



# New Educational Forum Warsaw 2025



**Paths to Tomorrow:** Educating Conscious Citizens, Artificial Intelligence expanding career opportunities

Warsaw, Poland | April 2-3, 2025

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## Renata KAZNOWSKA

Deputy Mayor of Warsaw

We are living in an era of rapid changes that influence not only our everyday lives but also significantly shape the future for upcoming generations. Education is crucial in this process; it serves as the cornerstone of innovation, social equality, and a brighter future.

We stand on the brink of a new era – Society 5.0, where technology not only simplifies life but also fosters human development. In this society, education is pivotal, equipping citizens for thoughtful, innovative, and analytical thinking.

In Europe, an increasing number of education systems are adopting interdisciplinary STEAM approaches that integrate science with creative design processes and art. The cultivation of skills such as problem-solving, analytical thinking, and innovation is becoming crucial in today's world. Concurrently, digital technologies and artificial intelligence are transforming teaching strategies, rendering them more interactive and customized to the unique predispositions of individual students.

Every student is unique – they possess distinct abilities, interests, and rates of learning. Therefore, the future of education should focus on a personalized approach, and contemporary technologies can assist educators in tailoring their teaching strategies.

Simultaneously, the development of soft skills is increasingly important – including the ability to collaborate, communicate, and possess emotional intelligence. It is vital to establish an education system that not only delivers knowledge but also cultivates aware, empathetic, and responsible citizens. Contemporary education should also ensure equal opportunities in accessing new technologies that enhance learning. These represent significant challenges that we confront as a society.

I urge you to develop contemporary education. By investing in high-quality education, we are investing in a brighter future for everyone and equipping the younger generation to face the challenges ahead.



## Joanna BOCHNIARZ

President of the Center for Innovative Education

I am delighted to extend an invitation for you to take part in the jubilee, 40th edition of the New Education Forum – NEF Warsaw 2025, scheduled for 2–3 April at the Copernicus Science Centre. This event presents a unique opportunity for educators and school leaders from across Poland to engage with educational experts, representatives from government and local administration, as well as guests from both Poland and abroad. We anticipate approximately 500 individuals dedicated to the transformation of education will be in attendance.

NEF Warsaw 2025 will take place under the theme of innovative solutions and the latest research impacting the learning process. A significant aspect of this event will be the [concept of Society 5.0](#), which envisions a world where technology serves humanity and fosters sustainable social and economic development. We are convinced that enduring change is achievable only in a society that embraces creativity, well-being, and knowledge. Therefore, we have extended invitations to education practitioners as well as representatives from the media, academia, and politics for a collaborative dialogue. The lineup of speakers will feature: Barbara Nowacka, Minister of Education; Adam Szłapka, Minister of European Union; Rafał Trzaskowski, President of the Capital City of Warsaw; Prof. Jacek Męcina; Agnieszka Jankowiak-Maik (Babka od Histy); editor Anna Kalczyńska; Krzysztof Skórzyński; and editor Aleksandra Karasińska. The conference will be moderated by Dr. Katarzyna Kasia, a philosopher and journalist.

During the Forum, we will explore strategies for shaping education that addresses [the challenges of the digital age](#), enhancing the well-being of both students and teachers, and collaboratively creating an environment for developing future competencies. The NEF is more than a conference; it serves as a [platform for collaboration, inspiration, and the formulation of actionable recommendations](#) for change. Workshops, Round Tables, discussions among City Presidents, thematic panels, and networking opportunities are all designed to collectively advance education for the 21st century.

Join us – together, we can establish a new standard of education!

Joanna Bochniarz, President of the Center for Innovative Education.

2 - 3 APRIL 2025

New Education Forum Warsaw

Paths to Tomorrow: Educating Aware Citizens, Artificial Intelligence, and Shaping Career Futures

### NEF Warsaw 2025 objectives

**The 40th New Education Forum in Warsaw** is designed for teachers and principals of Polish schools, featuring the participation of experts, local governments, and international guests. We anticipate that approximately 500 stakeholders involved in educational reforms will attend, including representatives from the Ministries of National Education, Health, Digital Affairs, and the European Commission. The conference will be moderated by journalist and philosopher Dr. Katarzyna Kasia. Among the invited guests, panelists, and speakers are: Rafał Trzaskowski (tbc), Magdalena Sobkowiak-Czarnecka, Professor Jacek Męcina, Agnieszka Jankowiak-Maik (Babka od Histy), editor Anna Kalczyńska, Krzysztof Skórzyński, and editor Aleksandra Karasińska.

The central theme of NEF Warsaw will focus on the influence of recent research and innovative educational solutions on the learning process. We will reference **the concept of Society 5.0**, which posits that information technologies are catalysts for changes in systems related to the economy, education, and societal welfare. We also anticipate a thorough discussion regarding the sense of happiness among citizens, particularly the youth, and its relationship with creativity and an innovative economy. Among the ten **happiest societies**, five are also ranked among the ten most creative: Switzerland, Sweden, Finland, the Netherlands, and Denmark (as per the Global Innovation Index), along with nations exhibiting the highest levels of prosperity (according to the Legatum Prosperity Index). It is only when discussions on these subjects become widespread that the concept of Society 5.0 will truly begin to permeate public consciousness and influence perspectives on the future.

Digital technology has transitioned us from the industrial era, which emphasized production, to a society where information has become a fundamental value. We assert that the Polish approach to these challenges involves **preparing education for the forthcoming changes by engaging key stakeholders—teachers**—in this process. To foster a society centered on individuals, where the integration of cyberspace with reality enables a balance between economic development and the resolution of social issues, **we must ensure the education system is adequately prepared today**. We anticipate that the New Education Forum—through workshops, the Round Table, discussions among City Presidents, panel discussions, and networking—will play a significant role in facilitating these essential changes for our society.

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DAY I

APRIL 2, 2025 (Wednesday)

Workshops at the CNK will accommodate 200 teachers and principals, particularly from smaller communities. Participants will be organized into 6 groups of 30-35 individuals. Each group will engage in three workshop modules, culminating in recommendations for modifications in formal education.

- **Health education in the 21st century:** the educational setting and the psychological well-being of children and adolescents.
- **Lifelong education, future careers, 21st-century skills** – innovation, analytical thinking, teamwork, and adaptability.
- **Digital landscape:** the influence of artificial intelligence and contemporary technologies on current education.

9.00 — 9.30

Registration

Copernicus Science Centre, 20 Kosciuszko Coast

9.30 — 10.00

Inauguration of NEF Warsaw and workshops focused on internal motivation for all six groups.

