CSS-EU

CHANGE SHAPING SCHOOLS

4.2 Pilot Implementation Report

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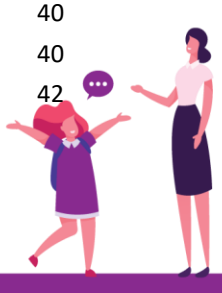


O4.2 PILOT IMPLEMENTATION REPORT

1. Overview and background information

1.1 Overview of this report

The Pilot Implementation Report objective is to describe how the pilot was implemented, how it was elaborated and the feedback received from participating schools and country ambassadors. In more specific terms its aim is to describe the dynamics of the implementation process and the results retrieved from the schools involved in the piloting phase of the Social Innovation Education model in Croatia, Cyprus, Romania and Serbia. The focus of this report is on the "what" and the "how" based on the information collected over the pilot period including observation, emails, workshops, documents and presentations. The report will include general information, country by country cases, as well as common themes relevant across all participating countries as well as differences worth noting.

This report is based on the information described in the ChangeShaping Schools pilot implementation plan (4.1) as well as the information gathered from participating schools and partners for the duration of the pilot in two iterations from January 2022 to December 2023. Key insights derived also from *the WP2 Contextual Analysis and SIE Support Tools* as well as *WP3 SIE Teacher Training Academy* specifically *O2.4 CSS-EU - Activities Bank, O2.3 CSS-EU SIE Handbook, O2.2 Guide -Introduction to the co-creation process*, as well as *O4.3 Evaluation Report and WP6 - O6.1 Scale up pathways and O6.2 Policy recommendations towards inclusive education and promotion of common values.*

This report includes:

- Chapter 1. Overview and background information
- Chapter 2. Pilot implementation - the how
- Chapter 3. Pilot implementation - the what
- Chapter 4. Example of projects
- Chapter 5. Recommendations and conclusions

1.2 Project Overview

ChangeShaping Schools (CSS-EU) project aimed to scale up a thoroughly researched, evidenced based educational model that resulted through an empirical study involving teachers, students, and researchers in schools in Europe. Specifically, ChangeShaping Schools wished to become the gateway project for diffusing "Social Innovation Education" (SIE) in Europe as a comprehensive inclusive educational model for empowering and preparing students for tomorrow's world.

The innovative and inclusive aspect of SIE was the reason that this model won the funding contract from the EC's H2020 programme which contributed to building a solid scientific and empirical foundation. CSS-EU project aims to diffuse SIE in Europe, transfer it to different EU countries such as Croatia, Cyprus, Romania, and Serbia to empower more schools to shape the much-needed changes in both education and society.

CSS-EU aimed to:

- Empower teachers of primary and secondary education and reinforce their professional development opportunities by being trained in the innovative learning methods and teaching practices that are incorporated in the SIE model.
- Harness students social and civic competences by fostering knowledge, understanding and ownership of values and fundamental rights.
- Foster a democratic and inclusive culture within schools, which values diversity and allows space for dialogue and discussion by actively engaging all members of the community in a process where students are at the centre of decision making.

- Establish and maintain cross-sectoral alliances and stronger cooperation between a wide range of actors (educational institutions and learning providers, public authorities, stakeholder, and civil society organisations) in the field of inclusive learning.

CSS-EU aims to empower more schools to shape the much-needed changes in both education and society using the SIE model. To achieve these objectives, the project team conducted two pilots/iterations across **23 schools from Croatia, Cyprus, Romania, and Serbia.** The pilots allowed country ambassadors, teachers, and schools to test and assess the effectiveness of Social Innovation Education in their own context. As we learned at the start of the project through our **O2.1 Contextual Report**, Social Innovation Education is in its infancy and a lot of work needs to take place to build awareness, capacity as well as create means for sustainably integrating it in the school curriculum. These findings informed our pilot implementation design and activities. "The how" and "the what" of the pilot will be presented in this report.

As we learned from the contextual analysis "*without a thorough implementation, SIE risks being applied superficially, losing its momentum, and failing to engage with key stakeholders. Since each country's context is different, the implementation of SIE needs to take into consideration national context and priorities*." We have been taking these recommendations into account when building all project output and in this case specifically in building the pilot implementation documents and reports. A key document in the project pilot implementation are the two versions of the Pilot implementation plan which gave clear recommendations as well as flexibility for adaptation and adjustment to local contexts.

The piloting implementation gave country ambassadors and schools the space for exploration, learning how to adapt the SIE model in different contexts in a cost-effective, adaptable and risk management manner taking into consideration the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) of each country. At the end, the pilot helped us:

- Validate some of our initial assumptions regarding scaling SIE in different contexts
- Collect information to evaluate and monitor the impact SIE has in Croatian, Cypriot, Romanian, and Serbian schools
- Collect feedback and testimonials from teachers and students based on their pilot experience
- Identify opportunities for improvement both in terms of content and structure of SIE
- Prepare recommendations for successful scaling of SIE in other contexts across Europe

Initially, we planned to have over 20 schools (5 from each country) and a minimum of 5 teachers from each school. This cluster of teachers was formed by country ambassadors who took into consideration the diversity and representativeness of the group. The first iteration of the pilot was planned between M11 and M23 and the second iteration from M23 to M34. In month 23 (M23) we prepared a refinement of the plan implementation plan (4.1) based on comments received from participants during the first iteration. The longer period for implementation gave schools the possibility to better organise themselves and conduct the activities as they see fit based on the existing school schedule. The project implementation plan gave educators, teachers, schools, and others who are implementing SIE with a clear road map for making the implementation feasible, viable and effective. The results of what we did and how we conducted the pilots in the four participating countries will be presented below.

1.3. Social Innovation Education model

The CSS-EU project was designed around the Social Innovation Education model, therefore it is crucial to understand how we define it and what are its key elements.

In a few words, SIE is where young people lead projects decided on through co-creation with adults from school and the community to address social and environmental issues that are important to them. This experiential process gives young people the motivation, mindset, and competences to make society fairer, now and in the future. The co-creation labs are one of the key elements of our methodology since it brings together various stakeholders such as teachers, students, parents, social innovators, and local community stakeholders (i.e., local businesses and authorities, public agencies etc.) to work on a project that encourages a multi-actor perspective and process which in the end contributes to the Sustainable Development Goals (SDG's).

The SIE educational model is *"enhancing the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights".*

The definition we used was conceptualised during the Nemesis project:

> *"SIE introduces a collective and collaborative learning process for the empowerment and socio/political activation of students to drive positive social change. Through this process, students develop a set of social and civic related competences that enable them to: i) identify opportunities for social value creation, ii) to form collaborations and build social relationships and iii) take innovative action for more democratic and sustainable societies".*

Through the upscaling of the SIE model during this pilot and beyond, we seek to contribute further to educational policy reform in Europe, highlighting its empowering and transformative power that improves the individual and collective capabilities of people, builds new inclusive relations, and produces collective outcomes and social value.

The SIE model includes 5 stages, which were take into consideration when designing the pilot:

Stage 1: Get to know each other and give a basic intro of SI. The first and introductory stage of the co-creation labs aims at allowing participants to get to know each other and become comfortable to be fully engaged in the process. Additionally, it allows participants to understand the wider philosophy, scope and practical application of Social Innovation Education.

Stage 2: SDGs and the importance of SI. The second stage aims at giving the methodology and the context of sustainability challenges to the participants, thus enabling them to understand the importance of Sustainable Development and Social Innovation.

Stage 3: Investigation of local sustainability challenges and co-development of ideas and solutions. In this stage participants will enter the core of the co-creation process, since they will be engaged in the co-developing of ideas and solutions about real-life local sustainability problems. A key concept that will be introduced in this stage is that of 'Empathy', a core value of the SIE philosophy. Participants of the co-creation lab and particularly students should adopt the approach of empathy, for being able to care and help others and the environment.

Stage 4: Co-creation of the Social Innovation project. This is the stage where participants will turn their ideas into practice, by co-designing and carrying out social enterprises, real-life projects, or community campaigns.

Stage 5: Reflection and Evaluation. The final stage of the co-creation lab is the reflective section and has a two-fold scope. First, it will allow participants to reflect upon their experience and analyse how and in what ways this process changes them. Second, the feedback from participants will allow the facilitator and project partners to evaluate the impact that the co-creation lab had on participants.

2. Pilot implementation - the how

In this chapter we will look into the general setting of the project, how was the project organised, which were some of the documents and templates used and how did the ambassadors communicated with participating teachers in each context.

2.1 Description of the general setting

The pilot included two iterations in schools and started in January 2022 until December 2023. In this report we will present on one hand the process the schools went through the implementation of the SIE model, as well as how the country ambassadors organised and ensured that educators have the resources, instruments and support needed during the pilot.

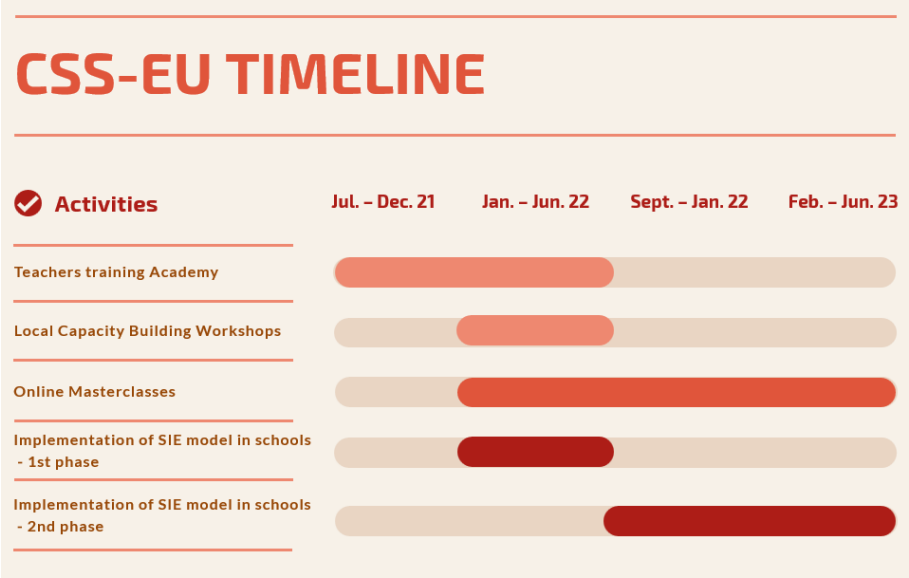
Furthermore, the pilot cannot be seen in isolation from the entire process/project and in this report we will refer to supporting activities, which ensured its success such as the supporting materials, ongoing support, training and masterclasses.

Even if officially the first iteration of the pilot didn't start until January 2022 the official interaction with selected teachers started with the transnational online two day teacher training in November of 2021. This training was conducted in English and since not all the teachers spoke English, subsequent training took place in partnering countries in the coming months. In Croatia, the Local Capacity Building activity was conducted on January 23rd, 2023, 27 teachers participated and the pilot implementation started in January of 2023. ξλIn Cyprus, the Local Capacity Building activity was conducted on 06/11/2022, 83 stakeholders participated, and the pilot implementation started right after with the first of five schools. In Romania we conducted a two day training online on January 20 and 21 as part of Local Capacity Building activities (O3.3). This was also the official start of the pilot in this country, when over 35 teachers joined to learn about the SIE model and pilot implementation process and reporting. In Serbia, the 3 trainings were conducted in Serbian, and 70 teachers participated from 2 secondary and 4 primary schools, from February 2022 to September 2023.

The pilots ended in the fall of 2023 and their success was celebrated during the each in-country dissemination events and the Final conference in Cyprus, which took place on October 20th in Nicosia.

2.2 Timeline and complementary activities

The Pilot implementation is linked to other supportive activities, and we need to look at it in this broader context. Below we present the CSS-EU timeline as well as all activities, which involved the educators. This timeline was respected for the overall project, however small differences appeared from country to country.



Other activities which contributed to the implementation of the pilot are:

- **SIE teachers training Academy** is the training program for the teachers that will participate in the implementation phase of the project. This capacity building program included an online webinar - a 2-day boot camp, and some face-to-face meetings. All the trainings conducted are also available on youtube (https://www.youtube.com/@csseuerasmusproject3408) on our channel as well as on our website in schools corner (**https://css-project.eu/schools-corner/**)

- **Local workshops with schools**: Ambassadors in each country organised capacity building workshops in their country to train schools in the implementation and application of the SIE model in their settings.
- The **Online Masterclasses** is a series of several webinars which were organised at different intervals as a mechanism to introduce teachers on the different aspects of the SIE model, engage people in the discussion by sharing their views and opinions and further cultivate a co-creation atmosphere. All the masterclasses are also available to be watched on our website on Schools Corner.
- **The Implementation of the SIE model** in schools is a process that started in January 2022, but schools were given the flexibility to decide upon the exact starting period, in collaboration with national Ambassadors.

2.3 Pilot design

All the activities and documents needed for teachers and ambassadors to successfully implement the project were detailed in the pilot implementation plan (4.1) The document was finalised in March 2022, however all documents (annexes) and partners training were finalised in November 2021 prior to educators training. A refinement of the Pilot implementation plan was finished in November 2022.

