

## **Mainstreaming Inclusive Innovation and Social Entrepreneurship in Higher Education**

2022-1-PL01-KA220-HED-000089820

# **Final Quality Assurance Evaluation Report**

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## Introduction

This evaluation report presents the results of the project quality management activities carried out in the second half of the project, covering the period from March, 2024 to April, 2025. The report includes the following sections:

- “Project monitoring activities”, providing an overview of all evaluation activities;
- “Achievements and impact of the project”, describing the achieved results and impact of all activities;
- “Viability and efficiency of the consortium: assessing the quality of cooperation among partners;
- “Status of achievement of indicators”, summarizing the evaluation results.

This report is developed within WP1.1 Evaluation and risk management reports, based on the results of evaluation campaigns, incl. peer review of the outputs, collection of feedback on the outputs from external stakeholders, collection of feedback on the project management and implementation processes from the project team members.

## Project monitoring activities

The project monitoring and evaluation activities are guided by the InnoSocial Quality Assurance Plan. The following activities were carried out during the second half of the project implementation.

- **Quality monitoring:** The Quality Assurance Plan was strictly followed, including timeline, quality indicators and thresholds, quality assurance and impact evaluation activities, output evaluation grids and participant feedback/ assessment forms.
- **Quality assurance:**
  - *Project outputs:*  
In the first half of the project, the consortium has fully developed: WP2.2 Toolkit for design & delivery of Inclusive Innovation and Social



Entrepreneurship (II&SE) Education and WP3.2 Syllabus for a course in II&SE.

The quality of the Toolkit was ensured by: a) agreeing about the structure of Took and developing a common template for partners' contribution; b) arranging two peer review sessions (advanced draft and final version). The quality of the Syllabus was ensured by: a) collaborative development, involving all project team members, representing all partner organizations; b) peer review of the draft and final versions of the Syllabus. The peer review feedback was provided either in the form of in-text comments or summarized in emails.

Furthermore, we have worked on WP3.3 Learning Content for the Course in II&SE. Thus far, the advanced drafts of all modules have been developed. They will be peer reviewed in the following months. The external testing of the learning content will happen during the pilot implementation of the Course (within WP4), planned for the first semester of the 2024/2025 academic year. The results of the learning content evaluation will be presented in the final quality evaluation report.

During the second half of the project, the consortium has completed the peer review of WP3.3 Learning Content for the Course in II&SE that was made through specifically developed forms, completed by internal evaluators. During the 2<sup>nd</sup> half of the project implementation were fully developed: WP3.4 Translation and Digitalization of the Course and WP3.5 Course approval at partner HEIs. The digitalization of the course was ensured by uploading all course materials on the project's website and ensuring their free access to all users. The course was approved by all partner HEI, namely SAN, VICO and UNIPV.

Moreover, the consortium fully implemented WP4 and conducted WP4.2 Train the Trainer workshops in Bulgaria, Italy, Lithuania, and Poland, as well as, WP4.3 Piloting of the Course in II&SE in partner HEIs (SAN, VICO and UNIPV). Based on the collected suggestions was completed WP4.4

Refinement of the Toolkit and Course content. The refinements were made based on comments and suggestions collected through feedback forms and verbal discussions after the workshops and course piloting. The course piloting also served as an external testing of the learning content.

- ***Stakeholder events:*** During the first half of the project, all partners held Stakeholder Discussion Panels. The quality of these events was ensured by: a) developing implementation guidelines, incl. an indicative agenda (discussion points), b) evaluation/ feedback forms, and c) report templates that the responsible partners were to use to share the takeaways of the events with the other consortium members.
- ***Train the trainer workshops and Piloting of the Course events:*** During the second half of the project, all partners held Train the trainer workshops, while piloting of the course was implemented by SAN, VICO and UNIPV. The quality of these events was ensured by: a) developing implementation guidelines and methodologies, incl. an indicative agenda, b) evaluation/ feedback forms, and c) report templates that the responsible partners were to use to share the takeaways of the events with the other consortium members.
- ***Dissemination events:*** Partners have been continuously disseminating our project using different communication channels. The quality of these events was ensured by: a) suggesting an indicative agenda, and b) providing a report template that the responsible partners were to use to share the takeaways and results of the events with the other consortium members.
- ***Dissemination activities:*** All consortium partners have continued to disseminate the project results using different communication channels. The quality of the dissemination activities was ensured by: a) following the Dissemination and Exploitation Strategy; b) providing regular reports on the ongoing dissemination activities; c) creating and distributing shared dissemination materials (newsletters, and press releases). The results of the dissemination activities were evaluated based on the data (statistics) provided by each partner. Additionally, as part of the dissemination activities, the



project website (WP5.2) has been continuously updated with project results, news, and activities.

- ***Project management processes:*** The quality of the project management processes was assessed within: a) the evaluation of the in-person project meetings ((the first meeting in Italy, the second meeting in Bulgaria, the third meeting in Lithuania, and the final meeting in Poland)), using post-meeting online feedback form; and b) interim and final online evaluation surveys circulated among all project partner organizations.
- **Quality control and improvement:** Quality assurance involved comparing actual outcomes against the original project proposal expectations. Specifically, the evaluation included: actual delivery timeframes versus initial estimates; the extent of work completed for each deliverable compared to what was originally planned; and established thresholds vs achieved results. When results fell short of expectations or when project partners requested modifications, quality improvements were implemented. The project team ensured that all final deliverables meet the established criteria and received approval from all project partners.

## Achievements and impact of the project

### WP2 Creating foundation for mainstreaming II&SE in HE curricula

#### WP2/A1 Methodology and Templates:

Within this activity the WP leader, Tetra Solutions' team, developed the methodology for joint implementation of the work package, incl. the approach to the development of the Toolkit, cooperation principles, allocation of tasks and responsibilities among the partners, milestones, timeline and deadlines for each task. Templates for partners' contributions to the Toolkit were provided, incl. a template for the analysis of study programmes in the field of II&SE; a template for the documentation of good practices; and a template with the structure and requirements to all constituent elements of the Toolkit. Each partner was assigned to develop a certain section included in the structure of Toolkit (Table 1). Tetra was responsible for review and, where necessary, improvement of the texts submitted by the partners.

*Table.1 Distribution of the Toolkit sections among the InnoSocial partners*

| Subject areas   | Responsible partners |
|---|----------------------|
| Definition and main characteristics of Inclusive Innovation and Social Entrepreneurship | SAN & Tetra          |
| Options for delivering II&SE education at universities                                  | SAN                  |
| Stakeholder involvement in II&SE education  | InCREA               |
| Knowledge areas and skills that should be developed through II&SE education             | VIKO                 |
| Teaching/learning approaches and methods scaffolding skills development                 | UNIPV                |
| Approaches and methods for assessing the impact of II&SE education                      | Tetra                |

*Table.1 Distribution of the Toolkit sections among the InnoSocial partners*

Evidence: <https://ap.adminproject.eu/files/index/getFile/2986/468332>

## WP2/A2 Development of a Toolkit for design & delivery of II&SE education:

Within this activity each partner analysed the existing study programmes in the field of II&SE, identified good practices related to the Toolkit section that the given partner was responsible for, and developed the text input for the Toolkit.

### *Analysis of study programmes:*

The partners analysed a total of 25 programmes and courses in the field of II&SE:

- 7 at Master level; 4 at Bachelor level; 1 at school/VET level; 1 specialization programme; 1 incubation programme; and 11 non-formal education programmes/courses;
- 8 full degree programmes; 2 stand-alone courses with degree programmes, 1 case of relevant topics included in different modules of degree programme courses.

The analysed programmes and courses originate from 8 countries (BG, IT, LT, PL, CA, DE, DK, UK), with 2 programmes classified as international (implemented in more than one



country). The workload of the analysed programmes and courses varies from several hours (short non-formal courses) to 3-4 years (bachelor programmes), delivered in face-to-face, blended or online modes.

- SAN analysed 5 programmes (3 Bachelor and 2 Master programmes) in the field of Management. These programmes provide broad knowledge and skills related to organization's management, incl. the aspects related to social enterprise management.
- UNIPV analysed 4 programmes and courses, as follows: 1 Master degree programme in Third Sector and Social Enterprise; 2 courses at master level titled "Business Sustainability" and "Social Capital and Local socioeconomic systems"; and 1 course at bachelor level in Social Entrepreneurship. All analysed programmes and courses are closely linked with the subject of the InnoSocial project and allowed for identifying both the elements of content and the structure of the courses, useful for the InnoSocial course.
- VIKO analysed 6 programmes and courses, as follows: 5 non-formal courses in the fields of Social design, Social Innovation, Social business and Social Entrepreneurship; and 1 Master degree programme in Entrepreneurship and Innovation. All analysed programmes and courses are closely linked with the subject of the InnoSocial project and allowed for identifying the useful elements of content and teaching methodologies conducive to the development of entrepreneurial mindset and competences.
- InCREA analysed 5 non-formal programmes and courses targeted at school students, VET students, university students and graduates, as well as adult learners. The analysed programmes and courses are practical. Some of them are implemented in the form of an innovation or start-up competition, which represents an experiential approach to entrepreneurial learning. The analysed programmes and courses fall into the fields of innovation, entrepreneurship and social entrepreneurship, all related to the InnoSocial course.



- Tetra analysed 5 programmes and courses, as follows: 1 Master degree programme, 1 specialization programme and 1 non-formal course in the field of Social Entrepreneurship; 1 non-formal course in the fields of Social innovation; and 1 non-formal course in the field of Inclusive and grassroots innovation. The analysis allowed to identify the specific skills required of social innovators and entrepreneurs, as well as the elements of content and educational methods useful for the InnoSocial course.

*Evidence (list of analysed programmes):*

<https://ap.adminproject.eu/files/index/getFile/2986/517325>

#### *Documentation of Good Practices:*

The partners documented 5 good practices, related to the sections of the Toolkit, for the development of which they were responsible.

- SAN: Definition and main characteristics of II&SE  
The Good Practice called “Shaping student behaviour”, outlining the changing role of instructors, whose main objective is not to transfer the knowledge, but also to foster a positive behavioural change (i.e. applied to the InnoSocial project, to foster entrepreneurial mindset).

*Evidence:* <https://ap.adminproject.eu/files/index/getFile/2986/517268>

- InCREA: Stakeholder involvement in II&SE education  
The Good Practice called “Testing of business ideas within the framework of incubations run at universities”, explaining how university-led business incubators could foster social entrepreneurship and start-up activities of students.

*Evidence:* <https://ap.adminproject.eu/files/index/getFile/2986/499897>

- VIKO: Knowledge areas and skills relevant for II&SE education  
The Good Practice called “Responsible Entrepreneurship”, providing a detailed description of the Tomorrow University’s approach to developing skills and building competences in the field of innovation and entrepreneurship.

*Evidence:* <https://ap.adminproject.eu/files/index/getFile/2986/497813>

- UNIPV: Teaching/learning approaches and methods used in II&SE education



The Good Practice called “Case Study Discussion”, explaining the use of the case method in undergraduate business education.

*Evidence:* <https://ap.adminproject.eu/files/index/getFile/2986/509843>

- Tetra: Approaches and methods for assessing the impact of II&SE education  
The Good practice called “Measuring impact of entrepreneurship education”, which provides guidelines on entrepreneurship education impact measurement based on the recommendations of the European Commission.

