1. REPORT ON PROJECT ACTIVITIES: 1.6.2022-30.11.2022

1.1 PROJECT MANAGEMENT

The project activities were coordinated in order to achieve the project objectives. To ensure effective coordination of the project, a kick off meeting, regular partner meetings in the form of video conferences and face-to-face meetings and meetings between the project manager and the project team in the organisation were conducted. A draft action plan for project management was drawn up and risks were continuously monitored. Responsible entities for the implementation of the individual activities were identified and arrangements were agreed for the preparation and implementation of the implementation of the substantive and financial reporting.

All partners were involved, as they all carried out the project management and prepared the financial and substantive report for their respective organisations. They also participated in the partners' meetings.

1.2 CO-DESIGN OF THE BLENDED LEARNING MODEL AND DESIGN OF DIGITAL LEARNING MATERIALS

The focus in the first reporting period was on building a network of partnerships between organisations in the field of secondary vocational education (schools/training centres, teachers, publishing house, CPI, experts in the field of mechanical engineering (faculty) and representatives of the business sector (GZS, CPU), in which we contributed with our contacts.

A hybrid kick-off event was organised, which took the form of a consultation in the first part and a round table for head teachers and teachers in secondary engineering schools in the second part. The Business Training Centre took over the organisation and delivery of the kick-off event.

A questionnaire was prepared and, based on its results, an analysis was made of the skills needs of teachers in secondary vocational education in mechanical engineering on the one hand and of mechanical engineering students (former students) on the other, as well as of the competence needs in relation to the requirements of the labour market. The responses were analysed. The analysis was publicly presented and also published on the project website. The questionnaire and the needs analysis among teachers were prepared by Rokus Klett, ŠC Novo mesto, CPI and Gyldendal.

A study visit to Norway was carried out in order to learn about their secondary vocational education in mechanical engineering and the implementation of the blended learning model in schools in Norway and to transfer their knowledge and good practices to the Slovenian school system. The visit included a panel discussion and a round table with participants from Norway (teachers from the school centres which we visited and the hosts from our partner Gyldendal Publishing).

1.3 DEVELOPMENT OF A BLENDED LEARNING MODEL AND ADAPTATION OF THE DIGITAL PLATFORM TO SUPPORT IMPLEMENTATION

We have started the development of a blended learning model for the teaching of professional subjects in mechanical engineering and the adaptation of the digital platform to support its implementation. To start with, we have reviewed and analysed the existing literature and the expert basis of the blended learning model and its links to the needs for 21st century competences and skills in professional education in mechanical engineering.

As part of the upgrade of the existing digital platform, the first steps have been taken to set up a segment of the platform that will enable the organisation of teachers' work by Rokus Klett, CPI, ŠC Novo mesto, CPU, Faculty of Mechanical Engineering. Rokus Klett were involved in the adaptation of the digital platform.

1.4 COMMUNICATION

Awareness raising and information activities were carried out to inform the interested public about the project, including the contribution of the Norwegian Financial Mechanism.

In addition to the website, communication activities were also carried out through social networks (Facebook, Linkedin), direct communication through the organisation of public events and by informing school centre directors and principals and teachers at secondary engineering schools.

One of the main information activities was the kick-off event - a consultation and round table for head teachers, which took place on 12.10.2022, on-line and live at the CPU site. A total of 31 participants attended the consultation and round table, partly on-line and partly live. The participants were head teachers and teachers of secondary engineering schools, industry representatives and representatives of the professional bodies of the Ministry of Education.

A draft communication plan has been prepared and is still being finalised.
All partners have been involved, especially the CPU; which is the promoter of this strand.

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Projekt Kombiniran učni model za srednje strokovno izobraževanje na področju strojništva in razvoj kompetenc dijakov in učiteljev za digitalno izobraževanje sofinancira Norveška s sredstvi Norveškega finančnega mehanizma v višini 823.296 evrov. Namen projekta je razvoj inovativnega hibridnega modela za izobraževanje v strokovnih programih na področju strojništva.