# CSS-EU

## CHANGE SHAPING SCHOOLS

**WP3 - O.3.1 report: Comprehensive audit for engaging schools**

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## Introduction

The objective of this output was to develop a dedicated report summarising the situation of Social Innovation Education (SIE) in the schools which are participating in the project and indicating the different routes that schools should follow with the SIE model. In this regard, a questionnaire has been developed in all partner languages that facilitated the acquisition of specific information from the different schools in each of the four countries where the SIE model will be applied and introduced.

The aim of this audit was to enable educators to assess their awareness of SIE, the level of integration of SIE in their school, how their school philosophy could lend itself to SIE and so on. The outcome of this audit allow partners to adapt and improve the training method, in line with the design principles of SIE. In general, this audit process leads into training and further support by using it as a tool in order to improve the audit process for future schools who are considering adopting SIE.

## Methodology

For the comprehensive audit of SIE in schools, after a thorough examination of several methodologies for assessment, the Assessment for learning Audit Instrument (AfLAi) was selected, due to its usability for the teacher's context, specifically in primary schools.

Particularly, the AfL audit instrument developed gradually in the Irish context and tested by institutions and academics. The AfL audit instrument is a methodology to support schools in conducting site-based reviews of their current knowledge, skills and practices in formative assessment. The instrument is addressed to teachers in schools with a two-fold scope:

a) identify individual and collective levels of understanding and use of AfL in teaching and learning
b) develop plans for site-based teacher professional development. (Lysaght and O'Leary, 2013).

Our audit tool has embedded the audit scale of the AfL and the design philosophy. The utmost goal of this audit is to map the context of each school, in order to design the best possible intervention regarding SIE. In other words, "*any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning*". (Black et al., 2002, p. 1).

The present audit tool has been designed to assess the level of awareness and integration of Social Innovation Education (SIE) in the schools that will participate in the implementation phase of the CSS-EU project.
The audit is divided into 3 specific areas:

1. Student at the center
2. Co-creation process
3. Transformative social action

The above areas are also the three design principles of SIE, which is defined as follows:
"*Social Innovation Education is a collaborative and collective learning process for the empowerment and socio/political activation of students to drive social change no matter their professional pathways.*

*SIE builds students' competences to identify opportunities for social value creation, to form collaborations and build social relationships and take innovative action for a more democratic and sustainable society*". (Kalemaki et al., 2019)

## Area 1: Student at the center

SIE reflects a student-centered approach to learning that employs teaching and learning methods that **shift the focus of instruction from the teacher to the student** (Jones, 2007). This principle transforms the dynamics of knowledge production to enable students to be the **active and self-determined producers of their own learning and competence development**, whether individually or collectively. The ultimate function and purpose behind a student-centered approach to learning is to build **autonomous learners**. In this context, student's active participation in learning could lead to **autonomy, belonging and competence** (Deci & Ryan, 2002). The facilitation and enhancement of these processes hold the power eventually leading to student's **empowerment**. According to McQuillan (2005) students' empowerment can be seen in three dimensions: **academic** (participation in instruction and setting their own learning goals), **social** (safe to speak with teachers and knowing that all voices are respected) and **political** (influence within their school and community, either formally or informally).

In your school, consider whether students are at the centre of civic or citizenship education / community-based learning.

**Scoring**

6. Embedded (happens approximately 90% of the time)
5. Established (happens approximately 75% of the time)
4. Emerging (happens approximately 50% of the time)
3. Sporadic (happens approximately 25% of the time)
2. This never happens
1. I do not understand what this statement means

| Audit Criteria | Score |
|---|---|
| 1. Students feel safe to express their opinion and knowing that all voices are respected | |
| 2. Students participate in decision making that shapes their educational experience | |
| 3. Teachers take onboard students' needs and ideas and can adapt their methods accordingly | |
| 4. Students in our school have the opportunity to self-organise (through for instance the establishment of student councils) to influence decisions within schools | |
| 5. In our school, in project-based learning activities, teachers decide upon the theme of their projects and the activities to be performed | |

## Area 2: Co-creation process

Co-creation is conceptualised as a collaborative, reciprocal process through which students have the opportunity to **contribute equally** to curricular or pedagogical conceptualization, decision-making,

implementation, investigation, or analysis (Bovill et al ,2015). Additionally, co-creation is a process where **traditional hierarchical relations change** and students become **co-creators of their learning experience by collaborating with multiple adults,** ranging from teachers, parents, community actors, professionals etc. on a new basis of **collective problem-solving** towards **influencing change** on issues that matter to them either inside or outside the school community. Impact on students of such initiatives is mainly seen in the development of **agency, sense of belonging, competence, discourse and civic efficacy** (Mitra & Serriere, 2012).

**Scoring**
6. Embedded (happens approximately 90% of the time)
5. Established (happens approximately 75% of the time)
4. Emerging (happens approximately 50% of the time)
3. Sporadic (happens approximately 25% of the time)
2. This never happens
1. I do not understand what this statement means

| Audit Criteria | Score |
|---|---|
| 1. Students work in groups with their peers to develop a collaboration and co-creation mentality | |
| 2. Students collaborate with teachers to contribute equally in decision-making and implementation on initiatives tackling societal challenges taking place in school clubs/ curriculum projects | |
| 3. Parents or other family members (siblings etc.) are invited to collaborate with students on school clubs/ curriculum projects | |
| 4. External stakeholders, such as community actors, professionals, experts etc. are invited to collaborate with students on school clubs/ curriculum projects | |

## Area 3: Transformative social action

In the field of education, **learning through social action** is proved to have a positive impact on students' attitudes towards school, themselves and others (National Youth Leadership Council, 2010). In this context, citizenship education is a new concept, which fall under 3 different categories: i) '**personally responsible' citizens** ii) '**participatory citizens'** who are active community members and take on leadership and initiative within established systems and iii) **'justice-oriented' citizens** who are concerned about social justice, hold a desire to improve society and question structural factors that perpetuate injustices. A similar concept is that of youth activism, a critical form of **civic engagement** in which young people are encouraged to **question the status quo** and envision **better alternatives** for themselves and their peers (Watts & Guessous, 2006).

**Scoring**
6. Embedded (happens approximately 90% of the time)
5. Established (happens approximately 75% of the time)
4. Emerging (happens approximately 50% of the time)
3. Sporadic (happens approximately 25% of the time)
2. This never happens
1. I do not understand what this statement means

| Audit Criteria | Score |
|---|---|
| 1. My school aims at having a positive impact on students' attitudes towards school, themselves and others | |
| 2. My school develops and/or participates in voluntary activities with a social impact and students are actively involved | |
| 3. My school includes citizenship education courses (or similar to that) informing students about their rights as citizens and about the democratic institutions | |
| 4. My school is concerned about social issues and organises relevant events/ campaigns (info-days etc.) inside their school | |
| 5. My school organises activities to bring change in political, environmental and social issues that concern our community (advocacy) | |
| 6. My school encourages students to reach out to policy makers enabling them to advocate for change in their communities | |

## Analysis of the Results

In the analysis of the results section, we are going to analyse the results in each country individually, since the purpose of the audit is to assess the level of SIE in each national context. In this regard, in each country we analyse the integration of SIE through the responses in the questions divided in the three categories of SIE; Student at the centre, Co-creation process and Transformative Social Action. The percentage of each reply, according to the scale adopted in the methodology above, allows us to assess the level of SIE integration in the schools of the relevant national context.

At the end of the analysis we present also a comparative graph, where the average responses in each category are used to compare the level of SIE between the countries. However, it is worth mentioning that the results are indicative for each country since the average sample is 25 teachers for each country, with the exception of Romania in which we had 42 teachers. In any case, the methodology adopted, and the data gathered will help us assess the level of SIE integration in all countries and proceed to the relevant interventions to help schools embed SIE in a more professional and effective way.

