



Danube Transnational Programme

InnoSchool



Project co-funded by the European Union funds (ERDF, IPA, ENI)

A stream of cooperation

www.interreg-danube.eu/innoschool



The InnoSchool main goal is to strengthen social innovation and entrepreneurship among high school students by developing and implementing a highly innovative education system - ILS.

Pilot experience

The pilot deployment took place from September 2020 to the end of February 2021. The schools were in various situations, but most of them implemented the majority of the program only remotely, online. Teachers and students were given not only an online educational tool to develop their social entrepreneurial skills, but also a teacher's guide, worksheets, activity guides and more.

The educational concept helped schools, and especially students, to gain new knowledge, skills and experience about social entrepreneurship, as these were different groups of young people who differed not only in family background and age, but also in nationality, view of business, or interest in education.

Students appreciated the activities in which they got acquainted with their surroundings, with social entrepreneurs, and also with the social topics that surround them in their communities. At the same time, they appreciated the international overlap, the fact that teachers were able to use not only the game during the implementation of the Pilot, but also a large number of other supporting materials, such as guideline for teachers, worksheets, presentations and useful materials, allowing them to conduct educational sessions even in difficult conditions in the form of online training lessons, without the possibility of physical encounters.

Impact of the pilot

- Students felt empowered, confident, and active to develop new ideas and solutions.
- The teacher can act from the position of a coach and be closer to students.
- Great opportunity for students to raise awareness and empathy towards social issues and contribute to the development of ideas meant to improve the community.
- It is necessary to constantly come up with motivation for students, which fluctuates over time.
- Teachers had positive attitudes towards the ILS and some were especially engaged with the topic of social innovation.
- Opportunity to introduce new methods in schools and to do more on developing entrepreneurial skills of students and developing the competencies of teachers at the same time.
- By using the ILS, students were given the opportunity to use their theoretical knowledge in an entertaining way, learn about their own skills and discover which areas to improve

Impact of the pilot



BEFORE PILOT



70% of participating students are familiar with the entrepreneurship concept



51.6% of the students can indicate the difference between an enterprise and a social business



28.9% of the participating students can give examples of social entrepreneurs

VS



AFTER PILOT



92% of participating students are aware of entrepreneurship and social entrepreneurship



88.2% of the students distinguish between an enterprise and a social business



49.2% of the participating students can list social entrepreneurs

Case studies

"I was fascinated by the InnoSchool project when I first read about it. During the training in Liberec, it clearly excited me. During my almost forty years of work in education, I try to invent or adopt methods that would be suitable for a significant group of students with a predominantly kinesthetic way of learning. That's why I decided to learn more about the project and then directly involve it with our school." - **Czech Republic**

"As the ILS progressed, Ivana Mihajlović, teacher and school's psychologist, got to the point in the Game when she introduced six social challenges to her class. And that is when two of her students, Svetlana Lazarević and Dragana Petković, members of the "DC" student team knew: child welfare would be their topic of choice. Both students remembered that on October 08, 2020 a daily newspaper reported that the Belgrade's Drop-in Center for street children recorded 112 instead of usual 60 to 65 daily visits. It was more than enough to spark an idea." - **Serbia**

"As one of 8 secondary schools in the Košice region, our school participated in Innoschool Learning system piloting in the months September 2020 - February 2021. Piloting Innoschool, highly innovative Learning System, aimed at strengthening the entrepreneurial spirit, perceptions of social problems, challenges and the creation of social innovations by secondary school students, and which combines traditional classroom learning methods with digital elements and web-based serious game, was for us teachers, as well as for students themselves, a great challenge." - **Slovakia**

Case studies

"With the help of Innoschool's social entrepreneurship project my teammates and I learned how to put together a social business that focuses on giving back to our community while also making a profit. I learned about empathizing with the people around me and using my entrepreneurial skills for good. I am confident this project will help me in the future." - **Romania**

"The Innoschool program is a fabulous opportunity to bring the topic of social entrepreneurship closer to the students in an innovative way. The students work in a team to develop a business idea for a current social or ecological problem in their environment.[...]It is a pleasure to see how students outgrow themselves as part of a team. Especially in distance learning, it was a relief for me to be able to use a ready-made tool that provides grounded information and integrated exercises. I would take part in the InnoSchool program again with a class at any time." - **Austria**

"The training develops entrepreneurial attitude and skills[...]. As part of the pilot training, they learned to set a mission and vision for their business idea, considered what new products they can create in tourism with a social impact for local people, did marketing planning, assessed risks and developed a business model. This was made as a simulation in an attractive online environment, in which students could build their idea step by step as a team, and I could monitor their work and guide them." - **Bulgaria**

Case studies

"InnoSchool learning system is perfectly designed tool to help us, as teachers, to increase students knowledge of social innovation and entrepreneurship, while at the same time to develop core skills for learning, life and work. " - **Bosnia and Herzegovina**

"The ILS game compounds of 6 modules in which, firstly, students get familiar with the theoretical background of certain aspects of social businesses and business management. Although, students later on had to develop their entrepreneurial skills during the times of digital education due to the pandemic, open tasks were elaborated thoroughly, and they are in each case the result of a good team cooperation. Overall, Róbert considers the InnoSchool Learning System worthy and InnoSchool as a valuable endeavour for reforming business education in middle schools. he would recommend the InnoSchool Learning System to other business classes for using." - **Hungary**

"It was a bit difficult in the beginning as my classmates did not really believe that we can come up with viable ideas according to the social needs in our community. Our teacher encouraged us to speak to people in the community in order to have a bigger picture of the situation, to work in teams, to research, to explore even the most daring ideas. Our social business idea is renewable energy and we explored this field during the programme. This made me think about what my future profession would be and now I am certain that I will study this area" - **Moldova**

Project Partners:

-  DEX Innovation Centre
-  Business Incubator – Gotse Delchev, Entrepreneurship Promotion Centre
-  The European Center for Socio Professional Integration ACTA
-  Central Transdanubian Regional Innovation Agency Nonprofit Ltd.
-  Vienna Board of Education, European Office
-  Technical University of Kosice
-  Regional Department of Education - Blagoevgrad
-  Centre for Resources and Educational Assistance of Bihor County
-  Agency for Economic Development of City of Prijedor “PREDA-PD”
-  Regional Agency for Development and European Integration Belgrade
-  FACLIA - Association for Children and Youth

Associated Strategic Partners:

-  Regional Authority of Liberec Region
-  Vocational Training Center, Székesfehérvár
-  Ministry of Education and Culture of Republic of Srpska
-  Ministry of Education, Science and Technological Development
-  Košice Self-Governing Region
-  Ungheni Education Directorate



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