



Recommendations guide for the exploitation of INITIATION approach (KA220-SCH-E5A7E328)

Result 5- Task 2 (R5-T2)

GENERAL REPORT

June 2024



Co-funded by
the European Union

This Recommendations guide was developed in June 2024 by

Ilias Papadogiannis, PhD, (PELOPPDE).

Reviewed by

Catherine Sotiropoulou (UPATRAS),

Vasilis Gkamas (CTI).





PARTNETS

PERIFEREIAKI DIEFTHINSI PROTOVATHMIAS KAI DEFTEROVATHMIAS EKPAIDFSIS PELOPONNISOU (PELOPPDE)

INSTITOUTO TECHNOLOGIAS YPOLOGISTONKAI EKDOSEON DIOFANTOS (CTI)

PANEPISTIMIO PATRON (UPATRAS)

CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI (CSC)

CONSIGLIO NAZIONALE DELLE RICERCHE (CNR)

VÄNDRA GÜMNAASIUM (VANDRAGYM)

CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CARDET)

CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET

THE JUNIOR SCHOOL (TJSS)



Contents

Introduction.....	4
The INITIATION project and its results	5
Project results.....	5
Purpose and objectives of the INITIATION exploitation plan	6
Target groups and tools	7
Method and data acquisition	8
Proposed Exploitation Activities	9
Exploitation Activities	9
Exploitation Timeline.....	13
General recommendations for enhancing the sustainability and exploitation of the project results and outcomes.....	14
Findings per country	16
Italy.....	16
Greece.....	17
Cyprus	18
Estonia	19
Recommendations per Country	20
Italy.....	20
Greece.....	22
Cyprus	23
Estonia	24



Introduction

The "**Recommendations Guide for the Exploitation of the INITIATION Approach**" addresses the growing need for integrating social entrepreneurship and social innovation into high school curricula across Europe. The necessity of this plan stems from the urgent need to empower students and teachers to develop sustainable solutions to environmental problems in their communities. By fostering a mindset geared towards social entrepreneurship, the project aims to tackle societal needs and environmental challenges that are often overlooked in traditional education systems.

The **target audience** for this plan includes a wide range of stakeholders: policymakers on school education, regional educational authorities, high schools, higher education institutions (HEIs), regional and local authorities supporting social entrepreneurship and environmental sustainability, and other organizations involved in the social economy and entrepreneurship. By engaging these groups, the plan aims to create a collaborative and holistic approach to integrating the project's results into educational systems and broader social initiatives.

The **intended use** of this guide is to provide strategic recommendations to ensure the sustainability and transferability of the INITIATION project's outcomes across diverse contexts. This involves encouraging stakeholders to leverage the project's results effectively, promoting systemic changes that align with the goals of student empowerment, social entrepreneurship, and environmental sustainability.

The **methodology** for developing this plan involved collecting data through interviews with stakeholders in each participating country. These interviews, conducted in person or via telephone or video calls, gathered insights from policymakers, regional authorities, school principals, vocational training managers, and representatives from the social economy and environmental sectors. Based on structured national reports provided by partners in Italy, Greece, Cyprus, and Estonia, the guide was formulated to address the unique contexts and challenges faced by each nation. This comprehensive approach ensures that the recommendations are actionable and tailored to the specific needs of different educational and social environments.





The INITIATION project and its results

The INITIATION project aims to foster social innovation and social entrepreneurship in high schools and to motivate students to become more community-oriented and actively involved in designing solutions for the environment. The programme also aims to address the problems faced by local communities. Achieving this objective required the development of specific deliverables, as presented below:

Project results

- ✓ The project developed a methodological framework and curriculum (Result 1) for the education and training of high school students in social entrepreneurship and social innovation. This curriculum is tailored to address environmental problems in local and regional contexts, ensuring its relevance and applicability to the specific challenges faced by different local communities. Tailor-made learning resources (Result 2) were created to facilitate the effective participation of high school students in providing solutions to environmental problems through the application of social entrepreneurship models.
- ✓ A web-based Digital Platform for Schools Social Entrepreneurship (Result 3) is developed. This platform serves as a tool to actively support and develop high school students' social entrepreneurship and social innovation thinking. It provides a dynamic and interactive environment for students to explore, learn, and collaborate with their peers and mentors.
- ✓ The curriculum, learning resources, and digital platform were subject to pilot testing in four national pilots. Prior to these pilots, a teachers' handbook (Result 4) had been developed, and high school teachers received training to acquire the necessary skills and knowledge to effectively guide their students in social innovation and social entrepreneurship endeavors. This step ensured that the educators were well-equipped to support and mentor their students throughout the process.
- ✓ Additionally, multiplier events in Greece, Cyprus, Estonia, and Italy were organized. Finally, the INITIATION project provides recommendations for the exploitation of its approach and results (this result, R5).





