Output Factsheet

Output title:

Workshops for ILS concept definition/development

Summary of the output (max. 2500 characters)

InnoSchool Learning System (ILS) is consisting of the following 4 core elements:

1) Serious game,

2) Guidance for teachers on using ILS in education,

3) Training materials to train teachers and

4) Impact questionnaires for students.

First, project partners mapped their territorial educational frameworks and most important territorial social needs. Joint findings were summarized into the ILS educational framework analysis. Specific Working groups were set up (Educational, Game, Social) led by EUB (educational expertise), TUKE (technical expertise in serious game design and development) and ACTA (social innovation and entrepreneurship spirit strengthening expertise) defining ILS concept and developing it through intensive transnational learning interaction process using 13 workshops (6 physical and 10 virtual divided to concept definition and development). In each territory, there was set up territorial Advisory Groups to give important feedback during the whole process of ILS´s development. The intention is to ensure the attractiveness and impact of the ILS.

The first part of the output is summarizing the 2 physical workshops that were held during project meetings in Vienna (Austria) in March 2019 and in Košice (Slovakia) in September 2019. Thanks to physical meeting, project partners defined and developed the structure and educational and social content of the serious game based on 6 identified social needs.

The virtual meetings helped project partners divided in 3 working groups to develop the practical details of the concept of the serious game. The programming and designing of the serious has been started and the working group GAME has started discussing with other working groups the gamification of the educational and social content. The result achieved till 10/2019 was the alpha version of the serious game:

Login page: game.innoschool-learning system.eu
Code: TEST123
Password: secret

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

Physical and virtual workshops support the partnership significantly when defining and developing the ILS.

ILS is developed through intensive transnational learning interactions involving partners and their major territorial stakeholders from 9 countries of Danube macro-region. Past experience, also tackled by EUSDR and its priorities, calls for joint development of innovative systems, showing that transnational learning process is crucial to develop such type of systems. Especially in non-EU countries and among Modest or majority of Moderate innovator countries,

there is a lack of expertise at territorial level to successfully develop such systems. Cooperating transnationally, inside of InnoSchool project's ecosystem, where multidisplinary expertise is available thanks to different partners, enables to reach the critical mass of experience and develops attractive and impactful ILS, and in the same time, build knowledge and share expertise among all of participating actors. Involvement of all territorial partners and relevant stakeholders (territorial Advisory Groups) into a transnational cooperation enables multiplication of the learning effect from Pilots, which is important for improvement of knowledge of all stakeholders.

InnoSchool project and ILS contributes to EUSDR - PA8 and PA9.

PA8 aims to increase competences for business and social innovation through e.g. fostering innovative learning systems and strengthening entrepreneurial culture and learning (target VI).

In PA9, InnoSchool contributes to Action - "To enhance performance of education systems through closer cooperation etc." It calls for exchange of best practices of different education and training systems through transnational cooperation, joint development of programmes and materials, which is directly targeted by learning interactions used for the development of ILS.

It also calls for strategy formulation and policy action which is targeted by development of 8 territorial Action plans and Policy guidance. Action – "To support creativity and entrepreneurship" calls for the introduction of innovative teaching methods to support creativity and entrepreneurship at all levels of education. Project contributes to this as it develops ILS strengthening social innovation and entrepreneurial spirit of students in secondary schools.

Action - "To fight poverty and social exclusion of marginalized communities etc.", is tackled indirectly by project as social innovation and entrepreneurship delivers solutions needed in this Action.

Performed testing, if applicable (max. 1000 characters)

During the development process of the Serious Game are the interim results tested internally (team members of project partners) and externally (Advisory Groups in all territories). Therefore, the final ILS will be responding all the challenges and expectations of the target groups.

Later on, the Pilot of ILS will demonstrate ILS educational impact as well as teachers´ and students´ engagement to follow it. The successful Pilot will also become a good practise that will, combined with other project activities, create positive attitude of public authorities to new learning systems, overcoming their negativism and traditionalisms. It will strongly support successful creation of Action Plans and final ILS implementation to curriculums. At the stage of ILS incorporation into curriculums through implementation of Action Plans, Training materials to train teachers and Guidance for teachers on using ILS in education, both tested and improved based on feedback from Act. 3.4, will stay as durable outputs for further instant usage by territorial authorities and secondary schools themselves. Teachers participating in the Pilot will increase their knowledge in using ILS through the intensive learning interactions during Training of teachers on using ILS and the Pilot itself. Their attitude to use new learning systems

will improve. Learning interactions with students during the ILS Pilot will create a favourable class culture and improve the relationships between the teacher and students, supporting other possible initiatives with students. Students´ strengthened spirit for social innovation/entrepreneurship will remain durable, will lead in long term perspective to setting up of new social entreprises.

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

Workshops for ILS concept definition and development is a key tool when developing the Serious Game that is the crucial element of the whole Innovative Learning System.

The ILS itself is targeting the education/training centre and schools, regional public authorities, national public authorities and interest groups including NGOs.

