

# RESOURCE PACK/TOOLKIT

**Job counsellors/practitioners from the  
public and private sector involved in  
apprenticeships programs**

## **MODULE 4-**

**Effective project management**



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## 1. Description and Aim of the module

This module's content is split into 4 units, each being an important part of an effective project management. The first unit **Importance of information management** describes components of information management, what is a information management strategy and what are the benefits of an IM programme. The second unit **Ensuring quality in apprenticeship** presents the elements of a quality apprenticeship, the roles and responsibilities of key actors to ensure that an apprenticeship has a great impact and it benefits both the enterprises and the apprentices. The **How to plan a project for education purposes** unit describes the basic steps and methods of creating a planning project and transmitting the information in an effective way. In the last unit of this module, **Executing &Controlling/ Monitoring projects** you the will find some techniques and tools that you can use when you are implementing a project.

The aim of the module is to guide you through the 4 important parts of an effective project management.

## 2. Initial needs assessment

Project management is crucial because it assures what is being provided, is accurate, and can bring tangible benefit to the market opportunity.

A team can be like a ship with no rudder without project management; moving but without direction, power, or intention. Leadership encourages and helps members of the team to do their best job. Project management delivers leadership and direction, encouragement, roadblock elimination, coaching, and the team's inspiration to do their best work.

Project management can break bad habits and when you're delivering projects, it's important to not make the same mistakes twice. Project managers use retrospectives, lessons learned, or post project reviews to consider what went well, what didn't go so well and what should be done differently for the next project.

This creates a valuable documentation package that becomes a record of "dos and don'ts" going forward, helping the company to benefit from mistakes and progress. Without this education, teams will always try to make the same mistakes over and over again..

## 3. EQF level

In this module you will acquire knowledge, skills and a level of autonomy and responsibility at level 5 of the EQF.

At the end of this module, the different **skills** you will acquire, will be intellectual and practical skills, for you to be able to provide solutions to complex problems, like the challenges and opportunities that this field of Effective Project Management. These skills will be achieved through the practical activities presented in this module.

You will be able to carry out your tasks independently and supervise, review and develop the performance of others.

## 4. Content

### Unit I - Importance of information management

In this unit you will learn about the components of information management, what is a information management strategy and what are the benefits of an IM programme. You will also learn what is an Information Management System and what functions does it have the Importance of Information Management.

#### 1.1 What Is Information Management?

Information can be defined as “data converted into something valuable and usable for certain users“(Baumgartner, 1978).The term Information Management covers the entire scheme of data collection, organization, presentation and processing. Information Management have both formal and informal elements. The formal elements are where information is processed on a routine basis using predefined procedures. The informal element consists of where data is processed on a more ad-hoc basis and where the processing involves, to a large extent, judgement and even intuition. The information management is concerned with all forms of information ranging from facts to predications or even feelings.

The flowing information moves through different levels of decision structure in an organization and at each decision point, a choice is made which moves the organization one step forward the attainment of its objectives. Often, a decision taken wrongly, it can result in deviations from expectations or from expected operational outcomes. A good information management ensures that such deviations can be picked up quickly and dealt with before more damage is done.

The definition of information management is constantly evolving as the technology, ideas, and business needs change. In order to support a business' needs, IM can include a cycle of organizational activities: gathering data, analyzing, categorizing, contextualizing, and archiving (and in some cases, deleting it). This means that data and information have a lifecycle: It's useful for a period of time, but at some point it's no longer helpful.

As a field, information management determines how people and organisations work with this information. This means weighing up the practicalities of how to handle it, as well as taking into

account the ethical considerations of managing what is at times sensitive and private information. Information management is an organisation's responsibility, and needs to be taken into consideration not only by the higher levels of management, but also by employees at every position in the company

Like any other business practice, IM incorporates general management concepts, such as planning, controlling, and execution. Information management also includes data management and its associated activities. Data management is the development and implementation of tools and policies that allow data to progress from stage to stage during its lifecycle.

### Information management has four main components

- **People:** Not only those interested in IM, but also data and knowledge producers and consumers.
- **Policies and Processes:** The rules that decide who has got access to what, steps for how to store and secure data that must be put away and secured, and timeframes for filing or erasing.
- **Technology:** The physical objects that hold data and information (computers, file cabinets, etc.), and any software used.
- **Data and Information:** What is used for the rest of the components of the IM.

### Specific information management function include:

- Planning of information needs and information resources.
- Monitoring of primary and secondary processes in organization.
- Distribution of orders and control data.
- Coordinating the work of task forces, teams and units.
- Controlling of processes of information flow and communication.
- Monitoring of technology and industrial processes.



## I.2 What Are Information Management Strategies?

Information management strategies are plans that guide a company to keep its IM practices in sync, improve its processes, and prepare for the future. These plans can include the following information:

- Current status
- Goals for the future
- Concrete steps to achieve those goals
- Plans to acquire new resources
- Processes and policies for interacting with business departments
- Assigning responsibility for implementing and reporting each



## Principles of Information Management

Many concepts of information management prevail. The Information Management Body of Knowledge (IMBOK) is a well-known system that breaks down management skills into six fields of knowledge and four process areas..

The knowledge areas include the following:

- Information Technology (IT): Hardware and software
- Information Systems: IT built into a system that meets business needs and policies
- Business Information: Created by analyzing and contextualizing data using tools such as the information system
- Business Processes: How to evaluate and use the business information to make decisions
- Business Benefit: The desired advantage the business information will provide
- Business Strategy: The master plan that guides a business. Ideally, business process decisions, which are based on business data, can direct the plan and contribute to the realization of business benefits.

## The IMBOK process areas are:

- Projects: Adding new capacity, software, and hardware to information systems
- Business Change: Evaluating information to drive improvements in processes
- Business Operations: The day-to-day of a business. These will guide improvements based on updates to processes, and will hopefully increase benefits.
- Performance Management: Trying to ensure operations are running at peak capacity

# IMBOK Knowledge Areas and Information Management Processes



## Benefits of Information Management

Data and information are assets. In order for those assets to create benefits, they have to be put to use. N. Venkatraman, Professor of Information at Boston University, developed DIKAR (Data, Information, Knowledge, Action, Results), a well-known model for realizing benefits of an IM program:

- Data has to be interpreted to render information
- Information has to be understood to emerge as knowledge
- Knowledge allows managers to make effective decisions
- Effective decisions lead to appropriate actions
- Appropriate actions lead to meaningful results

## Best Practices for Information Management

- **Data Management:** Establish policies for internal guidance, modification, dissemination, archiving and deletion of data.
- **Centralized Data Management and Governance:** Data governance is the overall management of the availability, usability, integrity, and security of data an enterprise uses. A data governance program consists of a controlling authority, a series of specified procedures and strategies to enforce the procedures.
- **Metadata Management:** Metadata provides a mechanism of categorizing knowledge correctly, such that it can be correlated and mixed with data from other systems. Metadata will also help monitor who can have access to details. Metadata examples include date of development, vocabulary, and categories. Ensuring that metadata is correct and up-to-date makes information more usable, and supports security policies.
- **Data Quality Management:** If employees and managers can't trust the data and information they see, they won't use it. Implementing quality management avoids the use

of poor data, provides a mechanism to fix errors as they are detected, and ensures good data quality.

## Management Information Systems

Management information systems are those systems that allow executives to make decisions about effective business operations. MIS typically refers to a computer-based structure that gives managers the means to efficiently schedule, evaluate and run their departments. To provide past, present, future information an MIS can include software that helps in decision making, data resources such as databases, the hardware resources of a system, decision support system, people management and project management applications and any computerized processes that enable the department to run efficiently.

