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# SOCIAL INNOVATION COMPETENCE OBJECTIVES AND ASSESSMENT CRITERIA



**EU-SIDE**  
European  
Social  
Innovation  
& Democratic  
Education



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# INTRODUCTION

Social innovation competence refers to the knowledge, skills, attitudes and values that enable individuals and organisations to identify social challenges (including those that are referred to as “wicked problems”) and co-create new, effective solutions that improve the well-being of individuals, communities and society in general.

According to the OECD , social innovation involves the design and implementation of new solutions—whether conceptual, practical or organisational—that transform how social needs are met. These innovations aim to produce better outcomes in areas like health, environment, education, working life and social inclusion.

In education, social innovation competence can be developed at all levels - from primary to higher education - by engaging learners with real-world problems, promoting inclusive collaboration and encouraging purposeful, value-driven action.

Social innovation competence means being able to:

- understand complex societal issues,
- think creatively and critically,
- collaborate across sectors and cultures,
- act ethically and responsibly, and
- reflect on how our actions contribute to positive social change.

# SOCIAL INNOVATION COMPETENCES

Social innovation competence education is interdisciplinary, participatory and project-based, aiming to enable learners to address complex societal challenges with others (World Economic Forum (WEF), 2024). Social innovation skill sets emphasise problem framing, idea generation and testing, communication and resilience (Gryszkiewicz, Bogumil & Toivonen, 2018; Social Innovation Academy, n.d.).

The Erasmus+ EU-SIDE project explored previous research on Social Innovation Competence and created a questionnaire and organised workshops with teachers in the participating countries to explore the various skills, personal characteristics and competencies that were often connected with the phenomenon. The focus was to conceptualise social innovation competence in a way that could be used to develop primary and secondary level education to include the necessary skills and competencies – and to guide teachers in how to foster students' imagination and creativity.

As a result of this process, a list of seventeen individual skills, characteristics and competencies were developed and these, in turn, were organised into four general competencies. They are:

- **Competence for Collaboration** foregrounds dialogue, empathy, teamwork and intercultural competence required for co-creative work.
- **Competence for Agency** targets curiosity, proactivity, resiliency and self-efficacy that sustain personal and group effort.
- **Competence for Systemic Inquiry for Future** consolidates critical thinking, research methods, systems thinking and futures literacy to support decision-making.
- **Competence for Innovative Thinking (or Creative and Design) Competence** focuses on fostering inquiry and speculation, creativity, design skills, flexibility and storytelling/narrative skills.

Each main competence area is needed to sustain successful social-innovation processes. However, Interpersonal and Collaborative competence can be argued to be foundational: social innovation is a collaborative, cross-stakeholder endeavour, requiring solid dialogue, empathy, teamwork and intercultural communication. Collaboration and communication are core competencies across the whole process, from problem framing to testing and scaling (Gryszkiewicz, Bogumil & Toivonen, 2018; Social Innovation Academy, n.d.). Research on social innovation and systems change stresses that progress depends on coordinating diverse actors and perspectives, which requires interpersonal capacities (Westley & Antadze, 2010). Research on so-called collective intelligence has also shown how groups perform better not because of the individual intelligence of the participants, but because of the social sensitivity, equitable turn-taking and inclusive norms that they have adopted (Williams Woolley et al., 2010). Overall, the Interpersonal and Collaborative competence cluster enables the other competencies to function.

# COMPETENCE FOR COLLABORATION

The knowledge, skills and dispositions that enable learners to work productively and ethically with diverse others to frame problems and co-create. This encompasses **dialogue, empathy, teamwork and intercultural competence** and recognises that these skills are a basic requirement in the modern world and form the basis of all collaborative actions aimed to maintain democracy and overcome global problems.

# COMPETENCE FOR AGENCY

This competence area encompasses the beliefs and self-regulatory behaviours that enable learners to initiate, sustain and adapt purposeful action with others. It combines **curiosity, proactivity, resiliency and self-efficacy** to turn intentions into meaningful action. Learners observe their environment, ask questions, recognise opportunities for improvement and collaborate to bring about positive change.