### Cyprus

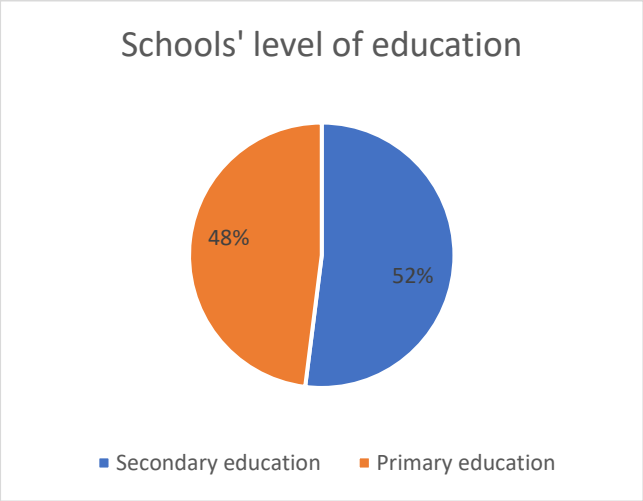
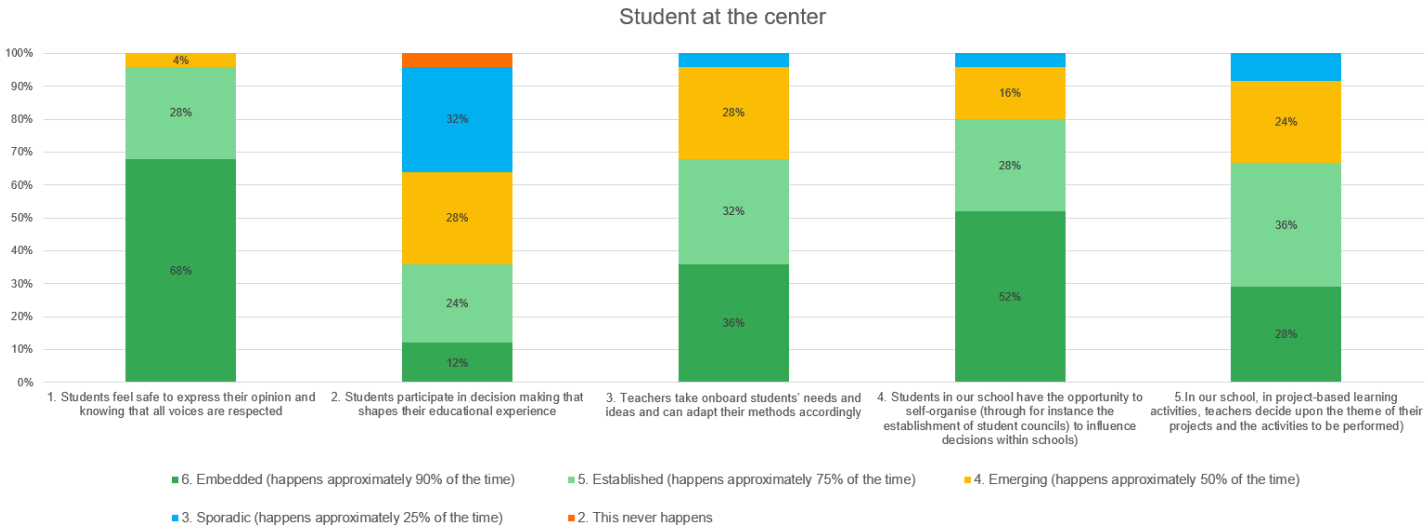


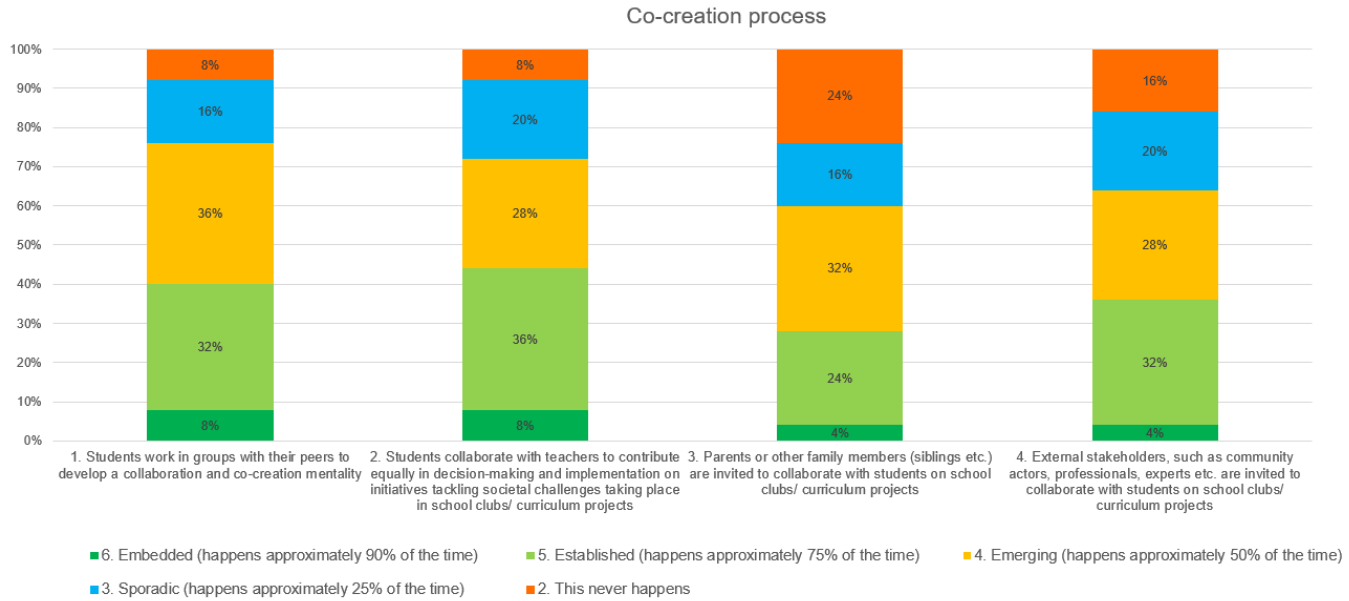

*Figure 1: Distribution of schools in Cyprus*

In the Cypriot context 25 teachers participated in the audit. The distribution between primary and secondary level of education was almost equal, since 13 teachers work in secondary schools, while 12 in primary schools.