The Pilot design and implementation plan took into consideration educators' schedules, available time, norms and cultural differences, however we wanted to ensure that in each country we offered access to similar information so that we can evaluate the relevance of our actions and identify specific themes. The Pilot plan was designed in collaboration with all project partners and the relevant documents were translated in participating partners languages.

When designing the pilot we also took into consideration potential challenges such as:

- Alignment of the pilot activities with the existing curriculum
- Limited time educators have to dedicate to the project
- Educators lack of confidence and expertise due to limited knowledge of SIE
- Limited local community and school support
- Lack of opportunities to collaborate with others doing similar work as part of the co-creation lab

Even if we didn't have all the answers, we considered all these limitations and have co-designed solutions to reduce the impact of these challenges. Considering these challenges we had built a support system for each educator and school partner to easily communicate with country ambassadors. The SIE model is flexible and takes into consideration the national curriculum priorities. We also embedded avenues for continuous capacity building and exchange of best practices through the Teachers Academy, Local Capacity Building Workshops and the Masterclasses. Furthermore, in each country we have an ambassador who will help you navigate this process and adjust to each individual context. Even if we had taken into consideration all these aspects, we were aware that new risks and challenges arose.

The educators training was an important component in ensuring that the pilots were successful and educators had all the knowledge and information needed to run the pilots. Besides theoretical knowledge about SIE, SDG's, co-creation, and how to be a good facilitator, during the training we also ensured that there was special time dedicated to go over the project implementation phases and document (preparation and implementation). More specifically to go over how the projects will be implemented and ensure that educators had the much needed support. This was something each country covered in detail during the Local Capacity Building Workshops O3.3 and during the subsequent monthly meetings.

2.4 Communication channels and supporting documents

Communication was conducted mainly in English across all partners and in local language for implementation of local activities with policy makers, parents, external stakeholders, educators and students. Each school was in close communication with their country partner. In Croatia with PAR, in Cyprus with CSI , in Romania with AllGrow and in Serbia with Kidhub. Each country's ambassador shared their contact information (email, phone) with participating schools and educators. However, each country's ambassador interacted with the local schools and teachers using multiple communication channels, therefore it is important to clarify which are those channels and how they were used and for what purposes.

E-mail

As a rule, the email was the main communication tool. This instrument was used by all project partners including country ambassadors to send and receive information. Email was also used to connect with other communication channels such as google drive, online meeting links and others.

Phone - voice messages

This channel was used for urgent matters or for specific clarifications. If there were urgent matters schools needed to solve with country ambassadors, this was an effective tool. The recommendation was to follow up with an email or a written message so that the conversation and the points agreed were documented.

Group Chat

Depending on the country a WhatsApp group or other similar formats were created and used to communicate rapidly with the teachers involved in the project. This was used to send updated reminders about meetings or links to online meetings. A similar channel was also replicated within school teams so that all teachers involved in the pilot communicated effectively at the school level.

Social Media - Facebook

A group channel was created on facebook for participating teachers, where were shared information about upcoming masterclasses, local updates or other internal communication To access the facebook group please follow this link: https://www.facebook.com/groups/300066705105926

Google drive folder

The google drive folders were one of the main tools used during implementation. Each country had their own folders with materials in the local language, and in each folder, there are subfolders divided per scope such as 1. Preparation, 2. Implementation, 3. Evaluation, 4. Training Materials and 5. School Folders. In folders 1-4 teachers found templates as well as key resources to implement the project, including evaluations. The subfolder no 5. School Folders – each school used to document their activities using the templates provided by country ambassadors as well as pictures and videos. These folders kept the information in one place in an editable manner. The folder can be accessed here:
https://drive.google.com/drive/u/0/folders/1Usv1KK8P6AdQKzfmLimxDog39HzWCgSJ

The google drive folders are one of the main tools used during pilot implementation. Each country will have their own folder with materials in local language, and in each folder, there are subfolders divided per scope such as 1. Preparation, 2. Implementation, 3. Evaluation, 4. Training Materials and 5. School Folders as you can see below.

All the templates and documents needed for implementation are listed below to guide the exploration of the folders.

1. Preparation Phase

- 1.1. Checklist
- 1.2. Students list and consent forms
- 1.3.Adult Stakeholders list, invitation and consent forms
- 1.4. Kickoff and monthly meeting

2. Implementation Phase

- 2.1. Checklist
- 2.2. Project planner

3. Evaluation

- 3.1 Teachers pre-evaluation
- 3.2 Students pre-evaluation
- 3.3 Teachers post-evaluation
- 3.4 Students post-evaluation

- 3.5 Parents evaluation
- 3.6 Stakeholders evaluation

4. Training materials

- Local Capacity building workshop presentations
- Activity bank
- SIE guide
- Educators Handbook
- Monthly meeting presentations

5. School Folders

- Pictures and Videos
- Documents relevant to each school

Online meetings

As part of national meetings or masterclasses teachers met online to learn, exchange best practices, and share their own questions and experiences.

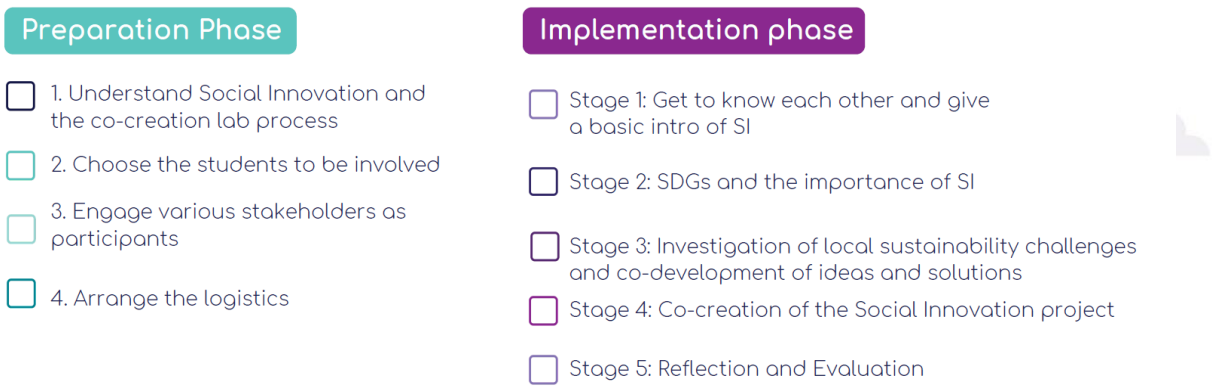
Face to face meetings

Took place between teachers in each school on a monthly basis during the school year and with co-creation lab members when involved. We recommended that all activities part of the Co-creation lab take place face to face, exceptions can be made when some partners are not at the same location or there are other restrictions such as the pandemic. At the national level, country ambassadors visited the schools as part of the dissemination event or management meetings.

2.5 Pilot implementation document templates for schools

The actual pilot implementation was divided into two main phases. The first one was the **preparation**, which was addressed specifically to the **facilitator/educators**, who needed to comprehend the whole process and then proceed to the preparation of the co-creation lab. This phase included a **series of certain steps** that the facilitator needed to fulfil to ensure a proper implementation of the co-creation lab.

Second, the **implementation** phase was the actual phase where the co-creation starts and then proceeds through the stages, to end up with the development and deliverance of the social innovation projects. In this phase, the facilitator needed to co-ordinate and ensure that all stakeholders are participating equally and that the learning objectives are reached. Here is the description of the process and then the two different phases in detail:



2.5.1 Preparation Phase

Based on the steps each phase includes, we have created a series of template documents which can be found in the annexes, to support the implementation process and deployment of activities in each school while helping ambassadors monitor and find avenues to support the schools.

The goal for the preparation phase was for teachers and schools to understand the scope of SIE, what a co-creation lab is and prepare the for implementation phase, where the actual co-creation will take place, by designing and developing the sustainability projects. The preparation phase includes the following steps:

Step 1: Understand Social Innovation and co-creation lab process, by reading the relevant material available (SIE Handbook and Activities Bank). This will give teachers the confidence to introduce a novel teaching approach to students and guide all participants properly to achieve the learning objectives.

Support materials:

- In the subfolder 4. **Training Materials** teachers can access the training materials, SIE Handbook, Activities bank and Co-creation guide.
- **1.1 Checklist** (Annex 6.1.1) to ensure that teachers are keeping track of all the documents they need to fill, we have created a checklist to guide them.

Step 2: Choose the students to be involved. Students are the main target group of the co-creation lab, since they are the ones that matter most to develop skills and competences and embrace Social Innovation. It is highly recommended to adopt a whole-class approach and so include all students and not just a group of them. However, some students may need support prior to the first lab so if any implementation stages seem tricky, they can be included in the preparation phase (see below in the implementation phase).

Support materials:

- **1.2 Student list** (Annex 6.1.2) Students will be identified using names and a code system to protect their identity. This list was filled by teachers and a coded copy of it was sent to country ambassadors. This activity happened after the school kick off meeting. Once the lists were completed, they were sent to country ambassadors. This list was consolidated into one document together with the consent form to make it easier for teachers to work on the project.

Step 3: Engage various stakeholders as participants. At the heart of the co-creation lab concept lies the engagement of several stakeholders and the multiple benefits that synergy and cooperation can bring. Ideally, a co-creation lab should be a mix of school staff (teachers and support staff), students, parents, and external stakeholders (such as social innovators and local community actors). It was recommended to prepare a list of potential participants and contact them prior to the lab, to gauge their availability and willingness to join.

Support materials:

- **1.3 Stakeholders map** (Annex 6.1.3) This document guides teachers to identify stakeholders and invite them to participate in the co-creation lab. Even if the Stakeholders map is done as part of the preparation phase, we recommend that this activity be done periodically and reviewed during schools' monthly meetings. Teachers upload this document to the google folders and update them periodically based on progress.
- **1.3 Invitation** (Annex 6.1.3) This is a template document to help teachers engage with external stakeholders. The document provided a common language across countries, and it leaves space for adaptation based on each context. The invitation was optional and was compiled into one document together with the stakeholders map, invitation and consent form.

Step 4: Arrange the logistics. The co-creation lab process can be a long process with several meetings. Therefore, the facilitator should arrange in advance the appropriate dates and place where co-creation lab participants will meet. Sessions can take place in a school classroom, a community setting, a local club, or even online.

Support materials:

- **Consent forms** (Annex 6.1.2 and 6.1.3) need to be completed by all adults who participate in the co-creation lab as well as for all minors who were part of the process. The consent forms were collected by teachers and sent to country ambassadors. In this template we have one consent form for adults and another one for minors. These documents were sent to the country ambassadors who stored the hard copies. These documents were added to the students list and stakeholders map in order to reduce the number of documents and make the process simpler for teachers.
- **1.4 Kick off and monthly meeting** (Annex 6.1.4) this is one of the most important activities as part of the preparation phase. We recommended that this meeting took place between the participating

teachers and include the school director. We had created a preset agenda, but the goal of the meeting was to get the school team organised, determine who will participate in activities, when activities will take place and what needs to happen for the project to be successful. Once finished a record of this meeting was uploaded in the school folder. These documents also included the monthly meetings from the implementation forms to keep the process simpler and reduce the number of documents.

All the support materials were translated in local languages and will be found in the 1. Preparation folder. A copy of each document listed is available in the annexes.

2.5.2 Implementation Phase

The implementation phase was organised around two goals:

- Give teachers the tools to keep their activities organised
- Record and document progress

Therefore, during this phase, the documents were filled in periodically for the duration of the project implementation and did not follow a specific stage, but rather the progress of the project. Each school has its own folder **5. Schools** where they kept track of their project documents as well as any visuals materials created during the project. The folders are open so that teachers can learn and be inspired from each other.

Support materials:

- **2.1 Checklist** (Annex 6.2.1) This document helped teachers to keep track of all the documents they need to fill and review as part of implementation.
- **2.2 Project Planner** (Annex 6.2.2) This document is a template, which helps teachers record project progress prior to, during and after project implementation. This document was also uploaded to the school folder, so that country ambassadors could check and review progress periodically.

All the support materials were translated in local languages and can be found in the 2. Implementation folder. A copy of each document listed is available in the annexes.

Following the two stages of project implementation 1. Preparation 2. Implementation and 3. Evaluation we have created specific google folders with those documents which need to be filled in by each school.

Each document template is composed of two parts. Part 1. A cover page – explaining what the document is, what is the objective, what are the actions needed and who is Responsible and Accountable. Part 2. The actual template. By keeping this structure, we are ensuring that all partners have a clear understanding of what the expectations are. We are also using number coding aligned with the stages and phases. We will present below all documents which need to be reviewed and filled in during each stage of the project.

