





New Education Forum Athens



Smart Schools and Circular Cities:

Digitalizing Learning for a Sustainable Future



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

























Mentor 2.0 is co-funded by the Erasmus+ Programme of the European Union. Project no. 2021-2-PL01-KA220-SCH-000049306

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TABLE OF CONTENTS



3	Table of contents
4	Forward letters
7	Agenda of the New Education Forum Athens 2023
11	Speakers
17	MENTOR pedagogy and Mentor 2.0 project
42	University of Piraeus
43	GreenHive
44	Invitation to the New Education Forum Brussels

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FOREWORD









Jorge GIMENO PAWLOWSKI

Chairman of the Board, Center for Innovative Education

Policy recommendations and partnerships are crucial for the effective integration of the circular economy concept into the formal education system. Policy recommendations play a vital role in advocating for necessary policy changes, informing policymakers, and building social support for CE. Collaboration between various stakeholders, including government, education institutions, businesses, and civil society, is essential for the efficient implementation of CE practices within education, ensuring that CE principles become an integral part of the curriculum and educational infrastructure. Sustainability is the cornerstone of the green deal and the future of the European economy. We must introduce these concepts all around EU formal educational systems, and prepare future generations to understand and be able to further develop a system based on a Circular and Sustainable Economy.





Domna MICHAILIDOU

Deputy Minister for Education, Religious Affairs and Sport

Today, we are here to lay a solid foundation for an initiative that concerns us all! Regardless of which side of this initiative we are on, whether it's the government, educators, organizations, parents, or guardians, our responsibility is essential, and our cooperation is crucial. The role of educators is changing because society itself is changing. Challenges are evolving and increasing, especially for the new generation, who are called upon to navigate increasingly competitive environments. Through the New Education Forum and Mentor 2.0 program, we approach the role of educators not only as transmitters of knowledge but as real inspirers, guides, and strong allies for adolescents and young people on their path to a successful professional and social life. We stand alongside educators with the commitment to inform, sensitize, educate, guide, and provide them with the motivation that will transform them into beacons of knowledge and inspiration in the lives of their students.









FOREWORD







Christos Kellas

President of the Standing Committee on Cultural and Educational Affairs, Hellenic Parliament

In the digital age, learning incorporates new technologies. Digital innovation has demonstrated the power to complement, enrich and transform education, in order to promote universal access to learning. Smart schools take the place of traditional ones and learning experience gets much more interactive, dynamic, and creative! Being the

President of Greek Parliament's Standing Committee on Educational Affairs, I couldn't be more interested in this transformation of education, and I really look forward to participating in New Education Forum!





Stavros MILIONIS

CEO, KEAN

Caring for the future of our children is the primary obligation of our present. Educators are our allies in the learning experience of children and adolescents, and we must perceive them as such so that they, in turn, can act as allies to our youth. We are here to assist in building an educational system that promotes not only knowledge but also the defence of the principles of freedom, equality, and social justice.













FOREWORD



Prof Michail SFAKIANAKIS

Rector of the University of Piraeus

The role of the teacher has always had a special dynamic, called upon, depending on the actual circumstances, to form integrated personalities with a moral foundation, innovative spirit and practical skills, through a process of education and learning, so that young people, our children, are able to meet the future challenges of society.

In the educational institutions of young people, such as the University of Piraeus, we are working today, more than ever before, to systematically promote the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young people. To achieve this we are listening, adapting, changing, reinventing, replacing, reshaping the educational process and maintaining our optimism and confidence in the younger generation, because they deserve it!



Digitalizing Learning for a Sustainable Future







Agenda of the New Education Forum Athens

17 th of OCTOBER 2023

The New Education Forum Athens

Smart Schools and Circular Cities: Digitalizing Learning for a Sustainable Future

This conference will explore the intersection of smart cities and smart citizenship, the role of schools in the circular and climate-neutral economy, the development of digital and green competencies, and the digital transformation of education. It aims to foster discussion and collaboration among educators, city planners, policymakers, technology experts, youth and other stakeholders interested in leveraging digital systems and sustainable practices to create smarter and more environmentally conscious communities.

Three Key Themes:

Smart Cities for Sustainable Schools: Exploring how smart city initiatives can help schools integrate circular and climate-neutral economy principles, i.e. by ensuring energy-efficient technologies in creating sustainable and environmentally friendly school environments. Placing emphasis on raising awareness on waste reduction, resource efficiency, and sustainable consumption among new generations. Discussing the role of schools in promoting circular and climate-neutral practices within communities.

This theme aligns with the EU's Circular Economy Action Plan, according to which, "the transition to a more circular economy is an essential part of the European Green Deal." Further, the EU's Education and Training 2020 Strategy, also aims to provide quality education and promote sustainable development. The conference contributes to the strategy's objective of fostering sustainable practices among European citizens. As stated in the strategy, "sustainable development is a core element of the European Union's cooperation in education and training."

Digital Learning Empowering Students as Agents of Change: Examining how digital technologies can enhance learning experiences and promote green transition and sustainable development in schools. Discussing innovative approaches such as online platforms, artificial intelligence, virtual reality, gamification, and collaborative tools for engaging students in circular and climate-neutral economy concepts. Highlighting the importance of student engagement and empowerment in driving sustainable practices within schools and communities. Discussing student-led initiatives, project-based learning, and the use of digital tools to inspire students to become active participants in the circular and climate-neutral economy.

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Agenda of the New Education Forum Athens

This theme recognizes the role of schools in promoting circular practices within communities and empowering students to become active participants in the circular and climate-neutral economy, aligning with the EU's Education and Training 2020 Strategy's goal of fostering active citizenship and promoting sustainable development through education. Further, as stated in the Digital Education Action Plan, "Digital technologies and digital competence are essential for participation in modern society, where knowledge is increasingly digital." Moreover, this theme recognizes the importance of student engagement and empowerment in driving sustainable practices within schools and communities, which is in line with the Digital Education Action Plan's (DEAP) emphasis on fostering active citizenship and digital competencies. DEAP states that "digital education plays a key role in empowering people of all ages to be active citizens and to participate fully in society, through the acquisition of digital skills and competencies." By discussing student-led initiatives, project-based learning, and the use of digital tools to inspire students to become active participants in the circular and climate-neutral economy, the theme aligns with the objective of empowering students to utilize digital technologies for positive change and active citizenship.

Policy and Governance, collaboration, and partnerships in school modernisation: Addressing the gaps between labour market needs and the delivery of quality education. Exploring challenges, opportunities, and best practices for collaboration between education institutions, local governments, and technology providers. Emphasizing the crucial role of cross-sector collaborations and partnerships among schools, businesses, research institutions, and community organizations to bridge the divide and promote sustainable practices and digital learning in today's dynamic labour market. By focusing on collaboration between education institutions, local governments, and technology providers, the conference aims to drive positive change, foster partnerships, and address the pressing issues in school modernization and the delivery of relevant education within smart cities.

This theme recognizes the importance highlighted in the European Green Deal, that "it requires the involvement of all stakeholders, including national, regional, and local authorities, civil society, industry, and citizens." Thus, it focuses on discussing challenges, opportunities, and best practices for such cross-sectorial collaboration reflecting the importance of fostering partnerships and working together to drive positive change in school modernization and sustainability efforts within smart cities.

