CSS-EU

CHANGE SHAPING SCHOOLS

4.3 Evaluation Report

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1. Overview and basic information.

Overview of this report

In the context of the CSS-EU project, the purpose of this document is to present the evaluation process that occurred in schools in Croatia, Cyprus, Serbia, and Romania, where Social Innovation Education (SIE) has been implemented and tested. The evaluation has been divided into two periods: one before the implementation of the SIE model in the schools (pre-evaluation) and the second after the implementation phase (post-evaluation). This division allows us to measure the impact of the intervention.

Participants in this evaluation phase included teachers and students, who were provided with a structured questionnaire based on the SIE framework and its different levels of competence. The primary objective was to assist students in developing SIE competences and becoming active participants in the educational process within their schools. Moreover, at a broader level, the aim was to foster the development of their characters and enable them to contribute positively to both personal growth and their communities.

In this context, the contemporary educational landscape is witnessing a transformative wave, with a growing emphasis on holistic skill development, creativity, and social responsibility. Social Innovation Education (SIE) has emerged as a dynamic model, seeking to instil key competences in students that extend beyond traditional academic boundaries. This evaluation process delves into the impact of the SIE model across diverse educational settings, namely Romania, Serbia, Croatia, and Cyprus.

In **Romania**, the evaluation process unfolds a narrative of consistency and progress. Both teachers and students, through their assessments, unveil a tangible impact of the SIE model. Notably, the post-evaluation reports showcase an improvement in competence evaluations, underscoring the effectiveness of the SIE interventions in Romanian schools. The examination of this context provides insights into the adaptability and reception of the SIE model within a specific cultural and educational framework.

Serbia's experience with the SIE interventions reveals a nuanced picture. While there is discernible progress in competence assessments following the interventions, responses from both teachers and students exhibit a level of reluctance to fully embrace a significant shift. The evaluation process sheds light on the intricate dynamics at play in Serbia's educational landscape and raises questions about the factors influencing the perceived impact of SIE.

Croatia's encounter with the SIE interventions mirrors the situation in Serbia. Particularly noteworthy is the stability exhibited by teachers in classifying their students at a consistent level of competence before and after the SIE intervention. This stability prompts a deeper exploration into the factors shaping the reception and implementation of SIE initiatives in Croatia, contributing valuable insights to the broader discourse on educational innovation.

In **Cyprus**, a consistent pattern emerges as teachers consistently rate their students at higher levels across various competences. Even before the introduction of the SIE intervention, there exists a positive baseline perception of students, reflecting teachers' already high regard for their capabilities. The evaluation process in Cyprus illuminates the intricate relationship between existing attitudes and the augmentative impact of the SIE model on teacher perceptions.

Overall, as we traverse through the diverse educational landscapes of Romania, Serbia, Croatia, and Cyprus, this evaluation process becomes a lens through which we scrutinize the reception, impact, and adaptability of the Social Innovation Education model. The varied responses underscore the importance of considering cultural nuances, educational traditions, and pre-existing perceptions in assessing the effectiveness of innovative educational approaches. This overview sets the stage for a deeper exploration into the intricacies of SIE interventions and their potential to shape the future of education across diverse contexts.

Project Overview

The central objective of the ChangeShaping Schools (CSS-EU) project is to diffuse a thoroughly examined educational framework called Social Innovation Education (SIE). This framework was meticulously developed through a comprehensive study involving teachers, students, and researchers in European schools. Notably, CSS-EU aims to be at the forefront of spreading SIE across Europe, offering a comprehensive educational model designed to empower students for the challenges of the future.

The innovative and inclusive nature of this model secured funding from the EC's H2020 NEMESIS program, backed by a robust scientific and empirical foundation. Throughout the CSS-EU project, the goal is to propagate SIE across Europe and transfer its principles to diverse EU countries, including Croatia, Cyprus, Romania, and Serbia. This transfer seeks to enable more schools to initiate crucial transformations in both education and society.

In essence, the CSS-EU initiative strives to achieve the following objectives:

- ✓ Empower primary and secondary education teachers by providing enhanced professional development through training in innovative teaching methods integrated into the SIE model.
- ✓ Cultivate the social and civic skills of students, nurturing their knowledge, comprehension, and adherence to values and fundamental rights.
- ✓ Foster a school environment that promotes a democratic and inclusive culture, valuing diversity and facilitating open dialogue and discussion by actively involving all members of the community in decision-making processes, with a specific focus on placing students at the core.
- ✓ Formulate and sustain collaborative partnerships across various sectors, fostering stronger cooperation among a broad spectrum of stakeholders, including educational institutions, learning providers, public authorities, stakeholders, and civil society organizations, all within the realm of inclusive learning.

CSS-EU endeavours to enable more schools to bring about essential changes in education and society using the SIE model. To accomplish these goals, the project team executed two trials across 30 schools in Croatia, Cyprus, Romania, and Serbia. These trials provided an opportunity for country ambassadors, teachers, and schools to test and evaluate the efficacy of Social Innovation Education within their unique contexts. As revealed in our initial O2.1 Contextual Report, Social Innovation Education is in its nascent stages, requiring significant efforts to enhance awareness, build capacity, and establish sustainable methods for its integration into the school curriculum.

The piloting process allowed country ambassadors and schools to explore and learn how to adapt the SIE model to diverse contexts in a cost-effective, adaptable, and risk-managed approach, considering the Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) inherent in each country. Ultimately, the pilot phase aided us in several ways:

- ✓ Confirming some initial assumptions about the scalability of SIE in diverse contexts.
- ✓ Gathering data to assess and monitor the impact of SIE in schools within Croatia, Cyprus, Romania, and Serbia.
- ✓ Acquiring feedback and testimonials from teachers and students based on their pilot experiences.
- ✓ Identifying opportunities for enhancement in both the content and structure of SIE.
- ✓ Formulating recommendations for effectively expanding SIE to other contexts throughout Europe.

In total, we engaged over 30 schools and a minimum of 5 teachers from each school. This group of teachers was carefully composed by country ambassadors, considering the diversity and representativeness of this cohort. The first phase of the pilot occurred between November 2021 and November 2022, followed by the second phase from December 2022 to December 2023.

Social Innovation Education model

The CSS-EU project centres on the Social Innovation Education (SIE) model, emphasizing the need to define its core aspects. In essence, SIE involves youth spearheading projects through collaborative decision-making with adults from educational institutions and the community to tackle significant social and environmental issues. This practical approach equips young individuals with the drive, mindset, and skills to contribute toward a fairer society both in the present and the future. The co-creation labs stand as a fundamental element in our approach, uniting diverse stakeholders like teachers, students, parents, social innovators, and local community members (including businesses, authorities, public agencies, etc.) in collaborative projects that foster a multi-faceted perspective and process, ultimately contributing to the achievement of the Sustainable Development Goals (SDGs).

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 conceptualized 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".

By expanding the implementation of the SIE model in this pilot phase and beyond, our aim is to make additional contributions to the reform of educational policies in Europe. This effort emphasizes the model's ability to empower and bring about transformation, enhancing the capabilities of individuals and communities, fostering inclusive relationships, and generating collective results and societal benefits.

The basis of our methodology and the framework to use for our analysis was the 13 SIE competences we see here:

Social Innovation Competences	
The social innovation competences (skills and values) are what social innovators use when addressing social issues. In SIE young people develop these competences through hands on social action with members of the community to become the social innovators of the future.	
COMPETENCE	**DESCRIPTION**
1. Vision for a better world	Imagine a better and fairer world
2. Responsible and critical thinking	Spot the good and bad points so you can improve something responsibly
3. Empathy	Understand and respond to the feelings of others to build something better
4. Self-efficacy	Believe in yourself. Identify and assess your strengths and weaknesses. Value the opinions of others
5. Collective and creative problem solving	Create, as a group, ideas that trigger social change
6. Embracing diversity	Work with lots of different people for a positive outcome
7. Collective efficacy	Help others to achieve their goals
8. Social resilience	Persevere and stay focused on your vision despite setbacks or failures
9. Take the leap for value creation	Act upon your vision to help others
10. Using resources well	Coordinate people and use resources (including digital ones) to help achieve your goal
11. Social communication	Effectively communicate and interact with others to make positive and sustainable (long lasting) relationships
12. Reflective learning	Step back and reflect on / analyse what you have achieved in order to learn and improve
13. Collaborative planning and democratic decision making	Democratically (as a group) decide upon your future actions and shared vision

Methodology Overview

The methodology employed in this evaluation process revolves around the **structured framework of Social Innovation Education (SIE)**, designed to foster holistic skill development and creativity in students. Central to this assessment are the **13 competences** integral to the SIE model, each representing a distinct facet of students' capabilities beyond traditional academic boundaries.

The heart of the evaluation lies in the delineation of competences and the development of relevant levels to gauge the students' proficiency. These competences, ranging from 'empathy' and 'responsible and critical thinking' to 'vision for a better world' and 'collective efficacy,' serve as key indicators of the impact of SIE interventions on students' overall skill sets. To facilitate a nuanced evaluation, **specific levels** were established, enabling a comprehensive classification of students' performance within each competence.

The evaluation process extends across **diverse educational landscapes**, including **Romania, Serbia, Croatia**, and **Cyprus**. Recognizing the influence of cultural and educational nuances, the methodology accounts for country-specific variations in the reception and impact of the SIE framework. This approach enables a contextualized understanding of how the SIE model interacts with and shapes the unique educational dynamics in each country.

The evaluation process captures **insights from both teachers and students**, providing a comprehensive view of the perceived **impact of SIE interventions**. Teachers' assessments offer valuable perspectives on their students' competences, while students' self-assessments contribute to a holistic understanding of the SIE framework's influence on their own skill development.

A crucial element of the methodology involves a **comparative analysis between pre- and post-evaluations**. This allows for the identification of shifts in perceptions and competences after the implementation of SIE interventions. The methodology thus offers a dynamic exploration of how the SIE model influences the evolution of students' skill sets over time.

The methodology unravels patterns of consistency and variation across the evaluated regions. In Romania, the consistent improvement in post-evaluation assessments highlights the effectiveness of the SIE interventions. In Serbia and Croatia, the observed stability prompts a deeper investigation into the factors influencing the perceived impact of SIE. Cyprus, with its consistent positive baseline perceptions, adds a layer of complexity to the overall understanding of SIE dynamics.

In essence, this methodology combines a structured framework, country-specific considerations, and a dual perspective from teachers and students. It serves as a comprehensive tool to assess the transformative potential of the Social Innovation Education model and offers valuable insights into the diverse educational contexts in which it is implemented.

2. Pilot implementation in schools

Croatia

The pilot implementation in Croatia commenced in January 2023. Two schools completed their projects by June 2023 and the rest of them at the end of 2023. Initially engaging with five secondary schools in Rijeka, logistical challenges led to a shift, and five primary schools from various Croatian regions were selected instead. Challenges arose during the pilot stages, as some teachers withdrew due to scheduling conflicts or workload constraints. Despite this, collaboration among participating teachers within each school remained a consistent theme, fostering connections among students of diverse profiles. As the project progressed, a few teachers dropped out, but each Social Innovation Education (SIE) lab ran successfully with at least one or two mentor teachers. Some schools opted to continue their participation also after the project's end.

Cyprus

CSI's efforts in Cyprus culminated in the recruitment of five schools for the project, four being public upper secondary schools and one private primary school. Two schools completed their projects in June 2023, while the remaining three are on track for completion by the project's end. The project involved 17 teachers and 155 students, benefiting over 800 students in total. The participating schools represented Cyprus's diverse student population, including international students, those with migration or refugee backgrounds, and students from various socioeconomic backgrounds. The project has contributed to social innovation projects within the Cyprus CSS-EU Schools' Actions.

Romania

In Romania, the original plan to engage with five educational institutions expanded to six due to concerns about teachers' post-pandemic capacity. Challenges emerged in recruiting teachers, with some schools having fewer interested educators, while others faced overwhelming interest. The perception of the Social Innovation Education (SIE) model varied with the context. The pilot implementation began in January 2022, with diverse engagement levels from schools. Some completed both iterations with minimal dropout, while others faced challenges in starting or maintaining the project due to factors like teacher changes and personal reasons. The second iteration started in November 2022 and ended in June 2023.

Serbia

Serbia initiated its piloting phase in March 2021, with five schools participating in the first cycle. The schools established co-creative laboratories, engaged parents and external collaborators, and involved students across various grade levels. This groundwork laid the foundation for the formation of school clubs or sections dedicated to the SIE program. The diverse engagement of students from elementary to high school grades demonstrated the evolving impact of the Social Innovation Education (SIE) program in Serbian schools. A total of 70 teachers and 980 students from 8 to 17 years of age participated in all the training sessions that were held. Overall, apart from the 5 standard projects, another 9 projects were created in Serbia (14 in total in 14 different schools).

3. Findings and Analysis

In this section, we present the findings of the overall evaluation process, accompanied by relevant analyses for each section. As previously mentioned, the evaluation process was divided into two parts: pre-evaluation and post-evaluation. Most of the teachers and students who participated in the pre-evaluation also took part in the post-evaluation, ensuring consistency and reliability in the analysis. However, given the passage of several months between the two evaluation periods, it's possible that some participants contributed to only one of the surveys.

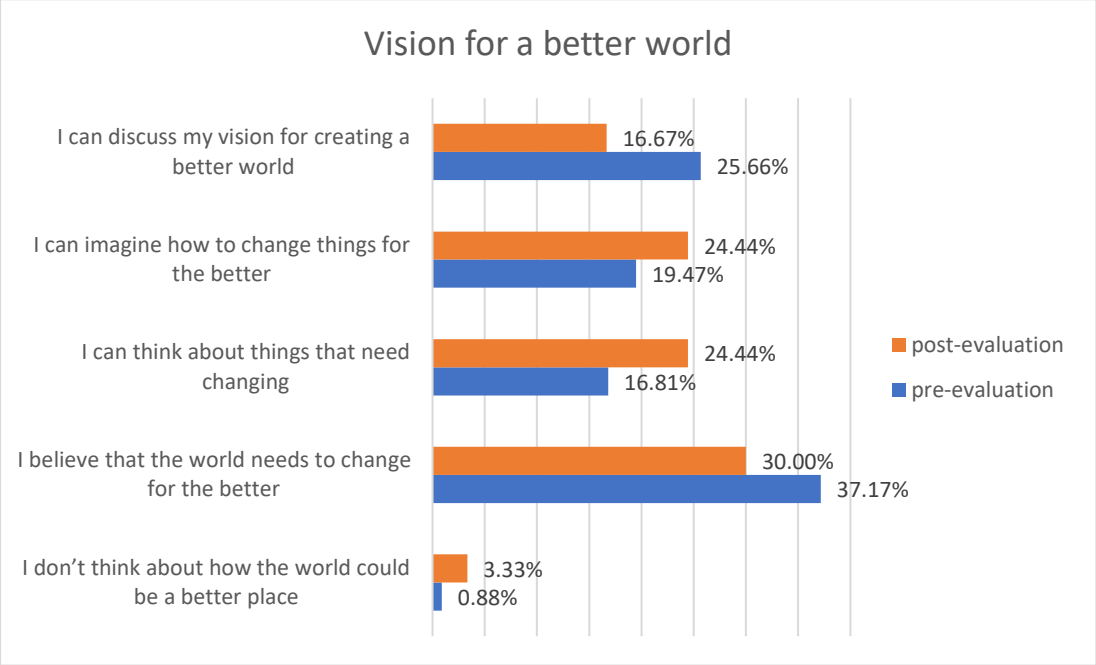
The survey tool utilized both online and printed questionnaires, and the sample consisted of teachers and students actively involved in the implementation process within the schools. To encourage honest responses, the questionnaires were kept anonymous. The table below provides an overview of the number of participants in all countries across both evaluation periods.

	Teachers		Students	
	Pre-evaluation	Post-evaluation	Pre-evaluation	Post-evaluation
Croatia	18	25	60	32
Cyprus	6	14	23	23
Serbia	10	10	20	29
Romania	12	19	113	90
Total participants	**46**	**68**	**216**	**174**
Questionnaires	**114**		**390**	

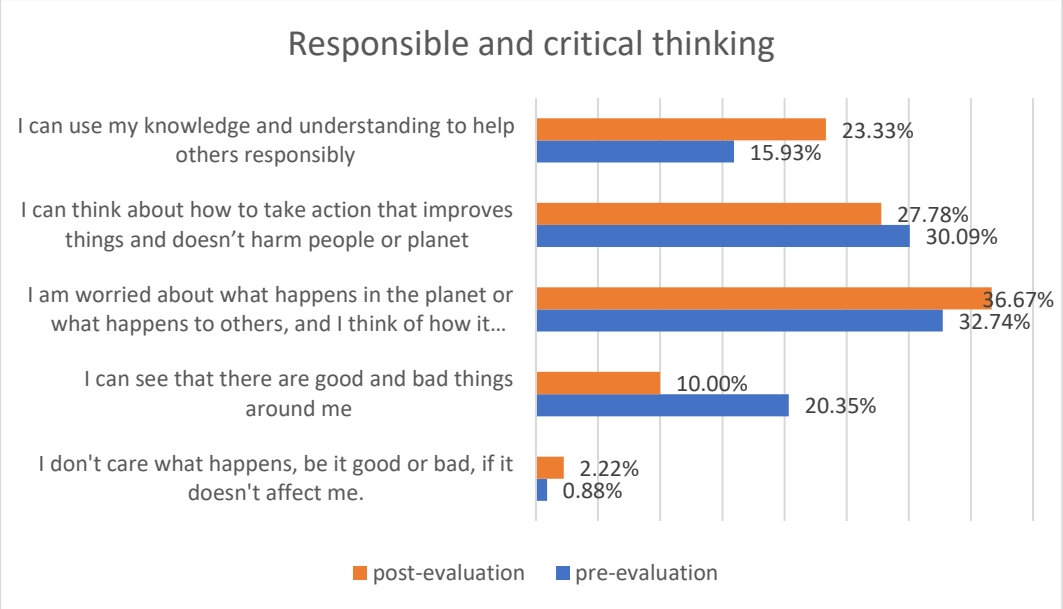
In the first part of each country section, we present the student's questionnaires, while the second part focuses on the teachers' questionnaires. All questionnaires aimed to assess the Social Innovation competences of the students. In addition to all 13 SIE competences, and exclusively for the teachers' questionnaires, we also included some relevant topics regarding the mentality and capacity of students to participate actively in the learning process. The questionnaires used for the study are included in the **Annex section** of this document, provided in English. These questionnaires were translated into Croatian, Greek, Serbian, and Romanian before being distributed among the teachers and students in the respective schools.

Impact on student's competences – Romania

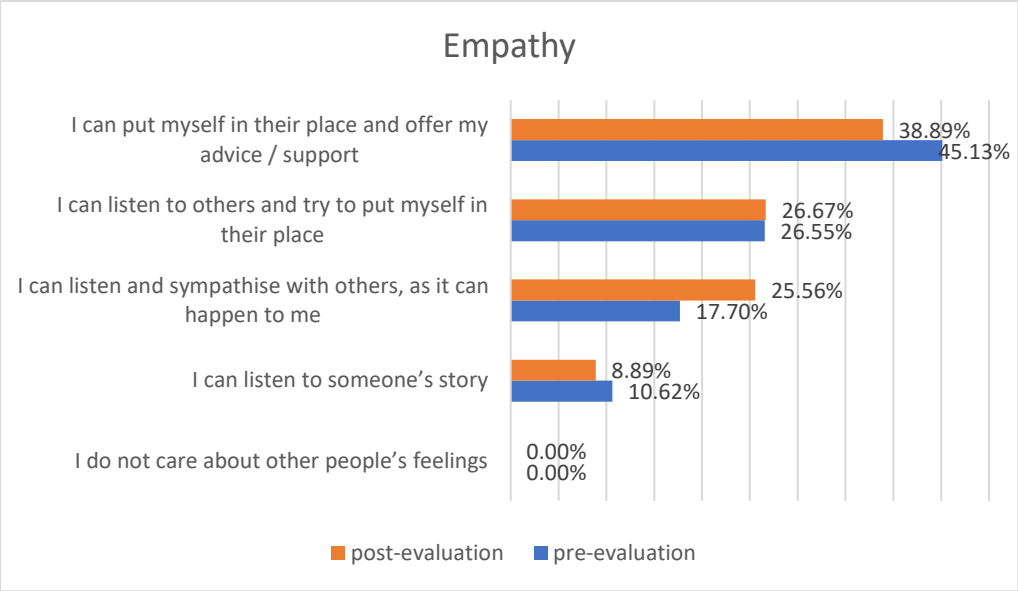
Romanian students



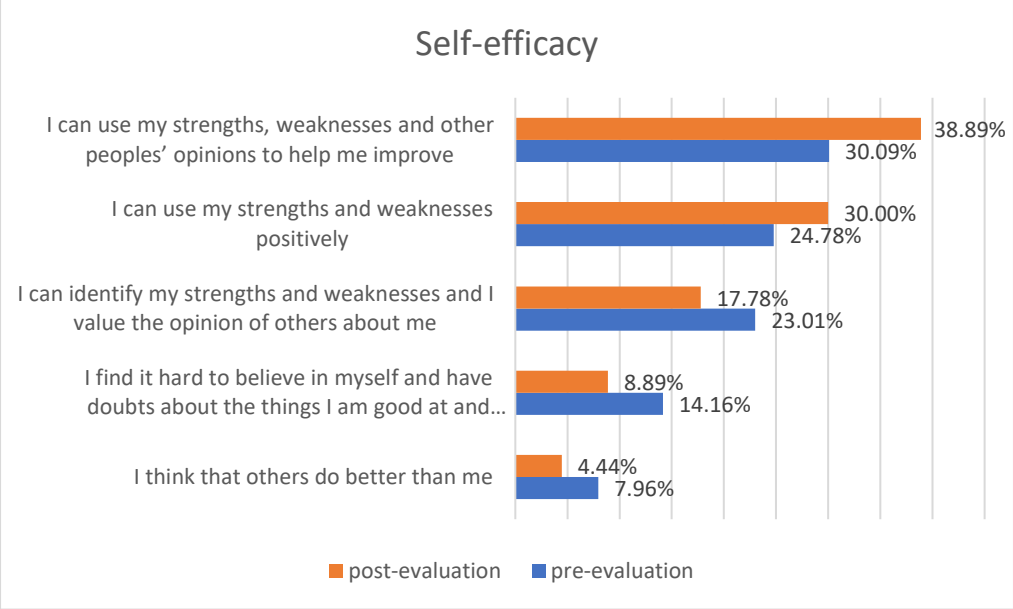
In the first competence, 'vision for a better world', it seems that impact on students in the context of our sample in Romania was not so profound. However, in levels 3 and 4 we still see a difference after the intervention since students valued themselves higher regarding their vision for the world.



In the competence no.2; responsible and critical thinking, there is a slight progress regarding the upper levels of competence comparing pre and post evaluation. The responses from the lower levels were moved to the upper levels, after the SIE intervention, as we can see in the graphic above.

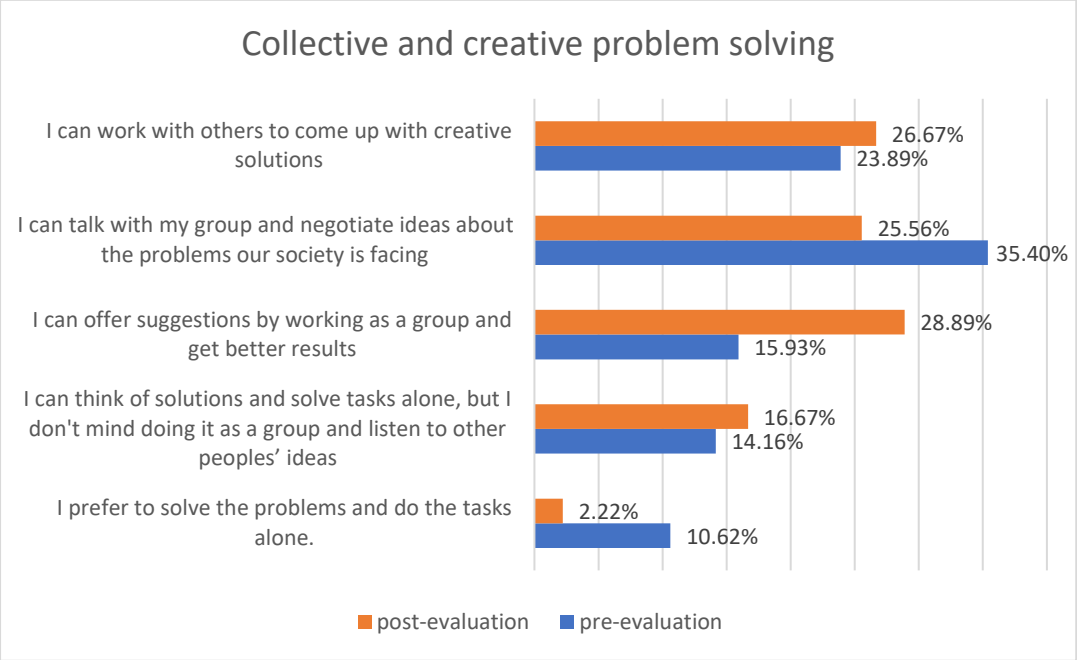


In empathy, which is the third competence in the SIE framework, pre and post evaluation are more or less in the same level, meaning that students in that particular context did not witnesses a big difference on themselves, on average.

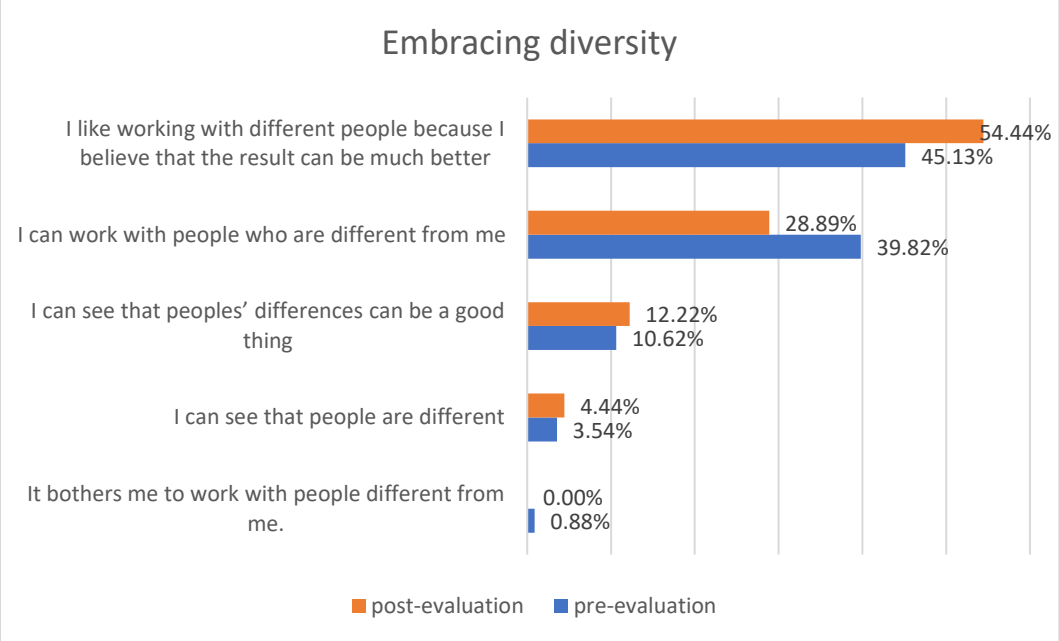


In the context of self-efficacy, we can see an actual impact of the intervention on students' perception about their competence since there is a progress in all upper levels of the competence. For instance, in the higher level of self-efficacy and particularly in the level described as 'I can use my strengths and

weaknesses and other peoples' opinions to help me improve' we can see a raise of around 10% from pre to post evaluation. This element shows clearly that students acquired self-esteem regarding their self-efficacy.

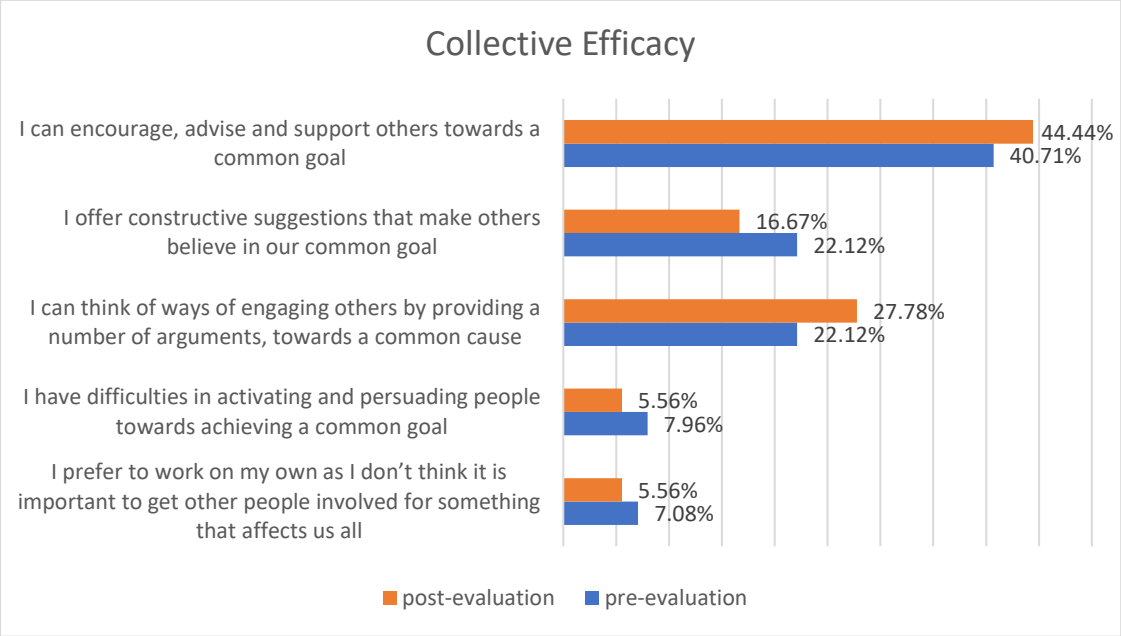


In the fifth competence of the SIE framework; collective and creative problem solving the impact of intervention in the students' perception was not so significant, as it comes out from the average of responses. In other words, students couldn't witness a real change on themselves, regarding this particular competence.

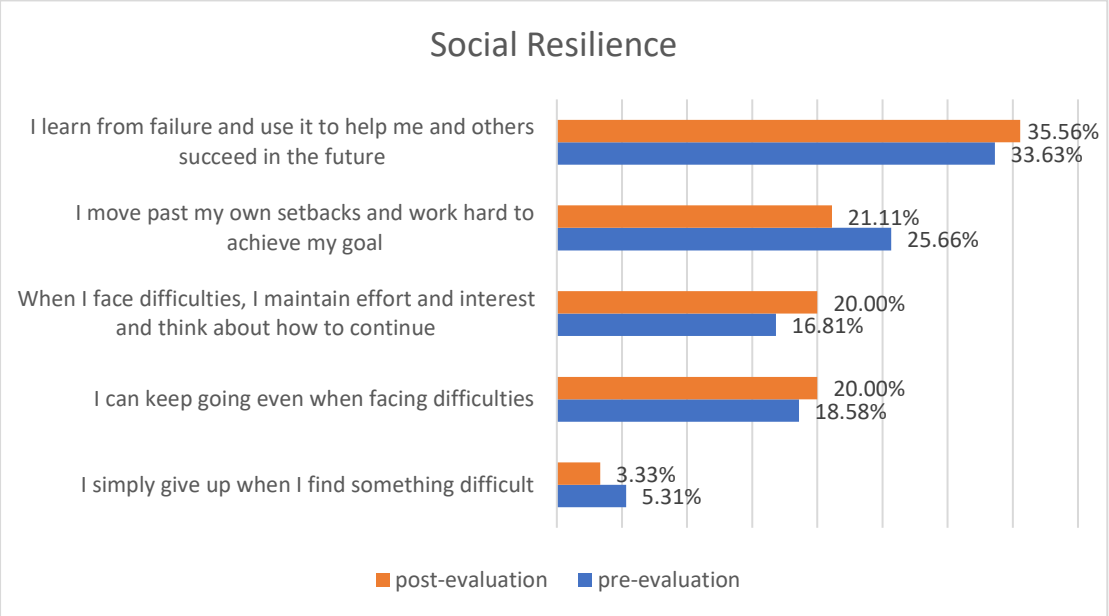


SIE method is a practice that embodies collaboration with different people at its core. Therefore, the competence of 'embracing diversity' is an important one and we can see from the responses of the

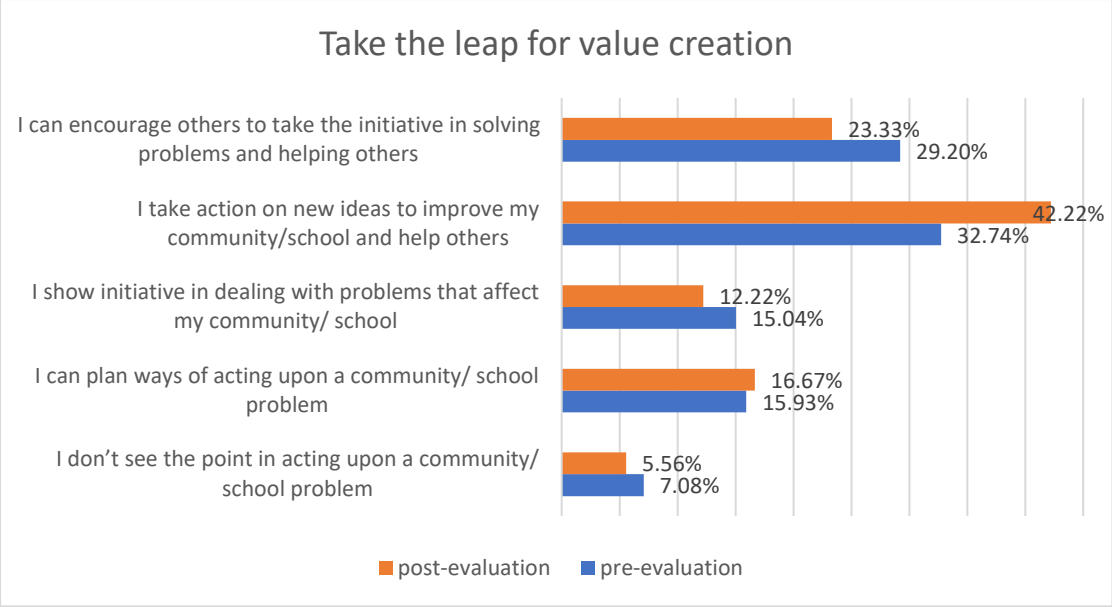
Romanian students that the intervention had a positive impact on them, since in the upper level for instance, students value themselves almost 10% more after the SIE intervention.



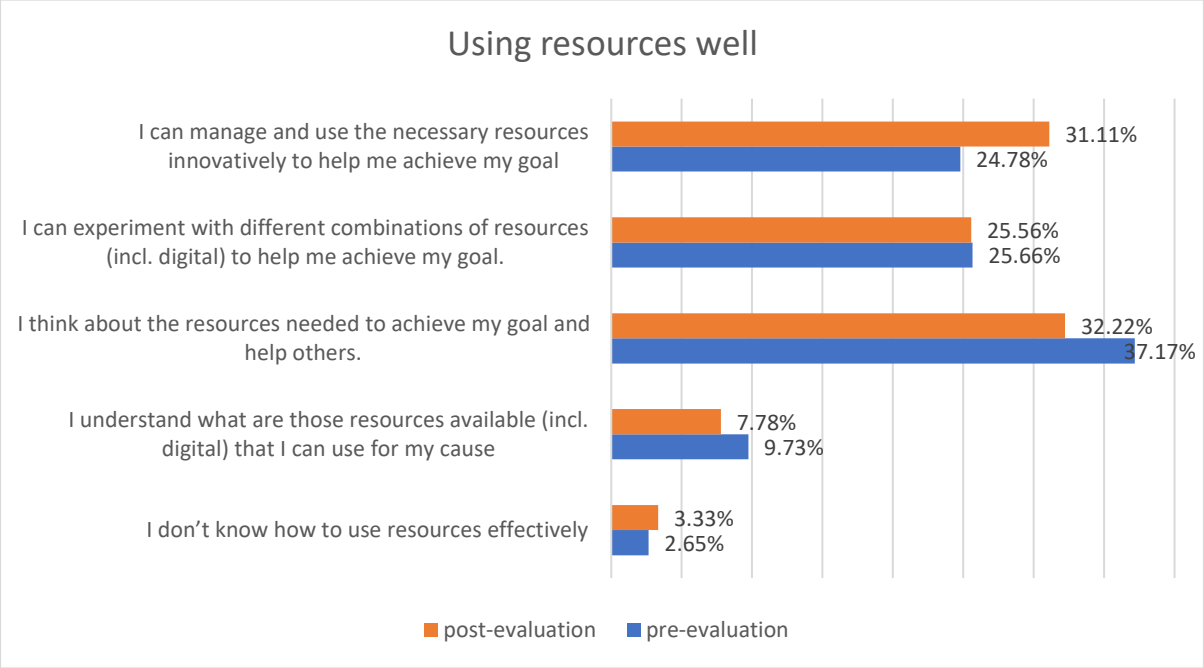
In the context of collective efficacy, students' assessment on themselves didn't show any significant difference regarding their level of competence, before and after the SIE intervention.



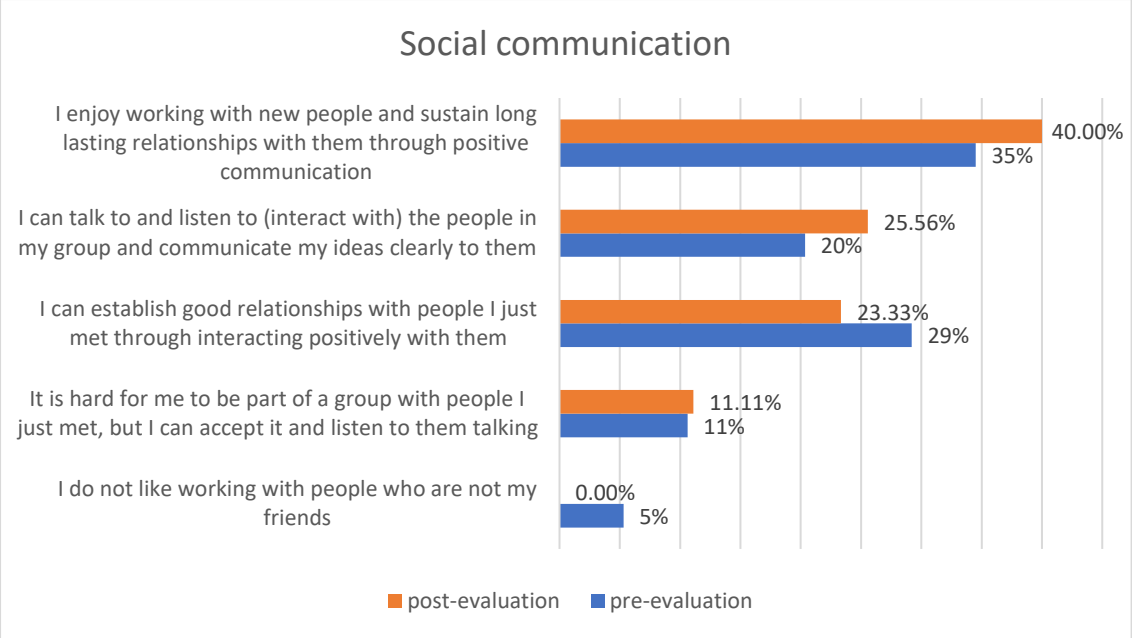
For the competence of social resilience, students' assessment on themselves was more or less in the same level, before and after the SIE intervention.



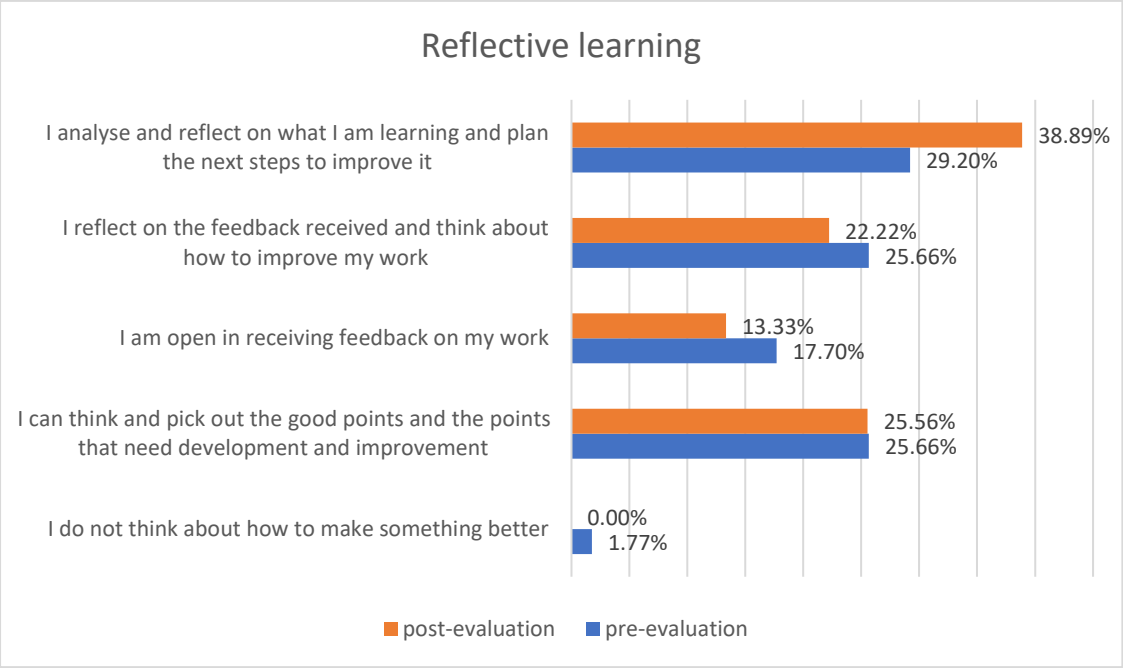
In the context of the competence 'take the leap for value creation' students' assessment pre and post the intervention is on a similar level. However, in the second most advance level 'take action on new ideas and help others' is 10% more in post evaluation, compared to pre evaluation.



