reviewed each innovation. To be selected for the shortlist, each innovation must have shown evidence for impact and scalability using the following definitions:

Impact: Evaluated as a valuable improvement within the innovation's context. All innovations must have at-least 1-year of being implemented with its intended users.

Scalability: Either the innovation is actively expanding to other contexts or has a high degree of transferability for others to adopt its practice/technology.



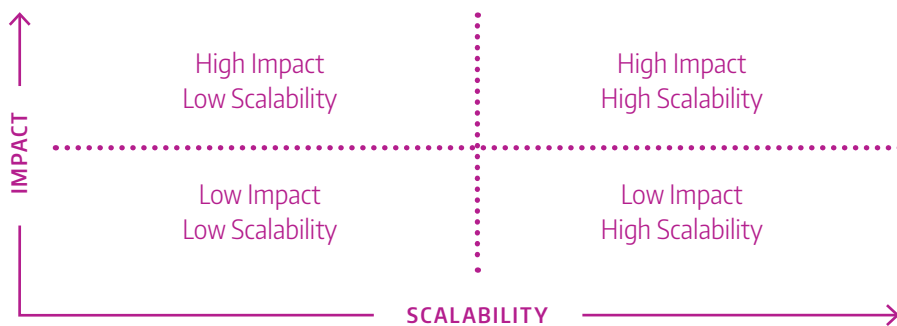
Each innovation must have shown evidence for impact and scalability.

- i. Personalised applicant support to potential submissions
- ii. The HundrED Community are essential to be our local eyes and ears on the ground where they recommend and report about the best practices and solutions – especially in locations that are difficult to get access to (e.g. rural schools and regions with limited internet).
- iii. & iv. Activities include but are not limited to:
 - a) attending major education events and conferences
 - b) monitoring high profile innovation competitions from around the world
 - c) speaking with experts in and out of education
 - d) studying academic and non-academic texts such as peer reviewed journals and blogs

PHASE 3 – ADVISORY BOARD REVIEW

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process. The Advisory Board for this Spotlight consisted of 30 experts in education from around the world including current: academics, innovators, teachers, students and leaders in education (see Appendix A). They reviewed the shortlist of innovations over a two week period in June 2020.

The selection process of the Advisory Board was conducted carefully by both HundrED and Supercell. We ensured they supported HundrED's mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education that can offer a valuable perspective on promoting Visual Arts education in schools. **Please see Appendix A to see who was in the Advisory Board.**

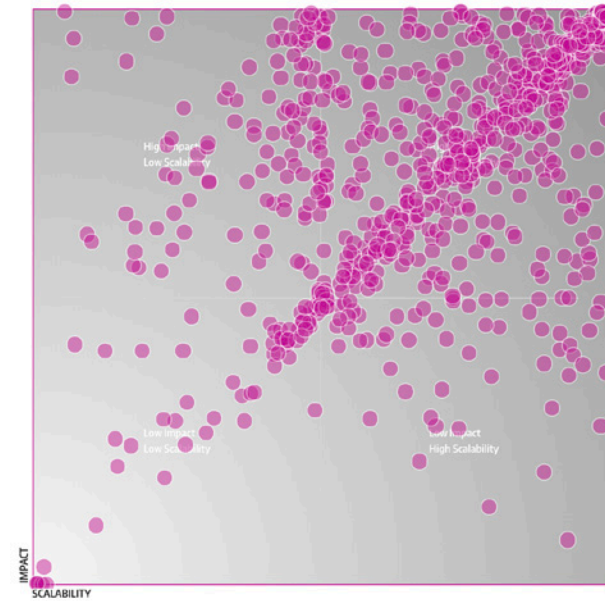


The Advisory Board 3-step review tool.

Step 1: The factors of impact and scalability were plotted on a graph by each Advisory Board Member using HundrED's evaluation tool, which is divided into four quadrants. We were looking for innovations that the majority of Advisory Board members considered to be highly impactful and scalable in the top right quadrant.

The plots on the graphs below represent a review for one of the shortlisted innovations in this Spotlight.

Step 2: Each reviewer also provided specific comments about each innovation that explained their evaluation on our mapping tool.



Step 3: Finally, they recommended if each shortlisted innovation should be selected by selecting **Yes, No, or Maybe**.

PHASE 4 – SELECTION WORKSHOPS

All shortlisted innovations reviewed by the Advisory Board and were ranked from most favourable responses to the least. Any critical comments were seriously considered first as to whether the innovation should be excluded from the selection process (e.g. the innovation materials may promote ineffective pedagogy).

In Phase 4, the HundrED Research Team and Supercell participated in a two-part structured workshop where they selected the innovations to be highlighted in this Spotlight. The challenge in this phase was achieving a balance of approaches and contexts in the final collection.

In both workshops, we considered the Advisory Board reviews while aiming to cover a diverse range of: (a) effective approaches to promoting Visual Arts in education, (b) age levels, (c) target groups (e.g. educators, parents, and students), and (d) educational contexts and geographical spread.

Innovations

Selected Innovations

The final selection of innovations have:

- been established from 2007 to 2019
- spread from 1 to 25 countries
- a range from 100 to 249000000 total users.

1. 100cameras, US
2. CreAAtive: Art Activities for children and teens with Autism, Argentina
3. BEEP Lab – Design mentoring to spark creativity & Innovation for kids 快樂追築, Singapore
4. BYkids – Their World, Their Films, US
5. Dear You, Finland
6. Kamilala, France
7. Pixar in a Box, US
8. Protsahan's HEART Program, India
9. Segni Mossi, Italy
10. The Virtual Bridges Initiative, Colombia
11. TUMO Center for Creative Technologies, Armenia





Empowering kids to process and tell their stories through photography

100cameras

United States

We are a nonprofit organization that works with kids around the world who have had challenging experiences, and we teach them how to process and tell their stories through photography in a way that impacts how they view themselves and their role in their community.

10-18

AGE GROUP

22814

CHILDREN/USERS

13

COUNTRIES

WE BELIEVE KIDS WILL CHANGE THE WORLD

Every kid – no matter their background or circumstances – deserves the right to process their experiences in a way that creates space for emotional freedom in their future. At 100cameras, we work worldwide with participants from ages 10–18 who have experienced challenging events.

Our custom curriculum teaches both storytelling and technical photography skills in a way that guides participants through a process of self-discovery and realization of the important role and contribution they have in their surroundings.

Photography is utilized as a gateway to teach confidence, ownership, and expression, providing a clearing where youth can process and tell the stories of their past and present, with no judgement or expectations in a way that inspires hope for their view of the future. We also train teachers all around the world to lead programs in partnership with established organizations such as schools, community centers, and children's homes.

