

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

Author(s)	Please see individual case study reports
Contributor(s)	
Version	1.0
Deliverable	D5.2 Impact Map and SROI report for each case study
WP	WP5 (Valuing impacts in arts-based education)
Due date	28 February 2026
Submission date	11 May 2026
Dissemination level	PU

Abstract
This report presents the SROI calculations of the twenty eight case studies. The case studies are presented in alphabetical order of country (Czechia, Finland, Germany, Italy, Latvia, Lithuania and Poland). Each case study report and calculation stands alone. A top-down 'map of meaning' has also been produced for each case study. These aim to contextualise and visualise the SROI calculations undertaken.

Document history

Version	Date	Comments	Modified by



This project has received funding from the European Union's Horizon Europe's programme

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About CLiViE

The Cultural Literacies' Value in Europe (CLiViE) project develops and applies a Theory of Change (ToC) methodology and Social Return on Investment (SROI) framework to increase our understanding of the value of cultural literacy through arts-based education on social cohesion. It will be delivered through four main phases: it 'maps' arts-based education within the context of cultural literacy learning across different learning environments and over different stages of a young person's education; it 'evaluates' arts-based education to help identify and assess their actual outputs and outcomes; it 'values' arts-based education activities through calculating its impact to further contribute to our understanding of the 'where', 'when', 'what' and 'how' young people's cultural literacies are developed, and differentiated in various learning environments; and it 'practices' pedagogies through developing an innovative set of practices and materials to support art-based educators to develop social justice and inclusion and improve the lives of young people through collaborative pedagogy. It has been designed to meet the three main research outcomes of the work programme topic: the ToC methodology and SROI framework for cultural literacies will directly increase our understanding of the value of cultural literacy on social cohesion; the evidencing of value in arts-based education and the collaborative pedagogy practices in cultural literacy through the co-creation of communities of practice (COPs) and a professional development programme (PDP) for arts educators will support the targeted commissioning of activities that will increase cultural literacy in Europe; and the innovative methodology for data gathering (and engaging) through emotional cartography allows young people to find a voice through more effective initiatives to foster cultural literacy around European cultures. CLiViE is funded under the call topic HORIZON-CL2-2023-HERITAGE-01-07 - Promoting cultural literacy through arts education to foster social inclusion, and brings together a multidisciplinary team from thirteen partners across eight countries:

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STICHTING DEFENCE FOR CHILDREN INTERNATIONAL NEDERLAND - ECPAT NEDERLAND, Netherlands
DAUGAVPILS UNIVERSITATE, Latvia
JULIAN COCHRAN FOUNDATION, Poland
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Czechia



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Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
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Version	3.0
Deliverable	D5.2 (18) Impact Map and SROI report for each case study. CS: "Place where I live!"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	12 th March 2026
Dissemination level	PU

Abstract

The case study "The Place Where I Live" takes place in Prague, Czech Republic. The project seeks to encourage students and their teachers to reflect on the place where they live through artistic creation, thereby strengthening their local cultural identity. The initiative, implemented in collaboration with visual artist Pavla Gajdošíková, responds to the fact that prefabricated housing estates are not usually perceived as remarkable places associated with art, culture, or interesting history.

The project uses a collaborative approach, and its methodology and objectives were developed together with stakeholders and beneficiaries to ensure its relevance and engagement.

Key activities include five 45-minute workshops (3.75 hours in total) and a school exhibition of artworks created as part of the project. These activities are designed to increase the creative skills of the respondents, their willingness to collaborate on a topic that has a real connection to their everyday lives, and to strengthen their personal engagement and responsibility for public affairs.

The aim of the project is to contribute to the development of attitudes among respondents that lead to the appreciation and respect of diversity and the cultivation of relationships with others and their surroundings.

This report provides an estimate of the social return on investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	17/02/26		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	09/03/26		Lucie Jakubcová Hajdušková (CU)
3.0	12/03/26	Final Version	Konrad Abramowski (SGH)



12/03/2026

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Executive Summary

Background

"Place where I live!" is an innovative package of art workshops for primary school students, designed and delivered in suburban area of Prague. Delivered between (14th and 18th November 2025) by the team of project's principal investigator Marie Fulková, the principal of the contacted primary school Tomáš Marek, didactician/researcher Lucie Jakubcová and visual artist/researcher Pavla Gajdošíková, the initiative targets students aged 11-12 and seeks to expand pupils' knowledge of history, political context, knowledge of positive stories, cultural sites and art associated with settlements such as JM as well as develop pupils' specific skills in combining artistic processes (drawing, painting and collage making through arts engagement).

The project responds to the social challenge posed by the stereotypical perception of housing estates as inferior places and deprived areas lacking culture and cultural offerings. Residents of the JM housing estate do not usually associate the place where they live with art and culture; they consider the historic center of the capital city to be such a place. They see the housing estate as a "place to sleep" and are unaware of its specific features or even its beauty. They are less involved in local politics and civic initiatives. This stereotype also influences teaching in schools, as teachers hold a similar perspective and do not familiarize pupils and students with the place where they live or encourage them to take an active interest in their immediate surroundings. Young people and children from the JM housing estate spend most of their free time in the nearby Chodov shopping center, and visits to cultural facilities and monuments (such as the Chodov Fortress and the Zahrada Cultural Center) are declining.

Aim and objectives

The primary aim of "Place where I live!" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to let pupils express (drawing, photography, collage, mapping) and reflect on their own attitude towards the place where they live (Jižní Město housing estate), formulate facts and contexts that shape this attitude and discuss them with their classmates .

Methods

The intervention employs an arts-based participatory action research methodology. A research protocol was formulated by the research team. Methods of data collection include field notes, audio recordings of pupils' statements and their transcripts, reflective writing by participants, photo and video documentation of the workshop process, photo documentation of the resulting pupils' artworks. Data analysis methods are based on content and thematic data analysis. This approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include 5 of 45 min workshops (total of 3,75 h) and a school exhibition of art pieces created during the project, accompanied by SROI methodologies elements such as interviews and questionnaires.

The arts-based methodology provides a safe and creative space for addressing sensitive topics, while the University stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 24 young people from suburban area of Prague aged 11-12, as well as secondary stakeholders such as: artist, students in teacher training, school's teachers and headmaster and the researchers from CLiViE project. Each of these stakeholder groups experiences different forms of value from the project, ranging from direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes including: Level of artistic elaboration; Willingness to cooperate, Activity in learning, Engagement in problem solving; Reduction of vandalism around the school, Reduction of intolerance in class. These individual-level changes create ripple effects at the community level, contributing to elevated sense of belonging among youth and stronger social ties in the European context. At the systemic level, the project offers a replicable model for intercultural dialogue through artistic creation, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more stable and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

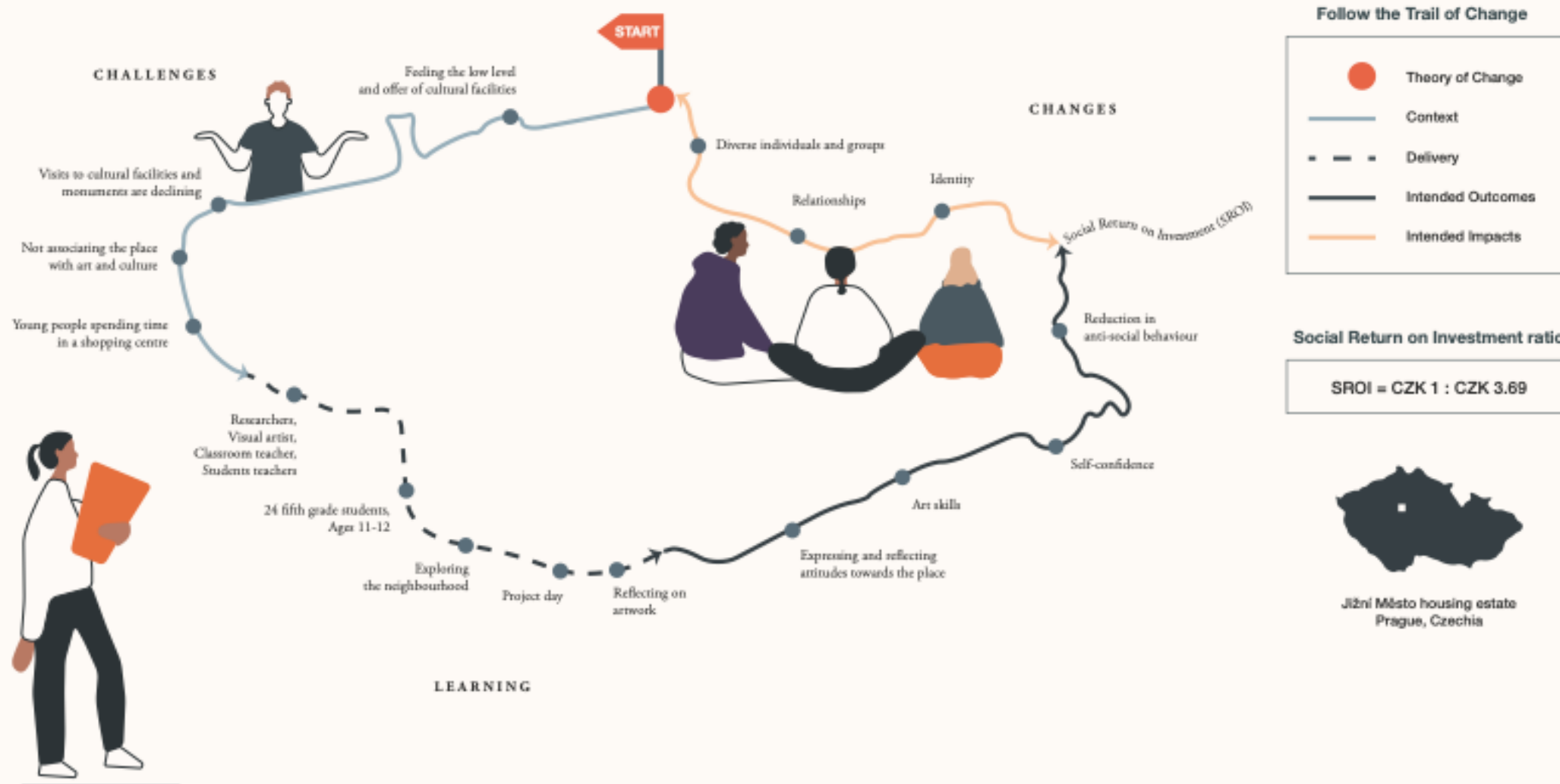
Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, attitudes, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building neighbourhood relationships and strengthening mutual ties. Cultural capital investment enhances arts engagement and cultural dialogue. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation include mainly art supplies and volunteer working hours. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased civic participation and cultural dialogue engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

Place where I live!

■ Cultural and Natural Heritage ■ Visual Arts and Crafts



Contents

Introduction

The case study explores precepts that pupils express in their artwork (drawing, photography, collage, mapping) and reflect on their attitude towards the place where they live (Jižní Město housing estate). Conducted in partnership with the (School), the case engages young participants (ages 11-12) in a creative process, that encourage them to formulate their ideas, thoughts, attitudes and suggestions about housing estate JM. Pupils discuss with their classmates, they compared their experiences, their hobbies, their favorite and least favorite places. Basically, for the first time, they had the opportunity to reflect on how they feel about the place where they live, how they experience it, what they think about it, and how they would transform it according to their ideas.

By combining involvement in art with participatory research methods, the case study aims to improve the specific (artistic) skills of the young people involved, increase their self-confidence and ability to express themselves, and thereby also reduce their potential antisocial behavior (such as vandalism). Through workshops and interviews with both participants and stakeholders, the project will assess its impact on cultural attitudes and engagement. Ultimately, Place where I live! seeks to contribute to a more inclusive and collaborative cultural environment in the region.

About the entity organizing and conducting the case study

Charles University is a higher education and sciences institution located in Prague, Czech Republic. The organization operates in a wide range of fields, from theology, law, and medicine to natural sciences, humanities, social sciences, mathematics, computer science, pedagogy, sports, and others, which are covered by its 17 faculties. Its activities have a significant impact on education, science, and cultural life in Czechia and internationally.

For this specific case study entitled "The Place Where I Live!", Charles University conducted research in collaboration with the Faculty of Education, Department of Art Education, and the Donovalská Elementary School. This initiative is part of the Horizon Europe project "The Value of Cultural Literacy in Europe" (CLiViE).

The project team at Charles University is led by Associate Professor Marie Fulková, Ph.D., who serves as Deputy Head of the Department of Art Education at this institution. The case study brought together experts and researchers to work with young people through creative and educational arts initiative.

Identifying scope and stakeholders

The identification of stakeholders for "Place where I live!" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the Charles University, we identified five main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises of **24 young people aged 11-12** from one of the primary schools in the suburban area of the capital city Prague in the Jižní Město housing estate. The group consists of persons of different genders, from different socio-economic backgrounds (middle class), with different educational needs, mostly pupils with Czech citizenship, integrated pupils with Ukraine, India and Vietnam citizenship.

Young participants appreciate the open and non-judgmental environment, which can help them discover their own strengths and apply their ideas. They are attracted by the opportunity for self-improvement and developing their interests in interesting ways that traditional education systems or compulsory school curricula do not offer. The project directly responds to the faculty's goal of connecting theory with practice and vice versa; the faculty supports and strives for intensive cooperation between academics, students, and teachers from the field. Through a joint artistic process, participants develop specific artistic knowledge and skills (they learn focused observation and drawing from life, map orientation, collage techniques, become acquainted with specific visual artists) and directly engage in expressing their own ideas about the place where they live using visual metaphors.

The motivations for participants center on sharing ideas, experience, knowledge and skills. Their main intended change is development of knowledge, skills and attitudes while the unintended ones are emotional satisfaction, enjoyment, motivation for artistic expression.

Artist

The visual artist conducting the workshops was irreplaceable member of the case study's team. Her main input was finding links between his own work and themes that could support pupils and teachers in selected school. She was involved in the implementation and led the project day with the pupils. She herself deals in her work with the perception of space, both internal, subjective and external, intersubjective and architectural. She lived and grew up on a housing estate, her experience is similar. She presented her work and the work of other artists as well as the history of the South Town. Her motivations centered on developing relationship with participants on artwork.

Organization and its employees

Teachers from Primary School were the involved staff members who delivered the logistic aspect of the case study. A draft of the study was presented to the management and they approached art and history teachers. Of the three teachers approached, two agreed to implement the workshop. The organizers of the case study met with teachers and discussed the needs of the pupils, teaching and teachers. The teachers presented the proposal to pupils and ascertained whether the pupils were interested in taking part. Their motivations included artistic inspiration and desire for creative teaching.

At the same time, this stakeholder is **organizational** and is being represented by the headmaster of the school. While the headmaster had to offer extra working hours of personal time, he was a party to the project as a representative of an entity. His motivations included development of school institutional capacities and expectations of good publicity.

Students in teachers' training

Interesting stakeholder of the project were **three students in teachers' training from the University** in the field of Art Based Education. Thanks to the case study they had a chance for training of their practical skills they would soon need in an actual job. Their motivation was mainly development of pedagogical competences together with professional curiosity of daily reality in the profession.

Researchers

The last stakeholder group refers to the **two Charles University employees** in charge of managing the undertaking and collecting the data related to the case study research. They were also in charge of documenting joint reflection of the participants of the project. The two instructors designed instructions for the case study implementation on how to motivate and instruct the pupils, but did not intervene in the preparation. It was important not to change the situational context by presence of researches. Their motivations included development of CL in Art based Education. They intended to raise awareness of cultural literacy and its social relevance.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and exhibition of students' artwork as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "Place where I live!", recognizing that art-based dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes).

General comment concerning non-monetized inputs has to be noted here. This case study would never be possible without grand non-physical assets already existing in the environment of Prague's intelligentsia. First one was the legacy of quality teaching and long-term involvement in the cultural development of Donovalská Primary School by doc. Marie Fulková

lasting from 1987 to the present. Second one was willingness of teachers and school management to cooperate and build a relationship of trust. 32 years of cooperation between stakeholders (teacher and researcher have been working together since 1993 until now) were critical for this undertaking to happen.

The objectives of the case study are: to encourage art teachers to include more often in their art based lessons themes reflecting the cultural identity of their pupils and the cultural heritage of the place where they live; to determine the current state of knowledge and attitudes of 11-12 year old primary school pupils about the place where they live and to draw methodological and content knowledge adjustments for the needs of the school curriculum; to create an environment for open discussion and sharing of attitudes and relationships to the place where pupils live; to create an environment where pupils express their attitudes in creative ways, where their attitudes are considered relevant and equal and are presented in open communication with adults and peers (head master, teachers, classmates); to bring into the classroom a living artist who deals with the theme of prefabricated housing estates in her work, in order to inspire children to express themselves and think about the place where they live.

Specific workshop objectives: to expand pupils' knowledge of history, political context, knowledge of positive stories, cultural sites and art associated with settlements such as JM; to develop pupils' specific skills in combining artistic processes (drawing, painting and collage making).

These objectives was carried out in the form of particular outputs described below.

Project Participants: Children and Adolescents

Inputs: The 24 young participants invested their time attending the tournament. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not be successful. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outputs: Each participant attended 5 of 45 min workshops combining the total of 3,75 h.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved following outcomes: Level of artistic elaboration; Willingness to cooperate, Activity in learning, Engagement in problem solving; Reduction of vandalism around the school, Reduction of intolerance in class.

Artist

Inputs: Her input was both personal art supplies and volunteer time with higher level of specialization.

Outputs: 10 hours of work consisting of 3 preparatory meetings, 2 surveys of the surroundings and the creation of a photographic series for the children's work.

Outcomes: Thanks to being part of the project, artist had a chance to achieve creating a relationship between artist and school and sustainable collaboration.

Organization and its employees

Inputs: Employees' involvement was necessary to make sure the whole event runs smoothly. Teachers sacrificed 20h extra outside working hours while the headmaster spend 10h extra outside working hours.

Outputs: The teachers offered 3 preparatory meetings (6h), 5x45 min workshop (3,75) and an exhibition (0,75h), 2h excursion with pupils around the school - preparation for the workshop = 12,5h. The headmaster attended 2 preparatory meetings (4h).

Outcomes: Through being party of the event, employees and the organization had the opportunity to gain following outcomes: increased motivation, prevention of burnout syndrome, establishing cooperation with various cultural institutions, artists and researchers.

Students in teacher training

Inputs: 3 students put in 60h of volunteer time with lower level of specialization.

Outputs: Each student attended 3 preparatory meetings (6h) and 5 of 45 min workshop (3,75h).

Outcomes: Through being party of the event, they had the chance to increase their pedagogical competences.

Researchers

Inputs: Researchers gave the whole undertaking highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing value of their participation in the tournament. Their main input was volunteer time with higher level of specialization (R1 + R2).

Outputs: They worked for 20 hours devoted to 3 preparatory meetings, 2 surveys of the surroundings and the creation of a photographic series for the children's work.

Outcomes: Main outcome is raising awareness of cultural literacy and its social relevance.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **35,900.00 CZK**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing several days of collective engagement), Participants' personal art supplies (4,800 CZK), Researchers' volunteer time with higher level of specialization (R1 + R2 – 292 CZK per hour) (5,840.00 CZK), Artists' personal art supplies and volunteer time with higher level of specialization (4,420.00 CZK), 3 students' in teacher training 60h volunteers with lower level of specialization (214.00 CZK per hour) (12,840.00 CZK), Teachers' 20h extra outside working hours (250.00 CZK per hour) (5,000.00 CZK), Headmaster's 10h extra outside working hours (300.00 CZK per hour) (3,000.00 CZK).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value

created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both coaches and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

Three primary outcomes have been identified and measured for the 24 young participants in the project, as already mentioned in the previous section. Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for each outcome.

It's worth noting that the direct secondary stakeholders (the ones involved in conducting the workshops) were actually able to observe more of positive outcomes happening to the youths but the researchers limited their descriptions only to those that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Outcome 1: Level of artistic elaboration

First, most obvious and direct outcome of attending the art workshops is the gain of better art competencies. Conducting guided artistic activities and receiving lessons from mentor during the program gives young people chance both to upgrade their knowledge and skills and prove their capacities to themselves. These are the so called hard skills developed by the participation in the project.

Measurement and Quantification

This outcome was measured through observation report combined with interviews. The quantity of the outcome is expressed as 24 persons experiencing change out of the sample size of 24 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 4 years that is the duration time of primary school.

Outcome 2: Willingness to cooperate, Activity in learning, Engagement in problem solving

On the other hand, participation enhances soft skills such as communication, collaboration, interpersonal competences. At the same time, participation leads to greater engagement in creative activities and will to learn new skills thanks to greater ease at doing art which helps to maintain positive change. Such attitudes are increasingly valued for personal and professional growth.

Measurement and Quantification

This outcome was measured through observation report conducted by supervisors. The quantity of the outcome is expressed as 24 persons across 24 involved (100%). The outcome

begins to materialize from session 1, as participants immediately experience these change during program activities. The indicated duration time is 4 years.

Outcome 3: Reduction of vandalism around the school, Reduction of intolerance in class

Simultaneously, group nature of the undertaking forces the participants not only to notice, but even more – to work side-by-side with classmates they could not know so well before. This collaborative process of exchanging perspectives about the same place they all share has the potential to build a sense of community.

Measurement and Quantification

This outcome was measured through post-program surveys. The quantity of the outcome is expressed as 24 persons experiencing measurable change out of the sample size of 24 participants (100%). The outcome begins to materialize from session 1 as participants start developing these competencies during delivered activities. The duration time is estimated 4 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that was used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices apply to 1 beneficiary and 1 year. Whenever possible, it was first choice of the Charles University researchers to attribute proxies of national origin.

The financial proxy selected for valuing “Level of artistic elaboration” is the commercial price of leisure art course for children organized by Výtvarný ateliér Kreslárna. For the sake of high comparability an expense for a duration time of 5 academic hours was chosen. One 90-minutes-lesson rate of this course is 550 CZK which multiplied by 2,5 (to have the same duration as five 45-minutes-lessons) gives the proxy value of **1,375.00 CZK**.

The total annual value of the outcome no. 1 is calculated as: 24 persons × €1,375.00 = **33,000.00 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Willingness to cooperate, Activity in learning, Engagement in problem solving” is based on the cost of psychological or therapeutic support organized by Psychoterapeutické Centrum pro Děti a Dospělé. That results in an indicative value of **1,000.00 CZK** per participant.

The total annual value of the outcome no. 2 is calculated as: 24 persons × 1000.00 CZK = **24,000.00 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Reduction of vandalism around the school, Reduction of intolerance in class” is the institutional artistic prevention programme for primary school conducted by Aeroškola. It has a value of **375.00 CZK** per participant.

The total annual value of the outcome no. 3 is calculated as: 24 persons × 375.00 CZK = **9,000.00 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcomes measured for participants demonstrate the multifaceted values created by arts-based intra-community education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 24 young participants aged 11-12. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements require specific explanations and those are presented below while remaining ones are defined based on reference method and build upon researchers’ past experiences in guiding comparable case studies. In this case study, the same explanations apply to all three outcomes.

Outcome 1: Level of artistic elaboration

The gross outcome value is 33,000 CZK. This outcome undergoes the following adjustments:

Deadweight: 10.00%. There is a low probability of similar activity such as exhibitions. The teacher covered a similar topic in one day and managed to do one activity with the children – study drawing. The project did six activities in the same amount of time (presentation, mapping, study drawing, collages, reflection, and exhibition).

Attribution: 15.00%. Class teacher and her approach to teaching of art education may have an impact on pupils.

Displacement: 0.50%. Project took only one day of regular classes (180 days = school year), while art activities displacing science activities were during the school day.

Drop-off: 20.00%. In the case of connection to problematic peer groups.

Final Impact Calculation 25,118.78 CZK

Gross Outcome Value: 33,000 CZK

After Deadweight ($\times 0.90$), Attribution ($\times 0.85$), Displacement ($\times 0.995$): 25,118.78 CZK

Outcome 2: Willingness to cooperate, Activity in learning, Engagement in problem solving

The gross outcome value is 24,000 CZK. This outcome undergoes the following adjustments:

Deadweight: 15.00%.

Attribution: 20.00%.

Displacement: 0.50%.

Drop-off: 15.00%.

Final Impact Calculation 16,238.40 CZK

Gross Outcome Value: 33,000.00 CZK

After Deadweight ($\times 0.85$), Attribution ($\times 0.80$), Displacement ($\times 0.995$): 16,238.40 CZK

Outcome 3: Reduction of vandalism around the school, Reduction of intolerance in class

The gross outcome value is 9,000.00 CZK. This outcome undergoes the following adjustments:

Deadweight: 20.00%.

Attribution: 30.00%.

Displacement: 0.50%.

Drop-off: 20.00%.

Final Impact Calculation 5,014.80 CZK

Gross Outcome Value: 9,000.00 CZK

After Deadweight ($\times 0.80$), Attribution ($\times 0.70$), Displacement ($\times 0.995$): 5,014.80 CZK

Summary of Total Impact

The total first year impact across all outcomes for project participants is **46,371.98 CZK**

This total impact represents the social value created for the 24 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remind that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

Calculating the SROI

Outcome / Year	2024	2025	2026	2027
Level of artistic elaboration	25,118.78	20,095.02	16,076.02	12,860.81
Willingness to cooperate, Activity in learning, Engagement in problem solving	16,238.40	13,802.64	11,732.24	9,972.41
Reduction of vandalism around the school, Reduction of intolerance in class	5,014.80	4,011.84	3,209.47	2,567.58
Total	46,371.98	37,909.50	31,017.73	25,400.80
SDR (5%)	1.0000	0.9524	0.9070	0.8638
Present Value (PV)	46,371.98	36,104.25	28,134.01	21,942.23
Total Present Value (PV)	132,552.46			
Net Present Value	96,652.46			
Social Return CZK to CZK	CZK 1: CZK 3.69			

The SROI calculation demonstrates that the case study generated significant social value, with a return of **3.69 CZK for every 1 CZK invested**. Such a SROI ratio indicates that art-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
Contributor(s)	Magdalena Novotná (CU)
Version	3.0
Deliverable	D5.2 (18) Impact Map and SROI report for each case study. CS: "Temple of Culture"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	12 th March 2026
Dissemination level	PU

Abstract

The Temple of Culture case study takes place in Prague, Czech Republic. The project seeks to explore different levels of cultural identity among respondents through artistic activities and helps them reflect on and manage their relationships with others. The initiative, implemented in collaboration with artist Jan Pfeiffer, responds to the fact that cultural competence/literacy has been newly introduced into Czech education as a separate target category. The case study responds to teachers' demand and the question of how to develop this competence in everyday teaching. The project uses a collaborative approach and develops its methodology and objectives together with stakeholders and beneficiaries, ensuring its relevance and engagement. Key activities include two 90-minute workshops, drawings, and comments. These activities are designed to apply the specific artistic method of "open form." The method creates a non-hierarchical and safe creative environment where active and holistic involvement of participants in creative action and reflection on participation is encouraged.

The aim of the project is to develop an understanding of the concept of culture among participating pupils and teachers, to introduce new ways of cooperation in arts education, to develop their creative abilities for self-expression and to support their creative self-confidence. This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	18/02/26		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	09/03/26		Magdalena Novotná (CU)
3.0	12/03/26	Final Version	Konrad Abramowski (SGH)



12/03/2026

This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

"Temple of Culture" is an artistic open form carried out in the 5th year of primary school as part of art education, designed and delivered on local level in Prague. Delivered between 3rd and 25th of September 2025 by the team of artist Jan Pfeiffer, teacher Magdalena Novotná and Marie Fulková, the main researcher of the project, the initiative targets students aged 10-11 and seeks to expand pupils' different levels of identity and their implications for managing relationships with others.

The project responds to the societal challenge posed by changes in the understanding of the concept of culture. Cultural competence/literacy has been newly (2024) introduced into Czech education as a separate target category. The case study responds to teachers' demand and the question of how to develop this competence in everyday teaching.

Aim and objectives

The primary aim of "Temple of Culture" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to develop experimental performative approaches to art education, which are based on the imagination and interest of pupils as well as to bring and test these innovative forms of education in the school field.

Methods

The intervention employs an arts-based participatory action research methodology. A research protocol was formulated by the research team. The OPEN FORM concept was created by Finnish-Polish architect and theorist Oskar Hansen. He focused it on participation, process and change of hierarchy between artist and viewer. He developed strategies of uncertainty, flexibility and collective participation. He advocated the formation of space as a "perceptive background", revealing the richness of events and the diversity of individuals co-present in space. The wave of communities and collective creation was an attractive opportunity to share cultural and social values.

Methods of data collection include field notes, audio recordings of pupils' statements and their transcripts, reflective writing by participants, photo and video documentation of the workshop process, photo documentation of the resulting pupils' artworks. Data analysis methods are based on content and thematic data analysis. This approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities 2 of 90 min workshops, drawings and a session of commentaries, accompanied by SROI methodologies elements such as interviews and questionnaires.

The arts-based methodology provides a safe and creative space for addressing sensitive topics, while the University stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 24 young people from suburban area of Prague aged 10-11, as well as secondary stakeholders such as: artist, school's teacher, teacher's assistant, junior researchers and the researchers from CLiViE project. Each of these stakeholder groups experiences different forms of value from the

project, ranging from direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes including: Improving particular (cultural, art and reflective) skills; Increase creative self-confidence; Improved participation in action. These individual-level changes create ripple effects at the community level, contributing to elevated sense of belonging among youth and stronger social ties in the European context. At the systemic level, the project offers a replicable model for intercultural dialogue through artistic creation, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more stable and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, attitudes, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building different identities' understanding and strengthening mutual ties. Cultural capital investment enhances arts engagement and cultural dialogue. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation center on volunteer working hours. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased civic participation and cultural dialogue engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

Temple of Culture



Performance and Celebration



Visual Arts and Crafts



Follow the Trail of Change



Theory of Change



Context



Delivery



Intended Outcomes



Intended Impacts

Social Return on Investment ratio

SROI = CZK 1 : CZK 2.62



Prague, Czechia

Contents

Introduction

The case study explores how pupils understand the culture and how art and culture can be brought in school. It introduces performative art practices in school art education. It tests the open form in school environment and explores specific school esthetics through this approach. The study examines the social and communication potential of open form for inclusion of Ukrainian pupils, for fostering the communication, understanding and building of the trust in the community. Conducted in partnership with the Norbertov Elementary school, the case engages young participants (ages 10-11) in an open and performative creative process, encouraging them to reflect on culture and its values.

By combining arts engagement with participatory research methods, the case study aims to enhance young people's creative self-confidence and openness to new artistic and cultural impulses. It aims to develop pupils' social sensitivity, trust and the understanding of the importance of culture in everyday life. Through workshops, questionnaires, and interviews with both participants and stakeholders, the project will assess its impact on cultural attitudes and engagement. Ultimately, "Temple of Culture" seeks to contribute to a more inclusive and collaborative cultural environment in the region.

About the entity organizing and conducting the case study

Charles University is a higher education and sciences institution located in Prague, Czech Republic. The organization operates in a wide range of fields, from theology, law, and medicine to natural sciences, humanities, social sciences, mathematics, computer science, pedagogy, sports, and others, which are covered by its 17 faculties. Its activities have a significant impact on education, science, and cultural life in Czechia and internationally.

For this particular case study titled "Temple of Culture", Charles University conducted the research in partnership with the Norbertov Elementary school. The initiative is part of the Horizon Europe project Cultural Literacies' Value in Europe (CLiViE).

The project team at Charles University is led by Associate Professor Marie Fulková, Ph.D., who serves as Deputy Head of the Department of Art Education at this institution. The case study brought together experts and researchers to work with young people through creative and educational arts initiative.

Identifying scope and stakeholders

The identification of stakeholders for "Temple of Culture" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the Charles University, we identified four main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises of **24 young people aged 10-11** from one of the primary schools in the district of the capital city Prague. There are 4 Ukrainian pupils in the class. The teacher works hard to ensure their inclusion, and after two years the girls speak fluent Czech and are well placed and respected in the community of the class. Nevertheless, the teacher's considerable inclusive efforts have recently been disrupted by complaints from several parents. The school responsibly monitors and addresses social pipes. The school is located in a location with a high social status.

Young participants value culture events seeking to discover its social value, to describe and express it. They discover their identities, ways to understand others' culture and the culture limits. They are drawn to the opportunity to self-improve themselves and develop their passion in engaging ways that may not be available through traditional educational settings or the mandatory school curriculum. The project responds directly to the Faculty's goal of connecting theory with practice and vice versa; the faculty supports and strives for intensive cooperation between academics, students, and teachers from the field. Through a joint artistic process, participants develop specific artistic knowledge and skills and directly engage in expressing their own ideas. Through collaborative artistic process, participants foster the social cohesion of the community and feeling of culture belonging.

The motivations for participants center on variety of art education, desire for new experiences and personal curiosity.

Artist

The artist conducting the workshops was irreplaceable member of the case study's team. His main input was giving pupils the chance to attend professional artistic workshop. He was involved in both the designing and implementation and led the project day with the pupils. His motivations centered on developing Open Form and getting to know how children understand the culture.

Organization and its employees

Teachers from Primary School were the involved staff members who delivered the logistic aspect of the case study. The organizers of the case study met with teachers and discussed the needs of the pupils, teaching and teachers. The teachers presented the proposal to pupils and ascertained whether the pupils were interested in taking part. Their motivations included curiosity, will to create better learning opportunities for pupils and getting to know how children understand the culture; having new experience in arts and lifelong learning of school teachers in AE; fostering creativity.

Teachers' assistant was also involved in the undertaking and was helping with the logistic. Her motivations included inspiration, creative competence and an opportunity to change usual less occasions to work with included pupils.

Researchers

The last stakeholder group refers to the **two Charles University employees** in charge of managing the undertaking and collecting the data related to the case study research. They were also in charge of documenting joint reflection of the participants of the project. The two instructors designed instructions for the case study implementation on how to motivate and

instruct the pupils, but did not intervene in the preparation. It was important not to change the situational context by presence of researchers. Their motivations focused on: development of Culture Literacy concept for Art Education; developing ways to know the social value of cultural literacy; getting to know how children understand the culture; verifying conceptual models and discovering what is needed to realize art open form in school Art Education.

Additionally, **Junior researchers** were engaged in this particular case study. Their motivations included developing new research method, working in research team and an observation of artistic process.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and students' artwork as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "Temple of Culture", recognizing that art-based dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes).

General comment concerning non-monetized inputs has to be noted here. This case study would never be possible without grand non-physical assets already existing in the environment of Prague's intelligentsia. The legacy of quality teaching and long-term involvement in the cultural development of researchers and artist's creative competence acquired by studying at an art school for 6 years and in own artistic practice were critical for this undertaking to happen.

The objectives of the case study are: effects on classroom communication and cohesion, definition of the concept of cultural competence, lifelong learning of school teachers in art education and introduction of openform art approach. This objective was carried out in the form of particular outputs that were common for all the stakeholders and will be described here once.

Outputs: Each participant attended 2 of 90 min workshops combining the total of 3 h coupled with drawing, commentaries session and performance documented on video. Additionally, project managers (artist and researchers) attended 2 preparatory meetings.

Project Participants: Children

Inputs: The 24 young participants invested their time attending the tournament. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not be successful. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved following outcomes: Improving particular (cultural, art and reflective) skills; Increase creative self-confidence; Improved participation in action.

Artist

Inputs: His input was 33 working hours + 15h extra working hours with higher level of specialization.

Outcomes: Thanks to being part of the project, artist had a chance to achieve creating a relationship between artist and school and sustainable collaboration.

Organization and its employees

Inputs: Employees' involvement was necessary to make sure the whole event runs smoothly. Teachers went through professional training and sacrificed 5h extra outside working hours while the teachers' assistant spend 1h extra outside working hours.

Outcomes: Through being party of the event, employees had the opportunity to gain following outcomes: getting to know how children understand the culture; awareness of the cultural influence that the teacher has on the pupils; creative competence development; increased motivation, prevention of burnout syndrome; new experience, lifelong learning of school teachers in Art Education.

Researchers

Inputs: Researchers gave the whole undertaking highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing value of their participation in the tournament. Their main input was 33 working hours with higher level of specialization and additional working hours of junior researchers.

Outcomes: Main outcomes are: shared and developed knowledge, skills and attitudes; raise awareness of cultural literacy and its social relevance; creating a relationship between university and school, sustainable collaboration.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **35,690 CZK**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing several days of collective engagement), Researchers' 33 working hours (10,560 CZK), Researchers' 10h extra working hours (2,500 CZK), Artist's 33 working hours (8,040 CZK), Artist's 15h extra

working hours (3,750 CZK), Teacher's professional training (1,000 CZK), Teacher's 5h extra working hours (1,250 CZK), Teacher assistant's professional training (600 CZK), Teacher assistant's 1h extra working hours (150 CZK), Junior researchers' working hours (7,840 CZK).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both coaches and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

Three primary outcomes have been identified and measured for the 24 young participants in the project, as already mentioned in the previous section. Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for each outcome.

It's worth noting that the direct secondary stakeholders (the ones involved in conducting the workshops) were actually able to observe more of positive outcomes happening to the youths but the researchers limited their descriptions only to those that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Outcome 1: Improving particular (cultural, art and reflective) skills

First, most obvious and direct outcome of attending the art workshops is the gain of better art competencies. Conducting guided artistic activities and receiving lessons from mentor during the program gives young people chance both to upgrade their knowledge and skills and prove their capacities to themselves. These are the so called hard skills developed by the participation in the project. They are complemented by similar improvement in, often underrated, reflective skills.

Measurement and Quantification

This outcome was measured through: assessment of pupils' drawings, performance documentation (photos and videos), written reflection of pupils combined with observation report and interview. The quantity of the outcome is expressed as 24 persons experiencing change out of the sample size of 24 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 4 years that is the duration time of primary school.

Outcome 2: Increased creative self-confidence

As a result of the first outcome, participation in the project creates an opportunity for pupils to prove their capacities to themselves. That positive feedback has a potential to uplift young people's artistic self-esteem.

Measurement and Quantification

This outcome was measured through written reflection and verbatims combined with observation report and interview. The quantity of the outcome is expressed as 24 persons across 24 involved (100%). The outcome begins to materialize from session 1, as participants immediately experience these change during program activities. The indicated duration time is 4 years.

Outcome 3: Improved participation in action

Simultaneously, dynamic nature of the Open Form workshop forces the participants to develop higher daringness and confidence in reacting spontaneously and instantaneously in real-life situations. Such attitude is a wonderful basis for developing interpersonal competences that are increasingly valued for personal and professional growth.

Measurement and Quantification

This outcome was measured through written records, visual records, observation report, and interview. The quantity of the outcome is expressed as 24 persons experiencing measurable change out of the sample size of 24 participants (100%). The outcome begins to materialize from session 1 as participants start developing these competencies during delivered activities. The duration time is estimated 4 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that was used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices apply to 1 beneficiary and 1 year. Whenever possible, it was first choice of the Charles University researchers to attribute proxies of national origin.

The financial proxy selected for valuing "Improving particular (cultural, art and reflective) skills" is the commercial price of leisure art workshop for children organized by Muzeum Karla Zemana. For the sake of high comparability an expense for a duration time of 2.5 hours was chosen. The proxy has a value of **1,150 CZK**.

The total annual value of the outcome no. 1 is calculated as: 24 persons × €1,150 = **27,600 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Increased creative self-confidence” is based on the cost of gallery educational programme for schools organized by Centrum současného umění DOX. The programme’s price is set on 2880 CZK for the group which divided by 24 pupils results in an indicative value of **120 CZK** per participant.

The total annual value of the outcome no. 2 is calculated as: 24 persons × 120.00 CZK = **2,880 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Improved participation in action” is the institutional artistic prevention programme for primary school conducted by Aeroškola. It has a value of **375 CZK** per participant.

The total annual value of the outcome no. 3 is calculated as: 24 persons × 375.00 CZK = **9,000 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcomes measured for participants demonstrate the multifaceted values created by arts-based intra-community education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 24 young participants aged 10-11. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements require specific explanations and those are presented below while remaining ones are defined based on reference method and build upon researchers’ past experiences in guiding comparable case studies. In this case study, the same explanations apply to all three outcomes.

Outcome 1: Improving particular (cultural, art and reflective) skills

The gross outcome value is 27,600 CZK. This outcome undergoes the following adjustments:

Deadweight: 10.00%. Neither the students nor the teacher would not have the opportunity to collaborate with the artist and participate in the performance - Open Form.

Attribution: 10.00%. Culture leadership of the teacher is essential. The school provides a lot of space for cultural activities, but these are not systematically reflected in relation to active participation in culture.

Displacement: 3.20%. Project took only four regular lesson of all Art Education lessons in the school year.

Drop-off: 15.00%.

Final Impact Calculation 21,640.61 CZK

Gross Outcome Value: 27,600 CZK

After Deadweight ($\times 0.90$), Attribution ($\times 0.90$), Displacement ($\times 0.968$): 21,640.61 CZK

Outcome 2: Increased creative self-confidence

The gross outcome value is 2,880 CZK. This outcome undergoes the following adjustments:

Deadweight: 10.00%.

Attribution: 10.00%.

Displacement: 3.20%.

Drop-off: 10.00%.

Final Impact Calculation 2,258.15 CZK

Gross Outcome Value: 2,880 CZK

After Deadweight ($\times 0.90$), Attribution ($\times 0.90$), Displacement ($\times 0.968$): 2,258.15 CZK

Outcome 3: Improved participation in action

The gross outcome value is 9,000 CZK. This outcome undergoes the following adjustments:

Deadweight: 12.50%.

Attribution: 12.50%.

Displacement: 3.20%.

Drop-off: 10.00%.

Final Impact Calculation 6670.13 CZK

Gross Outcome Value: 9,000 CZK

After Deadweight ($\times 0.875$), Attribution ($\times 0.875$), Displacement ($\times 0.968$): 6,670.13 CZK

Summary of Total Impact

The total first year impact across all outcomes for project participants is **30,568.89 CZK**

This total impact represents the social value created for the 24 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remind

that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

Calculating the SROI

Outcome / Year	2024	2025	2026	2027
Improving particular (cultural, art and reflective) skills	21,640.61	18,394.52	15,635.34	13,290.04
Increase creative self-confidence	2,258.15	2,032.34	1,829.10	1,646.19
Improved participation in action	6,670.13	6,003.11	5,402.80	4,862.52
Total	30,568.89	26,429.97	22,867.24	19,798.75
SDR (5%)	1.0000	0.9524	0.9070	0.8638
Present Value (PV)	30,568.88	25,171.37	20,741.27	17,102.95
Total Present Value (PV)	93,584.48			
Net Present Value	57,894.48			
Social Return CZK to CZK	CZK 1: CZK 2.62			

The SROI calculation demonstrates that the case study generated significant social value, with a return of **2.62 CZK for every 1 CZK invested**. Such a SROI ratio indicates that art-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
Contributor(s)	Vendula Fremlová (CU)
Version	3.0
Deliverable	D5.2 (18) Impact Map and SROI report for each case study. CS: "What the city is all about?"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	12 th March 2026
Dissemination level	PU

Abstract

The case study What is a city all about? takes place in Ústí nad Labem in Czech Republic. This project seeks to deepen understanding of the relationship between people and the urban environment in which they live, demonstrate respect for differences and diversity, and foster empathy and solidarity towards other individuals and social groups. The initiative, implemented in cooperation with Club Mixer, responds to the fact that people from excluded localities often live in environments that suffer from many (not only) urban problems, to which most residents and city leaders pay little attention. For this reason, the case study asks the following question: How does a specific Roma child cope with a specific situation and perceive the city in which they live? The project used a collaborative approach and developed its methodology and objectives together with stakeholders and beneficiaries, ensuring relevance and engagement. Key activities include four art workshops at a local social services facility for disadvantaged youth. These activities are designed to develop the participants' specific artistic skills and thus support their ability to express themselves. An architect and a sociologist were involved in the case study, preparing specific materials for the children related to architecture, urbanism, and urban planning, which a art education student transformed into creative tasks in four workshops. The aim of the project is to strengthen the voice of Roma children living in this particular locality, enable them to actively participate in thinking about and deciding on the environment in which they live, and thus strive to reduce antisocial behavior among the inhabitants of this area. This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	19/02/26		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	09/03/26		Vendula Fremlová (CU)
3.0	12/03/26	Final Version	Konrad Abramowski (SGH)



12/03/2026

This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

"What the city is all about?" is a series of art workshops for underserved social group, namely Roma children, designed and delivered between artistic institutions of Prague and social service facility in overlooked districts of Ústí nad Labem. Delivered between December 2024 and May 2025 by the team of project's management: researcher from the Charles University, Faculty of Education Vendula Fremlová, Art Education student Laura Hejtmánková, two authors on urban issues: sociologist (Tereza Květoňová) and architect (Martina Kárová) and photo artist (Elis Kondelíková), the initiative targets youth aged 6-26 and seeks to give a voice to Roma children and find out their perceiving of the phenomenon of city and public space and to determine the current state of knowledge and attitudes of young people about the place where they live.

The project responds to a social challenge in The North Bohemian region which, along with its capital, the city of Ústí nad Labem, is infamous due to the majority society's extremely negative attitudes to Roma people.

Aim and objectives

The primary aim of "What the city is all about?" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to support Roma children in art activities and create an environment for open discussion and sharing of attitudes and relationships to the place where children live.

Methods

The intervention employs an arts-based participatory action research methodology. A research protocol was formulated by the research team. Methods of data collection include field notes, audio recordings of pupils' statements and their transcripts, reflective writing by participants, photo and video documentation of the workshop process, photo documentation of the resulting pupils' artworks and meetings. Data analysis methods are based on content and thematic data analysis. This approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include 4 art workshops, accompanied by SROI methodologies elements such as interviews and questionnaires.

The arts-based methodology provides a safe and creative space for addressing sensitive topics, while the University stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 53 young people from ghetto-type district of Ústí nad Labem aged 6-26, as well as secondary stakeholders such as: Art Education student, Architect and Sociologist, Social worker, Photographer and Researcher. Each of these stakeholder groups experiences different forms of value from the project, ranging from direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes including: Level of artistic elaboration; Willingness to cooperate, Activity in learning, Engagement in problem solving; Reduction of

vandalism around the school, Reduction of intolerance in class. These individual-level changes create ripple effects at the community level, contributing to elevated sense of belonging among youth and stronger social ties in the European context. At the systemic level, the project offers a replicable model for intercultural dialogue through artistic creation, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more stable and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, attitudes, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building neighbourhood relationships and strengthening mutual ties. Cultural capital investment enhances arts engagement and cultural dialogue. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation include mainly art supplies and additional working hours. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased civic participation and cultural dialogue engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

What the city is all about?

 Visual Arts and Crafts
  Books and Press
  Audio-visual and Interactive Media



Follow the Trail of Change



Social Return on Investment ratio

SROI = CZK 1 : CZK 2.71



Trmice, Ústí nad Labem
North Bohemia, Czechia

Contents

Introduction

The case study explores how children and young people from neglected localities perceive their place, their city. Conducted in partnership with the Club Mixer, the case study engages young participants (ages 6-26) in a creative process, encouraging them to reflect on the topic of urban planning, history of their city or locality and everyday problems they face.

By combining arts engagement with participatory research methods, the case study aims to enhance young people's confidence in formulating their opinions and ideas. Through workshops, questionnaires, and interviews with both participants and stakeholders, the project will assess its impact on cultural attitudes and engagement. Ultimately, What the city is all about? seeks to contribute to a more inclusive and collaborative cultural environment in the region.

About the entity organizing and conducting the case study

Charles University is a higher education and sciences institution located in Prague, Czech Republic. The organization operates in a wide range of fields, from theology, law, and medicine to natural sciences, humanities, social sciences, mathematics, computer science, pedagogy, sports, and others, which are covered by its 17 faculties. Its activities have a significant impact on education, science, and cultural life in Czechia and internationally.

The project team at Charles University is led by Associate Professor Marie Fulková, Ph.D., who serves as Deputy Head of the Department of Art Education at this institution. The case study brought together experts and researchers to work with young people through creative and educational arts initiative.

For this particular case study titled "What is a city all about?", Charles University conducted the research in partnership with the non profit organization People in need. The initiative is part of the Horizon Europe project Cultural Literacies' Value in Europe (CLiViE).

Identifying scope and stakeholders

The identification of stakeholders for "What the city is all about?" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the Charles University, we identified five main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises of **53 young people aged 6-26** (divided into subgroups aged 6-11 and 12-26) from underserved social group, namely Roma children, living in Roma district of Ústí nad Labem, capital of North Bohemia region. The group consists of underprivileged persons from lower segments of social structure who experience exclusion and persecution in their everyday life.

Young participants value new attitudes in creative activity, seeking to discover the way how to express their individualities. They are drawn to the opportunity to self-improve themselves and develop their passion in engaging ways that may not be available through traditional educational settings or the mandatory school curriculum. The project directly responds to the faculty's goal of connecting theory with practice and vice versa; the faculty supports and strives for intensive cooperation between academics, students, and teachers from the field. Through collaborative artistic process, participants develop the sensitivity towards others and their surroundings, a sense of belonging, and directly address issues related to their living space.

The motivations for participants center on sharing ideas, experience, knowledge and skills. Their main intended change is development of knowledge, skills and attitudes while the unintended ones are emotional satisfaction, enjoyment, motivation for artistic expression.

Art Education student, Architect and Sociologist

The Art Education student designed the creative art workshops as part of her diploma thesis. Each workshop was adapted from the experience of the previous workshop and was also consulted with the staff of the non-profit organization People in Need. Her motivations included: developing her professional skills, challenging existing conceptual models for art-based interventions and helping underprivileged youth in the form of non-formal education undertaking.

Architect and Sociologist were the authors of prepared and unpublished educational materials/books on the topic of cities, urbanism and public space the research and artistic activities were based on. The structure of the book and the topics contained in it were chosen by its authors. The case study uses the structure and themes from these educational materials and transforms or adapts them for the local context of non-formal education in an excluded neighbourhood in order to explore children's views and experiences. Their motivation centered on utilizing in real life structures and tools prepared in their conceptual work.

Employee of the organization

Worker from Club Mixér was the involved staff member who helped to deliver the logistic aspect of the case study. On 8th November 2024 an organizational meeting with staff of the Club took place and main points of the agenda were discussed. Her motivations included boosting the Club's operational scope and enriching its' tools used for serving the youth from excluded locality.

Photographer

Complementary stakeholder of the project was **photographer** who was present at every workshop. Thanks to her work the case study had a chance to enrich children's experience. Her motivation was mainly development of professional competences together with curiosity of atypical event.

Researchers

The last stakeholder group refers to the **one Charles University employee** in charge of managing the undertaking and collecting the data related to the case study research. She was also in charge of documenting joint reflection of the participants of the project. The instructor designed instructions for the case study implementation on how to motivate and instruct the youth. Her motivations included: giving a voice to children from excluded localities developing

relationships with participants on creative activity and developing pedagogical competences, inspiration and creative teaching.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and exhibition of students' artwork as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "What the city is all about?", recognizing that art-based dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes).

General comment concerning non-monetized inputs has to be noted here. This case study would never be possible without grand non-physical assets already existing in the environment of Prague's intelligentsia. The legacy of quality teaching and long-term involvement in the cultural environment as well as development of researchers and authors' competences on urban issues acquired by years in practice were critical for this undertaking to happen.

The objective of the case study is to give a voice to Roma children and find out their perceiving of the phenomenon of city and public space and to determine the current state of knowledge and attitudes of young people about the place where they live. This objective was carried out in the form of particular outputs described below.

Project Participants: Children and Adolescents

Inputs: The 53 young participants invested their time attending the workshops. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not be successful. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outputs: All participants together attended 4 of 90 min workshops combining the total of 6 h.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved following outcomes: Level of artistic elaboration; Willingness to cooperate, Activity in learning, Engagement in problem solving; Reduction of vandalism around the school, Reduction of intolerance in class.

Art Education student, Architect and Sociologist

Inputs: Their input consisted of 80 hours with lower level of specialization from AE student and 60 working hours with higher level of specialization from experts.

Outputs: The student generated following: 4 of 90 min workshops, preparation of the workshop structure, 4 trips Prague to Ustí nad Labem there and back, transcriptions of interviews and other records as well as 2 organizational meetings (with architect and sociologist). The experts created following: preparation of the workshop, creation of worksheets for participants, participation in the workshop, reflection and evaluation of the workshop, participation in an outdoor exhibition in Prague.

Outcomes: Thanks to being part of the project, student had a chance to achieve increased pedagogical competence and expertise. The experts gained evaluation and pre-testing of educational materials based on the feedback received from neglected urban- and socio-sphere.

Employee of the organization

Inputs: Employee's involvement was necessary to make sure the whole event runs smoothly. He sacrificed 10h extra outside working hours.

Outputs: The worker attended 4 of 90 min workshops and one 60 min meeting with researcher.

Outcomes: Through being party of the event, social worker had the opportunity to gain following outcomes: increased motivation, inspiration for other future work, prevention of burnout syndrome.

Photographer

Inputs: This stakeholder put in 20h extra outside working hours.

Outputs: Photographer took part in 4 of 90 min workshop but also conducted the process of postproduction of photos.

Outcomes: Through being party of the event, she had the chance to establish cooperation with various institution.

Researchers

Inputs: Researchers gave the whole undertaking highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing value of their participation in the tournament. Their main input was 33 working hours with higher level of specialization.

Outputs: Researchers attended 4 of 90 min workshop and one 60 min meeting with stuff.

Outcomes: Main outcome is raising awareness of cultural literacy and its social relevance.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **68,132.20 CZK**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing several days of collective engagement), Researchers' 33 working hours (10,560 CZK), Experts' (architect and sociologist) 60 working hours (292 CZK per hour) (17,520 CZK), Art education student's 80h volunteer time with lower level of specialization (17,130.40 CZK), Social worker's 10h extra working hours (2,921.80 CZK), Photographer's 20h extra working hours (10,000 CZK) and Additional art supplies: 2 Polaroid Cameras (7,000 CZK), Photo supplies (3,000 CZK).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both coaches and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

Three primary outcomes have been identified and measured for the 53 young participants in the project, as already mentioned in the previous section. Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for each outcome.

It's worth noting that the direct secondary stakeholders (the ones involved in conducting the workshops) were actually able to observe more of positive outcomes happening to the youths but the researchers limited their descriptions only to those that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Outcome 1: Level of artistic elaboration

First, most obvious and direct outcome of attending the art workshops is the gain of better art competencies. Conducting guided artistic activities and receiving lessons from mentor during the program gives young people chance both to upgrade their knowledge and skills and prove their capacities to themselves. These are the so-called hard skills developed by the participation in the project.

Measurement and Quantification

This outcome was measured through observation report combined with interviews. The quantity of the outcome is expressed as 53 persons experiencing change out of the sample size of 53 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 2 years that is the duration time of primary school.

Outcome 2: Willingness to cooperate, Activity in learning, Engagement in problem solving

On the other hand, participation enhances soft skills such as communication, collaboration, interpersonal competences. At the same time, participation leads to greater engagement in creative activities and will to learn new skills thanks to greater ease at doing art which helps to maintain positive change. Such attitudes are increasingly valued for personal and professional growth.

Measurement and Quantification

This outcome was measured through observation report conducted by supervisors. The quantity of the outcome is expressed as 53 persons across 53 involved (100%). The outcome begins to materialize from session 1, as participants immediately experience these change during program activities. The indicated duration time is 2 years.

Outcome 3: Reduction of vandalism around the school, Reduction of intolerance in class

Simultaneously, group nature of the undertaking forces the participants not only to notice, but even more – to work side-by-side with peers they could not know so well before. This collaborative process of exchanging perspectives about the same place they all share has the potential to build a sense of community.

Measurement and Quantification

This outcome was measured through post-program surveys. The quantity of the outcome is expressed as 53 persons experiencing measurable change out of the sample size of 53 participants (100%). The outcome begins to materialize from session 1 as participants start developing these competencies during delivered activities. The duration time is estimated 2 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that was used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices

apply to 1 beneficiary and 1 year. Whenever possible, it was first choice of the Charles University researchers to attribute proxies of national origin.

The financial proxy selected for valuing “Level of artistic elaboration” is the commercial price of leisure art course for children organized by Výtvarný ateliér Kreslírna. Since different children took part in different workshops we had to average out their attendance time. For the sake of high comparability an expense for a duration time of 1.5 hours was chosen. One 90-minutes-lesson rate of this course is 550 CZK which the proxy value of **550 CZK**.

The total annual value of the outcome no. 1 is calculated as: $53 \text{ persons} \times 550 \text{ CZK} = \mathbf{29,150 \text{ CZK}}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Willingness to cooperate, Activity in learning, Engagement in problem solving” is based on the cost of psychological or therapeutic support organized by Psychoterapeutické Centrum pro Děti a Dospělé. That results in an indicative value of **1000 CZK** per participant.

The total annual value of the outcome no. 2 is calculated as: $53 \text{ persons} \times 1000.00 \text{ CZK} = \mathbf{53,000 \text{ CZK}}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Reduction of vandalism around the school, Reduction of intolerance in class” is the primary prevention programme for primary school conducted by Drop In. It has a value of **1150 CZK** per participant.

The total annual value of the outcome no. 3 is calculated as: $53 \text{ persons} \times 1150.00 \text{ CZK} = \mathbf{60,950 \text{ CZK}}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcomes measured for participants demonstrate the multifaceted values created by arts-based intra-community education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 53 young participants aged 6-26. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements

require specific explanations and those are presented below while remaining ones are defined based on reference method and build upon researchers' past experiences in guiding comparable case studies. In this case study, the same explanations apply to all three outcomes and it is as follows:

Cultural activities and the deepening of cultural competencies can also take place within the framework of other activities and workshops, e.g., those carried out in cooperation with a local university.

Outcome 1: Level of artistic elaboration

The gross outcome value is 29,150 CZK. This outcome undergoes the following adjustments:

Deadweight: 10.00%.

Attribution: 8.00%.

Displacement: 10.00%.

Drop-off: 20.00%.

Final Impact Calculation 21,722.58 CZK

Gross Outcome Value: 29,150 CZK

After Deadweight ($\times 0.90$), Attribution ($\times 0.92$), Displacement ($\times 0.90$): 21,722.58 CZK

Outcome 2: Willingness to cooperate, Activity in learning, Engagement in problem solving

The gross outcome value is 53,000 CZK. This outcome undergoes the following adjustments:

Deadweight: 10.00%.

Attribution: 10.00%.

Displacement: 10.00%.

Drop-off: 15.00%.

Final Impact Calculation 38,637.00 CZK

Gross Outcome Value: 53,000 CZK

After Deadweight ($\times 0.90$), Attribution ($\times 0.90$), Displacement ($\times 0.90$): 38,637.00 CZK

Outcome 3: Reduction of vandalism around the school, Reduction of intolerance in class

The gross outcome value is 60,950 CZK. This outcome undergoes the following adjustments:

Deadweight: 12.50%.

Attribution: 10.00%.

Displacement: 10.00%.

Drop-off: 20.00%.

Final Impact Calculation 43,198.31 CZK

Gross Outcome Value: 60,950 CZK

After Deadweight ($\times 0.875$), Attribution ($\times 0.90$), Displacement ($\times 0.90$): 43,198.31 CZK

Summary of Total Impact

The total first year impact across all outcomes for project participants is **103,557.89 CZK**

This total impact represents the social value created for the 53 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remind that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

Calculating the SROI

Outcome / Year	2024	2025
Level of artistic elaboration	21,722.58	17,378.07
Willingness to cooperate, Activity in learning, Engagement in problem solving	38,637.00	32,841.45
Reduction of vandalism around the school, Reduction of intolerance in class	43,198.31	34,558.65
Total	103,557.89	84,778.16
SDR (5%)	1.0000	0.9524
Present Value (PV)	103,557.89	80,741.03
Total Present Value (PV)	184,298.92	
Net Present Value	116,166.72	
Social Return CZK to CZK	CZK 1: CZK 2.71	

The SROI calculation demonstrates that the case study generated significant social value, with a return of **2.71 CZK for every 1 CZK invested**. Such a SROI ratio indicates that art-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 (18) Impact Map and SROI report for each case study. CS: "Walking Spaces (Atlas)"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	12 th March 2026
Dissemination level	PU

Abstract

The case study Walking Spaces (Atlas) takes place in Prague, Czech Republic. The project seeks to develop participants' understanding of culture and cultural competence, which manifests itself as skills to manage and engage with diverse groups, perspectives, and cultural institutions. The initiative, implemented in cooperation with the National Gallery Trade Fair Palace, responds to the fact that cultural competence/literacy is not a sufficiently clarified concept in the Czech Republic, nor is its pedagogical approach. The study is based on the assumption that developed cultural literacy also manifests itself as the ability to establish and maintain relationships with cultural institutions such as galleries or museums. The project uses a co-creation approach, and its methodology and objectives have been developed together with stakeholders and beneficiaries, ensuring its relevance and engagement. Key activities include five 90-minute workshops and several (on average six) 45-minute preparatory meetings. These activities have been designed in collaboration with graphic designer and illustrator Martin Raudenský, slam poet Václav Ponikelský, and voice explorer and artist David Mirský to engage all participants in artistic creation and communication. The aim of the project is to develop the participants' specific artistic skills and self-confidence (working with their voices and bodies), deepen their ability to collaborate, communicate openly when addressing a common theme, listen actively, and provide constructive feedback. An important goal is to increase their awareness of the role and function of cultural institutions and to provide young people with reasons and motives for strengthening their relationship with cultural institutions. This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	20/02/26		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	09/03/26		Marie Fulkova (CU)
3.0	12/03/26	Final Version	Konrad Abramowski (SGH)



12/03/2026

This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

"Walking Spaces (Atlas)" is a series of art workshops for school pupils conducted in atypical environment of National Gallery's dedicated space, designed and delivered in Prague. Delivered between 11th September 2024 and 20th May 2025 by the team of project's management – representatives of: schools (teachers, students, school management persons or headmasters); National Gallery (artists, gallery educators, curators, National Gallery management) and University (PhD students and researcher with junior researchers), the initiative targets youth aged 15-16 and seeks to equalize the imbalance in attendance among different social groups and mitigate inequalities in access to cultural education.

The project responds to a social challenge in Czech Republic, where visits to galleries, cultural and visual literacy are not in the center of interest in the school curriculum. Parents do not require quality education in the cultural field for their children. The Education Department of the National Gallery is aware of the imbalance in attendance of the NG among different social groups and different interest in school management according to the focus of the schools. In accordance with the NG's mission, it wants to focus on cooperation with schools, and with audiences that have not yet visited any educational program of the National Gallery at all.

Aim and objectives

The primary aim of "Walking Spaces (Atlas)" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to provide free entrance to National Gallery and to provide a specific interior of the Atlas - Creative Studio and Laboratory of Associative Dreaming in National Gallery.

Methods

The intervention employs an arts-based participatory action research methodology. A research protocol was formulated by the research team. Methods of data collection include field notes, audio recordings of pupils' statements and their transcripts, reflective writing by participants, photo and video documentation of the workshop process, photo documentation of the resulting pupils' artworks and meetings. Data analysis methods are based on content and thematic data analysis. This approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include 5 of 90 min workshops and few additional (6 on average) 45 min preparatory meetings, accompanied by SROI methodologies elements such as interviews and questionnaires.

The arts-based methodology provides a safe and creative space for addressing sensitive topics, while the University stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 28 young people aged 15-16, as well as secondary stakeholders such as: Artist, Gallery Educators, Teachers, Headmaster, Students in teacher training and Researcher. Each of these stakeholder groups experiences different forms of value from the project, ranging from direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes including: Level of artistic elaboration, Increased creative self-confidence, Improvement in cultural institution attendance, Willingness to cooperate, activity in learning, engagement in problem solving, Reduction of intolerance in class. These individual-level changes create ripple effects at the community level, contributing to elevated sense of belonging among youth and stronger social ties in the European context. At the systemic level, the project offers a replicable model for intercultural dialogue through artistic creation, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more stable and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, attitudes, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building understanding and strengthening mutual ties. Cultural capital investment enhances arts engagement and cultural dialogue. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation center on additional working hours. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased civic participation and cultural dialogue engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

Walking Spaces (Atlas)

■ Visual Arts and Crafts
 ■ Audio-visual and Interactive Media
 ■ Cultural and Natural Heritage
 ■ Performance and Celebration



Follow the Trail of Change



Social Return on Investment ratio

SROI = CZK 1 : CZK 3.39



National Gallery Prague – Trade Fair Palace
Prague, Czechia

Contents

Introduction

The case study explores how and in which modalities the process of learning and acquiring visual and cultural competences take place. It examines how it is possible to arrange for young people to encounter works of art in the environment of a cultural institution (National gallery) and what creative and cognitive activities can be strategically planned for pupils and teachers.

In the study we proceed from an assumption that culture and cultural competence doesn't have much support in society. Visits to galleries, cultural and visual literacy are not the centre of interest in the school curriculum. Art education is in a marginal position among other subjects at school. In accordance with the NG's mission, the study focused on cooperation with schools, and with audiences that have not yet visited any educational program of the National Gallery at all.

Another assumption is that parents and families do not require quality education in the cultural field for their children. Thus, it is cultural institutions and schools that should mediate children's and young people's encounter with art and culture of top quality.

The Education Department as a part of Audience Development Department of the National Gallery are aware of the imbalance in attendance of the NG among different social groups and different interest in school management according to the focus of the schools. The Department of Art Education, Faculty of Education, Charles University, reflects also this challenge and focuses on the development of collaborative partnership relations in the field of cultural education and programs of teacher preparation.

By combining arts engagement with participatory research methods, the case study aims to enhance young people's visual literacy (VL), cultural literacy (CL) and cultural competency, ability to critically examine ways in which different levels of identity interact and live peacefully with different social groups, and last but not least the study develops and applies values, attitudes and skills to manage and engage with diverse groups and perspectives in society.

Through workshops, questionnaires, and interviews with both participants and stakeholders, the project will assess its impact on cultural attitudes and engagement. Ultimately, Walking Spaces (Atlas) seeks to contribute to a more inclusive and collaborative cultural environment in the region. Intended outcomes include improving specific skills and increased self-esteem, reduction anti-social behaviour in young visitors and improvement in cultural institution attendance.

About the entity organizing and conducting the case study

Charles University is a higher education and sciences institution located in Prague, Czech Republic. The organization operates in a wide range of fields, from theology, law, and medicine to natural sciences, humanities, social sciences, mathematics, computer science, pedagogy, sports, and others, which are covered by its 17 faculties. Its activities have a significant impact on education, science, and cultural life in Czechia and internationally.

For this particular case study titled "Walking Spaces (Atlas)", Charles University conducted the research in partnership with the National Gallery Trade Fair Palace / Space Atlas, Gymnasium

Na Zatlance, Prague 5 a Střední odborná škola Jarov / Vocational School Jarov and Střední škola, Základní škola a mateřská škola pro sluchově postižené Praha 5, Holečkova 4 / High school, Elementary School and Kindergarten for Hearing Impaired.

The project team at Charles University was led by Associate Professor Marie Fulková, Ph.D., who serves as Deputy Head of the Department of Art Education at this institution. The case study brought together experts and researchers to work with young people through creative and educational arts initiative.

Identifying scope and stakeholders

The identification of stakeholders for "Walking Spaces (Atlas)" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the Charles University, we identified five main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises of **28 young people aged 15-16** of mixed gender and coming from socio-economic background of middle class but different social status of schools together with special school for the Deaf community. The group consists of typical school pupils who had not any experience with a regular art gallery attendance and who they had not previously been shown any specific values or reasons for distinguishing high-quality fine art from the usual products of popular cultural production. They were drawn to the opportunity to self-improve themselves and develop their passion in engaging ways that may not be available through traditional educational settings or the mandatory school curriculum.

Young participants valued visiting a gallery and tried new ways of learning that they didn't think of as learning. It was a sort of departure/dérive from the normal school routine. They appreciated the opportunity to express their personality in performative forms, to explore visual forms of expression in a specific, completely new environment for unexpected activities. Participants aimed at exploring new arrangements of learning, gaining new knowledge and skills, developing creativity and crossing mental barriers. Their main intended change was developing and applying values, attitudes and skills to manage and engage with diverse groups and perspectives while the unintended ones were emotional satisfaction, enjoyment and motivation for another artistic experience.

The project corresponds not only to the idea of a change in communication in the education department at the National Gallery, but also to the goal of the Art Education Department of Faculty of Education which is to prepare and train open minded and creative teachers who are not afraid of going beyond the boundaries of usual and conventional thinking. Who are not afraid of imagination, dialogue and cooperation. Therefore, artists, teachers and cultural educators are among the most important stakeholders' groups next to the youth (participating students and their educators). Youth and teachers answer to each other in one community.

Artist and Gallery Educators

The artist conducting the workshops was an irreplaceable part of the case study's team. His main input was giving pupils the chance to attend professional artistic workshop. His motivations centered around developing of VL (visual literacy) and CL (cultural literacy) combined with experimenting and unusual problem solving.

The Gallery Educators was the involved staff member who helped to deliver the logistic aspect of the case study. Their motivations included: reflective teaching, analysis and evaluation.

Organization and its' employees

Teachers from Schools were the pupils' guides who helped to choose groups of young people to attend the case study. They were selected through networking and on the basis of already established collaborations such as Memorandum of Cooperation between Charles University and the National Gallery, searching for adequate forms of cooperation and implementation of the objectives of the Memorandum in the field of cultural competence and education. Their motivations included enrichment of school program and development of their own creativity.

At the same time, this stakeholder is **organizational** and is being represented by the headmaster of the school. While the headmaster had to offer extra working hours of personal time, he was a party to the project as a representative of an entity. His motivations included supporting development of school institutional capacities and enrichment of school curriculum.

Students in teacher training

Interesting stakeholder of the project were **students in teachers' training from the University** in the field of Art Based Education. Thanks to the case study they had a chance for training of their practical skills they would soon need in an actual job. Their motivation was mainly development of pedagogical competences together with professional curiosity of daily reality in the profession.

Researchers

The last stakeholder group refers to the **Charles University employee** in charge of managing the undertaking and collecting the data related to the case study research. She was also in charge of documenting joint reflection of the participants of the project. The instructor designed instructions for the case study implementation on how to motivate and instruct the youth. Her motivations focused on development of CL through Gallery Education and developing awareness about Gallery Education.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection

includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and exhibition of students' artwork as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "Walking Spaces (Atlas)", recognizing that art-based dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes).

General comment concerning non-monetized inputs has to be noted here. This case study would never be possible without grand non-physical assets already existing in the environment of Prague's intelligentsia. The legacy of quality teaching and long-term involvement in the cultural environment as well as rich relation between stakeholders built upon many years of cooperation were critical for this undertaking to happen.

The objective of the case study is to understand how and in which modalities the process of learning and acquiring visual and cultural competences take place. The study also examines whether it is possible to arrange for young people encountering with works of art in the environment of a cultural institution (National Gallery) and what creative and cognitive activities can be strategically planned for pupils and teachers. In accordance with the NG's mission, the study wants to focus on cooperation with schools and with audiences that have not yet visited any educational program of the National Gallery at all. This objective was carried out in the form of particular outputs described below.

Project Participants: Children and Adolescents

Inputs: The 28 young participants invested their time attending the workshops. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not be successful. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outputs: All participants together attended 5 of 90 min workshops together with an average of 6 of 45 min preparatory meetings.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved following outcomes: Level of artistic elaboration, Increased creative self-confidence, Improvement in cultural institution attendance, Willingness to cooperate, activity in learning, engagement in problem solving, Reduction of intolerance in class.

Artist and Gallery Educators

Inputs: Their input consisted of 10h volunteer work with higher level of specialization from an artist and 20h extra working hours and an expertise from Gallery educators.

Outputs: Artist put out 10 hours spend on 3 preparatory meetings while educators attended 6 preparatory meetings with curators, teachers and researchers.

Outcomes: Thanks to being part of the project, artist could create a liaison between the artist and gallery and create new perspectives. The educators increased analytical skills and developing evaluation criteria of quality.

Organization and its' employees

Inputs: Both teachers and headmaster sacrificed 10h extra working hours.

Outputs: Both teachers and headmaster participated 2 meetings but the headmaster also attended preparation phase for those meetings.

Outcomes: Establishing cooperation with National Gallery, developing awareness about Gallery Education and developing motivation for gallery visits with students were the main outcomes for these stakeholders.

Students in teacher training

Inputs: This stakeholder put in 20h extra outside working hours with lower level of specialization.

Outputs: Trainees attended 3 preparatory meetings.

Outcomes: Through being party of the event, they gained increased pedagogical competence in Gallery Education.

Researchers

Inputs: Main researcher together with the team of junior researchers gave the whole undertaking highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing value of their participation in the tournament. Their main inputs consisted of expertise conducting action research, evaluation of pedagogical content knowledge, analysis and interpretation of research findings together with data gathering and data management

Outputs: Researchers attended 5 training classes in developing teaching contents, 4 training classes in conducting research, 3 meetings establishing mutual cooperation between parties of the case study (National Gallery, schools, University).

Outcomes: Main outcomes are: deepening analytical skills, exploring categories of cultural literacies, encouraging creativity and unusual approaches in art making and its reflecting.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **73,420.00 CZK**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing several days of collective engagement), Researcher's working hours (25,200 CZK), Artist's 10h volunteer work (9,000 CZK), Students' in teacher training 20h volunteer working hours (27,720 CZK), Gallery educators' 20h extra working hours (6,000 CZK), Deputy headmaster's 10h extra working hours (3,000 CZK), Teachers' 10h extra working hours (2,500 CZK).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both coaches and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

Five primary outcomes have been identified and measured for the 28 young participants in the project, as already mentioned in the previous section. Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for each outcome.

It's worth noting that the direct secondary stakeholders (the ones involved in conducting the workshops) were actually able to observe more of positive outcomes happening to the youths but the researchers limited their descriptions only to those that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Outcome 1: Level of artistic elaboration

First, most obvious and direct outcome of attending the art workshops is the gain of better art competencies. Conducting guided artistic activities and receiving lessons from mentor during the program gives young people chance both to upgrade their knowledge and skills and prove their capacities to themselves. These are the so-called hard skills developed by the participation in the project.

Measurement and Quantification

This outcome was measured through observation reports, interviews and focus groups, reflective testimonies, participant action records and verbatims. The quantity of the outcome is expressed as 28 persons experiencing change out of the sample size of 28 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 4 years that is the duration time of primary school.

Outcome 2: Increased creative self-confidence

As a result of the first outcome, participation in the project creates an opportunity for pupils to prove their capacities to themselves. That positive feedback has a potential to uplift young people's artistic self-esteem.

Measurement and Quantification

This outcome was measured through observation reports, interviews and focus groups, reflective testimonies, participant action records and verbatims. The quantity of the outcome is expressed as 28 persons experiencing change out of the sample size of 28 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 4 years that is the duration time of primary school.

Outcome 3: Improvement in cultural institution attendance

Uniquely for this exceptional case study, the very nature of attending art workshops in free-to-entry space of National Gallery with its grandeur and spectacular architecture has the potential to make a strong enough impression on the pupils so that they will have lifelong lasting sympathy for the place and will be more prone to repeat their visits in the future.

Measurement and Quantification

This outcome was measured through observation reports, interviews and focus groups, reflective testimonies, participant action records and verbatims. The quantity of the outcome is expressed as 28 persons experiencing change out of the sample size of 28 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 4 years that is the duration time of primary school.

Outcome 4: Willingness to cooperate, Activity in learning, Engagement in problem solving

On the other hand, participation enhances soft skills such as communication, collaboration, interpersonal competences. At the same time, participation leads to greater engagement in creative activities and will to learn new skills thanks to greater ease at doing art which helps to maintain positive change. Such attitudes are increasingly valued for personal and professional growth.

Measurement and Quantification

This outcome was measured through observation reports, interviews and focus groups, reflective testimonies, participant action records and verbatims. The quantity of the outcome is expressed as 28 persons experiencing change out of the sample size of 28 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 4 years that is the duration time of primary school.

Outcome 5: Reduction of intolerance in class

Simultaneously, group nature of the undertaking forces the participants not only to notice, but even more – to work side-by-side with peers they could not know so well before. This

collaborative process of exchanging perspectives about the same place they all contemporarily share has the potential to build a sense of community.

Measurement and Quantification

This outcome was measured through observation reports, interviews and focus groups, reflective testimonies, participant action records and verbatims. The quantity of the outcome is expressed as 28 persons experiencing change out of the sample size of 28 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 4 years that is the duration time of primary school.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that was used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices apply to 1 beneficiary and 1 year. Whenever possible, it was first choice of the Charles University researchers to attribute proxies of national origin.

The financial proxy selected for valuing "Level of artistic elaboration" is the commercial price of leisure art course for children organized by Výtvarný ateliér Kreslírna. Since different children took part in different workshops we had to average out their attendance time. For the sake of high comparability an expense for a duration time of 5 of 90 min lessons was chosen. One 90-minutes-lesson rate of this course is 550 CZK which multiplied by 5 gives the proxy value of **2750 CZK**.

The total annual value of the outcome no. 1 is calculated as: $28 \text{ persons} \times 2750 \text{ CZK} = \mathbf{77,000 \text{ CZK}}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing "Increased creative self-confidence" is based on the cost of gallery educational programme for schools organized by Centrum současného umění DOX. The programme's price is set on 2880 CZK for the group which divided by 28 pupils results in an indicative value of **102.86 CZK** per participant.

The total annual value of the outcome no. 2 is calculated as: $28 \text{ persons} \times 102.86 \text{ CZK} = \mathbf{2,880 \text{ CZK}}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing "Improvement in cultural institution attendance" is the commercial price of contemporary art lecture organized by Kunsthalle Praha. This particular course is divided into three parts with each part consisting of five lectures. Since the case study

took each pupil one school day it was decided that proper proxy would be one lecture. This course's price is 3500 CZK which divided by 15 (3 times 5) gives the proxy value of **233.(33) CZK**.

The total annual value of the outcome no. 3 is calculated as: 28 persons × 233.(33) CZK = **6,533.(33) CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Willingness to cooperate, Activity in learning, Engagement in problem solving” is based on the cost of psychological or therapeutic support organized by Psychoterapeutické Centrum pro Děti a Dospělé. That results in an indicative value of **1000 CZK** per participant.

The total annual value of the outcome no. 4 is calculated as: 28 persons × 1000.00 CZK = **28,000 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Reduction of vandalism around the school, Reduction of intolerance in class” is the institutional artistic prevention programme for primary school conducted by Aeroškola. It has a value of **375 CZK** per participant.

The total annual value of the outcome no. 5 is calculated as: 28 persons × 375.00 CZK = **10,500 CZK**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcomes measured for participants demonstrate the multifaceted values created by arts-based intra-community education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 28 young participants aged 15-16. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements require specific explanations and those are presented below while remaining ones are defined based on reference method and build upon researchers' past experiences in guiding comparable case studies. In this case study, the same explanations apply to all three outcomes.

Outcome 1: Level of artistic elaboration

The gross outcome value is 77,000 CZK. This outcome undergoes the following adjustments:

Deadweight: 15.00%. There is low probability of visiting National Gallery by pupils on their own.

Attribution: 15.00%. Class teacher, art teacher, school management support have some potential to act as a catalyst for similar change.

Displacement: 1.00%. One day of regular classes for each school participant.

Drop-off: 20.00%. Given the free entry, this could be attractive for pupils in the future.

Final Impact Calculation 55,076.18 CZK

Gross Outcome Value: 77,000 CZK

After Deadweight ($\times 0.85$), Attribution ($\times 0.85$), Displacement ($\times 0.99$): 55,076.18 CZK

Outcome 2: Increased creative self-confidence

The gross outcome value is 2,880 CZK. This outcome undergoes the following adjustments:

Deadweight: 15.00%.

Attribution: 15.00%.

Displacement: 1.00%.

Drop-off: 20.00%.

Final Impact Calculation 2,059.99 CZK

Gross Outcome Value: 2,880 CZK

After Deadweight ($\times 0.85$), Attribution ($\times 0.85$), Displacement ($\times 0.99$): 2,059.99 CZK

Outcome 3: Improvement in cultural institution attendance

The gross outcome value is 6,533.(33) CZK. This outcome undergoes the following adjustments:

Deadweight: 10.00%.

Attribution: 10.00%.

Displacement: 1.00%.

Drop-off: 15.00%.

Final Impact Calculation 5,239.08 CZK

Gross Outcome Value: 6,533.(33) CZK

After Deadweight ($\times 0.90$), Attribution ($\times 0.90$), Displacement ($\times 0.99$): 5,239.08 CZK

Outcome 4: Willingness to cooperate, Activity in learning, Engagement in problem solving

The gross outcome value is 28,000 CZK. This outcome undergoes the following adjustments:

Deadweight: 10.00%.

Attribution: 10.00%.

Displacement: 1.00%.

Drop-off: 20.00%.

Final Impact Calculation 20,027.70 CZK

Gross Outcome Value: 28,000 CZK

After Deadweight ($\times 0.90$), Attribution ($\times 0.90$), Displacement ($\times 0.99$): 20,027.70 CZK

Outcome 5: Reduction of intolerance in class

The gross outcome value is 10,500 CZK. This outcome undergoes the following adjustments:

Deadweight: 20.00%.

Attribution: 20.00%.

Displacement: 1.00%.

Drop-off: 20.00%.

Final Impact Calculation 6,652.80 CZK

Gross Outcome Value: 10,500 CZK

After Deadweight ($\times 0.80$), Attribution ($\times 0.80$), Displacement ($\times 0.99$): 6,652.80 CZK

Summary of Total Impact

The total first year impact across all outcomes for project participants is **89,055.75 CZK**

This total impact represents the social value created for the 28 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remind that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

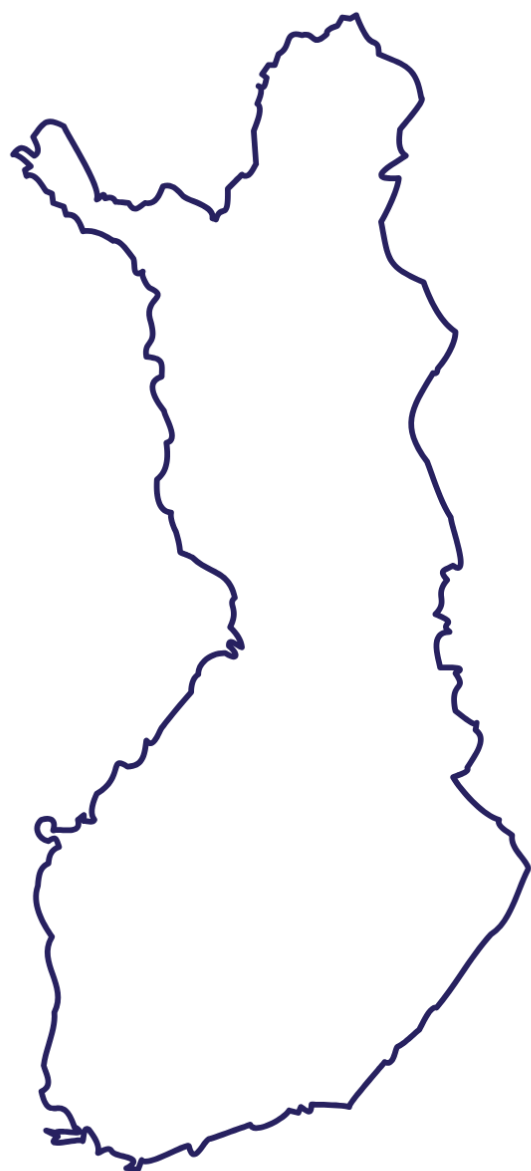
Calculating the SROI

Outcome / Year	2024	2025	2026	2027
Level of artistic elaboration	55,076.18	44,060.94	35,248.75	28,199.00
Increased creative self-confidence	2,059.99	1,647.99	1,318.39	1,054.72
Improvement in cultural institution attendance	5,239.08	4,453.22	3,785.24	3,217.45
Willingness to cooperate, activity in learning, engagement in problem solving	20,027.70	16,022.16	12,817.73	10,254.18
Reduction of intolerance in class	6,652.80	5,322.24	4,257.79	3,406.23

Total	89,055.75	71,506.55	57,427.90	46,131.58
SDR (5%)	1.0000	0.9524	0.9070	0.8638
Present Value (PV)	89,055.75	68,101.41	52,088.83	39,850.31
Total Present Value (PV)	249,096.29			
Net Present Value	175,676.29			
Social Return CZK to CZK	CZK 1: CZK 3.39			

The SROI calculation demonstrates that the case study generated significant social value, with a return of **3.39 CZK for every 1 CZK invested**. Such a SROI ratio indicates that art-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Finland



EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	1.0
Deliverable	D5.1 Calculation SROI ratio for each case study.
WP	CS: "HNMKY Voices of Us Communal Art Workshop"
Due date	WP5: Valuing impacts in arts-based education
Submission date	February 2026
Dissemination level	28th February 2026

Abstract

The case study HNMYK Voices of Us Communal Art Workshop takes place in The Helsinki Metropolitan area, characterised by a diverse and increasingly multicultural population, where young people grow up navigating multiple cultural identities, social expectations and experiences of belonging and exclusion.

The project seeks to strengthen young people's sense of belonging, agency and cultural voice through a long term, co-created audiovisual workshop process that integrates storytelling, music, filmmaking and collective reflection.

Implemented in collaboration with the HNMYK (YMCA in Finland), the initiative responds to growing concerns around youth loneliness, fragmentation between social groups, and limited opportunities for meaningful intercultural dialogue and creative self-expression in formal education settings.

Using a co-created approach, the project developed its methodology and objectives jointly with stakeholders and beneficiaries, ensuring relevance, ownership and sustained engagement. The workshop design evolved through dialogue with participants, youth-workers and creative professionals, allowing young people's lived experiences to directly shape both the artistic process and the thematic focus of the final audiovisual work.

Key activities include collaborative scriptwriting and storytelling sessions, filmmaking and visual production exercises, music composition and sound design workshops, emotional mapping exercise tied to a film-camera-assignment, peer-to-peer reflections circles and the collaborative production of a final audiovisual piece presented in a public screening event. These activities are designed to foster cultural literacies by developing participants' values (such as openness and empathy), attitudes (such as respect for diversity) and skills (such as communication, collaboration and creative problem-solving) while strengthening connectedness between individuals from different backgrounds. The project aims to critically explore and enhance the connectedness between diverse group of young people, increase participants' creative activity and self-confidence and contribute to increased psycho-social wellbeing through meaningful artistic collaboration. In doing so, the initiative positions communal art-making as both a cultural and preventative social intervention.

This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Further information about the case study can be found in D4.2 (Maps of meaning for each arts-based education case study).

Document history

Version	Date	Comments	Modified by
1.0	13/02/26		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	26/02/26		Aimo Eräkorpi (HNMYK)
3.0	28/02/26	Final Version	Konrad Abramowski (SGH)



28/02/2026

This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

"HNMKY Voices of Us Communal Art Workshop" is an innovative package of communal workshops for youth, with audiovisual focus designed and delivered in Helsinki, Finland, a multicultural city with diverse population in a relatively monoethnic country. Delivered between March 2025 and December 2025 by the Finnish branch of worldwide young organization YMCA, the initiative targets young people aged 14-21 and seeks to promote artistic improvement, self-development and understanding of social diversity through arts engagement.

The project responds to challenges in fostering social integration, particularly among marginalized groups and youth. Many young people, especially those from immigrant backgrounds, feel increasingly disconnected from society and their local communities. This sense of alienation is often compounded by limited access to opportunities for self-expression, skill development, and meaningful engagement. Finland, as many European countries, is facing a severe rising issue on youth mental health. The growing crisis of youth loneliness and alienation in Finland has real emotional weight and also a real financial cost for society. In 2025, the National Audit Office of Finland estimated that the average cost of one alienated teenager is 1.2 million euros for society. The societal impact of those issues is already large and could be rising in the future. Taking actions and raising awareness in today's society is a necessary step to support the upcoming generations.

Aim and objectives

The primary aim of "HNMKY Voices of Us Communal Art Workshop" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to improve collaboration skills with people from diverse backgrounds and boost the sense of understanding among unfamiliar neighbors from the same city.

Methods

The intervention employs a co-created methodology developed with stakeholders and beneficiaries to ensure relevance and genuine engagement. This participatory approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include 15 workshop sessions, constant communication between instructors and participants, two weeks of shooting and a final restitution event on December 2nd 2025, accompanied by SROI methodologies elements such as interviews and questionnaires.

