



Teacher  
training

with specialization on life and information technology skills

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### ***Deliverable 3.2***

*Specifications for development of  
Study visit reports*

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*Prepared by*



*SCES*



*UOI*



*RUPP*



*SWU*

## **1<sup>st</sup> STUDY VISIT TO UNIVERSITY OF IOANNINA, GREECE under Erasmus+ KA2 CBHE Project 2 - 21stTeachSkills Project**

**Schedule (Day, date & venue): 24<sup>th</sup> February 2020 to 28<sup>th</sup> February 2020 (5 Days) at Hotel Grand Serai Congress, Ioannina, Greece**

**Organizing body: University of Ioannina, Greece**

### **1. Preamble of Conference/ Event:**

- a. Describe the background scenario / landscape against which this academic event has been organized.

Under the Erasmus+ CBHE Project: Teacher Training with Specialization on Life and Information Technology Skills the 1st study visit was organized.

In a globalized and multicultural economy and society, young people's horizons are not broad enough to operate accordingly. Challenges, such as the rapid technological advancements and new patterns of work have created a number of demands on education, making the inculcation of 21st century skills a necessity. Those skills need to be integrated in the teacher educational programs in order for the teachers to be effective in the 21st century.

In order to develop a student-centered learning environment, cover successfully the needs of a growing diverse population of children in China, India and Cambodia with a variety of multi-cultural, multi-linguistics and multi-ability needs and respond to the gap in skills set in the labour market and society, shortage of qualified teachers and poor level of student learning this proposal aims at transferring knowledge, best practices and experience on innovative and ICT-based teaching methodology on 21st skills acquisition from HEIs in Programme Countries to the HEIs of Partner Countries that will be benefitted directly from this project.

Old and new teachers will become agents for embedding 21st century knowledge and skills in all subjects in accordance with national and state standards. Additionally, academics, tutors and lecturers will have the opportunity to receive a high-quality capacity building programme which aims to align technologies with content and pedagogy whereas it includes training on assessment tools for skills evaluation of the students.

This project on Teacher Training aims to address the shortage of qualified teachers and offer pre-service and in-service teacher education programmes to make the existing teachers qualified and upgraded and the new ones ready to meet the requirements of the national education system. The project will also provide a platform to enhance internationalization through team work and provide a heuristic basis for opening new perspectives in education through cooperation.

**b. Briefly summarize the concept of the proposed academic event**

According to the Partnership for 21st century skills (2010), the 21st century curriculum should cover four broad areas namely;

1. Life and career skills such as flexibility and adaptability, self-initiative and self-direction, time management and goals, independence, team work, intercultural skills, and leadership skills.
2. Learning and innovative skills such as; creativity, critical thinking, innovative thinking, problem solving, communication and collaboration.
3. Integration of global awareness, financial, economic, business and entrepreneurial literacy, and civic, health and environmental literacy within the academic content of core subjects.
4. Information and media technology skills with a focus on accessing information efficiently and effectively, evaluating it critically and competently, and using the information accessed accurately and creatively to solve problems.

The 1st study visit presented the progress of the Work Package 1 and data from the initial questionnaires that were administered by the HEI's to identify schools in their country. The next actions planned and further discussions on all the Work Packages were held.

**c. What according to the organizers are the outcomes expected out of the deliberations during the academic event? Faculty may outline terms of reference (which may be mentioned by the organizers).**

Within the study visit it was expected to discuss issues concerning the implementation of the CBHE project, on scientific and operational level, such as:

Outcomes of Brussels meeting (27-28 January 2020)

- Financial Planning and reporting.
- First outcomes of the project survey: preparation of questionnaires, research conducting, methodology, discussion on which elements and practices can be successfully incorporated in the teaching methods, result analysis, 1<sup>st</sup> report preparation (15 March 2020).
- Collaboration with University laboratories with common interest concerning the developmental phase of the project.
- Meetings with the University Rectorate, the Regional Governor and the Mayor.
- Discussion about the future Study Visits.
- Presentation and Discussion of Data from Questionnaires as per Work Package 1 and discussion of need analysis.
- A presentation on each work package by partners who are leading them and further discussion with all partners for feedback.
- Risk Management due to the outbreak of COVID-19.
- Discussion with an EU Parliament Member regarding the project deliverables.
- Meeting with the Local Governor and Mayor on collaboration.
- Visit to a local school to understand the Greek Model of teaching.
- Visit to a museum for cultural integration.

d. What do you hope to get out of the conference sessions & your interactions with other delegates? (Pls. correlate with your current job profile, your growth within the organization & what benefit will this accrue to the institute / students?)

- Academic Collaboration
- Course Development
- Joint Research Papers
- Learning from Global Best Practices

2. **Summary of Events:** Briefly summarize each session attended during the conference. Comment on the speaker / the topic. Outline the key learnings

**Daily plan/ Agenda is enclosed.**

**24<sup>th</sup> February 2020**



Welcome address by Katerina Plakitsi, the Coordinator of the project, Professor in Science Education, (Uoi) and introduction of all participants.

Presentation by Participating Teams

1. Panepistimio Ioanninon (UOI), University of Ioannina, Greece- Coordinator
2. Royal University of Phnom Penh (RUPP) Cambodia - presentation by Tak Kean, Vice Dean of Engineering Faculty
3. Klaipeda University (KU) Lithuania
4. Novel Group Sarl (Novel Group), Luxembourg
5. Symbiosis International (Deemed University), India
6. Banasthali Vidyapith, India

7. University of Battambang, Cambodia
8. Southwest University, China - Not attended because of COVID-2019
9. Shenzhen Polytechnic, China - Not attended because of COVID-2019

Official welcome of the ERASMUS+ CBHE 21st TS 1st Study Visit participants – UOI principals  
Guest lecture/ Interaction with Triantafyllos Albanis, Rector of the University of Ioannina  
Introduction to the ERASMUS+ CBHE 21st TS. Presentation of the topics, the goals and the progress of the project  
Break down of the program – deadlines – extensions/modifications discussion on Bilateral Agreements

Progress presentation of each task. Leader - Contribution of all partners  
Discussion on questionnaires, data analysis, results  
WP1 Reporting: Description, Activities, Role of the participants, Progress (precise description of any progress or slow down)

- Uoi: Report on 21st century skills Educational Programme Content
- KU: Report on capacity-building for 21st century university teachers and best practices
- Uoi: 21st century skills teaching state-of-the-art report

Risk Management: Slowdown of WP1 due to Coronavirus conflict resolution – treatment (new deadlines, alternative procedures, speed-up of the deliverables)  
Next actions planned: Goals, Operations, Outcomes  
Training methods used wherein participants worked in groups in implementing the jigsaw method.

## **25<sup>th</sup> February 2020**

Discussion on WP6 – Dissemination & Exploitation  
Each leader of the tasks presented the progress of the task and the next actions planned (goals, operations, and outcomes)

- SCES discussed Dissemination Plan
- NGS discussed 21st Century TeachSkills Website
- BV discussed Networking Events
- NGS discussed Portfolio of dissemination material

Further Discussion/decisions on: Accreditation methods in national level in each country and List of Committees

Discussion on WP5 QUALITY ASSURANCE & MONITORING  
Each leader of the tasks presented the progress of the task and the next actions planned (goals, operations, and outcomes)

- NGS discussed Quality Assurance Plan
- Uoi discussed Quality Board Appointment
- Uoi discussed Periodic Quality and Evaluation Report
- Uoi shared their views on Final Impact and Evaluation Report

Discussion on WP7 MANAGEMENT & COORDINATION

Each leader of the following tasks presented the progress of the task and the next actions planned (goals, operations, and outcomes)

- UoI discussed Consortium Management and Organization, Project Meetings and Funding Management
- NGS discussed Risk Management
- Further UoI discussed Consortium Agreement
- NGS presented Coordination and Communication Platform

**26<sup>th</sup> February 2020**



Scheduled Visits with Stakeholders & Skype with European Parliament  
Educational visit to 1st model experimental school of Ioannina:

Early morning visited to nearby school in Ioannina, where participants interacted and observed the various methods used in schools to teach children/ students. Participants attended a Mathematics class to have different experiences.

Skype call with European Parliament - Meeting with Stakeholders:

Skype call from a Member of the European Parliament. Stelios Kypouropoulos (Στέλιος Κυμπουρόπουλος) addressed the participants from various universities. Personal interaction with Dr. Shashiakala Gurpur, Symbiosis Law School, Pune, Banasthali University, University from Cambodia and University from Lithuania.

Bridging content of WP1 with WP2: Discussion on financial aspects/ budget related to the equipments for the projects including specific specification which can be provided to the partner universities. Timeline of 15-20 days- specifications should be delivered to all partner universities.

Leader of Task- Lithuania University- Presented the task and the next actions planned (goal, operations, and outcomes)

What are the various teaching skills required in each partner countries should be provided to the leader of work package. (Lithuania University) General competences are related to the questionnaires of academics (circulated and collected questionnaires)

Partner universities have contributed their views on the same.

Dr. Shahsikala Gurple, Symbiosis Law School, Pune- Presented the on Questionnaires, Data Analysis and Results from collected questionnaire, which can provide a guide to interpret collected data. And report should be provided to the coordinator in the template of the report.

Capacity building course material presentation by leader of work package, Lithuania University. Partner universities have contributed their views on the same.

Afternoon session started with the visit of Governor of Epirus region Alexandros Kachrimanis. Leaders of partner universities introduced themselves and interacted with the Governor. Governor spoke about the important work which the University of Ioannina is carrying out related to 21st Teach Skills. Governor brought out the need for development after returning from Germany. He communicated it to relevant ministries which worked together to reach out to the people at large. He strongly recommended the programs which are coming out of this project should be helpful for all stakeholders in not only public organisations but private organisations. Governor hails the culture of all partner universities and conveyed best wishes.