*Evidence:* <https://ap.adminproject.eu/files/index/getFile/2986/516841>

All good practices were used for the development of the Toolkit.

### *Toolkit development.*

Each partner contributed to the Toolkit as indicated in Table 1, with Tetra being responsible for compiling, harmonizing and where necessary improving the partners inputs, and preparing the Toolkit for peer review and presentation to the stakeholders (in WP2.3). The results of the analysis of the study programmes/ courses and good practices were integrated in the content of the Toolkit.

The partners followed the initially agreed structure, hence the Toolkit includes the following sections:

- Foreword
- Short introduction to the concepts of Inclusive Innovation and Social Entrepreneurship
- Options for delivering II&SE education at universities
- Stakeholder-led II&SE initiatives and cooperation of HEIs with external stakeholders
- Knowledge areas and skills developed through II&SE education at universities
- Teaching and learning approaches and methods used in II&SE education and training
- Approaches and methods for assessing the impact of II&SE education at universities
- Annex 1. Definitions of Inclusive Innovation
- Annex 2. List of the analysed programmes and courses in the field of II&SE

*Evidence (advanced draft of the Toolkit):*

<https://ap.adminproject.eu/files/index/getFile/2986/551943>

#### WP2/A3 Stakeholder Discussion Panels:

After the advanced draft of the Toolkit was developed, all partners conducted Stakeholder discussion panels, aimed to: a) Involve key internal and external stakeholders in the project; b) Map their interests and options for cooperation in design and delivery of II&SE education; and c) Discuss the content of the Toolkit and collect feedback for improvement.

The events were held from June 15 to July 14, 2023, and gathered a total of 72 participants, as follows (Table 2):

| Country   | Partner | Dates             | No of participants |
|-----------|---------|-------------------|--------------------|
| Bulgaria  | Tetra   | 15.06.-14.07.2023 | 10                 |
| Italy     | UNIPV   | 23.06.-30.07.2023 | 10                 |
| Lithuania | VIKO    | 15.06.2023        | 16                 |
| Poland    | InCREA  | 15.06.2023        | 21                 |
| Poland    | SAN     | 14.07.2023        | 13                 |

**Table.2** *Dates of the Stakeholder discussion panels and the number of participants per partner organizations*

The number of participants exceeded the established threshold (min. 10 per partner organizations, min. 50 in total).

The stakeholder groups involved in the events included: universities' academic, management & administrative staff, senior (PhD) students, representatives of business, NGOs, public bodies, and schools, grassroots innovators & social entrepreneurs. Table 3 below shows the number of participants from each stakeholder group.



|   | BG        | IT        | LT        | PL        |            | Total     |
|---|-----------|-----------|-----------|-----------|------------|-----------|
|   | Tetra     | UNIPV     | VIKO      | SAN       | InCRE<br>A |           |
| Internal stakeholders                       |           |           |           |           |            |           |
| Academic staff                              | 7         | 8         | 6         | 6         | 4          | 31        |
| Management & administrative staff           | 2         | 1         | 5         | 2         | 1          | 11        |
| Senior students                             |           | 1         |           |           |            | 1         |
| Other, please specify:                      |           |           |           |           |            | 0         |
| External stakeholders                       |           |           |           |           |            |           |
| Industry and business                       | 1         |           | 1         | 2         | 1          | 5         |
| Non-profits and non-formal community groups |           |           | 1         | 1         | 2          | 4         |
| Public bodies and policy makers             |           |           |           | 1         |            | 1         |
| Grassroots innovators                       |           |           | 1         |           |            | 1         |
| Social entrepreneurs                        |           |           | 1         |           |            | 1         |
| External experts in II & SE                 |           |           | 1         | 1         |            | 2         |
| Other (VET and School educators)            |           |           |           |           | 13         | 13        |
| <b>Total</b>                                | <b>10</b> | <b>10</b> | <b>16</b> | <b>13</b> | <b>21</b>  | <b>70</b> |

**Table.3** Number of participants in the Stakeholder discussion panels per stakeholder group

**InnCREA** conducted two panel discussions: The first was held at the International Academy of Applied Sciences in Lomza. It was attended by 7 university staff members. The second was held in Primary School No. 10 in Ostroleka. It was attended by 14 stakeholders representing mainly non-tertiary educational institutions. During the meetings, the InnoSocial Toolkit was presented and its content was discussed. The discussion confirmed that the Toolkit meets the needs not only of educational institutions at tertiary level, but also at lower levels - secondary, vocational and even primary schools.

**SAN** held an online discussion on the InnoSocial Toolkit, gathering 13 stakeholders from several universities and enterprises. 2 registered stakeholders provided their feedback on the Toolkit by email. The participants appreciated the efforts put into the development of the Toolkit, while at the same time drawing attention to several key elements related to the

implementation of the forthcoming InnoSocial course, both in the external environment and in the learning organisations themselves.

*VIKO* held a stakeholder discussion, involving 16 participants in an active discussion that explored the intersection of innovation, entrepreneurship, and social impact. The panellists shared their experiences, insights and success stories, providing diverse perspectives on how inclusive innovations and social entrepreneurship can drive positive change and create sustainable solutions for the most pressing social and environmental challenges.

*Tetra* held a series of face-to-face and online stakeholder meetings to validate the InnoSocial Toolkit and gather insights on the issues addressed in the Toolkit. Among the participants were academic and administrative staff members of higher education institutions, who teach innovation and entrepreneurship courses, do research in the field of II&SE, and provide start-up mentorship to students. As a result of these meetings, Tetra documented a good practice of embedding inclusive innovation and social entrepreneurship in higher education.

*UNIPV* team also conducted several face-to-face and online stakeholder meetings. The main takeaways of these meetings are: (a) II&SE is crucial for bridging economic disparities and addressing societal needs; (b) II&SE could be integrated into higher education through specific courses or within existing sustainability programs. Intensive initiatives like summer schools and competitions could attract students and hone their skills; (c) Practical learning methods like hackathons, case studies, and service-learning were recommended for effective II&SE education. Guest speakers and on-site visits could enhance understanding and engagement; (d) Involving local authorities with rich data on marginalized groups is essential for enhancing II&SE education in HEIs.

The majority of the participants had a wealth of experience in the field of Inclusive Innovation and Social Entrepreneurship, and shared their insight into the content and structure of the InnoSocial course. They propose the following:

1. To emphasize the important of the II&SE education for: Economic Growth and Job Creation; Poverty Alleviation and Social Inclusion; Sustainable Development; Finding



innovative solutions to social & environmental problems; Civic Engagement and stakeholder cooperation.

2. To include the following theoretical foundations: Innovation -> social innovation -> inclusive innovation; Entrepreneurship -> social entrepreneurship; Relationship between inclusive innovation and social entrepreneurship; Different points of view on II&SE (OECD, World Bank, different research studies, etc.); Specific examples (case studies) of II&SE; Business case for II&SE.

3. To consider the innovation process as a logic behind the structure of the course: Understanding social needs; Defining a problem; Generating ideas (idea generating techniques); Assessing feasibility and sustainability of ideas (methods, such as feasibility study; content analysis, etc.); Prototyping; Testing; and Launching innovations.

4. To foster the launch of social enterprises by including the following elements of content and learning activities in the course: Legal forms of social enterprises (laws and legal acts governing SEs' establishment & operation – at EU and national level); Innovative business models for social enterprises; Social Business model canvas; Business plan development; Fundraising (learning about existing venture funds); Ethical issues and concerns; Assessing impact of II&SE.

5. To use the following teaching methods: Experiential learning / learning by doing (developing innovations, preparing for establishing a start-up, pitching ideas to funders); Case study analysis; Guest lectures.

After the events, the participants were asked to provide feedback in an online form, that was circulated by each partner. **The response rate was 76%** (53 out of 70 participants submitted their feedback).

The evaluation form included several questions, asking to assess the quality of the stakeholder discussion panels, in particular the information provided beforehand, the venue, the project overview, the Toolkit, the applicability and transferability of good practices included in the Toolkit, the value of discussions, and the quality of moderation. These



questions were closed (rating questions), using the Likert scale (very good – good – average – fair – poor).

Table 4 shows the number and percentage of responses to each of these questions.

|   | Very good |     | Good |     | Average |    | N/a |    |
|---|-----------|-----|------|-----|---------|----|-----|----|
|   | N         | %   | N    | %   | N       | %  | N   | %  |
| <i>Please rate your overall satisfaction with:</i>  |           |     |      |     |         |    |     |    |
| 1. Information provided before the stakeholder discussion panel (interview)   | 44        | 83% | 9    | 17% | 0       | 0% | 0   | 0% |
| 2. Venue of the stakeholder discussion panel (interview) or online meeting details  | 38        | 72% | 14   | 26% | 1       | 2% | 0   | 0% |
| 3. Overview of the InnoSocial project   | 48        | 91% | 4    | 8%  | 1       | 2% | 0   | 0% |
| 4. Comprehensiveness of the Toolkit   | 42        | 79% | 10   | 19% | 1       | 2% | 0   | 0% |
| 5. Applicability and transferability of the good practices, options, methods, etc. collected in the Toolkit to a variety of higher education contexts | 36        | 68% | 16   | 30% | 1       | 2% | 1   | 2% |
| 6. Quality of the discussions   | 46        | 87% | 7    | 13% | 0       | 0% | 0   | 0% |
| 7. Quality of the stakeholder discussion panel (interview) moderation   | 48        | 91% | 5    | 9%  | 0       | 0% | 0   | 0% |
| Total   | 302       | 81% | 65   | 18% | 4       | 1% | 1   | 0% |

**Table.4** Stakeholder discussion panels' participants feedback on the close questions of the post-event survey

The majority of respondents evaluated the stakeholder discussion panels as “very good” (81%), with the percentage of responses of this rate varying among different evaluated elements from 68% to 91%. The lowest rate of 68% pertained to the transferability of the good practices collected in the Toolkit mainly on account of their focus on tertiary education, having limited application at secondary level.

57% of respondent declared their interest in receiving further information about the project activities and outputs, and provided their contact details.

The stakeholder discussion panels had a strong impact on the project implementation. In addition to approving the content of the Toolkit, the participants shared valuable ideas on structuring the InnoSocial course (WP3).

*Evidence:*

- *News on the project website:* <https://www.innosocial.eu/activities/?id=56>
- *Good practice "University of National and World Economy's approach to mainstreaming I&SE education", created by Tetra:* <https://www.innosocial.eu/activities/?id=57>

**WP2/A4 Peer Review and Translation of the Toolkit:**

The first round of the Toolkit peer review was held before the Stakeholder Discussion Panels with a view to ensuring the quality of the advanced draft to be presented to the participants. For this peer review session, Tetra created an evaluation form structured around the following criteria: quality of content, language and style, accuracy of citations, and visibility requirements. Each criteria included several questions, offering a possibility to provide specific comments and suggestions for improvement. Representatives of all partner organizations, not involved in the development process, provided feedback on the Toolkit. Tetra did not review the Toolkit, because they led the development process.