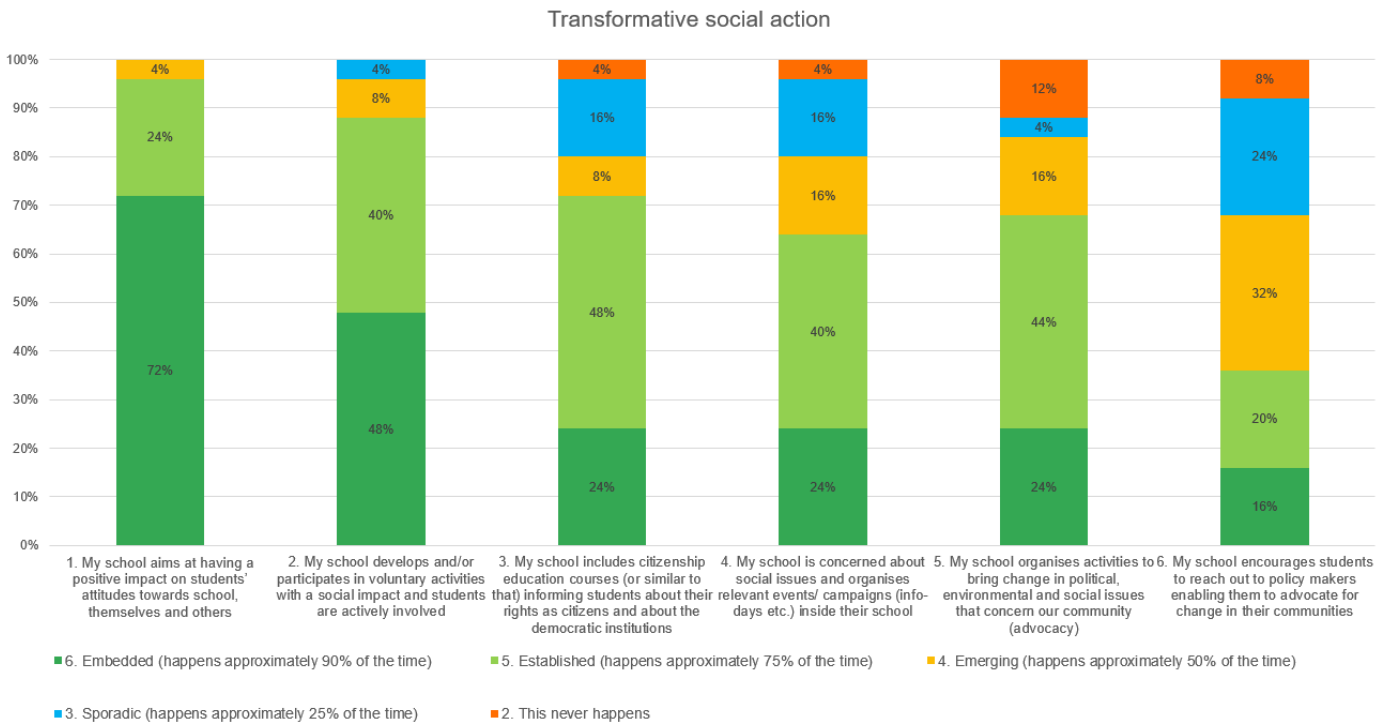

*Graph 1: Student at the center in Cyprus*

In the context of the first column of SIE, i.e., 'Student at the center', Cypriot schools appear to take into consideration their students' needs. Teachers' responses show that they create a friendly environment for their students and children's' voices are heard and respected. From an institutional perspective, students' councils are established in the majority of schools, while a project-based learning approach is also used in many schools. However, participation of students in the decision making is rather limited (sporadic or emerging) until now. In general, we can argue that the Cypriot schools value students and they are in a process to put them in the center of the teaching and learning process.




*Graph 2: Co-creation process in Cyprus*

Co-creation process is not as embedded as the 'student at the center' concept in the Cypriot schools. Teamwork and cooperation is an emerging field in the Cypriot schools, according to the teachers-participants in this study. This means that co-creation between the students themselves and between the students and the teacher is still on the way to become a basic part of the learning process. Similarly, the participation of parents and/or community actors in school activities is also an emerging practice in the Cypriot school's context.




*Graph 3: Transformative social action in Cyprus*

Transformative social action in the Cypriot schools seems to be an existing concept as well. The vast majority of the teachers report that their school intends to have a positive impact on students' attitudes towards the school, themselves and others. Additionally, voluntary activities with the participation of students is a practice embedded in almost 50% of the schools that participated in the study, while another 40% reported that this practice is very common (established). Citizenship education is also established or embedded in the majority of the Cypriot schools of the study, while most teachers also report that their school organises often events/campaigns about social or environmental issues. On the contrary, more radical practices, as the influence to policy makers, is not so common for the students of the Cypriot schools. Nevertheless, many teachers reported a tendency to implement this practice as well.

Finally, in the graph below we see the average of all the answers in each category. As we can see, all three dimensions/ categories of SIE in Cyprus are at the same level. Particularly, the average rate of SIE assessment in Cyprus is around 5 for all dimensions.

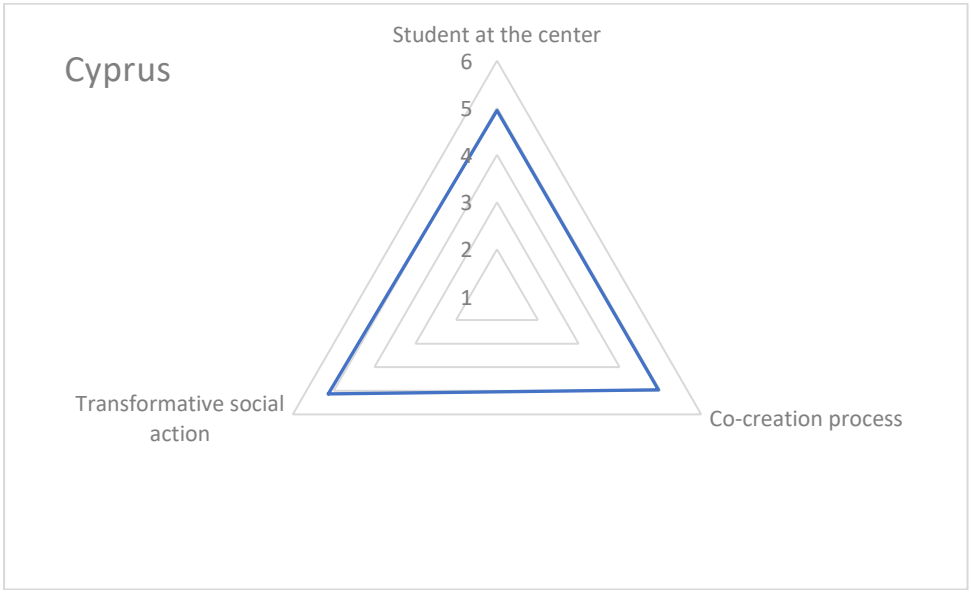
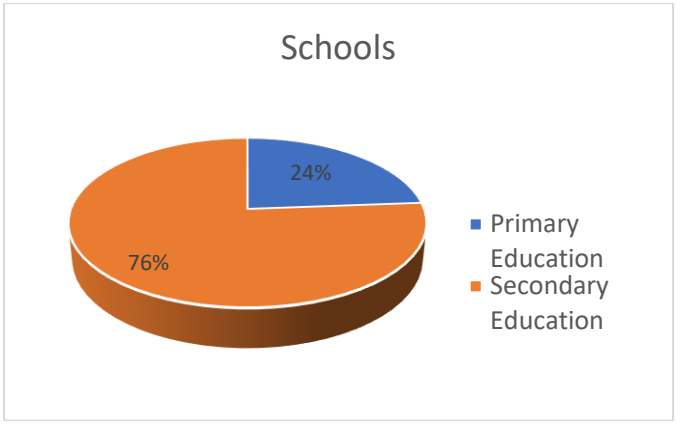