Deliverables - Curriculum Development: 1st Course- 4 Modules, 2nd Course- 2 Modules

As per partner universities- Who will be the target population? Deciding factors: Age group? Qualifications? Masters/ UG Difference between the partner countries. How to decide it?

Outline and methodology of the Syllabus for course: Study material for course:

The course can be offered as a core component in the final year of a bachelor's degree or can be offered as an independent course for the in-service teachers.

Duration 6 months: 40 ECTS

4 mandatory modules for students and 2 minima for the in-service school teachers

Pedagogical approach or method: Lectures, presentations, discussion of readings, case studies, practical assignments.

1st scenario: Course for students enrolled in undergraduate-postgraduate studies

The course will cover the following areas (all mandatory):

Module 1 (10ECTS): Teaching critical thinking and collaborative problem-solving skills Leader: SCES

Module 2 (10ECTS): Education Technology skills (based on the Technological Pedagogical Content Knowledge), Leader: SWU

Module 3 (10ECTS): Authentic learning tasks: practical implementation of the skills in the classroom, Leader: SZPT

Module 4 (10ECTS): Optimizing Assessment for 21st century skills, Leader: RUPP

Leader- Lithuania University: Outline and methodology of the Syllabus for course (2.1)

Methodology, Tools - Clarifications? - Development of course- Reading materials- Concepts

2 Types of study materials- Amount? How long? In hours?

Face to Face teaching modules:

1. Short Description of the module- up to 1.1 page- template? 2. Template:



Handout- 2 to 4 pages for each module 1 PPT with some theoretical inputs- 20 Slides

Online Courses for Module: (Multimodal)

Reading materials, Videos, Quiz, Storytelling, repository for further reading online module should be integrated with teaching module- face-to face module Week by week uploads- Assignments etc. Various Templates of module discussed

Template of handouts

The first module will be more specific to the needs of the academic staff in charge of delivering the 21st century skills Educational Programme and will be strengthened by one study visit in the EU-HEIs the first year (6 academic per PC-HEI). The second module will target the academic staff of the whole faculty and it can be attended by the whole Faculty personnel. 6 academics per PC-HEI will be trained by EU-HEIs in each trip then cascade it among others. Study material for module 1 & 2 will be different.

1st will be advanced 2nd one will be more basics.

**27<sup>th</sup> February 2020**



#### Educational/Cultural Visits

Meeting with Mayor of Ioannina City Mr. Moses Elisaf. All partner universities introduced themselves. The coordinator of the project Katerina gave the overview of 21st century teaching skill project, its need, implementation and importance. Mayor wished all participants for the success of the project.

Skype meeting with Chinese partners: Chinese partners are not ready to implement WP 1 till March 15, 2020 as its deadline. They asked for 1 months' time. The consortium is trying to reach a decision wherein Chinese partner can be excluded from the WP1 but they will be delivering the WP1 within 1 Month.

Consortium suggests WP2 is to give the leadership of the Chinese partner's modules to the European Universities so the WP2 can continue. Further, after 6 months of the project lifetime Chinese partners both confirmed that they will actively participate in the project. All project documents will be sent to Chinese partners along with all other partner universities related to the 1st study visit to University of Ioannina, in order to follow the project.

#### Discussion WP3 CAPACITY BUILDING ACTIVITIES

Each leader of the tasks presented the progress of the task and the next actions planned (goals, operations, and outcomes)

NGS presented on Delivery of 21st Teach Skills Platform and equipment

SWU & each HEI: Study visits

SZPT and all partners contributed on Online training sessions

NGS further added on Delivery of 21stTeachSkills e-toolbox

All partners contributed towards Collaborative group work

**28<sup>th</sup> February 2020**



Discussion on WP4 Delivery of Educational Programme & Capacity Building Course  
Each leader of the following presented the progress of the task and the next actions planned (goals, operations, and outcomes)

RUPP and each PC-HEI discussed Delivery of 21st century skills Educational Programme

UBB and all PC-HEIs presented Delivery of Capacity-Building Program

SCES and all PC-HEIs discussed Accreditation Report on developed Course of PC-HEIs

Feedback on WP1 was submitted for Symbiosis Law School, Pune.

A group photo session for all participants was organized by the UoI.

WP2 discussion:

Structure of Module

Layout on one drive

Content of Module- discussion

SCES provided the draft of Module 1 on the basis of which other partner universities will be providing their inputs.

Module 1 can become the model draft for other modules.

Module 1 (10ECTS):

Teaching critical thinking and collaborative problem-solving skills Leader: SCES

Title of Module 1: Critical Thinking- 10 ECTS- or 260 Hours

Introduction to Critical Thinking

How to create Open ended questions

Aspects of critical Thinking

System of Logic

Argumentative Operations

Module 2: Problem Solving

Existing Case Study to introduce the problems

Next study visit to Pune, India, discussion on proposed dates took place nearby July 2020.

Distribution of the Certificates

3. **Evaluation:** Did the academic event achieve the outcomes as outlined in 1c above? if yes How? If no: What were the questions left unanswered? Comment on how the conference was run overall in terms of contents, speakers, logistics, including food, accommodation, and social events.

Yes.

- Symbiosis and some other partners presented the empirical data collected
- Discussion with the Chinese partners regarding risk management due to COVID 19
- The structure and contents of the courses to be offered through this project were discussed and first draft was drawn
- Discussion and feedback regarding the other work packages and deliverables

4. **Reflections:** What in your opinion can be learnings for us at SLS Pune / SIU?

- Explore further funding opportunities
- Joint Development of courses
- Collaborative Learning with experts from other universities
- Faculty and Student Mobility
- Proposed Establishment of a 21st Century Teach Skills Lab
- Equipments such as smart boards, doodlers and various other comprehensive classroom systems will purchased that will help in training various faculty members to acquire and train the trainers in 21st Century Teaching skills through the Lab containing these equipments

5. **What is the way forward (road map forward)?**

- Completion of deliverables under the project
- Bilateral MOU's

## 6. Networking details

Sr. No	Name	Age	Qualification	Organization	Mobile Number	E mail ID
1.	Dr. Katerina Plakitsi	60	PhD	UOI, Ioannina, Greece	+306972898463	kplakits@uoi.gr
2.	Dr. Ajay Surana		PhD	Banasthali University		ajaysurana@banasthali.in

3.	Dr. Sam, Rany		PhD	UBB, Combodia		samrany@ubb.edu.kh
4.	Prof. Tak KEAN		PhD	RUPP, Combodia		keantak.rupp@gmail.com
5.	Prof. Evi Polytarchi			Novel Group		consulting@4- elements.org
6.	Dr. Eleni Kolokouri		PhD	UOI, Ioannina, Greece		ekolokouri@gmail.com
7.	Dr. Athina Kornelaki		PhD	UOI, Ioannina, Greece	+306984151653	athinako91@yahoo.com
8.	Prof. Hak Yoeng		PhD	UBB, Combodia		hakyoeng@gmail.com
9.	Prof. Reda Vismantiene		PhD	Klaipėdos universitetas, Lithuania		vismantiene.r@gmail.com

**2nd STUDY VISIT TO PUNE, INDIA**  
**21TS Consortium's Pune, Maharashtra, India**  
**Study Visit from 10<sup>th</sup> to 15<sup>th</sup> October 2022**

**Day 1 – October 10, 2022**



The event commenced with the invocation of the Saraswathi Vandana and auspicious lighting of the lamp. Subsequently, **Prof. (Dr.) Shashikala Gurpur, Director, Symbiosis Law School, Pune, Dean, Faculty of Law, SIU**, delivered the welcome address, laying emphasis on the inevitable importance of the project in the present time and the need to equip the new generation with the skills required to meet present and future endeavours. Ma'am further talked about the growth of Symbiosis as an institution and took the time to note its consistency in spearheading landmark initiatives such as the 21<sup>st</sup> Century Teach Skills initiative. Dr. Gurpur commended the indomitable will and spirit of all stakeholders that pushed this project through the turbulent times brought upon us by the pandemic. Ma'am also appropriately attributed the outperforming evolution of the university to its innovative and constantly developing pedagogy, as a result of which it went on to win an international award in robust internationalization and technology during the pandemic.

The event progressed to a cultural showcasing of Indian states, a short film on the history of Symbiosis, and many more, after which **Dr Vidya Yeravdekar** talked about how internationalization is ingrained in Symbiosis, and further emphasized the point that the project aims to strengthen and refine international understanding and bonding by its very nature as a multi-country consortium. She also discussed the noble humanitarian initiatives taken by Symbiosis such as providing free healthcare in nearby villages of the Lavale campus and providing education to eight girl children from each village. She laid emphasis on the aim of SIU to mould its students for global competency and opined that the internationalisation of higher education is way beyond an institute's intake of international students, and extends to the cultural and educational diversification of all concerned stakeholders.

Subsequently, **Prof. Aikaterini Plakitsi** of the University of Ioannina showcases a short video introducing her institution and extends her gratitude to all the dignitaries. She stressed the importance of a homogenisation of good educational practices between Europe and Asia symbolizing the very idea of international cooperation and understanding. She also discussed the aims of the project and reaffirmed her optimism for the initiative, stressing its role in enhancement and enrichment of life and career skills of all stakeholders involved.

At this juncture, **Prof (Dr.) Shashikala Gurpur** addressed the gathering noting the journey thus far. Ma'am recounted that the project began towards the end of 2019, with SIU working alongside noteworthy

institutions from three European and three Asian countries. Symbiosis played a pivotal role, having been involved in drafting the grants for the various projects proposed and conceptualisation of the four modules that were to be dealt with through this initiative, namely:

- i. Critical thinking and collaborative learning,
- ii. Education technology skills
- iii. Authentic learning box
- iv. Optimizing assessment.

