



EU Grant Agreement number: 101132285

Project acronym: CLiViE

Project title: Cultural Literacies' Value in Europe

Author(s)	Lina Kaminskienė, Leta Dromantienė, Agnė Liucilė Grickevičė
Contributor(s)	Ilona Tandzegolskienė-Bielaglovė, Natalija Mažeikienė
Version	1.0
Deliverable	D4.1 Outcome indicators to measure actual impacts
WP	WP4: Evaluating outcomes and the effectiveness of arts-based education
Due date	30 June 2025
Submission date	3 September 2025
Dissemination level	PU

Abstract
This deliverable presents the results of the reviewed 28 case studies (D3.1) and highlights the identified learning outcomes in each report. Learning outcomes are cross-referenced with the main focus areas defined in the GCE framework and learning outcomes for different age groups.

Document history

Version	Date	Comments	Modified by
1.0			



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

The information and views set out in this publication are those of the author(s) only and do not reflect any collective opinion of the CLiViE consortium, nor do they reflect the official opinion of the European Commission. Neither the European Commission nor any person acting on behalf of the European Commission is responsible for the use which might be made of the following information.

All rights reserved.

Unless otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed, provided appropriate credit is given and any changes are indicated.

Contents

About CLiViE	4
Introduction	5
Methodology	5
Arts-based education cases (9 – 12 years schoolchildren)	8
Arts-based education cases (12 -15 years schoolchildren)	14
Arts-based education cases (15 -18+ years schoolchildren)	15
Summary	23
Annex 1. 9 – 12 years schoolchildren’s (upper primary education) learning outcomes by focus areas, key competences and field of art	25
Annex 2. Lower secondary (12-15 years) pupils’ learning outcomes by focus areas, key competences and field of art.....	28
Annex 3. Upper secondary (15- 18+ years) pupils’ learning outcomes by focus areas, key competences and field of art.....	29
Annex 4. Summary of arts-based education and cultural activities by country	34

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:

HELSINGIN YLIOPISTO (Coordinator), Finland

UNIVERZITA KARLOVA, Czechia

STICHTING DEFENCE FOR CHILDREN INTERNATIONAL NEDERLAND - ECPAT NEDERLAND, Netherlands

DAUGAVPILS UNIVERSITATE, Latvia

JULIAN COCHRAN FOUNDATION, Poland

ASOCIACIJA KURYBINES JUNGTYS, Lithuania

RIGAS STRADINA UNIVERSITATE, Latvia

SZKOLA GLOWNA HANDLOWA W WARSZAWIE, Poland

SINFONIA VARSOVIA, Poland

TECHNISCHE UNIVERSITAET MUENCHEN, Germany

UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA, Italy

VYTAUTO DIDZIOJO UNIVERSITETAS, Lithuania

HELSINGIN NUORTEN MIESTEN KRISTILLINEN YHDISTYS RY, Finland

Introduction

This deliverable (D4.1) presents the results of the reviewed 28 case studies (D3.1) and highlights the identified learning outcomes in each report. It provides a second layer of data and information through identifying and evaluating the actual outcomes and impacts from arts-based education in the case studies. More specifically, the objectives of this activity was:

1. Review the combined report of the twenty-eight case studies (D3.1).
2. Identify learning outcomes in each case-study report.
3. Cross reference learning outcomes with the main focus areas defined in the GCE framework and learning outcomes for different age groups.

The analysis consists of 28 cases on cultural education of young people from 7 countries according to the age/level of education, area and type of arts-based education and cultural activities and reveal the value and impact of cultural literacy through arts-based education on social cohesion.

Methodology

It is important to note that for the identification of learning outcomes, as high-level impacts according to UNESCO GCE framework, in CLiViE project attention was focused on the socio-emotional domain as this best lends itself to providing a framework for promoting cultural literacy through arts-based education to foster social inclusion.

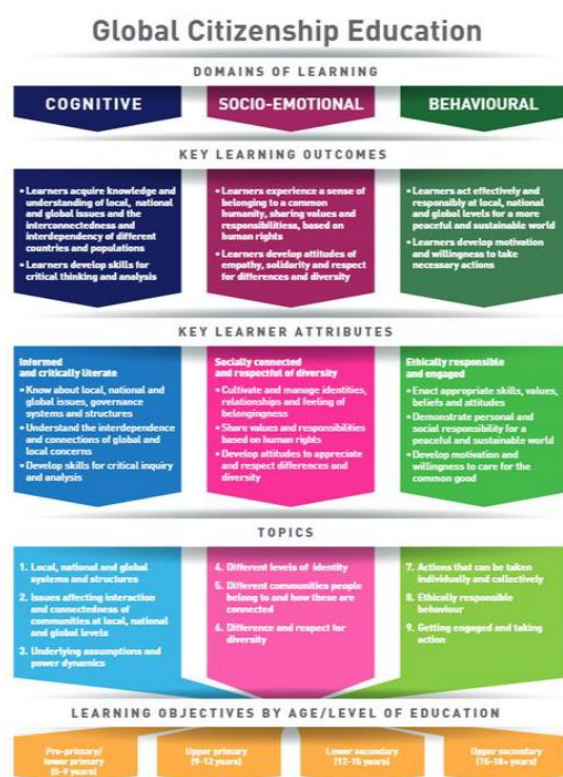


Fig. 1. The UNESCO GCE framework

The main task of the analysis was to identify the impact of cultural education in the socio-emotional domain, characterized by a set of learning outcomes, learner attributes and thematic areas, presented by UNESCO Global Citizenship Education (GCE) framework.

Mindful of the above, it is worth noticing that the design, development and implementation of the twenty-eight case studies in the case study countries were seeking to achieve one of the following learning outcomes as presented by the UNESCO GCE framework and for the CLiViE project considered a high-level impact:

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity.

More specifically, as highlighted in the UNESCO GCE framework, key learner attributes to being socially connected and respectful of diversity can cover:

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

Moreover, the analysis of 28 arts-based education cases confirms that **arts-based education encompasses knowledge, feelings, embodied social goals, values, skills and abilities that are important for young people and change their social behaviour.**

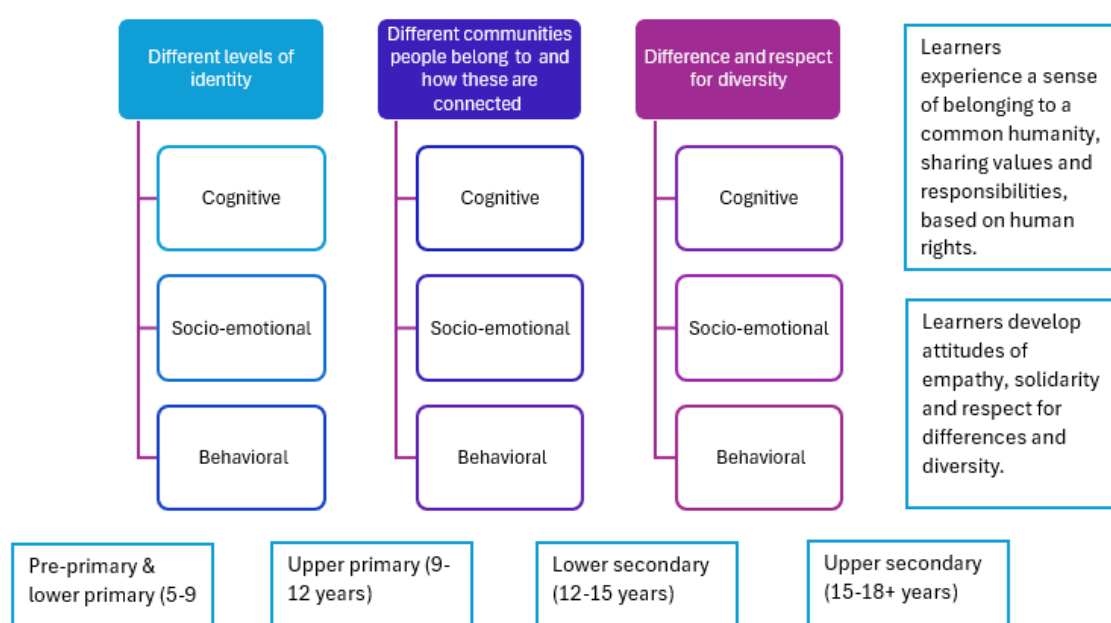


Fig. 2. The framework for cross-referencing learning outcomes from 28 cases

By analysing the learning outcomes of all 28 arts-based education and cultural activities, we summarised the data (see Annex 4) and have further systemized it using the matrix with sub-topic areas, age groups and key competences presented in the UNESCO GCE framework (see Table 1). The systemized data is presented in **the Annexes 1-3**.

Table 1. Matrix of thematic areas, age groups and key competencies based on the UNESCO GCE framework

	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
Different levels of identity	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
Different communities people belong to and how these are connected	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	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

Notable, that the analysed 28 cases of arts-based education and cultural activities were implemented in three age groups:

- ✓ 9 – 12 years - 9 cases
- ✓ 12-15 years – 2 cases
- ✓ 15 – 18+ years - 17 cases

For every age group the same thematic areas according to UNESCO GCE framework (mentioned above) were applied, however, key competences were different and linked to age groups. Types of arts-based education and cultural activities also varied by age.

Below we are presenting an analysis of the scope of arts-based education and cultural activities by age groups, focus areas and the resulting learning outcomes and impact.

Arts-based education cases (9 – 12 years schoolchildren)

In this age group, arts-based education and cultural activities were implemented in all three focus areas according to UNESCO GCE framework.

1. Focus area/thematic area: Different levels of identity (personal, cultural and social).

Key competence: Examine different levels of identity and their implications for managing relationships with others.

The table below summarizes implemented art-based education activities in which the focus/thematic area was most prominent.

Table 2. Art and cultural forms in arts-based education and cultural activities

Cultural and Natural Heritage	Traditional fiber crafts; Activities highlighting cultural and environmental heritage.
Visual Arts and Crafts	Creation of visual works, including Sculpting structures; Moving landscapes
Design and Creative Services	Clay modelling; Hand coiling; 3D modelling; 3D printing with clay; Robotics parts (design-focused, creative engineering).
Performance and Celebration	Activities involving public, artistic performance, cultural celebrations.
Sports and Recreation	Martial arts (as a culturally expressive and performative physical discipline).

Learning outcomes related to thematic area *Different levels of identity* acquired as a result of arts-based education and cultural activities in the group of 9-12 schoolchildren:

Cognitive skills

General cognitive skills: critical thinking and analytical skills; reflective skills.

Cognitive skills related to cultural heritage: knowledge of cultural heritage, history of the place through drawing, understanding of local linguistic and cultural diversity.

Specific knowledge of arts: painting and collage making.

Behavioural skills

Arts-related skills: developed participation in art open form.

Skills, demonstrating new/changed behaviour: developed positive relationships with peers and authority figures; increased social interaction.

Socio-emotional skills

Specific skills related to personal level of identity: shifts in belonging in construction related to participants' self-identified gender; shifts in belonging in computing and robotics related to participants' self-identified gender (pre-and-post-belonging survey).

General socio-emotional skills: self-esteem, self-confidence and self-concentration ability.

Social skills related to community: developed attitudes of empathy, solidarity and respect for differences and diversity; fostered sense of community.

