

# Mentoring in Greek School Systems

State of the art and  
future scenarios

Transnational Research





## Cooperation Partnerships in School Education

Co-funded by the Erasmus+ Programme of the EU

Result 1: Mentor 2.0 Curriculum

## REPORT

Co-funded by the  
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*Mentoring in the Greek School System*  
*State of the art and future scenarios*

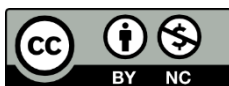
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Authors: Sonia Maravelaki

Contributors: Raina Melissinou

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## Introduction

This publication collects the results of research carried out in Greece to analyze the state of the art and opportunities for modernizing the national education system, particularly with regards to the paradigm shift in teachers' role, from knowledge transmitters to mentors for their students. The research work was conducted through desk research, surveys and focus groups with primary, lower and upper secondary school teachers and students, and focused on the country's 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.

Therefore, this report aims to provide a detailed picture of the missing tools and competences for the enhancement of mentorship in formal education and, ultimately, to select the elements of the existing *Mentor Programme*, good practice developed by the Polish Center for Innovative Education and enrich it in order to develop **a new innovative curriculum for teachers** to be transferred to a digital environment through the Mentor 2.0 project.

## 1. Mentoring in School Education: The Greek national context

This chapter analyses Greek regulations and the latest policy developments that directly or indirectly support mentoring structures in the national formal education system. Particularly:

- direct support, such as measures directly addressing the enhancement of mentoring tools and skills in schools, analyzed in section 1.1 of this publication;
- indirect support in multiple measures and guidelines addressing transversal topics that are essential to support effective mentoring programmes in school environments, such as:
  - (a) students' soft skills development (section 1.2);
  - (b) digital tools enhancing inclusive education (section 1.3);
  - (c) school's role in circular economy and practical environmental education (section 1.4);
  - (d) cooperation between schools and external environments, particularly employers (section 1.5).

In Greece, the Institute of Educational Policy (IEP) is an executive scientific body that supports the Ministry of Education and Religious Affairs on issues concerning Primary and Secondary Education, as well as the transition from Secondary to Higher Education. It advises or recommends upon a relevant request from the Minister of Education and Religious Affairs or ex officio. The Department of Curricula and Educational Material of the Scientific Service of IEP is responsible for the elaboration of opinions and recommendations, within the framework of the existing provisions, for the preparation and reform of the curricula and educational material of primary and secondary education<sup>1</sup>.

The official institutions for teachers' formation in both primary and secondary education are the Greek universities. Teachers are required to have a higher education degree in pedagogical science for primary teachers, or a degree in their subject area for secondary and specialty (in primary education) teachers. Greek universities, as well as private educational institutes offer further training options with post graduate programs and seminars in the context of Adult Lifelong Learning, to teachers along with a continuous training system for teachers by the IEP.

In Greece, in order for any kind of program regarding the formal education of both the primary and secondary education of either students or educators, to be adopted by the educational system, it is essential that a formal petition<sup>1</sup> is sent to the General Secretariat for Primary,

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<sup>1</sup> <http://iep.edu.gr/el/>

Secondary and Special Education<sup>2</sup> of the Ministry of Education and Religious Affairs. Once this petition is approved, the Ministry of Education and Religious Affairs will publicly invite all parties of interest to submit their proposal with all the appropriate evaluation criteria, to the Institute of Educational Policy<sup>3</sup>. There after it is a matter of the program getting approved and a period of implementation be designated.

Implementation of the Mentor 2.0 tool in schools could come across many obstacles. The most obvious would be not to get approved by the Ministry of Education and Religious Affairs. An important factor is the way the Mentor 2.0 tool will be introduced to the teaching staff by the authorities, where previously, poor management of teacher's programmes and of the learning process together with the obstacles resulting from the duties and obligations of teachers have been an impediment to the efforts to participate in training seminars. It could receive a negative reaction from the teachers who are exhausted by the continuous waves of reforms that are taking place in the field of education due to the diverse changes and the increase in their workload. In addition, many teachers have become alienated of relations with students and the subject of their teaching and see a reduction of their moral and material motivation to work and learn. Last but not least, the pressures exerted by political-ideological agents on cognitive subjects of humanistic and social nature<sup>4</sup>.

### **1.1 Strengthening self-motivation, team building and leadership in classroom**

At present, there are no guidelines as to how teachers could strengthen students' self-motivation and promote team building and leadership, it lays upon the teachers' aptitude and attitude to do so.

However, there is literature mostly publications in teachers' magazines or books, where teachers suggest ways of achieving the above mentioned through academic citations but also through their own professional experience.

### **1.2 Discovering and managing talents**

Discovering and managing talents in the Greek educational system is only officially mentioned, when talking about model and experimental educational institutions. These are public primary and secondary education schools, the former aim to cultivate and disseminate the idea and practice of excellence, while in the latter new curricula and timetables, teaching tools, textbooks and other educational material, teaching methods, ways of managing and operating

<sup>2</sup> <http://www.iep.edu.gr/el/espa-2014-2020/14-anabathmisi-programmaton-spoudon-dimiourgia-ekpaideytikou-ylidou-mis-5035542>

<sup>3</sup> <http://www.iep.edu.gr/el/espa-2014-2020/15-epimorfosi-ekpaideutikon-sta-programmata-spoudon-mis-5035543>

<sup>4</sup> <https://pergamos.lib.uoa.gr/uoa/dl/frontend/file/lib/default/data/2814983/theFile>



the school unit are tested. Nonetheless these schools represent a very small percentage of educational institutions since today there are only 120 in Greece.

In addition, in literature the term “talent” only refers to charismatic children with above average learning capacities which in turn are somehow lost in the educational system since it requires teachers capable to recognize these children and provide them with specialized educational programs adapted to their needs.

At present, there are no guidelines as to how teachers could discover or manage students’ individual talent and capacities, it depends on the teachers’ skills and efforts to accomplish it.

### 1.3 Digital tools in school enhancing inclusive education

Through the Computer Technology Institute and Press (CTIP), the Ministry of Education provides to primary and secondary education teachers an integrated accredited training for the use and application of ICT in teaching practice with the project “In-service Training of Teachers in the utilization and application of Digital Technologies in the teaching practice”, commonly known as “B-level ICP training” implemented for a part of Greek teachers in the framework of previous programming periods (Γ΄ ΚΠΣ 2000-2006 και ΕΣΠΑ 2007-2013). However, for this training program only a few teachers can participate at a time.

The CTI provides through the ‘Digital school’ the FOTODENTRO which is the National Educational Content Aggregator for Primary and Secondary Education. It's the central e-service for the unified search and provision of digital educational content to schools. It is open to everyone, students, teachers, parents, and any other interested party. On the other hand, the Institute of educational policy provides specific learning material for children with disabilities<sup>13</sup> and a guide for a differentiated pedagogy in primary education. Furthermore, the university of Athens offers an online seminar on digital storytelling, as well there is the selfie for teachers’ tool by the European commission that helps teachers to understand their current situation regarding how they use digital technology in their work. Finally, there are several available online tools that teachers could adopt like Google classroom, etc. Finally, a site from a teacher suggesting to colleagues’ tools that they could include in their teaching and how to use them. All these tools available to teachers require time to search, personal initiative and motivation which many teachers seem to lack.

### 1.4 School’s role in the circular economy, practical environmental education

In primary and secondary education in the subjects of ‘skills workshops’ and ‘environmental study/naturally’, circular economy and general environmental issues are being taught. The institute of educational policy of the ministry of education provides an educational program for teachers to help them embed circular education in their lectures, in addition the Polytechnique University of Crete offers an online seminar to teachers of both levels in circular economy. In both educational levels the practical participation in environmental actions and activities in the school premises or outside, depends on the schools disposition<sup>21</sup>. The principal

and teachers decide to which programs the school will participate for e.g., NGOs that offer educational programs to schools, programs of the Environmental Educational Centers which are a network of decentralized sustainable public education organizations of the ministry of education focusing on environmental education and its support at local, national and international level. Most schools, however, will limit their efforts to recycling (plastic, paper, aluminum, batteries and perhaps electronic devices) with the appropriate containers in the school's premises.

## 1.5 Cooperation between schools and external environment, particularly employers

With the Law 4823/2021, the Office of Vocational Counselling and Guidance is established in each group of neighboring secondary schools, which operates within the school unit and is responsible for providing vocational counselling and guidance services through specialized staff to all schools of this group. Their services relate to vocational guidance to pupils, as well as to their parents or guardians, on an individual or group level, by providing services related to the support of vocational guidance actions and support for the design and implementation of career education programs in school units. In addition, the curricula<sup>25</sup> of the final grade of middle school and the first grade of the upper high school include the subject of vocational education. However, it is addressed as a subject of inferior importance by the educational system and there for it doesn't provide the required and much needed support to the students.

## 1.6 Recommendations

In Greece during the last decade much effort has been put on an academic level to prove the value of the role of the educator as Mentor-Counselor<sup>5</sup>. However, the focus has been one sided more to the psychological support of students, teachers acting as counselors (aiding school life or more personal student problems) rather than a holistic support which involves teaching skills, innovative teaching tools and styles, supporting individual student abilities, assisting students in career selection etc.

Greek universities as well as private educational institutes offer online seminars, in the context of Adult Lifelong Learning, to educators in order to improve their classroom managerial skills or handling difficult situations. However, these are single, not free of charge seminars focusing on a unique pedagogic aspect at a time thus not fully assimilating the MENTOR model.

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<sup>5</sup> <http://www.iep.edu.gr/el/espa-2014-2020/14-anabathmisi-programmaton-spoudon-dimiourgia-ekpaideytikou-ylikou-mis-5035542>

In 2019 the Institute of Educational Policy (IEP) issued actions for the revision and production of the Curricula and educational support material, and the reform of existing or the production of new educational packages (Student's Book, Workbook, Laboratory Guide) where appropriate, of primary and secondary education<sup>6</sup>. At the same time, it issued an action for the design and implementation of training schemes on the new curricula subjects for primary and secondary school teachers<sup>3</sup>. These actions initiated in 2021, the pilot implementation of educational curricula in primary and secondary education in all model and experimental schools in the country which operate as pilot schools, with the ultimate purpose the creative and effective implementation of the curricula in the primary and secondary education by 2024<sup>4</sup>.

The aforementioned actions were issued, in the context of a framework of reforms including the system of continuous teacher training, new textbooks and the possibility of teacher choice ("multiple book"), digital transformation, the subject bank, the Skills Workshops, the evaluation of the educational work of the school unit, teachers and students, as well as the educational system ("Greek PISA"), by the Ministry of Education and Religious Affairs.

The benefits of the New Curricula are for:

The students:

- They come in touch with up-to-date knowledge based on scientific and social developments
- They learn through new, experiential and participatory teaching methods
- They think creatively and critically and focus on the essence of knowledge.

The teachers:

- Are empowered to become designers and facilitators of a supportive learning environment
- They are encouraged to envision and innovate
- They have access to a wealth of support materials, educational tools and learning communities.

The school environment:

- Evolves into a living research, communication, action and expression laboratory
- It inspires, sensitizes and activates the school community
- It becomes attractive and arouses the interest and curiosity of students<sup>7</sup>.

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<sup>6</sup> Ibidem.

<sup>7</sup> <https://www.minedu.gov.gr/news/50646-11-11-21-parousiasi-tis-ypourgoy-nikis-kerameos-ton-neon-programmaton-spoudon>

Taking the above into account, the most useful original Mentor Programme topics and tools that should be transferred to digital environment of Mentor 2.0 project are:

- methods and tools for strengthening student self-motivation
- methods and tools for developing student critical thinking
- methods and tools for student team building and leadership
- methods for class management/ crisis management
- methods and tools for implementing ICTs in class
- methods and tools for the vocational cooperation of the school with employers.

## 2. Teachers-Mentors at School: Surveys

This chapter collects the results of a survey administered online from June to September 2022 to primary and secondary schools' students and teachers in Italy. The survey was designed by the MENTOR 2.0's transnational project team, led by the Center for Innovative Education, and reached over 700 teachers and students in Austria, Greece, Italy, Poland and Spain.

In Greece, 108 students and 61 teachers contributed to the research, offering their perspective on the needs of educators and learners in terms of training and tools to support students' growth process.