The arts-based methodology provides a safe and creative space for addressing sensitive topics, while the HNMKY stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 10 young people from different Helsinki Metropolitan Area boroughs aged 14-21, as well as secondary stakeholders such as: family and friends of participants as well as random guests, employees of HNMKY, the HNMKY as an organization and the researchers from CLiViE project. Each of these stakeholder groups experiences different forms of value from the project, ranging from

direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes including: Increased engagement in creative activity and skill development, Increased confidence, self-expression and sense of personal capability, strengthened social connections, sense of belonging and collaborative capacity, improved emotional awareness, emotional regulation and emotional well-being, increased future orientation and awareness of creative career pathways, reduced risk of youth alienation, loneliness and associated long-term societal costs. These individual-level changes create ripple effects at the community level, contributing to reduced intercultural tensions among youth and stronger social ties in the European context. At the systemic level, the project offers a replicable model for intercultural dialogue through artistic creation, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more inclusive and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, values, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building interethnic relationships and strengthening mutual understanding. Cultural capital investment enhances arts engagement and cultural dialogue among a demographic often excluded from mainstream activities. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation include guest mentors' presence, rental of studios, gear, equipment, software and communication, direct salaries and event production. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased civic participation and cultural dialogue engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

HNMKY Voices of Us Communal Art Workshop

Audio-visual and Interactive Media



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €3.24



Helsinki metropolitan area
Finland

Contents

Introduction

The case study explores how long-term, co-created audiovisual art processes can strengthen social connectedness between young people from diverse social and cultural backgrounds. Conducted in partnership with the HNMKY (YMCA of Helsinki), the case engages young participants (ages 14-21) in a structured film creation process, encouraging them to identify unexpected similarities, shared experiences and common emotional mindscapes across perceived social and cultural differences.

By combining sustained arts engagement with participatory research methods, the case study examines how collaborative creative production can foster cultural literacies — understood as the development of values (e.g., empathy and openness), attitudes (e.g. respect for diversity) and skills (e.g. communication, collaboration and creative problem-solving). Through a series of structured workshops, reflective discussions, pre- and post-program surveys, and qualitative interviews with stakeholders, the project assesses its impact on cultural attitudes, sense of belonging, creative activity and psychosocial well-being.

About the entity organizing and conducting the case study

HNMKY (Helsinki NMKY, YMCA of Helsinki) is a youth-focused civil society organization located in Helsinki, Finland. The organization operates in the field of youth-work, community engagement, sports and cultural education, with a strong emphasis on promoting inclusion, social dialogue and psychosocial well-being among young people. Through its local and international activities HNMKY provides safer spaces and structured programs for self-development, participation and social cohesion.

For this particular case study titled "Voices of Us Communal Art Workshop," HNMKY conducted the research in partnership with the University of Helsinki and other academic partners within the Horizon Europe international research network. The initiative is part of the Horizon Europe funded project Cultural Literacies' Value in Europe (CLiViE).

The project team at HNMKY is led by Jyrki Eräkorpi, the director of youth work at the institution, working in close collaboration with creative facilitators, youth-work professionals and academic researchers. The case study brought together creative professionals, youth practitioners and researchers to work with young people through a structured, long term audiovisual workshop process combining storytelling, filmmaking, music production and collective reflection.

Rather than functioning as a one-off intervention, the program was designed as a sustained participatory process, in which young people actively shaped the thematic direction, artistic content and narrative framing of the final audiovisual outcome.

Identifying scope and stakeholders

The identification of stakeholders for "HNMKY Voices of Us Communal Art Workshop " project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the HNMKY, we identified four

main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises 10 **young people aged 14-21** from Helsinki Metropolitan Area. Participants were selected through an open casting call, sent through different channels within the organization/community. Existing groups of friends, teammates or school mates or generally, teenagers who know each other before the program, were not desired. To increase the possible geography, ethnicity, age, gender, and diversity of our target audience, organizers decided to use specific tools and create a user-friendly online application platform available in Finnish and English and through a QR code. The application questions covered the following themes: general interest, gender, age, address, assignment interest, previous experiences, motivation and commitment. The final group consisted of people meeting the following criteria: 50%male / 50% female; from 14 to 21 years old; with an interest in all listed sub categories (camera operating, music producing, writing, producing, makeup and hair, costume design etc.); 50% experienced / 50% with no previous experiences; from different locations (East Helsinki, West Helsinki, Vantaa, Espoo, Kerava etc.); from diverse socio-economic backgrounds.

Young participants value artistic and personal development, seeking to discover their creative skills while building connections and making friends. They are drawn to the opportunity to self-improve themselves and develop their passion in engaging ways that may not be available through traditional educational settings or the mandatory school curriculum. The project responds directly to the HNMKY goal of engaging young people with culture outside formal education, creating prerequisites for communication between representatives of different communities and life circumstances. Through collaborative artistic process, participants develop the skills to manage and engage with diverse groups and perspectives, directly addressing the social loneliness that characterizes youth in many contemporary countries including Finland.

The intended changes for participants center on: Desire to express themselves creatively and be part of a collaborative art project; Curiosity about film, sound, music, and creative production processes; Opportunity to meet new people and make friends in a safe, inclusive setting; Will to build skills and portfolio material for future studies or creative careers.

There were some additional primary beneficiaries that only took part in the final act of the project. Main participants recruited some extra young participants for the shooting days of the program. Those were invited to join the program for a specific set of skills (mostly dance-related) or to bring additional people for secondary roles according to the film script.

Participant's family members and friends

The audience attempting the restitution part of the project (screening event) was involved in the case study as assistance. The audience was invited to reply to a few questions survey on their perspective of the project and its impact via an user friendly online survey system and a QR code display at the end of the screening. Their motivations included: Wish for their child to engage in safe, meaningful, and creative activities; Desire to see growth in confidence, social

skills, and emotional well-being; Interest in supporting their child's interests and community involvement; Curiosity to see the final audiovisual piece created by youth. Desire to engage with meaningful cultural events in the area; Interest in supporting local community initiative and young people's creativity. Professional or institutional interest in understanding youth experiences and perspectives (teachers, youth workers, policymakers).

Organization and its employees

Representatives from HNMKY were the employees, youth-workers, creative facilitators and involved staff members who delivered the logistical coordination and program production of the workshop program. They were selected based on their experience in youth work, arts-based facilitation, intercultural engagement and community-oriented project implementation. Their motivations included: A commitment to developing a socially impactful high-quality creative education model,

At the same time, this stakeholder is **organizational** and refers to HNMKY as an entity. They played a critical role in the logistics, planning, and recruitment of participants. HNMKY brings expertise in youth culture and arts, while Erasmus+ provides funding and logistical support for the event. Their motivations included: Providing meaningful youth development opportunities through creativity and culture. Fulfilling strategic goals related to inclusion, empowerment, and community engagement; Strengthening HNMKY's position as an innovative youth organization within the CLiViE network. Demonstrating capacity to deliver EU-level research-based projects successfully.

Researchers

The last stakeholder group refers to the **two HNMKY employees** in charge of producing some cultural training for the participants and collecting the data related to the case study research. They were also in charge of documenting the case study with video and audio recording, and camera facing interviews of the different stakeholders involved in this case study. They were consulted and selected by the organization HNMKY and more precisely by Jyrki Eräkorpi, based on their previous experiences and their ability to deliver an art education-based project. The two instructors designed an innovative art education workshop program with a focus on audiovisual production and story-telling. Their motivations included: contributing to youth well being, diversity and inclusion through evidence-based work; gaining experience in international and cross-sectoral projects; testing the SROI as a tool in youth work and international programs.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of

activities and exhibition of students' artwork as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "Voices of Us Communal Art Workshop", recognizing that intercultural dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes), forming the basis of the case study's Theory of Change and subsequent Social Return on Investment (SROI) analysis.

The objective of the case study is to strengthen young people's sense of belonging, cultural voice and capacity to engage constructively with peers from diverse backgrounds through sustained, co-created audiovisual art-making. The intervention seeks to translate creative participation into measurable changes in attitudes, skills, connectedness and psycho-social wellbeing.

This objective was implemented through a series of structured workshops shared across stakeholder groups. These included collaborative storytelling and script-development, music and sound design sessions, filmmaking exercises, reflective discussions and the creation and public screening of a jointly produced audiovisual work. Through these shared activities, participants, facilitators, families and the wider community were all engaged in the project's value-creation process.

Outputs: Each participant attended 15 workshop sessions, constant communication between instructors and participants, two weeks of shooting and a final restitution event on December 2nd 2025.

Project Participants: Children and Adolescents

Inputs: The 10 young participants invested their time attending the workshop program. This represents an opportunity cost, as participants could have spent this time on alternative activities. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not take place. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved following outcomes: Increased engagement in creative activity and skill development, Increased confidence, self-expression and sense of personal capability, Strengthened social connections, sense of belonging and collaborative capacity, Improved emotional awareness, emotional regulation and emotional well-being, Increased

future orientation and awareness of creative career pathways, Reduced risk of youth alienation, loneliness and associated long-term societal costs.

Participant's family members and friends

Inputs: Screening event participants were indirectly involved in conducting the creation process. Main input was their support towards main participants and occasional direct resources like time spent on driving.

Outcomes: Thanks to being part of the project, families and friends as well as occasional visitors had a chance to achieve following outcomes: Reduced parental concern and increased reassurance regarding the young person's well-being, confidence, and motivation; Increased appreciation of arts and culture as valuable educational tools and increased openness to community and cultural participation; Improved quality of family communication around creativity, interests, and personal development; Increased awareness, empathy, and understanding of young people's mental health challenges, lived experiences, and creative capacities; Increased trust in youth organisations and increased openness to supporting youth-focused creative initiatives.

Organization and its employees

Inputs: Employees' involvement was necessary to make sure the whole program run smoothly. Their main input was also their working hours combined with human capitals. Entity was able to offer their organizational capacities and relational capitals without which the endeavor would not be successful.

Outcomes: Through being party of the event, employees and the organization had the opportunity to gain following outcomes: Increased professional competence in creative pedagogy, evaluation methods, and facilitation tools that are reusable beyond the project; Strengthened professional capital through improved portfolio, visibility, reputation, and expanded professional networks; Increased sense of professional purpose, meaning, and fulfillment at work; Reduced unemployment-related societal costs; Enhanced organizational credibility, visibility, and partnership capacity at local, national, and EU levels; Improved organizational competence in project management, evaluation (e.g. SROI, monitoring), and evidence-based advocacy; Strengthened sense of organizational pride, identity, and shared purpose.

Researchers

Inputs: Researchers gave the whole undertaking a highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing the value of their participation in the program.

Outcomes: Main outcomes coincide with the outcomes concerning employees of the HNMKY mentioned above.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€24,616**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing several days of collective engagement), guest mentors' presence (€0 direct monetary value but significant cost otherwise), Rental of Photo- and music studio (€1,750), Rental of Special FX studio (€1,000), Gear rental for shooting days (€2,626), Rental and event production for the

screening event (€900), Communication (1€00), Equipment (€610), Salaries (€16,800), Software, data management and app subscriptions (€830).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both coaches and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

Six primary outcomes have been identified and measured for the 10 young participants in the project, as already mentioned in the previous section. Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for each outcome.

It's worth noting that the direct secondary stakeholders (the ones involved in conducting the workshops) were actually able to observe more positive outcomes happening to the youths but the researchers limited their descriptions only to those that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Outcome 1: Increased engagement in creative activity and skill development

The project develops both hard skills (art competencies) and soft skills (communication, collaboration, interpersonal competences) that are increasingly valued for personal and professional growth. At the same time, participation leads to greater engagement in creative activities based on human tendency to repetition of positive experiences.

Measurement and Quantification

This outcome was measured through self-assessment surveys combined with camera-facing interviews and instructors' observations. The quantity of the outcome is expressed as 10 persons experiencing change out of the sample size of 10 participants (100%). The outcome begins to materialize from session 1 as participants start developing competencies. The duration is estimated at 5 years.

Outcome 2: Increased confidence, self-expression, and sense of personal capability

Conducting guided artistic activities and receiving lessons from mentors during the program gives young people a chance both to upgrade their knowledge and skills and prove their capacities to themselves. That positive feedback has a potential to uplift young people's artistic self-esteem.

Measurement and Quantification

This outcome was measured through self-assessment surveys combined with camera-facing interviews and instructors' observations. The quantity of the outcome is expressed as 8 persons across 10 involved. The outcome begins to materialize from session 1, as participants immediately experience these changes during program activities. The indicated duration is 5 years.

Outcome 3: Strengthened social connections, sense of belonging, and collaborative capacity

Simultaneously, the group nature of the undertaking forces the participants not only to notice, but even more – to work side-by-side with people they could have perceived as strangers. This cameral, deeply collaborative artistic process “on paper” has all the qualities needed to build a sense of community.

Measurement and Quantification

This outcome was measured through pre- and post-program surveys combined with camera-facing interviews and instructors' observations. The quantity of the outcome is expressed as 8 persons experiencing measurable skills development out of the sample size of 10 participants. The outcome begins to materialize from session 1 as participants start developing these competencies during delivered activities. The duration is estimated at 5 years.

Outcome 4: Improved emotional awareness, emotional regulation, and emotional well-being

Improved emotional harmony emerged as a far-reaching but undeniable outcome during the project assessment. While the primary focus of the intervention was developing artistic well-being, participants reported enhanced overall well-being as a result of their participation coming probably from their greater freedom in self-expression. It should be noted that this is a more hard-to-grasp conclusion and therefore it requires higher levels of precaution when estimating the net impact.

Measurement and Quantification

This outcome was measured through pre- and post-program surveys combined with camera-facing interviews and instructors' observations. The quantity of the outcome is expressed as 6 persons experiencing measurable skills development out of the sample size of 10 participants. The outcome begins to materialize from session 1 as the change starts immediately. The duration is estimated at 5 years.

Outcome 5: Increased future orientation and awareness of creative career pathways

The next outcome is more career-focused and reflects the fact that participation in the project could lead to increased interest in creative careers. The processing of discovering and self-discovering talents is a potential booster for shaping future aspirations.

Measurement and Quantification

This outcome was measured through pre- and post-program surveys combined with camera-facing interviews and instructors' observations. The quantity of the outcome is expressed as 5 persons out of the sample size of 10 participants. The outcome begins to materialize from session 1 as the change happens right during the tournament. The duration is estimated at 5 years.

Outcome 6: Reduced risk of youth alienation, loneliness, and associated long-term societal costs

Improved sense of community emerged as a final outcome during the project implementation. One can say it is partially the secondary outcome flowing out of five previous outcomes. While the primary focus of the intervention was developing personal skills and capabilities via artistic engagement, participants reported enhanced social connectedness, emotional well-being, sustained friendships and sense of belonging.

Measurement and Quantification

This outcome was measured through pre- and post-program surveys combined with camera-facing interviews and instructors' observations. The quantity of the outcome is expressed as 10 persons experiencing change across 10 involved (100%). The outcome begins to materialize from session 1, as participants immediately experience the positive change. The duration of the outcome is estimated at 5 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that were used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices apply to 1 beneficiary and 1 year. Whenever possible, it was the first choice of the HNMKY researchers to attribute proxies of national origin.

The financial proxy selected for valuing "Increased engagement in creative activity and skill development" is the value of increased engagement in creative activity and skill development, based on the cost of structured creative education and skills training programs. It is valued using an exploratory substitution approach based on the typical cost of structured creative education and skills training for young people. Comparable multi-session creative courses and youth arts programs commonly range from approximately €500 to €2000 per participant, depending on duration and content. Given the six-month duration of the programme, multi-disciplinary creative focus, and additional creative activity undertaken outside workshop hours, an indicative value of approximately **€1,000** per participant was applied. The proxy

reflects access to structured creative learning and skill development and is intended to illustrate potential scale rather than represent formal education costs.

The total annual value of the outcome no. 1 is calculated as: 10 persons × €1,000.00 = **€10,000**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Increased confidence, self-expression, and sense of personal capability” is based on the cost of youth confidence-building and personal development support. Based on the typical cost of youth confidence-building and personal development programs (€50–70 per session), assuming approximately 10–12 sessions or equivalent developmental input, resulting in an indicative value of **€700** per participant.

The total annual value of the outcome no. 2 is calculated as: 8 persons × €700.00 = **€5,600**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Strengthened social connections, sense of belonging, and collaborative capacity” is the estimated cost of structured youth group and peer-support programs. Based on the typical cost of facilitated youth group and peer-support programs (€30–50 per session), assuming approximately 12–16 sessions, resulting in an indicative value of **€700** per participant.

The total annual value of the outcome no. 3 is calculated as: 8 persons × €700.00 = **€5,600**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Improved emotional awareness, emotional regulation, and emotional well-being” is the cost of non-clinical youth mental wellbeing and emotional skills support. The value was estimated using an exploratory substitution approach based on the typical cost of non-clinical youth mental wellbeing and emotional skills support in Finland. Comparable services include low-threshold wellbeing groups, emotional skills or resilience workshops, and facilitated youth coaching, which commonly range from approximately €40–60 per participant per session. Assuming participation in around 10 sessions or equivalent support over a project period results in an indicative value of approximately **€600** per participant. This valuation reflects improved emotional awareness, emotional regulation, and self-reported emotional wellbeing, and does not represent clinical mental health treatment. The proxy is indicative and intended to illustrate potential scale.

The total annual value of the outcome no. 4 is calculated as: 6 persons × €600.00 = **€3,600**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Increased future orientation and awareness of creative career pathways” is the substitution cost of career guidance, mentoring, and talent discovery support for young people. Based on the typical cost of youth career guidance and mentoring (€60–100 per session), assuming approximately 6–8 sessions, resulting in an indicative value of **€750** per participant.

The total annual value of the outcome no. 5 is calculated as: 5 persons × €750.00 = **€3,750**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Reduced risk of youth alienation, loneliness, and associated long-term societal costs” is valued as a proportion of the estimated annual societal cost of youth exclusion (2-year period). The Finnish National Audit Office (VTV) estimates the lifetime societal cost of one alienated young person at approximately €1.2 million. For this exploratory SROI calculation, the lifetime cost was converted into an indicative annual cost by spreading it over a working-life timespan (~40 years), resulting in an estimated annual cost of approximately €45,000. The impact of the project was modelled as a modest reduction in the risk of alienation over a two-year period, reflecting increased social connectedness, sense of belonging, and emotional wellbeing reported by participants. A 3% risk reduction was applied to the two-year cost to illustrate potential societal value. This approach is indicative and intended to demonstrate scale rather than provide a precise estimate. Annual cost: €45,000; Duration: 2 years; Risk reduction: 3%; $€45,000 \times 2 \times 0.03 =$ **€2,700** per participant.

The total annual value of the outcome no. 6 is calculated as: 10 persons × €2,700.00 = **€27,000**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcomes measured for participants demonstrate the multifaceted values created by arts-based intercommunity education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Six primary outcomes were measured for the 10 young participants aged 14-21. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements require specific explanations and those are presented below while remaining ones are defined based on reference methods and built upon researchers’ past experiences in guiding comparable case studies.

Outcome 1: Increased engagement in creative activity and skill development

The gross outcome value is €10,000. This outcome undergoes the following adjustments:

Deadweight: 20.00%.

Attribution: 25.00%.

Displacement: 15.00%.

Drop-off: 20.00%.

Final Impact Calculation €5,100.00

Gross Outcome Value: €10,000

After Deadweight ($\times 0.80$), Attribution ($\times 0.75$), Displacement ($\times 0.85$): €5,100.00

Outcome 2: Increased confidence, self-expression, and sense of personal capability

The gross outcome value is €5,600. This outcome undergoes the following adjustments:

Deadweight: 30.00%. Confidence can increase through various other social situations like school, social life and individual activities like hobbies.

Attribution: 30.00%. While the project played a central role, family, peers, and other experiences usually contribute to such change.

Displacement: 5.00%.

Drop-off: 20.00%.

Final Impact Calculation €2606,80

Gross Outcome Value: €5,600

After Deadweight ($\times 0.70$), Attribution ($\times 0.70$), Displacement ($\times 0.95$): €2606,80

Outcome 3: Strengthened social connections, sense of belonging, and collaborative capacity

The gross outcome value is €5,600. This outcome undergoes the following adjustments:

Deadweight: 35.00%. Some friendships would form anyway through school or hobbies.

Attribution: 35.00%. Family, school, and other environments also shape social ties.

Displacement: 10.00%.

Drop-off: 30.00%.

Final Impact Calculation €2,129.40

Gross Outcome Value: €5,600

After Deadweight ($\times 0.65$), Attribution ($\times 0.65$), Displacement ($\times 0.90$): €2,129.40

Outcome 4: Improved emotional awareness, emotional regulation, and emotional well-being

The gross outcome value is €3,600. This outcome undergoes the following adjustments:

Deadweight: 25.00%.

Attribution: 30.00%.

Displacement: 5.00%.

Drop-off: 20.00%.

Final Impact Calculation €1795.50

Gross Outcome Value: €3,600

After Deadweight ($\times 0.75$), Attribution ($\times 0.70$), Displacement ($\times 0.95$): €1,795.50

Outcome 5: Increased future orientation and awareness of creative career pathways

The gross outcome value is €3,750. This outcome undergoes the following adjustments:

Deadweight: 40.00%. Some career interests would develop through school, internet, and peers.

Attribution: 35.00%. Teachers, family, and media also influence aspirations.

Displacement: 10.00%.

Drop-off: 35.00%.

Final Impact Calculation €1,316.25

Gross Outcome Value: €3,750

After Deadweight ($\times 0.60$), Attribution ($\times 0.65$), Displacement ($\times 0.90$) : €1,316.25

Outcome 6: Reduced risk of youth alienation, loneliness, and associated long-term societal costs

The gross outcome value is €27,000. This outcome undergoes the following adjustments:

Deadweight: 30.00%. Some improvement in loneliness/belonging would occur without the project (normal development, school, peers).

Attribution: 30.00%. Change is happening partly due to family, school, existing friendships, and other youth services.

Displacement: 5.00%.

Drop-off: 20.00%. Effects of belonging and friendships may fade for some participants over time.

Final Impact Calculation €12,568.50

Gross Outcome Value: €27,000

After Deadweight ($\times 0.70$), Attribution ($\times 0.70$), Displacement ($\times 0.95$): €12,568.50

Summary of Total Impact

The total first year impact across all outcomes for project participants is **€25,516.45**

This total impact represents the social value created for the 10 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remember that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

Calculating the SROI

Outcome / Year	2025	2026	2027	2028	2029
Increased engagement in creative activity and skill development	5,100.00	4,080.00	3,264.00	2,611.20	2,088.96
Increased confidence, self-expression and sense of personal capability	2,606.80	2,085.44	1,668.35	1,334.68	1,067.75
Strengthened social connections, sense of belonging and collaborative capacity	2,129.40	1,490.58	1,043.41	730.38	511.27
Improved emotional awareness, emotional regulation and emotional well-being	1,795.50	1,436.40	1,149.12	919.23	735.44
Increased future orientation and awareness of creative career pathways	1,316.25	855.56	556.12	361.48	234.96
Reduced risk of youth alienation, loneliness and associated long-term societal costs	12,568.50	10,055.00	8,043.80	6,435.10	5,148.10
Total	25,516.45	20,002.78	15,724.83	12,392.11	9,786.43
SDR (3%)	1.0000	0.9709	0.9426	0.9151	0.8885
Present Value (PV)	25,516.45	19,420.10	14,822.23	11,340.51	8,695.14
Total Present Value (PV)	79,794.44				
Net Present Value	55,178.44				
Social Return € per €	€ 1: € 3.24				

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.24 for every €1 invested**. Such a SROI ratio indicates that art-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "HNMKY 3X3 Cultural Exchange Program"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The case study HNMY 3X3 Cultural Exchange Program takes place in The Helsinki Metropolitan area, with its diverse, multicultural population.

The project seeks to increase young people's understanding of individuals from different cultural and national backgrounds and strengthen their sense of belonging to a broader international community.

Implemented by the HNMY (YMCA Helsinki), the initiative responds to the limited opportunities many young people have for meaningful, sustained interaction across cultural and national boundaries. In an increasingly interconnected Europe, structured spaces for intercultural dialogue and collaboration are essential for developing mutual respect and identity.

Using a co-created approach, the project developed its methodology and objectives jointly with stakeholders and beneficiaries, ensuring relevance, ownership and active engagement.

Key activities include a week-long cultural exchange and a 3x3 basketball tournament organized for young participants from four countries — Finland, Serbia, Netherland and Latvia — held in Helsinki from 17 February to 24 February 2025. The program combined mixed-nationality team practices, intercultural workshops, youth work sessions and a final tournament with mixed-nationality teams.

These activities are designed to foster intercultural competence, empathy, teamwork skills, and cross-border friendships, while encouraging participants to reflect critically on stereotypes, identity and shared European values.

The project aims to strengthen connectedness between young people from different countries, enhance collaboration skills in multicultural settings, and contribute to increased confidence and openness toward diversity.

This report provides an estimation of the Social Return on Investment (SROI) for the case study developed, assessing the social and cultural value generated for participants, partner organizations and wider community.

Further information about the case study can be found in D4.2 (Maps of meaning for each arts-based education case study).

Document history

Version	Date	Comments	Modified by
1.0	13/02/2026		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	26/02/2026		Aimo Eräkorpi (HNMY)
3.0	28/02/2026	Final Version	Konrad Abramowski (SGH)



28/02/2026

This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

"HNMKY 3X3 Cultural Exchange Program" is an innovative international bonding-through-sport project implemented in Helsinki, Finland, a multicultural city with a diverse, multicultural population in a relatively monoethnic country. Delivered by the Finnish branch of worldwide young organization YMCA, the initiative targets young people aged 15-19 and seeks to promote acceptance, appreciation of diversity, and intercultural dialogue through sports engagement.

The project responds to a critical need for understanding people from various backgrounds and a stronger sense of connection to a broader international community. There exists a paradox that today's world is more connected than ever while the sense of belonging is shrinking. Additionally, young people often lack meaningful opportunities to interact across cultural and national boundaries. This lack of intercultural exchange can result in limited understanding and empathy between youth from different backgrounds.

Aim and objectives

The primary aim of "HNMKY 3X3 Cultural Exchange Program" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to improve collaboration skills with people from diverse backgrounds and boost the sense of understanding across nationalities.

Methods

The intervention employs a co-created methodology developed with stakeholders and beneficiaries to ensure relevance and genuine engagement. This participatory approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include a week of cultural exchange and a sport tournament organized for young participants from 4 different countries (Finland, Serbia, Netherlands and Latvia) taking place in Helsinki from February 17th 2025 to February 24th 2025 that is composed of: 1 basketball international tournament, 5 basketball training sessions, 3 organized cultural workshops, 1 social cultural experience, accompanied by SROI methodologies elements such as interviews and questionnaires.

The sports-based methodology provides a safe and creative space for addressing sensitive topics, while the HNMKY stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 20 young people from 4 different countries (Finland, Serbia, Netherlands and Latvia) aged 15-19, as well as secondary stakeholders such as employees of HNMKY, the coaches, the HNMKY as an organization and the researchers from CLiViE project. Each of these stakeholder groups experiences different forms of value from the project, ranging from direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes including: Increased competence and know-how in an international setting, Increase in understanding people from different backgrounds, Improved collaboration skills with people from diverse backgrounds, Increase in physical activity, Stronger ties with broader society, Improved confidence and well-being.

These individual-level changes create ripple effects at the community level, contributing to reduced intercultural tensions among youth and stronger social ties in the European context. At the systemic level, the project offers a replicable model for intercultural dialogue through sports, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more inclusive and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

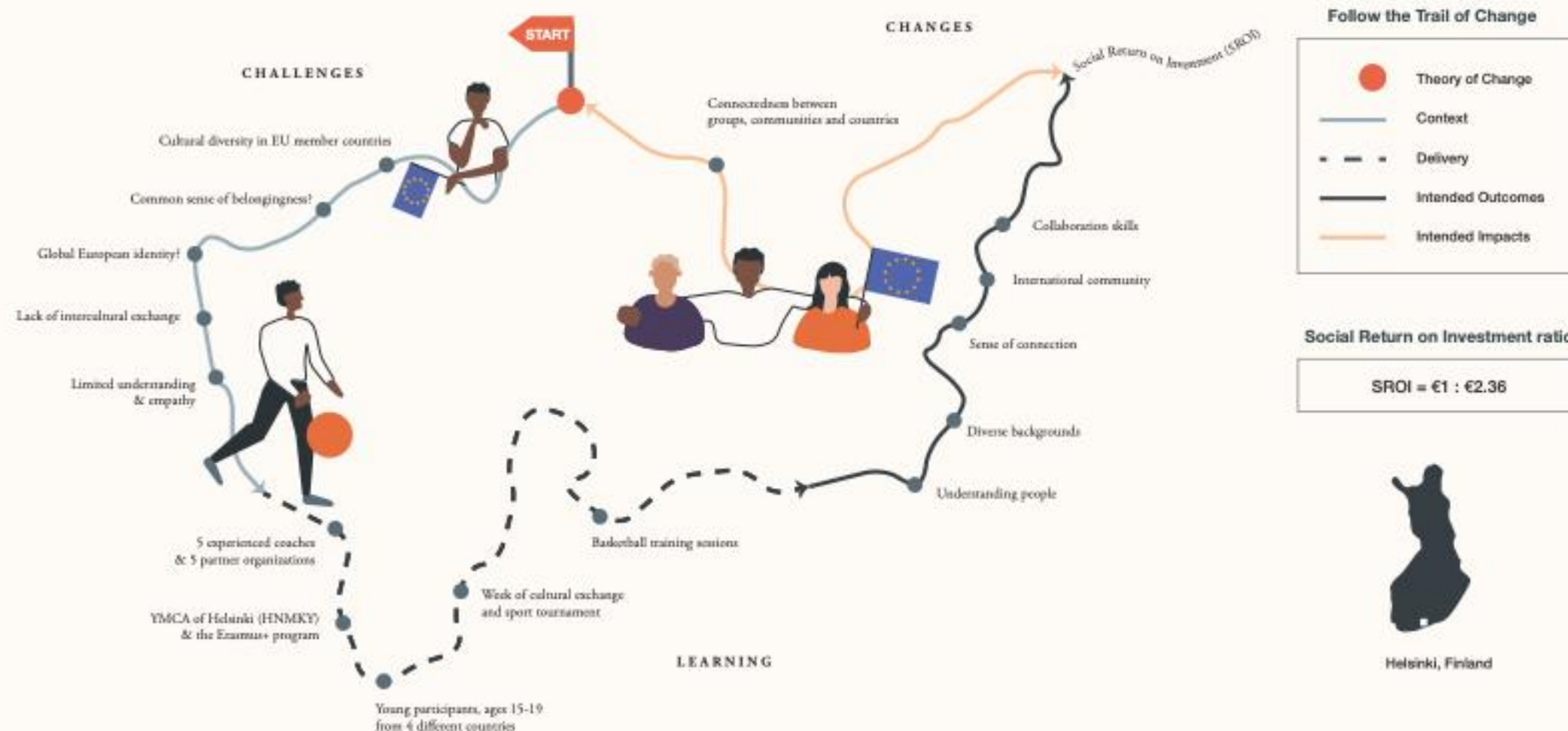
Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, values, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building intercultural relationships and strengthening international understanding. Cultural capital investment enhances sports engagement and cultural exchange among a demographic often excluded from international activities. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation include food and equipment, sports infrastructure facilities, employees and researchers salaries, transportation and accommodation. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased civic participation and cultural exchange engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

HNMKY 3X3 Cultural Exchange Program

 Sports and Recreation



Contents

Introduction

The case study explores how sport can serve as a medium for fostering cultural understanding, collaboration, and social understanding among young people from 4 culturally dissimilar countries. Conducted in partnership with the HNMKY, the study engages young participants (ages 16-19) in a basketball tournament, encouraging them to reflect on unexpected similarities to their peers from other nations.

By combining sports engagement with participatory research methods, the case study aims to enhance young people's appreciation of the Other, develop their teamwork skills, and increase their involvement in the arts. Through workshops, questionnaires, and interviews with both participants and stakeholders, the project will assess its impact on cultural attitudes and engagement. Ultimately, HNMKY 3x3 Cultural Exchange Program seeks to contribute to a more inclusive and collaborative cultural environment in the region.

About the entity organizing and conducting the case study

HNMKY (Helsinki NMKY, YMCA of Helsinki) is a youth-focused civil society organization located in Helsinki, Finland. The organization operates in the field of youth-work, community engagement, sports and cultural education, with a strong emphasis on promoting inclusion, social dialogue and psychosocial well-being among young people. Through its local and international activities HNMKY provides safer spaces and structured programs for self-development, participation and social cohesion.

For this particular case study titled "HNMKY 3x3 Cultural Exchange Program" HNMKY conducted the research in partnership with the University of Helsinki and other academic partners within the Horizon Europe international research network. The initiative is part of the Horizon Europe funded project Cultural Literacies' Value in Europe (CLiViE).

The project team at HNMKY is led by Jyrki Eräkorpi, the director of youth work at the organization. The case study brought together youth workers, coaches and researchers, to engage young people in a structured intercultural exchange centered around 3x3 basketball, non-formal learning activities and facilitated reflection sessions.

Rather than functioning solely as a sport event, the program served as a pedagogical platform for intercultural dialogue, teamwork across national boundaries and the development of social and collaborative skills in a multicultural environment.

Identifying scope and stakeholders

The identification of stakeholders for the "HNMKY 3x3 Cultural Exchange Program" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the HNMKY, we identified five main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises **20 young people aged 15-19** from: Finland, Serbia, Netherlands and Latvia. These young participants were selected based on their involvement in the partner organizations and their interest in basketball. Some were chosen for their success in the sport, while others were selected for their active participation in local youth activities. Young people are motivated to participate in the project because all of them were given a unique opportunity to experience other European national cultures.

Young participants value personal transformation, seeking to develop their creative and craft skills while building intercultural understanding and empathy. They are drawn to the opportunity to self-improve themselves and develop their passion in engaging ways that may not be available through traditional educational settings or the mandatory school curriculum. The project responds directly to the HNMKY goal of engaging young people with culture outside formal education, creating prerequisites for communication between representatives of different communities and identities. Through collaborative sports, participants develop the skills to manage and engage with diverse groups and perspectives, directly addressing the social loneliness that characterizes youth in many contemporary countries.

The intended changes for participants center on: Increased competence and know-how in an international setting, Increase in understanding people from different backgrounds, Improved collaboration skills with people from diverse backgrounds, Increase in physical activity, Stronger ties with broader society, Improved confidence and well-being.

Beyond these primary intended changes, it can be said that participants developed greater self-awareness and critical self-reflection, revising overestimated views of their intercultural and communication skills after real-world experience during the exchange week. Some youth reported increased motivation to improve language and communication skills, having experienced the practical need for clearer cross-cultural communication.

Coaches

Coaches were involved in the case study as volunteers. 4 experienced coaches from the participating countries guided the basketball training sessions. The coaches were selected for their expertise in sports and their ability to facilitate intercultural learning during the program. Their motivations included: sharing expertise and mentoring young players in a meaningful context; promoting values of fair play, teamwork, and intercultural respect; gaining professional development (learning how other countries coaches work) and experience in international youth work; strengthening personal networks and international collaboration.

Employees of the organization

Representatives from HNMKY were the employees, volunteers and involved staff members who delivered the logistic aspect of the case study and the tournament production. They were selected from their previous experiences with running cultural training and their abilities to produce sport events. Their motivations included: desire to promote intercultural understanding and inclusion through sports and informal education; will to support youth growth in both athletic and personal development beyond competitive outcomes.

Institutional Stakeholders

The fourth stakeholder group is **organizational** and refers to the 4 partner organizations, including local and international NGO and basketball teams. They played a critical role in the logistics, planning, and recruitment of participants. They were selected based on their experience in organizing youth programs and their existing relationships with the youth involved in the Exchange. The YMCA of Helsinki (HNMKY) and the Erasmus+ program are the main organizers behind the initiative. HNMKY brings expertise in youth sports and cultural exchange, while Erasmus+ provides funding and logistical support for the event. Their motivations included: providing youth with opportunities they wouldn't easily access otherwise; strengthening networks with other youth organizations abroad; showcasing sports as a tool for social impact; improving their project management skills.

Researchers

The fifth and last stakeholder group refers to the **two HNMKY employees** in charge of producing some cultural training for the participants and collecting the data related to the case study research. They were also in charge of documenting the case study with video and audio recording, and camera facing interviews of the different stakeholders involved in this case study. Their motivations included: contributing to youth well being, diversity and inclusion through evidence-based work; gaining experience in international and cross-sectoral projects; testing the SROI as a tool in youth work and international programs.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and exhibition of students' artwork as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "3x3 Cultural Exchange Program", recognizing that intercultural dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes),

forming the foundation for the case study's Theory of Change and Social Return on Investment (SROI) analysis.

The objective of the case study is to strengthen intercultural competence, collaboration skills and connectedness among young people from different national and cultural backgrounds through structured non-formal learning and sports-based exchange.

Outputs: Each participant attended 1 basketball tournament, 5 basketball coaching sessions, 3 cultural training workshops and 1 social cultural experience.

Project Participants: Children and Adolescents

Inputs: The 20 young participants invested their time attending the tournament. This represents an opportunity cost, as participants could have spent this time on alternative activities. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not take place. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved following outcomes: Increased competence and know-how in an international setting; Increase in understanding people from different background; Improved collaboration skills with people from diverse backgrounds; Increase in physical activity; Stronger ties with broader society; Improved confidence and well-being.

Coaches

Inputs: Coaches were directly involved in conducting the tournament. The main input of coaches was their work and commitment – this time, estimated in monetary value.

Outcomes: Thanks to being part of the project, coaches had a chance to achieve following outcomes: Improved intercultural coaching skills and professional growth; Increase in physical activities; Expanded international networks.

Employees of the organization

Inputs: Employees' involvement was necessary to make sure the whole event runs smoothly. Their main input was also their working hours combined with human capitals.

Outcomes: Through being part of the event, employees had the opportunity to gain following outcomes: Strengthened professional skills in international project coordination and intercultural youth work; Broadened international networks and potential for future collaborations; Higher motivation and allegiance of staff; Increase in physical activities.

Institutional Stakeholders

Inputs: These entities were able to offer their organizational capacities and relational capitals without which the endeavor would not be successful.

Outcomes: Thanks to being a party to the tournament, institutions could earn following outcomes: Stronger international networks; Enhanced organizational reputation; Increased organizational competence in running intercultural youth programs.

Researchers

Inputs: Researchers gave the whole undertaking a highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing the value of their participation in the tournament.

Outcomes: Outcomes for researchers include: Improved ability to measure and demonstrate social value; Professional development. Increase in competence and know-how; Expanded networks; Additional income.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€21,650.11**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing several days of collective engagement), donations (€600), volunteer time (€3.093,75), food and equipment (€4.118,03), utilities (€699,60), salaries (4.096,53), supervisors salary (€560), transportation (€300), conference room (€120), hotel accommodation (€3.327,10), flights (€3.375,65) and food at the hotel (€1.359,45).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both coaches and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Additionally, it should be noted that while there were 20 primary participants, only 19 of them were able to submit all data needed for outcomes' evaluation. That's the reason why for five of the outcomes the sample size used to determine quantity is 19. Outcome no. 4 was possible to be assessed by researchers purely by observational data so the sample size is 20.

Observed changes for participants

Six primary outcomes have been identified and measured for the 20 young participants in the project, as already mentioned in the previous section. Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for each outcome.

It's worth noting that the secondary stakeholders were actually able to observe more positive outcomes happening to the youths but the researchers limited their descriptions only to those

that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Outcome 1: Increased competence and know-how in an international setting

The project develops both hard skills (sports competencies) and soft skills (communication, collaboration, intercultural competence, critical thinking, problem-solving) that are increasingly valued for personal and professional growth.

Measurement and Quantification

This outcome was measured through self-assessment evaluation on post-program survey: *“On a scale from 1 to 10, how much have your skills in understanding and communicating with people from different backgrounds improved during this week?”* The quantity of the outcome is expressed as 18 persons experiencing measurable skills development out of the sample size of 19 participants. The outcome begins to materialize from session 1 as participants start developing competencies. The duration is estimated at 4.5 years.

Outcome 2: Increase in understanding people from different background

Increase in understanding people from different backgrounds represents the very core idea behind the decision on mixing together young people from as many as four different European countries. Higher mutual understanding is expected for at least some of the participants and the project confirms those expectations.

Measurement and Quantification

This outcome was measured through evaluation based on differences between self-assessment pre-program and post-program survey: *“On a scale from 1 to 10, How well do you think you understand the perspectives of people from other cultures?”* The quantity of the outcome is expressed as 13 persons across 19 involved. The outcome begins to materialize from session 1, as participants immediately experience these changes during program activities. The indicated duration is 4.5 years.

Outcome 3: Improved collaboration skills with people from diverse backgrounds

Simultaneously, the active nature of the undertaking forces the participants not only to understand, but even more – to work with people they could have perceived as strangers. While the tournament is about competing against their opponents, the additional activities are about collaborating with them and these two types are happening alternately over a short period of time.

Measurement and Quantification

This outcome was measured through evaluation based on differences between self-assessment pre-program and post-program survey: *“On a scale from 1 to 10, How comfortable are you working with people from different cultural or social backgrounds?”* The quantity of the outcome is expressed as 8 persons experiencing measurable skills development out of the sample size of 19 participants. The outcome begins to materialize from session 1 as participants start developing these competencies during delivered activities. The duration is estimated at 4.5 years.

Outcome 4: Increase in physical activity

Another direct, very straightforward outcome of sports camp was simply increase in physical activity that has a potential to stay uplifted for a limited amount of time.

Measurement and Quantification

This outcome was measured as a difference between hours of physical activity during the program and the average number of weekly training hours reported by coaches. The quantity of the outcome is expressed as 20 persons experiencing measurable skills development out of the sample size of 20 participants. The outcome begins to materialize from session 1 as the change starts immediately. The duration is estimated at 3,5 months.

Outcome 5: Stronger ties with broader society

Second obvious-type outcome are the stronger ties with broader society understood as new international connections made by the participants. Young athletes reported an average of 9.7 new international connections.

Measurement and Quantification

This outcome was measured through self-assessment evaluation on post-program survey: *“Number of new social connections made in this cultural exchange program”*. The quantity of the outcome is expressed as 19 persons experiencing measurable skills development out of the sample size of 19 participants. The outcome begins to materialize from session 1 as the change happens right during the tournament. The duration is estimated at 2 years.

Outcome 6: Improved confidence and well-being

Improved confidence and well-being emerged as a final outcome during the project implementation. While the primary focus of the intervention was developing intercultural understanding via sports engagement, participants reported enhanced psychological well-being as a result of their participation coming both from within their bodies and from elevated sense of belonging to the outer world. It should be noted that this is a more far-reaching conclusion and therefore it requires higher levels of precaution when estimating the monetary value.

Measurement and Quantification

This outcome was measured through coaches' evaluation post-program: *“On a scale from 1 to 10, The program increased the young players' self-confidence and motivation”*. The quantity of the outcome is expressed as 10 persons experiencing change across 19 involved. The outcome begins to materialize from session 1, as participants immediately experience the positive change. The duration of the outcome is estimated at 2 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of sports-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that were used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices apply to 1 beneficiary and 1 year. Whenever possible, it was the first choice of the HNMKY researchers to attribute proxies of national origin.

The financial proxy selected for valuing "Increased competence and know-how in an international setting" is the price of intercultural training for students in Finland. Set on the market costs 6 of half-a-day sessions with €190 for one person and one day makes a value of **€570**.

The total annual value of the outcome no. 1 is calculated as: $18 \text{ persons} \times €570.00 = \mathbf{€10,260}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing "Increase in understanding people from different backgrounds" is the average cost of a 1-day intercultural competence workshop in Finland. Based on internet research a cost for an intercultural workshop ranges from 200€ to 800€. An average of around €500 was decided to be split between 19 participants which gives a value of **€26**.

The total annual value of the outcome no. 2 is calculated as: $13 \text{ persons} \times €26.00 = \mathbf{€338}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing "Improved collaboration skills with people from diverse backgrounds" is the estimated cost of a short communication or leadership course per week. The price for an introductory leadership course per person in Finland varies significantly by provider and program type, with options from around €350 for short online courses to €4,650 for multi-day, intensive programs and more for full diplomas, notes The Knowledge Academy and Aalto EE. For example, Aalto EE offers a First Time Manager program for €1,650, while a Summer School in Leadership at Jamk is €950 per student. Given the clearly basic level of these types of soft skills developed during basketball tournaments, **€350** was chosen.

The total annual value of the outcome no. 3 is calculated as: $8 \text{ persons} \times €350.00 = \mathbf{€2,800}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing "Increase in physical activity" is the cost of weekly gym membership with student discount (10%). A gym membership in Helsinki can cost between approximately €25 and €58 per week, depending on the gym, the specific membership type (e.g., monthly, 4-week, 10-visit card), and one's eligibility for discounts (student, senior, etc.). For a direct weekly equivalent, you can divide a monthly cost by four. Examples of Weekly Prices: Kuntokeskus Liikku: €8.73 per week. / Ole.Fit Kallio: €11.23 per week. / Motivus: €15 per week. / Urheiluhallit: €12.96 per week. To even out these differences, **€10.80** was chosen.

The total annual value of the outcome no. 4 is calculated as: $20 \text{ persons} \times €10.80 = \mathbf{€216}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Stronger ties with broader society” is the average annual cost of participating in an international youth program or camp that provides similar network opportunities. The market price of such experience is **€400**.

The total annual value of the outcome no. 5 is calculated as: 19 persons × €400.00 = **€7,600**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The financial proxy selected for valuing “Improved confidence and well-being” is the prevented costs of youth mental health and substance abuse service due to increased wellbeing and confidence. Based on the report of National Audit Office of Finland¹, VTV 2024 table (from Pirkanmaa at around €824 to Päijät-Häme at around €2,586), the average cost between different regions was set to **€1500**.

The total annual value of the outcome no. 6 is calculated as: 10 persons × €1500.00 = **€15,000**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcomes measured for participants demonstrate the multifaceted values created by sports-based intercultural education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Six primary outcomes were measured for the 20 young participants aged 15-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements require specific explanations and those are presented below while others are defined based on reference methods and use researchers’ past experiences in guiding comparable case studies.

Outcome 1: Increased competence and know-how in an international setting

The gross outcome value is €10,260. This outcome undergoes the following adjustments:

Deadweight: 15.00%. Researchers estimate that around 15% of participants would have increased their intercultural competence or know-how even without this exchange, due to

¹ <https://www.vtv.fi/app/uploads/2024/12/VTV-Tarkastus-15-2024-Nuorten-mielenterveys-ja-paihdepalvelut-hyvintaloluella.pdf>

normal exposure to international basketball, school activities, or personal development. However, since this Erasmus+ exchange offered an intensive and structured learning setting (mixed teams, intercultural tasks, reflection sessions), they believe 85% of the observed improvement can be reasonably attributed to this specific program.

Attribution: 10.00%. Some development may also be influenced by participants' home coaches, schools, or local youth programs. Because these support networks existed alongside the Erasmus+ project, researchers attribute 10% of the competence gain to external influences, and 90% to the project itself.

Displacement: 5.00%. In this case, displacement is minimal — participants' increased competence does not take opportunities or benefits away from others. If anything, it has positive spillovers, but for the sake of not overclaiming and being cautious, researchers settled for a displacement value of 5%.

Drop-off: 10.00%. Skills and competences tend to persist if applied regularly. However, motivation and active use may fade without follow-up programs. Based on similar youth exchanges, researchers expect around 10% of the effect to drop-off per year if not reinforced.

Final Impact Calculation €7,456.46

Gross Outcome Value: €10,260

After Deadweight ($\times 0.85$), Attribution ($\times 0.90$), Displacement ($\times 0.95$): €7,456.46

Outcome 2: Increase in understanding people from different background

The gross outcome value is €338. This outcome undergoes the following adjustments:

Deadweight: 25.00%.

Attribution: 5.00%.

Displacement: 10.00%.

Drop-off: 0.00%.

Final Impact Calculation €216.74

Gross Outcome Value: €338

After Deadweight ($\times 0.75$), Attribution ($\times 0.95$), Displacement ($\times 0.90$): €216.74

Outcome 3: Improved collaboration skills with people from diverse backgrounds

The gross outcome value is €2,800. This outcome undergoes the following adjustments:

Deadweight: 20.00%.

Attribution: 5.00%.

Displacement: 10.00%.

Drop-off: 0.00%.

Final Impact Calculation €1915.20

Gross Outcome Value: €2,800

After Deadweight ($\times 0.80$), Attribution ($\times 0.95$), Displacement ($\times 0.90$): €1915.20

Outcome 4: Increase in physical activity

The gross outcome value is €216. This outcome undergoes the following adjustments:

Deadweight: 10.00%.

Attribution: 10.00%.

Displacement: 10.00%.

As the calculation is based on the amount of physical activities made during the program minus the weekly number of hours of training reported by the coaches, researchers estimated that a 10% deadweight is enough to safely balance possible overclaim, attribution and displacement.

Drop-off: 50.00%. Researchers believe that the impact of other coaches approaches and the peer pressure of seeing how other country players train will decrease in future years. 50% does seem to be an overclaim regarding the competitiveness of the participants state of mind.

Final Impact Calculation €157.46

Gross Outcome Value: €216

After Deadweight ($\times 0.90$), Attribution ($\times 0.90$), Displacement ($\times 0.90$): €157.46

Outcome 5: Stronger ties with broader society

The gross outcome value is €7,600. This outcome undergoes the following adjustments:

Deadweight: 10.00%.

Attribution: 25.00%.

Displacement: 5.00%.

Drop-off: 50.00%.

Final Impact Calculation €4873.50

Gross Outcome Value: €7,600

After Deadweight ($\times 0.90$), Attribution ($\times 0.75$), Displacement ($\times 0.95$) : € 4873.50

Outcome 6: Improved confidence and well-being

The gross outcome value is €15,000. This outcome undergoes the following adjustments:

Deadweight: 50.00%.

Attribution: 60.00%.

Displacement: 10.00%.

According to Kouluterveyskysely 2023 (School Health Survey 2023) around 76% of youth who were worried about their mood reported receiving help from school staff or other adults, showing that there are many overlapping factors to consider. However the Erasmus+ Cultural Exchange Program uniquely combines intercultural learning, sports, teamwork, and personal reflection — elements directly linked to increased confidence and emotional wellbeing. Based on these researchers landed on abovementioned values recognizing the significance of the programs effect on the shared outcome.

Drop-off: 25.00%. Gradual fading of benefits without continued engagement is likely to be about 25%.

Final Impact Calculation €2,700

Gross Outcome Value: €15,000

After Deadweight (×0.50), Attribution (×0.40), Displacement (×0.90): €2,700

Summary of Total Impact

The total first year impact across all outcomes for project participants is **€17,319.36**

This total impact represents the social value created for the 20 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remind that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

Calculating the SROI

Outcome / Year	2025	2026	2027	2028	2029
Increased competence and know-how in an international setting	7,456.45	6,710.81	6,039.73	5,435.76	4,892.18
Increase in understanding people from different background	216.74	216.74	216.74	216.74	216.74
Improved collaboration skills with people from diverse backgrounds	1,915.20	1,915.20	1,915.20	1,915.20	1,915.20
Increase in physical activity	157.47				
Stronger ties with broader society	4,873.50	2,436.75			
Improved confidence and well-being	2,700.00	2,025.00			
Total	17,319.36	13,304.50	8,171.67	7,567.70	7,024.12
SDR (3%)	1.0000	0.9709	0.9426	0.9151	0.8885
Present Value (PV)	17,319.36	12,916.94	7,702.62	6,925.50	6,240.86
Total Present Value (PV)	51,105.29				
Net Present Value	29,455.18				
Social Return € per €	€ 1: € 2.36				

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€2.36 for every €1 invested**. Such a SROI ratio indicates that sports-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
Contributor(s)	Sini Parkkinen (UH), Outi Lämsikunnas (Klaukkala Upper Secondary school)
Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "Who do you sit next to?"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28 th February 2026
Dissemination level	PU

Abstract

The case study aimed to promote, assess and value the connectedness between different groups and communities. It was based at Klaukkala Upper Secondary school. The catchment area of the school is large, and the students do not necessarily know their neighbouring towns and villages. The intervention is targeting to tackle this area of improvement. Using a co-created approach, the project developed its methodology and objectives jointly with stakeholders and beneficiaries, ensuring relevance and engagement. Key activities included a compulsory school course during which the workshops with each student painting their own favourite place in one of the pieces of the map will be conducted and a final workshop of putting the pieces together and creating a bigger map depicting the bigger municipality of Nurmijärvi. This report provides an estimation of the Social Return on Investment (SROI) for the case study developed. Further information about the case study can be found in D4.2 (Maps of meaning for each arts-based education case study).

Document history

Version	Date	Comments	Modified by
1.0	21/02/26		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	26/02/26		Sini Parkkinen (UH), Outi Lämsikunnas (Klaukkala Upper Secondary school)
3.0	28/02/26	Final Version	Konrad Abramowski (SGH)



28/02/2026

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Executive Summary

Background

"Who do you sit next to?" is an innovative package of school curriculum assignments for youth, with focus on arts and crafts, designed and delivered in Klaukkala, in the municipality of Nurmijärvi, southern Finland, a city with diverse and widely scattered population. Delivered between April 2025 and May 2025 by the Finnish Klaukkala Upper Secondary school, the initiative targets young people aged 15-18 and seeks to promote mutual understanding between classmates and familiarity with further places of common local settlement through creative engagement.

The project responds to the challenge that students come from various secondary schools including ones outside the municipality. They do not necessarily know each other and where they are from. There is various evidence to suggest that when one feels safe in a school environment they are more capable of studying effectively and are also better motivated.

Aim and objectives

The primary aim of "Who do you sit next to?" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to tackle the area of improvement in knowing their neighbouring towns and villages by students from above-average large catchment area of the school and through that create better understanding among unfamiliar neighbors from the same city.

Methods

The intervention employs a co-created methodology developed with stakeholders and beneficiaries to ensure relevance and genuine engagement. This participatory approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include a compulsory school course during which there are several assignments that lead to the final co-creation where each student paints their own favourite place in one of the pieces of the big map of the municipality of Nurmijärvi. At the end of the course the pieces are joined together as a bigger map depicting the bigger municipality of Nurmijärvi, accompanied by SROI methodologies elements such as interviews and questionnaires.

The arts-based methodology provides a safe and creative space for addressing sensitive topics, while the University stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 26 young people from different Helsinki Metropolitan Area boroughs aged 15-18, as well as secondary stakeholders such as: Art teacher, School headmaster and researcher from CLiViE project. Each of these stakeholder groups experiences different forms of value from the project, ranging from direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes centered around direct and indirect effects of better knowing peers and classmates. These individual-level changes create ripple effects at the community level, contributing to reduced intercultural tensions among youth and

stronger social ties in the European context. At the systemic level, the project offers a replicable model for intercultural dialogue through artistic creation, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more inclusive and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, values, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building neighborly relationships and strengthening mutual understanding. Cultural capital investment enhances arts engagement and cultural dialogue among a members of group that had not had a chance to know each other better before. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation include above all the extra working hours of all parties involved. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased civic participation and cultural dialogue engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

Who do you sit next to?

Visual Arts and Crafts



Contents

Introduction

The case study aimed to promote, assess and value the connectedness between different groups and communities. It was based at Klaukkala Upper Secondary school. The catchment area of the school is large, and the students do not necessarily know their neighbouring towns and villages. The intervention is targeting to tackle this area of improvement. Using a co-created approach, the project developed its methodology and objectives jointly with stakeholders and beneficiaries, ensuring relevance and engagement. Key activities included a compulsory school course during which the assignments with each student painting their own favourite place in one of the pieces of the map will be conducted and at the end of the course putting the pieces together and creating a bigger map depicting the bigger municipality of Nurmijärvi. Further information about the case study can be found in D4.2 (Maps of meaning for each arts-based education case study).

About the entity organizing and conducting the case study

The project was a collaboration between the University of Helsinki and Klaukkala Upper Secondary school.

Identifying scope and stakeholders

The identification of stakeholders for "Who do you sit next to?" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the University, we identified three main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises of **26 young people aged 15-18** from the municipality of Nurmijärvi. Participants joined the course because it suited their timetable and it was a compulsory course in Klaukkala Upper Secondary school. They all come from various secondary schools, even from outside the municipality and because of that they don't necessarily know each other's home villages and regions. There is a risk they will spend too much time compared to upper secondary school education's duration not knowing each other well enough to fully benefit from groups dynamics.

Young participants value artistic and personal development, seeking to discover sense of belonging while developing art skills and making friends. They are drawn to the opportunity to self-improve themselves and uncover new passions in engaging ways that may not be available through traditional educational settings or the mandatory school curriculum. The project responds directly to the University's goal of engaging with wider stakeholders. Through collaborative artistic process, participants develop the skills to manage and engage with

diverse groups and perspectives, directly addressing the social loneliness that characterizes youth in many contemporary countries including Finland.

The intended changes for participants include critically assessing connectedness between different groups and communities and countries as well as understanding the differences between different areas and groups which leads to developing co-creation and interaction skills. Unintended changes emerged during the evaluation phase, namely improved concentration in school increased resilience among children.

Organization and its employees

Representative from School as involved staff member (Art teacher) who conducted the core aspect of the case study, namely art course. He has been integral part of the development, tailoring and execution of the case study. His motivations included: contributing to youth well being, diversity and inclusion; creating a socially impactful, high-quality creative education model; testing new pedagogical and emotional engagement methods; growing artistically and professionally through utilizing innovative education formulas.

At the same time, this stakeholder is **organizational** and is being represented by the headmaster of the school. While the headmaster had to offer extra working hours of personal time, he was a party to the project as a representative of an entity. His motivations included development of school institutional capacities and expectations of good publicity.

Researcher

The last stakeholder group refers to the **University employee** in charge of producing course's design for the participants and collecting the data related to the case study research. He was also in charge of documenting the case study's outcomes. His motivations included: contributing to youth well being, diversity and inclusion through evidence-based work; gaining experience in international and cross-sectoral projects; testing the SROI as a tool in youth work and international programs.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and exhibition of students' map as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "Who do you sit next to?", recognizing that cultural dialogue

initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes).

The objective of the case study is to promote, assess and value the connectedness between different groups and communities. This objective was carried out in the form of particular outputs, that were common for all the stakeholders and will be described here once.

Outputs: Each participant attended course consisting of a number of sessions divided into phases of: 1) choosing, explaining and describing their favourite place; 2) working on small maps of their own favourite places; 3) combining individual pieces of maps together in order to form map of the bigger municipality of Nurmijärvi and displaying it on the school wall on the 30th of May 2025. Additionally, secondary stakeholders (art teacher, headmaster and researcher) attended several meetings dedicated to working out both the course details and SROI methodology implementation.

Project Participants: Children and Adolescents

Inputs: The 26 young participants invested their time attending the tournament. This represents an opportunity cost, as participants could have spent this time on alternative activities. This time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not take place. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved outcomes centered around getting to know better people with whom they spend several hours every day.

Organization and its employees

Inputs: Employees' involvement was necessary to make sure the whole event runs smoothly. Their main input was also their working hours combined with human capitals. Entity was able to offer their organizational capacities and relational capitals without which the endeavor would not be successful.

Outcomes: Through being part of the event, art teacher and the organization personalized by the headmaster had the opportunity to gain following outcomes: Increased professional competence in creative pedagogy, evaluation methods, and facilitation tools that are reusable beyond the project; Strengthened professional capital through improved portfolio, visibility, reputation, and expanded professional networks; Increased sense of professional purpose, meaning, and fulfillment at work; Reduced unemployment-related societal costs; Enhanced organizational credibility, visibility, and partnership capacity at local, national, and EU levels; Improved organizational competence in project management, evaluation (e.g. SROI, monitoring), and evidence-based advocacy; Strengthened sense of organizational pride, identity, and shared purpose.

Researchers

Inputs: Researchers gave the whole undertaking highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing value of their participation in the undertaking.

Outcomes: Main outcomes deepening analytical skills, exploring categories of cultural literacies, encouraging creativity and unusual approaches in art making and its reflecting, all followed by putting SROI methodology to real-life stress-test.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€2,512**, comprised of: participant time (€912), art teacher's 34 working hours (€850), headmaster's working hours (€250) and researcher's working hours (€500).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both coaches and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

One primary outcome have been identified and measured for the 26 young participants in the project, as already mentioned in the previous section. This outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for the outcome.

It's worth noting that the direct secondary stakeholders (the ones involved in conducting the workshops) were actually able to observe more of positive outcomes happening to the youths but the researchers limited their descriptions only to those that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Expected changes that probably have happened but were not possible to prove include: Increased understanding of social differences; Learning to cooperate and interact and show and interest in others; Learning new art creating techniques.

Outcome 1: Knowing one's classmates

The very group nature of the undertaking forces the participants not only to notice, but even more – to work side-by-side with people they could have perceived as strangers. This cameral, deeply collaborative artistic process “on paper” has all the qualities needed to build a sense of community.

Measurement and Quantification

This outcome was measured based on two questionnaires conducted on 4th April and 20th May, that is at the start and the end of the course, concerning issues of familiarity with different members of the class. The quantity of the outcome is expressed as 6 persons experiencing change out of the sample size of 26 participants. The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 0.2 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that was used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices apply to 1 beneficiary and 1 year.

Two financial proxies were attributed for valuing “Increased engagement in creative activity and skill development”.

First selected proxy is the value of annual value attributed in change from *'talking to neighbours once or twice a week'* to *'talking to neighbours on most days'* coming from 2003 as analyzed by Nattavudh Powdthavee (2008) *Putting a price tag on friends, relatives, and neighbours*. This research calculates such value at 15,666 (pounds sterling) which can be converted to €17,702. Since this is the annual value and the project team estimated duration time to be 0.2 years, the proxy value is $17,702 \times 0.2 = \text{€}3,540.40$.

The total annual value of the proxy no. 1 is calculated as: $6 \text{ persons} \times \text{€}3,540.40 = \text{€}21,242.40$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

Second selected proxy is cost of one activity (going out) with friends. This financial proxy has been used to value improved social life. It is based on the price of 1 soda drink and 1 pizza. It's value is 9.72 pounds sterling which can be converted into €10.98 for 1 meeting. It was decided by the case study management team that taking part in the course leads on average to 1 extra occurrence of going out, therefore the proxy's value is **€10.98**.

The total annual value of the proxy no. 2 is calculated as: 6 persons × €10.98 = **€65.88**. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcome measured for participants demonstrates the essential value created by arts-based intra-community education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

One primary outcome was measured for the 26 young participants aged 15-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements require specific explanations and those are presented below while remaining ones are defined based on reference method and build upon researchers' past experiences in guiding comparable case studies.

Outcome 1: Knowing one's classmates

Proxy 1

The gross outcome value is €21,242.40. This proxy undergoes the following adjustments:

Deadweight: 35.00%. This getting to know each other better would probably happen anyway but it would happen later with less time left for classmates to benefit from this familiarity.

Attribution: 30.00%. Desire to get to know peers better is present in majority of school youth autonomously.

Displacement: 5.00%. The course was conducted as a part of school curriculum and didn't require strong sacrifices time-wise from pupils.

Drop-off: N/A The outcome lasts for less than one year.

Final Proxy Calculation **€9,182.03**

Gross Outcome Value: €21,242.40

After Deadweight (×0.65), Attribution (×0.70), Displacement (×0.95): €9,182.03

Proxy 2

The gross outcome value is €65.88. Since it was decided that one additional happening of going out is the direct benefit of this course, it doesn't undergo adjustments.

Deadweight: 0.00%.

Attribution: 0.00%.

Displacement: 0.00%.

Drop-off: 0.00%.

Final Proxy Calculation €65.88

Gross Outcome Value: €65.88

After Deadweight, Attribution, Displacement: €65.88

Summary of Total Impact

The total first year impact across all outcomes for project participants is **€9,247.91**

This total impact represents the social value created for the 26 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remind that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

Calculating the SROI

Outcome and Proxy / Year	2025
Knowing one's classmates. Talking to neighbours	9,182.03
Knowing one's classmates. Going out	65.88
Total	9,247.91
SDR (3%)	1.000
Present Value (PV)	9,247.91
Total Present Value (PV)	9,247.91
Net Present Value	6,735.91
Social Return € per €	€ 1: € 3.68

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.68 for every €1 invested**. Such a SROI ratio indicates that art-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
Contributor(s)	Sini Parkkinen (UH), Kemal Ahson (UH)
Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "Knock Out!"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28 th February 2026
Dissemination level	PU

Abstract

The aim of the project is to maintain and increase level of physical activity through which better resilience and friendships in local area are increased. The project targeted beginners in Karate to maintain levels of physical activity. Bi-weekly training sessions (one hour each) were held with the children linked to two schools on the island of Lauttasaari in Helsinki. In addition, the project sought to cultivate good relationships with diverse individuals and groups. The project was motivated by the instructors who had noticed a decline in levels of participation in physical activity. The project also mapped spaces of physical activity and play (formal and informal) over time in the island of Lauttasaari in Helsinki (Finland) to raise awareness of the links between place and physical activity. This report provides an estimation of the Social Return on Investment (SROI) for the case study developed. Further information about the case study can be found in D4.2 (Maps of meaning for each arts-based education case study).

Document history

Version	Date	Comments	Modified by
1.0	22/02/26		Grzegorz Maśloch (SGH), Konrad Abramowski (SGH)
2.0	26/02/26		Sini Parkkinen (UH), Kemal Ahson (UH)
3.0	28/02/26	Final Version	Konrad Abramowski (SGH)



28/02/2026

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Executive Summary

Background

"Knock Out!" is an easy-to-implement package of two seasons of bi-weekly Karate training session, designed and delivered in Helsinki, Finland, a multicultural city with diverse population and scattered boroughs. Delivered between November 2024 and May 2025 by two Helsinki primary schools, the initiative targets young people aged 9-14 and seeks to promote genuine engagement in combat sports alongside classmates leading to better physical and mental health as well as sense of community between peers.

The project responds to the challenge that children and adolescents became physically less active. The potential effects of the COVID-19 were seen as declined PA and increased sedentariness. The Zekki Finland report, launched on World Mental Health Day, October 10, 2023, reveals that up to 37% of young people in Finland are dissatisfied with their lives. In the comparison of Nordic countries, the prevalence of loneliness was highest among Finnish and Icelandic adolescents. Research shows sports participation in school is associated with higher levels of wellbeing for young people.

Aim and objectives

The primary aim of "Knock Out!" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to maintain and increase level of physical activity through which better resilience and friendships in local area are increased as well as map spaces of physical activity and play (formal and informal) over time in the island of Lauttasaari in Helsinki to raise awareness of the links between place and physical activity.

Methods

The intervention employs a co-created methodology developed with stakeholders and beneficiaries to ensure relevance and genuine engagement. This participatory approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include two seasons of bi-weekly Karate training sessions (one hour each) and creating a map of physical activity places of Lauttasaari, accompanied by SROI methodologies elements such as interviews and questionnaires.

The sports-based methodology provides a safe and creative space for addressing sensitive topics, while the University stewardship offers professional management and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising 15 young people from different Helsinki Metropolitan Area boroughs aged 9-14, as well as secondary stakeholders such as: two Karate instructors and researcher from CLiViE project. Each of these stakeholder groups experiences different forms of value from the project, ranging from direct skill development and personal growth to enhanced organizational capacity and improved social ties.

At the individual level, the project generates outcomes centered around direct and indirect effects of increasement in physical activity conducted alongside classmates. These individual-level changes create ripple effects at the community level, contributing to reduced intercultural tensions among youth and stronger social ties in the European context. At the

systemic level, the project offers a replicable model for intergenerational dialogue through sports engagement, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more inclusive and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provide quantitative measurement of attitude and behavior change, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and tournament observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, values, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building in-class relationships and strengthening mutual bonds. Cultural capital investment enhances sports engagement and improved dialogue among a members of group that had not had a chance to know each other better before. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation include above all the extra working hours of all parties involved. The return areas encompass individual outcomes such as improved skills and enhanced wellbeing; social outcomes including community ties and reduced conflict costs; cultural outcomes such as increased community participation and cultural dialogue engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

Knock Out!

 Sports and Recreation



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €3.12



Helsinki, Finland

Contents

Introduction

The aim of the project was to maintain and increase level of physical activity through which better resilience and friendships in local area are increased. The project targeted beginners (between the ages of 9 and 14) in Karate to maintain levels of physical activity. Bi-weekly training sessions (one hour each) were held with the children linked to two schools on the island of Lauttasaari in Helsinki. In addition, the project sought to cultivate good relationships with diverse individuals and groups. The project was motivated by the instructors who had noticed a decline in levels of participation in physical activity. The project also mapped spaces of physical activity and play (formal and informal) over time in the island of Lauttasaari in Helsinki (Finland) to raise awareness of the links between place and physical activity. Ultimately, Knock Out! seeks to contribute to a more inclusive and collaborative society in the region.

About the entity organizing and conducting the case study

The project was a collaboration between the University of Helsinki and Helsinki Karate club.

Identifying scope and stakeholders

The identification of stakeholders for "Knock Out!" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the University, we identified three main stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects mainly the direct beneficiaries of the program. While the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives is noticed, it is not being analyzed directly.

Primary Stakeholders: Project Participants

The central stakeholder group comprises of **15 young people aged 9-14** from Helsinki Metropolitan Area. Participants were selected as class members in two primary schools located in Lauttasaari island (region). There is a risk they will spend not enough time on physical activity which would lead to decreased resilience and friendships in local area.

Young participants value athletic and personal development, seeking to discover sense of belonging while developing sports skills and making friends. They are drawn to the opportunity to self-improve themselves and uncover new passions in engaging ways that may not be available through traditional educational settings or the mandatory school curriculum. The project responds directly to the University's goal of engaging with wider stakeholders. Through collaborative athletic process, participants develop the skills to manage and engage with diverse groups and perspectives, directly addressing the social loneliness that characterizes youth in many contemporary countries including Finland.

Their motivations include developing stronger links between school and community. The intended changes for participants include maintain or increasing physical activity and strengthen their identity and link to school. Unintended changes emerged during the evaluation

phase, namely improved concentration in school, increased resilience among children and addressed behavioral issues of some children.

Employees of the organizations

Representatives from Schools as involved staff members: one Karate instructor from each school, who conducted the core aspect of the case study, namely bi-weekly sessions. They have been integral part of the development, tailoring and execution of the case study. Their motivations centered around strengthening link between educational outcomes, learning and physical activity.

Researcher

The last stakeholder group refers to the **University employee** in charge of producing course's design for the participants and collecting the data related to the case study research. He was also in charge of documenting the case study's outcomes. His motivations included: contributing to youth well being, diversity and inclusion through evidence-based work; gaining experience in international and cross-sectoral projects; testing the SROI as a tool in youth work and international programs.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The remaining groups represent important complementary stakeholders. While experiencing real changes, they have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and exhibition of students' map as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "Knock Out!", recognizing that cultural dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes).

The objective of the case study was to maintain and increase level of physical activity through participation in karate. This objective was carried out in the form of particular outputs, that were common for all the stakeholders and will be described here once.

Outputs: Each participant attended 2 semester-long courses consisting of two (one hour) training sessions and took part in the process of developing the map of Lauttasaari island's physical activity infrastructure with particular emphasis on children's felt experience of the places mapped. Additionally, secondary stakeholders (school instructors and researcher) attended several meetings dedicated to working out both the project details and SROI methodology implementation.

Project Participants: Children and Adolescents

Inputs: The 15 young participants made a participation fee. Additionally, they invested their time attending the tournament. This represents an opportunity cost, as participants could have spent this time on alternative activities. This time investment represents a significant commitment and forms the foundation for the changes they experience. Their will and the choice they made constituted a necessary condition without which the project would not take place. Each of them also brought their unique personal skills, knowledge, experience and personalities that enriched the whole experience for their peers.

Outcomes: Through participation in abovementioned activities conducted over the program period, young people achieved outcomes centered around increasement in physical activity taking place in a group.

Employees of the organizations

Inputs: Employees' involvement was necessary to make sure the whole event runs smoothly. Their main input was their working hours combined with human capitals.

Outcomes: Through being party of the event, instructors had a chance to gain following outcomes: improved coaching skills and professional growth; improved job satisfaction levels; increase in physical activities; expanded professional networks and portfolios.

Researchers

Inputs: Researchers gave the whole undertaking highly beneficial structure and enriched primary participants' experience by guiding them through the process of realizing value of their participation in the undertaking.

Outcomes: Main outcomes include deepening analytical skills, exploring categories of cultural literacies, encouraging creativity and unusual approaches in sports-based projects and its reflecting, all followed by putting SROI methodology to real-life stress-test.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€6,750**, comprised of: participant fees (€3750), facilities' cost (€2000), instructors' working hours (€500) and researcher's working hours (€500).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value

created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted mainly through combinations of self-assessments and ones conducted by both instructors and researchers based on differences between pre- and post-program surveys or post-program surveys alone. These surveys were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

One primary outcome have been identified and measured for the 15 young participants in the project, as already mentioned in the previous section. This outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and expected to resonate over defined time periods. The following sections detail the methodology and findings for the outcome.

It's worth noting that the direct secondary stakeholders (the ones involved in conducting the workshops) were actually able to observe more of positive outcomes happening to the youths but the researchers limited their descriptions only to those that could be proven. That means that the actual SROI could be even higher than the one we were able to calculate.

Expected changes that probably have happened but were not possible to prove include: Increased understanding of social differences; Learning to cooperate and interact and show and interest in others; Better knowledge of surrounding area and higher self-awareness of their emotions towards these spaces.

Outcome 1: Increased level of physical activity

The main direct, very straightforward outcome of sports sessions was simply increase in physical activity that has a potential to stay uplifted for a limited amount of time.

Measurement and Quantification

This outcome was measured based the questionnaires that were executed over the following time period: November 2024, January 2025 and May 2025, concerning issues of changes experienced due to taking part in the course. The quantity of the outcome is expressed as 10 persons experiencing change out of the sample size of 15 participants. The outcome begins to materialize from session 1 as participants start developing competencies. The duration time is estimated at 0.5 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through secondary stakeholders. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of sports-based intercultural education initiatives.

Valuing outcomes

In the next step it is appropriate to describe the financial proxies that was used to allocate monetary value to abovementioned outcomes. It's worth remembering that described prices apply to 1 beneficiary and 1 year.

The selected proxy for the outcome "Increased level of physical activity" is the annual value school-age child being active for an hour a day based on the research of Youth Sport Trust titled '*The social value of free physical activity in schools: pioneering new study and discussion paper*'. This research calculates such value at 7,800 pounds sterling which can be converted to €8,814. Since this is the annual value and the project team estimated duration time to be 0.5 years, the proxy value is $€8814 \times 0.5 = \mathbf{€4,407}$.

The total annual value of the proxy no. 1 is calculated as: $10 \text{ persons} \times €4,407 = \mathbf{€44,070}$. This represents the value that participants would need to invest to access equivalent benefits through the market approach.

The primary outcome measured for participants demonstrates the essential value created by sports-based intra-neighborhood education.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of this very project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement). Additionally, some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

One primary outcome was measured for the 15 young participants aged 9-14. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome. Some elements require specific explanations and those are presented below while remaining ones are defined based on reference method and build upon researchers' past experiences in guiding comparable case studies.

Outcome 1: Increased level of physical activity

The gross outcome value is €44,070. This proxy undergoes the following adjustments:

Deadweight: 25.00%. Desire to move more is present in majority of school youth autonomously.

Attribution: 25.00%. Without proper qualifications of instructors the course would not turn successful.

Displacement: 15.00%. The course was conducted in engaging way which means that participants probably didn't have will to participate in any other sports sessions that they could have attended.

Drop-off: N/A The outcome lasts for less than one year.

Final Proxy Calculation €21,070.97

Gross Outcome Value: €44,070

After Deadweight (x0.75), Attribution (x0.75), Displacement (x0.85): €21,070.97

Summary of Total Impact

The total first year impact across all outcomes for project participants is **€21,070.97**

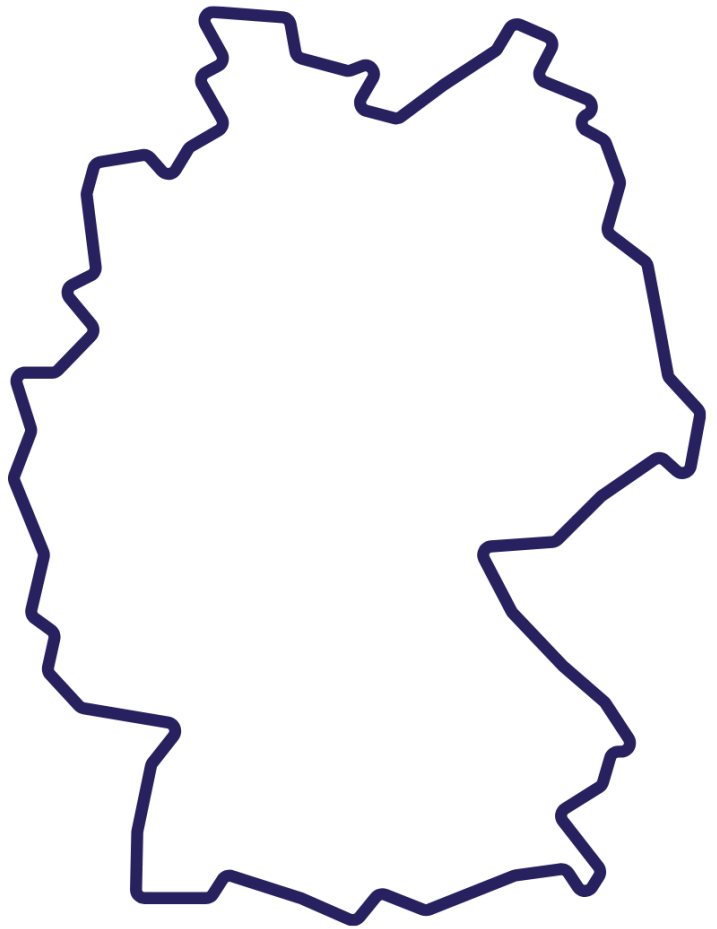
This total impact represents the social value created for the 15 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to remind that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups.

Calculating the SROI

Outcome and Proxy / Year	2025
Increased level of physical activity	21,070.97
Total	21,070.97
SDR (3%)	1.000
Present Value (PV)	21,070.97
Total Present Value (PV)	21,070.97
Net Present Value	14,320.97
Social Return € per €	€ 1: € 3.12

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.12 for every €1 invested**. Such a SROI ratio indicates that sports-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Germany



EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	2.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: Who is a builder? Fostering belonging in construction for all
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The “Who is a builder? Fostering belonging in construction for all” case study was conducted by the professorship of Learning Sciences and Educational Design Technologies at the Technical University of Munich and was carried out at Munich International School (MIS). In collaboration with MIS teachers at the Maker's Lab, the case study was developed to foster a sense of belonging in construction and building for all students, regardless of gender identity. The activities were designed as part of the fifth-grade mathematics curriculum, specifically the tiny houses building module. This age group is important because it is the final year before secondary school, and it is during this critical period (ages 10–12) that interest in STEM subjects often begins to decline.

The goals included shifting participants' understanding of belonging in construction in relation to their self-identified gender. Expected outcomes included increased socio-emotional learning and awareness of diversity in construction settings, as well as increased competence and know-how in construction-based learning.

A total of 18 special sessions were conducted to introduce construction learning using innovative, sustainable, low- and high-technology methods (e.g. robotic clay printing and 3D printing with pens). The belonging survey and drawing task aimed to encourage the young people to share and reflect on their personal identity in relation to the construction field.

The report presents a Social Return on Investment (SROI) evaluation of the “Who is a builder? Fostering belonging in construction for all”.

Document history

Version	Date	Comments	Modified by
1.0	22/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

The “Who is a builder? Fostering belonging in construction for all” case study was conducted by the professorship of Learning Sciences and Educational Design Technologies at Technical University of Munich (TUM) and was carried out at Munich International School (MIS). MIS is a private international school committed to providing a high-quality education through the International Baccalaureate (IB) curriculum.

At the Munich International School Maker’s Lab, teachers observed gender gaps in participation, particularly in elective and voluntary learning activities related to building, repairing, and robotics fields that tend to attract more boys and that are closely linked to construction fields. Such disparities can influence skill development and shape future opportunities differently for students. Therefore, LS Design Lab researchers in cooperation with the teachers at the Maker’s Lab developed the project that fostered a sense of belonging in construction and building for all students, regardless of gender identity. This also included expanding perceptions of roles in construction fields, as well as reimagining job profiles made possible through the introduction of novel digital and robotic construction technologies.

The activities were designed as part of the 5th-grade mathematics curriculum, specifically the tiny houses building module. This age group is important because it is the final year before secondary school, and it is during this critical period (ages 10–12) that interest in STEM (Science, Technology, Engineering, and Mathematics) subjects often begins to decline.

Aim and objectives

The primary aim of “Who is a builder? Fostering belonging in construction for all” project is to achieve shifts in participant understanding of belonging in construction related to participants’ self-identified gender and increased participant awareness and respect for diversity in construction settings.

During the project’s activities, young people developed the necessary skills, values and cultivated increased socio-emotional learning, competence and know-how in construction-based learning for participants. The project promotes positive communication and teamwork among diverse young people, deepening their understanding of art and fostering a sense of belonging in construction and building for all students, regardless of gender identity.

Methods

The intervention uses a methodology that was co-created with stakeholders to ensure relevance and genuine engagement. This arts-based approach enables sensitive topics to be addressed in a safe and creative space, and the partnership between Technical University of Munich and MIT provides the initiative with a professional technical and social context.

The case study was a part of the 5th-grade mathematics curriculum at Munich International School (MIS), specifically the module on building tiny houses. There were three special sessions designed to introduce construction learning using innovative and sustainable low- and high technologies (e.g., robotic clay printing, 3D printing with pens). Key activities included three 50-minute-long sessions with each of the 6 class groups, which is totalling at 18 sessions, as well as quantitative analyses of shifts in belonging (including the gender perspective) of youth participants (using pre- and post-survey) and quantitative analysis of shifts in the representation of builders per gender

(using pre- and post-drawing task). The activity observation took the form of a survey of young participants' reflections to capture the depth of their experience, followed by stakeholder on-site interviews to assess the initiative's broader community impact.

The project's stakeholder groups include the primary beneficiaries, who are students between 10 and 12 years-old from diverse nationalities, as well as the secondary stakeholders, who are the TUM facilitators, school teachers and the MIT administration. These groups experience different forms of value from the project, ranging from direct skills development and personal growth for participants, to enhanced organisational capacity for the school, and improved social cohesion for the wider community.

At an individual level, the project generates outcomes such as a sense of belonging in construction and building for all students, improved communication skills, competence and know-how on construction technologies and 3D printing, greater cultural awareness and empathy, increased confidence and mental well-being when engaging with the arts. It also fosters personal values that align with inclusivity. These changes create ripple effects at the local community level, strengthening social cohesion in a gender context. At the systemic level, the project provides a model for gender-oriented dialogue through the arts. It also strengthens the school's capacity to address social challenges and contributes to the development of a more inclusive, culturally and technically rich society.

The evaluation framework integrates quantitative and qualitative methods to capture the full scope of change. A pre- post-survey provides quantitative measurements of changes in attitudes and behaviours, while qualitative interviews with participants capture the depth and details of their experiences and personal transformations. Stakeholder on-site interviews assess the broader community-level impacts and the sustainability of the outcomes, while workshop observations provide real-time documentation of the change process. This mixed-methods approach ensures that both measurable outcomes and intangible personal and social transformations are captured in the evaluation.

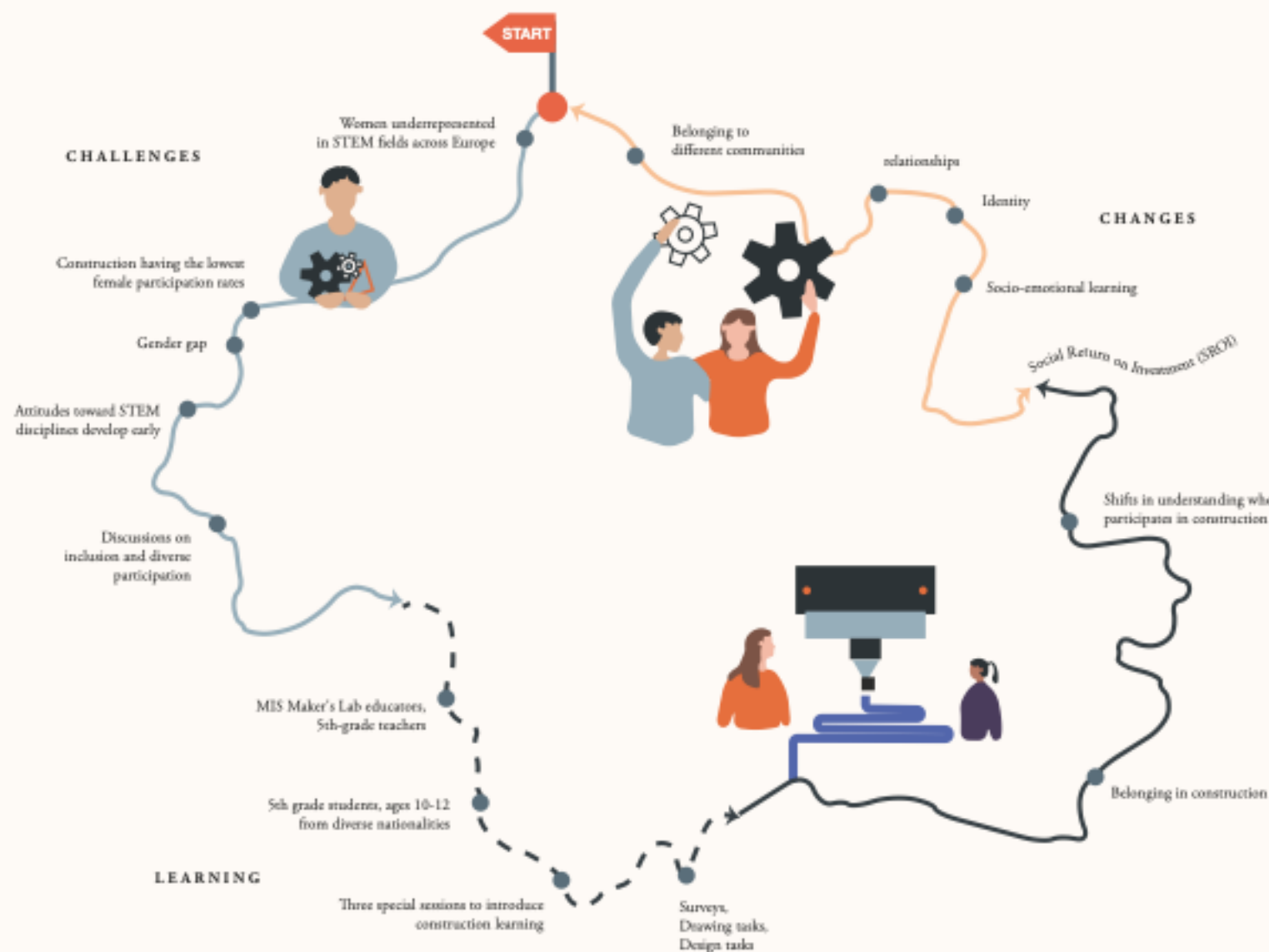
Results

From an SROI perspective, the project represents a strategic investment in various forms of capital. Investment in human capital involves developing young people's digital and robotic construction skills, well-being values, and educational capabilities, which will benefit them in the long term. Investment in social capital focuses on building relationships and strengthening community cohesion within gender contexts. Investment in cultural capital enhances engagement with the arts and participation in the cultural sector among students, reducing disparities that can influence skill development and shape future opportunities differently for students based on their gender identity. Finally, the project generates value by reducing social tensions and preventing losses of intellectual potential represented by girls and women in the processes of developing construction technologies.

The investment areas included in the SROI calculation are: project design and coordination costs, school partnerships and facility usage, workshop facilitation and materials and evaluation activities. The return areas encompass individual outcomes such as an improved sense of belonging in construction related to participants' self-identified gender, and increased awareness of and respect for diversity in construction settings among participants. Social outcomes include community cohesion, expanded perceptions of roles in construction fields and reimagined job profiles, made possible through the introduction of novel digital and robotic construction technologies.

Who is a builder? Fostering belonging in construction for all

■ Cultural and Natural Heritage
 ■ Visual Arts and Crafts
 ■ Design and Creative Services



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €2.56



Munich International School (MIS)
Munich, Germany

Contents

Introduction

The case study explores how art can enhance self-expression and acceptance among students within the school communities in Germany. The “Who is a builder? Fostering belonging in construction for all” project aims to create meaningful, lasting change by equipping young people in Munich with the necessary skills, values and understanding of diversity in construction settings to contribute to a more inclusive and culturally rich society.

By combining artistic exploration with participatory research methods, the case study is intended to encourage young people to reconsider their perception of belonging in construction settings in relation to their gender identity, thereby increasing their engagement with the arts. Through workshops, questionnaires, and interviews with stakeholders, the project can assess its impact on cultural attitudes and engagement, as well as its effect on students' social, emotional, and learning (SEL) outcomes.