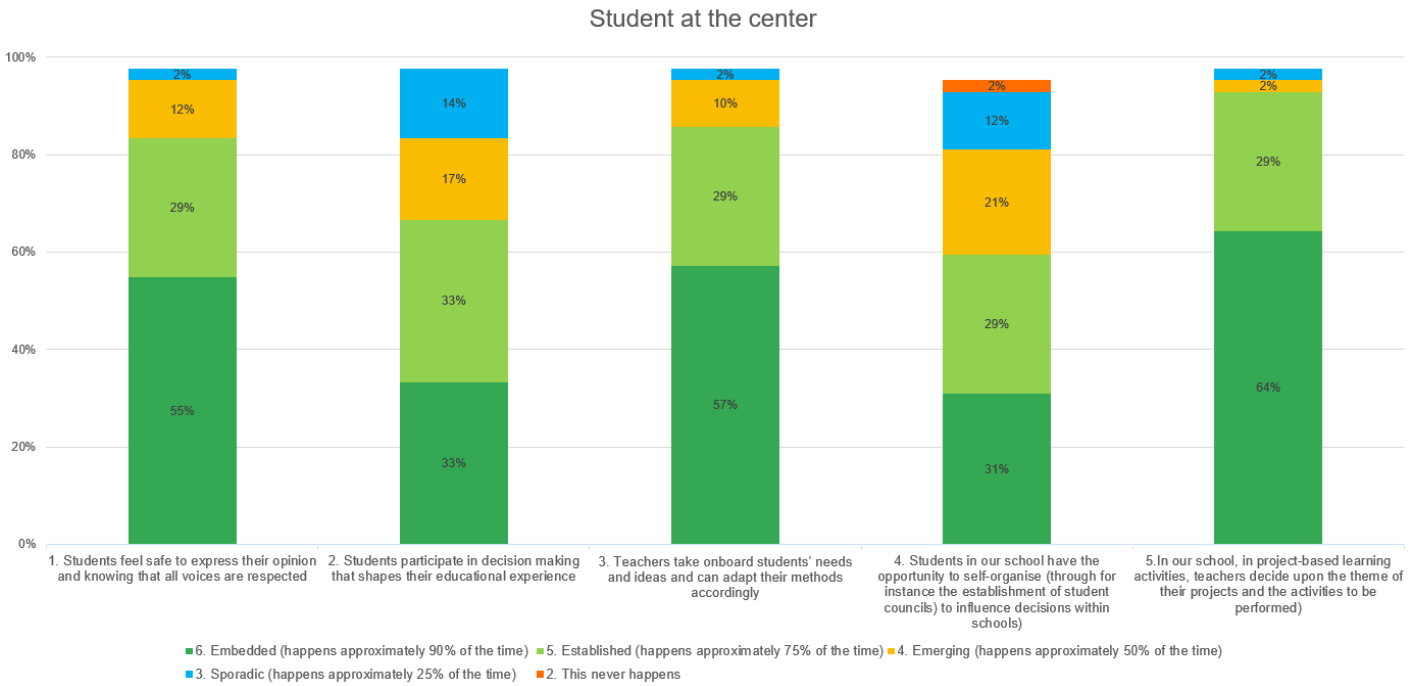

*Figure 2: SIE dimensions in Cyprus*

## Romania



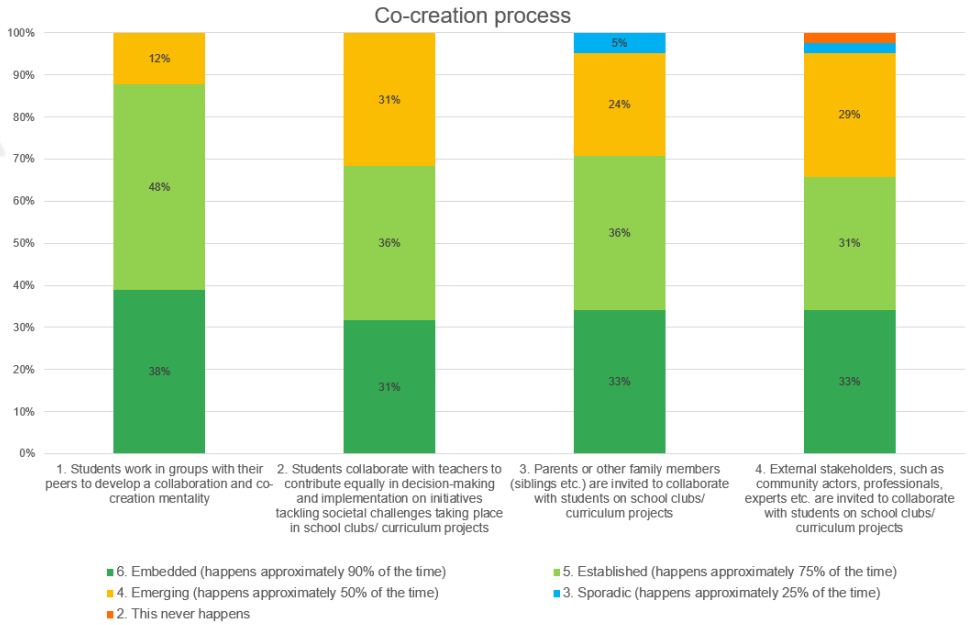

*Graph 4: Distribution of schools in Romania*

In Romania 42 teachers participated in the study for auditing the presence of SIE in the Romanian schools. 32 teachers are working in the Secondary Education level, while the rest 10 of them in Primary Education schools. All teachers have a full-time occupation in the schools.



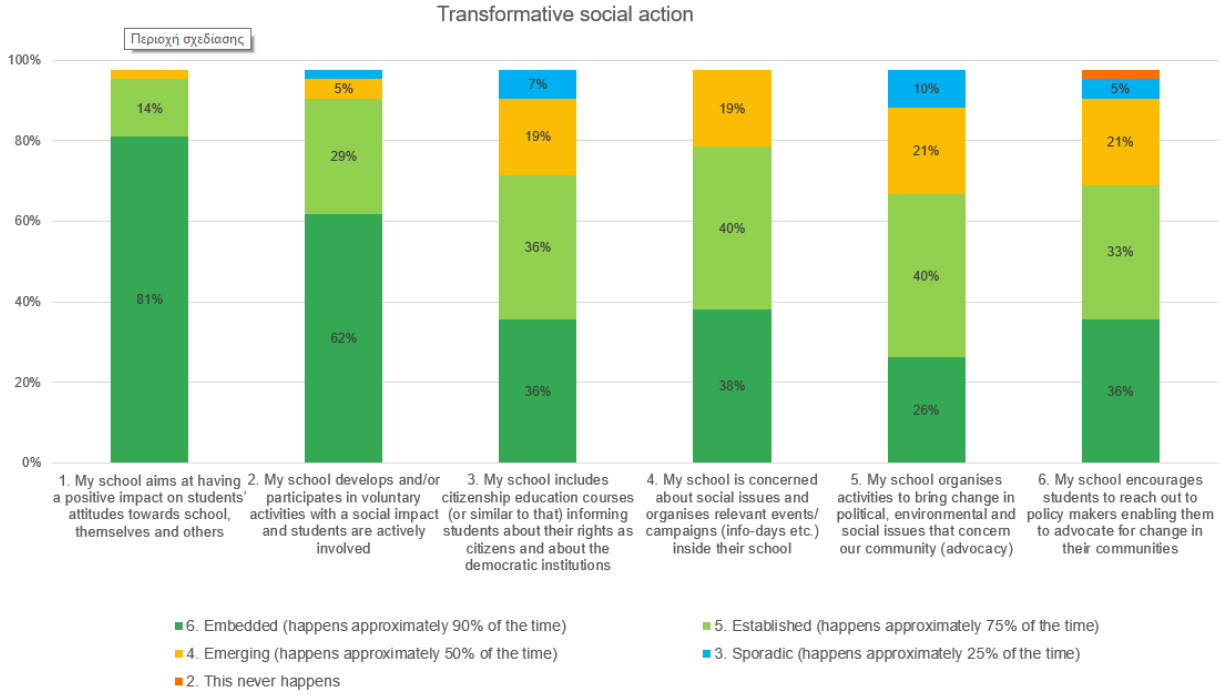

*Graph 5: Student at the center in Romania*

The concept of 'Student at the center' is embedded at a good level in the Romanian schools. The majority of teachers responded that students feel safe to express their opinions and their voices are respected. Participation of students in decision making is also established or embedded to a satisfactory level. Additionally, the majority of teachers state that they take onboard students' needs and adapt their teaching methods accordingly. However, for the self-organisation of students, such as the students' councils, there is still space for improvement, since in 21% of the schools the ability to place students at the centre is emerging and in 12% of schools this happens in a sporadic manner. Lastly, the project-based learning activities are also embedded in the majority of the Romanian schools that participated in the survey.




*Graph 6: Co-creation process in Romania*

In the context of 'co-creation', Romanian schools are performing well, while some aspects of the concept are still emerging. Particularly, students are working in groups already in the vast majority of Romanian schools. Collaboration of students with teachers is either established/ embedded or emerging in the Romanian context, while the same applies also for the involvement of parents/other family member and external stakeholders/ community actors into the school activities.




*Graph 7: Transformative social action in Romania*

The third pillar of SIE, i.e., 'transformative social action', is also embedded at a satisfactory level in the Romanian schools. The orientation for a positive impact on students' attitudes is embedded in the vast majority of Romanian schools, while most of the schools also develop voluntary activities with the active participation of students. Citizenship education is part of the curriculum in most of the schools and also a big number of schools often organise events about social and/or environmental issues.