GIVING A PLATFORM TO BECOME LOCAL CHANGEMAKERS

100% of the proceeds* from student photo sales fund much-needed supplies, and the organizations in each community determine which medical, educational, or basic needs they need funded the most.

This enables change to become full circle by enabling students to not only process their stories and express themselves, but to see the impact of their contribution on the community.

This is crucial in showing youth firsthand that they are important contributors to their surroundings and that at the core of it all – they matter.

From South Sudan to Cuba to Thailand to the USA to India and Brazil, kids are learning how to express their perspectives and tell the stories of their past, present, and future through our custom curriculum that teaches both storytelling and technical photography skills.

*After production, 100% of the proceeds from our student photos sold online equates to 94% of each sale.

RESEARCH

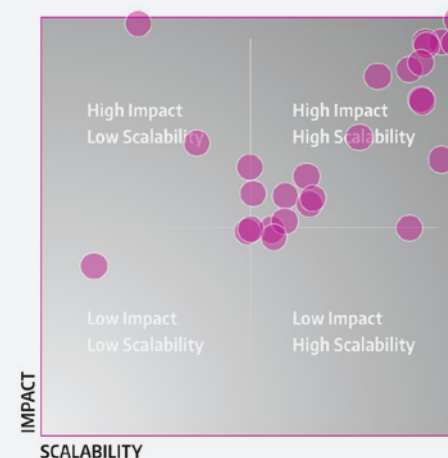
Sample Advisory Reviews

"100cameras embraces innovation, experimentation, and narration in the digital photo world."

"This innovation is one of my favourites so far, since it values photography as a language kids can use to communicate through, develop critical observation and create with their own identities."

HundrED Review

100cameras empowers young people to share their art and story through photography. They have created a platform for students to learn, create and also earn money that is then reintegrated for the betterment of their communities. The recent introduction of their online teacher workshops helps their inspiring work reach more students.



Contact

yes@100cameras.org

<https://www.100cameras.org/>



The Education Department at Museo de Arte Moderno de Buenos Aires has developed a program to engage children and teens with autism

CreAActive: Art Activities for children and teens with Autism

Museo de Arte Moderno, Buenos Aires, Argentina

All
TARGET GROUP

100
CHILDREN/USERS

7
COUNTRIES

At the Museo Moderno, we believe that culture is a right and must be accessible to all. Since 2017 we have worked to design engaging tours and workshops for children and teens with autism. We open the museum early for them to tour galleries in a quiet setting and select works of art to do a workshop in the education room. We have designed online activities for them on our website during lockdown.

At the Museo Moderno we strongly believe that art can be used as a tool for social and emotional learning and it can contribute to the well-being of our visitors. We want to reach them through activities that promote connection, build empathy and resilience, and help them express their emotions and feelings in an inclusive way. Our ASD inclusive program integrates children and teens with Autism to art and cultural activities in museums by creating inclusive visits and workshops tailored to their needs.

As part of this program we designed a series of art based activities for children and teens with Autism. We developed different activities related to artists and the museum's exhibitions, that include visual vocabulary association cards, a popular learning resource for people with ASD. In this way, children and teens with ASD incorporate a creative activity that stimulates imagination, and knowledge through direct observation of the museum's artists and artworks. At the same time, the association cards are downloadable and families can print them and incorporate them into their daily learning activities.

For 2021 we are aiming at creating a media lab in our education room to foster and promote inclusive art and tech digital workshops. These workshops will be inclusive for ASD and will focus on digital art, video games design and robotics.

RESEARCH

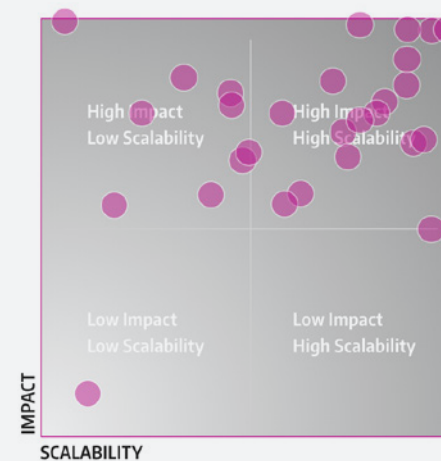
Sample Advisory Reviews

"An absolute YES! The focus on autism and art is fantastic! I can see this happening in museums all over the world. People with autism are often excluded and overlooked."

"A really thoughtful innovation – pupils with autism can have many barriers to accessing art. This would really enable them to benefit from accessing creative processes. Their support offered to families is inspirational."

HundrED Review

CreAAtive addresses a clear need by creating a positive environment for students with autism so that they can explore and express themselves in a safe space. The association to Museo Moderno, is excellent as it reinforces the idea that this could be scaled to every museum around the world.



Contact

patriciarigueira@museomoderno.org

<https://www.museomoderno.org/es/moderno-en-casa-educacion>



Experiencing our Built and Natural Environment
through the lens of Architecture

BEEP Lab – Design mentoring to spark creativity & Innovation for kids 快樂追築

Singapore, 51 Middle Road

5-14

AGE GROUP

1000

CHILDREN/USERS

4

COUNTRIES

BEEP Lab is an education & training academy founded in Taiwan since 2015 and is now based in Singapore as a registered social enterprise. We aim to enrich and engage the minds of children, teenagers and educators through lens of architecture. Using design thinking to nurture one's mastery in creativity, confidence, and collaboration so as to prepare them to be responsible users and designers.

"To empower kids to be aware of current issues around the world and participate in design to interact with these issues. Inspiring them to be confident, collaborative and compassionate human being."

– ALBERT LIANG TSU YING, FOUNDER AND CREATIVE DIRECTOR

In this digital age, children are over dependent on the use of digital devices. At BEEP Lab we believe that a holistic development of a child needs to go back to basics, where proper analogue and digital tools can be properly introduced. This will help prevent our children from becoming overly stimulated by video graphics. We want to use design thinking to empower them to be active participants of our world.

BEEP Lab is a Design Thinking Creative Lab for children and youth from Singapore. BEEP Lab's mission is to Engage, Enrich and Empower our young learners to spark creativity and nurture the sense of stewardship of our built, natural and cultural environment that we live in.

BEEP Lab's curriculum takes on the design & visual thinking routine approach to See, Wonder & Do. By curating design thinking projects that are relevant to the challenges of our world with experiential learning approaches to Build, Share and Learn through hands-on collaborative creation processes using architectural design project briefs.

Over the last 5 years, BEEP Lab has been curating over hundreds of interactive and intentional design thinking workshops, camps, events and zoom workshops to impact more than 1000 children in Singapore, Taiwan, Malaysia and China.