Functions of Management Information System:

1. To process transactions: Information system process transactions, where transactions can be defined as an operation in an entity. For instance, the procurement or distribution or creation of a product is within the company or external in nature.
2. To update maintain a master file: An organization's information system produces and maintains a master register. A master file preserves data about organizational entities that are permanent or historical. Data collection to plan employee wages, for example, includes data items for basic salaries, allowances, deductions, etc.
3. To produce reports: The key products of the information system are reports. On a regular basis, several reports are produced, which are called scheduled reports. Adhoc requests are often recorded through an information system. These are classified as special requests or adhoc requests.
4. To process enquiries: An information system is used to process enquiries. For processing such queries the information system uses its database.
5. To process interactive support applications: The information system includes an application designed to facilitate planning, evaluation and decision-making processes. For certain sorts of implementations, various kinds of models are used.





### I.3 Final summative assessment of the unit:

#### I. Working in small groups

Based on the following affirmation, "*An integrated user-machine system for providing information to support operations, management and decision making functions in an organization. The system utilizes computerized and manual procedures; models for analysis, planning, control and decision making; and a database.*"

Define and discuss what a management information system (MIS) is, and how it helps an organization. Identify elements of MIS: management, system and information

#### 2. True / False Questions

1. Companies today are successful when they combine the power of the information age with traditional business methods.  
True  
False
2. A variable is a business intelligence characteristic that stands for a value that cannot change over time.  
True  
False
3. Companies update business strategies continuously as internal and external environments change.  
True  
False
4. For an organization to succeed every department or functional area must work independently to be most effective.  
True  
False
5. MIS is a tool that is most valuable when it leverages the talents of people who know how to use and manage it effectively.  
True  
False

## Resources

<http://www.imbok.info/>

Namani, M. B. (2010). The role of information systems in management decision making-a theoretical approach. Information management

Baumgartner ,J.S. (1978). Systems Management, The Bureau of National Affairs, Inc., Washington D.C.

Ward, J. & Daniel, E. (2005) Benefits Management: Delivering Value from IS and IT Investments. Chichester, Wiley

Anon (2008) Making Sure Tech Is in Step. Wall Street Journal - Eastern Edition

Baets, W. (1992) Aligning information systems with business strategy. The Journal of Strategic Information Systems

Edwards C, Ward J & Bytheway A J (1996): 'The Essence of Information Systems (2nd Edition)', Prentice Hall

## Unit 2- Ensuring quality in apprenticeship

In this unit you will learn about the elements of a quality apprenticeship, the roles and responsibilities of key actors to ensure that an apprenticeship has a great impact and it benefits both the enterprises and the apprentices. This unit will present you key strategies to promote a quality apprenticeship.

### 2.1 Concept of apprenticeship

The Council of the European Union (EU) Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships 8 defines apprenticeships as formal vocational education and training schemes that:

- combine learning in education or training institutions with substantial work-based learning in companies and other workplaces;
- lead to nationally recognized qualifications;
- are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution;
- with the apprentice being paid or otherwise compensated for the work-based component.

#### What is quality apprenticeship?

Quality training may be described as a distinctive form of vocational education/training, integrating on-the-job training and school-based learning for particular skills and work processes. Apprenticeships are governed by legislation and are based on a formal contract of work with compensatory payment and mandatory compensation for social security. At the end of a clearly defined training period, a formal assessment and recognized certification may take place.

Apprenticeships combine:

(a) gaining professional experiences that are directly applicable at workplaces;

(b) learning applied knowledge and skills that enable apprentices to understand the logic behind the job s/he is tasked with, cope with unpredictable situations, and acquire higher level and transferable skills.

The International Labour Organisation's (ILO) 'quality apprenticeship' approach is based on four building blocks: social dialogue, a clear definition of roles and responsibilities, a legal framework and a shared-financing arrangement. A quality apprenticeship is a sophisticated learning mechanism based on mutual trust and collaboration among the stakeholders



## Elements of quality apprenticeships

### 1. Apprenticeship facilitates school-to-work transition.

Securing the first job can present young people with significant challenges. On one hand, employers are reluctant to hire young people whose productivity is unknown. It is difficult for employers to fully apprehend the technical and soft skills of young jobseekers during a recruitment process. As a result, they hesitate to hire fresh graduates or rely on the reputation of the education/training institution in making hiring decisions. Apprenticeship programmes allow employers to train the workers their enterprise needs, while apprentices have the opportunity to demonstrate their productivity potential to employers as well as making well-informed choices about education and training.

### 2. Apprenticeship promotes coordination between education and industry and reduces skills mismatch

Apprenticeship schemes are a systemic method of influencing collaboration between TVET and industry. Employers are often critical of the skills of jobseekers, describing it to a mismatch between education and their needs. In order to help ensure that new recruits are “job ready”, companies need to be actively involved in training, ideally through collaboration with local education/training institutions in the design and delivery of curriculum/training modules.

### 3. Apprenticeship makes good business sense

Companies invest in apprenticeship because it is good business; a skilled workforce enhances productivity. The benefits gained by businesses far outweigh the initial challenges of new apprentices who require more supervision and coaching. Companies recover the training costs and accrue net benefits as apprentices learn the trade and become productive. In fact, many studies corroborate this point (see Box 4). Importantly, companies can also save recruitment costs, since apprentices have lower turn-over rates. Therefore, in many countries, the lion’s share of the costs of apprenticeships are borne by companies

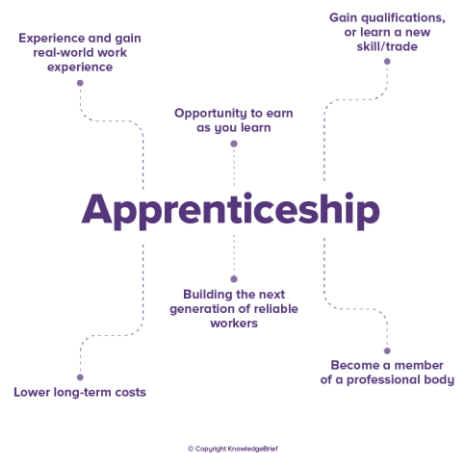
### 4. Cost-effective delivery of vocational training

The costs and effort required for education/training institutions to catch up with fast-changing technologies and ever-changing skills demand in the labour market are substantial. Anticipating future skill needs, equipping vocational schools and training centres with the latest facilities and tools, updating curricula and training modules, and re-training teachers and instructors easily inflate the costs. And this is not a one-off investment.

In view of this, if the government brokers a partnership between education/training institutions and industry, the former can tap into the resources of companies (e.g. equipment and facilities, accumulated know-how) and the latter can also benefit from the partnership as discussed above. The government ministries/agencies in charge of vocational education and training may wish to explore opportunities to utilise existing resources before embarking on costly reforms of the TVET sector.

## 2.2 Benefits of quality apprenticeships

Quality apprenticeships involve several stakeholders and thus entail intense teamwork and collaboration between stakeholders in order to be effective in the training program. Nevertheless, if designed and implemented well, quality apprenticeships can generate a “win-win-win” relationship for the parties involved. The benefits that may materialise for three main actors, enterprises, trade unions and governments, are described in this section.



### Apprentices

The most important benefits for apprentices are to be found in improved employment opportunities and better career prospects, thanks to the competencies acquired as per labour market needs during the apprenticeship. In addition, apprentices generally receive some form of remuneration during the training period. In most cases, they do not pay fees for training, while in some systems the students who receive training through VET institutes and universities may have to pay fees.

### Enterprises

While small and medium-sized enterprises (SMEs) and large enterprises deploy different methods of production, they may both find quality apprenticeships an effective scheme of developing a skilled workforce irrespective of company size. It is true that large companies have greater means of offering apprenticeship positions (e.g., human resource departments and training managers, in-house training centres and trainers); nevertheless, it is of importance that SMEs – which constitute in many countries the large majority (often more than 90 per cent) of enterprises – fully benefit from the training system. Since SMEs may have relatively limited means of developing skills among their workforce and tend to face more difficulties in recruiting skilled workers, a suitable training mechanism must be put in place in order to help meet their skills demand. In fact, groups of SMEs in the same sector, coordinated by local chambers of commerce, offer quality apprenticeship programmes and benefit from the joint skills development effort.