About the entity organizing and conducting the case study

The case study was conducted by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University, which is located within the Department of Educational Sciences at the School of Social Sciences and Technology at TUM. The professorship investigates the role of high- and low-tech materials in STEM and digital skills education, designing learning approaches from constructionist and socio-material perspectives. The main aim is to promote equitable, diverse and inclusive STEM and digital skills education. Educational courses and research opportunities are offered to the local community through the Learning Sciences and Design Lab.

The Learning Sciences and Design Lab is a model space that is supportive of equitable approaches to STEM learning, including gender equity. The activities reflect four core design principles that emerged from its own research, including diversity to offer a wide range of materials, and empathy to invite user-centred design and build on familiarity. The Learning Sciences and Design Lab supports research and design to advance the gendered materiality of STEM learning. The Lab also develops teaching materials and student research opportunities, and helps to strengthen connections with communities in and around TUM.

The case study was conducted at Munich International School MIS, which is a private international school committed to providing a high-quality education through the International Baccalaureate (IB) curriculum. The IB curriculum promotes a broad range of human capacities and responsibilities that extend beyond academic success. With around 1,300 students enrolled from over 60 different nationalities, MIS fosters a diverse and inclusive learning environment. The school follows an inquiry-based, transdisciplinary approach that emphasises conceptual understanding and student-centred learning. It prepares students to navigate an increasingly complex and interconnected world by encouraging critical thinking, creativity and global citizenship. Due to its flexible institutional settings, suitable for implementing innovative educational activities such as this case study, MIS serves as a model space for implementation.

Identifying scope and stakeholders

The identification of stakeholders for the “Who is a builder? Fostering belonging in construction for all” project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change, as a result of the intervention, were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups whose lives and circumstances are materially affected by the project were identified. This comprehensive stakeholder mapping reflects the project's direct beneficiaries, as well as the wider ecosystem of individuals and organisations that contribute to and benefit from inclusive initiatives that promote belonging and diversity in construction settings within the education system in Munich.

Primary Stakeholders: Project Participants

The case study involved a group of 5th-grade students, consisting of 6 classes. The sessions were held with 104 students who had voluntarily accepted the invitation to participate. The students were 10- to 12-year-olds of various nationalities. The gender distribution was not examined until after the case study had been conducted, in order to ascertain the students' self-identified gender identities. This age group is important because it represents the final year before middle school, a time when interest in STEM subjects often begins to decline. The case study formed part of the Year 5 mathematics curriculum at Munich International School, specifically the module on building tiny houses.

Students gained experience in 3D printing technologies and construction-based learning tools. The intended changes for the primary stakeholders include increased reflection on belonging and diversity in construction settings, as well as an increased sense of belonging in these settings. Other changes include greater autonomy with technologies and 3D printing, which contributes to enhanced competence and know-how.

Institutional and Policy Stakeholders

LS Design Lab researchers, were involved in the project as authors and facilitators of the project's activities. The intended changes for these stakeholders include providing new evidence and data to advance the field, developing innovative methods or tools to address issues of social cohesion/SEL via arts-based methods, and improving instructor and policy practices around arts-based education. These outcomes contributed to the obtaining scientific evidence/insight about the impact of arts-based learning on young people's social-emotional development and civic learning, as well as the strengthening of partnerships with educational institutions.

Educators and professionals/practitioners

MIS Maker's Lab educators were involved in co-design, development and implementation of the workshop sessions. All educators played an active role in supporting the facilitation of activities and they were also part of the community of practice, helping to develop and disseminate the educational toolkit for art-based educators.

The main intended change achieved by the case study is professional development in interdisciplinary approaches in teaching and the value of SEL through arts-based STEM. It also aims to improve understanding of the effective methodological approaches and tools in this

context. Some further changes include educators' self-reflection on the use and design of materials in interdisciplinary settings, particularly with regard to assessment design and the impact on students' SEL.

School teachers who facilitate artistic activities develop deeper relationships with their students. The expected change for this group of stakeholders involves learning and applying new methods and teaching approaches and strengthening inclusive approach among students, regardless of gender identity. By facilitating project activities, teachers take into account the students' backgrounds in construction settings and the gender context, adapting school material accordingly.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional stakeholders and educators have experienced real changes, they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders were engaged using methods appropriate to them, taking into account their characteristics and availability. Young participants were subject to systematic observations before and after project activities, which were documented. The belonging survey and the drawing task were learning activities designed to encourage the young people to share and reflect on their personal identity in relation to the construction industry. The drawing activity, which was originally designed to have students draw a scientist in order to explore stereotypes and perceptions of the profession among boys and girls, was adapted to examine stereotypes about people working in the construction field. It was adapted to examine stereotypes about people working in construction. The language and framing of the activity were reviewed and refined with input from the school's teachers.

Other stakeholders were involved in consultations during the preparation phase and when facilitating the sessions. They were interviewed on site to gain insights from educators and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the range of value created by the project, "Who is a builder? Fostering belonging in construction for all", recognising that gender stereotypes in initiatives generate change at various levels of society, including personal development, school community cohesion, and institutional capacity building within the education system.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). That reflects the objective of the case study which is to achieve shifts in participant understanding of belonging in construction related to participants' self-identified gender and increased participant awareness and respect for diversity in construction settings.

Project Participants: Children and Adolescents

Inputs: The 104 young participants invested their time participating in the project sessions. The project activities took place during school formal education hours. Each participant attended 3 sessions, each comprising approximately 2,5 hours (3 x 50 min) of workshops, totalling 260 hours of collective participant time. This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to assign a monetary value to the time spent by school students. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: The project delivered creative learning sessions that resulted in tangible artistic products, which were documented through 21 cultural productions created by groups, and 104 pre-and-post-surveys & drawings.

Outcomes: Through participating in the sessions conducted over the project period, the participants increased reflection on belonging and diversity in construction settings, increased participation/sense of belonging in construction settings and improved their mental well-being related to self-identified gender. They also increased autonomy with construction technologies and 3D printing and enhanced competence and know-how.

MIS Maker's Lab educators

Inputs: The educators (8 persons) contributed a total of 90 hours to planning and facilitating project sessions of the curriculum, which totalled at €1,500.00. The additional parts of MIS Maker's Lab educators' work were space use (70 h) for tours, course facilitation, pilot facilitation and storage space use at MIS (672 h), which cost were assessed as €200.00 and €40.00.

Outputs: The Maker's Lab educators provided students with some frameworks, processes, technical skills/guidance and feedback during sessions attended by youngsters. They prepared 1 curriculum for belonging in construction to be used as an inspiration for design of new assessment approaches. The educators facilitated 18 sessions, which delivered increased participants' sense of belonging in construction settings, and contributed to obtaining comprehensive data from the case study.

Outcomes: In terms of ToC, the Maker's Lab educators gained further professional development in interdisciplinary approaches and greater reflection on uses of learning approaches in different settings, focused on positive student outcomes. This enhanced their professional capacity and can be applied to future projects or shared with the wider teaching community and other professionals.

LS Design Lab researchers

Inputs: The contribution of LS Design lab researchers included 1,440 hours of LS Design lab space use, which was the university's laboratory where laboratory design tests were conducted, technologies and research instruments prepared and materials packed. The cost of this input was assessed at €3,360.00. The important material part of LS Design Lab's contribution were the costs spent on materials purchased for the case study (€2,286.84), transportation of materials and equipment to MIS (€370.00) and transportation costs for researchers to MIS (€196.00).

Outputs: The organisational involvement of the LS Design Lab researchers, measured in terms of time and material input, made the project sessions possible. During the first session, the researchers facilitated the diagnosis of creative tasks and participants' reflections and conducted the evaluation session after the creative process. They gathered research data on the measurement of the impact of cultural literacies through a survey, documentation of creative diagnostic tasks and participants' reflections, and the creation of maps of meaning.

Outcomes: The LS Design Lab researchers gained and developed current knowledge on cultural inclusion and engagement, based on evidence from Germany, regarding the impact of arts-based education on younger learner SEL. Thereby they expanded their professional effectiveness when working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€7,952.84** comprised of: participant time (€0 direct monetary value but significant opportunity cost representing 260 hours of collective engagement), MIS Maker's Lab educators' engagement and resources (€1,740.00), LS Design Lab researchers' engagement and material resources necessary for the project (€6,212.84).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcome measurement was collected through pre -post survey with the participants, as well as through 21 cultural productions created by groups and 104 drawings, which were digitalised and analysed due to the project methodology. Reflections from the educators were obtained during on-site interviews describing the participants' experiences and perceived changes.

Observed changes for participants

Four primary outcomes have been identified and measured for the 104 young participants in the project: increased reflection on belonging and diversity in construction settings; increased autonomy with 3D printing and construction technologies resulting in enhanced competencies and know-how; improved participants' mental well-being related to self-identified gender.

Each outcome is evidenced through the pre- post-survey with participants, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Increased reflection on belonging and diversity in construction settings

Increased reflection on belonging and diversity in construction settings emerged as a significant intended outcome during the project implementation.

Measurement and Quantification

The shifts in reflection on belonging and diversity in construction settings of youth participants in gender context were measured through participants pre -post survey. The quantity of the outcome is expressed as 57 persons experiencing change across 104 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds to the period during which participants experience the mental benefits of artistic engagement, a sense of belonging, and inclusive peer interactions in construction settings while staying in the school environment.

Outcome 2: Increased participation/sense of belonging in construction settings

Increased activity and sense of belonging and diversity in construction settings also emerged as a significant intended outcome during the project implementation. This also includes expanding perceptions of roles in construction fields, as well as reimagining job profiles made possible through the introduction of novel digital and robotic construction technologies.

Measurement and Quantification

The shifts in an individual sense of belonging and diversity in construction settings of youth participants in gender context were measured through participants pre -post survey. The quantity of the outcome is expressed as 57 persons experiencing change across 104 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds to the period during which participants are motivated to express and develop their artistic engagement, a sense of belonging, and inclusive peer interactions in construction settings while staying in the school environment.

Outcome 3: Increased autonomy with 3D printing and construction technologies resulting in enhanced competencies and know-how

The project develops hard skills, such as creative and technical artistic competencies, as well as soft skills, such as communication, collaboration, intercultural competence, critical thinking and problem-solving, which are all necessary for the participants' personal development, exploring their individual further education and professional career opportunities, as well as successful social integration.

Measurement and Quantification

Skills development was measured through participants pre- post-survey of capabilities demonstrated during project activities. The quantity of the outcome is expressed as 81 persons experiencing change across 104 involved. The outcome begins to materialise from session 1 as participants start to develop competencies. This process is estimated to take 1 year, during which time enhanced skills continue to generate benefits through participants' improved interests, competence and know-how regarding construction technologies and 3D printing, which can be the impulse to planning individual education path.

Outcome 4: Improved participants' mental well-being related to self-identified gender

A strengthened positive personal attitude and reflection on belonging in construction settings represent both an immediate project outcome and an indicator of sustained behavioural change beyond the project. The project explicitly aimed to engage young people with art within the school curriculum, giving them the opportunity to interact with a wider school community and develop a sense of belonging in construction. By broadening the perception of who can be part of construction, it contributes to changing stereotypes and perceptions of roles in a construction setting in a gender context.

Through the intervention, which aimed to promote understanding and engagement with arts and construction settings, participants reported improvements in their psychological well-being as a result of participating in the project. According to a systematic review conducted by the Early Intervention Foundation, social and emotional learning (SEL) programmes are an effective approach to supporting young people's mental health. Compared with other school-based interventions designed to improve young people's mental health and wellbeing, SEL programmes have the strongest evidence base, however this mostly concerns short-term outcomes².

Measurement and Quantification

Improved cultural participation was measured through participants pre -post survey. The quantity of the outcome is expressed as 57 persons experiencing change across 104 involved.

The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities. The indicated duration of 1 year is a conservative estimate of the sustainability of the positive mental changes associated with engagement in the project.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through families, LS Design Lab researchers, MIS Maker's Lab educators, school teachers, and the school community in general. These longer-term, more diffuse impacts are inherently more difficult to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected for the outcome of increased reflection on belonging and diversity in construction settings, is the value of Startchancen funding for Bavarian schools to support student SEL and other learning outcomes. The cost of €219.17 is estimated per day of activities focused on school lesson development and training. Participation in the project is supportive to strengthening the basic competences of the pupils in German and mathematics, promoting young people in their social-emotional development and foster school and teaching development at Startchancen schools.

² Education Policy Institute (2021). Social and emotional learning. An evidence review and synthesis of key issues. Education Policy Institute, <https://epi.org.uk/wp-content/uploads/2021/11/SEL-paper-Nov2021-EPI.pdf>, retrieved on 7.02.2026.

The total value of the improved basic competences of the students is estimated based on Startchancen funding for Bavarian schools to support students' social and emotional learning (SEL) and other learning outcomes (säule II), granted per year. For the case study, this is calculated as follows: 18 days of workshops × €219.18 per day ($€80,000 / 365$) = €1,095.90. The workshop is designed for a group of students, with no individual fee payable.

The financial proxy selected to value the increased participation/sense of belonging in construction settings, is the value of Startchancen funding for Bavarian schools to support student SEL and other learning outcomes. The cost of €219.17 is estimated per day of activities focused on school lesson development and training. Participation in the project is also considered to be supportive of encouraging students to practise construction-based activities, regardless of their gender identity.

The conditions of participating, as well as the total value of the proxy are the same as for the previous outcome, calculated as follows: 18 days of workshops × €219.18 per day ($€80,000 / 365$) = €1,095.90.

The financial proxy selected for increased autonomy with 3D printing and construction technologies resulting in enhanced competencies and know-how, is the fee for a similar 3D printing workshop for children in Bavaria, priced at €35.00 per child. The workshop aims to develop 3D modelling and printing skills in an engaging way for young people, e.g. by using the Minecraft environment. The total value of the outcome regarding skills in construction technologies and 3D printing, this is calculated as follows: 1 workshop × €35.00 per person × 81 persons = €2,835.00.

The financial proxy selected to value the outcome of improved mental well-being related to self-identified gender among participants is the cost of a visit to a psychologist. This cost is set at €67.00 per hour, based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy provides a realistic estimate of the value of achieving equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students to overcome feelings driven by stereotypes about belonging, and to develop a positive attitude towards their abilities and interests in construction settings and technologies. According to research conducted during project preparation, this issue mostly affects girls at this stage of their education. However, adopting an inclusive attitude towards the role of a builder is crucial for the mental well-being of all students, regardless of their gender identity, with regard to accepting a sense of belonging and diversity in construction settings, as well as developing teamwork competences.

The total value of improved mental well-being aspects of the outcome is estimated based on the cost of a psychologist working with young people, as set out in the GOP (Gebührenordnung für Psychotherapeut/innen) fee schedule for psychotherapists (as of 01/07/24), for facilitating group therapy sessions. (Gruppenpsychotherapeutische Kurzzeittherapie) with 57 persons × 2.5 hours × €67.00 per hour = €9,547.50). This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system.

The four primary outcomes measured for participants demonstrate the broad value created by arts-based, intercultural and gender inclusive education. Increased reflection and participation/sense of belonging in construction settings capture the medium-term socio-

economic benefits of human capital development, which extend beyond the project period. Improved abilities of self-expression with construction technologies and 3D printing, as well as enhanced competence capture the short-term benefits of human capital development. Improved mental well-being of students, strengthened relationships and a positive attitude towards the role of a builder and diversity in construction settings capture the immediate psychological benefits of participation.

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact – the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all this value can be attributed to the “Who is a builder? Fostering belonging in construction for all” project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Four primary outcomes were measured for the 104 young participants aged 10-12. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Increased reflection on belonging and diversity in construction settings

The gross outcome value for increased reflection on belonging and diversity in construction settings is €3,945,24. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, there were no equivalent opportunities available to students within the school curriculum. The observed benefit is considered unique to this intervention which created supportive spaces for reflection on belonging and diversity in construction settings for all students.

Attribution: 0.00%. There were no other opportunities and actors identified that could contribute to students' increased awareness on diversity in construction settings in gender context. The attribution was estimated at 0.00%.

Displacement: 0.50%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops. Workshop took place during student maths classes, what might have delayed some part of the curriculum, so the displacement was assessed at 0,50%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive

environment and positive attitude towards diversity in construction settings may decrease by 29.00% per year after project's completion.

Final Impact Calculation €3,925.51

Gross Outcome Value: €3,945,24
After Deadweight ($\times 1.00$): €3,945,24
After Attribution ($\times 1.00$): €3,945,24
After Displacement ($\times 0.995$): €3,925.51

Outcome 2: Increased participation/sense of belonging in construction settings

The gross outcome value for increased participation/sense of belonging in construction settings is €3,945,24. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, there were no equivalent opportunities available to students within the school curriculum. The observed benefits are considered to be unique to this intervention, which created supportive spaces that fostered a sense of belonging in construction settings for all students, inspiring them to actively develop their interests in technology.

Attribution: 0.00%. There were not any other opportunities and actors identified that could contribute to students' increased sense of belonging in construction settings, regardless of their gender identity. The attribution was estimated at 0.00%.

Displacement: 0.50%. There were no other positive activities identified for participants to engage in, that could be displaced by achieving the outcome during time spent in workshops. Workshop took place during student maths classes, which may have delayed some part of the curriculum, so the displacement was assessed at 0,50%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and students' participative attitude towards construction settings may decrease by 29.00% per year after completion of the project.

Final Impact Calculation €3,925.51

Gross Outcome Value: €3,945,24
After Deadweight ($\times 1.00$): €3,945,24
After Attribution ($\times 1.00$): €3,945,24
After Displacement ($\times 0.995$): €3,925.51

Outcome 3: Increased autonomy with 3D printing and construction technologies resulting in enhanced competencies and know-how

The gross outcome value for increased autonomy with construction technologies and enhanced competence is €2,835.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, there were no equivalent opportunities available to students within the school curriculum. The observed benefits are considered to be unique to this intervention, which fostered an environment that inspired and supported all students in developing their interest in construction technologies and 3D printing, thereby enhancing their skills.

Attribution: 0.00%. There were not any other opportunities and actors identified that could contribute to students' increased abilities and skills of self-expression using construction technologies and 3D printing. The attribution was estimated at 0.00%.

Displacement: 0.50%. There were no other positive activities identified for participants to engage in, that could be displaced by achieving the outcome during time spent in workshops. Workshop took place during student maths classes, which may have delayed some part of the curriculum, so the displacement was assessed at 0,50%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their positive reflections and newly acquired abilities. Over time, the immediate benefits of a supportive environment and positive experiences of using construction technologies and 3D printing may decrease, however this effect is expected to last only one year, so the drop-off would not be applicable.

Final Impact Calculation €2,820.83

Gross Outcome Value: €2,835.00

After Deadweight ($\times 1.00$): €2,835.00

After Attribution ($\times 1.00$): €2,835.00

After Displacement ($\times 0.995$): €2,820.83

Outcome 4: Improved participants' mental well-being related to self-identified gender

The gross outcome value for improved mental well-being related to participants' self-identified gender is €9,547.50. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The estimate reflects the fact that some improvement in the sense of personal positive impact would naturally occur, e.g. through the standard school curriculum. The majority of the observed benefits are unique to this intervention, which created safe and supportive spaces to improve personal well-being, while developing participants' individual interests in construction technologies and overcoming gender stereotypes.

Attribution: 50.00%. A variety of opportunities and actors can contribute to improvements in participants' mental well-being. Young people in Munich may have experienced improvements in their mental well-being through means such as family support, friendships formed through after-school activities and participation in activities beyond the standard school curriculum.

School teachers play a notable role in encouraging their students to participate in various activities that can contribute to positive changes in mental well-being. Considering the variety of contributors, it was determined that 50.00% of the well-being outcome could be attributed solely to the project.

Displacement: 0.50%. There were no other positive activities identified for participants to engage in, that could be displaced by achieving the outcome during time spent in workshops. Workshop took place during student maths classes, which may have delayed some part of the curriculum, so the displacement was assessed at 0,50%.

Drop-off: 10.00%. The benefits to mental well-being are not sustained indefinitely. Over time, the immediate psychological benefits of a supportive environment and improved self-confidence may decrease. However, this effect is expected to last only one year, so the drop-off would not be applicable.

Final Impact Calculation €4,274.89

Gross Outcome Value: €9,547.50
 After Deadweight ($\times 0.90$): €8,592.75
 After Attribution ($\times 0.50$): €4,296.36
 After Displacement ($\times 0.995$): €4,274.89

Summary of Total Impact

The total impact across all four outcomes for project participants was **€ 14,946.75** in 2025.

This total impact represents the social value created for the 104 young participants after appropriate adjustments for deadweight, attribution, displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators and researchers.

Calculating the SROI

Year	2025	2026
Increased reflection on belonging and diversity in construction settings	3,925.51	2,787.11
Increased participation/sense of belonging in construction settings	3,925.51	2,787.11
Increased autonomy with 3D printing and construction technologies resulting in enhanced competencies and know-how	2,820.83	
Improved participants' mental well-being related to self-identified gender	4,274.89	
Total	14,946.75	5,574.22
SDR (3%)	1.0000	0,9709
Present Value (PV)	14,946.75	5,412.02

Total Present Value (PV)	20,358.77
Net Present Value	12,405.93
Social Return € per €	€ 1: € 2.56

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€2.56 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	2.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: Building spaces for everyone – Inclusive learning environments for the built world
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The case study was conducted by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University of Munich, in cooperation with Munich International School (MIS). It was developed at the Maker's Lab in collaboration with MIS teachers, building on prior experiences of art creation with tangible and AI image generative tools at the school.

The goals of the case study included promoting respect, diversity, inclusion, and collaborative practices to increase socio-emotional learning. During the activities, young people assessed the connectedness and participation of diverse communities and cultural practices in makerspaces. They also reflected on their own sense of belonging, both before and after the activities, by creating makerspace maps showing communities, workstations, and uses. Participants also envisioned novel makerspace designs, integrating multiple perspectives into their own designs and articulating the design process.

This case study forms part of an elective course for 11th grade students, focusing on personal project development and held at the Maker's Lab at Munich International School (MIS). At this stage, young people are increasingly focused on their future, making important decisions regarding career paths, higher education or other post-secondary opportunities. Five sessions were conducted to map, explore and redesign the Maker's Lab, providing opportunities for young people to incorporate multiple perspectives and communities into the design of a new makerspace.

The report presents a Social Return on Investment (SROI) evaluation of the "Building spaces for everyone – Inclusive learning environments for the built world".

Document history

Version	Date	Comments	Modified by
1.0	20/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

The “Building spaces for everyone – Inclusive learning environments for the built world” case study was conducted by the professorship of Learning Sciences and Educational Design Technologies at Technical University of Munich (TUM) and was carried out at Munich International School (MIS). MIS is a private international school committed to providing a high-quality education through the International Baccalaureate (IB) curriculum. In collaboration with MIS teachers at the Maker's Lab, a case study was developed to create meaningful, lasting change by equipping young people in Munich with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society.

At the Munich International School Maker's Lab, teachers observed that the diversity of groups sharing the space often leads to a lack of consideration for other community members. They noticed the importance of incorporating multiple perspectives, as there has been limited research on how youth actively contribute to the design of makerspaces and how their input shapes the environment. The perspectives of children, along with other users, play a fundamental role in ensuring that these spaces remain dynamic, inclusive, and responsive to evolving needs. Therefore, LS Design Lab researchers in cooperation with the teachers at the Maker's Lab developed a project that fostered a sense of belonging in construction and building for all students, regardless of gender identity. This also included expanding perceptions of roles in makerspaces, as well as reimagining job profiles made possible through the introduction of tangible building materials.

Aim and objectives

The primary aim of “Building spaces for everyone – Inclusive learning environments for the built world” project is to achieve increased socio-emotional learning through promoting respect diversity, inclusion and collaborative practices.

The aim was achieved during the activities, while young people assessed the connectedness and participation of diverse communities and cultural practices in makerspaces. They also reflected on their own sense of belonging, both before and after the activities, by creating makerspace maps showing communities, workstations, and uses. Participants envisioned novel makerspace designs, integrating multiple perspectives into their own designs and articulating the design process. They then iterated and improved these designs based on feedback from the school community.

Methods

The intervention uses a methodology that was co-created with stakeholders to ensure relevance and genuine engagement. This arts-based approach enables sensitive topics to be addressed in a safe and creative space, and the partnership between Technical University of Munich and MIT provides the initiative with a professional technical and social context.

This case study formed a part of an elective course for 11th grade students, focusing on personal project development and held at the Maker's Lab at Munich International School. At this stage, young people are increasingly focused on their future, making important decisions regarding career paths, higher education or other post-secondary opportunities. The sessions were conducted to map, explore and redesign the Maker's Lab, providing opportunities for

young people to incorporate multiple perspectives and communities into the design of a new makerspace. During the sessions, participants used tangible building materials (e.g. cardboard, popsicle sticks, cardstock, silicone, sponges) and AI-generated apps (e.g. DALL-E) to visualise a reimagined Maker's Lab.

Key activities included 5 sessions spread across four months, with one session happening every two weeks. There were two iterations of sessions 1 through 3 run with two youth groups. Each participant attended 3 sessions, each comprising approximately 105 minutes of workshops, and 2 sessions for installing high-quality printed photographs and setting up an exhibition of the youth's artistic works. The activity observation took the form of a pre- and post-activity assessment by interviews and makerspace maps of young participants' reflections to capture the depth of their experience, followed by stakeholder semi-structured interviews to assess the initiative's broader community impact.

The project's stakeholder groups include the primary beneficiaries: 11th-grade students of various nationalities. The secondary stakeholders are exhibition visitors, TUM facilitators, school teachers, and the MIT administration. The groups experience different forms of value from the project, ranging from direct skills development and personal growth for participants to enhanced organisational capacity for the school and improved social cohesion for the wider community.

At an individual level, the project generates outcomes such as a sense of belonging in makerspace for students, improved communication skills, competence in using tangible building materials, greater cultural awareness and empathy, increased confidence and mental well-being when engaging with the arts. It also fosters personal values that align with inclusivity. These changes create ripple effects at the local community level, strengthening social cohesion by building a positive mindset among young people who are searching for their career opportunities after graduating from school.

At the systemic level, the project provides a replicable model of obtaining the socio-emotional learning outcomes through the arts. It also strengthens the school's capacity, as a formal institution, to address social challenges and contributes to the development of a more inclusive, culturally and technically enriched society.

The evaluation framework integrates quantitative and qualitative methods to capture the full scope of change. pre- and post-survey provide quantitative measurements of changes in attitudes and behaviours, while qualitative interviews with participants capture the depth and details of their experiences and personal transformations. Semi-structured interviews with stakeholders bring the data for the assessment of the broader community-level impacts and the sustainability of the outcomes, while workshop observations provide real-time documentation of the change process. This mixed-methods approach ensures that both measurable outcomes and intangible personal and social transformations are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in various forms of capital. Investment in human capital includes fostering a sense of belonging in makerspace through socio-emotional learning and developing skills in using tangible building materials, as well as enhancing the well-being and educational capabilities of young people. Investment in social capital focuses on building relationships and strengthening community cohesion.

Investment in cultural capital enhances engagement with the arts and participation in the cultural sector among students, reducing disparities that can influence skill development and future educational and professional opportunities. Finally, the project generates value by reducing social tensions and preventing the loss of the creative potential of young people.

The investment areas included in the SROI calculation are project design and coordination costs, school partnerships and usage of facilities, workshop facilitation and materials, and evaluation activities. The return areas encompass individual outcomes such as improved sense of belonging in the makerspace and increased participant awareness and respect for diversity. Social outcomes include community cohesion, expanded perceptions of roles in the makerspace and the development of socio-emotional learning methods to foster students' creative competencies.

CASE STUDY:

Building spaces for everyone – Inclusive learning environments for the built world

■ Cultural and Natural Heritage ■ Visual Arts and Crafts ■ Design and Creative Services



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €1.68



Maker's Lab, Munich International School (MIS)
Munich, Germany

Contents

Introduction

The case study explores how art can enhance students' abilities and interests in makerspaces and technologies, as well as their self-expression and acceptance within school communities in Germany. The “Building spaces for everyone – Inclusive learning environments for the built world” project aims to create meaningful, lasting change by increased socio-emotional learning effects through promoting respect diversity, inclusion and collaborative practices to contribute to a more inclusive and culturally rich society.

By combining artistic exploration with participatory research methods, the case study is intended to encourage young people to reconsider their perception of belonging in the makerspace, thereby increasing their engagement with the arts. Through workshops, questionnaires, creating maps of meaning and interviews with stakeholders, the project can assess its impact on cultural attitudes and engagement, as well as its effect on students' social, emotional, and learning (SEL) outcomes.

About the entity organizing and conducting the case study

The case study was conducted by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University, which is located within the Department of Educational Sciences at the School of Social Sciences and Technology at TUM. The professorship investigates the role of high- and low-tech materials in STEM and digital skills education, designing learning approaches from constructionist and socio-material perspectives. The main aim is to promote equitable, diverse and inclusive STEM and digital skills education. Educational courses and research opportunities are offered to the local community through the Learning Sciences and Design Lab.

The Learning Sciences and Design Lab is a model space that is supportive of equitable approaches to STEM learning, including gender equity. The activities reflect four core design principles that emerged from its own research, including diversity to offer a wide range of materials, and empathy to invite user-centred design and build on familiarity. The Learning Sciences and Design Lab supports research and design to advance the gendered materiality of STEM learning. The Lab also develops teaching materials and student research opportunities, and helps to strengthen connections with communities in and around TUM.

The case study was conducted at Munich International School MIS, which is a private international school committed to providing a high-quality education through the International Baccalaureate (IB) curriculum. The IB curriculum promotes a broad range of human capacities and responsibilities that extend beyond academic success. With around 1,300 students enrolled from over 60 different nationalities, MIS fosters a diverse and inclusive learning environment. The school follows an inquiry-based, transdisciplinary approach that emphasises conceptual understanding and student-centred learning. It prepares students to navigate an increasingly complex and interconnected world by encouraging critical thinking, creativity and global citizenship. Due to its flexible institutional settings, suitable for implementing innovative educational activities such as this case study, MIS serves as a model space for implementation.

Identifying scope and stakeholders

The identification of stakeholders for the “Building spaces for everyone – Inclusive learning environments for the built world” project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change as a result of the intervention, were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups whose lives and circumstances are materially affected by the project were identified. This comprehensive stakeholder mapping reflects the project's direct beneficiaries, as well as the wider ecosystem of individuals and organisations that contribute to and benefit from inclusive initiatives that promote social cohesion and awareness of diversity within the education system in Munich.

Primary Stakeholders: Project Participants

The case study involved a group of 11th grade (ages 15-17) students, consisting of two groups. The sessions were held with 23 students who had voluntarily accepted the invitation to participate. This age group is at a crucial stage, as they are in their final years of high school and preparing for life after graduation. At this stage, youth are increasingly focused on their future, making important decisions regarding career paths, higher education, or other post-secondary opportunities.

Students gained experience in architecture and AI design within their elective hours at Maker's Lab to elaborate personal projects, and to enhance their CVs for university applications. The intended changes for the primary stakeholders included increased socio-emotional learning on inclusion and respect for diversity and achieving positive changes in participant self-perception of their belonging in makerspaces. Other changes included fostering the peer-to-peer and intergenerational collaboration via school exhibition.

Visitors

Members of the school community were invited to see the work delivered by the project's participants as part of the Spring Fair. The intended changes for these stakeholders were to reflect on the work produced by students and on inclusivity in makerspaces, and to promote collaborative learning environment for participants through providing feedback on designs. Other changes include the impact of promoting a cohesive school environment of exchange and respect through collaborative work across different school stakeholders (*schulklima*).

Institutional and Policy Stakeholders

LS Design Lab researchers, were involved in the project as authors and facilitators of the project's activities. The intended changes for these stakeholders include providing new evidence and data to advance the field, developing innovative methods or tools to address issues of social cohesion/SEL via arts-based methods, and improving instructor and policy practices around arts-based education. These outcomes contributed to obtaining research evidence/insight about the impact of arts-based learning on young people's social-emotional development and civic learning, as well as strengthening partnerships with educational institutions.

Educators and professionals/practitioners

MIS Maker's Lab educators were involved in co-design, development and implementation of the workshop sessions. All educators played an active role in supporting the facilitation of activities and they were also part of the community of practice, helping to develop and disseminate the educational toolkit for art-based educators. The main intended change achieved by the case study is professional development, additional experience gained and an insight into hands-on and interdisciplinary teaching and curriculum design in the makerspace.

School teachers who facilitate artistic activities develop deeper relationships with their students. The expected change for this group of stakeholders involves learning and applying new methods and teaching approaches and strengthening inclusive approach among students, regardless of gender identity. By facilitating project activities, teachers take into account the students' backgrounds in novel makerspace designs, adapting school material accordingly.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional stakeholders and educators have experienced real changes, they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders were engaged using methods appropriate to them, taking into account their characteristics and availability. Young participants were subject to systematic observations before and after project activities, which were documented.

A pre- and post-assessment was used to create mapping group of people who belong to the makerspace. Youths' makerspace maps were the instruments of showing communities, workstations, and uses. Semi-structured interviews with the participants revealed how they took multiple perspectives into consideration in their designs. Important roles were assigned to youth-designed artefacts and artist statements that represented the multiple perspectives considered in the designs.

Other stakeholders were involved in consultations during the preparation phase and when facilitating the sessions. They attended semi-structured interviews to gain insights from educators and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the range of value created by the project "Building spaces for everyone – Inclusive learning environments for the built world", recognising that a sense of belonging and participation in cultural practices in makerspaces can generate change at various levels of society, including personal development, school community cohesion, and institutional capacity building within the education system.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). This is consistent with the objective of the case study, which is to encourage students to reflect on

their own sense of belonging to diverse communities and cultural practices within makerspaces, and to envision novel makerspace designs.

Project Participants: Children and Adolescents

Inputs: The 23 young participants invested their time participating in the project sessions. The sessions were spread across four months, with one session happening every two weeks. There were two iterations of sessions 1 through 3 run with two youth groups. Each participant attended 3 sessions, each comprising approximately 105 minutes of workshops, and 2 sessions for installing high-quality printed photographs and setting up an exhibition of the youth' artistic works. All 5 sessions totalled 207 hours of collective participants' time.

This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to assign a monetary value to the time spent by school students. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: The project delivered creative learning sessions that resulted in tangible artistic products. These were documented through 6 visual designs of the MakersLab environment, created by groups, including the youths' makerspace maps, youth-designed artifacts and artist statements that was presented in 2 exhibitions of participants' work.

Outcomes: Through participating in the sessions conducted over the project period, in terms of socio-emotional learning, students developed inclusion and respect for diversity and achieved positive changes in their self-perception of belonging in makerspaces. They also strengthened peer-to-peer and intergenerational collaboration via school exhibitions.

MIS Maker's Lab educators

Inputs: The educators (2 persons) contributed a total of 20 hours to planning and facilitating project sessions of the curriculum, which totalled at €320.00. The additional parts of MIS Maker's Lab educators' work were space use (18 h) for tours, course facilitation, pilot facilitation, which cost were assessed at €51.42.

Outputs: The Maker's Lab educators provided students with some frameworks, processes, technical skills/guidance and feedback during sessions attended by youngsters. One of the MIS educators was trained in the facilitation of the curriculum and prepared 1 curriculum for designing learning spaces connecting diverse communities. The educators facilitated 5 sessions, which delivered increased participants' positive changes in their self-perception of belonging in makerspaces, and contributed to obtaining comprehensive data was from the case study.

Outcomes: In terms of ToC, the Maker's Lab educators gained further professional development in interdisciplinary approaches and greater reflection on uses of learning approaches in different settings, focused on positive student outcomes. This enhanced their professional capacity and can be applied to future projects or shared with the wider teaching community and other professionals.

LS Design Lab researchers

Inputs: The contribution of LS Design lab researchers included 1,440 hours of LS Design lab space use, which was the university's laboratory where professional design tests were

conducted, technologies and research instruments prepared and materials packed. The cost of this input was assessed at €2,333.00. The important material part of LS Design Lab's contribution were the costs of materials purchased for the case study (€1,198.00) and crafting materials for courses (€300.00).

Outputs: The involvement of the LS Design Lab researchers in the organisation of the project, measured in terms of time and material input, made the project sessions possible. During the sessions, the researchers facilitated the diagnosis of creative tasks and participants' reflections, as well as conducting the evaluation after the creative process. They gathered research data on the measurement of the impact of cultural literacies through pre- and post-activity assessments, as well as by documenting creative diagnostic tasks with screenshots, saving files of AI-generated designs, taking photographs of youth-designed models, and creating maps of meaning.

Outcomes: The LS Design Lab researchers gained and developed current knowledge on cultural inclusion and engagement, based on evidence from Germany, regarding the impact of arts-based education on younger learner SEL. Thereby they expanded their professional effectiveness when working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes focused on positive student outcomes.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€4,202.42** comprised of: participant time (€0 direct monetary value but significant opportunity cost representing 207 hours of collective engagement), MIS Maker's Lab educators' engagement and resources (€371.42), LS Design Lab researchers' engagement and material resources necessary for the project (€3,831.00).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcomes measurement was collected through pre- and post-activity assessments, which took the form of interviews with the participants and makerspace maps, as well as through youth-created artifacts, which were digitalised and analysed due to the project methodology. Reflections from the educators were obtained through semi-structured interviews, in which they described the participants' experiences and perceived changes.

Observed changes for participants

Three primary outcomes have been identified and measured for the 23 young participants in the project: increased socio-emotional learning on inclusion and respect for diversity, positive

changes in participants' self-perception of their belonging in makerspaces through socio-emotional learning and improved participants' mental well-being.

Each outcome is evidenced through participant interviews (pre- and post-assessments), quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for the outcomes.

Outcome 1: Increased socio-emotional learning on inclusion and respect for diversity

Increased socio-emotional learning on inclusion and respect for diversity emerged as a significant intended outcome during the project's planning and implementation. The project developed soft skills, such as communication, collaboration, intercultural competence, critical assessment of connectedness between different groups and communities in the Makerspace, which are all necessary for personal development and planning individual further education and professional career opportunities, as well as successful social integration.

Measurement and Quantification

Increased socio-emotional learning on inclusion and respect for diversity of youth participants was measured through interviews with participants and makerspace maps. The quantity of the outcome is expressed as 16 persons experiencing change across 23 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds to the period during which participants experience the mental benefits of understanding inclusion and respect for diversity while staying in the high school environment and after the graduation.

Outcome 2: Positive changes in participants' self-perception of their belonging in makerspaces through socio-emotional learning

An increased sense of belonging in makerspaces, leading to positive changes in participants' self-perception, emerged as a significant intended outcome at the research and planning stage, and during the project implementation. This also includes a shift in competences related to the communities that people belong in, as well as respect for diversity in terms of needs for and shared use of the makerspace. Additionally, the youth-created artifacts hold significant value, as they are an integral part of the participants' learning journey and were exhibited within a broader community.

Measurement and Quantification

The shifts in an individual sense of belonging and diversity in makerspaces of youth participants were measured through interviews and makerspace maps. The quantity of the outcome is expressed as 16 persons experiencing change across 23 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds with the period during which participants are motivated to express and develop their artistic engagement and a sense of belonging in makerspaces, while staying in the high school environment and after the graduation.

Outcome 3: Improved participants' mental well-being

A strengthened positive personal attitude and reflection on belonging in makerspaces through socio-emotional learning represent both an immediate project outcome and an indicator of sustained behavioural change beyond the project. The project explicitly aimed to engage young people with art within the school curriculum, giving them the opportunity to interact with a wider school community and develop a sense of belonging in construction. By broadening the perception of who can be part of construction, it contributed to respect for diversity and roles in makerspaces, and also promoted peer-to-peer and intergenerational collaboration.

Through the intervention, which aimed to promote understanding and engagement with arts and makerspaces, students reported improvements in their psychological well-being as a result of participating in the project. According to a systematic review by the Early Intervention Foundation, social and emotional learning (SEL) programmes are an effective approach to supporting young people's mental health. Compared with other school-based interventions designed to improve young people's mental health and wellbeing, SEL programmes have the strongest evidence base, however this mostly concerns short-term outcomes³.

Measurement and Quantification

Improved mental well-being deriving from cultural participation was measured through pre- and post-interviews with participants. The quantity of the outcome is expressed as 16 persons experiencing change across 23 involved.

The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities. The indicated duration of 1 year is a conservative estimate of the sustainability of the positive mental changes associated with engagement in the project.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through families, LS Design Lab researchers, MIS Maker's Lab educators, school teachers, and the school community in general. These longer-term, more diffuse impacts are inherently more difficult to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected for the outcome of increased socio-emotional learning on inclusion and respect for diversity is the value of Startchancen funding for Bavarian schools to support student SEL and other learning outcomes. The cost of €219.17 is estimated per day of activities focused on school lesson development and training. Participation in the project is supportive to strengthening the basic competences of the pupils in German and mathematics,

³ Education Policy Institute (2021). Social and emotional learning. An evidence review and synthesis of key issues. Education Policy Institute, <https://epi.org.uk/wp-content/uploads/2021/11/SEL-paper-Nov2021-EPI.pdf>. Retrieved on 7.02.2026.

promoting young people in their socio-emotional development and foster school and teaching development at Startchancen schools.

The total value of the improved basic competences of the students is estimated based on Startchancen funding for Bavarian schools to support students' social and emotional learning (SEL) and other learning outcomes (säule II), granted per year. For the case study, this is calculated as follows: 18 days of workshops × €219.18 per day ($€80,000 / 365$) = €1,095.90. The workshop is designed for a group of students, with no individual fee payable.

The financial proxy selected to value the positive changes in participants' self-perception of their belonging in makerspaces through socio-emotional learning, is the value of Startchancen funding for Bavarian schools to support student SEL and other learning outcomes. The cost of €219.17 is estimated per day of activities focused on school lesson development and training. Participation in the project is also considered to be supportive of encouraging students to practise in activities and develop competences related to makerspaces.

The conditions of participating, as well as the total value of the proxy are the same as for the previous outcome, calculated as follows: 18 days of workshops × €219.18 per day ($€80,000 / 365$) = €1,095.90.

The financial proxy selected to value the outcome of improved participants' mental well-being is the cost of a visit to a psychologist. This cost is set at €67.00 per hour, based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy provides a realistic estimate of the value of achieving equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students to incorporate multiple perspectives and communities into the envisioned design of a novel makerspace. Adopting a sense of belonging and diversity in makerspaces is important for the mental well-being of all students, as it enables them to overcome stereotype-driven feelings about belonging, and to develop a positive attitude towards their abilities and interests in makerspaces and technologies, as well as to develop teamwork competences. According to research conducted during project preparation, this helps young people to gain experiences that can enhance their perspectives of application to universities.

The total value of improved mental well-being aspects of the outcome is estimated based on the cost of a psychologist working with young people, as set out in the GOP (*Gebührenordnung für Psychotherapeut/innen*) fee schedule for psychotherapists (as of 01/07/24), for facilitating group therapy sessions. (*Gruppenpsychotherapeutische Kurzzeittherapie*) with 16 persons × 9 hours × €67.00 per hour = €9,648.00). This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system.

The three primary outcomes measured for participants demonstrate the broad value created by arts-based, intercultural and gender inclusive education. Increased reflection and participation/sense of belonging in makerspaces through socio-emotional learning capture the medium-term socio-economic benefits of human capital development, which extend beyond the project period. Improved mental well-being of students, strengthened relationships and a positive attitude towards the roles and diversity in makerspaces capture the immediate psychological benefits of participation, which can influence students' decisions on their future education path.

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact — the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all this value can be attributed to the “Building spaces for everyone – Inclusive learning environments for the built world” project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 23 young participants aged 15-17. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Increased socio-emotional learning on inclusion and respect for diversity

The gross outcome value for increased socio-emotional learning on inclusion and respect for diversity is €1,095.90. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. There are some limited equivalent opportunities available to students within the school curriculum. Other school programmes and after-school clubs are offered that may have influenced the outcomes of participating in the project.

Attribution: 0.00%. No other opportunities or actors were identified that could contribute to increasing students' awareness of diversity in makerspaces during their participation in the project. The attribution was estimated at 0.00%.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people have a choice of approx. 6 other afterschool clubs they could have joined, so the displacement was assessed at 10,00%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive attitude towards diversity in makerspaces, and in the school environment in general, may decrease. Estimating with findings from Hart *et al.*⁴ regarding the fadeout of social-emotional intervention results, it was assumed that an average drop-off would be 29.00% per year after the project's completion.

⁴ Hart, Emma R., Drew H. Bailey, Sha Luo, Pritha Sengupta, and Tyler W. Watts. (2024). Fadeout and Persistence of Intervention Impacts on Social-Emotional and Cognitive Skills in Children and Adolescents: A Meta-Analytic Review of Randomized Controlled Trials. (EdWorkingPaper: 23-782). Annenberg Institute at Brown University, <https://doi.org/10.26300/7j8s-dy98>. Retrieved on 18.12.2025.

Final Impact Calculation €887.68

Gross Outcome Value: €1,095.90
After Deadweight ($\times 0.90$): €986,31
After Attribution ($\times 1.00$): €986,31
After Displacement ($\times 0.90$): €887.68

Outcome 2: Positive changes in participants' self-perception of their belonging in makerspaces through socio-emotional learning

The gross outcome value for positive changes in participants' self-perception of their belonging in makerspaces through socio-emotional learning is €1,095.90. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, there were no equivalent opportunities available to students within the school curriculum. The observed benefits are unique to this intervention, which created supportive spaces that fostered a sense of belonging in makerspaces for students, inspiring them to actively develop their artistic creativity.

Attribution: 0.00%. There were not any other opportunities and actors identified that could contribute to students' increased sense of belonging in makerspaces, regardless of their gender identity. The attribution was estimated at 0.00%.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people have a choice of approx. 6 other afterschool clubs they could have joined, so the displacement was assessed at 10,00%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive attitude towards diversity in makerspaces, and in the school environment in general, may decrease.

Final Impact Calculation €986.31

Gross Outcome Value: €1,095.90
After Deadweight ($\times 1.00$): €1,095.90
After Attribution ($\times 1.00$): €1,095.90
After Displacement ($\times 0.90$): €986.31

Outcome 3: Improved participants' mental well-being

The gross outcome value for improved participants' mental well-being is €9,648.00. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The estimate reflects the fact that some improvement in the sense of personal positive impact would naturally occur, e.g. through the standard school curriculum. The majority of the observed benefits are unique to this intervention, which created safe and

supportive spaces to improve personal well-being, while developing participants' individual interests in arts, a sense of belonging in makerspaces and overcoming gender stereotypes.

Attribution: 50.00%. A variety of opportunities and actors can contribute to improvements in participants' mental well-being. Young people in Munich may have experienced improvements in their mental well-being through means such as family support, friendships formed through after-school activities and participation in activities beyond the standard school curriculum. School teachers play a notable role in encouraging their students to participate in various activities that can contribute to positive changes in mental well-being. Considering the variety of contributors, it was determined that 50.00% of the well-being outcome could be attributed solely to the project.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people have a choice of aprox. 6 other afterschool clubs they could have joined, so the displacement was assessed at 10,00%.

Drop-off: 0.00%. The benefits to mental well-being are not sustained indefinitely. While the immediate psychological benefits of a supportive environment and improved self-confidence may decrease over time, this effect is expected to last only one year, so the drop-off would not be applicable.

Final Impact Calculation €3,907.44

Gross Outcome Value: €9,648.00

After Deadweight ($\times 0.90$): €8,683.20

After Attribution ($\times 0.50$): €4,341.60

After Displacement ($\times 0.90$): €3,907.44

Summary of Total Impact

The total impact across all three outcomes for project participants was **€ 5,781.43** in 2025.

This total impact represents the social value created for the 23 young participants after appropriate adjustments for deadweight, attribution, displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators and researchers.

Calculating the SROI

Year	2025	2026
Increased socio-emotional learning on inclusion and respect for diversity	887.68	630.25
Positive changes in participants' self-perception of their belonging in makerspaces through socio-emotional learning	986.31	700.28
Improved participants' mental well-being	3,907.44	

Total	5,781.43	1,330.53
SDR (3%)	1.0000	0.9709
Present Value (PV)	5,781.43	1,291.77
Total Present Value (PV)	7,073.20	
Net Present Value	2,870.78	
Social Return € per €	€ 1: € 1.68	

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€1.68 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
Contributor(s)	Anna Keune, Harper Staples
Version	2.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: Stitching Social Solutions with E-textiles & AI
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The case study was developed by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University of Munich (TUM) and was conducted at the TUMlab, a robotics laboratory located at the Deutsches Museum in Munich. The TUMlab uses creative computational construction kits, natural science, and environmental technology. The case study was designed for museum visitors aged 10-13, particularly school classes, educators and other interested groups from out-of-school settings.

Seven sessions were conducted to introduce children to technology and fibre crafting (e-textiles), with the aim of designing a felt robot for 'social good'. During the sessions, participants reflected on how technology can be used to help others and how typical technology spaces can either include or exclude certain groups.

The project aimed to cultivate an increased socio-emotional learning experience for students through technology and novel materials. This was achieved through outcomes focusing on shifts in participants' sense of belonging in relation to their self-identified gender, and increased reflection on the value of diversity in technology and computing in terms of forms, knowledge, and groups of people. Students were encouraged to create a collaborative 'smart' quilt by engaging with AI, soft textiles (felt and cotton), 'lilypad' snap circuitry, and conductive thread. The pre- and post-surveys covered students' ideas about their own and others' sense of belonging in STEM subjects such as computer science, technology, design and textiles.

The report presents a Social Return on Investment (SROI) evaluation of the "Stitching Social Solutions with E-textiles & AI" project.

Document history

Version	Date	Comments	Modified by
1.0	19/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

The case study was developed by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University of Munich (TUM) and was conducted at the TUMlab, a robotics laboratory located at the Deutsches Museum in Munich. The project's sessions were addressed to young people between 10 and 13 years-old from around the museum to enable them introduce children to technology and fibre crafting (e-textiles), with the aim of designing a felt robot for 'social good', and to provide opportunities for young people to incorporate multiple perspectives and communities into their design.

The partnership between the Technical University of Munich and the Deutsches Museum in Munich provides the initiative with a professional technical and social context. While science and technology museums can provide opportunities for meaningful engagement with innovative tools and materials for technological advancement and positive experiences with engineering, including robotics, they must also be mindful to avoid reinforcing gender stereotypes. By integrating culturally and socially meaningful practices into technological learning, e-textiles foster a sense of belonging for groups traditionally excluded from STEM, while also cultivating collective awareness of inclusion.

The project involved 42 young people in elements of socio-emotional learning through the use of novel materials and AI. This included developing an understanding of the different communities they belong in and how these communities are connected, as well as fostering respect for diversity.

Aim and objectives

The primary aim of the “Stitching Social Solutions with E-textiles & AI” project is to cultivate an increased socio-emotional learning experience for students through technology and novel materials (felt and e-textile components). This was achieved through outcomes focusing on shifts in participants' sense of belonging in relation to their self-identified gender, and increased reflection on the value of diversity in technology and computing in terms of forms, knowledge, and groups of people. Students were encouraged to create a collaborative 'smart' quilt by engaging with AI, soft textiles (felt and cotton), 'lily pad' snap circuitry, and conductive thread.

Methods

The case study was conducted at the TUMlab at the Deutsches Museum in Munich. The TUMlab is a robotics laboratory which combines creative computational construction kits with natural science and environmental technology. It is designed for museum visitors aged 10 and over, interested out-of-school activities. The intervention uses a methodology that was co-created with relevant stakeholders to ensure its applicability and the engagement of the target group. This arts-based approach enables sensitive topics to be addressed in a safe and creative environment.

Key activities included 7 sessions, each comprising approximately 2.5 hours of workshops. During the proposed activities students created a robot for 'social good' and reflected on how robots might be able to generate social good within the community. Using their creativity and

an AI tool, the students designed their robot, replicated it in fabric and e-textile components, and added LEDs to light up their design.

The project's primary beneficiaries are young people from a variety of backgrounds, including different genders and nationalities. The secondary stakeholders are participants' family members, museum visitors, TUMlab educators, the TUMlab administration and LS Design Lab researchers. These groups experience different forms of value from the project, ranging from the direct development of skills and increased personal well-being of participants, to enhanced institutional and research capacity for organisers, and improved social cohesion for the wider community. The project also fosters personal values that align with inclusivity. These changes create ripple effects at the local community level. At a systemic level, the project provides a model for achieving socio-emotional learning outcomes through the arts.

The evaluation framework uses a combination of quantitative and qualitative methods to capture the full scope of change. Pre- and post-surveys provide quantitative measurements of changes in attitudes and behaviours, while qualitative interviews with participants capture the depth and detail of their experiences and personal transformations. Semi-structured interviews with primary stakeholders capture young people's knowledge and reflections on their own and others' belonging in STEM subjects, particularly technology, and articulate how their designs represent multiple communities.

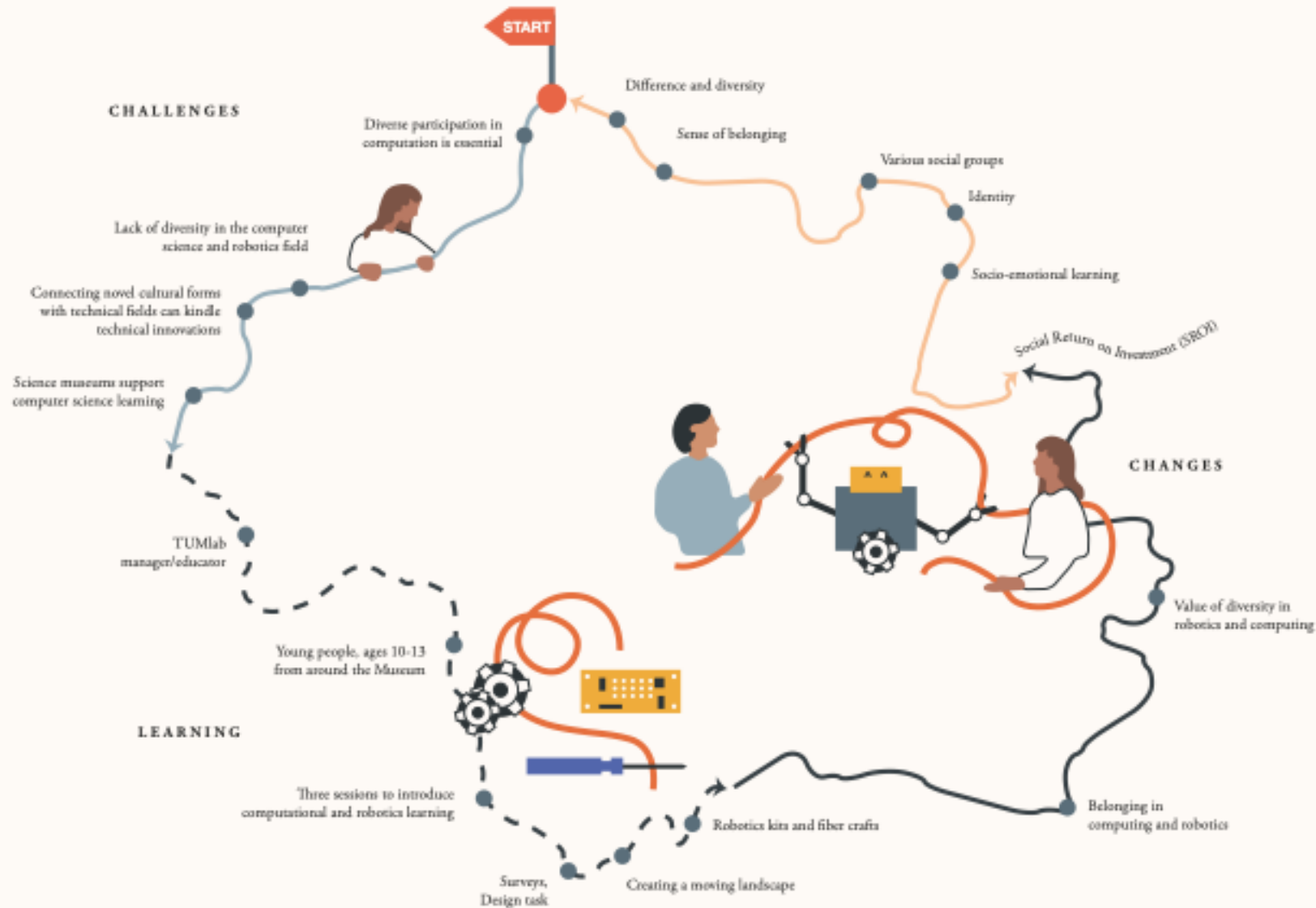
Results

From an SROI perspective, the project presents a strategic investment in various forms of capital. Investment in human capital involves fostering a sense of belonging in technology related to participants' self-identified gender through socio-emotional learning and developing skills in using novel materials such as felt and e-textile components. It also enhances mental well-being and reduces disparities that can influence skill development and the pride experienced from completing robotic works with e-textiles. Investment in social capital focuses on building relationships and strengthening community cohesion. Investment in cultural capital enhances students' engagement with the arts and participation in the cultural sector. Finally, the project generates value by reducing social tensions and preventing the loss of young people's creative potential.

The investment areas included in the SROI calculation are: project design and coordination costs, school partnerships and facility usage, workshop facilitation and materials and evaluation activities. The areas of return encompass individual outcomes, such as an improved sense of belonging in technology and the makerspace (based on the TUMlab example), and an increased awareness of an inclusive approach, as well as respect for diversity. Social outcomes include community cohesion and an expansion of perceptions of roles within the makerspace, as well as the development of socio-emotional learning methods to foster students' creative competencies and mental well-being.

Stitching Social Solutions with E-textiles & AI

Cultural and Natural Heritage
 Visual Arts and Crafts
 Design and Creative Services



Social Return on Investment ratio

SROI = €1 : €3.67



TUMlab in the Deutsches Museum
Munich, Germany

Contents

Introduction

The case study explores how art can promote socio-emotional learning among young people, encouraging reflection on the ways in which technology can be used to help others, and on how technology spaces can either include or exclude certain groups. The aim of the 'Stitching Social Solutions with E-textiles & AI' project was to create meaningful, lasting change by enhancing students' abilities and interests in makerspaces and technologies. The project also aimed to shift participants' sense of belonging in relation to their self-identified gender and increase reflection on the value of diversity in technology and computing in terms of forms, knowledge and groups of people, through increased socio-emotional learning.

By combining artistic exploration with participatory research methods, the case study encourages young people to reconsider their perception of belonging in STEM subjects such as computer science, technology, design and textiles, thereby increasing their engagement with the arts. Through workshops, questionnaires, the creation of meaning maps, and interviews with stakeholders, the project can assess its impact on cultural attitudes and engagement, as well as its effect on participants' social, emotional, and learning outcomes.

About the entity organizing and conducting the case study

The case study is conducted by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University, which is located within the Department of Educational Sciences at the School of Social Sciences and Technology at TUM. The professorship investigates the role of high- and low-tech materials in STEM and digital skills education, designing learning approaches from constructionist and socio-material perspectives. The main aim is to promote equitable, diverse and inclusive STEM and digital skills education. Educational courses and research opportunities are offered to the local community through the Learning Sciences and Design Lab.

The Learning Sciences and Design Lab is a model space that is supportive of equitable approaches to STEM learning, including gender equity. The activities reflect four core design principles that emerged from its own research, including diversity to offer a wide range of materials, and empathy to invite user-centred design and build on familiarity. The Learning Sciences and Design Lab supports research and design to advance the gendered materiality of STEM learning. The Lab also develops teaching materials and student research opportunities, and helps to strengthen connections with communities in and around TUM.

The case study was conducted at the TUMlab, an out-of-school robotics learning lab, affiliated with TUM, at the Deutsches Museum (the world's largest Science and Technology museum) in Munich.

Identifying scope and stakeholders

The identification of stakeholders for the "Stitching Social Solutions with E-textiles & AI" project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change as a result of the intervention were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups affected by the project were identified. This

comprehensive stakeholder mapping reflects the project's direct beneficiaries, as well as the wider ecosystem of individuals and organisations involved in inclusive initiatives promoting socio-emotional learning among young people. These initiatives strengthen social cohesion and awareness of diversity within Munich's education environment.

Primary Stakeholders: Project Participants

The case study was designed as an open-format activity for museum visitors aged 10–13, with a particular focus on school groups and other interested out-of-school groups. Seven learning sessions were conducted to introduce technology and computer learning using e-textile components and fabrics, as well as AI.

The expected positive effects for the primary stakeholders included increased socio-emotional learning regarding inclusion and respect for diversity, as well as an improvement in their perception of belonging in technology related to their self-identified gender. Other expected changes included fostering peer-to-peer communication skills and cultivating participants' pride in their robotics work with e-textiles by showcasing them in the TUMlab.

Family members / Visitors

Family members of the project participants were invited to view the work produced in TUMlab. According to observations and informal conversations, 25 family members were identified as visitors who expressed their involvement in supporting the project activities. The intended outcome for these stakeholders was increased recognition of the inclusive design practices in technology settings. Their engagement in a collaborative learning environment provided feedback to the children's ability to think in inclusivity terms and apply technology concepts and designs.

Institutional and Policy Stakeholders

LS Design Lab researchers, were involved in the project as authors and facilitators of the project's activities. The intended changes for these stakeholders include providing new evidence and data to advance the field, developing innovative methods or tools to address issues of social cohesion/SEL via arts-based methods, and improving practise concerning arts-based education. These outcomes contributed to the obtaining scientific evidence/insight about the impact of arts-based learning on young people's social-emotional development and civic learning, as well as the strengthening of partnerships with educational institutions.

Educators and professionals/practitioners

TUMlab educator was involved in co-design, development and implementation of the workshop sessions. The educator played an active role in supporting the facilitation of activities and they were also part of the community of practice, helping to develop and disseminate the educational toolkit for art-based educators. The educator was motivated to participate by gaining the opportunity to ensure a positive experience for museum visitors, and to obtain further experience in novel educational approaches and activities.

The main intended change achieved by the case study is to facilitate the professional development of the TUMlab educator by providing inspiration for designing activities related to the Global Citizenship framework and inclusive STEM education.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional and community-level stakeholders have experienced real changes, they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders were engaged using methods that were appropriate for them, taking into account their characteristics and availability. Young participants were the subject of systematic observations before and after project activities, which were documented. The pre- and post-surveys, conducted in the form of semi-structured interviews and a belonging survey, provided an opportunity for participants to express their ideas about their own and others' belonging in STEM subjects, particularly in the technology. Important roles were assigned to artefacts designed by young people that represented the multiple perspectives considered in these designs. Moreover, the tangible artefacts themselves were combined to form the final collaborative quilt, alongside participant reflections on the experience of crafting with the materials. Other stakeholders were involved in consultations during the preparation phase and when facilitating the sessions. They attended semi-structured interviews to gain insights from educators and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the range of value created by the "Stitching Social Solutions with E-textiles & AI" project. It recognises that a sense of belonging technology and participation in cultural practices in TUMlab's makerspaces can generate change at various levels of society. This includes the personal development of young people, local community cohesion and institutional capacity building connected to the education system.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). This is consistent with the objective of the case study, which is to promote socio-emotional learning among young people, including an understanding of the different communities they belong in, how these communities are connected, and respect for diversity.

Project Participants: Children and Adolescents

Inputs: The 42 young participants invested their time participating in the project sessions. Seven learning sessions were conducted with groups of youngsters aged 10–13 who were visiting the museum. Each of the sessions was approximately 2.5 hours long.

All 3 sessions totalled 105 hours of collective participants' time (42 persons x 2.5 hours). This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to assign a monetary value to the time spent by participants. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: The project delivered creative learning sessions that resulted in tangible artistic products. During these sessions, 42 participants created robots for 'social good' and reflected

on how robots might be able to generate social good within the community. Using their creativity and an AI tool, the students designed their robots and replicated them in fabric with the use of e-textile components, and then added LEDs to light up their design. These were documented through photographs of the final artefacts and showcased in the TUMlab.

Outcomes: Through participating in the sessions conducted during the project, students developed a sense of inclusion and respect for diversity, achieving positive changes in their self-perception of belonging in technology related to their self-identified gender. They also improved their self-perception of technical skills and strengthened peer-to-peer and intergenerational communication competencies.

Family members of participants / Visitors

Inputs: Family members of participants (25 persons) contributed their time and entrance costs to visit the museum.

Outputs: The family members emerged as stakeholders while they were more involved in the activity than anticipated. In many cases actively participated alongside their children, however evidence of impact from them were not formally collect, and therefore they are not included in the SROI analysis.

Outcomes: Increased recognition of their children's ability to think in inclusivity terms and apply technology concepts.

TUMlab educator

Inputs: The educator (1 person) contributed a total of 12 hours to co-designing the curriculum, facilitating project sessions, supporting key logistical aspects, such as the materials and the recruitment process, which totalled at €199.92.

Outputs: The TUMlab educator provided students with some frameworks, processes, technical skills/guidance and feedback during sessions attended by youngsters. The educator was trained in the facilitation of the curriculum and prepared 1 curriculum for designing learning spaces connecting diverse communities. The educator facilitated 7 sessions, which delivered increased participants' positive changes in their perception of belonging in technology related to their self-identified gender, and respect for diversity, as well as contributed to obtaining comprehensive data was from the case study.

Outcomes: In terms of ToC, the TUMlab educator gained further professional development in designing of activities for inclusive STEM education and greater reflection on uses of learning approaches in different settings, focused on positive student outcomes. This enhanced the professional capacity and can be applied to future projects or shared with the wider teaching community and other professionals.

TUMlab administration

Inputs: The contribution of the TUMlab included space use for tours, course facilitation (12 hours). The cost of this input was assessed at €350.00.

Outputs: The involvement of the LS Design Lab researchers in the organisation of the project, measured in terms of time and material input, made the project sessions possible.

Outcomes: The TUMlab administration gained and developed new knowledge of cultural inclusion and engagement, based on local evidence for the impact of arts-based education on younger learner SEL. Thereby it expanded the organisational capabilities of working with

diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

LS Design Lab researchers

Inputs: The contribution of LS Design lab researchers included the costs spent on material purchased for the case study (€513.35). The important material part of the LS Design lab's contribution were also the costs existing materials for courses (€200.00).

Outputs: The involvement of the LS Design Lab researchers in the organisation of the project, measured in terms of time and material input, made the project sessions possible. During the sessions, the researchers facilitated the diagnosis of creative tasks and participants' reflections, as well as conducted the evaluation after the creative process. They gathered research data on the impact of cultural literacies through pre- and post-activity assessments and semi-structured interviews, as well as by documenting youth-designed artifacts.

Outcomes: The LS Design Lab researchers gained and developed current knowledge on cultural inclusion and engagement, based on evidence from Germany, regarding the impact of arts-based education on younger learner SEL. That is considered as insights of links between arts-based approaches and enhanced learning outcomes (academic, social, emotional). Thereby they expanded their professional effectiveness of working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€1,263.27** comprised of: participants' time (€0 direct monetary value but significant opportunity cost representing 82.5 hours of collective engagement), TUMlab educator's engagement (€199.92), TUMlab administration's engagement and resources (€350.00) and LS Design Lab researchers' engagement and material resources necessary for the project (€713.35).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcomes' measurement was collected through pre- and post-activity assessments, which took the form of belonging survey in a paper-based format that was completed by participants during the sessions, and semi-structured interviews. Participants created a patchwork square which showed the robots they had designed to create 'social good' for the wider community. The final, collaborative quilt, with the layout organised by participants, provided a visual representation of students' views on inclusive design and belonging in technology. All these artefacts were photographed to

create the digital quilt of solutions. Reflections from the educators were obtained through semi-structured interviews and co-created curriculum.

A total of 42 young people were involved in the project, 33 of whom gave their consent to participate in the research examining the effects of change experienced during the project.

Observed changes for participants

Three outcomes have been identified and measured for the primary participants in the project: increased socio-emotional learning on belonging, inclusion and respect for difference and diversity, increased student value and pride in their robotics work with e-textiles and improved participants mental well-being.

Each outcome is evidenced through participant semi-structured interviews (pre- and post-assessments), quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for the outcomes.

Outcome 1: Increased socio-emotional learning on belonging, inclusion and respect for difference and diversity

Increased socio-emotional learning on inclusion and respect for diversity emerged as a significant intended outcome during the project's planning and implementation. By integrating culturally and socially meaningful practices into technological learning, e-textiles foster a sense of belonging for groups traditionally excluded from STEM, while also cultivating collective awareness of inclusion. Positioning textiles within a technological and creative context enables participants to see technology as a medium for empathy, care and collective well-being. By incorporating the theme of designing robots for social good, the activity explicitly links making to reflection on broader social issues such as accessibility, sustainability and community support. The project encouraged participants to consider how technologies could address real-world challenges and reflect on their roles as ethical and compassionate designers, fostering personal development and successful social integration.

Measurement and Quantification

Increased socio-emotional learning on belonging, inclusion and respect for difference and diversity was measured through semi-structured interviews and visual maps. The quantity of the outcome is expressed as 20 persons experiencing change across 42 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds to the period during which participants experience the mental benefits of understanding inclusion and respect for diversity.

Outcome 2: Increased participants' value and pride in their robotics work with e-textiles

Increased students' value and pride in their robotics work with e-textiles reflects the positive changes in participants' self-perception, emerged as a significant outcome of the project's implementation. Combining textiles with electronics, AI and the design of robots for 'social good' expands the expressive, ethical, and technical possibilities for all participants, deepening engagement with cultural literacy, diversity, and their shared experience of human

creativity. This also includes a shift in technology-related competences that can influence students' decisions on their future education path. Additionally, the artefacts created by the young people held significant value as they were an integral part of the participants' learning experience, and were showcased to a wider community.

Measurement and Quantification

Increased students' value and pride in their robotics work with e-textiles were measured through semi-structured interviews and visual maps. The quantity of the outcome is expressed as 20 persons experiencing change across 42 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds with the period during which participants are motivated to express and develop their artistic engagement and technology-related competences.

Outcome 3: Improved participants' mental well-being related to self-identified gender

Strengthening a positive personal attitude and encouraging reflection on belonging, inclusion and respect for diversity through socio-emotional learning represents an immediate project outcome and an indicator of sustained behavioural change beyond the project. The project aimed to encourage young people to engage with art outside the school curriculum, giving them the opportunity to interact with a wider range of peers and develop a sense of belonging in technology related to participants' self-identified gender, thereby enhancing their self-confidence. Students reported improvements in their psychological well-being as a result of participating in the project.

According to a systematic review by the Early Intervention Foundation, social and emotional learning (SEL) programmes are an effective approach to supporting young people's mental health. Compared with other school-based interventions designed to improve young people's mental health and wellbeing, SEL programmes have the strongest evidence base, however this mostly concerns short-term outcomes⁵.

Measurement and Quantification

Improved mental well-being deriving from cultural participation was measured through semi-structured interviews with participants. The quantity of the outcome is expressed as 20 persons experiencing change across 42 involved. The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities. The indicated duration of 1 year is a conservative estimate of the sustainability of the positive mental changes associated with engagement in the project.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through family members of participants, LS Design Lab researchers, the TUMlab educators, and further to the participants' school environment. These longer-term, more diffuse impacts are inherently more difficult to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these

⁵ Education Policy Institute (2021). Social and emotional learning. An evidence review and synthesis of key issues. Education Policy Institute, <https://epi.org.uk/wp-content/uploads/2021/11/SEL-paper-Nov2021-EPI.pdf>. Retrieved on 7.02.2026.

community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected for the outcome of increased socio-emotional learning on belonging, inclusion and respect for difference and diversity, is the value of similar textiles workshop for children in Munich, comparable by length of time and set at €60.00 per person. Participation in the course is supportive to strengthening the technology-based competences and promoting young people in their socio-emotional development. The value of the proxy is calculated as follows: €60.00 per workshops × 20 persons) = €1,200.00.

The financial proxy selected to value the positive changes in participants' self-perception of the value and pride they derive from their robotics work with e-textiles is the value of similar textiles workshop for children in Munich. Participation in the project is also encouraging students to practise cultural activities and develop technology-related skills.

The conditions of participating, as well as the total value of the proxy are the same as for the previous outcome, calculated as follows: €60.00 per workshops × 20 persons) = €1,200.00.

The financial proxy selected to value the outcome of improved participants' mental well-being is the cost of a visit to a psychologist. This cost is set at €67.00 per hour, based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy provides a realistic estimate of the value of achieving equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students to incorporate multiple perspectives. Adopting a sense of belonging in technology related to participants' self-identified gender and diversity in society is important for the mental well-being of all students, as it enables them to overcome stereotype-driven feelings about belonging, and to develop a positive attitude towards their abilities and interests in crafts and robotic technologies, as well as to develop teamwork competences.

The total value of improved mental well-being aspects of the outcome is estimated based on the cost of a psychologist working with young people, as set out in the GOP (*Gebührenordnung für Psychotherapeut/innen*) fee schedule for psychotherapists (as of 01/07/24), for facilitating group therapy sessions. (*Gruppenpsychotherapeutische Kurzzeittherapie*) with 20 persons × 2.5 hours × €67.00 per hour = €3,350.00). This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system. The number of hours (2.5 h) used to calculate the proxy value corresponds to the time commitment of a single participant in the project sessions/workshops.

The three primary outcomes measured for participants demonstrate the broad value created by arts-based, intercultural and gender inclusive education with robotics labs. Increased reflection and participation/sense of belonging through socio-emotional learning capture the medium-term socio-economic benefits of human capital development, which extend beyond the project period. The immediate psychological benefits of participation include improved mental well-being related to self-identified gender, positive emotions, self-assessment of one's own robotic work, strengthened relationships, and a positive attitude towards diversity in society. These benefits can influence students' decisions on their future education path.

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact — the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all this value can be attributed to the “Stitching Social Solutions with E-textiles & AI” project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 42 young participants aged 10-13. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Increased socio-emotional learning on belonging, inclusion and respect for difference and diversity

The gross outcome value for increased socio-emotional learning on belonging, inclusion and respect for difference and diversity is €1,200.00. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Apart from participating in the project, there are some equivalent opportunities available to students within their school curriculum that might influence the outcomes achieved through participation in the project. Although other robotics workshops are offered at the TUMLab, they do not focus on inclusivity and social-emotional learning (SEL), so the effects could be rather implicit. The observed benefits are considered to be strongly connected to the project's specific intervention.

Attribution: 0.00%. No other opportunities or actors were identified that could contribute to increasing students' awareness of inclusion and diversity during their participation in the project. The attribution was estimated at 0.00%.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people had a choice of other workshops also planned by the TUMlab that may have taken place at the same time, so the displacement was assessed at 10,00%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the students have more opportunities for to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive attitude towards diversity in makerspaces, and in the school environment in general,

may decrease. Estimating with findings from Hart *et al.*⁶ regarding the fadeout of social-emotional intervention results, it was assumed that an average drop-off would be 29.00% per year after the project's completion.

Final Impact Calculation €972.00

Gross Outcome Value: €1,200.00
After Deadweight ($\times 0.90$): €1,080.00
After Attribution ($\times 1.00$): €1,080.00
After Displacement ($\times 0.90$): €972.00

Outcome 2: Increased participants' value and pride in their robotics work with e-textiles

The gross outcome value for Increased student value and pride in their robotics work with e-textiles is €1,200.00. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Apart from participating in the project, there are some limited equivalent opportunities available to students within their school curriculum. Although other robotics workshops are offered at the TUMLab, without a focus on inclusivity and social-emotional learning (SEL), the effects could be rather implicit. The observed benefits are considered to be strongly connected to this intervention, which created supportive spaces that inspired students to develop their artistic creativity and fostered a high sense of value for their robotic work with e-textiles.

Attribution: 0.00%. No other opportunities or actors were identified that could contribute to students developing a greater sense of pride in their robotic work with e-textiles. The attribution was estimated at 0.00%.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people had a choice of other workshops also planned by the TUMlab that may have taken place at the same time, so the displacement was assessed at 10,00%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the students have more opportunities for to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive self-assessment of developed competencies may decrease.

Final Impact Calculation €972.00

Gross Outcome Value: €1,200.00
After Deadweight ($\times 0.90$): €1,080.00
After Attribution ($\times 1.00$): €1,080.00
After Displacement ($\times 0.90$): €972.00

⁶ Hart, Emma R., Drew H. Bailey, Sha Luo, Pritha Sengupta, and Tyler W. Watts. (2024). Fadeout and Persistence of Intervention Impacts on Social-Emotional and Cognitive Skills in Children and Adolescents: A Meta-Analytic Review of Randomized Controlled Trials. (EdWorkingPaper: 23-782). Annenberg Institute at Brown University, <https://doi.org/10.26300/7j8s-dy98>. Retrieved on 18.12.2025.

Outcome 3: Improved participants' mental well-being related to self-identified gender

The gross outcome value for improved participants' mental well-being is €3,350.00. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The estimate reflects the fact that some improvement in the sense of personal positive impact would naturally occur, e.g. through the standard school curriculum. The majority of the observed benefits are unique to this intervention, which created safe and supportive spaces to improve personal well-being, while developing participants' individual interests in arts, a sense of belonging and respect for diversity.

Attribution: 50.00%. A variety of opportunities and actors can contribute to improvements in participants' mental well-being. Young people in Munich may have experienced improvements in their mental well-being through means such as family support and friendships formed through after-school activities or participation in the standard school curriculum. School teachers may play a notable role in encouraging their students to participate in activities that can contribute to positive changes in mental well-being. Considering the variety of contributors, it was determined that 50.00% of the well-being outcome could be attributed solely to the project.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people had a choice of other workshops also planned by the TUMlab that may have taken place at the same time, so the displacement was assessed at 10,00%.

Drop-off: 0.00%. The benefits to mental well-being are not sustained indefinitely. While the immediate psychological benefits of a supportive environment and improved self-confidence may decrease over time, this effect is expected to last only one year, so the drop-off would not be applicable.

Final Impact Calculation €1,356.75

Gross Outcome Value: €3,350.00

After Deadweight ($\times 0.90$): €3,015.00

After Attribution ($\times 0.50$): €1,507.50

After Displacement ($\times 0.90$): €1,356.75

Summary of Total Impact

The total impact across all three outcomes for project participants was **€ 3,300.75** in 2025.

This total impact represents the social value created for the 42 young participants after appropriate adjustments for deadweight, attribution, displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators and researchers.

Calculating the SROI

Year	2025	2026
Increased socio-emotional learning on belonging, inclusion and respect for difference and diversity	972.00	690.12
Increased participants' value and pride in their robotics work with e-textiles	972.00	690.12
Improved participants' mental well-being related to self-identified gender	1,356.75	
Total	3,300.75	1,380.24
SDR (3%)	1.0000	0.9709
Present Value (PV)	3,300.75	1,340.08
Total Present Value (PV)	4,640.83	
Net Present Value	3,377.56	
Social Return € per €	€ 1: € 3.67	

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.67 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects – validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	2.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: Creating Inclusive Spaces for Learning Robotics
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The case study was developed by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University of Munich (TUM) and was conducted at the TUMlab, a robotics laboratory located at the Deutsches Museum in Munich. The TUMlab uses creative computational construction kits, natural science, and environmental technology. The case study was designed for museum visitors aged 10-18, particularly school classes, educators and other interested groups from out-of-school settings.

Three drop-in sessions were conducted to enable visitors to map and design inclusive robotics labs, providing opportunities for young people to incorporate multiple perspectives and communities into the design. Young people used Lego robotics kits that resonated with the materials already available at the TUMlab to design their inclusive spaces. During these sessions, participants envisioned inclusive spatial designs using Lego Spikes kits, integrating mobile workstations, and craft materials.

The goal of the case study was to promote socio-emotional learning among young people, including an understanding of the different communities they belong to, how these communities are connected, and respect for diversity. Young people assessed the connectedness and participation of diverse communities and cultural practices within the TUMlab. They also designed novel computational and robotics learning environments that integrate multiple perspectives and explained how these designs are intended to promote inclusion of multiple groups (through designed artefacts and semi-structured interviews).

The report presents a Social Return on Investment (SROI) evaluation of the "Creating Inclusive Spaces for Learning Robotics" project.

Document history

Version	Date	Comments	Modified by
1.0	28/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

The case study was developed by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University of Munich (TUM) and was conducted at the TUMlab, a robotics laboratory located at the Deutsches Museum in Munich. The project's sessions were addressed to young people between 10 and 18 years-old from around the museum to enable them to map and design inclusive robotics labs, and to provide opportunities for young people to incorporate multiple perspectives and communities into the design.

The partnership between the Technical University of Munich and the Deutsches Museum in Munich provides the initiative with a professional technical and social context. While science and technology museums can provide opportunities for meaningful engagement with innovative tools and materials for technological advancement and positive experiences with engineering, including robotics, they must also be mindful to avoid reinforcing gender stereotypes. The project involved young people in elements of socio-emotional learning, including developing an understanding of the different communities they belong in and how these communities are connected, as well as fostering respect for diversity.

Aim and objectives

The primary aim of the “Creating Inclusive Spaces for Learning Robotics” project is to promote an understanding of the different communities which young people belong in, how these communities are connected, and respect for diversity, inclusion and collaborative practices, thereby achieving increased socio-emotional learning effects.

This was achieved through activities in which young people reflected on the roles and participation of diverse communities and cultural practices within the TUMlab. They also designed novel computational and robotics learning environments that integrated multiple perspectives, and attempted to explain how these designs are intended to promote the inclusion of multiple groups through the artefacts they created.

Methods

The case study was conducted at the TUMlab at the Deutsches Museum in Munich. The TUMlab is a robotics laboratory which combines creative computational construction kits with natural science and environmental technology. It is designed for museum visitors aged 10 and over, particularly school groups and educators, as well as other interested out-of-school groups. The intervention uses a methodology that was co-created with relevant stakeholders to ensure its applicability and the engagement of the target group. This arts-based approach enables sensitive topics to be addressed in a safe and creative environment.

Key activities included 3 sessions, each comprising approximately 90 minutes of workshops. The proposed activities involved mapping and designing inclusive robotics labs, providing opportunities for participants to incorporate multiple perspectives and communities into the envisioned design. Young people used Lego robotics kits and craft materials that were similar to those already available at the TUMlab to design their envisioned inclusive spaces. The third session involved showcasing the designs at the TUMlab, to which participants and visitors were invited.

The project's primary beneficiaries are young people from a variety of backgrounds, including different genders and nationalities. The secondary stakeholders are participants' family members, exhibition visitors, TUMlab educators, the TUMlab administration and LS Design Lab researchers. These groups experience different forms of value from the project, ranging from the direct development of skills and increased personal well-being of participants, to enhanced institutional and research capacity for organisers, and improved social cohesion for the wider community. The project also fosters personal values that align with inclusivity. These changes create ripple effects at the local community level. At a systemic level, the project provides a model for achieving socio-emotional learning outcomes through the arts.

The evaluation framework uses a combination of quantitative and qualitative methods to capture the full scope of change. Pre- and post-surveys provide quantitative measurements of changes in attitudes and behaviours, while qualitative interviews with participants capture the depth and detail of their experiences and personal transformations. Semi-structured interviews with primary stakeholders capture young people's knowledge and reflections on designing their envisioned makerspaces, and articulate how their designs represent multiple communities and uses.

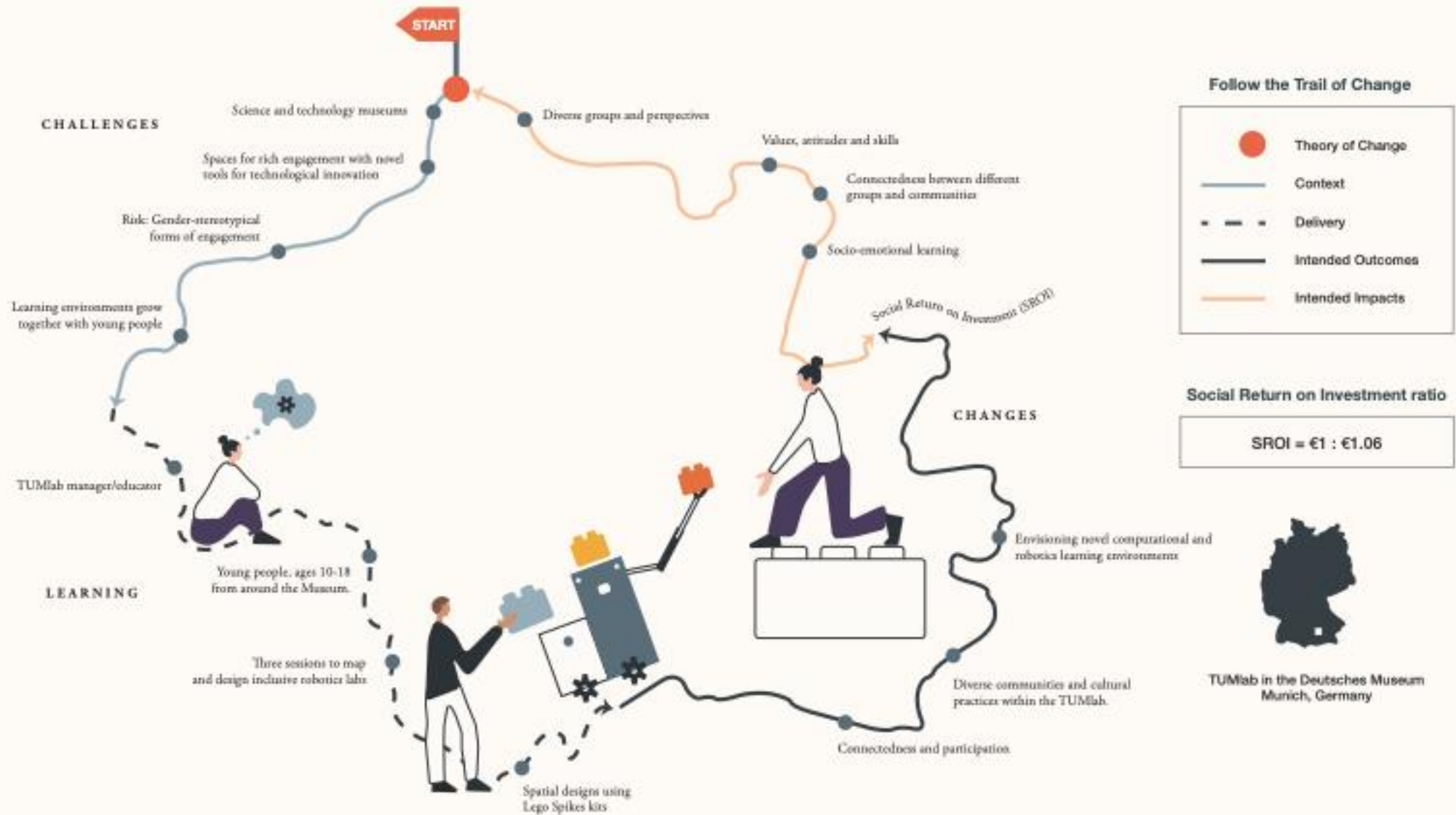
Results

From an SROI perspective, the project presents a strategic investment in various forms of capital. Investment in human capital involves fostering a sense of belonging in the makerspace through socio-emotional learning and developing skills in using tangible materials. It also enhances well-being and reduces disparities that can influence skill development and the pride experienced from completing robotic works. Investment in social capital focuses on building relationships and strengthening community cohesion. Investment in cultural capital enhances engagement with the arts and participation in the cultural sector among students. Finally, the project generates value by reducing social tensions and preventing the loss of young people's creative potential.

The investment areas included in the SROI calculation are: project design and coordination costs; school partnerships and facility usage; workshop facilitation and materials; and evaluation activities. The areas of return encompass individual outcomes, such as an improved sense of belonging in the makerspace (based on the TUMlab example), and an increased participants' awareness of an inclusive approach, as well as respect for diversity. Social outcomes include community cohesion and an expansion of perceptions of roles within the makerspace, as well as the development of socio-emotional learning methods to foster students' creative competencies and mental well-being.

Creating Inclusive Spaces for Learning Robotics

■ Visual Arts and Crafts
 ■ Audio-visual and Interactive Media
 ■ Design and Creative Services



Contents

Introduction

The case study explores how art can promote socio-emotional learning among young people, fostering an understanding of their own and other communities and encouraging respect for diversity. The “Creating Inclusive Spaces for Learning Robotics” project aims to create meaningful, lasting change by enhancing students' abilities and interests in makerspaces and technologies, as well as their self-expression and acceptance within various communities in Germany, through increased socio-emotional learning effects.

By combining artistic exploration with participatory research methods, the case study encourages young people to reconsider their perception of belonging in the TUMlab makerspace, thereby increasing their engagement with the arts. Through workshops, questionnaires, the creation of meaning maps, and interviews with stakeholders, the project can assess its impact on cultural attitudes and engagement, as well as its effect on participants' social, emotional, and learning outcomes.

About the entity organizing and conducting the case study

The case study is conducted by the Professorship of Learning Sciences and Educational Design Technologies at the Technical University, which is located within the Department of Educational Sciences at the School of Social Sciences and Technology at TUM. The professorship investigates the role of high- and low-tech materials in STEM and digital skills education, designing learning approaches from constructionist and socio-material perspectives. The main aim is to promote equitable, diverse and inclusive STEM and digital skills education. Educational courses and research opportunities are offered to the local community through the Learning Sciences and Design Lab.