PREPARATION		
Material	**Action needed**	**Deadline**
Training materials	Review	Ongoing
SIE Handbook	Review	Ongoing
Co-Creation Guide	Review	Ongoing
SIE Activity Bank	Review	Ongoing
1.2 Students List and consent forms	Complete and send to Ambassador	First month after project started
1.3 Stakeholders Map, Invitation and consent forms	Complete and send to Ambassador	First month after project start date and updates regularly

1.4 Kickoff and monthly meetings	Conduct meeting complete forms	Ongoing

IMPLEMENTATION		
Material	**Action needed**	**Deadline**
2.2 Organise monthly meetings	Complete and send to Ambassador	Monthly basis
2.3 Project Planner (pre)	Complete and send to Ambassador	First 3 months after project started
2.3 Project Planner (during)	Complete and send to Ambassador	Ongoing
2.3 Project Planner (post)	Complete and send to Ambassador	One month after the project ended
National meetings	Participate	Monthly basis
Training materials	Review	Ongoing
Document project	Upload pictures and videos	Ongoing
Masterclass	Participate	Ongoing

EVALUATION		
Material	**Action needed**	**Deadline**
3.1.1 Teachers' pre-evaluation	Complete and send to Ambassador	Before the first co-creation lab
3.1.2 Students' pre-evaluation	Complete and send to Ambassador	Before the first co-creation lab
3.2.1 Teachers' post-evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase
3.2.2 Students' post-evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase
3.2.3 Parents' evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase
3.2.4 External stakeholders' evaluation	Complete and send to Ambassador	Upon the completion of the implementation phase

All templates are added in the annexes of this report. Prior to using them in each country they were translated by country ambassadors and added to the specific folders.

2.6 Country ambassadors on-going support

Each country ambassador was responsible to support their schools during the pilot period to ensure that the educators and co-creation lab members receive customised support and access to the necessary resources and instruments. To ensure good communication with participating schools it was recommended to each **country's**

ambassadors to organise monthly meetings with participating educators. The goal of these meetings was to build accountability, exchange ideas and best practices between teachers, collect feedback as well as build capacity where needed. The online meetings could be followed up by individual meetings or school meetings to follow up on outstanding items. Each meeting was guided by an agenda and a follow up email summarising the key points. When possible we also recommend creating a presentation, which was stored in the **Training materials** sub-folder.

It was also important that country ambassadors record who participated in the meeting and the key points discussed. In this sense a mastersheet for all ambassadors was created to record and overview the evolution of the project, which included the date of the meeting, participants, the agenda, main points discussed and project updates for each school and follow up items. This document helped ambassadors track progress across the schools as well as offer an overview of the project at transnational level.

By regularly having school meetings and reviewing the individual school folders, country ambassadors were able to have a clear picture of the project across their country. In addition to ensuring great communication among schools, whatsapp groups were created to coordinate last minute details and send resources as it was detailed above in the communication channels section.

2.7 Ambassadors pilot management and on-going support

Given that each context is different we will now go into details about how each ambassador managed their pilots and maintained the relationships with the educators and co-creation lab members.

2.7.1 Croatia

In Croatia, the country ambassador was PAR. Six primary schools initially expressed interest to participate in the project, but one dropped out after the capacity building workshop. Five schools implemented the pilot: Vazmoslav Gržalja Primary School (Buzet), Vladimir Nazor Primary School (Pazin), Don Mihovil Pavlinović Primary School (Metković), Ivan Gundulić Primary School (Dubrovnik) and Janjina Primary School (Pelješac). A total of 27 educators from these five schools were trained online. In each school 5 staff members signed up to implement the project, the staff profile including teachers and school librarians with support from school principals.

In the early stages, it was attempted to hold joint online meetings with all participating educators, but it became apparent that scheduling the time for a larger group of people (or even key teachers from different schools) would be too challenging. Instead, we followed up with schools and teachers on an individual basis. We communicated with teachers via email, Viber and WhatsApp, depending on teachers' preferences. We communicated with school principals via phone and email occasionally to track project progress on a school level.

2.7.2 Cyprus

In Cyprus the country ambassador was the Center for Social Innovation - CSI. During the lifetime of the project, the ambassador reached out to many schools across the island to disseminate the proposed pedagogical model and invite all relevant stakeholders to participate in the project activities (Local Capacity Workshops, Masterclasses, Bootcamps, Info days, Upscaling events, Final Policy Conference).

Due to the particularity of the Cypriot Educational System, where both school teachers and principals switch schools almost every year, we came across the unfortunate event of having collaborators disappearing at the dawn of each new school year. Therefore, the implementation started quite late, as some of the schools participating in the first iteration did not continue during the second, and we had to recruit new schools and repeat the process. CSI's strategy involved direct communication with the Schools' administration through email and phone followed up with either an online or physical presence meeting, detailed presentations, and discussion. Many schools benefited from the project, despite that they have not finally officially implemented it, as they had the opportunity to get to know CSS-EU's proposed model and available tools better and get inspiration from our Activities' Bank. The five schools to successfully implement the project kick started their actions during the 2022-2023 academic year.

2.7.3 Romania

In Romania the country ambassador was AllGrow. At the start of the project we had 6 schools who started the pilot and 35 educators trained. The schools were Lehliu-Gara Secondary School, Eforie Nord Secondary School, No. 28 Secondary School Galati, Alexandru Stefulescu Secondary school, Cuza-Voda Secondary School and National College of Agriculture and Economics Tecuci. In each school there were on average 5 educators involved in the project. To better communicate with all teachers we created a Whatsapp group. In each school we had at least one teacher who was in charge of coordinating the project at school level, however each school decided to organise differently. In some cases we had a leader for younger students (primary) and one for older students (secondary), in others we had the librarian who was leading the project or a team of multidisciplinary teachers as well as a team formed of a teacher and the school principal. This diversity gave the pilot the flexibility needed to organise the activities as it was the most relevant to each school context. We also had a diversity in terms of socio economic backgrounds - schools from large cities (Galați and Tg Jiu), schools from small cities (Lehliu-Gara, Tecuci and Eforie Nord) as well as school from rural area (Cuza Voda, Calarasi)

Our team organised monthly meetings, normally after school hours (6 to 7 PM) on Thursdays or Fridays such as March 11, May 11, June 3rd, September 15th, November 3rd, December 15th 2022 and January 27th, March 3rd, and April 7th in 2023. A total of 9 online meetings. The meeting was attended at least by one school representative and when they couldn't attend we followed up with a phone call.

During the monthly meetings we went over some of the key concepts, shared lessons learned, shared project progress as well as offered clarification into how to manage the project, upload documents to the google drive or other details as needed. We created presentations for each meeting and were uploaded in the 3. Training Materials folder https://drive.google.com/drive/u/0/folders/11Nc5wJQiaPXzBWbVQKyr4fI5whKa81TD After the meeting the notes were sent via email and whatsapp and the date for the next meeting was agreed and shared. The country ambassador, AllGrow, updated their records and shared the project progress during the transnational monthly meetings.

Having this regular check in with schools was crucial in keeping them engaged and ensuring that best practices are shared. Furthermore the spirit of collaboration and competition was also present and this served as well since educators learned and motivated each other. The materials educators uploaded in their folders also served as a source of inspiration for other teachers who were part of the project as well as for the larger team when their experience was shared during Masterclasses.

2.7.4 Serbia

In Serbia the country ambassador was KidHub. After the initial training in the application of the SIE methodology, KidHub prepared a two-day online training in accordance with the received guidelines, but with a greater focus on project learning, an interdisciplinary approach in work and connection with STEAM subjects in accordance with the needs of the Serbian educational system and the current Law on Education and Rulebook on professional training of teachers. We held three such training sessions. The first training was attended by 25 teachers from 3 primary and 2 secondary schools from Serbia (which are included in this project), and the second training was held for teachers from another 10 schools - 5 primary and 5 secondary schools, a total of 24 teachers. The second training was held in 2022 when the sixth school - primary school entered the SIE project with 24 teachers from 10 schools. The last training in March 2023 included 9 more primary schools with 20 teachers. We noticed that at the start of the training, natural science teachers were more interested than social science teachers, as well as that there was a very small coverage of Civic Education teachers. The first group of 5 schools conducted work with students in the period from February 2022 to October 2022, and one school conducted work on the project from February 2023 to October 2023. A total of 450 students from 8 to 17 years of age participated directly and indirectly 980, 70 teachers and 14 projects. We maintained regular contact with the first group of the schools, a monthly meeting on work progress and sharing of good practices. We also formed a national Viber group where teachers corresponded more regularly and exchanged information. After carrying out the training with the teachers and based on the evaluation we received from them, we compiled the final training that we managed to accredit under the title "Education for social innovation - Solving environmental and social challenges through the application of project teaching and ICT" under number 988 in the official catalogue of the Institute for the Improvement of Education and Training of Serbia. The training carries 24 points, lasts three weeks online via the Moodle platform. Co-authors in the training: Marija Rafajlović, mathematics teacher, Marina Drndarski, biology teacher, Tijana Petrović, art historian and communication

specialist, Tijana Pavlović, pedagogue and Tamara Tomašević, psychologist. Four people from this group were involved in the ChangeShaping School project from the beginning. We then held training in February 2023 for 9 new elementary schools, 20 teachers and from that activity resulted in 9 new student projects, which were implemented from February to June 2023 but with intention to continue working on the second iteration of the projects in 2023 and 2024.

Not all teachers were interested in actually working on projects for several reasons (lack of motivation to be sufficiently engaged in the school environment, impossibility of quality communication with the school team and lack of support from the principal, lack of financial resources for the implementation of projects and fees for teachers, realisation of similar programs in schools like Junior Achievement and Civic Education that have greater coverage at the national level, direct support from ministries in the form of finance and promotion, providing teachers with educational resources, continuous education, financial resources). That's why we worked directly and thoroughly with teachers from 6 schools (4 primary and two secondary) and teachers from 9 schools that we subsequently included through the final accredited seminar. Of the initial 6 schools, 5 schools intend to continue the SIE program in the following school years through the school club, school cooperative and through teaching activities within the elective subjects "Sustainable Development", "Technology and Technology", "Entrepreneurship" and they are SIE program was foreseen in the school plan for 2024. The schools that we included last continued to operate from the fall semester of 2023, for now as part of existing school projects.

3. Pilot implementation - the what

If in the previous chapter we looked at how each country organised at work and what was the infrastructure behind pilot implementation, we will not move into looking at what happened in each country when implementing the SIE model and the results of these pilots.

3.1. Pilot stakeholders

A key ingredient of the SIE model is the multidisciplinary and multi stakeholders approach. The SIE Model engages a wide variety of stakeholders besides educators, students and their parents. This was one of the main highlights of this project since it brought into the school ecosystem business leaders, social entrepreneurs, university professors and students as well as representatives of local NGOs. This multitude of professionals enriched the students' experience with the goal to ensure that the SIE projects reach their intended results.

Next we will look into each country and the stakeholders engaged in the process as well as what were the mechanisms used and their relevance for the project success.

3.1.1 Cyprus

Students and Educators

CSI's efforts led to the final recruitment of 5 schools that have proceeded with the implementation and undertaken social innovative projects. 4 out of 5 were public upper secondary schools (Latsia Lyceum, Palouriotissa Lyceum, Pancyprian Gymnasium, and Kykkos Lyceum B') and the fifth was a private primary school (The Grammar Junior School). Two of the schools have completed their project during the 2022-2023 academic year (June 2023) whereas 3 others complete their actions before the end of the project. Approximately, 17 teachers and 155 students have been actively involved in the Cyprus CSS-EU Schools' Actions, whilst more than 800 students have benefited from the results. The student population of the participating schools is representative of the amalgam, which the Cypriot society consists of: international students, students with migration and refugee background, students whose parents have a good or not so good financial status, or students affected by social issues, to indicate some of the aspects.

The ambassador had a very active role during the implementation period as mentor for the teachers and has been present during the first co-creation lab to support them and interfere if and when necessary. Additionally, the ambassador has offered the teachers support and assistance with the administrative tasks by setting up an online shared drive for all the documents and evidence to be uploaded, by creating and monitoring chat groups such as Viber and Whatsapp groups for direct communication and information exchange. Moreover, the ambassador has organised Teams and Zoom virtual calls to coordinate the schools' actions and has also established a bi-weekly or monthly catch-up session (over the phone, in physical presence, or online, to accommodate everybody's needs).

Relevant Stakeholders

To ensure the successful implementation of the project, we decided to disseminate its results across the island and to create a wide contact network to diffuse information and share updates. CSS-EU project has been widely disseminated through CSI's School Units Network, a unique initiative where all members of the organisation visit schools countrywide during the Educators' Days (14/12 and 14/02) to offer workshops, seminars, and lectures according to each school needs and also on any given date upon the schools' request. CSI is a very active organisation with quite a few projects about school education. Therefore, CSS-EU has also been disseminated by staff members during events of related projects. The main stakeholders of the project throughout its lifetime were Higher Education Institutions, public entities, associations, NGOs, and SMEs, such as:

- University of Cyprus
- University of Nicosia
- European University of Cyprus
- Cypriot Ministry of Education and Culture
- Cyprus Pedagogical Institute
- Cypriot Ministry of Interior
- Cyprus Chambers of Commerce
- Cyprus Union of Municipalities
- Nicosia Municipality
- Strovolos Municipality
- Limassol Municipality
- Paphos Municipality
- Cyprus Youth Council
- Cyprus Junior Achievement
- Future World Centre
- NGOs Support Centre
- Cosmic Innovations
- Citizens in Power

3.1.2 Croatia

Students and Educators

In the early stages of pilot implementation, we engaged with five secondary schools in Rijeka that were interested in participating. However, none of them followed through with the project, quoting scheduling conflicts with other school activities and other professional reasons (e.g., several teachers stated that they cannot commit to a long-term activity or that they already have reached their capacity of regular classes and extracurricular activities and are thus unable to take any more work on). Instead, five primary schools from different regions of Croatia were selected to implement the pilot.