It is in the interest of enterprises that apprenticeship programmes follow established occupational profiles and skills standards to ensure that all graduates are able to perform up to the same standards. This way, even though apprentices are trained in different companies, each apprentice will be able to perform more or less the same type of tasks. This reduces the risk of poaching the qualified workforce between companies and ensures that a pool of qualified workers is available for all companies wishing to recruit new staff.

## Benefits for enterprises

- 1) Quality apprenticeship is a cost-effective way of securing well-trained personnel: Apprenticeship training enables companies to train young workers, technicians and professionals so that they learn the skills required by the occupation and meet the needs of the company. After completing the training programme, apprentices become experienced, well-trained and full-fledged members of staff, knowledgeable about the company workflow. Apprenticeship programmes ensure that employers can rely on a pool of young workers trained according to the established skills standards of the profession.
- 2) Saving on recruitment costs: Companies can use apprenticeships as a recruitment strategy to meet future staff needs. They can save on recruitment costs as they can select among the candidates and among the best apprentices (since they might not recruit all the apprentices after they have finished their training).
- 3) Integration of theory and practice: Young people acquire the practical skills needed by companies in the setting of real work and business processes, combined with theoretical knowledge. Theory and practice are integrated in one comprehensive learning process, which culminates in the acquisition of a full set of competences. In quality apprenticeships, skills standards and professional profiles are defined according to the practical requirements of employers.
- 4) Apprenticeships build personal engagement and trust: The individual's personal commitment to a SME apprenticeship tends to be strong, since it is a complex process that incorporates preparation, training and personality growth.
- 5) Addressing newly emerging skills and market needs: Apprenticeships offer the possibility to adapt and develop training programmes that respond to emerging skills needs. Work specialisations, as well as familiarisation with new technologies, equipment and work processes, can take place during the in-company training. This does not exclude the need for dedicated and more specialised continuing training courses. Both programmes enable companies to adapt quickly to changes in technology, demand and regulated standards (e.g. environmental standards), while young people can be equipped with new skills.
- 6) Apprentices – a potential source of innovation: Skilled workers, technicians and production engineers who have gone through an apprenticeship are often the backbone of innovation in a small-scale company, as they bring in fresh knowledge, dynamism and creativity.
- 7) Staff mobility in companies with a global presence: Nowadays staff must be mobile, as large companies have branches in many countries. By training apprentices, companies can rely on their human resources to fill potentially key positions elsewhere.
- 8) Vocational training and quality apprenticeship fund: In a number of countries, companies which train apprentices can benefit from the financial support of a vocational training fund. They may also benefit from a reduction in their social security contributions or taxes, according to the rules and regulations in the specific country.

## 2.3 Roles and responsibilities of key actors

The complexity of designing and implementing quality apprenticeships stems from the fact that many actors are directly or indirectly involved in the process. Continuous contact between actors is expected by the fact that quality apprenticeships include multiple institutions and many stakeholders. Over time, this forges a common understanding and a collective spirit concerning quality apprenticeship. This is exactly what holds the system together. In other words, intense and sustained collaboration between these actors makes quality apprenticeships successful.

Key actors directly involved in quality apprenticeships are:

- Youth and apprentices
  - Enterprises that train apprentices
  - In-company trainers
  - VET institutions offering apprenticeship courses
  - VET teachers
  - A local or regional co-ordination body
  - Employers' organisations
  - Trade unions, workers' representatives in enterprises
  - Ministries and public administrations in charge of education and employment
- The roles of these key players mentioned could be summarised as follows:
- Youth and apprentices acquire skills through the training programmes. Enterprises hire apprentices who undergo practical training at the workplace.
  - In-company trainers develop the skills of apprentices and organise the training programme in the company.
  - VET institutions and VET teachers provide apprentices with the theory, essential knowledge and skills required for the trade.
  - Local coordination bodies ensure that apprenticeships programmes run smoothly in the relevant geographic region. They may be a chamber of commerce and industry or an administrative office. In some countries, VET schools or colleges can assume this role.
  - For our purposes, employers' organisations include national and sectoral employers' associations, chambers of commerce and industry, craft chambers and professional associations. Employer organizations are the driving force of every apprenticeship scheme. Experience reveals that without the strong buy-in of employers, the scheme would not operate. They may also play a role in authorising companies to undertake apprenticeship training..
  - Trade unions and workers' representatives safeguard against labour exploitation under the guise of training programmes and assure appropriate working and training conditions for apprentices.
  - Ministries and the public administrations in charge of education and employment develop rules and regulations on apprenticeship. Since successful completion of apprenticeships leads to a nationally recognised skills certificate, public authorities set quality standards

and assure the effectiveness of apprenticeship programmes. They are often involved in the endorsement of competency standards for occupations, the accreditation of proposed training schemes, exams and the issuance of skills certificates. In certain cases, these roles are in part assumed by or are fulfilled in cooperation with business associations.

- In some countries, national tripartite or multi-partite VET councils shape the national policy for VET, including apprenticeships.

## Challenges in implementing quality apprenticeships

### Poor social perception and limited pathways to higher learning

For many young people, an apprenticeship is not an attractive option. Young people may have an incomplete understanding of what an apprenticeship is. The standard of career guidance in schools may be poor, and so they may have little understanding of what the labour market has to offer and how to gain access to the different occupations within it. They may believe that apprenticeships are available only for a limited number of trades and occupations, and be unaware that they are increasingly available in a variety of different sectors.

### Inequalities of access

There is considerable evidence to show that persons from certain groups face barriers in accessing apprenticeships in many countries. This is especially true for women; persons with disabilities; religious and ethnic minorities; migrants; and refugees and forcibly displaced persons. The type and level of discrimination varies depending upon national circumstances.

### Gender

Cultural and gender norms in some countries have a huge effect on the career preferences of women and restrict their participation in apprenticeships.

### Persons with disabilities

Persons with disabilities represent 15 percent of the world's population and are not a homogenous group. Disability includes a range of impairments – including those of physical, sensory, intellectual or psychosocial nature – which, in interaction with attitudinal and environmental barriers, may limit full participation in society. Persons with disabilities may encounter barriers due to discrimination, social exclusion, low levels of basic schooling or difficulties of accessibility.

### Migrants, refugees and internally and forcibly displaced persons

Migrants may suffer discrimination on the basis of their religion, the colour of their skin or their cultural identity. In addition, they may face difficulties in accessing apprenticeships if they lack the appropriate linguistic skills or cannot meet, or obtain the proof that they can meet, the entry requirements.

### Older persons



Historically, apprenticeships have been considered primarily as a way to facilitate the school-to-work transition for young people. Indeed, a maximum age for starting an apprenticeship is stipulated in some countries. However, the concept of having one job for life is no longer valid for people in many occupations today. Rapid transformations in the world of work place new demands on older persons to acquire new skills and update existing skills throughout their working lives. Reorienting apprenticeships to address the paradigm shift that is occurring in the world of work is a major challenge.

### Other groups

Persons from ethnic or religious minority groups and indigenous people are generally under-represented in apprenticeships and may suffer overt or covert forms of discrimination. Moreover, barriers can be objective (language proficiency), cultural (poor reputation of an occupation in the originating country) or social (lack of first-hand contacts with enterprises that take on apprentices).

