



Produced by ITAC: the International Teaching Artists Collaborative

# ITAC IMPACT : CLIMATE



*Impact Report:  
Teaching Artistry as a  
Powerful Tool for  
Social Change*



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# About ITAC

**The International Teaching Artists Collaborative (ITAC) is the only global network by and for teaching artists who use their artistry to catalyse meaningful social change in their communities.**

ITAC envisions a future where teaching artists (TAs) work in the heart of learning and communities everywhere, making a positive impact through teaching artistry. To realize this vision, we cultivate excellence in teaching artist practices and advocate for social change through active engagement in creative projects.

Teaching artists, (also known as community artists, participatory artists, artist mediators, or socially-engaged artists) engage directly with people, activating their creativity and imagination to address pressing challenges such as climate change, mental and physical health issues, and educational inequities. ITAC believes that transformative change happens when communities are empowered to explore significant social challenges and build solutions together through the arts.

“Teaching artistry is the sleeping giant of social change.”

Eric Booth, co-founder of ITAC

*Confluence River Lantern Parade. Photo by Gowri Savoor*





## ITAC pursues its mission through multiple pathways for change – network development, capacity building, and advocacy.

### Network Development

▶ ITAC is the first and largest global network of teaching artists who use their artistry to catalyse meaningful social change in their communities.

Our network of over 4,000 official members, from 50+ countries, spans diverse cultures and artistic disciplines. We welcome artists, teaching artists, arts organizations, educational institutions, social impact initiatives, and anyone interested in exploring the potential of the arts.

Our programmes nurture and grow the international community of teaching artists and their collaborators by supporting, expanding, and connecting our network of members. To empower practitioners at every level, ITAC connects teaching artists from all backgrounds and experiences to increase local impact and build opportunities for leadership.

ITAC bridges geographical divides by creating space for cultural exchange, commissioning innovative projects, and facilitating shared learning experiences among colleagues.

*Dancing Trees, Serbia.  
Artist: Dijana Milošević.*



## Capacity Building

- ▶ At ITAC, we empower teaching artists with the tools and resources necessary to undertake their own capacity building, ultimately uplifting the global field.

We cultivate excellence in teaching artistry for greater educational and community outcomes. Since cross-cultural learning is important to us, we seek to enrich the field with diverse global insights, expanding practitioners' perspectives.

ITAC supports the creative development of teaching artists by sharing innovative techniques, models, best practices, and resources for deeper community engagement and greater impact.

distinctive role of teaching artists in shaping a more equitable and vibrant society.

Our partners are vital to our advocacy work, and each year we form partnerships with cross-sector organizations to help expand our reach and strengthen community collaborations to create lasting impact.

Additionally, we facilitate and present at large-scale international gatherings, highlighting the power of teaching artistry to drive social change, embedding creative engagement throughout conference events, and lobbying for ecosystem shifts that support our field's work.

## Advocacy

- ▶ Our advocacy efforts focus on promoting teaching artistry, the power of active engagement with communities, and the importance of cross-sector collaborations.

Projects like our "Why Change?" podcast amplify the voices of teaching artists who harness the power of the arts to drive social change.

We offer a series of case studies to illustrate what teaching artists do and demonstrate the effectiveness of their practice. By bringing the stories of under-represented voices to the forefront, we illuminate the



# Our Reach

- ▶ Since ITAC began year-round operation in 2019, after 7 years of conferences and active communications, ITAC has expanded internationally and is supported by a cohort of Hubs – national centres that deepen the field of teaching artistry. These Hubs connect with each other to serve practitioners at the grassroots level and maximize the visibility and impact of this global workforce in their countries and beyond.

Anchored in England, Norway, South Korea, and the United States, our inaugural cohort of Hubs marks an important milestone in our journey. We are dedicated to establishing national support networks for teaching artists across continents, so they can connect and grow together.







# Context: Teaching Artistry as a Tool for Social Change

▶ At the intersection of ITAC’s international network, ability to build capacity, and desire to increase engagement around issues of our time lies an opportunity to tackle wider systemic issues. ITAC’s social change efforts focus on the following impact areas: Health, Conflict Resolution, Active Citizenship, Climate, and Creativity in Corporate Spaces.

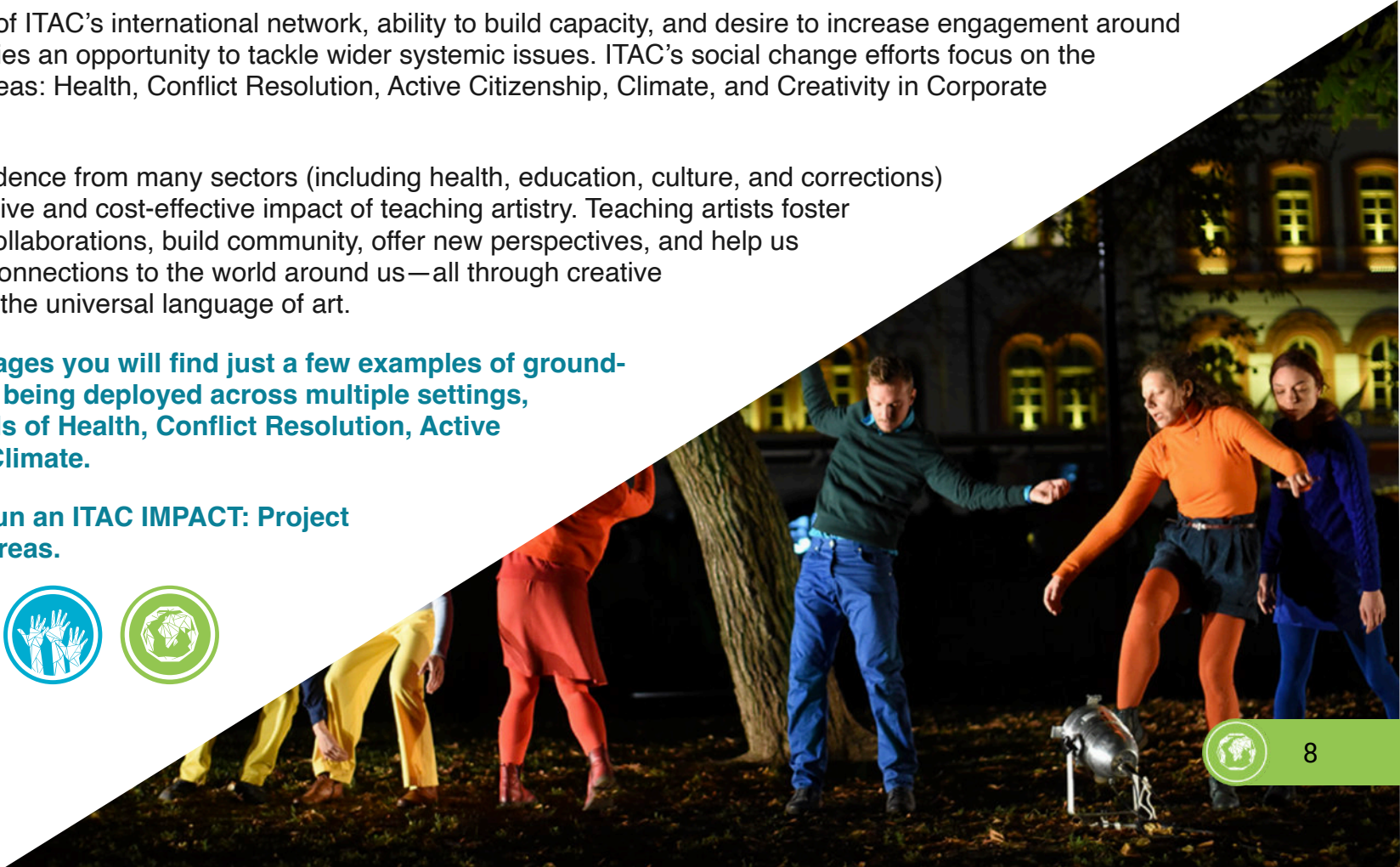
There is strong evidence from many sectors (including health, education, culture, and corrections) that prove the positive and cost-effective impact of teaching artistry. Teaching artists foster partnerships and collaborations, build community, offer new perspectives, and help us make meaningful connections to the world around us—all through creative engagement using the universal language of art.