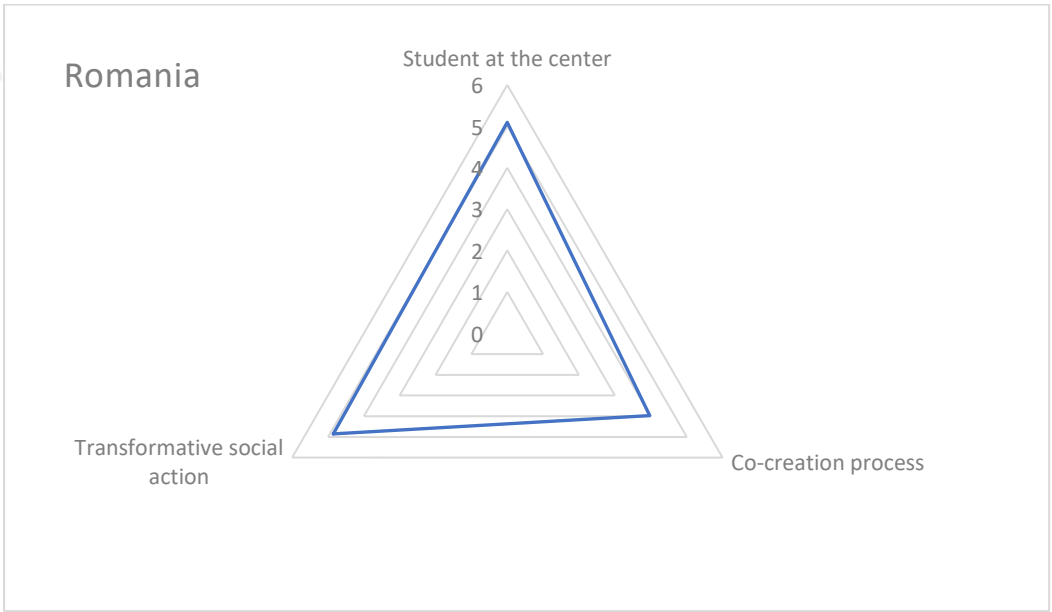



*Figure 3: SIE dimensions in Romania*

Finally, in the figure above we see the schema with the rate of each dimension/ category of SIE in the Romanian schools that participated in the audit 'Student at the centre' and 'Transformative social action' are rated as highly embedded in Romanian schools, while the 'Co-creation process' is almost one unit on average below.

## Serbia

In Serbia, 27 teachers participated in the audit. 17 of the teachers are working in primary education schools, while the rest 10 of them in secondary schools.

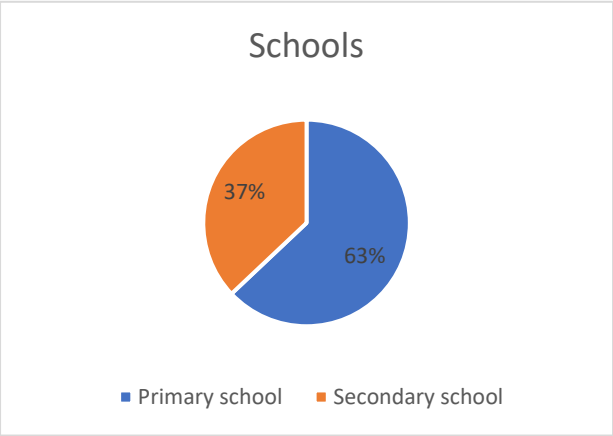



*Figure 4: Distribution of schools in Serbia*

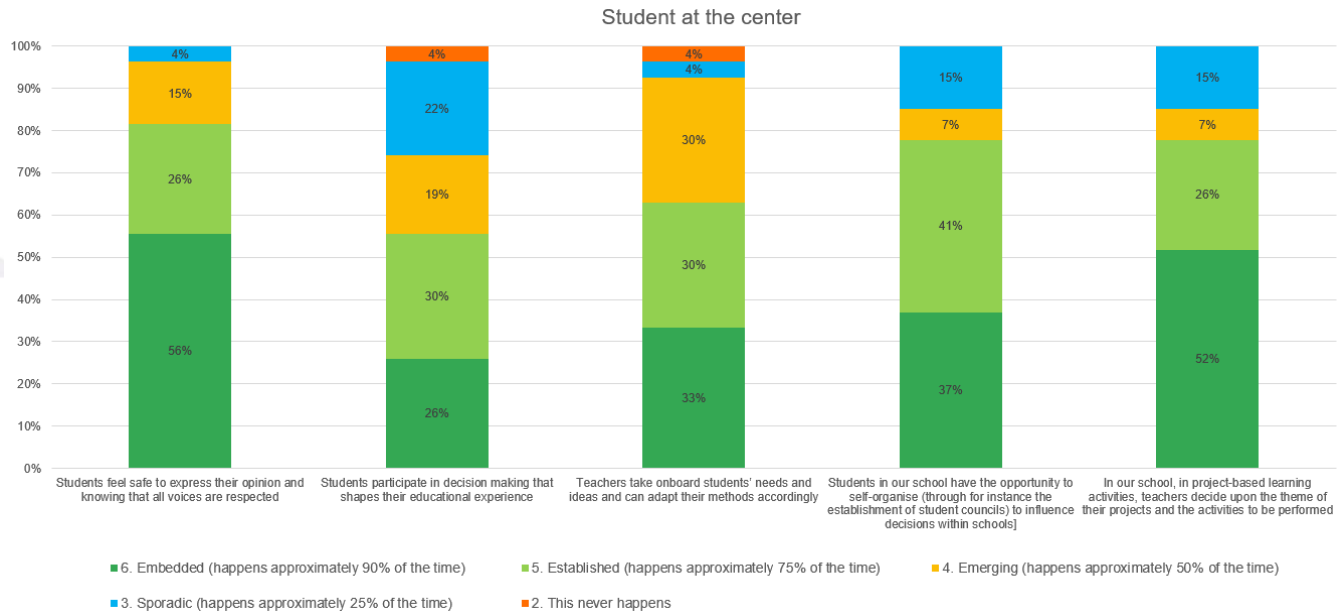



*Figure 5: Student at the center in Serbia*

In the questions of this section; student at the centre, Serbian teachers depicted the situation in their schools. In most of the schools, students feel safe to talk and they know that they are respected. However, participation of students in the decision making is not so deeply embedded in the Serbian

schools yet. Similarly, the capacity and willingness of teachers to take on board students' needs and adapt their methods, while is embedded or established in many schools, there are also many others where this practice is still emerging. Lastly, self-organisation of students is established in most of the schools which participated in the audit, while project-based learning is also embedded in most Serbian schools.