## 2.4 Strategies for promoting quality apprenticeships

### Creating an enabling environment for quality apprenticeships

In order to promote quality apprenticeships, it is necessary to create an enabling environment by:

- developing and implementing plans, defining national priorities and allocating appropriate capital for quality apprenticeships;
- implementing quality apprenticeships in national development strategies and in policies for jobs, education and lifelong learning policies;
- encouraging the social partners to support quality apprenticeships by formally involving them in the work of entities responsible for the design and implementation of quality apprenticeships; - developing the capacity of the social partners and provide support services so that they are in a better position to participate effectively in the work of the regulatory and consultative bodies concerned or within the framework of a broader social dialogue mechanism.;
- providing incentives, such as cost-sharing, tax exemptions or subsidies for social security contributions, to enterprises, especially SMEs;
- encouraging intermediaries, including through financial support, to participate in the provision, coordination and support of quality apprenticeship programmes;
- undertaking awareness-raising activities and promotional campaigns at regular intervals to improve the image and attractiveness of quality apprenticeships;
- establishing pre-apprenticeship programmes to enable young people to acquire the competencies required to become eligible for a quality apprenticeship programme;
- facilitating access to further technical and higher education opportunities for apprentices;
- using new technologies and innovative methods to improve effectiveness and efficiency in delivering and managing quality apprenticeships;

## Making apprenticeships more attractive for enterprises, in particular small and medium-sized enterprises

Enterprises of all sizes are key stakeholders in apprenticeship systems and programmes. Public authorities may launch ambitious apprenticeship schemes, but without the assistance of businesses or other organisations, these strategies cannot be accomplished.

It is recommended that a range of concrete steps be taken to promote the participation of companies especially SMEs, in apprenticeships. These initiatives include:

- organizing campaigns and activities to highlight the advantages of quality apprenticeships for enterprises;
- providing some form of financial incentive to enterprises that offer apprenticeships (such as a recruitment grant, a tax exemption or subsidies for social security payments);
- encouraging the establishment of sectoral bodies that can conduct skills anticipation exercises or aggregate the training needs of SMEs;
- providing flexible training programmes for in-company persons responsible for mentoring apprentices;

## Making apprenticeships more attractive to young people

- organizing information days in schools and campaigns in the wider community, with the assistance of apprenticeship ambassadors, to promote the benefits of quality apprenticeships for young people;
- providing a comprehensive advice and guidance service to help young people make informed training and career choices before and during their apprenticeship;
- to ensure that apprentices are fairly remunerated over the whole of their apprenticeship, on the terms of a negotiated deal or a minimum wage, and that they are protected by social security measures.
- ensuring that apprenticeship qualifications are recognized nationally and provide access to further technical and higher education opportunities;
- the development of an information service to disseminate ideas and experiences about what works to improve the image of apprenticeships;
- encouraging workers' organizations to represent and protect the labour rights of apprentices and developing a strategy for the inclusion of labour rights in apprenticeship programmes.

## Promoting inclusiveness in apprenticeships

- organizing school awareness days and community-wide programs to spread the advantages of quality apprenticeships to all;
- providing specific diversity training to all staff with recruitment and mentoring responsibilities;
- making quality apprenticeships more flexible to accommodate different needs, such as those of women and those of persons with disabilities;

- making physical adaptations to classrooms and workplaces to make sure that persons with disabilities can participate productively;

## 2.5 Final summative assessment of the unit

Work in small groups

1. Discuss the following:

1. What should be the rights and obligations of the employers and those of the apprentices?

a) Should all enterprises train apprentices? Should the owner of enterprise have the right to choose apprentices whom he/she will train?

b) What are the rights of the apprentice? Should apprentices be covered by insurance against health and occupational injuries? Who should bear the costs of insurance?

c) Should some kind of contract be established between employers and apprentices?

2. Yes/No questions

**From the following list, all are key actors for a quality apprenticeship:**

- Enterprises
- Youth and apprentices
- In-company trainers
- VET institutions offering apprenticeship courses
- VET teachers

YES / NO

**An apprenticeship is a work placement**

YES/ NO

**An apprenticeship are only for young people**

YES / NO

**An apprenticeship limits your career opportunities**

YES / NO

**Enterprises of all sizes are key stakeholders in apprenticeship systems and programmes**

YES / NO

**Through an apprenticeship young people acquire the practical skills needed by companies in the setting of real work**

YES / NO

**A quality apprenticeship is a sophisticated learning mechanism based on mutual trust and collaboration among the stakeholders**

YES / NO

## Resources

Cedefop (European Centre for the Development of Vocational Training). 2016. Professional development for VET teachers and trainers, Luxembourg, Publications Office of the EU.

Aggarwal, A. 2013. “Lessons learnt from informal apprenticeship initiatives in Southern and Eastern Africa”, in Salim, A. et al. (eds): Apprenticeship in a Globalised World: Premises, promises and pitfalls, Zurich, LIT Verlag

Comyn, P.; Brewer, L. 2018. Does work-based learning facilitate transitions to decent work?, Employment Policy Department Working Paper No. 242, Geneva, ILO.

Centre for Economics and Business Research. 2013. Productivity matters: The impact of apprenticeships on the UK economy, London.

National Vocational Training Board (Apprentice Training) Legislative Instrument Apprentice Regulation

Decree No. 175 of 2003 concerning the rules and procedures regulating vocational apprenticeship, art. I.

Ryan, P. 2011. “Apprenticeship”, in E. Hanushek et al.: Economics of Education – Volume 3, North Holland, Elsevier B.V.,

## Unit 3- How to plan a project for education purposes

### Description of the unit

The purpose of this unit is to teach you “How to plan a project for education purposes”, by describing some of the basic steps and methods of creating a planning project and transmitting the information in an effective way. The three basic steps will be the subject going forward, creating a project, teaching it and evaluating progress.

### 3.1 Planning a project for educational purposes

Project management makes a difference organizations approach ventures in quantifiable and particular stages the way better to meet due dates, desires, and budget and with the slightest chance and number of issues. Project management could be a set of information, hones, methods, and instruments pointed at conveying project objectives in a convenient and predictable way, making you way better arranged on the off chance that ever issues crop up.

The major success of an educational project lies in critically examining the viability of an idea, analysing, visualising and implementing its measurable, achievable and time-bound goals. That is why project development requires a commitment to a systematic, iterative process of assessment, design, implementation and evaluation, since it is a cyclical approach in which the outcomes of one stage become the starting products for the next stage.

The purpose of educational planning is to ensure the systematic accomplishment of a series of activities leading toward the achievement of set objectives of educational development.

Education programs are eventually created because of the learner. Projects are developed because we want participants to gain specific knowledge and skills. Education projects are developed to promote public safety and the development of environmental and scientific literacy. Careful attention to the design and implementation of an education project will be reflected in learner outcomes.

A considerable amount of your time, effort, and other resources come in the event and implementation of education projects. Quite obviously, the goal is to make effective projects which will function models of excellence. Whether the project is an hour-long species talk, a family festival, a severe weather awareness workshop, marine resources monitoring, or a community forum, the aim of providing quality educational experiences remains the identical.

Project development requires a commitment to a scientific, iterative process of assessment, design, implementation, and evaluation. it's important to notice that the method isn't linear, whether the method is represented employing a flow chart or through text. Although each stage or phase of the project development and implementation process may be described (and are during this manual), the stages aren't discrete. These steps overlap and interrelate; they supply a dynamic and versatile guideline for developing effective projects efficiently. Project development may be a cyclical process within which the results of 1 phase become the starting products for the following phase.

The purpose of this unit is to help guide the planification of a project for education purposes.

**Set realistic and meaningful goals, objectives, and outcomes:** From the event of the wants assessment to designing the ultimate evaluation and everything in between, you'll know what you would like to accomplish and if you truly accomplished it. you may set objectives that are measurable and price measuring.

You will concentrate the project on results that make a difference and ensure that results and project components have a clear relationship. In a time of increasing attention to accountability, you will be able to document educational Impacts.

**Use limited resources wisely:** By identifying measurable objectives supported well thought-out and researched priorities, projects are focused and resources are used efficiently. At various points within the project design process, you may be asked to inventory existing materials and programs. By taking stock, you'll avoid re-inventing the wheel. Adapting or implementing materials judiciously saves both time and money.

