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Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education

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Intellectual Output 10

Adult Education Programme for South West Region in Romania

Development of personal skills for young people

Skopje, Bucharest, Bonn

2017



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Introduction

The Adult Education programme *Development of personal skills for young people* was developed as an intellectual output in the frame of the project Addressing the Regional Labour Market Needs (Adult – Reg) through Development and Certification of New Programmes for Adult Education, funded by the Erasmus+ Programme of the European Union. The project is part of the KA2 Strategic Partnership programme delivered through National Agency for European Educational Programmes and Mobility in Macedonia.

The project is implemented by Lifelong Learning Center from Skopje Macedonia in partnership with Euro Adult Education Association from Bucharest, Romania, DVV International from Bonn, Germany, Community Development Institute from Tetovo, Macedonia, Open Civic University Joska Svestarot from Strumica, Macedonia, "Gheorghe Sincai" Bihor County Library from Oradea, Romania, and Popular Art School from Ramnicu-Valcea, Romania.

The Adult Education programme *Development of personal skills for young people*, is one of eight Adult Education Programmes which were developed as a result to prior assessment of labour market needs in four regions in Macedonia and Romania including the South West Region in Romania, which this programme is aimed for. The assessment has provided on time and reliable inputs in identification of the Adult Education Programmes relevant to the specific requirements for the labour market needs in South West region.

Development of this Adult Education Programme is done by professionals from three countries Macedonia, Romania and Germany. Their role was to structure, develop, review and finalise the programme.

The programme is in piloting phase and certification process.

The expertise on development of personal skills and ICT skills was provided from Prof. Doina Ganescu, Dan Diaconu and Mari Cecilia Toma. The development of the final programme including reviews, improvements and completion was provided by the expertise on Adult Education from Lifelong Learning Center, Euro Adult Education Association and DVV International.

I	Programme Title	Development of personal skills for young people	
II	Description of the programme		
	<p>Development of personal skills is a continuous lifelong process of shaping and improving skills and knowledge to ensure maximum effectiveness and employability. This program is dedicated to young people, employed or unemployed, which are at the first steps of their professional career.</p> <p>The personal development facilitate their access to the available working opportunities by being competitive with acquiring digital competences and using ICT resources, and will enforce the participants to identify the best solution for him/herself and to become more active on the labour market.</p> <p>Also, the participants will learn how to become more effective in verbal and non-verbal communication, how to handle a job interview, as the communication ensure an optimal and harmonious working environment constructive, contributing to efficient work. Hence effective communication skills are holding today a condition so important to employers.</p> <p>Very important when someone participate in a job interview is how the CV and cover letter are written based on a self-assessment of own abilities and strong points. Therefore, identifying abilities and elaborating a SWOT analyse of personal skills help young participants in dealing with a job interview.</p> <p>Most of young people are not aware about how the potential of previous learning experiences or volunteering can help them to validate their abilities or competences in a professional field, even they are not hired. During the program they will receive information about validation system and how volunteering is recognized as professional experience.</p>		
III	Learning outcomes		
	Modules		Outcomes Assessment/ Indicators
	1	Communication skills	<ul style="list-style-type: none"> - Perform effective verbal and non-verbal communication; - Perform interaction and adaptability in terms of working with diverse groups of people; - Define how to communicate to others and understand the information received; - Recognize the importance of communication and the role of feedback; - Introducing for a job interview.