### 2.1 Survey Analysis: Teachers

First question was formulated to diagnose if the surveys reached all levels of primary and secondary education teachers. The aim was to reach all of them with more or less balanced representation. In Greece primary education has 6 grades. On the other hand, secondary education is divided in two levels (middle school and upper high school) of 3 grades each.

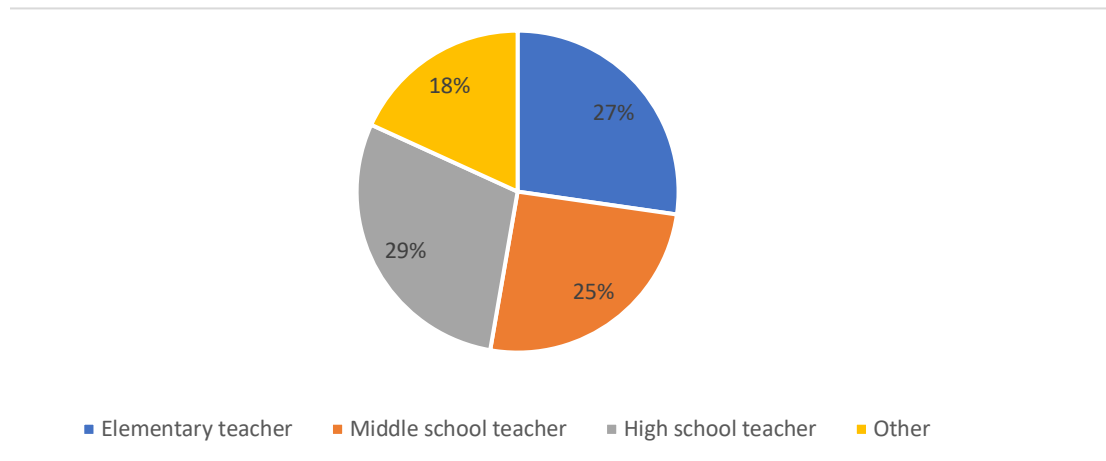
#### Question 1

You are a: [1] primary school teacher, [2] lower secondary school teacher, [3] upper secondary school teacher, [4] other.

- 15 of the respondents described themselves as elementary school teachers 27% of all surveyed teachers,
- 14 in middle school teachers 25% of all surveyed teachers,
- 16 in upper high school teachers (including EPAL-Vocational high schools) 29% of all surveyed teachers, and
- 10 in other educational institution (including teachers that in the last years are no longer in formal education however still teach in non-formal

education institutions e.g., foreign language institutions, underage refugee shelters etc.) 18% of all surveyed teachers.

Graph 1. Distribution of participants by school grade



In order to reach the teachers, KEAN conducted the following activities: published the questionnaires on the organization’s social media. They were also sent to the organization’s collaborators and its network of educators. Additionally, the questionnaires were sent to teacher’s associations that maintain a contact with KEAN. Finally, the questionnaires were directly e-mailed to a great number of schools in Athens and the periphery.

### Questions 3-4-5

**Question 3:** Could you identify your strengths and/or any particular talents that distinguish you in your role as a teacher?

**Question 4:** If you ticked "Yes" in the previous question, provide a minimum of three examples.

**Question 5:** If you ticked "No" in the previous question, what talents/strengths would you like to develop in yourself as a teacher? Name at least three.

This set of questions is aimed at assessing teachers’ self-awareness competence, particularly the ability to recognize their strengths and talents.

In relation to question no. 3, 52 (85%) teachers were able to show their strengths as teachers. 9 (15%) Subjects did not indicate their strengths or talents as teachers.

In relation to question no. 4, (Table 1):

Table 1. Teachers' strengths and talents

| Strengths & Talents  | Share <sup>8</sup> |
|--|--------------------|
| Creativity   | 31%                |
| Communication skills   | 29,5%              |
| Patience   | 23%                |
| Persistence  | 19,5%              |
| Empathy  | 16,4%              |
| Organization and cooperation   | 8,2%               |
| Acceptance and understanding   | 6,5%               |
| Adjustability and sense of humor   | 5%                 |
| Flexibility, honesty, active listening, theatricality and appreciation for the teaching profession           | 3,3%               |
| Responsibility, self-awareness, creating materials adjusted to the needs of students, insight and leadership | 1,5%               |

In relation to question no. 5:

| Strengths & Talents  | Share <sup>9</sup> |
|--|--------------------|
| Teamwork building and management   | 38,6%              |
| Classroom management   | 32%                |
| Crisis management  | 11%                |
| Managing diversity and interculturalism, student self-motivation, acknowledgement of objectives and communication skills                     | 7%                 |
| Empathy  | 16,4%              |
| Innovation and technology  | 4,5%               |
| Stress, knowledge about pupils with special educational needs, school psychology, dealing with bullying, problem resolution and organization | 2,3%               |

In Question 5, 44 subjects responded even though only 9 had respond NO in Q3.

<sup>8</sup> Share of the respondents who reported the listed strength or talent.

<sup>9</sup> Share of the respondents who reported the listed strength or talent.

Questions  
2-6-7

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

**Question 6:** During the last year, have you participated / participated in training courses on building student teams, working in groups, or managing the classroom?

**Question 7:** If you ticked "Yes" in the previous question, please provide the names of the training or topics.

This set of questions aimed at analyzing the needs of teachers in terms of learning opportunities for improving their educational practices addressed to develop their students' soft skills and build cohesive communities inside their classrooms.

In response to question no. 2, the following support areas and tools were mentioned in the surveys:

Table 2. Support teachers need to develop students' soft skills

| Item  | Share |
|---|-------|
| Training, continuous education and support from colleagues  | 24,6% |
| Innovation and communication skills   | 13%   |
| Technological infrastructure  | 11,5% |
| Cooperative learning  | 9,8%  |
| Self-motivation   | 6,5%  |
| Flexibility of the educational system   | 8%    |
| Educational material, financial support, psychological support and more funded programs from the ministry | 5%    |
| Parents and students support and experiential educational programs  | 3,2%  |
| Audio-visual material   | 1,5%  |

In response to question no. 6, only 15 (25%) teachers have taken part in training courses. 46 (75%) teachers haven't taken part in training courses.

In Greece teachers of all levels don't tend to receive further education beyond university. It rests upon personal will for further participation in seminars and workshops aiming to their development as educators. The educational system is rather rigid and old and has no provision in further training teachers to develop their skills and approaches in the classroom.



11 out of 15 provided the names of the training topics the most frequently mentioned training courses were: Distant learning, distant learning tools, classroom management, Effective parent, effective teacher and effective communication workshop, Unaccompanied refugee children and adolescents: attachment theory-symptom-self-injury in adolescence etc., adult education, Laboratory Seminar for Secondary Education Biology Teachers, Suicidality in refugee minors, self and professional in unaccompanied minors' shelters, vocational orientation for refugee minors, etc., Planning methodology for teachers and education managers, The Teacher in the School Classroom: Practices for Guiding and Supporting Students, Environmental education.

**Question 8**

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.

The average number of teachers requiring developing to effectively manage student teams is 7.

**Questions  
9-10**

**Question 9:** On a scale from 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what you think should be developed in students first.

**Question 10:** Other? What?

The respondents (61) thought that it should be to develop:

- understanding the world of values (such as solidarity, truthfulness) and pointing to models of behavior: 57.4%
- building social relations based on mutual respect: 65.6%
- building students' self-esteem based on strengths: 73.8%
- student's ability to build intrinsic motivation: 60.7%
- creativity, innovation and entrepreneurship: 36.1%
- respect for the environment and active pro-ecological attitudes: 59%
- the ability to recognize and further develop individual talents: 72.1%
- intercultural understanding, tolerance and openness to changes: 55.7%

In addition to the closed-response responses, 11 subjects most frequently mentioned: Respecting others (same or opposite sex), respecting diversity, stress and crisis management, acceptance, The ability to judge the music they listen to, racism, The journey of self-discovery away from stereotypes and guilt, free



expression, Respect for the teacher, understanding the importance of education, Education on bullying, empathy, learn to be autonomous.

“The ability to judge the music they listen to, free expression, stress and crisis management, The journey of self-discovery away from stereotypes and guilt, Respect for the teacher, understanding the importance of education, Education on bullying, empathy, learn to be autonomous.”

### Questions 11-12

**Question 11:** 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?

**Question 12:** Other? What?

The respondents were asked to rate from 1 to 5 the following items. In the opinion of 61 respondents, the main focus of daily work with students is on:

- preparing for competitions: 4.9%
- improving relationships with peers, improving cooperation skills: 60.7%
- increase student self-esteem: 75.4%
- strengthening of motivation: 60.7%
- developing effective learning skills and eliminating learning failures: 47.5%
- skills development in educational projects: 44.3%
- implementation of the core curriculum: 13.1%
- creating a school community: 42.6%

In response to question no. 12, the closed answers, 7 subjects pointed out that the focus was on: Mutual respect and altruism, Strengthening, organization and methodology as well as support for vocational guidance, Trust between school community members, Consistency and participative teaching, The recognition of the choice to continue going to school.

“Mutual respect and altruism, Strengthening, organization and methodology as well as support for vocational guidance, Trust between school community members, Consistency and participative teaching, the recognition of the choice to continue going to school.”

### Question 13

Please indicate examples of mutual support and teacher learning that you use because you find them effective and necessary.

This multiple-choice question invited respondents to select all the applicable mutual support and teacher learning examples among the following options:

- developing curriculum work plans;
- developing lesson plans;
- preparation of teaching materials;
- test development;
- peer observations;
- joint project management;
- exchange of experiences;
- mutual motivation;
- sharing the knowledge gained during the training;
- disseminating examples of good practice;
- exchange of materials and teaching aids;
- jointly organizing and conducting activities (trips, contests, events);
- exchange of information about students and class teams.

Particularly:

Table 3. Activities to be structured together with students

| Item   | Frequency |
|--|-----------|
| Developing curriculum work plans                 | 34,4%     |
| Developing lesson plans                          | 49%       |
| Preparation of teaching materials                | 67%       |
| Test development                                 | 26%       |
| Peer observations                                | 27,8%     |
| Joint project management                         | 37,7%     |
| Exchange of experiences                          | 59%       |
| Mutual motivation                                | 60,7%     |
| Sharing the knowledge gained during the training | 65,5%     |
| Disseminating examples of good practice          | 41%       |
| Exchange of materials and teaching aids          | 67%       |

|  |     |
|--|-----|
| Jointly organizing and conducting activities (trips, contests, events) | 54% |
| Exchange of information about students and class teams                 | 67% |

In Greece public schools face the lack of funding in basic materials. Hence several schools lack the basic ICT infrastructure. Schools tend to receive computers from companies that donate their old ones when they update theirs. Or through parents' associations that raise money to fill the school's needs. Hence the teachers don't always have access to online tools etc.

“Preparation of teaching materials, sharing the knowledge gained during the training, exchange of information about students and class teams.”

### Questions 14-15

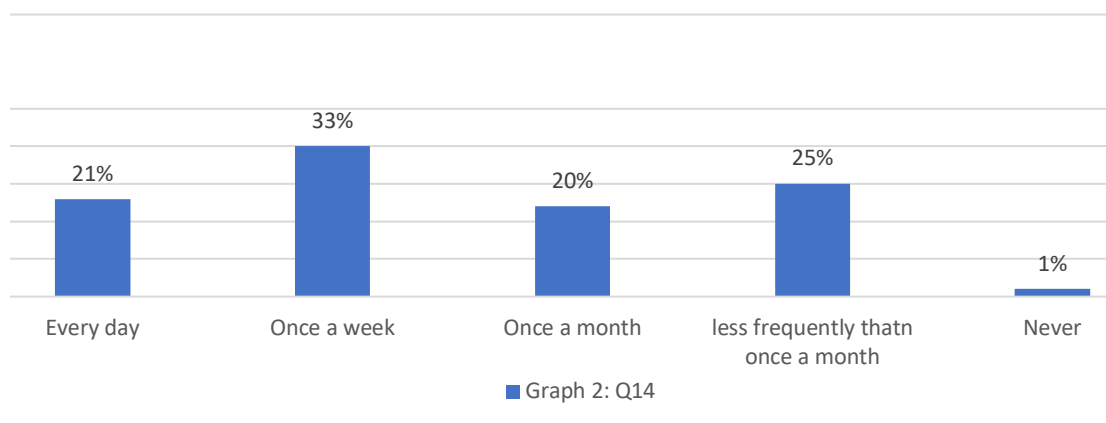
**Question 14:** How often in your lessons do you use ICT (Information and Communication Technologies)?