By exploring these interconnected themes, the conference aims to inspire innovative ideas, share experiences, and foster collaboration to create smart, sustainable schools within circular cities while harnessing the potential of digital learning.







8.30 — 9.00

Registration: Conference and Ceremonies Hall, University of Piraeus, Athens, Greece

9.00 - 9.20

Welcoming statements.

• Stavros MILIONIS
CEO, KEAN

Domna MICHAILIDOU

Deputy Minister for Education, Religious Affairs and Sport

Christos KELLAS

President of the Standing Committee on Cultural and Educational Affairs, Hellenic Parliament

Prof Michail SFAKIANAKIS

Rector of University of Piraeus

Prof Nikolaos FARNTOURIS

European Chair Jean Monnet, University of Piraeus

Jorge GIMENO PAWLOWSKI

Chairman of the Board, Center for Innovative Education

9.20 - 10.40

Panel I: Policy and Governance, collaboration and partnerships in school modernisation

Moderated by:

Joanna BOCHNIARZ

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

Students' representative:

Vaggelis CHIRAS

Dr Dimitris GKOTZOS

Teaching Fellow | Department of Digital Systems, University of Piraeus.

Anastasia POULIOU

Cedefop Expert in qualifications and credentials - Future of VFT

Eirini SAMPSON

PhD Researcher, Imperial College, UK | Onassis Scholar | EU Climate Pact Ambassador | Founder, Sustainability for Students

Agenda of the New Education Forum Athens

10.40 - 10.50

Mentor 2.0 presentation

Miriam LAZETTA

Project Manager, PMP®, GPM-b™. PM Consultant & Instructor Lascò

10.50 - 11.20

Networking break

11.20 - 12.50

Panel II: Smart Cities for Sustainable Schools: How can smart city initiatives be effectively integrated into schools to promote sustainable practices and create environmentally friendly learning environments?

Moderated by:

Alexandros BREGIANNIS

Public Sector & ICT Executive Director at NOVA

Students' representative:

Marios-Haralampos PALATIANOS

Demetrios SAMPSON

Professor | Director MSc Program in Digital Learning | Director Research Lab Digital Systems for Learning and Education, Department of Digital Systems, University of Piraeus, Greece

Dr. Sofoklis SOTIRIOU

Head of R&D Department of Ellinogermaniki Agogi

Evangelia SAVVIDOU

Coordinator of the U.N. Sustainable Development Solutions Network - Youth, Black Sea (SDSN Youth Black Sea) | Medical Doctor

12.50 - 14.40

Lunch break









Agenda of the New Education Forum Athens

14.40 - 16.10

Panel III: Digital Learning Empowering Students as Agents of Change: What role can digital technologies play in enhancing sustainability education in schools within the context of smart cities?

Moderated by:

Andreas RIEPL

eEducation, Federal Ministry of Education, Austria

Students' representative:

Pavlina KARAKASSI

Dr Martin DOUGIAMAS

CEO & Founder, Moodle, Australia & Honorary Doctor, Department of Digital Systems, University of Piraeus, Greece

Dr Christina KONTOGOULIODOU

Head of International Relations Office, University of Piraeus, Greece

Maria GKOUNTOUMA

EU Policy Assistant, EAC.C4, Digital Education, European Commission, Brussels, Belgium

16.10 - 16.25

Questions from the audience

16.25 - 16.40

SUMMARY and closing remarks







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











Joanna BOCHNIARZ

General Director of the Center for Innovative Education



Alexandros
BREGIANNIS
Public Sector & ICT Executive
Director at NOVA

CEO of the Center for Innovative Education and co-creator of the New Education Forum. She has been developing educational programmes for school communities, businesses, and national and regional governments since 2004. Previously a business lawer at national law firm (1994-2009); she is a University of Warsaw and ESADE Business School alumni.

Alexandros is the CEO of Nova ICT that leads innovative projects for the automation and digitalization in the Greek public and private sectors. He joined Wind in February 2021 as Public Sector Business Development Director to develop the ICT and technology projects and in March 2022 he took over the role of Public Sector & ICT Executive Director in the joint management team of Nova – Wind and was also appointed Group Public Sector & ICT Advisor for United Group. He is a graduate of the Department of Physics, University of Patras, holds a Master's Degree (MSc) in Medical Physics, and a Master's Degree in Business Administration (MBA) from the Athens University of Economics and Business.



Dr Martin DOUGIAMAS

CEO & Founder, Moodle, Australia & Honorary Doctor, Department of Digital Systems, University of Piraeus, Greece

His main work - managing the business and development of Moodle, the well-known open source learning platform. The project strong on values: including education, openness, respect, integrity and innovation. "We have brought together thousands of people globally to help support and improve the Moodle learning platform, used by two-thirds of higher education and countless schools and workplace reaching hundreds of millions of people around the world". They produce Moodle LMS, Moodle Workplace, Moodle Apps, MoodleCloud, MoodleNet, Moodle Educator Certifications and more. In recent years he became interested in helping to drive the wider education technology ecosystem and started the Open EdTech Foundation. https://openedtech.global



Vaggelis CHIRAS

Student Representative



Vaggelis Chiras is a student at the 2nd general high school of Chalandri in Athens. Is a member of the environmental program "mastic the tree of Chios unique & precious", the book club, 2022-2023 "the Greece of Oto, WW2", the model of the United Nations club, 2022-2023 and teens debate program. Has attended several courses like, UNCC:ELEARN on energy efficiency ship operation, OPENWHO regarding cholera and UNICEF AGORA regarding children in migration processes. Has served as representative of the Republic of Croatia at the MSKMUN 2023 in the WHO committee.











Jorge GIMENO PAWLOWSKI

Chairman of the Board, Center for Innovative Education, Director of Atland Consulting

Chair of the Supervisory Board of the Center for Innovative Education, Director of Atland Consulting and Strategic Impact Advisor. He has been working in sustainability and social impact since 2005, creating high-impact international projects and advising executives and boards on ESG and impact strategies. He is an alumni of ESADE, LIC and ESIC. Jorge is the chief advisor at Atland Consulting, creating vision and impact strategy for his clients. He is also an expert in institutional relations and public affairs, essential for achieving major objectives. Atlands' clients include OSCE, EIT Food and the Croatian Institute of Research IRMO, among others.



Dr Dimitris GKOTZOS

Teaching Fellow | Department of Digital Systems, University of Piraeus.

Dr Dimitrios Gkotzos is a Teaching Fellow in Digital Systems in Education for Sustainable Development at the Department of Digital Systems of the University of Piraeus. He holds a PhD in the use of ICTs in Education for Sustainable Development (University of Crete, Greece). For 10 years he served as an Environmental Education Officer at the North Athens Directorate of Primary Education. He has experience from participation as a researcher in several EU-funded projects and he has taught courses in various universities in Greece and Cyprus as an adjunct lecturer. He has been involved in various activities for engaging school learners and youth in capacity-building, environmental awareness and action across Greece.



