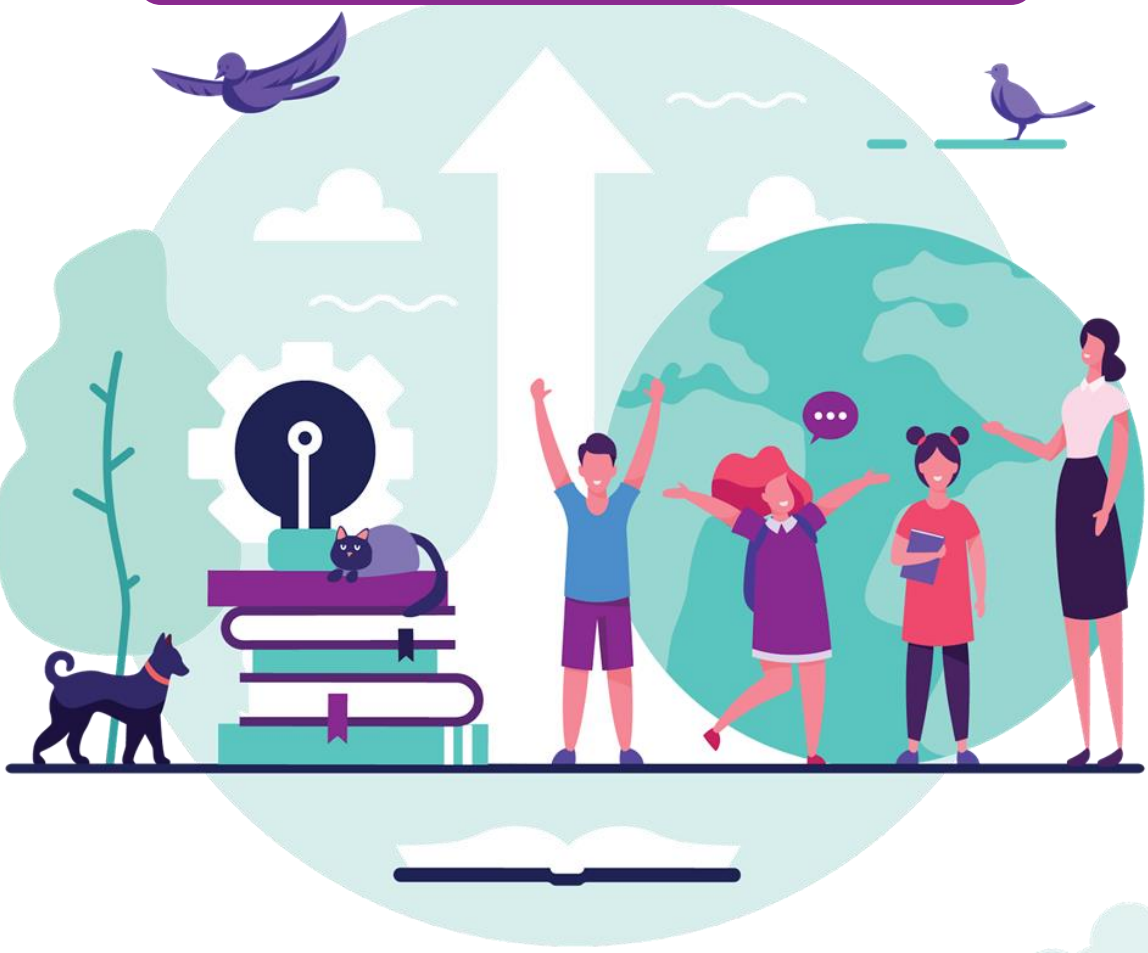
CSS-EU

CHANGE SHAPING SCHOOLS

WP6 O6.1 Scale-up Pathways Report



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Introduction

The objective of this report is to define and present potential scale up pathways for the wider implementation of SIE in the education systems of participating countries, as well as on a transnational level where universal solutions have been identified.

Social Innovation Education (SIE) is a model that "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) form collaborations and build social relationships and (iii) take innovative action for more democratic and sustainable societies." The long-term vision of SIE is to transform schools so that they take a stronger role in their environment as community hubs promoting citizens empowerment through collective relationships and SI competences.

