

EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

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Version	1.0
Deliverable	1.3 Theory of change (ToC) framework for social cohesion
WP	WP1: Scoping value and theoretical framework
Due date	30th June 2024
Submission date	2nd July 2024
Dissemination level	PU

Abstract
This deliverable provides the Theory of Change (ToC) methodology for the project

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,
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1. Introduction

The Cultural Literacies' Value in Europe (CLiViE) project develops and applies a Theory of Change (ToC) methodology and Social Return on Investment (SROI)¹ framework to increase our understanding of the value of cultural literacy through arts-based education on social cohesion.

This deliverable (D1.3) presents the ToC methodology for the project. A ToC is a methodology to promote social change through defining long-term goals and then mapping back to identify necessary preconditions. It explains how a project, programme, policy, and/or strategy (hereafter intervention) is understood to contribute to intended or actual impacts. It can include both positive impacts (which are beneficial) and negative impacts (which are detrimental). It can also show the other factors that contribute to producing impacts, such as context and other interventions. Together, these help tell a 'bottom-up' story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them.

This deliverable shows the (potential) relationship between inputs, outputs, outcomes, and impacts in arts-based education in the case studies in WP3, WP4 and WP5. It covers Task 1.3 (Co-create a ToC). **This deliverable also provides the basis for the (e)valuation of the case studies and calculation of SROI.**² This is detailed further in D1.4 (SROI model for arts-based education).

2. Theory of Change and Logic Models

The CLiViE project draws conceptually on a number of ideas that inform our research model

¹ Social Return on Investment is an outcomes-based measurement tool that helps organisations to understand and quantify the social, environmental and economic value they are creating.

² It is important to note that the calculation of the SROI of the case studies is not for comparative reasons but simply to provide another layer of evidence of the value of arts-based education for different stakeholders. The challenges with 'measuring what matters' is discussed in D1.1.

for identifying and ascribing value to arts-based education.³ A ToC can be represented in different ways and are often referred to as **logic models**. Logic models show the overall ‘logic’ of how an intervention is understood to work. They are rooted within ToCs and use words and/or pictures to describe the sequence of activities thought to bring about change and how an intervention is linked to the activities they are expected to achieve.⁴

The CLiViE project’s logic model builds on work undertaken in the Our Place programme in the UK in 2015.⁵ The Our Place programme aimed to give communities more power over local services and budgets. It sought to encourage communities to develop new ways of delivering local services. One of the requirements of accessing this funding was the need for communities to demonstrate that their interventions were based on clear analysis of what was wrong and how it could be changed. A logic model framework was developed to highlight these aspects and to provide a means of monitoring the effectiveness of any interventions.

A logic model is a relatively simple image that reflects how and why an intervention will work and can help with the following:

- Logic models are useful to administrators who are trying to implement changes in their intervention;
- Creating logic models in a group brings the power of consensus and group examination of values and beliefs about change processes and intervention results; and
- Logic models are actionable plans, strategies or maps with clear outcomes and explicit steps for solving intervention problems.

In the Our Place logic model the process for thinking through change included:

- Identifying the problem(s) - what is the community need?
- Naming the desired results - what is the vision for the future?
- Developing the strategy for achieving the goal(s) - how can the vision be achieved?

³ See D1.1 (Critical review of the literature for theoretical framework) for a summary of the main themes that frame the CLiViE project.

⁴ <https://www.pellinstitute.org/pell-resources-and-projects/evaluation-toolkit/>

⁵ <https://mycommunity.org.uk/files/downloads/How-to-create-a-Logic-Model.pdf>

Logic models usually begin with the context that an intervention is operating in, identifying issues of poor performance and social challenges, the policies and strategies that address these issues, and how responses to it can be shaped. They then detail the high-level objectives around tackling this poor performance, the funding and resources that will be needed, how these resources will be used to deliver suitably designed activities, and the numbers who will benefit from these activities (**outputs**). The penultimate section of any logic model lists the **outcomes** the intervention's beneficiaries will experience once the activities have been completed. The final section of the logic model identifies the population level **impact** measures that change as a result of these outcomes.