Further, the forum deliberated on the shortcomings of the current curriculum and its level of inclusivity, which concluded with a unanimous call for better structuring and systematisation of the curriculum to facilitate a more adaptive teaching-learning system.

This was followed by a press session, where questions were posed on aspects such as the inclusion of teachers from rural areas, mitigation of the lack of technical know-how for the in-service teachers and the underrepresentation of State Boards in the country.

Thereafter, the delegation departed to the **Lavale campus**, arriving there at approximately 4 p.m., where they were duly welcomed by **Ms. Ruchi Jaggi** – Dean of Symbiosis Institute of Media and Communication and the ex-director of SSLA following which they were introduced to **Dr. Gagan Prakash** – head of Symbiosis School of Visual Arts and Photography. Subsequently, the delegates were given an extensive tour of the studio which was followed by a very interactive session about Bollywood and the shooting of films. Ms. Ruchi went on to describe how the locational advantage of the campus being close to Mumbai, attracts prominent and popular filmmakers to conduct workshops and other activities which provide great exposure to the students. A descriptive tour of the hallway and gallery was given followed by a tour of the post-production room, audio studio, etc. The delegates were then introduced to the Portrait and Fashion, Travel and Wildlife Photography Studio, which essentially exhibits all the student’s creative works. Dr. Gurgur then thanked all the faculty and left for the conference hall where **Mr. Om Prakash**, head of the biodiversity cell, went on to discuss the sustainability goals of Symbiosis along with which he gave a precise briefing about the 17 sustainable development goals, the real cause for climate change, addressing which was the need of the hour.

The meeting was concluded by **Prof. (Dr.) Shashikala Gurgur** who appreciated and acknowledged the cell for its initiatives and contributions. The delegates were thereafter brought back to the college campus and then dropped off at their respective hotels.

## Day 2 – October 11, 2022



The second day of the Teach Skills Study Visit saw an early beginning, with the Delegations receiving a tour of the Symbiosis Law School campus at Viman Nagar, and its Teach Skills lab which has been adapted to the growing needs of the 21<sup>st</sup> Century, with the capacity to train over 200 students in vital fields of research. The Lab will be used to train various teachers in the modules that are being created under the project, by

incorporating modern skills and thus revolutionizing the Indian pedagogy in consonance with the National Educational Policy of 2020. At this juncture, **Prof (Dr.) Shashikala Gurpur Ma'am** took initiative in elaborating on the importance of research as a skill vital to legal reasoning, and how the same would be facilitated through the two-credit course that was provided by the institute.

Following the tour, a meeting was held, with WP Leader discussing the progress thus far, and attempting to delineate the scope for future developments. Discussions began with **Mr. Ajay Surana of Banasthali University** reminiscing on the arduous journey that began in March 2020 and culminated in the moulding of this curriculum. With further developments in mind, he went on to elaborate on the "*Standards for Developing Study Materials*" through a presentation seeking to identify target groups and developmental guidelines *inter alia*, and stressed on the drafting of a "checklist" for ensuring adherence to the same.

Elaborating on Mr. Surana's introduction of the Educational Technology Skills based on a technological pedagogy, **Dr. Qinyi Tan of Southwest University** exemplified the development of the same by highlighting the outline and methodology of the nine-unit program adopted by them by identifying common ground across the EU and Chinese curricula and common conceptualization of skills. Dr. Tan also stressed on the promotion of digital learning to facilitate holistic growth of the learner, while paying heed the crisis that Covid-19 brought upon us, but also recognising the opportunity for growth that it evidently facilitated.

Dr. Tan's eloquent presentation was followed by **Dr. Xiuzhen Zeng** explicating the several nitty-gritties or practical details in the development of such a holistic course including the feedback process in the institute, developments made possible through virtual teaching and learning and the inclusion of variety of sources such as articles, books, videos, question and answers method, etc. He also elaborated on the four key components of the curriculum, i.e., Guided Independent Study, Lectures, Practical Classes and Workshops and Presentations.

Commenting on the recommendations thus far, **Prof (Dr.) Shashikala Gurpur Ma'am** emphasised the need for more elaborate and concrete examples that should incorporate critical and collaborative learning, interdisciplinary studies, the development of a '*transnational curriculum*', and the need to add social dimension to scientific study. On a more general note, Dr Gurpur proposed a more practical learning system as opposed to the lecture based one followed at present. Other dignitaries added to the same by stressing the need for structure and specificity to the said curriculum.

Speaking about '*Optimizing Assessment for 21<sup>st</sup> Century Skills*', **Mr. Vong Chorv of the Royal University of Phnom Penh, Cambodia** elaborated on the credit structures of Bachelors, Masters and Doctorate programs in light of the need for the inculcation of soft and psychomotor skills, and the importance of critical thinking and having a domain specific approach towards curriculum development and assessment. Adding to this, **Dr. Gurpur and Dr. Urmila** recommended the utilization of sandwich feedback technique and the development of MOOC or Massive Open Online Course to better facilitate the same.

Addressing the gathering yet again, **Prof (Dr.) Shashikala Gurpur** sought to address developmental concerns by elaborating further on the '*Accreditation Report on developed Course of PC-HEIs: Leader SCES*'. In doing so, ma'am discussed not only the accreditation process at SIU, but took on a more holistic approach in discussing the possibility and process at the national level. Additionally, ma'am also urged all stakeholders and partners to provide documentation for the legal recognition of the courses, setting the January 2024 at the target date for the entire recognition process.

Before breaking for lunch, **Dr. Marios Paraskevopoulos of Novel Groups**, in speaking on Program Delivery Evaluation deliberated on e-platform and specification for development of an '*e-toolbox*' and the activities and processes during its implementation, and laid down the rubrics for the same. Speaking on the line of implementation, he highlighted the role of the steering committee as the primary decision-making body, and its intrinsic duties by virtue of holding such a key position. Commenting, at a later juncture, on the 21<sup>st</sup> Century Teach Skills website, Dr. Marios also stressed the need to update the website guidelines and improve quality to make it more relevant in the present context.

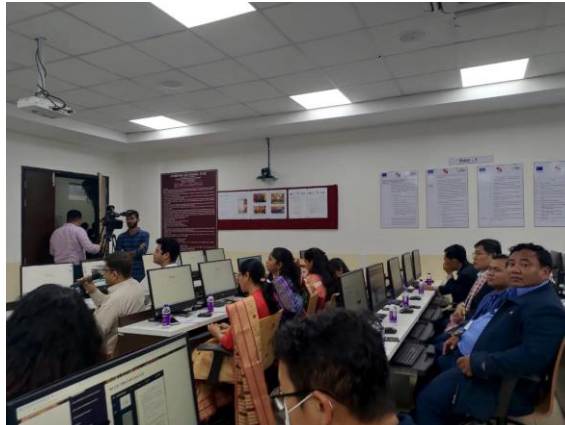
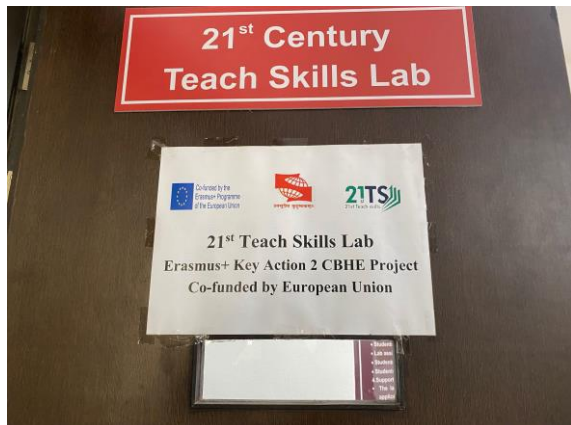


With the session commencing post lunch, **Dr. Eleni** began by commending the diversity of the proposed module and noted its potential instrumentality in achieving holistic development for all concerned partners and groups, emphasising on collaboration as a means to achieve maximum profitability from the proposed project. Adding to the idea of holistic development, **Mr. Anshuman Shastri of Banasthali Vidyapeeth** observed that along with education, students are required to meet the five pivotal goals of intellectual, moral, practical, physical and mental advancement to thrive in today's competitive world.

**Mr. Georgios Efthymiou of the University of Ionnina** subsequently discussed the Periodic Quality and Evaluation Report, and suggested that questionnaires be sent out for evaluation every 6 months to collect feedback from all stakeholders of the initiative. Speaking on outreach, **Dr. Neetu Jain of Banasthali Vidyapeeth** emphasised the need to popularize course among stakeholder, and proposed the conduction of six networking events of all partners belonging to the Pan-Asian region.

Concluding the event, **Dr. Eleni** called on all leaders to contribute to the initiative and conduct workshops within their capacity to make note of and address challenges arising in monthly meetings. Emphasizing on quick worklogs and avoiding delays, she directed all stakeholders to use the approach opted for in WP1 as a template for future endeavours. Adding to the same, **Prof (Dr.) Shashikala Gurpur** reviewed the areas of deviation and noted that each university has its own compliances, which needs to be delivered as a team. Ma'am acknowledged that a whole new orientation may be required at times on account of inexperience and/or unfamiliarity of the topic or theme. However, ma'am also observed that while the deliverables need to be aligned equally, the tasks of all partners remain more or less the same, and hence, collaboration would be indispensable in ensuring the success of such an endeavour.

### Day 3 – October 12, 2022



Day 3 began with the delegations of Greece, Lithuania, Luxembourg, China, Cambodia and India including Prof. (Dr.) Shashikala Gurpur Ma'am getting a **tour of the Symbiosis Law School, Pune** (Viman Nagar campus) from 10 a.m. to 10.30 a.m.; following which a training program was held from UOI, cascading to the SLS faculty and a team of teachers from select schools. The informative program was largely based on 21<sup>st</sup> century teach skills and guided by **Dr. Katerina** and team, from 10.30 a.m. to 11.30 a.m.