Maria GKOUNTOUMA

EU Policy Assistant, EAC.C4, Digital Education, European Commission, Brussels, Belgium

She joined the European Commission in 2018. She has been working on the Digital Education Action Plan, leading action 6 on Al and emerging technologies, among other tasks, and on the Digital Europe Programme. She is a cybersecurity ambassador and has also worked on the digital transformation strategy of the Institution. Before the EC, she had been working in the Greek Ministry of Education, as an education expert in environmental education. Her academic background includes Bachelor and Master Studies in linguistics, adult training, communication, public administration, ICT in education and open e-government. She has publications in education, ICT, communication, and humour studies.



Pavlina KARAKASSI Student Representative

Pavlina Karakassi is 19 years old and currently attends the Department of English Language and Literature of the Kapodistrian University of Athens. What she likes most from the department is the English literature branch, which she hopes to follow professionally. Has participated as a coach in the Teens Debate organised by Xyntaraki Language School and loves taking up fun projects related to teaching and coaching younger kids.









Christos KELLAS
President of the Standing
Committee on Cultural and
Educational Affairs, Hellenic
Parliament



Dr Christina
KONTOGOULIDOU
Head of International Relations
Office, University of Piraeus,
Greece



Christos Kellas is an MD anesthesiologist, was Assistant Professor at the Technological Educational Institute of Larissa and elected representative and Vice President of Larissa Medical Association. Has served as President of the Organization of Social Policy and Vice Mayor for administration, social policy, finance, Municipal Police and Citizens Serving Centers of the Municipality of Larissa. Since 2012 is a member of the Parliament while this year became President of Parliament's Standing Committee on Educational Affairs, responsible for matters of the Ministry of Education, Religious Affairs and Sports, and the Ministry of Culture.

Dr Christina Kontogoulidou is Adjunct Lecturer at the University of Piraeus at IT, Health Management and Health Economics. For the last 28 years has been Head of International Relations and European Programs Office, managing the European funding Programs, coordinating the mobility program Erasmus+ for which has received the title "Erasmus Minister" from the EAEC, while participating in co-financed European and Researching Programs as Coordinator for the Consortium of 6 Greek and 45 non-European Universities under the Erasmus + ICM KA1. Since 2021, is an advisor to the Regional Governor of Western Macedonia on European & Research Programs and International Relations issues.



Miriam LANZETTA
Director of the EU Projects Unit,
Lascò



Domna MICHAILIDOU
Deputy Minister for Education,
Religious Affairs and Sport

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 cofunded 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.

Dr Domna Michailidou is an academic economist working on economic development and financial crises. She has been Reform's adviser to the Prime Minister on a series of issues related to structural reforms and financial markets. She worked for the OECD in Paris and Athens. Between 2010 and 2016 she taught several courses on Macroeconomics and Economic Development at the University of Cambridge and UCL's School of Public Policy. She holds an MPhil and a PhD on Financial and Development Economics from the University of Cambridge.













Stavros MILIONIS
CEO. KEAN

Stavros Milionis is the founder and President of KEAN, the Cell of Alternative Youth Activities, a role he has held since 2004. He also serves as the Deputy Secretary of International Relations at OME-OTE. In the past, he has held positions as the President of EETE-OTE and the "Antonis Tritsis" Environmental Awareness Park. Stavros is deeply committed to volunteerism and civil society issues. He pursued studies in Physics and Telecommunications and currently holds the position of Head of the Public Sector and European Programs at OTEGLOBE.

With a substantial background in the business sector and a strong dedication to social initiatives, Stavros is the visionary behind the establishment of Diversity Charter Greece



Anastasia POULIOU
Cedefop Expert in qualifications
and credentials - Future of VET

Anastasia Pouliou is currently leading the Agency's research on Microcredentials for labour market education and training, learning outcomes and the Future of VET in Europe. She is involved in other Cedefop activities (including the coordination of developments on national qualifications frameworks and the TVET-Interagency group on the Future of VET). Before joining Cedefop she worked as an Educational Consultant in the Ministry of Education and Religious Affairs and as a head of the European Affairs Unit in the Organisation for Vocational Education and Training (Greece).



Marios-Charalampos PALATIANOS

Student Representative

In earlier years, Marios-Haralampos initiated studies at the University of Thessalia in Lamia in the department of Mathematics. However, soon he made a decision to enrol at Mediterranean College. Currently, Marios-Haralampos has completed the first year of studies in the Department of Mechanical Engineering. His interest lies greatly in environmental education and the advocacy environmental preservation through education and learning. As a young individual, he's especially interested in conserving energy and simultaneously safeguarding the environment, advocating for the use of renewable energy sources whenever feasible.



Andreas RIEPL eEducation, Federal Ministry of Education, Austria



Andreas Riepl is head of Austria's network eEducation with a focus on strengthening the digital skills of teachers. He has been teaching Upper Secondary education in Austria for over 20 years using digital media and open learning scenarios and has developed the Open Source suite Exabis. His background is in sociology and business informatics.









Prof. Demetrios SAMPSON

Director MSc Program in Digital Learning | Director Research Lab Digital Systems for Learning and Education, Department of Digital Systems, University of Piraeus, Greece

Co-author of 350 articles in books, journals and conferences. Developed the first MOOC on the use of Educational Data Analytics by School Teachers, offered by the edX platform, with more than 20.000+ participants from 180 countries. Recipient of the Golden Nikola Tesla Chain Award of the International Society for Engineering Pedagogy, the IEEE Computer Society Distinguished Service Award (July 2012) and named a Golden Core Member of the IEEE Computer Society in recognition of his contribution to the field of Learning Technologies.



Evangelia SAVVIDOU

Coordinator of the U.N.
Sustainable Development
Solutions Network - Youth, Black
Sea (SDSN Youth Black Sea) |
Medical Doctor

The Author in the Medical Student Alliance for Global Education - ScholarRx, a member of the Advocacy Action Group on Interprofessional Collaboration of the European Healthcare Students' Associations' Summit, and a member of YOUNGO, the Official Children and Youth Constituency of UNFCCC. She has been involved in sustainability education initiatives as a Volunteer Translator at the SDSN's Global Schools Program, a Facilitator at the La Fresque du Climat and Eau'Dyssée associations, and as the National Delegate of Greece at the MOCK COP. She is currently being trained as a 'Climate x' Youth Trainer by the Global Alliance of Universities on Climate. Her academic and professional interests fall under SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 13 (Climate Action). http://sdsn-blacksea.auth.gr/



Eirini SAMPSON

PhD Researcher, Imperial College, UK | Onassis Scholar | EU Climate Pact Ambassador | Founder, Sustainability for Students

Eirini is a PhD Researcher at Imperial College London, where she is passionately contributing to the development of a fair energy transition framework in the UK and Europe. Her journey includes actively participating in various projects and conferences that empower young voices in shaping climate and sustainability policies. As a testament to her commitment, she founded Sustainability for Students, an online resource hub with the goal of making the sustainability discourse accessible to all while amplifying the voices of the youth. Notably, her efforts have earned her recognition from the European Commission as a Youth and EU Climate Pact Ambassador in Greece.



