



# New Education Forum Kraków

**Pathways to Tomorrow:** Educating informed citizens, artificial intelligence and shaping career horizons



Kraków, Poland | 13th and 14th of March 2024



# MENTOR 2.0

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**Joanna BOCHNIARZ**

General Director of the Center for Innovative Education

## FOREWORD

Dear All,

It is with great pleasure and excitement that we welcome you to the upcoming New Education Forum Krakow conference on the intersection of economic education and artificial intelligence. Under the themes of NEF Krakow, we will delve into the imperative of economic education in primary and secondary schools, reflecting the timeless wisdom of Janusz Korczak and his advocacy for early financial education.

Through enriching discussions, we will explore how economic education enhances critical thinking, problem-solving skills, and empowers students to make informed decisions about their personal finances and careers, while cultivating responsible citizenship and driving sustainable prosperity.

Exploring the future of employment in the context of automation and artificial intelligence, we will talk about the diverse dynamics of the rapidly changing labor landscape. Together, we will address pressing questions about skills alignment, employability, ethical issues and the transformative role of new technologies in shaping the professions of tomorrow. In this context, we will refer to the research of the Mentor 2.0 project co-financed by the European Union's Erasmus+ program, in which both teachers (68%) and students (71% of secondary school students) say that Polish schools are not preparing young generations to enter the labor market and adulthood.

In the spirit of innovation and collaboration with various communities, including policymakers and students, we invite you to the New Education Forum Krakow conference, where ideas meet and the future is shaped.

Warm greetings,

Joanna Bochniarz





## Jacek Majchrowski

Mayor of the City of Kraków

## FOREWORD

The world is constantly changing, demanding attentiveness and an effort to broaden our perspectives. This is especially recognised by those working in the field of education - teachers, trainers, but also employees of universities, social organisations or local authorities responsible for educational matters. Young people do not need to be convinced of this either, as they realise that the profession they have learned will not necessarily be the one they pursue in the future. The challenge today is to be able to take advantage of the new opportunities brought by information technology and to be flexible in adapting to changing circumstances. Teaching has never been an easy job, but in today's rapidly changing reality - both socially and technologically - their task is extremely demanding. Therefore, any initiative that serves the exchange of knowledge in the fields of vocational education and training, schooling and the labour market is valuable and necessary.

I am convinced that this will be achieved by the New Education Forum 2024, organised for the first time in Kraków. It will be an opportunity to discuss the role of artificial intelligence in education and shaping career horizons, but also a practical opportunity to establish contacts and cooperation - both on a local and international scale. The presence of representatives of Kraków's business community, which is open to cooperation with the city's educational institutions, including municipal schools, is to be warmly welcomed at the event. It is important that NEF 2024 - in the Year of Economic Education - will also be devoted to the pressing need to include economic education in school curricula. I am confident that educational institutions in our city, open to new challenges, feel the responsibility for educating informed citizens. Recent years - especially the time of the COVID-19 coronavirus pandemic - have been a test for teachers and students. It has forced remote teaching, demonstrating new educational opportunities while revealing various dangers, including social risks. These technological changes required not only specialised equipment for Kraków's schools, but a variety of training for teaching staff. I am pleased to observe that Kraków's teachers are eager to improve their competences in different areas, including those related to entrepreneurship, the use of IT tools in teaching (including e-learning), programming and coding techniques or vocational education and pre-orientation. For many years, these have been priority courses in our city, so that teachers who are concerned may obtain as much as 95 per cent funding for studies and courses to improve their qualifications in these disciplines. I trust that the New Education Forum will continue the programme for the development of educators, including the creation and transformation of professions.

I wish the participants interesting and inspiring discussions, which will stimulate their further development.

Jacek Majchrowski

Mayor of the City of Kraków

March 2024



## Agenda of the New Education Forum Kraków

13<sup>th</sup> - 14<sup>th</sup> of March, 2024

The New Education Forum Kraków

### Pathways to Tomorrow: Educating informed citizens, artificial intelligence and shaping career horizons

#### Description:

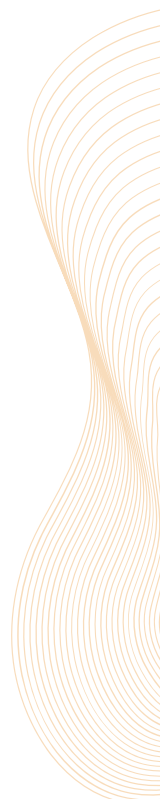
By decision of the Senate of the Republic of Poland, 2024 has been designated as the Year of Economic Education. In the ever-changing landscape of the labour market, the profound impact of artificial intelligence (AI), in turn, creates countless challenges and opportunities. This makes the need for economic education in schools all the greater, as well as addressing content related to business and entrepreneurship. Their role is being explored in terms of their potential to revolutionise the educational experience, ensuring students are not only knowledgeable but also well-prepared for the ethical aspects of an AI-based workforce.

#### Three Key Themes:

**The need for economic education in primary and secondary schools.** Janusz Korczak asked: "Why should we not teach the child as early as possible what money is, the wages of work so that the child feels the value, the bad and the good sides of possession?". On the 100th anniversary of the publication of his book, "The Bankruptcy of the Little Jack", we return to this key question.

The need for economic education in primary and secondary schools contributes significantly to the formation of informed citizens. As Amartya Sen, Nobel laureate in economics, stated, 'economic growth without investment in human development is unsustainable'. In doing so, he emphasised the urgent need to start economic education at the earliest possible age. Further, research by Walstad and Watts (2007) shows that economic education enhances critical thinking and problem-solving skills. Exposure to economic concepts enables students to analyse and interpret information, promoting a deep understanding of decision-making processes. By engaging in real-world economic scenarios, students develop the ability to make informed decisions. The long-term economic benefits in turn help students navigate personal finance, and investments and in making more informed career choices.

In addition to discussing the benefits mentioned above, the panel discussion will attempt to answer the question of how economic knowledge contributes to responsible citizenship, supporting a sustainable and prosperous future.



## Agenda of the New Education Forum Kraków

**The future of artificial intelligence and economic education:** The role of partnerships with technology companies and artificial intelligence developers is crucial. By analysing real-world applications, it is worth assessing how such partnerships can contribute to the creation of effective, age-appropriate educational tools. The focus is on the transformative potential of new technologies, such as virtual reality and artificial intelligence, in enhancing the educational experience and preparing students for the ethical considerations of an AI-focused career.

The Digital Education Action Plan created by the European Commission aims to provide appropriate methodologies and opportunities to train teachers in digital skills and competences, also taking into account the latest developments in artificial intelligence in education. It is also important to include the use of technology to address pressing societal issues such as combating misinformation and promoting digital skills. Adaptive learning platforms, simulations, virtual assistants and chatbots, data analysis and visualisation tools, natural language processing (NLP), augmented reality (AR) and virtual reality (VR), personalised learning platforms and automated assessment and feedback systems are just some examples based on artificial intelligence that can provide immediate support to students, offer explanations, additional resources and guidance on various topics. The panel will try to answer the question of what technical, but also ethical issues should be considered when integrating artificial intelligence into educational tools and career guidance systems.

**Navigating the future:** As Erik Brynjolfsson and Andrew McAfee note in their book “The Second Machine Age: Work, Progress and Prosperity in the Age of Brilliant Technologies”, the impact of automation and artificial intelligence on employment is characterised by nuanced dynamics. Understanding these processes presents a significant challenge to educators, policymakers and industry leaders, for the need to educate and adapt policies to the changing landscape of work. Legislative initiatives such as the European Skills Agenda and the Digital Education Action Plan provide a fundamental backdrop, highlighting the concerted efforts required to align education with the changing demands of employers. Cross-sectoral initiatives are needed to bridge the gap between schooling and academia and the practical skills critical to AI-based careers. The panel discussion aims to explore the multifaceted impact of artificial intelligence on the labour market, with a focus on common solutions involving educational institutions, policymakers, the private sector and technology companies. We will answer questions on key aspects such as skills adaptation, employability, ethical issues and the role of new technologies in dynamically changing professions.

Modelled on the European Digital Education Hub, NEF Kraków promotes cross-sector collaboration, identifies and shares good practices, and supports the education sector by facilitating access to tools, frameworks, guidelines, technical expertise and research in the field of digital education. As part of the Year of Economic Education, the event will provide a concise but comprehensive exploration of the latest trends, aiming to offer practical insights into navigating the future of education and careers in the age of artificial intelligence.

## Agenda of the New Education Forum Kraków

**13th of March, 2024**  
(Wednesday)

Visiting the exhibition in the  
Kraków Salon Ekonomiczny NBP

ul. Basztowa 20

Workshops for Kraków teachers  
in the Socio-Economic  
Innovation Cluster Zabłocie  
20.22

ul. Zabłocie 20, building "A"

Networking dinner for  
panellists, decision makers and  
organiser

**14th of March, 2024**  
(Thursday)

**9.00 — 9.30**

**Registration:**

Stanisław Wyspiański  
City Council Session  
Room (Plac Wszystkich  
Świętych 3-4)

**9.30 — 9.40**

**Welcoming statements**

- **Jacek MAJCHROWSKI**

Mayor of the City of Kraków

- **Joanna BOCHNIARZ**

General Director  
Center for Innovative Education

**9.40 — 9.50**

**Opening speech**

- **Representative**

Ministry of National Education

**9.50 — 10.10**

**Presentation I: Presentation Mentor 2.0: why digital Platform for teachers?**

- **Maria URBAŃSKA**

Coordinator of the Mentor 2.0 project

- **Stavros MILIONIS**

Founder and President of KEAN

The Erasmus+ Mentor 2.0 project represents a groundbreaking effort to redefine educational practices through digital innovation, culminating in the creation of a comprehensive online platform for educators. This platform, enriched with resources and tools, aims to elevate the teaching experience by fostering mentorship and enhancing learning outcomes. As the project reaches its culmination, a presentation at NEF Kraków will showcase the platform's capabilities and its impact on the educational community, marking a significant milestone in the project's journey.

**10.10 — 11.25**

**Panel I: The need for economic education in primary and secondary schools - shaping informed citizens for a sustainable future**

Moderated by:

- **Joanna BOCHNIARZ**

General Director  
Center for Innovative Education

- **Katarzyna BASIAK-GAŁA**

Director of the Cracow Branch of the National Bank of Poland, Cracow Economic Salon

## Agenda of the New Education Forum Kraków

### Panel I

- **Paweł KACZMARCZYK**

Advisor to the Management Board and Development Director of Czepczyński Family Foundation

- **Beata NOWAKOWSKA**

Head of the SPPP „Cracow Career Center”, Initiator of the “Young entrepreneur” and “Start up your dream, create your start-up” project

- **Wojciech ZALEWSKI**

Chairman of the Youth Council of Kraków

How does early learning of economic concepts contribute to the development of critical thinking and problem-solving skills in students? What are the potential long-term economic benefits of integrating economics education into primary and secondary school curricula? How can economic education help students to make informed decisions about personal finances, investments and career choices? How does economic knowledge contribute to the development of responsible and informed citizenship?

11.25 — 11.55

**Networking break**

11.55 — 12.05

**Presentation II: Zablocie Socio-Economic Innovation Cluster 20.22 - UMK representative (tbc)**

- **Wojciech ŁAPTAŚ**

Deputy Director at the Innovations and Entrepreneurship Department at the Municipality of the City of Kraków

12.05 — 13.20

**Panel II: The future of artificial intelligence and economics education: Innovations, Challenges and Collaboration in School Environments**

Moderated by:

- **Adam SANOCKI**

Board Member

Centrer for Innovative Education

- **Sebastian DRZEWIECKI**

Vice President of ABSL

- **Magdalena MAZUR**

Principal of Primary School with Integration Classes No. 12 in Kraków, Project Coordinator of the "Designing the Future" project

- **Tomasz PŁONKA**

student of the Telecommunication VET school in Cracow

- **Konrad SZCZUKIEWICZ**

project “Start up your dream, create your start-up” Coordinator

What engaging and inspiring models exist for integrating economics education into early childhood education and what lessons can be learned from them? What role can technology play in improving the delivery of economics education in primary and secondary schools? What are the challenges and concerns of introducing artificial intelligence and economics education at an early age and how can they be addressed? How can artificial intelligence be used to assess and evaluate students' understanding of economic concepts, and what challenges and issues should be considered when implementing AI-based assessment tools



## Agenda of the New Education Forum Kraków

13.20 — 13.50

### Networking break

13.50 — 15.05

### Panel III: Navigating the future - The impact of artificial intelligence on labour market changes and common solutions for education and career pathways

Moderated by:

- **Jorge GIMENO PAWLOWSKI**

Director, Atland Consulting

- **Representative**

Polish Telecommunication and IT Chamber (tbc)

- **Michał KARP**

student of the Telecommunication VET school in Cracow

- **Natalia POPIELA**

Student of the Elementary and Middle School No. 38 in Kraków, Participant in the project named „Female Engineers Urgently Wanted”

- **Wojciech WAŹTOR**

Teacher of the Embassy International School in Cracow, Auth of blog EdukacjaJutra.com and guidelines for teachers "Artificial intelligence in education"

How can partnerships between educational institutions, policy makers and the private sector contribute to the effective implementation of economics education in schools and help students choose career paths in the age of artificial intelligence? What joint initiatives can bridge the gap between academic learning and the practical skills required by a changing labour market? What role can collaborations with technology companies and artificial intelligence developers, and new technologies such as virtual reality and artificial intelligence, play in improving the educational experience and preparing students for artificial intelligence careers?