**Question 15:** In which context would you most likely like to use ICT in your lessons?

Most subjects (61 persons) indicated that they use ICT:

- every day: 13 (21%)
- once a week: 20 (33%)
- once a month: 12 (20%)
- less frequently than once a month: 15 (25%)
- I do not reach for such solutions: 1 (1%)

Graph 2. Frequency of ICT use in the respondents' lesson



In response to [question no. 15](#):

- Educational platforms: 32.8%
- Videos-movies, audiovisual material and Polls :23%
- Internet and projectors: 11.5%
- Presentations: 8.2%
- Links to additional teaching content and Literary material, Multimedia texts and e-books: 6.5%
- Graduated difficulty exercises, social media and educational games and game-applications: 4.9%,
- The possibility of a bank for exchanging lesson plans, 'smart' learning platforms, smartphones, laptops: 3.3%

*"I would like an internet connection to be offered to the children so that we can use their electronic devices in class."*

## Questions 16-17

**Question 16:** In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?

**Question 17:** If you ticked "Yes" in the previous task, list which ones.

Only 13 (21%) Respondents felt that schools provide pupils with the practical knowledge and skills they need to choose an education and career path. 48 (79%) feel that schools don't provide pupils with the practical knowledge and skills they need to choose an education and career path.

The most frequently mentioned forms were: Musical knowledge, Cooperation, autonomy development, come in contact with different sciences, Socialization, self-awareness, noble competition, learn to work hard to achieve their goals.

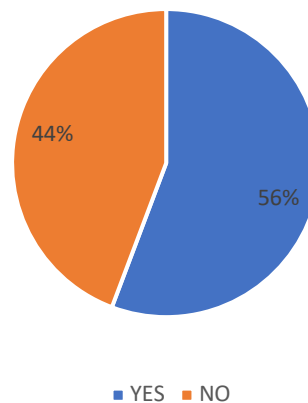
## Questions 20-21

**Question 20:** Is your school making strategic changes to enter a closed loop economy i.e., waste reduction, recycling, electricity and water consumption, environmental education, renewable energy, reuse of used school materials?

**Question 21:** Justify your choice.

According to 34 (56%) teachers: Their schools are developing strategic changes to move into the circular economy, 27 (44%) teachers mentioned that their school take no such actions.

Graph 3. Strategic school changes for circular economy



In response to question no. 21, mostly teachers justify this:

- recycling paper, plastic, batteries, aluminum: 57%
- Participation in recycling programs: 17%
- Replacement of all school light bulbs with Led bulbs and information on the circular economy and the ways it can be realized: 6%
- Turn off the light whenever it is unnecessary and reuse materials: 3%

8 teachers that mentioned that their school take no such actions justify it:

- Lack of interest: 17%
- Economic difficulties: 6%

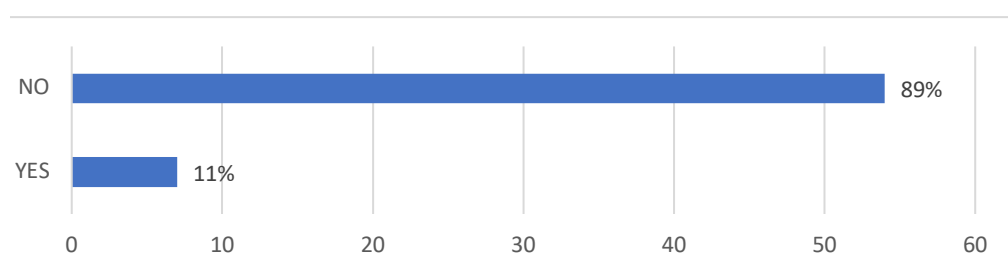
### Questions 22-23

**Question 22:** Does your school cooperate with companies - potential employers of your students?

**Question 23:** If you marked "Yes" in the previous question, do you think students are aware of this collaboration?

In response to question no. 22, the majority of respondents 54 (89%) **did not** acknowledge that their school cooperates with companies – potential employers of their students 7 (11%) teachers respond positively.

Graph 4. Does your school cooperate with companies - potential employers of your students?



Of the 7 teachers that respond positively only 4 explained:

- *“With NGOs”*
- *“We have a database of professionals who can help some school graduates”,*
- *“We are trying to create a platform where the graduates of the EPAL (Vocational high school) can share knowledge and good practices with the students, as well as collaborate with us to cover jobs from the student community”,*
- *“Social workers make the necessary connections; we help with vocational orientation.”*

### Questions 24-27

**Question 24:** What kind, in your opinion, should be a teacher-mentor - educator who in her/his work focuses more on supportive participation in students' development and less on transferring knowledge?

**Question 25:** Would you like to improve your teacher's skills as a mentor?

**Question 26:** If you marked 'Yes' in the previous question, please explain the relevance to your daily work with students and what tools would be most useful to you.

**Question 27:** If you marked "No" in the previous task, please explain why.

According to 29 (83%) teachers, students are not aware of this collaboration. 6 (17%) teachers mentioned that students are aware of this collaboration.

The Greek educational system adopts a more theoretical approach of professional orientation. Even though there is a course on this subject in secondary education, it doesn't receive the attention that it deserves equally from students and teachers. In my opinion it would be very rare for a school to cooperate with companies apart from EPAL (Vocational high schools) and I would think that this kind of initiatives would only rest upon the school's administration.

In response to question no. 25, a mentor or pedagogue who focuses more on supporting participation in the development of pupils and less on the imparting of knowledge should be:

- Encouraging- supportive 29.5%
- Motivating 22.9%
- Promote teamwork 19.7%
- Patient 13%
- Creative 11.5%
- Open minded 9.8%
- Should focus equally on both aspects 9.8%

- Understanding 8.2%
- Innovator 6.5%
- Facilitating 5%
- Orchestrating-organizing 3.3%
- Firm 1.6%

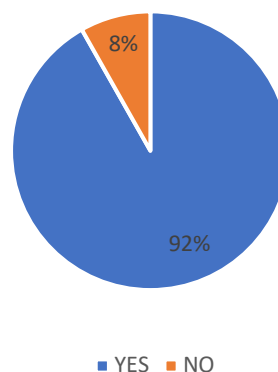
#### Noteworthy Individual Responses and Ideas:

- *“To be accepting, kind, open-minded, aware of his/her abilities, willing to improve and to try to actively listen to the needs of his/her students and to adapt, not to be rigidly faithful to instructions”*
- *“Collaborative, creative, student-centred”*
- *“Not sticking to traditional teaching methods and being able to use apps and other ways to instill a love of learning in students”*
- *“Willing to listen to his students and support them where they need it”*
- *“A teacher who differentiates teaching according to the needs and interests of the group and offers equal opportunities for participation, who places less emphasis on grade and more on the overall development of students”*
- *“The teacher must create in the children the sense that their relationship is not a relationship of power, despite his institutional role”*
- *“The relationship should be presented as equal, open and one that offers security for the multifaceted development of the children, which is the goal, it should have as a basic principle the collaborative group method and student-centred teaching.”*
- *“It should aim to develop critical thinking and not simply to complete the material by following the textbook”*
- *“Inspire children through discussions that are not just about lessons.”*
- *“Encourage them to investigate in depth and engage in activities that develop their sociability and strengthen their relationships with each other”*
- *“Open to cooperation with colleagues”*
- *“By organizing teamwork”*
- *“An educator is mainly a guide and helps children discover their talents and potential”*
- *“Recognize the needs of each student, be empathetic, work in teams, use the project in the lesson, respect students' personalities, etc.”*
- *“Be creative, honest, humanistic and promote critical thinking”*

- *“In principle, the aim should be twofold, both to support participation in the development of students and to support the transfer of knowledge”*
- *“He needs, therefore, to have experience and evidence of the results of his own activity and not just a deposit of titles”*
- *“A teacher should focus on both, He/she should be by the student's side, advising and motivating him/her”*
- *“It is also very important to support student participation in student development and the transfer of knowledge”*
- *“A teacher should focus significantly on both strands”*
- *“Less knowledge transfer, more communication lessons”*
- *“To gain the respect of the students”*
- *“To raise questions in children”*
- *“Organizes students to learn to work in teams, collaboratively and to seek knowledge, it should promote social-emotional knowledge and not sterile memorization; this is achieved through workshops, joint participation in interactive knowledge games”*
- *“Knowledge today is found in skills which are required every day in all aspects of life”*
- *“He encourages, guides, acts as a role model with his behavior, reinforces students' effort, sees mistakes as opportunities for learning.”*
- *“Non-stressful regarding the processing of the material”*
- *“He must have a sense of respect and social justice, not to be abusive (verbally, emotionally and physically) towards his students”*

In response to question no. 26, 56 (92%) Respondents want to improve their teaching skills as a mentor. 5 subjects were unwilling to perfect their desires as a mentor.

Graph 4. Improving teaching skills





In response to question no. 27, 43 teachers explained the relevance to their daily work:

- Better relationship with the students 23.3%
- Be a better/satisfied teacher 16.3%
- Students pay more attention/participate 14%
- Effective learning 14%
- Skills development and capacity building 11.6%
- Happier students 9.3%
- Open/accepting students 7%

43 teachers explained what tools would be most useful to them:

- ICT 18.6%
- Interactive learning 16.3%
- Communication-teamwork 14%
- Promote critical thinking 4.7%
- Gamified learning 4.7%
- Vocational training 4.7%
- Outdoors activities 2.3%

#### Noteworthy Individual Responses and Ideas:

- *“The mentor is the student's link to education and life.”*
- *“He is the step after the family and resembles a psychologist. He is the safety of the students in the school”*
- *“His job is very important. And it's a two-way street, it will make the educational process more effective and the students more receptive and possibly happier”*
- *“Play, activities outside school, visits to workplaces”*
- *“Tools that encourage the active participation of children and their initiative, giving them the opportunity to be the protagonists of the educational process”*
- *“Communication skills, professional orientation, ICTs”*
- *“It would make everyday work interesting”*
- *“Training is necessary, I would be a more effective teacher”*
- *“Platform with teaching material to engage students in the learning process”*
- *“Psychological support”*
- *“Electronic sources, printed material, electronic media”*

- *“It would make the lesson enjoyable for me and the students; it would help the children understand the usefulness of what they learn in school; the tools that would be useful to me are methods and tricks to better understand the lesson and involve the students in the whole process”*
- *“Children would enjoy coming to school and would not consider education a waste of time”*
- *“I would like tools that enhance cooperation between students”*

In response to question no. 28, the 4 out of 5 subjects, who were unwilling to perfect their desires as a mentor, supported their decision:

- *Education has excellent results as it is*
- *My teaching skills are sufficient*
- *I am haunted by the completion of the material*

In Greece the educational system in my opinion, is outdated. All reforms tend to focus on grading and examination of students. Also, the educational framework that teachers need to follow is very rigid with not much room for alternative teaching methods. In this way younger and less experienced teachers follow the more traditional and strict teaching models that senior teachers have adopted. Adding to this, the lack of further education and funding as mentioned above, deprives younger teachers to evolve.

## Summary

The teachers require means that will equip and allow them to have a better approach towards their students. They need to know how to help more their students to develop their self-esteem, critical thinking, teamwork and respecting diversity. They need to know how to build trusting bonds with their students and at the same time motivate them to participate more in the learning process. They also require ICT infrastructure and vocational guidance for their students.

## 2.2 Survey Analysis: Primary School Students

The survey addressed to primary school students aimed at assessing two main items:

1. students' overall satisfaction with the school activities;
2. students' overall satisfaction with their teachers.

The scope of the research, mainly focused on Secondary School Education, did not include the in-depth analysis of the items listed above, but the collection of a higher-level picture of the current satisfaction level of a limited sample of primary school students. Further investigation is needed to assess the underlying reasons behind the answers collected, as well as to evaluate the applicability of the results to a wider sample.