RESEARCH

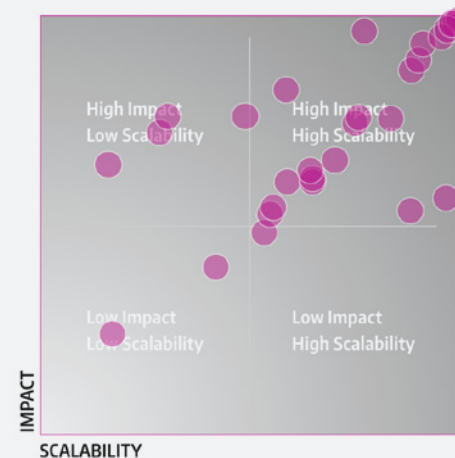
Sample Advisory Reviews

"This programme seems ready to explode! I appreciate the low requirements for material resources, and how the programme is already creating a network community of architects and designers to contribute."

"Love the aim to enrich and engage the minds of children, teenagers and educators through lens of architecture. Uses design thinking to nurture one's mastery in creativity, confidence, and collaboration so as to prepare them to be responsible users and designers."

HundrED Review

BEEP is a program that utilizes the design process for holistic learning experiences. It encourages creativity that motivates young learners through experiential learning. Operations in four countries show potential for replication in many other regions – especially with its developments to adapt to the challenges of COVID with hybrid modes of learning.



Contact

albertliang@beepplab.asia

<https://www.beeplab.asia/>



We create understanding through storytelling

BYkids – Their World, Their Films

New York City

BYkids produces documentary films by kids to inspire conversations around global issues of human dignity and social justice. Sharing stories of kids (through PBS, Discovery Education and PenPal Schools) who confront issues like immigration, bullying, climate change and child marriage, we reach kids, teachers and parents with teaching materials that promote empathy and understanding.

BYkids believes that we can understand the world's challenges – and how to best meet them – through the personal stories of young people. This is a global movement that uses storytelling through film to inform, engage and inspire action.

All
TARGET GROUP

249 000 000
CHILDREN/USERS

8
COUNTRIES

BYkids provides kids around the world with the training and the video cameras to make short documentaries about their lives. Renowned filmmakers mentor these young people in the art of filmmaking.

Through innovative distribution platforms – including streaming into classrooms by Discovery Education, screenings by the Film Society of Lincoln Center, the UN Association of NY, and, notably, the national series on Public Television – BYkids films enable fresh perspectives on issues from poverty, disease, displacement, civil war, repression, to access to education and tolerance to be experienced by a global community.

Millions of people are joining our movement, seeing our films, developing and engaging with our educational curriculum and supporting the production of a new series of films.

OUR IMPACT

The impact of these films is apparent at every screening. We see the joyful and at times, tearful reactions of our audiences, who consistently ask thoughtful questions in our post-screening discussions. Assessment tells more of the story.

For example, after screening MY COUNTRY IS TIBET (the story of a young royal who retains his traditional culture in the face of persecution) for teachers at the national conferences for the Asia Society Partnership for Global Learning and National Association of Independent Schools, we surveyed the audience and 95% of teachers surveyed said that they would definitely use BYkids films and resources in their classrooms.

- 83% of teachers found the film highly engaging.
- 83% of teachers thought their students would find the film very or highly engaging.

As importantly, a questionnaire administered to a broadly representative group of students who viewed MY COUNTRY IS TIBET told us that: 100% of students said they would like to see BYkids films in their classrooms. They found the film helped to expand their knowledge and understanding of world cultures and traditions. 100% of students were interested in doing a media project on what 'home' means to them.

RESEARCH

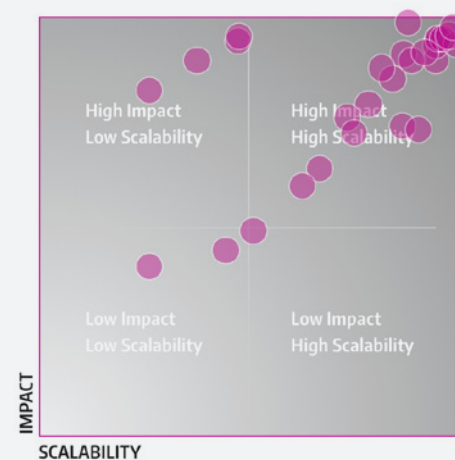
Sample Advisory Reviews

"BYkids – Their World, Their Films is an extremely interesting and engaging project. It engages artistic interventions to affect senses through their expression and reception, complementing traditional ways of knowing and working in the art."

"One of the best examples of BE THE CHANGE YOU WANT TO SEE IN THE WORLD. A initiative which empowers the kids to be agents of change rather than millions of others who consider themselves as victims of the system."

HundrED Review

Providing students from around the world, with a mentor and equipment to create a documentary film, Bykids empowers the next generation of filmmakers to express themselves through the beauty of storytelling and expression. This is extremely impactful as they work in areas where technology is not easily accessible. The films are then shared globally with teacher resources to amplify the message.



Contact

holly@bykids.org
<https://bykids.org/>



Dear You is a process-based cross-cultural international art project created for children aged 4–15 years old

Dear You

Helsinki, Finland

Dear You connects children, their teachers, and artists internationally by making and sharing art with new friends from abroad. Through this process of exchange, a child's worldview is widened and their skills for self expression are honed. The exchange of process-based art projects with our new friends living in all corners of the world opens up dialogue, perspectives, and understanding.

All
TARGET GROUP

1275
CHILDREN/USERS

25
COUNTRIES

"I've realized that even though we're different people that we're also the same in a different way."

– HARVEY, 2ND GRADE STUDENT
AT BULLI PUBLIC SCHOOL IN BULLI, AUSTRALIA

Dear You creates opportunities for students, teachers, professional artists all around the world to get to know oneself and each other through making and sharing art. The idea of Dear You is to create process-based art and make new friends living in all corners of the world. All Dear You participating schools are organized to have a Dear You friend in another country. During these workshops the children create their monthly art projects, which are then mailed to their Dear You friends abroad. Every month a Dear You workshop leader goes to the school to make a monthly art project. Dear You workshop leaders work with the classroom teacher so that the methods are shared and that the school can continue Dear You independently the following year.

The range of projects include environmental art, book-making, installations, collective drawings and scientific experiments. These projects allow for experiential learning and encourage the children to explore and be inquisitive. Through making art, collectively discussing their artworks in the class, carefully packaging them to share with their friends abroad, the young artists proudly present their heritage. At the end of the exchange the works are collected to create an exhibition in the school and online. The whole school benefits from the artistic exchange as the artworks received from other countries are displayed in the school for everybody to enjoy.