Purpose and objectives of the INITIATION exploitation plan

The present exploitation plan, referred to as R5, serves as a comprehensive guide aimed at facilitating the widespread adoption and implementation of the INITIATION project's approach and its key results (R1-R4) by relevant stakeholders. This deliverable holds immense significance as it outlines strategic recommendations to ensure the **sustainability** and **transferability** of the project's results and outcomes across diverse contexts.

One of the primary objectives of the exploitation plan is to **encourage** and **empower stakeholders** directly involved in school education, as well as potential multipliers, to **leverage the project's results effectively**. By providing tailored recommendations structured by country, the plan aims to offer specific guidance that resonates with the unique contexts and challenges faced by each partner nation. This targeted approach ensures that the recommendations are actionable and applicable, increasing the likelihood of their successful implementation.

Furthermore, the exploitation plan recognizes the **importance of fostering a broader impact** beyond the immediate scope of the project. By addressing the transferability of the project's results at a more generic level, the plan seeks to facilitate the adoption of best practices and innovative approaches in school education systems across Europe and potentially beyond. This objective aligns with the overarching goal of promoting the widespread use of the project's outcomes by high schools, as well as other relevant stakeholders at various levels, including European, national, regional, and local.

The involvement of stakeholders - such as educational institutions, policy makers, other partners, and the wider community - is sought to ensure that project outcomes continue to produce positive impact to the direct and indirect target groups. It also seeks not only to implement the project results, but also to develop a **sense of ownership of the project results by stakeholders and schools**. By creating strong channels of communication and collaborative relationships, the project seeks to create networks of stakeholders, thus enhancing the reach of its results.

Stakeholder engagement through regular briefings, workshops and consultations seeks to ensure that the results and innovations of the project are shared and adopted by schools and other organisations, fostering





a culture of continuous improvement. Ultimately, the stakeholder approach ensures sustainability and long-term impact, creating a lasting legacy of educational progress.

Target groups and tools

By catering to this broad spectrum of stakeholders, the exploitation plan aims to foster a collaborative and holistic approach to integrating the project's results into educational systems, social entrepreneurship initiatives, and environmental sustainability efforts. This comprehensive approach recognizes the interconnectedness of these domains and the potential for synergistic impact.

The main target groups of this plan are the following:

Policy makers on school education.

This group encompasses individuals and organizations responsible for shaping and implementing educational policies at various levels, be it national, regional, or local. By aligning their policies with the project's outcomes, these policy makers can drive systemic changes that promote student empowerment, social entrepreneurship, and environmental sustainability within school curricula and practices.

Regional educational authorities.

Regional education authorities, as the governing bodies supervising schools in specific geographical areas, can play a crucial role in making the most of the project's results. These authorities can develop and implement region-specific strategies and facilitate the integration of the project's results into local schools and educational programs.

High schools.

As the main beneficiaries of the INITIATION project, high schools will benefit significantly from the recommendations of the exploitation plan. By adopting the project's approach and outcomes, high schools can foster a learning environment that strengthens students' entrepreneurial mindset, social responsibility, and environmental awareness through the adaptation of curriculum, teaching methods, and partnerships with relevant stakeholders, ultimately preparing students to become agents of positive change.

Higher Education Institutions (HEIs).

As multipliers and partners in the education ecosystem, HEIs can use the results of the project in teacher training programs and research initiatives. By promoting interdisciplinary cooperation and knowledge





exchange, HEIs can help to disseminate and enhance the impact of the project, ensuring that future teachers are equipped with the necessary skills to promote social entrepreneurship and innovation.

National, regional and local authorities supporting social entrepreneurship, green practices, and environmental sustainability.