*Evidence of the first peer review round:*

- *Evaluation template:* <https://ap.adminproject.eu/files/index/getFile/2986/572907>
- *SAN's feedback:* <https://ap.adminproject.eu/files/index/getFile/2986/576135>
- *VIKO's feedback:* <https://ap.adminproject.eu/files/index/getFile/2986/576134>
- *UNIPV's feedback:* <https://ap.adminproject.eu/files/index/getFile/2986/575701>
- *InCREA's feedback:* <https://ap.adminproject.eu/files/index/getFile/2986/575909>

After these events and based on the stakeholders' feedback, Tetra improved and finalized the English version of the Toolkit. The pre-final version was peer reviewed once again. It was done just by reading the documents and suggesting minor changes/ improvements either in margin notes or by email. No evaluation form was used at this stage. When Tetra incorporated the partners' suggestion for the Toolkit improvement, the final version of the output was ready for translation into the national languages of the consortium. All partners



translated the Toolkit. SAN created the digital design (covers) for the Toolkit. And Tetra uploaded the final files on the project website.

The final version of the Toolkit represents an electronic publication of 50 pages in English, Bulgarian, Italian, Lithuanian and Polish.

*Evidence:* <https://www.innosocial.eu/project-results/?id=47>

## WP3 Developing teaching & learning resources in II&SE

### WP3/A1 Methodology and Templates

The Development of the InnoSocial course was launched at the second face-to-face project meeting in Sofia, Bulgaria, held on September 7-8, 2023. SAN prepared and presented the action plan for the implementation of WP3 and initiated a collaborative work on the development of the InnoSocial syllabus.

*Evidence (action plan):* <https://ap.adminproject.eu/files/index/getFile/2986/564020>

### WP3/A2 Development of a Syllabus for a Course in II&SE

In the first half of the project implementation, the partners started working on the Syllabus of the InnoSocial course at the meeting in Sofia, as mentioned above. The collaborative work consisted in identifying: (a) the structure of the course (the logic behind the modules); (b) the content elements (units of learning) to be included in each module; (c) learning activities and practical/ experiential assessment tasks to be included in each module. The partners also developed jointly a template for the syllabus, based on the draft created by SAN's team. After the meeting, SAN developed the InnoSocial syllabus based on the inputs from the collaborative work. The syllabus was shared with all the partners for review. However, no formal peer review form was developed for this purpose, since the partners had agreed about all major issues at the meeting in Sofia.

The partners expressed the intention to revise the syllabus after the development of the learning content, thinking that during the development process additional ideas may come both in terms of the learning units and learning activities that could be included in the course. Hence, the formal peer review of the syllabus will follow the peer review of the learning content (WP3/A4).



The Syllabus can be found available for free download in all partner languages (EN, BG, PL, LT, IT) on the project's website: <https://www.innosocial.eu/project-results/?id=48>

### WP3/A3 Development of Learning Content for the Course in II&SE

After the meeting in Sofia, SAN and Tetra's team developed a doc and ppt template for the InnoSocial modules. The partners agreed with the templates and started working on the learning content. Each partner was allocated one module for development. This includes lectures, presentations, and learning assignments (both instructional guidelines and where needed handouts for students). Table 5 shows how the modules were distributed among the partners.

| InnoSocial course modules  | Responsible partners |
|--|----------------------|
| M1: Inclusive Innovation and Social Entrepreneurship                           | UNIPV                |
| M2: Designing inclusive innovations to solve societal challenge                | Tetra                |
| M3: Tools for designing a social enterprise                                    | VIKO                 |
| M4: Establishing a social enterprise   | SAN                  |
| M5: Ensuring sustainability of a social enterprise and measuring social impact | InCREA               |

*Table.5 Distribution of the InnoSocial course's modules among the partners*

Thus far, all partners have provided the advanced drafts of their module.

The learning content was finalized and completed after incorporating the peer review comments and suggestion for improvements during the second half of the project implementation.

The learning modules can be found available for free download in all partner languages (EN, BG, PL, LT, IT) on the project's website: <https://www.innosocial.eu/project-results/?id=48>

### WP3/A4 Peer Review, Translation and Digitalization of the Course

The peer review and internal assessment of the learning content was conducted in April 2024. For this activity Tetra provided the peer review forms that were used by all partners. The process was organized strategically where every partner assessed different learning module. The distribution of the peer review of the learning content is shown in Table 6 below:

| InnoSocial Peer review of course modules                                       | Developed by<br>(partner) | Peer reviewed by<br>(partner) |
|--|---------------------------|-------------------------------|
| M1: Inclusive Innovation and Social Entrepreneurship                           | UNIPV                     | InCREA                        |
| M2: Designing inclusive innovations to solve societal challenge                | Tetra                     | UNIPV                         |
| M3: Tools for designing a social enterprise                                    | VIKO                      | Tetra                         |
| M4: Establishing a social enterprise   | SAN                       | VIKO                          |
| M5: Ensuring sustainability of a social enterprise and measuring social impact | InCREA                    | SAN                           |

**Table 6.** *The distribution of the peer review of the learning content*

Each partner revised their respective modules as per the suggestions for improvements provided during the peer review process. After the learning content for the Course was revised, partners completed final internal evaluation of the modules. Tetra prepared the Internal evaluation form. SAN finalized the learning Modules. All partners translated the learning content in their respective languages.

### **WP3/A5 Course approval at partner HEIs**

SAN, VIKO and UNIPV prepared all needed documentation and went through the process of internal accreditation (approval) of the Course by the Academic Councils and Rectors. Partner HEIs presented the Course at faculty meetings and at Academic Council meetings. The Course was approved and embedded in the education and training offer in the three partner HEIs - SAN, VIKO and UNIPV.

## WP4 Building capacity of HEIs' academic staff to deliver training in II&SE

### WP4/A1 Methodology and Templates

Within this activity the WP leader, VICO' team, developed the methodology and action plan for joint implementation of the work package, incl. the allocation of tasks and responsibilities among the partners, milestones, timeline and deadlines for each task. Templates for implementation and reporting the Train the Trainer workshops and Piloting, along with template for documenting the "lessons learnt" and "success stories" on the implementation of the pilot training were provided. Tetra provided the participants' feedback forms and report templates.

### WP4/A2 Organization of Train the Trainer workshops

All partners conducted Train the Trainer workshops, aimed to train HEIs' faculty in how to integrate Inclusive Innovation and Social Entrepreneurship education (II&SE) in the curricula, what instructional design approaches and teaching methods to use to develop students' knowledge and skills in this field, how to engage external stakeholders in the education process, and how to measure impact of education in II&SE.

The workshops were held between June and November, 2024, and gathered a total of 37 participants, as follows (Table 7):

| Country   | Partner | Dates         | No of participants |
|-----------|---------|---------------|--------------------|
| Lithuania | VIKO    | 17-19.06.2024 | 6                  |
| Poland    | InCREA  | 10-12.07.2024 | 6                  |
| Italy     | UNIPV   | 16-20.09.2024 | 15                 |
| Bulgaria  | Tetra   | 29-31.10.2024 | 5                  |
| Poland    | SAN     | 25-27.11.2024 | 5                  |

*Table.7 Dates of the Train the Trainer workshops and the number of participants per partner organizations*

The number of participants exceeded the established threshold of min. 5 participants per partner organizations (min. 25 in total). In all workshops attendees included representatives





from the project target groups, including academic staff members, lecturers, and faculty members.

Summative analysis of the evaluation results for each Train the Trainers workshop is included in this report. Detailed results can be found in the respective workshops reports.

- **VICO (Lithuania):** The workshop engaged participants from various Lithuanian HEIs, including lecturers from Klaipėda State University of Applied Sciences, Panevėžio kolegija, Vilniaus kolegija, and Lithuanian Business College, with teaching experience ranging from 5-29 years and varying levels of social entrepreneurship background. The participants were specifically selected as trainers of simulated companies responsible for entrepreneurship education in their institutions. The training included 13 hours of independent learning focused on familiarizing participants with project materials and evaluating case studies. Pre- and post-training self-assessments demonstrated that 100% of participants improved their knowledge, skills, and competences. Feedback was unanimously positive across all evaluation categories, with 100% satisfaction rates for workshop organization, teaching material delivery, and content presentation clarity. Participants confirmed that work packages WP2 and WP3 were clearly presented with perfect understanding of all topics and subtopics. The InnoSocial outputs were deemed highly useful for their work in entrepreneurship education, particularly given their expertise with the Practice Enterprises concept, and participants found the content clear and logical with no suggestions for improvement needed.
- **InCREA (Poland):** Workshop conducted by InCREA Foundation achieved highly positive results. The workshop engaged 4 teachers, 1 trainer, and 1 academic staff member from various Polish educational institutions, with mixed levels of social entrepreneurship experience (2 participants had prior experience, 4 had none). Participants received 13 hours of independent learning preparation with materials provided in both English and Polish. The pre- and post-training self-assessments demonstrated that 100% of participants improved their knowledge, skills, and competences across all modules, with particularly significant improvements among those with little or no prior social entrepreneurship experience. Content evaluation showed that participants highly appreciated the clear presentation of work packages and expressed that more time could be spent on assignment examples. Regarding

practical application, participants confirmed the course's usefulness, with 100% agreeing it would help develop students' social entrepreneurship competences, and noted its potential as a supplementary activity to stimulate entrepreneurial competence. Improvement suggestions included addressing adapting the content for younger students, and developing e-learning platform compatibility, indicating strong engagement and forward-thinking application of the materials.

- UNIPV (Italy):** The workshop attracted 15 academic staff members from University of Pavia, University of Gent, University of Bamberg, University of Rome, ESCP Business School, University of Vaasa, and University of Trento, along with representatives from industry organizations like Volta Energy, Dishcovery, and Asset. Participants were recruited through direct communication about learning activities and voluntary participation, with 13 hours of independent learning preparation facilitated through a shared learning platform containing InnoSocial project materials. The collected participants' feedback shows that participants find the content valuable and relevant. For improvement, participants suggested incorporating more practical examples and restructuring content by providing separate sections for theory and practical tools to facilitate easier usage, indicating strong engagement and practical application orientation among the international academic participants.
- Tetra (Bulgaria):** The workshop engaged 5 experienced academic professionals from D.A. Tsenov Academy of Economics, University of National and World Economy, and secondary education representatives, with teaching experience ranging from 5-30+ years and varying expertise in social entrepreneurship and CSR practices. Participants were recruited through close collaboration with UNWE academic staff previously involved in the project, with selection based on topic interest and relevant expertise. The training included 13 hours of independent learning and reflection on practical assignments. Pre- and post-training assessments showed that 100% of participants improved their knowledge and skills across all modules. Organizational feedback is also positive, with 100% satisfaction for workshop organization (60% "Yes," 40% "For the most part") and teaching quality. Content evaluation showed strong approval, with 100% confirming clear presentation of project results and 100% satisfied with module presentations. Regarding practical impact, 80% found results useful for their work, 100% would recommend implementation to other HEIs, and





80% agreed the content positively impacted their professional development. One participant noted uncertainty about classroom implementation, indicating high perceived value but some practical application concerns.