### Question 1 How are you feeling today?

The Mentor 2.0 consortium differentiated surveys for primary school students from those designed for older students to make it easier for respondents to participate in the research. For most of the questions, we used graphics such as emojis so that the surveys were more approachable and “friendly” for children. In order to reach the students of grades 1-6, KEAN conducted the following activities: published the questionnaires on the organization’s social media. They were also sent to the organization’s collaborators. Additionally, the questionnaires were sent to parent’s associations that maintain a contact with KEAN. To kick off the survey, kids were asked about their feelings, particularly if they felt “Happy” or “Sad” during the survey. 42 interviewed felt “Happy”, 2 felt “sad” and 1 felt “angry”.

### Questions 2 -3-4

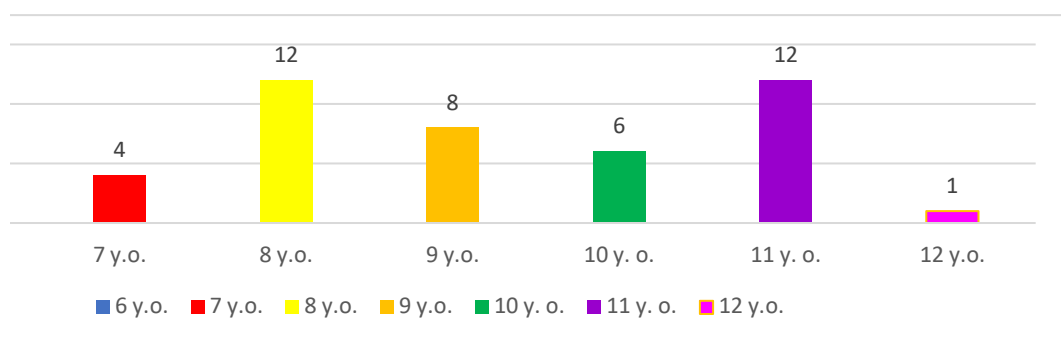
Question 2: How old are you?

Question 3: Are you a primary school student?

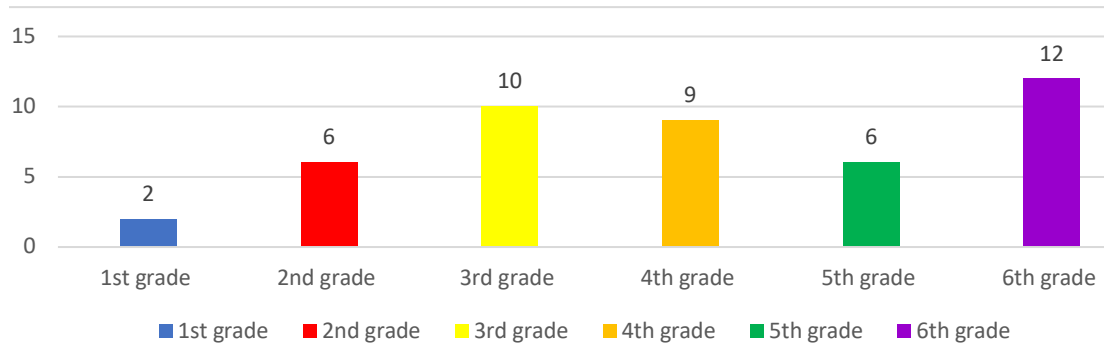
Question 4: What grade are you in?

44 of the respondents were primary school students.

Graph 5. Age of respondents



Graph 6. What grade are you in?



### Question 5 Do you like going to school?

35 Students in primary school like to go to school, 10 don't.

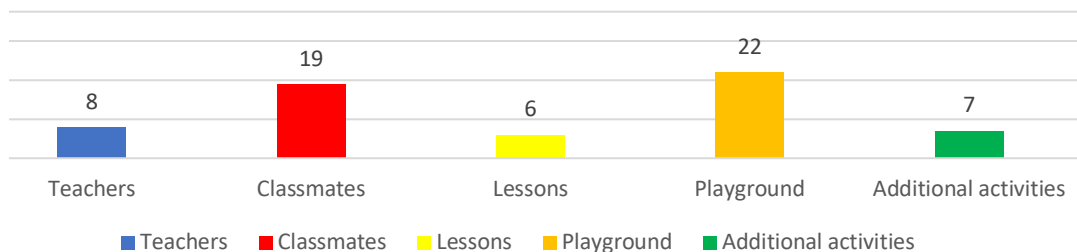
### Questions 6-7

**Question 6:** What I like most about schools is:

**Question 7:** What I like the least in school is:

Students liked the most in their school: the playground and classmates.

Graph 7. Like things at school.



In response to question no. 27, students liked the least: lessons

### Questions 8-9-10

**Question 8:** Do you like your teachers?

**Question 9:** Do/Don't your teachers help you with your homework?

**Question 10:** Would you like to have the same teachers next year?

40 (89%) students indicated that they liked their teacher. 28 (62%) students would like to have the same teacher next year. 30 Students in primary school have realized that teachers help them with their homework.

### Question 11

How are the lessons? Select if they're "Fun" or "Boring".

**25 students** replied that lessons were **fun**, and **20 respondents** said that lessons were **boring**.

**Question 12**

When at school, would you like to do more activities outside of class (e.g., on the playground)?

The youngest respondents reacted positive to the idea of increasing the number of activities in the form of games. Most of them 89% (40) marked the answer: yes

**Question 13**

How many stars would you give to your school?

Most students in primary school would rate their school with 4 stars.

**Summary**

The **younger (elementary) students** seem to be happy with the educational processes even though they **enjoy more the playground and classmates** from their lessons. They like their teachers but would enjoy more alternative learning approaches (e.g., outdoors activities).

## 2.3 Survey Analysis: Lower Secondary School Students

The survey addressed to lower secondary school students aimed at evaluating:

- students' overall satisfaction with their schools;
- students' active engagement in classes;
- current mentoring practices in lower secondary schools;
- use of ICT in lower secondary schools;
- cooperation between lower secondary schools and external actors.

**Question 1** Are you studying lower secondary school?

28 of the respondents were in middle school.

**Questions  
2-3-4**

**Question 2:** Enter how often the teachers give you tips on how to learn effectively: (choose one of the following)

**Question 3:** If you indicated that you were getting tips/directions, choose which:

**Question 4:** What do you miss the most in order to learn effectively?

This set of questions aims to determine whether students receive guidance from their teachers in different areas and how often.

Concerning question no. 2, the students answered this way:

- once or several times a week 24%
- once a month or more frequently 27%
- less than once a month 27%
- never 21%

In relation to question no. 3:

- Methods for better memorization 41%
- Creating associations 9%
- Create good notes 28%
- Learn how something works in practice 22%

Concerning question no. 4, the students answered this way:

- Motivation 48.5%
- changes in teachers' attitudes 36.4%
- to discuss teaching techniques 12%
- help if I don't understand or know something 39.4%
- forbearance of teachers 15%
- thinking outside the box by teachers 33.3%
- concentration 45.5%
- I don't know 3%

- other factors, which? 3%

## Question 5-9-13

**Question 5:** Are you eager to take part in lessons?

**Question 9:** During lessons, you have the opportunity to:

**Question 13:** Thanks to my school, I can:

This set of questions aims to understand the degree of participation in the lessons and the opportunities arising from them and from the school.

Concerning **question no. 5**, 18% of the students attend most of the lessons with interest, 18% the majority, 33% half of the lessons and 27% less than half and none 3%.

In relation to **question no. 9**:

- ask questions: never 45.5%, less than once a month 21.2%, less than once a week 3%, more than once a week 12.1%, daily 18.2%
- take visual (mind map) notes: never 45.5%, less than once a month 18.2%, less than once a week 18.2%, more than once a week 15.2%, daily 3%
- participate in the discussion: never 18.2%, less than once a month 27.3%, less than once a week 21.2%, more than once a week 9.1%, daily 24.2%
- work in groups and pairs: never 21.2%, less than once a month 48.5%, less than once a week 12.1%, more than once a week 9.1%, daily 9.1%
- work independently: never 12.1%, less than once a month 27.3%, less than once a week 15.2%, more than once a week 21.2%, daily 24.2%
- express your opinion on the topics discussed during the lesson: never 21.2%, less than once a month 18.2%, less than once a week 9.1%, more than once a week 30.3%, daily 21.2%
- Submit own ideas and implement them with the help of teachers: never 24.2%, less than once a month 18.2%, less than once a week 27.3%, more than once a week 15.2%, daily 1.2%
- use of the computer and the Internet in the performance of classroom assignments: never 51.5%, less than once a month 15.2%, less than once a week 9.1%, more than once a week 18.2%, daily 6.1%



- i. use a smartphone for learning purposes: never 60.6%, less than once a month 20.2%, less than once a week 9.1%, more than once a week 6.1%, daily 3%

Regarding to the question 13:

- a. get involved in environmental actions and events 18.2%
- b. participate in volunteering 18.2%
- c. present my own talents, talents and / or strengths 48.5%
- d. implement my ideas 30.3%
- e. participate in social projects 6%
- f. participate in ecological projects 6%
- g. participate in projects developing cooperation and communication skills 27.3%
- h. participate in projects involving local entrepreneurs and other companies 3%
- i. none of the above 0%
- j. other: 21.2% (no suggestions)

### Question 6-7-12

**Question 6:** What/who motivates you to learn? Choose 3 main motivators:

**Question 7:** What demotivates you to learn? Choose the 3 main reasons for demotivation:

**Question 12:** How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways

This set of questions aims to understand what motivates and demotivates students and how teachers try to inspire learners.

**Question 6:**

- a. knowledge, useful content 18%
- b. willingness to pass 39.4%
- c. good work in the future 39.4%
- d. sentence for studies 42.4%
- e. parents 36.4%
- f. interesting lessons 42.4%
- g. ambitions 3%
- h. cool teacher 24.2%
- i. other students 9%



- j. school subjects I like 27.3%
- k. nothing 9%
- l. if something else, what? 3% (no suggestions)

**Question 7:**

- a. getting up early 33.3%
- b. learning useless things 36.4%
- c. pressure of possible failure 48.5%
- d. the ability to do something that interests you more 12.1%
- e. boring school subjects 51.5%
- f. the shortcomings that follow you 27.3%
- g. repetition of topics in subsequent classes 9%
- h. the fact that you are judged for everything 36.4%
- i. the need to study subjects that you don't like 33.3%
- j. getting bad grades despite studying 42.4%
- k. material congestion 36.4%
- l. the attitude of peers 12.1%
- m. teachers' comments 9%
- n. little free time 18.2%
- o. too much homework 30.3%
- p. nothing 0%
- q. if something else, what? 0%

**Question no. 12:**

- a. most common ways
- b. when they conduct the lesson in an interesting way 72.7%
- c. when they answer the questions asked by exploring the topic 39.4%
- d. when they praise you when you succeed 42.4%
- e. by saying that the topic will be related to future lessons 21.2%
- f. I don't know 6%
- g. They don't motivate me 18.2%
- h. differently, how do they motivate you?: 3% (no suggestions)

**Question 8**

**Question 8:** Do the teachers talk to you about your strengths / talents and how to develop them?

- a. one teacher 30%
- b. two or three teachers 24%

- c. more than three teachers 3%
- d. no teacher 42%

**Question 10** Question 10: During lessons, teachers give you tips on how to:

- a. Review important content 21.2%
- b. Remember important information 51.5%
- c. Take notes that are useful for you 60.6%
- d. Use your strengths to learn 18.2%
- e. How to find the necessary knowledge on the Internet 27.3%
- f. Give no hints 30.3%

**Question 11** Question 11: How do you usually feel when you are assessed? Choose the descriptions that best suit you

- a. I still want to learn 19%
- b. I decide to improve 32%
- c. losing motivation to continue studying 9%
- d. I still don't know what to do/correct 23%
- e. I know what to improve and how to do it 17%

**Question 14** If you could change something about your school, what would it be?

- a. learning useful things 33.3%
- b. classes starting at a later hour 48.5%
- c. more conversations and activities on different life paths 42.4%
- d. more outdoor activities and experiments instead of sitting at the desks 66.7%
- e. teachers' approach to students 21.2%
- f. more interschool and international projects, trips and initiatives 72.7%
- g. grading system 36.4%
- h. ways of teaching 48.5%
- i. if something else, what?: 3% (no suggestions)
- j. I wouldn't change anything 3%

**Question 15** What would you wish for your teachers?

All the surveyed students indicate that they would like their teachers to be:

- *I appreciate the liberal teachers and their free spirit, but also their creative attitude. The way they bring students together and make them a team, while helping each child to discover their interests and themselves with the right activities.*
- *Teachers try to teach us in the easiest and most interesting way possible.*
- *There are teachers who also sit with us outside the classroom and help us if we have a problem with something we talk about different subjects and we don't just do a lesson*
- *I don't like my teachers*
- *They taught me to stand on my own two feet and believe in myself*
- *They help students socialize with their peers and people with common interests.*
- *Nothing*
- *They give me knowledge that will help me in the future, I learn my strengths, they help me to socialize properly and learn to work with people and they prepare me for the outside world which is an important factor for me and for all young people*
- *I have made good friends*
- *I've made friends, I spent my day creatively.*
- *The teachers are very supportive in terms of the lesson*
- *I've figured out what I'm good at and what I like*
- *Nothing, school causes me stress.*
- *They are not very strict in grading as much as other schools*

**Summary**

The middle secondary education students have reported that their teachers generally help them in class and give them tips for improved learning. Students, however, participate in half or less than half of their subjects, they rarely have the opportunity to ask questions and work in groups while they never or rarely use computers, the internet or smartphones in classroom for their

assignments. Students say that thanks to their school they know what their talents and strengths are, can express their ideas, and learn to cooperate and communicate with their peers on the other hand they don't talk about their talents and strengths with their teachers. To learn more effectively they need to work on their concentration and look for a positive attitude, motivation, and help to understand and learn something from their teachers, as well as teachers with out of the box thinking. Finally, they would like to participate in more interschool and international projects and outdoors activities.

