

FAQs on Public Arts Programmes from 2022

General Queries

1. How does this change affect Programme Providers? When does this change take effect?

Programme Providers will not need to submit programme applications (including cast/crew CVs, scripts, synopses, IMDA AEL, etc.) for NAC's endorsement for use with the Tote Board Arts Grant. This will be effective from 1 January 2022.

2. Can schools still purchase public arts programmes with the Tote Board Arts Grant subsidy?

Yes, there is no change to mainstream and Special Education schools' eligibility to tap onto the Tote Board Arts Grant to cover up to 50% and 70% of the total programme cost respectively.

3. Will Programme Providers be permitted to market all their public programmes as eligible for the Tote Board Arts Grant?

Yes, Programme Providers may do so except for the following programmes that will continue to be **ineligible** for claims under the Tote Board Arts Grant:

- Productions rated R18 (under IMDA Arts Entertainment Licence)
- Productions that are presented under the auspices of a school, or is part of curriculum
- Productions that are intended for fundraising purposes
- Productions that promote a religious cause
- Student-based productions, showcases and competitions
- Magic shows and circus acts
- Pop concerts featuring international acts
- Long term workshop series and regular excursions (curated under NAC-AEP Directory)

4. Will digital public programmes be eligible for the Tote Board Arts Grant?

Yes, schools will be able to claim for all formats (in-person, digital or blended learning) of public arts programmes. We continue to encourage arts companies to offer a range of programmes if possible, for e.g. digital live stream or video on-demand formats of public arts programmes in 2022 as students' participation in external activities remain subject to prevailing safety management measures issued by Ministry of Education (MOE).

Purchase and Sale of Programmes

5. Will NAC still be issuing Letters of Eligibility (LOEs) for public arts programmes?

No, LOEs are no longer required for public arts programmes. In lieu of LOEs, schools are to indicate the following when making claims on the Integrated Financial Administration and Accounting System (IFAAS):

- Programme Title (Full name of the programme)
- Programme Provider (Presenter of the programme, not the ticketing agent or venue)
- Whether the programme was conducted in person or digitally

As only up to 40% of the grant to schools should be used to subsidise foreign programmes, **Programme Providers will be required to inform schools if a programme is local or foreign** based on the following conditions:

Local	Foreign
Arts programmes staged/organised by local arts group or local registered entity.	Arts programmes staged/organised by foreign arts group or foreign registered entity.

6. How can Programme Providers market their programmes to schools?

Programme Providers may consider the following marketing strategies to schools:

- **Direct marketing via Electronic Direct Mail (EDM)**
 - Programme Providers may search for schools' generic email addresses [here](#).
- **List programmes on [The A-List](#)**
 - Programme Providers may submit applications to list their programmes using this [application form](#). To facilitate schools' browsing process, Programme Providers may consider selecting the "Inspire Your Child" option under the *Category* section when submitting the application form.
- **List programmes on other aggregated public arts event platforms, for e.g., SISTIC, Peatix, etc.**

In NAC's notice to schools, we will advise schools to search for suitable programmes via The A-List or other public event platforms.

7. How can Programme Providers ensure that their programmes are relevant and will continue to be purchased by schools?

To help schools filter through a wide array of programmes offered by the arts sector, NAC strongly recommends Programme Providers to practise targeted marketing:

- Recommend programmes that are age and developmentally appropriate to the various school profiles. For example, do not market programmes that deal with overly complex issues/mature content to the preschools and primary schools, etc.
- State clearly the IMDA AEL rating and nature of content that the programme deals with to help schools pick out programmes that are suitable for their target student profiles

Programme Providers could also consider offering additional educational resources that would enhance students' experience and learning during the programme. These could include one or more of the following:

- Thoughtfully designed pre/post-programme facilitation sessions catered for student audiences
- Pre/post-programme teachers' resource pack for teachers to prepare students for the programme and/or extend students' learning after the programme
- Backstage tours for student audiences only
- Talkback sessions for students to interact with artists/performers