As we first approached school principals to introduce the project, they offered their support and committed to select 5 interested educators in each school. As a general rule, there was a tendency for all participating teachers in each school to work together overseeing one bigger group of students, uniting forces to bring together students of diverse profiles (various ages, grades, special education classes, members of extracurricular groups etc) to strengthen connections within the school itself. The only exception to this was one school where there were two SIE labs focusing on different topics.

As the project progressed, some of the teachers had to drop out due to an overwhelming workload, but this did not affect any of the student work negatively as each SIE lab ran to completion under the guidance of at least 1-2 mentor teachers. Some of the schools chose to continue participating in the project in the second iteration of the pilot as well.

Relevant Stakeholders

During capacity building workshops, we highlighted the importance of building connections with the wider community and presented various types of stakeholders the students could choose to address. The educators initially appeared to resist this idea, as they saw it as an additional obligation and a possibility that the school would have more administrative work. However, we presented this as an opportunity to encourage students to be proactive, and pointed to the fact that collaboration with local authorities or businesses might result in additional contributions to the school infrastructure (i.e. additional budget, donations of equipment and materials etc.).

Students of one school are planning to contact local businesses in the second iteration of the pilot as they are working on the expansion of their initial project.

3.1.3 Romania

The schools were the focal point of the SIE model and the SIE labs were formed around each school. This is why it is important to look into the profile and how the number of students and educators evolved during the two iterations and what were the factors which influenced this change. Next we will look at the other stakeholders involved in the project, their recruitment and engagement.

Students and Educators

Even if the goal was to work with 5 educational institutions initially we decided to engage with 6 since there were concerns with teachers' ability to implement the project considering that we just came out of the Pandemic. In each school we asked for a minimum of 5 teachers which in some cases proved to be a challenge since in small schools there were not enough educators interested in such projects and in others we had an overwhelming interest. This also proves that SIE model perception varies strongly with the context it is introduced to. In the end we had some schools where only 3 teachers remained engaged for the entire duration of the project and in one school was only one teacher who in the end dropped out, due to personal reasons. However, we also had schools with 14 teachers engaged who participated in both iterations.

There were some variations between the two iterations since one school dropped out before ending the first iteration and so did some teachers. The school numbers were reduced from 6 to 5 and the number of educators reduced from 36 to 26. We looked into the reasons why this happened and some were due to the poor understanding of what the project entailed *"they were interested at start, but when I asked them to meet and organised the project, my colleagues were not interested anymore"* as well as competing personal and

professional goals *"I was transferred to a different school and I couldn't continue the project" or "My husband died and I couldn't focus on the project anymore"*

In terms of students involved some educators picked a classroom with whom they knew can work for the duration of two years and in other cases it became a rather school wide project. In total we had over 450 students in the first iteration and 434 in the second, with ages ranging from 8 to 18.

Below we are presenting a situation of the number of students and educators engaged in the project as well as the total number of students in the school.

Educational Institution	Iteration 1		Iteration 2		*Total Number of Students in the school*
	Participating Students	Participating Educators	Participating Students	Participating Educators	
Lehliu Gara Secondary School	22	5	22	5	*512*
No 28 Galati Secondary School	244	14	244	14	*1073*
National College of Agriculture and Economics Tecuci	24	5	24	3	*944*
Cuza Voda Secondary School	25	1	-	-	*310*
Alexandru Stefulescu Secondary School	77	6	77	1	*1335*
Eforie Nord Secondary School	67	5	67	3	*418*
Total	**459**	**36**	**434**	**26**	**4592**

Relevant Stakeholders

At the start of the project we presented educators with the stakeholder map to be a useful exercise in mapping and identifying key stakeholders. We also provide them with an invitation and a tracking system to keep monitoring their engagement and communication.

This component was outside the teachers comfort zone and they were sceptical they could involve outside parties in the school project. However, we introduced it as a topic at the start of the project and asked them to identify the relevant stakeholders during the kick off school meetings. Even if at the start of the project educators were concerned with who might be interested to join their co-creation lab, at the end they were proud to see the value added by these external stakeholders and the exchange of ideas and resources they had with the students.

The stakeholders were identified by leveraging the school network as well as the personal network of each teacher. Invitation letter templates were offered and teachers exchanged best practices during national project meetings. Below we will look into the most relevant stakeholders Romanian schools engaged with as part of the co-creation lab when implementing the SIE model.

Parents Association

- No 28 Parents Association
- Parents Council

- Parents Association of Lehliu Gara
- Eforie Nord Parents Association

Universities
- Danube University, Galati
- University of Bucharest

Educations bodies
- County Inspectorate for Education Galati

Local Government Institutions and Agencies
- Environmental Protection Agency Tg Jiu
- Defileul Jiului National Park
- Gorj County Council
- Lehliu Gara City Council

Private sector
- A&C Thuia Garden SRL
- DA - Local Business leader

Civil society
- Galati Community foundation
- JRS Romania Association
- Pupazan Marius Daniel Association for inclusion of people with disabilities
- Agigea Community Center,
- "Capace cu Suflet" Association
- "Aura Ion" Association

School Alumni and Volunteers

3.1.4 Serbia

Cooperation between schools and various stakeholders in Serbia is not uncommon, but it is mostly carried out in a non-transparent manner. Schools involve local stakeholders only in the context of donating materials or funds for something the school needs, but without involving and creating true collaboration. Through this project, the schools included stakeholders in the first meetings from the beginning and presented student projects as common and sought the opinion of all participants on further implementation. Also, this project has brought the quality involvement of parents, whom teachers avoid involving in the work of the school because they think that they interfere too much in the work of teachers and school decisions. Now it turns out that parents want to be involved in a meaningful way, to donate their time, and often resources and knowledge, and are willing to take the role of team members and collaborators of teachers and children instead of those who constantly complain about the work of the school and teachers.

Students and Educators

A total of 70 teachers and 980 students from 8 to 17 years of age participated in all the training sessions that were held. 14 projects were created.

Relevant Stakeholders

Public institutions
- Municipality of Stari Grad
- Municipality of Zvezdara
- Institute of Public Health

Universities
- Faculty of Biology in Belgrade
- Faculty of Philosophy in Belgrade
- Faculty of Science and Mathematics in Kragujevac

Educational institutions

- Institute of Biology and Ecology, Kragujevac
- The Centre for Fisheries and Inland Water Biodiversity Conservation
- The Institute of Biology and Ecology of the Faculty of Science
- The Kragujevac Aquarium at the Faculty of Science and Mathematics

Civil society

- Association of Teachers of Belgrade
- Association Parent Belgrade
- Association of beekeepers
- Association Ekomar
- Associacion Ekomatoteka,

Local entrepreneurs

Akvaponika

3.1.5 Similarities and differences

All participating countries were successful at **engaging with a wide range of stakeholders which had increased the value of the project.** We had seen a wide range from educational institutions and universities to local organisations and businesses as well as public institutions and civil society. These demonstrate the versatility of the SIE model and the value added by the co-creation labs.

Schools and ambassadors leveraged their existing relationships to engage with stakeholders. We have also seen that **new stakeholders became partners with the schools due to the project** which further contributes to the sustainability, dissemination and the value added of the SIE model.
Across all countries the **stakeholders were identified in parallel with project implementation** and the list of external stakeholders increased as the students implemented their work.

Another similarity is that **most stakeholders were involved in the later stages of the co-creation lab, specifically in Stage 4** the Co-creation of the Social Innovation project.

Each **country's context is different and schools' openness and capacity to bring in external stakeholders is different.** If the school had been actively engaged prior to the project with external stakeholders, they were already aware of the potential value added, however if they were not used to working with external stakeholders this was difficult for them.

3.2 Pilot Implementation

In this section of the report we will look into what each school did during the two iterations of the pilot including the project details (pre, during and post) as well as their reflection on how was implementing the SIE Model in their school and suggested changes.

3.2.1 Croatia

Timeline

In Croatia, the pilot implementation period started in January 2023. Two out of five schools completed their projects by June 2023, while the remaining three schools are continuing to work on their projects and are expected to complete them in early 2024.

Feedback from teachers highlighted the fact that it would be ideal to develop the implementation plan in early summer, so that the work can start immediately at the beginning of a new school year in autumn. They consider it is sometimes hard to keep students engaged in one initiative longer than one year, so it would be optimal to carry out any SIE activities in one-year increments. Starting too late in the school year led to delays in three schools who had to start their projects again in autumn 2023.

Academic Year	2022-2023									2023-2024					
Months	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
First iteration															
Second iteration															

Project details

Next we will look at all project planners and select some of the main findings in order to see how the project was planned, implemented and its main results and change suggestions. To have a fuller picture, a summary of selected projects can be found in Chapter 4 of this report.

Pre:

In the preparation phase, teachers studied the provided materials (Handbook and Bank of activities) to select the most relevant topics and activities they could carry out in their school contexts. They all conducted introductory sessions during which students got to know each other, which was especially useful in those cases where students from different classes or grades worked together.

Learning Objectives:

- Teachers commonly liked the SDG element in the methodology and decided to launch project work by introducing students to SDGs and have them consider what is most important to them. They also focused on collaboration, active citizenship and environmental awareness.

Competences:

- In the early stages of implementation, teachers highlighted all SIE competences as they thought them relevant to students' development. After the students decided on their project topics and started delving deeper into the work, they naturally started focusing on selected competences such as vision for the better world, collective & critical problem solving, collaborative planning and social communication.

Assessment and reflection:

- As all participating schools are primary schools and students were younger in age, teachers decided to conduct reflection in groups to encourage sharing of opinions and joint evaluation.

Timeline:

- Teachers conducted SIE activities within the framework of their regular schedules. In most cases, students carried out their project work as part of extracurricular activities that were already well established in schools, such as eco-groups, or occasionally during regular classes, at intervals that allowed students to carry on the project work alongside their school workload. This was an optimal way to carry out the project as it did not require additional time from students and did not overburden teachers too much.

Project Presentation:

- Teachers presented school projects as part of other school events and manifestations that are organised every year.

Stakeholders:

- The collaboration with external stakeholders is one of the main elements of the SIE philosophy. It was not fully realised in all participating schools, as teachers seemed to consider this more of a supplemental tool and not central to the project. Some teachers encouraged students to contact local businesses and in one school planned to reach out to the city mayor for support. However, we believe that the importance of involving external stakeholders has to be more stressed from the very start.

Resources:

- Teachers across the board raised the question of financing the activities of the project. As schools are often underfunded, they lack resources to cover expenses for materials such as stationery that students use as they plan their projects. We advised teachers to approach this problem by encouraging students to reach out to local authorities and businesses to obtain support in terms of resources. We also donated various stationery to one of the schools where teachers struggled the most with sourcing equipment for students.

During

During the project, educators documented the students' findings and main activities. We will go over some of the main themes of the projects implemented in Croatian schools.

SDGs

- Projects overwhelmingly focused on **SDG 13 – Climate Action**, **SDG 12 - Sustainable Consumption and Production and SDG 15 – Life on land.** As most primary schools heavily feature ecology and protection of the environment in their curriculum or other activities, it is likely that such topics were most familiar to students and the easiest to engage young children in primary schools.

Main issues:

- The main issues identified by the students were:
- An excess of waste in and outside of school grounds
- Lack of green spaces in urban areas
- The need for clean and inviting shared spaces for the community
- Potential for inclusion of more student in joint activities

Solution ideas:

- Students came up with several ideas to address the issues, including:
- Organising clean up actions in and around the schools
- Organising educational activities for other students
- Planting trees on the school grounds to make their environment more green
- Planting a shared school garden to grow vegetables – potentially for school meals
- Including students of different ages and abilities to work together

Products:

- Two school projects were successfully completed and the solution ideas above were realised in practice. Three other schools are still carrying out the work, but as students have well-outlined ideas, it is expected they will also lead to solid results.

Improvement opportunities:

- Targeted efforts have to be made to engage only the most motivated teachers for the first iteration in future efforts to implement SIE. Although 5 or more teachers per school volunteered to implement the pilot, some lost interest pretty quickly or were not willing to continue due to other obligations.
- Resources are a common problem as it is hard to raise funds for certain activities. Tips and ideas for securing resources could be included in future training materials to support teachers in implementation.
- Time is a big problem for teachers who already have demanding schedules and workload. A way to address this could be approaching implementation on a school level where activities could be planned in advance, before the beginning of the school year, with support from the school principal.
- Administration – teachers were not enthusiastic about continuous reporting as they already have excessive admin work in their regular teaching schedules. The reporting system can be further refined to be as simple as possible. Another option could be encouraging more teachers to work together and share reporting responsibilities.

Post

We observed the following outcomes and results after the end of pilot implementation.

Learning outcomes:

- Increased sense of social responsibility and environmental awareness in students.
- Problem solving, critical thinking and collaborative work were all improved in student groups.

Beneficiaries:

- Around 100 students were directly involved in project implementation. However, we assume the total number of beneficiaries to be much higher as most student actions resulted in improved shared spaces and school environments that the whole community can benefit from.

