Methodological framework and curriculum – Project Result 1

Task 1 - Development of the INITIATION training objectives and framework

General Report

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General Overview of the European Context

Social innovation is defined by the European Commission as the whole of new ideas that address social demands, build social interactions, and form new collaborations (European Commission, n.d.-b). Social entrepreneurship is the activity which blends entrepreneurial endeavors and a social purpose, with a primary goal to have a social impact rather than maximizing profit for its owners or shareholders (European Commission, n.d.-a). By constantly bringing in and realizing new ideas to meet specific social and environmental needs, social innovation, and entrepreneurship (SIE) promotes a vibrant and more sustainable society and economy. Thus, it is crucial to consider SIE as an important asset that has the potential to address and tackle one of the biggest challenges of our times: global warming.

Nevertheless, a socially responsible market economy needs citizens who are self-assured and responsible, with entrepreneurial abilities and an innovative spirit to take an active role in shaping their own future and the future of the society in which they live in (Lindner, 2020). If some of these skills are undoubtedly innate, these competencies must overall be fostered, nurtured and perfected with time through learning and experience. Therefore, it is essential that social entrepreneurship competencies are incorporated in educational programs. Indeed, social entrepreneurs of tomorrow are in school today and the nature of their thinking abilities as well as their commitment to exploit opportunities to meet social and environmental needs is shaped by their current learning. Thus, a shift in the educational approach is needed to allow the development of these skills early in the socialization process, through education, rather than at the commencement of professional life - as it is most commonly the case today. This paper will establish a state of play of the current European context regarding available high schools training and curricula in social innovation and social entrepreneurship as well as environment and climate change related high-school education initiatives.

The EU-funded project Novel Educational Model Enabling Social Innovation Skills development (NEMESIS) enabled the creation of an educational model as well as practical tools vowed to catalyze primary and secondary education students' social innovations skills (European Commission, 2019). Thus, the NEMESIS model intends to equip students in secondary education with the abilities to become creative social thinkers, develop their entrepreneurial mindsets, thus enabling them to conceive innovative tools and programs needed to address social challenges. It targets both educational trainers and students as its objective is to improve the teaching and learning of core change-making skills and competencies. A framework of thirteen competencies of utmost importance for social innovation was defined and developed. These competencies are separated within three categories: identifying opportunities to create societal value; building collaborations and forming relationships for transformation; and taking concrete actions. The methodology used combines a set of different innovative learning models, participatory relations and processes, and open technologies in order to facilitate educational access to the many.

 Another initiative co-funded by the EU which targets high school students and their teachers but mainly focuses on entrepreneurial education is the platform Youth Start Entrepreneurial challenges. Made to be used by teachers in their classrooms, it offers a wide variety of challenges that foster the development of specific skills in areas such as cognitive and personal development, economic education, and ethical and social contexts (Lindner, 2018). Challenges are separated in the three thematic areas that make up the TRIO Model for Entrepreneurship education: entrepreneurial civic education, entrepreneurial culture, and core entrepreneurial culture. Teaching material for this competence-oriented learning is available to be downloaded immediately by teachers to support them in the preparation of the entrepreneurial challenge session. Overall, by facing these challenges, children and adolescents learn early on that they can come up with their own ideas and solve problems in the community for themselves.

Moreover, the Youth Start framework - a framework of reference for entrepreneurship competences - was developed in order to provide a structured overview of learning. It encompasses three main categories: developing ideas, implementing ideas, thinking sustainability. It was used as a point of reference by the European Commission to develop the European EntreComp framework which posits a shared definition of entrepreneurship as a competence, and intends to not only set standards for all stakeholders but also create a gateway between education and the workplace (Bacigalupo et al, 2016). It has become the reference for all initiatives intended to develop the entrepreneurial capacity of EU citizens.

Thus, our findings highlight existing EU initiatives intended to promote entrepreneurial and social innovation spirit and skills in secondary education programs within Member States, but these are not sufficient. Indeed, data collected in March 2021 for the European Commission project "Peer Learning Activities in Entrepreneurship Education and in Women' entrepreneurship" (2018-2021) stresses that most primary and secondary teachers in EU Member States lack EE competences due to insufficient availability - if not absence - of continuous professional development for teachers in entrepreneurship education (Lilischskis et al, 2021). It additionally highlights a considerable lack of pan-European data showing the useful methods and policies needed to train teachers and education staff in EE and emphasizes a need for research that focuses on developing non-profit entrepreneurship education.

Additionally, the last output of the aforementioned EU Commission project - Guide to Fostering Entrepreneurship Education (Five key actions towards a digital, green and resilient Europe) - additionally provides policy suggestions to decision makers in governments and schools on local, regional, national and European level. It puts an emphasis on how Entrepreneurship education can release the potential of Europeans to master climate change in order to build a more resilient society (Lilischskis et al, 2021). It furthermore points out a strongly needed shift of paradigm from a profit motivated economy towards one that focuses on solving social issues, thus encouraging policy makers to promote social entrepreneurship. Nevertheless, despite this policy suggestion guide, thus far there is no existing regional initiative intended to specifically support the implementation of social entrepreneurship and innovation with a focus on climate change and environmental issues in high school education programs.

Finally, with regards to climate education, the platform eTwinning which offers an online space for staff to communicate, collaborate and develop community projects, has been a useful tool for high school educators across the EU. Indeed, Scimeca et al. demonstrate how practical this tool is to not only provide students with a better understanding of climate change but also introduce them to key actions which can be taken to tackle climate change. Through concrete opportunities to investigate, create and act, students and teachers are invited to understand and engage in climate action while being confronted by students and schools situated in myriads of different contexts, as conducted projects always involve partnership of schools from different countries. Several high-school level initiatives developed via the eTwinning platform can be found in the Classrooms in Action: Teaching Climate Change with eTwinning guide (p.33-37). Although it is not explicit, the eTwinning platform, by enabling collaboration on projects that aim at finding solutions to community issues, proves to be a unique European initiative which allows high schools students to develop social entrepreneurial and innovative skills while trying to address environmental issues.

Overall, there are existing European initiatives regarding social entrepreneurship, social innovation, and environmental education. However, there does not seem to be existing policies promoting a blend of the three in high school curricula. The sole initiatives that combine environmental education and the development of social entrepreneurship and innovation skills, are the projects related to climate change that were conducted through the EU-funded eTwinning platform.

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Desk Research on national contexts

> *Desk Research on the national context regarding High Schools training and curricula in the field of environment, climate change, sustainability, Social Innovation and Social Entrepreneurship.*

Cyprus

In Cyprus environmental education occupies a core place in the curricula all along secondary school years. The students are introduced to environmental education as a unique subject taught with an approach of active learning that allows students to develop specific skills such as critical thinking, analysis and synthesis of information, and problem-solving skills. All these skills are of great importance in the fields of social innovation and entrepreneurship. The subject of environmental education is also touched upon, in a more passive way, as an integrated part of the syllabus in Physics and Biology. The topics of Social Innovation and Social Entrepreneurship do not occupy such an important place as environmental education occupies in the curricula. Indeed, they are solely briefly introduced and discussed as part of the English Language syllabus. Nevertheless, students are introduced and taught about the notions of entrepreneurship and innovation, notably through discussions and practical tasks, however without the social goal.

Greece

In the Greek education system, environmental education has had a growing place in the curricula. If as a subject of its own it is only taught outside teaching hours, environmental education is present in the mandatory curricula, not as a separate course per se, but it is core to certain chapters in subjects such as Geology, Biology, Chemistry and Geography. Moreover, teachings about environmental issues are slowly introduced to other subjects such as Modern Greek language, Civic Education and Home Economics. The subjects of Social Entrepreneurship and Social Innovation are neither taught as a subject nor integrated to an already existing high

school subject. Nevertheless, compulsory activities such as student competitions are carried out to familiarize students with such concepts and foster their understanding of the social dimension of entrepreneurship and their abilities to undertake social change in the community through entrepreneurship.

Italy

Environmental education?

The Italian national educational system has not yet integrated a thorough "in-school" strategy intended to foster the learning and development of skills necessary to thrive in entrepreneurship and thus, by extension, in Social Entrepreneurship and Social Innovation. However, thanks to the Law 107 of 2015 "La Buona Scuola", initiatives related to entrepreneurship are growing in the Italian secondary school system. These initiatives take place outside the main general curricula and take the form of professional development projects, which enable students to consolidate the knowledge acquired at school through practical experience. Indeed, Italian high-schoolers are required to take part in the "Alternating School-Work" program for their last three years of secondary school. That practical working experience enables them to work with a company or public administration and touch upon subjects such as education, active citizenship, innovation, environmental protection, social entrepreneurship etc. By engaging in these working experiences, students develop transversal skills and practical knowledge that are fuelling positive outcomes with regards to students' ability to make positive change in the community.

Estonia

In the Estonian national curriculum §9 field competencies, it is stated that the task of the school is to support the development of field competencies. One of the competencies is natural competence - the ability to orient oneself in the phenomena of living and non-living nature, the regularities related to them, scientific knowledge and ways of thinking; a nature-friendly attitude to life. Natural sciences, geography, biology, chemistry, physics, the cross-cutting topic Environment and Sustainable Development are important subjects in the development of

natural competence. The cross-cutting issue of environment and sustainable development is also highlighted under social and technological competences.