The Learning Sciences and Design Lab is a model space that is supportive of equitable approaches to STEM learning, including gender equity. The activities reflect four core design principles that emerged from its own research, including diversity to offer a wide range of materials, and empathy to invite user-centred design and build on familiarity. The Learning Sciences and Design Lab supports research and design to advance the gendered materiality of STEM learning. The Lab also develops teaching materials and student research opportunities, and helps to strengthen connections with communities in and around TUM.

The case study was conducted at the TUMlab, an out-of-school robotics learning lab, affiliated with TUM, at the Deutsches Museum (the world's largest Science and Technology museum) in Munich.

Identifying scope and stakeholders

The identification of stakeholders for the “Creating Inclusive Spaces for Learning Robotics” project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change as a result of the intervention were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups whose lives and circumstances are materially affected by the project were identified. This comprehensive stakeholder mapping reflects the project's direct beneficiaries, as well as the wider ecosystem of individuals and organisations that

contribute to, and benefit from, inclusive initiatives promoting socio-emotional learning among young people. These initiatives strengthen social cohesion and awareness of diversity within Munich's education environment.

Primary Stakeholders: Project Participants

The case study was designed as an open-format activity for museum visitors aged 10–18, with a particular focus on school groups and other interested out-of-school groups. Three drop-in sessions were conducted, during which participants designed and mapped inclusive robotics labs, incorporating multiple perspectives and communities into the envisioned design. The activities attracted young people by offering them the unique opportunity to design inclusive spaces using Lego Spike kits, mobile workstations, and craft materials.

The expected positive effects for the primary stakeholders included increased socio-emotional learning regarding inclusion and respect for diversity, as well as an improvement in their perception of belonging to the TUMlab makerspaces. Other expected changes included fostering peer-to-peer communication skills and cultivating participants' pride in their robotics work through an exhibition organised for them in the TUMlab.

Family members / Visitors

Family members of the project participants were invited to view the work produced in TUMlab. According to observations and informal conversations, 25 family members were identified as visitors who expressed their involvement in supporting the project activities. The intended outcome for these stakeholders was to reflect on the students' work and promote a collaborative learning environment by providing feedback on the designs.

Institutional and Policy Stakeholders

LS Design Lab researchers, were involved in the project as authors and facilitators of the project's activities. The intended changes for these stakeholders include providing new evidence and data to advance the field, developing innovative methods or tools to address issues of social cohesion/SEL via arts-based methods, and improving instructor and policy practices around arts-based education. These outcomes contributed to the obtaining scientific evidence/insight about the impact of arts-based learning on young people's social-emotional development and civic learning, as well as the strengthening of partnerships with educational institutions.

Educators and professionals/practitioners

TUMlab educator was involved in co-design, development and implementation of the workshop sessions. The educator played an active role in supporting the facilitation of activities and they were also part of the community of practice, helping to develop and disseminate the educational toolkit for art-based educators. The educator was motivated to participate by gaining the opportunity to ensure a positive experience for museum visitors, and to obtain further experience in novel educational approaches and activities.

The main intended change achieved by the case study is to facilitate the professional development of the TUMlab educator by providing inspiration for designing activities related to the Global Citizenship framework and inclusive STEM education.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional stakeholders and educators have experienced real changes, they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders were engaged using methods appropriate to them, taking into account their characteristics and availability. Young participants were subject to pre- and post-assessment, before and after project activities and semi-structured interviews, which were all documented. A pre- and post-assessment was used to create mapping group of people who belong in the TUMlab. Youths' makerspace maps were the instruments of showing communities, workstations, and uses. Semi-structured interviews with the participants revealed how they took multiple perspectives into consideration in their designs. Important roles were assigned to youth-designed artefacts that represented the multiple perspectives considered in these designs.

Other stakeholders were involved in consultations during the preparation phase and when facilitating the sessions. They attended semi-structured interviews to gain insights from educators and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the range of value created by the "Creating Inclusive Spaces for Learning Robotics" project. It recognises that a sense of belonging in TUMlab's makerspaces and participation in cultural practices can generate change at various levels of society. This includes the personal development of young people, local community cohesion and institutional capacity building connected to the education system.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). This is consistent with the objective of the case study, which is to promote socio-emotional learning among young people, including an understanding of the different communities they belong in, connection within these communities and respect for diversity.

Project Participants: Children and Adolescents

Inputs: The 12 young participants invested their time participating in the project sessions. The drop-in sessions were conducted with groups of youngsters aged 10–18 who were visiting the museum. Each of the sessions was approximately 90 minutes long.

All 3 sessions totalled 18 hours of collective participants' time (12 persons x 1.5 hour). This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to assign a monetary value to the time spent by school students. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: The project delivered creative learning sessions that resulted in tangible artistic products. These were documented through inclusive spatial designs envisioned by the participants using Lego Spikes kits and craft materials. These designs were showcased in an exhibition of participants' work at the TUMlab during the final session, which was open to other participants and visitors.

Outcomes: Through participating in the sessions conducted during the project, students developed a sense of inclusion and respect for diversity, achieving positive changes in their self-perception of belonging in diverse communities. They also improved their self-perception of technical skills and strengthened peer-to-peer and intergenerational communication through the TUMlab exhibition.

Family members of participants / Visitors

Inputs: Family members of participants (25 persons) contributed their time and entrance costs to visit the museum.

Outputs: The family members emerged as stakeholders while they were more involved in the activity than anticipated. In many cases actively participated alongside their children, however evidence of impact from them were not formally collect, and therefore they are not included in the SROI analysis.

Outcomes: Increased recognition of inclusive design in STEM spaces was achieved through valuing and supporting participant-produced work.

TUMlab educator

Inputs: The educator (1 person) contributed a total of 16 hours to co-designing the curriculum, facilitating project sessions, supporting key logistical aspects, such as the materials and the recruitment process, which totalled at €215.00.

Outputs: The TUMlab educator provided students with some frameworks, processes, technical skills/guidance and feedback during sessions attended by youngsters. The educator was trained in the facilitation of the curriculum and prepared 1 curriculum for designing learning spaces connecting diverse communities. The educator facilitated 3 sessions, which delivered increased participants' positive changes in their perception of belonging to diverse communities, and contributed to obtaining comprehensive data from the case study.

Outcomes: In terms of ToC, the TUMlab educator gained further professional development in designing of activities for inclusive STEM education and greater reflection on uses of learning approaches in different settings, focused on positive student outcomes. This enhanced the professional capacity and can be applied to future projects or shared with the wider teaching community and other professionals.

TUMlab administration

Inputs: The contribution of the TUMlab included space use for tours and course facilitation (12 hours). The cost of this input was assessed at €350.00. The important material part of the TUMlab's contribution were the costs of equipment and consumable materials for courses (€1,320.00).

Outputs: The involvement of the LS Design Lab researchers in the organisation of the project, measured in terms of time and material input, made the project sessions possible.

Outcomes: The TUMlab administration gained and developed current knowledge on cultural inclusion and engagement, based on local evidence regarding the impact of arts-based education on younger learner SEL. Thereby it expanded the organisational capabilities of working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

LS Design Lab researchers

Inputs: The contribution of LS Design lab researchers included the costs spent on material purchased for the case study (€940.00).

Outputs: The involvement of the LS Design Lab researchers in the organisation of the project, measured in terms of time and material input, made the project sessions possible. During the sessions, the researchers facilitated the diagnosis of creative tasks and participants' reflections, as well as conducting the evaluation after the creative process. They gathered research data on the measurement of the impact of cultural literacies through pre- and post-activity assessments and semi-structured interviews, as well as by documenting youths' maps showing communities, workstations, and uses present in the TUMlab, and also youth-designed artifacts.

Outcomes: The LS Design Lab researchers gained and developed new knowledge of cultural inclusion and engagement, based on evidence from Germany for the impact of arts-based education on younger learner SEL. That is considered as insights of links between arts-based approaches and enhanced learning outcomes (academic, social, emotional). Thereby they expanded their professional effectiveness when working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€2,825.00** comprised of: participants' time (€0 direct monetary value but significant opportunity cost representing 18 hours of collective engagement), TUMlab educator's engagement (€215.00), TUMlab administration's engagement and resources (€1,670.00) and LS Design Lab researchers' engagement and material resources necessary for the project (€940.00).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcomes measurement was collected through pre- and post-activity assessments, which took the form of semi-structured interviews and surveys with the participants. The data was also gathered by documenting youths' maps showing communities, workstations, and uses observed in the TUMlab, as well

as through youth-created artifacts, which were digitalised and analysed due to the project methodology. Reflections from the educators were obtained through semi-structured interviews, in which they described the participants' experiences and perceived changes.

Observed changes for participants

Three primary outcomes have been identified and measured for the 12 young participants in the project: increased socio-emotional learning on belonging, inclusion and respect for difference and diversity, increased students' value and pride in their robotics work; improved participants' mental well-being.

Each outcome is evidenced through participant interviews (pre- and post-assessments), quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for the outcomes.

Outcome 1: Increased socio-emotional learning on belonging, inclusion and respect for difference and diversity

Increased socio-emotional learning on inclusion and respect for diversity emerged as a significant intended outcome during the project's planning and implementation. By broadening the perception of who can be part of TUMlab makerspace, it contributed to respect for diversity and roles in diverse communities and also promoted peer-to-peer and intergenerational collaboration. The project helped in developing soft skills, such as communication, teamwork, critical assessment of connectedness between different groups in the TUMlab makerspace, which foster personal development, as well as successful social integration.

Measurement and Quantification

Increased socio-emotional learning on belonging, inclusion and respect for difference and diversity was measured through semi-structured interviews and visual maps. The quantity of the outcome is expressed as 7 persons experiencing change across 12 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds to the period during which participants experience the mental benefits of understanding inclusion and respect for diversity.

Outcome 2: Increased students' value and pride in their robotics work

Increased students' value and pride in their robotics work reflects the positive changes in participants' self-perception, emerged as a significant outcome of the project's implementation. This also includes a shift in technology-related competences that can influence students' decisions on their future educational path. Additionally, the youth-created artifacts hold significant value for the participants, as they are an integral part of their learning and were exhibited within a broader community.

Measurement and Quantification

Increased students' value and pride in their robotics work were measured through semi-structured interviews. The quantity of the outcome is expressed as 7 persons experiencing change across 12 involved. The outcome begins to materialize from session 1, as participants

immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years which corresponds with the period during which participants are motivated to express and develop their artistic engagement and technology-related competences.

Outcome 3: Improved participants' mental well-being

Strengthening a positive personal attitude and encouraging reflection on belonging, inclusion and respect for diversity through socio-emotional learning represents an immediate project outcome and an indicator of sustained behavioural change beyond the project. The project aimed to encourage young people to engage with art outside the school curriculum, giving them the opportunity to interact with a wider range of peers and develop a sense of belonging in diverse communities, thereby enhancing their self-confidence. Students reported improvements in their psychological well-being as a result of participating in the project.

According to a systematic review by the Early Intervention Foundation, social and emotional learning (SEL) programmes are an effective approach to supporting young people's mental health. Compared with other school-based interventions designed to improve young people's mental health and wellbeing, SEL programmes have the strongest evidence base, however this mostly concerns short-term outcomes⁷.

Measurement and Quantification

Improved mental well-being deriving from cultural participation was measured through semi-structured interviews with participants. The quantity of the outcome is expressed as 7 persons experiencing change across 12 involved.

The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities. The indicated duration of 1 year is a conservative estimate of the sustainability of the positive mental changes associated with engagement in the project.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through family members of participants, LS Design Lab researchers, the TUMlab educators, and further to the participants' school environment. These longer-term, more diffuse impacts are inherently more difficult to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected for the outcome of increased socio-emotional learning on belonging, inclusion and respect for difference and diversity through socio-emotional learning, is the value of the Robotics course / workshop at TUMlab, set at €150.00 per person. Participation in the course is supportive to strengthening the technology-based competences and promoting young people in their socio-emotional development.

⁷ Education Policy Institute (2021). Social and emotional learning. An evidence review and synthesis of key issues. Education Policy Institute, <https://epi.org.uk/wp-content/uploads/2021/11/SEL-paper-Nov2021-EPI.pdf>. Retrieved on 7.02.2026.

The total value of the proxy is estimated based on equivalent Robotics course at TUMlab. For the case study, this is calculated as follows: 1 workshop × €150.00 per person × 7 persons = €1,050.00.

The financial proxy selected to value the positive changes in participants' self-perception of the value and pride they derive from their robotics work is the value of the Robotics course / workshop at TUMlab. Participation in the project is also considered to encourage students to practise cultural activities and develop technology-related skills.

The conditions of participating, as well as the total value of the proxy are the same as for the previous outcome, calculated as follows: 1 workshop × €150.00 per person × 7 persons = €1,050.00.

The financial proxy selected to value the outcome of improved participants' mental well-being is the cost of a visit to a psychologist. This cost is set at €67.00 per hour, based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy provides a realistic estimate of the value of achieving equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students to incorporate multiple perspectives. Adopting a sense of belonging and diversity in society is important for the mental well-being of all students, as it enables them to overcome stereotype-driven feelings about belonging, and to develop a positive attitude towards their abilities and interests in crafts and robotic technologies, as well as to develop teamwork competences.

The total value of improved mental well-being aspects of the outcome is estimated based on the cost of a psychologist working with young people, as set out in the GOP (*Gebührenordnung für Psychotherapeut/innen*) fee schedule for psychotherapists (as of 01/07/24), for facilitating group therapy sessions. (*Gruppenpsychotherapeutische Kurzzeittherapie*) with 7 persons × 1.5 hours × €67.00 per hour = €703.50). This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system. The number of hours (1.5 h) used to calculate the proxy value corresponds to the time commitment of a single participant in the project sessions/workshops.

The three primary outcomes measured for participants demonstrate the broad value created by arts-based, intercultural and gender inclusive education with robotics labs. Increased reflection and participation/sense of belonging through socio-emotional learning capture the medium-term socio-economic benefits of human capital development, which extend beyond the project period. The immediate psychological benefits of participation include improved mental well-being, positive emotions, self-assessment of one's own robotic work, strengthened relationships, and a positive attitude towards diversity in society. These benefits can influence students' decisions on their future education path.

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact – the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all this value can be attributed to the “Creating Inclusive Spaces for Learning Robotics” project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors

(attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 12 young participants aged 10-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Increased socio-emotional learning on belonging, inclusion and respect for difference and diversity

The gross outcome value for increased socio-emotional learning on belonging, inclusion and respect for difference and diversity is €1,050.00. This outcome undergoes the following adjustments:

Deadweight: 15.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. There are some limited equivalent opportunities available to students within the school curriculum. Other school programs as well as afterschool clubs are offered that influence the outcomes achieved through participation in the project.

Attribution: 0.00%. No other opportunities or actors were identified that could contribute to increasing students' awareness of inclusion and diversity during their participation in the project. The attribution was estimated at 0.00%.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people had a choice of other workshops also planned by the TUMlab that may have taken place at the same time, so the displacement was assessed at 10,00%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the students have more opportunities for to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive attitude towards diversity in makerspaces, and in the school environment in general, may decrease. Estimating with findings from Hart *et al.*⁸ regarding the fadeout of social-emotional intervention results, it was assumed that an average drop-off would be 29.00% per year after the project's completion.

Final Impact Calculation €803,25

Gross Outcome Value: €1,050.00

After Deadweight ($\times 0.85$): €892.50

After Attribution ($\times 1.00$): €892.50

After Displacement ($\times 0.90$): €803,25

⁸ Hart, Emma R., Drew H. Bailey, Sha Luo, Pritha Sengupta, and Tyler W. Watts. (2024). Fadeout and Persistence of Intervention Impacts on Social-Emotional and Cognitive Skills in Children and Adolescents: A Meta-Analytic Review of Randomized Controlled Trials. (EdWorkingPaper: 23-782). Annenberg Institute at Brown University, <https://doi.org/10.26300/7j8s-dy98>. Retrieved on 18.12.2025.

Outcome 2: Increased students' value and pride in their robotics work

The gross outcome value for increased students' value and pride in their robotics work is €1,050.00. This outcome undergoes the following adjustments:

Deadweight: 15.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Apart from participating in the project, there are some limited equivalent opportunities available to students within the school curriculum. Although other robotics workshops are offered at the TUMLab, without a focus on inclusivity and social-emotional learning (SEL), the effects could be rather implicit. The observed benefits are considered to be strongly connected to this intervention, which created supportive spaces that inspired students to develop their artistic creativity and fostered a high sense of value for their robotic work.

Attribution: 0.00%. No other opportunities or actors were identified that could contribute to students developing a greater sense of pride in their robotic work. The attribution was estimated at 0.00%.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people had a choice of other workshops also planned by the TUMlab that may have taken place at the same time, so the displacement was assessed at 10,00%.

Drop-off: 29.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise in other robotic workshops and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive self-assessment of developed competencies may decrease.

Final Impact Calculation €803,25

Gross Outcome Value: €1,050.00

After Deadweight ($\times 0.85$): €892.50

After Attribution ($\times 1.00$): €892.50

After Displacement ($\times 0.90$): €803,25

Outcome 3: Improved participants' mental well-being

The gross outcome value for improved participants' mental well-being is €703.50. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The estimate reflects the fact that some improvement in the sense of personal positive impact would naturally occur, e.g. through the standard school curriculum. The majority of the observed benefits are unique to this intervention, which created safe and supportive spaces to improve personal well-being, while developing participants' individual interests in arts, a sense of belonging and respect for diversity.

Attribution: 50.00%. A variety of opportunities and actors can contribute to improvements in participants' mental well-being. Young people in Munich may have experienced improvements

in their mental well-being through means such as family support and friendships formed through after-school activities or participation in the standard school curriculum. School teachers may play a notable role in encouraging their students to participate in activities that can contribute to positive changes in mental well-being. Considering the variety of contributors, it was determined that 50.00% of the well-being outcome could be attributed solely to the project.

Displacement: 10.00%. Alternative activities were identified for participants to engage in, which could have been displaced by the time spent in workshops during the project. Young people had a choice of other workshops also planned by the TUMlab that may have taken place at the same time, so the displacement was assessed at 10,00%.

Drop-off: 0.00%. The benefits to mental well-being are not sustained indefinitely. While the immediate psychological benefits of a supportive environment and improved self-confidence may decrease over time, this effect is expected to last only one year, so the drop-off would not be applicable.

Final Impact Calculation €284.92

Gross Outcome Value: €703.50

After Deadweight ($\times 0.90$): €633.15

After Attribution ($\times 0.50$): €316.58

After Displacement ($\times 0.90$): €284.92

Summary of Total Impact

The total impact across all three outcomes for project participants was **€ 1,891.42** in 2025.

This total impact represents the social value created for the 12 young participants after appropriate adjustments for deadweight, attribution, displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators and researchers.

Calculating the SROI

Year	2025	2026
Increased socio-emotional learning: belonging, inclusion and respect for difference and diversity	803.25	570.31
Increased students' value and pride in their robotics work	803.25	570.31
Improved participants' mental well-being	284.92	
Total	1,891.42	1,140.62
SDR (3%)	1.0000	0.9709
Present Value (PV)	1,891.42	1,107.42
Total Present Value (PV)	2,998.84	

Net Present Value	173.84
Social Return € per €	€ 1: € 1.06

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€1.06 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects – validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Italy



EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2. Impact Map and SROI report for each case study. CS: Liceo Scientifico "Vittorio Veneto"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13th March 2026
Dissemination level	PU

Abstract

The case study at Liceo Scientifico "Vittorio Veneto" in Milan addresses the changing demographic composition of one of Italy's oldest scientific high schools, founded in 1923. The school has experienced an increase in students from socio-economically disadvantaged backgrounds, including foreign students and those with special educational needs. These shifts present challenges for fostering cohesion and a sense of belonging within the school community.

Implemented during September-January 2026, the project introduces curricular theatre workshops for first-year students to promote mutual knowledge, positive relationships, and group cohesion at the start of the school year. The initiative responds to the need for enhanced integration and well-being among increasingly diverse student populations, particularly for those from outside municipalities who face barriers to participating in extracurricular activities. Using a co-created approach involving teachers, students, external theatre experts, and local associations, the project integrates performance arts into the curriculum. Key activities include theatre workshops during the lessons. The Liceo Scientifico "Vittorio Veneto" case study seeks to create change by fostering inclusive classroom environments where students can build relationships, develop confidence, and feel connected to their educational community.

The report presents a Social Return on Investment (SROI) evaluation of the theatre workshop initiative at Liceo Scientifico "Vittorio Veneto."

Document history

Version	Date	Comments	Modified by
1.0	24/01/2026		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	30/01/2026		Barbara Pizzetti
3.0	13/03/2026	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

The Liceo Scientifico "Vittorio Veneto" case study addresses integration and cohesion challenges at one of Milan's most prestigious educational institutions. Founded in 1923 as the first scientific high school in Milan, the school has a distinguished history of academic excellence, counting among its graduates Nobel Prize winner Riccardo Giacconi. Located in Milan's Municipality 7, the school has evolved alongside its neighborhood's transformation from rural suburb to industrial site to residential district.

The school currently faces significant demographic shifts. The percentage of students from socio-economically disadvantaged backgrounds has increased and now slightly exceeds the area average. Students with non-Italian citizenship represent an increasing proportion of the student population, while the school also serves students with specific learning disorders, special educational needs, and severe behavioral or relational problems. There has been a notable increase in first-year students with lower entrance scores, accompanied by a corresponding decrease in students with the highest evaluations.

These demographic changes create challenges for first-year students arriving from various municipalities across the Milan area. Students from outside municipalities face barriers to participating in extracurricular activities requiring extended time away from home, potentially limiting their integration. The need for enhanced reception activities and cohesion-building initiatives has become critical to ensure all students develop a strong sense of belonging and positive peer relationships.

Aim and objectives

The primary aim of the curricular theatre workshop initiative is to foster the formation of cohesive class groups among first-year students and strengthen their sense of belonging to the school community. The program specifically seeks to promote mutual knowledge and positive relationships among classmates from diverse backgrounds and create an inclusive environment where students with various needs and backgrounds feel welcomed and valued.

The theatre workshop is strategically implemented at the beginning of the school year (September-December 2025) to establish positive group dynamics from the outset, addressing potential integration challenges before they become entrenched.

Methods

The intervention employs a curricular theatre workshop integrated into the formal school schedule, ensuring universal participation and accessibility for all first-year students. By incorporating the workshop into the regular curriculum, the school ensures equitable access regardless of students' geographic origin or family resources. The theatre workshop is part of a broader series of welcoming activities, including also theatre workshops in English during weekly lessons, that are co-facilitated by the English teacher and a drama expert and activities for the adoption of a functional study method.

Primary beneficiaries comprise first-year students aged 14-15 from diverse backgrounds, including foreign students, students with special educational needs, and those from socio-economically disadvantaged situations. Secondary stakeholders include teachers, external theatre experts, administrative staff, local cultural associations, and students' families. Key

activities include theatre workshops and collaborative creation and performance of theatrical improvisations.

The evaluation framework incorporates both quantitative and qualitative methods. Quantitative data include the number of students and classes involved, number of activities, and frequency of student participation. Qualitative data are gathered through focus group with the participant and observation during workshops. This mixed-methods approach ensures that both measurable outcomes and intangible qualities of personal and social transformation are captured.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of social, communication, and artistic skills among young people. Social capital investment focuses on building positive peer relationships and strengthening class and school community cohesion in an increasingly diverse context. Cultural capital investment enhances engagement with performance arts and creative expression. The project generates educational and wellbeing value through improved classroom climate, reduced behavioral problems, and increased student engagement.

The investment areas for the SROI calculation include staff costs including teachers and theatre experts, facilities and equipment costs including the school auditorium, and time contributions from local association staff. The return areas encompass individual outcomes such as improved social skills, enhanced wellbeing and sense of belonging, and increased confidence. Institutional outcomes including improved classroom climate and reduced behavioral issues. Educational outcomes, such as increased student engagement, and preventive value representing avoided costs of social isolation, student disengagement, counselling needs, and potential dropout.

Estimate

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€4.00 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Liceo Scientifico “Vittorio Veneto”



Performance and Celebration



Follow the Trail of Change

- Theory of Change
- Context
- - - Delivery
- Intended Outcomes
- Intended Impacts

Social Return on Investment ratio

SROI = €1 : €4.00



Via Russo
Milan, Italy

Contents

Introduction

The case study explores how theatre can serve as a medium for fostering social integration, mutual understanding, and group cohesion among first-year students at Liceo Scientifico "Vittorio Veneto" in Milan. Conducted as part of the school's curricular activities, the study engages young participants (ages 14-15) in theatre workshops at the beginning of the school year.

By combining artistic expression with participatory educational methods, the case study aims to enhance students' communication and teamwork skills, promote acceptance of diversity, and improve overall wellbeing in an increasingly diverse educational context. Through workshops and focus group with students, the project assesses its impact on student relationships and sense of belonging. Ultimately, the curricular theatre workshop seeks to contribute to a more inclusive and cohesive learning environment at one of Milan's most historic scientific high schools.

About the entity organizing and conducting the case study

Liceo Scientifico "Vittorio Veneto" is a secondary education institution located in Milan's Municipality 7, Italy. Established in 1923 as the first scientific high school in Milan, the institution has a distinguished century-long tradition of academic excellence. The school has produced notable graduates including Riccardo Giacconi, who received the Nobel Prize for Physics in 2002, and renowned photographer Oliviero Toscani.

For this case study, Liceo Scientifico "Vittorio Veneto" implements the curricular theatre workshop in collaboration with external theatre experts and a local cultural association. The initiative is funded through contributions from students' families, forming part of a broader strategy to address the school's changing demographic composition and enhance integration among increasingly diverse student populations.

Identifying scope and stakeholders

The identification of stakeholders for the Liceo Scientifico "Vittorio Veneto" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the program and the wider ecosystem of individuals and organizations that contribute to and benefit from cohesion-building initiatives at the school.

Primary Stakeholders: Project Participants

The central stakeholder group comprises first-year students aged 14-15 attending Liceo Scientifico "Vittorio Veneto." These young participants represent an increasingly diverse population, including students with non-Italian citizenship (approximately 7% of the student body), students from socio-economically disadvantaged backgrounds, those with specific learning disorders, students with special educational needs, and students with severe behavioral or relational problems. The school has also experienced an increase in students

arriving with lower entrance scores, representing 8.3% of enrollment, alongside students from various municipalities across the Milan area.

Young participants engage with the project driven by multiple, interconnected motivations. Many students arrive at the school without knowing their classmates, facing the challenge of forming new social connections. Students from outside municipalities experience additional integration challenges, as they often cannot participate in extracurricular activities that require extended time away from home, potentially limiting their opportunities to build friendships and social networks. Against this backdrop, young people are motivated to participate in the theatre workshop to develop mutual knowledge with classmates, build positive relationships from the beginning of the school year, gain confidence in self-expression and social interaction, and develop a sense of belonging to their class group and the wider school community.

The intended changes for participants center on developing mutual knowledge and positive relationships with classmates, enhanced sense of belonging to the class group and school community, improved communication and teamwork skills, increased confidence in self-expression and engaging with peers from different backgrounds, and development of soft skills that support both academic success and personal wellbeing. Beyond these primary intended changes, young people may experience improved mental wellbeing, enhanced ability to perform in public settings and deeper understanding of their own abilities and qualities. An important unintended change observed is participation in further curricular and extracurricular activities, as the positive experience of the theatre workshop motivates students to engage more broadly with school offerings.

Family members of project participants constitute an important secondary stakeholder group whose involvement amplifies and sustains the impact of the intervention. Parents and guardians are motivated by the desire to support their children's learning and personal development. They are also driven by concerns about their children's social integration and wellbeing, particularly for families whose children commute from outside Milan or who have special educational needs. For families providing financial contributions to support the workshop, there is motivation to ensure their investment yields meaningful benefits for their children's development and school experience. The intended changes for families include deepening trust in the school's capacity to support their children's integration and development.

Institutional and Educational Stakeholders

Teachers at Liceo Scientifico "Vittorio Veneto" represent a crucial stakeholder group motivated by multiple professional and pedagogical interests. Teachers are driven by the desire to foster effective learning environments where all students feel valued and engaged. They recognize that positive classroom climate and strong peer relationships are prerequisites success. Teachers are also motivated to support students' holistic development, helping them acquire not only academic knowledge but also social and emotional competencies that will serve them throughout their lives. The intended changes for teachers include improved class climate that facilitates more effective learning and teaching. An important outcome is the

development of methods based on role-playing, cooperative learning, and peer education that teachers can integrate into their ongoing practice.

The school administration, including the school principal and administrative staff, is motivated to address integration challenges strategically, ensuring that all students have equal opportunities to succeed and thrive. School leadership seeks evidence-based approaches to reception activities that can be sustained and potentially expanded. The intended changes for school administration include developed sense of belonging to the school community among students, improved institutional capacity to serve increasingly diverse populations, enhanced reputation and strengthened partnerships with external cultural experts and associations.

External Partners and Cultural Sector Stakeholders

Associazione Mirmica serve as implementing partners and stakeholders. These external theatre experts and cultural educators are motivated to share their artistic expertise with young people, believing in the transformative power of performance arts for personal and social development. The intended changes for external partners include development of sustainable models for arts-education collaboration. These outcomes contribute to the cultural sector's capacity to engage with schools and to the recognition of arts professionals as valuable contributors to educational goals beyond traditional arts instruction.

Researchers conducting the project represent a stakeholder group motivated by distinct professional and intellectual interests. They seek to evaluate the social impacts of arts-education interventions in non-formal learning environments, contributing evidence to support policy and practice in both educational and cultural sectors. The intended change is the generation of actionable insights that can inform future program design and resource allocation decisions.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants and their family members are the primary focus, with the most comprehensive data collection and outcome measurement. Teachers, school administration, external partners and policy stakeholders represent important secondary stakeholders, while experiencing real changes, impact caused on them have not been included in SROI calculation.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics. For young participants, data collection includes participant observation during workshops and focus groups administered during and after program activities.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created, recognizing change across multiple levels, from individual personal development and classroom climate to institutional capacity and broader educational system effectiveness.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is to foster the formation of cohesive class groups among first-year students, develop mutual knowledge and positive relationships with classmates, and strengthen students' sense of belonging to the school community through curricular theatre workshops.

Project Participants: First-year students

Inputs: 27 students in first-year class invested their time attending the curricular theatre workshops. This represents time within their regular school schedule dedicated to this specific activity rather than alternative curricular content. While valued at €0 in direct financial terms, this time investment represents a significant commitment and forms the foundation for the changes they experience.

Outputs: Each participant attended theatre workshops during the September-December 2025 period, with activities including exercises, games, improvisations and performances. Students participated 6-hour workshops conducted over 3 days sessions.

Outcomes: Through participation in the curricular theatre workshops, young people experienced personal development and improved self-esteem by discovering their abilities in performance and collaborative work. Students developed increased interactions between students, breaking down initial barriers and creating foundations for ongoing friendships. They experienced enhanced confidence in public performance, improved communication skills, and deeper understanding of their own strengths and capabilities.

Teachers

Inputs: Teachers contributed volunteer time for tutoring, coordination, and facilitation of the theatre workshop activities, valued at €120. This represents approximately 6 hours of teacher time for tutoring and coordinating the activity at an estimated €20 per hour (reflecting professional educator compensation rates).

Outputs: Teachers facilitated theatre workshops for 27 students in the class. Their engagement enabled the successful conduct of workshops and integration of theatrical activities with curricular goals.

Outcomes: Teachers experience engagement and motivation from witnessing students' positive responses and development through the theatre workshop. They gain improved effectiveness in teaching through the development of new pedagogical approaches based on role-playing, cooperative learning, and peer education. Teachers develop strengthened relationships among students in their classes, creating more positive classroom climates that facilitate academic learning across all subjects.

Associazione Mirmica (External Theatre Experts)

Inputs: One art educator from Associazione Mirmica contributed his professional expertise with a salary of €4,200. The external expert brought specialized knowledge in drama pedagogy, performance techniques, and group dynamics that complement teachers' disciplinary expertise. His engagement in one class workshop is valued at €350.

Outputs: The external theatre expert co-facilitated the theatre workshops across multiple first-year classes, working collaboratively with teachers. One class engagement is 6 hours. The expert provided specialized guidance in theatrical techniques, supported students in developing performances, and contributed to the integration of artistic methods with educational objectives. One report on the theatre workshop was produced, documenting the methodology, activities, and observed outcomes.

Outcomes: The external expert and Associazione Mirmica experience improved effectiveness in training through refined arts-education methodologies tested and developed through this collaboration. The association develops practice-based knowledge about working with diverse student populations in school contexts, contributing to organizational capacity and potential for replication in other settings.

Researchers

Inputs: Researchers conducting the SROI evaluation contributed time and expertise valued at €500 over the project period. This includes development of the evaluation methodology and theoretical framework, design of data collection instruments (questionnaires, interview protocols, observation frameworks), time for conducting interviews and focus groups, analysis of qualitative and quantitative data, and preparation of evaluation reports.

Outputs: Researchers documented and analyzed the theatre workshop implementation across multiple first-year classes. Comprehensive data was obtained from the case study including participant observation notes with field documentation during workshops, focus group transcripts, interviews, attendance records and participation tracking.

Outcomes: Researchers gained new practice-based research examples in the field of arts-integrated education, cohesion-building, and reception activities in diverse secondary school contexts. The outcome represents enhanced professional capacity, development of publishable research findings with potential for theoretical contributions to educational research, that can be applied to future projects and shared with the broader research community.

Family Members of Participants

Inputs: Family members contributed financially to support the theatre workshop through funding. Beyond financial inputs, families invested time and encouragement supporting their children's participation in the theatre workshop and attending performances

Outputs: This investment enabled the successful implementation of the program and created opportunities for families to engage with the school community.

Outcomes: Family members develop strengthened trust in the school's capacity to support their children's holistic development, recognizing the value of arts-integrated approaches to education. These changes contribute to more supportive family environments and stronger connections between families and the school community.

School Administration

Inputs: The school contributed funding and time resources to support implementation, coordination, and evaluation of the theatre workshop.

Outputs: School administration enabled the implementation of the theatre workshop. The school provided necessary infrastructure, coordinated scheduling, managed communications with families, and integrated the workshop into the broader welcoming activities framework.

Outcomes: The school experiences strengthened relationships among students, contributing to improved classroom climate and reduced behavioral and relational problems. School leadership gains deeper knowledge about arts-based approaches to reception activities and integration, enhancing institutional capacity to serve diverse student populations effectively. The school develops enhanced reputation as an innovative and inclusive institution committed to holistic student development.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€970**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing 6 hours of collective student engagement), teacher volunteer time for coordination and tutoring (valued at €120), external theatre expert professional services from Associazione Mirmica (with €350 salary) and researchers time and resources (valued at €500).

The following chapters will detail how these outcomes are measured, how their value is calculated using proxy indicators, and how the overall social return on investment is determined through the SROI methodology.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process for the Liceo Scientifico "Vittorio Veneto" curricular theatre workshop connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. Data collection for outcome measurement was conducted through participant observation during workshops, focus groups using emotional cartography techniques, interviews and analysis of school statistics and participation records. These methods were applied during and after the program period to capture change attributable to the intervention.

The evaluation framework recognizes that outcomes from arts-based cohesion-building activities manifest across multiple timescales and dimensions. Immediate outcomes such as mutual knowledge development and positive peer interactions are observable during workshops. However, deeper transformations in sense of belonging, classroom climate, and sustained behavioral change require longer-term observation and assessment through multiple data sources including school records and stakeholder interviews.

Observed changes for participants

The project involved all first-year classes at Liceo Scientifico "Vittorio Veneto", but only one class took part of the observation. Multiple primary outcomes have been identified and measured for the first-year students participating in the theatre workshop. These outcomes reflect the project's dual focus on immediate social integration and longer-term wellbeing and engagement. Each outcome is evidenced through the data collection methods described above and valued using appropriate financial proxies. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved level of artistic and soft skills

The theatre workshop process cultivated essential artistic and soft skills including communication, teamwork, creative expression, problem-solving, empathy, public performance ability, and self-discipline. These competencies emerged through rehearsing theatrical improvisations, coordinating with peers, managing performance anxiety, and presenting work to audiences (other classmates). The collaborative and performative nature of theatre particularly strengthened interpersonal and communication skills.

Measurement and Quantification

Artistic and soft skills development was assessed through focus group discussions where participants self-reported improvements and direct interviews evaluating observable skill development. Students particularly noted improvements in their ability to express themselves, work collaboratively, and perform in front of others.

The sample size used to determine quantity was 27 students. Within this sample, 6 participants experienced substantial artistic and soft skills development. The skills development process begins from the first workshop session as students immediately engage with theatrical tasks requiring communication, collaboration, and creative expression. The duration of impact extends to 3 years, reflecting the period during which these enhanced skills continue generating benefits.

Outcome 2: Positive Relationships Within Classes

Enhanced self-knowledge and positive classroom relationships emerged as core outcomes directly aligned with the theatre workshop's objectives. Through theatrical activities focused on self-expression and collaborative creation, students gained mutual understanding and positive relationships among classmates, creating the foundation for a cohesive class group.

Measurement and Quantification

Self-knowledge and relationship development were measured through focus groups using emotional cartography that captured students' evolving understanding of themselves and their classmates exploring their perceptions of class relationships and personal growth, teacher observations of classroom dynamics and student interactions outside workshop contexts, and school manager assessment of overall class cohesion compared to previous first-year cohorts.

The sample size used to determine quantity was 27 students. All 27 participants in the sample class experienced enhanced self-knowledge and positive classroom relationships. The outcome begins to materialize from the first sessions as the theatre activities are specifically designed to promote self-discovery and mutual knowledge among students who are just beginning their high school experience together. The duration of positive classroom relationships is estimated at 1 year, representing the academic year during which these foundational relationships significantly shape students' daily school experience and sense of belonging.

Outcome 3: Increased engagement in school life

Increased student engagement in broader school activities beyond the theatre workshop itself was observed as a result of the workshops. Students who developed positive relationships and

sense of belonging through the workshop demonstrated greater willingness to participate in other curricular and extracurricular offerings, school assemblies, and organizational activities.

Measurement and Quantification

Increased engagement in school activities was measured through focus group discussions, school records tracking participation. The sample size used to determine quantity was 27 students. Within the sample class, 1 participant explicitly reported increased participation in new school activities attributable to the theatre workshop experience. The outcome begins after the completion of the initial theatre workshop, as students apply their enhanced confidence and relationships to other contexts. The duration extends to 1 year, representing the academic year during which this increased engagement pattern is sustained.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through families, school, external cultural partners, and potentially the broader Milan educational community. School impacts include better reputation, change in social perception and better integrated students. Family impacts include increased confidence in the school's capacity to support diverse students, and enhanced trust in arts-integrated education approaches. For Associazione Mirmica, impacts include validated models for school-arts partnerships, enhanced organizational capacity for educational programming, and strengthened professional networks with formal education institutions. The project potentially contributes to broader conversations about effective reception practices for diverse school populations, influencing approaches at other schools facing similar demographic shifts. These systemic changes, while difficult to quantify precisely, represent significant dimensions of value creation extending beyond immediate participants and the project timeline.

Valuing outcomes

The financial proxy for artistic and soft skills development is the cost of a private theatre course that develops similar competencies in communication, teamwork, creative expression, and public performance. As noted above, courses in specialized skills development offered by Milan cultural center typically cost around €300-€500.

Using a mid-range estimate of €400 per participant, total value of artistic and soft skills development for 6 participants is equivalent to €2,400. This represents the investment required to develop equivalent artistic and soft competencies through formal commercial training programs.

The financial proxy for positive relationships within classes is the cost of hiring a school psychologist to address tense situations, social conflicts, and integration challenges in classes. When first-year classes experience difficulties in cohesion and persistent social tensions between students from different backgrounds, schools often need to contract external school psychologists to conduct interventions. The theatre workshop intervention prevented the need for such costly psychological interventions by proactively building positive relationships and cohesive class groups from the beginning of the school year.

According to fee schedules from school psychologists and psychological service cooperatives operating in Milan, school psychologists typically charge €80-€120 per hour for school-based

interventions. Addressing significant classroom tension and integration issues in a single class typically requires a minimum intervention package of 8 hours. Using a conservative estimate of 8 intervention hours per class at €100 per hour gives a total value of €800. This valuation captures the school psychology intervention costs that did not have to be incurred because the theatre workshop proactively fostered self-knowledge and positive peer relationships.

The financial proxy for increased school engagement is the average annual membership cost of extracurricular activities and youth organizations that provide structured opportunities for participation and involvement. This proxy represents costs that would otherwise be incurred to provide comparable opportunities for engagement and belonging outside the school context.

Annual membership fees for youth activities in Milan (including sports clubs, cultural associations, youth centers, and community organizations) typically range from €150–€300 depending on activity type and frequency. Using a conservative estimate of €200 per participant, the total value of increased school engagement for 1 participant is €200.

The three primary outcomes measured for participants demonstrate the multifaceted value created by the curricular theatre workshop approach implemented in first-year class. The total social value generated in the intervention includes artistic and soft skills development (€2,400), positive classroom relationships (€800) and Increased school engagement (€200). These valuations represent conservative estimates based on market proxies for comparable services and opportunities, with particular emphasis on costs that did not have to be incurred thanks to the intervention.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of the Liceo Scientifico "Vittorio Veneto" curricular theatre workshop project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Even though program was conducted for 12 first-year classes, three primary outcomes were measured for the 27 students in one first-year class, with data collected from that sample. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Artistic and Soft Skills Development

The gross outcome value for artistic and soft skills development is €2,400, representing 6 participants experiencing substantial improvements through over a 3-years duration. This outcome undergoes the following adjustments:

Deadweight: 20.00%. Some artistic and soft skills development would have occurred through other school activities, extracurricular involvement, or natural maturation during students' first year of high school. However, the specific combination of communication, teamwork, creative expression, and public performance skills developed through collaborative theatre work represents a relatively unique developmental pathway.

Attribution: 25.00%. While the theatre workshop was the primary vehicle for artistic and soft skills development, other factors contributed to observed outcomes. These include teachers' ongoing pedagogical efforts in regular classes, families transmitting values and providing encouragement for creative expression, students' individual motivation and prior experiences in arts or performance, and other school programs developing complementary competencies.

Displacement: 10.00%. The curricular theatre workshop displaced alternative uses of instructional time that could have provided other valuable forms of learning and development.

Drop-off: 10.00%. The outcome duration is measured at 3 years, representing the school years during which enhanced skills continue generating benefits. Drop-off apply in further multi-year projection.

Final Impact Calculation for year 1: €1,296.00

Gross Outcome Value: €2,400

After Deadweight ($\times 0.80$): €1,920

After Attribution ($\times 0.75$): €1,440

After Displacement ($\times 0.90$): €1,296

Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Positive Classroom Relationships

The gross outcome value for positive classroom relationships is €800, representing avoided costs of hiring school psychologists in first-year class over a 1-year duration. This outcome undergoes the following adjustments:

Deadweight: 30.00%. A significant proportion of first-year classes would naturally develop adequate working relationships through normal classroom processes, teacher efforts, and student adaptation over the school year without a specific structured intervention. While the school faces demographic challenges, Italian secondary schools have well-established systems for managing classroom dynamics.

Attribution: 25.00%. While the theatre workshop was designed specifically to build class cohesion and was the most intensive focused intervention, other school efforts also contributed to positive classroom relationships. These contributors include regular teachers' daily classroom management and relationship-building efforts throughout the school year.

Displacement: 5.00%. The curricular theatre workshop displaced minimal alternative activities, as it was implemented during dedicated curricular time rather than competing with other specific cohesion-building programs.

Drop-off: 00.00%. The outcome duration is measured at 1 year, representing the school year during which positive classroom relationships significantly shape students' daily school experience and sense of belonging.

Final Impact Calculation for year 1: €399.00

Gross Outcome Value: €800

After Deadweight ($\times 0.70$): €560

After Attribution ($\times 0.75$): €420

After Displacement ($\times 0.95$): €399

No drop-off adjustment needed.

Outcome 3: Increased School Engagement

The gross outcome value for increased school engagement is €200, representing 1 participant who explicitly reported increased participation in new school activities attributable to the theatre workshop experience over a 1-year duration. This outcome undergoes the following adjustments:

Deadweight: 40.00%. Many students would naturally increase their school engagement during their first year through multiple pathways unrelated to any specific intervention. The theatre workshop served as a gateway experience that accelerated and facilitated engagement for some students. As students become familiar with available opportunities through orientation activities and peer conversations, discover activities aligned with their interests and experience peer influences, engagement typically increases organically.

Attribution: 35.00%. For the students who did increase engagement following the theatre workshop, multiple factors beyond the workshop itself contributed to this outcome. These include individual student initiative, curiosity, and intrinsic motivation to explore opportunities.

Displacement: 15.00%. Increased engagement in school activities creates displacement of other valuable uses of students' limited time.

Drop-off: 00.00%. The outcome duration is measured at 1 year, representing the academic year during which increased engagement patterns are sustained. Drop-off would apply in multi-year projections.

Impact Calculation for year 1: €66.30

Gross Outcome Value: €200

After Deadweight ($\times 0.60$): €120

After Attribution ($\times 0.65$): €78

After Displacement ($\times 0.85$): €66.3

No drop-off adjustment needed.

Summary of Total Impact

The total impact across all three outcomes in year 1 for project participants is **€1,761.30**

This total impact represents the social value created for the students in observed class after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is

important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, teachers and external organizations and the school itself.

Calculating the SROI

Year	2025	2026	2027
Artistic and Soft Skills Development	1,296.00	1,166.40	1,049.76
Positive Classroom Relationships	399.00	0	0
Increased School Engagement	66.30	0	0
Total	1,761.30	1,166.40	1,049.76
SDR (3%)	1.0000	0.9709	0.9426
Present Value (PV)	1,761.30	1,132.46	989.50
Total Present Value (PV)	3,883.26		
Net Present Value	2,913.26		
Social Return € per €	€ 1: € 4.00		

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€4.00 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2. Impact Map and SROI report for each case study. CS: "Art and Technology Workshop Re-create the school..."
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13th March 2026
Dissemination level	PU

Abstract

The Report covers "Art and Technology Workshop Re-create the school..." case study, implemented at Lower Secondary School "Istituto Cappelli" in Milan. The project addresses the need for enhanced cultural literacy, sense of belonging, and intercultural understanding among pupils aged 12-13, predominantly with migrant backgrounds (66% non-Italian), in a school serving a multicultural urban district. The intervention engages 18 pupils through a participatory project of co-design and decoration of school spaces. Through co-created educational activities combining design, creative services, and visual art, participants develop technical and artistic skills while strengthening their sense of belonging to the school community. The findings demonstrate that arts-based, participatory education interventions can generate substantial social returns by simultaneously improving learning environments, strengthening youth engagement, and building intercultural competencies essential for social cohesion in diverse European communities.

The report presents a Social Return on Investment (SROI) evaluation of the "Art and Technology Workshop Re-create the school..."

Document history

Version	Date	Comments	Modified by
1.0	25/02/2026		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	10/03/2026		Barbara Pizzetti
3.0	13/03/2026	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

"Art and Technology Workshop Re-create the school..." is an innovative participatory design project implemented at the Lower Secondary School "Istituto Cappelli" in Milan, Italy, a multicultural school characterized by a high concentration of pupils with migrant backgrounds. Delivered in collaboration with the Polytechnic University of Milan, the initiative targets young people aged 11-13 and seeks to promote belonging, engagement, and intercultural understanding through artistic and technical co-creation.

The Cappelli Institute includes 4 schools comprising kindergarten, primary schools, and a lower secondary school, serving a total of 1,250 pupils along with 120 students with disabilities. The presence of different ethnic groups leads to ingroup/outgroup phenomena and misunderstanding of value differences, while the high concentration of pupils with migrant backgrounds and significant incidence of pupils with disabilities produces a "ghetto effect" in the school and surrounding neighborhood. There exists a gap in opportunities for meaningful engagement among youth from different cultural backgrounds. Additionally, young people in such settings often lack opportunities to develop creative, technical, and collaborative skills that can facilitate deeper understanding of complex social issues and strengthen their sense of protagonism within their educational environment.

Aim and objectives

The primary aim of this case study is to design and decorate spaces (in particular corridors, protected areas reserved for one-to-one meetings conducted by support teachers, etc.) and co-design and produce of furniture with recycled materials (cardboard, wooden fruit crates, etc.). through a participatory project, while developing the sense of belonging to the school community among pupils.

The case study pursues several interconnected objectives. At the individual level, the project seeks to promote the sense of protagonism of pupils, increase their technical skills in visual arts and design, and develop transversal skills including problem solving, cooperation, effective communication, and critical thinking. At the community level, objectives include renewed learning environments that are more pleasant and familiar, stronger respect and sense of belongingness to the school community, and increased participation among families. At the systemic level, the project aims to diminish the "ghetto effect" by appealing to students from other urban areas and promoting a more positive image of the neighborhood.

Methods

The case study employs an innovative participatory design methodology combining laboratory teaching and participatory planning. Laboratory teaching allows pupils to learn while "doing," directly experiencing concepts, techniques, and processes in practical and motivating contexts. Participatory planning enhances the contribution of each person in the shared elaboration of ideas and products.

In a first phase, the project involves the creation of a photo-story of the school environments and the collection of pupils' opinions regarding the potential and criticalities of the spaces. Subsequently, pupils are involved in the design and decoration of spaces and in the realization of furniture. For the creation of three-dimensional scale models and prototypes of furniture in

recycled material, the pupils have made use of technical advice and support from the Polytechnic University of Milan.

The SROI analysis employed a mixed-methods approach combining quantitative outcome measurement with qualitative stakeholder assessment. Data collection methods include interviews with school manager and teachers, participant observation, and focus groups with participants using emotional cartography. Financial proxies were derived from relevant databases including costs of arts courses, counselling sessions, and social care services.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of technical, artistic, and transversal skills among young people that will benefit them throughout their lives. Social capital investment focuses on building intercultural relationships and strengthening community cohesion in a setting affected by segregation dynamics. Cultural capital investment enhances arts engagement and creative participation among a demographic often marginalized within their educational environment. Finally, the project generates inclusion dividend value through reduced stigmatization and increased social harmony, preventing future costs associated with social division and disengagement.

Estimates

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€1.04 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Art and Technology Workshop Re-create the school...



Visual Arts and Crafts



Design and Creative Services



Social Return on Investment ratio

SROI = €1 : €1.04



Milan, Italy

Contents

Introduction

The case study explores how participatory design and arts-based education can serve as a medium for fostering belonging, engagement, and intercultural understanding among young people in Milan, Italy. Conducted at Lower Secondary School "Istituto Cappelli" in the Via Russo Complex, the study engages pupils aged 12-13 in a workshop combining artistic creativity and technical knowledge through practical activities.

The proposal is based on the integration of laboratory teaching and participatory planning, two methodological approaches that place students at the center of the educational process, promoting active, experiential, and collaborative learning. Through concrete and interdisciplinary activities, pupils develop transversal skills while the workshop aims to promote active learning, personal expression, manual and design skills. The laboratory is configured as a dynamic and inclusive environment, in which diversity becomes a resource and every contribution is valued.

About the entity organizing and conducting the case study

The case study "Art and Technology Workshop Re-create the school..." is organized and conducted at the Lower Secondary School "Istituto Cappelli" in Milan, with research support from Università degli Studi di Milano-Bicocca. The Cappelli Institute is a comprehensive educational complex that includes 4 schools: kindergarten, primary schools, and a lower secondary school, serving a total of 1,250 pupils across 61 classes.

The Cappelli Institute serves a highly diverse student population, with 66% of pupils having non-Italian backgrounds and 120 students with disabilities. This demographic composition makes it an ideal setting for studying the impact of arts-based education on social cohesion and intercultural understanding.

The case study is implemented as part of the European Union's "Horizon Europe" programme project "Cultural Literacies' Value in Europe" (CLiViE). Technical support for creating three-dimensional scale models and furniture prototypes is provided by the Polytechnic University of Milan, demonstrating collaboration between educational institutions at different levels.

Identifying scope and stakeholders

The identification of stakeholders for the "Art and Technology Workshop Re-create the school..." project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the program and the wider ecosystem of individuals, institutions, and communities that contribute to and benefit from arts-based education initiatives in Milan's multicultural context.

Primary Stakeholders: Project Participants

The central stakeholder group comprises **18 pupils aged 12-13** from one class of the 2nd year of the lower secondary school at Istituto Cappelli. These young participants engage with the project driven by multiple interconnected motivations: developing technical skills in design

and visual arts, playing an active role in designing spaces that they experience at school, and building transversal competencies through collaborative work.

The intended changes for participants center on improved motivation to learn, increased involvement in school activities and satisfaction, increased well-being, improved technical and artistic skills, and increased interactions among pupils from different backgrounds.

Family members of participating students constitute a crucial stakeholder group whose engagement amplifies and sustains the intervention's impact. Parents and guardians participate motivated by desires to be involved in the educational process of their children and ensuring their well-being. Families experience increased participation and reduced isolation through the project, as well as development of their children's skills and well-being.

Educational Stakeholders

The project implementation team, comprising **2 teachers and school administration**, represents essential stakeholders who both contribute to and benefit from the intervention. Teachers are motivated by fostering a sense of belonging to the school community and developing transversal and interdisciplinary skills among students. Through active involvement, teachers experience improved technical competences and skills oriented to foster more active, experiential, and collaborative learning, as well as improved skills connected to managing projects.

The school as an institution is motivated by renewing the learning environment to make it more pleasant and familiar. Intended changes include stronger respect and sense of belongingness to the school environment. Unintended positive changes may include increased number of new students enrolled and diminished "ghetto effect" by appealing students from other urban areas.

The **Polytechnic University of Milan** contributes technical expertise, motivated by doing orientation activities towards the study of STEM disciplines. Intended changes include increased uptake of STEM subjects among young people and girls, with potential positive institutional image benefits from supporting community activities.

External Partners and Institutional Stakeholders

The Territorial School Office is involved with the objective of helping the school to be independent in managing initiatives, with potential savings in costs of space maintenance and costs related to organizing intercultural events.

Researchers from Università degli Studi di Milano-Bicocca serve as critical secondary stakeholders, motivated by evaluating the social impacts of art-education in formal learning environments. The research contribution generates actionable insights and deeper knowledge about art-based education.

Local citizens represent broader community stakeholders motivated by promoting a more positive image of the neighborhood. The intended change for this group includes reduced

"ghetto" effect of the school and the neighborhood, along with increased sense of belongingness to the community and increased information about school activities.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants (pupils) are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. Family members, school and teachers represent important secondary stakeholders whose changes contribute to the overall outcomes, but they are not included in social return on investment calculation.

The stakeholder engagement process incorporated multiple feedback mechanisms. Throughout the evaluation, stakeholders have been engaged through appropriate methods including interviews, participant observation, and focus groups using emotional cartography with young participants. This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created, recognizing change across multiple levels, from individual personal development to classroom climate.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The project seeks to enhance pupils' technical and artistic skills, develop transversal competencies, and strengthen the sense of belonging to the school community. The mapping process reveals how inputs generate cascading outcomes across multiple stakeholder groups, demonstrating the multiplier effects of participatory, arts-based education interventions.

Project Participants: pupils

Inputs: The 18 participating pupils from Istituto Cappelli represent the primary beneficiaries. Students contribute their time spent on workshop activities and engagement with the design process. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and opportunity cost.

Outputs: The tangible outputs generated by students include participation in the design and decoration of school spaces, creation of handmade furniture and installations, and development of a photo-story documenting the school environments. Students participate in focus groups and provide feedback through emotional cartography methods.

Outcomes: Through participation, pupils experience increased well-being and satisfaction, improved technical and artistic skills, and increased interactions among pupils from different backgrounds. The participatory nature of the project develops transversal skills including problem solving, cooperation, effective communication, and critical thinking.

Family Members of Participants

Inputs: Family members contribute volunteer time through supporting their children's participation and engaging with project activities, including attending the public event presenting the renewed spaces. While not quantified in monetary terms, this time investment represents significant support.

Outputs: Families taking part in the public event of presentation of the renewed spaces.

Outcomes: Families experience increased participation and reduced isolation. The project creates opportunities for engagement with the school community and connection with other families.

Teachers

Inputs: Two teachers invest time and expertise, covering 26 hours of lessons and planning of the activity over 3 months, plus preparation of 1 public call for fund application. Technology teacher and art teacher, designated by the school principal as project contact persons. Their contribution is valued at €9,600 in the project.

Outputs: Teachers produce comprehensive lesson planning integrating participatory design and arts-based learning, deliver workshop sessions, and facilitate student engagement with the renovation process.

Outcomes: Teachers experience engagement, motivation, and improved attitudes towards art and technology education. They develop advanced competencies in project-based learning, participatory design methods, and collaborative teaching approaches.

School

Inputs: The school purchased modern furniture for €22,696.42 (including desks, stools, wall shelves for the computer lab, bookcases, lockers, and dressers). The costs also included transportation and installation.

Outputs: The school engagement co-facilitated 26 hours of lessons and workshops and enabled renovation process to take place through space and materials provision. Effects of the intervention covers: class of 18 pupils trained, handmade furniture made; rebuilt class as the part of the renovation process.

Outcomes: The school experiences stronger sense of belonging to the school community and responsibility towards educational environments among students and staff. Potential unintended positive outcomes include increased number of new students enrolled and diminished "ghetto effect" by attracting students from other urban areas.

Researchers

Inputs: Researchers from Università degli Studi di Milano-Bicocca contribute time and expertise valued at €5,000, including developing methodology, conducting data collection and analysis, and documenting project outcomes.

Outputs: Researchers documented and analyzed the participatory redesign activity implementation involving the class. Comprehensive data was obtained from the case study including participant observation notes with field documentation during the lessons and the activity, focus group transcripts, interviews, photo and video documentation, attendance records and participation tracking.

Outcomes: Researchers gained new practice-based research examples in the field of arts-integrated education, cohesion-building, and participatory activities. The outcome represents enhanced professional capacity, development of publishable research findings with potential for theoretical contributions to educational research, that can be applied to future projects and shared with the broader research community.

Polytechnic University of Milan

Inputs: The Polytechnic University of Milan time and technical expertise to support renovation process.

Outputs: Participants were able to develop three-dimensional scale models and prototypes for the renovation process.

Outcomes: Polytechnic University of Milan increased interest in STEM subjects among young people. By engaging in this project, university build positive institutional image of socially responsible organization. They also benefit from supporting community activities, as Polytechnic is also a part of local community.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€37,296.42**, comprised of: participant time (€0 direct monetary value), teachers time and expertise (valued at €9,600), contribution of the Istituto Cappelli (€22,696.42) and researchers time and resources (valued at €5,000).

The following chapters will detail how these outcomes are measured, how their value is calculated using proxy indicators, and how the overall social return on investment is determined through the SROI methodology.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process for the "Art and Technology Workshop Re-create the school..." project connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. Data collection for outcome measurement was conducted through interviews, focus groups, and ethnographic observations.

The evaluation framework recognizes that outcomes from participatory, arts-based education manifest across multiple timescales and dimensions. Immediate outcomes such as skill development and engagement are relatively straightforward to measure through assessments and observations. However, deeper transformations in belonging, identity, and social cohesion require more nuanced approaches including emotional cartography with participants.

Observed changes for participants

Three primary outcomes have been identified and measured for the 18 young participants in the project. Each outcome is evidenced through participant focus groups and valued using appropriate financial proxies. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved Artistic and Technical Skills

Improved artistic and technical skills emerged as a fundamental outcome of the participatory design process. As students engaged with hands-on activities including design, mixed techniques (paper, wood, and clay processing), and creation of furniture and installations, they

experienced enhanced competencies in visual arts, spatial planning, and creative problem-solving. This skill development represents both an intended program outcome and a foundation for other positive changes, as technically capable individuals are better equipped to contribute creatively to their environment.

Measurement and Quantification

Artistic and technical skills improvements were measured through focus groups with participants. The quantity of the outcome is expressed as 7 participants experiencing significant positive change out of 18 involved. The outcome begins to materialize from the first sessions as participants immediately engage with practical activities and creative challenges. The duration of enhanced skills is estimated at 3 years. This timeframe reflects the period during which the acquired competencies remain strongly attributable to the intervention before being reinforced or diluted by other educational experiences.

Outcome 2: Improved Relations Between Classmates

The collaborative nature of the activity cultivated improved relationships among classmates from different cultural backgrounds. Through working together on design challenges, creating collective installations, and sharing the creative process, participants developed stronger interpersonal connections. The participatory design methodology particularly strengthened social bonds as students negotiated different perspectives, managed collaborative tasks, and coordinated collective efforts. In a comprehensive educational complex where 66% of pupils have migrant backgrounds, these improved relations contribute directly to reduced ingroup/outgroup phenomena and enhanced intercultural understanding.

Measurement and Quantification

Improved relations between classmates were assessed through focus groups and ethnographic observations. The quantity of the outcome is expressed as 18 participants experiencing measurable improvement in peer relationships out of 18 involved. The relationship-building process begins from the first session as students immediately engage in collaborative activities requiring communication and cooperation. The duration of impact extends to 3 years, reflecting the period over which enhanced interpersonal skills and relationships continue generating benefits in the classroom environment

Outcome 3: Improved Participants Mental Well-being and Self-esteem

Enhanced mental well-being and self-esteem emerged as a significant outcome as students experienced a sense of protagonism and ownership over their educational environment. Through active participation in transforming school spaces, pupils developed greater confidence in their abilities to contribute meaningfully to their community. The creative process provided opportunities for self-expression and recognition, while the visible results of their work — handmade furniture, installations, and decorated spaces — offered tangible evidence of their capabilities. This psychological strengthening is particularly important for pupils in multicultural settings who may face additional challenges related to identity and belonging

Measurement and Quantification

Mental well-being and self-esteem improvements were measured through focus groups with participants. The quantity of the outcome is expressed as 18 participants experiencing significant positive change out of 18 involved. The outcome begins to materialize from the early

sessions as participants experience validation and support for their creative contributions. The duration of enhanced well-being is estimated at 3 years. This timeframe reflects the period during which the initial psychological benefits remain strongly attributable to the intervention before being reinforced or diluted by other life experience.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts extending to families, the school institution, and the broader neighborhood. Institutional impacts include enhanced capacity at Istituto Cappelli for innovative pedagogy, strengthened sense of community belonging, and potential reduction of the "ghetto effect" associated with the school's demographics.

Valuing outcomes

The financial proxy selected for valuing improved artistic and technical skills is the cost of private art courses for children and young people. This proxy represents the investment that would otherwise be required to develop equivalent artistic and technical competencies through formal training programs. As noted above, courses in specialized skills development offered by Il Laboratorio Artistico in Milan and cultural centers typically cost around €200-€300 for session in program.

Using a conservative estimate of €265 monthly per participant based on the tariff for youth art courses at Il Laboratorio Artistico in Milan, the value of artistic and technical skills development is equivalent to $€265 \times 3 \text{ months} = €795$ per participant. For 7 participants with observed change, the total value is €5,565. This represents the investment required to develop equivalent artistic and technical competencies through formal commercial training programs.

The financial proxy for improved relations between classmates is the cost of hiring a conflict resolution specialist or school mediator to address integration challenges and social tensions in multicultural classes. When classes with high proportions of students from migrant backgrounds (as at Istituto Cappelli, where 66% of pupils are non-Italian) experience difficulties in cohesion and persistent social tensions between students from different cultural backgrounds, schools often need to contract external mediators or psychologists to conduct interventions. The participatory design workshop intervention prevented the need for such costly professional interventions by proactively building positive relationships and cohesive class groups through collaborative creative work

According to fee schedules from school psychologists and psychological service cooperatives operating in Milan, school psychologists typically charge €80-€120 per hour for school-based interventions. Addressing significant classroom tension and integration issues in a single class typically requires a minimum intervention package of 16 hours. Using a conservative estimate of 8 intervention hours per class at €100 per hour gives a total value of €1,600. This valuation captures the school psychology intervention costs that did not have to be incurred because the theatre workshop proactively fostered self-knowledge and positive peer relationships.

The financial proxy for improved mental well-being and self-esteem is the cost of consultation with a psychologist to address issues of low self-esteem, lack of belonging, and psychological challenges that young people in multicultural urban settings often face. This proxy represents costs that would otherwise be incurred to provide comparable psychological support for

developing confidence, sense of protagonism, and emotional resilience outside the school intervention context.

Consultation fees for psychologists in Milan typically range from €50-€100 per session depending on specialization and setting. Using a conservative estimate of €80 per session and assuming 20 sessions equivalent per participant to achieve comparable psychological benefits, the total value of improved mental well-being and self-esteem for 18 participants is €28,800.

The three primary outcomes measured for participants demonstrate the multifaceted value created by the participatory design workshop integrated into the formal education curriculum at Istituto Cappelli. The total social value generated by the intervention includes artistic and technical skills development (€5,565), improved relations between classmates (€1,600), and improved mental well-being and self-esteem (€28,800). These valuations represent conservative estimates based on market proxies for comparable services and opportunities, with particular emphasis on costs that did not have to be incurred thanks to the intervention.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact - the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all this value can be claimed as impact of the project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

The project was conducted for one class of 18 pupils aged 12-13 at Istituto Cappelli. Three primary outcomes were measured for these students, with data collected through focus groups, and ethnographic observations. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved artistic and technical skills

The gross outcome value for improved artistic and technical skills is €5,565. This outcome undergoes the following adjustments:

Deadweight: 15.00%. Some skill development would occur naturally through regular art education classes and general maturation. However, the specific technical skills in participatory design, furniture-making, and spatial planning are largely unique to this intervention.

Attribution: 25.00%. Multiple actors contribute to participants' skill development including art teachers, families supporting creative activities, and the broader school curriculum. The Polytechnic University of Milan also contributed technical expertise.

Displacement: 5.00%. The project may have displaced some other skill-building activities participants might have engaged in. However, the unique focus on participatory design means displacement is minimal.

Drop-off: 10.00%. The improved skills benefits are not sustained at full value indefinitely. As time passes since program completion, the immediate benefits of acquired skills and competencies may fade.

Final Impact Calculation for year 1: €3,370.30

Gross Outcome Value: €5,565.00

After Deadweight ($\times 0.85$): €4,730.25

After Attribution ($\times 0.75$): €3,547.69

After Displacement ($\times 0.95$): €3,370.30

Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Improved relations between classmates

The gross outcome value for improved relations is €1,600. This outcome undergoes the following adjustments:

Deadweight: 20.00%. Some relationship improvement would occur through normal classroom interactions. However, the structured collaborative activities specifically designed for intercultural connection are unique to this intervention.

Attribution: 30.00%. Teachers, school culture, family values, and other activities contribute to relationship-building. The project operates within this broader ecosystem of social development.

Displacement: 5.00%. Minimal displacement as collaborative activities complemented rather than replaced other social interactions.

Drop-off: 10.00%. The improved relations are not sustained at full value indefinitely. As time passes since program completion, the immediate benefits fade.

Final Impact Calculation for year 1: €851.20

Gross Outcome Value: €1,600.00

After Deadweight ($\times 0.80$): €1,280.00

After Attribution ($\times 0.70$): €896.00

After Displacement ($\times 0.95$): €851.20

Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Improved participants mental well-being and self-esteem

The gross outcome value for improved mental well-being is €28,800. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Some well-being improvement would occur through maturation and general educational progression. However, the specific confidence related to creative contribution and school belonging is largely unique to this targeted intervention.

Attribution: 20.00%. Families, teachers, peers, and other school activities contribute to well-being development. The project provides a unique catalyst but operates within this ecosystem of support.

Displacement: 25.00%. The project may have displaced some other well-being supporting activities. However, the unique focus on protagonism and creative ownership means displacement is minimal.

Drop-off: 30.00%. The improved well-being benefits are not sustained at full value indefinitely. As time passes since program completion, the immediate benefits of acquired skills and competencies may fade.

Impact Calculation for year 1: €12,960

Gross Outcome Value: €28,800.00

After Deadweight ($\times 0.75$): €21,600

After Attribution ($\times 0.80$): €17,280

After Displacement ($\times 0.75$): €12,960

Drop-off added to the final calculation in the following years of duration period.

Summary of Total Impact

The total impact across all three outcomes for project participants in year 1 is **€17,181.50**

This total impact represents the social value created for the 18 pupils in the observed class after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, teachers, the school institution, local citizens, and the broader neighborhood community.

Calculating the SROI

Year	2025	2026	2027
Improved artistic and technical skills	3,370.30	3,033.27	2,729.94
Improved relations between classmates	851.20	766.08	689.47
Improved participants mental well-being and self-esteem	12,960.00	9,072.00	6,350.40
Total	17,181.50	12,871.35	9,769.81
SDR (3%)	1.0000	0.9709	0.9426
Present Value (PV)	17,181.50	12,496.79	9,209.02
Total Present Value (PV)	38,887.31		
Net Present Value	1,590.89		
Social Return € per €	€ 1: € 1.04		

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€1.04 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2. Impact Map and SROI report for each case study. CS: "FormattArt Rap workshop"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13th March 2026
Dissemination level	PU

Abstract

The Report covers the "FormattArt" case study, a rap writing workshop implemented in the Corvetto neighborhood of Milan. The project addresses the critical need for supporting young people aged 14-18, among which there are children with migrant backgrounds and in conditions of social marginality, residing in a neighborhood that has recently risen to national prominence due to violent clashes between police and young people of foreign origin. Delivered by cultural association FormattArt APS in collaboration with Cooperativa "La Strada" and Parrocchia di S. Michele Arcangelo e Santa Rita, the intervention offers professional rap music training led by a professional rappers and educators. Through weekly 2-hour sessions from November to May, 8 participants (2 girls, 6 boys) develop technical skills in songwriting, recording, mixing, and mastering while strengthening emotional expression, social connections, and sense of belonging to the community. The project culminates in the creation and distribution of an album through the Spotify. The findings demonstrate that arts-based education interventions using Hip Hop pedagogy in non-formal settings can generate substantial social returns by fostering artistic skills, emotional expression, and positive relationships within marginalized communities.

The report presents a Social Return on Investment (SROI) evaluation of the "Keep It Real!" project.

Document history

Version	Date	Comments	Modified by
1.0	28/02/2026		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	10/03/2026		Barbara Pizzetti
3.0	13/03/2026	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

The Corvetto neighborhood in the southeastern periphery of Milan has been represented in Italian media as a degraded area with a high density of foreign population, characterized by occupied social housing, thefts, fights, and violent incidents. Protests and acts of violence against the police by young people erupted following the death of a 19-year-old Egyptian who died during a police chase in November 2024 — events that brought national attention to the area and its challenges with youth integration.

In response, the Prefecture of Milan identified red zones, where subjects considered dangerous or with criminal records can be removed. Simultaneously, police presence has been expanded in areas with commercial, tourist, and youth-gathering functions. The number of minors reported and/or arrested in Milan in 2023 reached 2,450, with reports against foreign minors significantly increasing in the 2022-2023 period.

Aim and objectives

The Rap writing workshop uses hip hop pedagogy as an educational tool to work with minors and adolescents in conditions of social marginality. The primary aim is to provide young people with artistic and professional skills to express and elaborate their personal discomfort and social exclusion. The project seeks to develop technical skills in writing and producing rap music (songwriting, recording, mixing, mastering), foster greater effectiveness in recognizing and giving voice to emotions, reduce violence and deviant behaviors among young residents, and develop attitudes to appreciate and respect differences and diversity.

The "FormattArt Rap workshop" project pursues interconnected objectives across multiple stakeholder groups. At the individual level, the project aims to improve technical skills in writing and producing rap music among young participants, while fostering greater effectiveness in recognizing and giving voice to emotions. The intended change is the acquisition of professional skills in the musical field combined with improved artistic and technical skill and awareness of diversity and cultural differences. At the institutional level, the project seeks to strengthen art as advocacy through FormattArt APS's educational services, while increasing the number of adolescents experimenting with rap as a cultural tool of expression. Partner organizations aim to strengthen the role of Hip Hop as an educational tool and build a more stable network of collaborations with social actors in the Corvetto area. At the community level, objectives include preventing deviant behaviors and lowering the rate of adolescents involved in illegal acts and reported to the police, ultimately avoiding detention. The project aims to strengthen social inclusion, foster a stronger sense of belonging to the community among participants and volunteers, and increase the number of young people from the neighborhood frequenting positive spaces like the parish and youth center.

Methods

The project delivers rap writing workshops led by professional rappers and educators. Every workshop session is conducted by a professional rapper, rapper-psychologist along with an educator. The workshops are held once a week from November to May/June, providing 2-hour sessions over 9 months. The project involves the creation and recording of music tracks at Macrobeat Studios, the distribution of albums produced through the consumer platform Spotify, and live performance opportunities for participants.

The SROI analysis employed a mixed-methods approach combining quantitative outcome measurement with qualitative stakeholder assessment. Data collection includes interviews with educators and conductors (rappers) and key stakeholders, participant observation and focus groups using emotional cartography methods. The project is validated by researchers from Università degli Studi di Milano-Bicocca. Financial proxies were derived from relevant databases.

Results

The project produces the following outputs: 8 participants trained (2 girls and 6 boys aged 14-18), 2-hour weekly rap workshops for 9 months, 7 songs collected in 1 album, published posts and reports on website and social media channels, and 1 event for the album launch.

Outcomes for participants include improved technical skills in music production, improved social skills and relationships, greater effectiveness in recognizing and giving voice to emotions, and increased participation in musical activities and events.

Estimates

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€2.12 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

FormattArt Rap workshop



Performance and Celebration



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €2.12

Corvetto district
Milan, Italy

Contents

Introduction

The case study explores how Hip Hop pedagogy and rap music production can serve as a medium for fostering emotional expression, belonging, and social integration among young people in Milan, Italy. Conducted in the Corvetto neighborhood—one of Milan's most challenging areas for youth integration—the study engages young people aged 14-18, also with migrant backgrounds in professional rap music training.

The project adheres to the national network "Keep It Real!" created to bring together all arts-based educational realities related to Hip Hop culture. It is a 3-year project involving different cities (Rome, Milan, Naples, Bologna, Cosenza) and different universities and researchers (Bicocca in Milan, Sapienza in Rome, University of Calabria). It aims at professional training processes based on Hip-Hop as an educational tool with minors and adolescents in conditions of social marginality, producing artistic, informative, and educational content.

About the entity organizing and conducting the case study

The case study is organized and conducted by FormattArt APS (cultural association for social promotion) in collaboration with multiple partners. FormattArt APS delivers educational services and rap workshops, promoting rap music as an educational tool in schools and in contexts of social hardship such as prisons and penal communities.

The workshop is delivered in collaboration with Cooperativa "La Strada" which manages the youth center and Parrocchia di S. Michele Arcangelo e Santa Rita which hosts the youth center. Recording and album production takes place at Macrobeat Studios. The project involves research support from Università degli Studi di Milano-Bicocca and is connected to the broader National Network "Keep It Real!" involving 21 partners across 5 Italian cities. The case study is implemented as part of the European Union's "Horizon Europe" programme project "Cultural Literacies' Value in Europe" (CLiViE).

Identifying scope and stakeholders

The identification of stakeholders for the "FormattArt Rap workshop" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the program and the wider ecosystem of organizations and communities that contribute to and benefit from hip hop pedagogy interventions in Milan's challenging urban context.

Primary Stakeholders: Project Participants

The central stakeholder group comprises **8 young people aged 14-18** (2 girls and 6 boys), also with migrant backgrounds, some of which at risk of educational poverty and in conditions of social marginality, residing in the Corvetto neighborhood of Milan. These participants engage with the project driven by the motivation to improve their technical skills in writing and producing rap music. The intended changes include effectiveness in recognizing and giving

voice to their emotions. The main intended change is also acquisition of professional skills in the musical field.

Institutional and Educational Stakeholders

Regional Government is cofounding workshops in the project. Local authorities are motivated by desire to prevent deviant behaviors and reduce adolescent crime among young people with migrant backgrounds. The intended change is decreased crime rates among this population.

Parrocchia di S. Michele Arcangelo e Santa Rita that hosts the youth center is providing facilities for workshop. Parish is motivated by serving the local community. The intended change for the parish is a higher number of young people frequenting and in general decreased stigmatization of the area.

Cooperativa "La Strada" manages the youth center and provide an educator for the project. The Cooperative is motivated by providing youth with the opportunity to develop themselves. The intended change is a broader network of collaboration with other non-profit organizations in the area.

FormattArt APS is cultural association for social promotion. Their role in the project is to deliver rap workshops. Motivated by art as advocacy, the intended changes include increased awareness of hip hop culture as an educational tool.

Associazione 232 is educating through hip hop. Association contributes to the delivery of activities and promotes hip hop culture as an educational tool. The intended change for organization is an increased number of adolescents experimenting with rap as a cultural tool of expression.

External Partners and Cultural Sector Stakeholders

Macrobeat Studios records and edits the song album. Their participation in project is motivated by desire to support young talent. The intended change is a strengthened role in spreading rap among young people.

National Network "Keep It Real!" is a network of 21 partners coordinating hip hop pedagogy projects across 5 Italian cities. Motivated by developing a national network using rap as an educational tool.

Researchers from Università degli Studi di Milano-Bicocca contribute time and expertise. Motivated by evaluating social impacts of arts-based education in non-formal learning environments.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. The direct participants are the primary focus, with the most comprehensive data collection and outcome measurement. Rappers and educators, partner organizations, and the host parish represent important secondary stakeholders. Throughout the evaluation, stakeholders have been engaged through interviews, participant observation and focus groups using emotional cartography methods.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created, recognizing change across multiple levels, from individual personal development to institutional capacity and broader system effectiveness.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The project uses hip hop pedagogy as an educational tool to provide young people with artistic and professional skills to express and elaborate their personal discomfort and their identity.

Project Participants: First-year students

Inputs: The 8 participating young people aged 14-18 (2 girls and 6 boys), also with migrant backgrounds represent the primary beneficiaries. Participants contribute their time spent on workshop activities. While valued at €0 in direct financial terms, this time investment represents a significant commitment for young people who might otherwise be exposed to negative influences.

Outputs: participants trained in rap music production. They engage in 2-hour weekly sessions for 9 months covering songwriting, recording, mixing, and mastering techniques. Their contribution made possible to produce 7 songs collected in 1 album. Music was distributed through the platform Spotify.

Outcomes: Through participation, young people experience technical skills, competences, and knowledge about music production. They develop greater effectiveness in recognizing and giving voice to emotions, addressing their personal discomfort and social exclusion through artistic expression.

Parrocchia di S. Michele Arcangelo e Santa Rita

Inputs: Parish gave the rent-free space for the workshops. The equivalent in the rent fees and utilities (water/gas/electricity) supply is valued at €450. This contribution represents both the physical space and the institutional support that enables the workshop to take place in the community.

Outputs: This space host the 12 workshop sessions (3 months), providing a safe space for young people. The parish's engagement enables the successful conduct of the rap workshop within an institutional setting that is familiar and accessible to young people in the Corvetto neighborhood.

Outcomes: Observed outcomes relate to decreased stigmatization of the Corvetto area. The unintended outcome of the project is number of young people frequenting the parish. The parish experiences strengthened relationships with other social actors in the area and enhanced reputation as a welcoming institution for young people from diverse backgrounds.

Cooperativa "La Strada

Inputs: The cooperative provides professional educational expertise and institutional capacity to support the delivery of the rap workshop. Their contribution includes coordination with other partners and ensuring continuity of engagement with young participants. Their contribution is the educator salary of €2,500 for management of the youth center.

Outputs: The Cooperative coordinates youth center activities and facilitates participant engagement. Their professional staff ensures that the workshop operates smoothly and that young participants receive appropriate support throughout the program period (2 hours service a week for 9 months).

Outcomes: A more stable network of collaborations with other social actors in the area. The cooperative experiences higher number of new young people from the neighborhood or other urban areas frequenting the center. Through this project, the cooperative strengthens its capacity to deliver innovative youth engagement programs using arts-based approaches.

FormattArt APS

Inputs: FormattArt APS is a cultural association for social promotion that promotes rap music as an educational tool in schools and in contexts of social hardship such as prisons and penal communities. Their contribution represents organizational commitment to art as advocacy approaches. Their input in organizational support for the creation of music is valued at €12,000.

Outputs: The tangible effect of the project is the hip hop album containing 7 songs. FormattArt APS organized 1 event for the album launch and promote result of the project in social media posts and on website.

Outcomes: Increased awareness of hip hop culture as an educational tool among educators, policymakers, and the broader community. Strengthened art-vocacy practices and methodologies that can be replicated in other contexts. The association develops enhanced capacity to deliver innovative arts-based education programs targeting vulnerable youth populations.

Associazione 232

Inputs: Associazione 232 contributes to the delivery of the activity and promotes hip hop culture as an educational tool. Their contribution includes specialized expertise in rap music production and youth engagement through artistic practice. 1 art-educator's salary contribution of €2,000.

Outputs: Engagement of 2 hours service a week for 9 months for rapper (Kiave) conducting the workshops. The rapper provides specialized guidance in songwriting, vocal techniques, and music production, working collaboratively with the educator to support participants' artistic development.

Outcomes: Improvement in artistic and expressive outcomes for young people involved in the rap workshop. Increased number of adolescents experimenting with rap as a cultural tool of expression. The association develops practice-based knowledge about working with diverse youth populations in community contexts.

Macrobeat Studios

Inputs: Album recording, editing, mixing studios and equipment valued at €1,000. Macrobeat Studios provides professional-quality recording facilities and technical expertise that enable participants to experience authentic music production processes. This contribution represents both physical equipment and specialized technical knowledge.

Outputs: Recording, mixing, editing the album tracks. Studio technicians work with participants to record, mix, and master 7 songs, producing a professional-quality album for distribution through consumer platforms.

Outcomes: A greater reputation as a production studio for young talent. Strengthened role in spreading rap among young people in the Milan area. By engaging in this project, the studio builds a positive institutional image as a socially responsible organization supporting community activities.

Volunteers

Inputs: Volunteer time valued at €1,500. Volunteers from the parish and local community provide time for managing and coordinating the group of participants. While not professional staff, their contribution is essential for creating a welcoming environment and ensuring smooth operation of workshop activities.

Outputs: Support for the delivery of activities for 8 participants trained. Volunteers assist with logistics, participant coordination, and creating a supportive atmosphere during workshop sessions. Their presence contributes to the overall positive environment that enables young people to engage fully with the creative process.

Outcomes: Stronger sense of belonging to the community. Volunteers experience greater satisfaction from contributing to positive youth development in the Corvetto neighborhood. Their involvement creates opportunities for intergenerational connection and strengthens the social fabric of the local community.

Researchers

Inputs: Time and expertise valued at €5,000 (researchers) plus €2,000 (academic experts in education). Researchers from Università degli Studi di Milano-Bicocca and other universities contribute to developing the evaluation methodology and theoretical framework, designing data collection instruments, conducting interviews and focus groups, analyzing qualitative and quantitative data, and preparing evaluation reports.

Outputs: Comprehensive data was obtained from the case study including participant observation notes with field documentation during workshops and recording sessions, focus group transcripts using emotional cartography methods, interviews and documentation.

Outcomes: Increased awareness of hip hop culture as an educational tool among academic and policy communities. Greater efficiency in delivering rap workshops targeting teenagers through validated methodologies. Actionable insights for policy and practice that can be applied to future projects and shared with the broader research community. Researchers gained new practice-based research examples in the field of arts-integrated education and social cohesion in diverse urban contexts.

Summary of Total Inputs

The total inputs invested in the project amount to **€26,450**, comprised of: participant time (€0 direct monetary value), Space provision (€450), Cooperativa “La Strada” educator salary (€2,500), FormattArt Aps contributions (€12,000), Associazione 232 educator salary (€2,000), Macrobeat Studios contributions (€1,000), Researchers and academic experts contributions (€7,000) and volunteer contributions (€1,500).

The following chapters will detail how these outcomes are measured, how their value is calculated using proxy indicators, and how the overall social return on investment is determined through the SROI methodology.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process for the "FormattArt Rap workshop" project connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. Data collection for outcome measurement was conducted through interviews with educators and conductors (rappers) and key stakeholders, participant observation, and focus groups with participants using emotional cartography methods.

The evaluation framework recognizes that outcomes from arts-based education using Hip Hop pedagogy manifest across multiple timescales and dimensions. Immediate outcomes such as skill development and engagement are relatively straightforward to measure. However, deeper transformations in emotional expression, identity, and pro-social behavior require more nuanced approaches.

Observed changes for participants

Three primary outcomes have been identified and measured for the 8 young participants in the project. Each outcome is evidenced through interviews, focus groups, and ethnographic observations, and valued using appropriate financial proxies.

Outcome 1: Improved Social Skills

The collaborative nature of the hip hop workshops cultivated improved social skills and meaningful relationships among participants from different backgrounds. Through working together on songwriting, recording sessions, and preparing for live performances, participants developed stronger interpersonal connections. In the Corvetto neighborhood where tensions exist between different ethnic groups and with police, these improved relations contribute directly to social cohesion.

Measurement and Quantification

Improved social skills and relationships were assessed through focus groups and ethnographic observations. 8 participants reported having more friends and improved ability to collaborate with others. The relationship-building process begins from the first session as participants immediately engage in collaborative activities requiring communication and cooperation. The duration of impact extends to 3 years, reflecting the period over which enhanced interpersonal skills and relationships continue generating benefits.

Outcome 2: Improved Level of Artistic and Technical Skills

Improved artistic and technical skills emerged as a fundamental outcome of the hip hop workshops. As participants engaged with weekly 2-hour sessions over 9 months, they experienced enhanced competencies including songwriting, recording techniques, mixing, and mastering. This skill development represents both an intended program outcome and a foundation for other positive changes.

Measurement and Quantification

Artistic and technical skills improvements were measured through interviews and focus groups with participants. The quantity of the outcome is expressed as 8 participants experiencing significant positive change. The outcome begins to materialize from the first workshop sessions as participants immediately engage with practical activities and creative challenges. The duration of enhanced skills is estimated at 3 years. This timeframe reflects the period during which the acquired competencies remain strongly attributable to the intervention before being reinforced or diluted by other educational experiences.

Outcome 3: Improved Relationships with the Peers

Enhanced relationships with peers emerged as a significant outcome as participants experienced meaningful connections through the shared creative process. Through active participation in rap workshops and collaborative music production, young people developed stronger bonds with their fellow participants. The creative process provided opportunities for mutual support, shared experiences, and recognition of each other's contributions, while the visible results of their collective work offered tangible evidence of their ability to work together effectively.

Measurement and Quantification

Improved relationships with peers were measured through focus groups and ethnographic observations. The quantity of the outcome is expressed as 8 participants experiencing measurable improvement in peer relationships. The outcome begins to materialize from the early sessions as participants experience validation and support from their peers during the creative process. The duration of enhanced peer relationships is estimated at 3 years. This timeframe reflects the period during which the strengthened bonds remain strongly attributable to the intervention before being reinforced or diluted by other life experiences.

Outcome 4: Increased Participation in Musical Activities

Participation in the rap workshop served as a gateway to increased engagement in other musical activities and events. Young people who might otherwise be at risk of social exclusion or deviant behaviors found structured opportunities for positive involvement through the project. The album launch event and potential for live performances created pathways to broader participation in the music community. This engagement represents a significant shift for participants who previously had limited access to positive activities in the Corvetto neighborhood.

Measurement and Quantification

The outcome was measured through focus groups and ethnographic observations. 1 participant reported taking part in other musical events/challenges as a result of their workshop involvement. The outcome begins to materialize as participants gain confidence and skills that enable them to pursue additional musical opportunities. The duration of impact extends to 3 years, reflecting the immediate period during which increased engagement remains strongly attributable to the intervention.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts extending to institutions, and the broader Corvetto neighborhood.

Institutional impacts include enhanced capacity for innovative arts-based education using Hip Hop pedagogy, strengthened collaboration between FormattArt, Cooperativa La Strada, the Parish, and partner organizations, and increased awareness of hip hop culture as an educational tool among educators and policymakers. Community impacts include decreased stigmatization of the Corvetto area and contribution to reduced violence and conflict among young residents. The project also contributes to the broader “Keep It Real!” national network, generating institutional learning and validated methodologies that benefit future cohorts across five Italian cities.

Valuing outcomes

The financial proxy for improved artistic and technical skills is the cost of a private course of music. Professional rap and music production courses in Milan typically cost €800-1,200 per year for structured programs covering songwriting, recording, mixing, and mastering techniques.

Using a conservative estimate of €1,000 per participant based on typical tariffs for professional music production courses in Milan, the total value of artistic and technical skills development for 8 participants is €8,000. This represents the investment required to develop equivalent artistic and technical competencies through formal commercial training programs.

The financial proxy for improved social skills is the cost for consultation with a psychologist. When young people from marginalized backgrounds experience difficulties in social integration and persistent isolation, families often need to seek professional psychological support to develop social competencies. According to fee schedules from psychologists operating in Milan, psychological consultations typically cost €70-100 per session.

