Output Factsheet

Output title: Guided learning sessions for students

Summary of the output (max. 2500 characters)

Output T2.3 is based on continuous monitoring of the Pilot, including subsequent sessions to obtain new stimuli and feedback on the InnoSchool educational system. During the high school pilot, it was important to gather all the important information, monitor the progress of the sessions, and get information about how students and teachers who went through the InnoSchool education system approach ILS during their educational meetings. In most cases, due to the pandemic situation, students only learned online, but it varied slightly from country to country, but it was also possible to reveal interesting information that would subsequently improve ILS.

Thanks to the efforts of the involved project partners, teachers and students, as well as other involved parties, everything has been documented and we believe that we have all the necessary information to help educate social entrepreneurship in the coming years through an updated version of ILS.

The pandemic changed the day-to-day running of schools and affected the possibilities of schools and their involvement, as can be seen in the number of questionnaires received before and after the pilot project. Nevertheless, we have obtained the most important information that applies to all components of ILS. Thanks to this, it will be possible to update not only the educational game, but also other components of the ILS, such as the teacher's handbook, the impact questionnaire and, last but not least, teaching materials for teachers.

More than 2,000 students were educated in physical as well as online classes in the field of social entrepreneurship and the pilot project was completed by a total of 1,719 high school students from the Danube region and also submitted the data needed to measure the impact of education. All students, like their teachers, had the opportunity to comment on the ILS during their sessions, but also during the regular evaluation workshops, which they culminated in a joint international evaluation workshop. This final workshop thus helped to categorize the individual comments, but also to discover suggestions for possible solutions to the individual parts of the ILS.

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

Physical and virtual meetings focused on monitoring the Pilot Processes in schools were key to

improving ILS, which aims to support students' knowledge and skills in creating their own business 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 learning outcomes, relevant skills and competences in the Danube region with a focus on learning outcomes in the areas of employability, entrepreneurship, innovation, active citizenship and the well-being of intellectual property.

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

Performed testing, if applicable (max. 1000 characters)

All important outputs and materials were continuously tested internally and consulted through members of the project partner teams. This included materials for monitoring the Pilots and obtaining feedback, which made it easier for all partners to work on obtaining relevant information. Even in this case, most of the outputs were consulted externally thanks to advisory groups in all territories.

All materials were discussed across the individual project teams involved in the project. They often have teachers among themselves, but consultations have also taken place with students and other important actors in the field of education, as well as social entrepreneurship. ASPs were also given the opportunity to comment on the course of the pilots and also provided feedback, they also had the opportunity to comment on the documents and provide good suggestions that helped to create the final form of the documents.

Thanks to a sufficient amount of information and jointly designed improvement procedures, we can edit materials for classic and online educational forms. In addition, it facilitates the transfer of knowledge over long distances without the need to travel and bears the associated costs.

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

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

This output shows how the whole ILS was evaluated not only by students, but also by teachers and other mentioned groups, which are also the target group. On a specific output, it is possible to see suggestions that will need to be improved, but also various recommendations that can make it easier for others interested in InnoSchool to work with the system, work with students and help them find the most suitable method for working with ILS.

Despite the fact that the ILS is the same for all schools, it is very individual in the possibilities of use for a specific school, group and age category, and even these possibilities can be read from the created output. Last but not least, this is an overview of ideas for work in the coming years.

Geographical coverage and transferability (max. 1500 characters)

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

Therefore, emphasis is placed on maximum openness with regard to possible modifications to the InnoSchool education system.

The situation around the covid 19 virus first proved to be a great challenge, but even so, the unpleasant situation showed that the whole education system has great potential precisely due to its easy transferability over huge distances. It turned out that it was possible to make monitoring calls and visits online, and all these lessons learned will be reflected in the updated form of the created materials. The monitoring and evaluation sessions had certain disadvantages in the impossibility of face-to-face meetings, but brought opportunities to involve actors from greater and more distant distances, which is an advantage for large regions and international partnerships.

Durability (max. 1500 characters)

During monitoring sessions, evaluation workshops, as well as individual consultations, we received a large amount of feedback and suggestions, which are key to the final adjustments of ILS and the creation of a truly innovative system for education for social entrepreneurship. The feedback turned out to be very similar in some cases and different in some, but even that is proof of the usefulness of such international projects. Thanks to the involvement of a large number of regions, the most important differences, which are key to easier portability of ILS, have been captured. Based on the feedback, we were able to break down the details that are very important for some regions and insignificant in others, but it is these differences and their solution that is easier to work on for further portability.

The basis for the best and longest life of the InnoSchool education system and its sub-parts will be updates based on experience gained, which will increase the quality of materials and thus the

interest of schools to use the system in the future or 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 boarder 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)

The key to this output was to involve all the important actors who are in some way involved in the InnoSchool project. Without their involvement, it would not be possible to obtain diverse feedback, nor would it be possible to cover all aspects that will affect ILS in the coming years in the case of proposals for solutions to improve ILS. Therefore, it was absolutely necessary to involve in the evaluation processes not only students and teachers, but also school founders, educational authorities but also entrepreneurs. Last but not least, we used the Territorial Advisory Groups (AGs), which provided important feedback throughout the ILS development process, including the output for the Output focused on the implementation of the Process Development. Focus groups are a very good form of engaging recorders across a variety of target groups who have helped with the basic issues we as development teams have faced, but also helped with the little things and details that ultimately give the overall impression of the results.