

D.T3.2.1

Territorial action plans for InnoSchool Learning System inclusion into curriculum in next 2 years after project ends in pre-final version

v1

2021.04.

1. Introduction to WPT3

The main goal of WPT3 is:

- to **include ILS in territorial curriculums** within 2 years after the project.

This is in parallel with the general aim of the project, to deliver long-term impact and ensure sustainability and transferability of the developed InnoSchool Learning System. Within WPT3, all core outputs of the project will be used, especially the outputs of WPT1 - ILS development and WPT2 – pilot.

To reach the overall aim of the project, the workpackage have three objectives:

- 1) **Upscaling of local and individual knowledge** to policy body level
- 2) Development of territorial **action plans** for ILS inclusion to territorial curriculums
- 3) Development of **guidance for policy institutions** in other territories for ILS implementation

Each objective is translated into actions. The **first activity** (*A.T3.1 - Learning at policy body level to upscale individual learned knowledge to institutional level*) will ensure that relevant local decision makers (Policy Partners or ASPs) will increase their knowledge about the ILS, have a positive attitude towards it and will support its implementation to territorial curriculums. Therefore, the ILS package and the results of pilot will be presented and discussed in **2 institutional learning workshops** to transfer knowledge to policy decision-makers.

The **second activity** (*A.T3.2 – Action Plans’ development for ILS inclusion to territorial curriculums*) will have the **kick off** with the 2nd institutional learning workshop where the bases for action plan development will be discussed. The partnership will ensure the **involvement of Policy Partners** or **ASPs** and the selected members of the **Advisory Groups** through territorial **policy roundtables**. Transnational virtual meetings will be held to discuss progress, challenges, risks and success stories of partners. Finalization of territorial action plans will take place after a transnational policy roundtable discussion on the **Transnational closing conference** (D.C.3.5) in Budapest where Policy partners and ASPs will join. As a result of A.T3.2 activities, 9 territorial action plans will be developed and approved.

The third activity (*A.T3.3 - Policy Guidance for Transferability for ILS transfer to other territories*) will deliver a **practical document** to guide policy institutions outside of partner territories to implement ILS to their curriculums. The guidance will be completed with a **simple file** to ensure easy translation of the serious game to any other languages beyond the partners

languages. Besides, the partnership will sign a **Service level Agreement** with TUKE for free and bug-free operation of the serious game for 5 years after project closure.

2. Short description of the deliverable

Deliverable: D.T3.2.1 - Territorial action plans for InnoSchool Learning System inclusion into curriculum in next 2 years after project ends in pre-final version

Responsible partners: joint cooperation on territorial level

Deadline: 10.2021

Description:

Action plan development will start with the 2nd Policy workshop meeting (under D.T3.1.1). 2 countries will implement action plans on national level (SRB and BIH), while the rest of the partnership will prepare the action plans on regional level, although working towards the national level inclusion.

Development of the action plans will be done by the project partners, policy partners or ASPs and selected AG members.

During the development phase, 3 virtual calls will be organized where PPs, ASPs will participate to share their progress and experiences.

Pre-final action plans will be presented on the final conference of the project (D.C.5.3), jointly organized with the 6th PM in Hungary. Final feedbacks will be received on this event, and finalization will be done afterwards. Approximate date of these events is 10.2021.

3.

Action plan template

Type of targeted schools (Industry, Business, Grammar, Vocational school with/without graduate exam, others):

A, Challenges:

Challenge(s) - What needs to be overcome?	Description of the challenge	Proposed solution - How do you plan to overcome?	Detailed solution
Motivation of the students	In order to get a clear picture on the challenges that face the ILS inclusion in the schools' curricula in Blagoevgrad region, RDE has conducted interviews, disseminated questionnaires, and held a number of talks with stakeholders. The research's final results showed that the biggest challenge to include Social Entrepreneurship is the motivation of the students. It is vital, because one of the ways ILS to be included in the regional curricula is to be chosen by the students as a subject in their elective classes. Therefore, approaches that capture the	<ol style="list-style-type: none"> 1. 'Promoters' program – Popularisation ILS benefits among the secondary schools in Blagoevgrad district and beyond which have not taken part in the ILS piloting. Promoting the ILS by students who have taken part in its piloting to peers from other schools in order to explain them the advantages in learning InnoSchool educational system. 	<ol style="list-style-type: none"> 1. Choosing the best possible 'promoters' among the students, who have participated in the ILS piloting, to present its results and benefits to the potential ILS trainees on the most appropriate events. The events will be selected in advance together with their teachers and/or RDE. 2. Searching for students with disabilities and students from vulnerable, minority community groups who have already passed the

	<p>students' attention should be applied.</p> <p>Some students need stronger support in their education based on their background and/ or incapacities. Therefore, they need people with the same background to show them the usefulness of ILS. Moreover, they could be attracted and 'appointed' as ILS ambassadors.</p>	<p>2. 'Ambassadors' program - Presenting the ILS to peers from vulnerable community groups, environmental activists, those who could easily recognise the benefits of the ILS.</p>	<p>training to be ILS ambassadors. Then, they could share their experience to their peers in formal and informal school events.</p>
<p>Motivation of the teachers</p>	<p>In some of the research's results, motivation of the teachers appeared as an obstacle. Some of the teachers need further information and training on the concepts of Social Entrepreneurship. Another problem is that being overloaded and lacking time for self-preparation, they need assistance in ILS teaching and assessment. Some of the teachers mentioned that they</p>	<p>1. Providing additional trainings on Social Entrepreneurship for teachers.</p> <p>2. 'Bridging the ILS with the World of Work' Programme – getting together teachers, social entrepreneurs and students to reveal how the</p>	<p>1. 'Train the ILS trainers' on the Social Entrepreneurship concepts.</p> <p>2. 'Bridging the ILS with the World of Work' Programme will enable the teachers to get support from social entrepreneurs who are keen to encourage the young generations in the beginning of their social entrepreneurship</p>

	would like to be actively involved in the further enhancement of the ILS.	ILS would help solving real community issues.	adventure. and in the same time, to support the teachers in the teaching process. Searching for social entrepreneurs who will take part in the ILS teaching as volunteers.
Development of syllabus on Social Entrepreneurship to be included in the regional school curricula	In Bulgaria, the <i>national</i> standard curricula contain subjects which shall be approved by the Ministry of Education and Science and corresponds to respective National Educational Standards. For the inclusion of InnoSchool - Social Entrepreneurship as a new discipline in the national standard curricula, a motivated proposal to the Ministry of Education and Science should be made. However, the inclusion of a new discipline will definitely increase the weekly number of hours. In that case, they will be more than 32 hours which is not allowed by	To facilitate the smooth incorporation of the ILS in the regional curricula the following options are identified: two options in all types Secondary schools' regional curricula – as elective classes, current Innovative Schools Programme of the Ministry of Education and Science, and one option specific for vocational high-schools.	Option 1 for all types of secondary schools A new discipline could be studied as elective school hours as well. Pursuant to Art. 10, para. 1 of Ordinance No 4 for the curriculum “through elective school hours, additional training shall be acquired through subjects, modules and / or activities that the school can offer and meet the interests of students, support the development of their talents, provides education in their mother tongue, religion, choreography, and in a foreign language, different from those

