

## Section 1 - Summary

### 1.1 Author

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### 1.2 Background

I am a secondary education teacher of economics. I propose the show "What I love" to be held per annum, at every High School. Here you can see the 2019 show:

[https://www.youtube.com/watch?v=E\\_yiVqwp\\_Ss&t=549s](https://www.youtube.com/watch?v=E_yiVqwp_Ss&t=549s)

### 1.3 Descriptive title

**"What I love" is a free expression and creation show, which was firstly held in 2014:**

<https://www.youtube.com/watch?v=iRnkgex0OKo>

### 1.4 Abstract

**This policy is about including all students and all disciplines to STE(A)M education. The children (students) will benefit from it as they will be included as a whole to a project and the society will benefit as it will be more humane and skilled at the same time. "What I love" will almost need the whole year to be implemented. You are welcome to help in its implementation at your school and benefit from it.**

## Section 2 – Goals

### 2.1 General goal

**- The general goal I want to achieve is fighting the absence of an inclusive policy for all the students and all disciplines.**

**- I envision the inclusion of all students and all disciplines via "What I love".**

### 2.2 General goal description

**- My goal is totalistic inclusive education, which would require more funding. Thus, money spent in projects to promote inclusive education for sub-groups of students, could be partially transferred to fund my project.**

### 2.3 Strategic goals

**- My strategic objective is to have at least 1 Highschool in each country of the European Union implement "What I love" for 2 consecutive years, up to 2025.**

## Section 3 – Targets

### 3.1 Beneficiaries

- **Everyone will benefit, the children and the whole society as this is a humane solution and together a cost-effective solution.**
- **The children will benefit directly by being included and by learning to be inclusive. The whole society will benefit from a better education and from the funds released to serve other needs.**

### 3.2 Recipients

- **The recipients of this policy are at first the teachers who shall pursue implementing such a policy.**

Max 1000 characters per recipient.

### 3.3 Special needs

- **Everyone is included, no exclusion.**

## Section 4 – Value Proposal

### 4.1 Value proposal

- **Love is the answer, no matter what is the question, thus by implementing “What I love” we will get everyone included, saving funds to build a better education from that point on.**

### 4.2 Results

- **I expect few High schools from each country of European Union to adopt “What I love” within next year and at least one High school from each country to implement “What I love” for two consecutive years.**

### 4.3 Impact

- **I aim to make “What I love” a stable presence in the Annual Education Plan of dozens of High schools in European Union.”**

## Section 5 – Costs

### 5.1 Cost structure

- **Furnishing**
- **Hardware**
- **Software**
- **Miscellaneous services**

## 5.2 Funding opportunities

- **Recurring public call for funding to Local Authorities (Municipality, etc.), as it will benefit the local students and future sponsors of municipal projects.**

## Section 6 – Action Plan

### 6.1 Activities

- **Call for the students to participate.**
- **Programming of individual or team projects.**
- **Realization of the projects.**
- **Presenting the result in the context of a central theme, making each project a piece of a puzzle.**

**(The duration from start to the end will be around 6 months)**

## Section 7 - Risks

### 7.1 – Risks/Competition

#### a. Risk description

- **This project cannot be realized only in school hours. It will require the teacher(s) involved to offer their unpaid job in their free time. It will also require the students to offer their unpaid job in their**

**free time. Therefore, there is the risk: teacher(s) or/and students to abandon the project in the way.**

b. Probability: **1 (Since they will have started the project –teachers and students- are expected to go on all the way till the end).**

- Assign an integer value in the range 1-4, with 1 equal to very low probability and 4 equal to very high probability

c. Severity: **1**

- Assign an integer value in the range 1-4, with 1 equal to negligible impact on the project and 4 equal to high risk of failure.

d. Mitigation strategy

**- To avoid or mitigate the risk, I would stress out the importance for everyone to participate in a voluntary base and support and closely follow up with the progress of the students, and facilitate them in all ways possible offering my unpaid job and my free time to work out a solution for every difficulty.**

## 7.2 – Risks/Opposition

a. Risk description

**- There will not be enough volunteers to start the project.**

b. Probability: **3**

- Assign an integer value in the range 1-4, with 1 equal to very low probability and 4 equal to very high probability

c. Severity: **3**

- Assign an integer value in the range 1-4, with 1 equal to negligible impact on the project and 4 equal to high risk of failure.

d. Mitigation strategy

**- To avoid or mitigate the risk we cannot do much. It is expected that not every High School would adopt a proposed project, which requires the teachers to offer their unpaid job and free time, and the students to do so as well. Nevertheless, there can be a campaign throughout the year and make the teachers and students more familiar with the idea of STE(A)M education and the importance of its implementation.**

7.3 – Risks/External Menace

a. Risk description

- The lack of time even when the teachers and students are willing to participate in the project**
- Potential lack of funding**

b. Probability:3

- Assign an integer value in the range 1-4, with 1 equal to very low probability and 4 equal to very high probability

c. Severity:3

- Assign an integer value in the range 1-4, with 1 equal to negligible impact on the project and 4 equal to high risk of failure.

d. Mitigation strategy

**To avoid or mitigate the risk we can try to find solutions which do not cost. Also, the recurring public call for funding could help out. The importance of the project shall be communicated to the local community (Authorities, Teachers of the school, parents of the students, etc.) throughout the year so that they will understand the value of it beforehand.**