	2	Using ICT (Information and communications technology)	<ul style="list-style-type: none"> - Identifying and gathering information about labour market and available jobs by using Internet and ICT; - Working with PC, browsers and key data; - Working with Internet as source of information and communication platform; - Writing CV and cover letter or using Europass model; - Writing, formatting and saving data within a document; - Information and learning about Europass platform (linked with module 3); - Information and learning about EURES network (linked with module 3).
	3	Being active on labour market	<ul style="list-style-type: none"> - Get introspective about professional goals according to experience and education/training; - Learning about the possibility to access a validation process of their competences acquired in nonformal and informal contexts; - Recognize the importance of volunteering activities for gaining work experience and life skills; - Being counselled about a possible future position; - Make and follow a plan for professional career.
	4	Life skills and self-assessment	<ul style="list-style-type: none"> - Develop knowledge and understanding of themselves; - Develop a self-assessment process; - Develop a respect for ways of life, opinions and ideas different from their own; - Define the importance of volunteering activities for gaining work experience and life skills; - Being aware about the previous participation in learning process except the formal education.
IV	Target groups		
	<ol style="list-style-type: none"> 1. NEETS (Young people not in employment, education or training - aged 16-24) 2. Young people unemployed (aged 16-24) 3. Young people employed (aged 16-24) 		

Modules										
V	1	Module 1- Communication skills								
	1.1	<p>Learning outcomes</p> <ul style="list-style-type: none"> ➤ Perform communication skills: verbal and nonverbal communication; ➤ Formulate how to listen and to express opinions, either positive or negative, both in a friendly and polite manner; ➤ Perform short verbal and written presentation for a job interview; ➤ Define the importance of communication in the workplace/during a job interview. 								
	1.2	<p>Indicators</p> <ul style="list-style-type: none"> - At least 15 students will acquire communication skills; - At least 15 short interview presentations; - At least 15 ongoing assessment questionnaires for module I. 								
	1.3	<p>Time required</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Practical input</td> <td style="width: 50%; text-align: center;">5 hours</td> </tr> <tr> <td>Theoretical Input</td> <td style="text-align: center;">4 hours</td> </tr> <tr> <td>Evaluation</td> <td style="text-align: center;">0,5 hours</td> </tr> <tr> <td>Total Number of Hours:</td> <td style="text-align: center;">9,5 hours (study hour is 45 min)</td> </tr> </table>	Practical input	5 hours	Theoretical Input	4 hours	Evaluation	0,5 hours	Total Number of Hours:	9,5 hours (study hour is 45 min)
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Theoretical Input	4 hours									
Evaluation	0,5 hours									
Total Number of Hours:	9,5 hours (study hour is 45 min)									
1.4	<p>Compulsory</p> <ul style="list-style-type: none"> - Each participant is required to attend at least 75% of hours; - All participants are required to take part in the assessment process at the end of the module and to pass the ongoing assessment. 									
<p>Methodology:</p> <p>Please tick the fields that are applicable to the methodology which is relevant to the module. If there are other methods to be used please insert them below in the empty fields:</p>										

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input type="checkbox"/> Practical problems solving	<input type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input checked="" type="checkbox"/> Individual work	<input checked="" type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input checked="" type="checkbox"/> Home learning
<input type="checkbox"/> Visualisation	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input checked="" type="checkbox"/> Peer reviews	<input checked="" type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input checked="" type="checkbox"/> Curriculum	<input type="checkbox"/> Interactive board	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning

If there is a specific description related to the methodological approach please insert it below:

Equipment and Materials:

Please tick the fields that are applicable to the equipment and materials relevant to the module. If there are other equipment and materials please insert them below in the empty fields:

<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input checked="" type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer

<input type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>
<p>Assessment:</p> <p> <input checked="" type="checkbox"/> Knowledge/ proficiency tests <input type="checkbox"/> Electronic test <input type="checkbox"/> Final test </p> <p> <input type="checkbox"/> Problem solving <input type="checkbox"/> Working in groups and simulations </p> <p> <input checked="" type="checkbox"/> Application of knowledge through practical examples </p> <p> <input type="checkbox"/> Onsite skills testing <input type="checkbox"/> Simulations <input type="checkbox"/> Homework </p> <p> <input type="checkbox"/> Group exercises <input type="checkbox"/> Questionnaires <input checked="" type="checkbox"/> Practical exercises </p> <p> <input type="checkbox"/> Expert hearings <input type="checkbox"/> Projects <input type="checkbox"/> Spoken examination </p> <p> <input type="checkbox"/> Role play <input type="checkbox"/> Logs <input type="checkbox"/> Simulations </p> <p> <input type="checkbox"/> Teaching sheets <input type="checkbox"/> Personal interviews <input type="checkbox"/> Quiz </p>				
1.5	Topic 1 title	Verbal and written communication skills at workplace		
<p>Description:</p> <p>Communication is simply the act of transferring information from one place to another. A message or communication is sent by the sender through a communication channel to a receiver, or to multiple receivers. The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its</p>				