Through exploration and reflection, they learn to cope with uncertainty and maintain motivation. By identifying personal strengths and taking responsibility for their learning, they develop confidence as active participants in their communities and as contributors to sustainable, democratic transformation.

# COMPETENCE FOR SYSTEMIC INQUIRY FOR FUTURE

This competence area includes modern methods and approaches to utilise **critical thinking, research skills, systems thinking and future literacy** in innovating and solving challenges related to improving societies and their people living circumstances in multiple way. The competence in question requires open minded thinking and ability use specific research-based methods in problem-solving with transdisciplinary context.

# COMPETENCE FOR INNOVATIVE THINKING

Innovative Thinking is a disciplined, iterative process for turning insights into testable solutions, combining **inquiry and speculation, creativity, design skills, adaptability and storytelling/narrative skills**. It uses inquiry to frame challenges, divergent/convergent thinking and design skills to externalise and prototype ideas and purposeful storytelling to communicate.

From primary to VET education its emphasis evolves: in primary it nurtures unbounded imagination, exploratory play and curiosity, while in secondary/VET education it sharpens evidence-informed cycles to generate, select, test, reflect on and improve ideas, valuing safe-to-fail experiments and ethical sustainable impact.

# LOWER PRIMARY (C. 6-9 YRS)

Competence for Collaboration	Competence for Agency	Competence for Systemic Inquiry for Future	Competence for Innovative Thinking
<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Listen and engage with respect.</li> <li>• Understand personal feelings and recognise feelings in others.</li> <li>• Demonstrate respect towards other cultures.</li> <li>• Participate in shared tasks and groupwork.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Discover interest in their local environment.</li> <li>• Express their interests through questions.</li> <li>• Take initiative in learning and play situations.</li> <li>• Be engaged in activities for improving their environment.</li> <li>• Accept challenges and keep trying.</li> <li>• Recognise their own abilities.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Notice when two people have different ideas.</li> <li>• Recognises simple cycles (day/night, seasons) and systems (input – process - outcome).</li> <li>• Realise the impact of their activities on their environment (e.g., school, nature, family, global).</li> <li>• Imagine more than one tomorrow for a familiar situation.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Imagine and tell alternative versions of stories.</li> <li>• Combine things from separate sources (e.g., stories, materials) to create something new.</li> <li>• Identify something to improve in their daily life.</li> <li>• Describe or present their design ideas.</li> </ul>
<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Responds appropriately to questions and values others' views.</li> <li>• Listens without interrupting and uses a turn-taking signal.</li> <li>• Shows care and respect for other’s feelings.</li> <li>• Recognises some differences between cultures.</li> <li>• Participates in group or pair activities.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Asks what/why/how questions.</li> <li>• Notices and shares new/interesting findings.</li> <li>• Suggests ideas.</li> <li>• Persists after mistakes.</li> <li>• Describes their own strengths.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Focus on something observed and asks curiosity-based questions.</li> <li>• Understand that others may think differently.</li> <li>• Demonstrates awareness of simple cycles, systems and connections.</li> <li>• Creates and presents ideas of alternative futures of small daily incidents.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas through art, play or storytelling.</li> <li>• Tries new ways of doing things.</li> <li>• Recognises simple design challenges (e.g., classroom, home).</li> <li>• Expresses ideas through speech, writing or drawing.</li> <li>• Responds calmly to changes in routines or expectations.</li> </ul>
<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Create a safe and supportive environment for students to feel comfortable sharing their ideas and feelings.</li> <li>• Design activities that develop students’ ability to identify others’ feelings.</li> <li>• Model respectful and open interaction regarding diversity.</li> <li>• Interfere when disrespectful interaction appears.</li> <li>• Represent different cultures in learning materials.</li> <li>• Create structured opportunities for cooperative learning.</li> <li>• Models and reinforces turn-taking and help-seeking.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Create activities for discovering interest in their local environment.</li> <li>• Model questioning and curious behaviour.</li> <li>• Encourage students to ask questions.</li> <li>• Create a safe and positive environment where mistakes are viewed as opportunities to learn.</li> <li>• Model persistence.</li> <li>• Support students in recognising their own strengths.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Model questioning to encourage curiosity and listen to questions from other students.</li> <li>• Create a safe space for sharing ideas in collaboration with others.</li> <li>• Encourage students to wonder about and explore topics they care about.</li> <li>• Facilitates exploration of simple natural and social systems.</li> <li>• Facilitate to foresee alternative situations.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Support exploration and imagination.</li> <li>• Provide open-ended creative tasks.</li> <li>• Engage learners in identifying challenges for improvement and design.</li> <li>• Support students in demonstrating their ideas and concepts through a suitable medium.</li> <li>• Model adaptability and positive response to change.</li> </ul>
<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Establishes and reinforces dialogue consistently in classroom routines.</li> <li>• Use activities and resources (stories, pictures) to help students identify emotions.</li> <li>• Models inclusive language and behaviour when addressing cultural or other diversity.</li> <li>• Uses materials that build awareness of diverse cultures and perspectives.</li> <li>• Organises activities where students work together toward a shared goal.</li> <li>• Encourages students to ask for and offer help.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Implements activities that engages students in exploring aspects of their local environment.</li> <li>• Demonstrates curiosity by asking thoughtful questions and showing interest.</li> <li>• Prompts and supports students to formulate and share their own questions.</li> <li>• Encourages students to overcome difficulties and to identify their own strengths.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Uses open-ended questions and allows time to promote/stimulate thinking.</li> <li>• Encourages and acknowledges student questions about relationships and causes in simple social systems.</li> <li>• Facilitates students to imagine and discuss alternative daily-life situations.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Includes open-ended activities in lessons.</li> <li>• Uses question to turn observations into simple design challenges.</li> <li>• Facilitates a simple design cycle (e.g., Plan, Create, Test, Improve).</li> <li>• Can implement grading and feedback system that praise learning from failure instead of penalising it.</li> <li>• Uses stories as a pedagogical tool to connect ideas.</li> <li>• Encourages oral and visual storytelling.</li> </ul>