**In the following pages you will find just a few examples of groundbreaking projects being deployed across multiple settings, including the fields of Health, Conflict Resolution, Active Citizenship, and Climate.**

**ITAC is ready to run an ITAC IMPACT: Project in each of these areas.**



*Dancing Trees, Serbia.  
Artist: Dijana Milošević.*



## Teaching Artistry in Arts and Health



- ▶ In the health sector, teaching artistry has proven to create positive health outcomes and in some instances improve health outcomes among patients, accelerate healing, and reduce health care expenditures. Creative engagement enhances social connection, reduces hopelessness, and increases happiness. Programs include Dance for Parkinson's, Music for Dementia, the Lullaby Project, and Creative Aging. Here is just one example among the hundreds of arts for health programs around the world.

### ▶ The Power of Music on Postpartum Depression: The Music and Motherhood Project

Launched in 2021 by the World Health Organization and implemented in the Central Denmark Region, the Music and Motherhood project harnesses the therapeutic potential of music to support mothers with postpartum depression (PPD).

The program provides a safe and nurturing environment for women to connect socially, express their emotions, and increase their sense of well-being through breath-work and song.

**A randomized controlled trial compared the effects of a 10-week singing program for 134 mothers with symptoms of PPD and found that singing reduced symptoms by 38% and led to a significantly faster improvement in symptoms for those with moderate to severe PPD symptoms.**

Integrating teaching artistry into the health industry has proven to be a powerful tool for improving mental health, increasing wellbeing, and combating loneliness.

*Image to right: Edinburgh Children's Hospital Charity – Step Out towards healing. Created during the ITAC Relay as part of Healing Arts Scotland.*



## Teaching Artistry in Conflict Resolution



- ▶ Conflict resolution is the process of resolving a dispute or disagreement between two or more parties through peaceful means. Teaching artistry provides a setting and/or a set of tools to resolve conflicts by fostering empathy, encouraging dialogue, and allowing individuals to express and understand diverse perspectives. This can be seen in the following example:

### The Power of Theatre in Peacebuilding: Search for Common Ground

- ▶ Search for Common Ground is an international nonprofit whose mission is to transform the way people manage conflict away from violence and toward trust and collaboration. One of the ways they use teaching artistry is through Participatory Theatre in which communities develop a play that shows the problems the community faces and explores possible solutions.

While actors perform the play, audience members are invited on stage to replace the actors and replay the scenes, navigating the scenario differently. The shared experience of enacting, reflecting on issues, and actively shaping solutions is the beginning of conflict transformation. Globally, the organization uses Participatory Theatre to diffuse conflicts over resources, refugees, land rights, sexual violence, corruption, and prejudice.

**Since 2005, Search for Common Ground has performed more than 10,000 Participatory Theatre shows across Democratic Republic of Congo, reaching over one million people.**

In an increasingly polarised and conflicted world, teaching artists offer innovative ways to foster empathy, understanding, and tolerance.



## Teaching Artistry in Active Citizenship



- ▶ In active citizenship, people engage directly with their community members to bring about change. This is typically seen through active civic participation such as voting, volunteering, advocacy, and working toward social, political, and environmental justice. Art supports active citizenship in a variety of ways. For example:

### The Power of the Arts on Community Engagement: Arts and Civic Engagement Study

- ▶ The National Endowment for the Arts, Arts and Civic Engagement Study describes the power of arts participation, volunteering, and other leisure activities in the National Endowment for the Arts' Survey of Public Participation in the Arts.

Notably, the study found that readers and arts participants are more than twice as likely to volunteer in their communities. In fact, half of all performing arts attendees volunteer or do charity work, compared with less than 20% of non-attendees.

**For literary readers, the volunteer rate is 43%— nearly three times greater than for non-readers. These patterns are independent of education level, age, gender, or ethnicity.**

Teaching Artistry is a powerful tool for increasing civic engagement and community involvement, leading to a more active citizenry.

