



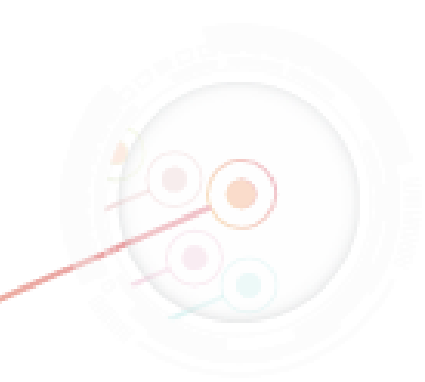
ENCATC

The European network on cultural
management and policy

Cultural Policy
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Shaping Regenerative Futures Together: MONDIACULT 2025 and Beyond

ENCATC INSIGHT REPORT



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This publication shares the collective work of the ENCATC community in the context of MONDIACULT 2025. It is conceived as a learning and decision-support tool rather than a conventional policy document — an invitation to reflect, connect and act. It asks a single guiding question: *What can we learn and change together to make culture–education systems more resilient and regenerative?*

ENCATC — the European network on cultural management and policy education — brings together educators, researchers, practitioners, and policymakers who explore how culture and education contribute to sustainable futures. Across our activities, we engage in continuous dialogue about practice and context, aligning our teaching, research, and policy work to strengthen culture's role as a driver of social, political, economic, and ecological transformation.

In 2025, the ENCATC Congress in Barcelona provided a milestone in this collective journey. Held just before the MONDIACULT conference, it extended months of online collaboration within six Focus Groups coordinated by ENCATC Board members and involving our members and partners worldwide. These groups — *Culture and Education; Cultural Rights; Economy of Culture; Culture and Climate Action; Digital Technologies and Culture; and Culture, Heritage and Crisis* — examined the same themes addressed in MONDIACULT 2025. Their reflections informed ENCATC's contribution to the co-created side event at MONDIACULT and now form the foundation of this Insight Report.

Together, these processes reaffirm ENCATC's role as a social learning space — a community where people and organisations exchange knowledge, test ideas and imagine futures where culture sits at the heart of sustainable development. The network enables individuals and institutions working across cultural management, policy, and education to learn from one another, adapt to change and act collectively. Within a rapidly evolving landscape shaped by technological, ecological, and social transformation, ENCATC supports members and partners to co-create actionable insights that strengthen the cultural dimension of sustainability.

Through this collaborative work, a unifying insight emerged: to face accelerating change, our sector must develop its learning capability — and orient that learning toward cultural responsibility. This idea stands at the centre of ENCATC's mission and defines the purpose of this report.

Developing Learning Capability for Cultural Responsibility

In a time when cultural, ecological, and technological systems are transforming faster than our institutions can adapt, ENCATC's mission is to strengthen the learning capability of the cultural management and policy education ecosystem. Learning capability goes beyond sharing information and transmitting knowledge — it is about understanding change together, reflecting and learning from experience, and taking purposeful coordinated action across boundaries. It draws on both individual knowledge and expertise, and on shared inquiry and collective learning, to help cultural actors navigate complexity together.

Cultural responsibility expresses the ethical and creative orientation of that learning: it recognises that every actor in culture — from educators and researchers to policymakers and practitioners — not only has rights to participate, but also a responsibility to shape the cultural conditions that sustain life, justice, and imagination.

By developing learning capability for cultural responsibility, ENCATC connects education, research, and policy in a shared endeavour: to cultivate professionals and institutions capable of making informed, responsible, and regenerative cultural choices for a sustainable future.

Context and Structure

ENCATC's work builds on the [UNESCO Framework for Culture and Arts Education \(2024\)](#), the work previously done by the [ENCATC community towards the EU Culture Compass \(2025\)](#) and MONDIACULT ([focus groups and federated event](#)), and the [MONDIACULT 2025 Outcome Document](#), which recognise culture as a global public good and a key enabler of sustainable development. The recommendations and learning directions in this report translate global and European frameworks into actionable pathways for educators, cultural managers, and policymakers.

This ENCATC Insight Report is structured in three complementary parts:

- *A Learning Brief* for the cultural management and policy education and training sector explores how learning capability can be strengthened through practice and collaboration.
- *A Policy Brief* for policymakers and funders highlights governance and investment mechanisms that can enable this capability at systemic level.
- *A Comprehensive Synthesis* summarises the findings of the six ENCATC Focus Groups whose discussions provided the evidence base for both briefs.



Building Learning Capability for Cultural Responsibility in Education and Training

A Learning Brief for the Cultural Management and Policy
Education Sector

Why this matters

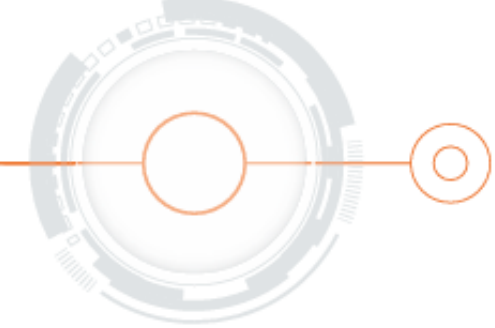
Across the ENCATC community, members are navigating profound shifts in how culture is produced, taught, financed, and valued. Climate emergencies, digital transformation, AI ethics, questions of fairness, and widening inequalities all demand new forms of collaboration and reflection. At the same time, global and regional frameworks — including *MONDIACULT 2025*, the *UNESCO Framework for Culture and Arts Education (2024)*, and the forthcoming *EU Culture Compass (November 2025)* — call for education and training systems that are both grounded in robust, validated knowledge and capable of adapting, learning and acting responsibly in complex cultural ecosystems.

In this landscape, **learning capability** becomes essential. It refers to the capacity of individuals, organisations, and networks to **learn collectively from theory and practice, reflect on change, and act with cultural responsibility**. Strengthening this capability ensures that the cultural field — and the education systems that support it — remain resilient, imaginative, and ethically grounded.

ENCATC members, spanning higher education, research, cultural organisations and networks, are key to building this capability. Through their teaching, research, and public engagement, they generate knowledge and insights that can be shared and amplified across the sector.

From Access to Agency in Learning

Education is not only a means to transfer and build knowledge; it is a **cultural act** that shapes the values, attitudes, and responsibilities of future leaders. As highlighted in the ENCATC Focus Group on Culture and Education, the goal is to move beyond access to cultural content and toward **agency through learning** — empowering learners to understand their contexts, reflect on their roles, and act for the common good.



This approach values:

- **Critical reflection** on ethics, power and purpose.
- **Collaborative inquiry** across disciplines, institutions and cultures.
- **Commitment to continuous, lifelong and lifewide learning.**

When learning is approached as a shared cultural responsibility, education becomes a driver of transformation rather than a transmitter of inherited knowledge.

Five directions for developing learning capability

1. Focus pedagogy on abilities that enable cultural responsibility

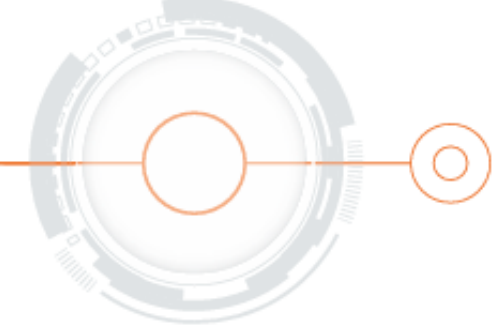
Building on the *UNESCO Framework for Culture and Arts Education* and the *Culture and Education Focus Group*, members are encouraged to nurture key abilities such as:

- **Ethical reasoning** – understanding the implications of cultural choices.
- **Intercultural collaboration** – engaging across differences with respect.
- **Systems thinking** – recognising connections between culture, society and environment.
- **Creative problem-solving** – imagining alternatives and acting with purpose.

These abilities can be embedded in existing curricula, teaching practices and assessment processes, without requiring structural overhaul.

2. Integrate sustainability and cultural responsibility across disciplines

Link arts, heritage, tourism, and policy studies through shared discussions of ethics, fairness, and sustainability. The *Culture and Climate Action Focus Group* showed that when cultural learning includes environmental reflection and stewardship, students gain agency to address systemic challenges.



3. Foster intercultural and dialogic learning environments

Use the cultural diversity within classrooms and organisations as a resource for learning. Encourage dialogue that helps learners understand how cultural identity shapes collaboration and leadership, as emphasised by the *Culture and Education Focus Group*.