meaning and significance.

The desired outcome or goal of any communication process is understanding. Misunderstanding can occur at any stage of the communication process. Effective communication involves minimizing potential misunderstanding and overcoming any barriers to communication at each stage in the communication process.

In this section we will address the following themes:

- ✓ Improving effective verbal and written communication;
- ✓ Identifying appropriate and inappropriate verbal communication depending on the situation;
- ✓ appropriate verbal communication – clear instructions, polite and respectful, use of language including level, pitch and tone, inoffensive;
- ✓ Inappropriate verbal communication – rude, swearing, use of slang, shouting, sexist or ageist comments, offensive language.

1.6	Topic 2 title	Non-verbal communication at workplace
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Description:

Non-verbal communication includes facial expressions, gestures, tone, rhythm, voice. These non-verbal signals often accompany verbal message. Also outfit, the way we dress is a form of non-verbal communication.

Because first impressions counts, during a job interview the candidate should pay particular attention to non-verbal messages transmitted.

In this section we will address the following themes:

- ✓ Definition and importance of effective nonverbal communication;
- ✓ Identifying appropriate and inappropriate non-verbal communication depending on the situation;
- ✓ Appropriate non-verbal communication: smiling, nodding, hand up to ask a question, directions, a wave;
- ✓ Inappropriate non-verbal communication: rude hand gestures, quizzical look, no eye contact, sighing, distracted, disruptive.

1.7	Topic 3 title	How to handle a job interview
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Description:

Everyone has a job interview at some point in their life and they can be scary things. All a job interview does is giving employers the chance to meet the candidate and see if they like her/him enough to give a job.

How exactly runs a job interview? The employer asks questions about career, personality and life and the candidate should answer honestly

while trying to impress them. But this job interviews can be really stressful. If the candidate prepares properly for your job interview then she/he can get rid of the nerves and show the interviewer why they must hire her/him.

In this section we will address the following themes:

- ✓ Expectations of employers at a job interview?
- ✓ Summarize your abilities, qualifications and work experience;
- ✓ Dress code and attitude to adopt;
- ✓ Verbal and non-verbal communication style.

2	Module 2 - Using ICT (Information and communications technology)		
2.1	Learning outcomes	<ul style="list-style-type: none"> ➤ Perform working with Internet Explorer; ➤ Demonstrate the ability to use Internet Explorer browser, source selection information using the Internet (search engines); ➤ Demonstrate capacity of communication via electronic mail; ➤ Prove ability to work with Microsoft Word; ➤ Perform editing, formatting and modified texts; ➤ Prove ability to work with tables and images in Word; ➤ Demonstrate how to use the EUROPASS portofolio; ➤ Define how to use the EURES platform. 	
2.2	Indicators	<ul style="list-style-type: none"> - At least 15 students will acquire ICT skills - At least 15 European Skills Passports - At least 15 Eures accounts - At least 15 ongoing assessment questionnaire for module II 	
2.3	Time required	Practical input	7 hours
		Theoretical Input	4 hours
		Evaluation	0,5 hours