Annex 1 provides the Our Place logic model. This will be used as the logic model for the CLiViE case studies. It has four main parts:

- Conditions
- Detail
- Intended Outcomes
- Intended Impacts

The **conditions** provide an understanding of the challenges a local area faces, the policies that already exist to tackle these challenges and what needs to happen for these challenges to be overcome. Specifically it can cover:

- Evidence of issues within the local area – examples would be data on local unemployment rates of young people, incidents of anti-social or racist behaviour – showing how this issue is worse/more pressing than in other areas, how it might be getting worse over time;
- Summaries of the local and national policies that influence how local areas think and respond to the issue; and
- Explanations of how these challenges can be overcome, such as whether local stakeholders need to adopt a new approach or attitude towards the role of the public

sector or be better informed about services.

The **detail** presents the available resources – staff, funding and facilities, for example - and how they will be used. Specifically it covers:

- The high-level objectives of the intervention and the outcomes to be achieved;
- The rationale for the design of the activity including why the ‘problem’ will not go away if things are left as they are;
- The inputs, such as funding, staffing and equipment/facilities available to deliver the intervention (this should also include any in-kind support, such as volunteer time);
- The activities that will be delivered with these inputs, such as running events or arranging training days; and
- The measurable or quantifiable outputs of the results of the activity, such as how many people attended a training course or number of volunteers involved.

The **intended outcomes** cover the wider, medium and longer-term consequences of these activities and outputs and need to be listed in the outcomes box. The relevant outcomes that are used in the example provided by the Our Place example included: improvements in residents’ long-term health, young people entering sustained employment, closer working between different public agencies and the voluntary sector, more people volunteering, and people feeling they have a greater say in local service delivery.

The **intended impacts** are the consequences identified in the outcomes box and the positive impact upon the wider contextual factors/issues that you identified at the start of your logic model.

The example in **Annex 1** involved the creation of 50 apprenticeships (e.g. **outputs**) with local businesses. The **outcome** of this was 40 young people entering sustained employment. The **impact** was a reduction in the local youth unemployment rate. Of course, there may have been other factors that influenced the local youth unemployment rate but the Our Place programme was seen to have played an important role. Other examples of impacts would be lower local

hospital admission rates, increased local volunteering rate, higher percentage of people who say they feel connected to their neighbours.

3.Theory of Change and Logic Models in practice

Although the CLiViE project adopts the framework of the Our Place logic model there are a number of fundamental differences in terms of how they will be developed and used as part of the individual case studies in the seven target countries and the calculation of the SROI.

First, each case study will produce its own completed logic model. In the CLiViE project we recognise that those who are measured typically lack a voice in the construction of categories and measurements and that to address this issue we need to promote the co-creation of the interventions. Therefore, although project partners can provide a first draft of their logic models for their individual cases studies based on their own experience and understanding of the conditions and issues to be addressed, these need to be revised as the intervention is developed with beneficiaries. This aspect is especially relevant in terms of key aspects of the case studies, such as defining the ‘measuring what matters’ and ascribing a ‘value’ to these measures.⁶

Second, the starting point for developing the logic model for each case study is to select a high-level ‘learning outcome’, from which to work back to the design, development, implementation and (e)valuation of the intervention. As detailed in Section 3 of D1.1 (Critical review of the literature for theoretical framework), the ‘learning outcomes’ are taken from the UNESCO Global Citizenship Education (GCE) framework and relate to the Horizon Europe call topic that the CLiViE project responds to. These GCE learning outcomes cover the following:

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights; and

⁶ The first version of the case study logic model can be submitted as part of D3.1 (Case Study Summaries). The revised case study logic model, following consultation with the beneficiaries and other stakeholders, around ‘measuring what matters’ and ascribing a ‘value’ to these measures, can be submitted as part of D3.3 (Impact maps for each case study). The process of arriving at the indicators and the data also needs to be documented in D5.2 (Impact Map and SROI report for each case study).