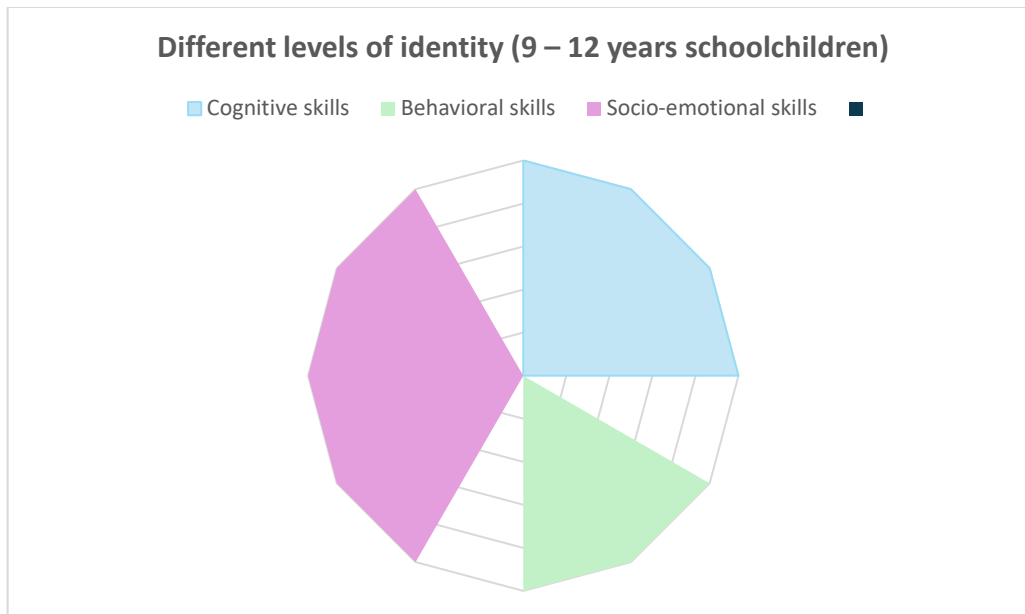


Fig. 3. Distribution of skills related to the thematic area *Different levels of identity*

The impact of the learning outcomes achieved: developed motivation; willingness to participate in lessons; willingness to deal with local problems; decreased anti-social behaviour; increased academic achievements; increased participation in martial arts; fostered sense of community belongingness; cultivated good relationships with diverse individuals and groups (Annex1). The arts-based education and cultural activities for 9-12 years children offered powerful experiential learning opportunities that allowed children to explore, express, and understand identity of themselves, others, and their communities; supported children in examining different levels of identity (personal, cultural, and social) and foster their ability to manage relationships with others and social interactions (Annex 1; Annex 4: Cases: CZ1; CZ2; DE1; DE3; LV4):

- **Personal Identity Development.** Arts-based education and cultural activities supported children in understanding personal traits and preferences through creative choices; exploring gender identity safely (e.g., through robotics, martial arts, open-form art); building self-confidence by completing and sharing artwork; practicing self-reflection in visual diaries, character creation, or symbolic projects. Implications for relationships: improved self-awareness enabled more respectful, honest, and empathetic communication.
- **Cultural Identity Development.** Through activities tied to heritage and tradition, children gained knowledge of their own culture (e.g., language, customs, clothing, stories); learned to value cultural diversity and understand its relevance in society; experienced cultural pride and a stronger connection to family and place. Implications for relationships: children developed tolerance and appreciation for peers with different backgrounds; art-based discussions about cultural symbols reduced stereotyping and exclusion; children could compare and contrast identities without judgment, enabling richer dialogue.
- **Social Identity Development.** Art fostered awareness of social roles and belonging: children collaborated in teams to create large-scale art or performances; learned conflict resolution and group problem-solving; reflected on group membership and responsibilities in both school and community contexts. Implications for relationships: developed empathy and emotional literacy by considering others' roles and contributions; learned to manage peer conflict through creative cooperation; strengthened a sense of community, shared responsibility, and inclusive behaviour.

Children became more capable of navigating interpersonal differences with empathy; recognizing how identity shapes communication, roles, and responsibilities; managing relationships in increasingly diverse and complex environments, developed ability to understand and examine multiple levels of identity, and to reflect on their social behaviour and relationships with others.

2. Focus area/thematic area: Different communities people belong to and how these are connected

Key competence: Compare and contrast shared and different social, cultural and legal norms.

The table below summarizes implemented art-based education activities in which the focus/thematic area was most prominent.

Table 3. Art and cultural forms in arts-based education and cultural activities

Cultural and Natural Heritage	Traditional Fiber Crafts; Buildings of Social and Personal Significance; Place-Based Learning Projects tied to heritage and landscape. Focus: connecting learners to cultural traditions, environmental context, and community history.
Visual Arts and Crafts	Creation of Visual Works, including sculpting structures; moving landscapes (e.g., kinetic art or animated visuals). Focus: artistic expression and sensory engagement through visual and tactile media.
Design and Creative Services	Clay Modelling and Hand Coiling; 3D Modelling and 3D Printing with Clay; Design and Assembly of Robotics Parts (creative engineering with aesthetic or functional goals). Focus: Applied arts, craft-tech integration, and creative design skills.
Performance and Celebration	Focus: Embodied expression, collective ritual.

Learning outcomes related to thematic area *Different communities people belong to and how these are connected* acquired as a result of arts-based education and cultural activities in the group of 9-12 schoolchildren:

Cognitive skills

Specific cognitive skills related to local culture and environment: knowledge of local contexts; ability to evaluate (pros and cons) living in specific environment; cultural and art skills.

General cognitive skills: reflective skills; self-monitoring and goal setting

Specific skills related to increased awareness of human activity: awareness of the value of physical activity.

Behavioural skills

Skills demonstrating changed behaviour: acting responsibly, social behaviour.

Problem-solving skills: ability to deal with local problems.

Arts-related skills: developed participation in art open form.

Skills related to physical activity habits: participation and engagement in sports.

Socio-emotional skills

Specific skills related to personal level of identity: shifts in understanding who participates in construction related to participants' self-identified gender.

Social skills related to community, groups of people: resilience, sense of belonging and identity, relationship-building; self-confidence; developed sense of community belonging; shifts in understanding the value of diversity in robotics and computing in terms of cultural forms in learning activities and groups of people.

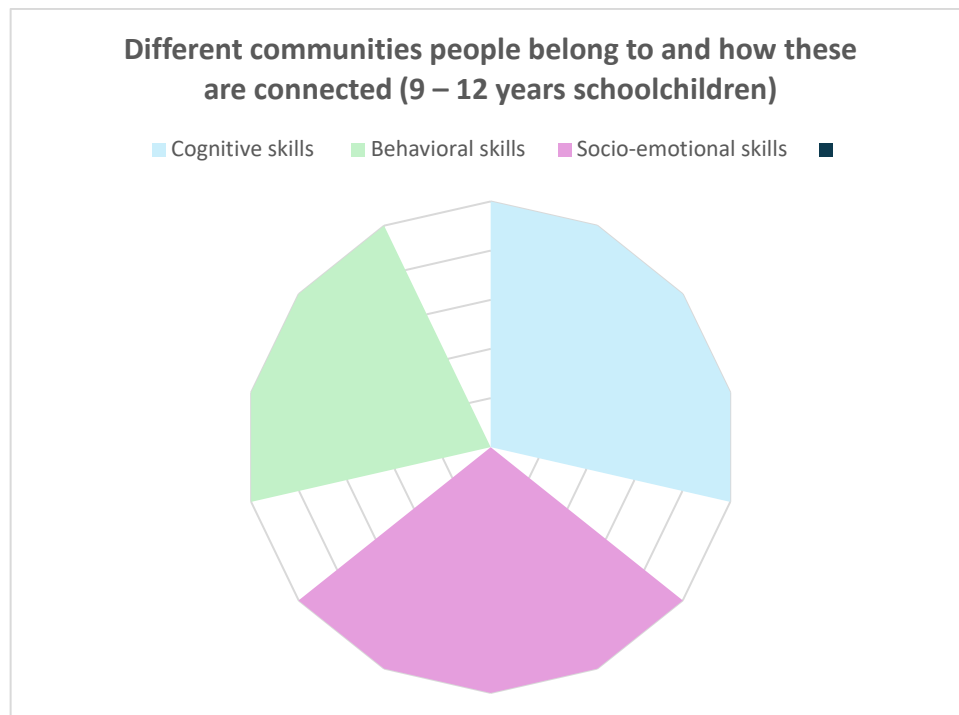


Fig. 4. Distribution of skills related to the thematic area *Different communities people belong to and how these are connected*

The impact of the learning outcomes achieved: developed motivation; a willingness to participate in lessons; willingness to deal with local problems. As children enter late childhood (ages 9–12), they begin to perceive themselves not only as individuals but also as members of various communities - family, school, neighbourhood, cultural groups, and increasingly, broader civic networks (Annex 1; Annex 4: Cases: CZ1; CZ2; DE1; DE3). Arts-based education and cultural activities offered a highly effective platform to help children explore these communities and understand the norms that shape them; to understand how different communities people belong to and how these are connected and to develop ability to compare shared and different social, cultural and legal norms. Arts-based education activities enabled children to compare shared and differing social, cultural, and legal norms, thereby deepening their sense of interconnectedness and social awareness. Children explore multiple community layers they belong to family, ethnic, linguistic, school, civic; learn how communities are gained or entered (e.g., birth, migration, shared values). Cultural crafts and performances fostered pride in one's cultural roots and awareness of how identity is tied to group belonging; supported willingness to deal with local problems. Collaborative art forms (e.g., murals or installations) promoted a shared community identity while allowing individual expression. Through collaborative and culturally diverse projects, children learned that values and norms often overlap between different groups; see how geography, history, and culture link communities across borders; robotics or design activities

rooted in group problem-solving simulate collective innovation and shared goals, teaching interdependence.

3. Focus area/thematic area: Difference and respect for diversity.

Key competence: Cultivate good relationships with diverse individuals and groups.

The table below summarizes implemented art-based education activities in which the focus/thematic area was most prominent.

Table 3. Art and cultural forms in arts-based education and cultural activities

Cultural and Natural Heritage	Traditional crafts and artisan techniques; Artistic representations of local heritage; Storytelling and narrative practices rooted in place and culture. Focus: Understanding and preserving cultural identity, local traditions, and environmental connections.
Visual Arts and Crafts	Visual storytelling; Drawing, painting, and collage; mixed media. Focus: Development of fine motor skills, creativity, spatial understanding, and symbolic thinking through tangible media.
Artistic Workshops	Performance (theatre, dance) and Music (production, dissemination, and consumption of artistic expressions); Dissemination and appreciation of music (concerts, peer sharing, listening sessions). Focus: Embodied and auditory forms of artistic expression, communication, and interpretation.

Learning outcomes related to thematic area *Cultivate good relationships with diverse individuals and groups* acquired as a result of arts-based education and cultural activities in the group of 9-12 schoolchildren:

Cognitive skills

Specific arts-related cognitive skills: understanding sound art and radio production; interviewing and storytelling techniques; exploration of local identity and social issues; knowledge of national cultural heritage and arts and crafts as its essential segment; developed verbal and non-verbal languages skills.

Behavioural skills

Skills demonstrating social and civic engagement: self-development by participating in collective creative process and craft production; collaboration with peers and adults; active listening and communication; civic engagement through media creation.

Socio-emotional skills

Skills demonstrating respect to diversity: developed attitudes of respect for diversity; developed ability respect differences and diversity; empathy and solidarity towards 'others'; developed awareness of one's attitudes to the local place; developed awareness of factors that shape one's attitudes; empathy and appreciation of 'others' experiences.

Skills demonstrating engagement in arts-related activities: developed ability to act in cooperative artistic action.

Intercultural and communication skills: ability to include and engage young people in conditions of linguistic-cultural disadvantage and/or with a migration background; developed communication abilities.

General socio-emotional skills: confidence in self-expression, strengthened intergenerational relationships.