# UPPER PRIMARY (C. 9-12YRS)

Competence for Collaboration	Competence for Agency	Competence for Systemic Inquiry for Future	Competence for Innovative Thinking
<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Express their ideas and opinions.</li> <li>Communicate personal feelings.</li> <li>Recognise and describe other’s feelings.</li> <li>Identify cultural features.</li> <li>Take responsibility for specific tasks in teamwork.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Show interest in their local environment.</li> <li>Explore their interests through questions and reading.</li> <li>Take initiative in activities for improving their environment.</li> <li>Recognise their own abilities for creating solutions.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Explain why they have made the decision that they based on evidence.</li> <li>Analyse information, facts, and ideas and presents the results of the analysis.</li> <li>Identify and label components of a system.</li> <li>Examine the impact of their activities on their environment (e.g., school, nature, family, global).</li> <li>Describe two or more plausible futures for a class or community issue and explain how they differ.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Discover boundaries and causal relationships.</li> <li>Create and recognise both conventional and unconventional options and ideas.</li> <li>Understand the value of imperfect solutions.</li> <li>Describe or present ideas through ideation and modelling.</li> <li>Develop and compare solutions that address a societal need.</li> <li>Adjust approach when faced with obstacles.</li> <li>Structure a short narrative that explains a situation or an idea.</li> </ul>
<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>Expresses their ideas and feelings in spoken or written form.</li> <li>Responds appropriately and timely to questions while considering others’ views.</li> <li>Uses respectful language.</li> <li>Identifies emotions in others and responds in a way that is relevant and supportive</li> <li>Understands cultural practices of their own and others’ cultures</li> <li>Uses inclusive language, avoids stereotypes</li> <li>Collaborate with others in teamwork</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>Explores their local environment.</li> <li>Engages in finding answers to their questions from provided sources.</li> <li>Proposes actions.</li> <li>Begins tasks independently.</li> <li>Contributes proactively to group activities to explore and positively impact the world around them.</li> <li>Demonstrates an awareness of their own abilities and utilisation of these for creating solutions.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>Acknowledges the importance of evidence and gives at least one reason for their view.</li> <li>Uses resources of information, analyses them, and presents the results.</li> <li>Accurately maps components and relationships within simple systems considering multiple perspectives (e.g., food chains).</li> <li>Explains alternative futures and their difference.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>Identifies basic causes and effects in phenomena or situations.</li> <li>Suggests multiple ideas to a single challenge.</li> <li>Tests and improves their designs after feedback.</li> <li>Compares multiple solutions to select the best fit.</li> <li>Tries new approaches when one does not work.</li> <li>Uses coherent descriptive details to engage a listener or a reader.</li> </ul>
<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>Cultivate opportunities for learners to speak, ask questions, and clarify their understanding.</li> <li>Model and support the development of dialogical skills</li> <li>Use activities that support the continuing development of students’ ability to express and recognise feelings.</li> <li>Design activities that encourage perspective-taking and dialogue between cultures</li> <li>Support group formation and positive group development</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>Foster a culture of inquiry in learners about their local environment and the world around them.</li> <li>Create an atmosphere where curiosity and exploration are encouraged.</li> <li>Designs learning experiences where learners can explore their interests and seek out sources of new insights.</li> <li>Facilitate activities that afford an opportunity for all learners to take initiative and contribute in a meaningful way.</li> <li>Provides experiences where learners can explore their abilities and capabilities to develop solutions.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>Guide students in logical reasoning.</li> <li>Teach students how to plan, gather and organise information.</li> <li>Guides students in constructing simple system models and examine their impact.</li> <li>Facilitate to create several plausible futures and explain their differences.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>Guide students in identifying relationships and patterns.</li> <li>Teach brainstorming and idea-evaluation techniques.</li> <li>Facilitate activities that teach to design, through design and about design.</li> <li>Provide opportunities to try multiple solutions.</li> <li>Teach story structure and sequencing.</li> </ul>
<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>Structures lessons to include and promote participation</li> <li>Consistently uses dialogic techniques to model constructive conversation</li> <li>Facilitates activities that help students identify and interpret their own and others’ feelings</li> <li>Guides perspective-taking and empathetic responses</li> <li>Includes content about inclusive practices in their materials and tasks</li> <li>Uses group formation exercises and monitors group dynamics</li> <li>Responds to signs of disruption and inequity in group settings</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>Supports learners to explore the world around them in a curious a proactive way.</li> <li>Facilitate learners in exploring their interests encouraging them to seek out sources of new insights.</li> <li>Use activities that afford an opportunity for all learners to take initiative and contribute in a meaningful way.</li> <li>Fosters resilience and self-awareness in learners.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>Designs and conducts tasks where students must explain their thinking and compare viewpoints respectfully.</li> <li>Guides students in developing focused questions for small investigation.</li> <li>Teaches students how to identify and select relevant information.</li> <li>Encourages students to reflect on their learning process.</li> <li>Designs and conducts teaching activities incorporating system diagrams and models.</li> <li>Provides constructive feedback on students’ systemic reasoning.</li> <li>Facilitates to create several plausible futures and explain their differences.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>Encourages “what if” questions.</li> <li>Recognises and praises originality and risk-taking.</li> <li>Designs a challenge that needs to be solved following a simple design cycle (e.g., Plan, Create, Test, Improve).</li> <li>Can implement grading and feedback system that praise learning from failure instead of penalising it.</li> <li>Designs lessons allowing multiple correct approaches.</li> <li>Supports students in developing story outlines and drafts.</li> </ul>