- **SAN (Poland):** The workshop engaged 5 academic staff members working in management and logistics fields who demonstrated strong interest in entrepreneurship, particularly social entrepreneurship. Participants were recruited through direct invitations based on voluntary participation, professional interests, and relevant expertise, with emphasis on expanding knowledge and teaching competencies. The training included 13 hours of independent learning through a comprehensive starter package containing theoretical materials, case studies, and conceptual frameworks on social entrepreneurship. Pre- and post-training self-assessments showed that participants enhanced their competences in social entrepreneurship concepts. The received feedback is positive across all evaluation areas. Content satisfaction is particularly high, with participants appreciating the balanced curriculum covering theoretical foundations and practical applications, especially real-world case studies and examples of economic and social enterprises, market assessment, and business establishment challenges.

The analysis of collected feedback and evaluation shows that all quality indicators and thresholds were met or exceeded. All workshops achieved 80% or higher result of participants demonstrating improved knowledge, skills and competences that was, measured by comparing the result of the pre- and post-training self-assessment questionnaires. Also, 75% or more of the workshops' participants expressed their satisfaction with the InnoSocial teaching/learning resources, quality of teaching, and impact of the training on their personal and professional development.

*Full Train the Trainers country reports and documentation can be accessed here:*

<https://ap.adminproject.eu/files/index/index/2986?qj#folder=139145>

#### **WP4/A3 Piloting of the Course in II&SE in partner HEIs**

The pilot implementation of the course was highly successful with 88 students participating across the three partner universities (SAN, VICO, UNIPV), achieving a 95.6% completion rate. The program generated over 20 innovative social entrepreneurship ideas that were



pitched to external stakeholders. Satisfaction rates were consistently high (85-100%) across all measured dimensions, and meaningful engagement with external non-academic stakeholders was achieved at all partner institutions.

|              | IT    | LT   | PL  | Total |
|--------------|-------|------|-----|-------|
|              | UNIPV | VIKO | SAN |       |
| Participants | 43    | 21   | 24  | 88    |

*Table.8 Number of participants in the Piloting activities*

UNIPV (Italy) had the highest participation with 43 students (48.9%), conducting activities in two locations - Aveiro, Portugal and Pavia, Italy). SAN (Poland) contributed 24 students (27.3%), while VIKO (Lithuania) had 21 students (23.9%). The demographic details show rather balanced gender distribution with slight female majority (50 female, 37 male, 1 unspecified). Age demographics concentrated primarily in the 21–30-year range, indicating successful targeting of the optimal demographic for entrepreneurship education. Academic specializations varied appropriately across institutions, with UNIPV focusing on International Business and Entrepreneurship, VIKO on Cultural Activities Management, and University of Social Sciences on International Business Management at the master's level.

- **SAN (Poland):**

Course Completion: SAN achieved excellent results with 100% course completion rate. Moreover, students exceeded the minimum 80% threshold for demonstrating improved knowledge, skills, and competences in social entrepreneurship. The training participants showed activity and interest levels that exceeded expectations, particularly benefiting from the international composition representing various countries, enabling comparative analysis of social entrepreneurship approaches across different national contexts. Course participants successfully presented their own social enterprise ideas, with proposed concepts evaluated by peers regarding practical feasibility and competitive market potential.

Student Satisfaction: Students expressed satisfaction with the quality of teaching, evidenced through both survey responses and active class participation throughout

the program. Regarding teaching and learning resources satisfaction, responses ranged from "yes" to "partly". Professional development impact responses were predominantly positive with only a few "partly" responses. Most students found social entrepreneurship concepts sufficiently appealing to consider it as a potential business form. The course recommendation rate reached 100%, with all students agreeing to recommend the training to other students.

*Learning Methodology and Improvement Areas:* Students expressed strong interest in the workshop format, describing it as practical and engaging. Survey feedback included suggestions for organizing workshops more frequently and enhancing them through competitive elements, such as contests for the best social entrepreneurship ideas. Additionally, students proposed inviting practicing social entrepreneurs to share successes and challenges in managing their companies. They also suggested discussing social enterprise failure cases to enable learning from others' mistakes and avoiding similar pitfalls in future endeavours.

*Success Stories:* The course generated four documented social entrepreneurship ideas: - Green Heat (addressing dual problems of food waste and affordable clean energy access); SolarBox (tackling energy poverty through affordable, portable energy storage systems); Social Market Café (integrating sustainability with community development); and EduCycle (addressing environmental education gaps through mobile educational kits).

- **UNIPV (Italy):**

*Course Completion:* All students completed this course and exceeded the minimum 80% threshold for demonstrating improved knowledge, skills, and competences in social entrepreneurship subjects. Students reported the program as "*an amazing opportunity*" and expressed their genuine enjoyment in program participation. The implementation successfully achieved the learning objectives with students demonstrating practical application of theoretical concepts through comprehensive social enterprise project development. Bachelor students particularly appreciated the theoretical components of Unit 1.1, as these topics were relatively new to their academic experience. On contrary, the Master students showed greater satisfaction with the practical units and tools provided in Module 3.



*Student Satisfaction:* Student satisfaction levels were consistently positive across all measured dimensions. Quality of teaching received satisfactory ratings, though some students suggested incorporating more interactive session formats to enhance engagement. Professional development impact was particularly appreciated by students in International Business and Entrepreneurship. The most consistent feedback was the request for enhanced interactivity in session delivery - students specifically suggested more interactive presentations to ensure full audience engagement throughout the learning process.

*Learning Methodology and Improvement Areas:* The feedback results shows that students particularly enjoyed the topic relevance, highlighting strong alignment between course content and their field of study. The practical tools for social enterprise design in Module 3 are highly appreciated for reducing the gap between theoretical explanation and practical implementation. However, some master students noted that certain content represented repetition of concepts already familiar from previous studies, suggesting the need for more advanced or specialized content for higher-level students.

*Success Stories:* UNIPV generated the most comprehensive portfolio of social entrepreneurship ideas among all partner institutions, producing seven major documented projects. The projects show strong focus on global inclusion initiatives, technology integration solutions, and cross-cultural social enterprises. They include:

- Second Chance Design (inclusive design studio producing fashion and home accessories from recycled materials, designed and produced by people with physical and mental disabilities);
- Cucina Interculturale e Inclusiva (a multicultural restaurant providing refugees with employment opportunities and social integration);
- MomPreneur (empowers single mothers through comprehensive entrepreneurship training);
- ElderTech (provides technology assistance for seniors through personal technology assistants, health-related application training, intergenerational exchange programs, and comprehensive qualification programs for young assistants);



- Education and Equity (initiatives across Brazil addressing racial inequality through technology training, language education, and employability programs);
- Black at Bain Mentorship Program (promotes racial equity in consulting through tailored mentorship, real consulting practice exposure, and affinity-driven support networks);
- AfroSaúde (healthtech democratizing healthcare access for Black and marginalized populations).

- **VICO (Lithuania):**

Course Completion: VICO achieved a 90.48% completion rate with 19 out of 21 students successfully completing the course, representing only 2 dropout students. Also in this piloting, the students exceeded the minimum 80% threshold for demonstrating improved knowledge, skills, and competences in social entrepreneurship. The assessment results were further validated through external recognition, with one student team winning the "Golden" award at the Ideas Fair-Competition event in Klaipeda, demonstrating the quality and viability of student projects developed during the course.

Student Satisfaction: Collected results showed strong positive responses across all measured dimensions. Teaching materials satisfaction achieved 66.7% "Yes" responses (8 answers) and 33.3% "For the most part" responses (4 answers), with no negative feedback recorded. Quality of teaching received 60% "Yes" responses (6 answers), 20% "For the most part" responses (2 answers), and 20% "Partly" responses (2 answers). Professional development impact demonstrated high satisfaction with 66.7% "Yes" responses (8 answers), 25% "For the most part" responses (3 answers), and only 8.3% "Partly" responses (1 answer). Course recommendation rate achieved excellent results with 83.3% "Yes" responses (10 answers) and 16.7% "For the most part" responses (2 answers), indicating entirely positive evaluation.

Learning Methodology and Improvement Areas: Students demonstrated comprehensive learning across multiple competency areas including teamwork development, time and task planning, project team formulation, client communication, group work skills development, and social business creation fundamentals. Key



learning themes included effective work distribution, team coordination, business argumentation skills, and harmonious team collaboration utilizing individual abilities and strengths. However, students identified several methodological challenges including insufficient project purpose communication, timing coordination difficulties, and the need for more diverse teaching formats.

Success Stories: During this piloting were developed 6 social entrepreneurship ideas with focus on cultural accessibility, employment integration for vulnerable populations, and local community development. They include:

- SOScleaning (a mobile application providing professional cleaning services while employing vulnerable groups including emigrants, former prisoners, and socially disadvantaged people);
- Museum "Touched" (a fully adapted museum for blind, deaf, and mobility-disabled individuals combined with creative workshops for young artists at half market price);
- Educational Bakery "Bandelé po bandelès" (bakery providing after-school activities for children from socially vulnerable groups, offering free pastry baking classes where children can consume or take products home, with surplus donated to children's homes or needy families);
- Educational Publishing House KULTuras (free educational lessons and after-school activities for children and adolescents from socially disadvantaged families);
- MENAT (a store employing unemployed artists while providing opportunities for art creation, testing, and sustainable merchandise distribution);
- Agotos Kletis (a unique ceramic production studio creating products and items).

The pilot implementation of the course in all 3 partner HEIs showed active engagement from external stakeholders, demonstrating successful industry-academia collaboration and real-world project validation. UNIPV secured professional stakeholder feedback confirming the course materials were *"extremely clear, objective and engaging"*. VIKO also involved a variety of different stakeholders including disability advocacy organizations, public institutions, educational institutions, private companies, and professional associations. On the other hand, SAN facilitated meaningful stakeholder engagement through international



team compositions enabling cross-cultural comparison of social entrepreneurship approaches across different national contexts.

The success stories were compiled by partners in the document “Collection of “lessons learnt” and “Success stories””. This compendium provides students' and teachers' insights on the outcomes of this collaborative work during the course implementation, and presents students' ideas of social innovations and mission-led enterprises. The compendium is available in EN, BG, PL, IT, LT languages.

*Full Piloting of the course country reports and documentation can be accessed here:*

<https://ap.adminproject.eu/files/index/index/2986?qj#folder=143667>

#### **WP4/A4 Refinement of the Toolkit and Course content**

After the partners collected feedback from the participants in the Train the Trainers workshops and the Course piloting at partners' HEIs, final refinement and fine-tuning of the developed resources was conducted. No major changes and modifications were made, as the collected feedback reported high satisfaction. All partners contributed to completing this activity.

## **WP5 Dissemination and exploitation of the project results**

#### **WP5/A1 Project D&E strategy & ongoing dissemination activities**

The project communication and dissemination activities started at the beginning of the project and has been regularly implemented over the entire duration of the project by all partners of the consortium. InCREA team developed a comprehensive Dissemination and Exploitation strategy and has monitored its implementation by: (a) providing a common excel table for reporting dissemination activities; (b) reminding partners to share the information about the project activities and results through available communication channels; (c) reminding partners to report the dissemination activities in the dedicated table; (d) periodically comparing the impact of the dissemination activities with the thresholds stipulated in the application form.



Furthermore, InCREA created the project's Facebook page to enhance the project's visibility, and prepared a press release at the important project milestone (the issue of the Toolkit) that was widely shared among the project stakeholders in all partners' countries.

