



Quality Assurance Unit

Strategic Plan of the Department of Primary Education

TIME PERIOD : 2022-2026

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The Strategic Planning of the Department of Primary Education was approved by the General Assembly of the Department at the Meeting no.383 / 27-8-2021.

1.1. History and some information about the Department

The Department of Primary Education belongs to the School of Social Sciences and Humanities of the University of Western Macedonia, which is based in Florina. The Department was established by the Presidential Decree 544/1989 and began operating as a division of the Aristotle University of Thessaloniki (AUTH) in the academic year 1990-91. Later, it was included in the University of Western Macedonia (UOWM), which was founded in 2003 by the Presidential Decree 92/2003 (83 / 11-4-2003) and began operating in the same year.

1.2 Vision

The vision which is reflected in the strategic plan of the Department of Primary Education is based on two categories of goals: (a) the treatment of a variety of disciplines that are taught as "school knowledge" in the first stage of young people's education and (b) the pursuit of academic quality and innovation in the approach to scientific knowledge and the development of research work. These two visionary goals are pillars that are built with the contribution of the Science of Education, as they familiarize students in practice with educational processes, which lead to their learning and academic maturity.

In particular, in the context of this vision, the Department:

- Pursues excellence in education, research and innovation by attracting, supporting and employing young researchers, academic teachers and administrative staff who are distinguished for their scientific interest and professional consistency as well as develop significant scientific activity.
- Claims to be established as a Department of Primary Education with long-term academic and research perspectives, while aiming at the social benefit as well as being based on democratic ideals, such as meritocracy and independence of ideas and science. This is pursued through modern Programs of Studies that promote basic and applied research as well as extroverted scientific action.
- Promises to contribute –to the extent appropriate– to the prosperity, social progress and culture of the national and European space, especially in the Balkan region, through knowledge, scientific thought and creativity.

1.3 Mission

According to article 2 of the Presidential Decree 544/1989, article 5 of the Presidential Decree 99/1993 and in the context of the University's mission (article 1 of Law 1268/1982), the Department of Primary Education mission is:

- ✓ to cultivate and promote Education Sciences through academic and applied teaching and research,
- ✓ to provide graduates with the necessary theoretical and practical training for their scientific and professional career and development,
- ✓ to contribute to raising the level of education in the country in general and to covering educational needs in matters of Pedagogy,

- ✓ to contribute to addressing and solving pedagogical and educational problems in general and
- ✓ to contribute to addressing the need for people's continuing education and training.

The following should be numbered among the Department's principles and aspirations:

- Ensuring a high level of studies aiming at creating new knowledge and advancing science
- Promoting innovation in research
- Continuous tracing, recording, analysis and review of academic, educational and research needs
- Ensuring the effectiveness of support systems and services for students, through Student Welfare.

The overall goal of the Department is to offer students such academic education and professional readiness, so that they are able not only to follow the developments of the Education Sciences, but also to critically apply in practice the knowledge, which they acquired during their studies.

The degree awarded to graduates by the Department provides them with the opportunity to be appointed as teaching staff in Primary Schools.

1.4 Description of the Strategic Plan preparation process

The Strategic Plan of the Department was proposed by the Unit of Internal Evaluation of the Department of Primary Education and was discussed at the General Assembly (no. 383 / 27-8-2021), in harmonization with the framework set by the Dean of the School of Social Sciences and Humanities for the operation of the School and its Departments (Law 4485 / Government Gazette A, 114 / 04.08.2017, Article 18, paragraph 3.a). The members of the Assembly (faculty members and representatives of the Laboratory Teaching Staff and of the students) expressed suggestions and ideas on the need to determine academic quality criteria in terms of the following issues: the mission of the Department and the feasibility of its offer to the Institution, science and society. Another issue discussed was also the need for constantly updating the general goals as well as the course content, the teaching / learning processes and the assessment practices included in the Program of Studies, in order for it to meet the requirements of the ever-changing scientific, socio-economic and cultural reality.

Specifically, the assumption that the presence of the Department in the modern society of knowledge and information is understood by the academic community as a process of approaching and examining issues related to the concept and principles of Pedagogical Science in both theoretical and practical – applied level was discussed. The design, development and application of modern and largely innovative theories of teaching, learning and socialization aim at creating teachers with a high level of knowledge, skills and competences –as these are described in the "National Qualifications and Learning Outcomes Framework"– and stand as a main goal of the Department. Such orientation ensures the graduates' readiness to adequately respond to the teaching/educational work they will undertake in Primary Education, but also potentially in relevant bodies of formal and non-formal education, training and care. In this sense, the Strategic Plan of the Department is an integral part of its overall mission as well as of the academic quality principles that are in effect and is therefore fully integrated to the Strategic Plan of the Institution.