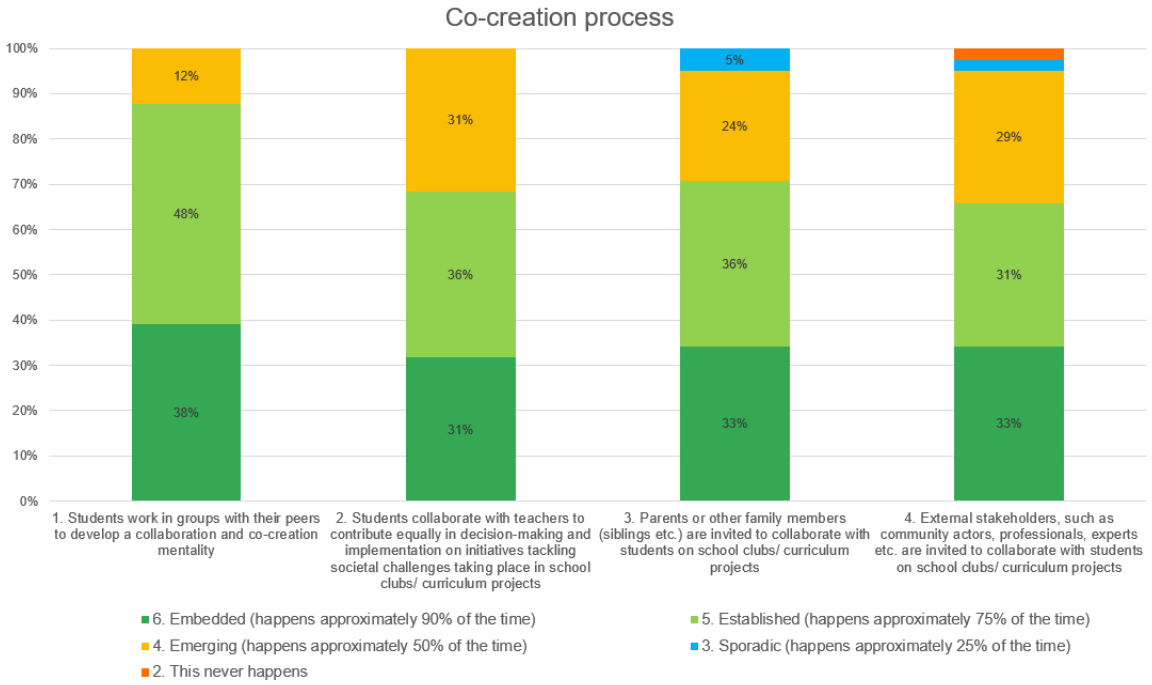



*Figure 6: Co-creation process in Serbia*

Co-creation is also at a satisfactory level in the Serbian schools. Particularly, team work is embedded or established in the vast majority of schools. However, collaboration between students and teachers, although established in many schools, is still emerging in many others. Similarly, collaboration with parents or external stakeholders is also both embedded/ established and emerging in the Serbian schools, while in just a few is sporadic or non-existent.

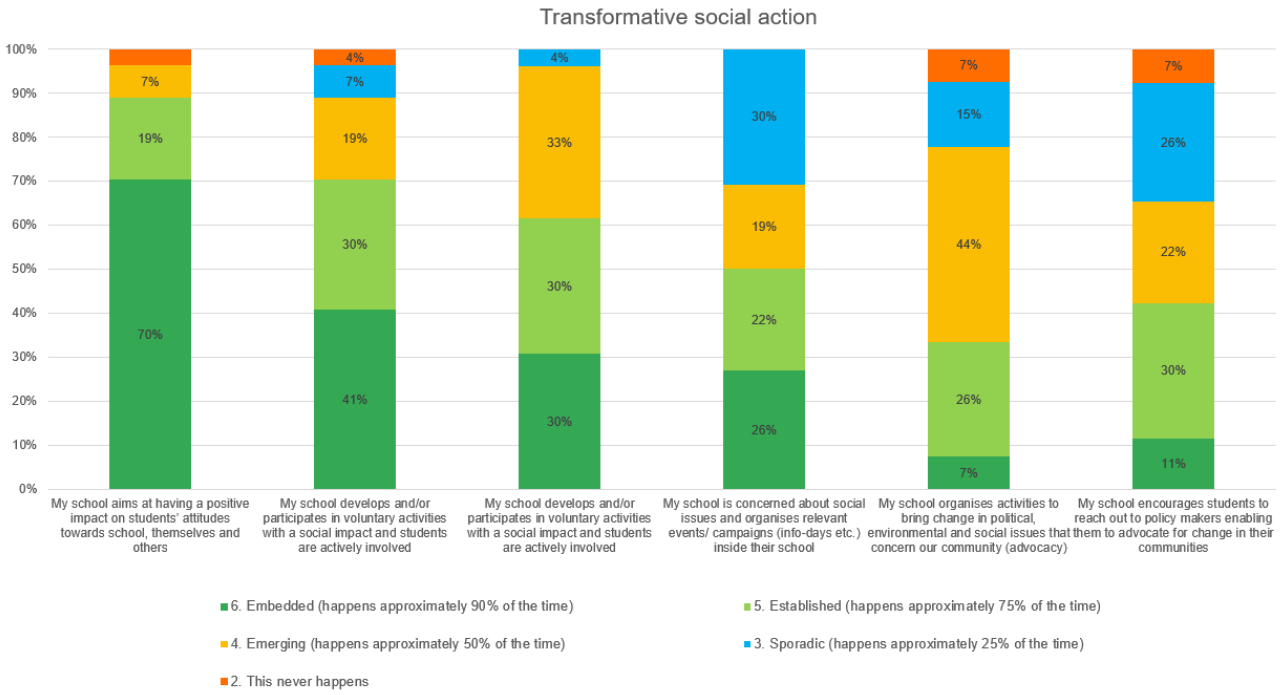



*Figure 7: Transformative social action in Serbia*

Regarding the last dimension of SIE; transformative social action, Serbian schools do not perform as well as in the previous dimensions. However, the vast majority of Serbian schools aim at having a positive impact on students. In this context, most of the Serbian schools that participated in the study, organise or participate in voluntary activities where students are directly involved. On the other hand, raising awareness about social issues is a phenomenon that happens sporadically in the majority of the Serbian schools. Similarly, advocacy and political action are emerging fields or happen sporadically.

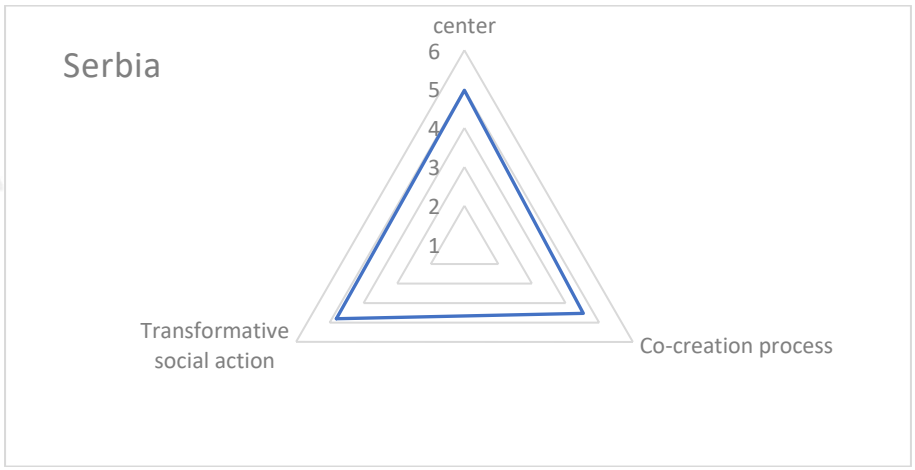



*Figure 8: SIE dimensions of SIE in Serbia*

In figure 8 above we see that the three dimensions of SIE are more or less in the same level regarding the average number of responses in the audit scale of our methodology. Only 'co-creation process' is a little bit behind the others in terms of average responses.

## Croatia

In the Croatian context, 25 teachers participated in the audit. 15 of them work in secondary schools and the rest 10 in primary schools.

