Empower
for
Employability

Certificate of Personal Competencies

Modules 1-4

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Contents

Description of the project

Teachers at the applicant schools have realised that their students lack many skills and personal compentencies for entering working life. Many students do not have a long-term strategy for their professional development. They are very focused on their free-time activities and not consciously seeing the benefits of the full-time education they are in. Many students claim to aim for a higher school leaving certificate but they do not actively work for it. There are students who do not do their homework, show disruptive behaviour in class and are not diligent enough to achieve good marks or the best marks they could. Teachers have observed that in many cases the students do not have the skills and personal competences to reach their goals. Sometimes economical circumstances are not favourable.

The teachers involved in this project would like to develop new ways of tackling these problems in a European perspective. The Greek and Italian school are faced with the consequences of the financial crisis. Moreover they are situated in remote areas. The Romanian school is faced with students who see their future in an academic career but do not realise that you need personal competences to attend university courses where lecturers will focus on special knowledge not on personality. The German school has a very heterogeneous group of students who come after having attended different types of secondary schools in order to prepare for an apprenticeship in business or to study. We believe that our different problems and circumstances will enrich our view on the situation of the students and give us the chance to see personal competences from different perspectives. The schools aim at developing a programme leading to a Certificate of Personal Competences (CPC) that will be implemented in the schools on a long-term basis. Moreover the concept and the steps will be published in an eBook for other institutions to use for their students.

Many schools throughout Europe face these problems and we would like to find ways of addressing them and sharing our ideas with other institutions via the project blog. The project team has taken a conscious decision to focus on pupils who are not achieving their potential - this includes pupils of lower abilities but also gifted students who are hindered by other factors from getting the best marks they could.

The teachers of the schools involved will have the chance to think about their students and their pedagogical and teaching methods in a different way. Many teachers only see the knowledge a student has and how s/he uses it in class. This approach will help teachers to see their pupils from a holistic point of view. So teachers will find new ways of working with the pupils thus helping them to improve their exam results. We believe that this project will facilitate new developments in our schools which would not be possible without the European perspective enriching us with different views on solving the problems we are all faced with.

Module 1: Learning

Programme

Empower for Employability – Project meeting on self-reflection from 11 to 15 February 2019 at Geniko Likio Pentapolis in Serres, Greece.

MONDAY 11/02	TUESDAY 12/02	WEDNESDAY 13/02	THURSDAY 14/02	FRIDAY 15/02
09.00 arrival at school/ welcome/ meeting the teachers and the surroundings **09.30** ice breaking activities for students and teachers (photography activity)	**9.00** 1st workshop: Motivation and its importance for success- Motivational speakers TED-X talks	**9.00** Body language and success. Drama Workshop on power poses and how they can influence you. - videos	**9.00** Student workshop: How can school and formal education become more motivating? • School presentations Suggestions for participating schools.	**9.00** Positive thinking and mindfulness for pupils. Storytelling activity Reflect on success and failure
10.30 Snack	**10.00** Writing and giving their own motivational speeches - videos	**11.00** Visit at the local winery - talk to the owner about motivation and job prospects	**10.00** A project based lesson STEM - Humanities	**10.00** Compiling worksheets for the module for CPC
11.00 Twinspace materials print pdfs-posters- assess timetables	**11.30 Snack**	**12.00** School buffet with parents board	**11.30 Snack**	**11.00** Evaluation of meeting -Romanian team leaves
12.00	**12.00** Discuss with EVS volunteers on what	Pentapolis Band visit	12.00	12.00

Day 1 (Monday)

After welcoming our partners and exchanging memorabilia, we had icebreaking activities so as to form international working subgroups from Day 1. Since it was our first meeting, we had prepared a blended activity to introduce ourselves to the working group (1.2 My self-portrait activity). Before the meeting, we had posted on a twinboard (twinspace) our photos and self-introductions with reference to our learning preferences and then the students physically presented themselves to the entire community. On basis of these presentations they formed groups (1.3) after discussion with their partners. The groups had to be formed with 1 member from Germany, 1 member from Italy, 1 member from Romania and 2 members from Greece. In total we would have 5 Teams with 24 students. The 4 out of 5 Teams would have 5 members. One Team would have 4 members. The names and the members of the Teams were posted on a twinspace forum to be visible for everyone.

DAY 1 was dedicated to "Learning Types". We had already conducted an initial analysis of the students' opinions on the topic «Learning for school-experiences and successful strategies» which

was connected to the next blended activity (1.4) "My experience with learning". The Driving Question was: How do we (children) learn for school? It was analysed in the following sub-questions:

1. What are the things that work when preparing for exams?

2. What are the things that work when preparing for a written assignment?

3. What are the things that don't work?

The students agreed thus on a brief definition of the term "learning" and "learning styles" as follows: *The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.*

The international groups had to create a team poster with the tool https://www.postermywall.com/ giving suggestions to their classmates on Effective Study Habits. The posters were posted on the materials section (twinspace) and then on a twinspace forum, to be read and commented by all teams. The posters were presented in class.

Each group was assigned a different topic:

1. Study habits in class

2. Study habits at home

3. How to become an independent learner

4. How to organise your time schedule

5. What to do during exams

Activity 1.5 was about having a poll on the term "Learning Types", watching a video and finding out what the "Learning Types" are and which one each student belongs to. There was also a self-assessment quiz and a forum discussion on the topic, with examples of the techniques they can use

to study more effectively, to illustrate their points. Extra materials to study were provided, such as the following web page https://www.mindtools.com/pages/article/vak-learning-styles.htm

The final activity 1.6 focused on Reflection. The students were invited to write down on a post-it note what they had learnt on the first day. They also had Leaning Diaries provided by Geniko Likio Pentapolis in the form of notebooks, pens and folders, on which they wrote their impressions and observations. These were the questions to guide them when writing their diary:

1. What did I learn today?

2. What was easy to do/answer?

3. What was difficult to do/answer? Why?

4. What do I have to work on more?

5. What are my next goals in the following days?

The Results of DAY1 (1.7) are compiled on a PDF "results of day!" which displays the results of the students' work of the topic learning types and can be found on the twinspace of the project.

The activity worksheet 1 for "Learning and Learning types" follows below.

Empower for Employability – Worksheet 1

The general objective of the project is to **enhance the students' skills to make them more employable.** Teachers agree that many students from their schools lack the same skills in view of being employable. This project has been devised to tackle these key issues:

learning and motivation,
reflecting yourself,
time management
project management.

The objective is to enhance students' knowledge about these areas in order to make them achieve their potential to a large extent.

The 1st Module "learning and motivation" will cover the theory of learning, different kinds of motivation. Students will learn about how to adapt their learning techniques to their learning type and how to motivate themselves for learning.

1.2 "i create my self-portrait" : ice breaking activity (50') 9.30-10.30

- on the twin board "my self-portrait", post a photo of your self-portrait and a caption before our first meeting by clicking of the button "add item"
- during our meeting on monday you will present yourself on basis of this photo. the presentation will take 3-4min.

1.3 let's find our teams 10.30-11.00

now that you have met each other, it's time to form international teams. each team will have 1 member from germany, 1 member from italy, 1 member from romania and 2 members from greece.

in total we will have 5 teams with 24 students. the 4 out of 5 teams will have 5 members. one team will have 4 members.

during the coffee break, you will discuss and form the team.

find a name for your team.

post the name and the members of your teams on forum#1

1.4 my experience with learning 11.00-12.00

- go to page https://twinspace.etwinning.net/72064/pages/page/474330
- consider the following driving question:

how do we (children) learn for school?

1. what are the things that work when preparing for exams?
2. what are the things that work when preparing for a written assignment?
3. what are the things that don't work?

based on this information

padlet-wge4hrt5q1mm.pdf

padlet-22hyuk0sv8ay.pdf

and your ideas, create a team poster with the tool https://www.postermywall.com/ giving suggestions to your classmates on effective study habits. save it as jpeg and post it on the materials and then on forum#1

each group has a different topic:

1. study habits in class

2. study habits at home

3. how to become an independent learner

4. how to organise your time schedule
5. what to do during exams
   - present your posters to the class
   - here is an example for you:
     http://www.stp.pembrokeshire.sch.uk/public/docs/revision/study%20skills%20powerpoint.pdf

1.5 learning and learning types 12.00-13.00

- have you ever heard of the term "learning types". go to the poll and answer this question quickly.
- watch this video and find out what the "learning types" are and which one you belong to.