First established and piloted in 2017 within the framework of the H2020 NEMESIS project, the SIE model was successfully implemented in over 40 schools across Europe by 2020, impacting 200 teachers and 4000 students. Building on the experiences of its predecessor, ChangeShaping Schools (CSS-EU) continued to scale up the model in different EU countries, namely Croatia, Cyprus, Romania and Serbia. Between 2021 and 2023, the pilot was implemented in more than 30 primary and secondary schools, transforming the educational experience of over 1400 students.

As the project draws to a close, we wish to present potential avenues for the inclusion of the SIE model in schools on a wider level, with a particular focus on the countries which participated in the pilot. These scaling pathways primarily entail efforts of teachers and educators, but are also addressed to any SIE advocates who recognise the potential of this model and wish to contribute to its further diffusion.

Background

The conclusions presented in this report are primarily based on the feedback gathered during the 10 upscaling events held in 6 countries and the final project conference held in Cyprus. Pilot implementation experiences and insight from interviews and meetings with educators and policy makers were also taken into account.

Two upscaling events per country were held in Cyprus, Romania, Croatia and Serbia where the SIE model is being scaled up for the first time. Partners from the UK and Greece, where SIE was first piloted in schools from 2018 to 2020 during NEMESIS, held one event each. Upscaling events were primarily organised with the aim to raise awareness of the SIE model, exchange information about current practices and collect feedback from participants regarding the existing opportunities to scale up the SIE model in different contexts. The events engaged various stakeholders related to the education system, including policy makers, teachers, education experts, teacher training organisations, university students and parent associations. Overall, the project and the SIE model were generally met with enthusiasm, approval and positive reactions. Feedback was overwhelmingly encouraging, pointing to the fact that SIE and its principles are highly relevant and seen as a potential valuable contribution to the current education system(s). Secondly, participants praised the student-centric approach to education. It was stated that change needs to start with students and that encouraging co-creation, proaction and student initiative has great potential to result in positive social changes in time. On this note, it was mentioned that existing education systems in various countries are currently not designed to be student-centred and that entrepreneurial action and self-initiative could be more supported. Another subject that came up is the importance of teacher training in topics of social innovation, SDGs and entrepreneurial skills. Continuous professional training is considered to be crucial in preparing teachers and educators to fully support students in creating transformative social action.

The final International Policy Conference was held in Nicosia, Cyprus in October 2023, aiming to disseminate the project results and lessons learned, maximising the project's outreach potential and upscaling. Hosted by the Center for Social Innovation (CSI) and supported by the Cyprus Pedagogical Institute, the event was targeted to international policy makers, education experts, the academic community, and non-formal education providers. It also gathered all the partners of the CSS-EU project, as well as teachers who implemented the SIE pilot in primary and secondary schools. The event involved two panel discussions with panellists and moderators representing academic and educational institutions, learning providers, public authorities, and civil society organisations in the field of education.

Finally, meetings with policy makers and education stakeholders were organised in six countries participating in the project, discussing the policy gaps and practices needed to implement SIE in the national curricula or otherwise incorporate it into teaching practices. While the insight gained from these meetings mostly served as basis for another deliverable of this project (6.2 Policy recommendations), interviewed teachers brought up certain points and ideas that we found to be valid in the context of scaling and have thus been incorporated into this report as well.

Key points and conclusions related to scaling of SIE are presented on an individual country basis, respective of differences in education systems and legal frameworks, as well as varying needs and opportunities in national contexts. Based on the feedback collected at upscaling events, as well as pilot implementation, each of these sections will include a short overview of teachers' experiences and a set of prospective pathways for scaling. A set of common points that were brought up in all the countries will be included at the end of this report.

Scaling potential

As previously stated, the SIE model was piloted in numerous schools in Serbia, Romania, Cyprus and Croatia with generally successful outcomes. Based on the piloting experiences and the characteristics of the model itself, several advantages of SIE have been identified that make it conducive to further scaling.

SIE addresses relevant needs of learners and the society at large. The model facilitates skill acquisition and development, supports inclusion in the education system by giving every participant a voice, and nurtures emotional and cognitive engagement, helping to instil self-confidence in students. On a larger scale, SIE encourages civic engagement and aims to inspire youth to take socio-political action towards democratic and sustainable societies, ultimately driving positive social change. These features reflect the universal social relevance of the model, with some of its principles already present in national policy agendas to varying degrees.

SIE has a well-defined structure. The model has a clear implementation framework that is easy to understand and follow, with ready-to-use materials provided to teachers. CSS-EU developed comprehensive training resources and paved the path for future revision and refinement of learning activities that can be customised to suit specific contexts and educational needs. New teacher training programs can be developed and offered within the continuing professional development (CPD) frameworks in individual countries.

