

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**

Czech Republic

Version date: 01.01.2022

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 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 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 6th 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

Type of targeted schools (Industry, Business, Grammar, Vocational school with/ without graduation 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
<p>1. 1. Inclusion of ILS as a permanent annual program as a sub-course among the classes of the 2nd-3rd year of secondary schools in the Liberec region</p>	<ul style="list-style-type: none"> - Working with already involved teachers - as a complete basis, it is in the process to keep already involved schools and teachers and not lose them. These teachers will be good examples and will help us open the door to other schools. - Cooperation with the Education Department of the Liberec Region - The Liberec Region is the main founder of all state secondary schools in the Liberec Region. As our goal is to get to all Liberec schools first, cooperation with their founder and project partner is crucial. - Working with new potential teachers - last but not least, it is 	<p>In order to meet our first goal, which is primarily to expand ILS to other schools, it is important to first raise awareness of our education system as much as possible, and only then do schools start thinking about it.</p> <p>It is important to address all players who decide on the form of teaching. This means that we will talk to the Liberec Region and to schools - teachers and principals. To this end, we want to continue to promote InnoSchool at all possible regional events, communicate directly with the mentioned institutions and lead other online campaigns. However, the most important</p>	<p>As mentioned, it is important to keep in touch with existing teachers and discover new ones. That is why it is important to communicate with them and maintain a relationship with them. This will be done through both online communication and the annual event, which will bring together existing and new teachers and thus help with sharing experiences and presenting successful examples.</p> <p>It is also important to remain active in action groups, but also in educational events established by the Liberec Region and to constantly maintain cooperation between organizations. Therefore,</p>

	<p>important to reach more and more teachers across schools. Thanks to the teachers who will be interested in InnoSchool, we can get to other schools.</p>	<p>thing is to communicate with the teachers themselves, with those involved, but also with new ones. The key is to create a foundation of collaborators that will be able to expand to other schools over time.</p>	<p>we will attend local fairs, meetings with directors, but we will continue to be active in action groups that are involved in the preparation of educational plans and other important documents.</p>
<p>2. Extending ILS to other regions of CZE and the whole national level</p>	<p>- Working with already involved teachers and authorities - as a first step, we should have a relatively large circle of schools and important stakeholders, and this circle of users and partners will need to be maintained. The prerequisite for expansion to our entire territory is, above all, a satisfied user base, which the system considers to be beneficial. - Work with NPI (Extending ILS to other regions of CZE) - The National Pedagogical Institute of the Czech Republic is a school educational, methodological, curricular, research, professional and counseling facility for solving issues of preschool, primary,</p>	<p>We consider the establishment of the Association of Entrepreneurs of the Czech Republic, which will be composed of leaders in the field of entrepreneurship development at primary, secondary and higher education institutions, to be a key point for the expansion of ILS in secondary schools throughout the Czech Republic. The support of the emerging association was expressed both by the leaders of the startup and corporate world, as well as by the renowned international institution Konrad Adenauer Stiftung, which will enable the adoption of the latest trends in the Czech Republic and</p>	<p>The Entrepreneurship Association will help us better communicate our common goals and gain support for ILS and other similar projects. Together we can not only set up a system of mutual learning and exchange of experience, but also create a common system where we specialize in the part of business education in which we are the best. As we said, the next steps are key to a successful ILS expansion. Through the association, we will directly address schools, principals and teachers so that schools have the maximum possible amount of information that will facilitate their implementation of ILS at their</p>

	<p>secondary and higher vocational education. As this is the most important institution in charge of, among other things, secondary education, it is important to maintain the cooperation that arose at the beginning of the project and after its end. NPI has the greatest potential in terms of recommended materials for schools, but is also responsible for creating plans that determine exactly what the student should know and be able to do.</p> <p>- Working with new potential teachers - Last but not least, there is a need to find and engage new teachers who will be able to bring ILS to their schools. As it turned out so far, the biggest driver in the case of a program like InnoSchool is the teacher, he must say that he wants to implement such a novelty and also the main one who can implement it.</p>	<p>at the same time expand our success in other countries. The association will be key for communication with schools, national educational institutions, but also other stakeholders that affect secondary education in the Czech Republic. In addition to the association's activities, we still plan direct communication with the DEX Innovation Centre, both on social networks, through direct communication and through our thematic events.</p>	<p>school. For information, we will use existing materials created by the project and especially videos from online events, such as the 1st and 2nd day of InnoSchool, but also the online finals of student teams. We will also use all possible communication materials and the main material for disseminating information will be the National Evaluation Report that we have created for this purpose. The report is designed to include all relevant information, goals, teaching opportunities, but also links to videos or case studies.</p>
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<p>3. Support for the use of ILS by national and regional organizations responsible for secondary education</p>	<p>Promoting the use of ILS by national and regional organizations responsible for secondary education is another key challenge that is important for the sustainability of the project and builds meaningfully on previous challenges. If we achieve maximum awareness and successfully extend ILS to other schools, it will be the authorities responsible for secondary education that will help us to the last step, ie the inclusion of ILS in national programs, which recommend to schools the use of various methods, methodologies, but also tools for education.</p>	<p>Sufficient information of important actors about ILS, its possibilities and its advantages will play a key role in achieving our goal. Again, it will be crucial to communicate with these institutions and share the successes that have been achieved not only in the Czech Republic but also within the whole partnership. The main role in this activity will be played by us (DEX IC), but also by the emerging Association of Entrepreneurial Czech, which will promote activities not only in schools but also among important actors in the field of education. The mission of the association is not only to expand the programs of involved organizations but also to communicate the importance of topics such as entrepreneurship and its development among students.</p>	<p>As in the case of the extension of ILS to schools, sufficient awareness of important actors about ILS, its possibilities and benefits will play a key role in achieving our goal. Once again, it will be crucial to communicate with these institutions and share the successes that have been achieved not only in the Czech Republic, but also within the entire partnership. As in point 2, we (DEX IC) will play a major role in this activity, and in cooperation with the emerging Czech Entrepreneurial Association, we will promote activities among major players in the field of education. The key organizations are mainly NPI (National Pedagogical Institute of the Czech Republic, all regions that are the founders of schools, but also important non-governmental organizations dedicated to improving education in the Czech Republic. We will communicate</p>
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			with all organizations, present to them the results and suggestions on how we want to achieve all our goals and why they should support them.
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B, Actions to be taken:

Action(s) - what needs to be done?	Responsible institution / 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?
1. Online campaign for involving schools	DEX IC	1 post / 2 month	Manager of educational programmes	Personal costs	Own resources
2. Online event for involved and new schools	DEX IC	1 /1 year	Manager of educational programmes	Personal costs	
3. Establishment of the Entrepreneurial Czech Association	DEX IC	March 2022	Manager of educational programmes	Personal costs	Not clear yet
4. Presentations at	DEX IC	2 events / 1 year	Manager of	Personal cost,	Own resources

thematic events and events dedicated to business and entrepreneurship at high schools			educational programmes, Communication managers	participant fee	
5. Campaign within the Association of Entrepreneurial Czech	DEX IC + NEW Association	Not defined yet	Communication managers	Personal costs	Not clear yet
6. Contacting schools through the newsletter	DEX IC	2 newsletter / 1 year	Manager of educational programmes, Communication managers	Personal costs	Own resources
7. Participation in national action groups	DEX IC	2 participation / 1 year	Manager of educational programmes	Personal costs	Own resources
8. Contacting stakeholders through the newsletter	DEX IC	2 newsletter / 1 year	Manager of educational programmes, Communication managers	Personal costs	Own resources

