

GUIDED LEARNING SESSIONS FOR STUDENTS

DEX INNOVATION CENTRE, 28-02-2021

WP T2 PILOT – O.T2.2

Content

Summary	5
Summary of the output	6
What did the ILS bring to students?.....	6
Usability and portability	6
Suggestions for improvement, if applicable	7
Strengthening spirit for social innovation and entrepreneurship – main learnings from guided learning sessions for students	7
Boosting teachers’ knowledge on using innovative systems like ILS – main learnings from guided learning sessions for students	8
1. Czech Republic.....	9
1.1 List of schools that realized the InnoSchool Pilot program	9
1.2 Short article about Pilot or regional final	9
1.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	10
1.4 Moments from the Pilot	11
2 Austria	13
2.1 List of schools that realized the InnoSchool Pilot program	13
2.2 Short article about Pilot or regional final	13
2.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	13
2.4 Moments from the Pilot	15
3 Slovakia	17
3.1 List of schools that realized the InnoSchool Pilot program	17
3.2 Short article about Pilot or regional final	17
3.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	18
3.4 Moments from the Pilot	19
4 Romania	20
4.1 List of schools that realized the InnoSchool Pilot program	20
4.2 Short article about Pilot or regional final	20

4.3	Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	21
4.4	Moments from the Pilot	22
5	Hungary.....	23
5.1	List of schools that realized the InnoSchool Pilot program	23
5.2	Short article about Pilot or regional final	23
5.3	Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	24
5.4	Moments from the Pilot	25
6	Serbia.....	26
6.1	List of schools that realized the InnoSchool Pilot program	26
6.2	Short article about Pilot or regional final	27
6.3	Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	28
6.4	Moments from the Pilot	28
7	Moldova.....	30
7.1	List of schools that realized the InnoSchool Pilot program	30
7.2	Short article about Pilot or regional final	31
7.3	Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	32
7.4	Moments from the Pilot	33
8	Bosnia and Herzegovina	34
8.1	List of schools that realized the InnoSchool Pilot program	34
8.2	Short article about Pilot or regional final	34
8.3	Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	35
8.4	Moments from the Pilot	35
9	Bulgaria	37
9.1	List of schools that realized the InnoSchool Pilot program	37
9.2	Short article about Pilot or regional final	38
9.3	Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students	38

9.4	Moments from the Pilot	39
-----	------------------------------	----

Summary

Output T2.2 is based on guided learning sessions for students who participated in the InnoSchool Learning System (ILS) pilot, were guided, learned and played and acquired knowledge to strengthen their students' spirit for social innovation/entrepreneurship.

The structure of the guided learning sessions for students during ILS Pilot has been drafted in the following way for both Basic (finishing with Social Business Canvas in level 5 of ILS) and Advanced (finishing with Social Business Plan in level 6 of ILS) levels.

Modules	Beginners	Advanced students
1	Introduction into the topic, basic definitions, identifying social needs	Recap of existing knowledge, identifying social needs
2	'Social needs and challenges in our community'; analysis of the related theory, student-teams' mission statements of the own project	
3	'Our social challenge'; vision boards with the main idea of the student-teams' projects	
4	Learning through analyses of best practices	
5	Elaborating social business model canvas per students' team	
6	<i>Not relevant</i>	Elaborating social business plans per students' team

Summary of the output

This output aims primarily to show how students who went through the InnoSchool education system, during their educational sessions, improved and learned social entrepreneurship. In most cases, due to the pandemic situation, students were only taught online, but this varied slightly across countries. So far, in some countries, students also had classical lessons, in the case of others, such as the Czech Republic, students implemented the entire system online.

Nevertheless, thanks to the efforts of teachers as well as Pilot students, everything was very successfully implemented and the necessary information that will help education for social entrepreneurship thanks to the InnoSchool project in the years to come.

What did the ILS bring to students?

The educational concept helped schools, but especially students to gain new knowledge, skills and experience about social entrepreneurship. As these were different groups of young people who differed not only in family background and age, but also in nationality, view of business, or interest in education.

The students evaluated the whole ILS very positively in most cases, but there were also groups of students who were more critical. More critical groups of students come from countries such as the Czech Republic, Slovakia and Austria. For other students, we had better results in terms of overall satisfaction, but still all of them are very positive results.

Students appreciate the activities in which they get acquainted with their surroundings, with social entrepreneurs, but also with the social topics that surround them in their locality. At the same time, they appreciate the international overlap.

It is students who are an important key to improving the system and understanding the key values that should be developed within ILS, and we believe that we have now obtained the additional information needed to create a sustainable and high-quality education system.

Usability and portability

The whole concept of educational training proved to be very good. The big advantage is the amount of materials created, which served as a basis for the partners. The fact that teachers were able to use not only the game during the implementation of the Pilot, but also a large number of other supporting materials, such as guideline for teachers, worksheets, presentations, but also other

useful materials, allowed them to conduct educational sessions even in difficult conditions in the form of online training lessons, without the possibility of physical encounters. These facts also showed the good work of the partners, but above all the fact that even a person who is not directly involved in the development of the project is able to lead full teaching and transfer the idea of InnoSchool to students.

