The Case of Greece on Mentoring Programs in the Context of Erasmus+LOOP Project-Scaffolding in Teacher Development: Mentoring and Mentors in Induction Programs

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ABSTRACT: *The European project Erasmus+ KA2 'Loop-Scaffolding in Teacher Development : Mentoring and Mentors in Induction Programs' through an integrated mentoring and induction program. The "LOOP - Improving our understanding of teacher education" report is a result of the research carried out by the project partners in Italy, Portugal, Greece and Germany. The main objective is to provide a vision of what are the main problems teachers face in all the countries and what teachers expect from mentoring and induction programs. This paper presents a qualitive and quantitative thematic analysis of the results in Greece by comparing them to TALIS (2018). The results highlight the role of mentor. Teachers' needs are related to personalized education, their school environments, and the time period in which teachers work. In Greece, the majority of teachers argue that an ongoing training program for teachers is of utmost importance. The role of mentor has to be guiding and consulting, especially in the initial stage of their career. School leaders and training centers have to take a more active role in mentoring programs and offer frequent professional training through well-structured programs. In conclusion, the data collection has provided a more complete understanding of the role of mentor.*

KEYWORDS -*mentoring, induction programs, teachers' professional development, teachers' training*

I.   INTRODUCTION

The rapid technological development of the modern world, combined with the continuous social, demographic, cultural, economic and environmental changes have a direct impact on the field of education and consequently affect the teaching profession. The demand for continuous professional development is a necessity and a challenge at the same time.

Under this framework, the European project Erasmus+ KA2 *'Loop-Scaffolding in Teacher Development: Mentoring and Mentors in Induction Programs'*[1], aims to support teachers in the early stages of their professional life and also during their career through an integrated mentoring and induction program, to promote on-line learning communities as well as the cooperation of teachers, schools, school leadership and institutional actors. Mentoring is a key element for teachers' professional development and it is the center of recent researches regarding the role of a mentor in the improvement of educational and school contexts. [1], [2]. Mentoring, moreover, can play an effectively important role in all stages of teacher's career and it can foster knowledge, attitudes and skills for teaching force [2].

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The *"LOOP - Improving our understanding of teacher education" report* is the first Intellectual Output of the LOOP Project and it is a result of the research carried out by the project partners in Italy, Portugal, Greece and Germany. The main objective of this Report is to provide a vision of what the main problems teachers face in all the countries participated in the researchare, what teachers expect from mentoring and induction programs, and how these countries are going to meet their expectations. The report *"LOOP - Improving our understanding of teacher education"* provides a shared vision of induction programs and mentoring in particular by characterizing mentoring programs and their regional variations as well as the role and opinion of school leaders and others stakeholders related to mentoring activities.

The OECD Teaching and Learning International Survey (TALIS)[3] is an international, large-scale survey that produces internationally comparable information relevant to the development and implementation of policies focused on school leaders, teachers and teaching, with an emphasis on teacher's professional development [3]. The Teaching and Learning International Survey (TALIS) asks teachers and school leaders about working conditions and learning environments at their schools to help countries face diverse challenges and represents teachers' views and principals in a global scale. It also focuses on informing policy makers about the conditions of teaching in different countries. The results seem to affect the future of teaching force and the quality of educational systems.[4]. A part of TALIS survey[5] is to collect data through questionnaires administered to teachers and their school principals and provide statistically results in the fields of i) teachers' needs for professional development, ii) types of professional development attended by teachers and principals iii) the importance of mentoring.

It is, therefore, imperative to study the pattern of implementation of TALIS, as an innovative approach through which the real causes that have hindered the success of mentoring programs are sought, changing these specific realities and projecting their conclusions into a European dimension.

Taking into consideration the results of the Greek survey in the context of LOOP Project, as shown in the *"LOOP - Improving our understanding of teacher education"* report and combining these results to TALIS results of Greek educational system, this paper presents a qualitive and quantitate thematic analysis in that field. The results from Greece set light on the role of mentor, as mentoring is one of the main stages of induction programs, which includes the support and coaching of a mentor.

II. THEORETICAL BACKGROUND

According to Sawyer (2014) [6], everyone seems to agree that education in the 21st century needs transformational innovation. In the question what sort of innovation processes do the teachers face in school community, it seems that lots of policy makers and school leaders promote the model of self- training or continuous training teacher.

One of the drivers of educational innovation is, therefore, the role of mentoring and teacher training, as the new role that a teacher has to adapt in order to prepare the students for the today's societal challenges comes through his/her professional development. The multiple roles that the teacher has in modern educational systems are based on the logic of learning sciences [6], that shows how to design the learning environments of the future—learning environments that teach the deep knowledge and adaptive expertise required in an innovation age. As noted in a review of training programs [7], teacher professional training itself should be based on research in the Learning Sciences and how people learn (regardless of age). The teaching approach will move to this level, utilizing the principles of how students learn (e.g. active participation, social interaction, meaningful activities, explicit interconnection of young people with existing knowledge, and metacognitive strategies).

Modern approaches to the integration of ICT Tools in teaching in an optimal way, adopt the model of Technological Pedagogical Content Knowledge (TPACK) [8,9]. At this model, technology plays an important role to teaching and learning, and there are three main components of learning environments: content, pedagogy, and technology. However, teaching is a highly complex activity that draws on many kinds of knowledge. Teaching is a complex cognitive skill occurring in an ill-structured, dynamic environment and expertise in teaching is dependent on flexible access to highly organized systems of knowledge [8]. Therefore, it seems that the role of mentoring and teacher professional development has been updated today. There are several

researches that confirm the usefulness of ICT Tools and other pedagogical approaches in educational practice [10,11, 12, 13] and the need for teachers to be updated, but at the same time it is an issue how the teachers use all these developments in order to enrich the teaching procedures based on constructivist approaches.

All these modern approaches in teaching methods are now evaluated again, after the Covid-19 era, in which distance learning models or blended models affect the everyday teaching. As a result, current trends in distance learning [14] have started to be embodied in everyday teaching, as good practices related to distance teaching and learning are adopted (e.g. clarity of goals, strategies, multiple means, formative and final assessment, online presence of trainers, multiple levels of guidance, learner interaction with each other and with trainers and creation of an online community of practice per cluster). Under these circumstances, the role of teacher gets more and more demanding, as he/she has to change the ways traditionally teach and see how he/she will be more effective.

The new role of teacher quickly leads to searching for effective practices for creating and supporting online communities of practice [15], in an attempt to be aware and learn how to deal with the new educational challenges.

Professional development should be seen as a long-term endeavor that aims at revealing the factors that contribute to the success of all students and teachers [16]. Teachers' professional development serves a more future-oriented goal and seeks to help teachers understand themselves and the way they teach [17], [18]. Participation of teachers of all stages of their careers in mentoring programs is one important way of facilitating their professional development [19]. For identifying the indicators of effective mentoring programs, it is needed to mention what does it means to be a mentor.