15.05 — 15.15

### Closing Speech

- **Sławomir DRELICH**

Board member of the Foundation for the Development of the Education System

15.15 — 15.30

### Closing NEF Kraków

- **Joanna BOCHNIARZ**

Director General, Center for Innovative Education

- **Anna DOMAŃSKA**

Director of the Department of Education, Municipality of Kraków

## SPEAKERS

### Katarzyna BASIAK-GAŁA



Director of the Krakow Branch of the National Bank of Poland, Kraków Economic Salon

Economist, graduate of the Krakow University of Economics, Jagiellonian University, London School of Public Relations and the University of Social Sciences. Currently Director of the Krakow Branch of the National Bank of Poland, she previously worked in Polkomtel SA, the Ministry of Treasury, Telewizja Polska SA and on the supervisory boards of Vistula Group SA, Opakomet SA, Zewt SA, among others. Involved in numerous social initiatives, including Member of SKOZK, initiator and co-initiator of the creation of the NBP Krakow Economic Salon - a modern educational and conference facility. Repeatedly appreciated and awarded for social and educational activities.

### Joanna BOCHNIARZ



General Director of the Center for Innovative Education

CEO of the Center for Innovative Education and co-creator of the New Education Forum. She has been developing educational programmes for school communities, businesses, and national and regional governments since 2004. Previously a business lawyer at international law firm (1994-2009); she is a University of Warsaw and ESADE Business School alumni.

### Anna DOMAŃSKA



Director of the Department of Education, Municipality of Kraków

Director of the Education Department of the Krakow City Hall. A long-time employee of this department, holding managerial positions. A person who excels in the field of education, with particular emphasis on the problems of education in Krakow. Her experience and knowledge is often used in nationwide forums, in local government corporations such as the Union of Polish Metropolises and the Union of Polish Cities. An official who brilliantly combines theoretical knowledge with the ability to apply it in practice in educational units subordinate to the city. He also excels in cooperation with external partners in the implementation of various projects for the development of Krakow's education.

### Sławomir DRELICH



Board member of the Foundation for the Development of the Education System

Dr. Sławomir Drellich - political scientist and ethicist; board member of the Foundation for the Development of the Education System; lecturer at the Department of Political Thought at Nicolaus Copernicus University in Torun; educational expert and author of civics textbooks for high school and technical schools; author of books and articles on populism, liberalism and libertarianism.

## SPEAKERS



### Sebastian DRZEWIECKI

Vice President of ABSL

For the past 20 years, he has led the teams and development of large organizations in the area of new technologies. He has developed companies up to 2,000 employees. Currently managing director at Softserve Poland. He is actively involved in organizations that support the development of young people and future leaders, such as Technology in a Skirt, Mentoring Walk, LeadersIN and ABSL.



### Jorge GIMENO PAWŁOWSKI

General Director, Atland Consulting

Chair of the Board of the Center for Innovative Education, Director of Atland Consulting and Strategic Impact Advisor. He has been working in sustainability and social impact since 2005, creating high-impact international projects and advising executives and boards on ESG and impact strategies. He is an alumni of ESADE, LIC and ESIC. Jorge is the chief advisor at Atland Consulting, creating vision and impact strategy for his clients. He is also an expert in institutional relations and public affairs, essential for achieving major objectives. Atlands' clients include OSCE, EIT Food and the Croatian Institute of Research IRMO, among others.



### Paweł KACZMARCZYK

Advisor to the Management Board and Development Director of Czepczyński Family Foundation

Lecturer at Kozminski University in Warsaw, Advisor to the Board of Directors and Development Director at Czepczynski Family Foundation. He is involved in the development of financial education in elementary schools. At the Foundation, he develops the ABC of Economics and ABC of Empathy projects in Poland, Germany, Italy, Spain, Portugal, Ukraine and Lithuania.



### Michał KARP

Student of the Telecommunication VET school in Kraków

Student of the Communications Technical School in Kraków and winner of many business competitions for young people. He is interested in building applications, applying language models and natural language processing. Together with a group of friends, headed by Tomasz Płonka, he is building a tool for officials to facilitate the issuance of individual tax interpretations.



## SPEAKERS



### Wojciech ŁAPTAŚ

Deputy Director at the Innovations and Entrepreneurship Department at the Municipality of the City of Kraków

Deputy Director in the Department for Entrepreneurship and Innovation Krakow City Hall. Academic title: Master's degree. He has extensive and diverse professional experience in the field of entrepreneurship. From 1989 to 1998 he ran his own company. From 1998 to 2004 he was the Operational Coordinator Director of the Micro Fund (now known as FM Bank), dealing mainly with financial support for micro-enterprises. Trainer, mentor, lecturer of many EU-funded projects addressed to enterprising people. Founding member of the Association for the Promotion of Entrepreneurial Attitudes and Economic Independence "Sens". Since April 2004 he has been working at the Krakow City Hall, where he co-created the creation of the new structure of the Entrepreneur Service Point. It cooperates with Krakow universities and primary schools in the field of supporting the promotion of entrepreneurship among young people.



### Magdalena MAZUR

Principal of Primary School with Integration Classes No. 12 in Kraków, Project Coordinator of the "Designing the Future" project

As the director of Primary School with Integration Classes No. 12 in Kraków since 2007, Magdalena Mazur has devoted her career to enhancing educational quality. A history and social studies teacher qualified in family life education and technology, she actively participates in various educational associations, including PROMENTOR and the Nationwide Management Education Association. Magdalena contributes to educational advancements through her involvement in city advisory teams, coordinating EU projects like "Designing The Future," and providing workshops, lectures, webinars, and mentoring for school directors and teachers. Her initiative, "Coffee with the Director" on Facebook's Edumaster.pl, addresses contemporary educational topics.



### Stavros MILIONIS

Founder and President of KEAN, Charter of the Diversity in Greece

Stavros is the founder and President of KEAN (Human Rights, environment, volunteerism, youth participation, democracy) He is very active in the field of employees Rights, and he is Deputy Secretary of Foreign Affairs in OME-OTE, the biggest worker rights organization in telecom sector in Greece and also, he is responsible for EU Projects and Public Sector in OTEGlobe. He is the founder of Diversity Charter in Greece. He is Co-founder at M<sup>2</sup>.

## SPEAKERS

### Beata NOWAKOWSKA

Head of the SPPP „Kraków Career Center”, Initiator of the “Young entrepreneur” and “Start up your dream, create your start-up” projects



For six years, she has been helping young people make informed decisions related to choosing their educational and career paths. Working at the Specialist Psychological and Pedagogical Counseling Center, she has developed her creativity by creating projects for young people. She implements an original project aimed at high school students, titled “Launch Your Dreams, Create Your Start-up”. She also works as a career counselor at one of the high schools in Krakow.

### Tomasz PŁONKA

Student of the Telecommunication VET school in Kraków



A student of the Technical School of Communications in Krakow. Runs a web development company. He is interested in using artificial intelligence in the software development process. Together with a group of friends, including Michal Karp, they are working on a tool for officials to facilitate the issuance of individual tax interpretations.

### Natalia POPIELA

Student of the Elementary and Middle School in Kraków



Natalia, born in 2010, in Krakow, Poland, is a dedicated primary school student. In 2023, she achieved a significant milestone by earning the Cambridge English Certificate at B1 level. That same year, she actively participated in the “Female Engineers Urgently Wanted” project, demonstrating her interest in engineering and technology. Natalia's involvement in the NEF stems from her desire to see Polish education foster the development of children's and youths' talents and interests. She is driven by the belief that it is possible to achieve one's dreams and is eager to prove that through her actions and participation.

### Adam SANOCKI

President, Attention Marketing Institute



Business and communications expert with over 20 years of experience. Has extensive experience in implementing strategic projects and supporting companies, public institutions and NGOs in this regard. Expert in building communication strategies, risk management, crisis communication and creating and supporting sales processes. Passionate about new trends in communication, he is also Member of the Board of the Center for Innovative Education.

## SPEAKERS



### Konrad SZCZUKIEWICZ

Project "Start up your dream, create your start-up" Coordinator

A graduate of the Paris Sorbonne and an MBA. Worked in managerial positions in corporations in France, Belgium and the US. Co-founder of Polish artificial intelligence startup ShelfWise, sold in 2021 to an American fund. Currently a biotech entrepreneur, developing companies specializing in stem cells.



### Wojciech WAȚOR

Teacher of the Embassy International School in Kraków

Mathematics teacher from Embassy International School in Krakow. Enthusiast of modern solutions in neurodidactic education. Author of the blog EdukacjaJutra.com and a guide for teachers "Artificial Intelligence in Education". Krakow's "Teacher with Passion."



### Wojciech ZALEWSKI

Chairman of the Youth Council of Kraków

Student at 5th High School in Krakow in a law and economics class. Winner of the 49th History Olympiad. In the years 2021/2022, he was the leader of a social project focused on economic education and raising awareness about entrepreneurship among young people. Chairman of the Krakow Youth Council of the 11th Term.



## NEF Kraków organizers



### Tomasz **KOBYLAŃSKI**

The chief specialist in the Education Department of the Krakow City Hall, where he coordinates educational initiatives and scholarship programs for students. Among the projects implemented are actions in support of educational assistance for refugees from Ukraine, including cooperation with the United Nations Children's Fund (UNICEF). As part of this, Sun Support Spaces (SŁOŃCE) were established in Krakow, providing psychological and pedagogical assistance to students from Ukraine and their parents, as well as their peers from Poland and other countries. These initiatives were presented by Tomasz Kobylański during the New Education Forum in Caserta and at the European Parliament in Brussels (2023).

For many years, he has been involved in activities supporting historical, anti-discrimination, civic, and climate education. For his efforts, he was awarded the Krakow Youth Friend Award in 2022, presented for the first time by the Krakow Youth Council. An expert of the United Nations Global Compact Network Poland, co-author of the reports "Climate Education in Poland". As a journalist, he collaborated with the most widely read Polish weeklies (such as Polityka, Przekrój, Wprost, Newsweek, or Tygodnik Powszechny) and online portals. A graduate of Ukrainian Studies and European Studies at the Jagiellonian University in Krakow.



### Marzena **DUSZA**

Since 2017, she has been associated with the Center for Innovative Education. Certified Manager of non-governmental organizations. Involved in the creation and implementation of projects under ERASMUS, EE&Norway Grants, ESF, CERV programs. Coordinator of New Education Forum both in Poland and abroad. Managing Director of CIE since 2023.



## What is CIE?




Created in 2015, the Center is a non-profit foundation operating internationally, with its headquarters in the village of Bukwałd, in the Warmian-Masurian region.

**Our mission** is to support the development and quality of life in European societies by:

-  activating people, especially those who are not functioning on the labour market, do not study or are at risk of exclusion, in the context of the changing labour market, especially considering digital and green transformation;
-  creating, promoting and implementing innovative learning methods in formal and informal education, including the implementation and promotion of Outdoor Learning;
-  promoting entrepreneurship: mainly among social minorities and inhabitants of rural areas;
-  protecting nature through active environmental education and cooperation with other institutions;
-  supporting the development of employees and improving the quality of the labour market.

**Our vision** is to support people in such a way that they would be able and willing to make more conscious decisions about their own development path based on a better knowledge of themselves, their own strengths and talents, and the ability to strengthen internal motivation and create an environment conducive to self-development.

Three areas of CIE's **specialization** are:

-  development and management of individual strengths and talents;
-  development of transversal competencies, especially through the Outdoor Learning method;
-  innovative learning methods, especially in the field of vocational education and adapting education to the digital and green transformation.

The Center **fulfils its goals** by:

-  international development of local and regional governments, schools, vocational schools, universities,
-  non-governmental organizations through the implementation of projects that have a positive impact on the local and regional labour market, including creation and participation in consortia in educational projects financed from public funds (in 2022 the total value of projects involving CIE exceeded EUR 5.8 million);
-  sharing and promoting good practices and creating opportunities for the development of educational innovations expected by employers, e.g. by organizing the annual New Education Forum in Brussels and its Regional Meetings (in Gdańsk, Bielsko-Biała, Caserta, Athens, Warsaw, Berlin, Turin, Edinburgh, Sopot, Opole, Poznań, Aberdeen, Santander, Limerick, Olsztyn, etc.);
-  creating own educational solutions by CIE and offering workshops for teachers and trainers such as: "Soft competencies in Outdoor Learning", "Vocational Education Support", "MENTOR Pedagogy".

# CFF CZEPczyński FAMILY FOUNDATION

## Czepczyński Family Foundation

Czepczyński Family Foundation is a dream come true for Justyna and Artur Czepczyński, entrepreneurs and parents of three children, Wiktor, Eryk and Zosia. Artur, growing up under the guidance of his dad - a long-time school principal, has learned the realities of Polish education, and as a businessman he is trying to influence the improvement of its quality and accessibility for all children.



### Combining two worlds: business and education.

The funders show that it is possible and even necessary to implement education of economics, empathy and tolerance as early as in kindergartens. In addition to working to change education itself, the Foundation is also changing the environment in which people with disabilities function and develop. Therefore, its goal is also to eliminate barriers and stereotypes associated with people with disabilities and to activate them.