10.00 — 11.30

Workshop Module I

All six groups, each consisting of 30 to 35 individuals, will participate in all three modules.

11.30 — 12.00

Coffee break

12.00 — 14.00

Workshop Module II

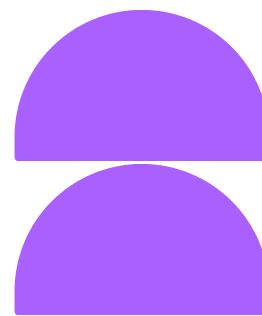
14.00 — 15.00

Lunch break

15.00 — 18.00

Workshop Module III

and developing recommendations and selecting teachers to present the recommendations in three thematic areas of the workshops



DAY II

APRIL 3, 2025 (Thursday)

8.00 — 8.55

**Round Table** concluding the educational recommendations from Day One

One educator/administrator from each of the 6 training groups, 6 learners

**Objective:** To formulate recommendations derived from discussions and workshops for educators focused on exploring and advancing contemporary educational methods in light of 21st-century challenges, particularly in the domains of technology, future skills, health, and civic education.

8.30 — 9.00

**Registration**

Copernicus Science Centre, 20 Kosciuszko Coast

9.00 — 9.20

**Opening of the NEF Warsaw conference segment**

**The presenter**

**Aleksandra KARASINSKA**

Journalist and director of the Ringier Axel Springer Foundation.

**Speeches**

**Joanna BOCHNIARZ**

President of the Center for Creative Learning

**Renata KAZNOWSKA**

Deputy Mayor of Warsaw, the Capital City

**Barbara Nowacka**

Minister of Education

**Adam SZŁAPKA**

Minister for Affairs of the European Union

**Martyna SZYMAŃSKA**

Actress, filmmaker, educator

9.20 — 10.20

**Presentation and discussion of the Mayors: what does it mean to nurture a “happy individual”?**

**Moderated by:**

**Aleksandra KARASINSKA**

Journalist and director of the Ringier Axel Springer Foundation.

**Panelists**

**Renata KAZNOWSKA**

Deputy Mayor of Warsaw, the Capital City

**Maria KLAMAN**

Deputy Mayor of Krakow

**Thomas KLIM**

Deputy Mayor of Białystok City

**Mariusz WIŚNIEWSKI**

Deputy Mayor of Poznań

**The objective of the debate:** A discussion among city mayors regarding an educational vision centered on the comprehensive development of students, their well-being, and their preparation for a mindful and fulfilling life. The conversation seeks to share experiences and ideas for addressing shared challenges such as depopulation and an aging population.



10.20 — 10.30

**Summary of the Presidential Debate and NEF Warsaw Recommendations**

**Anna KALCZYŃSKA**

Journalist

10.30 — 11.50

**Coffee break/media briefing**

10.50 — 12.30

**Panel I: The Evolving Role of the School and the Teacher-Mentor**

Moderated by:

**Agnieszka JANKOWIAK-MAIK**

Babka od Histy, Vice President of the Women's History Museum Foundation

Panelists

**Jacek CHMIEL**

Director of Public Primary School 26 STO

**Catherine Dubno**

Board Member of the ADAMED Foundation

**dr hab. Jan ŁASZCZYK**

Professor at the Maria Grzegorzewska Academy for Special Education

**Maja MAZURKIEWICZ**

Chairman of the Management Board of the PZU Foundation

**Urszula WOŹNIAK**

Vice-President of the Central Board of the Polish Teachers' Union

**Szymon Zebrowski**

Pupil of the School Complex No. 36 named after Marcin Kasprzak in Warsaw

**Panel objective:** to examine the changing role of schools and teachers amid shifting social, economic, and climate conditions, as well as new competency demands for students. The panel intends to explore various aspects, including how schools can actively participate in health and social initiatives, and how teachers can effectively serve as mentors, caregivers within the community, and sources of inspiration, rather than merely as conveyors of knowledge.

12.30 — 12.45

**Discussion on the impact of parents on transformations within the school environment**

**Krzysztof SKÓRZYŃSKI**

TVN reporter, secondary school educator

12.45 — 13.25

**Lunch break**

13.25 — 13.30

**Opening of the second segment of the conference**

**Professor Katarzyna Kasia**

Instructor at the Academy of Fine Arts and the Aleksander Zelwerowicz Theatre Academy

13.30 — 14.55

**Opening Presentation and Panel II: Trends in the workforce, future careers, 21st-century skills – creativity, critical thinking, collaboration, and adaptability.**

Moderated by:

**Jacek MĘCINA**

Professor at the University of Warsaw, former Deputy Minister of Employment

Panelists

**Lukasz Gabler**

Public Policy and Government Relations Director for Central and Eastern Europe at TIKTOK

**Joanna Governor**

Director of the Education Department of the Capital City of Warsaw

**Mirosław SPANISH**

President of the Institute for Research and Training

**Slawomir KASPRZAK**

Director of Secondary and Technical School Complex No. 1 in Warsaw

**Maja MUCHOWICZ**

Pupil of the 27th High School named after Tadeusz Czacki in Warsaw

**Dr. habil. Marlena Plebanska**

President of the STEAM Poland Foundation

**Panel objective:** to showcase current trends in the labor market and to examine essential competencies of the 21st century that are vital in light of rapid economic and technological transformations. The panel seeks to explore the significance of education in equipping students and employees for the demands of teamwork, as well as fostering skills such as creativity, critical thinking, and adaptability.

14.55 — 15.10

**Conversation: What do children lack in school? How can we equip them for lifelong learning?**

Moderated by:

**Aleksandra KARASINSKA**

Director of the Ringier Axel Springer Foundation at Ringier Axel Springer Poland

Conversation with

**Sławomir DRELICH**

Board Member, Foundation for the Advancement of the Education System

15.10 — 15.30

**Coffee break**

15.30 — 17.00

**Panel III: The Impact of Artificial Intelligence and Contemporary Technologies on Formal Education Today: Opportunities and Challenges**

Moderated by:

**Aleksandra CZETWERTYNSKA**

Director of Campus 42 in Warsaw

Panelists

**Mateusz BIEŻUNSKI**

Student at the Phototechnical School Complex in Warsaw

**Iłona IŁOWIECKA-TAŃSKA**

Director of Innovation at the Copernicus Science Centre

**Pamela KRZYPKOWSKA**

Director of the Research and Innovation Department at the Ministry of Digital Affairs

**Marta MARKOWSKA**

Policy Officer, Digital Education Division, Directorate-General for Education and Culture, European Commission

**Dr. Ada Florentyna PAWLAK**

Technologist anthropologist, attorney, and art historian, university lecturer at SWPS

**Andreas Riepl**

Director of eEducation Austria (initiative of the Austrian Federal Ministry of Education)

**Panel objective:** To analyze the influence of artificial intelligence and contemporary technologies on education, explore the opportunities they present, and address the potential challenges and risks.