90 Schools from 9 territories will be involved to territorial Training of teachers on using ILS (O4.1) and Guided learning sessions for students (O4.2), helping to increase their knowledge on using ILS as innovative learning system in education and will enable to gather important feedback for ILS fine-tuning. Teachers and students will also participate in the Pilot itself (O4.4). Public authorities will take part in territorial monitoring and evaluation activities during Pilot, the Territorial Evaluation workshop through territorial AGs and also in transnational monitoring meetings finalized by Transnational Evaluation Workshop (O4.3). Their participation is important mainly for ILS impact demonstration and exchange of experience on all levels and creation of positive attitudes towards innovative learning systems like this. Business representatives and institutions working in social services will join the Territorial Evaluation Workshop through the work of AG.

Geographical coverage and transferability (max. 1500 characters)

Workshops for ILS concept definition and development is a key tool when developing the Serious Game that is the crucial element of the whole Innovative Learning System.

ILS will be piloted in 9 countries involving 90 secondary Schools enabling further improvement of stakeholder knowledge (Czech Republic, Bulgaria, Romania, Hungary, Austria, Slovakia, Bosnia and Herzegovina, Serbia and Moldova).

Aim of the project is to deliver long-term impact in Danube macro-region, which means to assure sustainability and transferability of developed InnoSchool Learning System (ILS). Goal is to change curriculums in all participating territories and to include to them ILS latest in 2 years after project. This will be assured by development of Action plans, which will include challenges, required steps with timeline, and human, financial and other resources necessary for the Action Plan implementation. This process will build on all project Outputs, notably developed ILS, gained knowledge of stakeholders, proof of impact delivered by Pilots and changes of attitude of key stakeholders.

Durability (max. 1500 characters)

As already mentioned, all workshops for ILS concept definition and development is a key tool

when developing the Serious Game that is the crucial element of the whole Innovative Learning System.

To ensure transferability of the developed InnoSchool Learning System outside the project partnership, awareness of stakeholders about ILS and knowledge of its attractiveness for target groups, educational impact, flexibility in terms of social needs included and transnational concept for its definition and development is crucial. There are three factors significantly contributing to this. First, the ILS itself, its attractiveness, impact and its easy usage and replication in other territories based on free usage, technical support and social needs / language flexibility. Second, transnationality of the concept based on territorial mappings of educational frameworks and social needs. Third, awareness of the relevant stakeholders in other territories about ILS. Smart mix of communication activities will be used for transfer out of partnership ecosystem: (1) 10 minute video about ILS introducing it and showing its impact, (2) organization of territorial InnoSchool Days and transnational InnoSchool conference and Closing conference, and (3) presenting InnoSchool Learning System itself at 2 other topical conferences or similar project dissemination events. The territorial and international reach will be further boosted by digital activities, especially by specific newsletters that will be sent regularly to dissemination contact list created on territorial and transnational level.

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.

InnoSchool builds on one of the key recommendations from project "Youth4job" (DEXIC, LP of InnoSchool) – to make a better use of ICT and social networks to reach young people. This need is transformed into the rationale of the InnoSchool Learning System – to use serious game for online simulations and to connect it to social media, creating a more attractive learning system for students.

Serious game and gamification method was used previously in projects "Innovation Centre for young people" (BIGD) and "Carwash" (CTRIA) which demostrated that serious game and other simulations are attractive components of the learning systems. Their rewarding systems brings high motivation for users to continue learning. This experience is transformed into the rationale of the ILS through its further attractiveness boosting by inclusion of interschool competition within the serious game component of ILS.

"Carwash" project showed that innovative learning systems such as those using serious game however need to be accompanied by education guidance on their usage, especially for those leading the learning process of final target group. InnoSchool therefore creates, as one of the core elements of the ILS also the Training materilas for teachers on using ILS in education. For this, CTRIA´s experience from Carwash and CJRAE´s extensive experience in training courses for secondary school teachers from the project "Life skills development of youth in the context of

sustainable development" will be used to deliver guidance for teachers.

InoPlace project identified and mapped 20 key services supporting entrepreneurship in 7 Central European regions. Identification of them was carried out directly through regional Young Innovators. The project identified clear need of entrepreneurial learning systems and also the need to change entrepreneurial spirit among the society. There was a call to include such systems already to secondary school curriculas. The mapping withing the project confirmed lack of such systems in participating regions.

The currently implemented "NewGenerationSkills (NGS)" project (DEXIC) is highly complementary to InnoSchool project through one of its activities - to build educational programme for new generation skills focused on raising new intra- and entrepreneurs among young innovative people. Thanks to focus on different age groups, ILS incorporated to curriculas should boost the attractivity and usage of NGS' core output – Dynamic Learning Package.

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

In each territory, there were set up territorial Advisory groups (AGs) to give important feedback during the whole process of ILS's devepolment. Format of Focus Group which is used, is a powerfull way how to involve multi-stakeholder group to design and development of Learning Systems.

National and regional public authorities and other stakeholders are they key players involved during territorial educational frameworks and social needs mapping especially via personal interviews. 3 regional public authorities are directly involved as project partners, other 6 are involved via its ASP role (2 national + 4 regional). 7 other national bodies will be involved through Advisory Groups. The ILS concept definition and its development will, in addition to public authorities, engage also secondary school teachers and students and other interest groups through 2 Advisory Group (AG) meetings in each territory. AGs will be formed by 10 representatives from schools (teachers+students), policy bodies responsible for curriculum (regional + national) and other interest groups (institutions working in social services and business representatives. The AG meetings will take form of focus groups and will provide important feedback for (1) ILS concept and (2) 1st version of developed ILS.