Using a conservative estimate of €80 per session and assuming 5 sessions equivalent per participant gives a value of €400 per participant. For 8 participants, the total value is €3,200. This valuation captures the psychological intervention costs that did not have to be incurred because the rap workshops proactively fostered positive social competencies.

The financial proxy for improved relationships with peers is the cost of youth mediation and conflict resolution services. In urban areas like Milan where tensions exist between different ethnic groups, professional mediation services are often required to build positive relationships among young people from diverse backgrounds.

Youth mediation programs typically cost €150-250 per participant for structured group interventions. Using an estimate of €200 per participant, the total value for 8 participants is €1,600. This valuation reflects the avoided costs of formal mediation services that would otherwise be needed to achieve similar relationship improvements among young people in challenging neighborhood contexts.

The financial proxy for increased participation in musical activities is the cost of producing a hip-hop album. The project resulted in participants contributing to the creation and distribution of a professional-quality album through the platform Spotify. Professional hip hop album production in Milan, including studio time, mixing, mastering, and distribution, typically costs €15,000-25,000 for a complete album project.

Using an estimate of €20,000 for the album production value, for the 1 participants with observed change, the total value is €20,000. This represents the market value of the tangible creative output and the professional experience gained through the album production process.

The four primary outcomes measured for participants demonstrate the multifaceted value created by the hip hop workshops delivered through the "FormattArt" project. The total social value generated by the intervention includes improved artistic and technical skills (€8,000), improved social skills (€3,200), improved relationships with peers (€1,600), and increased participation in musical activities through album production (€20,000).

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by participants, but not all this value can be claimed as impact of the "FormattArt Rap workshop" project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

The project was conducted for 8 young people aged 14-18 in the Corvetto neighborhood. Four primary outcomes were measured for these participants. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved Social Skills

The gross outcome value for improved social skills and relationships is €3,200, representing avoided costs of psychological consultations for 8 participants over 3-years duration. This outcome undergoes the following adjustments:

Deadweight: 30.00%. A significant proportion of young people would naturally develop some social skills and relationships through normal daily interactions, school activities, and general maturation. However, the specific focus on building collaborative relationships through creative teamwork in the challenging Corvetto context represents a unique contribution.

Attribution: 25.00%. While the rap workshop was designed specifically to build collaboration and social skills, other factors also contributed. These include families' influence on social behavior, schools providing social learning opportunities, peer influences from other contexts, and other community organizations working with young people in the neighborhood.

Displacement: 5.00%. The rap workshop displaced minimal alternative social activities, as they were implemented also for vulnerable youth who often lack structured opportunities.

Drop-off: 10.00 %. The outcome duration is measured at 3 years, representing the period during which enhanced skills continue generating benefits. Drop-off applies in years 2 and 3.

Final Impact Calculation for year 1: €1,596.00

Gross Outcome Value: €3,200.00
After Deadweight ($\times 0.70$): €2,240.00
After Attribution ($\times 0.75$): €1,680.00
After Displacement ($\times 0.95$): €1,596.00
Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Improved Artistic and Technical Skills

The gross outcome value for improved artistic and technical skills is €8,000, representing 8 participants experiencing substantial improvements through professional music production training over a 3-year duration. This outcome undergoes the following adjustments:

Deadweight: 20.00%. Some artistic and technical skills development would have occurred through other activities, online learning, or natural maturation during adolescence. However, the specific combination of songwriting, recording, mixing, and mastering skills developed through professional-quality studio access and guidance from professional rappers represents a relatively unique developmental pathway.

Attribution: 25.00%. While the rap workshop was the primary vehicle for artistic and technical skills development, other factors contributed to observed outcomes. These include families providing encouragement for creative expression, schools developing complementary competencies, participants' individual motivation and prior experiences in music, and online learning resources participants may have accessed independently.

Displacement: 10.00%. The rap workshop displaced alternative uses of participants' time that could have provided other valuable forms of learning and development. However, given that the project targets vulnerable youth who otherwise lack structured opportunities for positive, displacement is relatively limited.

Drop-off: 10.00%. The outcome duration is measured at 3 years, representing the period during which enhanced skills continue generating benefits. Drop-off applies in years 2 and 3 as specific techniques and knowledge may fade without continued practice.

Final Impact Calculation for year 1: €4,320.00

Gross Outcome Value: €8,000.00
After Deadweight ($\times 0.80$): €6,400.00
After Attribution ($\times 0.75$): €4,800.00
After Displacement ($\times 0.90$): €4,320.00
Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Improved Relationships with Peers

The gross outcome value for improved relationships with peers is €1,600, representing avoided costs of youth mediation services for 8 participants over a 3-year duration. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Some relationship improvement would occur through normal interactions and shared experiences during adolescence. However, the structured

collaborative activities specifically designed for building peer connections through creative teamwork are unique to this intervention.

Attribution: 30.00%. Teachers, school culture, family values, other activities, and natural peer dynamics all contribute to relationship-building. The project operates within this broader ecosystem of social development for young people.

Displacement: 5.00%. Minimal displacement as collaborative activities complemented rather than replaced other social interactions available to participants.

Drop-off: 10.00%. The improved peer relationships are not sustained at full value indefinitely. As time passes since program completion, the immediate benefits fade. Drop-off applies in years 2 and 3.

Final Impact Calculation for year 1: €798.00

Gross Outcome Value: €1,600.00

After Deadweight ($\times 0.75$): €1,200.00

After Attribution ($\times 0.70$): €840.00

After Displacement ($\times 0.95$): €798.00

Drop-off added to the final calculation in the following years of duration period.

Outcome 4: Increased Participation in Musical Activities

The gross outcome value for increased participation in musical activities is €20,000, representing the market value of professional hip hop album production that participants contributed to and benefited from over a 3-years duration. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The rap workshop served as a gateway experience that accelerated and facilitated engagement for participants. Maybe some would have found other entry points into music participation, but the options are very limited

Attribution: 5.00%. For the participants who contributed to the album production, the sole factor beyond its production is the workshop itself.

Displacement: 15.00%. Increased engagement in album production activities creates displacement of other valuable uses of participants' limited time during the intensive recording and production phase.

Drop-off: 10.00%. The outcome duration is measured at 3 years, representing the period during which the album production experience generates benefits. No drop-off adjustment is needed for the single-year measurement.

Final Impact Calculation for year 1: €14,535.00

Gross Outcome Value: €20,000.00

After Deadweight ($\times 0.90$): €18,000.00

After Attribution ($\times 0.95$): €17,100.00

After Displacement ($\times 0.85$): €14,535.00

Drop-off added to the final calculation in the following years of duration period.

Summary of Total Impact

The total impact across all four outcomes in year 1 for project participants is **€21,249.00**

This total impact represents the social value created for the 8 young participants after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, employees, partner organizations, the parish, and the broader local community.

Calculating the SROI

Year	2025	2026	2027
Improved social skills	1,596.00	1,436.40	1,292.76
Improved level of artistic and technical skills	4,320.00	3,888.00	3,499.20
Improved relationships with the peers	798.00	718.20	646.38
Increased participation in musical activities	14,535.00	13,081.50	11,773.35
Total	21,249.00	19,124.10	17,211.69
SDR (3%)	1.0000	0.9709	0.9426
Present Value (PV)	21,249.00	18,567.59	16,223.74
Total Present Value (PV)	56,040.33		
Net Present Value	29,590.33		
Social Return € per €	€ 1: € 2.12		

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€2.12 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2. Impact Map and SROI report for each case study. CS: "SPAZIO PONTANO 43 - Zero dispersione"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13th March 2026
Dissemination level	PU

Abstract

The Report covers the "SPAZIO PONTANO 43" case study, an integrated project for the reduction of school drop-out implemented in the Via Padova neighborhood of Milan. The project addresses the critical need for supporting children aged 11-16 in situations of hardship, social distress, and fragility, including NAI minors (newcomers to Italy) at risk of social isolation. Delivered by Cooperativa Sociale Tempo per l'Infanzia in partnership with the Municipality of Milan, the intervention offers artistic workshops in dance, music (strings, percussion, ensemble), theatre, and figurative art. The workshops are held from November to May in the spaces of a former middle school, now partially converted into a provincial centre for adult education, made available free of charge by the Municipality. Through weekly 2.5-hour sessions grounded in the Pedagogy of Desire and Art-Educational Practice, approximately 20 participants (40% boys, 60% girls) mainly of foreign origin from countries including Peru, Egypt, Sri Lanka, Bangladesh, Philippines, China, and others develop artistic and expressive skills while strengthening self-esteem, social connections, and sense of belonging to the community. The findings demonstrate that arts-based education interventions in non-formal settings can generate substantial social returns by preventing school drop-out, fostering mental and physical well-being, and building meaningful relationships within multicultural communities.

The report presents a **Social Return on Investment (SROI) evaluation of the "SPAZIO PONTANO 43" project.**

Document history

Version	Date	Comments	Modified by
1.0	25/02/2026		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	10/03/2026		Barbara Pizzetti
3.0	13/03/2026	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

"SPAZIO PONTANO 43" is an innovative integrated project for the reduction of school drop-out implemented in the Via Padova neighborhood of Milan, one of the city's most iconic multiethnic areas. Via Padova is synonymous with multicultural coexistence, serving as a forerunner of social trends within the metropolitan area regarding issues of integration between different cultures. It is an area of strong contradictions, where there are tensions and conflicts between various ethnic groups, but also an ongoing process of gentrification.

The project responds to a critical need in Milan's educational landscape. According to the national statistics institute ISTAT (Istituto Nazionale di Statistica), in Milan schools there are over 90,000 children between 6 and 14 years of age, of which over 22,000 have a migration background, with an increasingly significant presence of unaccompanied foreign minors. Data show that the phenomenon of early school leaving must be seriously monitored: since 2021 there have been over 400 reports of non-compliance with compulsory schooling every year, and those who attend school without success end up dropping out early. The project specifically targets children aged 11-16 in situations of severe hardship, social distress and fragility, including newcomers to Italy at risk of social isolation. The workshops are held from November to May in the spaces of a former middle school, now partially converted into a provincial center for adult education, made available by the Municipality of Milan.

Aim and objectives

The case study is part of an integrated project aimed to contrast and reduce school drop-out among vulnerable young people through artistic and expressive workshops, creating meaningful and lasting change by equipping participants with skills. The program specifically seeks to guarantee the right to art, culture and beauty for all young people, strengthen self-esteem and create inclusion through artistic expression, develop linguistic, creative, technical and relational skills, foster meaningful relationships within the community. The goal of the intervention is to prevent deviant behaviors such as joining criminal gangs through positive engagement.

The key learning outcome is for participants to examine different levels of identity and their implications for managing relationships with others. At the individual level, the project generates impacts including lower rate of school drop-out of pupils with a migration background, improved linguistic, creative, technical and relational skills. At the community level, these individual changes create ripple effects contributing to better relationships with the community and greater integration of young people and families of foreign origin or in conditions of socio-economic fragility. At the systemic level, the project offers a replicable model for non-formal arts-based education targeting vulnerable youth, strengthens collaboration between social services, schools, and third-sector organizations, and contributes to broader strategies for social inclusion and educational success.

Methods

The intervention employs a methodology grounded in the pedagogy of desire and art-educational practice, ensuring that artistic experience nurtures passion in children. Key activities include weekly artistic workshops of 2.5 hours each in dance, music (strings, percussion, ensemble), theater, and figurative art, individual or small group music sessions

(stringed instruments) on an agreed calendar, and involvement of families to promote a social support network.

The program's stakeholder groups include primary beneficiaries comprising 20 young people aged 11-16 mainly of foreign origin from countries including: Peru, Egypt, Sri Lanka, Bangladesh, Philippines, China, Eritrea, Salvador, Cuba, Uruguay, Bolivia, Pakistan, Brazil, Tunisia, and Morocco. Secondary stakeholders are family members of participants, the Municipality of Milan, Cooperativa Sociale Tempo per l'Infanzia, artists and educators, volunteers, teachers and schools, social services, local police, researchers, and neighborhood residents.

The evaluation framework incorporates qualitative and self-reported data to capture the full scope of change. Data collection methods include interviews with the president and the artists/art-educators of the Cooperative and focus groups with students using emotional cartography methods, participant observations, and a form for schools to complete with organizational data. Emotional cartography is used as a meaning-making practice to explore how participants perceive, inhabit, and interact with everyday spaces, how they feel about attending urban places, and how feelings and relationships are related to everyday contexts.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of artistic and technical skills (such as playing musical instruments), linguistic abilities, and social competencies among vulnerable young people. Social capital investment focuses on building relationships among diverse individuals and strengthening community cohesion in a multiethnic neighborhood characterized by tensions. Cultural capital investment enhances arts engagement and cultural participation among a demographic often excluded from cultural activities. Finally, the project generates preventive value through reduced school drop-out, decreased involvement in illegal activities, and prevention of deviant behaviors such as joining criminal gangs.

Estimates

The SROI calculation demonstrates that the case study generated social value, with a return of **€1.02 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

SPAZIO PONTANO 43 - Zero dispersione

■ Performance and Celebration ■ Visual Arts and Crafts



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €1.02



Via Padova
Milan, Italy

Contents

Introduction

The case study explores how arts-based education in non-formal settings can serve as a medium for preventing school drop-out, fostering self-esteem, and building social connections among vulnerable young people in Milan, Italy. The workshops are held from November to May in the spaces of a former middle school, now partially converted into a provincial center for adult education. The study engages 20 children aged 11-16 in artistic workshops combining dance, music (strings, percussion, ensemble), theater and figurative art.

The project is part of a larger three-year initiative involving, in addition to the Municipality of Milan, Cooperativa Tempo per l'Infanzia (which organizes the workshops and summer art campuses) and other third-sector entities. The expressive workshops have as pedagogical references in the pedagogy of desire and art-educational practice. According to the pedagogy of desire, the artistic experience is seen as a way to nurture passion in children, offering them not only technical skills, but also means to prevent deviant behavior. Art is used to foster mental and physical well-being and meaningful relationships within the community.

About the entity organizing and conducting the case study

The case study "SPAZIO PONTANO 43" is conducted by Cooperativa Sociale Tempo per l'Infanzia, a service provider partner of the Municipality of Milan. Project is organized with research support from Università degli Studi di Milano-Bicocca. The Cooperative delivers art-based educational services as part of a broad partnership promoted by the Municipality for the co-design and co-management of initiatives and activities at the Multifunctional Space in Via Pontano 43. University researchers were responsible for data collection and evaluation of art-based learning program. The case study is implemented as part of the European Union's "Horizon Europe" programme project "Cultural Literacies' Value in Europe" (CLiViE),

Identifying scope and stakeholders

The identification of stakeholders for the "SPAZIO PONTANO 43" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the program and the wider ecosystem of individuals, institutions, and communities that contribute to and benefit from arts-based education initiatives in Milan's multiethnic context.

Primary Stakeholders: Project Participants

The central stakeholder group comprises approximately **20 young people aged 11-16**, with 40% boys and 60% girls. These participants are mainly of foreign origin from diverse countries including Peru, Egypt, Sri Lanka, Bangladesh, Philippines, China, Eritrea, Salvador, Cuba, Uruguay, Bolivia, Pakistan, Brazil, Tunisia, and Morocco. This group include newcomers to Italy at risk of social isolation. They are in situations of hardship and fragility. Participants engage with the project motivated by strengthening self-esteem and improving expressive skills. The intended changes include improved linguistic, creative and relational skills, artistic skills (such

as learning to play a musical instrument), and good and long-lasting relationships with diverse individuals. Minors are involved in the action both through free and spontaneous access, and through reports from schools and local services with which the project partners are networked.

Family members of participants constitute a crucial stakeholder group whose engagement amplifies and sustains the intervention's impact. Families participate motivated by developing a stronger sense of belongingness to the local community. The intended changes include better relationships with the community, increased participation in activities, and reduced isolation.

Educational Stakeholders

Cooperativa Tempo per l'Infanzia delivers art-based educational activities in project. These actions are targeting young people in conditions of hardship. The organization is motivated by representing a socio-cultural pole of reference in the area. Through successful delivery, the Cooperative gains increased visibility and recognition for its services.

Artists, educators including 8 art-educators, 1 project manager, and 1 social media manager, are motivated by providing technical and soft skills to participants. The intended change for people conducting the workshops is to improve their artistic workshop, technical and soft skills to better reach participants.

Volunteers contribute time necessary to make the activity possible. They enabled delivery of the activities for 20 children. They are motivated by desire to do something useful for the community. This experience provides them satisfaction and pride through their contribution.

Teachers and school collaborate to establish closer relationships with foreign pupils and their families. Through repetitive exchanges with art-educators and Cooperativa Tempo per l'Infanzia, school experienced fewer problems with absence of the families and performance of pupils.

External Partners and Institutional Stakeholders

Local government / Municipality of Milan serves as the manager of the youth center. Local government is motivated by reducing school drop-out rates among pupils with migration backgrounds. The intended outcome is improved educational outcomes for vulnerable young people based on experience provided by the intervention.

Social services report children at risk of educational poverty, early school leaving and social exclusion. Their role in the project is to provide reports of potential beneficiaries, including unaccompanied minors in disadvantaged conditions. The intended change for social service is to foster greater integration of young people and families of foreign origin or in conditions of socio-economic fragility.

Researchers from Università degli Studi di Milano-Bicocca serve as critical secondary stakeholders, motivated by evaluating the social impacts of art-education. The research contribution generates actionable insights and deeper knowledge about art-based education.

Neighborhood residents are motivated by taking part in social and cultural events, including organized street parade and visual performances. The intended change for residents in the project is to strengthened sense of belonging and community. Unintended positive change of intervention is decrease of stigmatization of the Via Padova area.

Police / criminal justice system is institutional stakeholder motivated by preventing deviant behaviors among young people. The intended change is lower rates of adolescents involved in illegal acts reported to police.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants (young people aged 11-16) are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. Family members, employees, and the Cooperative represent important secondary stakeholders whose changes contribute in some ways to the overall social value created.

The stakeholder engagement process incorporated multiple feedback mechanisms. Throughout the evaluation, stakeholders have been engaged through appropriate methods including interviews, focus groups using emotional cartography and participant observations. This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The mapping process reveals how inputs generate cascading outcomes, demonstrating the multiplier effects of arts-based education interventions.

Project Participants: children and adolescents

Inputs: The approximately 20 participating young people aged 11-16 from the Via Padova neighborhood represent the primary beneficiaries. Participants are mainly of foreign origin from diverse countries including Peru, Egypt, Sri Lanka, Bangladesh, Philippines, China, Eritrea, Salvador, Cuba, Uruguay, Bolivia, Pakistan, Brazil, Tunisia, and Morocco, including NAI minors (newcomers to Italy) at risk of social isolation. Participants contribute their time spent on workshop activities and engagement with the artistic process. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and opportunity cost.

Outputs: The tangible outputs generated by participants include engagement in 4 weekly artistic workshops of 2.5 hours during the year (dance, music, theatre, art). The output of time invested is development of artistic performances and creative works and participation in public events and the street parade.

Outcomes: Through participation, young people experience improved artistic skills (e.g., playing an instrument), good and long-lasting relationships with diverse individuals, increased self-esteem and well-being, and reduced isolation through increased participation in activities. Art fosters mental and physical well-being and meaningful relationships within the community.

Family Members of Participants

Inputs: Family members contribute time through supporting their children's participation and engaging with project activities. While not quantified in monetary terms, this time investment represents significant support.

Outputs: More than 150 people taking part in performances and events; almost 80 parents having meetings with the educators. Families participate in the street parade and other public presentations of the artistic work.

Outcomes: Families experience increased participation and reduced isolation. The project creates opportunities for engagement with the community and better relationships with neighbors, teachers, and educators. Foreign families develop a stronger sense of belongingness to the local community.

Cooperativa Tempo per l'Infanzia

Inputs: The Cooperative contributes organizational capacity, expertise in art-based education, and the pedagogical framework grounded in the Pedagogy of Desire and Art-Educational Practice. The Cooperative coordinates the workshops and summer art campuses as part of the larger three-year project.

Outputs: The Cooperative produces reports documenting activities and participant progress. Communication includes promoting the project on social media. The Cooperative coordinates delivery of all artistic workshops and manages relationships with partner organizations.

Outcomes: Increased visibility of the Cooperative and of the services delivered. By the engagement in the project, Cooperative strengthened position as a socio-cultural pole of reference in the Via Padova area, demonstrating effective methodologies for working with vulnerable youth and contributing to reduced school drop-out rates

Artists, Educators

Inputs: 8 art-educators, 1 project manager, and 1 social media manager invest their time, expertise, and professional skills in delivering the artistic workshops. Their contribution is valued at €56,909.29 in salaries. The art-educators bring specialized competencies in dance, music (strings, percussion, ensemble), theatre, and figurative art, supported by educators who work alongside the experts and artists conducting the workshops.

Outputs: Employees deliver weekly artistic workshops in their respective disciplines and music workshops in small groups.

Outcomes: Employees experience engagement, motivation, and increased personal and professional satisfaction. They develop enhanced skills in working with vulnerable youth populations from diverse cultural backgrounds. The outcome of art-educators engagement produces meaningful contribution to community development. The outcome represents enhanced professional capacity that can be applied to future projects.

Researchers

Inputs: Researchers from Università degli Studi di Milano-Bicocca contribute time and expertise valued at €5,000, including developing methodology, conducting data collection and analysis, and documenting project outcomes.

Outputs: Researchers produce conferences, articles, reports, and dissemination activities based, among other sources, on the case study. Comprehensive data was obtained from the

case study including participant observation notes with field documentation during workshops and performances, focus group transcripts using emotional cartography.

Outcomes: Researchers gain deeper knowledge about art-based education in non-formal learning environments and its impact on preventing school drop-out. The outcome represents enhanced professional capacity, development of publishable research findings with potential for theoretical contributions to educational research on cultural literacy and social cohesion, that can be applied to future projects and shared with the broader research community.

Volunteers

Inputs: Volunteers contribute time necessary to make the activity possible, valued at €6,000. This includes support for workshop delivery, event organization, and community engagement activities.

Outputs: Volunteers provide support for the delivery of activities serving approximately 80 children across all project activities. They assist with performances, events, and the street parade.

Outcomes: Volunteers experience greater satisfaction from doing something useful for the community. They develop stronger connections with the Via Padova neighborhood and contribute to reducing the stigmatization of the area.

The following chapters will detail how these outcomes are measured, how their value is calculated using proxy indicators, and how the overall social return on investment is determined through the SROI methodology.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€67,909.29**, comprised of: participant time (€0 direct monetary value), employee salaries (€56,909.29), volunteer time (€6,000.00), researcher time and expertise (€5,000.00).

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process for the "SPAZIO PONTANO 43" project connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. Data collection for outcome measurement was conducted through interviews, focus groups using emotional cartography, and ethnographic observations.

The evaluation framework recognizes that outcomes from arts-based education in non-formal settings manifest across multiple timescales and dimensions. Immediate outcomes such as skill development and engagement are relatively straightforward to measure. However, deeper transformations in belonging, identity, and social cohesion require more nuanced approaches including emotional cartography with participants—a meaning-making practice providing visual representation of how people perceive, inhabit, and interact with everyday spaces.

Observed changes for participants

Three primary outcomes have been identified and measured for the approximately 20 young participants in the project. Each outcome is evidenced through participant interviews and valued using appropriate financial proxies. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved Artistic and Technical Skills

Improved artistic and technical skills emerged as a fundamental outcome of the artistic workshops. As participants engaged with weekly 2.5-hour sessions in dance, music (strings, percussion, ensemble), theatre, and figurative art, they experienced enhanced competencies including learning to play a musical instrument, dance techniques, theatrical expression, and visual arts skills. This skill development represents both an intended program outcome and a foundation for other positive changes, as technically capable individuals are better equipped to express themselves creatively and build confidence.

Measurement and Quantification

Artistic and technical skills improvements were measured through focus groups with participants. The quantity of the outcome is expressed as 5 participants experiencing significant positive change out of approximately 20 involved. The outcome begins to materialize from the first workshop sessions as participants immediately engage with practical activities and creative challenges. The duration of enhanced skills is estimated at 3 years. This timeframe reflects the period during which the acquired competencies remain strongly attributable to the intervention before being reinforced or diluted by other educational experiences.

Outcome 2: Improved Social Skills and Relationships

The collaborative nature of the artistic workshops cultivated improved social skills and meaningful relationships among participants from different cultural backgrounds. Through working together on dance performances, musical ensembles, theatre productions, and art projects, participants developed stronger interpersonal connections. In a multiethnic neighborhood like Via Padova where tensions exist between different ethnic groups, these improved relations contribute directly to social cohesion and reduced isolation. According to the pedagogy of desire used by project operators, art serves as a universal language capable of overcoming linguistic and cultural barriers.

Measurement and Quantification

Improved social skills and relationships were assessed through focus groups and ethnographic observations. For participants reporting having more friends, the quantity is 20 participants. Additionally, 5 participants reported significant improvement in social skills. The relationship-building process begins from the first session as participants immediately engage in collaborative activities requiring communication and cooperation. The duration of impact extends to 3 years, reflecting the period over which enhanced interpersonal skills and relationships continue generating benefits.

Outcome 3: Increased participation in activities

Participation in artistic workshops served as a gateway to increased engagement in other activities and reduced isolation. Young people who might otherwise be at risk of social exclusion found structured opportunities for positive involvement through the project

Measurement and Quantification

The outcome was measured through focus groups. Five participants reported taking part in new activities as a result of their workshop involvement. The duration of impact extends to 3 years.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts extending to families, institutions, and the broader neighborhood. Family impacts include more than 150 people taking part in performances and events, with almost 80 parents having meetings with the educators. Institutional impacts include enhanced capacity for innovative arts-based education addressing school drop-out, strengthened collaboration between the Municipality, Cooperative, and partner organizations. Community impacts include street parade bringing art into the neighborhood public space.

Valuing outcomes

The financial proxy for improved artistic and technical skills is the cost of private courses in music and arts. Courses in specialized skills development offered by Milan music schools and cultural centers typically cost around €400-€900 for structured multi-session programs. The project delivers weekly 2.5-hour sessions from November to May (approximately 7 months).

Using a conservative estimate of €650 per participant based on typical tariffs for youth music courses in Milan, the total value of artistic and technical skills development for 7 months will add up to €4,550. Based on data collection, 5 participants experiencing significant improvement is equivalent to €22,750. This represents the investment required to develop equivalent artistic and technical competencies through formal commercial training programs.

The financial proxy for improved social skills and relationships is the cost for consultation with a psychologist to address social isolation, relationship difficulties, and integration challenges. When young people from migrant backgrounds experience difficulties in social integration and persistent isolation, families often need to seek professional psychological support. The artistic workshop intervention prevented the need for such costly interventions by proactively building positive relationships and social skills through collaborative creative work. According to fee schedules from psychologists operating in Milan, psychological consultations typically cost €70-€100 per session.

Addressing significant social skills deficits and building meaningful relationships typically requires multiple sessions. Using a conservative estimate of €70 per session and assuming 15 sessions equivalent per participant gives a value of €1,050 per participant. For 20 participants reports addressing significant social skills deficits, the total value is €21,000. Additionally, for the 5 participants reporting significant improvement in relationship building (this would require more intensive support of 20 sessions), the value of 5 additional sessions is €350 x 5 participants = €1750. The combined total value for improved social skills and relationships is €22,750. This valuation captures the psychological intervention costs that did not have to be

incurred because the artistic workshops proactively fostered positive peer relationships and social competencies.

The financial proxy for increased participation in activities is the average annual membership cost of extracurricular activities and youth organizations that provide structured opportunities for participation and involvement. This proxy represents costs that would otherwise be incurred to provide comparable opportunities for engagement and belonging outside the project context.

Annual membership fees for youth activities in Milan (including sports clubs, cultural associations, youth centers, and community organizations) typically range from €300-€800 depending on activity type and frequency. Using a conservative estimate of €550 per participant, the total value of increased participation in activities for 5 participants is €2,750.

The three primary outcomes measured for participants demonstrate the multifaceted value created by the artistic workshops delivered through the "SPAZIO PONTANO 43" project. The total social value generated by the intervention includes artistic and technical skills development (€22,750), improved social skills and relationships (€22,750), and increased participation in activities (€2,750). These valuations represent conservative estimates based on market proxies for comparable services and opportunities, with particular emphasis on costs that did not have to be incurred thanks to the intervention.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by participants, but not all this value can be claimed as impact of the "SPAZIO PONTANO 43" project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

The project was conducted for 20 young people aged 11-16 in the Via Padova neighborhood of Milan. Three primary outcomes were measured for these participants, with data collected through focus groups using emotional cartography, and ethnographic observations. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved artistic and technical skills

The gross outcome value for improved artistic and technical skills is €22,750, representing 5 participants experiencing substantial improvements over a 3-year duration. This outcome undergoes the following adjustments:

Deadweight: 15.00%. The specific combination of music (strings, percussion, ensemble), dance, theatre, and figurative art within a structured workshop environment represents a relatively unique developmental pathway not available through standard activities for vulnerable youth in Via Padova

Attribution: 25.00%. While the artistic workshops were the primary vehicle for skill development, other factors contributed to observed outcomes.

Displacement: 5.00%. The artistic workshops may displace some alternative activities participants might have engaged in, though the unique focus on vulnerable youth and prevention of school drop-out means displacement is likely minimal.

Drop-off: 10.00%. The improved skills benefits are not sustained at full value indefinitely. As time passes since program completion, the immediate benefits of acquired skills and competencies may fade.

Final Impact Calculation for year 1: €13,777.97

Gross Outcome Value: €22,750.00

After Deadweight ($\times 0.85$): €19,337.50

After Attribution ($\times 0.75$): €14,503.13

After Displacement ($\times 0.95$): €13,777.97

Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Improved social skills and relationships

The gross outcome value for improved social skills and relationships is €22,750, representing 20 participants improved social skills (€21,000) and 5 participants with significant relationship building improvement (€1,750) over a 3-year duration. This outcome undergoes the following adjustments:

Deadweight: 30.00%. A significant proportion of young people would naturally develop some social skills and relationships through normal daily interactions, school activities, and community involvement over the 7-month program period.

Attribution: 25.00%. While the artistic workshops were designed specifically to build social cohesion and were the most intensive focused intervention, other factors also contributed to social development.

Displacement: 5.00%. The artistic workshops displaced minimal alternative social activities, as they were implemented for vulnerable youth who often lack structured opportunities for positive social engagement.

Drop-off: 10.00%. For outcomes with multi-year duration, some deterioration of benefits is expected over time as participants' experiences and skills are influenced by subsequent activities.

Final Impact Calculation for year 1: €11,346.56

Gross Outcome Value: €22,750.00
After Deadweight ($\times 0.70$): €15,925.00
After Attribution ($\times 0.75$): €11,943.75
After Displacement ($\times 0.95$): €11,346.56
Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Increased participation in activities

The gross outcome value for increased participation in activities is €1,000, representing 5 participants who reported taking part in new activities over a 1-year duration. This outcome undergoes the following adjustments:

Deadweight: 40.00%. Many young people would naturally increase their activity participation during adolescence through multiple pathways unrelated to any specific intervention. The artistic workshop served as a gateway experience that accelerated and facilitated engagement for some participants who might otherwise have remained isolated.

Attribution: 20.00%. For the participants who did increase engagement following the workshops, multiple factors beyond the project itself contributed to this outcome. These include individual participant initiative and motivation, family encouragement, school influence, and discovery of activities through other channels.

Displacement: 15.00%. Increased engagement in new activities creates some displacement of other potential uses of participants' limited time.

Drop-off: 5.00%. For outcomes with multi-year duration, some deterioration of benefits is expected over time as participants' experiences and skills are influenced by subsequent activities.

Impact Calculation for year 1: €1,122.00

Gross Outcome Value: €2,750.00
After Deadweight ($\times 0.60$): €1,650.00
After Attribution ($\times 0.80$): €1,320.00
After Displacement ($\times 0.85$): €1,122.00
Drop-off added to the final calculation in the following years of duration period.

Summary of Total Impact

The total impact across all three outcomes for project participants in year 1 is **€26,246.53**

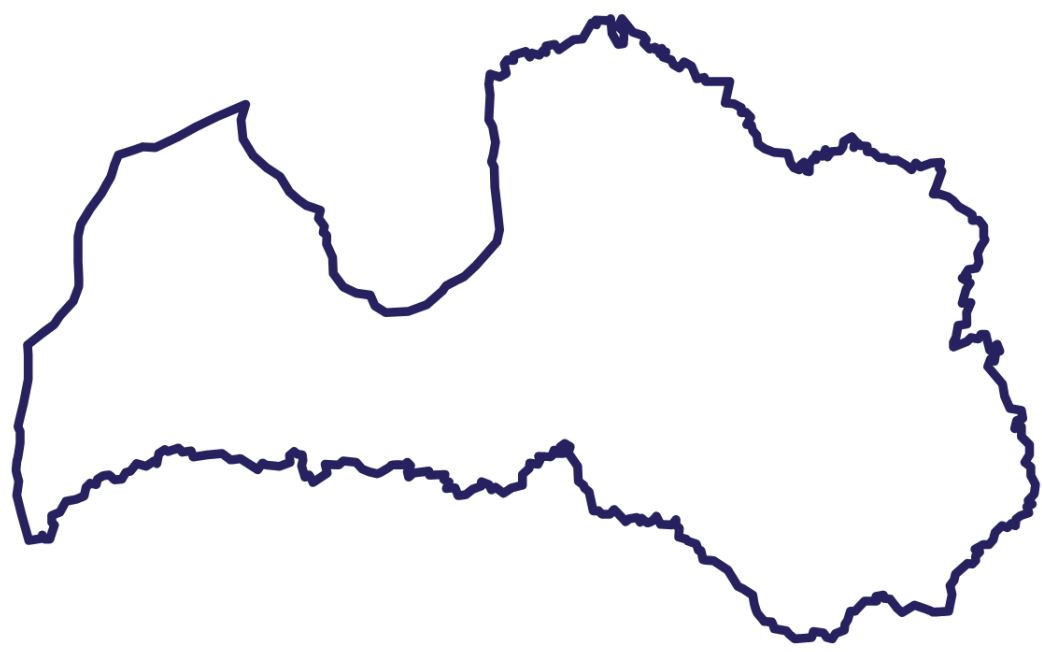
This total impact represents the social value created for the 20 young participants after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, employees, the Cooperative, teachers and schools, and the broader neighborhood community.

Calculating the SROI

Year	2025	2026	2027
Improved artistic and technical skills	13,777.97	12,400.17	11,160.16
Improved social skills and relationships	11,346.56	10,211.90	9,190.71
Increased participation in activities	1,122.00	1,065.90	1,012.61
Total	26,246.53	23,677.97	21,363.48
SDR (3%)	1.0000	0.9709	0.9426
Present Value (PV)	26,246.53	22,988.94	20,137.22
Total Present Value (PV)	69,372.69		
Net Present Value	1,463.40		
Social Return € per €	€ 1: € 1.02		

The SROI calculation demonstrates that the case study generated social value, with a return of **€1.02 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Latvia



EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "The Other in Art and Life"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13th March 2026
Dissemination level	PU

Abstract

The case study The Other in Art and Life takes place in Daugavpils, a multicultural Latvian city where tensions between Latvian- and Russian-speaking communities have been exacerbated by recent geopolitical events. The project seeks to promote acceptance, appreciation of diversity, and intercultural dialogue among young people aged 16–18 through artistic engagement.

Implemented in collaboration with the Rothko Museum, the initiative responds to the need for fostering understanding between different cultural groups, counteracting narratives of intolerance, and attracting youth to the arts beyond compulsory education. Using a co-created approach, the project developed its methodology and objectives jointly with stakeholders and beneficiaries, ensuring relevance and engagement. Key activities include five art workshops, participant questionnaires before and after the program, and interviews with young people and stakeholders. These activities are designed to build communication and teamwork skills, deepen participants' understanding of art, museum work, and volunteering in the cultural sector, and strengthen their ability to engage with diverse perspectives.

The Other in Art and Life aims to create meaningful, lasting change by equipping young people in Daugavpils with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society.

The report presents a Social Return on Investment (SROI) evaluation of the "The Other in Art and Life"

Document history

Version	Date	Comments	Modified by
1.0	15/01/26		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	30/01/26		Alina Romanovska
3.0	13/03/26	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

"The Other in Art and Life" is an innovative intercultural dialogue project implemented in Daugavpils, Latvia, a multicultural city where tensions between Latvian- and Russian-speaking communities have been exacerbated by recent geopolitical events. Delivered in collaboration with the Rothko Museum, the initiative targets young people aged 16-18 and seeks to promote acceptance, appreciation of diversity, and intercultural dialogue through artistic engagement.

The project responds to a critical need for fostering understanding between different cultural groups in Daugavpils, where narratives of intolerance have increasingly affected young people's intercultural relations. Traditional approaches to addressing these tensions have proven insufficient, and there exists a gap in opportunities for meaningful dialogue among youth from different linguistic and cultural backgrounds. Additionally, young people often lack engagement with the arts beyond compulsory education, missing opportunities to develop creative and critical thinking skills that can facilitate deeper understanding of complex social issues.

Aim and objectives

The primary aim of "The Other in Art and Life" is to create meaningful, lasting change by equipping young people with the skills, values, and understanding necessary to contribute to a more inclusive and culturally rich society. The program specifically seeks to build communication and teamwork skills among diverse youth, deepen participants' understanding of art, museum work, and cultural sector volunteering, strengthen their ability to engage with diverse perspectives, foster acceptance and appreciation of cultural diversity, and counteract narratives of intolerance through creative expression.

Methods

The intervention employs a co-created methodology developed with stakeholders and beneficiaries to ensure relevance and genuine engagement. This participatory approach was essential to building trust and ensuring that the program activities resonated with the lived experiences of young participants. Key activities include five art workshops with an intercultural focus, participant questionnaires administered prior to the programme to collect general information and data on cultural participation, interviews with young participants to capture depth of experience, and stakeholder interviews to assess broader community impact. The arts-based methodology provides a safe and creative space for addressing sensitive topics, while the museum partnership offers professional cultural context and legitimacy to the initiative.

The program's stakeholder groups include primary beneficiaries comprising young people from both Latvian-speaking and Russian-speaking backgrounds aged 16-18, as well as secondary stakeholders such as the Rothko Museum as the partner organization, families of participating youth, local schools and educational institutions, other cultural sector organizations, and the broader Daugavpils community. Each of these stakeholder groups experiences different forms of value from the project, ranging from direct skill development and personal growth for participants to enhanced organizational capacity for the museum and improved social cohesion for the wider community.

At the individual level, the project generates outcomes including enhanced communication and teamwork skills, increased cultural awareness and empathy, greater confidence in engaging with diverse perspectives, deeper connection to arts and cultural heritage, and personal values aligned with inclusivity. These individual-level changes create ripple effects at the community level, contributing to reduced intercultural tensions among youth, increased youth participation in the cultural sector, stronger social cohesion in the multicultural context, and an enhanced role for arts institutions in peace-building efforts. At the systemic level, the project offers a replicable model for intercultural dialogue through arts, strengthens the capacity of cultural institutions to address social challenges, and makes a tangible contribution to building a more inclusive and culturally rich society.

The evaluation framework incorporates both quantitative and qualitative methods to capture the full scope of change. Baseline questionnaires provide quantitative data on participants' attitudes and patterns of cultural participation, while qualitative interviews with participants capture the depth and nuance of their experiences and personal transformations. Stakeholder interviews assess broader community-level impacts and sustainability of outcomes, and workshop observation provides real-time documentation of the change process. This mixed-methods approach ensures that both the measurable outcomes and the intangible qualities of personal and social transformation are captured in the evaluation.

Results

From an SROI perspective, the project represents a strategic investment in multiple forms of capital. Human capital investment includes the development of skills, values, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building intercultural relationships and strengthening community cohesion in a divided context. Cultural capital investment enhances arts engagement and cultural sector participation among a demographic often excluded from cultural activities. Finally, the project generates peace dividend value through reduced social tensions and increased social harmony, preventing future costs associated with social division and intolerance.

The investment areas for the SROI calculation include program design and coordination costs, museum partnership and facilities usage, workshop facilitation and materials, and evaluation and research activities. The return areas encompass individual outcomes such as improved skills, enhanced wellbeing, and increased future opportunities; social outcomes including community cohesion and reduced conflict costs; cultural outcomes such as increased civic participation and cultural sector engagement; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

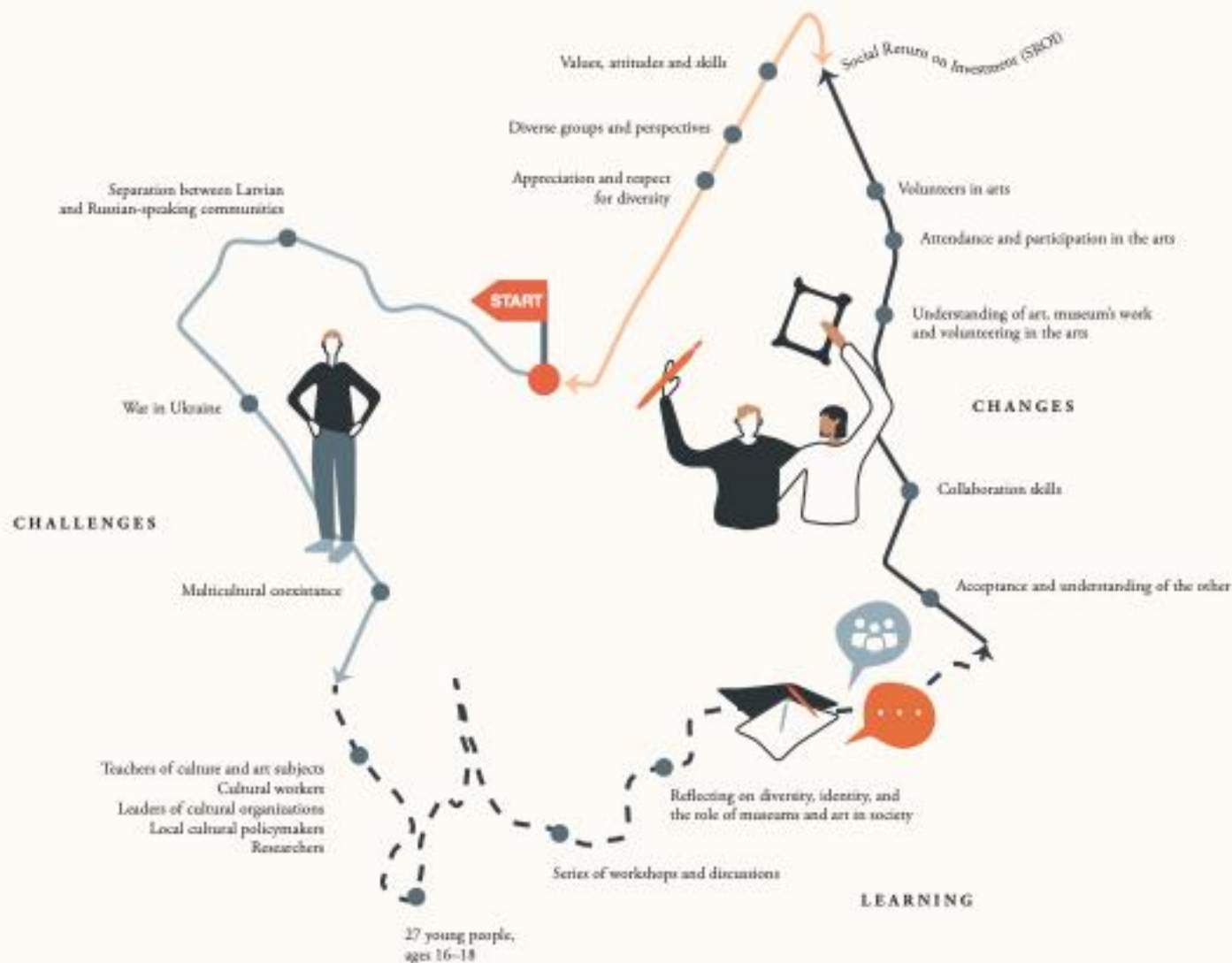
Estimate

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.85 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

The Other in Art and Life



Visual Arts and Crafts



Follow the Trail of Change

- Theory of Change
- Context
- - - Delivery
- Intended Outcomes
- Intended Impacts

Social Return on Investment ratio

SROI = €1 : €3.85



Daugavpils Rothko Museum
Daugavpils, Latvia

Contents

Introduction

The case study explores how art can serve as a medium for fostering cultural understanding, collaboration, and social engagement among young people in Daugavpils and the Augšdaugava region. Conducted in partnership with the Daugavpils Rothko Museum, the study engages young participants (ages 16-18) in a series of workshops and discussions, encouraging them to reflect on diversity, identity, and the role of museums and art in society.

By combining artistic exploration with participatory research methods, the case study aims to enhance young people's appreciation of the Other, develop their teamwork skills, and increase their involvement in the arts. Through workshops, questionnaires, and interviews with both participants and stakeholders, the project will assess its impact on cultural attitudes and engagement. Ultimately, "The Other in Art and Life" seek to contribute to a more inclusive and collaborative cultural environment in the region.

Overview of case study

Daugavpils University is a higher education institution located in Daugavpils, Latvia. The university operates multiple faculties and two research institutes: the Institute of Life Sciences and Technology, and the Institute of Humanities and Social Sciences (IHSS).

For this particular case study titled "The Other in Art and Life," Daugavpils University conducted the research in partnership with the Rothko Museum in Latvia. The initiative is part of the Horizon Europe project Cultural Literacies' Value in Europe (CLiViE).

The project team at Daugavpils University is led by Associate Professor Alina Romanovska, a Lead Researcher at the institution. The case study brought together museum experts and university researchers to work with young people from local schools through creative and educational workshops exploring art, cultural literacy, and social cohesion.

Identifying scope and stakeholders

The identification of stakeholders for "The Other in Art and Life" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. Through a consultative process and implementing partners at the Rothko Museum, we identified ten distinct stakeholder groups whose lives and circumstances are materially affected by the project. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the program and the wider ecosystem of individuals and organizations that contribute to and benefit from intercultural dialogue initiatives in Daugavpils.

Primary Stakeholders: Project Participants

The central stakeholder group comprises **30 young people aged 16-18** from both Latvian-speaking and Russian-speaking communities in Daugavpils. These young participants engage with the project driven by multiple, interconnected motivations. The war in Ukraine has significantly intensified tensions between Latvian and Russian-speaking residents in Daugavpils, deepening distrust and polarization in a city already characterized by ongoing

separation between these communities due to historical, linguistic, and political factors. Despite living in the same city, these groups often remain socially and culturally segregated. Against this challenging backdrop, young people are motivated to participate in the project to develop communication skills, learn to listen to and understand the other through art, and gain personal transformation through new knowledge and confidence.

Young participants value personal transformation, seeking to develop their creative and craft skills while building intercultural understanding and empathy. They are drawn to the opportunity to express themselves and their ideas in creative ways that may not be available through traditional educational settings or the mandatory school curriculum. The project responds directly to the Rothko Museum's goal of engaging young people with art outside formal education, creating prerequisites for communication between representatives of different communities and identities. Through collaborative artistic work, participants develop the skills to manage and engage with diverse groups and perspectives, directly addressing the social tensions that characterize contemporary Daugavpils.

The intended changes for participants center on enhanced intercultural understanding, improved communication and collaboration skills, increased confidence in engaging with peers from different backgrounds, and development of values promoting tolerance and mutual understanding. Beyond these primary intended changes, young people experience improved mental well-being, enhanced ability to perform in public settings, and improved understanding of their own abilities and qualities.

Family members of project participants constitute an important secondary stakeholder group whose involvement amplifies and sustains the impact of the intervention. Parents and guardians are motivated by the desire to support their children's learning and creativity, recognizing the project as a valuable developmental opportunity. They are also driven by a wish to better understand cultural topics together as a family, seeing the project as a bridge to meaningful intergenerational dialogue about diversity and inclusion. The intended changes for families include improved participants' mental well-being, which positively affects family dynamics and reduces stress in the home environment. Families also experience strengthened intercultural understanding as young people share their learning and experiences from the workshops. An important unintended change observed among families is improved relationships with family and social ties, as the project creates new topics for family conversation and opens pathways for parents to engage with other families from different cultural backgrounds through their children's participation.

Institutional and Policy Stakeholders

Representatives from the Daugavpils Rothko Museum and the NGO Daugavpils Marka Rotko mākslas centra atbalsta biedrība serve as implementing partners and stakeholders with distinct organizational interests. The Rothko Museum, as one of Daugavpils' premier cultural institutions, has an explicit goal to engage young people with art beyond the mandatory school curriculum.

The intended changes for cultural sector stakeholders include increased youth participation in museum programs, enhanced reputation and community relevance of the institution, development of sustainable models for socially engaged cultural programming, and strengthened partnerships with educational institutions and researchers. These outcomes

contribute to the museum's long-term viability and its capacity to secure continued funding by demonstrating measurable community impact.

Authorities in the field of culture at municipal and regional levels are motivated to use project results for planning future programs and policies, seeking evidence-based approaches to cultural inclusion and youth engagement. An important intended change for this stakeholder group is developed cooperation between Daugavpils University and the Rothko Museum, strengthening the institutional infrastructure for cultural programming in the city.

Schools as institutional stakeholders are motivated to learn what young people and communities need, using the project as a mechanism for understanding student interests and community dynamics. The intended change is developed youth creative skills that complement formal educational objectives.

Teachers and researchers

Researchers involved in the SROI evaluation and program documentation represent a stakeholder group motivated by distinct professional and intellectual interests.

Workshop teachers who facilitate the artistic activities.

Teachers from formal educational settings.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. Family members and educational professionals represent important secondary stakeholders whose changes significantly contribute to the overall social return on investment. Institutional and community-level stakeholders, while experiencing real changes, have been included with lighter data collection given the more diffuse nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection includes questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, photo and video documentation of activities and exhibition of students' artwork as a tangible outcome and celebration of achievement. Other stakeholders were involved in the consultations on the preparation phase and were interviewed after the project to gain insights from cultural educators, museum professionals, and policymakers

This comprehensive stakeholder mapping ensures that the SROI analysis captures the full spectrum of value created by "The Other in Art and Life," recognizing that intercultural dialogue initiatives generate change across multiple levels of society, from individual personal development to community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The

objective of the case study is to create prerequisites for communication between representatives of different communities and identities, developing collaboration skills and teaching participants to listen to and understand the other through art while increasing participation in art.

Project Participants: Children and Adolescents

Inputs: The 30 young participants invested their time attending lessons and workshops. This represents an opportunity cost, as participants could have spent this time on alternative activities. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment and forms the foundation for the changes they experience.

Outputs: Each participant attended 5 activities with approximately 3 hours per workshop, totaling to 450 hours of collective participant time.

Outcomes: Through participation in 5 activities conducted over the program period, young people developed creative and craft skills through hands-on artistic activities. They developed intercultural understanding and empathy by working collaboratively with peers from different linguistic and cultural backgrounds. The program delivered structured workshops that resulted in tangible artistic products, documented through photo and video evidence, and culminated in an exhibition of student artwork that celebrated their achievements and made their learning visible to the broader community.

Family Members of Participants

Inputs: Family members contributed transportation costs to enable their children to participate consistently in the program. Transportation support was essential for ensuring attendance from families across different neighborhoods of Daugavpils. All families contributed €600 in transportation costs. This financial investment represents approximately €20 per family across the 30 participants and 5 activities.

Outputs: Beyond financial inputs, families invested time in supporting their children's participation through encouragement and engagement with their learning. This investment enabled participants to attend activities.

Outcomes: Family members develop and apply values and skills to manage and engage with diverse groups and perspectives. This outcome is experienced indirectly through their children's participation but represents real change in family dynamics and attitudes. These changes contribute to more inclusive family attitudes and practices that extend beyond the immediate project period and may influence other family members and social networks.

Researchers

Inputs: Researchers and teachers spend time on preparation and conducting classes, data collection and documentation. There was also a necessity for materials during classes. Resources were needed for conducting evaluation sessions including time, equipment and supplies. Researchers also contributed intellectual resources through development of the evaluation methodology and theoretical framework prior to implementation. Six teachers made substantial resource investments totaling €1,685: €1,200 in time spent on preparation (representing approximately 80 hours of researcher time at an estimated €15 per hour), €85 in materials spent during classes for data collection and documentation, €300 in material

resources for conducting evaluation sessions including equipment and supplies, and €100 in costs for disseminating information to engage the target audience and recruit participants.

Outputs: The research component documented and analyzed 5 workshops attended by youngsters. Comprehensive data was obtained from the case study including pre-and post-questionnaires, semi-structured interview transcripts, systematic observation notes with field documentation, photo and video documentation of activities and outcomes, attendance records, and documentation of the student artwork exhibition. Approximately 30 community members expressed interest in case study activities, representing broader community engagement beyond direct participants.

Outcomes: Researchers gained new practice-based research examples in the field of cultural inclusion and engagement, enhancing scholarly contributions. The outcome represents enhanced professional capacity, development of publishable research findings with potential for theoretical contributions, tested methodological approaches that can be applied to future projects and shared with the broader research community,

Teachers

Inputs: Two teachers contributed €200 in total representing their time and expertise in co-designing and facilitating workshop activities. €100 (calculated as 2 hours × 5 activities × €10 per hour).

Outputs: Their engagement help facilitate and conduct 5 workshop activities for 30 students as participants.

Outcomes: Teachers gained new practice-based knowledge in the field of cultural inclusion and engagement, expanding their professional repertoire. They obtained new teaching ideas and methods applicable to classroom practice, developed experience working with youngsters in intercultural contexts, and established new professional relationships while strengthening existing networks connecting formal education with cultural institutions.

Cultural Workers and Museum Representatives

Inputs: Four representatives from the Daugavpils Rothko Museum and the NGO Daugavpils Marka Rotko mākslas centra atbalsta biedrība contributed resources totaling €200. This representing museum management time for project oversight, strategic planning, and coordination with stakeholders. €975 representing space provision for workshops through museum facilities

Outputs: Cultural workers and museum representatives' involvement measured in time amounts to 8 hours. This enables workshops to take place.

Outcomes: workers gained new practice-based knowledge in cultural inclusion and engagement, expanding their professional effectiveness in working with diverse youth populations. The popularization of museum events and exhibitions successfully attracted youngsters to art, with measurable increases in youth engagement with the museum - a key institutional priority.

Local Citizens and Community

Inputs: Local citizens contributed approximately 50 hours of volunteer work in support of the project, valued at €0 in direct monetary terms but representing significant community investment.

Outputs: This volunteer time included supporting event logistics, spreading information about the program through community networks, and providing informal mentoring and encouragement to participants.

Outcomes: Local citizens and the community ecosystem experience improved integration of diverse communities into local society. For local citizens and the broader community this project developed better intercultural understanding and cultural literacy of citizens. While difficult to quantify precisely due to the diffuse nature of community-level change, this outcome represents real social value in the form of a more harmonious and inclusive community environment benefiting all residents.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€3,660**, comprised of: participant time (€0 direct monetary value but significant opportunity cost representing nearly 400 hours of collective engagement), family transportation costs (€600), researchers engagement and resources (€1,655), formal education teachers contribution (€200), museum and cultural worker contributions (€1,175), and community volunteer time (€0).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted through semi-structured interviews with participants, administered at multiple time points to capture change over the program period. Interviews were designed to elicit both quantitative self-assessments and qualitative narratives describing participants' experiences and perceived changes.

Observed changes for participants

Three primary outcomes have been identified and measured for the 30 young participants in the project: improved mental well-being, improved skills development affecting employment prospects and future wages, and improved participation in cultural life. Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved Mental Well-Being

Improved mental well-being emerged as a significant unintended outcome during the project implementation. While the primary focus of the intervention was developing intercultural understanding and engagement with arts and culture, participants reported enhanced psychological well-being as a result of their participation.

Measurement and Quantification

Mental well-being improvements were measured through participant interviews. The quantity of the outcome is expressed as 10 persons experiencing change across 30 involved. The outcome begins to materialize from session 1, as participants immediately experience the psychological benefits of entering a supportive, creative environment. The duration of the outcome extends for 1 year corresponding to the active program periods times two, during which participants regularly access the therapeutic benefits of artistic engagement and positive peer interactions.

Outcome 2: Improved Skills Development Affecting Employment and Future Wages

Improved skills development represents a critical outcome with long-term economic implications for participants. The project develops both hard skills (creative and technical artistic competencies) and soft skills (communication, collaboration, intercultural competence, critical thinking, problem-solving) that are increasingly valued in contemporary labor markets.

Measurement and Quantification

Skills development was measured through participant interviews assessing both self-reported competency gains and interviewer observations of demonstrated capabilities during program activities. The quantity of the outcome is expressed as 20 persons experiencing measurable skills development out of the sample size of 30 participants, representing an 80% incidence rate. The outcome begins to materialize from session 1 as participants start developing competencies, but the employment and wage effects manifest on a much longer timeline. The duration is estimated at 5 years, representing the period over which enhanced skills continue to generate economic benefits through improved employment stability, career advancement, and wage growth.

Outcome 3: Improved Participation in Cultural Life

Improved participation in cultural life represents both an immediate program outcome and an indicator of sustained behavior change beyond the project. The project explicitly aims to engage young people with art outside the mandatory school curriculum, addressing the Rothko Museum's goal of cultivating youth audiences and addressing broader concerns about cultural participation rates among young people in Latvia.

Measurement and Quantification

Improved cultural participation was measured through participant interviews. The quantity of the outcome is expressed as 10 persons across 30 involved.

The outcome begins to materialize from session 1, as participants immediately increase their cultural engagement through program activities. The indicated duration is 1 year, which represent a conservative estimate of near-term sustained engagement.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through families, institutions, and the broader Daugavpils community. These longer-term, diffuse impacts are inherently more difficult to measure with precision but nonetheless represent significant dimensions of social value creation.

Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

The financial proxy selected for valuing mental well-being improvements is the cost of visit to a psychologist, set at €20.00 per hour based on market costs from Daugavpils Regional Hospital. This proxy represents a conservative estimate of the value participants would need to pay to access equivalent psychological benefits through formal mental health systems.

The total value of improved mental well-being outcome is calculated as: 10 person × 10 sessions × €20.00 per hour = €2,000. This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system.

Two complementary financial proxies are used to value the skills development outcome, capturing both the risk reduction dimension (avoiding unemployment) and the opportunity enhancement dimension (earning higher wages). The first proxy is unemployment benefit savings, representing the economic value of reduced unemployment risk for individuals with stronger skills. The second proxy is additional income for persons with higher skill level and education, based on research that soft skills contribute to a 5.5% wage premium.

Data from The State Social Insurance Agency (Latvia) indicates that unemployment benefits average €500 per month, and individuals can receive them up to 6 months. During the program's effect duration (5 years), it would be possible to receive the benefit 1.2 times. That is a total expected value of €3,600 per person. The unemployment rate in the region is above 10%, so 3 out of 20 participants are potentially exposed to the risk of unemployment. The total effect of the reduced unemployment benefit costs is therefore €10,800.

Central Statistical Bureau (Latvia) data on average salaries provides the baseline for calculating this wage premium over the 5-year duration period. The average salary in the region is €15,108 per year. The result affects 20 people (each individually), so the impact of the result is €415.47 for each, and the cumulated value for 20 participants is €8,309.40.

The financial proxy selected for valuing improved cultural participation is the cost of an annual cultural subscription that provides access to multiple cultural institutions, including museums, theaters, and concert halls in Latvia. This proxy reflects a realistic market price for comprehensive cultural engagement rather than minimal participation. At approximately €300 per person per year, it represents the financial commitment required for sustained cultural involvement.

For 10 participants, this equates to €3,000 annually. The valuation may be conservative in that it does not capture other benefits of cultural participation such as educational value, social capital development, or contribution to community cultural vitality.

The three primary outcomes measured for participants demonstrate the multifaceted value created by arts-based intercultural education. Improved mental well-being (valued at €2,000) captures immediate psychological benefits of participation. Improved skills development affecting employment and future wages (valued at minimum €10,800 plus additional wage premium at €8,309.40) captures long-term economic benefits of human capital development.

Improved cultural participation (valued at €3,000) captures sustained behavior change and continued access to cultural and mental health benefits beyond the program period.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of "The Other in Art and Life" project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 30 young participants aged 16-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved Mental Well-Being

The gross outcome value for improved mental well-being is €2,000. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Estimate reflects that while some well-being improvement would occur naturally, the majority of the observed benefit is unique to this intervention which created safe, supportive spaces for intercultural contact.

Attribution: 75.00%. There are a variety of opportunities and actors who can contribute to participants' mental well-being improvements. Young people in Daugavpils might have experienced mental well-being improvements through other means such as family support, friendships formed through other contexts, participation in other activities. Given this multiplicity of contributors, only 25% of the well-being outcome can be attributed solely to the project itself, with 75% attributed to these other actors and opportunities.

Displacement: 10.00%. The outcome displaced some other positive activities participants might have engaged in during the time spent in workshops.

Drop-off: 00.00%. The outcome duration is measured at 1 year, so no drop-off adjustment is needed.

Final Impact Calculation for year 1: €337.50

Gross Outcome Value: €2,000

After Deadweight ($\times 0.75$): €1,500

After Attribution ($\times 0.25$): €375

After Displacement ($\times 0.90$): €337.50

No drop-off adjustment needed.

Outcome 2: Improved Skills Development Affecting Employment and Wages

The gross outcome value for improved skills development is €10,800 plus additional wage premium at €8,309.40, representing experiencing skills improvements that affect future employment prospects, productivity, and wages over a 5-year duration. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Some skills development would have could have occurred through normal educational progression, work experiences, and maturation even without program participation.

Attribution: 75.00%. Skills development results from multiple contributors including formal education system providing foundational knowledge and academic skills, families transmitting cultural knowledge and supporting learning, employers providing on-the-job training and work experience, peers offering social learning and modeling, and other extracurricular activities developing specific competencies. The arts program contributes to participants' overall human capital development but represents one input among many.

Displacement: 10.00%. Participants could have used their time for academic study, vocational training, or other skill-building pursuits.

Drop-off: 10.00%. The average wage increases and employment stability benefits associated with enhanced skills are active over the 5-year duration period. The 10% annual drop-off reflects that while core competencies remain, specific techniques and knowledge may fade without practice.

Final Impact Calculation for year 1: €3,224.71

Skill development affecting: employment opportunities | future wages

Gross Outcome Value: €10,800		€8,309.40

After Deadweight ($\times 0.75$): €8,100		€6,232.05

After Attribution ($\times 0.25$): €2,025		€1,558.01

After Displacement ($\times 0.90$): €1,822.50		€1,402.21

Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Improved Participation in Cultural Life

The gross outcome value for improved cultural participation is €3,000. This outcome undergoes the following adjustments:

Deadweight: 10.00%. The outcome would have happened to only a modest extent without the intervention. Prior to program participation, many young people in Daugavpils had limited engagement with cultural institutions and activities beyond mandatory school requirements. The Rothko Museum reported that youth from diverse backgrounds were under-represented in their audiences.

Attribution: 20.00%. There are some other opportunities and actors who can contribute to increased cultural participation, for example schools that organize cultural field trips and incorporate arts into curricula.

Displacement: 25.00%. The outcome displaced some other activities. When participants attend workshops, they use time that could have been spent on other pursuits.

Drop-off: 0.00%. The cultural participation outcome shows no drop-off over the one-year duration period.

Impact Calculation for year 1: €1,620

Gross Outcome Value: €3,000

After Deadweight ($\times 0.90$): €2,700

After Attribution ($\times 0.80$): €2,160

After Displacement ($\times 0.75$): €1,620

No drop-off adjustment needed.

Summary of Total Impact

The total impact across all three outcomes in year 1 for project participants is **€5,182.21**

This total impact represents the social value created for the 30 young participants after appropriate adjustments for deadweight, attribution, displacement. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, teachers and cultural workers, the Rothko Museum, researchers and the broader Daugavpils community.

Calculating the SROI

Year	2025	2026	2027	2028	2029
Improved participants mental well-being	337.50				
Improved participation in cultural life	1,620.00				
Improved skills development affecting employment opportunities and future wages	3,224.71	2,902.24	2,612.02	2,350.81	2,115.73
Total	5,182.21	2,902.24	2,612.02	2,350.81	2,115.73
SDR (5%)	1.0000	0.9524	0.9070	0.8638	0.8227
Present Value (PV)	5,182.21	2,764.03	2,369.18	2,030.73	1,740.61
Total Present Value (PV)	14,086.76				
Net Present Value	10,426.76				
Social Return € per €	€ 1: € 3.85				

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.85 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Contributor(s)	Alina Romanovska, Maija Grizāne
Version	3.0
Deliverable	D5.2. Impact Map and SROI report for each case study. CS: "Polish Cultural-Historical Heritage in Daugavpils"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13 th March 2026
Dissemination level	PU

Abstract

Report covers "Polish Cultural-Historical Heritage in Daugavpils" case study, implemented at J. Pilsudski Daugavpils State Polish Gymnasium from February to May 2025. The project addresses the critical need for enhanced cultural literacy and heritage preservation among Polish minority youth in Latvia's culturally diverse Latgale region. The intervention engaged 24 pupils aged 17-18 through an innovative quest-based learning approach integrated into the History and Social Sciences curriculum. Through co-created educational activities combining historical research, cultural exploration, and creative digital quiz, participants developed deeper understanding of Polish cultural heritage in Daugavpils while strengthening their sense of identity and belonging within Latvia's multicultural landscape. The findings demonstrate that arts-based, culturally responsive education interventions can generate substantial social returns by simultaneously preserving cultural heritage, strengthening youth identity, and building intercultural competencies essential for social cohesion in diverse European communities.

The report presents a **Social Return on Investment (SROI) evaluation of the "Polish Cultural-Historical Heritage in Daugavpils"**

Document history

Version	Date	Comments	Modified by
1.0	15/01/26		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	30/01/26		Alina Romanovska
3.0	13/03/26	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

Latvia's Latgale region, particularly Daugavpils as the country's second-largest city, represents a unique multicultural landscape shaped by centuries of diverse political and cultural influences. The region's history under Polish-Lithuanian, Russian, and Soviet rule has created a complex tapestry of ethnic communities, each maintaining distinct cultural identities while contributing to Latvia's national heritage.

The Polish ethnic minority in Daugavpils occupies a distinctive position within this multicultural context, because of the possibility of getting education through institutions like J. Pilsudski Daugavpils State Polish Gymnasium. Despite this institutional support, challenges persist in preserving and transmitting Polish cultural heritage to younger generations, who face competing narratives about their identity and place within Latvian society.

Current socio-cultural dynamics reveal concerning trends: insufficient public information about ethnic minorities, proliferation of biased narratives, and limited youth engagement with their cultural heritage. These factors contribute to a fragmented understanding of Daugavpils' multicultural history and potential marginalization of minority communities within Latvia's broader cultural landscape. The situation is further complicated by geopolitical tensions and evolving national identity discourses that can overshadow minority experiences.

Aim and objectives

The primary aim of this case study is to strengthen Polish cultural-historical heritage awareness among youth while developing their capacity to serve as cultural bridges in Latvia's multicultural society.

The case study pursues several interconnected objectives through its quest-based approach. At the individual level, the project seeks to enhance students' knowledge of Polish cultural heritage, develop 21st-century skills including digital literacy and research capabilities, and strengthen cultural identity while maintaining openness to diversity. Enable students of different ethnic backgrounds, including Polish, to explore their cultural-historical heritage in Daugavpils, promoting a deeper understanding of their ethnic group's development in Latvia. At the community level, objectives include increased youth participation in heritage preservation, strengthened intergenerational dialogue about cultural traditions, and improved intercultural understanding within Daugavpils' multicultural context. At the systemic level, the analysis aims to provide evidence for policy advocacy, develop replicable models for minority education, and contribute to European best practices in cultural literacy development.

Methods

The case study employs an innovative quest-based learning methodology integrated directly into the formal curriculum of "History and Social Sciences" at J. Pilsudski Daugavpils State Polish Gymnasium. Over the course of 30 academic hours from February to May 2025, students collaboratively developed and conducted an interactive cultural heritage quest exploring Polish historical sites, traditions, and contributions in Daugavpils.

The SROI analysis employed a mixed-methods approach combining quantitative outcome measurement with qualitative stakeholder assessment with baseline and endpoint measurements. The SROI calculation followed the social value methodology, incorporating five key stages: establishing scope, mapping outcomes, evidencing outcomes, establishing impact, calculating SROI. Financial proxies were derived from databases and adjusted for Latvian economic context.

Results

From an SROI perspective, the case study represents strategic investment across multiple forms of capital that generate social returns. Human capital investment includes the development of skills, values, and capabilities among young people that will benefit them throughout their lives. Social capital investment focuses on building intercultural relationships and strengthening community cohesion.

The investment areas include direct educational resources, volunteer contributions, family engagement, and research inputs, both in quantified resources, supplemented by significant volunteer and in-kind contributions. The "Polish Cultural-Historical Heritage in Daugavpils" case study demonstrates that quest-based learning integrated into formal curriculum can effectively strengthen cultural identity while developing 21st-century competencies among minority youth. The case study provides compelling evidence that culturally responsive education can simultaneously preserve heritage, strengthen identity, develop skills, and build social cohesion. By empowering minority youth as active agents in cultural documentation and transmission, such interventions transform potential marginalization into cultural leadership.

Estimate

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€5.39 for every €1 invested**. The SROI ratio indicates that innovative quest-based learning approach integrated into school curriculum delivers substantial social returns, particularly through long-term skills development that enhances young people's confidence and esteem — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Polish Cultural-Historical Heritage in Daugavpils

Cultural and Natural Heritage
 Audio-visual and Interactive Media
 Design and Creative Services
 Tourism



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €5.39



J. Piłsudski Daugavpils State Polish Gymnasium
Daugavpils, Latvia

Contents

Introduction

The case study explores how Polish cultural-historical heritage can serve as a medium for fostering identity, belonging, and intercultural understanding among young people in Daugavpils, Latvia. Conducted in partnership with J. Piłsudski Daugavpils State Polish Gymnasium, the study engages 11th grade pupils (ages 17-18) in a quest-based learning activity integrated into their "History and Social Sciences" curriculum, encouraging them to investigate and document the Polish cultural heritage present in their city and region.

By combining heritage exploration with participatory research methods, the case study aims to enhance young people's knowledge of local multicultural history, strengthen their sense of belonging to diverse communities, and develop their critical and creative skills. Through questionnaires, interviews, and fieldwork with both participants and stakeholders, the project will assess its impact on cultural attitudes, historical awareness, and civic engagement. Ultimately, "Polish Cultural-Historical Heritage in Daugavpils" seeks to contribute to a more inclusive understanding of Latgale's multicultural past and present.

Overview of case study

The case study "Polish Cultural-Historical Heritage in Daugavpils" is organized and conducted by the Institute of Humanities and Social Sciences (IHSS) at Daugavpils University, Latvia. The project is led by researcher Maija Grizāne, under the supervision of Associate Professor and Lead Researcher Alīna Romanovska.

Daugavpils University, located in the second-largest city of Latvia and the cultural center of the Latgale region, has established expertise in research on cultural diversity, heritage studies, and intercultural education. The Institute of Humanities and Social Sciences specializes in humanities and social science research, with particular focus on the multicultural context of the Latgale and Sēlija region and its diverse historical narratives.

The case study is implemented as part of the European Union's "Horizon Europe" programme project "Cultural Literacies' Value in Europe" (CLiViE). Through this mini-project, Daugavpils University collaborates with J. Piłsudski Daugavpils State Polish Gymnasium to integrate cultural heritage education into formal curriculum, demonstrating the university's commitment to bridging academic research with educational practice and community engagement in the multicultural Daugavpils region.

Identifying scope and stakeholders

The identification of stakeholders for the "Polish Cultural-Historical Heritage in Daugavpils" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the program and the wider ecosystem of individuals, institutions, and communities that contribute to and benefit from cultural heritage education initiatives in Latvia's multicultural Latgale region.

Primary Stakeholders: Project Participants

The central stakeholder group comprises **24 students aged 17-18** from J. Pilsudski Daugavpils State Polish Gymnasium, representing the 11th grade enrolled in the "History and Social Sciences" curriculum. These young participants engage with the project driven by multiple interconnected motivations: obtaining certificates of participation for their academic portfolios, developing new skills in digital technologies and creative expression, and exploring their Polish cultural heritage within the broader context of Latvian society.

The intended changes for participants center on enhanced knowledge of Polish cultural-historical heritage in Latvia, strengthened cultural identity and sense of belonging and development of 21st-century skills essential for their future educational and career trajectories.

Family members of participating students constitute a crucial stakeholder group whose engagement amplifies and sustains the intervention's impact. Parents and guardians support their children's participation motivated by desires to enhance their educational opportunities, strengthen cultural identity transmission across generations, and maintain connections to Polish heritage.

Families experience both intended and unintended changes through the project: improved family dynamics as students share their learning and discoveries, strengthened intergenerational dialogue about cultural heritage and identity, increased participation in cultural activities and community events, and enhanced understanding of the value of multicultural education in contemporary Latvia.

Institutional and Policy Stakeholders

The project implementation team, comprising the "History and Social Sciences" **teacher and the gymnasium director**, represents essential stakeholders who both contribute to and benefit from the intervention. The lead teacher, as the primary facilitator, is motivated by the opportunity to test innovative teaching methods, combine challenging project work with traditional curriculum delivery. Through active involvement in the co-creation process, the teacher experiences professional development gains including enhanced pedagogical skills, increased motivation to innovate, and strengthened connections with university researchers and cultural organizations. The gymnasium director ensures institutional support and resource allocation, motivated by opportunities to enhance the school's reputation as a center for innovative education and strengthen its role in preserving Polish cultural heritage in Latvia.

Researchers from Daugavpils University serve as critical secondary stakeholders, bringing academic expertise and methodological rigor to the intervention. Their motivation centers on examining operational mechanisms of cultural heritage education, collecting and documenting data for academic research, and gaining field experience in arts-based educational interventions. Researchers contribute theoretical frameworks and evaluation tools while benefiting from practical insights that inform broader understanding of cultural literacy development. The partnership with university researchers creates bidirectional value flows: researchers gain access to authentic educational contexts for studying cultural literacy development, while the gymnasium benefits from evidence-based approaches and systematic documentation of outcomes.

Academic institutions from Poland, including partner universities and cultural organizations. These stakeholders are motivated by opportunities to support Polish diaspora communities in maintaining cultural connections.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. Family members represent important secondary stakeholders whose changes significantly contribute to the overall social return on investment. Institutional and community-level stakeholders, while experiencing real changes, have been included with lighter data collection given the more diffuse nature of their outcomes.

The stakeholder engagement process also incorporated feedback mechanisms. Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. The stakeholder engagement process also incorporated feedback mechanisms ensuring continuous learning and adaptation. Regular surveys, focus groups captured stakeholder experiences. This iterative approach improved project delivery while maintaining fidelity to core objectives.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). Project seeks to enhance students' knowledge of Polish cultural heritage, develop 21st-century skills including digital literacy and research capabilities, and strengthen cultural identity while maintaining openness to diversity. The mapping process reveals how relatively modest inputs generate cascading outcomes across multiple stakeholder groups, demonstrating the multiplier effects of culturally responsive education interventions. By documenting both tangible resources and intangible contributions such as volunteer time and expertise, the analysis provides a complete picture of the investment required to achieve meaningful cultural literacy outcomes.

Project Participants: Students

Inputs: The 24 participating students from J. Pilsudski Daugavpils State Polish Gymnasium represent the primary beneficiaries. Students contribute 650 hours of time spent on lessons, representing 30 academic hours per student over the intervention period. Their investment extends beyond classroom attendance and includes time and engagement with challenging identity questions. This represents an opportunity cost, as participants could have spent this time on alternative activities. While valued at €0 in direct financial terms (as participants did not make monetary payments), this time investment represents a significant commitment for the changes they experience.

Outputs: The tangible outputs generated by students include the development of one comprehensive online quest focused on Polish cultural heritage in Daugavpils. This quest integrates historical research, digital storytelling, and interactive elements that engage users in exploring Polish contributions to the city's development. Students also participated in two house group interviews and completed questionnaires that documented their learning journey

and personal transformations. These outputs serve both as evidence of learning and as resources for future educational initiatives.

Outcomes: Through participation participants developed attitudes of empathy, solidarity and respect for differences and diversity; increased soft skills and self-development by participating in a collective creative process.

Family Members of Participants

Inputs: Family members contribute volunteer time through discussions about cultural and historical heritage, supporting their children's participation, and engaging with project activities. This includes helping with research, sharing family histories and memories, and attending student-organized cultural events. While not quantified in monetary terms, this time investment represents significant support.

Outputs: Families contribute to the development of the quest by sharing personal stories and cultural knowledge that enrich the content with authentic, lived experiences. The exact number of family members participating was not formally tracked.

Outcomes: Families experience enhanced intergenerational bonds through shared exploration of cultural heritage. The project creates opportunities for meaningful conversations between generations about identity, history, and values that might not occur naturally in daily life.

Principal and Teacher of the J. Pilsudski Daugavpils State Polish Gymnasium

Inputs: The gymnasium principal provides crucial administrative support and ensuring institutional alignment with project objectives. The principal allocates €500 in material resources for conducting the sessions. The school also provides €598 in space provision through rental-equivalent value of classroom and computer lab facilities used throughout the intervention.

The lead teacher invests €400 worth of time in preparation and quest development beyond regular teaching duties. This includes curriculum adaptation, material development, coordination with researchers, and continuous refinement of pedagogical approaches based on student feedback.

Outputs: The teacher produces one comprehensive teaching plan integrating quest-based learning into the History and Social Sciences curriculum, including detailed lesson plans, assessment rubrics, and resource guides. Their engagement enables conducting lessons for students.

Outcomes: The gymnasium experiences enhanced institutional capacity for innovative education, positioning itself as a leader in culturally responsive pedagogy within Latvia's minority education system. The teacher develops advanced pedagogical competencies in quest-based learning, digital education tools, and culturally responsive teaching methods.

Researchers

Inputs: Researchers from Daugavpils University contribute time in developing the quest methodology, conducting data collection and analysis, and documenting project outcomes.

This investment includes designing research instruments, training data collectors, analyzing qualitative and quantitative data, and preparing academic outputs. Researchers also contribute intellectual capital through theoretical frameworks and methodological expertise that enhance intervention quality. This input was valued at €450. Academic staff from Poland volunteer expertise in cultural literacy studies, contributing theoretical frameworks and comparative perspectives from Polish educational contexts.

Outputs: The research team produces two comprehensive online questionnaires, one focus group interview protocol, four stakeholder interviews, and systematic data analysis. These research outputs provide the evidence base for the SROI calculation. One researcher from a Polish university actively participates in project design and evaluation.

Outcomes: Researchers gain empirical evidence on cultural literacy interventions that advances academic knowledge and informs policy recommendations. The project generates data for academic publications, conference presentations, and policy briefs that position researchers as experts in minority education and cultural heritage preservation. Engagement of Polish researchers strengthening transnational academic collaboration.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€1,948**, comprised of: students time (€0 direct monetary value but significant opportunity cost representing over 650 hours of engagement), J. Pilsudski Daugavpils State Polish Gymnasium (both institution and teachers €1,498), researchers contribution (€450).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process for the "Polish Cultural-Historical Heritage in Daugavpils" project connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. Data collection for outcome measurement was conducted through structured questionnaires and semi-structured interviews with participants, administered at baseline and endpoint to capture change over the program period.

The evaluation framework recognizes that outcomes from cultural heritage education manifest across multiple timescales and dimensions. Immediate outcomes such as knowledge acquisition and skill development are relatively straightforward to measure through assessments and demonstrations. However, deeper transformations in identity, belonging, and social cohesion require more nuanced approaches.

Observed changes for participants

Four primary outcomes have been identified and measured for the 24 young participants in the project: increased confidence and self-esteem through cultural identity strengthening,

improved soft skills development affecting future opportunities, enhanced IT skills. Each outcome is evidenced through participant interviews and valued using appropriate financial proxies. The following sections detail the methodology and findings for each outcome.

Outcome 1: Increased Participants' Confidence and Self-Esteem

Increased confidence and self-esteem emerged as a fundamental outcome of the heritage exploration process. As students engaged with their Polish cultural roots through quest development, they experienced enhanced pride in their ethnic identity and greater confidence in navigating multicultural contexts. This psychological strengthening represents both an intended program outcome and a foundation for other positive changes, as confident individuals are better equipped to serve as cultural bridges and community leaders.

Measurement and Quantification

Confidence and self-esteem improvements were measured through participant interviews. The quantity of the outcome is expressed as 10 participants experiencing significant positive change out of 24 involved. The outcome begins to materialize from the first sessions as participants immediately experience validation and support for their cultural identity. The duration of enhanced confidence is estimated at 1 year. This timeframe reflects the period during which the initial boost remains strongly attributable to the intervention before being reinforced or diluted by other life experiences.

Outcome 2: Improved Soft Skills Development

The quest development process cultivated essential soft skills including creativity, problem-solving, social and emotional intelligence, communication, collaboration, self-discipline, and critical thinking. These competencies emerged through the complex challenges of researching, synthesizing information, working in teams, and creating engaging digital content. The collaborative nature of quest development particularly strengthened interpersonal skills as students negotiated different perspectives, managed conflicts, and coordinated collective efforts.

Measurement and Quantification

Soft skills development was assessed through participant interviews, teacher evaluations, and analysis of collaborative work products. Students self-reported improvements across multiple competency areas. The quantity of the outcome is expressed as 20 participants experiencing measurable skills enhancement out of 24 involved. The skills development process begins from session 1 as students immediately engage with complex tasks requiring multiple competencies. The duration of impact extends to 3 years, reflecting the period over which enhanced soft skills continue generating benefits through improved performance, enhanced employability, and better life outcomes.

Outcome 3: Improved Participants' IT Skills

Digital competency development represented a critical outcome as students mastered various technologies for heritage documentation and quest creation. Participants learned web design, multimedia production and digital storytelling. These technical skills directly address the digital divide affecting many minority communities while preparing students for contemporary educational and professional environments where digital literacy is essential.

Measurement and Quantification

IT skills improvement was measured through practical demonstrations and participant self-evaluations. The quantity of the outcome is expressed as 10 participants achieving significant IT skills advancement out of 24 involved, representing those who mastered multiple digital tools beyond basic usage. IT skills development begins from session 1 as students immediately engage with digital tools for research and content creation. The duration of benefit extends to 3 years, reflecting the period before significant technology changes might require skill updates.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts rippling through educational institutions, polish heritage and cultural organizations, and the broader Latgale region. Institutional impacts include enhanced capacity at J. Pilsudski Gymnasium for innovative pedagogy, strengthened partnerships between schools and cultural organizations, and validated models for minority education that influence policy discussions. The project contributes to broader narratives about Daugavpils as a multicultural city, potentially affecting investment and tourism. These systemic changes, while difficult to quantify precisely, represent significant dimensions of value creation extending far beyond immediate participants.

Valuing outcomes

The financial proxy selected for valuing confidence and self-esteem improvements is the cost of conflict resolution consultation at €40 per hour, based on market rates from the State Probation Service. This proxy represents the professional support that would otherwise be needed to help young people navigate identity conflicts and build psychological resilience.

The total value of increased confidence and self-esteem is calculated as: 10 participants × 1 year duration × €40 per hour equivalent × 5 hours of professional support = €2,000. This conservative valuation represents the minimum investment required to achieve similar psychological benefits through formal support systems.

The financial proxy for soft skills development is the cost of additional teaching program at €50 per hour, based on market rates for professional skills training (including e.g. classes in creativity and problem-solving, communication and collaboration). This proxy captures the investment required to develop equivalent competencies through formal training programs.

The total value is calculated as: 20 participants × 16 hours of skills development program × €50 per hour = €16,000. This represents the immediate training value in soft skills development.

The financial proxy for IT skills development is based on the cost of 16-hour professional IT training courses, valued at €800 per participant according to market rates for comparable programs (data collected from reports and reviews of potential suppliers' websites). This proxy reflects the direct cost of acquiring equivalent digital competencies through commercial training providers.

The total value of IT skills development is calculated as: 10 participants × €800 per training course equivalent = €8,000. The valuation captures the immediate skill acquisition thanks to participation in classes.

The three primary outcomes measured for participants demonstrate the multifaceted value created by innovative quest-based learning approach integrated into the formal education curriculum. Increased participants' confidence and self-esteem (valued at €2,000) capture immediate psychological benefits of participation. Improved soft skills development affecting employment and future wages valued at €16,000, both with improved IT skills valued at €8,000, captures long-term economic benefits of human capital development.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all this value can be claimed as impact of “Polish Cultural-Historical Heritage in Daugavpils” project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 24 pupils aged 17-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Increased confidence and self-esteem

The gross outcome value for Increased confidence and self-esteem is €2,000. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Some confidence building would occur naturally through maturation and general educational progression. However, the specific confidence related to cultural identity and heritage pride is largely unique to this targeted intervention.

Attribution: 75.00%. Multiple actors contribute to participants' confidence development including families transmitting cultural pride, the Polish Gymnasium's broader educational environment, peer relationships, and community organizations. While the quest-based project provides a unique catalyst for identity exploration, it operates within this ecosystem of support.

Displacement: 10.00%. The project may have displaced some other confidence-building activities participants might have engaged in, such as sports, arts, or other extracurricular activities. However, the unique focus on cultural identity means displacement is minimal.

Drop-off: 0%. Confidence gains related to cultural identity tend to be sustained or even strengthened as students continue using their enhanced self-assurance in daily life. On the other hand, given the fact that impact in this mini-project have a limited, incomplete effect. There is no need to adjust for drop-off, but these effects will fade in one year period.

Final Impact Calculation for year 1: €337.50

Gross Outcome Value: €2,000
After Deadweight ($\times 0.75$): €1,500
After Attribution ($\times 0.25$): €375
After Displacement ($\times 0.90$): €337.50
No need for Drop-off adjustments.

Outcome 2: Improved Soft Skills Development

The gross outcome value for improved soft skills development is €16,000 for immediate training value. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Some soft skills development would occur through normal educational progression, maturation, and life experiences. Students at the Polish Gymnasium receive quality education that develops critical thinking and communication skills regardless of specific interventions. However, the combination of creativity, collaboration, and intercultural competence developed through quest-based learning is unique to this approach.

Attribution: 75.00%. Skills development results from multiple contributors including the formal education, families supporting learning and skill application, peer interactions facilitating social learning, and other activities developing specific competencies. The heritage project contributes significantly but represents one input among many in participants' overall human capital development.

Displacement: 10.00%. Participants could have used their time for other skill-building activities such as language courses, vocational training, or academic enrichment. The displacement is relatively low because the project was integrated into curriculum rather than requiring additional time commitment

Drop-off: 10.00%. Soft skills generally retain their value over time, particularly when regularly applied. The 10% annual drop-off reflects that while core competencies remain, specific techniques and knowledge may fade without practice. This improvement will last 3 years.

Final Impact Calculation for year 1: €2,700

Gross Outcome Value: €16,000
After Deadweight ($\times 0.75$): €12,000
After Attribution ($\times 0.25$): €3,000
After Displacement ($\times 0.90$): €2,700
Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Improved IT skills

The gross outcome value for improved IT skills is €8,000. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Digital natives in this age group naturally develop some IT competencies through daily technology use and school computer classes. However, the specific IT skills go well beyond basic digital literacy.

Attribution: 75.00%. IT skills development has multiple contributors including formal IT education in school curriculum. The project provides structured application of these skills but operates within this broader digital learning ecosystem.

Displacement: 10.00%. Some participants might have pursued other technology learning opportunities such as coding clubs or online courses.

Drop-off: 20.00%. Technology skills require continuous updating due to rapid technological change. The 20% annual drop-off reflects both skill obsolescence and the need for continued practice to maintain proficiency. Effect will be visible for 3 years period.

Impact Calculation for year 1: €1,350

Gross Outcome Value: €8,000

After Deadweight ($\times 0.90$): €6,000

After Attribution ($\times 0.80$): €1,500

After Displacement ($\times 0.75$): €1,350

Drop-off added to the final calculation in the following years of duration period

Summary of Total Impact

The total impact across all three outcomes in year 1 for project participants is **€4,387.50**

This total impact represents the social value created for the 24 pupils after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, teachers and researchers, the J. Pilsudski Daugavpils State Polish Gymnasium, policymakers and polish minority opinion leaders and the broader local community.

