CSS-EU
CHANGE SHAPING SCHOOLS

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SOCIAL INNOVATION EDUCATION (SIE)

SIE aims to introduce a **collective** and **collaborative** learning process for the **empowerment** and **socio-political activation** of students to drive positive **social change**.

CSS-EU Project promotes **common values** and fosters **inclusive education**, pays attention to **social** and **relational aspects** of learning, cultivates **social** and **civic competencies**, and supports **teachers' professional development**.

Our policy makers can take action to address challenges and create solutions to support social innovation:

challenge → solution

RAISING AWARENESS OF SIE

- No common definition or understanding of social innovation and SIE
- Public unaware of existing social innovation initiatives and their benefits

→

- Promote success stories through awareness campaigns, targeting different demographics
- Connect SIE with other established frameworks (e.g. SDG) to increase its relevance

CURRICULUM DEVELOPMENT

- Changes to national curricula take time and are generally hard to set in motion
- National curricula gradually starting to feature competencies and skills for the 21st century
- Individual projects do not reflect long-lasting impact of SIE and continuity is hard to achieve
- Knowledge-based education and entrepreneurial learning don't foster common values, empathy and inclusion

→

- High-level policy changes not necessary - implement SIE through existing programs and activities
- Encourage developent of programs building social, civic and entrepreneurial skills
- Support long-term monitoring and research to grow the evidence needed for policy changes
- Nurture a value-based education and promote emotional development along academic achievement

TEACHER TRAINING AND SUPPORT

- Teachers have demanding workloads and handle many administrative tasks
- Teacher training programs do not always focus on competency building for practices such as SIE
- Training for school management is limited to administration - school leaders need more understanding of innovation, its principles and potential benefits

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- Reduce administrative burden and provide more time and space to work with students
- Develop accessible training programs focused on skills required to implement innovative models
- Provide innovation and leadership training for managing staff and promote the long-term impact of SIE on the community

COMMUNITY BUILDING

- Local authorities and policy makers are typically not involved in school activities
- Parents are rarely involved in schools beyond parent-teacher conferences

→

- Strengthen the link and encourage them to act as liaison between schools and the community
- Involve parents in projects and make them active participants in the community-building process

THE PARTNERSHIP

STIMMULI for social change · SEi Social Enterprise International Tuatha · Center for Social Innovation · PAR University of Applied Sciences Veleučilište · ALL GROW · kidhub DESIGN.MAKE.INNOVATE

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SERBIA

SOCIAL INNOVATION IN THE NATIONAL EDUCATION SYSTEM

good practices and actors

KIDHUB

CIVIC EDUCATION

JUNIOR ACHIEVEMENT

CROSS-CURRICULAR COMPETENCES*

Competence for lifelong learning // Responsible participation in society
Communication skills // Environmental competence // Cooperation
Working with data and information // Problem solving // Digital competence
A sense of initiative and entrepreneurship

CHALLENGES

schools have limited flexibility in adapting the curriculum but extensive autonomy over assessment

public spending on education historically low

state institutions closing for cooperation after escalation of violence among youth in 2023

technological innovation valued more than social innovation

42% OF TEACHERS believe the national education system promotes flexibility and openness to innovation**

57% OF EDUCATORS lack time and support to introduce innovative practices such as SIE**

53% OF PARENTS are involved in school projects and activities**

60% OF TEACHERS collaborated with local stakeholders on extracurricular activities and projects**

OPPORTUNITIES AND NEXT STEPS

TEACHERS

additional teacher training through accredited and non-accredited programs is mandatory

- expand offer of training programs focusing on SIE competency building
- allow teachers flexibility in choosing appropriate training paths
- reduce administrative tasks in teachers' workload

SCHOOLS

- schools have some autonomy over resource allocation and management
- schools can independently decide to introduce new programs such as SIE

- connect SIE with STEAM, entrepreneurship and environmental education
- improve technical infrastructure
- provide funds, space and time for realistic and meaningful organization of extracurricular activities

COMMUNITY

- good cooperation with NGOs and non-formal education providers
- parents show increased interest in driving changes in education

- connect with Local Youth Office and support them in addressing social and environmental issues
- increase significance of schools and importance of education in general
- restore upbringing role of schools

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*The rulebook on the national framework of education and upbringing in Serbia **Based on a survey conducted by KidHub in 2021.

