

## 2. NEMESIS in action! Learnings from the first pilot phase

NEMESIS has come to the end of its first pilot phase, in which schools in Greece, UK, Spain and France have produced Co-Creation Labs to address, in a participatory way, some of the challenges that a school and its context face. A quick reminder of the project's motif can be found in its Replication handbook:

*NEMESIS is a forum for people who care about their community to come together, listen to and work with each other to make the world a fairer and better place through creative problem solving and collaborative planning. School children work in a group with people from the community, schools and businesses to co-create sustainable projects that tackle local social issues in a responsible way. This happens in a Co-creation Lab (more on this in section 3). Children develop their social innovation competences, their knowledge of the Sustainable Development Goals (more on these in section 2) and a mind and skillset that enables them to continue transforming society in the future. Everyone involved has a voice and acts through democratic decision making, transformed social relationships and collective action.*

The Co-Creation Labs have been an immaterial infrastructure implemented in a specific way for the different contexts and schools in the countries where the first pilot phase was tested. Social innovation was the driving force for them all, but every school found its own times and spaces to produce the activities. As NEMESIS gets to the second pilot phase, some improvements and adjustments have been made to the way schools address the challenges they face while testing the activities. In any case, this first pilot phase has been a process full of accomplishments and social rewards to keep working on a fairer and more equitable world.

The First Experimental Primary School (FEPS) in Thessaloniki (Greece) is quite close to Helios School, which is for blind children. When pupils were asked to think of the challenges of their neighbourhood, the first thing that came to mind was the difficulties that the visually impaired children face while moving through their surroundings. Therefore, the Co-Creation Lab focused on testing methodologies to develop empathy among the students in FEPS towards those in Helios school: what challenges do they face while walking through the neighbourhood? (eg. non adapted crossings, car parkings, lack of ramps, etc). Afterwards,

Helios and FEPS pupils started working together: learning Braille and playing sports together. By working together, the Co-Creation Labs helped the pupils to develop a sense of empathy and increased their autonomy and social bondings with the neighbourhood.

The Ruffi School (Marseille, France) adapted the Co-Creation Labs and named them NEMESIS Café, as they considered that by taking a more widely comprehensible name, they would find it easier to engage neighbours. The goals they collectively set were making the district nicer, informing about the waste management and about recycling processes. Exploring the neighborhood looking at those things that usually go unnoticed (vegetation, art, rubbish, animals, sounds) was crucial to think about how they could improve it. After that, the community of participants went through a process of envisioning improvements in the area, and pupils made this video to show how the process had been done.

The Willow Tree Academy manages four schools in the suburbs of Sheffield (UK), the NEMESIS project has been implemented through the production of different Co-Creation Labs that managed to produce a significant range of different activities. In the case of the Rockingham Junior & Infants Schools, the laboratory was produced to help develop a long term project. The old caretaker's house near the school is going to be used as a nurture centre. Pupils have been actively involved in making this happen by brainstorming the possible uses of the house that will be started over the summer. Project 525 shows how to engage pupils in the decision making of large scale processes that are not usually considered part of their world. By doing that, NEMESIS helps to develop their self-efficacy and autonomy.

The poor air quality in classrooms was the topic chosen by students in the Escola Secundária de Maia (Lisbon, Portugal). The Co-Creation Labs were a space to tackle readings measurements of CO<sub>2</sub> and VOCs levels in classrooms. As a solution, the pupils linked with five inventors in another school (who had been awarded for their initiative EcoTwice) and brought plants were brought to classrooms to help clean the air. Afterwards, they analysed and discussed the results with a university consultant and they gave a brief lecture about that in the III International Seminar of Science Education.

Los Albares (Zaragoza, Spain) used the school's playground as a space to introduce changes; however, the aim was not just to change the playground, but the student's

involvement in the decision making about it. And as a result to that, to change the students themselves and society in a broad sense. A more welcoming and inclusive playground was the goal of the Co-Creation Lab, which put emphasis on the replicability of the activities and the using of recycled materials. As part of the laboratory, HealthApp, a social innovation practitioner, helped the pupils to create an app to show how to play different physical games.

While the range of activities is quite different from one to the other, the Co-Creation Labs have proved to be a very flexible tool where social innovation could take many different shapes. The second pilot phase, for the 2019-2020 school year, will emphasize on those things which helped to create an environment where pupils felt they could talk with adults in a peer to peer way. This second pilot phase will involve thirty schools in different countries of Europe and by the end of it in June 2020, NEMESIS is expected to find the conditions for its self-replicability in other contexts.