Interim/Progress Report for

2017-1-NO01-KA202-034179

Deadline October 30. 2018

4. Project Management and Implementation

Please provide an overall state of play of your project: what are the achievements of the project at this stage? Are the initial project activities and objectives being carried out and reached so far?

During the first year of the project implementation, we have achieved all main targets that were set for this period (though adjusting some of the schedule slightly):

- Established functional network of Representatives from each organisation (Project Managers and from some partners Financial Manager)
- Communication via emails, Facebook page, What´s up group, mobile phones, during Transnational meetings
- Regular dissemination through different events (Roadshow around Czech Republic, Presentations about projects, etc.), local web pages and local media
- International web page of the project was prepared and ran
- Three transnational meetings (Norway - November 2017, Portugal - May 2018, Germany - September 2018) and one blended mobility (Germany - September 2018) has been organized and succeeded to reach targeted numbers and influence (sharing know-how, developing skills)
- IO1 have been in progress of development lead by German partner and in collaboration with all the rest of partners
- Preparation for blended mobility at Pardubice (February 2019) have already been started (guide for participants of "Best Young Chemist" competition)

Please describe further in details the project activities supported by the grant for Project Management and Implementation that have been carried out until now.

SPSCH Pardubice from the beginning have assigned responsible Project Manager and Financial Manager who were the main persons in implementation of project activities. Financial grant have been given for their continues work on the project.
Project manager have great experience in arranging different events, have close collaboration with companies, responsible in promotion of technical study areas from the school. Financial Manager have extensive experience in managing Erasmus+ projects.
Main activities carried out by Project and Financial Manager to ensure quality implementation:

- Steering the smooth go through all the set points of the project
- Communicating with the group via functional network
- Dissemination at different levels (locally, regionally, nationally) and channels (public presentations, social media, website, events, etc.)

- Making decision and solving challenges when it appeared
- Financial management
- Coordinated selection of students and supported them in preparation for blended mobility in Germany
- Have supported teachers who were involved in preparation of IO1
- Started to prepare for hosting blended mobility and Transnational Meeting in Pardubice (Czech Republic) that will be in February 2019

How is the monitoring of the project being carried out so far and by whom?

Partners have been in constant communication via email to make sure that all the activities would go according to updated schedule (change in sequence of blended mobilities and Intellectual Outputs). Also during the project meetings, partners discussed details regarding further mobilities (project meetings).

Main monitoring activities were done by leading partner - Odda upper secondary school (Norway) - with support of each partner (Czech, Germany, Portugal, Croatia, Hungary). Each organisation have assigned Project Manager who is responsible to monitor quality of the activities at their organisations and report to the coordinator. Also Financial Manager have been assigned to monitor financial aspects of the project and work closely with school economist who is responsible of overall school finances. Accompanying teachers supported students who took part in blended mobility (Chemnitz, Germany - September 2018).

Dissemination activities have been monitored by Project Manager and overall dissemination - Leading partner - Odda upper secondary school (Norway).

First Intellectual Output (IO) have been in progress. German partner is the lead partner who has been guiding and monitoring all partners to prepare this project outcome. SPSCH Pardubice have created a team in preparation of this IO1 which was monitored by project manager in the school. Regular meetings and online communication helped to achieve pointed out targets. Evaluation of quality was done by project manager.

How did the project partners contribute to the project so far? Has the distribution of tasks been adjusted since the application stage?

Distribution of tasks have been followed according to the set application and also more detailed responsibilities have been assigned among partner organisations.
SPSCH Pardubice took part actively in dissemination, preparation for VET learners blended mobility in Chemntiz, Germany (September 2018), preparing the IO1 and constant communication with all partners in decision making in progress or needed changes of the project.

If your project involves other organisations, not formally participating in the project, please briefly describe their involvement.

At this stage of the project SPSCH Pardubice have involved non directly different elementary schools who were taking part in “Best Young Chemist” competition to be part of experimental mentorship system implementation. Such development of idea come from Coco+ project.

If relevant, please describe any difficulties you have encountered until now in managing the implementation of the project and how you and your partners handle them.

According to application partners do no have planned Individual financial support. Therefore, all partners had to review their budget and possibilities how to cover the costs of VET learners blended mobility (September 2018 - Chemnitz, Germany). SPSCH Pardubice have arranged to cover this costs from Travel Costs for blended mobility and ensure still quality of mobility.

9. Follow-up

9.1. Impact

What has been the project's impact so far on the participants, participating organisations, target groups and other relevant stakeholders?

