This literature review, by Phyllida Shaw, surveys published writing on homelessness and the arts. It provides evidence of how the arts can produce positive outcomes for people who are or have been homeless.

**Artforms**

- Visual arts (24)
- Music (13)
- Theatre/Drama (9)
- Various (2)
- Libraries (2)
- Visual arts plus writing/storytelling or theatre

**Countries**

- USA (26)
- UK (10)
- Spain (11)
- Canada (18)
- Portugal (1)
- Australia (4)
- Japan (1)
- Brazil (1)
- New Zealand (1)

**61 pieces of research**

**The review shows that participants in arts activities increase their...**

**Wellbeing**

- Arts activities that result in improvements in physical and mental health and wellbeing.
  - Help achieve physical, mental and social wellbeing (MCGINTY & EBRINGER, 2011)
  - Help to overcome trauma (RICCIARDI, 2018)
  - Promote feelings of happiness, pleasure, health, comfort and balance (KNESTAUT ET AL, 2010)
  - Make life more enjoyable, interesting and meaningful (STICKLY ET AL, 2007)
  - Promote togetherness and belonging (NORDBERG ET AL, 2018)
  - Make life more enjoyable, interesting and meaningful (STICKLY ET AL, 2007)
  - Increase resilience (THOMAS, GRAY, MCGINTY, & EBRINGER, 2011)

**Agency**

- Activities that help people find a creative voice and identity, and the chance to be seen and heard as someone other than a homeless person.
  - Increase agency and control (DAVIDSON, 2007)
  - Help develop a creative voice (COYNE, 2018), and an alternative identity (NOVAK, 2018)
  - Create opportunities for co-production (KELLY, 2017)

**Resilience**

- Activities that increase participants' sense of belonging and togetherness and help to build the resilience they need to survive.
  - Increase agency and control (DAVIDSON, 2007)
  - Help develop a creative voice (COYNE, 2018), and an alternative identity (NOVAK, 2018)
  - Create opportunities for co-production (KELLY, 2017)

**Knowledge and Skills**

- Activities through which participants acquire or enhance existing knowledge and skills, whether through formal or informal learning.
  - Create learning environments (FEEN-CALLIGAN, 2016)
  - Teach transferable skills (PLEACE AND BROTHERTON, 2015)
  - Help communicate their situation (BROWN & JEANNERET, 2015)