

LEARNING OF PROJECT PARTNERS FROM MONITORING AND EVALUATION

WP T2 PILOT – 0.T2.3

DEX INNOVATION CENTRE, 15-1-2021

Output title:

WP T2 - O.T2.3

Learning of project partners from monitoring and evaluation

Type of output:

- Documented learning interaction
- Strategy/ Action Plan
- Tool
- Pilot action

Contribution to PO indicator:

P07: No. of documented learning interactions in finalised operations

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Summary

As the landscape of work shifts in ways that no one can predict, businesses need workers who bring an entrepreneurial spirit to their jobs; people who routinely seek opportunities, turn obstacles into opportunities and take risks to improve results. But, where will we find these confident problem solvers? Most middle and high schools don't teach these entrepreneurial business skills.

The InnoSchool main goal is to strengthen social innovation and entrepreneurship among high school students by developing and implementing a highly innovative education system - ILS. Thanks to InnoSchool Project we can help to find and motivate new young social entrepreneurs from secondary schools students.

Output T2.3 is based on the observations obtained within the implementation of the Pilot InnoSchool project at selected secondary schools in the Danube region.

In joint and individual meetings with the InnoSchool education system, more than 1,800 students and more than 170 teachers not only implemented Pilot, but also provided feedback and provided us with interesting and very important recommendations for improving and strengthening all important elements of the InnoSchool education system. The task was to look at all these elements and look for ways to improve them. Specifically, these elements are:

InnoSchool game	Guidance on using ILS in education	Social media inclusion	Interschool competition	Impact questionnaire	ILS in general	Training workshop for teachers
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The document summarizes the feedback obtained from virtual meetings, individual calls, but also evaluation workshops across the participating regions.

Our goal was also to get feedback in several phases. We wanted to have immediate information about the situation in schools and to continuously obtain information, suggestions and comments from teachers and students, who encountered difficulties during the learning process and discovered suggestions that will eventually help us improve the whole ILS.

As part of the observation, physical visits to the schools were planned as part of the observation, in order to obtain immediate feedback. However, these could only take place in selected countries, as the pandemic situation did not allow it everywhere. Another point was additional calls, which we made repeatedly. Last but not least, the feedback process was complemented by

regional evaluation workshops, which helped to select the most important points for improvement.

Personal visit 1 / Virtual visit 1	Personal visit 2 / Virtual visit 2	Call with schools	Evaluation workshop
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Last but not least, the learning process also took place between the partners thanks to regular virtual calls. In this case, we provided feedback between the partners in order to facilitate the whole process and share the most pressing comments from teachers and students in order to facilitate the work of other partners and possibly respond quickly to critical shortcomings that may arise in the system.

	Pilot implemented	Regional evaluation workshop implemented	International evaluation workshop
DEX IC	✓	✓	✓
BIGD	✓	✓	✓
ACTA	✓	✓	✓
CTRIA	✓	✓	✓
EUB	✓	✓	✓
TUKE	✓	✓	✓
PREDA-PD	✓	✓	✓
RADEI	✓	✓	✓
FACLIA	✓	✓	✓

1. Czech Republic

1.1. Evaluation during the ILS implementation

InnoSchool game	
1 st virtual visit	Repeated problems with backing up open tasks - it is necessary for students to be able to edit their data if the tasks are reopened - it will not be necessary to fill in everything again.
2 nd virtual visit	<p>Level one and two and 3 in nicely done, levels 4-6 are repeated a lot - some schools lost motivation at this stage. In repeating some activities, they failed to come up with an innovative approach (only some students).</p> <p>Level 6 - very time consuming to control by the teacher</p> <p>The game should be more attractive - interactive - more game elements - connection with the real world - activities such as obtaining information from the office, bank, etc. Groups had trouble defining a business plan with real potential - focusing costs and profits.</p> <p>Hero coins didn't have much of an effect - they gradually lost the motivation to use them - but they wanted to come up with something else.</p> <p>Short time limit for the quiz</p> <p>When creating a canvas, the canvas should be automatically generated at the end and should be complete online</p> <p>Sometimes in the introductory modules it happens that the text is out of "bubbles" - not in 4 and 5</p>
Call with schools	The results of calls were explained above
Evaluation workshop	<p>Frequently asked questions in open-ended tasks.</p> <p>Missing evaluation of quizzes - in the student interface.</p> <p>Great graphics.</p> <p>A very useful survey at the beginning of the choice of topics - will help to understand and realize other contexts.</p> <p>It would be good to be able to verify the idea in real life.</p>

Guidance on using ILS in education	
Virtual visit1	The guidance is clear, well prepared, there is nothing to complain about - gradually, however, less and less used.
Virtual visit 2	The materials - very extensive and unattractive for students - were reworked by teachers in some cases. On the other hand, they do not lack anything, they are exhaustive and the teacher can easily adjust them to his liking.
Call with schools	The results of calls were explained above
Evaluation workshop	-

Social media	
Virtual visit1	Students hardly use them at all.
Virtual visit 2	No specific comments were mentioned about social media on calls.
Call with schools	The results of calls were explained above
Evaluation workshop	-

Interschool competition	
Virtual visit1	It has not happened yet - it is not possible to evaluate.
Virtual visit 2	-
Call with schools	The results of calls were explained above
Evaluation workshop	The competition should continue in the coming years. Ideally in international form.

Impact questionnaire	
Virtual visit1	No problems, the ideal option is an online questionnaire. The paper form was not well received by the students.
Virtual visit 2	-
Call with schools	The results of calls were explained above
Evaluation workshop	-

ILS in general	
Virtual visit1	All activities were carried out only online, students had a bit of a problem communicating not only with teachers but also with each other. However, the problems differed according to the interest of the groups and their motivation to work. The feedback on the whole system is above all positive. Offline activities implemented in most cases as independent work - homework.
Virtual visit 2	The fact that it was only online teaching was a huge influence on Pilot The ILS should include a sample project - what should happen - a filled canvas - a simple tangible project on which to explain it.

	<p>Asking from the students - after completing the quiz they lack feedback - it would be nice to know where they made a mistake</p> <p>The game was most successful with 2nd and 3rd-year students. The 1st year didn't quite understand why some activities were repeated. The advantage was also when the students had some economic or legal subjects behind them</p>
Call with schools	The results of calls were explained above
Evaluation workshop	<p>Great topics, detailed introduction to the concept of social entrepreneurship, a great way to teach social entrepreneurship.</p> <p>It would be good to be able to verify the idea in real life.</p> <p>Possibility to implement during the whole school year - more time for better work.</p> <p>Connection to other similar initiatives - development of the project into a deeper form.</p>

Training workshop for teachers	
Virtual visit1	Overall, the training was very interesting and beneficial. However, it would be good to go during the workshop through all 6 modules together. There are no other comments on the workshop.
Virtual visit 2	Go through all the levels in the training
Call with schools	-
Evaluation workshop	-

1.2. Agregated feedback from teritory

AGGREGATED FEEDBACK FROM TERRITORY
<p>BIGGEST BENEFITS: for teachers: <i>innovative way of teaching; detailed teaching material for the introduction of the concept of social entrepreneurship</i>, for students: <i>gaining awareness of local social entrepreneurs; experiential elements of teaching; teamwork; possibility of creative work</i>, for headmaster: <i>a way to innovate teaching; complete processed teaching material</i>, for public partner: <i>an example of inspirational practice for other regions</i></p>
<p>MAJOR PROBLEMS TO SOLVE: game: <i>modules imbalance - a large number of open tasks; data loss in case of reopening of tasks; few interactive and game elements</i>, guidance: 0, social media: <i>students have no motivation to use them</i>, competition: <i>big differences between schools</i>, impact questionnaire: 0, in general: <i>greater connection to real business; validation of ideas in the real world; there are no follow-up steps for the development of ideas - connection to a similar project</i>, workshops: 0</p>

DETAILS TO EDIT: game: *more game elements*, guidance: 0, social media: *they may not be important at all*, competition: *international competition*, impact questionnaire: combining several measured topics into one question does not make sense, or there is a lack of a better explanation of the intention, in general: 0, workshops: *go through all the training modules during the training*

SELECTED QUOTES FROM TEACHERS, STUDENTS OR HEADMASTERS: 1: 0, 2: 0, 3: 0, 4: 0, 5: 0

2. Austria

2.1. Evaluation during the ILS implementation

InnoSchool game (student/teacher interface)	
At the Teachers training workshop	<p>Data protection issues are crucial to pilot schools: a policy notice (use of personal data and intellectual property) is missing, ideally integrated in the SG landing/registration page, e.g.</p> <ul style="list-style-type: none"> • Describe all kind of purposes the students' e-mail address will be used for during the pilot? E.g. Registration at InnoSchool Game, etc. • For how long must the students' e-mail address be saved/stored at the InnoSchool Game interface? • Which real company do the Game/Admin interfaces belong to? Provide the company name and location where the data is stored. • What happens with the user (student's, teacher's) data that are provided at InnoSchool Game/Admin interface? Describe all kind of purposes this data will be used for during and after the pilot? E.g. user's Game progress, InnoSchool project evaluation, etc. • For how long will the user data be stored at InnoSchool Game/Admin interfaces? • It must be guaranteed that the Business ideas created by the students are protected as their (the students') intellectual property.
Call with schools	<p>Issues reported:</p> <p>If the team logs out, credits are lost.</p> <p>In the Marketplace, the purchase of products did not work for some teams (despite sufficient credits).</p>
Evaluation workshop	<p>STUDENTS' INTERFACE:</p> <p>It was already stated at the early beginning of the pilot and re-confirmed at the evaluation workshop:</p> <p>The Game's main character „Mervyn“ (as a grown up) received negative reactions from all sides/groups, since gender equality is not guaranteed.</p>

In Vienna, all relevant stakeholders are very sensitized regarding gender equality: students, teachers, headmasters and especially **POLICY MAKERS!** (“For students, role models are of high relevance!”)

As local PP we had serious troubles promoting the SG with the male main character!

Last but not least, the Interreg DTP demands gender equality too.

And do not forget: „In reality, social entrepreneurs are very often females“ (Teacher)

The following solutions must **URGENTLY** be considered:

Option 1 (easier to realize): **Present the team** instead of the single main character!

- In practice, “Mervyn’s team” is important and not one single super hero.
- E.g.: 4 team characters (diverse, all have names, each of them could have specific strengths, etc.)
- All team characters are equal (no hierarchy: **at the moment female characters in the Game are perceived as „secretary“!**)
- No reproducing of male or female stereotypes (Teacher: „This is not a beauty contest“)

Option 2 (more effort): At the beginning, students can design their own avatar/fictive character or select one of several as the main character.

Social Need description:

No copying of Roma stereotypes!

- ➔ In some single passages a content/wording adjustment is necessary (see revised version in German language!).

Gamification decreases noticeably from level 3 and the number of open tasks increases.

- ➔ Gamify open tasks too (at least some of them)!
- ➔ Expand “Just for Fun Quizzes”.
- ➔ Provide students with multiple paths/doors to choose from (even if they are actually not very different.)

Team members should (at least) be able to **answer the quiz questions individually**; Quiz points then result from the individual performance of the team members. -> More motivating: each individual student contributes to the team performance. Generally, students like quizzes.

In the case of **open tasks**, a fulfilment on individual level is not necessary, but the common work as a team should be improved.

Renaming open tasks to “team tasks” can underline this team spirit.

In the distance-learning mode, teamwork was not always easy to achieve:

- ➔ Make it easier for students to act as a team, e.g. a chat room integrated in the game could strengthen the teamwork.

In the case of some **open tasks**, the expectations must be specified for students and matching the teacher's evaluation criteria.

In the case of some open tasks, the students' **entries in the text field** were lost.

The **process and the current state of the business development** are difficult to recognize for both students and teachers. The necessary process structure (no linear development) is being lost.

- ➔ **Visualize the organic growing of the business plan/canvas!**

- ➔ **Visualize the current state of the students' business development:**

E.g. add an interactive and growing Social Business Model Canvas - highlighting those elements that have been already completed - when clicking on such an element you are automatically linked to the task delivered by the team - make it easy for the team to adjust the specific information if necessary.

Marketplace: In addition to the purchase of office equipment, the purchase of non-material services is also desirable (e.g. consultancy, market research data, etc.).

Theory part:

Sometimes too much specific vocabulary is introduced at once (even if they are all explained).

Students research on their own or the teacher must explain.

- ➔ Simplify the language in some cases.

Content:

Sometimes students must read a lot of text.

- ➔ Shorten or split up the text.

Revised suggestion of **difficulty levels: 3 degrees**

"Newcomer": Game to build up basic knowledge (without open tasks - no development of own business idea) -> Less time required!

"Basic": Only the most necessary open tasks for developing a social business model canvas

"Advanced": Additional open tasks and level 6 with additional, in-depth tools for business plan development.

	<p>Bring the output to live: At the end of the game, the final version of the Social Business Model Canvas/Plan should be exported automatically. "Students need to hold the ILS output in their hands!"</p> <p>TEACHERS' INTERFACE:</p> <p>Evaluation of the open tasks:</p> <ul style="list-style-type: none"> - Complicated navigation and therefore (especially with several teams in parallel) very time- consuming. - During the teacher's evaluation, the actual task description is not visible to the teacher, which makes the evaluation more difficult. - In some cases, the evaluation of the open tasks had been lost again. - Teachers want an automatic read receipt when the team has read the teacher feedback on the open task. <p>Keeping the overview:</p> <p>➔ "I am missing an overview page where I can see the current status (not the ranking) of all my teams at a glance."</p> <p>Understanding the student's situation:</p> <p>➔ Teachers wish to see the student's process in the Game from the student's perspective (ONLINE!).</p>
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Guidance on using ILS in education	
Call with schools	--
Evaluation workshop	<p>The Guidance is a very detailed step-by-step guide, but has not been used very often in practice.</p> <p>„Under the originally assumed (normal) circumstances, the proposed online / offline activities would have been easy to implement.“</p> <p>Young teachers in particular prefer using the SG (as any other online tool) intuitively. In practice, this was not always feasible.</p> <ul style="list-style-type: none"> ➔ Provide a shortened, more simplified version in addition. ➔ Integrate the guidance in the teachers' interface. ➔ Add more examples of local social entrepreneurs. ➔ Adjustments for Distance Mode: As an alternative to the recommended "offline" parts of the ILS, teachers used different online platforms for these activities (e.g. Microsoft Teams Classroom or WhatsApp Groups).