- you can also take this self-assessment quiz
- now go to the forum#1 and post your answer:

1. what is your learning type?

2. give some examples of the techniques you can use to study more effectively

extra materials to study

https://www.mindtools.com/pages/article/vak-learning-styles.htm

1.6 reflection

- before you leave today's session, write down on a post-it note what you learnt today. post it eboard
- you all have a notebook and a file. use this notebook to take notes thoughout our meetings. add thoughts, ideas, suggestions. make them colourful. they are your learning diaries. post photos of your diaries on forum#1
- use these questions to guide you when writing the diary

1. what did i learn today?

2. what was easy to do/answer?

3. what was difficult to do/answer? why?

4. what do i have to work on more?

5. what are my next goals in the following days?

1.7 results of day1

the pdf "results of day!" displays the results of the students' work of the topic learning types

Day 2 (Tuesday)

DAY 2 was dedicated to the topic "Motivation and Success"

For activity 2.1/2.2 "The art of persuasion, from Ancient Greece to TED-X talks" the main topic was: Motivation and its importance for success, Motivational speakers, Writing and giving your own motivational speeches. According to schedule, this unit consisted of two parts:

1) A brief introduction about "The art of persuasion in ancient Greece: rhetorics of Athens and Aristotle." (By the teacher, 5 min)

2) A brief introduction about modern speakers all around the world. The example of TED-X talks. (By a student, 10 min)

After the brief introductions:

1. The students were divided in groups (5 groups of four students) - they assumed different roles (speaker, writer, assistant, pc operator) (10 min)

2. They got subjects about which they wrote a motivational speech (10 min)

3. They worked step by step, as the powerpoint presentation demonstrates (5 steps, 15-20 min per step) During the preparation of speeches, the teacher helped the students by explaining the basic terms of the rhetoric art, the body language of a speaker and the way of memorizing texts.

4. They delivered their own speeches. (30 min)

5. They recorded their speeches on video or took photos. The videos and/or photos and/or speeches were posted on the MATERIALS and then on FORUM#1 (twinspace)

For team work instructions go to Worksheet 2 "topics for discussion".

The next activity (2.3) focused on "Talking about Motivation with EVS Volunteers". After the end of the previous activity, the students met EVS Volunteers who live in the town of Serres and discussed what motivated them to take up volunteering, what skills and knowledge they acquired, how they applied, how they enriched the CV and whether they would recommend it to other young people. Below you can browse some relevant websites:

https://europeanvoluntaryservice.org/

https://europa.eu/youth/EU/voluntary-activities/european-voluntary-service_en

https://europa.eu/youth/volunteering/evs-organisation_en

Here are some initial questions:

6. Why have you come to Greece?

7. What is EVS?

8. What are the benefits of working as a volunteer?

9. What skills do you gain?

10. What made you make this decision?

The last activity of the day (2.4) was "reflection" where students wrote down on a post-it note what they had learnt that day and updated their learning diaries, using these questions to guide them:

1. What did I learn today?

2. What was easy to do/answer?

3. What was difficult to do/answer? Why?

4. What do I have to work on more?

5. What are my next goals in the following days?

2.5 The results of day 2 included a powerpoint summerising in pictures the work done during the 2nd Day of our meeting.

	Topics for the speeches for 5 different international teams
1	Situation= Suppose you are a company department manager of an AL (Artificial Life) company. You want to convince your employees to work harder and more effective in order to get ahead other competitive companies. The employees believe that they already have done their best and they aren't willing to do more for bosses. Pathos = Your aim is to wake up the fear of losing their jobs or have lower salaries. Ethos = You argue about the company's impersonal policy. Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)
2	Situation = Suppose you are a famous football team fan. You and your mates are watching live a football match. The opposite team's fans curse at you, so your mates have decided to take revenge after the end of the match. You try to prevent them from this violent reaction. Pathos = Your aim is to wake up feelings of sympathy to other young fans. Ethos = The superiority of yours team behavior in similar circumstances. Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)
3	Situation = Suppose you are a priest (christian or muslim or other's religion) just arrived in your parish. You want to convince the believers of your parish to accept the installation of ten refuge's families in a camp near their houses. They afraid of extremist beliefs and diseases. Pathos = Your aim I to wake up feelings of humanity. Ethos = The examples of holy persons Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)

4	Situation = Suppose you are leader of an industrial labor group in France. President Macron's economical policy and taxes lower yours incomes. You want to convince your mates to demonstrate in front of parliament with yellow vests movement. They afraid of police reaction. Pathos = Your aim is to wake up the anger for rich men's injustice laws. Ethos = The social struggles of france society. Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)
5	Situation = Suppose you are a eighteen old boy or girl and you're planning to live alone, apart from your parents, but you can afford it yet. You want to convince your parents to accept your will and give you some money. They question your ability to do so and afraid from themselves of being all alone. Pathos = Your aim is to wake up the feeling of pride because their children is adult. Ethos = Your responsibility towards your studies. Project = You are going to make a public speech (about 100-150 words: 2 arguments – ethos – pathos)

Day 3 (Wednesday)

Day 3 is dedicated to "active and experiential learning". It comprises two workshops:

The first workshop's topic is "Body language and success. Power poses and how they can influence you." (3.1) Non-verbal communication, gestures, facial expressions are essential to convey meaning when communicating. To prepare before the workshop, the participants of the workshop watched this TED-X talk about how your_body_language_shapes_who_you_are. They explored various situations in learning and work contexts via role plays and short dialogues, following drama games and ice breakers, to create bonds among the group members and define how success at the work field can originate from developing a growth mindset, collaboration techniques and self-confidence.

The second workshop (3.2) was a visit to the local winery. We continued discussing once again "Motivation", while visiting the local winery. The owner discussed what inspired him to take up this business, his hard work and persistence, his dreams for the future.

Here are some questions the students asked to interview the entrepreneur:

1. How long have you been working here?

2. Why did you decide to take up this profession? What motivated you?

3. What have you studied?

4. What are qualities that you need to have?

The day ended with activity 3.3, a "School Buffet", during which we discussed what we learnt and socialised, which helped build stronger bonds.

Day 4 (Thursday)

DAY 4 focused on "Formal education and motivation" as opposed to informal forms of education discussed in the previous days.

Activities 4.1 and 4.2 relate to how formal education (schooling) can be enriched so that students can benefit as much as they can. Therefore we started with a presentation of the schools and educational systems of our countries. The students presented their schools and educational systems in national groups and engaged in a discussion about similarities and differences. In this way they were introduced to the topic, while connecting it to their everyday experiences.

The next activity (4.3) "Formal education and lifelong learning" (35-40') was about the ways in which education can adapt to the changes of a globalised world, as shown in "Worksheet 3".

The next session involved two parallel workshops under the theme "project work in humanities and STEM" (90'). The rationale behind these workshops was to approach two areas that typically focus on theoretical knowledge acquisition via a practical 'hands on' experience so as to motivate our students and help them connect with these subjects. We therefore divided the students in two groups of 12 persons each and we worked on the two different subjects.

One of the workshops discusses the definition of learning according to the classical Greeks Plato and Aristotle, as presented in Worksheet 4 "The elements of Learning".

The other workshop is about science through experiments and specifically exploring earthquakes using a sandbox. Initially, a short introduction of the topic was delivered and the sandbox' mode of operation was briefly explained. Next, explanations were given on the implementation of soil imaging exercises. Students analyzed the mathematical parameters they had to take into account and the technical difficulties they might encounter.

The usefulness of the whole process and the goals that they had to achieve were explained to them. Thus, the first and main objective was the best possible depiction of the landform of a known area of geological interest. Then the students would have to simulate flood situations due to heavy rains or ice melting due to the greenhouse effect as well as volcanic action. In addition, all pupils were given a crossword to a direct solution geospatially-related and a problem related to how long-range electromagnetic waves were transmitted by geostationary satellite interference.

The students were divided into four national groups of four members (Greece, Italy, Romania, Germany) and each one started to create the landform of a given area. (Prefecture of Chalkidiki Greece). At the same time their creation was projected on a large screen with the help of a projector so that the other students could see the progress of the work of the group that created the landform. All students succeeded in completing the answers both in the crossword puzzle and in the problem given to them with very good results in terms of the first and with good results in the problem. In the last ten minutes of the ninety-minute period, most students gathered around the layout and discussed issues of geophysical and ecological interest.

Students have been able to collaborate with each other to understand the impact of the rise of sealevel on the Earth's earth, but also to simulate ways of transmitting telecom signals to difficult landforms with the help of laser and a mirror.