Following a short-refreshments break, a **training session for the academic staff** was arranged by the internationally renowned Lithuanian Klaipeda University from 11.45 a.m. to 12.45 a.m.

After having lunch, the guests proceeded towards the **Symbiosis International School, Pune**. They were warmly welcomed by young students offering roses and beautiful *rangoli* designs. Following greetings and photo ops, the student volunteers led the dignitaries to the respective classrooms to observe said teaching skills in action.

In psychology, the students were shown a short film after which the students were encouraged to present their observations and point out some aspects of it. The delegates noted that such an approach constructively boosts the students' critical thinking and speaking skills.

In another language class, the professor highlighted the importance of preserving native languages by posing thought provoking questions. Audio-visually were also effectively used to enhance the students' understanding on this pertinent matter. Another class on communication was also highly engaging, with group discussion tasks and enactment activities; thus, furthering the essence of collaborative and creative learning.

The afternoon progressed into a presentation by **Dr. Sunit V. Jadhav** in the conference room. At the outset, Sir elucidated upon the rising stress and reducing attention span of today's 18–21-year-old youngsters who tend to get bored with the "*dead branch of science*" called human anatomy. To solve this issue, Sir suggested that new age teachers should incorporate art, music and some form of human experience into academia and foster interaction with the students. He also outlined his future prospects of pursuing PhD in synaptic plasticity to learn the art of unlearning.

Finally, Dr. Jadhav amused the delegates by ending his presentation with Ed Sheeran's 'Perfect' but gave it a twist with lyrics based on the scientific law of ossification. The delegates and Dr. Gurpur ma'am were both highly appreciative of the practicality of this unique integration of science and music!

**Prof. (Dr.) Shashikala Gurpur**, then, gave an informative speech in the conference hall at 3 p.m. She mentioned the press release on KA2 Cooperation for innovation, and spoke on capacity building in the field of Higher Education with respect to the TS Lab. Ma'am elaborated on her vision for SLS Pune, and gave a basic introduction of '*Module 1: Critical Thinking Skills and Collaborative Problem-Solving Skills*'. She then explicated the structure and content of the course, and her parameters on analysing the central claim of any research. Dr. Gurpur Ma'am insisted on following the grass root levels of teaching, i.e. Gandhian thought, Pramanas and a Buddhist style of teaching, which was lauded by the emmisaries.

Later, **Dr. M Madan Mohan** elaborated on the transdisciplinary IB philosophy implemented in the school in all grades. It was based on Assessment of Teaching Learning (ATL) Skills. Sir highlighted the five approaches to learning, namely – social, research, thinking, communication and self-management skills in detail. He emphasized on conceptual understanding and a solution driven approach by giving real life examples over rote learning, and how an individualistic approach towards the same is highly beneficial.

The day ended with a refreshing tea break and energetic rock band performance organized by Dr. Mohan and his team, after which the guests departed.

#### **Day 4 – October 13, 2022**

The day began with **Dr. K. Parameswaran**, an Associate Professor and Former Dean of Law, GNLU, who specialised in the subject of Teaching Values and ethical dimension acknowledged all the participating universities elucidated the use and development of Artificial Intelligence during the post-COVID 19 period. He exclaimed that as a teacher, trainer or disseminator of knowledge, three things need to be kept in mind:

- i. Age of information to be merged with the age of inspiration;
- ii. Merge visible technology with invisible transformation;
- iii. Move from individualism to collectivism.

The speaker laid emphasis on 'Ethics' being universal, explicating its governing principles as follows:

- i. The Principle of No Harm – to individuals, animate and inanimate objects, sustainability, etc.
- ii. Connecting all dots
- iii. Ethics bring continuity.

Subsequently, **Dr. Pranav Vashist**, an independent researcher on the *Dharmashastra* and the Constitution of India, enlightened the gathering on how Philosophy translated roughly to *Darsana* in the Workshop of Indian Philosophy. He spoke about a *Matyasta Darsana* which was recently experienced and then moved to the four stages of learning comprising of *Adhiti* – Learning for one's own self, *Bodha* – Teaching it to someone else,

*Acarana* – Practice of what is understood and *Pracarana* – Preaching it to people. He also elaborated on the four quarters in the way of learning: students learn from Instructor, grasping by inherent ability to learn, interacting with peers and learning with experience

Thereafter, **Dr. S. S. Shireshi**, an Assistant Professor of Law, SLSP elucidated Gandhi's Philosophy of Education, where he emphasised upon the subject of education by Mahatma Gandhi. Gandhi, according to him, believed in practical implementations of learning where it is stated that "*when you know it, you feel it and when you feel it, you know it*". Gandhi's sources of education included *Buniyadi Shiksha*, ethics, morality and sanity especially at the Wardha conference as Gandhi believed in continuous process of education which should comprise of one's duties at all levels.

Furthermore, he explained that Gandhi believed in modes of basic education, which was inclusive of compulsory education up to the age of 14, the medium of such instruction being the mother tongue, and usage of materials made by students by schools by purchasing them. Additionally, sir exclaimed that he also asserted that education should be based on practical handicrafts and industries.

After Dr. Shireshi's eloquent discourse on Gandhi, **Prof. (Dr.) Shashikala Gurpur** took the opportunity to address the gathering on the subject Media Literacy Snapshot as part of Critical Thinking, where the speaker advises the use of news analysis and playing media clipping in classroom teaching. She distributed newspapers amongst the participants and asked them to pick the number of news items making use of cognitive abilities and make decisions about the newspapers based on their history, biases and ideological views, etc. Such media analysis in Gender classes and other classes where students analyse the number of articles based on women in the main news page, their roles, subjects, etc. can encourage questioning, changing mindset and transforming the approach to reality.

Thereafter, ma'am laid emphasis upon gender stereotypes, age biases, non-inclusivity, social classification, power hierarchy etc in news advertisements where media can be a mirror and transforming force in the society. In conversation with another professor, ma'am discussed the bias being inbuilt in Artificial Intelligence. She focused on creating the power in the student to recognize, question and address the biases. Subsequently, Dr. Gurpur embraced her views about the ideation of Law theatre as a medium of instruction. She spoke about a research conducted by her and a team on the way to teach controversial and sensitive topics where a survey was conducted among 126 students and the assumption was proven true based on their answers that sensitive topics can be embarrassing, fearful, etc. for the teachers as well as students. The topics were gender, politics, race/caste, sexuality and religion.

Law theatre began well before this research. The first one depicting Bal Gangadhar Tilak (the initiator of Ganesh Utsav) who was imprisoned by the British. Others included Merchant of Venice, Salem witchcraft and the like. Thereafter, drama and theatre experts were invited leading to auditions, practices, etc. Witch hunting, for e.g. was discovered to be a practice in India as well and that was converted into a law theatre performance. Thus, ma'am opined that theatre can be used a mode of teaching in order to enable teachers and students to discuss difficult or embarrassing subjects. It enhances students research skills, acting skills and induces self-learning.

Thereafter, the dignitaries were greeted by the performances of students at Symbiosis Law School, Pune. The event began by welcoming the dignitaries and greeting them by a graceful Odissi dance performance in honour of Lord Ganesha, *the Vighnahartha*. The next event was a group dance of *Bharatnatyam*, the mother of all Indian dance forms performed by the girls of SLS. The dignitaries were then exposed to folk dances where the first was *Dappankuththu* from Tamil Nadu, considered a free style and creative dance. The next dance forms were *Garba* which is a Gujarati dance by girls, honouring women and female divinity, *Lavani* known to be a Maharashtra dance form and *Kabeliya*, a folk-dance form of Rajasthan.

After the dances, the performances moved to music. The musical events began with a performance of *tablas*, *basuris*, *thumris* – a semi classical form of light classical music and sitar – a Carnatic classical music on *Raag Yamni* by the students. The *Jugalbandhi* was then performed in which two performers positively compete, one playing Hindustani classical and one Carnatic classical music. The performance was appreciated by all.

The next musical performance was from Odissi as a devotion to Lord Jaggannatha. It is temple music representing the Bhakti culture of Odissa and performed even during Odissi dance.

The performances ended with a cultural fashion show displaying the cultures, clothing and identity of the different traditions and places in India. The colourful garments made from different materials awed the audience.

The program then came to an end with a Vote of Thanks by Ms. Sawani who thanked the Director, management, faculty, staff, speakers, delegates, participants and the students for embracing the event by their presence at the esteemed Symbiosis Law School Pune.

#### **Day 5 – October 14, 2022**

The first session on day 5, conducted by **Prof. (Dr.) Shashikala Gurpur**, focused on introducing the 21<sup>st</sup> Century Tech-Skill Project: a flagship initiative that aims at transferring knowledge to in-service teachers, trainees and young professors. Dr. Gurpur emphasized that the adoption of technology is a necessity, as it is paramount in dealing with those of the present and future generations. Additionally, it was noted that the concept of these skills has also been emphasized by the European Union through a project, signifying its importance in the modern world.

Identifying the gravity of skills such as stress management would benefit the training of young professionals, and enable a higher standard of efficiency. Developing digital knowledge is an essential quotient. The four facets of a person's well-being are: social, communicative, creative and collaborative. Enriching the training for the trainees would ultimately help with the methodology of educating the new children, and in their overall development.

In light of the discussed topic, a short film was presented, highlighting the aims and goals of education and the work of educationalists in reaching out to every last child. It focused on the importance of creating an exclusive gifted program, and the need for special tools over a newly designed curriculum. Gifted children need a different level of attention, and teachers must be trained to identify giftedness, and to communicate with such students.

Furthermore, the concept of "*gifted katta*", which was seen as inclusive of providing students with a break from class when their patience ran out through reading, or simply talking to them was introduced. Correspondingly, it is important that parents also show their support to the kids in the program by supporting them and understanding the behavior required from them at home.