# LOWER SECONDARY (C. 12-15 YRS)

Competence for Collaboration	Competence for Agency	Competence for Systemic Inquiry for Future	Competence for Innovative Thinking
<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Explain their ideas and opinions.</li> <li>• Constructively interact with other’s ideas.</li> <li>• Understand the importance of other’s perspectives and world views.</li> <li>• Recognise the emotions of others and respond to them appropriately.</li> <li>• Recognise cultural values and mores.</li> <li>• Work in a team to achieve shared goals (by integrating different perspectives).</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Be open to new experiences to develop a deeper understanding of what could be improved.</li> <li>• Be active in identifying problems and developing solutions.</li> <li>• Recognise gaps in knowledge and seek more information.</li> <li>• Cope with setbacks while working towards achieving positive change.</li> <li>• Recognise their potential for creating solutions.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Evaluate arguments in different situations and contexts.</li> <li>• Consider multiple viewpoints before forming a judgment.</li> <li>• Plan and conduct small investigation on social or environmental themes.</li> <li>• Recognise which external processes influence their (future) lives.</li> <li>• Analyse systems from multiple perspectives (social, ecological, economic).</li> <li>• Find relevant and future perspective background information for investigation.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Explore alternatives and possibilities.</li> <li>• Create and evaluate both conventional and unconventional options and ideas.</li> <li>• Understand the stages and functions of design.</li> <li>• Follow a guided process to evaluate ideas.</li> <li>• Adapt strategies when conditions change.</li> <li>• Integrate feedback to improve work.</li> <li>• Develop and communicate creative viewpoints or explain ideas.</li> </ul>
<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Presents a point of view with reasons and relevant evidence.</li> <li>• Summarises another’s view before critiquing.</li> <li>• Adapts response to the person and situation, avoiding stereotypes</li> <li>• Understands cultural norms of behaviour.</li> <li>• Integrates peers' perspectives in group work.</li> <li>• Takes responsibility for group outcomes.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Seeks new experiences (site visits, nature walks, events, museums) and identifies issues for improvement.</li> <li>• Identifies problems and knowledge gaps and works on solutions.</li> <li>• Proposes actions and takes responsibility to follow through.</li> <li>• Sets realistic goals and evaluates their success constructively.</li> <li>• Reflects on setbacks.</li> <li>• Expresses coping strategies.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Uses relevant evidence to support claims and evaluates if the information for the evidence is (in)complete or biased.</li> <li>• Uses a given scope, relevant information sources and methods for a small investigation of social and environmental them, and presents the results.</li> <li>• Uses system models to predict outcomes and identify leverage points.</li> <li>• Uses relevant and future perspective background information for research/investigation.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Generates multiple explanations or possibilities for a given problem.</li> <li>• Uses reasoning to predict outcomes.</li> <li>• Combines and adapts ideas for practical outcomes.</li> <li>• Evaluates ideas for effectiveness and novelty.</li> <li>• Applies an iterative design cycle (plan, create, test, improve).</li> <li>• Documents and justifies design choices.</li> <li>• Adjusts plan or method after receiving feedback.</li> <li>• Integrates emotion, context and purpose into creative viewpoints (narratives) and ideas.</li> </ul>