	These possible solutions for distance mode could be added to the teacher's guidance.
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Social media	
Teachers workshop	Restrictions: "In Austria, students under the age of 16 are not allowed to use social media in a school setting." (Teacher)
Call with schools	-
Evaluation workshop	The social media function was not used . Beside the official restrictions, teachers believe it is not attractive for students to publish school-related topics on FB, etc.

Interschool competition	
Call with schools	-
Evaluation workshop	Very motivating for students to complete the final Game modules and get nominated for the final interschool contest. Award ceremony was experienced as a nice and rewarding ending of the ILS pilot. Without any InnoSchool contest, pilot schools would have participated in other Entrepreneurship contests in the region.

Impact questionnaire	
Teachers training workshop	Some teachers were asking for more information about the methodological approach of pre- and post-analysis
Call with schools	Problems reported: It was not allowed to fill in the student's real name -> ID-Codes were used instead. In some cases, filled-in questionnaires were not transmitted. (Maybe students forgot to press the „Send“ button.) The questionnaire was filled out several times by the same ID. -> Only the initially received questionnaire was counted.
Evaluation workshop	No additional feedback

ILS in general	
Calls with schools	Overall, teachers and students have positive attitudes towards the ILS. They perceive it as an innovative learning tool that builds up knowledge, raises awareness of social topics and enables students to generate and develop their own business ideas within a team. The students experienced the pilot participation and the use of the ILS game as a great and welcome alternative during home-schooling.

	For teachers, the school lockdown also meant additional work for the pilot implementation. The use of ILS in distance learning was a proper and convenient tool for many pilot teachers.
Evaluation workshop	At the evaluation workshop teachers confirmed their previous perception of the ILS. Teachers agreed that the content of the game was on a high quality. They provided some fresh ideas for the improvements of the game (functioning, visual aspects). All teachers confirmed their interest in using the ILS in their classes again.

Training workshop for teachers	
	Teachers' training workshops were used to introduce to the ILS, in particular to the interfaces. Teachers liked the session when they were exploring the Game (students/teachers interface) on their own – becoming familiar with the SG. Special questions that arose were discussed and clarified during the workshop (in particular related to the practical implementation of the ILS).
Call with schools	EUB provided day-to-day support for any ad-hoc issues during the pilot.
Evaluation workshop	No further comments.

2.2. Agregated feedback from teritory

<p>BIGGEST BENEFITS: Innovative learning approach A ready-made tool that provides grounded information and integrated exercises Useful in classroom setting and in distance mode as well “Social issues are becoming more and more relevant” “Students are empowered, stay confident, get active, develop ideas and solutions” Gamification brings joy and is motivating Strengthening team work Increasing empathy Teacher can act from the position of a coach</p>
<p>MAJOR PROBLEMS TO SOLVE/ DETAILS TO EDIT: Teachers Interface: Easier navigation: In particular when evaluating the open tasks (see page 5)</p>

Keeping the overview:

"I am missing an overview page where I can see the current status (not the ranking) of all my teams at a glance." (see page 5)

Solve technical issues:

In some cases, the evaluation of the open tasks had been lost again. (see page 5)

Students Interface:

In order to ensure gender equality, the following solution related to the Game's main character "Mervyn" must URGENTLY be considered:

➔ **Present and focus on the team** instead of the single main character! (see page 3)

Social Need description: No copying of Roma stereotypes! (see page 3)

➔ In some single passages a content/wording adjustment is necessary (see revised version in German language!).

Solve technical issues:

If the team logs out, credits are lost. (see page 2)

In the Marketplace, the purchase of products did not work for some teams (despite sufficient credits). (see page 2)

Students' entries in the text field of open task (see page 4)

Increase Gamification in higher modules (see page 3)

Team members should be able to **answer the quiz questions individually** (see page 3)

Visualize the process/organic growing of the business plan/canvas! (see page 4)

➔ Visualize the current state of the students' business development!

Theory part/Content: see page 4

➔ Simplify the language in some cases.

➔ Shorten or split up the text.

Make it easier for students to act as a team, e.g. a chat room integrated in the game could strengthen the teamwork. (see page 3)

In the case of some **open tasks**, the expectations must be specified for students and matching the teacher's evaluation criteria. (see page 4)

New **difficulty levels: 3 degrees** -> in order 4 include more students (see page 4f.)

Bring the output to live: (see page 5)

At the end of the game, the final version of the Social Business Model Canvas/Plan should be exported automatically. "Students need to hold the ILS output in their hands!"

guidance: (see page 5f.)

- Provide a shortened, more simplified version in addition.
- Integrate the guidance in the teachers' interface.
- Add more examples of local social entrepreneurs.
- Adjustments for Distance Mode: Add possible solutions/tools replacing the offline activities.

social media: not allowed or not relevant (see page 6)

competition: -

impact questionnaire: (see page 6)

Use ID-Codes instead of the student's real name

workshops: Training tutorials online available

3. Slovakia

3.1. Evaluation during the ILS implementation

InnoSchool game	
<p>Calls with schools</p> <p>e.g. User interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better")</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Students quickly got into the game and how it works - Students like the visuals of interface. - Students liked the "shopping" (buying of items) for their office. - For some students, badges are not very motivational. <p>Negative:</p> <ul style="list-style-type: none"> - Locking the level deleted the data. - Unintended closing of evaluations of open tasks by teachers. - The functionality for re-opening the open tasks deleted the students' texts. Students need to read the comments of teachers with their previous answer to understand the context. - A lot of reading for students.

<p>Evaluation workshop</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Very attractive and motivational, fun and entertainment. - Students like the variety of items, especially backgrounds, in the office - pink one especially ☺ - Interface simple and clear for teachers and students, in general. <p>Negative:</p> <ul style="list-style-type: none"> - Deleting data in open tasks after reopening. Students typically do not deliver the assignment in wished quality for the first time, it is very typical they need to revisit the assignment. - When they moved to distance learning mode (due to COVID), the playing the game in teams with current functionalities became complicated and required additional efforts of teacher and students. - Number of items in shop could be improved (colorful ones). - Very rarely problem with logging in. - Not all file format supported (not having more details). - Music could be introduced into the game.
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<p align="center">Guidance on using ILS in education</p>	
<p>Calls with schools</p> <p>e.g. User interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)</p>	<p>Positive:</p> <ul style="list-style-type: none"> - N/A <p>Negative:</p> <ul style="list-style-type: none"> - Not clear for some of the teachers how the re-opening of tasks worked. - Missing information, how the HERO coins and supporters are being awarded.
<p>Evaluation workshop</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Role of the teacher clear. - No negative feedback, contained all the information needed

	<p>for teachers.</p> <ul style="list-style-type: none"> - Especially useful in case of non-typical situation, like password reset. <p>Negative:</p> <ul style="list-style-type: none"> - N/A
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Social media inclusion	
<p>Calls with schools</p> <p>e.g. User interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better")</p>	<p>Positive:</p> <ul style="list-style-type: none"> - N/A <p>Negative:</p> <ul style="list-style-type: none"> - According to teachers' perception, students did not use it that much.
<p>Evaluation workshop</p>	<p>Positive:</p> <ul style="list-style-type: none"> - N/A <p>Negative:</p> <ul style="list-style-type: none"> - N/A

Interschool competition	
<p>Calls with schools</p> <p>e.g. User interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better")</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Competition aspect within the game worked well and increased the competition. <p>Negative:</p> <ul style="list-style-type: none"> - N/A

Evaluation workshop	<p>Positive:</p> <ul style="list-style-type: none"> - Student like when they receive diplomas. <p>Negative:</p> <ul style="list-style-type: none"> - Students did not feel to attend the idea competition. - Students are more active within entrepreneurial competitions when it is extra-curricular, their voluntary activity. Majority of class teams not interested in such a competition – not motivating for them.
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Impact questionnaire	
<p>Calls with schools</p> <p>e.g. User interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. “Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)</p>	<p>Positive:</p> <ul style="list-style-type: none"> - In general, it was understandable for students to fill in. <p>Negative:</p> <ul style="list-style-type: none"> - Teachers and students were confused about name/code field.
<p>Evaluation workshop</p>	<p>Positive:</p> <ul style="list-style-type: none"> - N/A <p>Negative:</p> <ul style="list-style-type: none"> - N/A

ILS in general	
<p>Calls with schools</p> <p>e.g. User interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Motivating for students, amusing form. - Cooperation among students in teams working well. - Social aspect of business – nice topic. - Students like the option to choose from 6 social topics. - Some students started to like it from the moment of

<p>other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)</p>	<p>choosing among 6 scenarios (when they could decide about something).</p> <p>Negative:</p> <ul style="list-style-type: none"> - Too hard for students at some schools (business schools) to answer the open tasks even in Basic level (at the time of first modules). - Students at some schools did not like Open tasks, liked quizzes more. - Playing the game on weekly basis was not optimal. When they changed the approach and played the game in block (few days in a row), students reacted more actively, they remembered where they ended and what they discussed. - Missing detailed information on social entrepreneurship - teachers searching it on her own. - Problematic to assess open tasks – students often far away from criteria that are set – too demotivating. - Uncertainties when assessing some open tasks – content of criteria does not fully correspond to content of question asked – in M5 Key activities, M6 Competitors, M6 Sales and price.
<p>Evaluation workshop</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Although the amount of content was large and students struggled with it, at the end, the educational impact was high. Good to push their limits. - Content clear and appropriate for students. - Good explanations used. <p>Negative:</p> <ul style="list-style-type: none"> - When they moved to distance learning mode (due to COVID), students became very reluctant – motivation decreased a lot. - In distance mode, when embedding the game to existing intra-curricular subject, teachers needed to cope with big extent of knowledge, besides other content from the subject where implemented. They were not able to meet the set time plan – taking them more time than expected. - Pilot period quite short - full year needed for implementation.

	<ul style="list-style-type: none"> - Too much of open tasks. When moved to distance learning mode (due to COVID), the amount of open tasks was very negatively perceived by students. - Level 4, 5 and of course Level 6 – too much of open tasks. - A lot of textual tasks – students like more creative tasks related to marketing, searching the information around, etc. - Some questions within open tasks too complicated – students were not sure, what to answer (no additional info on this).
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Training workshop for teachers	
<p>Calls with schools</p> <p>e.g. User interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. “Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Practical approach, not too much of theory - Introducing the parts of informal education made the training very live and interesting. <p>Negative:</p> <ul style="list-style-type: none"> - Too much of new information provided at day 1, feeling a bit lost, however after day 2 got the full picture
<p>Evaluation workshop</p>	<p>Positive:</p> <ul style="list-style-type: none"> - Sufficiently prepared the teachers for what was expected <p>Negative:</p> <ul style="list-style-type: none"> - N/A

3.2. Agregated feedback from territory

AGGREGATED FEEDBACK FROM TERRITORY
BIGGEST BENEFITS:

For teachers: Higher motivation of students, Space to interact with students, Interesting

For students: Active learning, discovering of own capabilities, learning through playing, Acquiring knowledge in entertaining way, no memorizing, Interesting, Interactive, Team-based, Cooperative learning, Contest

For headmaster: Attractive education perceived by students, can be exploited in school marketing

For public partner: Higher attractiveness of education, fulfilling the overall educational goals (financial literacy, creativity, entrepreneurship)

MAJOR PROBLEMS TO SOLVE:

game:

- Locking and unlocking of levels/parts or re-opening of Open tasks and related deleting of data.
- Improve the intuitiveness of actions related to assessment and re-opening
- Introduce the functionality for joint collaboration of team members and possibility to play quiz on their own (for purely online education)
- Allow supporting all needed formats.

guidance:

- Revisit the parts on how the re-opening of the parts/modules work

social media:

- N/A

competition:

- N/A

impact questionnaire:

- N/A

in general:

- Reduce the extent of open tasks (introduce even more simple level to Basic and Advanced), appropriate also for purely online educational mode.
- Revisiting the formulations in open tasks to make them more clear and solve the irregularities found
- Revisiting the timeplan – for various levels (extending it)

workshops:

- N/A

DETAILS TO EDIT:

game:

- Increase the number of items available for office upgrade (in the e-shop)

guidance:

- Add the information how the HERO coins and supporters are being awarded.

social media:

- Rethinking of how to increase motivation of students to use it

competition:

- N/A

impact questionnaire:

- N/A

in general:

- Adding more of creative tasks to open tasks.

workshops:

- N/A

SELECTED QUOTES FROM TEACHERS, STUDENTS OR HEADMASTERS:

1. "Pupils got orientated in the game quickly. Although it is quite challenging to answer the open tasks, we see they do their best." – Teacher
2. Pupils find the game interesting. However, they play it with due respect." – Teacher
3. "We learned something new in entertaining way." – Student
4. "It was educational game that opened our eyes, how it goes in real-life entrepreneurship" – Student
5. "I find learning based on simulation, to which I can relate myself based on my decisions, as step in right direction" – Student
6. "At school we typically learn the theory, from time to time we work on projects. Thanks to the game, we could have prepared our own plan or strategy for setting up the business. It was great experience and definitely I would like to go through it again someday." - Student

4. Romania

4.1. Evaluation during the ILS implementation

InnoSchool game

Virtual visit1	<ul style="list-style-type: none"> •The game guides you step by step in the information •At the beginning, the main difficulty was in creating the classes and teams. Because there no <u>required field</u> in the description of teams, the email addresses were not added at the beginning. Being added later, the students didn't received the email in order to register. •The basic / advanced button needs to be highlighted. Some teachers wanted to enroll their class for the advance level, they didn't select it at the beginning, so their students had to work at the basic level, even though they were advanced.
Virtual visit 2	<ul style="list-style-type: none"> •The game was a new learning tool for students. They like it that they can used the game to learn in their own learning rhythm. •The game is a tool for guided learning and it was a useful tool for the online learning. It guides students step by step in learning. •The students are not used only the online learning, so this was the biggest difficulty in implemented ILS because was difficult to communicate with students. It is easier to do it face to face than by messages or phone calls. •The main difficulty was – reopening the tasks for students (by mistake, or by purpose) lead to losing students' points (coins, rewards). •More clear distinction between basic and advanced tasks is needed.
Call with schools	The results of calls were explained above
Evaluation workshop	<p><u>Positive aspects</u></p> <ol style="list-style-type: none"> 1.The game guides you step by step in the information 2. The game was a new learning tool for students. They like it that they can used the game to learn in their own learning rhythm. <p>The game is a tool for guided learning and it was a useful tool for the online learning. It guides students step by step in learning.</p> <ul style="list-style-type: none"> •The game was a new learning tool for students. They like it that they can used the game to learn in their own learning rhythm. •The game is a tool for guided learning and it was a useful tool for the online learning. It guides students step by step in learning •Some teachers and students appreciated that the game could be played in English or German. <p><u>Difficulties</u></p> <ul style="list-style-type: none"> •At the beginning, the main difficulty was in creating the classes and teams. •Because there no <u>required field</u> in the description of teams, the email addresses were not added at the beginning. Being added later, the students didn't received the email in order to register. •The basic / advanced button needs to be highlighted. •Some teachers wanted to enroll their class for the advance level, they didn't select it at the beginning, so their students had to work at the basic level, even though they were advanced •The students are not used only the online learning, so this was the

	<p>biggest difficulty in implemented ILS because was difficult to communicate with students. It is easier to do it face to face than by messages or phone calls.</p> <ul style="list-style-type: none"> •The main difficulty was – reopening the tasks for students (by mistake, or by purpose) lead to losing students’ points (coins, rewards). •More clear distinction between basic and advanced tasks is needed.
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Guidance on using ILS in education	
Virtual visit1	<ul style="list-style-type: none"> •It was helpful that we had the WhatsApp group where we could ask for help. •We had call phones with the project’s managers any time we need it. The handbook was clear and it was helpful to have the written guidance. <p><u>Difficulties</u></p> <ul style="list-style-type: none"> •The main difficulty was that the guidance was not be able to be delivered face to face.
Virtual visit 2	<ul style="list-style-type: none"> •All the problems we notified were solved efficiently •It should be easier to have face to face guidance, but it was not possible because pandemic time.
Call with schools	The results of calls were explained above
Evaluation workshop	<p>Positive aspects</p> <ul style="list-style-type: none"> •It was helpful that we had the WhatsApp group where we could ask for help. •We had call phones with the project’s managers any time we need it. The handbook was clear and it was helpful to have the written guidance. •All the problems we notified were solved efficiently <p>Difficulties</p> <ul style="list-style-type: none"> •The main difficulty was that the guidance was not be able to be delivered face to face. •It should be easier to have face to face guidance, but it was not possible because pandemic time.

