



FOSTERING SOCIAL INNOVATION AND ENTREPRENEURSHIP IN INTERCULTURAL AND INTERRELIGIOUS CONTEXTS

PR5. RECOMMENDATIONS FOR SKILLS VALIDATION, CERTIFICATION AND ACCREDITATION ON SOCIAL INNOVATION AND ENTREPRENEURSHIP IN INTERCULTURAL AND INTERRELIGIOUS CONTEXTS THROUGH ACE.



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Table of Contents

1. INTRODUCTION	3
1.1. Aim and Scope of the Guide	3
1.2. Context	3
1.3. Accreditation, Certification, and Validation	4
1.3.1. Accreditation	4
1.3.2. Certification	5
1.3.3. Validation	5
2. EUROPEAN LEVEL	6
2.1. European Credit Transfer System for Vocational Education and Training (ECVET)	6
2.2. European Qualifications Framework (EQF)	6
3. NATIONAL LEVEL	9
3.1. Belgium	9
3.2. Türkiye	12
3.3. Romania	16
3.4. Greece	19
3.5. Spain	22
3.6. Ireland	25
3.7. Austria	28
4. INTREP PILOT REVIEW	32
4.1. Context and Procedures	32
4.2. Feedback from Pilot Implementations	34
4.3. Pilot Evaluation: Lessons Learnt	35
5. CONCLUSIONS AND RECOMMENDATIONS	37

1. Introduction

1.1. Aim and Scope of the Guide

This Guide has been prepared as the primary result of Project Result 5 (PR5) of the INTREP – Fostering Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts project. The aim of PR5 is to provide comprehensive recommendations for the validation, certification, and accreditation of skills in social innovation and entrepreneurship. These recommendations are intended for policy makers, educational institutions, I-VET and C-VET providers, social partners, and other intermediary bodies. The ultimate goal is to support the further development of certification and accreditation policies in the realms of social innovation and entrepreneurship, specifically within intercultural and interreligious contexts.

This Guide includes:

- Conclusions from research on the European Credit system for Vocational Education and Training (ECVET) and the European Qualifications Framework (EQF) systems in partner countries, conducted as part of the INTREP Training Curriculum (PR1).
- A benchmarking analysis on the current state of social innovation and entrepreneurship in intercultural and interreligious contexts.
- An assessment of the pilot implementation of the INTREP Mobile Instructional Learning App (PR4) and the Multilingual E-learning Platform (PR3).
- Conclusions from the implementation process aimed at strengthening the transferability potential of this output, maximizing the knowledge and use of INTREP results among policy makers, educational institutions, stakeholders, and other potential users.

By presenting these elements, this document aims to enhance transparency and recognition of various Adult Community Education (ACE) programs and their learning outcomes, in line with the EQF. It serves as a valuable tool for stakeholders to support the maturing of certification and accreditation policies in social innovation and entrepreneurship across national and European levels. The recommendations provided in this Guide are designed to be highly transferable, ensuring broad applicability and impact among diverse audiences.

1.2. Context

The INTREP project, titled "Fostering Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts," addresses the urgent need for inclusion, greater equality, social cohesion, and peace through intercultural and interreligious dialogue. In today's globalized world, people with diverse backgrounds and different cultures come closer together, creating challenges of deepening inequality, exclusion, and tensions within societies. Interfaith dialogue is increasingly recognized by governments across Europe as crucial to developing cohesive communities. The INTREP project responds to this need by empowering adult and community teachers and educators with the knowledge, competences, skills,

and tools necessary to foster social innovation and entrepreneurship in intercultural and interreligious contexts.

Adult Community Education (ACE) provides a learner-centered approach that fosters the development of skills required for individuals to participate fully in their communities and the economy. It also engages learners who experience disadvantage or are disengaged from learning, providing access to foundation skills and pathways into further learning, community participation, and work.

The INTREP project has gathered a consortium of eight expert organizations in social innovation, entrepreneurship, interculturality, interreligious dialogue, and adult community education from Belgium, Spain, Austria, Turkey, Greece, Romania, and Ireland. The project aims to address the common needs identified by this multi-stakeholder partnership, focusing on adult and community teachers and educators (target users) and adult students (target beneficiaries). By supporting social innovation and social entrepreneurship through ACE, the project seeks to promote diversity, intercultural, and interreligious dialogue, and increase responses to social needs in communities, finding innovative ways to make a positive impact on society and the economy.

The key findings of the preliminary analysis align with the Strasbourg Declaration, which calls for action to launch capacity-building programs to support social innovation and promote social entrepreneurship in education. To achieve its objectives, the INTREP project will co-design and develop a set of Open Educational Resources (OER) and innovative tools to support the capacity building of adult and community teachers and educators. These resources will enable them to promote social entrepreneurship and not-for-profit activities, helping adults from intercultural and interreligious contexts put ideas into practice, including through social enterprises, and addressing challenges and identified problems in their communities and daily lives.

1.3. Accreditation, Certification, and Validation

Before elaborating on the current state of opportunities Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in partner countries, it is important to have a mutual understanding of accreditation, certification, and validation terms:

1.3.1. Accreditation

Accreditation¹ means that the operation of an institution or the delivery of a particular program is authorized by a body legally empowered to do so. The body might be a government ministry, or an accreditation or quality assurance agency dedicated to vetting aspects of higher education provision.

¹ <https://www.enic-naric.net/fileusers/European%20Recognition%20Manual%20Second%20Edition.pdf>

Accreditation is an external process. In order to obtain it, institutions and programs have to satisfy conditions imposed from the outside.

Accreditation can be granted to institutions as well as to programs, or to both. When evaluating a qualification, it is important to find out what kind of accreditation is required in the system the qualification is from. National accreditation should be accepted as sufficient evidence for the quality of a qualification, as this provides the link to the levels of the national education system and/or to the levels and learning outcomes of the national qualifications framework.

1.3.2. Certification

Certification verifies that a professional has met a certain set of criteria for skills, competences, attitudes and/or jobs as formally measured by a third-part assessment such as an accredited and authorized agency and institutions. The result of the successful certification is the certificate awarded to the organization by the certification body. Certification in relation to learning outcomes means a process of issuing a certificate, diploma, or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, skills and competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard. Certification² may validate the outcome of learning acquired in formal, non-formal or informal settings.

1.3.3. Validation

Validation³ can be defined as a structured process for in-depth identification, assessment and recognition of knowledge and skills that a person has, regardless of how they were acquired. Validation is about making visible the diverse and rich learning of individuals, irrespective of where this learning took place. Validation is a process that can be carried out by different stakeholders within the education and training sector, labor market and third sector. There are four different stages to validation: identification, documentation, assessment and certification. These stages can be mixed and balanced in different ways – e.g. when working towards a formal qualification, the assessment stage is crucial.

² <https://ec.europa.eu/social/main.jsp?langId=en&catId=1536&furtherNews=yes&newsId=9986>

³ <https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/validation-non-formal-and-informal-learning>

2. European Level

2.1. European Credit Transfer System for Vocational Education and Training (ECVET)

The European credit system for vocational education and training (ECVET)⁴ is one of the common EU tools. It is intended to aid the transfer, recognition and accumulation of assessed learning outcomes of individuals aiming to achieve a qualification and to promote lifelong learning through flexible and individualized learning pathways (European Parliament and Council of the EU, 2009). It offers a framework for making learners more mobile and qualifications more portable, laying down principles and technical specifications and making use of existing national legislation and regulations. Thus, ECVET complements and builds on concepts and principles shared with the European qualifications framework (EQF).

ECVET is intended for young people undertaking initial vocational training, apprenticeships, and adults in continuing training and, more generally, anyone on formal, non-formal or informal learning paths.

The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- make it easier for people to validate and recognize work-related skills and knowledge acquired in different systems and countries, allowing them to count towards vocational qualifications
- make it more attractive to move between different countries and learning environments
- increase compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

2.2. European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) is a common European reference framework which has the purpose of making qualifications more readable and understandable across different countries and systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview of qualifications in the 39 European countries currently involved in its implementation.

The main purpose of the EQF is to make qualifications more readable and understandable across countries and systems. This is important to support cross-border mobility of learners and workers and lifelong learning across Europe.

⁴ https://www.cedefop.europa.eu/files/5556_en.pdf

The core of the EQF is its **eight reference levels** defined in terms of **learning outcomes**, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process.

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	Knowledge	Skills	Responsibility & Autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

	Knowledge	Skills	Responsibility & Autonomy
Level 5	Comprehensive, specialized, factual, and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

3. National Level

3.1. Belgium

National Good Practices

The closest thing to projects that encompass entrepreneurship, social innovation and intercultural and interreligious contexts are projects such:

“Pairs & Repères: to invent the Brussels of tomorrow” aims to bring together twenty Brussels residents aged 16 to 22, from all backgrounds and origins, around questions of identity, diversity and living together, and support them in setting up their own cultural citizen initiatives aimed at least 500 other young people and the general public.

“Univerbal”: A social interpreting service. The project is composed of people who have been trained in social interpreting. It offers an interpreting service to organizations needing interpreters, such as the NGO Red Cross, Caritas Belgium, and local social services.

The project works on collective entrepreneurship; one of the project's goals is to become a cooperative. The context in which the project evolves is intercultural and inter-religious. The interpreters are all natives of different countries. Both in training and the management of the collective, intercultural, and interreligious entrepreneurship issues are approached from a perspective independent of each other. The Univerbal project finds its roots in the need to propose an innovative system to enhance the know-how, talents, and skills of migrants in the language field.

“Inter-lab”: Interlab supports the creation of intercultural links around entrepreneurship and allows cultural enrichment, job creation, and a more inclusive society by accompanying people by co-constructing a tailor-made accompaniment path adapted to the needs of each individual. Making available the resources necessary for the project's success by relying on a network of partners. Raising awareness of entrepreneurship and opening the field of possibilities for newcomers.

“Crowd-IT”: is a project that offers a coaching path aimed at giving you the confidence and tools to set up an entrepreneurial project in a cross-cultural context, and to finance the start-up through a crowdfunding campaign.

“Social Entrepreneurship - Project The World Needs You”: This initiative encourages creative, social, and enterprising individuals to offer sustainable solutions for the world through social entrepreneurship.

Projects like the AVACI challenge political and economic actors about racism in entrepreneurship. Conducted by associations from Liège active in the fields of integration, co-development or socio-professional insertion, underlines the fact that the entrepreneurship of people of foreign origin is full of pitfalls and difficulties. Before addressing the issue of religious contexts, it seems imperative to address the issue of barriers at first. Showing that the void is there.

*Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in Adult Education
Curricula and Access to Course Materials in Partner Countries*

In Belgium, there is little evidence to suggest the teaching of social innovation and entrepreneurship outside mainstream education, especially relating to intercultural and interreligious contexts. Searches show that adult education curricula can include this but not as any officially endorsed national program. However, there is a wide range of activities to promote entrepreneurship and social innovation, including personal coaching, collective workshops, specific training, project financing, and coworking spaces.

At the university level in Belgium, entrepreneurship programs cover a comprehensive range of subjects designed to equip students with essential business skills and knowledge. These subjects typically include entrepreneurial finance, business model development, innovation management, strategic entrepreneurship, market research, legal aspects of starting a business, and entrepreneurial leadership. Leading institutions offering these programs include KU Leuven, Ghent University, Université Catholique de Louvain (UCLouvain), Solvay Brussels School of Economics and Management (ULB), Vlerick Business School, and Hogeschool Gent. Each of these universities provides specialized courses and practical projects aimed at fostering entrepreneurial thinking and new venture creation. These courses are designed to equip aspiring entrepreneurs with the knowledge and skills needed to succeed in the business world, but they do not address interculturality or interreligious issues.

There is little evidence of materials being available other than the programs previously mentioned. However, there are some private and associative organizations addressing entrepreneurship in Belgium such as SAACE, IFAPME, ACERTA, PARTENA-PROF, VENTURELAB, MICROSTART, STEP ENTREPRENDRE, JobYourself, Impulse Brussels, YouthStart Belgium among others.

The institutions and organizations that organize these activities are the most varied. We have the private and associative sectors leading in these initiatives and some government projects focusing on entrepreneurship as EntreComp. On the government side, EntreComp is the European reference framework designed to display the skills that constitute entrepreneurial competencies. The objective of EntreComp is also to support and inspire actions to help develop entrepreneurship as a key competence in all areas of learning throughout life. The EntreComp benchmark was designed by the European Commission and launched in 2016 as part of the European Skills Strategy (New Skills Agenda for Europe). Entrepreneurship is thus part of the eight key competencies for lifelong learning.

The SPW Employment Training implements this collaborative community of partners at the Belgian level. It is a place for exchanging experiences and information on entrepreneurship.

However, in all this ecosystem of organizations that encourage and promote entrepreneurship and social innovation, we do not find a large number that privilege interculturality or that focus on inter-religious contexts. There is a big gap in this aspect.

In the first quarter of 2020, 76 aid and support structures for entrepreneurship were created in Wallonia, including business counters, incubators, business cooperatives, financial aid structures, public operators active in supporting job creation, etc.

According to IRFAM studies (2020), there is very limited access to financing for non-EU foreign entrepreneurs "due to their origin", as they point out, the support structures that exist, very few address foreign entrepreneurship in a particular way, and therefore, very little attention is paid to intercultural and inter-religious contexts linked to entrepreneurship.

On the other hand, there is a wide range of training and activities to promote interculturality and inter-religious exchange.

EPTO <http://epto.org/organisation/epto> provides a space where young people can be learners and educators, sharing with their peers their competencies in a spirit of collaboration. In EPTO, individual knowledge becomes collective knowledge.

Center Bruxellois d'Action Intercultural promotes practices, know-how, and individual and collective approaches in an intercultural context. <https://www.cbai.be/qui-sommes-nous/>

Associations such as LMP, Interra, IRFAM starts to explore the question of entrepreneurship and social innovation, focusing on inter-religious and intercultural contexts and, above all, highlighting the barriers and trying to develop in parallel to the recommendations, tools for trainers and actors in the field.

For the contents and materials available, there is a gap between the theme of entrepreneurship in interfaith contexts in Belgium. There are organizations like EPTO or CEJI that address social innovation through various projects in interfaith contexts but do not directly touch entrepreneurship. Others like Centre Bruxellois d'Action Interculturelle promotes intercultural relations in Brussels and Belgian society at large. They seeks to empower individuals and groups to create shared life and action projects, emphasizing multiculturally.

In summary, Belgium offers a broad spectrum of educational programs dedicated to entrepreneurship through institutions such as KU Leuven, Ghent University, as we could see above. These university-level programs comprehensively cover crucial subjects like entrepreneurial finance, business model development, innovation management, strategic entrepreneurship, market research, and entrepreneurial leadership. Additionally, Belgium has various initiatives and programs focusing on multiculturalism and intercultural education, promoting inclusivity and diversity. However, there is a noticeable gap in programs or associations that explicitly integrate entrepreneurship and multiculturalism, highlighting the potential for innovation driven by cultural diversity. This indicates a significant opportunity for developing new educational initiatives that bridge this gap, leveraging Belgium's multicultural landscape to enhance entrepreneurial success and foster innovation.

3.2. Türkiye

National Good Practices

"EU-Turkey Intercultural Dialogue"

A training course has been organized as part of the "EU-Turkey Intercultural Dialogue" program, conducted by Yunus Emre Institute and co-financed by the European Union (EU) and the Republic of Turkey. The EU-Turkey Intercultural Dialogue program seeks to establish a strong dialogue between Europe and different parts of Turkey through four major cultural projects and hundreds of activities undertaken under these projects, and one of its major stages was to take intercultural dialogue to the very center of the Yunus Emre Institute's network abroad. To this end, a training course was held between March 2 and 6, 2020 with the attendance of the Institute's officials in Ankara as well as directors of Yunus Emre Institute's branches in Berlin, Cologne, Vienna, Amsterdam, London, Pristina, Belgrade, and Budapest.

The participants had a chance to study several topics including the international role of identity in establishing cultural identity and intercultural dialogue and strengthening international dialogue through activities. The participants were issued their training certificates by Institute President Prof. Dr. Şeref Ateş.

Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in Adult Education Curricula and Access to Course Materials in Partner Countries

Given the recent developments in Türkiye, the society has become even more inclusive and diverse which can bring up both challenges and perks. Various projects and endeavors are also being carried out in Türkiye to make this coexistence of society more efficient, blended and easier for individuals and the whole.

As of 2009, being centered in Ankara and having 62 centers in 52 countries, Yunus Emre Institution has been a locomotive drive for intercultural dialogue. The EU-Türkiye Intercultural Dialogue (KAD) Program, which started in January 2019 with the objective of establishing a powerful dialogue between Europe and Türkiye, has been finalized. With the financial support provided under the program, four major projects and hundreds of events were implemented. The program, which enabled concrete steps to be taken in intercultural dialogue between EU countries and Turkey, was carried out under the leadership of Yunus Emre Enstitüsü (YEE), which has been carrying out activities in 60 cultural centers in 50 countries for 10 years to promote Turkey abroad and strengthen cultural dialogue with different societies.

SInG-Der (Social Innovation and Entrepreneurship Association), consisting of academics and social researchers, is a non-profit civil society organization operating at local, regional and EU level. SInG-Der aims at providing innovative entrepreneurship models through scientific methods to be used in intercultural contexts.

Istanbul Business Institution (IENSTITU) offers remote courses on more than 50 subjects. One of the subjects is World Cultures and Destinations and the course includes topics such as:

- Definition of culture
- Culture Components, Intercultural Differences.
- The place of language and communication in culture

- Globalization and Culture
- Continental and Geographical Locations, Cultural Characteristics, Capitals of Countries

All the online courses offered by IENSTITU has aural and visual contents, entitled to grant a certificate upon the completion of the compulsory final exam with a score of 70.

GMN Institute also offers “Intercultural Communication” training for the professionals and adults. The following knowledge and competencies transfer the defined contents in the training program, which is created by considering intercultural communication, culture and the impact of different cultures on intercultural communication:

- Communication basics
- Interaction of communication and culture
- Nonverbal communication and cultural reflections
- Negative effects of culture on communication due to prejudice etc.
- Culture shock and ways to overcome it
- Intercultural work stress and ways of coping
- Effective communication strategies

The completion of the program is granted with a Global Mediators Network Certificate of Attendance.

Having started before as a rising opportunity and means of education, online courses are the main medium for the delivery of these trainings. Online education as a trend is highly preferred due to its advantages such as low cost and central distribution.

Within Türkiye context, learning opportunities are provided for the trainees thriving to develop themselves in social innovation and entrepreneurship, cultural and intercultural dialogue, however, these two subjects are not combined under one educational program, for the adult education.

When the studies in Türkiye are analyzed, it is seen that changing educational policies towards diversity and teaching in the creation of an education and training process that respects differences and cares about universal values staff, prospective teachers, teachers and revealed that school principals have positive attitudes and are willing to change. The situation indicates that any change will be easily and quickly embraced by practitioners. At this point, it is observed that various studies on multicultural education have been initiated. For example, in faculties of education, courses with course content such as culture and values, multicultural education concepts are examined in elective courses (YÖK, 2018). With elective courses, the student the continuity of Turkey's multicultural structure due to its strategic position is supported considering the multicultural structure of Türkiye.

In addition, Türkiye's multi-culturalism and inclusive education has been provided to the teachers of Ministry of National Education (MoNE, 2018) as an in-service training. This application is specifically prioritized given that the majority of the teachers working for MoNE are assigned to work in another region -with a different culture- in the country in the beginning of their public service. In the process and curricula of the trainers' training, the trainer profile has been described 17th National Education Council as “Teachers”, their own culture are aware of their values and assets, perceive different cultures and are competent in living together with these cultures should not have problems in establishing intercultural

communication. In addition, it is especially important to utilize the vast experience of our educational history, learn and make an effort to create a sense of history in themselves.”

For the relevant contents, Turkish Cultural Foundation has been offering interculturalism trainings with three branches concerning schools, civil society, and business communities. In regard to the priorities of INTREP Project, intercultural communication and relevant skills are included in their curricula such as:

- increased knowledge about various personal communication styles,
- confident communication in multicultural environments,
- Competences for effective intercultural communication,
- Effective and appropriate behaviors for intercultural interaction,
- Increased adaptation to different cultural environments,
- Provide a diversity of perspectives for creative thinking and problem-solving through collaboration,
- Effective working skills in multicultural teams and projects,
- Increased awareness and knowledge about “Cultural Lens” and “Cultural dimensions” specific to Türkiye.

In regard to the embracement of cultural diversity, a set of educational contents and materials have been provided in line with the competences acquired within the past fifty years of European Council. The risks that might occur in the absence of the Intercultural Dialogue, Theoretical Framework, Formation of an Identity in a Multicultural Environment, Background of Cultural Diversity, equality, gender and religious aspect along with the obstacles in front of the intercultural dialogue are the dimensions and topics in the supportive materials for the trainers of intercultural and interreligious dialogue.

Monitoring

Interculturalism education is evaluated and monitored through a variety of measures including, but not limited to, teacher assessments, student feedback, parent and community engagement, and observation of cultural awareness and integration in classrooms. Evaluators analyze the curriculum and instruction to ensure that it promotes a deep understanding of diverse cultures and traditions, fosters empathy, and encourages intercultural dialogue. Evaluation also includes the assessment of the level of inclusion and equity within the classroom, school, and larger community. To ensure the effectiveness of interculturalism education, monitoring and evaluation should be an ongoing process, with adjustments made as needed to ensure that all students have access to equitable and culturally responsive education.