All in all, tangible examples were generated in Day 4 of how learning can become relevant to theoretical as well as practical approaches. Formal education should have a dual focus in order to be balanced and provide students with the knowledge and skills needed in their future. Taking into account that our school provides general education, we designed these workshops to illustrate how general (as opposed to vocational) education can still be relevant, especially at an area that has suffered recession for a long period of time, yet educators join forces to provide the best for their students.

Empower for Employability – Worksheet 3

Introductory remarks about Lifelong learning features and role:

According to the European Council in Lisbon (2000) education has an important role to play *"to make Europe the most competitive and dynamic economy in the world based on knowledge and capable of sustainable economic growth with more and better jobs and greater social cohesion"*

The main element of lifelong learning is that it is characterized by flexibility in terms of time, space, content, teaching techniques etc

Lifelong learning aims at:
- personal fulfilment
- active participation and social inclusion
- adaptability to new working conditions, as well as to employability

Group Work

1. Characteristic of lifelong learning, including the «..flexibility in terms of teaching techniques ":
Reflect on the new teaching techniques that can be applied in your teaching context to empower and motivate students.

2. « *Human is called to form along with other participants. ... the content, process and the ways of education* »: In which ways do you think that school can contribute to the formation of the curriculum? To what extent can it be flexible and adaptive to students' needs?

3. With the position expressed by the European Council in Lisbon, as students and citizens of Europe, which changes in the educational system of your country do you recommend to the European Council, in order to be ready in the next few years to overcome the difficulties of global society and modern labour market?

4. TASK: Organise your ideas in a Power Point per group. Present your work in class.

The meaning of Learning - introduction

A wise man from the East is said to have coined the following maxim: *"Up until I was 15 I played, until the age of 25 I loved, until the age of 35 I fought, until the age of 50 I acquired riches, now I'm beginning to learn.*

Man "learns" from the first to the last moment of life. While he is literally alive, he learns, and when he stops learning, he is already dead, although he is not buried yet.

ORAL DISCUSSION

>To what extent do you agree with the wise man's maxim? Is the necessity of life-long learning clear as a constant process of people's self-improvement?

A. **Towards learning:** IMITATION (what we learn for the first time is through imitation).
An Aristotle Quote:

In Ancient Greek

" Το γαρ μιμείσθαι σύμφυτον τοις ανθρώποις εκ παίδων έστι. Και τούτω διαφέρουσι των άλλων ζώων ότι μιμητικώτατον εστι και τας μαθήσεις ποιείται δια μιμήσεως τας πρώτας'', Αριστοτέλης, Περί ποιητικής IV, 1448b, 2-4.

In English

For imitation is natural to man from his infancy. Man differs from other animals particularly in this, that he is imitative, and acquires his rudiments of knowledge in this way; besides, the delight in it is universal.

ORAL DISCUSSION

>Is imitation a casual repetition of gestures, facial expressions, a chain of phonetics, registering what we perceive through the senses or something more profound?

B. **Approaching the essence of the concept of learning**

Through learning (a global phenomenon in the universe of life) every living being is striving for and achieving two goals:

  a. It activates and directs its powers so as to adjust itself, as well as it can, to its natural environment (and in the case of man) to his historic environment.
  b. It acquires the ability and the means in order to change this environment, to upgrade it if it is to succeed in meeting its needs and (in the case of man) his ambitions.

In essence, these two procedures are interrelated and mutually reinforcing, one complementing and securing the other. For this reason, we can combine the two in a single definition. "I learned", generally speaking, means I tried and succeeded in adjusting myself to the principles governing the natural and historic world so well that I made it adjust itself to mine. In this way, I do not only surrender myself to its demands (its laws), but I also put my own seal on it forcing it to serve me myself. The goal of learning includes both the above. And since life means integration into, but above all, dominance over the "environment", the natural one and the historic one in the case of man, every living being learns in order to survive and lives if and for as long as it learns.

It becomes evident then that through learning, in its broader sense, just as we can transform a desert into an orchard, we thus become capable of altering the very flow of history, of ushering in a different perception of things, a different sensitivity, different ethical rules and different global notions.
(E.P. Papanoutsos, Modern Philosopher "Practical Philosophy')

ACTIVITY 1 (READING COMPREHENSION)

Decide whether the following statements are TRUE or FALSE.

1. Learning is a process which includes the whole natural world, not just human beings.

2. "Learning" means adjusting oneself to the natural and historic environment and surrendering oneself to its principles governing it.
3. I learn in order to live and live in order to learn.
4. Man has the power to change the continuation of history, to construct new ethical codes, to re-define his place in the cosmos.
5. Man's potential to adjust is functionally embedded in the concept of life-long learning since it promotes his successful integration into society guided by its laws.

C. Life-long learning is associated with experiencing essential emotions and skills for happiness.

The following text was written by Ralph Waldo Emerson, an American Transcendentalist poet, philosopher and essayist during the 19th century.

To laugh often and much;
to win respect of intelligent people,
and the affection of children;
to earn the appreciation of honest critics,
and endure the betrayal of false friends;
to appreciate beauty,
to find the best in others;
to leave the world a bit better,
whether by a healthy child, a garden patch,
or a redeemed social condition;
to know even one life has breathed easier because you lived.
This is to have succeeded.

ACTIVITY 2
Fill in the blanks in the following text by WILLIAM BLAKE using the words given (palm – grain – hold – eternity – wild)

To see a world in a _____ of sand
and a heaven in a _____ flower,
_____ infinity in the _____ of your hand,
and _____ in an hour.

D. Let us read a few ancient Greek maxims that reinforce the concept of life-long learning.

1. *"Ἄνθρωπος, ο αναθρῶν ἀ ὄπωπε" / Man is the one who reflects and ponders on what he has seen. (PLATO)*
2. *" Πολέμιον ανθρώποις αυτοί εαυτοίς" /Man's enemy is he himself. (ANACHARSIS)*
3. *'' Ου το ζήν περί πλείστου ποιητέον, αλλά το ευ ζήν" / What is worth pursuing is not living to acquire more but to live well. (PLATO)*
4. *" Βραχύς αιών" /Life is short. (EURIPIDES)*
5. *'' Τις είναι θέλεις σαυτώ πρῶτον ειπέ. Είθ´ούτως ποίει ἀ ποιείς" / First tell yourself who you want to be. Then act accordingly. (EPIKTITOS)*
6. *" Γράμματα μαθείν δει και μαθόντα νουν έχειν" /You have to educate yourself and love learning. (MENANDROS)*
7. *'' Γηράσκω δ´αεί πολλά διδασκόμενος" / I keep learning while aging. (SOLON)*
8. *" Καιρόν γνῶθι" /Keep abreast of what is happening around you. (PITTAKOS THE MITILENIAN)*

WRITING ACTIVITY: Choose one of the above quotes and write a short text (up to 140 characters) analyzing the central idea to be posted on social media. (Time given: 10 min)

E. Let us clarify what the bottom line of learning is and if it is possible to last through our entire life.

"Learning" means not only collecting established facts but comprehending them as well. And the one who comprehends is the one who does not take anything for granted but processes it through his mind. In other words, he correlates, categorises, analyzes and composes all input through the careful and relevant application of critical thinking that a cultivated individual has at his disposal.
(E.P. Papanoutsos, "Practical Philosophy)

HOMEWORK (Optional)
A prerequisite for life-long learning is personal inner cultivation coupled with the simultaneous development of critical thinking.
Write an essay of about 250 words in which you discuss the contribution of education to the shaping of critically thinking citizens also suggesting alternative forms of learning.

DAY 5 (Friday)

Positive thinking and mindfulness

The final day was about reflection of what we have learned. Therefore we started with a brainstroming activity (5.1) about "What is success?-Define success/failure in learning contexts" followed by watching a TED video at the school lab.

The 2nd activity's starting point was a familiar story. In 5 international groups we discussed the Italian story of Pinocchio and its morale, in relation to the topic of learning and motivation, being guided by the following questions in a circle, with the entire student community.

1. positive influence by external factors in learning

2. negative influence by external factors in learning

3. the role of the family

4. how diversity influences success and failure

In the end, right before delivering our course certificates and prepare for a festive lunch, we used our learning diaries for recollection of what we had learned and reflection on what learning is, how it can be achieved in formal and informal settings, how our success is influenced by our mindset, our learning styles and habits, how to adjust in various learning and work conditions, how to deal with success and overcome failure, in need be.

