INITIATION

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

Table of contents

The INITIATION project

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

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

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

Introduction

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

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

How to use this document

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

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

1) Desk Research and Needs Analysis – Task 1

Content and objective

The Desk Research is mainly composed of 2 parts. In Part 1, it is possible to find a general overview of the European context regarding High Schools training and curricula in the field of environment, climate change, sustainability, Social Innovation (SI) and Social Entrepreneurship (SE), and EU initiatives and projects related to the aforementioned topics. In Part 2, the focus of the research was on the national contexts of the 4 European partners(Italy, Greece, Cyprus, Estonia) of the INITIATION project in regards with the aforementioned topics; also, Part 2 identifies new developments and trends in Social Entrepreneurship and Social Innovation Training in high schools within the 4 European countries involved in the project, as well as good practices in Social Innovation and Social Entrepreneurship, analyzed step by step in their contents, the needs that they seek to address, the challenging and innovative elements, and useful links in case someone is interested in learning more, or taking inspiration from them. The Needs Analysis directly involved the beneficiaries of the project in the 4 European partner countries of INITIATION, teachers, and trainers, as well as high school students, and therefore in this section it is possible to find the key findings, needs, and the innovative suggestions expressed for tools or for developing more skills during the sessions on the Social Innovation and Social Entrepreneurship and environmental education. In regards to students feedbacks from the 4 European partner countries, they were asked to comment on the interest towards the aforementioned topics, preferences, skills or knowledge they desire to acquire and their preferred ways of learning (e.g., videos, books, and if they prefer more free time

to discuss). The desk research, together with the needs assessment aimed to engage with the direct beneficiaries of the INITIATION project, so as to guarantee the most adequate curriculum for the training, based on the country-specific high schools' curricula, the amount of time foreseen in each country for the implementation of curricular activities on the aforementioned topics, needs, interests and preferences of the students as well as teachers and trainers.

How can you use it in your daily work?

The desk research as well as the needs-assessment met on the one hand the needs of both teachers/trainers and students to gain knowledge on SI, SE and environmental education; on the other hand, the research aimed to examine the deep gaps between the environmental emergencies, and the learning offer in European high school curricula. It is worth noting that the research proves a greater awareness of high school students' needs, that the INITIATION project, and more specifically the INITIATION training curriculum, heard, valued and attempted to address in the best way possible. The detailed examination on students' needs and learning interests brought to a greater sense of empathy and understanding in the teachers and trainers' teaching approaches in regards with specific topics and learning objectives.

How can you use it in the perspective of the training implementation?

Taking into consideration the state of art of the teaching of a specific topic within a specific country, as well as the foreseen time dedicated to a specific type of curriculum might support in predicting possible difficulties, suggesting strategies and solutions. In addition with this, this awareness could help understand the pivotal importance of this training on the one hand, and the need to identify the gaps within the specific educational system and learning offer, and to prioritize them to start addressing them.

Is it possible to use it together with the other resources and how?

It is possible to use additional resources to the ones suggested, but it would be recommendable to deploy resources in line with the outcomes of the Desk Research and the needs-assessment. For instance, if teachers and trainers want to offer some inputs based on previous experiences dealing with SE, SI and environmental education, modifications and adaptations are welcome. The most important aspect is to use additional resources considering the values and the choices inspiring the proposal of the INITIATION's training curriculum.

2) Development of the curriculum or HSS training on SI and SE for solving environmental issues – Task 2

Content and objective

This section represents the core of the INITIATION project and seeks to support teachers and trainers in providing proper material, knowledge, activities in relation with SI and SE, that can facilitate students to be more aware of the environmental issues surrounding them and inspire them to take action. The structure and the objectives of this section sought to respond to the needs expressed by high schools students and teachers to address the aforementioned topics in a very practical way, being it at the structure of the training curriculum that wants to fill the needs' gaps of the high school standard curriculum and change the perspective on very contemporary topics, together with engaging both teachers and students in an innovative way through the implementation of activities and methodological resources.

The whole structure of the training curriculum is divided into 8 modules, and in each of them it is possible to find guidelines in terms of suggested timeframe in which the module can be implemented, but teachers and trainers can adapt them to the needs.