Suggestions for improvement, if applicable

In addition to being very accommodating, the students were also able to be specific in terms of recommendations for improvement. They pointed out very specific situations where, for example, they had technical difficulties, but they were also able to describe situations that are not clear enough. For example, in terms of evaluating some tasks that can be understood more generally from the student's point of view than from the point of view of the teacher, who has a deeper basis for evaluating these activities. Students provided us with many other very specific topics, which will be further modified and improved so that ILS corresponds as much as possible to the possibilities of all parties.

Strengthening spirit for social innovation and entrepreneurship – main learnings from guided learning sessions for students

One of our main goals that the InnoSchool education system should fulfill is to strengthen the spirit for social innovation and entrepreneurship. We tried to achieve this with specific activities that await students in virtually all modules, however, the first two modules are very important from this point of view. In the first two modules, students get acquainted with selected social needs and at the same time gain knowledge through case studies that describe specific examples of social entrepreneurs. Students have the opportunity to know 6 different cases, depending on the social area that students have decided to develop - caring for an ageing population, brain drain, shifting society towards environmental responsibility, depopulation of rural areas, the inclusion of excluded groups and child welfare.

In addition to having the opportunity to get to know existing examples that they identified directly in the game, they also had the task of identifying social challenges and social innovations in their surroundings, specifically in module number 1. From module number two, students developed their own ideas for social innovation, respectively. on their own social entrepreneurship, and even in this case they first got acquainted with pre-prepared examples.

Subsequently, they went through 5/6 modules according to their focus, in which they faced other tasks and challenges that motivated them to continue working and supported their curiosity and interest in social entrepreneurship.

Boosting teachers' knowledge on using innovative systems like ILS – main learnings from guided learning sessions for students

- ILS offers the opportunity to innovate teaching, involve students more in group work
- In times of pandemic, this is a great tool for online learning - it offers the ability to customize the system fully for online learning
- Limited evaluation options in the case of predominant online teaching
- Reduced student motivation due to long-term distance learning
- Fluctuating motivation of students within selected modules - the strongest motivation was at the beginning and end
- Teachers and students have positive attitudes towards the ILS.
- Moments from the Pilot 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.

1. Czech Republic

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	NPS Promoters
DEX IC	✓	6	84	5 / 1	13,3%

1.1 List of schools that realized the InnoSchool Pilot program

Gymnázium a Střední odborná škola pedagogická, Liberec, Jeronýmova	Grammar school
Gymnázium a Obchodní akademie, Tanvald	Grammar school
Střední škola Klíč s.r.o.	Business school
Vyšší odborná škola zdravotnická a Střední odborná škola zdravotnická Ústí nad Labem	Grammar school
Gymnázium, Rumburk	Grammar school
Evropská obchodní akademie 406 81, Komenského nám. 520/2, 405 02 Děčín	Business school

1.2 Short article about Pilot or regional final

The pilot deployment of the InnoSchool education system in the Czech Republic took place from September 2020 to February and March 2021, respectively. The whole project was accompanied by challenges in the form of pandemic measures and students, 84 students from a total of 6 schools went through the education system. However, 10 schools were involved in the project, but unfortunately, as the teaching was carried out exclusively online. Not everyone was able to complete the project, or start at all.

Despite these facts, we gained very interesting data, feedback and especially other experience in the development of our educational system, which was evaluated very positively.

1.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

How did we get feedback?

- Virtual calls
- Phone calls
- Virtual evaluation workshop
- Daily communication

What did we learn?

- Students are interested in new approaches to teaching
- However, too much use of online teaching is not desirable - the impact of distance learning due to a pandemic
- Students' motivation must be more sophisticated and the ways in which students are involved in work must change
- Group work has great benefits and overlaps and must continue to be encouraged

1.4 Moments from the Pilot

Student teams in the Czech Republic face social problems in the form of own social enterprises!

29. 03. 2021



On March 25, we held a final meeting of student teams representing selected schools from the Liberec and Ústí nad Labem regions and presented their social entrepreneurial ideas created within the InnoSchool project.

InnoSchool project **develops the entrepreneurial mindset** of high school students through traditional teaching and serious online game. Students have been working for several months on the development of social entrepreneurial ideas. The online event was their final quest to gain additional valuable experience as well as feedback for their ideas.

In the tough competition, **first place** was awarded to the Business Crew team (students from Gymnázium a SOŠ Pedagogická Liberec, Jeronýmova) with the solution on how to teach children from **orphanages financial literacy**. **Second place** was taken by the student team Lieberečáci from Jeronýmova school (again :)). They caught the jury's attention with a **non-traditional concept of audiobooks**. Tereza Tarantová (Děčínská Evropská Obchodní akademie) won the **third place** alone (!). Her business addresses the **challenges of single mothers**.



