



New Education Forum Caserta

Teaching and learning in a changing world:
preparing for a paradigm shift in formal education



Mentor 2.0 | Project no. 2021-2-PL01-KA220-SCH-000049306

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MENTOR 2.0

Mentor 2.0 is co-funded by the Erasmus+ Programme of the European Union.
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ABOUT THE MENTOR 2.0 PROJECT











Mentor 2.0 aims at supporting a paradigm shift in which teachers are – first of all – mentors to their students rather than just knowledge transmitters. Following on 6 years of Polish MENTOR pedagogy in the offline environment, Mentor 2.0 will develop, test and implement a conceptual framework and innovative digital platform to enhance mentorship qualities among teachers of primary and secondary education.

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Objectives

-  Mentor 2.0 aims to meet the needs of present time students who do not understand traditional repetitive models of teaching and learning and often disengage and drop out of schools because of it.
-  Mentor 2.0 is a project for teachers to get involved in. The project will develop high-quality support pedagogies and innovative digital techniques for teachers and with teachers. Mentor 2.0 will be online, thus accessible for the underrepresented group of teachers from smaller towns and villages who have a harder time to reach innovative educational solutions.

Moreover, Mentor 2.0 will aim at:

-  strengthening teachers' transversal competencies;
-  making teaching profession more attractive;
-  producing a gamified e-learning platform addressed to teachers counteracting digital illiteracy indicated by 2018 OECD's Talis study;
-  boosting chances of teachers from small towns and villages to have access to ground-breaking digital pedagogy;
-  helping teachers identify those students who are at a higher risk of dropping out off school and to undertake intervention actions;
-  helping teachers guide students so that they are aware of their strengths and talents and can build their future on hence improving transition between different stages of education and career pathways;
-  fortifying teachers' communication and leadership skills;
-  increase educators' capabilities of cooperating outside school.

Results: Mentor 2.0 foresees the following outcomes and results to be developed during a 24 months process:

1 Transnational research

on already existing tools which enable teachers to play mentorship role towards their students, including analysis of best practices, feedback from surveys conducted among teachers and students and from focus groups organized with teachers and students participation and selection of original MENTOR method modules to be transferred to the online version (R1) - Mentor 2.0 Curriculum.

2 Gamified Learning Modules

through the incorporation of findings from the research - of gamified learning modules and their validation among teaching community, designed to be customizable, flexible and to work with any curriculum with mixed groups of teachers from primary and secondary education (R2).

3 Design and testing of a platform

with virtual classrooms enabling teachers to strengthen their mentorship qualities (R3), which will provide a system to manage the program and monitor learners' progress, behavior and engagement. The platform will be tested in pilot with teachers of primary and secondary education and refined accordingly. The Platform will also host a long-term virtual transnational community composed by educators interested in innovating their practices through digital game-based learning and sharing knowledge and experiences.

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Agenda of the New Education Forum Caserta

10th of MAY 2023

The New Education Forum Caserta

Teaching and learning in a changing world: preparing for a paradigm shift in formal education

The January 2023 European Commission's Communication on Mental Health recognises "trends such as technological change and a rise in living costs as a direct impact on mental health. The impact of the COVID-19 pandemic and Russia's war of aggression in Ukraine has further underlined the importance of mental health. Before the pandemic, data showed that more than 84 million (or 1 in 6) people in the EU were affected by mental illness - a figure which has almost certainly increased since then. Eurofound's (2021) report on the Impact of COVID on young people in the EU indicates that mental and behavioural disorders are responsible for approximately 4% of yearly deaths in Europe and are the second most common cause of death among young people.

"These factors have led to a widespread consensus that all strands of EU action should be brought together under one initiative. In her State of the Union address in September 2022, President von der Leyen announced a new initiative on mental health. Before this, at the I Conference on the Future of Europe in May, European citizens had highlighted mental health as a major concern. The European Parliament and the Council have echoed these concerns and called for action in this area."

At the same time, the European Commission aims to improve the attractiveness of the teaching profession. The EC proposes several actions to address the challenges the teaching professions face today, including the plan to launch Erasmus+ Teacher Academies. It is particularly important to consider OECD's TALIS survey reporting that, on average, less than 20% of lower secondary school teachers of the EU Member States who participated in the research, felt that their profession is valued by society. Despite the wide offer of continuous professional development, teachers still self-report a lack of professional development opportunities, according to the OECD's TALIS survey.

In the field of initial education and continuous professional development for teachers, this principle is not only a right for teachers themselves, but it's an essential requirement for achieving the objectives of the European Education Area by 2025. The Mentor 2.0 project was born to contribute to the European efforts for revalorising the teaching professions and providing all teachers, trainers and school leaders with high-quality initial education and professional development opportunities. The project aims to provide teachers with learning tools to enhance teachers' motivation and mentoring skills: following the original MENTOR method developed by CIE. The "Mentor 2.0" project financed by Erasmus+ prepares teachers for new educational models, contributing to shifting from the 19th century transfer of knowledge to 21st-century mentoring.

Further, The Commission's Digital Education Action Plan (2021-2027) stresses the need to ensure that all teachers and trainers have the confidence and competencies to use technology effectively and creatively to engage and motivate their learners as well as to ensure that all learners develop their digital competences for learning, living and working in an ever more digitalised world. "Education & Training 2010 Report" of the Council and Commission of the European Union highlighted how integrating digital technologies into formal learning landscapes challenges the traditional instructivist model of teaching and learning, leading toward a more constructivist pedagogy. Digital solutions in formal education may also be the right response to another challenge revealed by the 2019 Education and Training Monitor that a number of European countries face serious shortages of teachers, either across the board or in some subjects such as science, or in specific profiles such as teaching pupils with special needs.

Will the educators become "facilitators and mentors to their students who pave the way for the individual's learning journey", hence supporting also the mental well-being of their students? Will they be able to identify themselves as the barriers to their self-motivation and professional growth? Will the teachers of today be able to acquire the digital skills of tomorrow to make use of digital content in their teaching practice, and create new digital educational content individually and/or in collaboration with other professionals within secure environments? We hope the New Education Forum in Caserta will give response to these important questions.

Agenda of the New Education Forum Caserta

8.30 — 9.00

Registration: Chamber of Commerce of Caserta

9.00 — 9.10

Welcoming statements.

- **Gianluca ABBRUZZESE**

CEO, Lascò

- **Tommaso DE SIMONE**

President, Chamber of Commerce of Caserta

- **Joanna BOCHNIARZ**

General Director, Center for Innovative Education-

9.10 — 10.30

Panel I: Mental health of children and youth:
How can the school environment become more supportive of the psychological well-being of the students of formal education?

Students' representatives:

- Riccardo DELLA PERUTA,
- Simone SORIANO;

- **Joanna BOCHNIARZ**

General Director, Center for Innovative Education-
Coordinator of the Mentor 2.0 project

- **Pina PICIERNO**

Vice-president of the European Parliament

- **Tomasz KOBYLAŃSKI**

Chief Specialist, Education Department, Municipality of Krakow

- **Armida FILIPPELLI**

Councillor for Vocational Education, Campania Region

- **Claudio MASOTTI**

Vice-President, European Parents Association

10.30 — 11.00

Networking break

11.00 — 12.30

Panel II: New teacher role: transition to a new role model, institutional readiness and facilitation - How can a paradigm change occur in the educational system?

Students' representatives:

- Riccardo DELLA PERUTA,
- Klevisa VARGU;

- **Maria del Carmen LOPEZ CRUZ**

Director of European Funds and Development, Grupo Femxa

- **Cecile LE CLERCQ**

DG Education, Youth, Sport and Culture - Schools and Multilingualism unit, European Commission

- **Lucia Michela DANIELE**

Professor of the University of Campania L. Vanvitelli

- **Andreas RIEPL**

Head of the National Competence Center eEducation Austria

12.30 — 14.30

Lunch break

Agenda of the New Education Forum Caserta

14.30 — 16.00

Panel III: Digitalisation in schools and at work: How can the introduction of digital solutions to classroom work support changing labour market and new requirements for the employees?

Students' representatives:

- Salvatore TREMITERRA,
- Simone SORIANO;

16.00 — 16.30

Questions from the audience

16.30 — 17.00

SUMMARY and closing remarks

• **Miriam LANZETTA**

Director of the EU Projects Unit, Lascò

• **Loukas ZAHILAS**

Head of the Department for VET and Qualifications in Cedefop

• **Tommaso DE SIMONE**

President of the Chamber of Commerce of Caserta

• **Enrico VICECONTE**

Associate at the Italian National Research Council (CNR) - Institute for Studies on the Mediterranean

• **Sergio COTECCHIA**

Research Lab Manager, Protom



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INTRODUCTION

Gianluca ABBRUZZESE

CEO, Lascò



In today's rapidly changing world, traditional education and training models face significant challenges. The rise of new technologies, the revolution in the world of work, new required skills, AI and human skill integration are clamouring for designing a new paradigm in the education and training sector.

The increasing use of digital technologies has transformed the way we live, work, and learn. Students today are growing up in a world where technology is ubiquitous and are used to accessing information quickly and easily. This has created a demand for educational institutions to integrate technology into their teaching methods and provide digital literacy training to students.

The rise of the gig economy has created a demand for entrepreneurship skills, and the increasing use of data in decision-making has created a demand for data analytics skills. In addition, the need to adapt to the changing nature of work has created a demand for soft skills such as adaptability, critical thinking, communication, and problem-solving.

However, many educational institutions have not yet adapted their curricula to include these skills, which can create a skills gap between the education system and the needs of the modern workforce.

The need to create a sustainable future has created a demand for education and training programs that focus on sustainability and environmental issues. Globalisation, political instability, and social unrest have created a complex and ever-changing environment. This has created a need for educational institutions to provide students with the skills and knowledge necessary to navigate this complex world.

To address these challenges, educational institutions must adapt to the changing needs of the modern world, integrate new technologies into their teaching methods, and develop curricula that include new required skills and 21st-century skills. Additionally, the education and training sector must provide lifelong learning opportunities that can be accessed at any time and from any place, focus on sustainability and environmental issues, and provide students with the skills and knowledge necessary to navigate the complexities of today's society. By addressing these challenges, the education and training sector can play a critical role in creating a better future for all.

FOREWORD



Joanna BOCHNIARZ

General Director of the Center for Innovative Education

Following the Mentor 2.0 project research, 56% of Italian teachers and 48% of Italian students claim that their schools do not equip students with practical knowledge and skills needed to choose the educational and career path. In the same time, one in seven young people aged 10-19 years suffers from a mental disorder, representing 13% of the global burden of disease in this age group (source: WHO).

Hence formal educational system should respond to this challenge. Only through holistic approach of educators to the learning process tools can be provided to support young people in navigating today's world. The research results presented in this Report and during New Education Forum Caserta indicate that both of these groups think that today's school does not sufficiently motivate youth nor provide knowledge to successfully and confidently enter the labour market.

Such detachment of today's formal education systems can also be observed in terms of digital technologies in the learning activities. The survey results show a discrepancy between 43% of Italian teachers who say they use ICT every day, and the 60% of Italian students who say that they either never use digital tools in class or use them less often than once a month.

It is difficult for oneself to notice all new occurrences on the local, regional, national and international scale. However, this is not the task that has to be dealt alone by school communities. Their surrounding environment is there to deliver first-hand knowledge, the local business can inform on how it adapts to digital transformation and local and regional companies and authorities are very interested in sharing information on the common challenges such as preparing youth to digital working spaces. I hope this year's New Education Forum Caserta stimulates such discussions and contributes to building cross-sectorial cooperation.

SPEAKERS



Gianluca ABBRUZZESE

CEO, Lascò



Joanna BOCHNIARZ

General Director of the Center for
Innovative Education



Member of the Italian Ministry of Economics' Innovation Managers Registry, Certified Green Project Manager by GPM Global, trainer, writer and researcher, Sr expert in gamification and digital transformation. Founder of Lascò and co-founder of the certified incubator 012 Factory, TEDx Caserta and the Chapter of Caserta of StartupGrind, the international innovation community powered by Microsoft for Startups. As a consultant, mentor and coach for startups and innovation teams, he has designed, conducted and implemented dozens of innovation programs in large companies and contributed to developing more than 70 startups in Italy. He regularly runs workshops in companies and universities on innovation and digital transformation.