A website has been created, environmental education, where various study materials and study programs are offered. One program, for example, is climate change, which examines why the average temperature on Earth is constantly rising and how it affects life on Earth. Instead of discussions, demonstrations and experiments are carried out in groups, which means learning as practically as possible to the maximum benefit of the learner. After completing the program, the student understands the complexity of the processes related to climate change and the connection with human activities, understands how the greenhouse effect occurs, knows how clouds form and what role they play in global warming. In addition, the topic of climate change will be touched upon in geography lessons.

Estonia has such an entrepreneurship and career study program as Edu ja Tegu, which offers curricula that integrate entrepreneurship education and entrepreneurial and career competencies, educational materials for general, vocational and higher education to educational institutions, teachers and students.

The Success and Action program has created a model of entrepreneurial competence that is divided into four areas, which in turn are divided into three to four sub-areas that should be developed in students. One of the major areas is value-creating thinking and finding solutions, which also includes ethics and sustainability.

By learning according to the Success and Action curriculum, the student understands that the principle of sustainability is paramount to the economy and entrepreneurship and that it operates sustainably. The student is able to define what sustainability is and follow these principles in their behavior. The people of the program have done research on how learning according to the given curriculum has affected students, and it has been pointed out that the desire to engage in entrepreneurship has made students think more about sustainability.

The national curriculum of the upper secondary school contains the elective subject "Economics and Entrepreneurship". Within the elective subject, one of the topics is business ethics, the subject of this topic also includes social entrepreneurship. Under the upper secondary school's

elective course "Entrepreneurship Education", there is a topic such as starting a business, which also touches on social entrepreneurship.

No information on social innovation was found in the high school curricula, the topics of social innovation and entrepreneurship are mainly introduced in the curricula only at the university.

New developments and trends in Social Entrepreneurship and Social Innovation Training in High Schools.

Cyprus

In Cyprus, non-profit organizations working in the identification of systemic issues as well as the development and execution of innovative and long-term solutions to complex social issues have played an unprecedented role in sharing knowledge and have played an important role in developing SI and SE training in high schools. Indeed, these NGOs, in partnership with professionals focused on developing solutions to systemic social, education and market challenges, offer Social Innovation and Entrepreneurship oriented training and seminars for both students and teachers. Moreover, the Cypriot Ministry of Education has also played a role in holding SIE workshops for teachers and academics across the country.

Greece

As mentioned previously, the Greek educational system does not yet recognize the importance of social entrepreneurship and social innovation, thus relegating related activity to a voluntary experience both for teachers and students. However, the increasing recognition of the Virtual Enterprise and Social Innovation Relay, two competitions related to entrepreneurship and social innovation, provides hope that the two concepts will increasingly gain momentum in the Greek educational system.

Italy

The Italian high school system, in accordance with the European Commission's "Entrepreneurship 2020 Action Plan", has started to define projects intended to develop entrepreneurial skills in students, notably through the training of teachers, as they play a fundamental role in future entrepreneurship education. Thus, training paths have been

structured with the intent to highlight the crucial importance of cooperation and collaboration within the community, especially by focusing on access to digitalization, innovation, and financial expertise. The objective being to transmit skills that students will use towards creating new profit and non-profit partnerships or innovative business with high social impact, all while raising awareness on youth and active citizenship policies.

Estonia

No informations are given

Good practice 1 – Social Entrepreneurship	
Title	Social Enterprise in Schools
Country, context and target	**United Kingdom**, the British Council working together with Social Enterprise Academy (SEA) have developed a resource pack to support teachers to implement activities on social enterprise for students aged 7 to 14.
Needs addressed	- Empower teachers on how to promote social enterprise in schools. - Increase the students' knowledge of social enterprise and entrepreneurship. - Motivate students to become agents of change.
Description of the practice	The Pack contains easy to use teaching material (six lessons) for the teachers on how to deliver on social enterprises. The schools registered to participate in the program engage students in group work aiming at developing a business plan for their own social enterprise. Then the most promising plan becomes a real social enterprise within the school.

Challenge and innovation: why do you think this practice has been important and innovative?	- Social enterprise school programmes enhance the motivation and enthusiasm among the students. - Students acquire leadership and communication skills, and also develop critical thinking. - Schools open to the community and strengthen the social attitudes of the students.
Useful links and references (good practice and any results)	https://www.britishcouncil.org/society/social-enterprise/news-events/news-social-enterprise-resource-pack-schools
Good practice 2 – Social Innovation	
Title	"Connecting Classrooms through Global Learning"
Country, context and target	**Scotland**, Secondary Schools. School Partnerships and school visits in a global citizenship. Raise awareness of global issues amongst young people by supporting collaboration with their international peers".
Needs addressed	- Connecting the local with the global, thus preparing young people to live in an interconnected world. - Engaging youth individuals to think critically on equality and social justice and understand interconnectivity.

Description of the practice (step by step)	Partnership between the British Council (BC) and the Scotland-Malawi Partnership (SMP) which "connects classrooms through global learning".
	The British Council provides opportunities for visits, resources to teachers (i.e., lesson plans, materials, guidance documents).
	Schools establish a link with a school in Malawi through a partnership agreement for approval.
	Teachers integrate international cross-curricular activities with action components.
	Pupils take part in joint learning activities on global topics such as, exploring global interdependence; exploring our own identities; exploring and challenging perceptions; developing media literacy; thinking critically about poverty and; exploring rights.
Challenge and innovation: why do you think this practice has been important and innovative?	Two-fold objectives: ● enriched education and resources in schools, ● pupils become aware of other cultures The case is based on joint curricular activities, thus students are placed at the center of the partnership and learning activities.
Useful links and references (good practice and any results)	Scottish government's website. *Scottish secondary schools and their links with developing countries: study* https://www.gov.scot/publications/school-partnership-school-visits-global-citizenship-context-scottish-secondary-schools-links-developing-countries/

Good practice 3 – Social Entrepreneurship	
Title	Start-up – Students paper recycling (through Junior Achievement project)
Country, context and target	**Cyprus**, Nicosia. Recycling. Other students and parents.
Needs addressed	Lack of materials and terrible playing conditions for underprivileged children.

Description of the practice (step by step)	Students created a start-up which takes used paper from the school. Soak the paper in water, create recycled paper and then upcycling the paper into notebooks.
Challenge and innovation: why do you think this practice has been important and innovative?	Students taking up their role in the school community, understanding the need to reduce paper usage and coming up with an idea in which they are responsible for the whole process. It is innovative since the students manage to take a daily waste of paper and upcycle it to serve another cause in the community.
Useful links and references (good practice and any results)	/

Good practice 4 – Social Innovation

Title	Senior School – Lunch Box Project
Country, context and target	**Cyprus**, Nicosia. Recycling. Students of The Junior & Senior School (TJSS).
Needs addressed	Reducing waste caused by lunch boxes.
Description of the practice (step by step)	The school provides the students with recycled lunch boxes while taking back the used lunch boxes for recycling.
Challenge and innovation: why do you think this practice has been important and innovative?	The direct contact with the students for their lunch box educates them on recycling in daily life. Also, the opportunity for them to have a new recycled lunch box every day makes them understand what recycling is as a fact and as a process.
Useful links and references (good practice and any results)	/

Good practice 5 – Social Innovation	
Title	Impact Mountain Schools- GrandUP!
Country, context and target	**Italy**, Cuneo. High schools in the province of Cuneo. Students and teachers in 12th grade and 13th grade.
Needs addressed	- Make students conscious and ready for contemporary challenges in the educational context and to develop ideas and solutions with a positive social impact. - Develop knowledge and practical competencies intended to allow students to find solutions to community issues while having a positive social impact. - Stimulate students' entrepreneurial approach and their talents. - Support the development of soft skills.
Description of the practice (step by step)	The Grandup! Young Energy for Development is a project that aims to accompany the development of innovative entrepreneurial initiatives with a social impact. The project was developed in a partnership between the CRC Foundation and the Cuneo Chamber of Commerce to promote and support initiatives of social innovation through the "Alternance School Work" course that is mandatory in the three last years of Italian high-school curricula. The project offers two possible paths: CO-DESIGN and PROTOTYPE. Both paths offer a combination of theoretical sessions and practical laboratories. CO-DESIGN is a 25-hours program consisting in the design of solutions intended to respond to a given social challenge identified in partnership with the educational institution. Each group of students involved in a project are supervised by a local social business which is given a "mentor role" to stimulate students to think in terms of social, economic, and environmental sustainability. PROTOTYPE is a 50-hours program consisting in finding a prototype solution in response to a social challenge identified in the community. The final prototype is expected to be a small-scale product or service, provided with Social Business