4. Connect higher education with lifelong and professional learning

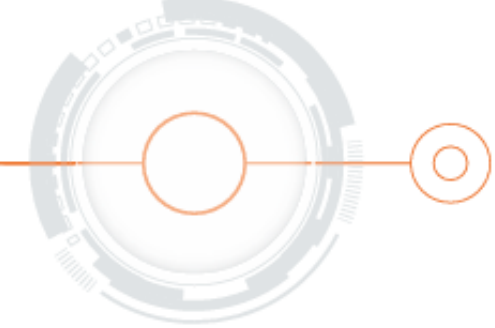
Learning capability extends beyond the university. Members can strengthen links between initial education and ongoing professional development by supporting modular or short-format opportunities — such as workshops or online courses on topics including *climate literacy*, *ethical digital practice*, or *fair work in culture*. These ideas reflect existing discussions across ENCATC's *Climate Action*, *Digital Technologies*, and *Economy of Culture* Focus Groups.

5. Encourage institutional reflection and peer learning

Becoming a 'learning organisation' begins with curiosity about one's own practice. Small steps — such as internal reflection sessions, staff exchanges, or cross-departmental case reviews — can build institutional learning cultures. Sharing outcomes through ENCATC's events, publications and peer spaces contributes to a wider social learning process.

Practical starting points for members

- **Map current learning practices.** Identify where reflection, feedback, or cross-sector dialogue already occur — and where small improvements could make a difference.
- **Pilot a reflective teaching cycle.** Choose one course or module to integrate critical reflection on cultural responsibility, then gather student and staff feedback.
- **Partner locally.** Collaborate with municipalities, NGOs or creative enterprises to explore real-world applications of cultural responsibility.
- **Share experiments.** Use ENCATC's peer-learning platforms — the Congress, thematic Focus Groups, or the *ENCATC Journal* — to document and exchange results.



How ENCATC supports members

ENCATC will continue to provide spaces and tools for shared reflection, including:

- **Member Talks and Happy Hours** — regular online and in-person gatherings to exchange methods and challenges.
- **Thematic Focus Groups** — working circles connecting education, research, and policy innovation.
- **Micro-learning initiatives** — short, modular learning opportunities developed with interested members, inspired by themes from the Focus Groups (climate, digital ethics, fair work).
- **Publications and visibility** — including the *ENCATC Journal*, the *ENCATC Magazine*, and *encatcSCHOLAR* to capture lessons from members' experimentation.

Looking ahead

Over the coming years, ENCATC's role is to connect and amplify the efforts already underway among its members. The network aims to nurture a culture of shared inquiry — where each member contributes through its own experiments and reflections.

By cultivating learning capability for cultural responsibility, ENCATC members strengthen not only their institutions but the collective capacity of our field to respond creatively and ethically to the challenges of our time.



Enabling Learning Capability for Cultural Responsibility in Policy and Governance

A Policy Brief for Policymakers and Funders

Why this matters

Culture's contribution to sustainable development depends not only on the resources invested in it but also on our collective ability to **learn, coordinate and act responsibly** across policy sectors.

MONDIACULT 2025 reaffirmed culture as a **global public good** and called for renewed cooperation between culture, education, science, and environment ministries. The *UNESCO Framework for Culture and Arts Education (2024)* and *ENCATC's vision for the EU Culture Compass (2025)* both emphasise lifelong learning, data and indicators, fairness, and ethical digital transformation as priorities for implementation.

ENCATC's work with its six Focus Groups shows that progress on these goals requires governance systems that **strengthen learning capability**—the capacity of institutions and actors to observe change, share knowledge, and adjust decisions in light of experience. Policymakers and funders can create conditions where such capability thrives: enabling evidence-informed decision-making, cross-sector collaboration, and responsible innovation.

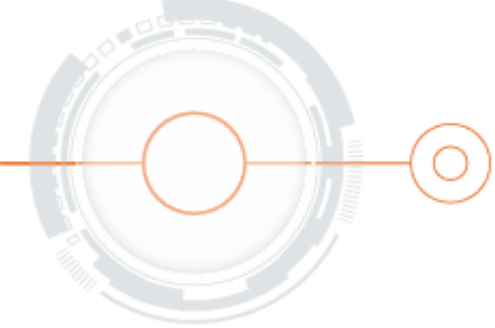
From managing culture to cultivating learning ecosystems

Traditional policy cycles—analyse, decide, implement, evaluate—no longer suffice in fast-changing contexts marked by climate transition, digital disruption, and social inequality.

Instead of prescribing fixed solutions, cultural policy must **foster learning ecosystems** that connect education, research, and practice.

Across ENCATC's consultations, participants highlighted that:

- **Climate action** needs mechanisms to integrate cultural actors into sustainability strategies and indicator frameworks.
- **Digital transformation** demands ethical standards for AI, IP, and multilingual access, co-created with cultural professionals.
- **Fair work and economic justice** require policy recognition of artists and educators as workers with social protections.



- **Crisis preparedness and heritage protection** call for more flexible, non-state funding channels.
- **Education and training** need long-term coordination between ministries and agencies.

These are not isolated challenges but **learning challenges**: they depend on how systems share knowledge, review outcomes, and build trust.

Five enabling directions for policy and funding

1. Integrate governance across sectors

Establish or strengthen inter-ministerial and inter-agency mechanisms linking culture, education, environment, digital, and labour portfolios.

The *Culture & Climate Action* and *Digital Technologies* Focus Groups both showed that fragmented governance blocks progress. Cross-sector councils or task forces can align goals, pool data, and coordinate funding more effectively.

2. Invest in organisational transformation, not only projects

Shift funding logic from short-term calls toward multi-year transformation support.

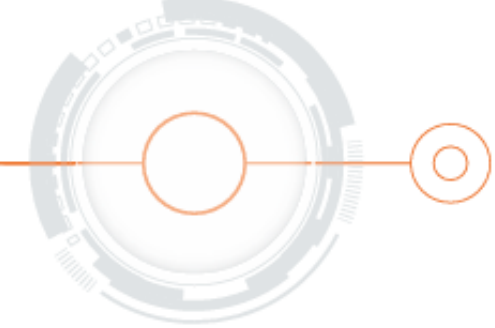
Culture's green transition, digital ethics, and fair-work objectives require not only institutional change but coordinated action across the wider cultural ecosystem. Public, private, and civil-society actors all play a role in enabling this transition through shared investment in training, infrastructure renewal, and evaluation capacity. Dedicated 'transformation funds' and professional development lines, as proposed in the *Culture & Climate Action* and *Economy of Culture* Focus Groups, can build long-term resilience across the system.

3. Support evidence, indicators and ethical data

There is a need for shared indicators and research collaboration.

Governments can back pilot initiatives that co-design **cultural responsibility and learning indicators**—for example, measures of agency, participation, climate adaptation, or fair work—tested through networks such as ENCATC.

Data frameworks should follow UNESCO's ethics principles and respect privacy and diversity.



4. Recognise culture's workforce as a policy priority

As highlighted in the *Economy of Culture* Focus Group, cultural professionals must be recognised as workers with fair remuneration, mobility safeguards, and social protection.

Funding programmes can link cultural investment to fair-work standards and skills-upgrading schemes, including those promoting lifelong learning in digital and environmental transitions.

5. Value knowledge networks as policy partners

Networks such as ENCATC act as **social learning infrastructures**—connecting research, education, and practice across borders.

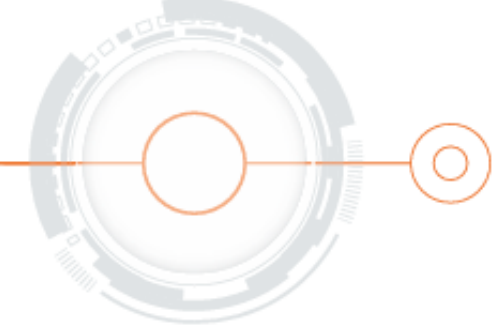
Recognising these networks as partners (not just stakeholders) can accelerate knowledge transfer and peer-to-peer evaluation.

Small, flexible support lines for networked learning activities—peer labs, data sharing, and case clinics—yield high impact relative to cost.

Practical levers for immediate action

- **Embed culture in national climate and SDG strategies**, ensuring cultural indicators also appear in sustainability reporting.
- **Co-develop AI and digital-ethics guidelines** with cultural actors, referencing UNESCO's 2021 Recommendation on the Ethics of AI.
- **Earmark transformation and skills lines in cultural funding** to support organisational change.
- **Open crisis funding** to civil society, heritage and community cultural actors.
- **Fund research and evaluation partnerships** between universities, cultural agencies and ministries to co-produce evidence for policy.

These measures align with MONDIACULT 2025 Outcome's call to "*implement culture as a dimension of sustainable development through learning, cooperation and innovation*".



How ENCATC contributes

ENCATC supports this policy agenda by:

- **Aggregating insights from member experiments** in education, management, and governance to identify transferable practices.
- **Facilitating social-learning processes**—Focus Groups, peer labs, and congress dialogues—that connect local practice to regional and global frameworks.
- **Linking European and international agendas**, ensuring alignment between the EU framework priorities and the broader MONDIACULT commitments on rights, sustainability, digital ethics, and fair work.