Prof. Michail

SFAKIANAKIS

Rector of the University of Piraeus,

Greece

Michael E. Sfakianakis, is a Professor of Computer Science Applications in Business Administration at the Department of Organization and Management of Businesses at the University of Piraeus. Holds a Bachelor's degree in Mathematics from the University of Athens, a MSc degree in Computer Science and Operational Research, and a Ph.D. in Applied Quantitative Methods. He has published or has participated in publications of several books, has remarkable research work and has received awards from the Hellenic National Defense College and the Hellenic Police Officers School. Since 2022 he is the Rector of the University of Piraeus.











Dr Sofoklis SOTIRIOU
Head of R&D Department of
Ellinogermaniki Agogi

He holds a PhD in High Energy Astrophysics and a PhD in the Use of Advanced Technologies in Science Education. He is the Head of the R&D Department of Ellinogermaniki Agogi, one of the biggest schools in Greece, where has been active in the coordination and development of research projects on the implementation of advanced technologies in science education and training. In 2011 he received the European Physical Society Outreach Award for his work on the development of resources that are promoting Astronomy and High Energy Physics Research in European Schools. He is currently coordinating the Forward-Looking Project, New European Bauhaus Lab that aims to support schools to develop concrete and replicable climate action plans to be transformed into innovation hubs in their communities, raising citizen awareness activities to facilitate social innovation, promote education and training for sustainability, conducive to competences and positive behaviour for a resource-efficient and environmentally respectful energy use. He has 156 publications with more than 2200 references to his work.









ABOUT THE MENTOR 2.0 PROJECT

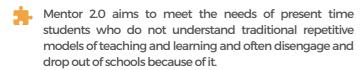


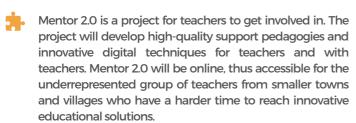


Mentor 2.0 aims at supporting a paradigm shift in which teachers are - first of all - mentors to their students rather than just knowledge transmitters. Following on 6 years of Polish MENTOR pedagogy in the offline environment, Mentor 2.0 will develop, test and implement a conceptual framework and innovative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

Project Mentor 2.0 is co-funded by the Erasmus+ Programme of the European Union. Project no. 2021-2-PL01-KA220-SCH-000049306

Objectives





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:



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.



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 and game-based learning sharing knowledge and experiences.









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 to develop a new innovative curriculum for teachers to be transferred to a digital environment.

II Mentor 2.0 Surveys

To choose which MENTOR pedagogy content is the most valuable for the school community, the Mentor 2.0 Partners reached out to a total of 443 teachers and 417 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:

- competencies and tools for strengthening students' self-motivation;
- competencies and tools for discovering and managing strengths and 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 cooperation between schools and external environments, particularly employers:
- competencies, practices and tools for preparing students to make educational and professional decisions about their future.











This NEF Athens Report aims to provide a picture of the missing tools and competencies 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 of 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 can be found an excerpt of the most interesting findings, which may enhance the debate at the New Education Forum Athens.

III Analysis of the responses to the teachers' surveys

The Mentor 2.0 surveys reached a total of 443 teachers out of the 300 foreseen in the project proposal. In Greece, the surveys distributed by KEAN reached 61 teachers, of which:

- 27% of the respondents described themselves as teachers of 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 teachers of the upper secondary level education
- 18% of all surveyed teachers were working in other educational institutions.

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 high school 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 schools and
- 46% were teachers from upper secondary schools.

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

- 77% were from the lower secondary school teachers;
- 14% were from the preschool and primary school and preschool teachers;
- 10% were from the upper secondary teachers.

In Austria, the 66 total surveys collected by GTN, divides, 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 teachers of several levels of education.

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











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) competencies such as critical thinking, innovation, reflection, communication skills, collaboration, internal motivation, perseverance, and leadership?

The highest number of Greek teachers (24.6% of the surveyed teachers) indicated that most importantly they would welcome support in the scope of training, continuous education and support from colleagues. Further, they would like to invest in enhancing their innovation and communication skills (13%) and the school's technological infrastructure. Teachers in Greece would also appreciate support in strengthening their cooperative learning (9,8% of the surveyed) and self-motivation (6,5%). They would also value more flexibility in the educational system (8%).

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) competencies.

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 in 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-centred pedagogical approaches 6% of all surveyed Italian teachers in the scope of their pedagogue skills.











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.

Comment:

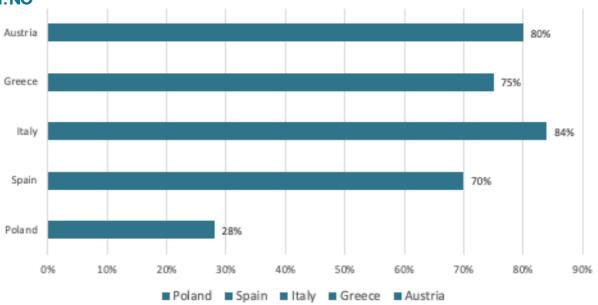
Teachers in the five surveyed countries are very much interested in supporting their students in matters of development of transversal (soft) competencies, which in some countries are other than the curriculum itself. In all five countries enhancing these competencies was more often mentioned than tools 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 the internet and introduce project-based learning as the means of maintaining the learning motivation and focus of students.

Teachers surveyed in all five countries also mentioned their need to have access to and use innovative learning tools, particularly digital solutions, such as 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?













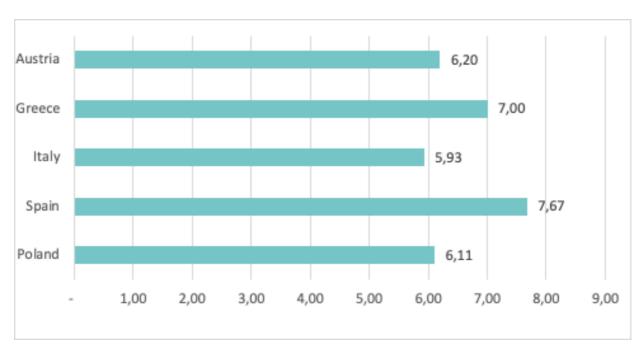




Comment:

As indicated in the above diagram, the Polish teachers of formal education declared a very high participation rate in training oriented at the 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 the Polish Mentor 2.0 Report, the Polish formal education system requires teachers to invest their time in upskilling, which brings 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.

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.



Comment:

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







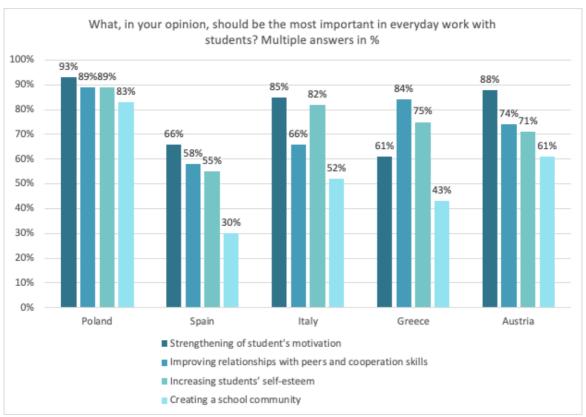


Question 10 (the numbering from the original survey): On a scale of 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what, in your opinion, should be the most important in everyday work with students.

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



In the opinion of the most Polish, Spanish, Italian and Austrian respondents the focus of daily work with students should be centred on **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.