*Chris Hatton, Australia. Creative Coasts Collective.*



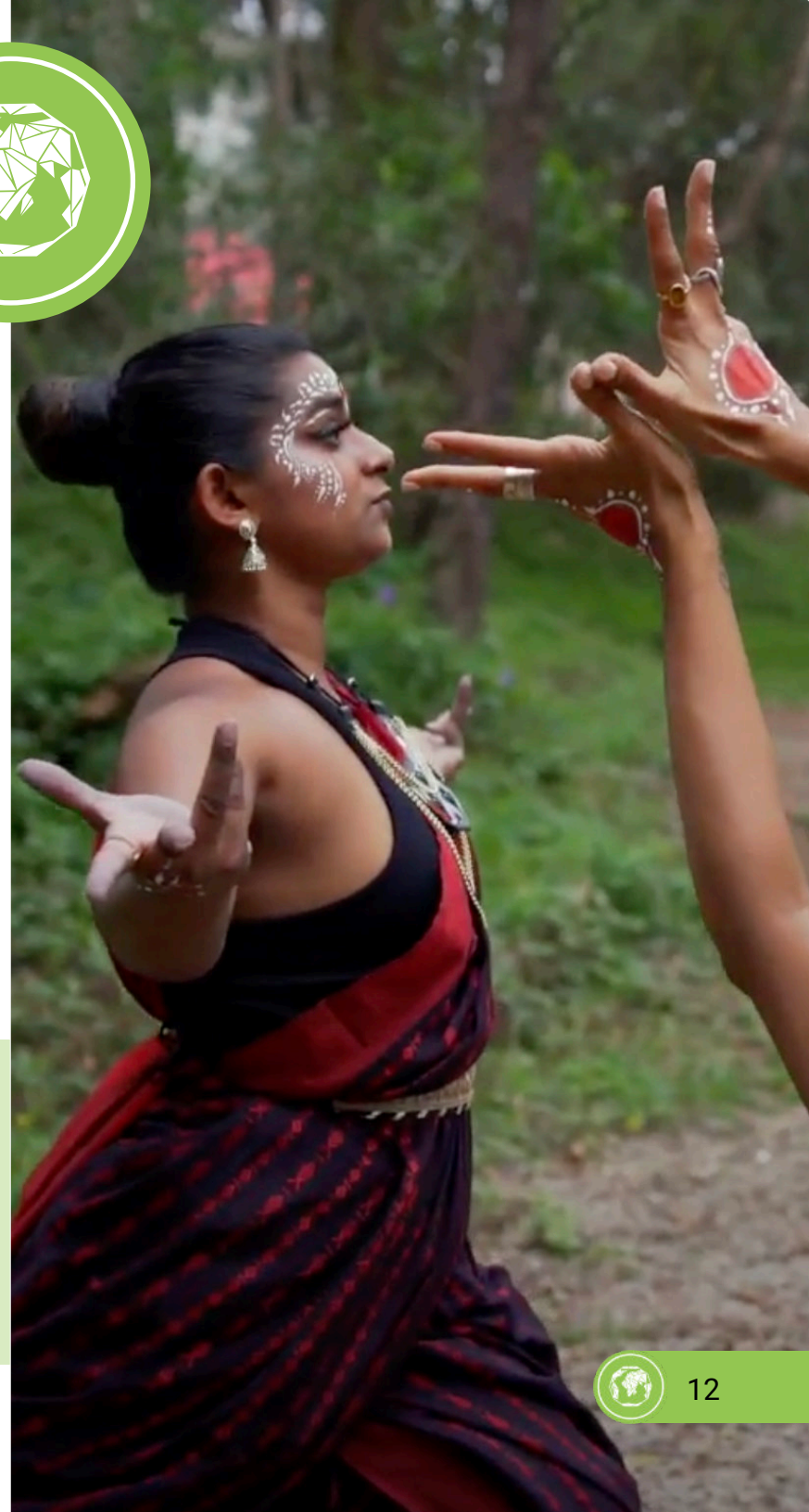


## Teaching Artistry in Addressing Climate Change

- ▶ Through creative engagement, teaching artistry has a proven ability to help individuals understand environmental issues in their region, and to change their beliefs and behaviours—the essential impact in our code red crisis, and the kind of impact other interventions do not deliver.
- ▶ The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries. SDG #13 invites organizations and individuals to “take urgent action to combat climate change and its impacts.”

“Greenhouse gas emissions keep growing. Global temperatures keep rising. And our planet is fast approaching tipping points that will make climate chaos irreversible. We are on a highway to climate hell with our foot on the accelerator.”

António Guterres, Secretary-General of the United Nations





Total number of  
participants  
impacted worldwide.

# ITAC IMPACT: Climate

- ▶ **In 2021, ITAC launched ITAC IMPACT: Climate, through which teaching artists around the world proposed, designed, and led projects in their local communities to positively impact the global climate crisis.**
- ▶ Between 2021 and 2024, ITAC commissioned 59 teaching artists to creatively engage their communities as a way to tackle a specific local climate issue they were facing. Our goal was to demonstrate the power of our sector's impact, proving that teaching artists are vital central players in creating meaningful systemic change.
- ▶ **We set out to prove 3 key points:**
  - Teaching artistry can increase awareness, change beliefs, and shift attitudes.
  - Teaching artists can create solutions to global issues like climate change, by empowering communities to advocate for themselves through creative engagement.
  - Teaching artist practices can reduce hopelessness and catalyze collective action around systemic problems such as climate change.

*The School of the (IM)Possible, Brazil. Artist: Francine Kliemann*



# Timeline

Below is a snapshot of key activities and total number of participants engaged in ITAC IMPACT: Climate.

## ITAC IMPACT: Climate is Launched.

### ► Four TAs are commissioned:

- Dijana Milošević (Serbia),
  - Francine Kliemann (Brazil),
  - Rachel Jacobs (Australia),
  - Raz Salvarita (Philippines),
- to design and deliver projects in their communities.

2021

► **A Climate Ambassador is recruited:** Climate scientist, Diana Liverman, is brought on to support the science studied in the commissioned projects.

► **The Climate Collective is formed:** Commissioned TAs and over 100 members form the core of this active online global forum to offer training, networking, and ongoing advocacy for climate action.

## ITAC IMPACT: Climate Expands.

### ► Four new TAs are commissioned:

- Katie Basile (Alaska),
  - Abner Torres Delina Jr. (Philippines),
  - Pawel Pokutycki (Netherlands),
  - Christine Hatton (Australia),
- to design and facilitate projects that address issues such as sea-level rise, permafrost melt, climate activism and wetland preservation.

### ► Two 2021 TAs continue their work:

Francine Kliemann (Brazil) expands School of the [IM]Possible into Scotland, and Raz Salvarita (Philippines) trains adult farmers as climate discussion facilitators in their home communities.

► **Climate Artists present projects** in plenary sessions at the 6th International Teaching Artist Conference, in Oslo, Norway.

2022

► **The Africa-US TA Exchange is formed:** This transatlantic group of cross-disciplinary teaching artists forms to meet virtually to build cultural awareness and exchange information to address climate change.

### ► The Teaching Artistry for Social Impact Course is launched:

This free online course that guides TAs to expand their work into measurable social impact includes four in-depth case studies of the TAs commissioned in 2021, and is freely available across the globe on the Kadenze learning platform.

## ITAC IMPACT: Climate Builds on Learnings.

### ► Three TAs are recommissioned.

Building on learnings from the last two years, Katie Basile, Abner Delina, and Pawel Pokutycki are recommissioned to evolve and expand the impact already made, and develop models of sustainability that can be shared, published, and replicated in other spaces.

### ► A Free Impact & Assessment Guide is created:

ITAC's Impact and Assessment Guide is published as a downloadable resource to help TAs and changemakers around the world articulate impact goals, plan outcomes, and measure social impact in their projects.

2023

### ► 2021-2024: Eden Engagement:

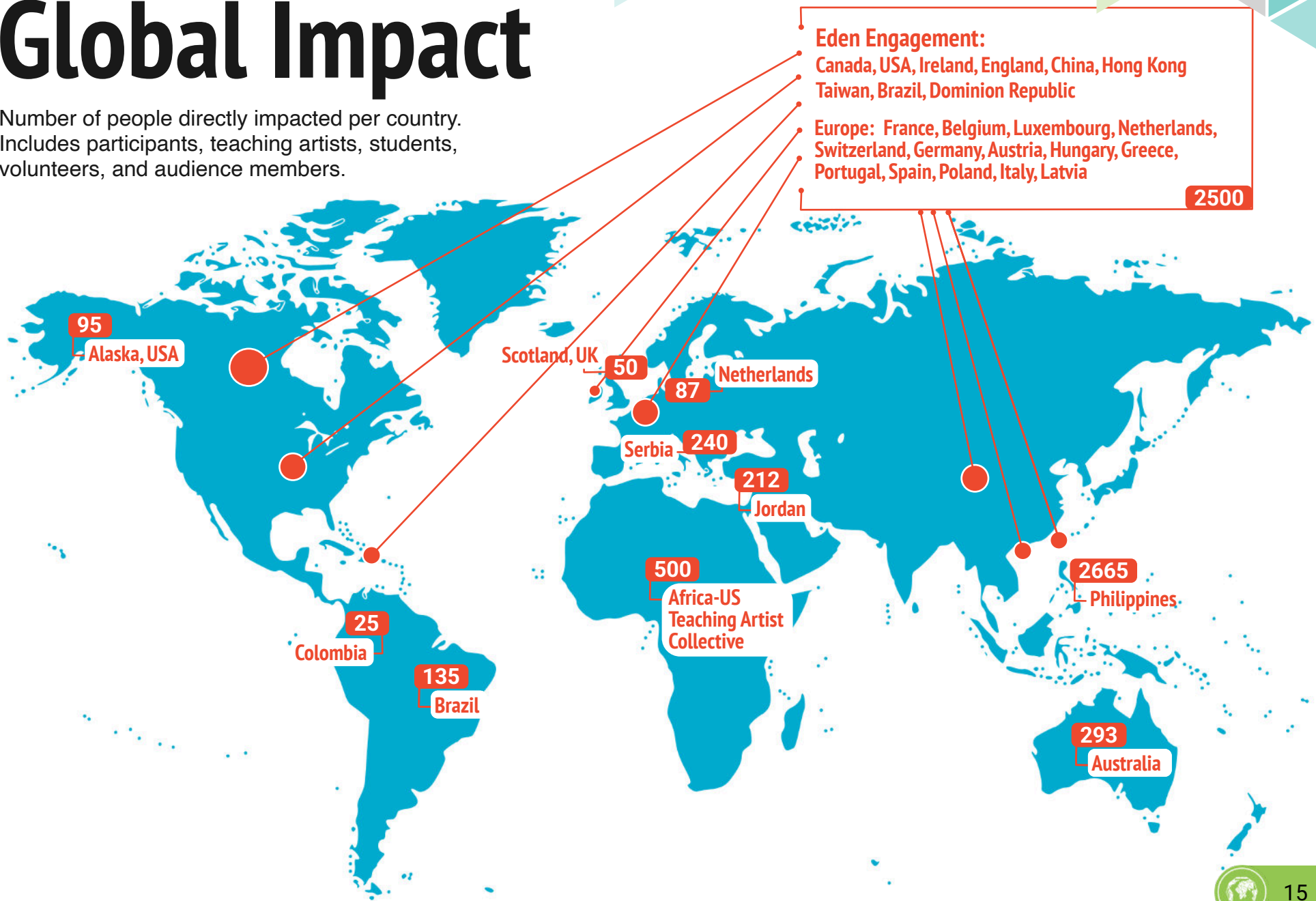
A multi-year partnership with Grammy winner and opera singer, Joyce Di Donato, in which ITAC designed and led community workshops in every city on her global tour.