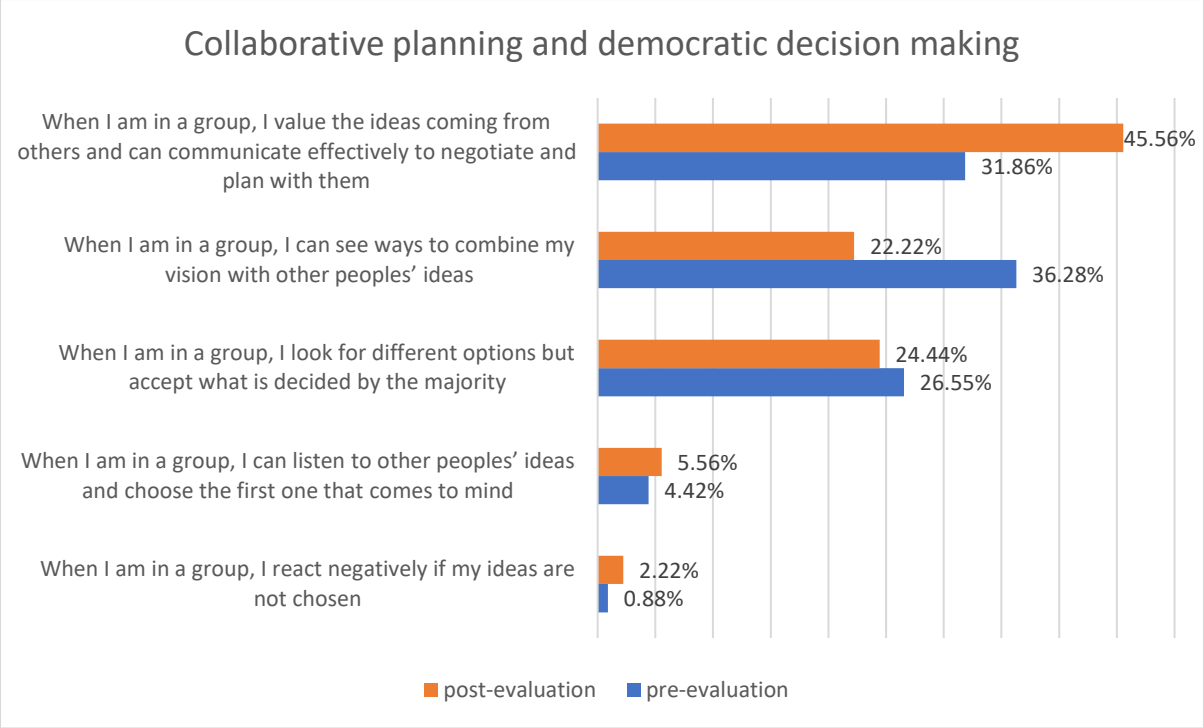
In the context of 'using resources well' Romanian students value themselves high, both before and after the SIE intervention. This probably depicts the high level of digital skills of young people in general and within the context of SIE.



Similarly, in the context of 'social communication' competence, Romanian students shows a relatively high level of their value, both before and after the SIE intervention, having a good perception of their value regarding social communication in general.

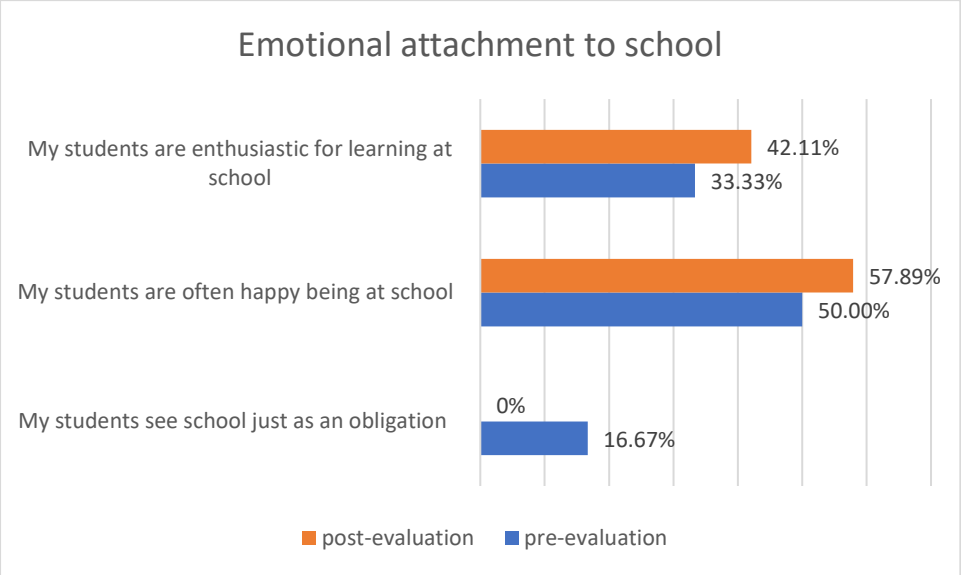


Regarding the 'reflective learning' competence, we can see that the higher level was raised around 10% more after the SIE intervention. This shows that students on average value their capacity for reflective learning more, after their involvement with SIE.

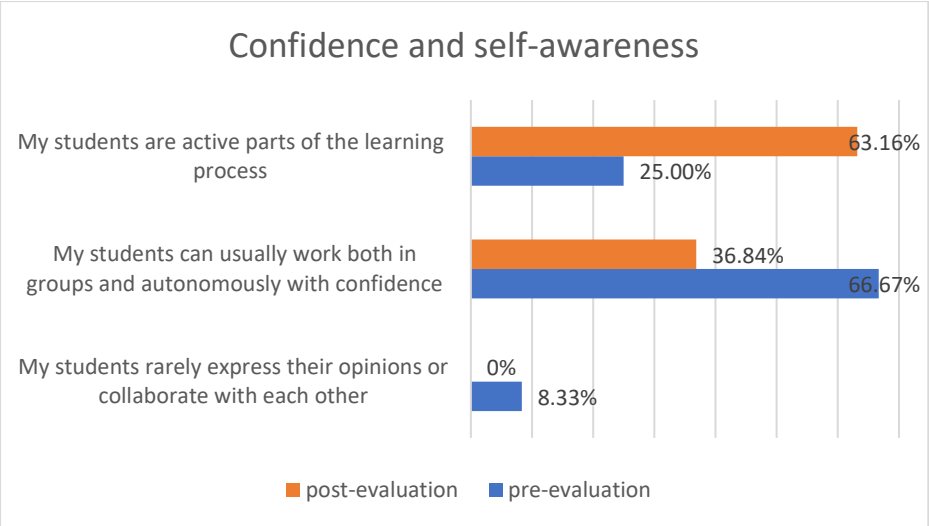


The final SIE competence, that of 'collaborative planning and democratic decision making', shows a significant improvement of the students' perceptions in the higher levels of the competence levels.

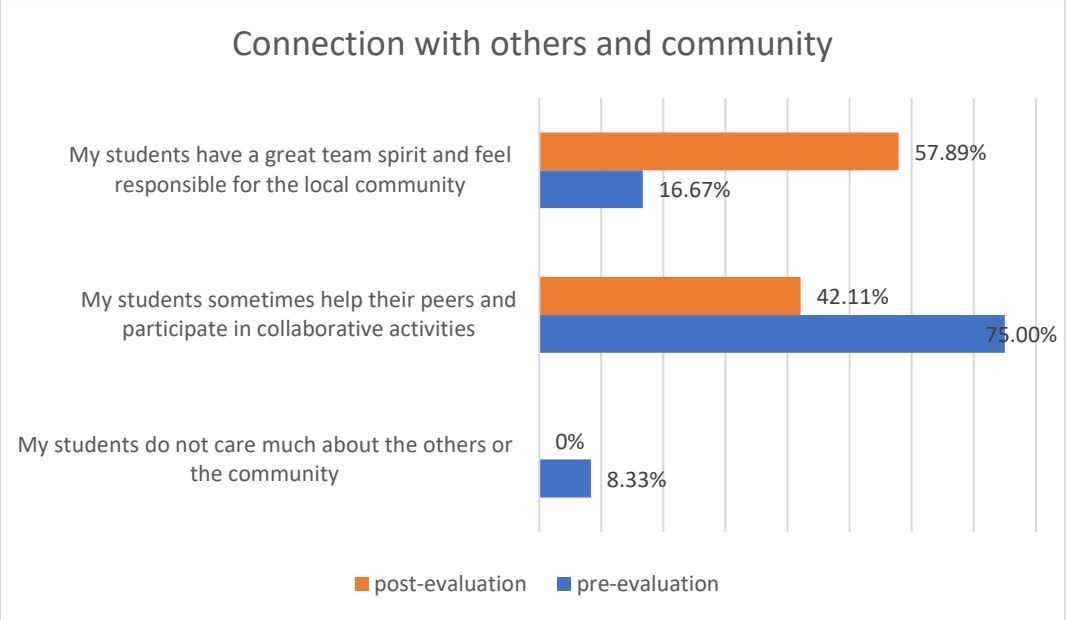
Romanian teachers



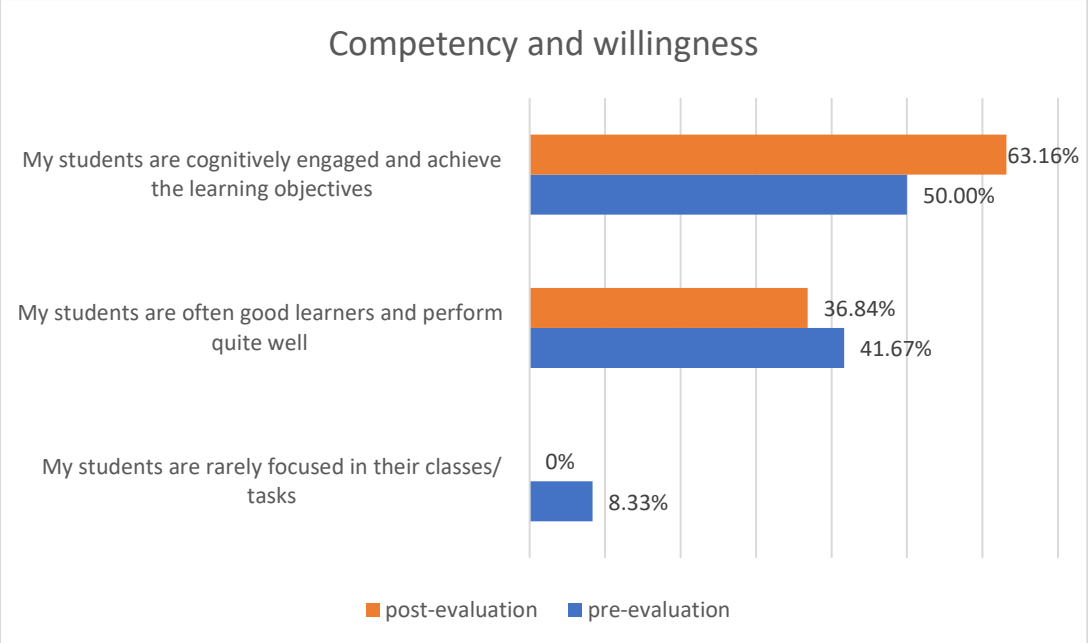
Romanian teachers that assessed the emotional attachment of their students to school show a significant progress on their perceptions after the SIE intervention, compared with their responses on pre-evaluation. For instance, in pre-evaluation there were some responses for the answer “my students see school just as an obligation”, while in post evaluation there was no response for this level, and the also there was a raise in the upper levels.



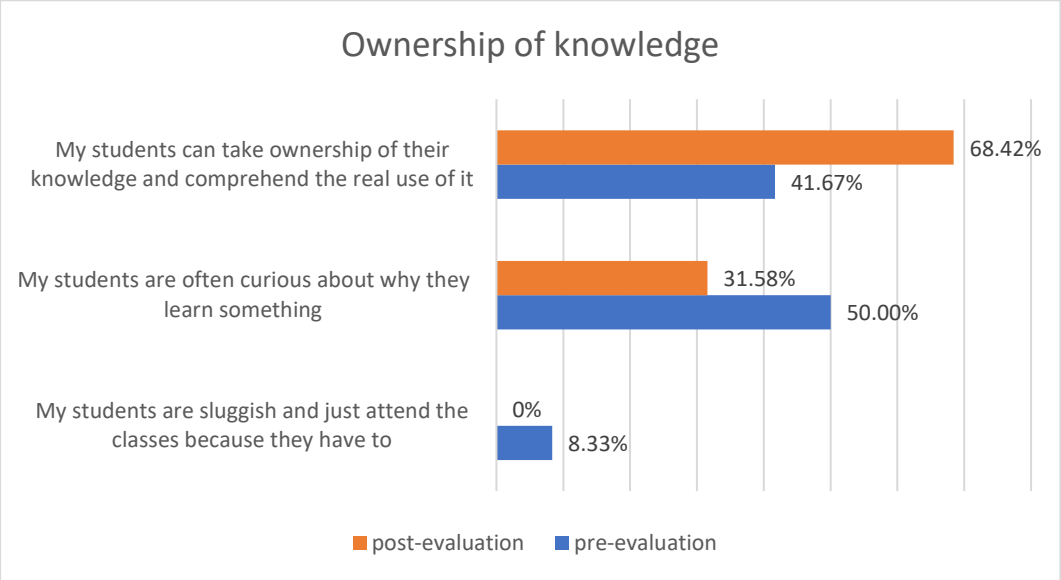
For the confidence and self-awareness, the change of teachers’ perception about their student is overwhelming. There is big difference between pre- and post- evaluation and the positive effect of the SIE intervention is depicted in the diagram above.



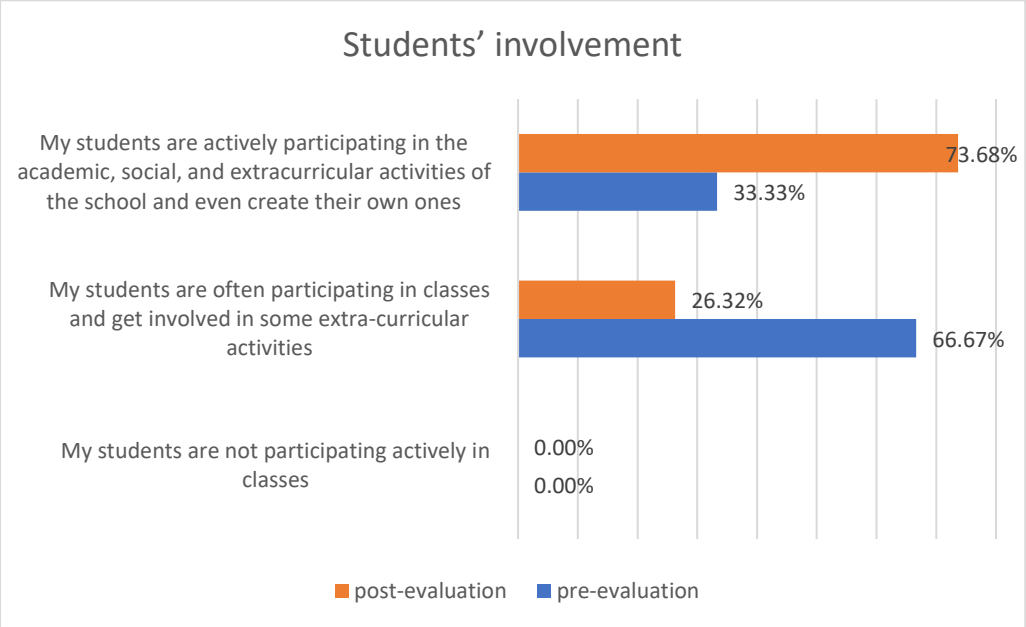
Similarly, about the topic 'connection with others and community', the effect of SIE intervention is here as well significant. Especially in the higher level of this competence, we can see a raise of 40% between pre and post evaluation. This shows that teachers changed very much their perception about their students' connection with others.



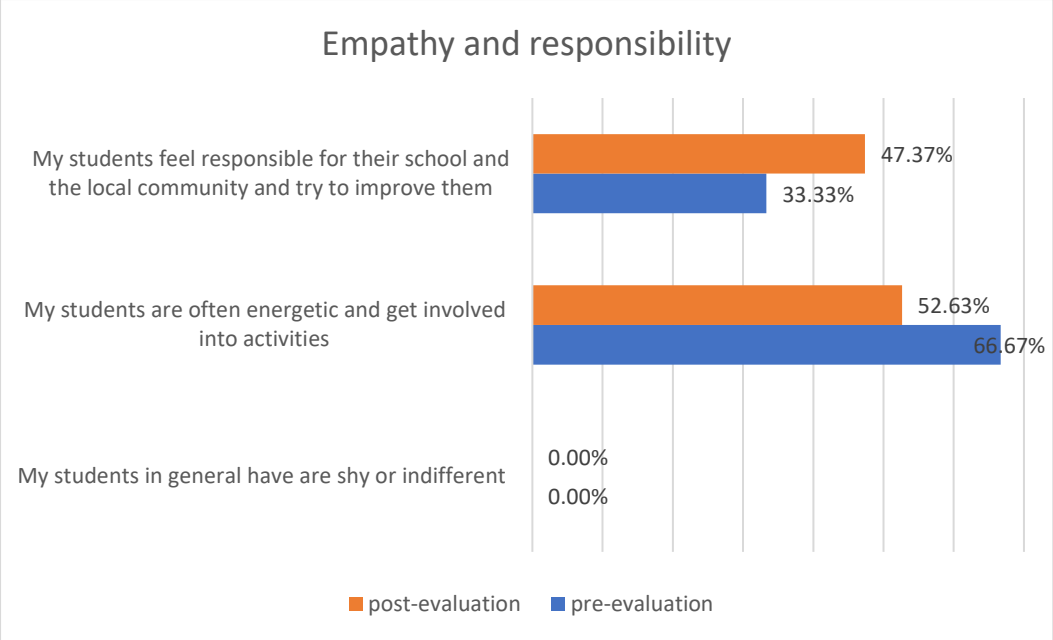
In the context of 'competency and willingness', the SIE intervention seems that didn't have a significant impact on students, according to the teachers' answers. There is positive change, but not as much as in the previous topics that we saw above.



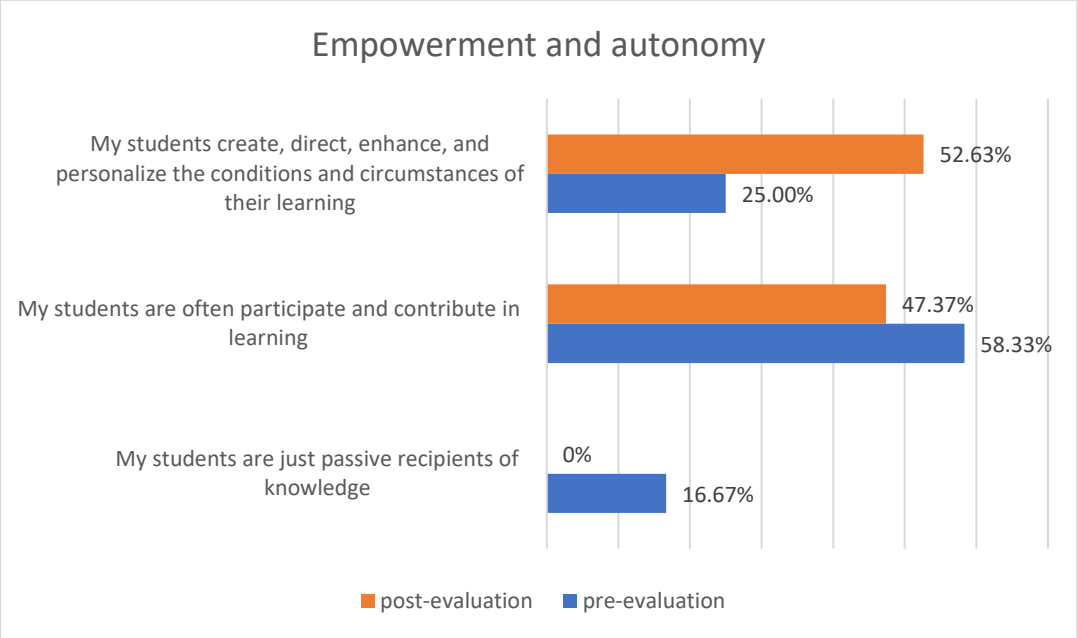
Regarding the 'ownership of knowledge', teachers' perception about their students changed to the better. In the level 'my students can take ownership of their knowledge and comprehend the real use of it', which is the most advance, teachers' responses are more than 15% more in post evaluation, showing that the SIE intervention allowed students to work on the ownership of their knowledge.



In the context of students' involvement, SIE intervention appears to be also significant, since the responses of the teachers moved from the second advanced level in pre-evaluation to the most advance level in the post evaluation.

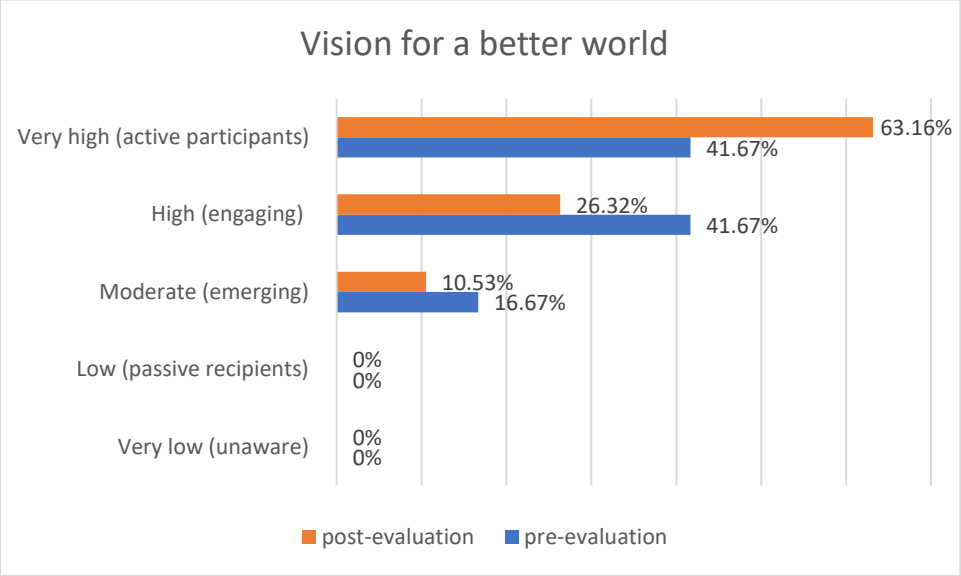


In the context of 'empathy and responsibility', we can see a slight change in the perception of the teachers, as many responses moved from the second-best level to the best one, after the SIE intervention. In general, teachers of our sample in Romania value their students' empathy and responsibility, as no one chose the lowest possible level for them.

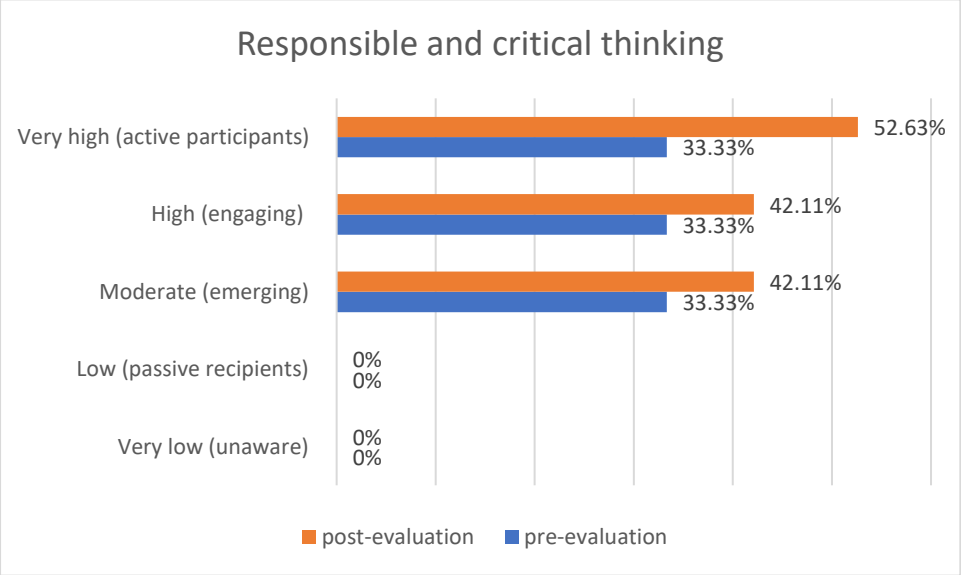


In the same vein with the previous topic, teachers' perception changed to the better after the intervention, regarding their students' empowerment and autonomy. The highest level (my students create, direct, enhance and personalise the conditions and circumstances of their learning) had an increase of 100% of the responses after the SIE intervention.

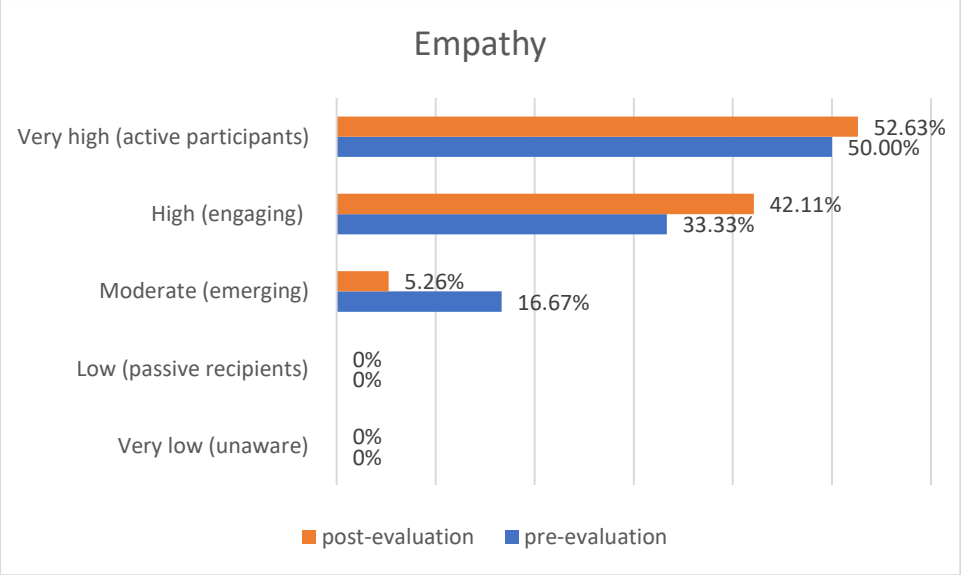
SIE competences



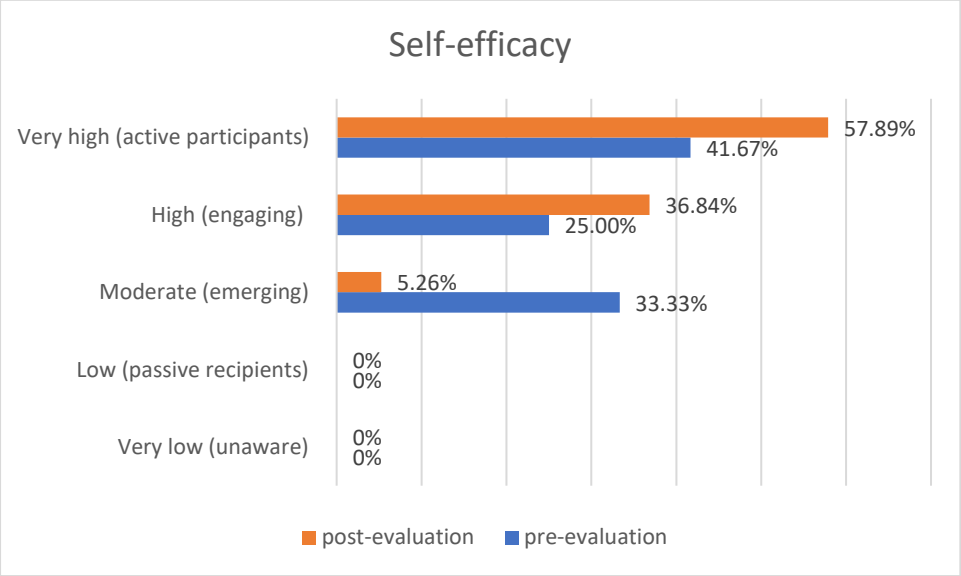
In the context of the first SIE competence; vision for a better world, Romanian teachers reported a change to the better for their students, as the option 'very high (active participants) gained 15% more on average after the SIE intervention.



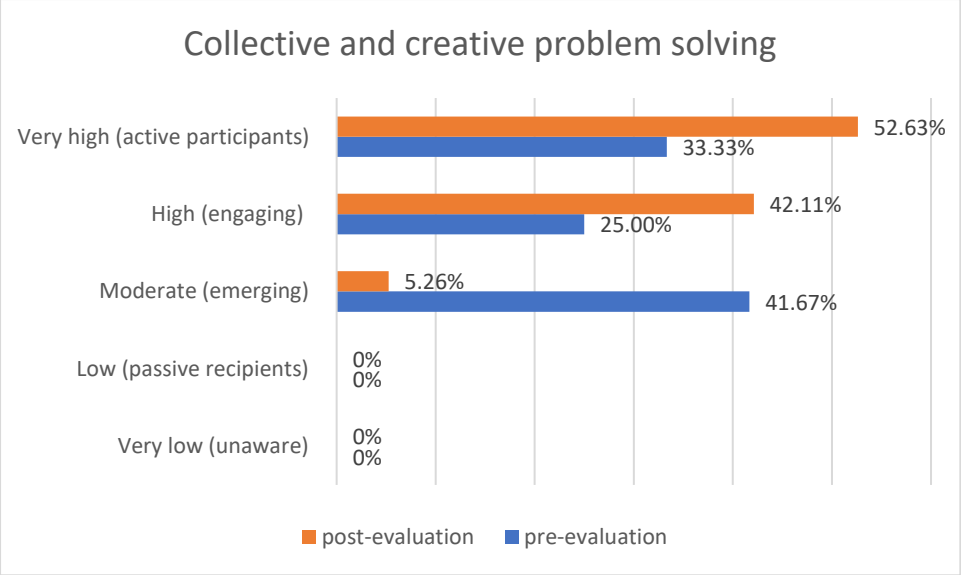
For the competence of 'responsible and critical thinking', the same pattern appears as teachers valued the SIE intervention and this is depicted in the graphic above, where the post evaluation rates are better for the students, than those from the pre-evaluation.



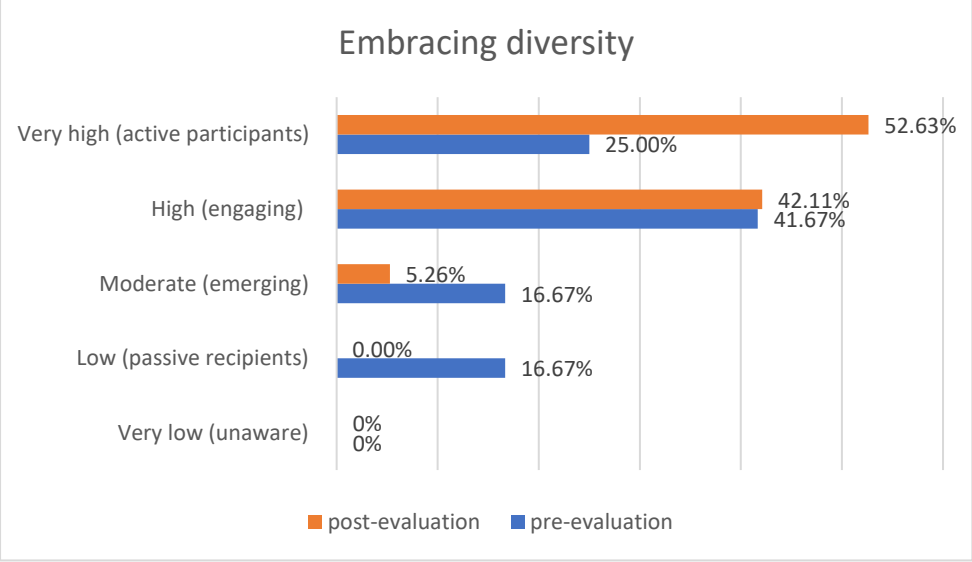
In the context of empathy, teachers both in pre and post evaluation share a good perception about their students' competence. Half of the participants in this assessment rated their students with the highest level of competence before and after the SIE intervention.



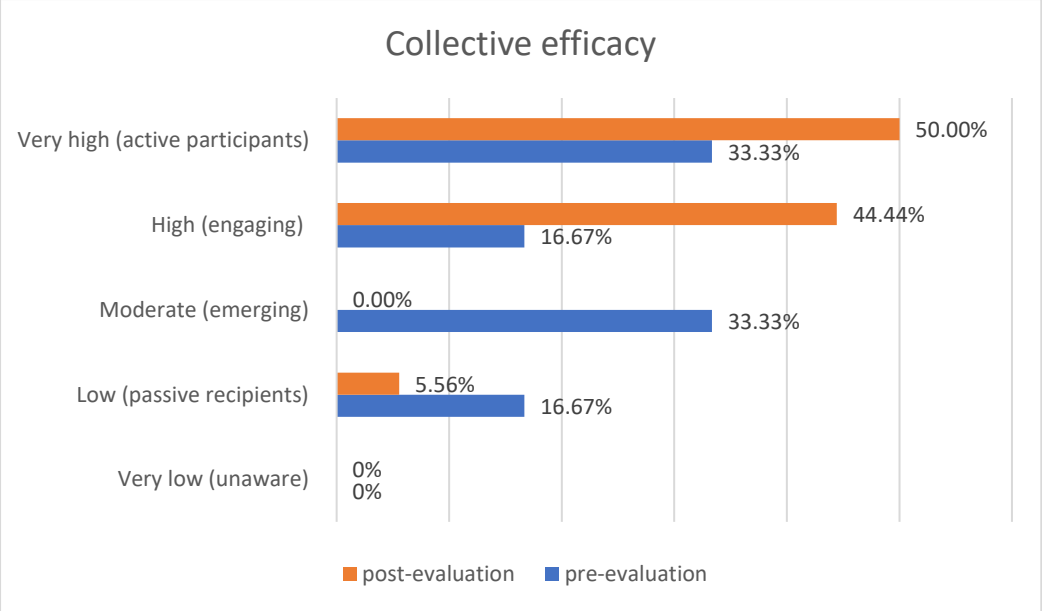
In the self-efficacy context, Romanian teachers from our sample reported a significant change in their perception about the students, as the vast majority in post evaluation rated their students in the two highest levels. The medium level (moderate – emerging) was selected from the 33% of participants on average in pre-evaluation, while the same level in post evaluation gathered only the 5% of respondents.



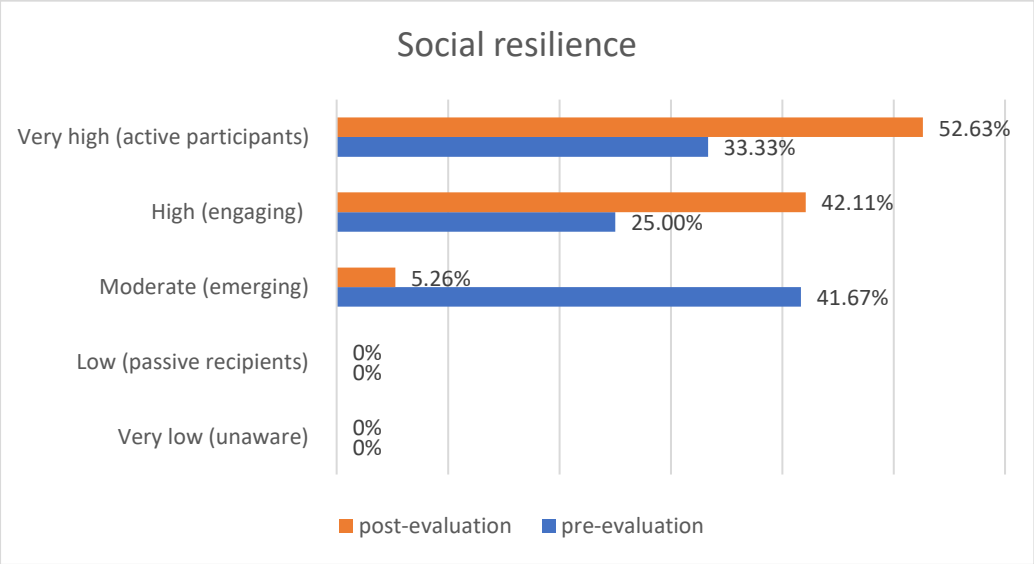
In the competence of collective and creative problem solving, Romanian teachers reported a significant change in their perceptions after the SIE intervention. In particular, while in pre-evaluation the majority of teachers (41%) rated their students' competence in the moderate/ emerging level, in post evaluation only 5% selected the moderate level and all other chose very high (52%) and high (42%).



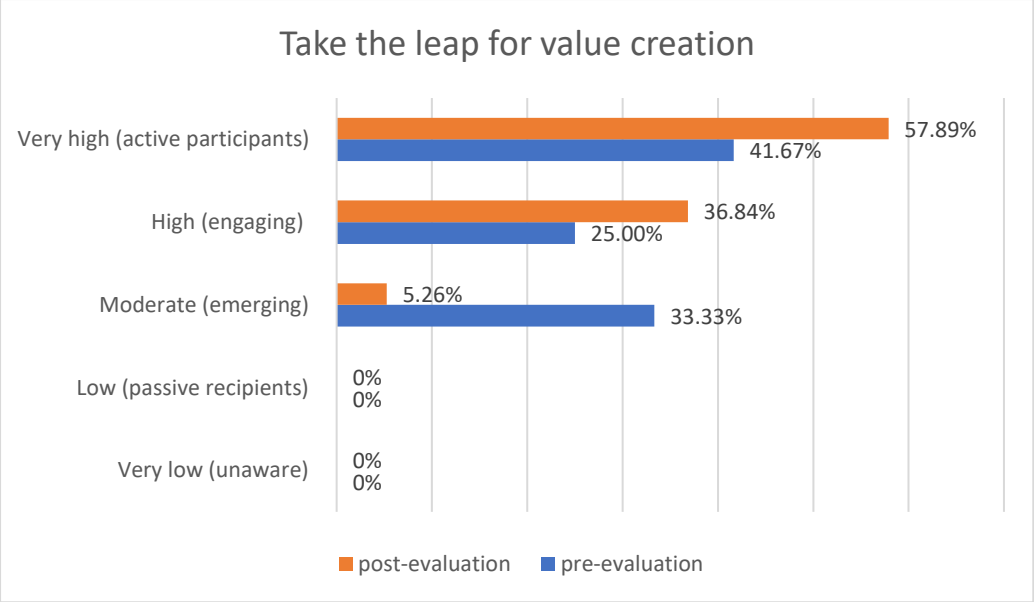
In the context of 'embracing diversity' it is interesting that the level 'high/ engaging' had the same percentage in both evaluations. However, it is worth to be mentioned that the responses of 'low' and 'emerging' of pre-evaluation were transferred to 'high' and 'very high' in the post-evaluation. This means that an actual change of perception.