During the first year of the project's implementation SAN developed 2 newsletters to facilitate the process of updating stakeholders about the progress with the project implementation. The partners translated the newsletters and shared them through all available communication channels along with the 2 press releases developed by InnCREA. Throughout this period, InCREA team also prepared two dissemination reports: the 1<sup>st</sup> report covering the first 6 months of the project; and the 2<sup>nd</sup> report covering the period from the beginning of the project till January 2024. As indicated in the interim report, consortium partners achieved quite good dissemination impact throughout the 1<sup>st</sup> year of implementation:

- 1600 unique hits to the project website (threshold: 5000)
- 39 project publications in different media (threshold: 50)
- 11 project presentations at different events (threshold: 10 – surpassed)
- 70 stakeholders directly involved in the project activities (threshold: 450, to be achieved while implementing the train-the-trainer workshops, course piloting and final project conferences)
- approx. 200 internal stakeholders were informed about the project activities (threshold: 600)
- approx. 1600 external project stakeholders were reached through wide dissemination activities (threshold: 2000).

As for the qualitative indicators, in the first year of the project the consortium achieved:

- 100% positive feedback about the quality of the project publications (readability, comprehensive overview of the project results, attractive style and language), measured through internal peer review of the newsletters and press releases (threshold: 90%);
- Diversity of stakeholders involved in the project events, measured through the analysis of lists of participants and partners' reports on the events (in particular WP2/A3 Stakeholder Discussion Panels);
- 79% positive feedback about the quality of the Toolkit, provided by the participants in the Stakeholder Discussion Panels (threshold: 75%).

During the second half of the project were developed Newsletter #3 and #4, as well as press release #3 and #4. All these materials are translated into all partner languages. They are available on the project's website: <https://www.innosocial.eu/news-and-updates/?id=52>

Partners widely disseminated the project results through various media, incl. social media, organizational websites, newsletters, publication in local media, project events and external events related to the project topic. They met all indicators. For further details regarding the dissemination indicators, please refer to the Project Dissemination Report.

*Evidence:*

- *Final dissemination report:*  
<https://ap.adminproject.eu/files/index/index/2986?qj#folder=150983>
- *Project's Facebook page:* <https://www.facebook.com/InnoSocialfb>
- *Dissemination log:* [https://docs.google.com/spreadsheets/d/1ePC7557\\_t81F\\_ERs-z4COxGhQp8-f9pX/edit#gid=18218696](https://docs.google.com/spreadsheets/d/1ePC7557_t81F_ERs-z4COxGhQp8-f9pX/edit#gid=18218696)

#### **WP5/A2 Project visual identity & website**

Within this activity, Tetra team developed the project's visual identity (logo and templates) and the project's website. The website contains the project's objectives and results as well as other important information, such as updates about the ongoing project activities. All materials acknowledge published on the website, and the website itself, the funding received through the Erasmus+ programme.

The quality of the project website was ensured through internal review and testing for bugs, implemented by the partners before putting the website online. All partners provided positive feedback about the quality (format, structure, style; consistency throughout the website; layout that suits the target audience and reflects the project idea) and usability of the website (speed, user-friendliness, security).

All partners continued to use the project's visual identity throughout the entire project lifetime. The website was continuously updated with project's results, activities and events. All partners ensured that the developed project's materials acknowledge the funding received through the Erasmus+ programme.



- *Evidence (InnoSocial website):* <https://www.innosocial.eu/>

### WP5/A3 Project Dissemination Events

Each event was planned to gather min. 30 representatives of the project target groups and stakeholders accordingly. InnCREA prepared templates for the events including participants list and agenda. Tetra shared templates of participant's evaluation form and event report. All events were organized in March – April, 2025.

These events are evaluated and described in detail in the dedicated evaluation reports. Here, we include basic information related to the overall implementation of the events, the number and types of participants to ensure the compliance with the quality indicators.

- **Poland:** The event was organized by InCREA Foundation on the 16.03.2025. Total number of participants was 43. The event was attended by trainers and lecturers from different Polish education institutions, business and public authorities' representatives, and students. Out of 43 attendees, 30 completed evaluation forms. Based on the received results, it is concluded that the event was successful – no poor or satisfactory rates were received to any of the question. Moreover, none of the participants responded with "Not applicable" from which is concluded that all project deliverables are highly relevant and interesting to the target groups' representatives. The project deliverables showed balanced interest across all three main outputs, with the Collection of "lesson learnt" and "success stories" being slightly favored (17 selections), followed by the Syllabus and Learning Content (16 selections) and the InnoSocial Toolkit (15 selections), indicating strong perceived utility across the entire project portfolio.

*Full report and event documentation can be accessed here:*

<https://ap.adminproject.eu/files/index/index/2986?qj#folder=150617>

- **Lithuania:** The event was organized by VICO on the 20.03.2025. A total of 35 people attended the dissemination event. 19 of them were on site, while 16 people attended online. The evaluation form was filled in by 15 participants. The participants included trainers and lecturers from different Lithuanian education institutions, business representatives, students. Based on the received responses, it is concluded that the

event was rated positively by the majority of participants. The content of the event received mostly "Very Good" ratings, with only two cases marked as "Good." The overall event rating was exceptionally high – most participants marked it as "Very Good," and a few choose "Good."

*Full report and event documentation can be accessed here:*

<https://ap.adminproject.eu/files/index/index/2986?qj#folder=147937>

- **Bulgaria:** The event was organized by Tetra on the 21.03.2025 and it was attended by 30 participants. The event was organized online and attracted participants from various background, including research and academic staff, university management representatives, industry professionals, and NGO representatives. Content quality was highly evaluated, with participants giving 100% positive ratings for conference content, information value, project presentations, and overall event evaluation. All participants indicated that they learned new things about inclusive innovation and social entrepreneurship education. Among the project deliverables, the InnoSocial Toolkit was most favoured (87% selection rate), followed by the Syllabus and Learning Content (77%), and the Collection of Success Stories (70%), demonstrating strong perceived value across all project outputs.

*Full report and event documentation can be accessed here:*

<https://ap.adminproject.eu/files/index/index/2986?qj#folder=150597>

- **Italy:** Several dissemination events were organized by UNIPV that were held in late 2024 and in April 2025. These events gathered a total of 25 participants. From the higher education sector, participants included MIBE students specializing in Sustainability, Digital, and International Management, university management staff and academic researchers. From the professional and business sectors, the event included representatives from a wide range of organizations, including industry and business professionals, non-governmental organizations (NGOs), and other institutions operating at local, national, and international levels. Participants responded very positively to both organizational aspects and content quality, with particular appreciation for the relevance and practical applicability of the materials. The impact varied effectively by educational level: bachelor students found greatest value in theoretical foundations (particularly Unit 1.1 on Sustainable Development



Goals), while master's students preferred practical components like Module 3's social enterprise design tools.

*Full report and event documentation can be accessed here:*

<https://ap.adminproject.eu/files/index/index/2986?qj#folder=151618>

#### **WP5/A4 Final project conference in Poland**

The Final Conference held in Warsaw, Poland is evaluated and described in detail in the dedicated evaluation reports. Here is presented brief information about the overall implementation of the events, the number and types of participants to ensure the compliance with the quality indicators.

The Final Conference of the project was organized on 04.04.2025 at SAN premises and it was attended by 60 people. Participants included university students attending management courses both, Polish and English-speaking, as well as other interested stakeholders. Content quality was highly evaluated, with 100% positive ratings for information value (40% "very good," 60% "good"), excellent scores for practical relevance (90% "very good," 10% "good"), and unanimous "very good" ratings (100%) for both the InnoSocial project presentation and deliverables presentation. Qualitative feedback was highly positive, with participants describing the event as "impactful," "useful," and expressing appreciation for the opportunity to share ideas and practices in the II&SE field, though some requested longer presentation times and better pre-event promotion.

*Full report and event documentation can be accessed here:*

<https://ap.adminproject.eu/files/index/index/2986?qj#folder=147851>

The evaluation results of WP5/A3 and WP5/A4 show that the consortium achieved and overpassed the thresholds established in the project proposal. The implemented multiplier events in all partner countries disseminated the project and its results at a very satisfactory level, thus providing good opportunities for exploitation of the project results at local, regional, national and European level.

## Viability and efficiency of the consortium

### In-person project management meetings

The face-to-face project management meetings were evaluated right after each meeting, using a google form for collecting the feedback. Tetra circulated the evaluation form among all partners – participants in the meetings, analysed the evaluation results and prepared meeting evaluation reports. Throughout the 1<sup>st</sup> half of the project, we have held two in-person meetings:

- First meeting in Pavia, Italy (21-22 February, 2023)
- Second meeting in Sofia, Bulgaria (7-8 September, 2023)

Both meetings were evaluated rather good, with all partners providing positive feedback to all evaluated aspects: (a) expectations of the meeting and its results; (b) quality of the content shared or presented at the meeting; (c) concerns related to the implementation of the project and up-coming project activities and tasks. The project partners were able to discuss all challenging issues during the meeting, therefore no concerns or risk were shared in the evaluation forms. Two reports (one for each meeting) were prepared by Tetra and shared with the consortium.

#### *Evidence:*

- *First meeting evaluation report.*  
<https://ap.adminproject.eu/files/index/getFile/2986/661021>
- *Second meeting evaluation report.*  
<https://ap.adminproject.eu/files/index/getFile/2986/661022>

During the 2<sup>nd</sup> half of the project the consortium held two in-person meetings:

- Third meeting in Vilnius, Lithuania (8-9 May, 2024)
- Fourth meeting in Warsaw, Poland (3 April, 2025)

Both meetings were evaluated good, with all partners providing positive feedback to all evaluated aspects: (a) expectations of the meeting and its results; (b) quality of the content shared or presented at the meeting; (c) concerns related to the implementation of the project and up-coming project activities and tasks. The project partners were able to discuss all challenging issues during the meeting, therefore no concerns or risk were shared in the



evaluation forms. Two reports (one for each meeting) were prepared by Tetra and shared with the consortium.