Each module includes an overview of the module and of the learning objective, and also of the structure. 4 submodules for each module follow, where the topic is explained more in depth from different perspectives, and there are some activities that the partnership suggested that can support the implementation of the curriculum.

Here below, it is possible to find the modules and the submodules:

Module 1: **Introduction to Social Entrepreneurship and Social Innovation**
Submodule 1.1 – **What is a social and an environmental problem?**
Submodule 1.2 – **What is social innovation? Best practices and examples**
Submodule 1.3 – **What is social entrepreneurship? Best practices and examples**
Submodule 1.4 – **Who are the social entrepreneurs?**

Module 2: **Environmental and Climate Change Challenges**
Submodule 2.1 - **Introduction to Climate Change: definition and challenges**
Submodule 2.2 – **The Ecological footprint**
Submodule 2.3 - **Sustainable mobility activity**
Submodule 2.4 - **Food, waste, shopping**

Module 3: **Introduction to the design thinking**
Submodule 3.1 – **Introduction to Design Thinking and empathizing**
Submodule 3.2 – **Social challenges/needs definition**
Submodule 3.3 - **Ideation and mindset for creative solutions**
Submodule 3.4 - **Prototype and Testing of new ideas**

Module 4: Application of social innovation and foundation of a sustainable Social Enterprise
Submodule 4.1 - How to apply Social Innovation through collaboration
Submodule 4.2- Initiating a Social Enterprise
Submodule 4.3 -Business models for social enterprises
Submodule 4.4 - Social Business Model Canvas (SBMC)

Module 5: Developing a social enterprise business plan
Submodule 5.1 - Macro-Environment for SEs
Submodule 5.2 - Defining the mission and the vision of a social enterprise
Submodule 5.3 - Promoting Social Value
Submodule 5.4 - How to write a business plan for a SE

Module 6: Measuring social impact
Submodule 6.1 - Defining impact and sustainability
Submodule 6.2 – The Impact Triad
Submodule 6.3 - How to measure an impact
Submodule 6.4 - Let's talk about our impact

Module 7: Communicating your social enterprise
Submodule 7.1 – Identifying the key stakeholders of the social enterprise
Submodule 7.2 – Pitch Writing & Making
Submodule 7.3 –How do I tell a good story?
Submodule 7.4 – How do we promote a SE in the local community?

Module 8: How to handle the organizational aspects of a SE
Submodule 8.1 – Understanding the value of teams in social enterprises
Submodule 8.2 – How to develop workable teams in social enterprises
Submodule 8.3 – The recruitment and management of volunteers in social enterprises
Submodule 8.4 – How to be accountable and follow democratic procedures in social enterprises

How can you use it in your daily work?

First of all, the fact that a structure in modules and submodules is provided could be an opportunity for teachers and trainers to mainly focus on the topics, without making too much effort in managing the time dedicated for each topic, the prioritizing of which aspects of a topic to cover; also, teachers and trainers can benefit from the activities suggested and widely explained, and they do not have to worry about preparing the material and the activities in advance. Furthermore, within each module it is possible to find 4 submodules each, going through the different components of

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the main topic, so as to ensure a comprehensive learning offer of SE, SI and environmental education, as well as a deeper connection with the practical applications of the topics themselves in students' daily lives and local communities. Indeed, the content of the submodules of the INITIATION training curriculum includes case-studies, suggestions to watch movies and videos, so as to guarantee the fun and the constant engagement while learning elements of both teachers and students. Last but not least, the structure of the training curriculum as well as the content within it could inspire teachers and trainers to apply the same methodology and type of content in other subjects, in case they notice that the level of engagement proves to be successful. Also, in the case teachers and trainers notice that the content of a submodule is closely related with a topic covered, or to be covered in future, in other subjects related to SE, SI and environmental education, they could benefit from the suggested training curriculum structure.

In regards with the structure, it will inspire the contents included in Result 2 (R2) (Development of the training curriculum) at a later stage, and that the structure itself could be useful to have an overview and guidelines of the work to be done, as well as the time and modalities foreseen to implement it.