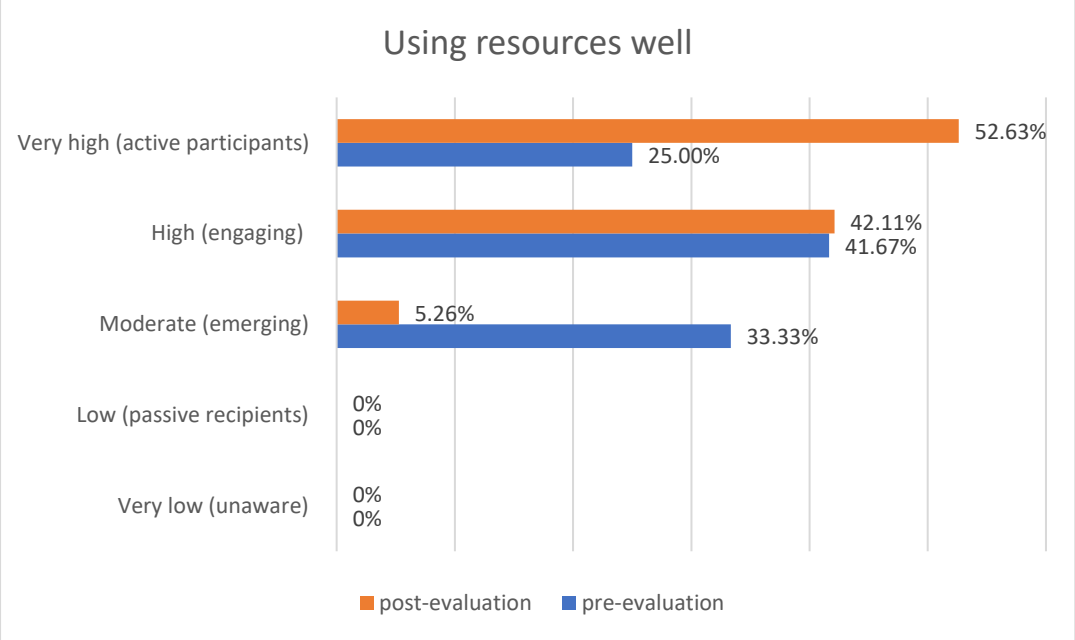
Similarly, in the context of 'collective efficacy' there is a significant improvement in the perceptions of teachers about their students. In the post-evaluation the vast majority of teachers selected the levels of 'very high' and 'high' for their students' competence on collective efficacy.



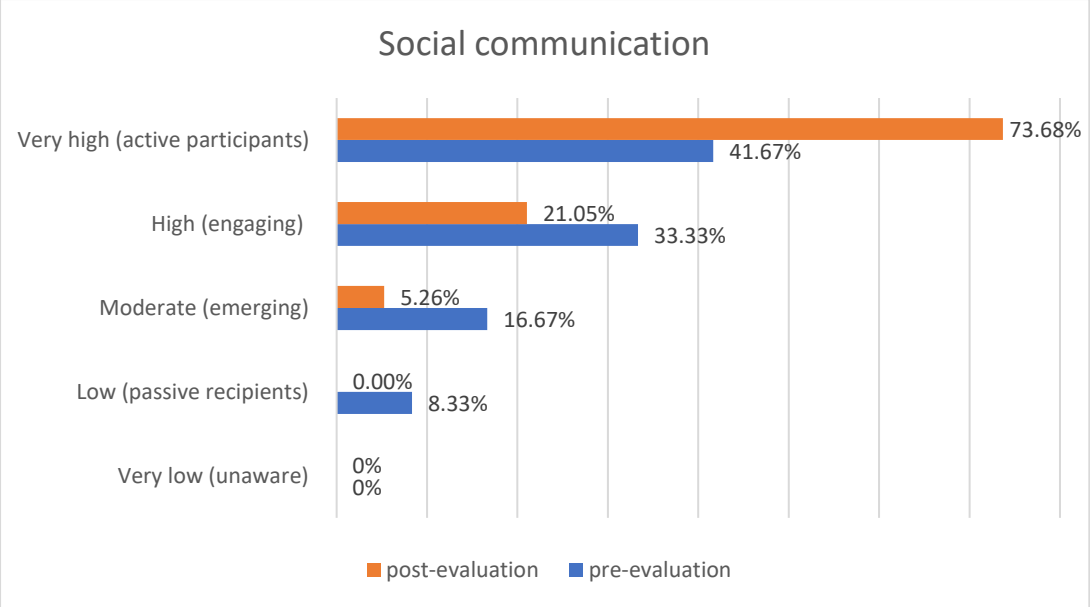
In the 'social resilience' context it is also interesting that while in pre evaluation the majority of teachers (41%) rated their students level as 'moderate', in post evaluation there is just 5% in moderate and all other responses are in the levels of 'very high' and 'high'.



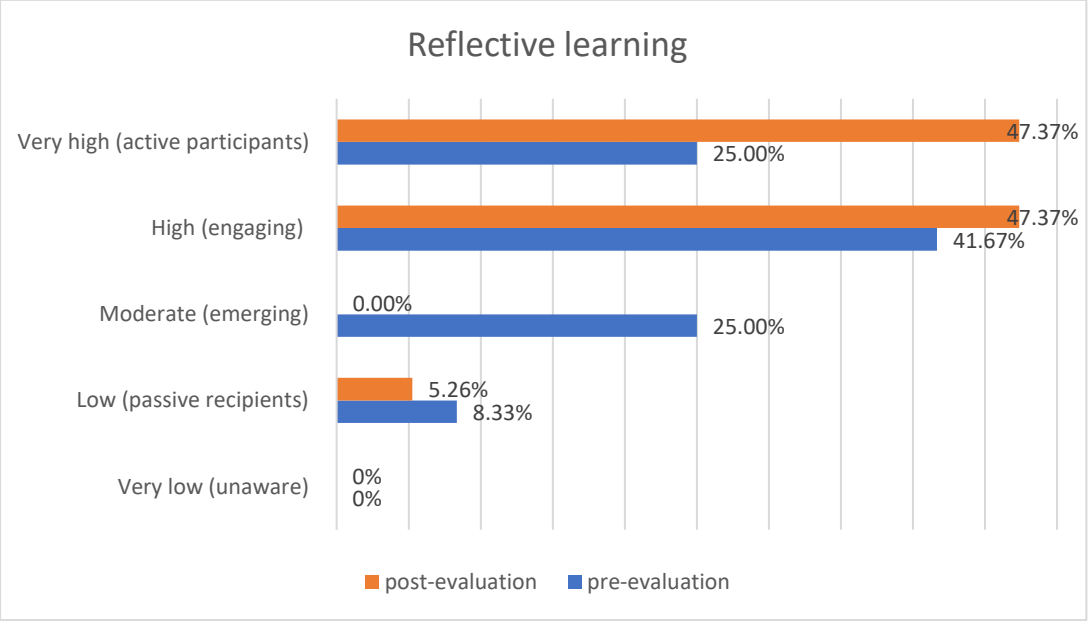
In the same vein, for the competence 'take the leap for value creation', the responses of teachers were moved almost completely from the 'moderate' level to those of 'very high' and 'high'. This is another evidence of the impact of SIE intervention in the perception of teachers about their students.



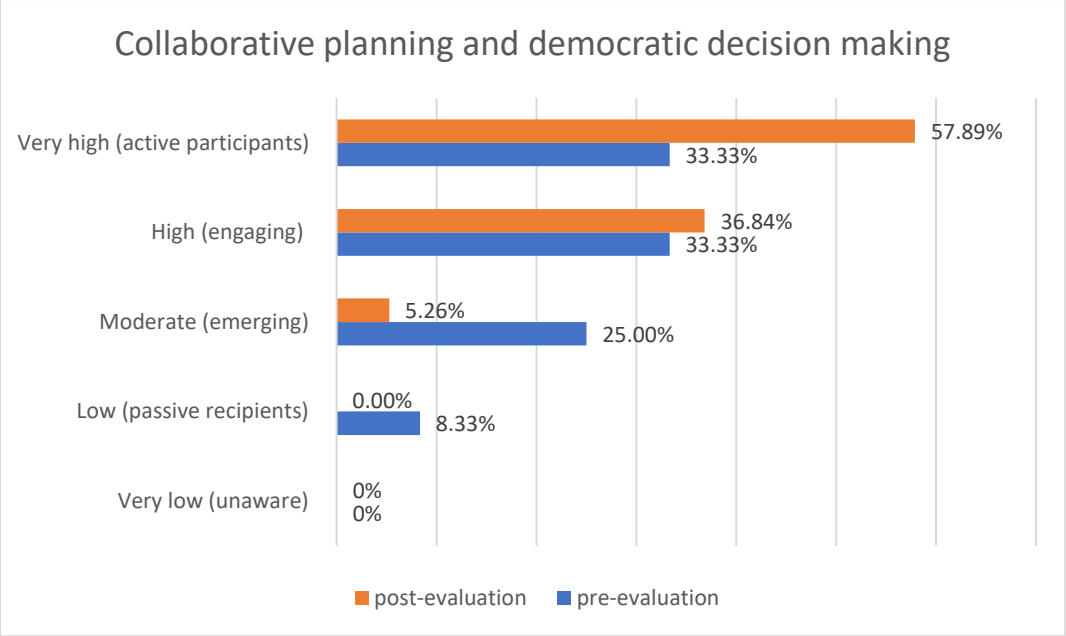
In the context of 'using resources well', a topic that is vital for the young generation and the usage of technology, it is interesting to see that after the SIE intervention, responses from the 'moderate/ emerging' level to that of 'very high/ active participants. On the other hand, the level of 'high/ engaging' remained the same as percentage in both evaluations.



In the context of 'social communication', a competence that appears to be limited in young people because of the social media, the SIE intervention in the Romanian schools seems that had a positive effect. In particular, the percentage of 'very high/ active participants' almost doubled after the intervention, while there are not 'low' responses in post evaluation and only 5% of 'moderate'.



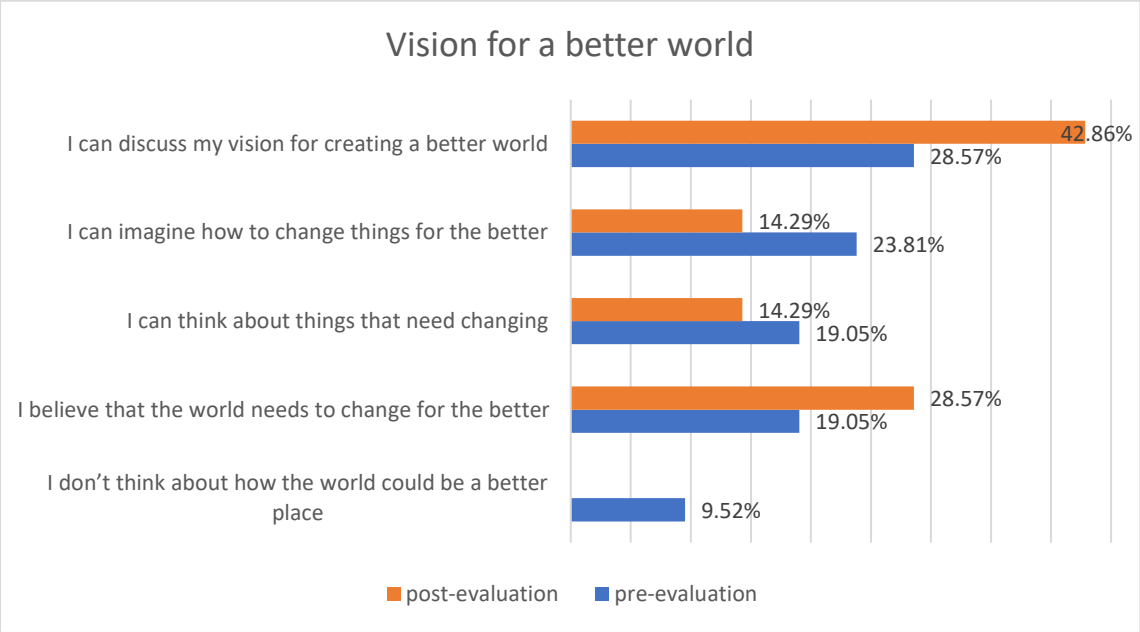
For the competence of 'reflective learning' again the responses of teachers moved from the 'moderate/ emerging' level to the higher ones, which increased significantly after the SIE intervention. In post-evaluation, almost all responses of the Romanian teachers were only in the two highest levels.



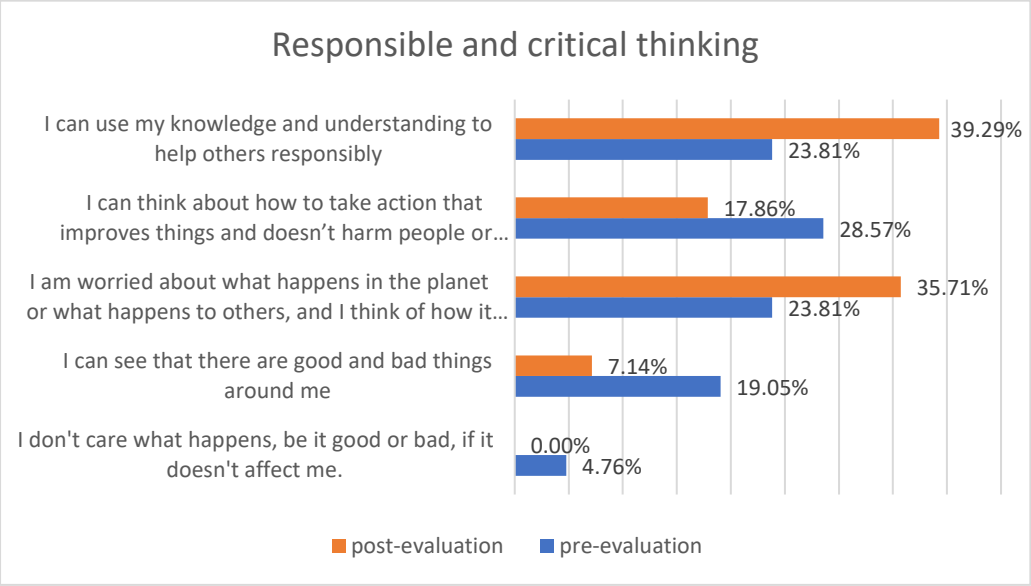
In the last competence of the SIE framework, that of 'collaborative planning and democratic decision making', again the same pattern appears after the SIE intervention. Teachers changed to the better their opinion about their students' level of that competence, as in post evaluation almost all respondents selected either 'higher/ engaging', or 'very high/ active participants'.

Impact on student's competences – Serbia

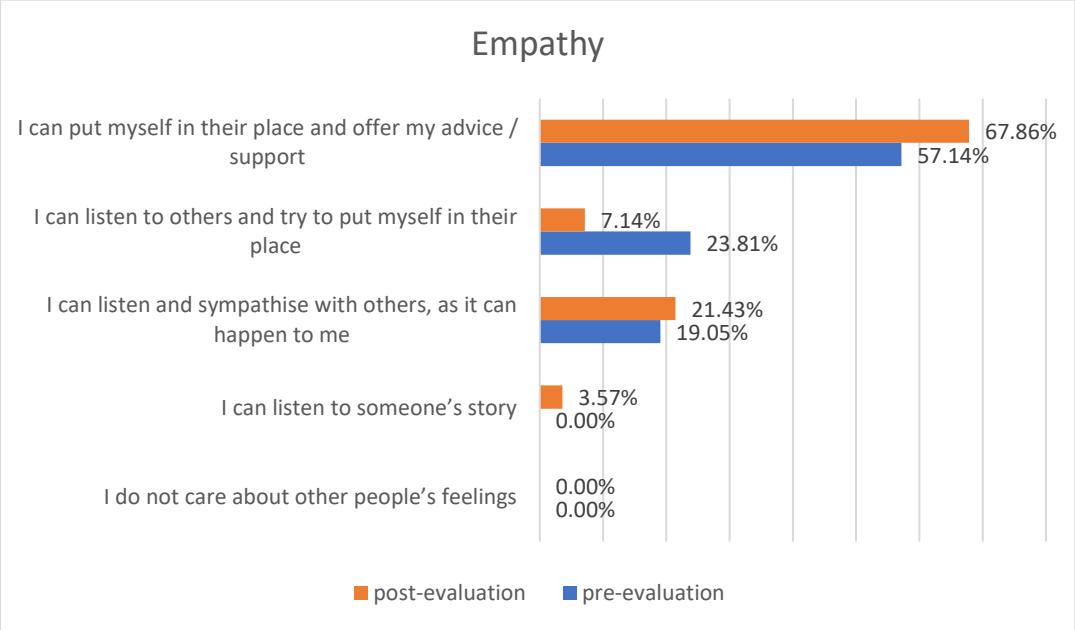
Serbian students



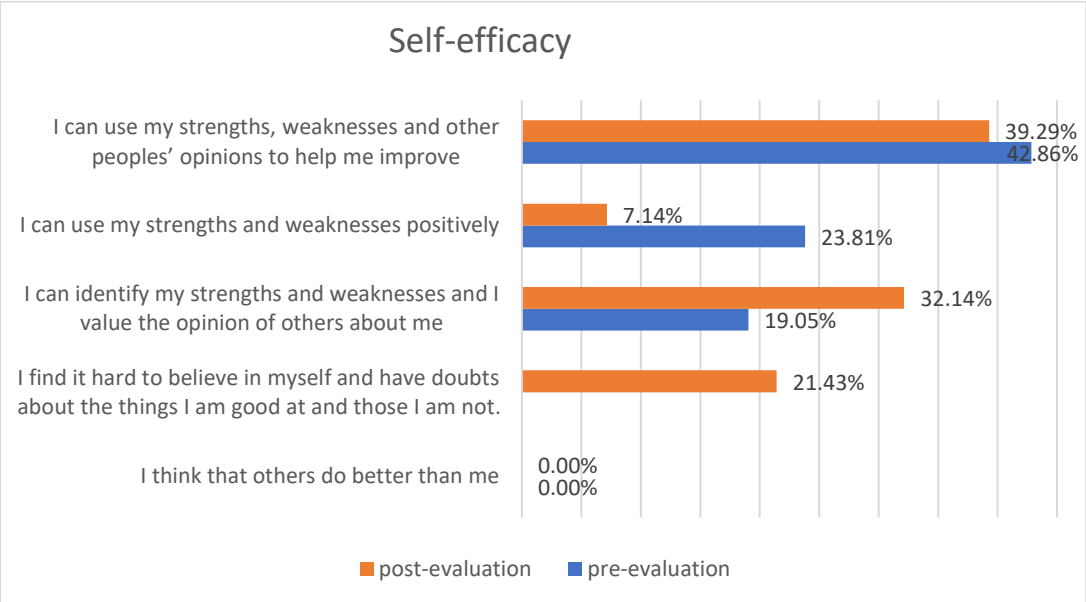
Serbian students changed their vision for the world to the better, according to the evaluation results. As we see in the graphic above, SIE intervention in the Serbian schools had a positive impact in the perceptions of students about their competence to envisioning a better world. For instance, the highest level (I can discuss my vision for creating a better world) raised about 15% after the SIE intervention.



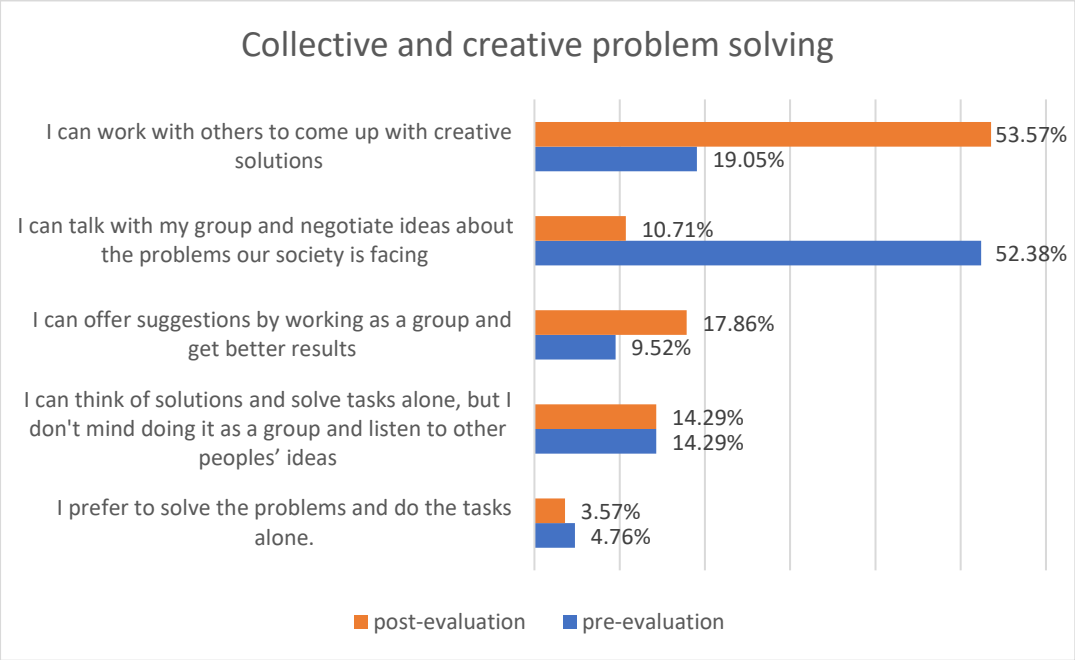
Similarly, in the context of 'responsible and critical thinking', the evaluation results show a significant change of that competence after the SIE intervention. In particular, the highest level of competence; 'I can use my knowledge and understanding to help others responsibly' raised more than 15% from the pre-evaluation to post-evaluation.



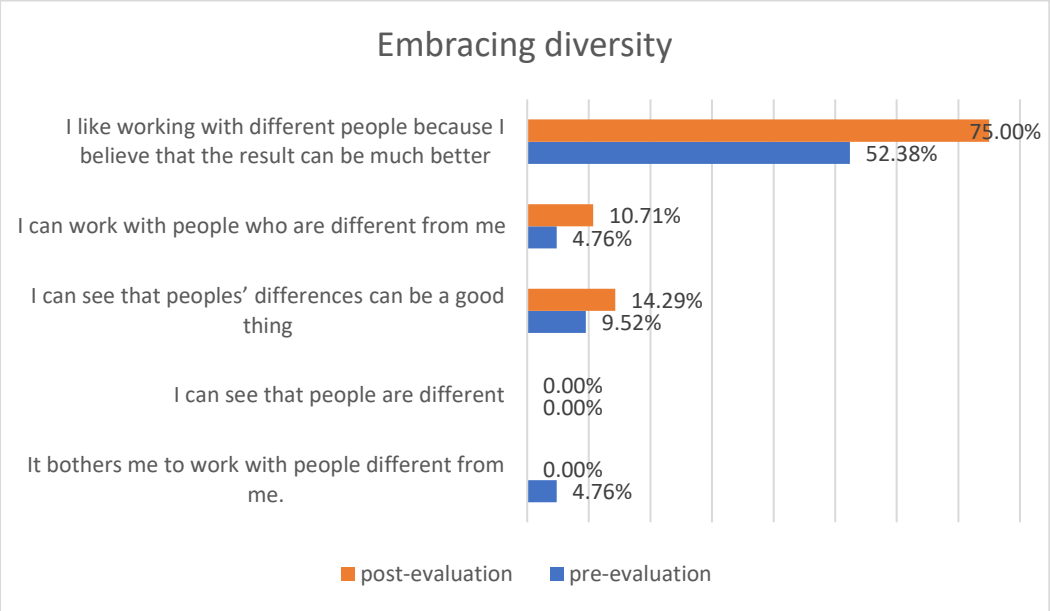
Empathy is a competence that the young students in Serbia seems to have already embedded in their characters, since there is a slight improvement after the SIE intervention. Again, the highest level of competence gained 10% more after the SIE intervention, showing a significant impact of the project in students.



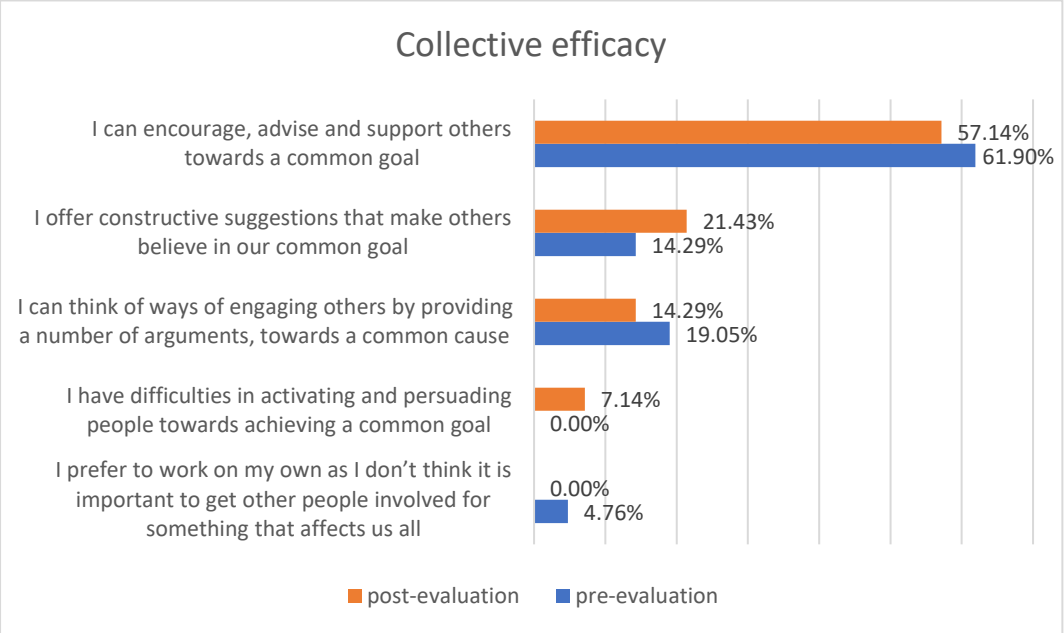
The competence of self-efficacy strangely enough does not follow the pattern of the previous competences, as the results of post-evaluation in some higher levels are lower in post-evaluation, compared to those of pre-evaluation. This might be dependent on the sample or some other methodological factors that we cannot identify in the context of this study.



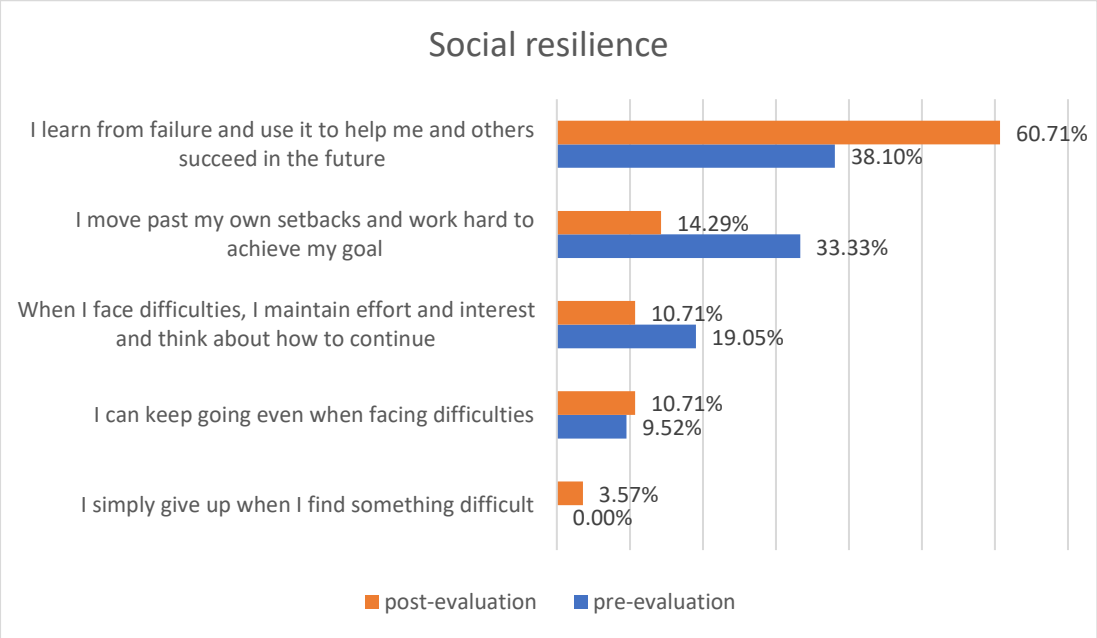
In the competence of 'collective and creative problem solving', the pattern of improvement and the actual positive impact of the SIE intervention returns. Serbian students of our sample report a positive change in this competence since most responses were transferred from the second higher level to the highest one. This is another sign of the impact the SIE model had in the students' perception about their social innovation competences.



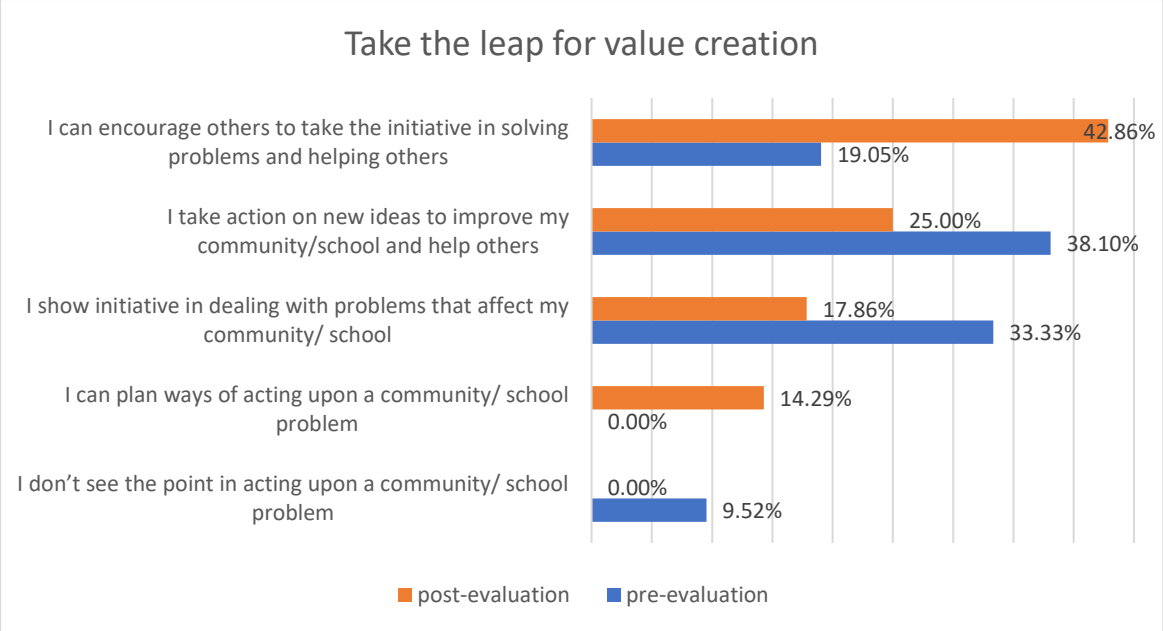
'Embracing diversity' seems to be a competence that Serbian students of our sample acquire already, as we see in the graphic above. However, SIE intervention had a positive impact here as well, since the highest level was raised more than 12% after the SIE intervention.



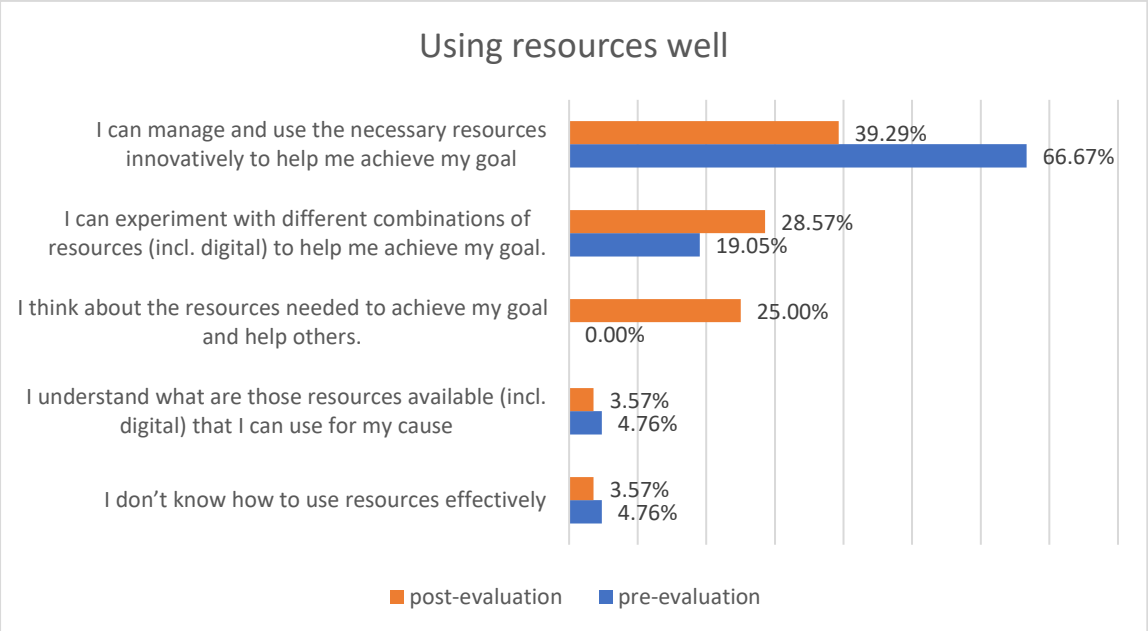
In the context of 'collective efficacy', the results from our sample show a similar picture, both before and after the SIE intervention. Therefore, we cannot identify an actual impact of SIE intervention in the context of this competence. The only positive change that worths to be mentioned is the lack of the lowest level of competence in post-evaluation, while in pre-evaluation there were some students who selected this answer.



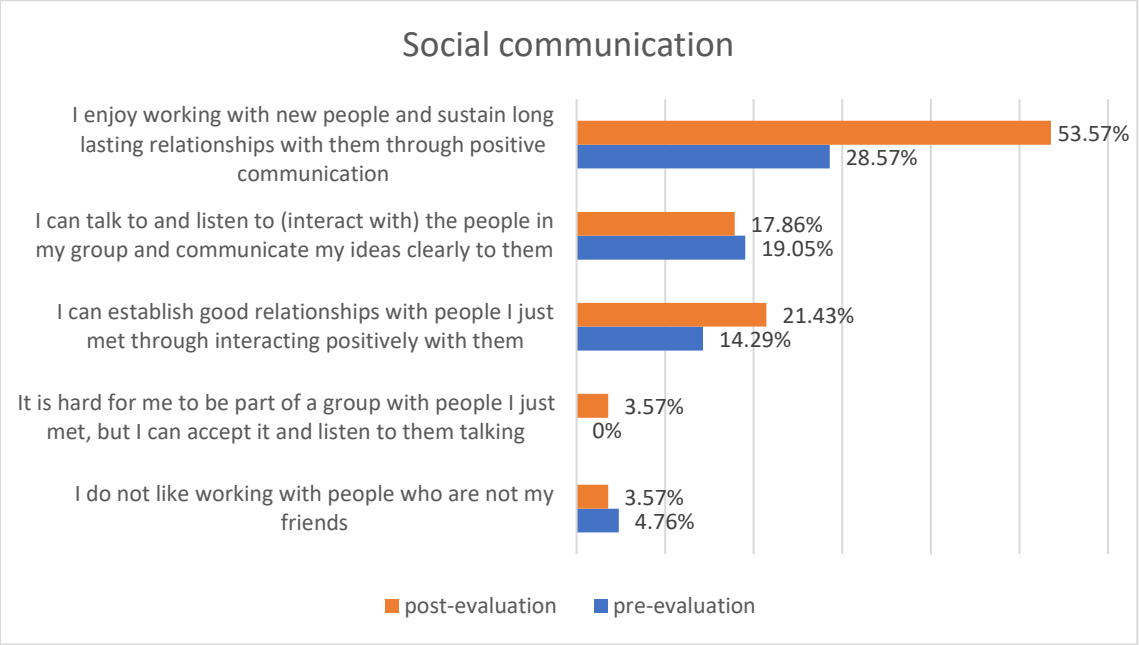
'Social resilience' is a vital competence for young people in the modern world, as they face numerous challenges in both physical and digital worlds. In this context, SIE intervention seems that helped the students of our sample to increase their self confidence regarding the competence of self-resilience. For instance, the highest level was increased more than 20% after the SIE intervention, as we see in the graphic above.



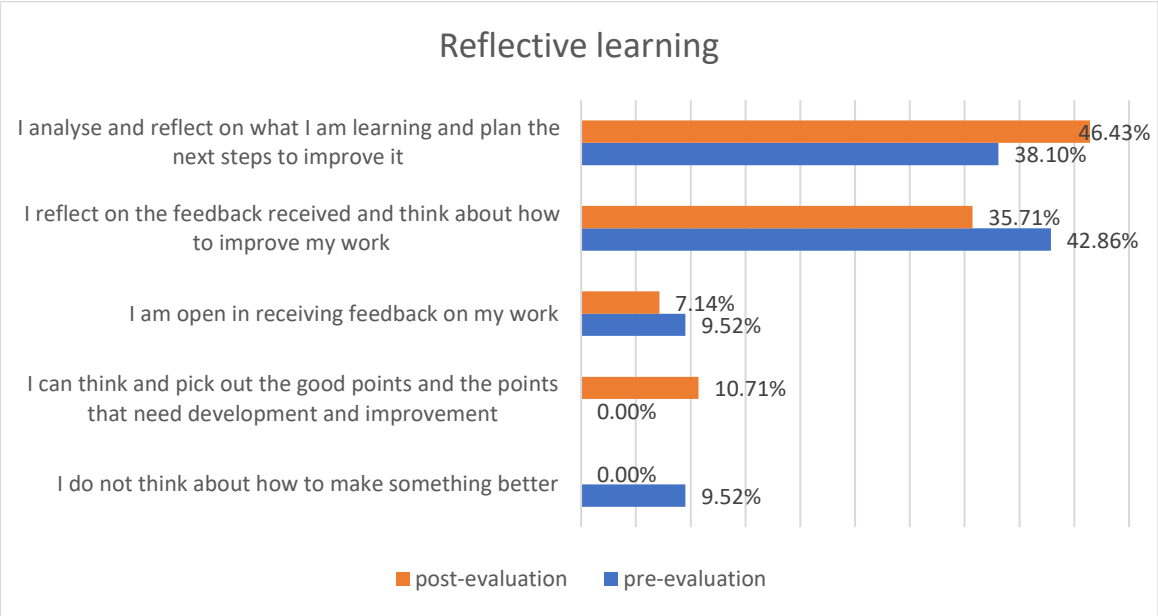
A main goal of SIE is to infuse to the students the capacity for creating value out of their activities. in this context, the competence of 'take the leap for value creation' proves the positive impact of the SIE intervention in the Serbian students, as the percentage of the highest level (I can encourage others to take the initiative in solving problems and helping others) was doubled after the SIE intervention (from 20% to 40%).



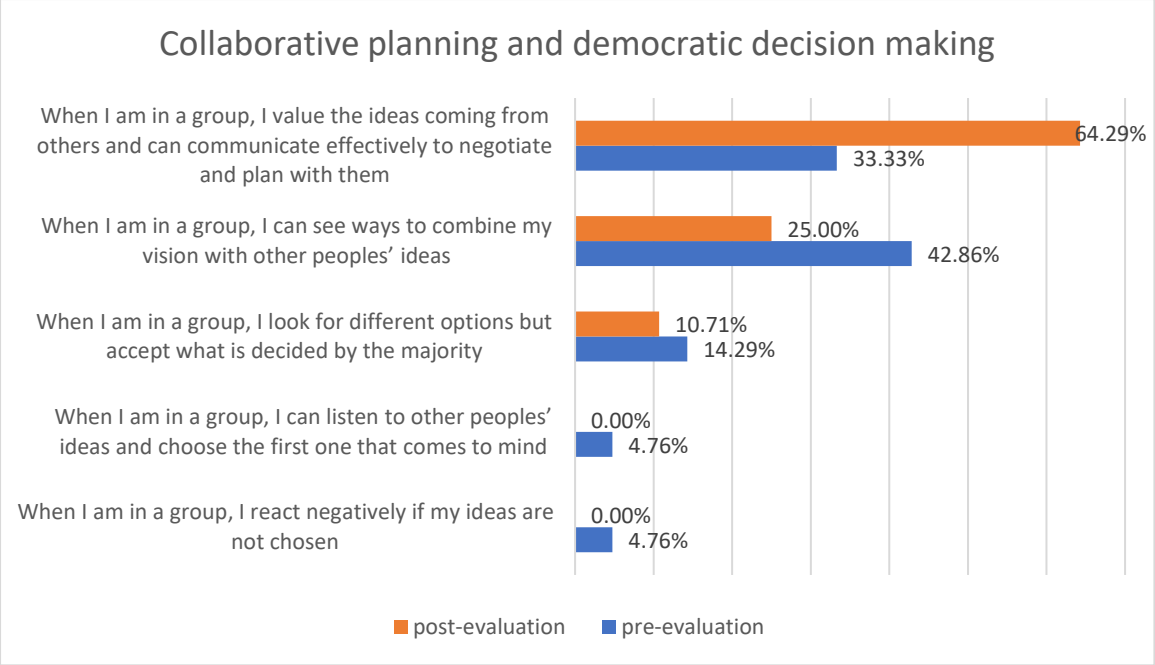
The topic of 'using resources well' show an interesting change as the highest competence level was decreased after the SIE intervention. This might be a change of perception, as it is possible that students comprehended better the way of how they use resources and so after the SIE intervention was clearer to them their actual level of that competence.



A basic element of SIE is the interaction and communication with several other people, peers, educators, external stakeholders. In this regard, the competence of 'social communication' is expected to be cultivated in the young students who participate in the SIE activities. This is depicted in the graphic above, as we can see that the percentage of the highest level is almost doubled from pre to post evaluation.