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17.00 — 17.15

## Conclusion of New Education Forum Warsaw

**Professor Katarzyna Kasia**

Lecturer at the Academy of Fine Arts and the  
Aleksander Zelwerowicz Theatre Academy

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## NEW EDUCATION FORUM RECOMMENDATIONS WARSAW 2-3 APRIL 2025

### VALUE-ORIENTED EDUCATION

1. Systematic measures and an **organizational framework should be established for the integration of the teaching community** and school principals, including joint trips, development activities, and initiatives that foster a professional community.
2. The **training and support system** for school principals should be enhanced to bolster their leadership competencies and facilitate the effective management of their institutions.
3. Programs for the **systematic development of transversal competencies for teachers and students**—such as collaboration, empathy, communication, and mental resilience—should be put into action.
4. The Ministry of Education ought to **lessen the administrative load on schools** by streamlining documentation processes, enabling teachers and principals to concentrate on engaging with students.
5. Programs should be initiated to **motivate young individuals to pursue teaching careers**, encompassing scholarships, mentorship, social campaigns, and accelerated professional development pathways.
6. The Ministry of Education ought to **eliminate the requirement to enforce what are known as "black hours,"** as these do not contribute to enhancing the quality of education or the well-being of students.
7. Schools ought to commence, with the backing of local governments and the Ministry of Education, **intersectoral collaboration surrounding the school** – involving NGOs, local governments, and businesses – to establish an educational community.
8. The Ministry of Education ought to **extend the same educational support system to out-of-school education facilities** as is provided to schools.



## MENTAL HEALTH OF STUDENTS AND TEACHERS

9. The school community should collaborate to create a **“Mental Health Support Code”** that details the actions teachers and students can take if they notice signs in someone at school that suggest a possible mental health crisis.
10. The Ministry of Education ought to **implement procedures for the deliberate selection of class teachers**, along with systematic preparation and support for educators in executing this role.
11. The Ministry of Education ought to initiate the development and implementation of a **psychological support system for teachers**, focusing on prevention, which includes peer supervision and straightforward access to specialists.
12. Schools ought to implement **collective monitoring of students' well-being**, in accordance with the Standards of Care for Minors, to effectively address the needs of children and adolescents.
13. **Digital hygiene education**, informed by current research and created in collaboration with the school community, ought to be implemented in every school.
14. Local governments ought to **enhance access to specialized mental health services – including psychiatrists and psychotherapists** – beyond school settings by establishing a network of local support centers.



## INFRASTRUCTURE

15. The Ministry of Education ought to establish the level of autonomy that schools have regarding the reconfiguration of the educational environment, granting principals – in collaboration with teachers and students – **genuine authority over the organization of the school space**.
16. The **opportunity to consult with architects and experts in educational spaces should be initiated**, funded, or coordinated by the Ministry of Education. This should occur alongside the ministry's development of recommendations concerning standards, such as those related to lighting, ergonomics, and functionality.
17. The Ministry of Education ought to progressively **decrease class sizes and aim to offer more personal space for each student**, aligning with contemporary understanding of how space influences the learning process.
18. It is essential to **adjust the regulations of construction and sanitary law** (including SANEPID requirements, approvals, and certificates) **to align with the realities and financial capabilities** of schools, facilitating quicker and more flexible modernization of educational environments.
19. The Ministry of Education ought to **enhance the accessibility of certified school equipment** – including furniture, lighting, and teaching materials – by utilizing central procurement systems or specialized subsidy programs.
20. The school community ought to **collaboratively establish aesthetic and ergonomic standards** for the design of school environments, placing special focus on student comfort.
21. Every school ought to provide **designated and suitably equipped relaxation areas for students** during breaks, promoting their mental and physical well-being.
22. The reconfiguration of classrooms should **allow teachers to maintain eye contact with each student and encourage collaboration** and active teaching strategies – such as teamwork and discussion.







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Minister of  
Education



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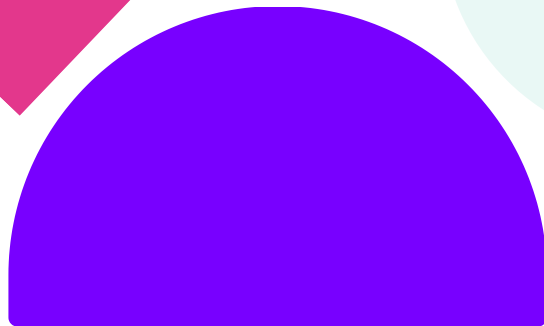
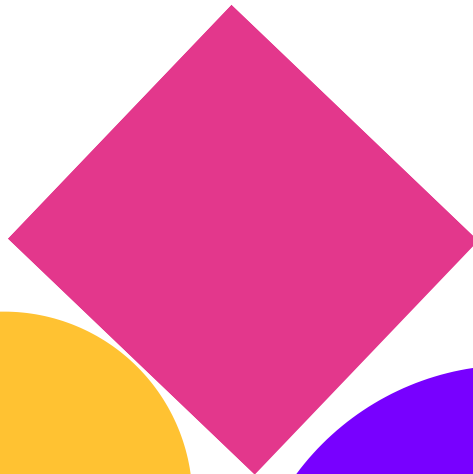








THANK YOU



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## Module I

**Health education in the 21st century:** the educational setting and the psychological well-being of children and adolescents, addressing self-destructive behaviors.

In addressing the emotional and mental challenges faced by students, educators and school professionals must effectively identify the signs of a crisis and implement suitable supportive measures. The purpose of the workshops is to enhance understanding of mental crises in children and adolescents, particularly focusing on circumstances associated with suicidal crises and self-harm.

