



## **FIDE EDU Report January - March 2023**

All of the following programs and activities are aligned with the Strategy Action Plan (SAP) developed by FIDE and FIDE EDU in 2021-2022 as a result of the global Chess in Schools Survey conducted in 2021 as a partnership with FIDE and the ECU.

### **FIDE EDU Mission**

To make chess an essential tool for educating students around the world.

### **FIDE EDU Objectives – 2023 - 2026**

- Position FIDE as the Global Leader in Chess in Education
- Double the number of teachers delivering chess-related instruction (from 92,500 to 200,000)
- Double the number of students involved in scholastic chess (from 25 to 50 million)
- Increase the number of participants in FIDE EDU courses (teachers and lecturers) by 20% each year.

### **FIDE EDU General Strategies**

- Access Key Stakeholders
- Build the CIE Community
- Provide Training & Resources
- Encourage & Enable CIE-related Research
- Increase Quality Professional Development Opportunities
- Assist Federations & Organizations to Expand CIE

### **FIDE EDU Activities – December 2022 – March 2023**

#### **December – January**

- EDU Commission Assignments
- EDU Workgroup Assignments and Group Meetings
- International Advisory Board – Start of Revision of EDU Courses
- CIE Development Team – Start of Plan Development and Resources
- Preparations for Other EDU Priorities (see EDU Annual Plan)

#### **February**

- EDU Commission Meeting Online (Feb. 11<sup>th</sup>)
- International Advisory Board – Continued Revision of EDU Courses
- CIE Development Team – Consultations with 17 Countries
- Research Project in Armenia Completed

## March

- International Advisory Board – Continued Revision of EDU Courses
- New FIDE Journal of Chess in Education Website Design
- New Chess Research Database Collaboration with European Chess Union EDU
- Social Media Efforts Initiated
- EDU Preschool Conference – March 17
- EDU Commission Meeting in London – March 17
- London Chess Conference – March 18-19
- Additional Research Projects Planned

## Activity Highlights

- Preparation of Teachers Course (PoT) Revised and scheduled for April 2023
- Free Tech Support for PoT course Participants (added value)
  - ChessKid
  - Think Like a King
  - LearningChess
  - Opening Master
- London Conference Partnership with ECU and ChessPlus
- Social Media Highlights
  - London Conference - Twitter 111 Retweets, 406 Favs, and 113650 Impressions
  - Re-post of Nigerian Chess for Children Under the Bridge Video: 20,000 views

## EDU Commission Meeting Report (from the London Chess Conference)

Meeting Attendees: Jerry Nash, Rita Atkins, Leontxo Garcia, Tamara Sargsyan, Anzel Laubscher, Boris Bruhn, Tabano Mothokomedi, Abhijit Kunte, Hanif Kureshi, Mark Nowaczki, Madalina Lejean-Anusca (representing the ECU EDU Commission).

The London Conference provided the opportunity for EDU Commission and EDU workgroup meetings. Workgroup meetings included the International Advisory Board, Research, and Strategy Workshops.

Topics discussed during the Commission meeting included research, revision of the EDU Preparation of Teachers (PoT) course, a recommendation to create a certification for schools that feature chess, collection of additional CIE resources for teachers, CIE Ambassadors, online strategy workshops, and social media efforts.

## London Chess Conference Report

The London Chess and Education Conference has been running annually since 2013 and has established itself as the leading global conference. This year more than 100 people from 32 countries shared information about how we can improve the teaching of chess education.

The first day of the conference was a special preschool session organized by FIDE. It was a hybrid event, with seven online and four in-person presentations heard and streamed through the FIDE YouTube channel. We have learnt about how to improve preschoolers' literacy skills, spatial coordination, memory, and motor skills through chess. Emotional well-being, loss of fearfulness, and improved concentration are among other positive effects of the early introduction of chess into children's lives.

We also wish to provide standards for training and program credibility within the Chess in Education community. Educational chess is thought to improve problem-solving skills that are necessary for STEM subjects. Day two and three of the conference had two ambitious goals. The first was to seek out specific ways in which chess and chess-related activities in the classroom could improve students' performance in Science, Technology, Engineering, and Mathematics. The second was to showcase examples of using the chessboard and the chess pieces as educational tools in the teaching of STEM subjects. We met an impressive line-up of STEM experts and pedagogues at the conference.

One conference session focused on the latest chess research. FIDE EDU is particularly interested in innovative ways to measure the impact of educational chess instruction.

On Sunday several examples of national CIE projects from Catalonia, Romania, Pakistan and India already launched were presented.

The partnership of FIDE EDU and the London Conference (ECU and ChessPlus) created positive public relations for FIDE with organizers and participants. The partnership was cost effective for FIDE, saving significant funding while increasing visibility. In addition, FIDE and FIDE EDU gained important content for both websites.

### **Report Submitted By**

Jerry Nash  
Chairman, FIDE Chess in Education Commission

Rita Atkins  
Secretary, FIDE Chess in Education Commission



## Summary of FIDE EDU Annual Plan 2023

All of the following programs and activities are aligned with the Strategy Action Plan (SAP) developed by FIDE and FIDE EDU in 2021-2022 as a result of the global Chess in Schools Survey conducted in 2021 as a partnership with FIDE and the ECU.

### **FIDE EDU Mission**

To make chess an essential tool for educating students around the world.

### **FIDE EDU Objectives – 2023 - 2026**

- Position FIDE as the Global Leader in Chess in Education
- Double the number of teachers delivering chess-related instruction (from 92,500 to 200,000)
- Double the number of students involved in scholastic chess (from 25 to 50 million)
- Increase the number of participants in FIDE EDU courses (teachers and lecturers) by 20% each year.

### **FIDE EDU General Strategies**

- Access Key Stakeholders
- Build the CIE Community
- Provide Training & Resources
- Encourage & Enable CIE-related Research
- Increase Quality Professional Development Opportunities
- Assist Federations & Organizations to Expand CIE

### **FIDE EDU Priorities for 2023**

- Improve Communications and Visibility
  - New Websites
    - EDU Goal: Become the primary global portal for all things chess in education.
    - Research Database
    - FIDE Journal of Chess in Education
  - Social Media Efforts
  - Provide and/or Partner with Key CIE-related Conferences to disseminate and highlight the importance of educational chess.
    - Pre-School CIE Conference
    - London Conference
    - Judit Polgar Global Chess Festival
    - Other
  - Online Strategy Workshops
  - Educators' Award
  - CIE Ambassadors at Education Conferences
  - FIDE Journal of Chess in Education
  - University-related Events



- Expand Resources
  - International Advisory Board (IAB) – Goal: Provide standards for training and program credibility within the CIE community and the broader education community.
    - Revision of FIDE Courses
    - Certification of Approved Courses
    - Certification of Models of Good Practice
  - Marketing Materials (Booklet, Brochure, PowerPoints)
  - Research
  - Develop Pre-School Programs and Materials
- Build Sustainable Programs
  - CIE Development Team (CDT) – Goal: Assist federations and/or organizations to develop large-scale sustainable CIE programs.
    - Respond to Requests
    - Assess Needs
    - Develop Agreements
    - Develop Sustainable Programs (3-year timeline)
  - Partner with ECU and other Continental or Federation Leaders
  - Partner with Global Education and Social Organizations
  - Partner with other FIDE Commissions as Needed
  - CIE Ambassadors – Goal: Create a cadre of CIE spokespersons to communicate the benefits of CIE and open the doors to further program development.