Impact on participants

All in all, students learned about different learning types and learning styles, testing themselves and developing strategies and examples for successful learning. Moreover, they investigated aspects of motivation and how to become more successful by boosting motivation with relation to body language and power poses as well as its importance for success, via motivational speakers and the students delivering their own motivational speeches The student workshop about "How can school and formal education become more motivating"? was organized using teaching methods such as snowballing and discussion groups, and triggered debate on the topic by engaging the participants. Two workshops, run by a teacher of humanities and a STEM teacher, explored how project-based learning can engage unmotivated students in knowledge and skills acquisition. Finally positive thinking and mindfulness for pupils was boosted by reflecting on a traditional Italian story and its morale so as to inspire optimism.

Our assessment was qualitative and we had students express their thoughts and feelings as well as impressions on their learning diaries on one hand and the twinspace forums and post-it walls on the other. Some quotes about what they have learnt:

"This week gave me hope for the future and I can't wait to meet everyone again" Alice-Romania

"We wrote and presented motivational speeches and, to my surprise, I really enjoyed talking in front of everyone" Martina-Italy

"Today I learnt how to be a team with people I didn't know until yesterday. Also, I learnt how to communicate in English." Stella - Greece

"We learned about different learning types and which one suits us. We learned to collaborate with people who don't speak our mother language and even though it was a bit more difficult, we managed to overcome this problem. We made new friends and we created bonds." Emine-Germany

The entire evaluation section about the first module is available on the twinspace of the project.

Module 2: Self reflection

Programme

Empower for Employability – Project meeting on self-reflection from 23 to 27 September 2019 at Kaufmannsschule II in Hagen, Germany

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 – 09:45	Welcome	Comparingthe 4 countries 1. Popular jobs among young people 2. Statistics – university vs. apprenticeship 3. Employment of young people 4. Careers advice in schools Presentations	What companies expect of apprentices Presentation by someone responsible for apprenticeships in a company	Group 1: Practical self-reflection Group 2: Dealing with strengths and weaknesses	Compiling our knowledge about employability Survey 2
10:05 – 11:35	Survey 1 Jobs I would like to do Questions to ask the apprentices	Combining school and a career in football	Different kinds of skills and how to acquire them	Group 2: Practical self-reflection Group 1: Dealing with strengths and weaknesses	Reflecting yourself – techniques and tips
11.55 – 13:25	Job Café Meeting apprentices		How to acquire skills	Taking part in the Job Fair	Project presentation
13:40 – 14:25	Synthesis: Being an apprentice		How to acquire skills		

Day 1 (Monday)

After welcoming the guests and some icebreaking activities the group of 40 students was ready to start. First of all we wanted the students to work in groups with others who are interested in the same field of work. There were pictures on the walls and students were asked to place themselves next to them. The fields available were:

1. technical professions,

2. scientists,

3. commercial and administrative professions,

4. creative and cooking professions,

5. social professions and

6. medical professions.

The following worksheet (Worksheet 1) was used to give students the opportunity to reflect why they would like to work in that area. Having done this in group work each group presents its results. At Kaufmannsschule II which is a vocational school there are also part-time students of the German dual system of apprenticeship. Apprentices attend school two days a week. For this project we found apprentices from all areas taught at Kaufmannsschule II who visited our project for 90 minutes to answer the questions of the pupils taking part in the project meeting. The international group of pupils prepared some questions to ask (Worksheet 2). After a short introduction of the apprentices who visited us groups of pupils sat down with them at a group table and talked about the questions and the apprenticeships. Pupils changed the table twice. After this round they created a poster about "Being an apprentice" to sum up what they learnt.

Task: It won't take much longer and you will get your graduation. So the first step regarding your career is nearly done. For the next step you have to think about your career choice.

Individual work

1. In which area would you like to work? Make your decision while you assign for one of the profession areas (1-6) you see below and go to the meeting point. You see the points in different corners of the room.

2. Built a team with max. 4 persons per group.
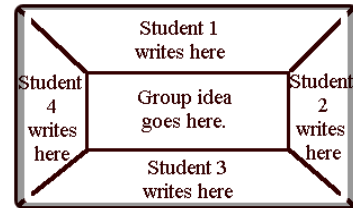
Teamwork

1. Use the placemat method for this task.
   Please take 4 pens and one flipchart.
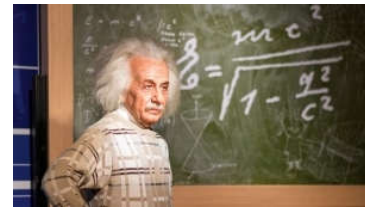
"Why would you especially work in this area?" Source: https://tsamchoenetsang11.wordpress.com/2012/01/18/placemat-method-in-teaching/

2. Please take an iPad (one per group) and create a presentation.

3. Please upload the presentation on eTwinning.

Technical Professions

Scientist

Commercial & Administrative Professions

Creative & Cooking professions
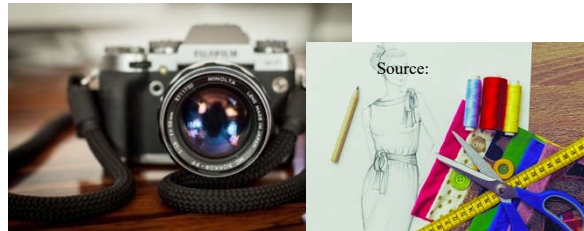
Source:

Social Professions

Medical Professions

Task: Apprentices from different professions will present their jobs. This will take part in the form of the World Café method.

1. Please prepare for the meeting by choosing at least 5 wh-questions you will ask the apprenctices by using the balloons.
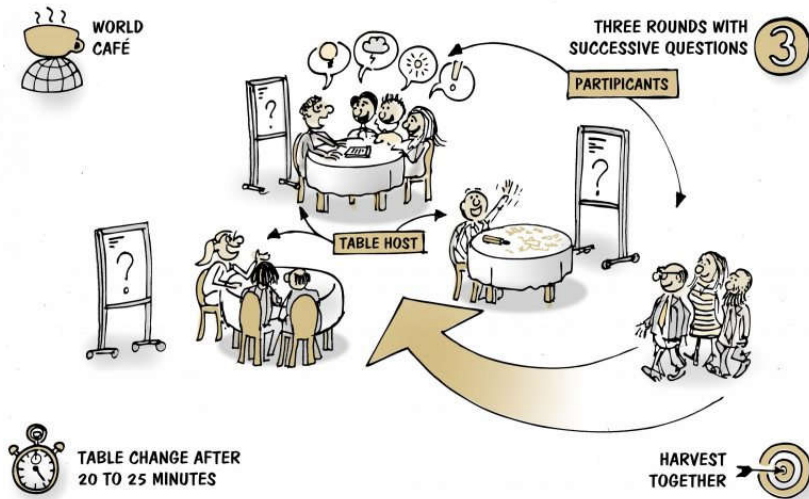
Source: https://www.knaus-consulting.ch/de/angebot/grossgruppen-moderationen/world-cafe/

Day 2 (Tuesday)

Before the meeting pupils prepared information on these four topics:

- Popular jobs among young people,
- statistics – university vs. apprenticeship,
- employment of young people and
- careers advice in schools.

The idea behind this was to compare the different traditions and current situations in each country and give the pupils the opportunity to learn from these differences. If you are not in an international project you could do some research on the internet. Our next topic was the combination of being a semi-professional football player for the German first league team Borussia Dortmund and a pupil. A pupil from Kaufmannsschule II talked about his experience and answered questions. After that we went on an excursion. We were able to visit the football stadium of Borussia Dortmund and learn about the different types of jobs that they offer so that pupils could see that football is a big business. It would be recommended to choose a company that offers guided tours around the premises.

Day 3 (Wednesday)

This day started with a presentation by a global company representative explaining the German system of dual apprenticeship, talking about the organisation of an apprenticeship in a company and what companies expect of their apprentices. It is important to have guest speakers for this part so that the pupils hear about this from those responsible and not from the teachers.

In the next step pupils sat down and thought about their desired profession and the skills they need for this job. After that they formed teams of the same or similar professions in order to compare their results and to prepare cards with the required skills for the job (Worksheet 3).

After the group work phase pupils put up all their cards on a board. Now they were taught about the difference between personal qualities and skills. They clustered all cards under these two headlines.

Task: You have had some time to think about your career choice.

Individual work
1. Take one piece of tape and write your desired profession on it.
2. Now walk through to the classroom and look for pupils with the same profession and form a team.