CFF's activities are mainly focused on education therefore the team consists of teachers, therapists, methodologies, and parents, as well as those involved in marketing, establishing partnerships and fundraising. The Foundation is a partner in the Year of Economic Education in Poland and has implemented projects together with the NBP, ING Foundation, PZU, PKN Orlen and many other companies, organizations and local governments. In Europe cooperates with the European Commission, DG Fisma, OECD or BSFV in Germany.

**The ABC of Economics educational project** is aimed at children aged 5-10. We have successfully equipped more than **3,300 schools and kindergartens** in Poland with educational packages, trained more than **10,000 teachers**, and the program has covered about **100,000 children**.

As part of the project's implementation, educational institutions in Poland are being equipped with **30 books ABC of Economics, scripts for 12 lessons on finance and entrepreneurship, as well as worksheets and infographics**. Teachers receive training on financial education, teaching methodology and educational needs in this area. Each institution receives hard copy and digital materials. All elements of the project are in line with the core curriculum for grades 1-3 and can be implemented as part of early childhood education.

Studies conducted by Polish economic universities and the European Commission indicate that **projects such as the ABC of Economics are extremely important for the economy and local society**. This is also confirmed by the results of research conducted by the NBP. These surveys show that **Poles derive most of their knowledge about finance and economics from their own experience (63%)**, and thus learn from their own mistakes. At the same time, the survey participants just pointed to **school and teachers as the most natural and desirable source of knowledge about finance and economics (56%)**, the most frequently given answer.

**Research indicates the need for programs such as the ABCs of Economics:** "Entrepreneurship education should encompass the entire Polish society, to change the mentality and strengthen, if not build, a flattering image of the entrepreneur and promote entrepreneurial attitudes." (Soloduch-Pelc, 2007) Teaching entrepreneurship in Poland is important because, according to research, **it leads to better entrepreneurial outcomes in the future**.

#### **Benefits of financial education:**

- increase in the level of education, complementing education in the area of key competencies
- building an entrepreneurial society, aware of economic and social principles
- equipping educational institutions with books and educational materials
- professional development of teachers through training, improvement of qualifications, implementation of innovative educational projects
- responding to social needs following the results of the NBP survey
- building the wealth of the local community through knowledge and the creation of entrepreneurial attitudes





# NBP Kraków Economic Salon



## KNOWLEDGE

The NBP Kraków Economic Salon is an ideal place for those who want to deepen their knowledge. The exposition is divided into three complementary thematic modules composed of the Polish Room, the NBP Room, featuring the Numismatics study, and the Kraków Room. Each one presents in an attractive way the most important issues related to the history of money in the context of Polish history. An important part of the exhibition is the history of Narodowy Bank Polski

## POLISH ROOM HISTORY IS OF GREAT IMPORTANCE!

We begin our encounter with the history of money at the foundations of Polish statehood and end it in the present day. The Polish Room has been arranged in the beautifully restored classicist interiors of NBP. The exhibition is an integral part of the history of the place where banking life has been continuously vibrant since 1924.





## NBP Kraków Economic Salon



### KRAKÓW – CRADLE OF FINANCE

The NBP Kraków Economic Salon was conceived as an open place for meetings and the exchange of ideas, which is why the exhibition we have prepared touches on important issues relating to the history of money and the economy, and provides an opportunity to interpret the many phenomena that have taken place over the course of history in the Polish economy.

### NBP ROOM CENTRAL BANK: BANK OF THE STATE, BANK OF BANKS, BANK OF ISSUE

In the Narodowy Bank Polski Room, you will learn about the contemporary functions and tasks of the central bank. You will learn why NBP is important for the economy and how it protects the value of money. But that is not all! Here you will see unusual coins and collector notes issued by NBP which are admired by collectors all over the world, and you will also be able to hold an original bank gold bar in your hand.

FOR MORE INFORMATION, GO TO: [www.nbp.pl/kse](http://www.nbp.pl/kse)

## Promoting entrepreneurial attitudes among Krakow residents



The Entrepreneur Service Point (POP) of the Office of the City of Krakow has been supporting people interested in starting their own business and entrepreneurs already doing business in Krakow for many years. However, POP is not just a "one-stop shop" where you can get information or get things done. An important element of promoting entrepreneurship in Krakow is the education of the young generation, which is why the Entrepreneur Service Point has been running a wide-ranging information and promotion campaign on the possibilities of setting up companies in Krakow since 2007. This action is aimed at stimulating entrepreneurship among students of Krakow schools and universities and showing simply and clearly the path during the establishment of a company, as well as the available tools at the very start of the business adventure.

The presentation "First Business. Step by Step" is conducted at Kraków's universities, in secondary schools as part of the "Basics of Entrepreneurship" and "Business and Management" subjects, as well as at other events related to entrepreneurship or the labour market, such as Job and Entrepreneurship Fairs, Hackathons, Scientific Conferences, Economic Forums and during the Global Entrepreneurship Week.

The result of cooperation with schools and other institutions is completed in 2023 - 240 presentations, attended by more than 4 thousand people! The total since the beginning of the campaign is so far 906 presentations with more than 20 thousand recipients.



For more information, along with the ability to book a presentation date, please call 12 616 56 11 or email [bartosz.dasios@um.krakow.pl](mailto:bartosz.dasios@um.krakow.pl).

## Engineers Urgently Wanted

"Engineers Urgently Wanted" is a Krakow-based project and a good educational practice worth sharing with others. Thanks to the project, young and ambitious schoolgirls are trying to learn more about the world of science and technology. This happens under the watchful eye of a career counsellor and experts from an international company.

From September 2023 to January 2024, five female students took part in the project. They are eighth-graders from Krakow elementary schools - particularly gifted in science. During this time, they cooperated with scientists and engineers from the ABB Corporate Technology Center in Krakow and the vocational counsellor of the Psychological and Pedagogical Clinic No. 2 in Krakow, Danuta Komorowska (also the originator of the project).

*- In the recruitment process we were looking for female students ready for new challenges, with a head full of ideas, a sense of humour, for whom mathematics is a favourite subject," says Danuta Komorowska.*



## Female Engineers Urgently Wanted



### What was working in the project like?

The students took part in solving an engineering problem. It concerned the selection of the cross-section of a conducting bus in a medium-voltage switchgear using knowledge of mathematics and physics.

*- The students worked together with scientists and engineers of ABB's Corporate Technology Center to solve the problem at the center's headquarters. The work was very intensive and interesting at the same time. I hope that the girls' interest in the world of technology will increase*

- says Danuta Komorowska. As she points out, ABB is a multinational corporation that operates in industries such as automation, robotics and energy. As a result, the schoolgirls were able to learn more about these fields.

At the invitation of the organizers, one of the students will present the assumptions of the project at the New Education Forum Krakow 2024. The various stages of the project "Female Engineers Urgently Wanted" were filmed. As a result, a two-minute film on the results of the work of the project participants was created. It can be found on the website of the Psychological and Pedagogical Clinic No. 2 in Krakow. It will also be presented during the NEF Krakow.

*- The video very well captures the atmosphere of the research process and the involvement of the whole team in solving the problem. It is a good material for use in career counselling classes, as part of parenting lessons, as well as lessons in mathematics, and physics. It can initiate a discussion about the modern labour market and the need for specialists and specialists in the sciences*

- Komorowska adds, and warmly encourages the use of the material.

### Important goals of the project:

1. **To popularize engineering professions** among female students of elementary school grades VIII, to draw attention to how important a role new technologies play in solving engineering problems.
2. **To develop logical and critical thinking skills** in the process of solving engineering problems using knowledge of science.
3. **Developing the ability to actively cooperate** in a project team.
4. Strengthen students' **self-confidence** and **experience the joy of engaging** in research work.





# MENTOR 2.0

## Learning teaching and Training Activities

**The Learning, Teaching, and Training Activities (LTTA)** event in Athens, which took place from the 14th to the 18th of February, marked a significant milestone for educators from Poland, Spain, Austria, Italy, and Greece. This event, under the auspices of the Mentor 2.0 program, was meticulously designed to facilitate a robust exchange of pedagogical strategies, foster enduring professional relationships among educators across Europe, and critically evaluate an innovative digital platform developed to revolutionize teaching and learning processes.

Participating teachers engaged in a comprehensive array of workshops and discussions throughout this intensive week. These sessions were carefully curated to encourage open dialogue on the evolving challenges and opportunities within the educational sector. Highlighted modules such as “School’s Role in Circular Economy” and “Collaboration between Schools and External Environment” were particularly commended for their practical applicability and potential to enhance student-teacher engagement, demonstrating the immediate value of integrating these resources into classroom settings.

A pivotal aspect of the LTTA was the testing of the Mentor 2.0 interactive platform, which presented an exceptional opportunity for teachers to interact directly with the tools and resources designed to enrich their teaching practices. The consortium behind Mentor 2.0 was able to gather invaluable feedback from this hands-on experience, insights that will be instrumental in refining and enhancing the platform’s functionality and user experience.





# MENTOR 2.0

## Learning teaching and Training Activities



The event also provided a unique cultural immersion, allowing teachers to explore the historical and archaeological richness of Athens. This cultural exploration and the opportunity to network with peers from different educational backgrounds underscored the importance of community and shared experiences in fostering a collaborative educational environment.

As we reflect on the success of the LTTA in Athens, the Mentor 2.0 consortium is invigorated by the constructive feedback and vibrant discussions that emerged. These insights will be pivotal in further developing the platform, ensuring that it meets and exceeds the needs of educators striving to adapt to and flourish in the ever-evolving teaching and learning landscape. With plans to introduce even more innovative tools, including AI applications and mental health resources, the future of the Mentor 2.0 platform is bright, promising to empower teachers and students alike with the resources they need to succeed in a dynamic educational environment.





# MENTOR 2.0

## MENTOR pedagogy and Mentor 2.0 project

This publication presents the findings of surveys conducted in Poland, Spain, Italy, Greece, and Austria, alongside the Mentor 2.0 Platform Guidelines within the Mentor 2.0 project. This project, a cooperation partnership in the field of school education, is co-funded by the Erasmus+ Programme of the European Union, under Grant Agreement no. 2021-2-PL01-KA220-SCH-000049306. The Mentor 2.0 project is coordinated by the Center for Innovative Education (CIE) in Poland, with participation from Lascò in Italy, Femxa Formación SLU in Spain, GTN Solutions in Austria, and Kyttaro Enallaktikon Anazitiseon Neaon - KEAN in Greece.

The objective of the Mentor 2.0 project is rooted in the original MENTOR pedagogy, which has been developed by the Center for Innovative Education (CIE) since 2015. This pedagogy equips educators with methods to help young people discover their individual strengths and talents. It also provides school staff with opportunities to embrace modern learning techniques, draw inspiration from the evolving labor market, and adapt to the digitalization of the teaching profession. Mentor 2.0 aims to analyze the current formal education systems and assess opportunities for modernizing the five national education systems, particularly in relation to the paradigm shift in the role of teachers, from knowledge transmitters to mentors for their students. Based on the research findings, the Mentor 2.0 Consortium will select the most suitable elements of the original MENTOR pedagogy and enhance them to develop an innovative curriculum for teachers that can be implemented in a digital environment.

## Excerpt from the Mentor 2.0 Surveys

To determine the most valuable content from the MENTOR pedagogy for the school community, Mentor 2.0 Partners engaged a total of 443 teachers and 417 students across the five Mentor 2.0 countries. These surveys were a vital component of the Mentor 2.0 research efforts, which included desk research, surveys, and focus groups involving primary, lower secondary, and upper secondary school teachers and students. The research delved into the regulatory context and recent policy developments in each of the five countries, focusing on support for mentoring in formal education. It also sought to understand teachers' and students' perspectives on the needs and gaps in educators' preparation for a mentorship role. The analysis covered various topics essential for facilitating the desired paradigm shift, including:

- Developing competencies and tools to boost teachers' and students' self-motivation.
- Identifying and managing strengths and talents.
- Promoting team building within schools, classrooms, and outdoor learning environments.
- Assessing the digital tools to enhance inclusive education.
- Understanding the school's role in the circular economy.
- Exploring current practices and requirements for fostering collaboration between schools and external stakeholders, especially employers.



This NEF Kraków Report aims to outline the lacking tools and competencies necessary for enhancing digital and green competencies in formal education, based on responses to specific survey questions. The surveys were conducted between June and October 2022 using an online platform to reach teachers and students in their homes, ensuring the appropriate environment for completing the surveys. Presented below are some of the most compelling findings, intended to enrich the discussions at the New Education Forum Vigo.

## Analysis of the responses to the teachers' surveys

The Mentor 2.0 surveys successfully engaged 443 teachers, exceeding the initially planned target of 300 outlined in the project proposal. These surveys for teachers comprised a total of 27 open-ended and closed questions, four of which are highlighted below along with the received responses. The complete reports from all five countries can be accessed on the Mentor 2.0 project website: <https://projectmentor2-0.eu/>

**Question 2** (the numbering from the original survey): As a teacher, what support do you need the most in terms of developing students' transversal (soft) competencies such as critical thinking, innovation, reflection, communication skills, collaboration, internal motivation, perseverance, and leadership?