Mentor has a crucial role for transferring knowledge, skills and attitudes as facilitator and as critical protagonist in order to inspire, to orient teachers of all stage of their careers, with the goal of quality improvement in their teaching and in general of the educational work provided by them [20]. Mentors contribute to the promotion of trainee's professional skills, persuade, exhorts, advise, prompts and sharpens [21]. Mentors' role is to transform theoretical knowledge into practical skills, especially in teaching practice, understand the specifics and nuances of the role of the teacher and work effectively within the framework of the organizational culture of the school unit [22].

A mentor could be considered as "learning consultant" as he/she has to be familiar with all the tools, techniques, and approaches of lifelong learning, to make extensive use of educational technology, to facilitate the use of open and distance learning technologies and to harness the potential of these technologies to ensure reciprocal feedback between the student and the curriculum. A mentor knows how to develop and apply targeted assessment techniques, to make connections locally, nationally and internationally and to develop all ways of using communication technology in order to promote new methods and new ways of learning [23], [24].

III. LOOP PROJECT OVERVIEW

Nowadays,European challenges, namely the promotion of common values of equality, democracy and citizenship, bring very demanding tasks to education, requiring a permanent questioning of the role of schools and teachers throughout Europe. This is a real problem which requires a common approach at European level. These problems call for new methodological proposals, which value the important work of teachers and support them, not only at an early stage of their career, but also at different stages of their professional life. While it is true that there is an academic curriculum that prepares teachers scientifically, it is no less true that it does not prepare them to face many difficulties, which they will feel from the first year of activity. On the other hand, teachers with more years of career and an in-depth knowledge of the educational system need to follow the students' current experiences. This reality shows the urgent need to support them, by motivating them in terms of professional development and creating conditions to improve their effectiveness and consequently their satisfaction.

The LOOP Project- Scaffolding in Teacher Development: Mentoring and Mentors in Induction Programs aims at mentoring and inductions programs and especially at the construction of new pedagogical and didactic approaches, especially focused on inclusion and cooperative work. LOOP also aims at contributing to

the provision of early career opportunities for teachers in training and in new school contexts of support based on the acquisition of pedagogical practices articulated in the contexts, in a perspective of intergenerationality, reinforcing the skills of teachers, trainers and teacher mentors, through resources and the promotion of community learning networks.

The effective sharing of knowledge, based on cooperation between teachers at different stages of their careers, must be properly ensured so that there is no deep and insurmountable gap between generations of teachers, risking an irreparable loss of experience, which can be seen with the average advanced age of working teachers. The passing on of acquired knowledge is not safeguarded in the training of teachers and it must be considered through a commitment to the enhancement of knowledge, of interpersonal relationships and the recognition of what this entails for the acquisition of knowledge, emotional and social development, professional performance and career motivation.

The LOOP consortium is composed of seven partners from four different countries, one beneficiary (the coordinator) and six co-beneficiaries (the partners) [2] : Casa do Professor Portugal), 1.ºPeiramatikoGymnasioAthinas (Greece), ASDPESO // Colégio João Paulo II (Portugal), CESIE (Italy), the Department of Educational Studies at National and Kapodistrian University of Athens (Greece),the GymnasialeOberstufe des Schulzentrums Carl von Ossietzky (Germany) and IPSSEOA(Italy).

Partners are responsible for project implementation at the national level in their countries. They work in close cooperation with the project coordinator, the other partners and their local associated partners.

LOOP project aims at:

- Supporting teachers in the early stages of their professional life and during their career through a comprehensive mentoring and induction program;
- Improving the development of the teaching profession, using shared experiences among the participating countries;
- Promoting online community learning networks and innovative pedagogical practices among teachers, school leaders and other stakeholders;
- Contributing to the valorization of the teaching career by offering successive conditions of support, feedback and guidance;
- Increasing the access and success rate of different mentoring programs. ·

LOOP is built around five Work Packages, ten activities and three intellectual outputs (LOOP Landscape/ LOOP - Improving our understanding of teacher education, LOOP Toolkit for Mentoring and LOOP Provider for Better Outcomes), with a clear focus on the assumption that teacher training is the key to student success. National and Kapodistrian University of Athens (NKUA) is responsible for specific contributions to the 1st Intellectual Output (IO1), depending on its national context and area of expertise.

IV.   IO1: LOOP - IMPROVING OUR UNDERSTANDING OF TEACHER EDUCATION

4.1.THE CONTEXT

The induction programs and their mentoring activities are regulated and the participation of stakeholders is legislated in the four countries of the consortium, but their implementation is indeed very unequal (TALIS, 2018). Its configuration on the ground depends on the following factors: i) the characteristics of the school contexts, ii) the involvement of management and management staff, iii) teaching and citizenship concepts, iv) underlying pedagogical theories, v) available resources and vi) quality control systems used.

It is therefore imperative to study the pattern of its implementation [3], an innovative approach through which the real causes that have hindered the success of mentoring programs are sought, changing these specific realities and projecting their conclusions into a European dimension. The negative indices highlighted by TALIS

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(2018) [3], both in the context of the countries making up the consortium and, more generally, in those that are part of the OECD, highlight the need to assess in order to intervene and then inflect the current situation, and for this to be done, in particular, start by measuring the capacity for effective implementation and the inherent strategies, as well as the role of the leaderships and of the various players.

On the other hand, it is known that global centripetal forces, such as profound demographic changes and the proliferation of technology and knowledge, change the direction of training systems, giving greater autonomy to schools, a trend that is gradually increasing. In this sense, it is important to know what activities within partner countries are included in the programs regionally, their degree of flexibility in terms of appropriateness, and how mentors and teachers are selected. In addition, it is essential to draw up the portrait of mentors and their contribution to the collective.

This vast set of actions implies a common understanding on the vision of the specific context of intervention of each partner, ensuring innovation and contributions for each of the direct participants. The members of the consortium are aware that only through these strategic alliances, taking advantage of the complementary characteristics of all, can the necessary and urgent work be carried out, obtain resources and intervene, with the aim of improving their "core competencies" over schools and students, subsequently amplifying the results at the European level, so that the common specific causes and solutions that help to improve the current reality are objectively known (TALIS, 2018) [3].

The results of this process were analyzed and published in the *LOOP - Improving our understanding of teacher education report (IO1),* providing consistency and recognition to the intervention to be undertaken downstream, thus conferring a high degree of transferability to this product and its impact on teacher training and schools. *IO1 – the LOOP - Improving our understanding of teacher education report* is a result of the research carried out by the project partners in Italy, Portugal, Greece and Germany. The main objective of the LOOP - Improving our understanding of teacher education report is to provide a vision of what are the main problems teachers face in all the countries participated in the research, what do teachers expect from mentoring and induction programs, and how we are going to meet their expectations. Furthermore, it is also important to know the school leaders' role and opinions.

The main objectives of this Intellectual Output are:
- Providing a common vision on induction programs and in particular on mentoring
- Characterizing the mentoring programs and their regional variations
- Knowing the role and opinion of school leaders and other stakeholders associated with mentoring activities
- Knowing and portraying the role of mentors
- Characterizing the implementation strategies
- Knowing the impact and needs of organizations
- Constituting a mentoring bank
- Developing a strategy to support mentoring programs
- Building bridges between the different performers.