The desired outcomes of the quality policy and goal setting of the Department of Primary Education are:

- *The high quality of studies in the basic and applied knowledge of the subjects offered by the Department (according to the European and National Qualifications Framework), in a spirit of humanism and solidarity with others.*
- *The high quality of the educational process in the context of a student-centered approach, with the ultimate goal of graduates' scientific, personal and social empowerment for their transition to the labor market.*
- *The constant update of the subjects, the content and the educational processes of the Department Program of Studies in order to adapt it to the ever-changing scientific field of the Education Sciences in the 21st century.*
- *The high quality of research and its promotion in the community and society, as well as the assessment of its impact on the education, training and socialization of future citizens.*

The pursued outcomes are to be achieved through coordinated and targeted actions, as the ones following:

- with the emphasis on the studies level quality, as well as students' active participation in the scientific, research and social activities of the Department,
- with the compulsory students' practicum in Schools of General Education,
- with the adaptation of the Program of Studies to the latest data of the Department's direction and the addition of new courses,
- with the strengthening of the faculty members' participation in both Greek and international conferences and research programs,
- with the faculty members' cooperation with educational bodies, as well as with other social, cultural and productive bodies, and
- with the faculty members' social contribution, e.g. through lectures to the public and the media on subjects relevant to the Department.

2. Educational work

The academic knowledge and training of young scientists, the cultivation of critical thinking, skills and erudition as well as the promotion of human-universal values and the progress of society in general are largely determined by the quality of education provided in academic institutions. It is therefore necessary to constantly update and enrich the Program of Studies –and in this case the education provided by the Department of Primary Education– in terms of both the content and teaching methodology, in order to remain modern and competitive with the respective ones in Greece and abroad. In this context, the educational work produced in the Department of Primary Education of UOWM can claim for innovation, offer opportunities for the application of new ideas in a variety of subjects and highlight models of educational excellence in the fields of science that the Department refers to.

The specific objectives according to which the whole effort to improve the educational work in the Department should continue are aligned with the following directions:

- *Collaboration between teaching staff for views, practices and literature exchange in order to share the educational experience and improve the educational work.*

- *Continuous improvement of the faculty members and other categories of teachers' teaching skills with internal discussions and dialogue on educational issues of subjects (subject knowledge: 'What') and teaching procedures ('How'), seminars, staff exchanges and international collaborations.*
- *Continuous enrichment and update of the methods and strategies of the teaching-learning process.*
- *Participatory learning procedures for students during the course, in order to activate them and alleviate "student boredom".*
- *Plenty of opportunities for student assessment in each semester, in order for them to be active and maintain their interest throughout the courses.*
- *Development of collaborative culture between students and encouragement in the direction of preparing and presenting their cooperative / group work in the courses.*
- *Use of ICT during the teaching process in order to utilize multimodal texts for students to develop relevant skills.*
- *Implementation of differentiated instruction strategies, in order to utilize students' learning readiness, interests, learning styles and the types of multiple intelligence.*
- *Utilization of methods and practices for the cultivation of students' critical thinking (e.g. processes of exploration, reflection, critical evaluation, self-improvement, development of soft skills, etc.), so that they can adapt to a variety of educational and work environments.*
- *Improvement of the quality of undergraduate students' bachelor theses and research essays in general.*
- *Intensification of efforts for studies internationalization and extroversion of the Department.*

3. Research work

Scientific research is one of the main academic functions of the Department, through which teaching is improved and promoted, but it also opens new horizons in the promotion of science and the development of the country. Research based on international trends, strengthening the existing and attracting new researchers, improving performance in the production and international recognition of research work as well as increasing research funding stand as choices for the Department.