Students from Vyšší odborná škola zdravotnická a Střední škola zdravotnická from Ústí nad Labem also presented their ideas. Big congratulations go to all the teams for their efforts and drive!

The jury consisted of [Kateřina Lichtenberková](#) from the [National Pedagogical Institute of the Czech Republic](#), [David Špunar](#) from [Nenech to být](#), [Taťána Šárovcová](#) from [Obchodní akademie Heroldovy sady](#) and our colleague [Michal Štefan](#) sat on the jury. While the jury was discussing the performance of each team, we had the chance to learn about successful social enterprise established by Dana Kalistová - [Kabinet CB](#). They are repairing and re-using old furniture that is supposed to be thrown away. A great example of a circular economy!

InnoSchool project was implemented in 6 schools in the Czech Republic. The final social entrepreneurial ideas are the result of a pilot deployment of the educational system InnoSchool, in which students gradually got in touch with social entrepreneurship and discovered business examples. During 5 educational modules, they tried particular steps leading to creating a successful social entrepreneurship plan. The pilot testing took place in another **8 countries** and included more than **1 500 students**. Results of this test are going to improve the entire educational system and thus facilitate its use in the upcoming years in schools in Europe.



Are you really fully satisfied with the world you are living in?

0:08 / 1:48:07

2 Austria

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	NPS Promoters
EUB	✓	3	184	3/0	16,3%

2.1 List of schools that realized the InnoSchool Pilot program

BHAK Wien 10	Business school
ibc Hetzendorf	Business school
VBS Schönborngasse	Business school

2.2 Short article about Pilot or regional final

In Vienna the InnoSchool Pilot started on the 3rd of November 2020 with 10 classes in 3 schools: Bundeshandelsakademie und Bundeshandelsschule Wien 10, International Business College Hetzendorf and Vienna Business School Schönborngasse.

By the end of the Pilot on the 19th of February 2021, 11 teachers and 221 students participated in the piloting of InnoSchool.

ILS testing took place in distance-learning mode, with some single in-school-lessons in the last two weeks of the piloting. All the students who started were also able to finish the ILS testing.

2.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

How did we get feedback?

- Virtual calls
- Evaluation workshop

What did we learn?

- An innovative approach to learning is the basis for the success of this and other similar projects
- ILS is useful in a classroom setting and in distance mode as well
- The teacher can act from the position of a coach and be closer to students.
- Innoschool program is a fabulous opportunity to bring the topic of social entrepreneurship closer to the students in an innovative way

2.4 Moments from the Pilot



Interreg Danube

Interreg Danube Transnational Programme

ABOUT CALLS DOCUMENTS NEWS & EVENTS PROJECTS MONITORING CONTACTS

Home > News and events > Programme and other news and events > THE INNO SCHOOL PILOT IN VIENNA

INNO SCHOOL - THE INNO SCHOOL PILOT IN VIENNA

31-03-2021

In Vienna the InnoSchool Pilot started on the 3rd of November 2020 with 10 classes in 3 schools: Bundeshandelsakademie und Bundeshandelsschule Wien 10, International Business College Hetzendorf and Vienna Business School Schönborngasse. By the end of the Pilot on the 19th of February 2021, 11 teachers and 221 students participated in the piloting of InnoSchool.

Testing took place in distance-learning mode, with some single In-school-lessons in the last two weeks of the piloting, and all the students that started were able to finish the testing.



The overall feedback regarding InnoSchool and the Serious Game was positive both from teachers and students. Here are a few testimonials to better show you their thoughts and feelings:

Teacher: *"The InnoSchool program is a fabulous opportunity to bring the topic of social entrepreneurship closer to the students in an innovative way. The students work in a team to develop a business idea for a current social or ecological problem in their environment. They work independently on the platform, are guided through the individual modules and get prepared for the team tasks. Through a mix of dialogues, quizzes and videos a variety of methods is offered. The students are highly motivated and the gamification elements (designing the own office, ranking, awards) are fun. Through the team tasks at the end of each module, I, as a teacher, get regular insights on how far the students are in the development of their ideas and can give specific feedback and suggestions. This gives me the opportunity to act from the position of a coach and only intervene where the students need me. At the same time, I continuously receive written tasks that I can use for the assessment. In terms of content, the program is well designed and enables the students to work out their ideas in a manageable period of time and develop a business plan. It is a pleasure to see how students outgrow themselves as part of a team. Especially in distance learning, it was a relief for me to be able to use a ready-made tool that provides grounded information and integrated exercises. I would take part in the InnoSchool program again with a class at any time."*

Students:

"What I like about InnoSchool is that we were able to work in teams and that everything in the game is so colourful. I also like that the content is explained in a clear and understandable way."

"What I really like is that you get the feeling you are acting as a real entrepreneur in the game; that you have your own office and that you are in competition with your competitors!"

"With InnoSchool we were able to discover our strengths, develop something new and learn new ways of working. InnoSchool was a nice alternative to the actual lessons!"

"InnoSchool was easy to implement in the distance learning phase. In the class, together as a team, it would probably have been even more fun."