These bodies play a role in promoting an enabling ecosystem for social entrepreneurship, green practices, and environmental sustainability at the national/ regional/ local level. The results of the project can be used to educate young people on social and environmental issues facing their communities.

Other organizations involved in social economy/entrepreneurship.

These organizations, including social enterprises, non-governmental organizations (NGOs) and development agencies, can use the results of the project in their programs and capacity-building initiatives. By integrating project results into their work, they can raise awareness and empower communities to address social and environmental challenges through innovative and sustainable approaches.

Method and data acquisition

The development of this guide has been based on the national reports, which were compiled from a process of interviews with stakeholders in each country. Partners identified and contacted stakeholders in their countries to explore the conditions for the exploitation of project results. Interviews were conducted in person or by telephone or video calls, according to the structured interview template provided by UPATRAS. A fixed number of stakeholders were approached per country. Stakeholders were policymakers, local and regional authorities and regional school authorities, public and private high schools' principals, initial vocational training schools' managers, and higher education institutions, as well as stakeholders from the social economy/entrepreneurship and the environmental sector. Subsequently, the partners PDE-PEL, VANDRAGYM, CARDET, and CSC provided structured national reports on the results of the interviews. On the basis of these national reports the present guide has been developed.

The views of educational experts from countries not participating in the project were also taken into account. They were asked to fill in questionnaires about the project. Positive comments about the INITIATION project





have come from a number of organizations in Malta, Ireland, and Bulgaria, demonstrating its feasibility and possible influence on social entrepreneurship and education. According to comments from a high school and another educational institution in Malta, the project is especially helpful for raising students' digital literacy. Overall, the project appears to be carefully planned and helpful for teachers incorporating sustainable education into their curricula. Both organizations intend to incorporate the project's materials into their curricula, and they also stress the importance of accessibility in order to serve a wide range of students.

Positive feedback has also been received from Bulgaria and Ireland. A social economy stakeholder from Ireland commended the excellent quality of the resources and the interactive characteristics, which should effectively engage teachers and students. The project is regarded as ambitious and important for inspiring high school students to solve environmental problems and engage in social entrepreneurship. The Bulgarian organization plans to incorporate the project outcomes into their VET center courses, highlighting the project's adaptability and flexibility for various learning environments.

Based on the results from the national reports, and the target groups provided by the project proposal, the next exploitation activities were formulated. These activities were linked to specific target groups.

Proposed Exploitation Activities

Exploitation Activities

The INITIATION project anticipates specific exploitation actions designed to engage potential stakeholders. This guide expands on and specifies the activities proposed by the project proposal. In this way, the guide captures and specifies a set of activities that are incorporated into each target audience's outreach strategy.

Policy Makers on School Education

Activity 1.1: Development and distribution of informational material

Objective: To inform policy makers about the results and educational potential of the INITIATION project and provide ways to integrate the project's results into teaching.

Details:





- Newsletters will be produced summarizing the main results and potential for exploitation of the project
- These newsletters will be distributed to national, regional and local education policy makers through email campaigns, policy workshops and training conferences.

Activity 1.2: Workshops and Roundtables

Objective: Engage policy makers in discussions on how to integrate the results of the project into current and future education policies.

Details:

- Organization of workshops and round tables with policy makers to discuss the potential use of the project results.
- Develop a dialogue on how to integrate SE and SI into education policies.

Main tools: newsletters, workshops, email campaigns, telephone calls.

Regional Educational Authorities and counselors

Activity 2.1: Regional Strategy Development Sessions

Objective: To assist regional education authorities in developing local strategies to implement the project's recommendations, to the extent allowed by the education system in each country.

Details:

- Strategy development sessions will be held with the regional education authorities, in which the possibilities of integrating the results will be explored and ways of doing so will be specified.
- Tailored guidance on standards, support structures and integration methods for local schools will be provided.

Activity 2.2: Training Programs for Implementation

Objective: To inform regional education authorities about the skills and knowledge required by teachers to effectively implement the project's results.

[10]



Co-funded by
the European Union



Details:

- Information workshops focusing on the practical application of the project results will be developed and implemented.
- Modules on curriculum development, teaching methodologies and support tools will be included.

Main tools: workshops, online sessions, email campaigns, in-person communication.