However, it is possible to trace some challenges and possible solutions that the teachers/trainers might face and need to address, and among them:

- It might be difficult to maintain the level of concentration and engagement high in students when following the structure of modules and submodules, due to topics they rarely dealt with, that need to be assimilated and processed. A possible solution to this difficultu might be to always dedicate some time for reflection and brainstorming at the end of each module so that students can feel heard in their needs and attitudes towards the learning of new topics. Also, little breaks from an activity to another activity might be included so as to allow students to take some time and refresh.

- It might be challenging to find room and time in the learning offers of the different national curricula to implement the INITIATION training curriculum. However, a possible solution might be to adapt the suggestions of the INITIATION training curriculum to the local context, and to prioritize some topics over others.

- A possible difficulty that both students and teachers might face is the resistance attitude towards a generally different methodology. Indeed, if most of the classes tend to be held in a classroom with the traditional dynamics of the teacher providing knowledge to his/her students, interactive classes and activities might scare at first, and make students and teachers feel not at ease with the suggested strategies. A possible solution to this scenario might be to introduce the INITIATION training module gradually, to present it in a way that both students and teachers might benefit from the new experience. For

example, during spring and summer time some activities can be held in open spaces, and this might make the learning environment more stimulating and fun for both trainers and students.

Overall, it is possible that teachers and students might encounter difficulties in following the INITIATION training module but Result 2 will provide teachers and trainers with a narration of the different modalities of approach and methodology to implement the activities suggested in R1.

Is it possible to use it together with other resources and how?

It is possible to use the structure and the content of the INITIATION training curriculum, and to modify it or to adapt it according to the ongoing feedback/comments or suggestions on behalf of the students and the teachers/trainers. For instance, in the case students might enjoy an activity more than the others, or seem to be more interested in a topic rather than another, and they express their will to deepen their knowledge on a specific topic, therefore it is possible to adjust the training curriculum. Also, in the case students express their preference of the way learning over another one that was suggested, teachers and trainers can find a way, new tools to provide students with the same knowledge, but using an online platform, or a game. In some modules of the curriculum, alternatives, and suggestions in the way a single activity can be implemented are provided.

Task 2 is closely connected to Task 3, as Task 3 comprises the theoretical foundation and the appropriate training techniques and tools aiming to make the training effective and engaging for students. For this reason, for a deeper understanding of the training structure, as well as the choices of the content, the type of the activities and their structure, it is of pivotal importance to make reference to T3, without which T2 could have not been developed.

3) Development of the training methodology – Task 3

Content and objective

This resource should be considered as a body of practices, procedures and rules suggested, aimed to provide high school teachers with specific methodological approaches for effective blended learning in a classroom and from a distance and plays an important role in delivering the training program effectively. This section is divided into 3 sections.

In *Section 1*, teachers and trainers are provided with practical recommendations on how to engage students in environment-related challenges through Social Innovation/Entrepreneurship curricula, how to keep their motivation high (which

proved to be an essential factor for the success of the training and for students' feeling of being included in the program) as well as the interactivity and the gamification through the employment of digital technology available.

Section 2 seeks to provide teachers and trainers with several teaching styles to choose that proved to be more suitable for today's students, whose learning characteristics are different between students (e.g., individualizing style, personalized teaching etc.). Indeed, using the right styles and methodologies proved to maximize the learning advantages and address the learning challenges of high school students can make all the difference in their learning success. In this part, the strategy through which INITIATION's training module seeks to achieve the learning outcomes is explained. A series of practice-based pedagogies, active learning, design thinking, creative thinking, team working, transformational learning, and online learning pedagogical strategies inspired the design of the INITIATION training and proved to be very effective in enhancing students' concentration, association, and knowledge acquisition, making the teaching more engaging and interesting, because they respect the stages of the learning process.

Section 3 elaborates on the synchronous and asynchronous delivery of the training program and includes the rationale of using the online environment (E-learning platform and mini-games) as the main tools for learning. It is worth mentioning that a web-based Digital Platform for Schools Social Entrepreneurship will support high schools among EU to explore learning and mini games, develop and offer a virtual social enterprises tool aiming to facilitate HSS to solve environmental problems, and promote best practices among European schools. Moreover, it will provide high schools the opportunity to connect and collaborate with the real social entrepreneurship ecosystem both at local/regional and European level, creating communities of practice.