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	Model Canvas, presented through an elevator pitch, and financed through a crowdfunding campaign. The PROTOTYPE program takes place in four steps (Finding Out, Exploring, Designing, Creating): ● Finding out: during this phase, a social challenge is identified by the students. It can be contextual to the school or to the city area ● Exploring: during this phase, concepts, tools, and methods relevant to Social Innovation are acquired, e.g., its definition, relevant case studies and the study of sustainable development. The social challenge is also deepened by defining the problem, doing both contextual and academic research. ● Designing: during this phase, knowledge and tools obtained in the previous phase are applied to respond to the social challenge with innovative solutions. This step is made in working groups that co-design solutions. Moreover, during this phase, the creative process is stimulated, and the students are taught on how to structure formal presentations. ● Creating: one or more prototypes of the concept are developed. The prototype will take the most suitable form to represent the solution in a simple way and will be the tool to realistically test with the beneficiaries, collect feedback and implement the proposal.
Challenge and innovation: why do you think this practice has been important and innovative?	The "Grandup! Project" brings innovation to public schools in Cuneo and beyond, focusing on providing students with the right tools to face environmental challenges and to raise their awareness of the current environmental situation and how an innovative methodology can make them active in developing concrete solutions. Additionally, the feedback from students proves to be extremely positive; by being granted an active and central role in the projects, they develop abilities to become makers of change in their community which is highly gratifying.
Useful links and references (good practice and any results)	GrandUp's website: / https://grandup.org/energia-giovane-per-lo-sviluppo/

Good practice 6 – Social Innovation	
Title	Changemaker Schools
Country, context and target	**Italy**, grassroot movement intended to position youth and school institutions as key players in fostering social and educational change within the community. Targets are high school students, families, and teachers
Needs addressed	● Support the transition of the traditional Italian education system: from transmissive education characterized by transmission and knowledge to a system of generative knowledge where students are active stakeholders in the generation of knowledge and contribute to making practical change in the community.
Description of the practice (step by step)	Changemaker schools ensure that students grow by developing the skills necessary to live for the common good and to feel like citizens of the world. To do this, teaching content must not only student to acquire academic knowledge, but also transversal skills such as empathy, entrepreneurship, shared leadership etc. Entrepreneurship is seen as the competence to design effective solutions to problems and transform ideas into actions to create shared value. The didactics proposes an experiential and laboratory learning method, so that the students can put their skills into play and the teacher can create a space to relate to them.
Challenge and innovation: why do you think this practice has been important and innovative?	The challenge of this program is to expand the program to a wider number of schools. Everyone can bring change if they can somehow cultivate their own being, take care of themselves through others and grow through others. The fact that it is the school that carries on and defends this possibility is what this program wants to achieve and that is what makes it so innovative and important. The real innovation lies in making students aware of and, above all, protagonists of social change.

Useful links and references (good practice and any results)	Ashoka's website regarding Changemaker schools: https://www.ashoka.org/it/programma/scuole-changemaker Video collection: evidence from a series of Changemaker schools https://www.youtube.com/playlist?list=PLp2x39kEQJgUM8ttv_sdlIGEZXKEnZuwN

Good practice 7 – Social Innovation

Title	Social Innovation Campus
Country, context and target	**Italy**, high schools, high school students.
Needs addressed	● Need to sensitize students on new methodologies to face the modern challenges that the world will pose to them.
Description of the practice (step by step)	Various workshops were organized on robotics and digital, health, environment, art, soft skills, generative leadership, and a hackathon to design inclusive and innovative sustainable cities of the future. The five teams of secondary school students taking part in the "City, and Social and Environmental Innovation" Hackathon had to come up with a cooperative start-up in order to meet the challenges presented. After a process of collaborative planning and meetings with Campus partner companies and organizations, they presented their projects to the thirteen members of the jury. Their proposals were innovative and concrete, along with a propensity for technology, a great sensitivity to environmental, educational and health prevention issues.
Challenge and innovation: why do you think this practice has been important and innovative?	The project is innovative in a sense that it promotes the collaboration between different stakeholders: from academic institutions to research centres, local authorities etc. In recent years it has been modernized to enable digital participation. Additionally, an important point to underline is that it is a healthy type of competition.

Useful links and references (good practice and any results)	Aska News' website: https://www.askanews.it/economia/2022/02/16/social-innovation-campus-6-000-giovani-riprogettano-il-futuro-pn_20220216_00201/ Social Innovation campus' website: https://www.sicampus.org/

Good Practice 8, 9 and 10- Social Entrepreneurship	
Title	1. SA Hea Hoog 2. SA Sõbralt Sõbrale 3. 3 Triumf Research OÜ
Country, context and target	Estonia
Needs addressed	1.Offering work for people with special needs 2.Recovery, helping children in difficult situations, providing psychological support to young people, couples and families. 3.Bringing health support to children through the play environment
Description of the practice (step by step)	1. Good Hoog shop sells high-quality handicrafts made by people with special needs. Each object is a bit unique and tells the story of its creator. Good Hoog stands for a more cohesive society and creates employment opportunities for people with special needs. Their people enjoy working, and this self-fulfillment makes them

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happy, because everyone wants to be an active member of society. Make good and buy quality products from our store!

2. Sõbralt Sõbra is the largest social enterprise in Estonia, which owns 19 recycling stores, Sõbra Sõbra Counseling Center and Hoolime Koos projects to support children and families. There are a total of 17 Friend to Friend stores in different cities across Estonia, as well as two stores in Lithuania. We organize various Care Together projects to support families with children in difficult situations, both materially and emotionally. From Friend to Friend Counseling Center, we offer psychological support and assistance to young people, couples and families. Consultation is free for children up to 19 years of age! From Friend to Friend Invites everyone We take care of recycling to promote a recovery and charitable lifestyle together.

3. The health technology company Triumf Health has created a mobile health platform where personal health support is provided to children through a play environment.

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<td>*Challenge and innovation: why do you think this practice has been important and innovative?*</td>
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1. Because they offer jobs to those who cannot work everywhere because of their health.

2. Provides support for children, families and couples in addition to recycling.

3. Brings health support to the environment where children spend the most time and offers knowledge through playfulness.

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<td>*Useful links and references (good practice and any results)*</td>
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1. https://heahoog.ee/
2. https://sobraltsobrale.ee/
3. https://www.triumf.health/eesti

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Good practice 11, 12 – Social Innovation	
Title	1. Noored Kooli 2. KiVa programm

Country, context and target	Estonia
Needs addressed	1. Work to ensure that every child in Estonia receives a very good education. 2. Engage in school bullying. Let's stop bullying together!
Description of the practice (step by step)	1. Youth The school is a development program that brings motivated people from other walks of life to schools. During the two years, the participants will receive thorough training and receive versatile support so that every child in Estonia will receive a very good education. 2. The KiVa program is used worldwide and is the most researched anti-bullying program in the world. KiVa aims to prevent bullying and effectively deal with bullying. Program based on decades of extensive research into bullying and its mechanisms. KiVa is based on three pillars: prevention, intervention and monitoring.
Challenge and innovation: why do you think this practice has been important and innovative?	1. In teaching, special attention shall be paid to the development of students' learning competencies. 2. Dealing with what is around us on a daily basis and focusing on making students better at school.
Useful links and references (good practice and any results)	1. https://www.nooredkooli.ee/organisatsioon 2. https://eesti.kivaprogram.net/

Field Research

Report on the results of the Focus Group

Partner	CARDET
Country	Cyprus
Place where the focus group has been held	Via online Zoom meeting and via phone (see annex 1 - evidence)
Date	13/04/2022
Start time	13:00
End time	15:30
N° of Participants	6

Profile of participants:

Participant (please, write just the initials)	Type of stakeholder	Short description
1. A_M.T_P	Teacher	Head of Humanities and Religious
2. M.X	Teacher	English teacher in TJSS
3. M.C	Teacher	Science teacher in TJSS
4. N.Sha	Teacher	Geography teacher in TJSS
5. N.Shi	Teacher	History teacher in TJSS
6. G.P	Teacher	Greek writing teacher in TJSS

Please, report in the following table a synthesis of the main outcomes of the focus groups you held, taking into account the different areas according to the specific questions listed

Key findings on the national curriculum
Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic

A Focus Group (FG) discussion (via ZOOM) and one-to-one interview (via telephone) were used to gather data from the target group due to the coronavirus situation and resulting restrictions. All questions, especially probing ones, were addressed in a non-directing neutral way.

Results show that in Cyprus the first year of the high school program is flexible enough to allow for the implementation of Social Entrepreneurship (SE) and Social Innovation (SI) teachings. In addition, it was underlined that there are already existing cross-curriculum subjects in the educational program that relate to entrepreneurship, innovation, and creativity in addressing environmental issues. For instance, critical thinking and problem-solving skills are taught to prepare students for research and development of a course of action intended to tackle global problems (MX).

Also, during the focus group, participants have been asked to provide their insights on their teaching courses.

- The English language syllabus incorporates teachings intended to develop skills that students could use for problem identification, problem defining, and problem-solving.
- In the Geography syllabus climate change is at the forefront of a lot of the topics covered. Students are introduced in the early stage of their studies to the environmental aspects and economic activities (N.Sha).
- In Science class students learn how to use science to address environmental or economic issues through managing projects that are structured in an experimental manner and employ several science tools and equipment (M.C).
- In the latest years of high school, students are taught strategy development to tackle environmental issues. Thus, sustainability and climate change are core to the curricula and very much incorporated into teaching (N.Sha).