### Workshop parameters:

1. **Identifying a Child in Distress**  
An examination of essential indicators that suggest a mental crisis in a child and methods for identifying them. Special attention will be given to the recognition of self-destructive and suicidal behaviors. Attendees will engage in a hands-on activity designed to enhance their ability to identify a crisis in a student.
2. **Standards for Educators and Specialist Educators**  
We will outline the essential aspects of the standards created for educators and school professionals, designed to enhance their skills in addressing crisis situations involving students.
3. **The School Support Program and Educator Well-being**  
A brief overview of the Supporting School program and the procedures established for schools involved in this initiative, along with a discussion on the subject of teacher well-being. Participants will engage in an activity designed to enhance their understanding of the significance of prioritizing their own mental health.
4. **Discussion and brainstorming: efficient strategies for educational institutions**  
Participants will collaboratively explore actions that can be implemented in schools to enhance the recognition of crises and offer support to students. Brainstorming sessions will facilitate the sharing of experiences, effective practices, and the development of proposals tailored to the unique conditions of each school.



## Module 2

### 21st-century skills: Equipping educators for their new position as mentors

The workshop conducted within the framework of the Module "21st Century Competencies: **Preparing Teachers for a New Role - Mentors**" serves as an invitation to engage in mini processes of personal experiences, facilitating profound reflection essential for comprehending the underlying motivations behind the behaviors of both the young and the elderly. This workshop focuses on the themes of **returning to foundational principles - to the realm of values**. This realm is intricately woven into developmental psychology and accompanies us from birth through to the end of life.



The purpose of the workshop is to enhance reflection on personal values and motivations to gain a better understanding of students' behavior and to support their development in a mindful and compassionate manner.



This workshop focuses on the understanding that behind every action, there are both conscious and unconscious motives, and that in life, beyond mere logic, one must also be guided by the wisdom of the heart. **In the 21st century, being a mentor encompasses much more than possessing knowledge on a particular subject.** A fundamental requirement is self-awareness and an understanding of others, along with specific skills in managing developmental processes—particularly the ability to listen and to ask insightful and impactful questions. Ultimately, being a mentor is about establishing credibility in both words and actions, as well as achieving meaningful results. Through this workshop, educators will acquire tools to **enhance their credibility as mentors** and to develop skills in listening, formulating effective questions, and managing developmental processes.

## Module 3

**The ideal educational environment**, or how to enhance the effectiveness of the learning process by creating a creative space that is accessible, inclusive, and motivating for work.

The purpose of the workshop is to motivate educators to create educational environments that enhance the effectiveness of the learning experience. Attendees will discover **how the design of spaces can influence students' motivation, focus, and collaboration**, as well as how to establish an environment that is accessible, inclusive, and conducive to productivity.

### Thanks to the workshop, educators:



- will acquire practical concepts for designing various spaces within the school
- They will discover how to establish personalized conditions for each student and explore the feasibility of creating a safe and welcoming school environment for neurodiverse individuals.
- will examine factors of space that influence the overall school environment.





## Mateusz BIEŻUNSKI

Student at the Phototechnical School Complex in Warsaw



Mateusz Biezuński, also known as Mateusz Bie, is a 19-year-old artist hailing from a small town near Warsaw. He engages in various forms of art, including graphics, poetry, animation, directing, and music. His creations are rooted in personal experiences and introspections. He has directed two award-winning films and produces audiovisual performances that merge music, visuals, and emotions. Mateusz has a keen interest in technology and artificial intelligence, viewing them as a hobby. He aspires to teach art in high schools and colleges, aiming to share his knowledge and experiences with others.

## Joanna BOCHNIARZ

Executive Director, Center for Innovative Learning



General Director of the Center for Innovative Education and co-founder of the New Education Forum. Since 2004, she has developed educational programs for school communities, businesses, and national and regional governments. She was previously a business lawyer at an international law firm from 1994 to 2009 and is a graduate of the University of Warsaw and ESADE Business School.

## Jacek CHMIEL

Director of Public Primary School 26 STO



Jacek Chmiel has dedicated nearly 40 years to upbringing and education. He began his journey as a scout and instructor, and for the past 23 years, he has served as the director of Public Primary School No. 26 STO in Warsaw. A passionate gardener, he draws numerous parallels between nurturing plants and raising children.

## Aleksandra CZETWERTYNSKA

Director of Campus 42 in Warsaw



Possesses extensive experience in the non-governmental sector, with a focus on education and digital competencies, acquired at institutions such as the Center for Civic Education and the Centrum Cyfrowe Foundation. Adult education and the concept of lifelong learning hold significant importance in his/her professional endeavors. As the Director of 42 Warsaw, she is dedicated to offering talented students high-quality technological education and career advancement opportunities, while actively promoting diversity within the technology industry.

## Dr. Sławomir DRELICH

Board Member, Foundation for the Advancement of the Education System



Political scientist and ethicist. Member of the Board of the Foundation for the Development of the Education System. Assistant professor in the Department of Political Thought at Nicolaus Copernicus University in Toruń. Member of the editorial board and journalist for the periodical "Liberté." Expert in education, author of reports and expert opinions on the Polish education system, and matriculation examiner. Co-author of the most widely used textbooks in Poland for teaching social studies at an advanced level for high school and technical school students. Author of the books: Populistów ethos zmanipulowany (Toruń 2010), Wojny trybna ludowego. Przypadek Andrzeja Leppera (Toruń 2013), and Moralność kanibali. Ayn Rand wobec lewódlówki widze towarzyskia towarzyskia (Toruń 2020).

## Zofia DOMARADZKA-GROCHOWALSKA

Workshop leader at New Education Forum Warsaw, psychologist, trainer, ICC coach and supervisor, international values trainer.



Co-author of the Valuable Schools Model®, the Advisory Model for Local Government Units. Content expert at the Education Development Center. Content partner of PDN Impuls. Certified LSA© trainer. Academic lecturer at the Higher School of Pedagogical Sciences in Warsaw. Author of various publications and resources for educational staff.

## Catherine DUBNO

Co-founder and Board Member of the Adamed Foundation



Co-founder and Board Member of the Adamed Foundation, which features flagship initiatives such as ADAMED SmartUP – a program designed for talented youth in the fields of exact and natural sciences, and Supporting School – the first comprehensive initiative in Poland aimed at preventing suicidal behavior among children and adolescents, implemented in primary and secondary educational institutions.

## Lukasz GABLER

Public Policy and Government Relations Director for Central and Eastern Europe at TIKTOK



Public affairs and government relations expert. Alumnus of Adam Mickiewicz University in Poznań and Linköping University in Sweden, and a scholarship recipient of Complutense University in Madrid and The New School in New York. He possesses over 15 years of extensive experience as a diplomat, civil servant, and public affairs professional. Additionally, he served as an advisor for the Stanford University project focused on responsible leadership in the digital age. Currently, at TikTok, he formulates strategies and fosters long-term relationships with stakeholders in the CEE region. In his leisure time, he enjoys traveling, photography, reading, and honing his skills as a novice urban sketcher.