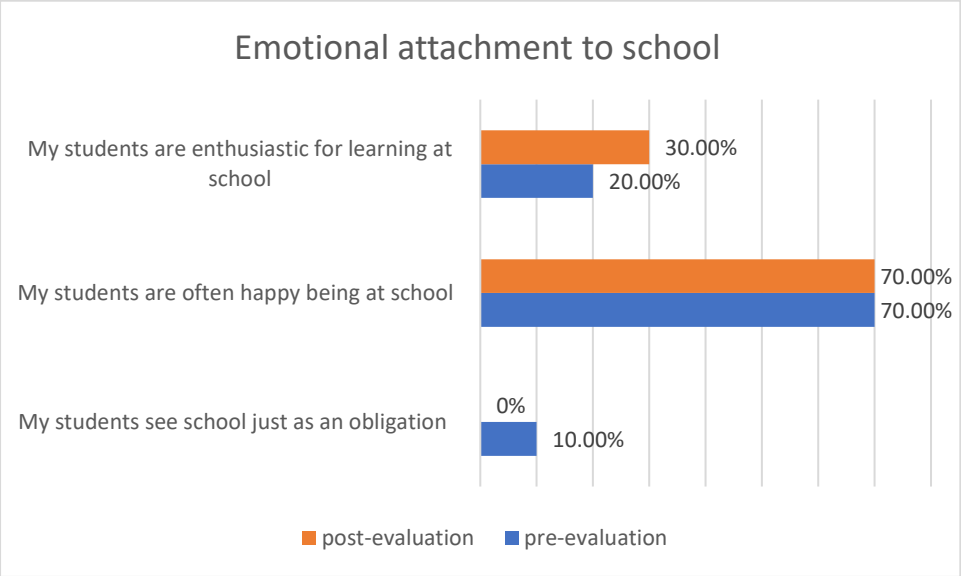


The 12th competence in the SIE framework is that of 'reflective learning' and in the context of our sample here it seems that the impact was not so significant. More specifically, the changes are small between pre- and post- evaluation. However, it worths to be mentioned that the lowest level has a percentage of about 10% in pre-evaluation, but in pre-evaluation it has gone completely.

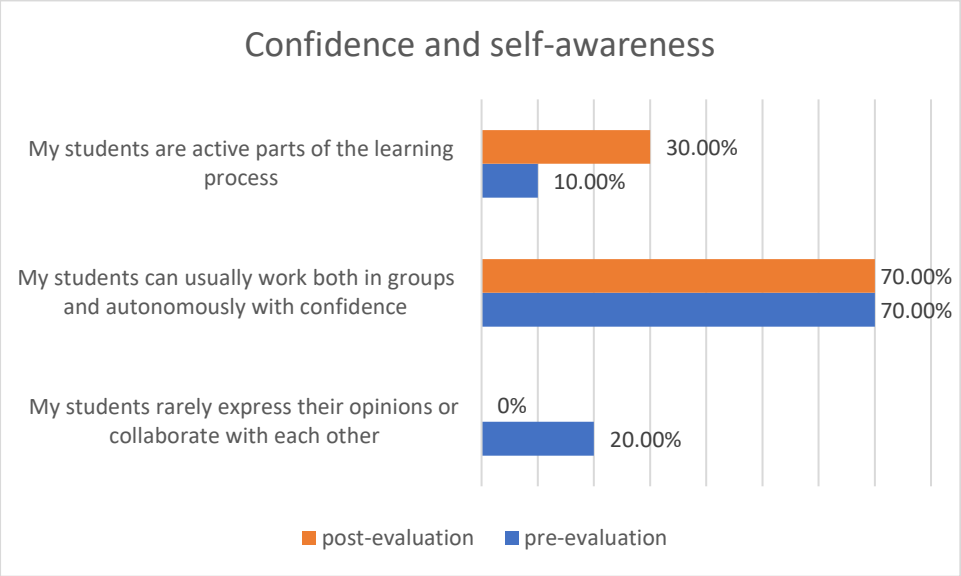


The last competence in the SIE framework is that of 'collaborative planning and democratic decision making'. In this context, we see again that the pattern of positive change also appears here. The highest competence level is almost doubled after the SIE intervention, from 33% that was in pre-evaluation it became 64% in post-evaluation, showing a significant change in perception of the Serbian students about that competence.

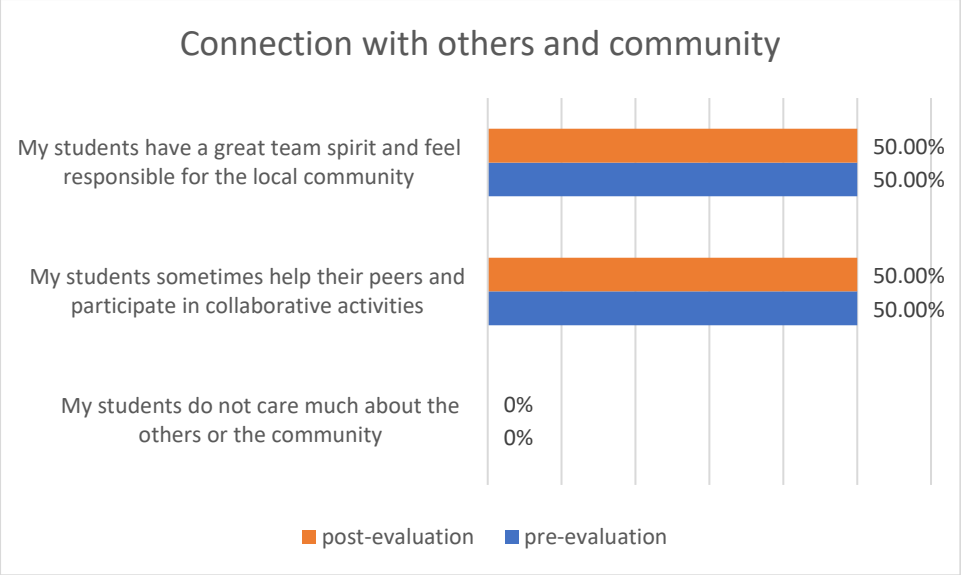
Serbian teachers



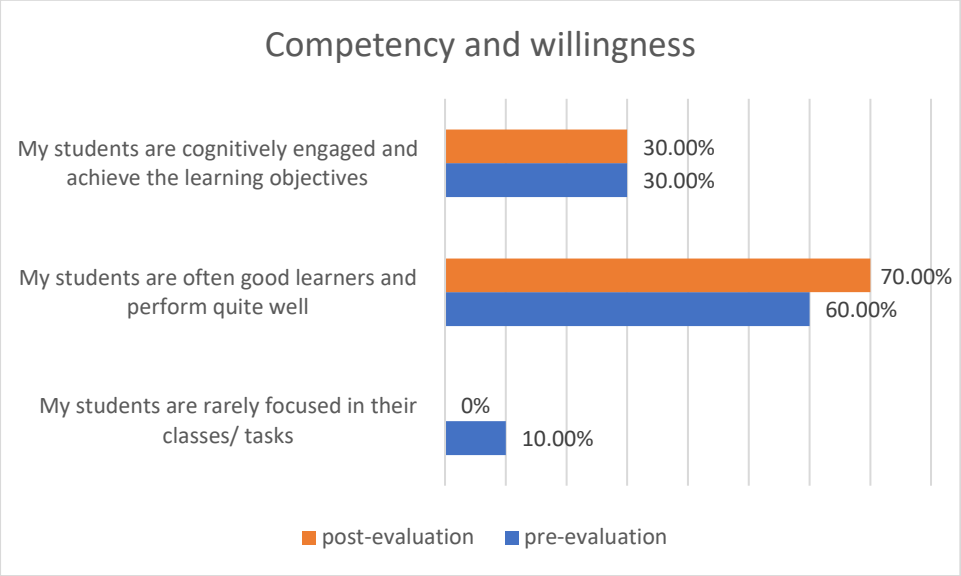
In the context of emotional attachment, Serbian teachers of our sample are rather stable in their perspectives, both before and after the SIE intervention. In the graphic above we can see that there is a slight change and particularly the 10% of responses moved from the lowest level of the competence, to the higher one.



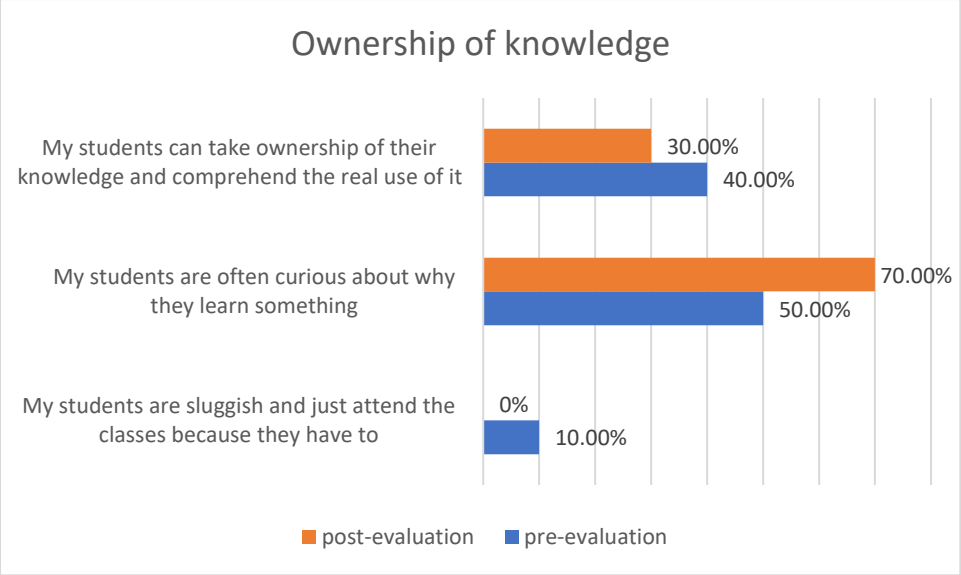
From the analysis of our sample, Serbian teachers appear to remain stable in their perceptions about their students' confidence and self-awareness, even after the SIE intervention. However, it worths to be mentioned that in pre-evaluation 20% of teachers from our sample selected the lowest level of competence, while in post-evaluation this percentage was moved to the highest level.



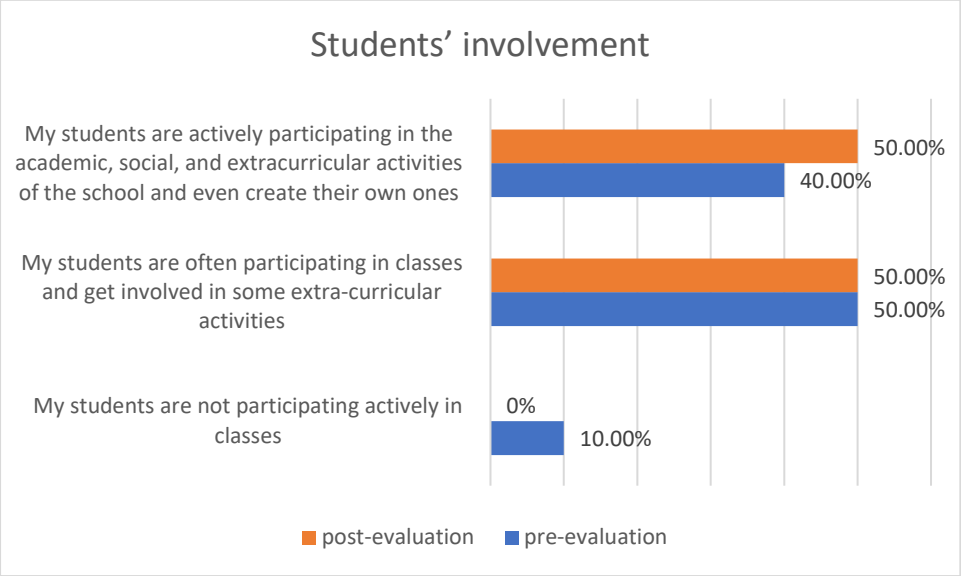
In the context of the topic 'connection with others and community' we see the absolute balance between pre and post evaluation, as the percentage are the same in both surveys. But also in the context of the same study we see that responses are split equally (50-50) between the highest and the medium levels of this topic.



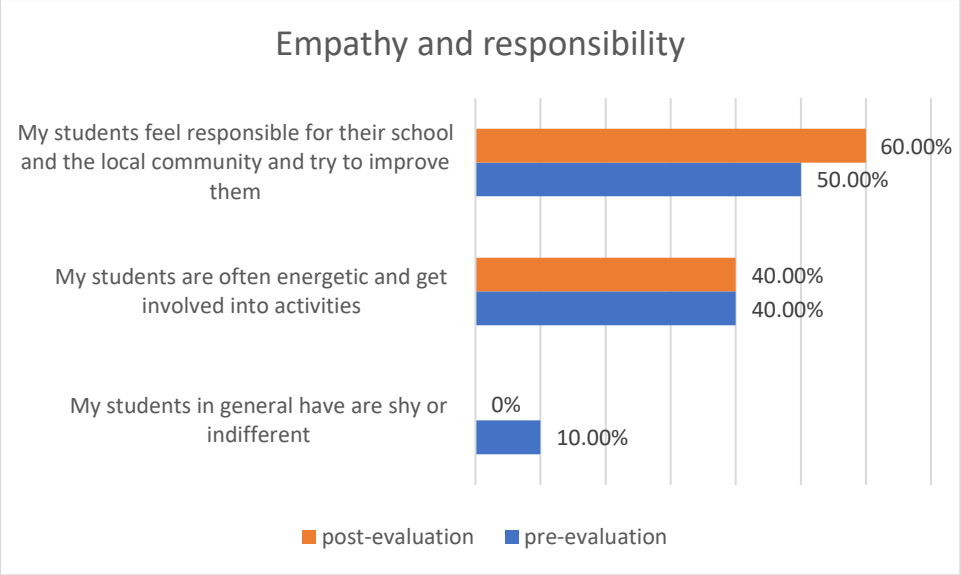
In the context of 'competency and willingness' in the school, Serbian teachers' perception about their students didn't change much after the SIE intervention. In particular, the highest level remained the same, while only a 10% was transferred from the lowest level to the medium after the SIE intervention.



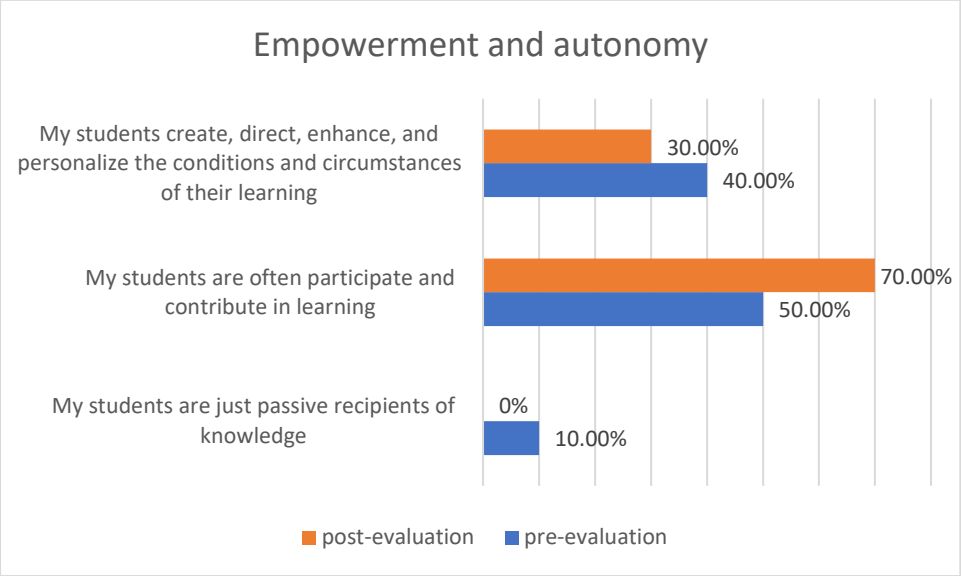
In the context of 'ownership of knowledge', we see in the graphic above that the perception of teachers' for their students didn't change much, after the SIE intervention. The assessment of the teachers remained more or less in the same levels, before and after the SIE intervention.



Similarly, in the context of 'students' involvement', the responses of the Serbian teachers were almost identical, both in pre and post evaluation. Maybe this is something that shows that the schools of our sample in that Serbian context, are in a good level of students' engagement in general.

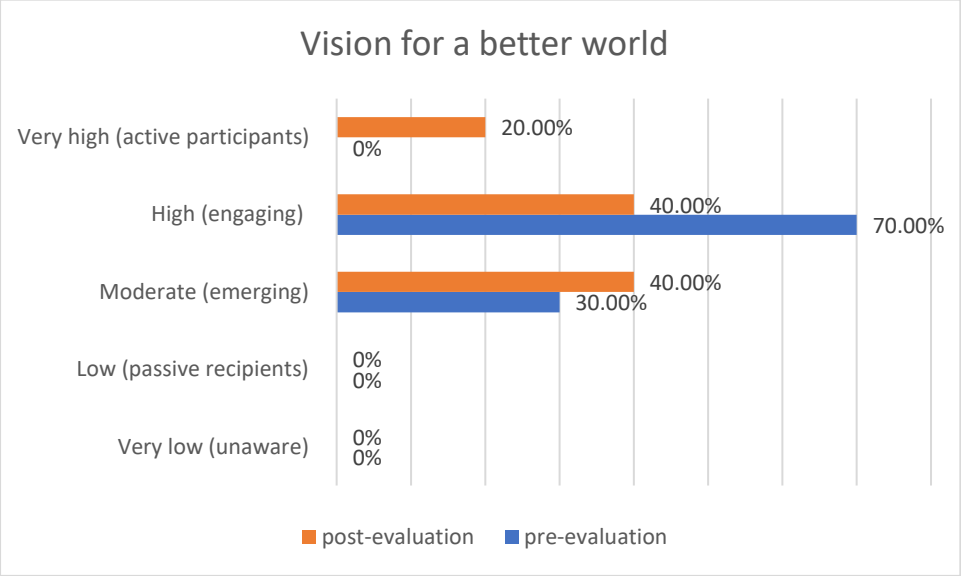


The same pattern of a similar level of competence in both evaluations appears also in the topic of 'empathy and responsibility'. Serbian teachers reported that their students belong to high and medium levels of this competency more or less, both in pre and post evaluation.

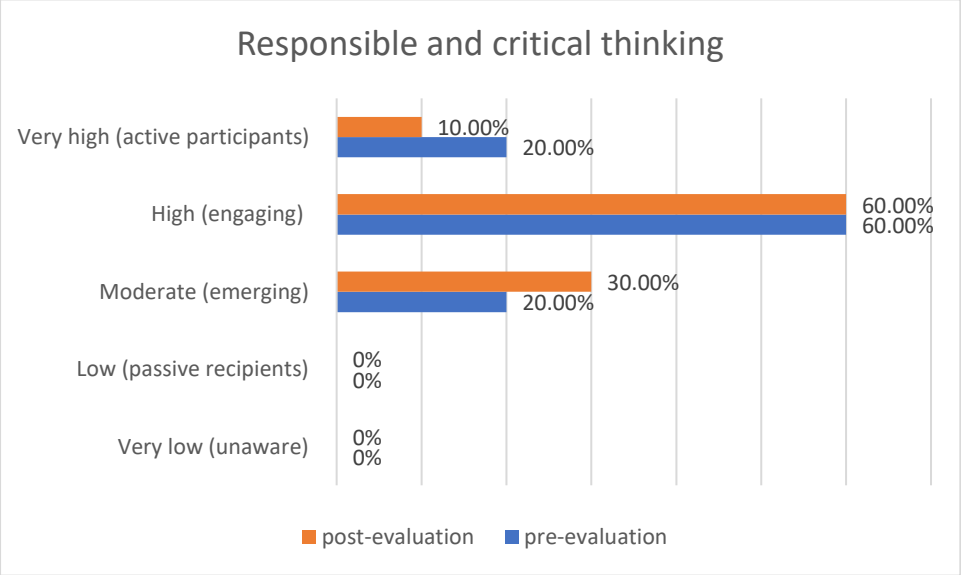


A main objective of the SIE model is to empower students and allow them to become autonomous, both in the learning process, but also in life. In this context, the perception of the Serbian teachers of our sample, has changed a little bit to the better, as for instance there was no selection of the lower level in post-evaluation and all responses were in the medium and high levels.

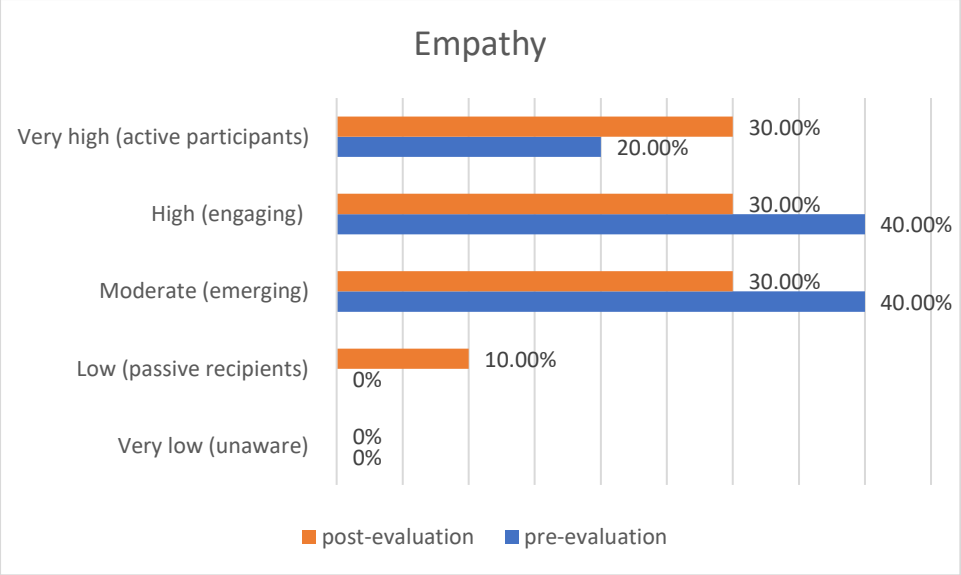
SIE competences



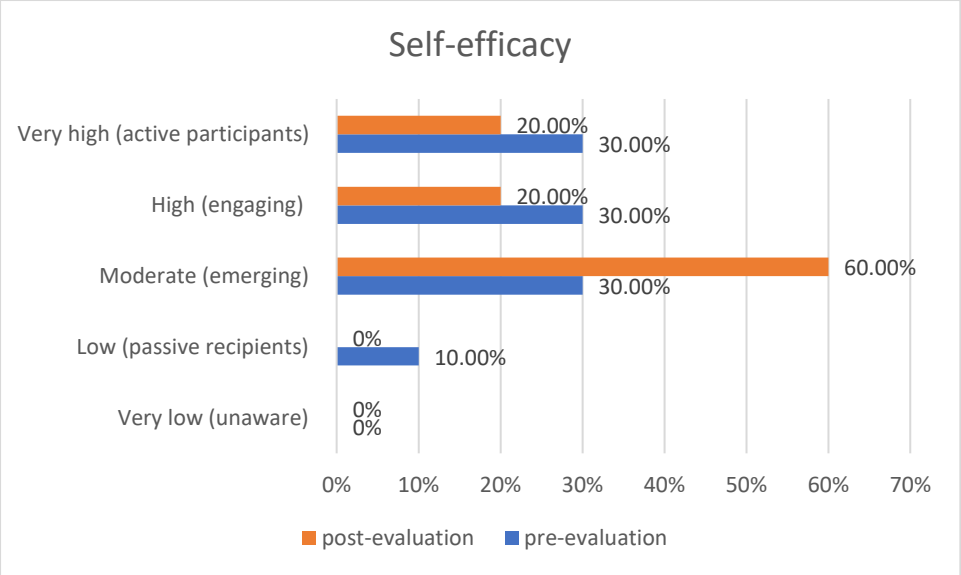
For the first competence of the SIE framework; 'vision for a better world', Serbian teachers perception about their students changed overall to the better, after the SIE intervention. In the graphic above we can see that responses moved upwards, giving also a 20% of responses in post-evaluation in 'very high, a level that had no response at all in post-evaluation.



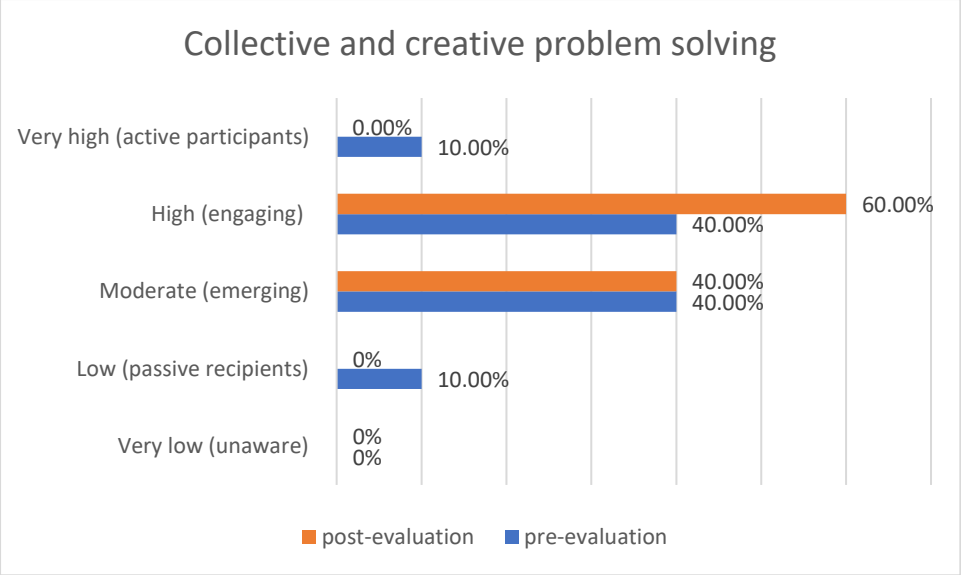
In the context of 'responsible and critical thinking', for some reason we see no difference between pre and post evaluation. Actually, post-evaluation is in a 10% lower overall from pre-evaluation. But in general, Serbian teachers seem to appreciate their students' 'responsible and critical thinking', no matter the SIE intervention.



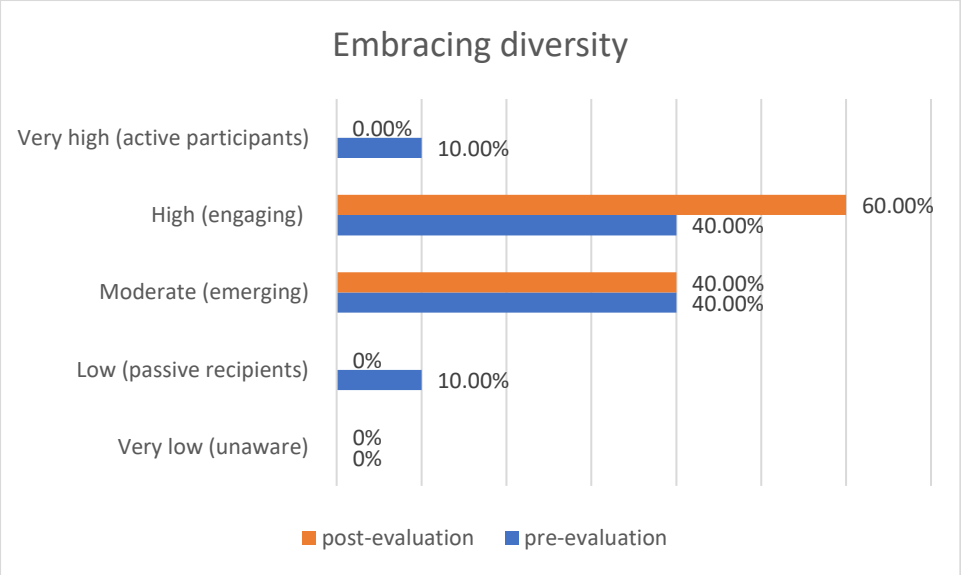
In the context of 'empathy', a vital competence in the SIE model, again Serbian teachers' responses seem to be in the same level, both before and after the SIE intervention. Taking into consideration this fact, we can say that we cannot identify a serious impact of the SIE model in students, according to the teachers' feedback.



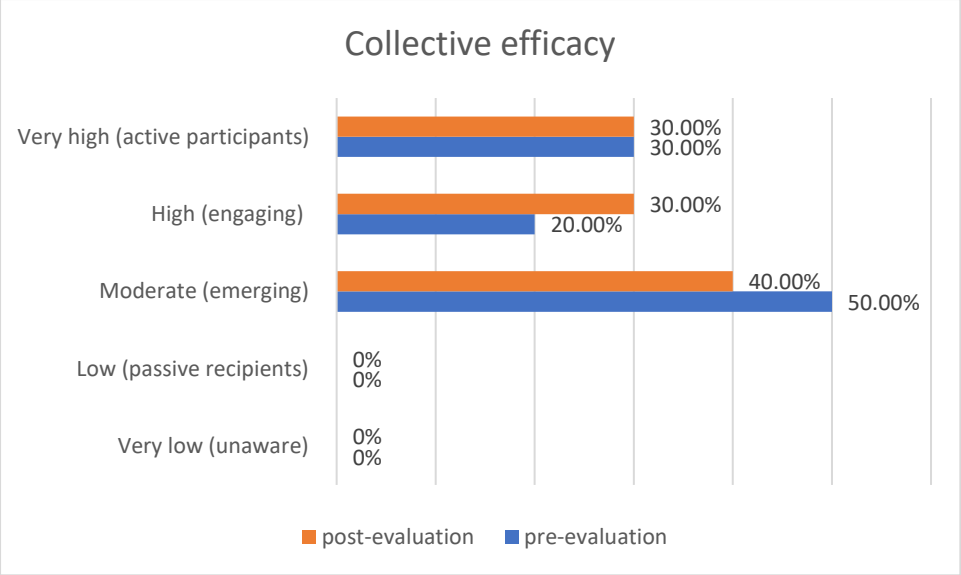
For the competence of self-efficacy, the teachers from Serbia report a moderate perception about their students in post-evaluation (60%), while in pre-evaluation responses vary and they are split from 'low' to 'very high'.



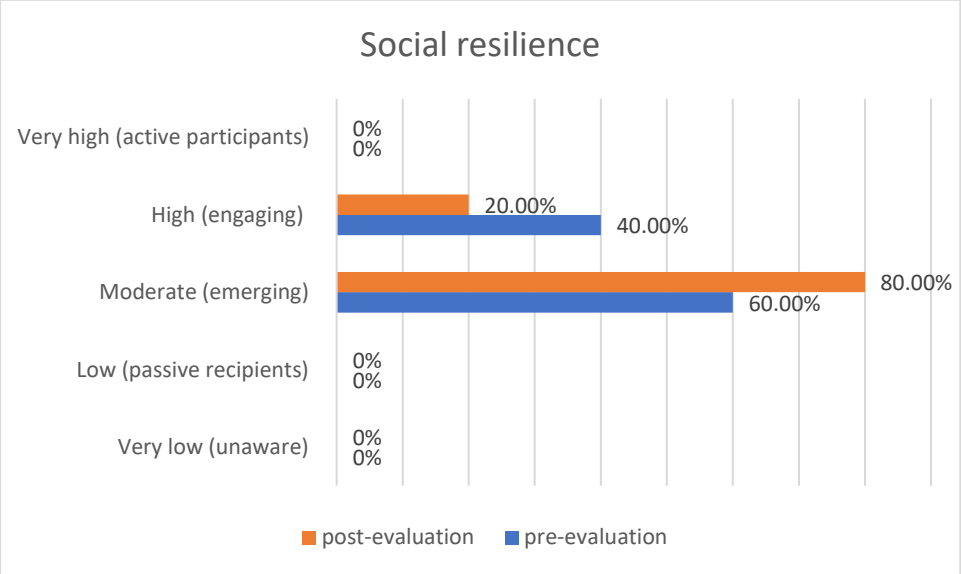
The same patters appear as well in the competence of 'collective and creative problem solving'. The responses of the Serbian teachers shows that they value their students' competence in the same level, both before and after the SIE intervention. In general, they classify their students mostly in the 'moderate' and 'high' levels of that competence, as we see in the graphic above.



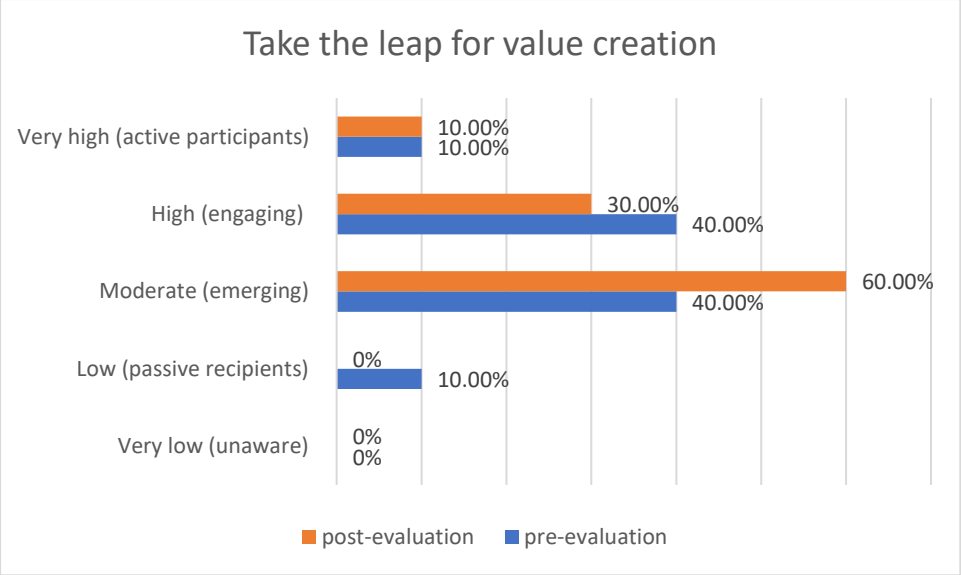
In the context of 'embracing diversity', again the assessment of the Serbian teachers of our sample, appears to be in the same line in both evaluation surveys. The teachers put their students' competence levels mostly in 'moderate' and 'high' levels, while the SIE intervention seems that didn't change much their perceptions.



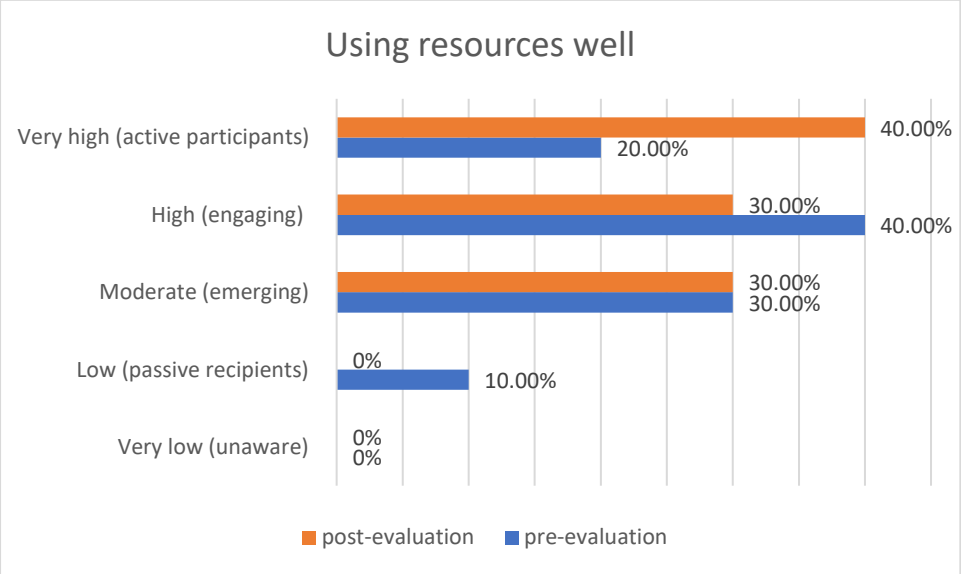
In the context of the competence 'collective efficacy', Serbian teachers in general put their students in the upper levels of the SIE framework classification. In more detail, the majority of respondents selected the 'moderate' level, and the rest of them were shared among the two highest levels; 'high' and 'very high'.



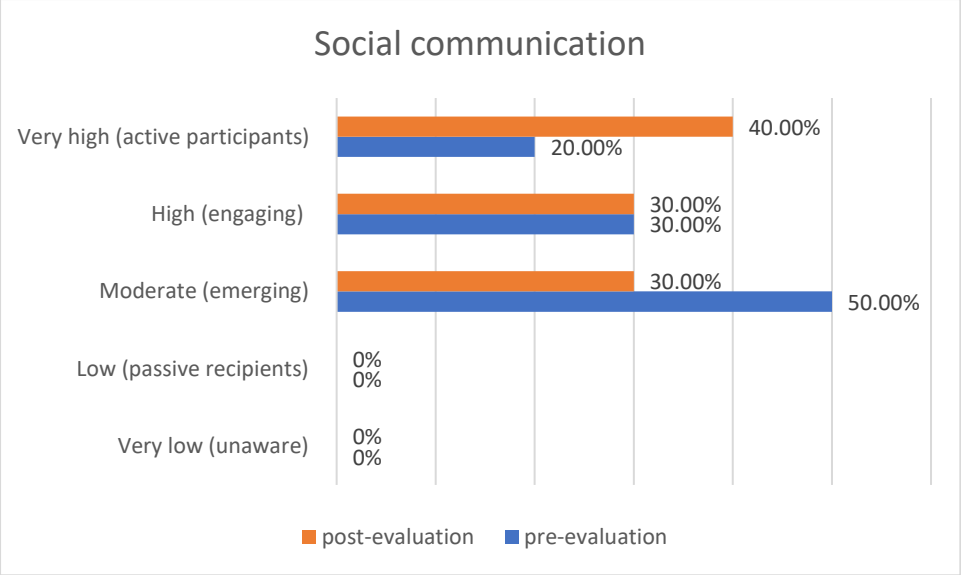
In the same line as the previous competences, Serbian teachers of our sample report a similar classification of their students in the scale of competence levels of 'social resilience. In the post-evaluation survey, the majority (80%) of teachers putted their students in the 'moderate' level.



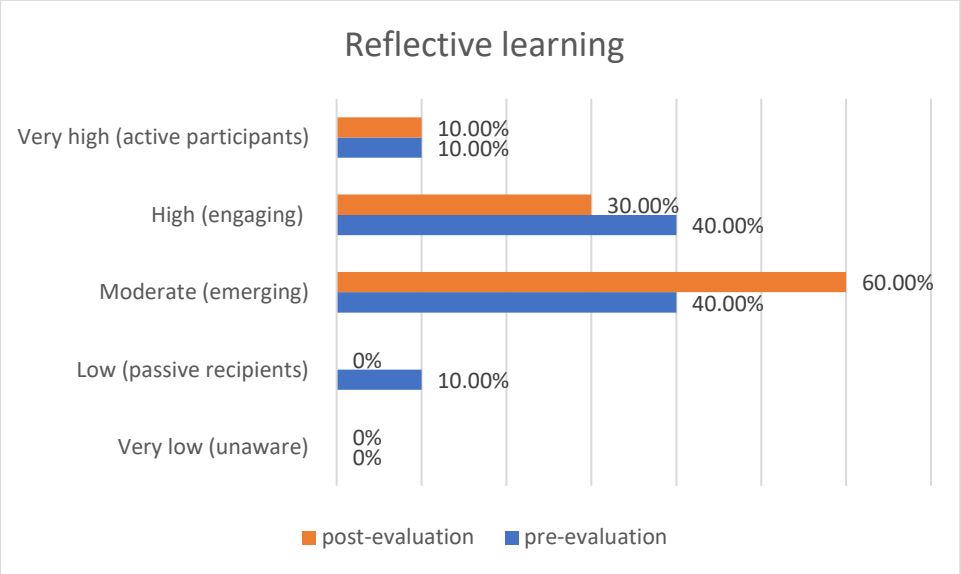
Again, the responses of both evaluation surveys do not vary much, also in the competence of 'take the leap for value creation'. Teachers from Serbia of our sample evaluate their teachers mostly in the 'moderate' levels and above. Only in pre-evaluation, there is just a 10% who put their students in the 'low' level, a small percentage that is even gone in post-evaluation.



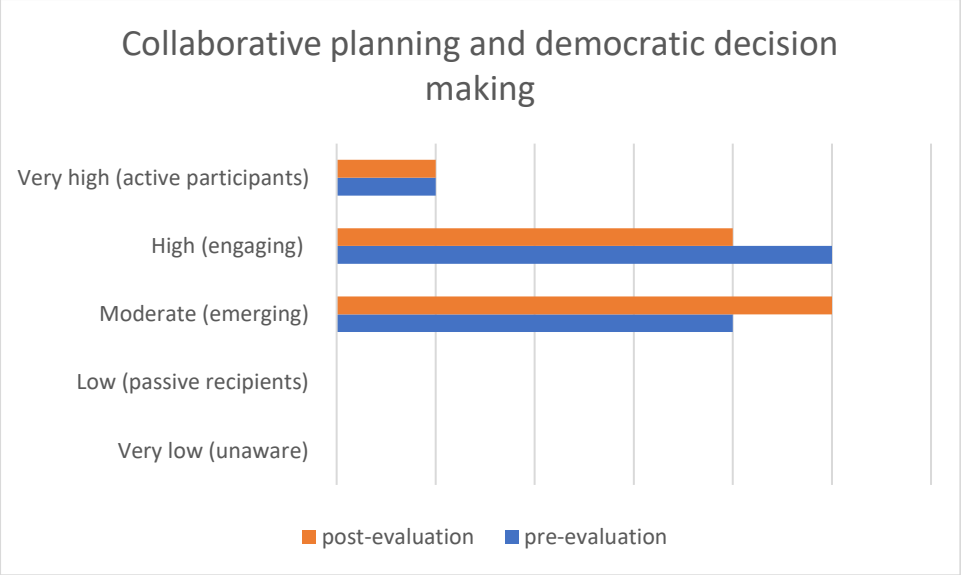
In the context of 'using resources well' is seems that the Serbian teachers found the SIE intervention more impactful. As we see in the graphic above, the highest level (very high) grew 100% (from 20% to 40%) from the pre to post evaluation. Also, the 10% that putted their students in the 'low' level, disappeared in the post-evaluation, where all respondents classified their students from the 'moderate' level and above.



