

Museum Overtaci X Ung I Dag

NET//VAERK

EXPERIENCE OF THE
YOUNG PARTICIPANTS

IMPACT RESEARCH 08/2024-05/2025

BeatrizGR
social art studio

Research & Design Thinking: Elina Rättö

EXPERIENCE OF THE YOUNG PARTICIPANTS

How the project affected the
lives of the young people who
took part in it



PHOTO. THORBJØRN WANGEN

Can youth-led art do more than create exhibitions - can it build **confidence**, **connection**, and a sense of **belonging** for both participants and the community?

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why this research matters?

This research shows how creative, youth-led processes can strengthen confidence, communication, and connection.

It highlights **how art can become a tool for personal growth, social inclusion, and building a sense of belonging.**

By **understanding the impact** of this project, we can design better **social art experiences** in the future - ones that truly empower both participants and the public.

FROM WORKSHOPS TO COMMUNITY ART INSTALLATION

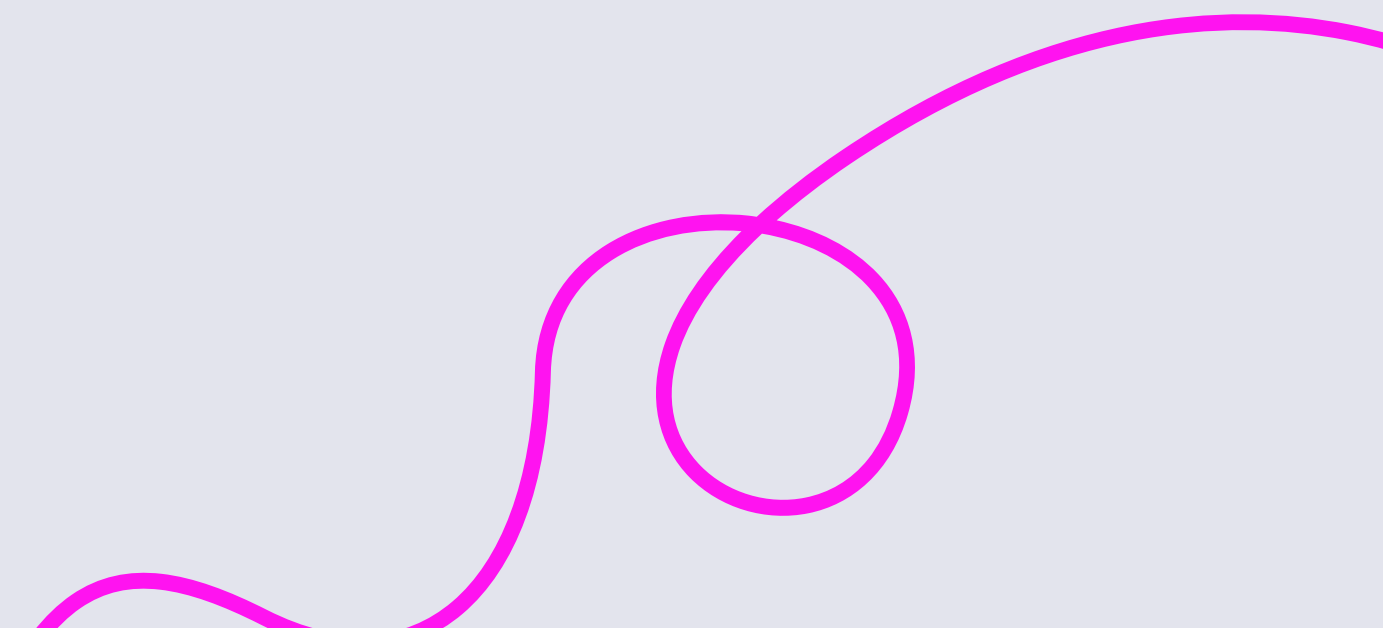
This study was carried out by Elina Rättö for **BeatrizGR Social Art Studio** between **August 2024 and May 2025**.

The project was part of "**Ung I Dag**" (**Young Today**) a larger initiative by **Museum Overtaci** that began in autumn 2023. However, this study focuses only on the part where **BeatrizGR Social Art Studio** was involved as an **artist partner and facilitator**.

From August 2024 to March 2025, the studio guided a group of young people through creative workshops held every two weeks.

Together, they explored themes of **art, sustainable life, and community**, leading to the creation of a final **community driven interactive art installation** in March 2025.

This research aims to understand how this process impacted the **young participants** and the **wider community**, and to collect insights that can support future community-driven social art projects.



This impact study utilizes the Double Diamond Process Model, a well-known methodology in design, as its core processual framework. Additionally, an autoethnographic approach is employed to deeply understand the real experiences of project participants. This approach was particularly relevant due to the significant variability in the number of participation among participants. As a result, the original plan based on longitudinal analysis was adjusted. (A longitudinal analysis examines the same group of people over time to track changes in their views and opinions.)

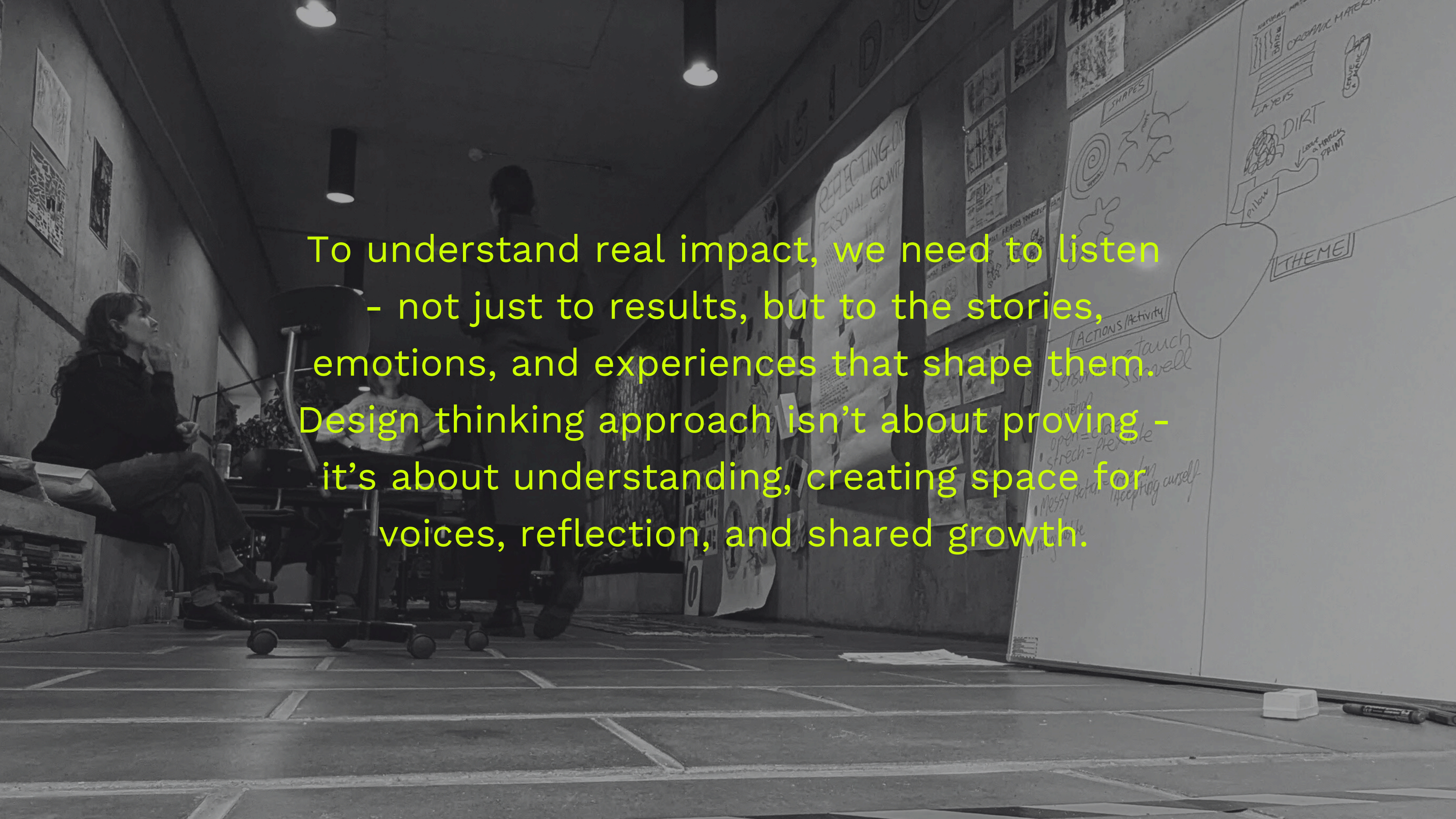
The study is rooted in Beatriz GR Social Art Studio's desire to understand the impact of the project on the lives of participants and the broader community. It also aims to gather insights and knowledge to inform the development of future projects.

A wide range of qualitative research and design thinking methods have been employed in this work, emphasizing understanding over quantification. Qualitative research values the exploration of experiences and multiple realities over the measurement of differences. It acknowledges that meanings are socially constructed and subjective rather than reflecting a singular, objective truth. Qualitative data includes observations and experiences that cannot be directly measured, such as phrases, expressions, statements, and stories. In the context of this social art project, the qualitative research focuses on what participants express verbally or through other forms of communication.

About the research

The primary focus of this study is:

- **Collecting insights to understand the impact of art on the community.**
- **Exploring experimental ways to measure this impact.**
- **Identifying challenges and leveraging gathered knowledge for organizational and project development.**



To understand real impact, we need to listen
- not just to results, but to the stories,
emotions, and experiences that shape them.
Design thinking approach isn't about proving -
it's about understanding, creating space for
voices, reflection, and shared growth.

EXPERIENCE OF THE YOUNG PARTICIPANTS

tools, findings &
insights

WHAT DID WE LEARN?

//research questions:

How did the project affect the lives of the participants?

Did the project have an empowering effect on the participants?

EXPERIENCE OF THE YOUNG PARTICIPANTS

METHOD: **observation**

WHAT DID WE LEARN?