## Joanna GOSPODARCZYK

Director of the Education Department of the Capital City of Warsaw



She has been employed by the Warsaw local government for several years, and since 2012, she has served as the director of the Education Office of the Warsaw City Council, overseeing nearly a thousand public educational institutions. The Warsaw local government launches numerous innovative projects aimed at enhancing the quality of schools.

## Mirosław HISZPAŃSKI

President of the Institute for Research and Training



Entrepreneur, social activist, and advocate for new technologies. A leader in numerous initiatives related to education and the labor market. An experienced manager overseeing high-budget projects. Founder and president of the National Information Agency "INFO" Sp. z o.o., a prominent Polish company that provides educational equipment to schools and universities. Since 2010, he has also served as president of the "Research and Training Institute" Sp. z o.o., a leader in training services for the public sector in Poland. IBS has introduced hundreds of pedagogical innovations in Polish schools within the education sector. Since 2005, he has been the president of the Association of Warmia-Masuria Private Employers in Olsztyn, where he represents the economic and social interests of local employers.

## Dr Ilona IŁOWIECKA-TAŃSKA

Director of Innovation at the Copernicus Science Centre



He is tasked with establishing and nurturing partnerships that link the scientific, educational, and business sectors. In collaboration with partners, he launches projects that result in the development of innovative educational solutions, such as the CNK laboratory program, educational kits, and new types of activities. The aim is to allow a diverse audience to engage with science "from the inside" and gain a deeper understanding of the challenges encountered by contemporary science and scientists.

She leads and facilitates research projects focused on learning processes and the cultivation of essential competencies for the future. She holds a scholarship from the Kościuszko Foundation at the University of California, Berkeley. She has authored a variety of scientific and popular science publications regarding the function of science centers as contemporary educational environments.

## Agnieszka JANKOWIAK-MAIK

Babka from Histy, Vice President of the Women's History Museum Foundation



A history and social studies educator, a doctor of humanities, a publicist, and an educational activist, recognized online as Babka od histy. Author of the book "History that Never Was." Recipient of the 14th edition of the Irena Sendler Award "For Repairing the World," the Grand Press "Freedom of Speech Medal" in the "Citizen(ka)" category, and the title of Wielkopolska Teacher of the Year 2021. Alumnus of the International Visitor Leadership Program. Vice-president of the Foundation of the Museum of Women's History. Advocate for modern teaching methods, civil society, and the female perspective in history.



## Anna KALCZYŃSKA

Television reporter and specialist in European and global issues.



TV journalist (formerly with TVN24 and TVN), specializing in European and international affairs. She is currently employed by Telewizja Polska as the host of the World News Tonight and Face to Face programs on TVP World. In collaboration with the Artes Liberales High School, she facilitates discussions with guest speakers during the "Contemporary" series classes.

## Aleksandra KARASIŃSKA

Journalist and director of the Ringier Axel Springer Foundation.



She has experience in both Polish and international media, including Newsweek, Forbes, Forbes Women, CNN and CNN Radio, TVN24, Polsat, and Radio Free Europe. She teaches at the Digital Media Campus at SWPS University. She is an advocate for gender equality.

## Aleksandra KARASIŃSKA

Journalist and director of the Ringier Axel Springer Foundation.



Philosopher, publicist. Scholarship holder of the Kosciuszko Foundation at Princeton University (USA). She works at the Academy of Fine Arts in Warsaw at the Faculty of Artistic Research and Curatorial Studies. Author of essays and books, translator of texts by Italian philosophers. Member of the Team Europe Direct expert group and the Kanal Polska art collective. Co-creator and host of the programme 'Kwiatki polskie' on TVP info. Co-hosts Thursday mornings on Radio Nowy Świat, co-creates podcasts 'Poszukiwacze politycznego złota' and 'Filozofia jest dla dziewczyn'. She writes columns for the weekly Newsweek Polska and the monthly magazine 'Pani'. Varsovian of the year 2023, in 2024 awarded the Mariusz Walter Prize in the 'media personality' category, Champion of Polish Speech..

## Sławomir KASPRZAK

Director of Secondary and Technical School Complex No. 1 in Warsaw



Sławomir Kasprzak is an alumnus of the Częstochowa University of Technology and has served as the director of the Complex of Secondary and Technical Schools No. 1 in Warsaw for three decades. Under his guidance, the Mechatronic Technical School No. 1 in ZSLiT has consistently earned the title of the best school in Poland according to the Perspektywy ranking. His focus is on enhancing education in the fields of science and vocational training, particularly those associated with modern technologies. In 2020, he was awarded the title of "Golden Engineer" in celebration of the 155th anniversary of Przegląd Techniczny, and in 2015, he received the "Meritorious for the Capital City of Warsaw" award. He is a seasoned trainer, conducting classes for management personnel and providing training in modular education. As a methodological expert, he contributed to the formulation of national standards for professional competencies. He has also addressed issues related to occupational health and safety as well as ergonomics.

## Renata KAZNOWSKA

Deputy Mayor of Warsaw



On behalf of the President of the Capital City of Warsaw, he oversees matters related to architecture, spatial development policy, and mobility policy of the Capital City of Warsaw, as well as education, health care and health policy, sports and recreation, and services for the Council of the Capital City of Warsaw. He supervises the following organizational units of the Capital City of Warsaw Office: Architecture and Spatial Planning Office (AM), Education Office (BE), Health Policy Office (PZ), Council Office of the Capital City of Warsaw (RW), and Sports and Recreation Office (SR).

## Maria KLAMAN

Deputy Mayor of Krakow for Education



Manager, educator, and trainer with extensive experience in the non-governmental and local government sectors. Head of the department at the Sopot City Hall (2021-2024), spokesperson and coordinator of the activities of the Association of the Local Government Movement YES! For Poland (2021-2024), and director of the Parliamentary Office of Jacek Karnowski (2024). She led the School of Political Leaders program, directed the Political Critique Community Center in the Tri-City, and served as the editor of the "Polish Theatre Journal." Co-author of the publication Krytyka Polityczna. She collaborated with organizations such as the Stocznia Foundation, the European Solidarity Center, the Batory Foundation, and the Adam Mickiewicz Institute. Engaged in promoting civic participation and enhancing local governments.