*Evidence:*

- *Third meeting evaluation report.*  
<https://ap.adminproject.eu/files/index/index/2986?qj#folder=106823>
- *Fourth meeting evaluation report.*  
<https://ap.adminproject.eu/files/index/index/2986?qj#folder=106823>

## Interim evaluation of the project management processes

The interim evaluation of the project management processes was implemented in February 2024 by circulating an online evaluation form among all project team members. The evaluation form included several sections:

- Project management and coordination
- Partnership and involvement
- Communication
- Conflict resolution & Risks

The questions were of two types:

- Rating questions using the Likert scale
 

|                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly agree | 5 | 4 | 3 | 2 | 1 | Strongly disagree |
| Excellent      | 5 | 4 | 3 | 2 | 1 | Poor              |
| Very often     | 5 | 4 | 3 | 2 | 1 | Very rare         |
- Open questions, asking to provide additional comments about the project management approach, to share if any conflicts occurred and how they were resolved, to mention any anticipated risks and strategies for mitigating them

The evaluation form is accessible through the following link:

<https://forms.gle/NBQfofdbgQiKzG3D6>

7 project team members representing all partner organizations responded to the online interim evaluation form, as shown in Picture 1:

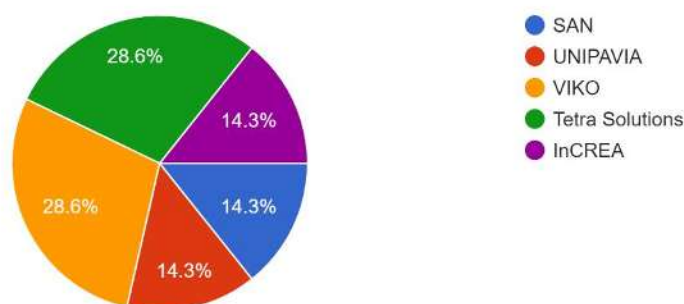
- 2 from VIKO

- 2 from Tetra
- 1 from SAN
- 1 from UNIPV
- 1 from InCREA

*Picture.1 Number of responses to the interim evaluation questionnaire*

#### 1.1 Your organization

7 responses



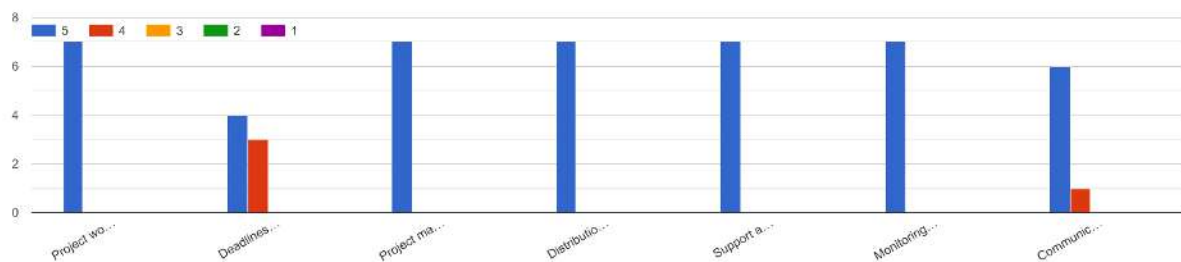
#### Project management and coordination

All respondents “strongly agreed” that the project workplan is suitable for achieving the objectives; project management approach is adequate; distribution of tasks is balanced; support and control on behalf of the project coordinator is sufficient; and monitoring is frequent (Picture 2). 57% of respondents (4 out of 7) “strongly agreed” and 43% (3 out of 7) “agreed” that the deadlines are respected. It can be inferred that 43% of the respondents might have experienced some instances of schedule overrun, which, however, did not affect seriously the project implementation (since they still provided a positive response to this aspect of evaluation). While 86% of respondents “strongly agreed” that the communication channels are efficient, there was one respondent (14%) who just “agreed” with it. All respondents shared in an open question that they did not have any concerns about the project management and coordination.

*Picture.2 Responses to the questions related to the project management and coordination*



2.1 To what extent do you agree with the following statements? Scale: 5 - strongly agree; 1 - strongly disagree



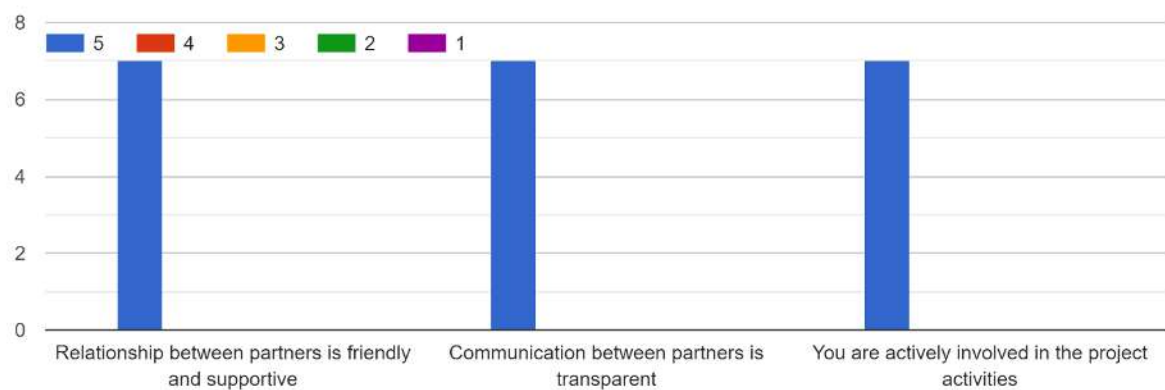
All respondents shared in an open question that they did not have any concerns about the project management and coordination.

### Partnership and involvement

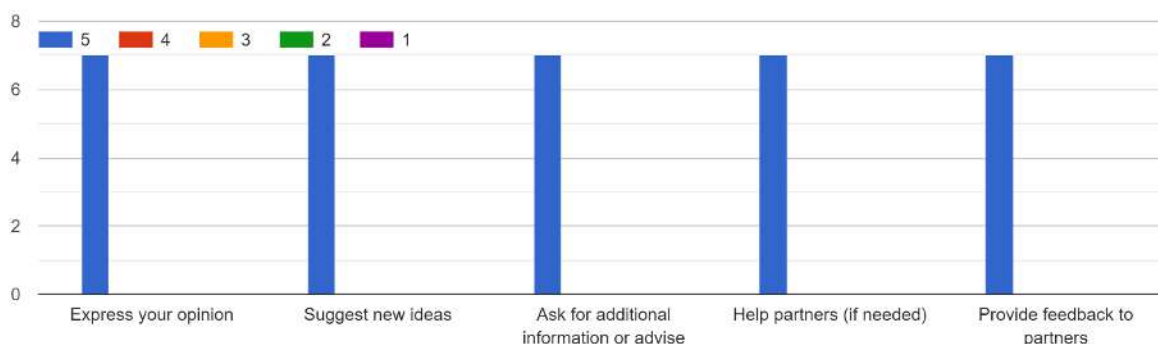
All respondents confirmed that the relationship among the project partners is friendly and supportive; communication is transparent; and they are actively involved in the project activities. All respondents “strongly agreed” that they often have the opportunity to: express their opinion; suggest new ideas; ask the other partners to provide additional information or give advice; help and provide feedback to partners, if needed (Picture 3).

*Picture.3 Responses to the questions related to the partners' relationships and involvement in the project*

3.1 To what extent do you agree with the following statements? Scale: 5 - strongly agree; 1 - strongly disagree



3.2 To what extent do you agree with the following statement: "Working together with the project partners, you often have the opportunity to..." Scale: 5 - strongly agree; 1 - strongly disagree



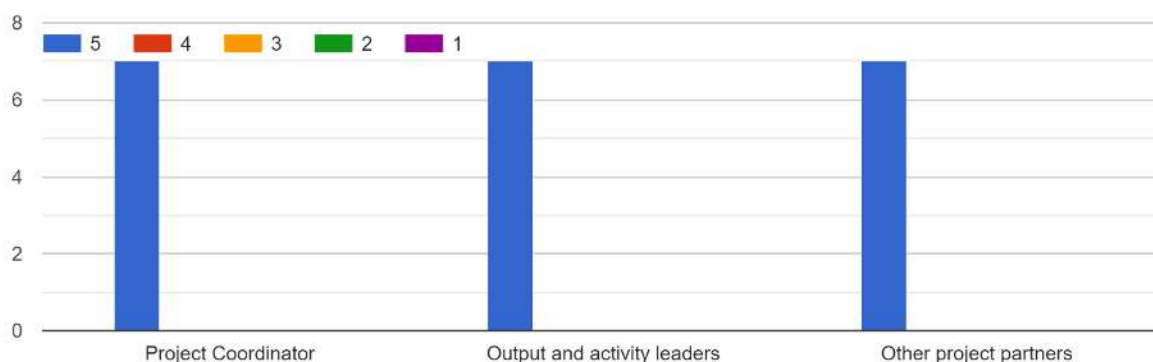
All respondents evaluated the quality of cooperation in the consortium as excellent.

## Communication

The respondents agreed that the quality and frequency of communication with the project coordinator, the WP leaders, and the other partners is adequate to the project objectives and tasks (Picture 4).

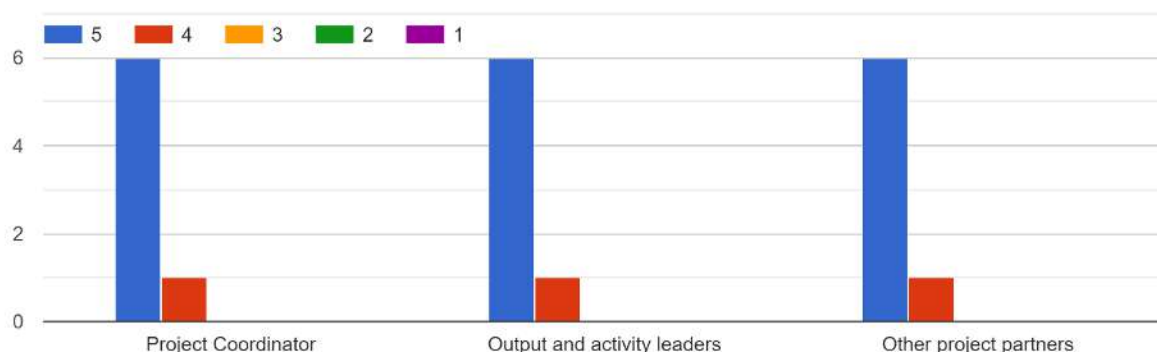
*Picture.4 Responses to the questions related to the quality of communication*

4.1 How do you evaluate the quality/ effectiveness of communication with the project partners? Scale: 5 - excellent; 1 - poor





4.2 To what extent do you agree that the frequency of communication with the project partners is adequate to the project activities and tasks? Scale: 5 - strongly agree; 1 - strongly disagree



All respondents expressed a high degree of confidence that their opinion is listened to.

### Conflict resolution & Risks

In response to the open question asking to share details about any conflicts in the consortium experienced or noticed so far, all partners stated that the project was implemented in an amicable way and no conflicts were observed.

In the question asking to assess the most critical project risks, the respondents provided the following feedback (Picture 5):

- The risk associated with the quality variances in the partners' contribution to the project outputs was perceived as "very low" or "low" by 71% of respondents. However, some respondents evaluated it as "moderate" or "very high" (1 respondent per each of these rates). Therefore, the consortium should pay closer attention to the quality of the partners' inputs and continue to arrange peer review and output improvement sessions after the delivery of advanced draft, pre-final and final version of each output.
- The risk of the schedule overrun was perceived as "very low" or "low" by 57% of respondents. However, 2 respondents evaluated it as "moderate" and 1 respondent as "very high", which means that the WP leaders should pay closer attention to monitoring the project implementation against the agreed schedule and send more

frequent reminders to those partners, who delay their inputs. All partners should be made aware of the negative impact that delays in individual tasks might have on the project.

*Picture.5 Responses to the questions related to the project risks*

5.2 How do you assess the following project risks? Scale: 5 – very high risk; 1 – very low risk



- The risk of poor interest in the InnoSocial results on behalf of target groups and stakeholders was evaluated as “very low” or “low” by 71% of respondents. However, 1 respondent assessed it as “moderate” and another 1 as “very high”. Therefore, the consortium should intensify the project dissemination activities with a view to raising awareness of the InnoSocial course among the partner HEIs’ staff, students and external stakeholders. The promotion of the course should start early enough to ensure that students are aware of the possibility to choose it as an elective. Each partner university should be responsible for such a promotion campaign in their institution.