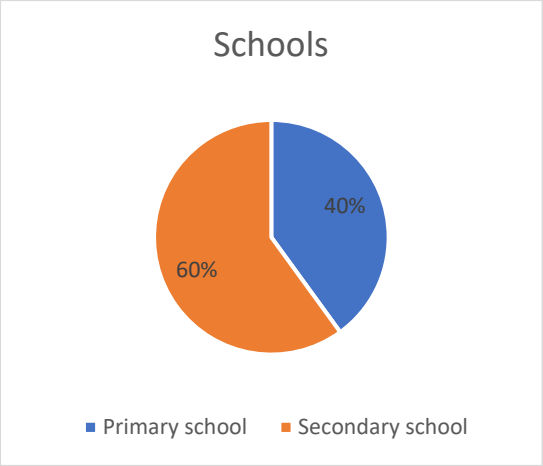



*Figure 9: Distribution of schools in Croatia*

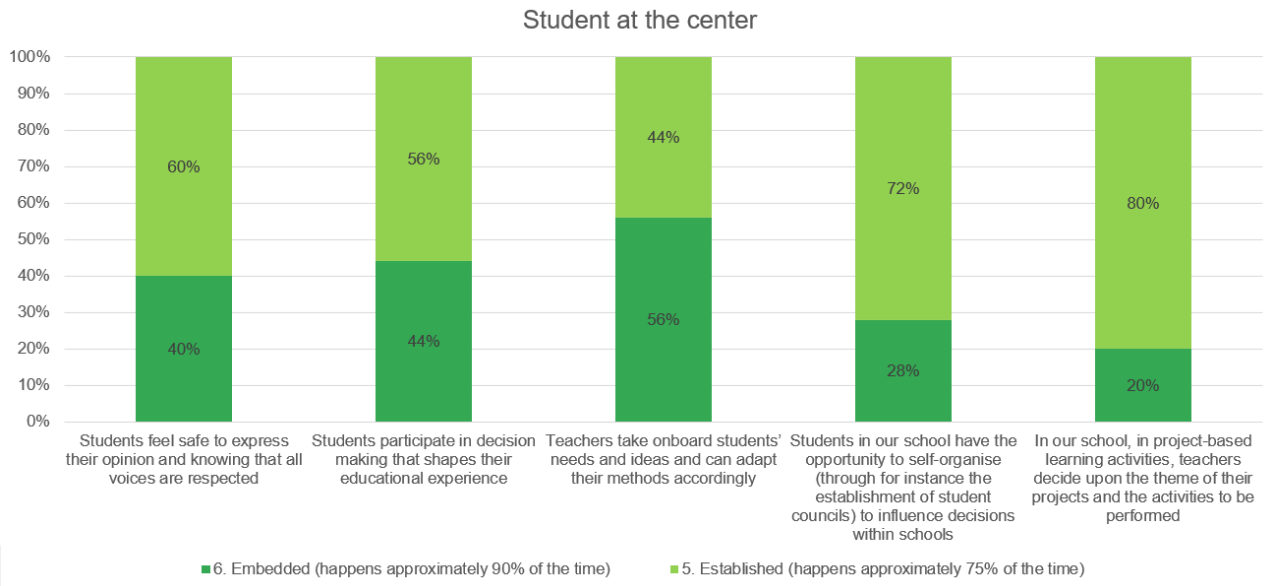



*Figure 10: Student at the center in Croatia*

Compared to the other countries of our study, Croatian teachers seem to be clear that students are at the center of the pedagogical process in their schools. Particularly, all teachers chose from the given scale, either the embedded or the established option for each question, as shown in the figure above.

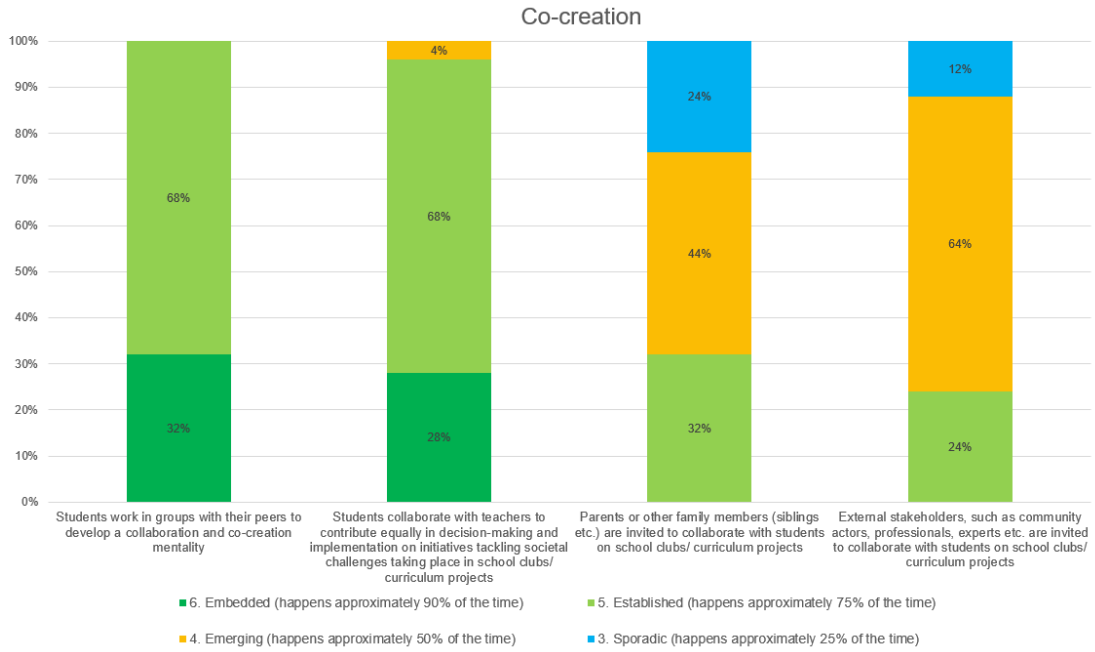



*Figure 11: Co-creation in Croatia*

In contrast to the 'student at the center' dimension that we saw before, 'co-creation process' is not so deeply embedded in the Croatian context. More specifically, team-work between students is embedded or established, while collaboration between students and teachers is mostly established and in a lower scale embedded. On the other hand, collaboration with parents or external stakeholders is mostly an emerging practice and in some cases it happens only sporadically.

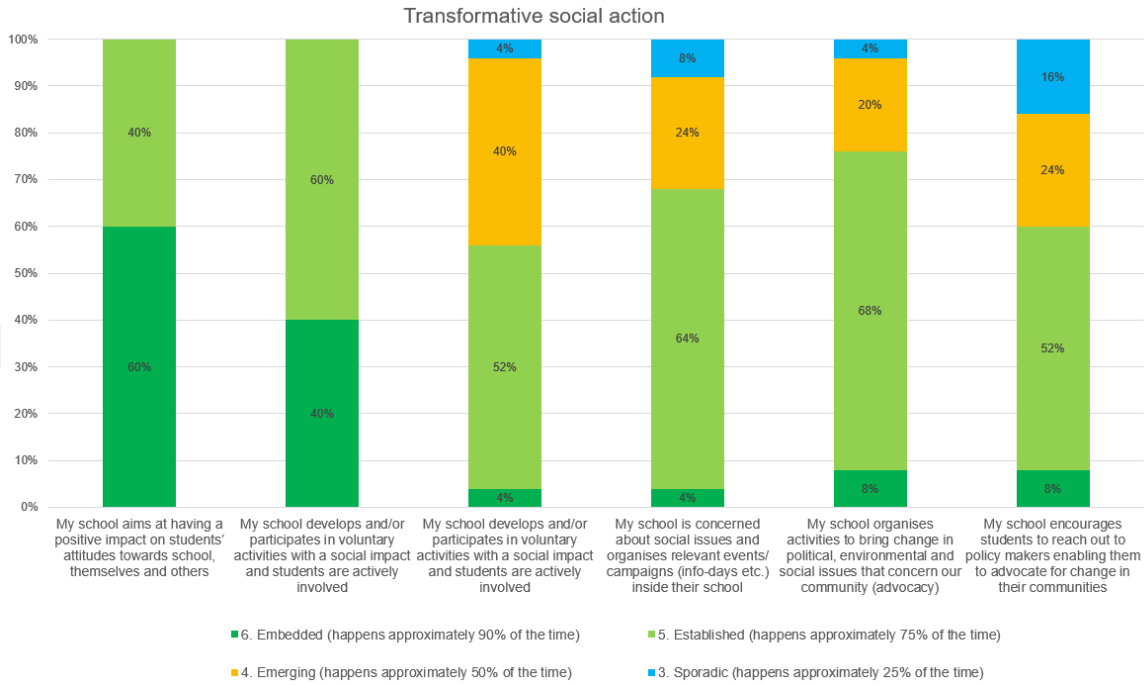



*Figure 12: Transformative social action in Croatia*

Transformative social action appears to be in a good level in the Croatian schools. Particularly, all schools aim at having a positive impact on students and more specifically this concept is rather embedded (60%) or established (40%). Additionally, voluntary activities are also a basic part in all schools (40% embedded and 60% established). However, in the other domains of transformative

social action; i.e., social impact, advocacy, political influence, Croatian schools are mostly in an established or emerging level.