## Tomasz KLIM

Deputy Mayor of Białystok City



He holds responsibility for significant decisions regarding investment and educational management. He possesses extensive expertise in public finance, internal control, management control, and risk management. He graduated from the Faculty of Law at the University of Białystok, followed by studies at the Leon Koźmiński Academy and the Ernst & Young Academy of Business in Warsaw. He earned the PRINCE2® Foundation Certificate in Project Management. For many years, he has been professionally affiliated with the Białystok University of Technology. He served as a member of the Foundation Council at the Białystok Foundation for Staff Training.

## Pamela KRZYPKOWSKA

Director of the Research and Innovation Department, Ministry of Digital Affairs



As the Director of the Department of Research and Innovation at the Ministry of Digital Affairs, she spearheads the responsible digitalization of Poland during the era of AI and emerging technologies. Prior to this role, she served as an AI Cloud Solution Architect at Microsoft, where she directed flagship projects in this domain for major clients in Poland. Her expertise encompasses MLOps, the development of machine learning models, and engagement with generative models. Furthermore, she imparts her knowledge as a lecturer at the Leon Koźmiński Academy and the Warsaw University of Technology.

## Rafał KUNASZYK

Workshop facilitator at the New Education Forum in Warsaw. Co-owner of the family enterprises Eurokreator S.C. and Eurokreator T&C.



An expert in education, the labor market, training, and management consulting, focuses on the development of competencies and qualifications. Proficient in communication, creativity, partnerships, and the development of innovative projects, as well as R&D cooperation. Collaborating within an interdisciplinary team on the advancement of the iLab Plus methodology, which pertains to the design and implementation of future educational environments, considering factors such as mental health needs, neurodiversity, accessibility, elements of sustainable development, the evolution of ICT technologies while minimizing negative stimuli, and adaptation to AI education. Serves as a member of the Program Council of the Małopolska Partnership for Continuing Education, a member of the Voivodeship Coordination Team, a member of the Council of Founders of the Life Science Cluster, and the Council of Founders of the Intelligent Development Forum Foundation, and holds the position of Vice President of the Family Business Initiative Association.

## Maja LIPIŃSKA

Workshop leader at New Education Forum Warsaw Psychologist, suicidologist, facilitator - soft skills instructor, mentor



I am employed at a school as a psychologist and interventionist, collaborating with the Życie Warto Jest Rozmowy Foundation to provide consultations for parents of children experiencing suicidal crises and self-harming behaviors. Additionally, I facilitate preventive classes, training sessions, workshops, and lectures for children, youth, parents, and teaching staff in various areas, including communication, self-presentation, stress management, parenting skills, prevention of psychoactive substance use, risky behaviors, and group violence, as well as group dynamics, learning techniques, motivation, well-being, and more.

## dr hab. Jan ŁASZCZYK

Professor at the Maria Grzegorzewska Academy for Special Education



Professor at the Maria Grzegorzewska Academy of Special Pedagogy, serving as rector from 2008 to 2016 (two terms). He acts as the proxy of the Rector of the Academy and leads the Department of Methodology and Pedagogy of Creativity at the Institute of Pedagogy. He is a member of the Commission for Education of the Conference of Rectors of Academic Schools in Poland. He holds a Doctorate in Humanities in Pedagogy from the Institute of Pedagogical Research in Warsaw (1984) and obtained his habilitation from the Supreme Qualification Commission of the Russian Federation (1995). He is an honorary doctor of the National Pedagogical University named after M. Dragomanov in Kyiv and a foreign member of the National Academy of Pedagogical Sciences of Ukraine. His primary research interests include the pedagogy of creativity, pedagogy of abilities, research methodology, and information technologies in education.

## Marta MARKOWSKA

Policy Officer, Digital Education Division, Directorate-General for Education and Culture, European Commission



Team Leader for Digital Education Empowerment and Outreach at the European Commission's Directorate-General for Education, Youth, Sport and Culture in Brussels (DG EAC). Her prior policy work at the European Commission concentrated on social inclusion and equality, the execution of the European Strategic Framework for Education and Training, and serving as a spokesperson. Prior to her tenure at the European Commission, she was employed as a teacher, television producer, and public relations advisor in Canada, the United States, and South Korea. She earned a BA with distinction from Queen's University in Kingston, Ontario, and pursued postgraduate studies at Algonquin College in Ottawa. Originally from Poland and raised in Canada, she returned to Europe to obtain an MA in European Studies from Jagiellonian University in Krakow, subsequently joining the European Commission. She resides in Brussels and is the mother of two young boys.



## Maria Magdalena MASTALER

Workshop facilitator at New Education Forum Warsaw Psychologist, psychotherapist



After finishing psychotherapy school and obtaining certification in the humanistic-experiential stream, I am an EMDR therapist, suicidologist, psychotraumatology student, trainer, and coach. I operate in an office where I provide therapy for adults and youth, assisting parents in enhancing their educational skills. I collaborate with the Life Worth Talking Platform in the Supporting School program, where I train educators in the prevention of self-destructive behaviors among children and adolescents. I also conduct training sessions for parents of teenagers. Additionally, I write articles that promote the advancements in psychology. My focus is on helping individuals recover from depression, anxiety disorders, and PTSD.

## Maia MAZURKIEWICZ

Chairman of the Management Board of the PZU Foundation



She is a specialist in combating disinformation and communication. She possesses 15 years of experience in political management, foreign affairs, and communication within government, business, and civil society organizations. Maia is a lawyer, president of the PZU Foundation, co-founder of Alliance4Europe, and the host of the program "Anatomy of Disinformation" on TVP World.

## Jacek MĘCINA

Professor at the University of Warsaw, former Deputy Minister of Employment



A lawyer and political scientist, he specializes in labor law, labor relations, employment, education, and social dialogue. His research centers on employment policy, the labor market, collective labor relations, and social dialogue in Poland and Europe. He serves as a professor at the Institute of Social Policy within the Faculty of Political Science and International Studies at the University of Warsaw, where he has been the director since 2016. He is a scholar of the TEMPUS programs and the Alexander von Humboldt Foundation. He is also a member of the scientific boards for the journals "Zarządzanie Zasobami Ludzkimi" and "Dialog Społeczny i Polityka Społeczna." He has authored over 100 publications in the fields of labor law and the labor market. He collaborates with European institutions, the ILO, and research centers in Poland, Germany, and other countries.

