

D.T3.2.1

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

v1

2021.04.

1. Introduction to WPT3

The main goal of WPT3 is:

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

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

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

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

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

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

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

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

2. Short description of the deliverable

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

Responsible partners: joint cooperation on territorial level

Deadline: 10.2021

Description:

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

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

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

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

3.

Action plan template

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

A, Challenges:

Challenge(s) - What needs to be overcome?	Description of the challenge	Proposed solution - How do you plan to overcome?	Detailed solution
Adding the concept of „social entrepreneurship” to the high school framework plan regarding the discipline entrepreneurship	The educational framework plan is a document that establishes the compulsory subjects, the number of hours per week for each of them and the number of hours allocated to the optional subjects, depending on the level of schooling (primary, secondary or high school), the form of education (day, evening, frequency reduced) and profile (e.g. art schools or sports schools). In other words, if you are a student, this framework plan decides what subjects you will learn and how many hours in each subject. Also, the information about what will be	CJRAE will support and lobby for the inclusion of the “social entrepreneurship” concept into the educational framework plan by hosting numerous meetings with policy body representatives from the education ministry and other relevant factors.	Making ILS not a compulsory, but an optional tool for teachers to help them teach about social entrepreneurship. Adding the ILS to the national online database “Virtual School Library” that will be published in 2023, to be more accessible to teachers and schools.

	taught in all disciplines. By adding the concept of “social entrepreneurship” more teachers will be inclined to use the InnoSchool learning system.		
Teachers Motivation	Motivation of the teachers appeared as an obstacle in some of the research conducted during the project. Some of the teachers needed further information and training on the concepts of Social Entrepreneurship. Another problem related to being overloaded and lacking time to properly prepare for each lesson, thus needing assistance in ILS teaching and assessment.	Providing additional trainings on Social Entrepreneurship for teachers and offering tools to help them prepare for the lessons in a much shorter time (videos, tutorials, etc.)	Acquiring accreditation (with recognisable credits) for the training regarding the ISL, which will motivate teachers to participate in the training and learn more seriously who to use the ILS.
Technical issues	Some Romanian educational institutions have limited availability of technical equipment, insufficient wireless internet coverage, and insufficient funds to remedy these aspects.	Romania Ministry of Education is implementing a project (PNRR) of equipping schools.	Use European funds (PNRR funds) to equip the educational institution with necessary equipment and internet connection.

<p>Promote the ILS to be added in the school-based curriculum (CDS)</p>	<p>The school-based curriculum (CDS) is the educational classes offered by the school, in accordance with the learning needs and interests of students, the specifics of the school and the needs of the local community, and consists of optional disciplinary packages offered at national, regional and local level. , as well as from optional disciplinary packages offered at the level of the educational unit;</p>	<p>Promote the ILS in the Romanian CJRAE network and in all the schools in Bihor County by organizing online and physical presentations. Promoting the product platform.</p>	<p>Organise monthly meetings for educational institution headmasters to learn more about how the ILS can help the teachers teach about social entrepreneurship in different subjects (entrepreneurship, economics, exercise firms, etc.)</p>
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B, Actions to be taken:

Action(s) - what needs to be done?	Responsible institution / person - who is going to do it?	Timing - when is it going to be done?	Resources Human - what human resources are needed?	Financial - what financial resources are needed?	Source of financial resources - from where you will have financial support?
<p>Organize online training for teachers how to use ILS</p>	<p>CJRAE</p>	<p>2022-2024</p>	<p>CJRAE employees</p>	<p>Employee salaries</p>	<p>CJRAE</p>

Prepare and deliver additional material on social entrepreneurship	CJRAE	2022-2024	CJRAE employees	Employee salaries	CJRAE
Equipping schools	Ministry of Education	2022-2027	Government	European funds	European funds
Disadvantaged students receive tablets/computers for online classes	Ministry of Education	2022-2027	Government	European funds	European funds
Organize monthly promotion events for educational institutions	CJRAE	2022-2024	CJRAE employees	Employee salaries	CJRAE

The framework plan is a document that establishes the compulsory subjects, the number of hours per week for each of them and the number of hours allocated to the optional subjects, depending on the level of schooling (primary, secondary or high school), the form of education (day, evening, frequency reduced) and profile (e.g. art schools or sports schools). In other words, if you are a student, this framework plan decides what subjects you will learn and how many hours in each subject.