Finally, strong emphasis was laid on the need for bringing attention to children from underprivileged backgrounds, as they deserve the same amount of attention. The *Pancha Kosha* Model's Level 2 is believed to nurture the abilities of the child, and to empower them into becoming useful facets of society. This goal was viewed as having three major sub-goals: creating a positive self-image, nurturing creative and critical thinking skills, and fostering the students to use their potential to give back to their communities.

The following session saw an introduction to the various projects undertaken by the Kaveri Group of Institutes, and it was conducted by Dr. Devsena, Prof. Pallavi Naik, Prof. Pallavi Iyer, and Priya Atre.

**Prof. Pallavi Naik** explained how the previous gifted centre ran exclusively, and how the programme now goes with the curriculum itself. In Level 1, senior students of the gifted programme were asked for feedback, which helped the institute understand what they could offer, through the creation of tracks, in order to build, educate, and differentiate. Track 1, works towards building teacher capacity; which includes, but is not limited to understanding the characteristics and needs of gifted students, creating focus groups, collaborating with external facilitators, and providing opportunities for gifted students in existing school programmes. Track 2 focused on educating the parent by increasing parent awareness of the intellectual, social and psychological needs of gifted children in the family, and creating a support group as a discussion forum.

**Ms. Anisha G** of the Collaborative Centre of Excellence in Education Technology, emphasized that structured learning and teaching methodologies will soon be outdated, due to digitization. Industry-linked additive

curriculum is the need of the hour, and it is important to develop a roadmap of deliverable, which includes, industry connection.

**Ms. Priya Atre** spoke about the Village Connect Programme in Grampari and Janata Vidyalaya, and Satara called '*Gramsetu*', where a multitude of ideas originated when urban and rural children met. Additionally, the school of ThinQ and KHS have partnered in order to create a course of inquiry-oriented learning and trans-disciplinary thinking for students of Grades 6.

It was further communicated that the Kaveri Group of Institutes has had people from different backgrounds come and address children in their programs. Gifted adults are called upon to conduct webinars as a part of their programs. Additionally, field visits to places such as Tata Motors, and ISSER, were conducted. Furthermore, parent support groups have been created, and this is a necessity when it comes to understanding the importance of their programme. The group has proposed undertaking residential camps instead of year-long programmes, and they have extended themselves by providing a hybrid version of the certificate course. The larger aim of the group is to work along with other universities, such as the Delhi University, which would enable the implementation of these programmes all over India.

The following session was a workshop on collaborative problem-solving skills and it was conducted by **Dr. Sophia Gaikwad** and **Dr. Ashwini Wadegaonkar**. The participants played a game which involved raising red and green flags to agree or disagree with the presented statements in order to highlight similarity and diversity in the classroom. The speaker introduced the premise of *collaborative problem-solving sessions* (CPSS). Participants were then divided into groups as a part of a role play to highlight skills such as problem solving, communication, leadership and teamwork. In conclusion, the speaker suggested planning more activities to encourage collaboration amongst students.

The final session was a workshop on Module 2, and it was conducted by **Dr. Athina Kornelaki**, **Dr. Eleni Kolokouri** and **Dr. Georgios Efthymiou**. The participants were introduced briefly to technological tools that are used in day-to-day teaching. The participants were shown a short film on water, then they were handed sketches of the main character. They were asked to analyze and write down their thoughts on the film. The speakers laid emphasis on creating a connection between the 21<sup>st</sup> century teaching skills and the United Nations' Sustainable Development Goals. Participants were asked for ideas on how the SDGs could be achieved through the teaching skills. Finally, participants were introduced to resources that could be utilized as teaching tools, and an app which projects 3D stimulations onto pieces of paper was demonstrated.

### **3d STUDY VISIT: Phnom Penh, Cambodia**

**Schedule (Day, date & venue): 6<sup>th</sup> – 10<sup>th</sup> March, 2023, Royal University of Phnom Penh, Cambodia**

**Organizing body: Royal University of Phnom Penh, Cambodia**

#### **Name & Designation of the Faculty who attended the third Study visit**

1. Prof. Dr. Shashikala Gurpur, 21<sup>st</sup> TS Project Manager, SIU, Director SLS Pune
2. Dr. Aparajita Mohanty, Associate Professor, SLS Pune
3. Prof. Dr. Rupal Rautdesai, Visiting Professor and Research Advisor, SLS Pune, Project Consultant
4. Dr. Sophia Gaikwad, Head, STLRC, SIU
5. Prof. Kshitij Naikade, Assistant Professor, SLS Pune
6. Prof. Raj Varma, Assistant Professor, SLS Pune
7. Dr. Ujwal Nandekar, Assistant Professor, SLS Pune

#### **10. Preamble of Conference:**

##### **e. Describe the background scenario / landscape against which this academic event has been organized**

Symbiosis International (Deemed University) (SIU), SLS Pune is the recipient of an impressive number of Erasmus+ Projects co-funded by European Union. One such unique project is the Erasmus+ CBHE Project “Teacher training with specialization on life and information technology skills” (21<sup>st</sup> Teach Skills / 21<sup>st</sup> TS) which aims to carry forward the concept of 21<sup>st</sup> Century Skills that are key for leaving an impact on the education system of the country.

This project is a multi-country consortium with partner universities from India, Greece, Lithuania, Luxembourg, China, Cambodia who are the torchbearers of change in their respective countries. University of Ioannina, Greece is the overall coordinator for the project.

Partner Institutions:

1. University of Ioannina, Greece
2. Klaipeda University, Lithuania
3. Novel Group Sari, Luxemburg
4. Banasthali Vidyapith, India
5. Symbiosis International (Deemed University) (to be executed by Symbiosis Law School Pune)
6. Southwest University, China
7. Shenzhen Polytechnic, China
8. Royal University of Phnom Penh, Cambodia
9. National University of Battambang, Cambodia

Ambitions for education are captured in Sustainable Development Goal 4 of the 2030 Agenda for Sustainable Development which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. In a globalized and multicultural economy and society, young people’s horizons are not broad enough to operate accordingly. Challenges, such as the rapid technological advancements and new patterns of work have created a number of demands on education, making the inculcation of 21<sup>st</sup> century skills a necessity. Those skills need to be integrated in the teacher educational programs in order for the teachers to be effective in the 21<sup>st</sup> century.

21<sup>st</sup> century skills include skills such as critical thinking skills, creativity, collaborative problem-solving skills, global awareness, lateral thinking, self-initiative, self-direction, adaptability, metacognitive skills, empathy, employability skills such as Digital Quotient, cross cultural competencies which are essential for the modern education system for inclusive development and to promote a shared prosperous future.

The educational programme developed under the project will focus on the most important transversal skills that need to be acquired such as critical thinking, problem-solving and collaborative working, with a pedagogy and assessment focused on input and role learning. Thus, the skills that teachers and educators will need to acquire is: be able to align technologies with content and pedagogy, align instructions with standards that embody 21st century knowledge and skills, use a range of strategies to reach diverse students and create an environment to support differentiated teaching and learning, use a variety of assessment strategies to evaluate student performance and act as mentors and peer coaches with fellow educators.

Earlier under the said project, there have been two study trips one in Greece, Ioannina and the other one in India organized by SLS Pune, SIU. As a follow up of the milestones of the project, the 3<sup>rd</sup> Study trip was organized by RUPP, Cambodia from 6<sup>th</sup> to 10<sup>th</sup> March 2023.

SIU, through its constituent SLS Pune has been the key partner in the project. SLS Pune in furtherance to the objectives of the project created the syllabi and content for the Module 1 on Critical Thinking Skills and Collaborative Problem-Solving Skills under the project. The project from SLS Pune is led by Dr. Shashikala Gurple, who has been the expert contributor to all the milestones in the project, and thus is the key person required for all meetings and study trips under the project. STLRC, especially Dr. Sophia Gaikwad has supported SLS Pune in preparation of the contents for the Module 1. The other members who accompanied in the third study trip at Cambodia, mentioned above, have also contributed in carrying out the project continuously at SLS Pune and thus their presence was essential.

**f. Briefly summarize the concept of the proposed academic event**

This study visit included discussions and deliberations amongst university leaders, and included workshops and trainings, study visits to a few schools identified to have certain unique method of teaching and learning. The visit also entailed cultural exchanges between the delegates of the partner countries. Further the deliverables under the project especially module (1 to 4) development and delivery of content were discussed and aligned during the five days of the study trip.

**g. What according to the organizers are the outcomes expected out of the deliberations during the academic event? Faculty may outline terms of reference (which may be mentioned by the organizers).**

The organizers RUPP Cambodia facilitated various discussions, workshops on the deliverables and school visit. During 2 days, the partner institutions led by the University of Ioannina reviewed the progress on the deliverables and milestones of the project. Further, during the remaining 3 days of the study trip the participating members of the partner institutions worked collaboratively to align and fine tune the curriculum and contents of all the modules prepared under the project. The outcomes expected were as follows:

- (i) To review the progress of the deliverables of the project including modules and e-toolbox developed under the project
- (ii) To discuss the modules 2,3 and 4 and align the same with the standards set by Module 1 of SCES (SIU, SLS, Pune)

**h. What do you hope to get out of the conference sessions & your interactions with other delegates? (Pls. correlate with your current job profile, your growth within the organization & what benefit will this accrue to the institute / students?)**

Indian higher education system is faced with broad challenges. One of them is the low quality of teaching and learning: The system is beset by issues of quality in many of its institutions: a chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching. It is stated as the highest priority the institutional collaboration in

teaching and learning over the next five years, including faculty exchange. Digital learning technologies are also considered a vital component to achieving expansion and increasing access and quality.

The 3<sup>rd</sup> study trip will provide an opportunity to gear up to the aforementioned challenges and bring home the best practices in the field of education. This will work in our favour as India moves towards the National Education Policy, 2020 implementation, which also requires Universities in India to adopt 21<sup>st</sup> Century Skills in teaching and learning.

