

MENTORING AND PEER-
MENTORING IN TEACHERS'
TRAINING: GOOD PRACTICES IN
THE EU

PEERMENT Partners' Experiences



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PEERMENT partners

The project partners are:

1. Centre for Environmental Education and Research - University of Malta

CEER's role is to promote Education for Sustainable Development (ESD) and research in the Euro-Med region by seeking to catalyse change towards a sustainable society. It endeavours to offer opportunities for ESD to empower citizens to actively participate in environmental decision-making fora and in initiatives that promote a good quality of life for all. CEER offers a hub that co-ordinates ESD initiatives, increases the opportunity ESD research, makes scientific and technological research results more accessible and facilitates resource transfer and capacity building in Malta and the Euro-Med region. The field of activity of CEER includes the formal education sector, by developing curriculum material and methodologies in teacher education programmes and supervising research, and work within the community, co-operation with governmental and non-governmental organisations, and networking with local and regional groups/individuals to initiate joint projects. The spread of its field of activity consolidates CEER's position as the main ESD education agency in the country.

2. Solski Center Nova Gorica (Slovenia)

School centre Nova Gorica is one of the most important vocational educational and training centres in Slovenia. We have 2500 students at the secondary level, 300 students of the short cycle higher education programmes, 300 adults and 260 teachers and other staff. It offers a wide variety of trainings and educational programmes for youth aged 15-19 (secondary schools) and 19-23 (higher vocational college) as well as for adults in the fields of: computer science, mechanical engineering, electrical engineering, wood processing, transport, technical gymnasium, economics and trade as well as agriculture and horticulture and health & care. Since 2005 the centre has spread its offer to the short cycle higher education programmes such as for informatics, mechatronics and agriculture. In the afternoon we organize a variety of educational programmes, trainings, certifications of national vocational qualification (NVQs) and tailor-made courses for adults, among them also for job seekers.

3. Comité National de Solidarité Laïque (France)

In 1956, several French organisations from public school system created The Aid Committee for Hungarian refugees, in solidarity with the victims of Budapest events. In 1981, the committee became Solidarité Laïque, a humanitarian organisation, officially recognized as a non-profit organisation in 1990. Today, Solidarité Laïque is an OSC and also an umbrella that federates 50 organisations, private health insurances, associations, trade unions, cooperatives and foundations from education (formal

and popular education) and social economy that work for solidarity, some of them for more than a century, and individual members.

Together they act against inequalities and the exclusion of thousands of women and men in France and all over the world (Asia, Eastern Europe, Latin America, Mediterranean basin and West Africa). Solidarité Laïque works essentially in the field of education (long life education), promotion of human rights and youth and citizenship support. Solidarité Laïque acts supporting the civil society and works in cooperation with southern partners (capacity building, exchange of practices, training sessions...); their advocacy actions make public policies evolve. It conceives and realizes educational and training programs of global citizenship in France and in cooperation.

4. Consorzio degli Istituti Professionali (Italy)

Consorzio degli Istituti Professionali was born in 1995. It is a network of over 50 vocational and technical secondary schools located in Emilia Romagna and other 8 Italian regions. The goals of the Consortium are:

- The creation of a school network which designs projects to innovate, improve and promote activities of vocational and technical schools.
- To improve and develop cooperation between Vocational and Technical schools.
- To organize training of managers, administrators and teaching staff;
- To build relationships with institutional bodies and local authorities;
- Participation in European projects, both as a promoter or partners;
- To develop projects integrated with the working environment;
- Integration of students with disabilities and integrated projects with the -induction of foreign students;
- To support educational institutions engaged in the reform processes that have characterized and are characterizing recent years, especially regarding the methodological approach to teaching, activities about training and recognition/certification of skills both informal, non formal and professional.

5. Udruga za rad s mladima Breza (Croatia);

Youth Association Breza operates in different areas:

- 1.) Social services:

- a. Daily social-therapeutic support for youth with difficulties (supported living) - care and welfare of young people (approved by the relevant ministry), education, skills development
 - b. Supported independent living for youth at risk
 - c. Counselling centre for youth and families - promote sanity and ensure psychological-consultative help to people who are facing with personal difficulties or difficulties in their environment that influence on their mental, emotional and/or social life.
- 2.) Non-formal education of young people and professionals in a fields of lifelong learning, culture and art, psychology, therapy, sustainable development with accent on multiculturalism, experiential learning and cooperative relationships.

6. ProgettoMondo Mlal Onlus (Italy).

ProgettoMondo Mlal is an Italian NGO, founded in 1966. It has its headquarters in Verona, but it works with its partners in Latin America, Africa and Europe, promoting a fair and sustainable development meant as:

- sustainable economies, developing local economies and guaranteeing decent life standards;
- sustainable societies, caring for the psychophysical well-being of populations, enlarging welfare and security measures, education and health accessibility;
- sustainable environment, empowering communities in their ability to manage, preserve and restore natural resources threatened by production methods and climate change.

Within the Global Education framework, we work for social cohesion and civic participation through active citizenship to build a sustainable world. This approach enables us to address inequality issues at their roots, raising awareness and stimulating active citizenship of civic society through human rights education, intercultural learning, environmental education, peace and conflict resolution education and sustainability education in order to enrich competences useful in redefining a model of Global Citizenship.

Foreword

Some two years ago I received a “bulk” email in my inbox about peer mentoring in Finland – specifically about the Finnish Network for Teacher Induction 'Osaava Verme'. In essence Osaava Verme is a collaborative network with the main goal is “to develop and disseminate the peer-group mentoring model (PGM) to support new teachers” (Osaava Verme, n.d.). The Finnish model of Peer-group mentoring (PGM) “brings new teachers together to share and reflect on their experiences and to discuss the day-to-day problems and challenges they face ... groups meet typically once a month to discuss work-related issues” (Osaava Verme, n.d.). It struck a bell with me and I decided to delve further. I reflected on the number of students that I trained in Education for Sustainable Development (ESD) over the years that are now teachers or adult educators. I wondered whether now that they are in the field, whether they still manage to integrate ESD in their work. I wondered those that do whether they would be willing to share with other. I wondered those that don't why don't they. Do they need support? Inspiration? Time? Resources? I drafted a concept note for a potential ERASMUS + project and sent it to an Italian friend of mine for feedback. I wanted to create a project where educators in the field would be able to meet once a month or so to inspire and support each other in their endeavours to integrate ESD in their teaching. My friend thought it was a very good idea and within a few months it became a full project proposal. It was not selected for funding but the following year two interns working with me gave the project proposal an edit leading to the resubmission and eventual selection of the project. PEERMENT was born. Peer-Mentoring has not been a central theme in adult education, even less so in specific sectors such as ESD, though there are elements that intersect with mentoring, such as coaching, that have a more central place in adult learning. Through PEERMENT I personally hope that this new tool of Peer Mentoring for ESD will create the methodology and support structure for teachers who identify themselves as change makers to be more confident and effective in their work.

This paper is authored by me and co-authored by:

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- Ivana Šibalić and Mirjana Tica on behalf of Youth Association Breza; and
- Valeria Melegari on behalf of ProgettoMondo Mlal
- Carole Coupez (Global Citizenship Delegate), Cathy Legoff (Education against Racism and Discrimination) and Florine Pruchon (Children’s Rights) on behalf of Solidarité Laïque

and is the first tangible output of the three-year PEERMENT project.

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Introduction

This essay “Mentoring and Peer Mentoring in teachers’ training: Good practices in the EU - *PEERMENT Partners’ Experiences*” starts with clarifying terminology to be used, and proceeds with an outline of mentoring and of Education for Sustainable Development, hereafter used with its acronym ESD. It then describes twelve good practices of Mentoring and Peer-mentoring existing in Europe for initial and in-service teachers' training, identified by the PEERMENT partners. Some of these good practices are put in action in single schools; others are working at a level of national school systems.

After having identified these good practices, we set out to analyse them to see what appears more effective for the development of transversal competences and most relevant to Peer-Mentoring for ESD. All the practices described followed a common grid agreed by partners, to make it possible to individuate and compare the most relevant aspects. This grid is included in appendix 1.

The last chapter of the essay summarizes what PEERMENT intends to underline and take into consideration for the construction of the new model.

Terminology – Coaching, Mentoring, and Peer-Mentoring

According to Kaya (n.d.):

“Coaching and mentoring are similar ways of supporting the development of other people to achieve growth and success in one or more areas of their life or work. They are provided most frequently as part of a one-to-one relationship between a person, who we will call a coach or a mentor, and a learner. We will call the learner either a coachee or a mentee. Coaching also takes place with teams of people, but the focus of this course is on one-to-one development”.