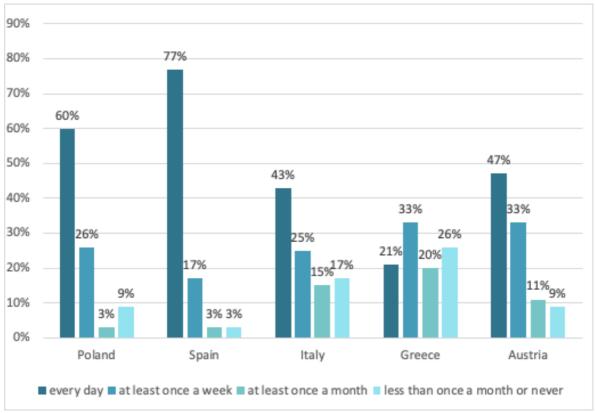


The pedagogues from the 5 countries also shared the common approach regarding the prioritization of the curriculum, as less important than the topics listed above on which they should focus in their everyday work with students. In Poland, only 8% of the respondents **indicated curriculum as one of the 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.

Comment:

This signifies that teachers intend 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.

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



Comment:

The results indicated above should be compared with the 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 a 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.



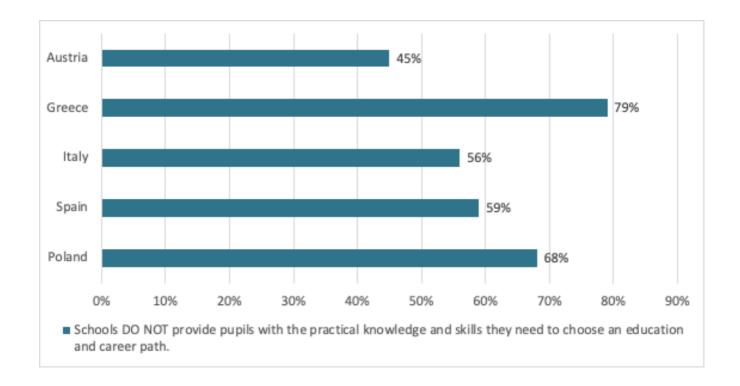








Question 16 (the numbering from the original survey): In your opinion, does the school equip students with the practical knowledge and skills needed to choose the educational and career path?



Comment:

It is a very disturbing factor that in view of the 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.



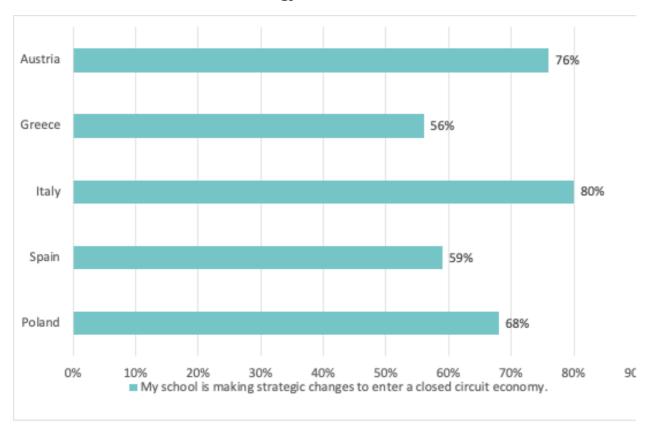








Question 20 (the numbering from the original survey): Is your school making strategic changes to enter a closed circuit economy i.e., waste reduction, recycling, electricity and water consumption, environmental education, renewable energy, reuse of used school materials?



Question 21 (the numbering from the original survey): Justify your choice.

Mostly used justification from the Greek teachers:

- Recycling paper, plastic, batteries, and aluminium: 57% of the surveyed teachers listed this
 activity;
- Participation in recycling programs: 17% of the surveyed teachers;
- Replacement of all school light bulbs with LED bulbs and information on the circular economy and the ways it can be realized: 6% of the surveyed teachers;
- Turning off the light whenever it is unnecessary and reusing materials: 3% of the surveyed teachers.

Polish teachers justify this answer with the following examples:

- The school uses segregation of waste, collection of wastepaper and widely understood recycling (e.g. batteries, paper, 64% of the surveyed teachers);
- Ecology competitions and meetings are organized (50% of teachers);
- The school uses energy-saving methods (18% of teachers);
- In the school of one of the teachers, the save electricity campaign is organised.









The most repeated actions reported by Spanish teachers included:

- campaigns to raise awareness of recycling (43%),
- construction of ecological gardens (24%),
- reuse of materials and products (2%),
- beach cleaning (24%),
- reduction of paper use (7%),
- and reuse of books (2%).

Italian teachers predominantly declared the following measures:

- 53% of the surveyed teachers replied that the school promotes recycling,
- 37% implement environmental education,
- 18% of the respondents educate about reducing water and electricity,
- 20% enforce practical environmental projects, and
- 10% promote the reuse of school materials.

Answers from Austrian teachers conclude:

The reuse of schoolbooks and school supplies is mentioned several times by respondents, as well as recycling initiatives, waste separation, avoiding plastic/sparing use of material like not using covers or binding for books and notebooks and saving electricity, heating and water by using them more sparingly.

Comment:

The closed circuit economy closely relates to the EU's priorities of developing a sustainable, resource efficient and competitive European economy, which is at the same time low-carbon. Such an important transition needs to be embedded in the educational system to ensure social integration and cohesion. However, the above-listed results indicate a rather limited approach to the challenge of transforming the whole economy, creating new business opportunities, including new jobs and inventing new ways of producing and consuming. Teachers need to be provided guidance on what this transition means to European societies, how it will impact our way of living and how everyone can contribute to this in diverse manners, not just recycling.



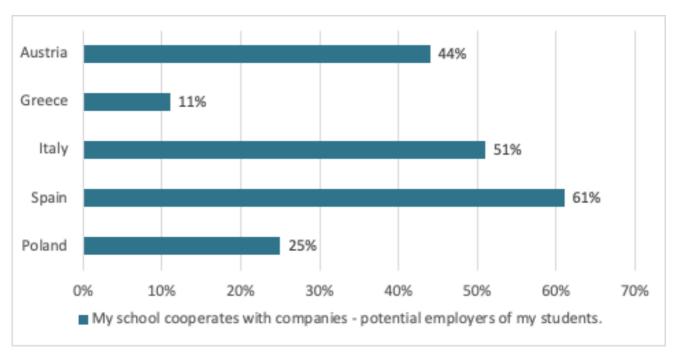








Question 27 (the numbering from the original survey): Does your school cooperate with companies - potential employers of your students?



Comment:

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.

IV 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 a total of 417 students of the foreseen 300. The research addressed the youngest students who 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 when it comes to the three questions below (Questions 14, 15 and 16), only the students of the upper secondary education.

In Greece, KEAN, a member of the Mentor 2.0 consortium, surveyed a total of 108 students, including 28 respondents in lower secondary level schools, and 25 in 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 the survey that they were lower secondary-level school students. 20 surveyed students were upper secondary school students.

68 Austrian 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-ended and closed questions, of which 10 are presented below as an excerpt together with answers received.