Since 2008 Europagymnasium Linz, all branches, mainly LISA and Kepler, subjects Biology English, a bit of Physics; teaching the Austrian curriculum, advanced courses in Biology as well as IB standard level in Biology and English. She works with her students on grassroot democracy issues and digitalization.



Sergio COTECCHIA

Research Lab Manager, Protom



**Lucia Michela
DANIELE**

Professor of the University of
Campania L. Vanvitelli



Sergio Cotecchia has a degree in Mechanical Engineering, has been with Protom since 1998 and directs its Research Lab, a virtual laboratory dedicated to the management of Research, Development and Innovation projects. Since 2012 he has been a contract professor of Economics and Business Organization at the degree course in Aerospace Engineering of the Federico II University of Naples.

She is a Senior Researcher in Business and Management at the Department of Economics, University of Campania, Luigi Vanvitelli, Italy. Her main research focuses on Corporate Social Responsibility, Crowdfunding, and Sustainable investments. Before joining the current position, Lucia holds a Ph.D. in Management from the University of Naples, Federico II, Department of Economics, Management, and Institutions. During the Ph.D., she spent a visiting period at the IAE de Poitiers - Institut d'Administration des Entreprises, France. Moreover, she has been for two years a research fellow at the Aerospace District of Campania Region, where she worked on the environmental engagement of the aerospace industry.

SPEAKERS



Tommaso DE SIMONE

President, Chamber of Commerce
of Caserta



**Riccardo DELLA
PERUTA**

Students representatives

President of the Caserta Chamber of Commerce, a position he has held since November 2009. President of the Coldiretti Federation of Caserta, a position he has held since 2008. He is in his second term. He was a member of the Executive Committee of Unioncamere, Chambers of Commerce of Italy and a member of the National Legality Committee of Unioncamere Nazionale: positions held from December 2010 to December 2012. He served as Deputy Vice President of Unioncamere Campania in 2010, before being appointed President. From 2003 to 2004 he was a member of the provincial observatory on methodologies and for the quality of continuing education "Mare Magnum" of the Province of Caserta.

A final year student in classical high school. A movie and international politics enthusiast, he is a future Economic and Political Sciences student. He has participated in European learning mobilities also in the scope of Erasmus+ projects and has contributed to the activities of the Mentor 2.0 project.



Armida FILIPPELLI

Councillor for Vocational
Education, Campania Region



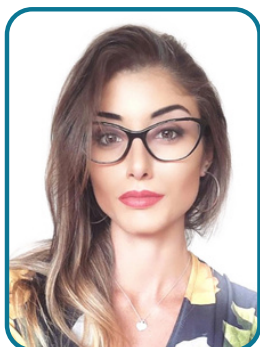
Tomasz KOBYLAŃSKI

Chief Specialist, Education
Department, Municipality of
Krakow

Graduated in Philosophy in 1972 from the University Federico II of Naples and the university diploma in "Restoration and Integrated Conservation of Cultural Heritage" at the University Institute "S. Orsola Benincasa" in Naples. She continued her involvement in schools, winning the competition for S.M.S. principal in 1985. She directed and coordinated the SPORA and CHANCE projects of Maestri di Strada Onlus, designed to combat school dropout. She directed the OFIS projects aimed at boys who had been "put on probation." She served as chair of the CTS of the "School as a Community Social Enterprise" project. She has organized and directed countless training and professional development courses.

Principal specialist in the Department of Education of the City of Krakow, where he coordinates educational initiatives and activities for educational support of refugees from Ukraine, including cooperation with the United Nations Children's Fund (UNICEF). For many years he has been involved in historical, anti-discrimination, civic and climate education activities. For his activities, he was awarded the Friend of Krakow Youth Award given in 2022 for the first time by the Youth Council of Krakow. Expert of the United Nations Global Compact Network Poland, co-author of the "Climate Education in Poland" reports. As a publicist, he has collaborated with the most widely read Polish weeklies (such as Polityka, Przegląd, Wprost, Newsweek and Tygodnik Powszechny) and Internet portals. He is a graduate of Ukrainian studies and European studies at Jagiellonian University in Cracow.

SPEAKERS



Miriam LANZETTA

Director of the EU Projects Unit,
Lascò



Cecile LE CLERCQ

DG Education, Youth, Sport and
Culture - Schools and
Multilingualism unit, European
Commission

Project Manager, PMP® credential holder, journalist and instructor. Director of the Project Management Institute Southern Italy and ambassador of Green Project Management Global. Experienced in managing EU co-funded projects, in the last 7 years, she cooperated with more than 70 organisations, including universities, research centres, companies and non-profit organisations, in 25 countries. She works with the Italian innovation company Lascò, as the Head of the EU Projects Unit, managing digital transformation and European cooperation projects, especially in the field of education technology.

Cecile Le Clercq is responsible for eTwinning at the European Commission (DG Education and Culture), in collaboration with colleagues from the EACEA, the CSS, NSO. She is particularly interested in citizenship education.



**Maria del Carmen
LOPEZ CRUZ**

Director of European Funds and
Development, Grupo Femxa



Claudio MASOTTI

Vice-President, EuropeanParents
Association

A lawyer specializing in international trade, she has worked at Femxa since 2010. She has been working with European funding since 2015, first as Project Manager and then as Director of the International Projects Department in recent years. She is passionate about the world of education and digital innovation trends in education. During the NEF in Caserta, she will make an approach to the Mentor 2.0 project to which Femxa is actively contributing. Her motto is "much more than just training."

In 1994, he joined the Italian Parents' Association as chairman of the elementary school committee. In 2000, he became the President of the Institute Council and the President of the parents' assembly in middle school, and he has been associated with the EPA since 2010. EPA Vice President. He currently lives in Milan with his wife and two children.

SPEAKERS



Pina PICIERNO

Vice-president of the
European Parliament



Andreas RIEPL

Center of Educational
Management and Executive
Development

Pina Picierno graduated with an honors degree in Communication Sciences from the University of Salerno. She was first elected to the European Parliament in 2008 with the Democratic Party, where she was reappointed in the 2014 and 2019 European elections. During her tenure in the European Parliament, Picierno has worked mainly on economic and social policies, working closely with the European Commission and the European Central Bank. In 2019, she was elected Vice-President of the Parliamentary Group of Socialists and Democrats. Previously, Picierno served as Advisor to the Minister for Regional Affairs and Autonomies in the Italian government.

Andreas Riepl is an entrepreneur and has been working in the IT sector for 25 years. He studied at the Johannes Kepler University in Linz with a Master degree in the field of social and economical sciences with specialization in computer science and sociology. He is an IT teacher in Upper secondary economical school and head of the eEducation network in Austria. In this role he is consultant for the Austrian Federal Ministry of Education. He developed an OpenSource product series "Exabis" for competency based education used in learning management systems.



Simone SORIANO

Student



**Salvatore
TREMITERRA**

Students

Student of Chemistry and Materials and a future chemical engineer. Passionate about guitar and music in all its forms. He has contributed to the Erasmus+ project "Sparks" activities, providing his unique perspective on gamification in digital learning environments.

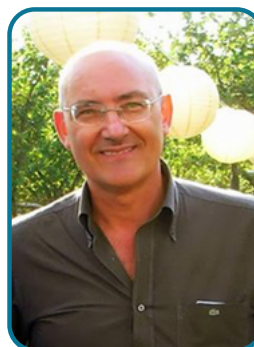
A future student in Chemical Engineering, he is passionate about Gaming and Computer Science. He contributed to the Erasmus+ project "Sparks" activities, providing his ideas on how students' engagement and motivation in learning could be enhanced through games.

SPEAKERS



Klevisa VARGU

Students



Enrico VICECONTE

Associate at the Italian National Research Council (CNR) - Institute for Studies on the Mediterranean

Originally from Albania, she is a student of environmental biotechnology. Passionate about multiculturalism, she has participated in several Erasmus+ projects and has contributed to the activities of the Mentor 2.0 project.

Enrico Viceconte studied the future of learning at Stoà Business School and for the Bicocca Training and Development Center. Associate at CNR ISMED and professor at the University of Naples Federico II, he has published about the future of learning in "L'ecosistema della formazione" (Egea Bocconi) and "La formazione manageriale in una learning region" (Franco Angeli). He contributes to the column "Letture Intelligenti" of Harvard Business Review Italia.



Loukas ZAHILAS

Head of the Department for VET and Qualifications in Cedefop

Dr Loukas Zahilas is currently Head of the Department for Vocational Education & Training and Qualifications (DVQ) at Cedefop, the European Centre for the Development of Vocational Training. He studied Chemistry and Information Technologies and he has a PhD in educational policies (qualifications frameworks). He worked in VET schools and Institutes, the University of Athens and in 1994 he joined the Greek Ministry of Education/ Organisation for VET. He served there for many years at various managerial posts representing Greece in EU bodies and groups like the Directors General for VET, the Advisory Committee for VET.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS



MENTOR pedagogy and Mentor 2.0 project

This publication provides for the excerpt of surveys' results carried out in Poland, Spain, Italy, Greece and Austria within the Mentor 2.0 project (Cooperation Partnership in School Education field, co-funded by the Erasmus+ Programme of the European Union, under Grant Agreement no. 2021-2-PL01-KA220-SCH-000049306). Mentor 2.0 is a project coordinated by the Center for Innovative Education – CIE (Poland), with participation of Lascò (Italy), Femxa Formación SLU (Spain), GTN Solutions (Austria) and Kyttaro Enallaktikon Anazitiseon Neaon - KEAN (Greece).

The objective of the Mentor 2.0 project is based on the original MENTOR pedagogy developed by the Center for Innovative Education – CIE since 2015. It provides pedagogues with methods for assisting youth in discovering individual strengths and talents and gives the school staff the opportunity to embrace modern learning techniques, to draw inspiration from the changing labour market, and to get accustomed to the digitalization of the teaching profession. Mentor 2.0 is to analyze the current formal education systems and opportunities, as well as readiness for modernizing the five national education systems, particularly with regards to the paradigm shift in teachers' role, from knowledge transmitters to mentors to their students. Based on the research results, Mentor 2.0 Consortium is to select the most adequate elements of the original MENTOR pedagogy and enrich them in order to develop a new innovative curriculum for teachers to be transferred to a digital environment.

Mentor 2.0 Surveys

In order to choose which MENTOR pedagogy content is the most valuable for the school community, the Mentor 2.0 Partners reached out to the total of 443 teachers and 413 students in five Mentor 2.0 countries. The surveys constituted part of the Mentor 2.0 research work conducted through desk research, surveys and focus groups with primary, lower and upper secondary school teachers and students. The research covered each of the five countries' regulatory context and latest policy developments supporting mentoring in formal education, as well as teachers' and students' perspectives about the needs and gaps in the preparation of educators towards a mentor's role. The analysis covered multiple topics, relevant to support the desired paradigm shift, such as:

- competences and tools for strengthening students' self-motivation;
- competences and tools for discovering and managing talents;
- current practices to foster team building at school, in the classroom and during outdoor learning;
- available and needed digital tools to enhance inclusive education;
- the school's role in the circular economy;
- current practices and needs to foster the cooperation between schools and external environments, particularly employers;
- competences, practices and tools for preparing students to make educational and professional decisions about their future.

This **NEF Caserta Report** aims to provide a picture of the missing tools and competences for the enhancement of digital and green competencies in formal education relating to responses to the particular Survey questions. The surveys were carried out in the months June – October 2022 via an online platform in order to reach teachers and students in their homes rather than in school to ensure the right environment for filling in the surveys. Below provided is an excerpt of the most interesting findings, which may enhance the debate at the New Education Forum Caserta.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS



Excerpt from the Survey results:

Analysis of the responses to the teachers' surveys:

The Mentor 2.0 surveys reach in total 443 teachers of the foreseen in the project proposal - 300.