All the participants who visited Cambodia during the 3<sup>rd</sup> Study Visit are Professor/teachers/administrators who in the process will acquire these 21<sup>st</sup> Century Skills, will implement them while teaching students in the University, and also train other teachers in the home country as well as within the University.

## **11. Summary of Events: Briefly summarize each session attended during the conference. Comment on the speaker / the topic. Outline the key learnings**

### **Day 1- 6<sup>th</sup> March 2023**

9 am to 10 am- Welcome, Press Release, and Visit RUPP

- Official welcoming to participants from RUPP Top Management.

10 am to 12 noon- Press Conference-

- Dr. Sovila initiated the press conference introducing the project and highlighting the project requirements.
- UoI presented the importance of the Project and contribution of each partner university to the press officials.
- Each partner University's representative (from UoI, Greece, SCES, India, BV, India, Novel Group, Luxemburg, NUBB, Cambodia, RUPP, Cambodia, KU, Lithuania, SWU, China, SZPT, China) addressed the press highlighting the contribution and importance of the project in their own country. Further each partner representative also highlighted the need of the disseminate the project deliverables.
- RUPP's representative Dr. Sovila translated the addresses of the partner institutions representative's speeches for the press in Khmer language.

1:30 pm to 3 pm- Discussion on the deliverables under the project along with alteration of official agenda took place.

- UoI addressed the importance of study visit considering the contribution from partner universities.
- UoI mentioned SCES's (SIU, SLS, Pune's) contribution and requested other partners to follow the standards maintained by SCES while delivering content of the Module 1.
- UoI further mentioned the contribution from RUPP towards Module 4 and requested for the early compliance since deadline for the deliverables are already over.
- UoI further presented the assessment of the project considering the delivered deliverables from each partner university.
- SCES's (SIU, SLS, Pune's) representative Prof. Dr. Shashikala Gurpur highlighted and presented the accreditation status from partner university as available/ mentioned by the partner university on OneDrive. Further, Prof. Dr. Shashikala Gurpur added and stressed upon the accreditation process and proofs from partner countries which is mandated under the project. Some of the partners had submitted the accreditation certificates without any signatory (personnel). SCES requested them to comply with the proper documentation. SCES (SIU, SLS, Pune) further circulated the email communication (1 email for accreditation status and process of accreditation in their respective country).
- SCES's dissemination was conducted during 2<sup>nd</sup> study visit to Pune, Maharashtra, India. SCES's (SIU, SLS, Pune's) representative Prof. Dr. Shashikala Gurpur presented WP 6.1. wherein SCES (SIU, SLS, Pune) is the leader and circulated the questionnaire requesting other partners for their contribution.



### **Day 2- 7<sup>th</sup> March 2023**

- RUPP initiated the day 2 proceedings with the workshops on the deliverables,
- UoI presented the WP 1 and discussed the challenges, further 21<sup>st</sup> TS consortium discussed resolving the issues raised by the partners regarding delaying the deliverables.
- WP 2 report presented by BV India wherein, it was mentioned that RUPP should expedite the process of the delivery of the content regarding Module 4.
- Also 21<sup>st</sup> TS consortium unanimously agreed to follow SCES content development as a model to fulfill the criteria.
- 21<sup>st</sup> TS Consortium requested each partner responsible to develop and deliver the module to discuss the challenges and difficulties they are facing while developing the content.

**Day 3-** Cultural Visit to Angkor Wat, Siem Reap, Cambodia was organized by RUPP for the two Indian Universities due to the ancient Hindu Culture connection to the temple Angkor Wat. This trip to Angkor Wat enhanced the knowledge of the participants regarding the history and culture of the Cambodia and its people, its connection to India and other Asian countries.

### **Day 4- 9<sup>th</sup> March 2023**

- UoI circulated the feedback for 3<sup>rd</sup> study visit and requested for compliance.
- 21<sup>st</sup> TS proposed exhaustive discussion and finalization on “Project Implementation/WP2/Final Deliverables/ D2.6\_Specifications for e-Toolbox” all the details and methodology to deliver the Best Practices.
- Each partner university proposed its best practices and with the help of voting 21<sup>st</sup> TS consortium selected the final best practices. SCES (SIU, SLS, Pune) and BV recorded results of voting.
- Further, 21<sup>TS</sup> consortium discussed e-toolbox platform accessibility which Novel Group presented and requested all partner universities to create their account in the said platform available at official website of 21TS Project website.
- Novel Group representative presented the 1<sup>st</sup> format of the Module deliverables and requested for the suggestions from the partner universities. (Delivery of the content as per the format of 21<sup>st</sup> TS Project)
- RUPP organized a networking event along with dinner for 21<sup>st</sup> TS consortium at Sunway Hotel, Phnom Penh, Cambodia. 21<sup>st</sup> TS consortium participated in the networking event. RUPP’s Vice Rector Dr. Kean Tak addressed the gathering and congratulate 21<sup>st</sup> TS consortium for a successful 3<sup>rd</sup> Study Visit. Representatives of each partner addressed the gathering and shared their experiences during the 3<sup>rd</sup> study visit.

### **Day 5- 10<sup>th</sup> March 2023**

#### **At RUPP, Phnom Penh**

- Presented by UoI- Requested each partner for comparison between the module content with the help of review list and suggested maintaining uniformity.
- Each partner responsible for Module development and content delivery presented the sample for the review checklist. Each Module developer provided a review of one Unit each and compared it for the discussion.
- SCES (SIU, SLS, Pune) submitted and presented the module checklist as per requirements.
- UoI presented the status of each partner who has purchased equipment’s under the project. And further requested the partners to comply with the requirements.
- SCES (SIU, SLS, Pune) and UoI assisted RUPP regarding content development regarding Module 4 along with maintaining uniformity.

## **Day 6- Departure March 11, 2023**

### **12. Evaluation: Did the academic event achieve the outcomes as outlined in 1c above? if yes How? If no: What were the questions left unanswered? Comment on how the conference was run overall in terms of contents, speakers, logistics, including food, accommodation, and social events.**

Yes. The organizers facilitated various discussions, workshops on the deliverables and school visit. During the two days, the progress of the deliverables under the project especially the four module contents were reviewed and the e-toolbox framework were discussed. The remaining 3 days were invested in collaboration and group discussion to align the modules of 2, 3 and 4 and to motivate the partner institutions to align them to the contents and standards of Module 1. The school visit also gave an insight in to the best practices followed by one of the top schools in Phnom Penh, with meagre \$300 US as fees but more than IB standards.

### **13. Reflections: What in your opinion can be learnings for us at SLS Pune / SIU?**

SCES (SLS Pune, SIU) being the partner university facilitated and fulfilled the various deliverables under the project. With the help of this project and the study trips involved SCES (SLS Pune, SIU) will learn the best practices to address and bridge the identified gaps and challenges in education in India that are mentioned specifically in 1d point above. The 3<sup>rd</sup> study trip provided an opportunity to gear up to the educational challenges and bring home the best practices in the field of education especially in regard to the 21<sup>st</sup> Century Skills. It also provided opportunity for integration and synergy between modules, standardization of structure and best practices. This works in our favour as India moves towards the National Education Policy, 2020 (NEP, 2020) implementation, which also requires Universities in India to adopt 21<sup>st</sup> Century Skills in teaching and learning. Thus, this experience, exposure and learning of the participants will help SIU, SLS Pune to adapt to the NEP, 2020 faster and in better manner. This will help in adding value to the existing teaching learning practices at SLS Pune and cascade it further through STLRC to teachers of other institutes of the SIU.

Training by KU helped in generating the 360° feedback idea. All the participants who visited Cambodia during the 3<sup>rd</sup> Study Visit are Professor/teachers/administrators who in the process have acquired knowledge, information and training on the 21<sup>st</sup> Century Skills, which they will implement them while teaching students in the SLI, and also train other teachers in the home country as well as within the University.

### **14. What is the way forward (road map forward)?**

21TS consortium will in a short period deliver the final content as required under the project. Module 1, 2, 3& 4 need to be converted into MOOC the deliverable format. A MOOC based course management tool is also in the process of being developed as one of the important deliverables under the project. It is estimated that at least 50000 participants are expected to benefit through the outcome of the project. The project will provide a link to the learning environment and the courses offered in the different HEIs. Gaps will be filled in each WP and SCES's own gap to be ready for 4<sup>th</sup> Study Visit to China to test rest of teacher training and to be ready for delivery.