Answering the open question asking to indicate any other risks that the consortium might encounter, all respondents said that they did not perceive other risks than those evaluated in the previous question (Picture 5).



## Final evaluation of the project management processes

The final evaluation of the project management processes was implemented in April 2025 by circulating an online evaluation form among all project team members. The evaluation form included several sections:

- Project management and coordination
- Partnership and involvement
- Communication
- Conflict resolution & Risks

The questions were of two types:

- Rating questions using the Likert scale
 

|                |   |   |   |   |   |                   |
|----------------|---|---|---|---|---|-------------------|
| Strongly agree | 5 | 4 | 3 | 2 | 1 | Strongly disagree |
| Excellent      | 5 | 4 | 3 | 2 | 1 | Poor              |
| Very often     | 5 | 4 | 3 | 2 | 1 | Very rare         |
- Open questions, asking to provide additional comments about the project management approach, to share if any conflicts occurred and how they were resolved, to mention any anticipated risks and strategies for mitigating them

The evaluation form is accessible through the following link:

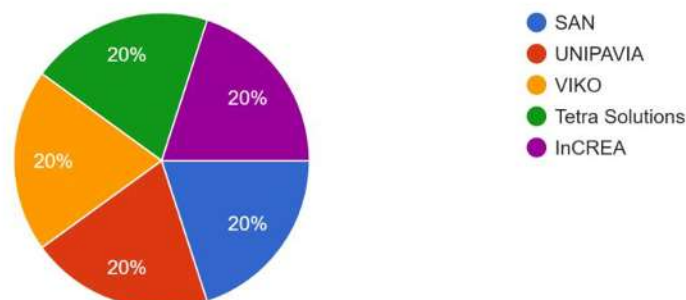
<https://forms.gle/n4Nw47bqWfVRz6UJA>

5 project team members representing all partner organizations responded to the online interim evaluation form, as shown in Figure 1:

- 1 from VIKO
- 1 from Tetra
- 1 from SAN
- 1 from UNIPV
- 1 from InCREA

## 1.1 Your organization

5 responses

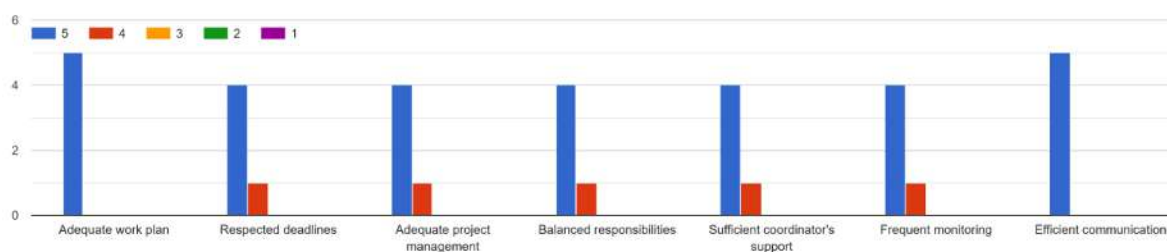


*Figure.1 Number of responses to the Final evaluation questionnaire*

## Project management and coordination

All respondents answered with “Strongly agreed” and “Agreed” when asked to evaluate the project management and coordination activities. These results demonstrate very strong performance across all measured implementation dimensions, supported by qualitative responses where 100% of partners reported having no concerns about project management and coordination. Partners specifically highlighted the smooth handling of activities, clear task division, and effectiveness of regular online and face-to-face meetings in maintaining project momentum and progress tracking.

2.1 To what extent do you agree that the InnoSocial project implementation process has been distinguished by the following? Scale: 5 - strongly agree; 1 - strongly disagree



*Figure.2 Responses to the questions related to the project management and coordination*

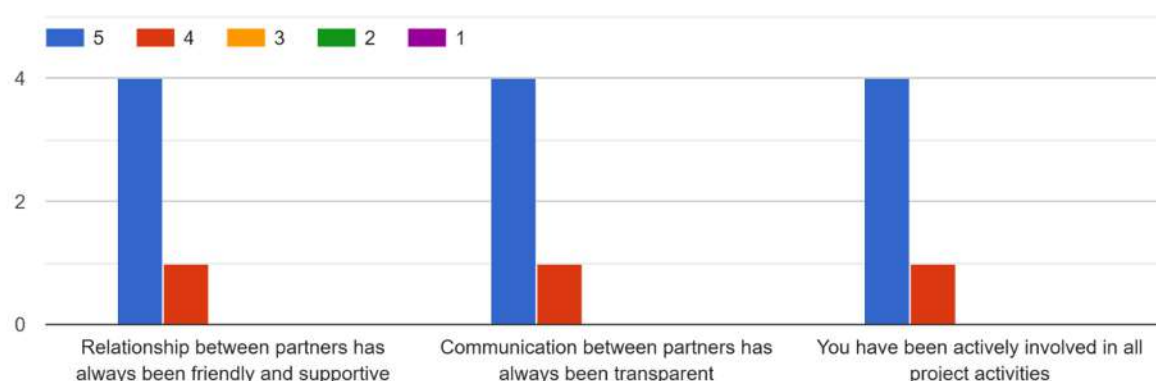
## Partnership and involvement

The data reflects strong consensus among partners regarding the effectiveness of their collaborative arrangements, suggesting that the partnership structure successfully facilitated productive working relationships and mutual support throughout the project implementation.



4 respondents “strongly agreed” and 1 “agreed” that they often have the opportunity to: express their opinion; suggest new ideas; ask the other partners to provide additional information or give advice; help and provide feedback to partners, if needed, as it can be observed in Figure 3 below.

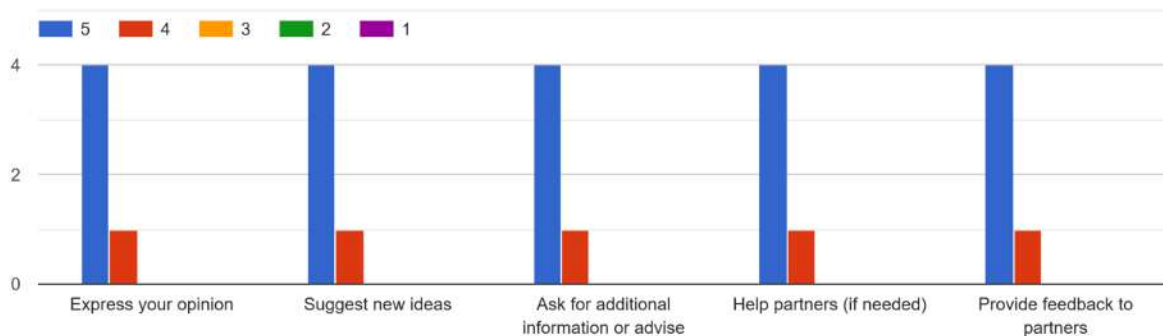
3.1 To what extent do you agree with the following statements? Scale: 5 - strongly agree; 1 - strongly disagree



*Figure.3 Responses to the questions related to the partners’ relationships and involvement in the project – 1*

Additionally, partners evaluated positively the collaborative opportunities. In Figure 4 are shown the results that demonstrate how participants rated the frequency and quality of different types of collaborative engagement opportunities throughout project implementation. The results suggest that the project enabled partners to work together effectively across different types of activities and contribute to the overall success of the partnership model.

3.2 To what extent do you agree with the following statement: "Working together with the project partners, you have often had the opportunity to..." Scale: 5 - strongly agree; 1 - strongly disagree

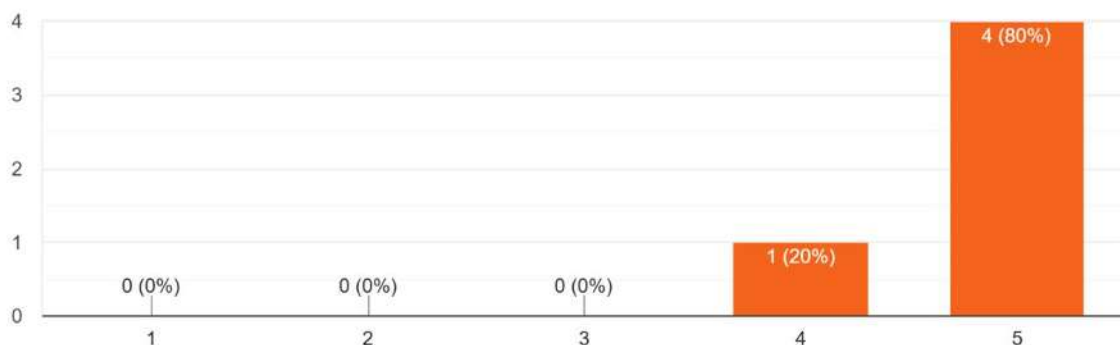


*Figure.4 Responses to the questions related to the partners' relationships and involvement in the project - 2*

All respondents also evaluated the quality of cooperation in the consortium as highly positive, which additionally confirms the partnership's success and collaborative effectiveness of the project.

3.3 How do you evaluate the partners' cooperation so far?

5 responses



*Figure.5 Responses to the questions related to the partners' cooperation*

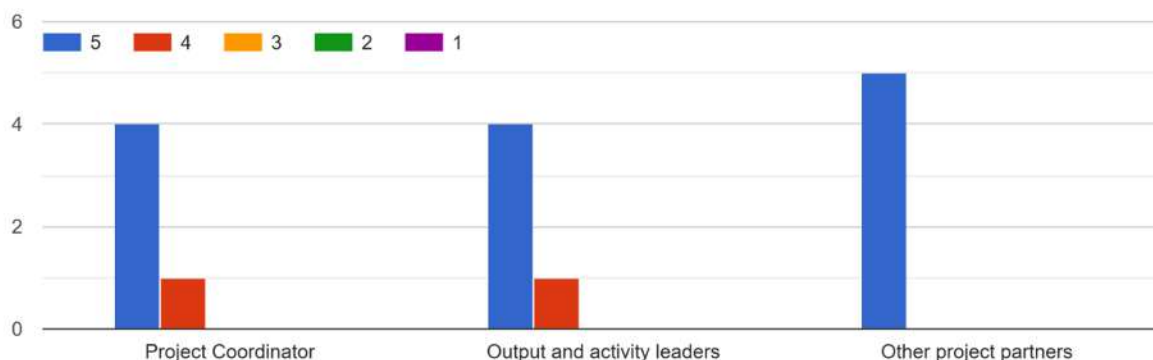
## Communication

When asked to evaluate the quality of communication within the consortium, partners rated very positive all three areas – the communication with the project coordinator, with output and activity leaders, and with the other partners. The 100% positive evaluation lead to the



conclusion that the consortium maintained high standards of communication, information sharing and collaborative dialogue during project's implementation.

