

Erasmus+

Obchodní akademie s.r.o.

- Erasmus+
- Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education
- Spolupráce na inovacích a výměna osvědčených postupů
- Strategická partnerství
- Strategická partnerství pouze mezi školami
- Výzva 2015
- Výběrové kolo 1
- Číslo smlouvy (projektu) 2015-1-CZ01-KA219-013717_1
- Typ zprávy Závěrečné
- Date of submission 24/09/2018

Slavka Krystová Florková
Jméno statutárního zástupce

Main content:	Report Form
Number of attachments:	1

Obecné informace

Zpráva vygenerovaná z Databáze mobility se skládá z následujících částí:

- **Inactive Organisations within Project Activities**
- **Souhrnné údaje:** tato část shrnuje některé obecné informace o vašem projektu;
- **Shrnutí projektu:** tato část shrnuje váš projekt a organizace zapojené jako partneři;
- **Popis projektu:** v této části jste vyzváni doplnit informace o dosažení cílů vašeho projektu
- **Řízení projektu**
- **Implementace:** tato část požaduje informace o všech fázích projektu: implementace hlavních aktivit zahrnující praktické přípravy, profily účastníků, dopady projektu, šíření výsledků a budoucí plány;
- **Navazující aktivity**
- **Rozpočet:** tato část poskytuje detailní přehled o konečné výši grantu EU, kterou požadujete;

Pro zjednodušení při vyplňování formuláře jsou některá pole předvyplněna informacemi z Databáze mobility

1. Souhrnné údaje

tato část shrnuje některé obecné informace o vašem projektu;

Program	Erasmus+
Klíčová akce	Spolupráce na inovacích a výměna osvědčených postupů
Akce	Strategická partnerství
Aktivita	Strategická partnerství pouze mezi školami
Výzva	2015
Typ zprávy	Závěrečné
Jazyk, ve kterém je žádost vyplněna	CS

1.1. Základní údaje o projektu

Číslo smlouvy (projektu)	2015-1-CZ01-KA219-013717_1
Název projektu	READY FOR OUR LIVES
Zkratka projektu	
Začátek projektu (dd-mm-rrrr)	01/09/2015
Konec projektu (dd-mm-rrrr)	31/08/2018
Celková délka projektu (počet měsíců)	36
Úplný název organizace žadatele (v latině)	Obchodní akademie s.r.o.

1.2. Národní agentura příjemce grantu

Identifikace	Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education
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Podrobnější informace o národních agenturách programu Erasmus+ naleznete na následující stránce:

https://ec.europa.eu/programmes/erasmus-plus/contact_en

2. Shrnutí projektu

tato část shrnuje váš projekt a organizace zapojené jako partneři;

Prosíme, uveďte, krátké shrnutí vašeho projektu.

Upozorňujeme, že tato část (nebo dílčí části) může být použita Evropskou komisí, Výkonnou agenturou nebo národními agenturami v jejich publikacích nebo při uvádění informací o ukončených projektech. Tato část bude také nahrána do platformy pro šíření výsledků programu Erasmus+ (viz Příloha III Příručky k programu). Uveďte hlavně následující informace:

- Kontext/vznik projektu;
- Cíle projektu;
- Počet a profil partnerských organizací;
- Popis aktivit;
- Výsledky a dopad projektu;
- Je-li to relevantní dlouhodobý přínos.

Pište prosím stručně a jasně.

This project of strategic partnership involved the students and teachers from 7 secondary schools of various types from the Czech Republic, Portugal, Turkey, Slovenia, Italy, Latvia and Lithuania.

The project came from the needs of young people to develop their entrepreneurial skills, to be better prepared for the entry to the labour market, to improve the knowledge of languages and develop communication skills. It was also based on the presumptions that European countries appear in the times of economical problems, the unemployment rate of young people is at a high level, young people have trouble with finding jobs, motivation of young people to succeed at the job market is decreasing, and lack of language competences is one of the barriers at the European labour market.

The project promoted entrepreneurship education and social entrepreneurship among the students which made them better prepared for their working life. We also used more effective teaching methods, e.g. combining formal and non-formal methods or CLIL to get higher achievement of students in basic skills. The project fostered multidisciplinary and inter-disciplinary approaches as it combined economical subjects with general subjects such as foreign languages, social sciences, geography or drama education.

The project combined work on entrepreneurial topics with work on social topics connected with jobs. The project also combined economical topics with general topics to make young people better prepared for their future lives. It was not focused only on entrepreneurial tasks but significantly involved also other subjects such as geography, social sciences, drama education, ecological education etc., which created an excellent and very important complex. Through this project the students improved and developed communication and language competences, entrepreneurial competences, digital competences and social competences. The students also increased their cultural awareness, sense of entrepreneurship and motivation to succeed at the labour market.

The work on the project included various methods of work: workshops, discussions, debates, excursions, role plays, creating and carrying out surveys, presentations of the results and the work, meetings with local entrepreneurs and local representatives. We dealt with various topics connected with jobs and labour market, e.g. unemployment, writing CV, job interviews, starting a firm, creating a business plan, presentation of a firm, promotion and advertising as well as with social matters such as gender issues, the questions of age at the labour market, employment of handicapped people, the matters of bossing, mobbing, racism, immigration etc. Within the three-year project run there were two transnational meetings held, the first one at the beginning of the project in Karviná, Czech Republic, and the second one at the end of the project in Porto, Portugal. During the project there were seven project meetings in all partner schools, each school hosted their partners once.

The project reached the following results: an increase of students' entrepreneurial competences and their motivation in the field of entrepreneurship, improvement of their ability to write a good CV and apply for a job not only in their country but in other European countries, too, gaining higher practise and experience with job interviews, better knowledge of how to make a business plan, increased motivation to start an own firm, increased awareness of the connection between entrepreneurship and social matters, broken stereotypes about gender issues, racism, immigration, social exclusion, handicapped people, improved language competences both in everyday English and business English etc.

During the project the participants created and carried out questionnaires and surveys that were published online for public, powerpoint presentations on the various entrepreneurship, job and social tasks, newsletters about the project activities which were published on the project website, mini-brochure about the project, website of the project which is freely accessible for wide public, e-Twinning project among the partner schools, evaluation forms, photo-documentation and video-documentation etc. Moreover, we published e-magazines which are also available for wider public through the project webpage. We also made a business multilingual mini-dictionary which is, freely accessible for public, too.

The project showed high impact on students, teachers, entrepreneurs and schools as well as expected impact on local, regional, and national level. The project, its results, methods and activities used are sustainable, too, and can be used both by partner schools or any other interested schools in the future.

All partner schools shared their duties and responsibilities throughout the whole run of the project equally. All partner schools also involved participants with fewer opportunities both in project work and mobilities.

Uved'te překlad do angličtiny.

2.1. Seznam zapojených organizací

					Akreditace	Datum	Datum

Role organizace	PIC kód organizace	Název organizace	Země organizace	Typ organizace	organizace (pokud je relevantní)	Datum zaznamenání partnerství	Datum odstoupení z partnerství
Organizace žadatele	944993207	Obchodní akademie s.r.o.	Česká republika	Škola/Instituce/Vzdělávací centrum - Obecné vzdělávání (sekundární úroveň)		01/09/2015	31/08/2018
Partnerská organizace	931259171	Rigas 9 vakara (mainu) vidusskola	Lotyšsko	Škola/Instituce/Vzdělávací centrum - Obecné vzdělávání (sekundární úroveň)		01/09/2015	31/08/2018
Partnerská organizace	938533977	Srednja ekonomsko-poslovna sola Koper	Slovinsko	Škola/Instituce/Vzdělávací centrum - Odborné vzdělávání (sekundární úroveň)		01/09/2015	31/08/2018
Partnerská organizace	946544431	Istituto A. Volta	Itálie	Škola/Instituce/Vzdělávací centrum - Odborné vzdělávání (sekundární úroveň)		01/09/2015	31/08/2018
Partnerská organizace	943903024	Agrupamento de Escolas Alexandre Herculano - Porto	Portugalsko	Škola/Instituce/Vzdělávací centrum - Odborné vzdělávání (sekundární úroveň)		01/09/2015	31/08/2018
Partnerská organizace	929958207	Ozel Adalya Anadolu Lisesi	Turecko	Škola/Instituce/Vzdělávací centrum - Obecné vzdělávání (sekundární úroveň)		01/09/2015	31/08/2018
Partnerská organizace	941418175	Kedainiai Sviesioji Gymnasium	Litva	Škola/Instituce/Vzdělávací centrum - Obecné vzdělávání (sekundární úroveň)		01/09/2015	31/08/2018

Celkový počet zúčastněných organizací	7
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3. Popis projektu

v této části jste vyzváni doplnit informace o dosažení cílů vašeho projektu

Byly všechny původní cíle projektu splněny? Jak jich bylo dosaženo? Vyjádřete se ke všem případným původně nesplněným cílům projektu, které nebyly naplněny. Popište případné úspěchy, kterých jste dosáhli nad rámec vašich očekávání.

All original objectives of the project given in the application were met. We managed to fulfill all the goals and objectives we planned and this was done and the objectives were reached through both local activities carried out during the three years of the project and all mobilities to the partner countries.

a) Improved communication and language competences - during the mobilities the participants developed these competences through presenting the results of surveys to the others, through presentations of their country, town and school, in workshops focused on social issues of entrepreneurship, in role-play activities, during excursions and discussions with local representatives. Moreover, the participants developed their communication and language competences in online communication with their foreign partners. Next, the students and teachers developed these competences while working on multi-language dictionary of business English etc.

b) Improved entrepreneurial competences - during the mobilities the participants worked on specific topics such as starting a firm, making business plan, promotion and advertising, writing CV and job interviews, unemployment etc. Before mobilities they also made surveys on entrepreneurial topics and then worked out the results and made presentations. During the mobilities but also during local activities of the project the students and teachers visited several companies and firms and learned about how they work, about their production, staff, marketing strategies, promotion and advertising etc.

c) Improved digital competences - students and teachers developed their digital competences through online communication with partners, through creating various forms to be used for doing surveys on different topics, through making presentations, taking photographs, shooting short videos on social topics (immigration, bossing, mobbing etc.), creating video-documents, through work on e-Twinning, creating newsletters, e-magazines, creating promotion, using social networks and various programs and applications (makemynewspaper, powtoon, prezi etc.).

d) Improved social competences - particularly through preparation for workshops and through workshops on social topics (discrimination at the labour market, immigration, bossing, mobbing, equal opportunities etc.). Next, participants developed their social competences also by staying at host families, learning about different rules in the life in foreign countries etc.

e) increased cultural awareness - participants increased their knowledge of other cultures during mobilities when they visited important cultural places in partner countries (Guimaraes, Myra, Antalya, Ljubljana, Kaunas, Palermo, Riga, Bauska, Rožnov pod Radhoštěm etc.), during Days of national cuisine where all partners presented their typical meals, during various cultural performances prepared by the students or guests etc.