Social media	
Virtual visit1	They did not use this social media feature
Virtual visit 2	Social media inclusion was not used
Call with schools	The results of calls were explained above
Evaluation	

workshop	Teachers did not check this feature Students did not use social media inclusion
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Interschool competition	
Virtual visit1	The students can learn from their results, they can compare their level of competencies with other students from school but also with students from other schools.
Virtual visit 2	Because there is no prize through the project, it was a little bit difficult to motivate students to get involved in the project Maybe in future projects, the focus will be creating teams with students from different schools Some teachers and one school gave up because they didn't have an immediate or a physical reward.
Call with schools	The results of calls were explained above
Evaluation workshop	<u>Positive aspects</u> The competition was interesting because the students like to be involved in games and by using SG they benefited from information and broad entrepreneurial skills. The students can learn from their results, they can compare their level of competencies with other students from school but also with students from other schools. Maybe in future projects, the focus will be creating teams with students from different schools <u>Difficulties</u> Some teachers and one school gave up because they didn't have an immediate or a physical reward.

Impact questionnaire	
Virtual visit1	It is short and concise. It was easy for students to complete it in pretest.
Virtual visit 2	It is short and concise. It was easy for students to complete it in pretest.
Call with schools	The results of calls were explained above
Evaluation workshop	<u>Positive aspects</u> The questionnaire is short and concise. It was easy for students to complete it in pretest and posttest. Teachers had to remind students to complete the initial and final questionnaires, even if they could be completed online. It is very important to measure the progress of students. In pretest was measured the baseline level of students and in posttest the level reached after the ILS implementation. The impact questionnaire was necessary to be used in order to measure

	<p>the progress. The results of the impact questionnaires were discussed with members during the evaluation. <u>No difficulties</u></p>
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ILS in general	
Virtual visit1	<ul style="list-style-type: none"> •Our educational system could implement tools as InnoSchool in order to help students develop life skills.
Virtual visit 2	It was an extra work both for teachers and students. But it was great to learn interesting things.
Call with schools	The results of calls were explained above
Evaluation workshop	<p><u>Positive aspects</u> Our educational system could implement tools as InnoSchool in order to help students develop life skills. Working on offline tasks required compliance with several criteria, fact that facilitated the transfer of knowledge. The educational content is very good. It was a great idea to have an objective evaluation scale to follow in the assessment of the offline activities. ILS is a tool that should be nice to be integrated into our educational system. <u>Difficulties</u> It was an extra work both for teachers and students. But it was a pleasant one and especially with professional benefits</p>

Training workshop for teachers	
Virtual visit1	<p>The materials used for the workshop were appreciated, they being easy to understand and very helpful. •Teachers said that they got enough and useful information about Serious Game. They appreciated that both interfaces of the Serious Game are easy to access and used. It was helpful to have the invited specialists talking about social entrepreneurship.</p>
Virtual visit 2	Some teachers were involved later in the project and it was a little difficult to understand the information separately or from their colleagues.
Call with schools	-
Evaluation workshop	<p><u>Positive aspects</u> The materials used for the workshop were appreciated, they being easy to understand and very helpful. •Teachers got enough and useful information about Serious Game. They appreciated that both interfaces of the Serious Game are easy to</p>

	<p>access and used. It was helpful to have the invited specialists talking about social entrepreneurship.</p> <p>Difficulties Some teachers involved in the project were not able to attend it and it was difficult to understand the information from their colleagues.</p>
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4.2. Agregated feedback from teritory

AGGREGATED FEEDBACK FROM TERRITORY
<p>BIGGEST BENEFITS FOR:</p> <p>Teachers:</p> <ul style="list-style-type: none"> -the access to a new educational tool, interdisciplinary topics, varied class methods -ILS is a tool that should be nice to be integrated into our educational system. - working on offline tasks required compliance with several criteria, fact that facilitated the transfer of knowledge <p>Students: team work, learning by doing, focus on creativity and managerial skills</p> <p>Headmaster:</p> <ul style="list-style-type: none"> -an innovative approach to education -a good opportunity for schools to assert themselves and be in touch with entrepreneurship experts <p>Public partner: a direct connection with the entrepreneurs of tomorrow</p>
<p>MAJOR PROBLEMS TO SOLVE:</p> <p>Game: there were some technical problems at first.</p> <ul style="list-style-type: none"> - reopening the tasks for students (by mistake, or by purpose) lead to losing students' points (coins, rewards) -if the email addresses were not added at the beginning, being added later, the students didn't received the email in order to register. <p>Guidance: all the problems we notified were solved efficiently</p> <p>Social media: no difficulties</p> <p>Competition: no difficulties but the students should be rewarded (project fund)</p> <p>Impact questionnaire: no problems to solve</p> <p>In general:</p> <ul style="list-style-type: none"> -the time the teachers and students had to allocate was more than was initially presumed <p>Workshops: no problems to solve but an extra training for teachers in the entrepreneurial field can be welcome</p>
<p>DETAILS TO EDIT:</p> <p>game:</p> <ul style="list-style-type: none"> -more attractive video materials adapted to the students' age

-evaluation and blocking by the teacher to be facilitated by rethought features
in general: - duration of online training of students; the evaluation made by the teachers to be in an easier way

SELECTED QUOTES FROM TEACHERS, STUDENTS OR HEADMASTERS:

1. **Teacher:** " InnoSchool has changed my approach to teaching entrepreneurial education. The concept of social entrepreneur was new to me and I also learnt a lot alongside my students "
2. **Teacher:** "InnoSchool Learning System is an innovative tool, it helps students to develop the transversal skills of working in group, empathy, creativity, pro-activeness, decision taking, future orientation and of course entrepreneurial initiative."
3. **Student:** "It was great to be able to put my ideas into practice and to get support and feedback from my teacher and mates"
4. **Student:** "I felt so empowered in this project! My ideas were put to work and my team was so dynamic! I am very happy to have been part in this project'

5. Hungary

5.1. Evaluation during the ILS implementation

	InnoSchool game
Personal visit1	<p>Minor technical issues were mentioned on the 1st phone calls. These were mostly solved with the help of partner (example of the issues: the text clouds were not always visible; the teacher did not know how to do the evaluation; the teachers experienced that the ILS game did load in slow on different devices; how reopening of the open tasks can be done; after reopening the students did not receive hero coins). They have also mentioned already some suggestions for improvement: exporting of students results could support the teachers work in evaluation or giving the final mark for the students; exporting of tables could also help the teachers to better overview where the teams stand; more quiz questions could be built in, because the open tasks are more complex and hard for the students; SWOT could be replaced with a simple table in the game.</p> <p>Another teacher mentioned that the administrative interface is too complex, however she had a little bit more sceptic attitude towards the whole testing.</p> <p>Student's feedback was related to the amount of open tasks, they believed that the number of open tasks were too much. Most of the students completed ILS in beginner mode, and they still believed that the number of open tasks is too much. Maybe some tasks can be reconsidered, whether</p>

	<p>they are necessary or not.</p> <p>Students also were generally satisfied with the graphical design of the game, however, in some cases they mentioned the need for more animation and videos, to increase attractiveness of the game.</p> <p>Students also liked that there were many different pathways to complete the game, so there was chance that they could decide in which way they will go in the game.</p>
Personal visit 2	<p>The second calls have provided us with the information about the difficulties of digital education. Teachers explained that students were hard to be motivated, issues emerged because of group tasks, such as open tasks. We have provided them with suggestions about alternative ways of teacher the students and also about how students could complete the open tasks. The challenges related to online education were more or less solved, however, the involvement of students and effectivity of teacher decreased significantly.</p> <p>To focus more on technical issues, besides the above mentioned limitations of the game during digital education, no technical issues were mentioned. Teachers got used to the interfaces and the testing went smooth.</p> <p>The switch to digital education from 1st of November, 2020 resulted in the loss of 2 schools that have started the testing in October.</p>
Call with schools	<p>The results of calls were explained above</p>
Evaluation workshop	<p>The evaluation workshop was really productive. Teachers expressed several ideas how the ILS game (student and teacher interface) could be further improved, and additional technical issues were mentioned as well.</p> <p>Due to digital education, as mentioned above, teamwork was not always possible. The teachers saw that in some cases students did not contribute to the team's work and they would see useful, if on the teachers interface it would be possible to evaluate the students within the team as well. In this case all students would be more motivated to contribute to the task.</p> <p>They had problem with the open tasks from another perspective. The description of the tasks do not provide enough information to the students about what is exactly expected from them. However, the teachers must evaluate them from certain point of views (in the evaluation criteria table). They advised that the task description could involve these criteria as well.</p> <p>Other teachers expressed the need of an abstract about each of the modules. They all said that they had to create their own team and play through the game to know what the students will see. They agreed if in the administrative part there would be an abstract of what is going to be done on the certain level, what are the key words, what are the questions and open tasks, they could be teaching more confidently. They also explained that even though these information are available in the guidance it would</p>

	<p>be better if these info would be available in the same surface so in the teachers interface (for example short pdf link built in).</p> <p>They also mentioned that there is a need for an alert which could signal the students that they have not prepared the open tasks. And even without completing the tasks, they could go on with the game.</p> <p>They also expressed the need for restructuring the interface. Results of quiz and open tasks are available under the teams. However, they had sometimes 14 teams, which made it difficult to overview and evaluate all tasks. Therefore, they suggested that it would be nice to have a part on the interface where open tasks and quiz are organized according to levels, and if they open the open tasks of for example level 1 they could see all open tasks from the teams on the level 1. So they imagined that this would help them to better overview the results. CTRIA strongly supports this idea. In general there is an issue of navigation within the teachers interface.</p> <p>Would be nice to have a place where it would be easy to overview the results of the teams development. What company they develop, what are its features etc.</p> <p>Would be nice to have an introduction to the next level at the end of each level. This would help teachers to give home works to the students. And it would help the students to orientate better in the game and it would increase the cohesion of the game as well.</p> <p>They have also found some spelling mistakes, which must be corrected in the final version.</p>
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	Guidance on using ILS in education
Personal visit1	The teachers are satisfied with the guidance , they have read it and believe its nicely explaining the functioning of the ILS.
Personal visit 2	No second calls mentioned any issue related to the guidance. No questions were raised related to the guidance.
Call with schools	The results of calls were explained above
Evaluation workshop	Guidance was mentioned on the evaluation workshop as well. They only approved that the document is good and thorough, and was used by them during preparation.

	Social media
Personal visit1	No specific comments were mentioned about social media on calls.
Personal visit 2	No specific comments were mentioned about social media on calls.

Call with schools	-
Evaluation workshop	On the evaluation workshop, teachers mentioned that social media option was not used by the students . The teachers believed this is not a motivation for students to post something on FB or other websites. They also mentioned that it brings nothing new or value into the game. From their perspective, this possibility could be discarded.

	Interschool competition
Personal visit1	No comments were mentioned about interschool competition on calls.
Personal visit 2	No comments were mentioned about interschool competition on calls.
Call with schools	-
Evaluation workshop	On the evaluation workshop the teachers have not found it not too relevant, and also saw it as an extra task as during the digital education the students are busier than during an average school year. Therefore, for them participating in an additional task related to the piloting was not so convenient.