In Poland, in total 191 individual surveys were filled in by teachers of the primary and secondary level of education. The majority of the surveyed teachers were teachers of the lower secondary level schools – which in Poland are signified by grades 4-8 of the elementary school (93 people – 48,7%), followed by:

- The teachers of the upper secondary level schools - grades 9-12/13 or 1-4/5 of the liceum or VET school (32 – 16,8% of all respondents), and
- The teachers of primary level schools - grades 1-3 (31 – 16,2% of all respondents),
- Finally, 18,3 % teachers of all surveyed teachers (35 persons) were teaching in both primary and secondary level schools.



In Spain, Femxa reached with Mentor 2.0 surveys the total of 64 teachers of formal education, of whom:

- 54% were teachers from lower secondary school and
- 46% were teachers from upper secondary school.



In Italy, Lascò collected surveys from the total of 61 teachers, of which

- 77% were from the lower secondary school teachers;
- 11% were from the primary school teachers;
- 10% were from the upper secondary teachers and
- 2% from the preschool teachers.



In Greece, the surveys distributed by KEAN reached 61 teachers, of which:

- 27% of the respondents described themselves as the teachers of the primary level education
- 25% of the respondents described themselves as the teachers of the lower secondary level education;
- 29% of the respondents described themselves as the teachers of the lower secondary level education
- 19% of all surveyed teachers were working other educational institutions.



In Austria, the 66 in total of the surveys collected by GTN, divide, as follows:

- 40% of the surveys were filled in by the teachers of the primary level education;
- 33% of the surveys were filled in by the teachers of the lower secondary level education;
- 20% of the surveys were filled in by the teachers of the upper secondary level education, and
- 7% of the surveys were filled in by the teachers of several levels of education.



The surveys for teachers included the total of 27 open-end and closed questions, of which seven are presented below as an excerpt together with answers received.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 2 (the numbering from the original survey): As a teacher, what support do you need the most in terms of developing students' transversal (soft) competences such as critical thinking, innovative, reflective, communication skills, collaboration, internal motivation, perseverance, leadership?

40% of the surveyed Polish teachers would like to take part in the workshops at which they will improve their teaching skills. Further:

- 30% of all surveyed teachers declare they need support in motivating and supporting the perseverance of their students;
- 20% of all surveyed teachers declare they need support in improving cooperation with parents and other teachers and
- 14% of all surveyed teachers declare they need additional audio-visual materials in order to develop their students' transversal (soft) competences.

28% of the Spanish respondents agreed on their need as teachers to develop their critical thinking skills. Other commonly mentioned responses refer to the need to acquire cross-cutting (soft) skills such as innovative thinking, reflective thinking, communication skills, collaboration, self-motivation, perseverance, and leadership.

Surveyed teachers of Italy indicated they would appreciate support in the scope of:

- Use of digital tools - 12% of the surveyed teachers;
- Teamwork activities - 11%;
- Problem solving - 10%;
- Cooperative learning - 9%;
- Effective communication - 9%;
- Active learning techniques - 8%;
- Project-based learning - 7%;
- Student-centered pedagogical approaches - 6% of all surveyed Italian teachers in the scope of their pedagogical skills.

The Greek teachers of formal education indicated that they would like to invest in the following professional training in continuous education:

- Support from colleagues - 24,6% of the surveyed pedagogues;
- Innovation and communication skills - 13%;
- technological infrastructure - 11,5%;
- Cooperative learning - 9,8%;
- Flexibility of the educational system - 8%;
- Self-motivation - 6,5%.

The following support areas and tools were mentioned in **the Austrian teachers' surveys**:

- Interdisciplinary teaching;
- Personal relations with students;
- Support from other teachers and cooperation among teachers;
- Internet access;
- Diversification of the student groups;
- Learning rooms that enable individual work as well as teamwork;
- Reflective thinking;
- Leadership skills;
- Communication skills.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

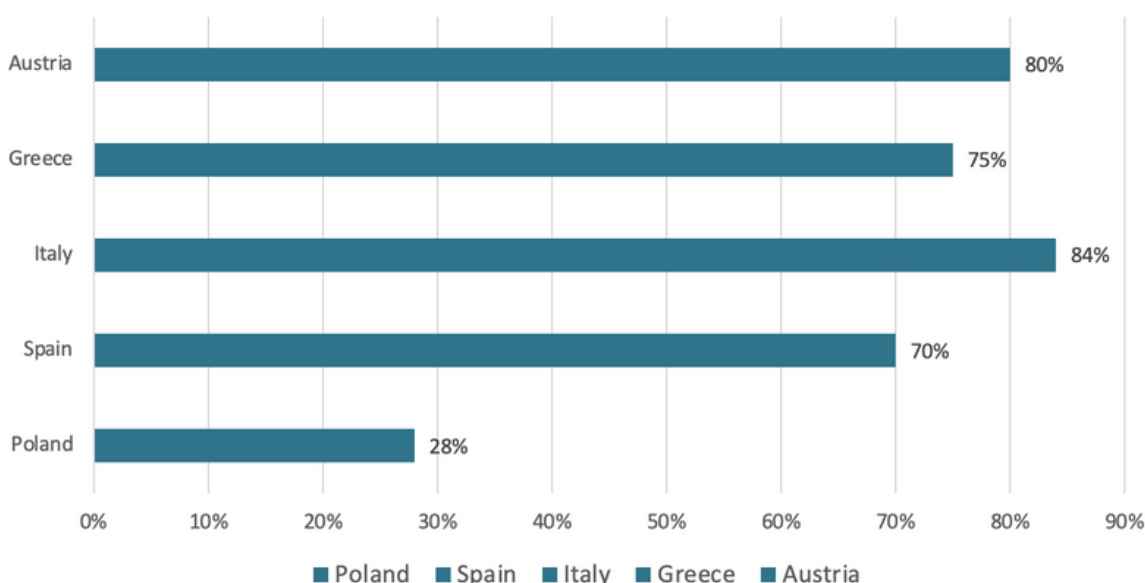
Comments:

Teachers in the five surveyed countries are very much interested in supporting their students in matters of development of transversal (soft) competences, which in some countries are other than the curriculum itself. In all five countries enhancing these competencies was more often mentioned than tools and logistics solutions that are needed at school.

In all countries teachers indicated that they would like to improve their cooperation with other teachers and communicate better with students. Also commonly teachers mentioned that they would like to benefit from innovative solutions such as those in digital forms and internet and introduce the project-based learning as the means of maintaining learning motivation and focus of students. Teachers surveyed in all five countries also mentioned their need to have access and use innovative learning tools, particularly digital solutions, such audio-visual materials they could use in the classroom environment.

Question 6 (the numbering from the original survey): During the last year, have you participated in training courses on building student teams, working in groups, or managing the classroom?

Answer: NO

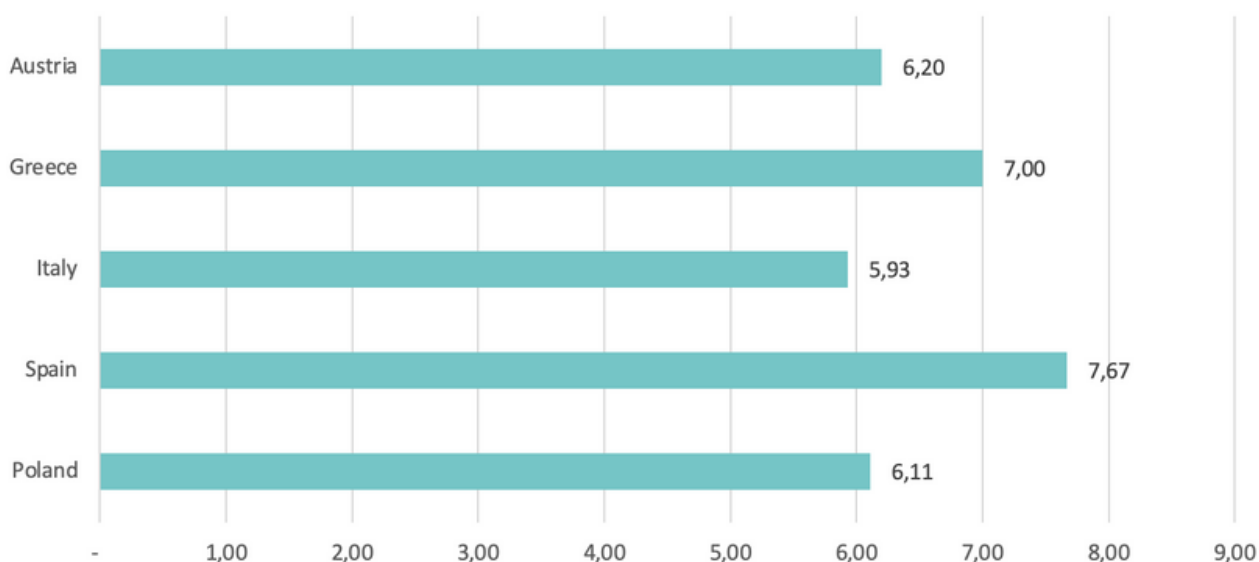


Comments:

As indicated in the above diagram, the Polish teachers of formal education declared a very high participation rate in trainings oriented at improvement of their skills in terms of classroom and team management and enhancing students' work in groups. There are two comments concerning this result: as mentioned in the complete version of Polish Mentor 2.0 Report, the Polish formal education system requires teachers to invest their time in upskilling, which brings its positive results. On the other hand, when analysing the results from the students' surveys below, one can clearly foresee that in the Polish youth's eyes there is still not a lot of teamwork in the process of learning.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 8 (the numbering from the original survey): On a scale from 1 to 10 (where 1 is the least and 10 is the most), indicate to what extent you need to develop your skills to effectively manage student teams.



Comments:

Majority of teachers in all five countries in which the surveys took place declared, their willingness to strengthen their competencies of managing students' group work. This is particularly important that nowadays there are hardly any professions which don't require teamwork from the worker.

Question 10 (the numbering from the original survey): On a scale of 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what, in your opinion, should be the most important in everyday work with students?

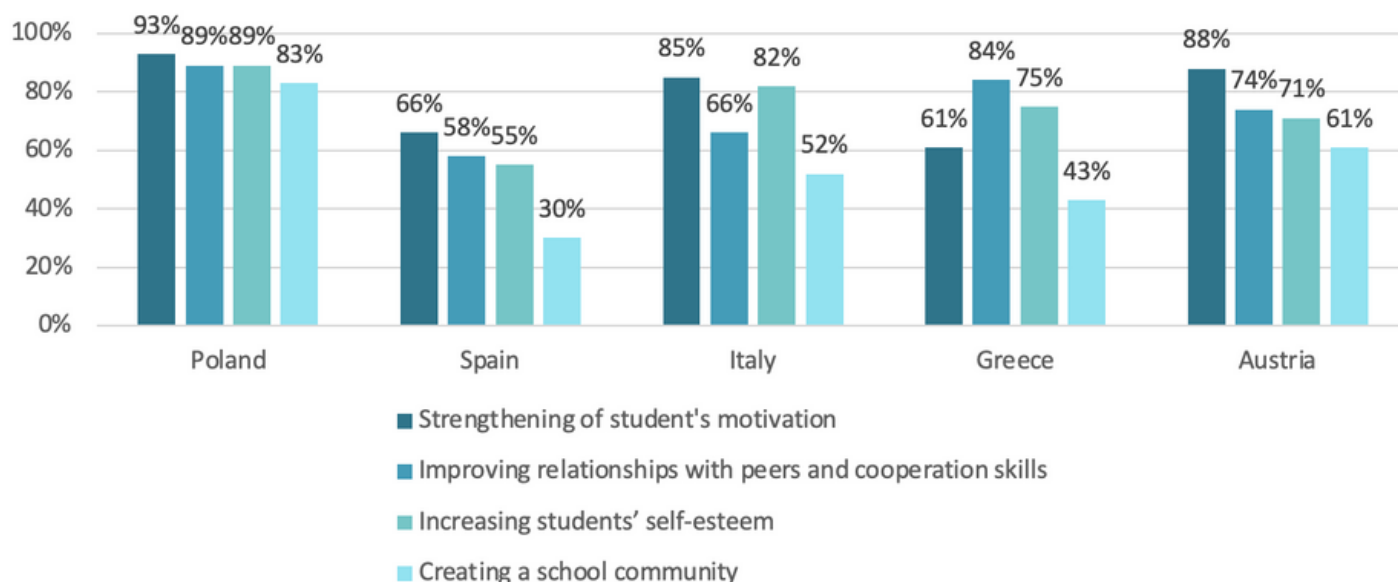
The teachers were provided with a list of topics, of which they could choose any number of answers they wanted:

- Preparing students for competitions;
- Improving relationships with peers and cooperation skills;
- Increasing students' self-esteem;
- Strengthening of motivation;
- Developing effective learning skills and eliminating learning failures;
- Skills development in educational projects;
- Implementation of the core curriculum;
- Creating a school community.