Overall, in all subjects taught there are skills that are learned and can be used towards the introduction to Social Entrepreneurship and Social Innovation. It was suggested that SE and SI could be implemented as part of a separate course during afternoon clubs. However, this means to rely on schoolteachers investing their time and efforts after school hours.

Key findings on the Social Innovation and Social Entrepreneurship

Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic
Not all teachers were familiar with the concepts of SE and SI (mainly only those teaching business-oriented subjects). The absence of knowledge on the topic has prevented teachers from informing students about the subject and creating training material related to the topic. Participants of the focus group who have already come across the concepts did so thanks to extra-curricular activities such as participating in competitions like the Climate Launch Pad and Junior achievement competition, which has had growing importance in the last few years in Cyprus.
Key findings on environmental education
Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic
Environmental education takes precedence in several courses such as Biology, Chemistry, and Global World in Perspective. Several subsections of these subjects are interlinked to environmental activities (amongst which activities outside the classroom promoting nature and environmental protection). Teachers actively showed their willingness to cultivate environmental awareness and consciousness in students. However, they expressed their concerns regarding the negative impact that studying environmental SE and SI could have on the teenagers' interest in environmental issues. Finally, if students showed their interest to take part in environmental activities and excursions happening within the school program, they expressed time constraints during senior year that would impede them to engage in an extra optional course
Needs, skills, and innovative suggestions
Please report if there were any emerged needs for tools or for developing more skills during the session
Need for training materials and tools development have emerged during the focus group session. Although teachers have knowledge on environmental education, they were not comfortable with the new concepts of SE and SI. Competence and skills that teachers would like to develop or improve in order to provide high quality teaching of these subjects are the following: ● Outline processes / Problem solving

- Critical thinking and Creativity material to go over with their students
- Innovative ways/techniques of teaching the students
- Same supporting background knowledge on the subjects and then teach students in their own way in terms of handouts/ training materials/ resource materials/ skim of work adjusted to the need of the lesson on what we are trying to pass/ the assessment method.
- Teaching methodology:
  - Visualisation of end results in terms of examples to follow in order to proceed with the process (Experiential learning approach)
  - Learning outdoors as it provides extra added value to the students' motivation

Please, report at least 3 quotes supporting the views expressed by the participants

''A few students were interested in creating an eco-committee at school because they are feeling the need to do so''. – M.Sh

''There is a need for structuring and cultivating the mindset of the students because they have a lot of ideas but lack knowledge on how to do it''. - M.C

''Technology is game-changing, and we should definitely take advantage of it instead of resorting to the traditional way of teaching: using books etc.'' - G.Pap.

For further information, to be provided on the implementation of the Focus Group, you can use the following box:

/

Partner	Regional Education Directorate of Peloponnese
Country	Greece
Place where the focus group has been held	Online Zoom meeting
Date	13-3-2022
Start time	16:00
End time	18:00
N° of Participants	Six

Profile of participants:

Participant (please, write just the initials)	Type of stakeholder	Short description
1. A. Ch.	Teacher	Teacher of Science in High School
2. Chr. St.	Principal	Principal in 1st High School of Kalamata
3. S.Ev.	Teacher	Teacher of Economics in High School
4. MP.M.	Teacher	Teacher of Foreing Languages (English) in High School
5. G.P	Teacher	Teacher of Economics in High School, ex Coordinator of Economics.
6. N.P	Teacher	Teacher of Economics in High School

Please, report in the following table a synthesis of the main outcomes of the focus groups you held, taking into account the different areas according to the specific questions listed

Key findings on the national curriculum
Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic
According to the focus group participants, the Greek national curriculum is characterised by a top-down approach which limits teachers' scope of action. The content of the curricula proves to be very dense and is characterised by an abundance of compulsory courses which creates great difficulties for the introduction of new subjects. In this context, the introduction of SE and SI as independent subjects is considered very difficult, if not impossible. Students in high school can choose between attending general high schools or vocational high schools. The curriculum of general high schools is already quite demanding. A possibility explicitly foreseen is the teaching of a module on Social Entrepreneurship in the course 'Civic Education' in the first year of high school. The main channel for introducing SI and SE activities in the General High School is the participation in student competitions which are approved by the Ministry of Education. Such competitions are held every year, and the participation of the students is voluntary. The activities take place out of school hours and the success of such activities is left up to the teachers' willingness. In Vocational High Schools the curriculum allows for more SI and SE activities through the Free/Creative Activities and vocational orientation courses, which take place in all classes.
Key findings on the Social Innovation and Social Entrepreneurship

Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic

Teachers were familiar with the concept of Social Entrepreneurship mainly thanks to the activities of non-governmental organisations that have a strong presence in the region and not from the Ministry of Education which provides solely little information about the topic. However, they were not familiar with the concept of Social Innovation.

At the moment, SE-related learning and activities in General high schools happen solely through voluntary participation in entrepreneurship competitions. These are always voluntary and happen through the creation of groups of students dealing with local (mainly environmental) problems. Social innovation, however, has not been introduced at all in high school. Considering time constraints and the fact that the program is already dense in General high schools, SE and SI could only be optional courses and would be on voluntary basis for both teachers and students. In contrast, Vocational Lyceums seem to be the institutional setting for the introduction of such activities, as the curriculum is slightly lighter thus providing for such optional teachings.

In any case, teachers express their willingness to participate in new activities and to be trained in new qualifications, including social entrepreneurship activities. As the most important educational tool, experience-based activities are proposed as teachers consider that action and direct involvement of students are non-replaceable. Student exchanges with other schools that run similar projects are also considered important.

Teachers mentioned that both SE and SI cannot be a stand-alone teaching subject, but rather modules that can be taught in the context of other lessons (science, economics, environmental education) or as a supplement to other teaching subjects.

Large-scale training is needed to teach both subjects, as teachers do not consider them familiar. Additionally, teaching requires an experiential approach. Exchanges of good practices and exchanges between schools in the form of E-twinning are still considered useful.

Key findings on environmental education

Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic

Environmental Education is a frequent subject of study in secondary education, although there is no specific teaching subject dedicated to the topic. However, activities related to environmental education are included in more general subjects (Science, Civic Education, and others). Moreover, Environmental Education is strongly linked to experiential activities, as programmes often provide a connection with the field through school trips and other activities. It is relevant to note that the activity of the Environmental Education Centres has been particularly helpful in the students' understanding of environmental issues as these centres run programmes and experiential activities on sustainability.

Ultimately, participation in environmental activities is extremely interesting for students. However, the pressing context of the general High School and the focus of students on admission to universities through examinations limit their participation.

Needs, skills, and innovative suggestions

Please report if there were any emerged needs for tools or for developing more skills during the session

- The training of teachers on social entrepreneurship and innovation was considered necessary by the teachers of the focus group, especially for the subject of social innovation since teachers were unaware of the exact definition of the concept.

Please, report at least 3 quotes supporting the views expressed by the participants

1. "..it is difficult to implement Social Entrepreneurship activities, as high school students are mainly focused on studying for the exams…"
2. "…What is the exact meaning of Social Innovation? "
3. "We as teachers have heard of social entrepreneurship mainly through the activities of non-governmental organisations in our town…"

For further information to be provided on the implementation of the Focus Group, you can use the following box:

A key finding of the focus group was the clear distinction in knowledge between environmental education and education in social innovation and entrepreneurship. Indeed, the participants answered the relevant environmental education questions with ease and had many personal references to activities they had carried out in the past and in the current school year. When it comes to SE and SI, the picture was really different. The rationale behind that is that teaching activities and involvement related to the subjects is purely voluntary and happens solely when teachers and students decide to voluntarily dedicate some of their time.

Partner	CSC Danilo Dolci
Country	Italy
Place where the focus group has been held	Via online Zoom meeting
Date	16/05/2022

Co-funded by the European Union

Start time	15:00
End time	16:15
N° of Participants	6

Profile of participants:

Participant (please, write just the initials)	Type of stakeholder	Short description
1. GM	Teacher	French teacher in Milan, for middle and highschools
2. MG	Teacher	Humanities teacher in both middle and highschools, in Emilia Romagna
3. GR	Teacher	Humanities teacher in both middle and highschools, in Toscana
4. SL	Teacher	Humanities teacher in highschools, in Palermo jail
5. ES	Teacher	Teacher in middle school in Milan
6. GG	Teacher	Humanities teacher in both middle and highschools, in Piemonte

Please, report in the following table a synthesis of the main outcomes of the focus groups you held, taking into account the different areas according to the specific questions listed

Key findings on the national curriculum
Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic
A Focus Group (FG) discussion (via ZOOM) was used to gather data from the target group due to the coronavirus situation and resulting restrictions and also because most of the teachers are from Palermo but not in Palermo: we covered a great amount of regions and also both middle and highschools curriculum for the experiences of the teachers interviewed. All questions, especially probing ones, were addressed in a non-directing neutral way and facilitating the open reflection on all kinds of subtopics and personal opinions.

The main important outcome of the interview was the actual situation of the Italian curriculum: environmental education falls within the Civic Education subjects, that is taught for 33 hours per year and that consists of 3 modules:

- Digital citizenship
- Constitution and legal knowledge
- Environmental education

There's no indication on how much of these 33 hours dedicate and all the teacher of every subject should take the responsibility of touching some topic. Most of them dedicated their time in environmental education.