Čeho bylo díky realizaci projektu dosaženo? Popište prosím podrobně výsledky vašeho projektu (v případě, že již nejsou uvedeny v sekcích shrnujících zásadní výstupy, v aktivitách uskutečněných za účelem sdílení a šíření zásadních výstupů, případně v dalších vzdělávacích a výchovných aktivitách). Pokud je to relevantní, popište také výsledky, které předčily původní očekávání vašeho projektu.

We managed to exceed all the planned results compared to initial expectations. Here we describe the project results and the ways we reached them. During the project the participants:

- increased their entrepreneurial competences and their motivation in the field of entrepreneurship through participating in the workshops focused on the entrepreneurial topics already mentioned, through visiting companies from various fields of industry or services both in local activities and in mobilities
- learned to write a good CV to be able to apply for a job (during the workshops in Turkey or during local activities in the partner schools)
- got higher practise and experience with job interviews through practising different types of job interviews or participating in the workshop held during the meeting in Antalya.
- learned to make a business plan (e.g. at the workshop at the meeting in Koper)
- increased their motivation to start an own firm or business thanks to visiting companies and firms both in the regions of participating schools and during mobilities.
- became more aware of the connection between entrepreneurship and social matters through workshops

focused on bossing, mobbing, immigration issues, discrimination at labour market etc.

- broke stereotypes about gender issues, racism, immigration, social exclusion, handicapped people thanks to workshops focused on social topics, thanks to being accommodated in host families or thanks to visits to important cultural places during their mobilities
- improved their language competences both in everyday English and business English through online communication with their partners, through their work on multilingual dictionary of business English etc, or during mobilities.
- extended their vocabulary in business English through participating in workshops and other activities focused on entrepreneurial tasks, through their work on the multilingual dictionary of business English.
- increased their motivation towards learning languages thanks to communication with their peers using not only English but also other languages (Italian, Russian etc.)
- developed their social competences through cooperation with students from different cultures and different social classes
- improved their digital competences through creating online questionnaires, websites and through communication online, through doing research when preparing for the workshops or using various applications on their mobiles during the meetings, e.g. Kahoot.
- learned to make a questionnaire, carry out a survey and work out and present the results of the survey
- improved their presentation skills through presentations of their work to other students and teachers
- extended their knowledge of the partner countries not only in the field of geography, history or culture but also entrepreneurship through visiting not only the partner town, but also other important cultural places in the region of the host school, visiting companies in partner countries, tasting foreign food during the Days of national cuisine etc.
- gained higher knowledge and experience about labour market through excursions to the firms and companies in partner countries
- developed their creative skills through working on presentations, creating and shooting videos, during Days of national culture etc.
- learned to make a presentation of a firm or company, create an advertisement and an online promotion
- got more aware of the positions of an employer and employee, and the duties, advantages and disadvantages of those positions
- got more aware of other aspects of entrepreneurship, such as ecological aspects, e.g. through the visit to an ecological farm during the meeting in the Czech Republic or during the visit to the chemistry company during the meeting in Lithuania.
- developed their friendship with peers and colleagues from partner schools
- developed future cooperation among the partner institutions

We carried out:

- questionnaires on 7 entrepreneurial topics (published on the webpage)
- powerpoint presentations on entrepreneurial, job and social tasks
- 8 newsletters about the project activities
- 8 e-magazines
- a mini-brochure about the project
- project website (www.ready-for-our-lives.webnode.cz)
- e-Twinning project among the partner schools
- evaluation forms after each mobility
- photo-documentation and video-documentation (short films from the meetings)
- a multilanguage dictionary of business English
- short videos on entrepreneurial and social matters regarding the project tasks

As mentioned above, we exceeded our initial expectations, for example by creating and publishing e-magazines using the MakeMyNewspaper web, by creating a multilanguage dictionary of business English, by using more ways of communication (Whatsapp), various applications (Kahoot), creating Christmas video-messages or video-recipes about traditional meals. We also involved more participants into our mobilities than we planned.

V jakém smyslu byl váš projekt inovativní a/nebo komplementární k dalším již uskutečněným projektům?

This project brought innovative attitude towards entrepreneurship. The project was focused not only on the entrepreneurship itself but dealt with social matters and human rights which are tightly connected with entrepreneurship but often remain out of our sight. The projects made the participants think more deeply about various social matters and various kinds of discrimination at the labour market. The activities, workshops, debates and discussions at the project meetings dealt with the following tasks:

- a) gender equality - equal opportunities for men and women on the labour market (e.g. through presentations, role-plays, questionnaires prepared by the partner schools for the workshop "A man or a woman" held at the meeting in the Czech Republic).

b) the matter of age on the labour market - equal opportunities at the job market regardless the age (e.g. through presentations, role-plays, questionnaires prepared by the partner schools for the workshop "Time clock" held at the meeting in Portugal).

c) racism and racial exclusion - equal opportunities at the labour market for all races (e.g. through presentations, role-plays, questionnaires prepared by the partner schools for the workshop "Colourful world" held at the meeting in Turkey).

d) immigration, employing immigrants, access of immigrants to the labour market (e.g. through presentations, role-plays, questionnaires prepared by the partner schools for the workshop "The world for all" held at the meeting in Italy).

e) social exclusion, employing handicapped people, creating job opportunities for handicapped people (e.g. through presentations, role-plays, questionnaires prepared by the partner schools for the workshop "In a different world" held at the meeting in Lithuania).

f) fair attitude and fair environment at workplaces - the matter of bossing, mobbing and other conflicts at work (e.g. through presentations, role-plays, questionnaires prepared by the partner schools for the workshop "I am the boss!" held at the meeting in Slovenia and for the workshop "You and me" held at the meeting in Latvia).

The project was also innovative in methodology. As mentioned in the application, all schools teach various subjects but there is no subject called "being an entrepreneur". The project was innovative also because it was multi-lingual and multi-disciplinary. It was connected with "content and language integrated learning" - CLIL, which is something that has not been used in the partner schools so far. The project was also joining formal and informal education as it involved not only standard school education methods but also activities and methods typical for non-formal education, such as role-play activities, workshops, ice-breaking and team building activities etc.

What was the most relevant horizontal or sectoral priority addressed by your project?

Rozvíjet základní a průřezové dovednosti za použití inovativních metod

What were the other relevant horizontal or sectoral priorities addressed by your project?(můžete vybrat více možností)

- Propagovat vzdělávání v podnikatelských dovednostech a sociální podnikání mezi mladými lidmi
- Řešit špatné výsledky v základních dovednostech efektivnějšími metodami výuky

In case the above selected priorities are different from the ones in the application, please explain why.

Priorities did not change.

Jaká byla nejdůležitější témata vašeho projektu?(můžete vybrat více možností)

- Podnikavost a vzdělávání v oblasti podnikání
- Problémy na trhu práce vč. kariérového poradenství / nezaměstnanosti mládeže
- Klíčové kompetence (včetně matematiky a gramotnosti) - základní dovednosti

V případě, že se vybrané priority liší od těch, které zmiňujete v projektové žádosti, objasněte prosím proč.

The most relevant topics match those given in the application.

4. Řízení projektu

V případě, že se vybraná témata liší od těch, které zmiňujete v projektové žádosti, objasněte prosím proč.

During the three years of the project run we used both quantitative and qualitative indicators of achievement. Quantitative indicators were given in the coordinator's report after each project year based on data from the partner schools and then sent to the partners and published on the website.

quantitative:

- number of questionnaires during the run of the project (knowledge of the partner countries, awareness of the unemployment rates, social matters etc.)
- number or percentage of students and teachers involved in the project work
- number of parents involved in cooperation with school on the project
- number of articles, photos, students' narrations, documents on the project website
- number of newsletters created by the partner schools
- number of firms and companies visited in the project together with a number of teachers and students
- number of surveys created, carried out and evaluated
- number of presentations of firms and companies created
- number of visits of the website
- number of visits of the articles on the schools facebook pages
- numbers of articles in local newspapers, online portals of the towns etc.
- number of visits of local journalist at school informing about the project
- numbers of information or interviews in local TV
- number of visits of TV reporters at school informing about the project

qualitative:

- evaluations forms worked out by the Lithuanian partner school
- reports of the meetings worked out by the coordinator and signed by the teachers participating at mobilities
- language tests focused on business English
- evaluation of the progress of the students in digital competences (e.g. at teachers' meetings)
- evaluation of the progress of the students in language and communication competences (e.g. at teachers' meetings)
- evaluation of increased creativity of students (done by teachers in their schools)
- evaluation of the added value for the school (by headmasters and headmistresses)

For our evaluation of achievement we also used interviews, discussions, direct observations, narrations, reports etc. We evaluated the progress and gave assessments several times a year, and after each project year.

Které aktivity a ukazatele (kvantitativní a kvalitativní) jste zvolili za účelem hodnocení naplnění cílů a výsledků projektu? Jak jste měřili míru úspěšnosti projektu?

Monitoring and evaluating the quality, effectiveness and efficiency of the project was done in the following ways:

- at project meetings. During all seven project meetings the coordinators or leaders of the partner schools met at a special meeting and checked the progress of the project, activities that were done and if all planned aims and tasks were fulfilled.
- through newsletters and webpage - all partner schools regularly worked out a newsletter with an overview of the activities carried out in their schools and together with some articles, narrations, photos etc. sent it to the Turkish school that was responsible for writing a common newsletter. During the project we published 8 common newsletters. The progress in all schools therefore was monitored also this way.
- through email communication, Skype calls, e-Twinning videoconferences, messenger communication, Whatsapp application or text messages among the leaders. During whole the run of the project the communication among the leaders was very effective and fruitful.