4.2. THE RESEARCH

In order to have a clear picture of the mentoring and induction programs within the schools, the LOOP - Improving our understanding of teacher education report were involved the following target groups in the four countries:
- School leaders;
- Local authorities and other stakeholders identified by the partnership;
- Those responsible for teacher training organizations (teacher training centers and universities);
- Teachers at different stages of their career.

The overall design of the research activities in IO1 is characterized by one main sources of data collection: primary data collection. Primary data is original and unique data collected by the researchers directly from the first-hand source or study object. In LOOP Project, primary data were collected to test the knowledge

about the induction and mentoring programs in each partner country. The primary data collection was the first step to create a network of partners (schools, local authorities and teacher training organizations) that would interact among them at a local, national and European level.

As initial step, CESIE shared with all partners "The Research Protocol", providing the methodology for all research activities. "The Research Protocol" contains tools and guidelines for questionnaires, interviews and focus groups, created by CESIE and shared with all partners. This important document led LOOP partners in the collection of data and good practices so to elaborate the LOOP - Improving our understanding of teacher education report, as final outcome for the overall research activities in IO1. CESIE created the templates for questionnaires, interviews and focus groups and prepared questions for participants, with the feedback and cooperation of all partners.

To carry out the research, partners used a mixed methodology, composed by quantitative as well as qualitative approaches: Quantitative research composed by:
- 75 participants with three questionnaires were involved in the research by answering to questionnaires (the initial aim was 50 teachers at different career stages, 20 school leaders and 5 responsible for teacher training, in a total of 300 throughout the partnership).
- 20 interviews with teachers, school leaders and teacher training centers were carried out by the partners.
- 5 responsible for teacher training who works or have experience in induction, mentor and mentoring programs. Qualitative research composed by interviews and focus groups involving school leaders, mentors and teacher training officers.

The research followed a procedural functionality validation, that includes the following characteristics:
A. Criteria for selecting one or more cases, the data to be collected and the collection operating modes and data analysis (The Research Protocol);
B. Organization of data collection (e.g., choices of respondents and informants, adoption of observation of participants or not).
C. Coding and data analysis that establishes the structure of concepts, the details and the correct connection of the categories with software Atlas.ti. The considered codes and categories have been provided by Talis (2018) and theoretical framework of mentoring programs.
D. Data analysis that seeks to understand the phenomenon through multiple data sources and in a complete way; The data recourses that have taken under consideration are the results/variables provided by OECD Teaching and Learning International Survey (TALIS).
E. Discussion of the results and return to the theory, which completes the theorizing process.

4.3. THE RESEARCH SPECIFIC TASKS AND RESPONSIBILITIES OF THE DEPARTMENT OF EDUCATIONAL STUDIES AT NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS (NKUA)

National and Kapodistrian University of Athens is responsible for specific contributions to this output, depending on its national context and area of expertise [25]. Especially, National and Kapodistrian University of Athens assumes the responsibility for the scientific validation of the contents of LOOP - Improving our understanding of teacher education report. The fields of NKUA's contribution are presented in detail below:

i) The identification at regional and national level of a network of education and training factors and the invitation to their participation in research activities: all partners
ii) The inputs on the research protocol: all partners
iii) The selection and invitation of participants (stakeholders and target audience: school leaders and teachers at different stages of their career) to the different stages of the protocol
iv) The application of the protocol: all partners
v) The data validation and analysis

V.   5. THE RESEARCH FRAMEWORK
5.1. RESEARCH SAMPLE

At this paper, the results from Greek Schools participated in the above research are presented

analytically.

Firstly, the questionnaires have to be filled by 50 teachers at different stages of their career, 25 new teachers at the first years of their career and 25 teachers with more experience. In Greece we managed to collect 27 questionnaires for young teachers and 34 questionnaires for older teachers (61 instead of 50 questionnaires).

The questionnaires were divided into different sections – the first introductory section, the second needs analysis section for teachers, and the third section focusing on the mentoring and induction programs.

In Greece, it's worth mentioning that the majority of young teachers (63% as it is derived from the questionnaires) are 25-35 years old and 33,3% are between 36-46 years old. This means that there are lots of young teachers, especially females (92,6%), but most of them work in schools from 1 to 10 years in schools in fixed-term contract. Therefore, it seems that young teachers in Greece have up to ten years' experience (59,2% of young teachers), whereas most of the teaching staff is up to 47 years old, having 15 or more years of experience. In Greece the younger a teacher with little experience is, the little he/she knows about mentoring and induction programs. With regards to the teaching years and educational background of teachers in Greece, young teachers teach different subject domains; therefore, we can mention that as young teachers usually work as substitute teachers, there is a need for regular teachers in all scientific areas of teaching in the Greek school system. As far as their educational background is concerned, young teachers are highly qualified, with 33,3% of them having a bachelor degree, but 59,3% of them have a master degree. This can lead us to assume, that as it is not easy for a young teacher to work in a school immediately after the bachelor degree, they prefer to enrich their educational background with master degree or a PhD Program. The vast majority of the teachers taking part in the research (69.7%) are aged from 47 to 56, while 21.2% belongs to the 36 -46 range and 9.1% of the participants are aged 57 years or more. Most of them are experienced professionals; 85% of them are in service for more than 16 years. 26 out of 33 are females and 7 males. 13 out of 33 who answered this question, are teaching in the 1stModel School of Athens and the rest of them are teachers from the secondary and primary education from all over Greece, mainly from the region of Attica. As far as their academic qualifications are concerned, 20 out of 33 hold a Master's Degree, 6 of them a PhD, and 6 out of 33 hold only a BA.

Regarding school leaders' questionnaires, 65% of the Leaders are from big cities in urban areas, 20% from small cities in urban areas and 15 from small cities in rural areas. 68,2 % of School Leaders are from Secondary Education (12-18 years old) and 31,8% from Primary Education (Kindergarten and Elementary Schools). Based on Secondary Education in Greece we collected 50% Leaders of Gymnasium (12-15 years old), 13,6 of General Lyceum (16-18 years old) and 4,6 of VET Schools (+16 years old). The majority of school leaders (54,5%) are 47-56 years old, 35% are over 57 years old and only 10% are 36-46 years old.

From the 5 responsible of teachers training who answered the questionnaire, 4 are aged 47-56 and 1 belongs to the 36 to 46 range. Three of them have more than 21 years of experience, one of them between 16 and 20 and one of them less than 4.