Teamwork
1. Think about your desired profession and work out what kind of different skills you need for the profession? Use the space below for your thoughts.
2. Write the skills on a card and pin up them on the flipchart for the gallery walk.

3.

Source: https://www.mudandinkteaching.org/new-blog/
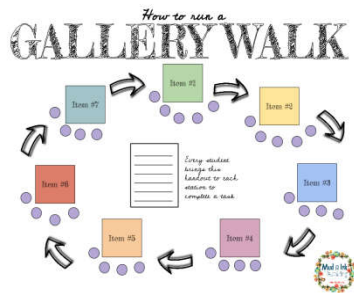
4. Cluster the skills logically and give them a headline like "Personal qualities" or "Skills".
5. Take a picture of your flipchart and upload it on Twinspace.

Notes

Day 4 (Thursday)

On this day we held two workshops at the same time and students swapped after the break. Workshop 1 was about practical self-reflection and workshop 2 about how to acquire skills and deal with strengths and weaknesses.

Workshop 1

Step 1: Your roles

The workshop began with the reflection of the many roles we have in everyday life and what this means for us. Students reflected how taking feelings and moods from one role to the other can result in conflicts and how to avoid that.

Step 2: Communication

Pupils talked about how we communicate and how important body language is and discussed what that means for job interviews. In experiments different situations were filmed and the behaviour during a mock job interviews could be analysed afterwards using the criteria we talked about earlier.

In the following the material used in this workshop is presented.

Anzahl Bewegungs-Dimensionen	Krperteil
3	Kopf
49	Gesicht
4	Schulter
3	Rumpf
6	Oberarm
16	Hnde
2	Becken
5	Oberschenkel
14	Fe
104	
Summe der Dimensionen	

Krpersprache

Lautsprache

Sprachlaute	1
Lautstrke	1
Stimmhhe	1
Klangfarbe	6
	9
Summe der Dimensionen	

This image shows the importance of body language in comparison to verbal communication. The figure depicts all the parts of the body that speak.

This was discussed further using these examples:

Empower for employability – Image 2

Elisabeth Louise Vigee Lebrun: Selbstportrait

The pupils found the picture on the left expressed more love and connection between mother and child. In the end we revealed that the pose is exactly the same and the people were just tilted.

This lead to talking about our self-perception with the following cartoon:

Empower for Employability – Image 3
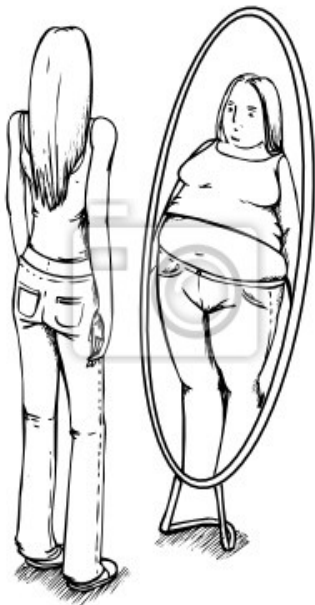
Source: Fotolia

An important fact to remember is that somebody who meets you forms an impression of you within 5 seconds of having met you.

It is crucial that you take time to reflect yourself and your behaviour and actions regularly, it is recommended that you do this every day before you go to bed. If you do this because you are

motivated to you will have a peaceful mind and rest otherwise one day your (bad) conscience will take time from you for reflection.

There were three scenes which were filmed and then analysed.

1. Intimidation by non-verbal communication
   A girl sat on a chair and four boys came into the room who used their non-verbal communication to intimidate her. After while they were also allowed to speak.
2. Job interview 1
   One person came for a job interview and the boss was very nice and helpful asking the right questions, smiling and generally being supportive.
3. Job interview 2
   Another person came for a job interview but this time the boss was putting pressure on the applicant, asked many difficult questions and made the applicant feel small and unsuccessful.

In the analysis the focus was put on the way this affects our body language and how we express our feelings even if we don't want to.

Workshop 2

In this workshop the participants chose three competences for their desired profession. Using the internet as a source they collected tips of how to develop these competences. This was done in team work. This way participants could work on something which they are really interested in to enhance the chance of them putting it into practice.

Impact on participants

Two surveys were carried out – one at the beginning and one at the end of the week.
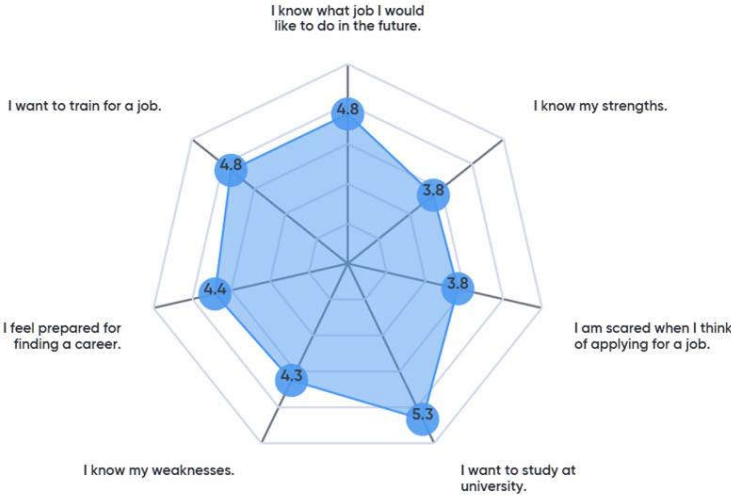
Results of the survey before.
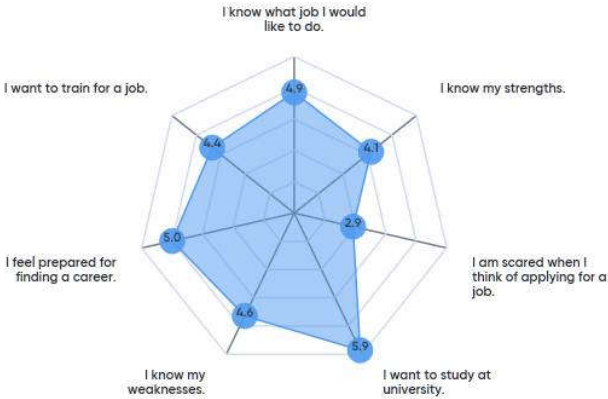
Results of survey after

Some of the values have not changed but looking at the values that have changed we can see that participants

- are a little more sure of what job they want to do,
- know more about their weaknesses,
- know a lot more about their strenghths,
- feel more prepared for finding a career,
- are definitely less scared about applying for a job.

All in all this shows that self reflection plays a very important role when preparing students for employability.

Module 3: Time Management

Programme

Empower for Employability – Project meeting on self-reflection from 04 to 08 November 2019 at COLEGIUL NATIONAL MIHAI VITEAZUL, Bucharest, Romania

This is the schedule for our meeting from 4 to 8 November 2019.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9.45	CNMV Welcome Conference: Perspectives of Time meeting the teachers and the surroundings	Historical time Discussions Palace of Parliament	Time and Art Cultural trip: Bran (Dracula s castle)- Sinaia (Peleș,)	CNMV workshop on Time management: skills you need	CNMV Assessing where your time goes
9.45-10.15	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
10.15-14	Student s presentations (Prezi, GoogleSlides, PowerPoint) about types of time	Art movements and styles throughout history of time workshop. Palace of Parliament	Time and Art Cultural trip: Bran (Dracula s castle)- Sinaia (Peleș,)	Time management goals Time management tips Suggestions for participating schools	Plan for Change Evaluation of meeting
		Afternoon and evening spent with host families	Cultural trip: Cultural trip: Bran (Dracula s castle)- Sinaia (Peleș, Pelișor)		13:15 Shared Lunch with students and teachers

Day 1 (Monday)

After a warm welcome, the student s presentations about types of time prove that time should be cherished like the most precious resource. Students were invited to consider carefully to what extent time is a structuring category in their personal life; our aim is to make students become conscious of their attitude and relationship towards time by making students reflect on their past time activities and their daily routine. They will heighten their awareness to the role of time in society and become more attentive to the way time is 'treated' publicly. By means of different activities and the application of various methods - students will learn how to work for a cooperative international project, promote an intercultural dialogue; use ICT to communicate, share, create, collaborate.

Activity 1

- My daily routine - https://ro.padlet.com/CNMihaiViteazul/gruoj4w3rptf

Students analysed the importance of routine during stressful times, to be more proactive and in control in the face of a stressful situation.

Empower for Employability – Worksheet 1

Task: You have had some time to think about your strategy to control the stressful situation, writing the daily routine.