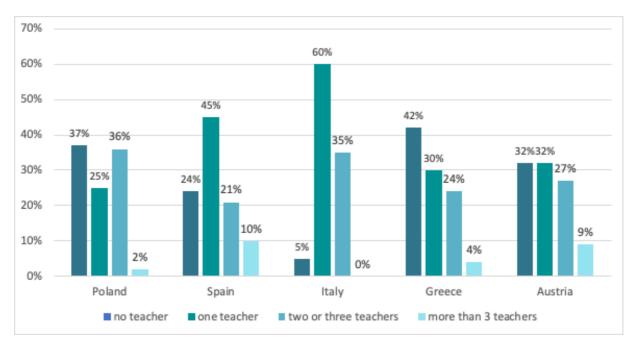




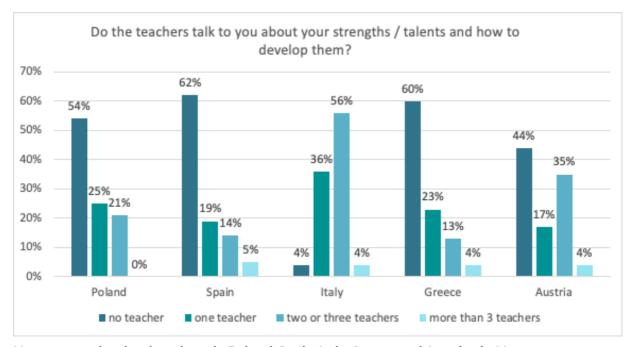




Question 8 (original numbering in the surveys): Do the teachers talk to you about your strengths/talents and how to develop them?



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







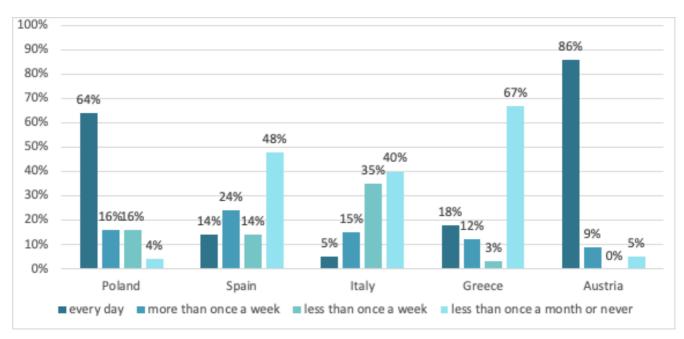




Comment:

The original Mentor Pedagogy from which the Mentor 2.0 project derives, is based on the principle that each human being has her/his unique strengths and talents. Awareness of these individual qualities enhances the process of learning and helps focus on those topics on which one can build his/her future educational and professional career. Hence it is 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 the potential best pathway for development, discouragement and loss of internal motivation.

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



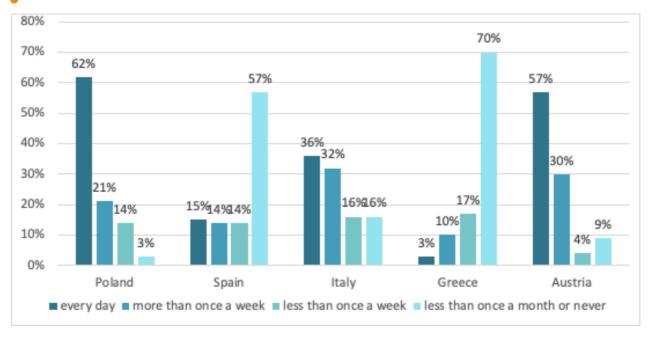








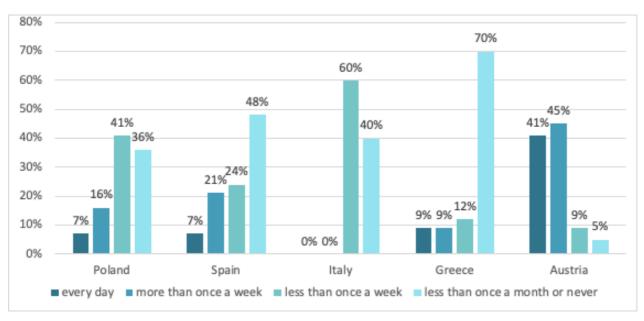




Comment:

The possibility of taking part in the discussion is important to enhance critical thinking among youth. This quality is ranked as 5th important among employers (following the Newman University Report) and the most important by 99.2% of employers taking part in NACE's Job Outlook 2018.

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



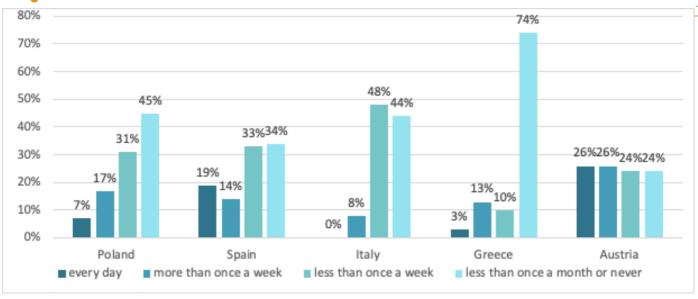








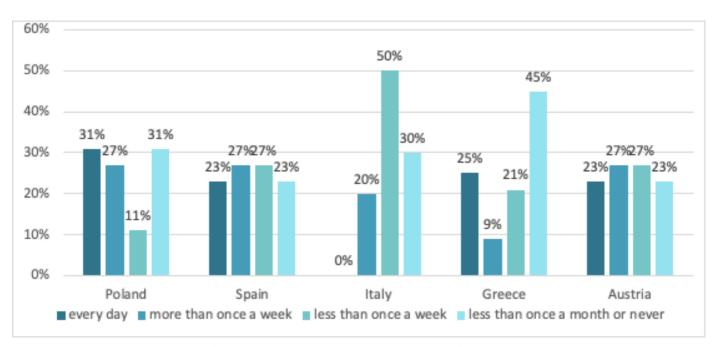




Comment:

Despite teachers' efforts to include more pair - or team-oriented learning methods, apart from Austria, such a model of learning is less than popular. The capability of working in groups is ranked as of the biggest importance among employers (following the Newman University Report) and ranked as one of the most important by 97.5% of employers taking part in NACE's Job Outlook 2018.

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



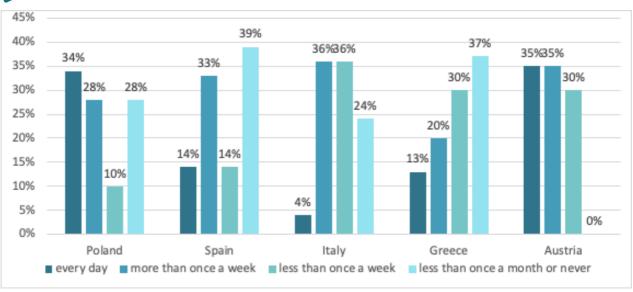








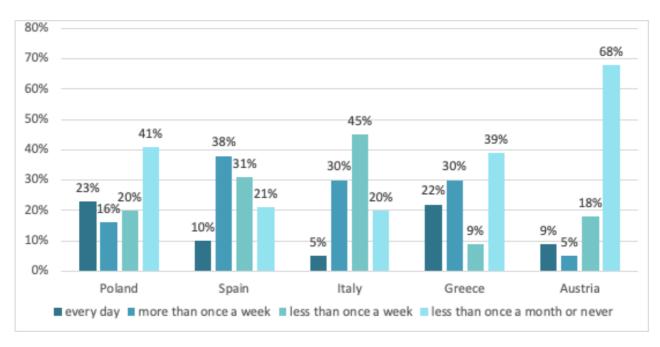




Comment:

Such a 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.