Impact:

- Teachers noted an increase in collaboration among students, enhanced teams spirit and a shared sense of personal responsibility.
- Seeing tangible results of their actions showed students that their behaviour and initiatives have significant social impact.

Timeline:

- Project implementation lasted 6 months during the second iteration period, with some schools still carrying on.

Reflection

Several points can be made after the end of the pilot implementation:

- It might be best to engage schools that are located in rural areas or do not have much experience with project work as SIE would bring more value to them, and they will likely dedicate more time and effort on SIE projects. Schools in urban areas, especially bigger schools, have a lot of initiatives going on and tend to avoid additional projects.
- From the perspective of the country ambassador, it would be easier to stay in close contact with teachers/schools that are located in the same town or close enough to visit them regularly. Email and phone contact was not always the optimal solution.

- The optimal time to organise teacher training is towards the end of one school year, followed by a period of planning and implementation of SIE actions starting at the beginning of the next school year. This makes it easier for teachers to include SIE activities in their annual or semestral plans.
- Project administration should be streamlined to be as simple as possible to reduce the administrative burden of teachers.

3.2.2 Cyprus

Timeline

In Cyprus, the pilot implementation period started in October 2022 with a slight delay due to many schools dropping out after school administration and staff changes. Two out of five schools completed their projects during the first iteration period (October 2022 - June 2023) whereas the remaining three schools are still working on their project and are expected to complete their projects by the end of the second iteration (July - December 2023).

Depending on the nature of the project undertaken, it appears that it would be of great value to complete all actions during the same academic year, as there were cases where not only schools had to drop out because of the staff changes, but also, in the case of primary schools, the class teacher did not continue with the same class room the following year, and the teacher taking over was not interested in implementing / continuing the project.

Academic Year	**2022-2023**									**2023-2024**					
Months	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
First iteration															
Second iteration															

Project details

Some interesting findings from the schools' project planner documents reflecting the projects' preparation and implementation are presented below.

Pre:

During the preparation phase, it was crucial for the teachers to study the Co-creation Lab Guide to support the students and guide them if and when necessary. This process was quite important for the completion of the project planner documents. The main themes across the 5 projects implemented in the Cypriot schools were:

Learning Objectives:

- Most of the teachers focused on active citizenship and awareness raising on the SDGs. In 4 out of 5 schools the SDGs selected and the projects implemented were targeting the quality of life improvement into the school community. Co-creation was a new concept for many and they embraced the process and its multiple possibilities.

Competences:

- In the beginning of project implementation, in most schools, all 13 SIE competences were selected as desirable outcomes. However, the main areas of focus were the vision for a better world, the collective efficacy, and the collaborative planning, indicating the need for cooperation and the cultivation of team spirit in the students.

Assessment and reflection:

- The preferable evaluation method selected by the teachers was the direct feedback sessions where all students could share their experience and discuss together.

Timeline:

- In the primary school implementing the project, the teachers chose to include the CSS-EU activities and actions in the Eco-School schedule, already running in the school. In the remaining four secondary schools, implementation actions were aligned with already scheduled activities and events and vice versa, regularly occurring events and activities were adapted to match the needs of the SI projects. In two schools, the completion of the projects was aligned with the end-of-school-year events.

Project Presentation:

- The teachers presented their projects during school events and activities and also during fundraising actions and meetings with stakeholders. One of the schools even requested CSS-EU printed promotional material to diffuse.

Stakeholders:

- The collaboration with external stakeholders happened differently in each school. Some schools opted for benefitting from the stakeholders' expertise, others built sponsorship relations with them, and others made actual mapping and research to detect the ideal people to become involved in their project.

Resources:

- In most cases, fundraising activities were implemented according to the necessary funds for the completion of each project. In some cases, sponsorship opportunities from external stakeholders arised, in others, support from the country ambassador organisation, Center for Social Innovation - CSI Cyprus, was provided.

Showcase:

- The schools' actions were showcased in the social media accounts of the schools, the teachers, and where available, also the students. More official announcements were also published in some schools' websites.

During

The main topics of interest in the Cypriot schools were:

SDGs

- All projects were centred around more than one goal, with the top 3 being **SDG 4 - Quality Education**, **SDG 11 - Sustainable Cities and Communities**, and **SDG 12 - Sustainable Consumption and Production**.

Main issues:

- The main issues identified by the students were:
    - The need for life quality improvement in the framework of the school community (e.g., adoption of more healthy lifestyles, awareness raising about responsible consumption and recycling)
    - The need for more welcoming and sustainable school premises (e.g., creation of a green space in the school yard)
    - The need to accommodate specific needs of specific student groups (e.g., social integration of students with migration background)

Solution ideas:

- To tackle these issues, the students came up with quite creative ideas such as:
    - Recycling and restoring old items
    - Organising fundraising campaigns
    - Introducing older students as mentors of younger ones to raise awareness and provide support
    - Undertaking actions for the benefit the whole school community

Products:

- At the time of the redaction of this report, 2 out of 5 school projects have been successfully completed. The remaining 3 projects' completion is anticipated for the end of December 2023.

Improvement opportunities:

- In the secondary schools, one of the main challenges was to find balance between working on the project and also keeping up with all curriculum related responsibilities and exams' preparation. In the primary school, the issue was to ensure the young students would remain resilient throughout the whole project implementation process.
- Another challenge was the bylaw educational staff mobility in the public schools which led to schools dropping out of the project half-way.

Post

The school projects had a significant impact in the school community:

Learning outcomes:

- The teachers noticed the improvement in the collective efficacy of the students involved in the projects and the cultivation of active citizenship which encouraged and motivated the students to complete the projects.
- Additionally, the rationale of the co-creation process was considered valuable and with potential to be implemented in other contexts as well.

Beneficiaries:

- We can estimate a total of more than 800 students benefiting from the projects' implementation as all five projects' concepts were centred around the whole school community's life quality improvement.

Impact:

- Positive changes in the students' behaviour were detected. Throughout the co-creation process, the students involved had the opportunity to build strong team bonds and develop their collective efficacy.
- Most of the students have become more responsible and developed their accountability.
- All students became more sensitive towards both social and environmental issues in their community and beyond.

Timeline:

- Project implementation lasted 9 months during the first and 6 months during the second iteration period.

Reflection

We can consider the projects as successful since they produced the desired outcomes. The most interesting outcome was the brainstorming on how to sustain the SI projects and in some cases continue or improve them in the future.

3.2.3 Romania

Timeline

The pilot implementation period started in January 2022, and most of the teachers tried to finish the first iteration before the summer holiday, during the 2021-2022 school year (before June 2022). Out of the 6 schools only one managed to finish, 3 others were at stage 4 and 2 others didn't start. Before November 2022, when the first iteration was due to end, 3 other schools completed their project, one project was dropped since the leading teacher changed schools and the remaining teachers didn't follow up and one school dropped.

The second iteration started in November 2022 and ended in June 2023. Even if the second iteration could have been continued in the fall of 2023, educators tried to finish the project at the end of the school year. One of the key lessons learned is that in order for the project to be successful and have continuity it should follow the school year schedule. From teachers' feedback, it was hard for students to remember what they did in the previous school year when they met again in September.

	2023												2024						
Months	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	July - Nov
First iteration																			
Second iteration																			

Even if we didn't ask, teachers preferred to conduct the second iteration of the project with the same students. Having students and teachers familiar with the project methodology helped in increasing the result of the project and building upon the lessons learned. ***This is one of the main lessons of this pilot in Romania. Implementing the second iteration with the same students, improves students learning, results and the overall impact of the project***.

Project details

Next we will look at all project planners and select some of the main findings in order to see how the project was planned, implemented and its main results and change suggestions. To have a fuller picture, a summary of selected projects can be found in Chapter 4 of this report.

Pre:

In the Pre phase, educators planned the project implementation and the main activities they will conduct with their students. We will go over some of the main themes across the 5 projects implemented in the two iterations.

Learning Objectives:

- Educators selected a wide range of learning objectives from collaboration, communication, awareness building on SDGs as well as becoming active citizens and co-creation. All the learning objectives selected by educators were aligned with the objectives of the SIE model. As a particularity, some educators decided to focus students attention on certain areas such as climate, or environment which created additional boundaries for the project.

Competences:

- At the start of the project all 13 SIE competences were selected across all, however we had also identified some competencies which were less likely to be picked including: Embracing diversity, Collective efficacy, Take the leap for value creation and Self-efficacy. This indicates the need to look into them further.

Assessment and reflection:

- Educators planned both formative and summative evaluation with their students. In terms of reflection they used individual and group reflection as well as educators observations and discussions. The evaluation methods were also aligned with the overall project evaluation including baseline and endline surveys.

Timeline:

- Educators used the school schedule and relevant events such as existing school activities, in order to align the project with existing activities. This strategy has helped them in the successful implementation of the pilots and is a best practice of the project. In all cases educators planned to finish the project by the end of the school year.

Project Presentation:

- Educators included presentation to relevant stakeholders as well as presentation of the projects at its end. In the second iteration these activities were also aligned with the multiplier events which were scheduled in each country.

Stakeholders:

- The collaboration with external stakeholders was also an important aspect and we had observed that some of the collaborators worked with the schools, others didn't and new ones were introduced. This shows how dynamic the project was but also the importance of mapping stakeholders early in the process.

Resources:

- Most of the educators listed their school and school resources, however this was a topic they would have liked to receive further support. Some mentioned that it would have been beneficial to have a small budget for project implementation.

Showcase:

- The educators were using both online methods such as the school social media and website as well as offline leveraging the relationships with stakeholders. Parents were also listed as a key public to showcase the project to.

During

During the project, educators documented the students' findings and main activities. We will go over some of the main themes across the 5 projects implemented in the two iterations.

SDG

- Students' projects addressed a wide range of objectives, even if most of them reached **SDG 13 Climate action and SDG 15 Life on land,** we also had **SDG 3. Good Health and Wellbeing, SDG 4. Quality Education, SDG 10 Reduced Inequalities, SDG 16 Peace, Justice and Strong institutions as SDG 17 Partnership for the goals.**

Main issues:

- Some of the main issues identified by students were:
  - lack of waste management
  - lack of interest and awareness when it comes to climate change
  - deteriorates state of school surroundings
  - student refugees from Ukraine are not being integrated
  - students wellbeing and the impact of the pandemic on students mental health

Solution ideas:

- Some of the main ideas proposed by students were:
  - creating awareness campaigns
  - waste collection campaigns
  - planting and cleaning up the school surroundings
  - promoting a good behaviour
  - create artistic endeavours to improve wellbeing
- In the second iteration, students went even further with their project and the ideas they generated were more specific and built upon the existing experience. Some of the most advanced ideas were:
  - creating a podcast to promote environmentally friendly behaviour
  - creating a theatre play for underserved students
  - mapping and joining existing initiatives led by civil society which would have enhanced their goals and objectives.

Products:

- Students were able to narrow their ideas, engage with stakeholders and put their ideas into practice. As a result we had seen that most of the ideas listed above, also became the result and outputs of the project.

Improvement opportunities:

- Time - was a big challenge for all participating schools. They almost all added that they would have liked to have more time in implementing the activities.
- Resources - they engaged with external stakeholders but this was a challenge for most schools, from purchasing school supplies to gathering gloves and bags to collect trash, they were all challenging.
- Team - it was challenging to manage the project at school level. Not all teachers were involved and committed which in the end affected the results of the project.

- Communication - some educators had difficulties communicating among each other and coordinating activities.

Post

At the end we asked the educators to share with us what was the impact of the project. We will share below some of the main themes.

Learning outcomes:

- Problem solving, collaboration, communication, technological abilities, ability to communicate effectively with different stakeholders, self-evaluation and inter-evaluation, were some of the main learning outcomes observed by educators.
- Besides the transversal skill and competencies, students became more aware regarding the topics their projects addressed from climate change to active citizenship and refugees rights.

Beneficiaries:

- A total of 1701 were listed as beneficiaries of the project. These include students from the participating school and other educators. Other beneficiaries were listed but they were not quantified including community members, parents, local authorities.

Impact:

- When asked about impact educators shared that they had noticed a positive change in students behaviour and attitude, empathy towards the community, the impact of the materials created by students and its ripple effect as it is the case with the podcast,

Timeline:

- Project implementation lasted from 4 to 7 months for each iteration, but it was mostly in the same school year.

Reflection

Overall, the project results met the desired outcomes of the two iterations and educators were committed to implementing the activities. A positive outcome was the second iteration, when educators became more confident in their ability and the students already had an idea to work on and they decided to improve it. This was also visible seeing the projects at the second iteration and how much they had improved. We noticed that the projects addressed mainly environmental topics, this could be improved in the future by giving educators more diverse examples of projects and potential activities.

3.2.4 Serbia

The piloting phase in Serbia began in March 2021. Five schools joined the first cycle, two high schools and three primary schools. In the spring school semester, they formed co-creative laboratories, gathered parents and external collaborators. They involved the students in different ways - by presenting the project to students from 1st to 8th grade of elementary school, i.e. to students from 1st to 4th grade of high school, and then the students reported to the teacher on duty. In those schools (there are three schools in question), this created the basis of what will become the basis for the formation of a school club or section within which the SIE program is carried out by the end of the project implementation.