How can you use it in your daily work and in the perspective of the training implementation?

Teachers and trainers can benefit from the suggestion of learning pedagogical strategies, that have been analyzed and tested in their effectiveness in learning environments. In this line, T3 ensures interactivity and the gamification through the employment of digital technology available, which proved to be the preferred ways and tools to learn of today students, with new needs, interests, and challenges. The focus on the type and needs of the targets, the students themselves, enables to build a solid relationship based on trust and empathy between students and teachers and trainers, who demonstrate to value who their students are, and what topics and how they desire to learn them. All the body of practices and suggestions included in T3 seek to give more purpose to the learning process, by respecting students' different stages of learning, and the diversity in the characteristics and the needs of every single student, and this is the reason why T3 contains suggestions on the different styles of learning. The learning framework portrayed in T3 aims to be the most appropriate

possible to make students feel as they are valued, listened, and at the heart of the learning process. Last but not least, the methodology suggested in T3 can also be deployed in the teaching of other subjects of high school curricula in case teachers and trainers realize that proves to be successful and effective in terms of students' engagement and learning.

Is it possible to use it with other resources and how?

It is possible to use other or additional resources besides the ones suggested in T3, but considering that the focus on students' needs and learning preferences has to be at the heart of each teaching choice. In case students express their will or preference to use online platforms, rather than in presence activities, or vice versa, teachers and trainers might do their best to make it happen, if resources and specific conditions for the activity to be implemented exist. Also, during the implementation of the activities it can happen that a teaching style does not suit with the type of students of that specific class; in this case, T3 offers multiple teaching styles for each type of need and interest, and ensuring flexibility in the teaching process can be productive for both teachers and students.

Conclusions

Overall, all the documents contained in Result 1 sought to offer a successful learning path to students, while providing teachers and trainers with proper support, and material, based on the needs and the desires expressed, and the peculiarities of the national high school curricula in which they work. The eight training modules, as well as the suggested teaching methodology structure aim to be the most appropriate learning resources to fill the educational gaps within four European countries in regards with the teaching of environmental education, SI and SE highlighted in the research phase of the project. At the same time, the development of the structure and of the learning objectives of the training modules attempted to align with the objectives of the project, to bring innovation and a holistic methodology, suitable for the new needs, characteristics, and challenges of today's high school students.

However, there might be some factors affecting the implementation of the training modules, at a local level, where each country has to struggle with a certain amount of time to dedicate to the teaching of SE, SI and environmental education. In spite of this, the idea behind the contents of each module was to give teachers and trainers the possibility to adapt the suggested training curriculum to the national, school and students' needs.

Also, teachers and trainers should be prepared to adapt the suggested training curriculum, based on the feedbacks received by students during the implementation of the training modules. For instance, in case students tend to prefer certain types of activities over others, that they seem not to engage them in an effective way, then

trainers and teachers should be prepared to adapt to the interests and preferences expressed. Listening to students' needs and feedbacks could be a unique opportunity to keep them highly motivated, understood, listened and safe to express their ideas, questions, and doubts, and make the learning process in regards with SI, SE and environmental education more effective and engaging. In case students particularly liked an activity or it seemed particularly successful in terms of engagement, teachers and trainers can make sure that type of game/exercise takes place one more time. Hypothetically, trainers and teachers might collect some feedbacks about the way the topics were covered in the first modules, in order to assess the level of engagement and concentration, as well as students' need to deepen the knowledge of a specific topic, or if they express that a specific topic or activity could be more useful to acquire skills and to stimulate their ideas.

In terms of resources offered in Result 1, teachers and trainers could use the theoretical parts, the exercises, and the games in their daily work to explain some subjects related to SI, SE, and environmental education, such as geography classes for example, so as to create a continuity between the innovative sessions on SE, SI and environmental education and the existing learning offer provided to high school students. Also, these types of resources, their structure, contents and learning objectives can inspire trainers and teachers to propose more innovation and new learning methodologies in teaching other subjects.