

PROJECT RESULT 1:

Good practices collection and analysis on innovative digital learning methods for green and social entrepreneurship

ANALYSIS REPORT ON INNOVATIVE DIGITAL LEARNING METHODS FOR GREEN AND SOCIAL ENTREPRENEURSHIP

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a) Background

The present report represents the results of the Desk research implemented for the collection of Good Practices carried out by all partners with the purpose to identify, analyse and assess existing good practices in promoting disadvantaged youth inclusion and community building in the fields of youth work. This information is intended to help the consortium, to first set a common ground of knowledge in the field of education of green and social entrepreneurship and exchange good practices within successful experiences and initiatives implemented in the field of distance learning to support the development of social entrepreneurship working in the sector of green economy or similar sectors.

The mapping of the existing good practices will be a basis for the consortium to develop a toolkit of practices about promoting integration (especially in a local level) through the multidisciplinary and cross sectorial cooperation. The mapping analysis report includes data analysis in local-regional, national and EU level and collection of good practices.

The main aim of this Report is to present the best practice identified and the results from the analysis on innovative digital learning methods for green and social entrepreneurship carried out, that will further allow to develop innovative and tailored learning tools that will fit the current gaps on the specific area of intervention, proposing new tools that will full respond to the needs expressed by the target market, allowing to ensure a future sustainability of the learning process.

The results gained from the mentioned analysis, carried out according to specific and shared criteria among the project partners, represent a solid basis that will support the project partnership to face the current challenges in the education of green and social entrepreneurship for development of educational tools that are able to overcome the current barriers in education, mainly due to the restrictions imposed by the COVID-19 pandemic and in the meanwhile to offer new effective tools that can foster the future sustainability of social entrepreneurship working in the green economy.

b) Methodology used for selection of Good Practices

The essential methodological approach carried out to perform the selection of the good practices is mainly based on functional analysis of what was collected during the desk and field research.

The project methodology used for the selection of the Good Practices, meets most of the following criteria: leads to an actual change in the field of education on green economy and social entrepreneurship, demonstrates an innovative or replicable approach and demonstrates sustainability.

The following matrix provides a framework for ranking a Practice against the criteria required to classify it, or identify where the Practice is in the evolutionary scale. Positioning a Practice on the matrix provides an indication of the potential for that Practice to be classified as “Good Practice”. Practices placed in the lower left of the matrix are those that have a lower ranking, whereas those placed in the upper right of the matrix are those that are ranked highest. The resulting Ranking will indicate where a given Practice is on the evolutionary scale. Using such Framework approach was possible to extract the planned lesson learned from the good practices identified, ensuring as much possible, transparency, objectiveness and efficiency.

During the various online meetings the partners had the opportunity to discuss and share which criteria and indicators to use for the selection of the lessons to be learned from the good practices identified, while evaluating the potential challenges that this process can entail. In this sense, the partners considered in particular the possible difference that may exist in applying the innovation criterion, considering that what may be innovative in one country is not so in another one.

In this context, the partners therefore sought to ensure the highest level of homogeneity during the analyses of good practices and at the same time respond to what was initially planned in identifying innovative components in the provision of training courses, with particular reference to those ones carried out at a distance learning for the development of social enterprises operating in the green economy sector.

In the methodology adopted, the partners have tried to extrapolate and determine, in an objective and transparent way, what are the elements and factors of the good practice that can define its degree of sustainability, as its ability to offer, in a perspective view, the tools necessary to guarantee the use by other subjects of innovative methodologies and practices in the provision of distance learning and, at the same time, its level of transferability, such as the ability of the good practice to be used as a model for different contexts from those for which it was made.

The selection criteria are meant to function as guidelines to partners for screening among potential multiple candidate Good Practices they may identify. The criteria used for selection of lessons learned and innovative tools/methods from the Good Practices are:

- Level of impacts on social and environmental issues
- Online Learning Platform is easily accessible
- Easy to use of digital learning tools
- Real-time interactions
- Instant feedback
- Incorporation of multimedia tools
- High level of interactions between trainers and learners
- Learning materials may be videotaped and include audio and visual digital products
- Learning materials and tools contain high realism.

c) Template for Analysis of the Good Practices

The process carried out for the selection of lessons learned and innovative tools/methods from the Good Practices identified and selected, used a specific and tailored set of criteria and indicators, in order to ensure and validate transparency, objectiveness and homogeneity of the lessons selected that will be used for the development of the forthcoming project activities.