	Impact questionnaire
Personal visit1	Collection of questionnaires were done online. No problems occurred during the collection of questionnaires, teachers found it an easy way to collect the answers from students. The content of the questionnaire was clear for them, as we have explained the aim of the Q. in advance. There were no questions related to the items of the questionnaire (no mistakes were found due to the translation)
Personal visit 2	Few calls were done to inform teachers about the post testing Q. and to encourage students to fill-in the 2 nd questionnaires. The content of the Q. was explained in advance, teachers were not surprised by its similarities. We have also informed them about the 3 additional questions at the end. Overall, no problems occurred during the collection of the post Q.s and teacher raised no further questions related to it.
Call with schools	No additional calls were done related to the questionnaires
Evaluation workshop	A teacher has suggested that the Q. could include additional questions to obtain feedback from the students. We have explained her that the aim was to gather feedback about the educational component of the ILS then about the students experience with the game. We also agreed that students experience will be measured in her school with an additional questionnaire prepared by us. Therefore, the voice of students will be channelled in the ILS development. However, CTRIA still believes that the

	aim of the Q. was to gather evidence for competence building and not to receive feedback from students about the game itself.
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	ILS in general
Personal visit1	<p>Overall, teachers had positive attitudes towards the ILS and some were especially engaged with the topic of social innovation.</p> <p>For example, one of the teachers invited quest speakers to present the concept of social entrepreneurship to the students. This teacher seemed to be really engaged with the topic and had really big motivation to educate students about social entrepreneurship. However, this planned meeting with an expert could not materialize as middle schools suddenly switched to digital education.</p> <p>Another teacher also expressed that she is self-educating herself about the topic, she was familiar with all the good practice examples I have mentioned to her during the training workshop for teachers. She expressed the need for educating students as well about this topics.</p>
Personal visit 2	<p>On the second calls, one teacher mentioned that they would really plan to continue the testing in real life education and she sees it as a useful component to financial or business classes. She also explained that she has her full support to implement it in the national curricula.</p>
Call with schools	Personal visits were replaced by calls
Evaluation workshop	<p>The evaluation workshop confirmed that the teachers found ILS in general useful and something that is relevant in todays world. They mentioned that they informed students about additional functioning social enterprises from Hungary, mostly they have mentioned the restaurant from Székesfehérvár but some coffee shops and bars from Budapest as well.</p> <p>Another interesting aspect as that they have all agreed that the content of the game was on a really high quality. They have consulted with economics teachers (as not in all cases the testing was done by economics teachers) and they approved the content. In one case, the teacher mentioned as well, that they found it a really useful introduction for the students.</p> <p>Overall, the feedback from students was positive. They are generally satisfied with the game and its functioning. However, the few selected students who provided additional inputs raised our attention to the visual and graphical aspect of the game. They believe additional animations and videos could support the learning procedure (as the theory was too much text based).</p>

	Training workshop for teachers
Personal visit1	<p>We have organized the training workshop with an external expert. She introduced them to the concept of the ILS and explained them the educational goals of the ILS. In the 2nd part of the meeting CTRIA guided them through both the admin and student interface of the game. Participants were satisfied and gained the needed information to start the testing.</p> <p>Teachers were provided with the necessary documents before starting the pilot. However, some questions came back as the piloting has started. Although, the teachers seemed to be actively using the guidance book, several of them has mentioned that they have read it and used it as a preparation for the sessions.</p> <p>Questions that raised during the Teachers workshop were related rather to the practicality of the ILS (using the interfaces, scoring, etc). These questions were answered on site or later on on phone calls or video calls to discuss the emerged issues. However, it is not related to the workshop itself, but to the implementation.</p>
Personal visit 2	No additional calls were done related to the training workshop
Call with schools	X
Evaluation workshop	No comments were mentioned on the evaluation workshop related to the training workshop. Teachers seemed to be prepared well enough for starting the pilot and they had a clear idea of what the pilot aims and what is the aim of the ILS.

5.2. Agregated feedback from teritory

AGGREGATED FEEDBACK FROM TERRITORY
<p>BIGGEST BENEFITS: for teachers: new ways of teaching students for students: interactivity, raised empathy, enjoyable for headmaster: innovation and new teaching methods channelled into their teaching for public partner: -</p>
<p>MAJOR PROBLEMS TO SOLVE: game: 1) exporting of students results to better see their answers/points should be built in; 2) restructuring of teachers interface could help, open tasks and question results should not be organized under teams but reversed, tables should be prepared columns team1 team2 etc.. rows level 1 open task1 open task 2. This could make evaluation easier; (the 1st and 2nd major problem could be solved maybe jointly?) guidance: -</p>

social media: 1) in general social media was not relevant for students, which means that the details of how and why social media is involved could be better elaborated (or its just simply not relevant for students anymore)

competition: -

impact questionnaire: -

in general: -

workshops: -

DETAILS TO EDIT:

game: 1) more animation and videos could be built in; 2) number of open tasks could be reconsidered, more questions preferred; 3) description of the open tasks could provide more guidance for students what to do; 4) alert could be built in if open tasks are not ready; 5) abstract of each level for teacher to be prepared; 6) team projects (their social business) could be somehow better presented in the teachers interface (since progress is done in open tasks, its hard to see as a whole); 7) could individual performance be evaluated (not just team as a whole); 8) at the end of each level could be a summary of knowledge learn;

guidance: maybe an abstract of each level could be prepared for teacher

social media: -

competition: -

impact questionnaire: 1) students evaluation of the game could be built in or an additional questionnaire could be prepared,

in general: -

workshops: -

SELECTED QUOTES FROM TEACHERS, STUDENTS OR HEADMASTERS

Teacher1: *My general opinion is that the software is really good, however, since my students are not familiar with basic economics and entrepreneurship, it would be useful for us if the ILS was simplified and some terminology would be better explained in advance. This could have helped us a lot.*

Student1: *We could have more animation in the game, it would help to have a better atmosphere in the game and it would also bring the game a little bit closer to today's generation.*

Teacher2: *I think it is a phenomenal endeavour. I really like everything that shows the possibilities of the future through the processes of the present. In addition, the content related to it is very good. Students can learn a lot from it and it helps the age group to increase their empathy.*

We have not too many quotes available, as feedbacks from stakeholders were collected mostly through phone and in few cases on virtual meetings, where recording of their opinion was not conducted, however, in each case the mentioned issues and positive feedbacks were written down. Although, the above quotes were received in a written format directly from teachers and students, no changes were done, we only did the translation.

6. Serbia

6.1. Evaluation during the ILS implementation

Training workshop for teachers	
Questions	Answers
Was the training clear and understandable?	Training for teachers was very clear, precise and understandable. All teachers agreed that any future cycles of ILS implementation should encompass training as a must. This was particularly emphasized due to the fact that teachers engaged in ILS implementation may not necessarily have the economics background or teach entrepreneurship.
Were there any segments that were not covered during the training?	Overall feedback is positive – i.e. all segments were adequately covered.
Is there a need to focus on any specific segment/area at future training workshops?	Additional focus in trainings for teachers should be put on: <ul style="list-style-type: none"> - Development of a financial plan. - Evaluation (grading) of tasks – the criteria and methodology, i.e. this segment should be separately covered in depth.

Handbook for Teachers	
Questions	Answers
Overall impressions of the Handbook (Guidance for Teachers)?	Although very well elaborated, the overall recommendation is to improve it in the following way/segments: <ul style="list-style-type: none"> - Provide a shortened version – like a hands-on manual – containing only key data required for teachers and pertaining only to ILS (the Game) implementation. Use tables for clear presentation of required steps (it is easier for teachers). - Provide more social innovation and social businesses examples in a form of supporting materials. - Simplify the Handbook – it is very long and contains too much information that is not practically applied while playing the Game (too much data is sometimes counterproductive for teachers – they don't want to read it which is why they call local support teams for clarifications).
Are there any parts that need to be improved?	Recommendations for Handbook improvement: <ul style="list-style-type: none"> - Separate offline and online segments within each module. Explain clearly what teachers and what students' duties and responsibilities are. <p>For example: Level 2 – there are two offline and online sessions cited. It is not clear whether offline sessions should be combined into one; the same applies to online sessions. So, it should be presented in a</p>

	<p>clear and precise way. Moreover, in the offline part in Module 2 that is envisaged as a workshop (visual boards), the Handbook <u>should not</u> provide links to references, but instead include detailed instructions and guidance on how to structure and organize this workshop. This applies to all Modules that have such workshops (offline sessions) included/planned. Also, if workshop is not an obligatory form, the Handbook should suggest other types of acceptable activities and provide clear guidance tied to organization, materials to be used, etc.</p> <p>The bottom line is that levels of digital literacy and English language knowledge (of teachers and students) should be seriously considered as not everyone is comfortable with using recommended online tools or platforms, especially if in a foreign language.</p> <ul style="list-style-type: none"> - Consider that not all schools that will be using the ILS are business schools – there will be many gymnasiums etc. that still do not have entrepreneurship in their regular curricula – it is necessary that the Handbook is clear enough and detailed enough for teachers who are to familiarize themselves with these concepts for the first time. - Add part regarding Secret Code and team password reset through the Game’s main login page – not described in the Handbook.
<p>Is the Handbook aligned with the Serious Game?</p>	<p>Not entirely. Major concern pertained to the fact that grading criteria (and questions) in the teachers platform were not fully aligned with tasks and what was required of students to deliver.</p> <p>Examples: Level 2, Open task re: European Pillar of Social Rights: The task description that students see in the Game does not match the criteria that teachers follow when grading this open task. Namely, description of the task does not specifically ask students to cite the information source nor to present the Pillar’s basic idea. Criteria 2 and 3 on the teachers’ interface are grading exactly these two activities that were not asked. Suggestion: Improve the task’s description in the Game to match the grading criteria.</p> <p>Level 3, task 1 – Define your goals – description of the task is asking students to define their social enterprises’ goals (3 to 4) and provides questions that guide/might help them in doing so. However, when it comes to grading, the set criteria are only grading answers to those guiding/additional questions, but not whether or not the goals were defined.</p>
<p>Does the Handbook contain clear guidance and recommendations?</p>	<p>Overall opinion in that it is clear up to a certain level, but many teachers pointed out that it is sometimes confusing and contains too much information. In other words, it should be simplified and information in it should be precise and concise.</p>

	<p>Another group of teachers indicated that it should not be up to teachers how workshops are contextually organized and conducted (offline parts of the game at some levels). These should be predefined and the Handbook should provide clear guidance to teachers. It should be also considered that workshops are difficult to implement in a fully online learning environment. Recommendation suggests that another appropriate activities should be designed, but with the same didactic goal.</p> <p>Vast majority of teachers said that, generally speaking, the Handbook – or the ILS implementation – requires increasingly higher levels of teachers’ involvement than it had been expected.</p>
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Impact questionnaire	
Questions	Answers
Overall impression: are questions clear and understandable, were there any problems in filling out the form, (lack of) students’ interest in completing this step before/after playing the Game?	<p>The questionnaire itself was clear and understandable. The key challenge was getting the students to fill it out after the completed Pilot. Although it was a 5 to 10 minute task, senior year students found it a nuisance due to other school-related responsibilities.</p> <p>General opinion is that the Questionnaire is needed – both before and after the program – as it is used to measure the impact.</p>

InnoSchool game	
Questions	Answers
Overall impressions, was it easy to understand the ILS goal?	<p>Overall, understanding the ILS goal was easy for teachers, while students experienced some difficulties. Students required additional explanations, with illustration of examples and guidance for expected outcomes of certain activities.</p> <p>Some teachers did not understand that students were to “establish” a social business in order to “implement” the generated idea. It was recommended that improvements are introduced in order to clarify benefits to social entrepreneurs, so students could better understand the part tackling the financial plan. It could be illustrated with examples from a country in stake.</p>
Were there any technical difficulties (specify if yes)?	<ol style="list-style-type: none"> 1. Points earned on level 1 quiz were erasing for no apparent reason. 2. Double-check if results are updated in real-time (i.e. as student progress through the Game). This was not the case in some schools which confused students and made them go over certain parts again. 3. Uploaded profile pictures of student teams (Students interface) did not show.

	<ol style="list-style-type: none"> 4. Visual boards (level 2 tasks) could not be completed within the Game, but separately – issues with entering the text in the textbox and uploading files. 5. Technical issues on levels 2 and 4 (advanced Game) – related to students’ tasks: problems uploading picture files on level 2, problems with entering text in the textbox on levels 2 and 4 (the text did not show at all). 6. Technical issues during grading of tasks: once graded, completed students’ tasks were erased.
<p>Simplicity of teachers’ interface – was using it easy? Any recommendations for improvement?</p>	<p>Generally, it was easy to use it. Recommendations for improvement:</p> <ol style="list-style-type: none"> 1. Enable an option to assign more than one teacher to a class. 2. Enable notifications that will inform teachers when a team submits tasks for grading and when a team completes a certain segment in the Game. 3. Tasks grading needs to be better explained and clarified, e.g. does the team work on a task together or students work individually (and how to grade tasks if students are to individually complete them). 4. Align grading criteria with task requirements (related to the Handbook, too, and addressed in Section 2 above). 5. Every time a teacher finishes grading of a tasks for one particular team, the interface should take him/her back to the relevant tasks grading level. Now, it stays on the page of a graded individual task and you have to click on the team tab which takes you to the top of the list of all levels this particular team played, and then you have to scroll down to e.g. level 6 again and open the next task that should be graded. It is very complicated and not user-friendly, so it should be fixed. In short, improve navigation, currently it is too complicated and time-consuming. 6. Teachers should be able to see the teams’ renovated offices (as teams advance through the Game). 7. Visually improve statistics showing teams’ collected heroes and fans. 8. Enable that teachers can view teams results and progress (statistics) just as students can see it in their Game interface. 9. Enable option that teachers can view / access other teachers teams’ open tasks - for a more fair grading. 10. Locking/unlocking of segments or levels issue– add notification for teachers which will warn them that the action will erase all students answers/points.
<p>Students’ interface – simplicity, shortcomings, improvements needed, key obstacles?</p>	<p>Recommendations for improvement:</p> <ol style="list-style-type: none"> 1. Tasks – text could not be typed into boxes. Sometimes, attachments could not be uploaded, either. The “insert picture” icon in the ribbon is not functioning. 2. Tasks – instructions for completing tasks should be improved – provide more detail on how each task should be delivered. Consider the fact that in an online learning environment teachers are not always available to guide students.