Secondly, 20 interviews with teachers, school leaders and teacher training centers were carried out by the partners. In Greece, 5 people participated in the interviews, among them: teachers, teacher trainers, school leaders and mentors. All the people involved in the interviews have a lot of experiences, as teachers or as teacher trainers:

- a primary school teacher with a PhD in distance learning and 7-year experience in mentoring and teacher training programs with experience in training Seminars of the University of Crete;
- a mentor in Induction Training programs, Programs of the Institute of Educational Policy, Mentor for university students of the department of Philosophy;
- a teacher training officer who has a 13-year experience in managing functions (four years as deputy headmistress, 6 years as a headmistress and 2,5 years as an Educational Project Coordinator);
- a teacher who has been coordinating mentoring for 4 years in an Experimental Middle School (now Model School). The latter has attended introductory training as a trainee at the beginning of his educational career;
- a headmaster with 9 years of experience who has no experience in induction training programs, but as a school leader, his role is to advise and guide his colleagues, especially those unexperienced, by explaining them how the main functions of the school and what the expectations of the school are.

The duration of each interview was about 60 minutes. Interviewees were selected by partners through

their personal contact list or through an open call on their official website and social media. All partners ensured a homogeneous conduct of the interviews, following the same pattern and the same questions, previously created and shared in a template by CESIE. The interviews started with a brief explanation of the LOOP project and the description of the purpose of the interview and how the results would be analyzed and reported. Following this first initial phase, there was an introduction on what mentoring and induction program is.

Thirdly, the qualitative research carried out by the LOOP project partnership included a focus group in each country. The focus group in Greece was composed by 5 participants, chosen among teachers, school leaders (headmasters), representatives of teacher training centers which have experiences or work with induction and mentoring programs, for a total of 20 participants among the partnership. The main aim was to collect responses and opinions from a small group of people and to reflect on mentoring and induction programs and what could be improved. The key difference between one-to-one interviews and focus-group discussions is that the latter is far more appropriate for the generation of new ideas formed within a social context. In contrast, one-to-one interviews ought to probe individual experiences, encouraging self-reflection on issues that could be distorted if social pressure were placed on the individual. In Greece, the focus group was composed by two Educational Project Coordinators, one headmaster, a Secondary Education Teacher of Informatics, a Secondary Education Teacher of Greek Language, and a Secondary Education Teacher of English[3].

5.2. RESEARCH METHODOLOGY

Quantitative research made it possible to generate numerical data for statistical and comparative interpretation. Questionnaires are a quantitative data collection method that allows a researcher to pose some set of questions to gather information about what people do or think about something. Qualitative research has used to build an understanding of the data, allowing inferences to be drawn, new ideas to be developed and the next stages of intervention to be prepared. Both quantitative and qualitative indicators [26] as a mixed- designed method were used for the analysis of the results in order to:

1.   Evaluate the right procedures, the advantages of the processes and the pros of previous steps, so as to design the next steps.
2.   Evaluate possible disadvantages or obstacles so as to reflect and redesign some procedures.
3.   Quantify the results of some procedures, so as to analyze our steps.
4. Highlight the deeper connections and the comparisons of the results, so as to put light on deeper understanding of the results and make the appropriate recommendations

The results were organized into codes and subcategories so as to better show the deep relation between al answers. Therefore, a thematic analysis was used, by analyzing the data from the Greek research with the results derived from TALIS (2018), using Atlas.ti. Software. [27]. The thematic analysis consists of the systematic identification, organization, and understanding of recurring patterns of meaning within a data set and is one of the most straightforward forms of qualitative data analysis [26, 28]. Atlas ti. software [27] is especially useful for thematically analyzing data. For qualitative researchers, the coding process is one of the key tools for structuring qualitative data to facilitate any data analysis. In Atlas.ti, data is broken down into quotations, or segments of data that can be reduced to a set of codes that can be analyzed later [29]. Comparative thematic analysis referred to methods that data from different people are compared and contrasted. In our case data were provided by LOOP - Improving our understanding of teacher education report and by TALIS[30], [31].

VI.   RESULTS

6.1. TEACHERS' QUESTIONNAIRES RESULTS
6.1.1. REGARDING TEACHERS' NEEDS

In their daily work, teachers tackle many challenges. Most of young teachers in Greece usually teach in approximately 21-26 students per classroom (37%). If we take into consideration students' personal needs and the special work circumstances – young teachers, without experience – it seems that teaching in classroom with lot of students makes the work for young teachers more demanding. Moreover, most of young teachers teach

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[3] The 1stProtypoPeiramatikoGymnasio of Athens, Greece also participated and helped in the research.

lots of subject domains, therefore most of them teach up to 8 different classrooms. This increases the level of difficulty and a possible failure of work and it is more demanding for young teachers to get use to this situation. Except for teaching hours, young teachers have to manage other needs, therefore they have to work and non-teaching hours, too. The average non-teaching hours for a young teacher are about 5 hours per week at school, but the hours are increased when most of young teachers continue their work at home. It is also worth mentioning that, as most of the young teachers work as substitute teachers and most of them can work in more than one school, the non-teaching hours can be increased according to school needs. 55,6% of non-teaching hours refer to preparing class lessons. The number is really big, taking into consideration that most of the young teacher are highly qualified (as we have mentioned above), so that might mean that young teachers have more anxiety but also more willingness for being well prepared for their job. 25,9% of non-teaching hours refer to teacher's duty to communicate with parents. It seems that young teachers have no hours for self-training and self-improvement, as most of their time focuses on students' lessons and parental communication and guidelines.

However, these results did not provide information for the percentage of teachers whose formal education or teacher training practice that use in classroom has to do with student assessment practices, ICT skills for teaching, school management and administration, teaching students with special needs and teaching in a multicultural or multilingual setting. These categories presented to TALIS report and it is a basic element for understanding the components of mentoring programs [32]. For this treason, a qualitive thematic analysis is followed by interviews of a focus group. The results presented in the following Fig. 1.

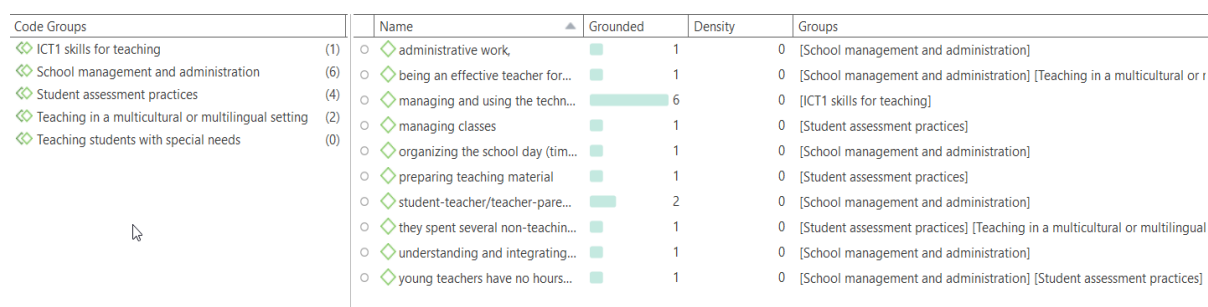| Code Groups			Name	Grounded	Density	Groups
ICT1 skills for teaching	(1)		administrative work,	1	0	[School management and administration]
School management and administration	(6)		being an effective teacher for...	1	0	[School management and administration] [Teaching in a multicultural or r
Student assessment practices	(4)		managing and using the techn...	6	0	[ICT1 skills for teaching]
Teaching in a multicultural or multilingual setting	(2)		managing classes	1	0	[Student assessment practices]
Teaching students with special needs	(0)		organizing the school day (tim...	1	0	[School management and administration]
			preparing teaching material	1	0	[Student assessment practices]
			student-teacher/teacher-pare...	2	0	[School management and administration]
			they spent several non-teachin...	1	0	[Student assessment practices] [Teaching in a multicultural or multilingual
			understanding and integrating...	1	0	[School management and administration]
			young teachers have no hours...	1	0	[School management and administration] [Student assessment practices]

Figure 1: Thematic analysis of teacher needs in Greece.