Following, is reported the template used for the mentioned selection of the good practices.

TEMPLATE				
For selection of lessons learned and innovative tools/methods from the Good Practices				
Name of the Good Practice:				
Implementing organization of the Good Practice:				
Country of origin:				
<u>Section I. Evaluation:</u>				
<u>Criteria 1. Level of impacts on social and environmental issues:</u>				
Please mark with “✓” or “✗”, if appropriate:				
Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5
 <u>Criteria 2. Online Learning Platform is easily accessible</u>				
Please mark with “✓” or “✗”, if appropriate:				
Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5
 <u>Criteria 3. Easy to use of digital learning tools</u>				
Please mark with “✓” or “✗”, if appropriate:				
Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5
 <u>Criteria 4. Real-time interactions:</u>				
Please mark with “✓” or “✗”, if appropriate:				
Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5

Criteria 5. Instant feedback:

Please mark with “✓” or “✗”, if appropriate:

Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5

Criteria 6. Incorporation of multimedia tools:

Please mark with “✓” or “✗”, if appropriate:

Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5

Criteria 7. High level of interactions between trainers and learners:

Please mark with “✓” or “✗”, if appropriate:

Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5

Criteria 8. Learning materials may be videotaped and include audio and visual digital products:

Please mark with “✓” or “✗”, if appropriate:

Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5

Criteria 9. Learning materials and tools contain high realism

Please mark with “✓” or “✗”, if appropriate:

Present	Yes:		No:	
If present, please evaluate from 1 to 5, where 1 is the lowest mark and 5 is the highest mark:				
1	2	3	4	5

Section 2. Description of lessons learned:

Important instruction:

If there are at least 6 criteria present in Section 1. "Evaluation" and out of these 6 criteria, if there are at least 3 criteria with at an evaluation of 3 and higher mark, please define lessons learned as per the forms provided below:

Lesson 1:	<i>[Please, write down the name of the lesson as per your perception]</i>
Short description:	
Lesson 2:	<i>[Please, write down the name of the lesson as per your perception]</i>
Short description:	
Lesson 3:	<i>[Please, write down the name of the lesson as per your perception]</i>
Short description:	

d) Lessons learned from the analysis of Good Practices selected

Following the methodology and criteria defined, from each partner country were extracted the lessons that could be learned from the Good Practices collected and selected. The selection process was based on a set of evaluation criteria from 1 up 5 and the good practices selected were those ones that had an average score from 4 to 5. The evaluation process was implemented following a framework logic based not if the level of efficiency and innovation of the good practice but in its adherence with project contents and purposes, ensuring that the lessons learned could give a concrete and useful support for the future development of the design of the training program.

The lessons extracted will facilitate use in future areas and applications, and actively facilitate learning from experience in order to avoid repeating past mistakes or reinventing the wheel, allowing, in the meanwhile, highlight knowledge or understanding gained by experience in the field of green economy and social entrepreneurship.

The evaluation and then the selection, among the previously defined criteria, was carried out using a logic approach aimed to identify the effective efforts for addressing a common problem experienced, potential for long-term positive impact, good management of interrelationships between different actors/issues and potential for replication at a larger scale and/or in another country.

The lessons learned from the collection of Good practices are outlined below. More detailed information may be obtained in Annex1.

Good Practice Name	Country	Area of Intervention	Lessons Learned	Innovative Tools used
SOCIAL RESPONSIBILITY EVACO	Poland	Development of the information society by providing readers with a knowledge base in the field of ecology, environmental	<ul style="list-style-type: none"> - A "Green Office" certificate awarded to businesses that meet certain criteria. - A portal, the task of which is to promote and 	Certification program and award with a "Green Office" certificate for their pro-environmental activities