- Learners develop attitudes of empathy, solidarity and respect for differences and diversity.

For the CLiViE project these ‘learning outcomes’ can be considered as high level ‘impacts’ that can be further broken down into the following:

- Cultivate and manage identities, relationships and feeling of belongingness;
- Share values and responsibilities based on human rights; and
- Develop attitudes to appreciate and respect differences and diversity.

Although the selection of the particular arts-based education activity in the cases studies is not being prescribed (and, by extension, their design and implementation), the (e)valuation and measures to be assessed relevant for the SROI calculation are usefully broken down further to help in the gathering of relevant data. The GCE framework provides a series of sub-topics that can be used as target impacts for the case studies (see **Table 1**), and broadly relates to the two age groups that the CLiViE project focuses on (10-13 and 15-18).⁷ It is important to note that local conditions and challenges (as detailed in the logic model) will play a critical role in determining these.

Table 1: Sub-topic areas for case studies

	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal	Examine different levels of identity and their implications for managing	Distinguish between personal and collective identity and various social	Critically examine ways in which different levels of identity interact and live peacefully with

⁷ The age groups may differ slightly in the national contexts of the case studies depending on how ‘transitioning’ is defined.
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	and interpersonal skills	relationships with others	groups, and cultivate a sense of belonging to a common humanity	different social groups
Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives

Third, having started with the (high-level) impacts in the logic model we need to turn to the outputs and outcomes needed to deliver them.⁸ For example, when it comes to the impact of art-based education, we can look at skills development, increased self-esteem, self-efficacy

⁸ It is also useful to understand the difference between ‘outcomes’ and ‘impacts’ because they are often used interchangeably. Essentially, outcomes are things we will be measuring, such as changes for our beneficiaries or organisations, and impacts are the things that other people will be measuring, such as changes in headline statistics that local authorities or education providers may record. Also, impacts should link back to the contextual evidence presented in the first logic model box.

and confidence, enhanced social ties and networks, and/or improved attitudes toward school. Some potential (although not exhaustive) outcomes relevant for the CLiViE project can be found in the Culture and Sport Evidence (CASE) programme.⁹ This was a joint programme of strategic research in the UK led by the Department for Culture, Media and Sport (DCMS) in collaboration with the Arts Council England (ACE), English Heritage (EH) and Sport England (SE).¹⁰

Fourth, one of the challenges in the CLiViE project will be the need to ensure good data are captured for the (e)valuation and calculation of the SROI. **Annex 2** shows the logic model from the CASE programme.¹¹ The causality between the delivery of certain outputs and achieving particular impacts is challenging but the logic models that are prepared for each of the case studies should provide the evidence base and rationale for the particular intervention being proposed. Mindful of this, the gathering of relevant output data is relatively easy, for instance, increased attendance or participation in arts. From this it will also be relatively easy to calculate the SROI on certain outcomes and impacts, such as ‘increased level of volunteering’ or ‘reduced antisocial behaviour’. However, data on other outcomes and impacts may be harder to (e)valuate and calculate the SROI, such as ‘greater trust and reciprocity’. In this case partners need to think about potential ‘proxy’ indicators or be circumspect about what particular outcomes and impacts they will seek to achieve. That noted, any quantitative data gathered here does not exclude qualitative data gathered in developing, delivering and evaluating activities. This needs to be included in D3.1 (Case Study Summaries) and D3.3 (Impact maps for each case study).

Critically, our approach to SROI is through a collaborative approach to data gathering, and the CLiViE project seeks to strike a balance between advocacy, monitoring and social science research.¹² Therefore, when data are identified and gathered, the CLiViE project is interested

⁹ Other relevant outcomes and outputs may also emerge from the co-creation activities with the beneficiaries of the case studies.