	<ol style="list-style-type: none"> 3. Quizzes – inability to see full text of some questions. 4. Visuals – comments were received that characters and overall design are more appropriate for elementary schools. 5. The Office – some teachers and students thought it was not a necessary/needed addition – upgrading the office with furniture and badges/diplomas does not affect teams’ Game scores. It was recommended that certain percentage of scores is appropriated to the level of equipped office as it can signify importance of positive and nicely looking working environment which further increases productivity. Also, the Game could assign little tasks to teams such as “team meetings” and “solving of communication issues”. 6. Do not allow submission of tasks before a team finishes all that are required on a certain level. If a team decides to skip a task for whatever reason (i.e. completes one task and does not even open other tasks), then a teacher cannot assign a minimum grade to uncompleted tasks.
<p>Connection of the Game with social media – good or bad idea?</p>	<p>Opinions are divided.</p> <ul style="list-style-type: none"> • Pros: <ul style="list-style-type: none"> - Some believe it was a good aspect and a good opportunity for students to promote their interests, activities and good ideas. - Good for communication and the learning process about marketing and its benefits in relation to classic marketing tools. - Good tool to inform the public about the project. - Important to students (as they “live” on the internet), especially connection to Instagram which is predominantly used. • Cons: <ul style="list-style-type: none"> - Many think that this aspect should not involve students’ private accounts (due to legal/GDPR issues) but instead have a separate school’s account for sharing teams’ results. - Students were not interested in sharing their results on social media.
<p>Quality of cooperation within student teams?</p>	<p>Overall – very good. Key takeaway: best cooperation was detected in smaller teams (2-3 students). Obstacles: COVID-19 pandemic, distance learning; measures limited the idea of “teamwork” i.e. physical gathering of teams.</p>
<p>The role of a teacher – is it important (and why)?</p>	<p>The role is extremely important/crucial. His/her task is to guide students, clarify new economics terminology and definitions, help students analyze sustainability of their ideas, serve as an “engine” that leads students to the “finish line”, illustrate examples which help them better understand new concepts. The teacher is there also to organize, provide advice, motivate students... The role is also crucial in estimating key capabilities of students to understand what is asked of them and in assessing their levels of knowledge/understanding. Teachers serve as managers or leaders who are constantly motivating students to continuously work and excel.</p>

	The role is also important in terms of moderation in the event of conflicts within teams.
Tasks – were they difficult/complicated or not?	Generally – clear and understandable. Difficulty increased along with the Game levels, which was OK. Recommendations for improvement: <ol style="list-style-type: none"> Align grading criteria with task requirements (Handbook related, too). It would be better if each task clearly stated what are the task’s deliverables (i.e. what is expected that students provide as an output) in case the teacher is not available to clarify.
Prospects of using the ILS in regular classes in your and/or other schools (why does the ILS represent a better way of learning about entrepreneurship)?	<ul style="list-style-type: none"> ILS can be used as addition in regular entrepreneurship classes or as helpful didactic tool during related “after school” activities. It serves as an excellent basis for developing students’ social needs consciousness and in understanding the difference between social businesses and companies. ILS is useful as it can motivate students to start their own business and it prompts students to work on improving their knowledge and skills. ILS provides different approaches to teaching and learning, students find it acceptable and interesting. One private grammar school (gymnasium) indicated that English version of the ILS would be useful for their students as it is compatible with business classes they teach. ILS enables easy and fun educational environment that is appealing to students. Key benefit is that it teaches about social entrepreneurship, which is not covered in regular entrepreneurship classes.
Does the ILS help teachers and students (and how)?	<ul style="list-style-type: none"> ILS is more dynamic and more interesting than traditional (classroom) teaching. ILS enables both teachers and students to learn new things, expand their views and implement new knowledge in real life. ILS was better understood by students who had some (basic) knowledge about entrepreneurship. ILS prompts students to explore and verify different sources of information. ILS is helpful in a methodological way – through the Game platform students increase competencies tied to social entrepreneurship, teamwork, presentation and public speaking skills, critical thinking and problem-solving/decision-making. ILS provides stimulative learning environment. ILS is set up in a way to motivate students to learn more (through teamwork).

Social Media Inclusion	
Questions	Answers

<p>Connection of the Game with social media – was it a good aspect (and why)?</p>	<p>Opinions are divided.</p> <ul style="list-style-type: none"> • Pros: Some believe it was a good aspect and a good opportunity for students to promote their interests, activities and good ideas. • Cons: <ul style="list-style-type: none"> - Many think that this aspect should not involve students’ private accounts (due to legal/GDPR issues) but instead have a separate school’s account for sharing teams’ results. - Students were not interested in sharing their results on social media. - Social media inclusion may lead to a casual approach to the Game (the Game may be understood as something that is not very serious); this may be a problem if the idea is to have it as an educational/school activity.
<p>Does posting results on social media affect students’ motivation to increase engagement in the Game?</p>	<p>Moderately.</p> <ul style="list-style-type: none"> - Winning teams are more likely to post their achievements on social media; not as much stimulating for teams that are less successful. - Senior-year students had no motivation to post results on social media. - Many teachers/students think it does not affect motivation; in some cases it had no effect until the final level in the Game. - It may increase motivation if posting is done through specifically dedicated schools’ social media accounts (this is tied to potential legal issues/GDPR). - Some schools indicated that this is a good aspect as it can also promote schools.
<p>If you consider this is not a necessary aspect – why and what would you recommend?</p>	<ul style="list-style-type: none"> - The aspect is more interesting to younger students. - It may be more appealing if it allowed connecting with other schools and comparison of results between different schools in a city/region. - It may be more appealing if students could also share acquired knowledge – not in a form of points or badges.

Interschool competition	
Questions	Answers
<p>Does it have any impact on students’ motivation?</p>	<p>100% yes on positive motivation. Recommendation: consider enabling transnational interschool competitions.</p>
<p>Would it be a recommended future practice / any suggestions how?</p>	<p>Yes, it is a recommended future practice: Additional recommendations:</p> <ul style="list-style-type: none"> - Consider international school competitions. - Consider enabling online competitions between several schools – quizzes, workshops, case studies. - Competitions should provide certain benefits to competing

	<p>teams: e.g. a visit to a reputable social business, or a retreat with additional educational workshops/trainings.</p> <ul style="list-style-type: none"> - Introduce universal jury panel criteria i.e. quality criteria for selection of the winning team(s).
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ILS in general	
Questions	Answers
Does the ILS generate educational impact?	<p>100% yes on positive educational impact from all schools.</p> <ul style="list-style-type: none"> - Yes, it does, as in points out to existing social problems and stimulates students to find solutions to solve them. - Yes, not only in economics, but also in developing empathy and consciousness of social needs and problems. - Yes, since students can apply new knowledge on concrete examples. - Yes, as social entrepreneurship is not part of regular entrepreneurship curriculum.
Students' level of interest?	<p>Overall: moderate interest; higher interest detectable at the beginning of the Pilot.</p> <ul style="list-style-type: none"> - The pandemic limited students' interest and thus success of the Pilot. - Huge interest, considering the pandemic. - Moderate interest – limited to success within the Game and comparison of results with other teams/schools. - High interest at the beginning, that dropped as Game progressed. - We got the “wow” effect from students at the beginning, but later on they started showing some resistance in order to cover up lack of success in learning (new things and concepts). The problem is that current generations expect to receive precise instructions without “digging” and exploring the topics in depth. Whenever there is a lot of reading involved, the resistance is higher. What students are looking for is “Social Entrepreneurship for Dummies” type of thing. - Given the pace of the Pilot, it was difficult at times to motivate students to endure the effort.
Is the educational content suitable i.e. does it require additional adjustments?	<p>Key recommendations:</p> <ul style="list-style-type: none"> - The content was too much for students, considering limited time for piloting coupled with the pandemic and distance learning. - Divide educational content as follows: Basic 1 – Entrepreneurship; Basic 2 – Social Entrepreneurship; Basic 3 – “Your idea and your company”; Basic 4 – Legal structure and financial goals; and further on are Advanced levels. - Improve/additionally clarify new definitions and adjust the examples to those from Serbia. - Case studies: level 2 – for students to understand all elements of a social enterprise, all case studies have to be uniform i.e. to uniformly show content (follow the same form/template of illustrating the business). Currently, students have difficulties following as for each case study there is a different format used for illustrating the particular business.

	<ul style="list-style-type: none"> - SWOT analysis example on level 4 – the example of an enterprise from Slovenia is not that of a social enterprise (it is only a socially responsible company). - Educational Content: Level 2 – consider moving part about the European Pillar of Social Rights to Level 1. Students find it difficult to connect with contents on Level 2 (famous social entrepreneurs, main characteristics of SE, etc.). Students do not understand the concept of “PILLAR”, “principles” and “rights” and these might have to be explained prior to presenting them.
Shortcomings / what do you think needs to be improved?	<ul style="list-style-type: none"> - Technical improvements (elaborated in the Game Section above). - Handbook improvements (elaborated in the relevant section above). - Divide the Game into more levels, enable students to choose the next step. - Supply additional materials – add local examples in the Game. - Improve (provide detail description of) grading criteria – they currently depend on subjectivity/interpretation of teachers. - Visually improve i.e. “animate” tasks - make completion of tasks more interesting and part of “playing” the Game – currently, these are slightly boring purely written text assignments, which doesn’t exactly feature the “fun” part of the Game.
Obstacles in implementation / recommendations for improved implementation?	<p>All identified obstacles were tied to COVID-19 pandemic and related measures, and distance learning.</p> <p>Key recommendations:</p> <ul style="list-style-type: none"> - Adjust it for individual and full online work. - Secure rewards for interschool competition winning teams.

Evaluation workshop	
Innoschool Game	<p>Teachers interface: easy to use; requires improvement of navigation and introduction of notifications that will inform teachers when students complete a segment in the Game or submit a task.</p> <p>Students interface: interesting enough; design and characters more appropriate for elementary schools. Technical difficulties were addressed throughout the Pilot, some of the Game functions did not function properly. All improvement aspects shared during the Pilot remain valid.</p> <p>Tasks: grading criteria need to be better aligned with tasks requirements. Tasks should be clearer in terms of what outputs students should deliver. Tasks visual appearance should be improved and made more interesting.</p> <p>Educational content: presentation of case studies should be uniform (same format for all case studies). Examples of businesses should be social businesses (not socially</p>

	responsible companies – e.g. example of a Slovenian company illustrating SWOT analysis). The Game should feature examples from the country the ILS is implemented in.
Guidance on Using ILS in General	The Handbook for teachers should be simplified and should feature tabular and detailed-by-step overview of ILS implementation, especially of offline activities.
Social Media Inclusion	Divided views on adequacy and benefits of this aspect. Some of the issues of concern were tied to GDPR.
Interschool Competition	The competition is a motivating factor. Recommended for future use as part of the ILS, but with some benefits for winning teams (rewards in any form or shape).
Impact Questionnaire	Should be kept as the impact assessment tool. Two questions at the beginning of the questionnaire cannot be measured and teachers could not see the importance of keeping them (related to knowing a social entrepreneur and entrepreneurs as family members).
ILS in General	Big advantage of the ILS is teamwork. The ILS experience increased the learning curve of both teachers and students. All schools agreed that it could easily be integrated in their curricula.
Training Workshop for Teachers	Training was clear and understandable. Recommended as a must for future implementation of the ILS as the Handbook was not enough.

6.2. Agregated feedback from territory

Aggregated Feedback
<p>Key Benefits</p> <p>For teachers: Great learning experience, very useful.</p> <p>For students: Opportunity to learn something new, develop skills and competencies, get accustomed to teamwork and do something good for the community they live in. Classes are more interesting, students are stimulated to take active part in all segments of the Game</p> <p>For schools/Headmasters: Schools excel and modernize their teaching modalities and techniques. Offers opportunities to align with contemporary teaching methods. Promotion of schools.</p>
Major problems to solve / Details to Edit
Game

Technical problems

1. Points earned on level 1 quiz were erasing for no apparent reason.
2. Double-check if results are updated in real-time (i.e. as student progress through the Game). This was not the case in some schools which confused students and made them go over certain parts again.
3. Uploaded profile pictures of student teams (Students interface) did not show.
4. Visual boards (level 2 tasks) could not be completed within the Game, but separately – issues with entering the text in the textbox and uploading files.
5. Technical issues on levels 2 and 4 (advanced Game) – related to students’ tasks: problems uploading picture files on level 2, problems with entering text in the textbox on levels 2 and 4 (the text did not show at all).
6. Tasks – text could not be typed into boxes.
7. Technical issues during grading of tasks: once graded, completed students’ tasks were erased.

Teachers interface

1. Enable an option to assign more than one teacher to a class.
2. Enable an option that teachers can view / access other teachers teams’ open tasks - for a more fair grading.
3. Enable notifications that will inform teachers when a team submits tasks for grading and when a team completes a certain segment in the Game.
4. Tasks grading needs to be better explained and clarified, e.g. does the team work on a task together or students work individually (and how to grade tasks if students are to individually complete them).
5. Align grading criteria with task requirements (related to the Handbook, too, and addressed in Section 2 above).
6. Every time a teacher finishes grading of a tasks for one particular team, the interface should take him/her back to the relevant tasks grading level. Now, it stays on the page of a graded individual task and you have to click on the team tab which takes you to the top of the list of all levels this particular team played, and then you have to scroll down to e.g. level 6 again and open the next task that should be graded. It is very complicated and not user-friendly, so it should be fixed. In short, improve navigation, currently it is too complicated and time-consuming.
7. Teachers should be able to see the teams’ renovated offices (as teams advance through the Game).
8. Visually improve statistics showing teams’ collected heroes and fans.
9. Enable that teachers can view teams results and progress (statistics) just as students can see it in their Game interface.
10. Locking/unlocking of segments or levels issue – add notification for teachers which will warn them that the action will erase all students answers/points.

Students interface

1. Tasks – text could not be typed into boxes. Sometimes, attachments could not be uploaded, either. The “insert picture” icon in the ribbon is not functioning.
2. Tasks – instructions for completing tasks should be improved – provide more detail on how each task should be delivered. Consider the fact that in an online learning environment teachers are not always available to guide students.
3. Quizzes – inability to see full text of some questions.
4. Visuals – comments were received that characters and overall design are more appropriate for elementary schools.
5. The Office - some teachers and students thought it was not a necessary/needed addition – upgrading the office with furniture and badges/diplomas does not affect teams’ Game scores. It was recommended that certain percentage of scores is appropriated to the level of the equipped office as it can signify importance of positive and nicely looking working environment which further increases productivity. Also, the Game could assign little tasks to teams such as “team meetings” and “solving of communication issues”.
6. Do not allow submission of tasks before a team finishes all that are required on a certain level. If a team decides to skip a task for whatever reason (i.e. completes one task and does not even open other tasks), then a teacher cannot assign a minimum grade uncompleted tasks.
7. Divide the Game into more levels, enable students to choose the next step.
8. Supply additional materials – add local examples in the Game.
9. Visually improve i.e. “animate” tasks - make completion of tasks more interesting and part of “playing” the Game – currently, these are slightly boring purely written text assignments, which doesn’t exactly feature the “fun” part of the Game.
10. Case studies: level 2 – for students to understand all elements of a social enterprise, all case studies have to be uniform i.e. to uniformly show content (follow the same form/template of illustrating the business). Currently, students have difficulties following as for each case study there is a different format used for illustrating the particular business.
11. SWOT analysis example on level 4 – the example of an enterprise from Slovenia is not that of a social enterprise (it is only a socially responsible company).
12. Educational Content: Level 2 – consider moving part about the European Pillar of Social Rights to Level 1. Students find it difficult to connect with contents on Level 2 (famous social entrepreneurs, main characteristics of SE, etc.). Students do not understand the concept of “PILLAR”, “principles” and “rights” and these might have to be explained prior to presenting them.