		protection and corporate social responsibility.	disseminate, as well as the opportunity to exchange information and experiences in the field of responsible business. - A CO2 metre, which serves to raise pro-ecological awareness and facilitates "green" management of the enterprise. - A sustainable corporate social responsibility strategy	
SYSTEM OF PARTICIPATORY MANAGEMENT OF THE SOCIAL ECONOMY SPHERE	Poland	Education of students in cooperation with companies in green entrepreneurship	With the scope of the good practice, the target groups (students) learn about the following issues directly from those who have experience: (1) Responsible and creative recycling of the company. (2) The idea of ZERO WASTE in practice in the workplace. (3) How to create and run a company - how to search for funds, how to create a business idea. (4) The use of alternative energy sources in the company. (5) How to become a good manager, or how to develop the skills of running a business with a green and blue infrastructure in the institution. (6) Shaping environmental awareness with entrepreneurship based on green business.	The project creates and builds a cooperation network involving potential employers to support pupils and students in designing their own companies. Within the framework of the network, institutions, managers, mentors and business representatives are involved to share their experiences with those who are open to new experiences.
New Agriculture for the New Generation	Greece	Agri-food	<ul style="list-style-type: none"> • New Agriculture for the New Generation aims to create employment and entrepreneurship opportunities for young people in the Greek agri-food sector. • The Cultivate e-learning platform developed by the "New Agriculture New Generation" has an objective to create a non-formal online education hub in the agri-food sector at both national and European level. • The training courses offered by the Cultivate platform cover the whole range of the agri-food sector and intend to meet the modern challenges of the agri-food industry. The platform combines synchronous and asynchronous learning, giving flexibility to beneficiaries. • 'Toolkit workshops' These 	<ul style="list-style-type: none"> • The online training hub offers the latest best practices and tools to bring innovation and sustainability in the agri-food sector • The digital learning approach is unique and learner-centered as it has been designed for the agri-food sector providing tools and methodologies through elearning content. • The programme intends to become a catalyst for innovation in the Agri-food ecosystem in Greece, to enable empowerment of youth and support the revitalization of the sector through strategic initiatives. • Success factors: strong team, specialized in the industry, secure of funding, network support and promotion, targeted to rural areas to achieve economic

			<p>are flexible and short workshops, which are conducted by renowned scientists and professionals in the field and each time present a business tool, useful for those who want to be farmers, establishing or doing business in the agri-food sector. Those workshops refer to soft skills (e.g., public speaking) or specific industry topics such as, food safety and protection,</p> <ul style="list-style-type: none"> • A specialized programme on Agrifood exports • Courses about specific occupations in the agri-food sector: beekeeping, viticulture, goat and sheep farming, aromatic or medicinal plants growing etc. • A holistic online course on agri-food exports (360): with main pillars of enhancing innovation, entrepreneurship and export preparation, the participants gain comprehensive theoretical and practical knowledge about the export of agri-food products, inside and outside European countries. The course is done in English implemented by educators from Greece and the US. 	<p>prosperity out of metropolitan areas.</p>
StartUp Bio	Greece, Italy, Spain, Portugal, Belgium	Organic farming	<ul style="list-style-type: none"> • <u>Video training pills</u>: short training videos providing specific knowledge on various dimension related to organic farming such as biodiversity, plant protection, diversifying organic crop rotation, strategies to feed the world more sustainably, specific crops (grapes, olives etc). • <u>E-learning</u>: 2 levels, basic and advanced course on organic farming 	<ul style="list-style-type: none"> - Activation and testing of e-learning courses for young farmers or aspiring ones, where experienced trainers and tutors guided the trainees along the «360-degree Start Up Bio» training path. - Development of innovative training methodologies and tools for improving educational opportunities and foster entrepreneurship in organic agriculture. - Short training videos by experts providing up to date information and special knowledge for managing soil and crops.
Social innovations, territory of youth entrepreneurship in the rural areas of Bulgaria	Bulgaria	NEETs development in rural areas	<p>Development of two mass online training courses as part of the process of adapting and validating social innovations. The training</p>	<ul style="list-style-type: none"> • Identification, development, piloting and implementation of social innovations among NEET youth from rural areas.