The highest number of Greek teachers (**24.6%** of the surveyed teachers) indicated that most importantly they would welcome support in the scope of training, continuous education and support from colleagues. Further, they would like to invest in enhancing their innovation and communication skills (**13%**) and the school's technological infrastructure. Teachers in Greece would also appreciate support in strengthening their cooperative learning (**9,8%** of the surveyed) and self-motivation (**6,5%**). They would also value more flexibility in the educational system (**8%**).

**40%** of the surveyed Polish teachers would like to take part in the workshops at which they will improve their teaching skills.

Further:

- **30%** of all surveyed teachers declare they need support in motivating and supporting the perseverance of their students;
- **20%** of all surveyed teachers declare they need support in improving cooperation with parents and other teachers and
- **14%** of all surveyed teachers declare they need additional audio-visual materials in order to develop their students' transversal (soft) competencies.



**28%** of the Spanish respondents agreed on their need as teachers to develop their critical thinking skills. Other commonly mentioned responses refer to the need to acquire cross-cutting (soft) skills such as innovative thinking, reflective thinking, communication skills, collaboration, self-motivation, perseverance, and leadership.

Surveyed teachers in Italy indicated they would appreciate support in the scope of:

- Use of digital tools - **12%** of the surveyed teachers;
- Teamwork activities - **11%**;
- Problem-solving - **10%**;
- Cooperative learning - **9%**;
- Effective communication - **9%**;
- Active learning techniques - **8%**;
- Project-based learning - **7%**;
- Student-centred pedagogical approaches - **6%** of all surveyed Italian teachers in the scope of their pedagogical skills.

The following support areas and tools were mentioned in the Austrian teachers' surveys:

- Interdisciplinary teaching;
- Personal relations with students;
- Support from other teachers and cooperation among teachers;
- Internet access;
- Diversification of the student groups;
- Learning rooms that enable individual work as well as teamwork;
- Reflective thinking;
- Leadership skills;
- Communication skills.

#### **Comment:**

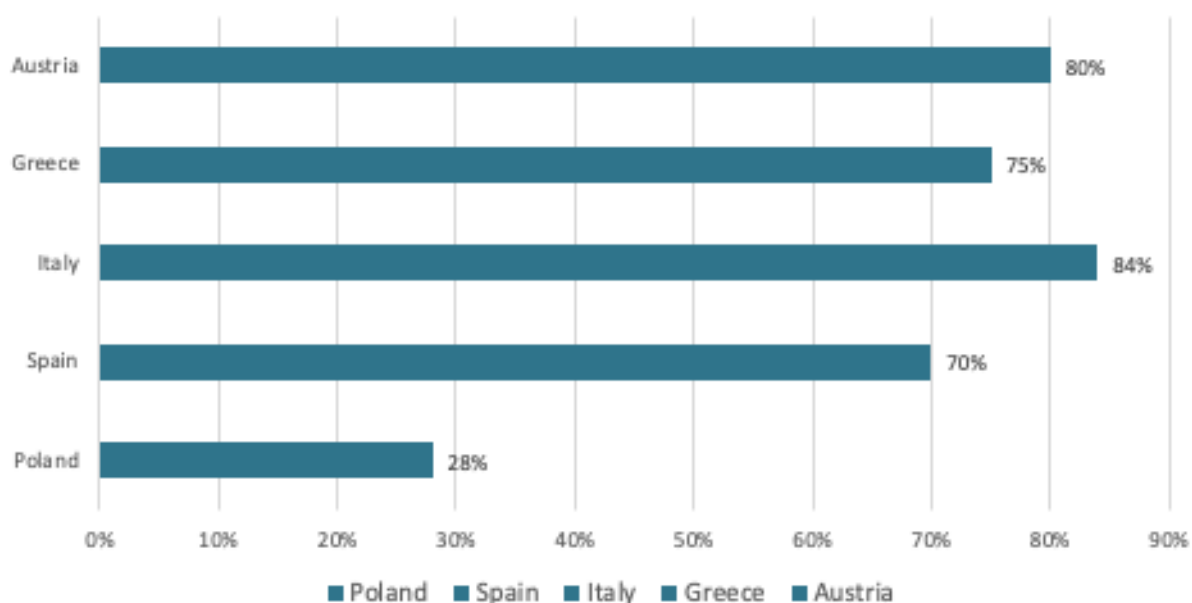
Teachers in the five surveyed countries are very much interested in supporting their students in matters of development of transversal (soft) competencies, which in some countries are other than the curriculum itself. In all five countries enhancing these competencies was more often mentioned than tools and logistics solutions that are needed at school.

In all countries, teachers indicated that they would like to improve their cooperation with other teachers and communicate better with students. Also commonly, teachers mentioned that they would like to benefit from innovative solutions such as those in digital forms and the internet and introduce project-based learning as the means of maintaining the learning motivation and focus of students. Teachers surveyed in all five countries also mentioned their need to have access to and use innovative learning tools, particularly digital solutions, such as audio-visual materials they could use in the classroom environment.



**Question 6** (the numbering from the original survey): During the last year, have you participated in training courses on building student teams, working in groups, or managing the classroom?

**Answer: NO**



**Comment:**

As depicted in the diagram above, Polish teachers in formal education have reported a notably high participation rate in training programs aimed at improving their classroom and team management skills, as well as enhancing students' group work. Two observations can be made regarding this result: firstly, as highlighted in the comprehensive version of the Polish Mentor 2.0 Report, the Polish formal education system mandates teachers to dedicate time to upskilling, which has yielded positive outcomes. However, upon analyzing the results from the students' surveys below, it becomes evident that, from the perspective of Polish youth, there remains a limited emphasis on teamwork within the learning process.

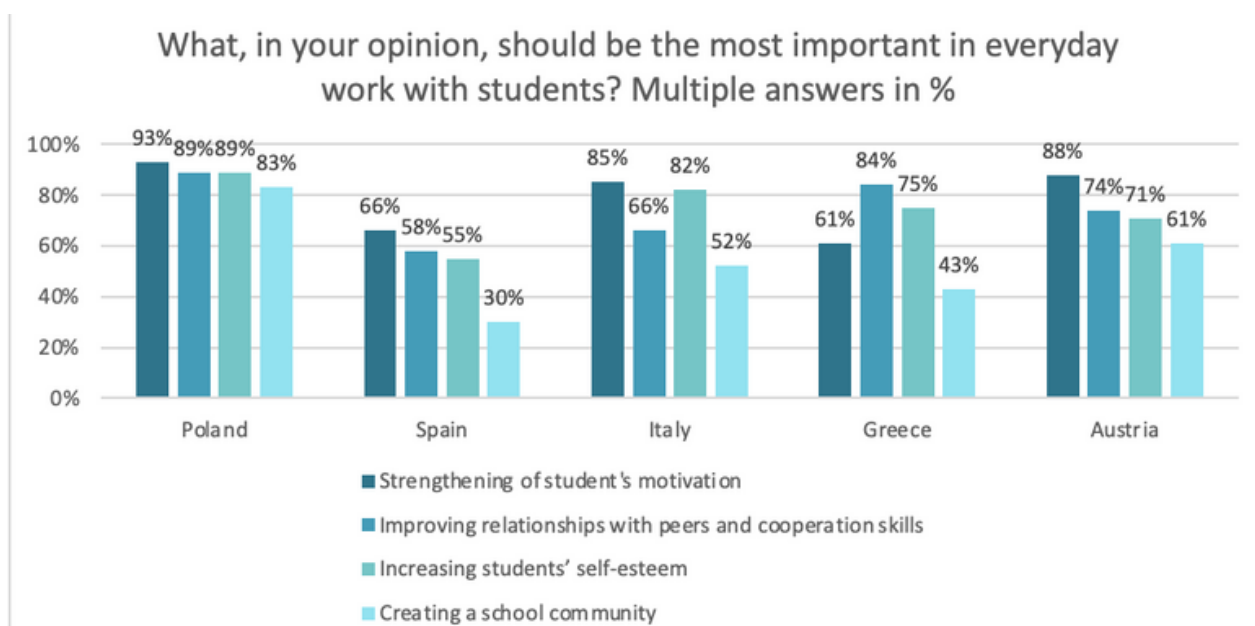


**Question 10** (the numbering from the original survey): On a scale of 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what, in your opinion, should be the most important in everyday work with students.

The teachers were provided with a list of topics, of which they could choose any number of answers they wanted:

- Preparing students for competitions;
- Improving relationships with peers and cooperation skills;
- Increasing students' self-esteem;
- Strengthening of motivation;
- Developing effective learning skills and eliminating learning failures;
- Skills development in educational projects;
- Implementation of the core curriculum;
- Creating a school community.

The graphic below is the excerpt of the most often answers chosen by the teachers in Poland, Spain, Italy, Greece and Austria.



According to the majority of respondents from Poland, Spain, Italy, and Austria, the primary focus of daily interactions with students should be on **strengthening students' motivation**. However, Greek respondents emphasized the importance of **improving relationships with peers and cooperation skills (83,7%)**. Nevertheless, this topic was also deemed significant by a high percentage of teachers in other countries: **88,6%** in Poland, **66%** in Italy and **74%** in Austria.

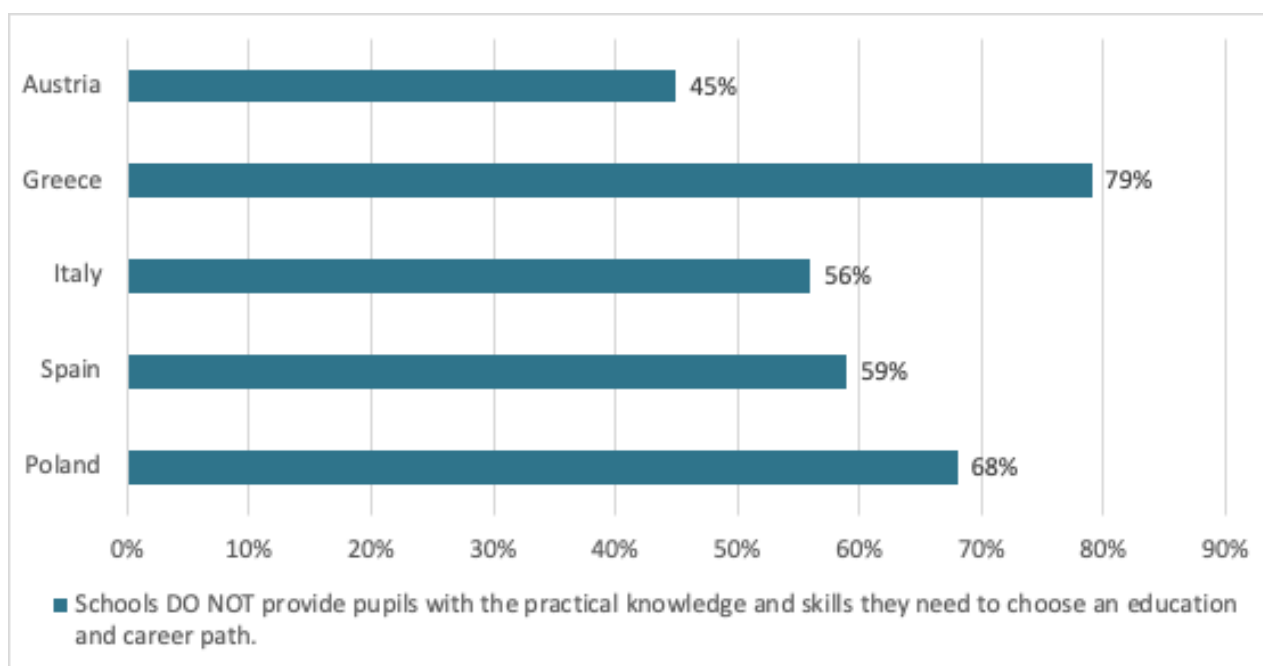


Teachers from all five countries shared a common view regarding the prioritization of the curriculum, considering it less important compared to other areas of focus in their daily work with students. Only a small percentage of respondents in each country **identified the curriculum as a top priority**: 8% in Poland, 13,1% in Greece, 23,4% in Spain, 35% in Austria and 43% in Italy – respondents marked this answer as important. Similarly, preparation for the competitions was not treated by the pedagogues of all five countries as their important daily task.

**Comment:**

This suggests that teachers prioritize the development of students' self-motivation and confidence over adhering strictly to the official curriculum mandated by higher authorities. Additionally, the emphasis on social skills, fostered within the school environment and through students' own relationships, independent of their parents, underscores the importance teachers place on young people's holistic growth.

**Question 16** (the numbering from the original survey): In your opinion, does the school equip students with the practical knowledge and skills needed to choose the educational and career path?



**Comment:**

This highlights a significant gap in the current education system and underscores the importance of exploring alternative approaches to better equip students for their future endeavors. It is concerning that according to the majority of European teachers surveyed, today's schools are failing to adequately prepare youth for the transition into adulthood, particularly in terms of selecting further pathways for educational and professional development. To gain insight into the reasons behind these opinions and to understand how the Austrian formal education system differs in achieving distinct outcomes from other countries' surveys, we encourage you to refer to the national Mentor 2.0 Reports from the five countries.