The program is usually decided by "consiglio di classe" at the beginning of the academic year, and checked and the end.

Key findings on the Social Innovation and Social Entrepreneurship

Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic

All the teachers involved were really committed and very informed on the topics. The FG has been extremely participated thanks to their knowledge. Only on the SI and SE there were some doubts, not on the definitions that were actually correct, but on the proper link that could be there between these concept and school. Also most of the teacher are of humanities so they don't teach SI and SE except if it is part of the educational curriculum of certain schools – eg. Technical schools.

They all saw the potentiality of linking SI and SE with school, environmental education and the local context and suggested it could be something to underline to students in order for them to see the possible future outcomes of their career

Also they think it is very important to link school with local realities and make students meet other institutions or stakeholders or also be part of projects that allow them to study also outside those morning hours and that enclosed context. It would also be very important to have specific actor leading the projects.

Key findings on environmental education
Summary of the main outcomes: please, describe the main outcomes of the interaction of the participants relating to the questions on this topic
Environmental education is highly demanded by students of all age: they are well informed, well aware and also a bit critic about what previous generations have made or haven't made. It is for teacher a big challenge to fill that need also with the urge to make the impact clear and to keep hopes high. At the same time it is difficult for them In certain context to make the whole picture clear regarding the importance of single action. The all agreed on the topic being known but also on the lack of real deep knowledge. Environmental education allows also teachers to perform reality tasks – as they called them - : it gives them the chance of break the walls and make a clear connection between what they teach and why in reality those things are important. Eg. If they talked in classrooms of plastic pollution, the general reality rule is to give up on plastic bottles.
Needs, skills, and innovative suggestions
Please report if there were any emerged needs for tools or for developing more skills during the session
Teachers all expressed the needs for reliable materials, reliable scientific datas and also to work sinergically with the local context. To cooperate with new and external reality, that are focused on that. They also expressed the needs to use a different method that doesn't involve giving grades and to work outside. Finally it was very important in the discussion to involve students in the process of decision making.
Please, report at least 3 quotes supporting the views expressed by the participants
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Report on the results of the interviews

Partner	CARDET
Country	Cyprus

Place where the focus group has been held	Via telephone due to Covid – 19
Date	01/4/2022, 04/04/2022, 06/04/2022, 15/04/2022
Start time	4 hours in total
End time	N/A
N° of Participants	4

Profile of participants:

Participant	Type of stakeholder	*Short description of their profile*
1. K.G	Policy maker	First Education Officer, Department of Secondary Technical and Vocational Education and Training, Applied Arts and Product Design
2. M.E	Policy maker	Educational Planning Officer, European and International Affairs, Lifelong and Adult Education Office
3. K.P	Policy maker	Coordinator of In–Service Training Programs of Entrepreneurship in Education and a Coordinator of In–Service Training Programs for School Leaders, serving the Cyprus Pedagogical Institute
4. E.C	Policy maker	Education Officer, Department of Secondary Technical and Vocational Education and Training

You should report the summary of all the four interviews in one template: please, make sure to state clearly who (by initials) is expressing ideas and thoughts.

Key findings on the national curriculum
Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic
An introduction of SE and SI courses in Cypriot public high schools appears difficult considering that demands should be made way in advance in order to potentially make changes to the curriculum. Implementing SE and SI to the curriculum could anyway not be considered in the senior year of high school due the Pangrupian exams that demand a considerable amount of time already. However, these subjects could potentially be taught in the first year of general high school and in vocational high schools (K.G & K.A). However, even in these circumstances

challenges will emerge, as mentioned below due to the bureaucratic process necessary to add new subjects to the curriculum and the absence of staff trained in the specific fields (all).

Key findings on the Social Innovation and Social Entrepreneurship

Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic

Social entrepreneurship is not an unknown concept for the Pedagogical Institute of Cyprus and the Ministry of Education of Cyprus. Indeed, some teachers in different levels of the Cypriot education system have been trained on the subject of entrepreneurship with a special emphasis on the skills and competences that students should develop to grasp the subject. Beyond entrepreneurship, teachers were introduced to the concept of social entrepreneurship. Implementation of these teaching in entrepreneurship-related competencies was possible in accordance with educational expectations of some vocational high schools (KG & AK & E.C).

Consequently, besides some vocational schools that provide competencies related to social entrepreneurship (incorporated to their core course such as fashion design), the promotion of SE and SI in schools is currently only done through the participation of groups of students in competitions related to the topic or through workshops held by EU funded programs.

According to the interviewed, entrepreneurship can be taught through the core subjects of the school curriculum as subsections but not as a subject of its own. In addition to that, there is a need to identify how it should be introduced without overloading the students that already have a demanding program (all).

Last but not least, efforts for spreading SE initiatives were initiated in 2012 by the Ministry of Education of Cyprus and were since then extended to a wider audience by the Ministry of Commerce and Energy of Cyprus notably through funding opportunities for social start-ups since 2015. However, the biggest impediment to the implementation of SE and SI as separated subjects in the school curricula remains the one caused by long bureaucratic processes (all).

Key findings on environmental education

Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic

Overall environmental education is promoted from a very young age and is consequently well integrated to the general program of secondary schools. Several core subjects include sections related to environment in general and climate change. Moreover, students are introduced to nature through group study activities and experiential activities: environmental workshops outside of class have been developed in accordance with the school's infrastructure (e.g., gardening and cultivation of herbs in the school's areas). However, these environmental related activities are solely implemented by teachers who are willing to provide extra effort and time after school hours.

Needs, skills, and innovative suggestions

Please report if there were any emerged needs for tools or for developing more skills during the session

- Need to develop training material on how to further educate students on the topic (guidelines, processes, and examples of activities that could be implemented)
- Skills and competences related to the topic should include the followings:
  - Team building activities
  - Acknowledgement of social impact and how a student can quantify this impact
  - Critical thinking and risk management of the students entering the labour market as employees
  - Teaching methodology development through Virtual reality booth technologies.
  - Preparation / creation of several experimental workshops (problem-based learning methodology and games)
  - Creation of training material for teachers

Please, report at least 3 quotes supporting the views expressed by the participants

''Deliver social greatness to society and planet in general''

''Sxoli Agiou Lazarou, Larnakas won the 1st prize in providing an environmental solution within the concept of social entrepreneurship in 2021''

''Social enterprises' statute is pending for voting at the House of Representatives since 2015''

Partner	Regional Education Directorate of Peloponnese
Country	Greece
Place where interviews have been held	In person (D.E) and Via telephone (others)
Date	15/4/2022 – 30/4/2022
Start time	
End time	
N° of Participants	One per interview

Profile of participants:

Participant (please, write just the initials)	Type of stakeholder	Short description of their profile
1.D.E.	Policy maker	Regional Education Director
2.T.M	Policy maker	Regional Education Director
3.CH.A.	Policy maker	Counsellor in Education Policy Institute
4. G. K.	Policy maker	Regional Education Director

You should report the summary of all the four interviews in one template: please, make sure to state clearly who (by initials) is expressing ideas and thoughts.

Key findings on the national curriculum
Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic
The Greek general high school curriculum is quite dense, thus not offering much room for the introduction of new subjects (DE, TM, CH.A). However, the curriculum of vocational high schools is relatively lighter, allowing the teaching of different subjects. Social entrepreneurship and social innovation could be taught in this context (DE, TM, XX). Similarly, it is possible to introduce such activities in the skills workshops in the third grade of the upper secondary school (DE, TM). Overall, the process of introducing a social innovation or social entrepreneurship course is dependent on political will. As a result, introducing them as distinct subjects in the Greek school curriculum is extremely difficult. (DE, TM)
Key findings on the Social Innovation and Social Entrepreneurship
Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic
Social entrepreneurship and social innovation as educational subjects are certainly in line with the national strategy and could be introduced in the curriculum in some way, but it is something that has not yet been addressed (D.E.). Unfortunately, there is not enough time within the already dense program to introduce them as separate educational subjects; time that could be allocated to teaching such subjects could not exceed one hour per week, especially in high school (all). Overall, there is more scope for implementing social entrepreneurship and social innovation activities in vocational high schools (T.M.).
Up until today, the promotion of SE and SI projects in schools is done through the voluntary participation of groups of students in social innovation and entrepreneurship competitions. A prerequisite is the creation of a team and the willingness of teachers and students to invest time and effort in preparing their proposals (D.E.), (G.K) When participating in competitions, students

often choose to create virtual enterprises on topics related to environmental problems. It is common for such virtual enterprises to do quite well in these competitions (G.K).

Key findings on environmental education

Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic

Environmental education has been an integral part of the secondary school curricula for several years. It is not a distinct subject. Indeed, it is taught as a subtopic in a variety of courses. Physics, biology, and mathematics chemistry are subjects that most frequently encompass, amongst others, environmental education (climate change and environmental protection). (DE), (CH.A).

Moreover, environmental education does not follow the traditional way of teaching. Indeed, it is taught through projects and group experiential activities. Often students participate in practical group experience in the field in which they can realise the importance of the environment in their daily life. (T.M.) Teachers are free to choose activities that can be completed within the time allocated. However, there is without a doubt room for improvement in terms of support and materials provided (DE).