## 2.4 Survey Analysis: Upper Secondary School Students

The survey addressed to upper secondary school students aimed at evaluating:

- Students' overall satisfaction with their schools;
- Students' active engagement in classes;
- Current mentoring practices in upper secondary schools;
- Use of ICT in upper secondary schools;
- Cooperation between upper secondary schools and external actors;
- Preparing students to undertake educational and professional decisions about their future.

**Question 1** Are you an upper secondary school student?

25 were in upper secondary education

**Questions  
2-3-4**

**Question 2:** Enter how often the teachers give you tips on how to learn effectively:  
(choose one of the following)

**Question 3:** If you indicated that you were getting tips/directions, choose which:

**Question 4:** What do you miss the most in order to learn effectively?

This set of questions aims to find out whether students receive hints in different areas and how often.

**Question 2:**

- once or several times a week 13%
- once a month or more frequently 23%
- less than once a month 43%
- never 20%

**Question 3:**

- a. Methods for better memorization 26%
- b. Creating associations 6%
- c. Create good notes 32%
- d. Learn how something works in practice 32%

**Question 4:**

- a. Motivation 50%
- b. changes in teachers' attitudes 26.7%
- c. to discuss teaching techniques 20%
- d. help if I don't understand or know something 36.7%
- e. forbearance of teachers 10%
- f. thinking outside the box by teachers 46.7%
- g. concentration 40%
- h. I don't know 0%
- i. other factors, which? 0%

**Question  
5-9-13****Question 5:** Are you eager to take part in lessons?**Question 9:** During lessons, you have the opportunity to:**Question 13:** Thanks to my school, I can:

This set of questions aims to understand the degree of participation in the lessons and the opportunities arising from them and from the school.

**Question 5:**

- a. All 13%
- b. the majority 33%
- c. half 43%
- d. less than half 7%
- e. none 3%

**Question 9:**

- a. ask questions: never 43.3%, less than once a month 26.7%, less than once a week 16.7%, more than once a week 10%, daily 3.3%
- b. take visual (mind map) notes: never 30%, less than once a month 33.3%, less than once a week 20%, more than once a week 13.3%, daily 3.3%
- c. participate in the discussion: never 13.3%, less than once a month 23.3%, less than once a week 30%, more than once a week 20%, daily 13.3%

- d. work in groups and pairs: never 26.7%, less than once a month 46.7%, less than once a week 10%, more than once a week 13.3%, daily 3.3%
- e. work independently: never 23.3%, less than once a month 16.7%, less than once a week 20%, more than once a week 10%, daily 30%
- f. express your opinion on the topics discussed during the lesson: never 16.7%, less than once a month 26.7%, less than once a week 16.7%, more than once a week 26.7%, daily 13.3%
- g. Submit own ideas and implement them with the help of teachers: never 26.7%, less than once a month 40%, less than once a week 10%, more than once a week 16.7%, daily 6.7%
- h. use of the computer and the Internet in the performance of classroom assignments: never 56.7%, less than once a month 16.7%, less than once a week 10%, more than once a week 10%, daily 6.7%
- i. use a smartphone for learning purposes: never 53.3%, less than once a month 23.3%, less than once a week 6.7%, more than once a week 13.3%, daily 3.3%

**Question 13:**

- a. get involved in environmental actions and events 20%
- b. participate in volunteering 13.3%
- c. present my own talents, talents and / or strengths 40%
- d. implement my ideas 33.3%
- e. participate in social projects 6.6%
- f. participate in ecological projects 0%
- g. participate in projects developing cooperation and communication skills 26.7%
- h. participate in projects involving local entrepreneurs and other companies 3.3%
- i. none of the above 0%
- j. other: 10% (no suggestions)

**Question  
6-7-12**

**Question 6:** What/who motivates you to learn? Choose 3 main motivators:

**Question 7:** What demotivates you to learn? Choose the 3 main reasons for demotivation:

**Question 12:** How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways

This set of questions aims to understand what motivates and demotivates students and how teachers try to inspire learners.

**Question 6:**

- a. knowledge, useful content 16.7%
- b. willingness to pass 26.7%
- c. good work in the future 46.7%
- d. sentence for studies 46.7%
- e. parents 33.3%
- f. interesting lessons 36.7%
- g. ambitions 23.3%
- h. cool teacher 20%
- i. other students 6.7%
- j. school subjects I like 43.3%
- k. nothing 6.7%
- l. if something else, what? 0%

**Question 7:**

- a. getting up early 30%
- b. learning useless things 70%
- c. pressure of possible failure 33.3%
- d. the ability to do something that interests you more 20%
- e. boring school subjects 60%
- f. the shortcomings that follow you 33.3%
- g. repetition of topics in subsequent classes 3.3%
- h. the fact that you are judged for everything 20%
- i. the need to study subjects that you don't like 50%
- j. getting bad grades despite studying 33.3%
- k. material congestion 50%
- l. the attitude of peers 0%
- m. teachers' comments 16.7%
- n. little free time 40%
- o. too much homework 30%
- p. nothing 0%
- q. if something else, what? 0%

**Question 12:**

- a. when they conduct the lesson in an interesting way 80%
- b. when they answer the questions asked by exploring the topic 46.7%
- c. when they praise you when you succeed 40%
- d. by saying that the topic will be related to future lessons 43.3%
- e. I don't know 3.3%
- f. They don't motivate me 16.7%
- g. differently, how do they motivate you?: 0%

**Question 8**

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

- a. one teacher 23%
- b. two or three teachers 13%
- c. more than three teachers 3%
- d. no teacher 60%

**Question 10**

During the lesson, the teachers give you tips on how to:

- a. Review important content 16.7%
- b. Remember important information 53.3%
- c. Take notes that are useful for you 53.5%
- d. Use your strengths to learn 20%
- e. How to find the necessary knowledge on the Internet 6.7%
- f. Give no hints 20%

**Question 11**

How do you usually feel when you are assessed? Choose the descriptions that best suit you

- a. I still want to learn 9%
- b. I decide to improve 24%
- c. losing motivation to continue studying 18%
- d. I still don't know what to do/correct 27%
- e. I know what to improve and how to do it 22%





## Question 17 If you could change something about your school, what would it be?

- a. learning useful things 43.3%
- b. classes starting at a later hour 40%
- c. more conversations and activities on different life paths 70%
- d. more outdoor activities and experiments instead of sitting at t  
73.3%
- e. teachers' approach to students 33.3%
- f. more interschool and international projects, trips and initiatives
- g. grading system 43.3%
- h. ways of teaching 63.3%
- i. if something else, what?: 0%
- j. I wouldn't change anything 0%

## Question 14-15-16

**Question 14:** On a scale from 1 to 6, determine at what level teachers at your school discuss with you the emergence of new professions and changes that will take place on the labour market? (Where 1 is very low and 6 is very high level).

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

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

### Question 14:

- a. 1 - 23%
- b. 2 - 27%
- c. 3 - 23%
- d. 4 - 17%
- e. 5 - 10%
- f. 6 - 0%

### Question 15:

- a. 1 - 37%
- b. 2 - 37%
- c. 3 - 7%
- d. 4 - 10%



- e. 5 - 7%
- f. 6 - 3%

**Question 16:**

- a. 1 - 60%
- b. 2 - 20%
- c. 3 - 7%
- d. 4 - 7%
- e. 5 - 3%
- f. 6 - 3%

**Question 18** What would you wish for your teachers?

All the surveyed students indicate that they would like their teachers

- *that they would step outside the old ways of teaching and open new practices;*
- *I would not want them to be so different from what they are at present*
- *They gave me the foundations to do well in my exams and to get into university*
- *They didn't offer me anything and everything I did I did on my own*
- *Climate of cooperation, professional orientation, humanistic education, education beyond technical subjects*
- *I got some basic knowledge, but I think I could have gotten more and opened my horizons more.*
- *I feel comfortable asking teachers what I want*
- *There are only two or three people who really like to see kids learn in life without making life difficult for us. Otherwise in general school, at all levels of education, in very high regard.*
- *Pluralism in ideas and a source of knowledge in a group way.*
- *School helped in my socialization.*
- *I like the environment and the friends I have at school*
- *There are some remarkable teachers*
- *I appreciate only a few teachers who are willing to teach us something and try and work with us students.*
- *They give me specialized knowledge relevant to my chosen profession. Professors are experienced in the field of my studies and willing to help.*
- *I don't appreciate my school at all. Few professors were valuable. They could be counted on the fingers of one hand.*

- *I don't appreciate my school nor my teachers.*

## Summary

The higher secondary education students have reported that their teachers rarely give them tips to improve their study and these mostly focus on taking notes and remembering important information. Students, participate in the majority or half of their subjects, they rarely have the opportunity to ask questions and work in groups while they work independently on a daily basis. Also, they never or rarely use computers, the internet, or smartphones in classroom for their assignments. Students say that thanks to their school they have understood what their talents and strengths are, can implement their ideas, and learn to cooperate and communicate with their peers on the other hand they don't talk about their talents and strengths with their teachers. To learn more effectively they need to work on their concentration and expect teachers to have a positive attitude, to motivate them, and help them to understand and learn things, as well as teachers with out of the box thinking and better teaching ways. Finally, they would like to participate in more interschool and international projects and outdoors activities as well they would like to talk more with their teachers about their future options and receive vocational orientation.

For this project Kean published the questionnaires on the organization's social media. They were also sent to the organization's collaborators and its network of educators. Additionally, the questionnaires were sent to parents and teachers associations that maintain a contact with KEAN. Finally, the questionnaires were directly e-mailed to a great number of schools in Athens and the periphery.

KEANs effort has been to reach as many as possible participants. It has been very difficult until the due date to attract participants. This phenomenon has been common in other projects that as well received the minimum participation. The Greek population is reserved, very sceptic and doesn't respond to surveys in a positive way.

What we can conclude is that there is great need both from the teachers and the students for the development of tools that improve the teacher-student relationship. That gives the means to the teachers to guide students to become aware of their strengths and talents but also identify those students struggling in the educational system and take intervention actions. In addition, to fortify the teacher's communication and leadership skills and strengthen their transversal competencies.

### 3. Advancing School Education: Focus Groups

Two focus groups were implemented by KEAN to analyze more in-depth the results of the surveys with teachers and students.

#### 3.1 Focus Group with Teachers

This paragraph was formulated to diagnose if the surveys reached all levels of primary and secondary education teachers. The aim was to reach all of them with more or less balanced representation.