## **EDU Commission and Workgroups**

Members of the EDU Commission along with other volunteers are organized in voluntary workgroups, where they use their expertise to help build sustainable CIE programs around the world. Below are these workgroups:

### **1. EDU Website**

**This is split into two workgroups, both of which** is led by the Secretary of the Commission. Please state which of the two (or both) workgroups you would like to participate in if any.

Workgroup 1: Outline design of new EDU website

This is a two-month long intensive project that seeks to establish the structure and the look-and-feel of the new EDU website. Our ambition is to create a state-of-the-art information-sharing website that everybody turns to in matters of CIE. Expect weekly brain-storming sessions, in which we discuss content, navigation structure, and gather examples from the web to follow.

Workgroup 2: Content creation

This will be an ongoing workgroup, in which participants gather up-to-date content from their region and their area of interest in CIE. Content, that can take the form of blog posts, news stories, or just bits of information, is forwarded to the Secretary.



**2. Social Media**

**The main task is to filter the EDU Website for** new information and transfer that across to the various social media platforms. Ideally one person would be responsible for each platform: Facebook, Instagram and Twitter. We welcome volunteers for other platforms, such as Twitch TV and Tiktok as well. Please indicate which platform you would be interested in taking charge of.

**3. FIDE Educator Award(s)**

Establish the new FIDE Educator Awards for good practices in CIE. The workgroup would develop the framework of the award: the pool of recipients (individuals and/or organisations), the criteria for the award, and the application process.

**4. Research**

**Mark Nowacki** is the leader of the Research workgroup.

The purpose of the workgroup is to develop CIE-related research projects. Provide advice/how-to's for developing good projects. Assist in the location and accumulation of existing research into an online database.

**5. Strategy Workshops**

**Many chess federations and schools know little to nothing about CIE**, and those that are familiar with the concept need practical pointers about how to include it in their system. To remedy this, we are proposing Strategy Workshops as online discussion forums in two main areas: one is a general one about the meaning of CIE and the second is a more practical session on how to get started with CIE in your school or organization. Four strategy workshops (two of each type) would be scheduled for 2023. The workshops are free for anyone to attend and planned to last a couple of hours. Workgroup members will design and run these workshops.

**6. Universities**

**Develop strategies and activities for the advancement of CIE** at university level. This could include creating tournaments (for the purpose of establishing contacts for CIE at universities) and conferences as well as identifying models of good practice for CIE courses in higher education.

# **FIDE Strategy Group Chess in Education Action Plan 2021-2025**



**October 27, 2021**

## **Author Note**

### **Authors**

The FIDE Chess in Education Strategy and Action Plan was written by Jerry Nash with contributions from the Strategy Group, the Certification and Endorsement Group led by Boris Bruhn, the Spanish Subgroup led by Leontxo Garcia, and the Asian subgroup led by Sami Khader. The accompanying Communication presentation was created by David Llada and Leontxo Garcia.

### **Thanks to FIDE**

All of the participants involved wish to thank the leadership of FIDE for its support of Chess in Education.

### **Contact Information**

Dana Reizniece-Ozola – [dana.reizniece-ozola@fide.com](mailto:dana.reizniece-ozola@fide.com)

Jerry Nash – [jerry@chessinschools.us](mailto:jerry@chessinschools.us)

## Table of Contents

<b>Definition of Chess in Education .....</b>	<b>3</b>
<b>FIDE’s Role for Chess in Education .....</b>	<b>3</b>
<b>Vision Statement.....</b>	<b>4</b>
<b>Mission Statement .....</b>	<b>4</b>
<b>Rationale .....</b>	<b>4</b>
<b>Goals .....</b>	<b>5</b>
<b>Project and Activity List.....</b>	<b>6</b>
<b>Communication .....</b>	<b>6</b>
<b>Promotion .....</b>	<b>6</b>
<b>Development and Support .....</b>	<b>6</b>
<b>Partnerships.....</b>	<b>7</b>
<b>Research.....</b>	<b>7</b>
<b>Fundraising.....</b>	<b>8</b>
<b>Workshops .....</b>	<b>8</b>
<b>Certification and Endorsement .....</b>	<b>8</b>
<b>Summary of Recommendations.....</b>	<b>21</b>
<b>Yearly Action Plans.....</b>	<b>22</b>
<b>Acknowledgements.....</b>	<b>28</b>



## **FIDE Strategy Group Action Plan 2021-2025**

### **Definition of Chess in Education**

As distinct from a focus on competition, chess in education is an effective tool for the development of intellectual and social skills in the 21st century. Since students can learn through play, chess can be implemented as a curricular subject or as a transversal and/or interdisciplinary tool with its own didactics, or through its integration into other subjects, improving the quality of the overall teaching-learning processes. Competitive chess offers the opportunity for the continuation of educational skill development.

### **FIDE's Role for Chess in Education**

As the world governing body of the sport of chess, FIDE is uniquely positioned to expand the global outreach for chess in education (CIE). In addition to mobilizing financial and human resources, FIDE can play a significant role in the following ways:

- Build the CIE community.
- Address key decision-makers among stakeholders (e.g., education, government, business, etc.)
- Guide and recognize the achievement of CIE service providers.
- Establish quality standards for CIE training and materials.
- Certify and endorse quality CIE courses and lecturers.
- Provide training and resources for the development of CIE.
- Encourage and enable CIE-related research.

To maximize its strengths and resources, FIDE should continue to involve the CIE community in the development of ongoing strategies and action plans and to outsource the direct management of projects and activities under FIDE supervision wherever possible.

### **Interim Strategy**

The Strategy Group anticipates the need for FIDE to develop the infrastructure necessary to carry out the ambitious strategic plan outlined below. During the first year, FIDE should outsource some elements of the plan with the understanding that this is a short-term solution. FIDE should make every effort to have the infrastructure, resources, and a sufficient number of CIE experts in place within a year so that its work is autonomous and independent. In particular, FIDE should do all it can to ensure that, after the next elections, all members of the Chess in Education commission have a sound knowledge of educational chess.

The interim solution is to collaborate with existing federations, organizations, and/or individuals to outsource certain elements of the plan. One example of this is in the area of Certification and Endorsement. Other examples are outlined in the Project and Activity List. Prior to signing any collaboration agreement with another body, FIDE should create a founding document on educational chess with the essential criteria to be applied in this field. Even when outsourcing work, FIDE should maintain control of the standards and processes to ensure the maintenance of high-quality standards.

During this initial one-year period, FIDE with FIDE EDU should appoint a working group such as the Strategy Group or the International CIE Advisory Board to monitor these collaborative agreements. The members of this group would be completely external to the organizations involved in the collaborative agreements and would monitor the achievement of the objectives of the Strategic Plan, reporting to the FIDE General Assembly in 2022. An attempt should be made to have experts in educational chess from all continents represented in such a working group.

In cases where FIDE may collaborate with an organization which already works in close association with a federation (like Chess Plus, mentioned several times in this document), FIDE and the cooperating federation should clarify the nature of its relationship with that organization.

## **Vision Statement**

To improve the lives of students and the quality of their education by expanding the global outreach of chess in education.

## **Mission Statement**

Assist governments, public and private institutions, federations, and individuals in expanding the global development of chess in education, that is, chess as an educational tool.

