



Introduction

UNESCO invites Member States and Associate Members to share, through the present survey, their experiences and lessons learnt in implementing strategies, policies and initiatives that advance Culture and Arts Education at national and local levels.

The UNESCO Framework for Culture and Arts Education– adopted by Ministers of Culture and Education at the World Conference on Culture and Arts Education on 15 February 2024 in Abu Dhabi, United Arab Emirates – serves as a shared global reference to guide the integration of culture and the arts across education systems, at all levels and in all settings. It advocates for inclusive, high-quality learning opportunities that equip individuals with the knowledge, skills, and multiple competencies necessary for a rapidly evolving world.

The UNESCO Secretariat is currently developing an Implementation Guidance for the Framework to translate this vision of Member States and Associate Members into concrete and meaningful actions. This Guidance will offer practical support primarily to policymakers but also to a wide range of actors—including educators, practitioners, cultural professionals, and civil society actors— in advancing Culture and Arts Education across formal, non-formal and informal education settings.

This survey aims to gather Member States and Associate Members’ insights, experiences, practices, and challenges related to Culture and Arts Education that can inform and enrich the draft Implementation Guidance. The information collected will help ensure that the Guidance responds to the diverse needs, priorities, and contexts of Member States and Associate Members. It will also support the identification and documentation of good practices and illustrative examples, with the goal of facilitating knowledge exchange and informing monitoring efforts.

UNESCO looks forward to your valuable contributions and continued collaboration to advance the implementation of the Framework for Culture and Arts Education. Please submit your responses to the survey by July 1, 2025.

For any questions, please contact : culture-education@unesco.org

Access the full text [Learn more](#)

Section A: Respondent Information


A1. Country Name

- Afghanistan ☐
- Åland Islands ☐
- Albania ☐
- Algeria ☐
- Andorra ☐
- Angola ☐
- Anguilla ☐
- Antigua and Barbuda ☐
- Argentina ☐
- Armenia ☐
- Aruba ☐
- Australia ☐
- Austria ☐
- Azerbaijan ☐
- Bahamas ☐
- Bahrain ☐
- Bangladesh ☐
- Barbados ☐
- Belarus ☐





	Belgium	<input type="checkbox"/>
	Belize	<input type="checkbox"/>
	Benin	<input type="checkbox"/>
	Bhutan	<input type="checkbox"/>
	Bolivia (Plurinational State of)	<input type="checkbox"/>
	Bosnia and Herzegovina	<input type="checkbox"/>
	Botswana	<input type="checkbox"/>
	Brazil	<input type="checkbox"/>
	British Virgin Islands	<input type="checkbox"/>
	Brunei Darussalam	<input type="checkbox"/>
	Bulgaria	<input type="checkbox"/>
	Burkina Faso	<input type="checkbox"/>
	Burundi	<input type="checkbox"/>
	Cabo Verde	<input type="checkbox"/>
	Cambodia	<input type="checkbox"/>
	Cameroon	<input type="checkbox"/>
	Canada	<input type="checkbox"/>
	Cayman Islands	<input type="checkbox"/>
	Central African Republic	<input type="checkbox"/>
	Chad	<input type="checkbox"/>
	Chile	<input type="checkbox"/>
	China	<input type="checkbox"/>
	Colombia	<input type="checkbox"/>
	Comoros	<input type="checkbox"/>
	Congo	<input type="checkbox"/>
	Cook Islands	<input type="checkbox"/>
	Costa Rica	<input type="checkbox"/>
	Côte d'Ivoire	<input type="checkbox"/>
	Croatia	<input type="checkbox"/>
	Cuba	<input type="checkbox"/>
	Curaçao	<input type="checkbox"/>
	Cyprus	<input type="checkbox"/>
	Czechia	<input type="checkbox"/>
	Democratic People's Republic of Korea	<input type="checkbox"/>
	Democratic Republic of the Congo	<input type="checkbox"/>
	Denmark	<input type="checkbox"/>
	Djibouti	<input type="checkbox"/>
	Dominica	<input type="checkbox"/>
	Dominican Republic	<input type="checkbox"/>
	Ecuador	<input type="checkbox"/>
	Egypt	<input type="checkbox"/>
	El Salvador	<input type="checkbox"/>
	Equatorial Guinea	<input type="checkbox"/>
		