SIE is adaptable for implementation in various contexts. While existing policies should be further enhanced to support integration of SIE into education systems, the model does not require

immediate intervention on the policy level. There is ample room for incorporation of SIE in schools within existing curricular frameworks that would not require teachers to significantly depart from their current teaching practices, as well as opportunities outside the curriculum, e.g. in extracurricular activities or student-led clubs in which the co-creation format can easily be embedded.

SIE does not require significant financial resources for implementation. Initial scaling efforts would not call for large amounts of funding or implicate public budgets. Although teaching staff across multiple countries pointed out that the lack of funding in schools hindered implementation of some student projects, e.g. because they could not afford to purchase certain materials or equipment, this challenge can be addressed on a smaller scale. Strategic adoption of SIE on a school level could involve allocating a portion of their annual budget for SIE activities, and community engagement can be leveraged to raise funding for student initiatives. EU-funded projects can also support schools in this process.

SIE is supported by empirical evidence. Throughout the piloting process across several European countries, the project partners monitored implementation, collected feedback and carried out evaluation at the end. This body of information supports the effectiveness of SIE and could serve as evidence to showcase the impact and relevance of the model to school management or educational authorities. Future SIE initiatives should also be tracked to reinforce these findings with additional data.

National context

Serbia

Teachers in Serbia consider that a shift towards SIE faces resistance due to common perceptions of education solely as fact-based learning, with any significant changes requiring a collective effort of various stakeholders. In a more practical sense, when it comes to training and implementation, they believe that the main obstacle lies in teacher attitudes; some teachers feel unmotivated as they do not get incentives or feel there are potential risks in participation. Teachers commonly listed heavy workloads, lack of funding and insufficient directorial support as some of the main barriers to innovative practices in teaching.

Despite this, there is a recognition that the educational system should embrace SIE. Some teachers already incorporate multidisciplinary aspects, collaborating across subjects and employing innovative methodologies, although they described facing difficulties in coordinating student groups and finding time in their schedules for such activities.

The following actions are outlined as the next steps that can be taken to scale the SIE model in Serbia.

Develop new teacher training programs in SIE, based on experiences and good practices. Any efforts to incorporate SIE in teaching practice have to begin by training teachers in the methodology. The legal framework of the education system in Serbia involves a policy on the continued professional development (CPD) of educating staff which stipulates that teachers must regularly attend CPD activities and events. Although teachers consider that the training framework is not always effective in practice, they recognise the need for development of new training programs in social innovation and SIE as a prerequisite for scaling. To name an example of good practice, CSS-EU partner KidHub developed a training course called Education for Social Innovation - Implementation of Design Marathon in PBL learning, a seminar accredited by the Institute for the Improvement of Upbringing and Education in Serbia for the period of three school years. This is the first among over 1000 teacher training courses available in Serbia that directly addresses social innovation. A success story in its own right, this can also be perceived as a first step in the formalisation of SIE in teacher training. More seminars and courses in SIE can be developed to train a larger number of teachers to properly implement the model in their classes. A few points can be outlined here:

- Once accredited, non-formal educational programs in Serbia are offered over a three-year period and have to be delivered by teachers. For future iterations, training programs

should be regularly revised to involve new lessons learned during implementation. If we take the training seminar developed by KidHub as a starting point, teachers who already have experience with the program could continue to provide valuable insight, so the training content would be enhanced in the future. This would ensure the training is rooted in real-life experience and continuously aligned with evolving educational and societal needs.

- The content of training programs should be matched with national educational priorities to increase their relevance, as this would increase the chance of gaining the support of school principals and local education authorities.

- The training should take place early in the calendar year, so that the teachers have time to reflect on the methodology, present it in their schools, and decide how to approach implementation on a school level from the very beginning of the school year.

- Strategic efforts are also needed to promote existing SIE training to increase its visibility among a vast variety of courses that are already available in Serbia.

- Teacher education centres that operate all over the country can be approached and offered the SIE training seminar. They could act as valuable promoters of the program and disseminate the materials in a larger area.

Provide teachers with ready-to-use materials for the implementation of SIE activities. The CSS-EU project developed teaching materials including a handbook for teachers, an SIE guide and a bank of activities that can be carried out with students. Serbian teachers who piloted the project positively evaluated these materials and offered some suggestions:

- Guidelines for teachers should be revised and expanded in collaboration with those educators who already implemented the model and can recognise the gaps where the materials can be improved.