The following questions were addressed:

1. In our teachers' surveys, we asked: "In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?" 21% of 61 responded Yes to this question. What do you think is missing the most for the school to equip students with practical knowledge and skills to choose their future pathways? What are the obstacles to implement it?
2. What do you think are the biggest obstacles for the school to equip students with practical knowledge and skills to choose their future pathways and – are there any difficulties of a legal nature – i.e., laws that make it harder for school to equip students with practical knowledge and skills to choose their future pathways?
3. In our survey, we asked teachers the following question: "Does your school cooperate with companies - potential employers of your students?" Only 11% of 61 responded Yes to this question. What do you think is missing the most for the school to cooperate with local businesses? What are the obstacles to implement it?
4. What do you think are the biggest obstacles for engaging local business and – if there are difficulties of a legal nature – i.e., laws that make it harder for schools to cooperate with companies?
5. In question 26 of the Teachers' surveys, 92% of 61 teachers answered Yes to the question: "Would you like to improve your teacher's skills as a mentor?" What do you think are the biggest obstacles for becoming a Mentor to your students and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to undertake such role?
6. In the students' Surveys we asked if they work in groups or teams in school and 48% of them responded that they never do or they work in teams less often than

once month. What do you think are the biggest obstacles for the students to work in teams or in groups in your classroom and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for such teamwork?

7. In question 14 of the Teachers' surveys, in the question: *"How often in your lessons do you use ICT (information and communication technologies), e.g., use of educational platforms, provide students with links to additional teaching content??"* 54% of 61 teachers answered that they use ICT in class on daily or weekly basis, as well 55% of Greek students responded that they never use ICT at school. What do you think are the biggest obstacles for ICT to be used at school and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to use ICT?
8. If you were to choose which topics of the MENTOR pedagogy you would like to pursue, if they were available online and for free, what would they be:
  - a. strengthening self motivation of the teacher / student;
  - b. discovering and managing talents of the teacher / student;
  - c. team building and leadership at school, in the classroom;
  - d. digital tools in school enhancing inclusive education;
  - e. school's role in circular economy, practical environmental education;
  - f. cooperation between school and the external environment, particularly employers.

The responses to the questions are reported in the following paragraphs. Please, note participants were assigned an individual number (P#) to simplify the transcription and analysis of the results, and maintain anonymity and confidentiality.

Q1. In our teachers' surveys, we asked: *"In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?"* Only 21% of 61 responded Yes to this question. What do you think is missing the most for the school to equip students with practical knowledge and skills to choose their future pathways? What are the obstacles to implement it?

The group felt that it's the system itself that pushes teachers not to pay attention to the practical knowledge and skills of the students.

All the respondents agreed that the educational system right now in Greece doesn't provide students with practical knowledge and skills because the main focus, especially for secondary education, is on getting through with the teaching material, grading students and pushing/preparing students for the university entry exams.

- *“The educational system is structured in such a way that children, especially in secondary education, are focused on exams and nothing is taught in school beyond the examination syllabus.”*
- *“The legal framework of the education system is outdated.”*
- *“What is missing is time and flexibility. Teachers especially in secondary education have too much material to deliver and they only deal with that and the exams in order to provide the grades of the semester”*
- *“At all levels of education teachers are concentrating on getting the information across rather than on how it is to be done.”*
- *“Especially in high school, even from the first year, all the teachers are busy with the university entrance exams and bombard the children with the material they have to cover.”*
- *“The core curriculum does not leave much room for teachers to follow the way they would like to conduct the lesson.”*

Q2. What do you think are the biggest obstacles for the school to equip students with practical knowledge and skills to choose their future pathways and – are there any difficulties of a legal nature – i.e., laws that make it harder for school to equip students with practical knowledge and skills to choose their future pathways?

Participants felt that this question was already covered in Q1.

The teachers said that the difficulties are legal since the core curricula given by the ministry of education concerning the teaching material for each grade and subject are very specific and rigid.

Q3. In our survey, we asked teachers the following question: “Does your school cooperate with companies - potential employers of your students?” Only 11% of 61 responded Yes to this question. What do you think is missing the most for the school to cooperate with local businesses? What are the obstacles to implement it?

Teachers felt that only in vocational (EPAL) high school students actually come in contact with professionals. In what is called general middle and high school students don't have the opportunity to become acquainted with the professional world.

Teachers mentioned that their schools don't cooperate with local companies and that the main obstacles are the lack of motivation in the educational staff, also the lack of charismatic teachers willing to get involved in this type of actions.



One of the teachers that worked in EPAL-Vocational high school said that even though the purpose of these high schools is to get students in contact with employers through apprenticeships the whole system doesn't work as it should.

- *At the EPAL (Vocational high school) where I work, we are creating a platform with businesses mainly of school graduates so that they can come for talks, to provide knowledge and insights but also as future employers. This is however an isolated initiative in one school in a remote provincial town and not something that is applied as a rule.*
- *The teaching staff lack motivation, you need to find charismatic teachers with vision and willingness to help beyond their working hours.*
- *There needs to be a government provision in the business and connectivity part. Each school should not act arbitrarily.*
- *The institution of apprenticeships in the EPALs is dysfunctional. Children do not acquire any real knowledge. It is a formal process and not a substantive one. But this is the interface that students have with employers to gain further practical training.*

Q4. What do you think are the biggest obstacles for engaging local business and – if there are difficulties of a legal nature – i.e., laws that make it harder for schools to cooperate with companies?

The group felt that this question was already covered in Q3.

Again, the teachers mentioned the educational system being rigid and obsolete doesn't give room for this type of activities. Also, they mentioned that the ministry of education should provide schools with specific and common directions as to how and what type of companies they should cooperate with. To have an official framework of integration of that sort of actions.

- *I think the Ministry of Education should have a circular specifying how and with which companies' schools can get in touch.*

Q5. In question 26 of the Teachers' surveys, 92% of 61 teachers answered Yes to the question: "Would you like to improve your teacher's skills as a mentor?" What do you think are the biggest obstacles for becoming a Mentor to your students and are there



difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to undertake such role?

Nevertheless, even if the resistance to change is overcome, the current training would not be adequate to fully support teachers in becoming mentors. New tools and programs were considered needed to support this change. All the teachers would like to improve their skills as mentors. The teachers said that the difficulties are legal since the directions they receive from the ministry of education concerning the teaching material for each grade and subject restrains them from diverting and follow a more personalized and adaptive teaching plan. The educational system is directed to the teacher providing the information to the students rather than the students interacting with the teacher and getting involved in the learning process.

Teachers don't know how to be mentors to their students they require training and support. They also mentioned that many teachers avoid diverting from their educational duties because they are afraid of the consequences of getting involved with the students in this way and also, they don't know how to handle possible difficult situations with the students.

- *“There are certainly legal restrictions. The core curriculum is very specific to the material to be taught, which prevents the teacher from working as he/she wants or as his/her class requires.”*
- *“The system itself is not supportive of teachers taking on the role of mentor.”*
- *“The counsellor that exists in schools is a teacher assigned to this role and it is just announced to the children that they can consult him/her when they need it.”*
- *“Fear of the legal framework, what sanctions teachers face if situations beyond their control occur.”*
- *“The teacher in charge of each class should also have this role. To identify the deficiencies of each child and help them out.”*
- *“Our teachers lack training and supervision; we need support that is not there.”*
- *“For someone to become a mentor and take on a role beyond teaching, it is very difficult to happen when the classroom environment is teacher-centered and is more about teaching than the communication between students and teacher.”*

Q6. In the students' Surveys we asked if they work in groups or teams in school and 48% of them responded that they never do or they work in teams less often than once month. What do you think are the biggest obstacles for the students to work in teams or in



groups in your classroom and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for such teamwork?

The group felt that it's upon the teacher if he/she feels comfortable to work in teams. They all said that usually the class has better results when students work in teams. The teachers said that there are no legal boundaries that restrain the formation of teams and work in groups. The only restraint is that the teacher during his/her class needs to provide a specific amount of information to the students wasting as little time possible. Also, they mentioned that most teachers believe that it will be difficult to organize the students in groups and that the class will be disrupted. It is something they are not used to do and don't know how to organize it.

- *“The daily timetable and the way the course is delivered and examined makes the conditions for group work difficult. Legally there is no restriction.”*
- *“In these last years the pandemic has prevented group work.”*
- *“In primary school students, group work is done outside of school so that the children have time to look for the information.”*
- *“Group work is not necessarily difficult, it's just that teachers are afraid of it because it's not something they've tried before.”*
- *“Teachers don't like group work because they don't know how to manage it.”*
- *“Usually, classes have better results when they work in groups.”*
- *“Teachers prefer to follow the way of teaching that makes it easier for them and that they are used to.”*

Q7. In question 14 of the Teachers' surveys, in the question: *“How often in your lessons do you use ICT (information and communication technologies), e.g., use of educational platforms, provide students with links to additional teaching content??”* 54% of 61 teachers answered that they use ICT in class on daily or weekly basis, as well 55% of Greek students responded that they never use ICT at school. What do you think are the biggest obstacles for ICT to be used at school and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to use ICT?

The group agreed that the lack of infrastructure in many schools makes it more difficult. Teachers mention the lack of ICT infrastructure in many schools. That if there are ICT units in the school they could be found only in specific rooms and the teachers would have to request the use of that room. Usually, the older teachers are not comfortable or don't know how to use them even if they have been trained.

- *“The difficulty is the lack of technical equipment, not all schools are equipped.”*
- *“Teachers, especially older ones, do not know how to use them even if they have attended training programmes.”*
- *“The discrepancy in responses between students and teachers may be due to an overall dissatisfaction of students to state that the tools used are not enough for them.”*
- *“It could also be an idealization by teaching staff.”*
- *“In my school we only have two ICT classrooms, and each teacher has to state when they want to use them.”*

Q8. If you were to choose which topics of the MENTOR pedagogy you would like to pursue, if they were available online and for free, what would they be:

- a. strengthening self motivation of the teacher / student;
- b. discovering and managing talents of the teacher / student;
- c. team building and leadership at school, in the classroom;
- d. digital tools in school enhancing inclusive education;
- e. school’s role in circular economy and practical environmental education;
- f. cooperation between school and the external environment, particularly employers.

The group felt that all topics are important.

The most common responses were for b, and c, next d and f.

- *“I would like to follow the topic of teamwork and leadership in the classroom.”*
- *“I think ICT in school is important as well as professional orientation for children.”*
- *“I would like to highlight the importance of identifying and managing students’ talents and the collaboration between students.”*
- *“I think it is very important the collaboration between students to learn to work in groups.”*
- *“I think it is very important for a teacher to be able to recognize and bring out the talents of his/her students. Also, the use of ICT in the classroom makes the lesson more interesting.”*

## Summary

Teachers have reflected the educational system in Greece being rigid, obsolete, and not allowing teachers to improvise and select the type of teaching approach they wish to have. Apparently, there is lack of further education for teachers which many times are also faced with deficient or no ICT infrastructure in schools. In addition, teachers said that there is no cooperation with employers in their schools and that they would prefer if there was an official framework to follow. Teachers don't know how to be Mentors they require training, guidance and a more flexible educational system. Finally, teachers from the Mentor pedagogy would like to pursue discovering and managing talents, team building and leadership at school, digital tools in school enhancing inclusive education and cooperation between school and the external environment, particularly employers.

### 3.2 Focus Group with Students

In order to reach the students of primary and secondary education, KEAN conducted the following activities:

- KEAN reached the students directly through Skype meetings in order for them not to have pressure of their school and their teachers.

The participants were invited to discuss the results of the survey addressed to upper secondary school students. Particularly, the following questions were addressed:

1. 53% of students responded that teachers never talk with them about their individual talents and strengths. Why do you think this is?
2. 45% of students marked "learning needless staff" as the highest demotivator? Can you give an example? Why do you think such content is in school curriculum?
3. 54% of students responded that they never use ICT at school. What do you think are the biggest obstacles for ICT to be used at school? Would you like to use smartphones for learning purposes during lessons?
4. What would be other advice you would give to teachers to make learning more interesting to you?
5. What do you think is the biggest obstacle for introducing solutions you proposed in the previous question?
6. Do you think any of your present teachers would be a good Mentor to you – meaning a person who rather supports you in developing your future pathway

rather than being the transmitter of knowledge?