The below graphic is the excerpt of the most often answers chosen by the teachers in Poland, Spain, Italy, Greece and Austria.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

What, in your opinion, should be the most important in everyday work with students? Multiple answers in %



In the opinion of the most Polish, Spanish, Italian and Austrian respondents the focus of daily work with students should be centred in strengthening students' motivation. In the opinion of Greek respondents, the main focus of daily work with students is on **improved relationships with peers and cooperation skills (83,7%)**, however this topic is also indicated as **one of the most important for 88,6% of teachers in Poland, 66% in Italy and 74% in Austria**.

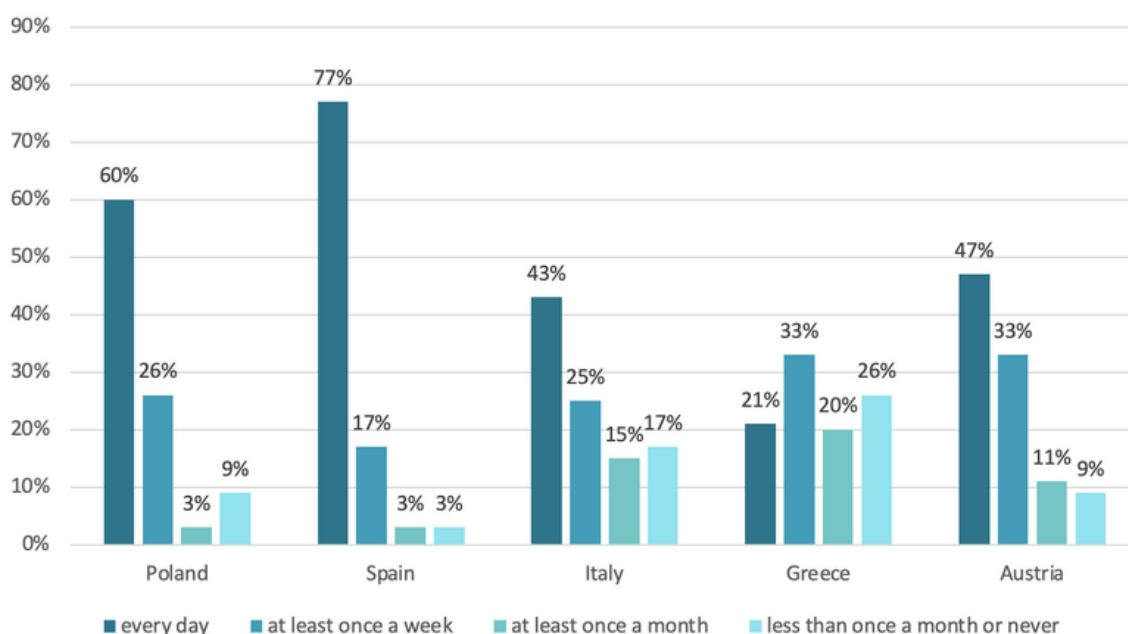
The pedagogues from 5 countries also shared the common approach regarding the prioritization of the curriculum, as less important than the above listed topics on which they should focus in their everyday work with students. In Poland only 8% of the respondents indicated curriculum as one of the most important topics that should be developed in everyday work with students, in Greece – 13,1%, in Spain – 23,4%, in Austria – 35% **and only in Italy – 43% respondents marked this answer as important**. Similarly preparation for the competitions was not treated by the pedagogues of all five countries as their important daily task.

Comments:

This signifies that teachers intent to focus more on youths' development of self-motivation and inner confidence rather than on the content of the official programme imposed on formal education by higher authorities. Also social skills of students, which are established in the school environment and in their first relationships they develop by themselves independently of their parents seem principal for teachers to focus in the young people's growth.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

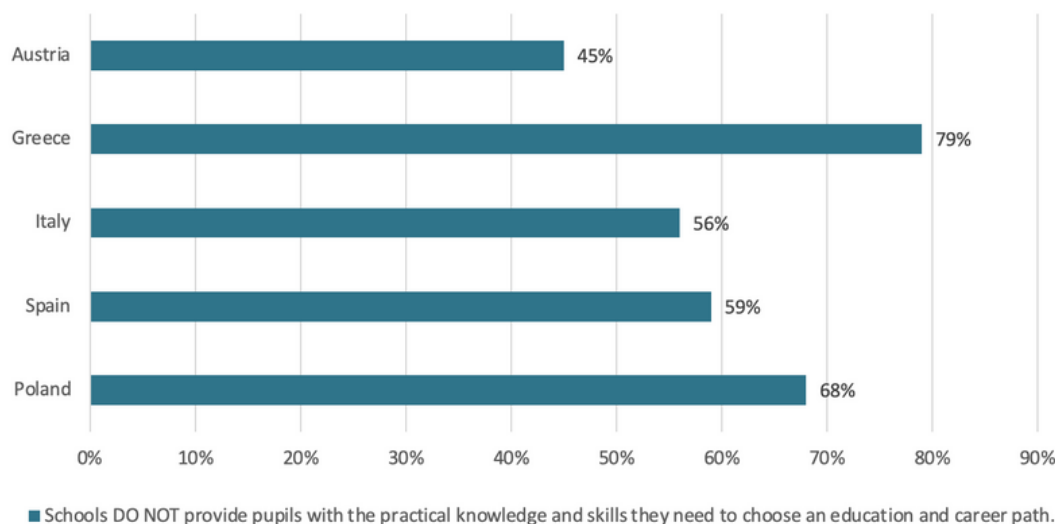
Question 14 (the numbering from the original survey): How often in your lessons do you use ICT (Information and Communication Technologies)?



Comments:

Results indicated above should be confronted with results of surveys among the youth (below) as the results are suggestively different. As mentioned in the Mentor 2.0 Reports from the five countries, the Spanish formal education system requires teachers to use digital tools on daily basis in the classroom environment. Also, the Mentor 2.0 Reports inform about diversities in the digital infrastructure of schools in the five examined countries.

Question 16 (the numbering from the original survey): In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?

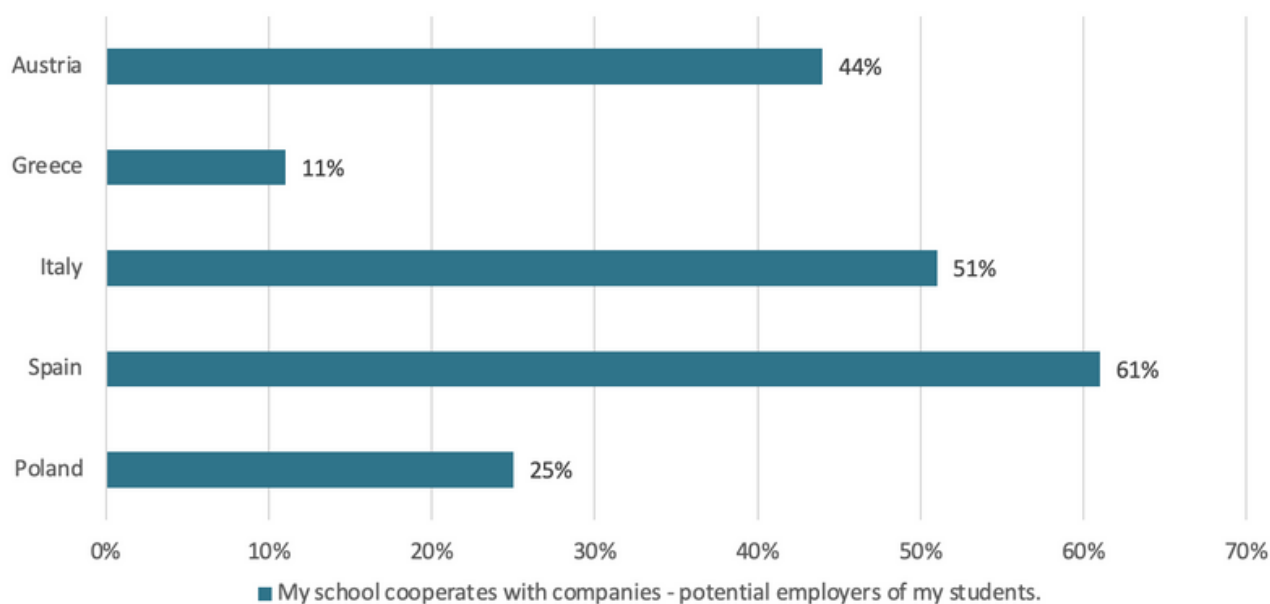


MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Comments:

It is a very disturbing factor that in view of majority of the surveyed European teachers the schools of today don't prepare the youth to enter adulthood by choosing further pathways for educational and professional development. Please refer to the national Mentor 2.0 Reports from the five countries to learn how the teachers justify such opinions and how the Austrian formal education system works differently to bring results diverse from other countries' surveys.

Question 22 (the numbering from the original survey): Does your school cooperate with companies - potential employers of your students?



Comments:

Please refer to the national Mentor 2.0 Reports from the five countries for in-depth explanations of diversities between the examined countries in terms of schools' preparation to work with external entities.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS



Excerpt from the Survey results:

Analysis of the responses to the students' surveys:

All partners to the Mentor 2.0 consortium conducted surveys among three groups of students:

- Primary level – the youngest;
- Lower secondary level;
- Upper secondary level.

reaching total of 417 students of the foreseen 300. Research addressed to the youngest students required special care. The process of preparing and conducting surveys among children aged 6-9/10 turned out to be very difficult. Partners of the Mentor 2.0 consortium tried various types of solutions, including graphic ones, to make it easier for the youngest children to work with the assessment. Nevertheless, almost all attempts to complete the survey turned out to be unsuccessful, as they could put too much pressure on the children and thus be unreliable. Also, the presence of parents when filling in the questionnaires made it necessary to cancel them, as caregivers often suggested answers to their children. The most important aim has been reached though, meaning making a space for very young people to share their views on formal, obligatory education and showing them that their opinions matter.

For the Mentor 2.0 project the most important was receiving answers to the surveys of the students of the secondary level education, and with particular three questions addressed (Questions 14, 15 and 16 below) only to the students of the upper secondary education.

In Poland the Center for Innovative Education surveyed 73 students, and of those:

- 45 were lower secondary level students;
- 28 were upper secondary level students.

In Spain, 29 respondents confirmed they are lower secondary school students and 21 respondents confirmed they are upper secondary school students.

In Italy, 20 respondents confirmed in the course of survey that they are lower secondary level school students. 20 surveyed students were upper secondary school students.

In Greece, the Mentor 2.0 consortium surveyed the total of 108 students, including 28 respondents in lower secondary level school, and 25 in upper secondary education.