Guidance (Handbook)

1. Provide a shortened version – like a hands-on manual – containing only key data required for teachers and pertaining only to ILS (the Game) implementation. Use tables for clear presentation of required steps (it is easier for teachers).
2. Provide more social innovation and social businesses examples in a form of supporting materials.
3. Simplify the Handbook – it is very long and contains too much information that is not practically applied while playing the Game (too much data is sometimes counterproductive for teachers – they don't want to read it which is why they call local support teams for clarifications).
4. Separate offline and online segments within each module. Explain clearly what teachers and what students' duties and responsibilities are.
 For example: Level 2 – there are two offline and online sessions cited. It is not clear whether offline sessions should be combined into one; the same applies to online sessions. So, it should be presented in a clear and precise way. Moreover, in the offline part in Module 2 that is envisaged as a workshop (visual boards), the Handbook should not provide links to references, but instead include detailed instructions and guidance on how to structure and organize this workshop. This applies to all Modules that have such workshops (offline sessions) included/planned. Also, if workshop is not an obligatory form, the Handbook should suggest other types of acceptable activities and provide clear guidance tied to organization, materials to be used, etc.
 The bottom line is that levels of digital literacy and English language knowledge (of teachers and students) should be seriously considered as not everyone is comfortable with using recommended online tools or platforms, especially if in a foreign language.
5. Consider that not all schools that will be using the ILS are business schools – there will be many gymnasiums etc. that still do not have entrepreneurship in their regular curricula – it is necessary that the Handbook is clear enough and detailed enough for teachers who are to familiarize themselves with these concepts for the first time.
6. Major concern pertained to the fact that grading criteria (and questions) in the teachers platform were not fully aligned with tasks and what was required of students to deliver.
 Examples: Level 2, Open task re: European Pillar of Social Rights:
 The task description that students see in the Game does not match the criteria that teachers follow when grading this open task. Namely, description of the task does not specifically ask students to cite the information source nor to present the Pillar's basic idea. Criteria 2 and 3 on the teachers' interface are grading exactly these two activities that were not asked.
 Suggestion: Improve the task's description in the Game to match the grading criteria.
 Level 3, task 1 – Define you goals – description of the task is asking students to define their social enterprises' goals (3 to 4) and provides questions that guide/might help them in doing so. However, when it comes to grading, the set criteria are only grading answers to those guiding/additional questions, but not whether or not the goals were defined.
7. Improve (provide detail description of) grading criteria – they currently depend on subjectivity/interpretation of teachers.
8. Teachers indicated that it should not be up to them how workshops are contextually organized and conducted (offline parts of the Game at some levels). These should be predefined and the Handbook should provide clear guidance to teachers. It should be also considered that workshops are difficult to implement in a fully online learning environment. Recommendation suggests that other appropriate activities should be designed, but with the same didactic goal.
9. Add part regarding Secret Code and team password reset through the Game's main login page – not described in the Handbook.

Social Media

1. Exclude involvement of students' private accounts (due to legal/GDPR issues) but instead enable use of a separate school's account for sharing teams' results.
2. Create a social media account e.g. INNOSCHOOL "COUNTRY" for sharing teams success throughout the Game that will also serve as a platform for networking between schools, teachers and students where they could, in addition, exchange experiences and motivate each other to learn and excel.

Competition

1. Consider enabling international school competitions.
2. Consider enabling online competitions between several schools – through quizzes, workshops, case studies.
3. Competitions should provide certain benefits to competing teams: e.g. a visit to a reputable social business, or a retreat with additional educational workshops/trainings.
4. Introduce universal jury panel criteria i.e. quality criteria for selection of the winning team(s).

Impact Questionnaire

Two questions at the beginning of the questionnaire cannot be measured and teachers could not see the importance of keeping them (related to knowing a social entrepreneur and entrepreneurs as family members).

7. Bosnia and Hercegovina

7.1. Evaluation during the ILS implementation

InnoSchool serious game	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	Overall positive experience, students like characters and Mervin. Many students had problems to log in; too many steps in order to log in. Two students from one team often tried to log in at the same time and then got locked.
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools	Overall positive experience - students. Teachers – some problems occurred during locking/unlocking levels, quiz and open tasks. They suggested that quiz questions cannot be opened once completed. Some students and teachers did not realize that the open task cannot be evaluated if just saved and not submitted (button submit is at the top of the page and students simply did not pay attention to it).
Call with schools	
Evaluation workshop	Suggestions: Students think it would be good to have an introduction about modules and what they will do in each module, because it would be much easier to choose better (social) business idea. It would be good enough if Mervin could briefly present topics and most important tasks per module at the very beginning. Students find countdown annoying and some of them just answered questions without reading it carefully.

	<p>Both teachers and students think that COINS should not be presented at the rank list because some of them got confused with supporters.</p> <p>Teachers suggested to think about replacing Bill Gates because of negative publicity.</p> <p>Teachers suggested to have a quiz in 6 module.</p> <p>Positive:</p> <p>Students think the team work is a great way to work because they use strengths of each member and learn in which area they are good at.</p> <p>Students and teachers agree that the SG is very educational and enabled students to use their theoretical knowledge within the SG.</p>
Guidance on using ILS in education	
<p>Personal visit 1</p> <p>e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles</p>	<p>No major issues. They find it detailed enough.</p>
<p>Personal visit 2</p> <p>e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools</p>	<p>The same as previous.</p>
<p>Call with schools</p>	
<p>Evaluation workshop</p>	<p>Teachers think it very well explains the SG and it is easy to use.</p> <p>They suggested to include one chapter “How to solve frequent mistakes and issues”</p>

Social media inclusion	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	Students are not much interested in sharing on social media.
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools	Same as previous.
Call with schools	
Evaluation workshop	Students are not interested in sharing on social media since the content is generic and they don't find it appealing.
Interschool competition	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	Not much inputs, but teachers and students think it is important to have some rewards.
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools	Students like competing, but they are rather interested in interschool competition than on school level, because it was merely within a class; it is more challenging.
Call with schools	

Evaluation workshop	It is highlighted by students that the awards are very important and motivating for them. They like an idea to gain something for their work.
Impact questionnaire	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	It seems easy to understand by students
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools	
Call with schools	
Evaluation workshop	Teachers are not sure how much students understand the purpose of all questions.
ILS in general	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	Overall impressions are very positive from teachers and students.
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools	Teachers find it hard to implement it as planned and within the timeline because classes are 20 minutes, or completely online, students are not allowed to use computers in schools so they use their phones and work from home in the SG. The vast majority of students (except economics students) are learning about (social) entrepreneurship for the very first time and they lack basic knowledge on terms used within the SG so teachers must spend extra time explaining.

Call with schools	
Evaluation workshop	<p>Overall impressions are very positive from teachers and students.</p> <p>Teachers think that 12 sessions for basic level is not enough. It would be best to implement ILS during the whole school year because all students, except economical students, learn about entrepreneurship one year. During the first half of school year they don't not know much about the subject and need more time to complete the SG and acquire satisfied level of knowledge and skills. If ILS used during the year it could be implemented in all schools during regular classes. The suggestion is when start using the SG, one session to be offline and one online, without homework.</p>
Training workshop for teachers	
<p>Personal visit 1</p> <p>e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles</p>	<p>Some teachers had technical issues during the online workshop, but managed to catch up everything.</p>
<p>Personal visit 2</p> <p>e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools</p>	<p>Teachers suggested having more than 2 teachers attending training because in some schools teachers had to take leave and ILS could not be implemented within the deadline.</p> <p>It would be good to have some short tutorials "How to do something" as demonstration.</p>
Call with schools	
Evaluation workshop	<p>The SG is easy to use and with the Guidance for teachers some of the teachers started using it on their own, not attending training at all.</p>

7.2. Agregated feedback from teritory

<p>AGGREGATED FEEDBACK FROM TERRITORY</p>
<p>BIGGEST BENEFITS: Students: learned about their own skills and which to improve; got an opportunity to use their theoretical knowledge; the SG is interesting and they prefer it compared to traditional classes; easier to remember and understand educational contend and differences between social entrepreneurship and classical business.</p> <p>Teachers: happy to be a part of testing and contributing, easier to explain some terms when using SG</p>
<p>MAJOR PROBLEMS TO SOLVE: Locking/unlocking; logging in for the first time should be simplified; on ranking page make a clear difference between coins and supporters; replacing Bill Gates because of negative publicity; one quiz in 6 module.</p> <p>workshop-to have short tutorials</p> <p>Guidelines – to have a section with most frequent issues</p>
<p>DETAILS TO EDIT:</p> <p>SG: Technical issues in general</p> <p>ILS in general: it should be implemented during the whole school year. Teachers will prepare implementation progress in accordance with knowledge and preferences of students in particular class.</p>
<p>SELECTED QUOTES FROM TEACHERS, STUDENTS OR HEADMASTERS: 1: xxx, 2: xxx, 3: xxx, 4: xxx, 5: xxx</p>
<p>Student Đorđe Govedarica</p> <p><i>“We have successfully completed the pilot and we are very satisfied with it. We are very much grateful to our teacher for all help she provided to us. This was a good experience for us and we are pleased to have participated within the InnoSchool project.”</i></p> <p>Student Marko Sikima</p> <p><i>“This learning platform provided a more innovative and interesting way to adopt new knowledges . I am grateful that we were given the opportunity to educate ourselves and learn more about the concept of entrepreneurship and social entrepreneurship. During this learning process we had unreserved support from our teacher who helped us to find answer</i></p>

for all of our questions.”

Ms. Branka Janjić, profesor of the economics subject group, Secondary school „28.Juni“ Istočno Novo Sarajevo

„The educational aspect of the project is remarkable. Students are very interested in learning about entrepreneurship in this way. They show more interest for this subject since they are using different approach in the learning process rather than traditional one, which for these new generation is monotonous process. They really liked the quiz part of the ILS. They showed teamwork and in the same time they showed competitive spirit.

As for me as a professor, I am very pleased with this project with this excellent platform and am very glad to have participated within this project.“

Vesna Jevtić, pedagogy and psychology profesor and Smiljka Popović, business graduate

„The „InnoSchool“ project represents a significant innovation in the Republic of Srpska educational system. The implementation of this educational method enables students to recongnize certain social problem/challenges in their local communities and to create possible solutions. During this short period of the ILS imeplementation, it was noticed growth of competitive spirit among students teams, which positively motivates both students and teachers to continue working. The students are encouraged to work together while learning how to respect each other.“

8. Moldova

8.1. Evaluation during the ILS implementation

	InnoSchool game
Personal visit 1	<p>Students are excited to have started playing the game.</p> <p>Teachers think that the game is quite attractive for students compared to regular teaching methods though it is challenging for them to stay focused and read through all the information provided within the game. Students mentioned that they would like the text to be read by a voice, thus it would be more interesting.</p> <p>Though it seemed that during the training the teachers understood everything on the technical part, during the first sessions they experienced some difficulties in putting in practice what they learned during the workshops. Some of the difficulties were related to the fact that certain groups of students forgot their code or password and they had to wait until the groups reseted the account.</p>
Personal visit 2	<p>For students the interface is friendly, most of them like to work in groups. Some still prefer to work separately. Due to the fact that in Moldova in most cases InnoSchool was used during extracurricular classes, it did not put much pressure on the students and were motivated rather than coerced. Somewhere, half way of the game students got tired of information and tasks.</p>
Call with schools	<p>The repeated requests of teachers asking for support were fulfilled by mentors assigned to each school. The mentors have supported the classes especially on the entrepreneurial part as most teachers lack this kind of knowledge and it was really difficult for them to go on with the programme.</p>

Evaluation workshop	<p>It was mentioned that the game is quite static and it would be recommended to make more “live” by adding voice/audio and more motion.</p> <p>Recommendation that even if the students play as teams, they should have the possibility to have a separate account and take the quizzes individually.</p>

	Guidance on using ILS in education
Personal visit 1	<p>Teachers welcomed the fact that they have the handbook and that they can consult it whenever they need. They asked for a printed copy.</p> <p>The video tutorials created by the local team were helpful in the early stage, to get started.</p>
Personal visit 2	<p>Some of them prefer to use the electronic version of the handbook, others are more comfortable with the printed copy as they can make notes and it is easier to go through the material.</p>
Call with schools	<p>The handbook again proved to be very useful.</p> <p>Some teachers recommended developing a guide for students. Some teachers had previous experiences when students were provided a separate guide and it was really useful for them. Moreover, in this guide there could be some space for notes, so that the students write down some notes from the sessions or their ideas.</p>
Evaluation workshop	<p>The participants supported the idea that a guide for students would also be helpful.</p>

	Social media inclusion
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Personal visit 1	Moldovan teachers did not do much to encourage the use of social media as they do not have such skills and they find that it would take from their time.
Personal visit 2	Students did not use the social media
Call with schools	No additional comments
Evaluation workshop	It is recommended to provide a presentation on the advantages of using social media so that the students understand and be motivated to use it.

	Inter School competition
Personal visit 1	N/A
Personal visit 2	N/A
Call with schools	N/A
Evaluation workshop	Provide more information to students on how they can raise funds for implementing their ideas

	Impact questionnaire
Personal visit 1	The questionnaire is easy to be filled in in the google forms format, however it is a bit difficult for the teachers to follow if the students filled it in. Some students sent the form several times by mistake.
Personal visit 2	N/A
Call with schools	Related to the final questionnaire - some teachers and students were confused as they thought they already filled in the form before and the project team explained to them the difference and the relevance of the

	<p>final questionnaire.</p> <p>Some students and teachers expressed their wish to see the difference between the initial and post pilot questionnaires so that they can also see clearly the impact - for students their own progress and for teachers the progress of their class. The positive result would be motivating for both categories.</p>
Evaluation workshop	<p>Using the online version of the questionnaire was challenging in the beginning as not all teachers were familiar with google forms and due to the fact that the answers were coming directly to the account of FACLIA the teachers could not make sure that all students filled in the form. It was a bit difficult for the project team too in following answers and counting the number of answers from each of the 21 schools. However, when it came to analysing the results this method proved to be very appropriate and time saving.</p> <p>The teachers expressed the concern that some students ticked randomly the answers and that they cannot/did not realistically appreciate the level of their skills. As a learned lesson - teachers should pay more attention to explaining to students the meaning of the questions and that they need to consider the answer and tick the most relevant one so that they can afterwards. It is recommended to integrate, if possible the questionnaire in the game and make the results visible for players and on the teacher interface.</p>

	Training workshop for teachers
Personal visit 1	Teachers appreciated that the workshop provided time and space for them to learn about the ILS as well as about entrepreneurship in general and social entrepreneurship. They also were worried in the beginning that there might be difficult for them to handle the technical part and follow the progress of the students.
Personal visit 2	Teachers had difficulties in handling the both the entrepreneurial content as well as the technical part. This is why FACLIA provided them with day to day support and co-moderated some sessions.