### 15. Networking details

No	Institution		No	Name	Title	Phone Contact	
1	P1	UoI	GREECE	1	ATHINA CHRISTINA KORNELAKI	Ass. Prof.	+30 6984151653
2		UoI	GREECE	2	Dr. ELENI KOLOKOURI	Laboratory Teaching Staff	+30 6942961651
3		UoI	GREECE	3	GEORGIOS EFTHYMIU	PhD St. Georgios Efthimiou	+30 6955811481
4		UoI	GREECE	4	AIKATERINI PLAKITSI (Prof. Dr. Katerina Plakitsi)	(Member of the Governing Council of the University of Ioannina)	+30 6972898463
5		UoI	GREECE	5	NIKOLAOS KOLIOS	School Director	+30 6977533237
6		UoI	GREECE	6	Dr. APOSTOLOS KARAOULOS	Laboratory Teaching Staff	+30 6947429172
7	P2	KU	LITHUANIA	1	REDA JACYNĖ	Assoc. prof.	37061015560
8		KU	LITHUANIA	2	RASA BRASLAUSKIENĖ	Prof.	37061030204
9		KU	LITHUANIA	3	AIDA NORVILIENĖ	Assoc. prof.	37065615640
10		KU	LITHUANIA	4	GRAŽINA ŠMITIENĖ	Assoc. prof.	37067107383
11		KU	LITHUANIA	5	SADA RAMANAUSKIENĖ	Assoc. prof.	37061542097
12		KU	LITHUANIA	6	RIMANTAS BALSYS	Prof.	37061844591
13	P3	NGS	LUXEMBURG	1	Dr. MARIOS PARASKEVOPOULOS	Consultant, Novel Group	+352 621 281 408
14		NGS	LUXEMBURG	2	OLGA BEREDIMA	Novel Group	+352 621 287 537
15	P5	BV	INDIA	1	Dr. Murlidhar Mishra	Associate Prof. Department of Education, Banasthali Vidyapith, Banasthali	9414543744
16		BV	INDIA	2	DR. AJAY SURANA	Professor & Head of Department, Department of Education Shiksha Mandir, Banasthali Vidyapith, Rajasthan, India, Pincode: 304022	9314295395
17		BV	INDIA	4	DR. MALLIKA SHEKHAR	Dr. Mallika Shekhar, Assistant Professor, Department of Education, Banasthali Vidyapith, Banasthali	9928317897
18		BV	INDIA	5	DR. NEETI TRIVEDI	Dr. Neeti Trivedi, Assistant Professor, Department of Education, Banasthali Vidyapith, Banasthali	9574017084

19		BV	INDIA	6	DR. NEETU JAIN	Dr. Neetu Jain, Assistant Professor, Department of Education, Banasthali Vidyapith, Banasthali	7597964050
20		BV	INDIA	7	DR. JYOTI KUMARI	Dr. Jyoti Kumari, Assistant Professor, Department of Education, Banasthali Vidyapith, Banasthali	9571615567
21	P6	SWU	CHINA	1	Dr Qinyi Tan	Assoc. Prof. Dr. Qinyi Tan	+86 13452726272
22		SWU	CHINA	2	Dr Chenxi Luo	Assoc. Prof. Dr. Chenxi Luo	+86 15730077306
23		SWU	CHINA	3	Dr Luyan Teng	Assoc. Prof. Dr. Luyan Teng	+86 18725862205
24		SWU	CHINA	4	Ms Wan Liu	Ms Wan Liu, Teaching Staff	+86 15696648705
25		SWU	CHINA	5	Ms Haiou Liu	Ms Haiou Liu, Teaching Staff	+86 13688323278
26		SWU	CHINA	6	Mr Zibin Pan	Mr Zibin Pan, Teaching Staff	+86 17318248386
27	P7	SZPT	CHINA	1	Dr Yaxin Li	Secretary General, New-Era TVET Institute of China	-----
28		SZPT	CHINA	2	Dr Xiuzhen Zeng	Research fellow, Research & Training Centre, SZPT	-----
29		SZPT	CHINA	3	Dr Dongke Zhang	Deputy Dean, Faculty of Education	-----
30		SZPT	CHINA	4	Mr Xiaoying Lu	Laboratory staff	-----
31		SZPT	CHINA	5	Dr Yuding Shi	Teaching Director	-----
32		SZPT	CHINA	6	Mr Yongqiang Ma	Teaching Director	-----
33	P8	RUPP	CAMBODIA	1	Mr. Kean Tak	Vice-rector Kean Tak, RUPP	
34		RUPP	CAMBODIA	2	Dr. Srun Sovila	Director, National Incubation Centre of Cambodia, RUPP	+85512894325
35		RUPP	CAMBODIA	6	Ms. Don Nita	Asst. Prof. RUPP	+855 81608414
36	P9	NUBB	CAMBODIA	1	Dr. Sam Rany	Vice Rector, Professor, NUBB	+85592646680
37		NUBB	CAMBODIA	2	Mr. Yoeng Hak	Dean, Faculty of Arts, Humanities & Education	+85592817143
38		NUBB	CAMBODIA	3	Mr. Tieng Morin	Dean of the Faculty of Business Management and Tourism	+85595936333
39			CAMBODIA		Mr. Chin Chow	E2stem Education, Cambodia	

### 3rd Study Visit in Cambodia

**Location: SUNWAY Hotel, Phnom Penh,**

**Date: 6th – 10th March 2023** Workshop

#### 1. Key Activities of 3<sup>rd</sup> study visit in Cambodia

##### Day 1: Official welcoming to participants from RUPP

Welcoming remarks by Dr. Srun Sovila, Head of the Information Technology Engineering Department, RUPP, to all the invited delegates and participants. Dr Srun Sovila mentioned that the cooperation in education with Global Universities started in 2019 under the auspices of the Erasmus+ program of the European Union. Eight global universities participate in different programs each year. For Cambodia, this is the first time that Cambodia has received delegates from those major universities for the purpose of gathering and organizing events and discussions in the field of education. This is a great opportunity to exchange experiences and find ways to improve the teaching of life skills, information technology, and 21st-century teaching to educators.



Afterwards, Prof. Dr. AIKATERINI PLAKITSI, a representative of the Erasmus+ Program of the European Union, opened the workshop by discussing the need to prepare teachers for the 21st-century classroom through information technology training. She explained that the European Union Foundation selected colleges in India and China due to their vast populations, and decided to include Cambodia as well, given its successful implementation of various education initiatives.

She added that India was chosen to take part in the program because Indian universities offer high-quality research and education. Regarding the choice of a university in China, since it is related to education in Chinese universities and teaching in the 21st century, there should be specific teaching techniques employed at universities.

After discussions on the project, we had press release in purpose to promote this project to public.



Finally, the representatives of UOI and Novel University gave a presentation on the project work and assigned tasks to each university for implementation. At the end of the first day's meeting, all delegates and participants were invited to visit the Royal University of Phnom Penh.

### **Day 2: Presentation of Project Leader Progress-Workshops**

In the morning, Project leader of each university had to present about their progress. Universities Leaders had short presentations (10- 15 min for each WP) Correction and finalizations of Modules 2 ((10 ECTS): Education Technology skills (based on the Technological Pedagogical- Content Knowledge), Leader: SWU) and Module 3 ((10 ECTS): Authentic learning tasks: practical implementation of the skills in the classroom- Leader: SZPT)

- WP1 Presented by University of Ioannina
- WP2 Led by Banasthali Vidyapeeth (Module 1
- SCES; Module 2- SWU; Module 3- SZPT; Module 4- RUPP)
- WP3 Led by Southwest University (Online Training - SZPT; e-toolbox - NGS)

In Afternoon session, we continued on workshops concerning the deliverables.

- WP4 (Delivery 21st Century Skills - RUPP; Delivery Capacity Building - NUBB; Interim Evaluation Report - NGS; Accreditation Report - SCES; Final; Evaluation Report - NGS)
- WP5: Quality Assurance & Monitoring (NGS, and Uoi)
- WP6: Management (SCES, NGS, BV, SWU, and Uoi)

Finally, Delegates and trainees from each university presented their work for evaluation and correction to Prof. Dr AIKATERINI PLAKITSI on behalf of the EU Erasmus +.

### **Day 3: Field visit to Sihanoukville and Siem Reap.**

During 3<sup>rd</sup> study visiting in Cambodia, RUPP provide Culture visiting at Angkor Wat Temple to all participants.



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#### **Day 4: Future Activities of the Project**

In the morning session, A deputation from UOI University will be present at the meeting to talk about future projects. After, we have MOOC Workshop and best practices in MOOCcreation by BV/Novel in the afternoon session.

#### **Day 5: Visit the Royal Palace, Secondary School, National Museum and the farewell dinner.**

A visit to the Royal Palace Secondary School and the National Museum will be followed by wrapping up the workshop with a gala dinner and a social event, during which the delegation and attendees will receive souvenirs and letters of gratitude.

At evening, RUPP led Gala Dinner networking and Certificate ceremony.





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## 2. Achievement

- Infrastructure of Education system for the university.
- Learned about the creation of course curriculum for school programs.
- Know how to deliver 21st-century teaching skills to other lecturers and teachers in the field of education.





#### **4<sup>th</sup> STUDY VISIT: Chongqing, China**

**Study Visit from 1<sup>st</sup> to 5<sup>th</sup> October 2023**

**Day 1 – October 1, 2023**

**Venue:** Boacch Hotel & Southwest University (SWU)

**Participants:** All project members



##### **1. Official Welcome and SWU Visit (09:00-10:00)**

The day commenced with a warm official welcome to all participants at Southwest University. Group photos were taken to capture the collective spirit of the event. A press conference was conducted to share highlights and key information with the broader audience.

##### **2. Study Material for Banasthali Vidyapith Course (10:00-10:30)**

Detailed presentation and discussion on the study material for the upcoming course from Banasthali Vidyapith. Specifics on curriculum, learning objectives, and resources were shared, allowing participants to better prepare.

##### **3. Capacity Building Course by KLAIPEDA University (10:30-12:00)**

In-depth exploration of the Capacity Building Course offered by KLAIPEDA University. Emphasis on practical applications, case studies, and interactive sessions to enhance participants' skills.

##### **4. Lunch (12:00-13:00)**

Participants engaged in networking over lunch, fostering connections and potential collaborations.

##### **5. Capacity Building Course Workshop (13:00-15:00)**

KLAIPEDA University conducted a hands-on workshop as part of the Capacity Building Course. Practical exercises and group discussions were integrated to reinforce theoretical concepts.

- i. Critical thinking and collaborative learning,
- ii. Education technology skills
- iii. Authentic learning box
- iv. Optimizing assessment.

##### **6. Transportation to SWU (15:00-16:00)**

Participants boarded a dedicated bus for convenient transportation from the hotel to Southwest University.



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### **7. SWU Facilities Tour (16:00-17:00)**

A comprehensive tour of Southwest University's state-of-the-art facilities, libraries, and research centres. Interactions with faculty and students provided insights into ongoing projects and academic excellence.

### **8. Dinner Reception at SWU University (17:30)**

An elegant dinner reception hosted by Southwest University to facilitate informal discussions and relationship building.