Evaluation:

The evaluation of the activities, workshops, results, outputs and the project run was done:

- a) within each partner school
- b) among the leaders of the partner schools
- c) among the students participating in the project activities and project meetings
- d) among the teachers participating in the project activities and project meetings
- e) by the coordinator of the project

ad a) within each partner school. All partner schools evaluated the activities carried out both inside the school and at the project meetings. The evaluation was carried out at regular meetings within the school, by questionnaires and in discussions with the colleagues. The continuous evaluation of the project run was also presented by the leader at the headmaster's or headmistress' meetings with teachers and at the meetings with parents. At the end of each project year the leaders worked out the evaluation of the project for their school and this evaluation was also sent to the coordinator of the project who included the information from partner schools into the coordinator's report.

ad b) among the leaders of the partner schools. The leaders continually evaluated the work on the project, its activities, results and outputs and did their best to avoid any delays or time management problems. This evaluation was carried out continually through email communication, social network, Skype calls, e-Twinning videoconferences, messenger communication or text messaging. At the project meetings the leaders checked the progress of the project and evaluated the activities, results and outputs in a personal communication.

ad c) among the participating students - the students who took part in the mobilities answered an evaluation questionnaire prepared by the Lithuanian partner school. Such evaluation was organised through a questionnaire which was sent to partner schools after each mobility. Moreover, the participating students worked out essays about their stay in a foreign country which are published on the website of the project. And of course, the students did a non-formal evaluation within their school in discussions with their schoolmates and within the project group.

ad d) among the participating teachers - the teachers participating in the project meetings evaluated the project activities at a teachers' meeting that was organised at the end of each project meeting. And of course, the teachers also shared their experience within their school in discussions with their colleagues and students.

ad e) evaluation by the coordinator of the project was carried out together with monitoring the project work so that all necessary steps to fulfil the project tasks thoroughly and properly could be done. The coordinator's reports were made after the first and the second year of the project, sent to partner schools and published on the project website.

Frequency of the evaluation:

- continually (within partner schools, among the leaders, by the coordinator)
- three times a year at the project meeting and after the project meeting (by the leaders, students, teachers, coordinator)
- at the end of each project year (within partner schools, among the leaders, by the coordinator)
- after each mobility (questionnaires answered by the students and teachers who participated in the mobility. The results were made up into a common report by the Lithuanian partner school and published on the web of the project).
- at the end of the project at the 2nd transnational mobility

Staff involved:

- the coordinator of the project (Mr. Martin Frolík, English teacher and project manager at the Czech partner school)
- the project leaders within the partner schools
- the headmasters, headmistresses who verified the impact of the project on the school

The representatives of the coordinating school (coordinator and the headmistress, resp. headmistress and her deputy) made also a short monitoring visit to the Turkish and the Latvian school.

Jak byla monitorována a hodnocena kvalita, účinnost a efektivnost projektu (zahrňte kontrolu rozpočtu a management času)? Uvedte prosím, kteří zaměstnanci (jejich pracovní pozice) byli do monitorování zapojeni a jak často monitorování probíhalo.

Before starting the project we were aware of the following possible risks:

- a) bad or unclear communication
- b) time management problems
- c) lack of motivation
- d) changes in the teams
- e) conflicts among the project leaders
- f) problems regarding the parents
- g) behaviour and safety during the stay abroad
- h) health problems during the mobilities

i) problems with budget

At the end of the project we can say we managed to run the project without serious problems and when minor ones appeared, we were able to solve them.

a) Our communication was very smooth, clear, continuous and effective. We discussed everything through emails, Skype calls, e-Twinning videoconference, text messages, messenger, facebook or Whatsapp and our communication was really good.

b) We managed to solve the time management problem that appeared – it looked quite tough to find dates of the mobilities suitable for all 7 schools, particularly in the first year, but thanks to friendly attitude and good communication among the partners we finally set the dates that were ok for all the partners. We did not have any other problems with time management as the gaps between the mobilities were usually long enough. All the partners also sent the materials needed in due time.

c) The participating teachers and students were enthusiastic and motivated, so we did not experience lack of motivation during the whole project run.

d) Our project took 3 years and during that time there were some changes in the project teams, even in positions of leaders. After the second year the Turkish school changed the leader (Mrs. Seda Yilmaz left the school and her responsibility was taken over by Mrs.Funda Mackenzie), in December 2017 the Latvian leader, Mrs.Jana Strautmane left school and her duties were taken over by Mrs.Inese Lapina Irbe. The change at the Turkish school was personally discussed by the coordinator of the project, Mr.Martin Frolík, the Turkish headmaster, Mr.Kenan Celik and Mrs.Funda Mackenzie in September 2017 in Antalya during a short monitoring visit to the Turkish partner school, the change at the Latvian school was discussed between the coordinator, Mr.Martin Frolík and the leader involved, Mrs.Jana Strautmane by email and messenger communication. The Latvian leader sent a personal letter to the coordinator describing her reasons to leave the school. The Czech headmistress and her deputy made a short visit to the Latvian partner school to discuss future steps with the new Latvian coordinator.

As for other changes in the project teams, there were some in the Czech team. Three teachers mentioned in the application, Mr.Jiri Janik, Mrs.Iva Vrbova and Mr.David Holzbauer left the school and were replaced in mobilities by Mrs.Věra Hellerová, Miss Alexandra Florková and Mrs.Zdeňka Parchanská.

Anyway, the changes in the project teams did not influence the run of the project and did not cause any problems in implementation of the activities or evaluation and dissemination activities.

e) The cooperation between leaders was excellent and there were no problems. The atmosphere among the project leaders was great and absolutely friendly.

f) We did not experience any problems in cooperation with partners. Families that could not host a foreign student at a mobility were replaced by other ones. However, the families enjoyed the possibility of being a part of the project.

g) Behaviour and safety – all partner schools took this matter into their account seriously and if any kind of problems appeared, it was immediately solved. In case that a hosted student asked for a change of the host family, the leader of the hosting school arranged such a change. However, this situation was quite rare. All participants were fully insured during their mobilities and parents of minors signed a permission for their son/daughter to travel abroad. The leaders of all partner schools always presented all necessary information to the parents to show that safety of the participants is ensured.

h) health problems during mobilities – all minor health problems that appeared were solved on the spot immediately in cooperation between the leader of the hosting school and hosted school. During the project we did not experience and serious health problem.

i) problems with budget – each partner school was responsible for running their budget. During whole the project the coordinator of the project informed the partners about the rules they have to follow, the responsibility of each school was up to their headquarters, though. None of the partner schools announced any kind of financial problems, all the partner schools completed all the planned mobilities.

5. Implementace

tato část požaduje informace o všech fázích projektu: implementace hlavních aktivit zahrnující praktické přípravy, profily účastníků, dopady projektu, šíření výsledků a budoucí plány;

Popište prosím aktivity organizované v rámci vašeho projektu a rozveďte postupy, které jste aplikovali. Poskytněte prosím podrobné informace zejména o těch aktivitách, které byly podpořeny z grantové položky řízení projektu a realizace.

The project included the following main activities:

- 1) activities and workshops on the topics of the main idea of the project
- 2) activities and workshops on the topics of the added value of the project
- 3) activities supporting cooperation of schools with firms and companies in the town and the region
- 4) activities supporting extending the knowledge of the partner countries and their culture
- 5) activities concerning communication and dissemination of the project activities
- 6) evaluation activities

1. During the main activities we were dealing with the following topics: unemployment of young people, writing CV, job interview, starting a firm, making a business plan, promotion and advertising, marketing, relations between employers and employees and other aspects of entrepreneurship, particularly ecological ones. We were dealing with the topics both during local activities and meetings in partner countries. We created questionnaires on the particular topic and the students from all partner schools made a survey and worked out the results. The questionnaires and the presentations are published on the project webpage. The partner schools had various meetings with responsible people or entrepreneurs as their local activities. The list of local activities is published on the project web. Moreover, the students created a multi-language dictionary of business English.

2. The added value of the project was about the connection between entrepreneurship and human and social rights etc. We were dealing with the following social topics:

- gender equality - equal opportunities for men and women on the labour market
- the matter of age on the labour market - equal opportunities regardless the age
- racism and the matter of exclusion because of race - equal opportunities regardless the race
- employing immigrants, access of immigrants on the labour market
- employing handicapped people, job opportunities for handicapped people
- fair attitude and fair environment - bossing, mobbing, conflicts at work

When preparing for the project meetings the students did a role-play focused on the topics, sometimes they made a short film which was presented at the meeting and which is also published on the project website. There were also several discussion meetings with responsible people both during local activities and project meetings, for example on the topic of disabled people at the labour market (discussion with the member of Lithuanian Parliament) or on the topic of immigrants at the labour market (with a regional representative at the meeting in Italy) etc. The teachers and students also did some excursions to learn more about these issues (for example Klimkovice spa – a local activity in the Czech Republic).

3. The project activities both at local level and during mobilities included excursions to the firms and companies in the region and involvement local entrepreneurs in the discussions with the participants, debates and workshops organised during the project meetings. The list of excursions at local level is published on the project website, the names of companies and firms are given both in description of LTT activities, on the project website and in the reports from the meetings. The choice of companies and firms was quite colourful, we visited firms active in different areas of entrepreneurship, such as producers, manufacturers, ecological farm, spa, firms in food industry, various incubators etc.

4. During the project meetings there were excursions to most important cultural and historical places in the town or region, which allowed the students and teachers from the partner countries extend their knowledge of the partner country and learn more about the history, geography, culture and the way of life of people in the host country. The list of some of the places is given in description of the mobilities section.

5. In the project we also focused on sharing our results and outputs with other people on dissemination of the project activities. We created a website to share the results, outputs, surveys, questionnaires and other information about project activities in the partner schools and during the meetings. a minibrochure about the project as a dissemination tool, 8 newsletters, 8 e-magazines, we worked out the results of surveys and questionnaires on different project topics. we opened and worked on the e-Twinning portal. we had a few videoconferences, we created 7 films from project meetings, a photobook etc.

6. evaluation activities – during the project we did several evaluation activities, e.g. evaluation forms with working out results, reports from the meetings, annual coordinator's reports, narrations of the participants

in mobilities etc.

During our project we used the following methods:

- presentations, discussions and debates, excursions, role plays, ice-breaking games, surveys, questionnaires, workshops, seminars etc. They are described e.g. in reports from the meetings

Jak projektoví partneři přispěli projektu? Vyjmenujte prosím specifické dovednosti, které do projektu vnesly vaše partnerské organizace.

All partners shared their responsibilities and tasks in the project. Each of the partner was responsible for one topic, one task and organizing a specific workshop. The partners shared their duties this way:

CZECH REPUBLIC: introduced the topic "Other aspect of entrepreneurship", which dealt with less traditional areas of entrepreneurship, e.g. ecological entrepreneurship (an excursion to an ecological farm), led the workshop „A man or a woman“ on equal opportunities of men and women at the labour market including role-play activity and created and maintained the project website. Moreover, the Czech partner published e-magazines and led the project facebook page. The Czech partner helped to develop the following competences: communication and language (by leading the work on multilanguage dictionary of business English), social (workshop on equal opportunities), digital (webpage, e-magazine, powtoon), cultural awareness (folk dance performance, excursion to Rožnov) etc.