**Build productive and sustainable projects:** Projects planned with best practices in mind are more efficient: continuous project improvement becomes integral to the method, evaluation isn't left to the top, stakeholders' needs are consciously 2 Designing Education Projects addressed throughout, and credibility is constructed. When decision-makers et al. see results and meaningful partnerships established, projects are truly sustainable.

**Enhance the educational process:** within the end, education projects are developed thanks to the learner. Projects are developed because we wish participants to realize specific knowledge and skills. Education projects are developed to push public safety and also the development of environmental and scientific literacy. Careful attention to the planning and implementation of an education project are going to be reflected in learner outcomes.

It should be noted at the outset that this manual outlines a perfect process for the look of prime quality education projects. Developing appropriate budgets and schedules are, obviously, key to the final word success of the education project. Without proper attention to budget details, a project may never make it beyond the first stages of designing. Similarly, poor scheduling may mean that materials aren't ready when needed or evaluation opportunities are missed.

Although both budgeting and scheduling will impact the standard of the project, the main focus of this manual is on the look of the education intervention and its evaluation.

Each project is different, however, varying in scope and duration. Materials developed for a one-shot event at an grade school are very different from those developed for a community group that meets on an everyday basis. Projects vary within the amount of resources (human still as monetary) available. it's unrealistic to expect all education coordinators to follow all of the recommended steps. The steps outlined here are meant as a guide. Use them as a template to

tell your decision-making. Use them to assist make sure the development of effective education projects.

### 3.2 Needs Assessment

An education needs assessment establishes the necessity for a selected project by systematically examining audience interest and knowledge, agency mission, authorities and capability, and therefore the significance of particular environmental conditions or issues.

**Serving the Audience:** Ultimately, the those who participate in education projects get pleasure from needs assessments. Education services are more targeted and delivery systems are designed better to succeed in their intended audiences when founded on data, instead of hunches. Because needs assessments systematically gather data, previously unexpressed needs is uncovered and, consequently, the audience are often better served.

**Setting Priorities:** For any one problem or issue, the “need” is rarely one-dimensional. A needs assessment helps project planners to systematically describe the audience(s) impacted by the issue and their relationships to the issues as well as the underlying causes. With this level of information, administrators and project planners make informed decisions about which possible solution or combination of solutions can best address the need. Faced with a long wish list, the needs assessment provides the data to develop criteria necessary for priority setting.

**Re-inventing the Wheel:** Any time a brand new project is initiated there's some danger that it duplicates efforts already going down elsewhere within the agency or the broader community. A needs assessment will determine if materials or projects developed elsewhere will be adapted or adopted to the new situation. Considerable time, effort, and resources may be saved by taking stock of what already exists and not falling to the temptation of making something “new” for its own sake.

**Resource Allocation:** irrespective of what the matter or issue, project planners must confront the budget process sooner or later. To substantiate decisions about which proposed projects should be fully funded, postponed, or rejected, administrators will want documentation. By documenting the necessity for a project and providing databased evidence of how the project will address the necessity, project managers can make a reasoned case and assist administrators in allocating resources appropriately.

**Coalition Building:** Well-designed needs assessments are highly participatory. Not only are agency staff members involved in setting project priorities, but a good kind of stakeholders are identified and involved at each step within the process. Participation can demystify a project and help ensure greater buy-in from agency personnel, partners, and potential audiences. If true coalitions are to be built, stakeholder participation can't be approached as a promotion ploy. the wants assessment must be open and welcoming of ideas and not designed to validate a pre-determined course of actions.



Strategic Planning: In defining the gap between what's and what's desired, a needs assessment are often a robust strategic planning tool. First and foremost, a needs assessment focuses project planners' attention on the tip goal. By mapping out the present situation systematically, planners have the information to create decisions about realistic and meaningful goals

As mentioned earlier, a needs assessment are often seen as a scientific exploration of the divergence or discrepancy between this situation or level of services (“what is”) and therefore the desired situation or level of services (“what should be”). In analyzing this gap, project team members begin to spot problems, opportunities, strengths, challenges, and priorities. the requirements assessment process may be time consuming and, like most processes that involve multiple stakeholders and multifaceted issues, it may be complex. the subsequent is a top level view of 13 steps involved in conducting a needs assessment. The outline is meant to interrupt down a fancy process into manageable steps.

### **3.3 Project Planning and Implementation**

Planning and Implementing an Education Project even as conducting a successful needs assessment trusted taking a scientific approach, project design benefits from careful attention to the design process. The time involved in planning an education project usually depends on the project's complexity and also the number of stakeholders involved. the subsequent 12 steps of coming up with and implementing an education project break down a fancy process into manageable steps. As with each of the major sections in this document, please recognize that much of the detail has been left out. The 12 steps simply provide a generalized overview. For instance, the need to establish a budget and a schedule are only briefly mentioned; obviously, each requires considerable effort to develop. At each step, determining how extensive a process should be undertaken depends on the nature of the project.

The following 12 steps should help guide through the implementation: Step 1. (Re)assess need and capability Step 2. Establish the project planning team Step 3. Develop project goals and objectives Step 4. Develop a logic model Step 5. Select and characterize the audience Step 6. Establish program format and delivery system Step 7. Ensure quality instructional staff Step 8. Ensure quality instructional materials and strategies Step 9. Assemble materials, resources, and facilities Step 10. Plan for emergencies Step 11. Promote, market, and disseminate project Step 12. Implement project

### **Project Evaluation**

#### **Introduction**

To get to the present point within the project design process, a substantial amount of your time, effort, and other resources are expended. Quite obviously, the goal is to form effective education projects which will function models of excellence. But how does one know if you have got succeeded? This portion of the guide has been developed to assist education coordinators take project development to a replacement level by truly integrating evaluation into the method. Part III walks through the fundamentals of evaluation, outlining everything from styles of

evaluations and ways of collecting information to the utilization of out of doors evaluators and ethical considerations in gathering data from program participants. This information is meant to answer questions about project evaluation and supply guidance in using evaluation as a project improvement tool.

### What is Project Evaluation?

In the course of implementing a project various varieties of information are gathered. Education coordinators often want to understand what number individuals participated in an occurrence, whether participants were satisfied with the logistics, or whether staff members and volunteers feel confident in their ability to deliver a specific educational experience. Answers to those questions provide useful information. they assist education coordinators monitor specific aspects of the project. However, in practice, this sort of data gathering tends to be more sporadic and patchy than methodical and comprehensive.

Evaluation is that the systematic collection of knowledge about activities, characteristics, and outcomes of projects so as to create judgments about the project, improve effectiveness, and/or inform decisions about future programming (adapted from Patton, 2002). Importantly, evaluation provides project coordinators with well-documented and thought of evidence to support the decision-making process. Evaluation isn't merely the buildup and summary of knowledge and data a couple of project.

Project evaluation helps determine a project's merit (does it work?) and its worth (do we'd like it?). Evaluation helps decision-makers determine if a project should be continued and, if so, suggests ways to spice up it. Additionally, evaluation documents project (and program) accomplishments. If the project has been designed properly with well articulated objectives that specify what must be accomplished, to what degree, and within what period of your time, the evaluation can determine whether or not the objectives are met. The evaluation can also gather information on the reasons why a project is or isn't meeting its objectives.

### 3.4 Final summative assessment of the unit:

Based on the information shared above as an excersise, describe in a short essay the main points to planning a project and describe in short how it would achieve transmitting information to a hypothetical group of learners.