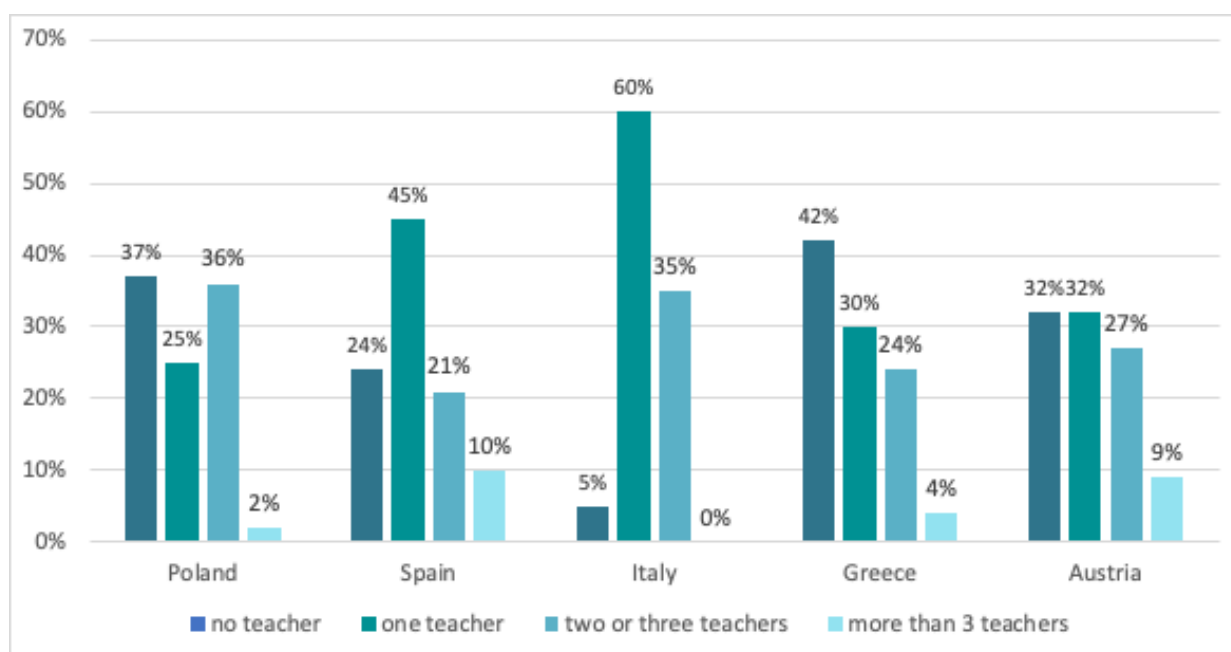




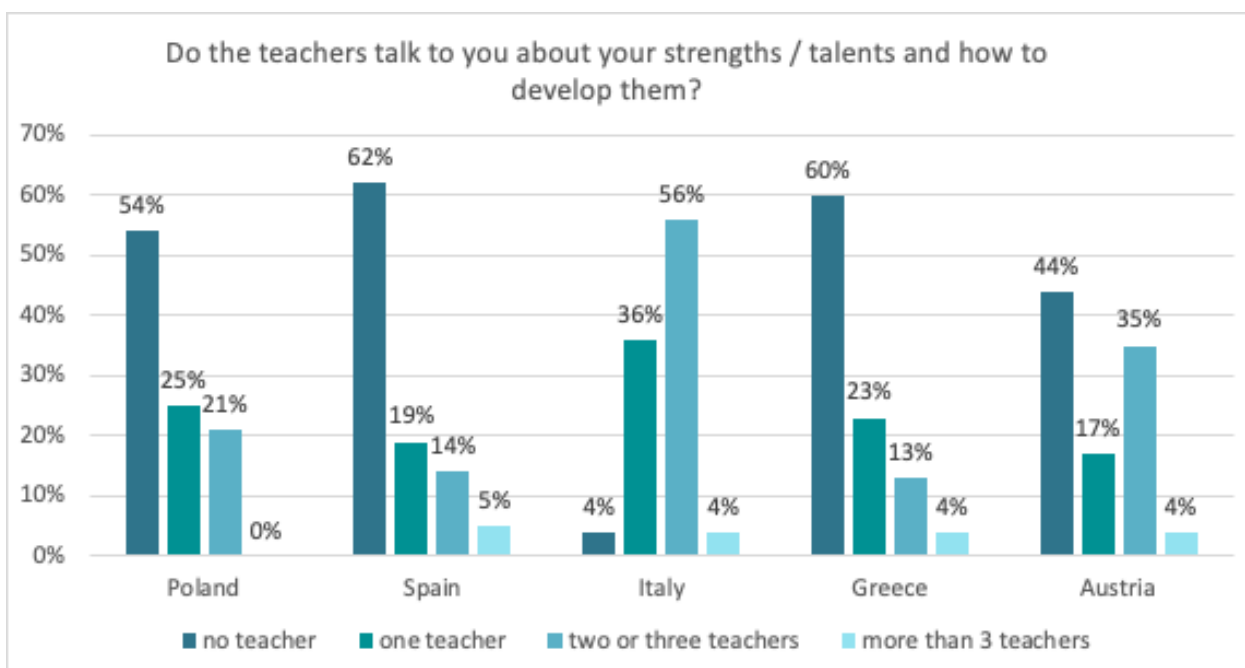
## IV Analysis of the responses to the students' surveys

All partners in the Mentor 2.0 consortium conducted surveys, reaching a total of 417 students, surpassing the anticipated 300. For the Mentor 2.0 project, obtaining responses to surveys from secondary-level students was paramount. Furthermore, three specific questions (Questions 14, 15, and 16 below) were exclusively directed at upper secondary education students. This emphasizes the challenges faced in gathering feedback from young students and highlights the significance of creating opportunities for their voices to be heard in discussions surrounding formal education. The Surveys for students included a total of 25 open-ended and closed questions, of which 10 are presented below as an excerpt together with answers received.

**Question 8** (original numbering in the surveys): Do the teachers talk to you about your strengths/talents and how to develop them?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

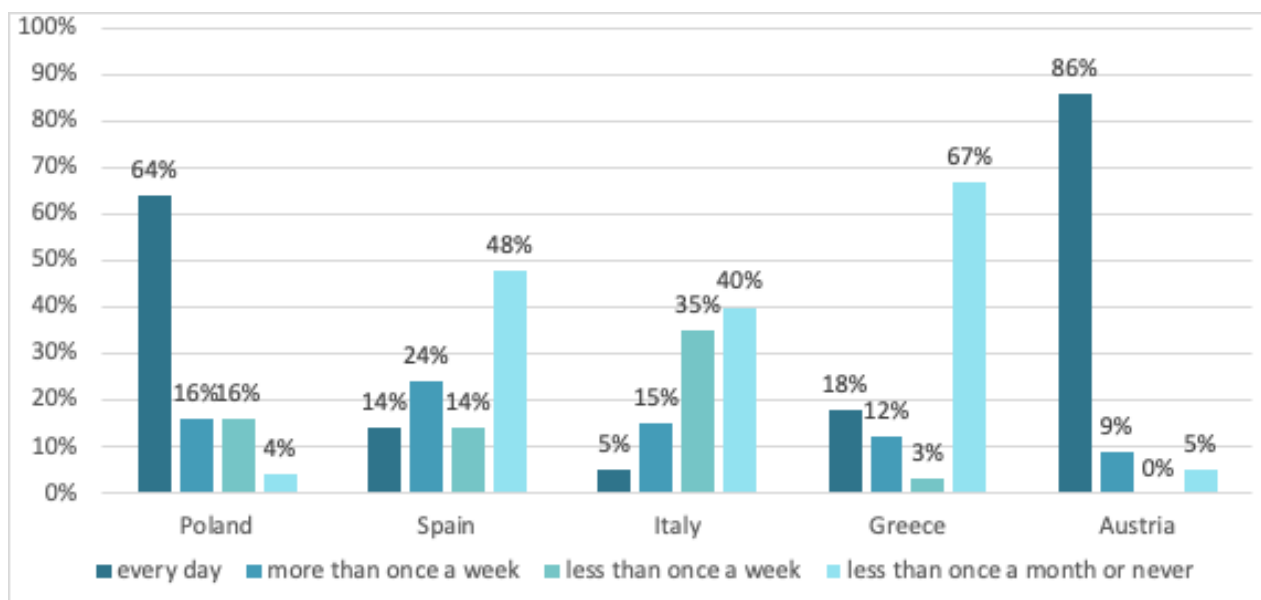
**Comment:**

The original Mentor Pedagogy from which Mentor 2.0 project derives, is based on the principle that each human being has her/his unique strengths and talents. Awareness of these individual qualities enhances the process of learning and helps focus on those topics on which one can build his/her future educational and professional career. Hence it was important to diagnose if students are made aware of their strengths and talents in the educational process. Lack of such knowledge often leads to pupils concentrating on too many subjects leading to further disorientation about the potential best pathway for development, discouragement and loss of internal motivation.

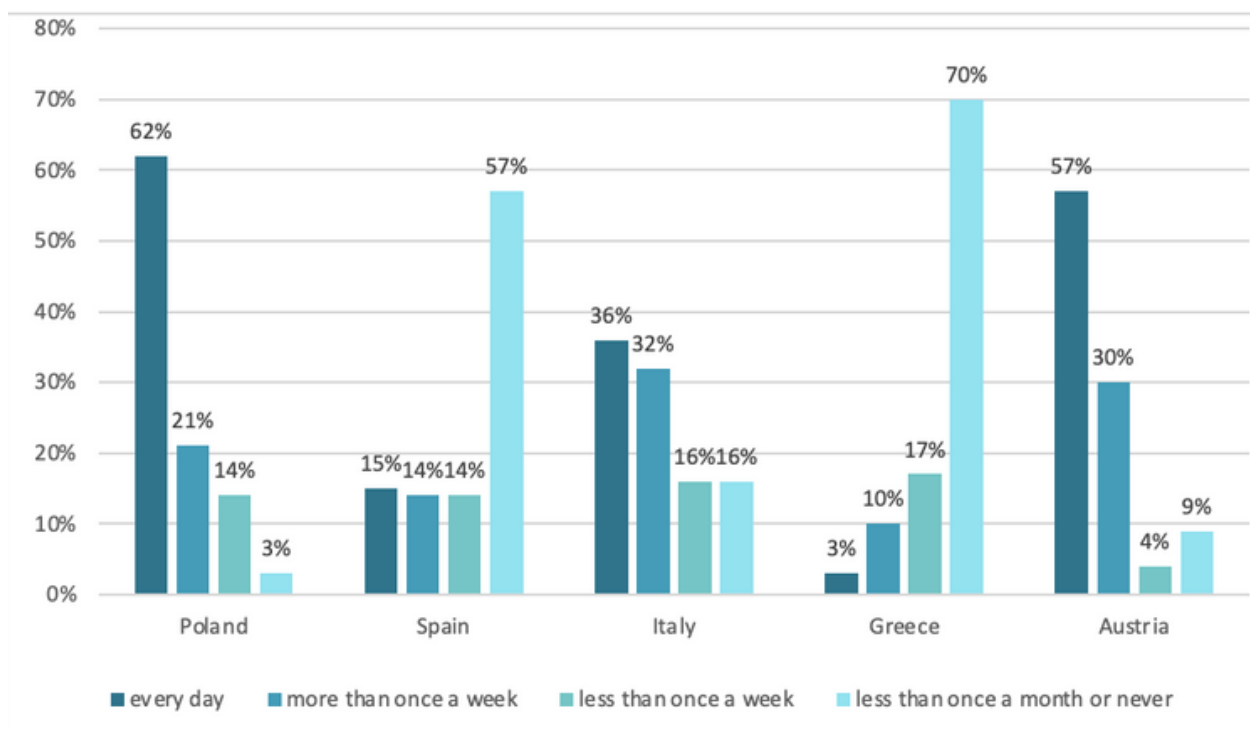




**Question 9a** (original numbering in the surveys): During lessons, you have the opportunity to ask questions?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



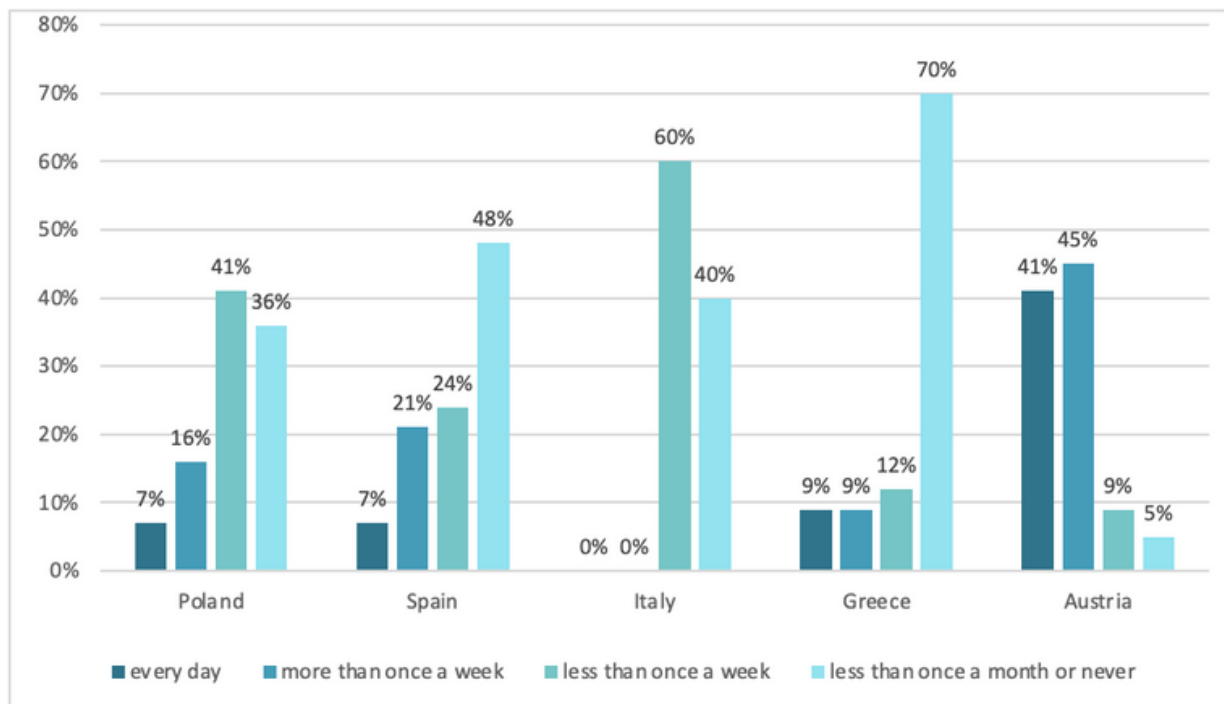
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



**Comment:**

The possibility of taking part in the discussion is important to enhance critical thinking among youth. This quality is ranked as 5th important among employers (following the Newman University Report) and the most important by 99.2% of employers taking part in NACE’s Job Outlook 2018.

