

**D.T3.2.1**  
**Territorial action plan for InnoSchool Learning  
System inclusion into curriculum in next 2 years  
after project ends in pre-final version**

**SLOVAKIA**

**Version date: 01.12.2021**

## 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 workpackage 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 organized where PPs, ASPs will participate to share their progress and experiences.

Pre-final action plans will be presented on the final conference of the project (D.C.5.3), jointly organized with the 6<sup>th</sup> PM in Hungary. Final feedbacks will be received on this event, and finalization will be done afterwards. Approximate date of these events is 10.2021.

### 3.Action plan tempalte

**Type of targeted schools** (Industry, Business, Grammar, Vocational school with/without graduate exam, others): all types

**A) Challenges:**

Challenge(s) - What needs to be overcome?	Description of the challenge	Proposed solution - How do you plan to overcome?	Detailed solution
<p><b>1. Assuring compliance with national framework curricula while integrating ILS into school educational programs</b></p>	<p>The challenge we are facing is to assure the compliance of integrating the ILS into school educational programs with the framework curricula defined at national level. In the Slovak Republic, the Ministry of Education, Science, Research and Sport of the Slovak Republic, the central public administration authority for education, is responsible for the development of the content, goals and methods of education. Regional governments (self-governing regions) are responsible for provision of secondary education realized majority of secondary school subjects, they settled. They methodically guide and monitor the education processes. Besides this, also private and church schools are</p>	<p>Firstly, the solutions should be implemented at school level - to overcome the schools' fears while implementing ILS as new and innovative system into school programs due to possible non-compliance with national framework curricula, the knowledge level of schools on current legislative options for embedding of the ILS into programs.</p> <p>Moreover, to boost the uptake and confidence of the schools, ensuring the ILS to be listed among recommended initiatives and tools could be adopted. On the national level, there is a possibility to promote ILS and its effects after pilot testing in Košice Region, as an innovative tool of formal education, in official documents of the Ministry, in which the</p>	<p>At school level - to increase the knowledge level of schools on current legislative options for embedding of the ILS into programs, the preparation of guides for schools on possibilities to implement the ILS into school study programs respecting the national framework curricula should be performed.</p> <p>Moreover, to boost the uptake and confidence of the schools, ensuring the ILS to be listed among recommended initiatives and tools could be adopted. On the national level: - Integration of ILS into the Guide to the school year of the Ministry of Education of the Slovak Republic in parts 7-8 of the guide with recommending nature. The guide contains guidelines for the organization of</p>