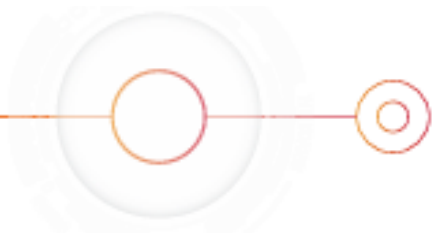
ENCATC offers a **platform for adaptive learning** where policies can evolve through evidence, dialogue, and shared responsibility.

Looking ahead

Policies that enable learning capability invest not only in cultural production but in society's **capacity to understand, adapt and care**.

By embedding reflection, collaboration and fairness into governance, funders and decision-makers can turn culture's potential into tangible progress toward the 2045 sustainable-development horizon.

ENCATC stands ready to work with partners to make this shift—from managing culture *for* people to learning *with* people for a regenerative future.



The following section brings together the main insights from the six ENCATC Focus Groups that informed this Insight Report. Each thematic synthesis reflects the voices of participating members and partners who examined key dimensions of culture's contribution to sustainable development: education, rights, economy, climate, digital transformation, and heritage in crisis. These summaries provide the evidence base underpinning the two preceding briefs and illustrate how diverse professional perspectives converge around a shared goal — developing learning capability for cultural responsibility.

Culture and Education

Co-Chairs: Dr. Gerald Lidstone and Prof. Lluís Bonet

Context and Rationale

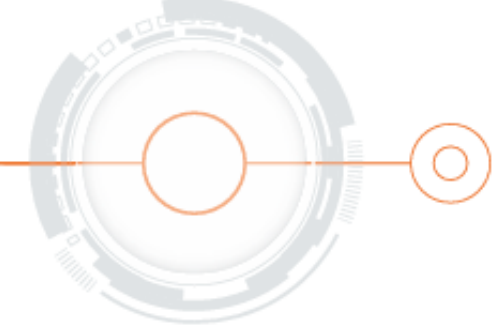
The Focus Group examined the evolving relationship between culture and education in the context of MONDIACULT 2025's call to systematically integrate culture into formal, informal, and lifelong learning. Discussions focused particularly on higher education and the training of future cultural managers and policymakers, a key concern for ENCATC's membership.

Participants reflected on how education systems can nurture cultural agency, intercultural competence, and ethical leadership—enabling graduates to contribute to inclusive, sustainable, and culturally aware societies.

Key Insights and Emerging Trends

The Culture of Education

Education itself is a cultural act. Teaching methods and institutional cultures shape how learners understand creativity, diversity, and responsibility. Participants argued that cultural education must move beyond content delivery to cultivate critical thinking, adaptability, and self-directed learning—qualities essential for the uncertain futures facing graduates in the arts and cultural sectors.



From Access to Agency

The group stressed that educational policy should move beyond providing access to cultural content and toward empowering students as cultural agents—people who can create, interpret, and shape culture within their own contexts. This requires pedagogy that connects knowledge, reflection, and community engagement.

Teaching in Diverse and Global Classrooms

As international student mobility grows, classrooms are increasingly intercultural. Participants discussed how higher education can use this diversity as a pedagogical resource, encouraging dialogue across cultural differences rather than treating them as barriers. Effective teaching methods help students understand how their cultural identities influence their thinking, collaboration, and leadership.

Balancing Hybridity and Authenticity

In multicultural learning environments, educators must navigate tensions between cultural authenticity and hybridity. Encouraging openness to intercultural exchange, while respecting traditional knowledge systems, can produce richer and more innovative outcomes. Decolonial approaches should be balanced with plural, dialogic practices that promote mutual understanding.

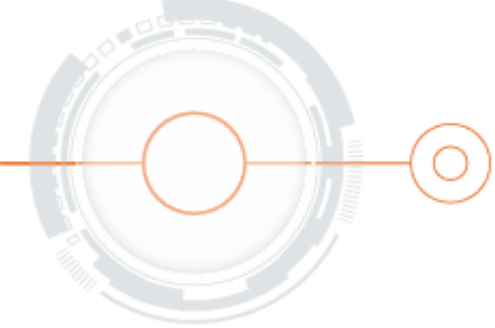
Lifelong and Lifewide Learning

Participants highlighted the need to connect higher education with ongoing professional development. Lifelong learning ensures that cultural leaders and policymakers remain equipped to respond to evolving global challenges, including digital transformation, climate change, and social inequities.

Within a degree, it is not possible to teach everything, in terms of knowledge, skills and sectors. However, we can frame our teaching to foster certain transferable abilities—such as critical thinking and problem-solving—so that students become self-learners. Teaching methodology, therefore, plays a key role in developing lifelong learning capabilities.

The Role of Intermediaries and Governance

Education for cultural agency also depends on enabling governance structures. Intermediary organisations—local authorities, cultural agencies, and networks—play a crucial role in translating cultural education policies into practice by coordinating stakeholders and ensuring inclusivity.



Challenges Identified

- Tension between employment-driven education and holistic cultural development.
- Marketisation pressures in higher and vocational education leading to disparities in recruitment practices, institutional ethics, and capacity for innovation across for-profit and public/nonprofit providers.
- Limited institutional capacity for cross-sectoral and intercultural collaboration.
- Inequality in access to quality cultural education across regions and socioeconomic groups.
- Need for better alignment between education policy, cultural policy, and labour market realities.
- Insufficient recognition of arts and culture's contribution to civic learning and democratic engagement.

Preliminary Policy Directions

Integrate Culture Across Education Systems:

Ensure that culture is embedded not only in arts curricula but across disciplines, fostering critical and creative capabilities in all learners.

Strengthen Cultural Education in Higher Education:

Support degree and postgraduate programmes that prepare students for the complexity of cultural management and policymaking in a global context.

Foster Intercultural and Inclusive Pedagogies:

Encourage teaching approaches that embrace classroom diversity as a resource for learning and innovation.

Rebalance Education Goals:

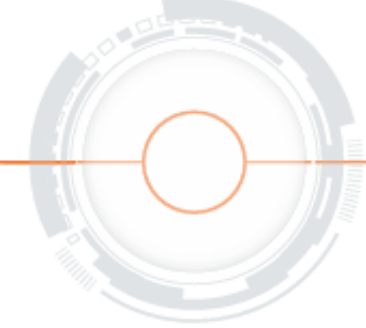
Move beyond narrow employability metrics to cultivate ethical, reflective, and culturally literate graduates.

Support Lifelong Learning:

Develop continuous professional development opportunities for cultural leaders and educators, especially in public institutions.

Encourage Participatory Governance:

Empower intermediary organisations to coordinate and implement cultural education policies at local and regional levels.



Selected Illustrative Examples

Global Classrooms in Higher Education (UK/Europe):

Programmes in cultural management and policy at institutions such as Goldsmiths and the University of Barcelona model intercultural learning environments where students from multiple regions co-create knowledge.

MuZEH Lab (Albania):

A local initiative linking museum education, cultural entrepreneurship, and participatory learning, reflecting the integration of culture and education for social impact.

Alignment with MONDIACULT 2025 Outcome Document

This Focus Group's findings advance MONDIACULT 2025 commitments on:

Culture and Education — integrating culture systematically in formal and informal learning;

Cultural Rights as Human Rights — promoting equitable access to cultural and educational participation;

Digital Transformation and Equitable Access — fostering digital literacy and cross-sectoral learning for the cultural sector.

Next Steps

ENCATC will continue to:

- promote interdisciplinary collaboration between cultural and educational institutions;
- survey members to identify effective pedagogical practices and gaps in provision;
- and advocate for education policies that recognise cultural learning as essential to sustainable development and democratic life.

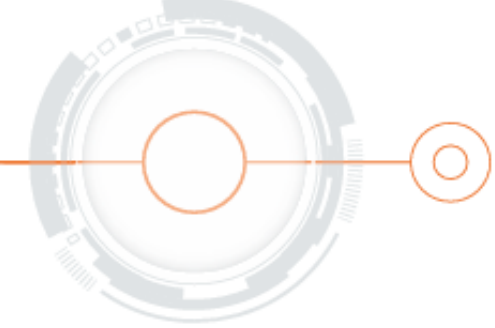
Authors



Lluís Bonet is Professor of applied economy and Director of the Cultural Management Graduate program at the University of Barcelona, specialized in cultural economics, cultural policies and arts management. He has been president of ENCATC, board member of many academic and cultural organizations, and coordinator / active participant of many international research projects (H2020, Erasmus+, Creative Europe, IADB, National research or Arts councils ...). He is the coordinator of the Erasmus+ project CHARTER ('Cultural Heritage Action to Refine Training, Education and Roles').