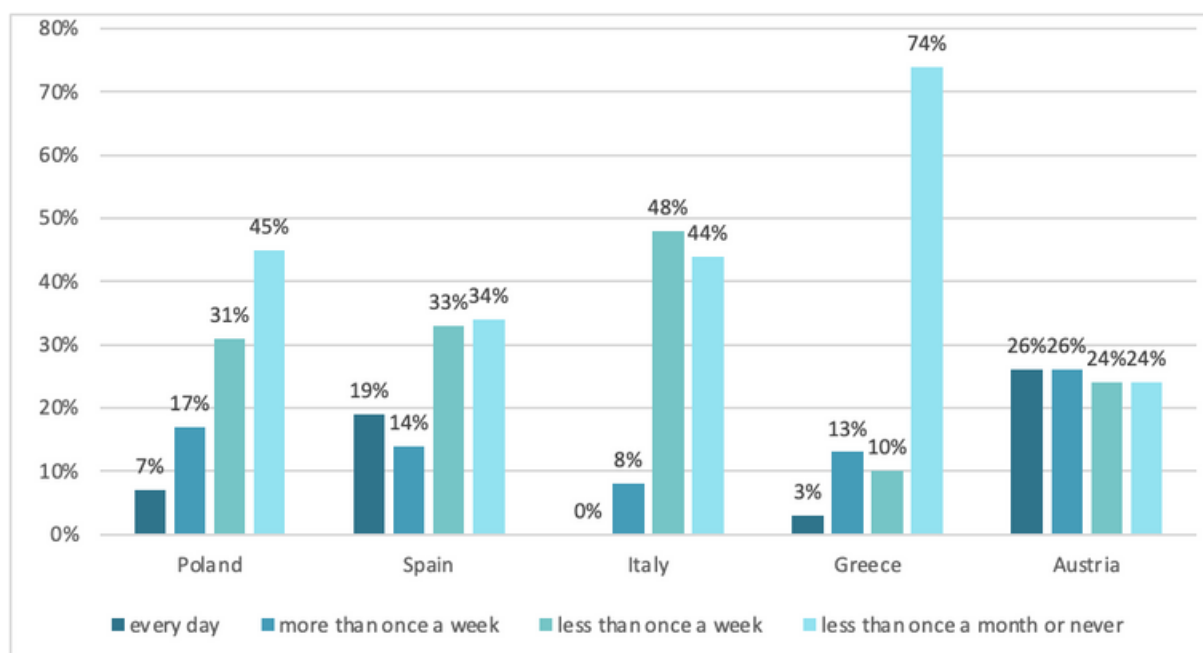
**Question 9b:** During lessons, do you have the opportunity to work in groups?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.





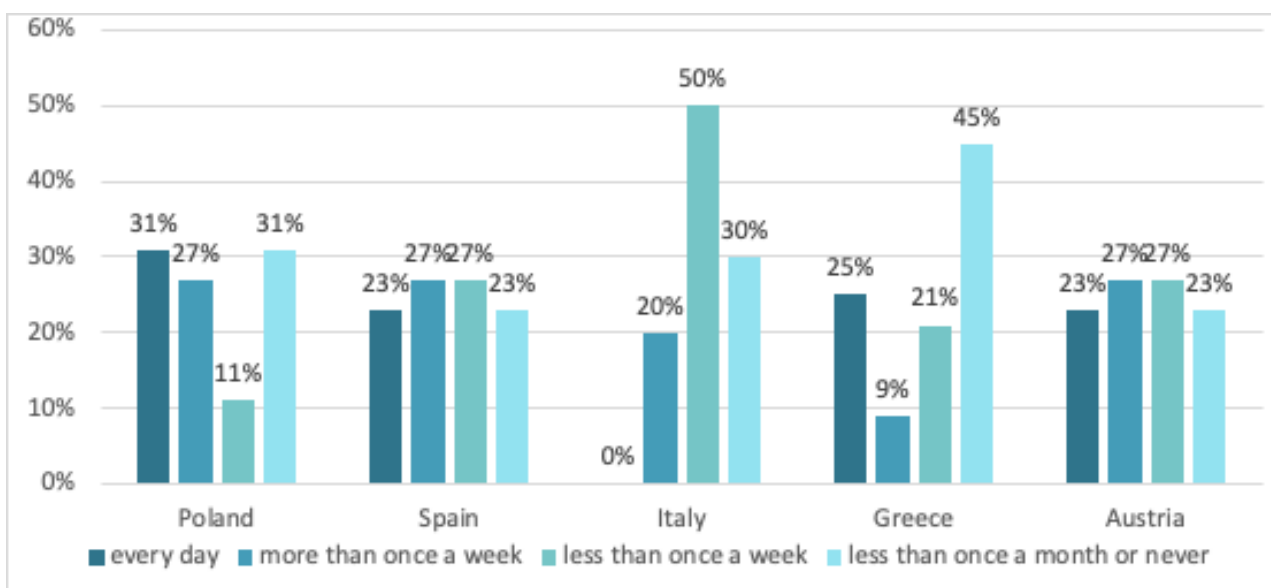


Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

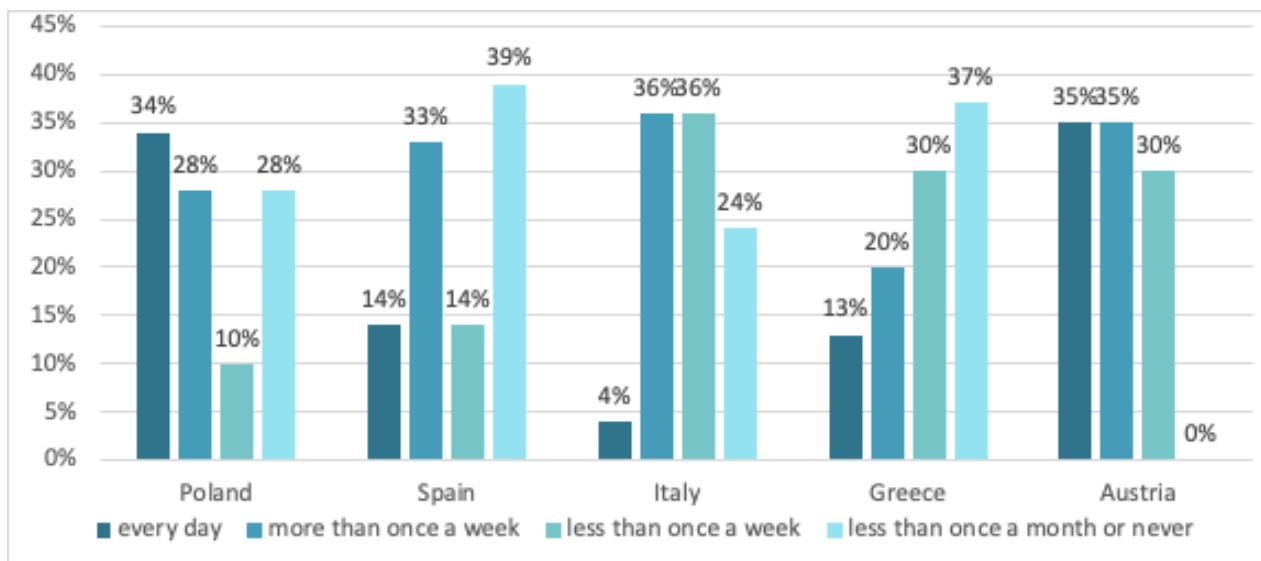
**Comment:**

Despite teachers' efforts to include more pair - or team-oriented learning methods, apart from Austria, such a model of learning is less than popular. The capability of working in groups is ranked as of the biggest importance among employers (following the Newman University Report) and ranked as one of the most important by 97.5% of employers taking part in NACE's Job Outlook 2018.

**Question 9c:** During lessons, do you have the opportunity to participate in discussions?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

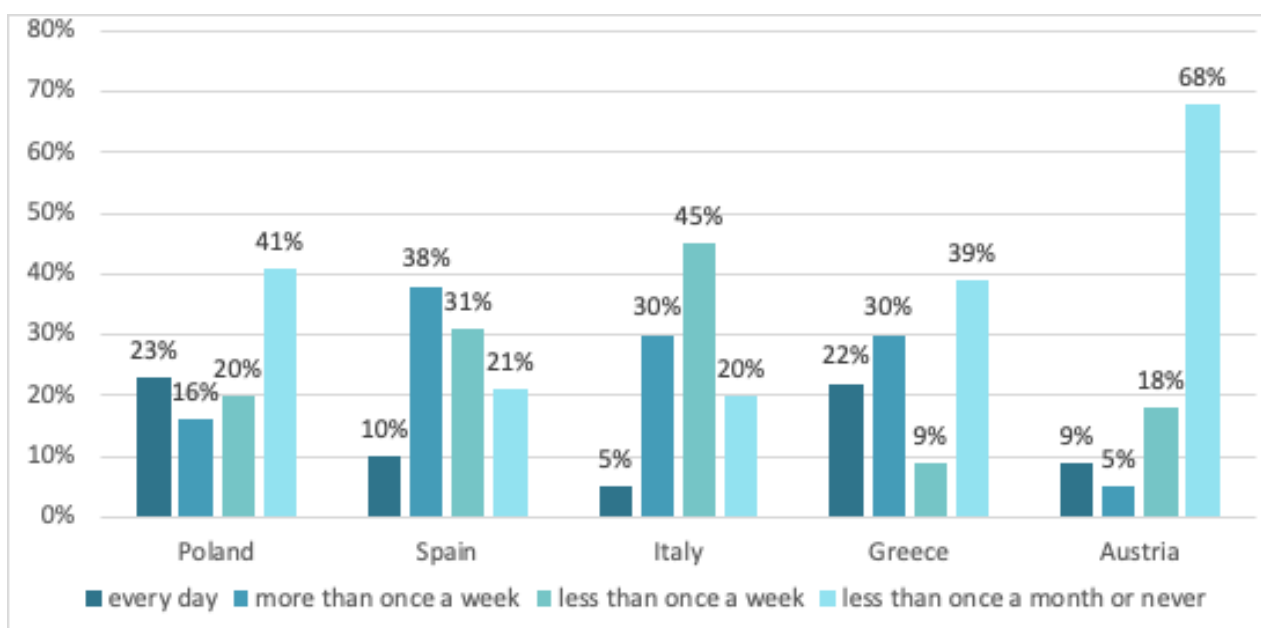


Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

**Comment:**

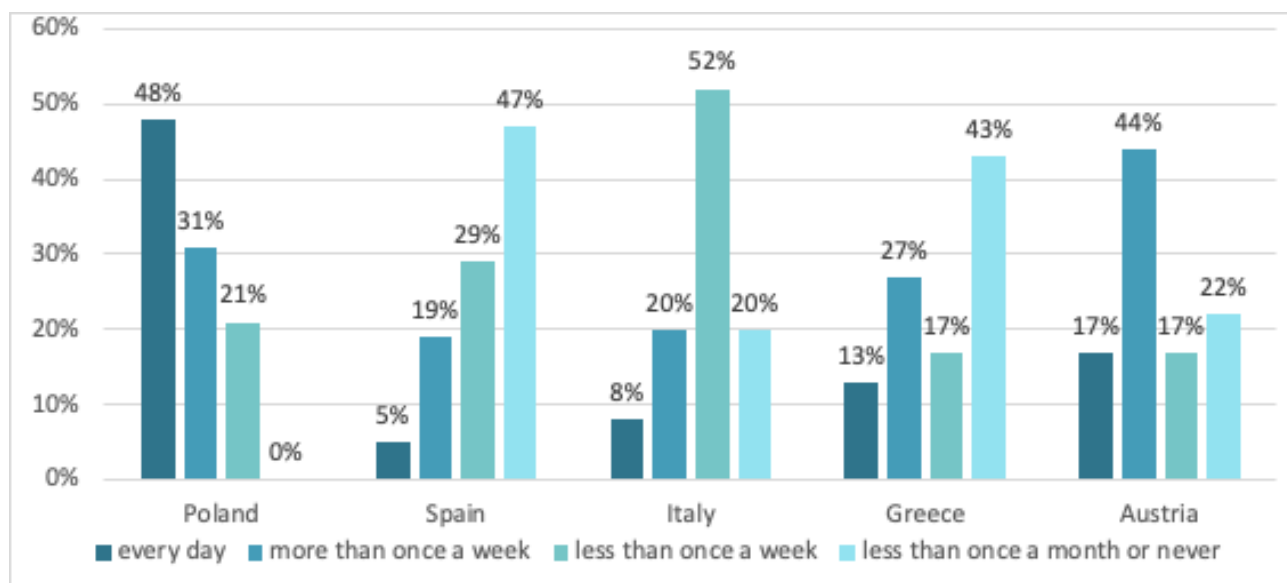
Such a learning method as engagement in discussion is important to enhance critical thinking among youth. This quality is in increasing demand as the cross-functional skill as tracked by Following World Economic Forum’s Report 2020: The Future of jobs.