2024



# Global Impact

Number of people directly impacted per country.  
Includes participants, teaching artists, students,  
volunteers, and audience members.



# By the numbers:

2021

Number of participants impacted:



2022

Number of participants impacted:



2023

Number of participants impacted:



Eden Engagement

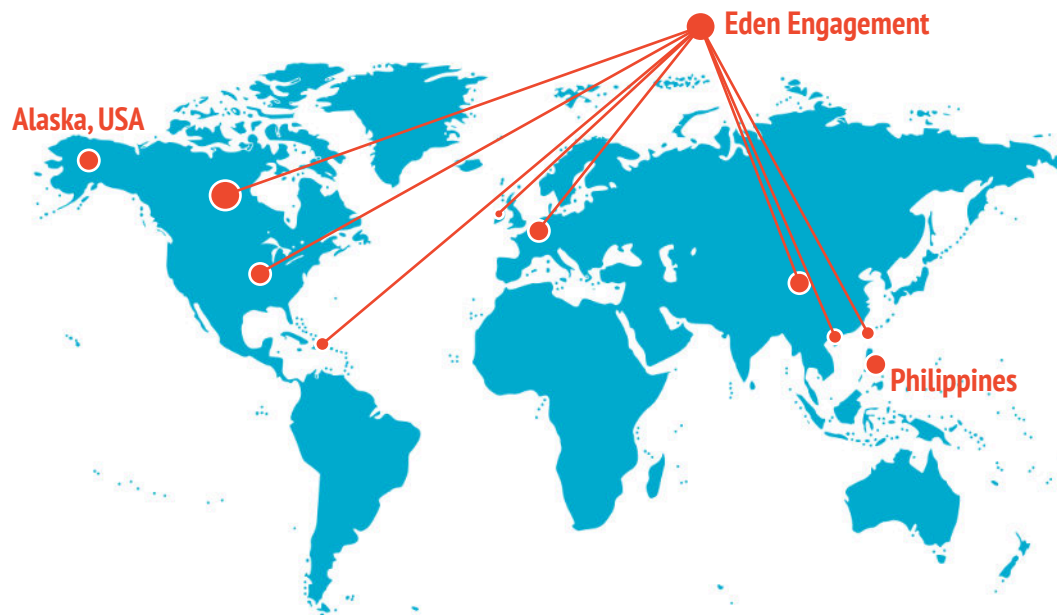
Number of participants impacted:



# Case Studies

- ▶ The following case studies were chosen from our cohort of extraordinary teaching artists whose projects had a significant impact on the ITAC IMPACT: Climate goals and proved the power of teaching artistry to affect social change.

As you read through the following case studies, we invite you to imagine the ways creative engagement can open up new possibilities for impact in other settings.



*Eden Engagement, Aalborg, Denmark.*



# SACLAW: The Social Actions Community Leadership Arts Workshop

## Art as a Catalyst for Greater Community Engagement

- ▶ **Location** ————— **Philippines**
- ▶ **Teaching Artist** ————— **Abner Torres Delina, Jr.**
- ▶ **Years Active** ————— **2022-2024**
- ▶ **Number of People Impacted** — **260**
- ▶ **Art forms** ————— **Performance, Theatre, Visual Arts**

▶ **Teaching Artist:**  
Abner Torres Delina Jr. is a Filipino activist, storyteller, performance artist, educator and founder of multi-arts collective, BLACK CANVAS.

*“SACLAW camp helped me a lot in terms of understanding environmental conservation and protection. Through this [process] I was able to share my knowledge with the young ones.”*

*SACLAW Climate Camp Participant*

### ▶ Local Issue Addressed

**The Philippines** is especially vulnerable to the effects of climate change, such as the extreme weather events that cause flooding and landslides.

Cadiz City, hometown of Abner Torres Delina Jr., is a strategic port in the region of Visayas that has directly experienced natural disasters made worse by a warming planet.

In 2013, the super typhoon, Haiyan, was one of the deadliest typhoons on record in the Philippines, killing 6,300 in the country alone. Thousands of houses and crops were destroyed, devastating the livelihoods of farmers and fishermen in the city.



# SACLAW: The Social Actions Community Leadership Arts Workshop

## ► Project Overview

To combat these environmental challenges, Delina designed Social Actions Community Leadership Arts Workshop (SACLAW). This three-day arts and climate education camp for youth leaders gathered exceptional Filipino artist-leaders, educators, and activists from different cities and towns of Visayas to nurture the power of arts and culture for climate justice.

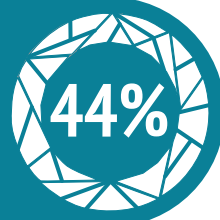
Participants used the leadership skills learned at camp to expand climate action at the grassroots level in their own communities.

## ► Core Activities

Through collaborative visual art, music, theater, and environmental education activities, SACLAW:

- Combined art, nature, and somatic and mindful movement activities to inspire local artist-leaders to utilize their art and leadership skills to better engage, educate, and inspire their communities to act against climate change.
- Engaged youth artist-leaders through play-based community building activities to understand local environmental issues, climate mitigation, and adaptation.
- Redesigned existing educational resources for future climate collaborations.
- Offered opportunities for climate leaders to engage communities and fellow artists through a SACLAW minifest.

*Increase in the number of youth-leaders who understood which actions to take to address climate change in their region.*



# SACLAW: The Social Actions Community Leadership Arts Workshop



*of participants believed that the experience of a SACLAW Climate Camp had made them more effective community leaders.*


## Social Impact Outcomes

**Impact** was measured using a two-part survey given to 130 participants on the third and last day of the SACLAW Camp in 2023.

After participating in SACLAW, evidence showed participants were significantly more motivated to participate in climate justice and climate action.