- Specific lesson plans can be developed for incorporation of SIE into various subjects.

- Similarly to the training programs described above, any materials for practical implementation activities should be aligned with specific national priorities and educational needs.

Apply project-based learning as a way to easily incorporate SIE on a school level. Adopting the PBL approach enables teachers to introduce SIE in various subjects in schools, allowing them to run multiple projects within the curriculum framework. This would also reduce the amount of administration for teachers as activities would be conducted within the framework of regular classes and not as additional work.

Encourage collaboration among teachers in individual schools or across multiple schools. To scale the model and make it more sustainable, teachers who completed SIE training should be tasked with sharing the newly acquired knowledge with other teachers in their school. Although valuable in itself, training is perceived as a short-term activity, with teachers not having appropriate support after they complete the training program. This problem can be addressed by motivated teachers who could take on a mentoring role, encouraging their peers who might not have been interested in the beginning. Collaboration among teachers and establishment of mentoring programs in schools would help introduce SIE on a broader level and ensure long-term sustainability.

Promote SIE among school principals to secure support to SIE initiatives. Seeing that schools in Serbia have certain autonomy in deciding which programs to implement, teacher training priorities and project selection are typically a decision of school management. Spreading awareness and understanding of SIE benefits among school principals could help establish SIE training as a priority area, which can in turn lead to strategic introduction of SIE in school activities. For example, the principal can decide to incorporate SIE in annual operative plans of their school, selecting a whole group of most relevant teachers to undergo training, share impressions with other teaching staff, and then implement the model throughout the school year in various classes or extracurricular activities. This would also involve a larger number of students as a result, creating opportunities to collect more information and feedback on the model's impact.

Engage in inter-sectoral collaboration to support scaling efforts. A commonly shared opinion is that cooperation of various stakeholders and collective efforts are a prerequisite to accomplishing systemic changes in the Serbian education system. A lot of emphasis is placed on encouraging collaboration of schools with civil society organisations in Serbia, as they involve teachers and students in their initiatives and expose them to innovative practices.

Croatia

Many teachers in Croatia have stated that they are already incorporating student-centred aspects of SIE into their teaching and encouraging their civic engagement. However, they list a lot of

challenges, specifically those associated with bureaucracy, time constraints, student motivation, and approval from school leadership. Teachers also express concern about the potential neglect of main subjects due to project work. To address these challenges, peer support and encouragement are highlighted as crucial in maintaining motivation among teachers involved in SIE projects.

Teachers and policy makers agreed on the importance of aligning educational priorities with practical needs (e.g. the labour market), ensuring that students acquire skills through education that will prepare them for the future.

The following actions are outlined as the next steps that can be taken to scale the SIE model in Croatia.

Offer practical learning materials aligned with topics in the national curriculum. Teachers in Croatia highlighted the CSS-EU learning materials as a very helpful tool to start incorporating SIE in their teaching without receiving prior extensive training. Future SIE promoters are encouraged to further develop these materials, making sure they are engaging and tailored to the specific educational standards of the country. Teachers also emphasise that different sets of activities can be prepared to suit children of various ages, e.g. differentiate between 1st to 4th grade vs 5th to 8th grade of primary school as the students have different abilities and skill levels. By ensuring a direct connection to the curriculum and supporting specific topics or skills that are considered relevant in the national context, educators can integrate SIE in their teaching practices more easily, fostering a more impactful and sustainable approach to social innovation within the educational system.

Implement SIE in cross-curricular topics or other appropriate subjects. Integration of SIE in education does not necessarily require major nationwide changes, as it can be introduced in pre-existing programs that offer educators some flexibility, such as cross-curricular topics in the Croatian curriculum. Topics such as sustainable development, entrepreneurship and civic education are increasingly relevant, can be taught across different subjects, and their curricula encourage project-based learning. This makes them a convenient gateway for the introduction of SIE principles and methods, making it easier for teachers across the country to incorporate SIE seamlessly into their lesson plans. Additionally, teachers have suggested that social innovation can be embedded in existing mandatory subjects that are more conducive to SIE, particularly those in the field of humanities and social sciences where SIE principles are often implicitly taught. Extracurricular activities present another avenue to implement the methodology, especially in those cases where the activity subjects can easily be connected with topics relevant for SIE (e.g. eco groups, student-led journals and school papers, debate clubs etc).