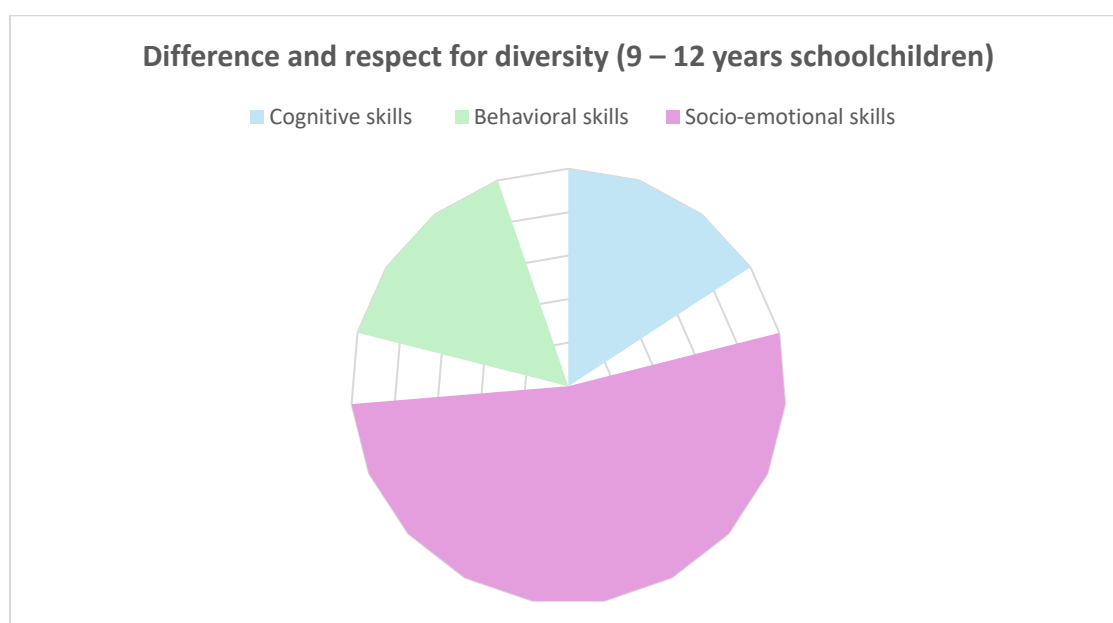


Fig. 5. Distribution of skills related to the thematic area *Difference and respect for diversity*

The impact of the learning outcomes achieved:

The impact of the learning outcomes achieved: developed attitudes to appreciate and respect differences and diversity; cultivated good relationships with diverse individuals and groups, reduced of anti-social behaviour (Annex 1, Table1). Arts-based education and cultural activities for 9-12 years children played a crucial role in helping them to understand and navigate the social world, particularly in recognizing and respecting individual and group differences, developing social empathy, and forming inclusive peer relationships. Through culturally inclusive, collaborative, and expressive artistic activities Cultural and Natural Heritage; Visual Crafts and Arts; Performance and celebration (theatre, dance) and music (production, dissemination, and consumption of artistic expressions) children engaged with others across boundaries of culture, language, gender, ability, and socio-economic background, cultivating the competence to build respectful, positive relationships with diverse individuals and groups (Annex 1; Annex 4: Cases: CZ1; CZ2; IT4; LV3). The main impact of achieved key competence - increased empathy and perspective-taking. Creating art inspired by different cultures, identities, and life experiences helped children step into others' perspectives; performance-based workshops simulated real-life social challenges, allowing children to practice emotional responses and conflict resolution; performance-based workshops simulated real-life social challenges, allowing children to practice emotional responses and conflict resolution. Achieved learning outcomes lead to deconstruction of stereotypes and prejudices: exposure to diverse art forms and traditions challenges assumptions and broadened children's cultural frame of reference. Making, viewing, and discussing multicultural artworks led to a more nuanced understanding of differences. Positive peer interaction across differences: group projects in visual arts, music, and drama encouraged collaboration between children from different backgrounds. These interactions fostered mutual support, trust, and shared

ownership of learning. Achieved learning outcomes strengthened sense of belonging and inclusion: children from underrepresented or marginalized backgrounds felt seen and validated when their traditions, languages, or experiences were included in creative activities. Shared artistic success (e.g., a play, a group sculpture) built a sense of collective identity that includes diversity as a strength.

Arts-based education cases (12 -15 years schoolchildren)

In this age group, arts-based education and cultural activities were implemented in the third focus area according to UNESCO GCE framework.

3. Focus area/thematic area: Difference and respect for diversity.

Key competence: Debate on the benefits and challenges of difference and diversity.

The table below summarizes implemented art-based education activities in which the focus/thematic area was most prominent.

Table 4. Art and cultural forms in arts-based education and cultural activities

Visual Arts and Crafts	Focus: Painting, drawing, sculpture, photography, and mixed media.
Design and Creative Services	Interior Design. Focus: Spatial design, aesthetics, functional use of interior environments. Architecture & Urbanism. Focus: Architectural design, city planning, sustainability, and built environments.
Performing Arts and Experiential Learning	Site-Specific Theatre. Focus: Performances designed for non-traditional venues integrate space and narrative.

Learning outcomes related to thematic area *Difference and respect for diversity* acquired as a result of arts-based education and cultural activities in the group of 12 -15 years schoolchildren:

Cognitive skills

Specific arts related skills: basic urban design and architecture literacy, developed design skills.

General cognitive skills: critical thinking, creative problem-solving, language and communication development.

Behavioural skills

Skills demonstrating interaction and collaboration: collaboration, civic engagement, teamwork across cultures, community interaction.

Skills demonstrating responsibility: ability to get involved in the activities of renovation of the school spaces.

Socio-emotional skills

Skills related to community and belonging empathy and respect for diversity, appreciation of different cultural perspectives, sense of belonging and connection to community, respect and sense of belongingness to the school environment.

General socio-emotional skills: confidence in expressing ideas and contributing to change.

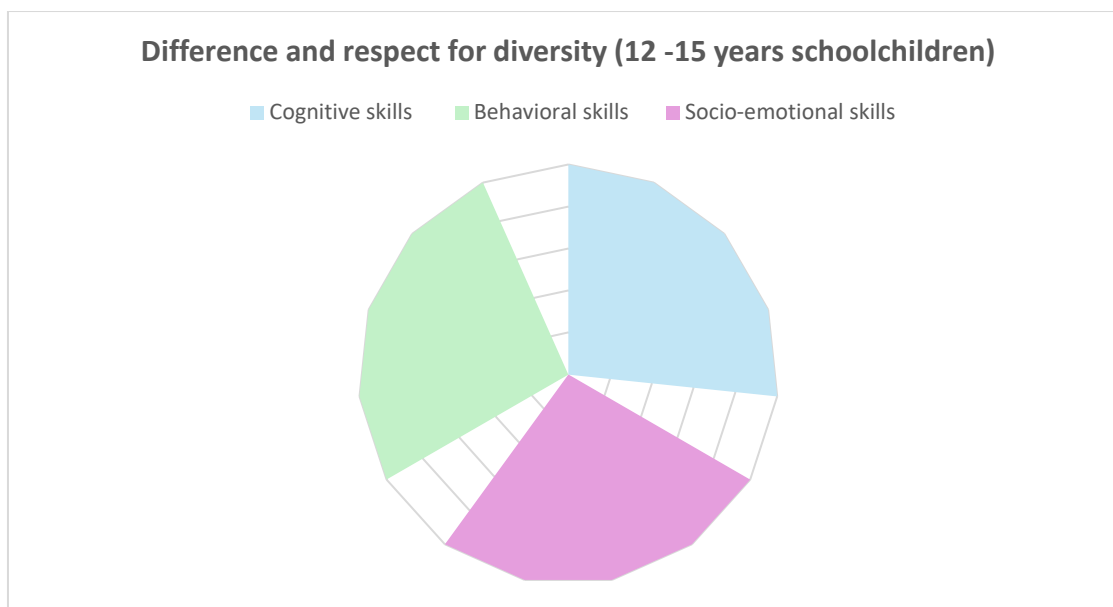


Fig. 6. Distribution of skills related to the thematic area *Difference and respect for diversity*

The impact of the learning outcomes achieved:

Due to arts-based education and cultural activities increased children's social activity: collaboration, civic engagement, teamwork across cultures, community interaction; making new friends with people from different backgrounds. Arts-based education and cultural activities provided a powerful and adaptable means of engaging 12–15-year-old learners in meaningful exploration of difference and diversity and supported their competences debate on the benefits of difference and diversity (Annex 2). Through the development of creative, cognitive, and communicative competences, these arts-based education and cultural activities prepared them to engage in respectful, informed, and empathetic debate and co-creation (Annex 2; Annex 4: Cases: IT2; LT1). The following impacts were observed across arts-based education and cultural activities: Cognitive and Social Development: enhanced critical thinking and reasoning regarding social norms, identity, and systemic inequality; increased openness to multiple perspectives and worldviews; improved ability to formulate and express arguments during structured debates; Emotional and Interpersonal Growth: development of empathy and emotional literacy through exposure to diverse lived experiences; strengthened collaboration and peer respect during creative group tasks; heightened self-awareness and cultural pride among minority students; Communication and Debate Skills: improved verbal and non-verbal communication skills; confidence in engaging in structured debates on sensitive topics such as race, gender, migration, ability, and religion, respectful negotiation of difference in discussion settings. Achieved learning outcomes supported both personal development and the cultivation of inclusive, democratic learning environments, lead to increased social activity: collaboration, civic engagement, teamwork across cultures, community interaction; making new friends with people from different backgrounds.

Arts-based education cases (15 -18+ years schoolchildren)

In this age group, arts-based education and cultural activities were implemented in all three focus areas according to UNESCO GCE framework.

1. Focus area/thematic area: Different levels of identity (personal, cultural and social)

Key competence: Critically examine ways in which different levels of identity interact and live peacefully with different social groups.

The table below summarizes implemented art-based education activities in which the focus/thematic area was most prominent.

Table 5. Art and cultural forms in arts-based education and cultural activities

Cultural and Natural Heritage	Traditional Fiber Crafts; Buildings of Social and Personal Significance; Place-Based Learning Projects tied to heritage and landscape. Focus: connecting learners to cultural traditions, environmental context, and community history.
Visual Arts and Crafts	Creation of Visual Works, including sculpting structures; moving landscapes. Focus: artistic expression and sensory engagement through visual and tactile media.
Design and Creative Services	Clay Modelling and Hand Coiling; 3D Modelling and 3D Printing with Clay; Design and Assembly of Robotics Parts (creative engineering with aesthetic or functional goals). Focus: Applied arts, craft-tech integration, and creative design skills.
Audio-visual and Interactive Media	Interactive learning tools and media; Video-based art education; Multimedia storytelling or animation. Focus: use of technology and interactive formats increase engagement into educational process.
Performance and Celebration	Focus: Embodied expression, collective ritual.

Learning outcomes related to thematic area *Different levels of identity* acquired as a result of arts-based education and cultural activities in the group of 15 -18+ years schoolchildren:

Cognitive skills

Specific skills related to local environment: knowledge of local contexts.

Specific arts-related skills: developed specific arts skills through experimenting with slam poetry.

General cognitive skills: Developed critical thinking and analytical skills.

Specific skills related to identity: knowledge of different levels of identity.

Behaviour skills

Skills related to tolerance development: ability to express views of different social groups in an insightful and respectful way; willingness to participate in the social processes of debate/discussion etc.

Skills related to engagement and active participation: willingness to participate in workshops and other informal educational ventures; ability to participate in co-creation of art workshops.

Socio-emotional skills

Skills related to community and belonging: developed sense of community belonging.

General socio-emotional skills: developed attitudes of empathy, solidarity and respect for differences and diversity.