Table 1, (taken from Kaya, n.d.), compares coaching with mentoring side by side.

| WHAT IS COACHING? | WHAT IS MENTORING? |
|--|---|
| Coaching is a conversational partnership between a coach and an individual - a coachee - aimed at inspiring and supporting the coachee to reach their potential. | A mentor will have knowledge and experience that they can pass on in order to help a mentee grow and develop professionally and as a person. They will sometimes facilitate the one-to-one learning process in ways that are rather similar to coaching. Sometimes they may be more 'directive' than a typical coach; this means that they may instruct the person they are working with. |
| It is a short-term intervention, with regular meetings over a period of time. | The mentor acts as a critical friend and trusted advisor often over an extended period of time. |
| Coaching is specific to the needs of the coachee and provides space for the coachee to think. | Mentoring provides a space for the mentee to think. The mentor may arrange for the mentee to have specific opportunities or sponsor the development of the mentee through other interventions. |
| It is focused on the coachee identifying actions for themselves. | A mentor may give advice as part of their role more frequently than a coach |
| Coaching is a form of conversation that helps to set challenges and reach better goals, focus on priorities and accomplish more | The mentor helps the other person (the 'mentee') to build their confidence by learning about their expertise and role requirements. |
| The coach and coachee are equals, with the coach managing the process, acting as a sounding board to listen and asking questions to help the coachee to think and explore issues that are important to them and/or their work. | Mentors are senior or more experienced/qualified and someone who can enable specific opportunities. |
| Goals are results-oriented behavioural changes. | Goals are professional development and maturity. |

Table 2, taken from Kaya (n.d.), lists what successful coaches and mentors do.

| They ... |
|---|
| <ul style="list-style-type: none">• Create a safe, supportive environment that produces on-going mutual respect• Manage the interactions they have with the coachee or the mentee• Observe, listen and ask questions to understand the individual's situation• Use skilled questioning to provoke thinking in the individual• Help the coachee or the mentee to move between big picture goals and the detailed requirements of a particular challenge or situation• Creatively apply various tools and techniques to meet the needs of the individual• Use feedback for understanding, to build the case for change, to motivate the individual and to improve their interactions• Support the individual to establish appropriate milestones so that both can notice and be encouraged by progress made towards overall goals• Keep the individual accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames |

Table 3, taken from Kaya (n.d.), lists the impacts of such actions.

| Done well, coaching/mentoring frequently... |
|--|
| <ul style="list-style-type: none">• Helps individuals to create and achieve their goals• Helps coachees and mentees to see what is and is not possible• Focuses attention on what is important for the individual, their resourcefulness and their responsibility to take action• Helps the coachee or mentee to see the wider 'system' and work out new ways in which they can work within it or change it• Promotes self-discipline, a commitment to action and the development of lasting personal growth and change• Contributes to the growth of a coaching culture within an organisation |

In analysing what is common between coaching and mentoring, Kaya (n.d.) consider that:

“Coaches typically make use of processes that have been developed by others (counsellors, for example) and, whilst they may use a range of models, they tend to agree on their responsibility for managing the processes in any coaching session. Mentors, in turn, have also adopted ways of working and process management that owe a great deal to coaching. Both coaching and mentoring provide an opportunity for

analysis, reflection, testing of assumptions and action that ultimately enables the individual to achieve success.”

Other sources emphasise more the differences between coaching and mentoring. Connor and Pokora (2007), quoted in TTM Associates (n.d.) outline that:

“... mentoring is presented as an ongoing relationship able to last for a long period of time, it is partly informal in nature and meetings can take place as and when the mentee needs advice. On the other hand however, coaching relationship has a set duration, with a well-structured body and all the meetings are scheduled on a regular basis”.

Clutterbuck (2008), quoted in TTM Associates (n.d.) say that “... the distinction of coaching and mentoring is that coaching in most applications addresses performance in some aspect of an individual's work or life while mentoring is mostly related to much broader development, holistic and career progress”.

The skills identified by Kaya (n.d.) for effective coaching and mentoring include “effective listening, communication, evaluation of evidence, decision making and accountability”. Claiming that these can be flexibly applied to almost any situation, it is clear that such skills are useful in a peer-mentoring teaching context, including for ESD.

Various types of mentorship exist, which are described below.

Table 4, taken from Educause, n.d., outlines the basic attributes of different mentoring styles.

Basic attributes of the “network” style:

- a small group of people to whom you turn for mentoring
- incorporation of individuals outside your own organization
- based on a high degree of mutual learning and trust

Basic attributes of the “group” style:

- one or two mentors provide mentoring to a group of employees
- enables an organization to provide mentoring to more mentees than one-on-one matching programs
- typically work with a group of mentees that have something in common, e.g., new middle managers, or wish to pursue a common need, e.g., those interested in advancing a career in management

Basic attributes of the “minute mentoring” style:

- based on the concept of speed-dating
- saves time
- many people meet one-on-one at an event for a few minutes at a time
- meet many different people in a short amount of time
- convey knowledge and “pearls” of wisdom

Basic attributes of the “mentoring circle” style:

- peer mentoring support network for friends and/or colleagues
- relationships are reciprocal in nature
- members of the circle support each others’ professional and personal growth

Basic attributes of the “invisible” style:

- invisible mentors are leaders from who you can learn by observing from a distance
- learning is through extensive research into the mentor’s life, including what has been written about him/her, speeches/presentations, etc.

Basic attributes of the “reverse” style:

- senior staff are paired with new employees, most often from a different generation
- senior staff gains new perspective about the future generation
- junior staff gains career advice and opportunity to interact with senior staff

Mentoring and peer-mentoring are increasingly being recognized as crucial tools for teachers and school leaders. Our project is aimed at the development of the Mentoring and Peer Mentoring approach for teachers' training and aims to strengthen the profile of the teaching profession. As a matter of fact, "Mentoring is a form of long-term tailored development, with a primary focus on developing capability and potential, which brings benefits both to the individual and to the organization" (University of Sheffield, 2009).

"Mentoring is just-in-time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as a catalyst—an agent that provokes a reaction that might not otherwise have taken place or speeds up a reaction that might have taken place in the future (Educause, n.d.)."

The Agenda is usually set by the mentored person, with the mentor providing support and guidance to help develop the mentee professionally" (University of Sheffield, 2009).

This project proposal will privilege a Peer Mentoring Approach, which essentially combines a group style in which the expert(s) pass on knowledge to a group where necessary, with the Circle style, in which co-learners share knowledge. This combines the best of a top-down and bottom-up approaches, which tallies with the requirements of an Education for Sustainable Development approach. One European model of interest is based on a constructivist view of learning, the idea of shared expertise and the model of integrative pedagogy, where teachers are trusted, and their professional autonomy respected (Kirsi, T., 2014). Furthermore, while as stated, the mentorship privileged by PEERMENT seeks the best of the Peer Mentoring and Circle styles, these are not to be seen as "pure" categories. Often one "contaminates" the other, according to need and context, and attributes from other categories might be integrated. While the PEERMENT model is based on a fundamental premise where the professional autonomy of the teacher is strengthened and respected, it is this very same autonomy that might at points mean teachers choosing to emphasise one model over the other. Oliviero, 2014, quoted in (Hermel-Stanescu, M., 2015, p. 377), defines mentoring as "... being a continuous and dynamic feedback process between two persons in order to create a relationship in which one shares knowledge, skills and perspective in order to care for the other person's personal and professional growth." The PEERMENT model emphasises the reciprocity within such a dynamic process.

While in practice there are also overlaps between coaching and consulting, consulting is not considered for the purposes of this project, in that the consultant "... exercises his content knowledge in a highly directive way gives answers and solutions ... promoting dependence"

(Hermel-Stanescu, M., 2015, p. 377)", as this jars with the "horizontal" aspects that the Peer-Mentoring approach privileges.

Furthermore, while Thesaurus lists the words coach, educator, guide, mentor, instructor as synonyms of "tutor", the word tutor will not be used for the purposes of the PEERMENT project. Partly because the word means so many different things to so many different people, and partly because it is often used as a substitute for a teacher, or used as someone who will check homework for students, which is outside the scope of this project.

There is at present no definition for Mentoring for ESD. In order to arrive at a better understanding of this, and any possible specificities to Mentoring for ESD (as differentiated from Mentoring), the following section gives an overview of ESD.

What is ESD?

Various transformative “educations” have been identified as relevant to the double challenge of eradicating poverty and preserving the environment, notably, Development Education, Environmental Education and Education for Sustainable Development. Other transformative educations with a long history such as popular education, education for human rights, and cultural diversity further widen the scope of the local and global challenges that we face.

While there are various definitions of Development Education, one that has been gaining recognition is that provided by CONCORD – the European NGO Confederation for Relief and Development.

According to CONCORD:

“Development education is an active learning process, founded on the values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions” Development Education aims for the “full participation of all citizens in worldwide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies” (DARE Forum, 2004, DARE Forum definition of “Development Education” section, para 1).

Closely linked is the idea of Global Education as used at the Maastricht Global Education Declaration – Council of Europe 2002:

“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. - Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship (p.2).”

Often use interchangeably with Global Education is Global Citizenship Education, defined by UNESCO (2015) as follows:

“Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global”.

Principles

The core conceptual dimensions of global citizenship education are:

- Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- Socio-Emotional: To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- Behavioural: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes ‘a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives.