The good side of this approach is that students who normally do not have the opportunity to participate in school activities applied for participation (and these are usually school competitions that are not inclusive but selective). In the other two schools, teachers selected students to participate in the project. We believe that this is a worse way of involving students because it does not give all students an equal opportunity to participate, but only those who otherwise apply for similar projects.

After the formation of the co-creative laboratory and the selection of participants, teachers and students started researching the topic they will deal with, that is, the problem they will solve. That phase started with the new school year that started in September 2021. The two schools completed the project by the winter school semester, i.e. by December 2021. On average, the execution of the project lasted about 6-8 months. Each school

worked on one project. Three schools completed their projects by June 2023. The sixth school joined after the training organised by KidHub in October 2022. The formation of the co-creative laboratory started in February 2023 and that school implemented the project until October 2023.

KidHub held two capacity building events for teachers, after which we accredited the SIE seminar for teachers as a three-day online training that we implemented in its final form in February 2023, we included 9 more schools in this program that implemented their projects with students in a very short time until April 2023.

	2021											
	2022											
	2023											
Months	1	2	3	4	5	6	7	8	9	10	11	12
Months	1	2	3	4	5	6	7	8	9	10	11	12
Months	1	2	3	4	5	6	7	8	9	10	11	12

Project details

Next we will look at all project planners and select some of the main findings in order to see how the project was planned, implemented and its main results and change suggestions. To have a fuller picture, a summary of selected projects can be found in Chapter 4 of this report.

Pre:

In the Pre phase, educators planned the project implementation and the main activities they will conduct with their students. We will go over some of the main themes across the 5 projects implemented in the two iterations.

Learning Objectives:

- Educators selected a wide range of learning objectives from collaboration, communication, awareness building on SDGs as well as becoming active citizens and co-creation. As a particularity, some educators decided to focus students attention on certain areas such as climate, or environment which created additional boundaries for the project.Learning objectives were selected primarily in accordance with the existing school curriculum and school work plan, although the teachers tried to adapt them as much as possible to the SIE model. The national curriculum envisages a greater focus on scientific education and the development of digital skills, so schools have been adapting to that as well.This means, for example, that in schools the SDGs are represented in the teaching, but that each school chooses one dominant goal at the annual level and then adapts the contents to it and inserts additional SDG goals. That is why the following goals prevailed at the school level: 4. Quality education and 13 Climate action with additional goals: 3. Good health and well-being, 13 Climate action, 11 sustainable cities and communities, 6 Clean water and sanitation and 16 Peace, Justice and strong institutions.

Competences:

- This project, as a great novelty, brought to light the competence for the development of social innovations in the Serbian education system. We noticed that most teachers actually understand them, but that only through the SIE program did they realise that they are not working enough on their development or that they are not working in an adequate way. At the beginning of the project, they selected all competencies, but for example competencies such as - Embracing diversity (developing empathy and accepting the other and different is a big challenge in schools at the national level and requires really thorough and long-term work with the same group of children, for which teachers do not have enough time during one school year), and Self-efficacy (requires students to better reflect on

their own work, and teachers to direct students to their own effectiveness and activities that would help in that process).

Assessment and reflection:

- Educators planned both formative and summative evaluation with their students. In terms of reflection they used individual and group reflection as well as educators observations and discussions. The evaluation methods were also aligned with the overall project evaluation including baseline and endline surveys.

Timeline:

- Educators used the school schedule and relevant events such as existing school activities, in order to align the project with existing activities. This strategy has helped them in the successful implementation of the pilots and is a best practice of the project. In all cases educators planned to finish the project by the end of the school year.

Project Presentation:

- Educators included presentation to relevant stakeholders as well as presentation of the projects at its end. In the second iteration these activities were also aligned with the multiplier events which were scheduled in each country.

Stakeholders:

- The collaboration with external stakeholders was also an important aspect and we had observed that some of the collaborators worked with the schools.Most schools have already established contacts and cooperation with various stakeholders, and the suggestion would be to deepen and expand these corporations in accordance with the needs of new student projects. Otherwise, the risk is that student projects are done in accordance with stakeholder expectations.

Resources:

- Most teachers have the problem of lack of financial support for the implementation of projects and additional fees for them. Teachers are expected to attend additional training and participate in projects for which they are usually not paid, during or outside of regular classes, and in some schools the problem is also covering the basic costs of work materials. That is why teachers work on projects either when the school has already been approved for a budget for the project or thanks to their own enthusiasm (which is what most teachers are involved in this project), but we believe that such work is not sustainable and represents a challenge for the future implementation of the project in schools.

Showcase:

- The educators were using both online methods such as the school social media and website as well as offline leveraging the relationships with stakeholders. Parents were also listed as a key public to showcase the project to.

During

During the project, educators documented the students' findings and main activities. We will go over some of the main themes across the 5 projects implemented in the two iterations.

SDG

- Students' projects addressed a wide range of objectives, even if most of them reached **SDG 13 Climate action and SDG 4. Quality Education, 3 Good health and well being 6 Clean water and sanitation, 11 sustainable cities and communities, SDG 16 Peace, Justice and Strong institutions**

Main issues:

- Some of the main issues identified by students were:
    - Lack of healthy eating habits
    - Water and air pollution
    - Lack of healthy habitats for animals in the city (birds)
    - Lack of interest and awareness when it comes to climate change

- Poor use of school space for extracurricular activities connected with science, art, sport activities
- Lack of student involvement in activist activities - real involvement in problem solving

Solution ideas:

- Some of the main ideas proposed by students were:
  - Creating awareness campaigns
  - Designing, planting and cleaning up the school surroundings
  - Promoting a good behaviour by getting involved in concrete activities in the community (cooking in a solidarity kitchen, collecting funds for project implementation, peer education)
  - Creating prototypes that could be scaled up on local level (an aquaponic aquarium for water purification, a green wall in the school yard that serves both to purify the air and as a place for learning, a green roof as a place to rest, socialise, work and to purify the air, bird feeders in the school yard that monitor the life of resident birds using a digital application in the school yard, the school yard as a gathering place for the local community, etc.)

Products:

- Students were able to narrow their ideas, engage with stakeholders and put their ideas into practice. As a result we had seen that most of the ideas listed above, also became the result and outputs of the project.

Improvement opportunities:

- Time - was a big challenge for all participating schools. They almost all added that they would have liked to have more time in implementing the activities.
- Resources - they engaged with external stakeholders but this was a challenge for most schools
- Team - it was challenging to manage the project at school level. Not all teachers were involved and committed which in the end affected the results of the project.
- Communication - some educators had difficulties communicating among each other or with parents or even director and coordinating activities.

Post

At the end we asked the educators to share with us what was the impact of the project. We will share below some of the main themes.

Learning outcomes:

- Problem solving, science-based learning, collaboration, communication, technological abilities, ability to communicate effectively with different stakeholders, self-evaluation and inter-evaluation, were some of the main learning outcomes observed by educators.

Beneficiaries:

- A total of 980 were listed as beneficiaries of the project. These include students from the participating school and other educators. Other beneficiaries were listed but they were not quantified including community members, parents, local authorities.

Impact:

- When asked about impact educators shared that they had noticed a positive change in students behaviour and attitude, empathy towards the community, within school climate and behaviour towards teachers

Timeline:

- Project implementation lasted from 7-8 months, mostly in the same school year.

Reflection

We concluded from the entire process:

- It is best to organise the SIE training for teachers in February-March so that the teachers then have the opportunity to present what they have learned from the seminar to their team and make a decision on the introduction of the new program at the school level from September of that year. That then leaves enough time, practically two semesters, for the realisation of student projects. Our accredited seminar

envisages the formation of a co-creative laboratory in school documentation and the procedure for its creation so that the director and all teachers are fully informed, and also envisages the application of PBL teaching, which means that teachers from different subject areas have the opportunity to form their own teams.

- The teachers at the beginning of the work should announce a competition for participation in the project because it has been shown that groups of students from different years work best together - which is an opportunity for peer education and cooperation because in this way the SIE program has a multiple role in the activation and cooperation of students
- It is a big problem for teachers to keep additional documentation for the project due to current school obligations and that process should be significantly simplified or actually students should be included in that process
- The cooperation between teachers and parents does not take place in a collaborative spirit, but somehow one-way. Teachers expect parents to participate with their resources (financial, human, contacts), but they have a problem to really involve parents and listen to their suggestions because they believe that this will lead to even greater involvement of parents in teaching work.

4. Examples of projects for future dissemination

4.1 Croatia

Primary School Vazmoslav Gržalja

A co-creation lab was launched in the primary school in Buzet, uniting 19 students from the 5th and 6th grades, as well as one special education class. After several activities where they got to know each other better and discussed their wishes for the future, the group decided to focus their efforts on improving their school grounds in ways that would benefit the wider community. They planted trees around the school to make their environment more green, suggested introducing having lunch outdoors to improve student wellbeing, and are now planning to sow a large garden that all students will tend to together, growing produce that can be used in school meals. A sports court for soccer, volleyball and basketball is also in the works. The pupils will be carrying on with the work in the new school year and are planning to address the city mayor during a traditional Children's Week meetup in their town. They are also working towards closer collaboration of the school with the local businesses, as they will be raising funds locally to help embellish the school yard further.

4.2 Cyprus

Creation of a Communal Outdoor Gym – Latsia Lyceum, Nicosia, Cyprus

Year 10 students from Latsia Lyceum in Nicosia have decided to work on SDG 3 – Good Health and Wellbeing and to create an outdoor gym. The gym will be used by both school students and staff and the nearby community. The main goal of this project is not only to promote and adopt a healthier lifestyle, but also to make the school an active spot for the local community. The students have been involved in many actions to carry out their project. They have engaged athlete students as mentors, involved health and sport professionals, and organised various fundraising events.

Welcoming Students with Migration Background - "Make my day!" – Palouriotissa Lyceum, Nicosia, Cyprus

In Palouriotissa Lyceum, Year 10 students are working towards SDGs 10 – Reduce Inequalities and 4 – Quality Education and have decided to transform the School's Lobby to a welcoming space for all members of the school community to use, but mostly to socialise with their peers with migration and refugee background. The idea of this project was born by the specific character of the school - Palouriotissa Lyceum is a DRASE school, which means that it welcomes students with migration background and its staff is adequately trained to welcome and support the educational needs of these children - and aimed to create a common space where the students will be able to study, socialise, and spend time with each other during breaks and free time. The students have set their plan, started a charity and donation campaign to collect the necessary items (decoration items, pillows, chairs, tables, books, board games, etc.), transformed the lobby, and established weekly lunch and leisure sessions for the rest of the school year. "Make my day!" Wednesdays had a huge impact on the emotional state of the newly arrived students, supported both their social and linguistic integration, and created strong bonds between all members of the school community.

Creation and Exploitation of a Botanical Garden – The Grammar Junior School, Nicosia, Cyprus

Year 4 students of The Grammar Junior School in Nicosia are working on SDG 15 – Life on land and their project involves the creation of a botanical garden. The children's idea is to create a green oasis in their school, learn more about the environment by caring for their plants, harvest them, create their own beverages, and share them with the school community.

Sustainable Fashion and Clothes' Exchange for a Good Cause – Pancyprian Gymnasium, Nicosia, Cyprus

Year 10 students of the Pancyprian Gymnasium are working on a very creative idea to reach SDG 12 – Responsible Consumption and Production. Their project aims to raise awareness about the importance of sustainability in the clothes industry and also to support students in need. The students are collecting clothes in good condition which will be presented in a fashion show event in the school premises and then sold at very low prices. The money collected from this initiative will be donated to students in need and towards the end of the project a clothes' corner will be installed in the school for everyone to leave the clothes they do not need and take the ones they need.

Lockers' Instalment – Kykkos Lyceum B', Nicosia, Cyprus

Students from Kykkos Lyceum B' in Nicosia have decided to work on SDG 4 – Quality Education and to install lockers in the school. The students are working alongside their language and art teachers and have already started their actions by organising a fundraising bake sale. They also plan to organise cultural events such as film screenings to raise awareness about the importance of quality education and to collect funds.

4.3 Romania

Secondary School Lehliu-Gară - "Environmental Minute"

"Environmental minute" is a project made by a team of 22 students (9 students from the 8th grade and 13 students from the 6th grade) and 5 teachers, from Lehliu-Gară, a small town in proximity to the capital. The students got involved in an information campaign regarding some environmental issues in the community, by creating several materials: youtube channel, podcast, website, blog with the aim of learning and helping others to learn more about how to protect the environment and contribute to the betterment of the society. In addition to this, the students also got involved in volunteering initiatives with two associations "Capace cu Suflet" and "Aura Ion" by recycling different materials (capacity, hatred) to support disadvantaged people.

Motto: "Because we care about WHAT'S AROUND and THOSE AROUND - WE RECYCLE AND DO GOOD DEEDS!"

Secondary School No. 1 North Eforie - "Theatre - bridge between hearts!"

After they successfully created a play and went on stage with the children from the Agigea Day Center, in May 2022, the 25 students from the 6th grade A, from Secondary School No. 1 Eforie Nord decided to stay connected and repeat this beautiful experience during the winter holidays. They staged a play entitled "The Christmas Rush" and created a special, festive atmosphere in front of the parents and community members present at the event. At the end, the students exchanged gifts, exchanged warm wishes and hugged each other.
Now we have a problem...all parents think they have an actor or actress at home!