Individual work
1. Take one piece of tape and write your daily routine.
2. Now walk through to the classroom and look for pupils with the same daily routine and form a team.

Teamwork
3. Think about Importance of Routine During Stressful Times and work out what kind of different skills you need to manage stress? Use the space below for your thoughts.
4. Write the skills on a card and pin up them on the flipchart for the gallery walk.
5. Take a picture of your flipchart and upload it on Twinspace.

Activity 2

- How do you imagine your life in 2030? - Send Yourself a Letter to the Future

Students created a letter to the future, they in 2030, putting their minds at work in trying to see a broader picture of their selves and the world in trying to combine all the possible elements which can shape the reality, regarding personal life, family, career and their lifelong learning process. It is about time management productivity, collecting responses on https://www.tricider.com/admin/2RhVSuKM2YF/E0fl2TarvLT.

Empower for Employability – Worksheet 2

Task:

Students have to create a letter to the future, they in 2030, putting their minds at work in trying to see a broader picture of their selves and the world in trying to combine all the possible elements which can shape the reality, regarding personal life, family, career and their lifelong learning process.

Individual work

6. Take one piece of tape and write answers: *How do you imagine your life in 2030? - Send Yourself a Letter to the Future*
7. Now walk through to the classroom and look for pupils with the same daily routine and form a team.

Teamwork

8. Think about Importance of Routine During Stressful Times and work out what kind of different skills you need to manage stress? Use the space below for your thoughts.
9. Write the skills on a card and pin up them on the flipchart for the gallery walk.
10. Take a picture of your flipchart and upload it on Twinspace.

Activity 3

- My self portrait

Each pupil writes on Twinboard a selfportrait of him/herself emphasizing the following aspects: My present 'me', Me in the past, My relation to time; each student choose a symbol that characterizes them and their relation to time.

- Perspectives of time - Types of time - presentations (Google slides, Power Point) by Romanian students

Time Management Activity

How do you imagine your life in 2030?

In 2030 I'll be 27 years old. I have a lot of plans about my future but I don't know if I can implement all of them. I want to be a teacher and when I finish the university, I want to go on a theatre school to be an actress or a nurse. I hope till then to go in Africa..

Wow, just thinking about 2030 makes me feel uneasy and want to freeze time..

2030 is so far away, but I hope that, until then, I will have visited a lot of coutries mostly in Europe, Asia and South America. I imagine that I will have a job I love in engineering and a wonderful apartment in Scotland as this is my dream.

In 2030, I think I will start to work because at 28 years old, I m sure that I will be finished my studies. I see myself in Bucharest, married with a beautiful romanian girl and father of twins: girl and boy. I believe that I will work as a computer scientist or an engineer in the aviation ..

I was born in the 2002 so in the 2030 I will be 28 years old and as a very ambitious person I hope to accomplish all of my objective in the all day life such as end up University, in particular I like the economy and management sector ..

Day 2 - Historical time

Visiting The Palace of Parliament. Can historical time teach us a lesson?

Activity 5

Pupils have to write articles /make videos/take photos about the outcomes of their reflections and research work and upload it on Twinboard/ Materials section.
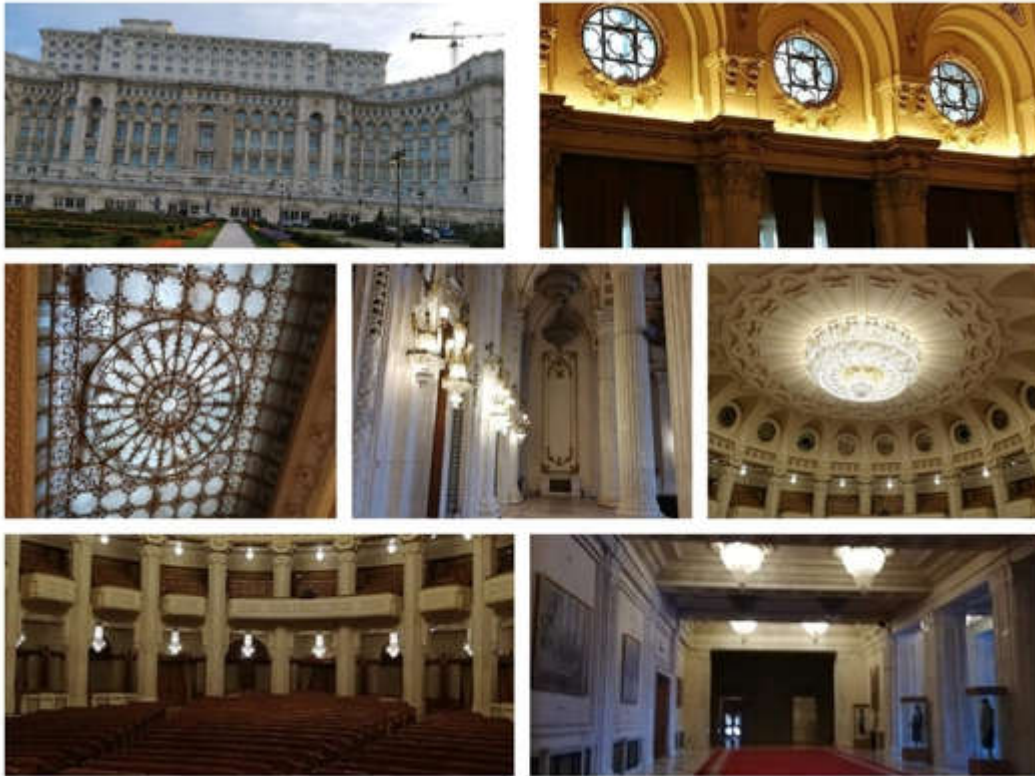
Image 1

The People's Palace: Ceausescu's Lasting, Loathed Legacy. Does history teach us anything or do we ignore what we learnt, hoping it will be different?

Day 3

Time and Art

Romania's collection of castles and fortresses perhaps best illustrates the rich medieval heritage of the country. While castles built from the 14th to the 18th centuries are strong and austere fortresses built mainly for defense against invaders, those erected beginning in the late 1800s are imposing and luxurious. The most popular include the 14th century Corvinesti Castle, built on the site of a former Roman camp, the elegant 19th century Peles Castle with its 160 rooms filled with priceless European

art and, of course, the Bran Castle, built in the mid-1300s and legendary home to Bram Stoker's Count Dracula.

Pupils are invited to tell us their impressions about these two castles and write/ upload on Twinboard/ Materials section photos/videos/articles/products about the outcomes of their reflections on time and art.
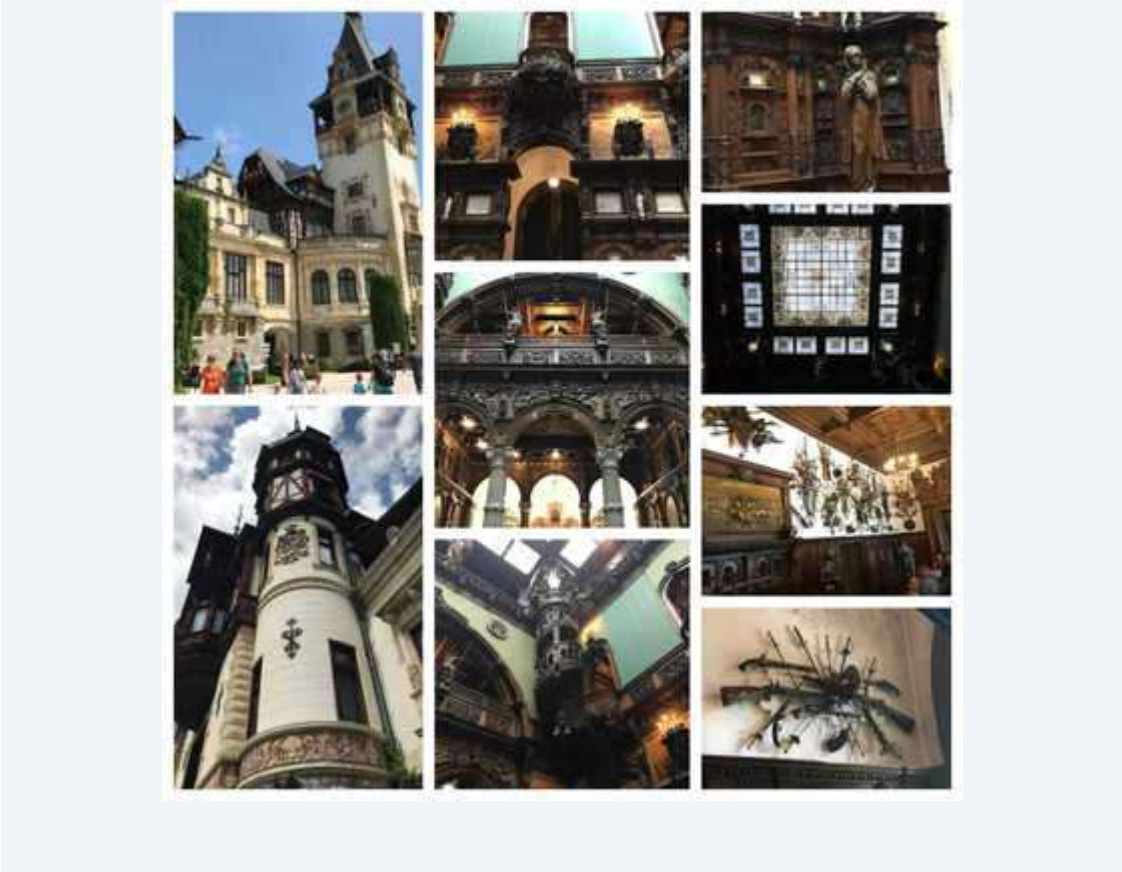