PORTUGAL: introduced the topic „Employment“ which included a seminar with responsible people from the Job Centre followed by a discussion, organised a workshop on exchanging information about unemployment in partner countries, led the workshop „Time Clock“ on equal opportunities of people of various age at the labour market and created a minibrochure about the project. The Portuguese partner helped to develop the following competences: entrepreneurial (excursions, seminar on unemployment), social (workshop on equal opportunities), digital (minibrochure, promotion of the project), cultural awareness (excursion to Guimaraes) etc.

TURKEY: introduced the topic of writing a CV for European labour market, organised a workshop on on exchanging information about job interviews in partner countries and role-play activities on this topic, led the workshop „Colourful world“ on the topic of racism at the labour market and compiled the work of partner countries into common newsletters. The Turkish partner helped to develop the following competences: entrepreneurial (excursions, seminar at Chamber of commerce), social (workshop on racism), digital (creating and adapting newsletters), cultural awareness (excursion to Demre or Myra) etc.

SLOVENIA: introduced the topic of starting a firm and creating a business plan which included several group activities, organised a seminar and workshop „I am the boss“ on bossing in companies and creating a fair attitude and worked out photo-documentation and video-documentation from the project meetings. The Slovenian partner helped to develop the following competences: entrepreneurial (excursions, seminar, workshop on business plans), social (workshop on bossing), digital (creating photo-documentation and films from the meetings), cultural awareness (excursion to Postojna cave or Ljubljana) etc.

LATVIA: introduced the topic of presentation of a company, which included a seminar with professional lecturer, organised a workshop „You and me“ about mobbing in companies and creating fair environment in firms and worked out surveys on the specific topics during the whole run of the project. The Latvian partner helped to develop the following competences: entrepreneurial (excursions, seminar), social (workshop on mobbing), digital (creating surveys using various platforms), cultural awareness (excursion to Bauska or Rundale) etc.

ITALY: introduced the topic of promotion and advertising, which included a seminar and a workshop on marketing, organised a workshop on on exchanging information about promotion in partner countries, organised a seminar led by responsible people from regional government about immigration at the labour market, a role-play and the workshop „The world for all“ and led the e-Twinning cooperation. The Italian partner helped to develop the following competences: entrepreneurial (excursions, seminar), social (workshop on immigration), digital and communication and language (e-Twinning, starting Whatsapp communication between leaders), cultural awareness (excursion to Palermo) etc.

LITHUANIA: introduced the topic of advantages and disadvantages of being an entrepreneur, organised a workshop on on exchanging information about being an entrepreneurship in partner countries which included a seminar and a workshop with role-play activity, organised a workshop „In a different world“ about the situation of handicapped people at the labour market and organised video-conferences among the partners. The Lithuanian partner helped to develop the following competences: entrepreneurial (excursions, seminar at the Lithuanian Parliament), social (workshop on racism, discussion with MP about life of handicapped people), digital (videoconferences), cultural awareness (excursion to Kaunas and Vilnius)

etc.

All countries also organised an activity called „Day of national cuisine“ which developed cultural awareness of the participating students and teachers and their creative competences.

Jak byste kvalitativně ohodnotili spolupráci a komunikaci s partnery a s dalšími relevantními zainteresovanými subjekty během implementace vašeho projektu? Jaké jsou pozitivní a negativní aspekty celé spolupráce a jejího nastavení? Co byste zlepšili, kdybyste měli podobný projekt v budoucnu na starost?

The communication and cooperation between the partners was at excellent level, very fast, clear, friendly and effective. From the first transnational meeting where the aims, activities, methods of the project were discussed all the partners cooperated on preparing of all project activities perfectly.

We used various communication channels – emails, messenger, Skype calls, Whatsapp, facebook group, webpage, newsletters or videoconferences. The school coordinators were in touch continuously and discussed all project matters. Before all mobilities the hosting school informed the others about the programme, activities, preparations for activities, about host families, possible cultural differences etc., send their recommendations as for travel and helped all the other partners to get ready for the mobility in the best way.

We evaluate the cooperation between the partners at a very high level which can be shown by the fact that some cooperation between the partners will follow. Smooth cooperation between the school coordinators helped us to collect all the outputs, all information about local activities etc. at the second transnational meeting in Porto.

We can see only positive elements of this cooperation proces.

In future cooperation we will use the communication channels we created during the project, they were very efficient and satisfactory.

What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones identified in the application form?

The main target groups of the project were students, teachers, schools managers and parents. Anyway, from our project activities many other students, young people, teachers, parents, local representatives and public benefited both directly and indirectly.

The project gave many other people a chance to meet foreign students during mobilities, they could talk to them, discuss and share their ideas and opinions, exchange their experience, learn about other cultures. Teachers from other than participating schools learned about the project aims, activities, results and outputs which gave the man overview about how such a project works and may have led them to their decisions to get involved to Erasmus+ programme with their own school. Parents and other relatives of the host families could improve their communication, language and social skills and increase their cultural awareness by learning about cultures of the partner countries. Local representatives could discuss and share their experience, ideas and opinions in the field of education and culture with the teachers from foreign countries during the project meetings. They could also help the town to reach higher international cooperation. Public learned about the Erasmus+ programme, its possibilities and advantages and learn about other cultures. This was done through online dissemination channels, e.g. webpages of participating schools, project webpage, newsletters, e-magazines, articles in local newspapers or via local TV as all the meetings were covered by local television or press.

Social networks, such as Facebook, Whatsapp or Instagram helped us to share information and pass the news about the meetings to other people, not only students' or teachers' friends. All schools shared information, published articles, photos or videos on their webpages so all these results and outputs could reach wider public and multiplied the dissemination effect of the project.

The number of visits of school webpages, facebook pages, project webpage or facebook and particularly the fact that the project appeared on local TVs and in press in partner countries highly increased the dissemination of the project and the number of people from public who benefited from the project. Even though we have not got exact numbers of ratings of local TV transmissions, we are absolutely sure that the formerly estimated number of 5,000 people to benefit from the project was highly increased.

The target groups mentioned in the application did not change.

5.1. Zapojení účastníků s omezenými příležitostmi

Did your project involve participants with fewer opportunities in project activities?

Ano

Kolik účastníků z celkového počtu spadá do této kategorie?

85

Jakou formu podpory jste zvolili, aby tito účastníci mohli být plně zapojeni do projektových aktivit?

All schools involved participants with fewer opportunities into the project work and into mobilities. All schools gave their students all the necessary help and support. To support participants with fewer opportunities, the schools took the following steps:

Hosting schools of each project meeting sent their partners the most important information what to expect in their country as for different habits, culture and way of life. The partner schools organised meetings with their teams and prepared their students for possible differences in advance. The hosting students got in touch with their partners before the meetings and discussed the most important matters such as differences in living conditions, food, culture of the host country etc.

The partner schools involved in their project teams all interested students including those who came from families of immigrants or refugees or from families belonging to a national or ethnic minority. The schools gave them all necessary support to integrate them in the project teams.

Kterým situacím museli tito účastníci čelit?(můžete vybrat více možností)

- Kulturní rozdíly
- Ekonomické překážky
- Sociální překážky
- Zeměpisné překážky

5.2. Mezinárodní projektová setkání

Popište prosím blíže mezinárodní projektová setkání zorganizovaná v rámci vašeho projektu. Jak často a za jakým účelem se tato setkání uskutečnila? Kdo se jich účastnil? Rozved'te prosím blíže, jak tato setkání usnadnila koordinaci a implementaci vašeho projektu. V případě, že se plánované aktivity výrazně lišily od své finální implementované podoby, rozved'te prosím důvody těchto odlišností.

During the project run we had two transnational meetings. The first one was held in December 2015 in Karviná, Czech Republic and the second one in May 2018 in Porto, Portugal.

The first transnational meeting fulfilled our expectancies and we managed to do all planned activities. We got to know each other personally, with two exceptions for the first time in our lives, we confirmed the distribution of the topics and tasks of the project and discussed them in more details, we agreed on conditions of students' mobilities, discussed and agreed on the timetable of the meetings throughout the first year and agreed on how and when to confirm the dates of meetings for the second and third year, we discussed in more details what activities, workshops, excursions to be done, methods to be used etc., the logistics of the meetings etc.). All partners presented the others their previous project work, project outputs, websites, methods of work and shared their experience with the others. We also discussed and agreed on control mechanisms to ensure the proper project run and to avoid any possible risks, problems or misunderstandings.

At this meeting two representatives of each partner schools were present. They all signed the common report from this transnational meeting where all discussed and agreed matters were stated.

The second transnational meeting was held at the end of the project, after the seventh project meeting in the Czech Republic. This meeting helped us to conclude the project successfully and evaluate the whole project. At the transnational meeting in Porto we evaluated the whole run of the project, finalised the work on the project, presented the outputs and agreed on dissemination of the results and outputs, discussed and

evaluated all the tasks, workshops, outputs, results, contribution and added value to the schools. We also evaluated involvement of the students and teachers in the project work in the partner schools and in mobilities, we evaluated the contribution of the project to public, shared gained experience with the partners, discussed sharing the experience with other teachers and sustainability of the project for the future. We also dealt with possibilities of future cooperation between the schools both within Erasmus+ KA1 VET and Erasmus+ KA2 strategic partnership. The project leaders informed their partners about new applications for some new projects they had submitted in 2018. All partners showed and confirmed their interest for future cooperation. The Czech and the Italian teachers and students will be partners in a common youth project held in Tenerife in November 2018 and February 2019, the Czech and the Turkish students cooperated on one youth project held in the Czech Republic in September and will cooperate again on another youth project in November 2018. These projects are organised by an Icelandic NGO and by a Czech nonformal group of young people within Erasmus+ KA1 youth. Other partners are currently planning their cooperation for the future.

The second transnational meeting was attended by headmasters/headmistresses, project coordinators and teachers of all seven partner schools. Except the Slovenian school which was undergoing a process of selection of the new headmaster, all other headmasters and headmistresses attended the transnational meeting in Porto. All partner schools were also represented by their project coordinators so that the evaluation of the project run was done thoroughly.