//observation

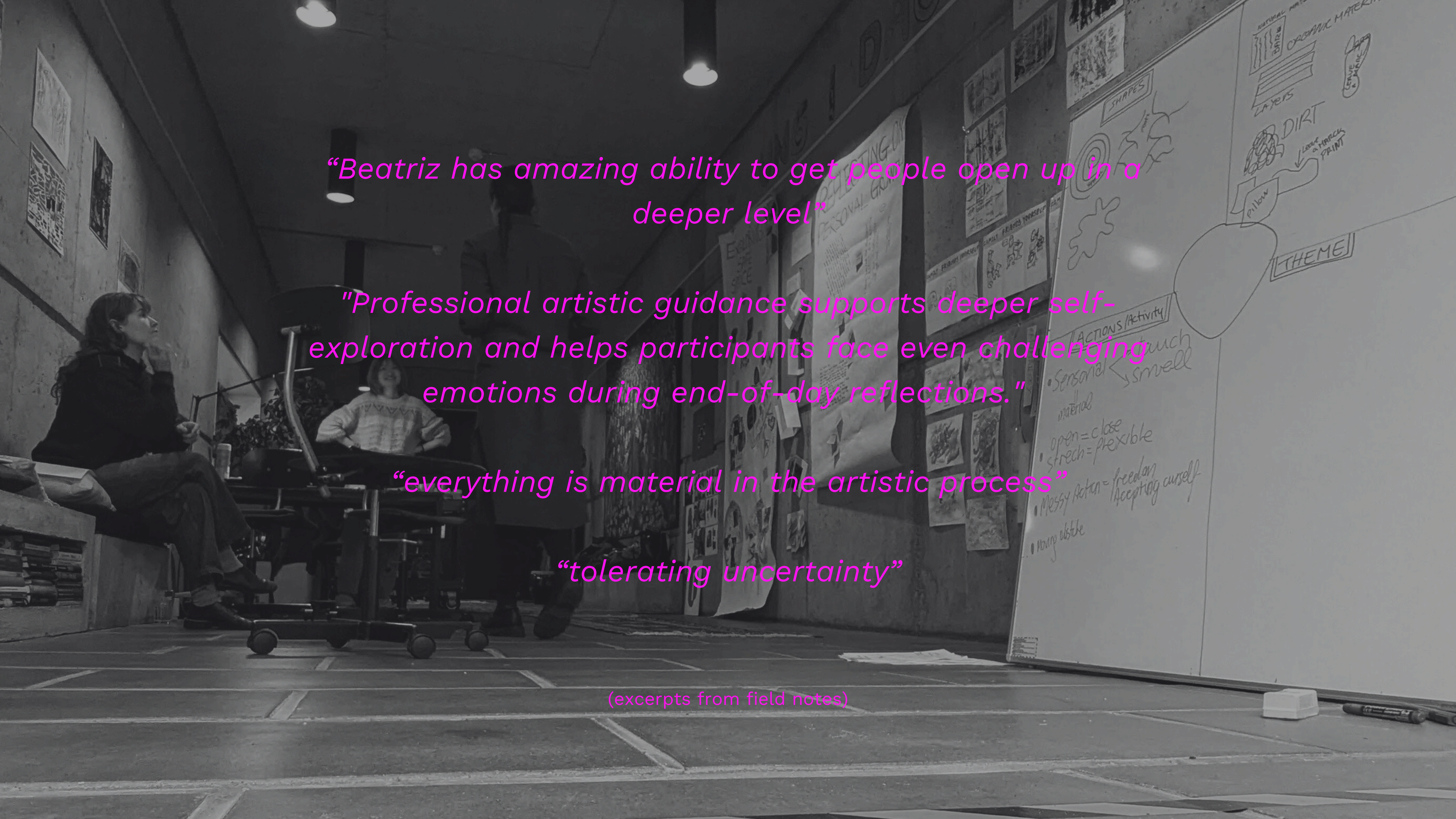
OBSERVATION DATA ON THE PROJECT'S YOUNG PARTICIPANTS WAS COLLECTED FROM SEPTEMBER 2024 TO FEBRUARY 2025.

THE OBSERVATIONS WERE GUIDED BY AN ADAPTED VERSION OF THE **AEIOU-FRAMEWORK**. THIS TOOL HELPED FOCUS THE OBSERVATION PROCESS ON MEANINGFUL MOMENTS, BEHAVIORS, AND ENVIRONMENTS.

The letters in AEIOU stand for:

- **A — Activities:** What were people doing? e.g. creating, talking, moving, participating
- **E — Environments:** What was the setting like? e.g. the workshop space, atmosphere, layout
- **I — Interactions:** How did people connect with each other and tools? e.g. group dynamics, collaboration, communication
- **O — Objects:** What items or tools were in use? e.g. art materials, phones, furniture, tools
- **U — Users:** Who were the people involved? e.g. youth participants, facilitators, visitors





“Beatriz has amazing ability to get people open up in a deeper level”

“Professional artistic guidance supports deeper self-exploration and helps participants face even challenging emotions during end-of-day reflections.”

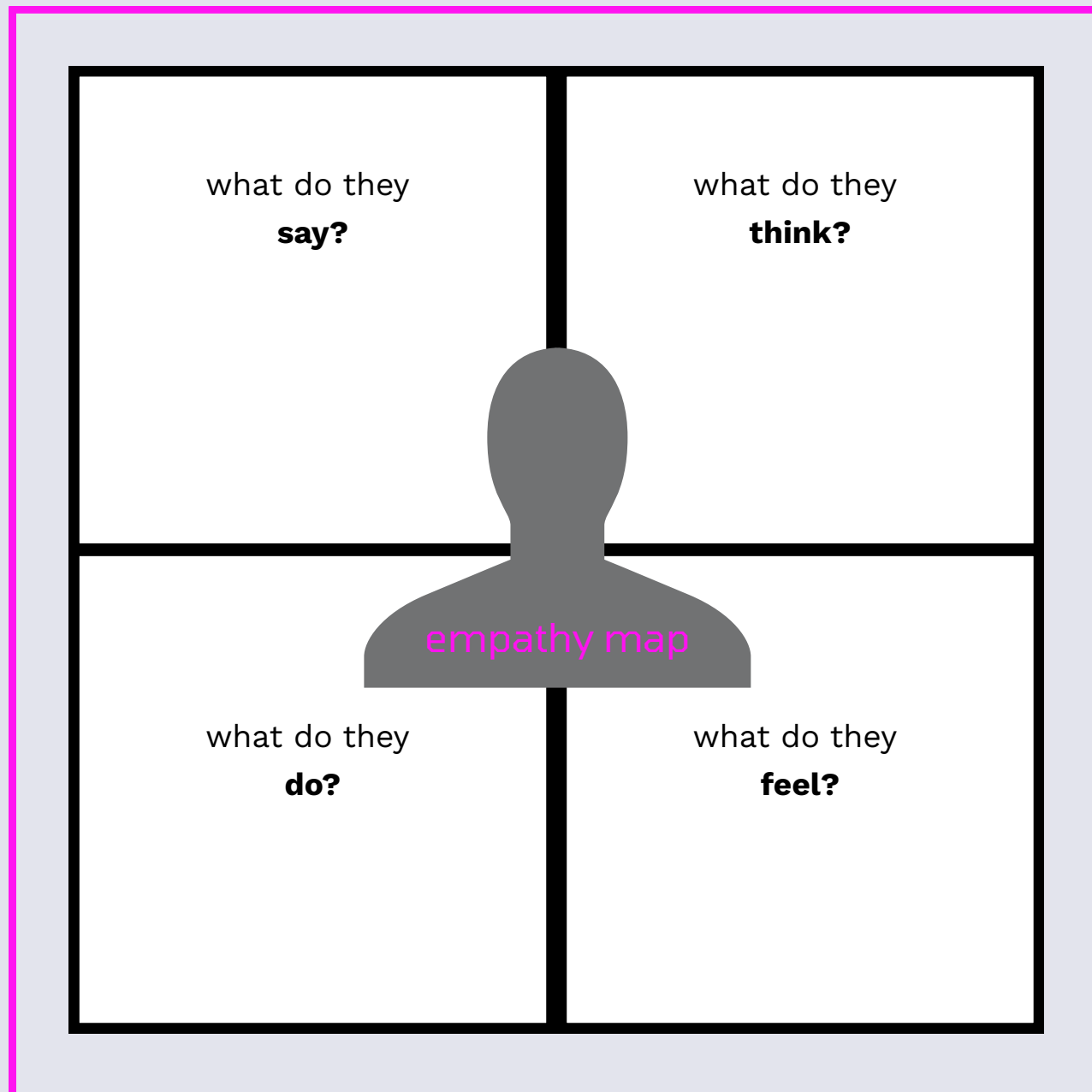
“everything is material in the artistic process”

“tolerating uncertainty”

(excerpts from field notes)

//observation

OBSERVATION NOTES WERE ANALYZED USING THE **EMPATHY MAP** TOOL.



THE DATA WAS ORGANIZED ALONG A TIMELINE AND SORTED INTO THE MAP'S FOUR CATEGORIES: **SAYS, THINKS, DOES, AND FEELS.**

AFTER PLACING THE OBSERVATION DATA INTO THE EMPATHY MAP, **SIX MAIN THEMES** BEGAN TO EMERGE.

THE DATA WAS THEN GROUPED UNDER THESE THEMES. FROM THERE, REPEATING TOPICS WERE IDENTIFIED AND SORTED USING THEMATIC ANALYSIS.

//observation

THE SIX MAIN THEMES

UNCERTAINTY

Data revealed that moments of uncertainty (such as confusion, hesitation, or frustration) were common, especially when goals or expectations weren't yet clear. These responses are **natural in creative, collaborative processes**, particularly for participants navigating new roles and environments. Rather than being setbacks, these moments **highlight valuable opportunities to strengthen communication, build trust, and create more supportive structures for co-creation**.

COMMUNICATION

Observations highlighted that communication played a key role in shaping group dynamics and personal experiences throughout the project. As the process evolved, so did the ways participants interacted: growing from moments of misunderstanding toward more open dialogue and clarity in roles and responsibilities. This theme **reflects the need to feel heard and understood**, while also managing challenges like language barriers, emotional expression, and group tensions. It is important to have safe, inclusive spaces where everyone feels they can express themselves and be genuinely heard and valued.

COMMITMENT & MOTIVATION

As the project progressed, a clear shift in energy and **engagement became visible**. Early uncertainty often gave way to enthusiasm once the work became more concrete and collaborative. Clear goals and **hands-on creative tasks helped boost motivation and build trust in the process**. Participants began to take more ownership, show initiative, and **engage with the project on a deeper level**. We saw how commitment grows when participants feel their input matters and when they can see and shape the outcome together.