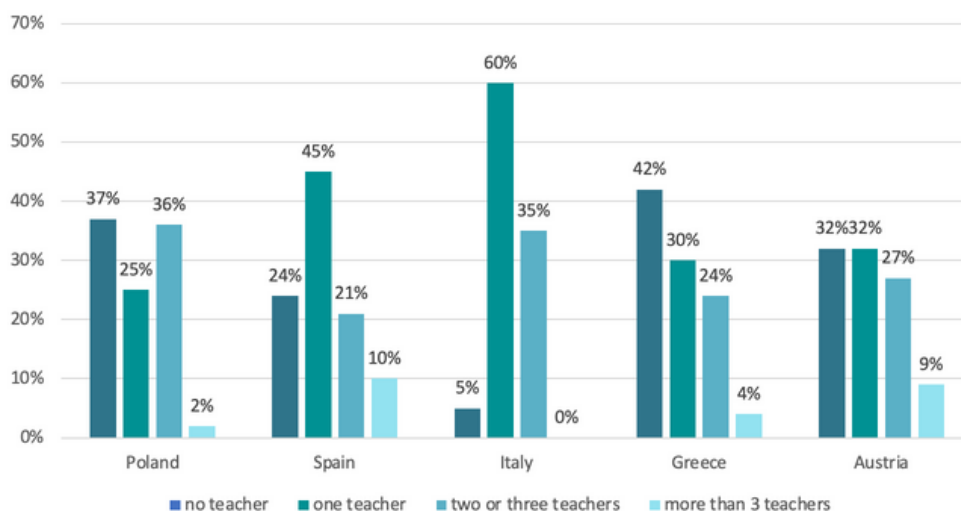
Austrian 68 students divided, as follows:

- 45 of lower secondary level students;
- 23 of upper secondary level students.

The Surveys for students included a total of 25 open-end and closed questions, of which 10 are presented below as an excerpt together with answers received.

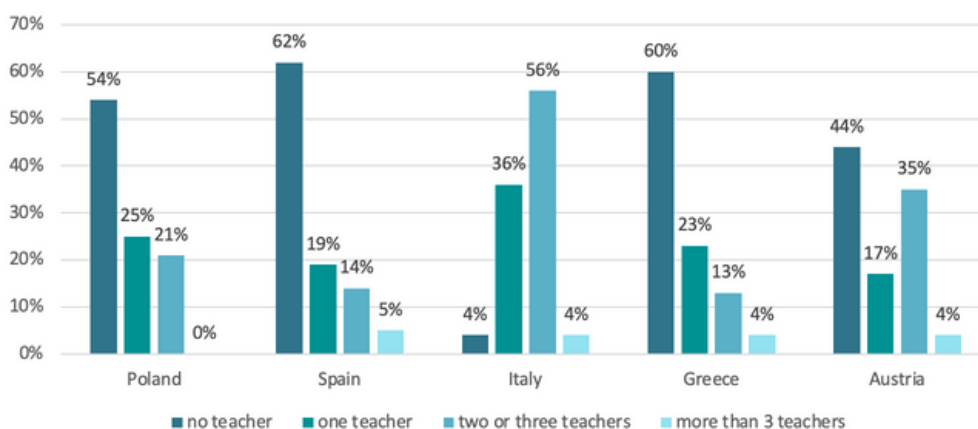
MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 8 (original numbering in the surveys): Do the teachers talk to you about your strengths / talents and how to develop them?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

Do the teachers talk to you about your strengths / talents and how to develop them?



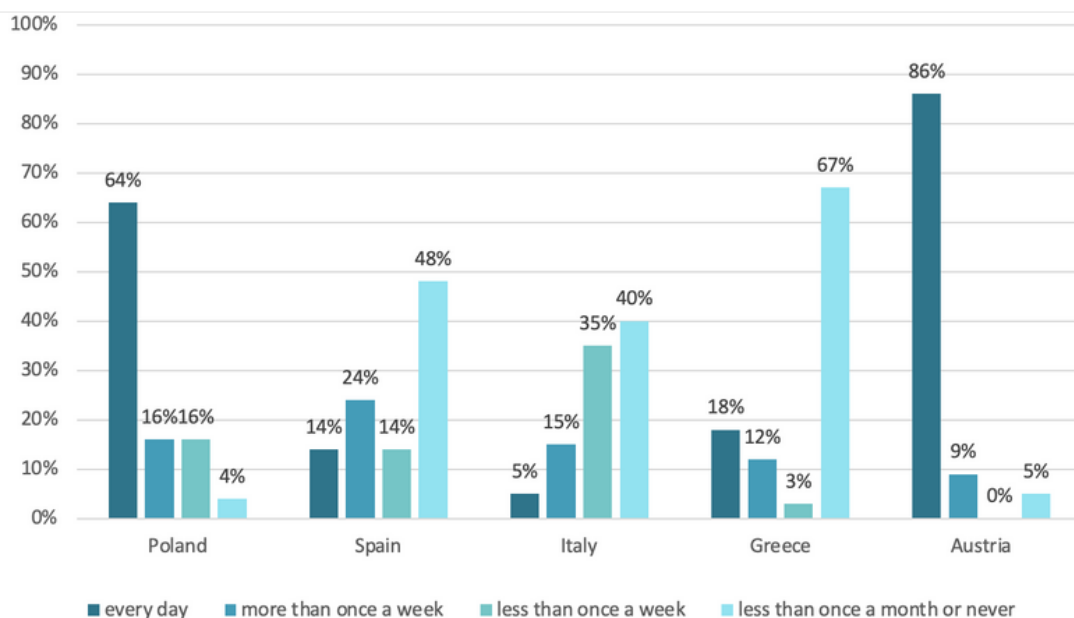
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

Comments:

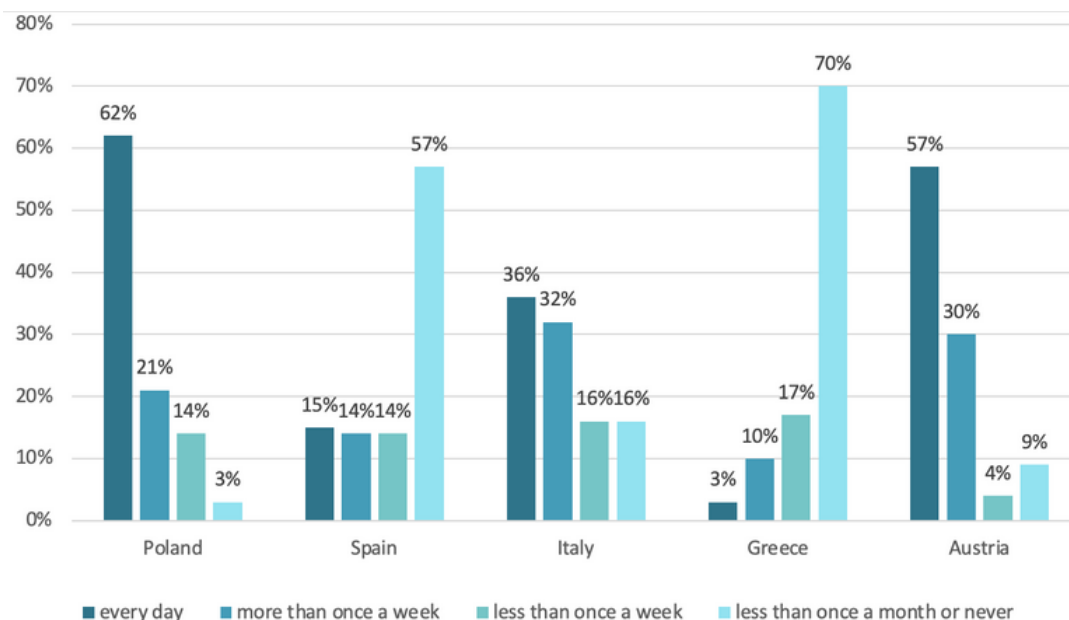
The original Mentor Pedagogy from which Mentor 2.0 project derives, is based on principle that each human being has her/his unique strengths and talents. Awareness of these individual qualities enhances process of learning and helps focus on those topics on which one can build his/her future educational and professional career. Hence it was important to diagnose if students are made aware of their strengths and talents in the educational process. Lack of such knowledge often leads to pupils concentrating on too many subjects leading to further disorientation about potential best pathway for development, discouragement and loss of internal motivation.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 9a (original numbering in the surveys): During lessons, you have the opportunity to ask questions?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



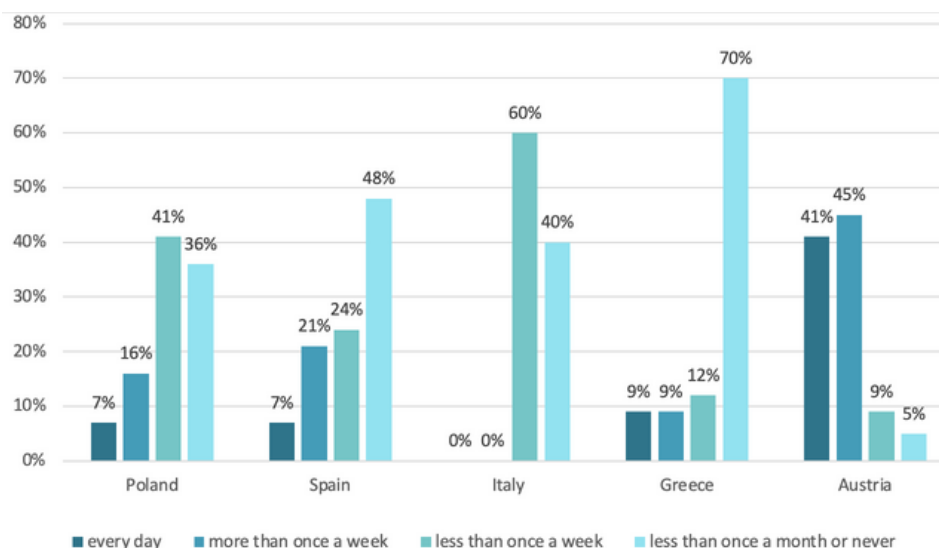
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

Comments:

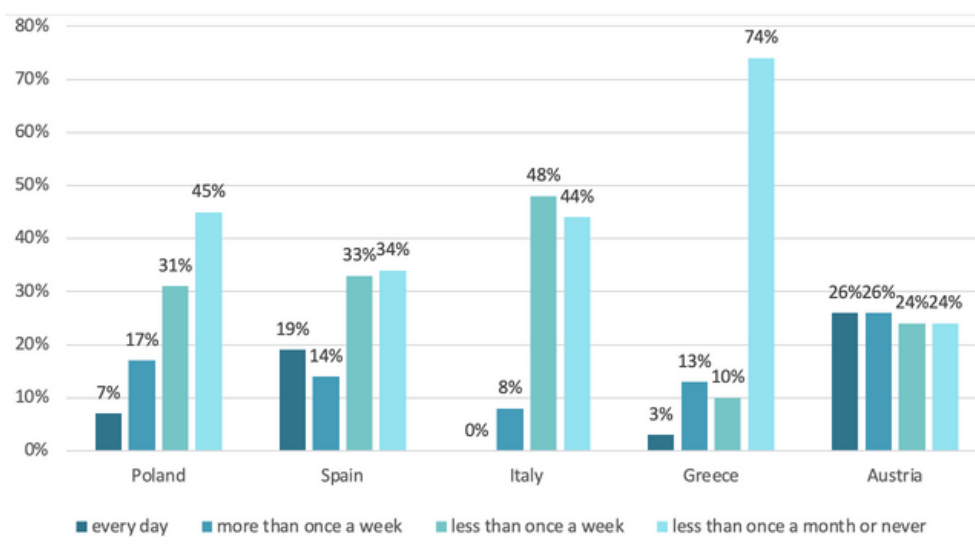
Possibility of taking part in discussion is important to enhance critical thinking among youth. This quality is ranked as 5th important among the employers (following Newman University Report) and the most important by 99,2% of employers taking part in NACE's Job Outlook 2018.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 9b: During lessons, you have the opportunity to work in groups?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