The historical development of Environmental Education has been well documented, with The United Nations Conference on Human Environment, held in Stockholm during 1972, recognising Environmental Education as one of the most important elements for dealing with the world's environmental crisis (UNEP, 1972). This was followed up through the International Meeting on Environmental Education held in Belgrade during 1975, which produced the Belgrade Charter. In Belgrade, the goal of Environmental Education was defined as to:

“... develop a world population that is aware of and concerned about the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones (UNESCO, 1975, para IIb)”.

While the idea of Environmental Education gained strength, acknowledgement and status, it culminated in the declaration in December 2002 of the years 2005 – 2014 as the Decade of Education for Sustainable Development, in spite of the term Environmental Education having been superseded by Education for Sustainable Development in formal discourse.

“The UN Decade of Education for Sustainable Development (2005-2014) sought to mobilize the educational resources of the world to help create a more sustainable future. Many paths to sustainability (e.g. sustainable agriculture and forestry, research

and technology transfer, finance, sustainable production and consumption) exist and are mentioned in the 40 chapters of Agenda 21, the official document of the 1992 Earth Summit. Education is one of these paths. Education alone cannot achieve a more sustainable future; however, without education and learning for sustainable development, we will not be able to reach that goal (UNESCO, n.d., a).”

Development Education has seen the support of the European Institutions as exemplified through the “The new European consensus on development - ‘Our world, our dignity, our future’ (EU, 2017)”:

“The EU and its Member States will deepen their partnerships with CSOs in support of sustainable development. They will promote an operating space and enabling environments for CSOs, with full public participation, to allow them to play their roles as independent advocates, implementers and agents of change, in development education and awareness raising and in monitoring and holding authorities to account. They will support CSO commitments to effective, transparent, accountable and results-oriented development cooperation (section 122).”

The working definition of ESD adopted during the decade was that of education that “empowers people to change the way they think and work towards a sustainable future (UNESCO, n.d.b)”, specifically:

“ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society (UNESCO, n.d.c).”

The Sustainable Development Goals

The 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development were adopted by world leaders in September 2015, building on the previous Millennium Development Goals, but going further to attempt to end all poverty, fight inequalities and tackle climate change. They are universally applicable to all countries. UNESCO was entrusted to lead and coordinate the Education 2030 Agenda - part of a global movement to eradicate poverty through the SDGs. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*

(UN, n.d.).” The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

Target 4.7 of SDG 4 on education specifically addresses ESD and related approaches:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. (UNESCO, n.d.d).

The Decade of ESD was subsequently followed-up through the Global Action Programme (GAP) on ESD and seeks to “generate and scale-up ESD and to accelerate progress towards sustainable development (UNESCO, n.d.e)” GAP aims to contribute substantially to the 2030 agenda, through two objectives:

- Reorienting education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to a sustainable future.
- Strengthening education and learning in all agendas, programmes and activities that promote sustainable development (UNESCO, n.d.e).

GAP outlined 5 priority areas, with 2 and 3 being particularly relevant to the PEERMENT project (UNESCO, n.d.e).

Priority Action Area 2: Transforming learning and training environments

“Sustainable learning environments, such as eco-schools or green campuses, empower educators and learners with knowledge, tools and strengthened capacity to integrate sustainability principles into their daily lives. UNESCO promotes the Whole Institution Approach (WIA) to ESD in schools and all other learning and training settings encouraging sustainability in every aspect of school life and at each level of the administration including school governance, teaching/learning content and methodology, campus and facility management, engaging the community and forming partnerships. Actions include developing a vision and a plan to implement ESD in partnership with the broader community. Institutional leaders are encouraged to take a holistic view, transferring knowledge and content about sustainable development and

participating in sustainable practices including taking actions to reduce the institution's ecological footprint".

Priority Action Area 3: Building capacities of educators and trainers

"As powerful agents of change in the educational response to sustainable development, educators and trainers must first acquire the necessary knowledge, skills, values, motivation and commitment to introduce ESD into teaching and institutions, make education relevant and responsive to today's global challenges and help society in general transition to sustainability. UNESCO supports the integration of ESD into pre-service and in-service teacher education with the emphasis on the sustainability of professional development programmes".

While the GAP Priority 2 tends to tie ESD to environment or ecological issues in its examples PEERMENT will be taking a wider approach that integrates social issues into ESD. This can be an added value of the project in particular because the experience of some partners such as Solidarité Laïque indicates that educators and teachers are better skilled and accompanied on environmental issues rather than on social issues such as migration and global citizenship. PEERMENT is well positioned to fill in such gaps in less explored paths and use peer mentoring for ESD as a leverage to go beyond the "classical" ESD format – hence the need for new guidelines and methodologies, that are a core part of PEERMENT outputs.

Peer-Mentoring for ESD

As articulated by the United Nations in the 2015 Sustainable Development agenda, a united effort is needed from all stakeholders should poverty be eradicated, our planet protected and prosperity for everyone ensured. As such, the thrust towards achieving the targets outlined in the sustainable development goals (SDGs) should be an immediate priority for all. Lifelong learning and education are key components to the fulfilment of this grand vision encapsulated in the fourth SDG, with section 4.7 specifying the important role of ESD. Recognising this, the immediacy of engaging in projects which support this mandate that the partner institutions from across Europe seek to embark on the PEERMENT project.

Annually, many teachers leave courses enthusiastic to put into practice initiatives which encourage sustainable development. However, upon return to their homes and community their passion may be challenged by inability to apply theory to practice or resource constraint. Avenues to rekindle their desire become crucial. As emphasised by Mizell (2010), continual engagement is effective.

The first desired impact, in general terms, is to spread and improve both the use of Mentoring and Peer Mentoring approach and Education to Sustainable Development, in a combined and effective way. The second is a larger use of Mentoring and Peer- Mentoring in initial and in-service teachers' training, for any kind of disciplinary, multi-disciplinary and inter-disciplinary subject.

PEERMENT is convinced that Mentoring is one of the more effective methodologies for teacher in training, and Peer-Mentoring is a way to use all the potential existing inside the schools to guarantee the continuous professional improvement of the teaching staff. In other terms, Mentoring and Peer Mentoring are an excellent way to turn schools in "learning communities".

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) seeks to generate and scale-up concrete actions in ESD and is intended to make a substantial contribution to the post-2015 agenda. PEERMENT will definitely be a contribution towards the UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, including both its objectives, namely of reorienting education and learning to contribute to sustainable development as well as strengthening education and learning (UNESCO, n.d.e).

A cursory look at the definitions of the various transformative educations indicates one common trend – the need to move from knowledge and awareness towards personal involvement (hence values) and informed actions (hence skills). This provides already at this stage a clue to what the specificities of peer-mentoring for ESD can look like, namely a reciprocal holistic process of teachers supporting each other in a trusting environment, in which one shares knowledge and skills that

contribute not only to the teacher's personal and professional growth, but to the process of effectively becoming active visionaries and agents of a sustainable future. The topics to be covered under such a process are wide in scope and are expected to encompass the topics traditionally covered under the transformative educations outlined in section "What is ESD?". The working definition we are adopting for peer-mentoring for ESD implies and highlights the importance of providing teachers with the necessary tools and methodologies to foster and teach ESD.

Results and discussion from the PEERMENT partnership case studies

This section reports a summary of the results from the best practice case studies identified by the PEERMENT partnership, group under the same headings of the standardised template. While these case studies are not to be generalised, they do exemplify a broad range of mentorship already taking within Europe, and an analysis and discussion of such results paves the way for identifying salient points to help us build a New Model of Peer-Mentoring for ESD.

Summary of each case study

What follows is a brief description of each of the case studies.

Centre for Environmental Education and Research (University of Malta). Case Study 1: MTL Mentoring programme (followed up during first two years of in-service)

This case study focuses on the mentoring modules that are a core and compulsory part of the Master in Teaching & Learning (MTL) programme offered by the University of Malta. This represents a Level 7 (MQF) qualification, graduates of which will be eligible to apply for a warrant to join the teaching profession. New graduates will be able to further benefit from mentorship during their first two years of teaching. To guarantee sufficient qualified mentors to fulfil this role, the Faculty of Education is also organising a Postgraduate Certificate in Educational Mentoring (See Notes section for more information on the Postgraduate Certificate in Educational Mentoring).

Centre for Environmental Education and Research (University of Malta). Case Study 2: EkoSkola Malta

The mission statement of Ekoskola Malta states that: “Education for Sustainable Development is the way forward. EkoSkola guides students and all school stakeholders towards leading a sustainable lifestyle.” In Malta it is run by Nature Trust (an NGO) and is a programme to help schools move towards Education for Sustainable Development through a seven-step process. Schools can earn the Green Flag through participation in EkoSkola Malta. This flag is “an internationally recognised status indicating that the school flying this flag has reached a high standard of sustainability mainly through student empowerment and a whole school approach”. EkoSkola teachers (based at Nature Trust) mentor link persons (based in their own schools) who in turn mentor students who take decisions on what to focus on, year by year, in their journey towards attaining the Green Flag. See Notes Section below for further information.