Call with schools	N/A
Evaluation workshop	It was mentioned that the initial training workshop was very useful as it provided the teachers with the relevant theory as well as with practical exercises having the opportunity to see and play as students first and then try out the teacher role. Afterwards, the teachers who still has difficulties in managing the programme either the digital or the content part were assisted individually and supported in delivering the sessions - this was much appreciated and proved to be productive. It was recommended that more attention should be paid to teaching the teachers on entrepreneurship/social entrepreneurship/social innovation. Also, adding to the agenda some more space dedicated to methods on motivating students to get involved in solving social needs/issues and working in groups to do so.

8.2. Agregated feedback from territory

AGGREGATED FEEDBACK FROM TERRITORY
<p>BIGGEST BENEFITS:</p> <p>for teachers: positive experience in exploring and using new teaching methods and learning more on entrepreneurship/social entrepreneurship/social innovation including for themselves.</p> <p>for students: interesting way of learning new things, working with colleagues and friends, contributing to the development of ideas meant to improve the community.</p> <p>for headmaster: opportunity to provide their students with more possibilities for learning something else than the usual hard subjects and also in a way to increase the prestige of the school.</p> <p>for public partners: great opportunity to introduce new methods in schools and to do more on developing entrepreneurial skills of students and developing the competencies of teachers at the same time.</p>
<p>MAJOR PROBLEMS TO SOLVE:</p> <p>game: upgrade the teacher interface</p> <p>guidance: no major recommendations</p> <p>social media: provide a presentation on the advantages of using social media so that the students understand and be motivated to use it</p> <p>competition: provide more information to students on how they can raise funds for implementing their ideas</p> <p>impact questionnaire: explain more to the students the meaning and encourage them to consider the answers so that they are closer to the real situation.</p> <p>in general: provide more time for the programme, especially for modules 3, 4 and 5</p> <p>workshops: no major recommendations</p>

DETAILS TO EDIT:

game: make more “live” by adding voice/audio and more motion; provide the students with the possibility to have a separate account and take the quizzes individually, even if they play as teams.

guidance: provide students with a guide

social media: n/a

competition: n/a

impact questionnaire: integrate the questionnaire in the game and give the students and teachers the possibility to see the results/progress

in general: n/a

workshops: provide more training time on entrepreneurial aspects

SELECTED QUOTES FROM TEACHERS, STUDENTS OR HEADMASTERS:

1: Maria Bob, deputy director: “The InnoSchool programme came to us in a very suitable time as we were looking for opportunities to develop the competencies of our teachers and consequently to be able to offer the students the possibility to study more on entrepreneurship and social innovation. Previously it was quite difficult for us to implement this idea as the teachers did not have the necessary background information that they could use on teaching this type of classes”.

2: Negară Cristina Mădălina, participant: "In this project we learned how to solve a social problem and what a social entrepreneur looks like and what he does. It was a pleasant experience, we had the opportunity to work in a team and to develop together. Now we are sure that we will be able to face all the obstacles. We hope to implement "our projects".

3: Ripa Ion, participant: “Personally I liked it, there were clear colorful activities, I was always full of enthusiasm to start a new level. I found it interesting how they attracted us more through the competition between teams!”.

4: Carolina Butusneanu, teacher: “The InnoSchool programme is very welcomed for our students as they are looking for opportunities to explore the community and be involved in designing innovative ways to solve social needs. It is challenging for us, the teachers, as we do not have extensive knowledge on the topic of entrepreneurship and social innovation. Thus, this is a good possibility for us to learn and to practice together with the students”.

5: Cristina Mostovei, student: “I like to communicate with my colleagues, but when it comes to expressing my point of view, sometimes I lack persuasion... I believe that with InnoSchool I am growing and developing my skills related to efficient communication and to expressing my thoughts in a clear manner, using adequate arguments”.

6. Pavel Lisenco, student: “I used to have the wrong perception that it is not really possible to change certain things. At InnoSchool I found out that I was wrong, I just did not know how many resources are available and how I could bring them together and make connections. My team came up with several ideas and we will work on the Social Business Model Canvas to understand which one of them is viable”.

9. Bulgaria

9.1. Evaluation during the ILS implementation

InnoSchool game	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	<p>Students:</p> <ul style="list-style-type: none"> - We like the SG. It is something new, it's fun, it attracts our attention, we can play in team and it's in our language. - We didn't have educational game in school before. It's first time to play educational game in Bulgarian. We like it, we can play it from our telephones - We have used other games and online tools in school, and we like this one too. <p>Teachers: the process of generating password could be made easier</p>
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)	<p>SG:</p> <ul style="list-style-type: none"> - Graphics: interesting and motivating - Contents: logical, simple and clear, the tasks help students to easily generate idea and create business model canvas or business plan - Technical issues: no really; territorial support team helped in all situations arisen - Teacher's interface – simple and functional - Recommendations from students – to make students trying to reach to the info in the SG, and not to read it in ready modules; Some unexpected events in the office could require attention from the students – e.g. lamp needs to be replaced, or something broken ... - Recommendations from teachers: <ul style="list-style-type: none"> ☑ Progress page and evaluation page to be with easier access to the next open tasks which needs evaluation ☑ Video – intros are not catching the students, it's better to include real videos – interviews, or brief presentation from real (social) entrepreneurs ☑ Criteria for the evaluation could be rethought ☑ There could be included more questions/tasks in the levels, which will allow the ideas of the teams to be accomplished
Call with schools	<p>SG – locking/unlocking levels and open tasks is not very clear how works for the teachers, many of them thought that through it they close the level, when it's finished.</p> <p>Registration of teams, changing passwords option, forgotten passwords were reason for many support requests.</p> <p>There were also technical problems with several teams in the classes of one</p>

	<p>teacher from PMG – the evaluation was not accessible. Also students felt confused when they didn't see the files, that they had attached in open tasks.</p>
Evaluation workshop	<p>In general SG is accepted well by students, which is great base for the training. Teachers also find it not difficult to work with. Positives are: SG is educational application, it's in Bulgarian, it's easy to use, it's new method for many students, with good graphical visualization, the content is accepted well and helps students to learn about the social entrepreneurship and to do the open tasks, it provides ground for the teams to compete – scoring. Negatives: in conditions of distant learning students can't play in team, like when they are together, only one has to fill-in answers, the others easily loose motivation to work. The situation do not allow all the teams to be mentored in same time and the teachers often take extra classes to work with individual teams or groups of teams. The reported troubles of teachers when locking ready levels in team's progress page, which leads to loosing data for the quiz/open tasks solutions and scores should be considered. All recommendations from the monitoring above should be taken into consideration too. The technical problems (e.g. scoring issue, evaluation page issue), which were recognized, should be solved. There should be minimal need of support. Option for extracting data from the quiz and open tasks of the whole class would be appreciated by the teachers too.</p>

Guidance on using ILS in education	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	<p>Teachers: It is comprehensive and helps us, there are very useful set of questions and activities for teachers to apply during the offline sessions</p>
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)	<p>Detailed, with instructions step by step how to go through the game and the training</p> <p>It works good, could be used also for the profile classes in entrepreneurship</p>

	No any recommendations for remaking the guide
Call with schools	Teachers agree the guidance gives enough information, it's comprehensive and good guide, but most of the time they prefer to ask support for certain topics, instead of reading in the guide, this is most likely due to the new distant mode (shorter classes, reorganizing classes, more difficult communication with students ...etc.). They explained this also with lack of time, overloading during the online and hybrid education,
Evaluation workshop	No recommendations on the content and structure of the Guide. Organizational recommendations: For next ILS training teacher could have the Guidance in advance for at least few weeks to read and test the SG and if this is before the school year begins, they will have enough time to read the Guidance and prepare for the training with students. Also intraschool tests only with teachers could be organized during this preparatory activity.

Social media inclusion	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	Students: We have not used this functionality, we are not keen on sharing in the social media
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)	The social media inclusion was not important at all for our students from all classes
Call with schools	Teachers can't check the use of this option during hybrid and online mode
Evaluation workshop	At this level important is that students still like the SG and the training, although they didn't use the sharing option. Social medias were used at territorial level for sharing news about the piloting.

Interschool competition	
<p>Personal visit 1</p> <p>e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles</p>	<p>Competitive character of the training is accepted well by the students – reported both by teachers and students themselves</p>
<p>Personal visit 2</p> <p>e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. “Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)</p>	<p>In general the competition in class and further interschool competition is positively accepted by students and teachers. There are some teams that are really enthusiastic to play the SG and win in class, looking towards presenting their idea at the interschool competition. Same time other teams seemed to be discouraged, when they saw loosing points in SG and chances to win in the class. After first levels scoring, teams start discussing the importance of having all team members active. Teachers role in these situations was very important.</p>
<p>Call with schools</p>	<p>There were made also many calls to answer the questions of teachers, headteachers and teams. They were all very excited, enthusiastic about the interschool competition, as a final stage of the training.</p>
<p>Evaluation workshop</p>	<p>The in-class competition is quite motivating and for the interested to learn students it is positive new way of learning. But we can see also that in situation of distant learning and without option to link the training with school evaluation process (curriculums, marks, etc.) the competition becomes not so powerful. This final phase of the competition very much contributed to the positive perception of the ILS training as a whole from all groups – students, teachers, school administrations, media and stakeholders.</p> <p>The final competition is important for students – they go to a next level of the game. Here they meet other teams and ideas, share ideas, see how others present, receive feedback not only from their teacher, but from other</p>

	teachers/the jury/stakeholders and more experienced in social entrepreneurship people.
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Impact questionnaire	
Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles	Students We have never filled such questionnaire for self-assessment. It's not hard to fill it. Google form is popular and easy way to answer.
Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)	- n/a
Call with schools	During first and last calls teachers were asked to cooperate and remind students to fill-in Initial and Final questionnaires. Teachers remarked the questionnaire is voluntary and there are still students, who participated in the training, but for one or other reason did not fill-in questionnaire.
Evaluation workshop	Impact questionnaire results were presented to the evaluation workshop and discussed with the members. It was commented that probably in conditions of in-class training the results might be different.

ILS in general	
Personal visit 1 e.g.	Students: The idea which we are working on is inspiring us, we like the team work, there are new sources of information. We like ILS, because we have freedom to work on our own idea and find way to help others.

<p>1st look general feedback, understanding overall aim of the ILS and game, technical troubles</p>	<p>Students like</p> <ul style="list-style-type: none"> - Team work - The competition in class - The opportunity to help the society <p>Teachers: Most of the students like the team work, they are active. We have to give more explanation in the offline sessions.</p>
<p>Personal visit 2 e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. “Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)</p>	<ul style="list-style-type: none"> • Positive • Innovative • This approach to teach through practical project, which students have to work on during the training gives good results. • The training allows students to be proactive, creative, innovative and find own solutions to the problems, they see. • The training opens many new opportunities • Those students, who are interested can learn a lot in this training • for next training the classes should be regulated as for the regular subjects and school curriculum should be adopted
<p>Call with schools</p>	<p>Positive feedback from teachers and headteachers</p>
<p>Evaluation workshop</p>	<p>The piloting gives evidence ILS in general brings positive results for students, teachers accept this methodology. If some adjustments in the system are made (e.g to respond better to the new pandemic conditions) it will become more applicable. The role of the teacher is significant. The training has bigger success when the teacher has some experience in social entrepreneurship.</p>

Training workshop for teachers	
<p>Personal visit 1 e.g. 1st look general feedback, understanding overall aim of the ILS and game, technical troubles</p>	<p>The training was absolutely needed. It was good organized and effective.</p>
<p>Personal visit 2</p>	<p>It's good to have more training for teachers for what could you do through ILS and how to apply it in schools and it's very important to have final event for</p>

e.g. user interface simplicity, social media inclusion, cooperation in groups, teacher role, tasks complexity, implementation into the regular curriculum and other schools (i.e. "Why ILS is different than regular teaching methods? Is there any aspect in which ILS is better)	sharing experience for teachers that participated in piloting
Call with schools	N/A
Evaluation workshop	Training workshop in this format (3 days for presenting the InnoSchool project, the ILS system, the SG, to test students and teachers' interfaces) works well. Teachers should work more in school before the training for students to prepare themselves – e.g. read the Guide and test the SG. For some teachers the topic for social entrepreneurship was new, it will good to have for them special training in SE too.

9.2. Agregated feedback from teritory

AGGREGATED FEEDBACK FROM TERRITORY
<p>BIGGEST BENEFITS:</p> <ul style="list-style-type: none"> • teachers: <ul style="list-style-type: none"> - they helped their students to increase their knowledge and skills in entrepreneurship - students learned to be more empathetic, to seek and generate ideas - solutions to social problems in society - the students learn to work in team - learned more about social entrepreneurship • students: <ul style="list-style-type: none"> - the students increased their knowledge and skills in entrepreneurship - students learned to be more empathetic, to seek and generate ideas - solutions to social problems in society - the students learn to work in team - find new way of learning and having fun same time - could share and hear the ideas of other students and teams - the final competition also benefited – gathering all winning teams, jury, SE experts, sharing ideas and important information, learning by others, opportunity to present themselves, their schools and to win award • headmaster:

- ILS helps students to develop new skills in entrepreneurship/social entrepreneurship
- The school introduced new innovative methods and technologies

MAJOR PROBLEMS TO SOLVE:

- SG game:
 - locking/unlocking functionality caused confusion for teachers and reflected on the automated SG scoring
 - in conditions of distant learning students can't play as a team (this concerns access of all students to the game, all students can't fill-in answers, difficult communication between team members outside the application is also a factor).
 - other technical troubles – evaluation page issue of one of the PMG teacher
 - Game requires support, many of the teachers ask for help during the training and there could be thought of some way to be not so much dependent on the support
 - students felt confused when they didn't see the files, that they had attached in open tasks.
- guidance: n/a
- social media: n/a
- competition: n/a
- impact questionnaire: n/a
- in general:
 - all the teams can't be mentored in same time and the teachers often take extra classes to work with individual teams or groups of teams
 - in different conditions than the current COVID -19 situation, teachers could work more with students on Financing, which is the toughest part of the training.
 - some adjustments in the system should be made to respond better to the new pandemic conditions (e.g each student, and not only one team member to enter the students answers,)
- workshops: n/a

DETAILS TO EDIT:

SG:

- locking feature to be carefully rethought
- team work access and collaboration in conditions of distant learning
- all technical issues to be resolved
- less life support
- Progress page and evaluation page to be with easier access to the next open tasks which needs evaluation
- Video – intros are not catching the students, it's better to include real videos – interviews, or brief presentation from real (social) entrepreneurs
- to make students trying to reach to the info in the SG, and not to read it in ready modules;
- Some unexpected events in the office could require attention from the students – e.g. lamp needs to be replaced, or something broken ...