		Total Number of Hours:	11,5 hours (study hour is 45 min)																																
2.4	Compulsory	<ul style="list-style-type: none"> - Each participant is required to attend at least 75% of hours; - All participants are required to take part in the assessment process at the end of the module and to pass the ongoing assessment. 																																	
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<input checked="" type="checkbox"/> Application of knowledge through practical examples				
<input type="checkbox"/> Onsite skills testing	<input type="checkbox"/> Simulations	<input type="checkbox"/> Homework		
<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input checked="" type="checkbox"/> Practical exercises		
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination		
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations		
<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz		

2.5	Topic 1 title	Introduction how to use PC and Internet
<p>Description: Nearly every aspect of modern life involves computers in some form. People who do not have experience with computers and software are at a severe disadvantage in both the workplace and daily life. As technology is advancing, the scale of computer use is increasing. Computers offer a quicker way to gain information which is by providing an internet access. Up to this moment, many internet browsers and applications have been invented, for instance, Mozilla Firefox, Google search engine and Microsoft Outlook to organize emails. These applications surely contribute a lot to a much easier way to gain information.</p> <p><i>In this section we will address the following themes:</i></p> <ul style="list-style-type: none"> ➤ Operation and use of the computer system and the Windows operating system; ➤ Presentation and use of Microsoft Office Word; ➤ Navigating the World Wide Web; ➤ Using electronic email. 		
2.6	Topic 2 title	Presentation of and use EUROPASS portofolio
<p>Description: The Europass was established by the European Union to assist European citizens to make their skills and qualifications clearly and easily understood throughout Europe with a portfolio of five documents.</p> <p>The Europass portfolio contain two personal documents: Curriculum vitae and the Language passport, and other three documents issue by national education and training authorities: the Europass Mobility, the Certificate Supplement and the Diploma Supplement. Recently, it was added a new document, the European Skills Passport which is an electronic portfolio that give a comprehensive picture of personal skills and qualifications.</p> <p><i>In this section we will address the following themes:</i></p> <ul style="list-style-type: none"> ➤ What is Europass? ➤ Create a CV from Europass platform – http://europass.cedefop.europa.eu/documents/curriculum-vitae ➤ Create an European Skills Passport from Europass platform - http://europass.cedefop.europa.eu/documents/european-skills-passport 		

2.7	Topic 3 title	Presentation of EURES platform
<p>Description: EURES (European Employment Services) is a cooperation network formed by public employment services. Trade unions and employers' organisations also participate as partners. The objective of the EURES network is to facilitate the free movement of workers within the European Economic Area (EEA) (the 28 members of the European Union, plus Norway, Liechtenstein and Iceland) and Switzerland. EURES targets both job-seekers interested in moving to another country to work or to study, and employers wishing to recruit from abroad. The EURES job mobility portal is available in the twenty-five languages of the European Union/EEA. The vacancies available in "EURES Search for a job" cover a wide range of occupations and include permanent and seasonal opportunities.</p> <p><i>In this section we will address the following themes:</i></p> <ul style="list-style-type: none"> ➤ What is EURES platform? https://ec.europa.eu/eures/public/ro/homepage ➤ Create an account; ➤ Upload a CV; ➤ Search job information on EURES – Romanian language: www.eures.anofm.ro 		
3 Module 3 - Being active on labour market		
3.1	Learning outcomes	<ul style="list-style-type: none"> ➤ Identify professional goals according to experience and education/training; ➤ Analyse the possibility to access a validation process of their competences acquired in nonformal and informal contexts; ➤ Perform writing a CV and cover letter; ➤ Create and follow a plan for a professional career; ➤ Understand the importance of taking the responsibility for the work performed.
3.2	Indicators	<ul style="list-style-type: none"> - At least 15 students will acquire knowledge about how to be active on labour market - At least 15 Europass CV - At least 15 cover letter - At least 15 ongoing assessment questionnaire for module III

3.3	Time required	Practical input	5 hours																																			
		Theoretical Input	4 hours																																			
		Evaluation	0,5 hours																																			
		Total Number of Hours:	9,5 hours(study hour is 45 min)																																			
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<input checked="" type="checkbox"/> Curriculum	<input type="checkbox"/> Interactive board	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning																																		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																		