Introduce social innovation training in higher education. The impact of SIE can be elevated if its training is integrated into higher education and lifelong learning programs. Namely, training modules can be developed to infuse SI principles into teacher education degrees or pedagogical courses at universities. This can be expanded even further and introduced in other degrees beyond teacher education, and can be conducted in several ways: through mandatory and elective courses, microcredentials, or in the form of student clubs which can run socially innovative projects. Several universities in Croatia have already introduced SI as a topic in their elective courses. At present, the concept is primarily taught in the field of economics and in relation to social entrepreneurship, but it serves as an example that SI can be effectively embedded across multiple levels of formal education. This approach would ensure that future educators and professionals receive exposure to SI principles before they step into the world of work, laying the foundation for a wider cultural shift towards social innovation. Extending the reach and influence of SIE beyond primary and secondary schools would help cultivate a culture of innovation across various educational levels.

Encourage collaboration among teaching staff in schools. One of the challenges that Croatian teachers have experienced is that they often feel alone in their efforts to introduce SIE activities in their schools. The work often falls on the most motivated teachers, with others either unwilling or unsure how to best go about SIE in their classes. Establishing a culture of collaboration among teachers can help immensely in this process as they can share resources or support each other in implementation. After all, they are the most familiar with their schools' context and can adapt the SIE model to fit specific needs of their students and community much better than external trainers. It was suggested to appoint one of the educating staff as the SIE ambassador in their school, who can coordinate other teachers and provide support when necessary. Another idea is to launch a co-creation lab for teachers, in which they can collectively design and refine SIE activities and strategies for their school. As these activities start showing positive outcomes, they can become replicable templates for other schools in the community, ultimately helping to scale the model.

Promote SIE through professional educator associations and networks. There are numerous established professional councils of teachers, pedagogues and other educating staff in Croatia that operate on a wider regional level (on a countywide level or across multiple counties). Embedded in the national legal framework for CPD of teachers, the role of these associations is to support teachers in acquiring new knowledge, skills, and competencies, contributing to the improvement of education quality. These councils are responsible for monitoring contemporary trends, innovations in education, and proposing programs and activities aimed at enhancing teaching and raising the level of teachers' expertise. With that said, promoting SIE through such

professional communities can significantly expand its reach. For example, teachers who piloted the CSS-EU project in their schools, or those who were otherwise exposed to social innovation through other projects and initiatives, can share their impressions with their colleagues at meetings, conferences, or through online platforms. This could involve promoting success stories or sharing resources and insight into innovative practices. Considering that these councils typically gather teachers who are experts in a specific field or subject, this could have significant impact on scaling efforts; sharing experiences of implementation in certain subjects could perhaps result in replicable practices that other teachers of the same subject could pilot in their classes. Overall, such an approach would foster a sense of community in which educators can collaborate, exchange ideas, and provide mutual support. By leveraging existing networks, SIE can gain visibility and have a higher chance of sparking interest in participation among a larger number of teachers across Croatia.

Κύπρος

Οι εκπαιδευτικοί στην Κύπρο πιστεύουν ότι η ενσωμάτωση της SIE στο πρόγραμμα σπουδών αντιμετωπίζει κυρίως εμπόδια λόγω της άκαμπτης δομής των υφιστάμενων προγραμμάτων σπουδών και της έλλειψης ικανοτήτων των εκπαιδευτικών που σχετίζονται με τη μεθοδολογία SIE. Έχοντας αυτό κατά νου, περιέγραψαν διάφορες προτεραιότητες για συνεχή στήριξη που απαιτείται για περαιτέρω κλιμάκωση. Αυτά περιλαμβάνουν την κατάρτιση που παρέχεται από εκπαιδευτικούς με επαγγελματική εμπειρία, την παροχή περισσότερου χρόνου για συμμετοχή σε προγράμματα κατάρτισης και μια σαφή διαδικασία εφαρμογής. Πιστεύουν επίσης ότι οι ενδεχόμενες αλλαγές στα συστήματα αξιολόγησης θα μπορούσαν να προσφέρουν μια πιθανή οδό για περαιτέρω ενσωμάτωση της SIE στην επίσημη εκπαίδευση.