ILS in general:

- duration – mentoring (especially the online mentoring of individual or group of teams) requires

more time

- Criteria for the evaluation could be rethought
- There could be included more questions/tasks in the levels, which will allow the ideas of the teams to be accomplished

SELECTED QUOTES FROM TEACHERS, STUDENTS OR HEADMASTERS:

- I think it's a great innovation in educating students in social entrepreneurship. It provides the basic knowledge and skills needed to develop a (social) business idea. The methods were liked by both us, the pilot teachers, and the students who participated in ILS. – Violeta Bashova, NPG
- The students gained practical skills in virtual environment – Maria Kostadinova, teacher PGIT
- The general impression is that the students are more motivated, more engaged with the social problems and during the training they proved they can work well in teams – Tzvetanka Glavcheva, teacher ZPG
- I learned more about the entrepreneurship and how to work in a team - Darina Djakova, student, ZPG
- It was fun, sometimes not easy, but the best thing was that we did it together with my friends from the class – Velik Popov, student NPG
- The training is different than the others, because we succeed to reveal our potential and creativity – Anton Yanev, student NPG
- I liked that we had to work on open tasks, this made me think on the problem and look for solutions – Liliyana Yankulova, student PGIT
- I liked to be a social entrepreneur, because I learned that we need to do good, and this comes back to us as a profit, whether monetary or related to the joy of the needy. – Katerina Ribareva, student ZPG

Gradual process of learning and sharing

Regular transnational monitoring virtual meetings, which were attended by all project partners, also became part of the entire pilot phase of the project. These meetings served us primarily as a space for sharing all the essential and valuable information that we could share with each other and thus pass on experience and not settle work. These meetings were held regularly online and, in addition to feedback, helped us to map current progress within individual countries. A total of 7 such meetings took place, all of which involved all of our partners. We also noted an overview of these meetings, including attendance data.

ATTENDANCE AT CALLS	Call 1 - 24.9.2020	Call 2 - 6.10.2020	Call 3 - 22.10.2020	Call 4 - 11.11.2020	Call 5 - 10.12.2020	Call 6 - 12.1.2021	Call 7 - 9.2.2021
DEX IC - Michal Štefan	X	x	X	x	x	x	x
DEX IC - Vojtěch Jíra	X	x	X	x	x	x	x
DEX IC - Lucie Noswitz	X	x	X	x	x	x	x
TUKE - František Janke	X	x	X	x		x	x
CTRIA - Csaba Bende	X	x	X	x	x	x	x
PREDA - Kristina Topić	X	x	X			x	x
BI-GD - Natasha Zarankova	X	x	X	x	x	x	x
RADEI - Biljana Jončić	X	x	X	x	x	x	x
RADEI - Marija Janjić	X	x	X	x	x	x	x

RADEI - Rafael Pupovac	X						
ACTA-Simona Trip	X		X	x			
ACTA-Mihaela Popovici		x			x	x	
RDE Elka Babuleva	X	x	X	x	x	x	x
EUB - Arnold Gutmayer	X	x	X	x	x	x	
FACLIA - Daniela Dirzu						x	
PREDA - Sanja Indić				x	x		

Key areas for improvement

During their observations, the partners carried out various activities in order to obtain feedback and new knowledge about the created educational system, which will help us to see ILS from the perspective of both the teacher and the student. Such a view will help us as creators to step away from the created system and look at it through the eyes of those who used it to the fullest.

Each partner gathered a large amount of information that will be used to improve the system in different perspectives, often different or very similar in all regions.

All this feedback was then necessary to evaluate and decipher the most important and most invalid information and evaluate how it will be subsequently used for change.

This is the reasons why the final international evolutionary workshop was held, which was to answer these questions. This was achieved through 3 working groups: GAME - EDUCATION - SOCIAL. Each group focused on specific areas, from which the most key areas were selected and will continue to develop.

In the second part of the second day, these groups were again divided according to the same key, but now they worked with selected topics to select the most important points at the end of the day and also to name the way in which they should be modified, improved or updated.

The groups that worked in the form of a discussion finally developed and evaluated the following points as the most pressing:

SOCIAL expert group - what will be improved	How?
More interactivity in open tasks - minimize text inputs required from students) - like graphical tasks, creative ones - logo, place where to operate business from) + maybe (good to have) even adding the intro parts to open tasks, where the characters would explain/motivate, why it is important to answer these questions	To give students the option to express themselves in a more creative ways - pictures, posters, videos Integrate exterior tools as - jamboard etc. If the characters would explain the open tasks, what will be the role of the teachers?
More videos presented within the SG, eg. showing social entrepreneurship examples	Local entrepreneurs could be asked to record video interviews describing their social business and these videos could be part of the SG. These videos should be interactive showing life concrete examples from their business (workplace, working process) Can be also used in animated videos as we already have in SG describing the social business in more detail.
The introduction of questions / situations to which, depending on the answer / the choice of the variant, to have an impact on the course of the game, the reactions of the fans, etc.	It is difficult to implement it because the financial restrictions
Replace Bill Gates with another social entrepreneur	We don't understand what is the reasons behind this...because Bill Gates has social business ... he can be replaced any time, but why?
Case studies on Level 2 - their presentation has to follow a uniform template	It was tried to keep an uniform template in the description of case studies, there are some minor differences in SG but this doesn't have an effect on

	learning. As a suggestion, the written text could be replaced by video or at least could be doubled by the auditory presentation.
Level 4 – the example of an enterprise from Slovenia is not that of a social enterprise -replace	Slovenia is not part of the project.Why should we have examples from a non-partner country?
Not interested, improving attractiveness or removing?	If students want to share their work they can be encouraged to do it, but they can not be obliged to do it. To have a SM page for each school is not relevant, because we already have the SM project's page.
Create an InnoSchool SM page for each school and post relevant information there - pictures, business ideas, etc.	The teachers could encourage them more to share the experience on SM.
Awards	<p>To keep only coins or only supporters, having both may be confusing</p> <p>The five big awards could have the name translated into the national language</p> <p>The objects from the office could be available depending on the students' progress. At the end of each level to have different office objects that are available, not all of them.</p> <p>The award system should be clearer and simpler for understanding.</p>

GAME expert group - what will be improved	How?
In conditions of distant learning students can't play as a team (this concerns access of all students to the game, all students can't fill-in answers, difficult communication between team members outside the application is also a factor //// some adjustments in the system should be made to respond better to the	<p>PART OF WP6 activities</p> <p>Individual in quiz, averaged for team</p> <p>Solving the quiz with chat function</p> <p>Use office for more actions – meeting room for</p>

<p>new pandemic conditions - potential improvements: Play individually but still be part of a team (team score for test from all the individual results and an open space for open task where all the team members can add, modify and comment on the task</p>	<p>„chat“ in InnoSchool-X</p> <p>Whiteboard to lay ideas?</p> <p>More explanatory (instead of teachers)</p>
<p>Motivation of students in upper levels is decreasing - improvement of students' interface (e.g. improving office items, maybe adding more fancy, etc.)</p> <p>Link to other proposal - the Office - equipping should be "awarded" somehow and add to the final ranking</p> <p>Reasons</p> <p>Tasks repeated in format</p> <p>Small motivation by office items</p> <p>Upper levels are more serious in content</p> <p>Links to</p> <p>too lengthy modules 4, 5, 6 (EDU)</p> <p>adding more creative content or creative tasks</p>	<p>WG EDU:</p> <p>Dividing modules to more / decreasing the length of modules</p> <p>Increase of creativity level of tasks – put it in the story e.g. be part of thematic weeks as optional</p> <p>WG GAME:</p> <p>Maybe to provide inconsistent rewards, adding more breaks</p> <p>Giving teams more coins/or supporter's support (letter), wheel of fortune (careful), chance to gain more supporters.</p> <p>Students can invest coins for social projects and this can bring them more supporters! One/Two option for each topic.</p> <p>Office items – games (darts, table soccer)</p>
<p>Locking and unlocking of levels/parts or re-opening of Open tasks and related deleting of data / reopening the tasks for students (by mistake, or by purpose) lead to losing students' points (coins, rewards)</p> <p>Warnings in the apps:</p> <p>Warning alerts on what happens, if teacher locks/unlocks levels and open tasks or option to revert the action by the teacher</p>	<p>We need to implement changes</p> <p>warnings more clear, explaining what is happening</p> <p>tooltips</p> <p>changing the design and clicking logic</p> <p>Review the logic behind, when the data are deleted and when the function is/should be available for teachers.</p> <p>Possibility to go one step back for teachers (part of WP 6 actions)</p>

<p>Technical issues related to all functions that should be functioning today (uploading, saving, etc.)</p> <p>Points earned on level 1 quiz were erased for no apparent reason.</p> <p>Uploaded profile pictures of student teams (Students interface) did not show.</p> <p>Visual boards (level 2 tasks) could not be completed within the Game, but separately – issues with entering the text in the text box and uploading files.</p> <p>Technical issues on levels 2 and 4 (advanced Game) – related to students’ tasks: problems uploading picture files on level 2, problems with entering text in the textbox on levels 2 and 4 (the text did not show at all).</p> <p>Tasks – text could not be typed into boxes.</p> <p>Technical issues during grading of tasks: once graded, completed students’ tasks were erased.</p> <p>Quiz - make sure that all questions visible</p>	<p>TUKE will check but probably all done by technical support (all issues related to levels 1, 2, 4).</p>
<p>At the landing page instead of letter abbreviations, use national flags</p>	<p>Flags no problem and will be implemented.</p>
<p>Double-check if results are updated in real-time (i.e. as students progress through the Game).</p>	<p>TUKE will check but probably all done by technical support</p>
<p>Easier navigation for criteria assessment (too many steps to fill in) //// Navigation - must be improved, especially evaluation of open tasks //// To make easier navigation and logical organization of the evaluation in the teacher's interface</p>	<p>Improve the navigation in teams - especially evaluation of open tasks</p> <p>Good to have assessment grid for all teams at a glance</p>

Missing overview page where to see the current status (not the ranking) of all teams at a glance //// Overview of all teams status/progress - Enable	Create the overview of all teams status/progress
Opportunity for more teachers to be assigned per one class	Change the scheme, how the teachers will be assigned to class and who can see what Note: do not forget to add information who did what (e.g. assessment)
Option for extracting data from the quiz and open tasks of the team/whole class	Functionality of exporting data/report (especially when the palying is finalized, but can be used anytime)
Enable notification when a team submits an open task/other segments of a level	Adding notifications to teachers interface (after logging). Do we need to send e-mails? Or using daily/weekly reports? (Good to have)
Enable ranking lists on territorial and school level (to be seen by teachers and students in the Game)	Good for sustianability – inter school competition. But problematic, when it comes to fairness of the contest. Needs to be discussed further.
Remove heroes from teams statistics (to avoid confusion of teachers) Reason: A lot of confusion caused.	Either find the way how to make it less visible. Or to remove it totally. Tooltips explaining how the standings work.
Visually improve teams statistics (like in students interface)	Small task – copying from students’ UI
Introduction of 2 more attractive characters (male and female) that can be customized right at the beginning of the game //// Gender equality not guaranteed and characters should be improved - instead of one main (male)	Customization not very feasible. Options: Chosing the character for the game?

<p>character, a team should be introduced and all should be named (quantity and quality of characters), stereotypes should be avoided</p>	<p>Change Mervyn for woman character? Mervyn + 1.</p> <p>Or team presented?</p> <p>Background stories for characters.</p> <p>Note: It is needed to understand the consequences on other parts of the game (content in all 6 modules).</p> <p>Inputs from WG EDU (esp. Austria, Romania, Moldova)</p>
<p>Characters are a bit childish, elementary school appropriate, adjust</p>	<p>Not feasible to change the whole set of characters (not to many alternatives in design stocks).</p> <p>Can we change some parts?</p> <p>Can teacher work with students expectations?</p>
<p>Tasks should be animated, expectations must be clear for students</p>	<p>Animations – duplicity with increasing the creativity, entertaining level of open tasks. Animations are one of alternatives. WG EDU</p> <p>Expectations must be clear – topic for WG EDU</p> <p>Inserting the pictures to open tasks forms? TUKE will check. Also the issues with formatting of open tasks.</p>
<p>Visualize progress - have a progress bar for each team to visualize growth of their business plan/model canvas - "My current status" or similar</p> <p>Relation with:</p> <p>Output - export automatically the final social business canvas for future use/reference (download, or similar)</p>	<p>Doable. Need to find proper place in the SG.</p> <p>Idea – present the main outcomes in visual way, business plan/canvas, with possibility to download it.</p>
<p>Registration of teams/changing of password – to be made easier, with no need of support</p>	<p>Need more information</p>

Store the handbook/supporting materials in the SG	Not sure if being analyzed in other groups WG EDU
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EDUCATION expert group - what will be improved	How?
Open tasks	Check reduction possibility Make completion more attractive: Visualization of progress/growing of the Canvas Playing/Gamification character of open tasks 3rd option of difficulty level: "Newcomer" no open tasks in higher levels or playing only Level1-3 without developing own business idea
Open task - criteria for evaluation	Check the quality of open task description: expectations towards students Matching of teachers evaluation criteria and task description
Guidance: Instructions to offline activities	More details or alternatives
Guidance: short version	Clarify where the focus should be?
Guidance: Integration into the teachers interface	Clarify possibility to integrate specific information on the relevant pages or links/references to the Guidance -> proper solution for short version need?
Guidance: common difficulties/problems	Update the existing chapter with new information
Guidance: reconsider time assumptions	Checking/adding more time per module/activity
Short video tutorial for teachers as part of the training	Explaining the first steps, how to work with the teacher's interface
Small intro before each module	Introducing what exactly? Clarify the expectations, what is needed?