If there is a specific description related to the methodological approach please insert it below:

Equipment and Materials:

Please tick the fields that are applicable to the equipment and materials relevant to the module. If there are other equipment and materials please insert them below in the empty fields:

<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input checked="" type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment:

- | | | |
|---|--|-------------------------------------|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |

<input type="checkbox"/> Group exercises	<input type="checkbox"/> Questionnaires	<input checked="" type="checkbox"/> Practical exercises
<input type="checkbox"/> Expert hearings	<input type="checkbox"/> Projects	<input type="checkbox"/> Spoken examination
<input type="checkbox"/> Role play	<input type="checkbox"/> Logs	<input type="checkbox"/> Simulations
<input type="checkbox"/> Teaching sheets	<input type="checkbox"/> Personal interviews	<input type="checkbox"/> Quiz

3.5	Topic 1 title	How to write a CV and cover letter
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Description:

Having a good CV is essential for full-time jobs, part-time, internal, external, promotions, new jobs, career changes, internships and work experience placements - wherever an employer or decision-maker is short-listing or interviewing or selecting applicants.

Short-listed and successful candidates are invariably the people who provide employers with the best CVs and best covering letters.

How you perform at the interview or group selection is of course crucial, but only the people with the best CVs and letters get to that stage.

In this section we will address the following themes:

- What expect employers from CV when they read it?
- How to write a good CV?
- How are dealing employers with the letters received?
- How to write an effective cover letter?
- Mistakes to avoid.

3.6	Topic 2 title	Validation of non-formal and informal learning system
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Description:

The Governmental Ordinance 76/2004 laid down the foundation for the validation centres as institutions accredited by the Romanian NOA / former CNFPA to conduct assessments for the recognition of a professional competence based on occupational standards. The Ordinance also

made reference to the importance of evaluating and recognizing competences gained through non-formal and informal learning. By law the assessment of professional competences should have the following features:

- it should be voluntary;
- it should be carried out in accordance with established occupational standards; the evidence of professional competences (see below) should be gathered through the application of different methods of evaluation applied in various contexts and on different occasions;
- the assessment should be independent of formal professional education and training, meaning that it can take place outside a formal education or training program; and
- the assessment of each unit of competence should conclude with a result for the candidate - "competent" or "not yet competent".

In this section we will address the following themes:

- What is the validation system and its benefits;
- Presentation of a center for validation and the procedure performed;
- Present the list of the occupations and centers where could be validated.

3.7	Topic 3 title	Career orientation
<p>Description: Career orientation refers to services and activities intended to assist young people to make educational, training and occupational choices and to manage their careers. The purpose of the career orientation is to evaluate the potential of a person to find and trace her/him appropriate professional path.</p> <p><i>In this section we will address the following themes:</i></p> <ul style="list-style-type: none"> ➤ How to finding information, advice and guidance about career progression; ➤ Identify short-term goals that will help with career progression; ➤ Use Internet, social media FB, LinkedIn for visibility and searching jobs; ➤ Responsibility and initiative in workplace. 		
4	Module 4 -Life skills and self-assessment	
4.1	Learning outcomes	<ul style="list-style-type: none"> ➤ Identify their own strengths and limitations, abilities, skills, personal qualities, potential, needs; ➤ Define and analyze self-assessment;

