



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

Result 5- Task 3

GENERAL REPORT



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Introduction

The "Recommendations Guide for the Exploitation of the INITIATION Approach" aims to integrate social entrepreneurship and innovation into European high school curricula, empowering students and teachers to address environmental challenges. Targeting a broad audience, including policymakers, educational authorities, high schools, HEIs, and organizations supporting social entrepreneurship, the guide provides strategic recommendations for sustainable and transferable project outcomes.

The project developed a curriculum and resources to address local environmental issues, a digital platform for social entrepreneurship, and trained teachers through pilots in four countries. The exploitation plan, R5, outlines actions to encourage stakeholders to adopt these results, promoting systemic changes in education.

By engaging stakeholders through workshops, consultations, and collaborative networks, the plan aims to foster a culture of continuous improvement and long-term educational progress, ensuring a widespread and lasting impact.

Methodology followed for the development of the exploitation guide

The data acquisition method involved interviews with stakeholders across participating countries, conducted using a structured template by UPATRAS. Stakeholders included policymakers, educational authorities, school principals, vocational training managers, and representatives from social economy and environmental sectors. Partners PDE-PEL, VANDRAGYM, CARDET, and CSC compiled national reports from these interviews. Additionally, educational experts from non-participating countries provided feedback through questionnaires. Positive responses from Malta, Ireland, and Bulgaria highlighted the project's feasibility and educational impact, particularly on digital literacy. These national reports and feedback formed the guide's development and subsequent targeted exploitation activities.

National reports and Recommendations by Country

The INITIATION project, aimed at fostering social entrepreneurship and innovation within educational systems, requires both common and country-specific recommendations to ensure effective implementation across various national contexts. The national reports from Italy, Greece, Cyprus, and Estonia reveal a set of general recommendations applicable to all participating countries and specific insights tailored to each nation's unique educational and cultural landscape.

Common Recommendations

- Engage with educational authorities, institutions, and policymakers to integrate the INITIATION project into the educational curriculum.
- Develop and implement campaigns to inform students, teachers, and the public about the value and positive impact of the INITIATION platform.
- Continuously support teachers through the provision of open content and best practices.

[2]

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- Offer comprehensive training to equip teachers with the necessary skills to effectively deliver the curriculum.

Country-Specific Recommendations

Italy

- Offer incentives and practical support from school administrators to encourage adoption of the INITIATION platform.
- Prioritize face-to-face activities to foster a dynamic and interactive learning environment.
- Consider the structure and intensity of training to allow for deep immersion in the content.
- Ensure educational resources are readily available without requiring registration.
- Provide necessary funding and training to schools for effective implementation.
- Promote INITIATION as an elective course across various disciplines to encourage interdisciplinary learning.
- Build strong partnerships with local communities, universities, chambers of commerce, and other schools.
- Raise awareness through targeted campaigns to promote the importance of social entrepreneurship and innovation.

Greece

- Engage with policymakers and educational authorities to integrate INITIATION into the high school curriculum.
- Increase weekly hours dedicated to courses incorporating social entrepreneurship and innovation.
- Provide practical support and incentives from school principals to encourage teachers to adopt the platform.
- Ensure schools, especially those lacking computer laboratories, have adequate facilities and infrastructure.
- Engage students in local environmental issues to increase involvement and impact.
- Encourage students to identify and propose solutions to local problems.
- Establish collaborations with public and private enterprises, local communities, and voluntary groups.
- Build partnerships with universities, chambers of commerce, and businesses to strengthen the program's impact.

Cyprus

- Engage with the Cyprus Ministry of Education, Sport and Youth to facilitate curriculum integration.
- Increase weekly hours dedicated to social entrepreneurship and innovation subjects.

[3]

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- Foster collaboration among educators.
- Ensure schools have the necessary facilities, particularly computer laboratories, for effective program implementation.
- Establish partnerships with universities, governmental bodies, and businesses to enhance the program's sustainability.
- Conduct campaigns to promote the significance of social entrepreneurship and community innovation.

Estonia

- Organize in-depth training sessions for teachers to familiarize them with digital tools and project content.
- Provide continuous support to help integrate the project into existing curricula.
- Simplify and adapt training materials to make them accessible to students at different educational levels.
- Use real-world examples to enhance understanding and engagement.
- Invest in technical infrastructure to ensure access to necessary digital tools.
- Equip schools with computers, reliable internet access, and technical support.
- Incorporate videos, interactive activities, and multimedia presentations to cater to different learning styles.
- Use technological tools like interactive whiteboards to make learning more dynamic.
- Engage local social entrepreneurs and community leaders to provide practical knowledge and relevance.
- Create partnerships to bridge the gap between theoretical knowledge and practical application.
- Promote the project's achievements through media and community events.

By following these recommendations, the INITIATION project can be effectively implemented and integrated into the educational systems of Italy, Greece, Cyprus, and Estonia, fostering a culture of social entrepreneurship and innovation among students and educators.