Solski Center Nova Gorica (Slovenia). Case Study 1: Training of Mentors 2016-2021

Training of mentors 2016-2021 is a five-year project (EU Social Funds), which enables three-day free training for mentors in companies, who are mentoring pupils and students carrying out Work Based Learning and practical training in companies (in learning workplaces). Students of secondary

vocational schools spend part of their educational time in companies on practical training on learning workplaces (Work Based Learning – WBL) while students of vocational colleges are practically educated (PE) with employers, where appropriate and quality mentoring is essential. The program enables future mentors to acquire appropriate pedagogical andragogy qualifications and competences to provide students with good mentoring. Any individual who wishes to gain competence and pedagogical andragogy skills for work with students at a learning workplace with an appropriate level of education can apply. Company that wants to be in the register of “learning workplaces” should apply their employees.

[Solski Center Nova Gorica \(Slovenia\). Case Study 2: Collegial support through coaching skills](#)

The goals of the program are to promote and strengthen the culture of collegial support and good relations between teachers, to strengthen the social competences and communication skills of teachers, to contribute to greater efficiency and target orientation of teachers. At the time of the program, participants will obtain the basic coaching skills: active listening, good follow-up, asking strong questions, breaking down limiting beliefs, giving encouraging. We actually talk about educational work in the group and with the group. Participants can also individually agree with the coach for coaching. The topics covered are: Characteristics and definition of collegial coaching; Coaching skills with demonstration; Coaching questions and practical testing; Model GROW (Goal, Reality, Options, Will); Coaching, counselling, mentoring - differences and similarities; Collegial coaching based on the GROW model; Specific questions: Concretization and more; Use of drawing in coaching; Metaprograms - what drive or hinder us; Balance wheel; Feedback; and Coaching in pairs/triplets on the selected topic.

[Comité National de Solidarité Laïque \(France\). Case Study 1: SL Teacher Students](#)

Robert Logé “I have been a « tutor » (mentor) for more than 15 years in a school called application school. During this period, I also worked as a pedagogical advisor and as a kindergarten director. Today, I work in an elementary school (pupils aged 7 to 8). I am therefore a practitioner. The tutoring* includes activities of animation, research and training as part of the initial and ongoing training of teachers. I’m an ESPE’s teacher or trainer (Ecole Supérieure du Professorat et de l’éducation -High school of teaching and education) and also the tutor of two Master 2 students working part-time in a class.” In our case, the relationship tutor/mentor - trainee student/ mentee remains the same as the student is intended for the 1st or 2nd degree. It is always a professional tutor whose mission is to help a future trainee teacher to build a professional identity. While day-to-day practice may involve some context-related differences, the teaching profession first and foremost uses common skills and culture.

[Comité National de Solidarité Laïque \(France\). Case Study 2: SL PESI](#)

The International Solidarity Education Partnership - ("Partenariat Educatif à la Solidarité Internationale": PESI) led by Solidarité Laïque, with its members CASDEN, MAIF and MGEN, in partnership with the French Ministry of Education - is specially designed for teachers (the first period of PESI 2005-2016 was only addressed to future teachers: students and initial teaching training) and now open to all professionals of education: teachers but also animators from non- formal, popular education, socio-educational instructors, cultural organizers, special education, social workers... It had now supported more than 120 projects across the world between French education structures and international education structures. The PESI is part of an educational cooperation approach between partners mobilized and committed to a local and / or global issue, training or education around resources, needs, conceptions, methodologies, and practices.

[Consorzio degli Istituti Professionali \(Italy\). Case Study 1: Peer to peer/probationary teacher.](#)

The Case Study is peer tutoring for probationary teachers into a second class and a third class about the realization of a project with regard to town planning and sustainable development through students' meetings with experts and the ensuing web quest activity

[Consorzio degli Istituti Professionali \(Italy\). Case Study 2: Neo Assunti \(New Recruits\)](#)

The presented case study refers to the training course addressed to mentor teachers of the newly recruited teachers (mentees). The training path follows the monitoring system promoted by "USRER" (standing for the Regional Authority of the Ministry of Education in Emilia-Romagna), in which mentees, in the initial phase, have already provided useful indications for the planning of the training activities. As for the training of mentors (in which the Universities of Bologna, Modena and Reggio Emilia, Macerata and Urbino along with the staff of the Regional Authority - inspectors, principals, experts are involved), a training model was set up; model including meetings on context aspects, on psycho-pedagogical aspects of peer tutoring, on documentary aspects, as well as on the presentation of real experiences. Moreover, some simple guiding documents together with an informative manual "Essere docenti in Emilia-Romagna a.s. 2015-16" are available for the due consideration and thus writing of the Balance of initial skills, Survey of teachers in the training year, Professional development agreement, Mentees observation grid.

[Udruga za rad s mladima Breza \(Croatia\). Case Study 1: Croatian language mentoring](#)

According to Article 115 of the Law on Education and Primary and Secondary Education (Official Gazette 87/08) "Teachers, teachers and associates have the right and obligation to permanently and professionally train through programs approved by the Ministry." National educational agency in Croatia established regional expert council in all counties in Croatia and every 2 years is elected new leader -mentor. It is common for all subjects in National curriculum. The task of the mentor, in this

case of the Croatian language, is to carry out professional, organizational and communication competences for the professional delivery of Croatian language teachers in secondary schools in cooperation with advisors from the Agency (minimum 3 times per school year). Every education is a group work, designed on specific theme and implemented live in one venue of the secondary school.

[Udruga za rad s mladima Breza \(Croatia\). Case Study 2: Cultural and Spiritual Heritage of the Region](#)

Extracurricular subject *Kulturna i duhovna baština zavičaja* (Cultural and spiritual Heritage of the Region – CSHR) that is implemented as extracurricular activity in 27 primary and secondary schools in Croatia (most of the schools are placed in post-war multi-ethnic communities in Croatia, in some of the schools pupils are divided on ethnical principle). Program is established by CSO Nansen dialogue center in 2007 and is not part of national curriculum, but leaded and coordinated by Nansen center with support of experts form different fields. It is group live work in duration of 5-6 hours on average (Saturday afternoon from 9 AM to 3 PM out of working hours). Education is planed min. once in the semester, usually two times, four times in one school year, if needed more often.

[ProgettoMondo Mlal Onlus \(Italy\). Case Study 1: Amnesty International EDU training](#)

Amnesty International is a global movement of more than 7 million people. They campaign for a world where human rights are enjoyed by all. Their experts do accurate, cross-checked research into human rights violations by governments and others worldwide. They use their analysis to influence and press governments, companies and decision-makers to do the right thing. Through petitions, letters and protests, campaigners worldwide press for action from the people and institutions who can make change happen. In the occasion of the anniversary of The Universal Declaration of Human Rights a whole school decided to get involved in an Education for Human Rights training. Teachers' training took place at the beginning of the school year and it was focused on: A) issues and motivations which had led to the Declaration; B) methodologies to be used with students. The peculiarity of this good practice is that teachers experienced themselves the training, learning through the experience how to reproduce it. Later on, they reproduced the training in their classroom, using the same experiential methodologies. At the end, students from different classes compared the work done and shared the knowledge developed.

[ProgettoMondo Mlal Onlus \(Italy\). Case Study 2: WBA](#)

WBA (World Biodiversity Association) is an association founded in 2004, in Verona. The association was founded by a group of 9 teachers and naturalists who, after an experience in Ecuador, realized that it is necessary to start talking about biodiversity more precisely. The association has two main missions: A) discovering biodiversity: to discover and classify biodiversity and new species; B) conservation by education: to educate on the issues of biodiversity, promoting responsible life styles

to safeguard the planet. The association also publishes scientific materials and organizes training courses for teachers who want to know more about biodiversity.

Overview

As can be seen from the short description, several are best practices in mentoring, while others are already indicative of what is taking place, even if not necessarily under that name, in mentoring for sustainable development. Taken together, they do highlight that a clear gap does exist in Peer mentoring in Education for Sustainable Development in Europe, and confirms the need to engage in the PEERMENT process, and subsequently produce guidelines for a new model on Peer-Mentoring in ESD, that can be taken outside of the confines of the participating partners, and shared in wider ESD circles.

Profile of Mentor.

The mentor's profiles in the PEERMENT Case studies are varied, and this is indicative of the wide scope within which mentor-menteeship relationships takes place. These include university lecturers; education specialists; graduates with specific post-graduate training in educational mentoring, teachers (often experts, having years of experience along with good communicative and social skills, and at times qualified to Masters' level and beyond), contractors selected at the tendering stage;

At times the distinction between mentees and mentors is blurred - in that all participants are in a learning and mentoring process based on their own experience, their context of practice and the aims of the project. Here the principle of reciprocity and working in "partnership" comes out strongly and this is a point to consider for the future Intellectual Outputs of PEERMENT. Here "peer to peer" could be from the same area and profession such as teachers to teachers (for example from the same study discipline), but also adaptable and permits links and cooperation from diversity: association's animators to teachers, tutors and volunteers, trainers and trained people.

Profile of Mentees.