We, the InnoSchool partners, congratulate all the students and teachers that have successfully completed the ILS testing and thank them for all their hard work and support.



Interreg Danube Transnational Programme
Programme co-funded by European Union funds (ERDF, ERDF, ERDF)



3 Slovakia

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	Net Promote Score
TUKE	✓	9	143	9 / 0	18,9%

3.1 List of schools that realized the InnoSchool Pilot program

Stredná priemyselná škola elektrotechnická, Komenského 44, Košice	industrial school
Súkromná stredná odborná škola ekonomická Košická akadémia da Vinci, Tajovského 15, Košice	vocational school with graduate exam
Hotelová akadémia, Južná trieda 10, Košice	Business school
Gymnázium sv. Tomáša Akvinského, Zbrojničná 3, Košice	Grammar school
Obchodná akadémia, Akademia Hronca 8, Rožňava	Business school
Stredná odborná škola informačných technológií, Ostrovského 1, Košice	vocational school with graduate exam
Stredná priemyselná škola dopravná, Hlavná 113, Košice	industrial school
Obchodná akadémia, Akademia Hronca 8, Rožňava	Business school

3.2 Short article about Pilot or regional final

In Slovakia, 8 out of 10 schools with more than 220 students completed the pilot testing of InnoSchool Learning System in time. It was not an easy journey, as due to pandemic measures, the education was moved to purely online environment shortly after the begging

of the school year and both teachers and pupils needed to adapt to new conditions, missing the direct contact with teachers and peers. Nevertheless, the circumstances did not discourage the teachers from applying innovative approaches within their classes, although they needed to invest much more efforts to it. They are our real heroines and heroes of these times!

In the end it was worth it - students really loved the game! As expressed during the feedback gathering event with students, they really appreciate it is something totally different they are used to at schools, it is fresh and attractive. What they really liked was the fact, they could set their imagination free in terms of business ideas, however, being well guided by questions targeting the feasibility of their potential businesses.

Teachers add that although it is called game, the content was extensive, so pupils needed to work hard, pushing their limits forward. Also, they thought the game encouraged the acquiring of knowledge in entertaining way, not just by memorizing mechanically, and that it was overall an interesting, interactive, team-based and cooperative learning. The pilot will wrap up with final contest event that will take place in the beginning of May, to celebrate this awesome journey!

3.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

How did we get feedback?

- Virtual calls
- Evaluation workshop

What did we learn?

- 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 choosing among 6 scenarios (when they could decide about something).

3.4 Moments from the Pilot



4 Romania

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	Net Promote Score
ACTA	✓	9	211	0 / 9	73,0%

4.1 List of schools that realized the InnoSchool Pilot program

Colegiul Național "Emanuil Gojdu", Oradea	Grammar school
Liceul Vocațional Pedagogic „Nicolae Bolcaș”, Beiuș	Vocational schools with the graduate exam
Colegiul Tehnic "Traian Vuia", Oradea	Vocational schools with the graduate exam
Liceul Teoretic "Lucian Blaga", Oradea	Grammar school
Colegiul Național „Mihai Eminescu"	Grammar school
Liceul Tehnologic nr 1, Salonta	Vocational schools with the graduate exam
Liceul Teoretic German "Friederich Schiller", Oradea	Grammar school
Colegiul Național "Samuil Vulcan" Beiuș	Grammar school
Liceul Teoretic „Onisifor Ghibu", Oradea	Grammar school

4.2 Short article about Pilot or regional final

In Romania the InnoSchool Pilot activity took place in the first semester of the 2020-2021 school year in 9 of 10 schools selected in Bihor County. The total number of students enrolled in the beginning was 350 and 211 have completed the pilot activity due to the pandemic situation which generated measures and restrictions in all the educational system. The students had to adapt to the new conditions of online teaching but the direct contact with teachers was felt in the didactic and piloting activity. The final contest event will take place in May, to celebrate this new experience both for students and the teachers involved.

4.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

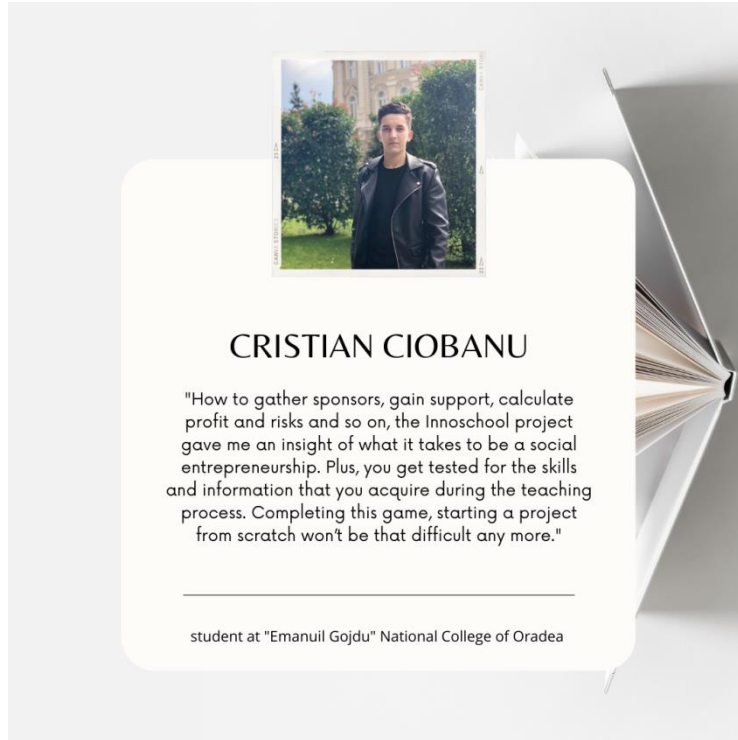
How did we get feedback?