Skills related to the development of personal identity: shifts in belonging in construction related to participants' self-identified gender; shifts in belonging in computing and robotics related to participants' self-identified gender (pre-and-post-belonging survey).

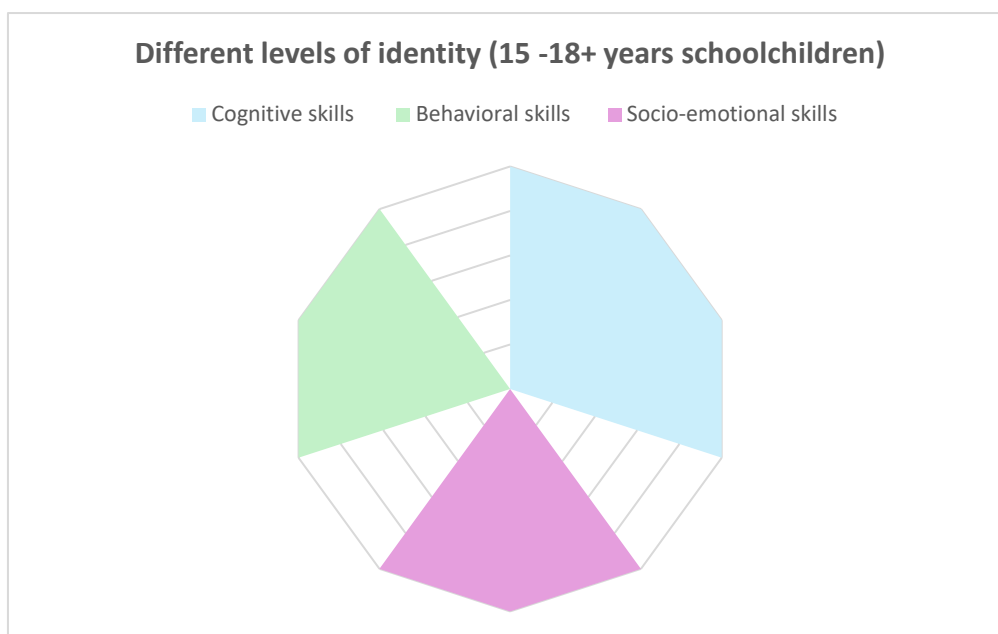


Fig. 7. Distribution of skills related to the thematic area *Different levels of identity*

The impact of the learning outcomes achieved:

Arts-based education activities - ranging from visual arts and crafts to performance, heritage exploration, and design services - provided a dynamic and inclusive platform for young people aged 15–18+ to engage with personal, cultural, and social identities in creative and reflective ways (Annex 3, Annex 4: Cases: CZ 4; PL 2). Through the creation of visual works, traditional crafts, interactive media, and participation in performances and cultural celebrations, students developed a deeper understanding of their own identities while gaining respect for the diverse identities of others. Activities such as collaborative sculpting, storytelling through moving landscapes, and the exploration of heritage buildings fostered dialogue about belonging, memory, and shared space. This multi-modal engagement enhanced critical thinking, empathy, and intercultural coexistence; enabling learners to reflect on how their personal identity is shaped by heritage, experience, and expression; to recognize and value cultural identities beyond their own through exposure to diverse practices and traditions; to examine social identities and how they relate to power, community, and peaceful coexistence; to express views of different social groups in an insightful and respectful way. As a result, learners built the key competence to critically examine the interaction between multiple levels of identity and to engage respectfully and constructively with different social groups, increased their feeling of community belongingness. They learned to navigate differences not as a barrier, but as an opportunity for creative collaboration and mutual understanding - laying the groundwork for more inclusive and peaceful communities. This led to a reduction of anti-social behaviour; willingness to participate in workshops and other informal educational ventures; willingness to participate in the social processes of debate/discussion etc.

2. Focus area/thematic area: Different communities people belong to and how these are connected.

Key competence: Critically assess connectedness between different groups, communities and countries.

The table below summarizes implemented art-based education activities in which the focus/thematic area was most prominent.

Table 6. Art and cultural forms in arts-based education and cultural activities

Cultural and Natural Heritage	Focus on identity, place, tradition, and shared human experience: Learning spaces of social and personal significance.
Visual Arts and Crafts	These involve hands-on creative activities using traditional or digital media: Books and Press; Creation of visual design works and AI-generated images for exhibition display; Creation of tangible movable robotic learning spaces with LEGO bricks and craft materials; Mapping (visual arts focus).
Design and Creative Services	These focus on the planning and development of physical or digital artifacts: Design tangible and digital models of the Maker's Lab; Design tangible movable models to integrate them with automated carts.
Audio-visual and Interactive Media	These involve media-based, immersive, or technology-enhanced experiences: Audio-visual and interactive media.
Performance and Celebration	Circus and contemporary dance - activities involving public, artistic performance, cultural celebrations. Focus: Embodied expression, collective ritual.
Music	Activities of personal development, expression and cultural engagement.
Sports and Physical Arts	Basketball – activities in team.

Learning outcomes related to thematic area *Different communities people belong to and how these are connected* acquired as a result of arts-based education and cultural activities in the group of 15-18+ years schoolchildren:

Cognitive skills

General knowledge of local environment and cultural heritage: knowledge and understanding of local issues; knowledge of local contexts. knowledge and developed understanding of public space and its purpose, exploration of urban spaces and their meanings.

General cultural and intercultural skills: improved understanding of various culture-related societal problems; intercultural awareness, area familiarization.

Specific arts-related skills: developed specific arts skills and techniques (drawing maps, creating analogue photography); specific (art) skills for critical thinking and analysis; enhanced competences and know how, basic filmmaking and storytelling techniques.

General cognitive skills: Self-reflection and awareness of biases; self-monitoring and goal setting; critical reflection on personal and social identity.

General knowledge of well-being: awareness of the value of physical activity.

Behavioural skills

Skills demonstrating changed behaviour: developed social behaviour.

Skills demonstrating personal identity development: Developed ability to cultivate and manage identities.

Autonomy and adaptability skills: ability in decision making in unspecified space and dealing with fuzzy instruction. Positive interaction with unfamiliar social and physical spaces.

Civic and artistic collaboration skills: ability to cooperate in artistic creation. Improved participation in cultural activities and co-creation of art; collaboration in diverse teams; engaging in public storytelling and community dialogue.

Skills demonstrating inclusion: ability to apply values, attitudes and skills to engage with diverse groups and perspectives; inclusive behaviours, co-creation.

Skills demonstrating physical engagement: physical activity habits, participation and engagement in sports.

Socio-emotional skills

Intercultural competence and inclusion skills: developed sense of community belonging; critically assess connectedness between different groups, communities and countries; ability to collaborate and communicate together making culture; communication across cultural boundaries

Skills related to social integration and belonging: ability to assess the connectedness and participation of diverse communities and cultural practices; sense of belonging to a common humanity, sharing values and responsibilities; develop attitudes of empathy, solidarity and respect for differences and diversity; ability to be engaged with diverse groups and perspectives; stronger ties with broader society; community bridging, relationship building, social integration, sense of belonging and identity, relationship-building.

General socio-emotional skills: self-esteem, self-confidence, resilience.

Skills demonstrating respectful engagement with diversity: empathy and respect for diversity; confidence in expressing one's voice, empathy and understanding of diverse communities, ability to express views of different social groups in an insightful and respectful way.

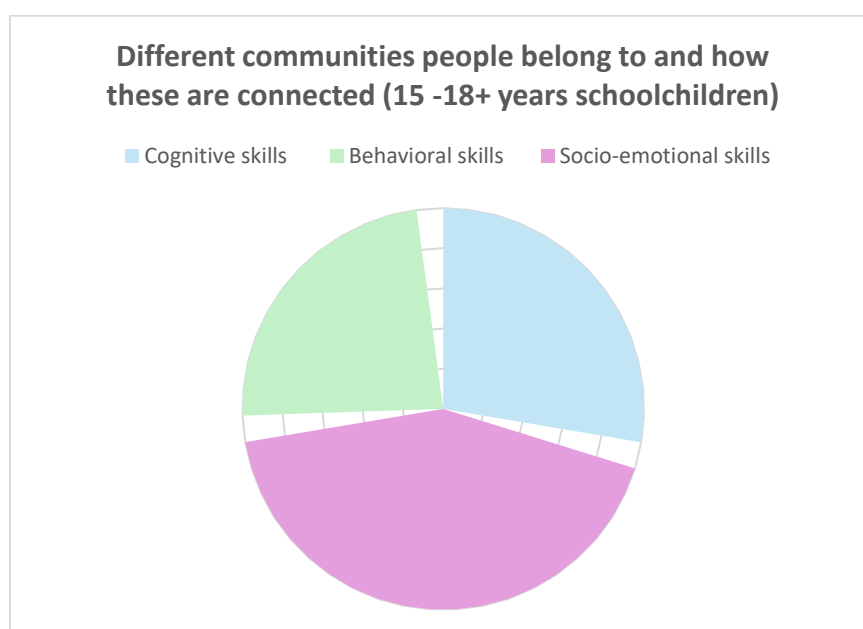


Fig. 8. Distribution of skills related to the thematic area *Different communities people belong to and how these are connected*

The impact of the learning outcomes achieved:

The diverse range of used arts-based education and cultural activities offered a powerful foundation for developing the key competence: "Critically assess connectedness between different groups, communities, and countries." (Annex 3). For learners aged 15 to 18+, these arts-based education and cultural activities cultivated not only artistic and technical skills, but also cultural awareness, social understanding, and critical thinking. Achieved learning outcomes lead to improved students' wellbeing at school (Annex 3; Annex 4: Cases: CZ4; DE2; DE4; PL1; PL3; PL4; FI1; FI2; LT2). The Cultural and Natural Heritage strand - especially learning in spaces of personal or social significance and participating in performances, circus, or contemporary dance - deepened students' understanding of how traditions, values, and forms of expression are shared or diverge across communities and borders. Celebrations and performative arts provided immersive opportunities to experience and reflect on the lived realities of others, revealing both uniqueness and interconnectedness. Through Visual Arts and Crafts, such as creating AI-generated images or tangible LEGO-based models, students were engaged in projects that reflected narratives, identities, or environmental themes rooted in different communities. These acts of visual storytelling fostered awareness of cultural symbols and traditions, encouraging students to reflect on their own backgrounds and those of others. Design and Creative Services encouraged collaboration and problem-solving in multicultural teams, particularly when designing public spaces or digital tools. The process of co-creating for a shared audience led to discussions about global challenges, accessibility, and cultural sensitivity, further strengthening intercultural competence. Engagement with audio-visual and interactive media allowed students to explore global issues through multiple perspectives. Documentaries, digital storytelling, and participatory media projects made abstract connections between communities' tangible and emotionally resonant. Music and sport also served as cultural bridges. Attending concerts, participating in or analysing global musical traditions and cooperative games such as basketball revealed how these practices evolve across regions, carrying embedded histories of migration, colonization, and exchange. Together, these arts-based education and cultural activities and achieved learning outcomes helped students understand how different levels of identity interact and live peacefully with different social groups; develop their willingness to participate in workshops and other informal educational ventures; willingness to participate in the social processes of debate/discussion, reflect on their roles within local and global communities, etc. They understood how shared artistic and cultural practices can foster solidarity or reveal tensions. They have developed and become able to apply values, attitudes and skills to engage with diverse groups and perspectives. Their increased feeling of community belongingness led to reduced barriers of participating in the mainstream or even high-end cultural life. In the context of the thematic area "Different communities people belong to and how these are connected," the achieved competences empower students to navigate, analyse, and contribute to an interconnected world with empathy, critical awareness, and creative agency.

3. Focus area/thematic area: Difference and respect for diversity.

Key competence: Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives.