Secondary School No. 28 Galati - "The beginnings of a greenhouse"

Primary school students from the youngest to the oldest were involved with the utmost seriousness in making the seedlings for the future greenhouse. Thus, in special nurseries they sowed: cucumbers, tomatoes, beans, radishes, lettuce respecting the conditions for obtaining vigorous seedlings: using a fertilised soil, placing the seeds 2 cm deep, exposure to a light source, periodic watering. They followed the day-to-day evolution with utmost attention and even managed to make notes related to the plant variety that came out first. To ensure that they will get an organic crop, the children also took care of making a compost that will be used as fertiliser as soon as they transform the nutrients. Once all these steps have been completed, the seedlings will be planted in the greenhouse specially built in Foltești.

4.4 Serbia

Chosen projects

Elementary School "United Nations"

The goal of sustainable development Quality education 4. The team from the "United Nations" elementary school dealt with various situations from everyday life that include "problematic" behaviours and their corrections regarding the environment and its protection. The focus was primarily on the relationship between teachers and their responsibilities and students and their responsibilities, i.e. how to better understand each other and work better together. The project envisioned replacing the role of students and teachers. There were also a lot of simulations of problems from teaching practice, the so-called. pedagogical situations, where certain problems from everyday school life and their solutions were demonstrated. The students took part in the dramatisation, and tried out all the roles by rotating.

Primary School "Third Battalion Kragujevac"

The goal of sustainable development - Clean water and Action for the climate. The team from the "Third Kragujevac Battalion" elementary school concentrated on the importance of water through practice. They used a scientific approach in their work, and the project involved teachers from biology, engineering and technology, mathematics and chemistry. First of all, they introduced their team members to what SIE is. Then they

concentrated on implementing various actions in and outside the school. They collectively visited the nearby Bubanj lake, where they held a series of workshops, during which they became better acquainted with the typical flora and fauna of the lake. They also visited the nearby Aquarium in Kragujevac. They researched possible solutions and created a design for a school aquarium. The students expressed enthusiasm for a different type of teaching such as project-based teaching, they made friends with each other and made some new friendships, they became aware of the importance of water and made additional products such as a game about an aquarium using ICT, programming and electronics in the realisation of games.

Primary School "Drinka Pavlović"

Goal of sustainable development - Good health. The team from the primary school "Drinka Pavlović" chose to first create a survey with the help of experts and hand it over to the students regarding the definition of healthy nutrition, which would help in starting the scientific school magazine DNA that promotes healthy eating among students. They had the help of the local municipality, the Faculty of Biology and the Institute of Public Health. The project envisaged the cooperation of biology, Serbian, English and lower grade teachers.

Elementary School "Svetozar Marković"

The goal of sustainable development - Quality educationThe team of five teachers and pupils from 5th to 7th grade were engaged in the construction of a summer green classroom in cooperation with stakeholders such as the local government, a paint store, and even with the volunteer association "Activists from the neighbourhood". They have also prepared a workshop where volunteers from this association explained to children the benefits of volunteer work and its importance in improving the functioning of the local community. The students were divided into several groups, which were engaged in painting the summer classroom, designing and arranging the eco garden, drawings inside the classroom and in the yard. By doing something for themselves "kids for kids" (with the help and supervision of adults) the enthusiasm of the students grew, which involved other students of the school to help.

Gymnasium "First Kragujevac Gymnasium"

The team, which included teachers and students from 7th and 8th special classrooms for gifted students and other students from 3rd year, had a scientific approach in their project "Think Green". Namely, including the support of professors from various natural and technical subjects, the students tried their hand at interesting tasks such as visiting the NASA website and, based on the given graph, observed changes in the average air temperature on the Earth's surface over time and gave their predictions for the year 2050, studied studied noise from the point of view of physics as a science, studied the level of noise in school and outside it, using the Sound Meter application, looked at the connection between psychology and noise, and engaged in peer learning, teaching their new knowledge to younger students from the seventh grade. There was also a visit to the Institute for Public Health, where they had the opportunity to listen to the experiences of Mr. Radenko Milović regarding his practice of noise and air pollution control with the measurement of noise and air with a certified device. Also, they went on a trip to nature, more precisely to Vlasina Lake, where they dealt with air pollution and studied the lake's flora and fauna. At school, they studied the collection of data on air pollution and how to present the obtained data in graphs. Their final prototype is a green wall for the school yard consisting of plants that purify the air and neutralise noise. Students independently, but with the support of teachers and parents, constructed such a wall and presented it to the representatives of the municipality as a possible solution for the local community.

Students from this school have also created The second Biosol project. It is a concept of ecological design of a residential building that creates favourable microclimate conditions for different types of plants in green areas and walls using energy from solar panels. The building works as an ecological community in which all tenants are involved.

Seventh Gymnasium from Belgrade

The project team of teachers and students from 2nd and 3rd grade dealt with food quality and zero waste within the framework of sustainable development. The project was based on active peer education where young people worked in teams on topics that interested them such as "GMOs", "Healthy nutrition", "Emulsifiers", "Artificial sweeteners", “Ecological footprint” and then organised round tables where they shared their knowledge with their peers.The students then organised several lectures in these fields, which were attended

by experts. In the end, they organised a volunteer action in the Solidarity Kitchen, where they participated in the preparation of meals for pensioners and other citizens with lower incomes.

Elementary school Vuk Karadžić, Belgrade

In the project “Bird chatter”, teachers and pupils from 3rd grade were focused on the protection of bird and plant habitats. About 70 species of birds live in Belgrade and their survival depends on nutrition and habitat protection. That's why the school team designed the prototype of the school yard as a sustainable ecosystem, featuring a hotel for insects that feed on the stories with an integrated bird and insect counter to monitor species changes, bird feeders and an automatic plant watering system to maintain the green areas.

School project Ekoban – river cleaner - Elementary “School Banović Strahinja”, Belgrade

SDG goal – Clean water, Sustainable cities and communities. Teachers and pupils from 5th grade were focused on cleaning the Belgrade rivers Sava and Danube. They have created the prototype of a solar-powered ship and has a robotic arm that collects waste from rivers and recycles it into building materials.

5. Recommendations and conclusions

When we designed the pilot we made few assumptions based on our experience and the information we collected during the contextual analysis O2.1. Some of these assumptions were:

- All schools and teachers will review project materials provided by the local ambassador.
- All teachers will participate in project activities and will be engaged.
- All teachers will have good internet connections and computer navigation commands. Teachers and schools will be able to easily navigate google folders and update them periodically.
- This is a new way of working; therefore, schools need to be supported regularly. Teachers will provide and receive feedback regularly.
- Country ambassadors will create a safe and supportive environment for teachers. When issues arise, we will address those collaboratively.
- Within a school and across the project, nationally and transnationally, teachers will support each other in a collaborative manner.
- Create templates to collect information without overwhelming the teachers. Use clear language and visually appealing materials.

At the end of the pilot we have to say that some of these assumptions proved right when others didn't come to fruition and are areas we could improve upon. Some of the key wins, challenges and recommendations are:

Key wins:

- **Educators were interested in the project** and the topic of SIE was something which attracted them
- Students enjoyed the projects and the learning outcomes and competences determined in the Nemesis project were also achieved in this project, proving **the flexibility and relevance of the SIE model.**
- **Using the google folders was easy** for educators to organise their work, since they had all the information in one place.
- **Educators who understood and liked the SIE model integrated it in other activities and adapted it to be aligned with other subjects they teach.** Most common use was with STEM subjects and civic education
- **Country Ambassadors offered educators the support and infrastructure needed** to conduct the projects successfully. Having regular meetings was a way to build additional capacity and overcome some of the potential risks of project implementation.
- **Transnational project meetings and masterclasses contributed to the motivation and capacity building** of educators and exchange of best practices.

Key challenges:

- Even if a lot of **educators** were involved, few of them **dropped** either because they were not interested in the project, the amount of work was more than they expected or they were transferred to a different school
- Even if we tried to minimise the amount of **administrative work,** there were still a lot of forms needed to be filled in order to monitor the project, which proved to be **challenging for educators**.
- Some **teachers** didn't spend time understanding the model and they **had difficulties understanding how SIE is different from regular project based learning activities.**
- Even if we tried to engage with a minimum of 5 educators from each school, most often we ended up working with few of them. This put the weight of the project on **one person's shoulders**, which proved to be difficult and a big workload.
- **English is a big challenge for many educators** and we didn't have as many exchanges and interactions among educators from different countries as we would have liked. In the future it would be beneficial to have more capacity building activities and teacher exchanges with less people involved for good results to come out.
- In some countries it was **hard to recruit educators, due to existing commitments.** In this case it was identified that building a collaboration with the Ministry of Education would increase the likelihood of educators involvement.
- **If the project is not completed in one school year, it is very difficult to restart** it in the following school year.

- **Working with older (higher secondary) students is harder since their schedule is busier.** In this case the recommendation is to target younger students.
- **Most of the projects addressed Planet SDGs**, in the future it would be a good idea to split the SDGs per school to have a more diverse range of projects.
- It **was difficult to engage with parents and local stakeholders,** and this resulted in a limited number of external stakeholders. This needs to be improved so that the project quality and SIE experience improves.
-

Key Recommendations:

- Have less paperwork for schools and **focus more on results than procedure.**
- Rather than focusing on a large number of educators the recommendation is to **select proactive teachers or head teachers first** and work with them prior to bringing new educations. In this way they can be gained as partners first and bring others with them.
- Working with schools from different municipalities was difficult, this is why it is better to **focus on schools which were closed to each other.**
- There are many artefacts created during the project and it is good to **have a collection of materials after the implementation.**
- **Teacher training should take place in March- April** so that when the next school year starts educators can already plan accordingly.
- Due to the Pandemic, the training was done online, however an in **person training** might be more valuable.
- Since primary and secondary students' needs are different, **the training should also be done separately for primary and secondary educators.**
- When recruiting educators it is recommended to **leverage existing networks and focus on educators from rural areas who have more time and have less project opportunities** than educators who work in city schools. The focus should be on those educators who are enthusiastic and eager to learn.
- Ambassadors **should have a network of schools they collaborate with prior to the project** since starting from 0 is difficult.

Conclusions:

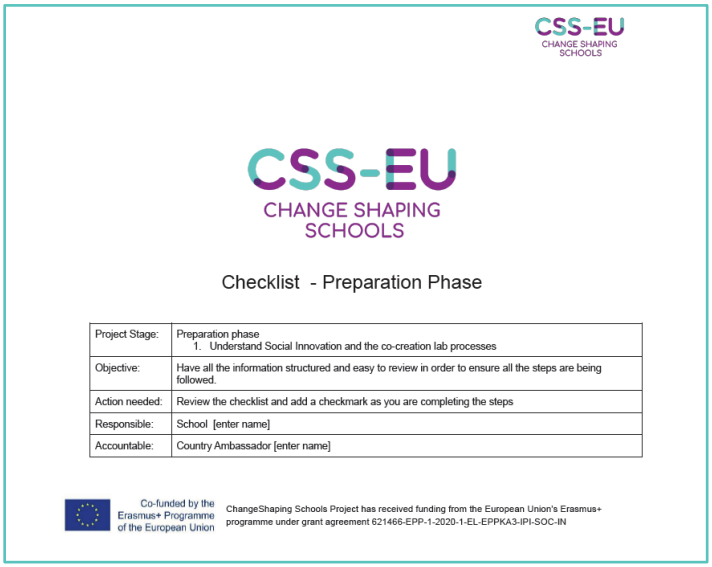
The Pilot implementation reached its main objectives and targets. This was possible with the effort of all project partners as well as educational institutions, students, parents and educators. The pilot demonstrated that the SIE model is relevant and impactful in the participating country context, but its adoption is limited to few educators who are enthusiastic and willing to learn.

The adoption of SIE requires additional work and educators who are not motivated to develop and learn will not adopt it, however those who do can see significant results in their own professional development as well as the 21st century competency development of their students.

The challenge remains how to make SIE adopted at a larger scale, besides its relevance and obvious advantages for individuals and society. This task will be further discussed in our Policy Recommendations and the results of the pilot will be used towards building a case towards influencing policy makers and decision makers at national and local levels.