### Participants:

- Fostered a competent, passionate, and diverse network of artist-leaders within the Visayas regions.
- Designed a flexible and replicable model for the SACLAW Camp that engages youth leaders, government officials, and community leaders to map ideas, identify problems, and develop local climate solutions.
- Developed an easy to follow and shareable SACLAW toolkit.
- Showcased the work in a mini multi-arts festival, the Hearth Jam Showcase, which engaged women and youth from surrounding communities.



SACLAW demonstrates the power of performance theatre and visual arts to inspire a community to act on an important social issue.

### Skills and Competencies Measured

- Climate awareness and education
- Tools for community leadership
- Changing attitudes and actions towards an intersectional lens

### Data Collection Methods

- Photo and video documentation
- Video interviews
- Survey evaluation and questionnaires
- Observations

*“The way for us to respond to climate emergencies is to understand that we are part of nature. That ecology or the story of our house is also our story, and the question is “do we want to continue this story?”*

*Abner Torres Delina Jr.*

Abner Delina Torres, SACLAW



# NEWTOK Memory Maps

## Intergenerational Activism Through Art

- ▶ **Location** ————— Alaska, USA
- ▶ **Teaching Artist** ————— Katie Basile
- ▶ **Years Active** ————— 2022-2024
- ▶ **Number of People Impacted** — 95
- ▶ **Art forms** ————— Drone Photography, Video, and Digital Mapmaking

▶ **Teaching Artist:**  
Katie Basile is a documentary photographer and filmmaker whose work explores adaptation and resilience in Southwest Alaska.

*"(Erosion) is separating our people, our traditions feel like they're fading. Our culture is slowly disappearing because we are so focused on getting everyone moved that we rarely do the things we used to do (such as fiddle dances and feasts). Our Elders that have passed are being buried away from their deceased family. Our siblings are growing up away from our grandparents Native land... where our grandparents raised our parents."*  
Newtok Memory Maps participant

### ▶ Local Issue Addressed

**Newtok, Alaska** is a Central Yup'ik community and one of the country's first villages forced to relocate because of climate change impacts. For decades, the permafrost under Newtok has been thawing, making the village unstable and unlivable. The Newtok Village Council has been actively raising awareness and funds for a village-wide move from Newtok to a newly constructed site, Mertarvik. While there is federal funding for relocation, it has been piecemeal, and the complexities of constructing a whole new village in one of Alaska's most remote corners has delayed the transition, leaving residents stuck in Newtok as it erodes around them.

Finally, in 2019 the first few families made the nine-mile move to Mertarvik and five years later, in 2024, the last families moved across, completing the relocation. Newtok and Mertarvik are in the Yukon-Kuskokwim Delta region of Alaska where approximately 47 Alaska Native villages are threatened by flooding, erosion and permafrost thaw, and many of these communities also need to relocate .



## CASE STUDY 2

# NEWTOK Memory Maps

### ► Project Overview

Teaching Artist, Katie Basile, created Memory Maps, a multimedia project to give local youth and elders in environmentally threatened communities the opportunity to share personal stories of climate change impacts and to advocate for the continued relocation of their villages to safer land.

Between 2022 and 2024, 41 young people participated in the creation of digital stories that reflect on the effects of climate change in the villages of Napakiak and Newtok. Elders and youth from both villages shared memories of the changing landscapes and the hopes they have for the future.

The digital story created in Napakiak was shared with legislative representatives and U.S. senators to raise awareness about how climate change is impacting the region. Not only did it develop and strengthen intergenerational relationships in the area, but the project garnered attention from state senators with the potential to affect future policy decisions.

### ► Core Activities. Students:

- Participated in drone photography and video workshops to understand and document the geography of the region.
- Interviewed Elders about their histories and experiences on the land that has been lost, and created collaborative digital memory maps.
- Wrote news stories about their relocation for the local newspaper and radio station.
- Shared work with the school board, policy makers, and learned how to present their work in public.



# NEWTOK Memory Maps

Participating in intergenerational storytelling can be a powerful vehicle for both youth and elders to build trust, foster empathy, and practice active listening. Digital technologies allow for stories to be documented in imaginative ways and create a permanent record for future generations.



*After two years, 94% of participating youth had a better understanding of climate issues affecting their communities.*

## Social Impact Outcomes

- Youth living in Newtok/ Mertarvik had an increased understanding of the science behind climate change and how it impacts the community.
- Youth and communities members learned how articulate their ideas and advocate for change.
- Students documented the impacts of climate change with photography and interviews with elders and community members.
- Projects were presented to student peers, community members, and policy makers.

Youth published their work through KYUK and other media outlets.

## Skills and Competencies Measured

- Explaining the link between climate change and local environmental issues
- Conducting intergenerational video interviews
- Presenting work to a wider audience

## Data Collection Methods

- Digital storytelling
- Questionnaires
- Conversation and group reflection

The ability of Memory Maps to grow from a local creative project to a national government discussion demonstrates the impact that is possible through ITAC IMPACT: Climate.

*"I'm excited to further my education by going to college in Fairbanks next year. I'm going to be studying environmental journalism to get my bachelor degree. My goal is to help people. I want to write people's stories and let their voices be heard when they can't speak up."*  
Newtok Memory Maps participant



# EDEN Engagement

## Re-Imaging a Concert Tour to Engage Communities on a Global Scale

- ▶ **Location** ————— **Worldwide**
- ▶ **Teaching Artists** ————— **39 teaching artists**
- ▶ **Years Active** ————— **2021-2024**
- ▶ **Number of People Impacted** ————— **2,190 participants in 37 cities**
- ▶ **Art forms** ————— **Visual Art, Digital Technology, Nature Studies, Music, Performance**

▶ ITAC recruited 39 Teaching Artists from our global network to deliver climate focused workshops in partnership with Joyce Di Donato.

### ▶ Local Issue Addressed

In traditional touring models, all of the impact lives in the high-ticket-price venue, missing opportunities to reach into communities with the theme of the artwork. Projects like EDEN Engagement amplify and extend the benefits of touring, where local teaching artists engage directly with participants and audience members to address core themes and wider social issues.

*“I have learned to never give up hope and that music is a powerful way to give hope and be happy. Music also connects people. I learnt that it is not about me, it is about something so much larger than myself.”*

*Elulaie, Eden El Sistema, Luxembourg*

*Photo of Joyce Di Donato by Attila Nagy, Müpa Budapest*

*Photo to left, EDEN Engagement, Santa Domingo*



# EDEN Engagement



*Increase in students' ability to discuss issues around climate change.*

## ► Project Overview

In a drive to embed teaching artistry and community impact into traditional touring models, ITAC partnered with Joyce DiDonato, three-time Grammy award-winning opera superstar, on her global EDEN Tour to create EDEN Engagement.

ITAC hired 39 teaching artists in 37 cities, building tailored-curricula for communities around the world. By incorporating multidisciplinary teaching artist-led workshops on every stop, ITAC made youth participation, creativity, and collaborative art-making central components of a traditional tour.

## ► Core Activities

A few examples of teaching artist-led activities that preceded the concert performances:

- In Berkeley, California, USA, students learned about activism through puppetry while learning about the history and fragility of the bay.
- In Madrid, Spain, students participated in workshops centred around filmmaking and the importance of telling one's own stories about the environment. They later made a collaborative film that included their collective stories.
- In Essen, Germany, members of the youth choir learned about ocean pollution using visual art and music.
- In Toulouse, France, teaching artists led a 5-day workshop program that explored water, drought, and water conservation through visual art and music.