7. If you were to choose which topics of the MENTOR pedagogy you would like your teachers to pursue, if they were available online and for free, what would they be:
- strengthening self motivation of the teacher / student;
  - discovering and managing talents of the teacher / student;
  - team building and leadership at school, in the classroom;
  - digital tools in school enhancing inclusive education;
  - school's role in circular economy, practical environmental education;
  - cooperation between school and the external environment, particularly employers.

The responses to the questions are reported in the following paragraphs.

Q1. 53% of students responded that teachers never talk with them about their individual talents and strengths. Why do you think this is?

The groups felt that teachers don't really pay that much attention to their students apart from some teachers that 'care' more for their students.

The older students said that their teachers are more focused on their subjects and how to get through the material so even if they know the students' talents, they don't delve into them. One of the older students said that senior teachers tend to not pay attention to their talents while the younger teachers sometimes do. As well they mentioned the attitude of the teachers makes a difference whether they talk to them about their talents and strengths. A middle student mentioned that the teachers talk about their strengths and talents with their parents because the students are not mature enough to have this kind of conversation.

- "In the classroom over the years, I have not been asked this question. I don't think my teacher knows what I'm good at."*
- "My teacher helps us to become even better and gives us advice."*
- "At my school they talk to us about our talents, but they don't go into much depth. I think the educational system doesn't help them to focus on our talents."*
- "It depends on the teacher, what mood they are in, e.g., older teachers want to do their lesson and not do anything else. Younger teachers who see that you are good at their course may be more interested."*
- "I think they don't ask about students' talents because no one is obliging them. Their only obligation is to teach the subject material. Only the teachers they personally care about, do it."*
- "I think they mostly tell parents because the kids may not pay attention."*

- *“I think the teachers don't emphasize the children's talents because they have a lot of students and don't have the time to deal with it.”*

Q2. 45% of students marked “learning needless staff” as the highest demotivator? Can you give an example? Why do you think such content is in school curriculum?

Both groups felt that it's the bulk of the information rather than learning unnecessary staff. The older students said that there is too much information for them to handle especially on subjects they know that are not relevant to their academic/career choices. Most higher students would like to have the option to select the subjects they participate to. To have mandatory and optional subjects especially in the upper grades where the students wish to focus more on the materials that will help them in their academic/career options. Middle class students don't consider any of their subjects needless however they mention that they provide far too many details.

- *“I do not consider any of the courses needless. But the way they are taught is not right because they give us too much information that we will hardly remember and that will not be useful to us.”*
- *“If it were possible for each student to choose some subjects that he/she would like to be examined at the end of the year according to what he/she likes and the profession he/she wants to pursue.”*
- *“I also agree that from the first year of high school it would be good to have optional courses because they are very detailed and it's hard to remember details in courses that don't interest you.”*
- *“I don't think there is any information that is not at all useful or unnecessary. It's just that in some cases it's more than it needs to be.”*
- *“I think they give us the information so that we can learn to discern what is most important.”*

Q3. 54% of students responded that they never use ICT at school. What do you think are the biggest obstacles for ICT to be used at school? Would you like to use smartphones for learning purposes during lessons?

The groups agree that the biggest problem is the internet connection and the lack of technical support. They were not very keen in using smartphones during class.

The older students mentioned problems with the internet connection, which most of the times cannot support many students working at once or is slow.

One of the older students comment that in his school the ICT class was performed without P/C. Other students mentioned that schools are not well equipped. They said that if they are asked to produce coursework, they usually do it at home, and in the rare occasions that they are asked to prepare a power point presentation they don't present it to the class, but the teacher reviews it on his/her own. Students of both levels use most commonly the internet for researching information. One of the younger students said that the teachers use an interactive table during the lesson and that they present in class power point presentations. For the use of smartphones, the older students said that they are not allowed to carry smartphones in school or to have them switched on during class because it can be a disruption.

- *“One reason that makes it difficult to use a computer at school is the network because we are many children, and it will be slow.”*
- *“At my school we are not allowed to bring cell phones.”*
- *“We only use a computer in the computer room for computer science. If we are asked to do some homework, we, do it at home.”*
- *“I think mobile phones should not be used in school.”*
- *“Last year in my school in computer science we didn't have computers.”*
- *“Sometimes they make us do presentations and we send them to the teacher to see it.”*
- *“We need the computer to find information for assignments on the internet.”*
- *“Smartphones could only be used in cases where teachers didn't know about a subject and then we would use them to find information.”*
- *“Schools do not have the financial support to equip themselves accordingly and have internet.”*
- *“Smartphones could be useful, but I think it would also distract the students.”*
- *“In my classroom we use an interactive whiteboard so we can all look at the teacher's book and we also do presentations with the projector.”*

Q4. What would be other advice you would give to teachers to make learning more interesting to you?

The groups agreed that a more interactive teaching approach would make learning better. Some of the suggestions made by the older students were sense of humor, more interactive approaches with videos, power point presentations and discussion.

The middle students suggested field trips that could help them assimilate the lesson.



The younger students suggested that they would like at the end of the lesson to have a gamified (quiz) type of conclusion to help them understand the main points. As well they mentioned that they would like a longer and better analysis of the objectives-theory of the exercises they are called to perform.

- *“Have a sense of humor.”*
- *“I would like them to make the lesson more interactive e.g., show us videos or power point presentations or even handouts with notes that they themselves use.”*
- *“It would be nice if they showed us films relevant to the lesson.”*
- *“I would like in every lesson we do to draw a conclusion with what we have learned to understand it better. There should be a little quiz like game to help us understand the concept of the lesson.”*
- *“I would like them to explain the lesson better before having us do homework at school and at home.”*
- *“I would ask them to give us more examples, maybe even some games to help us understand the lesson.”*
- *“I am satisfied with how the lesson is done.”*
- *“I would like there to be activities or even field trips to help us understand the lesson.”*

Q5. What do you think is the biggest obstacle for introducing solutions you proposed in the previous question?

The groups had a negative opinion of their teachers that they don't care if the students enjoy the lesson or not. The older students believe that mostly it's the lack of time the teachers are faced with in order to cover the material. As well as teachers lacking transmissibility and not being very skillful communicators or their teaching style is not productive. The students also mentioned that it is possible some of the teachers don't enjoy their profession and that they are not obliged to give a more interesting lesson. For the field trips they said that teachers are afraid to escort students, or they consider them not essential.

- *“I think they don't do them because they don't have time and because they don't want to.”*
- *“Most teachers are focused on delivering the material, not how to do it because they are pressed for time, and they haven't learned to make their teaching more fun.”*

- *“Some professors don't have communicability.”*
- *“Maybe some teachers initially liked the profession but then saw that it was not a good fit for them.”*
- *“For field trips, I believe that many teachers are afraid to accompany students out of school.”*
- *“I believe that no one is forcing them to make the class more interactive.”*
- *“I think they don't care about making the lesson more interesting. they are doing their job and don't care who understood.”*
- *“I think some teachers think field trips are unnecessary.”*

Q6. Do you think any of your present teachers would be a good Mentor to you – meaning a person who rather supports you in developing your future pathway rather than being the transmitter of knowledge?

The groups identified teachers that could act as mentors. One of the older students suggested 3 of her teachers fitting the role of a mentor, because apart from the lesson they have nice conversations and advise them about issues that concern the students. All students can think at least 1 of their teachers that could be mentors. One of the younger students said that his teacher has been helping them a lot in class with tricks how to reduce their study time etc., therefor considers the teacher as a mentor.

- *“My teacher is probably the best teacher I have because he talks to us and gives us advice about lessons and other things.”*
- *“I could imagine three of my teachers this year as mentors because they teach very nice classes and give nice advice and besides the lessons, for example, they help us in choosing future careers.”*
- *“I have two teachers who show interest in the students.”*
- *“There are some teachers who do the lesson to help the students and are involved with them and are willing to help the students in general.”*
- *“Last year I had a teacher who helped me and could support me.”*
- *“I have a teacher who could support me in the future.”*

Q7. If you were to choose which topics of the MENTOR pedagogy you would like your teachers to pursue, if they were available online and for free, what would they be:

- strengthening self motivation of the teacher / student;
- discovering and managing talents of the teacher / student;
- team building and leadership at school, in the classroom;



- d. digital tools in school enhancing inclusive education;
- e. school's role in circular economy, practical environmental education;
- f. cooperation between school and the external environment, particularly employers.

The groups agreed that all topics are important. Students consider topics a, c, d and f the most important, next is topic b.

- *“I think it is important for teachers to be able to enhance students' motivation, to teach them to cooperate with each other but also to help them learn about future professions.”*
- *“I think the number one goal for teachers should be technology tools. Because even elementary school kids know how to use computers and tablets so using them would make the class more interesting for everyone.”*
- *“I would choose to enhance motivation and manage the talents of students and also the cooperation of schools with employers. Motivation is very important when dealing with a subject; also, because some children need more help to discover their talents and what they are good at and lastly contacting professionals to see which profession we like, and which one suits us.”*
- *“I think strengthening team spirit and leadership are important and I would like to see them developed in teachers.”*
- *“All subjects are important, but I think it is more important to learn to work as a team and not individually because it will help us later in life.”*

## Summary

Students responded that most teachers are pressured by time therefore stick to more dull and non-interactive methods of teaching. They said that they believe that teachers don't have the time or the attitude to pay attention to their talents, strengths and needs and that many of their teachers have weak communication skills. Also, they mentioned that they don't use ICTs at school because they have internet connection problems, or they don't have ICT units in their school. In addition, students said that the volume of their subjects is very big and that the older students would like to have optional subjects. Most students identified at least one of their current teachers as a possible mentor and what they would like for their teachers to pursue from the Mentor pedagogy are strengthening self-motivation, team building and leadership at school, in the classroom, digital tools in school enhancing inclusive education, cooperation between school and the external environment, particularly employers and discovering and managing talents.

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## Annex 1: Surveys for Teachers

We are starting the Mentor 2.0 project, which aims to create digital solutions available for teachers in 5 countries: Poland, Spain, Italy, Austria and Greece. Thanks to Mentor 2.0, teachers will be able to strengthen their workshop so that they come closer to acting as mentors for their students. We invite you to co-create with us modern methods of supporting educators!

The survey is anonymous and will take approximately 15 minutes:

1. You are a teacher?
  - a. Yes
  - b. No
  
2. 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?
  
3. Could you identify your strengths and/or any particular talents that distinguish you in your role as a teacher?
  - a. Yes
  - b. No
  
4. If you ticked "Yes" in the previous question, provide a minimum of three examples:
5. If you ticked "No" in the previous question, what talents/strengths would you most like to develop in yourself as a teacher? Name at least three:
  
6. During the last year, have you participated / participated in training courses on building student teams, working in groups, or managing the classroom?
  - a. Yes
  - b. No
  
7. If you ticked "Yes" in the previous question, please provide the names of the training or topics
  
8. On a scale of 1 to 10 (where 1 is the least and 10 is the most), indicate to what extent you need to develop to effectively manage student teams:

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

I don't need it at all

I need it very much

9. On a scale of 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what you think should be developed in students first?

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| understanding the world of values (such as solidarity, truthfulness) and pointing to models of behavior |   |   |   |   |   |
| building social relations based on mutual respect   |   |   |   |   |   |
| building students' self-esteem based on strengths   |   |   |   |   |   |
| student's ability to build intrinsic motivation   |   |   |   |   |   |
| creativity, innovation and entrepreneurship   |   |   |   |   |   |
| respect for the environment and active pro-ecological attitudes   |   |   |   |   |   |
| the ability to recognize and further develop individual talents   |   |   |   |   |   |
| intercultural understanding, tolerance and openness to changes  |   |   |   |   |   |
|   |   |   |   |   |   |

10. Other, what?

11. 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?