Analytically the codes that generated based on quotations presented on the following Table 1:

Table 1: Codes from The Thematic Analysis of Teacher Needs in Greece.

Code / Quotations	CodeGroups
Administrative work, *organizing the school day (time management)* *understanding and integrating all the structural documents,* *young teachers have no hours for self-training and self-improvement* *student-teacher/teacher-parent relationship.*	Schoolmanagement and administration
managing and using the technology efficiently	ICT1 skills for teaching
managing classes *preparing teaching material* *they spent several non-teaching hours in preparing test for classes.*	Studentassessmentpractices
being an effective teacher for the students, didactically and humanely *they spent several non-teaching hours in preparing classes.*	Teaching in a multicultural or multilingual setting

According to participants' opinions, teachers' needs are related to personalized education: this means that if a teacher works in a special education school, he/she needs support on how to provide a social and emotional learning environment to students with special needs; if a teacher works in a High School, he/she needs support on how to provide students with successful methodologies of university exams. In general, the interviewees think that the needs of the teachers depend on the needs of their school environments, especially of the students. It also depends on the time period in which teachers find themselves working: at present, what teachers need the most is training on distance learning. How to teach remotely is something absolutely new for teachers and they need to learn how to use technology so as to be able to support students in both synchronous and asynchronous education. Teachers need to adapt their pre-existing knowledge to suit the current needs, and to update their teaching methodology. It is also essential that they learn how to use the digital tools, the internet, e-books and other web tools in a beneficial way in order to use them in everyday life and educational practice.

6.1.2. REGARDING TEACHERS' PROFESSIONAL DEVELOPMENT

In Greece, the majority of teachers at the early stages of their career (81,5%) argue that an ongoing training program for teachers is of utmost importance. This is really crucial, as young teachers seem to face a series of problems, difficulties and challenges in everyday work. They sometimes feel that they are alone in this process as teachers may not know the benefits of such programs. Most of them are highly educated and qualified, but as they lack of experience and practice, they face their first challenges, when they start working in everyday teaching practice. Therefore, young teachers in Greece believe this profession is constantly developing and demanding.

Of the total number of teachers, who run the first years of their career, only half of them have attended training programs. We cannot answer to the question why young teachers do not participate in such programs, while others do, but we can assume that the main reason is that young teacher in Greece are not regular teachers, but temporary ones, and therefore they are excluded from training programs, or they cannot participate in them as they sometime start to work in the middle of the year. Another reason of the above-mentioned situation has to do with the availability of mentoring programs in Greece: almost the half of the young teachers (51,9%) mention that – despite all the special needs, difficulties and challenges – there are no mentoring programs offered by their schools. Almost 48,1% of young teachers reply that there are no mentoring programs or they do not know what do these programs refer to: therefore, we can assume that young teachers in Greece do not know enough about such programs.

The minority of teachers involved in mentoring and induction programs mentioned that these programs deal with ICT Tools, Webex Platform (the main platform for distance-learning in Greece during the COVID 19 period) or managing behavioral issues in classrooms. Only 4 of the respondents to the questionnaire work in schools that run mentoring or induction programs. In this case, it's worth mentioning that both four teachers are coming from Greek Private Schools. This very small participation in mentoring and induction programs, which comes exclusively from private schools, seems reasonable, considering that private schools can provide funding for the implementation of such programs to offer to their teachers support and guidance in their professional development. These four mentoring programs lasted about a year and they addressed management issues (teaching methods, classroom management, parental management etc.), the role of the mentor and basic principles of counselling for those working with young people.

Data from experienced teachers show completely different results: 17 out of the 33 experienced teachers claim that there are induction training programs and mentoring in the school where they work: the duration of the above programs ranges from 3 months to two weeks or to one year. 20 teachers answer that they have taken part in mentoring, induction or other training programs and have reaped substantial benefits. The ones that were put down most frequently are the exchange of ideas and good practices and the interaction between the mentor and the mentee. These results are similar to the Percentage of teachers who took part in the following induction activities during their first employment provided by TALIS [32] for formal induction programs (OECD average-31: 33,5 %, EU total-23 :37,8%, TALIS average-48: 35,5%.

This section of the questionnaire provides the needs of mentoring programs and induction training seminars, so in the thematic analysis we have to include results for the role of mentoring programs, their structure, the duration and their effectiveness.

6.1.3. REGARDING MENTORS' ROLE IN GREECE

The most important part of the questionnaires is the role of mentor in schools, therefore, the data from

section will be presented analytically in this section.

Regarding Greece, in most cases, the participants reported that the role of mentor has to be guiding and consulting, especially in the initial stage of their career. More precisely, teachers answer that the mentor has to support teachers in any difficulties in their daily work and inspire them in every new step of their career. When participants were asked about the aspects of induction and mentoring programs contribute to retaining them in their career, teachers agreed that they need assistance on how to manage behaviors (parents, students, class, colleagues), deal with pedagogical difficulties (preparing teaching, managing time, setting goals) and manage and use technology/digital tools efficiently. Closer inspection of those results shows a positive correlation between the main difficulties experienced by teachers, discussed the previous section and the aspects of induction and mentoring programs contribute to retaining them in their career. Regarding the question, *"If more experienced teachers would be willing to do mentoring?"*, 1/3 of the teachers answer positively due to their experience, 1/3 answer *"No",* because of their fatigue and the 1/3 not *"I don't know".* It seems that young teachers expect from older teachers, with more experience, to develop a professional relationship and asking them for help; at the same time, most of the young teachers do not believe that experienced teachers are willing to participate in a mentoring program. Some reasons for older teachers' unwillingness are the lack of interest, or the old teaching methods that may be used. It' s worth mentioning, that for a small of those interviewed, the term "mentor" was completely unknown, as the role of mentor is not very widespread in Greece.

6.2. SCHOOL LEADERS' QUESTIONNAIRES RESULTS

According to the answers of 20 School Leaders in Greece, the main needs of the teachers at their schools are the Resources and Training (77,3%), Resources and Schedule (18,2%) and more experienced teachers of mediator (4,5%).

Regarding mentoring and induction programs, only half of School leaders (50%) have already promoted mentoring or induction programs in their school.

The school leaders that have prompted such programs in their schools refer to the following main programs:, Teachers' Training, Competencies Development, Information about New Technologies, Best Practices among teachers at schools, In-school training in synchronous and asynchronous distance learning, The transmission of the knowledge and experience of the qualified teachers of our school to the younger generations of colleagues, The acquaintance of the trainees with the public school: human resources, climate and environment of the school unit or community, spaces and infrastructures.