High Schools

Activity 3.1: Information campaigns for teachers

Objective: To inform high schools teachers about project's results and the potential use of them.

Details:

- Workshops for high school teachers on incorporating social entrepreneurship and social innovation into their teaching will be organized.
- Educational resources and templates that reflect the project's results will be provided.

Activity 3.2: Student Engagement Initiatives

Objective: To foster a learning environment that encourages student empowerment and responsibility.

Details:

- Extracurricular programs and clubs focused on social entrepreneurship and social innovation projects will be launched.
- Partnerships with local social enterprises and NGOs to provide practical experiences and mentorship for students will be facilitated.

Main tools: workshops, online sessions, email campaigns.





Higher Education Institutions (HEIs)

Activity 4.1: Integration into Teacher Training Programs

Objective: To ensure future educators are trained to promote social entrepreneurship and social innovation.

Details:

- Collaboration with HEIs to integrate the project's results into teacher training curricula.
- Courses and workshops that align with the project's results will be developed.

Activity 4.2: Research projects

Objective: Expand the impact of the project through research.

Details:

- Encourage joint research projects related to innovative educational practices to be taken up by the project.
- Main tools: workshops, online sessions, emails, other academic activities.

Regional and local authorities (supporting social entrepreneurship, innovation, green practices, and environmental sustainability).

Activity 5.1: Participation in supporting initiatives

Objective: Promote an ecosystem that supports social entrepreneurship and social innovation.

Details:

- Cooperation with regional and local authorities to design and implement initiatives for social entrepreneurship and social innovation.
- Partnerships supporting socially and environmentally responsible citizens and students.

Activity 5.2: Public Awareness Campaigns

Objective: To raise awareness about the importance of social entrepreneurship and social innovation and environmental sustainability.





Details:

- Participate in public awareness campaigns using media and community events.
- Highlighting success stories and best practices from the project to inspire local communities.

Main tools: workshops, online sessions, emails, campaigns.

Organizations involved in social economy/entrepreneurship.

Activity 6.1: Participation in capacity building programmes

Objective: To align the project's results with citizens' skills development programmes and enhance their impact.

Details:

- Participate in workshops and training sessions for NGOs and development agencies to integrate project results into their initiatives.
- Resources and toolkits by the project will be provided for capacity building and programme development.

Activity 6.2: Collaborative projects and initiatives

Objective: Participation in projects addressing social and environmental challenges through collaborative efforts.

Details:

- Joint projects and initiatives with NGOs and development agencies.
- Promote the exchange of knowledge and resources to maximize the impact of efforts.

Main tools: workshops, online sessions, in-person participation, campaigns.

Exploitation Timeline



After the end of the project, it is planned to monitor the exploitation activities and their results on a six-monthly basis. Partners from each country are asked to present an exploitation plan, based on this guide, for the next period. At the end of the six-month period, they are invited to present their activities and results.

General recommendations for enhancing the sustainability and exploitation of the project results and outcomes

The main conclusions regarding the strengthening of the uptake of the INITIATION project, as reflected in the national partners' reports, relate both to strengthening cooperation with stakeholders and facilitating the practical teaching use of the platform. The main recommendations and their implementation tools are presented below, grouped according to the project methodology.

- **Integration into the National Curriculum.** For effective use of the INITIATION project, all national reports recommend the integration of the project into existing courses. It is also considered extremely important to explore the possibilities of using the platform by vocational high schools, experimental high schools, and special schools (Greece). Close cooperation with educational authorities and stakeholders on the project is a prerequisite for its smooth integration into the national curriculum, thus enhancing its impact (all partners). Similarly, the majority of the national reports underline the importance of overcoming time constraints for curriculum integration, suggesting partnerships with educational authorities and local businesses to provide the necessary support and resources.
- **Working with stakeholders.** Successful exploitation of the INITIATION project requires strong collaboration with various stakeholders. Reports from Greece, Cyprus and Estonia highlight the importance of working with public and private businesses, local communities, voluntary groups and educational institutions to support the project. Estonia also advocates the involvement of local social entrepreneurs and community leaders and the creation of partnerships with stakeholders to provide practical knowledge and guidance, thus enriching the implementation of the project. It is considered extremely important to incorporate a comprehensive strategy for communicating project outcomes and opportunities to potential stakeholders through the means outlined in this guide.
- **Training and support for teachers.** Providing adequate training and support to teachers is crucial for the exploitation of the INITIATION project. All national reports emphasize the need to train teachers

to use the materials provided effectively and encourage the exchange of good practice among teachers. Estonia echoes this view, recommending comprehensive training sessions to ensure that teachers feel comfortable with the digital tools and project content, as well as ongoing support to help them integrate the project smoothly into their existing curricula.