Both transnational meetings fulfilled the aims as they were planned. The first transnational meeting helped us to establish good partnership, to agree on all organisational matters in details and establish control mechanisms of the successful run of the project while the second transnational meeting helped us to conclude the project successfully, plan dissemination activities, collect all materials and outputs and evaluate the whole project.

There were not any differences between what we planned and what we did during the two transnational meetings.

To sum up, we agreed that both transnational meetings were essential for successful run of the project and helped the partner schools to organise the activities from starting the project to dissemination activities in the best way.

5.3. Zásadní výstupy

Tato sekce se netýká tohoto projektu

5.4. Diseminační akce

Tato sekce se netýká tohoto projektu

5.5. Výukové/vzdělávací/školící aktivity

Popište prosím krátkodobé výukové a vzdělávací aktivity, které byly součástí vašeho projektu, a vysvětlete, nakolik přispěly k naplnění cílů vašeho projektu. V případě, že existují rozdíly mezi tím, co bylo plánováno a implementováno, vysvětlete je prosím.

Learning, teaching and training activities planned in this project followed a model programme created for all mobilities. We always

- checked of the process and evaluation of the progress of the project
- presented the work done in the period from the previous meeting to the present meeting, the work done at local level
- organised workshops, role plays and other events and activities on the tasks and topics of the meeting according to the plan of activities
- organised lectures, seminars, debates and discussion with entrepreneurs, responsible people from job centres, social workers etc.
- visited some companies and firms to learn about entrepreneurship in the hosting country
- set out for excursions to the most important places in the region to learn about the culture of the hosting country
- experienced life in a foreign country, in a host family (the students)
- had a teachers' meeting and planned the work for the next meeting

The learning, teaching and training activities contributed to the project's objectives in the following way:

- 1) LLT activities helped to develop communication and language competences of the students and teachers

- workshops, presentations, discussions, debates and other events at the meetings were organised in mixed international groups, therefore the participants of project meetings developed their language skills, improved their pronunciation, extended their vocabulary both in everyday and business English.

2) LLT activities helped to develop entrepreneurial competences of students and teachers - the participants of the project improved their entrepreneurial competences through activities, workshops, and discussions focused on entrepreneurship and labour market. Through these activities they also developed their creative skills that are essential for running their possible own firm in the future

3) LLT activities helped to develop digital competences - the participants prepared their presentations on specific topics and worked out the results of surveys, created outputs and communicated with their peers from the partner schools using ICT tools. (presentations, communication among the students, webpage of the project, a minibrochure of the project, facebook group, e-Twinning etc.).

4) LLT activities helped to develop social competences - the students came from different economical and social environment which helped them to realise the similarities and differences of the labour markets in the partner countries. They were also dealing with different social matters in the workshops organised at each project meeting (bossing, mobbing, discrimination at the labour market etc.)

5) LLT activities helped the participants to increase their cultural awareness - the participants increased their knowledge of the partner countries, their culture and the way of life in the partner countries.

There was no difference between what was planned and what was implemented, during all the LLT activities we followed the plan given in the application.

Project meetings 1-6 are described in the following part, here is the description of the 7th meeting which was held in the Czech Republic.

Project meeting 7 in the Czech Republic - at Obchodní akademie s.r.o

During the seventh project meeting the following activities, workshops, discussions and other events were carried out: - we evaluated the carried out activities and the project run - the film "Memories from Riga" was presented - the Czech students presented their school and the Czech system of education - all partners presented their schools and towns - all partners presented the work on the topic of other aspects of entrepreneurship - all partners presented the results of the surveys on the matter of mobbing equal opportunities regarding gender - all partners presented their typical meals during the activity called "Day of National cuisine" - learning/teaching/training activity - seminar on ecological entrepreneurship was held - discussions and debate on the topic of equal opportunities was held at Business Gate - workshop on the topic of other aspects of entrepreneurship took place - we visited the town and other places of interest (Rožnov pod Radhoštěm, Ostrava) to present the culture of the hosting country - there was a meeting with a deputy mayor for education at the town hall in Karviná - we visited firms and companies in the region Marlenka, Unipar, Zerlina) - learning/teaching/training activity - seminar on equal opportunities was carried out - "A man or a woman" - a workshop with role play activities was held - we evaluated the project meeting - there was a farewell party with giving out certificates

Popište, jakým způsobem jste uznali a validovali výsledky učení, které si osvojili účastníci během vzdělávacích aktivit, které jste zorganizovali. Využili jste v projektu evropské nástroje jako Europass, ECVET, Youthpass, ECTS apod. nebo nějaké národní nástroje / certifikáty?

In our project, all the participants of mobilities received a certificate of attendance from the hosting school.

Číslo aktivity	C1
Oblast	ŠKOLY
Typ aktivity	Krátkodobé výměnné pobyty žáků
Popis aktivity	<p>Project meeting 1 in Portugal - at Agrupamento de Escolas Alexandre Herculano - Porto</p> <p>During the project meeting Nr.1 in Portugal we carried out the following activities, workshops, and discussions: - we officially started the project - the Portuguese partner presented its school and the Portuguese school system - all partners showed their presentations of schools and towns - all schools presented the results of surveys on unemployment - all schools presented the results of surveys on the equal opportunities regardless age at the labour market - all partners presented their typical meals during the activity called "Day of National cuisine" - discussions and debates on unemployment of young people in Europe with experts and responsible people from a job centre, with social workers took place - learning/teaching/training activity - seminar on unemployment of young people with two experts from the Institute of Employment was held - workshop on unemployment of young people followed the learning/teaching/training activity - we visited the town. places of interest (the old town Ribeiro, the town centre and some</p>

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	neighbourhoods, Guimaraes), and learned about the culture of the hosting country - we had a meeting with town representatives, and a discussion with them at the Town Hall in Porto - we visited firms and companies in the region (Sandeman, Unicer, CEIIA) - a learning/teaching/training activity - seminar on equal opportunities took place - "Time clock" - workshop, role play activities and discussion on the matter of equal opportunities regardless the age was held focusing on the matter of age at the labour market. - we evaluated the project meeting - there was a farewell party with giving out certificates
Počet účastníků	5
Účastníci se specifickými potřebami (z celkového počtu účastníků)	0
Počet doprovodných osob z celkového počtu účastníků	2
Je tato aktivita dlouhodobá?	NE
Financované období (dny)	30
Zapojené organizace	Obchodní akademie s.r.o.

Číslo aktivity	C2
Oblast	ŠKOLY
Typ aktivity	Krátkodobé výměnné pobyty žáků
Popis aktivity	Project meeting 2 in Turkey - at Ozel Adalya Anadolu Lisesi During the second project meeting in Turkey the following activities, workshops, discussions and other events were carried out: - we evaluated the carried out activities and the project run - the film "Memories from Portugal" was presented - the Turkish partner presented its school and the Turkish school system - all the partners presented their schools and towns - all partners presented the work on the topic of job interviews - all partners presented the results of the surveys on the matter of racism at the labour market - all partners presented their typical meals during the activity called "Day of National cuisines" - discussions and debates on writing CVs were carried out - there was a meeting with experts from Antalya Chamber of Commerce held - learning/teaching/training activity - a seminar on writing CVs and on job interviews was held and directed by Mr.Tuncay Savtak - workshop on unemployment of young people was carried out - we visited the town, places of interest (the old town of Kaleici, Phaselis, Myra, Demre, and Kekova), and learned about the culture of the hosting country - we had two meetings with the town representatives (Antalya and Kepez), and a discussion followed - we visited firms and companies in the region - Hürriyet, CANTEK - learning/teaching/training activity - seminar on equal opportunities was carried out - "Colourful world" - a workshop with role play activities and discussion on the matter of equal opportunities regardless the race was carried out focused on the matter of racism at the labour market. - we evaluated the project meeting - there was a farewell party with giving out certificates
Počet účastníků	4
Účastníci se specifickými potřebami (z celkového počtu účastníků)	0
Počet doprovodných osob z celkového počtu účastníků	2
Je tato aktivita dlouhodobá?	NE
Financované období (dny)	24
Zapojené organizace	Obchodní akademie s.r.o.

Číslo aktivity	C3
Oblast	ŠKOLY
Typ aktivity	Krátkodobé výměnné pobyty žáků

Popis aktivity	Project meeting 3 in Slovenia - at Srednja ekonomsko-poslovna sola Koper During the third meeting in Slovenia we carried out the following activities, workshops, discussions and other events: - we evaluated the carried out activities and the project run - the film "Memories from Turkey" was presented - the Slovenian partner presented the school and the Slovenian school system - all partners presented their schools and towns - all partners presented the work on the topic of starting a firm, and making a business plan - all partners presented the results of the surveys on the matter of bossing in firms and companies - all partners presented their national meals during the Day of National cuisine - learning/teaching/training activity - seminar on starting business, writing business plan was held - discussions and debates on starting a firm and making a business plan with experts and entrepreneurs were held - workshops on starting a firm and making a business plan was held at University Incubator of Primorska - we visited the town, and other places of interest (Postonjska, Ljubljana, Piran), and learned about the culture of the hosting country - there was a meeting with town representatives at the Koper town hall, and a discussion followed - we visited firms and companies in the region (Cimos, d.d., Radio Capris, Postonjska cave) - learning/teaching/training activity - seminar on equal opportunities was held - "I am the boss!" - a workshop with role play activities and discussion on the matter of bossing in firms and companies was carried out focused on the matter of fair attitude. - we evaluated the project meeting - there was a farewell party with giving out certificates
Počet účastníků	6
Účastníci se specifickými potřebami (z celkového počtu účastníků)	0
Počet doprovodných osob z celkového počtu účastníků	2
Je tato aktivita dlouhodobá?	NE
Financované období (dny)	36
Zapojené organizace	Obchodní akademie s.r.o.