¹⁰https://assets.publishing.service.gov.uk/media/5a74a738ed915d0e8bf1a0d6/A_review_of_the_Social_Impacts_of_Culture_and_Sport.pdf

¹¹ The DCMS uses slightly different terminology, for instance logic chain rather than logic model. This example can be found on P91.

¹² Merry, S. E. (2016). *The seductions of quantification: Measuring human rights, gender violence, and sex trafficking*.

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in ‘how’ particular knowledge, such as through the identification and use of relevant ‘proxies’ and indicators, is produced, as the data themselves.¹³ Here we will not be seeking to create a uniform set of indicators for simple comparison purposes as we recognise that they may be framed by implicit theories of what is important and what is not in the local and national contexts.

4. Example of logic model

The co-created measures used for the design, development, implementation and (e)valuation of the case studies, highlighted in the logic models will sit beside the SROI measurement. **Annex 3** provides an example of a logic model of an arts-based education intervention and how it can be linked to the calculation of SROI.¹⁴ This intervention aimed at exploring the ‘imagined geographies of children and was developed by *Bridging Arts*, a UK-based arts charity.¹⁵ The context for the project centred on the pressures faces by immigrants and the role of transient migrant workers and those who choose to settle in the UK permanently.¹⁶ The intended impacts were threefold: to change children’s negative idea around the threat of ‘imagined others’; address prejudices around misinformation and to build relationships and links between seemingly separate communities; and reduce racism and hate crimes perpetuated by children in target schools. The intervention that was developed centred on ‘making suitcases’ which were for children also objects of play.

Supported by various funders, including the Migration Impacts Fund through Communities and Local Government, a suitcase template was designed to be printed out and provided freely as a resource to schools in England. *Bridging Arts* was able worked directly with a small number of teachers in Cornwall where racist incidents had increased against migrant workers. Here year 11 children (15-16) were encouraged to think about different people and places while colouring and drawing inside the cases and then by ‘making’ them. Teachers worked with these children to explore the differences between ‘a migrant worker’, ‘refugee’ and ‘asylum seeker’.

¹³ The co-creation elements of the case studies also need to be detailed in D3.1 and D3.3.

¹⁴ It is important to note that the aim of this intervention was not to value the intervention using a SROI methodology as the funder(s) only required evaluation data on the number of outputs delivered.

¹⁵ Dr Kemal Ahson (University of Helsinki) is a Trustee of Bridging Arts

¹⁶ <https://www.theguardian.com/society/gallery/2009/mar/11/communities-immigration>

The workshops highlighted examples of prejudice against the ‘outsider’, and racist language, such as, 'they should go back to their own countries' as well as outright bullying and racism.¹⁷