The table below summarizes implemented art-based education activities in which the focus/thematic area was most prominent.

Table 7. Art and cultural forms in arts-based education and cultural activities

Cultural and Natural Heritage	Focus on identity, place, tradition, and shared human experience: Learning spaces of social and personal significance.
Visual Arts and Crafts	These involve hands-on creative activities using traditional or digital media: Books and Press; Creation of visual design works

	and AI-generated images for exhibition display; Educational activities in museum; Creation of tangible movable robotic learning spaces with LEGO bricks and craft materials.
Design and Creative Services	These focus on the planning and development of physical or digital artifacts: Design tangible and digital models of the Maker's Lab; Design tangible movable models to integrate them with automated carts.
Audio-visual and Interactive Media	Focus: involve media-based, immersive, or technology-enhanced experiences: Audio-visual and interactive media.
Performance and Celebration	Performance (theatre) and music (production, dissemination, and consumption of artistic expressions). Contemporary dance -Hip Hop culture: activities involving public, artistic performance, cultural celebrations. Focus: Embodied expression, collective ritual.
Music	Activities of personal development, expression and cultural engagement.

Learning outcomes related to thematic area *Difference and respect for diversity* acquired as a result of arts-based education and cultural activities in the group of 15 -18+ years schoolchildren:

Cognitive skills

General cognitive skills: ability of critical thinking. understanding diverse perspectives, creative thinking.

General cultural heritage skills: knowledge of cultural heritage; knowledge of local cultural contexts; awareness of museum's role and functions.

Specific arts-related skills: knowledge of art; exposure to new art forms (contemporary dance and circus); storytelling and media literacy.

General career development skills: expanded thinking about career paths, awareness of stereotypes and biases; developed soft skills and self-development by participation in collective creative process.

Behavioural skills

Skills demonstrating socially responsible behaviour: developed social behaviour; ability to share values and responsibilities based on human rights; diminishing of young residents' violence.

Skills demonstrating critical thinking and inclusive dialogue: developed ability to address misinformation and prejudice; developed ability for dialogue between minority and majority.

Skills demonstrating creative engagement: involvement in arts-related activities; volunteering in the arts; commitment to long-term creative processes; participation in creative, collaborative movement practices.

Collaboration and teamwork skills: ability to collaborate and to work in a team; active participation in group projects; constructive peer interaction across identity lines, engagement in inclusive community performance.

Socio-emotional skills

Skills demonstrating respect for diversity: developed attitudes of respect for diversity; develop attitudes to appreciate and respect differences and diversity; developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives; understanding of

the Others and diverse perspectives; developed attitudes of empathy, solidarity and respect for differences and diversity; empathy and cultural awareness; sense of belonging.

Skills demonstrating engagement in co-creative arts-based activities: developed ability to act in cooperative artistic action; ability to envision novel makerspace designs toward integrating multiple perspectives in the makerspace and articulate how the youth-created designs are intended to achieve that; ability to envision novel computational and robotics learning environments toward integrating multiple perspectives and articulate how the designs are intended to achieve the inclusion of multiple groups.

Positive peer interaction skills: mutual knowledge and positive relationships among classmates; reduction in peer-based prejudice.

General socio-emotional skills: self-confidence and identity expression.

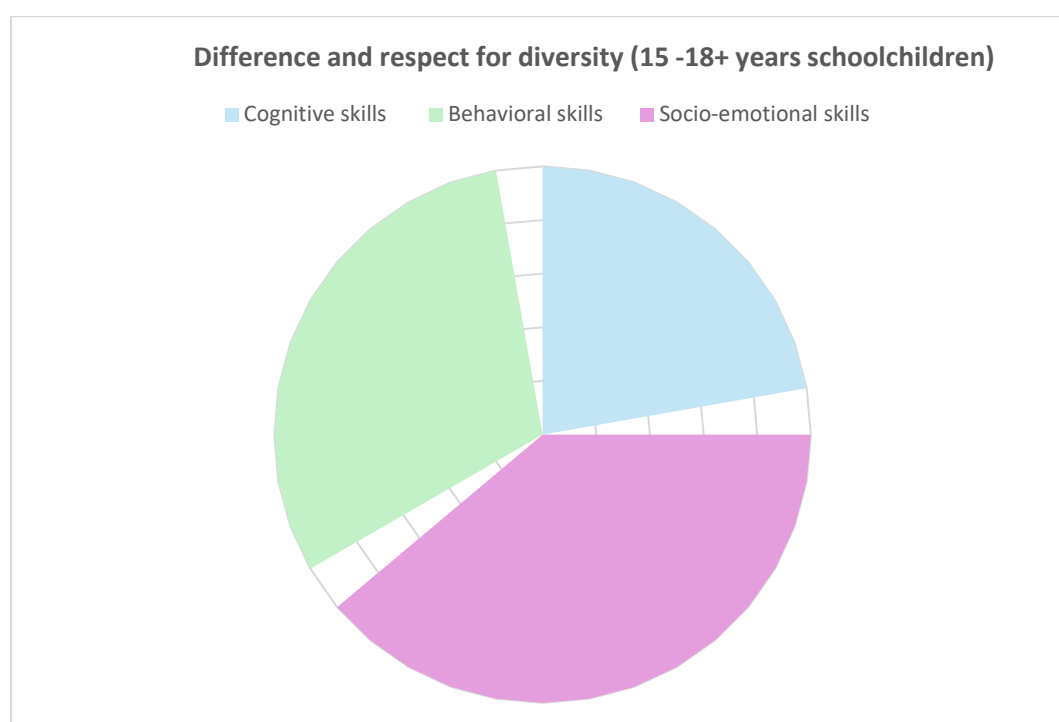


Fig. 9. Distribution of skills related to the thematic area *Difference and respect for diversity*

The impact of the learning outcomes achieved:

Arts-based education and cultural activities for students aged 15–18+ played a crucial role in fostering the social and emotional competencies needed to thrive in diverse and interconnected societies (Annex 3; Annex 4: Cases: CZ3; CZ4; DE2; DE4; IT3; LV1; FI4; LT4). The achieved key competence: “Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives” enabled students to: appreciate cultural plurality; embrace inclusive practices, cultivate and manage complex identities and experiences; resolve conflict through empathy and communication; developed and apply values, attitudes and skills to manage and engage with diverse groups and perspectives; enhanced young people's appreciation of the Other. The acquired competences have a significant social impact: increased involvement in the arts: increased attendance and/or participation in the arts; reduced anti-social behaviour; diminished young residents' violence. It also has the collaborative impact: inclusive collaboration: team-based creation (e.g., LEGO robotics,

maker spaces, co-design exhibitions, performance) promoted working with peers from diverse backgrounds and disciplines; community-centred public art projects invited democratic participation and collective responsibility. Also, it has an impact on civic engagement growth: public art installations, performances, exhibitions connect students with local communities and invite dialogue on social inclusion; supports their involvement into volunteering in the art activities and thus increase the number of volunteers. The significant is creative and expressive impact: art education supports students' self-expression and identity formation; supports in exploring and articulating their own identities in relation to others. Impact on cross-cultural dialogue through art: youth learn to communicate and collaborate across boundaries using creative media, symbols, and performance, for example, using AI-generated imagery or video storytelling to bridge traditional culture with contemporary youth concerns, sparking intergenerational and intercultural exchange.

Summary

In summary, we can conclude that the analysis of twenty-eight cases on cultural education of young people from seven countries according to the age/level of education, area and type of arts-based education and cultural activities reveals the high value and impact of cultural literacy through arts-based education on social cohesion. We note that for the identification of learning outcomes, as high-level impacts according to UNESCO GCE framework, in CLiViE project attention was focused on the socio-emotional domain, characterized by a set of learning outcomes, learner attributes and thematic areas, as this best lends itself to providing a framework for promoting cultural literacy through arts-based education to foster social inclusion. The design, development and implementation of the twenty-eight case studies in seven case study countries led to achieving one of the following learning outcomes as presented by the UNESCO GCE framework and for the CLiViE project considered to have a high-level impact:

- learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights;
- learners develop attitudes of empathy, solidarity and respect for differences and diversity.

Consequently, specific learning outcomes: Socio-emotional (values, attitudes and social skills that enable learners to develop effectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully) and secondary learning outcomes – Cognitive (knowledge and thinking skills necessary to better understand the world and its complexities) and Behavioural (conduct, performance, practical application and engagement) were achieved in the following three domains according to UNESCO GCE framework that are interlinked and integrated in the learning process:

- different levels of identity;
- different communities people belong to and how these are connected;
- difference and respect for diversity.

The analysis of twenty-eight different arts education practices of CLiViE project confirms that arts-based education encompasses knowledge, feelings, embodied social goals, values, skills and abilities that are important for young people and change their social behavior. This is confirmed by such aspects of case analysis as:

- **Alignment with UNESCO GCE Framework.** The analysis and evaluation of twenty-eight case studies of CLiViE project, these high-level impacts and key competencies from the UNESCO

GCE framework have been aligned to specific outcomes and outputs, particularly in terms of fostering key competencies such as critical thinking, empathy, collaboration, and cultural awareness.

- **Tangible art-based educational outcomes.** Arts-based education and cultural activities led to the development of specific artistic skills and enhanced creativity, demonstrating the educational value of integrating arts into curriculum and extracurricular learning activities; out-of-school learning activities, etc.
- **Personal development gains.** Participants in the case studies showed measurable improvements in self-esteem and confidence; self-efficacy and confidence; motivation and engagement in school settings and art co-creation.
- **Positive social impacts.** The initiatives contributed to enhanced social ties and networks, reduced anti-social behavior; improved peer relationships and group cohesion; willingness to deal with local problems; increased social activity: collaboration, civic engagement, teamwork across cultures, community interaction, etc.
- **Promotion of Social Cohesion.** Arts education facilitated greater social cohesion at multiple levels: Individual level (personal identity and self-expression); Institutional level (school climate and policy alignment); Community level (inclusion and participation).
- **Multidisciplinary and Inclusive Approaches.** The art educational practices incorporated diverse fields of arts-based education and cultural activities, including Visual Arts and Crafts; Cultural and Natural Heritage; Music, Design, Sports, etc. This diversity allowed for more inclusive participation and broader impact across different learner profiles and community contexts.
- **Use of Varied Pedagogical Streams.** The success of the CLiViE project arts-based education and cultural activities was partly due to its use of three complementary pedagogical streams: Academic study of art; Exposure to artistic works (e.g., concerts, films, books); Active participation in artistic practices.

We can conclude, that analysis of twenty-eight cases on cultural education of young people from seven countries according to the age/level of education, area and type of arts-based education and cultural activities confirms that learning outcomes with the main focus areas defined in the GCE framework for different age groups lead to key learner attributes to being socially connected and respectful of diversity and cover: cultivated and managed identities, relationships and feeling of belonging; shared values and responsibilities based on human rights; develop attitudes to appreciate and respect differences and diversity.

