

## Output Factsheet

**Output title: Training of teachers on using ILS**

**Summary of the output (max. 2500 characters)**

Output T2.1 is based on workshops for the training of secondary school teachers who have decided to participate in the Pilot Deployment of the InnoSchool education system in their schools. Within this output, all records and outputs from these educational workshops were collected, the aim of which was to acquaint the involved teachers with all elements of the educational system.

At joint and individual trainings, a total of 190 secondary school teachers from the Danube got acquainted with the InnoSchool education system. All workshops were based on the same principle, and were based on materials that were prepared for the easy course of individual events. All teachers were able to get acquainted with the entire education system and its individual parts. First, the teachers were acquainted with the background of the project and with the individual phases that preceded the development of the education system itself. As the training was divided into two days in most cases, the first day ended with testing of the game and an online interface for teachers. The second day was mostly focused mainly on other important parts of the system and its pilot deployment. Specifically, a handbook for teachers, as well as questionnaires that aim to measure the impact of the education system and, last but not least, an inter-school competition, the form of which varies from country to country. The result is a network of trained professionals who are able to work with the InnoSchool education system and pass on their experience to colleagues at other schools.

The workshops were held as physical events, but some partners were also forced to conduct their educational training online. All preparation and implementation was then based on the prepared materials that the partners had available for the implementation of the training, and then adjusted them according to the possibilities and situation in each country.

The individual workshops helped to show and test not only the system itself, but also the materials created for the implementation of educational workshops for teachers. Based on this experience, we not only made several changes in the education system before deployment in schools, but we also received stimulating feedback for the subsequent update of materials for teacher education in the InnoSchool system.

#### **Contribution to EUSDR actions and/or targets (max. 1500 characters)**

Physical and virtual meetings aimed at educating other teachers who are able to use the education system and thus educate and motivate their students to action and entrepreneurship with a significant impact on selected areas of the EUSDR

The key to this is ILS, which was developed on the basis of intensive transnational educational interactions of partners from 9 countries of the Danube macro-region.

The interaction of individual partners together with representatives of educational institutions and schools significantly supports cooperation and exchange of knowledge between stakeholders. Individual activities can have an impact on several priority areas. The InnoSchool project and education for the use of the InnoSchool education system contribute to EUSDR - PA8

and PA9.

PA8

Development of best practice models for vocational training with a focus on employability and skills demand through the implementation of pilot projects.

PA9

Contribute to higher employment rates in the Danube region, in particular by focusing on youth and the problem of long-term unemployment.

Contributing to the improvement of educational outcomes, relevant skills and competences in the Danube region with a focus on learning outcomes for employability, entrepreneurship, innovation, active citizenship and intellectual property well-being.

Contribute to increasing the quality and efficiency of education, training and labor market systems.

#### **Performed testing, if applicable (max. 1000 characters)**

Individual outputs are continuously tested internally through members of project partner teams. In addition, we also consult most of the outputs externally thanks to advisory groups in all territories.

The materials created for the implementation of workshops were discussed across the individual project teams that are involved in the project. They often have teachers among them. The documents were also commented on by ASP, who also had the opportunity to comment on the documents and thus provide good suggestions that helped to create the final form of the documents. All workshops took place without the slightest problem, although some had to be realized only online. However, this fact also brought an interesting view of the use and transferability of all supporting materials for the implementation of educational workshops. Thanks to this, we are now able to edit materials for both classic and online educational forms. In addition, it facilitates the transfer of knowledge over long distances without the need to travel and incur the costs associated with it.

#### **Integration and use of the output by the target group (max. 2000 characters)**

The InnoSchool education system focuses on education and training centers and schools, regional public authorities, national public authorities and interest groups, including non-governmental organizations.

More than 100 teachers from more than 100 schools in 9 territories. Teacher training on the use of ILS was conducted with teachers, but was preceded by consultations with other target groups, which helped to form the final form of the educational meetings themselves.

All knowledge gained from the implemented trainings has been gathered and will serve as a basis for updating documents created for pilot testing. However, the feedback from the participating teachers is not final, because even at the moment when most schools are finalizing the implementation of the Pilot in their schools, they find out what was insufficiently discussed during the training, for example, or on the contrary, in too much detail. Therefore, once all schools have completed the Pilot, it will be possible to carry out a detailed update of the outputs, which will again be consulted with important partners.

#### **Geographical coverage and transferability (max. 1500 characters)**

All materials, not only for teacher education, have been created from the beginning so as to ensure their maximum transferability between regions and states not only of the Danube region.

Therefore, emphasis is placed on maximum openness in terms of possible modifications of educational materials used for teacher education. But the same is true for the entire InnoSchool education system.

The situation around the covid 19 virus first proved to be a great challenge, but even such an unpleasant situation showed that the whole education system has great potential precisely due to its easy transferability over huge distances. This proved to be possible to realize the workshops also online and all these gained experiences will be reflected in the updated form of the created materials. It will also be possible to implement the entire ILS online and schools will be able to respond according to the situation, whether they will use it as a combination of classical and online teaching, or in a fully online.

#### **Durability (max. 1500 characters)**

Based on the already mentioned facts, which result from various forms of implemented educational workshops for the use of the InnoSchool educational system, it turned out that the materials created for their implementation were very well processed and at the same time perfectly adaptable for various different forms of reassessed meetings. Based on the experience gained, it is planned to update all activities after the completion of all Pilot Activities to meet the requirements for changes from teachers, requests from school founders who will also use them, as well as the requirements of project partners who contribute from the beginning to the created output.

The basis for the best and longest durability of this and other activities will be updates based on experience gained, which will increase the quality of materials and with it the interest of schools to use the system in the future or further if they are already involved in the project.

**Synergies with other projects/ initiatives and / or alignment with current EU policies/ directives/ regulations, if applicable (max. 1500 characters)**

InnoSchool builds on recommendations, experience and knowledge gained through the following previous projects: Youth4job (Youth on the Move), InoPlace (Central Europe), Innovation Centre for young people (IPA cross border programme), Carwash (Erasmus+), Starting up young social entrepreneurship (Erasmus+), and Life skills development of youth in the context of sustainable development (ESF). InnoSchool also supports currently implemented NewGenerationSkills (Interreg Danube) project.

**Output integration in the current political/ economic/ social/ technological/ environmental/ legal/ regulatory framework (max. 2000 characters)**

In each territory, Territorial Advisory Groups (AGs) were set up to provide important feedback throughout the ILS development process, including the output for Output focused on the implementation of educational training for teachers who will use ILS in their schools. Focus Groups are a very good form of engaging scorers across different target groups who helped with the basic issues we have faced as development teams but also helped with the little things and details that ultimately give the overall impression of the result.

The involvement of teachers, national authorities, education experts, or non-governmental organizations that are either involved in education or one of the issues addressed helps to capture important differences between the views of individual target groups and to support the resulting output as much as possible.

The advisory groups are made up of about 10 representatives of the various parties, but their number and representation vary. Representatives of schools (teachers + students), political bodies responsible for the curriculum (regional + national) and other interest groups (social services institutions and business representatives) were involved in the advisory group. for the realization of this output as well as the whole ILS.