- Virtual meetings
- Phone calls
- Evaluation workshop

What did we learn?

- Suitability to use a tool for fast communication - WhatsApp
- 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.
- Social media for the student is not interesting, important in the game.
- It is necessary to constantly come up with motivation for students, which fluctuates over time.

4.4 Moments from the Pilot



5 Hungary

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	Net Promote Score
CTRIA	✓	8	169	6 / 2	33,6 %

5.1 List of schools that realized the InnoSchool Pilot program

Székesfehérvári SZC Hunyadi Mátyás Szakgimnáziuma	Vocational School with graduate exam
Székesfehérvári SZC Váci Mihály Ipari Szakgimnáziuma, Szakközépiskolája és Kollégiuma	Vocational schools with the graduate exam
Székesfehérvári SZC Bugát Pál Szakgimnáziuma és Szakközépiskolája	Vocational schools with the graduate exam
Székesfehérvári SZC Széchenyi István Műszaki Szakgimnáziuma és Szakközépiskolája	Vocational schools with the graduate exam
Székesfehérvári SZC Deák Ferenc Kereskedelmi és Vendéglátóipari Szakgimnázium és Szakközépiskolája	Vocational schools with the graduate exam
Székesfehérvári SZC Árpád Szakgimnáziuma, Szakközépiskolája és Kollégiuma	Vocational schools with the graduate exam
Székesfehérvári SZC Vörösmarty Mihály Ipari Szakgimnáziuma és Szakközépiskolája	Vocational schools with the graduate exam
Székesfehérvári SZC Vajda János Gimnáziuma, Szakgimnáziuma és Szakközépiskolája	Vocational schools with the graduate exam

5.2 Short article about Pilot or regional final

In Hungary testing of the 1st version of ILS started in October 2020 with 11 schools and 12 classes. This means that overall, more than 240 students participated in the piloting of InnoSchool. Testing took place in a physical form till the end of November 2020 in all schools, which means that on an average the classes completed 1 or 2 levels of the ILS in school environment. From November 2020, digital education was introduced which had a significant impact of ILS testing. Schools slowed down with the testing and at the end 3

schools and 4 classes dropped out, as they could not complete the testing in a fully digital environment. Reasons behind the drop out was most often the lack of capacity of students to complete additional digital tasks (testing of the ILS) next to their regular school activities, and in some cases low responsivity of participating students. Also, keeping teachers engaged and supporting them in implementing ILS in alternative ways (as it was optimized for classroom and homework activities) represented an additional challenge.

By the end of the Pilot, 8 schools and 8 classes successfully completed the testing in February 2020, with roughly 160 students that have found the game engaging, liked that there where many different paths they could take to complete the game and gave positive feedback on the look (graphical elements, videos, animations) of the ILS. The teachers involved in the Pilot were generally satisfied with Serious Game, found the design and graphics appealing, and the overall ILS really engaging, innovative and relevant in today's world. Also, they felt that students could test an innovative teaching method which was not introduced yet been introduced in the participating schools.

On behalf of the InnoSchool partners we would like to send a big thank you to all the teachers and students from Hungary, involved in the project, for their hard work and support.

5.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

How did we get feedback?

- Phone calls
- Evaluation workshop

What did we learn?

- Teachers had positive attitudes towards the ILS and some were especially engaged with the topic of social innovation
- A good example is the involvement of a real entrepreneur, an external guest, who can motivate students correctly and answer their questions, which the teacher is not able to answer.

- It would help students to continue their work, build on it and develop their ideas further.

5.4 Moments from the Pilot

“

Szerintem fenomenális próbálkozás! Nekem nagyon tetszik minden olyan dolog, ami megmutatja a jövő lehetőségeit a jelen folyamatain keresztül.

Ráadásul nagyon jó a hozzá kapcsolódó tartalom is :) Sokat lehet belőle tanulni és érzékenyíteni a korosztályt."