Όσον αφορά την πιλοτική εμπειρία CSS-EU, μία από τις κύριες προκλήσεις στα σχολεία δευτεροβάθμιας εκπαίδευσης ήταν η εξεύρεση ισορροπίας μεταξύ της εργασίας στο έργο και της τήρησης όλων των ευθυνών που σχετίζονται με το πρόγραμμα σπουδών και της προετοιμασίας για τις εξετάσεις. Σε επίπεδο δημοτικού σχολείου, το ζήτημα ήταν να διασφαλιστεί ότι οι νεαροί μαθητές θα παραμείνουν ανθεκτικοί και δεν θα χάσουν το ενδιαφέρον τους καθ 'όλη τη διαδικασία υλοποίησης του έργου. Μια άλλη πρόκληση ήταν η κινητικότητα του εκπαιδευτικού προσωπικού στα δημόσια σχολεία, η οποία είχε ως αποτέλεσμα ορισμένα σχολεία ή εκπαιδευτικοί να εγκαταλείψουν το έργο στα μισά του δρόμου. Με τους εκπαιδευτικούς να αλλάζουν σχολεία κάθε χρόνο, οι αντικαταστάτες τους συχνά δεν ενδιαφέρονται για το έργο, οπότε η υλοποίηση του SIE δεν έχει συνέχεια σε σχολική βάση.

Η συναίνεση είναι ότι η υπέρβαση των εμποδίων του προγράμματος σπουδών, η διασφάλιση της πρακτικής εφαρμογής και η διατήρηση του μακροπρόθεσμου αντίκτυπου των

δραστηριοτήτων SIE απαιτούν συνεργατικές προσπάθειες και υποστηρικτικά πλαίσια με τη συμμετοχή των ενδιαφερομένων σε διάφορα επίπεδα.

Οι ακόλουθες ενέργειες περιγράφονται ως τα επόμενα βήματα που μπορούν να γίνουν για την κλιμάκωση του μοντέλου SIE στην Κύπρο.

Αναπτύξτε εκπαιδευτικά προγράμματα στην SIE που παρέχονται από γνήσιους ειδικούς που έχουν άμεση κατανόηση των σχολικών θεμάτων.

Οι Κύπριοι εκπαιδευτικοί τόνισαν ιδιαίτερα την ανάγκη συμμετοχής εκπαιδευτών που έχουν διδακτική εμπειρία και είναι εξοικειωμένοι με την πραγματικότητα του εκπαιδευτικού συστήματος, καθώς κατανοούν τις καθημερινές προκλήσεις και τα ζητήματα που αντιμετωπίζουν όλοι οι εκπαιδευτικοί στην τάξη. Αυτές οι πρακτικές γνώσεις θα τους επιτρέψουν να προσαρμόσουν το πρόγραμμα κατάρτισης με τέτοιο τρόπο ώστε να καταστήσουν το περιεχόμενο πιο σχετικό με ορισμένα περιβάλλοντα ή τις ανάγκες των εκπαιδευτικών. Αυτό θα μπορούσε επίσης να περιλαμβάνει την παροχή στρατηγικών ή ιδεών για την αντιμετώπιση αυτών των προκλήσεων με ρεαλιστικό και εφαρμόσιμο τρόπο.

Εφαρμογή SIE στα σχολεία σε ετήσια βάση.

Η κινητικότητα σταδιοδρομίας των εκπαιδευτικών στην Κύπρο συχνά έχει ως αποτέλεσμα την εγκατάλειψη των δραστηριοτήτων SIE στα σχολεία, επειδή υπάρχει έλλειψη προσωπικού που ενδιαφέρεται να διατηρήσει τα έργα μετά την αποχώρηση των ενθουσιωδών εκπαιδευτικών. Μια πιθανή λύση σε αυτό είναι να διασφαλιστεί ότι τα εργαστήρια συν-δημιουργίας ξεκινούν στην αρχή του σχολικού έτους, δίνοντας στους μαθητές αρκετό χρόνο για να ολοκληρώσουν τα έργα τους μέχρι το τέλος του έτους. Αν και αυτό δεν εγγυάται απαραίτητα ότι η εφαρμογή θα είναι μια επαναλαμβανόμενη δραστηριότητα και θα καταστεί βιώσιμη σε σχολικό επίπεδο, τουλάχιστον παρέχει την ευκαιρία στους μαθητές να ολοκληρώσουν τις δραστηριότητές τους, αναδεικνύοντας τις δυνατότητες και τον αντίκτυπο της SIE και οδηγώντας σε επιτυχημένα παραδείγματα και καλές πρακτικές. Οι εκπαιδευτικοί πιστεύουν ότι τα απτά αποτελέσματα που παράγονται με την πάροδο του χρόνου με αυτόν τον τρόπο θα μπορούσαν τελικά να πείσουν τις εκπαιδευτικές αρχές να αγκαλιάσουν την SIE.