## **Rationale**

The worldwide survey Final Report identified several models for Chess in Schools (CIS):

- Highly institutionalized (**HI**)
- Diversity (**D**)
- Less institutionalized (**LI**)
- No chess in schools (**N**)

In addition, the categories of “teachers vs. instructors teaching chess” and “sportive chess vs purely educational chess” emerged as topics which deserve further exploration.

The Survey report emphasized the following needs:

For Institutionalized and Diversity models:

- Provision of feedback to teachers
- Identification of teachers’ needs and suggestions, for example, organizing a forum for the exchange of ideas between schoolteachers
- Promotion of outstanding teachers of the world and their involvement in the process of introducing educational chess
- Introduction of preschool chess education
- Identification of reference schools with good chess teaching practices and disseminating their experience
- Distribution of training materials, advertising brochures, videos in different languages

In addition, “Respondents pointed out the need to work with national governments to spread chess education and sponsor teacher training as well as to build bridges between educational and sports chess.”

For the Less Institutionalized Model, the following suggestions were more relevant:

- Lobbying the government to recognize chess as a school subject (including at the European Union level, based on the EU Parliament Written Declaration 50/2011)
- Accreditation of training courses
- Development of publicly available training programs
- Provision of training courses online
- Help in popularizing chess, advertising for teachers, schools, politicians
- Holding a conference with UNESCO for politicians, educators' organizations and others
- Financial support.

Based on these suggestions, as well as feedback gathered by members of the Strategy Group and the Certification and Endorsement Group, the following projects and ongoing activities are recommended. Obviously not everything can be accomplished at the start, so the recommended action plan assigns start and end dates for each of the next four years with an emphasis on the first two years.

The Strategy Group recommends a series of workshops that will continue to identify needs and appropriate projects. These workshops will then provide project and activity recommendations for years three and four.

The projects (which have a start and end date) and activities (which are ongoing) are organized into the following general categories.

- Communication
- Promotion
- Development
- Partnerships
- Research
- Fundraising
- Workshops
- Certification and Endorsement

**Unless otherwise noted by the model abbreviations above, a project or activity will be assumed to address needs within each of the four CIS models.** For each project or activity, the Strategy Group has identified what person or organization they believe best positioned to carry out the work.

**For all projects and activities, it is assumed that FIDE (along with FIDE EDU) will be the supervisory body even if the actual work is outsourced to an individual or organization.** It is also assumed that additional projects and activities will be recommended as the work (and strategies) continue to evolve.

## Goals

- Increase awareness of CIE within mainstream education as well as within the chess community.
- Connect and expand the network of CIE service providers.
- Develop promotional strategies and resource materials.
- Create curriculum resources and CIE growth opportunities.
- Build partnerships with CIE organizations, programs, and service providers.
- Build partnerships with mainstream educational organizations and businesses.
- Encourage and support CIE research.
- Create partnerships for funding CIE activities and initiatives.

- Offer services and products (including certifications and endorsements) that address CIE stakeholder needs.
- Continue to develop growth strategies through global workshops and forums.

## **Project and Activity List**

### **Communication**

The Strategy Group considers Internal and External Communication as a high priority area for FIDE to address. The accompanying PowerPoint includes the Strategy Group's vision for this development.

### **Promotion**

- FIDE Communications Officer, EDU Secretary, and Strategy Group
  - Develop marketing materials that address a variety of audiences: chess community, education community, government leaders, general public, sponsors, etc. Year 1
- FIDE Program Manager, EDU Chair, Secretary, and EDU Commission
  - Create an annual or biennial Early Years Skills and Preschool Chess international conference, with the support from active organizations and experts in the field. (HI, D) Year 1
  - Partner with ChessPlus to support its annual Chess in Education conference. Year 1
  - Partner with other organizations to offer national and/or regional chess in education conferences. (D, LI) Year 2-3
  - Attend and/or present annually at two national and/or international chess in education conferences, and, especially, at as many education conferences as possible. Years 1-2
  - Attend and/or present annually at two leadership meetings/conferences for decision-makers in education and/or government. Years 1-2
- FIDE President, Program Manager, FIDE Communications Officer, EDU Chair, and EDU Commission
  - Create a strategy for the promotion of chess in education within countries. As part of this strategy, FIDE would create the honorary position/title of Chess in Education Ambassador for experts in the field of chess in education, to promote chess worldwide. It would be highly desirable for these experts to be supported by the best players in each country or by famous role models, provided that they have previously received basic knowledge of educational chess. The target audiences include both the chess community as well as education and government leaders along with influential journalists. The following names are suggested as examples of possible FIDE CIE Ambassadors: Anya Taylor-Joy (actress from QG), Anatoly Karpov, Vishy Anand, Klitscho brothers (Ukrainian boxers), Arnold Schwarzenegger, Steven Segal, and Novak Djokovic (tennis). Year 1
  - Create an annual award for Teacher of the Year (up to 20 teachers awarded). The award would go to a classroom teacher who is active in some form of chess in education. Nominations would be solicited through the EDU website as well as through other CIE websites. (HI, D) Year 2

### **Development and Support**

- FIDE EDU Chair, Secretary, and EDU Commission

- Collect and/or create basic guidelines for chess in education to be made available through the EDU website. **(LI, N)** Years 1-2
  - Conduct a SWOT Analysis of Chess in Education for future growth. Year 1
  - Partner with other organizations to conduct teacher training events in countries with no CIE programs who request help to start CIE initiatives. **(LI, N)** Year 2
  - Create projects for training in chess for students with special needs (Autism, ADHD, etc.). Year 2
- FIDE Program Manager, EDU Chair, and ECU EDU
    - Create Social Development projects in cooperation with the appropriate FIDE commissions and CIE partners. For example: Chess for refugees and people in displacement. Year 1

### **Partnerships**

- FIDE President and Program Manager and EDU Chair
  - Establish goals and criteria for partnerships and sponsorships. Year 1
  - Find partners of high credibility in the global education community for an expansion of CIE. Years 1-2
  - Invite interested CIE-related organizations, individuals, and service providers to join a global CIE Alliance/Coalition. Years 1-2

### **Research**

- FIDE Program Manager, EDU Chair, and ECU EDU
  - Provide funding for the CSRI Research Journal to publish CIE-related research. Year 2
  - Provide grant funding to which people can apply for support for CIE-related research projects. The International CIE Advisory Board (ICAB) will review grant requests annually. Years 2-4
  - Create and Fund an International CIE Advisory Board (ICAB). Year 1 Work of the Research Workgroup would include but not be limited to the following:
    - Translate five key research articles into English annually.
    - Gather existing research into one or more websites. Take advantage of existing compilations to create a network of locations for CIE research in multiple languages.
    - Develop new strategies with expert statisticians to gather more reliable CIE data.
    - In-depth research. The Worldwide Survey provided a foundation for future research and investigation. Additional projects and activities will be identified as a result of the research. Examples include:
      - Year 1-2: India: how has chess in schools become such an important activity?
      - Year 1: Study on the needs of countries or regions with no or less developed chess in education and how FIDE can provide support.
      - Year 1: Analyze successful chess in education projects so they can be replicated in other contexts.
      - Year 1-2: China: how has chess in schools become such an important activity?
      - Year 3: Conduct content analysis of video lessons, recorded classes, and curriculum from a variety of countries.
      - Year 3: Conduct document analysis of documents, laws, handbooks, and programs related to chess teaching.