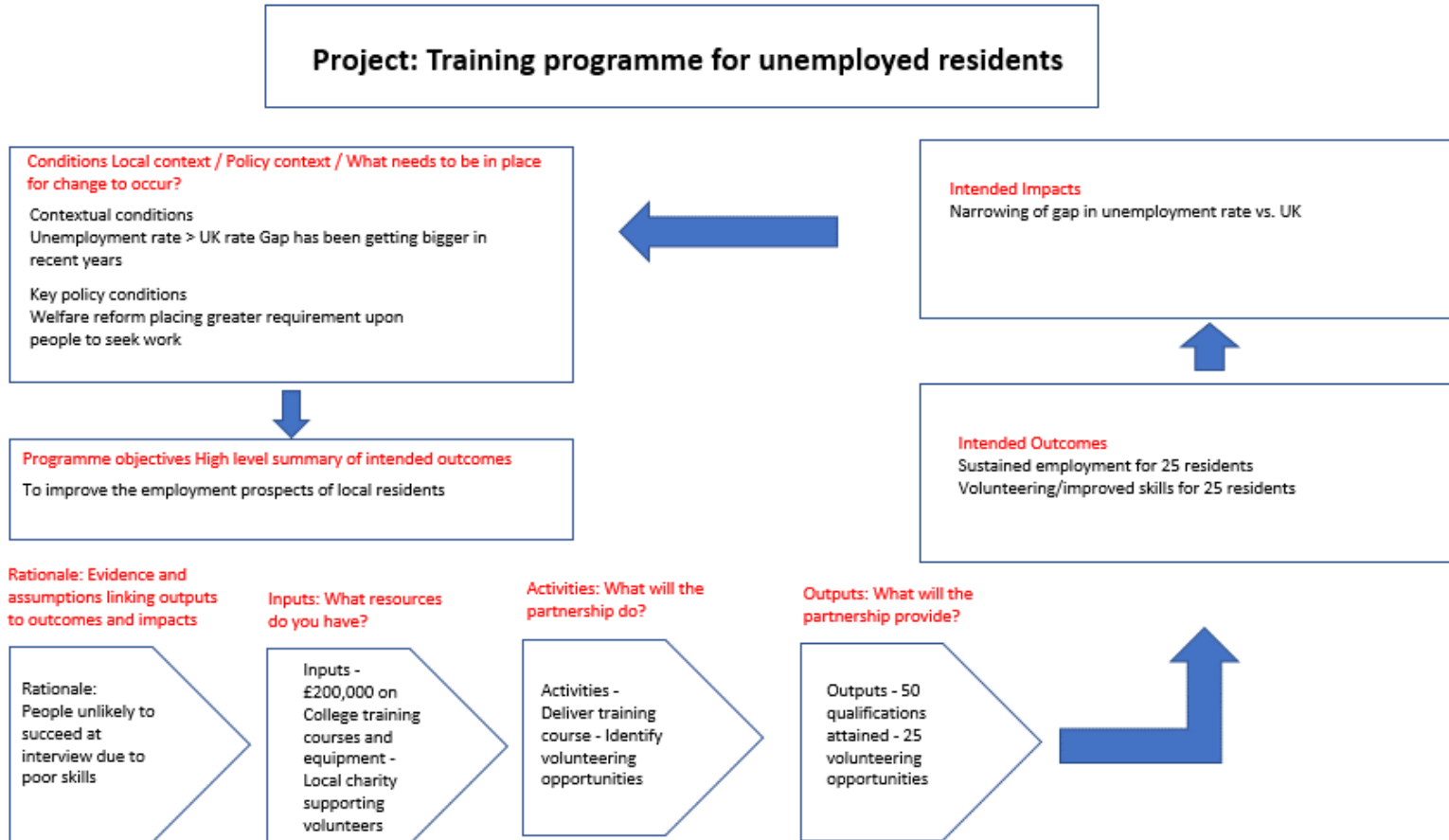
In **Annex 4** a suggested workflow for the design, development, implementation and (e)valuation of the case studies is provided. It is recognised that the co-creation aspects will vary in the different cases studies but these need to be documented in the case study summaries (D3.1 and D3.3) and the rationale for them. The creation of the logic model as a group exercise involving as many stakeholders as possible is encouraged.¹⁸ Critically, a good logic model should include as much ‘data’ (both quantitative and qualitative) as possible. The completed logic model will provide the basis for the (e)valuation of the case study and calculation of SROI.

¹⁷ <https://ipackedthismyself.blogspot.com/2010/>

¹⁸ Originally, in the work plan for the CLiViE project, Task 1.3 (co-create a ToC) involved facilitated workshops in the case study countries to develop a ToC. However, this will now be covered under WP3 and Task 3.1 (Establishing scope) as dedicated ToC models will be created for each of the case studies in each case study country covering the two groups of young people involved in both formal and informal education. This will also better allow the co-creation element of the maps of meaning and ensure that the data gathering methods engage and empower young people at a practical level. This moving of the gathering of qualitative data also allows it to better fit into D7.4 (booklet for maps of meaning targeting the public) and D7.5 (Peer-review publications targeting scientific community).