The diversity of mentees reflects the diversity of mentors. The examples in the PEERMENT case studies include Masters' students, newly graduated teachers during their first two years of teaching and probationary teachers, link persons and professional workers in education (Assistant Head, a Teacher, a professor, a Learning Support Assistant, a School Lab Technician, an expert associate and so on), students following a vocational programme in higher education with at least two years of relevant work experience,

In some cases, menteeship is used to “gain experience” – e.g. someone who has passed a public exam but does not have any experience or to “professionalise” someone who already has experience as in the case of substitute teachers.

Equilibrium between work in presence and support on–line.

While various methodologies are used in the mentor-mentee relationship, most tend to employ a mix of “face-to-face” mentoring and online support.

Some are structured:

- A field placement starting with observation sessions every Wednesday, followed by a 5-Week Block Teaching Practice during the first and second years. Here mentors visit students unannounced and observe lessons. The observation is followed up by a face to face discussion, and online support where necessary.
- A training programme consisting of a 24-hour program, which is expected to be 3 days in presence.
- 40 hours in presence with an “optional” individual coaching by agreement on-line via Skype
- Projects also allow for mobility.

Others are purely need based and may include both school visits and Email/On-line Support. When need based the contacts can be initiated at the request of both the mentor and mentee. Intensive in presence courses also tend to provide on-line material.

Online components can include preparatory meetings, exchanges on the issue, and planning. Skype, webinars, email and Moodle were all mentioned as means of online support.

It is understood that the face to face components often include creative methodologies and group work and the distribution of material.

The primacy of context came out very clearly and this indicates that for the future Intellectual Outputs of PEERMENT, a certain flexibility according to context might need to be maintained. In one case the ratio of face to face to online is well defined - 40% in presence/60% on line. This might also be a point for consideration for future Intellectual Outputs – leave it flexible according to context or define a minimum percentage of face to face mentorship? The face to face component can be done out of working hours – and again here a reflection is necessary on the context of each country to see what works out and does not work out – in particular in the absence of other “incentives”.

Frequency of meeting.

The frequency of meetings is dependent on the level of structure of the mentor-mentee relationship, with the highly structured being obviously well defined, and the needs driven much more open and often without a minimum or maximum number of meetings stipulated. However even the more structured relationships often allow for some flexibility, e.g. there can be a minimum number of visits are stipulated per field placement, however more can be conducted as required.

The frequency of face to face meetings mentioned include:

- 4 to 6 class visits on average during the school year combined with 3-4 regular meetings outside the classroom.
- A minimum of 3 times per school year – where one meeting has a duration of 90 minutes.
- Meetings minimum once in the semester, usually two times, four times in one school year, if needed more often.

Those face-to-face meetings that take place within the framework or trainings of course reflect the duration and format of the training programme.

Online support is in most cases flexible or by agreement.

However, it is pertinent to point out for future Intellectual Outputs the need to reflect on:

- The importance of keeping in touch (mentor-mentee) during the whole duration of the project and of having a continuous relation during the duration of the project (where applicable); and
- The element of accountability – where in a mentor-mentee or coaching relationship, the mentee commits to certain deliverables or tasks by a certain timeline as a way of personal/professional development and dealing with more “human” elements such as procrastination.

Was attendance voluntarily or linked to an “awarding” driver?

There are mainly three categories here:

1. The “mentor-mentee” relationship is part of a structured process (initial in-service necessary to obtain a teaching warrant) or training course being attended by students. Here the award is the degree itself or the warrant itself. Examples:
 - For Mentees a field placement might be an important obligatory component of their Master’s course.

- Becoming a mentor might be a “promotion” in the same way that becoming an assistant head is a promotion. In one case study a Postgraduate Certificate in Educational Mentoring course provides an entry point in becoming a mentor and this is open to practising teachers with more than 4 years’ experience and who are in possession of a permanent Teachers' Warrant. In another case study, mentors are appointed and have one day per week devoted to training and receive an allowance in addition to their basic salary.
2. Joining a scheme or project voluntarily, yet the process leads to an external award.
 - On a school level. This is the case in obtaining the Green Flag as part of a seven-step eco-schools process. Usually after two years of implementing the programme and reaching a high level of performance in complying with these seven steps the Green Flag is awarded. Here the award increases the “prestige” of the school (and improves on the CV of the link teacher).
 - On a personal level. This is the case in situations where participants attend trainings voluntarily but gain points for promotions. Furthermore, the professional dimension is often considered as a selection criterion for projects, and thus an incentive for participation.
 3. Obligatory for the needs of the organisation. This is the case for example where a company that does not have trained mentors cannot take pupils or students on the practical training /Work Based Learning and cannot have learning workplaces.

It will be up to each country/partners to reflect on the need to reflect on whether there is a possibility of providing some form of award – whether to support the professional development (and hence improve the CV) of the attendees, whether to link with possible promotions, whether to link with obligations according to country education law, whether where applicable to provide as one of the in-service courses that teachers might periodically need to attend, and whether to “consolidate” the recognition through crediting it in ECTS (European Credits Transfer Scale), or any other means that can serve as an incentive for participants to “see the worth” of participating in PEERMENT future Intellectual outputs and trainings. The curricular necessities of each country e.g. if ESD is obligatory or not, could also provide the background context for participants. Of course, the “attendance on a voluntary basis” without any external awards, but linked to the passion and intrinsic interest of the teachers involved cannot be discounted, yet it cannot be relied upon neither, nor taken for granted, and this points out to an important PEERMENT reflection that needs to be made for future Intellectual Outputs. The actual format of the future Intellectual outputs might also need to be adapted to the “award” driver e.g. if it is presented as an update (continuous

professional development) that teachers and schools can decide themselves which courses to enrol, the format might be somewhat limited to such requirements.

Disciplinary or inter-disciplinary field.

A number of the case studies analysed reflected good practice in mentorship rather than good practice in mentorship for ESD. This was in itself a confirmation of the lack of case studies at European level that specifically reflect mentorship in ESD. Those that are school based reflected both the Primary and Secondary levels of education and in a numerous variety of subject areas – whether science, humanities or languages.

Those that were specifically ESD related tended to privilege a Whole School Approach and an Inter-disciplinary approach. In the case eco-schools, they can move towards the Green Flag also through participation in other projects. Even in adult education the tendency was to take an Inter – disciplinary approach. Overall there was an awareness that environmental issues are transversal issues.

The interdisciplinarity goes beyond subject matters and spill over into exchange of skills, sharing of examples of good practice, sharing of educational tools, the implementation of monitoring methodologies, management of systems, dissemination of projects, the reciprocal organization of internships, conferences; experimentation and collaborative work around shared educational objectives, teaching methodologies, inter-culturality, teamwork, personal and social development, action research, motivation and relationships.

Theoretical Aspects of the Case Study.

One of the theoretical frameworks used was that of the “reflective practitioner”. There are various models for reflective practice – one based on the work of Schon focuses on processes that translate theory to action. This process is explained in the extract from Merickel (1998).

Schon (1987) defines reflection as knowing-in-action, and explains: "When the practitioner reflects-in-action in a case he [she] perceives as unique, paying attention to phenomena and surfacing his intuitive understanding of them, his [her] experimenting is a once exploratory, move testing, and hypothesis testing. The three functions are fulfilled by the very same actions". (p.72). Instruction, therefore, is encouraged to reflect in the moment of action (teaching) in the same way students are invited to reflect on their learning. From this perspective, situations do not present themselves as givens, but are constructed from events that are puzzling, troubling, and uncertain (Schon, 1983). ... By embedding reflectivity into the pedagogical process, Mezirow (1994) contends that meaningful learning occurs through self-examination of assumptions, patterns of interactions, and the operating premises of action. This emphasis on critical reflection can lead to transformational learning exhibited through reflective action. ... reflection begins with the recognition of a dilemma and an affective response. This process of "catching oneself" is necessary for reflectivity. ... Developing a reflective process involves asking and answering the fundamental questions of: What do I do?; How do I do it?; (and) What does this mean for both myself as a professional and those whom I serve?"

The reflective practitioner as a theoretical framework is relevant for both the formal sectors and the informal sectors of education.

As mentioned in the previous section, the eco-schools case study privileges a whole school approach. Various authors explain such an approach - one provided by Hargreaves (2008, para 2) states:

“A whole-school approach to ESD calls for sustainable development to be integrated throughout the formal sector curriculum in a holistic manner, rather than being taught on a stand-alone basis. This philosophy supports the notion that ESD is education for sustainable development rather than education about sustainable development. In practice, this approach means that a school will incorporate teaching and learning for sustainable development not only through aspects of the curriculum, but also through sustainable school operations such as integrated governance, stakeholder and community involvement, long-term planning, and sustainability monitoring and evaluation. Whole-school approaches also advocate for active and participatory learning, a hallmark of ESD, and call for the entire school, including students, educators and administrators, to be actively engaged in working towards a sustainable school with ESD fully integrated into the curriculum as the driving factor”.

Yet another approach quoted refers to collegial coaching, which as explained in the section on the use of terminology, is very relevant to the peer to peer approach that PEETMENT privileges. While the whole school approach focuses on the formal sector of learning, collegial coaching is particularly relevant for its applicability to the various sectors.