Needs, skills, and innovative suggestions

Please report if there were any emerged needs for tools or for developing more skills during the session

- The need to fit the curriculum: it would be easier to introduce the subjects in the third grade of junior high school and in the first grade of vocational high school as there is more flexibility in the curriculum in these cases.
- The need to train teachers in environmental education, social entrepreneurship, and innovation.
- Recognition of qualifications and skills gained from the training, would be important motivators for teachers to implement voluntary initiatives in SE and SI.
- The possibility of online or hybrid training in these subjects could be considered.

Please, report at least 3 quotes supporting the views expressed by the participants

"Environmental education has a long history in the Greek educational system" (T.M) .

"Social entrepreneurship, in my opinion, is a subsector of entrepreneurship that should be included in economic education" (DE).

"Education in social innovation and innovation in general has been introduced only through the JA Greece competition" (D.E.).

"Teachers must be motivated to participate in such activities" (all).

"I believe that providing training would be hugely helpful" (CH.A).

Italy

Partner	CNR-ITD
Country	Italy
Place where the Interview has been held	CNR-ITD Area della ricerca, via Ugo la Malfa,153 90143 Palermo –Italia Due to Covid-19 restrictions, the most interviews were conducted in online mode, just only one it was conducted in presence.
Date	April 2022
Start time	
End time	
N° of Participants	4

Profile of participants:

Participant (please, write just the initials)	Type of stakeholder	Short description of their profile
1. G. M	Policy maker	She works at the Italian Ministry of Education
2. E.G. M	Social entrepreneur	He is an innovation manager; his enterprise, Ceformed, works in the digital world with a particular attention to the development of systems and services for the environment and social innovation
3. G.G		He works at Civita srl and realises European projects oriented to Training and Research activities and promotes programs for workers and companies, on specific sectors such as Agriculture, Food Industry, Tourism, Health, ICT, to improve professional skills.

4. M.R.	Senior Project Manager	She works for the Speha Fresia company that deals with strengthening the citizenship rights of the individual with respect to their own instances of growth and professional development. In particular, she deals with the design, coordination, and management of complex projects on structural funds and social reporting (Social Accountability Report and Ethical Certification).

You should report the summary of all the **four** interviews in one template: please, make sure to state clearly, who (by initials) is expressing ideas and thoughts.

Key findings on the national curriculum

Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic

Regarding this topic, all the interviewees agree that the themes of social innovation and social entrepreneurship should find a stable place in school curricula, starting with elementary schools, and should not be left to the discretion of individual teachers. According to G.G and G.E.M., the school should become a form of organization open to new issues and practices that renews itself from the new needs dictated by modern society and opens itself in a participatory way to the challenges that modernity imposes.

From the point of view of M.R. the Ministry of Education should increase the possibility of activating forms of participation and exchange with communities of operators, principals, clients and other stakeholders, such as to generate factual processes of collaboration and co - design. these paths should be integrated into the curricula of high schools and vocational institutes so as to create stable connections between the productive fabric and the school

Key findings on the Social Innovation and Social Entrepreneurship

Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic

Social innovation and social entrepreneurship are seen as the new frontier for the development and implementation of new ideas that result in new products, services and business models that aim to meet social needs and create new relationships or collaborations in the social sphere, to improve human well-being. According to the interviewees, focusing on these two topics is essential in modern society to generate new opportunities for young people.

According to M.R, who works with young people entering the world of work, it is important that schools offer students spaces to identify social needs that have not been met or have not been adequately met; formulate new solutions and evaluate their effectiveness.

According to G.G social innovation in Italy presents many challenges: the ageing population, the increase of chronic diseases, high unemployment, and the management of migration flows) and is finding it difficult to respond to these difficulties, having more than one third of young people

between 20 and 34 years old not working nor attending education or training (NEET) and a decline in social trust and political participation.

In this scenario, social innovation if cultivated from the school years and in particular in secondary school can make an important contribution, mobilizing the best resources and creativity of young people, creating new collaborations and proposing new ways to address and solve problems.

Key findings on environmental education

Summary of the main outcomes: please, describe the main outcomes relating to the questions on this topic

The challenges of the modern world require us to confront social problems such as slow economic growth, financial instability, political unrest, hunger, poverty and disease that must be addressed and require new forms of responsibility and awareness. Innovation and the application of new knowledge cannot therefore be separated from an understanding of humanity's new needs and the need to respond to these challenges in an ethical and sustainable manner.

All interviews carried out allowed us to define a common definition of environmental education, which is considered by all the interviewees to be an interdisciplinary topic and it is necessary to approach it as a whole by treating it from several points of view. This allows for a learning experience that spans the various school subjects and can be taught with various teaching techniques that are also based on practical activities and on the territory.

According to E.G.M., environmental education in students can encourage the development of sensitivity, awareness, understanding, critical thinking, and problem-solving skills as it encourages them to cultivate environmentally sensitive values and build environmental ethics.

According to MR, modern society has new needs and new challenges to face, and the many phases the many phases of transition and change necessitate new pathways and the teaching approaches that can expand potentials of young learners, to do this it is necessary to pay great attention to schools by introducing factors of greater flexibility of interventions so as to respond in a timely manner to the changing world

Needs, skills, and innovative suggestions

Please report if there were any emerged needs for tools or for developing more skills during the session

Interviewees believe that we think new technologies developed by companies in order to promote the themes of the project can be real engines of growth, as the opportunity to access systems that support innovation in the fields of environment, culture and education not only help companies to grow but also society to prosper.

In this new context, it is necessary that young people acquire new skills both practical and theoretical to meet the new needs that the civil society requires.

It would be necessary to activate forms of in-service training for teachers to create pathways and targeted interventions for the development of new skills that allow the creation of projects within schools oriented to change and the implementation of topics. this would make it possible to

enhance the opportunities offered to young people who want to create new professional outlets in the field of cultural enterprise, social economy, environmental resources, new energy sources, information technology and new forms of communication.

Please, report at least 3 quotes supporting the views expressed by the participants

G.M: "Environmental education for young people provides the basis for understanding the environment and our relationship to it and can provide opportunities for pupils to engage in experiences that foster the development of values, attitudes and positive actions."

E.G.M . "Social innovation is a process of change that leads to new solutions to emerging social needs and schools must become the starting point of this revolution."

G.G "It is very important that students get close to the big problems of the society they live in, only then can they have the desire to change and improve their lives and the lives of others through concrete actions. In order to become a social entrepreneur, new technologies are fundamental, allowing them to connect with the community and share global solutions"

Report on the results of the surveys

Cyprus

| General informations about the participants |
|---|
| The survey was completed by **39 students** from the **Junior high school of Nicosia, Cyprus**. Most of the respondents fell in the **age-group of 18 years old** (59.0%), followed by the **age-group of 16-17 years old** (41.0 %). Almost two thirds of the surveyed consider themselves as **females**, and 30.8% as **males.** |
| **Key findings on the interest toward the subjects** |
| The students displayed a strong interest in environmental issues and education, and in getting to learn more about SE and SI; topics which they only know little about. However, despite an interest in environmental issues, most of the respondents declared that they do not see themselves working in the environmental field, and almost half were not keen on creating a business intended to tackle environmental issues. Additionally, the survey showed that students are not familiar with SE and SI. |
| **Key findings on the knowledge of the subjects** |
| If environmental education is known by students, the survey showed that students are not familiar with SE and SI. |
| **Analysis of the data (please include also charts and a narrative analysis of the data)** |
| Students consider environmental issues a priority (87.2%), are generally interested in environmental education (71.8%) and would like to study it more at school (76.9%). When asked what local environmental problems they would like to solve, garbage (74.4%), poor waste management (66.7%) and pollution in rivers and sea 71.8%) were the ones that were cited the most by students.

 Only around a quarter of students were aware of what Social Innovation (SI) and Social Entrepreneurship (SE) are (respectively 28.2% and 23.1%), which can explain why only 15.4% of respondents expressed their interest to create their own business for tackling environmental issues (see *pie chart 1).* |

9. Are you interested in creating your own business for tackling environmental issues?

39 responses
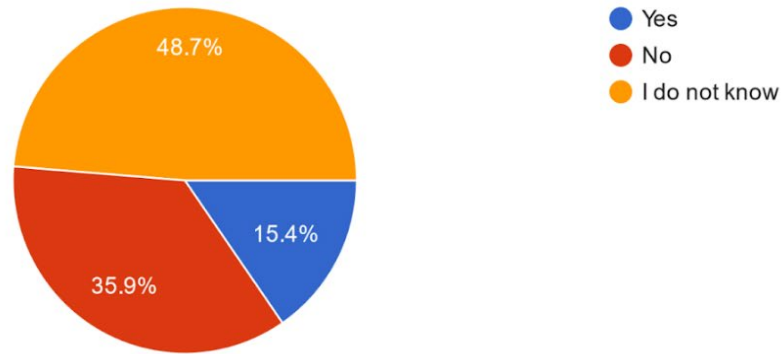
Pie chart 1: Students' interest in creating their own business for tackling environmental issues