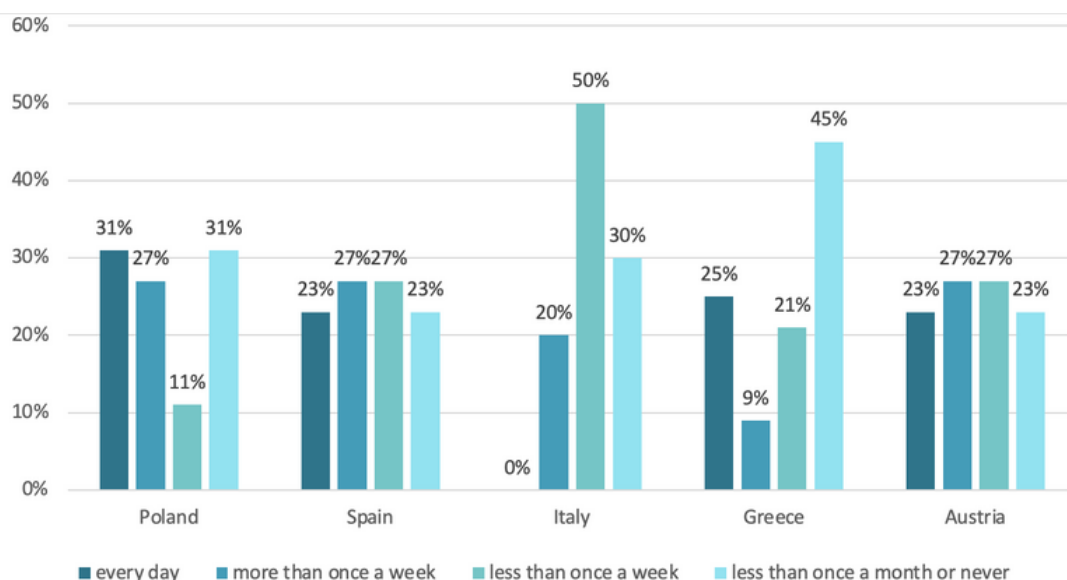
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

Comments:

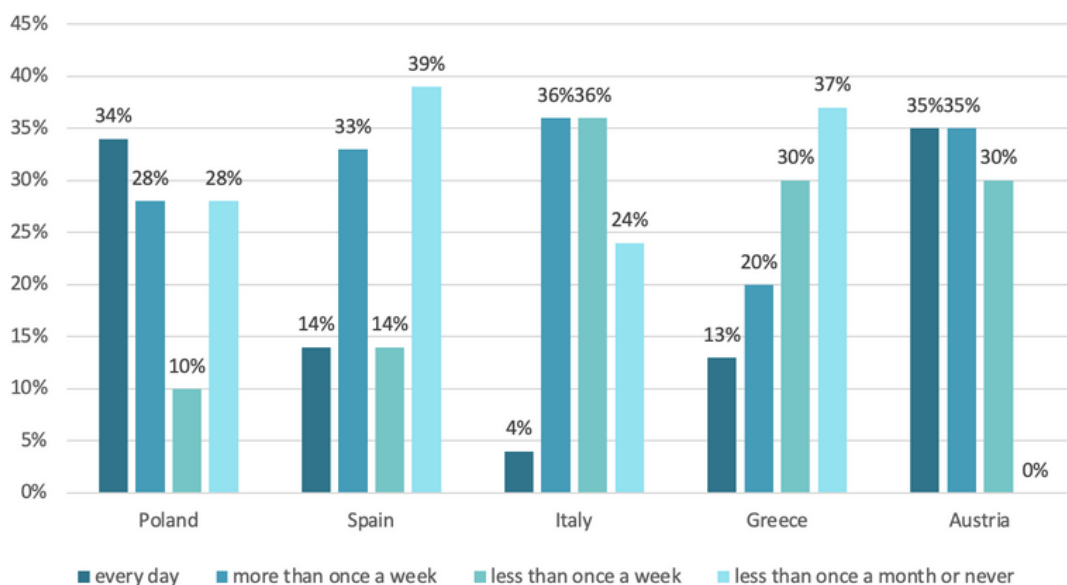
Despite teachers' effort to include more pair - or team oriented learning methods, apart from Austria, such model of learning is less than popular. The capability of working in groups is ranked as of the biggest importance among the employers (following Newman University Report) and ranked as one of the most important by 97,5% of employers taking part in NACE's Job Outlook 2018.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 9c: During lessons, you have the opportunity to participate in discussions?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



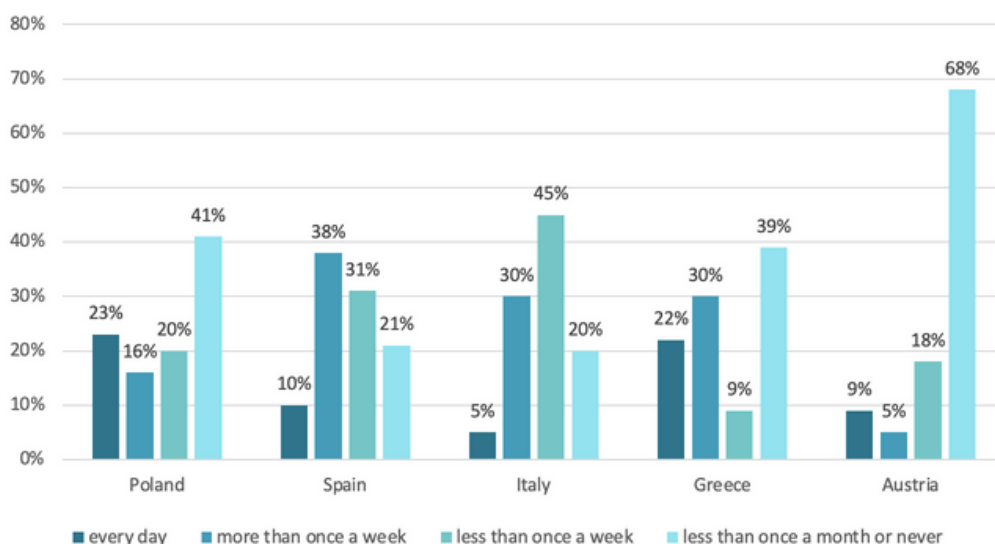
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

Comments:

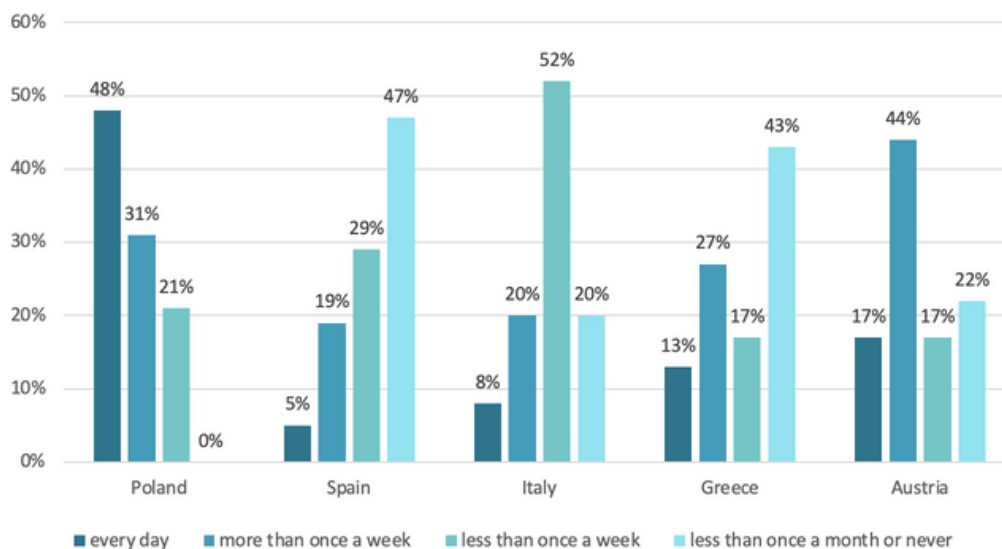
Such learning method as engagement in discussion is important to enhance critical thinking among youth. This quality is in increasing demand as the cross-functional skill as tracked by Following World Economic Forum's Report 2020: The future of jobs.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 9d: During lessons, you have the opportunity to express your views on a topic discussed in class?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



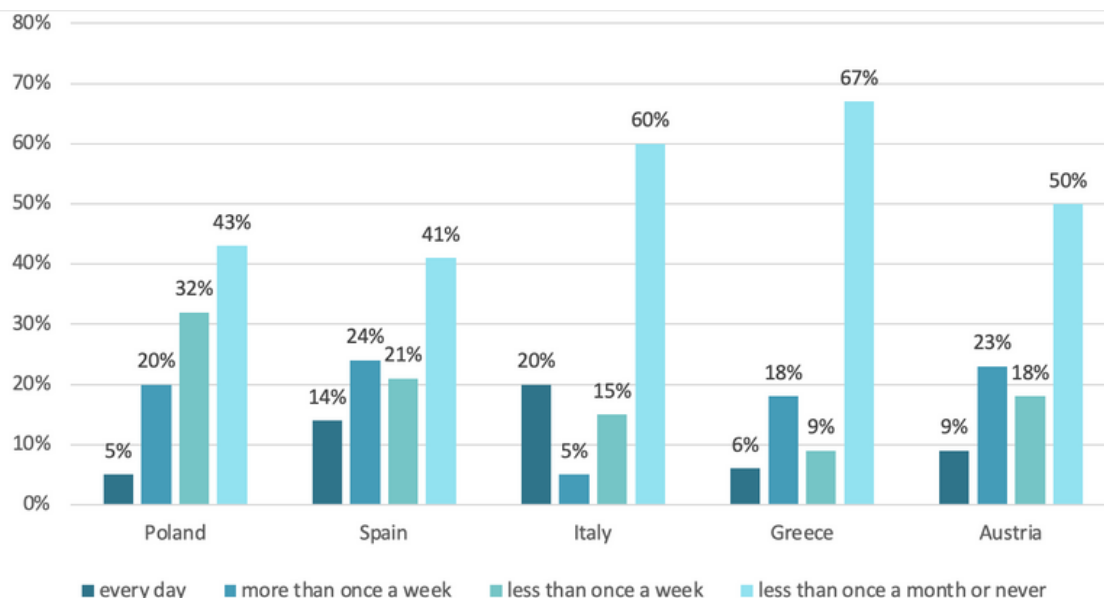
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

Comments:

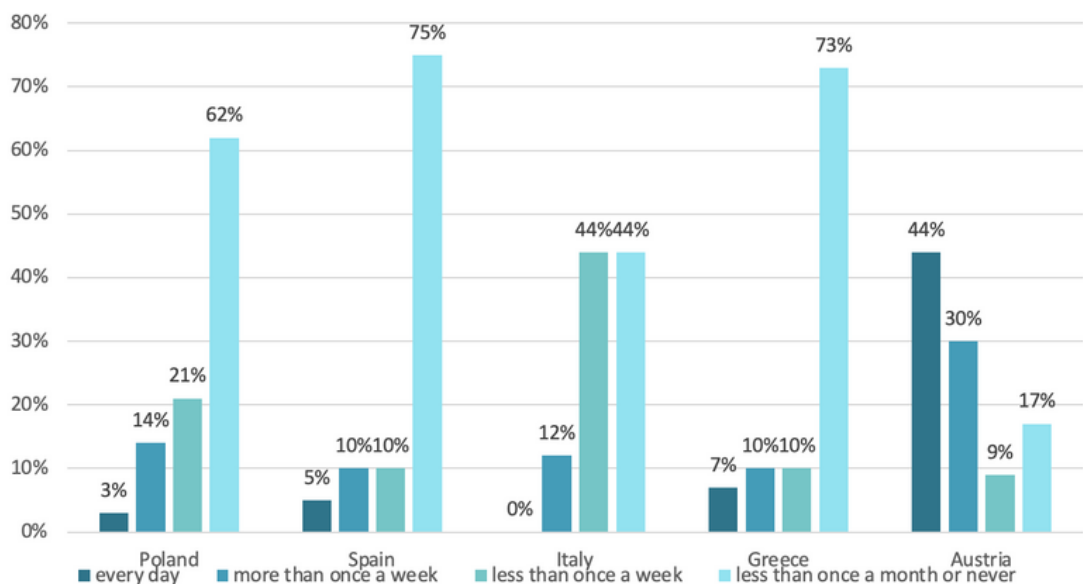
Giving students space in the classroom to share their views enhance critical thinking qualities, tolerance for other opinions and communication skills. Yet, in Spain, Italy and Greece it is not a common practice.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 9e: During lessons, you have the opportunity to use computers and the Internet in class assignments?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