Gerald Lidstone, ENCATC President, was the Director of the Institute for Creative and Cultural Entrepreneurship at Goldsmiths, University of London and founder of the MA Arts Administration and Cultural Policy and co founder of the MA in Creative and Cultural Entrepreneurship programme and the MA in Cultural Policy, Relations and Diplomacy, the first worldwide. Previously he was HOD of the Department of Theatre and Performance in Goldsmiths, having originally trained as a scenographic and lighting designer as well as a production manager with extensive design and touring experience in Eastern Europe and the USA. For the British Council and other agencies he has also taught Arts Management courses including, Arts Marketing, Arts Education, Fundraising, Copyright and Strategic Planning in over 20 countries. He has worked for over twelve years on behalf of The Ministry of Culture and Information in Viet Nam establishing Arts Management education in Hanoi University of Culture, funded by the Ford Foundation, well as being awarded the national medal for culture in Viet Nam. He was also the director of a four-year British Know-How Fund (Foreign Office) project establishing arts management education in Slovakia. An outcome of this was the publication of the first book on arts management in Slovak and the British Council project Closer to the Museum. He has recently completed a major research evaluation of a dance projects for Sadler's Wells in the UK using the Five Ways to Wellbeing framework created by the New Economics Foundation.



Cultural Rights

Co-Chairs: Dr. Ana Žuvela and Prof. Alan Salenzstein

Context and Rationale

The Focus Group explored how cultural rights can be reframed and strengthened in contemporary contexts—recognising that participation in cultural life is both a human right and a foundation for democracy, diversity, and social well-being. Building on the MONDIACULT 1982 and 2022 declarations, participants reflected on how the concept of cultural rights continues to evolve and must adapt to the realities of digitalisation, displacement, and shifting political climates.

Key Insights and Emerging Trends

Cultural Rights as a Living Concept

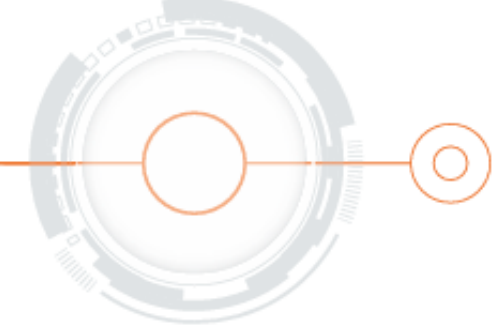
Cultural rights are not static—they develop alongside societies. Participants emphasised the need for inclusive definitions that account for the right to *express*, not only to *access* or *participate in*, culture. Language choices in policy and law shape how rights are understood and enacted.

From Access to Active Participation

A shift is underway from seeing culture as something people receive to recognising people as active cultural citizens who shape meaning, creation, and interpretation. This demands participatory cultural policies that empower communities rather than impose top-down frameworks.

Freedom of Expression and Artistic Freedom

Freedom of expression is a cornerstone of cultural rights but remains under pressure globally. Participants noted rising levels of censorship, self-censorship, and political interference, calling for transnational solidarity and stronger protections for artists and defenders of cultural freedom.



Digital and Social Inequalities

Digital technologies can expand cultural participation, but also reproduce inequality through 'internet poverty', platform control, and algorithmic exclusion. Cultural rights frameworks must now include the right to meaningful digital participation—safe, inclusive, and multilingual.

Well-being, Mental Health, and Democracy

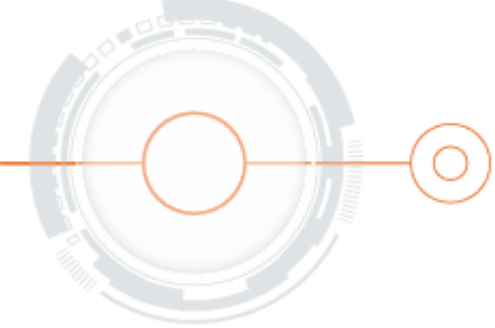
Cultural participation is closely linked to mental health, social cohesion, and democratic resilience. Recognising cultural rights as part of a broader human rights and care agenda strengthens societies' capacity to resist polarisation and isolation.

Indigenous and Community-Based Rights

Participants highlighted the importance of respecting diverse cultural practices, including Indigenous, minority, and local traditions, through mechanisms that value oral knowledge, collective creativity, and community authorship.

Challenges Identified

- Persistent inequities in access to cultural participation based on language, geography, income, or disability.
- Rising censorship and restrictions on artistic freedom.
- Lack of awareness and enforcement of cultural rights, particularly in crisis contexts such as displacement or institutional settings (e.g. hospitals, refugee camps).
- Fragility of cultural policy commitments amid political change.
- Difficulty balancing preservation of ancestral heritage with evolving cultural forms.
- Weak accountability and limited international monitoring of states' obligations under cultural rights frameworks.



Preliminary Policy Directions

Adopt Inclusive and Culturally Responsive Policies:

Prioritise community participation and co-creation over top-down implementation, recognising plural cultural expressions and governance models.

Link Cultural Rights with Democracy and Care:

Promote education and awareness programmes connecting cultural rights with civic engagement, social inclusion, and well-being.

Protect Artistic Freedom:

Strengthen transnational mechanisms to monitor and defend artistic and expressive freedoms, including through cultural networks and international cooperation.

Promote Equitable Funding and Participation:

Support cultural participation in marginalised and under-resourced communities through targeted funding, mobility schemes, and accessible cultural spaces.

Harness Digital Technologies Responsibly:

Ensure equitable access to digital tools and promote ethical AI and digital literacy programmes that empower rather than exclude communities.

Build Adaptable Accountability Mechanisms:

Develop policy tools that respect diverse cultural traditions—oral, communal, or non-institutional—while enabling transparent evaluation and rights-based reporting

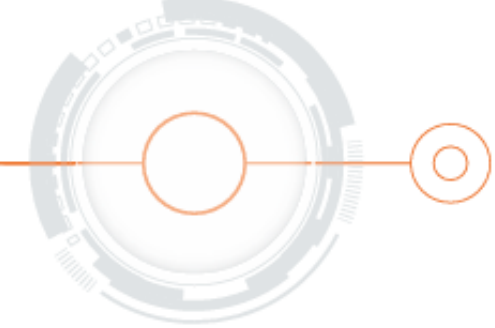
Selected Illustrative Examples

Faro Convention 2005 (Council of Europe):

Discussed as a reference for participatory heritage approaches and community-led cultural rights implementation.

Grassroots Artistic Advocacy:

Participants highlighted displaced artists and freedom-of-expression defenders as key actors demonstrating the link between artistic creation and democratic resilience.



Alignment with MONDIACULT 2025 Outcome Document

This Focus Group's findings reinforce the MONDIACULT 2025 commitments to:

Cultural Rights as Human Rights — ensuring equitable access, participation, and expression;

Digital Transformation and Equitable Access — enabling inclusive digital participation;

Culture for Peace — supporting cultural rights as foundations for justice, identity, and coexistence.

Next Steps

ENCATC will work with members and partners to:

- advance public understanding of cultural rights as a shared responsibility;
- gather case studies demonstrating community-led approaches to rights implementation;
- and engage human rights and justice advocates to link cultural rights to enforceable protections rather than symbolic commitments.



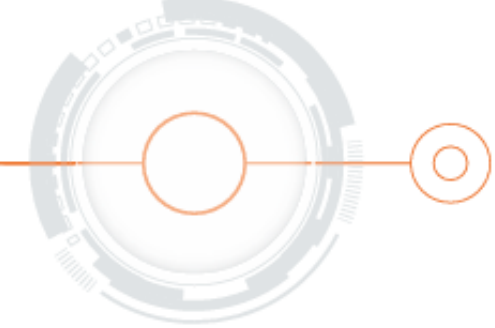
Authors



Ana Zuvela is a cultural policy expert whose career spans a diverse array of roles within the arts and culture sector. With a foundational degree in the arts, Ana began her professional journey as a cultural officer in local government, managing cultural funding and programming. This role provided her with a deep understanding of the intersections between politics, policy, and cultural production. Her pursuit of further expertise led her to academia, where she earned an MA in Cultural Policy from University College Dublin and a PhD from the University of Zadar. Currently, Ana is employed at the Institute for Development and International Relations (IRMO), where her research focuses on cultural governance, power dynamics within cultural policy, and democratic innovations in the field. Alongside her academic work, she has actively collaborated with civil society organizations, public institutions, and authorities, building transnational partnerships that contribute to the development of cultural policy and practice.



Alan Salzenstein is Professor at DePaul University in Chicago where he directs the MFA/Arts Leadership and Performing Arts Management programs. Salzenstein is an international correspondent advisor to the board of ENCATC and past president of AAAE (Association of Arts Administration Educators). He has held various Executive Director positions for a wide array of arts organizations over the past thirty-five years, with a long history of theatrical producing, devising and presenting many special events, membership on various arts boards, and as an arts consultant. He is a frequent invited speaker on topics related to arts management and legal issues in the arts, having presented across North America, Europe and Asia. Salzenstein is also an attorney, focusing on issues related to the performing arts industry.