Regarding the competence of 'social communication', SIE intervention was impactful in a positive way, according to the Serbian teachers' responses. As we see in the graphic above, the 20% of the 'moderate' level in pre-evaluation moved to the 'very high' level in post evaluation, which was doubled from 20% to 40% after the SIE intervention.



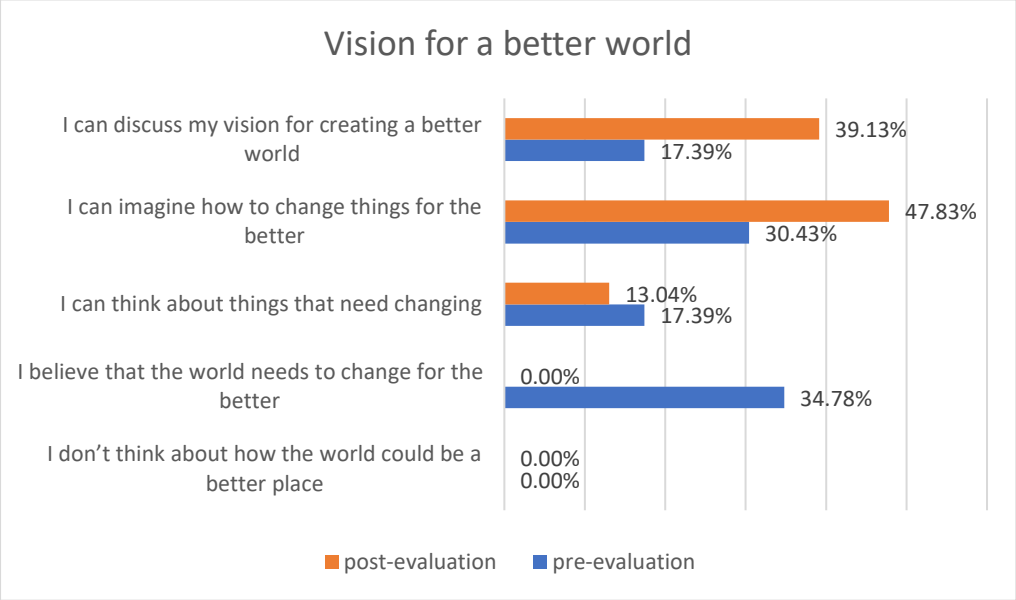
In the context of 'reflective learning' we cannot report a change in teachers perceptions about their students, after the SIE intervention. Apart from the 'low' level that disappeared in post evaluation (a positive remark), the evaluation was more or less in the same line, before and after the SIE intervention.



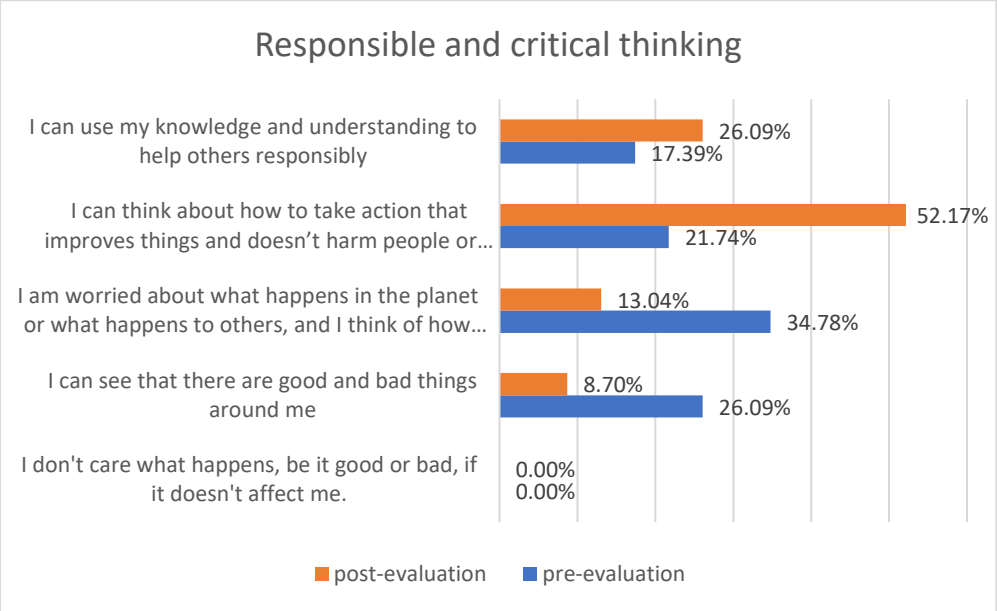
The last competence in the SIE framework; 'collaborative planning and democratic decision making' follows the pattern of most competences in the context of this section. Serbian teachers classify their students in the same level of competence, both in pre and post evaluation. Overall, the impact of the SIE intervention can be characterised as positive, according to the Serbian teachers' responses about the level of competence of their students. However, it needs to be mentioned that Serbian teachers in the context of our sample, in general had a good opinion about their students' competences, both before and after the SIE intervention.

Impact on student's competences – Cyprus

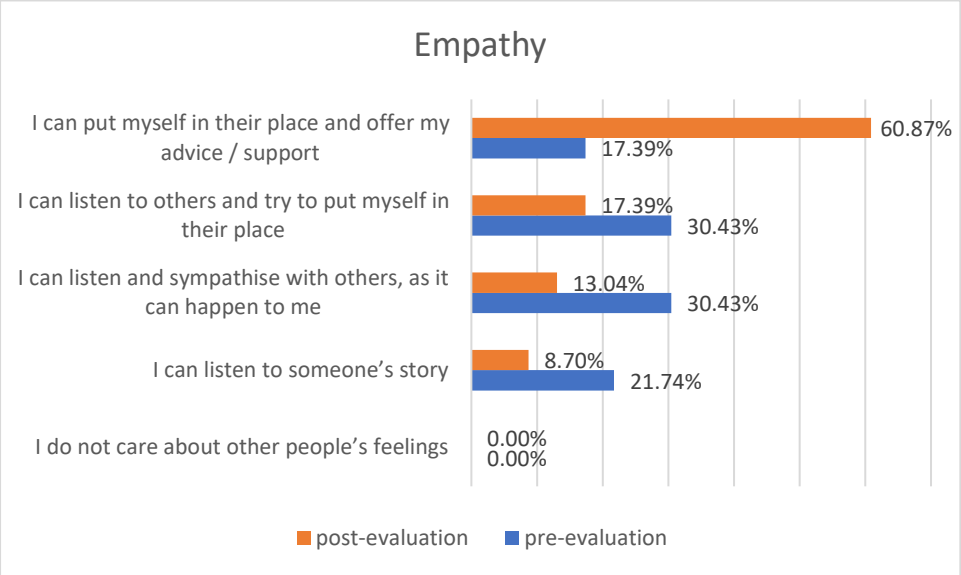
Cypriot students



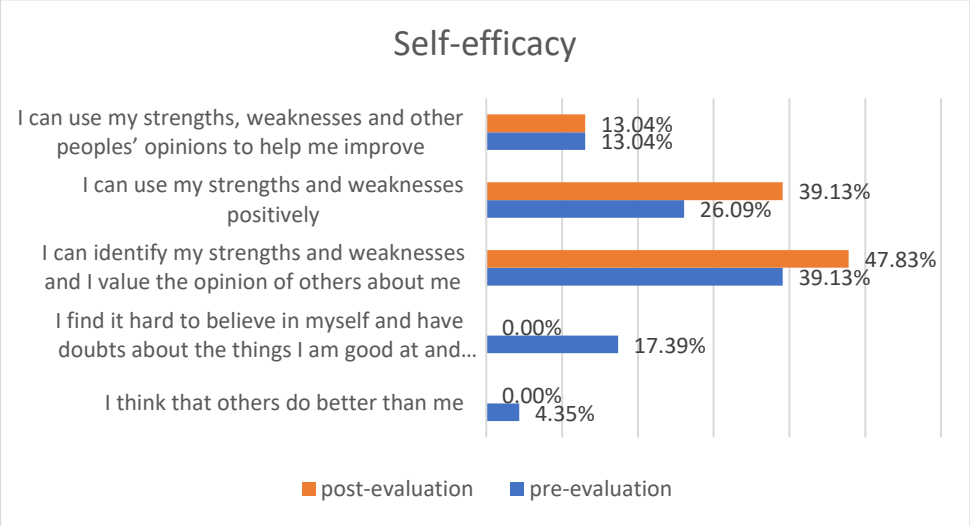
In the Cypriot context, the first competence; vision for a better world, is a showcase that the SIE intervention was impactful. The Cypriot students valued their competence to imagine a better world much better in the post-evaluation survey, compared to the pre-evaluation. As we see in the graphic above, students' responses after the SIE intervention were moved to the upper levels of the competence, with the higher levels increasing almost 100%.



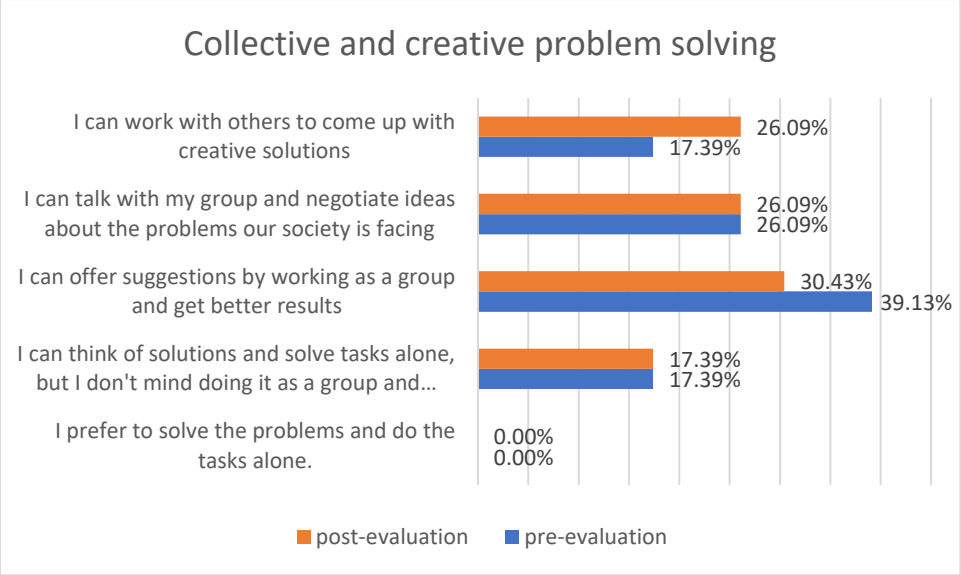
In the same line with the previous first competence, 'responsible and critical thinking' also demonstrates the positive impact of SIE intervention in students. As we see in the graphic above, there is a significant improvement as responses from the lower levels were moved to the higher in post-evaluation.



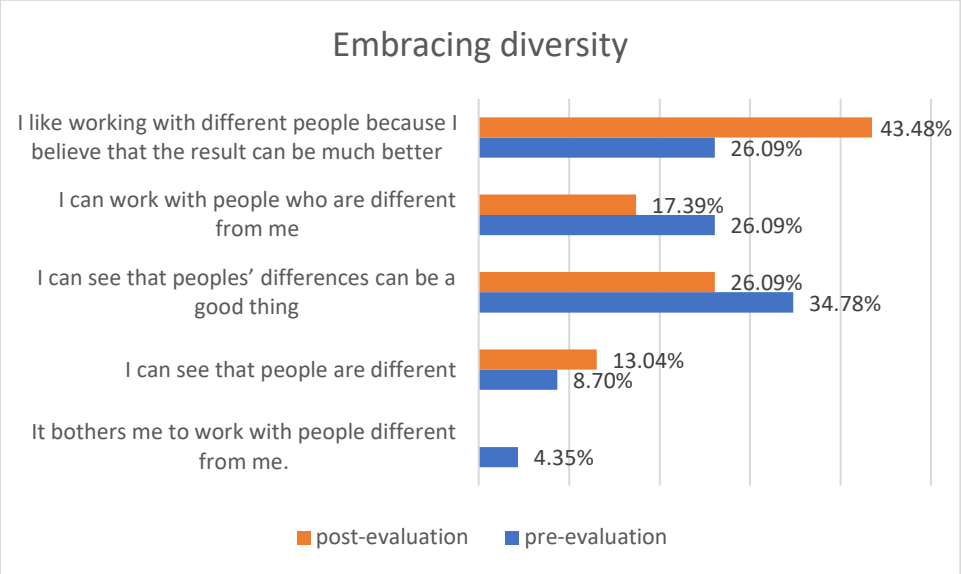
The positive impact of SIE intervention in Cypriot students can be seen in the graphic below, where the highest level of 'empathy' from 17% in pre-evaluation became 60% in post-evaluation. This fact demonstrates the positive effect that the SIE model had in the perceptions of the Cypriot students of our sample.



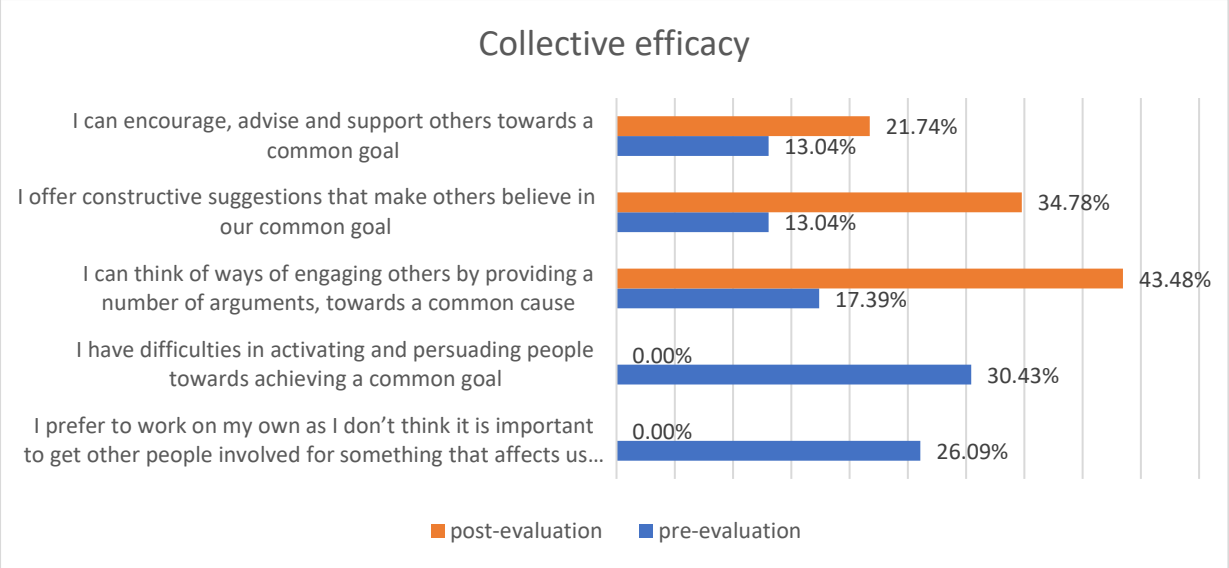
In the context of 'self-efficacy,' once again, the positive impact can be observed in the graphic above. The responses from the lower levels in pre-evaluation were elevated to the higher levels in post-evaluation. However, the change is not as significant as in the previous competences.



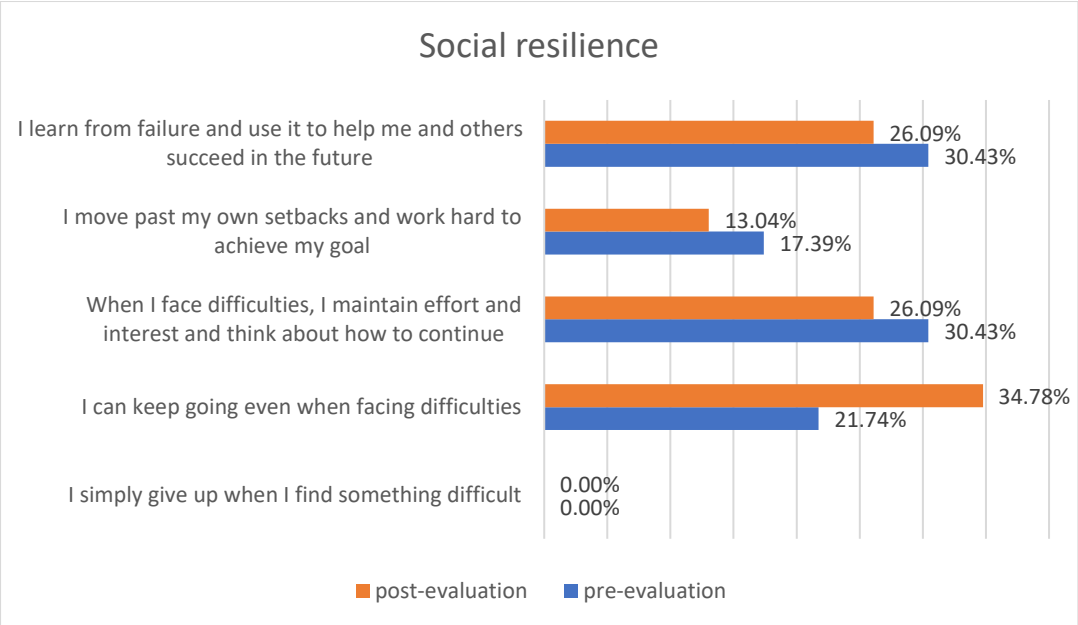
In the same line with the previous competence, the difference between pre and post evaluation here is not as significant as in the first competences of this section with the Cypriot students. There is a raise in the highest level (about 8%) after the SIE intervention, while the other levels remained in the same level.



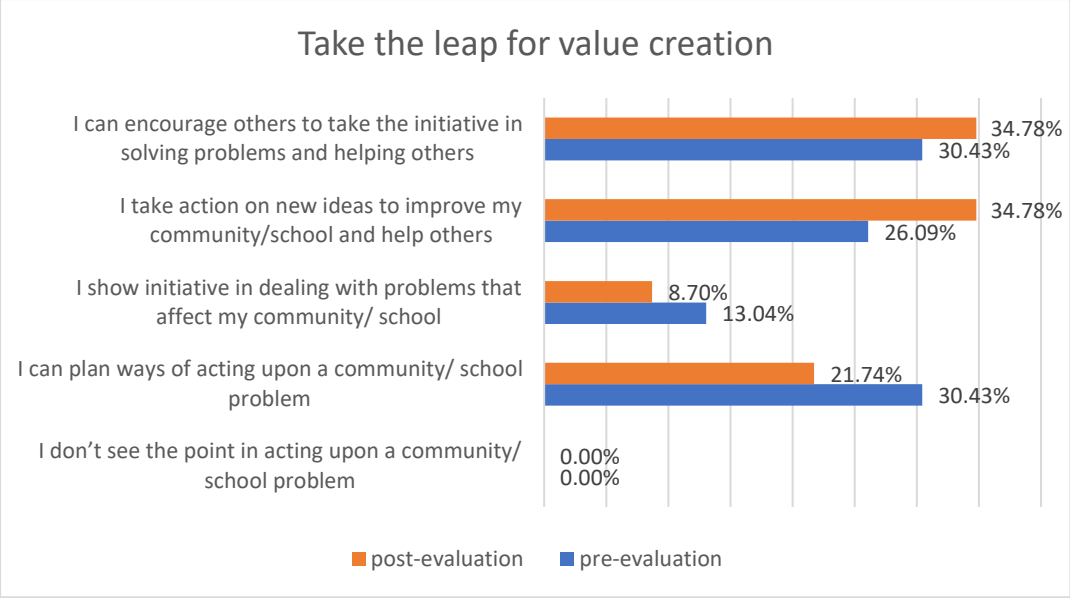
In the context of 'embracing diversity' the SIE impact is again here visible. In post-evaluation Cypriot students were classified themselves in higher levels, compared to their assessment in pre-evaluation. This demonstrates the positive impact of SIE intervention in the Cypriot context and particularly in the students of our sample.



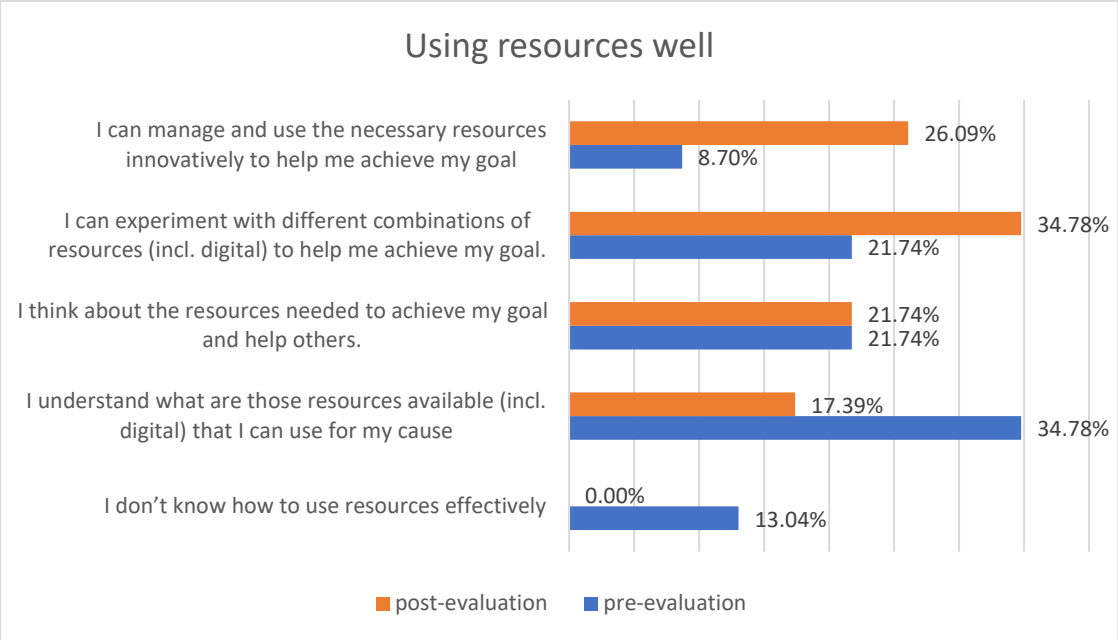
In the context of 'collective efficacy' the change after the SIE intervention is overwhelming. While in pre-evaluation almost half of the respondents classified themselves in the two lower levels of that competence, in post-evaluation there is not a single response in these levels. On the contrary, all Cypriot students of our sample putted themselves in the three higher levels of the competence after the SIE intervention.



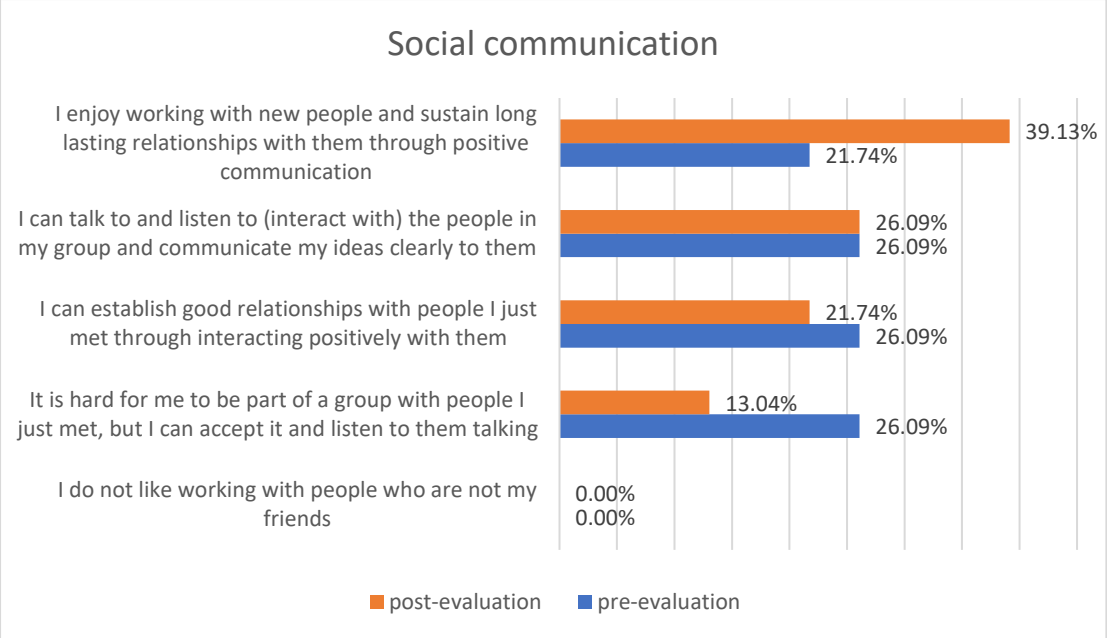
In contrast with the previous competence, 'social resilience' seems to be not affected by the SIE intervention, according to the Cypriot students' responses. As we see in the graphic above, there are no significant differences between the two surveys and even pre-evaluation has better assessments in some parts, compared to the post-evaluation.



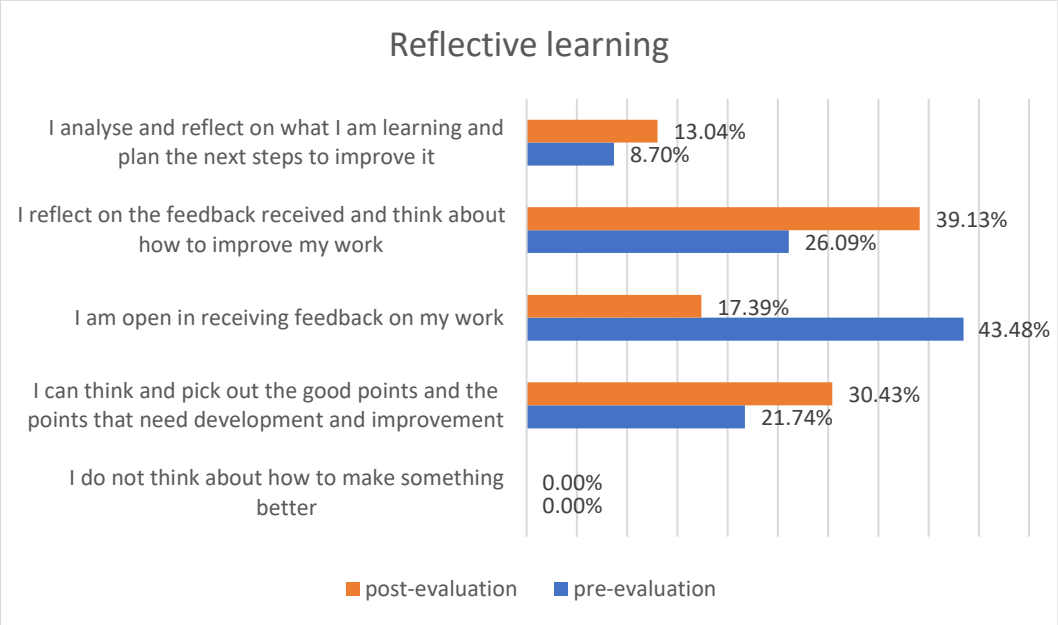
In the context of the competence 'take the leap for value creation', the pattern of the positive SIE effect continues, as the results in post-evaluation are again better. Many responses from the lower levels were transferred to the higher ones after the SIE intervention, as this is indicated in the graphic above and the relevant responses of the Cypriot students.



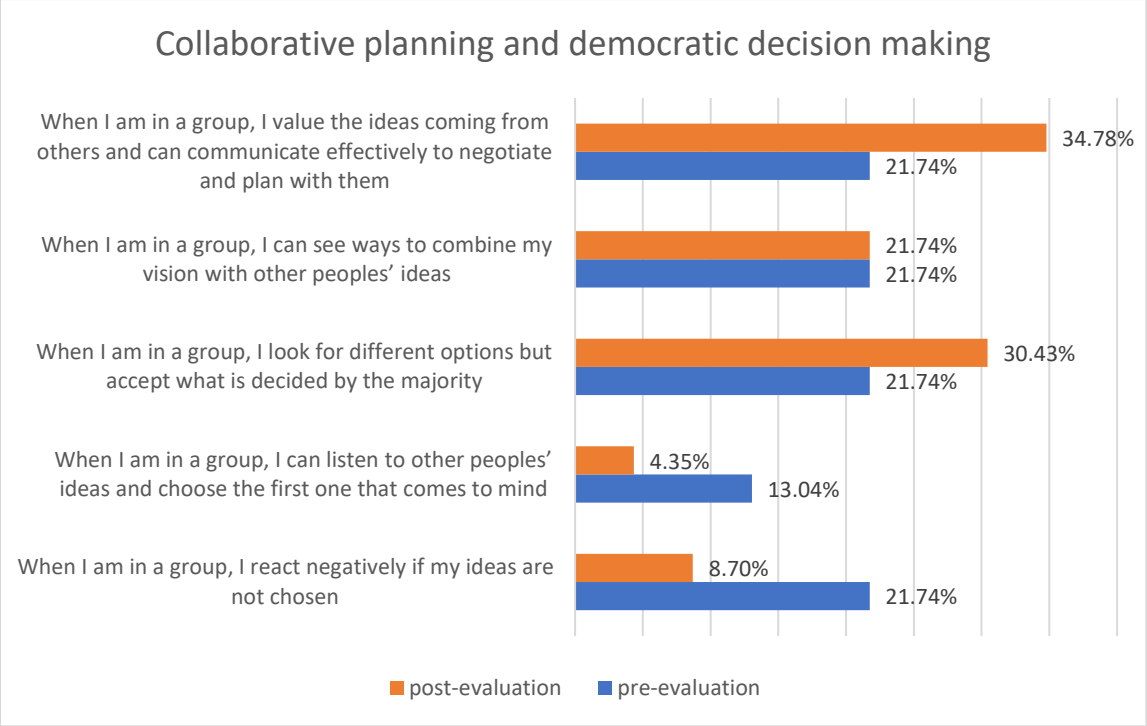
In the assessment of the competence 'using resources well,' the SIE effect is again significant. The highest level of competence increased by almost 20% after the SIE intervention. In general, Cypriot students classified themselves much higher in the context of this competence in post-evaluation compared to the pre-evaluation.



In the context of 'social communication', results show again a positive impact of the SIE intervention. In post-evaluation we see a move of the lower levels to the highest ones, while the highest level increased more than 15% from the pre to post evaluation.



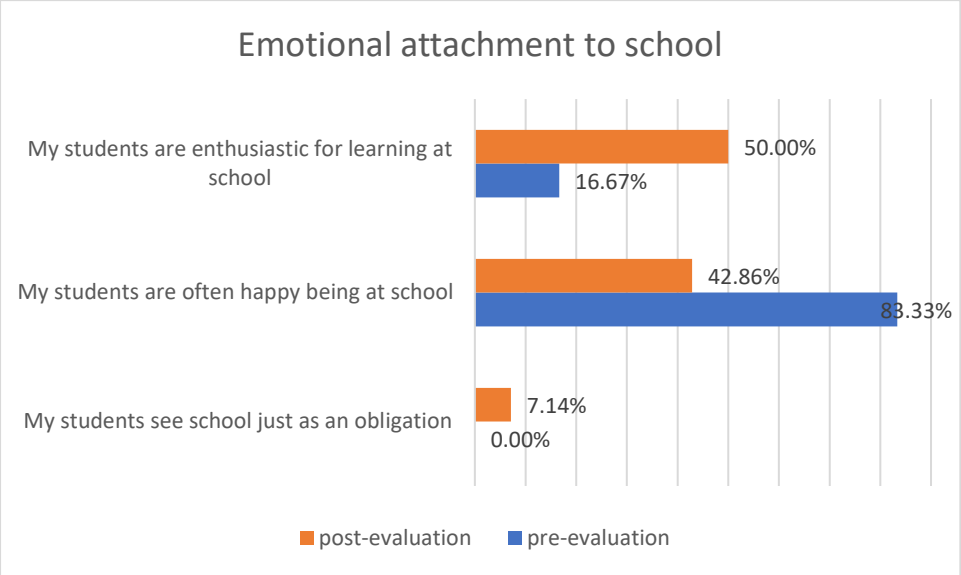
Cypriot students of our sample also reported a positive effect of SIE intervention in the context of 'reflective learning'. Students' responses in general moved again from the lower levels of the competence to the higher ones in post-evaluation. For instance, in the highest level we have an increase of more than 5% and in the second-best level an increase of more than 10%.



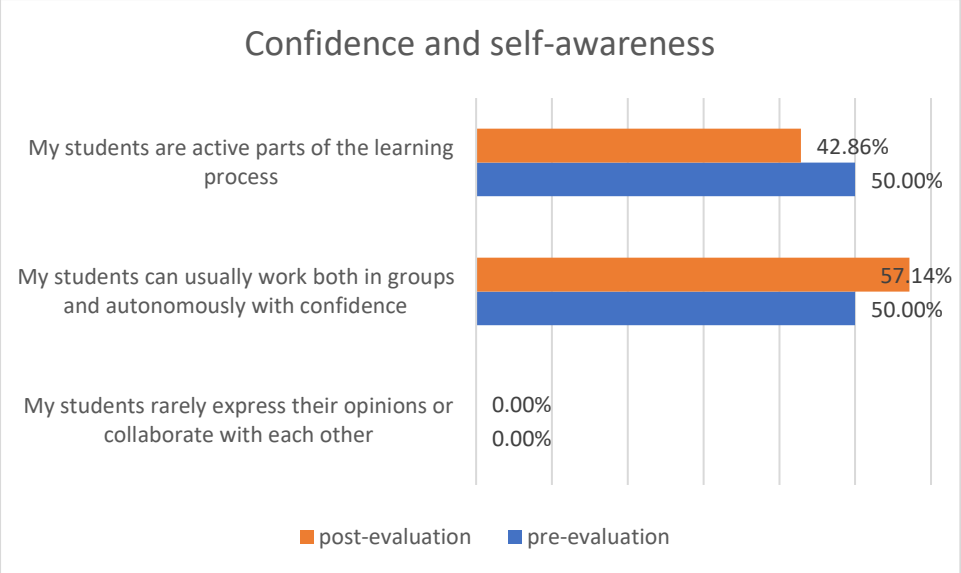
In the last competence of the SIE framework, we again observe a positive change in students' perceptions of their competence levels. In the context of 'collaborative planning and democratic decision-making,' there is a gradual increase from the lower levels to the higher ones. The percentage of the higher level increased by more than 10% in post-evaluation, while the lower levels also decreased.

In general, within this section, and particularly in the responses of the Cypriot students, there is a demonstration of the positive effect of SIE in Cypriot schools. The students report an increase in their self-confidence and self-assessment in the majority of the SIE competences.

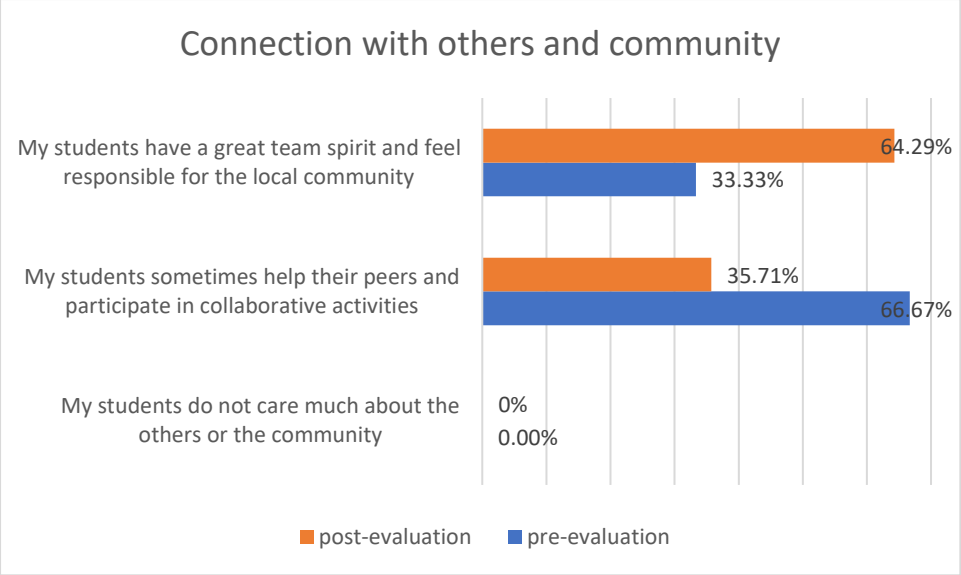
Cypriot teachers



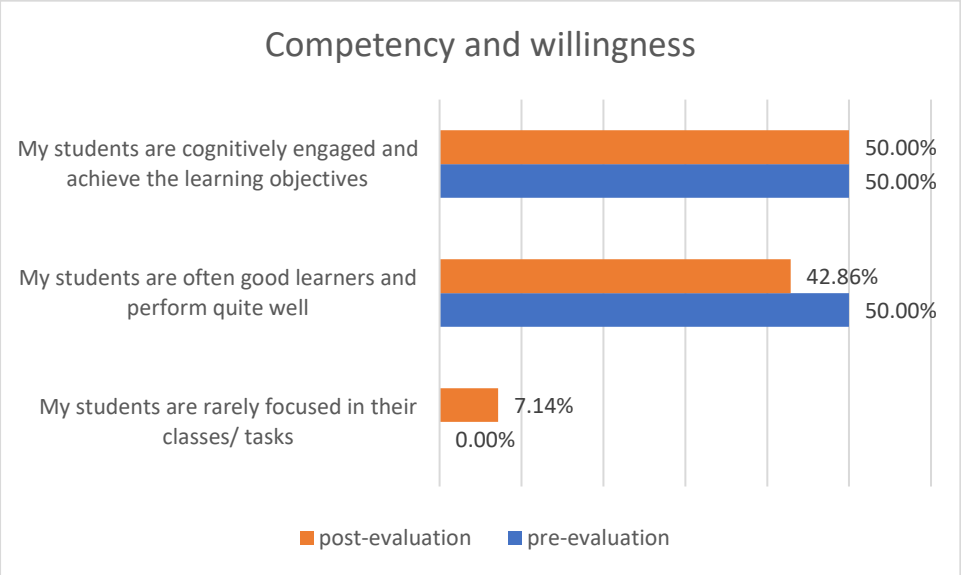
In the context of SIE intervention in Cypriot schools, the teachers who participated in the evaluation process depict a positive effect of our educational model. Regarding emotional attachment to school, the change in perceptions is evident, as the highest level increased from 16% in pre-evaluation to 50% in post-evaluation. In other words, in the post-evaluation and after the SIE intervention, half of the respondents classified their students in the highest level of emotional attachment to school.



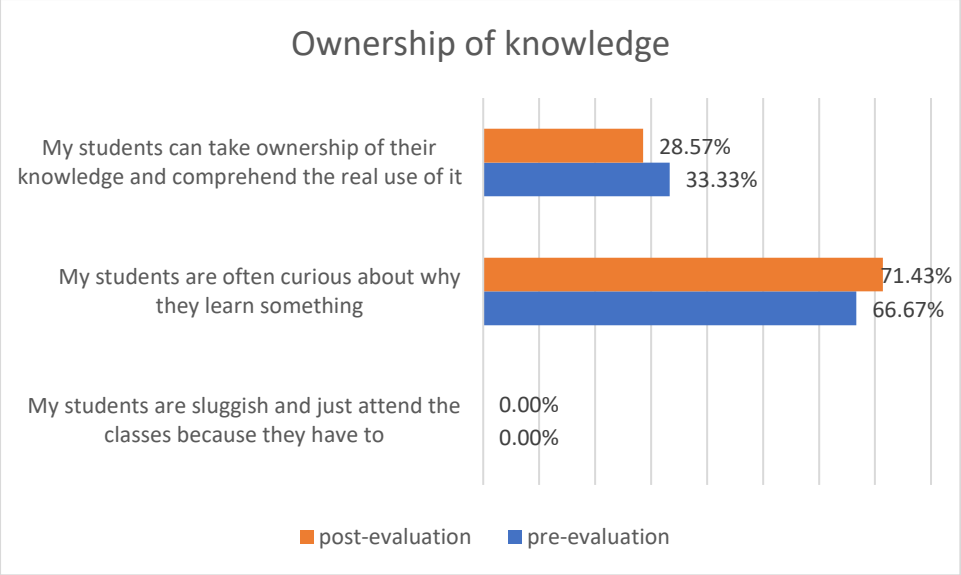
Regarding the topic of 'confidence and self-awareness', here the SIE intervention is not obvious, as there is not much difference between pre- and post-evaluation. On the contrary, teachers in pre-evaluation rated their students higher than post-evaluation in general. However, in both cases Cypriot teachers classified their students only in the medium and higher levels and not in the lower one.



