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

Republic of Moldova

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 work package 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 organised where PPs, ASPs will participate to share their progress and experiences.

Pre-final action plans will be presented at the final conference of the project (D.C.5.3), jointly organised with the 6th PM in Hungary. Final feedback will be received on this event, and finalisation 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
Inclusion of ILS into the regular curriculum	The starting point is to identify the appropriate position for ILS into the school curriculum of the gymnasium and high school either it is among mandatory, optional subjects or extracurricular activities. In this respect it is necessary to conduct an evaluation of the legal framework governing the changes of the curriculum and come up with the most appropriate proposals.	Adjust the existing curriculum by integrating the ILS as a more practical approach in developing entrepreneurial competencies.	The entrepreneurial competence is one of the key competencies stipulated in the Education Code of the Republic of Moldova for educational purposes. According to the Framework Plan for National Curriculum, this competence is not correlated with a specific subject of studies, but has a transversal status. Generally, the curriculum for optional subjects is set by the Ministry of Education, however the teachers are free to use whatever teaching methods they find suitable as long as they all lead to the development of the specific entrepreneurial competencies.

			In this context, the way forward is to adjust the existing curriculum by integrating the ILS as a more practical approach in developing entrepreneurial competencies. It is necessary to hold collective and individual meetings (where necessary) with school management and teachers in order to point out the advantages of ILS when it comes to developing the entrepreneurial competences of students. Individual approach will be used as during the last experiences it proved to be more efficient in terms of including something new into the curriculum as it involves the human resources.
Limited knowledge of teachers concerning entrepreneurship/social entrepreneurship/social innovation	Only a few teachers have the necessary knowledge and practical skills concerning entrepreneurship/social entrepreneurship/social innovation. Also, teachers have limited digital skills, though	Provision of continuous training for the teachers on entrepreneurship/social entrepreneurship/social innovation as well as on digital skills	Most of the teachers need to be trained concerning 2 aspects: the entrepreneurial part, with emphasis on the social innovation and social entrepreneurship and the digital skills part. Even if for the last 2 years the teachers have

	during the pandemic period they have increased a bit, but in limited areas. Usually this is related to the location – urban or rural. Most of the high schools are located in urban areas and they have a larger number of students and teachers, while the rural small communities have a lower number of students and teachers.		increased their digital skills, they still need additional training in order to be able to use ILS and to manage the learning process of their students. In order to be able to train the teachers the Education Departments will develop a training of trainers course and will multiply the guide/handbook for the teachers. FACLIA Association will also support this initiative by identifying the necessary funds from external sources/donors in order to train as many teachers as possible, with emphasis on the rural areas so as to provide students from remote areas with the opportunity to develop their entrepreneurial competencies.
Low level of information/awareness of students about the option of choosing entrepreneurship as optional class	Students are often not aware of the fact that entrepreneurship is one of the optional subjects that they can choose. Due to the fact that the schools have limited personnel trained for specific	Organise information campaigns targeting students and their parents	Once the school management together with the teachers will be convinced that entrepreneurship classes are very useful for the student's development, and one they will have trained staff, it will

	subjects, sometimes they advertise to parents and students only the subjects that can be taught with existing human resources. This is especially characteristic for the rural communities.		be necessary to organise information campaigns so as to advertise the subject to the parents and students. In many cases the parents are the ones who decide for their children which optional and extracurricular activities to choose from so they should be the target of the campaign and they should be the ones who understand and are convinced that their children will certainly benefit from it. At the same time, other activities of the campaign should be focused on advertising the ILS as a method used during entrepreneurship classes so that they would be excited to try it and to learn in an interesting/different manner that they are used to.
Motivate the students to get involved in InnoSchool	Most of the students see the optional subjects and extracurricular activities as an opportunity to learn and do something they really like and	Develop a marketing strategy to „sell" ILS to students - emphasise the benefits of the programme and its edutainment character as well as identify funds for funding	The marketing strategy needs to be developed according to the most recent / current trends and taking into account the behaviour and expectations of the students

	that is mandatorily forced on them by the education authorities. This is why when they choose the optional subjects they expect it to be interesting and fun.	the development of the best ideas.	(teenagers, young people). The campaign will advertise the added value elements of ILS, the fact that meetings with businessmen will be organised in order to get to know their real experiences, the local call for applications (2 times a year); the promotion of the ideas of students through local/regional media (video, written, social media, etc.); the possibility for organising online and offline meetings with students from other regions/countries.
Outdated technical equipment and low internet connection	Some schools confront 2 types of difficulties: outdated computers and low internet connection. This is more , especially in rural schools	● Procure the necessary technical equipment. ● Invite the students to bring and use their own gadgets.	● The school management can look for and apply to get the necessary funds from external donors (various European Union programmes, embassies, etc.) in order to procure the necessary technical equipment; invite the students to bring and use their own gadgets. ● Many students have mobile phones and they can be invited

			to bring them to school and use them during classes or the programme can be entirely online and the students can work/play from their homes
Provide continuous support for teachers regarding the technical part of ILS usage in school	The civil society organisations have limited financial resources available, depending mostly on the current projects and directed funding. This is accompanied by the high fluctuation of the personnel.	- Identify necessary human resources from the relevant institutions from the district - Identify available resources under administrative costs of FACLIA Association - Identify enthusiastic young volunteers willing to provide the necessary technical support as part of their internship.	- The Education Department has in its components an institution providing robotics and technology classes as extracurricular activities. The specialist from their department can also be recruited in the support team as they have the practical digital skills and it would be feasible for them to get to know the ILS and provide the support. - At the same time FACLIA Association will identify necessary resources from the administrative costs in order to have the possibility to allocate a person that would maintain the