To learn more, please download our [Eden Engagement Impact Report](#).



*Photos top to bottom: Arnhem, Beijing, Luxembourg.*

# EDEN Engagement

## Social Impact Outcomes

### Impact:

Over 2500 participants from varying cultures and backgrounds participated in teaching artist-led workshops in 37 cities worldwide. Eden Engagement successfully activated students who would not normally be exposed to arts education and environmental action.

The project brought students and community members together to raise environmental awareness, increase knowledge, and foster a sense of agency to impact climate change, proving the power of the arts to transform attitudes and behaviours, and inspire both individual and collective action.

**Eden Engagement provided a platform where young people were supported to utilise the arts as a means to build confidence, feel empowered, and have the agency to take action that will shape their future.**



*Increase in students' attitude and motivation towards combating climate change.*

### Outcomes

- Awareness about climate change ◀
- Attitude towards climate issues ◀
- Motivation to act ◀
- Ability to discuss climate issues ◀

### Data Collection Methods

- Photo and video documentation ◀
- Video interviews ◀
- Survey evaluation and questionnaires ◀

*"I experienced the power of unity. Listening to students of all ages showed me how beautiful we are all together. I also learned how powerful we can be when we're united!"*

*Tammilyn, Salute to Music Choir NYC*

Photo by Álvaro Martín, Madrid



Eden Engagement with Joyce Di Donato



Photo by Brittany Hosea-Small, Berkeley



# Innovative Approaches to Teaching Artistry

- ▶ We showcase the projects in the following pages because of their originality, creativity, and innovative approaches to tackling the environmental crisis. Two projects were commissioned in 2021—one in Brazil and the other in the Philippines—and a third took place in 2023-2024. All inspired change in powerful and innovative ways.



*Mapping the Hex River Valley, South Africa. Artist: Erica Lutich*



## PROJECT 1

# The School of the (IM)Possible

## Using Art to Inspire Young Activists

- ▶ **Location** ————— **Brazil**
- ▶ **Teaching Artists** ————— **Francine Kliemann, Platô Cultural**
- ▶ **Years Active** ————— **2021-2022**
- ▶ **Number of People Impacted** ————— **808**
- ▶ **Art forms** ————— **Design, New Technologies, Imaginative Play/ Theatre**
- ▶ **Teaching Artist:**  
Francine Kliemann is an interdisciplinary artist and theatre maker from Porto Alegre, Brazil, and is the founder and director of Platô Cultural.

### ▶ Local Issue Addressed

Florianopolis is a rapidly growing city on an island just off the southeast coast of Brazil. Due to climate change, parts of the island face flooding and clean water shortages exacerbated by conflicting attitudes to land development, resource management, and infrastructure planning.

*“As a creative school that recently achieved the UNICEF Gold: Rights Respecting Award, we are very excited to take part in this immersive educational experience for our pupils. The project will continue to allow our pupils to be ‘windows of wonder’, to be curious about how they can continue to learn to make a difference in our world and the impact this can have on their future – St. Aidan’s Agents accept the mission.”*

*St Aidans Headteacher Mrs McLean*



## PROJECT 1

# The School of the (IM)Possible



### Project Overview

Commissioned artist Francine Kliemann combined imagination and play to create The School of the (IM)Possible, a fictional and immersive roleplaying experience for children ages 8-9 at Santa Terezinha School in Florianopolis, Brazil. The project ran for 12 weeks beginning in 2021, and spread to 4 schools and 12 cohorts in Brazil.

In 2022, the School of the (IM)Possible expanded into 2 schools with 2 cohorts into North Lanarkshire, Scotland through a partnership with The Necessary Space. The project went on to win several awards and was introduced into the curriculum as a model of exemplary practice.

### Activities

In the School of the (IM)Possible, students are immersed in an imaginary world through drama, role-play, and digital technologies. The Secret Organisation Synesthesia (S.O.S.) has traveled back in time to make contact with the first agents of the School of the (IM)Possible. Student-agents are invited to accept a secret mission to learn about how climate change is affecting their environment. After a time-traveling bookshelf mysteriously appears in the classroom (filled with still-to-be-written books from the future), a communication channel is opened with Massami Alamair, a scientist living in 2071 who invites them to join an (IM)Possible mission: to create sustainable solutions that will protect the future of their planet.

Guided by Massami Alamair and the interactive bookshelf, students visited a nearby nature trail to visit the “portal of the future” and were challenged to protect the portal by learning about environmental issues. The project culminated with a day of learning where the kids became the teachers and the adults took the role of the students to better understand their experiences and vision for a sustainable future, while challenging one another to commit to positive action.

**Drama has a well-documented history of catalysing the imagination and asking participants to consider different perspectives and motivations. This empathy-led approach to understanding complex systems and the individuals involved can be a fun and engaging way to help young people address challenging issues in new and innovative ways.**



## PROJECT 1

# The School of the (IM)Possible

## Social Impact Outcomes

### Impact on Students and Teachers:

- Students developed their communication skills to better discuss climate change in their communities, and helped shift negative perceptions about nature and the environment to a more optimistic view.
- Teachers developed new capacities to integrate live and digitally immersive environments to improve student engagement.

### Impact on the Future of the Project:

- The project went on to receive an International Collaboration grant from the British Council.
- The School of the (IM)Possible was awarded an Ashoka Fellowship.
- The teachers and the national education body now use the project as a model for embedding arts integration into the curriculum.
- Partnering educational institutions have now expressed a desire for continued training.

The School of the (IM)Possible successfully created an immersive, fictional setting to creatively engage and educate students in climate activism.

*“The class was very excited about the project. They fully embarked on the experience, and I immersed in it with them. It was wonderful! We did a lot of research using the world map, and the destruction of nature through satellite images. It brought magic and wonder for studying the subjects from the curriculum.”*

*Cristiane, teacher at Sao Luiz School, Brazil*

### Skills and Competencies Measured

- Understanding the effects of climate change on the environment
- Communication and advocacy skills
- Action taken (participation, mobilization, and activism)

### Data Collection Methods

- Interviews with teachers and students
- Student in reflection of artwork created
- Written responses
- Feedback forms
- Audio and video



Francine Kliemann, School of the (IM)Possible



## PROJECT 2

# Unmasking Climate Justice: Voices from the Past, Present, and Emerging Generations

## Affecting Climate Consciousness Through Art

Location	Philippines
Teaching Artists	Razcel (Raz) Jan Salvarita
Years Active	2021-2022
Number of People Impacted	174 (+9,000 audience members)
Art forms	Performance and Installation Art, New Media

### Teaching Artist:

Raz Salvarita is a multi-disciplinary artist, creative activist and founder of Barry Balangaw Creative Initiatives.

### Local Issue Addressed

Climate related disasters in the Philippines have been steadily worsening amid super typhoons and rising sea levels leading to widespread flooding. There is an emerging appetite at a local level to understand what actions need to be taken to mitigate negative climate impacts, particularly within the fishing communities.

*“Hopefully all who come will help [to] spread [the word] – [not only] the awareness [they have come to], but also the message behind the masks; to tell people about the intensifying effect of climate change...[just] as we can see the changing daily temperature that impacts our health.”*

*Student participant*



## PROJECT 2

# Unmasking Climate Justice



### ► Project Overview

Unmasking Climate Justice was developed to help community members understand how climate change affects their region, and learn how to educate and advocate through creative engagement.