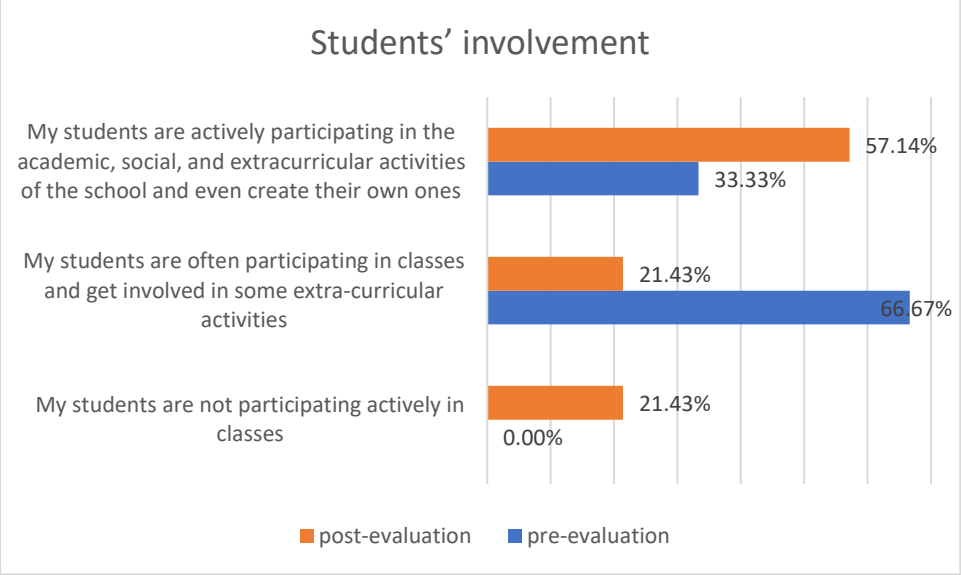
In the context of 'connection with others and community', SIE intervention had a positive impact again, as the highest level has doubled from pre- to post-evaluation.



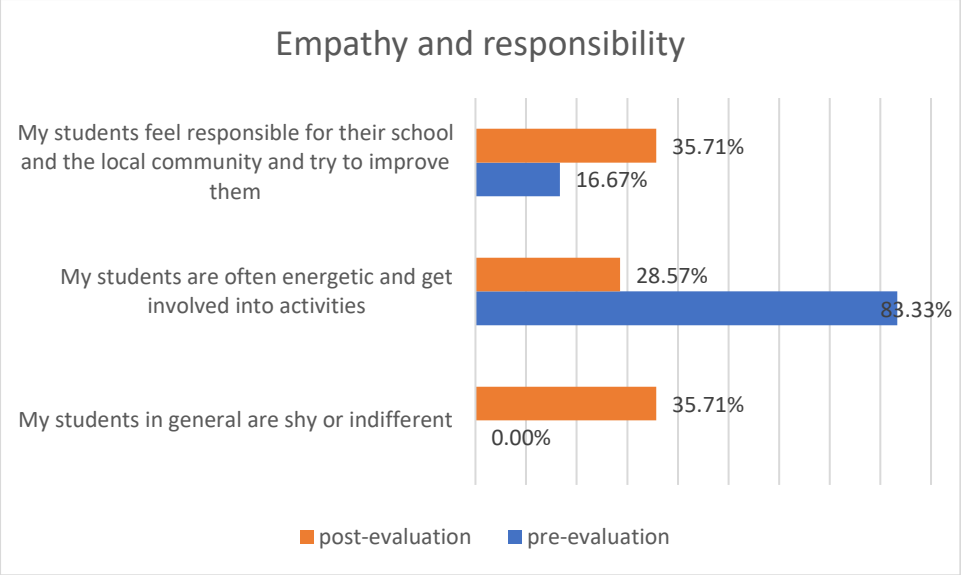
Regarding 'competency and willingness,' Cypriot teachers, in general, highly value their students. However, SIE intervention does not appear to have significantly influenced them to value their students more, as the results are almost identical between pre- and post-evaluation.



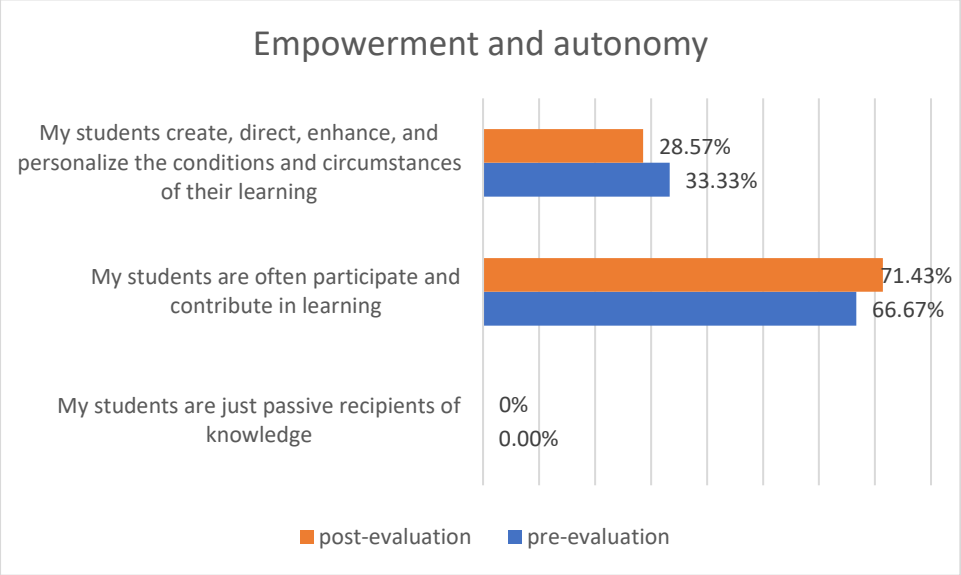
'Ownership of knowledge' is probably a meta-skill that is challenging for students to cultivate. In this context, Cypriot teachers in general classify their students in the 'medium' level, which has the description 'my students are often curious about why they learn something'. The results are similar both in pre- and post-evaluation and is hopeful that no teacher selected the lower level for their students.



'Ownership of knowledge' is likely a meta-skill that is challenging for students to cultivate. In this context, Cypriot teachers, in general, classify their students at the 'medium' level, which is described as 'my students are often curious about why they learn something.' The results are similar in both pre- and post-evaluation, and it is hopeful that no teacher selected the lower level for their students.

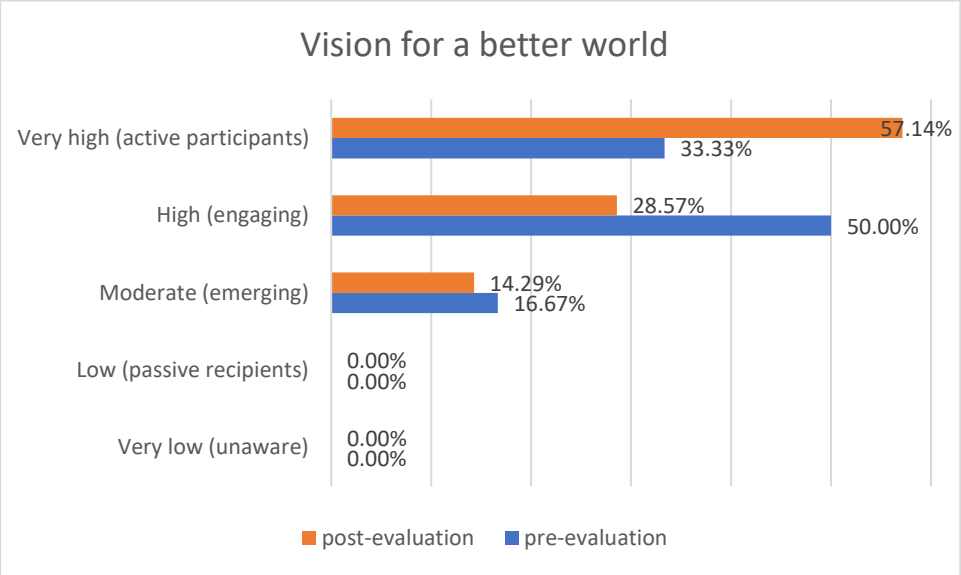


In the question about students' 'empathy and responsibility,' interestingly enough, we observe a significant percentage of teachers who moved from the upper levels to the lower one in the post-evaluation. In the pre-evaluation, the majority of teachers from our sample (83%) classified their students at the medium level. Then, in the post-evaluation, it's interesting that almost half of them moved to the highest level, and the other half moved to the lower level. This is something unique in the context of our analysis, and there might be different reasons for this, such as a different group of people in the two surveys or some other factor.

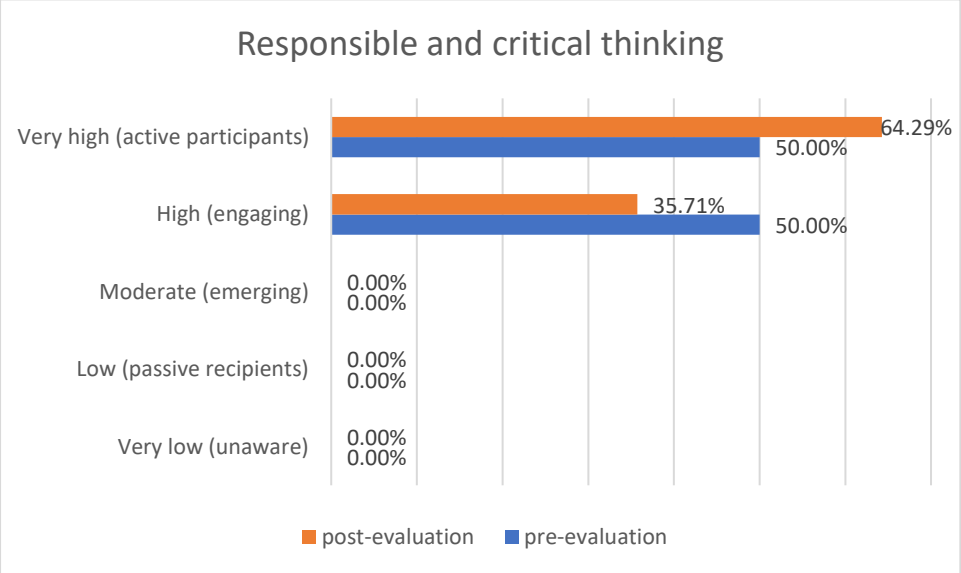


In ‘empowerment and autonomy’, teachers’ responses return to the standard motif or good classification of their students in only the two higher levels. Also, the evaluation is almost identical between the two surveys, meaning that SIE intervention was not so influential in this context.

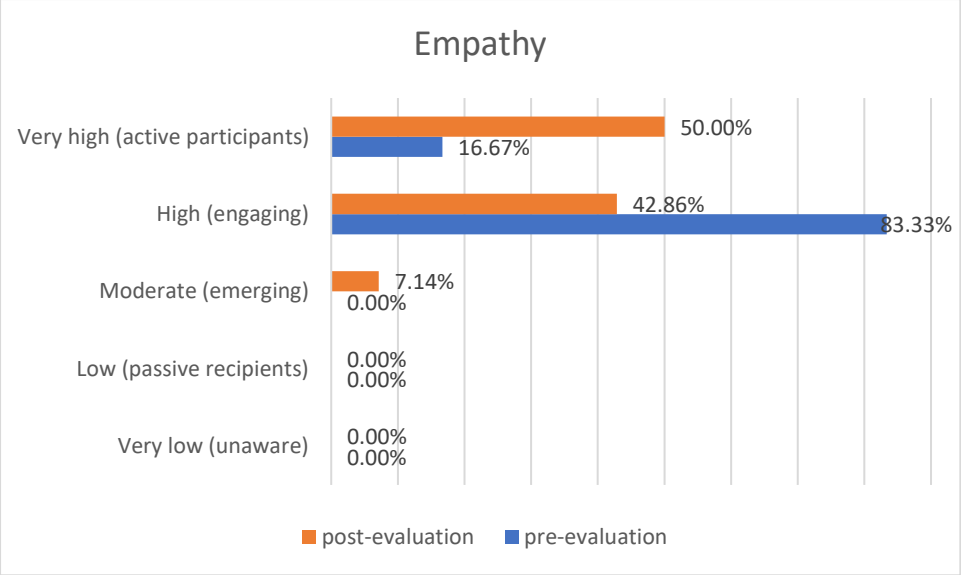
SIE competences



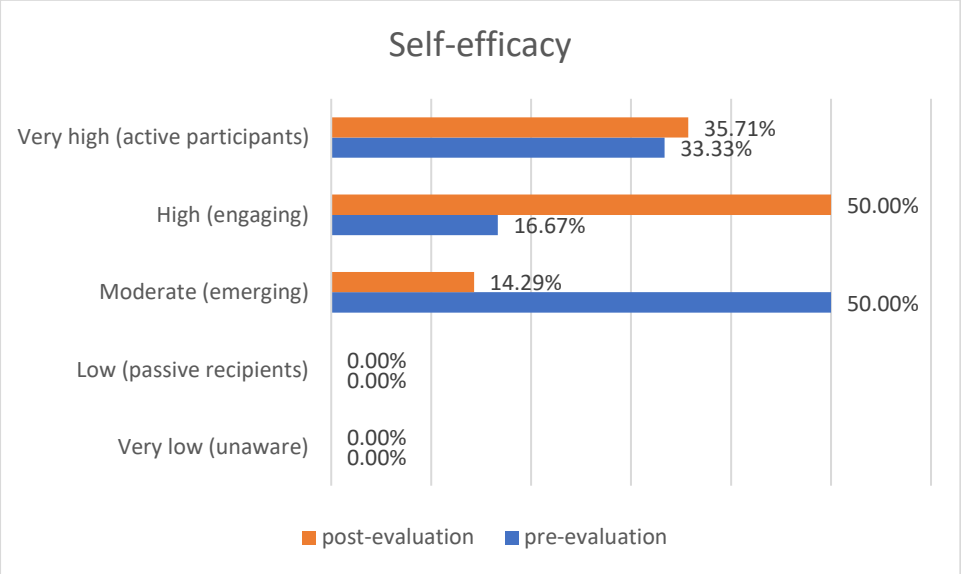
In the first competence of the SIE framework, "vision for a better world," Cypriot teachers affirm the positive impact of the SIE intervention. A significant percentage of responses, primarily from the high/emerging level, shifted to the highest level (very high/active participants). In our context, it appears that after the SIE intervention, Cypriot teachers placed a higher value on their students' competence to envision a better world.



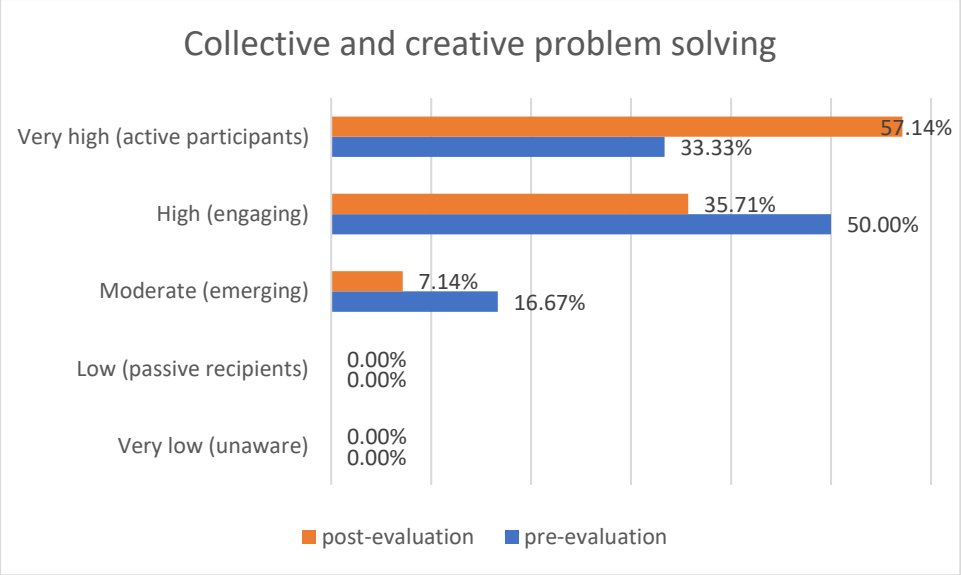
A significant change also occurred in the context of 'responsible and critical thinking.' Fifteen percent of responses shifted from the 'high level' to the 'very high.' In general, Cypriot teachers consistently classify their students in the upper levels of this competence, regardless of the SIE intervention.



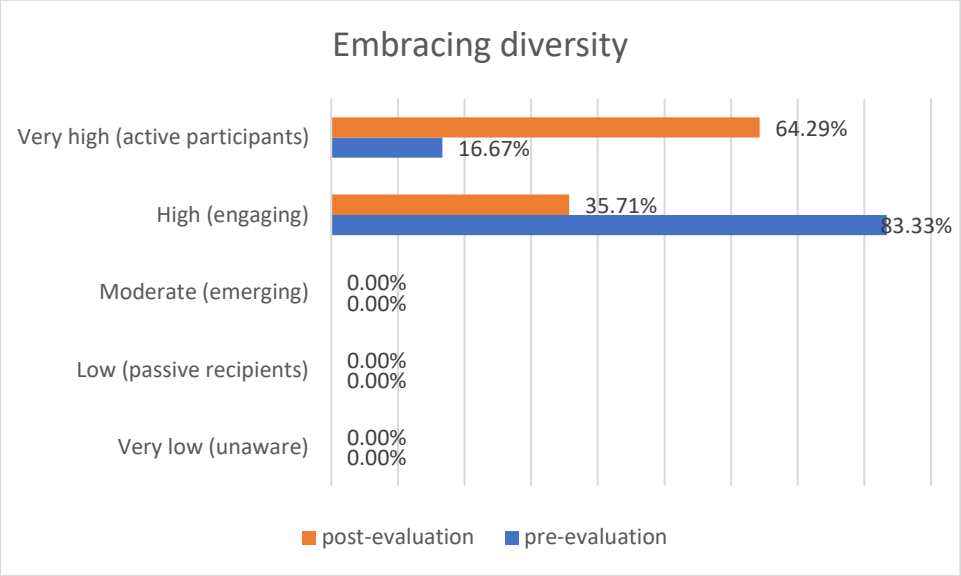
In 'empathy,' there is once again a positive effect of the SIE intervention, as a significant percentage of responses shifted from the 'high' to the 'very high' level. Cypriot teachers in our sample generally place high value on this competence in their students.



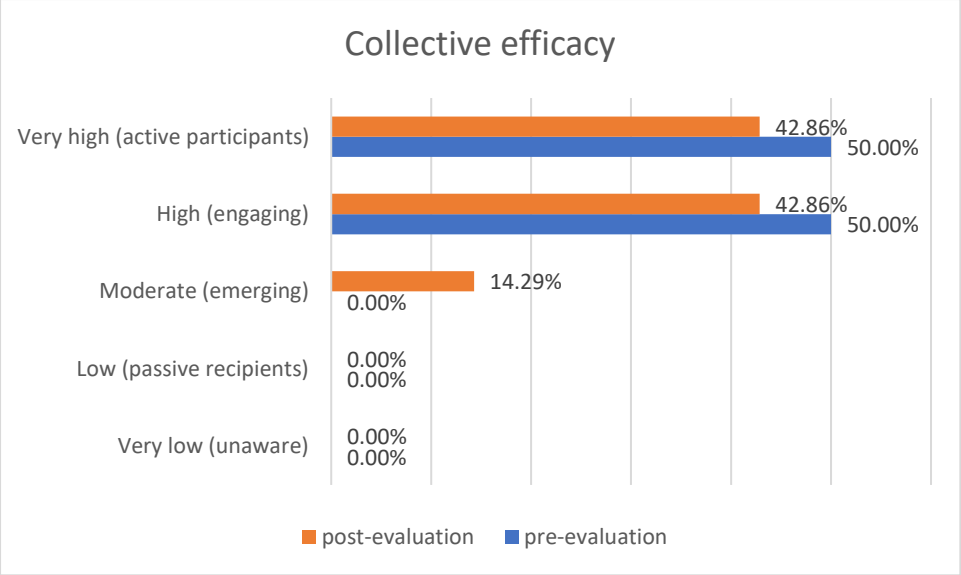
In the context of self-efficacy, the positive effect is even more pronounced, as a significant percentage of the 'moderate' level was elevated to higher ones. While in the pre-evaluation, 50% of teachers chose the option of 'moderate/emerging' to classify their students, this level received only 14% of responses in the post-evaluation. In this context, the 'high/engaging' level increased by more than 30% in the post-evaluation.



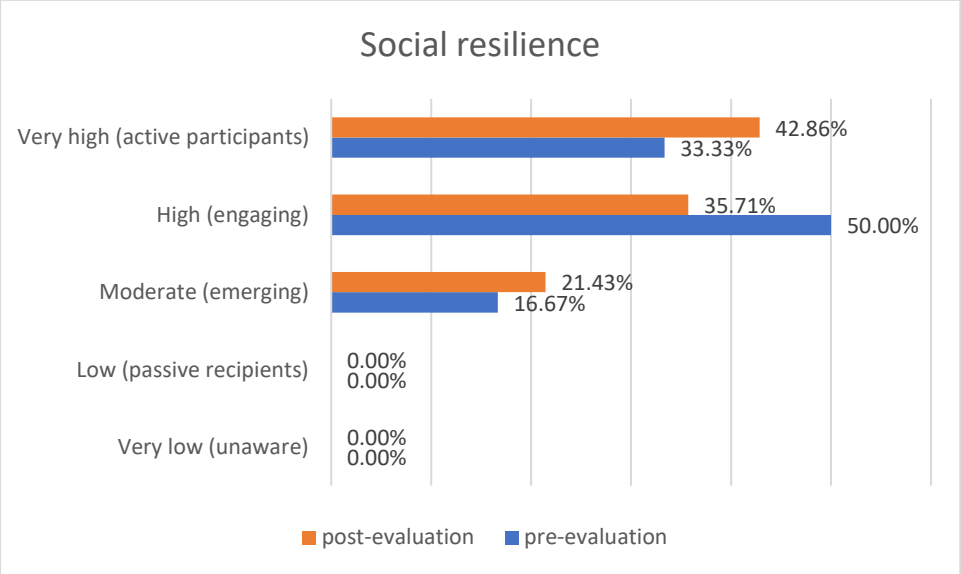
The pattern of positive change continues in the competence of 'collective and creative problem-solving.' Responses from 'moderate' and 'high' levels shifted to the 'very high' one, resulting in an increase of almost 25%. Therefore, Cypriot teachers' responses indicate that the SIE intervention likely worked in favour of the students.



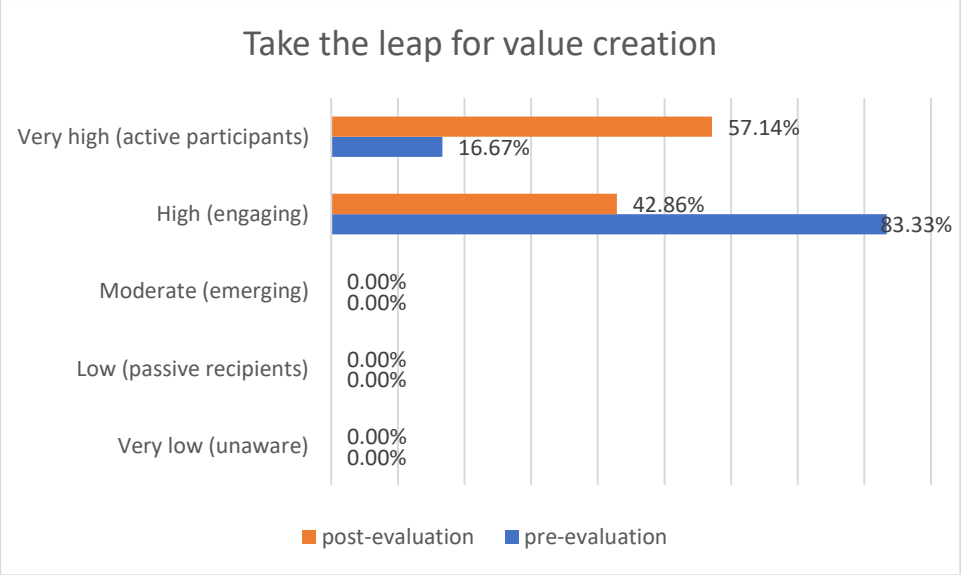
In the context of 'embracing diversity,' there is once again a significant shift from the second-highest level to the higher one. In pre-evaluation, Cypriot teachers mostly classified their students in the 'high/engaging' level. However, in post-evaluation, the majority (64%) selected the 'very high/active participants' level for their students in this competence, confirming a significant positive impact of the SIE intervention.



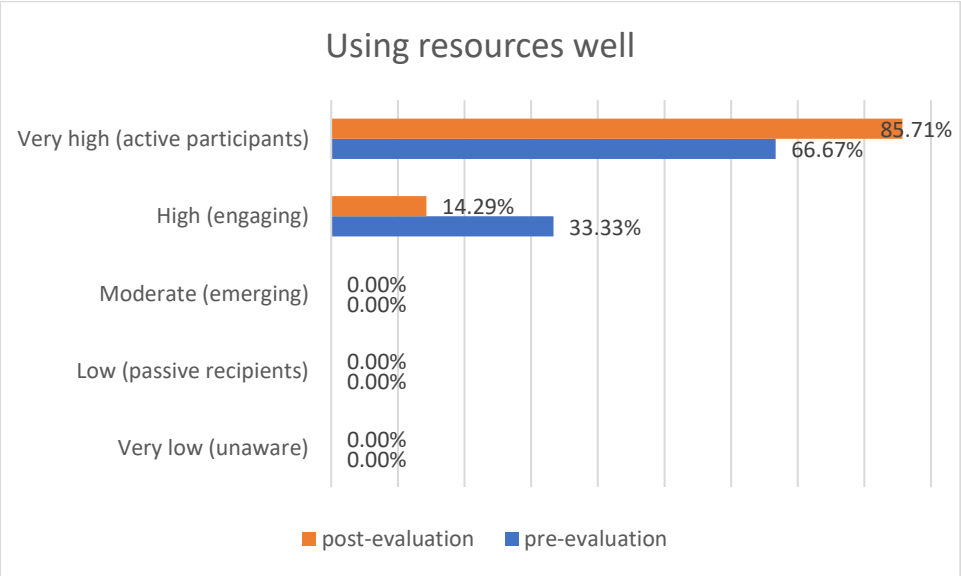
In the context of 'collective efficacy,' no significant change is reported by Cypriot teachers regarding the level of their students' competence. As seen in the graphic below, in pre-evaluation, all responses were evenly split between the two higher levels, and in post-evaluation, there is almost the same distribution with a slight shift towards the moderate level.



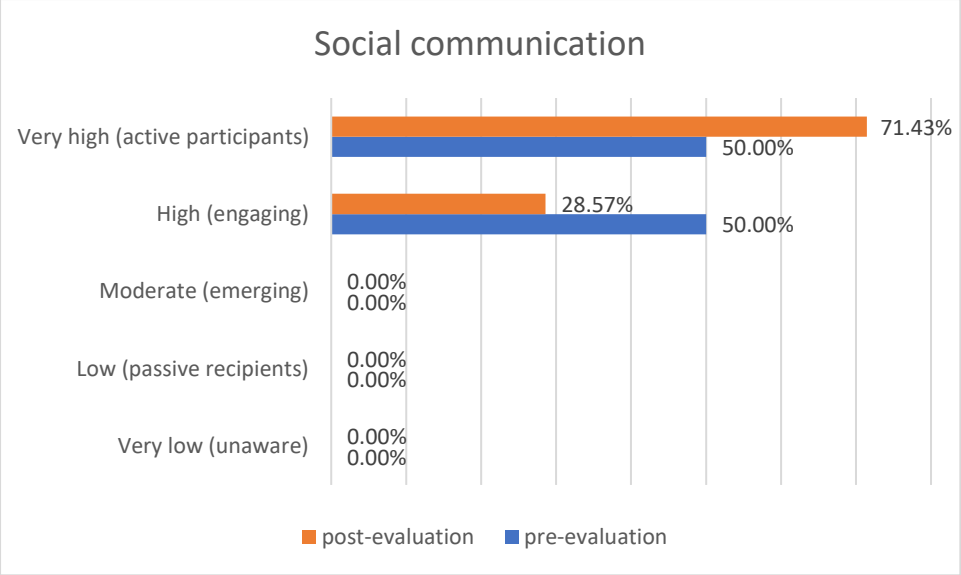
In the ‘social resilience’ context there is a change to the better between pre- and post-evaluation. A significant percentage of responses from ‘moderate’ and ‘high’ levels was moved to the upper levels from pre- to post- evaluation.



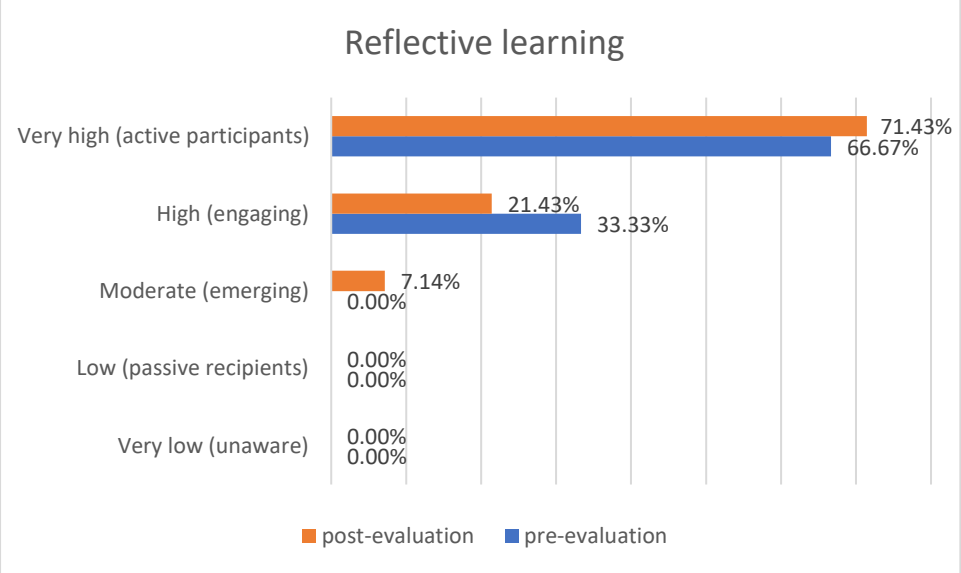
For the competence 'take the leap for value creation,' it seems that the SIE intervention helped teachers to value their students even more. In pre-evaluation, the vast majority of teachers classified their students at the 'high/engaging' level, while in post-evaluation, a significant percentage of responses shifted to the 'very high/active participants' level. In general, Cypriot teachers highly value their students' competence for creating value.



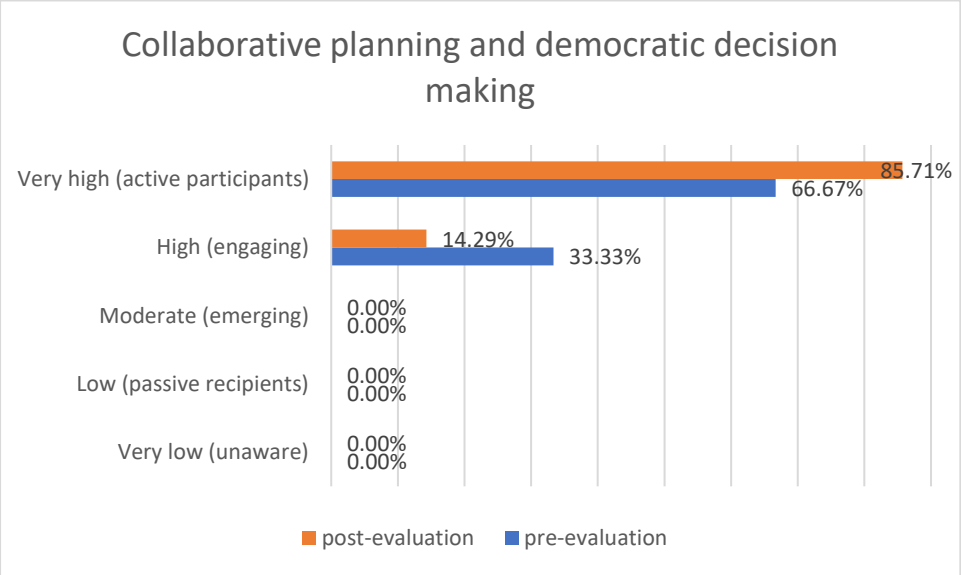
In the context of 'using resources well,' once again, Cypriot teachers value their students highly, and the SIE intervention seems to have further enhanced their appreciation. Specifically, a significant percentage (around 20%) shifted from the 'high/engaging' level to the 'very high/active participants' level. In general, Cypriot teachers believe that their students can use their resources well enough.



As we delve deeper into the SIE framework, the same pattern also emerges for the competence of 'social communication.' Cypriot teachers already hold their students in high regard, and the SIE intervention allows them to appreciate them even more. Approximately 20% shifted from the 'high' to the 'very high' level after the SIE intervention in Cypriot schools.



For the competence of 'reflective learning,' the results are more balanced between pre- and post-evaluation. Cypriot teachers once again classify their students in the upper levels of this competence, primarily utilizing the two higher levels of the scale. However, in post-evaluation, for some reason, there is a small shift (7%) to the 'moderate/emerging' level.

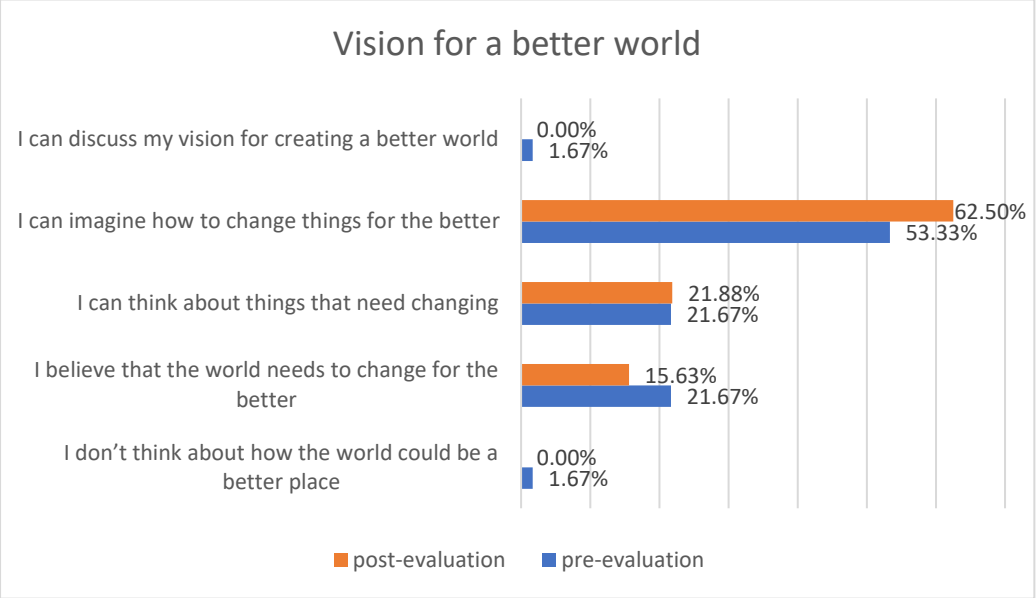


In the last competence of the SIE framework, that of 'collaborative planning and democratic decision-making,' the same pattern continues. Cypriot teachers value their students' competence highly, and after the SIE intervention, there is once again a shift from the second-highest level to the highest one.

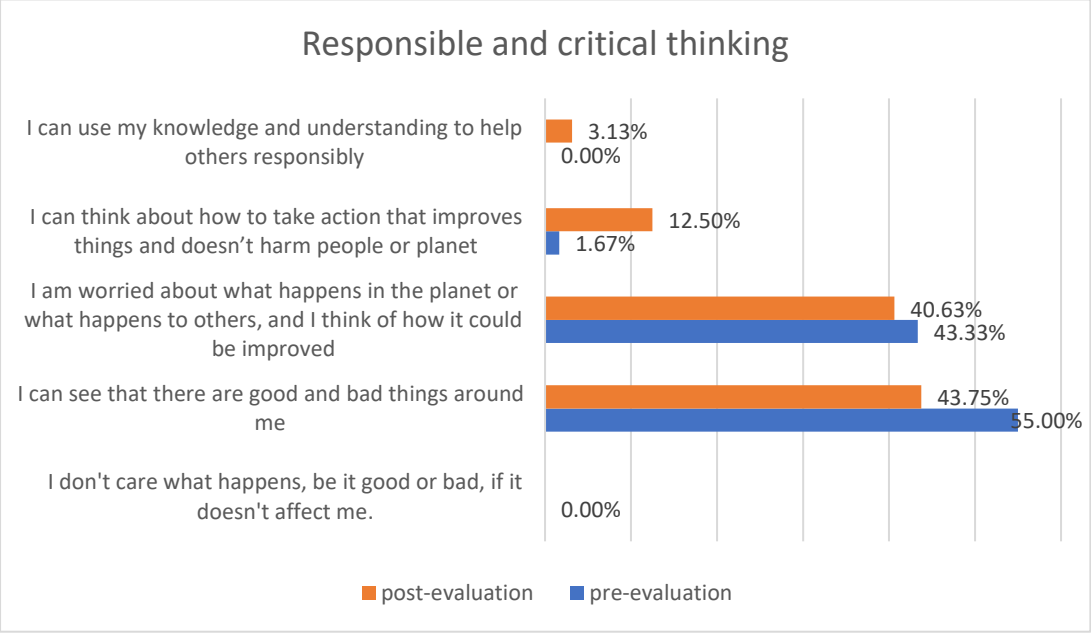
In general, this section confirms the positive impact of the SIE model in Cypriot schools. Cypriot teachers hold a favorable opinion about their students' competences overall. Moreover, the SIE intervention appears to have allowed them to classify their students even higher in the context of the SIE framework competences.

Impact on student's competences – Croatia

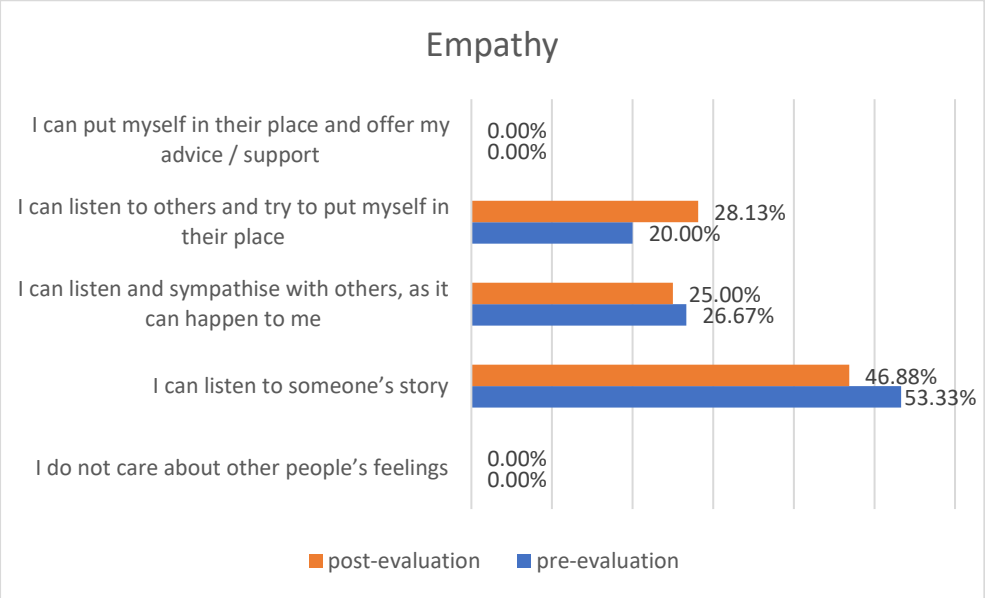
Croatian students



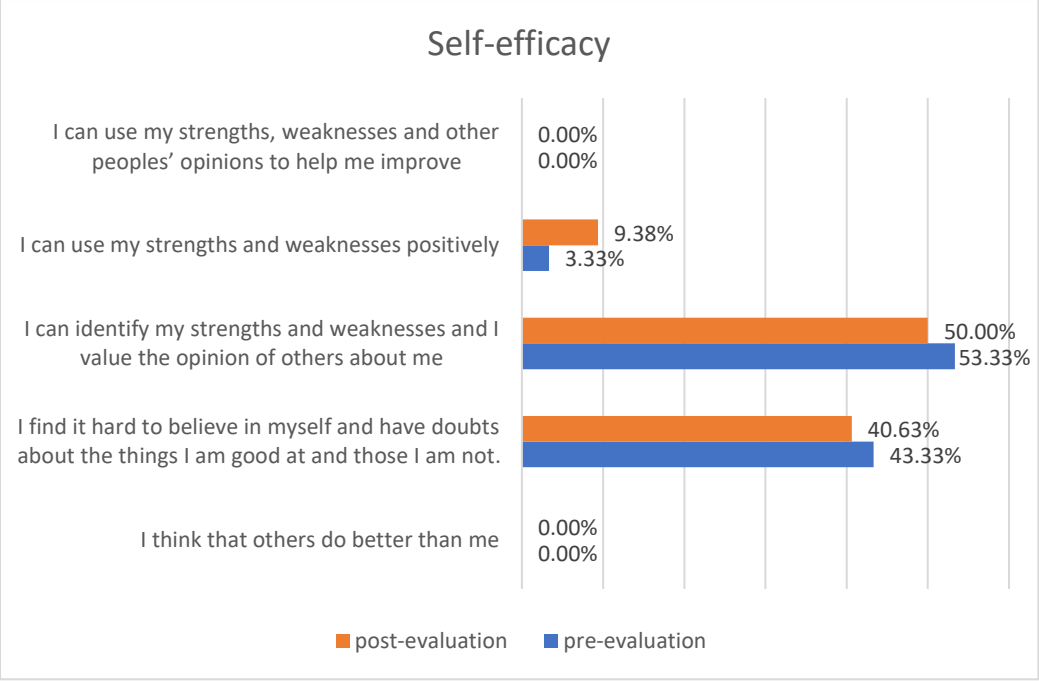
In the first competence of the SIE framework; vision for a better world, it seems that SIE intervention didn't affect the student's perception much, regarding their level of competence. As we see in the graphic above, there is a slight improvement in the second-best level, which increased close to 10% after the SIE intervention. Otherwise, the results are almost in the same level in both pre and post evaluation.