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| preparing for competitions   |   |   |   |   |   |
| improving relationships with peers, improving cooperation skills       |   |   |   |   |   |
| increase student 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  |   |   |   |   |   |

12. Other, what?

13. Please indicate examples of mutual support and teacher learning that you use because you find them effective and necessary: (Select as many answers as you like):



- a. developing curriculum work plans
  - b. developing lesson plans
  - c. preparation of teaching materials
  - d. test development
  - e. peer observations
  - f. joint project management
  - g. exchange of experiences
  - h. mutual motivation
  - i. sharing the knowledge gained during the training
  - j. disseminating examples of good practice
  - k. exchange of materials and teaching aids
  - l. jointly organizing and conducting activities (trips, contests, events)
  - m. exchange of information about students and class teams
14. How often in your lessons do you use ICT (information and communication technologies), e.g., use of educational platforms, provide students with links to additional teaching content? (Choose one answer)
- a. every day
  - b. once a week
  - c. once a month
  - d. less frequently than once a month
  - e. I do not reach for such solutions
15. In which context would you most likely like to use ICT in your lessons?
16. In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?
- a. Yes
  - b. No
17. If you ticked "Yes" in the previous task, list which ones:
18. Do you do practical environmental education projects at school, such as discussing with students how to use less paper in your lessons?
- a. Yes
  - b. No
19. If you ticked "Yes" in the previous task, provide examples:
20. Is your school making strategic changes to enter a closed loop economy i.e., waste reduction, recycling, electricity and water consumption, environmental education, renewable energy, reuse of used school materials?



- a. Yes
- b. No

21. Justify your choice

22. Does your school cooperate with companies - potential employers of your students?

- a. Yes
- b. No

23. If you marked "Yes" in the previous task, provide an example:

24. If you marked "Yes" in the previous question, do you think students are aware of this collaboration?

- a. Yes
- b. No

25. What kind, in your opinion, should be a teacher-mentor - educator who in her/his work focuses more on supportive participation in students' development and less on transferring knowledge?

26. Would you like to improve your teacher's skills as a mentor?

- a. Yes
- b. No

27. If you marked 'Yes' in the previous question, please explain the relevance to your daily work with students and what tools would be most useful to you:

28. If you marked "No" in the previous question, please explain why:

## Annex 2: Surveys for primary school students

Hello! 😊 Can you tell us what your school is?

The survey is anonymous and takes about 15 minutes. We thank you very much

1. How are you feeling today?
  - a. Happy
  - b. Sad
2. How old are you?
3. Are you a primary school student in grades 1-3?
  - a. Yes
  - b. No
4. What grade are you in?
  - a. Class 1
  - b. Class 2
  - c. Class 3
5. Do you like going to school?
  - a. Yes
  - b. No
6. What I like most about school is:
  - a. Teachers
  - b. Classmates
  - c. Lessons
  - d. Playground
  - e. Additional activities
7. What I like the least about school is:
  - a. Teachers
  - b. Classmates
  - c. Lessons
  - d. Playground
  - e. Additional activities
8. Do you like your teachers?
  - a. Yes
  - b. No
9. My teachers:
  - a. They help me with my homework
  - b. They won't help me with my homework.
10. Next year I want to have the same teachers:
  - a. Yes
  - b. No
11. The lessons are:





- a. Funny
- b. Boring

12. At school I want to do more activities outside of class (e. g. on the playground):

- a. Yes
- b. No

13. How many stars you give to your school?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

## Annex 3: Survey for Lower secondary school students

We are starting the Mentor 2.0 project, which is to improve teaching in schools in Poland, Spain, Italy, Austria and Greece. Also, thanks to your help, we want teachers to focus more on supporting students than on imparting knowledge. We appreciate your help!

The survey is anonymous and will take approximately 15 minutes to complete. We kindly ask for honest answers:

1. Are you studying in grades 4-8??
  - a. Yes
  - b. No
2. Enter how often the teachers give you tips on how to learn effectively: (choose one of the following)
  - a. once or several times a week
  - b. once a month or more frequently
  - c. less than once a month
  - d. never
3. If you indicated that you were getting tips/directions, choose which: (select any number)
  - a. Methods for better memorization
  - b. Creating associations
  - c. Create good notes
  - d. Learn how something works in practice
4. What do you miss the most in order to learn effectively? (Choose any number)
  - a. Motivation
  - b. changes in teachers' attitudes
  - c. to discuss teaching techniques
  - d. help if I don't understand or know something
  - e. forbearance of teachers
  - f. thinking outside the box by teachers
  - g. concentration
  - h. I don't know
  - i. other factors, which?
5. Are you eager to take part in lessons? (Choose one answer)
  - a. All
  - b. the majority
  - c. half
  - d. less than half
  - e. none



6. What / who motivates you to learn? Choose 3 main motivators:
- knowledge, useful content
  - willingness to pass
  - good work in the future
  - sentence for studies
  - parents
  - interesting lessons
  - ambitions
  - cool teacher
  - other students
  - school subjects I like
  - nothing
  - If something else, what?
7. What demotivates you to learn? Choose the 3 main reasons for demotivation:
- getting up early
  - learning useless things
  - pressure of possible failure
  - the ability to do something that interests you more
  - boring school subjects
  - the shortcomings that follow you
  - repetition of topics in subsequent classes
  - the fact that you are judged for everything
  - the need to study subjects that you don't like
  - getting bad grades despite studying
  - material congestion
  - the attitude of peers
  - teachers' comments
  - little free time
  - too much homework
  - nothing
  - If something else, what?
8. Do the teachers talk to you about your strengths / talents and how to develop them?
- one teacher
  - two or three teachers
  - more than three teachers
  - no teacher
9. During lessons, you have the opportunity to: Choose as many answers as you want
- ask questions



- i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- b. take visual (mind map) notes
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- c. participate in the discussion
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- d. work in groups and pairs
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- e. work independently
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- f. express your opinion on the topics discussed during the lesson
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- g. Submit own ideas and implement them with the help of teachers
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week



- v. daily
  - h. use of the computer and the Internet in the performance of classroom assignments
    - i. never
    - ii. less than once a month
    - iii. less than once a week
    - iv. more than once a week
    - v. daily
  - i. use a smartphone for learning purposes
    - i. never
    - ii. less than once a month
    - iii. less than once a week
    - iv. more than once a week
    - v. daily
10. During the lesson, the teachers give you tips on how to: (Choose any number of answers)
- a. Review important content
  - b. Remember important information
  - c. Take notes that are useful for you
  - d. Use your strengths to learn
  - e. How to find the necessary knowledge on the Internet
  - f. Give no hints
11. How do you usually feel when you are assessed? Choose the descriptions that best suit you:
- a. I still want to learn
  - b. I decide to improve
  - c. losing motivation to continue studying
  - d. I still don't know what to do/correct
  - e. I know what to improve and how to do it
12. How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways:
- a. when they conduct the lesson in an interesting way
  - b. when they answer the questions asked by exploring the topic
  - c. when they praise you when you succeed?
  - d. by saying that the topic will be related to future lessons
  - e. I don't know
  - f. They don't motivate me
  - g. differently, how do they motivate you?
13. Thanks to my school, I can: (Choose any number of answers)
- a. get involved in environmental actions and events



- b. participate in volunteering
  - c. present my own talents, talents and / or strengths
  - d. implement my ideas
  - e. participate in social projects
  - f. participate in ecological projects
  - g. participate in projects developing cooperation and communication skills
  - h. participate in projects involving local entrepreneurs and other companies
  - i. none of the above
  - j. other:
14. If you could change something about your school, what would it be?
- a. learning useful things
  - b. classes starting at a later hour
  - c. more conversations and activities on different life paths
  - d. more outdoor activities and experiments instead of sitting at the desks
  - e. teachers' approach to students
  - f. more interschool and international projects, trips and initiatives
  - g. grading system
  - h. ways of teaching
  - i. I wouldn't change anything
  - j. If something else, what?
15. What would you wish for your teachers?

## Annex 4: Survey for Upper-secondary school students

We are starting the Mentor 2.0 project, which is to improve teaching in schools in Poland, Spain, Italy, Austria and Greece. Also, thanks to your help, we want teachers to focus more on supporting students than on imparting knowledge. We appreciate your help!

The survey is anonymous and will take approximately 15 minutes to complete. We kindly ask for honest answers:

1. Are you a student in upper secondary education?
  - a. Yes
  - b. No
2. Enter how often the teachers give you tips on how to learn effectively: (choose one of the following)
  - a. once or several times a week
  - b. once a month or more frequently
  - c. less than once a month
  - d. never
3. If you indicated that you were getting tips/directions, choose which: (select any number)
  - a. Methods for better memorization
  - b. Creating associations
  - c. Create good notes
  - d. Learn how something works in practice
4. What do you miss the most in order to learn effectively? (Choose any number)
  - a. Motivation
  - b. changes in teachers' attitudes
  - c. to discuss teaching techniques
  - d. help if I don't understand or know something
  - e. forbearance of teachers
  - f. thinking outside the box by teachers
  - g. concentration
  - h. I don't know
  - i. other factors, which?
5. Are you eager to take part in lessons? (Choose one answer)
  - a. All
  - b. the majority
  - c. half
  - d. less than half
  - e. none



6. What / who motivates you to learn? Choose 3 main motivators:
- knowledge, useful content
  - willingness to pass
  - good work in the future
  - sentence for studies
  - parents
  - interesting lessons
  - ambitions
  - cool teacher
  - other students
  - school subjects I like
  - nothing
  - If something else, what?
7. What demotivates you to learn? Choose the 3 main reasons for demotivation:
- getting up early
  - learning useless things
  - pressure of possible failure
  - the ability to do something that interests you more
  - boring school subjects
  - the shortcomings that follow you
  - repetition of topics in subsequent classes
  - the fact that you are judged for everything
  - the need to study subjects that you don't like
  - getting bad grades despite studying
  - material congestion
  - the attitude of peers
  - teachers' comments
  - little free time
  - too much homework
  - nothing
  - if something else, what?
8. Do the teachers talk to you about your strengths / talents and how to develop them?
- one teacher
  - two or three teachers
  - more than three teachers
  - no teacher
9. During lessons, you have the opportunity to: Choose as many answers as you want
- ask questions
  - never





- ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- b. take visual (mind map) notes
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- c. participate in the discussion
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- d. work in groups and pairs
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- e. work independently
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- f. express your opinion on the topics discussed during the lesson
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily
- g. Submit own ideas and implement them with the help of teachers
  - i. never
  - ii. less than once a month
  - iii. less than once a week
  - iv. more than once a week
  - v. daily



- h. use of the computer and the Internet in the performance of classroom assignments
    - i. never
    - ii. less than once a month
    - iii. less than once a week
    - iv. more than once a week
    - v. daily
  - i. use a smartphone for learning purposes
    - i. never
    - ii. less than once a month
    - iii. less than once a week
    - iv. more than once a week
    - v. daily
10. During the lesson, the teachers give you tips on how to: (Choose any number of answers)
- a. Review important content
  - b. Remember important information
  - c. Take notes that are useful for you
  - d. Use your strengths to learn
  - e. How to find the necessary knowledge on the Internet
  - f. Give no hints
11. How do you usually feel when you are assessed? Choose the descriptions that best suit you:
- a. I still want to learn
  - b. I decide to improve
  - c. losing motivation to continue studying
  - d. I still don't know what to do/correct
  - e. I know what to improve and how to do it
12. How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways:
- a. when they conduct the lesson in an interesting way
  - b. when they answer the questions asked by exploring the topic
  - c. when they praise you when you succeed?
  - d. by saying that the topic will be related to future lessons
  - e. I don't know
  - f. They don't motivate me
  - g. differently, how do they motivate you?
13. Thanks to my school, I can: (Choose any number of answers)
- a. get involved in environmental actions and events
  - b. participate in volunteering



- c. present my own talents, talents and / or strengths
  - d. implement my ideas
  - e. participate in social projects
  - f. participate in ecological projects
  - g. participate in projects developing cooperation and communication skills
  - h. participate in projects involving local entrepreneurs and other companies
  - i. none of the above
  - j. other:
14. 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)
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5
  - f. 6
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)
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5
  - f. 6
16. On a scale from 1 to 6, how often does your school undertake activities aimed at cooperation with employers? (Where 1 means that he does not take such actions, and 6 means that he engages them very often)
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5
  - f. 6
17. If you could change something about your school, what would it be? Choose the 3 most important in your opinion:
- a. learning useful things
  - b. classes starting at a later hour



- c. more conversations and activities on different life paths
  - d. more outdoor activities and experiments instead of sitting at the desks
  - e. teachers' approach to students
  - f. more interschool and international projects, trips and initiatives
  - g. grading system
  - h. ways of teaching
  - i. if something else, what?
  - j. I wouldn't change anything
18. What would you wish for your teachers?