Economy of Culture

Co-Chairs: Dr. Matina Magkou and Prof. Richard Maloney

Context and Rationale

The Focus Group examined the complex relationship between culture and the economy, revisiting long-standing debates about cultural value, creative labour, and public support in the context of rapid digitalisation, climate transition, and shifting policy priorities. The group called for a rebalancing of economic, cultural, and social objectives to ensure that economic frameworks serve culture's intrinsic and public value, rather than the reverse.

Key Insights and Emerging Trends

Beyond the 'Industry' Framing

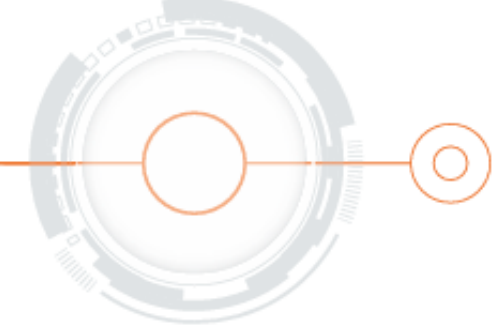
Participants agreed that culture should not be viewed narrowly as an 'industry' or instrument of economic growth. The focus must shift toward recognising culture as a global public good—a space of meaning, diversity, and social cohesion that underpins sustainable development.

Diversity of Economies

The cultural field encompasses multiple economies—market-based, cooperative, solidarity, and public—which should be recognised as complementary rather than competing models. Policies that privilege market logic alone risk undermining cultural rights and diversity.

Regional and Local Ecosystems

Cultural economies vary widely across regions. Rural and peri-urban areas often lack cultural infrastructure and access to investment. Participants stressed the importance of strengthening local cultural ecosystems through tailored public policies and funding mechanisms.



Measuring Cultural Value Beyond GDP

Quantitative indicators often fail to capture culture's long-term contribution to well-being and identity. Participants advocated for multidimensional valuation frameworks that combine economic, social, and cultural indicators and account for intergenerational impact.

Artists and Cultural Professionals as Workers

Creative labour remains precarious, and digital transformations intensify inequalities. Cultural professionals must be explicitly recognised as workers with social and economic rights, including fair pay, mobility, and social protection.

Balancing Public and Private Funding

While mixed funding models are vital, policies must preserve culture's autonomy. Public investment should remain the cornerstone of sustainability, complemented—not replaced—by philanthropy, sponsorship, and solidarity-based mechanisms.

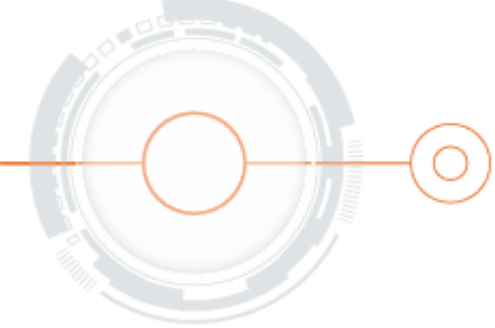
Challenges Identified

- Persistent framing of culture as an economic tool rather than a social and human right.
- Short-term funding cycles and overreliance on project grants.
- Unequal access to resources across regions and cultural actors.
- Limited recognition of artists' labour rights and income security.
- Lack of consistent data and valuation models that reflect cultural impact.
- Political instrumentalisation of culture under economic or identity agendas.

Preliminary Policy Directions

Re-centre Economies in Culture:

Ensure that cultural policies balance economic, social, and cultural objectives, recognising multiple and complementary economic models across the sector.



Guarantee Sustainability and Public Support:

Advocate for predictable, long-term public funding that allows institutions to innovate while preserving their public mission and independence.

Promote Fairness as a Policy Principle:

Define fairness in concrete, enforceable terms, including equitable access to resources, participatory budgeting, and labour protections.

Address Structural Inequalities:

Redistribute resources towards historically marginalised groups and underfunded regions through targeted funding, mentorship, and capacity-building.

Recognise Artists as Workers:

Establish frameworks that ensure fair remuneration, mobility, and sustainable careers for artists and cultural professionals.

Encourage Innovative Financing:

Explore new mechanisms—impact investment, crowdfunding, cooperative models—to complement public funding while maintaining accountability.

Strengthen Evidence-Informed Policy:

Build knowledge networks linking researchers, policymakers, and practitioners to produce robust data and share good practices on cultural value and impact.

Selected Illustrative Examples

Rural Cultural Infrastructure Programmes (Europe):

Initiatives that channel regional arts funding into small towns to support local creators and communities, rather than symbolic projects.

AI and Creative Labour (Europe/US):

Comparative policy studies exploring fair compensation for artists whose work is incorporated into AI-generated outputs.

Ukrainian Cultural Foundation (Ukraine):

Supporting resilience and mobility for artists in conflict contexts, illustrating the intersection of cultural rights, economy, and crisis response.

Cross-Regional Research Collaboration (ENCATC Network):

Academic-policy partnerships linking Europe, Latin America, and Asia to study the long-term public value of cultural investment.



Alignment with MONDIACULT 2025 Outcome Document

This Focus Group's recommendations advance the MONDIACULT 2025 priorities on:

Cultural Economy and Decent Work — ensuring fair labour conditions and equitable mobility for cultural professionals;

Cultural Rights as Human Rights — safeguarding culture as a global public good beyond market imperatives;

Cultural Data, Evidence, and Research — strengthening measurement frameworks and knowledge exchange on culture's contribution to sustainable development.

Next Steps

ENCATC will promote:

- dialogue between cultural policy networks and labour organisations;
- research partnerships to design new cultural value indicators;
- and advocate for fairness, sustainability, and social justice as guiding principles for the future cultural economy.



Authors



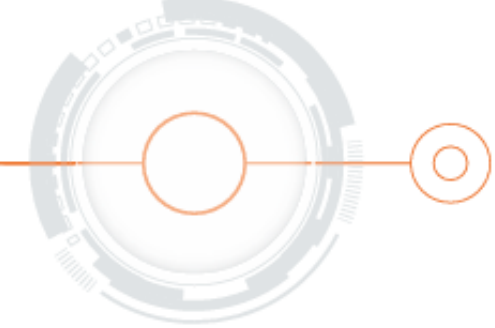
Richard G. Maloney, PhD, is a Clinical Associate Professor and Director of the Performing Arts Administration graduate program at the Steinhardt School of Culture, Education, and Human Development, and an Affiliated Faculty member of the Wagner Graduate School of Public Service at New York University (USA). He teaches courses in performing arts management, cultural and creative industries, and cultural policy.

Richard Maloney's research has been supported by the National Endowment for the Arts, and published by the Brookings Institution and the *Journal of Cultural Management and Policy*. His primary research interest is exploring why and how small and midsize municipalities pursue cultural economic development as an urban regeneration strategy. He is a member of the Scientific Committee of the journal "Cultural Management: Science and Education."

Richard Maloney has undergraduate degrees in European History and Music (classical and jazz guitar), a Graduate Diploma in Early Music Performance (lute), a master's degree in Arts Administration, and a doctorate in Law and Public Policy (cultural policy).



Matina is an Associated Researcher at the SIC.Lab Méditerranée of the University Côte d'Azur in France. She holds a PhD in Leisure, Communication and Culture from the University of Deusto. Her thesis focused on the evaluation of international cultural cooperation projects, with a focus on the EuroArab region. Her expertise lies on creative spaces, cultural and creative industries, cultural relations and cultural policies. She is currently investigating collective responses from creative professionals in regard to the challenges posed by AI. In the past Matina has worked for festivals, theater productions and large-scale events such as the Olympic Games Athens 2004, the European Capital of Culture Patras 2006 and the International Expo Zaragoza 2008. She has also worked for public institutions such as the European Parliament, the Greek Ministry of Education and the Municipality of Athens.



Culture and Climate Action

Co-Chairs: Prof. Elena Borin and Prof. Leticia Labaronne

Context and Rationale

The Focus Group examined the interconnections between culture and climate action, exploring how cultural institutions, heritage, and creative practices can contribute to sustainable transitions. Discussions centred on culture's transformative potential for raising environmental awareness, rethinking institutional models, and promoting community resilience in the face of climate change.