Through focus group discussions, workshops, interviews, and filmmaking, Raz worked with local community leaders, fisherfolk, and farmers to understand the impacts of environmental damage through the lens of traditional knowledge systems. He also documented the efforts of local climate activists as an educational tool and an inspiration for younger generations.

The project culminated in a site-specific art installation that served as a public reflection of community members' perspectives on the impact of climate change, and an articulation of their hopes for the future.

### ► Activities

In phase 1 of the project, Raz trained five women farmers to facilitate public discussions about how climate change was affecting their natural environment. 120 community members were interviewed for the project.

During this phase, a short documentary film was created to share the life and work of 65 year-old local farmer, Ricardo Lindres. "A Day in the Life of a Farmer" shared Ricardo's first-hand experiences of the effects of environmental change and his concerns for the future wellbeing of his grandchildren. Learn more in Raz's case study, featured in the Teaching Artistry for Social Impact Course, on the [Kadenze learning platform](#).

Raz also worked with local artisans to create terracotta masks that would become the central focus of his public art installation. Earth clay, rice husks, and bamboo—materials central to the artisans' craft—were utilized in a series of immersive workshops which enabled community members to tell their stories while campaigning for climate justice



## PROJECT 2

# Unmasking Climate Justice

and advocating for their future. Some of these workshops included mask-making, mural painting, origami, and creative movement.

**Mask-making and storytelling are powerful entry points to tackling challenging social issues; participants are able to consider perspectives other than their own, build empathy, work collaboratively, and support the sharing their personal stories and histories without guilt or retribution.**

*“After this event, I learned that we have to start our steps to understand and to protect Mother Nature.”*

*Student Participant*

## Social Impact Outcomes

### The following outcomes were achieved:

- Local stakeholders, farmers, and fisherfolk learned about current climate issues threatening their way of living.
- Youth in the community learned from the knowledge of the elders, and understood how to advocate for climate solutions.
- Teachers learned how to translate climate science into lessons that were easy for students to understand.
- Women farmers learned how to facilitate discussions in their communities.
- Attended by local councillors and representatives from the mayoral and tourism offices, the public exhibition drew unexpected levels of interest and was extended for a further three months.

Unmasking Climate Justice was a powerful example of how community leaders, farmers, and fisherfolk, could be motivated to engage in climate education and activism.

## Skills and Competencies Measured

- Knowledge about how climate change is affecting people locally ◀
- Communication and advocacy skills ◀
- Changes in beliefs and behaviours ◀

## Data Collection Methods

- Interviews with farmers and fisherfolk ◀
- Surveys and evaluation forms ◀
- Story circles ◀





## PROJECT 3

# Eco Digital Collective



## Using Digital Tools and Virtual Spaces to Educate and Drive Action

▶ <b>Location</b>	Netherlands, Jordan, Colombia
▶ <b>Teaching Artists</b>	Pawel Pokutycki
▶ <b>Years Active</b>	2022-2024
▶ <b>Number of People Impacted</b>	324
▶ <b>Art forms</b>	Creative Digital Tools and Interactive Online Spaces

### ▶ **Teaching Artist:**

Pawel Pokutycki is a teaching artist, creative technologist, researcher, and lecturer at the Royal Academy of Art in The Hague, and Design Academy Eindhoven, the Netherlands.

### ▶ **Local Issue Addressed**

Almost a third of The Netherlands is situated below sea level and is protected from the ocean by polders and dikes that keep the sea at bay. As a result of climate change, a slow and steady sea level rise now threatens to overcome the structures that protect the country from flooding.

Without urgent action to reduce CO2 emissions, rising temperatures will result in an irrevocable effect on extreme weather events, loss of biodiversity, and population displacement. Climate education, activism, and collective action are vital for communities to understand and mitigate changes to their environment, as well as advocate for policy change.



## PROJECT 3

# Eco Digital Collective

### ► Project Overview

Pawel Pokutycki designed the Eco Digital Collective to raise environmental awareness and stimulate climate action among groups of youth located in different parts of the world using creative digital tools and interactive online solutions for education and artistic development. One of his goals was to strengthen digital literacy through the use of 3D-modelling, animation, and augmented and virtual reality applications.

Workshops were conducted in The Netherlands, Poland, Jordan, and Colombia for more than 250 teenagers (ages 11-16).

### ► Activities

In 2022, Pawel initiated the Eco Digital Workshop series with students in the Netherlands. Through a series of participatory workshops, students experimented with digital tools and media to create engaging experiences that spoke to the consequences of climate change.

Cutting-edge technologies were used to demonstrate their understanding of the ecology of the natural environment. For example, students used 3D-animation and live visuals to design a series of plants and animals in a world ravaged by climate change. Their projections transformed the urban spaces of The Hague into a post-catastrophic environment to stimulate conversations about how the city can change without intervention, and how their creative solutions might alter the course of the future. In 2023 and 2024, Pawel worked with students in Jordan and Columbia respectively to explore the potential for digital tools to address climate issues in their region.

**When digital technologies such as 3D-modeling, animation, and augmented/virtual reality are combined with more analogue-based activities such as visual design and cardboard sculpture, students gain new skills, think critically, share unique perspectives, and advocate for themselves to wider global audiences.**



## PROJECT 3

# Eco Digital Collective

## Social Impact Outcomes

Eco Digital Collective created a unique teaching methodology with an interdisciplinary and innovative technological approach. It also increased the opportunity for climate action to be implemented and sustained in several public schools and other educational institutions and organizations worldwide.

### The following outcomes were achieved:

- Students demonstrated how creative and digital skills can stimulate environmental awareness and climate action.
- Students discussed and reflected on local and global environmental issues and recognized their collective and individual opportunities for agency in taking action to mitigate climate change.
- Participants understood how to use digital technology to share a powerful message about global issues. An open curriculum was developed and has been shared on a digital platform.

Creative engagement with youth in virtual spaces holds extraordinary potential—a terrain that teaching artistry is only beginning to navigate.



## Skills and Competencies Measured

Environmental awareness and knowledge of climate issues

Technical capabilities

Artistic skills

## Data Collection Methods

Photographs

Film documentation

Written feedback

Surveys

Comments and reflections



Pawel Pokutycki, Eco Digital Collective



# Key Takeaways



Total number of participants impacted worldwide.

- ▶ **Teaching Artists practices can reduce hopelessness and catalyse collective action around systemic problems.** When teaching artists and their abilities are recognised, valued, and supported at scale, they can make a significant positive impact on key and urgent issues such as climate change.
- ▶ **Teaching artistry can increase awareness, change beliefs, and shift attitudes.** Teaching artists play a leading role in influencing change in specific societal conditions. For example, shifts in policies, systems, leadership, discourse, knowledge, attitudes, and actions—all from within their local communities.
- ▶ **Teaching artists can create solutions to global issues by empowering communities to advocate for themselves.** Teaching artists can make a powerful impact on a wide range of learners from different cultures, ethnicities, ages, and socioeconomic backgrounds.



*“We want to create a sense of seeing the everyday as the magical, the mythical, and the imaginative. Through this process, we provoke in the young generation a sense that the world is something playful, creative, and possible to change.”*

*Francine Kliemann, Director, Platô Cultural, Brazil*





# Future of the Project

▶ ITAC IMPACT: Climate has been a powerful force for change in communities around the world. The ripple effects continue to this day, as our projects and teaching artists continue to garner support and international recognition. ITAC IMPACT: Climate's grant has now ended, and we are actively seeking new funding sources to continue and scale the work. With new regional partners, more resources, and additional funding, ITAC can support teaching artists to continually improve these projects, expand them for greater impact, and apply this methodology to effect change on other systemic issues.