Dialogue, exchange, and having skills to honestly express oneself will create more understanding and peace within ourselves and each other. This project is inclusive to all teachers, students and artists. Ultimately, this project reaches creatives of all ages all over the world. Dear You provides creative tools for promoting understanding and multicultural exchange, that can be then used by educators and applied in their classrooms. It provides an opportunity for artists and educators to create international connections. The main benefactors of Dear You project are, of course, the children. Through engaging with their peers across the globe, young people learn about other cultures, not only in another country but within their own group, too!

Every voice should be heard and Dear You creates a safer space for listening and sharing.

RESEARCH

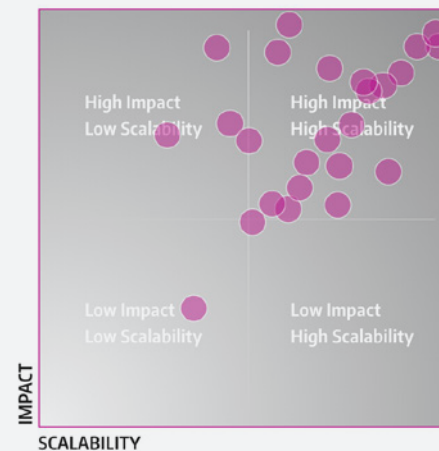
Sample Advisory Reviews

"Exciting experience for students to use knowledge in different disciplines, express themselves, and share aspects of their lives (language, culture..)"

"Mail art promises a safe space that could enhance social emotional wellbeing of children in the targeted age group. Cross cultural learning is an additional aspect that adds value to the academic curriculum. Overall, a promising way to deliver value education coupled with art and 21st century skills."

HundrED Review

Dear You brings art and communication back by reintegrating the power of mail. By connecting schools around the world with each other, Dear You is creating a community of students, teachers and leaders who are passionate about intercultural communication and bringing authenticity into the classroom. Students are excited about connecting using art as their universal language.



Contact

arlene.dearyou@gmail.com

<https://www.dearyouartproject.com/>



Promoting creative projects
that value languages and cultures

Kamilala

France

Multilingual Kamishibai Competition offers educators and children a creative and innovative project open to the diversity of languages: each group creates a multilingual story (using at least four languages) according to the kamishibai format.

“Creating a multilingual Kamishibai is a great way to open up children to the world and to increase their self-confidence. These are fundamental for success at school and successful integration.”

3–15

AGE GROUP

15 000

CHILDREN/USERS

10

COUNTRIES

MULTILINGUAL KAMISHIBAI: UNCOVER STORIES AND LANGUAGES

Kamishibai literally means « paper-play » in Japanese 紙芝居. It is a storytelling technique that comes from Japan. Street storytellers would perform in front of children with the support of illustrations displayed through a wooden frame (butai). Each image reproduces an episode of the story while the corresponding text can be read at the back of the frame.

Multilingual kamishibai implies telling a story in a fun and captivating way. It is also a powerful tool for teachers to help children learn to read, write, express themselves with words and through the arts... while opening them up to languages at the same time!

At least four languages integrate the story or the illustrations. Multilingual texts reflect the diversity of languages spoken by numerous pupils who come from the local area as well as beyond. Creating a kamishibai using several languages leads to a reflection on the language of instruction at school, which remains the main language of the story. It is also a great way to allow other languages spoken by children, families or educators within school.

A multilingual kamishibai is the result of a collaboration between peers. Children cooperate to come up with a story sharing all their language skills. They are then recognized as experts of their languages. As a storytelling form, multilingual kamishibais encourage children to speak up and perform in the language of the school and in other languages that are new to them or known from their own family background.

Multilingual kamishibais may be used at all levels from nursery to schools, within libraries, community or youth centres, by educators, social workers, speech therapists or other professionals.

First introduced by DULALA association in 2015, the Multilingual Kamishibai Competition has seen over 11 000 children and professionals create their own kamishibais using a variety of languages. Today, competitions are hosted in different areas of the world: Switzerland, Portugal, Italy, Greece, Spain, Senegal, Louisiana State in the USA, AEFÉ French schools in Asia-Pacific area, Canada (Ontario and Quebec states), France and French speaking schools throughout the world.

RESEARCH

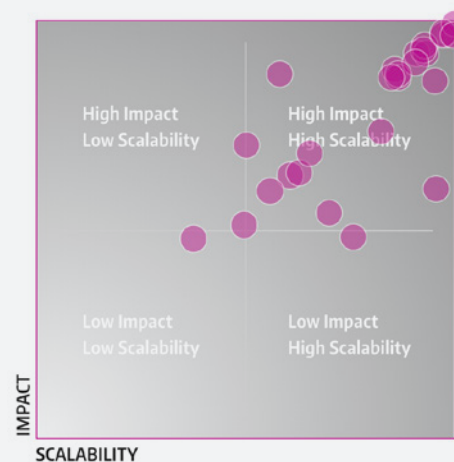
Sample Advisory Reviews

“Excellent approach to preserving language through stories in a simple way. The project has a great scope to be developed in many countries with a variety of languages and dialects.”

“Storytelling is a beautiful concept to teach students language, help them express and be creative 10 countries- 15000 users: storytelling is impactful and has greater potential to scale.”

HundrED Review

Kamilala understands that art can be used to convey a message to an audience. By having students create stories in multiple languages with the use of art, they are building confidence, understanding and improving their communication in an environment that encourages art and multilingualism. Already in 10 countries, this activity has the potential to spread globally.



Contact

joyce@dulala.fr

<https://kamilala.org/en/home/>



Pixar in a Box showcases how Pixar filmmakers create movies using subjects learned in school – math, science, computer science, arts and humanities

Pixar in a Box

USA

Pixar in a Box is a behind-the-scenes look at how Pixar filmmakers do their jobs. With this curriculum and video tutorials students can learn how to animate bouncing balls, build a swarm of robots, make virtual fireworks explode and much more. By offering authentic real world lessons and projects Pixar in a Box helps students see where their passions, academic learning and real-world applications intersect.

All
TARGET GROUP

10 000 000
CHILDREN/USERS

10
COUNTRIES

“Student engagement is our number one priority. Experiences must be relevant, memorable and leverage student interest. Content is active, participatory and anchored around absorbing projects.”

WHY DID YOU CREATE THIS INNOVATION?