TEAMWORK & COMMUNITY

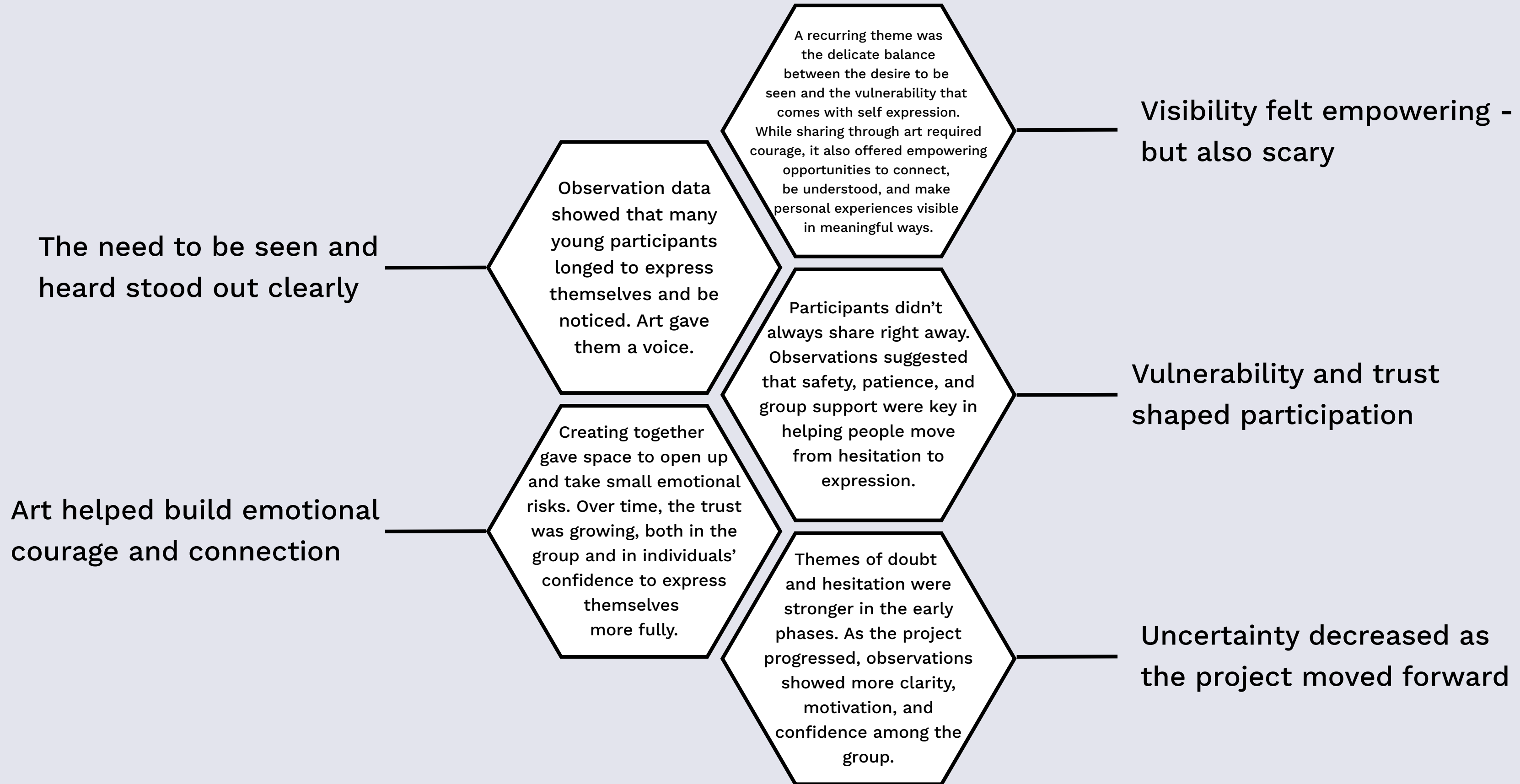
Strong group dynamics played a key role in the project's success. As trust and a sense of belonging grew, participants became more engaged and collaborative. Decisions were made together, roles found naturally, and responsibilities were shared. **The group developed into a supportive space where everyone felt safe to contribute**. Regular interaction was important - long gaps between sessions sometimes disrupted the sense of connection. Consistency helped strengthen the community and keep the momentum going.

EMOTIONAL DYNAMICS & GROWTH

The project journey brought out a wide range of emotions - from confusion and frustration to moments of joy, optimism, and pride. These emotional shifts were an essential part of the participants' personal growth. As trust and psychological safety developed, participants became more **comfortable expressing themselves and engaging more deeply**. Some faced challenges, like the fear of being seen and some not being seen, or the difficulty of staying present during slower moments. These emotional experiences didn't just shape the process, they were part of the learning. **Embracing them helped build resilience, trust, and a stronger connection to the creative work**.

LEARNING & DEVELOPMENT

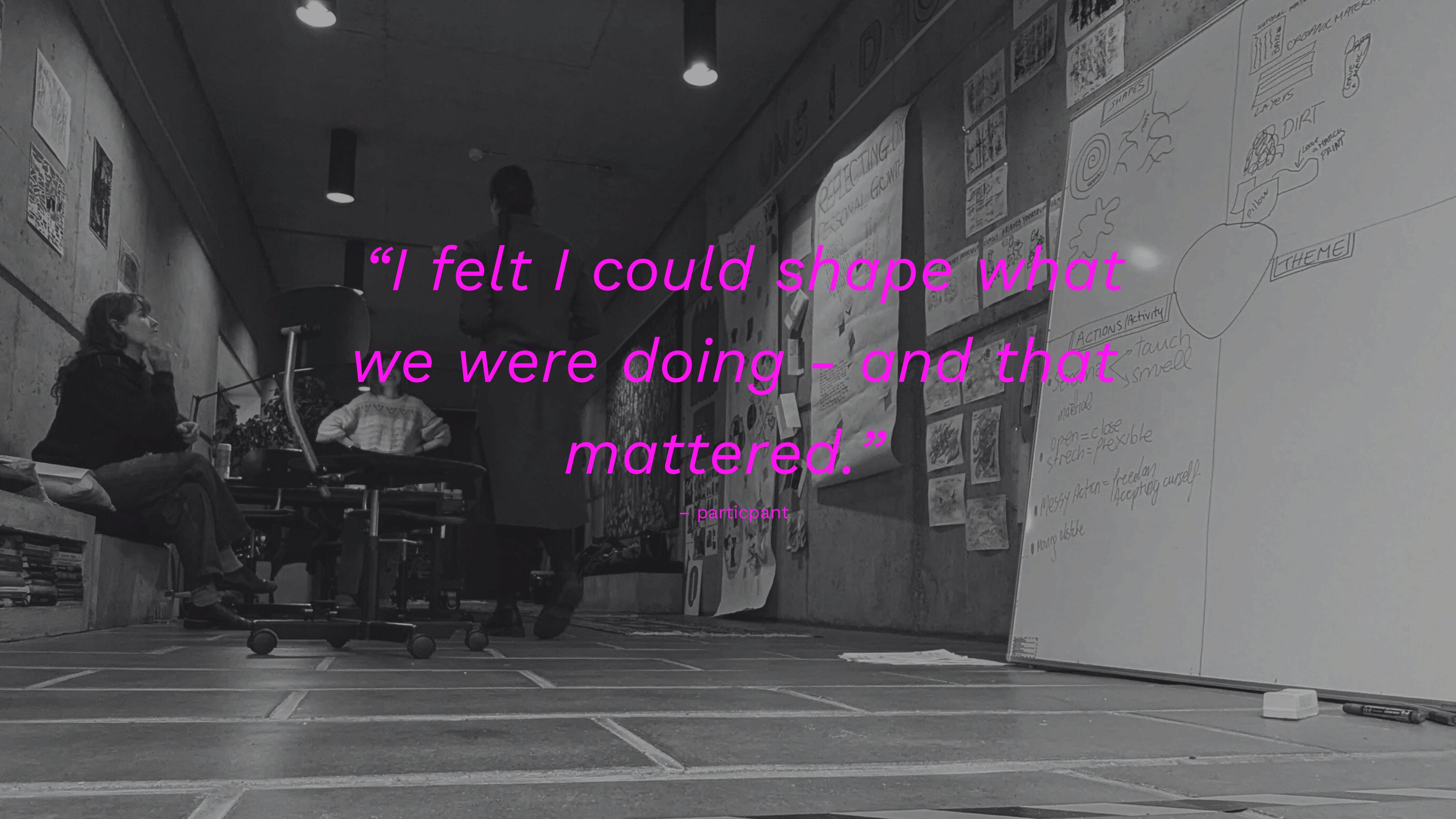
As the project unfolded, learning happened on many levels, both individually and as a group. **Participants gained new skills, confidence, and appreciation for the creative process**. Moments of realization and insight stood out, especially among those with little prior experience. With each step forward, **creativity and motivation grew**. The value of artistic work became clearer, and **excitement about contributing meaningfully to the project increased**.



EXPERIENCE OF THE YOUNG PARTICIPANTS

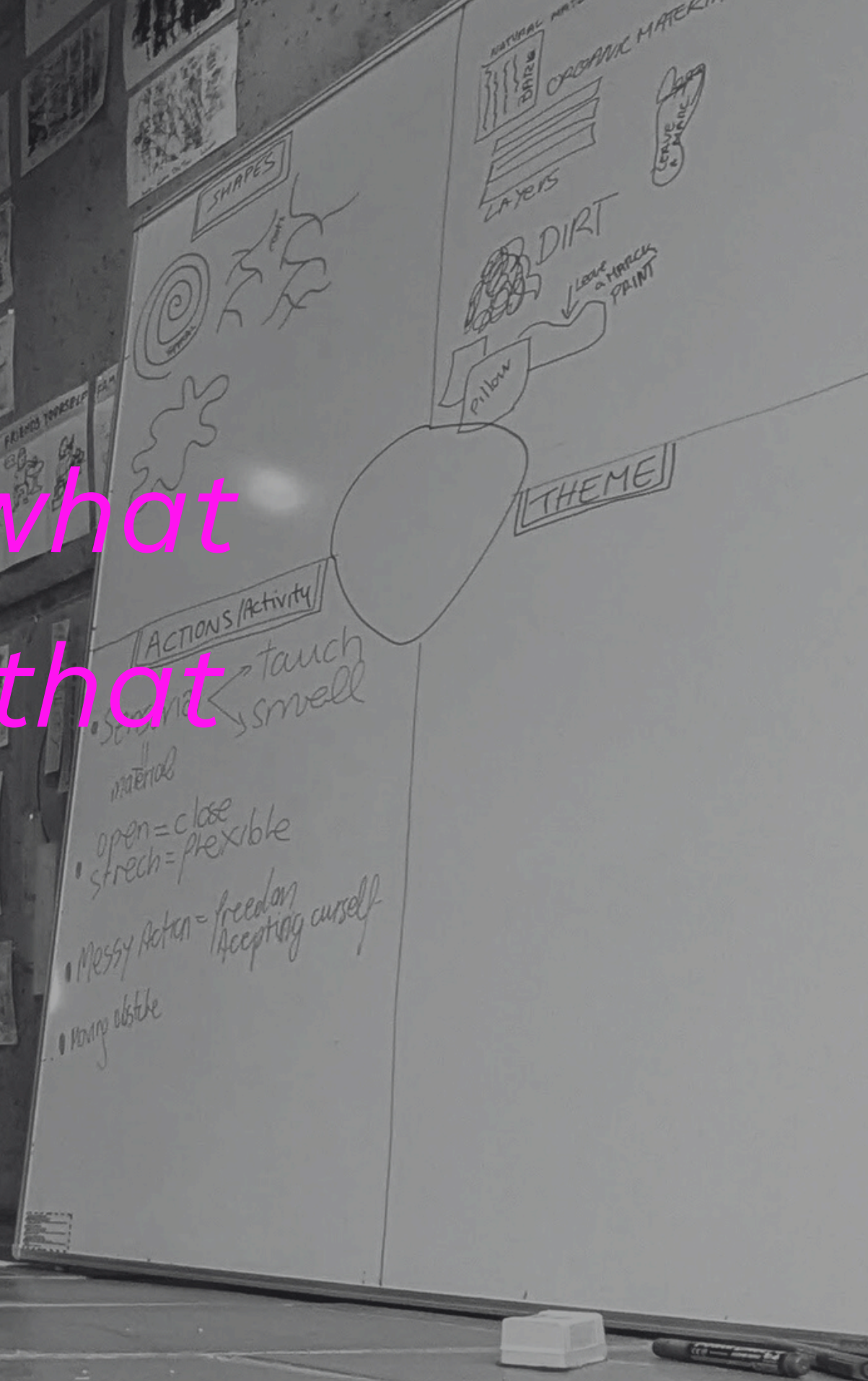
METHOD: **interviews**

DEEPENING UNDERSTANDING



*“I felt I could shape what
we were doing – and that
mattered.”*

– participant



//interviews

FROM OBSERVATION TO CONVERSATION: DEEPENING UNDERSTANDING THROUGH INTERVIEWS



After identifying six key themes from the observation data, these findings were used to shape the framework for **in-depth thematic interviews**. The goal of the observation phase was not only to build understanding but also to guide us toward the right questions, and in doing so, it sparked new insights and lines of inquiry.