- Create a public call for research projects once funding has been established. The ICAB would include the call who applicant entities may be, what formal requirements must be taken into account, and what objectives are being pursued.

### **Fundraising**

- FIDE Program Manager, EDU Chair, and EDU Commission
  - Create a Fundraising Workgroup to partner with fundraising experts to explore how FIDE can bring in money for chess in education projects around the world and identify what is needed to make this search for funding successful. **(LI, N)** Year 1
  - Develop sponsorship packages for potential sponsors. Year 1
  - Form partnerships with large education platforms. Year 1

### **Workshops**

- FIDE Chair, FIDE Commission, EDU Commission, Jesper Hall
  - Conduct online strategy workshops for needs analysis of selected CIS models. Year 1  
Workshops would provide input for future projects and activities. Topics for workshops include but are not limited to:
    - Teachers vs. instructors teaching chess.
    - Sportive chess vs purely educational chess.
  - Conduct online informational workshops (an introduction to chess in education) upon request. **(LI, N)** Year 1
- FIDE Commission and ChessPlus
  - Conduct a regular forum for teachers on various chess in education topics. **(HI, D)** Year 2

### **Certification and Endorsement**

#### **Introduction**

Making use of the work done to date by many, including most recently by the C&E work group, below we would like to present a proposed structure and procedure which we believe would be useful in providing quality training of teachers for Chess in Education, where service providers are incentivized to create and deliver a variety of high-quality certification solutions for the varied and diverse communities worldwide.

Our recommendations refer to the legal entity FIDE which should be interpreted as comprising a management team and an education commission not only at the international level but also at the continental level. The implication of these recommendations is that FIDE and FIDE EDU should work together in a co-operative way with continental organizations, CIE organizations, and individuals to carry out its mission. We propose that the future of chess education should focus on quality control and on promoting certificated courses and seminars for different target audiences.

## Principles

1. FIDE EDU should become the official certification body for all chess education including pre-school, chess in schools, and at university level in pursuit of its mission as “chess for education” rather than “education for chess”. Naturally, each educational domain/direction has its own particularities, and we wish to encourage a range of new service providers to present their capabilities and solutions. We hope to see the best of the best enter the market and “do chess justice” in terms of offering the world top-class product integrating chess into the education system for the cognitive and social development of children. We expect professional standards with modern didactical approaches. Service providers should abide by recognized standards which refer to student learning outcomes, course objectives, personal competencies, learning assessment criteria and teaching mechanisms etc.
2. FIDE EDU should keep separate two main areas of activity: “quality control” and “education service delivery.” The most pragmatic solution is the creation of a voluntary International CIE Advisory Board consisting of seven or more international experts (the exact number dependent upon need) from as many continents as possible. The education service delivery will be led by organizations and/or individuals providing chess teacher training. These outsourced activities will stimulate the growth of chess education.
3. FIDE should be prepared (if needed) to initially fund the outsourced activities in order to ensure that the new education project is a success. Education is a public good which is expensive to develop and deliver particularly in the development stage. Whilst there will be some revenue streams deriving from certification and endorsement, these will probably not be sufficient to meet the level of service required to match demand. Once the new framework has been established every effort should be made to capture educational revenue streams from other sources e.g. public authorities, charities, foundations and philanthropists. Care should be taken regarding financial support from companies if this is conditional upon using their products or services in the classroom. By taking a leadership role, FIDE should aim to get into a position where it is able to negotiate with educational funders at the highest level.
4. FIDE should maintain its brand through association with high quality educational service providers offering high quality courses. Implementing quality control means that candidate service providers wishing to be endorsed by FIDE will need to submit themselves and their proposed courses for a review and assessment by a Certification Panel of educational chess experts. This will be a standardized and objective procedure for which a fee must be paid. The application process will be transparent and described on the FIDE EDU website. Certification will be granted for a maximum of [ ] years and will incur an administrative fee of \$ [ ]. Once the certification is successfully granted, the service provider may be invited to collaborate closely with FIDE’s education service provider in terms of lecturer training, course marketing, course organization and delivery. Where courses between different providers overlap, FIDE’s educational service provider will facilitate co-operative working as required.
5. FIDE should monitor the quality and the performance of the educational services. The course providers must present regular reports including summaries of the feedback on the courses. This data will be collated by FIDE’s educational service providers.
6. FIDE will ensure that course content copyright is protected and that course developers are duly rewarded for developing and maintaining their work. Furthermore, the educational service

providers will ensure that FIDE (and other appropriate organizations) obtain suitable fees for the use of their brand in certifying the courses. In principle, there is a certification fee for each course graduate which covers the certification branding fee and the copyright fees. Courses may be given by lecturers in another language / country / region / education system subject to the above conditions being met.

The principles described above are intended to incentivize service providers for creating a product which is demanded by the market (at least one of many market segments worldwide). It is also designed to enable FIDE to monitor performance on the various certified products worldwide. FIDE can call upon the best practices, approaches, and results from around the world.

### **Rationale**

The Certification and Endorsement (C&E) work group believes that it is important to maximize the strengths and resources of FIDE and FIDE EDU on behalf of Chess in Education (CIE). As a globally recognized chess organization, FIDE and FIDE EDU can promote CIE, help to set standards for training and methodologies, and offer increased recognition and credibility to existing CIE service providers. To that end, the work group developed the following goals and recommendations.

### **Goals**

- Work with the global Chess in Education community to expand CIE.
- Provide standards for CIE-related training courses, methodologies, and resources.
- Create the infrastructure needed to provide certifications and endorsements.
- Add expertise and marketing value to CIE service providers.

### **Recommendations**

- FIDE EDU should be an independent certifying body, not a course provider.
  - The recommendation [which is **not** accepted by FIDE EDU] that FIDE should not run courses (for exceptions, see related information on page 24). The organization should not offer teacher training courses unless in some very limited circumstances e.g., to support a less developed federation. In that case, FIDE-EDU may be in the best position to provide training of lecturers and/or other resources or may decide to outsource this assistance. This prohibition does not restrict members of FIDE-EDU from being engaged in presenting training courses. There is a distinction between the Commission and its members. The criterion is that FIDE-EDU must be seen to be impartial in its endorsement of courses and trainers. There should be no favoritism in selecting FIDE personnel to present training courses.
  - FIDE should not regard the recommendation not to offer courses as an infringement of its commercial freedom. Independence is the most appropriate strategy in order to rapidly grow the market for teacher training for chess education. At present, FIDE-EDU is greatly restricted in terms of personnel, marketing, materials and logistics. Shifting to become a standards-setting body creates a platform which will encourage many more training providers to enter the market. We can expect to see an explosion in the number of course titles, course languages and course trainers. FIDE will benefit by license/branding fees which will not be less than current revenue levels. More