	Eritrea	
	Estonia	
	Eswatini	
	Ethiopia	
	Faroes	
	Fiji	
	Finland	
	France	
	Gabon	
	Gambia	
	Georgia	
	Germany	
	Ghana	
	Greece	
	Grenada	
	Guatemala	
	Guinea	
	Guinea-Bissau	
	Guyana	
	Haiti	
	Holy See	
	Honduras	
	Hungary	
	Iceland	
	India	
	Indonesia	
	Iran (Islamic Republic of)	
	Iraq	
	Ireland	
	Italy	
	Jamaica	
	Japan	
	Jordan	
	Kazakhstan	
	Kenya	
	Kiribati	
	Kuwait	
	Kyrgyzstan	
	Lao People's Democratic Republic	
	Latvia	
	Lebanon	
	Lesotho	
	Liberia	



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	Liechtenstein	<input type="checkbox"/>
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	Luxembourg	<input type="checkbox"/>
	Macao, China	<input type="checkbox"/>
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	Mali	<input type="checkbox"/>
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	Marshall Islands	<input type="checkbox"/>
	Mauritania	<input type="checkbox"/>
	Mauritius	<input type="checkbox"/>
	Mexico	<input type="checkbox"/>
	Micronesia (Federated States of)	<input type="checkbox"/>
	Monaco	<input type="checkbox"/>
	Mongolia	<input type="checkbox"/>
	Montenegro	<input type="checkbox"/>
	Montserrat	<input type="checkbox"/>
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	Papua New Guinea	<input type="checkbox"/>
	Paraguay	<input type="checkbox"/>
	Peru	<input type="checkbox"/>
	Philippines	<input type="checkbox"/>
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	Portugal	<input type="checkbox"/>
	Qatar	<input type="checkbox"/>
	Republic of Korea	<input type="checkbox"/>
	Republic of Moldova	<input type="checkbox"/>
	Romania	<input type="checkbox"/>
	Russian Federation	<input type="checkbox"/>
	Rwanda	<input type="checkbox"/>
	Saint Kitts and Nevis	<input type="checkbox"/>
	Saint Lucia	<input type="checkbox"/>
	Saint Vincent and the Grenadines	<input type="checkbox"/>
	Samoa	<input type="checkbox"/>
	San Marino	<input type="checkbox"/>
	Sao Tome and Principe	<input type="checkbox"/>
	Saudi Arabia	<input type="checkbox"/>
	Senegal	<input type="checkbox"/>
	Serbia	<input type="checkbox"/>
	Seychelles	<input type="checkbox"/>
	Sierra Leone	<input type="checkbox"/>
	Singapore	<input type="checkbox"/>
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	Slovenia	<input type="checkbox"/>
	Solomon Islands	<input type="checkbox"/>
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	South Africa	<input type="checkbox"/>
	South Sudan	<input type="checkbox"/>
	Spain	<input type="checkbox"/>
	Sri Lanka	<input type="checkbox"/>
	State of Palestine	<input type="checkbox"/>
	Sudan	<input type="checkbox"/>
	Suriname	<input type="checkbox"/>
	Sweden	<input type="checkbox"/>
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	Syrian Arab Republic	<input type="checkbox"/>
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	Thailand	<input type="checkbox"/>
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	Togo	<input type="checkbox"/>
	Tokelau	<input type="checkbox"/>
	Tonga	<input type="checkbox"/>
	Trinidad and Tobago	<input type="checkbox"/>
	Tunisia	<input type="checkbox"/>
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Türkiye

☐

Turkmenistan

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Tuvalu

☐

Uganda

☐

Ukraine

☐

United Arab Emirates

☐

United Kingdom of Great Britain and Northern Ireland

☐

United Republic of Tanzania

☐

United States of America

☐

Uruguay

☐

Uzbekistan

☐

Vanuatu

☐

Venezuela (Bolivarian Republic of)

☐

Viet Nam

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Yemen

☐

Zambia

☐

Zimbabwe

☐☐

A2. Name of Lead Ministry(ies) or Institution(s)

Please indicate the main ministry(ies), agency(ies), or institution(s) coordinating Culture and Arts Education-related efforts in your context. Please indicate the corresponding acronyms and official websites as applicable.

A3. Full Name of Contact Person(s) (include each contact in the case of multiple ministries)

Please indicate the full name of the focal point / contact person of the ministry(ies), agency(ies), or institution(s) coordinating Culture and Arts Education-related efforts in your context.