Annex 1. 9 – 12 years schoolchildren’s (upper primary education) learning outcomes by focus areas, key competences and field of art

Upper primary education (9-12)				
Focus areas	Key competence	Field of arts-based education and cultural activities	Developed skills	Impact
Different levels of identity (personal, cultural and social)	Examine different levels of identity and their implications for managing relationships with others	Cultural and Natural Heritage / Visual Arts and Crafts Performance and Celebration. Visual Arts and Crafts: Creation of visual works, including sculpting structures. Design and Creative Services: clay modelling, hand coiling, 3D modelling, 3D printing with clay. Cultural and Natural Heritage: Traditional fiber crafts Visual Arts and Crafts: Creation of visual works, including moving landscapes. Design and Creative Services: Robotics parts Sports and Recreation: Martial arts	Cognitive skills: 1. Critical thinking and analytical skills. 2. Knowledge of cultural heritage, history of the place through drawing, painting and collage making. 3. Reflective skills. 4. Understanding of local linguistic and cultural diversity. Behavioural: 1. Developed participation in art open form. 2. Developed positive relationship with peers and authority figures. 3. Increased social interaction. Socio-emotional: 1. Shifts in belonging in construction related to participants’ self-identified gender. 2. Shifts in belonging in computing and robotics related to participants’ self-identified gender (pre-and-post-belonging survey). 3. Self-esteem, self-confidence and self-concentration ability. 4. Developed attitudes of empathy, solidarity and respect for differences and diversity. 5. Fostered sense of community.	Developed motivation Willingness to participate in lessons. Willingness to deal with local problems Decreased anti-social behaviour. Increased academic achievements. Increased participation in martial arts. Fostered sense of community belongingness. Cultivated good relationships with diverse individuals and groups.
Different communities people belong to and how	Compare and contrast shared and different social, cultural and legal norms	Cultural and Natural Heritage; Visual Arts and Crafts Performance and Celebration;	Cognitive: 1. Knowledge of local contexts. 2. Ability to evaluate (pros and cons) living in specific environment. 3. Reflective skills.	Developed motivation Willingness to participate in lessons.. Willingness to deal with local problems.

these are connected		"Cultural and Natural Heritage: Buildings of social and personal significance. Visual Arts and Crafts: Creation of visual works, including sculpting structures. Design and Creative Services: clay modelling, hand coiling, 3D modelling, 3D printing with clay. Cultural and Natural Heritage: Traditional fiber crafts Visual Arts and Crafts: Creation of visual works, including moving landscapes. Design and Creative Services: Robotics parts	4. Cultural and art skills. 5. Awareness of the value of physical activity, self-monitoring and goal setting. Socio-emotional: 1. Self-confidence. 2. Developed sense of community belonging. 3. Shifts in understanding who participates in construction related to participants' self-identified gender. 4. Shifts in understanding the value of diversity in robotics and computing in terms of cultural forms in learning activities and groups of people (semi-structured interviews). 5. Resilience, sense of belonging and identity, relationship-building. Behavioural: 1. Acting responsibly, social behaviour. 2. Ability to deal with local problems. 3. Developed participation in art open form. 4. Physical activity habits, participation and engagement in sports.	
Difference and respect for diversity	Cultivate good relationships with diverse individuals and groups	Cultural and Natural Heritage / Visual Arts and Crafts Artistic workshop: Performance (theatre, dance) and music (production, dissemination, and consumption of artistic expressions).	Cognitive: 1. Understanding sound art and radio production, interviewing and storytelling techniques. 2. Exploration of local identity and social issues. 3. Knowledge of national cultural heritage and arts and crafts as its essential segment. 4. Developed verbal and non-verbal languages skills. Socio-emotional: 1. Developed attitudes of respect for diversity. 2. Developed ability to respect differences and diversity. 3. Empathy and solidarity towards 'others'. 4. Developed awareness of one's attitudes to the local place. 5. Developed awareness of factors that shape one's attitudes. 6. Developed ability to act in cooperative artistic action.	Developed attitudes to appreciate and respect differences and diversity. Cultivated good relationships with diverse individuals and groups.

			7. Ability to include and engage young people in conditions of linguistic-cultural disadvantage and/or with a migration background. 8. Developed communication abilities. 9. Empathy and appreciation of others' experiences. 10. Confidence in self-expression. 11. Strengthened intergenerational relationships. Behavioural: 1. Self-development by participating in collective creative process and craft production. 2. Collaboration with peers and adults. 3. Active listening and communication. 4. Civic engagement through media creation.	
--	--	--	---	--

Annex 2. Lower secondary (12-15 years) pupils' learning outcomes by focus areas, key competences and field of art

Lower secondary education (12-15)				
Focus areas	Key competence	Field of arts-based education and cultural activities	Developed skills	Impact
Difference and respect for diversity	Debate on the benefits and challenges of difference and diversity	Visual art. Design and Creative Services (interior design, architectural services). Design and Creative Services (architecture, urbanism). Site-specific theatre.	Cognitive: 1. Basic urban design and architecture literacy. 2. Critical thinking. 3. Creative problem-solving. 4. Language and communication development. 5. Design skills. Socio-emotional: 1. Empathy and respect for diversity. 2. Appreciation of different cultural perspectives. 3. Sense of belonging and connection to community. 4. Confidence in expressing ideas and contributing to change. 5. Respect and sense of belongingness to the school environment. Behavioural: 1. Collaboration. 2. Civic engagement. 3. Teamwork across cultures. 4. Community interaction. 5. Ability to get involved in the activities of renovation of the school spaces.	Increased social activity: collaboration, civic engagement, teamwork across cultures, community interaction. Making new friends with people from different backgrounds.

Annex 3. Upper secondary (15- 18+ years) pupils' learning outcomes by focus areas, key competences and field of art

Upper secondary education (15- 18+)				
Focus areas	Key competence	Field of arts-based education and cultural activities	Developed skills	Impact
Different levels of identity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups	Visual Arts and Crafts. Audio-visual and Interactive Media. Cultural and Natural Heritage: Performance and Celebration. Cultural and Natural Heritage: Buildings of social and personal significance. Visual Arts and Crafts: Creation of visual works, including sculpting structures. Design and Creative Services: clay modelling, hand coiling, 3D modelling, 3D printing with clay. Cultural and Natural Heritage: Traditional fiber crafts. Visual Arts and Crafts: Creation of visual works, including moving landscapes. Design and Creative Services: Robotics parts.	Cognitive: 1. Developed specific arts skills through experimenting with slam poetry. 2. Developed critical thinking and analytical skills. 3. Knowledge of local contexts. 4. Critical thinking and knowledge of different levels of identity. Socio-emotional: 1. Developed sense of community belonging. 2. Developed attitudes of empathy. 3. Solidarity and respect for differences and diversity. Behavioural: 1. Ability to participate in co-creation of art workshops and other informal educational ventures. 2. Ability to express views of different social groups in an insightful and respectful way. 3. Ability to participate in the social processes of debate/discussion etc.	Reduction of anti-social behaviour. Different levels of identity interact and live peacefully with different social groups. Willingness to express views of different social groups in an insightful and respectful way. Willingness to participate in co-creation workshops and other informal educational ventures. Willingness to participate in the social processes of debate/discussion, etc.
Different communities people belong	Critically assess connectedness between	Visual art and Crafts: Books and Press, Audio-visual and Interactive Media.	Cognitive: 1. Developed specific arts skills (drawing maps, creating analogue photography).	Different levels of identity interact and live peacefully with different social groups.

to and how these are connected	different groups, communities and countries	Cultural and Natural Heritage. Performance and Celebration; Circus and contemporary dance. Cultural and Natural Heritage: Learning spaces of social and personal significance. Visual Arts and Crafts: Creation of visual design works and AI-generated images for exhibition display. Design and Creative Services: Design tangible and digital models of the Maker's Lab. Visual Arts and Crafts: Creation of tangible movable robotic learning spaces with LEGO bricks and craft materials. Design and Creative Services: Design tangible movable models to integrate them with automated carts. Music. Visual Arts and Crafts: mapping. Sports: basketball.	2. Knowledge and developed understanding of public space and its purpose. 3. Specific (art) skills for critical thinking and analysis. 4. Knowledge and understanding of local issues. 5. Knowledge of local contexts. 6. Improved understanding of various culture-related societal problems. 7. Knowledge of local contexts. 8. Enhanced competences and know how. 9. Intercultural awareness, area familiarization. 10. Self-reflection and awareness of biases. 11. Awareness of the value of physical activity, self-monitoring and goal setting. 12. Basic filmmaking and storytelling techniques. 13. Critical reflection on personal and social identity. 14. Exploration of urban spaces and their meanings. Socio-emotional: 1. Developed sense of community belonging. 2. Critically assess connectedness between different groups, communities and countries. 3. Ability to collaborate and communicate together making culture. 4. Ability to assess the connectedness and participation of diverse communities and cultural practices. 5. Ability to assess the connectedness and participation of diverse communities and cultural practices within the TUMlab. 6. Ability to be engaged with diverse groups and perspectives. 7. Ability to express views of different social groups in an insightful and respectful way. 8. Self-esteem, self-confidence. 9. Sense of belonging to a common humanity. 10. Sharing values and responsibilities.	Willingness to participate in workshops and other informal educational ventures. Willingness to participate in the social processes of debate/discussion, etc. Developed and applied values, attitudes and skills to engage with diverse groups and perspectives. Increased feeling of community belongingness. Lowered barriers of participating in the mainstream or even high-end cultural life. Improved students' wellbeing at school.
---------------------------------------	---	--	--	---

			11. Develop attitudes of empathy, solidarity and respect for differences and diversity. 12. Stronger ties with broader society. 13. Developed sense of community belonging. 14. Community bridging, relationship building, social integration. 15. Empathy and respect for diversity. 16. Communication across cultural boundaries. 17. Resilience. 18. Sense of belonging and identity. 19. Relationship-building. 20. Confidence in expressing one's voice. 21. Empathy and understanding of diverse communities, sense of belonging. Behavioural: 1. Developed social behaviour. 2. Developed ability to cultivate and manage identities. 3. Ability in decision making in unspecified space and dealing with fuzzy instruction. 4. Ability to cooperate in artistic creation. 5. Improved participation in cultural activities and co-creation of art. 6. Ability to apply values, attitudes and skills to engage with diverse groups and perspectives. 7. Inclusive behaviours. 8. Co-creation, new drawing/painting techniques. 9. Physical activity habits, participation and engagement in sports. 10. Collaboration in diverse teams. 11. Engaging in public storytelling and community dialogue. 12. Positive interaction with unfamiliar social and physical spaces.	
Difference and respect for diversity	Develop and apply values, attitudes and	Visual art and Crafts: Books and Press, Audio-visual and Interactive Media.	Cognitive: 1. Awareness of museum's role and functions. 2. Knowledge of art.	Reduction of anti-social behaviour.

	skills to manage and engage with diverse groups and perspectives	Cultural and Natural Heritage: Performance and Celebration. Cultural Heritage; Design and Creative Services. Cultural and Natural Heritage: Learning spaces of social and personal significance. Visual Arts and Crafts: Creation of visual design works and AI-generated images for exhibition display. Design and Creative Services: Design tangible and digital models of the Maker's Lab. Visual Arts and Crafts: Creation of tangible movable robotic learning spaces with LEGO bricks and craft materials. Design and Creative Services: Design tangible movable models to integrate them with automated carts. Performance (theatre) and Music (production, dissemination, and consumption of artistic expressions). Hip Hop culture, Music, Visual Arts and Crafts (educational activities in museum)	3. Ability of critical thinking. 4. Knowledge of local cultural contexts, cultural heritage. 5. Storytelling and media literacy. 6. understanding diverse perspectives, creative thinking. 7. Exposure to new art forms (contemporary dance and circus). 8. Expanded thinking about career paths, 9. Awareness of stereotypes and biases. Socio-emotional: 1. Developed social behaviour. 2. Developed ability to address misinformation and prejudice. 3. Developed ability for dialogue between minority and majority. 4. Developed attitudes of respect for differences and diversity. 5. Developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives. 6. Ability to envision novel makerspace designs toward integrating multiple perspectives in the makerspace and articulate how the youth-created designs are intended to achieve that. 7. Ability to envision novel computational and robotics learning environments toward integrating multiple perspectives and articulate how the designs are intended to achieve the inclusion of multiple groups. 8. Mutual knowledge and positive relationships among classmates. 9. Develop attitudes to appreciate and respect differences and diversity 10. Understanding of the Others and diverse perspectives. 11. Developed positive attitudes that appreciate and respect diversity. Developed attitudes of empathy, solidarity and respect for differences and diversity. 12. Empathy and cultural awareness. 13. Self-confidence and identity expression. 14. Sense of belonging.	Developed teamwork skills. Increased involvement in the arts: increased attendance and/or participation in the arts. Increased number of volunteers in the arts. Cultivated and managed identities, relationships and feeling of belongingness. Developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives. Enhanced young people's appreciation of the Other.
--	--	---	--	--

