



Result 1, Task 4 Compilation of the INITIATION training approach Summary



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The INITIATION project

In recent years, social entrepreneurship, a sub-discipline within the field of entrepreneurship, has gained increased attention from entrepreneurship scholars. It involves the recognition, evaluation, and exploitation of opportunities that result in social value -responding to the basic and long-standing needs of society- as opposed to personal or shareholder wealth. However, regardless of the value that social entrepreneurship has for European society as a driver for solving environmental problems, schools in many European countries are embedding social entrepreneurship in their curriculum at a very slow pace.

The project “Initiation – Fostering green social innovation and social entrepreneurship in school education” aims to respond to this challenge by fostering the social innovation and social entrepreneurship mind-set of high schools students and their motivation to become more community-oriented and be actively involved in designing solutions for environmental problems that their local societies are facing.



To achieve the aforementioned objectives, INITIATION has been working on the activities and producing relevant results, that will be described in this document.

Introduction

This document aims to provide teachers, and anyone who is interested (direct target audience) with a structured and coherent guide on the resources developed in the Result 1 (R1) of the INITIATION project so as to support their work in schools with their students. In regard to the structure of R1, this is divided into four parts, each of which corresponds to a task completed, apart from the fourth and last part which is this guide itself.

In addition to this, this paper contains an analysis on the various factors that might affect the sustainability of the training model and feasible solutions.

How to use this document

R1 of the project *“Initiation – Fostering green social innovation and social entrepreneurship in school education”*, consisted of designing a high-quality methodological framework and curriculum for high school students’ education (HSS) and the most appropriate training possible in Social Entrepreneurship (SE) and Social Innovation (SI), as tools to provide sustainable solutions to address the environmental issues within the four country-specific educational and social contexts.

In detail, Result 1 is divided into four Tasks (including the present one) and this document will provide an overview of each Task's purpose, its structure and the ways it can be used in school education.

Task 1

It includes a Desk Research and a Need Analysis.

The Desk Research is divided in two parts. Part 1 gives a general overview of High School training and curricula in Europe related to environment, climate change, sustainability, Social Innovation, and Social Entrepreneurship, along with EU initiatives. Part 2 focuses on the four European partners (Italy, Greece, Cyprus, Estonia) of the INITIATION project. It examines new developments and trends in Social Entrepreneurship and Social Innovation Training in high schools within these countries, highlighting good practices.

The Needs Analysis involves teachers and high school students to gather feedback and suggestions for the project's curriculum based on their needs and preferences. The goal is to ensure an adequate curriculum based on country-specific high schools' curricula and the needs, interests, and preferences of the students, teachers, and trainers involved in the project.

The desk research and needs-assessment serve two main purposes: they address the knowledge needs of teachers and students on Social Innovation (SI), Social Entrepreneurship (SE), and environmental education. Secondly, they identify and address the gaps between environmental emergencies and the learning opportunities offered in European high school curricula.

In the context of training implementation, this research is helpful in predicting possible difficulties, suggesting strategies, and prioritizing areas for improvement. Teachers can use additional resources as long as they align with the values and principles of the INITIATION project's training curriculum. The focus should be on maintaining consistency and coherence in the training program to ensure its effectiveness and impact.

Task 2

It is the core of the INITIATION project which is focused on supporting teachers in providing material, knowledge, and activities related to Social Innovation (SI) and Social Entrepreneurship (SE). The goal is to raise students' awareness of environmental issues and inspire them to take action. This training curriculum is designed to be practical and responsive to the needs expressed by both students and teachers.

The curriculum consists of eight modules, each with a suggested timeframe for implementation. However, teachers and trainers have the flexibility to adapt the modules according to their specific needs. Each module includes an overview, learning objectives, and a structure. Within each module, there are four submodules that provide more in-depth explanations from various perspectives, along with suggested activities to facilitate the learning process.

The curriculum offers various activities, case studies, and multimedia resources to maintain student engagement and practical application of the topics in their daily lives and communities. It can also serve as inspiration for other subjects, promoting innovative and interactive teaching approaches.

Challenges that may arise include maintaining high levels of concentration and engagement among students, finding time within existing curricula to implement the

training, and overcoming resistance to a new methodology. Solutions may include incorporating reflection and breaks, adapting the curriculum to the local context, and gradually introducing the new module.

The curriculum can be used alongside other resources, and modifications can be made based on student feedback and preferences. It complements Task 3, which focuses on theoretical foundations and effective training techniques, ensuring an engaging and impactful learning experience for students.

Task 3

It focuses on the development of the training methodology for the INITIATION project. It provides practical recommendations and teaching styles for high school teachers to effectively engage students in environment-related challenges through Social Innovation/Entrepreneurship curricula.

The resource is divided into three sections:

Section 1 offers guidance on how to keep students motivated and engaged through the use of interactivity, gamification, and digital technology.

Section 2 presents various teaching styles to cater to the diverse learning characteristics of students, emphasizing active learning, design thinking, creative thinking, team working, transformational learning, and online learning pedagogies.

Section 3 explores the synchronous and asynchronous delivery of the training program, with a focus on using the online environment (E-learning platform and mini-games) as essential tools for learning. It also introduces the web-based Digital Platform for Schools Social Entrepreneurship, supporting high schools to explore learning through mini-games and virtual social enterprises.

Teachers can use this methodology in their daily work by incorporating the suggested learning pedagogical strategies, tailored to students' needs and interests. The focus on students enables a strong teacher-student relationship built on trust and empathy, enhancing the learning process.

The methodology can be adapted for teaching other subjects in high school curricula, considering students' preferences and learning styles. Flexibility in the implementation of activities is key, and additional resources can be utilized as long as they align with the students' needs and preferences.

Conclusion:

The documents aim to provide a successful learning path for students while supporting teachers with relevant materials based on expressed needs and national curricula

peculiarities. The eight training modules and the suggested teaching methodology align with the project's objectives, offering innovative and holistic approaches for today's high school students.

The implementation of the training modules might be affected by time constraints within each country's curriculum. However, the curriculum allows for adaptation to meet specific national, school, and student needs.

Teachers should be prepared to adapt the curriculum based on student feedback during implementation. Listening to students' preferences and interests can enhance motivation and engagement. Repeating successful activities and incorporating students' ideas can make the learning process more effective.

The resources in Result 1 can be used in daily work to explain SI, SE, and environmental education in various subjects. They also serve as inspiration for innovative teaching methodologies across different subjects.