KÖZÉPISKOLAI TANÁR

Székesfehérvári SZC Perczel Mór
Technikum, Szakképző Iskola és Kollégium



 KDRIÜ

#FEEDBACK

#SERIOUSGAME
#WEAREINNO SCHOOL



6 Serbia

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	Net Promote Score
RADEI	✓	9	185	0 / 9	48,5 %

6.1 List of schools that realized the InnoSchool Pilot program

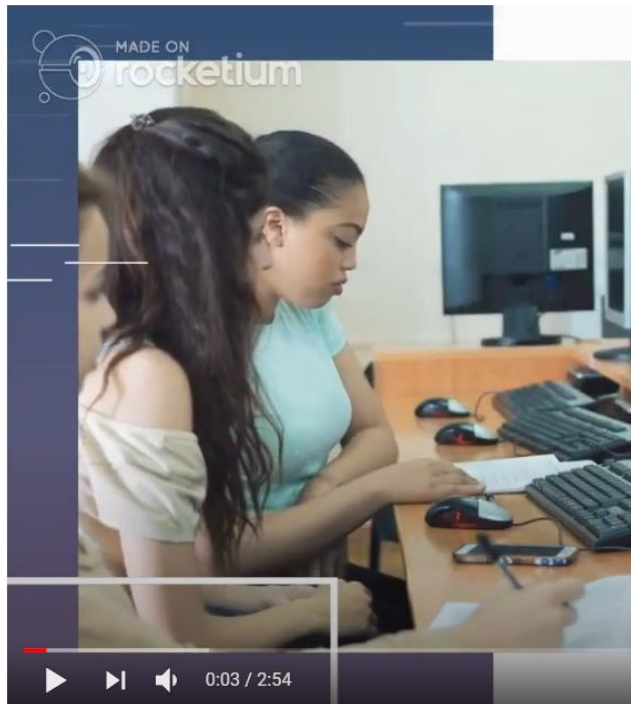
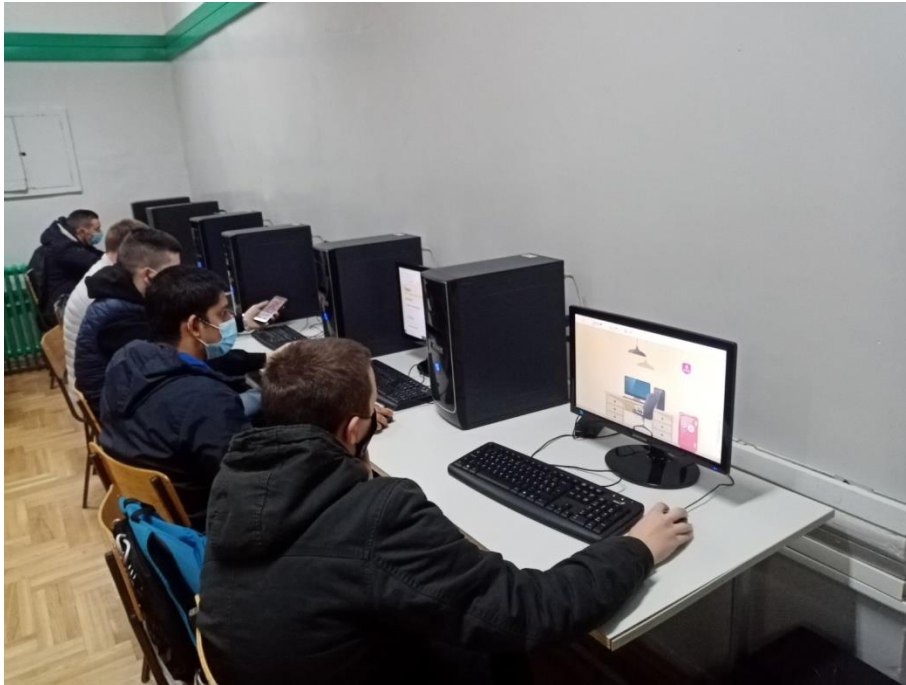
Trading school Belgrade (Trgovačka škola Beograd)	vocational school with graduate exam
Pharmaceutical and Physiotherapeutic School (Farmaceutskofizioterapeutska škola)	vocational school with graduate exam
Fifth Economic School Rakovica (Peta ekonomska škola "Rakovica")	Business school
Sveti Sava Grammar School (Gimnazija Sveti Sava)	Grammar school
Technical School GSP (Tehnička škola GSP)	vocational school with graduate exam
Agricultural and Chemistry School (Poljoprivrednohemijska škola)	vocational school with graduate exam
Sixth Grammar School (Šesta Beogradska Gimnazija)	Grammar school
"Savremena" Grammar School (Savremena gimnazija)	Grammar school
Technical School in Zeleznik, Belgrade (Tehnička škola u Železniku, Beograd)	vocational school with graduate exam

6.2 Short article about Pilot or regional final

Given that nation-wide pandemic measures were enforced as of October 1, 2020 when piloting of the ILS started in Belgrade, Serbia, all recommendations provided in the Methodology had to be adjusted and tailored to the ongoing situation. All amendments to the initial plan were previously approved by the InnoSchool Lead Partner and were thoroughly discussed on regular management monthly meetings (teleconferences).