Προωθήστε την SIE στη διεύθυνση του σχολείου για να εξασφαλίσετε την υποστήριξή τους για προσπάθειες κλιμάκωσης.

Η προώθηση των πιθανών πλεονεκτημάτων της SIE για το σχολείο και την κοινότητα μπορεί να συμβάλει στην εξασφάλιση της υποστήριξης των διευθυντών σχολείων. Με τη σειρά του, αυτό μπορεί να οδηγήσει σε μια στρατηγική προσέγγιση για την ενσωμάτωση της SIE στη διδασκαλία. Με την υποστήριξη των διευθυντών των σχολείων, οι ενδιαφερόμενοι εκπαιδευτικοί είναι σε καλύτερη θέση να συγκεντρώσουν υποστήριξη από το υπόλοιπο διδακτικό προσωπικό,

δημιουργώντας μια ευρύτερη συλλογικότητα που μπορεί να πειραματιστεί με καινοτόμες πρακτικές μάθησης σε σχολικό επίπεδο. Αυτό θα συμβάλει επίσης στη γεφύρωση του προβλήματος της κινητικότητας των εκπαιδευτικών· εάν η SIE είναι ενσωματωμένη στη διδασκαλία σε πολλαπλά μαθήματα, τα έργα έχουν περισσότερες πιθανότητες να διατηρηθούν με την πάροδο του χρόνου.

Romania

The SIE model was generally successfully implemented by Romanian teachers during the project. Afterwards, they acknowledged certain obstacles to its scaling such as limited time and lack of funding for this type of activity. Raising awareness about the importance of project-based learning also remains a challenge, with some teachers hesitant due to time constraints and a focus on knowledge accumulation which is rooted in the education system.

Despite challenges, teachers believe in the potential for collaboration within schools and the broader community, stressing the crucial role of teacher motivation in launching and sustaining such projects. In terms of engaging more teachers to practise SIE, efforts should focus on improving communication, supporting skill development, and identifying those teachers who genuinely have a passion for teaching as they will likely be the best initiators and promoters.

The following actions are outlined as the next steps that can be taken to scale the SIE model in Romania.

Use diverse opportunities to incorporate SIE in teaching. The integration of SIE in schools is approached diversely by Romanian teachers who propose multiple paths for its inclusion in school activities: as a personal development activity, through civic education, as an elective, or within existing subjects like history and social education. These avenues do not require any specific changes to the curriculum, instead offering opportunities for SIE to adapt to the needs of diverse student groups or contexts. For example, primary school students are believed to be easier to engage in SIE activities through elective courses, as they don't have demanding workloads like older students and have more time in the schedules. Considering that high school students have a larger number of mandatory subjects and exams, they could better engage in SIE through participation in student-led clubs. This has also been pointed out as a convenient way to achieve sustainability and cross-generational collaboration, as older students can act as mentors to younger children while running co-creation labs together.

Practice SIE through project-based learning. Romanian teachers see PBL as one of the most innovative learning methods in the current education system and believe it would be an appropriate way to incorporate SIE in teaching. In an education system that often focuses on academic achievement, such an approach could be well received as a supplement to the curriculum, as practical application of knowledge through projects would result in a deeper understanding of subject matter that the students are learning at any given time. Additionally, it would enable students to develop real-world skills such as critical thinking, problem solving and collaboration. As stated at the final policy conference, elevating the process of co-creation to co-decision ultimately helps students develop a sense of social responsibility.

Identify motivated teachers and recognise efforts through an incentive system. To address challenges stemming from lack of motivation and interest, fostering collaboration and offering incentives can significantly improve teacher involvement. First of all, any scaling efforts expanding SIE to new schools should begin by detecting the most enthusiastic teachers who are generally open to new practices. In particular, this can involve direct promotional targeting of teachers whose fields of expertise are aligned with SIE principles and topics, e.g. those who teach social science, are master teachers, counsellors or have some other element of professional interest which could make them inherently interested in social innovation. Once certain teachers are identified and trained, they can be appointed as SIE leaders in their school, providing support to colleagues and increasing the chance of project sustainability over a longer period of time. Additionally, recognising the dedication and contributions of teachers who invested substantial efforts and time into SIE would not only validate their hard work, but also serve as an encouragement for others to actively engage in SIE initiatives. Incentives could include public recognition of most innovative teachers or even tangible rewards.