The specific objectives according to which the whole effort should continue are the following:

- *Attracting new researchers, promoting and recognizing the ongoing research work, rewarding funded research as well as internally strengthening research areas that are not offered opportunities for external funding.*
- *Internationalizing the Department's activity through the development of interdisciplinary and transnational collaborations, in order to strengthen its international recognition and the most efficient claim for funding from Community programs (District of Western Macedonia, National Strategic Reference Framework-NSRF).*
- *Facilitating collaborations and exploiting the potential of the productive forces, the advantages of geography as well as the natural, historical and cultural wealth of the region.*

- *Expanding collaborations between all the Departments of the University, as well as partnerships with Departments of strategically selected Greek and foreign Higher Institutions.*
- *Organizing open seminars of "Research Issues", with the aim of motivating and attracting researchers from the active core of the student population.*

4. Students and alumni

All the development strategies of the Institutions consider students as their final recipients. The Department focuses on the creative integration of students in the academic community and in their responsible participation in its activities, so that they can creatively contribute to issues related to both the University and the social space, as well as to the establishment of a productive environment encouraging learning and research.

The specific objectives according to which the whole effort should continue are the following:

- *Number of students admitted at levels that guarantee the optimal ratio of students to teachers and correspond to capacity of the School of Social Sciences and Humanities facilities used by the Department of Primary Education.*
- *Continuous improvement of student welfare, board, sports facilities and cultural activities.*
- *Care for the access, facilitation and support for students belonging to vulnerable groups and are in need of support, with emphasis on people with special educational needs and/or disabilities.*
- *Continuous connection of the Department with its graduates through direct communication –face-to-face and electronic–, invitations and active participation in its "life and events".*

5. Ecological/ Environmental footprint

Environmental upgrade of all facilities, with original studies for creating a favorable microclimate, saving energy and water as well as creating an attractive working space. The establishment of a Committee for Environmental Actions at the University by expert scientists with the intention of volunteering, who will launch initiatives not only within the Institution, but also in the region in collaboration with the local authorities and stakeholders.

The specific objectives according to which the whole effort should continue are the following:

- *Awareness campaign of the academic community in combination with the introduction of incentives for those who reduce the environmental burden.*
- *Programs of recycling (paper, ink, equipment, etc.) and "environment volunteers".*
- *Development of European Programs on the ecological footprint (See e.g. Participation in the Hellenic Foundation for Research and Innovation (HFRI) Research Program "Promoting a Sustainable Lifestyle through Education for the Ecological Footprint" HFRI-FM17-1217).*

https://www.elidek.gr/wp-content/uploads/2021/01/Malandrakis-Giorgos_GR.pdf

6. Extroversion – relationship and interaction with society

The Department's interconnection and its essential interaction with the social space of Florina, Western Macedonia and the rest of the world remains at the center of its development strategy. This is achieved by building "bridges" through its educational functions, the dissemination of knowledge, its research directions and its contribution to the development of the region and culture.

In conclusion, the Department of Primary Education seems to promote the Pedagogical Science in the wider range of humanities and social as well as education sciences, seeking excellence in terms of social sensitivity and without exclusions, while cultivating education and culture more broadly in a dynamically and rapidly changing international environment.

7.1 Teaching work upgrade

Goals	Actions
Continuous upgrade of the Program of Studies with new cutting-edge items.	Program of Studies review with new scientific fields that are relevant to cutting-edge subjects.
	Program of Studies enrichment with academic staff of new expertise or interdisciplinary fields.
	Teaching work assessment according to the Quality Assurance System of the Institution.
	Increase in the practicum hours as part of the Program of Studies.
Development of the existing postgraduate programs as well as promotion of new ones.	Increase in the number of faculty members, postdoctoral researchers, partners and other staff.
Increase in students' participation in the courses.	Experiential learning and team work.
	Tutoring courses for the students' benefit with the involvement of PhD Candidates.
Faculty members' life-long learning.	Educational seminars.
	Professional development through sabbatical/ research leave.
Emphasis on the social dimension of teaching.	Development of research programs regarding enriched teaching content (see e.g. Participation in the Hellenic Foundation for Research and Innovation Research Program) http://schoolsoftskills-edbm34.eled.uowm.gr/

7.2 Research and Innovation Support

Goals	Actions
<p>Support, promotion of and claim for research programs by the academic staff of the Department.</p>	<p>Administrative support of academic staff members, in order to fulfill their potential and find the resources needed to produce and enhance research programs.</p> <p>Support of the existing laboratory structures of the Department and development of new research facilities.</p>
<p>Increase in the number of publications in Q1, Q2 and Scopus journals.</p>	<p>Resources and workload distribution, so that research excellence can be rewarded.</p>
<p>Recognition of the Department through research.</p>	<p>Awards for the best published scientific articles.</p>
<p>Increase in the visibility of publications on platforms such as Research Gate, Academia etc.</p>	<p>Introduction of a compulsory course with the title "Research Methodology" for postgraduate students and PhD candidates.</p>
<p>Interconnection with areas of interdisciplinary interest.</p>	<p>Enhancement of the students' integration in the research activities of the Department through the funding of research assistants or through courses that encourage this involvement.</p>
<p>Attraction of international scientists who strengthen the Department's potential in teaching and research and are able to attract competitively funded research projects as well as their integration in the academic staff.</p>	<p>Research dissemination at International Conferences with reviewers.</p>