Calculating the SROI

Year	2025	2026	2027
Increased confidence and self-esteem	337.50		
Improved Soft Skills Development	2,700.00	2,430.00	2,187.00
Improved IT skills	1,350.00	1,080.00	864.00
Total	4,387.50	3,510.00	3,051.00
SDR (5%)	1.0000	0.9524	0.9070
Present Value (PV)	4,387.50	3,342.92	2,767.26
Total Present Value (PV)	10,497.68		
Net Present Value	8,549.68		
Social Return € per €	€ 1: € 5.39		

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€5.39 for every €1 invested**. The SROI ratio indicates that innovative quest-based learning approach integrated into school curriculum delivers substantial social returns, particularly through long-term skills development that enhances young people's confidence and esteem — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2. Impact Map and SROI report for each case study. CS: "Learn from Ancestors to be Open and Self-Confident in the Future!"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13 th March 2026
Dissemination level	PU

Abstract

Report covers "*Learn from Ancestors to be Open and Self-Confident in the Future!*" case study, implemented at Daugavpils Secondary School Opportunities from February to May 2025. The project addresses the critical need for communication and develops solidarity and respect between youth of different origins in Latvia's culturally diverse Latgale region. The intervention engaged 28 pupils from one class aged 10-13 through a traditional Latvian crafts workshop conducted by professional artisans, encouraging interactive skills and solidarity through creative cooperation. The class multicultural composition—with a majority of Russian-speaking pupils, one Ukrainian refugee, and two re-immigrant children from India—makes it an ideal setting for exploring how the traditional Latvian crafts can serve as a universal means of communication and integration. Through co-created educational activities combining traditional craft-making, cultural exploration, and creative group work, participants developed deeper understanding of Latvian cultural heritage while strengthening their sense of belonging within Latvia's multicultural landscape. The report presents a Social Return on Investment (SROI) evaluation of the "*Learn from Ancestors to be Open and Self-Confident in the Future!*"

Document history

Version	Date	Comments	Modified by
1.0	25/02/26		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	28/02/26		Alina Romanovska, Ludmila Aleksejeva
3.0	13/03/26	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

Latvia's Latgale region, particularly Daugavpils as the country's second-largest city, represents a unique multicultural landscape shaped by centuries of diverse political and cultural influences. The region's history has created a complex tapestry of ethnic communities, each maintaining distinct cultural identities while contributing to Latvia's national heritage.

The Daugavpils Secondary School of Opportunities serves a particularly diverse pupils population in this multicultural context. The school's composition reflects the region's demographic complexity: the majority of pupils use the Russian language at home, while the class selected for this study also includes one Ukrainian refugee and two re-immigrant children who recently arrived from India. This diversity presents both challenges and opportunities for fostering social cohesion through culturally responsive education.

Current socio-cultural dynamics reveal significant challenges: Latvia's transition to the unified school model (education entirely in Latvian) places particular demands on schools where, in many of cases, Latvian is not the native language of the pupils. These factors, combined with risks of social exclusion and bullying in multinational classrooms, underscore the need for innovative approaches to cultural integration that respect diversity while building shared understanding.

Aim and objectives

The primary aim of this case study is to stimulate pupils' interactive skills and solidarity through creative cooperation during five craft workshops conducted by professional artisans, using the language of arts as a universal means of communication and interaction.

The case study pursues several interconnected objectives through its craft-based approach. At the individual level, the project seeks to improve relationships between pupils and decrease the number of potential conflict situations and cases of bullying among Latvians and children of other ethnic and religious backgrounds. It aims to help pupils adapt to the unified school model by improving understanding of Latvian national culture and vocabulary building through practical craft activities. At the community level, objectives include fostering inclusion, tolerance, and cohesion through the arts, strengthening intergenerational dialogue about cultural traditions, and developing attitudes of empathy, solidarity, and respect for differences and diversity. At the systemic level, the analysis aims to provide evidence for policy advocacy, develop replicable models for arts-based integration education, and contribute to European best practices in cultural literacy development.

Methods

The case study employs an innovative workshop-based learning methodology centered on five traditional Latvian craft workshops conducted by professional artisans at the Daugavpils Secondary School of Opportunities. Over the period from February to May 2025, 28 pupils aged 10–13 participated in workshops covering: traditional Latvian musical instruments, traditional Latvian cuisine, traditional Latvian face masks, birch bark bracelet weaving, and felted soap making. Each workshop combined theoretical knowledge about Latvian cultural heritage with hands-on creative activity.

The SROI analysis employed a mixed-methods approach combining quantitative outcome measurement with qualitative stakeholder assessment with baseline and endpoint measurements. Data collection included two surveys, one focus group interview with participants, and five in-depth semi-structured interviews with stakeholders. The SROI calculation followed the social value methodology, incorporating five key stages: establishing scope, mapping outcomes, evidencing outcomes, establishing impact, calculating SROI. Financial proxies were derived from Latvian databases and adjusted for local economic context.

Results

From an SROI perspective, the case study represents strategic investment across multiple forms of capital that generate social returns. Human capital investment includes the development of craft skills, communication abilities, and psychological well-being among young people that will benefit them throughout their lives. Social capital investment focuses on building intercultural relationships, reducing bullying, and strengthening community cohesion in a multinational classroom setting.

The investment areas include direct educational resources, workshop materials, teacher and artisan contributions, space provision, and research inputs. The “Learn from Ancestors to be Open and Self-Confident in the Future!” case study demonstrates that craft-based workshops integrated into school life can effectively strengthen cultural understanding while developing practical and interpersonal competencies among diverse pupils. The case study provides compelling evidence that arts-based, culturally responsive education can simultaneously preserve heritage, strengthen integration, develop skills, and build social cohesion.

Estimate

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.30 for every €1 invested**. The SROI ratio indicates that the innovative craft workshop approach integrated into school activities delivers substantial social returns, particularly through long-term skills development and employment effects, enhanced communication and collaboration competencies, improved mental well-being, and strengthened social cohesion — validating the CLiViE project’s hypothesis that such interventions foster meaningful social cohesion and individual growth.

Learn from Ancestors to be Open and Self-Confident in the Future!

Cultural and Natural Heritage



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €3.30



Daugavpils Secondary School of Opportunities
Daugavpils, Latvia

Contents

Introduction

The case study explores how traditional Latvian crafts can serve as a medium for fostering integration, belonging, and intercultural understanding among young people in Daugavpils, Latvia. Conducted in partnership with the Daugavpils Secondary School of Opportunities, the study engages one class of pupils (ages 10–13) in five creative craft workshops led by professional artisans, encouraging them to develop practical skills, cultural awareness, and collaborative competencies through hands-on creative activity.

By combining heritage crafts with participatory and experiential learning methods, the case study aims to enhance young people's understanding of Latvian cultural values, strengthen their sense of belonging in a multicultural classroom, and develop their communication and collaboration skills. Through surveys, focus group interviews, and in-depth stakeholder interviews, the project assesses its impact on cultural attitudes, interpersonal relationships, and civic engagement.

Overview of case study

The case study "Learn from Ancestors to be Open and Self-Confident in the Future!" is organized and conducted by the Institute of Humanities and Social Sciences (IHSS) at Daugavpils University, Latvia. The project is led by a researcher from Daugavpils University, under the supervision of Associate Professor and Lead Researcher Alina Romanovska.

Daugavpils University, located in the second-largest city of Latvia and the cultural center of the Latgale region, has established expertise in research on cultural diversity, heritage studies, and intercultural education. The Institute of Humanities and Social Sciences specializes in humanities and social science research, with particular focus on the multicultural context of the Latgale region and its diverse historical narratives.

The case study is implemented as part of the European Union's "Horizon Europe" programme project "Cultural Literacies' Value in Europe" (CLiViE). Through this mini-project, Daugavpils University collaborates with the Secondary School of Opportunities to integrate traditional craft-based cultural education into school activities, demonstrating the university's commitment to bridging academic research with educational practice and community engagement in the multicultural Latgale region.

Identifying scope and stakeholders

The identification of stakeholders for the "Learn from Ancestors to be Open and Self-Confident in the Future!" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the intervention were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the program and the wider ecosystem of individuals, institutions, and communities that contribute to and benefit from cultural heritage education initiatives in Latvia's multicultural Latgale region.

Primary Stakeholders: Project Participants

The central stakeholder group comprises **28 pupils aged 10–13** from the Daugavpils Secondary School of Opportunities, representing one class in this culturally diverse educational setting. The class composition reflects the multicultural reality of the Latgale region: the majority of pupils use Russian as their home language, while the class also includes one Ukrainian refugee and two re-immigrant who recently arrived from India. These young participants engage with the project driven by multiple interconnected motivations: developing collaborative and creative skills, improving relationships with diverse classmates, learning about Latvian cultural traditions through hands-on craft activities, and building confidence through creative self-expression.

The intended changes for participants center on improved relationships between pupils and decreased potential for conflict situations and bullying, improved understanding of Latvian national culture, development of communication and collaboration skills, and strengthened sense of belonging within Latvian society.

Institutional and Policy Stakeholders

The project implementation team, comprising **six educators and workshop leaders** (plus one volunteer prospective teacher), represents essential stakeholders who both contribute to and benefit from the intervention. The workshop leaders, as professional artisans specializing in traditional Latvian crafts, are motivated by the opportunity to share their expertise with younger generations and to demonstrate how traditional crafts can serve as a bridge for intercultural communication.

Through active involvement in the co-creation process, educators experience professional development gains including enhanced pedagogical skills, increased motivation to innovate, and strengthened connections with university researchers and cultural organizations.

Teachers from formal education are motivated by the opportunity to gain support in teaching Latvian cultural values to diverse children, to integrate new creative teaching methods into the educational process, and to understand how to foster inclusion, tolerance, and cohesion through the arts.

Through active involvement in the co-creation process, teachers experience professional development gains including enhanced pedagogical skills, increased motivation to innovate, and strengthened connections with university researchers and cultural organizations.

Researchers from Daugavpils University serve as critical secondary stakeholders, bringing academic expertise and methodological rigor to the intervention. Their motivation centers on collecting and documenting data for academic research, examining operational mechanisms of craft-based cultural education, and gaining field experience in arts-based educational interventions.

Researchers contribute theoretical frameworks and evaluation tools while benefiting from practical insights that inform broader understanding of cultural literacy development. The data collected will be compiled into at least one conference presentation and one scientific article.

Local government and policy stakeholders benefit from receiving recommendations from practicing educators for promoting cultural literacy and integrating diverse pupils through the arts. Five stakeholders (teachers, scientists, policy makers, culture enthusiasts) participated in in-depth semi-structured interviews, providing an opportunity to express their own recommendations for further integration of arts into the learning process.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group through two surveys and one focus group interview. Institutional and community-level stakeholders, while experiencing real changes, have been included with lighter data collection given the more diffuse nature of their outcomes.

The stakeholder engagement process also incorporated feedback mechanisms ensuring continuous learning and adaptation. Surveys and focus group interviews captured stakeholder experiences, including unexpected outcomes such as pupils' spontaneous performances (uniting in an ensemble to perform a Latvian song), which demonstrated creativity, cooperation, and self-confidence during the workshops. This iterative approach improved project delivery while maintaining fidelity to core objectives.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The project seeks to stimulate pupils' interactive skills and solidarity through creative cooperation, improve understanding of Latvian cultural values, and develop communication and collaboration skills. The mapping process reveals how relatively modest inputs generate cascading outcomes across multiple stakeholder groups, demonstrating the multiplier effects of culturally responsive education interventions. By documenting both tangible resources and intangible contributions such as volunteer time and expertise, the analysis provides a complete picture of the investment required to achieve meaningful cultural literacy outcomes.

Project Participants: Pupils

Inputs: The 28 participating pupils from the Daugavpils Secondary School of Opportunities represent the primary beneficiaries. Pupils contribute approximately 147 hours of collective time spent across the five workshops. Their investment extends beyond workshop attendance and includes engagement with creative processes, collaboration with diverse classmates, and exploration of cultural identity questions. This represents an opportunity cost, as participants could have spent this time on alternative activities. While valued at €0 in direct financial terms, this time investment represents a significant commitment for the changes they experience.

Outputs: The tangible outputs generated by pupils include handmade goods created during each of the five workshops: sound tools/musical instruments, traditional desserts, traditional Latvian face masks, birch bark bracelets, and felted soaps. Pupils also participated in one focus group interview and completed two surveys documenting their learning journey and personal transformations. These outputs serve as evidence of learning.

Outcomes: Through participation, pupils developed: craft skills, increased communication and collaboration skills and strengthened mental well-being and self-esteem.

Educators and Workshop Leaders

Inputs: Six educators and workshop leaders invest significant time and expertise, covering preparation and classroom time across all five workshops. Their time and expertise is valued at €556 in contributions.

Outputs: The educators and workshop leaders enable the delivery of five structured craft workshops integrating cultural heritage learning. Their engagement produces lesson plans, material preparations, and pedagogical adaptations that make the cultural content accessible to a diverse group of young learners.

Outcomes: Educators gain support in teaching Latvian cultural values to diverse children, experience integration of new creative teaching methods into the educational process, and develop understanding of how to foster inclusion, tolerance, and cohesion through the arts. Reflections on the possibilities of learning various school subjects through crafts represent additional professional development value.

Formal education teachers

Inputs: Contribution of school and formal education teachers in activities amounts to €1,614.29, covering preparation and classroom time across all five workshops. Materials spent during workshops total €434.29, covering craft supplies for all activities. The school also provides €624 in technical resources and €556 in space provision through rental-equivalent value of classroom facilities used throughout the intervention period.

Outputs: School engagement enable to organize the workshops and facilitate the conducting of the whole project.

Outcomes: School and teachers gained experience in new creative teaching method and deeper understanding of the educational process. They develop understanding of how to foster inclusion and tolerance in class.

Researchers

Inputs: The project researcher contributes time for planning and promotion activities. These inputs support systematic documentation, popularization and evaluation of the intervention. Their input is measured at €175 in costs of promotion and engagement of the targeted audience.

Outputs: Researchers produce comprehensive data sets from surveys, focus group interviews, and in-depth stakeholder interviews. This data will be compiled into at least one conference presentation and one scientific article for publication.

Outcomes: Researchers gain new practice-based knowledge that may be used in future projects and articles, including unexpected data from stakeholder perspectives and personal observations for scientific contributions.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€2,345.29**, comprised of: pupils time (€0 direct monetary value but significant opportunity cost representing over 147 hours of engagement), space provision (€556), educators and workshop leaders contributions (€556), material used during classes (€1,058.29) and cost of promotion and engaging the targeted audience (€175). The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

Evidence for outcomes was collected through a comprehensive mixed-methods approach designed to capture both quantitative and qualitative dimensions of change. Two surveys were administered to participants, one focus group interview was conducted with pupils, and five in-depth semi-structured interviews were carried out with key stakeholders (teachers, scientists, policy makers, culture enthusiasts). This multi-source approach ensures that the identified outcomes reflect genuine changes experienced by stakeholders, rather than assumed or projected benefits. The evidence gathering process was designed to capture changes across all stakeholder groups, with particular attention to the primary beneficiaries.

Observed changes for participants

The evidence reveals that participants experienced meaningful changes across several dimensions. Data confirmed that pupils reported development of the craft skills and self-development, which may affect their future employment, productivity and earnings. Improved participants' communication and collaboration skills is also a direct result of the creative workshops. During the focus group interview, participants expressed improved mental well-being and self-esteem. Each outcome is evidenced through participant interviews and activity tracking, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods extending up to five years. The following sections detail the methodology and findings for each outcome, demonstrating the comprehensive value creation achieved through craft workshops.

Outcome 1: Enhanced Development of Participants' Craft Skills

The first and most substantial outcome concerns the enhanced development of participants' craft skills, which may affect their future employment, productivity, and earnings. The project cultivated practical competencies while simultaneously building work-relevant skills such as precision, patience, creative problem-solving, and following complex instructions.

Measurement and Quantification

Craft skill development was measured through survey responses and focus group data. The quantity of the outcome is expressed as 20 participants out of the 25-person sample experiencing measurable increases in practical craft competencies and work-relevant skills. The outcome begins to materialize from the first workshop session as participants immediately experience the creative benefits of hands-on craft training. The duration of craft skills and

employment benefits extends for 3 years, reflecting the period during which improved manual competencies persists.

Outcome 2: Improved participants communication and collaboration skills

The second outcome addresses participants' communication and collaboration skills, alongside developing attitudes of empathy, solidarity, and respect for differences and diversity. Through group creative activities requiring cooperation across linguistic and cultural boundaries—in a classroom where the majority speak Russian at home, with one Ukrainian refugee and two re-immigrants from India—participants develop enhanced interpersonal competencies. The project's emphasis on group work, recognized by pupils as the best form of collaboration in their class, created a safe environment where partnership between all parties was enabled without the dominance of leaders during creative workshops.

Measurement and Quantification

Through group craft activities requiring cooperation across linguistic and cultural boundaries, 10 out of 25 surveyed participants demonstrated measurable improvement in communication and collaboration. Improvements were assessed through participant surveys exploring changes in interpersonal skills and peer interactions. The benefits begin to materialize from the first workshop session as participants engage in collaborative creative activities and begin building connections across cultural boundaries. The duration of communication and collaboration improvements is estimated at 5 years, reflecting the lasting impact of interpersonal competencies developed during formative developmental periods.

Outcome 3: Improved participants mental well-being and self-esteem

The third outcome focuses on improved participants' mental well-being and self-esteem. The workshops fostered a sense of accomplishment and pride as pupils created tangible goods—musical instruments, masks, bracelets, soaps—with participants demonstrating a desire to further improve their creations and showcase them to others. The creative process enhanced psychological resilience and self-confidence, particularly important for pupils navigating multicultural identity challenges.

Measurement and Quantification

Through creative workshop activities that provided safe spaces for self-expression and cultural exploration, 10 out of 25 surveyed participants showed measurable improvement. Well-being building begins from the first workshop session as participants start mastering basic craft techniques and engaging successfully with peers from different cultural backgrounds. The duration of well-being benefits extends for 3 years, reflecting the lasting impact of positive creative achievement experiences during critical developmental periods.

Wider, longer-term community impacts

Beyond the directly measured outcomes, the case study generates wider community impacts that, while not included in the SROI calculation due to difficulties in quantification, represent significant additional social value. These include the broader institutional learning for the Daugavpils Secondary School of Opportunities, which gains a replicable model for integrating craft-based cultural education into its programmes. Teachers' recommendations recorded during interviews provide practical insights for improving cultural literacy and integration across the education system.

Valuing outcomes

The valuation of outcomes for this case study follows the SROI principle of using financial proxies that reflect the cost of achieving equivalent outcomes through alternative means. Each proxy has been carefully selected to represent the market value of comparable services or training in the Latvian context.

The financial proxy selected for valuing enhanced craft skills is based on unemployment benefits and is derived from official Latvian government data. The financial proxy captures the cost savings from reduced unemployment risk.

Data from The State Social Insurance Agency (Latvia) indicates that unemployment benefits average €500 per month, and individuals can receive them up to 6 months. During the program's effect duration (3 years), it would be possible to receive the benefit 1 time. That is a total expected value of €3,000 per person. The unemployment rate in the region is above 10%, so 3 out of 20 participants are potentially exposed to the risk of unemployment. The total effect of the reduced unemployment benefit costs is therefore €9,000.

The financial proxy for improved communication and collaboration skills is based on the cost of additional teaching programmes, using market rates for comparable 16-hour professional communication training courses. Based on research of similar activities available through educational providers, such training typically cost €800 per participant.

Valued based on market rates for professional skills training (including e.g. communication and collaboration). The total value is calculated as: 10 participants × 16 hours of skills development program × €50 per hour = €8,000. This represents the immediate training value in soft skills development.

The financial proxy for mental well-being and self-esteem improvements is based on the cost of conflict resolution consultation. This proxy represents the professional support that would otherwise be needed to help young people navigate identity conflicts and build psychological resilience. This kind of intervention would typically need around 5 hours of professional support.

Valued based on market rates from the State Probation Service. The total value is calculated as: 10 participants × €40 per hour equivalent × 5 hours of professional support = €2,000. This valuation captures the immediate benefits of enhanced well-being and in the SROI calculation is valued as long-term advantages of improved motivation and self-esteem.

The three primary outcomes measured for participants demonstrate the multifaceted value created by the innovative craft workshop approach. Enhanced craft skills (valued at €9,000) capture long-term economic benefits of practical human capital development. Improved communication and collaboration skills (valued at €8,000) and improved mental well-being (valued at €2,000) capture interpersonal and psychological benefits. These outcomes interconnect and reinforce each other: children with strong craft skills and communication abilities who feel confident and included become active participants who strengthen intercultural relationships, creating virtuous cycles of positive change.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact — the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all this value can be claimed as impact of the "Learn from Ancestors to be Open and Self-Confident in the Future!" project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for the 28 pupils aged 10–13. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Enhanced craft skills and employment effects

The gross outcome value for enhanced craft skills and employment effects is €9,000. This outcome undergoes the following adjustments:

Deadweight: 25.00%. The outcome would have occurred but only to a limited extent. Some skill development would occur naturally through general education progression and extracurricular activities. However, the specific craft skills and associated employment-relevant competencies developed through professional artisan-led workshops are largely unique to this targeted intervention.

Attribution: 75.00%. There is a variety of opportunities and activities promoting skill development that participants could take advantage of. Skills development results from multiple contributors including formal education, family support, peer interactions, and other activities. The craft workshops contribute significantly but represent one input among many in participants' overall human capital development.

Displacement: 10.00%. The outcome displaced another outcome to a limited extent. Some participants might have pursued other skill-building activities during this time. However, the unique focus on traditional Latvian crafts in a structured educational setting means displacement is minimal.

Drop-off: 20%. Although specific craft skills developed through professional artisan-led workshops are largely unique, skills may become outdated and new needs arise. The 20% annual drop-off reflects natural attenuation of enhanced employability over time. The effect lasts for a 3-year duration period.

Final Impact Calculation for year 1: €1,518.75

Gross Outcome Value: €9,000

After Deadweight ($\times 0.75$): €6,750

After Attribution ($\times 0.25$): €1,687.50

After Displacement ($\times 0.90$): €1,518.75
No need for Drop-off adjustments.

Outcome 2: Improved communication and collaboration skills

The gross outcome value for improved communication and collaboration skills is €8,000. This outcome undergoes the following adjustments:

Deadweight: 25.00%. The outcome would have occurred but only to a limited extent. Some communication skills development would occur through normal educational progression, maturation, and life experiences. However, the specific interpersonal competencies developed through cross-cultural group craft activities are unique to this approach.

Attribution: 75.00%. There is a variety of opportunities and activities promoting skill development. Skills development results from multiple contributors including formal education, families supporting learning, peer interactions, and other activities. The craft workshops contribute significantly but represent one input among many.

Displacement: 10.00%. The outcome displaced another outcome to a limited extent. Participants could have used their time for other skill-building activities. The displacement is relatively low because the workshops were conducted within the school setting.

Drop-off: 25.00%. Communication and collaboration skills generally retain their value over time, particularly when regularly applied. The 25% annual drop-off reflects that while core competencies remain, specific techniques may fade without continued practice. This improvement will last 5 years.

Final Impact Calculation for year 1: €1,350

Gross Outcome Value: €8,000

After Deadweight ($\times 0.75$): €6,000

After Attribution ($\times 0.25$): €1,500

After Displacement ($\times 0.90$): €1,350

Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Improved mental well-being and self-esteem

The gross outcome value for improved mental well-being and self-esteem is €2,000. This outcome undergoes the following adjustments:

Deadweight: 25.00%. The outcome would have occurred but only to a limited extent. Some well-being improvement would occur through natural maturation and general educational support. However, the specific confidence gains related to creative achievement and cultural belonging are largely unique to this intervention.

Attribution: 75.00%. There is a variety of opportunities and activities promoting well-being that participants could take advantage of. Multiple actors contribute to pupils' well-being including families, schools, peer relationships, and community support structures.

Displacement: 10.00%. The outcome displaced another outcome to a limited extent. The project may have displaced some other well-being enhancing activities. However, the unique focus on creative self-expression through cultural crafts means displacement is minimal.

Drop-off: 00.00%. No drop-off adjustment needed due to one year duration of outcome.

Impact Calculation for year 1: €337.50

Gross Outcome Value: €2,000

After Deadweight ($\times 0.75$): €1,500

After Attribution ($\times 0.25$): €375

After Displacement ($\times 0.90$): €337.50

No drop-off adjustment needed.

Summary of Total Impact

The total impact across all four outcomes in year 1 for project participants is **€3,206.25**

This total impact represents the social value created for the 28 pupils after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, teachers and workshop leaders, researchers, the Daugavpils Secondary School of Opportunities, local policy makers, and the broader local community.

Calculating the SROI

Year	2025	2026	2027	2028	2029
Increased participants craft skills self-development	1,518.75	1,215.00	972.00		
Improved participants communication and collaboration skills	1,350.00	1,012.50	759.38	569.53	427.15
Improved participants mental well-being and self-esteem	337.50				
Total	3,206.25	2227.50	1,731.38	569.53	427.15
SDR (5%)	1.0000	0.9524	0.9070	0.8638	0.8227
Present Value (PV)	3,206.25	2,121.47	1,570.36	491.96	351.42
Total Present Value (PV)	7,741.42				
Net Present Value	5,396.13				
Social Return € per €	€ 1: € 3.30				

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.30 for every €1 invested**. The SROI ratio indicates that the innovative craft workshop approach delivers substantial social returns, particularly through long-term employment and skills development effects that enhance young people's economic prospects, alongside meaningful improvements in communication, well-being, and social cohesion — validating the CLiViE project's hypothesis that arts-based, culturally responsive education interventions foster meaningful social cohesion and individual growth in multicultural settings.

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2. Impact Map and SROI report for each case study. CS: "Together We Rise"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13 th March 2026
Dissemination level	PU

Abstract

The case study "Together We Rise" takes place in Daugavpils, a multicultural Latvian border city where integration challenges between diverse ethnic communities have been intensified by recent geopolitical events and the arrival of Ukrainian refugees. The project seeks to promote intercultural understanding, physical wellbeing, and social cohesion among children aged 10–13 through sports-based engagement using martial arts training.

Implemented in collaboration with NGO "HVARAN" and the Latgale Taekwondo Centre "Jitae," the initiative responds to the need for fostering positive relationships between different cultural groups, reducing risks of anti-social behavior, and creating inclusive environments where local and displaced children can develop mutual understanding. Using a co-created approach, the project developed its methodology and objectives jointly with stakeholders and beneficiaries, ensuring cultural relevance and authentic engagement.

The report presents a Social Return on Investment (SROI) evaluation of the "Together We Rise" case study.

Document history

Version	Date	Comments	Modified by
1.0	25/02/26		Grzegorz Maśloch (SGH), Kamil Flig (SGH)
2.0	28/02/26		Alina Romanovska, Ludmila Aleksejeva
3.0	13/03/26	Final Version	Grzegorz Maśloch (SGH), Kamil Flig (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

Daugavpils presents a complex cultural landscape. The city's location near national borders has created a historically diverse population encompassing multiple languages, ethnic groups, and cultural traditions. However, this diversity operates within a context of significant population decline driven by low birth rates and youth migration seeking economic opportunities elsewhere. The resulting erosion of community ties and reduced local engagement threatens the transmission of cultural values and social cohesion across generations.

Recent geopolitical developments have intensified these challenges while creating new integration imperatives. The arrival of Ukrainian refugees adds another layer of cultural diversity requiring sensitive navigation of trauma, displacement, and identity reconstruction. Simultaneously, ongoing educational system reforms are reshaping formal learning environments, while economic difficulties and geopolitical tensions contribute to the fragmentation of traditional cultural values. Children's increasing reliance on digital entertainment platforms for social interaction further compounds these challenges by reducing face-to-face cultural exchange and physical activity participation.

Against this backdrop, "Together We Rise" employs sport as a universal language capable of bridging cultural gaps and providing neutral spaces where shared values such as respect, fair play, and inclusion can be practiced and reinforced. The intervention recognizes sport's unique capacity to foster mutual respect, teamwork, and cultural exchange while addressing the physical and mental wellbeing needs of children navigating complex multicultural identities. By integrating cultural values into structured sports programming, the project seeks to strengthen community belonging and cultural pride that may encourage young people to maintain connections to their local context.

Aim and objectives

The primary aim of "Together We Rise" is to demonstrate how sports-based interventions can cultivate cultural literacy and social cohesion among children in multicultural contexts, particularly focusing on the development of positive relationships with diverse individuals and groups. The project specifically targets the cultivation of intercultural competencies that enable children to navigate difference constructively while building shared identity through collective physical activity and values-based learning.

The intervention pursues multiple interconnected objectives through its sports-based approach. First, it seeks to reduce risks of anti-social behavior by providing structured, supervised physical activities that offer positive alternatives to unstructured time. This objective recognizes that organized sports participation can redirect energy toward constructive goals while building discipline, responsibility, and prosocial relationships that protect against behavioral risks.

Second, the project aims to enhance individual psychological development through improvements in self-esteem, self-confidence, and concentration. Sports participation

provides opportunities for skill mastery, peer recognition, and personal achievement that build positive self-concept. The collaborative nature of team activities develops emotional regulation, stress management, and resilience that transfer to academic and social contexts. Finally, the intervention focuses on building social capital through increased face-to-face interactions, collaborative problem-solving, and shared goal achievement. In an era of increasing digital isolation, sports provide authentic opportunities for children from different cultural backgrounds to develop genuine relationships based on mutual support and common purpose. These relationships create bridging social capital that reduces prejudice, increases intercultural understanding, and strengthens community resilience.

Methods

"Together We Rise" employs a structured sports programming methodology designed to maximize cultural learning opportunities while maintaining the authentic enjoyment and physical benefits of athletic participation. The intervention engages over 30 children aged 10-13 through regular sports activities facilitated by three trained coaches under the direction of NGO "HVARAN." The age group selection targets a critical developmental period when cultural identity formation accelerates, and peer relationships become increasingly influential in shaping values and behaviors.

The evaluation methodology employs a mixed-methods approach combining quantitative and qualitative data collection to capture both measurable outcomes and nuanced experiences of cultural learning. Preintervention questionnaires administered to all participants assess their self-esteem, self-confidence, concentration, and attitudes toward cultural diversity. Postintervention qualitative data collection was administered that included focus group interviews with participants, systematic observation of interactions during sports activities, and visual documentation of collaborative processes. This comprehensive approach ensures that both intended and unintended outcomes are documented. The co-creation methodology ensures authentic stakeholder engagement throughout design and implementation. This participatory approach enhances the cultural validity of instruments while building stakeholder ownership of outcomes.

Results

"Together We Rise" successfully engages participants, representing the multicultural composition of Daugavpils, including local residents and Ukrainian refugee children. From an SROI perspective, the intervention generates strategic investments across multiple forms of capital that create cascading social returns. The input areas encompass direct program costs including coach training and compensation, sports equipment and facilities, volunteer contributions from NGO "HVARAN" staff and parent supporters.

Behavioral and social outcomes demonstrate measurable improvements in targeted areas. Participants demonstrate enhanced cooperation skills, conflict resolution capabilities, and inclusive attitudes toward peers from different cultural backgrounds. Individual psychological development outcomes show improvement across self-esteem and self-confidence. Social capital development emerges as a particularly strong outcome, with evidence of increased bridging connections across cultural, linguistic, and national boundaries.

Estimate

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.77 for every €1 invested**. The SROI ratio indicates that innovative sport-based workshops deliver substantial social returns, particularly through improved participants health and relationships. It also enhances young people's confidence - validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Together We Rise

 Sports and Recreation



Follow the Trail of Change

-  Theory of Change
-  Context
-  Delivery
-  Intended Outcomes
-  Intended Impacts

Social Return on Investment ratio

SROI = €1 : €3.77



Daugavpils, Latvia

Contents

Introduction

The case study explores how sports-based interventions can serve as a powerful medium for fostering understanding, physical wellbeing, and social cohesion among children in multicultural contexts. Conducted in partnership with NGO "HVARAN" and the Latgale Taekwondo Centre, the study engages children aged 10-13 from diverse ethnic backgrounds in Daugavpils, Latvia.

By combining martial arts training with participatory intercultural engagement, the case study aims to enhance young people's physical and mental wellbeing, strengthen their capacity to navigate diverse social environments, and develop their confidence, motivation, and social skills. Through structured martial arts sessions, the project assesses its impact on participants' health outcomes, family relationships, psychological development, and community integration patterns.

Overview of case study

The case study "Together We Rise" is organized and conducted by Daugavpils University in collaboration with NGO "HVARAN" and Latgale Taekwondo Centre. University provides research expertise and methodological support, contributing academic rigor to the evaluation process. Researchers bring specialized knowledge in multicultural education, integration research, and social impact assessment that strengthens both program implementation and outcome documentation.

NGO "HVARAN" in collaboration with The Latgale Taekwondo Centre "Jitae" brings specialized martial arts expertise and facilities to the partnership, providing authentic instruction in taekwondo philosophy and technique

The case study is implemented as part of the European Union's "Horizon Europe" programme project "Cultural Literacies' Value in Europe" (CLiViE). Through this initiative, the partnership demonstrates innovative approaches to sports-based cultural literacy that address pressing European challenges including refugee integration, youth development in diverse communities, and social cohesion in border regions experiencing demographic and cultural transitions.

Identifying scope and stakeholders

The identification of stakeholders for the "Together We Rise" project followed the SROI principle of materiality, ensuring that all individuals and groups who experience significant change as a result of the sports-based cultural literacy intervention were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the martial arts programming and the wider ecosystem of individuals, institutions, and communities that contribute to and benefit from sports-based integration initiatives in Latvia's most multicultural city.

Primary Stakeholders: Project Participants

The primary stakeholder group comprises **30 children aged 10-13** from multicultural and multilingual backgrounds in Daugavpils, representing the diverse ethnic composition of this border city including Latvian, Russian, Polish, Lithuanian, and Ukrainian heritage families. These young participants engage with the project driven by multiple interconnected motivations: acquiring new skills in martial arts and cultural understanding, developing a sense of engagement and belonging within their community, improving their physical and mental wellbeing, creating new friendships across cultural boundaries, reducing dependence on digital entertainment, and building discipline and personal responsibility.

As direct beneficiaries, children experience the most significant and immediate changes through the martial arts intervention. Intended changes include enhanced appreciation for cultural diversity, increased engagement and better understanding of sport and cultural experiences, improved physical and mental wellbeing, enhanced intercultural understanding and empathy through structured activities, reinforced anti-social behavior prevention through positive social interactions, and strengthened cultural values alongside social responsibility. Unintended changes reveal the depth of transformation achieved through sports-based cultural engagement. Participants develop improved wellbeing through fostered inclusive environments that enhance their social interaction capabilities in diverse societies. This strengthens their local and national identity while building confidence to navigate multicultural contexts.

Family members of participants constitute a crucial stakeholder group whose engagement amplifies and sustains the intervention's impact. Parents and guardians are motivated by desires to support their children's developmental needs, facilitate family bonding through shared interest in their child's activities and ensure their children engage in positive environments that promote healthy development.

Families experience significant changes including improved communication and interaction skills that extend beyond parent-child relationships.

Institutional Stakeholders

NGO "HVARAN" and martial arts instructors represent essential stakeholders who translate program design into lived experience for participants. Motivated by opportunities to gain new experience co-working with researchers and children, inspire and motivate young participants, and broaden children's worldviews. Their expertise in taekwondo philosophy provides authentic frameworks for character development and intercultural respect.

Intended changes for "HVARAN" include gaining new experience and best practices working with multicultural children and researchers, developing enhanced professional competencies in culturally responsive sports education, and building connections between martial arts practice and broader cultural literacy outcomes.

Researchers from Daugavpils University serve as critical secondary stakeholders, bringing academic expertise to document and analyze the sports-based integration approach. Their motivation centers on collecting data for research purposes, developing connections between

university research and community sport practice, and studying the course and impact of sports-based cultural literacy interventions.

Researchers achieve intended changes including enhanced collaboration with NGO "HVARAN", deeper understanding of action research methodologies in sport and cultural contexts, and acquisition of new practice-based knowledge in cultural inclusion and engagement. The partnership generates scholarly outputs.

Sport and culture instructors from the Latgale Taekwondo Centre "Jitae" provide specialized expertise while benefiting from professional development opportunities. Motivated by desires to work on meaningful and creative activities, promote healthy lifestyles to participants and gain new teaching ideas and methods.

Intended changes include development of children's creative and sports skills alongside increased engagement in culture and sport among both participants and instructors.

Stakeholder Prioritization and Engagement

The stakeholder prioritization process for "Together We Rise" employed a community-centered approach that recognized the complex dynamics of integration programming in a diverse border city context. Primary stakeholders—children, families, and direct service providers—were classified as high-impact, high-interest actors.

The engagement process recognized the particular sensitivities involved in integration programming during a period of geopolitical tension and refugee resettlement. Approaches were designed to avoid politicization while creating safe spaces for authentic cultural sharing and relationship building. The martial arts framework provided neutral ground where children could connect through shared physical challenges and philosophical principles rather than potentially divisive cultural or political content.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). Strategic investments in sports-based programming generate cascading outcomes across multiple stakeholder groups, demonstrating the multiplier effects of culturally responsive martial arts interventions. By documenting both tangible resources and intangible contributions such as volunteer time, space provision, and family support, the analysis provides a complete picture of the investment ecosystem required to achieve meaningful integration and cultural literacy outcomes in diverse border city contexts.

Project Participants: children

Inputs: The 30 participating children contribute significant time investment in workshops spanning the 14-month active intervention period, engaging in martial arts training, cultural sharing activities, and reflective discussions. This time represents an opportunity cost as children could engage in alternative recreational, educational, or social activities. The voluntary nature of sustained participation means that this input is valued €0 in cash but is treated as a nontangible core intervention's value.

Outputs: Children participate in **five structured interventions** combining martial arts instruction with cultural literacy activities. These sessions integrate physical training, philosophical discussions about respect and discipline, and opportunities for cross-cultural sharing among participants from diverse ethnic backgrounds

Outcomes: During the active intervention period, participants experience profound **enhanced intercultural understanding and identity development** through structured sport activities that create authentic opportunities for relationship building across ethnic, linguistic, and national boundaries. Children also demonstrate measurable improvements in **self-confidence, concentration, and collaborative skills**

Family Members of Participants

Inputs: Family members provide essential **transportation support and volunteer time** valued at €1,390 in monetary costs and representing significant in-kind contributions.

Outputs: Families demonstrate engagement in intervention activities, both as passive observers understanding their children's experiences and active supporters encouraging continued participation.

Outcomes: Families experience **strengthened relationships** as children share their martial arts learning, cultural discoveries, and friendship development across ethnic lines.

NGO "HVARAN" and martial arts instructors

Inputs: NGO "HVARAN" and Professional instructors from the Latgale Taekwondo Centre contributes extensive time in preparation and session delivery, representing significant expertise in both martial arts techniques.

The martial art instructors invest €1,200 worth of time in preparation and quest development beyond regular teaching duties. Financial inputs include €180 for information dissemination through social media.

NGO "HVARAN" and The Latgale Taekwondo Centre provide €975 in space provision through rental costs and free access to both indoor training facilities and key public outdoor spaces throughout Daugavpils.

Additional material inputs encompass comprehensive sport equipment and educational resources including martial arts equipment, stationery supplies (pencils, markers, glue, scissors, paper, cardboard), creative materials (stickers, printed handouts), and basic provisions (water, tea) that support both physical training and cultural sharing activities. Materials, used during workshop, were valued at €500.

Outputs: Instructors deliver five comprehensive interventions serving 30 children through carefully structured programming that balances martial arts skill development with intercultural learning objectives.

Outcomes: Instructors develop and apply innovative methodologies for diverse group engagement that integrate martial arts philosophy with practical approaches to intercultural relationship building. These professional competencies enhance their effectiveness with

diverse student populations while creating transferable skills valuable across educational and community contexts.

Researchers

Inputs: Researchers from Daugavpils University contribute comprehensive co-creation of workshops, representing significant intellectual and methodological investment in documenting sports-based integration approaches. Additional inputs include €200 for disseminating information to engage target audiences and €500 for materials used during intervention sessions.

Outputs: The research team produces extensive documentation, including presentation of case study data at four academic conferences and one scientific article, creating scholarly resources for other researchers and practitioners working on sports-based integration. Additionally, researchers produce press releases in Latvian and English shared through social media, university websites, and NGO channels, expanding public awareness.

Outcomes: Researchers gain empirical data on action research methodologies applied to sports-based cultural integration, contributing to academic knowledge while building practical expertise in community-engaged research approaches. The collaboration with NGO "HVARAN" and the Taekwondo Centre generates insights into effective partnership models between academic institutions and community organizations serving diverse populations.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€4,445**, comprised of: participants time (€0 direct monetary value but significant opportunity cost), transportation provided by the family of participants (€1,390), contribution of NGO "HVARAN" and martial art instructors (€1,200), materials used during workshop (€500), space provision (€975), promotion to engage the target audience (€380).

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process for the "Together We Rise" sports-based cultural literacy project connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex and social change achieved through martial arts training in multicultural contexts. Data collection for outcome measurement was conducted through structured interviews with participants administered throughout the intervention period.

The evaluation framework recognizes that outcomes from sports-based cultural integration manifest across multiple timescales and dimensions of human development. Immediate outcomes are relatively straightforward to measure through participation tracking and observational methods. However, deeper transformations in mental health, intercultural

competence, and family relationships require more nuanced approaches combining self-reported changes with third-party validation.

Observed changes for participants

Five primary outcomes have been identified and measured for the participants in the "Together We Rise" project: improved physical health and wellbeing, enhanced family and social relationships, increased confidence and self-esteem, improved mental state and responsibility, and reduced aggression and anxiety with greater life satisfaction. Each outcome is evidenced through participant interviews and activity tracking, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods extending up to five years. The following sections detail the methodology and findings for each outcome, demonstrating the comprehensive value creation achieved through martial arts-based intercultural programming.

Outcome 1: Improved Participants' Health and Physical Well-Being

Improved health and physical well-being represent a fundamental outcome of the martial arts intervention, addressing both immediate fitness benefits and long-term health trajectory improvements. The structured physical activity provided through taekwondo training creates measurable improvements in cardiovascular fitness, strength, flexibility, and coordination while establishing lifelong habits of regular exercise that extend well beyond the formal intervention period.

Measurement and Quantification

Physical health improvements were measured through systematic tracking of additional sports hours accumulated by participants beyond their baseline physical activity levels. The quantity of the outcome is expressed as 20 participants out of the 30-person sample experiencing measurable increases in regular physical activity. The outcome begins to materialize from the first session as participants immediately experience the physical benefits of martial arts training. The duration of physical health benefits extends for 3 years, reflecting the period during which increased fitness levels, improved health behaviors, and reduced healthcare needs continue to generate value.

Outcome 2: Improved Relationships with Family

Enhanced family and social relationships emerge as critical outcomes of the martial arts intervention, as participants develop improved communication skills, increased empathy, and stronger connections across cultural boundaries.

Measurement and Quantification

Relationship improvements were assessed through participant interviews exploring changes in family communication patterns, peer interactions, and community engagement. The quantity of the outcome is expressed as 15 participants out of the 30-person sample experiencing meaningful improvements in social relationship quality. The relationship benefits begin to materialize from the first session as participants engage in collaborative activities and begin building connections across cultural boundaries. The duration of relationship improvements is estimated at 1 year, reflecting the immediate impact period during which enhanced social skills and expanded networks provide maximum benefit.

Outcome 3: Increased participants confidence, motivation and self-esteem

Improvements in confidence, motivation, and self-esteem represent core psychological outcomes of martial arts training, as participants master new skills, overcome physical challenges, and receive recognition for their achievements.

Measurement and Quantification

Confidence and self-esteem improvements were measured through participant interviews assessing self-reported changes in self-perception, motivation levels, and willingness to engage in challenging activities. The quantity of the outcome is expressed as 10 participants out of the 30-person sample experiencing significant improvements in confidence and motivation. Confidence building begins from the first session as participants start mastering basic martial arts techniques and engaging successfully with peers from different cultural backgrounds. The duration of confidence benefits extends for 3 years, reflecting the lasting impact of positive identity development experiences during critical developmental periods.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the "Together We Rise" project generates wider impacts rippling through families, organizations and the broader Daugavpils community. Institutional impacts include enhanced capacity at NGO "HVARAN" and the Latgale Taekwondo Centre for delivering culturally responsive programming, strengthened partnerships between community organizations and academic institutions.

Valuing outcomes

The financial proxy selected for valuing health and physical wellbeing improvements is healthcare costs that were saved as a result of the intervention. Based on OECD data for Latvia, the average annual healthcare cost per person is approximately €1,966. For participants maintaining increased physical activity over the 3-year duration, the health benefits are substantial.

The total value of improved health outcomes is calculated as: 20 participants × €1,966 = €39,320. This calculation represents the value of reduced healthcare utilization.

The financial proxy for improved family relationships is based on the cost and time spent on social activities and family travel, using data from Latvia's Statistical Bureau. The average Latvian family spends approximately €900 annually of income on culture and entertainment (10% of dispensable income).

The total value is calculated as: 15 participants × €900 enhanced social value = €13,500. Many factors influence the improvement of family relationship quality, so this valuation is later adjusted to represent the enhanced quality introduced by the project.

The financial proxy for confidence and self-esteem improvements is based on the cost of motivation and additional teaching programs, valued at market rates for comparable 36-hour professional development programs. Based on research of similar programs available through educational websites and professional development providers, such programs typically cost €450 per participant.

The total value is calculated as: 10 participants × €450 per program equivalent = €4,500. This valuation captures the immediate benefits of enhanced confidence and in the SROI calculation is valued as long-term advantages of improved motivation and self-esteem.

The three outcomes measured for participants demonstrate the comprehensive value created by sports-based education through martial arts training. They demonstrate how sports-based interventions generate returns far exceeding initial investments through multiple interconnected pathways. The valuation captures immediate physical and mental health benefits (€39,320), enhanced family relationships (€135,500), and confidence and self-esteem improvements outcomes (€4,500). These outcomes interconnect and reinforce each other: physically healthy children with strong social skills become community leaders who strengthen intercultural relationships, creating virtuous cycles of positive change.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of the "Together We Rise" martial arts-based project. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for participants in the "Together We Rise" project. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome in sports-based intervention contexts. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome, demonstrating the rigorous approach to establishing credible net social value creation.

Outcome 1: Improved Participants' Health and Physical Well-Being

The gross outcome value for improved health and physical well-being is €39,320. This outcome undergoes the following adjustments:

Deadweight: 25.00%. Deadweight reflects the evidence that habit and motivation for regular physical activity have a significant impact on physical activity throughout life. Research demonstrates that structured physical activity programs during childhood create lasting behavior changes that would not occur naturally.

Attribution: 75.00%. The attribution factor acknowledges that some impact is made by the use of physical activity, but many more factors influence the quality of health and well-being (such as eating habits, living environment, health conditions, etc.).

Displacement: 10.00%. The displacement reflects that parents, concerned about their children's health, are also looking for and finding other opportunities for physical activity.

Drop-off: 30.00%. The drop-off rate reflects research evidence that physical activity habits and health benefits, even when established during childhood, require constant effort and can disappear without continuous reinforcement.

Final Impact Calculation for year 1: €6,635.25

Gross Outcome Value: €39,320

After Deadweight ($\times 0.75$): €29,490

After Attribution ($\times 0.25$): €7,372.50

After Displacement ($\times 0.90$): €6,635.25

Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Improved Relationships with Family

The gross outcome value for improved family and social relationships is €13,500 for immediate training value. This outcome undergoes the following adjustments:

Deadweight: 75.00%. The outcome would have occurred but only to a limited extent. Natural improvement in family relationships occurs through normal development, the effect of intervention is just a single-use factor.

Attribution: 75.00%. There are a variety of opportunities and activities that promote well-being that participants could take advantage of. Families, schools, community organizations, and peer groups all contribute to social relationship development.

Displacement: 10.00%. The outcome displaced another outcome to a limited extent. Some families might have pursued alternative relationship-building activities, however the accessibility and appeal of martial arts programming for children is yet another activity.

Drop-off: 00.00%. No drop-off adjustment needed due to one year duration of outcome.

Final Impact Calculation for year 1: €759.38

Gross Outcome Value: €13,500

After Deadweight ($\times 0.25$): €3,375

After Attribution ($\times 0.25$): €843.75

After Displacement ($\times 0.90$): €759.38

No drop-off adjustment needed.

Outcome 3: Increased participants confidence, motivation and self-esteem

The gross outcome value for increased confidence, motivation, and self-esteem is €4,500. This outcome undergoes the following adjustments:

Deadweight: 25.00%. The outcome would have occurred but only to a limited extent through normal developmental processes. While some confidence building occurs naturally during childhood and adolescence, the specific challenges faced by children in multicultural border cities require targeted interventions.

Attribution: 75.00%. There are a variety of opportunities and activities that promote well-being that participants could take advantage of. Schools, families, peer groups, and community

organizations all contribute to confidence and self-esteem development. The martial arts intervention represents one important contributor among many.

Displacement: 10.00%. The outcome displaced another outcome to a limited extent. Some participants might have pursued alternative confidence-building activities such as other sports and arts programs.

Drop-off: 10.00%. The result is not lost; however, in the long term, new situations arise that affect well-being, and the methods learned in the mini-project have a limited, incomplete effect on them.

Impact Calculation for year 1: €759.38

Gross Outcome Value: €4,500

After Deadweight ($\times 0.75$): €3,375

After Attribution ($\times 0.25$): €843.75

After Displacement ($\times 0.90$): €759.38

Drop-off added to the final calculation in the following years of duration period

Summary of Total Impact

The total impact across all three outcomes in year 1 for project participants is **€8,154.01**

This total impact represents the impact that can be attributed to the "Together We Rise" martial arts-based project after accounting for what would have happened anyway, contributions from other actors, displacement of other positive activities, and value decay over time. This calculation demonstrates substantial social returns even with rigorous adjustments for alternative causation factors.

Calculating the SROI

Year	2025	2026	2027
Improved participants health and physical well-being	6,635.25	4,644.68	3,251.27
Improved relationships with family	759.38		
Increased participants confidence, motivation and self-esteem	759.38	683.44	615.10
Total	8,154.01	5,328.12	3,866.37
SDR (5%)	1.0000	0.9524	0.9070
Present Value (PV)	8,154.01	5,074.50	3,506.80
Total Present Value (PV)	16,735.31		
Net Present Value	12,290.31		
Social Return € per €	€ 1: € 3.77		

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.77 for every €1 invested**. The SROI ratio indicates that innovative sport-based workshops deliver substantial social returns, particularly through improved participants health and relationships. It also enhances young people's confidence - validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Lithuania



EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: Safe Space for Dialogue
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The 'Safe Space for Dialogue' project was developed in collaboration with teachers from two local schools, Šviešos Gymnasium and Grigiškės Gymnasium, which are located in Grigiškės, a 'city within the city' in the Vilnius municipality. Many of the residents of Grigiškės belong to linguistic minorities, primarily Russian and Polish speakers.

The case study was designed to create a non-judgemental, open space for learning and reflection, with the aim of shifting participants' attitudes towards their environment and community. Activities took place in two local schools and public spaces in Grigiškės and included an ongoing creative learning process exploring architecture and urban planning practices across eight creative learning sessions. During the case study, 46 students (aged 13–15) engaged in a continuous creative learning process, exploring Grigiškės through architectural, urban, and performative practices. The sessions were facilitated by a professional architect and a creative practitioner from Kūrybinės Jungtys, with a theatre practitioner joining to introduce more physical and body-focused practices.

The outcomes of the case study included improved students' abilities to make friends with people from different backgrounds, an expanded vocabulary and an improved understanding of language in everyday situations. Key effects also included strengthened skills in asking questions and confidently sharing ideas in group settings, as well as the ability to participate in community or group activities and interact in a kind and respectful language.

The report presents a Social Return on Investment (SROI) evaluation of the "Safe Space for Dialogue" project.

Document history

Version	Date	Comments	Modified by
1.0	18/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	22/02/2026		Milda Laužikaitė, Saulė Norkutė
3.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.

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Executive Summary

Background

The 'Safe Space for Dialogue' project was developed in collaboration with teachers from two local schools, Šviešos Gymnasium and Grigiškės Gymnasium, which are located in Grigiškės, a 'city within the city' in the Vilnius municipality. Many of the residents of Grigiškės belong to linguistic minorities, primarily Russian and Polish speakers. The area faces significant social challenges, and young people report concerns about safety, bullying and a lack of public spaces and limited leisure or job opportunities, so they often spend their free time outside Grigiškės.

The case study was designed to create a non-judgemental, open space for learning and reflection, with the aim of shifting participants' attitudes towards their environment and community. Activities took place in two local schools and public spaces in Grigiškės and included an ongoing creative learning process exploring architecture and urban studies across 10 creative learning sessions.

Aim and objectives

The aim of the case study included improving students' abilities to make friends with people from different backgrounds, expanding vocabulary and improving understanding of language in everyday situations. Key effects also included strengthened skills in asking questions and confidently sharing ideas in group settings, as well as the ability to participate in community or group activities and interact in a kind and respectful language. During the project's activities, young people were expected to gain the necessary skills, values and understanding of art and to develop teamwork competencies by demonstrating cooperation and shared responsibility.

Methods

The intervention uses a methodology that was co-created with stakeholders and beneficiaries to ensure relevance and genuine engagement. This arts-based approach enables sensitive topics to be addressed in a safe and creative space, and the partnership between the Kūrybinės jungtys and two schools involved provides the initiative with a professional cultural context. Key activities included 10 continuous creative learning sessions, exploring architecture and urban planning and theatre practices. The sessions took place in two local schools and public spaces in Grigiškės.

The project's stakeholder groups include the primary beneficiaries, who are young people from diverse ethnic and social backgrounds, aged 13-15, as well as the secondary stakeholders, who are the facilitators, school teachers and the school administration. These groups experience different forms of value from the project, ranging from direct skill development and personal growth for participants, to enhanced organisational capacity for the school, and improved social cohesion of the local community.

The evaluation framework integrates quantitative and qualitative methods to capture the full scope of change. Post-project survey questionnaires provide quantitative measurements of changes in attitudes and behaviours, while qualitative reflections with participants and diagnostic creative tasks capture the depth and details of their experiences and personal transformations. Stakeholder interviews assess the broader community-level impacts and the sustainability of the outcomes, while workshop observations provide real-time documentation

of the change process. This mixed-methods approach ensures that both measurable outcomes and intangible personal and social transformations are captured in the evaluation.

Results

From an SROI perspective, the project is a strategic investment in various forms of capital. Investment in human capital includes developing the skills, values and capabilities of young people that will benefit them over the years. Investment in social capital focuses on building intercultural relationships and strengthening community cohesion in ethnic and social contexts. Cultural capital investment enhances arts engagement among a group of students who are often excluded from such activities. Finally, the project generates value by reducing social tensions and preventing potential instability in the local community in the future.

The investment areas included in the SROI calculation are project design and coordination costs, school partnerships and usage of facilities, workshop facilitation and materials, and evaluation activities. The return areas encompass students' individual outcomes such as improved confidence and self-expression through art, enhanced well-being and a sense of belonging in a group of classmates and society, and improved abilities to make friendly relationships with young people from diverse ethnic and social backgrounds. Social outcomes include community cohesion and reduced conflict costs, while cultural outcomes include increased students' interest in the cultural sector. The preventive value represents the costs that would otherwise be incurred by individuals and the community as a result of social division, intolerance and a further decline in public safety.

Safe Space for Dialogue

Design and Creative Services



Follow the Trail of Change



Social Return on Investment ratio

SROI = €1 : €3.96



Grigiskės
Vilnius City Municipality, Lithuania

Contents

Introduction

The case study explores how art practices can enhance self-expression, developing positive relationships, and acceptance of students within their local community in Grigiškės. Workshops exploring various formats of interviewing were organised for a group of students aged 13–15, encouraging them to cultivate and manage their identities, communication skills and building relationships in a wider school environment including other schools.

By combining artistic exploration with participatory research methods, the case study aimed to motivate young people to distinguish between personal and collective identity, recognise the existence of various social and ethnic groups, and cultivate a sense of belonging in peer groups and to the local society, thereby increasing their involvement in the arts. Through workshops, questionnaires and interviews with stakeholders, the project can assess its positive impact on cultural attitudes and engagement.

About the entity organizing and conducting the case study

Kūrybinės jungtys (Creative Connections) is an organisation of creative practitioners from diverse fields, including architecture, art and culture, psychology, acting, composition, illustration, direction, music, design, communication, dance, and other disciplines. Its scope of activities includes programmes for continuous learning and innovation implementation, training, consultancy, research, and mobilising human, institutional, and financial resources for partnership projects. These activities may be of interest to school communities, cultural organisations, day-care centres and education and culture experts. Kūrybinės jungtys' mission is to act as an interdisciplinary hub of creative resources that initiates and carries out the development of a creative, learning-oriented, open society in Lithuania.

Identifying scope and stakeholders

The identification of stakeholders for the “Safe Space for Dialogue” project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change as a result of the intervention were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups affected by the project, were identified. This comprehensive stakeholder mapping reflects the direct beneficiaries of the project, as well as the wider ecosystem of individuals and organisations that contribute to, and benefit from, inclusive cultural initiatives in Grigiškės.

Primary Stakeholders: Project Participants

The case study involved a continuous video-making process with a group of students chosen for the case study (aged 13–15). This creative learning process engaged 46 students and consisted of 10 creative learning sessions, exploring Grigiškės through architectural, urban and performative practices. Sessions were facilitated by two Kūrybinės Jungtys creative practitioners - a professional architect and a theatre actor. The preliminary research revealed that students living in Grigiškės reported concerns about safety, bullying, lack of public spaces and limited leisure or job opportunities. They often spent their free time outside Grigiškės. Through learning activities, the young participants were motivated to explore their neighbourhoods, and to make their presence and opinions noticed.

The intended changes for the primary stakeholders included making new friends from different backgrounds, expanding their vocabulary, improving their understanding of language in everyday situations and developing their self-confidence in asking questions and sharing ideas in peer groups. Other important changes included gaining knowledge about the local area and learning new skills in architectural planning and improvisation.

Institutional and Policy Stakeholders

Representatives from Kūrybinės jungtys were engaged as curators, authors and facilitators of the project's activities. The intended changes for these stakeholders include new ways of supporting children and adolescents living in remote city areas, providing them with richer cultural, creative and educational experiences, as well as developing new formats for cooperation with two schools of different lingual groups, working in minorities' languages and addressing the issues of socio-cultural and linguistic exclusion. Other changes concern improved methodological approaches and effective tools for this context. These outcomes contributed to the organisation's long-term viability and the development of socially engaged cultural programming, as well as strengthening partnerships with educational institutions.

School administration as an institutional stakeholder was motivated to learn how to invest in building the school's image as an active participant in innovative cultural projects. It also developed the ability to support integration processes for students experiencing some forms of exclusion, and to find new ways of encouraging students to strengthen their sense of belonging in wider society.

The important change for this group of stakeholders are the new ideas for cultural education initiatives for the school community adapted. Some changes may involve providing more active support to teachers to help them disseminate their knowledge and the methods they have learned during the project to other teachers at the school.

Teachers and professionals/practitioners

The **creative practitioners** were involved in developing skills in facilitating creative processes for children, developing and trying out new formats of architecture, urban planning and theatre practices, facilitating process for young people to find new kinds of relationship physical, spatial, psychological with their surrounding and local neighbourhood. The main intended change achieved by the case study is an improved understanding of the effective methodological approaches and tools in this context.

School teachers who facilitated artistic activities, developed deeper relationships with their students and communicate with them in a more equal way. The intended change for this group of stakeholders involves learning and applying new methods and teaching approaches and strengthening relationships with students. By facilitating case study activities, teachers were also taking into account the students' different cultural and family backgrounds.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional and community-level stakeholders have experienced real changes,

they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through methods that are appropriate for them and consider their characteristics and availability. Young participants were subject to systematic observations through pre- and post-surveys, as well as through observational notes from the creative professional, diagnostic creative tasks, reflections from participants, and their activities were documented. Other stakeholders were involved in consultations during the preparation phase and were interviewed after the project to gain insights from cultural educators, creative professionals and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the wide range of value created by “Safe Space for Dialogue” project, recognising that initiatives for multicultural and intergenerational dialogue generate change at various levels of society, from personal development to local community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The aim of the case study is improving students’ abilities to make friends with people from different backgrounds, expanding vocabulary and improving understanding of language in everyday situations. It also includes strengthened skills in asking questions and confidently sharing ideas in group settings, as well as the ability to participate in group activities and interact in a kind and respectful language

Project Participants: Children and Adolescents

Inputs: The 46 young participants invested their time participating in the project sessions and meetings. In most cases the project activities took place during school formal education hours and in some cases, they were organised after class. This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to translate this time of school students to monetary value. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: Each participant attended 10 sessions, totalling 1006 hours of collective participant time. The project delivered creative learning sessions that were exploring architecture and urban studies and theatre practices. The sessions take place in two local schools and public spaces in Grigiškės.

Outcomes: During the project students made new friends from the other school. Project activities allowed them to get to know their classmates better. They also found it easier to express themselves, ask questions, work in groups with students from another school, and speak more freely in Lithuanian both during and after the project.

Creative practitioners

Inputs: Two creative practitioners contributed a total of 86 hours (10 sessions and preparation time) to planning and facilitating project sessions and communicating with Kūrybinės jungtys staff and teachers. The creative professionals’ fee per contract, plus the additional payment

for extra workshop leader, and plus the cost of the necessary project materials (stationery), represented a substantial investment totalling €6,138.50.

Outputs: The creative practitioners provided students with some frameworks, processes, technical skills/guidance and feedback during the sessions attended by youngsters. Comprehensive data was obtained from the case study (in cooperation with Kūrybinės jungtys staff), including observational notes and process documentation throughout the 10 creative learning sessions.

Outcomes: In terms of ToC, the creative practitioners gained new, practice-based skills in creating, delivering and constantly tailoring a learning process focused on positive student outcomes. This enhanced professional capacity can be applied to future projects and shared with the wider teaching community and other professionals.

School teachers

Inputs: School teachers contributed €1,350.00 in total, represented by their time and expertise in co-designing and facilitating workshop activities (calculated as 70 hours × €18 estimated average teacher's salary per hour). The teachers made substantial investment in terms of resources, spending time on preparation and conducting classes, data collection and documentation and participating in the project sessions together with students.

Outputs: The engagement of school teachers helped to facilitate and conduct 10 workshop activities with 46 students as participants.

Outcomes: In terms of the theory of change (ToC), the teachers developed methods and teaching approaches to be applied in practice while participating as supporters to facilitators and co-learners to the students. School teachers gained new, practice-based knowledge in the field of cultural inclusion and engagement, thereby expanding their professional capacity. They also gained more experience of working with youngsters in an inclusive context.

Kūrybinės jungtys curators

Inputs: Representatives from Kūrybinės jungtys spent a total of 49 hours developing, planning, coordinating and co-hosting project sessions. The calculation of the resources contributed by the Kūrybinės jungtys curators was based on the average curators' salary per hour of €32, which totalled €1,568.00.

Outputs: The organisational involvement of the Kūrybinės jungtys curators, measured in terms of time, made the project sessions possible. During the first session, the curators facilitated the diagnostic sessions prior to the project and conducted the evaluation session after the creative process. They gathered research data on the impact of cultural literacies through a survey, documentation of creative diagnostic tasks and participants' reflections, including the creation of maps of meaning.

Outcomes: The curators of Kūrybinės jungtys gained new, practice-based knowledge on cultural inclusion and engagement, thereby expanding their professional effectiveness of working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

School administration

Inputs: The school administration contributed the time that staff spent arranging the school timetable to allow teachers and students to participate in project sessions, as well as the

estimated cost of school spaces used for project activities. This contribution totalled approximately 45 hours, valued at €719.00.

Outputs: School administration representatives supported the project logistics, including arranging the school time tables and school spaces to allow the teachers and students to join the project activities. They also spread information about the project throughout the school community and provided informal mentoring and encouragement to participants.

Outcomes: By providing the necessary conditions (spaces, time and parental support) for students to learn, the school administration developed their organisational competencies.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€ 9,775.50** comprised of: participant time (€ 0 direct monetary value but significant opportunity cost representing 1006 hours of collective engagement), creative practitioners engagement and resources (€ 6,138.50), school teachers contribution (€1,350.00), representatives from Kūrybinės jungtys contributions (€1,568.00) and school administration time (€719.00).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcome measurement was collected through a pre- and post-project survey and reflection from participants and practitioners, as well as through observational notes from the creative practitioners, diagnostic creative tasks, reflection and evaluation session describing the participants' experiences and perceived changes.

A total of 46 young people were involved in the project, 26 of whom gave their consent to participate in the research examining the effects of change experienced during the project.

Observed changes for participants

Five primary outcomes have been identified and measured for the 46 young participants in the project: improved quality of relationships with students from diverse backgrounds; improved students' interpersonal relationships with classmates; improved ability to express thoughts and ideas and developed skills in self-expression; strengthened positive experiences of belonging in a group of peers; improved confidence in speaking and presenting in the Lithuanian language.

Each outcome was evidenced through surveys with participants, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved quality of relationships with students from diverse backgrounds

Improved ability to create positive interactions with peers emerged as a significant intended outcome during the project planning and implementation. Students reported making new friends from the other school during the project.

Measurement and Quantification

The Improved quality of relationships with students from diverse backgrounds were measured through post-project survey and reflection. The quantity of the outcome is expressed as 10 persons experiencing change across 46 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years corresponding to the active benefit periods, during which participants regularly access the mental benefits of shared creative engagement and experience enhanced well-being.

Outcome 2: Improved students' interpersonal relationships with classmates

Improved relationships are a critical outcome with long-term implications for participants. Students reported that they got to know their classmates better during the project. The project created a non-judgmental, open space for learning and fostering reflection on diversity. Throughout the project students have had the opportunity to develop their communication skills and experienced shifting in their attitudes towards the environment and community, which are important for personal development and successful social integration.

Measurement and Quantification

Interpersonal relationships development was measured through a post-project survey and reflection, which assessed both self-reported competency gains and the interviewer's observations of capabilities demonstrated during project activities. 12 out of the 46 participants experienced measurable skills development. The outcome begins to materialise from session 1 as participants start to develop competencies, which fostered a friendlier attitude towards one another. This process is estimated to take 2 years, during which time enhanced skills continue to generate benefits through participants' improved interaction with their class and the school community.

Outcome 3: Improved ability to express thoughts and ideas and developed skills in self-expression

Improved ability to express thoughts and ideas and developed greater confidence and skills in self-expression emerged as a significant intended outcome of the project. Students reported that it was easier for them to express oneself and ask questions after the project implementation.

Measurement and Quantification

The ability to express thoughts and ideas and developed greater confidence and skills in self-expression improvements were measured through a post-project survey and reflection. The quantity of the outcome is expressed as 14 persons experiencing change across 46 involved.

The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years corresponding to the active benefit periods, during which participants regularly access the personal development based on artistic engagement and positive peer interactions.

Outcome 4: Strengthened positive experiences of belonging in a group of peers

A strengthened positive experience of belonging in a group of peers represents both an immediate project outcome and an indicator of sustained behavioural change beyond the project. The project explicitly aimed to engage young people with art outside the mandatory school curriculum, giving them the opportunity to showcase the effects of their architectural, urban and performative practices to a wider community of audience members. Through the intervention and engagement with arts and culture, participants reported an improvement in their sense of belonging in school communities as a result of participating in the project. Students reported that during this project they have learned to work in a group with students from the other school, not only their classmates.

Measurement and Quantification

Improved cultural participation was measured through a post-project survey and reflection. The quantity of the outcome is expressed as 16 persons across 46 involved. The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities and an improvement in their sense of belonging. The indicated duration of 2 years represents a sustainable estimate of the individual positive mental change associated with engagement in the project.

Outcome 5: Improved confidence in speaking and presenting in the Lithuanian language

Participants' confidence in speaking and presenting in the Lithuanian language must be considered a critical outcome with long-term implications. Taking into account the issue of ethnic diversity among participants, strengthening the ability to express oneself in Lithuanian determines the sustainable effect of improving communication and teamwork skills in the school environment. Students reported their ability to express themselves more freely and speak the Lithuanian language fluently during and after the project.

Measurement and Quantification

Improved cultural participation was measured through a post-project survey and teachers' reflection after the end of the project activities. The quantity of the outcome is expressed as 15 persons across 46 involved.

The outcome begins to materialise from session 1, as participants immediately increase their language competencies through project activities. This process is estimated to take 2 years, during which time enhanced skills continue to generate benefits through participants' improved interaction with the school community.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through families, facilitators, school teachers, and the school community in general. These longer-term, diffuse impacts are inherently more difficult

to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected for the outcome of improved ability to express thoughts and ideas and developed skills in self-expression, is the cost of the cost of the after-school drama club for students, set at a price of €14.00 per hour. Practical theatre-based activities reflect the important skills of communicating with a diverse audience of peers and adults.

The total value of the proxy is estimated based on the drama club for students (14 persons × 30 hours × €14.00 per hour = €5,880.00). Average value was set at €14 as the price is dependent if the student pays annually or monthly.

The financial proxy selected to value the strengthened positive experiences of belonging in a group of peers, is the cost of architecture and design after school workshop, set at a price of €8.00 per hour. Students get acquainted with architectural creation through the group activities. They can learn the basics of academic drawing, as well as architectural composition and modern architecture. It reflects the opportunity to acquire distinctive specialised competences, which allow students to build their own value and share their interests within the community they live in.

The total value of the proxy is estimated based on architecture and design workshops provided by the School for Young Architects and Designers run by Vilnius Technical University (16 persons × 30 hours × 8.00 per hour = €3,840.00).

The financial proxy selected for improved quality of relationships with students from diverse backgrounds, is the cost of a visit to a psychologist, set at €25.00 per hour, based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy represents a realistic estimate of the value of accessing equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students from diverse ethnic minority groups or experiencing significant social negative impact in order to overcome feelings of isolation and to build a positive attitude towards their environment.

The total value of improved mental well-being aspects of the outcome is calculated as: 10 persons × 30 hours × €25.00 per hour = €7,500.00). This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system.

The financial proxy selected for the outcome of improved students' interpersonal relationships with classmates, is the cost of the public speaking workshop, set at a price of €11.00 per workshop for one student. It reflects the important skills of formulating one's own opinions and feelings and communicating them to a diverse audience of peers and adults.

The total value of improved skills is estimated based on courses led by another Kūrybinės jungtys practitioner for students (12 persons × 10 workshops × €11.00 per student = €1,320.00). These could be paid by a cultural pass platform, where the government provides a certain

amount for a student per year. The selected cultural pass platform is an example of options, that would be realistic for a teacher to order such a workshop.

The financial proxy selected for the outcome of improved confidence in speaking and presenting in the Lithuanian language, is the cost of the Lithuanian language lessons, set at a price of €10.00 per hour. It represents the financial commitment required to achieve a sustained effect in overcoming language barriers, as well as to strengthen motivation for social inclusion and artistic expression.

The value of improved language-based skills is estimated based on market research of offers from reputable language schools. The example case study was taken from the Vilnius Children's and Youth Art School. The language learning programme for students is designed so that, by enjoying the creative process, they develop self-confidence as well as acquiring knowledge. The learning process focuses not only on the school curriculum, but also on helping students to integrate the language into their everyday lives. The total value of the proxy was calculated as: 15 persons × 30 hours × €10.00 per hour = €4,500.00.

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact – the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all of this value can be attributed to the “Safe Space for Dialogue” project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Five primary outcomes were measured for the 46 young participants aged 13-15. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved quality of relationships with students from diverse backgrounds

The gross outcome value for improved students' relationships with students from diverse backgrounds is €7,500.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in the sense of personal positive impact would occur naturally. However, before participating in the project, many young people in Grigiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which involved creating safe and supportive spaces to strengthen students' positive attitude to the students from other schools and new contacts.

Attribution: 5.00%. There are not many other opportunities and actors who can contribute to students' better relationships with students from diverse backgrounds. The role of school

teachers was especially noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 5%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 5.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups, refine their positive reflections, and develop relationships with peers from different backgrounds. Over time, the immediate benefits of a supportive environment, positive experiences of inclusion, and the cultivation of lasting relationships may decrease by 5.00% per year following the completion of the project.

Final Impact Calculation €7,125.00

Gross Outcome Value: €7,500.00

After Deadweight ($\times 1.00$): €7,500.00

After Attribution ($\times 0.95$): €7,125.00

After Displacement ($\times 1.00$): €7,125.00

Outcome 2: Improved students' interpersonal relationships with classmates

The gross outcome value for improved relationships in the school community is €1,320.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in inclusion processes would occur naturally. However, before participating in the project, many young people in Grigiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention which created safe and supportive spaces for strengthening positive group activities and developing relationships.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities to build relationships. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 20.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired abilities. Over time, the immediate benefits of strengthened students' positive relationships may decrease by 20.00% per year after the project's completion.

Final Impact Calculation €1,188.00

Gross Outcome Value: €1,320.00

After Deadweight ($\times 1.00$): €1,320.00

After Attribution ($\times 0.90$): €1,188.00
After Displacement ($\times 1.00$): €1,188.00

Outcome 3: Improved ability to express thoughts and ideas and developed skills in self-expression

The gross outcome value for improved skills in self-expression is €5,880.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, many young people in Grigiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which created safe and supportive spaces for developing skills in architectural, urban and performative practices and overcoming communication barriers.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 30.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive experiences may decrease by 30.00% per year after the project's completion.

Final Impact Calculation €5,292.00

Gross Outcome Value: €5,880.00
After Deadweight ($\times 1.00$): €5,880.00
After Attribution ($\times 0.90$): €5,292.00
After Displacement ($\times 1.00$): €5,292.00

Outcome 4: Strengthened positive experiences of belonging in a group of peers

The gross outcome value for improved students' experiences of belonging in a group of peers is €3,840.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in the sense of personal positive impact would occur naturally. However, before participating in the project, many young people in Grigiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which

involved creating safe and supportive spaces to strengthen students' positive attitude to their classmates and belonging in the school community.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased sense of belonging in a group of peers. The role of school teachers was especially noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 20.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their positive experiences. Over time, the immediate benefits of a supportive school environment, which fosters a sense of belonging and the development of sustainable relationships, may decrease by 20.00% per year after the project's completion.

Final Impact Calculation €3,456.00

Gross Outcome Value: €3,840.00

After Deadweight ($\times 1.00$): €3,840.00

After Attribution ($\times 0.90$): €3,456.00

After Displacement ($\times 1.00$): €3,456.00

Outcome 5: Improved confidence in speaking and presenting in the Lithuanian language

The gross outcome value for confidence in speaking and presenting in the Lithuanian language is €4,500.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in the sense of personal positive impact would occur naturally. However, before participating in the project, many young people in Grigiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which involved creating safe and supportive spaces to strengthen students' communication skills in the Lithuanian language.

Attribution: 5.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression in the Lithuanian language. The role of school teachers was noticeable, as their active supporting the project and reflecting on the activities contributed to the change. Their contribution was estimated at 5%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during the time spent in workshops.

Drop-off: 5.00%. The positive effects are not sustained at full value indefinitely. Gained confidence usually grows exponentially if the student chooses to engage more in Lithuanian-

speaking environments. Over time, the immediate benefits of a supportive environment and improved communication skills may decrease by 5.00% per year after project's completion.

Final Impact Calculation €4,275.00

Gross Outcome Value: €4,500.00

After Deadweight ($\times 1.00$): €4,500.00

After Attribution ($\times 0.95$): €4,275.00

After Displacement ($\times 1.00$): €4,275.00

Summary of Total Impact

The total impact across all four outcomes for project participants was **€ 21,336.00** in 2025.

This total impact represents the social value created for the 46 young participants after appropriate adjustments for deadweight, attribution and displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators, school teachers, and the school community.

Calculating the SROI

Year	2025	2026
Improved quality of relationships with students from diverse backgrounds	7,125.00	6,768.75
Improved students' interpersonal relationships with classmates	1,188.00	950.40
Improved ability to express thoughts and ideas and developed skills in self-expression	5,292.00	3,704.40
Strengthened positive experiences of belonging in a group of peers	3,456.00	2,764.80
Improved confidence in speaking and presenting in the Lithuanian language	4,275.00	4,061.25
Total	21,336.00	18,249.60
SDR (5%)	1.0000	0.9524
Present Value (PV)	21,336.00	17,380.92
Total Present Value (PV)	38,716.92	
Net Present Value	28,941.42	
Social Return € per €	€ 1: € 3.96	

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.96 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: Leaving the "New World"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The 'Leaving the "New World"' project concept was co-developed with a group of teachers from the multifunctional centre-school in Naujininkai, Vilnius to encourage their students to express themselves, be seen and heard, and be accepted by a wider Lithuanian-speaking community in the city. The partner school is located in one of the city's more problematic districts and is attended by students from diverse ethnic and social backgrounds. The participating students represented five different ethnic backgrounds, including Ukrainians who had arrived in Lithuania as refugees of war. Most of the students have limited Lithuanian language skills.

The 'Leaving the "New World"' case study aims to encourage creative self-expression, relationship building, and a sense of belonging by telling short video stories. Film-making was chosen due to its popularity among the students and because it was not offered as an arts education option at school. Short videos were seen as an easily shareable format that would enable students to share their stories with 'the others' safely. A creative practitioner from Kūrybinės jungtys, who is both a professional film director and an experienced film educator, facilitated the creative learning process. The learning outcomes delivered in the case study included developing new contacts for the students beyond the 'new world', improving their confidence and skills in self-expression, and improving their positive experience of belonging in a group of peers and teachers.

The report presents a Social Return on Investment (SROI) evaluation of the 'Leaving the "New World"' project.

Document history

Version	Date	Comments	Modified by
1.0	18/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	22/02/2026		Milda Laužikaitė, Saulė Norkutė
3.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

The 'Leaving the "New World"' project was developed with teachers from a multifunctional centre-school in Naujininkai, Vilnius to encourage students to express themselves, to become seen and heard, and accepted by a wider Lithuanian-speaking community in the city.

Film-making was chosen due to its popularity among the students and because it was not offered as an arts education option at school. Short videos were seen as an easily shareable format that would enable students to share their stories with 'the others' safely. A creative practitioner from Kūrybinės jungtys, who is both a professional film director and an experienced film educator, facilitated the creative learning process.

The partner school is located in a problematic district and is attended by students from diverse ethnic and social backgrounds. The participating students represented 5 different ethnic backgrounds, including Ukrainians who had arrived in Lithuania as refugees of war. Most of the students have limited Lithuanian language skills. A short video-making workshop was organised for a group of thirteen students from years 9 and 10 (aged 14–16) with the cooperation of 6 teachers.

Aim and objectives

The primary aim of 'Leaving the New World' is to create meaningful, lasting change, which can be achieved within the context of creative self-expression and by cultivating relationships and a sense of belonging through the creation of short video stories. During the project's activities, young people develop the necessary skills, values and understanding to contribute to a more inclusive and culturally diverse society. The project promotes positive communication and teamwork among diverse young people, deepening their understanding of art and fostering acceptance and appreciation of cultural diversity.

Methods

The intervention uses a methodology that was co-created with stakeholders and beneficiaries to ensure relevance and genuine engagement. This arts-based approach enables sensitive topics to be addressed in a safe and creative space, and the partnership between the school and Kūrybinės jungtys provides the initiative with a professional cultural context.

Key activities included seven sessions (averaging three hours long) and a school community event (premiere of the created videos), as well as questionnaires completed by students one month after the project activities ended, to measure change. There was also a survey of young participants' reflections, to capture the depth of their experience, and stakeholder interviews, to assess the initiative's broader community impact.

The project's stakeholder groups include the primary beneficiaries, who are young people from diverse ethnic and social backgrounds aged 14-16, as well as the secondary stakeholders, who are the facilitators, school teachers and the school administration. These groups experience different forms of value from the project, ranging from direct skill development and personal growth for participants, to enhanced organisational capacity for the school, and improved social cohesion for the wider community.

At an individual level, the project generates outcomes such as improved communication and teamwork skills, greater cultural awareness and empathy, increased confidence when

engaging with diverse perspectives and a deeper connection to the arts. It also fosters personal values that align with inclusivity. These changes create ripple effects at the local community level, reducing intercultural tensions among young people and strengthening social cohesion in a multicultural context.

At the systemic level, the project provides a model for intercultural dialogue through the arts. It also strengthens the school's capacity as a formal institution to address social challenges and contributes to the development of more inclusive and culturally rich society.

The evaluation framework integrates quantitative and qualitative methods to capture the full scope of change. The questionnaires provide quantitative measurements of changes in attitudes and behaviours, evidencing personal transformations. Stakeholder interviews assess the broader community-level impacts and the sustainability of the outcomes, while workshop observations provide real-time documentation of the change process. This mixed-methods approach ensures that both measurable outcomes and intangible personal and social transformations are captured in the evaluation.

Results

From an SROI perspective, the project is a strategic investment in various forms of capital. Investment in human capital includes developing the skills, values and capabilities of young people that will benefit them over the years. Investment in social capital focuses on building intercultural relationships and strengthening community cohesion in divided contexts. Cultural capital investment enhances arts engagement and participation in the cultural sector among a group of students who are often excluded from such activities. Finally, the project generates value by reducing social tensions and preventing potential instability in the local community in the future.

The investment areas included in the SROI calculation are project design and coordination costs, school partnerships and usage of facilities, workshop facilitation and materials, and evaluation activities. The return areas encompass individual outcomes such as improved confidence and self-expression through art, enhanced well-being and a sense of belonging in a group and society, and improved relationships with people from diverse backgrounds. Social outcomes include community cohesion and reduced conflict costs, while cultural outcomes include increased interest in the cultural sector. Preventive value represents the avoided costs of social division, discrimination and intolerance that would otherwise affect individuals and the community.

Leaving the “New World”

Audio-visual and Interactive Media



Contents

Introduction

The case study explores how art can enhance self-expression, visibility, and acceptance of students within the wider Lithuanian-speaking community in Naujininkai, Vilnius. Video-making workshops were organised for a group of students aged 14-16, encouraging them to cultivate and manage their identities, relationships, and sense of belonging.

By combining artistic exploration with participatory research methods, the case study aims to motivate young people to distinguish between personal and collective identity, recognise the existence of various social groups, and cultivate a sense of belonging in a common humanity, thereby increasing their involvement in the arts. Through workshops, questionnaires and interviews with stakeholders, the project can assess its impact on cultural attitudes and engagement.

About the entity organizing and conducting the case study

Kūrybinės jungtys (Creative Connections) is an organisation of creative practitioners from diverse fields, including architecture, art and culture, psychology, acting, composition, illustration, direction, music, design, communication, dance, and other disciplines. Its scope of activities includes programmes for continuous learning and innovation implementation, training, consultancy, research, and mobilising human, institutional, and financial resources for partnership projects. These activities may be of interest to school communities, cultural organisations, day-care centres and education and culture experts. Kūrybinės jungtys' mission is to act as an interdisciplinary hub of creative resources that initiates and carries out the development of a creative, learning-oriented, open society in Lithuania.

The school participating in the study provides 10 years of formal education and operates as a full-day school, offering students a variety of after-class activities and spaces for individual study. The school has students from 11 different ethnic backgrounds. 47% of students receive social support due to their families' socioeconomic situation. The school brings together an active community, with many parents being alumni themselves. As a result, the school has developed a role as a local community centre for students and their families, providing educational, cultural and socio-emotional support.

Identifying scope and stakeholders

The identification of stakeholders for the 'Leaving the "New World"' project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change as a result of the intervention were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups affected by the project, were identified. This comprehensive stakeholder mapping reflects the direct beneficiaries of the project, as well as the wider ecosystem of individuals and organisations that contribute to, and benefit from, inclusive intercultural initiatives in Naujininkai.

Primary Stakeholders: Project Participants

The case study covered the continuous process of creating videos with a group of 13 students in Years 9 and 10 (aged 14–16). This creative learning process consisted of 7 sessions and a school community event organised as a premiere of the videos created. Most of the sessions took place at school. Filming took place in various locations in Vilnius, which were chosen by the participants during the plot development process.

The school partnered with Kūrybinės jungtys is located in one of the city's more problematic districts, historically known as “Chimneys” and “New World”, and is attended by students from a variety of ethnic and social backgrounds. The participating students represented five different ethnic backgrounds, including five Ukrainians who had arrived in Lithuania as refugees of war. Most of the students have limited Lithuanian language skills. Through learning about film-making, the young participants were motivated to develop their communication skills, learn to listen to and understand others through art, and experience personal transformation by gaining new knowledge and confidence.

The intended changes for the primary stakeholders include improved confidence and the ability to express themselves, improved relationships with people from diverse backgrounds (especially outside of 'New World'), and a positive sense of belonging with their peers and teachers. Other changes include developing an interest in cinema as a career choice and improving students' ability to express themselves in Lithuanian.

Institutional and Policy Stakeholders

Representatives from Kūrybinės jungtys were engaged as curators, authors and facilitators of the project's activities. The intended changes for these stakeholders include an improved understanding of how a new format for cooperating with a school might work, a deeper understanding of the issues surrounding minority languages in schools, an improved understanding of the challenges faced by students with poor Lithuanian language skills and also an improved understanding of the methodological approaches and tools that work effectively in this context. These outcomes will contribute to the organisation's long-term viability, the development of socially engaged cultural programming and the strengthening of partnerships with educational institutions.

School administration as institutional stakeholder is motivated to learn how to invest in building the school's image as an active participant in innovative cultural projects. It also develops the ability to support integration processes for students experiencing sociocultural exclusion, and to find new ways of encouraging students to learn the Lithuanian language and strengthen their sense of belonging in wider society.

The important change for this group of stakeholders are the new ideas for cultural education initiatives for the school community adapted. Some changes may involve providing more active support to teachers to help them disseminate their knowledge and the methods they have learned during the project to other teachers at the school.

Teachers and professionals/practitioners

The **creative practitioner** is involved in developing and implementing a new film-project format for students, focusing the creative process on the exploration of urban spaces and

giving participants maximum freedom of choice. The main intended change achieved by the case study is an improved understanding of the effective methodological approaches and tools in this context.

School teachers who facilitate artistic activities develop deeper relationships with their students and communicate with them in a more equal way. The intended change for this group of stakeholders involves learning and applying new methods and teaching approaches and strengthening relationships with students. By facilitating case study activities, teachers were also taking into account the students' different cultural and family backgrounds.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional and community-level stakeholders have experienced real changes, they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through methods that are appropriate for them and consider their characteristics and availability. Young participants were asked to complete questionnaires one month after the end of the project activities. They were also subject to systematic observations, and their activities were documented using photos and videos. The premiere of students' artwork marked the tangible outcome of the project and celebrated their achievements. Other stakeholders were involved in consultations during the preparation phase and were interviewed after the project to gain insights from cultural educators, creative professionals, and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the wide range of value created by 'Leaving the "New World"', recognising that intercultural dialogue initiatives generate change at various levels of society, from personal development to local community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is to encourage students to increase their participation in art, which fosters creative self-expression and the cultivation of relationships and a sense of belonging through the creation of short video stories.

Project Participants: Children and Adolescents

Inputs: The 13 young participants invested their time participating in the project sessions and meetings. In most cases the project activities took place during school formal education hours and in some cases, they were organised after class. This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to translate this time of school students to monetary value. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: Each participant attended 7 sessions with approximately 3 hours per workshop, totalling 312 hours of collective participant time. The project delivered creative learning sessions that resulted in tangible artistic products, which were documented through photo and video evidence. These culminated in a premiere of student short videos that celebrated their achievements and made their learning effects visible to the broader community.

Outcomes: Through participating in the sessions conducted over the project period, young people developed and improved confidence and skills to express themselves (prirašyti kitus). They also developed and cultivated their identities, relationships and a sense of belonging, as well as learning to distinguish between personal and collective identity and various social groups and cultivate a sense of belonging in common humanity. Most of students attending sessions gained confidence in speaking and presenting in the Lithuanian language.

Creative professional

Inputs: The creative professional contributed a total of 39 hours to planning and facilitating project sessions and communicating with Kūrybinės jungtys staff and teachers. The goal of the activities was to develop and try out a new film-project format for students, focusing the creative process on the exploration of urban spaces and giving participants maximum freedom of choice. The creative professional's fee per contract, plus the cost of the necessary project materials (stationery), represented a substantial investment totalling €2,441.00.

Outputs: The creative professional provided students with some frameworks, processes, technical skills/guidance and feedback during sessions attended by youngsters. Comprehensive data was obtained from the case study (in cooperation with Kūrybinės jungtys staff), including observational notes, photos/videos of the process, a collection of artefacts and written reflections.

Outcomes: In terms of ToC, the creative professional gained new, practice-based skills in creating, delivering and constantly tailoring a learning process focused on positive student outcomes. This enhanced the professional capacity can be applied to future projects and shared with the wider teaching community and other professionals.

School teachers

Inputs: School teachers contributed €1,170.00 in total, representing by their time and expertise in co-designing and facilitating workshop activities (calculated as 65 hours × €18.00 estimated average teacher's salary per hour). The teachers made substantial investment in terms of resources, spending time on preparation and conducting classes, data collection and documentation and participating in the project sessions together with students.

Outputs: The engagement of school teachers helped to facilitate and conduct 7 workshop activities with 13 students as participants.

Outcomes: In terms of the theory of change (ToC), the teachers developed methods and teaching approaches to be applied in practice while participating as supporters to facilitators and co-learners to the students. School teachers gained new, practice-based knowledge in the field of cultural inclusion and engagement, thereby expanding their professional capacity. They also gained more experience of working with youngsters in intercultural context.