Use the following to structure your essay:

1. Identify your project **goal** and who you intend to serve.
2. Identify the **objectives** that will lead to your goal.
3. Establish what the **components** of your project will be - strategy/areas to cover.
4. Describe the project **inputs**. Who/what is required to operate the project?
5. For each component, describe your **activities**. Who will do what, and when?
6. Identify the **outputs** of your activities. -who will participate/ what will be produced.
7. Identify the **outcomes** linked to these activities. Remember that outcomes represent changes you hope to see result from your activities; they are not just the delivery of the activities themselves. You will want to mention the short-term and intermediate outcomes of your activities, making sure that these in turn link to your overall goal(s).

When you identify your own objectives and outcomes, be sure they are "**SMART**":

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant (and realistic)**
- **Trackable**

## **Unit 4- Executing &Controlling/ Monitoring projects**

### **Description of the unit**

#### **CONTENT**

##### Project execution

- a) Defining the stage of project execution
- b) Techniques used in the project execution phase

##### Project Monitoring and Control

- a) Defining the project monitoring and control stage
- b) Techniques used in the project controlling/monitoring stage

In this unit you will learn about the executing and controlling/monitoring stages from the project management process. The unit is divided into two parts, one is the executing stage and the last one is the controlling/monitoring stage in project management. For each stage you will find in this unit some techniques and tools that you can use when you are implementing a project. The Project Execution Phase is very important and puts into practice all the initial planning and preparation. Monitoring and control stage is the project management activity that follows the evolution of the project. Monitoring and controlling are continuous processes, which take place throughout and only during the implementation of the project.

### **4.1 Project execution**

#### **a) Defining the stage of project execution**

The Project Execution Phase is typically the longest phase in the project management life cycle and consumes the foremost energy and resources. It's pretty evident by now on how crucial it's to make sure the plans are realized with clinical precision and none to minimal deviation.

To enable you to watch and control the project during this phase, you'll have to implement a variety of project management processes. These processes facilitate your to manage time, cost, quality, change, risks and issues.

The Execution Phase will broadly involve the subsequent actions. The priority or sequence is entirely keen about the character of the project and organizational practices and preferences.

But nevertheless, they are performed to enable successful project execution:

- Acquire Develop & Manage the Team who will work on the project.
- Execute Project Scope.
- Recommend improvements, bug fixes, preventive and corrective measures from process groups for preparation, implementation and monitoring and control.
- Timely Communication with all stakeholders.
- Implemented approved changes to the processes, documentation and plans.
- Team Building exercises.
- Give team members recognition and incentives and keep them engaged.
- Hold Status Check meetings to ensure that the project is on the right track and that any deviations are taken care of as soon as possible.
- Use Work Authorization systems to allocate work.

During the execution stage, the projects are generally implemented by a team, coordinated by a team leader. Most of the time, the project is broken down successively into smaller work items called activities or tasks. Then a program of activities is prepared. The program is based on the priority relationship between activities and their duration estimates. The team leader assigns tasks to different team members. The team manager selects the activities that should be done in a period. At the end of each period, he compares this with the program and plans everything that will be done in the next period. Because there are resource and time constraints for managers, he generally pays more attention and priority to critical activities than others.

There are three main management activities:

- Kicking activities off
- Collecting the output of activities
- Collecting information about the project health

### Kicking Activities Off

The goal of this management activity is to ensure there is a formal start for a significant portion of a project. It helps to ensure the team is aligned on the goals and modalities of the

activities being started. In general, any communication mean can be used and you have to choose an adequate level of giving details.

#### Collecting the Output of Activities

The purpose is to make a systematic collection of project outputs (deliverables), it is also an occasion to assess the lesson learned. A meeting to assess the lesson learned can also be used to “formalize” the collection of outputs.

#### Collecting Information about the Project Status

The goal of this activity is to make a systematic collection of data to assess the project status. It can be performed on a regular basis (in which case the frequency has to be chosen according to the project size) and also, it can be performed on a need basis (for exceptional events, e.g., risks). Quantitative data can be collected, also, based on the monitoring means. Qualitative data (e.g., team morale, “feeling” about the status or difficulty of a given task) must be collected in this stage.

### b) Techniques used in the project execution phase

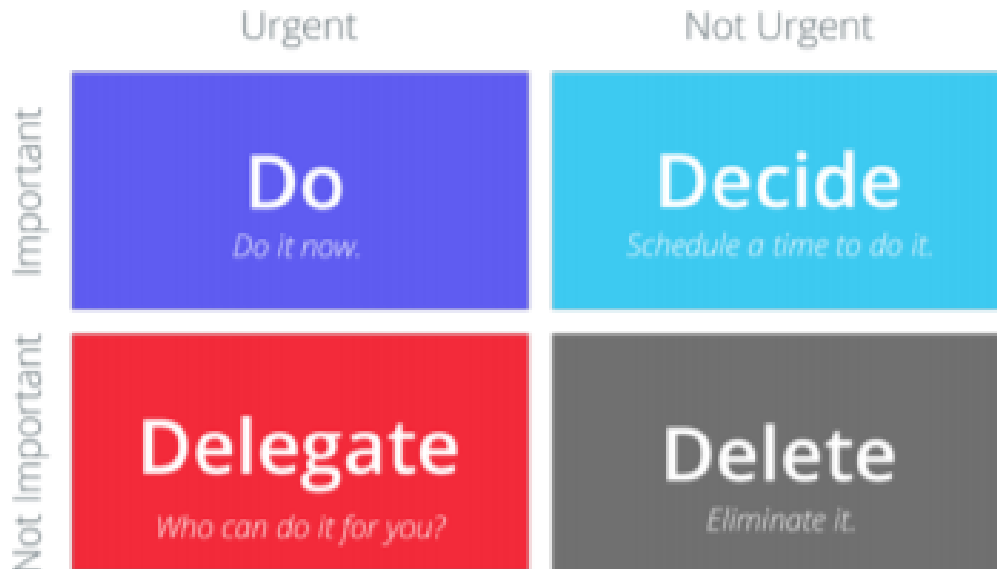
- KANBAN BOARD:

This technique structures the objectives according to their status: to be done, in progress, finished. It helps to accurately track progress as the project progresses or is to be implemented. Once the tasks go from the "to do" column to the "done" column, the progress becomes visible and the confidence is in a continuous ascent.



- EISENHOWER MATRIX:

# The Eisenhower Box



This matrix may be employed by the team leaders or project managers, helping them to sort tasks by their urgency and importance.

Eisenhower identified that there's a difference between important and urgent. Important tasks cause the achievement of non-public and professional goals, whereas urgent tasks usually help others to attain their goals.

The consequences of not completing an urgent task are experienced immediately, and therefore they generally receive the most importance.

The first quadrant, the stress quadrant (the intersection between Urgent and Important) should be a priority and completed the same day or the following day at the latest. (DO IT NOW).

If you discover that you simply have many tasks during this quadrant, ask yourself whether or not they are tasks that are left to the second, or ones that might not be foreseen. Making this distinction will allow you to plan more effectively within the future, by leaving time free for unforeseen tasks and scheduling others so they don't become important and urgent.

The second quadrant, (Important, not urgent) contains the things you postpone for later (DO IT LATER).

Tasks that enable you to achieve your personal professional goals and complete important projects should be scheduled to be completed at a later time or date. It is vital that you simply leave adequate time for his or her successful completion to avoid them becoming important and urgent.

The third quadrant (Urgent but Not Important) are urgent things, but they're not important to you. Tasks that are urgent but decreased may be rescheduled or delegated to other members of the team. Tasks during this quadrant are often driven by others. (DELEGATE IT).

The fourth quadrant, (Not urgent and Unimportant) are the things you give up and do not fulfill at all, because they are a waste of time (DON'T DO IT). If a task isn't urgent or important then it shouldn't be done at all. Others may want you to complete tasks, but if they don't help you to achieve your goals then politely say no and explain why you are unable to complete the task.

Setting clear objectives and boundaries will often stop others from asking you to do such tasks in the future.

## **4.2 Project Monitoring and Control**

### **a) Defining the project monitoring and control stage**

Monitoring and control stage is the project management activity that follows the evolution of the project.