In general, the training program is set within a timeframe and certificate program grant the end document upon the completion of the final exam with a certain score (for e.g. 70).

Validation and Accreditation

Entrepreneurship has gained immense recognition as an integral facet of education globally. In Turkey, intercultural education has become a significant area of focus in the past decade. The validation of entrepreneurship in intercultural education in Türkiye reflects the growing emphasis on fostering innovative and creative approaches towards education. This validation is reflected in the inclusion of

entrepreneurship courses in various education programs in universities and schools across Türkiye. Moreover, the Turkish government has provided various policies and programs to support entrepreneurs in diverse fields, including intercultural and cross-cultural interactions. The validation and emphasis on entrepreneurship in intercultural education in Türkiye are instrumental in fostering socio-economic development and promoting cultural exchange. Initiatives such as promoting collaboration, innovation, and cultural exchange have been a significant emphasis within entrepreneurial programs in intercultural education in Türkiye. In conclusion, it is evident that Turkey has made significant strides in validating entrepreneurship in intercultural education, which is critical for promoting the growth of the economy and respecting diversity.

In Türkiye, the scope of intercultural education, communication and collaboration strategies, problem solving cross cultures are amongst twenty-first century skills and leadership features. Such trainings are provided through both physical and online means and open for participation of anyone interested in gaining 21st century skills and leadership features. Trainings are offered starting with one-day webinars/online sessions to 3-7 days face-to-face trainings and courses.

The financial literacy is not officially included in the curricula of adult education. There are some initiatives that offer training about financial education as for example the Chamber of Commerce started a Business Support Program for Women (PAEM): a national program for the promotion and support of women's business activity. Chamber of Commerce has the financial support of the European Social Fund, the Women's Institute and Equal Opportunities of the Ministry of Health, Social Services and Equality and the Chambers of Commerce. There are materials for trainers, but they are not unified. Each autonomous community, municipality, NGO, business association, etc. offer this type of training to immigrants with their own teaching material.

Validation and Accreditation

There are no programs with an official certificate specially designed for immigrants or immigrant women. When people attend one of these courses, the entity might give a diploma, but it has no official validity. On the other hand, there is certified training in entrepreneurship, business management, financial management and similar, but it is not specific for immigrants.

In ISMEK's entrepreneurship trainings, which also covers financial literacy for migrants in general, a course completion certificate is provided. However, this certification does not hold an official validity for the recognition of learning outcomes acquired within these training programs.

3.3. Romania

National Good Practices

A series of good practices were implemented to promote teaching social innovation and entrepreneurship in intercultural and interreligious contexts. One of these is the RO-Culture Program: Call for projects for the Strengthening of Cultural Entrepreneurship and Audience and Public Development (session 2). This proposed to promote culture and its values in order to contribute to social innovation through adult education.

The curriculum of the Religion discipline is developed according to the curriculum design model centered on competencies. Another good practice initiative is related to the introduction of religion in the curricula. The structure of the Religion program includes the following elements:

- General skills;
- Specific competencies and examples of learning activities;
- Contents;
- Methodological suggestions.

“Future PLUS - entrepreneurs for development!” was also planned and structured to support social innovation and the culture of entrepreneurship to be better integrated in intercultural values. In Romania, the good practices dedicated to social innovation and the religious sector promote the main elements of a possible common model. Those are: guaranteeing citizens' freedom of conscience and religious freedom; respecting the autonomy of religions in relation to the state; non-discrimination based on religious criteria; the existence of some forms of direct and/or indirect support of religious communities; an increasingly comprehensive recognition of religious pluralism and social innovation.

Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in Adult Education Curricula and Access to Course Materials in Partner Countries

The National Education Law 1/2011 provides the general regulatory and integration framework for lifelong learning in Romania. According to the specific legislation on adult training, adults are defined as persons of an age that allows them to engage in employment relations and can participate in training programs under the law. Adult education responds to the challenges of today's society in relation to the pace of social change, being an ideal for the modernization of society.

Through the Action Plan "Entrepreneurship 2020" and Communication "Rethinking education", the European Commission underlined the need for the integration of entrepreneurial learning in all sectors of education, including informal learning. This also applies to Romania. Adults are the facilitators of learning and the spread of ideas. They shape learning processes and can help others achieve results in the field of entrepreneurial learning – concrete knowledge, skills, and attitudes.

This means that adults must also benefit from social education in social innovation and entrepreneurship in intercultural and interreligious contexts. The curricula regarding this approach are still quite unclear at

the national level, but the most important thing is that it supports the fact that adults and especially teachers and trainers must be offered, in turn, the opportunity to acquire the knowledge, skills and attitudes necessary to provide an entrepreneurial education and facilitate entrepreneurial learning.

In Romania, not only projects or learning activities promote social innovation and entrepreneurship in intercultural and interreligious contexts through ACE, but also the Romanian Constitution. The Constitution prohibits limiting freedom of thought, opinion, conscience, or religion, as well as forcing individuals to adopt a religious belief contrary to their convictions.

The training and learning activities in Romania are beginning to show that society is a human construct, an innovation. Societies, under the pressure of needs, innovate continuously, considering conditions and opportunities. They are in a constant state of change.

Analyzing the involvement of ACE in various Romanian contexts it can be highlighted that social innovation and entrepreneurial skills that can transform ideas into cultural and religious actions include creativity, innovation, assumption risk as well as project management.

In Romania the social innovation in entrepreneurship and the religious sector is promoted and supported by participating in national and international conferences, congresses, local actions, training activities dedicated to the adult community etc.

So, all these projects followed by national or European strategy plans propose a complex investment, which seeks the rehabilitation, preservation, and restoration of all these intercultural and religious values, with a view to reintroducing them into the religious-historical cultural circuit and social innovation.

Taken from the 'promotion spectrum' of social innovation and entrepreneurship in intercultural and interreligious contexts through ACE different learning and training activities can be seen including European projects and national services. For instance, the National Social Innovation Competence Center is an initiative that supports Romanian social entrepreneurs, support organizations, social innovation researchers, decision-makers, and civil servants to work together to successfully implement future projects supported through FSE+ (European Social Fund Plus) in the field of social innovation.

For the relevance of the materials and contents available, the available contents show that adult education is formative, continuous and parallel to other forms of education. It aims to improve existing skills and/or acquire new ones, as well as assimilating value systems that have proven to be socially effective and putting them into practice. Adult education has become a major force of social and religious development in today's world. Adult education is constituted as an alternative training system to the education system. The materials designed for social innovation and entrepreneurship in intercultural and interreligious contexts are connected to adult teaching and learning. The materials are available in the form of articles, studies, presentations, ideas, actions, initiatives, etc. They show that to act in an entrepreneurial spirit, active learning is necessary. Current pedagogical methods should be applied (e.g. active learning, e.g. project-based, or independent learning).

The main objectives of lifelong learning concern the complete development of a person and the sustainable development of society. Every current and future training staff should benefit in the course career, of at least one training experience in the field of essential topics and methods related to social innovation, interreligious contexts, and entrepreneurial learning.

For the evaluation monitoring, evaluation is a means of objective measurement of the results of the training activity, constituting an integrated act of any learning or training activity regardless of the field. The evaluation tools used in Romania are among the most used at the European level, namely, questionnaires, pre- and post-assessment, open and free questions, formal, informal, anonymous evaluation, oral examination, written examination, systematic observation of activity and behavior, investigation, portfolio etc. In adult education, pre- and post-training evaluation is more important than monitoring the learning process. The evaluation approached as a balance monitoring process in adult education offers the possibility of building a comprehensive and objective evaluation plan.

In the evaluation of the learning process of adults, the following are evaluated:

- The quality of the training program (curricula)
- The performance
- The quality of program (teaching-learning situation)

Validation and Accreditation

The general legal framework for the organization, administration and functioning of education in Romania is established by the Constitution, the National Education Law (Law 1/2011) - organic law - ordinary laws and Government ordinances.

Specific procedures and regulations are established by Government Decisions and Orders of the Ministry of National Education. Article 328 regulates the general and integrative framework of lifelong learning in Romania.

Priority 4 - Entrepreneurship and social innovation and economy - Here we find action 4.a.3. - Support given to the social innovation and economy sector for the development / innovation / scaling / expansion of social enterprises and social insertion enterprises. This is the only one that provides a credit-type financial instrument with a grant component. This certification and validation are seen as a key measure in Romania in the field of social innovation and entrepreneurship.

The new Education and Employment Program (PEO) 2021-2027 - Priority 7. Increasing the quality of the offer of education and professional training to ensure the equity of the system and a better adaptation to the dynamics of the labor market and to the challenges of innovation and technological progress. Including and validating non-formal and informal learning, to support the acquisition of key skills, including entrepreneurial skills, intercultural competencies, religious openness, and social innovation.

3.4. Greece

National Good Practices

Promoting teaching social innovation and entrepreneurship in intercultural and interreligious contexts in Greece requires a multifaceted approach that takes into account the specific needs and challenges of the target groups. Here are some good practices that can be used to promote teaching social innovation and entrepreneurship in intercultural and interreligious contexts in Greece:

- Developing culturally-sensitive materials: The materials used in teaching social innovation and entrepreneurship should be designed with cultural sensitivity in mind, taking into account the unique needs, perspectives, and experiences of learners from diverse backgrounds.
- Incorporating experiential learning: Active and experiential learning approaches, such as project-based learning, can help learners develop practical skills and knowledge that they can apply in real-world situations.
- Providing mentorship and networking opportunities: Connecting learners with mentors and professionals in their field of interest can help them build networks and gain valuable insights into the challenges and opportunities of entrepreneurship.
- Encouraging collaborative learning: Providing opportunities for learners to work collaboratively can help them develop communication and teamwork skills, as well as learn from each other's diverse experiences and perspectives.
- Building partnerships and collaborations: Building partnerships with local organizations, community groups, and businesses can help create opportunities for learners to apply their skills and knowledge in real-world settings.
- Offering support and resources: Providing learners with access to resources such as funding, training, and business incubation services can help them overcome barriers to entrepreneurship and promote their success.

Overall, promoting teaching social innovation and entrepreneurship in intercultural and interreligious contexts in Greece requires a holistic approach that takes into account the unique needs and perspectives of learners from diverse backgrounds, as well as the broader social and economic context.

Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in Adult Education Curricula and Access to Course Materials in Partner Countries

Promoting social innovation and entrepreneurship in intercultural and interreligious contexts in Greece involves a range of training, learning, and project-based activities. Some examples include:

- Workshops and training programs: Organizations such as the Athens Center for Entrepreneurship and Innovation (ACEin, <https://acein.aueb.gr/>) offer workshops and training programs on social entrepreneurship and innovation for intercultural and interreligious groups. These programs provide participants with the skills and knowledge needed to develop and implement social ventures.