What is coaching? Simply put: coaching is a conversation. But this conversation has special features. Coach is a partner in thinking. With questions and active listening, he stimulates co-speaker's own research, gives him new insights, encourages creativity and commitment to solutions that co-speaker himself has come to think of. Coach leaves your own advice, prejudice and judgment at the door. In a coaching conversation exclusively stimulates the co-speaker's by using coaching skills. Among the many coaching definitions we have selected three: Coaching means unlocking people's potentials to increase their performance. Coaching helps people to learn, instead of teaching them (Whitmore, 2009). Coaching is promoting mobility. By talking and interacting, we create an environment in which a person finds ways to take a step towards the desired goals (Gallwey, 2000). Coaching is a collaborative and systematic process, centered on solutions and results. Coach encourages the increase in work performance, learning from life experiences, self-directional learning and personal development of the person (Grant, 2003). What is collegial coaching? (Reciprocal) collegial coaching is a process between two colleagues who, with the help of specific techniques, methods and tools, mutually support achievement of desired goals and professional development (Rutar Ilc, Tacer, Žarkovič Adlešič, 2014). Collegial coaching is implemented among colleagues in similar positions, such as teachers, principals, sales people, career advisers, etc. Work colleagues experience similar challenges and work in a similar work environment. This makes it easier for them to get involved with their colleague. On the other hand, it is sometimes harder to refrain from giving advice (due to the knowledge of the situation), which is not desirable for coaching conversations. For a good implementation of collegial coaching, it is essential to train and practice coaching skills.

These three approaches taken together, can inspire a framework for PEERMENT, in that the peer-to-peer approach can learn from the collegial coaching, while the ESD component can build on the whole school approach, with the reflective practitioner model underlining the critical thinking necessary for successful mentoring.

Other important strands that emanated from the European case studies are the following:

- *The fluidity in the roles of mentor and mentee.* Example in the case of eco-schools, the Link teacher takes on the role of Mentee in relation to the Ekoskola teacher but the role of mentor in relation to the children (who take on the role of mentees). The Link teacher takes on the role of Mentee in relation to the Ekoskola teacher but the role of mentor in relation to other colleagues (who take on the role of mentees). The empowerment of the link teachers to act as mentor with other staff members and children is central to the Ekoskola Malta process.
- *The centrality of networking.* For example, in the case of vocational training, training provides a much higher level of competence of mentors to work with pupils and students, and consequently also better places for pupils and students in different companies. Communication between schools and companies will certainly improve, and the company will be able to obtain one of the criteria for enrolment in the register of learning workplaces. Students and pupils will be able to learn more skills important for them and gain more knowledge and competences. This kind of cooperation with different companies increases the cooperation between fields of education and work. Between mentors and teachers in training, networks of contacts are established, which the participants continue to maintain and exchange experiences.
- *The role of “accompaniment”.* This is illustrated in the following quote from an interview of a tutor of teacher ‘students, from Lille University: “The role of the tutor (mentor) is to accompany the student (mentee) in his professionalization so that he gradually discovers the teaching profession. The tutor's mission is to welcome the trainee, to accompany him in the course design, to be present also after the course to help him take a step back. First of all, to welcome him and favour the integration of the student in the school, by presenting him to the various teams (administrative, educational, etc.); it is to help him to anticipate his return with all the practical side that this implies as the discovery of the buildings of the establishment for example, its operation, its schedules, the material organization, the referents. Questions as pragmatic as clothing can also be addressed: holding the first day to feel comfortable, wearing the blouse or not depending on the discipline, etc. The mission of assistance to the preparation of the courses is more progressive. The tutor may decide to entrust all or part of his preparations, and then, as time goes on, give less and less to make the student independent. The training supervisor also has a mission of advice concerning, for example, the specificities of certain classes.”

- *The added value in international cooperation.* In one case study, the programme aimed to empower educators in their “professionalization” by permitting them: “to exchange with other educators, peers and colleagues around the world, to discover other education system, curricula or methodologies ... and to open their daily job practices and mind on global issues as Development Education, Sustainable Development Education, International Citizenship... . Finally, this first personal involvement into a concrete project of cooperation is also an educational participative way to help them learning on their future profession and on themselves. Directly or indirectly, it improves the quality of teaching”. Furthermore, international cooperation helps develop more ownership of processes and empowers people all over the world to develop the skills and competences needed to act towards shared goals. Moreover, international cooperation provides teachers with knowledge and tools from different areas of the world, helps them to “decentralize” from their own cultural world views and supports them in the achievement of a wider understanding of different world views, needed to build a global citizenship and an ESD friendly environment.
- *The centrality of children empowerment (for the formal sector).* This includes children meeting up regularly and discussing and agreeing on any action. The centrality of children participation in the decision-making process.
- *The necessity for continuous Monitoring and Evaluation.*
- *The necessity for knowledge and experience sharing in the field of intercultural education.*
- *The distinction between information and formation.* That means that it is important to train people on a variety of ways to approach a topic. It's all about helping people to deeply understand the theme and act on it.
- *Environmental sustainability as the basis of social sustainability.*
- *A common thread observed is thus the idea of cooperation.* This is central to the theoretical framework that emanates from the case studies. Linked to cooperation and the centrality of children empowerment is another European experimentation pointed out by Solidarité Laïque and revolving around the work of Sylvain Connac.

“Cooperative classroom principles seek to develop an educational environment in which everybody helps one another. In France, Célestin Freinet has developed a teaching method based on sharing and seeking truth, trial and error, free expression, communication and a variety of educational techniques. As a teaching method that militates for education for all, it is common to find cooperative classes offered for

children who have particular problems or are disadvantaged in some way (UNESCO, 2007, p. 28)".

Mechanisms of working.

One point that emanated from the case studies was that at times a code of practice is adopted. This "regulates" and/or defines the mentor-mentee relationship. This can include practical issues such as mentees are to send a copy of their timetable and calendar of events to their mentors as well as procedures to adopt in cases of encountering difficulties or guidelines for mentors ensure highest possible standards and promote educational quality. In other case studies the mechanism of working is much less formal. This is often the case when say a mentor is a teacher in the same school as the mentee. Support is often immediate and less formal.

The use of Monitoring and Evaluation. In the cases of structured programmes, such as the 7 steps to attain the Green flag, monitoring and evaluation of the 7 Steps and feedback on the feasibility of the identified action plan and timeline is an established mechanism of working. Evaluation and feedbacks by the mentees at the beginning, the end and during the process of learning, with the use of open feedbacks and questionnaires, was also employed in another case study. In another case study, the lack of an evaluation of trainings with participants was highlighted as a deficiency.

One identified mechanism is that of designing to create multipliers. The premise is to involve more teachers from the same school who then spread knowledge and new activities to others. Here teachers/coaches who successfully fulfil all requirements and obtain the certificate will be able to support other teachers. The newly educated teachers will then transfer the knowledge and skills into their regional and local environments. The systematic and holistic coaching attitude will enable the participants to gain greater awareness of their own limitations and strengths, values, behaviours and thinking patterns and thus create a better future for themselves. Such collegial coaching at the school is a welcome alternative to conventional "choral" talk, which is too often the basis for complaining and giving (more or less useful) advice to one another. Collegiate coaching enables the teacher to be audible and understandable in order to explore his/her potentials and possible solutions that will be in accordance with his/her personality and values, and to receive adequate support in this regard.

One other mechanism employed identified through the case studies is the "call for projects". Here a selection board meets once a year to select the projects. Each project has its own process, calendar and activities. Major criteria are: the quality of the educational project and the educational approach; reciprocity and working in "partnership"; the desire to contribute to the professionalisation, the reinforcement of professional skills for each educator and/or professional

involved in the partnership; the desire to transfer, "to multiply", even to model the learning of the project; the "opening to the world" proposed by the project; and the coherence of the financial arrangement.

The four points taken together, i.e. the use or not of a code of practice, the inbuilding of monitoring and evaluation at each step, the identification of criteria linked to calls for participants, and the designing for creating multipliers can inspire creative mechanisms for the future design of PEERMENT intellectual outputs.

What competencies of mentors have been identified by mentees as crucial to their learning process?

Most case studies analysed have highlighted that mentees expect professionalism, competence, high and suitable qualifications from the mentor.

In the case of structured programmes, as for example that of the Postgraduate Certificate in Educational Mentoring, the competencies of the mentors have been identified as learning outcomes. Because of the significance these might have for future Intellectual Outputs of PEERMENT, these are reproduced in section "Learning Outcomes" under the "Implications for Future Intellectual Outputs" heading below.