Číslo aktivity	C4
Oblast	ŠKOLY
Typ aktivity	Krátkodobé výměnné pobyty žáků
Popis aktivity	Project meeting 4 in Lithuania - at Kedainiai Sviesioji Gymnasium During the fourth project meeting we carried out the following activities, workshops, discussions and other events: - we evaluated the carried out activities and the project run - the film "Memories from Slovenia" was presented - the Lithuanian partner presented its school and the Lithuanian school system - all partners presented their schools and towns - all partners presented their work on the topic of "employer x employee", advantages and disadvantages of being an entrepreneur - all partners presented the results of the surveys on the matter of employment of handicapped people at the labour market - all partners presented their typical meals during the activity called "Day of National cuisine" - learning/teaching/training activity - seminar on entrepreneurship took place. - discussions and debates on being an entrepreneur with experts and local entrepreneurs were held - workshops on "employer x employee" topic was carried out - we visited the town, and places of interest (Kaunas, Vilnius), and learned about the culture of the hosting country - we visited Museum of devils and a Museum of paintings of a famous Lithuanian painter Čiurlionis and learned more about Lithuanian culture - there was a meeting and discussion with the member of the Lithuanian Parliament, Mr. Justas Dziugelis - we visited firms and companies in the region (Lifosa, Amber) - learning/teaching/training activity - seminar on equal opportunities was carried out - an event called "Cupidon's night" was held - "In a different world!" - a workshop with role play activities and discussion on the matter of handicapped people at the labour market took place - we evaluated the project meeting - there was a farewell party with giving out certificates
Počet účastníků	5
Účastníci se specifickými potřebami (z celkového počtu účastníků)	0
Počet doprovodných osob z celkového počtu účastníků	2

Je tato aktivita dlouhodobá?	NE
Financované období (dny)	30
Zapojené organizace	Obchodní akademie s.r.o.

Číslo aktivity	C5
Oblast	ŠKOLY
Typ aktivity	Krátkodobé výměnné pobyty žáků
Popis aktivity	<p>Project meeting 5 in Italy - at Istituto A. Volta During the meeting in Italy the following activities, workshops, discussions and other events were carried out: - we evaluated the carried out activities and the project run - the film "Memories from Lithuania" was presented - the Italian partner presented its school and the Italian school system - all partners presented their schools and towns - all partners presented the work on the topic of promotion and advertising - all partners presented the results of the surveys on the matter of immigrants at the labour market - all partners presented their typical meals during the activity called "A Day of National cuisine" - the exhibition of typical Sicilian culture was organised under the title "Catwalk" - discussions and debates on promotion and advertising with experts and local entrepreneurs took place - learning/teaching/training activity - seminar on promotion and advertising was held - workshops on the topic of promotion and advertising were carried out - we visited the town and other places of interest (Piazza Armerina, Palermo, Enna) and learned about the culture of the hosting country - there was a meeting with the Lord Mayor held at the Town Hall of Nicosia and a discussion - we visited firms and companies in the region (La Giusa Next Company, Pandittaino) - learning/teaching/training activity - seminar on equal opportunities with a town counsellor was held at the Contemporary Art Gallery in Palermo - "One world for all" - a workshop with role play activities and discussion on the matter of immigrants at the labour market was carried out - we evaluated the project meeting - there was a farewell party with giving out certificates</p>
Počet účastníků	7
Účastníci se specifickými potřebami (z celkového počtu účastníků)	0
Počet doprovodných osob z celkového počtu účastníků	4
Je tato aktivita dlouhodobá?	NE
Financované období (dny)	42
Zapojené organizace	Obchodní akademie s.r.o.

Číslo aktivity	C6
Oblast	ŠKOLY
Typ aktivity	Krátkodobé výměnné pobyty žáků
Popis aktivity	<p>Project meeting 6 in Latvia - at Riga Secondary Shift School N#9 During the sixth project meeting the following activities, workshops, discussions and other events were carried out: - we evaluated the carried out activities and the project run - the film "Memories from Sicily" was presented - the Latvian partner presented its school and the Latvian school system - all partners presented their schools and towns - all partners presented the work on the topic of presentation of a company - all partners presented the results of the surveys on the matter of mobbing in companies - all partners presented their typical meals during the activity called "Day of National cuisine" - learning/teaching/training activity - seminar on presentation of a company or a firm was held - discussions and debates on the topic of presentation of a company with experts and local entrepreneurs were held at BA School of Business and finance - workshops on the topic of presentation of a company took place - we visited the town and other places of interest (Jurmala, Bauska, Mezotnes and Rundale) and learned about the culture of the hosting country - there was a meeting with a town representative Mr.Janis Prusis and a discussion followed - we visited firms and companies in the region (Draugiem.lv, Madara Eco Cosmetics) - learning/teaching/training activity - seminar on equal opportunities was carried out - "You and me" - a workshop with role play activities and discussion on the matter of mobbing was held - we evaluated the project meeting - there was a farewell party with giving out certificates</p>

Počet účastníků	8
Účastníci se specifickými potřebami (z celkového počtu účastníků)	0
Počet doprovodných osob z celkového počtu účastníků	2
Je tato aktivita dlouhodobá?	NE
Financované období (dny)	30
Zapojené organizace	Obchodní akademie s.r.o.

5.5.1. Profil účastníků

Prosím popište zázemí a profil účastníků zapojených do učebních, výukových nebo školicích aktivit a způsobu výběru účastníků.

The participants of the learning/teaching/training activities were teachers and students from the 7 partner schools from the Czech Republic, Portugal, Turkey, Slovenia, Lithuania, Latvia and Italy. The students were 15-20 years old and they were students of the secondary schools participating in the project. The participants of the project came from both vocational and general schools, both from public and private ones.

All partner schools decided on their own ways of selection of the participants for the meetings according to the rules in their school. However, all partners did their best to keep fair attitude to the students in their project work and to ensure that all the students had equal opportunity to get involved in the project, work on the project tasks and participate at the meetings regardless of their gender, social or financial situation of their family etc. The selection of participants was done according to the students' work on the project, their willingness to participate in the activities and host foreign students, their attitude, behaviour, language skills, diligence etc. The selection process was open to all students, all interested students were regularly informed about the project, the activities, the meetings etc., no one was excluded from participation. All partner schools also gave a chance to the students with limited opportunities and such students also participated in mobilities.

6. Navazující aktivita

6.1. Dopad

Jaký byl dopad projektu na účastníky a zúčastněné organizace zapojené do projektu?

The project brought the following impact on the participants and participating organisations:

a) students who participated in the project :

1. gained or increased their entrepreneurial competences, their knowledge of running an own firm, making a business plan, making a SWOT analysis, making promotion and advertisement, creating a presentation of a company, their knowledge or awareness of the roles of an employer / employee, their knowledge in the field of other aspects of entrepreneurship, e.g. ecological aspects, fair attitude, social aspects etc.
2. increased their communication and language competences - both in their native language and English through presenting their work to their peers in their school and to the partners during the meetings, through cooperation in workshops focused on various tasks and aspects of entrepreneurship and job market. The participants enlarged their business English vocabulary, too, for example by creating a multi-language dictionary which is published on the project website.
3. improved their IT competences through creating presentations of their work, of a company, of the results of surveys carried out in their country. They also improved their IT competences through communication with their partners through social network, emails, skype or e-Twinning.
4. improved their social competences having been accommodated in host students' families, they experienced the lifestyle in the partner country on their own eyes. They enlarged their social competences through the workshops focused on social aspects of entrepreneurship (racism, exclusion based on the age of employees, bossing, mobbing, fair attitude etc.)
5. improved learning to learn competences - they learned from their partners how to organise workshops, how to arrange, perform and present the results of surveys, how to create presentations of a company etc.
6. improved their ability to discuss tasks, find solutions, accept other people's opinion, persuade the others about their own opinion, search for opportunities on the labour market, take risks, analyse and evaluate their decisions etc.
7. improved their ability to work both individually and in a team
8. we experienced increased motivation of the students to start an own company in their future life
9. we experienced increased motivation of the students to cooperate with foreign partners, share experience, learn from them, exchange ideas and opinions
10. we experienced increased feeling of the students of being a European citizen
11. we experienced increased awareness of the students of ecological aspects of entrepreneurship
12. we experienced increased motivation of the students to create, develop and present their own ideas
13. we experienced higher feeling of the students to be more self-confident, decisive, fearless, but also sensible, sociably sensitive, cooperative etc.

b) teachers who participated in the project:

1. improved their communication and language competences both in their native language and English. They improved their communication skills and competences through presenting their work to other teachers and to the partners during the meetings, through cooperation in workshops focused on various tasks and aspects of entrepreneurship and job market together with the students. The teachers also enlarged their knowledge of business English.
2. improved their IT competences through working out the outputs of the project work, presentations of the results of the project. They also improved their IT competences through communication with the teachers from the partner schools through social network, via emails, skype, messenger, Whatsapp and videoconferences.
3. improved their social competences through cooperation with the students on the project tasks. They enlarged their social competences at workshops focused on social aspects of entrepreneurship as they discussed with the students and shared their experience with various kinds of social exclusion in a professional life (racism, exclusion based on the age of employees, bossing, mobbing, fair attitude etc.)
4. showed higher motivation to cooperate with foreign partners, share experience, and exchange ideas and opinions
5. showed higher feeling of being a European citizen
6. improved their ability to work both individually and in a team (national as well as international)
7. enlarged their knowledge of the job market in other European countries.
8. improved and learned new methods of work with young people both in formal and informal education.

c) schools

1. enriched their activities by involvement in an international project and cooperation with foreign partners

2. got an opportunity to bring new ideas for their curriculum
3. were able to share experience and learn about school systems in other countries
4. improved cooperation between teachers, students, and parents and created a more friendly atmosphere.
5. got a chance to promote their activities within the Erasmus+ programme to public.

Kromě zapojených účastníků a organizací, jaké byly v projektu další cílové skupiny či relevantní zainteresované subjekty? Jakým způsobem se k nim výsledky vašeho projektu dostaly a jak se vám je podařilo ovlivnit?

Other target groups apart from the participating organisations were:

a) other young people than students from participating schools – the partners organised presentations and discussions with students and pupils from other schools so that they could learn about the project and the Erasmus+ programme. Moreover, they were given leaflets and other promotion materials with links to the project webpage and schools' webpage and facebook page. This target group learned about the project also via local press and local TV that transmitted short films from the project meetings. Other young people could learn more about European programmes and learn more about foreign cultures.

b) other teachers and youth workers – the participating teachers shared information about the project, published links to webpage, videodocumentation, photodocumentation and outputs from the project with their colleagues from different schools in their regions but also with other teachers with whom they cooperated in previous projects or projects of some other type. These teachers were informed about project activities, methods used in the project and the outputs so that they could use them in both their school and project work.

c) firms and companies – got involved in the project activities both during local activities and project meetings. Representatives of firms and companies could present their work, share their ideas and opinions with young people in discussions during the visits to the companies.

d) public – extended their knowledge of the Erasmus+ programme, increased their awareness of foreign cultures and traditions in other countries etc.

Nakolik přispěl váš projekt k dosažení priorit zmíněných v popisné části? Nakolik dosáhl projekt svého očekávaného efektu/dopadu?