			<p>courses are in circular economics and health tourism as effective opportunities to promote self-employment and entrepreneurship among young people from the NEET target groups, by the use MOOCs as massive open online courses with a large volume of participants, whose idea is to rediscover the educational approach.</p>	<ul style="list-style-type: none"> The basic principles of the circular economy will be promoted with high multimedia quality through the phones and tablets of young people living in remote and underdeveloped rural areas.
Re-serves project	Italy	Digital learning methods applied for the upskilling and empowerment of NEETs	<p>Explore, analyse and evaluate the potential of using massive open online courses (MOOCs) to support NEETs in learning entrepreneurship skills that would facilitate their integration into the labour market. The main actions are:</p> <ul style="list-style-type: none"> Upskilling and empowerment NEETs Supporting achievement of entrepreneurial skills Testing MOOCs and e-learning with the target groups to verify the effectiveness of digital learning for the target Supporting their agency and positive insertion in the labour market 	<p>Participation in a MOOC (5 study hours per week for 10-12 weeks) under the supervision of specialized tutors. During this phase, the researchers will carry out a selection process to identify the individuals who will actually take part in an internship at the companies contacted in the initial phase. Finally, the impact of the trial in terms of employability and social inclusion will be assessed.</p>
ECORL	Italy	Social enterprises for NEETs and adult people who are out of the labour market	<p>The ECORL Project is an example of blended learning/ training, in the presence and at a distance, of young people and adults on the issues of social entrepreneurship and the social economy. Digital innovation has made it possible to involve about 120 people in presence and 1200 users in remote thanks to learning workshops and multilingual Open Educational Resources with exercises to test the entrepreneurial skills of beneficiaries.</p> <p>In two years, the ECORL project organised face-to-face courses, study visits to learn about social entrepreneur models, group mobility in Albania at the Yunus Center on Social Business, individual works, use of online courses on economic sustainability and social entrepreneurship.</p>	<p>Training in social entrepreneurship in both formal, with teachers and tutors competent in the subject, and non-formal way, through study visits, workshops, practical experiences, online courses, and international mobility.</p> <p>The beneficiaries got to know how social business works, how a start-up is born, what are the main issues of social entrepreneurship, how to manage a sustainable green and social enterprise.</p>

<p>Eco-social entrepreneurship for young people</p>	<p>Croatia</p>	<p>Cluster for Eco-Social Innovation and Development</p>	<p>The implementation of the project included 6 workshops for at least 6 participants who identified at least 2 development problems in the city of Split, developed project ideas for at least 2 products/services, which was led by experts and mentors in the field of social entrepreneurship. At the workshops, young people had the opportunity to identify the main development problems in the city of Split and its surroundings and offer adequate solutions according to the principles of social entrepreneurship and socially responsible business.</p>	<p>Implementation of workshops in which young people identified the main development problems in the city of Split and offer adequate solutions in accordance with the principles of social entrepreneurship and socially responsible business. The level of skills and knowledge of members of both sexes has increased.</p>
<p>ComNetNEET - Community Networking for Integration of Young People in NEET Situation”</p>	<p>Portugal, Spain, Italy, Germany, UK</p>	<p>Social entrepreneurship and education</p>	<p>The European Project ‘Community Networking for Integration of Young People in a NEET Situation’ sought to provide an alternative solution to strategies and policies previously implemented, by strengthening and utilizing community networks. The developed model based on good practice examples was tested in three European countries (Italy, Spain, and Portugal). Following a preparation phase which included a territory diagnostic, selection of young people who are NEET as well as identification of possible members of local community and stakeholder networks, the main part of the piloting involved supporting NEETs and building the network. Across Spain, Italy, and Portugal more than 50 young people who were NEET engaged in the project and took part in individual coaching-based sessions, group sessions and job-experiences. At the same time, community networks were developed and maintained to create a shared ambition and understanding of ways to integrate NEETs as well as to give them a better opportunity to gain access to</p>	<p>The main elements of innovation:</p> <ul style="list-style-type: none"> • The governance model with local public-private cooperation; • The identification of the phases of the job insertion service process; • The proposals of the integration of different services (at social and at labour market levels) for the young people who are NEET.