According to the School Leaders' answers who find the programs useful for teachers and would like to promote them more in their schools, the mentoring and induction programs should deal with:

-The complexity of the educational environment
-Preparing new colleagues to meet the challenges of the classroom successfully
-Development of cognitive experience of teachers
-Improving the ways of teaching with the using of new teaching methodologies
-Group planning and organization of educational activities and teaching
-Right Use of Resources/Curriculum
-Support to the use of digital technologies during teaching and learning
-Educational Problems and dealing with daily practical problems
-Students' Learning Difficulties
-Crisis Management
-Interpersonal relationships among teachers/students/parents
-Developing Communication between teachers, students and openness to the school community
-Collaboration with local community/organizations

School Leaders that have offered mentoring or/ and induction programs to their school provided input about the duration, the attendees, the main objectives, the subjects and the support organization/s. The duration of the programs was between 2-3 months and 1 school year and the participants were mainly the teachers and the headmasters. On some occasions there are programs for university students that have been prepared to teach in public schools. The main objectives of these programs are teaching improvement, deepening in scientific knowledge, skills development, human resource management and gaining professional experience (for students or early career teachers). The organizations that supported those programs are mainly public organizations as Ministry of Education, Institute of Educational Policy, Universities, School Counsellors etc. It is important to highlight that the majority School Leaders evaluate the impact of these programs with 4 (quite good) and 5

(good) –in total 75% of answers.

About the teachers' satisfaction of mentoring/induction programs, the majority of School Leaders (almost 90%) believed that there is good, high and very high satisfaction. Besides, all of them (100%) embrace the opinion that it is useful to have more exchange of best practices among teachers. However, they answered that there is a lack of resources and time allocated for mentoring and induction programs (63,6%).

School Leaders, also, believe that the conditions provided to make the program successful and attractive to teachers are: Reduction of the curriculum schedule; The involvement of teachers with longstanding experience; Interactivity; sharing of best practices and solutions to real problems.

The majority of school leaders (45,4%) believe mentor should have the charism in order to inspire teachers. Secondly, they believe that the mentors should be experienced teachers (27,3%). The third characteristic is the good school results (22,7%). More specifically, school leaders expressed the opinion that the following experiences/skills may be relevant for the role of mentor: experience in teaching, good knowledge of the objective, communication skills, social-emotional skills, methodicalness, classroom management/crisis management skills/know-how, selection of appropriate teaching methods and appropriate supportive teaching materials. According to school leaders' opinion the main barriers for mentoring and induction programs are hierarchically the following:
- The lack of resources (time, money, technical resources etc.) for 19/20 school leaders
- The lack of time of teachers for 16/20 school leaders
- The lack of willingness from the more experienced teachers to be mentors for 8/20 school leaders
- The lack of interest of teachers for 7/20 school leaders.

6.3. TEACHER TRAINING CENTERS' QUESTIONNAIRES RESULTS

In some cases, the programs offered by teacher training centers were compulsory, while in other cases they were non-compulsory and their aim was to deal with need faced by a certain group of teachers. They were attended by 12-40 teachers mostly from Primary Schools, whose age ranged from 36 to 56. They lasted from 3 hours to 4 months and the degree of satisfaction by the participants was high. The basic training needs of teachers that were recorded in the questionnaire include relations management within the school framework, frequent professional training through well-structured programs which will fulfil their needs. They also expressed the need to be trained on the appropriate use of technology, new teaching approaches, establishing communities of practice, dealing with disruptive behavior, and the need of the provision of proper teaching equipment at school that will satisfy their needs and the need to have depositories of open learning resources. The training programs offered concern the main subjects or instruction on the implementation of ICT in the educational practice and are considered as being of very good quality. Admittedly, lifelong learning was of utmost importance to the teachers. The skills that are required for someone to become a teacher trainer are: Communication skills; The extensive knowledge of the school subjects, as well as the knowledge of the actual conditions of the teaching situation; The ability to transfer knowledge, the eagerness of the trainers and the high formal qualifications; The familiarity with the principles of adult education and the relevant certification.

The training programs can become more appealing to the teachers if they are well structured, have clear and attainable goals, and address the teachers' needs. The teachers have also expressed their preference to experiential learning which will be delivered through of blended learning.

6.4. INTERVIEWS' RESULTS

Regarding Greece all the people involved in the interview have a lot of experiences, as teachers or as teacher trainers. To the question *"What is your opinion about this program?"* they replied that these courses can be attended by active teachers of different subject domains and all levels who are interested in applying for a position as an education executive (school principals, educational coordinators, education directors, etc.) or who or have already held such a position and university recently graduated who wish to pursue the profession of the teacher and who want to utilize the Advanced Internet Learning Technologies at School. Participant teachers recognize the importance of training in their career and lifelong learning.

Moreover, they commented that a program of this kind has to be structured and well organized and it should address various issues. An induction program should not only be theoretical, but involve a kind of practice as well. Such programs should be centrally organized and supervised by the Ministry of Education and the Institute of Educational Policy (IEP) and must be compulsory for Headmasters and for teachers wishing to become mentors. Unfortunately, such programs are not always successful, mainly because they are not

structured and well organized. They are mostly fragmentary and organized by the School Advisors. According to the interviewees, there are two categories of people needing them: firstly, newly qualified teachers and substitute teachers, and secondly, teachers that already have experience in teaching. Taking into consideration what should be the main issues dealing in these programs, the interviewees referred to:

- Use of ICT in teaching, especially for the development of students' creativity and critical thinking;

-Principles and methodology of Distance Learning Programs (Use of interactive collaboration environment, Utilization of e-learning management system platform, Educational Material based on the Distance's Education method, an active participation in teleconferences with emphasis on collaborative research and building knowledge);

- Issues concerning the teaching methodology;

- Duration: those programs should last at least 40-50 hours and there must be continuous updates on the subjects that teachers will teach for those that do not have a teaching experience, updates concerning the curricula or regarding recent developments. Teachers also need to learn about updates on the technological teaching equipment and the new approaches in teaching methodology.

Having a structured mentoring and induction program is essential and very important. Teachers at the beginning of their career need support in teaching methodologies, usage of ICT tools, guidelines in communication with parents, knowledge of legal duties and the structure of the curriculum. Teachers need to learn the theory on how the school functions and how to create effective lessons, but they also have to observe the teaching practice to see the difficulties and how to deal with them.

To the question *"What do you think that being a mentor means?"* they replied:

"Mentor means that is supporter. A mentor relies on his/her pedagogical background, and as experienced teacher, he/she tries to provide examples of good practices. Training courses are also an opportunity for mentors' professional development, as they have to adapt the theoretical framework to meet the participants' needs",

"Mentor is someone who gives guidance, motivation, emotional support, sets goals, develops contacts, and identifies resources of good practices in teaching and learning",

"With the whole process of mentoring, the mentor does not only trains but also gets trained himself. He faces his teaching into a new perspective, more critically and thoughtfully, discusses whether he or she can apply new and alternative methods and redefines his or her assumptions about teaching. Through constant interactions, a new concept about teaching, a new culture for the school is constructed. Mentoring is an evolutionary process of negotiating and transforming a teacher's identity".

