# Output Factsheet

**Output title:  Guided learning sessions for students**

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

Output T2.2 is based on the Pilot Session at Secondary Schools, and the main goal was to show how students who went through the InnoSchool education system improved and learned to develop their own social entrepreneurship during their educational meetings. In most cases, due to the pandemic situation, students only learned online, but this varied slightly from country to country. In some countries students also had classical lessons, in others, for example in the Czech Republic, they implemented the entire system online.

However, thanks to the efforts of involved teachers and students, everything was very successfully implemented and we believe that we have all the necessary information that will help education for social entrepreneurship in the coming years.

The pandemic greatly affected the possibilities of schools and their involvement, which can be seen in the number of questionnaires received before and after the pilot. At the beginning, we received responses from 2,330 students from 9 different countries in the Danube region. Even more schools and more students were originally enrolled in the pilot project, but in connection with the coronavirus pandemic, the number of schools and students decreased. Some schools had to reduce or completely abolish some subjects and activities during the pandemic, and even this was reflected in the final result, which is despite all these facts very good.

More than 2,000 students were educated in physical but also online classes in the field of social entrepreneurship, and a total of 1,719 high school students from the Danube region completed the pilot and at the same time submitted the necessary data to measure the impact of the education system. In reality, however, more than 2,000 students passed through the system through the system, but not all of them managed to submit the necessary data for measurement in time.

The education system was similar in all regions, but there were different pandemic measures at each school and in each region, and this affected the course, but also the possibility of involving students and teachers. Overall, however, it was a very successful pilot, which brought very interesting results, but above all many interesting student ideas for social entrepreneurship.

Individual pilots helped to show and test not only the system itself, but also the materials created for the use of ILS for students and teachers. Based on this experience, we have gained a huge amount of feedback and data, which are key to updating the whole system and will allow it to be improved for the widest possible use in schools and will further strengthen students' motivation for social entrepreneurship education.

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

Physical and virtual meetings aimed at educating students who are able to use the education system and use this knowledge and skills to start own 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)**

All important outputs and materials were continuously tested internally and consulted through members of the project partner teams. In addition, we consult most of the outputs externally thanks to advisory groups in all territories.

All materials, including the online environment, which are part of ILS, were discussed across the individual project teams involved in the project. They often have teachers among themselves, but consultations also took place with students and other important actors in the field of education, but also social entrepreneurship. ASP also commented on the materials, which also had the opportunity to comment on the documents and provide good suggestions that helped create the final form of the documents. All Pilots were successful, but in slightly different forms, without significant problems, although some schools eventually had to resign. However, this fact also brought an interesting view of the use and transferability of all materials for working with ILS and pointed out the possibilities of use for full-distance teaching. Thanks to this, we can now 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 bear the associated costs.

**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 implemented a pilot with more than 2,000 students who gained the opportunity to develop their knowledge and skills in the field of social entrepreneurship with this innovative method. The pilot has been running since September and in some cases did not end until March, and this is important news and information for further work with ILS. All activities were preceded by consultations with other target groups, which helped to create the final form of ILS, but as it turned out, the work at each school is individual. However, this results in a demonstration of the ease of use, portability, but above all flexibility. The very possibility of working with ILS throughout the semester, or even two, also proved to be one of the future options that schools would like to use.

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

All materials 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 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 Pilots 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)

Thanks to the large amount of feedback and suggestions we received on the basis of the implemented Pilots 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 to various different forms of re-evaluated 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 of teachers, students and other stakeholders who will also use them, as well as the requirements of project partners who contribute to the beginning of the output.

The basis for the best and longest life of this and other activities 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 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 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)**

In all territories were set up the Territorial Advisory Groups (AGs)  to provide important feedback throughout the ILS development process, including the output for Output focused on the implementation of Pilot. 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.