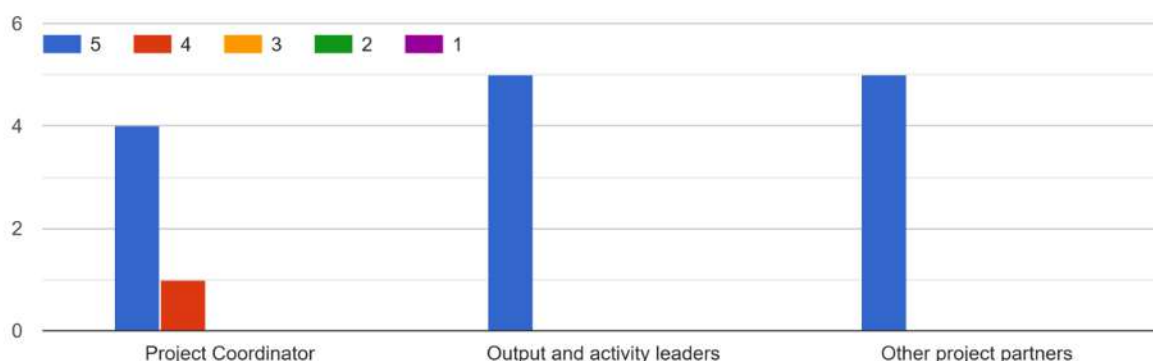
4.1 How do you evaluate the quality/ effectiveness of communication with the project partners? Scale: 5 - excellent; 1 - poor



*Figure.6 Responses to the questions related to the quality of communication*

With regards to the frequency of communication, the data show partners' overall satisfaction with the rhythm and regularity of project communications, providing insights into whether communication schedules met project needs (Figure 7).

4.2 To what extent do you agree that the frequency of communication with the project partners has been adequate to the project activities and tasks? Scale: 5 - strongly agree; 1 - strongly disagree



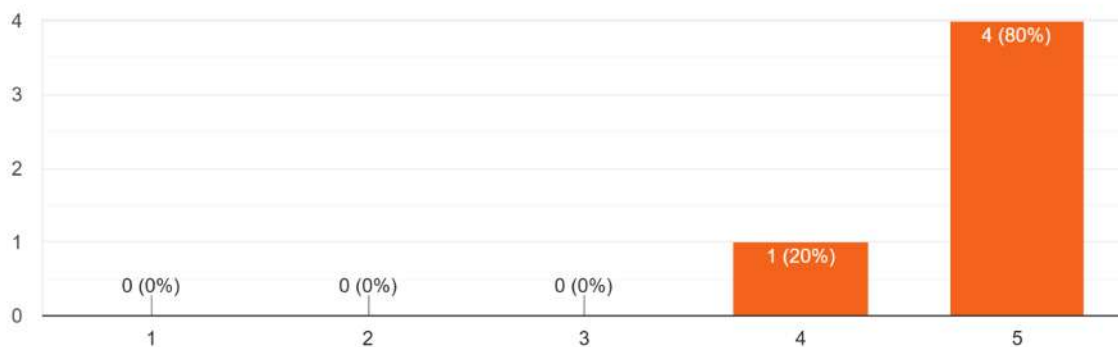
*Figure.7 Responses to the questions related to the frequency of communication*

Partners were also asked to evaluate how often their opinions were listened to and taken into account during project activities, using a frequency-based assessment scale. The

received evaluations reveal that all respondents expressed a high degree of confidence that their opinion is listened to, which also reflect a highly collaborative project environment (Figure 8).

#### 4.3 How often is your opinion listened to and taken into account?

5 responses



*Figure.8 Responses to the question "how often partners' opinions were listened to"*

#### Conflict resolution & Risks

Section 5 in the Questionnaire is related to Conflict resolution, Risk management, and Follow-up activities of the project. A total of 5 open-ended questions were asked. The collected responses showed that according to all partners the project was implemented in a smooth and very good manner and no conflicts were observed. Moreover, partners shared their intentions to use and share project results after the project end (Q5.3 and Q5.4). Below are listed the responses gathered from the respondents:

Q5.1: Have there been any conflict points between the members of the consortium? If yes, please share?

- "None"
- "There were no conflicts between partners during the project implementation. The communication within the consortium was very good and the regular online meetings allowed partners to solve any issues that arose in an effective way."
- "no"
- "No"
- "No"



Q5.2: Do you anticipate any risks in the final project implementation phase? If yes, please, name them and suggest mitigation actions.

- *"No"*
- *"None"*
- *"The risks were previously diagnosed and were not present during the project"*

Q5.3: How to you plan to use the project results after the end of the project?

- *"Implementation of the materials prepared as part of the project in the didactical offer of the Department"*
- *"We intend to use the materials in our training activities."*
- *"On the basis of the Toolkit for design & delivery of II&SE education (WP2), a training course for adults on improving social skills was developed. Elements of the InnoSocial training course (WP3) were implemented in projects carried out by inCREA on this topic for 150 inactive, unemployed people."*
- *"During the subject "Entrepreneurship education " in the faculty of arts and creative technologies with 2nd course students from cultural business management study program."*

Q5.4: How could you support transferability of the project results to other organizations beyond the project consortium?

- *"Presentation of the results in dissemination activities"*
- *"We will present the project results in international conferences and events. We will share project materials with external relevant stakeholders within our network."*
- *"inCREA has disseminated the results of the project to more than 30 secondary and vocational schools and training providers with whom it collaborates in other projects. Entrepreneurship teachers and educators have considered it useful to include an element on social entrepreneurship in the classes they teach."*
- *"Development and release of final reports, case studies and other publications (e.g., scientific articles), implementation of project results into educational programs at universities and companies"*
- *"We will present the results in international PEN World-wide association meeting in 2025, also in VIKO international staff week"*

Q5.5: Do you have any concerns or comments about the project implementation process or the project results? If yes, please, share.

- “No”
- *“We think that both, the implementation of the project and the quality of the outputs produced are of a high standard. We can see this from the information we receive from trainees, trainers and teachers who use the project materials.”*
- “no”
- *“It has been a pleasure working with you all!”*

The responses collected from Section 5 demonstrate exemplary project management with no conflicts, proactive risk management, strong sustainability planning, comprehensive transferability strategies, and high stakeholder satisfaction validated by external user feedback.

## Current status of achievement of indicators

| WP  | Indicator                              | Threshold | Result |
|-----|--|-----------|--------|
| WP2 | Number of documented good practices of | Min. 5    | 5      |



| WP  | Indicator  | Threshold                   | Result              |
|-----|--|-----------------------------|---------------------|
|     | embedding Inclusive Innovation and Social Entrepreneurship in HEIs' curricula  |                             | (Ref: Toolkit)      |
|     | Number of described new methods of teaching "about", "for" and "through" Inclusive Innovation and Social Entrepreneurship  | Min. 5                      | 5<br>(Ref: Toolkit) |
|     | Number of participants in the Stakeholder discussion panels  | min 50                      | 72                  |
|     | Number of Toolkit downloads from the project website   | Min. 50                     | 58                  |
|     | % positive feedback from internal and external stakeholders received during peer review sessions and stakeholder discussion panels regarding comprehensiveness, applicability and transferability of the Toolkit | Min. 75%                    | 79%                 |
|     | % participants in the Stakeholder discussion panel evaluate positively the quality of the event (quality of presentations and discussions, quality of the organization of the event)                             | Min. 75%                    | 81%                 |
| WP3 | Number of Syllabus of a Course in Inclusive innovation and Social entrepreneurship   | 1                           | 1                   |
|     | Number of Modules in the Course  | Min. 5                      | 5                   |
|     | Number of Units in the Course  | Min. 15                     | 15                  |
|     | Number of credits (Course workload)  | 3 ECTS                      | 3 ECTS              |
|     | Number of feedback forms from internal evaluators  | Min. 5                      | 5                   |
|     | Number of online courses created based on the developed materials  | 3 (one in each partner HEI) | 3                   |
|     | Number of Academic councils' decisions / Rectors' orders on approval of the Course   | 3 (one in each partner HEI) | 3                   |
|     | Number of downloads of the Course OERs from  | Min. 60                     | 60                  |

| WP  | Indicator   | Threshold                    | Result |
|-----|---|------------------------------|--------|
|     | the project website   |                              |        |
|     | % positive feedback from internal stakeholders received during peer review sessions about of the course structure, workload, instructional design approaches, assessment and grading requirements   | Min. 80%                     | 93%    |
|     | % positive feedback from internal stakeholders received during peer review sessions about the quality of the learning material, case studies, and teaching/learning activities incl. in modules   | Min. 80%                     | 95%    |
| WP4 | Number of Train the Trainer workshops   | Min. 5 (1 per partner)       | 5      |
|     | Number of participants in the Train the Trainer workshops   | Min. 25 (5 per partner)      | 37     |
|     | Number of HEI students in the pilot implementation of the Course in Inclusive Innovation and Social Entrepreneurship  | Min. 60 (20 per partner HEI) | 88     |
|     | % of participants in the pilot implementation of the Course who successfully completed it   | Min. 90%                     | 95.6%  |
|     | Number of inclusive innovation and social start-up ideas generated and pitched to stakeholders as a result of the course  | Min. 10                      | 17     |
|     | % of participants in the Train the Trainer workshop who demonstrate improved knowledge, skills and competences in the subject of the training, measured through: <ul style="list-style-type: none"> <li>- Through the analysis of the assessment results (based on the assessment tools available in the Syllabus);</li> <li>- By comparing the result of the pre- and post-training self-assessment</li> </ul> | Min. 80%                     | 90%    |

| WP  | Indicator  | Threshold | Result |
|-----|--|-----------|--------|
|     | questionnaires   |           |        |
|     | % of participants in the Train the Trainer workshop and the Pilot training, who express satisfaction with the InnoSocial teaching/learning resources, quality of teaching, and impact of the training on personal and professional development | Min. 75%  | 93%    |
|     | Representatives of external non-academic stakeholders (e.g., social innovators and entrepreneurs) involved in the delivery of the Course   | Min. 5    | 7+     |
| WP5 | Number of visits to the project website  | Min. 5000 | 7345   |
|     | Number of participants in the small-scale national dissemination events  | Min. 120  | 133    |
|     | Number of participants in the Final project dissemination event  | Min. 60   | 60     |
|     | Number of publications about the project in internal and external (printed and online) media   | Min. 50   | 86     |
|     | Number of project presentations at external events   | Min. 10   | 25     |
|     | Number of target group representatives and stakeholders directly involved in the project activities  | Min. 450  | 523    |
|     | Number of project stakeholders reached through wide dissemination activities   | Min. 2000 | 2546   |
|     | D&E Strategy duly implemented and updated throughout the project lifetime, measured by juxtaposing planned and carried out activities  | Yes/No    | Yes    |
|     | % positive feedback about the quality of publications (readability, comprehensive overview of the project results, attractive style and language, measured through internal peer review  | Min. 90%  | 100%   |



| WP | Indicator  | Threshold | Result                      |
|----|--|-----------|-----------------------------|
|    | Diversity of stakeholders involved in the project events, measured through the analysis of lists of participants and partners' reports on the events | Yes/No    | Yes                         |
|    | % positive feedback about the project results (relevance, usability, transferability) received from the participants in the project events           | Min. 75%  | 89%<br>(Toolkit evaluation) |
|    | % of the participants in the project events that would recommend the project results to others   | Min. 75%  | 98.4%                       |

## Conclusion

Based on the detailed evaluation findings presented in this report, the InnoSocial project has demonstrated successful completion of all planned activities and deliverables across all work packages. Moreover, the consortium achieved or exceeded all established quantitative and qualitative thresholds. The smooth consortium collaboration, characterized by effective communication, proactive risk management, and absence of conflicts, has resulted in sustainable, transferable resources and valuable project results.

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