It should be noted that this suggestion is already covered, as the project has a comprehensive guide for teachers, which introduces teachers to the theoretical background of social entrepreneurship and innovation and describes in detail the necessary steps to use the platform. It also provides a detailed platform and lesson plans, which move progressively from introductory concepts to more advanced ones. It is considered useful to provide teachers with information and practical training on the use of the platform.

- **Accessibility of resources and technical support.** Ensuring accessibility of resources and providing technical support is essential for the exploitation of the INITIATION project. All the national reports stress the need to provide adequate facilities and technical support to schools, especially those without resources. Estonia calls for investment in technical infrastructure, such as computers and internet access for all students and teachers, together with technical support to address problems and maintain student engagement. The accessibility needs of a project such as INITIATION is considered in advance.
- **Student engagement.** Active and practical student engagement is key to the successful exploitation of the INITIATION project (all partners). The Greek report encourages experiential student engagement to raise awareness and inspire action on social and environmental issues. Cyprus commends the use of digital tools, such as mini-games and virtual social enterprises, to enhance student engagement and digital skills. Estonia suggests integrating interactive and multimedia elements to cater for different learning styles, ensuring that all students remain engaged and benefit from the project. In any case, the use of technology and finding additional ways to make the use of the mini-games and platform more enjoyable, such as the use of interactive whiteboards in classrooms, can enhance the student experience, making it easier for students to accept INITIATION.

Findings per country

The data on which this guide is based comes from the national reports (R5-T2) prepared by the partners in each country. The national reports were based on the transcripts of interviews with experts in each country (R5-T1). The national reports provided interesting elements and findings on the project and the proposals for exploiting its results.

Italy

The recommendations from Italy focused on the use of the results of the project at the school level. It is a common finding that in Italy, the issues of social entrepreneurship and innovation are not addressed in schools, only in isolated cases. But they should be part of the school curriculum. The involvement of political actors and decision-makers is necessary. The recommendations, based on feedback from respondents and experiences shared by partners in Italy (CNR and CSC), include the following key points:

Key points:

- The educational material of INITIATION should always be **guided by a trained teacher or educator**. This ensures that students receive guidance from someone knowledgeable and able to effectively convey the material, enhancing the learning experience. It is vital that teachers are trained in the relevant subjects. By providing comprehensive training, teachers can better understand the subject matter and pedagogical approaches, thus improving the quality of teaching and support they provide to students.
- Efforts should be made to **stimulate students' interest before the start of any learning pathway** based on INTITIAION. Attracting students' curiosity and enthusiasm from the outset ensures that they will be more motivated and invested in the learning process, which can lead to better outcomes.
- **Activities should be conducted face-to-face rather than online** to enhance learner engagement. Direct interaction promotes a more dynamic and interactive learning environment, which can significantly improve students' understanding and retention of the material.
- An **intense and time-limited experience is preferable** to spreading the INITIATION training over several months, allowing for comprehensive understanding. Focused, intensive sessions help



students fully immerse themselves in the content, leading to a deeper and more coherent understanding of the subject matter.

- **INITIATION training should be flexible, allowing for smaller segments to accommodate different schedules and topics.** Adaptable modules allow the program to fit into different educational contexts and time constraints, making it more accessible and effective for different groups of learners.
- **Educational resources on the INITIATION platform should be readily available and no registration should be required.** This accessibility removes barriers to entry, ensuring that all students and teachers can easily access the materials they need without administrative barriers, promoting wider participation.
- It is essential to implement courses such as INITIATION in schools, but this implementation requires funding, structures, and training.
-

Greece

According to respondents in Greece, the INITIATION project is recognized for its importance and benefits, including the integration of social entrepreneurship, the promotion of community innovation, and the enhancement of skills and career prospects. The main challenges of the project include the lack of resources and funding for the further practical application of virtual enterprises, which could hinder the implementation of the project's innovative ideas, the need for awareness campaigns to ensure acceptance by educators, and the need for material and technical support. To integrate the INITIATION educational package into the national curriculum of high schools, stakeholders suggest several approaches:

Key points:

- Communication of the INITIATION results to policymakers through an exchange with a view to integrating them into the curriculum in existing courses such as sociology or home economics.
- Allocating more weekly hours to the course or integrating it into skills workshops, civic education, vocational guidance, or IT laboratory courses. Work with the Institute of Education Policy, the Ministry of Education, and the OAED schools to enhance the impact of the program.
- Examination of the implementation of INITIATION in different types and levels of schools Standard and Experimental Secondary Schools, Special Lyceums, and Training Centers and promote its integration as an elective course in all disciplines to promote interdisciplinary learning.

[17]





- Providing incentives to teachers as well as practical support from school principals for the use of the e-learning platform (VSE, minigames, learning resources) in the classroom. Emphasize the need for teacher training to effectively use the teacher's guide.
- Sharing good practice and collaboration can also enhance support for teachers.
- Providing adequate facilities in schools. While computer laboratories are available, additional funding may be required to implement the program, particularly in schools that lack facilities.
- Increasing student engagement in local environmental issues using the platform can make the project more relevant and effective for students.
- Cooperation with public or private organizations involved in social entrepreneurship or environmental protection and with local communities and voluntary groups employing young people.
- Cooperation with universities, chambers of commerce, businesses, and schools carrying out similar activities.

Cyprus

From the findings of the Cyprus national benchmarking exercise, it was found that participants responded positively to the INITIATION project, praising its integrated strategy for the integration of social innovation and entrepreneurship in secondary education. Tools such as mini-games, e-learning platforms, and virtual social enterprises (VSE) were praised for their ability to engage students and enhance their digital skills. Participants noted that the project aligns well with educational objectives, particularly in terms of promoting critical thinking, problem solving, and a sense of responsibility among students. A key strength is its focus on innovation and sustainable development, which is aligned with broader economic and social objectives. The holistic approach of the program, which combines theoretical and practical learning experiences, helps students to understand and apply the concepts of social innovation in real-life contexts.

Key points:

- Providing technical resources is essential for the successful implementation of the INITIATION curriculum, constituting a significant barrier.
- This includes ensuring all students have access to digital tools, updated classrooms, and improved internet infrastructure. Ensuring equitable access to resources is a critical issue that needs to be addressed.





- Need to address the difficulties of integration into the school curriculum due to time constraints. (Limited time for new projects can lead to rushed execution, preventing students from fully understanding and working through each topic).
- Effective planning and coordination of activities that support project objectives in schools with already busy schedules.
- For the successful integration of the INITIATION curriculum into national programs, greater involvement and support from educational authorities and policymakers is needed. Collaboration and continued advocacy with these groups are crucial to securing the necessary funds and approvals.
- Building alliances with local businesses and industry leaders is also recommended. These partnerships can provide internship opportunities and practical knowledge to guide students' ideas, enhancing real-world application of the curriculum and helping students gain critical skills.

Estonia

The main findings emerging from the Estonia national report highlight its value for promoting social innovation and entrepreneurship in education. Participants consider it essential for raising awareness about social and environmental issues, equipping students with skills to develop sustainable solutions. The digital platform and mini-games were praised for engaging students and simplifying complex concepts. However, challenges arose. Some educational resources were considered too advanced for the level of students, requiring additional support from teachers. Training the teachers to use the tools effectively was considered important. Other issues included ensuring that all students had access to digital tools and addressing different levels of digital literacy. These challenges highlight the need for technical support and adaptable resources for different educational contexts.

Key points:

- **Simplification of some difficult parts** of training material. Breaking down complex concepts into smaller, more manageable parts and using real-world examples that students can relate to, enhances understanding.
- **In-depth training sessions to ensure that teachers feel comfortable with the digital tools and project content.** Providing ongoing support for teachers to integrate the project smoothly into their existing curriculum.