			15. Empathy and respect for diversity, confidence in self-expression, reduction in peer-based prejudice. Behavioural: 1. Ability to share values and responsibilities based on human rights. Developed attitudes to appreciate and respect difference and diversity. 2. Diminishing of young residents' violence. 3. Involvement in arts-related activities. 4. Ability to collaborate and to work in a team. 5. Volunteering in the arts. 6. Developed soft skills and self-development by participation in collective creative process. 7. Collaboration and teamwork. 8. Active participation in group projects. 9. Commitment to long-term creative processes. 10. Participation in creative, collaborative movement practices. 11. Constructive peer interaction across identity lines. 12. Engagement in inclusive community performance.	
--	--	--	---	--

Annex 4. Summary of arts-based education and cultural activities by country

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Czech Republic	Case 1	Different levels of identity (personal, cultural and social)	Cognitive: gaining of specific (art) skills for critical thinking and analysis			Cultural and Natural Heritage / Visual Arts and Crafts	Cognitive skills: Critical thinking and analytical skills. Knowledge of cultural heritage, history of the place through drawing, painting and collage making	
		Different communities people belong to and how these are connected	Cognitive: learners acquire knowledge and understanding of local issues Socio-emotional: increase self-confidence; learners experience a sense of belonging to a common community Behavioural: reduction in anti-social behaviour; learners act responsibly at local level, develop motivation and willingness to participate in lessons to develop a willingness to deal with local problems, to become aware of the pros and cons of living in JM				Cognitive: Knowledge of local contexts Ability to evaluate (pros and cons) living in specific environment Socio-emotional: Self-confidence Developed sense of community belonging Behavioural: Acting responsibly, social behaviour; Ability to deal with local problems;	Developed motivation Willingness to participate in lessons Willingness to deal with local problems
		Difference and respect for diversity	Socio-emotional: develop attitudes of respect for differences and diversity awareness of one's own attitude (of teachers and pupils) towards the place where they live (the Jižní Město housing estate) awareness of the facts and contexts that shape this attitude				Socio-emotional: Developed respect to differences and diversity. Developed awareness of one's attitudes to the local place. Developed awareness of factors that shape one's attitudes.	

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Czech Republic	Case 2	Different levels of identity (personal, cultural and social)	Cognitive and Behavioural: improving particular (cultural, art and reflective) skills for critical thinking and analysis (developing participation in art open form)			Performance and Celebration Visual Arts and Crafts	Cognitive: Reflective skills, critical thinking and analysis Behavioural: Developed participation in art open form	Developed creative competences of pupils and teachers. Teachers professional development, creativity and perception of the social importance of culture.
		Different communities people belong to and how these are connected	Cognitive and Behavioural: improving particular (cultural, art and reflective) skills (developing participation in art open form)				Cognitive: Reflective skills Cultural and art skills Behavioural: Developed participation in art open form	
		Difference and respect for diversity	Socio-emotional: develop attitudes of respect for diversity in cooperative artistic action (developing participation in art open form)				Socio-emotional: Developed attitudes of respect for diversity Developed ability to act in cooperative artistic action:	Cultivated good relationships with diverse individuals and groups through artistic action. Developed cooperative artistic action ability .
Czech Republic	Case 3	Different communities people belong to and how these are connected			Cognitive: Gaining of specific (art) skills: improved understanding of what city and public space is, whom is intended for etc. (drawing maps/creating analogue photograph)	Visual art and Crafts, Books and Press, Audio-visual and Interactive Media.	Cognitive: Developed specific arts skills (drawing maps, creating analogue photography) Knowledge and developed understanding of public space and its purpose	Reduction of anti-social behaviour
		Difference and respect for diversity			Social: Reduction in anti-social behaviour: address prejudice and misinformation concerning life in excluded localities, promote dialog between minority and majority (excluded voices and common/strong narratives)		Social: Developed social behaviour Developed ability to address misinformation and prejudice Developed ability for dialogue between minority and majority	Reduction of anti-social behaviour