7.3 Extroversion and Internationalization

Goals	Actions
<p>Interaction and presence of the Department in the actions and problem solving of the local, the European and international community.</p>	Participation in International Conferences.
	Improvement of the Department ranking in the International University Ranking Lists.
	Forum creation for opinion exchange on scientific issues.
	Participation in regional/national committees for local issues.
<p>Interconnection with labour market – cooperation with institutions/bodies.</p>	Interconnection with entrepreneurship.
	Development of interdisciplinary collaborations.
<p>Creation of cross-border cooperation programs.</p>	Supervision of doctoral programs with other universities.
	Expansion of the opportunities for attracting students from foreign countries.
	Strengthening participation in Erasmus programs abroad.
	Creation of summer schools.
	Creation of Foreign Program of Studies.
<p>Observation of alumni's professional route.</p>	Alumni networking and events organization.

7.4 Quality work environment and culture

Goals	Actions
Awareness of intercultural issues.	Organization of seminars, events, awareness days for intercultural issues.
Continuing education.	Participation in training programs (see e.g. training seminars for the administrative and teaching staff of the Institution from the Unit of Supporting Vulnerable Groups, which were developed by faculty members of the Department of Primary Education) https://myfeo.uowm.gr/anakoinoseis/programma-epimorfotikon-seminarion-gia-to-prosopiko-toy-pdm/
	Development of faculty members' soft skills through seminars.
Professional recognition.	Awards and excellence.
Development of administrative and consulting practices that enhance the admission and retention of excellent undergraduate students.	Establishment of consulting committees.
Cultivation of a supportive work environment.	Improvement and development of new facilities.
Staff support strategies for people with disabilities and all types of diversity.	Employee support services (Unit of Supporting Vulnerable Groups).

8.1 Strengths of the Department of Primary Education

The Department of Primary Education has a number of strong points, which strengthen its position in the Greek map of the Departments of Primary Education. These are presented below:

- The content of the Program of Studies in both undergraduate and postgraduate courses and its continuous adaptation to the needs of a modern and constantly evolving school.
- The meticulous organization and the expansion of students' practicum.

- The cultivation of scientific research at a fairly high level and the continuous publication of studies concerning the different fields of pedagogical science.
- The creation of an ever-evolving climate of effective cooperation between faculty members, but also with students, at undergraduate and postgraduate-doctoral level.
- The dynamic utilization of new technologies and their integration in the educational process.
- Modern, interdisciplinary subjects.
- High quality facilities and training laboratories. The Department utilizes the facilities of the School of Social Sciences and Humanities, which are located three kilometers outside the city of Florina, on the national road of Florina - Niki - Borders. The School of Social Sciences and Humanities is connected with the city via an approximately 2km-long bicycle path, as well as by public transport.
- Enhanced laboratory elements in courses.
- Students and alumni's increased presence and involvement.
- The vast majority of students complete their studies within the expected time period. There are few cases of weak students, which are occasionally handled by the faculty members or the Academic Advisor. This happens as a result of the inclusion and democracy climate, that characterizes the Department of Primary Education, the School of Social Sciences and Humanities and the University of Western Macedonia in general, but also due to the fact that very good relationships are established in the Department and there is direct communication between faculty members and students.
- The library facilities (approximately 200 square meters) and the study hall (approximately 90 square meters) are located in the space that connects the administration building with the building, where the classrooms are located. The study hall is new and modern. Visitors of the library have at their disposal 6 PCs outside the library (computer corner) and 4 PCs in the study hall. Through them, users can access the internet, the library's online catalog and the electronic resources to which the library is linked. Wireless Wi-Fi is available in the area, with which one can also access the above. Both the adequacy and the quality of the library resources are at a satisfactory level, but they need further enrichment and update. In recent years, of course, there has been an increase in the titles available in the library, while the system for accessing these titles is constantly being updated.
- ICT is utilized by the various services of the Department to a fairly satisfactory degree, as mentioned above. In addition, through the Teaching Assistance System, it is possible for teachers to register their grades electronically in an unimpeachable manner. After the registration, the secretariat service is automatically informed and students gain access to their information. All members of the academic community use this system satisfactorily. All members of the community have wireless internet access in all public areas. This service is also used satisfactorily.
- Department's website in Greek and English.
- Research focus on exceptionally modern subjects.
- Successful response and demonstration of credibility of the Department of Primary Education in the relations with the Regional Directorate of Education of Western Macedonia and the local bodies.
- Increase in the requirements for continuous students' attendance in the courses with assignments and laboratory/tutorial exercises.