**Question 9d:** During lessons, do you have the opportunity to participate in discussions?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



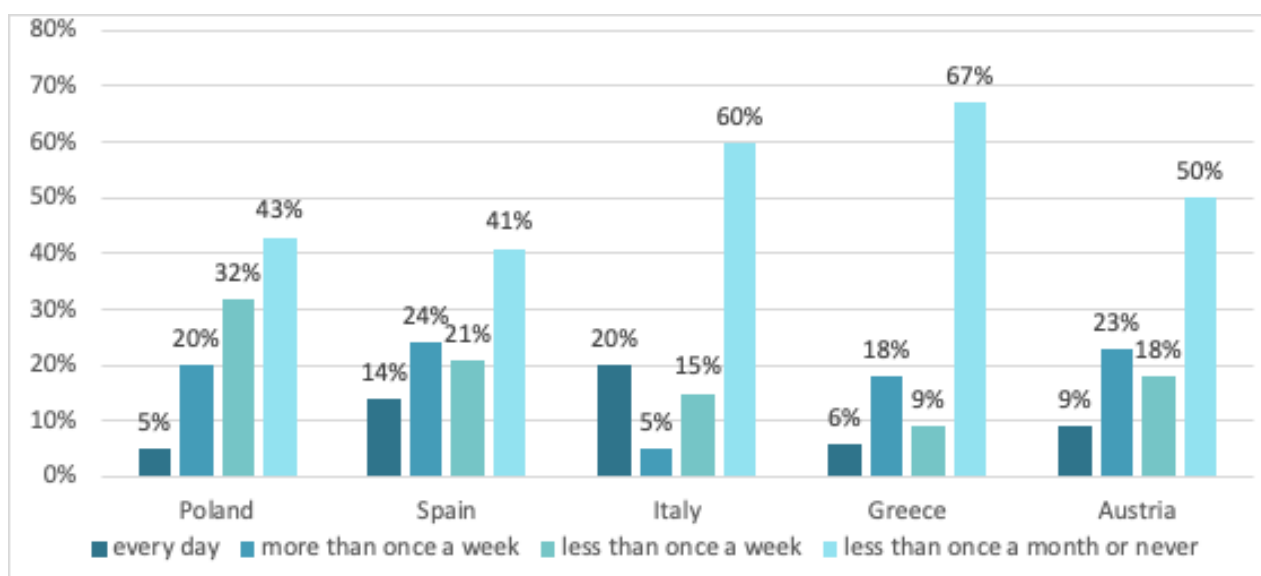


Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

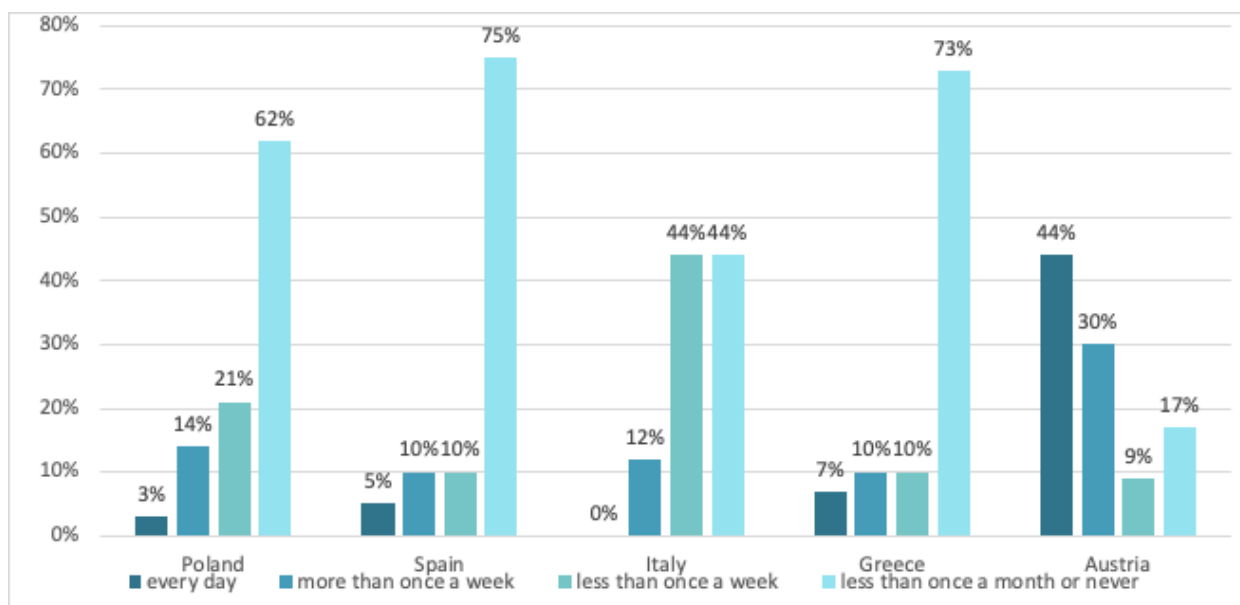
**Comment:**

Giving students space in the classroom to share their views enhances critical thinking qualities, tolerance for other opinions and communication skills. Yet, in Spain, Italy and Greece it is not a common practice.

**Question 9e:** During lessons, do you have the opportunity to use computers and the Internet in class assignments?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

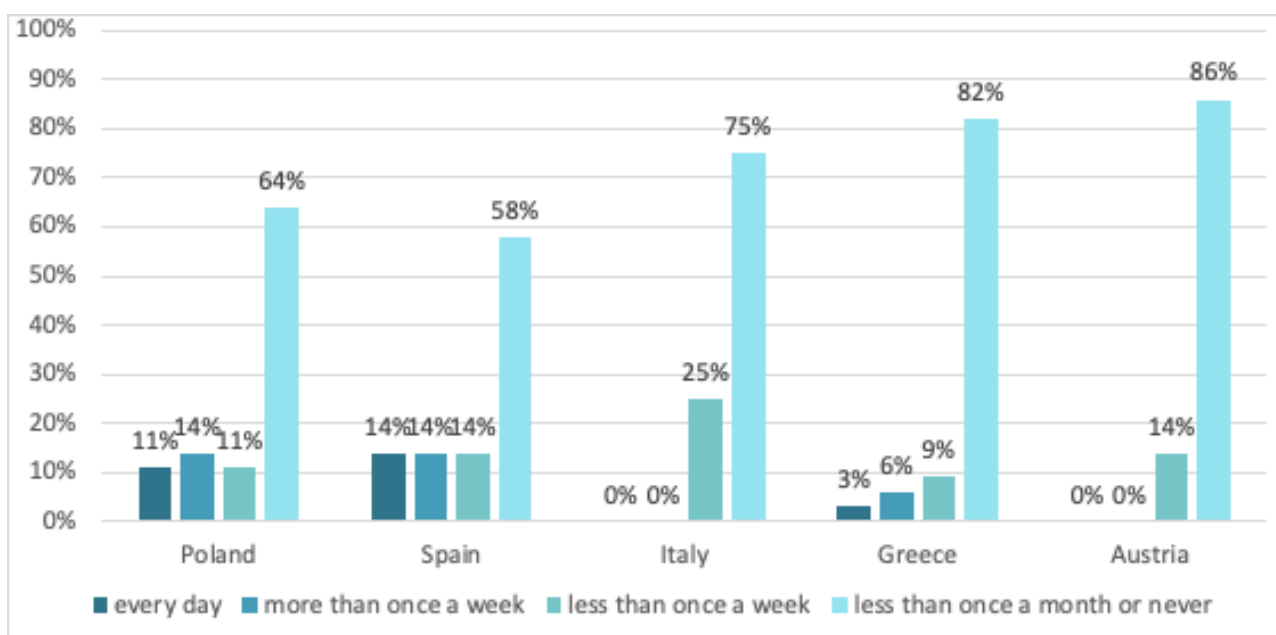


Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

**Comment:**

According to different analyses, employers have already shifted 25%-40% of white-collar workers' posts into remote work. The growing trends of e-commerce, cloud computing and big data, as well as encryption are on the rise (also following World Economic Forum's Report 2020: The future of jobs). Yet, formal education in Poland, Spain, Italy and Greece seem to be reluctant to this fact.

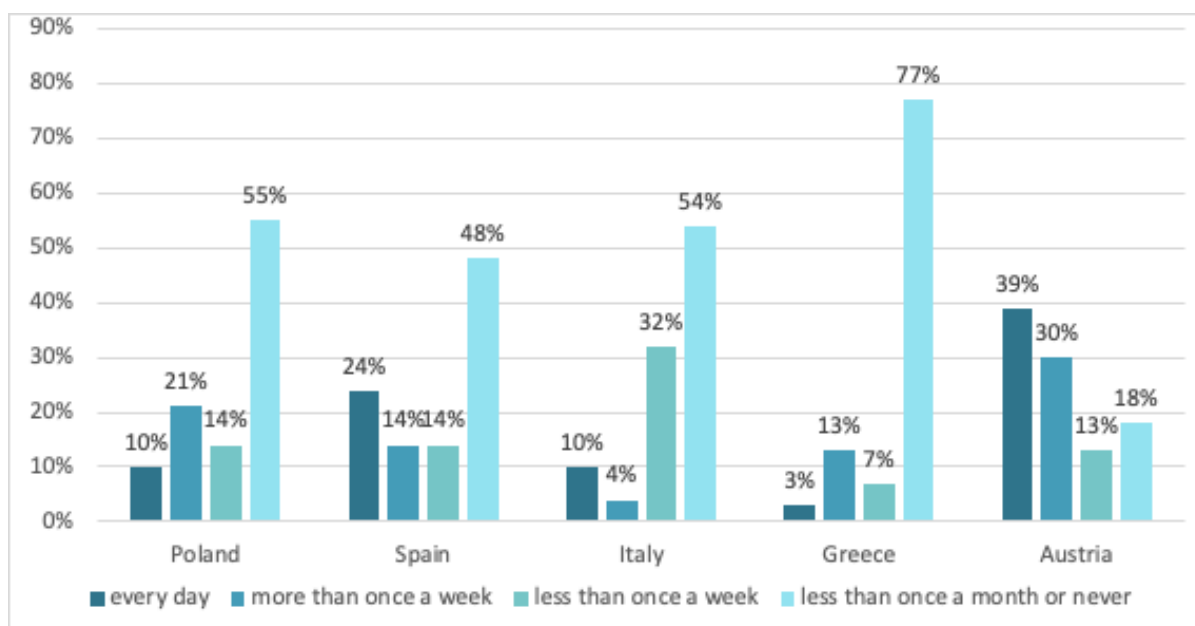
**Question 9f:** During lessons, do you have the opportunity to use smartphones for learning purposes?



Lower secondary level students in Poland, Spain, Italy, Greece and Austria – in %.