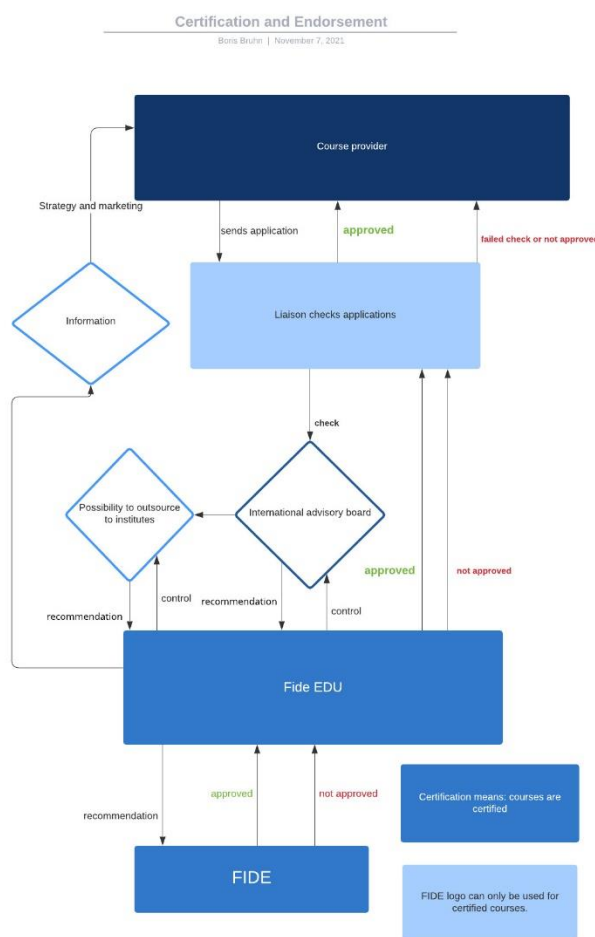
importantly, there will be a massive expansion in the number of children around the world who take up chess.

- Create a task force to support countries requesting assistance in the development of CIE. This support could be in the form of training of lecturer courses or other resources as determined by the task force in cooperation with the requesting country.
- Establish an International CIE Advisory Board which will evaluate C&E requests. The panel/board should consist of at least ten international experts from as many continents as possible. The C&E group recommends that members of the CSRI along with other international experts be the first choice for this Certification Panel.
- Establish a staff assignment who serves as the liaison for C&E requests. This person would handle the process of receiving applications and assuring the collection of the appropriate information needed by the Certification Panel. The C&E group recommends that FIDE add at least a paid part-time position for this role or assign this role to the EDU Commission.
- Create a public call for applications for courses and course providers for endorsement on a regular basis (for example, every 3-6 months). Include in the call the rubric/criteria for endorsement. The International CIE Advisory Board will develop guidelines for course and presenter evaluations (see course submission/evaluation example below). Endorsement of presenters could be based on successful completion of a course or prior expertise and experience. The call may also include recommended course subject areas such as pedagogical, social, and/or therapeutic experiences.
- Post standards for certification and endorsement along with the application process on the FIDE-EDU website.
- Post information about certified/endorsed courses and course providers on the FIDE EDU website as references for other organizations.
- Create a Code Sharing Protocol (CPC) for FIDE-EDU and Chess in Education service providers. This protocol will provide a framework for consistency in content and standards. See below for a more comprehensive explanation of the CPC.
- Develop a series of FIDE titles for different levels based on the completion of designated educational courses. Successful completion of these courses will result in the achievement of one or more of the FIDE titles. This process of title development will be led by FIDE leadership and the EDU Commission in cooperation with international CIE experts. This series of titles will encourage teachers to continue professional development.
- Adopt a framework of Evaluation Standards for all chess in education courses. Individuals and/or organizations wishing to adapt an existing course or create a new one would submit their request to the Certification Panel which would assess the course and provide recommendations for course adoption. See below for an illustration of the Standards and the matrix for evaluation. In the evaluation process of a course, should be taken into consideration if the course is already certified by another entity. If after FIDE certifies a course, a course gains other recognitions, that recognition should be promoted.

## Example of the Process

The following is an example of how the certification and endorsement process might work.

- The International Advisory Board would use the general standards for course content and pedagogy recognized by FIDE.
- FIDE EDU would post those general standards on the EDU website and issue a call for applicants (course developers).
- Applicants would pay a fee for initial consideration and, if certified/endorsed, would pay another fee that would cover a designated time period (for example, three years) before needing to be renewed.
- The FIDE EDU Liaison would receive applications and fees from those wishing to have their courses endorsed, pre-check the applications related to the standards, then send them to another body, for example the Armenian Institute, to apply the standards.
- The certifying body or bodies (for example, the CSRI) would then make their recommendation regarding the course and send them to FIDE EDU to confirm the certification or endorsement. An example of how the certifying body might apply standards is given below.
- The approved applicant (course developer/organization/individual) would then deliver the course(s) at their discretion providing regular feedback to FIDE about the results of the courses.
- Course attendees wishing to receive FIDE certification or titles would pay an additional fee to FIDE.





## Code Sharing Protocol

In order to make the delivery of courses as convenient as possible from the beginning, FIDE should consider the adoption of a method to smooth the transition of branding either from FIDE to CIE service providers or from CIE service providers to FIDE depending upon the market. In the medium term, it would be ideal if there was only one source of certification i.e. FIDE.

The Code Sharing Protocol is a framework borrowed from the airline industry. The same physical flight can have different codes from different airlines so that, as far as the passenger is concerned, they are still flying with their favored airline. This works because it is to the benefit of all concerned: the airlines save cost, avoid wasteful competition, and give the passengers a superior service.

This procedure allows the opportunity for expanding the number of courses and course providers (organizers and lecturers) based on local demands. Course codes describe a particular course. For example, ECU101 refers to the basic course for how to teach chess in schools. There are several ways to run such a course. Provided each course has been validated, then it can be offered by an independent service provider. Graduates from the course would receive an ECU101 certificate. However, if the course were run in a country more familiar with FIDE training, then the course could be described as FIDE101 with graduates receiving a FIDE101 certificate. Crucially, in either case, the graduates will be given a certificate number which is sequential to the previous graduates.

New codes can be added as needed. If there is a new course on teaching chess for e.g. different ages, countries, lecturers, topics, it can be added with a new number. The basic system outlined below includes the common codes and additional examples.

Other Protocol Elements:

FIDE and its continental associations may offer courses within the Course Framework.

Each course has a unique 3-digit code number nnn.

In those areas where FIDE offers the course, the course reference will be FIDEnnn.

In those areas where ECU offers the course, the course reference will be ECUnnn etc.

Courses with the same code number will have exactly the same content except for the language.

The course presenters will be qualified on the basis of their knowledge, expertise and reputation.

Course presenters will be expected to attend a training course.

Courses will be offered by franchised organizers in each territory.

A course organizer may select any qualified presenter.

All copyrights and branding will be respected.

When a course is given, payments will be made by the organizer as follows:

- (a) professional fees to the presenter(s)
- (b) copyright fees to the developer(s)
- (c) branding fees to the qualification body (FIDE, ECU, etc.)

## Course Proposals (Open List)

Two special recommendations:

1) In the chess world there is a tremendous difference between the number of male and female players. The ratio of equality is far better when it comes to chess in schools, but still there is a need to always

have the gender aspect in mind. We therefore recommend to always have a gender perspective in all the courses FIDE gives, but also to follow the 30% rule. Studies have proven that if a minority is less than 30% there is a problem. Until this limit is reached special efforts are needed. For FIDE the 30% rule would mean that on ALL levels the organization should try to have at least 30% of the minority (females) represented. This would apply to board members, administration, course leaders, trainers, arbiters, and players. For CIE courses, this 30% rule could be encouraged by striving to have 30% of the course completions be female. One way to encourage participation by females could be to offer reduced course fees.

2) All courses aimed at chess instructors (not schoolteachers) should include a significant amount of content devoted to basic pedagogical knowledge.