- **Investment in technical infrastructure**, such as computers and internet access, for all students and teachers, where needed. Provide technical support to troubleshoot problems and maintain their engagement.
- Use of videos, interactive activities, and multimedia presentations. **Attention to different learning styles**, ensuring that all students can benefit from the project.
- **Involve local social entrepreneurs** and community leaders in the project to provide practical knowledge and guidance. Create partnerships that enrich the learning experience with real-world relevance.
- **Collecting and regularly analyzing data** to improve project materials and methods. Adapting the project to meet the evolving needs of different educational contexts, ensuring that it remains relevant and effective.

Recommendations per Country

From the national reports of each country some general recommendations for the exploitation of the project emerged, which are relevant for all four programme countries, as well as some specific recommendations, which are related to the specificities of each country. The common findings concern the building of partnerships with educational authorities and institutions, actors from normal entrepreneurship and policy makers. Also, the development of awareness campaigns to inform students, teachers and the public about the value of the platform and its positive results. Finally, the continuous support of teachers in the use of INITIATION, through the provision of open content and good practices. The recommendations are then refined and enriched on a country-by-country basis, based on the national reports.

Italy

It is essential to focus on providing robust support and training for teachers. Comprehensive training for teachers in relevant subjects will improve the quality of teaching and provide the necessary support for students as they engage with the INITIATION curriculum. Furthermore, offering incentives and practical support from school administrators will encourage teachers to adopt and effectively implement the INITIATION platform in their classrooms.



Engaging students from the outset is crucial for the success of the INITIATION project. Face-to-face activities should be prioritized over online sessions to foster a more dynamic and interactive learning environment. This approach not only enhances learner engagement but also provides opportunities for hands-on experiences and direct interaction, which are vital for effective learning.

The structure and intensity of training should also be carefully considered. Offering intense, time-limited experiences rather than spreading the training over several months allows students to fully immerse themselves in the content, leading to a deeper understanding.

Flexibility in training schedules and topics should be maintained to accommodate the diverse needs and availability of students, making the program more accessible and adaptable to different educational settings.

Accessibility of educational resources is another important factor. Ensuring that materials on the platform are readily available without requiring registration removes barriers to entry and promotes wider participation. Schools should be supported with the necessary funding and training to implement the INITIATION courses effectively. This includes ensuring that all schools, regardless of their current facilities, have the resources needed to deliver the program. Integrating the INITIATION curriculum into the existing school system is also recommended. Promoting the INITIATION as an elective course across various disciplines will further encourage interdisciplinary learning and broaden the program's impact.

Building strong partnerships with stakeholders is essential for the long-term success of the INITIATION project. Engaging with policymakers to integrate project results into educational policies, and fostering partnerships with public or private enterprises involved in social entrepreneurship or environmental protection, will enhance the program's relevance and support. Increasing the weekly hours dedicated to these subjects will also ensure that social entrepreneurship and social innovation receive the necessary emphasis. Collaborating with local communities, voluntary groups, universities, chambers of commerce, and other schools engaged in similar activities will provide additional resources, support, and opportunities for students, enriching their learning experience and ensuring the sustainability of the project.

Raising awareness through targeted campaigns is vital to gaining acceptance from educators and promoting the importance of social entrepreneurship and community innovation. Awareness campaigns should highlight the benefits and successes of the INITIATION project, inspiring more schools to participate and





integrate the curriculum into their educational offerings. Sharing success stories and best practices will further demonstrate the value of the program and motivate educators and students alike.

Greece

There should be a concerted effort to engage policymakers and educational authorities. This includes targeted communications with the Institute of Education Policy, the Ministry of Education, and OAED schools. The aim is to integrate the INITIATION project results into the high school curriculum, particularly within existing subjects like sociology or home economics. Increasing the weekly hours dedicated to courses that incorporate social entrepreneurship and social innovation, or embedding these topics into skills workshops, civic education, vocational guidance, or IT laboratory courses, would be beneficial. Additionally, exploring the implementation of INITIATION in Standard and Experimental Secondary Schools, Special Lyceums, and Training Centers and promoting it as an elective course across all disciplines would enhance interdisciplinary learning and program reach.

Raising awareness through campaigns is vital to gain acceptance from educators and ensure the program is embraced. Promoting the significance of social entrepreneurship and community innovation among educators and students will foster a supportive environment for the INITIATION project. Awareness campaigns can highlight the benefits and successes of the program, motivating more schools to participate and integrate the curriculum into their educational offerings.