MENTOR 2.0



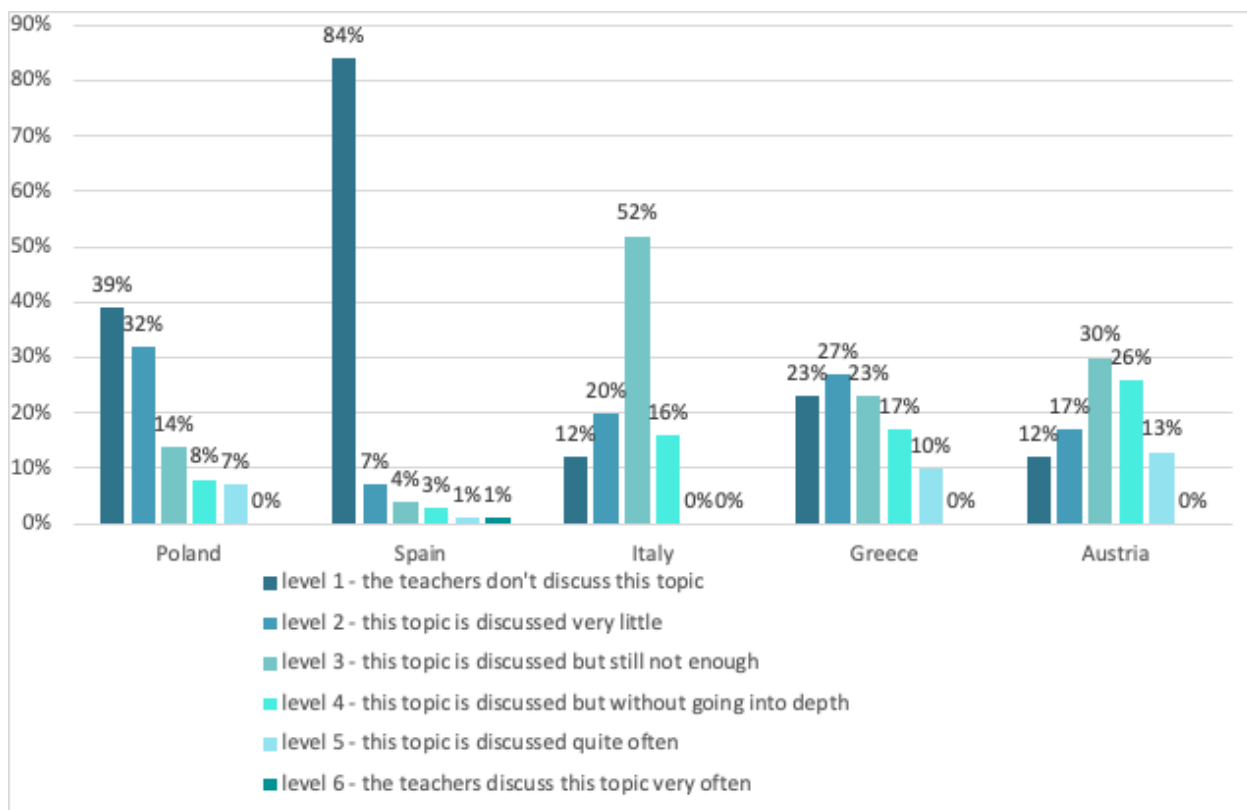
Upper secondary level students in Poland, Spain, Italy, Greece and Austria – in %.

**Comment:**

Although excessive use of smartphones is not healthy, it is still a tool almost all adults use on daily basis. One of the reasons for reaching for the phone is to have an access to knowledge. Mentor 2.0 project’s aim to enable teachers and students embrace the fact that smartphone is an element of our lives and it can also enhance the manner of learning. Also, by acknowledging its existence, schools could provide valuable practice for students regarding safety of using such device and risks related to its disproportionate usage.

**Question 14** (Original numbering from the survey): On a scale from 1 to 6, determine at what level teachers in your school discuss with you the emergence of new professions and changes taking place in the labour market. (where 1 is very low and 6 is very high level).

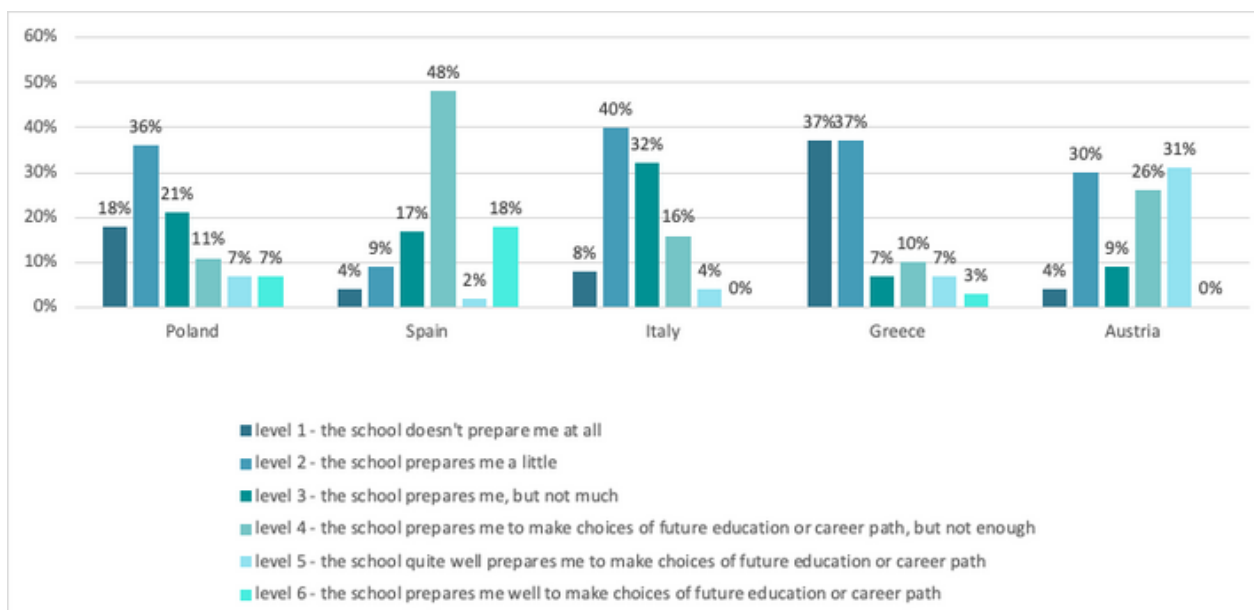




Students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria – in %.

**Question 15** (Original numbering from the survey): On a scale from 1 to 6, determine at what level your school prepares you to choose a field of study and choose a profession. (where 1 is very low and 6 is very high level).

The above question was asked only to the students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria. The below graphics show the results:



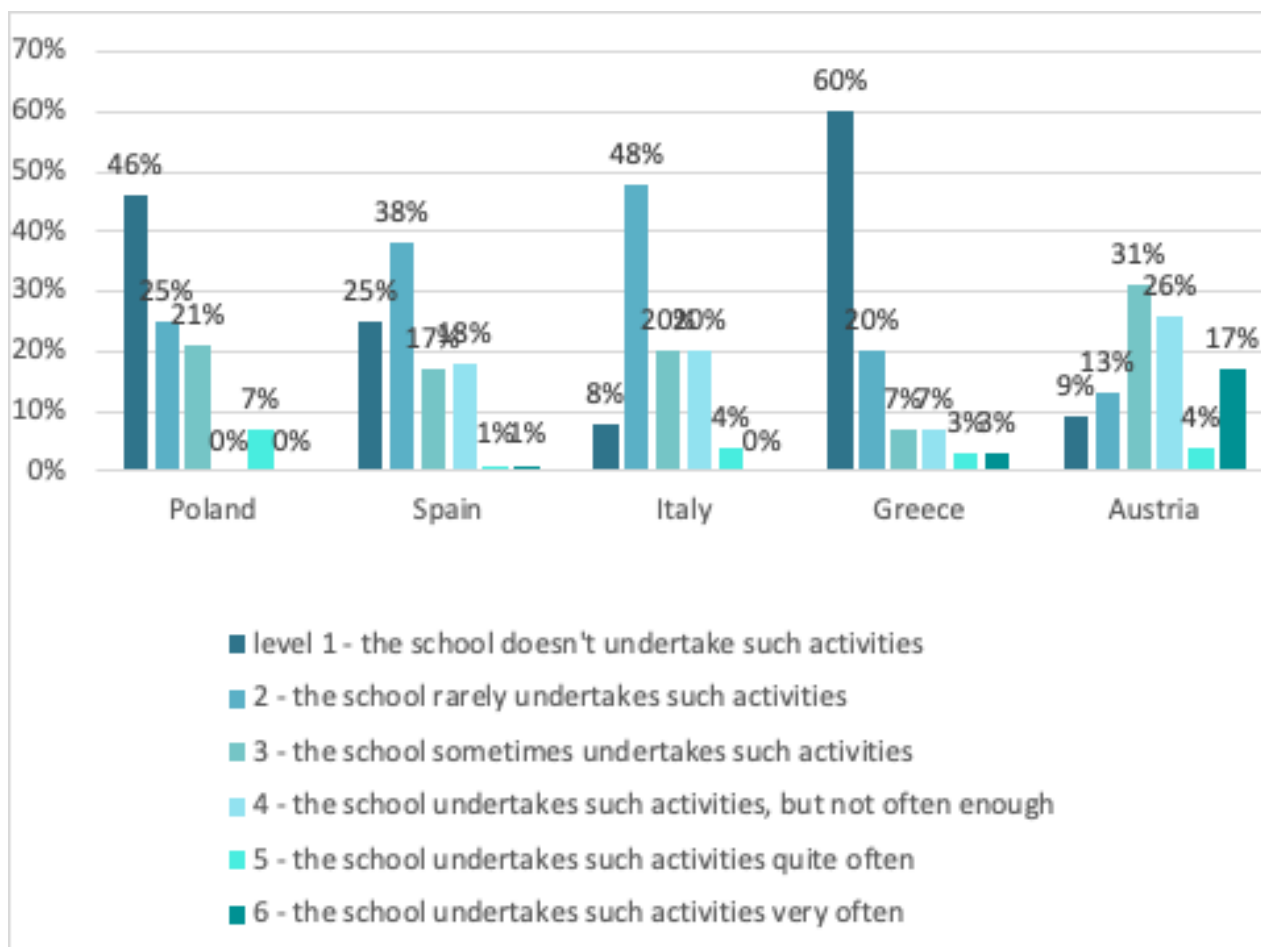
Students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria – in %.





**Question 16** (Original numbering from the survey): On a scale from 1 to 6, how often does your school undertake activities aimed at cooperation with employers? (where 1 means that the school does not take such actions, and 6 means that the school engages them very often).

The above question was asked only to the students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria. The below graphics show the results:



Students of upper secondary education studying in Poland, Spain, Italy, Greece and Austria - in %.

**Comment:**

World Economic Forum’s Report 2020: The Future of Jobs informs that “the companies surveyed indicate that they are also looking to transform the composition of their value chain (55%), introduce further automation, reduce the current workforce (43%) or expand their workforce as a result of deeper technological integration (34%), and expand their use of contractors for task- specialized work (41%).” These are significant changes that result from digitalization, most importantly the Big Data, Cloud computing and e-commerce. It is essential that these topics are addressed in formal school education if the youth are to be prepared for the labour market.

## V. Conclusion:

The education system must adapt to the constantly changing environment to equip educators with the necessary tools to assist and support young people in navigating today's world. The research aimed to identify the primary challenges in formal education, as perceived by both students and teachers. Based on survey results, the partners of the Mentor 2.0 project conducted in-depth interviews with students and teachers across all five countries involved in the project: Poland, Spain, Italy, Greece, and Austria. They then selected MENTOR pedagogy tools to effectively support teachers in addressing the identified gaps.

The results of the surveys conducted among teachers and students for the Mentor 2.0 project indicate that both groups view today's schools as inadequately preparing youth for successful entry into the labour market or further educational pursuits. This disconnect is also evident concerning the integration of digital technologies into educational activities. While most teachers report daily use of ICT, over 50% of students claim they either never use digital tools in class or use them less than once a month.

Keeping pace with digital transformation is challenging; changes in employment occur rapidly, making it difficult to stay updated at the local, regional, national, and international levels. However, this responsibility does not fall solely on school communities. Their surrounding environment can provide first-hand knowledge; local businesses can share insights on adapting to initiatives like the Green Deal, while local and regional authorities are eager to collaborate on common challenges such as preparing for offshore investments.

Teachers express a willingness to enhance their skills to support student motivation, perseverance, and better recognition of individual strengths and talents. The majority of educators are highly motivated. We hope that the research results presented by the consortium coordinated by the Center for Innovative Education within the Mentor 2.0 project will serve as a valuable foundation for discussions at NEF Kraków.

## MENTOR 2.0 EXCERPT FROM THE RESEARCH RESULTS



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Facebook	@Mentor 2.0 - Erasmus+ project
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### Project Partners:



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# Mentor 2.0 Online Platform



Mentor 2.0 recognizes the imperative for educational systems to adapt to the dynamic challenges of the modern world and empower educators with effective tools to guide students. At the core of this initiative is the Mentor 2.0 online platform, meticulously designed to bridge the identified gaps in formal education. By leveraging survey results and insights gathered through in-depth interviews in five participating countries, the online platform strategically selects MENTOR pedagogy tools. These tools are thoughtfully curated to support teachers in addressing recognized challenges and fostering a more holistic educational experience for students.

## M2.0 Guidelines

To access M2.0 Guidelines and User Manual scan this QR code



## Addressing Educational Disparities

One pivotal aspect illuminated by the [Mentor 2.0 project](#) is the prevailing perception, shared by both educators and students, that current educational institutions fall short in preparing youth for the demands of the contemporary labour market and further academic pursuits. The online platform serves as a dynamic hub where teachers can access resources tailored to these challenges. Notably, the platform aligns with the digital transformation imperative, acknowledging the discrepancy in the use of digital tools between teachers and students. This recognition underscores the platform's commitment to keeping educators abreast of technological advancements crucial for preparing students for the evolving professional landscape.

## Beyond Tools

The Mentor 2.0 online platform not only serves as a repository of valuable pedagogical tools but also emphasizes the importance of collaboration between school communities and their surrounding environments. Acknowledging the rapid pace of change in employment and the challenges associated with digital transformation, the platform positions itself as a conduit for facilitating knowledge exchange. Through the platform, educators gain insights into local business practices adapting to initiatives such as the Green Deal, while local and regional authorities share information on common challenges, such as preparing for offshore investments. This collaborative approach ensures that the Mentor 2.0 online platform goes beyond a mere tool repository, evolving into a dynamic ecosystem that fosters continuous learning and adaptation within the educational community





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