To explore these emerging themes further, two in-depth interviews were conducted with young participants from the project. These conversations aimed to **clarify and deepen our understanding** of the issues that had surfaced in earlier phases in the research, while also uncovering tacit knowledge - insights that are often unspoken but deeply felt.

The interviews were held at the end of February via Google Meet, recorded, and later transcribed for analysis.

These interviews **provided valuable perspectives on how the participants experienced the social art project**, helping us better **understand the impact of the work** from their point of view.

1. CLARITY BUILDS CONFIDENCE

Participants found early phases confusing, but clear agendas, visual aids, and tangible goals helped build understanding and motivation.

- Structured meetings and summaries were appreciated
- Visual communication supported engagement
- Tangible goals (like the final exhibition) were key motivators
- Uncertainty was challenging, but led also to personal insight

“Too much uncertainty may get very confusing... but a small degree of uncertainty can also give freedom.”

– participant

At first, the project’s purpose was unclear. Participants struggled to see the value of early activities. But over time, the ambiguity began to feel like creative freedom.

2. COMMUNICATION SHAPES INCLUSION

Effective communication was essential for participation: when it improved, so did the sense of belonging.

- Clearer communication helped everyone stay involved. At first, language differences and too many messages made things confusing, but later, meeting summaries and structure made everything easier to follow.
- Meeting recaps and face-to-face clarity helped
- Early idea-sharing created inclusion and group connection

“There were so many messages on WhatsApp... but when we had summaries after the meetings, it really helped me keep up.”

-participant

Clear meeting agendas and visual summaries improved understanding and reduced confusion.

3. HANDS-ON TASKS SPARK MOTIVATION

Motivation increased when participants could see progress and contribute concretely.

- Clear tasks and a visible path forward raised energy
- Seeing the physical exhibition space created emotional connection
- Active roles fostered engagement and ownership

“Knowing that it would end in an exhibition... I really fell in love with it.”

– participant

Hands-on tasks and a clear final goal sparked enthusiasm. Motivation grew when participants understood what they were working toward.

4. CREATIVITY AS A COLLECTIVE EXPERIENCE

Participants’ views of creativity evolved – realising it’s not just individual, but something shared.

- The process challenged individual expectations
- Collaboration was seen as a source of new creative value
- Participants discovered the power of building something together

“I felt included because we shared our ideas and different viewpoints.”

– participant

Open dialogue at the start of meetings helped build trust and inclusion within the group.

5. EMPOWERMENT THROUGH PARTICIPATION

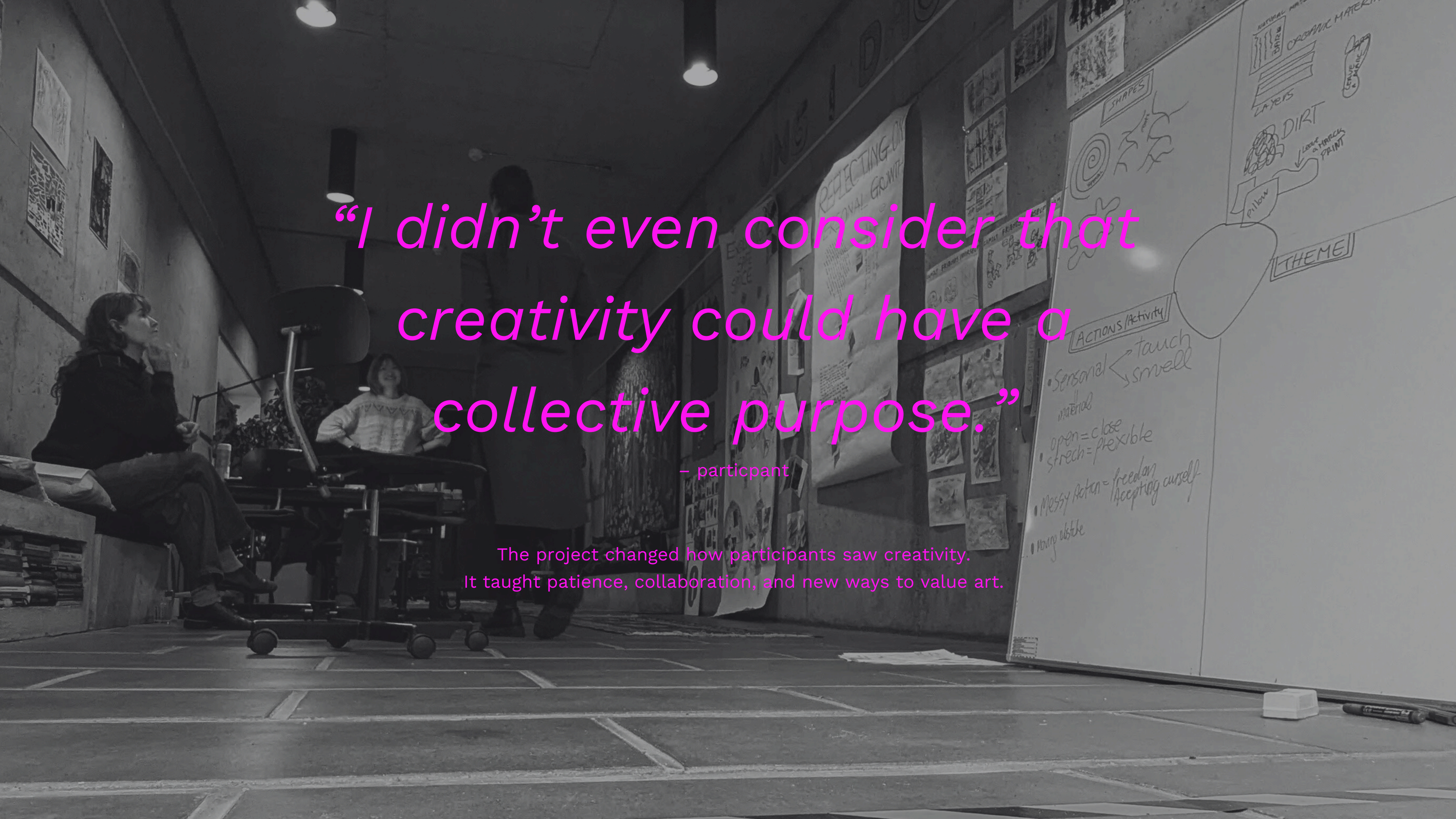
The ability to influence the project made participants feel capable, proud, and future-ready.

- The final piece reflected youth voices
- Participants felt ownership and pride
- Facing challenges built confidence
- The art invited audiences to connect—extending the empowerment cycle

“It felt good to be part of something real - and to see the result in the exhibition.”

– participant

Participants felt proud and empowered by their contributions. The final art installation became a shared achievement and a symbol of growth.



*“I didn’t even consider that
creativity could have a
collective purpose.”*

– participant

The project changed how participants saw creativity.
It taught patience, collaboration, and new ways to value art.



WHAT PARTICIPANTS LEARNED: REFLECTIONS ON GROWTH AND CREATIVITY

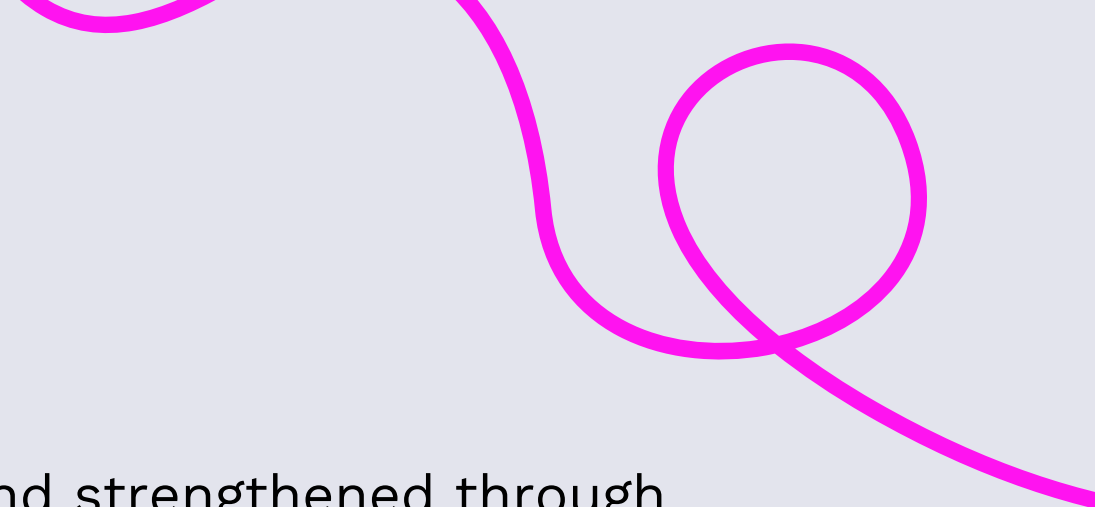
One of the **most meaningful insights** from the interviews was how much participants **learned and grew throughout the project**. Learning wasn't just about practical skills - it involved personal growth, shifting perspectives, and discovering the power of collaboration and creativity.

These reflections highlight how the process supported **deeper understanding, confidence, and new ways of thinking**:



KEY LEARNING INSIGHTS FROM PARTICIPANTS

//interviews



- **CREATIVITY AS A COLLECTIVE EXPERIENCE**

“I didn’t even consider that creativity could have a collective purpose.”

Participants learned that creativity doesn’t have to be individual - it can be shared, shaped, and strengthened through teamwork.

- **NAVIGATING UNCERTAINTY LED TO GROWTH**

“Uncertainty moves you and makes you grow.”

While the project’s early stages felt unclear, participants came to see uncertainty as a space for risk-taking, exploration, and learning.

- **MOTIVATION GREW THROUGH DOING**

Clear, hands-on tasks helped increase motivation and foster ownership.

“It was a very concrete end goal... I really fell in love with it.”

- **IMPROVED COMMUNICATION AND TEAMWORK**

Participants practiced sharing ideas, listening to others, and working together—even in new languages or unfamiliar formats.

“It was a mix of pretty professional and creative... different from what I was used to.”

- **UNDERSTANDING THE VALUE OF THE PROCESS**

Initially confusing activities made more sense later, helping participants connect the dots between workshops and final outcomes.