		<ul style="list-style-type: none"> ➤ Define and analyze interpersonal skills at workplace: cooperation; adaptability in teamwork; respect for colleagues; diplomacy; discretion; empathy; tolerance; ➤ Demonstrate the learning skills; ➤ Recognize the importance of volunteering for gaining work experience and life skills ; ➤ Produce a personal development planning 								
4.2	Indicators	<ul style="list-style-type: none"> - At least 15 students will acquire knowledge about life skills and self-assessment - At least 15 personal development planning - At least 15 ongoing assessment questionnaire for module II 								
4.3	Time required	<table border="1"> <tr> <td>Practical input</td> <td>5 hours</td> </tr> <tr> <td>Theoretical Input</td> <td>4 hours</td> </tr> <tr> <td>Evaluation</td> <td>0,5 hours</td> </tr> <tr> <td>Total Number of Hours:</td> <td>9,5 hours (study hour is 45 min)</td> </tr> </table>	Practical input	5 hours	Theoretical Input	4 hours	Evaluation	0,5 hours	Total Number of Hours:	9,5 hours (study hour is 45 min)
Practical input	5 hours									
Theoretical Input	4 hours									
Evaluation	0,5 hours									
Total Number of Hours:	9,5 hours (study hour is 45 min)									
4.4	Compulsory	<ul style="list-style-type: none"> - Each participant is required to attend at least 75% of hours; - All participants are required to take part in the assessment process at the end of the module and to pass the ongoing assessment. 								
<p>Methodology:</p> <p>Please tick the fields that are applicable to the methodology which is relevant to the module. If there are other methods to be used please insert them below in the empty fields:</p>										

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input type="checkbox"/> Practical problems solving	<input type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
<input checked="" type="checkbox"/> Presentations	<input checked="" type="checkbox"/> Individual work	<input checked="" type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input checked="" type="checkbox"/> Home learning
<input type="checkbox"/> Visualisation	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
<input type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
<input checked="" type="checkbox"/> Peer reviews	<input checked="" type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
<input checked="" type="checkbox"/> Curriculum	<input type="checkbox"/> Interactive board	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning

If there is a specific description related to the methodological approach please insert it below:

Equipment and Materials:

Please tick the fields that are applicable to the equipment and materials relevant to the module. If there are other equipment and materials please insert them below in the empty fields:

<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input checked="" type="checkbox"/> Whiteboard
<input type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Paper clips
<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
<input type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>

Assessment:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input type="checkbox"/> Final test |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Group exercises | <input type="checkbox"/> Questionnaires | <input checked="" type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input type="checkbox"/> Quiz |

4.5	Topic 1 title	Life skills
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Description:

The term 'Life Skills' refers to the skills you need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential.

Any skill that is useful in life can be considered a life skill. Certain skills may be more or less relevant to us depending on our life circumstances, our culture, beliefs, age, geographic location, etc.

In this section we will address the following themes:

- What are life skills?
- Cooperation, tolerance and adaptability in workplace;
- Volunteering as work experience;
- Importance of life skills and volunteering.

4.6	Topic 2 title	SWOT analyze and personal development
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Description:

Personal development is an essential step for making someone more appealing to employers and customers. It also helps boost self-image. Even though SWOT was originally used for business, it can help assess a person's Strengths, Weaknesses, Opportunities, and Threats too. Self-analysis is one of the most complicated things and it plays a very significant role in personal progress. The personal skills SWOT analysis will help people to learn more about them. Carrying out a personal SWOT analysis is an important step towards finding life and career direction.

In this section we will address the following themes:

- Identify personal strengths;
- Identify personal weaknesses;
- Swot analyze;
- Produce a personal development planning.

4.7	Topic 3 title	Learning how to learn
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Description:

Most people associate learning with formal education at school, college, university etc. However, 'schooling' is only one type of learning. There are many other opportunities to further your knowledge and develop the skills you need throughout life. Lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional development.

Lifelong learning can enhance our understanding of the world around us, provide us with more and better opportunities and improve our quality of life.

There are two main reasons for learning throughout life: for personal development and for professional development.