## Maja MUCHOWICZ

Student at Czacki High School and the proud leader of school's robotics team - TADroid



She strongly believes in the importance of teaching young people how to function within a community. In March, her team triumphed as part of the winning alliance at the regional FIRST Robotics Competition qualifiers in Istanbul. For her, these hands-on, collaborative experiences go beyond technical skills — they cultivate a sense of agency, responsibility, and empowerment, qualities that are key to shaping the leaders of tomorrow.

## Barbara NOWACKA

Minister of Education



Member of Parliament of the Republic of Poland for the 9th and 10th terms, chairwoman of the Polish Initiative and co-founder of the Civic Coalition. A computer scientist with an MBA, she previously served as the chancellor of the Polish-Japanese Academy of Information Technology. An advocate for women's rights, she has led the "Save Women" initiative twice and is a member of the "Yes to in vitro" committee. She is the Vice-President of the Izabela Jaruga-Nowacka Foundation and a co-founder of Campus Polska Przyszłości. She has received the Simone de Beauvoir Award and the National Order of Merit of France. Recognized on the Foreign Policy "Top 100 Global Thinkers" list, she was included in the FP Top 100 Global Thinkers list by Foreign Policy magazine in 2016. In 2017, she, along with the "Save Women" committee, was honored with the international Simone de Beauvoir Award "For Women's Freedom." In 2020, she was awarded the National Order of Merit, which is the fourth highest decoration in France.

## Dr. Ada Florentyna PAWLAK

Technologist anthropologist, attorney, and art historian, university lecturer at SWPS



Anthropologist specializing in technology, lawyer, and art historian with a focus on the social dimensions of AI and transhumanism. Lecturer at institutions such as SWPS, AGH, UŁ, and Leon Koźmiński Academy, and director of the "Artificial Intelligence in Business" program at Collegium Da Vinci. Researcher at the Center for Research on Artificial Intelligence and Cybercommunication at the University of Lodz, and Associate Researcher at Collegium Civitas. Founding member of the Polish Transhumanist Association. Published works in Springer and Routledge. Recognized by "Forbes Women" as one of the 22 most influential Polish women in science and business (2022), and recipient of the Jutronauts award and Top100 Women in AI in Poland. Engages in educational initiatives for schools and companies, including Canal+, Play, Roche, and OLX.

## Dr hab. Marlena PLEBAŃSKA, prof.

UV, President of the STEAM Poland Foundation



Recognized with the title of "Polish Woman of the 21st Century" for her advocacy of the STEAM approach and recipient of the "Young Generation Educator" award at the Businesswoman of the Year gala. For two decades, she has been pioneering innovative teaching methods, transforming Polish schools into future-oriented laboratories. She is the author of over a hundred scientific publications, an expert in distance learning, new media, and technologies, and a co-author of the books "STEAM Lessons" and "STEAM Kindergarten." She implements cutting-edge teaching methods in numerous Polish schools, businesses, and non-governmental organizations. Additionally, she provides training and certification in Polish educational institutions.

## Andreas RIEPL

Director of the Federal Center for e-Learning Austria



Head of National Competence Center eEducation Austria. Teacher at the University College of Teacher Education. Teacher at College for Business Administration Steyr. Consultant for the BMBWF – Austrian Federal Ministry of Education. State coordinator of eEducation Upper Austria. Development of competency-based education. Developer of Moodle-Plugins Exabis ePortfolio and Exabis competencies · Project coordinator of EU Erasmus+ project.

## Krzysztof SKÓRZYŃSKI

Journalist and television presenter (TVN24, TVN)



A journalist and television presenter (TVN24, TVN), he serves as the host of the program "Dzień Dobry TVN." He is the author of the book "Świat na głowy." For several years, he has also worked as a teacher at a high school in Warsaw.

## Adam SZŁAPKA

Minister for the European Union



He was appointed Minister for the European Union on 13 December 2023. Member of the Parliament of the 8th, 9th and 10th term of office. Since 2019, Chairman of Nowoczesna, previously Secretary General. He belonged to the Parliamentary Committee for Secret Services, the Foreign Affairs Committee and he was a member of the Parliamentary Commission on the European Union. He chaired the parliamentary group on the future of the EU. In 2007, he was a volunteer in Kiyv as part of the Youth in Action program, where he promoted the idea of European Integration. In the years 2011-2015 he worked in the Chancellery of the President of the Republic of Poland.

## Martyna SZYMAŃSKA

performer, storyteller, audio drama director, spontaneous artist



In 2017, she completed her studies at the Warsaw Theatre Academy, specializing in Dramatic Acting. She has graced the stages of various theatres in Warsaw, including the Ochota Theatre, the Warsaw Theatre, and the Grand Theatre. She produces musical performances and children's concerts in collaboration with the Zielona Góra Philharmonic. Additionally, she writes adaptations for radio dramas and directs commercial radio productions. She also partners with the Youth Culture Centre in Pruszków, where she conducts radio and theatre workshops for children. Since 2024, she has been a member of the improvisation group Teatr Komedii Foxal.

## Dorota TOMASZEWICZ

Workshop leader at the New Education Forum in Warsaw, Director of the Impuls Teacher Training Center.



Coach and Supervisor ICC, trainer, AC/DC Assessor, International Values Trainer, author of the Unique Learning Code® Concept, co-author of the Value Schools® Model, Advisory Model for local government units. Content expert at the Education Development Center. Certified LSA® trainer. Author of various publications for educational staff.

## Adam WICHA

Workshop facilitator at New Education Forum Warsaw Commercial area designer



He earned his degree from the Faculty of Architecture at the Krakow University of Technology, acquiring a strong theoretical foundation and practical design abilities. He focuses on the design of commercial spaces. His projects are marked by a profound understanding of space, where the essential elements include not only the integration of aesthetics with functionality but also a thoughtful response to user needs. In addition to his professional endeavors, he has a passion for photography, art, and all forms of artistic expression, which serve as a continual source of inspiration. His enthusiasm for travel, along with the exploration of new cultures and people, is also a significant motivator that shapes his design approach and enables him to incorporate fresh, innovative ideas into his work. He consistently seeks to enhance his knowledge, merging professional experience with his passions.

## Mariusz WIŚNIEWSKI

Deputy Mayor of Poznań



Born in Poznań, he graduated from Adam Mickiewicz University in Poznań with degrees in political science (2002) and law (2007). He is also an alumnus of the School for Young Social and Political Leaders, a program offered by the School of Leaders Foundation in Warsaw. Experienced local government official – a socially engaged councilor of the local government housing estate, elected to the Poznań City Council three times since 2006. In 2014, he assumed the role of Deputy Mayor of Poznań, where he oversees education, safety, city transport, and urban development.