Image 2 - Time and Art. Art can change our understanding of time.

Day 4 Time management: skills you need

Workshop timetable	
Time frame	**Activity**
8.00 – 8.30	Icebreaker activity

8.30 -9.15	What is time management?
	
	  o Time management as a matter of time perspective and productivity
	  o Defining goals and time management goals

9.15 – 09.45	Group activity – Setting short and long-time personal goals and subsequent activities Group presentation
09.45 – 10.15	Coffee break

10.15 – 11.00	How to control the use of one's time?
	
	  • Time management and planning techniques and tools
	  • Time management tips
	  • Best practice models

11.00 – 12.45	Group activity –Time planning activities Group presentation
12.45 – 13.00	Conclusions, Q&A and feedback

Activity - What is time management? What is good for? It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management.

Workshop - Time planning activities

Time management refers to the effective use and productivity of our time. A synonym for efficiency, time management makes it possible for you to make the most out of every minute. Several different types of time management activities have been used to help people build skills that lead to greater efficiency. Time management activities can be used to teach lessons about the value of time. They can show how good time management helps you set priorities. Time management activities can help people make actual plans for how to spend their time. These activities are not only instructive, but they can also have a practical application.

Activity - Finding Something in Common

After the group work phase pupils put up all their cards on a board. Now they were taught about the difference between personal qualities and skills. They clustered all cards under these two headlines.

Empower for Employability – Worksheet 3

<u>**Task:**</u> Students have to find something in common

Each person needs a pencil and paper for this activity.

Individual work
The idea is for each person to talk to as many people as possible, and write down one thing they have in common with that person. The person with the most other people on their list wins a prize.

Teamwork
- Think about explain that efficient communication increases productivity.
- Take a picture of your flipchart and upload it on Twinspace.

Image 3 from Day 4, students at workshops

Day 5 Assessing where your time goes. Plan for change

The last day of our meeting when we tried to discover how to build time management database was the day of "Mihai Viteazul" National College.

Workshop Agenda - November 8th 2019

Workshop timetable	
Time frame	**Activity**
8.00 – 8.15	The (Elementary) Mathematical Data Model ((E)MDM)

8.15 -9.15	(E)MDM scheme of the Time Management database (db)
	
	   o *Sets and associated functions*
	   o *Constraints (business rules)*

9.15 – 09.45	Group activity – Setting PCs to create a MS Access db application Group presentation
09.45 – 10.15	Coffee break

10.15 – 11.00	How to implement an (E)MDM scheme and a software application over it in MS Access?
	
	   o Tables and columns
	   o Constraints
	   o Forms, queries, reports, and menus

11.00 – 12.45	Group activity – Team work Group presentation
12.45 – 13.00	Conclusions, Q&A and feedback

Workshop - Time management database application

Group activity – Setting PCs to create a MS Access db application

Group presentation - How to implement an (E)MDM scheme and a software application over it in MS Access?

  o Tables and columns

  o Constraints

  o Forms, queries, reports, and menus

Students reflected how to implement an (E)MDM scheme and a software application over it in MS Access.

Pupils talked about how start the basic process of starting Access and creating a database that will be used on desktop machine, how to create a desktop database by using a template, and how to build a database from scratch by creating your own tables, forms, reports, and other database objects. It was also presented some techniques that can be used in time management.

Image 4 from last day, from workshops

Impact on participants - Feedback from students

- I didn't find out about the opportunity to take part in the "Erasmus" workshops, along with our foreign guests, and to guide and help them through this experience, not long before the 3-day adventure had started. Viewing this as a great chance to get acquainted with people from other countries, who have different, but fascinating cultures and origins, I was thrilled to sign up to this course. On the first day, my team was truly stressed, since we had to present a project that we had worked on a lot, having put in a lot of effort. (Claudia)

- On day 4 me and my team arrived early and helped organise the room in which the workshops took place. I distributed the name tags for each table equally, then welcomed and got acquainted with each of our guests. When the exercises began, each table was formed by members of the same teams, of the same nationality. We then got mixed up, in order to get to know each other better. As far as I'm concerned, this was a great way to find out more about the mentalities and personalities of our fellow project partners. The fact that I practiced my English with my colleagues, and new friends, whom I sincerely hope to see again as soon as

possible, and that I got to know them and to talk about their countries and fascinating cultures was a really great experience. (Cristina)

- The last day was disappointing, since we had to part with our new friends and the project had come to an end. I really enjoyed working for the 'Erasmus' project. It has helped me improve my social skills and my English, and I have even come to better know my classmates and the teachers in our high school. I hope to pass the necessary tests in order to go to the future exchanges with my colleagues and I am looking forward to meeting our foreign guests again. (Claudia)

- The day no 5 The people with whom we have run our assignments and whom we assisted were really nice and sociable, so the working environment was pleasant. We were also offered coffee, water and food, which we really appreciated and helped us have better focus. The teachers that we helped were professional and had had a great appeal to the public during the workshops; this fact has made this experience enjoyable and instructive. (Claudia-Cristina)

- Day 1 On the first day of Erasmus, on Monday, me and my team-mates presented in front of the other teams our project 'Religious interpretation of time in various religions'. Honestly it was one of the greatest experiences of all time, because not only I was able to enjoy myself on the stage, but I could finally overcome my fear of having a speech in the limelight. I have paid attention to all the presentations, especially those related to religion to objectively assess my work. (Călin)

- On Thursday The most interesting game was the first one, where we had to write down the name of a celebrity, historical or whatever important and international person. Then we had to stick it on persons from our left back and further go and ask random people one single question related to what person might be. I found out that I was written 'Vladimir Putin' and I was slightly amused, because of my Russian background. (Călin)

- Thursday 2 After finishing with this little game, we were mixed in different teams, so every Romanian, Greek, Italian and German student can socialize with the others. Next, in different activities we tried to search for those things that stop us from managing our time according to our necessities and to seek for solutions. In the end, every piece of paper we wrote on had to be glued to a paper where we drew a timetable from Monday to Friday, from 6 a.m to 10 p.m, in which each team presented was did he do and was to be done later or on the wish list for the last days. Moreover, our Greek friends had prepared us a little play which presented the daily life of a student in the 21st century, stressing out about homework and school

stuff, with no time for recreational and self development activities. This surprise had delighted me the most. (Călin)

- On Friday, our time management activity moved on Microsoft Access, where we created a new face of time management. Luckily on the same day was our high school day name. So, me and a classmate took the others outside to enjoy the good weather, play some football, take some photos and enjoy themselves. After this break (during which for 10 minutes we lost some of the exchange students), we were all invited in the concert hall to watch, support and have fun watching our freshmen presenting their videos in our unique tradition, called 'Mishunand prin liceu' (Moving through high school) where every 9th grade class creates a video to show everyone how's to be a high schooler in 'Mihai Viteazul' (Michael the Brave) National College like. Everyone seemed to have enjoyed a lot. In addition to this, as a reward for our work we were given the opportunity to socialize in one of the most pleasant ways: by eating. (Călin)

About meeting

- I really loved the Erasmus experience and I will surely apply for the other opportunities so I can meet the friends I met in Bucharest, make new friends and learn about brand new things because each lesson mixed with some entertainment is always different and great. The Erasmus project has been a great opportunity to meet new people, socialize and learn many interesting things, such as time management. We also learned more about team working and respect for each other. (Ana)