Key Insights and Emerging Trends

Culture as a Driver of Climate Awareness and Behavioural Change

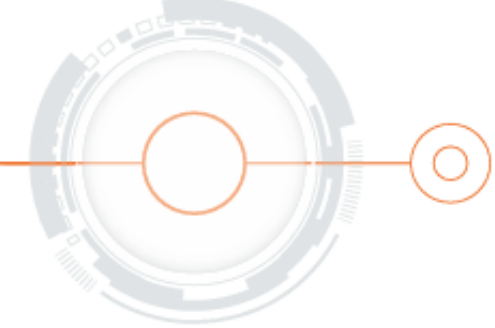
Participants agreed that cultural institutions are powerful catalysts for climate literacy. Through storytelling, emotional engagement, and participatory programmes, they can inspire behavioural change and a sense of collective responsibility. Collaborations with education, science, and technology sectors are essential to amplify this impact.

Embedding Sustainability in Organisational Culture

Sustainability must extend beyond programming to become part of the organisational DNA of cultural institutions. Participants highlighted the need for capacity-building, long-term carbon reduction targets, effective sustainability reporting, and circular economy practices. A 'sufficiency approach' — focusing on reuse and incremental innovation — was seen as particularly relevant for smaller organisations.

Economic and Financial Dimensions

Transitioning towards sustainability requires structural investment and fair funding models. Without dedicated, long-term financing, green ambitions risk remaining rhetorical. Participants called for transformation funds, skills training, and mechanisms to support fair working conditions alongside climate goals.



Bridging Cultural and Climate Policy

Fragmentation between cultural and environmental policymaking remains a major obstacle. The group advocated for cross-ministerial coordination, integrated strategies, and inclusive local governance models that embed environmental debate within cultural policy design.

Safeguarding Cultural Heritage under Climate Stress

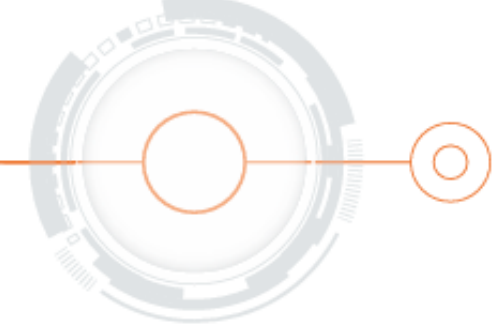
Climate change threatens tangible and intangible heritage alike. Effective responses must combine technical preparedness with community stewardship, integrating traditional knowledge systems and local engagement into adaptation and risk-reduction frameworks.

Digital Tools for Climate-Resilient Heritage

Digital technologies such as 3D scanning and cloud archiving can document and monitor heritage at risk. Participants cautioned that digital solutions should be equitable and participatory, emphasising community co-creation rather than technological determinism.

Challenges Identified

- Resource and capacity constraints across the cultural sector, especially for small and mid-size organisations.
- Fragmented policy frameworks and limited inter-ministerial collaboration.
- Insufficient data and indicators to measure cultural organisations' sustainability impacts.
- Gaps in education and training for climate literacy in the cultural field.
- Limited youth engagement in environmentally responsible cultural practices.
- Need for equitable digital transition that avoids increasing environmental footprint.



Preliminary Policy Directions

Develop Cultural Indicators for Sustainability:

Establish measurable indicators and standards for cultural organisations' environmental performance, integrated into broader sustainability reporting frameworks. Mainstream cultural dimensions in main sustainability reporting frameworks.

Strengthen Cross-Sector and Inter-Ministerial Collaboration:

Create mechanisms for regular dialogue among culture, environment, education, and regional development ministries, and promote ecosystem approaches at local level.

Invest in Organisational Transformation:

Ensure funding and training to help cultural institutions implement climate-friendly business models, governance reforms, and operational sustainability upgrades.

Value Indigenous and Local Knowledge:

Embed community-led and traditional practices into adaptation strategies, promoting cultural responsibility and critical reflection on heritage's environmental impact.

Support Digitalisation for Resilience:

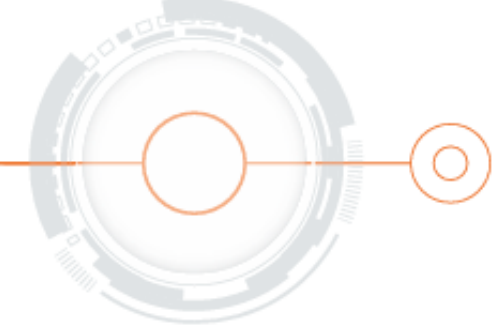
Fund digitisation projects that integrate climate-risk preparedness while addressing the ecological costs of digital tools themselves.

Promote Circular and Reuse Models:

Encourage adaptive reuse of existing assets, circular economy principles, and staff training in sustainable management.

Engage Younger Generations:

Use cultural participation and multi-channel communication to mobilise youth in climate action through creative and educational means.



Selected Illustrative Examples

Kadıköy Festivals (Turkey):

Local festivals that promote sustainable mobility and energy efficiency within Positive Energy Districts, linking cultural celebration to behavioural change.

Archeoplastica (Italy):

A museum project juxtaposing archaeological artefacts with plastic waste to highlight the continuity between past and present environmental challenges.

Cordillera Cultural Festival (Colombia):

A community-led initiative combining artisanal fishing, music, and environmental activism, demonstrating how local cultural practices can drive ecological awareness.

Committee on Corporate Cultural Responsibility (Italy):

A committee bringing together major companies that support culture and explore new sustainability reporting frameworks. It measures and reports the sustainability impact of their cultural initiatives, coordinated by Associazione Civita and AdR, under the scientific guidance of ObSARC.

Adaptive Reuse in Serbia and Italy:

Examples of repurposing vernacular and historical buildings to resist unsustainable urban development and preserve local heritage values.

Alignment with MONDIACULT 2025 Outcome Document

The Focus Group's work supports the MONDIACULT 2025 commitments on:

Culture, Heritage and Climate Action — integrating culture into adaptation and mitigation strategies;

Culture for Peace — recognising the role of culture in building solidarity and resilience;

Cultural Rights and Sustainable Development — ensuring inclusion, diversity, and well-being within climate responses.

Next Steps

ENCATC will continue promoting:

- recognition of culture as a key driver of sustainable transitions;
- stronger cooperation between cultural, educational, and environmental sectors;
- and training opportunities for cultural professionals to lead on climate responsibility.

Authors



Elena Borin holds a Ph.D. in Economics and Doctor Europeus and her PhD thesis on "Public-Private partnerships in the cultural sector" won the 3rd ENCATC Research Award on Cultural Policy and Cultural Management and the IUSS Best Thesis award. She is member of Scientific Committees of several academic programs and international committees working on the themes of sustainability and the cultural and creative sector, among which the university network "Routes Towards Sustainability" and the international summer school "After the Damages". Her most recent articles address topics related to partnership, funding and sustainability published by the Journal of Cultural Management and Policy, Journal of Intellectual Capital, Urban Design and in the Springer FGF Studies in Small Business and Entrepreneurship. Her research interests include international cultural governance, multi-stakeholder partnerships, funding and financing for the cultural and creative sector and CCLs in the sustainability paradigm.



Before joining academia, Leticia Labaronne studied Performing Arts in the United States, and then went on to work as a professional ballet dancer in Europe for over ten years. She holds a Bachelor of Arts in International Studies from the United Kingdom and a Master of Science in Public and Nonprofit Management from Switzerland.

Since 2009 she has been working with the Center of Arts Management at the ZHAW Zurich University of Applied Sciences. Labaronne directs the executive Master in Arts Management at ZHAW. Since 2019 she serves as a Head of the Center of Arts Management at the ZHAW Zurich University of Applied Sciences.

Her focus with respect to consulting and research is cultural policy, fundraising as well as evaluation in the nonprofit and arts sector. Her current doctoral research relates to evaluation practices in the Performing Arts. The research focus of her doctorate was motivated by her late artistic career. Labaronne is committed to applying her working knowledge of the field to explore new research paradigms that can better capture the complexity of artistic activities, and shed more light on the creative processes in the Performing Arts.



Digital Technologies and the Cultural Sector *Insights*

Co-Chairs: Dr. Douglas DeNatale and Dr. Daniel Green

Context and Rationale

The Focus Group explored how digital technologies, and particularly generative AI, are transforming cultural management, heritage preservation, and creative practice. The discussions revealed both opportunities and ethical challenges for the cultural sector, calling for frameworks that ensure equity, authenticity, and human agency in the digital age.

Key Insights and Emerging Trends

Digital Transformation and Cultural Heritage

Generative AI has become the dominant form of digital innovation, reshaping how culture is preserved and represented.

Participants noted the dual potential of these tools: while they can document endangered heritage, they may also reinforce asymmetrical power relations when cultural narratives are defined by external actors.