“Now I see the benefits of the initial workshops... I can see where everything came from.”

- **INCREASED CONFIDENCE AND PRACTICAL KNOWLEDGE**

Exposure to art exhibition planning and execution, creative methods, and project management tools boosted both confidence and experience.

“I learned new ways to do things in future”

EXPERIENCE OF THE YOUNG PARTICIPANTS

METHOD:
design probes

WHAT DID WE LEARN?

//design probes

DESIGN PROBE: “THREE POINTS – HOW I FEEL” DIARY

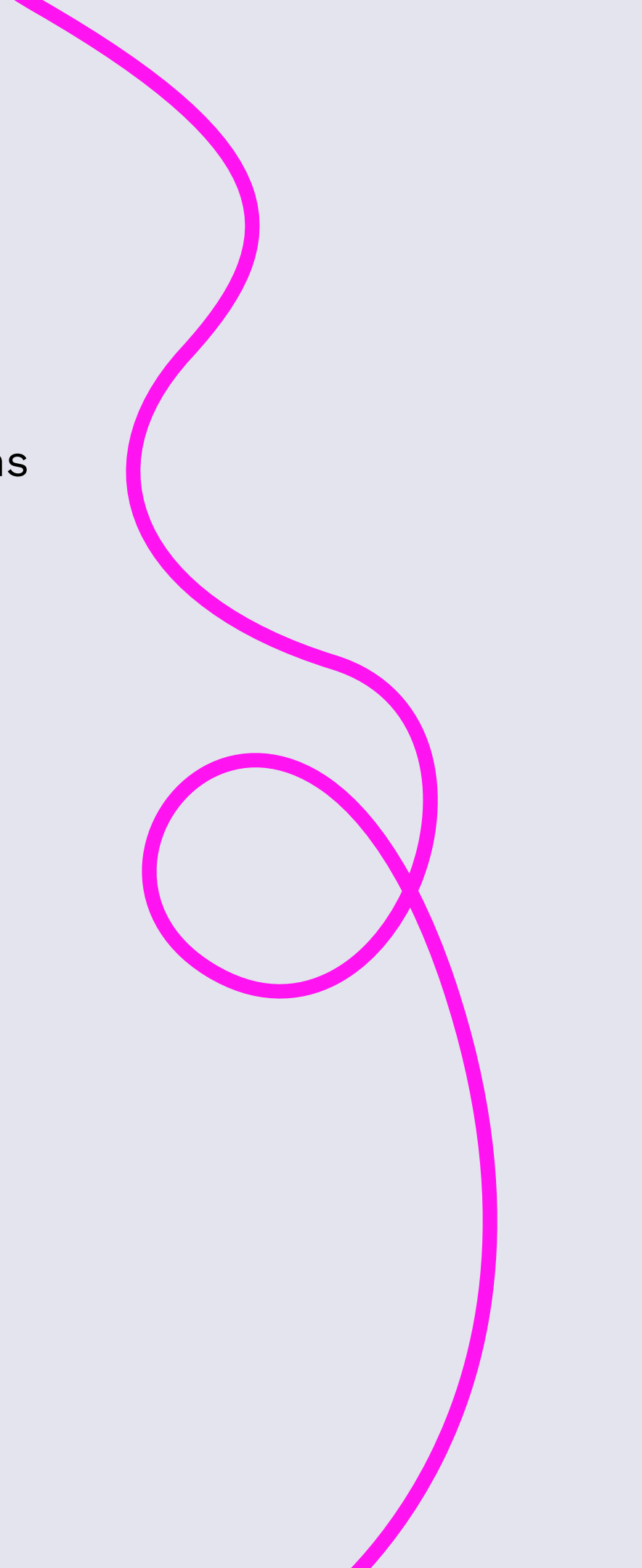
To gain deeper personal insight, participants were invited to write down three short reflections about how they felt before and after each workshop. The method was simple and flexible - just three words or short sentences.

While not every session was documented, the entries that were collected supported key findings from interviews and observations.

What the diary revealed:

- **Feelings like tired or confused were common before workshops.**
- **Post-workshop reflections were consistently positive and energized.**
- **This suggests that workshops had an empowering and clarifying effect.**
- **Motivation clearly grew as the project progressed.**

Even small moments of self-reflection helped highlight the value of creative engagement, especially in a process shaped by early uncertainty.



EXPERIENCE OF THE YOUNG PARTICIPANTS

analysis

FROM UNCERTAINTY TO EMPOWERMENT

ANALYSIS: FROM UNCERTAINTY TO EMPOWERMENT

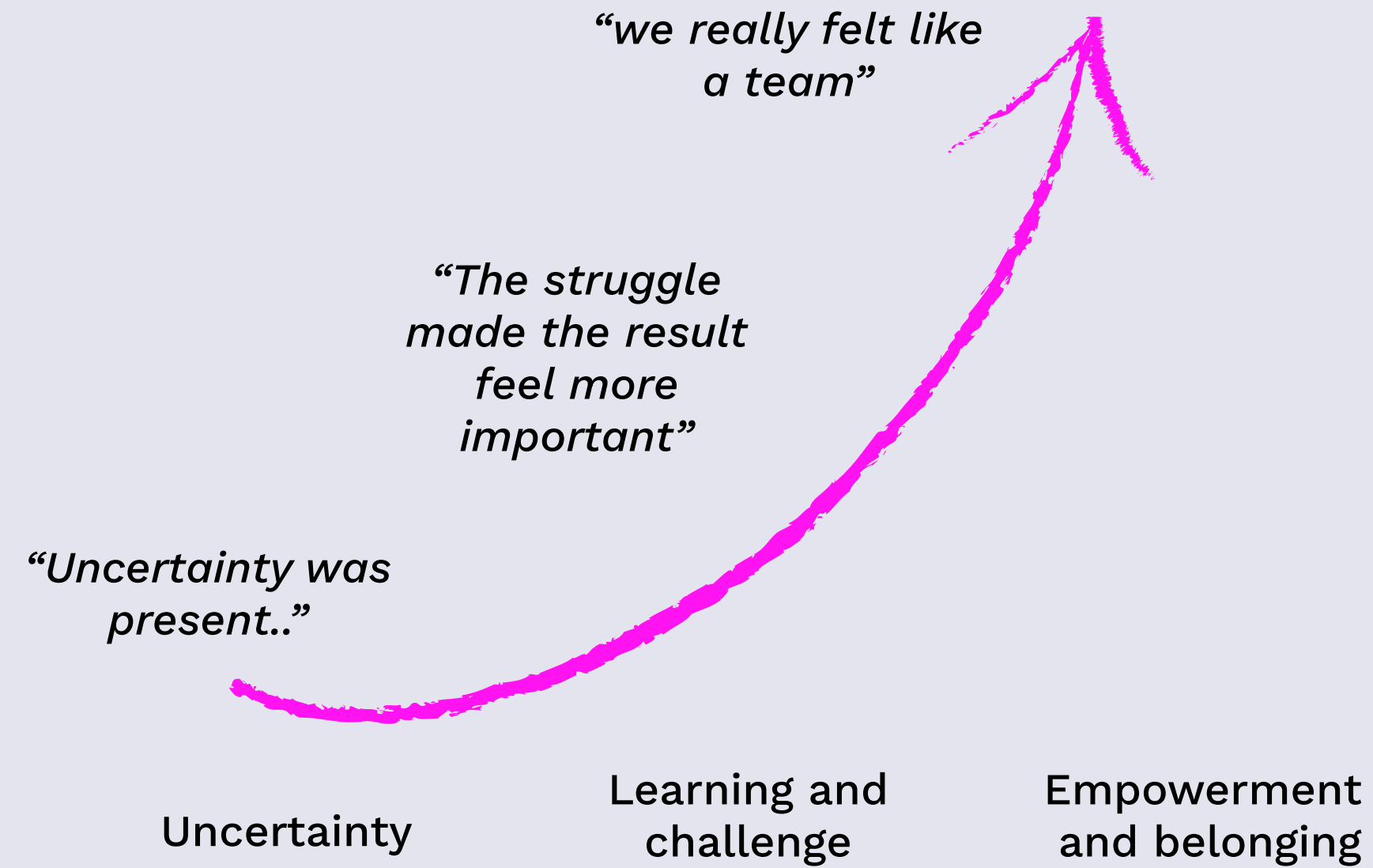
HOW DID THE PROJECT AFFECT THE LIVES OF THE PARTICIPANTS?
DID THE PROJECT HAVE AN EMPOWERING EFFECT?

This Social Art project served not only as a creative initiative but also as a powerful space for **personal growth, emotional processing**, and **learning by doing**. The combined data – from interviews, observations, autoethnographic approach and the “How I Feel” diary – clearly indicate that the process had a **transformative and empowering impact** on the participants involved.



KEY LEARNING INSIGHTS

EMOTIONAL JOURNEY OF PARTICIPANTS



//analysis

At the start of the project, uncertainty was a dominant emotional experience. The abstract nature of the early workshops left participants unsure of the project's purpose, which in some cases lowered motivation. But as the process progressed and the work became more hands-on and clear, this uncertainty gave way to curiosity, engagement, and a sense of ownership. One participant reflected, **“I learned that the struggle made the final result feel important. If it had gone smoothly, I don’t think it would have had the same value.”** Uncertainty, rather than being a setback, became a condition for growth.

