**Name of the project: Work in progress - Students managing public relations projects in schools (Update 09.01.2018)**

Project duration: 09/2017 – 08/2019

**PROJECT TIMETABLE**

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| **Month** | **Activities** | **Partners involved** |
| **9/2017-10/2017** | **Preparation of project**   * The eTwinning platform is set up to be used in the course of the project. * A questionnaire on project management skills in general and on expectations towards the project as a whole is designed. * Teachers and students of relevant classes fill in the above mentioned questionnaire. * Participating students fill in Europass – Curriculum Vitae and Language Passport. * Teachers set up necessary arrangements for transnational learning, teaching and training activities.   Students prepare for the first meeting in Germany by gathering and exchanging information online on the topic of the first project “How to make our cities breathable”.  A questionnaire on specific project management skills required to set up debates and on expectations of teachers and students towards the first transnational meeting in Germany is designed. | Finland, supported by Germany  Estonia  All  Germany, all |
| **11/2017** | **Implementation of project**  First transnational meeting in Germany (C1 / C2) to carry out learning, teaching and training activities: How to set up a debate / How to make our cities more breathable   * A survey on the specific project management skills required to set up debates and on expectations of participating teachers and students towards the transnational meeting is conducted. * A workshop on general and specific project management techniques and tools for students and teachers is held. Focus: How to set up a debate. * Students carry out the first project. * Project activities are documented in logbooks (online or offline). * A brochure documenting the activities of the first transnational meeting is produced. * The scheme according to which all transnational meetings are supposed to run is implemented. * Students and teachers evaluate the final project product (debate), their project management and the set work scheme. | Germany, all |
| **12/2017 -2/2018** | Newly acquired project management techniques and tools are applied in home schools and project activities documented on eTwinning.  Students prepare for the second meeting in Finland by gathering and exchanging information online on the topic of the second project “Political participation of young people”.  A questionnaire on specific project management skills required to set up panel discussions and on expectations of teachers and students towards the second transnational meeting in Finland is designed. | All  All  Finland, all |
| **2/2018** | Second transnational meeting in Finland (C3 / C4) to carry out learning, teaching and training activities: How to set up a panel discussion / Political participation of young people.   * A survey on the specific project management skills required to set up panel debates and on expectations of participating teachers and students towards the transnational meeting is conducted. * A workshop on general and specific project management techniques and tools for students and teachers is held. Focus: How to set up a panel discussion. * Students carry out the second project. * Project activities are documented in logbooks (online or offline). * A brochure documenting the activities of the second transnational meeting is produced. * Students and teachers evaluate the final project product (panel discussion) and their project management.   Teachers evaluate whether the project as a whole is on track and whether adjustments are needed. | Finland, all |
| **3/2018 -8/2018** | Newly acquired project management techniques and tools are applied in home schools and project activities documented on eTwinning. | All |
| **9/2018** | Students prepare for the third meeting in Estonia by gathering and exchanging information online on the topic of the third project “Smart and sustainable use of energy”.  A questionnaire on specific project management skills required to create websites and short documentary film clips and on expectations of teachers and students towards the third transnational meeting in Estonia is designed. | Estonia, all |
| **10/2018** | Third transnational meeting in Estonia (C5 / C6) to carry out learning, teaching and training activities: How to create a website including short documentary film clips / Smart and sustainable use of energy.   * A survey on the specific project management skills required to create a website and short documentary film clips and on expectations of participating teachers and students towards the transnational meeting is conducted. * A workshop on general and specific project management techniques and tools for students and teachers is held. Focus: How to create a website and short documentary film clips. * Students carry out the third project. * Project activities are documented in logbooks (online or offline). * A brochure documenting the activities of the third transnational meeting is produced. * Students and teachers evaluate the final project product (website / short documentary film clips) and their project management.   Teachers evaluate whether the project as a whole is on track and whether adjustments are needed. | Estonia, all |
| **10/2018 -11/2018** | Newly acquired project management techniques and tools are applied in home schools and project activities documented on eTwinning.  Students prepare for the fourth meeting in Scotland by gathering and exchanging information online on the topic of the fourth project “Young people entering the world of work”.  A questionnaire on specific project management skills required to carry out panel discussions including Skype and on expectations of teachers and students towards the fourth transnational meeting in Scotland is designed. | All  Scotland, all |
| **11/2018** | Fourth transnational meeting in Scotland (C9 / C10) to carry out learning, teaching and training activities: How to stage a panel discussion / Young people entering the world of work.   * A survey (see survey designed for the project carried out in Finland) on the specific project management skills required to stage a panel discussion integrating Skype and on expectations of participating teachers and students towards the transnational meeting is conducted. * A workshop on general and specific project management techniques and tools for students and teachers is held. Focus: How to stage a panel discussion. * Students carry out the fourth project. * Project activities are documented in logbooks (online or offline). * A brochure documenting the activities of the fourth transnational meeting is produced. * Students and teachers evaluate the final project product (panel discussion) and their project management.   Teachers evaluate whether the project as a whole is on track and whether adjustments are needed. | Scotland, all |
| **12/2018 -02/2019** | Newly acquired project management techniques and tools are applied in home schools and project activities documented on eTwinning.  Students prepare for the fifth meeting in Italy by gathering and exchanging information online on the topic of the fifth project “Immigration and concepts of integration”.  A questionnaire on specific project management skills required to create websites and podcasts and on expectations of teachers and students towards the fifth transnational meeting in Italy is designed. | All |
| **02/2019** | Fifth transnational meeting in Italy (C7 / C8) to carry out learning, teaching and training activities: How to create a website including podcasts / Immigration and concepts of integration.   * A survey (see survey designed for the project carried out in Estonia) on the specific project management skills required to create a website and podcasts and on expectations of participating teachers and students towards the transnational meeting is conducted. * A workshop on general and specific project management techniques and tools for students and teachers is held. Focus: How to create a website and podcasts. * Students carry out the fifth project. * Project activities are documented in logbooks (online or offline). * A brochure documenting the activities of the fifth transnational meeting is produced. * Students and teachers evaluate the final project product (website / podcasts) and their project management. | Italy, all |
| **3/2019 -5/2019** | Newly acquired project management techniques and tools are applied in home schools and project activities documented on eTwinning. | All |
| **6/2019** | **Completion / Evaluation of project**  The documentation of the project is completed:   * on eTwinning, * in form of a compilation of brochures, * in form of a compilation of teaching material.   Students fill in Europass.  A questionnaire to assess whether the different project learning, teaching and training activities and the follow-up project activities have boosted the students’ project management skills and have enlarged the teachers’ know-how on project management methods and tools is designed.  Teachers and students having participated in the project fill in the questionnaire.  Results of the project are evaluated and documented. | Finland, Germany  Scotland, Italy  Scotland, Italy  All  Estonia  All  Estonia |
| **7/2019** | **Dissemination of project outcomes**  Results of the project are presented to school / school community and relevant authorities. | All |
| **8/2019** |