			contact with the schools and support them when they encounter technical difficulties.
Inclusion of ILS within the training programmes of the Tiraspol Pedagogical University	One of the main challenges in implementing ILS into the schools is the limited knowledge and skills of the teachers in these areas, as they do not study these aspects during university studies.	● Provide adequate training for the future teachers during University studies and organise continuous training for graduate students	● The executive management of the Pedagogical University is willing to discuss with the Advisory Board the proposal of approving and including ILS in the optional curriculum and thus offer the possibility to their students to gain theoretical and practical knowledge on entrepreneurship/social entrepreneurship. Also, it is willing to partner with the regional education departments in order to provide continuous training for the interested graduate teachers.
Inclusion of ILS in non-formal education organisations	Non formal education institutions are always looking for interesting ways to contribute to the development of young people's competencies. This would be a	● Advertise the ILS ● Invite CSOs to identify funds for training their personnel	It is necessary to hold collective and individual meetings (where necessary) with CSO representatives in order to point out the advantages of ILS when it

	great opportunity for those students that do not have such course in their schools.		comes to developing the entrepreneurial competences of young people. Individual approach will be used as during the last experiences it proved to be more efficient in terms of including something new into the programme as it involves the human resources.
Promote social entrepreneurship at local and regional level	Social entrepreneurship is a quite new concept for Moldova and thus is still not fully known and understood. There are confusions between charity and social entrepreneurship.	**Elaborate an action plan on promotion and development of social entrepreneurship at local/regional level**	The action plan will be aimed at identifying the most appropriate means for increasing awareness on social entrepreneurship among relevant stakeholders. It will include such directions as awareness raising campaigns, identifying sources for funding social entrepreneurship ideas, etc. The plan will be presented to local and regional authorities and it will be implemented in partnership.

B,

Actions to be taken:

Action(s) - what needs to be done?	Responsible instituiton / 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?
Develop recommendations for adjustment of the existing curriculum by integrating the ILS as a more practical approach in developing the entrepreneurial competence.	● Ungheni Education Department ● FACLIA Association	January-February 2022	● Curriculum specialist from the Ungheni Education Department ● Programme coordinator from FACLIA Association	Salary (task performed during regular working hours)	● Regular salary fund of the Ungheni Education Department ● Regular salary fund of the FACLIA Association
Develop a marketing strategy to „sell" ILS to schools (emphasise the benefits of the programme).	● FACLIA Association ● Ungheni Education Department	February-March 2022 And, with further adjustments, on yearly basis	● Marketing consultant	Fees for the marketing consultant	● Funds of the Education Department ● Where possible, identify external sources of funding in order to contract the most qualified consultants

Hold collective and individual discussions (where necessary) with school management and relevant teachers on the possibilities to include ILS in the curriculum for optional subject „Economic and entrepreneurial education" or extracurricular activities	●Ungheni Education Department ●FACLIA Association	March-May 2022	●specialist from the Ungheni Education Department ●specialist from FACLIA Association	●Salary (task performed during regular working hours)	●Regular salary fund of the Ungheni Education Department
Organise information campaigns so as to advertise the subject to the parents and students	●FACLIA Association ●Ungheni Education Department ●Interested schools	March-May 2022 and further on yearly basis	●Video production specialists for developing advertising videos and posts ●Facilitators for the direct meetings	●Fees for the video production specialists	●Funds of the Education Department ●Where possible, identify external sources of funding in order to contract the most qualified specialists
Organise training for the teachers on entrepreneurship/social entrepreneurship/social	●Ungheni Education Department ●FACLIA Association	August 2022 and further on yearly basis	●Trainer on entrepreneurship/ social entrepreneurship/ social innovation	●Fees for trainers ●Salary for organiser on behalf of the Education	●Funds of the Education Department allocated for the development of teacher's competences

innovation as well as on digital skills			●Trainer on the digital component ●Organiser on behalf of the Education Department	Department (task performed during regular working hours)	●Where possible, identify external sources of funding in order to contract the most qualified trainers
Apply to get the necessary funds from external donors (various European Union programmes, embassies, etc.) in order to procure the necessary technical equipment	●Ungheni Education Department ●FACLIA Association	January-March 2022, and whenever there are open calls	●Fundraising specialist ●School management	●Fee for the fundraising specialist ●Salary for school management (task performed during regular working hours)	●Funds of the Education Department ●Where possible, identify external sources of funding in order to contract the most qualified specialists
Provide continuous technical support on ILS usage	●Ungheni Education Department ●FACLIA Association	September 2022 onwards	Technical support specialist (either from the subdivision of the Education Department, from FACLIA or volunteer)	Salary for the technical specialist from the subdivision of the Education Department (task performed during regular working hours)	●Funds of the Education Department ●Funds from the administrative resources of FACLIA Association ●Volunteer work

Present the ILS at the meeting of the Advisory Board of the Tiraspol Pedagogical University	FACLIA Association	February – March 2022	Programme coordinator from FACLIA Association President of FACLIA Association	Volunteer work	No additional resources needed
Present the ILS to the non-formal education organisations	FACLIA Association	On various occasions	Programme coordinator from FACLIA Association President of FACLIA Association	Volunteer work	No additional resources needed
Elaborate an action plan on promotion and development of social entrepreneurship at local/regional level	FACLIA Association	February-March	Programme coordinator from FACLIA Association President of FACLIA Association Responsible from the local authorities	Volunteer work	No additional resources needed