Courses that FIDE should promote with special emphasis (because they are especially attractive for many schoolteachers):

- Chess and Early Years Skills (including psychomotricity)
- Chess and Math
- Chess and Emotional Intelligence
- Chess in project-based, transversal and interdisciplinary learning
- Chess for schoolteachers (basic level with didactics)
- Chess for schoolteachers (intermediate level)
- Chess for schoolteachers (advanced level/university level)

Other recommended courses:

- Connecting educational and competitive chess in schools
- Chess for extracurricular time (taught by chess players)
- Classroom chess software
- Chess in problem-based learning
- Competency-based learning: chess in the different aspects of this perspective
- Cooperative and collaborative learning: chess from these perspectives
- General theory of play in education
- How to use chess in traditional and innovative models (with new technologies)
- Educational proposals from the history of chess
- Chess and critical thinking
- Chess in Secondary Education
- Education through chess for people with disabilities
- Teaching children with ADHD and autism (including Asperger)
- Chess for gifted and highly gifted children
- Teaching excluded children
- Teaching chess to refugees
- Teaching prisoners
- Organization of institutional projects concerning educational chess
- Chess and cognitive stimulation

**It is expected that the course list and the number of presenters will expand over time.** The goal is to have a structure in place that is inclusive, flexible, and allows FIDE to facilitate agreements with governmental bodies as the occasion arises.

## Applying Quality Standards

As indicated above, quality control will be led by an International CIE Advisory Board that includes the Chess Scientific Research Institute in Armenia working with experts from the Institute and with international experts. We envision the process working along the following lines: The FIDE liaison would receive requests for the endorsement of a course from an individual or organization during the period designated by the public call. The liaison would then pass these requests to the Certification Panel. In turn, the Certification Panel would evaluate the course based on the standards (see below) that are also published on the FIDE EDU website. The Certification Panel would then return its findings to the FIDE liaison who would then communicate them to the requesting individual or organization. Endorsements would be based on course content as well as a requirement that the course leader be certified in the presentation topic.

The following “submission” for a course on “Psychomotricity in Giant Chess Board” is a partial example of how a course creator might receive feedback from the Certification Panel.

## An Example of Evaluation Standards Applied to a Course Description

### *Partial Sample of Information Submitted*

Course: Psychomotricity in Giant Chess Board

Materials: giant board and support material made from recycled material

#### Competences to Develop:

- Encourage the introduction of chess in the classroom within the center's curricular plan.
- Facilitate and enhance the work of logical-mathematical and linguistic skills in the classroom by working on the giant chess board
- Develop the design competence of a psychomotor session on a giant chess board.
- Understand the importance of structuring psychomotor sessions within the general classroom programming.
- Train the teacher in the teaching of chess through psychomotor skills on the giant chess board.
- Promote collaborative and cooperative work in classroom work
- Promote play as a means of expression and emotional identification.
- Work on listening and empathy as an educational tool
- Encourage the empowerment of executive functions in the students' daily work
- Design based on the different needs and diversities of the students in the classroom

#### Objectives to Be Achieved:

- Increase the attention span of the students throughout the sessions, because the classes are dynamic and change often
- Enhance listening and the ability to be silent to better understand the rules of movement and game
- Strengthen the fight and perseverance in the face of problems with imagination and perseverance
- Enhance respect for the group and colleagues
- Encourage patience and waiting for your turn
- Increase communicative competence to favor oral expression among classmates
- enhance the cohesion and belonging of a team
- Develop space-time orientation
- Encourage group leadership

- Work on the management of victory and defeat in a healthy way and making the most of it
- Promote and work on individual and group emotional management

#### Methodology:

- Peer teaching: Teachers teach teachers

#### Quality Standard:

The project is supported by Research from the University of Turin where it is demonstrated that through the continuous and systematic practice of chess as a subject in the classroom, it improves logical-mathematical and linguistic competences in addition to psychomotor competences in the classroom student body. In addition, it improves social relationships, empathy, emotional management, group cohesion, etc., in students after continuous work in the classroom during a weekly session during the school hours of Primary Education.

#### Evaluation Criteria:

- Design of classroom sessions
- Preparation of materials
- Adaptations to the group of students with special educational needs

#### Partial Sample of Evaluation:

### Course Evaluation Form

Date of evaluation report	Criteria and standards	Evidence: (Please describe below how and to which extent the program meets the requirements. Please attach the necessary documents which can prove appropriate criteria).	Evaluation (Expert must critically judge and evaluate each criteria and conclude whether the presented course meets the requirements filled in the second column or not)
1	2	3	4
1.	<b>Quality of the Curriculum</b>		
1.1	The Intended Learning Outcomes of the programme are defined and <b>are up-to-date with relation to the relevant field.</b>		<p>The Los are missing, there is a part devoted to competences which could be perceived as intended Los. It is recommended to enhance them by defining in this way ““After completing the course teachers will be have to:...” e.g. Encourage the introduction of chess in the classroom within the center's curricular plan. – <b>This is unclear because I could not understand what is center's plan, then active verbs must be used and there is a very nice tool for that Blooms and Kratwols taxonomy. Active verbs will help us to check whether those outcomes had been achieved or not</b></p> <p>- Facilitate and enhance the work of logical-mathematical and linguistic skills in the classroom by working on the giant chess board. – <b>I can say yes for this LO</b></p> <p>- Develop the design competence of a psychomotor session on a giant chess board.- <b>This LO is also unclear but maybe because I am not familiar with the methodology, but</b></p>

			<p>Los are defined for the learners, who are also not familiar ☺</p> <ul style="list-style-type: none"> <li>- Understand the importance of structuring psychomotor sessions within the general classroom programming. -- How will they show that they understood???</li> <li>- Train the teacher in the teaching of chess through psychomotor skills on the giant chess board. WOW this is TOTs LO???. So much for one, and also prerequisites are also very important,</li> <li>- Promote collaborative and cooperative work in classroom work – Maybe here teachers will be able to present, design tools for collaborative and cooperative work in classroom work through this methodology???</li> </ul>
1.2	The content of the programme in the light of the latest research in the given discipline and <b>benefit from external expertise and reference points</b> , thus ensuring that the programme is up to date.		Here research data could be helpful or some statements of the program???. Yes, there is apart quality standard in document, experts can ask those materials.

## Chess Educational Programs Evaluation Form

Name of organization responsible for program:

---

The name of organization presenting program:

---

Date of self-assessment:

---



## Course Evaluation Form

Date of evaluation report	Criteria and standards	Evidence: (Please describe below how and to which extent the program meets the requirements. Please attach the necessary documents which can prove appropriate criteria).	Evaluation (Expert must critically judge and evaluate each criteria and conclude whether the presented course meets the requirements filled in the second column or not)
1	2	3	4
1.	<b>Quality of the Curriculum</b>		
1.1	The Intended Learning Outcomes of the programme are defined and <b>are up-to-date with relation to the relevant field.</b>		
1.2	The content of the programme in the light of the latest research in the given discipline and <b>benefit from external expertise and reference points</b> , thus ensuring that the programme is up to date.		
1.3.	The topics of the course are in line with intended learning outcomes		
2.	<b>Learning, Teaching and Assessment of Students</b>		
2.1	Methods of teaching and learning are appropriate to and correspond to the Intended Learning Outcomes		
2.3	Students are assessed using <b>accessible criteria, regulations, and procedures</b> , which are made readily available to all participants and which are applied consistently.		
2.4	Assessment procedures are designed to measure the achievement of the Intended Learning Outcomes.		
3.	<b>Learning environment, Student Support and Certification</b>		
3.1	Regulations are in place which cover <b>student admission, progression, recognition</b> , and certification.		
3.2	Appropriate material resources (finance, computer workplaces, laboratories etc.) are available for the study program as necessary to achieve the Intended Learning Outcomes.		