Supporting teachers is crucial for the successful implementation of the INITIATION project. Providing incentives and practical support from school principals will encourage teachers to adopt the INITIATION platform. Emphasis should be placed on comprehensive teacher training to ensure they can effectively use the teacher's guide and implement the curriculum. Sharing best practices and fostering collaboration among educators will further enhance teacher support and the quality of program delivery. This approach not only motivates teachers but also ensures they are well-equipped to facilitate the program. IT resource allocation is another critical area. Schools, especially those lacking computer laboratories, must have adequate facilities to implement the program effectively. This may require additional funding for schools without the necessary infrastructure.

Moreover, making the project relevant to students by engaging them in local environmental issues will increase student involvement and enhance the program's impact. Encouraging students to identify local





problems and propose solutions fosters critical thinking and problem-solving skills, which are essential for their development.

Building partnerships and collaborations with public or private enterprises involved in social entrepreneurship or environmental protection, local communities, and voluntary groups employing young people is also recommended. Establishing partnerships with universities, chambers of commerce, businesses, and schools engaged in similar activities will strengthen the program's impact. These collaborations can provide additional support and opportunities for students, enriching their learning experience and ensuring the sustainability of the project.

Cyprus

It's crucial to establish strong communication channels with policymakers and educational authorities. Engaging the Cyprus Ministry of Education, Sport and Youth, along with other relevant educational bodies, will facilitate the integration of the INITIATION project results into the high school curriculum. Increasing the weekly hours dedicated to these subjects will also ensure that social entrepreneurship and social innovation receive the necessary emphasis.

Providing practical support from school principals and educational authorities will encourage teachers to adopt the INITIATION platform. Emphasis should be placed on extensive teacher training to ensure they are well-prepared to use the teacher's guide and implement the curriculum effectively. Sharing best practices and fostering collaboration among educators will further enhance teacher support and the quality of program delivery.

Ensuring that schools have the necessary resources is another key aspect. Adequate facilities, especially computer laboratories, are essential for the effective implementation of the INITIATION program. Building partnerships with various stakeholders is recommended to strengthen the impact of the INITIATION project. Establishing partnerships with universities, governmental bodies, businesses, and schools engaged in similar activities will create a network of support and resources, enhancing the program's sustainability and reach.

Conducting awareness campaigns is vital to gaining acceptance from educators and promoting the importance of social entrepreneurship and community innovation. Promoting the significance of social





entrepreneurship among educators and students will create a supportive environment for the INITIATION project, fostering a culture of innovation and social responsibility.

Estonia

Providing training and ongoing support for teachers is essential for the successful implementation of the INITIATION project. Teachers need to feel comfortable with the digital tools and project content. Therefore, in-depth training sessions should be organized to familiarize them with the platform and its functionalities. Continuous support should be provided to help them integrate the project smoothly into their existing curricula, fostering a supportive environment for both teachers and students.

The simplifying and adapting of the training material to ensure it is accessible to students at different educational levels. This can be achieved by breaking down complex concepts into smaller, more manageable parts and using real-world examples that students can relate to. Such an approach will enhance understanding and make the learning process more engaging and effective for students.

Investing in technical infrastructure is crucial for ensuring all students and teachers have access to the necessary digital tools. Schools in Estonia need to be equipped with computers, reliable internet access, and technical support. This will maintain student engagement and ensure the smooth running of the INITIATION.

To cater to different learning styles, the use of videos, interactive activities, and multimedia presentations is recommended. Incorporating diverse teaching methods will ensure that all students benefit from the project, making learning more inclusive and engaging. Interactive whiteboards and other technological tools can enhance the student experience, making the learning process more dynamic and enjoyable.

Engaging local social entrepreneurs and community leaders in the project can provide practical knowledge and real-world relevance to the students. Creating partnerships with these stakeholders will enrich the learning experience and offer students valuable insights into social innovation and entrepreneurship. Such collaborations can bridge the gap between theoretical knowledge and practical application, helping students understand the real-world implications of their learning.

Public awareness campaigns will raise awareness about the importance of social entrepreneurship and innovation. Highlighting success stories and best practices from the project can inspire local communities and encourage broader participation. Promoting the project's achievements through media and community





events will build support and create a positive perception of social entrepreneurship among the general public.