- Incubation and acceleration programs: Incubation and acceleration programs, such as the Social Impact Award Greece

(https://socialimpactaward.net/?redirect_to=https%3A%2F%2Fgreece.socialimpactaward.net%2Fhome-2%2Fnews), provide support and mentorship to individuals and teams working on social ventures in intercultural and interreligious contexts. These programs help participants develop their ideas and turn them into sustainable enterprises.

- Collaborative projects: Collaborative projects that bring together individuals and organizations from different cultural and religious backgrounds can help promote social innovation and entrepreneurship in intercultural and interreligious contexts. For example, the NGO Inter Alia (<https://interaliaproject.com/>) has carried out a project called "The Interfaith Youth Coalition for Social Justice" which brought together young people from different religious backgrounds to work on social justice issues.

- Hackathons and design sprints: Hackathons and design sprints are events that bring together individuals and teams to work on social innovation challenges. These events can provide opportunities for intercultural and interreligious groups to collaborate and develop innovative solutions to social problems.

Overall, promoting social innovation and entrepreneurship in intercultural and interreligious contexts in Greece requires a range of training, learning, and project-based activities that support collaboration, creativity, and innovation across cultural and religious boundaries.

Social innovation and entrepreneurship are important skills for adult trainers to possess, particularly when working in intercultural and interreligious contexts where diversity and collaboration are essential. In Greece, there are several organizations and institutions that offer training and resources to support the development of these skills. Some potential resources include:

- European Institute for Local Development (<https://eurolocaldevelopment.org/>). This organization offers training courses and workshops on social entrepreneurship and innovation, with a particular focus on supporting disadvantaged groups and promoting diversity and inclusion.

- Impact Hub Athens (<https://athens.impacthub.net/>). This is a co-working and innovation space that offers a range of training and networking opportunities for entrepreneurs and social innovators. They also host events and workshops on topics related to intercultural and interreligious communication.

- Athens Center for Entrepreneurship and Innovation (<https://acein.aueb.gr/en/>). This center provides training and support for entrepreneurs and startups, with a focus on developing innovative and sustainable business models. They also offer courses and workshops on social entrepreneurship and impact investing.

- Athens Startup Weekend: This is a weekend-long event that brings together entrepreneurs, designers, and developers to collaborate on new business ideas. The event is open to participants from diverse backgrounds and encourages cross-cultural communication and collaboration.

- Hellenic American Union (<https://www.hau.gr/>): This organization offers a range of language courses and cultural exchange programs that promote intercultural understanding and communication. They also host events and workshops on topics related to entrepreneurship and innovation.

In Greece, adult education is provided through various formal and non-formal programs and institutions, such as vocational training centers, adult education centers, and universities. So, it is possible that individual adult education institutions may offer courses or workshops on these topics as part of their broader curriculum.

The Greek Ministry of Education, Research, and Religious Affairs is responsible for setting the policies and guidelines for adult education programs in the country. The Greek government has recognized the

importance of promoting social innovation and entrepreneurship and has taken steps to support the development of these skills among adults. However, it is not clear whether social innovation and entrepreneurship in intercultural and interreligious contexts are specifically included in the curricula of adult education programs in Greece.

For the relevant contents, in line with the curricula for social innovation and entrepreneurship in intercultural and interreligious contexts may vary depending on the specific country and educational institution.

For example, many universities and educational institutions offer courses and programs that focus on social innovation and entrepreneurship in intercultural and interreligious contexts, and these courses may include relevant content such as case studies, best practices, and practical tools and resources. Additionally, there are a number of online platforms and resources that provide access to educational materials and resources related to social innovation and entrepreneurship in intercultural and interreligious contexts, including Massive Open Online Courses (MOOCs), online libraries, and knowledge-sharing networks.

The use of the materials however, is worth noting that the extent to which adult education teachers/trainers in Greece use these materials may vary depending on factors such as their own expertise, teaching goals, and the needs and interests of their students. Monitoring and evaluation in adult education programs in Greece typically involve a combination of quantitative and qualitative methods to assess both the short-term and long-term impact of the program on participants and the wider community.

Validation and Accreditation

There are several certification and validation programs implemented in Greece to support the transparency and visibility of social innovation and entrepreneurship in intercultural and interreligious contexts in adult education. Here are some examples:

- European Social Innovation Competition (https://eic.ec.europa.eu/eic-prizes/european-social-innovation-competition_en). This annual competition, funded by the European Commission, aims to identify and support innovative solutions to social challenges across Europe. Winning projects receive a financial prize and support to scale their initiatives.
- Erasmus+ program: It provides funding for adult education projects that focus on social innovation, entrepreneurship, and intercultural dialogue. The program offers various types of support, including mobility grants, partnerships, and capacity-building activities.
- Social Economy and Social Entrepreneurship Certification Scheme: This certification program, developed by the Greek Ministry of Labor and Social Affairs, aims to recognize and validate the skills and knowledge of individuals working in the social economy and social entrepreneurship sectors. The program provides certification in various areas, including social entrepreneurship, social innovation, and intercultural communication.
- Open Badges: It allows learners to earn and display badges for the skills and knowledge they acquire through adult education programs. Badges can be issued by educational institutions, non-profits, and employers, and can be easily shared on social media and professional networks.

The strengths of these certification and validation programs include their ability to provide recognition and visibility to individuals and organizations working in the social innovation and entrepreneurship sectors, as well as their potential to foster collaboration and networking among stakeholders. However, some potential weaknesses may include limited access to funding and resources and challenges in ensuring the quality and relevance of the programs.

In terms of relevance to this project, these certification and validation programs may offer valuable opportunities for promoting social innovation and entrepreneurship in intercultural and interreligious contexts in adult education in Greece. For example, the Erasmus+ program could provide funding and support for project activities, while the Social Economy and Social Entrepreneurship Certification Scheme could offer a recognized credential for learners.

3.5. Spain

National Good Practices

Social Innovation Laboratory (LABINNOVA): This initiative is a collaboration between the City of Madrid and Madrid Emprende, which is a business development agency. It offers training programs and workshops on social innovation and entrepreneurship to people from diverse backgrounds, including those from immigrant and refugee communities. The initiative focuses on intercultural dialogue and promotes social innovation and entrepreneurship as tools for promoting social inclusion.

Bridge for Billions: This is a Madrid-based startup that offers an online platform for social entrepreneurs to develop their business ideas. The platform provides mentorship, resources, and support to entrepreneurs from diverse backgrounds, including those from immigrant and refugee communities. The program is designed to foster intercultural dialogue and promote social innovation and entrepreneurship as means for promoting social change.

CaixaImpulse: This is a social innovation initiative run by the "la Caixa" Foundation in collaboration with the Barcelona Science Park. It provides funding and support to social entrepreneurs from diverse backgrounds, including those working in intercultural and interreligious contexts. The initiative also offers training programs and workshops on social innovation and entrepreneurship, with a focus on intercultural dialogue and social inclusion.

ActúaUPM: This initiative is run by the Technical University of Madrid and provides training programs and support to social entrepreneurs from diverse backgrounds, including those working in intercultural and interreligious contexts. The initiative focuses on promoting social innovation and entrepreneurship as tools for promoting social change and fostering intercultural dialogue.

Aula Emprende: This is a program run by the Andalusian regional government that provides training programs and workshops on entrepreneurship to people from diverse backgrounds, including those from immigrant and refugee communities. The program focuses on fostering intercultural dialogue and promoting social innovation and entrepreneurship as tools for promoting social inclusion.

Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in Adult Education Curricula and Access to Course Materials in Partner Countries

In Spain, Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts do not cover a branch, however there is a growing interest in improving and including these issues in education. There are training courses that promote social innovation and entrepreneurship in intercultural and interreligious contexts through Adult Community Education (ACE). These courses are designed to provide individuals and communities with the skills and knowledge needed to create positive social change in a diverse and multicultural environment.

The courses offered through ACE in Spain cover a wide range of topics related to social innovation and entrepreneurship, including design thinking, project management, marketing, and finance. They are designed to be practical and hands-on, providing individuals with the tools and resources needed to develop and implement their own social innovation projects.

In addition to the courses, ACE in Spain also provides mentoring and coaching support to individuals and groups who are working on social innovation and entrepreneurship projects. This support helps to develop their ideas, identify resources, and overcome challenges.

Some examples of courses and initiatives that have been promoted in Spain to support social innovation and entrepreneurship in these contexts.

EmprendeDiversidad: This is an initiative of the Spanish government that promotes entrepreneurship among immigrant communities. The program includes training courses on entrepreneurship, business management, and financial literacy, as well as mentoring and coaching support for participants.

ACE Europa: This is a European initiative that aims to promote intercultural dialogue and social innovation through ACE. The program includes training courses on social entrepreneurship, project management, and intercultural communication, as well as study visits and networking opportunities.

Programa Integra: This is a social innovation program for immigrant and refugee women that includes training courses on entrepreneurship, digital skills, and financial literacy, as well as mentoring and coaching support for participants.

In Spain, there are various activities and learning environments provided for adult trainers to acquire and apply social innovation and entrepreneurship in intercultural and interreligious contexts through Adult Community Education (ACE). Some examples of these activities and learning environments are:

Professional Development Programs: There are several professional development programs in Spain that offer training courses and workshops to adult trainers on social innovation and entrepreneurship in intercultural and interreligious contexts. These programs aim to enhance trainers' knowledge, skills, and attitudes related to these topics, and help them incorporate them into their teaching practices.

Networking and Collaboration: Adult trainers in Spain can participate in various networking and collaboration opportunities with other trainers and organizations working in the field of social innovation and entrepreneurship in intercultural and interreligious contexts. These opportunities include conferences, seminars, and workshops, where trainers can exchange ideas, experiences, and best practices.

Mentoring and Coaching: Adult trainers in Spain can also benefit from mentoring and coaching programs, where experienced trainers or entrepreneurs provide guidance and support to less experienced trainers in developing their skills and applying them in the field of social innovation and entrepreneurship.

Online Platforms: There are several online platforms in Spain that provide adult trainers with access to training resources, such as training materials, case studies, and video tutorials on social innovation and entrepreneurship in intercultural and interreligious contexts. These platforms enable trainers to learn at their own pace and provide flexibility in terms of time and location.

Study Visits: Adult trainers in Spain can also participate in study visits to other countries or regions where social innovation and entrepreneurship in intercultural and interreligious contexts are well-developed. These visits provide trainers with the opportunity to learn from different approaches and practices and apply them in their own work.

For materials, there are comprehensive books at the disposal of anyone interested to pursue and provide training in Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts. Development, Implementation and Evaluation (monitoring) could be designed and applied in line with the instructions provided.