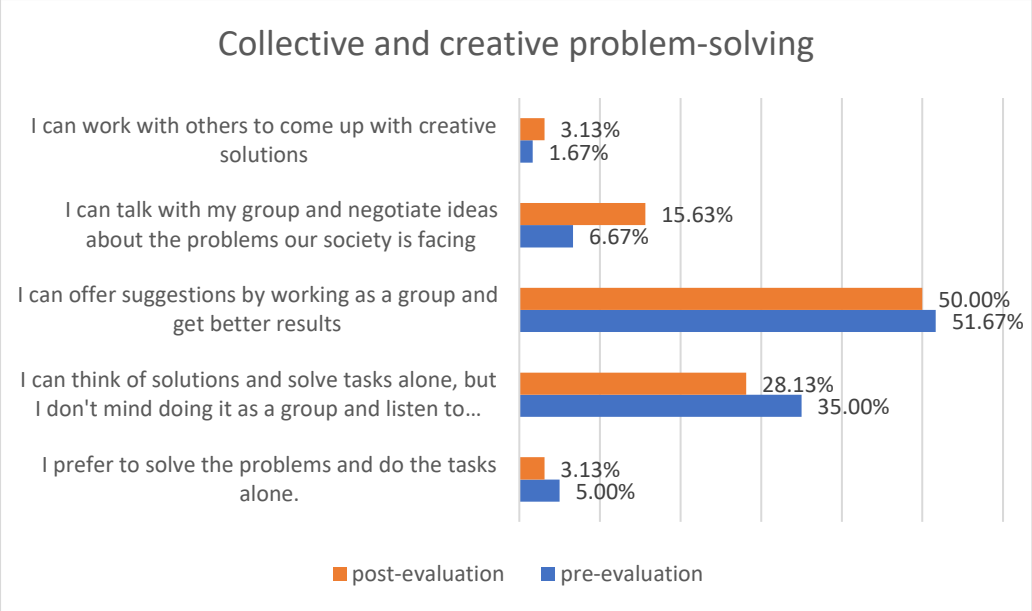
In the context of 'responsible and critical thinking,' there is once again a slight improvement from pre- to post-evaluation. In the graphic below, we observe a shift of responses from the lower levels to the higher ones—a pattern that confirms the positive impact of SIE intervention in Croatian schools.



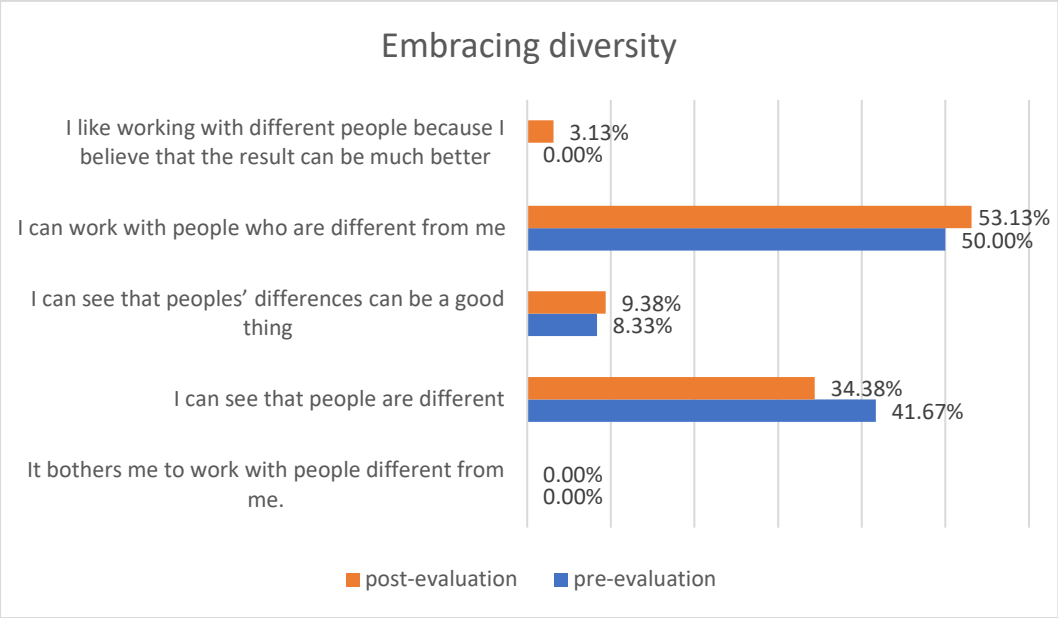
The competence of 'empathy' that the SIE model aspires to cultivate in students also demonstrates a slight success in the context of the Croatian students in our sample. Students mostly classified themselves in the medium levels of competence, but we observe a small shift from the lower levels to the higher ones after the SIE intervention.



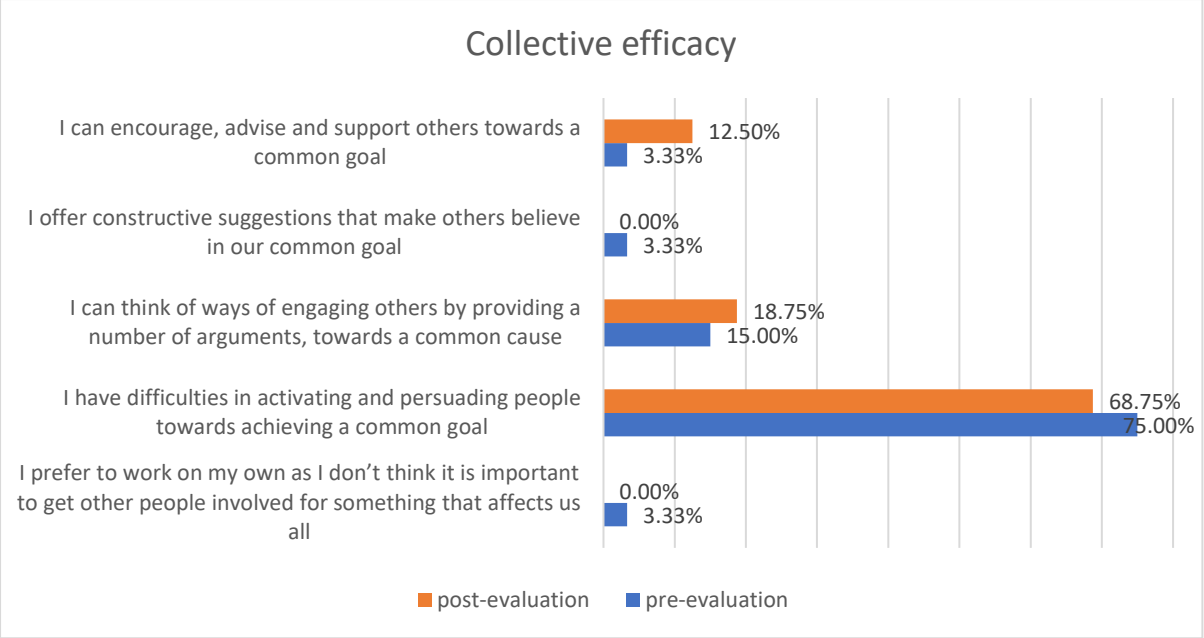
In the context of 'self-efficacy,' Croatian students, in general, seem to lack self-confidence regarding this specific competence. The self-evaluation of 'self-efficacy' remains more or less at the same level in both pre and post-evaluation. A positive sign is the slight increase in the second-highest level, from 3% in pre-evaluation to almost 10% in post-evaluation.)



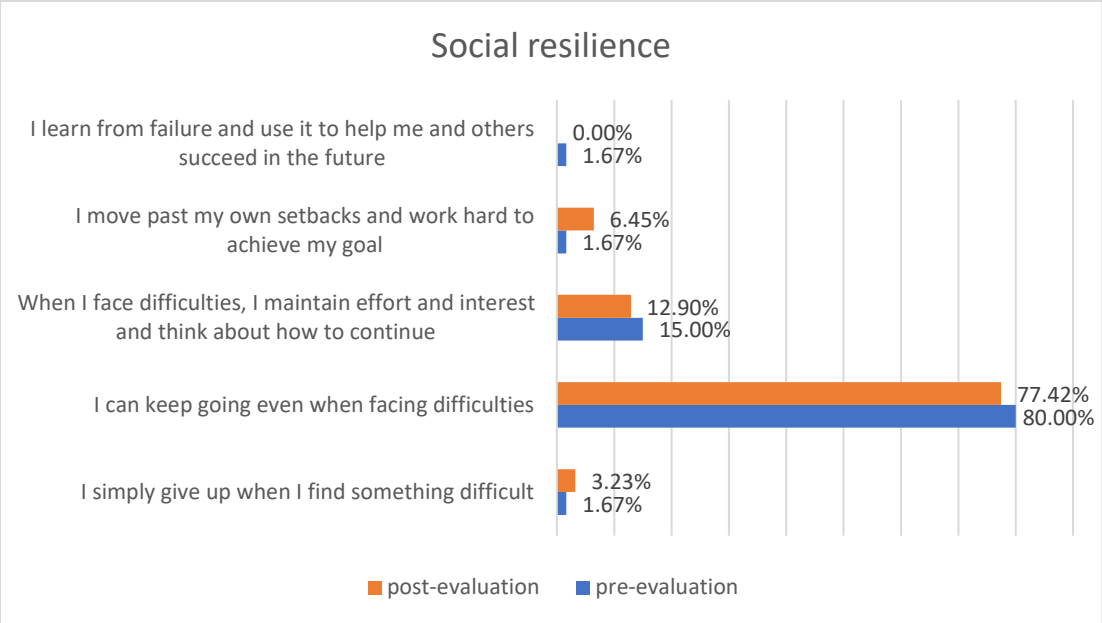
The same pattern also appears in the next competence, that of 'collective and creative problem-solving.' In the graphic below, we observe that there is no significant change after the SIE intervention, as the results remain more or less at the same level in both surveys. However, there is an increase in the two highest levels, indicating at least a small positive impact of the SIE model in Croatian schools.



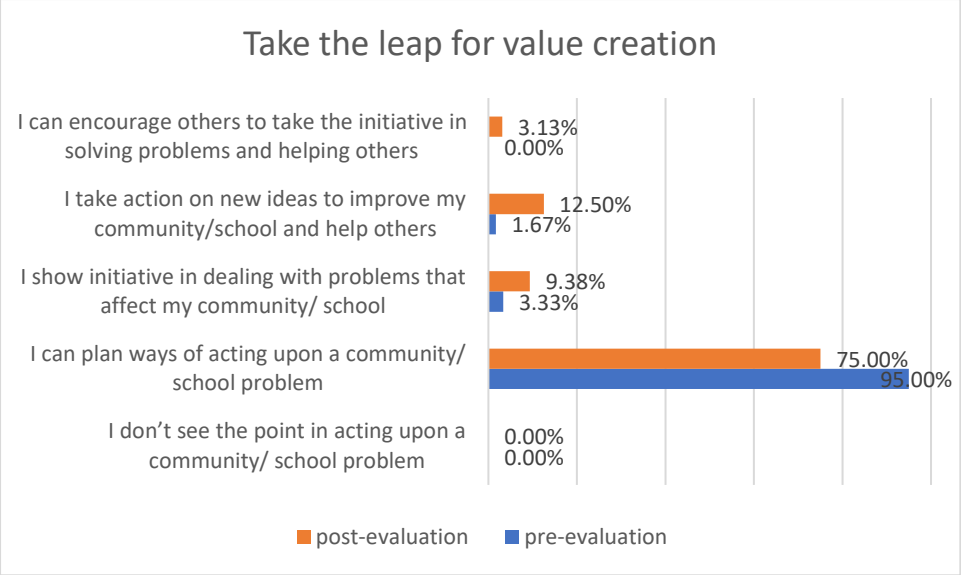
Similarly, in the context of 'embracing diversity' results show that Croatian students didn't change their perceptions about themselves after the SIE intervention. In both evaluation surveys the levels of competence remain almost the same, in the context of our sample.



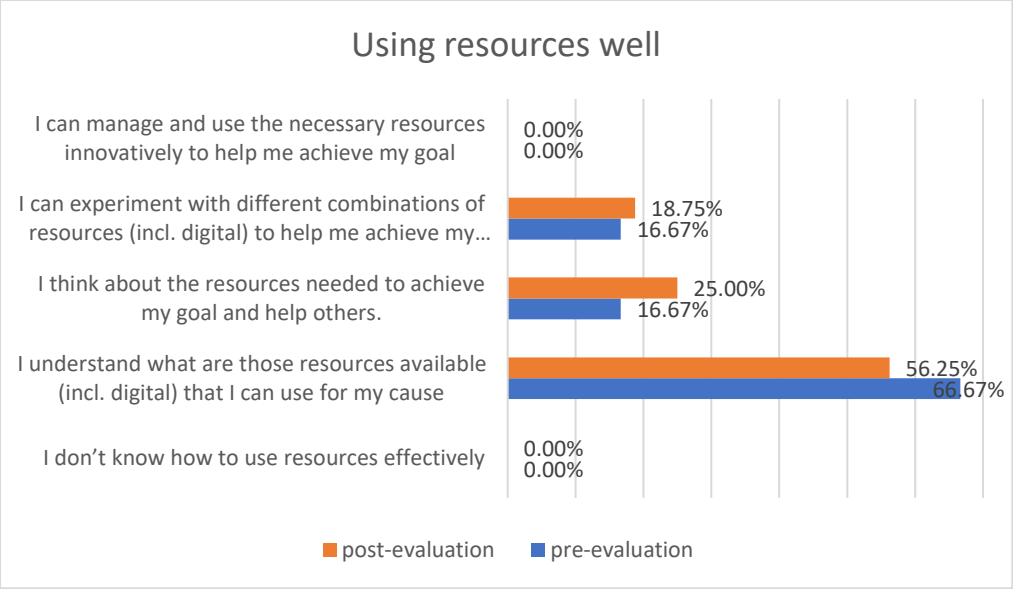
The competence of 'collective efficacy' again demonstrates a slight improvement in Croatian students' perceptions of their level of competence. In general, students in both evaluation surveys classify themselves relatively low. However, in post-evaluation, we observe a small increase in the upper levels, which generally have not many responses.



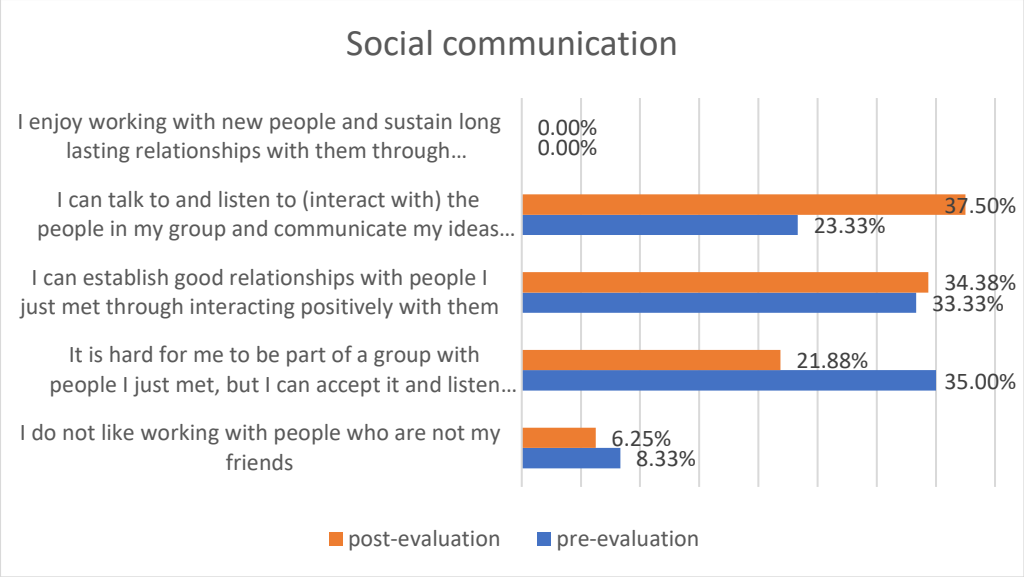
Like the previous competence, in 'social resilience,' Croatian students are stringent in their self-assessment. In both pre- and post-evaluations, the vast majority of respondents (80%) classify themselves in the second lower level of this competence. The SIE intervention was not able to change this situation significantly, as the improvement in post-evaluation to the upper levels is marginal, as we can see in the graphic above.



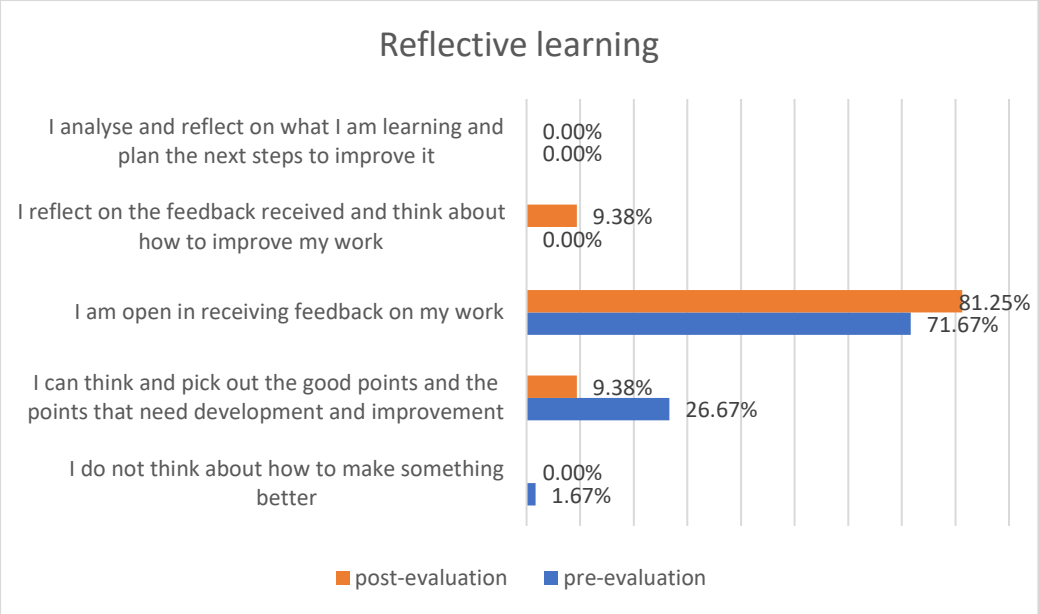
Almost identical to the results of the previous competence, the results of 'take the leap for value creation' once again demonstrate the low self-confidence of Croatian students in the context of some particular competences of the SIE framework. It seems that 'value creation' is another element that the SIE intervention, under the circumstances in which it was implemented in Croatia, couldn't significantly change the students' perceptions about their level of competence.



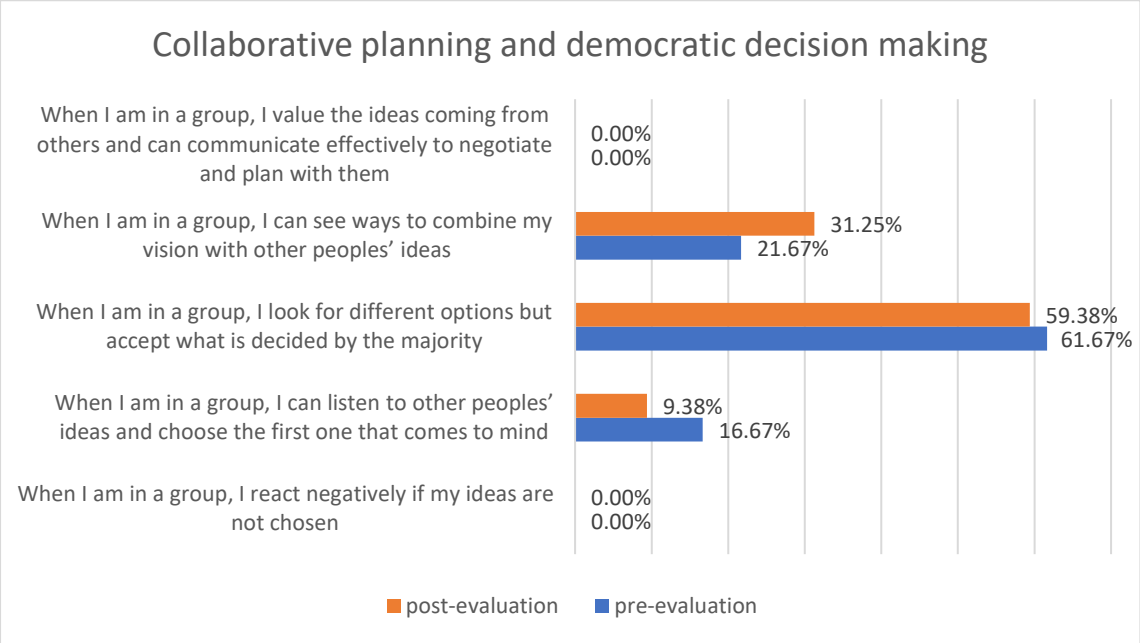
A clearer picture of students' perceptions can be found in the competence of 'using resources well,' as there are responses in the upper levels of the competence. Additionally, there is a slight increase in those higher levels from pre- to post-evaluation. However, it's worth mentioning that in neither the pre- nor post-evaluation did any student select the highest level of this competence.



In the context of 'social communication' the SIE effect is demonstrated in the change between pre and post evaluation. The responses of the Croatian students moved from the lower levels to the higher ones, after the SIE intervention. Again, the highest level is absent in both evaluations. However, there is a positive increase in all other levels to the top,

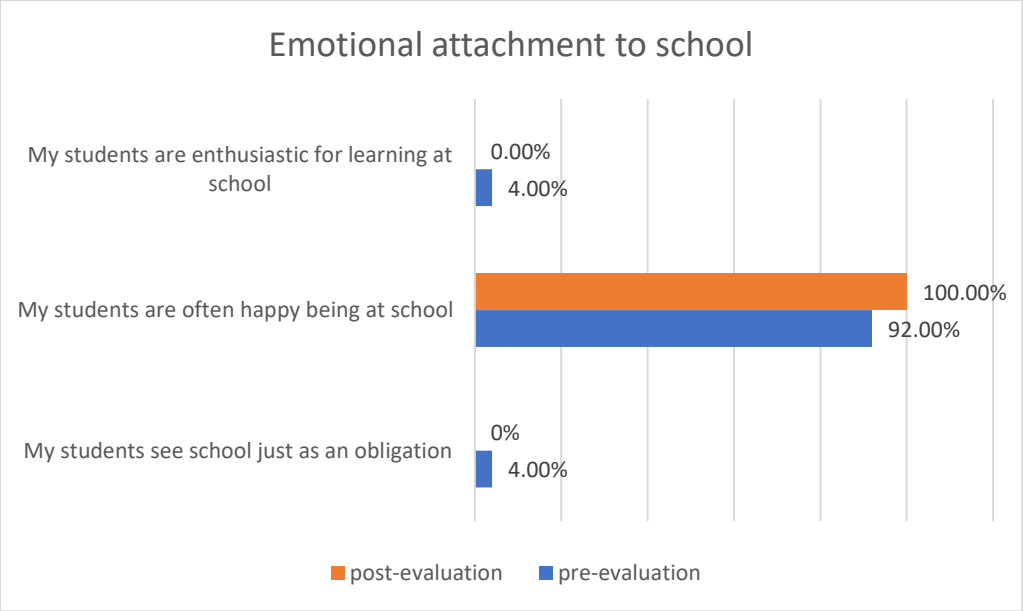


'Reflective learning' follows the patter of the slight positive change, as many of the other competences in this section that we saw below. The majority of Croatian students classified themselves in the medium level in both evaluation survey, however there is a positive change in all levels from pre to post evaluation.

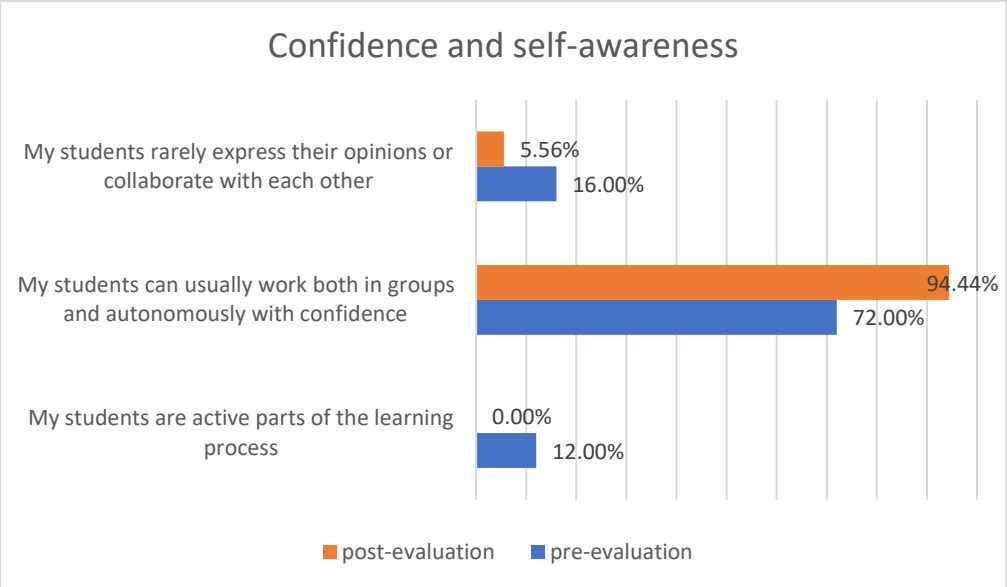


Lastly, 'collaborative planning and democratic decision-making' aligns with most other competences in this section. There is a slight improvement after the SIE intervention, but not as significant as in other sections of this evaluation process. This depends on the context of the implementation, participants' perceptions, and possibly other factors. In any case, Croatian students report a standard perspective of their competences, in many cases, regardless of the SIE intervention. Additionally, in many cases, we identified a relatively low self-esteem among the students in this sample regarding their level of competence. This might be a factor arising from the general educational context, the school context, or other cultural characteristics. However, our analysis shows that the SIE intervention worked well in many cases and helped those students to increase their self-esteem.

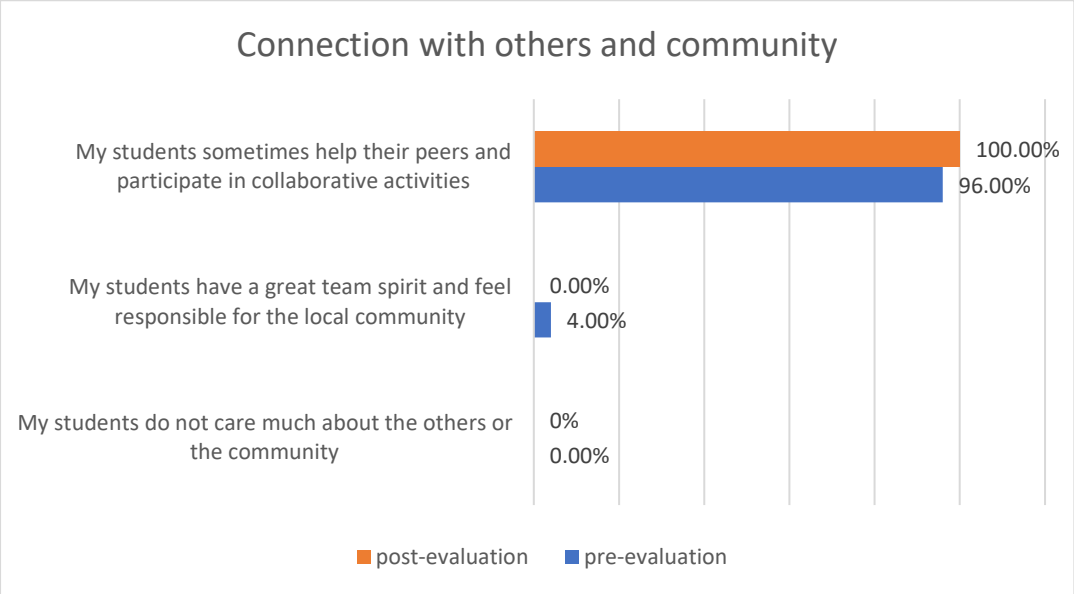
Croatian teachers



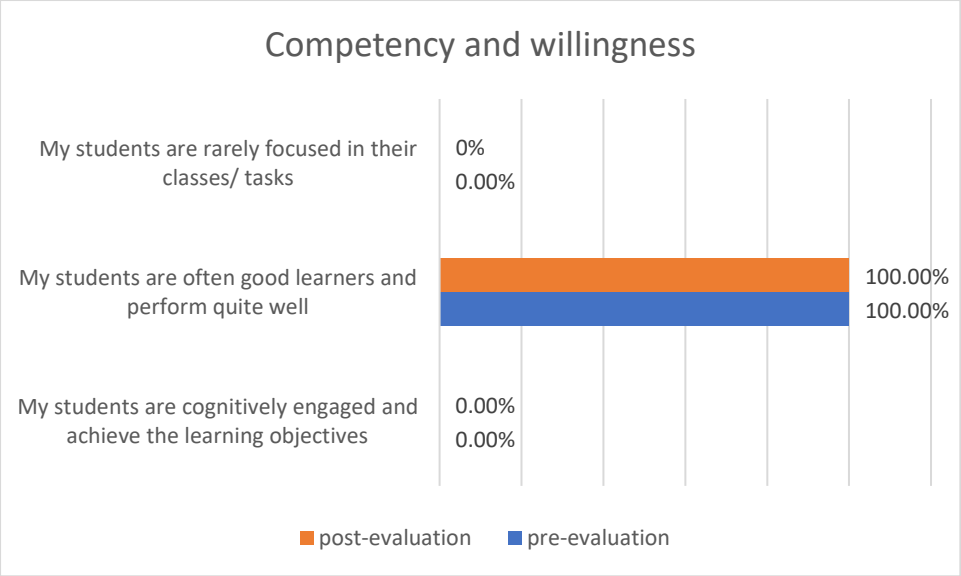
In the context of emotional attachment to school, Croatian teachers are stable in their opinions about their students, who classify them in the medium level of the scale. As we see in the graphic below, especially in post-evaluation every one of our respondents selected the option 'my students are often happy being at school'. This was unanimous and there was no change after the SIE intervention.



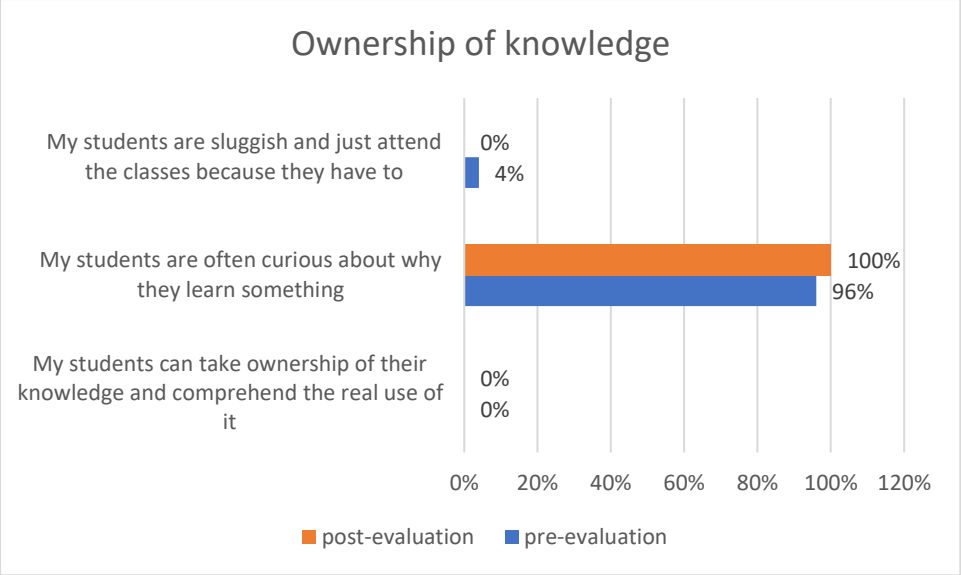
The same result appears in the context of 'confidence and self-awareness, where again the majority of teachers classified their students in the medium level of this element.



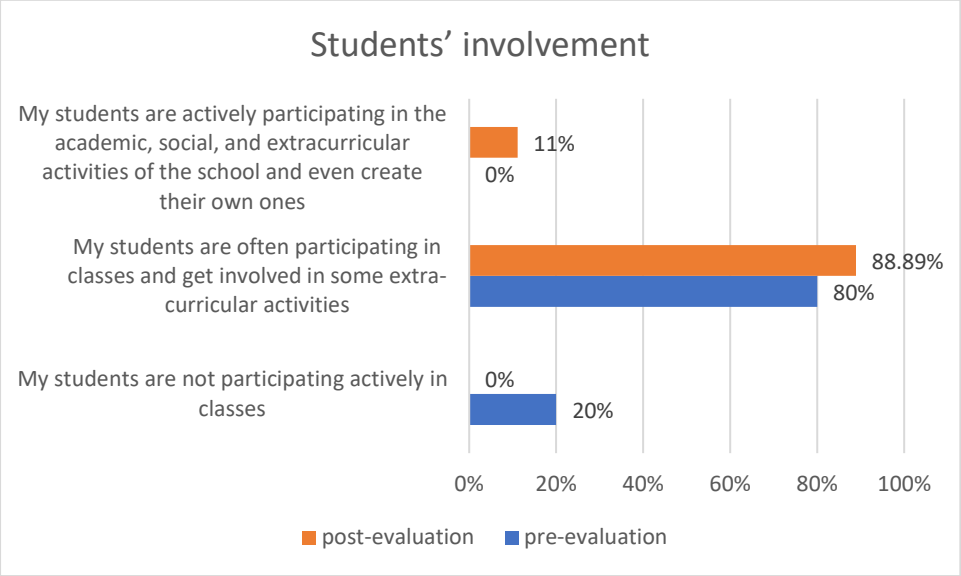
Regarding the topic of 'connection with others and community', here Croatian teachers of our sample selected unanimously the highest level for their students. While in pre-evaluation very few of them selected the 'medium level', in post evaluation all the teachers of our sample classified their students in the highest possible level.



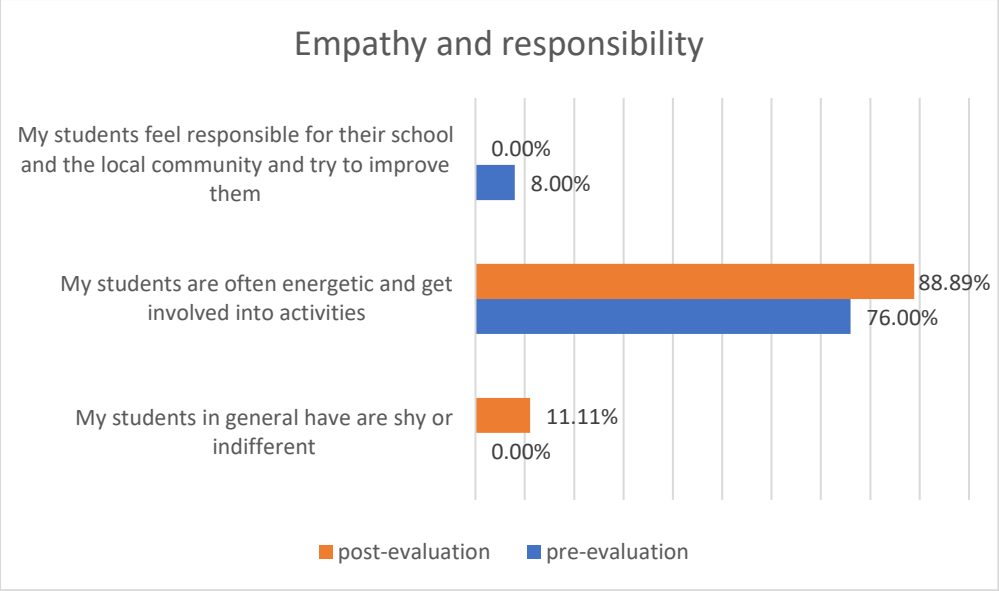
In the next characteristic that we asked teachers to evaluate their students, that of 'competency of willingness', here we return to the unanimous selection of the 'medium level'. As we can see in the graphic above, in both evaluation surveys participants in the study classified their students in the level 'they are often good learners and perform quite well'.



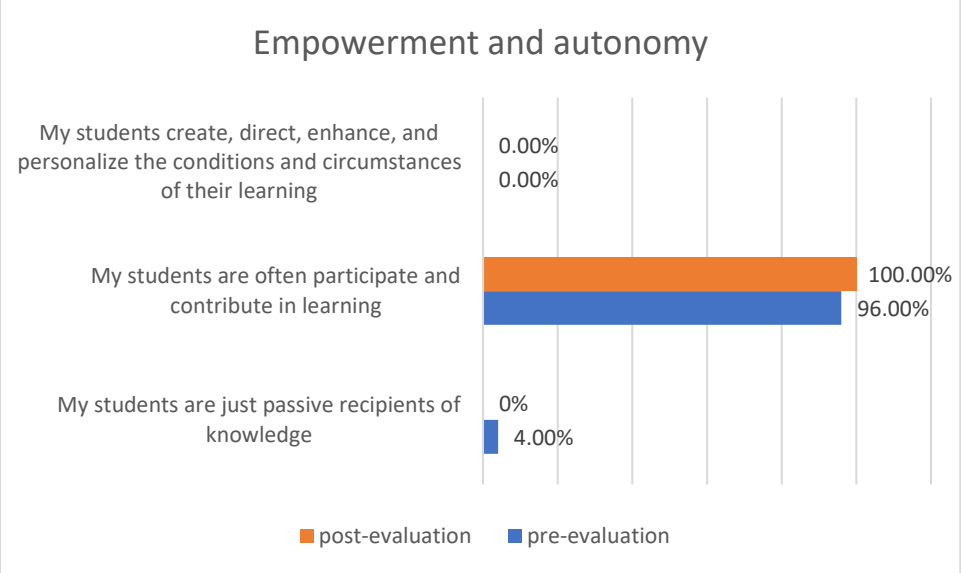
In the 'ownership of knowledge' context, Croatian teachers agree again almost unanimously and classify their students in the medium level of the scale. The definition of the medium level as we see in the graphic above is 'my students are often curious about why they learn something'.



In the same context, Croatian teachers in our sample classify their students at the medium level of the characteristic 'students' involvement.' It is worth mentioning that after the SIE intervention, particularly in post-evaluation, we observe 11% of teachers classifying their students in the highest level, whereas in pre-evaluation, there were no responses in that level. On the contrary, there were 20% responses in the lowest level in pre-evaluation, a percentage that shifted completely to the upper levels after the SIE intervention.

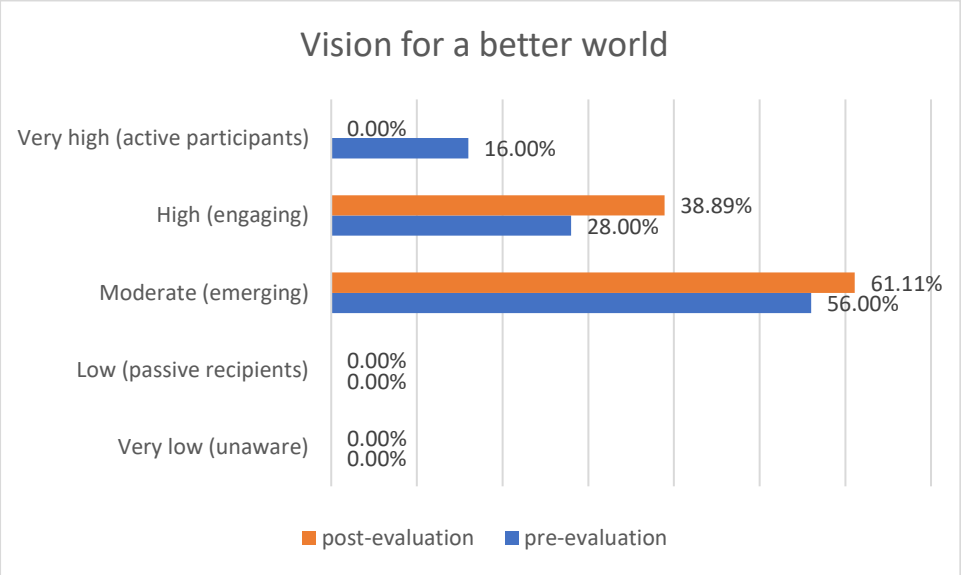


In the context of 'empathy and responsibility' again the Croatian teachers classified their students in the medium level, a consistent pattern so far in the context of this sample. In particular here teachers selected the sentence 'my students are often participating and contribute in learning'.