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



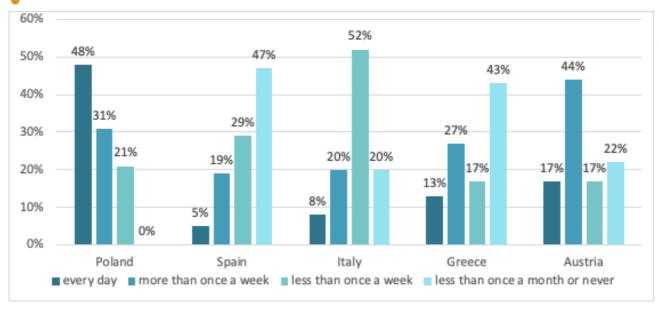








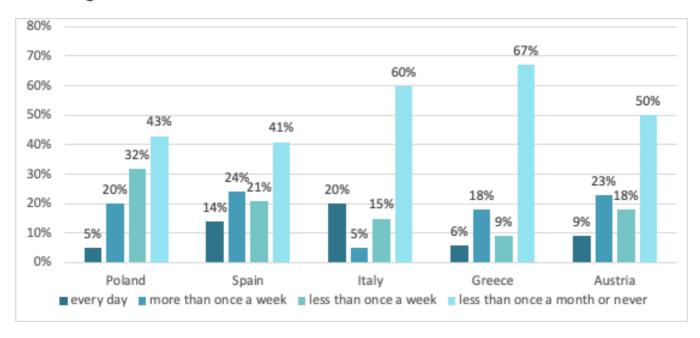




Comment:

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

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



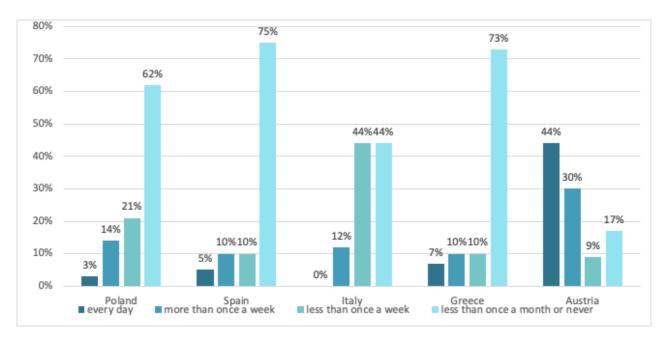








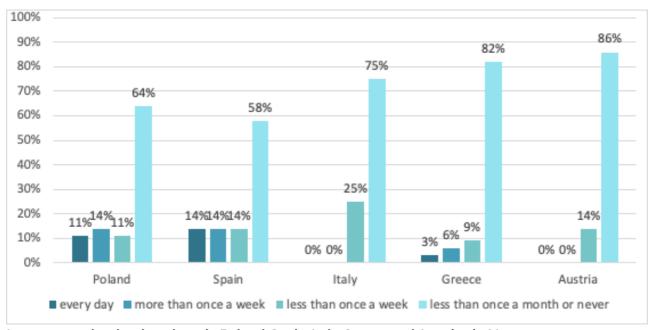




Comment:

According to different analyses, 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, formal education in Poland, Spain, Italy and Greece seem to be reluctant to this fact.

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



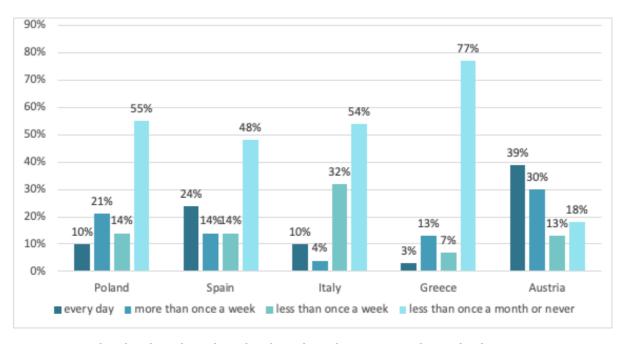












Comment:

Allthough 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 en 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.

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 in the labour market. (where 1 is very low and 6 is very high level).

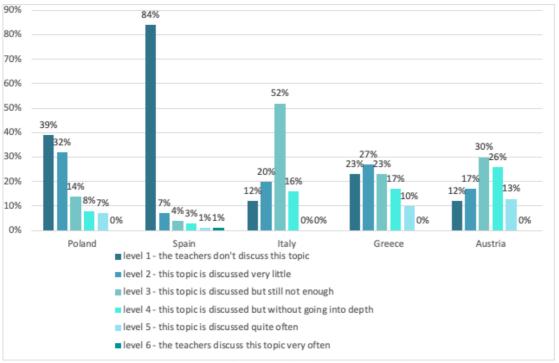








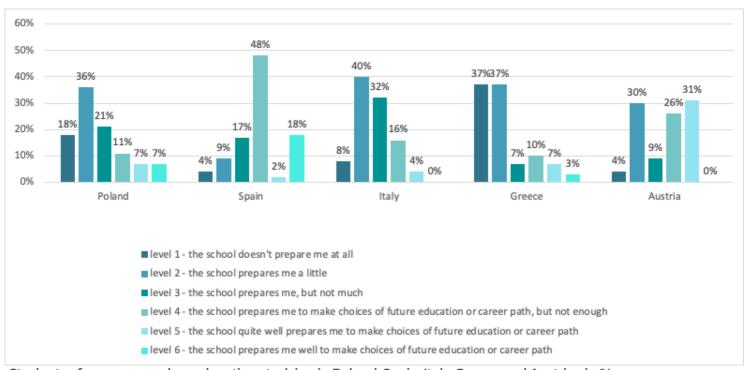




Students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria - in %.

Question 15 (Original numbering from the survey): 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 show the results:



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





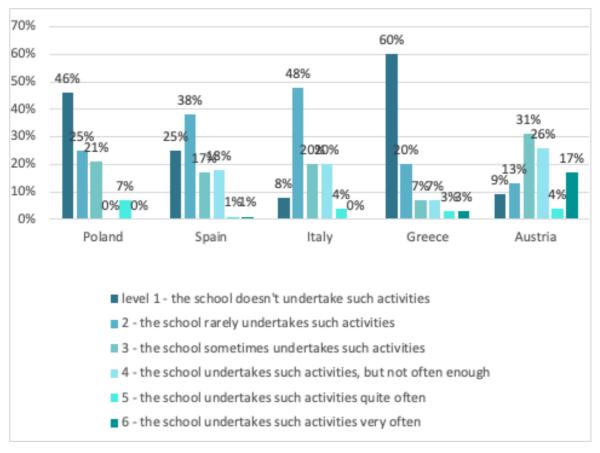






Question 16 (Original numbering from the survey): On a scale from 1 to 6, how often does your school undertake activities aimed at cooperation with employers? (where 1 means that the school does not take such actions, and 6 means that the school engages them very often).