Annexes

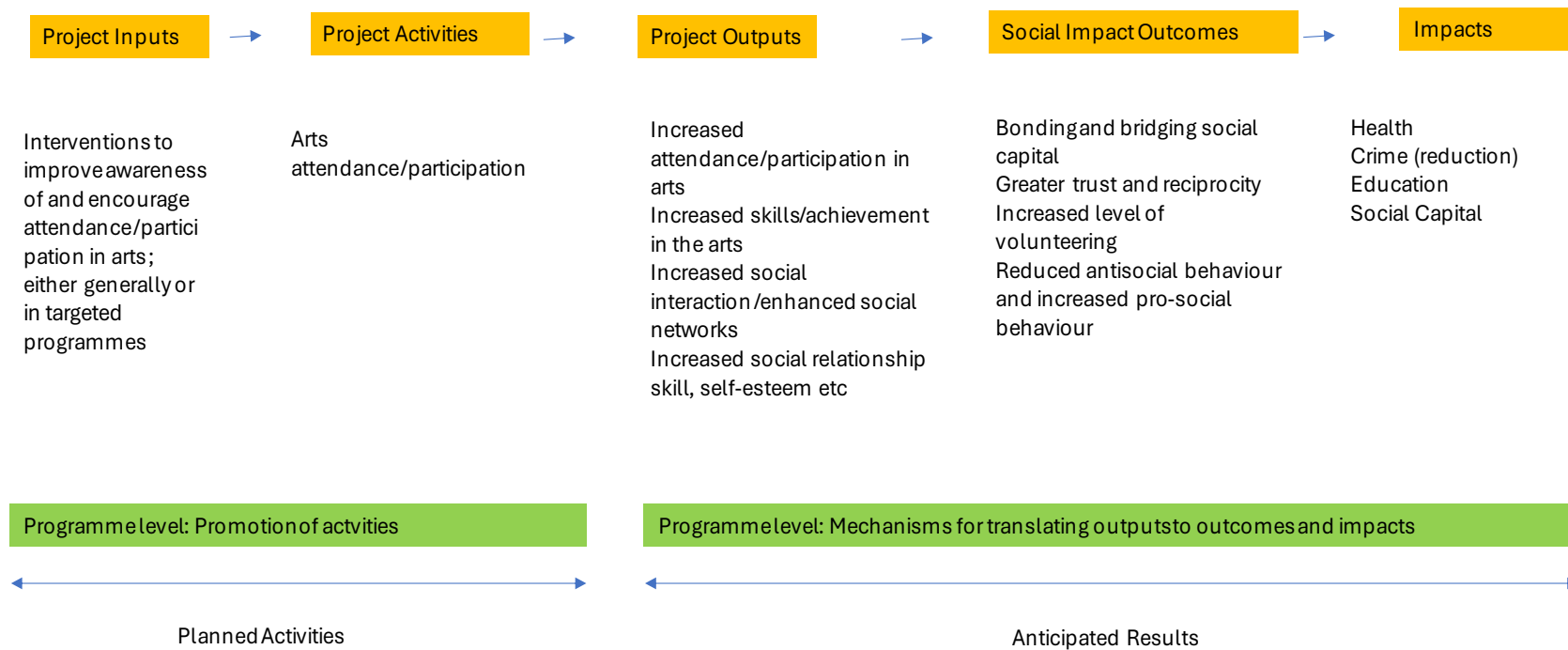
Annex 1: A basic logic model of a training programme for unemployed residents