Validation and Accreditation

There is an international accreditation scheme that recognizes social enterprises that are making a positive impact on society and the environment. In Spain, the Social Enterprise Mark is offered by Social Enterprise Europe, and it provides a way for social enterprises to demonstrate their commitment to social innovation and entrepreneurship.

Strengths: The Social Enterprise Mark provides a clear and recognizable way for social enterprises to demonstrate their commitment to social innovation and entrepreneurship. It can help to build trust and credibility with stakeholders, including customers, funders, and partners.

Weaknesses: The Social Enterprise Mark is a voluntary accreditation scheme, so not all social enterprises may choose to participate. There may also be concerns about the cost and administrative burden of obtaining and maintaining the accreditation.

Future relevance/contribution to the project: The Social Enterprise Mark could be relevant to the project as a way to recognize and promote social innovation and entrepreneurship in intercultural and interfaith contexts. However, it is important to consider the potential challenges and limitations of the accreditation scheme.

Certificate in Social Entrepreneurship: This is a certification program offered by the IE Business School in Madrid. The program provides training in social entrepreneurship, including topics such as social innovation, impact measurement, and business models for social enterprises.

- **Strengths:** The Certificate in Social Entrepreneurship provides a recognized and rigorous way for individuals to develop their skills and knowledge in social entrepreneurship. It can help to build

credibility and recognition in the field and can be a valuable asset for job seekers and entrepreneurs.

- Weaknesses: The Certificate in Social Entrepreneurship is a fee-based program, which may limit access for some individuals. There may also be concerns about the quality and relevance of the program, depending on the specific curriculum and instructors.
- Future relevance/contribution to the project: The Certificate in Social Entrepreneurship could be relevant to the project to support adult learners in developing their skills and knowledge in social innovation and entrepreneurship. However, it is important to consider the potential limitations and accessibility of the program.

Sistema Nacional de Acreditación de la Formación Continua: This is a national accreditation system for continuing education in Spain. The system provides a way for organizations to validate their training programs and demonstrate the quality and relevance of their offerings.

- Strengths: The Sistema Nacional de Acreditación de la Formación Continua provides a recognized and standardized way for organizations to validate their training programs. It can help to build credibility and trust with stakeholders, including learners, employers, and funders.
- Weaknesses: The accreditation process can be time-consuming and costly, and there may be concerns about the potential for bureaucracy and red tape. There may also be challenges in ensuring that the accreditation system is flexible and responsive to the changing needs of learners and the labor market.
- Future relevance/contribution to the project: The Sistema Nacional de Acreditación de la Formación Continua could be relevant to the project as a way to validate and recognize the quality and relevance of training programs in social innovation and entrepreneurship. However, it is important to consider the potential challenges and limitations of the accreditation system, and to ensure that it is flexible and responsive to the needs of diverse learners and contexts

3.6. Ireland

National Good Practices

There are several good practices that can be pointed out that support upskilling in social innovation and entrepreneurship in intercultural and interreligious contexts. Here are some examples listed and sorted by different types:

- Workshops and trainings
 - [Leading Across Borders and Cultures](#)
 - [Intercultural and Anti-racism training](#)
 - [Intercultural Learning \(UCD\)](#)
- Organizations
 - Social Innovation Fund Ireland - <https://rethinkireland.ie/>
 - Immigrant Council of Ireland - <https://www.immigrantcouncil.ie>
 - Irish National Teacher's Organization - <https://www.into.ie/help-advice/social-inclusion/>
- Platforms and networks
 - Social Innovation Hubs - <https://www.innovatecommunities.ie>
 - Social Entrepreneurship Ireland - <https://www.socialentrepreneurs.ie>

- [Intercultural Education](#)
- Intercultural and interreligious dialogue
 - [Centre For Interreligious Dialogue \(Dublin City University\)](#)
- Diversity, Equality Inclusion:
 - [National Youth Council of Ireland: Equality, Inclusion, and Intercultural resources](#)
 - [Business trainings for Diversity, Equality, and Inclusion](#)
 - [Irish Centre for Diversity](#)
- Projects
 - Cultural Social Innovation Europe - <https://www.csi-project.eu/about/>
 - [Embracing cultural diversity in the classroom](#)

Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in Adult Education Curricula and Access to Course Materials in Partner Countries

In Irish context, research activities have led to the conclusion that there are no training activities that specifically combine social innovation and entrepreneurship in the intercultural and interreligious context. However, there are educational activities that address certain elements of those.

In regard of the first topic, the organization to point out is the Social Innovation Fund Ireland (SIFI) which offers training and support for social innovators and entrepreneurs. They support individuals and organizations alike.

Furthermore the “European Social Innovation Competition” could be highlighted, therefore. This annual competition aims to promote social innovation across Europe and supports people and entities working on social challenges. It is particularly supported by the SIFI and the Irish Development Network (ILDN).

The topic of intercultural and interreligious dialogue is relatively present in Ireland. A reason for this may be due to the historical religious conflict in the country between Catholics and Protestants.

There is a significant offer of training activities that have the aim of promoting intercultural and interreligious dialogue, inclusion, and equality. They want to sensitize people and organizations and promote a peaceful and productive collaboration. The targeted people very well include adult and community educators, but the offer covers a broad range from trainings for children and youth to managers and general business context.

There are several training activities and learning environments for adult learners to acquire and apply social innovation and entrepreneurship in intercultural and interreligious contexts. These may include:

1. **Workshops and training programs:** As pointed out previously there is a good number of activities that address related topics such as intercultural dialogue, inclusive leadership or cultural sensitivity.
2. **Communities of practice:** These are groups of people who have a common field of interest. They come together and share their experiences to learn from and support each other. The Intercultural Dialogue Platform does so in the field of intercultural dialogue and or the Social Enterprise Network in entrepreneurship.
3. **Mentoring and Coaching:** there are several mentoring programs that aim to support people in the given context. These organizations offer them for example: SIFI, Mentorship Ireland, Irish Social Enterprise Network, Social Entrepreneurs Ireland, Enterprise Ireland etc.
4. **Experiential Learning:** there are activities in place like Social Innovation Bootcamps, Social Innovation Labs, Study Tours, or Collaborative Projects.

The national research shows that the topic of social innovation and entrepreneurship in intercultural and interreligious contexts is not officially included as such in one training curriculum for adult education. However, it is clearly recognizable that the Irish government has understood its importance. There are several programs and initiatives in place.

An outstanding example therefore is the “National Social Enterprise Policy for Ireland”. This policy includes a focus on fostering social innovation and entrepreneurship in disadvantaged and marginalized communities particularly intercultural and interreligious groups.

For the relevant contents available, since it was not possible to identify one official curriculum that includes the given topics there are no contents that could be pointed out. However, there are many training curricula that address parts of the topic as being pointed out above. The good practices section will include some further examples.

For the materials, there are no materials available for adult educators that specifically address the given combination of topics. Also, there are few resources that solely arise from the Irish context.

There are however several materials on national and European level that can be pointed out that address specific parts:

- Social Enterprise Development Toolkit - <https://socialenterprisetoolkit.ie/>
- Intercultural Competence Training - https://ec.europa.eu/migrant-integration/integration-practice/icp-intercultural-competence-programme-adapting-knowledge-skills-and-attitudes_en
- Social Innovation Research Reports (Ireland) – <https://rethinkireland.ie/reports/>
- Global Education Guidelines - <https://www.developmenteducation.ie/media/documents/GEguidelines-web.pdf>
- Entrepreneurial Mindset Profile - <https://www.emindsetprofile.com/>
- Innovating Together Guidebook (UN) - https://unsdg.un.org/sites/default/files/UNDG_InnovationReport_web_final.pdf
- ChangeX - <https://www.changex.de>
- Intercultural Education Toolkit - <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
- Social Innovation and Entrepreneurship Guidebooks by the European Social Innovation Academy - <https://www.socialinnovationacademy.eu/social-innovation-guidebooks/>
- Resources from Social Innovation Bootcamps

Furthermore, there are several training activities for diversity, equity and inclusion in Ireland which provide training materials for adult educators.

Monitoring

In Adult Education, the tools that are generally used can also be adapted for the evaluation of this topic.

The tools used cover:

- Pre- and post-training surveys
- Focus groups
- Case studies
- Peer evaluations
- Participant feedback

Validation and Accreditation

There are no training programs that address the niche of social innovation and entrepreneurship in intercultural and interreligious contexts in adult education. Due to this there are no certifications or validation processes stated as examples.

The existing trainings in the areas of social innovation and entrepreneurship as part of training curricula or as stand-alone-courses are offered at all sorts of qualification levels.

Intercultural and interreligious topics are mostly part of diversity, equality and inclusion trainings or as such topics of broader curricula.

The validation processes correspond to the level and type of the respective training activity.

There are several bodies that may be relevant or helpful for establishing such processes or defining the criteria:

- [Quality and Qualifications Ireland \(QQI\)](#)
- [Social Entrepreneurs Ireland](#)
- [Inter-Cultural Education Services](#)
- [Social Innovation Fund Ireland \(SIFI\)](#)

3.7. Austria

National Good Practices

In the Austrian context, adult education and training is the largest, most differentiated educational sector. Moreover, it is a form of action that includes teaching, training, group accompanying and leading, vocational pedagogical and counseling activities as well as activities of education management or librarianship. Alongside this practice, adult education also denotes a theory and academic discipline: the teaching and the learning by and with adults. Here are some Austrian Good Practices to promote teaching social innovation and entrepreneurship in intercultural and interreligious contexts in adult education and training:

Initiatives:

- Social City Vienna [in der Social City Wien!](#)
- Task Force “Dialogue of Cultures” [BMEIA](#)

Mentoring and Coaching:

- [Social Business Women](#)

Networking and Collaboration:

- [Impact Hub Vienna](#)
- Ashoka [Home](#) | [Ashoka](#) | [Everyone a Changemaker](#) (provide certificates)
- European Migrant Network Austria [National Network – EMN.at](#)
- [Social Entrepreneurship Network Austria](#)

- The Home of Austrian Entrepreneurship: (Network) [AustrianStartups](#)
- [Edu-Hub Vienna - Young Enterprises Media](#)
- [Social Business Hub Styria \(EN\)](#)
- [sic - students' innovation centre](#)

Projects and Competitions:

- [INTRINSIC project](#) (Erasmus+) Sustainable Entrepreneurship Education Social Impact Award [Social Impact Award Österreich](#)

Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts in Adult Education Curricula and Access to Course Materials in Partner Countries

Adult education in Austria is a part of the European lifelong learning process (Elke Gruber, 2013). Adult education is characterized by a variety of educational organizations with different objectives and educational offers. The educational spectrum ranges from general education offers, such as basic education and catching up on educational qualifications in the second educational pathway, vocational education offers to higher education courses and university education. The development and implementation of an adult-oriented and target group-appropriate offer as well as high-quality educational counseling and career guidance are essential for participation and success in adult education (Austrian Federal Ministry of Education, Science and Research - BMBWF, 2023). As adult education and training in Austria is a broad field with various types of educational activities aimed at fostering social innovation and entrepreneurship in intercultural and interreligious context, here are the main activities.