In order to be a mentor, a teacher should be experienced, supportive, and facilitating. He or she should also have a lot of opportunities to attend training programs, because good communication and cooperation skills are essential in the role of the mentor, and therefore, they should be developed. In addition, they need to be familiar with new techniques to support the colleagues, and to empathize with them. It's a complex and multi-layered role. In Greece there is no any actual schools for educators, merely seminars or a few courses that they need to pass in order to be given the so-called "Teaching Efficiency Certificate", as it used to be the case of the School of Pedagogical and Technical Education (SPETE).

Regarding the characteristics a mentor should have, it is revealed that, a mentor should have "the willingness to support and inspire teachers, advanced qualifications and experience in group coordination, training of colleagues, knowledge of principles in adult education, and communication skills" and "Management and leadership skills, and he/she needs to be a good listener". Moreover, the mentor should adapt himself/herself to new situations and develop himself or herself as a teacher.

The interviews revealed that the main things participants like about being a mentor is the feeling of the recognition of the support, contributing to the professional development of teachers. The mentor involved in the interview said that the cooperation developed with some of the teachers is the best thing about being a mentor.

Despite the fact that there are currently no structured mentoring programs, all interview partners consider it very important to develop such programs. It would be great if some kind of supervision were also included in such kind of program. To the question "What do you think that being a mentor means?", the respondents answered very similarly: On the one hand, mentors are advisors for many everyday questions at school, but on the other hand, they are also something like "critical friends". From the point of view of the school headmasters, too, the main aim should be to support the newcomers with everyday issues at their new school. Those who start immediately after their traineeship with a full position can quickly feel overwhelmed.

To the question *"In your opinion, what are the main needs of the teachers?"* the mentors' answers were rather different. In addition to the aspect of support in everyday matters, it was also pointed out, for example, that it is a matter of ensuring a good "work-life balance". If you work as a teacher, you can basically spend seven days a week thinking about teaching and preparing good lessons for your students. Especially for those starting out in the profession, it is particularly important to achieve a good balance here so as not to be overwhelmed too quickly and to have joy and fun for a long time. In response to the question *"In your opinion, what are the main characteristics a mentor should have?"*, the mentors answered very similarly: the desire and willingness to support and advise another person is important. Anyone who wants to do that needs a lot of empathy. One head teacher emphasized that a good in-service training is needed for this. It makes a difference whether you are a teacher teaching your pupils or whether you are supporting adults.

6.5. FOCUS' GROUPS RESULTS

The qualitative research carried out by the LOOP project partnership included a focus group in each country. The focus groups were composed by 5 participants, chosen among teachers, school leaders (headmasters), representatives of teacher training centers which have experiences or work with induction and mentoring programs, for a total of 20 participants among the partnership. The main aim was to collect responses and opinions from a small group of people and to reflect on mentoring and induction programs and what could be improved. The key difference between one-to-one interviews and focus-group discussions is that the latter is far more appropriate for the generation of new ideas formed within a social context. In contrast, one-to-one interviews ought to probe individual experiences, encouraging self-reflection on issues that could be distorted if social pressure were placed on the individual.

Here below, the main findings of the focus group carried out by Greece was composed by two Educational Project Coordinators, one headmaster, a Secondary Education Teacher of Informatic, a Secondary Education Teacher of Greek Language, and a Secondary Education Teacher of English. In the course of the focus group a distinction was made between mentoring (inductive in-service teacher support), teacher training in general and pre-service teachers' (mostly university students) training. An attempt was made to clarify the concept of mentoring (introductory support) in contrast to the concept of teacher training. The discussion highlighted the lack of a clear and functional institutional framework regarding teacher support programs. The role of the school unit was considered essential for the success of the Mentoring and teacher training programs. It was reported that there had been efforts to institutionalize and implement such programs but they were either abandoned or diminished for various reasons.

The focus group revealed that a key feature of a mentoring program is the monitoring and support of the teacher in his workplace by someone who is his/her mentor. As a general principle, mentoring should have a specific duration and systematic monitoring. Goals should be set jointly and the mentor should monitor the teacher's achievements. An example of mentoring process that took place in the 1st Experimental Middle School of Athens is the training of the teachers in the use of the Moodle platform by the school ICT teacher. Every year the new school teachers (experienced or inexperienced) are also trained in the use of the platform.

Nowadays, in Greece, there is no active, operating framework for mentoring programs for newly appointed teachers. However, three examples of institutional programs were mentioned, which are either mentoring programs or simulate mentoring programs:

1. An inactive state law (2010), which provides a mentor per school, or per group of neighboring schools, and describes the mentor's profile (his/her qualifications, etc.).

2. In the past, there was a training program for the newly appointed educators, which has been inactive in recent years: the recruitment of new educators into the public education system has been ceased, due to the economic crisis in Greece.

3. There is one active mentoring program for university students. It consists of student guidance into schools, for a period of two to three months, depending on the program.

According to the Focus Group Discussion, a mentor-trainee relationship is an apprenticeship, where an experienced person undertakes the task to guide an inexperienced teacher and introduce her/him to the world of education, or helps an experienced teacher to adjust to a different context or to implement possible changes she/he is called to make to her/his work. One of the mentor's tasks is to help the trainee manage the class: suggest the tone of voice she/he should use, for the students to enjoy attending the lesson, provide guidelines on how to handle a crisis in class, by discussing how a teacher should react during a moment of tension, point out ways to perceive students' different needs and to adjust her/his behavior accordingly (i.e.: How do I behave

when children are tired?), indicate the limits between students and teachers (i.e.: when am I or not allowed to make jokes?), make clear to the new colleague that assessment is not related to students' behavior, (i.e. they should not try to discipline the students who misbehave by asking them to write a test). In addition, a mentor should guide the new teacher on how to relate with other colleagues and the school administration.

6.6. GROUPS RESULTS FROM THE THEMATIC ANALYSIS OF MENTORING PROGRAMS THROUGH TALIS (2018)

Analyzing the outcomes of mentoring provided by Talis (2018) [28] is of "high importance" in order to provided i) codes and ii) group of codes in categories, like:

a. To improve teachers' pedagogical competence.
b. To strengthen teachers' professional identity.
c. To improve teachers' collaboration with colleagues.
d. To support less experienced teachers in their teaching.
e. To expand teachers' main subject(s) knowledge.
f. To improve students' general performance.

The results of corresponding parts that analyzed with the above thematic in Atlas.ti software are presented in the following Fig. 2.

Name	Size
To expand teachers' main subject(s) knowledge	5
To improve students' general performance	3
To improve teachers' collaboration with colle...	4
To improve teachers' pedagogical competence	11
To strengthen teachers' professional identity	8
To support less experienced teachers in their...	10

Figure 2: Thematic analysis of role of mentoring.