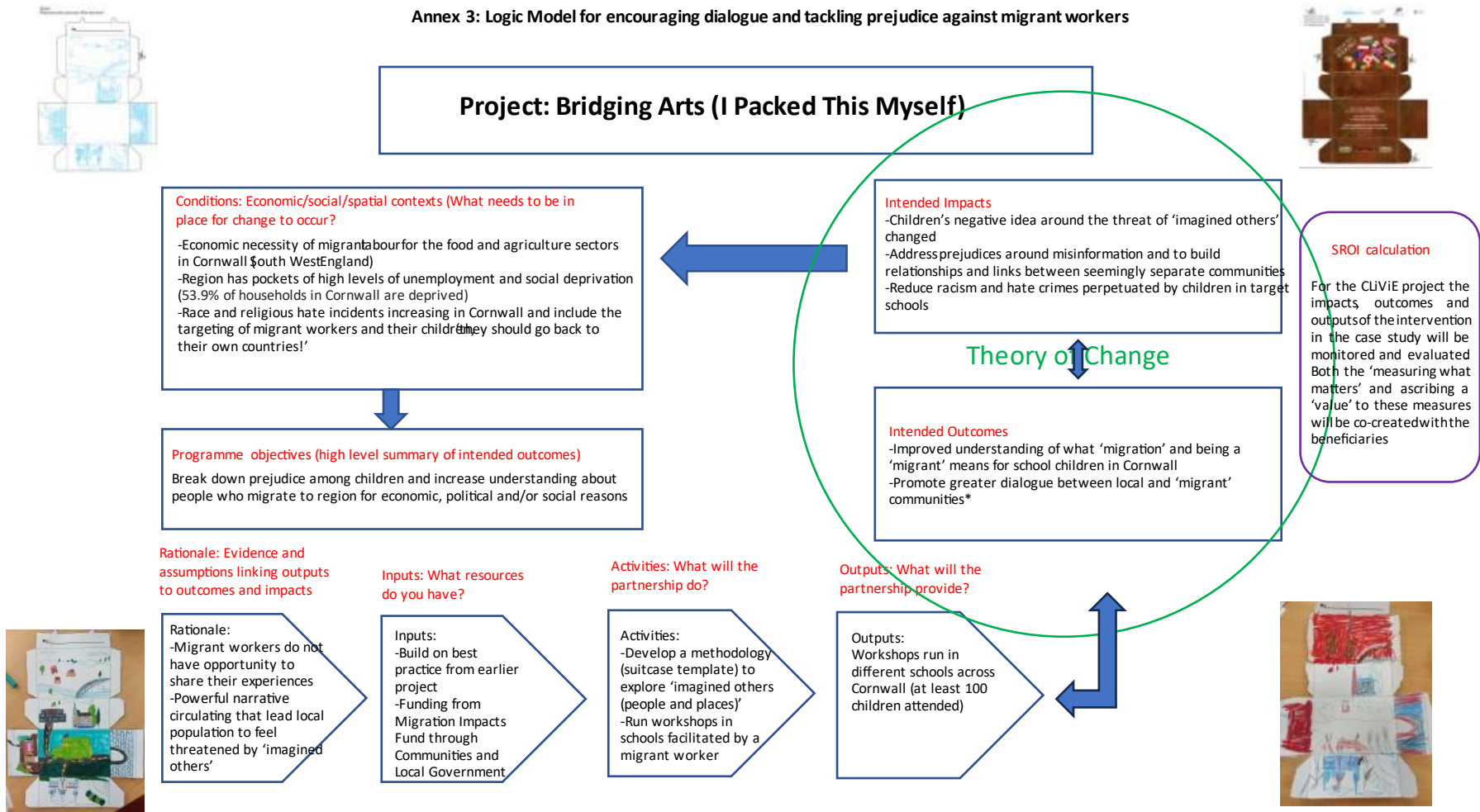
Annex 2

DCMS Social Impacts of Attendance in Arts: Indicative Multiple Impacts Logic Chain

Policy Rationale: To increase in participation in/attendance at the arts



Annex 3: Logic Model for encouraging dialogue and tackling prejudice against migrant workers



Annex 4: Suggested workflow for the design, development, implementation and (e)valuation of case studies