The following is a list, in random order, of desirable qualities of the mentor, that emanated from the case studies:

- *Open to learning*: as one interviewee stated, "A quality of a good mentor is to be open to learning too. A know-it-all mentor is not a good one at all, in my opinion."
- *Practical support*: In one case study it emerged that mentees would like mentors to maintain their support also through the provision of specific examples of ESD integration in the curriculum (including work with community)
- *Adapting training to the work schedule*
- *Readiness to adapt learning content*
- *Holding students' attention*
- *Taking into account the wishes of the participants of the training.*
- *Gives enough time and space to develop*
- *Listening well and asking questions that open up new paths*
- *The establishment of a safe environment that encourages research*
- *Communication without judgement*

- *Pedagogical issues and educational strategies*: The very concrete elements: the posture, the instructions, the forms of work, and the steps of a work session
- *Being at the service of mentees*: for example, taking into account the diversity of students; accompanying students in their training course; acting as a responsible educator and according to ethical principles
- *Being responsible actors in the educational community*. E.g. with respect to cooperation and relationships to parents, associations, and partners...)
- *Good communication, organisation and social skills as essential*.
- *Many years of experience*. Long-standing experience in teaching students and a long-standing professional experience in dealing with topics they teach.
- *Inter-curricular knowledge*
- *Encouraging the development of ideas*
- *Extensive and rich personal experience*
- *Presenting examples from practice*.
- *The ability to inspire and build trust (and trust through what he/she represents)*
- *Commitment out of the school*
- *Availability to share experiences and time with mentees*.
- *The perception of the mentor as someone able to master some kind of innovation, either in contents or in methodology, and that it is crucial to their learning process to have trust in the mentor being able to transmit this innovation*.

List some conditions which have favoured the learning process, specifying if according to mentors' or mentees' opinions.

The following is a list, in random order, of conditions which have favoured the learning process, that emanated from the case studies:

- *A non-grading system*. This allows the mentor to focus on the formative learning experiences and emphasise professional development, rather than judgement and ranking (Identified by mentors).
- *Support of head teacher* (Identified by Mentor and Mentees).
- *Mentees look for certain competencies in Mentors*. For example, they look up to the mentor to help solve difficulties that arise, even practical ones, such as pertaining to energy efficiency (content competency) (Identified by Mentor).

- *A mentor that stays up to date with latest development in the relevant sectors.* He/she is acknowledged as someone competent in the subject. (Identified by Mentor).
- *Availability.* In one case study it was strongly suggested that mentees contact the mentors on any issue related to the running of the relevant programme and ideas for sustainable development themes and ways how they can be integrated in different curriculum subjects (Identified by Mentor).
- *For mentors in companies it is very important to keep up with the characteristics of young people and new learning approaches.*
- *Motivation.* The motivation is better when mentees attend the training by their own will (Identified by Mentor).
- *Free Choice.* It is imperative that the mentors themselves want to do this kind of work and that they understand the benefits that come from it (Identified by Mentor).
- *Ownership of the learning process.* There is no advice or wisdom, but searching for one's own paths and insights (Identified by Mentees)
- *Trust.* This is illustrated by this excerpt from an interview with a mentor from Lille University: "A relationship of trust must be established between the tutor and the student. This confidence is essential to reassure students trainees whose apprehensions can be multiple. Once passed the joy of the success in the contest, the apprehension grows indeed as and as the "back to school" gets closer. The tutor must then help the student trainee to imagine themselves in the classroom and to really put himself in the position of the teacher. The trainee student must also be open to the different speeches of the professionals who surround him, while maintaining a critical mind about what he plans to do and the documents he uses. He must also dare to ask for help, which is not always easy. This tutor-trainee exchange is a real relationship between colleagues who is as rich for one as for the other. The tutor who welcomes a trainee is led to reflect on his own practice, to evolve, to progress. This is a real exchange."
- *Reciprocity.* In the case of a case study conceived as a peer to peer in an equity process, it was facilitated by this equal vision and way of working and engaging with the project from the initial stages.
- *Self-assessment.* (Identified by Mentor).
- *New teaching technologies.* (Identified by Mentor).
- *Team work.*
- *Attention to participants' experiences.*
- *Intensive training in a short period of time.*

- *Sharing experience.* (Identified by Mentor).
- *Good organization.* (Identified by Mentor).
- *Inter-disciplinary competences.* (Identified by Mentor).
- *The provision of a safe space.* As identified in one case study, mentoring meetings are not just places for teachers' capacity building and further education. Teachers who are implementing intercultural education are sometimes under social pressure of their colleagues, and facing different challenges in teaching children different values than those silently acknowledged in divided communities, and mentoring meetings are safe places where they can openly discuss and tackle sensitive issues, and places of mutual support what is influencing their motivation. Mentoring meetings were also places to exchange experiences and share information, ideas, results and plans for future activities.
- *Enthusiasm and passion for the subject.* (Identified by Mentor).
- *Communication competences.* Includes active listening, sharing, patience, being a motivator, and the ability to transform negativity into positive inputs (Identified by Mentor). As highlighted in one case study, it is very important to take care of the relationship with teachers, to help them in not getting stuck and demotivated by the resistances of the school system. They need to be supported in their updating on the issues and on the methodologies and in perceiving themselves as key players in educating young people in interacting with society as informed active citizens. School is not only about teaching/learning contents; on the contrary, it is about learning how to read today's society and to understand the world we live in.
- *Positive approach.* (Identified by Mentor).
- *Real experience on the field.* (Identified by Mentor).

List some conditions which have threatened the learning process, specifying if according to mentors' or mentees' opinions.

The following is a list, in random order, of conditions which have threatened or hindered the learning process, that emanated from the case studies:

- *Linking Practice with theory.* In one case study, it resulted that student teachers (mentees) often find it hard to link their practices to theory. School on their part often leave student teachers "on their own" (Identified by mentors and mentees).
- *Lack of support from the Head Teacher.*

- *Mobility*. Teachers being posted in another school from one year to another. It is not always possible to replace the previous “volunteer”. This creates different levels of performance from one year to another.
- *High teaching loads*. Very high teaching loads make it hard for the link teacher to cope with the amount of commitment required to support the implementation of the action plan.
- *Personal commitment that does not reflect the institutional commitment*. In one case study it was identified that often activities are the initiative of one teacher which other colleagues do not share, making a whole school approach quite tough (Identified by Mentor). In such situations adopting a whole class approach might be more suitable, where highly motivated teachers are invited to implement ESD and act as behavioural models at least within all their courses and classrooms. This would be an achievable objective, avoiding the frustration rising from clashing against the rigidity of school structures and hierarchies.
- *Lack of official recognition for undertaken efforts from the educational authorities* (Identified by Mentor).
- *Lack of a professional development portfolio that records, validates and credits initiatives* (Identified by Mentor).
- Not using innovative learning approaches.
- Unwillingness to take own responsibility for changes and achievement of goals (Identified by Mentor).
- Searching for causes of conflict in others than in themselves (Identified by Mentor).
- *Less familiarity with different ways of working* (Identified by Mentees).
- *Resistance to change*. (Identified by Mentees).
- *Poorly defined objectives and therefore inappropriate situation*
- *Poor management of class heterogeneity*. Diverse learning styles aren’t taken into account.
- *Lack of genuine reciprocity*. In one case study it was identified that if equality is not at the basis of the project, it corrupts the mentoring process. Aims and indicators must be thought and defined by the both partners. While from a vertical perspective, “failures” are part of the learning projects so there is no failure in a mentoring project, from a (cultural) domination perspective, there is failure if there is no genuine reciprocity. This perspective cautions against the pitfall of one partner (often the leading partner) promoting one know-how, or a knowledge or “good” practice from their side, without considering that what is “good” in a context might not be transferable. One of the major qualities of a peer mentoring process is the capacity of decentring from one’s self.
- *The use of judgmental attitudes or language*. (Identified by Mentees).

- *Students (mentees) don't pay attention.* (Identified by Mentees). Also, low motivation. (Identified by mentor)
- *Mistakes aren't considered as an opportunity to learn.* (Identified by Mentees).
- *Too much administration and less direct work in classrooms* (Identified by mentor).
- *An obsolete school system and the impossibility of making new reforms.* Similar to this, teacher's demotivation caused by the strictness of the scholar system (Identified by mentor). Furthermore, training would work better if they were longer and more practical, but many teachers do not have the time for that (Identified by mentor).
- *Low value of extra-curricular activities.*
- *Lack of coordination.* Institutions do not support change or coordination between teachers who want to bring innovation in teaching
- *Lack of interest in ESD.* Some teachers are not interested in the subject or do not work on issues that aren't strictly connected to their subject.

Keywords (Maximum of 5).

Partners were asked to identify a maximum of 5 keywords appropriate for their chosen case studies. The results were surprising in that very few keywords were repeated, bringing out and exemplifying the breadth of issues that need to be considered in mentoring processes. What follows is a list of the mentioned keywords, all mentioned just once, unless followed by a bracket with the number of mentions. The most repeated work was motivation (3) which is surely an issue all teachers are familiar with.