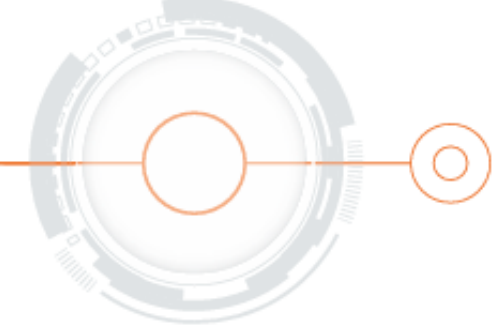
Digital reconstruction projects can serve as archives and interpretive spaces, but must include local perspectives to ensure authenticity.

Digital Technologies and Sustainable Practice

The decentralization of cultural production through digital tools creates both opportunities and vulnerabilities.

New film post-production facilities can boost local economies, yet these shifts can also destabilize established centres of cultural employment.

Participants highlighted the need for policies that balance innovation with fair labour standards and inclusive benefits.

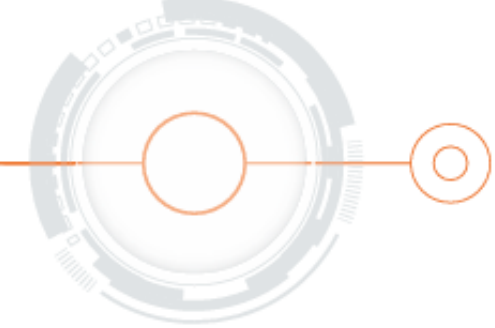


Cultural Management and Workforce Development

Cultural managers face a widening skills gap in using advanced digital tools. Informal peer-learning initiatives are emerging where formal training is absent. Participants stressed the importance of embedding digital literacy and ethical reasoning in cultural management education, while avoiding overreliance on English-language materials that exclude non-Anglophone professionals. Generative AI tools can augment data analysis, visualization, and audience engagement — but also risk 'deskilling' professionals if used without critical oversight.

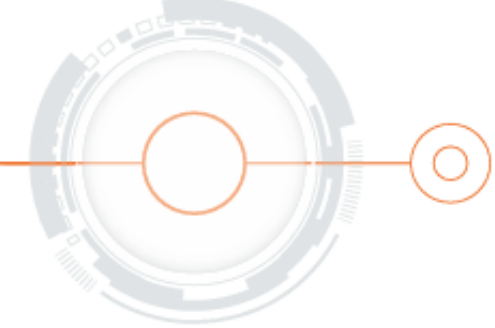
Ethics, Representation, and Cultural Rights in the Digital Age

Generative AI can perpetuate cultural appropriation and reinforce colonial biases embedded in its training datasets. Minority cultures and non-Latin-script languages are underrepresented, leading to distortions and misattribution of cultural materials. Participants called for ethical frameworks that protect creators' rights, ensure fair remuneration, and empower local communities to shape how their culture is represented online.



Challenges Identified

- Lack of Global Ethical Standards: Existing frameworks (such as UNESCO's 2021 Recommendation on the Ethics of AI) remain unevenly applied. Many countries lack national capacity to regulate AI's cultural impact.
- Dominance of English-Language and Latin-Script Systems: This limits representation of diverse linguistic and cultural realities, leading to inequitable visibility on digital platforms.
- Data and Privacy Risks: Artists and communities face growing exposure of personal and location data through AI systems. Current privacy protections are insufficient.
- Intellectual Property and Cultural Appropriation: Artists' works are absorbed into AI datasets without consent or compensation, while legal systems lag behind technological developments.
- Power Concentration and Platform Control: Cultural institutions increasingly depend on corporate platforms that prioritize commercial interests. Even democratic governance initiatives within the metaverse occur inside corporate-defined ecosystems.
- Inequality of Access: Disparities in connectivity, digital infrastructure, and institutional resources continue to disadvantage cultural actors in the Global South and smaller European regions.



Preliminary Policy Directions

Ethical and Inclusive Governance:

Develop globally accepted standards for AI ethics in culture, building on UNESCO's Recommendation, and ensure equitable participation of underrepresented cultures and languages.

Protection of Intellectual and Cultural Rights:

Adopt frameworks such as the Fair Culture Charter for digital equity and employ blockchain or similar technologies to manage use rights and ensure transparent royalties.

Participatory Digital Policy:

Encourage bottom-up policymaking and community engagement in the design of digital cultural strategies, ensuring local voices shape how technologies are adopted and governed.

Education and Capacity Building:

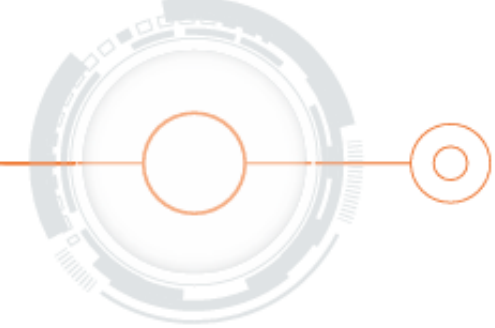
Create continuous training and professional development for cultural managers to master new tools responsibly, embedding digital ethics and data literacy in curricula.

Equitable Infrastructure and Multilingual Access:

Promote public investment in inclusive digital infrastructure, multilingual interfaces, and cultural translation technologies to counter digital colonialism.

Responsible Partnerships with Technology Companies:

Establish guidelines for ethical collaborations between cultural institutions and private tech actors to safeguard authenticity, data sovereignty, and public interest.



Selected Illustrative Examples

Tuvalu in the Metaverse:

Facing the threat of submersion due to climate change, the island nation of Tuvalu is creating a digital twin of its territory in the metaverse. This virtual space enables displaced citizens to maintain linguistic and cultural practices and symbolically preserve national identity.

Finland's 1900 Exposition Pavilion Reconstruction:

A digital recreation of the Finnish national pavilion originally built for the 1900 Paris World Exposition allows contemporary audiences to experience a landmark of Finland's identity-building process, demonstrating how virtual reconstructions can serve as archives and learning tools.

Serbia and Bulgaria's Film Post-Production Growth:

The emergence of new post-production facilities illustrates how decentralised digital production can boost regional employment and skills, while also exposing disparities in global creative labour markets.

Leadership 4.0 (Finland):

A master's programme combining technology and human-centred leadership, highlighting how education can prepare future cultural managers to navigate AI's ethical and organisational challenges.

Alignment with MONDIACULT 2025 Outcome Document

This Focus Group's findings contribute directly to:

- *Digital Transformation and Equitable Access* — ensuring a human-centred digital environment that promotes equity, multilingualism, and ethical innovation;
- *Artificial Intelligence and Culture* — promoting transparent, sustainable, and inclusive AI that safeguards human creativity and cultural diversity;
- *Cultural Rights as Human Rights* — affirming the right to participate in and represent one's own culture authentically in digital spaces.

Next Steps

ENCATC will continue to advocate for:

- the inclusion of cultural ethics and digital equity in UNESCO's global AI frameworks;
- the creation of international mechanisms for multilingual inclusion and data fairness;
- and strengthened cooperation between cultural networks, researchers, and technologists to ensure human agency remains central in the digital age.

Authors



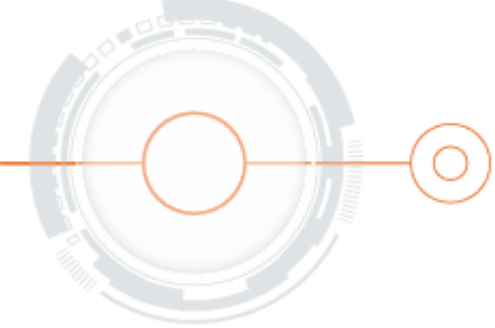
Douglas DeNatale earned his PhD in Folklore and Folklife from the University of Pennsylvania in 1985. Prior to joining the Metropolitan College faculty, he was the president of Community Logic, Inc., an arts consulting firm specializing in research and documentation. He previously served as director of research for the New England Foundation for the Arts (NEFA), where he played an instrumental role in forecasting the emerging creative economy and in developing the web-based research database *CultureCount*.

Formerly, he was director of the Lowell Folklife Project at the Library of Congress and director of the oral history and folklife program and collections at the University of South Carolina's McKissick Museum. Trained as an ethnographer, Doug has overseen collaborative arts research projects for the Ford Foundation, the Rockefeller Foundation, the Andrew W. Mellon Foundation, and the Library of Congress. He conducted oral histories for the Lowell National Historic Park, the Southern Oral History Program, and the J. Alden Weir National Historic Site, and curated exhibitions for the McKissick Museum and the Smithsonian Institution Center for Folklife and Cultural Heritage.



Daniel Green is a Distinguished Professor and the Director of the Master of Entertainment Industry Management Program at Carnegie Mellon University. Based in Los Angeles, CA, Daniel has extensive experience in TV production, having worked on shows like *ER*, *The Sopranos*, *The West Wing*, and directed the pilot *Munhall* starring George Wendt. As a theatre director, his work has been produced in New York, Chicago, and Los Angeles. Dan has also served as a Casting Director for projects including *The Kennedy Mystique: Creating Camelot* for National Geographic Channel and *Nixon in China, 72* for CCTV, Beijing. He has a MFA in Directing and his Ph.D. focused on first-generation student experiences at private universities in China.