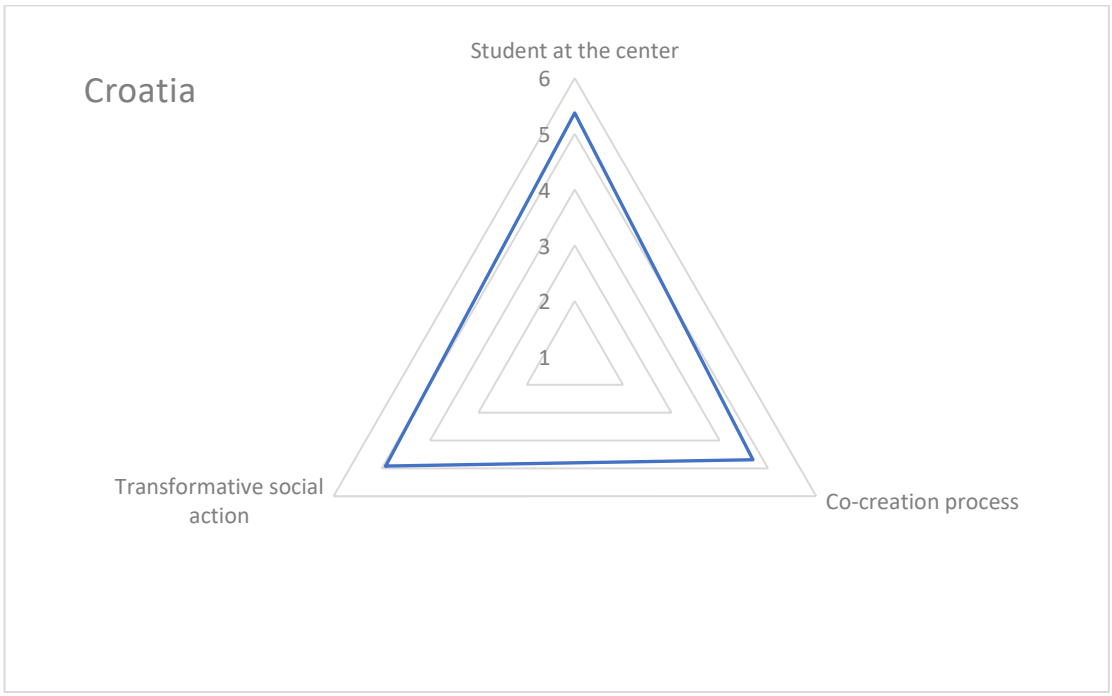



*Figure 13: SIE dimensions in Croatia*

## Transnational comparison and conclusions

Social Innovation Education (SIE) is a rather new concept in education. However, from the analysis of the results in the context of this audit, we can see that the **elements of SIE are more or less already present in the schools** of Croatia, Cyprus, Romania and Serbia. This is a very good sign that fills the project partners with confidence and satisfaction to implement the CSS-EU activities in the schools of the aforementioned countries and help them to embed SIE even more. This will allow both teachers and students, but also parents and the wider local community, to harness the power of SIE to transform individuals and communities to the better.

In figure 14, we can see the average of rates from the responses in each dimension of SIE for each country. Above we saw this graphic individually for each country and here we are able to see all triangles together, so to compare the performance of all countries. Firstly, at the '**student at the center**' dimension, **Croatia** is the **champion** as the average rating in the questions of this dimension are almost 5,4 in a scale 1 to 6. **Second** is **Romania** with 5,1 and then **Cyprus** and **Serbia** are more or less on **the same level**.

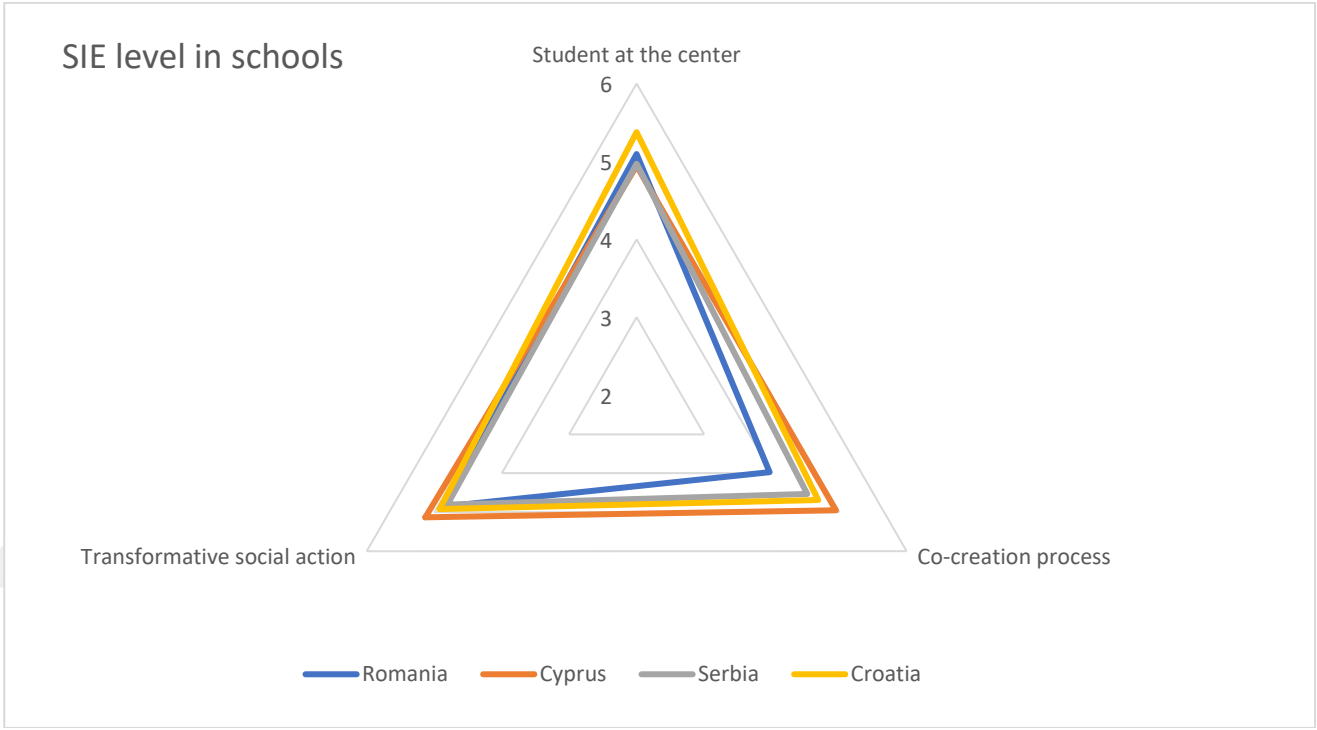



*Figure 14: Comparison of SIE between countries*

Regarding the '**co-creation process**', **Cyprus** has the **better score**, as teachers and schools in general seem to implement several 'co-creation' activities. **Croatia** and **Serbia follow** at this dimension, while **Romanian schools** appear to have the **lowest level** of integration of the 'co-creation' method until now. Lastly, the '**transformative social action**' dimension is approximately **on the same level in all countries**. More specifically, Cyprus has an average score of 5,13 and all other three countries are between 4,8 and 4,9.

In conclusion, the audit process for assessing the SIE integration in the schools of the countries that implement the CSS-EU project, showed that **there is a very good basis to work upon**. Although SIE as a concept is a new and innovative methodology, traces of SIE are already present in the curricula and

the activities of schools around Europe. In this regard, **the systematic and organised implementation of SIE methodology** in the schools of our project, will allow teachers, students, parents and local community actors to develop a **new school environment**. In that environment, everybody will contribute, interact and co-create new knowledge and experiences with a social impact, as the utmost goal of this project is to transform schools and society to the better.