Conclusion:

The day unfolded as a rich and interactive experience, allowing participants to delve into the intricacies of upcoming courses, build connections, and witness the progress of Southwest University. The combination of formal presentations, workshops, and a university tour contributed to a holistic understanding of the project progress.

### **Day 2 – October 11, 2023**

**Venue:** Boacch Hotel

**Participants:** All project members



9:00-12:00: Workshops concerning the deliverables

#### **1. Work Package 4 (WP4): Accreditation Report (Symbiosis Law School, SIU)**

The session commenced with a focus on WP4, specifically addressing the 4.4 Accreditation Report on the developed Course of Asian Higher Education Institutions (HEIs) by Symbiosis Law School, SIU.

Moderator and Commentary (Symbiosis Law School, SIU): A detailed discussion unfolded regarding the preparation of the accreditation template for the final report. Simultaneously, there was an in-depth exploration of the Dissemination template preparation for the final report.

Partner Countries Presentations:

Representatives from partner countries presented on the process and progress of accreditation within their respective universities.

A parallel presentation session covered the progress of the dissemination of the project across partner countries.

13:30-17:00: Continuation and Workshops



## **2. Work Package 5 (WP5): Periodic Quality and Evaluation Report**

The University of Ioannina took the floor, presenting insights into the Periodic Quality and Evaluation Report. Additionally, pending evaluation questionnaires were collected for further analysis.

Workshop 3: Final Impact and Evaluation Report (WP5.4)

Each partner filled in the relevant sheets prepared by the University of Ioannina for the Final Impact and Evaluation Report.

A collaborative discussion ensued, focusing on the template and ensuring alignment with project objectives.

Work Package 6 (WP6): Networking Events (Banasthali Vidyapith)

Workshop 4 concentrated on WP6.3 Networking Events, featuring a discussion on the Networking Events template.

Partner Country Presentations:

Representatives from all partner country HEIs shared progress updates on their networking events.

Insights were exchanged, highlighting successful strategies and lessons learned in organizing networking events.

### **Next Steps:**

Ongoing collaboration for the completion of accreditation and dissemination reports.

Further data collection for the Periodic Quality and Evaluation Report.

Continued work on the Final Impact and Evaluation Report, ensuring comprehensive insights.

Active engagement in the preparation of Networking Events by partner countries.

### **Conclusion:**

The day's discussions and workshops provided a platform for in-depth exploration and collaboration among partner countries. The detailed presentations and interactive sessions enhanced the understanding of project milestones and set the stage for successful project completion.



### Day 3 – October 12, 2023



9:00 - 17:00 Cultural visit to Chongqing City-Field work for culture and interaction connected with the 21st century skills

Dazu Rock Carvings, located in Dazu County, Chongqing, China, represent a magnificent testament to the fusion of religious, artistic, and cultural traditions. Designated as a UNESCO World Heritage Site, these intricate carvings date back to the 9th to 13th centuries during the Tang and Song dynasties, with some additions made as late as the 19th century. The Dazu Rock Carvings, with their rich historical, cultural, and artistic significance, provide a unique platform for the development and enhancement of 21st-century skills. The integration of this UNESCO World Heritage Site into modern educational contexts can offer valuable learning experiences aligned with the demands of the 21st century.

#### **1.Critical Thinking:**

**Dazu Connection:** The intricate details and symbolic representations within the carvings encourage visitors to engage in critical analysis, deciphering the meanings behind the images and understanding the cultural context.

**21st Century Skill:** Critical thinking is essential in a rapidly changing world. The ability to analyze complex information and draw informed conclusions aligns with the demands of the 21st century.

#### **2.Cultural Awareness:**

**Dazu Connection:** The carvings depict a harmonious blend of Buddhism, Taoism, and Confucianism, showcasing the cultural diversity and tolerance of ancient China.

**21st Century Skill:** In a globalized world, cultural awareness and appreciation are crucial. The Dazu Rock Carvings offer a tangible connection to cultural diversity, fostering a sense of global citizenship.

#### **3.Communication Skills:**

**Dazu Connection:** The carvings serve as a visual language, telling stories and conveying religious teachings without words. Visitors engage in discussions to interpret and share their perspectives.

**21st Century Skill:** Effective communication goes beyond verbal expression. The ability to convey ideas through various mediums, including visual interpretation, is highly valued in the 21st century.



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#### **4.Creativity:**

**Dazu Connection:** The artistic mastery displayed in the carvings reflects the creativity of ancient craftsmen, who used stone as their canvas to express complex religious narratives.

**21st Century Skill:** Nurturing creativity is vital in a world driven by innovation. The Dazu Rock Carvings can inspire individuals to explore unconventional approaches to problem-solving and expression.

#### **5.Technological Literacy:**

**Dazu Connection:** Preservation efforts at Dazu involve the use of advanced technologies for conservation and documentation, showcasing the intersection of tradition and modern tools.

**21st Century Skill:** The ability to adapt and leverage technology is a cornerstone of 21st-century skills. Dazu's use of technology exemplifies the integration of tradition with contemporary tools.

In conclusion, the Dazu Rock Carvings offer a multifaceted learning experience that aligns seamlessly with the development of 21st-century skills. Beyond their historical and cultural significance, these carvings serve as a dynamic educational resource, fostering critical thinking, cultural awareness, communication, creativity, and technological literacy in today's learners.



#### **Day 4 – October 13, 2023**

#### **Day 4: Workshops on the deliverables and Networking Event**

**Participants:** All project members

9:00-12:00: Workshops

#### **1. Work Package 3 (WP3): Study Visits and Online Training (SWU and SZPT)**

SWU (3.2 Study Visits): SWU collected reports from study visits to Greece, India, Cambodia, and China. Insights and key learnings were discussed, fostering cross-cultural understanding.

SZPT (3.3 Online Training): A questionnaire was administered to participants regarding the online training sessions. Feedback was collected to enhance the effectiveness of future online training initiatives.

WP3: 3.4 Delivery of 21st TeachSkills E-toolbox: Partners made presentations showcasing their best practices incorporated into the e-toolbox.

#### **2. Work Package 4 (WP4): Educational Program and Capacity-Building**

RUPP (4.1 Delivery of Educational Programme): RUPP presented the progress on the delivery of the 21st century skills educational program.

NUBB (4.2 Capacity-Building Program): NUBB reported on the successful delivery of the capacity-building program.

NGS (4.3 Interim Evaluation Report): NGS provided an interim evaluation report on the program delivery.

13:30-17:30: Translation Discussions and Additional Work Packages

#### **1. Translations Discussion**

Chinese (SZPT): SZPT reported on the translation progress.

Hindi (BV): BV shared updates on the translation into Hindi.

Khmer (NUBB): NUBB provided insights into the Khmer translation efforts.

#### **2. Work Package 2 (WP2) and 6 (WP6)**

WP2 (2.2 Study Material): Partners presented their training schedules and study materials for the course.

WP6 (6.4 Exploitation and Sustainability Planning): SWU led a discussion on the template for exploitation and sustainability planning, with commentary from the leader partners.

17:30-19:00: Networking Event at the hotel

The networking event brought together stakeholders from higher education institutions, primary schools, government, and NGOs.

The event received coverage from multiple national-level media outlets.

Direct outreach reached over 80 teachers, students, educationists, government officials, and press representatives.

Indirect impact extended to an audience of over 1,000,000 readers through media coverage.

#### **Next Steps:**

Continued collaboration on translations and refinement of study materials.

Finalization of the Exploitation and Sustainability Planning template.

Ongoing program delivery and evaluation.

#### **Conclusion:**

The day's discussions and events showcased the project's progress and impact. The networking event, with its extensive media coverage, marked a successful engagement with key stakeholders, amplifying the project's reach and influence. The collaborative efforts of partner institutions were evident in the strides made across various work packages.



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**Day 5 – October 14, 2023**



## Day 5: Workshops and Discussion

**Participants:** All project members

9:00-12:00: **Workshops**

### **Work Package 7 (WP7): Consortium Management (UOI)**

7.1 Consortium Management and Organization: UOI provided an overview of consortium management and organization, ensuring alignment with project goals.

7.2 Project Meetings: UOI presented insights into the structure and effectiveness of project meetings.

7.3 Funding Management: UOI outlined the funding management processes, ensuring transparent financial practices.

7.4 Risk Management: NGS provided updates on risk management strategies and mitigation plans.

7.5 Consortium Agreement: UOI led a cross-check on deliverables, support mechanisms, and the final report. Bilateral support between partner institutions was discussed.

13:30-15:00: Future Activities and Sustainability

The afternoon session commenced with discussions on the future activities of the project and its sustainability.

WP leaders made comprehensive presentations covering:

Tasks of the WP and Description

Deliverables and Responsible Partner

Status of Tasks and Deliverables

Next Steps and Timeline for Project Closure

Open Issues

15:00-17:00: Workshop on 21st Century Skills in Praxis - Mystery Boxes in Science Education (UOI)

UOI organized an engaging workshop focusing on the practical implementation of 21st-century skills, specifically through the innovative use of mystery boxes in science education.

Participants actively engaged in hands-on activities, exploring how this methodology can enhance critical thinking, creativity, and problem-solving skills in science education.

### **Next Steps:**

Continued monitoring and management of consortium activities.

Finalization of deliverables and support mechanisms.

Implementation of risk mitigation strategies.

Planning for the sustainability of the project beyond its completion.

Ongoing collaboration and communication among partner institutions.

### **Conclusion:**

The discussions and workshops on the final day encapsulated the collaborative efforts, achievements, and future trajectory of the project. Discussions on management, sustainability, and the innovative workshop highlighted the commitment of all partners toward the successful realization of the project's objectives. The detailed presentations from WP leaders provided clarity on the tasks ahead and set a clear path for the final stages of the project.