3.3	<b>Sufficient facilities are available with regard to room and space required for the number of students in the program.</b>		
4.	<b>Teaching Staff</b>		
4.1	The composition (quantity, qualifications, professional experience, etc.) of the staff is appropriate for the achievement of the Intended Learning Outcomes.		
4.2	Staff involved with teaching is qualified and competent to do so.		

Conclusion:

The International CIE Advisory Board will make conclusions based on their evaluation about the program in the following forms:

1. Program meets the requirements of commission (when program meets all criteria and standards).
2. Program does not meet the requirements of commission (when program does not meet key criteria and standards).
3. Program is to be supplemented and presented for review (when program does not meet some key criteria and standards).

## Summary of Recommendations

The above recommendations are intended to provide a framework for the expansion of Chess in Education. Communicating with multiple audiences the definition and value of CIE is a high priority. Actively promoting CIE through marketing materials, conferences, influencers, and recognition of existing leaders in the field creates additional exposure and credibility. The strategy of ongoing development and support, the establishment of key partnerships, and the creation of focused fundraising efforts are all avenues to provide the resources needed to begin or expand CIE initiatives.

Additional research is needed to acquire an accurate assessment of the current state of CIE, develop future strategies, and encourage chess-related research worldwide. The approach to certification and endorsement offers a wide range of courses and course providers which, in turn, offers an expanded source of funding for CIE activities. Finally, strategy workshops allow the opportunity to receive input from experts in the field as well as to discover needs for the development of additional projects and activities.

The expanded scope of CIE activity necessitates an adequate administrative infrastructure in addition to the traditional FIDE leadership. Though the names of the groups may differ in the final adoption, their composition should include CIE experts from around the world to take advantage of the excellent work already in existence. The following work groups (and their areas of work) are recommended to carry out this administrative work:

International CIE Advisory Board: Research, Certification and Endorsement

Strategy Group: Communication, Promotion

Fundraising Workgroup: Fundraising

The Strategy Group anticipates the need for FIDE to develop the infrastructure necessary to carry out the ambitious strategic plan outlined below. During the first year, FIDE should outsource some elements of the plan with the understanding that this a short-term solution. FIDE should make every effort to have the infrastructure, resources, and a sufficient number of CIE experts in place within a year so that its work is autonomous and independent.

## Yearly Action Plans

### Year One Action Plan - 2021

#### Communication

- See the attached presentation.

#### Promotion

- FIDE Communications Officer, EDU Secretary, and Strategy Group
  - Develop marketing materials that address a variety of audiences: chess community, education community, government leaders, general public, sponsors, etc. Year 1
- FIDE Program Manager, EDU Chair, Secretary, and EDU Commission
  - Create an annual or biennial Early Years Skills and Preschool Chess international conference, with the support from ChessPlus and experts in the field. (HI, D) Year 1
  - Partner with ChessPlus to support its annual Chess in Education conference. The multi-year partnership should include a plan with clear objectives for FIDE. Year 1
  - Attend and/or present annually at two national and/or international chess in education conferences, and, especially, at as many education conferences as possible. Years 1-2
  - Attend and/or present annually at two leadership meetings/conferences for decision-makers in education and/or government. Years 1-2
- FIDE President, Program Manager, and EDU Chair and Commission
  - Create a strategy for the promotion of chess in education within countries. As part of this strategy, FIDE would create the honorary position/title of Chess in Education Ambassador for experts in the field of chess in education, to promote chess worldwide. It would be highly desirable for these experts to be supported by the best players in each country or by famous role models, provided that they have previously received basic knowledge of educational chess. The target audiences include both the chess community as well as education and government leaders along with influential journalists. The following names are suggested as examples of possible FIDE CIE Ambassadors: Anya Taylor-Joy (actress from QG), Anatoly Karpov, Vishy Anand, Klitscho brothers (Ukrainian boxers), Arnold Schwarzenegger, Steven Segal, and Novak Djokovic (tennis). Year 1

#### Development and Support

- FIDE EDU Chair, Secretary, and EDU Commission
  - Collect and/or create basic guidelines for chess in education to be made available through the EDU website. (LI, N) Years 1-2
  - Conduct a SWOT Analysis of Chess in Education for future growth. Years 1
- FIDE Program Manager, EDU Chair, and ECU EDU
  - Create Social Development projects in cooperation with the appropriate FIDE commissions and CIE partners. For example: Chess for refugees and people in displacement. Year 1

#### Partnerships

- FIDE President and Program Manager and EDU Chair
  - Establish goals and criteria for partnerships and sponsorships. Year 1
  - Find partners of high credibility in the global education community for an expansion of CIE. Year 1

- Invite interested CIE-related organizations, individuals, and service providers to join a global CIE Alliance/Coalition. Years 1-2

## Research

- FIDE Program Manager, EDU Chair, and ECU EDU
  - Provide funding for the CSRI Research Journal to publish CIE-related research. Year 2
  - Provide grant funding to which people can apply for support for CIE-related research projects. The International CIE Advisory Board (ICAB) will review grant requests annually. Years 2-4
  - Create and Fund an International CIE Advisory Board (ICAB). Year 1 Work of the Research Workgroup would include but not be limited to the following:
    - Translate five key research articles into English annually.
    - Gather existing research into one or more websites. Take advantage of existing compilations to create a network of locations for CIE research in multiple languages.
    - Develop new strategies with expert statisticians to gather more reliable CIE data.
    - In-depth research. The Worldwide Survey provided a foundation for future research and investigation. Additional projects and activities will be identified as a result of the research. Examples include:
      - Year 1-2: India: how has chess in schools become such an important activity?
      - Year 1: Study on the needs of countries or regions with no or less developed chess in education and how FIDE can provide support.
      - Year 1: Analyze successful chess in education projects so they can be replicated in other contexts.
      - Year 1-2: China: how has chess in schools become such an important activity?
      - Year 3: Conduct content analysis of video lessons, recorded classes, and curriculum from a variety of countries.
      - Year 3: Conduct document analysis of documents, laws, handbooks, and programs related to chess teaching.
  - Create a public call for research projects once funding has been established. The ICAB would include the call who applicant entities may be, what formal requirements must be taken into account, and what objectives are being pursued.

## Fundraising

- FIDE Program Manager, EDU Chair, and EDU Commission
  - Create a Fundraising Workgroup to partner with fundraising experts to explore how FIDE can bring in money for chess in education projects around the world and identify what is needed to make this search for funding successful. **(LI, N)** Year 1
  - Develop sponsorship packages for potential sponsors. Year 1
  - Form partnerships with large education platforms. Year 1

## Workshops

- FIDE Chair, FIDE Commission, EDU Commission, Jesper Hall
  - Conduct online strategy workshops for needs analysis of selected CIS models. Year 1 Workshops would provide input for future projects and activities. Topics for workshops include but are not limited to:
    - Teachers vs. instructors teaching chess.
    - Sportive chess vs purely educational chess.