While working at Pixar, two of the X in a Box co-founders recognized that there was constant demand from schools and educators to engage with Pixar and connect students to the innovation happening inside the studio. This led to the collaboration with Khan Academy (and meeting our third co-founder Brit Cruise) to create Pixar in a Box. Elyse, our CEO, was keenly aware of the inequities facing students, teachers and classrooms and wanted to bridge that gap.

The XIAB team has created a unique set of content that is available to every educator, every classroom, and will connect students to innovation happening at leading companies. Pixar in a Box was the first complete series, and led to many other fruitful projects and partnerships such as Imagineering in a Box with Disney or Array 101 with Ava Duvernay.

HOW DOES YOUR INNOVATION WORK IN PRACTICE?

Pixar in a Box is a behind-the-scenes look at how Pixar artists do their jobs. Students are able to animate bouncing balls, build a swarm of robots, and make virtual fireworks explode. The subjects students learn in school – math, science, computer science, and humanities – are used every day to create amazing movies at Pixar.

Teachers can adapt this set of turnkey lessons to their classroom and utilize the videos and ancillary materials to create engaging classroom experiences. The goal is to ignite students' natural curiosity and give them the opportunity to put their learning into practice through hands-on projects. Additionally, students begin to build their portfolios of work samples, getting them ready for their future careers.

RESEARCH

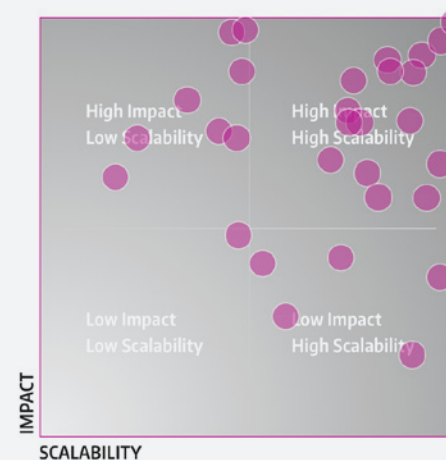
Sample Advisory Reviews

“Super resource for teachers that is ready to be implemented. I think all teachers should know this exists and its available for them to use.”

“The Pixar in a Box concept offers insight to the world of contemporary computerised animation craft. It's a good thing that the Khan Academy video series concentrates on the companies core functions and that it actually gives insight on real professions and tasks in the field.”

HundrED Review

Pixar in a box addresses a particular need by highlighting jobs in visual art that students can pursue after graduation. There is a lack of emphasis on the importance of visual arts as a career option, and Pixar in a Box clearly highlights the possibilities that come with pursuing visual art. As this is online, the possibilities to scale are global anywhere with access to the internet.



Contact

eklaidman@gmail.com

<https://www.khanacademy.org/computing/pixar>



The HEART Principle is the foundation of Protsahan's Art Based Program to address trauma in children

Protsahan's HEART Program

New Delhi, India

The HEART Program is a unique arts & technology based model of working with adolescent girls from underserved communities who are at risk or are survivors of abuse. Elements of the program work cohesively to break the inter-generational cycle of childhood abuse and poverty with Holistic Healing (of Abuse & Trauma), Education, Art interventions for Life Skills training, Recovery, and Technology.

8-18

AGE GROUP

28 000

CHILDREN/USERS

1

COUNTRY

“The success of SDG Vision 2030 depends on our decision to invest in adolescent girls through digital & art innovation through the lens of intersectionality for her enhanced agency.”

– SONAL KAPOOR, FOUNDER-DIRECTOR

In the neighborhood where Protsahan’s Center of Excellence was established in 2010, a large population of young adolescent girls (0.4 million) has been completely neglected by the parents and the community. 83% girls did not have access to safe learning spaces, psychosocial counseling services, creative life skills, access to information & internet, quality education, toilets, clean drinking water, proper nutrition, or adequate healthcare. Additionally, daughters are married as child brides so that parents have to spend less on dowry or education. These factors combine into a very explosive situation for the girls with as many as 89% girls reporting sexual violence before they turned 12 in the urban slum communities where we work. To address this situation and give agency to the adolescent girls, Protsahan India Foundation works with vulnerable and at-risk populations of adolescent girls using the creative power of Arts and Technology to:

- Empower adolescent girls and promote gender equity
- Promote life skills among adolescent girls based on our H.E.A.R.T. work model
- Promote menstrual health & hygiene, and educate adolescent girls about sexual & reproductive health
- Promote mental & physical health and well being, prevent and heal the trauma of child abuse by transforming broken childhoods and adolescence into educated, psychologically healed & financially empowered women
- We work directly with girls at our center in Delhi to usher them into a dignified adulthood with non-negotiable high school education, and life skills that lead them towards psycho-social and socio-economic stability.
- We also work directly with school teachers through strategic partnerships and collaborations across the country that impact more than 28000 adolescent girls each year.

At the center, each of our girls has access to a safe learning space, quality life skills education and academic support through high school, proper nutrition, basic healthcare, clean drinking water, clean toilets, knowledge on menstrual hygiene and menstrual pads as per her requirements, and a space to realize her self-worth through the creative power of arts & technology with trauma informed compassionate care.

RESEARCH

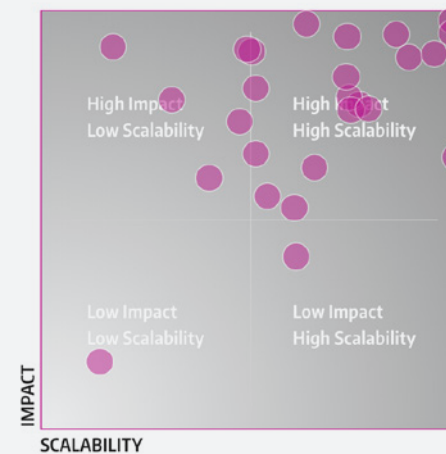
Sample Advisory Reviews

“The video is outstanding. It provides a clear picture of the purpose of the innovation. The idea addresses trauma in a creative way for adolescent girls. The arts are used in way that empowers girls to help them find their voices.”

“Really love this idea. It is needed and can be adapted in other countries. There is real research that helps to show how effective the program is.”

HundrED Review

Protsahan addresses a clear need to help vulnerable girls in rural India through art & technology education. The impact of their program is clear from the success stories of the girls that they have worked with and also breaking the inter-generational cycle of childhood abuse. The positive effects of this program are plentiful.



Contact

jaswinder@protsahan.co.in, sonal@protsahan.co.in
<https://protsahan.co.in/>



Want to blend dance and drawing
in creative group workshops?

Segni Mossi

Rome, Italy

A rule-bending method of creative education that brings together movement and art in workshops for learners and teachers alike.

“We are not interested in finished products.
We are mainly interested in living the experience.”