The codes groups with corresponding quotations are presented in the following Table 2.

Table 2: The Codes Groups with Corresponding QuotationsfromThematic Analysis of Role of Mentoring.

CodesGroup	Quotations
To improve teachers' pedagogical competence	"Address, advise, update and resolve doubts" "Guiding the improvement and innovation of pedagogical practices" "Introducing good practices; promoting new teaching and learning strategies" "Leadership, interpersonal skills, empathy" "Personal and pedagogical guidance" "Sharing all knowledge and experience" "Someone who helps to think and act more effectively…" "Those aspects aimed at providing preparation and information on career" "Support teachers in any difficulties in their daily work"

To strengthen teachers' professional identity	"Emotional and practical support, thanks to his/her experience" "Guiding the improvement and innovation of pedagogical practices" "Personal and pedagogical guidance" "Deal with pedagogical difficulties (preparing for teaching, managing time…)" "Inspire them in every new step of their career" "Share experience" "Supporting" "To improve teachers' pedagogical competence"
To improve teachers' collaboration with colleagues	"Address, advise, update and resolve doubts" "Cooperation and encouragement" "Encouraging teamwork"
To support less experienced teachers in their teaching	"Address, advise, update and resolve doubts" "Someone who helps to think and act more effectively, for the benefit" "Support the classmate and develop their cognitive and social skills"
To expand teachers' main subject(s) knowledge	"Address, advise, update and resolve doubts" "Inspire them in every new step of their career" "Share experience" "Support teachers in any difficulties in their daily work" "To improve teachers' pedagogical competence"
To improve students' general performance	"Guiding the improvement and innovation of pedagogical practices" "Introducing good practices; promoting new teaching and learning paths" "Reducing the anxiety about not being a good teacher"

Regarding the characteristics of the mentor, in Greece, the majority of the participants agreed that the teaching experience is of utmost importance, even if they believe that the age of mentor does not play an important role. Teachers also argued that mentor should be distinguished for his/her academic background (degrees/trainings/workshops) and his/her personal charisma (communication and cooperation skills, empathy, flexibility). The character and some ethical values gained ground for some participants to be characterized as a good mentor. Some indicate values are: helpfulness, willingness, empathy, supportiveness, innovative, taking risks, creative, trust and discretion, skills, competences, team spirit, and collaboration.

Moreover, the characteristics were organized in three categories:

The 12 codes grouped in three categories are presented in Fig. 3:

a) *The mentor as a facilitator*
b) *The trainer as a critical animator*
-    should encourage students to reflect and exercise ideological-political critique
-    should encourage students not only to think, but also to engage in activities and actions to change the situation, since analysis and criticism alone are not enough
-    Accepts the belief that the practice of adult education should be directed towards the realization of values but also structures of equality, democracy, secularism and acceptance of the other's diversity
c) *The mentor as a "learning consultant"*
-    should develop new skills and abilities
-    should increasingly consider the individual needs of students,
-    be familiar with all the tools, techniques and approaches of lifelong learning
-    make extensive use of educational technology
-    be familiar with all the tools, techniques and approaches of lifelong learning
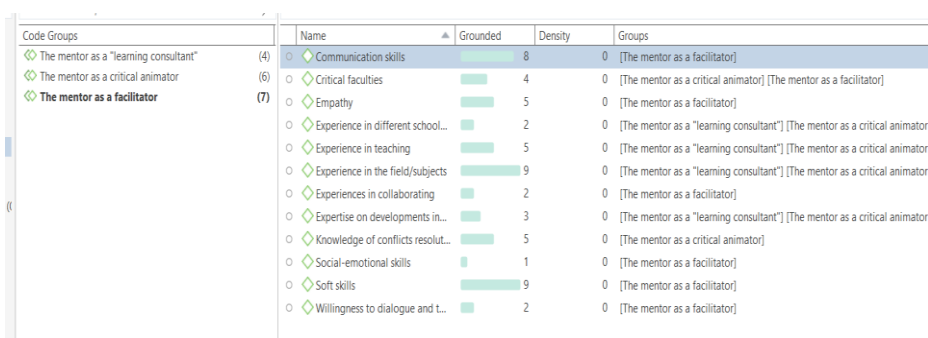   make extensive use of educational technology

Figure 3:The 12 codes of mentors' characteristics grouped in three categories.

VII.   CONCLUSION

In conclusion, the data collection for the purpose of the project *"LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programs"* has provided a more complete understanding of the role of mentor and the mentoring and induction programs in Greece. Data collected help us to better understand the above concepts through the comparative study of questionnaires based on place of the school (big cities, province, islands), type of the school (public or private) and teaching experience of the teachers (years of experience). This differentiation helps us to better understand the different characteristics and special teachers' needs in Greece.

Current findings present that mentoring and induction programs are usually offered to regular teachers in Greece (who are elderly and are more experienced), but not in young teachers, who most of them are substitute teachers and they cannot work on a permanent base. Moreover, these programs are mostly found in private schools, instead of public schools, considering that private schools can provide funding for the implementation of such programs to support newly qualified teachers during the induction period.

As it emerged from the research, concerning the main challenges teachers felt at the first years of their career, the results indicate that they have significant problems in the management of parents, students and colleagues, while at the same time encounter many difficulties in preparing their educational course materials and managing teaching time. Also, teachers, especially working in public schools, have to face the lack of mentoring and induction programs and participation in workshops and as well as the lack of support of the school leaders and they find very challenging the integration of children with learning disabilities into the classroom.

Concerning the teaching tools, overall, these results suggest that the most fundamental tools for young teachers to carry out their work are considered to be the new technologies and digital tools (smart boards, new P/C etc). Equally important seem to be the induction programs, the training workshops and well-equipped laboratories, especially in science classes However, the results derived from young teachers reveals that there are some no-material tools, such as human reactions and values, that are evaluated as also significant in the daily teaching process and differentiate teacher job from other jobs.

In summary, concerning the mentors, it's apparent that the new teachers are not so familiar with the role of mentor. The overall response to the survey about the mentors is derived from a general description according to a "prototype of a good teacher". According to this prototype, the mentor has to be guiding and consulting, especially in the initial stage of teachers' career, when new teachers have need of more assistance in their daily work and inspiration in every new step in order to meet all the relevant professional standards to become effective teachers. At this point, it's worth mentioning that most young teachers do not believe that most experienced teachers are not appropriate for being mentors due to the paternalization of their work, lack of interest, or old teaching methods that may be used. However, overall, the results indicate that previous teaching experience in the classroom, academic criteria in combination with the personal charisma (administrative and strategic skills, knowledge of psychology, communication and cooperation skills) are the main characteristics that a mentor should have.

The experienced teachers deem lifelong learning as indispensable and they seem to be willing to get involved in training programs, when they are offered. They believe that the cooperation among the teachers in order to share opinions and good practices is important. They necessitate support in their everyday teaching and

they consider the role of the mentor as guiding or facilitating. Mentors need to be experienced, and possess communication skills and empathy. Several teachers expressed their willingness to take part in mentoring programs.

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