Given the circumstances in which the ILS Pilot was taking place, it should be highlighted that additional burden was put on teachers who – to begin with – voluntarily accepted to participate in piloting on their free time. Much of the recommended “offline” part of the ILS had to be implemented via different online platforms (e.g. Google Classroom or Microsoft Classroom). The only school who chose to pilot the ILS through regular entrepreneurship classes did not manage to finish it within the planned 5-month piloting time span due to online classes organizational issues. Out of 10 schools who started the Pilot, 25 teachers and 185 students from 9 schools fully implemented selected ILS modules (basic or advanced) up to February 28, 2020 (set as the cut-off date for collection of data needed for the ILS impact assessment and analysis i.e. a separate territorial impact report – D.T2.2.3).

Following preliminary results from the territorial impact assessment, on April 6, 2021 RADEI InnoSchool team prepared, organized and hosted the 3rd local Advisory Group (AG) meeting and Territorial Evaluation Workshop as per the Methodology. Apart from AG members, the online workshop was attended by teachers from selected piloting schools. Purpose of the event was to remind participants about the ILS – its components, goals, implementation methodology and other crucial facts, inform them about impact results, obtain final in-depth feedback from the ILS Pilot schools, discuss remaining open evaluation findings and finalize these results in a form of this Report. In addition, given the topics discussed, the event also served as an appropriate platform for the first institutional learning workshop to recapture the ILS and its key 4 components in depth, and open up a discussion about future steps tied to development of the Action Plan with AG members and local policy partner (Ministry of Education) that would tackle nation-wide introduction and availability of the ILS to secondary schools.



About InnoSchool with Ana Kovacevic

Teacher at Sixth
Belgrade Gimnazium

7 Moldova

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	Net Promote Score
FACLIA	✓	21	375	1 / 20	71,5 %

7.1 List of schools that realized the InnoSchool Pilot program

Colegiul Agroindustrial Ungheni	others
Gimnaziul „Savciuc Mihail”, s. Busila, r. Ungheni	Grammar school
Gimnaziul Bălănești, r. Nisporeni	Grammar school
Gimnaziul Casunca, r. Florești	Grammar school
Gimnaziul Cetireni, s. Cetireni, r. Ungheni	Grammar school
Gimnaziul Cornești, Cornești, r. Ungheni	Grammar school
Gimnaziul Costuleni, s. Costuleni, r. Ungheni	Grammar school
Gimnaziul Făleștii Noi, r. Fălești	Grammar school
Gimnaziul s. Grăseni, r. Ungheni	Grammar school
Gimnaziul Sinești, s. Sinești, r. Ungheni	Grammar school
Gimnaziul Todirești, c. Todirești, r. Ungheni	Grammar school
Gimnaziul Zagarancea, c. Zagarancea, r. Ungheni	Grammar school
Liceul Teoretic „Alexandr Pușkin”, mun. Ungheni	Vocational school with the graduate exam
Liceul Teoretic „Alexei Mateevici”, c. Pîrlița, r. Ungheni	Vocational school with the graduate exam
Liceul Teoretic „Elada”, c. Măcărești, r. Ungheni	Vocational school

	with the graduate exam
Liceul Teoretic „Gheorghe Asachi”, mun. Ungheni	Vocational school with the graduate exam
Liceul Teoretic „Ion Creangă”, mun. Ungheni	Vocational school with the graduate exam
Liceul Teoretic „Mihai Eminescu”, mun. Ungheni	Vocational school with the graduate exam
Liceul Teoretic „Vasile Alecsandri”, or. Călărași	Vocational school with the graduate exam
Liceul Teoretic „Vasile Alecsandri”, mun. Ungheni	Vocational school with the graduate exam
Liceul Teoretic Sculeni, c. Sculeni, r. Ungheni	Vocational school with the graduate exam

7.2 Short article about Pilot or regional final

The InnoSchool Learning System was piloted in 21 schools of the Republic of Moldova, 17 from Ungheni district and 4 from other districts – Calarasi, Nisporeni, Falesti and Floresti. Thus, 375 students aged 15-18 years participate in the pilot and work towards developing their skills and competences and come up with creative solutions for specific social needs from their communities.

“FACLIA” Association together with the Education Department from Ungheni organised the training for 42 teachers on using InnoSchool Learning System in developing entrepreneurship and social innovation skills of students.

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. For the students it is an interesting way of learning new things, working with colleagues and friends, contributing to the development of ideas meant to improve the community.

It is challenging for the teachers, as they do not have extensive knowledge on the topic of entrepreneurship and social innovation. However, at the same time it was a good possibility for us to learn and to practice together with the students. It provides positive experience in exploring and using new teaching methods and learning more on entrepreneurship/social entrepreneurship/social innovation including for themselves.

7.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

How did we get feedback?

- Virtual calls
- Personal visits
- Evaluation workshop

What did we learn?

- InnoSchool 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.

7.4 Moments from the Pilot

"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".