Communicate SIE to the community to raise awareness and secure support. Scaling efforts must involve effective communication on various levels: between teachers in a single school, among multiple schools, or between schools and the community. The latter can involve diverse community stakeholders, including parents, local businesses, and civic organisations. Through open dialogue, educators can not only inform the community about the principles and benefits of SIE but also encourage active participation and collaboration in school life. Romanian teachers who participated in CSS-EU have especially highlighted the importance of promoting positive aspects of SIE to parents and local authorities in any future attempts to scale the model on a wider level.

Conclusions

As we explored SIE scaling pathways across national contexts, several common strategies have emerged. Firstly, there is a need for establishment of comprehensive teacher training programs which should include real-life experiences and be subjected to regular updates tailored to national contexts. This is closely related to the need for providing teachers with ready-to-use materials aligned with national curricula and educational priorities, as this approach can increase the relevance of SIE within respective educational systems. Training seminars can be developed by project partners or other associations and institutions who have experience in SIE implementation. In all the countries involved in the pilot, there are government bodies or supporting agencies who conduct accreditation of teacher training programs; provided a successful outcome of those processes, SIE training can be integrated into the existing CPD frameworks, or perhaps in the form of elective courses or seminars offered within pedagogical degrees. With such institutional backing, it will be easier to promote the training on regional or national levels - among teacher associations, professional councils and other educator networks.

Secondly, social innovation as a concept can be seamlessly integrated into existing subjects, interdisciplinary topics, extracurricular activities and student clubs. Project-based learning can be another strategy to facilitate the incorporation of SIE into various subjects within the curriculum.

Active promotion of teacher collaboration within and across schools, together with engagement of school principals, is seen as crucial in ensuring the long-term sustainability of SIE. Experienced teachers can take on mentoring roles, establish SIE hubs in their schools and start building support systems for teachers to work together, share resources and jointly develop context-specific activities for implementation.

Approaching this on a wider level, inter-sectoral collaboration involving various stakeholders would reinforce the model and help promote the benefits of SIE in the community, garnering public support. Collaboration with NGOs can particularly enhance educational initiatives, exposing teachers and students to innovative practices. Teachers highly emphasise the involvement of parents; reaching out to parents' associations can help promote the positive impact of SIE on children and garner support of parents who can advocate for inclusion of socially innovative activities in schools.

Experiences and feedback from countries in which SIE was previously piloted in the framework of the NEMESIS project reinforce these findings.

In Greece, the CSS-EU upscaling event featured several prominent education experts who discussed the impact of entrepreneurship education which is increasingly being integrated across the school system. Specifically, entrepreneurship was implemented as part of the new 'skills lab' initiative in the national curriculum, supported by the Greek Ministry of Education, as well as in other national and European programs with great feedback from teachers. Policy experts agreed that intracurricular social innovation activities can provide valuable insights into the future for both students and teachers. In regards to upscaling opportunities, they predominantly emphasise the importance of establishing a stable and coherent relationship between schools and local communities, involving non-educational professionals in student workshops and encouraging visits to local workspaces. Success indicators also include the continuity of student projects, and increased awareness and empowerment of educators through training and community engagement.

In the UK, the upscaling event showcased several student projects that were carried out during CSS-EU, aiming to highlight the potential of SIE in local and national contexts, and emphasising collaboration among educators. Perspectives of policy makers and experts highlight the need for greater collaboration between schools and authorities to facilitate change, with a call to value and support schools. Key steps in the upscaling process are to maintain networks, foster partnerships, and involve the community, with suggestions for keeping stakeholders informed and engaged through various communication channels. Furthermore, they agree that teachers require training and ongoing support in SIE, and that school leaders play a crucial role in driving initiatives. The challenge lies in overcoming ingrained educational practices and ensuring that SIE becomes an integral part of the curriculum rather than an extracurricular activity.

In conclusion, successful scaling of SIE across multiple countries can be accomplished through teacher training and empowerment, detecting opportunities for curriculum integration, and strategic collaboration at various levels, with strong focus on community involvement. By fostering a culture of innovation across all levels of education, aligning SIE initiatives with national priorities, and engaging various stakeholders, we can work towards transformative changes in educational systems.