A4. Email Address

Section B: Section 1 : Context

1. In your opinion, which of the following objectives of Culture and Arts Education require the greatest priority in your country? [multiple answers possible – max 3 objectives]

B1. Please indicate which strategic goals of the Framework need to be prioritized within national efforts in the next four years.

- Access, Inclusion and Equity – Ensuring culture and arts education is available to all by removing barriers related to social status, race, gender, disability, and geography. This fosters diverse, inclusive learning environments that promote social cohesion and reconciliation.

☐
- Contextual, Quality, Lifelong and Life-wide Learning – Embedding cultural heritage, Indigenous knowledge, and creative practices in education to make learning meaningful, engaging, and applicable across various life stages and settings. This fosters social inclusion (including Indigenous Peoples, forcibly displaced people, persons with disabilities, persons in disadvantaged or vulnerable situations, etc.) while strengthening quality learning outcomes.

☐
- Cultural Diversity and Critical Engagement – Strengthening appreciation for different cultures while fostering creativity, dialogue, and understanding, and encouraging critical engagement with cultural narratives and knowledge. This contributes to social cohesion and peace.

☐
- Skills Development – Equipping learners and educators with creativity, critical thinking, and digital literacy skills to thrive in evolving job markets, including the cultural and creative industries. This contributes to holistic human development, including social and emotional skills, as well as artistic skill development, boosting innovation.

☐
- Institutionalization and Valorisation – Ensuring culture and arts education is recognized, supported, and integrated into education systems and policies, while improving the status and working conditions of cultural educators. This contributes to strengthening national identity, under a long-term perspective, as well as enhancing job opportunities in the cultural and creative sectors.

☐
- Other

☐



B2. Other (specify)

B3. 2. What level and educational setting in your country has the most developed programmes or projects linking culture, arts and education? [multiple answers are possible – max 4]

Early childhood care and education (ECCE) ☐

Primary education ☐

Secondary education ☐

Higher education ☐

Technical and vocational education and training (TVET) ☐

(Formal) Adult education and training institutions ☐

Non-formal education (e.g. life skills, work skills training, social and cultural development) ☐

Other (specify) ☐

B4. Other (specify)

B5. 3. In non-formal educational settings, what are the main providers of Culture and Arts Education in your country? [multiple answers are possible – max 4]

Community centres ☐

Cultural institutions, including museums and libraries ☐

Early childhood development centres ☐

Schools through extra-curricular or after-school activities ☐

Higher education institutions ☐

TVET institutions or programmes ☐

Non-governmental organizations, philanthropic foundations ☐

Private sector (organizations for profit) ☐

Professional networks and associations ☐

No funding support ☐

Other (specify): ☐

B6. Other (specify):

B7. 4. What are the main challenges facing Culture and Arts education programmes or projects in your country? [maximum 3 options possible]

Not considered as a policy priority ☐

Limited or insufficient number of guidelines, pedagogy and materials ☐

Limited awareness and support from relevant actors (e.g. schools, educational and cultural institutions, communities, etc.) ☐

Limited or insufficient human resources and capacities (e.g. teachers, teacher training, cultural professionals, etc.) ☐

Limited or insufficient infrastructure, facilities, equipment and materials (including access to broadband connectivity) ☐



Limited or insufficient career paths or opportunities for professional development for learners as well as educators (e.g. insufficient educational opportunities leading to certification, disconnect between education and needs of artistic professions, etc.)☐

Limited or insufficient budget and other funding☐

Other☐

B8. Other

Section C: Section 2: Engagement

C1. 5. Does your country currently have a national policy on Culture and Arts education, and/or policies promoting the integration of culture and arts into education?
Please indicate the year of adoption, main objectives, and the ministry, agency, or institution responsible. Please insert the hyperlink to the document if available. [Insert text – Max 300 words]

C2. 6. Please describe one or more illustrative initiatives, activities, or practices that reflect your country’s progress in the implementation of the Framework and, more broadly, in advancing Culture and Arts Education.
Initiatives may take place at national or local levels and may be led by public entities, cultural institutions, schools, artists, communities, or others. Please highlight what makes them impactful and meaningful. [Insert text – Max 300 words, around 100 per each initiative]

C3. 7. Please describe the measures in place or actions taken by your country to strengthen Culture and Arts Education in the following areas: Where possible, please indicate the year of adoption/ stage of development or implementation, scope, the main objectives, and relevant links.