- Research work promotion through the Department and the University websites.
- Research work promotion through printed and electronic media.
- Organization of lectures/ speeches from the faculty members for educators and parents.
- Organization of educational activities with vulnerable social groups as recipients.
- Organization of training activities with teachers involved in the education of vulnerable social groups as recipients.
- Organization of educational activities in schools of Florina Regional Unit with students' participation.
- The Program of Studies of the Department of Primary Education is comparable to the corresponding programs of other, relevant Greek Departments, based on the criteria listed below. More specifically, Table 1 comparatively shows the Programs of Studies of the nine Greek Departments of Primary Education in terms of the number of courses offered (compulsory and required elective or elective). In addition, Table 2 shows both the extreme values (minimum, maximum) and the mean. The structure of the Program of Studies of the Department of Primary Education of the University of Western Macedonia seems to be comparable to the central trend that appears in the other Program of Studies in terms of the number of compulsory, required elective and elective courses. In particular, in both compulsory as well as in required elective and elective courses, the Department's position is above mean.

Table 1. Comparison of Programs of Studies of Departments of Primary Education in Higher Education Institutions in terms of courses number and compulsoriness

HIGHER EDUCATION INSTITUTIONS	COMPULSORY COURSES	REQUIRED ELECTIVE AND ELECTIVE COURSES
1. UNIVERSITY OF WESTERN MACEDONIA	30	80
2. ARISTOTLE UNIVERSITY OF THESSALONIKI	33	67
3. NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS	30	83
4. DEMOCRITUS UNIVERSITY OF THRACE	31	73
5. UNIVERSITY OF IOANNINA	28	74
6. UNIVERSITY OF CRETE	22	131
7. UNIVERSITY OF PATRAS	30	89
8. UNIVERSITY OF THESSALY	26	52
9. UNIVERSITY OF THE AEGEAN	20	55

Table 2. Comparative presentation of the Programs of Studies of the Departments of Primary Education in Higher Education Institutions (HEIs) in terms of the maximum and minimum value of the courses compulsoriness

<i>TYPE OF COURSES</i>	<i>NUMBER OF DEPARTMENTS OF HEIs</i>	<i>MINIMUM NUMBER</i>	<i>MAXIMUM NUMBER</i>	<i>MEAN</i>	<i>STANDARD DEVIATION</i>
<i>COMPULSORY</i>	9	20	33	27,78	4,324
<i>REQUIRED ELECTIVE</i>	9	52	131	78,22	23,253

Regarding the subjects' categories, the comparison between the Programs of Studies of the nine Greek Departments of Primary Education cannot be quantified, since the Departments diversify in terms of categorization. From the comparative evaluation, it seems that the Program of Studies of the Department of Primary Education of the University of Western Macedonia generally follows the categorization of the other Departments of Primary Education. However, there are differences, which are detected in the category of Education Sciences, where in the Program of Studies of Department of Primary Education – UOWM pedagogical, special education and psychology courses have been included. In the category of sciences, there are courses of mathematics, physics and new technologies included, while there is also a separate category for teaching, students' practicum and extended students' practicum. In addition, general and/or special subjects related to laboratory courses (e.g. Research Methodology, Development of digital material and teaching scenarios with ICT, Interculturalism, Sustainability, Educational Robotics, Continuing Education) have been included in the Program of Studies of the Department of Primary Education – UOWM in order to meet the modern and diverse educational needs.