<p><i>In this section we will address the following themes:</i></p> <ul style="list-style-type: none"> ➤ What is lifelong learning and its importance; ➤ How to become an effective independent learner. 					
Methodology applied on programme level					
VI	<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Exercises in small groups and pairs	<input type="checkbox"/> Practical problems solving	<input type="checkbox"/> Debate	<input type="checkbox"/> Individual lessons
	<input checked="" type="checkbox"/> Presentations	<input checked="" type="checkbox"/> Individual work	<input checked="" type="checkbox"/> Exposition method	<input checked="" type="checkbox"/> Group discussions	<input checked="" type="checkbox"/> Home learning
	<input type="checkbox"/> Visualisation	<input checked="" type="checkbox"/> Case studies	<input type="checkbox"/> Practical learning on the spot	<input type="checkbox"/> Classification exercises	<input type="checkbox"/> Production of essays
	<input checked="" type="checkbox"/> Video Presentations	<input type="checkbox"/> Role play	<input type="checkbox"/> Workshops	<input type="checkbox"/> Identification exercises	<input type="checkbox"/> Laboratories
	<input checked="" type="checkbox"/> Peer reviews	<input checked="" type="checkbox"/> Analyses of examples	<input type="checkbox"/> Testimonials of practitioners	<input type="checkbox"/> Mentoring provided by professionals	<input type="checkbox"/> Quiz
	<input checked="" type="checkbox"/> Curriculum	<input type="checkbox"/> Interactive board	<input type="checkbox"/> Monitoring	<input type="checkbox"/> Simulations	<input type="checkbox"/> Self-directed learning
Equipment needed on programme level					
VII	<input checked="" type="checkbox"/> LCD-projector	<input checked="" type="checkbox"/> Computer	<input type="checkbox"/> Tablets	<input checked="" type="checkbox"/> Internet connection	<input checked="" type="checkbox"/> Flipchart
	<input checked="" type="checkbox"/> Markers in different colours	<input checked="" type="checkbox"/> A4 sheets	<input type="checkbox"/> Metaplans	<input checked="" type="checkbox"/> Pens	<input checked="" type="checkbox"/> Whiteboard

	<input type="checkbox"/> Tape	<input type="checkbox"/> Folders	<input type="checkbox"/> Cards	<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> Paper clips
	<input type="checkbox"/> Pictures/ Drawings	<input type="checkbox"/> Textbooks	<input type="checkbox"/> Brochures	<input type="checkbox"/> Workbook/ diary	<input checked="" type="checkbox"/> teaching materials prepared by the trainer
	<input type="checkbox"/> Magazines and brochures	<input type="checkbox"/> Interactive board	<input checked="" type="checkbox"/> Stickers	<input type="checkbox"/>	<input type="checkbox"/>
	Assessment to be utilised on programme level				
VIII	<p>1. Ongoing module assessment The time allocated to ongoing assessment is max. 30 minutes The purpose of the ongoing assessment is:</p> <ul style="list-style-type: none"> ✓ to identify situations where the student encounters a difficulty; ✓ to monitors whether the proposed specific objectives were achieved; ✓ to verify the knowledge, skills and teaching methodologies used are appropriate in order to acquire the learning outcomes for each student. <p>The assessment is conducted through:</p> <ul style="list-style-type: none"> ✓ questionnaires developed at the level of each module; ✓ worksheets; ✓ investigation through questions according to learning outcomes as are defined in each module; ✓ observation, open discussions. <p>2. Final assessment At the end of the programme the final assessment is based on a written test. All participants are required to take part in the final assessment process and to pass the written test to obtain a diploma.</p> <p>The recommended duration of the written test is between 45 - 60 minutes.</p>				

IX	Entry criteria for participants						
	<p>Number of participants within a group is: min 15 - max 20. The target group is made from young people aged 16-24, unemployed or employed, which are interested to acquire knowledge about personal development.</p>						
X	Timetable for implementation of the program						
	Module number	Module 1	Module 2	Module 3	Module 4	Total number of hours	
	Theory	4	4	4	4	16	
	Practice	5	7	5	5	22	
	Evaluation	0,5	0,5	0,5	0,5	2	
Total	9,5	11,5	9,5	9,5	40		

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