6. Annexes

1.1 Checklist



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Checklist - Preparation Phase

Project Stage:	Preparation phase 1. Understand Social Innovation and the co-creation lab processes
Objective:	Have all the information structured and easy to review in order to ensure all the steps are being followed.
Action needed:	Review the checklist and add a checkmark as you are completing the steps
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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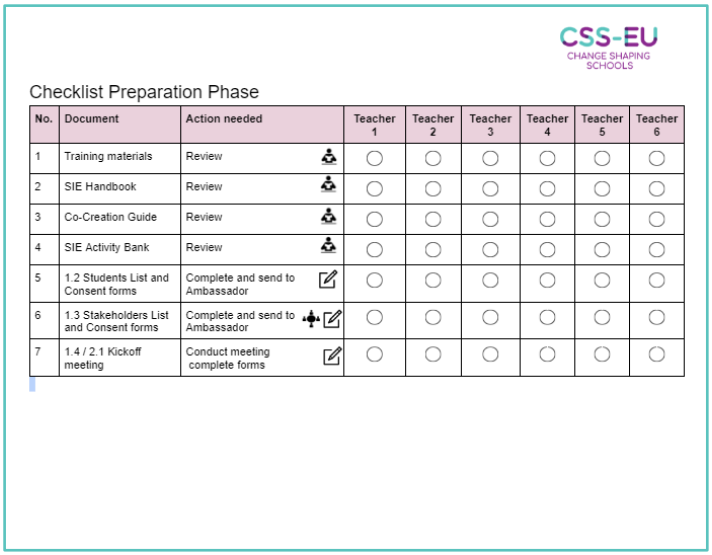

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Checklist Preparation Phase

No.	Document	Action needed	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1	Training materials	Review	○	○	○	○	○	○
2	SIE Handbook	Review	○	○	○	○	○	○
3	Co-Creation Guide	Review	○	○	○	○	○	○
4	SIE Activity Bank	Review	○	○	○	○	○	○
5	1.2 Students List and Consent forms	Complete and send to Ambassador	○	○	○	○	○	○
6	1.3 Stakeholders List and Consent forms	Complete and send to Ambassador	○	○	○	○	○	○
7	1.4 / 2.1 Kickoff meeting	Conduct meeting complete forms	○	○	○	○	○	○

6.1.2 Student list and consent forms

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Students lists and Consent forms

Project Stage:	Preparation phase 2. Chose the students to be involved
Objective:	Have the list of all students involved in the project. The data will be used to document the implementation and evaluation of the project during the two years of piloting.
Action needed:	The code will be the first 2 letters of your country followed by the first 2 letters of your school name # sign and then add numbers in order. For Example for **Ro**mania, **Em**inescu school the code for the first child will look **RoEm#1**. Print and fill the list of students who will participate in the project. After filling the forms send them to the Country Ambassador [Enter name] and upload it in the school google folder. Print and collect sign consent forms from students. After collecting the forms send them to the Country Ambassador [Enter name]
Responsible:	School teachers
Accountable:	Country Ambassador [enter name]

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Students list

Country: _____
School: _____
Teacher: _____

Code:	Name of the Student	Gender (M/F/O)	Age

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Minor consent form

I _____ hereby declare that:

1. I have been informed about the Change Shaping Schools - CSS-EU project in a clear manner about the method, purpose and activities of the project. I understand that this research meets the GDPR (European data protection legislation) standard. I understand that the collected data is only processed anonymously and confidentially and can be used for scientific purposes (e.g. publications) or dissemination purposes (e.g. presentations). My questions have been answered satisfactorily.

2. I have accepted that my child will take part in the project implementation and evaluation as their personal experience will contribute much to the development and understanding of issues under study.

3. I may choose not to allow my child to participate in the project at any point in time and I will inform project partners in a written document of my decision, otherwise I agree that my child to be part of this project for the duration of the implementation until January 2024

4. The name of my child will not be published or communicated to anyone outside of the research team. Only the researchers will be able to identify me in relation to the number code and will keep my child name and code confidential.

5. Reference to my child participation will be made only by a number code. When quoted or cited, information and data provided by my child during the interview will be referenced with this number code.

6. The information my child will provide will only be used for this project and to make improvements to the project documents and advance the research in this field and study.

7. I agree to the recording of my child testimonials during the implementation as well as video or pictures which are taken during the implementation and evaluation. All the recordings and all data collected during participation will be used internally, in the context of the project, and will not be accessible to third parties. Likewise in all the reports to be developed, there will be no connection to the identity of the participants or contact information.

8. The participation of my child is entirely voluntary and I can withdraw them from the project at any time.

_____
Name of the child

_____ _____ _____
Name of the guardian Signature Date

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6.1.3 Stakeholder map, Invitation and consent form

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Adult Stakeholders List, invitation and Consent forms

Project Stage:	Preparation Phase 3. Engage various stakeholders
Objective:	Have a list of all stakeholders who can participate in the project from local authorities, to parents, social entrepreneurs, businesses and others as they see fit. As well as have a sample letter to engage with them and once they are engaged sign the consent forms.
Action needed:	*Stakeholders List:* Identify all potential partners for the project and update the list regularly. *Invitation:* Use the invitation and customize it based on the individual you need to engage with stakeholders *Consent Forms:* Print and collect sign consent forms from all adults involved (teachers, parents, local authorities, etc.). After collecting the forms send them to the Country Ambassador [Enter name]
Responsible:	School
Accountable:	School

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Identify and engage with stakeholders

1) List all the stakeholders you think might be relevant for your project.
2) Brainstorm on this list together with your teacher colleagues.
3) Review and add new stakeholders to this list as you identify them.
4) Send an invitation to those stakeholders you want to engage with
5) Complete the adult consent forms with those who agreed to become part of the project.

Name of the Stakeholder	Position/Role	Organization	Contact (phone/e mail)	How can they be involved?	Who is in touch with them?

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Invitation

[School name] represented by [director name] would like to invite you [stakeholder name and organization] to join us to become part of our Social Innovation Lab.

This project is part of ChangeShaping Schools (CSS-EU), an EU funded project, which aspires to scale up a thoroughly researched, evidenced based educational model that is implemented already, involving teachers, students, and researchers in several schools in Europe. Specifically, ChangeShaping Schools wishes to become the gateway project for diffusing "Social Innovation Education" (SIE) in Europe as a comprehensive inclusive educational model for empowering and preparing students for tomorrow's world.

What does it bring?
CSS-EU brings Social Innovation Education, which "introduces a collective and collaborative learning process for the empowerment and socio/political activation of students to drive positive social change. Through this process, students develop a set of social and civic related competences that enable them to: i) identify opportunities for social value creation, ii) to form collaborations and build social relationships and iii) take innovative action for more democratic and sustainable societies".

What does this mean in practice?
SIE is where young people lead projects decided on through co-creation with adults from school and the community to address social and environmental issues that are important to them. This experiential process gives young people the motivation, mindset and competences to make society fairer, now and in the future.

If you are interested to join please let us know by [date and how would you like to receive confirmation]

Sincerely,
[name and organization]

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Adult consent form

I _____ hereby declare that:

1. I have been informed about the Change Shaping Schools - CSS-EU project in a clear manner about the method, purpose and activities of the project. I understand that this research meets the GDPR (European data protection legislation) standard. I understand that the collected data is only processed anonymously and confidentially and can be used for scientific purposes (e.g. publications) or dissemination purposes (e.g. presentations). My questions have been answered satisfactorily.

2. I have accepted to take part in the project implementation and evaluation as my personal experience will contribute much to the development and understanding of issues under study.

3. I may choose not to participate in the project at any point in time and I will inform project partners in a written document of my decision, otherwise I agree to be part of this project for the duration of the implementation until January 2024

4. My name will not be published or communicated to anyone outside of the research team. Only the researchers will be able to identify me in relation to the number code and will keep my name and code confidential.

5. Reference to my participation will be made only by a number code. When quoted or cited, information and data provided during the interview will be referenced with this number code.

6. The information I will provide will only be used for this project and to make improvements to the project documents and advance the research in this field and study.

7. I agree to the recording of my testimonials during the implementation as well as video or pictures which are taken during the implementation and evaluation. All the recordings and all data collected during participation will be used internally, in the context of the project, and will not be accessible to third parties. Likewise in all the reports to be developed, there will be no connection to the identity of the participants or contact information.

8. My participation is entirely voluntary and I can withdraw from the project at any time.

_____ _____ _____
Name of the participant Signature Date

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6.1.4 Kick off meeting

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Kickoff meeting

Project Stage:	Preparation phase 4. Arrange the logistics
Objective:	Have a planning meeting when all the details of the project are discussed and the team is organized. The output of this meeting is the Lab Overview which will be sent to the Country ambassador.
Action needed:	The meeting needs to be organized by the school team and the activities of the project need to be discussed and agreed upon. Print forms as needed.
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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Kickoff meeting

Attendance form				
No	Member name	Institution	Role (teacher, students, other stakeholders)	Signature
	(add rows as needed)			

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1. Proposed Agenda:

Include discussion points:

Before the meeting assign the role of a scribe and facilitator
Review the project folder
Fill out the attendance form

- Arrange the logistics: Discuss how the project will be organized inside the school
  - Students who will be involved
  - Times when the activities will take place
  - Stakeholders which will be involved
- Discuss and organize project documents (consent forms, participants list and stakeholders lists to country ambassador)
- Discuss project progress, risks and opportunities
- Review the checklist
- Determine meeting calendars and roles during the meeting - if not possible to schedule the monthly meeting determine at least the next meeting
- At the end of the meeting fill out Lab Overview
- Add any items you find necessary

2. Conclusions:

Enter conclusions here:

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3. To do:

Enter action items, timeframe and responsible here:

What?	When?	Who?

4. Other information

Enter resources and any special notes here:

5. Next meetings

Enter estimated date here:

Month	Day	Hour	Location

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6.2.1 Checklist

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Checklist - Implementation Phase

Project Stage:	Implementation phase
Objective:	Have all the information structured and easy to review in order to ensure all the steps are being followed.
Action needed:	Review the checklist and add a checkmark as you are completing the steps
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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Checklist Implementation Phase

No.	Document	Action needed	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1	2.2 Organize monthly meetings	Complete and send to Ambassador	☐	☐	☐	○	☐	☐
2	2.3 Project Planner (pre)	Complete and send to Ambassador	☐	○	☐	☐	☐	☐
3	2.3 Project Planner (during)	Complete and send to Ambassador	☐	☐	○	☐	☐	☐
4	2.3 Project Planner (post)	Complete and send to Ambassador	☐	☐	☐	☐	○	☐
5	National meetings	Participate	☐	☐	☐	☐	☐	☐
6	Training materials	Review	☐	☐	☐	○	☐	○
7	Document project	Upload pictures and videos	☐	○	☐	☐	☐	☐
8	Masterclass	Participate	☐	☐	☐	☐	☐	☐

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6.2.3 Project Planner

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Project Planner

Project Stage:	Implementation Phase
Objective:	Record key information for pre, during and post projects which will be relevant for the reporting, evaluation and building awareness about the project as well as it will inform the second iteration.
Action needed:	Fill out the Pre project before the project, During the implementation and Post at the end. Fill this document online or on paper and share it with your Country Ambassador as you progress.
Responsible:	School [enter name]
Accountable:	Country Ambassador [enter name]

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Project Planner

Project Details	
Project name	
School	
Contact person	
Grade / Students age	
Subject(s)	
Number of students	
Teachers	
Estimated duration	

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Pre-Project

1. **Learning outcomes**
   What do you want students to learn?

Identify 2-3 curricular learning outcomes for each of the subjects involved.

Identify transversal skills to be taught and assessed

- ☐ Vision for a better world
- ☐ Responsible and critical thinking
- ☐ Empathy
- ☐ Self-efficacy
- ☐ Collective and creative problem solving
- ☐ Embracing diversity
- ☐ Collective efficacy
- ☐ Social resilience
- ☐ Take the leap for value creation
- ☐ Using resources wel
- ☐ Social Communication
- ☐ Reflective learning
- ☐ Collaborative planning and democratic decision making

(Note: Revisit this section once the project is over and add any unexpected learning outcomes)

2. **Assessment**

How will you be assessing the learning outcomes you identified

Consider formative and summative assessment

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3. **Reflection Methods**

How individual, team and/or whole class will reflect during/at end of project

Tick all that applies

- ☐ Journal/Learning Log
- ☐ Whole Class Discussion
- ☐ Other
- ☐ Focus Group
- ☐ Survey

4. **Timeline & milestones**

List key dates and important milestones for this project

(eg. check-ins, deadlines ,meetings, exhibitions)

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5. Project presentation

How you will introduce/present the project to get students and stakeholders engaged.

Insert text here

6. Stakeholders

Whom do you think would be relevant to engage with? Think of people and organizations in your community, region or country that can make a relevant contribution to the project (public authorities, local businesses, social innovators, parents, local organizations,former students, experts, NGOs, and so on)

Insert text here

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7. Resources needed

Think about the facilities, equipment and materials you may need in your project and how you will get access to them.

Insert text here

8. Showcase

How will you exhibit your lab work? Who will be the audience? When will it take place? Where?

Insert text here

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During the Project

1. SGDs

Think about the SDGs your project is contributing towards

Insert text

2. Local sustainability challenge

What is the local sustainability challenge your project(s) address(-es)?

Insert text

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3. Ideas and solutions

What are the ideas and solutions your co-creation team developed?

Insert text

4. Products

What does your co-creation team do/create/build?

(Presentations, performances, Products and/or Services)

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5. Improvement Areas

What can be improved during the project?

Timing	
Resources	
Project idea	
Teaching	
Team management	
Other (describe)	

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Post - Project

1. Project summary

Include student role, issue, problem or challenge, action taken, and purpose/beneficiary

Insert text

2. Learning outcomes

What did the students learn?

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3. Beneficiaries

Who were the beneficiaries of the project? How many people were impacted and how?

Insert text

4. Impact

What is the impact your project created inside your school, in your community and among the members of the lab?

Insert text

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5. Timeline

How long did it take you to implement the project and what are some key milestones?

Insert text

6. Changes

What changes do you think are necessary for the second iteration of the project?

Insert text

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