	<p>entitled to perform secondary education services.</p> <p>According to the Ministry of Education, entrepreneurship as a key competence is incorporated in the state educational programs of all teaching and study departments of secondary schools. It is an educational area of Man and Society, which is part of the subject Civics. The competencies of graduates of teaching and study fields in the field of business skills development are determined in the common educational area of Economic Education – State educational program for vocational education and training - Group 62 Economic Sciences, Groups 63 and 64 Economics and organization, trade and services (I and II). It is a binding curricular document for the creation of school educational programs, secondary schools need to follow.</p> <p>Based on this, at school level (after discussing with the pedagogical council and on the proposal of the subject commissions) the headteacher decides which subjects within theoretical education and practical teaching can be combined into several lessons or brand new subject can be added in the school</p>	<p>Ministry annually issues basic information and recommendations on the educational process in schools.</p> <p>Another way of promoting ILS and possible support and dissemination at the national level is to use the national platform of innovative educational approaches, projects – called Generation 3.0 - a platform officially supported by the Ministry and integrated into the official document of the Ministry for the organization of the educational process in schools.</p> <p>On the regional level, promotion of ILS could be framed in provision of an innovative educational digital tool, which will help meet the objectives of the Regional Strategy for Education in Secondary Schools in the Košice Self-Governing Region 2021 – 2025, specifically Specific Objective 4.1. Support for innovative forms of education and the use of activating teaching methods in schools - more effective acquisition of knowledge, skills, creativity, critical thinking and attitudes of students.</p> <p>Every year, before the start of the school year, the Košice Self-governing Region shares the Pedagogical-organizational</p>	<p>the school year and provides basic information and recommendations for the educational process. This section also contains links to inspirational projects- as the Generation 3.0, which presents innovative educational approaches, connects them with the educational community, helps them with effective settings and supports them in spreading to schools throughout Slovakia.</p> <p>- Integration of ILS into the curriculum at national level-into Generation 3.0 platform for innovative educational approaches.</p> <p>On the regional level, in order to add ILS as recommended initiatives and tools for schools established by Košice Self-governing Region, we suggest to incorporate the information about ILS into Pedagogical-organizational instructions for schools and school facilities in the founding scope of self-governing regions, that are prepared for every new school year.</p>
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	<p>program (e.g. social entrepreneurship, social economy). Two options are possible - whether to extend the existing compulsory optional subject (Economics, Economics and Business Management, Business Ethics, Social Communication, Applied Economics etc. - within the available hours) by new relevant content (irrespective of method of learning, or tool used). It depends on the number of available hours in the school program and curriculum (different for different lengths and forms of study).</p> <p>To use the ILS across school is therefore nowadays possible with good enough opportunities within the framework of core or voluntary subjects, while using the available options set out in the framework curricula of state programs by schools themselves, however, schools might feel uncomfortable while implementing this new and innovative system into school programs fearing possible non-compliance with national framework curricula. This might be caused by weak knowledge on current legislative framework.</p>	<p>instructions for schools and school facilities to support the schools in planning the school years – within this document, also recommended initiatives and educational tools can be promoted, what could be utilized for the promotion of the ILS at regional level.</p>	
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<p><b>2. Promotion of ILS at schools and motivating teachers to use ILS as new innovative teaching method</b></p>	<p>In the horizon of 10 years, we can expect revolutionary technological and social changes that will fundamentally affect life in our society. Education needs to be changed so that children are not just passive recipients of knowledge, but are able to shape their own future, be prepared for change and have the opportunity to reach their full potential. Successful students need inspirational teachers. For quality education, teachers also need a stimulating environment in which they feel safe, pleasant, comfortable, to which they have a relationship and a sense of responsibility, as if the space were theirs. In order to be inclined to innovation not only in the sense that they emphasize modern equipment of schools and school facilities, but they also rely on the experiential form of learning and the development of soft skills based on the needs of practice and for practice. Therefore, the aim of ILS is to support schools and school facilities in innovative trends. We also understand that new things, ways, forms, bring fear and distrust, how to properly grasp everything, manage it technically and</p>	<p>On the level of schools, there is a need to promote ILS and its effects after pilot testing in schools, promotion to teachers in secondary schools in the Košice region and others - show the positives of the game, the experience of teachers, pupils, the possibilities that schools already have according to the valid legislation- present possible scenarios / recommendations for incorporation into school curricula according to valid legislation. In school educational programs, disponible hours can be expanded according to the needs of departments and the school's intentions from the capacity of available hours.</p> <p>The school management decides on their use on the basis of their own concept of education and training according to the proposal of the subject commissions and after discussion in the pedagogical council. They can be used to strengthen the hourly allowance of the basic curriculum (compulsory subjects) or to include another extension curriculum (optional subjects) in the curriculum.</p> <p>There are several ideas on how to motivate teachers to use ILS in the teaching process and they cover several</p>	<p>More specifically, promotion of ILS towards teachers and headmasters, and strengthening the hourly allowance of the basic curriculum (compulsory subjects) – in the form of online/face-to-face/open days on scholls meetings with teachers supported by the e-mail campaign.</p> <p>Presentation of ILS, its benefits, using attractive content like videos, interactive presentations, offering the trial of ILS, highlighting and promoting the technical simplicity of the use and application of ILS on technical facilities that schools currently have available - current equipment of classrooms PCs with browsers and the Internet connection.</p> <p>In order to bring ILS closer to new teachers, we want to bring the opportunity to test ILS, to test it before introducing ILS into the teaching process, so that with the experience already gained, teachers could apply ILS more easily and simply at their schools.</p> <p>These could be organized either via online meetings, or via physical roadshows at school premises.</p>
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	<p>humanly. It is therefore necessary to cooperate, to connect with other teachers, to look for solutions that bring synergy, to pass on experience, to motivate each other. Education as such is supposed to be primarily about creativity, innovation, and that ILS certainly is.</p>	<p>areas. Every teacher needs to clarify several factors first. Whether it is the area of technical, technical equipment for the use of ILS in the teaching process, whether the time, possibilities and ways to incorporate ILS into the teaching of compulsory subjects or the possibility to choose ILS as an innovative form of optional subjects, or to test ILS, quality training for use of ILS. Therefore, it is necessary to promote ILS as an innovative form of education, technically undemanding, which can be applied to the existing technical equipment of the school, which can be deployed by teachers after or without initial training on the basis of a quality teacher manual. Of course, there is technical support for teachers, counseling, feedback on the use of ILS, which are used to improve ILS. On the one hand, attention needs to be paid to building interest from the bottom up, ie providing the right information, communication and opportunities. Innovative ways of sharing information (online), classic meetings should be preferred. It is very important that teachers can provide feedback on the use of ILS.</p>	
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<p><b>3. Increasing the level of support services related to implementation and provision of ILS</b></p>	<p>Today's digitalisation and communication processes and the new demands of information mediation have also appeared in education. Classical, face-to-face methods are increasingly being pushed into the background, while project work, learning materials that can be accessed and learned online, and the integration of digital tools into the teaching and learning process are gaining ground.</p> <p>Even in view of the situation in today's world, where the situation with covid makes even more important the concept of digitization, use of online educational tools, their continuous improvement and adaptation to end users, it seems necessary in the environment of using ILS to simplify its use and provide maximum support for ILS users and students themselves. However, digital transformation of the processes, combined with innovative gaming aspect, requires proper change management.</p>	<p>The introducing ILS as a new pedagogical method is a challenge for teachers and the support team should help them in this process as much as possible. At the same time, the support services should be automatized to maximum possible extent. In order to simplify, support and automate the work of teachers in the use of ILS in the teaching process, the use of technical and professional assistance, it seems necessary to create a single automated support environment for teachers, which will provide all necessary information and support in using ILS, will accompany them throughout the process of using ILS in teaching professional subjects.</p>	<p>Actions to be taken, cover:</p> <ul style="list-style-type: none"> <li>- Creation of an automated support services at the one-stop-shop portal, personal support for teachers providing them with all important information needed for smooth uptake (incl. training) and usage of ILS. For teachers will be useful to create ILS portal, that will provide the training automation and support for schools deploying the game, etc.- portal to facilitate and automate the use of the game for schools using the game / new schools that will use the game.</li> <li>- Creation of testing interfaces, trials for teachers - the opportunity to try out ILS before inclusion into the curricula .Building from the bottom up: make ILS as optional tool for teachers, focus on familiarising them with the tool so that they can immerse themselves in it, tailor it to the individual, the class, the lesson, and use it as they wish.</li> <li>- Organisation of group trainings for new schools and teachers prior to academic years' start.</li> </ul>