- (a) Governance, legislation and policies☐
- (b) Learning environments☐
- (c) Learning experiences☐
- (d) Teachers and educators☐
- (e) Digital technologies and AI☐
- (f) Partnerships, interinstitutional coordination☐
- (g) Financing☐
- (h) Research, data and assessment☐
- (i) Other☐

C4. (a) Governance, legislation and policies

Year of Adoption/Stage

Scope

Main Objectives

Relevant Links

Text

C5. (b) Learning environments

Year of Adoption/Stage

Scope



	Main Objectives	<div></div>
	Relevant Links	<div></div>
	Text	<div></div>

C6. (c) Learning experiences

Year of Adoption/Stage

Scope

Main Objectives

Relevant Links

Text

C7. (d) Teachers and educators

Year of Adoption/Stage

Scope

Main Objectives

Relevant Links

Text

C8. (e) Digital technologies and AI

Year of Adoption/Stage

Scope

Main Objectives

Relevant Links

Text

C9. (f) Partenariats et coordination interinstitutionnelle

Année d'adoption / Stade

Portée

Objectifs principaux

Liens pertinents

Texte

C10. (g) Financing

Year of Adoption/Stage

Scope

Main Objectives

Relevant Links

Text

C11. (h) Research, data and assessment

Year of Adoption/Stage

Scope

Main Objectives

Relevant Links

Text

C12. (i) Other

Year of Adoption/Stage



Scope

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Main Objectives

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Relevant Links

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Text

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C13.

8. What types of capacity building and training opportunities are provided for educators, cultural professionals, or other relevant actors?

Please describe the focus and format of these initiatives (e.g. training workshops, mentoring, exchanges, etc.). [Insert text – Max 300 words]

C14.

9.How is coordination facilitated across ministries, levels of government, institutions, or other stakeholders involved in Culture and Arts Education?

You may include formal mechanisms, platforms for dialogue, informal cooperation arrangements, etc. [Insert text – Max 300 words]

C15.

10. Provide details on financial commitments and resources dedicated to Culture and Arts Education at the national level.

You may include information on public budget allocations (recurrent or project-based), contributions from development partners, or other funding sources. Kindly indicate any relevant trends, mechanisms for fund disbursement, or financial incentives supporting the integration of culture and the arts in education. [Insert text – Max 300 words]

C16.

11. Are there any mechanisms in place to assess progress made to advance Culture and Arts Education at the national level?

If applicable, please describe tools, indicators, review mechanisms, consultation processes, or any relevant modality. [Insert text – Max 300 words]

C17.

12. Have any specific efforts been made to raise awareness of the UNESCO Framework for Culture and Arts Education since its adoption?

This may include translation into local languages, public launch events, national consultations, or dissemination to institutions and networks, etc. Please insert official hyperlinks as applicable. [Insert text – Max 300 words]

C18.

13. Are there materials available documenting case studies and/or lessons learned that could be shared through UNESCO platforms or other knowledge exchange mechanisms?

This may include translation into local languages, public launch events, national consultations, or dissemination to institutions and networks, etc. Please insert official hyperlinks as applicable. [Insert text – Max 300 words]



Section D: Section 3: Future Priorities

D1. 14. Looking ahead, what are your country’s main priorities or planned actions to strengthen Culture and Arts Education over the next 4 years?

You may refer to planned reforms, new initiatives, areas of innovation, etc. [Insert text – Max 300 words]

D2. 15. In applicable, what kind of support from UNESCO would be most helpful in advancing the priorities or planned actions referred to above?

This may include technical expertise, peer exchange, training, adaptable tools and resources, or support for partnerships and visibility, etc. [Insert text - Max 300 words]

Section E: Mandatory –standard UNESCO legal text

E1. Grant of Rights

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I agree ☐

E2. Privacy Notice

I agree that any personal data I provide as part of my survey/interview/online contribution responses may be used and cited in the products UNESCO will publish. I may revoke my consent by providing written notice. I also have the right to access and request correction of my personal data held by the Organization. I may exercise my rights in connection with this statement by contacting culture-education@unesco.org

I agree ☐

Thank you for completing the survey. We appreciate your valuable insights in fostering Culture and Arts Education for more inclusive, sustainable and peaceful societies.