<p>TESEO - Arianna's strands in the digital age</p>	<p>France, Belgium, Germany, Spain, Cyprus, Italy, Portugal</p>	<p>Employment entrepreneurship, integration of migrants and social inclusion</p>	<p>the world of work. The project aims at providing interactive, modular, integrated, connected, social and open educational contents and paths: the objective is to allow teachers and students of universities and secondary schools (upper and lower), educators and youth workers to interact in a dynamic way with advanced and structured educational resources according to a communication system, in order to obtain measurable learning and self-learning results in the field of media education.</p>	<p>The innovation is mainly represented by the platform (webApp) that is configured as a toolkit: interactive and hypertextual: it allows highly personalised paths of use, depending on the educational goals, cognitive objectives and cultural interests cognitive objectives and cultural interests; modular: the information nodes (text, audio, music, video, film, clips, blogs, etc.) can be easily manipulated and reorganised into a series of educational products, adaptable to a multiplicity of specific paths; integrated and connected: designed in such a way as to exploit the potential of multimedia paths, on and offline; social: social platforms are integrated in the toolkit, both as spaces for promoting and sharing the project, and as media environments for specific media education courses; certificate: the contents and paths are certified by the scientific competence of the researchers of the educational institutions involved in the development of the project. open: the toolkit is periodically updated and modifiable, by virtue of the expansion of the planned project activities. inclusive: the toolkit is structured in such a way as to allow the full participation of teachers, educators and students with disabilities and with specific needs.</p>
<p>EIN - Educație incluzivă pentru nevăzători (Inclusive education for blind people)</p>	<p>Romania</p>	<p>Social Entrepreneurship and Education</p>	<p>The project produced audio book in DAISY (Digital Accessible Information System) format, and train people on the use of DAISY player device. Thanks to this system book are read to blind people by the device, and this makes information more accessible to visually impaired people. The project</p>	<p>The project allowed visually impaired people to achieve the necessary skills to perform the same jobs of their peers without vision problems, and it incentivise their entrepreneurship skills. This is possible thanks to the information and training offered by the project. For example, learning how to</p>

			<p>popularizes among the Romanian visually impaired this and other newest methods (i.e. computer screen reader programs, such as NVDA and Serotek System Access for windows or Apple VoiceOver for OS X); equipment for accessing information (for example DAISY reader and Code Jumper, a technology that allowed visual impaired people to learn basic programming concepts, such as sequence, iteration, selection, and variables, but will also encouraged them to think computationally, such as solving the same challenge in multiple ways.); facilitates the purchase of these equipment, and provides assistance for their use. It also produces the materials needed to train the visually impaired to use the new access technologies as efficiently as possible (Youtube’s tutorial videos and textbooks in DAISY format).</p>	<p>properly use Code Jumper means that visually impaired people could became computer programming, or they could be able to create easily by them self an ecommerce, or a website for their own enterprise; using DAISY players and the online library materials they could be able to study economy notions needed to start an enterprise.</p>
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d.1) Derived Key Competences and digital tools:

Derived Key Competences:

The above lesson learned can also be used as a ground to drive the key competences needed for the training of NEETS in green and social entrepreneurship and developed through the use of synchronous and asynchronous training with application of the respective digital tools. The defined hereby competences are in compliance with European Qualification Framework (EQF), ECVET and other EU educational transparency tools in terms and meaning of autonomies and responsibilities. The suggested list of competencies includes:

- C1:** To have the capacity to proper manage social enterprises and be able to choose the proper interaction with the proper key stakeholders;
- C2:** To have the capacity to choose and apply the appropriate way and types of communication in a multicultural context and taking into account the different social backgrounds;
- C3:** To choose and to apply in practice the concept of sustainability and sustainable development in the everyday operational activities of the social enterprises;
- C4:** To have the capacity to mobilise one’s knowledge on the current and most topical innovations in green economy and to apply them the miscellaneous types of business processes;

C5: To have the capacity to plan, develop, organise and manage partnership and networking activities for sustaining the business development of their social enterprises.

The applicable digital tools, methodologies and approaches for e-distance learning:

Tool No.1: Structured educational content by clear and understandable educational and training topics;

Tool No.2: Use of tailored educational video lessons that include practical example and testimonials from successful business practices;

Tool No.3: Use of self-assessment system that provides a direct feed-back to the users of the digital educational and training services which could help them to further improve their performance and awareness on the different topics covered and focus more precisely their learning efforts;

Tool No.4: Use of a cyber-mentoring system that guide the user of the digital educational and training services to her/his specific needs in sustainability, sustainable development and social entrepreneurship;

Tool No.5: Implementation of virtual role-play activities through different kinds of tailored exercises or games that can foster a higher virtual interaction and performance of the learners ensuring their active participation and engagement.

Tool No.6: Creation of educational digital hub which engages the already trained persons for future online training and interactions with newcomer learners.

