

Title: EDUCATING FOR DEVELOPMENT: New Approaches, Tools and Models

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"Let us pick up our books and our pens." I said. They are our most powerful weapons. One child, one teacher, one book and one pen can change the World!" Malala Yousafzai ~ address to the UN on her 16-th Birthday

The function of education, therefore, is to teach one to think intensively and to think critically. But education ... Intelligence plus character--that is the goal of true education. Martin Luther King

Panel session proposal:

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As it has been widely argued educated people are the key drivers of economic development. Talent and creativity are the forces behind technological progress, new inventions, new frontiers in science, technology and the arts (Schumpeter, 1947; Florida & Tinagli, 2004; Ndou & Schiuma, 2016). The trends of the new economy consisting the shift to knowledge-based economies (Foray and Lundvall, 1998), globalization, and the rise of emerging economies (Cooke & Leydesdorff, 2006), along with societal challenges have completely changed the nature of work and are increasingly leading to a critical need for a vibrant base of creative and innovative human capital (Florida et al., 2008).

To deal with these changes education system is called to change its approaches in order to be able to equip people with new skills and qualifications they need on today's labor market, and even more so on tomorrow's global knowledge-based economy (Robertson, 2005). Education and training institutions should enable all citizens to acquire and develop skills and competencies needed for their employability and foster further learning, active citizenship and intercultural dialogue (Gordon et al., 2005; UNESCO, 2014).

Research has shown that the ability of people to contribute to the full development of a real competitive economy is closely linked to their knowledge, education, and their daily activity and occupation (Galor & Moav, 2004). The availability of a strong contingent of highly educated people as well as qualified research scientists and engineers, capable to maintain an internal ability to continuously create, evaluate and absorb knowledge is essential for the competitiveness (Bramwell, 2008; Secundo et al., 2016). Therefore, there is a need to ensure high quality teaching. To assure the right skills and competencies required by the new economy it is essential a reorganization, restructure of the whole Educational and training system (European Commission, 2017; 2016). Formal education is not sufficient, instead ongoing training and lifelong learning are essential for coping with a rapidly changing environment (European Commission, 2017). It is important to plan and realize flexible learning pathways — including better transitions between the various education and training sectors, greater openness towards non-formal and informal learning, and increased transparency and recognition of learning outcomes (Boni & Calabuig, 2017; Soyylmaz et al., 2017; Tsai et al., 2017; UNESCO, 2014; Beqiri et al., 2009). In particular, the role of universities is highly changing.

We welcome papers that reflect on innovative or alternative approaches, or transformative initiatives for education as well as papers that delineate the changing role of universities.

Topics of interest for submission include, but are not limited to:

- Effective Technology for teaching and learning;
- Innovative Educational Practices;
- Entrepreneurship education;
- Ubiquitous Learning (E-Learning, Educational Games and Software, ICT Education, Internet technologies);
- New Educational strategies, policies and reforms;
- Rethinking Curriculum design and evaluation

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