**B) Actions to be taken:**

<b>Action(s)</b> - what needs to be done?	<b>Responsible institution / person</b> - who is going to do it?	<b>Timing</b> - when is it going to be done?	<b>Resources</b> <b>Human</b> - what human resources are needed?	<b>Financial</b> - what financial resources are needed?	<b>Source of financial resources</b> - from where you will have financial support?
<b>1.1 Preparation of guides for schools on possibilities to implement the ILS into school study programs respecting the national framework curricula</b>	TUKE	Within 2022	TUKE staff	15 MDs	Own resources
<b>1.2 Integration of ILS into the Guide to the school year of the Ministry of Education of the Slovak Republic</b>	TUKE Ministry of education, science, research and sport of the SR	Prior to start of academic year 2022/2023	TUKE staff	15 MDs Travel costs	Own resources
<b>1.3 Integration of ILS into Generation 3.0 platform for innovative educational approaches</b>	TUKE Pontis Foundation	Prior to start of academic year 2022/2023	TUKE staff	5 MDs	Own resources
<b>1.4 Integration of ILS into Pedagogical-organizational instructions for schools and school facilities in the founding scope of Self-governing regions (Košice and subsequently others)</b>	TUKE Košice Self-governing region Other self-governing regions	Discussion with self-governing regions- academic year 2022/2023	TUKE staff  Košice Self-governig Region staff (or per region)	3 MDs  1 MDs	Own resources
<b>2.1 Promotion of ILS towards teachers and headmasters, and strengthening the hourly allowance of the basic curriculum (compulsory subjects) – in the form of online/face-to-face/open days on scholls</b>	TUKE	During years - 2021-2023	TUKE staff	Partly covered by InnoSchool grant + 30 MDs Travel costs	InnoSchool grant Own resources

<b>meetings with teachers supported by the e-mail campaign</b>					
<b>3.1 Creation of an automated support services at the one-stop-shop portal</b>	TUKE	Is under preparation- 2021-2022	TUKE staff InnoSchool consortium	N/A	InnoSchool grant
<b>3.2 Creation of schools accounts and guidance for teachers and provision of other personal support services</b>	TUKE+schools	During the academic year- in process- 2021-2023	TUKE staff	15-30 MDs	Own resources
<b>3.3 Organisation of group trainings for new schools and teachers prior to academic years' start</b>	TUKE	Before academic years – in years 2021 - 2023	TUKE staff	15 MDs Meeting expenses	Own resources