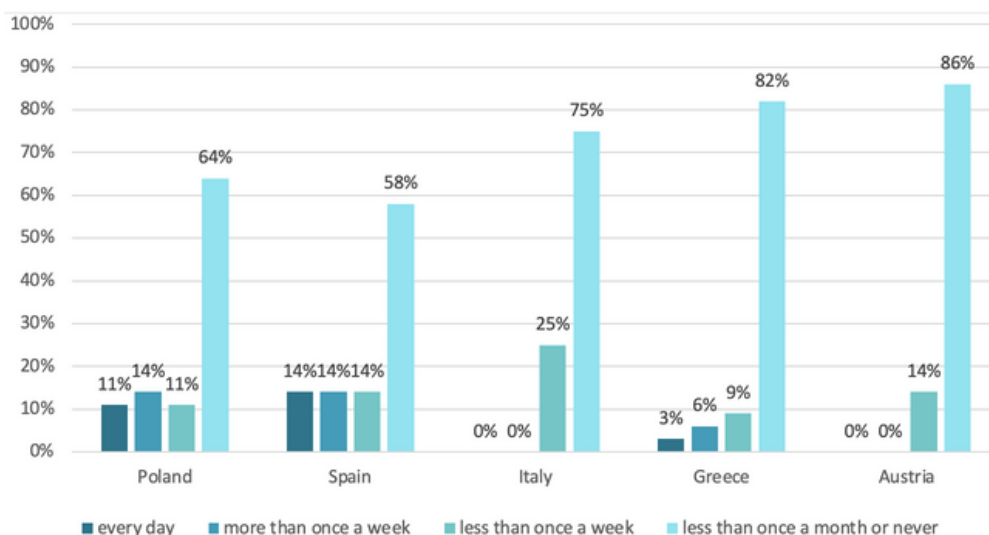
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

Comments:

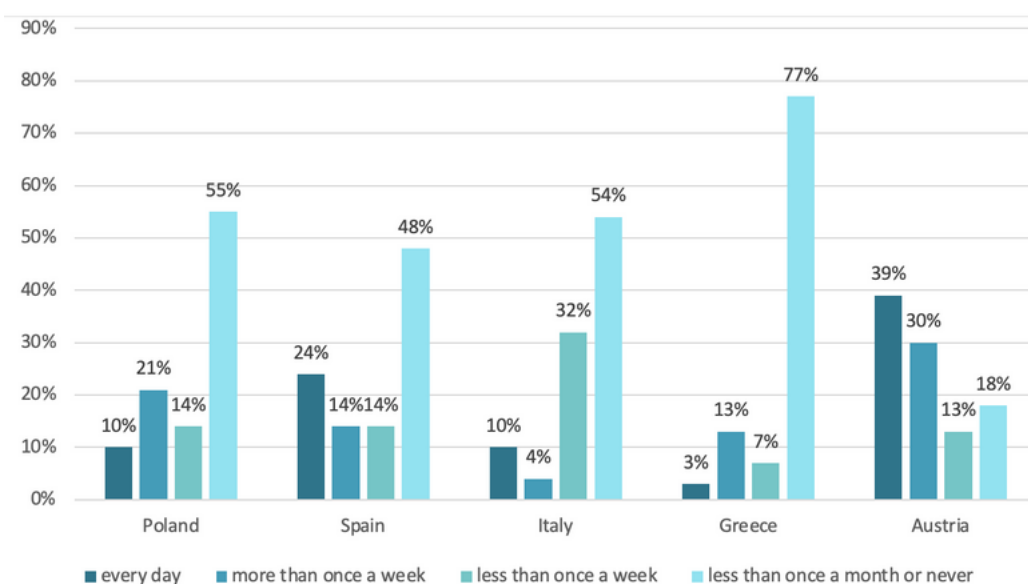
According to different analysis, the employers have already shifted 25%-40% of white-collar workers' posts into remote work. The growing trends of e-commerce, cloud computing and big data, as well as encryption are on the rise (also following World Economic Forum's Report 2020: The future of jobs). Yet, to formal education in Poland, Spain, Italy and Greece seem to stay reluctant to this fact.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 9f: During lessons, you have the opportunity to use smartphones for learning purposes?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

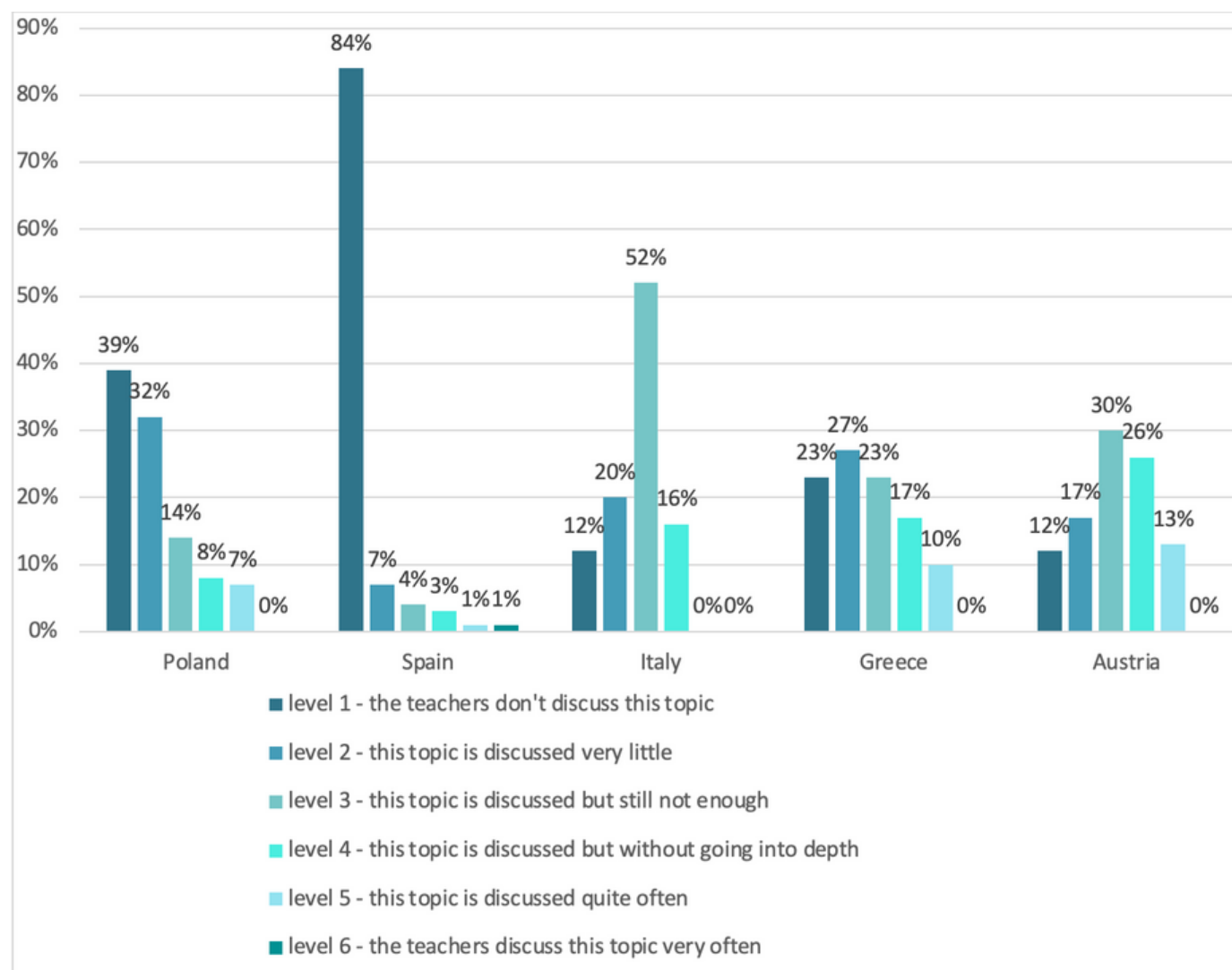
Comments:

Although excessive use of smartphones is not healthy, it is still a tool almost all adults use on daily basis. One of the reasons for reaching for the phone is to have an access to knowledge. Mentor 2.0 project's aim to enable teachers and students embrace the fact that smartphone is an element of our lives and it can also enhance the manner of learning. Also, by acknowledging its existence, schools could provide valuable practice for students regarding safety of using such device and risks related to its disproportionate usage.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 14 (original numbering from the survey): On a scale from 1 to 6, determine at what level teachers in your school discuss with you the emergence of new professions and changes taking place on the labour market? (where 1 is very low and 6 is very high level).

The above question was asked only to the students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria. The below graphics shows the results:

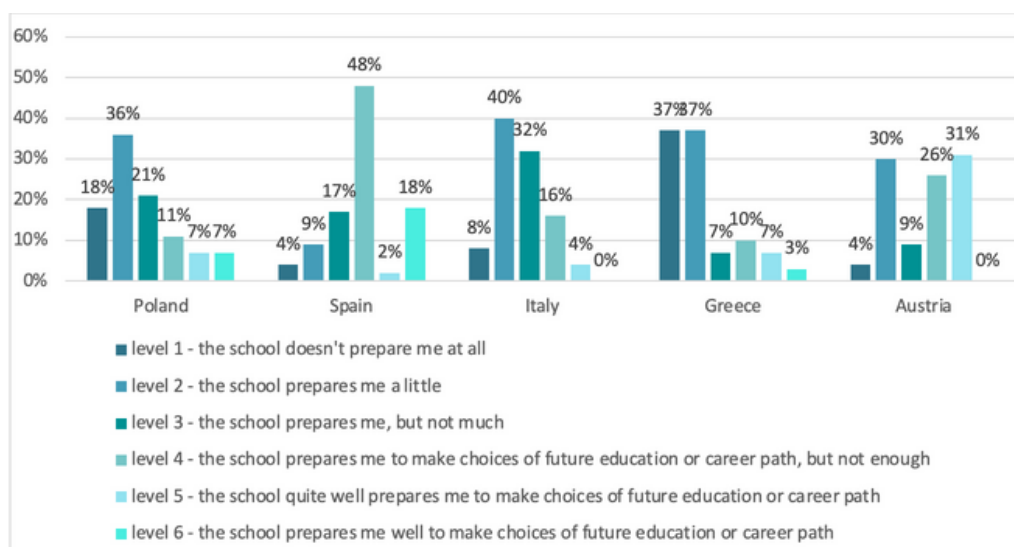


Students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria – in %.

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Question 15: On a scale from 1 to 6, determine at what level your school prepares you to choose a field of study and choose a profession. (where 1 is very low and 6 is very high level).

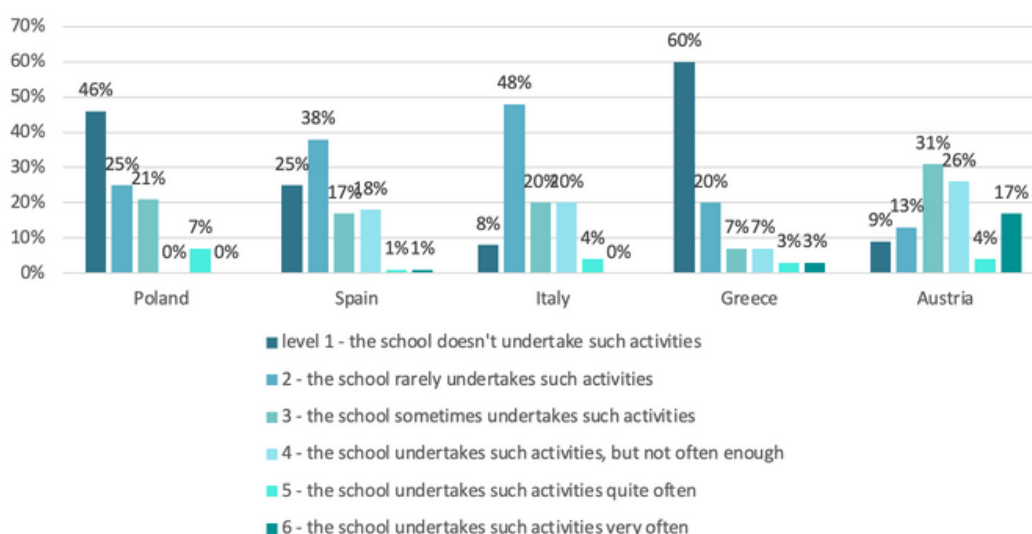
The above question was asked only to the students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria. The below graphics shows the results:



Students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria – in %.