In the following section, Good Practices from Austria are listed:

- Workshops and seminars on intercultural communication
- Trainings on social innovation and entrepreneurship with the focus on intercultural and interreligious understanding
- Entrepreneurship training: equip with necessary skills and knowledge to start and manage successful business
- Some adult education providers offer project-based learning activities: solving real-world problems in their communities are addressed
- Networking and collaboration: exchanging ideas and experiences; events/collaboration for entrepreneurs from different backgrounds
- Coaching and Mentoring service: to support entrepreneurial participants with guidance, advice and feedback
- Incubator, Accelerator Programs and collaboratives spaces: for entrepreneurs resources, support, opportunity to connect, collaborate
- Some adult education providers offer Intercultural and Interfaith Dialogue
- Hackathons and Competitions: promoting intercultural and interreligious understanding
- Field Trips, Site Visits and Internships and Volunteer Opportunities
- Online learning and Peer Learning

There are used different learning strategies in adult education in Austria: informal learning, competence- and learning outcome-oriented learning, self-learning, eLearning, other; open learning, experiential

learning, problem-oriented & problem-based learning, exploratory & discovery learning, situated learning, cooperative & collaborative learning, intercultural learning, etc. (Erwachsenenbildung.at)

It is not clear whether social innovation and entrepreneurship in intercultural and interreligious contexts are officially included in the curricula of adult education in Austria. However, there are indications that it is becoming more of a priority in adult education policy and practice. The “Strategy for Adult Education in Austria 2021-2024” by the BMBWF calls for “inclusive, diversity-sensitive adult education” and emphasizes the importance of intercultural and interreligious understanding in adult education. To sum up, the inclusion in the curricula depends on the individual programs, courses and materials of the institutions and organizations. As already mentioned, the specific contents for adult education may differ depending on the institute, training, course, program, etc. Examples of content:

- Understanding social innovation and entrepreneurship
- Developing social innovation and entrepreneurship skills
- Identifying and analyzing social challenges
- Legal and ethical considerations
- Case studies and examples

For materials, there is not a specific resource dedicated to Social Innovation and Entrepreneurship in Intercultural and Interreligious Contexts, however, Adult Education providers have a variety of options to support and enrich their lessons and guide adults through intercultural communication & learning, diversity and inclusion via:

- “Intercultural Competence in the Classroom” handbook (BMBWF)
- “Diversity and Inclusion in Adult Education” materials (VÖWB)
- “Intercultural Communication in Adult Education” (OEIB)
- “Intercultural Learning in Adult Education” materials: (OEIB)
- “Interfaith Dialogue in Adult Education” materials (OEIB)
- “Diversity and Entrepreneurship” toolkit
- “SDGs in Adult Education” guidebook
- “Entrepreneurial Learning for Teachers” training program

Knowledge Base Adult Education Austria [Bifodok](#): Search for publications on intercultural and interreligious projects.

For monitoring, Surveys, Interviews, Case studies, Focus groups, Self-assessment tools, Social impact assessments, Observations, reviews, online tools, etc are used.

Validation and Accreditation

On the one hand there are university studies that are focused on this topic or closely related to it, so there is a validation following the ECTS system. Since all following studies are not pedagogy courses the pedagogical part of adult education could not be covered within this education, e.g.

- Social Innovation Master (120 ECTS) [Social Innovation | Your Master's degree at FH Salzburg](#)
- Bachelor (180 ECTS) and Master (120 ECTS) called “Cultural and Social Anthropology” and Master degree (120 ECTS) “CREOLE: Cultural Differences and Transnational Processes” [u:find - Studienprogrammleitung 24 - Kultur- und Sozialanthropologie](#)

- Master's program (120 ECTS) "in diversity education in schools and society [Master Diversitätspädagogik in Schule und Gesellschaft – Studieren an der Universität Klagenfurt](#)
- Master's program (60 ECTS) "Managing social innovation" [Wirtschaftsuniversität Wien: Soziale Innovation managen: neuer Professional Master](#)
- "Extension Course Transdisciplinary Peace Studies" BA degree needed (32 ECTS). [Erweiterungsstudium Transdisziplinäre Friedensstudien – Universität Klagenfurt](#)
- Lecture at University of Natural Resources and Life Sciences [LVA "Sustainable Entrepreneurship":Zentrum für Globalen Wandel & Nachhaltigkeit::BOKU](#)

On the other hand, there is no specific certification or accreditation that is exclusively dedicated to social innovation and entrepreneurship in intercultural and interreligious contexts in adult education in Austria. It depends on the institutions and adult trainers themselves, whether they addressed this issue.

However, there are various certifications and accreditations that are relevant to this field and can support the transparency and visibility of social innovation and entrepreneurship education.

Some additional courses and training were already mentioned in the Best Practice section, some of them can be completed with a certificate:

- [Ö-CERT](#) Quality Framework for Adult Education in Austria
- ISO 29990 and 21001 for educational organizations
- NQF Level IV [Qualifikationsregister](#) NQF - qualifications can be compared at eight levels
- "Certified Adult Educator" - NQF Level V [Qualifikationsprofil](#)
- Intercultural specialist & communication trainer - ISO 17024 [Interkulturelle Fach- & KommunikationstrainerIn - ISO 17024](#)

4. INTREP Pilot Review

4.1. Context and Procedures

The INTREP project conducted pilot activities across several partner countries, including Austria, Belgium, Greece, Romania, Spain, and Türkiye. Each country's piloting phase provided valuable insights into the usability, comprehensiveness, and effectiveness of the INTREP E-Learning Campus and Instructional Web App.

INTREP Project Pilot Application Methodology

The INTREP project aims to foster social innovation and entrepreneurship in intercultural and interreligious contexts through its innovative E-Learning Campus (PR3) and Instructional Web App (PR4). To achieve this, the project employs a well-structured pilot application methodology with clear milestones that ensure comprehensive testing, feedback collection, and refinement of training modules, thereby enhancing the project's impact. By involving trainers and learners from diverse backgrounds, the dual-layer feedback system captures a wide range of insights, ensuring the materials are robust, inclusive, and adaptable to various contexts. The iterative process of collecting and analyzing feedback continually enhances the training materials. Real-world application by participants ensures practical usability, and structured documentation facilitates the effective dissemination of best practices. This flexible approach allows each partner country to tailor the pilot phase to their specific context, ensuring relevance and effectiveness.

To explain *milestones* of the pilot implementation in more detail:

Milestone 1: Participant Selection, Pilot Format Definition, and Initial Piloting

Selection of Participants: All partners were tasked with selecting five adult community trainers, teachers, or educators. This selection process is crucial because it ensures that individuals with relevant experience and expertise are involved in the piloting phase. The diverse backgrounds of these participants enrich the feedback and help in identifying potential improvements from multiple perspectives.

Defining the Pilot Format: Each partner defined the pilot format tailored to their specific context. This step allows for the customization of the pilot to address local needs and conditions, ensuring the methodology's flexibility and adaptability.

Conducting the Pilot Phase: During the initial piloting, each partner ensured that each of the five modules was piloted by distributing them to the selected participants. This comprehensive approach guarantees that all aspects of the training modules are tested. Participants then designed their own lessons or courses using the E-Learning Campus and Instructional Web App and applied these with their learners (five learners per trainer). This phase is critical as it allows trainers to experience the platforms firsthand, providing practical insights and generating real-world feedback.

Milestone 2: Feedback Collection and National Reports

Collecting Feedback: All partners collected feedback from the participants involved in the piloting phase. This step gathers valuable data on the usability, effectiveness, and areas for improvement of the training modules. The feedback from both trainers and learners is essential for a comprehensive evaluation.

Preparing National Reports: Partners prepared their national reports according to the template provided by the Governorship of Istanbul (GOI). These reports consolidated the feedback and provided a structured analysis of the piloting phase. This documentation is vital for ensuring that the insights gained are systematically reviewed and addressed.

Milestone 3: Module Fine-Tuning

Fine-Tuning Modules: Based on the collected feedback, all partners fine-tuned their corresponding modules if necessary. This iterative process is crucial for continuous improvement, ensuring that the training materials are optimized for effectiveness and relevance.

Below is a detailed table of the context and procedures for each country involved.

Country	Timeline	General Strategy	Delivery Format	Participants	Recruitment and Selection	Key Activities
Austria	Phase 1: June 2023 - August 2023, Phase 2: January 2024 - May 2024	Phase 1: Testing instructional materials; Phase 2: Implementing refined materials	Workshops, online modules, practical exercises	5 adult and community teachers, 54 learners from various intercultural and interfaith communities.	Educational institutions, entrepreneurial networks, social media	Orientation sessions, content creation, implementation, feedback collection
Belgium	January to May 2024	Online modules and face-to-face sessions	Online platform usage, in-person workshops	5 adult trainers and 45 learners with diverse backgrounds	General invitations within the organization and partners	Initial online modules, face-to-face sessions, implementation, feedback collection
Greece	January to April 2024	Engaged both trainers and learners in a single session	In-person session	8 trainers and learners	Voluntary recruitment, involvement in relevant contexts	Introductory briefing, content creation, implementation, feedback collection
Romani a	January to April 2024	Online modules and practical exercises	Conducted entirely online	5 Representatives (adult and community educators) and 25 learners from diverse backgrounds	Selected based on involvement in relevant educational contexts	Orientation sessions, content creation, implementation, feedback collection
Spain	January to April 2024	Combined online modules with practical exercises	Online and in-person sessions	5 adult trainers and learners from diverse backgrounds	Partner organizations and educational networks	Orientation sessions, content creation, implementation, feedback collection
Türkiye	January to April 2024	Online piloting implementation	Online courses and feedback sessions	7 trainers, 25 learners	Community education networks	Orientation, content creation, implementation, feedback collection

Intrep pilot implementation activities in several different countries involving 35 adult educators and around 200 learners generally involved:

1. Recruitment and Selection: Participants were recruited through various channels, including community education networks and partner organizations. Selection criteria included involvement in intercultural and interreligious education.
2. Orientation: Initial sessions introduced trainers and learners to the platforms, explaining functionalities and providing access to the INTREP App Manual.
3. Content Creation and Implementation: Trainers developed personalized content and activities on the platforms, which were then implemented with adult learners.
4. Feedback Collection: Feedback was gathered through surveys and questionnaires to assess the platforms' usability, comprehensiveness, and effectiveness.
5. Analysis and Recommendations: The collected feedback was analyzed to identify challenges and compile recommendations for improvement.