<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Rationalise the relevance and function of constructive dialogue in their practice.</li> <li>• Design learning experiences that demonstrate a diversity of views and experiences.</li> <li>• Encourages reflection on intercultural situations.</li> <li>• Link intercultural encounters to broader social context.</li> <li>• Facilitate teamwork using various methods/strategies.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Encourage self-initiated projects.</li> <li>• Facilitate problem-finding, improvement framing etc. activities.</li> <li>• Design learning experiences that promote students’ self-efficacy.</li> <li>• Guide students in setting realistic goals.</li> <li>• Support reflective dialogues after setbacks.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Teach techniques for evaluating sources and identifying assumptions.</li> <li>• Design simple studies for students to use basic methods to analyse data.</li> <li>• Facilitates inquiry-based learning focused on systemic problem-solving.</li> <li>• Encourages critical reflection on assumptions and systemic impacts.</li> <li>• Facilitate systematic foresight process methods for creating a background information for students’ research/investigation project.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Scaffold critical reflection and evidence gathering.</li> <li>• Facilitate design and innovation workshops.</li> <li>• Guide students through full design cycles.</li> <li>• Encourage documentation and reflection on design processes.</li> <li>• Create tasks that require adaptation and iteration.</li> <li>• Use storytelling as a learning and communication tool across subjects.</li> </ul>
<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Explains how dialogic approaches enhance learning outcomes.</li> <li>• Scaffolds students’ use of dialogue skills.</li> <li>• Facilitates activities where multiple viewpoints are expressed and valued.</li> <li>• Guides analysis of intercultural situations through the lenses of equity, power and inclusion.</li> <li>• Guides activities that require authentic teamwork, with diverse teamwork strategies.</li> <li>• Supports students in resolving conflicts and negotiating responsibilities within their group.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Leads autonomy-enhancing projects.</li> <li>• Helps students to get creative new skills to question their own knowledge.</li> <li>• Supports students in developing coping strategies.</li> <li>• Fosters self-efficacy through feedback.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Support students to use reliable and relevant sources for their knowledge building.</li> <li>• Encourage students to respectfully challenge assumptions, evidence, and judgements.</li> <li>• Supports students in refining questions for small study or investigation.</li> <li>• Promotes comparison, contrast and synthesis of information.</li> <li>• Encourages deeper inquiry, connecting system thinking with problem-solving.</li> <li>• Creates classroom culture valuing systemic and interdisciplinary thinking.</li> <li>• Implements foresight methods in students’ learning process.</li> <li>• Facilitates systematic foresight process elements as a background information for students’ research/investigation project.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Designs lessons that include speculation and hypothesis-building.</li> <li>• Plans iterative creative cycles (e.g., brainstorm–prototype–test).</li> <li>• Uses feedback methods that reward learning from failure.</li> <li>• Encourages reflection on adaptive strategies.</li> <li>• Facilitates projects integrating creative viewpoints (narratives) and factual content.</li> </ul>