- On Monday, our first day (4.10), it was a little stressful because we had to present the projects Our presentation was called "Cultural perspectives, religious interpretations of time in various religions". Everything went great because everyone was understanding, quiet and supported us during the presentation. (Ana Maria)

- On Wednesday we had an activity at school in the morning. It was a really fun thing to take part in because we had a lot of interactive games and everyone was free to share their own opinions on time management. I learned a lot of new things and I also made friends with some of the Greek and German kids that were in my team. After that, they all decided to go to the mall all by themselves because they wanted to do some more shopping. (by Elena)

- On Thursday was more relaxing and fun because we took part at workshops and games on the time management subject. At first, everyone was shy, but when we started playing games and talking, everything became easier. The first part of Thursday's workshop was

based on an icebreaker activity: sticking a card with a celebrity name on it on the back of your college and then they go around the class and ask for clues, that in the end they guess their character. After one hour and a half we had a 30 minute break and then continued the workshop. Between 11 and 12:45 o'clock we did a group activity about time planning and then presented it. The last 15 minutes were for conclusions and feedback which, of course, was amazing. (Maria)

- On Thursday The next day me and my colleges attended was the 4th day, where I had the occasion to communicate with the unknown teenagers from other countries. Even if at the beginning we stayed at the table with whoever we wanted, after that we switched places. I enjoyed time and listened to the lesson" Time management" presented by Andreea Gușă, with Greeks and Italians. I've tried to communicate as much as I could with them to present our country and to discover more about theirs. The part where we talked and laughed the most was when we made a diary about what we have done this week. (Dina)

- The last day was the most special one beacause it was the day of "Mihai Viteazul" National College. Firstly, we discovered how to build a time management database and after that we went in the school auditorium for "Mishunând", an activity that takes place every year on the highschool day. All the freshmen make funny videos about our highschool. They captured the attention of the foreign students too, even if the presentation was in Romanian language. It was a wonderful experience for me to take part in this Erasmus+ project because I met new people and I learnt new things about time and its importance. I will definitely want to participate in this kind of project in the future. (Dina)

- We spent the last day (8.10) in the computer lab working, but also learning. It lasted less time than on Thursday, because it was our high school's celebration day and went in the school auditorium to see the prepared show for this occasion. In the end we said goodbye and got a little upset because everyone was leaving. In conclusion, i am very grateful because i had the chance to meet such great people who i hope to see again soon. (Ana-Maria)

- **My impressions** When I found out that our high school is involved in this Erasmus+ project I was very excited about participating in it. It all started a month before the project took place, when our homeroom teacher asked us who will want to make a presentation in English about the perception of time. Because I was interested in this subject, I decided to participate with 2 of my classmates. So, in the first day of Erasmus+ I had the opportunity to experience for the first time in my life public speaking, in the school auditorium. I was pleasantly surprised that I captured the public's attention, especially the attention of the teachers that were staying in the front row. At the end, we received our diplomas! (Dina)

Module 4: Project management

What is project management?

A project is defined by a fixed beginning and a defined end. Thus it has a temporary nature with the aim of reaching a certain goal. In order to fulfil the set objective it is necessary to bundle resources and to involve a team of people who usually do not work together. Project management has five stages: initiating, planning, executing, monitoring and controlling, closing. Within the framework of project management people are given defined roles and responsibilities in the process of one project. Questions of how to use time and resources effectively are also raised.

The relevance of project management

Preparing for a final examination can be seen as a project, too. Once a pupil takes the decision to take higher school leaving examinations s/he has an objective to fulfill. It also has a clear time structure as you know when it will be once you have enrolled in your course. While attending school it is important for the pupil to look at her/his resources and find out who are stakeholders helping her/him. As a pupil s/he is part of a social group within the class and outside the class. Other elements of project management can be found at school: initiating and planning the learning process and executing your plans. Monitoring and controlling takes place in the form of written assessments and feedback by the teachers but can also be done by the pupil herself/himself by revising the learning process. This project is closed once the final examination has been taken successfully.

Within education each pupil is surrounded by a team of people: parents, teachers and peers. All of them play a part in successful education. If a pupil reflects these roles s/he can develop a better understanding of how effecting learning can be organised and that teachers can be seen as partners and advisors in the learning process.

It will be helpful for pupils to acquire the skills of project management to give them good tools for organising themselves. This will enable them to successfully manage their lives in the future. Together with the competencies acquired in the modules learning, self-reflection and time mangement they can take the next step into working life either by studying or learning a job. Later in life they will have even more to take into consideration when they have a family to provide for and look after.

Suggestions for teaching

As our project meeting on this topic had to be cancelled due to Covid19 we can only suggest steps to follow and questions to ask.

Step 1

First pupils find out about project management. This can be done by asking the question and collecting first ideas. Next they are shown a definition of project management and analyse it. The different stages and people involved and their roles and tasks can be speculated on.

After this pupils work on the different subtopics of project management and prepare informative presentations. These are presented to the whole group. Students can do their own research on the internet or given copies from books about project management.

The presentations ensure that pupils understand the concept of project management within a business framework so that they can perform the next step of knowledge transfer.

Step 2

Pupils can do the following questions individually or in groups:

- Why is my employability a project? (Comparison with characteristics of a project)
- Which elements of project management can be found in your employability project? (analysis of project management)
- Who are my team members and what is their function? (application of knowledge on project management)
- Which responsibility regarding your employability lies with your school, your city, your parents or other stakeholders?

Why is my employability a project? (Comparison with characteristics of a project)

- Because is planned, a single item and has a particular purpose.
- Because it is unique, a defined end result, characteristics of the context have to be taken into consideration.
- Because one can define roles and resources.
- Because it is new and unfamiliar.

Which elements of project management can be found in your employability project? (analysis of project management)

- Temporary nature: Duration of the course that leads to the final examination.
- Objective: Pass final examination – sometimes: with specific grades needed for a certain career.
- Resources: Situation at home, situation at school, personal qualities, skills, peers, friends.
- Initiating: Start of the course, point in time at which pupils makes the conscious decision to set the objective and work towards it, moment when s/he speaks to her/his team about it.
- Planning: Pupil makes a plan using time management skills.
- Executing: Pupils starts putting the plan into practice.
- Monitoring and Controlling: Pupil revises planning at the end of certain periods (e.g. every week, every month), pupils talks to teachers or advisors about her/his situation, Feedback in form of results from assessments that require changes in the plan. Pupils talk to their parents and peers seeking advice.
- Closing: Reaching the objective, i.e. passing the exam and deciding on what to do next.

Who are my team members and what is their function? (application of knowledge on project management)

- Project leader: pupil herself/himself.
- Team members: Teachers, parents, other members of the family, friends, classmates, careers' advisor, local community …
- Functions can be: general support by giving feedback and encouragement as well as scolding if something goes wrong, giving financial support, giving moral support, providing honest

feedback, making sure pupil takes time for relaxation, providing suitable extra tuition, helping with finding opportunities, helping with applications …

Which responsibility regarding your employability lies with your school, your city, your parents or other stakeholders?

- Pupil herself/himself: All the responsibility due to age and the importance of the decision for her/his life.
- School: Making sure pupil receives the best education possible for passing the final exam and personal growth, creating the right environment for learning, providing for guidance (careers, social needs, help).
- Parents: Moral support, creating the best environment for learning, help when needed.
- Local government: Providing well-equipped schools (might be a different body in your area), ensuring a good infrastructure for attending school and for supporting students with difficult backgrounds, providing a network of meaningful free-time acitivities for the age group.

Suggestions of what to do next

Pupils can devise a project plan for their objective and define all the team members, their roles and their tasks. Using the knowledge gained in the module „Time Management" s/he can then do some planning on different time scales from monthly over weekly down to daily plans with suitable intervals for revision. The module of „Self reflection" can be used to assess the pupil's skills and personal qualities. Once the strengths and weaknesses have been discovered the schedule can be revisited to add measures to improve oneself. The module „Learning" can be used to make a list of suitable settings for learning that are likely to lead to success.

Pupils should be encouraged to develop a routine of planning and revising. Keeping a diary or a bullet journal are both suitable of keeping track of commitments. There are also useful apps.

CERTIFICATE OF PERSONAL COMPETENCIES

_____

has participated successfully
in the following modules

O Learning
O Self reflection
O Time management
O Project management

_____
signature

stamp

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