4.2. Feedback from Pilot Implementations

E-Learning Campus

Across all participating countries—Austria, Belgium, Greece, Romania, Spain, and Türkiye—the E-Learning Campus was highly appreciated for its detailed, comprehensive, and practice-oriented content. Participants consistently highlighted the platform's ability to significantly enhance their knowledge of intercultural dialogue, social inclusion, and diversity. The platform was generally found to be user-friendly, though there were suggestions for clearer instructions, in Romania, and addressing technical issues noted in Türkiye. Trainers and learners valued the practical real-world applications provided by the content, which was particularly praised for its clarity in Austria and relevance in Belgium and Spain. Common recommendations included adding more interactive elements, video content, and real-life examples to make the learning experience even more engaging and practical.

Instructional Web App

The Instructional Web App received positive feedback for its clear, comprehensive, and practical content across all pilot implementations. Participants in Austria, Belgium, Greece, Romania, Spain, and Türkiye found the app valuable for learning about intercultural dialogue and social inclusion. However, the need for improved user guidance and interface was a recurring theme, particularly in Belgium and Romania, where customization and detailed tutorials were suggested. Minor technical issues and translation improvements were highlighted in Türkiye, while suggestions for enhancing user engagement through interactive features and more colors were common in Greece and Spain. Overall, participants appreciated the practical use of the app but recommended enhancing its user-friendliness and technical stability to better support diverse learning activities.

Insights from Feedback

Cross-Cultural Competence: Participants emphasized the importance of understanding and navigating diverse cultural and religious contexts in entrepreneurial endeavors. Modules on cultural sensitivity and communication strategies across cultures were particularly valued, highlighting the need for training materials that foster intercultural competence.

Practical Application: The practical, real-world applicability of the learning materials was a recurring theme across all pilot implementations. Participants appreciated case studies, simulations, and practical exercises that allowed them to apply theoretical knowledge to real-world scenarios within diverse cultural settings. This hands-on approach was crucial for the practical orientation of the training modules.

Collaboration and Networking: The platforms facilitated valuable networking opportunities, enabling participants to connect with peers from different backgrounds and perspectives. This enriched the learning experience and fostered collaboration and exchange of best practices among participants.

Innovation and Creativity: The emphasis on innovative thinking and creative problem-solving was well-received. Modules on social innovation, sustainable entrepreneurship, and innovative business models were particularly appreciated, underscoring the importance of fostering creativity and innovation in training programs.

Personal Growth and Reflection: Reflective activities were highlighted as beneficial, encouraging participants to introspect on their own cultural biases and values and how these influence their entrepreneurial practices. This introspective approach helped participants develop a deeper understanding of intercultural dynamics and personal growth.

4.3. Pilot Evaluation: Lessons Learnt

The INTREP project's pilot phase across Austria, Belgium, Greece, Romania, Spain, and Türkiye provided invaluable insights into the effectiveness, usability, and impact of the E-Learning Campus (PR3) and Instructional Web App (PR4). Each country's feedback has contributed to a nuanced understanding of the strengths and areas for improvement of these educational tools. The following lessons have been identified based on the comprehensive analysis of the national reports:

Lessons from Each Country

Austria:

1. **Clear Communication and Feedback:** Regular feedback loops and clear communication were essential in refining the content and improving participant engagement. Participants appreciated the ongoing dialogue and ability to influence the course material.
2. **Interactive Elements:** The inclusion of simulations and practical exercises significantly enhanced learning effectiveness and applicability. Participants found these elements crucial in understanding and applying intercultural dialogue concepts.
3. **Cultural Sensitivity Training:** Integrating cultural sensitivity and diversity training deeply into all modules better prepared participants for global entrepreneurship. This training was highlighted as particularly beneficial in understanding diverse perspectives and fostering inclusive practices.

Belgium:

1. **Active Engagement:** Emphasizing active engagement and discussion was crucial for achieving educational and policy objectives. Interactive participation ensured a deeper understanding of the material and fostered a more dynamic and effective learning environment.
2. **Cooperative Methods:** Utilizing cooperative games and facilitating the exchange of personal experiences were essential strategies for addressing multi-faith and social innovation issues. These methods promoted deeper learning and helped build a sense of community, which was vital for tackling complex social topics.

3. **Comprehensive Approach:** The project's success and sustainability hinged on a balanced combination of reinforced theoretical knowledge available online and interactive, in-person engagements. This comprehensive approach ensured that participants gained both foundational understanding and practical experience necessary for meaningful application and impact.

Greece

1. **User-Friendly Platforms:** The importance of user-friendly and accessible digital platforms in promoting social inclusion and diversity was highlighted. Participants appreciated the ease of use of the web app and e-learning campus, which facilitated engagement and learning.
2. **Interactive Content:** The value of interactive and engaging content in enhancing learning experiences was emphasized. Participants found that interactive elements made the material more engaging and easier to understand.
3. **Practice-Oriented Materials:** Comprehensive and practice-oriented project materials were valuable in fostering social innovation and entrepreneurship. Participants noted that these materials helped them apply theoretical knowledge to real-world situations.

Romania

1. **Diverse and Relevant Content:** Beneficiaries appreciated the diversity and relevance of the content provided by the INTREP Web App. They found the materials to be well-suited to their needs and culturally appropriate.
2. **Promoting Dialogue and Cooperation:** Beneficiaries learned about new approaches and expressed a desire to organize events and activities that promote dialogue and cooperation between different cultural groups, encouraging mutual respect and understanding.
3. **Customized Content Creation:** ACEs learned how to create customized content and activities on the PR3 E-Learning Campus and PR4 Instructional Web App. This ability to tailor materials to specific contexts was highly valued.

Spain

1. **Proactive Participation:** Encouraging active participation and vigorous debate was crucial to ensuring that educational objectives and policy goals were achieved effectively and meaningfully. Participants found that engaging discussions helped deepen their understanding of the material.
2. **Real-World Applications:** The practical application of training materials in real-world settings validated their usability and impact. Participants were able to relate the content to their personal and professional experiences, enhancing the learning process.

Türkiye

1. **Accessible and Intuitive Digital Interfaces:** The importance of accessible digital platforms in promoting social inclusion and diversity was highlighted. Participants noted that the ease of use of the platforms encouraged more engagement.
2. **Interactive Content:** The need for interactive and engaging content to enhance learning experiences was emphasized. Participants suggested incorporating more interactive elements to make the material more engaging.
3. **Comprehensive Training Materials:** Comprehensive and practical training materials were valuable in fostering social innovation and entrepreneurship. Participants appreciated the depth and applicability of the content, which helped them in their professional development.

5. Conclusions and Recommendations

5.1. Conclusions

In the context of the pressing need to enhance intercultural and interreligious dialogue in educational settings, as highlighted by various national and international educational policies, and the increasing demand for innovative educational tools and methods that promote social inclusion and entrepreneurship, alongside the recognition that digital learning environments offer unique opportunities and challenges for fostering intercultural competencies, the INTREP project has made significant strides.

The INTREP project has developed the E-Learning Campus (PR3) and Instructional Web App (PR4) as innovative digital tools to support these educational goals. These tools have demonstrated their effectiveness in promoting intercultural dialogue and social inclusion through pilot studies conducted across partner countries. *Building on these successes, this document can be considered a new instrument to support the further maturing of certification and accreditation policies in the field of social innovation and entrepreneurship within intercultural and interreligious contexts.*

This document has been prepared using a two-step methodology. The first step involved conducting a comprehensive national comparative analysis across INTREP's partner countries. This analysis examined standards and good practices for validation, certification, and accreditation in social innovation and entrepreneurship within intercultural and interreligious contexts. The findings from this analysis were instrumental in shaping the initial set of recommendations for future policies and practices.

The second step consisted of collecting feedback through pilot implementation reports from various countries. These pilot studies provided substantial evidence of the effectiveness and impact of the E-Learning Campus (PR3) and Instructional Web App (PR4). Feedback from trainers and learners across Austria, Belgium, Greece, Romania, Spain, and Türkiye has been invaluable in refining these tools and developing actionable recommendations to enhance certification and accreditation processes. This iterative feedback process has ensured that the materials remain relevant and effective, catering to diverse cultural and educational needs.

Regarding the results of these piloting activities, the INTREP project's training modules and tools have successfully enhanced participants' knowledge and skills in intercultural dialogue, social inclusion, and entrepreneurship. Comprehensive testing and feedback collection have identified both strengths and areas for improvement in the training materials, ensuring a robust evaluation process. Involving participants from diverse cultural and professional backgrounds has enriched the feedback, ensuring the training materials are inclusive and contextually relevant. The iterative improvement process has been crucial in maintaining the relevance and effectiveness of the training materials. Practical application of the training materials in real-world settings has validated their usability and impact. Furthermore, structured documentation and reporting have facilitated effective review and dissemination of best practices and lessons learned. The flexibility in defining the pilot format has allowed for successful adaptation to local contexts and needs, ensuring the materials' relevance and effectiveness.

Below you will find a set of recommendations developed for stakeholders, policy and decision makers, as well as Adult and community teachers and educators, to support the process of maturing of certification and accreditation policies in social innovation and entrepreneurship in intercultural and interreligious contexts through ACE based on our findings from this two-step methodology:

5.2. Recommendations

Recommendations from National Benchmarking Analysis Reports

Below you can find the recommendations for **Future Certification and Accreditation Policies** on social innovation and entrepreneurship in intercultural and interreligious contexts through “ACE”:

1. Develop Sector-Specific Standards

- a. **Frameworks and Standards:** Establish clear, transparent standards for certification and accreditation focused specifically on intercultural competencies and social innovation sectors. These standards should be co-developed with industry experts to ensure relevance and applicability.
- b. **Modular Certification:** Implement modular certification processes that allow learners to build their qualifications progressively, enabling more flexible and tailored learning paths.

2. Multi-Stakeholder Involvement and Modular Learning

- a. **Collaborative Curriculum Design:** Encourage multi-stakeholder involvement, including educators, industry professionals, and policymakers, in the design and continuous update of the curriculum to ensure it meets current market and social needs.
- b. **Flexible Certification Pathways:** Introduce modular learning options where learners can gain micro-credentials and digital badges for specific competencies, promoting a more adaptable certification process.

3. Incentives and Digital Integration

- a. **State-Funded Incentives:** Provide state-funded incentives and subsidies for certifications, particularly in underserved regions, to promote equal access to education and skill development.
- b. **Digital Badging:** Integrate digital badges for micro-credentialing in entrepreneurship and social innovation, making it easier for learners to showcase their skills in a verifiable manner.