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



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

Comment:

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 formal school education if the youth are to be prepared for the labour market.













V. Conclusion:

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 the Mentor 2.0 project: Poland, Spain, Italy, Greece and Austria. Further, they selected the MENTOR pedagogy tools 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 careers. 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 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 the Green Deal and local and regional authorities are very interested in sharing information on the common challenges such as preparing for offshore investments.

The teachers declare willingness to further develop their skills 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 a good background for discussions around NEF Athens.

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MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS





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GTN - Global Training Network GmbH (AT)

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ABOUT THE UNIVERSITY OF PIRAEUS

The University of Piraeus (UniPi) was founded as the "School of Industrial Studies" in 1938 and today it consists of 4 Schools and 10 Departments, covering a wide range of study fields related to Management, Economics, Informatics, International Relations etc., while it employs over 350 faculty members and administrative personnel and serves over 25000 students.

A major target of the UniPi's strategy is to elevate the Institution to a highly ranked modern internationalized University and a respectful international focal point in research, teaching and training covering the field of all departments.

The UniPi, through the scientific fields it covers, presents extensive research activity, high participation in European projects, international networks and collaborations with the public and private sectors.

As far as the Erasmus Program is concerned, UniPi has participated in the Program since its beginning in 1987. In 2007 the University of Piraeus was awarded the Erasmus Extended University Charter (31704-ERP-1-2014-1-GR-EPPKA3-ECHE) which allows the University's participation in any program action.

Apart from the Erasmus+ Program, the University of Piraeus also focuses on the following:

- Participation in research projects
- Participation in other European educational programs of scientific cooperation and mobility
- The conclusion of international bilateral agreements on scientific cooperation with academic institutions and independent participation in international programs
- Participation in international organizations, associations and university networks
- Development of international joint masters and doctoral programs and cosupervised doctoral theses



- In terms of experience on the issue of the connection of Higher Education to the job market, the University of Piraeus has participated in projects aiming at fostering the employability of students.
- Moreover, the University of Piraeus is coordinator of the group of ERASMUS + KA171 for Greek Universities, which among others, fosters the cooperation of HEIs with the private and civil society sector, for students to complete their internships there.
- Lastly, the University of Piraeus is a member of 7 networks, such as the EUROPEAN ASSOCIATION ERASMUS COORDINATORS and the EUROMEDITERRANEAN NETWORK UNIVERSITIES, which would be a great channel of communication and dissemination for the project.
- University of Piraeus also has more than 180 MoUs, 380 Inter-Institutional Agreements with European Universities, while at the moment it cooperates with more than 40 Partner Countries under the Erasmus+International Credit Mobility Project.







ABOUT THE GREEN HIVE PROJECT





The transition between the current world of work and the climate-neutral economy the EU aspires to build can happen only if its people develop the right skills, as expressed in the EU Skills Agenda. However, despite significant progress being made in the past years, the current supply of green talent is insufficient to meet the growing demand for a green-skilled workforce (Global Green Skills Report, LinkedIn Economic Graph, 2022).

In this scenario, Vocational Education and Training, called to play a crucial role in facilitating just transitions, providing people with skills the labour market needs and career development opportunities in the post-pandemic labour market, faces two major challenges:

1. the scarcity of in-depth analysis on labour market trends and skills needs in a greening economy (the green employment and skills transformation, Cedefop, 2021), leading to the need to involve all the stakeholders who have an interest in quality and innovation in VET in shaping VET provision, in order to anticipate skill needs of a greening labour market scenarios (Innovation and Digitalisation, ET 2020 Working Group on VET Report);

2.up- and re-skilling teachers and trainers, to let them be ready to prepare learners for the green transition. LinkedIn's Global Green Skills Report 2022 highlighted that Education in all the consortium's countries is below the global average as regards workers' green skills. A consortium of five organisations - Technological University of the Shannon: Midlands Midwest (Coordinator), Lascò, FEMXA FORMACIÓN, KEAN and Asociatia TEAM 4 Excellence - will address the following challenges:

Provide VET providers with the tools to build local multi-stakeholder hubs to activate co-creation processes for sustainable development, and a long-term cooperation platform to connect the hubs and facilitate the transfer of knowledge and know-how across sectors and countries, contributing to adapting VET to the labour market needs

Implement direct actions to improve VET providers' sustainability competence and develop educational resources, embedding the European GreenComp concepts, to equip them with the tools to foster learners' knowledge, attitude and skills in the four competence areas of the GreenComp, in line with the Osnabrück Declaration.

GreenHive Project no. 2022-2-IE01-KA220-VET-000097215

More information at: https://www.greenhiveproject.eu/









What is CIE?

Created in 2015, the Center is a non-profit foundation operating internationally, with its headquarters in the village of Bukwałd, in the Warmian-Masurian region.

Our mission is to support the development and quality of life in European societies by:

- activating people, especially those who are not functioning on the labour market, do not study or are at risk of exclusion, in the context of the changing labour market, especially considering digital and green transformation:
- creating, promoting and implementing innovative learning methods in formal and informal education, including the implementation and promotion of Outdoor Learning;
- promoting entrepreneurship: mainly among social minorities and inhabitants of rural areas:
- protecting nature through active environmental education and cooperation with other institutions:
- supporting the development of employees and improving the quality of the labour market.

Our vision is to support people in such a way that they would be able and willing to make more conscious decisions about their own development path based on a better knowledge of themselves, their own strengths and talents, and the ability to strengthen internal motivation and create an environment conducive to self-development.

Three areas of CIE's **specialization** are:

- development and management of individual strengths and talents;
- development of transversal competencies, especially through the Outdoor Learning method:
- innovative learning methods, especially in the field of vocational education and adapting education to the digital and green transformation.

The Center fulfils its goals by:

- international development of local and regional governments, schools, vocational schools, universities,
- non-governmental organizations through the implementation of projects that have a positive impact on the local and regional labour market, including creation and participation in consortia in educational projects financed from public funds (in 2022 the total value of projects involving CIE exceeded EUR 5.8 million);
- sharing and promoting good practices and creating opportunities for the development of educational innovations expected by employers, e.g. by organizing the annual New Education Forum in Brussels and its Regional Meetings (in Gdańsk, Bielsko-Biała, Caserta, Athens, Warsaw, Berlin, Turin, Edinburgh, Sopot, Opole, Poznań, Aberdeen, Santander, Limerick, Olsztyn, etc.);
- creating own educational solutions by CIE and offering workshops for teachers and trainers such as: "Soft competencies in Outdoor Learning", "Vocational Education Support", "MENTOR Pedagogy".





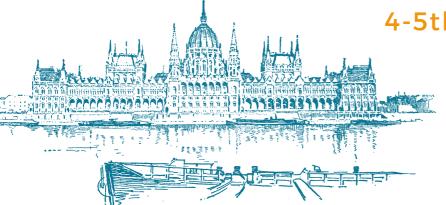




INVITATION TO THE NEW EDUCATION FORUMS







4-5th of December 2023

Brussels

Belgium



Stay tuned! More information coming soon.











New Education Forum Athens

Smart Schools and Circular Cities:

Digitalizing Learning for a Sustainable Future

