Organizations and individuals use monitoring and control stage as part of the managerial control system. The goal is to maintain and improve performance. Monitoring is a continuous process, which takes place throughout and only during the implementation of the project. Monitoring, as opposed to evaluation or audit, takes place in the implementation phase of the project cycle.

Monitoring means first of all the observation of the current situation of the different actions and situations. Monitoring provides information that can lead to action / decisions to change present or future events.

The goals of this stage can be observed from two points of view: for the project: assessing project status (scope, time, cost, quality), analyzing deviations, and taking corrective actions, if necessary – and for the organization or implementation team: collecting data helps building a better and more accurate plans for future projects.

The process of this stage contains more activities (on a daily basis):

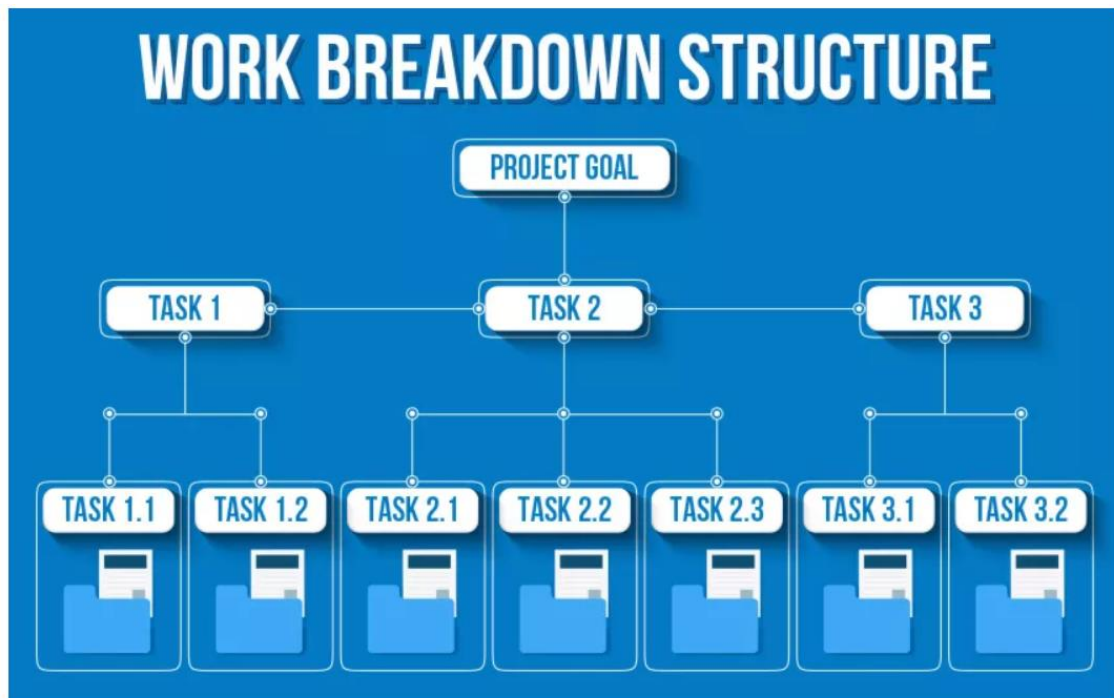
- Collect. Get the information about the present status of your project.
- Measure and Compare. Compare with baseline plan, highlight any deviation, make a projection supported current data.
- Assess and Re-plan. Decide whether corrective actions are necessary. If so, plan, document, and take the corrective actions.

## b) Techniques used in the project controlling/monitoring stage

- Work Breakdown Structure (WBS)

When fixing a project's monitoring and control process, first establish the project baselines.

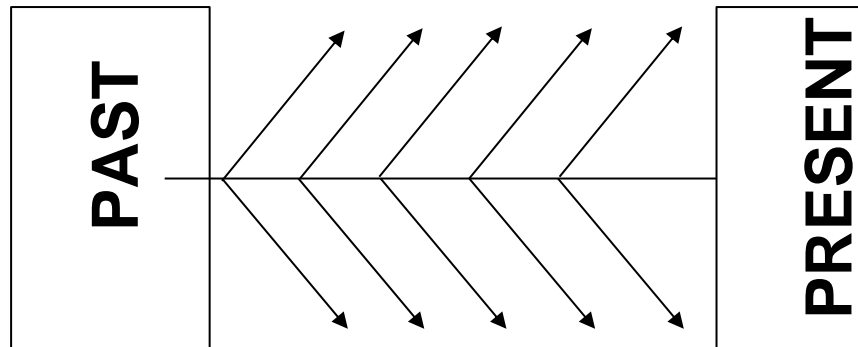
Use a piece Breakdown Structure (WBS) to interrupt a project down into small units of labor, or sub-tasks. This makes the work easier to manage and evaluate. this permits easier detection of issues, keeps the project in check and allows for easier progress verification. It also helps prevent team members from feeling overwhelmed.



- Analysis of the influence field

This technique helps analyzing the way the project evolved, analyzing the positive factors and obstacles encountered during the execution of the project, re-planning activities.





Introduce to the team the scheme of the field of influences and ask them to write in the left field the situation from the beginning of the project - in the past, and in the right field - the state of the project in the present.

Then ask them to analyze the factors (for example, resources) that helped the project to evolve to the current situation and note them on the up arrow. On the down arrows the participants will write the obstacles that have influenced this evolution.

- Periodic calendars

This method can be used along the way, during each implementation activity. This technique helps to record data over different time periods (season, year, month and even week) to show cyclical changes within a project and to identify whether or not obstacles have been removed.

First set the period to be monitored (weeks, months, seasons or years). The calendar itself can be used to gather data during the implementation of a project (every day rapport, relevant information about the objectives accomplished, unexpected events etc.). After a few data records, the calendar will show progress and thus stimulate discussion to understand what the changes are and why they are taking place. However, the relevance of such changes will depend entirely on what you want to monitor.

- Brainstorming

The aim of the project is to encourage the generation of as many ideas on a specific topic as possible, without subjecting them to analysis.

Announce the topic of the brainstorm and the question, then ask the group to think about it. Encourage participants to think critically and creatively.

Then ask participants to say, one at a time, their idea briefly. At this stage, the idea of each one must be considered and written on a sheet of paper or on a blackboard. Do not allow participants to comment on the ideas of others, but only to listen to them.