4. Recognition and Repository Development

- a. **Recognition of Prior Learning:** Enhance systems to recognize prior learning and informal education in social innovation and intercultural competencies, ensuring that all relevant experiences are valued in the certification process.
- b. **National Repositories:** Develop a national repository for certified skills and competences to facilitate easier verification and recognition of qualifications across different sectors and regions.

5. Bilingual Programs and Mentorship

- a. **Bilingual Certification Programs:** Promote and implement bilingual certification programs to accommodate linguistic diversity, making education more accessible to non-native speakers.
- b. **Mentorship Integration:** Incorporate mentorship programs into certification pathways to provide learners with guidance, support, and real-world insights from experienced professionals.

6. **Continuous Assessment and AI Integration**
 - a. **Ongoing Competency Validation:** Establish continuous assessment mechanisms that allow for ongoing competency validation, ensuring that certifications remain up-to-date with current skills and knowledge requirements.
 - b. **AI-Driven Analytics:** Utilize AI-driven analytics to track learning progress and outcomes, providing personalized feedback and adaptive learning paths for learners.
7. **Leverage Technology for Enhanced Learning:**
 - a. **Immersive Learning Technologies:** Utilize VR (Virtual Reality) and AR (Augmented Reality) to create immersive learning experiences that simulate real-world intercultural settings, enhancing learners' practical skills and understanding.
 - b. **Centralized Digital Platforms:** Develop centralized digital platforms for managing accreditation processes, making it easier for institutions and learners to access, track, and manage certifications.
8. **Promote Inclusive Certification Processes:**
 - a. **Accessibility for Disadvantaged Groups:** Ensure that certification processes are inclusive, providing support for learners with disabilities and offering certifications in multiple languages.
 - b. **Flexible Learning Pathways:** Implement flexible learning pathways that accommodate the diverse needs of adult learners, such as part-time study options and online modules.
9. **Enhance Collaboration and Knowledge Sharing:**
 - a. **Public-Private Partnerships:** Foster strong public-private partnerships to align certification standards with industry needs and promote innovation in educational practices.
 - b. **Cross-Border Recognition:** Facilitate cross-border recognition of certifications to ensure that qualifications are valued and recognized internationally, promoting greater mobility and opportunities for learners.
10. **Focus on Outcome-Based Certification:**
 - a. **Impact Measurement:** Design certification policies that prioritize measuring the impact and outcomes of training programs rather than just process compliance. Use tools such as case studies, peer reviews, and practical assessments to evaluate effectiveness.
11. **Support Lifelong Learning and Professional Development:**
 - a. **Continuous Professional Development:** Provide ongoing professional development opportunities for educators and trainers to ensure they remain updated with the latest skills and knowledge in social innovation and entrepreneurship.
 - b. **Lifelong Learning Opportunities:** Promote lifelong learning by offering continuous skill enhancement programs and professional growth opportunities.

Recommendations from National Piloting Reports

Below you can find the recommendations, proposed for future projects and initiatives in contexts related to social inclusion and entrepreneurship based on the results of the INTREP pilot implementations. By addressing these recommendations, future projects and initiatives can build on the successes and lessons

learned from the INTREP project to further refine training materials and methodologies, ensuring they are effective, relevant, and impactful in fostering social innovation and entrepreneurship in intercultural and interreligious contexts. The positive lessons learned from the piloting activities demonstrate the potential to create meaningful and lasting impacts in the field of intercultural and interreligious education.

1. **Enhance Interactive Elements:** To increase engagement and learning effectiveness, it is crucial to incorporate more interactive elements into the E-Learning Campus. This includes integrating video content to explain key concepts and using quizzes at the end of each module to reinforce learning. Additionally, adding interactive exercises such as drag-and-drop activities and scenario-based learning can significantly enhance the learning experience. For instance, case studies where participants can make decisions and see the outcomes can provide practical, real-world applications of theoretical knowledge.
2. **Improve User Interface and Technical Stability:** Addressing technical issues and improving the visual appeal of the platforms is essential for a better user experience. Enhancements should include improved color schemes and intuitive navigation menus. Moreover, resolving mobile usability issues by developing a mobile-friendly version of the platforms and providing clear, step-by-step tutorials on navigation will ensure that all users, regardless of their device, can effectively use the training tools.
3. **Increase Cultural and Contextual Relevance:** To ensure that the training materials are relatable and applicable across different cultural contexts, it is important to integrate culturally relevant examples and scenarios. This involves including case studies that highlight intercultural and interreligious interactions and ensuring all content is available in local languages. Developing modules that reflect specific social and cultural dynamics will enhance the relevance and effectiveness of the training materials.
4. **Foster Continuous Improvement:** Establishing a regular feedback loop is critical for the continuous improvement of training materials. Conducting quarterly surveys and focus groups with participants can provide valuable insights that can be used to update and refine content. Implementing a system for trainers to submit feedback after each session and creating a review committee to assess this feedback can ensure that necessary adjustments are made promptly, keeping the training materials current and effective.
5. **Expand Real-World Applications:** Encouraging participants to design and implement their own intercultural projects as part of the training will foster practical application of learned concepts. Providing platforms for sharing these projects and discussing their outcomes can enhance collaborative learning. Additionally, organizing practical workshops and community events where participants can apply their intercultural dialogue skills in real-world settings can validate the usability and impact of the training materials.
6. **Strengthen Documentation and Dissemination:** Using standardized templates for documenting feedback and insights ensures consistency and facilitates easier analysis. Creating a central repository where all documentation can be accessed by project partners and stakeholders will enhance transparency and accessibility. Sharing success stories and case studies through webinars and newsletters can highlight specific examples of effective application, fostering a culture of best practice sharing.
7. **Support Digital Literacy:** Providing digital literacy workshops for participants who struggle with using the platforms is essential. Developing beginner-friendly guides that cover the basics of using the E-Learning Campus and Instructional Web App can help users become more comfortable with digital tools. Additionally, creating a series of video tutorials that walk participants through

common tasks and offering live support sessions where participants can ask questions and receive real-time assistance can further support digital literacy.

8. **Certification and Accreditation:** Developing clear pathways for certification that include assessments at the end of each module will provide participants with recognized credentials outlining the skills and competencies they have acquired. Establishing partnerships with local educational institutions can ensure that the certifications offered are recognized and valued. Working with these institutions to align the training modules with their accreditation standards will enhance the credibility and acceptance of the certifications.
9. **Facilitate Collaboration and Networking:** Creating online communities where participants can connect, share experiences, and collaborate on projects can foster a supportive learning environment. Using forums and discussion boards to facilitate these interactions will enhance peer learning and networking opportunities. Organizing annual conferences where participants, trainers, and stakeholders can come together to discuss best practices, present their projects, and receive feedback will further strengthen collaborative efforts and promote continuous improvement.

Recommendations for Transferability and Sustainability

These recommendations have been derived from the pilot implementations of the INTREP project. By incorporating feedback from participants across Austria, Belgium, Greece, Romania, Spain, and Türkiye, these recommendations are designed to ensure the long-term impact and relevance of the training materials and methodologies developed within the INTREP project.

General Recommendations

1. **Develop a Robust Support System:**
 - Establish technical support networks to address issues promptly.
 - Provide digital literacy training to ensure all users can effectively navigate and utilize the platforms.
2. **Local Context Adaptation:**
 - Ensure content is available in local languages and contexts to cater to diverse audiences.
 - Develop scalable models for adapting content to different cultural contexts and languages.
3. **Continuous Improvement:**
 - Continuously update and refine the content based on user feedback to maintain relevance and effectiveness.
 - Implement regular cycles of updates and improvements to maintain functionality and relevance over time.

Austria:

1. **Scalable Model Development:**
 - Develop a scalable model for adapting content to different cultural contexts and languages.
 - Establish partnerships with local stakeholders to ensure ongoing relevance and implementation support.
2. **Sustainability Principles:**

- Incorporate sustainability principles into future iterations, focusing on long-term impact and resource efficiency.

Spain:

1. **Strengthening Local and Global Partnerships:**
 - Cultivate strong alliances with educational institutions, non-governmental organizations, and local and international community leaders to expand the project's scope and depth.
 - Facilitate the transfer of knowledge and best practices through these collaborations.
2. **Continuous Training of Trainers:**
 - Invest in the continuous training of educators and trainers through regular workshops, webinars, and recertification courses.
3. **Use of Adaptive Technology:**
 - Develop and use technological platforms that are easily adaptable to different cultural and technological contexts, supporting multiple languages and locale configurations.
4. **Continuous Evaluation and Feedback:**
 - Implement a robust evaluation and feedback system that includes both quantitative and qualitative feedback from participants, educators, and other stakeholders.
5. **Sustainable Financing Model:**
 - Develop a diversified financing model, including grants, sponsorships, business collaborations, and income from certified courses or consulting services.
6. **Fostering the Learning Community:**
 - Build and maintain an active learning community through online platforms, social media, and regular events to foster a sense of belonging and ongoing engagement.
7. **Documentation and Sharing Best Practices:**
 - Thoroughly document processes, strategies, and lessons learned to facilitate replicability. Publish case studies, practical guides, and educational resources.

Belgium

1. **Highlighting Methodologies:**
 - Emphasize the methodologies and present the apps as models for any topic when working with an adult audience.
2. **Ensuring Platform Sustainability:**
 - Ensure the tool remains interesting and easily accessible for adult teachers.
 - Overlap the project with other association projects post-completion to continuously feed the e-learning campus platform and maintain its relevance.

Greece

1. **Strong Support Network:**
 - Implement a robust support network to address technical issues and deliver digital and literacy training.
2. **Content and Platform Enhancement:**
 - Regularly enhance and adapt the content and the facade of the platforms based on user feedback to ensure ongoing relevance and effectiveness.

Romania

1. **Regular Updates and Improvements:**
 - Plan and implement regular cycles of updates and improvements to maintain the functionality and relevance of the INTREP e-Learning Campus and INTREP Web App.
2. **Training and Technical Support:**
 - Provide appropriate training and technical support for users to help them maximize their benefits from the INTREP e-Learning Campus and INTREP Web App.
3. **Dissemination and Outreach:**
 - Regularly disseminate information about the INTREP e-Learning Campus and INTREP Web App to other interested parties to increase their efficiency and ensure their follow-up.

Türkiye:

1. **Platform Optimization:**

Enhance the user interface of digital platforms to be more intuitive, ensuring ease of navigation for all users, including those with limited digital literacy. Implement user testing sessions to identify and resolve any usability issues.
2. **Mobile Accessibility:**

Develop and optimize mobile-friendly versions of the platforms to ensure accessibility for users who primarily access the internet through mobile devices. Provide clear, step-by-step tutorials on how to use the platforms effectively on different devices.
3. **Gamification:**
4. Introduce gamified elements such as quizzes, badges, and leaderboards to motivate learners and increase engagement. Develop interactive modules that encourage active participation and provide immediate feedback.