8.2 Weaknesses of the Department of Primary Education

The weaknesses of the Department of Primary Education are largely related to the general weaknesses of the Higher Education planning and are listed below:

- The infrastructure of the Department and the School, in general, is considered mediocre. There are elevators both in the administration building and in the building, where classrooms are located. In terms of access from the outside to the inside part of the buildings, there is access to the building of the classrooms and not to the administration building. Of course, the two buildings communicate with each other and one can have access to the administration building from the interior area. There is access to public areas (e.g. toilets). However, moving around the classrooms is not always easy. In autumn 2021, the work related to the program "IMPROVEMENT AND UPGRADE OF EXISTING BUILDING INFRASTRUCTURE OF THE UNIVERSITY OF WESTERN MACEDONIA IN FLORINA" is expected to begin.
- Members of the academic community access to the infrastructure and the equipment of the institution is relatively easy, but prior coordination between the three co-located departments (Department of Primary Education, Department of Early Childhood Education and Department of Psychology) is needed. The coordination of the necessary procedures for the access of the community members to the

infrastructure and the equipment of the School (e.g. program of classrooms and laboratories use) is organized at the beginning of each academic year by the Dean of the School.

- The Department does not offer a support service for working students. Their advisory support is part of the activities of the Academic Advisor's activities.
- There is a small number of foreign students, who study at the Department. In most cases accommodation, housing and board issues are regulated by the Student Welfare Service. Regarding study matters, these are regulated by the members of the administrative staff of the Secretariat. Also, for students of the Erasmus program convenience, the faculty members who are responsible for the program are activated.
- The limited appropriation of the recent years create problems in terms of the Department's equipment. These problems mainly concern the maintenance of the equipment, as its use is continuous throughout the courses. The effort of the faculty members, the students and the members of the administrative staff focuses on the rational use of the available equipment, in order to cause the least possible damage.
- Insufficient staffing of administrative services.
- Teaching staff employment with non-educational or research tasks (such as bureaucratic or managerial workload) is particularly burdensome.

8.3 Opportunities for the Department of Primary Education

There are the following opportunities that offer prospects for further development for the Department of Primary Education:

- The expansion of the Department's collaborations with local, national and international bodies, so that the dissemination of the produced knowledge can work for the benefit of the society.
- The utilization of new technologies and new modern methods of teaching and assessment expands the possibilities of developing the Department in distance, lifelong programs etc.
- The establishment of the Professor Advisor.
- The reward of excellent students by establishing awards / scholarships.
- The creation of a practicum repository (good and innovative practices, practices being researched).
- The creation of a digital repository of the Department (Bachelor theses and assignments per course).
- The strengthening of the organization of the Education and Lifelong Learning Center, offer and promotion of innovative and attractive topics and methods of implementation suitable for adults.
- The development of an action plan for the integration of the Department's laboratories in networks of research laboratories at national, European and international level.
- The promotion of the Department's research work through the creation and distribution of a biannual, online newsletter.
- The provision of incentives to faculty members by the Special Account for Research Funds, so that they can undertake projects as well as the faculty members' effective support from the services of the University.

- The support of information and motivation actions for students to participate in the ERASMUS Program as well as the creation of a group of volunteers.
- The systematic, organized and multifaceted promotion –at international level– of all dimensions of the work and the activities of the Department with international interest.
- The strengthening of research collaborations with Institutions abroad.
- Informing and raising awareness of students in order to increase the number of volunteer students for people with disabilities.
- Development of procedures for informing students about opportunities to access the labor market, beyond the Primary School.
- The creation of an interconnection network between the Department, socio-cultural bodies and representatives of the bodies for practicum elaboration.
- The development of bilateral cooperation agreements with Primary and Secondary Education.
- The attraction European resources in cooperation with Administrative Districts, Municipalities and other bodies.
- The collaboration for critical / vital problems identification in local communities.
- The preparation and implementation of a plan for interventions in important issues concerning the local authorities and/or other local bodies.
- The enhanced extroversion through the organization of Conferences, Meetings, etc., in order to strengthen the position of the Department in the research and educational map of the country. New European and National Research Projects.

8.4 Threats to the Department of Primary Education

- The reduction in the number of faculty members, the delay in new appointments and the inability to create new recruitments can lead to the difficulty of maintaining a high level of studies.
- The constant change in the institutional and financial framework of operation may create weakness in the implementation of the Department planning.
- The remodeling of the Academic Map of the country, the offer of a large number of student positions in the Universities of remote areas.
- The continuation of the Department faculty members' great involvement in managerial duties.
- The recent legislative regulation (Law 4659 / 2020, article 50) for the verification of the Primary and Secondary Education staff's qualifications, which equates the professional rights of the colleges graduates with those of the University Departments graduates.