UPPER  
SECONDARY/VET  
(C. 15-18+YRS)

Competence for Collaboration	Competence for Agency	Competence for Systemic Inquiry for Future	Competence for Innovative Thinking
<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Construct new understanding/knowledge in dialogue with others.</li> <li>• Apply dialogical methods to solve work-related or community challenges collaboratively.</li> <li>• Understand others' experiences, cultural background and values.</li> <li>• Critically reflect on cultural lenses and biases.</li> <li>• Interact appropriately and ethically in culturally diverse settings.</li> <li>• Critically reflect on team processes and outcomes.</li> <li>• Manage team dynamics, mediate and resolve conflicts constructively.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Take the initiative in identifying problems and developing solutions (also in work processes).</li> <li>• Question status quo, challenge old/accepted practices.</li> <li>• Maintain motivation under pressure and changing conditions.</li> <li>• Persist in achieving positive change.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Critically analyse arguments, distinguish evidence from opinion, and form well-reasoned judgments.</li> <li>• Identify uncertainties, strengths and weaknesses in claims.</li> <li>• Apply research methods to gain insight to improve a social issue.</li> <li>• Integrates systems thinking into inquiry, design, and problem-solving within authentic contexts.</li> <li>• Evaluates system behaviour over time and anticipates consequences of interventions.</li> <li>• Build a few scenarios related to social innovation topic and consider their assumptions, limits and uncertainties.</li> </ul>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse underlying assumptions.</li> <li>• Make evidence-based decisions.</li> <li>• Synthesise valuable ideas into a new concept.</li> <li>• Plan and execute a design cycle.</li> <li>• Present and model their design ideas with a sustainable perspective.</li> <li>• Adapt designs or behaviour in response to feedback or changes in conditions.</li> <li>• Communicate complex ideas or persuade audiences through evidence and vision.</li> </ul>
<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Participate equally in knowledge construction in different contexts.</li> <li>• Confidently and respectfully communicate their position.</li> <li>• Applies the capacity to realise the experiences and environments of others.</li> <li>• Collaboratively solve problems in ways that recognise and respect cultural differences.</li> <li>• Identifies strengths and weaknesses of the process and the group and personal role/contribution.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Explores status quo and existing assumptions.</li> <li>• Seeks information from multiple points of view.</li> <li>• Implements practical solutions.</li> <li>• Meets goals despite difficulties.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Justifies claims, evaluates multiple perspectives, recognises uncertainty.</li> <li>• Plans and structures study with focused themes.</li> <li>• Conduct the study (data collection, analyses, and report).</li> <li>• Proposes innovative systemic solutions supported by evidence and synthesis.</li> <li>• Presents and justifies a few scenarios related to social innovation topic.</li> </ul>	<p><b>Assessment criteria: The student</b></p> <ul style="list-style-type: none"> <li>• Develops creative, feasible and meaningful solutions.</li> <li>• Conducts design projects following design methods.</li> <li>• Reflects on learning and modifies strategies to reach goals.</li> <li>• Communicates creative viewpoints and ideas to others.</li> <li>• Integrates data or evidence in narrative form and adapts creative viewpoints and ideas to audience and goal.</li> </ul>