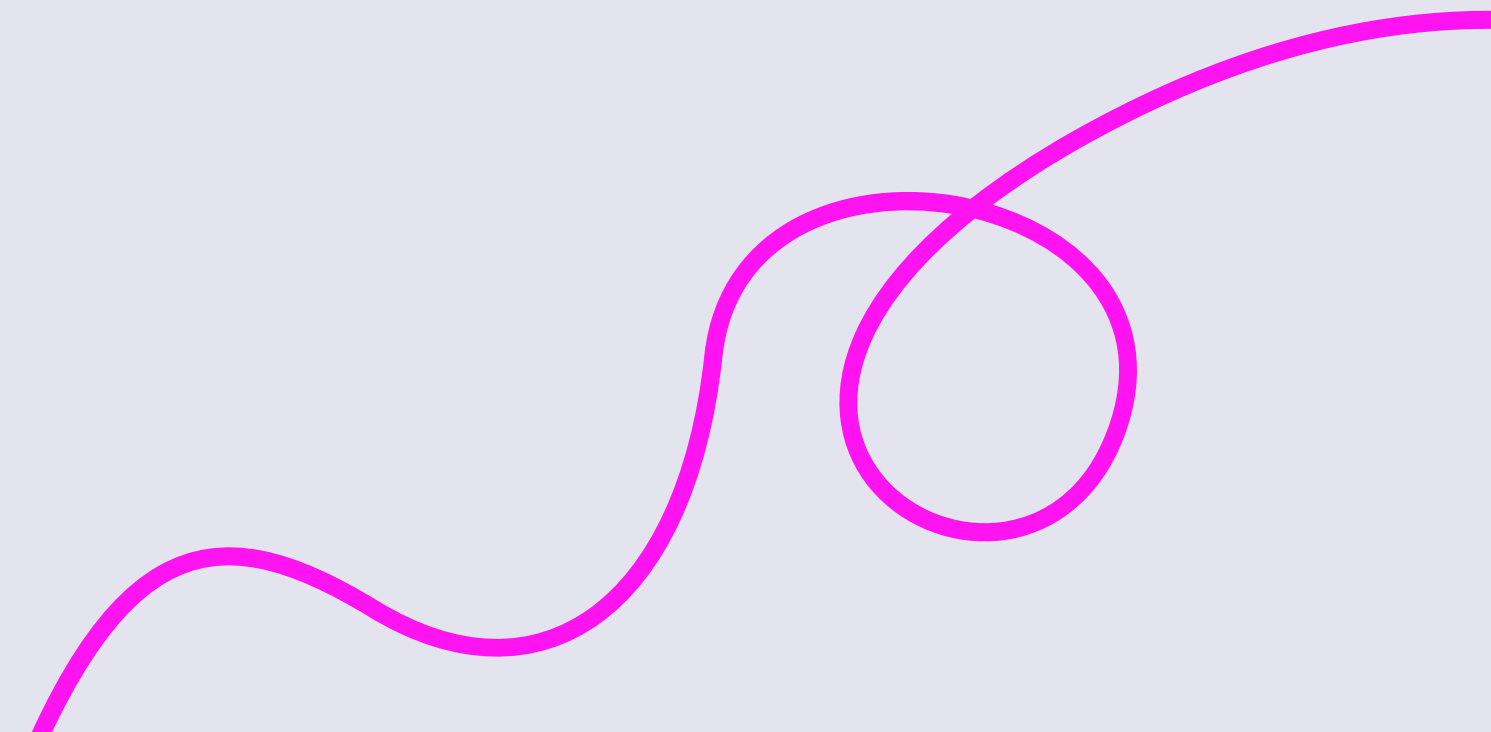
A key outcome of the project was learning - not only new skills, but new ways of thinking. Participants described becoming better at communication, patience, and creative problem-solving. Perhaps most notably, their concept of creativity shifted from something individual to something collective. “I didn’t even consider that creativity could have a collective purpose,” one noted. Experiences of group brainstorming, co-creation, and shared decision-making reshaped how they approached both art and collaboration.

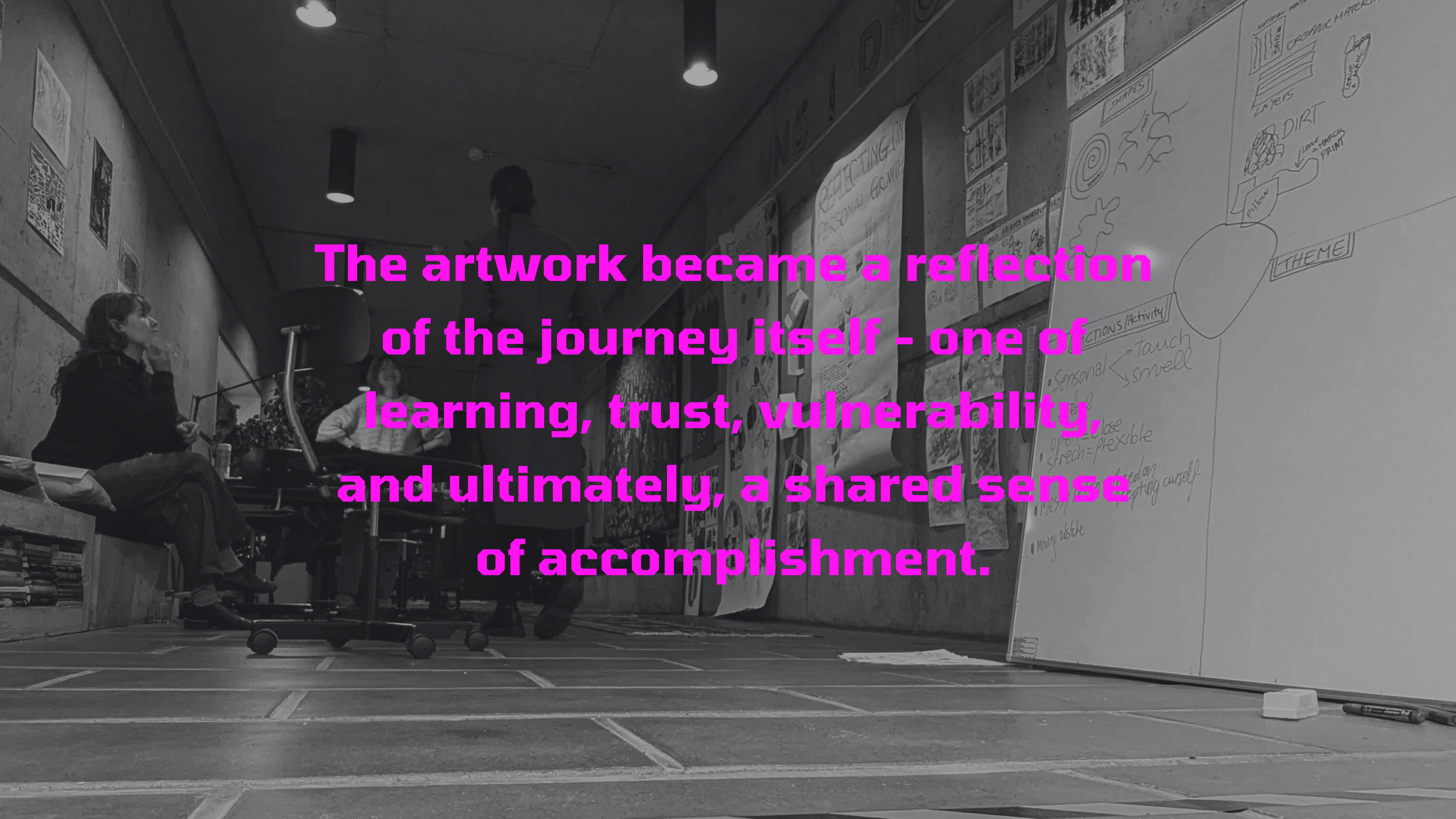
The project also had an empowering effect, particularly in how it allowed participants to express themselves and feel seen. Through co-creation, their voices (often internal or unspoken) took on material form. **The final exhibition wasn’t just an artistic product, but a representation of shared reflections, quiet emotions, and personal growth.** One participant said it was empowering “to see something you helped create take shape in a real space.” The artwork became a way to translate complex internal experiences into something others could engage with, turning the invisible into something visible and meaningful.

//analysis

A turning point in the process came when the original concept had to be changed midway through. What might have led to frustration instead became a catalyst for solidarity. The shared experience of navigating disappointment brought participants closer and strengthened their sense of unity. “The shared disappointment - and overcoming it - brought us closer. We really felt like a team,” one participant recalled. This emotional arc was also visible in diary responses collected during the workshops. Even when participants entered sessions feeling tired or unclear, their reflections afterward were consistently more positive. Over time, motivation and engagement clearly grew - especially when the work became more concrete and collaborative.

Overall, **the project provided much more than an opportunity to make art. It offered a transformative experience that combined emotional growth, social connection, and creative empowerment.** The process and the final installation were deeply interwoven; what happened along the way was not separate from the outcome, but fully embedded in it.



A black and white photograph of an art studio. In the foreground, a woman sits on a low bench, looking towards the right. In the background, another person is seated at a desk, and a third person stands near a large whiteboard. The whiteboard is covered in sketches and handwritten notes, including 'SHAPES', 'LAYERS', 'DIRT', 'PILLOW', 'THEME', 'Sensory/Activity', 'touch', 'smell', 'open = close', 'stretch = flexible', 'freedom on accepting myself', and 'moving obstacle'. The studio has a tiled floor and a wall with various posters and drawings.

**The artwork became a reflection
of the journey itself - one of
learning, trust, vulnerability,
and ultimately, a shared sense
of accomplishment.**

//analysis

Before (start of project)

After (end of project)