The most relevant priority of the project was „Developing basic and transversal skills using innovative methods“, among other priorities belonged „Promoting entrepreneurial education“ and „Addressing low achievement in basic skills through more effective teaching methods“.

As for the priorities, the project helped to develop communication, language, IT, social, entrepreneurial and creative skills. During both local activities and project meetings we used methods of nonformal learning such as role-plays, games (energizers, team building games), presentations, workshops etc. We managed to combine formal and informal educational methods which helped the students and teachers to improve their competences and skills. Most students and teachers also used for the first time applications such as Kahoot or Powtoon which developed their IT and creative skills, the teachers learned about the webpage Makemynewspapers.com where creating own magazines and newspapers is possible which again developed their creative and IT competences.

Developing such skills got to a pretty high extent and the results can be seen at the project webpage or facebook page (role-plays, e-magazines, Powtoon). Students from participating schools highly developed their skills as they were really eager to work on improving their competences.

Another innovation thing in the project was combining developing entrepreneurial and social skills by showing the connections between entrepreneurship and social matters. In this project we were dealing not only with entrepreneurship tasks (starting a firm, making a business plan, promotion and advertising, marketing etc.) but also with social tasks (bossing and mobbing in companies, discrimination at the labour market because of age, gender, race, citizenship, health status etc., and creating fair environment on the other hand). Methods of work, mostly methods of nonformal learning, helped to develop particularly social and communication skills of the students and teachers.

It was innovative also because it was multi-lingual and multi-disciplinary. Some parts of the project were connected with CLIL - "content and language integrated learning" something that has not been used in the partner schools so far or so often. It helped the participants to develop their transversal skills as it showed the connections between various subject, between various areas of human life and between entrepreneurial

and non-entrepreneurial world.

The project strongly promoted entrepreneurial education, it gave the students and teachers an opportunity to learn and talk about starting their own firm, work on business plan, develop their firm, deal with promotion, advertising but also create a good CV, experience various types of job interviews, visit companies and firms and see the whole process on their own eyes. The project helped them to improve also their entrepreneurially social skills through the work in workshops focused on bossing, mobbing and discrimination at the labour market etc.

Students with rather poor results at school or with low motivation to work on themselves and develop their basic competences got involved into the project work more effectively and with higher enthusiasm than into their everyday school work. The project gave them an opportunity to experience success, come with their own ideas, share them, show them to the others and develop them together with their peers in a team. The project work, particularly using methods of nonformal education, appeared one of the ways how to work with them and helped them to find motivation and try to be successful in something they like.

Jaký byl dopad projektu na místní, regionální, evropské, případně mezinárodní úrovni? Uved'te prosím kvalitativní i kvantitativní ukazatele.

The project had an impact on local, regional, national and even international level.

a) local impact – all partner schools presented themselves in their towns and region (e.g. during the meetings in their towns – in press, local TV etc. or at various events connected with presentation of schools such as School fairs or Job centre open days) which fostered their position as a school that works internationally and cooperates with foreign partners. Students and teachers from the partner schools, their parents, friends or relatives learned about the Erasmus+ programme. Town representatives and other decision-makers, people in the visited firms and companies and the public learned more about the Erasmus+ programme, about the project and its activities, outputs and results. The public was informed about the project also through local press and TV. The municipalities in the partner towns were involved in the programme of the meeting and this gave them an opportunity to improve the cooperation with the respective school. The members of the host families learned more about different cultures and could find differences and similarities between the cultures of the partner countries. The participants of the project improved their competences essential for their successful entry to the job market, so the companies and firms that would employ them in the future could get better prepared, more confident, more skilled and more experienced young people with higher competences. We also noticed an increased sense of initiative and entrepreneurship among the students and their more active participation in society.

b) regional impact - the project fostered the position of the partner institution in the region, the partner schools became more attractive for new students from the region, the public became more aware of the Erasmus+ programme e.g. through local press or local TV with information about the project. The project set, respectively deepened a cooperation with firms and companies in the regions through excursions during the programme this way the entrepreneurs and owners of the firms could enlarge their knowledge of young people abilities and competences. The entrepreneurs in the region also extended their knowledge about the differences in the job and employment matters in different partner countries and could compare job markets in various European countries. This was done during the visits to companies and firms and discussions about entrepreneurial matters.

c) international impact - all the partner schools enlarged their areas of international cooperation with new partners from new countries. The outputs of the project are now accessible online for other teachers, students of pedagogy or youth workers, so the dissemination effect was enlarged also among other organisations. Some of the schools have already participated in Erasmus+ or Comenius projects, have several foreign partners and are still in touch with them. These partners can profit from this project, use the materials, methods or outputs in their own work at school. Above all, any schools focused on business, economy or entrepreneurship can use project outputs in their curriculum and in their lessons (e.g. Business plan used at the meeting in Slovenia or CV used at the meeting in Turkey, questionnaires developed by the Latvian school etc.). Any European school can also use the method of dissemination developed at the Czech partner school – the e-magazines made on the Makemynewspaper portal. Furthermore, any school can use the methods of combining formal, informal and nonformal education which were used during this project.

Quantitative indicators – here are some of the quantitative indicators proving the impact:

- numbers of visits at project web, school webpages and facebook pages (mentioned in coordinator's reports and published at the project web)
- number of articles in local newspapers published also on project web
- number of TV transmissions, interviews with teachers, students, coordinator etc. (links given at the project web)

- number of published newsletters and e-magazines available on the project web and also published on several facebook pages
- numbers of companies and firms visited during the project meetings and during local activities mentioned in the programmes of meetings or at the section of learning/teaching/training activities and in the overview of local activities worked out by the partner schools and published at the project web
- number of meetings with local, regional or even national representatives
- number of parents involved in the project activities given in coordinator's reports
- number of meetings at Job centres, Schools fairs, etc. mentioned in the overview of local activities

Qualitative indicators - the most important were the level of improved language, communication, IT, social and other competences of teachers and students, involvement of methods of nonformal education in lessons in the partner schools etc

6.2. Šíření a využívání výsledků projektu

Jak jste šířili výsledky vašich aktivit v okruhu vašich partnerů a mimo něj? Prosím upřesněte vaši cílovou skupinu/cílové obecnství na místní, regionální, evropské či mezinárodní úrovni a vysvětlíte, proč jste si vybrali právě toto publikum.

We disseminated the project results to the following targeted audiences:

- 1) to other students and teachers within the partner schools
- 2) to parents of the students of the partner schools
- 3) to other students and teachers from other than participating schools
- 4) to entrepreneurs, town representatives, social workers and public at local level
- 5) to other teachers and students, experts, entrepreneurs, social workers and public on the national level (e.g. teachers and youth workers from other towns in our countries)
- 6) to other teachers, students, experts, entrepreneurs, social workers and public on the international level (e.g. teachers, youth workers or students and ex-students whom we know from previous projects)

At the local level we used not only online tools for dissemination but also printed materials, such as leaflets, photobook, brochure etc. At regional/national/international level we used mostly online dissemination tools.

Our choice was based on our presumptions of who can benefit from our project and who can use the outputs from the project in their work with students or other young people.

Jaký typ diseminačních aktivit jste uskutečnili v rámci vašeho partnerství a skrze které komunikační kanály? Prosím uveďte, jaká byla zpětná vazba na tyto diseminační aktivity.

During the three years of our project we carried out the following dissemination activities:

a) meetings with students. All schools organized regular meetings with students and informed them about the project and activities, shared achieved results and outputs, presented the work done during the meeting and informed them about tasks for the next meeting. Such meetings were organized several times in a year. All school coordinators worked with their students and met at least twice a month. Besides, various online dissemination tools were used e.g. school webpage or facebook page or the project page. After each meeting the students were shown the film from the previous meeting to increase their motivation. The students also received or at least were shown various promotion materials and leaflets about the project and the results of the project were also disseminated to them by project noticeboards at partner schools. As a feedback the students told us where they saw positives and negatives and sometimes even gave us some recommendations.

b) meetings with teachers. The teachers at the partner schools were also regularly informed about the project activities, outputs and results mostly at the headmaster's / headmistress' meetings. Besides that, they were informed by online tools such as project website, school website and facebook page. The school coordinators informed other teachers from their schools about the project, about its activities at the beginning of the project, before and after each meeting, before hosting the meeting, at the end of each school year and at the end of the project. Further dissemination was done during local activities in each partner school.

c) meeting with parents. The school coordinators and headmasters informed about the project activities, outputs and results at regular parents' meetings in the partner schools which were held at least twice a

year. Again, they were also informed by online tools as mentioned above. Before hosting the students and teachers of the partner schools there were meetings with parents to ensure the smooth run of the project meeting and during that week the dissemination of results of the project activities was passed to the parents. Parents appreciated the project work, we had really positive feedback from them.

d) meetings with local representatives - the hosting schools always informed the town representatives and other responsible people in the area of education about the project meeting held in their town. We had meetings at town halls in Portugal, Turkey (both town and district), Slovenia, Italy, Latvia and the Czech Republic and we even had a meeting at the Lithuanian Parliament. At these meetings we shared the information about the project and the Erasmus+ programme and disseminated our results. Local representatives gave us really positive feedback, they strongly support such projects and activities.

e) offline dissemination activities at schools – we created project walls, noticeboards, temporary exhibitions of photos, promotional materials and outputs (brochure, photobook) etc.

f) online dissemination – the Czech school created and maintained the project website with materials from all partner schools, each of the partner disseminated the results through their school websites, schools facebook pages etc. We also created a facebook page and e-Twinning page and we shared newsletters, e-magazines, articles, students' narrations, questionnaires, results of surveys, photo-documentation, video-documentation, presentation, posters and other files. We always ensured open access for public so that the dissemination effect could be the highest.

g) meetings with students, pupils and teachers from other schools – we also shared information about our project, presented the results, photos and videos to pupils of some basic and secondary schools in our countries. We mostly presented our project to those schools that have never been involved in such a project.

h) other events – we disseminated the results and shared our experience and opinion with public during special events, such as Job fair, School fair etc. where pupils from basic schools come with their parents to learn about possibilities of studies at secondary schools. We usually informed them about our international activities and the project itself and gave them various leaflets.

i) media coverage - all partners managed to disseminate the project results in cooperation with local media. Articles from local media in the partner countries are uploaded on the project website. Cooperation with local media and publishing photos and articles helped us to disseminate the project results to wider public. All schools also managed to arrange a cooperation with local TV and the links to the interviews can be seen at the project website again.

j) through project outputs – minibrochure, newsletters, e-magazines, photobook etc. All those materials helped to disseminate project results to wider public.

