



Erasmus+

Projekt „Youth & Economy”: 2019-1-PL01-KA229-064995



St.-Johannis-Schule
Oberschule
Gymnasium



MONGAZON
Collège - Lycée - Supérieur

Participants' competences and skills acquired during the project

(Umiejętności uczestników nabyte w trakcie projektu)

Students' competences

Multilingual competence

During the project the student developed the ability to use English and French/German languages for communication and to understand and express thoughts, feelings and facts orally or in writing in various ways and situations. The main focus was put on the language and vocabulary which is necessary on the labour market, especially related to economy, marketing and advertising. The student worked on projects in international groups and used the languages to communicate with French and German students via social media websites, face-to-face and on eTwinning site. As the final outcome the students were asked to take a test “Specialist Language Master – English in Economics” and participated actively in the international economic conference “Idea of entrepreneurship – yesterday and today”.

Personal, social and learning to learn competence

The Youth&Economy project often involved group interactions where students were confronted with their own attitudes. Reflecting on the self, the relation with others and one's own role in the group was therefore essential. Working together with others in a meaningful and constructive way played a big role. The project offered the possibility to choose your own learning paths and to decide what to get from it. The participants had to learn how to set learning objectives, reflect on learning strengths and weaknesses and the ways they learn the best. It involved organising one's own learning, self-motivation, assessing and monitoring the development, collecting outcomes and acknowledging the changes that one has gone through.

Entrepreneurship competence

The student had the opportunity to take initiative in different team projects involving work planning, cooperation, introducing innovative ideas, time management and evaluation thus extending the knowledge concerning functioning of economy and acquiring basic competences of entrepreneurship e.g. during meetings with founders of local START-UP firms. While working on the project, the participants had the possibility to analyse the job market in relation to their competences and career plans and choose their own further education paths. They took part in a business simulation game called BUSINESS PLAY, in which they experimented with various entrepreneurial strategies and learned business rules.

Cultural awareness and expression competence

During mobilities in the three countries the participants stayed with Polish, French and German host families and learned local, regional and national cultures respectively. The participants took part in a national evening, during which they presented and tasted their national and regional cuisines, danced regional, national and European dances and sang European, Polish, German and French songs. They took part in a business simulation game called BUSINESS PLAY and got immersed in international and entrepreneurial spirit.

Digital competence

A significant part of the Youth&Economy project was realised using ICT technologies. Participants in the project were involved in creating content for blogs, websites, social media platforms, etc to share their projects. They had the possibility to develop the ability to use information via a range of digital technologies, to question available information to learn critical thinking, curiosity and open-minded attitude. They created graphics and audio and video materials to share the outcome of their work to other students in the project and outside.

Literacy Competence

In the Youth & Economy project, the participants had the opportunity to create various types of written material for different target groups (graphics and social media posts, posters, personal profiles, emails, official letters, newsletter articles, activity reports). They also got to know new terminology related to the topic of the project i.e. economy, job market and advertising. They were in contact with different people (their peers, parents, teachers, decision-makers, foreigners living in the host country and entrepreneurs) and needed to adapt their communication to the context.

Other specific skills

Some participants were the conference chairpersons at the international economic conference “ Idea of entrepreneurship – yesterday and today“.

The participants took the role of interpreters during the conference, the game BUSINESS PLAY as well as during the meeting of the Erasmus participants with the local council representatives.

Teachers' competences

Task/responsibility

Implement and coordinate the whole project, cooperate with partners from Germany and France, monitor students' participation, organise and manage mobilities in Poland, Germany and France, prepare meetings, workshops and activities for students, and deal with all the necessary paperwork.

Multilingual competence

During the project the teachers had the opportunity to develop the ability to use English and French/German languages for communication and to understand and express thoughts, feelings and facts orally or in writing in various ways and situations. The main focus was put on the language and vocabulary which is necessary on the labour market, especially related to economy, marketing and advertising. The coordinator worked on projects in international groups and used the languages to communicate with French and German teachers via social media websites, face-to-face and on eTwinning site. As the final outcome, the teacher participated in the international economic conference “Idea of entrepreneurship – yesterday and today“.

Personal, social and learning to learn competence

The Youth&Economy project often involved project coordinator interactions where teachers had to make decisions, plan the project activities and solve problems. Reflecting on the self, the relation with others and one's own role in the group was therefore essential. Working together with others in a meaningful and constructive way played a big role. During the whole project the teacher had to assess the students' motivation and progress, monitor the development, collect outcomes and acknowledge the changes that students had gone through.

Cultural awareness and expression competence

During mobilities in the three countries the coordinators were confronted with regional and national cultures. Together with their students, the teachers took part in a national evening, during which they presented and tasted their national and regional cuisines, danced regional, national and European dances and sang European, Polish, German and French songs.

Digital competence

A significant part of the Youth&Economy project was realised using ICT technologies. The teachers in the project were involved in creating content for different project management and evaluation websites, social media platforms, etc to share their projects. They had the possibility to develop the ability to use information via a range of digital technologies, to question available information to learn critical thinking, curiosity and open-minded attitude. Together with the project participants they created graphics and audio and video materials to share the outcome of their work to other students in the project and outside.

Literacy Competence

In the Youth & Economy project, the teachers had the opportunity to create various types of written material for different target groups (graphics and social media posts, posters, personal profiles, emails, official letters, newsletter articles, activity reports). They also got to know new terminology related to the topic of the project i.e. economy, job market and advertising. They were in contact with different people (project coordinators, parents, teachers, decision-makers, foreigners living in the host country and entrepreneurs) and needed to adapt their communication to the context.