On a larger scale, ITAC will continue to focus on projects like ITAC IMPACT: Climate where teaching artists can achieve the essential goals of changing understandings and actions that other interventions can't. We are currently seeking support for ITAC IMPACT: Health, IMPACT: Conflict Resolution, and IMPACT: Active Citizenship, where we will apply the methodology and lessons learned from ITAC IMPACT: Climate to commission teaching artists for projects that can improve the health and wellbeing of communities, and contribute to a more creative, just, and equitable world.



SACLAW. Artist:  
Abner Delina



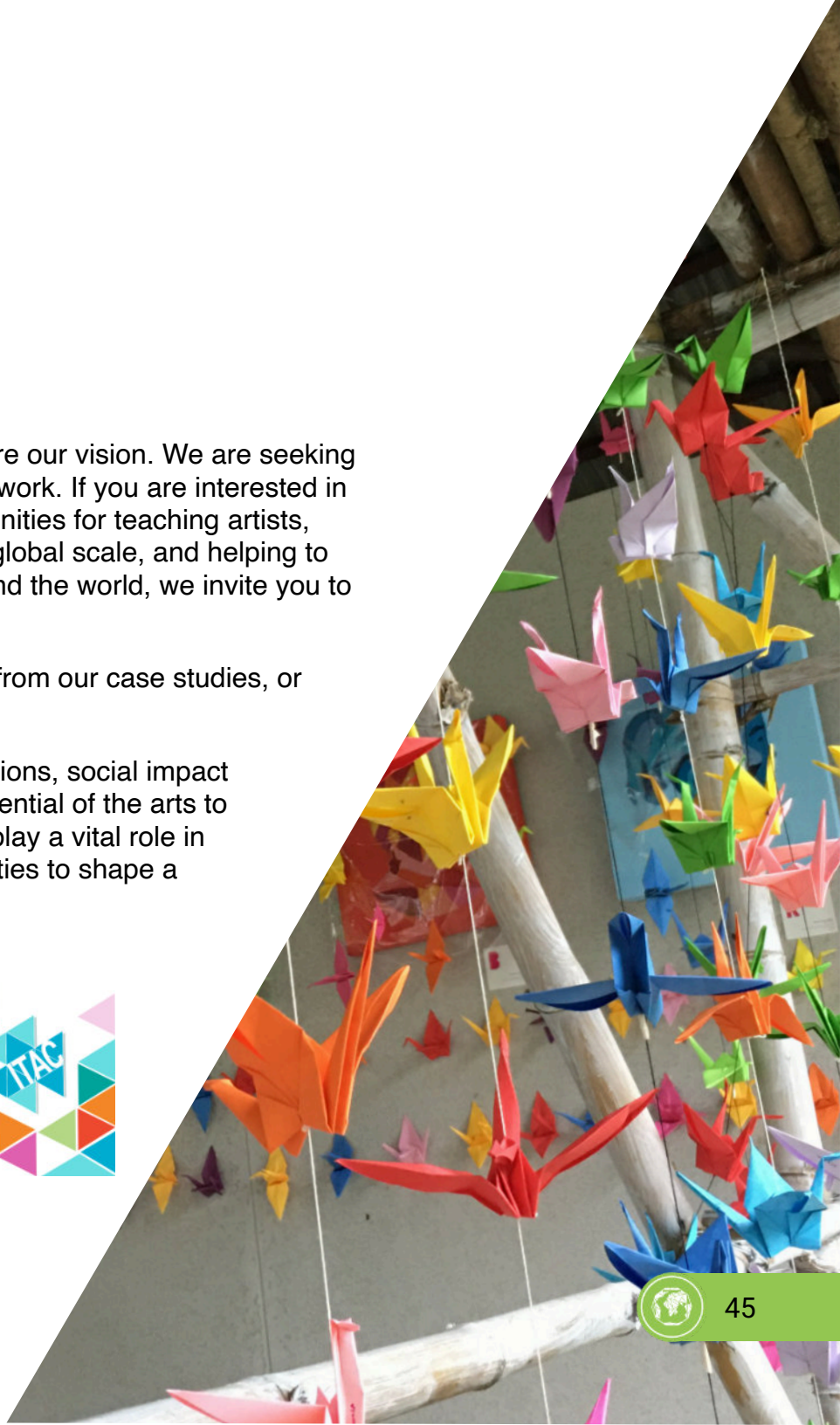
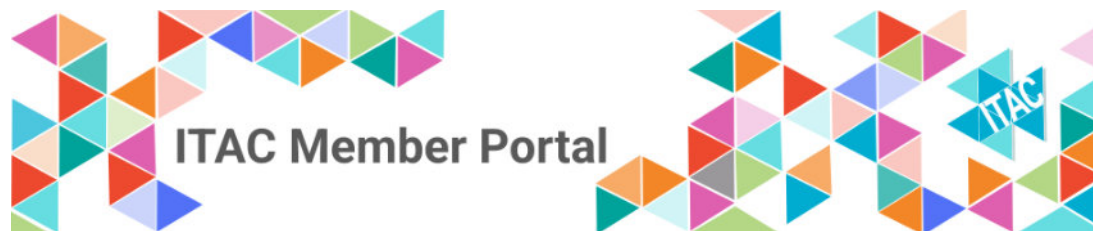


# Get Involved

- ▶ Our work is only possible thanks to the support of partners who share our vision. We are seeking additional funding, sponsorship and in-kind support to continue this work. If you are interested in providing valuable resources and professional development opportunities for teaching artists, advocating for the recognition and support of teaching artistry on a global scale, and helping to expand our reach and connect with even more changemakers around the world, we invite you to become a donor.

Adopt our curricula, browse through our extensive resources, learn from our case studies, or take our Teaching Artistry for Social Impact course.

We welcome teaching artists, arts organizations, educational institutions, social impact initiatives, and anyone interested in exploring the transformative potential of the arts to become a member of ITAC. By joining our global network, you can play a vital role in amplifying the impact of teaching artistry and empowering communities to shape a better future. Learn more about how you can get involved.





# Conclusion

▶ Thank you to everyone who helped make ITAC IMPACT: Climate succeed. As a result of this multi-year initiative, thousands of people were inspired to move—to move towards greater awareness, action and hope. ITAC IMPACT: Climate proved that art can not only be used to educate the mind, but also to inspire the heart and create long-lasting change.

At ITAC we have always known that teaching artistry has the power to impact social change—whether it’s a complex and systemic social issue that requires collective action on a global scale; or a local problem that needs individuals to step up in small but powerful everyday ways. Now through the results demonstrated by ITAC IMPACT: Climate we have further legitimized this power in the eyes of the world. We strongly urge the social change sector to invest in teaching artistry and integrate teaching artists into any program or initiative that needs to engage, inspire, connect and educate its constituents.

Please visit [www.itac-collaborative.com](http://www.itac-collaborative.com) or contact us today to discuss how to use the arts for climate action in your region.

“Any form of art is a form of power; it has impact, it can affect change—it can not only move us, it makes us move.”

Ossie Davis, actor, director, and activist

*Mapping the Hex River Valley, Artist: Erica Luttich*





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► **And finally:**

Many thanks to our partner: [Porticus Foundation](#).

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