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced intellectual outputs/tangible deliverables, please describe if and how you have promoted their free access to the public. In case a limitation was foreseen for the use of the open licence, please specify the reasons, extent and nature of this limitation.

Materials produced through our project are freely accessible, in digital form, particularly through the project webpage where the information, newsletters, e-magazines, presentations, questionnaires, videos etc. can be found.

The project website and the school websites were updated regularly by the responsible persons. All websites and internet pages - related to the project are free of use by anyone.

Project outputs, booklets, books, photo albums, films, DVDs, posters, flyers etc., were distributed free of charge to the participants and local schools. The partners schools also exchanged some of the promotional materials to extend visibility of the project, the leaflets and other promotional materials were handed out to other institutions or people and will be handed out even after the end of the project during various events held in the partner schools or during School fairs in the partner countries.

Jak se vám podařilo zajistit to, aby výsledky vašeho projektu zůstaly dostupné a mohly být dále využívány dalšími potenciálními uživateli?

We have ensured this by choosing the promoter of the webpage. We decided for Webnode, which is for free up to 100 MB and does not require regular monthly or yearly payments and we adapted our files for smaller

sizes so that the files could remain published even after the end of the project. All the important information about the project, its results, outputs, the newsletters, photo-documentation etc. will thus remain on the project website.

We also uploaded several files on Youtube which is freely accessible and our outputs and materials have also been uploaded on Erasmus+ Project Results Platform which is freely accessible for other teachers and public. Other online information and materials will be available also on the school websites in the partner countries.

Printed materials, such as questionnaires, school newsletters, e-magazines, mini-brochures etc. will be available in school libraries and archives.

Jak se díváte na možnost využití tohoto projektového přístupu při managementu dalších projektů většího měřítká či jiného zaměření?

All participating schools shared various methods of work with students, we used various tools and all of this can be used in the next projects. The participating teachers also learned several methods of non-formal learning which can be used in their work outside school, in clubs, youth centres, in their voluntary work with young people. We learned how to make questionnaires, how to evaluate them, how to present results, this all can also be used in the next projects both within Erasmus+ and other projects and activities.

In future projects we will definitely use the following methods of cooperation: reports from the meetings signed by all partners, newsletters or e-magazines, e-Twinning, ways of communication (messenger, Whatsapp, emails, Skype, e-Twinning conference), dissemination methods we used in the project, promotion of the project etc.

6.3. Udržitelnost

Které aktivity a výsledky budou zachovány po skončení evropské finanční podpory vašeho projektu? Jak budou tyto aktivity dále implementovány a podporovány?

The project proved a capacity to continue in the future and the results can be used also after the end of the project. The materials we created during the project, the questionnaires, surveys, videos on job interviews, bossing, racism etc. can be used in all schools in lessons in the future, for example the surveys can be carried out again in some time after the end of the project and the results can be compared with those obtained during the project. Videos from role plays on job interviews can be used for future students when the topic is taught. The cooperation with the local firms and companies in the partner countries can continue after the end of the project which can be mutually advantageous.

The outputs from the workshops on social matters can be used in the future again, carried out and compared with those obtained during the project. The students, teachers, entrepreneurs will be able to compare how the situation changed in time as for gender issues, employing younger / older employees, handicapped people, as for racism, immigration, bossing, mobbing in companies etc. The results we obtained and published during the project can be used in the future as the base for new surveys for example.

During the project we expected, as one of the results, increased motivation in entrepreneurship. Entrepreneurship is not a short, temporary activity but a long-time process therefore we will be able to see sustainability of the project in this point only in a long-term perspective.

Gained skills and knowledge of methods used in the is also something which will be sustainable. The project helped the students to improve their competences and those competences did not end or stop at the end of the project but will be developed further in the future. One of the sustainable things in the project was also the change of thinking among the students, teachers or entrepreneurs. They became more aware of the connection between the entrepreneurship and social matters which was one of the tasks of the project. They also learned a lot about professional work, various jobs and all possible matters regarding labour market and became more aware of the connection between the entrepreneurship and social matters which was one of the tasks of the project.

Another sustainable result of the project can be involvement students and teachers participating in the project in new international projects, either at their universities or in the field of youth projects. Their gained knowledge of using methods of non-formal education may appear useful in such projects.

Taking this all into our account and being aware of the fact that entrepreneurship is a long-time process we can be sure that the project will be sustainable for the future.

Moreover, we also managed to arrange a future cooperation between the partners after the end of the project in the following activities: the cooperation between the students of the Czech and Turkish school will continue in the field of youth projects, some of the students involved in this project met again at another project under Erasmus+ youth in September 2018 and some other may meet in another youth project in November 2018. Also the cooperation between the Italian and Czech teachers and students will continue, the coordinators and 2 students (one from each school) met recently in Tenerife at an Advanced preparatory visit of a youth project focused on human rights where both schools are involved and they will meet again at a youth exchange and a training course of the same project in November 2018, respectively in February 2019. The Czech and the Slovenian schools agreed on possible future cooperation on a VET project under Erasmus+ and the other partners would also like to cooperate in future with their partners from the "Ready of our lives" project.

7. Rozpočet

tato část poskytuje detailní přehled o konečné výši grantu EU, kterou požadujete;

7.1. Shrnutí rozpočtu

PIC kód organizace	Řízení projektu a realizace	Mezinárodní projektová setkání	Zásadní výstupy	Diseminační akce	Výukové/vzdělávací/školicí aktivity			Náklady na účastníky se specifickými potřebami	Mimořádné náklady	Mimořádné náklady - Finanční záruka	Celkem (vypočítáno)
					Cestovní náklady - EU	Pobytové náklady	Grant na jazykovou přípravu				
944993207	18,000.00	1,520.00	0.00	0.00	8,675.00	13,140.00	0.00	0.00	0.00	0.00	41,335.00
Celkem	18,000.00	1,520.00	0.00	0.00	8,675.00	13,140.00	0.00	0.00	0.00	0.00	41,335.00

7.1.1. Celkový grant projektu

Celková reportovaná částka na projekt (Vypočítáno)	41,335.00
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Please provide any further comments you may have concerning the above figure.

The amount of the grant allowed us to run the project according to the application and was sufficient for implementing all the planned activities and mobilities.

7.2. Řízení projektu a realizace

PIC kód organizace	Role organizace	Název organizace	Celkem
944993207	Příjemce grantu	Obchodní akademie s.r.o.	18,000.00
Celkem			18,000.00

7.3. Mezinárodní projektová setkání

PIC kód vysílající organizace	Total No. of Meetings	Total Number of Participants in All Meetings	Pásmo vzdálenosti	Grant na účastníka	Celkem (vypočítáno)
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944993207	1	2	>= 2000 km	760.00	1,520.00
				Celkem	1,520.00

7.4. Zásadní výstupy

Tato sekce se netýká tohoto projektu

7.5. Diseminační akce

Tato sekce se netýká tohoto projektu

7.6. Výukové/vzdělávací/školící aktivity

7.6.1. Cestovní náklady

PIC kód vysílající organizace	Číslo aktivity	Typ aktivity	Počet účastníků	Pásmo vzdálenosti	Grant na cestovní náklady účastníka	Celková částka (vypočítaná)
944993207	C1	Krátkodobé výměnné pobyty žáků	5	>= 2000 km	360.00	1,800.00
944993207	C2	Krátkodobé výměnné pobyty žáků	4	100 - 1999 km	275.00	1,100.00
944993207	C3	Krátkodobé výměnné pobyty žáků	6	100 - 1999 km	275.00	1,650.00
944993207	C4	Krátkodobé výměnné pobyty žáků	5	100 - 1999 km	275.00	1,375.00
944993207	C5	Krátkodobé výměnné pobyty žáků	5	100 - 1999 km	275.00	1,375.00
944993207	C6	Krátkodobé výměnné pobyty žáků	5	100 - 1999 km	275.00	1,375.00
Celkem			30			8,675.00

7.6.2. Pobytové náklady

7.6.2.1. Short-term Learning/Teaching/Training Activities

PIC kód vysílající organizace	Číslo aktivity	Typ aktivity	Financované období (dny)	Počet účastníků bez doprovodných osob	Grant na účastníka	Počet doprovodných osob	Grant pro doprovodnou osobu	Celkem (vypočítáno)
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944993207	C1	Krátkodobé výměnné pobyty žáků	6	3	330.00	2	600.00	2,190.00
944993207	C2	Krátkodobé výměnné pobyty žáků	6	2	330.00	2	600.00	1,860.00
944993207	C3	Krátkodobé výměnné pobyty žáků	6	4	330.00	2	600.00	2,520.00
944993207	C4	Krátkodobé výměnné pobyty žáků	6	3	330.00	2	600.00	2,190.00
944993207	C5	Krátkodobé výměnné pobyty žáků	6	3	330.00	2	600.00	2,190.00
944993207	C6	Krátkodobé výměnné pobyty žáků	6	3	330.00	2	600.00	2,190.00
Celkem			36	18	13,140.00			

7.6.2.2. Long-term Learning/Teaching/Training Activities

Tato sekce se netýká tohoto projektu

7.6.3. Jazyková příprava

Tato sekce se netýká tohoto projektu

7.7. Náklady na účastníky se specifickými potřebami

Tato sekce se netýká tohoto projektu

7.8. Mimořádné náklady

Tato sekce se netýká tohoto projektu

7.9. Mimořádné náklady - Finanční záruka

Tato sekce se netýká tohoto projektu

Přílohy

v této části je třeba přiložit dodatečné dokumenty, které jsou povinné pro dokončení zprávy;

Před on-line odesláním žádosti přiložte všechny dokumenty uvedené v Kontrolním seznamu.

Před odesláním zprávy národní agentuře, zkontrolujte prosím toto:

- Veškeré nezbytné informace o projektu byly zaneseny do Databáze mobility (Mobility Tool+).
- Závěrečná zpráva byla vyplněna jedním z oficiálních jazyků z tzv. programových zemí programu Erasmus+.
- Byly přiloženy následující dokumenty:
 - čestné prohlášení podepsané statutárním zástupcem organizace
 - další nutné podpůrné dokumenty vyžadované v grantové smlouvě.
 - jste uložili nebo vytiskli kopii vyplněného formuláře pro svou potřebu.
- You have uploaded the relevant results on the Erasmus+ Project Results Platform:
<http://ec.europa.eu/programmes/erasmus-plus/projects/>

Seznam nahraných souborů

- **Declaration.pdf** DOH
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