He was the President of the Association of Arts Administration Educators and is currently an International Correspondent Board Advisor for ENCATC as well as being a member of the jury for the ENCATC Research Award. Daniel Green is also a member of the Academy of Television Arts and Sciences. In addition, he sits on the Les Paul Audio Educators Advisory Council whose mission is to promote the legacy of Les Paul as an inventor and innovator of audio technology.



Culture, Heritage, and Crisis Insights

Chair: Prof. Wu Chieh-Hsiang

Context and Rationale

The Focus Group explored how culture and heritage are affected by crisis situations — from armed conflicts and disasters to political and economic upheaval — and how cultural actors and institutions can strengthen resilience. Participants emphasized that heritage is not only a repository of memory but also a resource for recovery, identity, and peacebuilding.

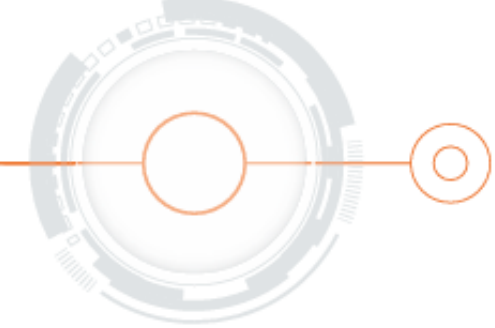
Key Policy Messages

Communication and Inclusion:

Overcoming crises requires removing language and access barriers. Strengthening telecommunications, internet connectivity, and translation infrastructure — increasingly supported by artificial intelligence — is essential to enable communication among affected communities, cultural workers, and first responders.

Protection and Direct Support for Cultural Actors:

Communities engaged in heritage maintenance or artistic activity often lose funding and protection during crises. Cultural sites, museums, and archives may become deliberate targets. International organizations should develop mechanisms that connect these communities directly with global support systems, ensuring continuity and safety beyond governmental mediation.



Balanced and Flexible Funding Systems:

As UNESCO funding flows primarily through state channels, political divisions can lead to self-censorship or exclusion. More flexible mechanisms involving non-governmental and civil society partners are needed to sustain cultural work, dialogue, and protection in divided or unstable contexts.

Safeguarding Intangible Heritage in Times of Crisis:

In many conflicts, monuments and cultural sites are destroyed to erase identity. To counter this, UNESCO and partners should expand funding for the documentation, archiving, and digitalisation of intangible cultural heritage — such as languages, rituals, and practices — which often endure displacement. These initiatives strengthen community resilience, memory, and post-conflict reconciliation, while empowering local actors to lead safeguarding efforts.

Restitution and Cooperation:

Dialogue around the restitution of cultural objects should evolve into long-term collaboration between original owners and custodial institutions. Joint research, restoration, and interpretation initiatives can promote mutual understanding and trust between societies.

Leveraging AI for Heritage Protection:

Artificial intelligence can support the detection of illicitly traded artefacts by matching visual and material data across databases. AI-based environmental forecasting tools can also help predict threats to heritage sites from extreme weather or seismic activity.



Alignment with MONDIACULT 2025 Outcome Document

This Focus Group's recommendations advance the MONDIACULT 2025 priorities for:

Culture, Heritage and Crisis Situations — safeguarding heritage and cultural actors in times of conflict or disaster;

Digital Transformation and Equitable Access — promoting ethical and inclusive use of digital and AI tools;

Culture for Peace — using culture and heritage as vectors of reconciliation, dialogue, and community cohesion.

Next Steps

ENCATC will share these recommendations with UNESCO and partner networks to:

- Advocate for flexible, multilevel funding for cultural actors in crisis situations;
- Integrate intangible heritage documentation into emergency response and post-crisis recovery frameworks;
- Promote ethical, community-led digital innovation for safeguarding culture at risk.

Authors



Dr. WU Chieh-Hsiang is Professor of the Department of Arts in the National Changhua University of Education of Taiwan, Taipei City. She earned her master and doctorate degrees of sociology and art history in Carl von Ossietzky Oldenburg, Germany. In 2013 and 2014, Dr. WU chaired Taiwan's Association of the Visual Arts, a nationwide association for the rights and benefits of visual artists. Since 2021, Dr. WU chairs the Taiwan Association of Cultural Policy Studies. In addition to her devotion to cultural policy, Dr. WU is an accredited essayist and art critic; her articles are published in various periodicals and platforms. Her recent research focuses on the culture of memory and art projects reflecting the unjust incidents in the past, as well as the interrelations between the state power and exhibiting institutions.



Supplementary Materials

In the spirit of transparency and collaborative knowledge exchange, ENCATC will make available the full reports submitted by each Focus Group. These documents reflect the diversity of perspectives and levels of detail emerging from the consultations and serve as background to the collective synthesis presented here.

The reports can be accessed online at: <https://encatc.org/en/about-us2/influence/policy-papers/>

The reports for the *Culture and Education* Focus Group and for the *Culture and Climate Action* Focus Group are also part of the [MONDIACULT 2025 Digital Library](#).

Please note that the views expressed in the individual Focus Group reports are those of the participants and Chairs, and do not necessarily represent the official position of ENCATC.



Acknowledgements

The discussions held across regions and disciplines demonstrate the strength of our network as a learning community — one that brings together educators, researchers, policymakers, and cultural professionals to co-create knowledge and imagine more responsible and sustainable futures for culture.

ENCATC warmly thanks the Chairs and all participants of the six Focus Groups — Culture and Education; Cultural Rights; Economy of Culture; Culture and Climate Action; Digital Technologies and the Cultural Sector; and Culture, Heritage and Crisis — for their invaluable contributions to this collective reflection process. Their expertise, experience, and openness to dialogue have shaped the insights presented in this document and enriched ENCATC's policy voice on the road toward MONDIACULT 2025.

The organisation express its gratitude to the ENCATC Board, who reviewed and endorsed this Insight Report. ENCATC also wishes to acknowledge the conceptual synthesis and editorial coordination led by Dr Carla Figueira, ENCATC Strategic Policy Advisor, whose work brought together the outcomes of all Focus Groups.

The following pages list the Focus Group Chairs and participants who generously shared their time and perspectives in 2025.

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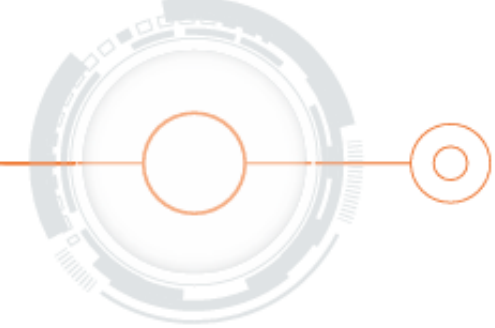
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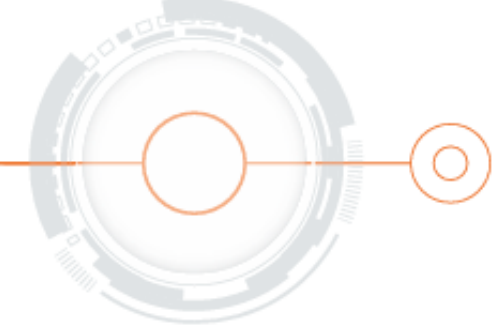
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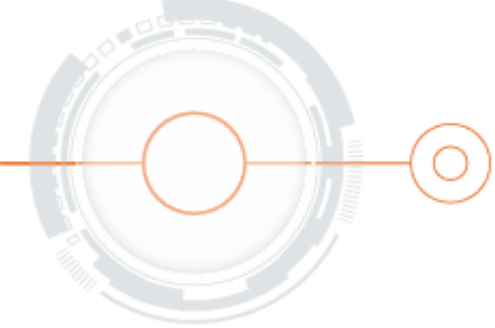
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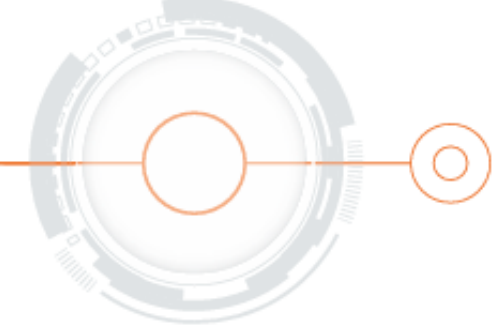
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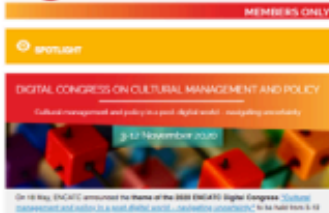
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