Kūrybinės jungtys

Inputs: Representatives from Kūrybinės jungtys spent a total of 56 hours developing, planning, coordinating and co-hosting project sessions. The calculation of the resources contributed by

the Kūrybinės jungtys curators was based on the average curators' salary per hour of €30.00, which totalled €1,720.00.

Outputs: The organisational involvement of the Kūrybinės jungtys curators, measured in terms of time, made the project sessions possible. The curators facilitated the diagnosis of creative tasks and participants' reflections during the first session and conducted the evaluation session after the creative process. They gathered research data on the measurement of the impact of cultural literacies through a survey, documentation of creative diagnostic tasks and participants' reflections, and the creation of maps of meaning.

Outcomes: The curators of Kūrybinės jungtys gained new, practice-based knowledge of cultural inclusion and engagement, thereby expanding their professional effectiveness when working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive students' outcomes.

School administration

Inputs: The school administration contributed the time that staff spent arranging the school timetable to allow teachers and students to participate in project sessions, as well as the estimated cost of school spaces used for project activities. This contribution totalled approximately 32 hours, valued at €653.00.

Outputs: School administration representatives supported the project logistics, spread information about the project throughout the school community, and provided informal mentoring and encouragement to participants.

Outcomes: By providing the necessary conditions (spaces, time and parental support) for students to learn, the school administration developed their organisational competencies.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€5,984.00** comprised of: participant time (€0 direct monetary value but significant opportunity cost representing 312 hours of collective engagement), creative professional engagement and resources (€2,441.00), school teachers contribution (€1,170.00), representatives from Kūrybinės jungtys contributions (€1,720.00), and school administration time (€653.00).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcome measurement was collected through questionnaires completed by students one month after the project activities ended, as well as through observational notes from the creative professional, photos and

videos of the process, reflection session with teachers and reflections from the deputy principal describing the participants' experiences and perceived changes.

Observed changes for participants

Four primary outcomes have been identified and measured for the 13 young participants in the project: improved ability to express thoughts and ideas and developed greater confidence and skills in self-expression, improved quality of relationships with people from diverse backgrounds and strengthened positive experiences of belonging in a group of peers and teachers, strengthened sense of personal positive affect on the surrounding and improved confidence in speaking and presenting in the Lithuanian language.

Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved ability to express thoughts and ideas and developed greater confidence and skills in self-expression

Improved ability to express thoughts and ideas and developed greater confidence and skills in self-expression emerged as a significant intended outcome during the project implementation.

Measurement and Quantification

The ability to express thoughts and ideas and developed greater confidence and skills in self-expression improvements were measured through questionnaires completed by participants. The quantity of the outcome is expressed as 11 persons experiencing change across 13 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years corresponding to the active benefit periods, during which participants regularly access the mental benefits of artistic engagement and positive peer interactions.

Outcome 2: Improved quality of relationships with people from diverse backgrounds and strengthened positive experiences of belonging in a group of peers and teachers

Improved relationships are a critical outcome with long-term implications for participants. The project develops hard skills, such as creative and technical artistic competencies, as well as soft skills, such as communication, collaboration, intercultural competence, critical thinking and problem-solving, which are all necessary for personal development, exploring individual further education opportunities and for successful social integration.

Measurement and Quantification

Skills development was measured through questionnaires, which assessed both self-reported competencies gained during project activities. As it was evidenced, 9 out of the 13 participants experienced measurable skills development. The outcome begins to materialise from session one as participants start to develop competencies; however, the film-making competencies and sense of belonging in a peer group take longer to manifest. This process is estimated to take 2 years, during which time enhanced skills continue to generate benefits through participants' improved interaction with the school community.

Outcome 3: Strengthened sense of personal positive affect on the surrounding

A strengthened sense of personal positivity towards the surrounding environment represents both an immediate project outcome and an indicator of sustained behavioural change beyond the project. The project explicitly aimed to engage young people with art outside the mandatory school curriculum, giving them the opportunity to showcase important issues from their perspective and interact with a wider community of audience members for their short videos. Although the primary focus of the intervention was to develop intercultural understanding and engagement with arts and culture, participants reported an improvement in their psychological well-being as a result of participating in the project.

Measurement and Quantification

Improved cultural participation was measured through questionnaire responded by student one month after the end of the project activities. The quantity of the outcome is expressed as 8 persons across 13 involved.

The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities. The indicated duration of 2 years represents a sustainable estimate of the positive mental change associated with engagement in the project.

Outcome 4: Improved confidence in speaking and presenting in the Lithuanian language

Participants' confidence in speaking and presenting in the Lithuanian language must be considered a critical outcome with long-term implications. Taking into account the issue of ethnic diversity among participants, strengthening the ability to express oneself in Lithuanian not only determines the success of developing film-making competencies, but also creates the important, sustainable effect of improving communication and teamwork skills in general.

Measurement and Quantification

Improved cultural participation was measured through conversation with a deputy principal after the end of the project activities. The quantity of the outcome is expressed as 7 persons across 13 involved.

The outcome begins to materialise from session 1, as participants immediately increase their language competencies through project activities. This process is estimated to take 3 years, during which time enhanced skills continue to generate benefits through participants' improved interaction with the school community.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through families, facilitators, school teachers, and the school community in general. These longer-term, more diffuse impacts are inherently more difficult to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected for the outcome of improved ability to express thoughts and ideas, and the development of greater confidence and self-expression skills, is the cost of a public

speaking workshop, set at a price of €11.00 per workshop for one student. It reflects the important skills of formulating one's own opinions and feelings and communicating them to a diverse audience of peers and adults.

The total value of improved skills is estimated based on courses led by another Kūrybinės jungtys practitioner for students ($11 \text{ persons} \times 8 \text{ sessions} \times €11.00 \text{ per student} = €968.00$). These could be paid by a cultural pass platform, where the government provides a certain amount for student per year. The selected cultural pass platform is an example of options, that would be realistic for teacher to order such a workshop.

The financial proxy selected to value the improved quality of relationships with people from diverse backgrounds, as well as the strengthened positive experiences of belonging in a group of peers and teachers, is the cost of the cinema course for students, set at price of €7.70 per hour. It reflects the opportunity to acquire distinctive specialised competences in the field of movie art, which allow students to build their own value and share their interests within their community.

The total value of improved quality of relationships outcome is estimated based on prices of cinema courses offered by one of popular institutions and organisations, Youngblood Film School and Skalvija Cinema Academy. The total value of the proxy is calculated as: $9 \text{ persons} \times 8 \text{ sessions} \times 3 \text{ hours} \times €7.70 \text{ per hour} = €1,663.20$.

The financial proxy selected for valuing the outcome of a strengthened sense of personal positive affect on the surrounding environment is the cost of a visit to a psychologist, set at €25.00 per hour based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy represents a realistic estimate of the value of accessing equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students from diverse ethnic minority groups in order to overcome feelings of isolation and to build a positive attitude towards their environment.

The total value of improved mental well-being aspects of the outcome is calculated as: $8 \text{ person} \times 24 \text{ hours} \times €25.00 \text{ per hour} = €4,800.00$. This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system.

The financial proxy selected for the outcome of improved confidence in speaking and presenting in Lithuanian is the cost of the Lithuanian language lessons, set at price of €10.00 per hour. It represents the financial commitment required to achieve a sustained effect in overcoming language barriers, as well as to strengthen motivation for social inclusion and artistic expression.

The value of improved language-based skills is estimated based on market research of offers from reputable language schools. The example case study was taken from the Vilnius Children's and Youth Art School. The language learning programme for students is designed so that, by enjoying the creative process, they develop self-confidence as well as acquiring knowledge. The learning process focuses not only on the school curriculum, but also on helping students to integrate the language into their everyday lives. The total value of the proxy was calculated as: $7 \text{ persons} \times 24 \text{ hours} \times €10.00 \text{ per hour} = €1,680.00$.

The four primary outcomes measured for participants demonstrate the broad value created by arts-based, intercultural, inclusive education. Improved self-expression abilities, a sense of

belonging in a group, strengthened relationships and a positive attitude towards the wider environment capture the immediate psychological benefits of participation. Improved Lithuanian language communication skills and video art creation skills capture the long-term economic benefits of human capital development, which extend beyond the project period.

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact — the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all of this value can be attributed to the 'Leaving the “New World”' project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Four primary outcomes were measured for the 13 young participants aged 14-16. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved ability to express thoughts and ideas and developed greater confidence and skills in self-expression

The gross outcome value for improved mental well-being is €968.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, many young people in Naujininkai had limited involvement with cultural institutions and art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention which created safe, supportive spaces for developing self-expression.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 30.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive experiences may decrease by 30.00% per year after project's completion.

Final Impact Calculation €871.20

Gross Outcome Value: €968.00

After Deadweight ($\times 1.00$): €968.00

After Attribution ($\times 0.90$): €871.20

After Displacement ($\times 1.00$): €871.20

Outcome 2: Improved quality of relationships with people from diverse backgrounds and strengthened positive experiences of belonging in a group of peers and teachers

The gross outcome value for improved relationships and experiences of belonging in groups is €1,663.20. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in inclusion processes would occur naturally. However, before participating in the project, many young people in Naujininkai had limited involvement with cultural institutions and art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention which created safe and supportive spaces for strengthening positive group activities and developing relationships.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 30.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired abilities. Over time, the immediate benefits of a supportive environment and positive experiences of belonging in the group may decrease by 30.00% per year after project's completion.

Final Impact Calculation €1,496.88

Gross Outcome Value: €1,663.20

After Deadweight ($\times 1.00$): €1,663.20

After Attribution ($\times 0.90$): €1,496.88

After Displacement ($\times 1.00$): €1,496.88

Outcome 3: Strengthened sense of personal positive affect on the surrounding

The gross outcome value for strengthened sense of personal positive affect on the surrounding is €4,800.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in a sense of personal positive impact would occur naturally. However, before participating in the project,

many young people in Naujininkai had limited involvement with cultural institutions and art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which involved creating safe and supportive spaces to strengthen students' positive reflections on influencing their surroundings.

Attribution: 30.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression. The role of school teachers was especially noticeable, as their active supporting the project contributed to the change, and some substantial effects were obtained through other activities within the school curriculum. Their contribution was estimated at 30%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 10.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their positive reflections and newly acquired abilities. Over time, the immediate benefits of a supportive environment and positive experiences of influencing the surroundings may decrease by 10.00% per year after project's completion.

Final Impact Calculation €3,360.00

Gross Outcome Value: €4,800.00

After Deadweight ($\times 1.00$): €4,800.00

After Attribution ($\times 0.70$): €3,360.00

After Displacement ($\times 1.00$): €3,360.00

Outcome 4: Improved confidence in speaking and presenting in the Lithuanian language

The gross outcome value for confidence in speaking and presenting in the Lithuanian language is €1,680.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in sense of personal positive impact would occur naturally. However, before participating in the project, many young people in Naujininkai had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which involved creating safe and supportive spaces to strengthen students' communication skills in the Lithuanian language.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression in the Lithuanian language. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 5.00%. The positive effects are not sustained at full value indefinitely. Gained confidence usually grows exponentially if the student chooses to engage more in a Lithuanian-speaking environment. Over time, the immediate benefits of a supportive environment and improved communication skills may decrease by 5.00% per year after project's completion.

Final Impact Calculation €1,512.00

Gross Outcome Value: €1,680.00

After Deadweight ($\times 1.00$): €1,680.00

After Attribution ($\times 0.90$): €1,512.00

After Displacement ($\times 1.00$): €1,512.00

Summary of Total Impact

The total impact across all four outcomes for project participants was **€ 7,240.08** in 2025.

This total impact represents the social value created for the 13 young participants after appropriate adjustments for deadweight, attribution and displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators, school teachers, and the school community.

Calculating the SROI

Year	2025	2026	2027
Improved ability to express thoughts and ideas and developed greater confidence and skills in self-expression	871,20	609,84	0.00
Improved quality of relationships with people from diverse backgrounds and strengthened positive experiences of belonging in a group of peers and teachers	1,496,88	1,047,82	0.00
Strengthened sense of personal positive affect on the surrounding	3,360,00	3,024,00	0.00
Improved confidence in speaking and presenting in the Lithuanian language	1,512,00	1,436,40	1,364,58
Total	7,240.08	6,118.06	1,364.58
SDR (5%)	1.0000	0.9524	0.9070
Present Value (PV)	7,240.08	5,826.84	1,237.67
Total Present Value (PV)	14,304.59		
Net Present Value	8,320.59		
Social Return € per €	€ 1: € 2.39		

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€2.39 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects – validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: When Children Ask
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The “When Children Ask” project was developed in collaboration with a group of teachers from a local school in Rumšiškės, a small town in central Lithuania with around 1,300 inhabitants. According to mental health surveys and focus groups conducted by the district Youth Council, young people in the area report a lack of trusted adult confidants. They perceive teachers and other school staff as focusing more on punishment than addressing the root of the problem. Students' connections with teachers are often limited and constrained by institutional rules, and communication from adults in schools and other institutions tends to be top-down.

The outcomes of the case study included improving students' experience of encounters/partnerships with adults, increasing the value attributed to partnerships between adults and young people, and strengthening students' ability to work in groups, share responsibility, practise concentration skills and foster cooperation among peers.

The group of sixth graders chosen for the case study (20 students aged 11–12) is perceived by their teachers as a class that often causes disruption, but which becomes active and engaged when interested. Together with a Kūrybinės Jungtys creative practitioner from the fine art and interdisciplinary arts field, the students were engaged in a project focused on learning about various interview genres and how to ask adult interviewees questions about topics they care about.

The report presents a Social Return on Investment (SROI) evaluation of the “When Children Ask” project.

Document history

Version	Date	Comments	Modified by
1.0	18/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	22/02/2026		Milda Laužikaitė, Saulė Norkutė
3.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

The “When Children Ask” project was developed in collaboration with a group of teachers from a local school in Rumšiškės, a small town in central Lithuania with around 1,300 inhabitants. Rumšiškės is best known for its Open-Air Museum, one of the largest in Europe, which showcases traditional rural life, architecture and culture from various regions of Lithuania.

According to mental health surveys and focus groups conducted by the district Youth Council, young people in the area report a lack of trusted adult confidants. They perceive teachers and other school staff as focusing more on punishment than addressing the root of the problem. Students' connections with teachers are often limited and constrained by institutional rules, and communication from adults in schools and other institutions tends to be top-down. Many of them also report having distant relationships with their parents or carers.

The students aged 11–12 were chosen for the case study as they are perceived by their teachers as a class that often causes disruption, but which becomes active and engaged when interested. Together with a Kūrybinės jungtys creative practitioner from the fine art and interdisciplinary arts field, the students were engaged in a project focused on learning about various interview genres and how to ask adult interviewees questions about topics they care about.

Aim and objectives

The aim of “When Children Ask” project was to create meaningful, lasting change, which can be achieved within a positive experience of encounters/partnerships with adults, increasing the value attributed to relationships/partnerships between adults and young people, and developing teamwork competencies by demonstrating cooperation and shared responsibility. During the project's activities, young people develop the necessary skills, values and understanding of art and fostering acceptance and appreciation of cultural diversity.

Methods

The intervention uses a methodology that was co-created with stakeholders and beneficiaries to ensure relevance and genuine engagement. This arts-based approach enables sensitive topics to be addressed in a safe and creative space, and the partnership between the school and Kūrybinės jungtys provides the initiative with a professional cultural context.

Key activities included 8 continuous creative learning sessions, exploring various formats of interviewing, followed by pre- and post-surveys, to measure change. Diagnostic creative tasks and reflections from participants and practitioners were used during the sessions to capture the depth of their experience. Stakeholder interviews were also conducted to assess the initiative's broader community impact. Most of the sessions took place at the Rumšiškės Cultural Centre, at the school and in the surrounding area.

The project's stakeholder groups include the primary beneficiaries, who are young people from diverse ethnic and social backgrounds aged 11–12, as well as the secondary stakeholders, who are the facilitators, school teachers and the school administration. These groups experience different forms of value from the project, ranging from direct skill development and personal growth for participants, to enhanced organisational capacity for the school, and improved social cohesion for the wider community.

The evaluation framework integrates quantitative and qualitative methods to capture the full scope of change. Baseline and endline surveys provide quantitative measurements of changes in attitudes and behaviours, while qualitative reflection sessions with participants capture the depth and details of their experiences and personal transformations. Stakeholder interviews assess the broader community-level impacts and the sustainability of the outcomes, while workshop observations provide real-time documentation of the change process. This mixed-methods approach ensures that both measurable outcomes and intangible personal and social transformations are captured in the evaluation.

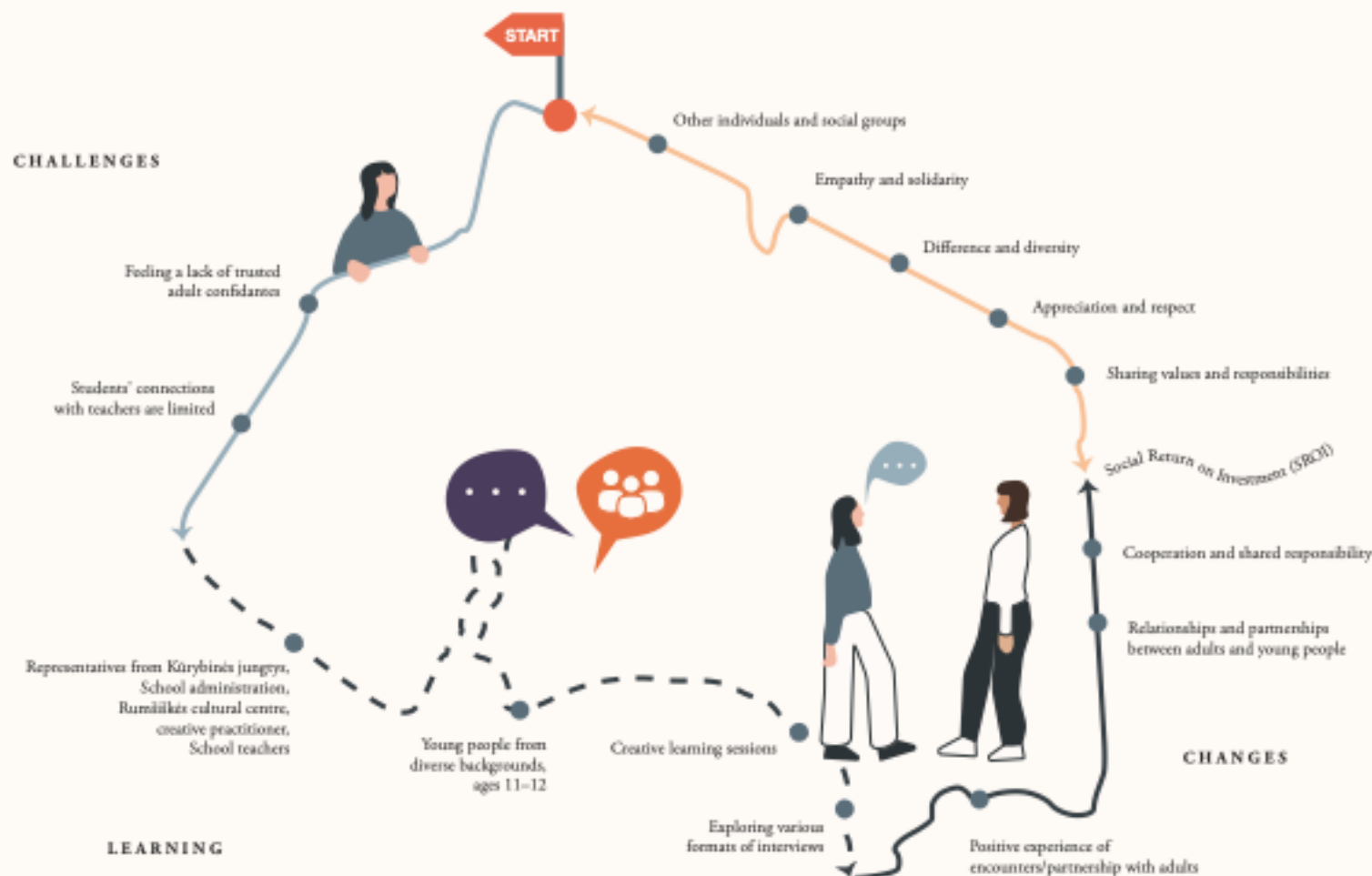
Results

From an SROI perspective, the project is a strategic investment in various forms of capital. Investment in human capital includes developing the skills, values and capabilities of young people that will benefit them over the years. Investment in social capital focuses on building intercultural relationships and strengthening community cohesion in divided contexts. Cultural capital investment enhances arts engagement among a group of students who are often excluded from such activities. Finally, the project generates value by reducing social tensions and preventing potential instability in the local community in the future.

The investment areas included in the SROI calculation are project design and coordination costs, school partnerships and usage of facilities, workshop facilitation and materials, and evaluation activities. The return areas encompass students' individual outcomes such as improved confidence and self-expression through art, enhanced well-being and a sense of belonging in a group of classmates and society, and improved abilities to make friendly relationships with young people from diverse backgrounds. Social outcomes include community cohesion and reduced conflict costs, while cultural outcomes include increased interest in the cultural sector. Preventive value represents the avoided costs of social division, discrimination and intolerance that would otherwise affect individuals and the community.

When Children Ask

Audio-visual and Interactive Media



Follow the Trail of Change

- Theory of Change
- Context
- - - Delivery
- Intended Outcomes
- Intended Impacts

Social Return on Investment ratio

SROI = €1: €5.07



Rumšiškės
Kaišiadorys district, Lithuania

Contents

Introduction

The case study explores how art practices can enhance self-expression, developing positive relationships, and acceptance of students within their school community in Rumšiškės. Workshops exploring various formats of interviewing were organised for a group of students aged 11–12, encouraging them to cultivate and manage their identities, communication skills with the adults (parents, carers and teachers), relationships in their school environment and sense of belonging.

By combining artistic exploration with participatory research methods, the case study aims to motivate young people to distinguish between personal and collective identity, recognise the existence of various social groups, and cultivate a sense of belonging in peer groups and to local society, thereby increasing their involvement in the arts. Through workshops, questionnaires and interviews with stakeholders, the project can assess its impact on cultural attitudes and engagement.

About the entity organizing and conducting the case study

Kūrybinės jungtys (Creative Connections) is an organisation of creative practitioners from diverse fields, including architecture, art and culture, psychology, acting, composition, illustration, direction, music, design, communication, dance, and other disciplines. Activities include programmes for continuous learning and innovation implementation, training, consultancy, research, and mobilising human, institutional, and financial resources for partnership projects. These activities may be of interest to school communities, cultural organisations, day-care centres and education and culture experts. Kūrybinės jungtys' mission is to act as an interdisciplinary hub of creative resources that initiates and carries out the development of a creative, learning-oriented, open society in Lithuania.

Identifying scope and stakeholders

The identification of stakeholders for the “When Children Ask” project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change as a result of the intervention were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups affected by the project, were identified. This comprehensive stakeholder mapping reflects the direct beneficiaries of the project, as well as the wider ecosystem of individuals and organisations that contribute to, and benefit from, inclusive intercultural initiatives in Rumšiškės.

Primary Stakeholders: Project Participants

The case study involved a continuous interview conducting and making process with a group of 6th graders chosen for the project (aged 11–12). This creative learning process engaged 20 students and consisted of 8 creative learning sessions, exploring various formats of interviewing. Most of the sessions took place at school, but some of them were organised at the Rumšiškės Cultural Centre and in the surrounding area.

As evidenced by mental health surveys and focus groups conducted by the district Youth Council, young people in this region report a lack of trusted adult confidants. They perceive teachers and other school staff as being more focused on punishment than on solving problems at their source. Relationships between students and teachers are often limited and constrained by institutional rules, and communication from adults in schools and other institutions is typically top-down. Many students also report having distant relationships with their parents or carers.

The preliminary research revealed that students are eager to step outside of regular lessons and engage in creative activities. They enjoy working and creating together with friends, learning communication techniques within interviews, and sharing their work with the community. The intended changes for the primary stakeholders included experiencing positive and meaningful interactions with adults, shifting perceptions, building trust through shared creative engagement and developing a greater appreciation of the value of relationships and partnerships between adults and young people in personal growth and community life.

Institutional and Policy Stakeholders

Representatives from Kūrybinės jungtys were engaged as curators, authors and facilitators of the project's activities. The intended changes for these stakeholders include new ways of supporting children and adolescents living in remote and rural areas, providing them with richer cultural, creative and educational experiences, and developing new formats for cooperation with schools. Other changes concern improved methodological approaches and effective tools for this context. These outcomes contributed to the organisation's long-term viability and the development of socially engaged cultural programming, as well as strengthening partnerships with educational institutions.

School administration as an institutional stakeholder is motivated to learn how to invest in building the school's image as an active participant in innovative cultural projects. It also develops the ability to support integration processes for students experiencing some forms of exclusion, and to find new ways of encouraging students to develop communications skills and strengthen their sense of belonging in wider society.

The important change for this group of stakeholders is to implement new ideas for cultural education initiatives for the school community, generate interest in the project and activate the school community. Some changes may involve providing more active support to teachers to help them disseminate their knowledge and the methods they have learned during the project to other teachers at the school.

Rumšiškės cultural centre as an institutional stakeholder supported the project by providing conditions (spaces, time, coordination) for some of the sessions. That involvement contributed to the organisation's long-term viability and strengthening partnerships with educational institutions.

Teachers and professionals/practitioners

The **creative practitioner** is involved in developing skills in facilitating creative processes for children, focusing on building relationships and safe spaces through creative tasks, allowing participants to discuss and experience the issues they face, and exposing them to new

practices and experiences. The main intended change achieved by the case study is an improved understanding of the effective methodological approaches and tools in this context.

School teachers who helped to organise, observed and participated in the artistic activities, developed deeper relationships with their students and communicated with them in a more equal way. The intended change for this group of stakeholders involves learning and applying new methods and teaching approaches and strengthening relationships with students.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional and community-level stakeholders have experienced real changes, they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged with methods that are appropriate for them and consider their characteristics and availability. Young participants were subject to systematic survey through reflection sessions, as well as through observational notes from the creative professional, diagnostic creative tasks, and their activities were documented. Other stakeholders were involved in consultations during the preparation phase and were interviewed after the project to gain insights from creative professionals and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the wide range of value created by “When Children Ask” project, recognising that initiatives for intergenerational dialogue generate change at various levels of society, from personal development to local community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is achieving a positive experience of encounters/partnerships with adults, increasing the value attributed to relationships/partnerships between adults and young people, and developing teamwork competencies by demonstrating cooperation and shared responsibility.

Project Participants: Children and Adolescents

Inputs: The 20 young participants invested their time participating in the project sessions and meetings. In most cases the project activities took place during school formal education hours and in some cases, they were organised after class. This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to translate this time of school students to monetary value. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: Each participant attended 8 sessions, totalling 414 hours of collective participant time. The program delivered creative learning sessions that were exploring various formats of

interviews. Most sessions were held in the Rumšiškės Cultural Centre, the school and nearby areas.

Outcomes: Through participating in the sessions conducted over the project period, students improved their ability to collaborate effectively in group activities and through learning how to conduct interviews, they experienced positive interactions with adults and their peers. The atmosphere among classmates became amicable and many of them made new friends.

Creative professional

Inputs: The creative professional contributed a total of 35 hours (8 sessions x 3 h + preparation time 11 h = 35 h) to planning and facilitating project sessions and communicating with Kūrybinės jungtys staff and teachers. The creative professional's fee per contract, plus the cost of the necessary project materials (stationery), represented a substantial investment totalling €3,016.00.

Outputs: The creative professional provided students with some frameworks, processes, technical skills/guidance and feedback during sessions attended by youngsters. Comprehensive data was obtained from the case study (in cooperation with Kūrybinės jungtys staff), including observational notes and process documentation throughout the 8 creative learning sessions.

Outcomes: In terms of ToC, the creative professional gained new, practice-based skills in creating, delivering and constantly tailoring a learning process focused on positive student outcomes. This enhanced professional capacity can be applied to future projects and shared with the wider teaching community and other professionals.

School teachers

Inputs: School teachers contributed €540.00 in total, representing by their time and expertise in helping to organise and co-facilitate workshop activities (calculated as 30 hours × €18 estimated average teacher's salary per hour). The teachers made substantial investment in terms of resources, spending time on preparation and organisation, data collection and documentation and participating in the project sessions together with students.

Outputs: The engagement of school teachers helped to facilitate and conduct 8 workshop activities with 20 students as participants.

Outcomes: In terms of the theory of change (ToC), the teachers developed methods and teaching approaches to be applied in practice while participating as supporters to facilitators and co-learners to the students. School teachers gained new, practice-based knowledge in the field of cultural inclusion and engagement, thereby expanding their professional capacity. They also gained more experience of working with youngsters in inclusive context.

Kūrybinės jungtys curators

Inputs: Representatives from Kūrybinės jungtys spent a total of 53 hours developing, planning, coordinating and co-hosting project sessions. The calculation of the resources contributed by the Kūrybinės jungtys curators was based on the average curators' salary per hour of €30, which totalled €1,696.00.

Outputs: The organisational involvement of the Kūrybinės jungtys curators, measured in terms of time, made the project sessions possible. The curators facilitated the diagnosis of creative tasks and participants' reflections during the first session and conducted the evaluation session after the creative process. They gathered research data on the measurement of the

impact of cultural literacies through a survey, documentation of creative diagnostic tasks and participants' reflections, including the creation of maps of meaning.

Outcomes: The curators of Kūrybinės jungtys gained new, practice-based knowledge on cultural inclusion and engagement, thereby expanding their professional effectiveness of working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

School administration

Inputs: The school administration contributed the time that staff spent arranging the school timetable to allow teachers and students to participate in project sessions, as well as the estimated cost of school spaces used for project activities. This contribution totalled approximately 3 hours, valued at €15.00.

Outputs: School administration representatives supported the project logistics, including arranging the school timetables and school spaces to allow the teachers and students to join the project activities. They also spread information about the project throughout the school community and provided informal mentoring and encouragement to participants.

Outcomes: By providing the necessary conditions (spaces, time and parental support) for students to learn, the school administration developed their organisational competencies.

Rumšiškės cultural centre

Inputs: Rumšiškės cultural centre's contribution included the premises given in kind sessions arranged for some of the project sessions. This contribution totalled approximately 15 hours, valued at €260.64.

Outputs: Spaces and school classrooms were provided for educators and students to support the project logistics. This allowed teachers and students to conduct project activities in various locations, which was an encouraging factor for the participants.

Outcomes: By providing the necessary conditions (spaces, time, support) for students to participate in the project, Rumšiškės cultural centre developed its organisational competencies.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€5,527.64** comprised of: participant time (€0 direct monetary value but significant opportunity cost representing 414 hours of collective engagement), creative professional engagement and resources (€3,016.00), school teachers contribution (€540.00), representatives from Kūrybinės jungtys contributions (€1,696.00), school administration time (€15.00) and Rumšiškės cultural centre's support (€260.64).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcome measurement was collected through reflection sessions, as well as through observational notes from the creative professional, diagnostic creative tasks, reflections from practitioners, teachers and conversations with the school administration describing the participants' experiences and perceived changes.

Observed changes for participants

Four primary outcomes have been identified and measured for the 20 young participants in the project: improved ability to collaborate effectively in group activities and create positive interactions with adults, by conducting interviews; strengthened students' positive relationships within their class, fostering a friendlier attitude towards one another; improved students' ability to make new friends; improved students' ability to concentrate for longer periods of time in class during and after the project.

Each outcome is evidenced through surveys with participants, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved ability to collaborate effectively in group activities and create positive interactions with adults, by conducting interviews

Improved ability to collaborate effectively in group activities and create positive interactions with adults, by conducting interviews emerged as a significant intended outcome during the project planning and implementation.

Measurement and Quantification

The ability to collaborate effectively in group activities and create positive interactions with adults, by conducting interviews were measured through reflection session with students and focus group with teachers and administrations of the school. The quantity of the outcome is expressed as 17 persons experiencing change across 20 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years corresponding to the active benefit periods, during which participants regularly access the mental benefits of shared creative engagement.

Outcome 2: Strengthened students' positive relationships within their class, fostering a friendlier attitude towards one another

Improved relationships are a critical outcome with long-term implications for participants. The project developed students' knowledge on various interview genres, as well as their ability to ask adult interviewees questions and practise different forms of interviewing. Throughout the

project, students have had the opportunity to develop their communication, collaboration, intercultural, critical thinking and problem-solving skills, all of which are important for personal development and successful social integration.

Measurement and Quantification

Skills development was measured through reflection session with students, which assessed both self-reported competency gains and the interviewer's observations of capabilities demonstrated during project activities. As it was evidenced, 16 out of the 20 participants experienced measurable skills development. The outcome begins to materialise from session one as participants start to develop competencies, which fostered a friendlier attitude towards one another. This process is estimated to take 2 years, during which time enhanced skills continue to generate benefits through participants' improved interaction with their class and the school community.

Outcome 3: Improved students' ability to make new friends

A strengthened ability to build trustful relationships represents both an immediate project outcome and an indicator of sustained behavioural change beyond the project. The project explicitly aimed to engage young people with art practices outside the mandatory school curriculum, giving them the opportunity to discuss issues important from their perspective and interact with school community members during the interviews. Although the primary focus of the intervention was to develop intercultural understanding and engagement with arts and culture, participants reported an improvement in their psychological well-being as a result of participating in the project.

Measurement and Quantification

Improved social abilities were measured through reflection session at the end of the project activities. The quantity of the outcome is expressed as 15 persons across 20 involved.

The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities. The indicated duration of 2 years represents a sustainable estimate of the individual positive mental change associated with engagement in the project.

Outcome 4: Improved students' ability to concentrate for longer periods of time in class during and after the project

The improved ability of participants to concentrate for longer periods of time in class during and after the project is considered an important outcome with individual implications of sustained behavioural change beyond the project. Abilities concerning the development of mindfulness are not only a determinant of personal development and well-being, but also create a sustainable effect of strengthening communication and teamwork skills.

Measurement and Quantification

Improved students' abilities were researched through conversation with the class teacher that participated in the project and school administration. The quantity of the outcome is expressed as 14 persons across 20 involved.

The outcome begins to materialise from session 1, as participants immediately increase their acquired abilities through project activities. This process is estimated to take 2 years, during

which time enhanced skills continue to generate benefits through participants' improved mindfulness and effective interactions within the school community.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through families, facilitators, school teachers, and the school community in general. These longer-term, diffuse impacts are inherently more difficult to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected to value the improved ability to collaborate effectively in group activities and create positive interactions with adults, by conducting interviews, is the cost of the cinema course for students, set at a price of €7.70 per hour. It reflects the opportunity to acquire distinctive specialised competences in interviewing, including documentary and reportage work, which allow students to build their own value and share their interests within their community.

The total value of improved quality of relationships outcome is estimated based on prices of cinema courses offered by one of popular institutions and organisations, Youngblood Film School and Skolvija Cinema Academy. The total value of the proxy is calculated as: 17 persons × 8 sessions × 3 hours × €7.70 per hour = €3,141.60.

The financial proxy selected for strengthened students' positive relationships within their class, fostering a friendlier attitude towards one another, is the cost of a visit to a psychologist, set at €25.00 per hour based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy represents a realistic estimate of the value of accessing equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students from diverse ethnic minority groups in order to overcome feelings of isolation and to build a positive attitude towards their environment.

The total value of developing positive relationships together with improved mental well-being aspects of the outcome is calculated as: 16 person × 24 hours × €25.00 per hour = €9,600.00. This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system.

The financial proxy selected for the outcome of improved students' ability to make new friends, is the cost of the mixed media art lessons after school for students, set at price of €11.00 per hour. Practical activities form an integral part of the study of art, world history, psychology, cultural diversity and the natural world. Students are encouraged to develop an open-minded attitude towards the world and other people, and to embrace the authenticity of others, as well as their own, with love and respect. It reflects the important skills of communicating with a diverse audience of peers and adults.

The total value of improved skills is estimated based on the mixed media art and art courses for students in The Vilnius Children's and Youth Art School (15 persons × 24 hours × €11.00 per hour = €3,960.00).

The financial proxy selected for the outcome of improved students' ability to concentrate for longer periods of time in class, both during and after the project, is the cost of group mindfulness courses, priced at €30.00 for three-hour sessions. This represents the financial commitment required to achieve sustained effects in terms of personal development and well-being, as well as overcoming communication barriers and strengthening motivation for artistic expression and social inclusion.

The total value of improved language-based skills is estimated based on group mindfulness courses (1 group × 8 session × €30.00 per session = €240.00).

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact – the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all of this value can be attributed to the “When Children Ask” project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Four primary outcomes were measured for the 20 young participants involved in the project. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved ability to collaborate effectively in group activities and create positive interactions with adults, by conducting interviews

The gross outcome value for improved mental well-being is €3,141.60. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, many young people in Rumšiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which created safe and supportive spaces for developing skills in conducting interviews and overcoming communication barriers.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 20.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive experiences may decrease by 20.00% per year after project's completion.

Final Impact Calculation €2,827.44

Gross Outcome Value: €3,141.60

After Deadweight ($\times 1.00$): €3,141.60

After Attribution ($\times 0.90$): €2,827.44

After Displacement ($\times 1.00$): €2,827.44

Outcome 2: Strengthened students' positive relationships within their class, fostering a friendlier attitude towards one another

The gross outcome value for improved relationships and experiences of belonging in groups is €9,600.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in inclusion processes would occur naturally. However, before participating in the project, many young people in Rumšiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention which created safe and supportive spaces for strengthening positive group activities and developing relationships.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities to build relationships. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 10.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired abilities. Over time, the immediate benefits of strengthened students' positive relationships may decrease by 10.00% per year after project's completion.

Final Impact Calculation €8,640.00

Gross Outcome Value: €9,600.00

After Deadweight ($\times 1.00$): €9,600.00

After Attribution ($\times 0.90$): €8,640.00

After Displacement ($\times 1.00$): €8,640.00

Outcome 3: Improved students' ability to make new friends

The gross outcome value for improved students' ability to make new friends is €3,960.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in sense of personal positive impact would occur naturally. However, before participating in the project, many young people in Rumšiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which involved creating safe and supportive spaces to strengthen students' positive attitude to their classmates and new contacts.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities to make new friends. The role of school teachers was especially noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 10.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their positive reflections and newly acquired abilities. Over time, the immediate benefits of a supportive environment and positive experiences of making new friends and developing sustainable relationships may decrease by 10.00% per year after project's completion.

Final Impact Calculation €3,564.00

Gross Outcome Value: €3,960.00

After Deadweight ($\times 1.00$): €3,960.00

After Attribution ($\times 0.90$): €3,564.00

After Displacement ($\times 1.00$): €3,564.00

Outcome 4: Improved students' ability to concentrate for longer periods of time in class during and after the project

The gross outcome value for improved students' ability to concentrate for longer periods of time in class during and after the project is €240.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in sense of personal positive impact would occur naturally. However, before participating in the project, many young people in Rumšiškės had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which involved creating safe and supportive spaces to personal development and well-being.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities of mindfulness. The role of school teachers was noticeable, as

their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 20.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their positive reflections and newly acquired skills. Over time, the immediate benefits of a supportive environment and ability to concentrate in class may decrease by 20.00% per year after project's completion.

Final Impact Calculation €216.00

Gross Outcome Value: €240.00

After Deadweight ($\times 1.00$): €240.00

After Attribution ($\times 0.90$): €216.00

After Displacement ($\times 1.00$): €216.00

Summary of Total Impact

The total impact across all four outcomes for project participants was **€ 15,247.44** in 2025.

This total impact represents the social value created for the 20 young participants after appropriate adjustments for deadweight, attribution and displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators, school teachers, and the school community.

Calculating the SROI

Year	2025	2026
Improved ability to collaborate effectively in group activities and create positive interactions with adults, by conducting interviews	2,827.44	2,261.95
Strengthened students' positive relationships within their class, fostering a friendlier attitude towards one another	8,640.00	7,776.00
Improved students' ability to make new friends	3,564.00	3,207.60
Improved students' ability to concentrate for longer periods of time in class during and after the project	216.00	172.80
Total	15,247.44	13,418.35
SDR (5%)	1.0000	0.9524
Present Value (PV)	15,247.44	12,779.64
Total Present Value (PV)	28,027.08	
Net Present Value	22,499.44	
Social Return € per €	€ 1: € 5.07	

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€5.07 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

Author(s)	Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
Contributor(s)	Milda Laužikaitė, Saulė Norkutė
Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: Dancer in the Village
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The 'Dancer in the Village' project was developed and led by Kūrybinės jungtys in collaboration with teachers and administration from Lithuanian Paluknys Medėinos Gymnasium. Paluknys is an ethnically diverse village in the Trakai region that faces social and cultural barriers between the Lithuanian, Polish, Russian and Belarusian communities. Many primary and secondary school students experience exclusion, challenging family circumstances and limited access to informal education. In particular, many boys lose interest in the arts after the 7th grade, turning to subcultures shaped by Russian-speaking online content promoting dominance and misogynistic culture.

This case study aimed to address these negative phenomena by offering young people a creative and physically engaging project in contemporary dance and circus arts. The activities included continuous creative and physical learning in dance and circus arts for 13 students aged 14–15, aiming to foster empathy, cooperation and self-expression. Most sessions took place at Paluknys School and in the surrounding area. The final reflection session was organised at the Vilnius City Museum. The case study's outcomes included broadening students' horizons and developing their cultural literacy by engaging them with contemporary dance and circus arts, and building relationships with a professional creative practitioner. During the project, students strengthened their social connections through respectful collaboration and trust-building with peers and adults. They also developed their identity and self-expression skills by exploring new creative pathways.

The report presents a Social Return on Investment (SROI) evaluation of the 'Dancer in the Village' project.

Document history

Version	Date	Comments	Modified by
1.0	18/02/2026		Grzegorz Maśloch (SGH), Benedykt Opałka (SGH)
2.0	22/02/2026		Milda Laužikaitė, Saulė Norkutė
3.0	28/02/2026	Final Version	Benedykt Opałka (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

The ‘Dancer in the Village’ project was developed and led by Kūrybinės Jungtys in collaboration with administration and teachers from the Lithuanian Paluknys Medėinos Gymnasium. Paluknys is an ethnically diverse village in the Trakai region facing social and cultural barriers between Lithuanian, Polish, Russian and Belarusian communities. The partner school is attended by students from a variety of ethnic and social backgrounds. Many primary and secondary school students experience exclusion and challenging family circumstances, as well as having limited access to informal education. In particular, many boys lose interest in the arts after 7th grade, turning to subcultures shaped by Russian-speaking online content promoting dominance and misogynistic culture.

This case study responds to these negative phenomena by offering young people a creative, physically engaging project in contemporary dance and circus arts. The project involved 13 students aged 14–15 in continuous creative and physical learning in dance and circus arts, promoting empathy, cooperation and self-expression.

Aim and objectives

The aim of “Dancer in the Village” project is to strengthen social connections through respectful collaboration and trust-building among peers and adults, as well as to support their identity and self-expression by opening new creative pathways for students to explore themselves. During the project's activities, young people had the opportunity to broaden their horizons by engaging them with contemporary dance and circus arts and building relationships with professional creative practitioners, deepening their understanding of art and fostering acceptance and appreciation of cultural diversity.

Methods

The intervention uses a methodology that was co-created with stakeholders and beneficiaries to ensure relevance and genuine engagement. This arts-based approach enables sensitive topics to be addressed in a safe and creative space, and the partnership between the school and Kūrybinės jungtys provides the initiative with a professional cultural context.

Key activities included 9 creative learning sessions, with process documentation. The final reflection session was organised at Vilnius City Museum. Diagnostic creative tasks and pre- and post-surveys of the young participants' reflections were used during the sessions to capture the depth of their experience. Stakeholder interviews were also conducted to assess the initiative's broader community impact.

The project's stakeholder groups include the primary beneficiaries, who are young people from diverse ethnic and social backgrounds aged 14–15, as well as the secondary stakeholders, who are the facilitators, school teachers and the school administration. These groups experience different forms of value from the project, ranging from direct skill development and personal growth for participants, to enhanced organisational capacity for the school, and improved social cohesion for the wider community.

At an individual level, the project generates outcomes such as improved communication and teamwork skills, greater cultural awareness and empathy, increased confidence when engaging with diverse perspectives and abilities to self-expression through the arts. It also

fosters personal values that align with inclusivity and acceptance. These changes create ripple effects at the local community level, reducing intercultural tensions among young people and strengthening social cohesion in a multicultural context.

The evaluation framework integrates various methods to capture wide scope of change. Pre- and post-surveys of the young participants provide measurements of changes in attitudes and behaviours, while qualitative reflections with participants capture the depth and details of their experiences and personal transformations. Stakeholder interviews assess the broader community-level impacts and the sustainability of the outcomes, while workshop observations provide real-time documentation of the change process. This mixed-methods approach ensures that both measurable outcomes and intangible personal and social transformations are captured in the evaluation.

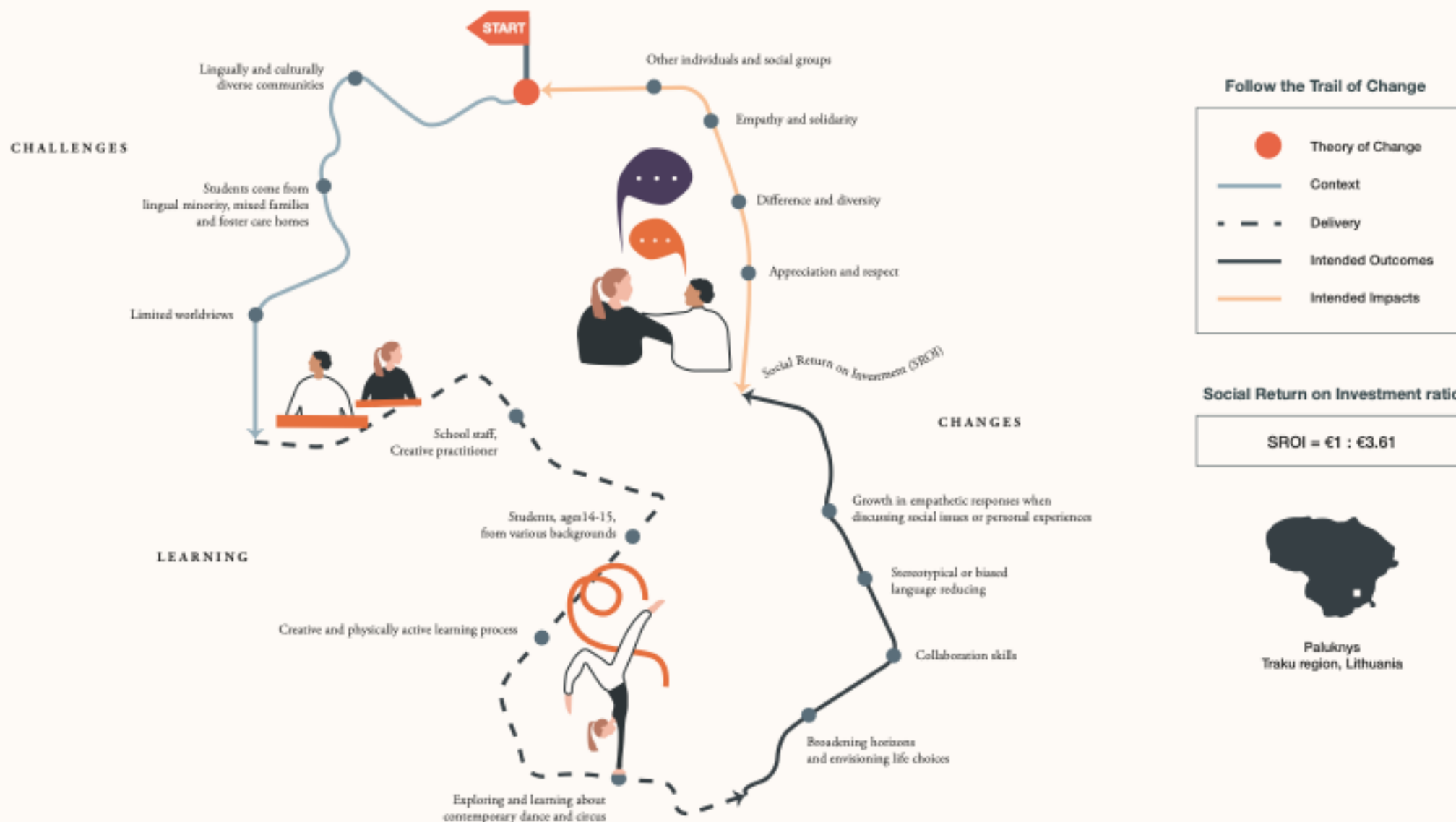
Results

From an SROI perspective, the project is a strategic investment in various forms of capital. Investment in human capital includes developing the skills, values and capabilities of young people that will benefit them over the years. Investment in social capital focuses on building intercultural relationships and strengthening community cohesion. Cultural capital investment enhances arts engagement and participation in the dance-based activities among groups of students who are often excluded from such forms of cultural education. Finally, the project generates value by reducing social tensions and preventing potential instability in the local community in the future.

The investment areas included in the SROI calculation are project design and coordination costs, school partnerships and usage of facilities, workshop facilitation and materials, and evaluation activities. The return areas encompass individual outcomes such as increased confidence and self-expression through art, improved well-being, a stronger sense of belonging in peer groups and local society, and better relationships with people from a diverse range of backgrounds. Social outcomes include community cohesion and reduced conflict costs, while cultural outcomes include increased interest in the cultural sector. Preventive value represents the avoided costs of social division, discrimination and intolerance that would otherwise affect individuals and the community.

Dancer in the Village

Performance and Celebration



Contents

Introduction

The case study explores how art practices can encourage self-expression and the development of social relationships, as well as fostering acceptance, among students within the wider community of Paluknys, an ethnically diverse village in the Trakai region. Contemporary dance and circus arts workshops were organised for a group of students aged 14–15, encouraging them to develop their identities, relationships, and sense of belonging by opening new creative pathways for students to explore themselves.

By combining artistic exploration with participatory research methods, the case study aims to motivate young people to strengthen social connections through respectful collaboration and trust-building among peers and adults and cultivate a sense of belonging to a common humanity, thereby increasing their involvement in the arts. Through workshops, surveys and interviews with stakeholders, the case study can assess its impact on cultural attitudes and social engagement.

About the entity organizing and conducting the case study

Kūrybinės jungtys (Creative Connections) is an organisation of creative practitioners from diverse fields, including architecture, art and culture, psychology, acting, composition, illustration, direction, music, design, communication, dance, and other disciplines. Its scope of activities includes programmes for continuous learning and innovation implementation, training, consultancy, research, and mobilising human, institutional, and financial resources for partnership projects. These activities may be of interest to school communities, cultural organisations, day-care centres and education and culture experts. Kūrybinės jungtys' mission is to act as an interdisciplinary hub of creative resources that initiates and carries out the development of a creative, learning-oriented, open society in Lithuania.

The school participating in the study provides 12 years of formal education and shares premises with a Polish minority school. Both schools have small classes consisting of 10–13 pupils. The students mentioned that they enjoy less crowded classes and that they can receive more individual attention from the teachers. Most of the students come from other parts of the area, and their participation in after-school activities is determined by the schedules of the buses that take them home.

Around 80% of the students at the chosen school come from lingual minority or mixed families. Some of the students are living with carers. After a diagnostic session with a small group of 8th–10th grade students, a striking observation emerged: their envisioned career choices were notably limited, largely influenced by a few charismatic school teachers.

Identifying scope and stakeholders

The identification of stakeholders for the 'Dancer in the Village' project was conducted in accordance with the SROI principle of materiality, ensuring that all individuals and groups experiencing significant change as a result of the intervention were included in the analysis. Through a consultative process with the project's implementing partners, distinct stakeholder groups affected by the project, were identified. This comprehensive stakeholder mapping reflects the direct beneficiaries of the project, as well as the wider ecosystem of individuals

and organisations that contribute to, and benefit from, inclusive intercultural initiatives in Paluknys.

Primary Stakeholders: Project Participants

The case study involved a creative, physically engaging program in contemporary dance and circus arts for 14–15-year-olds, aiming to foster empathy, cooperation, and expression. This creative learning process consisted of 9 sessions, including final reflection session at Vilnius City Museum. Most sessions were held in Paluknys school and nearby areas, led by a Kūrybinės jungtys practitioner – professional dancer, choreographer and circus performer.

The school cooperating with Kūrybinės jungtys is located in the lingually and culturally diverse area and is attended by students from a variety of ethnic and social backgrounds. Many primary and secondary school students experience exclusion, challenging family circumstances and limited access to informal education. In particular, many boys lose interest in the arts after the 7th grade, turning to subcultures shaped by Russian-speaking online content promoting dominance and misogynistic culture. Through practising contemporary dance and circus arts, the young participants were motivated to develop their communication competences, learn to listen to and understand others through art, and experience personal transformation by gaining new skills and self-confidence.

The intended changes for the primary stakeholders are to broaden young people's horizons for the future by engaging with and building relationships with the creative practitioner, and also to develop the ability of young people to collaborate effectively in group activities, showing respect and cooperation.

Institutional and Policy Stakeholders

Representatives from Kūrybinės jungtys were engaged as curators, authors and facilitators of the project's activities. The intended changes for these stakeholders include discovering new ways supporting children and adolescents living in remote rural areas, providing them with richer cultural, creative, and educational experiences, and developing new formats for cooperation with schools. These outcomes will contribute to the organisation's long-term viability, the development of socially engaged cultural programming and the strengthening of partnerships with educational institutions.

School administration as an institutional stakeholder is motivated to participate in these types of projects because there are only a few opportunities available. Such projects address behavioural and social issues among students by exposing them to new people and activities, while also enhancing the school's image as an active participant in innovative cultural initiatives. As the school is struggling to compete with neighbouring schools for students, these projects are especially important. For this group of stakeholders, the change involves implementing new ideas for cultural education initiatives for the school community, generating interest in the project, and activating the school community.

Teachers and professionals/practitioners

The **creative practitioner** developed his skills in facilitating creative processes for youth and adolescents, focusing on building relationships and safe spaces through creative tasks that encourage positive experiences of partnership with adults, increase the value placed on

intergenerational relationships, and support cooperation and shared responsibility through the completion of group tasks. The change achieved within the case study also included the improved understanding of the effective methodological approaches and tools in this context.

School teachers were given the opportunity to provide exposure to new people and activities, while addressing and helping to resolve students' behavioural and social issues. By observing and participating in the case study activities, teachers strengthened their relationships with students, recognising their different cultural backgrounds.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritised according to the significance of the changes they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. While institutional and community-level stakeholders have experienced real changes, they have been included with lighter data collection given the more indirect nature of their outcomes.

Throughout the evaluation, stakeholders have been engaged through methods that are appropriate for them and consider their characteristics and availability. Young participants were subject to systematic surveys and observations, and their activities were documented. Other stakeholders were involved in consultations during the preparation phase and were interviewed after the project to gain insights from creative professionals and teachers.

This comprehensive stakeholder mapping ensures that the SROI analysis captures the wide range of value created by "Dancer in the Village", recognising that intercultural inclusion and communication-oriented initiatives generate change at various levels of society, from personal development to local community cohesion and institutional capacity building.

Mapping inputs, outputs and outcomes

The process of mapping connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is to strengthen social connections through respectful collaboration and trust-building among peers and adults, as well as to support their identity and self-expression by opening new creative pathways for students to explore themselves.

Project Participants: Children and Adolescents

Inputs: The 13 young participants invested their time participating in the project sessions and meetings. In most cases the project activities took place during school formal education hours. This represents an opportunity cost, as the participants could have spent this time on alternative activities. For the SROI purposes it was assumed that there was no basis to translate this time of school students to monetary value. Although this time investment was valued at €0 in direct financial terms (as the participants did not make any monetary payments), this time investment represents a significant commitment and forms the basis of the changes they experienced.

Outputs: Each participant attended 9 sessions with approximately 2.5 - 3 hours per workshop, totalling 236 hours of collective participant time. The project delivered creative learning sessions that were documented through photo evidence. The reflection session was

conducted at the Vilnius City Museum, where students had the opportunity to meet other creative practitioners and experience different cultural activities.

Outcomes: Through participating in the sessions, young people developed and improved confidence and skills to express themselves through dance-based practice. They also developed and cultivated their identities and self-confidence, improved their relationships with peers from other schools and various social groups, as well as cultivated a sense of belonging in the local community.

Creative professional

Inputs: The creative professional contributed a total of 37 hours to planning and facilitating project sessions and communicating with Kūrybinės jungtys staff and teachers. The goal of the activities was focused on building relationships and safe spaces through creative tasks that encourage positive experiences. The creative professional's fee per contract, plus the cost of the necessary project materials (stationery), represented a substantial investment totalling €3,816.81.

Outputs: The creative professional provided students with some frameworks, processes, technical skills/guidance and feedback during sessions attended by youngsters. Comprehensive data was obtained from the case study (in cooperation with Kūrybinės jungtys staff), including observational notes, documentation of the process and written reflections.

Outcomes: In terms of ToC, the creative professional gained new, practice-based skills in creating, delivering and constantly tailoring a learning process focused on positive student outcomes. This enhanced professional capacity can be applied to future projects and shared with the wider teaching community and other professionals.

School teachers

Inputs: School teachers contributed €216.00 in total, representing by their time and expertise in helping to organize workshop activities totalling 11 hours. The teachers made substantial investment in terms of resources, spending time on organising and communicating to the students regarding the meaning and purpose of the sessions, data collection, documentation and gathering students feedback about project activities and changes in students' behaviours and attitudes.

Outputs: The engagement of school teachers helped to facilitate and conduct 9 creative learning sessions with 13 students as participants.

Outcomes: In terms of the theory of change (ToC), the teachers developed methods and teaching approaches to be applied in practice while participating as supporters to facilitators and co-learners to the students. School teachers gained new, practice-based knowledge in the field of cultural inclusion and engagement, thereby expanding their professional capacity. They also gained more experience of working with youngsters in intercultural context, recognising their different cultural backgrounds.

Kūrybinės jungtys curators

Inputs: Representatives from Kūrybinės jungtys spent a total of 58 hours developing, planning, coordinating and co-hosting project sessions. The calculation of the resources contributed by the Kūrybinės jungtys curators was based on the average curators' salary per hour of €32 and totalled €1,856.00.

Outputs: The organisational involvement of the Kūrybinės jungtys curators, measured in terms of time, made the project sessions possible. The curators facilitated the diagnosis of creative tasks and participants' reflections during the first session and conducted the evaluation session after the creative process. They gathered research data on the measurement of the impact of cultural literacies through a survey, documentation of creative diagnostic tasks and participants' reflections.

Outcomes: The curators of Kūrybinės jungtys gained new, practice-based knowledge of cultural inclusion and engagement, thereby expanding their professional effectiveness of working with diverse youth populations. In terms of the Theory of Change (ToC), this is reflected in improved learning processes that focus on positive student outcomes.

School administration

Inputs: The school administration contributed the time that staff spent arranging the school timetable to allow teachers and students to participate in project sessions, as well as the estimated cost of school spaces used for project activities. This contribution totalled approximately 27 hours, valued at €432.00.

Outputs: School administration representatives supported the project logistics, spread information about the project throughout the school community, and provided informal mentoring and encouragement to participants.

Outcomes: By providing the necessary conditions (spaces, time and parental support) for students to learn, the school administration developed their organisational competencies through implementing new ideas for cultural education initiatives for the school community.

Vilnius City Museum

The Museum contributed the premises given in kind for the reflection session to allow teachers and students to participate in project sessions. This contribution totalled approximately 1.5 hour, valued at €225.00.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **€6,545,81** comprised of: participant time (€0 direct monetary value but significant opportunity cost representing 236 hours of collective engagement), creative professional engagement and resources (€3,816.81), school teachers contribution (€216.00), representatives from Kūrybinės jungtys contributions (€1,856.00), and School administration time and engagement (€432.00).

The following chapters provide details on how these outcomes are measured, how their value is calculated and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies. This enables the systematic comparison of the social value created with the resources invested. The approach to evidence-gathering employed in this evaluation balances methodological rigour with sensitivity to the complex, multifaceted nature of cultural and social change. Data for the outcome measurement was

collected through pre- and post-survey, diagnostic creative tasks, observational notes of the creative professional, documentation of the process, reflection session with teachers and with the participants, describing experiences and perceived changes.

A total of 13 young people were involved in the project, 12 of whom gave their consent to participate in the research examining the effects of change experienced during the project.

Observed changes for participants

Four primary outcomes have been identified and measured for the 13 young participants in the project: improved students' ability to collaborate effectively in group activities and build a positive attitude towards their classmates; developed skills in contemporary dance and abilities to express oneself through dance-based practice; strengthened students' self-confidence and sense of positive affect on their surroundings; improved students' interpersonal relationships with peers from diverse backgrounds or presenting different opinions.

Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved students' ability to collaborate effectively in group activities and build a positive attitude towards their classmates

Improved students' ability to collaborate effectively in group activities and build a positive attitude towards their classmates emerged as a significant intended outcome during the project planning and implementation.

Measurement and Quantification

The ability to collaborate effectively in group activities and build a positive attitude towards their classmates were measured through the reflection session with students. The quantity of the outcome is expressed as 9 persons experiencing change across 13 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years corresponding to the active benefit periods, during which participants regularly access the mental benefits of artistic engagement and positive peer interactions.

Outcome 2: Developed skills in contemporary dance and abilities to express oneself through dance-based practice

Developed skills in contemporary dance and abilities to express oneself are a kind of outcome with long-term implications for participants. The project fostered skills connected to dance, choreography and circus artistic practice, as well as soft skills, such as communication, collaboration, intercultural competence, which are all necessary for personal development, exploring individual further education opportunities and for successful social integration.

Measurement and Quantification

Skills development was measured through post-surveys with participants, which assessed capabilities demonstrated during project activities. 11 out of the 13 participants experienced measurable skills development. The outcome begins to materialise from session one as

participants start to develop competencies; however, the dance skills and the experience of self-expression take longer to manifest. This process is estimated to take 2 years, during which time enhanced skills continue to generate benefits through participants' improved interaction with the school community.

Outcome 3: Strengthened students' self-confidence and sense of positive affect on their surroundings

A strengthened sense of personal positivity towards the surrounding environment represents both an immediate project's outcome and an indicator of sustained behavioural change beyond the project. The project explicitly aimed to engage young people with art outside the mandatory school curriculum, giving them the opportunity to express important issues and strengthen their sense of belonging in specific groups as well as interact with a wider community of audience members. Participants reported an improvement in their mental well-being as a result of participating in the project.

Measurement and Quantification

Improved cultural participation was measured through a post survey with participants. The quantity of the outcome is expressed as 10 persons across 13 involved.

The outcome begins to materialise from session 1, as participants immediately increase their cultural engagement through project activities. The indicated duration of 2 years represents a sustainable estimate of the positive mental change associated with engagement in the project.

Outcome 4: Improved students' interpersonal relationships with peers from diverse backgrounds or presenting different opinions

Improved students' interpersonal relationships with peers from diverse backgrounds or presenting different opinions emerged as a significant intended outcome of the project. Students reported that during this project they have learned to listen to and hear the opinions of their peers who have different views.

Measurement and Quantification

The change in students' interpersonal relationships with peers from diverse backgrounds was measured in a post-survey with participants. The quantity of the outcome is expressed as 12 persons experiencing change across 13 involved. The outcome begins to materialize from session 1, as participants immediately experience the benefits of entering a supportive, creative environment. The duration of the outcome extends for 2 years corresponding to the active benefit periods, during which participants regularly access the personal development based on artistic engagement and positive peer interactions.

Wider, longer-term community impacts

While the primary focus of outcome measurement is on direct participants, the project generates wider impacts, spreading through families, facilitators, school teachers, and the school community in general. These longer-term, more diffuse impacts are inherently more difficult to measure precisely, but they nonetheless represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the entire transformative potential of arts-based, intercultural education initiatives.

Valuing outcomes

The financial proxy selected for the outcome of improved students' ability to collaborate effectively in group activities and build a positive attitude towards their classmates, is the cost of the public speaking workshop, set at a price of €11.00 per workshop for one student. It reflects the important skills of formulating one's own opinions and feelings and communicating them to a diverse audience of peers and adults.

The total value of improved skills is estimated based on courses led by another Kūrybinės jungtys practitioner for students ($9 \text{ persons} \times 9 \text{ workshops} \times €11.00 \text{ per student} = €891.00$). These could be paid by a cultural pass platform, where the government provides a certain amount for a student per year. The selected cultural pass platform is an example of options that would be realistic for a teacher to order such a workshop.

The financial proxy selected to value the developed skills in contemporary dance and abilities to express oneself through dance-based practice, is the cost of dance lessons in one of contemporary dance schools, set at a price of €18.00 per hour. It reflects the opportunity for students to acquire specialised competencies in contemporary dance and build their own value by sharing their interests within their community.

The total value of the ability to express oneself by contemporary dance is estimated based on one of the leading private contemporary dance schools that work with youth, Public Institution Urban Dance Theatre "Low Air". The total value of the proxy is calculated as: $11 \text{ persons} \times 27 \text{ hours} \times €18.00 \text{ per hour} = €5,346.00$.

The financial proxy selected for valuing the outcome of strengthened students' self-confidence and sense of positive affect on their surroundings, is the cost of a visit to a psychologist, set at €25.00 per hour based on market research of offers from qualified psychologists who work with young people and lead group therapy sessions. This proxy represents a realistic estimate of the value of accessing equivalent psychological benefits through formal mental health systems. It reflects the range of support needed by students from diverse ethnic minority groups in order to overcome feelings of isolation and to build their individual positive attitude towards the environment.

The total value of improved mental well-being aspects of the outcome is calculated as: $10 \text{ persons} \times 9 \text{ hours} \times €25.00 \text{ per hour} = €2,250.00$. This represents the minimum value that participants would need to invest to access equivalent mental health benefits through the formal healthcare system.

The financial proxy selected for the outcome of improved students' interpersonal relationships with peers from diverse backgrounds or presenting different opinions, is the cost of workshop on diversity, equality, and social inclusion for children and adolescents, set at a price of €350.00 per 1.5-hour session. Practical activities include building healthy relationships based on respect, understanding and cooperation. This reflects the important skill of communicating with diverse peer and adult audiences.

The total value of the proxy is estimated based on diverse workshops on diversity, human rights, equality, and social inclusion for children and adolescents provided by House of Diversity and Education, which is a non-governmental organization, offering trainings, guidelines and methodological tools for various groups of young people ($1 \text{ group} \times 18 \text{ sessions} \times €350.00 \text{ per session} = €6,300.00$).

The four primary outcomes measured for participants demonstrate the broad value created by arts-based, intercultural, inclusive education. Improved self-expression abilities, a sense of belonging to a group, strengthened relationships and a positive attitude towards the school environment and classmates capture the immediate psychological benefits of participation. Improved communication with people who have different views, and the ability to express oneself through dance-based practice, capture the long-term benefits of human capital development beyond the project period.

Estimating impact (Net social value)

The critical stage of SROI analysis is establishing impact, where gross outcome values are adjusted to reflect net impact — the change that can be credibly attributed to the intervention. While the raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, not all of this value can be attributed to the “Dancer in the Village” project. This is because some changes would have happened anyway without the intervention (deadweight), some result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement) and some may diminish over time (drop-off).

Impact Calculations for Project Participants

Four primary outcomes were measured for the 13 young participants. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence base relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved students' ability to collaborate effectively in group activities and build a positive attitude towards their classmates

The gross outcome value for improved students' ability to collaborate effectively in group activities and build a positive attitude towards their classmates is €891.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in teamwork skills and building positive attitude processes would occur naturally. However, before participating in the project, many young people in Paluknys had limited involvement with cultural institutions and art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention which created safe and supportive spaces for strengthening positive group activities and developing relationships.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and foster their positive attitude to others. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 30.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired abilities. Over time, the immediate benefits of a supportive environment and positive experiences of belonging to the group may decrease by 30.00% per year after project's completion.

Final Impact Calculation €801.90

Gross Outcome Value: €891.00

After Deadweight ($\times 1.00$): €891.00

After Attribution ($\times 0.90$): €801.90

After Displacement ($\times 1.00$): €801.90

Outcome 2: Developed skills in contemporary dance and abilities to express oneself through dance-based practice

The gross outcome value for developed skills in contemporary dance and abilities to express oneself through dance-based practice is €5,346.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and skills would occur naturally. Before participating in the project, many young people in Paluknys had limited involvement with cultural institutions and art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention which created safe, supportive spaces for developing self-expression.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 30.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and the positive role of dance-based practice as a form of self-expression may decrease by 30% per year following project's completion.

Final Impact Calculation €4,811.40

Gross Outcome Value: €5,346.00

After Deadweight ($\times 1.00$): €5,346.00

After Attribution ($\times 0.90$): €4,811.40

After Displacement ($\times 1.00$): €4,811.40

Outcome 3: Strengthened students' self-confidence and sense of positive affect on their surroundings

The gross outcome value for Strengthened students' self-confidence and sense of positive affect on their surroundings is €2,250.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in sense of personal positive impact would occur naturally. However, before participating in the project, many young people in Paluknys had limited involvement with cultural institutions and art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which involved creating safe and supportive spaces to strengthen students' positive reflections on influencing their surroundings.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased self-confidence and conviction that their opinion was important and heard. The role of school teachers was especially noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 10.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their positive reflections and newly acquired abilities. Over time, the immediate benefits of a supportive environment and positive experiences of influencing the surroundings may decrease by 10.00% per year after project's completion.

Final Impact Calculation €2,025.00

Gross Outcome Value: €2,250.00

After Deadweight ($\times 1.00$): €2,250.00

After Attribution ($\times 0.90$): €2,025.00

After Displacement ($\times 1.00$): €2,025.00

Outcome 4: Improved students' interpersonal relationships with peers from diverse backgrounds or presenting different opinions

The gross outcome value for improved students' interpersonal relationships with peers from diverse backgrounds or presenting different opinions is €6,300.00. This outcome undergoes the following adjustments:

Deadweight: 0.00%. The estimate reflects the fact that some improvement in abilities and positive relationships would occur naturally. Before participating in the project, many young people in Paluknys had limited involvement with art-based activities beyond the school curriculum. The observed benefit is considered unique to this intervention, which created safe and supportive spaces for overcoming communication barriers and developing interpersonal relationships through contemporary dance and performative practices.

Attribution: 10.00%. There are not many other opportunities and actors who can contribute to students' increased abilities and skills of self-expression. The role of school teachers was noticeable, as their active supporting the project contributed to the change. Their contribution was estimated at 10%.

Displacement: 0.00%. There were no other positive activities identified for participants to engage in that could be displaced by achieving the outcome during time spent in workshops.

Drop-off: 10.00%. The positive effects are not sustained at full value indefinitely. This depends on whether the school provides other opportunities for students to practise working in groups and refine their newly acquired skills. Over time, the immediate benefits of a supportive environment and positive relationships may decrease by 10.00% per year after the project's completion.

Final Impact Calculation €5,670.00

Gross Outcome Value: €6,300.00

After Deadweight ($\times 1.00$): €6,300.00

After Attribution ($\times 0.90$): €5,670.00

After Displacement ($\times 1.00$): €5,670.00

Summary of Total Impact

The total impact across all four outcomes for project participants was **€ 13,308.30** in 2025.

This total impact represents the social value created for the 13 young participants after appropriate adjustments for deadweight, attribution and displacement. The drop-off effect is calculated from 2026 onwards, depending on the duration of each outcome. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including facilitators, school teachers, and the school community.

Calculating the SROI

Year	2025	2026
Improved students' ability to collaborate effectively in group activities and build a positive attitude towards their classmates	801.90	561.33
Developed skills in contemporary dance and abilities to express oneself through dance-based practice	4,811.40	3,367.98
Strengthened students' self-confidence and sense of positive affect on their surroundings	2,025.00	1,822.50
Improved students' interpersonal relationships with peers from diverse backgrounds or presenting different opinions	5,670.00	5,103.00
Total	13,308.30	10,854.81
SDR (5%)	1.0000	0.9524
Present Value (PV)	13,308.30	10,338.12
Total Present Value (PV)		23,646.42

Net Present Value	17,100.61
Social Return € per €	€ 1: € 3.61

The SROI calculation demonstrates that the case study generated significant social value, with a return of **€3.61 for every €1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

Poland



EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "Voyage"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28th February 2026
Dissemination level	PU

Abstract

The case study "Voyage" was co-organized with BSR (Bednarska Szkoła Realna), an upper secondary school in Warsaw. It consisted of a five-day long artistic workshop in rural countryside. The school originated from the independent educational movement in Poland in the transition period (initiated in 1989). It is based on the principle of democracy with the institutional decision-making based on the real-life parliament logic. BSR provides general education and vocational training, with arts as one of four specializations.

During the stay the participants created a "zin" (booklet). The goal was twofold: to learn about and bond with a social and natural environment very different from the everyday experience of life in the capital city. Thus, the sense of solidarity and responsibility is being developed. Second goal related to use of art as a tool to understand others and to cooperate together. "Voyage" aimed to create important and lasting improvement in skills, to strengthen the values of solidarity and broaden the social perspective.

The context of the case study was formal/informal: trip organized together with the school but happening in an informal setting and outside of the curriculum.

This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	20/01/2026		Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH)
2.0	25/02/2026		Ewa Wajda (SV)
3.0	28/02/2026	Final Version	Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

“Voyage” is an initiative aiming at lowering barriers between communities in large metropolis (Warsaw) and rural regions of Poland. There are resentments and tensions between regions and the capital city, based largely on the mutual lack of communication and understanding. The initiative is part of democracy-driven education, understood as a broader term than knowledge transfer, which intertwines art and social sensibility and sense of responsibility. Such experimental educational ventures started in Poland as soon as the centrally planned economy and dependence from the Soviet Union stopped in 1989. The initiative follows the logic of this democratic movement.

The European goal of “Leaving No One Behind” requires knowledge and skills in the well-educated young generations to meaningfully connect and interact with communities from different social and economic environments. It is equally important to find ways to create actual bonds through work and art, so the urban communities could be not only visitors, clients or strangers in the rural regions. Through art and communication, the common goals and values are established.

Aim and objectives

The main objectives of “Voyage” were to create meaningful and lasting change by empowering the attitudes to appreciate and respect differences and diversity. The workshop aimed at development of values, attitudes and skills to manage and engage with diverse groups and perspectives. Through researching, discussing, understanding and presenting the chosen part of the world, their relationship with it and presence in it, young people could gain also more varied professional perspectives. Thanks to the co-creation of the case study and its result (the artwork), they could develop their co-creation and cooperation skills.

Methods

The intervention employed a co-creational methodology developed with stakeholders and beneficiaries to choose the most important topics for the artistic analyses and to engage both educators and young participants in this undertaking. The process encompassed: (1) Preparations of the criteria for the stakeholders involved in case studies (based on literature and expertise of SV team); (2) Analysis of various education models combining art and societal problems in Polish educational system; (3) Analysis of BSR as a potential stakeholder (according to the criteria created for the purposes of the case study); (4) Semi-structured interview and presentation of the project to the Headmistress of BSR; (5) Brainstorming with a group of stakeholders regarding the possible change based on the logic model; current challenges for youth; various methods of combining social responsibility and culture; (6) Meetings with the BSR educators who conducted the case study: tailoring the methods of (a) defining the change (problem); (b) educational method and tools proposed; (c) methods of measuring the outcomes; (7) Meeting with the students and the educators to discuss the goals of the trip and the agenda.

This participatory approach allowed to tailor the workshop in a way which was most effective, engaging and meaningful. Openness and respect in all stages of the co-created intervention were essential. The five-day long activities encompassed: (1) discussions and tailoring the challenge; (2) research for better understanding of the place; (3) artistic co-creation of the

artwork (zin, a booklet); (4) wrapping up, self-evaluation evaluation of the process by students and educators during the discussion on the last day of the trip.

“Zin” is well embedded form of engaged art, combining artistic and societal/political aspects. In this instance it was a crucial part of the case study. Students created their artwork as a communication they wanted to address to society/community. Thus, they were developing their skills to be involved in the important social debates.

The evaluation framework encompassed both quantitative and qualitative methods to capture the full scope of change. Baseline and end-line questionnaires provided quantitative measurement of attitude and behavior change, while qualitative discussion with the youth and the interviews with the educators allowed deeper and broaden the understanding of the incentives and barriers for the expected change and importance of the experiences for the participants. Resulting artwork, zin, provided also an insight into the methods which allowed to ensure the changed perspective of the participants. Photographic documentation serves as a communication material but also gives an insight into the dynamic of the group and factors strengthening cooperation and social ties. This mixed-methods approach allowed to capture the measurable outcomes and the intangible qualities of the transformation. The results encompass impacts on various levels: professional, social and personal.

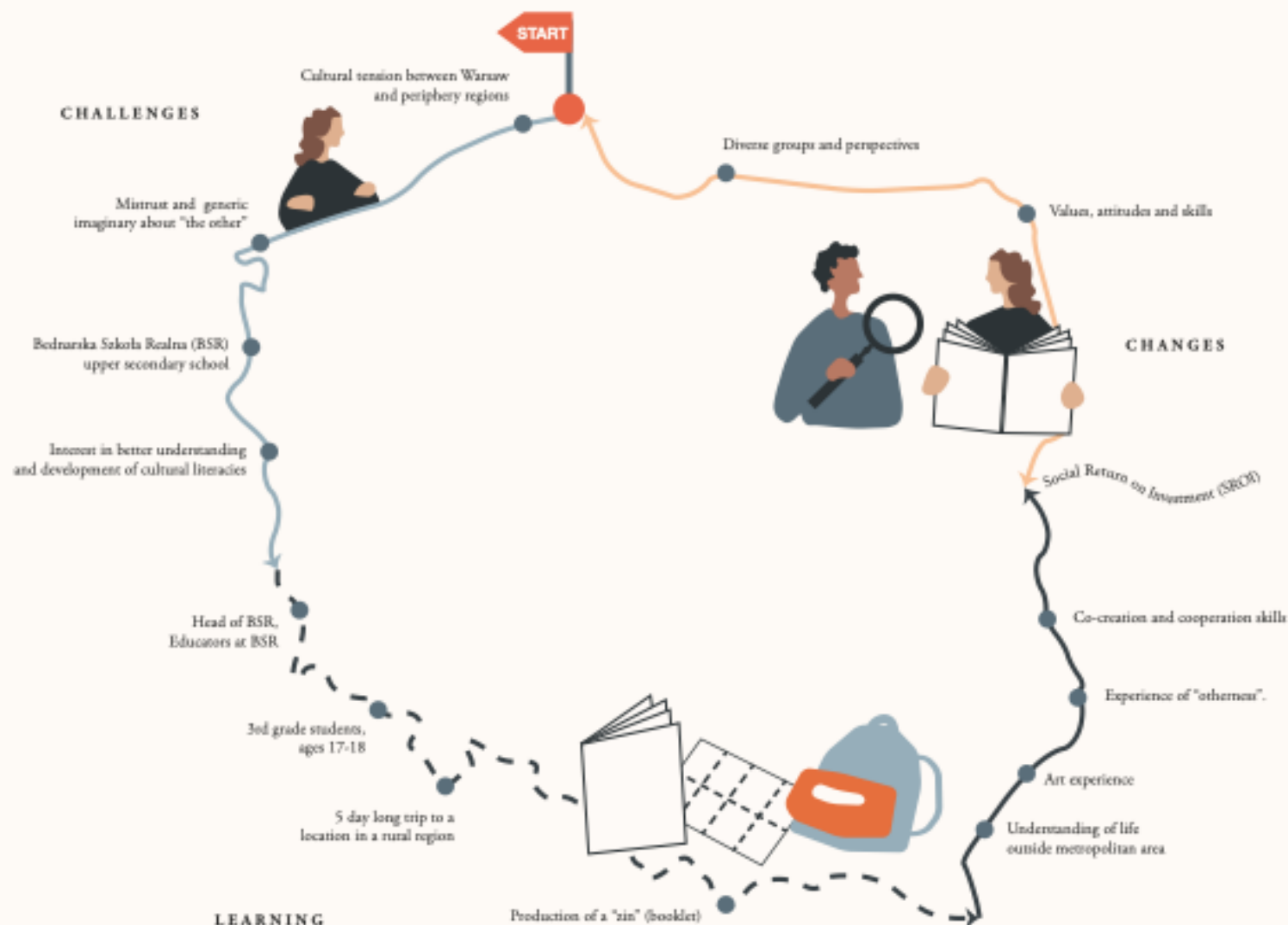
Results

From a SROI perspective, the project represents a strategic investment in multiple forms of capital: human, cultural and social. On the individual level, participants developed their skills, strengthened their values and broadened the possibilities in future social and professional life. On the cultural level the investment brought valuable artistic experience, broadened the range of used technics and artistic skills. The zin remains as valuable artwork, shared in both locations important for the participants: their school in Warsaw and the house in the countryside, visited by other students and educators. From the societal perspective, the dividend value results from the strengthened ties between people who rarely meet and, in this instance, had an opportunity to communicate on the very personal level in a respectful and open manner. In the future, it should reduce the costs associated with social conflicts and unrest. It can also inspire future artists and educators to be more involved with areas lacking significant cultural life.

The investment in SROI calculation encompassed the costs of the design and preparation of the workshop, artistic and psychological supervision of the young participants, art materials, costs of the transportation and catering. The return areas encompass individual outcomes such as improved skills, enhanced wellbeing, and increased future opportunities; social outcomes including community cohesion and reduced conflict costs; cultural outcomes such as increased civic participation; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

Voyage

Visual Arts and Crafts



Follow the Trail of Change



Social Return on Investment ratio

SROI = PLN 1 : PLN 3.67



Rural location
Poland

Contents

Introduction

The case study explores how art can serve as a medium for deepened understanding between various parts of the society – capital city and rural countryside. Thanks to the cooperation with the upper secondary school, BSR, it engaged a group of students from a group 15–18-year-old (mostly aged 17-18) in a workshop and creation of an artistic form of communication, *zin*. This exercise allowed young participants to reflect on the role of cooperation, crossing the invisible social barriers and character of the place different from their own home.

Participative and artistic character of the case study was constructed to engage the participants in the respectful and meaningful study of the Other (both within and outside of their group). Students developed their artistic and communication skills and increased their future possibilities as artists. The analysis of the surveys, interviews, photo documentation and the artwork itself allow to assess the actual change towards more inclusive and open attitudes.

About the entity organizing and conducting the case study

The case study "Voyage" was co-created with BSR and researchers from Sinfonia Varsovia, as a part of the Horizon Europe project Cultural Literacies' Value in Europe (CLiViE). Sinfonia Varsovia is a cultural institution administrated by the capital city of Warsaw. As part of its activities, the institution holds symphonic and chamber concerts, festivals, competitions, and other events aimed at popularizing music. It is a center for music based on the belief that music is the most universal art form. At the heart of the institution is the Sinfonia Varsovia Orchestra whose identity, international reputation, and high artistic standards serve as its capital and basis for operation. As an institution with international reach, Sinfonia Varsovia cares for the local community by engaging and encouraging different groups to participate in culture.

The project team in Sinfonia Varsovia is led by dr hab. prof. Katarzyna Sadowy, a Lead Researcher for the CLiViE project, together with Natalia Daca, specialist in audience development and relation-building with the audience and Deputy Director of Sinfonia Varsovia, Maciej Czeredys. On the BSR side, the workshop was carried out by three young artists, Ada Rączka, Antoni Lisowski and Natan Kryszk. The surveys and supervision of the young participants were conducted by psychologist working with the school, Sylwia Tarasiuk. Small age difference between educators and students and their previous common experiences of the regular lessons allowed close and trust-based cooperation.

Identifying scope and stakeholders

The identification of stakeholders for "Voyage" case study followed the SROI principle of materiality, ensuring that all individuals and groups who were either motivated to make the intervention happen or were affected by it were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the project and the wider ecosystem of those who contributed to and benefitted from it. It is also a basis for better understanding the incentives and barriers to upscale or replicate the case study.

Primary Stakeholders: Project Participants

The central stakeholder group comprised **11 young people from the cohort 15-18 (mostly aged 17-18)** from BSR, attending the art specialization. The motivation for participating in the case study was manifold, encompassing such factors as: possibility to learn new artistic techniques; experience the “otherness” during the trip to the area different from their everyday life; leave behind the stress and obligations of their everyday life (including the will to spend some time off the internet and phones); occasion to be with other people in more meaningful manner. During the co-creation process the students presented also interest in the project results and felt responsible for carrying out the experiment properly.

Young participants encounter several challenges in their life. Sometimes they feel overwhelmed by information and obligations, sometimes they feel lonely and lacking understanding or connections with others. Activities such as implemented in case study are valued for their many-faceted nature, nurturing professional abilities and skills as well as connections to the community on several levels and to the broader world. Through collaborative artistic work, participants develop the skills to manage and engage with diverse groups and perspectives, rooting them in common human values and preparing for the challenges which might arise in the future.

The intended changes for participants encompassed enhanced intercultural understanding, improved communication and collaboration skills, increased confidence in engaging with people from various spheres of life. The values promoting tolerance and mutual understanding, which are at the core of the project aligned with the practices and mission of BSR. Scientific and analytical aspect of the case study allowed all stakeholders to ponder more about the values and their role in their personal, social and professional life.

Family members of project participants constitute an important secondary stakeholder group whose involvement was important for carrying out the case study. First of all, families support the participants in choice of advanced form of education and artistic aspirations. Parents or legal guardians constitute one of the three groups involved in the decision-making process in BSR, as in the original school established in 1989, the other two groups being the faculty and the students themselves. Families support financially school attendance, as it requires a substantial fee. Solidarity is also one of the important features of BSR. Students who passed the exams but cannot afford the fee receive the stipend from the common fund. To diminish the costs of the school maintenance, students are involved in simple tasks, such as cleaning the dishes or snow removing in winter. Such practices require acceptance and support from the students’ families. Therefore, they are important and understanding stakeholders in the whole process of empowering students in their activities focused on solidarity and responsibility. Families also can experience strengthened intercultural understanding as young people share their learning and experiences from the workshops.

Institutional and Policy Stakeholders

Authorities in the field of education at municipal and national levels may be motivated to use project results for planning future programmes and policies, seeking evidence-based approaches to inclusion and youth engagement. The group of the schools encompassing BSR is one of the best-known experiments in education and their experience may be inspirational firstly in the schools acting under the same umbrella, and secondly in other schools.

Schools as institutional stakeholders are motivated to learn what young people and communities need, using the project as a mechanism for understanding student interests and community dynamics. The intended change is to develop youth creative skills and solidarity values which complement formal educational objectives.

Teachers and researchers

Researchers involved in the SROI evaluation and program documentation represent a stakeholder group motivated by distinct professional and intellectual interests. SV team is strongly motivated to participate in various initiatives which allow better understanding between various groups. A special interest lies with the role of art as a meaningful connection between artists and groups who experience social exclusion and barriers in cultural and civic engagement.

Workshop educators who facilitated artistic activities. All artists involved in the case study were strongly motivated to develop their professional skills in teaching and engaging youth. They assessed the research and inclusiveness aspect of the case study as a novelty in their practice and found the results encouraging and inspirational.

Teachers from formal educational settings. Educators sometime lack inspiration for examples of good practices, such as provided by this initiative.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The educators represent important secondary stakeholders whose motivation and engagement significantly contribute to the overall social return on investment. Families, institutional and community-level stakeholders may experience changes as well, but to include them in the study would require broader and more long-term investigation.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection encompasses questionnaires administered before and after program activities, semi-structured interviews, systematic observations with field notes, and photo documentation of activities. Analysis of the artwork, zin constituted also part of the study. Educators, as the important stakeholders involved in the consultations during the preparation phase and were interviewed after the project to gain insights relevant to the analysis of the youth. It also provided some insight into their own changes resulting from participation in the project.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is to create prerequisites for communication between representatives of different communities and identities, developing collaboration skills and teaching participants to understand others through art. Long-term goals are meaningful connections between rural and urban communities.

Project Participants: Children and Adolescents

Inputs: 11 young participants invested their time to participate in a 5-day long workshop. It also required additional effort of travel and self-catering in rather humble circumstances, instead of spending their time in a comfort and routine of school and home. This investment represents a significant commitment and forms the foundation for the changes they experience.

Outputs: Each participant attended 5 days of workshop, participating in various educational and artistic activities, both individually and collaboratively. They were also engaged in various domestic chores.

Outcomes: Through participation in the workshop and creation of the artwork, zin, young people developed creative and craft skills through hands-on artistic activities. Thanks to the study of local environment and interactions with the neighborhood they developed better understanding of society and nature which differ from their everyday experience in Warsaw. They also developed ability to work together and experienced improved social relations with others. The workshop resulted in both intangible and tangible results (artwork). The zin in the location will serve for the future visitors, students and educators as an inspiration and source of understanding the area, as natural and cultural environment. Students shared also the zin in school.