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ROMANIA

SOCIAL INNOVATION IN THE NATIONAL EDUCATION SYSTEM

good practices

- ROMANIA EDUCATA
- ALLGROW
- SOCIAL INNOVATIONS SOLUTIONS
- CRED

40% OF TEACHERS believe the national education system promotes openness to innovation*

53% OF EDUCATORS lack time and support to work on innovative practices such as SIE*

75% OF TEACHERS collaborated with local stakeholders during extracurricular projects*

CHALLENGES

- social innovation still vague and not defined
- teachers overwhelmed with workload and administration
- evaluation of students focused on theoretical knowledge
- reform of school structure to integrate new practices takes time

OPPORTUNITIES AND NEXT STEPS

TEACHERS

professional training and teacher communities are becoming more popular

- train teachers with a focus on competency building
- integrate SIE practices training into Romania Educata
- reduce bureaucracy - more time to dedicate to students

STUDENTS

curriculum at school decision provides opportunities to introduce classes dedicated to SIE

- prioritize inclusivity and be sensitive to socio-economic issues of students
- create student-centred and personalised learning experiences
- develop mechanisms to encourage students' voices and decisions

COMMUNITY

civil society, private sector and public sector collaborating more closely since the pandemic

- continue building collaboration at local level to address social and environmental issues
- schools should act as enablers of collaborative processes

**Based on a survey conducted by AllGrow in 2021.

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CROATIA

SOCIAL INNOVATION IN THE NATIONAL EDUCATION SYSTEM

SKILLS FOR THE 21ST CENTURY: 7 CROSS-CURRICULAR TOPICS*

IN PRIMARY AND SECONDARY SCHOOLS

CIVIC EDUCATION

SUSTAINABLE DEVELOPMENT

ENTREPRENEURSHIP

COLLABORATIVE WORK
COMMUNITY CONNECTIONS
PROBLEM-SOLVING
CRITICAL THINKING
CIVIC VALUES
SOLIDARITY
SOCIAL ACTION

CHALLENGES

- increasing devaluation of the teaching profession
- teachers overwhelmed with workload and bureaucratic tasks
- students lack motivation and enthusiasm for school activities
- parents more concerned about grades than skills and knowledge

70% OF TEACHERS lack time and support to implement innovative practices**

63% OF TEACHERS believe the national education system promotes flexibility and openness to innovation**

66% OF PARENTS are not aware of or involved in school projects**

33% OF STUDENTS have full access to equipment needed for online classes**

OPPORTUNITIES AND NEXT STEPS

TEACHERS

increasing offer of teacher training programs + activities and events for professional development

- introduce new training programs focusing on skills needed for innovative teaching practices
- provide better working conditions: increased salaries, less administrative work, more time for innovative projects

STUDENTS

- increased focus on inclusive education
- focus on skills and competencies relevant in a fast-changing society

- encourage inclusion in a broader sense than the one currently featured in policy
- ensure better access to IT infrastructure and equipment in rural and remote areas

COMMUNITY

- schools increasingly involved in projects involving the local community and other stakeholders

- promote collaboration of schools with local NGOs and the private sector
- restore the value of the teaching profession and promote the benefits of education
- encourage involvement of parents in projects and extracurricular activities

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*Introduced by the Croatian Ministry of Science and Education in 2019. https://mzo.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/medjupredmetne-teme/3852 **Based on a survey conducted by PAR University of Applied Sciences in 2021.

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CYPRUS

SOCIAL INNOVATION IN THE NATIONAL EDUCATION SYSTEM

good practices

- CYPRUS PEDAGOGICAL INSTITUTE
- EUROSCOLA
- JUNIOR ACHIEVEMENT CYPRUS
- CENTER FOR SOCIAL INNOVATION - CSI CYPRUS

CHALLENGES

- Teachers overwhelmed with the curriculum's requirements.
- Insufficient cooperation with local authorities and limited resources.
- Rigidity of the national educational system.
- Lack of interest from students.

84% OF TEACHERS declare the lack in time and support in undertaking social innovative initiatives*.

47% OF STUDENTS have the necessary tools and equipment to attend online classes*.

52% OF PARENTS declare aware and do actively participate in school events, actions, and projects*.

OPPORTUNITIES AND NEXT STEPS

EDUCATIONAL SECTOR	Training teachers to be capable of integrating migrant students, active citizenship and inclusion	Focusing on developing students' cognitive, psychological, emotional, and motor skills, and promoting active citizenship. Each region has its own priorities, inclusion of migrant children and inter-cultural communication and education. Training teachers with specialised programs to address these issues is a priority. The regional office aims to integrate programmes that foster social and cultural sensitivity in children.
TEACHERS	Teacher training in relation to student's evaluation	Training for educators on student assessment and evaluation should be prioritised. Creating a secure and conducive teaching environment is also important. Inadequate training in assessment and evaluation techniques is a significant concern. My focus is on developing a fair student evaluation system, which requires teacher training and development. However, limited resources and funding often rely on individual teachers' willingness to participate in training programs.
STUDENTS	Support students who are part of vulnerable groups and lack access to basic needs	Serious support for children who do not have basic goods, for example those with migration background or children from broken families or those with unemployed parents. These students need constant emotional support, and many children need support in terms of basic needs as well.

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* Based on data of an online survey conducted in Cyprus in 2021 by the Center for Social Innovation - CSI Cyprus in the framework of CSS-EU project..