- Conduct online informational workshops (an introduction to chess in education) upon request. (LI, N) Year 1

### **Certification and Endorsement**

- Create a task force to support countries requesting assistance in the development of CIE. This support could be in the form of training of lecturer courses or other resources as determined by the task force in cooperation with the requesting country.
- Establish an International CIE Advisory Board which will evaluate C&E requests. The panel/board should consist of at least ten international experts from as many continents as possible. The C&E group recommends that members of the CSRI along with other international experts be the first choice for this Certification Panel.
- Establish a staff assignment who serves as the liaison for C&E requests. This person would handle the process of receiving applications and assuring the collection of the appropriate information needed by the Certification Panel. The C&E group recommends that FIDE add at least a paid part-time position for this role or assign this role to the EDU Commission.
- Create a public call for applications for courses and course providers for endorsement on a regular basis (for example, every 3-6 months). Include in the call the rubric/criteria for endorsement. The International CIE Advisory Board will develop guidelines for course and presenter evaluations (see course submission/evaluation example below). Endorsement of presenters could be based on successful completion of a course or prior expertise and experience. The call may also include recommended course subject areas such as pedagogical, social, and/or therapeutic experiences.
- Post standards for certification and endorsement along with the application process on the FIDE-EDU website.
- Post information about certified/endorsed courses and course providers on the FIDE EDU website as references for other organizations.
- Create a Code Sharing Protocol (CPC) for FIDE-EDU and Chess in Education service providers. This protocol will provide a framework for consistency in content and standards. See below for a more comprehensive explanation of the CPC.
- Develop a series of FIDE titles for different levels based on the completion of designated educational courses. Successful completion of these courses will result in the achievement of one or more of the FIDE titles. This process of title development will be led by FIDE leadership and the EDU Commission in cooperation with international CIE experts. This series of titles will encourage teachers to continue professional development.
- Adopt a framework of Evaluation Standards for all chess in education courses. Individuals and/or organizations wishing to adapt an existing course or create a new one would submit their request to the Certification Panel which would assess the course and provide recommendations for course adoption. See below for an illustration of the Standards and the matrix for evaluation. In the evaluation process of a course, should be taken into consideration if the course is already

certified by another entity. If after FIDE certifies a course, a course gains other recognitions, that recognition should be promoted.

### **Previously Approved FIDE EDU Work Program for 2021-2022**

- Pre-School
  - eys.fide.com - course & cert (FH) 2021
  - Pre-School (non-mobility) Creation of an online model for the training of lecturers and kindergarten teachers 2021
- School
  - Lecturer training (PoL Preparation of Lecturers - CEL Diploma)
  - CEL Pilot - done + feedback 2021
  - CEL courses March, June, ...
  - French translation 2021 courses Autumn
  - Spanish translation 2021, courses autumn
  - Teacher training PoT Preparation of Teachers - SI Title)
  - CEL Pilot - done + feedback
  - CEL courses March, June, ...
  - French translation 2021 courses Autumn
  - Spanish translation 2021, courses Autumn
- University
  - FIDE course 101 (to improve students' thinking 2021-22)
  - New program for preparation of teachers in universities 2021-22

### **Year Two Action Plan**

#### **Communication**

- See the attached presentation.

#### **Promotion**

- Partner with other organizations to offer national and/or regional chess in education conferences. **(D, LI)** Year 2-3
- Create an annual award for Teacher of the Year. The award would go to a classroom teacher who is active in some form of chess in education. Nominations would be solicited through the EDU website as well as through other CIE websites. **(HI, D)** Year 2

#### **Development and Support**

- Partner with other organizations to conduct teacher training events in countries with no CIE programs who request help to start CIE initiatives. **(LI, N)** Year 2
- Create projects for training in chess for students with special needs (Autism, ADHD, etc.). Year 2

#### **Partnerships**

Continuation of work from previous year(s).

#### **Research**

Continuation of work from previous year(s).

**Fundraising**

Continuation of work from previous year(s).

**Certification and Endorsement**

Continuation of work from previous year(s).

**Workshops**

- FIDE Commission and ChessPlus
  - Conduct a regular forum for teachers on various chess in education topics. **(HI, D)** Year 2

**Year Three Action Plan****Communication**

- See the attached presentation.

**Promotion**

Continuation of work from previous year(s).

**Development and Support**

Continuation of work from previous year(s).

**Partnerships**

Continuation of work from previous year(s).

**Research**

- Provide funding for the CSRI Research Journal to publish CIE-related research. Year 3
- Provide grant funding to which people can apply for support for CIE-related research projects. The Research Group [or International Advisory Board (IAB)] will review grant requests annually. Years 3-4
- In-depth research. The Worldwide Survey provided a foundation for future research and investigation. Additional projects and activities will be identified as a result of the research. Examples include:
  - Year 3: Conduct content analysis of video lessons, recorded classes, and curriculum from a variety of countries.
  - Year 3: Conduct document analysis of documents, laws, handbooks, and programs related to chess teaching.

**Fundraising**

Continuation of work from previous year(s).

**Certification and Endorsement**

Continuation of work from previous year(s).

**Workshops**

Continuation of work from previous year(s).



## **Year Four Action Plan**

### **Communication**

Continuation of work from previous year(s).

### **Promotion**

Continuation of work from previous year(s).

### **Development and Support**

Continuation of work from previous year(s).

### **Partnerships**

Continuation of work from previous year(s).

### **Fundraising**

Continuation of work from previous year(s).

### **Research**

Continuation of work from previous year(s).

### **Certification and Endorsement**

Continuation of work from previous year(s).

### **Workshops**

Continuation of work from previous year(s).

## Acknowledgements

The following individuals are recognized for their contributions to this work.

Dana Reizniece-Ozola – FIDE Managing Director  
 Smbat Lputian – FIDE EDU Chair  
 Kevin O’Connell – FIDE EDU Secretary  
 David Llada – FIDE Chief Marketing and Communications Officer

### Strategy Group

Jerry Nash – Chair - USA  
 Leontxo Garcia – Spain  
 Jesper Hall – Sweden  
 Sami Khader - Jordan  
 Ion Serban Dobronauteanu – Romania

### Certification and Endorsement Group

Boris Bruhn – Chair – Germany  
 Luis Blasco – Spain  
 John Foley – UK  
 Jerry Nash – USA  
 Vahan Sargsyan – Armenia

### Spanish Subgroup

Leontxo Garcia – Chair - Spain  
 Gustavo Águila – Argentina  
 Marta Amigo – Spain  
 Claudia Amura - Argentina  
 Manuel Azuaga – Spain  
 Oscar de la Riva – Andorra  
 Lorena García – Spain  
 Juan Jaureguiberry – Argentina  
 Esteban Jaureguizar – Uruguay  
 Miriam Monreal – Spain  
 Juan Antonio Montero – Spain  
 Alejandro Oliva – Argentina  
 Raúl Pérez – Cuba  
 Carlos Rivero – Cuba  
 Adriana Salazar – Colombia

### Asian Subgroup

Sami Khader – Chair – Jordan  
 Ali Abbas – Syria  
 Ajeet Kumar Verma – India  
 Gulmira Dauletova – Kazakhstan  
 Sahapol Nakvanich – Thailand  
 Md Haroon or Rashid – Bangladesh  
 Wijesuriya, G. Luxman – Sri Lanka  
 Inthava Vilavane – Laos  
 Rudy Ibanez – Philippines  
 Dharam Bahadur Lama – Nepal  
 Kaveh Khalili – Iran