<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Guide and facilitate students to use dialogical approaches in collaborative work in various contexts.</li> <li>• Design learning experiences with approach of applying people's alternative experiences.</li> <li>• Facilitate students' reflection of cultural differences.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Design learning experiences that cultivate students' curiosity and promote the ability to formulate their own questions.</li> <li>• Foster questioning and critical examination of existing practices and knowledge, exploring new ideas.</li> <li>• Coach basic investigative methods.</li> <li>• Provide tools and structures for students to create and manage personal learning plans.</li> <li>• Implements structured reflection cycles for students to analyse setbacks and revise their approaches.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Facilitate structured argumentation and critical discussion, guiding students to use evidence, evaluate positions and engaging respectfully with diverse perspectives.</li> <li>• Encourage students to explore complex and real-world issues.</li> <li>• Support students in planning a study or investigation approach to produce appropriate evidence.</li> <li>• Designs and implements authentic inquiry projects with systemic complexity.</li> <li>• Promotes meta-cognitive awareness of systems thinking as an ongoing competence.</li> <li>• Create transdisciplinary learning opportunities.</li> <li>• Facilitate students to build scenarios for social innovation topics and consider their assumptions, limits and uncertainties.</li> </ul>	<p><b>The teacher is able to:</b></p> <ul style="list-style-type: none"> <li>• Facilitate evidence-based decision-making.</li> <li>• Encourage critical discussion about uncertainty and innovation.</li> <li>• Guide students through creative processes from ideation to implementation.</li> <li>• Support ethical, sustainable and user-oriented design practice.</li> <li>• Guide students in using viewpoints (narratives) and ideas for professional, creative, or persuasive purposes.</li> </ul>
<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Supports students to transfer dialogic competencies to new contexts.</li> <li>• Facilitates (real-world) projects that invite students to explore alternative lived experiences.</li> <li>• Guides authentic tasks that require intercultural collaboration and guides reflection.</li> <li>• Encourages empathetic reasoning in discussions and collaborative projects.</li> <li>• Mentors students to co-create norms and criteria for inclusive teamwork.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Implements activities in various contexts that promotes student-led questioning.</li> <li>• Applies Socratic questioning as a teaching method.</li> <li>• Models and guides students in applying basic investigative methods.</li> <li>• Provides tools for students to manage personal learning plans.</li> <li>• Implements reflection routines to help students analyse setbacks and adjust strategies.</li> <li>• Designs experiences that build students' sense of efficacy.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Creates learning environments where students lead critical inquiry, justify judgments with evidence, and reflect on the quality of reasoning.</li> <li>• Challenges students to capture and interpret data and construct arguments.</li> <li>• Applies authentic learning opportunities to study systemic analysis and solution proposals.</li> <li>• Facilitates metacognitive reflection on system thinking as an evolving professional skill.</li> <li>• Organises collaborative, real-world inquiry fostering social innovation mindsets.</li> <li>• Implements foresight methods in students' learning process.</li> <li>• Facilitates students to build scenarios for social innovation topics and consider their assumptions, limits and uncertainties.</li> </ul>	<p><b>Assessment criteria: The teacher</b></p> <ul style="list-style-type: none"> <li>• Supports students in defending ideas with evidence and reasoning.</li> <li>• Uses authentic assessments valuing originality and innovation.</li> <li>• Uses feedback methods that reward learning from failure.</li> <li>• Assesses design work for process, ethics and innovation.</li> <li>• Evaluates adaptability in both process and outcomes.</li> <li>• Evaluates storytelling for clarity, coherence and audience impact.</li> </ul>

# The Digital Open Badge Constellation

For Social Innovation teachers in the four school levels