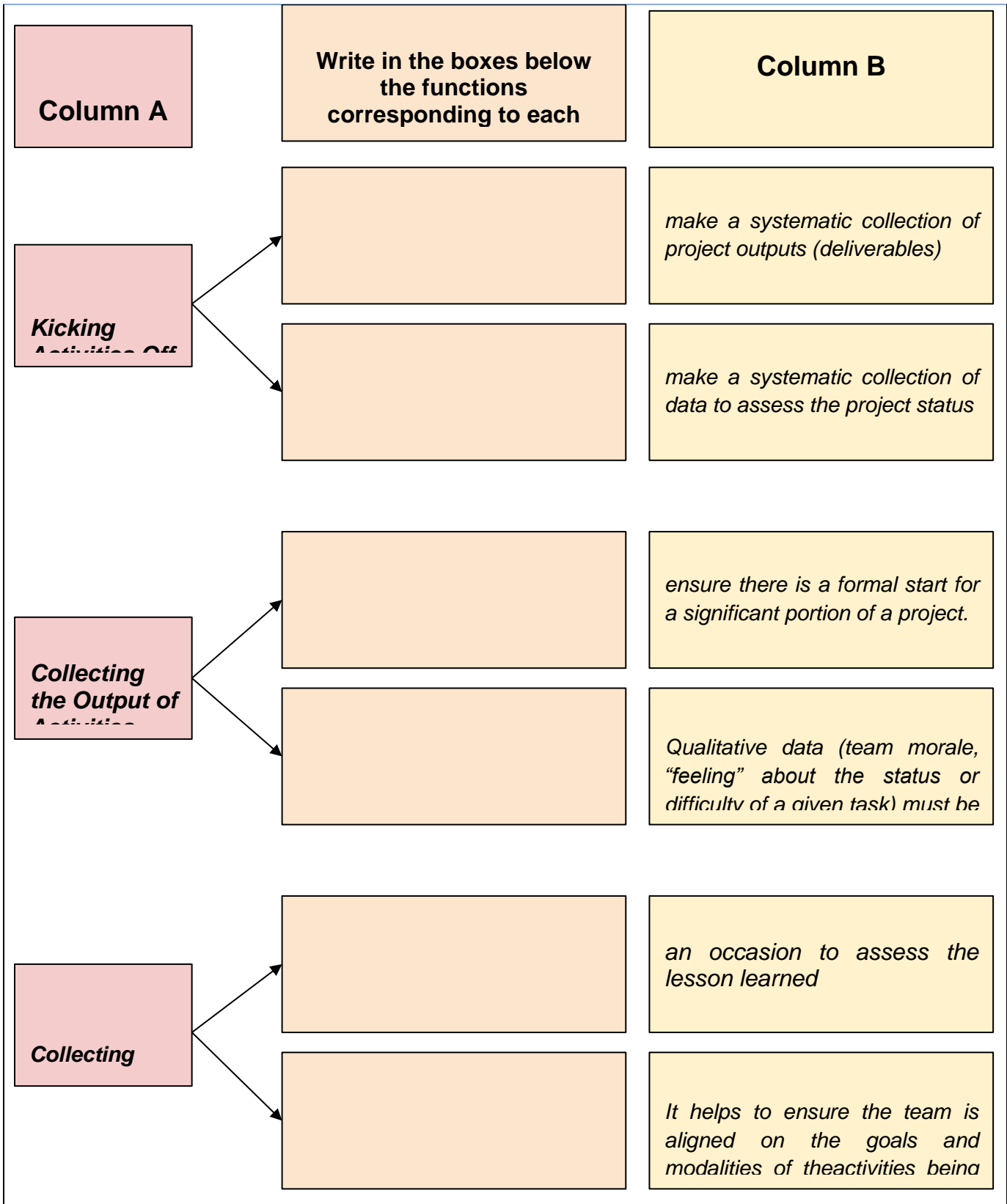
Once all the ideas have been written down, start the debate. Of also, the participants' answers can be grouped into categories or prioritized.

#### **4.3 Final summative assessment of the unit:**

To evaluate student learning, skill acquisition, and academic achievement. Train the trainer sessions, activities, and workshops.

##### **I. Individual assignment.**

During the stage of project execution, three important management activities are carried out (Column A). Each activity has several functions (Column B). Combine each function with the corresponding management activity.



## 2. Working in small groups

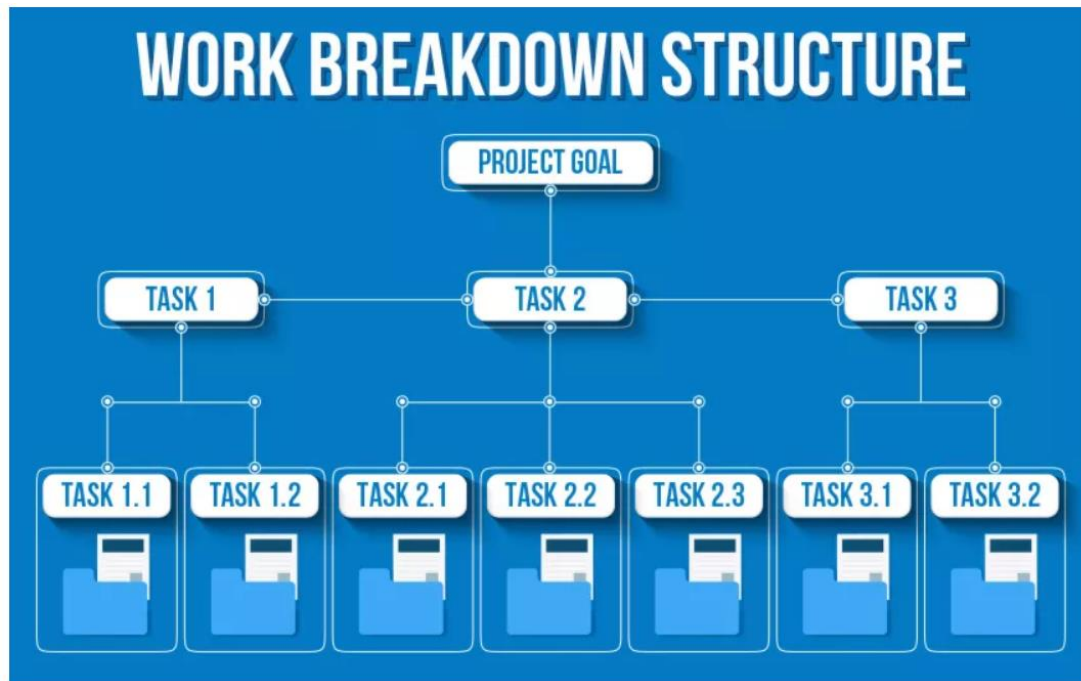
Imagine you are the manager of an apprenticeship project in a digital marketing agency.

Your Digital Marketing apprentices will define, design and build campaigns across a variety of online tools and social media platforms. A Digital Marketing apprentice will usually work as part of a team where they will be responsible for some of the elements of a marketing plan or campaign.

Use Work Breakdown Structure (WBS) to create a strategy for executing and monitoring your project. Set the purpose of your project and then the tasks you give your team to execute the project successfully and train the apprentices in the field of digital marketing agency.

Here are some helpful questions for making Work Breakdown Structure:

- What is the goal of the project?
- How will you find apprentices?
- How do you integrate them in the organizational culture of the company?
- What are the activities that the apprentices will participate in?
- How do you make the apprentices learn from your employees?
- What will be the future role of the apprentices already trained in the company?



### **3. Working in small groups - Use Brainstorming method to find solutions to problems**

The control and monitoring stage of a project also involves identifying the problems and difficulties we face in its implementation. It is important to find prompt solutions to help us carry out the project in a good way.

Thus, we propose an exercise of imagination. You are in the implementation team of an apprenticeship project, and during its monitoring you have identified several problems:

- Difficulty finding people who want to do an apprenticeship
- Integration of apprentices in the organizational culture of a company
- The tasks of the apprentices are not in accordance with their competencies and qualities
- How do we get permanent feedback from the apprentice?

What do you have to do?

You have to group in teams of 4 people, each team will have to bring a solution to a problem, using the Brainstorming method, using the Brainstorming process below:

Idea Generation

Idea Grouping

Idea Review

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## Final assessment of the module

QUESTIONNAIRE - multiple choice, true or false

1. The Eisenhower matrix can be used by the team leaders or project managers, helping them to sort tasks by their urgency and importance.

TRUE / FALSE

2. Monitoring and control stage is the project management activity that follows the evolution of the project.

TRUE / FALSE

3. People, Policies and Processes, Technology, Data and Information are the main components of Information Management

TRUE / FALSE

4. Apprenticeship facilitates school-to-work transition

TRUE / FALSE

5. Apprenticeship doesn't promote coordination between education and industry and increases skills mismatch

TRUE / FALSE

6. Apprenticeship isn't beneficial for an enterprise

TRUE / FALSE

7. A considerable amount of time, effort, and other resources go into the development and implementation of education projects

TRUE / FALSE

8. Developing project goals and objectives isn't necessary

TRUE / FALSE

9. Quality apprenticeship is a cost-effective way of securing well-trained personnel

TRUE / FALSE

10. Apprenticeships offer the possibility to adapt and develop training programmes that respond to emerging skills needs

TRUE / FALSE