– ALESSANDRO LUMARE, SEGNI MOSSI CO-FOUNDER

All
TARGET GROUP

9100
CHILDREN/USERS

25
COUNTRIES

Creative arts are an important outlet for people of all ages, but many may fear that they are not good enough to dance or make art.

Segni Mossi aims to find interesting ways to bring the arts into education. They work to engage all kinds of learners, encourage freedom of expression without anxiety and teach valuable skills such as creativity and curiosity.

Created in Italy by Alessandro (an illustrator) and Simona (a dancer), Segni Mossi offers workshops and training courses that blend movement with graphic art. The key focus is on workshops in public primary schools, in conjunction with Mus-e, an organization that works to promote social inclusion through arts in Rome. Segni Mossi supports several schools through weekly movement and art workshops.

The intention of the workshops is to explore the common ground between dance and drawing. Learners of all ages are able to experience how these two languages can blend together, using a sensory approach in a non-competitive setting. The workshops focus on creating an environment that stimulates collaboration and innovation, supporting participants to overcome fears that block creativity.

Segni Mossi also runs training courses for teachers and adults all over the world, to pass on their approach to artistic education. These courses explore practical proposals for educators to implement in schools. When educators take these ideas back to learners, the focus is on working with young people to research and create art rather than teaching them.

Feedback from teachers is that this style of creative education has allowed them to see their students in a different light, especially those who may have more difficulties in the classroom. Many students seem to really enjoy learning in this way and are able to express themselves much more freely through dance and drawing.

OUR CURRENT IMPACT

- 500 children in our annual public primary school workshops in Rome
- 600 families in our one-off workshops all over the world
- 2000 children and adults in our interactive performances in public spaces all over the world
- 6000 adults in our 2 days training courses all over the world

RESEARCH

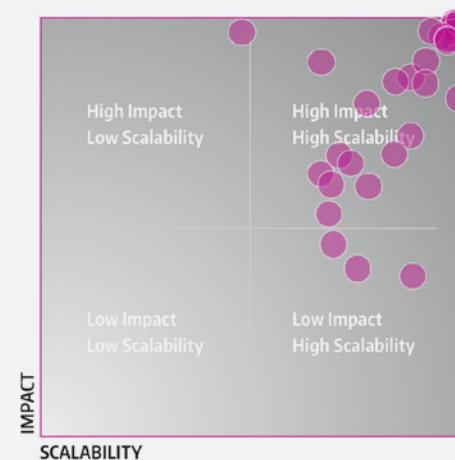
Sample Advisory Reviews

"I love that Segni Mossi runs training courses for teachers and adults all over the world and provides weekly movement and art workshops locally. It is incredibly scalable which increases its ability to be impactful worldwide."

"Huge fan of focusing on the creative process first, leaving room for the product to occur as a by product. This programme is unique, and truly creative."

HundrED Review

Learners and teachers alike develop creativity and self-confidence through experimenting, taking risks and making discoveries. Motivation, communication, and curiosity are fostered among all participants. Segni Mossi has run dozens training courses in 25 countries. There is potential for collaboration with many different organizations and for creative programmes like this to be established.



Contact

organization@segnimossi.net
<https://www.segnimossi.net/en>



Creating Art, Community and Understanding
in Collaborative Virtual Environments

The Virtual Bridges Initiative

Colombia

Artolution's Virtual Bridges Initiative provides refugee and crisis-affected youth with access to online arts education programs that allow participants to connect with peers and artist mentors around the world who are eager to teach, learn and collaborate with them on creative art making projects.

Teachers

TARGET GROUP

6 000

CHILDREN/USERS

5

COUNTRIES

"I believe that art opens up our hearts and our minds."

– CAROLYN NAKAZIBWE, ARTIST & STUDENT
FROM NAKUWADDE VILLAGE, UGANDA

Artolution is an international, community-based public art organization that strengthens crisis-affected communities through the power of art. We focus on developing local leaders in the arts to use collaborative art-making as a tool for building community resilience, positive social change and the agency to shape their own story.

IT BEGINS WITH OUR ARTISTS!

We train local artists on how to facilitate and lead collaborative art-making programs that promote a sense of individual and collective agency. Artolution teaching artists meet together via video conference on a weekly basis to learn a variety of skills related to design, digital art, and storytelling. These training sessions are foundational to the Virtual Bridges initiative; our artists are then able to build on and use these workshops to take to their communities to discuss critical social issues and to build healthy relationships in this time of social isolation.

Through our Virtual Bridges initiative, we seek to create new platforms for virtual connection through the arts and technology, providing opportunities for relationship-building across borders, educational and creative programming in virtual spaces, and spreading life-saving messages to vulnerable communities in response to the pandemic.

DESIGNED FOR ADAPTABILITY

Artists and participants are learning a variety of skills related to design, digital art and animation through programs that are free and available on both Android and iOS on their cell phones or tablets. These skills are applicable to other design programs, such as Photoshop, and are therefore useful in educational and employment settings.

Artolution and our partner NGOs are providing reliable internet connectivity to our teams, even in remote areas and refugee camps. Each project is designed to be taught virtually; however, this initiative is also designed for accessibility. All foundational projects can also be followed along using analog tools (paper, paint, pens, pencils, markers or any other accessible materials).

RESEARCH

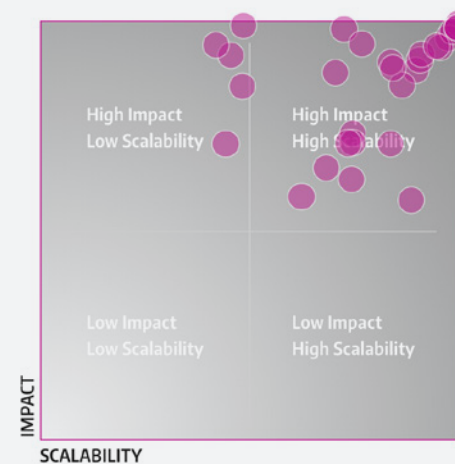
Sample Advisory Reviews

"Connecting vulnerable communities with art and technology – inspirational! I think this would really inspire participants and could genuinely change the path of someone's life by giving them a new digital skill set."

"This is so powerful because it's customized to the place, but ranges over so many art disciplines and ideas, sustainability, sound, dance, painting, collaborating with other countries with digital art, all to support local collaboration and addressing of SEL."

HundrED Review

The Virtual Bridges Initiative is impacting artists and participants by teaching a variety of skills related to design, digital art and animation through programs that are free and available on both Android and iOS on their cell phones or tablets. These skills are applicable to other design programs, such as Photoshop, and are therefore useful in educational and employment settings.