Question 16: On a scale from 1 to 6, how often does your school undertake activities aimed at cooperation with employers? (where 1 means that the school does not take such actions, and 6 means that the school engages them very often).

The above question was asked only to the students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria. The below graphics shows the results:



MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS

Comments:

World Economic Forum's Report 2020: The future of Jobs informs that "the companies surveyed indicate that they are also looking to transform the composition of their value chain (55%), introduce further automation, reduce the current workforce (43%) or expand their workforce as a result of deeper technological integration (34%), and expand their use of contractors for task- specialized work (41%)." These are significant changes that result from digitalization, most importantly the Big Data, Cloud computing and e-commerce. It is essential that these topics are addressed in the formal school education if the youth are to be prepared for the labour market.

Conclusions

The educational system should adapt to a constantly changing environment in order to provide educators with the tools to help and support young people in navigating today's world. The research aimed to identify the main challenges in formal education, visible both from the perspective of students and teachers. On the basis of survey results, the partners of the Mentor 2.0 project further held in-depth interviews with students and teachers in all five countries of Mentor 2.0 project: Poland, Spain, Italy, Greece and Austria. Further they selected the MENTOR pedagogy tools in order to support teachers in the recognised gap areas as effectively as possible.

The results of the surveys conducted among teachers and students for the purposes of the Mentor 2.0 project indicate that both: teachers and young people view today's school as a place which does not sufficiently prepare youth to successfully and confidently enter the labour market or further pursue educational career. Such detachment can also be observed in terms of digital technologies in educational activities. The survey results show a discrepancy between the majority of teachers who say they use ICT every day, and the over 50% of students who say that they either never use digital tools in class or use them less than once a month.

Keeping track of the digital transformation is a hard duty: changes in the employment arrive quite fast and it is difficult for oneself to notice all new occurrences on the local, regional, national and international scale. However, this is not the task that has to be dealt alone by school communities. Their surrounding environment is there to deliver first-hand knowledge, the local business can inform on how it adapts to Green Deal and local and regional authorities are very interested in sharing information on the common challenges such as preparing to offshore investments.

The teachers declare willingness to further develop their skills in order to support motivation and perseverance among their students and better recognise their individual strengths and talents. The vast majority of pedagogues are highly motivated. We hope that the results of research presented herein by the consortium coordinated by the Center for Innovative Education within the Mentor 2.0 project will provide good background for discussions around NEF Caserta.

Authors: Gianluca Abbruzzese, Joanna Bochniarz, Miriam Lanzetta, María del Carmen López Cruz, Sonia Maravelaki, Irene Ojo, Mars Andreas Riepl

Contributors: Salvatore Di Gennaro, Astrid Kollmann, Raina Melissinou, Jakub Urbański

Under editorial of Joanna Bochniarz, Center for Innovative Education

MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS



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Project Information:

Project title	Mentor 2.0
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Project Coordinator	Center for Innovative Education (PL)
Project Partners	FEMXA Formación S.LU (ES) Lascò Srl (IT) Kyttaro Enallaktikon Anazitiseon Neon KEAN (GR) GTN - Global Training Network GmbH (AT)

Social Media:

Facebook	@Mentor 2.0 - Erasmus+ project
LinkedIn	@projectmentor2-0

Project Mentor 2.0 is co-funded by the Erasmus+ Programme of the European Union.

Project Partners:



SPARKS

Sparks

The COVID-19 pandemic had a significant impact on the educational pathways of almost 1.6 billion learners (UNESCO, 2020), posing unprecedented challenges for education and training providers to ensure the continuity and quality of teaching and training services in the midst of profound disruption. In this context, scholars acknowledged the risk of a hysteresis of the COVID-19 crisis in education (Saavedra J., 2020), as a 'long-term learning loss' due to the erosion of learners' basic academic skills, the difficulty in re-engaging with educational activities and, consequently, their demotivation as they fall further behind and the curbing of their educational aspirations due to the uncertainty of the learning environment (OECD, 2020). The OECD highlighted the need to focus on keeping students engaged in learning to limit hysteresis, a mission that has required education and training providers not only to adopt system and technology innovations, but also to rethink their strategies in digital environments. The Sparks project, Strategic Partnership for Digital Education Readiness co-funded by the Erasmus+ Programme of the European Union, aimed to respond to these needs through new gamification-based tools to design and deliver innovative and engaging learning experiences that leverage game elements to increase learners' motivation.

A consortium of six organisations - Bexley C-Level IT, Center for Innovative Education, ECOS, Femxa Formación, KEAN and Lascò (Coordinator) - directly engaging over 1.200 VET experts and learners, developed the following main results:

1. A transnational research identifying 48 best practices of gamified education - validated by 304 VET experts via an online survey - and collecting needs and requirements for gamified programs in digital environments, gathered via focus groups with 144 VET professionals and learners;
2. A Conceptual Framework to design gamified e-learning programs, built on the research findings, literature review and interviews with 80 VET learners. The Framework was validated with 138 VET experts through interviews;
3. Templates of Gamified E-Learning Programs, developed with 133 participants through Co-design Labs. The Templates detail all the necessary information to design and deliver a Gamified eLearning Program.
4. A Gamified E-Learning Platform (<https://app.projectsparks.eu/>) to let teachers and trainers create, deliver and manage gamification-based e-learning programs. The platform, available in English, Greek, Italian, Polish, Portuguese, Romanian and Spanish, was tested by 222 VET experts and 120 students, whose feedback and suggestions guided the final refinement and launch of the product. 87% educators and 89% students would recommend the platform to colleagues or peers.
5. Support materials, such as E-Learning Modules for teachers and trainers, a User Manual for students, Video-tutorials for VET providers, and a Use Cases Collection, through interviews with 30 educators.

More information at <https://projectsparks.eu/>.

SPARKS | Project no. 2020-1-IT01-KA226-VET-008813



MEET NEW EDUCATION FORUM + PROJECT



Digitally enhancing Outdoor Learning for VET

NEF+ | Project no. 2020-1-PL01-KA226-VET-095905

New Education Forum+ (NEF+) is a project that aimed to combine the innovation of Outdoor Education with digital education in order to promote Outdoor Learning as a pathway to the development of transversal competences in Vocational Education and Training (VET). The project was created for the need to digitize the methodology of Outdoor Learning and to create open free access to materials on the methodology and learning about good practices as well as the development of the VET sector in this field. The activities planned under the NEF+ project focus primarily on developing and making available innovative digital solutions tailored to the needs of regional partners to support the implementation of Outdoor Learning in Europe.

NEF+ combines the strengths of Outdoor Learning and Digital Learning, creating new pathways for the VET sector, while maintaining high quality and effectiveness of training. The project is a revolutionary and innovative solution for disseminating information about the method using digital tools, thanks to the creation, after 2 years of implementation of the project, of a space for professional development of VET practitioners, as well as broadly understood educators and people interested in the method of Outdoor Learning.

The project was aimed at:

- VET providers and related professions who are already active in the field of vocational training, but not fully aware of the opportunities that Outdoor Learning brings, or are interested in this area;
- Experts and professional institutions that, through their training activities, will support the dissemination of Outdoor Learning as a tool;
- Politicians and decision-makers at regional and European level to raise awareness of the value of Outdoor Learning for vocational education.

Project Partners:



MEET NEW EDUCATION FORUM + PROJECT

During the 2-year project implementation:

- We made review of available literature and research on Outdoor Learning;
- We have created a list of good practices that are an inspiration and a reference point for the implementation of Outdoor Learning in formal education;
- We organized 4 of the 2 planned Multiplier Events;
- We have published a guide with recommendations on the use of Outdoor Learning for VET.;
- We have opened a YouTube channel where we share interviews with experts on the method of Outdoor Learning, materials on the method itself, as well as videos from experts sharing good practices of the method of Outdoor Learning.

Digital Library:

An open free digital library, it contains a repository of resources, good practices, and materials on Outdoor Learning. The library allows you to familiarise yourself with the subject and apply the individual tools to your daily work in education.

Resources in Outdoor Learning

An online repository of resources, good practices, and material regarding Outdoor Learning, created within the NEF+ project, co-funded by the Erasmus+ Programme of the EU.



Background of Outdoor Learning

Literature, theory, and research on Outdoor Learning.



Good Practices

Good practices examples and recommendations for implementation.



Outdoor Learning Live!

Testimonies and Field examples of Outdoor Learning experiences.



Policy Framework

Policy reviews, guidelines and regulatory recommendations.

The library has been divided into 4 parts:

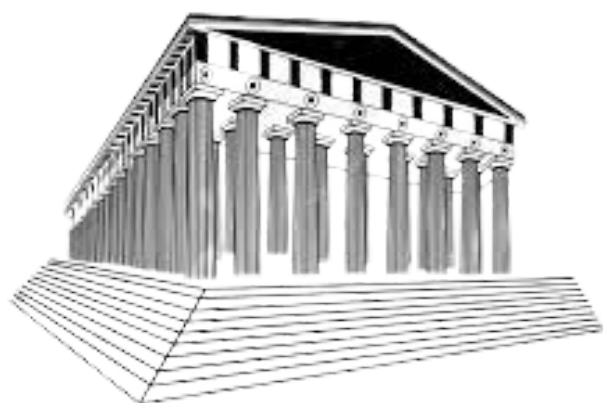
- **Background of Outdoor Learning** - you will find here all reports that were created during the 2-year implementation of the project, but also materials developed during the implementation of other projects based on the method of Outdoor Learning;
- **Good Practices** - perfect place where you will learn about many different approaches and varieties of Outdoor Learning. We have placed in this tab the NEF+ Consortium good practices of Outdoor Outdoor Learning in Europe. In the tab there is a map that shows different approaches of the method with work with different target groups.;
- **Outdoor Learning Live!** - you will find here all materials published on the YouTube channel;
- **Policy Framework** - we have put here 3 parts of the Guidelines, thanks to which you will be able to implement the method of Outdoor Learning yourself.

The NEF+ consortium partners already have 3 years of shared experience with the FOLM project, which used an innovative approach to learning in close contact with nature to enhance key competences in the area of employment.

Get to know the NEF+ project and join our community!

Download the available materials for free and implement the Outdoor Learning method in your region!

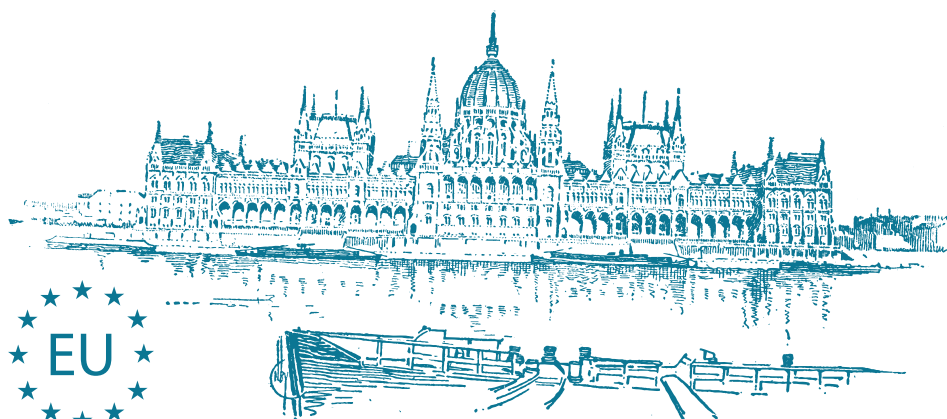
INVITATION TO THE NEW EDUCATION FORUMS



October 2023

Athens

Greece



December 2023

Brussels

Belgium

Stay tuned! More information coming soon.



New Education Forum Caserta

Teaching and learning in a changing world:
preparing for a paradigm shift in formal education

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