Uncertainty

Confidence

Individual creativity

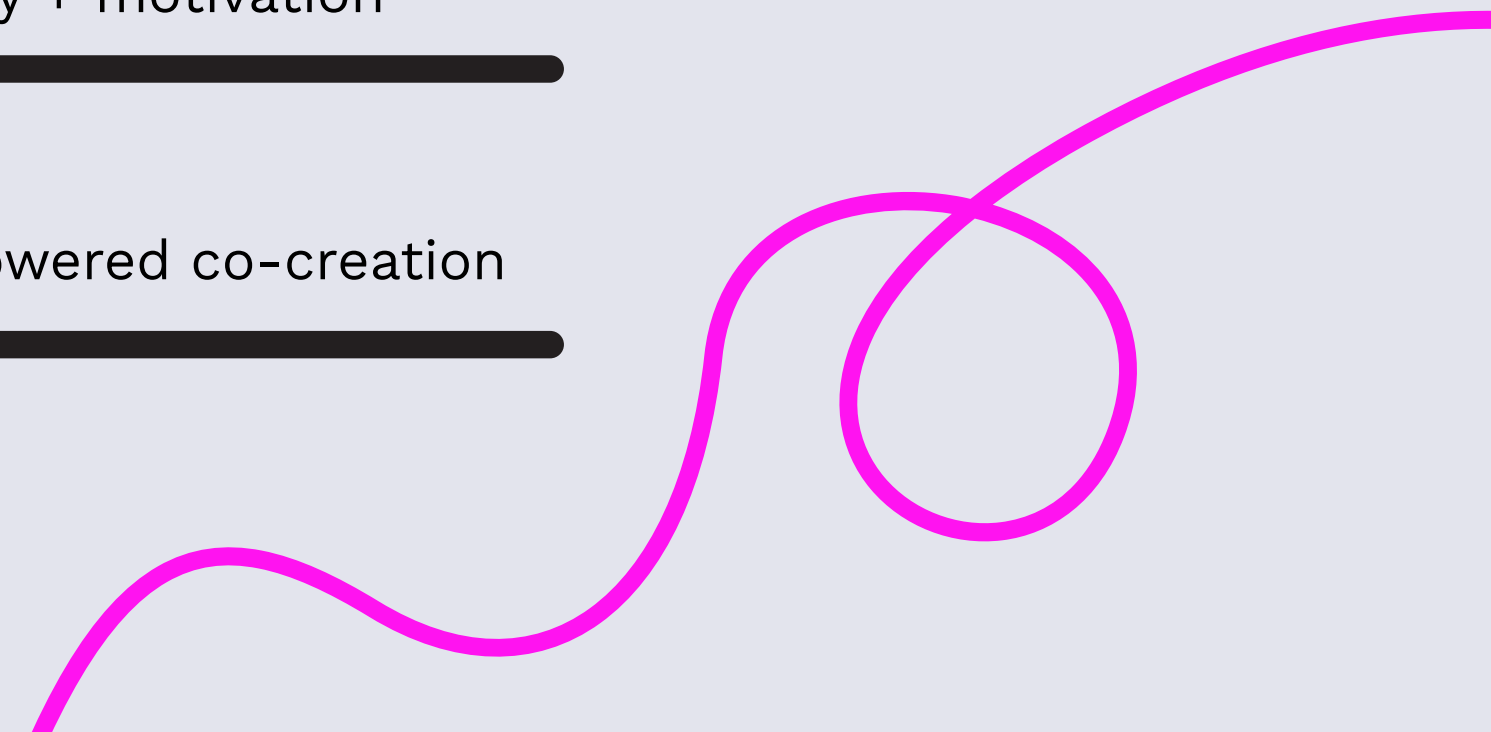
Collective creativity

Confusion

Clarity + motivation

Passive participation

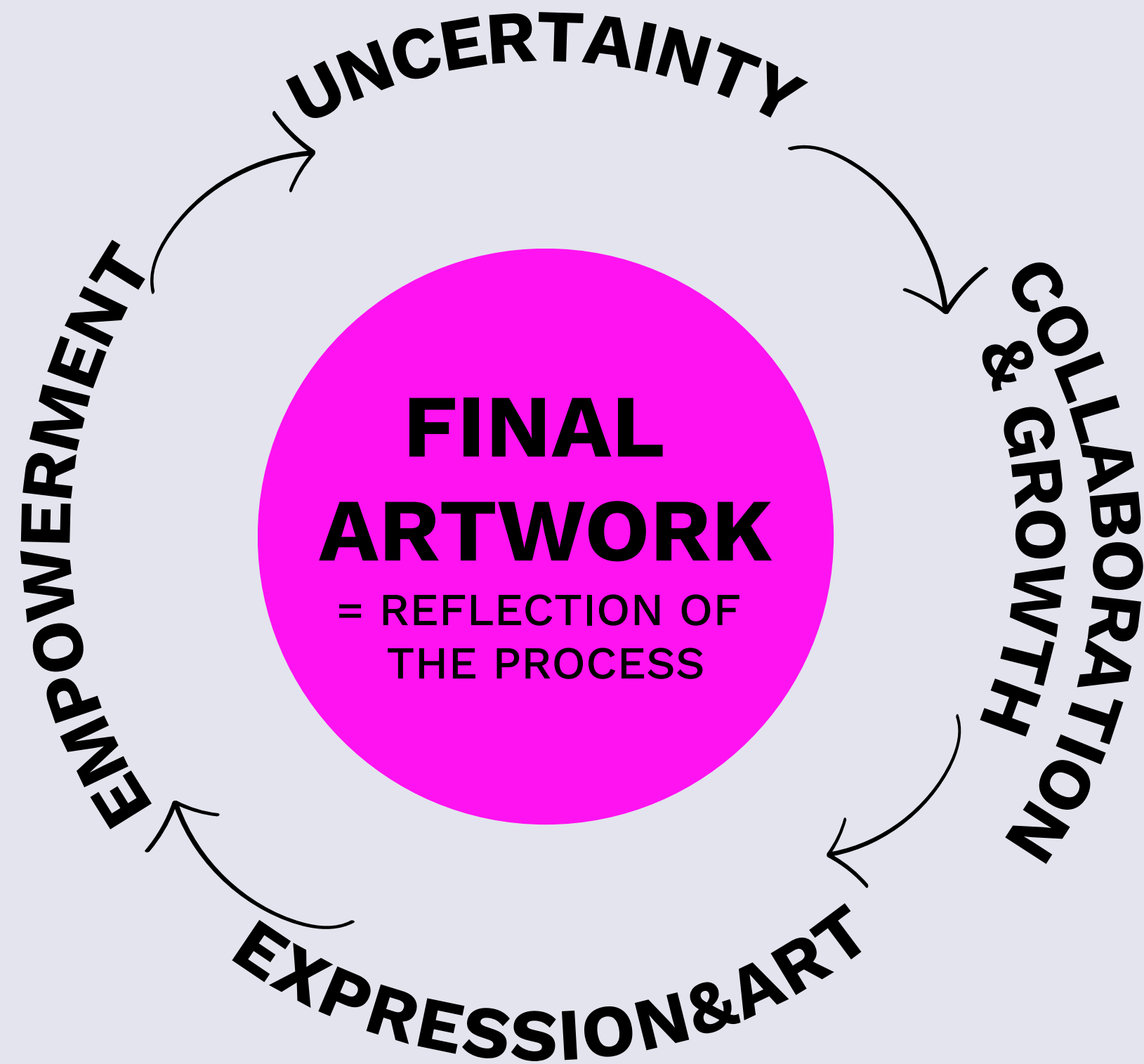
Empowered co-creation



EXPERIENCE OF THE YOUNG PARTICIPANTS

conclusion

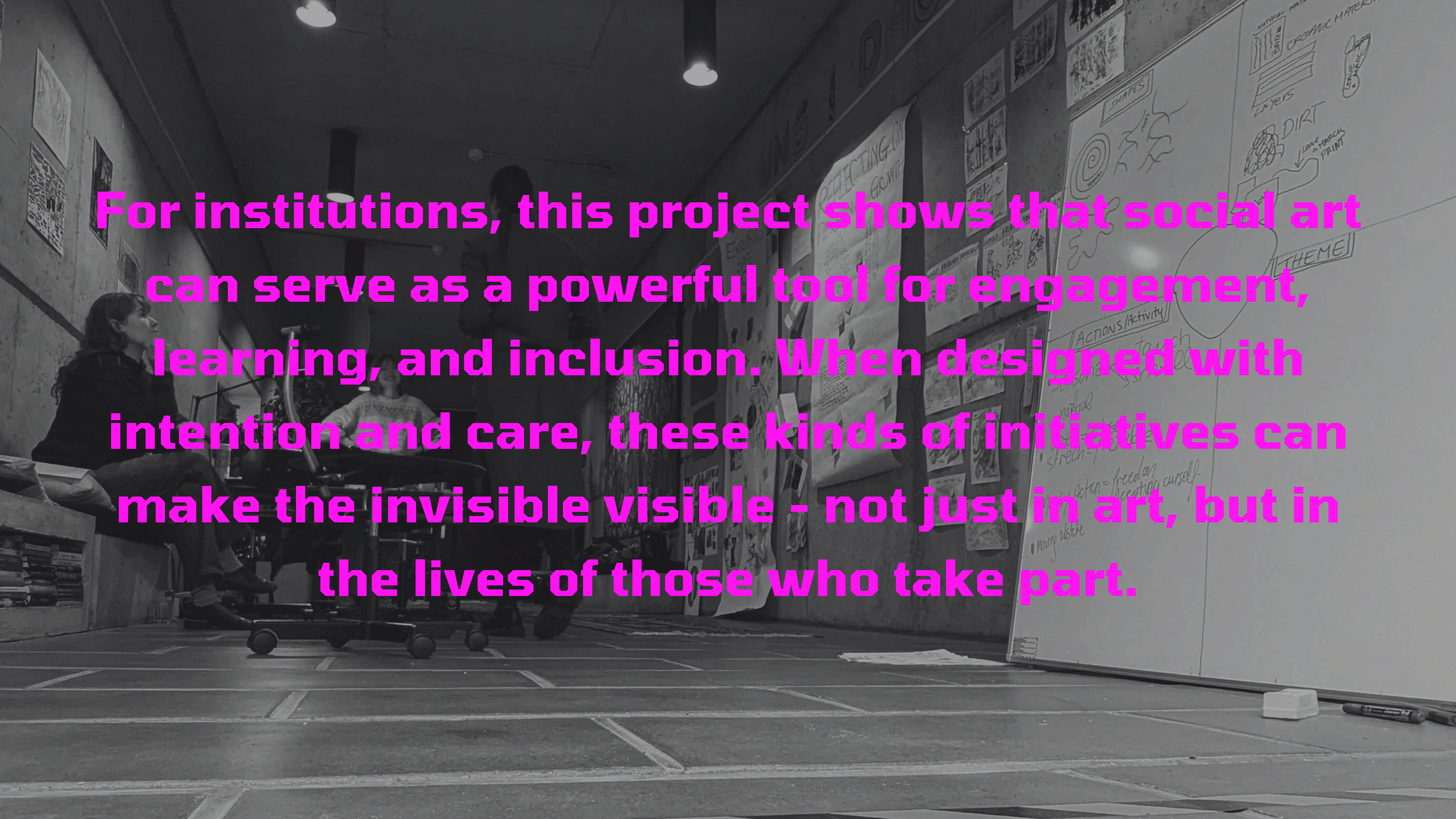
//conclusion



//conclusion

The project empowered participants by helping them **navigate uncertainty**, discover **the power of collective creativity**, and **see their personal contributions reflected in a shared outcome**. It not only enhanced self-efficacy and confidence but also supported emotional resilience and social connection.

Importantly, the **final art installation became a mirror of the process itself** layered, at times uncertain, built through dialogue, challenge, and cooperation. What was learned, felt, and experienced along the way was **embedded into the final piece. Participants didn't just create art - they created meaning**, and that meaning was **visible, tangible, and shared**.



For institutions, this project shows that social art can serve as a powerful tool for engagement, learning, and inclusion. When designed with intention and care, these kinds of initiatives can make the invisible visible - not just in art, but in the lives of those who take part.

NET//VÆRK

FINAL COMMUNITY DRIVEN PARTIPACITORY
ART INSTALLATION

exhibition

NET//VÆRK – Youth, Connection, and Uncertainty

NET//VÆRK is an interactive art installation about youth, resilience, and connection in uncertain times. Co-created with young people, it invites visitors to engage with their stories and experiences.

The installation features four walls representing Nature, Society, Present, and Future. Each wall is marked with words chosen by youth, inviting visitors to link them using colorful elastic threads. Over time, these connections form an evolving web, reflecting the complexities of growing up.

Light filters through cut-out patterns in the walls, symbolizing openness and possibility. A short film will showcase the process behind the last seven months of work in making this exhibition a reality, capturing the experience and creativity of the young participants who created this project.

Visitors are encouraged to contribute and leave reflections, making NET//VÆRK an ever-growing conversation about youth and the future. Join us at Ovariaci Museum and become part of this living network.

(Introduction text of the project by Beatriz GR Social Art Studio)

(+ Installation had soundscape designed for it)

//exhibition

NET // VÆRK

In the exhibition NET // VÆRK (NET // WORK) you are invited to participate in a community-driven installation.

Throughout the entire exhibition periode, the work continuously evolves, growing into an unpredictable composition of colourful threads that simulate a three-dimensional painting.

As you engage, you weave together ideas, thoughts, and feelings, fostering collaboration and dialogue. By transforming the exhibition space into a dynamic social environment of shared creation, NET // VÆRK offers a unique opportunity to embrace the unpredictability of the future.

The exhibition is developed by the UNG I dag (YOUTH Today) project group in close collaboration with artist BeatrizGR, Social Art Studio.



MUSEUM OVARTACI:

NET//VÆRK

Stretch, connect, and create.

**MARCH 6
- MAY 6**

Olof Palmes Alle 11
8200 Aarhus N

www.ovartaci.dk

NET//VÆRK invites **you** to take part in an evolving artwork about resilience, uncertainty and the power of community.