	<p>the current legislation. There is an option though: a new subject should replace another subject already included in the national standard curricula. This option is possible, but it will take long time and there is no guarantee for its success in the current Action Plan's timeframe.</p>		<p>specified in the State Educational Standard For General Education and in the State Educational Standard For Specialized Training ”.</p> <p>Option 2 for all types of secondary schools</p> <p>General education in the secondary level can be acquired by studying integrative subjects, as well as new subjects, additional ones to the General education, different from those indicated in art. 3, para. 1 of Ordinance № 5 of General Education. Inclusion of a new discipline "Social Entrepreneurship" as a subject and / or part of a subject in the curriculum can be carried out in accordance with the provisions of Art. 15, para 2 and 3 of Ordinance № 4/30.11.2015, according to which new or integrated subjects are allowed to be included in section A of the <i>innovative schools'</i> individual</p>
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			<p>classes curricula. However, time restrictions apply.</p> <p>Option №2 for vocational high schools with ‘Entrepreneurship’ profile - Pursuant to Art. 16, para. 3 of Ordinance №4 of the School Curriculum, a new discipline could be included in the school hours for extended professional training /EPT/ in the school curriculum. EPT school hours shall be chosen at school level: teachers who are assigned to EPT classes shall develop a syllabus (course of study) for EPT classes; The headmaster approves the syllabus and the school curriculum as well.</p>
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B, Actions to be taken:

Action(s) - what needs to be done?	Responsible institution / person - who is going to do it?	Timing - when is it going to be done?	Resources Human	Financial	Source of financial resources - from where you will have financial support?

			- what human resources are needed?	- what financial resources are needed?	
'Promoters' program - Promoting the ILS from students who have taken part in the piloting to potential trainees in the Regional Department of Education's and school events.	Students from schools who have already participated in ILS piloting	On-going; (2021-2022 school year, 2022- 2023 school year - according to the school event calendar	Teachers, students, RDE experts	Finding the best non-financial stimulus for the students to be involved in the 'Promoters' program - program – e.g. awarding certificates for Student of the Month, The Best ILS Promoter. Teachers' salaries.	State budget – RDE's and Schools' budget
'Ambassadors' program - searching for students with disabilities, from vulnerable, minority community groups to be appointed as ILS 'ambassadors'	Students with certain backgrounds and/or from vulnerable community groups from schools who have already participated in ILS piloting; teachers experienced in ILS	On-going; (2021-2022 school year, 2022- 2023 school year	Teachers, students from schools, RDE experts	Salaries. Finding the best non-financial stimulus for the students to be involved in the 'Ambassadors' program – e.g. awarding certificates for	State budget – RDE's and Schools' budget

in formal and informal school events.				Student of the Month, The Best ILS Ambassador.	
'Train the ILS trainers' on the concept of the Social Entrepreneurship – online training	Regional Department of Education, Business Incobator – Gotse Delchev, Schools which will incorporate ILS in their curricula	In the beginning of the 2022-2023 school year	BIGD team	Salaries	<ol style="list-style-type: none"> 1. BIGD budget 2. State budget – RDE experts' and schools' budget
'Bridging the ILS with the World of Work' Programme	Regional Department of Education, Business Incubator – Gotse Delchev, Schools which will incorporate ILS in their curricula, Social entrepreneurs	On-going; (2021-2022 school year, 2022- 2023 school year	RDE exerts, BIGD team, Social entrepreneurs, teachers involved in ILS piloting.	Salaries	<ol style="list-style-type: none"> 1. BIGD budget 2. State budget – RDE experts' and schools' budget 3. Social entrepreneurs' budget
Integration of ILS as an elective subject	High Schools from Blagoevgrad region	Preparation: January 2022 – September 2022	Teachers, BIGD, RDE	Salaries	State budget – RDE experts' and schools' budget

		Implementation – 2022 – 2023 school year			
Integration of ILS through Innovative Schools Programme funded by the Ministry of Education and Science	High Schools from Blagoevgrad region	Preparation: January 2022 – September 2022 Implementation – 2022 – 2023 school year	Teachers, BIGD, RDE	Salaries	State budget – RDE experts’ and schools’ budget
ILS Integration as extended professional training in the vocational high schools with ‘Entrepreneurship’ profile	Vocational High Schools from Blagoevgrad region	Preparation: January 2022 – September 2022 Implementation – 2022 – 2023 school year	Teachers, BIGD, RDE	Salaries	State budget – RDE experts’ and schools’ budget