Tool No.7: Creation of “digital ambassadors of experience” by whom the learners spread digital the acquired knowledge, skills and competences among their colleagues and other actors and for this are being recognized and awarded as per their personal achievements. This shall have a wide impact on the overall improvement of the level of their awareness on the knowledge acquired and will produce an immediate multiplier effect.

g) Conclusion

The complex nature of the analysis carried out in the identification and extraction of useful and innovative tools and approaches to be used in the delivery of distance learning for social entrepreneurs in the field of green economy, represents a challenge to identify which impacts are relevant and how can be used for the SOSUK project purposes.

As conclusion of the work done in this context, we can following summarize some relevant factors that can be used for the project purposes:

Storytelling: *Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination, as an ancient art form and a valuable form of human expression, using the lessons as inspiration, and pick up a few tricks to create a new approach to the training subject. Thus can be used as new digital tool for interactive learning, and discover how to make the best use of them for the eLearning modules delivery. Storytelling involves a two-way interaction between a storyteller and listeners. The responses of the listeners influence the telling of the story. Using this approach, the storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience. It does not create an imaginary barrier between the speaker and the listeners. This is part of what distinguishes storytelling from the forms of theatre that use an imaginary “fourth wall.” Different cultures and situations create different expectations for the exact roles of storyteller and listener – who speaks how often and when, for example – and therefore create different forms of interaction. The interactive nature of storytelling partially accounts for its immediacy and impact. At its best, storytelling can directly and tightly connect the teller and audience.*

Warm up videos: It provides the searching, collection and selection of available videos in the different media channels, as YouTube, that can match the contents and topics covered by the learning program and can be used to stimulate and motivate the learners to get more easily acquaintance with the training topics, stimulating their imagination and for consequence, their will to acquire more knowledge.

Educational video Lessons: They include practical examples and testimonials from successful business practices. Educational videos provide an important content-delivery tool in many flipped, blended, and online classes. Effective use of video as an educational tool is enhanced when instructors consider three elements: how to manage cognitive load of the video; how to maximise student engagement with the video; and how to promote active learning from the video. In order for video to serve as a productive part of a learning experience, however, it is important for the instructor to consider three elements for video design and implementation:

1. cognitive load;
2. non-cognitive elements that impact engagement;
3. features that promote active learning.

Cyber mentoring system: A tool to guide the user of the digital educational and training services to her/his specific needs in sustainability, sustainable development and social entrepreneurship. The cyber mentoring system provides a type of Virtual mentoring as a kind of workplace mentoring where mentors and mentees meet virtually instead of in-person; most likely over video or voice calls. Using the current digital tools as Zoom calls, Chat hangouts, or Slack channels, the mentor can assist the learners with a remote-virtual assistance to learners giving them guidance on their roles and responsibilities, helping working out interpersonal issues, and other assistance to overcome obstacles, promoting productivity and time management. Thus provides plenty of support for both the mentors and the mentees, carrying out shorter meetings more frequently, rather than longer meetings less frequently, reinforcing online relationships, increasing trust and rapport with the cadence of the mentor and mentee meetings.

Virtual role-play activities: different kinds of tailored exercises or games that can foster a higher virtual interaction and performance of the learners ensuring their active participation and engagement. The Role-play enables learners to experience realistic examples of practices, behaviours and decision-making skills they need to be successful and confident in the desired role. Realistic scenarios and characters provide a more interactive way to learn rather than the usual classroom-based learning. Alternatively, role-play can be used to connect knowledge from classroom-based learning to true-to-life simulations.

Self-assessment system: It provides a direct feed-back to the users of the digital educational and training services which could help them to further improve their performance and awareness on the different topics covered and focus more precisely their learning efforts. With the use of tailored structured questionnaires, the learner could in an intermediate and final stage, to assess and evaluate its level of knowledge and competences acquired and its level of real awareness on them.

Flipped classroom: Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online and in the format of videos, outside the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In this scenario, students learn about flipped learning and apply its principles themselves by designing flipped learning activities for their peers. The scenario involves a class working in groups to devise flipped learning resources that other teams in the class will use, but it could be adapted for one class to develop flipped learning activities for younger students. The activity could be organised as a way to revise topics before examinations, or as a way to learn about a topic by actively teaching it, and at the same time developing competences including collaboration, learning to learn and communication. The scenario is open-ended in that no specific subject or topic is specified and the time taken can vary considerably. The activity can begin with some preparatory flipped learning, watching videos on flipped learning and reading introductory texts, set up by the teacher.