Keywords: (Active) listening (2); Biodiversity; Change; Coaching; Communicative and social skills; Competences (2); Croatian language; Cultural heritage; Didactic; Dissemination; Education (2); Education to make students real citizens; Educators; Empowerment; Equity; Experience (2); Former experiences; Group work; Innovation; Intercultural; Inter-disciplinary; International partnership; Kindness; Leadership; Learning; Learning workplace; Links between education and work; Mentors in the company; Motivation (3); No judgment; Objectivity; Professional Development; Professional Interactions; Professionalization; Reciprocity; Reflective Practitioner; Relationship; Respect; Right questions; Role (value) of the school; Setting; Sharing; Support; Teachers; Training; Tutoring in real contexts; Whole School Approach; Work based learning;

Implications for Future Intellectual Outputs

The key question to pose is how to feed into the future Intellectual outputs of PEERMENT the learning captured through these case studies. How can we capitalise on the issues that have facilitated the learning process while learning from and mitigating against those that have hindered such a process? How can we take these “European strands”, reflect upon them, and adapt them to our country contexts for the subsequent Intellectual Outputs? Knowing also that at one point this new learning will again be abstracted beyond the specific contexts to appeal to a wider audience that captured directly by the participating partners of PEERMENT? The following sections provide some further notes on such questions.

Possible objectives

- To offer the mentors and potential mentors a practical and theoretical experience on Peer Mentorship for ESD.
- To develop new knowledge and skills to support teachers in their ever-facing challenges – both at school level and in their role as effective and active agents for change
- To meet good practices and exchange experiences through the PEERMENT transnational partnership
- To create support groups and multipliers whose impact at school, national and European levels will extend well beyond the life cycle of the project.
- To explore possible awarding mechanisms for participation in different trainings or training seminars.

Aspects to consider

Adapted from the work of Pokora (2007), as quoted in (Hermel-Stanescu, M., 2015, p. 380-381), key factors to consider when setting up efficient mentoring relationships are:

- What learning outcomes do you want?
- What expectations of sessions and work between sessions?
- What preferred ways of working together?
- How does one go about building what one wants and needs in terms of respect, trust, empathy?
- What practical issues to consider, such as location, frequency and length of sessions
- What qualifications, experience and reputation do the education specialist bring in?
- How will any peer-mentoring process be recorded? Who takes? Who keeps? When destroyed?

- What ethical issues to consider? Negotiated? Confidentiality – extent and limits? Clear role boundaries? Possible conflicts of interest?”

Learning Outcomes

The learning outcomes of the Postgraduate Certificate in Educational Mentoring that is part of the 1st Case Study of the University of Malta, are relevant for the Guidelines we will be building for Peer Mentoring for ESD and are reproduced here, in that they can form a basis of the learning outcomes for the proposed 2 ECTS course that will be developed as part of Intellectual Output 2. By the end of the course, the students will be expected to demonstrate knowledge, skills and competences in the following areas:

Attitude and character:

- is willing to be a role model for other teachers
- exhibits strong commitment to the teaching profession
- believes mentoring improves instructional practice
- demonstrates a commitment to lifelong learning
- is reflective and able to learn from mistakes
- is eager to share information and ideas with colleagues
- is resilient, flexible, persistent and open-minded
- exhibits resourcefulness; enjoys new challenges and solving problems

Professional competence and experience:

- has excellent knowledge of pedagogy and subject matter
- has confidence in her / his own instructional skills
- demonstrates excellent classroom management skills
- feels comfortable being observed by other teachers
- maintains a network of professional contacts
- understands the policies and procedures of the school
- is a meticulous observer of classroom practice
- collaborates well with other teachers and administrators
- is willing to learn new teaching strategies from her / his mentees

Communication skills:

- is able to articulate effective instructional strategies
- listens attentively
- asks questions that prompt reflection and understanding
- offers critique in positive and productive ways
- uses effective techniques to communicate with her / his mentees
- is efficient with the use of time
- conveys enthusiasm and passion for teaching
- is discreet and maintains confidentiality

Interpersonal skills:

- is able to maintain a trusting, professional relationship
- knows how to express care for a mentee's emotional and professional needs
- is attentive to sensitive political issues
- works well with individuals from different backgrounds
- is approachable; easily establishes rapport with others
- is patient (<https://www.um.edu.mt/educ/overview/PCEDMPET6-2016-7-0>)

Further to the learning outcomes outlined above, the specificity of Peer-Mentoring for ESD will require us to build further outcomes that reflect both the knowledge and awareness of the topics normally associated with the various transformative educations outlined in the section “What is ESD?” as well as skills specific to such transformative educations, as per the definitions given in the same section.

Requested Topics

CIP pointed out that survey carried out on the whole training path highlight that the most requested and appreciated topics by both mentors and mentees were: Special educational needs; Use of digital resources in didactics; Class management and relational issues; Assessment; and Vocational internship. These and others identified could form the basis of the “other topics” beyond the web-quests that might be experimented with during the piloting of Intellectual Output 2.

Conclusion

PEERMENT is an opportunity for the different partners in the project to train mentors or potential mentors in a new model – that of Peer Mentoring for ESD, offering both the basic learning for mentoring for ESD and aiming to further develop their knowledge and skills to better support teachers in reaching out to the double challenge of the eradication of poverty and the preservation of the environment through the tool of Education, specifically ESD.

We acknowledge that Peer Mentoring for ESD is a dynamic process, context related, and in the ever need to remain relevant to local and global challenges. The Peer Mentor for ESD can be uniquely positioned to respond to such challenges in a horizontal manner, recognising the need for teachers to support each other in the learning process and in solving problems, typical both of the day to day challenges they face as teachers, as well as those related to societal challenges. The strength lies in the ability to reflect on one's own work, exchange experiences with each other, creating as an outcome a "support network", and re-propose and re-affirm the importance of ESD as a vital element of the 2030 Agenda for change.

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Template for Intellectual Output 1

Brief Description of Intellectual Output 1

"This output is an essay that describes (and compare one each other) at least ten good practices of Mentoring and Peer - mentoring existing in Europe for initial and in - service teachers' training. Some of these good practices are put in action in single schools; others are working at level of national school systems. Among all the existing practices, the Partnership will choose those that appears more effective for the development of transversal competences (both in teachers and in their pupils). All the practices will be described following a common grid, in order to individuate and compare the most relevant aspects: theoretical approach, profile of Mentor and Mentees, disciplinary or inter - disciplinary field, mechanisms of working, equilibrium between work in presence and support on - line, frequency of meetings, etc. The last chapter of the essay summarize what the Scientific Committee of PEERMENT intend to underline and take into consideration for the construction of the new model."

Please see the Project Proposal for full details on Intellectual Output 1

Relevant excerpt from the project proposal

"... mentoring and peer-mentoring are increasingly being recognized as crucial tools for teachers and school leaders. Our project is aimed at the development of the Mentoring and Peer Mentoring approach for teachers' training and aims to strengthen the profile of the teaching profession. As a matter of fact, "Mentoring is a form of long term tailored development, with a primary focus on developing capability and potential, which brings benefits both to the individual and to the organization" (University of Sheffield, 2009). "Mentoring is just-in-time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as a catalyst—an agent that provokes a reaction

that might not otherwise have taken place or speeds up a reaction that might have taken place in the future (Educause, n.d.).” The Agenda is usually set by the mentored person, with the mentor providing support and guidance to help develop the mentee professionally" (University of Sheffield, 2009).

While various names have been attributed to various mentoring styles, including Traditional, Network, Group, Minute, Circle, Invisible and Reverse (Educause, n.d.), this project proposal will privilege a Peer Mentoring Approach, which essentially combines a group style in which the expert(s) pass on knowledge to a group where necessary, with the Circle style, in which co-learners share knowledge. This combines the best of a top-down and bottom-up approaches, which tallies with the requirements of an Education for Sustainable Development approach. One European model of interest is based on a constructivist view of learning, the idea of shared expertise and the model of integrative pedagogy, where teachers are trusted, and their professional autonomy respected (Kirsi, T. 2014).

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|--|----------------------------------|---|
| | | |
| <i>Name of Partner Organisation.</i> | <i>Filled in by:</i> | <i>(Working) Name (and pseudonym if applicable) of Mentorship Case Study.</i> |
| | | |
| <i>Country/Region where the Case Study took place.</i> | <i>Time Frame of Case Study.</i> | |
| | | |
| <u>Brief Description/summary of the Case Study (150 words).</u> | | |
| | | |

| | |
|--|------------------------------|
| | |
| <i>Profile of Mentor.</i> | <i>Profile of Mentees.</i> |
| <i>Equilibrium between work in presence and support on-line.</i> | <i>Frequency of meeting.</i> |
| <i>Was attendance voluntarily or linked to an "awarding" driver (ex. credits, part of mandatory courses, etc. – please specify if applicable)?</i> | |
| <i>Disciplinary or inter-disciplinary field.</i> | |
| <i>Theoretical Aspects of the Case Study.</i> | |

Mechanisms of working.

What competencies of mentors have been identified by mentees as crucial to their learning process?

List some conditions which have favoured the learning process, specifying if according to mentors' or mentees' opinions.

List some conditions which have threatened the learning process, specifying if according to mentors' or mentees' opinions.

Keywords (Maximum of 5).

Relevant Links (if applicable).

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| | |
| <i>Notes (if applicable).</i> | |
| <i>Date filled in:</i> | <i>Date received by the University of Malta:</i> |