Participants

All the SPSCH Pardubice students who took part in blended mobility to Germany (Chemnitz) are from disadvantaged background. They have geographical challenges as they are coming from further towns to study in Pardubice. Some of them have economical challenges in their families and they would be very much limited in participating in international activities without special funding.

Participants in blended mobility received very valuable experience in challenging their skills in technical area that is not their speciality (chemistry students building SolarCar). They have expanded their knowledge in physics, engineering and designing.

For some students it was the first mobility abroad, which encourage them to be more open minded to multiculturalism. All students developed their soft skills: intercultural communication, teamwork, creativity, problem solving and decision making, planning. Students got more inspired to pursue their career in technical area.

We can strongly state that within this first blended mobility we have built a bridge between students from different study area (chemistry, mechanics, computer engineering) and culture (Czech, Germans, Hungarians, Croatians). In addition, all the students have improved their English language.

Participating organisations

During the first 3 Transnational Meetings colleagues from partner organisations had a chance to get to know more in depth about each country VET educational system which inspired to find and share more about innovative approaches in motivating students to be interested in VET career.

By visiting different schools, organisations we were inspired by infrastructure of newly rebuilt schools' engineering ideas, system of collaboration in different levels (elementary x secondary x companies), approaches for non-formal freetime activities to attract young people to technical branches, etc..

After meeting in Norway (the first TM) our staff members had a chance to visit specialised and equipped classes. It was great example of an inspiring, creative environment for technical education studies that we consider to implement in our school in the future. We have learned really great example of close cooperation between elementary and secondary school which we would like to establish in Pardubice as well. Elementary school in Odda is situated really close by to Secondary school. Both school staff members are in close contact and create different initiatives together so that both level students could interact from early years. Therefore, students from elementary school has great advantage to pursue their further education as they are really familiar with later stages and can succeed smoother.

Visit in Portugal (our second TM) gave opportunity not only to get familiar with interesting reform of education system, but also get some ideas in creating more friendly studying environment in the school. Barcelos school built spacious, comfortable and creative study and work spaces: unique park with amazing number of different tree species and small pond that is also used for education; geology museum; spaces for big fairs, events; specialised friendly environment for students with physical/mental disability. We are also happy to continue and strengthen our cooperation with Portuguese school that we had cooperation before this project as well. And more of our staff members have opportunity to get to know this school.

After meeting in Chemnitz we were impressed how volunteering system in the organisation (Solaris FZU gGmbH) is creating positive environment in the community. Experienced staff members initiate different activities to reach young people (even kids from kindergarten) and to organise different games, competitions for them to get involved and become attracted to technical education.

Within this project we got inspiration and idea to adjust our annual competition “Best Young Chemist”. We have included mentorship system in order to create stronger bond between Secondary, Elementary schools and companies.

Students usually become mentors of their previous elementary school. That is why we feel that such mentorship system provides smoother interactions and students giving support - giving back to their school. In addition, elder students can inspire younger students in chemistry education.

We also have teachers who are motivated to support participants with their knowledge, arranging labs, providing needed equipment, etc. so that elementary school teams could prepare their science projects for final Project day.

Other relevant stakeholders

As this project have initiated mentorship programme within our “Best Young Chemist” competition elementary schools and our school has closer connection, improved communication. It helps us to initiate different new activities.

Because of this project and through “Best Young Chemist” competition – our school and Synthesia with other partner-companies improved our communication.

All in all, we already can see stronger network of collaborating stakeholders – companies, elementary and secondary schools, students.

9.2. Dissemination and Use of Projects' Results

In case already applicable, to whom did you disseminate the project results inside and outside your partnership so far? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

Local. During European Vocational Skills Week (19-20.12.2017) we have made presentations for our school students about different Erasmus+ activities (among which was Coco+).

Local. Erasmus+ presentation day at SPSCH Pardubice (24.6. 2018) we have presented experience from Erasmus+ mobilities and projects (among which – Coco+) for our students.

SPSCH Pardubice website with articles from mobilities:
https://www.spsch.cz/projekty-eu/mezinarodni-spoluprace/projekt-coco/

National. November 2017, during „Road show“ we visited 7 cities Pardubice, Kolín, Kutná Hora, Uhlířské Janovice, Liberec, Havlíčkův brod, Humpolec Elementary schools (12 together). We made presentations for 13-15 year students about VET and also presented Coco+ project goals on career planning in technical area.

For more information you can find in Annex xx Dissemination Report 2018. (On G-disc)

11. Annexes

Download declaration of honour