Although they do not know what these subjects are, more than half of the students showed their **interest to have topics related to SI** (61.5%) **and SE** (53.8%) **integrated into their school programs** (see *Pie chart 2&3)*

14. Would you like your school programme to have a topic related to Social Innovation?

39 responses
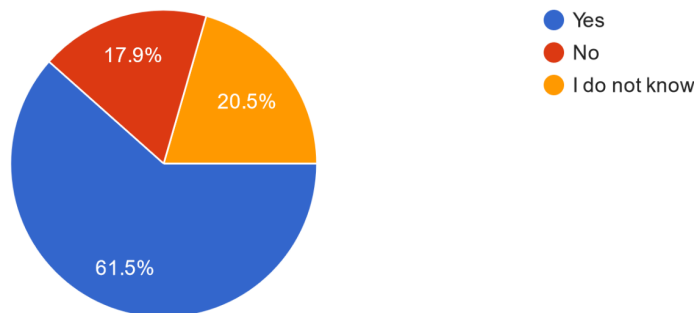
Pie chart 2: Interest to have a topic related to Social innovation in the school program

Co-funded by the European Union

13. Would you like your school programme to have a topic related to Social Entrepreneurship?
39 responses
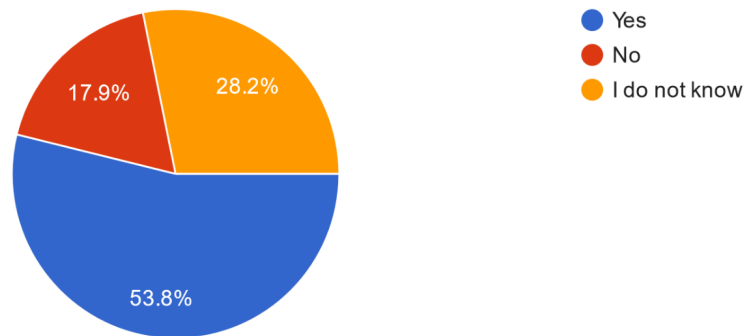
Pie chart 3: Interest to have a topic related to Social entrepreneurship in the school program

Finally, students chose **videos** (46.2%), **books** (43,6%), **listening to professors** (43,6%), and **in groups** (43,6%)as their favourite ways of learning, and suggested that teachers and school directors should **listen more to students' desires** (56.4%) and **give more free time to discuss** (56.4%).

Needs, skills, and innovative suggestions
- Teach students about SE and SI   - Listen to students' desires   - Give more free time to students to discuss these topics   - Use appropriate format (videos, books, in groups, listening to professors)
Please, report at least 3 quotes (if there's any interesting quote in the open questions)
/

Greece

General information about the participants
The survey was completed by **23 students** from the **First High School of Kalamata, Greece**. Most respondents fell in the **age-group of 16 years old** (60.9%), while 30.4% were **under 16 years old** and the other 8.7% left were **over 16 years old**. The greatest share of respondents identified themselves as **females** (60.9%), and the rest as **males (39.1%).**

Key findings on the interest toward the subjects

Students displayed a great interest in Environmental Education. Almost all are interested in this subject and would like to have a separate environmental education course in high school. Additionally, although they lack understanding of the concepts, students expressed an interest in social entrepreneurship and social innovation. Overall, students have interest in being taught all three subjects: environmental education, SI and SE.

With regards to alternative learning methods, students demonstrated higher interests in **group work**, teaching **outside of the classroom**, and playing **games.**

Key findings on the knowledge of the subjects

If students are well-aware **of the importance of environmental education**, they are however **unfamiliar with the concepts of social entrepreneurship and innovation.**

Analysis of the data (please include also charts and a narrative analysis of the data)

Environmental Issues and Education

Students consider environmental issues a priority (95.2%), are generally interested in environmental education (91.3%) and would like to study it more at school (91.3%).

When asked what local environmental problem they would like to solve, garbage (65.2%), poor waste management (60.9%) and pollution in rivers and sea (52.2%) were the ones that were cited the most by students. It should be noted that the issue of garbage management has been of concern in the Peloponnese region for many years and it is to be expected that there is an increased sensitivity among students.

Social Entrepreneurship and Innovation

Only 21.7% of students were aware of what Social Entrepreneurship (SE) is and 34.8% of what Social Innovation (SI) is which can explain why only 8.7% of respondents expressed their interest to create their own business for tackling environmental issues (see *pie chart 1).*

Are you interested on created your own business for tackling environmental issues?
23 απαντήσεις
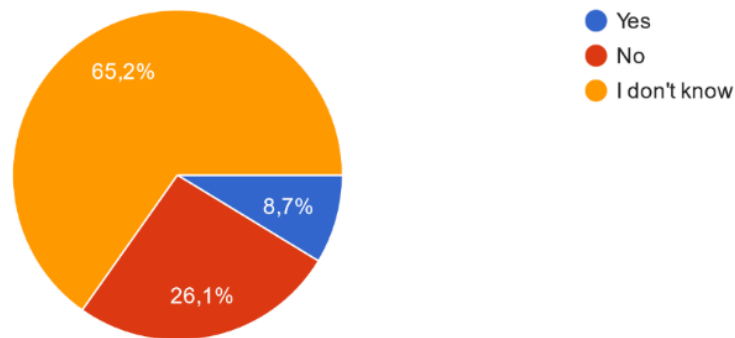
- Yes
- No
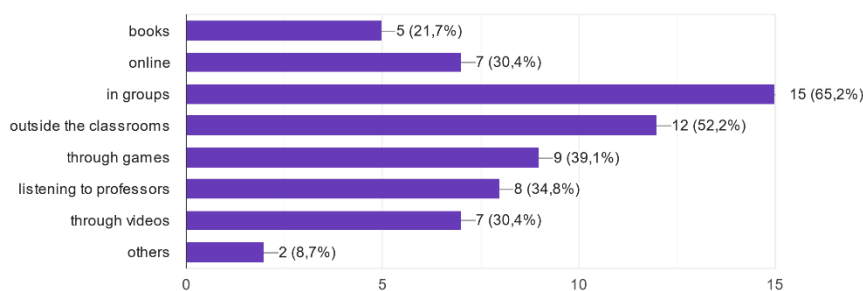- I don't know

65,2%
8,7%
26,1%

Pie chart 1: Students' interest in creating their own business for tackling environmental issues

Although they do not know what these subjects are, around two thirds of the students showed their interest to have topics related to SI (65.2%) and SE (69.6%) integrated into their school programs

Finally, students chose **group teaching** (65.2%), **outside the classroom** (52.2%) and teaching through **games** (39.1%) as their favourite ways of learning (see *bar chart 1*), and suggested that teachers and school directors should put a greatest emphasis on **two-way communication** and **be more trained** on the specific topics of environmental education, SI and SE.

What is your favourite way of learning? You can select more than one
23 απαντήσεις

books	5 (21,7%)
online	7 (30,4%)
in groups	15 (65,2%)
outside the classrooms	12 (52,2%)
through games	9 (39,1%)
listening to professors	8 (34,8%)
through videos	7 (30,4%)
others	2 (8,7%)

Bar chart 1: Students favourite ways of learning

Needs, skills, and innovative suggestions

- More environmental education in high schools
- Students' increased familiarisation with the concepts of social entrepreneurship and social innovation

- Develop experiential and game-based learning techniques
- Train teachers need to have the necessary knowledge on the three subjects and skills to teach with the aforementioned techniques
- Raise awareness on how SE and SI are useful tools to solve specific environmental issues

Please, report at least 3 quotes (if there's any interesting quote in the open questions)

/

Italy

General information about the participants

The survey was completed by **21 students** from **10 different high schools in Palermo, Italy.** All respondents except two, fell within the targeted age group of 14 -18 years old (the two students considered outside the targeted age group still conformed to the most important feature which is to be enrolled in an Italian high school curriculum.

Most respondents identified as **females** (57.1%), followed by individuals identifying as **males** (33.3%). The rest of the surveyed (9.6%) **identified as others** or **did not want to share** this information.

Key findings on the interest toward the subjects

Findings from the survey do not only highlight a great interest for the topic of environmental education but also highschoolers' willingness to study environmental issues more in-depth. A small share of them even considers the possibility of, in the future, owning a business intended to tackle environmental issues. When it comes to Social Innovation (SI) and Social Entrepreneurship (SE) students display a significant interest to learn about it in the school curriculum. Overall, most students suggested that they should be given more free time to discuss these topics and that their desires gravitating around environmental issues, SE and SI should be more listened to by school officials and teachers.

Key findings on the knowledge of the subjects

If environmental issues and education are well-known to all students interviewed, only a few knew about the fields of Social Innovation (SI) and Social Entrepreneurship (SE). Moreover, despite existing knowledge on environmental studies, the field is not one in which the majority of the interviewed wish to be working in. For those wishing to, it is primarily a voluntary work that they would like to undertake. These results highlight a seeming absence of knowledge with

regards to professional opportunities in the environmental field, and an even greater one when it comes to job opportunities that combine environment with social innovation and entrepreneurship.

Analysis of the data (please include also charts and a narrative analysis of the data)

Environmental Issues and Education

Students consider environmental issues a priority (90.5%), are globally interested in environmental education (90.5%) and would like to study it more at school (96.2%). When asked what local environmental problems they would like to solve, **pollution in rivers and sea** (33.4%), **poor garden and green area management** (23.8%), and **garbage** (14.3%) were the ones that were cited the most by students.