Cristina Mostovei
student at the Agroindustrial College of Ungheni

8 Bosnia and Herzegovina

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	NPS Promoters
PREDA-PD	✓	7	125	7 / 0	52,4 %

8.1 List of schools that realized the InnoSchool Pilot program

Highschool center "Jovan Cvijić" Modriča / SŠC "Jovan Cvijić" Modriča	Vocational school with the graduate exam
Secondary school "28.juni" Istočno Novo Sarajevo / Srednja škola "28.Juni" Istočno Novo Sarajevo	Vocational school with the graduate exam
Economic school Bijeljina /Ekonomaska škola Bijeljina	Business school
Traffic and electro school Doboj / Saobraćajna i elektro škola Doboj	Vocational school with the graduate exam
Highschool center "Ivo Andrić" Prnjavor /Centar srednjih škola "Ivo Andrić" Prnjavor	Vocational school with the graduate exam
Secondary technical school Gradiška/ Srednja stručna i tehnička škola Gradiška	Vocational school with the graduate exam
Mechanical school Prijedor /Mašinska škola Prijedor	Vocational school with the graduate exam

8.2 Short article about Pilot or regional final

The Pilot was implemented from the middle of November 2020 until the first week in March 2021. During this period InnoSchool project team was not able to organize personal visits to schools due pandemic situation in country. However, project team gathered information via email, phone calls and Zoom meetings one on one.

The territorial evaluation workshop was held also online on 13th April 2021.

8.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

How did we get feedback?

- Virtual calls
- Phone calls
- Evaluation workshop

What did we learn?

- ILS should be implemented during the whole school year
- Thanks to ILS, students can be given the opportunity to use their theoretical knowledge
- ILS is interesting from the students' point of view and they prefer it in comparison with traditional teaching methods

8.4 Moments from the Pilot





9 Bulgaria

	Implemented	Number of schools	Number of students guided through ILS, learned and played	ILS part of compulsory / optional teaching	NPS Promoters
BIGD	✓	11	291	2 /9	58,4 %

9.1 List of schools that realized the InnoSchool Pilot program

Vocational High School "Dimitar Talev", Gotse Delchev	Vocational school with graduate exams
Vocational High School of Economics and Tourism "Prof. Dr. Assen Zlatarov", Petrich	Vocational school without graduate exam
Vocational High School of Mechanics and Technics "Yuriy Gagarin", Petrich	Vocational school without graduate exam
Agrarian Vocational High School "Kliment Timiryazev", Sandanski	Vocational school with graduate exams
Secondary School "St. Paisiy Hilendarski", Mikrevo	Secondary School
Blagoevgrad Vocational High School "Ichko Boychev", Blagoevgrad	Vocational school without graduate exam
Vocational High School of Transport, Razlog	Vocational school without graduate exam
Vocational High School "P.R. Slaveykov", Yakourouda	Vocational school without graduate exam
Vocational High School of Tourism and Light Industry "Gotse Delchev", Blagoevgrad	Vocational school without graduate exam
5th Secondary School "Georgi Izmirliev", Blagoevgrad	Secondary School
Vocational High School "Yane Sandanski", Sandanski	Grammar school

9.2 Short article about Pilot or regional final

A bouquet of diverse, colorful, and very heartfelt youth social business ideas, that was the InnoSchool Final Competition in Bulgaria, which took place on February 12th, organized by Business Incubator – Gotse Delchev. 18 teams and over 60 students from the 11 piloting schools competed in the online event. In front of the expert jury, teachers and guests, they presented their ideas created during the InnoSchool pilot training and answered questions.

The competition showcased results of the ILS training - the students demonstrated acquired valuable entrepreneurial skills, courage to discover social problems and opportunities and find their business solutions!

Among the winners along with teams from specialized schools in economics, there were also students, who have no previous experience in business idea development. At the end of the event students and teachers shared their satisfaction of the InnoSchool pilot training and their achievements

“We, the students from 11b class from PG Yane Sandanski, Sandanski are studying entrepreneurship for the first time, but with the help of the special application InnoSchool we quickly, easily and in a pleasant way learned what social entrepreneurship is, who the entrepreneurs are, and how person can be useful. The way the interface itself is built and the InnoSchool system is pretty cool, I'd say. It is a game, you open a task in it and start working, instead of wasting your time on Saturday, for example. Someday you can realize what you thought, who knows!” – shared Stilian Simeonov, student from PG Yane Sandanski, Sandanski.

Congratulations to all participating teams and their teachers!

9.3 Gathering important feedback to improve attractiveness and impact of ILS – main learnings from guided learning sessions for students

How did we get feedback?

- Visits at schools
- Daily communication
- Virtual calls
- Phone calls
- Evaluation workshop

What did we learn?

- In general SG is accepted well by students, which is great base for the training.
- The social media inclusion was not important at all for our students from all classes
- Competitive character of the training is accepted well by the students – reported both by teachers and students themselves
- The in-class competition is quite motivating and for the interested to learn students it is positive new way of learning.

9.4 Moments from the Pilot