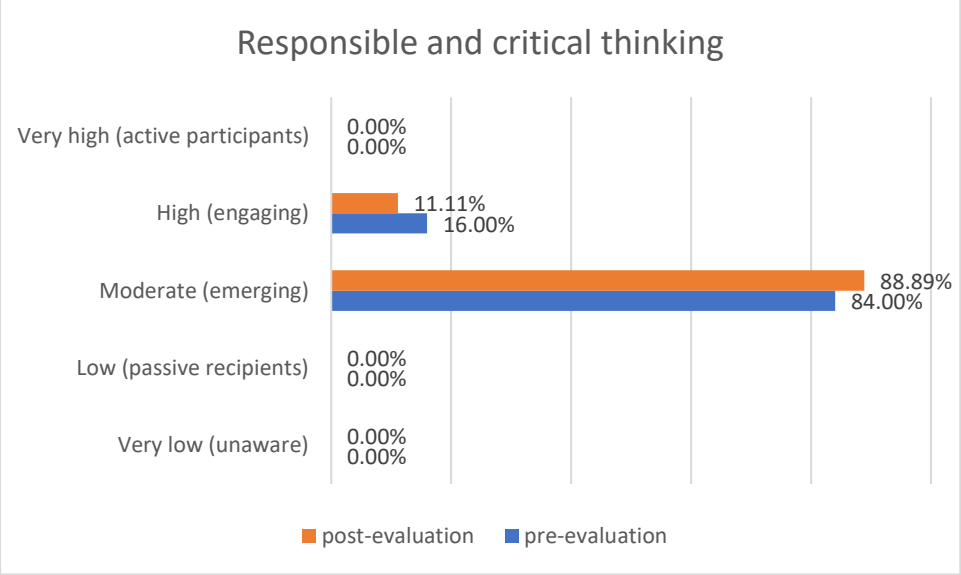


Lastly, the topic of 'empowerment and autonomy' is again in the same line with the other topics above. Croatian teachers of our sample all agree that their students belong to the medium level of this scale, both before and after the SIE intervention.

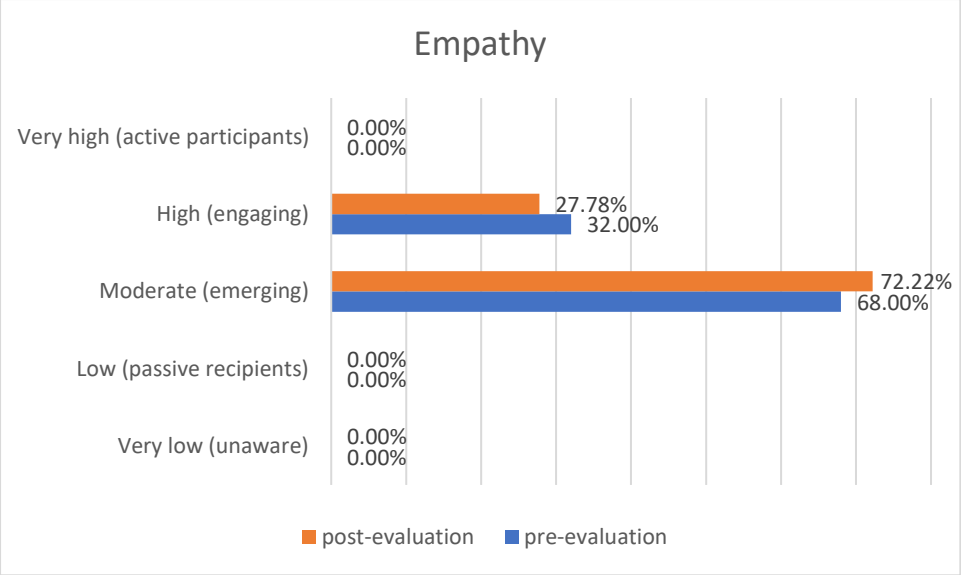
SIE competences



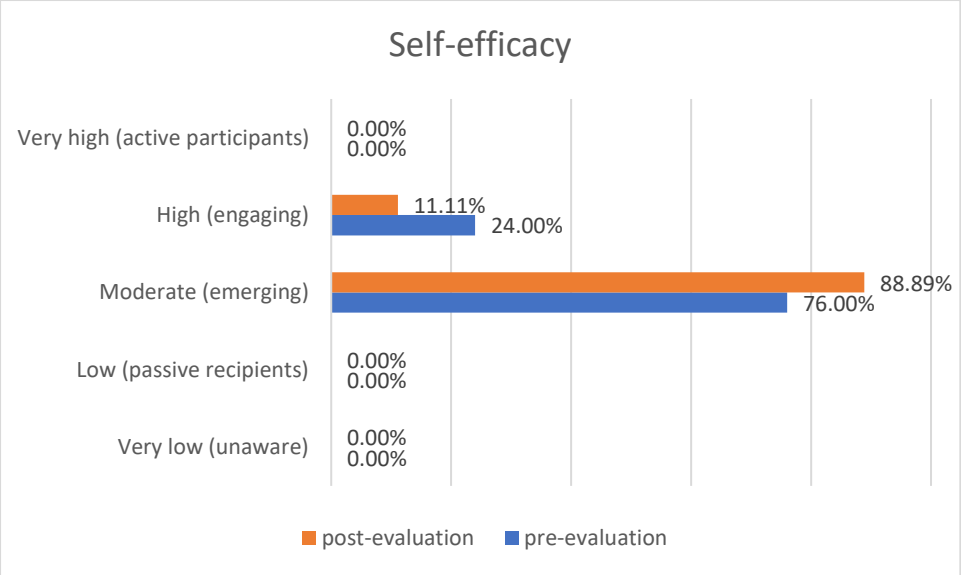
In the context of the first competence of the SIE framework; vision for a better world, there is high similarity in the responses, both in pre and post evaluation. Interestingly enough, the highest level of competence can be found in pre-evaluation with 16%, but not in post evaluation, as we see in the graphic above.



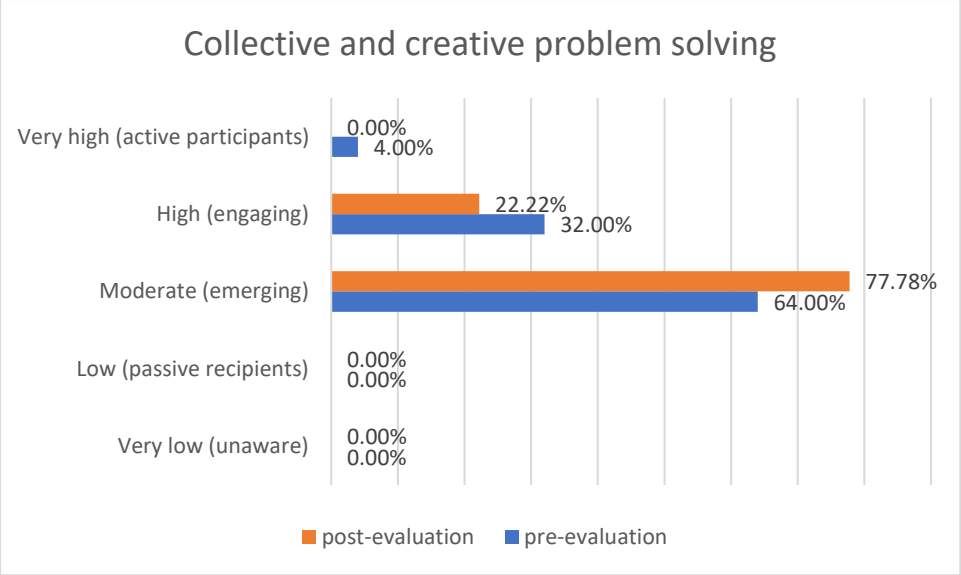
In alignment with the first competence, 'responsible and critical thinking' also shares the same perceptions among Croatian teachers in both pre and post-evaluation surveys. The vast majority of teachers classified their students at the moderate/emerging level, as depicted in the graphic above.



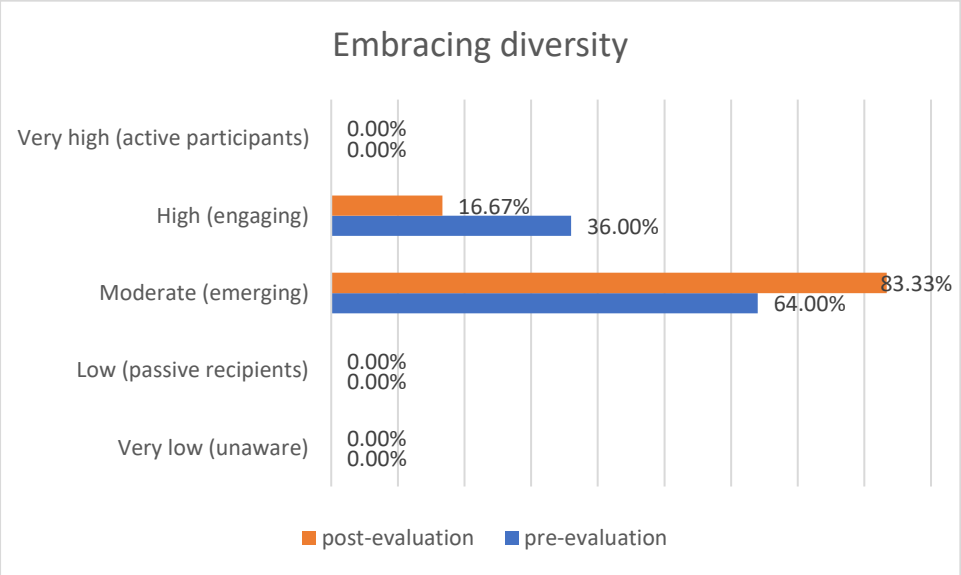
In 'empathy,' there is a slight difference in Croatian teachers' perceptions, as a significant percentage of teachers (around 30%) classified their students in the 'high/engaging' level. However, the pattern of no significant difference in the responses between pre- and post-evaluation continues here in the context of this competence.



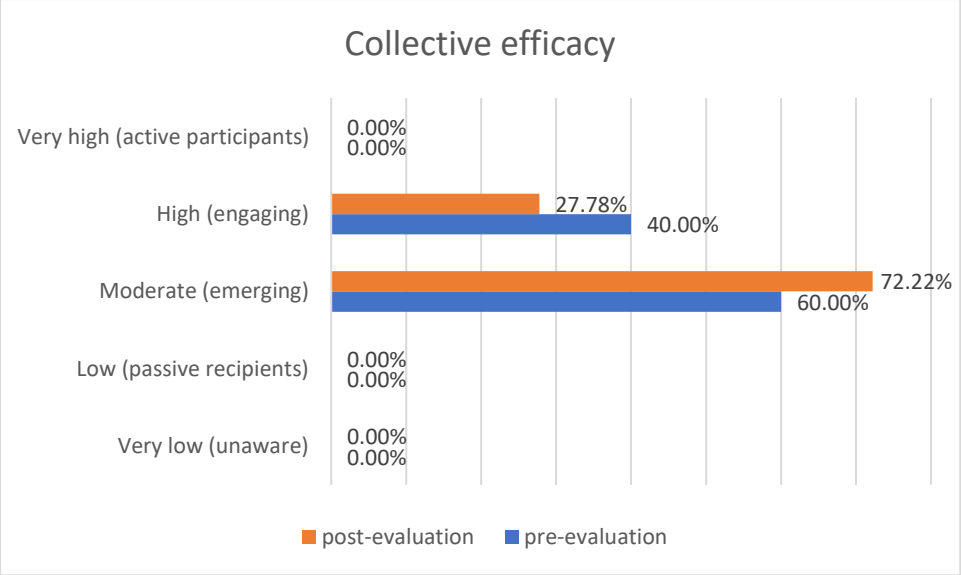
In the 'self-efficacy' context, the moderate/emerging level is again dominant, both in pre- and post-evaluation. As seen in the graphic above, the medium level has 89% of responses in post-evaluation and 76% of responses in pre-evaluation, respectively.



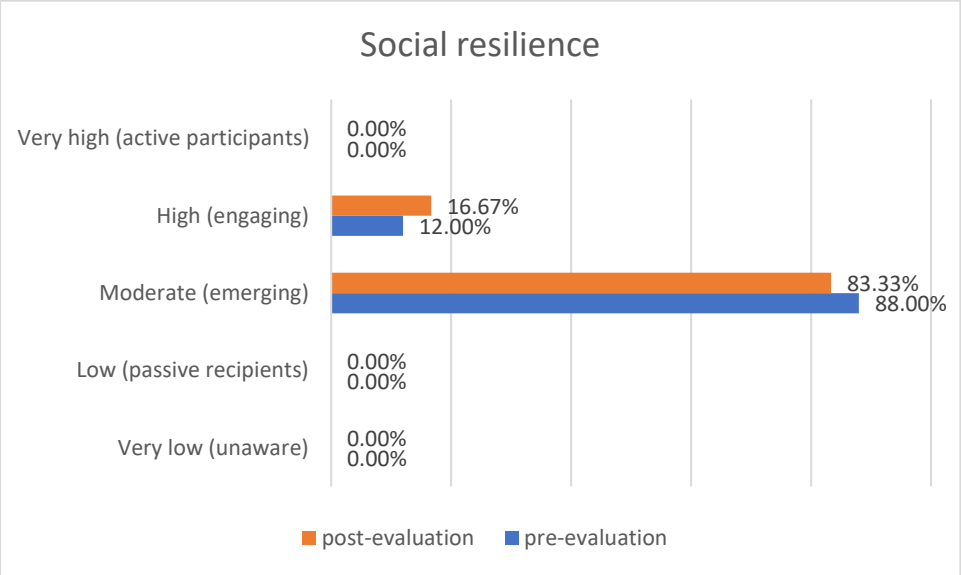
For the competence of 'collective and creative problem-solving,' Croatian teachers again classify their students mainly in the moderate/emerging level and, secondly, in the high/engaging level.



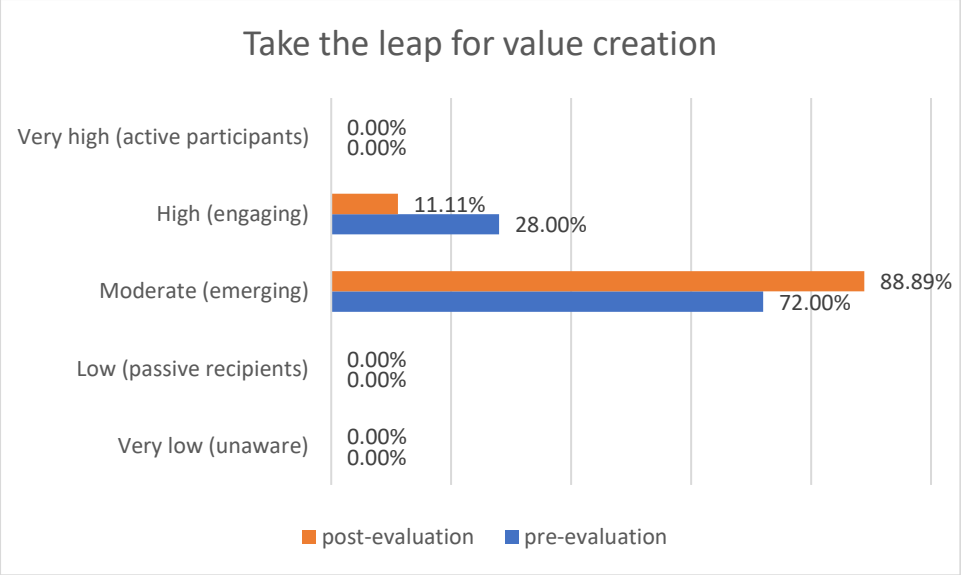
'Embracing diversity' aligns with the competences mentioned above. The majority of teachers in the Croatian context of our project classified their students' competence for embracing diversity mainly in the moderate/emerging level. Interestingly, in pre-evaluation, there is a better classification of students towards the higher levels compared to the post-evaluation and after the SIE intervention.



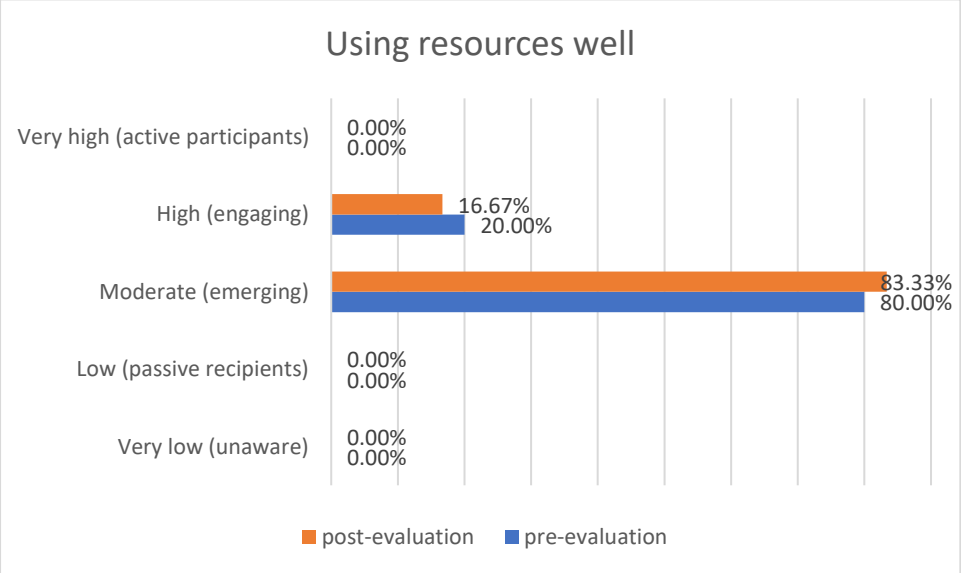
'Collective efficacy' again follows the same pattern, and the responses are split between moderate/emerging and high/engaging, with the moderate level having more responses in both evaluation surveys.



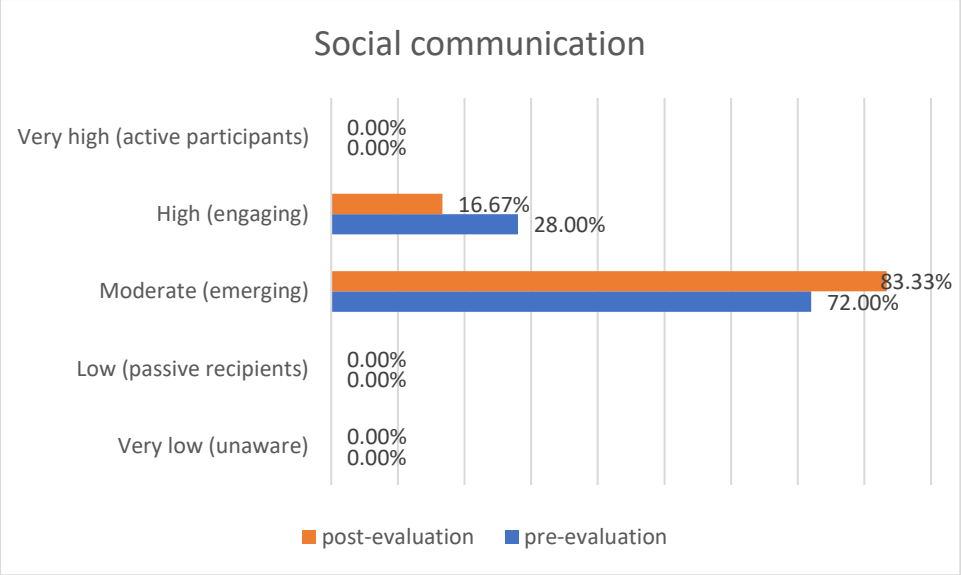
No difference from the previous competences is evident in 'social resilience' as well. The majority of teachers in both surveys classified their students in the 'moderate/emerging' level (88% in pre-evaluation and 83% in post-evaluation). The positive impact of the SIE intervention is apparent here too, as a slight improvement from pre- to post-evaluation can be observed in the small increase of the high/engaging level.



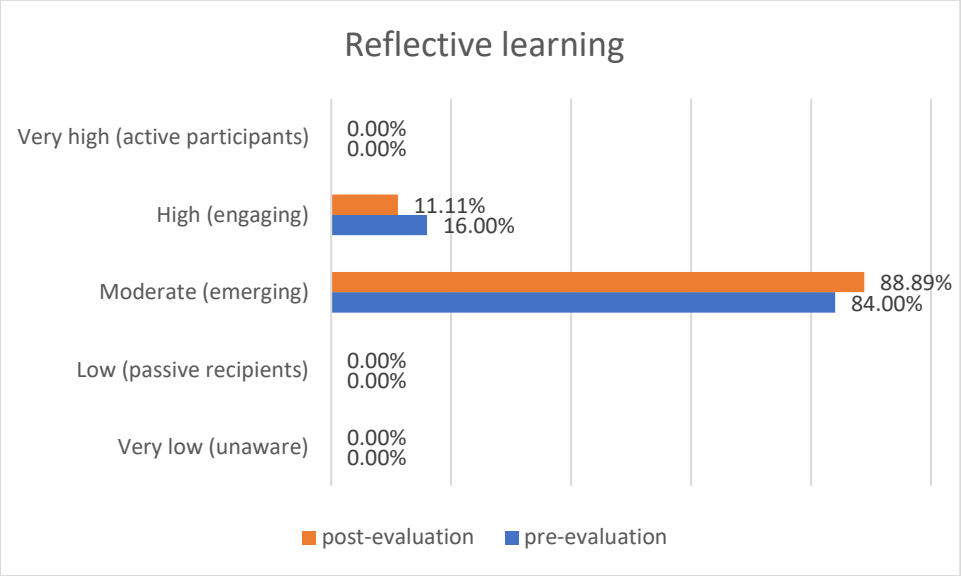
In 'take the leap for value creation,' we revert to the previous pattern of the moderate/engaging level dominance. Strangely enough, once again, pre-evaluation has a better evaluation of the students' competence compared to post-evaluation. This could be indicative of a methodological inconsistency in the sample of teachers who participated in both pre and post-evaluations. In other words, it might be possible that a different sample of teachers participated in the post-evaluation compared to the pre-evaluation.



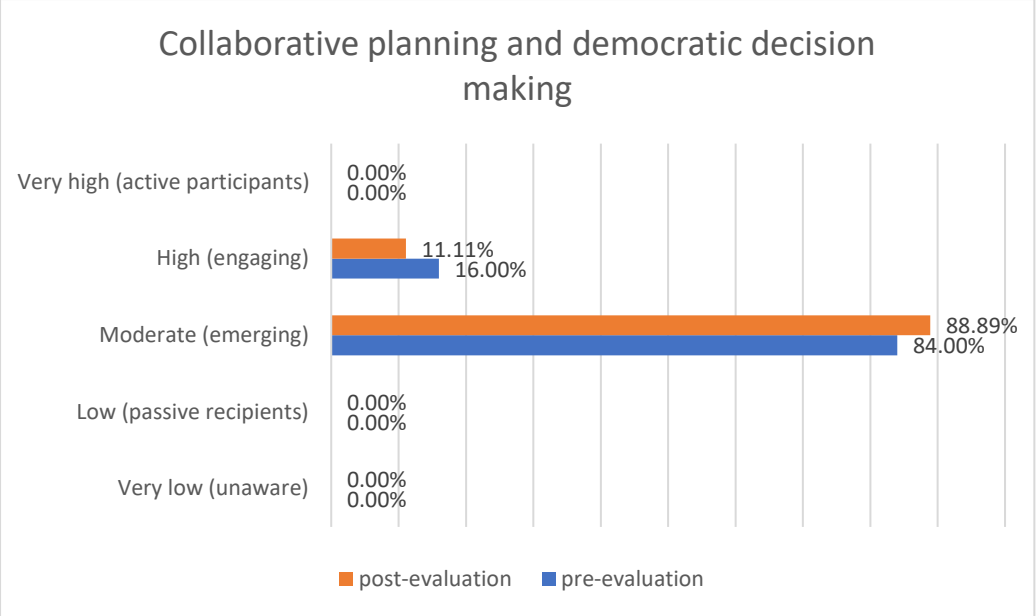
In the competence of 'using resources well,' the results of pre and post-evaluation are almost identical. As seen in the graphic above, the moderate/engaging level is 80% and 83% in pre and post-evaluation, respectively. Additionally, the high/engaging level is 20% in pre-evaluation and 16% in post-evaluation.



'Social communication' does not differ from the previous competences, and once again, the pattern of moderate/emerging level dominance is evident in both evaluation surveys. The level of high/engaging is then the second option with fewer responses.



The same with ‘reflective learning’, where the moderate/ emerging level reaches the point of 89% in post-evaluation and 84% in pre-evaluation.



In the last competence of the SIE framework as well, we observe the pattern that characterized this particular section of our study. Croatian teachers classified their students at the medium level (moderate/emerging) in both pre- and post-evaluation. As mentioned above, the sample of teachers from Croatia that participated in this evaluation process exhibited consistency by classifying their students at the medium level for the majority of the competences from the SIE framework, regardless of the SIE intervention.

Conclusions from the findings

The exploration into the effects of the Social Innovation Education (SIE) intervention in Cypriot, Croatian, Romanian, and Serbian schools reveal a nuanced narrative of both consistency and transformative shifts in teachers' perceptions of their students' competences and also in the students themselves. The study focused on the competences outlined in the SIE framework, aiming to understand how the intervention influenced the teachers' evaluations and classifications of their students and the perceptions of the students themselves about their own competences.

Consistent Patterns:

In Romania, both teachers and students report relevant consistency in their evaluations of competences, providing a more favourable assessment in the post-evaluation. This underscores the impact of the SIE model in Romanian schools. In Serbia, responses from both teachers and students are less inclined to indicate a substantial shift following SIE interventions. While there is progress in competence assessment after the intervention, the results reveal a moderate increase in most competences.

Croatia shares a similar condition with Serbia, and notably, teachers tend to exhibit stability in classifying their students at more or less the same level of competence before and after the SIE intervention. In the analysis of Cypriot schools, a consistent pattern emerged across several competences. Cypriot teachers on the other hand, consistently rated their students at higher levels, especially in competences such as 'empathy,' 'responsible and critical thinking,' and 'collective efficacy.' Even before the SIE intervention, there was a positive baseline perception of their students, showcasing the teachers' high regard for their capabilities.

Positive Shifts in Perceptions

While the baseline was positive, the SIE intervention brought about notable positive shifts. In areas like 'vision for a better world,' 'embracing diversity,' and 'taking the leap for value creation,' there was a visible enhancement in teachers' perceptions post-intervention. The movement of responses from lower to higher levels suggests that the SIE intervention had a significant impact on how teachers viewed their students' abilities, aligning with the SIE framework's objectives.

Unique Findings in Cypriot Schools

Interestingly, the competence of 'empathy and responsibility' showed a unique trend. While there was a positive impact overall, a substantial percentage of teachers moved from the 'high' to the 'very high' level, indicating a nuanced change in the perception of their students' empathy and responsibility after the intervention.

Croatian Consistency

In contrast, the study in Croatian schools revealed a consistent trend of classification at the 'moderate/emerging' level, both pre- and post-intervention. This consistency, maintained across various competences, suggests that Croatian teachers, unlike their Cypriot counterparts, did not witness significant shifts in their perceptions of students' competences as a result of the SIE intervention.

Reflections on SIE Intervention

The observed patterns collectively reflect the multifaceted impact of the SIE intervention. In Romanian and Cypriot schools, where positive baseline perceptions were already established, the intervention further elevated teachers' views, particularly in competences emphasizing creativity, social responsibility, and global awareness. This suggests that the SIE model successfully reinforced and amplified existing positive attitudes.

Implications for the SIE Framework

These findings have broader implications for the SIE framework. The model appears to be effective in enhancing teachers' perceptions of their students' competences, aligning with the core principles of social innovation and holistic skill development. However, the differential responses between Cypriot and Croatian schools highlight the influence of cultural and contextual factors on the reception and impact of educational interventions.

Limitations and Future Directions

While this study provides valuable insights, it is essential to acknowledge its limitations. The sample size, specific contextual factors, and potential biases could influence the generalizability of the findings. Future research could explore these factors more deeply and assess the long-term impact of SIE interventions on students' actual behaviour and skills development.

In conclusion, the study unravelled a complex interplay of teacher perceptions and student's self-awareness, cultural influences, and the transformative potential of the SIE intervention. While Cypriot, Romanian, and at second level Serbian schools experienced pronounced positive shifts, Croatian schools maintained a consistent perspective. These variations underline the need for tailored educational approaches that consider cultural nuances for effective implementation. The SIE model, with its emphasis on social innovation competences, holds promise for fostering a generation of students equipped with the skills necessary for a rapidly changing global landscape. As educational paradigms continue to evolve, understanding the intricacies of intervention outcomes becomes crucial for designing impactful and culturally sensitive educational frameworks.

Implications for the Future of Social Innovation Education (SIE) Model

As we reflect on the findings derived from the evaluation process within the CSS-EU project, it is imperative to delve into the broader implications these results carry for the future expansion and refinement of the Social Innovation Education model.

Diverse Responses Across Nations

The diverse responses observed across Croatia, Cyprus, Serbia, and Romania underscore the need for a nuanced and culturally sensitive approach in the expansion of the SIE model. Each country exhibited unique dynamics in the reception and impact of SIE interventions. These variations point to the importance of tailoring SIE initiatives to align with specific cultural, educational, and societal contexts.

Teacher and Student Perspectives

The inclusion of both teacher and student perspectives in the evaluation process has provided a holistic understanding of the SIE model's impact. Teachers, as key facilitators, offer insights into the

effectiveness of the model in shaping students' competences. Students, on the other hand, contribute crucial self-assessments, reflecting their own perceptions of growth and development. Moving forward, this dual perspective should be retained and expanded upon to capture a comprehensive picture of the SIE model's influence.

Stability vs. Transformation

The stability observed in certain regions, such as Serbia and Croatia, prompts a critical examination of the factors contributing to the perceived impact of the SIE model. While stability may indicate resilience or pre-existing strengths in certain educational systems, it also calls for a deeper exploration into how to catalyse transformative change within stable environments. This duality invites educators and policymakers to consider targeted interventions that resonate with the specific needs of stable educational landscapes.

Continuous Improvement and Adaptation

The consistent positive impact observed in regions like Romania and Cyprus suggests a promising trajectory for the SIE model. However, this success should not translate into complacency. Instead, it highlights the importance of continuous improvement and adaptation. As the SIE model expands, ongoing refinement based on feedback, insights from diverse contexts, and emerging educational trends will be paramount to ensuring sustained efficacy and relevance.

Integrating SIE Competences into Core Education:

A key implication for the expansion of the SIE model is the integration of its competences into the core education curriculum. The findings underscore the potential for SIE competences to serve as fundamental building blocks for students' holistic development. Advocating for the inclusion of SIE principles within mainstream education can pave the way for a more comprehensive and impactful educational experience.

Cultivating Global Citizenship

The aspiration of the SIE model to nurture active and socially responsible individuals aligns with the broader goal of cultivating global citizenship. As the model expands, there is an opportunity to further emphasize global awareness, cross-cultural understanding, and collaborative problem-solving. This emphasis will prepare students not only for active participation in their local communities but also for engagement on a global scale.

In essence, the implications derived from this evaluation process extend beyond individual findings to shape the trajectory of the Social Innovation Education model. Acknowledging the contextual nuances, leveraging diverse perspectives, and embracing a commitment to continuous improvement will be pivotal in steering the evolution of SIE towards a more inclusive, impactful, and globally relevant educational paradigm.

Annex: Questionnaires

Teachers' questionnaires

Section 1: General Information

Name of the School: _____

Level of education: ☐ Primary ☐ Secondary

In which country do you teach?

☐ Croatia ☐ Cyprus ☐ Romania ☐ Serbia

How many years of teaching experience do you have?

Years: _____

Section 2: Engagement levels

Emotional Engagement

Emotional attachment to school

☐ *My students see school just as an obligation*
☐ *My students are often happy being at school*
☐ *My students are enthusiastic for learning at school*

Confidence and self-awareness

☐ *My students rarely express their opinions or collaborate with each other*
☐ *My students can usually work both in groups and autonomously with confidence*
☐ *My students are active parts of the learning process*

Connection with others and community

☐ *My students do not care much about the others or the community*
☐ *My students sometimes help their peers and participate in collaborative activities*
☐ *My students have a great team spirit and feel responsible for the local community*

Cognitive Engagement

Competency and willingness

☐ *My students are rarely focused in their classes/ tasks*
☐ *My students are often good learners and perform quite well*
☐ *My students are cognitively engaged and achieve the learning objectives*

Ownership of knowledge

☐ *My students are sluggish and just attend the classes because they have to*
☐ *My students are often curious about why they learn something*
☐ *My students can take ownership of their knowledge and comprehend the real use of it*

Behavioural Engagement

Students' involvement

☐ *My students are not participating actively in classes*
☐ *My students are often participating in classes and get involved in some extra-curricular activities*
☐ *My students are actively participating in the academic, social, and extracurricular activities of the school and even create their own ones*

Empathy and responsibility

☐ *My students in general have are shy or indifferent*

☐ *My students are often energetic and get involved into activities*

☐ *My students feel responsible for their school and the local community and try to improve them*

Agentic Engagement

Empowerment and autonomy

☐ *My students are just passive recipients of knowledge*

☐ *My students are often participate and contribute in learning*

☐ *My students create, direct, enhance, and personalize the conditions and circumstances of their learning*

Section 3: SIE COMPETENCES IN STUDENTS

Rate the following competences/ descriptions according to your student's level:

Competences	Level of competence				
1. Vision for a better world: My students *can imagine a better and fairer world*	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
2. Responsible and critical thinking: My students can spot the good and bad points so they can improve something responsibly	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
3. Empathy: My students understand and respond to the feelings of others to build something better	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
4. Self-efficacy: My students believe in themselves. They can identify and assess their strengths and weaknesses. They value the opinions of others	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
5. Collective and creative problem solving: My students can create, as part of a group, ideas that trigger social change	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
6. Embracing diversity: My students can work with lots of different people for a positive outcome	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
7. Collective efficacy: My students can help others to achieve their goals	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
8. Social resilience: My students can persevere and stay focused on their vision despite setbacks or failures	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
9. Take the leap for value creation: My students can act upon their vision to help others	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)

10. Using resources well: My students can co-ordinate their peers and use resources (including digital ones) to help achieve their goal	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
11. Social communication: My students can effectively communicate and interact with others to make positive and sustainable (long lasting) relationships	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
12. Reflective learning: My students can step back and reflect on / analyse what they have achieved in order to learn and improve	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)
13. Collaborative planning and democratic decision making: They can freely (as part of a team) decide upon their future actions and shared vision	Very low (unaware)	Low (passive recipients)	Moderate (emerging)	High (engaging)	Very high (active participants)

Students' questionnaire

Name:
Class:

Please tick **ONLY ONE box** that best describe you at the moment for each of the questions!
Vision for a better world: use your imagination for coming up with ideas that could solve a problem in your community/school

1. Do you think about how the world could be a better place?	
I don't think about how the world could be a better place	☐
I believe that the world needs to change for the better	☐
I can think about things that need changing	☐
I can imagine how to change things for the better	☐
I can discuss my vision for creating a better world	☐

Critical and responsible thinking: Spot the good and bad points so you can improve something responsibly

2. Do you think about the good and the bad points around you so as to make improvements responsibly?	
I don't care what happens, be it good or bad, if it doesn't affect me.	☐
I can see that there are good and bad things around me	☐
I am worried about what happens in the planet or what happens to others, and I think of how it could be improved	☐
I can think about how to take action that improves things and doesn't harm people or planet	☐
I can use my knowledge and understanding to help others responsibly	☐

Empathy: Understand and respond to the feelings of others to build something better

3. Do you understand and respond to people's feelings to make things better for them?	
I do not care about other people's feelings	☐
I can listen to someone's story	☐
I can listen and sympathise with others, as it can happen to me	☐
I can listen to others and try to put myself in their place	☐
I can put myself in their place and offer my advice / support	☐

Self-efficacy: Believe in yourself. Identify and assess your strengths and weaknesses. Value the opinions of others

4. Do you believe in yourself and know your strengths and weaknesses?	
I think that others do better than me	☐
I find it hard to believe in myself and have doubts about the things I am good at and those I am not.	☐
I can identify my strengths and weaknesses and I value the opinion of others about me	☐
I can use my strengths and weaknesses positively	☐
I can use my strengths, weaknesses and other peoples' opinions to help me improve	☐

Collective and creative problem solving: Create, as a group, ideas that trigger social change

5. Do you think you could work in groups towards providing creative solutions to existing problems in society?	
I prefer to solve the problems and do the tasks alone.	☐
I can think of solutions and solve tasks alone, but I don't mind doing it as a group and listen to other peoples' ideas	☐
I can offer suggestions by working as a group and get better results	☐
I can talk with my group and negotiate ideas about the problems our society is facing	☐
I can work with others to come up with creative solutions	☐

Embrace diversity: Work with different people for a positive outcome

6. Are you happy to work with different people?	
It bothers me to work with people different from me.	☐
I can see that people are different	☐
I can see that peoples' differences can be a good thing	☐
I can work with people who are different from me	☐
I like working with different people because I believe that the result can be much better	☐

Collective efficacy: activate individuals into achieving joint and/or collective goals

7. Do you like to activate others into achieving a common goal to solve a problem in your community/school?	
I prefer to work on my own as I don't think it is important to get other people involved for something that affects us all	☐

I have difficulties in activating and persuading people towards achieving a common goal	☐
I can think of ways of engaging others by providing a number of arguments, towards a common cause	☐
I offer constructive suggestions that make others believe in our common goal	☐
I can encourage, advise and support others towards a common goal	☐

Social resilience: Persevere and stay focused on your vision despite setbacks or failures

8. Are you resilient and able to stay focused even if you have a setback?	
I simply give up when I find something difficult	☐
I can keep going even when facing difficulties	☐
When I face difficulties, I maintain effort and interest and think about how to continue	☐
I move past my own setbacks and work hard to achieve my goal	☐
I learn from failure and use it to help me and others succeed in the future	☐

Take the leap for value creation: Act upon your vision to improve my community and help others

9. Can you take the initiative to fulfil your vision?	
I don't see the point in acting upon a community/ school problem	☐
I can plan ways of acting upon a community/ school problem	☐
I show initiative in dealing with problems that affect my community/ school	☐
I take action on new ideas to improve my community/school and help others	☐
I can encourage others to take the initiative in solving problems and helping others	☐

Organisation and mobilisation of resources (such as people helping, technology, money raising, etc.): Coordinate and use resources (incl. digital ones) to help achieve your goal

10. Can you use resources (incl. digital ones) well to achieve a common goal to solve a problem in your community/school?	
I don't know how to use resources effectively	☐
I understand what are those resources available (incl. digital) that I can use for my cause	☐
I think about the resources needed to achieve my goal and help others.	☐

I can experiment with different combinations of resources (incl. digital) to help me achieve my goal.	☐
I can manage and use the necessary resources innovatively to help me achieve my goal	☐

Social communication: Effectively communicate and interact with others to make positive and sustainable (long lasting) relationships

11. Can you communicate well with others, making new friendships?	
I do not like working with people who are not my friends	☐
It is hard for me to be part of a group with people I just met, but I can accept it and listen to them talking	☐
I can establish good relationships with people I just met through interacting positively with them	☐
I can talk to and listen to (interact with) the people in my group and communicate my ideas clearly to them	☐
I enjoy working with new people and sustain long lasting relationships with them through positive communication	☐

Reflective learning: Step back and reflect on what you have achieved in order to learn and improve

12. Are you a reflective learner who thinks about what you could have done to make something better?	
I do not think about how to make something better	☐
I can think and pick out the good points and the points that need development and improvement	☐
I am open in receiving feedback on my work	☐
I reflect on the feedback received and think about how to improve my work	☐
I analyse and reflect on what I am learning and plan the next steps to improve it	☐

Collaborative planning and democratic decision making: Decide on future actions in a democratic way as a group.

13. Can you work as part of a group to plan something and make decisions democratically?	
When I am in a group, I react negatively if my ideas are not chosen	☐
When I am in a group, I can listen to other peoples' ideas and choose the first one that comes to mind	☐
When I am in a group, I look for different options but accept what is decided by the majority	☐
When I am in a group, I can see ways to combine my vision with other peoples' ideas	☐

When I am in a group, I value the ideas coming from others and can communicate effectively to negotiate and plan with them	☐