Social Entrepreneurship and Innovation

Only around a quarter of students were aware of what Social Innovation (SI) and Social Entrepreneurship (SE) are (respectively 38.1% and 14.3%), which can explain why only 23.8% of respondents expressed their interest in creating their own business for tackling environmental issues*.*

However, although they do not know what these subjects are, more than half of the students showed their interest to have topics related to SI (76.2%) and SE (71.4%) integrated into their school programs (see *Pie chart 2&3*)

12. Would you like your school programme to have a topic related to SI?
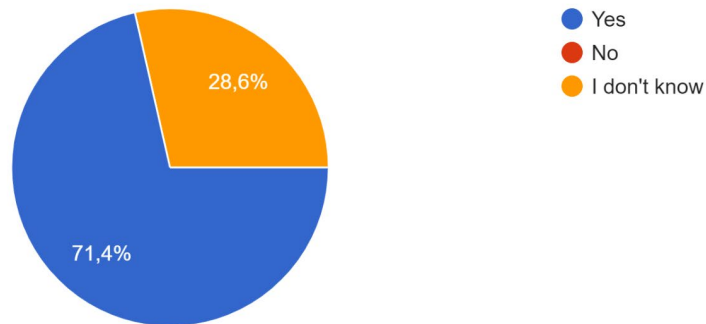21 réponses
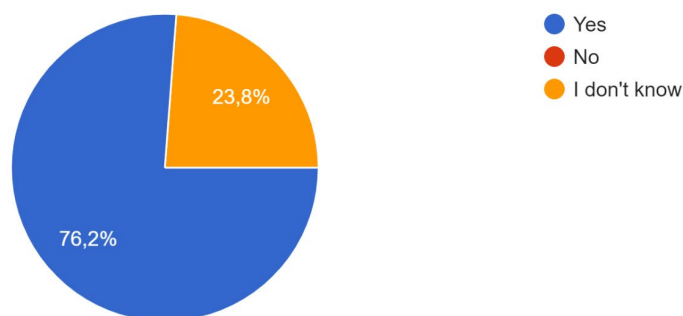
Pie chart 2: Students' interest to have a topic related to Social Innovation in the school program

12. Would you like your school programme to have a topic related to SE?

21 réponses

Legend: Yes, No, I don't know
28,6%
71,4%

Pie chart 3: Students' interest to have a topic related to social entrepreneurship in the school program

Finally, students cited **books**, **group settings** and **outside of the classroom** (all with 61.9%), followed by **videos** and **online** (57.1% each) as their favourite ways of learning (see *bar chart 1)*. They also suggested that they would not only like **their desires to be more considered** by school officials and teachers but also to be **given more free time to discuss the topics** covered in the survey.

12. What is your favorite way of learning? You can select more than one:

21 réponses
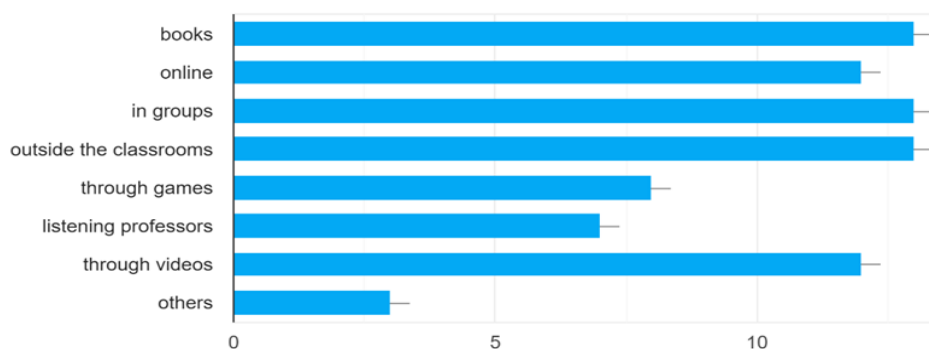
Bar chart 1: Students' favourite ways of learning

Needs, skills, and innovative suggestions
- Focus on environmental problems at the local level   - Bring knowledge on how Social Innovation and Social Entrepreneurship are sustainable business models to tackle environmental issues   - Introduce high school students to the topic of SI and SE and develop their entrepreneurial skills – both hard skills and soft skills (allowing them to reflect more on how their entrepreneurial potential could be used towards tackling environmental issues in the community)   - Consider the students' desires mentioned in the survey - learning through group activities, books, videos, activities taking place outside of the classroom, and online content – and students should be given free time to discuss these topics.
Please, report at least 3 quotes (if there's any interesting quote in the open questions)

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Conclusions

The intention of this general report was to acquire and provide a thorough understanding of not only the state of the art of both environmental education, social innovation, and social entrepreneurship education in high schools' curricula, but also feasible means of implementation of a high school educational program intended to foster green social innovation and social entrepreneurship in four European countries: Cyprus, Estonia, Greece and Italy. The methodology combined desk research, per-country field research including focus groups on zoom with teachers, per-country interviews of policymakers and other stakeholders in the field of social entrepreneurship and innovation, and the conduction of an online survey targeting the principal beneficiaries of the project, i.e., high school students.

 At the European Union level there is, to date, seemingly no policy framework for the promotion of social entrepreneurship, social innovation, and environmental education altogether. Nevertheless, the European Commission funds a variety of initiatives that touch upon these three different fields. The EU-funded eTwinning platform proves to be an example of the unique tool offering opportunities for initiatives combining all three aspects. At a national level, the state of the art varies significantly from one country to another. While environmental education seems to be well settled, social innovation and social entrepreneurship are struggling to find a place in the school curriculum of all four countries. Indeed, in all four countries, environment education is an integral part of school programs following a horizontal and interdisciplinary approach and, even a subject of its own in Cyprus. However, when it comes to SI and SE the picture differs considerably: from opportunities to touch upon the topic of entrepreneurship and innovation, but without its social dimension in Cyprus

and Estonia, to non-mandatory SI and SE activities and competitions proposed outside of the general school curricula in Greece and Italy, our research showed that SI and SE are not yet solidly anchored in the national curricula of all four countries.

Focus groups led with teachers in each countries highlighted common and country-specific needs and concerns. Considering that not all teachers knew about SE and SI an emphasis was unanimously made on the need for reliable training material and tools allowing the acquisition of common background knowledge on SI and SE. Moreover, teachers stressed the idea of resorting to an experiential learning approach (all), with activities happening "outside the school walls" (Cyprus, Italy), organized in partnership with local organizations, fitting in with the local reality, and that do not involve grades (Italy). Concerns arose due to an already dense curricula in general high schools that renders the implementation of a new subject difficult (Greece), or perhaps only during the first year of high school (Cyprus). Thus, it was suggested that SI and SE should be taught as modules incorporated to other lessons rather than a stand-alone subject (Greece), or as part of afternoon clubs (Cyprus). Last, it was suggested that students should be given a voice in the implementation process of the project (Italy).

Interviews led on policy makers and professionals highlighted the necessity for young generations to acquire new practical and theoretical skills that would allow them to address the social challenges that our societies are facing, thus acknowledging the importance of developing green SE and SI education. The significance of developing material, and training teachers on these two topics was unanimously recognized. Nevertheless, similar constraints as those mentioned by teachers arose notably considering the density of the program and long bureaucratic procedures to change it. Suggestions were made by the interviewees on skills and competences that students should develop for green SI and SE: critical thinking and risk management, understanding and quantifying of social impact, virtual reality booth technologies, online and hybrid training, problem-based learning methodology and games.

The survey undertaken among students in Cyprus, Greece and Italy demonstrated similar trends across the three countries. Globally, students consider the environmental issue as a primordial one, have a great interest for environmental education, and would like to study these issues more in-depth. With regards to SI and SE there is general lack of knowledge on both topics, but students showed an interest about their integration in the curricula. This lack of knowledge on these subjects was generally reflected in the low percentage of students interested in creating their own business for tackling environmental issues. Answers concerning the environmental problems students would like to solve shone a light on different area of focus depending on each specific local context, thus underlining the importance of providing a program that can be adjusted to each local context. Learning formats that were recurrent in students' answers across countries were online, in books and videos, in a group setting, and outside of the classroom. Students additionally expressed their

willingness to have their desires listen to, to be given more free time to discuss these topics and to have an approach based on two-way communication.

Overall, answers form all stakeholders who contributed to the elaboration of the report allow to draw some general tendencies in relation to green social innovation and entrepreneurship. The introduction of the topic in high schools appears interesting and essential to all, should be experiential, happen outside of the school walls, the issue targeted should be specific to the local context, and students should be given both time and a voice to express their desires during the process of the project. However, this analysis also allows, through a better understanding of the national curricula in each different countries, to understand disparities in terms of the time available to include SI and SE in the school program. Drawing on the conclusions established by the report, the consortium should be able to provide a training approach meeting both students and per-country specific needs, to cultivate the social entrepreneurship and social innovation mindset of high school students. Ultimately, this will enhance student's motivation to become more community oriented and be actively involved in solving environmental challenges faced by their local communities.