Contact

stephanie.madrid@artolution.org, john.infante@artolution.org



TUMO is a new kind of educational experience
at the intersection of technology and design

TUMO Center for Creative Technologies

Armenia

At TUMO, teens learn because they want to. The TUMO learning program is made up of self-learning activities, workshops and project labs around 14 learning targets. Students combine the learning targets into personal learning plans, which constantly adapt to fit their progress and evolving preferences. Over 20,000 teens attend TUMO centers in Armenia, France and Lebanon.

All

TARGET GROUP

20 000

CHILDREN/USERS

7

COUNTRIES

The TUMO program covers 14 learning targets: Animation, Game Development, Filmmaking, Web Development, Music, Writing, Drawing, Graphic Design, 3D Modeling, Computer Programming, Robotics, Motion Graphics, Photography and New Media. The program alternates independent learning activities supported by coaches, with hands-on workshops taught by the center's specialized staff, and project labs led by industry leaders from across the globe.

Teens combine the TUMO learning targets in their own personal learning plans, which are always adapting to fit their progress and evolving preferences. Soft skills, such as teamwork, initiative-taking, empathy and effective communication, are built into the educational program along with content area know-how and technical skills.

There are no student cohorts at TUMO – students of all ages, social background and interests work together at various times in different workshops and labs; no entrance exams, requirements or fees – all applicants are accepted free of charge; no grades – students do not compete with each other, but are rather motivated to gain access to their favorite workshops and labs, and to level up, as they would in a video game; and no certificate of completion – instead, each student's work is automatically uploaded to their online portfolio, which becomes their “living diploma.”

There are four TUMO centers in Armenia (19000 active students), and two more are under development. Internationally, a TUMO center opened in Paris in collaboration with the Municipality of Paris in September 2018, and another opened in Beirut, Lebanon in November 2018. TUMO Moscow, TUMO Tirana, TUMO Tokyo, TUMO Berlin and several other international locations are expected to open in the next two years.

RESEARCH

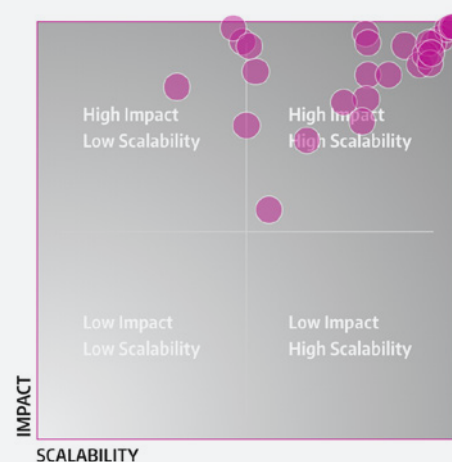
Sample Advisory Reviews

“I think the idea of a living diploma is really powerful – more and more pupils are required to evidence everything. The positive way they encourage pupils to level up is very nurturing. If schools had the correct tech this would be incredibly inspiring for learners.”

“I love the independent learning with wrap-around services with staff there. The fact that they have figured out how to scale this is awesome. Every community should have this. This is where teens can follow their passions and shine. Brilliant.”

HundrED Review

TUMO is creating a safe space for students to explore a variety of visual arts skills with the help of mentors and personalised learning targets. They also provide an implementation kit to open a center in any urban environment, which can then support satellite “TUMO-in-a-box” locations in surrounding rural areas, available in multiple languages.



Contact

lilit.tovmasyan2@tumo.org, pegor.papazian@tumo.org

<https://www.tumo.org/>

Concluding Remarks and Recommendations

This research project aimed to discover and celebrate leading innovations doing exceptional work on fostering Visual Arts education at a school level. The results show there is no shortage of a wide range of practices and solutions currently being implemented in many parts of the world that are considered by stakeholders in education globally as both impactful and scalable.

It is important to state here that we do not necessarily think that all of the selected innovations should be adopted and adapted for every context, but we think they all can absolutely increase their current impact and reach, as well as at the very least, be an example of success others can be inspired from.





Five Guiding Principles to Foster Visual Arts Skills

To round off this report, we discovered five guiding principles to follow from recurring themes that emerged from conducting this research project. These principles are paired with the selected innovations that exemplify each principle below, which we hope will guide and inspire educators, leaders and decision makers to formulate strategies that enable innovative approaches for Visual Arts at a school level.

If you are interested in finding out more or a facilitation process for implementing these innovations in your context, please reach out to anyone at HundrED.org.

1



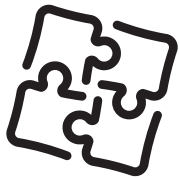
VISUAL ARTS SHOULD HELP CELEBRATE DIVERSITY IN SCHOOLS

Everyone has a different perspective that is valuable and Visual Arts helps to celebrate this diversity in a beautiful way. Showcasing a rich array of visual expression helps to develop social-emotional, communication, and empathy skills.

Selected innovations that exemplify this recommendation are:

- [100cameras](#)
- [Dear You](#)
- [Kamilala](#)

2



VISUAL ARTS CAN AND SHOULD BE INTEGRATED INTO ALL SUBJECTS TO HELP COMMUNICATE COMPLEX IDEAS

Visual Arts can develop creative and critical thinking, and problem solving. There are also plenty of interdisciplinary opportunities to draw novel and interesting connections between disciplines and subjects.

Selected innovations that exemplify this recommendation are:

- [Pixar in a Box](#)
- [BEEP Lab – Design mentoring to spark creativity & Innovation for kids 快樂追築](#)
- [Kamilala](#)

3



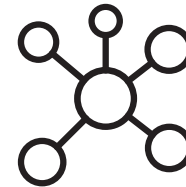
GROUP AS WELL AS INDIVIDUAL PROJECTS ARE NEEDED

Often Visual Art projects tend to bias towards individual expression and development. However, there are plenty of ways to collaborate in groups and teams that develop social-emotional and teamwork skills.

Selected innovations that exemplify this recommendation are:

- [BYkids – Their World, Their Films](#)
- [TUMO Center for Creative Technologies](#)
- [Dear You](#)

4



STUDENTS SHOULD BE EXPOSED TO THE DIVERSITY OF CAREERS THAT ARE POSSIBLE REQUIRING VISUAL ARTS SKILLS

There are a plethora of Visual Arts fields and skills available today that present viable and highly needed careers. However, it is challenging for educators to be aware of these possibilities without outside help from professionals. This is why learning opportunities that allow for both experts to come into school and for students to visit outside of schools are so important.