Family Members of Participants

Inputs: Families and legal guardians support morally and financially the attendance of a highly appraised school, including additional activities, such as the “Voyage” case study. In this case they did not provide direct financial input.

Outputs: Families and guardians seek the best opportunities for the youth. Therefore, the workshop which results in developed skills and abilities satisfy in some extent their need to ensure it.

Outcomes: Through learning about the experience of their children or wards, family members may also experience change in their skills to engage with diverse groups and perspectives. This outcome may be experienced indirectly through their children's. Such changes may contribute to more inclusive attitudes and practices that extend beyond the immediate project period and may influence other family members and social networks.

Researchers and teachers

Inputs: Researchers and teachers spend time on preparation and conducting workshop, data collection and documentation. Two researchers of the SV team engaged time of total values PLN 5,000 working on the concept and organization of the workshop. Three artists and a psychologist were also involved in the preparatory phase and spent 5 days with the youth, teaching and ensuring their safety and wellbeing. Total value of their remuneration was PLN 20,600 (PLN 17,000 for the artists and PLN 3,600 for the psychologist). They were also responsible for gathering part of the data. Necessary artistic material constituted cost of PLN 5,200. Costs of travel and catering were PLN 6,000. These costs were covered by the project's funds.

Outputs: The researchers and teachers gathered data and documented the workshop. These outputs encompass pre-and post-questionnaires, semi-structured interviews transcripts, observation notes, photo documentation of activities and outcomes, digital version of the artwork.

Outcomes: Researchers gained new practice-based research examples in the field of cultural inclusion and engagement, enhancing their skills to empower similar activities in their professional life. Teachers gained new skills and improved their ability for comprehensive and multi-layered teaching process. The outcome represents enhanced professional capacity, development of publishable research findings, tested methodological approaches that can be applied to future projects and shared with the broader research community, communication material which may be used for further distribution of the case study results.

Bednarska Szkoła Realna (school)

Inputs: the head of the school invested time in the initiatory phase helping to start and tailor the process. The school provided also the space for the workshop, an input estimated at PLN 1000.

Outputs: accessibility of the space in the chosen location enabled workshop to take place.

Outcomes: additional experience in school curriculum.

Local Citizens and Community

Inputs: Local inhabitants spent time with young people allowing them to better understand the local community and environment. This contribution was valued at PLN 0 in direct monetary terms but represents significant community investment.

Outputs: Part of the zin resulted from communication and exchange with local inhabitants. They received the zin as a token of gratitude.

Outcomes: The local inhabitants who interacted with the youth during the workshop impacted on the artwork that was created. As they received zin, in which one of them was mentioned by name it was a sign of respect, representing real social value.

Summary of Total Inputs

The total inputs invested in the project amounted to approximately **PLN 37,800**, comprised of: participant time (0 direct monetary value but significant opportunity cost), transportation and catering costs, researchers and educators' remunerations, artistic materials.

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted through surveys, semi-structured interviews with participants, analysis of the photo documentation and the artwork (zin). Surveys provided broader picture of the attitudes and perception of youth role in society and imminent community. Interviews were designed to elicit qualitative narratives describing participants' experiences and perceived changes. Analysis of the photo documentation and zin allowed to add insight regarding the dynamic of the group, methods of

creation and cooperation and perception of the “otherness”. All research methods, although designed and conducted separately in order to maintain the rigor, allowed to create multi-layered and intertwined narrative and understanding of the process. Map of meaning encompasses and conveys these results.

Observed changes for participants

Three primary outcomes have been identified and measured for the young participants in the case study: out of eleven, eight experienced improved ability to understand life outside metropolitan sphere and experience „otherness” through artistic actions; four improved their co-creation and cooperation skills; all improved their artistic skills

Each outcome is evidenced through participant interviews, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved ability to understand life outside metropolitan sphere and experience „otherness” through artistic actions

This improved ability is significant as it was at the core of the case study. This ability was confirmed by the surveys, interviews with the educators and in the artwork. It may impact on the professional range of job opportunities in the future and the ability to work with people from different paths of life.

Measurement and Quantification

The quantity of the outcome was expressed as 8 people experiencing change across 11 involved. The outcome begins to materialize from year 1, as participants experienced it even during the workshop itself. The duration of the outcome extends for 3 years corresponding to the time spent in the same educational environment and prolonged for some time after their final exams, before new circumstances may have stronger impact.

Outcome 2: Improved co-creation and cooperation skills

Improved co-creation and cooperation skills represent a critical outcome with long-term social and economic implications for participants. Such skills as communication, collaboration, intercultural competence, critical thinking, and problem-solving are increasingly valued in contemporary labor markets.

Measurement and Quantification

Skills development was measured through participant interviews assessing both self-reported competency gains and interviewed educators’ observations of students demonstrated capabilities during the activities. The quantity of the outcome is expressed as 4 people experiencing measurable skills development out of the sample size of 11 participants. The outcome begins to materialize from year 1 as participants started developing competencies and experienced the change during the workshop. The duration is estimated at 2 years, representing the period spent in the same school community.

Outcome 3: Improved artistic skills

All eleven participants experienced development of hard skills, namely creative and technical artistic competencies. The duration of the outcome extends for 3 years corresponding to the

time spent in the same educational environment and prolonged for some time after their final exams, before new circumstances may have stronger impact. However, if the participants continue to study and/or work in the art field these competencies may additionally build up and have much longer duration period. It seems that the intertwined social and artistic venture may have the synergy effect.

Measurement and Quantification

Improved artistic skills were through participants' surveys, interviews with the educators and analysis of the artwork.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts which may be experienced by educators, families, institutions, and the broader community. These longer-term, diffuse impacts are inherently more difficult to measure with precision, especially in the long period of time, when several factors may additionally strengthen or weaken them. Nonetheless, they represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

The financial proxy selected for valuing improved ability to understand life outside metropolitan sphere and experience „otherness” through artistic actions were improved professional possibilities resulting in the increased wages. Wages are published by the National Statistic Bureau (Główny Urząd Statystyczny GUS). The average wages in Poland in 2025 were PLN 8,962.28 / month, that is PLN 107,547.36 / year. The increase was assessed as PLN 1,000 / month (approx. 10% increase). The total value of the increase on wages was calculated as: 8 persons × PLN 12,000 (yearly increase) for PLN 96,000.

The financial proxy selected for valuing improved co-creation and cooperation skills was the cost of professional training during a workshop aimed at such result. Although the costs of the workshops and coaching offered on the market vary significantly the estimation was made, based on the market prices of various workshops on offer in Warsaw and other large cities, as they would constitute similar opportunity for the group from the study. In this calculation the costs of the travel and accommodation was included to provide the comparability of the situation. The total value was calculated using the prices as: 4 persons × PLN 4,000, that is PLN 16,000. It is an estimation due to the difficulty of choosing the workshop and coaching similar enough to the one in question.

The financial proxy selected for valuing improved artistic skills has similar character as this proposed for improved co-creation and cooperation skills. It is also a cost of professional training. Similarly, the market costs vary. In this calculation only the costs of artistic workshop was taken into account, without the travel to a different destination. The estimation was proposed as the total value calculated using the following prices: 11 persons × PLN 2,000 (cost of the workshop), resulting in a cost of PLN 22,000.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of "Voyage" case study. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for 11 young participants aged 17-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence based relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Ability to understand life outside metropolitan sphere and experience „otherness” through artistic actions

The gross outcome value for improved professional opportunities presented as the increase in wages is **PLN 96,000**. This outcome undergoes the following adjustments:

Deadweight: 30.00%. Estimate reflects that while some improvement would occur due to other experience in life, direct or lived through contact with other members of community. However, the majority of the observed benefit is unique to this intervention which created specific opportunities to meet with and reflect on environment and people whom the participants would not meet otherwise. The safety of artistic methods of communication played an important role.

Attribution: 40.00%. There are a variety of opportunities and actors who can contribute to participants' improvement of understanding of “otherness”, especially when the character of the school is taken into account. Students are constantly taught and reminded of the importance of community and society. Given this specific context and number of contributors, 70% of the well-being outcome can be attributed solely to the workshop itself, with another 30% attributed to these other actors and opportunities.

Displacement: -20.00%. The outcome displaced other activities which could not provide such opportunities of understanding directly “otherness” of nature and different communities. Therefore, the displacement additionally strengthens the results of the case study.

Drop-off: 20.00%. The understanding of “otherness” must be sustained to continue, while living without contact with the environment crucial to the case study will result in fading of this experience.

Impact Calculation for year 1: PLN 48,384

Gross Outcome Value: PLN 96,000
After Deadweight ($\times 0.7$): PLN 67,200
After Attribution ($\times 0.60$): 40,320
After Displacement ($\times 1.2$): 48,384
Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Improved co-creation and cooperation skills

The gross outcome value for improved skills development is **PLN 4,000** which represents the costs of alternative coaching or workshop increasing the same abilities and skills. This outcome undergoes the following adjustments:

Deadweight: 50.00%. Some skills development could have occurred through normal educational progression and maturation even without participation in the case study, especially taken into account the character of the school.

Attribution: 60.00%. Skills development results from multiple contributors including formal education system (with additional value provided by BSR, families transmitting values and supporting learning, interacting with peers and other extracurricular activities developing specific competencies. The workshop contributes to participants' overall human and social capital development but represents one input among many.

Displacement: 0.00%. Participants could have used their time for other activities and taken into account the environment they live and study in, the displacement is assessed as neutral.

Drop-off: 0.00%. The co-creation and cooperation skills are well embedded in personal and artistic activities, and it was assessed that they may even increase in time. This assumption is not introduced into calculations, and the conservative approach of 0% drop-off was chosen.

Impact Calculation for year 1: PLN 800

Gross Outcome Value: PLN 4,000
After Deadweight ($\times 0.50$): PLN 2,000
After Attribution ($\times 0.40$): PLN 800
After Displacement ($\times 1.0$): PLN 800
No drop-off adjustment needed.

Outcome 3: Improved artistic skills

The gross outcome value for improved cultural participation is **PLN 22,000**. This outcome undergoes the following adjustments:

Deadweight: 30.00%. The workshop was designed allowing the young participants to learn and experiment with new technics, which they had limited access to previously. The goal was to provide them the freedom in artistic expression in communicating their interpretation of the chosen subject. Some improvement would happen anyway, due to the curriculum of the school, however students and educators reported the importance of the case study experience.

Attribution: 40.00%. Continuation of the learning process with the same educators (artists) who conduct lessons in BSR, and safe environment provided by the former contacts with the psychologist contributed significantly to the results of the case study.

Displacement: 10.00%. The outcome displaced some other artistic activities. When participants attended workshops, they used time that could have been spent on another learning process, however (as stated above), the unique character of the workshop allowed the assessment of the displacements to be low as 10%.

Drop-off: 0.00%. The artistic skills are well embedded in personal and artistic activities, and it was assessed that they may even increase in time. This assumption is not introduced into calculations, and the conservative approach of 0% drop-off was chosen.

Impact Calculation for year 1: PLN 8,316

Gross Outcome Value: PLN 22,000

After Deadweight ($\times 0.70$): PLN 15,400

After Attribution ($\times 0.60$): PLN 9,240

After Displacement ($\times 0.90$): PLN 8,316

No drop-off adjustment needed.

Summary of Total Impact

The total impact across all three outcomes in year 1 for project participants is **PLN 57,500**.

This total impact represents the social value created for the 11 young participants after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including educators, head of BSR, peers, families, teachers and researchers and the broader community.

Calculating the SROI

Year	2025	2026	2027
Ability to understand life outside metropolitan sphere and experience „otherness” through artistic actions	48,384.00	38,707.20	30,965.76
Co-creation and cooperation skills.	800.00	800.00	
Improved artistic skills	8,316.00	8,316.00	8,316.00
Total	57,500.00	47,823.20	39,281.76
SDR (5%)	1.0000	0.9524	0.9070
Present Value (PV)	57,500.00	45,546.81	35,628.56
Total Present Value (PV)	138,675.37		
Net Present Value	100,875.37		

Social Return PLN per PLN	PLN 1: PLN 3.67

The SROI calculation demonstrates that the case study generated significant social value, with a return of **PLN 3.67 for every PLN 1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "Sewing Machine"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13th March 2026
Dissemination level	PU

Abstract

The case study "Sewing Machine" took place in Warsaw, in Praga North district, former industrial area, with several societal and economic problems. The district is undergoing the modernization process; however long-term stigmatization still takes toll on the young generations.

The case study was co-organized with local upper school (ZS 14) and Dom Kultury Praga (DK Praga), a center with social, cultural and educational purposes. DK cooperates with schools in the vicinity to enrich their curriculum through culture and art.

The case study addressed the problems of identity and relation to local community and broader society, including the growing role of complex identity problems, related to the sexual identity, changed role of men and women in the society, pressure from the consumerist society and climate crises. The goal was to enable young people to find their own identity and express it in different ways, to critically examine ways in which different levels of identity interact and live peacefully with different social groups. The case study aimed at improving skills of expressing and discussing identities. Additional aim was to improve attitudes towards DK Praga as a local hub, where various activities take place, bringing together people from various age and economic groups.

This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	20/01/2026		Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH), Ewa Wajda (SV)
2.0	26/02.2026		Katarzyna Sadowy (SGH)
3.0	13/03/2026	Final Version	Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH),



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

The “Sewing Machine” was organized together with Dom Kultury Praga (DK Praga or DK), a center with social, cultural and educational purposes, located in a less privileged part of Warsaw, called Praga. For decades, this area has been stigmatized, but there are real social problems related to households, jobs and the quality of social infrastructure. DK cooperates with schools in the vicinity to enrich their curriculum through culture and art.

Apart from the complex situation of the area (which has been undergoing a profound transformation lately), during last few years, youth has experienced complex identity problems, related to the sexual identity, changed role of men and women in the society, pressure from the consumerist society vs climate crises. It is important to enable young people to find their own identity and express it in different ways.

Aim and objectives

The main objectives of “Sewing Machine” were to create meaningful and lasting change by the increased ability to critically examine ways in which different levels of identity interact and live peacefully with different social groups. This result was to be obtained through improved skills of expressing and discussing identities. Additional value was the improved attitude towards DK Praga as a local hub, which may in future allow the participants to be better rooted in local society and find a place to participate in cultural and social life.

Methods

The intervention employed a co-creational methodology developed with stakeholders and beneficiaries to choose the most important topics and methods to engage young participants in this undertaking. The workshop consisted of the creative process of defining and redefining oneself with fashion and self-presentation to others.

The co-creational process tailoring the case study encompassed: (1) Preparation of the Matrix of the SV studies; (2) Choice of the potential case study combining proper age cohort/art/new or old practice/formal or informal setting; (3) Choice of the societal challenges (based on D1.1); (4) Cooperation with the stakeholders of the case study; (5) Decisions (taken in cooperation with DK Praga) on: method of tailoring the challenge/problem to be tackled; venue for the case study; art and methods of work; further details; (5) Meetings with teachers; (6) Meetings with the sewing expert.

This participatory approach allowed to tailor the workshop in a way which was most effective, engaging and meaningful. Openness and respect in all stages of the co-created intervention were essential. Workshop encompassed five meetings which encompassed discussion and presentation of the goals and basic technics; sewing; wrap up. Additionally, due to the high engagement of the participants it was decided to organize a photo session carried out by professional photographer and one of the students who benefitted from the mentoring. Young participants created additional details and artworks in order to improve the photo session some of them also participated in the local festival "Fete of Stalowa Street" (Święto ulicy Stalowej) co-organized by DK Praga

The evaluation framework encompassed both quantitative and qualitative methods to capture the full scope of change. Qualitative discussion and interviews with the youth and the with the educators allowed to deepen and broaden the understanding of the incentives and barriers for

the expected change and importance of the experience for the participants. Resulting artworks, fashion items and photo documentation provided also an insight into the methods which allowed to ensure the changed perspective of the participants. Photographic documentation serves as a communication material but also gives an insight into the dynamic of the group and factors strengthening the cooperation and social ties, as well as the intricacies of presenting oneself to the broader community. This mixed-methods approach allowed to capture the measurable outcomes and the intangible qualities of the transformation. The results encompass impacts on various levels, social and personal.

Results

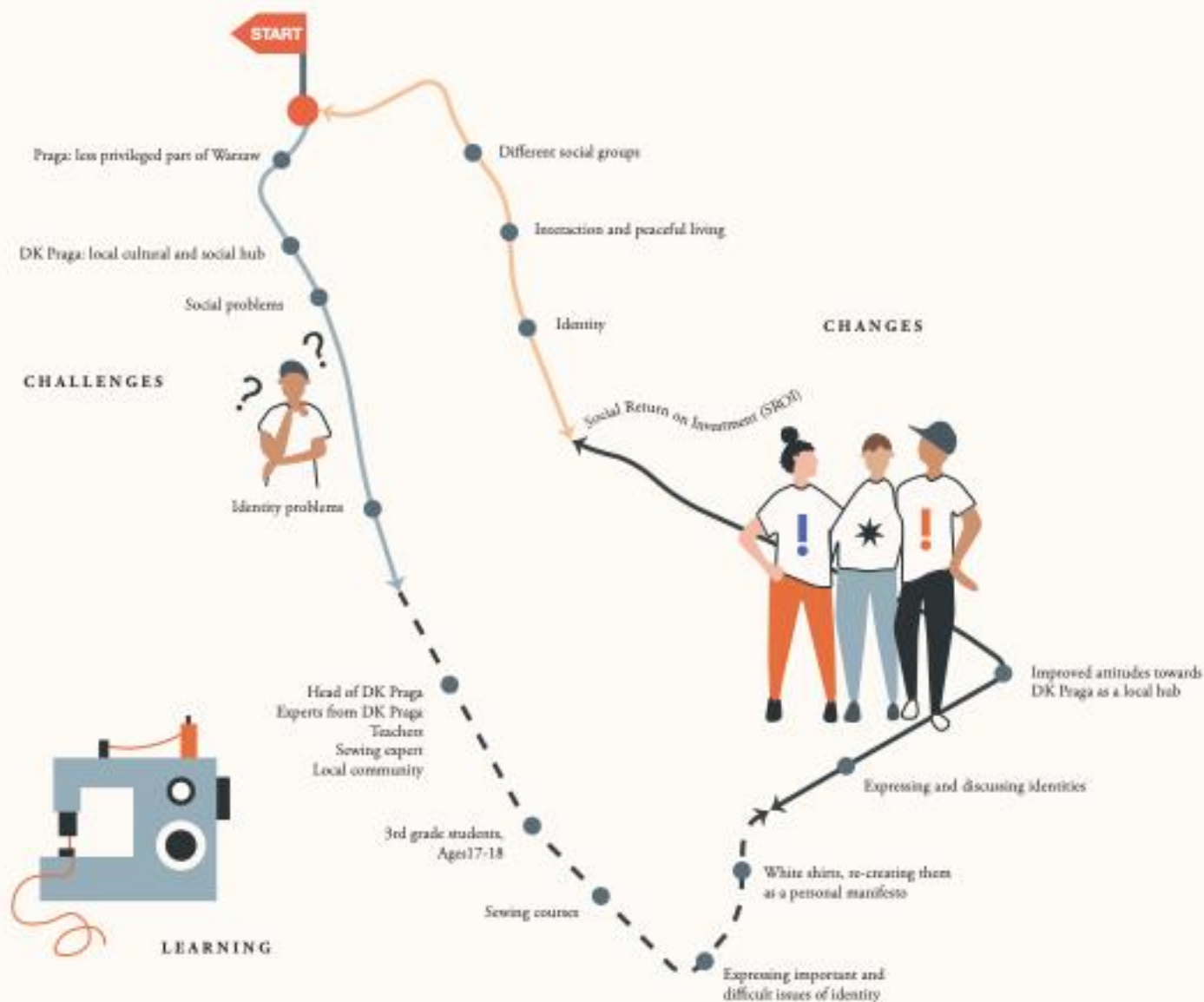
From a SROI perspective, the project represents a strategic investment in multiple forms of capital: human, cultural and social. On the individual level, participants developed their skills, strengthened their values and broadened the possibilities in future social and professional life. On the cultural level the investment brought valuable craft and art-related experience, From the societal perspective, the dividend value results from the strengthened ties between people and improvement of communication skills. In times when social-media persecution and increased aggression towards non-typical behavior (including non-binary sexual identities) experience of acceptance, respect and possibility to freely express oneself and see others expressing themselves have high importance for social engagement and attitudes. Also, in times of high level of digitalization, young people revel in the possibilities to experience some tangible and manual work of artistic character.

The investment for the SROI calculation encompassed the costs of the design and preparation of the workshop, professional and sociological supervision of the young participants, sewing materials, costs of the use of space and machines. The return areas encompass individual outcomes such as improved skills, enhanced wellbeing, and self-acceptance; social outcomes including community cohesion and reduced conflict costs; cultural outcomes such as increased civic participation; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

Sewing Machine



Visual Arts and Crafts



Follow the Trail of Change



Theory of Change



Context



Delivery



Intended Outcomes



Intended Impacts

Social Return on Investment ratio

SROI = PLN 1 : PLN 2.52

DK Praga, Praga North
Warsaw, Poland

Contents

Introduction

The case study explores how craft and cooperation between schools and local cultural hubs can serve as a medium for improved skills of expressing and discussing identities through the craftwork and artistic creativity. Thanks to the cooperation with the upper secondary school, ZS 14 and DK Praga, it engaged a group of students from a group of 15–18-year-old (mostly aged 17-18) in a workshop and creation of fashion outfits. This exercise allowed young participants to reflect on the role of cooperation, crossing the invisible social barriers and respect for various identities.

Participative and creative character of the case study was constructed to engage the participants in respectful and meaningful reflection on identities. Youth developed their creative and communication skills and got empowered by support of the educators involved in the case study. The analysis of the surveys, interviews, photo documentation and craftwork allow to assess the actual change towards more inclusive and open attitudes.

About the entity organizing and conducting the case study

The case study "Sewing Machine" was co-created with the upper secondary school ZS 14 in Praga North, Dom Kultury Praga in the same district and researchers from Sinfonia Varsovia, as a part of the Horizon Europe project Cultural Literacies' Value in Europe (CLiViE). Sinfonia Varsovia is a cultural institution administrated by the capital city of Warsaw. As part of its activities, the institution holds symphonic and chamber concerts, festivals, competitions, and other events aimed at popularizing music. It is a center for music based on the belief that music is the most universal art form. At the heart of the institution is the Sinfonia Varsovia Orchestra whose identity, international reputation, and high artistic standards serve as its capital and basis for operation. As an institution with international reach, Sinfonia Varsovia cares for the local community by engaging and encouraging different groups to participate in culture.

The project team in Sinfonia Varsovia is led by dr hab. prof. Katarzyna Sadowy, a Lead Researcher for the CLiViE project, together with Natalia Daca, specialist in audience development and relation-building with the audience and Deputy Director of Sinfonia Varsovia, Maciej Czeredys. On the DK side, the involvement of the Deputy Director, Przemysław Piskozub, allowed to create meaningful workshop. The workshop was led by the local artist and entrepreneur, Kali.

Identifying scope and stakeholders

The identification of stakeholders for "Sewing Machine" case study followed the SROI principle of materiality, ensuring that all individuals and groups who were either motivated to make the intervention happen or were affected by it were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the project and the wider ecosystem of those who contributed to and benefitted from it. It is also a basis for better understanding the incentives and barriers to upscale or replicate the case study.

Primary Stakeholders: Project Participants

The central stakeholder group comprised **11 young people from the cohort 15-18 (mostly aged 17-18)** from ZS 14. The workshop was organized in lieu of curriculum lessons, thus providing the opportunity to experience something out of the range of everyday learning. Students volunteered to participate in the case study, overcoming such obstacles as fear of the the criticism or ridicule towards their look, identity or taste in clothes, something which they often experience in the society. The case study offered the occasion to be with other people in more respectful and meaningful manner.

The intended changes for participants encompassed improved skills of expressing and discussing identities through the craftwork and artistic creativity; improved attitudes towards DK Praga as a local social and cultural hub; enhanced social ties and networks. The same cohort constitutes the least approachable group in experience of DK Praga. Even if specifically targeted, the youth show generally very low interest in participation in local cultural activities. Therefore, engaging them in meaningful experience was at the same time difficult and important.

Scientific and analytical aspect of the case study allowed some of the stakeholders to ponder more about the values and their role in their personal, social and professional life.

Institutional and Policy Stakeholders

Authorities in the field of education at municipal and national levels may be motivated to use project results for planning future programmes and policies, seeking evidence-based approaches to inclusion and youth engagement.

Schools as institutional stakeholders are motivated to learn what young people and communities need, using the project as a mechanism for understanding student interests and community dynamics. The ZS14 school management may in the future implement more extra-curriculum activities and pay more attention to the identity-related problems of the youth and their need for understanding and respect.

Teachers and researchers

Researchers involved in the SROI evaluation and program documentation represent a stakeholder group motivated by distinct professional and intellectual interests. SV team is strongly motivated to participate in various initiatives which allow better understanding between various groups. A special interest lies with the role of craft as a meaningful connection between creative sector and groups who experience social exclusion and barriers in cultural and civic engagement.

Workshop educator who facilitated the sewing activities. The facilitator was strongly professionally and personally motivated to participate in the case study. It provided positive feedback from the young participants, as well as other stakeholders, and gave inspiration for future activities.

Teachers from formal educational settings. Educator sometime lack inspiration, for examples of good practices, such as provided by this initiative. Teachers involved in the case study, who often act against the mainstream in their professional life, may find more understanding and support, both from the superiors and from the students.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The educators (workshop facilitator, teachers and DK representative) represent important secondary stakeholders whose motivation and engagement significantly contribute to the overall social return on investment. Institutional and community-level stakeholders may experience changes as well, but to include them in the study would require broader and more long-term investigation.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection encompassed semi-structured interviews, systematic observations during the workshops, photo documentation of activities. Analysis of the craftwork, the outfits constituted also part of the study. Educators, as the important stakeholders, were involved in the consultations during the preparation phase and were interviewed after the project to gain insights relevant to the analysis of the youth. It also provided some insight into their own changes resulting from participation in the project.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is to create prerequisites for communication between representatives of different communities and identities, developing collaboration skills and teaching participants to understand others through art. Long-term goals are meaningful connections between rural and urban communities.

Project Participants: Children and Adolescents

Inputs: 11 young participants invested their time in participating in a workshop consisting of 5 meetings. It also required additional effort of fashion items for the photo session. This investment represents a significant commitment and forms the foundation for the changes they experience.

Outputs: Each participant attended 5 workshop meetings, participating in creative activities. All participants created fashion outfits and participated in the photo session documenting their work. Some of them presented also outfits during the festival for the Stalowa Str.

Outcomes: Through participation in the workshop and creation of the outfits young people develop creative and craft skills through hands-on activities. Through the presentation of various identities, they developed better understanding of society and various groups. They also developed ability to work together and experienced improved social relations with others. They experienced acceptance and openness for their work and their individuality. Workshop resulted both intangible and tangible results (fashion outfits).

Researchers, teachers and other professionals

Inputs: Researchers and teachers spent time on preparation and conducting workshop, data collection and documentation. Two researchers of the SV team engaged time of total values 5,000 PLN working on the concept and organization of the workshop. Expert consultation for the

data gathering was the costs of 3,000 PLN. The remuneration for the workshop facilitator was 5,000 PLN, while the costs of the textiles and other materials were 2,000 PLN. The photo session was included as a means to both document the work and the empower the youth through the appreciation of what they achieved. The professional photographer conducted the photo session and mentored one of the students (total cost of 1,200 PLN). professional make-up artists prepared the youth for the session (880 PLN). These costs were covered by the project funds.

Outputs: The researchers gathered data and documented the workshop. These outputs encompass notes from the semi-structured interviews, observation notes, photo documentation.

Outcomes: Researchers gained new practice-based research examples in the field of cultural inclusion and engagement, enhancing their skills to empower similar activities in their professional life. The facilitator gained new skills and broadened her professional range of activities. The outcome represents enhanced professional capacity, development of publishable research findings, tested methodological approaches that can be applied to future projects and shared with the broader research community, communication material which may be used for further distribution of the case study results.

Dom Kultury Praga

Inputs: the Deputy Director invested time and knowledge indispensable for the organization of the case study. Even as it was estimated as 0 PLN it was an important input in the process. DK provided also the space for the workshop and possibility to use the sewing machines, an input estimated at 3,550 PLN.

Outputs: accessibility of the space and machines enabled workshop to take place. The location in Praga North was important for the whole process.

Outcomes: additional experience in DK curriculum.

Summary of Total Inputs

The total inputs invested in the project amounted to **20,630**, comprised of: participant time (0 direct monetary value but significant opportunity cost), space and use of the sewing machines, researchers, facilitator, photographer and make-up specialist remunerations, sewing materials.

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted through semi-structured interviews with participants, analysis of the behaviors during the workshops, photo documentation and the artworks (fashion outfits). Interviews were designed to elicit

quantitative information and qualitative narratives describing participants' experiences and perceived changes. Analysis of the photo documentation allowed to add insights regarding the dynamic of the group, methods of creation and ways of discussing the identities. All research methods, although designed and conducted separately in order to maintain the rigor, allowed to create multi-layered and intertwined narrative and understanding of the process. Map of meaning encompasses and conveys these results.

Observed changes for participants

Three primary outcomes have been identified and measured for the young participants in the case study: all of the eleven participants experienced improved skills of expressing and discussing identities through the craftwork and artistic creativity; five were found to improve their attitudes towards DK Praga as a local hub; and all experienced enhanced social ties and networks.

Each outcome is evidenced through participants interviews, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved skills of expressing and discussing identities through craftwork and artistic creativity

This improved ability is significant as it was at the core of the case study. It responded to the main identified problem of identity, which in many ways is a source of stigmatization, criticism and/or lack of sympathy and understanding. The ability to present oneself to others and to behave respectfully to each other was confirmed by observation and interviews. Important context of this change was the safe environment in which the workshop took place and affirmative attitude of the facilitator and of the educators involved. Therefore, it is a limited, yet meaningful experience, showing both the inclusive community and presenting the youth with methods to express themselves and to interact with others.

Measurement and Quantification

All participants involved experienced the change. The outcome begins to materialize from year 1, as participants experienced it during the workshop itself. The duration of the outcome extends for 3 years. It should be observed that this period applies mainly to craft-related skills, not personal reservation which the participants may have to openly participate in discussion or situations in which various identities play important role.

Outcome 2: Improved attitudes towards DK Praga as a local hub

As the age group in question is one of the most difficult to reach according to all educators involved with the project, ties to the local cultural and social hub may improve their presence and engagement in inclusive society. Only in 5 people out of 11 such a change was observed, presenting the difficulty of this aspect.

Measurement and Quantification

The quantity of the outcome is expressed as 5 people experiencing the change out of the sample size of 11 participants. The outcome begins to materialize from year 1 as participants experienced the change during the workshop. The duration is estimated at 2 years, representing the period spent in the same neighborhood.

Outcome 3: Enhanced social ties and networks

All eleven participants experienced enhanced social ties, which is very relevant for the methods applied and is strongly related to the attitudes of the educators involved. The duration of the outcome extends for 2 years, corresponding to the time spent in the same educational environment. This effect may be positively or negatively impacted by the reaction of other educators and managers in school to the experience of the case study.

Measurement and Quantification

Enhanced social ties and networks were measured through interviews with the participants and educators and the analysis of the artwork.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts which may be experienced by educators, families, institutions, and the broader community. These longer-term, diffuse impacts are inherently more difficult to measure with precision, especially in the long period of time, when several factors may additionally strengthen or weaken them. Nonetheless, they represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

The financial proxy selected for valuing improved skills of expressing and discussing identities through the craftwork and artistic creativity were the costs of professional training in sewing. This is evidently an approximation, as the case study aimed at the craft skills as the means to a goal, while in the professional training the sewing skills are the aim. The proxy provides the relevant value, but the difference of goals should be noted. Average example of sewing workshops in Warsaw could be named as <https://szyciaprzeszycia.pl/kurs-szycia-i-przerabiania-odziezy/> (accessed 20.09.2025). The total value was calculated as: 11 persons × 720 PLN (costs of the participation in the workshop), that is 7,920 PLN.

The financial proxy selected for valuing improved attitudes towards DK Praga as a local hub was voluntary work which could be induced by the ties with the local social hub. The cost assessment was based on EOG recommendation where 1 hour is 1/168 of the minimal wages (https://eogkultura.mkidn.gov.pl/download_gallery/dlc accessed 25.11.2025), ie. 4,666 PLN. Information about wages was based on the National Statistic Bureaux (GUS). The total value was calculated as: 5 persons × 2,083 PLN, that is 10,415 PLN.

The financial proxy selected for valuing enhanced social ties and networks was based on the assumption that such ties improved personal wellbeing and mental health. The costs of mental health treatment (or enhanced mental health) were based on the National Health Fund (Narodowy Fundusz Zdrowia, NFZ) report “Depression. Data for years 2013-2023” and the average cost of the co-payments for reimbursed antidepressants per patient. The total value of improved mental well-being outcome is calculated as: 11 persons × 200 PLN (co-payment), that is 2,200 PLN.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact - the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all of this value can be claimed as impact of "Sewing Machine" case study. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for 11 young participants aged 17-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence based relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved skills of expressing and discussing identities through craftwork and artistic creativity

The gross outcome value for improved skills presented as the cost of similar craft workshop was 7,920 PLN. This outcome undergoes the following adjustments:

Deadweight: 0%. The event was unique, beyond the curriculum of formal education and no factors were identified which could suggest that the change would take place without this intervention.

Attribution: 10.00%. Supportive attitude and actions of the schoolteachers involved in designing and carrying out the case study attributes to the change outside of the scope of the case study. However, the uniqueness of the experience makes 90% of the effect attributed to the intervention.

Displacement: -20.00%. The outcome displaced other activities which could not provide such opportunities of understanding directly "otherness" of others or safe and well received self-expression. Through the interviews with the teachers, it was assessed the activities displaced (formal curriculum and time spent in school) most probably would have the opposite effect on the intended change in young participants.

Drop-off: 5.00%. The ability to express oneself and interact with others through craft and creativeness must be sustained to continue, but the skills achieved are durable.

Final Impact Calculation for year 1: PLN 8,553.60

Gross Outcome Value: PLN7,920

After Deadweight ($\times 1$): PLN7,920

After Attribution ($\times 0.90$): PLN7,128

After Displacement ($\times 1.20$): PLN8,553,60

Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Improved attitudes towards DK Praga as a local hub

The gross outcome value for improved skills development is 10,415 PLN which represents the value of voluntary work which could be induced by the ties with the local social hub. This outcome undergoes the following adjustments:

Deadweight: 0%. The intervention had a unique character and took place in DK Praga, which otherwise may not be ever visited by the participants.

Attribution: 10.00%. DK Praga reaches out to young people and some former or independent knowledge about it to some extent attributed to the change.

Displacement: -30.00%. The age group is hard-to-reach group for DK Praga and similar institutions. Therefore, other activities would strengthen this estrangement from the local hub.

Drop-off: 5.00%. The relation with DK Praga may fade in time, the drop-off depending on future experience with its activities.

Final Impact Calculation for year 1: PLN 12,185.55

Gross Outcome Value: PLN10,415

After Deadweight ($\times 1$): PLN10,415

After Attribution ($\times 0.90$): PLN9,373,50

After Displacement ($\times 1.30$): PLN12,185,55

Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Enhanced social ties and networks

The gross outcome value for enhanced social ties and networks 2,200 PLN. This outcome undergoes the following adjustments:

Deadweight: 0%. The intervention had a unique character and took place in DK Praga, which otherwise may not be ever visited by the participants.

Attribution: 0%. Uniqueness of the intervention, the place and the context in which it took place decided that the attribution is assessed as neutral.

Displacement: -30.00%. The outcome displaced other activities which could not provide such opportunities to enhance relations with others and increase the wellbeing in society. Through the interviews with the teachers, it was assessed the activities displaced (formal curriculum and time spent in school) most probably would have the opposite effect on the intended change in young participants.

Drop-off: 5.00%. The strength of the ties established during the intervention must be sustained to continue and the drop-off was assessed as 5%.

Final Impact Calculation for year 1: PLN 2,860.

Gross Outcome Value: PLN2,200

After Deadweight ($\times 1$): PLN2,200

After Attribution (×1): PLN2,200

After Displacement (×1.30): PLN2,860

Drop-off added to the final calculation in the following years of duration period.

Summary of Total Impact

The total impact across all three outcomes in year 1 for project participants is **PLN23,599.15**.

This total impact represents the social value created for the 11 young participants after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including educators, head of BSR, peers, families, teachers and researchers and the broader community.

Calculating the SROI

Table 4. Calculating the SROI (in PLN)

Year	2025	2026	2027
Improved skills of expressing and discussing identities	8,553.60	8,125.92	7,719.62
Improved attitudes towards DK Praga as a local hub	12,185.55	11,576.27	
Enhanced social ties and networks	2,860.00	2,717.00	
Total	23,599.15	22,419.19	7,719.62
SDR (5%)	1.0000	0.9524	0.9070
Present Value (PV)	23,599.15	21,352.04	7,001.70
Total Present Value (PV)	51,952.88		
Net Present Value	31,322.88		
Social Return PLN per PLN	PLN 1: PLN 2.52		

The SROI calculation demonstrates that the case study generated significant social value, with a return of **PLN 2.52 for every PLN 1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "(Not) Out of Place"
WP	WP5: Valuing impacts in arts-based education
Due date	February 2026
Submission date	28 th February 2026
Dissemination level	PU

The case study "(Not) Out of Place" in Warsaw, in the peripheral district Wawer, on the right riverbank of Vistula. This part of the capital city, called Praga is traditionally considered "problematic", with much fewer educational and cultural institutions. New site of Sinfonia Varsovia is the first and only, as far, institution of national and international renown. The case study was aimed at lowering the barrier between youth aged 15-18 and classical music, a form of „high culture" perceived often as elitist.

The case study was organized together with municipal centre for youth (MOS). The main task of MOS is to conduct comprehensive educational and upbringing activities, provide support encompassing psychological and pedagogical assistance, as well as work with the family. The aim of these activities is the social readaptation of students and preparing them to function independently (after leaving the centre) in the local community.

The intervention sought to create inclusion and feeling of societal belonging through participation in culture, and to create ties with audience from various backgrounds and to fulfil the mission which is inspired by the belief that "music is for everyone" and that it can inspire a meaningful connection with the humanity and community. The case study goal was to develop and apply values, attitudes and skills to engage with diverse groups and perspectives and to improve participation in cultural life. It aimed at creation of the meaningful change in understanding of various culture-related societal problem and at providing valuable cultural experience.

This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	20/01/2026		Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH)
2.0	20/02/2026		Ewa Wajda (SV)
3.0	28/02/2026	Final Version	Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH)



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

Classical music, like some other forms of „high culture”, is perceived as elitist and, like the typical educational environment, exclusive and rejecting atypical behavior or people from difficult circumstances. This encompasses also the role of classical music, concerts and orchestra in the cultural landscape of society. “(Not) Out of a Place” is an initiative aiming at lowering similar barriers. It is part of Sinfonia Varsovia ambition to be involved with the local society; to create ties with audience from various backgrounds; and to fulfil the mission which is inspired by the belief that “music is for everyone”. In this perspective, music can inspire a meaningful connection with humanity and community.

The idea of “social concerts” has already been present in Sinfonia Varsovia for some time. The concerts take place in atypical venues, such as hospitals, care centers or prisons. Firstly, it is a reversed situation that musicians visit the audience in their space, not the other way around. Secondly, audience at these concerts often had no or very limited contact with live classical music before. Sinfonia Varsovia is part of the MUSETHICA programme, which allows young musicians to gain experience through such concerts.

For the “(Not) Out of Place” case study, the concert took place in MOS, a municipal Centre, which conducts comprehensive educational and upbringing activities, provide support encompassing psychological and pedagogical assistance, as well as work with the family. The aim of these activities is the social adaptation of students and preparing them to function independently after leaving the centre in the local community. This work is specifically necessary, as some youth cannot conform to the educational system, methods of teaching/learning or expected comportment. Several of them experience also difficulties related to their family or home. The centre provides in-living possibilities for some of their students.

Aim and objectives

The main objective of “(Not) Out of Place” was to create meaningful and lasting change through valuable cultural experience. The event, a concert in MOS venue, aimed at improved participation in cultural life of the participants and improved understanding of various culture-related societal problems, most importantly lowering the cultural and social barriers, often exemplified by classical music. Through researching, participating in cultural event, and discussing its character and importance, the stakeholders could at first-hand experience the role of the art in creation of social inclusiveness.

Methods

The intervention employed a co-creational methodology developed with stakeholders and beneficiaries to choose the most important topics for the artistic analyses and to engage both educators and young participants in this undertaking. The process encompassed: (1) Preparations of the criteria for the stakeholders involved in case studies (based on literature and expertise of SV team); (2) Analysis of various education models combining art and societal problems in Polish educational system; (3) Analysis of MOS as a potential stakeholder (according to the criteria created for the purposes of the case study) and of the MUSETHICA programme as a basis to create the case study; (4) Discussion with the SV specialists involved in MUSETHICA and Sinfonia Varsovia Academy for young musicians; (5) Brainstorming with a group of stakeholders regarding the possible change based on the logic model; current

challenges for youth; various methods of combining social responsibility and culture; (6) Working meetings to tailor the methods of (a) defining the change (problem); (b) educational method and tools proposed; (c) methods of measuring the outcomes.

The evaluation framework encompassed both quantitative and qualitative methods to capture the full scope of change. Baseline and endline questionnaires provided quantitative measurement of attitude and behavior change, while qualitative discussion with the youth which followed the concert provided meaningful insight into the barriers and incentives to participate in cultural life. Photographic documentation serves as a communication material but also gives an insight into the response to intervention. This mixed-methods approach allowed the researchers to capture the measurable outcomes and the intangible qualities of the transformation. The results encompass impacts on various levels: social and personal.

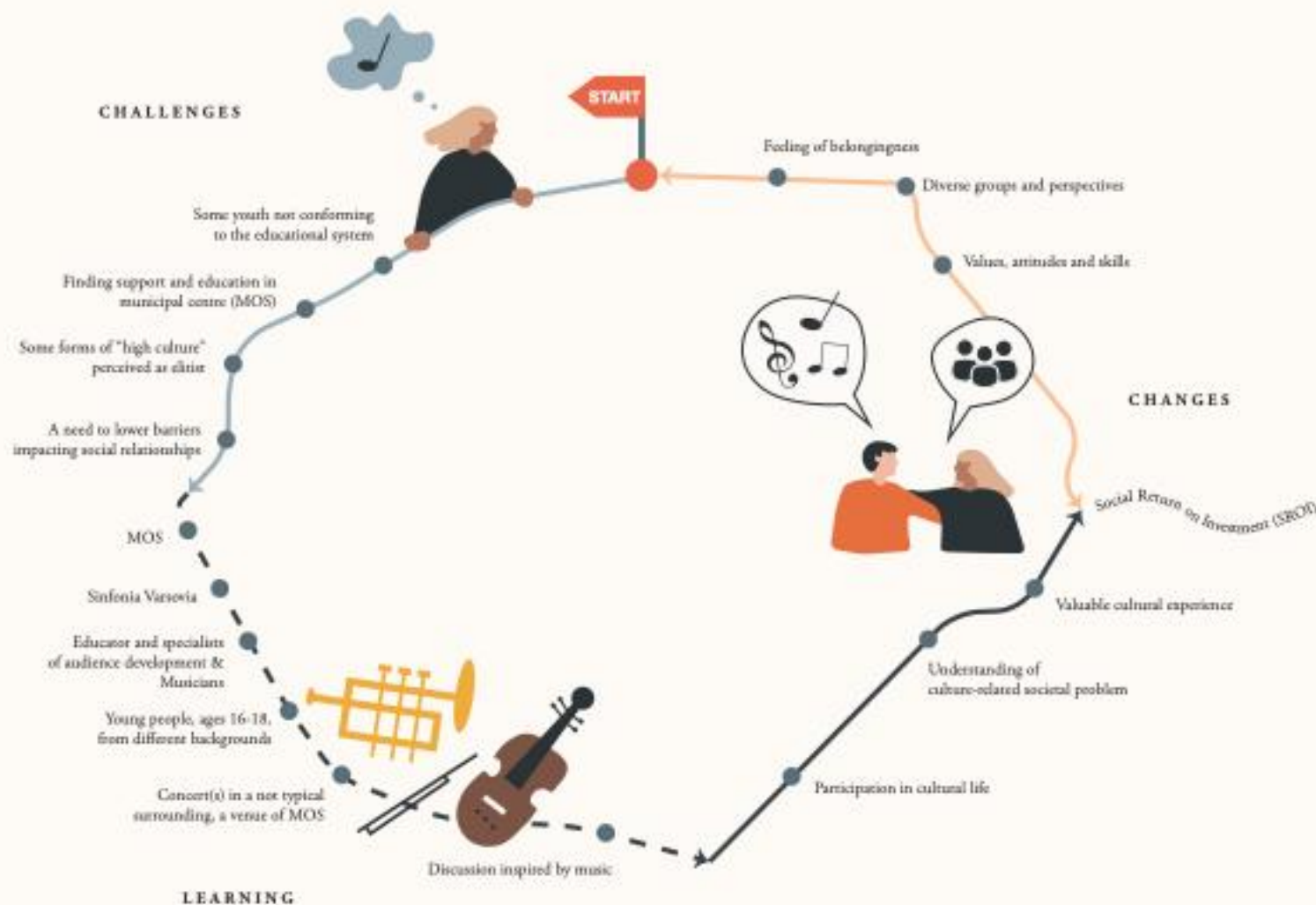
Results

From a SROI perspective, the project represents a strategic investment in multiple forms of capital: human, cultural and social. On the individual level, participants developed their skills, strengthened their values and broadened the possibilities in future social life. On the cultural level the investment brought valuable artistic experience. From the societal perspective, the dividend value results from the strengthened ties between people usually divided by the invisible wall – the artists and the audience. Discussion following the concert, carried out in a respectful and open manner, allowed the researchers to lower the barriers between two groups. It can also inspire future artists and educators to be more involved with those lacking significant cultural experience.

The investment for the SROI calculation encompassed the costs of the design and preparation of the concert, remuneration for the musicians and costs of the transport and insurance of the instruments. The non-financial input was also the use of the space and consultations with the MOS educators. The return areas encompass individual outcomes such as enhanced wellbeing, and increased future opportunities; social outcomes including community cohesion; cultural outcomes such as increased participation; and preventive value representing the avoided costs of social division, discrimination, and intolerance that would otherwise impact both individuals and the community.

(Not) Out of Place

Performance and Celebration



Follow the Trail of Change

- Theory of Change
- Context
- - - Delivery
- Intended Outcomes
- Intended Impacts

Social Return on Investment ratio

SROI = PLN 1 : PLN 2.26



MOS in Praga South
Warsaw, Poland

Contents

Introduction

The case study explores how art can serve as a medium for stronger social ties and more inclusive society. It applies not only to the creation of possibilities to participate in cultural and social life, but also to lowering the inner barrier and obstacle often referred as the belief that “this is not for me”. Thanks to the cooperation with the MOS, centre acting as an upper secondary school, it engaged a group of students from a group 15–18-year-old in a “social concert”. That is a concert encompassing the discussion between the audience and the musicians. This experience allowed young participants to cross the invisible line, which to many of them separated them from valuable participation in cultural life. It can be further interpreted as a barrier to fully participate in a contemporary society.

Participative and artistic character of the case study was constructed to engage the participants in the respectful and meaningful experience of art and reflect on its role in individual and common experience. The analysis of the surveys, interviews and discussion allowed to assess the actual change towards more inclusive and open attitudes.

About the entity organizing and conducting the case study

The case study "(Not) Out of Place" was co-created with MOS, young musicians from Sinfonia Varsovia Academy and researchers from Sinfonia Varsovia, as a part of the Horizon Europe project Cultural Literacies' Value in Europe (CLiViE). Sinfonia Varsovia is a cultural institution administrated by the capital city of Warsaw. As part of its activities, the institution holds symphonic and chamber concerts, festivals, competitions, and other events aimed at popularizing music. It is a center for music based on the belief that music is the most universal art form. At the heart of the institution is the Sinfonia Varsovia Orchestra whose identity, international reputation, and high artistic standards serve as its capital and basis for operation. As an institution with international reach, Sinfonia Varsovia cares for the local community by engaging and encouraging different groups to participate in culture.

The project team in Sinfonia Varsovia is led by dr hab. prof. Katarzyna Sadowy, a Lead Researcher for the CLiViE project, together with Natalia Daca, specialist in audience development and relation-building with the audience and Deputy Director of Sinfonia Varsovia, Maciej Czeredys. The facilitation of the concert was provided by Malina Sarnowska, a facilitator for several “social concerts” in SV. The concertmaster was an experienced artist of SV orchestra, Jakub Haufa, who led a group of young musicians from Sinfonia Varsovia Academy.

Identifying scope and stakeholders

The identification of stakeholders for "(Not) Out of Place" case study followed the SROI principle of materiality, ensuring that all individuals and groups who were either motivated to make the intervention happen or were affected by it were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the project and the wider ecosystem of those who contributed to and benefitted from it. It is also a basis for better understanding the incentives and barriers to upscale or replicate the case study.

Primary Stakeholders: Project Participants

The central stakeholder group comprised **50 young people from the cohort 15-18** from MOS, attending various classes. The motivation for participating in the case study was based mostly on the will to participate in the cultural event and to reflect on its importance. During the discussion various personal motivations were presented.

Young participants encounter several challenges in their life. They do not conform to the mainstream educational methods and environment, several of them experience personal, mental and/or family troubles. Sometimes they feel lonely and lack understanding or connections with others. Activities such as implemented in case study are a means to improve their personal wellbeing, attitude towards the outside world and society in general, and culture in specifically. Through participation and open and respectful methods of exchanging reflections on music, participants improve their understanding of various culture-related societal problems, develop the skills to express themselves and discuss with others, rooting them in common human values and preparing for the challenges which might arise in the future.

The changes intended for participants encompassed improved participation in cultural life; valuable cultural experience and improved understanding of various culture-related societal problems (including lowering the cultural and social barriers). Improved self-expression turned out to be an additional value, identified ex-post. Scientific and analytical aspect of the case study allowed all stakeholders to ponder more about the values and their role in their personal, social and professional life.

Institutional and Policy Stakeholders

Authorities in the field of education at municipal and national levels may be motivated to use project results for planning future programmes and policies, seeking evidence-based approaches to inclusion and youth engagement. The results may also further inspire international environment connected to the MUSETHICA programme.

Schools, including similar centres for youth experiencing problems in the mainstream education, as institutional stakeholders are motivated to learn what young people and communities need, using the project as a mechanism for understanding student interests and community dynamics. The intended change is to develop youth creative skills and solidarity values which complement formal educational objectives.

Teachers and researchers

Researchers involved in the SROI evaluation and program documentation represent a stakeholder group motivated by distinct professional and intellectual interests. SV team is strongly motivated to participate in various initiatives which allow better understanding between various groups. A special interest lies with the role of art as a meaningful connection between artists and groups who experience social exclusion and barriers in cultural and civic engagement.

Young musicians involved in the case study were strongly motivated to develop their professional skills in engaging the audience, especially young ones. They were also strongly motivated to improve their professional competencies in interactions with the audience. They

assessed the research and inclusiveness aspect of the case study as a novelty in their practice and found the results encouraging and inspirational.

Teachers from formal educational settings (including artistic schools). Educators sometime lack inspiration in examples of good practices, such as provided by this initiative.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The musicians represent important secondary stakeholders whose motivation and engagement significantly contribute to the overall social return on investment. Families, institutional and community-level stakeholders may experience changes as well, but to include them in the study would require broader and more long-term investigation.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection encompassed questionnaires administered before and after program activities, observation and analysis of the discussion following the concert, and photo documentation of activities. Musicians, as the important stakeholders, were informally interviewed after the concert to gain insights relevant to the analysis of the youth. It also provided some insight into their own changes resulting from participation in the project.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is to create prerequisites for communication between representatives of different communities and identities, developing collaboration skills and teaching participants to understand others through art. Long-term goals are meaningful connections between rural and urban communities.

Project Participants: Children and Adolescents

Inputs: 50 young participants invested their time to participate in a concert and following discussion. Due to the open formula for the concert and specific space chosen for the event (half-open, without doors), participants were free to join or leave the event, which taken into account in the final valuing of the outcomes. They took time to answer the questionnaires. This investment represents a commitment and forms the foundation for the changes experienced by the participants.

Outputs: Each participant took part in at least part of the concert, with the majority staying from the beginning to the end. Several were engaged in discussion which followed the concert.

Outcomes: Through participation in the concert, young people gained valuable cultural experience which improved their participation in cultural life. They understood better various culture-related societal problems and experienced lowering the barrier to engage in such forms of socio-cultural life. Additional value was further improvement in their ability to express their views and opinions.

Researchers

Inputs: Researchers and facilitator spent time on preparation and organizing the concert, facilitation, data collection and documentation. Three researchers and the facilitator of the SV team engaged time of total value of PLN 8,600. These costs were covered by the project's funds.

Outputs: The concert took place in MOS for 50 young people in the audience. Researchers gathered data and documented the intervention. These outputs encompass pre-and post-questionnaires, observation notes, photo documentation of activities.

Outcomes: Researchers gained new practice-based research examples in the field of cultural inclusion and engagement, enhancing their skills to empower similar activities in their professional life. The outcome represents enhanced professional capacity, development of publishable research findings, tested methodological approaches that can be applied to future projects and shared with the broader research community, communication material which may be used for further distribution of the case study results.

Musicians

Inputs: Musicians (including the concertmaster) spent time preparing for the concert, performance and discussion with the audience. Their remuneration was in total PLN 8,300. Costs of transportation and insurance of the instruments constituted cost of PLN 1,500. These costs were covered by the project's funds.

Outputs: The musicians presented the high-quality concert, equal to these which are organized by Sinfonia Varsovia in their regular practice in case of young musicians and chamber music.

Outcomes: Musicians gained new skills and improved their ability to perform in various circumstances and for the varied audience. They also strengthened their ability to interact with the audience and gained better understanding of the reception of art. The outcome represents enhanced professional capacity, improved relations with other musicians and with the audience and enhanced social and cultural values.

Sinfonia Varsovia and MOS

Inputs: SV, apart from the input from the researchers and musicians, provided long-term knowledge regarding the relations between various groups of the audience, artists and the music. The institution brings the brand and the high-quality approach to music, both in artistic and societal terms. MOS educators facilitated the entrance and co-organized the intervention. They brought valuable insight into the character of the audience and the youth background. Their time and space are presented as PLN 0 in financial terms but were indispensable for the concert to happen.

Outputs: the concert took place in a unique venue, a common space in MOS school.

Outcomes: both institutions gained valuable experience for their respective core activities. They strengthened their values and initiated the contact which may in future result in other cooperations.

Summary of Total Inputs

The total inputs invested in the project amount to approximately **PLN 18,400**, comprised of: participant time (0 direct monetary value but significant opportunity cost), transportation and insurance costs for the instruments, researchers, facilitator and musicians' remunerations.

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted through questionnaires, open discussion with participants, analysis of the photo documentation. Questionnaires provided broader picture of attitudes and perception of the role of music in individual and social life. Discussion allowed them to elicit qualitative narratives describing participants' experiences and perceived changes. Analysis of the photo documentation allowed insight regarding the dynamic of the group. All research methods, although designed and conducted separately in order to maintain the rigor, allowed to create multi-layered and intertwined narrative and understanding of the process. Map of meaning encompasses and conveys these results.

Observed changes for participants

Three primary outcomes have been identified and measured for the young participants in the case study: out of 50, 20 experienced improved participation in cultural life; 40 out of 50 had a valuable cultural experience; and all 50 showed that they had experienced the lowering of the cultural and social barriers. Additionally, eight out of 50 participants presented improvement in self-expression, which was not an intended outcome, but represents important result of the case study. Each outcome is evidenced through participant questionnaire, quantified using specific indicators, valued using appropriate financial proxies, and tracked over defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Improved participation in cultural life

This improved ability is significant as it links activity in cultural life with broader engagement with society. As such, it was at the core of the case study. This improved ability was confirmed by the post-concert discussion and questionnaire. It may impact future attitudes and feelings of belonging. It may also broaden the professional choices of the participants. Its long-term impact would require additional study.

Measurement and Quantification

The quantity of the outcome was expressed as 20 people experiencing change across 50 involved. The outcome begins to materialize from year 1, as participants experienced it during the concert itself. The duration of the outcome extends for 2 years, corresponding to the

approximated time spent in the same educational environment, as leaving the school presents the significant change in life of this particular group.

Outcome 2: Valuable cultural experience

Valuable cultural experience is a manifold aspect of individual and social life. It enhances wellbeing, gives a connection with other people sharing the same experience, may improve professional abilities of some groups and is a value in itself.

Measurement and Quantification

The quality of experience was measured through participant questionnaires, discussion and observations of students' reaction to music. The quantity of the outcome is expressed as 40 people, taking into account their attendance at the whole concert, applause, remarks made during the discussion and answers in the questionnaire. The outcome happened during the intervention. The duration of the outcome extends for 2 years, corresponding to the approximated time spent in the same educational environment, as leaving the school presents the significant change in life of this particular group.

Outcome 3: Lowering the cultural and social barriers (Improved understanding of various culture-related societal problems)

All 50 participants experienced that the barriers between them and participation in art were lowered. The duration of the outcome extends for 3 years corresponding to the approximate time spent in the same educational environment and prolonged for some time after their final exams, before new circumstances may have stronger impact. In this instance it is expected that the outcome may outlast the change of circumstances when students leave their school, as it has stronger ties with the outer world to begin with.

Measurement and Quantification

The results consider their attendance at the concert, applause, remarks made during the discussion and answers in the questionnaire.

Outcome 4: Improved self-expression

Eight out of 50 participants presented improved ability to express themselves. It is an approximation as this competence was not included in the study from the beginning. However, the students who participated in discussion responded very adequately to the music and to the voices of other participants (students, teachers and musicians). It can be assumed that through this experience they improved their ability to present their feelings and opinions. It is a durable skill, and its duration is expected to extend to 4 years.

Measurement and Quantification

Improved artistic skills were measured through observations made during the discussion following the concert.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts which may be experienced by educators, families, institutions, and the broader community. These longer-term, diffuse impacts are inherently more difficult to measure with precision, especially in the long period of time, when several factors may

additionally strengthen or weaken them. Nonetheless, they represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

Ability to participate in cultural life in an improved manner was measured through participants' surveys before and after the event and through an open discussion conducted as part of the concert. The final assessment was based on self-reported answers and researchers' observations. The financial proxy selected to value this outcome was related to improvement which is experienced in well-being thanks to such participation. Costs of mental health treatment are based on the National Health Fund (Narodowy Fundusz Zdrowia, NFZ) report "Depression. Data for years 2013-2023 and the average cost of the co-payments for reimbursed antidepressants per patient. The total value of improved mental well-being outcome is calculated as: 20 persons × PLN 200 (co-payment), that is PLN 4,000.

The financial proxy selected for the valuable cultural experience was the cost of paid participation in Sinfonia Varsovia concert of a similar character. The total value is calculated using the prices of a similar concert as: 50 persons × PLN 50 (one ticket), that is PLN 2,500.

The financial proxy selected for valuing lowered social and cultural barriers were costs of professional training/workshop based on the market prices. The total value is calculated using the prices from typical pricelist (<https://szkola-muzyki.pl/cennik-promocje/> accessed 20.09.2026) as: 40 persons × PLN 170 (one lesson), that is PLN 6,800.

The financial proxy selected for improved self-expression (additional value) were costs of professional training or workshop aiming at improvement of social skills and communication. The total value is calculated using the market prices of the workshops, based on the chosen offer (<https://klarbrand.pl/szkolenie-z-wystapien-publicznych-cena/>; <https://przemyslawkutnyj.pl/sklep/szkolenia-stacjonarne/> accessed 20.09.2025) as: 5 persons × PLN 600, that is PLN 3,000.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all this value can be claimed as impact of "Voyage" case study. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for 50 young participants aged 15-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence based relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Improved participation in cultural life

The gross outcome value for improved participation in cultural life represented as the increase in wellbeing is **PLN 4,000**. This outcome undergoes the following adjustments:

Deadweight: 0%. Due to the unique character of the intervention, which was confirmed by the questionnaires, interviews (during the preparatory phase) and discussion, such change would not happen without this case study organization. Therefore, the deadweight was assessed as neutral.

Attribution: 0%. Unique character of the intervention and the role of the musicians and the facilitator covered in total the change which resulted from this specific intervention. Other activities may (and probably will) attribute to the overall approach to the participation in cultural life of the participants, but for the assessment of this intervention the attribution was none.

Displacement: -30.00%. The outcome displaced other activities which not only would not result in a similar outcome but would have the opposite effect. Therefore, the displacement additionally strengthens the results of the case study.

Drop-off: 10.00%. Depending on the strength of the emotions and reflections on the individual level, the result will fade in time differently, but the approximated drop-off is assessed as 10%.

Final Impact Calculation for year 1: PLN 5,200.

Gross Outcome Value: PLN 4,000

After Deadweight ($\times 1$): PLN 4,000

After Attribution ($\times 1$): PLN 4,000

After Displacement ($\times 1.30$): PLN 5,200

Drop-off added to the final calculation in the following years of duration period.

Outcome 2: Valuable cultural experience

The gross outcome value for valuable cultural experience is **PLN 2,500** which represents the costs of alternative cultural event, taking place in a more typical venue. This outcome undergoes the following adjustments:

Deadweight: 0%. Due to the unique character of the intervention, which was confirmed by the questionnaires, interviews (during the preparatory phase) and discussion, such change would not happen without this case study organization. Therefore, the deadweight was assessed as neutral.

Attribution: 0%. Unique character of the intervention and the role of the musicians and the facilitator covered in total the change which resulted from this specific intervention. The assessment of this attribution was none.

Displacement: -30.00%. The outcome displaced other activities which not only would not result in a similar outcome but would have the opposite effect. Therefore, the displacement additional strengthens the results of the case study.

Drop-off: 10.00%. Depending on the strength of the emotions and reflections on the individual level, the result will fade in time differently, but the approximated drop-off is assessed as 10%.

Final Impact Calculation for year 1: PLN 3,250.

Gross Outcome Value: PLN 2,500

After Deadweight ($\times 1$): PLN 2,500

After Attribution ($\times 1$): PLN 2,500

After Displacement ($\times 1.30$): PLN 3,250

Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Lowering of the cultural and social barriers

The gross outcome value for improved cultural participation is **PLN 6,800**. This outcome undergoes the following adjustments:

Deadweight: 10.00%. Other factors might result in some improvement happening anyway, due to the character of MOS, however uniqueness of the intervention was basis for the assessment of the deadweight at 10%.

Attribution: 20.00%. Engagement and support of the educators in MOS attributed to some extent to the change. Equality and just society are at the core value of the centre. Although family relationships are often difficult for young participants, some of them also mentioned family-related context which attributed to the change.

Displacement: -30.00%. The outcome displaced other activities which not only would not result in a similar outcome but would have the opposite effect. Therefore, the displacement additionally strengthens the results of the case study.

Drop-off: 10.00%. Depending on the strength of the emotions and reflections on the individual level, the result will fade in time differently, but the approximated drop-off is assessed as 10%.

Final Impact Calculation for year 1: PLN 6,364.80

Gross Outcome Value: PLN 6,800

After Deadweight ($\times 0.9$): PLN 6,120

After Attribution ($\times 0.8$): PLN 4,896

After Displacement ($\times 1.30$): PLN 6,364.80

Drop-off added to the final calculation in the following years of duration period.

Outcome 4: Improvement in self-expression

The gross outcome value for improved manner of expressing thoughts and opinions is **PLN 3,000 PLN**. This outcome undergoes the following adjustments:

Deadweight: 0%. Some activities in MOS result in high level of self-consciousness and well-structured manner of expressing oneself. However, uniqueness of this intervention suggests that this particular improvement would not happen otherwise.

Attribution: 20.00%. Contact with psychologists and previous situation in which young participants had to reflect on their emotions and reaction and on the relations in the community impacted the result of the intervention. 80% of the results were related to the case study due to its unique character.

Displacement: -30.0%. The outcome displaced other activities which not only would not result in a similar outcome but would have the opposite effect. Therefore, the displacement additionally strengthens the results of the case study.

Drop-off: 0.00%. The ability to express emotions and reactions is well embedded in practice of MOS, so the drop-off is assessed as neutral.

Final Impact Calculation for year 1: PLN 3,120

Gross Outcome Value: PLN 3,000

After Deadweight ($\times 1$): PLN 3,000

After Attribution ($\times 0.8$): PLN 2,400

After Displacement ($\times 1.3$): PLN 3,120

Drop-off added to the final calculation in the following years of duration period.

Summary of Total Impact

The total impact across all outcomes in year 1 for project participants is **PLN 17,934.80**.

This total impact represents the social value created for the 50 young participants after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including musicians, educators, MOS as an institution, families, and researchers and the broader community.

Calculating the SROI

Year	2025	2026	2027	2028
Improved participation in cultural life	5,200.00	4,680.00		
Valuable cultural experience	3,250.00	2,925.00	2,632.50	
Improved understanding of various culture-related societal problem (lowering the cultural and social barriers)	6,364.80	5,728.32		
Improved self-expression (additional value)	3,120.00	3,120.00	3,120.00	3,120.00

Total	17,934.80	16,453.32	5,752.50	3,120.00
SDR (5%)	1.0000	0.9524	0.9070	0.8638
Present Value (PV)	17,934.80	15,670.14	5,217.52	2,695.06
Total Present Value (PV)	41,517.52			
Net Present Value	23,117.52			
Social Return PLN per PLN	PLN 1: PLN 2.26			

The SROI calculation demonstrates that the case study generated significant social value, with a return of **PLN 2.26 for every PLN 1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.

EU Grant Agreement number: 101132285
 Project acronym: CLiViE
 Project title: Cultural Literacies' Value in Europe

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Version	3.0
Deliverable	D5.2 Impact Map and SROI report for each case study. CS: "Mad About Music"
WP	WP5: Valuing impacts in arts-based education
Due date	March 2026
Submission date	13 th March 2026
Dissemination level	PU

Abstract

The case study "Mad About Music" was based on the established event of Sinfonia Varsovia: La Folles Journees de Varsovie (Szalone Dni Muzyki, SDM), an inclusive event for the broader public and for young musicians. The study encompassed a group of students from Bielsko-Biała (medium-size city in Silesia region) who participate in SDM.

The goal of the study was to understand if such events and participation in artistic life can bring closer the „periphery” (regions) and „center” (large cities, especially capital city). Students living in the more peripheral parts of Poland or in smaller cities perceive full participation in education, professional carriers and civic life as more difficult to enter than their counterpart in large cities. For many years, SDM has provided an opportunity to enter the most prestigious venue in Poland for such young people from music schools.

The goals of the study were to develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives and to develop stronger ties with broader society, through valuable cultural experience and enhanced competences and know how.

The context of the case study was formal/informal: the concert was prepared by the school but happening in an informal setting and outside of the curriculum.

This report provides an estimation of the Social Return on Investment (SROI) for the case study developed.

Document history

Version	Date	Comments	Modified by
1.0	20/01/2026		Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH), Ewa Wajda (SV)
2.0	26/02.2026		Katarzyna Sadowy (SGH)
3.0	13/03/2026	Final Version	Grzegorz Maśloch (SGH), Katarzyna Sadowy (SGH),



This project has received funding from the European Union's Horizon Europe's programme.
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Executive Summary

Background

The background of the case study is parallel to “(Not) Out of place” intervention. Both are related to classical music, a form of „high culture” often perceived as elitist. While in “(Not) Out of Place” case study, the focus was on the audience and young people experiencing difficulties in cultural participation, “Mad About Music” focused on young people of the same age, studying to become artists and professional performers. Yet they also belonged to the group which might feel less privileged, namely students from one of the schools in medium city in Silesia region. The role of the capital city as a place of aspirations but also stereotyped and perceived as unwelcoming was important in understanding barriers or incentives for full participation in art, culture and society.

Students living in the more peripheral parts of Poland or in smaller cities often perceive such full participation in education, professional carriers and civic life as more difficult to enter than their counterpart in large cities. For many years, the festival *La Folle Journée de Varsovie* (Szalone Dni Muzyki, SDM) has provided an opportunity for presentations of young people from music schools. This is a unique festival of youth orchestras in the country, organized together with the Centre of Art Education. The 2024 edition featured 8 symphony orchestras, 1 string orchestra and the debut of young dancers from the Secondary Ballet School in Warsaw. The case study aimed at understanding the role of the festival in creating inclusive society, in which young artists feel strong ties to society and are empowered through valuable cultural experience and their own artistic competences.

Aim and objectives

The main objective of “Mad About Music” was to understand the role of place and participation in an important cultural event for young people studying to become professional musicians. The intervention in this case was minimal and was limited to engage youth and their educators in research related to their participation in SDM. The space in which the concert was organized, behind the scenes of the Opera House in Warsaw, has a strong and twofold importance. First, it belongs to the most prestigious scene in Poland and one of the most important in Europe. Literally, it is the largest theatrical scene in Europe and one of the largest in the world. Second, as the concert used only part of the space, behind the scene which is used for operas and ballets, it gave the audience and the performance the feeling of being “insiders”, as they were able to be in the space which is usually accessible only to the artists and staff of the Opera House. The festival is part of the international concept, initiated in France, of large classical festivals and constitutes one of the most significant “fetes” to celebrate classical music. It is organized by the largest musical institutions in Poland. Thus, it is important to understand if such event provides young musicians with a sense of belonging, increased understanding of understanding of how culture works and what constitutes work within cultural institutions, as well as improved societal skills based on artistic work.

Methods

The research/intervention employed a co-creational methodology developed with stakeholders and beneficiaries to choose the most efficient and reliable way to understand the process and its results. The process encompassed: (1) Preparations of the criteria for the stakeholders involved in case studies (based on literature and expertise of SV team); (2) Analysis of various education models combining art and societal problems in Polish

educational system; (3) Brainstorming with a group of stakeholders regarding the possible change based on the logic model; current challenges for youth; various methods of combining social responsibility and culture; (4) Analysis of former SDM events and variety of performing schools (regional analysis) as a basis to create the case study; (5) Discussion with the SV specialists involved in SDM; (6) Working meetings to tailor the methods of (1) defining the change (problem); (2) educational method and tools proposed; (3) methods of measuring the outcomes. The evaluation framework encompassed both quantitative and qualitative methods to capture the full scope of change. Interviews provided quantitative measurement of attitude and behavior change and meaningful insight into the barriers and incentives to participate in cultural life. Observations of the behavior before, during and after the concert as well as insights of the educators involved with the group, allowed to capture the measurable outcomes and the intangible qualities of the transformation. The results encompass impacts on various levels: social and personal.

Results

From a SROI perspective, the analysis of the case study presents bottlenecks and positive factors regarding investment in multiple forms of capital: human, cultural and social. On the individual level, participants developed their skills and strengthened some of their values. They experience meaningful participation in cultural events. From the societal perspective, the dividend value is low, as there were no strengthened ties between people usually divided by the invisible wall – the artists and the audience. Interviews carried out some time after the concert showed that young participants not only had not lost their former prejudices or reservation towards the capital city but in several cases, they had been strengthened. Young participants felt that they lacked meaningful connections or contacts with other musicians participating in the festival, let alone the audience.

The investment in SROI calculation encompassed the costs of the design and carrying out the research, as the intervention was, by design, very limited. The costs of the travels of young people and of one of the researchers were included. The costs of the organization of the festival were not taken into account, as they were not part of the intervention itself. It must however be underlined, that the space in which the concert took place, even if not included as the costs, remains a crucial part of the analysis. Further study of the overlap and differentiation between the outcomes on the professional and artistic level and strictly social outcome should be carried out. The relatively high SROI value is based on the artistic aspects of the event and its importance. It is valuable and strengthens the already existing social ties. However, it also presents the challenges of combining artistic education with broader social impact.

Mad about Music

■ Performance and Celebration



Follow the Trail of Change



Social Return on Investment ratio

SROI = PLN 1 : PLN 2.47



Opera
Warsaw, Poland

Contents

Introduction

Similar to the "(Not) Out of Place", this case study explores how art can serve as a medium for stronger social ties and more inclusive society. It applies not only to the creation of possibilities to participate in cultural and social life, but also to lowering the inner barrier and obstacle often referred as the belief that "this is not for me". In this instance, it is the possibility to fully participate in the cultural and social life as an artist and through the art. Thanks to the cooperation with the upper secondary school from Bielsko-Biała, the case study engaged a group of students from a group 15–18-year-old.

About the entity organizing and conducting the case study

The case study was co-created with the upper secondary school from Bielsko-Biała and researchers from Sinfonia Varsovia, as a part of the Horizon Europe project Cultural Literacies' Value in Europe (CLiViE). Sinfonia Varsovia is a cultural institution administrated by the capital city of Warsaw. As part of its activities, the institution holds symphonic and chamber concerts, festivals, competitions, and other events aimed at popularizing music. It is a center for music based on the belief that music is the most universal art form. At the heart of the institution is the Sinfonia Varsovia Orchestra whose identity, international reputation, and high artistic standards serve as its capital and basis for operation. As an institution with international reach, Sinfonia Varsovia cares for the local community by engaging and encouraging different groups to participate in culture.

The project team in Sinfonia Varsovia is led by dr hab. prof. Katarzyna Sadowy, a Lead Researcher for the CLiViE project, together with Natalia Daga, specialist in audience development and relation-building with the audience and Deputy Director of Sinfonia Varsovia, Maciej Czeredys. The school was "Zespół Państwowych Szkół Muzycznych im. Stanisława Moniuszki" in Bielsko-Biała (ZPSM). The school enrolls approximately 450 students in various types of education: the eight-year primary school (POSM), the four-year secondary school (POSM), and the first-degree public music school (PSM) in the afternoons. The school has 130 teachers, and its principal is Barbara Cybulska-Konsek. The school offers instrumental, rhythmic, and music theory instruction, as well as preparation for regional, national, and international competitions and auditions. Artistic activities include concerts, auditions, recitals, and class performances. Students develop their skills in the symphonic orchestra, chamber ensembles, and choirs. Young participants performed as the symphonic orchestra directed by Maciej Cisowski.

Identifying scope and stakeholders

The identification of stakeholders for "Mad About Music" case study followed the SROI principle of materiality, ensuring that all individuals and groups who were either motivated to make the intervention happen or were affected by it were included in the analysis. This comprehensive stakeholder mapping reflects both the direct beneficiaries of the project and the wider ecosystem of those who contributed to and benefitted from it. It is also a basis for better understanding the incentives and barriers to upscale or replicate the case study.

Primary Stakeholders: Project Participants

The central stakeholder group comprised **37 young people from the cohort 15-18** from ZPSM, constituting the orchestra presenting during SDM. The main motivation for participating in the case study was based on the will to participate in the important cultural event performers, and, additionally, to reflect on its importance. During the concert and discussion various personal motivations were identified. Generally, it should be observed that based on these observations and dialog with the educators, ambition to excel in art and to receive positive feedback on such a performance strongly motivates young participants.

The changes intended for participants encompassed stronger ties with broader society; valuable cultural experience; and enhanced competences and know how. Scientific and analytical aspect of the case study allowed all stakeholders to ponder more about the values and their role in their personal, social and professional life.

Family members of project participants constitute an important secondary stakeholder group whose involvement should be mentioned and is worth additional studies. First of all, families may support the participants in choice of advanced form of education and artistic aspirations. Families also can experience strengthened understanding of cultural aspects of societal relations as young people share their learning.

Institutional and Policy Stakeholders

Authorities in the field of education at municipal and national levels may be motivated to use project results for planning future programmes and policies, seeking evidence-based approaches to inclusion and youth engagement. The results may inspire current works on the new curricula in terms of cultural education.

Schools, with special focus on art and music schools, as institutional stakeholders are motivated to learn what young people and communities need, using the project as a mechanism for understanding student interests and community dynamics. The intended change is to develop youth artistic skills and social values which complement formal educational objectives.

Teachers and researchers

Researchers involved in the SROI evaluation and program documentation represent a stakeholder group motivated by distinct professional and intellectual interests. SV team is strongly motivated to participate in various initiatives which allow better understanding between various groups. A special interest lies with the role of art as a meaningful connection between young artists and broader society, from their peers to educators to audience.

Young musicians involved in the case study were strongly motivated to develop their professional skills and public presence related to music. Their motivation to improve their professional competencies in interactions with the audience were limited, due to the nature of the concerts and festivals which leave very little space for development of such ties.

Teachers from formal educational settings (including artistic schools). Educators sometime lack inspiration in examples of good practices, such as provided by this initiative. Teachers and managers in this particular school, and most probably in several others, are strongly engaged

in supporting young people in their educational process and understand well the role of artistic quality. They also showed interest in new incentives for the students to improve their skills.

Stakeholder Prioritization and Engagement

For the purposes of the SROI analysis, stakeholder groups have been prioritized based on the materiality of change they experience. Project participants are the primary focus, with the most comprehensive data collection and outcome measurement conducted with this group. The educators and cultural institutions represent important secondary stakeholders whose motivation and engagement significantly contribute to the overall social return on investment. Families and community-level stakeholders may experience changes as well, but to include them in the study would require broader and more long-term investigation.

Throughout the evaluation, stakeholders have been engaged through appropriate methods tailored to their characteristics and availability. For young participants, data collection encompassed questionnaires administered before program activities, observation of the concert, and interviews conducted few weeks after the concert in their own school. The time interval allowed the researchers to divide the emotions following directly the public performance from the more balanced assessment of its role in participants' development.

Mapping inputs, outputs and outcomes

This mapping process connects the resources invested in the project (inputs) to the activities delivered (outputs) and the resulting changes experienced by stakeholders (outcomes). The objective of the case study is to create prerequisites for more social-conscious participation of the artists in the community and their stronger ties to the cultural environment through the high-level artistic performance.

Project Participants: Children and Adolescents

Inputs: 37 young participants invested their time to participate in the research. This investment represents a commitment and forms the foundation for the changes experienced by the participants.

Outputs: Each participant travelled to Warsaw, participated in the concert and was engaged in the interviews with one of the researchers.

Outcomes: Through participation in the concert, young people gained valuable cultural experience which improved their professional skills. Improved understanding of culture-related societal problems and stronger ties to society were not experienced. There is a strong imbalance between professional improvement, encompassing enhanced competences and know how on one hand and lack of the strengthened ties related to SDM on the other.

Researchers

Inputs: Researchers and facilitator spent time on preparation and organizing the study, data collection and documentation. Two researchers the SV team engaged time of total value of 5,255 PLN. Evaluator's travel costs (to interview the participants in their own school after the concert) were 245 PLN. These costs were covered by the project's funds. Organizational costs of the festival are not included in the assessment. Only participants travel between their hometown and Warsaw are included as 3,800 PLN.

Outputs: The concert took place in Opera House in Warsaw, with 37 young performers and approx. 70 people in the audience. Researchers gathered data and documented the case study. These outputs encompass interviews and observation notes.

Outcomes: Researchers gained new practice-based research examples in the field of cultural inclusion and engagement, enhancing their skills to empower similar activities in their professional life. The outcome represents enhanced professional capacity, development of publishable research findings, tested methodological approaches that can be applied to future projects and shared with the broader research community, communication material which may be used for further distribution of the case study results.

Sinfonia Varsovia

Inputs: SV, apart from the input from the researchers, provided long-term knowledge regarding the relations between various groups of the audience, artists and music. The institution brings the brand and the high-quality approach to music, both in artistic and societal terms. SDM, co-organized by SV, is an important large-scale event, which brings classical music to the board public and provides possibility for young musicians to participate in a well-established festival with international connections.

Outputs: the research encompassed a concert taking place in an important venue, Opera House in Warsaw.

Outcomes: both schools and SV gained valuable experience for their respective core activities. They strengthened their already existing values and initiated the process which may in future result in improved society-related activities.

Summary of Total Inputs

The total inputs invested in the project amounted to approximately **PLN9,300**, comprised of: participant time (0 direct monetary value but significant opportunity cost), travel costs and researchers' remunerations.

The following chapters will detail how these outcomes are measured, how their value is calculated, and how the overall social return on investment is determined.

Evidencing and valuing outcomes

Evidencing outcomes

The outcome measurement process connects the qualitative experiences of participants to quantifiable indicators and financial proxies, enabling systematic comparison of social value created against resources invested. The evidencing approach employed in this evaluation balances methodological rigor with sensitivity to the complex, multifaceted nature of cultural and social change. Data collection for outcome measurement was conducted through survey, interviews and observations. It allowed the researchers to elicit qualitative narratives describing participants' experiences and perceived changes (or lack of it). Analysis of the behavior during the concert allowed insight regarding the dynamic of the group. All research methods, although designed and conducted separately in order to maintain the rigor, allowed to create multi-layered and intertwined narrative and understanding of the process. Map of meaning encompasses and conveys these results.

Observed changes for participants

Three primary outcomes have been identified and measured for the young participants in the case study: out of 37, none experienced stronger ties with broader society; while all confirmed having experienced a valuable cultural experience and enhancement in competences and know how. Regarding the latter, it should be observed that enhanced competences and know-how were of strictly professional character, not one related to new socially oriented competences. Through the interviews after the concert it was found that previously existing ties and pride in professional and locally- oriented social ties could be strengthened. Each outcome is evidenced through reports from the survey and interview, quantified using specific indicators, valued using appropriate financial proxies, and foreseen for a defined time periods. The following sections detail the methodology and findings for each outcome.

Outcome 1: Stronger ties with broader society

The improvement of this ability would be significant as it links activity in cultural life with broader engagement with society (capital city, musicians from other parts of Poland and the Warsaw audience). As such, it was at the core of the case study. Lack of such improved ability was confirmed by the post-concert interviews. Young participants declared ties with their local environment and role of other large cities in the region as places of future work. They put first even their plans to study abroad before possibility of studying in Warsaw. The resentments present before the concert in SDM remained and some even strengthened. It may impact future attitudes and feelings of belonging, as well as professional choices of the participants. Its long-term impact would require additional study.

Measurement and Quantification

The quantity of the outcome was expressed as 0 people experiencing change across 37 involved.

Outcome 2: Valuable cultural experience

Valuable cultural experience is a manifold aspect of individual and social life. It enhances wellbeing, gives a connection with other people sharing the same experience, may improve professional abilities of some groups and is a value in itself.

Measurement and Quantification

The quality of experience was measured through participants interviews and observations of students' reactions during the concert. The quantity of the outcome is expressed as 37 out of 37. The outcome happened during the intervention. The duration of the outcome extends for 3 years, corresponding to the approximated time spent in the same educational environment some extension after the final exams.

Outcome 3: Enhancement in competences and know how

Enhancement in competences and know how related to the chosen career path is an important outcome of participation in a cultural event of national or even international renown. It gives motivation for future work and involvement in art, broadens social and professional possibilities.

Measurement and Quantification

All 37 participants experienced enhanced competences and know how. The duration of the outcome extends for 3 years corresponding to the approximate time spent in the same educational environment and prolonged for some time after their final exams, especially if students continue in their chosen career path. In this instance it is expected that the outcome may outlast the change of circumstances when students leave their school. The results consider their behavior at the concert and what was learnt from the interviews.

Wider, longer-term community impacts

While the primary focus of outcome measurement centers on direct participants, the project generates wider impacts which may be experienced by educators, families, institutions, and the broader community. These longer-term, diffuse impacts are inherently more difficult to measure with precision, especially in the long period of time, when several factors may additionally strengthen or weaken them. Nonetheless, they represent significant dimensions of social value creation. Understanding these community-level changes is essential for assessing the full transformative potential of arts-based intercultural education initiatives.

Valuing outcomes

Stronger ties with broader society were measured through interviews. The final assessment was based on self-reported answers and researchers' observations. The financial proxy selected to value this outcome coaching session or participation in the special event (e.g. as a member of the cultural institution association). The total value was calculated as 500/person (costs of membership and costs of participation in a meeting). As the result was not achieved through the event, the result is 0 PLN.

The financial proxy selected for the valuable cultural experience was the cost of tickets for the regular event at the Opera House. The total value is calculated using the prices of a similar concert as: $37 \text{ persons} \times 150 \text{ PLN (one ticket)}$, that is 5,550 PLN.

The financial proxy selected for valuing enhanced competences and know how costs of participation were in the coaching similar to this of Sinfonia Varsovia Academy. The total value of improved skills was calculated as: $37 \text{ persons} \times 500 \text{ PLN (co-payment)}$, that is 18,500 PLN.

Estimating impact (Net social value)

Establishing impact represents the critical stage in SROI analysis where gross outcome values are adjusted to reflect net impact—the change that can be credibly attributed to the intervention. The raw outcome values calculated in the previous chapter represent the total value experienced by stakeholders, but not all this value can be claimed as impact of "Mad About Music" case study. Some changes would have happened anyway without the intervention (deadweight), some changes result from contributions by other actors (attribution), some positive outcomes may displace other positive activities (displacement), and some outcomes may diminish over time (drop-off).

Impact Calculations for Project Participants

Three primary outcomes were measured for 37 young participants aged 15-18. Each outcome receives different adjustment factors reflecting the specific causal dynamics and evidence

relevant to that outcome. The following sections detail the rationale for adjustment percentages and present impact calculations for each outcome.

Outcome 1: Stronger ties with broader society

The gross outcome value for this outcome was **PLN0**. Therefore, the adjustments are as follows:

Deadweight: 0%.

Attribution: 0%.

Displacement: 0%.

Drop-off: 0%.

Final Impact Calculation PLN0.

Outcome 2: Valuable cultural experience

The gross outcome value for valuable cultural experience is **PLN5,550** which represents the costs of alternative cultural event, taking place at the same venue. This outcome undergoes the following adjustments:

Deadweight: 50%. The activities of the young participants are focused on similar achievements and changes as these resulting from the case study. The event at the Opera House was unique, but it may be assumed that 50% of the change would happen also in other circumstances, due to the formal education and interest in music outside of the curriculum.

Attribution: 20%. Young participants performed in two concerts, but the other took place in the temporary venue not in the special space of the Opera House. The significance of the concert in question, which was first on the schedule, is assessed as 80%.

Displacement: -5.00%. The outcome displaced other activities which not only would not result in a similar outcome but would have the opposite effect. Therefore, the displacement additionally strengthens the results of the case study.

Drop-off: 5.00%. Depending on the strength of the emotions and reflections on the individual level, the result will fade in time differently, but the approximated drop-off is assessed as 5%.

Final Impact Calculation for year 1: PLN 2,310.

Gross Outcome Value: PLN5,500

After Deadweight ($\times 0,5$): PLN2,750

After Attribution ($\times 0,8$): PLN2,200

After Displacement ($\times 1,05$): PLN2,310

Drop-off added to the final calculation in the following years of duration period.

Outcome 3: Enhanced competences and know how

The gross outcome value for improved cultural participation is **PLN18,500**. This outcome undergoes the following adjustments:

Deadweight: 30.00%. Other factors might result in some improvement happening anyway, due to the character of the school, however uniqueness of the intervention was basis for the assessment of the deadweight at 30%.

Attribution: 50.00%. Influence of the educators, support of families and school create 50% of attribution to this impact.

Displacement: 10.00%. The outcome displaced other activities which could have similar, but weaker effects.

Drop-off: 0%. Depending on the strength of the emotions and reflections on the individual level, the result will fade in time differently, but the approximated drop-off is assessed as 10%.

Final Impact Calculation for year 1: PLN5,827,50.

Gross Outcome Value: PLN18,500

After Deadweight ($\times 0,7$): PLN12,950

After Attribution ($\times 0,5$): PLN6,475

After Displacement ($\times 0.9$): PLN5,827,50.

No drop-off adjustment needed.

Summary of Total Impact

The total impact across all four outcomes in year 1 for project participants is **PLN8,137.50**.

This total impact represents the social value created for the 37 young participants after appropriate adjustments for deadweight, attribution, displacement, and drop-off. It is important to note that this calculation captures only outcomes for direct participants. Additional impact is generated for other stakeholder groups including families, educators, and researchers and the broader community.

Calculating the SROI

Table 4. Calculating the SROI (in PLN)

Year	2025	2026	2027
Valuable cultural experience	2,310.00	2,194.50	2,084.78
Enhanced competences and know how	5,827.50	5,827.50	5,827.50
Total	8,137.50	8,022.00	7,912.28
SDR (5%)	1.0000	0.9524	0.9070
Present Value (PV)	8,137.50	7,640.15	7,176.44
Total Present Value (PV)	22,954.09		
Net Present Value	13,654.09		
Social Return PLN per PLN	PLN 1: PLN 2.47		

The SROI calculation demonstrates that the case study generated social value, with a return of **PLN 2.47 for every PLN 1 invested**. The SROI ratio indicates that arts-based cultural literacy education delivers substantial social returns, particularly through long-term skills development that enhances young people's prospects — validating the CLiViE project's hypothesis that such interventions foster meaningful social cohesion and individual growth.