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Czech Republic	Case 4	Different levels of identity (personal, cultural and social)			Cognitive: gaining of specific (art) skills for critical thinking and analysis (experimenting with slam poetry to express in front of the schoolmates)	Visual Arts and Crafts Audio-visual and Interactive Media Cultural and Natural Heritage Performance and Celebration	Cognitive: Developed specific arts skills through experimenting with slam poetry Developed critical thinking and analytical skills	
		Different communities people belong to and how these are connected			Cognitive: gaining of specific (art) skills for critical thinking and analysis; learners acquire knowledge and understanding of local issues Socio-emotional: learners experience a sense of belonging to a common community Behavioural: reduction in anti-social behaviour; cultivating and managing identities, relationships and feeling of belongingness (decision making in unspecified space and dealing with fuzzy instruction)		Cognitive: Specific (art) skills for critical thinking and analysis; Knowledge and understanding of local issues Socio-emotional: Developed sense of community belonging Behavioural: Developed social behaviour; Developed ability to cultivate and manage identities, Ability in decision making in unspecified space and dealing with fuzzy instruction	Increase in the number of schools attending art-based educational programmes. Gain ways in which different levels of identity interact and live peacefully with different social groups and ability critically examine
		Difference and respect for diversity			Socio-emotional: increase self-confidence; develop attitudes of respect for differences and diversity Behavioural: sharing values and responsibilities based on human rights; developing attitudes to appreciate and respect difference and diversity		Socio-emotional: Self-confidence; Developed attitudes of respect for differences and diversity Behavioural: Ability to share values and responsibilities based on human rights; Developed attitudes to appreciate and respect difference and diversity	
Germany	Case 1	Different levels of identity (personal, cultural and social)	Socio-emotional: Shifts in belonging in construction related to participants' self-identified gender.			Cultural and Natural Heritage: Buildings of social and personal significance. Visual Arts and Crafts: Creation of visual works, including sculpting structures.	Socio-emotional: Shifts in belonging in construction related to participants' self-identified gender.	Developed competences and know-how: Cultivate increased socioemotional learning.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
		Different communities people belong to and how these are connected	Socio-emotional: Shifts in understanding who participates in construction related to participants' self-identified gender.			Design and Creative Services: clay modelling, hand coiling, 3D modelling, 3D printing with clay.	Socio-emotional: Shifts in understanding who participates in construction related to participants' self-identified gender.	Competences and know-how: Cultivate increased socioemotional learning
Germany	Case 2	Different communities people belong to and how these are connected			Socio-emotional: Critically assess connectedness between different groups, communities and countries through the collaboration and communication together making culture. Youths will assess the connectedness and participation of diverse communities and cultural practices within the makerspace.	Cultural and Natural Heritage: Learning spaces of social and personal significance. Visual Arts and Crafts: Creation of visual design works and AI-generated images for exhibition display. Design and Creative Services: Design tangible and digital models of the Maker's Lab.	Socio-emotional: Critically assess connectedness between different groups, communities and countries. Ability to collaborate and communicate together making culture. Ability to assess the connectedness and participation of diverse communities and cultural practices	Increased socio-emotional learning. Developed ability critically assess connectedness between different groups, communities.
		Difference and respect for diversity			Socio-emotional: Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives. Youths will envision novel makerspace designs toward integrating multiple perspectives in the makerspace and articulate how the youth-created designs are intended to achieve that.		Socio-emotional: Developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives. Ability to envision novel makerspace designs toward integrating multiple perspectives in the makerspace and articulate how the youth-created designs are intended to achieve that.	Increased socio-emotional learning. Developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives
Germany	Case 3	Different levels of identity (personal, cultural and social)	Socio-emotional: Shifts in belonging in computing and robotics related to participants' self-identified gender (pre-and-post-belonging survey).			Cultural and Natural Heritage: Traditional fiber crafts. Visual Arts and Crafts: Creation of visual works, including moving landscapes. Design and Creative Services: Robotics parts	Socio-emotional: Shifts in belonging in computing and robotics related to participants' self-identified gender (pre-and-post-belonging survey).	Increased socio-emotional learning: developed ability to distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
		Different communities people belong to and how these are connected	Socio-emotional: Shifts in understanding the value of diversity in robotics and computing in terms of cultural forms in learning activities and groups of people (semi-structured interviews).				Socio-emotional: Shifts in understanding the value of diversity in robotics and computing in terms of cultural forms in learning activities and groups of people (semi-structured interviews).	Increased socio-emotional learning: developed ability to debate on the benefits and challenges of difference and diversity.
Germany	Case 4	Different communities people belong to and how these are connected			Socio-emotional: Youths will assess the connectedness and participation of diverse communities and cultural practices within the TUMlab	Cultural and Natural Heritage: Learning spaces of social and personal significance. Visual Arts and Crafts: Creation of tangible movable robotic learning spaces with LEGO bricks and craft materials. Design and Creative Services: Design tangible movable models to integrate them with automated carts	Socio-emotional: Ability to assess the connectedness and participation of diverse communities and cultural practices within the TUMlab	Increased socio-emotional learning: developed ability critically assess connectedness between different groups, communities.
		Difference and respect for diversity			Socio-emotional: Youths will envision novel computational and robotics learning environments toward integrating multiple perspectives and articulate how the designs are intended to achieve inclusion of multiple groups.		Socio-emotional: Ability to envision novel computational and robotics learning environments toward integrating multiple perspectives and articulate how the designs are intended to achieve inclusion of multiple groups.	Increased socio-emotional learning: developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives
Italy	Case 1	Difference and respect for diversity			Socio-emotional: Mutual knowledge and positive relationships among classmates	Performance (theatre) and music (production, dissemination, and consumption of artistic expressions)	Socio-emotional: Mutual knowledge and positive relationships among classmates	Increased wellbeing at school. Better study results. Developed sense to the class, group and the school community.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Italy	Case 2	Difference and respect for diversity		Socio-emotional: Respect and sense of belongingness to the school environment Behavioural: involvement in the activities of renovation of the school spaces Cognitive: Design skills		Design and creative services (interior design, architectural services); Visual art	Socio-emotional: Respect and sense of belongingness to the school environment Behavioural: Ability to get involved in the activities of renovation of the school spaces Cognitive: Design skills	Developed respect and sense of belongingness to the school environment
Italy	Case 3	Difference and respect for diversity			Behavioural: Diminishing of young residents' violence Socio-emotional: Develop attitudes to appreciate and respect differences and diversity	Hip Hop culture, music Performance and music (production, dissemination, and consumption of artistic expressions)	Behavioural: Diminishing of young residents' violence Socio-emotional: Develop attitudes to appreciate and respect differences and diversity	Developed attitudes to appreciate and respect differences and diversity
Italy	Case 4	Difference and respect for diversity	Socio-emotional: Inclusion of young people in conditions of linguistic-cultural disadvantage and/or with a migration background, included minor newcomers Cognitive: Improved self- esteem and skills development in verbal and non-verbal languages			Artistic workshop: Performance (theatre, dance) and music (production, dissemination, and consumption of artistic expressions); Visual arts	Socio-emotional: Ability to include and engage young people in conditions of linguistic-cultural disadvantage and/or with a migration background Cognitive: Improved self- esteem Developed verbal and non-verbal languages skills	Ability to cultivate and manage identities and relationships.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Latvia	Case 1	Difference and respect for diversity			Socio-emotional (key domain): learners develop attitudes of empathy, solidarity and respect for differences and diversity. Cognitive and Behavioural (covered domain): increased level of understanding of art; increased attendance and/or participation in arts;	Visual Arts and Crafts (educational activities in museum)	Cognitive: Awareness of museum's role and functions. Knowledge of the art. Socio-emotional: Understanding of <i>the Others</i> and diverse perspectives. Developed positive attitudes that appreciate and respect diversity. Behavioural: Involvement in the arts-related activities. Ability to collaborate and to work in team. Volunteering in the arts.	Enhanced young people's appreciation of <i>the Other</i> ; developed their teamwork skills; increased their involvement in the arts; increased attendance and/or participation in the arts; increased number of volunteers in the arts.
Latvia	Case 2	Difference and respect for diversity			Socio-emotional (key domain): learners develop attitudes of empathy, solidarity and respect for differences and diversity. Cognitive (covered domain): learners develop skills for critical thinking and analysis (increased soft skills and self development by participation in collective creative process). Behavioural (covered domain): learners develop motivation and willingness to take necessary actions.	Cultural Heritage; Audio-visual and Interactive Media; Design and Creative Services	Cognitive: Ability of critical thinking; knowledge of cultural heritage. Knowledge of local cultural contexts. Socio-emotional: self-confidence. Developed attitudes of empathy; solidarity and respect for differences and diversity. Behavioural: Developed soft skills and self-development by participation in collective creative process.	Cultivated and managed identities, relationships and feeling of belongingness; developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives.
Latvia	Case 3	Difference and respect for diversity	Socio-emotional (key domain): learners develop attitudes of empathy, solidarity and respect for differences and diversity. Cognitive and Behavioural (covered domain): improved understanding of national cultural heritage and arts and crafts as its essential segment; learners increase self-development by participation in collective creative process and craft production.			Cultural Heritage; Crafts	Cognitive: Knowledge of national cultural heritage and arts and crafts as its essential segment. Socio-emotional: Ability respect differences and diversity. Empathy and solidarity towards ' <i>others</i> '. Developed communication abilities. Behavioural: Self-development by participation in collective creative process and craft production.	Developed attitudes to appreciate and respect differences and diversity. Cultivated good relationship with diverse individuals and groups.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Latvia	Case 4	Different levels of identity	Socio-emotional (key domain): learners develop attitudes of empathy, solidarity and respect for differences and diversity. Cognitive and Behavioural (covered domains): reduced risks of anti-social behaviour by engaging in sport activities in contrast with unsupervised time; improved education outcomes such as enhanced self-esteem, self-confidence, and concentration ability			Sports and Recreation: Martial arts	Cognitive: Critical thinking. Understanding of local linguistic and cultural diversity. Socio-emotional: Self-esteem, self-confidence and self-concentration ability. Developed attitudes of empathy, solidarity and respect for differences and diversity. Fostered sense of community. Behavioural: Developed positive relationship with peers and authority figures. Increased social interaction.	Decreased anti-social behaviour. Increased academic achievements. Increased participation in martial arts. Fostered sense of belongingness. Cultivated good relationship with diverse individuals and groups.
Poland	Case 1	Different communities people belong to and how these are connected			Cognitive and Behavioural: Improved understanding of life outside metropolitan sphere through an important and memorable art experience intertwined with significant experience of „otherness”. Socio-emotional: Development of co-creation and cooperation skills.	Visual arts (Visual Arts and Crafts)	Cognitive: Knowledge of local contexts. Socio-emotional: Ability to be engaged with diverse groups and perspectives. Ability to express views of different social groups in an insightful and respectful way. Behavioural: Ability to cooperate in artistic creation.	Developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives. Ability to express views of different social groups in an insightful and respectful way. Increased understanding of social differences and values. Valuable experience of cooperation and artistic creation.
Poland	Case 2	Different levels of identity;			Cognitive and Behavioural: enhanced social ties and networks; improved attitudes towards less privileged part of Warsaw -DK Praga as a local hub.	Crafts (Visual Arts and Crafts)	Cognitive: Knowledge of local contexts. Critical thinking and knowledge of different levels of identity. Socio-emotional: Developed sense of community belonging. Developed attitudes of empathy, solidarity and respect for differences and diversity. Behaviour: Ability to participate in co-creation of art workshops.	Different levels of identity interact and live peacefully with different social groups. Ability to express views of different social groups in an insightful and respectful way. Willingness to participate in workshops and other informal educational ventures in DK Praga and beyond. Willingness to participate in the social processes of debate/discussion etc.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Poland	Case 3	Different communities people belong to and how these are connected			Cognitive and Behavioural: improved young people from different social backgrounds of Praga South district participation in cultural life (in concerts of Sinfonia Varsova); improved understanding of various culture-related societal problem; valuable cultural experience through attendance of concerts.	Music	Cognitive: Knowledge of local contexts. Improved understanding of various culture-related societal problems. Socio-emotional: Self-esteem. Self-confidence. Sense of belonging to a common humanity, sharing values and responsibilities; develop attitudes of empathy, solidarity and respect for differences and diversity. Behavioural: Improved participation in cultural activities and co-creation of art.	Developed and applied values, attitudes and skills to engage with diverse groups and perspectives. Increased feeling of community belongingness. Lowered barriers of participating in the mainstream or even high-end cultural life. Better understanding of how culture works and what constitutes work within cultural institutions.
Poland	Case 4	Different communities people belong to and how these are connected			Cognitive and Behavioural: stronger ties with broader society; valuable cultural experience; enhanced competences and know how.	Music	Cognitive: Knowledge of local contexts. Enhanced competences and know how. Socio-emotional: Self-esteem. Self confidence. Stronger ties with broader society. Developed sense of community belonging. Behavioural: Ability to apply values, attitudes and skills to engage with diverse groups and perspectives.	Developed and applied values, attitudes and skills to engage with diverse groups and perspectives. Increased feeling of common belongingness.
Finland	Case 1	Different communities people belong to and how these are connected			(15-18y.) Cognitive: Understand the interdependence and connections of global and local concerns. Socio-emotional: cultivate and manage identities, relationships and feelings of belongingness. Behavioural: Enact appropriate skills, values, beliefs and attitudes. Cognitive: Develop skills for critical inquiry and analysis.	Visual arts (Visual Arts and Crafts): mapping	Cognitive: Intercultural awareness, area familiarization. Socioemotional: Community bridging, relationship building, social integration. Behavioural: Inclusive behaviours, co-creation, new drawing/painting techniques.	Improved students' wellbeing at school. Increased understanding of social differences. Developed cocreation and interaction skills. Developed ability critically assess connectedness between different groups and communities and countries.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Finland	Case 2	Different communities people belong to and how these are connected			Cognitive: Increase in level of understanding other people from various backgrounds and stronger sense of connection to a broader international community. Socio-emotional: cultivate and manage identities, relationships and feelings of belongingness. Behavioural: Improved collaboration skills with people from diverse backgrounds.	Sports: basketball	Cognitive: Intercultural understanding, self-reflection and awareness of biases. Socio-emotional: Empathy and respect for diversity, communication across cultural boundaries. Behavioural: Collaboration and teamwork	Critically assess connectedness between different groups, communities and countries.
Finland	Case 3	Different communities people belong to and how these are connected	Socio-emotional: Cultivate and manage identities, relationships and feeling of belongingness. Behavioural: Being physically active.			Sports and Recreation: karate	Cognitive: Awareness of the value of physical activity, self-monitoring and goal-setting. Socio-emotional: Resilience, sense of belonging and identity, relationship-building. Behavioural: Physical activity habits, participation and engagement in sports	Cultivated and managed identities, relationships and feeling of belongingness; developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives.
Finland	Case 4	Difference and respect for diversity			Socio-emotional: Increase in number of friends. Cognitive: Increase in level of understanding people from different backgrounds. Behavioural: Increase in level of creative activity.	Audio & visual art	Cognitive: Storytelling and media literacy, understanding diverse perspectives, creative thinking Socio-emotional: Empathy and cultural awareness, Self-confidence and identity expression, Sense of belonging. Behavioural: Collaboration and teamwork, Active participation in group projects, Commitment to long-term creative processes	Developed and applied values, attitudes and skills to manage and engage with diverse groups and perspectives. Ability to express views of different social groups in an insightful and respectful way. Increased understanding of social differences and values

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Lithuania	Case 1	Difference and respect for diversity		Socio-emotional: making new friends with people from different backgrounds Cognitive: Expand vocabulary and improve understanding of language in everyday situations, learn how to ask questions and share ideas confidently in group settings Behavioural: Participate in community or group activities and use kind and respectful language when interacting		Design and Creative Services, architecture, urbanism, site-specific theatre,	Cognitive: Basic urban design and architecture literacy, critical thinking, creative problem-solving, language and communication development. Socio-emotional: Empathy and respect for diversity, appreciation of different cultural perspectives, sense of belonging and connection to community, confidence in expressing ideas and contributing to change. Behavioural: Collaboration, civic engagement, teamwork across cultures, community interaction	Developed creative abilities and ability to participate in art co-creation process. Developed attitudes to appreciate and respect differences and diversity. Developed ability to demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups.
Lithuania	Case 2	Different communities people belong to and how these are connected			Socio-emotional: improved confidence and skills of self-expression; improved relationships with people from diverse backgrounds.	Audio-visual and Interactive Media	Cognitive: Basic filmmaking and storytelling techniques, Critical reflection on personal and social identity, Exploration of urban spaces and their meanings. Socio-emotional: Confidence in expressing one's voice, empathy and understanding of diverse communities, sense of belonging. Behavioural: Collaboration in diverse teams, Engaging in public storytelling and community dialogue, Positive interaction with unfamiliar social and physical spaces.	Developed ability to cultivate and manage identities, relationships and feeling of belongingness. Developed ability to distinguish between personal and collective identity and various social groups, cultivated a sense of belonging to a common humanity.

Country	Cases	The main themes/focus areas	Upper primary (9-12 years)	Lower secondary (12- 15 years) 15 years)	Upper secondary (15- 18+ years)	Type of arts-based education and cultural activities	Structure of skills groups	Impact
Lithuania	Case 3	Difference and respect for diversity	Socio-emotional: Positive experience of encounters/partnership with adults Increased value attributed to relationships/partnerships between adults and young people Behavioural: Complete a group task together, demonstrating cooperation and shared responsibility.			Audio-visual and Interactive Media	Cognitive: Understanding sound art and radio production, interviewing and storytelling techniques, Exploration of local identity and social issues. Socio-emotional: Empathy and appreciation of others' experiences, confidence in self-expression, strengthened intergenerational relationships. Behavioural: Collaboration with peers and adults Active listening and communication Civic engagement through media creation	New forms of community engagement emerged. Developed ability to share values and responsibilities based on human rights. Developed ability to demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups.
Lithuania	Case 4	Difference and respect for diversity			Cognitive: Broaden their horizons for the future by engaging with and building relationships with creative practitioner. Socio-emotional: Develop the ability to collaborate effectively in group activities, showing respect and cooperation.	Performance and Celebration, Circus and contemporary dance	Cognitive: Exposure to new art forms (contemporary dance and circus), Expanded thinking about career paths, awareness of stereotypes and biases. Socio-emotional: Empathy and respect for diversity, confidence in self-expression, reduction in peer-based prejudice. Behavioural: Participation in creative, collaborative movement practices, Constructive peer interaction across identity lines, engagement in inclusive community performance.	Developed attitudes to appreciate and respect differences and diversity. Developed ability to demonstrate appreciation and respect for difference and diversity, to cultivate empathy and solidarity towards other individuals and social groups.