**MUSEUM
OVARTACI**
ART AND MIND - KUNST OG PSYKIATRI

BeatrizGR
social art studio

midt
regionmidtjylland
**NORDEA
FONDEN**
Vi støtter gode liv

//exhibition

Who is UNG i dag?

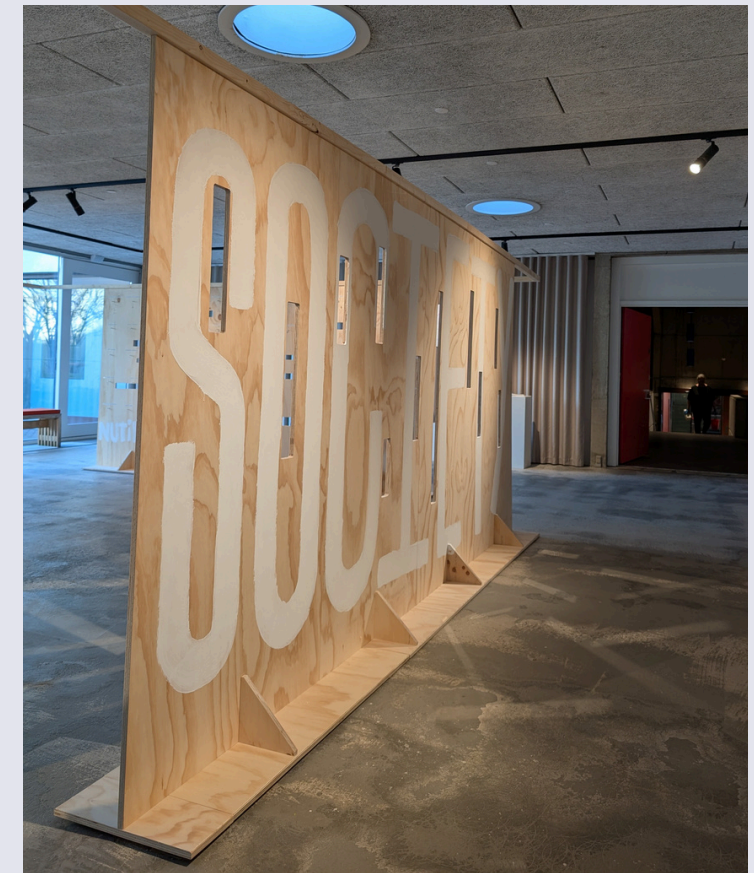
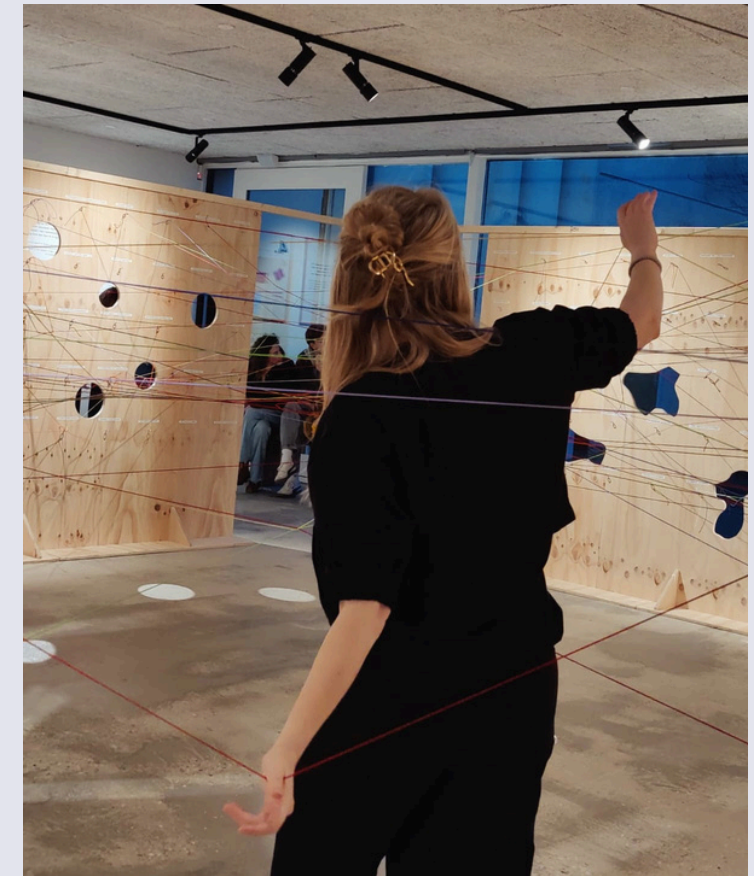
The project UNG i dag (YOUTH today) aims to create a room of opportunities for young people and a safe platform for a community rooted in art and culture. The exhibition NET // VÆRK and events has been developed by the group in close collaboration with the museum.

Since Autumn 2023 the group has worked to qualify and concretize the themes – community and sustainable life, topics that form the foundation of the activities.

Funded by:
midt NORDEA
regionmidtjylland FONDEN
Vi støtter gode liv

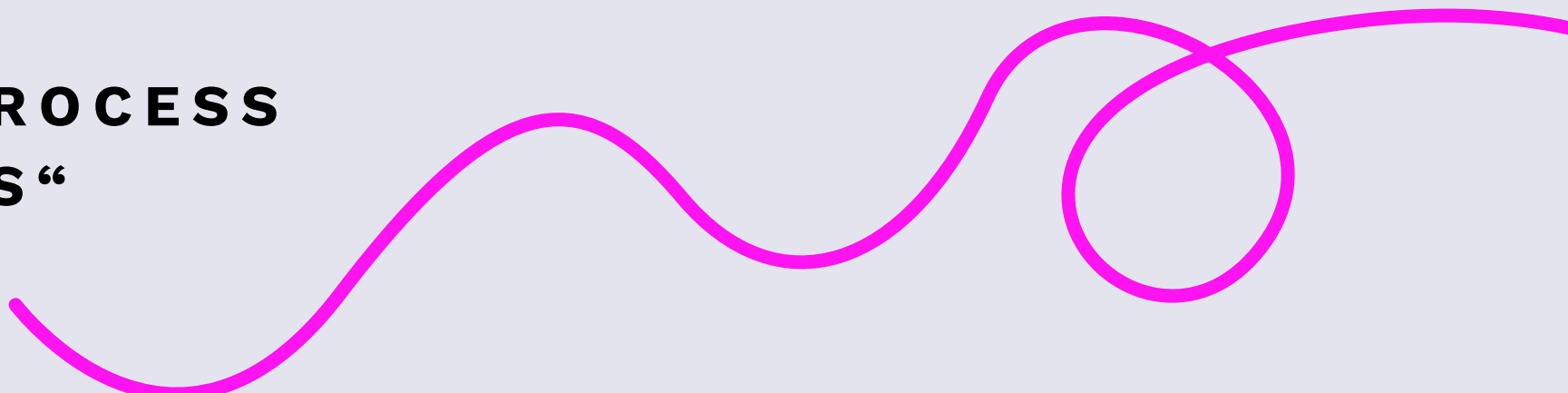


//exhibition



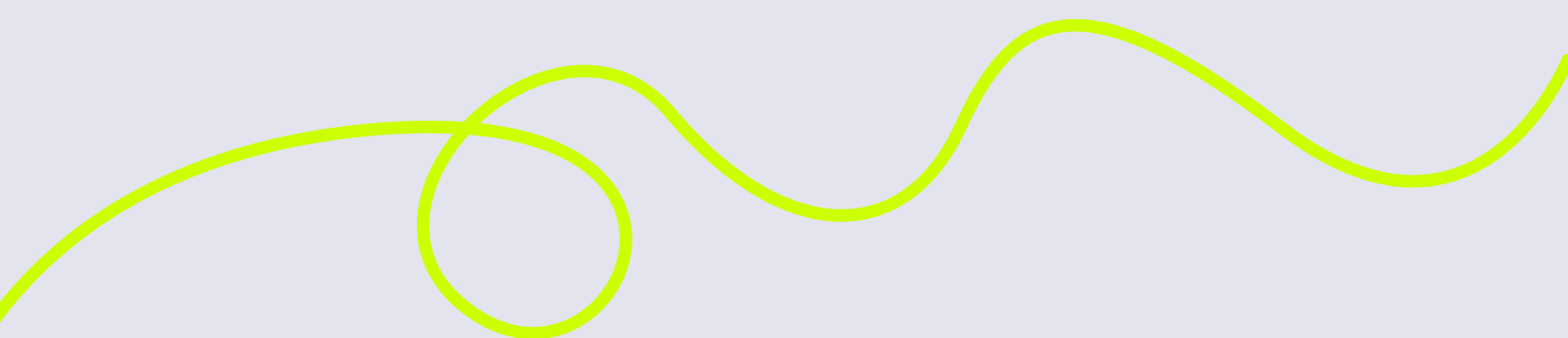
TO LEARN MORE ABOUT THIS STUDY, READ:

**“APPROACH & PROCESS
& METHODS”**

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AND

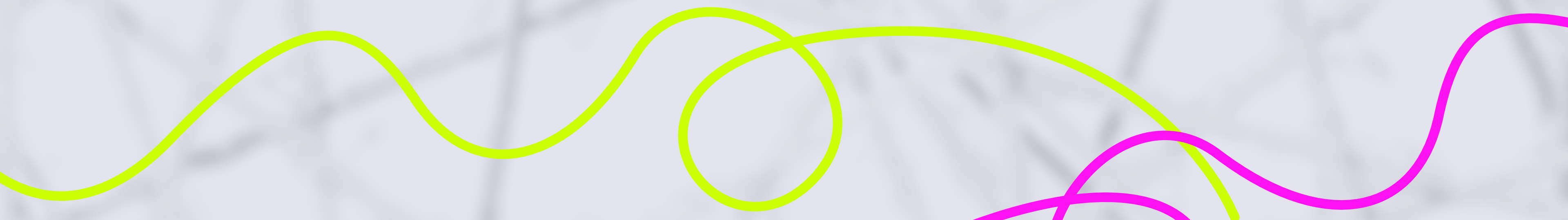
**“INTERACTION WITH THE FINAL
ART INSTALLATION”**

A thick, vibrant yellow line that starts from the left edge of the frame and moves rightwards, curving upwards and then downwards in a series of loops and waves.

WARM THANKS TO BEA, ASGER, YUE, LUCAS, JULIE, MIKKEL AND SYNNØVE FOR
CONTINUOUS SUPPORT AND COLLABORATION.
ALSO THANKS TO EVERYONE WHO PARTICIPATED IN THE PROJECT, NET//VÆRK JOURNEY
AND SHARED THEIR EXPERIENCES. YOUR OPENNESS MADE THIS RESEARCH POSSIBLE.

SPECIAL THANKS TO BEATRIZ GR SOCIAL ART STUDIO AND MUSEUM OVARTACI FOR THE
OPPORTUNITY TO CARRY OUT THIS PROJECT <3

THANK YOU!



This impact research was conducted by Elina Rättö
for Beatriz GR Social Art Studio.

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