Appendix 1: List of Good Practices Collected:

Belgium:

Good Practice 1: NEETS IN ACTION

Good Practice 2: SPEED YOU UP

Good Practice 3: TESEO

Bulgaria:

Good Practice 1: ACT SOCIAL - Actions for the Support and Enhancement of Social Entrepreneurship at Local Level;

Good Practice 2: JA Bulgaria;

Good Practice 3: Social innovations, territory of youth entrepreneurship in the rural areas of Bulgaria;

Good Practice 4: Starting Up Young Social Entrepreneurship Project, SUYSE;

Good 5: Practice TOGETHER

Croatia:

Good Practice 1: Cooperative NEOS

Good Practice 2: Eco-social entrepreneurship for young people

Good Practice 3: EkoBiz

Good Practice 4: The Include company

Good Practice 5: Young, Hardworking, Entrepreneurial!

Greece:

Good Practice 1: New Agriculture for the New Generation

Good Practice 2: YOUTHShare

Good Practice 3: StartUp Bio

Italy:

Good practice 1: IT Quid;

Good practice 2: IT Cartiera;

Good practice 3 IT Ecorl;

Good practice 4 IT RE-SERVES PROJECT;

Poland:

Good Practice 1: Entrepreneurial Youth for Green Europe;

Good Practice 2: PL EVACO Limited Liability Company;

Good Practice 3: Ministry of Family, Labor and Social Policy

Romania:

Good Practice 1: *Asociatia Sociala Pentru Tehnologie Avansata – ASTA*;

Good Practice 2: EIN - *Educație incluzivă pentru nevăzători* (Inclusive education for blind people);

Good Practice 3: Social Entrepreneurs Nation;

Appendix 2: List of Separate Analysis and Evaluation of the collected Good Practices:

Belgium:

Analysis and Evaluation of Good Practice 1: NEETS IN ACTION

Analysis and Evaluation of Good Practice 2: SPEED YOU UP

Analysis and Evaluation of Good Practice 3: TESEO

Bulgaria:

Analysis and Evaluation of Good Practice 1: ACT SOCIAL - Actions for the Support and Analysis and Evaluation of Enhancement of Social Entrepreneurship at Local Level;

Analysis and Evaluation of Good Practice 2: JA Bulgaria;

Analysis and Evaluation of Good Practice 3: Social innovations, territory of youth entrepreneurship in the rural areas of Bulgaria;

Analysis and Evaluation of Good Practice 4: Starting Up Young Social Entrepreneurship Project, SUYSE;

Analysis and Evaluation of Good 5: Practice TOGETHER

Croatia:

Analysis and Evaluation of Good Practice 1: Cooperative NEOS

Analysis and Evaluation of Good Practice 2: Eco-social entrepreneurship for young people

Analysis and Evaluation of Good Practice 3: EkoBiz

Analysis and Evaluation of Good Practice 4: The Include company

Analysis and Evaluation of Good Practice 5: Young, Hardworking, Entrepreneurial!

Greece:

Analysis and Evaluation of Good Practice 1: New Agriculture for the New Generation

Analysis and Evaluation of Good Practice 2: YOUTHShare

Analysis and Evaluation of Good Practice 3: StartUp Bio

Italy:

Analysis and Evaluation of Good practice 1: IT Quid;

Analysis and Evaluation of Good practice 2: IT Cartiera;

Analysis and Evaluation of Good practice 3 IT Ecorl;

Analysis and Evaluation of Good practice 4 IT RE-SERVES PROJECT;

Poland:

Analysis and Evaluation of Good Practice 1: Entrepreneurial Youth for Green Europe;

Analysis and Evaluation of Good Practice 2: PL EVACO Limited Liability Company;

Analysis and Evaluation of Good Practice 3: Ministry of Family, Labor and Social Policy

Romania:

Analysis and Evaluation of Good Practice 1: *Asociatia Sociala Pentru Tehnologie Avansata – ASTA*;

Analysis and Evaluation of Good Practice 2: EIN - *Educație incluzivă pentru nevăzători* (Inclusive education for blind people);

Analysis and Evaluation of Good Practice 3: Social Entrepreneurs Nation.