Selected innovations that exemplify this recommendation are:

- [The Virtual Bridges Initiative](#)
- [Pixar in a Box](#)
- [TUMO Center for Creative Technologies](#)

5



**VISUAL ARTS SHOULD BE FOSTERED FOR ALL STUDENTS
TO DEVELOP EMOTIONAL INTELLIGENCE AND SELF-AWARENESS**

Children express themselves visually before developing speech. However, it is important to keep this development going all through school in order to develop their emotional intelligence and self-awareness to realise their full potential.

Selected innovations that exemplify this recommendation are:

- [Protsahan's HEART Program](#)
- [CreAAtive: Art Activities for children and teens with Autism](#)
- [Segni Mossi](#)

Icon credits: **1** Jyri Öhman / Kilda **2** Gregor Cresnar / The Noun Project **3** Saifurrijal / The Noun Project **4** David Glöckler / The Noun Project **5** Alice Design / The Noun Project **A** Adrien Coquet / The Noun Project **B** Francisca Pimenta / The Noun Project



Government Policy and Leadership Level

In addition to these guiding principles, there is change needed at a government policy and leadership level. It is clear that for Visual Arts to thrive in schools, the following two recommendations need to be taken seriously:

It is clear that for Visual Arts to thrive in schools, the following two recommendations need to be taken seriously.

A



MORE FUNDING IS NEEDED

Many countries have seen a reduction in funding for Visual Arts education in schools. Consequently, there is a danger that schools and education systems may regress to old thinking about the purpose of education by placing even more emphasis on career readiness. While “more funding” is a cliché recommendation, it is nevertheless truer now more than ever in a post COVID-19 world.

B



DEVELOPING VISUAL ARTS SKILLS SHOULD BE TAKEN AS SERIOUSLY AS LITERACY AND NUMERACY

Learning in Visual Arts is critical to developing different ways of self-expression and communication unconstrained to language. If children are not given the opportunity to cultivate these skills, then their holistic potential may not be realized.



What Happens Next?

We do not believe improving education happens through publishing “yet another report” and leaving it at that. This is only just the beginning! From the findings here, we will be proactively promoting positive change in Visual Arts education through the following ways:

1. HUNDRED CONNECT

Having good connections makes all the difference to thriving innovations in education; we have HundrEDs of them! Because we know effective practices and solutions are especially slow to be adopted and adapted to multiple contexts in education, after the release of this report we will be proactively helping the selected innovators with this process from our vantage point as a global organisation on an ongoing basis. HundrED Connect is a service exclusively for selected innovators committed to the purpose of helping our innovator community to increase their impact and reach with a powerful global network consisting of: other selected innovators for HundrED projects, funders, and implementers of education innovations.

2. SHARE

We want to keep the momentum of dialogue going across borders between governments, leaders, and teachers to share learnings and inspiring successes through the HundrED community on fostering Visual Arts resulting from releasing this project. We implore everyone to tune in to this dialogue and participate from anywhere around the globe: please visit <https://hundred.org/en/community> to find out more. Moreover, following this report, we will be publishing a variety of articles about the selected innovators on their successes and learnings. Stay up to date with our media by subscribing to our newsletter and following us on social media: <https://hundred.org/en/media>.

3. HUNDRED SERVICES

HundrED Services is a co-creation process matching educator's needs with innovators' solutions to develop sustainable change in education ecosystems. We developed this collaborative approach to address the most pressing needs or goals of educators in school systems around the globe. Contact danny@hundred.org to start a conversation on improving creativity in schools.

A FINAL CALL TO ACTION FOR US ALL

We are humbled by the amazing work of these innovators who are putting in a ton of passion and drive to make learning both joyful and life changing. Now it is up to all of us to take inspiration from this report to our local community. Let's cooperate and collaborate together on turning the ideas presented here into action so that we can help every child develop the Visual Arts skills they need to flourish in life.

Let's cooperate and collaborate
together on turning the ideas
presented here into action.

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Appendix

Appendix A: The Advisory Board

Name	Country	Category	Title
Alejandro Dini	Italy	Teacher	Visual Arts Teacher
Amy Mander	UK	Educator	Head of GSL Future Foundations
Anis Amouri	Tunisia	Teacher	Fine arts teacher at Taieb Mhiri school
Arlene Tucker	Taiwan/US/Finland	Teacher	Primary school teacher Ressu
Carolina Pérez	Spain	Student	University Student, Universidad Complutense de Madrid
Chhavi Khandelwal	India	Innovator	Co Founder, Saturday Art Class
Claudia El Bayeh Dehé	Brazil	Educator	Concept Escola Visual Art Teacher
Dr. Penny Hay	UK	Researcher	Senior Lecturer in Arts Education, School of Education
Ilpo Nybacka	Finland	Leader	Principal
Joel Gräfnings	Finland	Educator	City of Helsinki
Juan Manuel Pico	Colombia	Educator	Education Soul Co-founder
Kevin M Thomson	UK	Educator	Author – Speaker – Wellbeing Innovator
Kevin Tavin	Finland	Educator	Head of the Department of Art at Aalto University
Lauren Hand	United States	Teacher	Elementary School Teacher
Lisa Gottfried	United States	Teacher	Teacher/ Innovator Global Create-a-thon
Manasi Mehan	India	Innovator	Co Founder, Saturday Art Class
Maria Jose	Canada	Educator	Program Manager and Mentor REAP Benefit
Peter Marschall	Costa Rica	Educator	Founder of KABE International Academy
Petri Fihlman	Finland	Leader	Principal in the school of Ahvenisjärvi
Samantha Starling	UK	Other	Education, art & equality
Sanjay Singh	India	Other	CSR Consultant @ MNC Wildlife Photographer
Sanjeevani Jain	India	Educator	Programme Manager
Satya Singh	India	Teacher	Visual Arts Teacher
Shreyas Prakash Nair	Netherlands	Educator	Founder of d.Hive
Sonal Kapoor	India	Innovator	Founder Director at Protsahan India Foundation
Surabhi Khanna	India	Educator	Designer, educator & consultant, New Delhi
Suraj Katra	India	Educator	Photography Teacher
Tuttu Sillanpää	Finland	Educator	City of Helsinki
Ural Sharma	India	Educator	Executive Director at CKS Foundation
Vishakha Kulkarni	India	Educator	Independent Consultant
Vishakha Kulkarni	India	Educator	Independent Consultant
Vrajesh Parikh	India	Innovator	Founder: Voice of the Earth



Contact Information

HUNDRED HEADQUARTERS

Pursimiehenkatu 26 C
Helsinki 00150
Finland

info@hundred.org

hundred.org

facebook.com/hundredorg

twitter.com/hundredorg



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innovations in K12 education.
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education through pedagogically
sound education innovations.

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