## Urszula WOŹNIAK

Vice President of the Central Board of the Polish Teachers' Union



Master of Special Education (specialization: resocialization of socially maladjusted individuals), educator with 40 years of professional experience. Dedicated social and trade union activist, currently serving as vice-president of the Main Board of the ZNP and the Masovian District of the ZNP, and presently a member of the Main Board of the ZNP for the fourth term. Participant in the Team for Professional Pragmatics of Teachers and the Disciplinary Committee at the Ministry of Education. Observer of the Council for Monitoring the Implementation of the Education Reform named after the National Education Commission. Member of the Council for Women in the Labor Market at the Minister of Family, Labor and Social Policy, the Provincial Council for Social Dialogue, and the Masovian and Warsaw Education Councils. Her work primarily concentrates on education, the professional pragmatics of teachers, and social assistance.

## Szymon ŻEBROWSKI

Student, School Complex No. 36 in Warsaw, software developer



A student at Electronics Technical School No. 1 within the School Complex No. 36, named after Marcin Kasprzak, is pursuing a career as a programming technician. He has a strong passion for programming, mechatronics, and modern technologies. He enhances his skills by developing web applications and delving into process automation. His interests include 3D printing, as well as the implementation of creative projects and prototypes. He is also investigating artificial intelligence and innovative technical solutions, continuously broadening his knowledge and aiming for the practical application of his acquired competencies. This school year, he is participating in vocational training in Sweden through the Erasmus + program.





**Prezydent  
miasta stołecznego  
Warszawy**

## WARSAW EDUCATION – INITIATIVES AND STRATEGIES

The capital city of Warsaw is consistently investing in education, fostering an environment conducive to work and study that is both friendly and modern. It oversees 500 schools, serving nearly a quarter of a million students and 32,000 teachers. In recent years, Warsaw has been executing an unprecedented program of educational investments.

The most crucial investment for the future of children is education. The capital city of Warsaw offers students optimal conditions for growth, while providing teachers with stable and respectable working environments, thereby setting trends in education. New educational institutions consistently emerge on the educational landscape of the capital. The achievements of students are indicative of the quality of education in the city, the dedication of the teaching staff, as well as the strength and financial resources dedicated to education.

### INSTITUTIONS AND PROGRAMS ASSISTING TEACHERS AND STUDENTS



WARSAW CENTER FOR EDUCATIONAL AND SOCIAL INNOVATION AND TRAINING serves as a public teacher training institution that provides educational and training assistance to schools and organizations in Warsaw, available through both in-person and online formats.

For the 2024/2025 period, 974 development initiatives have been scheduled for approximately 45,000 individuals, encompassing the domains of teaching, technology, preventive and educational measures, professional development, and collaboration with parents. WCIES provides consultations, training sessions, workshops, conferences, and collaborative networks, offering support particularly in the areas of methodological guidance and educational activities. The organization operates from two locations and features specialized centers, including the English Language Teaching Resources Center and the Career Counseling Center. Through the efforts of WCIES, educators received assistance in addressing challenges such as teaching during a pandemic and managing a multicultural classroom.

### SPECIALIZED CONSULTATION CENTERS

A project that has been carried out for more than 10 years by the Warsaw Center for Educational and Social Innovation and Training in collaboration with the Education Office of the Capital City of Warsaw.

In four specialized schools and five youth sociotherapy centers, experts offer consultations on supporting students with special educational needs in various areas, including visual impairment, hearing impairment, intellectual disability, autism spectrum disorder, and educational challenges, which encompass the risk of social maladjustment.

This offer is available for educators and specialists from kindergartens, regular schools, and inclusive schools. SPK does not have any zoning restrictions. Consultations are provided at no cost.





## WARS I SAWA



The "Wars and Sawa" initiative fosters the growth of students' talents and interests in Warsaw schools and has been in operation for 15 years. Educators involved in the program benefit from assistance through training and educational resources.

Schools awarded the Certificate of the President of the Capital City of Warsaw, WARS and SAWA, constitute the Warsaw network of institutions dedicated to supporting gifted students and executing the established programs designed for their advancement.

## WARS AND SAWA ENGAGE IN CHESS

The program is executed in collaboration with the Polish Chess Association as part of the national initiative "Education through Chess in School." It focuses on enhancing the development of essential competencies for students, professional skills for teachers, and promoting the use of logic games within the educational framework. The project is implemented in 75% of primary schools overseen by the capital city of Warsaw (165 out of 220 schools). More than 700 teachers in Warsaw have completed the foundational course in chess teaching methodology.

Over the past three academic years, the number of students in grades I-III enrolled in school chess classes has consistently been around 6,500 children annually.

## WARSAW EDUCATIONAL PROGRAMS

Project for co-financing innovative initiatives and unconventional educational concepts developed and executed by kindergartens and schools. WIE priorities are set annually based on a list of priority tasks, which include categories from the broadly defined field of cultural education.



## CULTURAL PRESCHOOL

The "Cultural Preschooler" initiative is designed to prepare young children for cultural engagement. This program was introduced in September 2023 and targets facilities operated by the capital city of Warsaw.

## CLASS IN WARSAW. WARSAW WITH ELEGANCE

A project that involves co-financing the organization of extracurricular and additional activities by schools at a rate of PLN 50 per year for each student living in the capital city of Warsaw. This initiative enables the utilization of the resources of Warsaw's cultural, sports, and scientific institutions in the educational and developmental processes conducted within schools.

## WINTER AND SUMMER IN THE CITY

"Summer/Winter in the City" is aimed at students from Warsaw schools and children who have permanent residency in Warsaw. It offers young Varsovians engaging and safe recreational activities, as well as opportunities to cultivate their interests during the winter and summer holidays.



## ONLINE MATHEMATICS

The educational initiative "Mathematics Online" serves as a resource for students in primary schools in Warsaw, specifically those in grades IV-VIII, to enhance their mathematics learning through educational platforms and online tools. The primary objective is to increase teaching effectiveness, assist educators, equalize educational opportunities, and enhance knowledge and skills. Financial support is provided by the capital city of Warsaw, ensuring that parents do not incur any costs.

## COLLABORATION WITH EMPLOYERS AND UNIVERSITIES

In collaboration with employers, the Capital City of Warsaw carries out various initiatives, including:

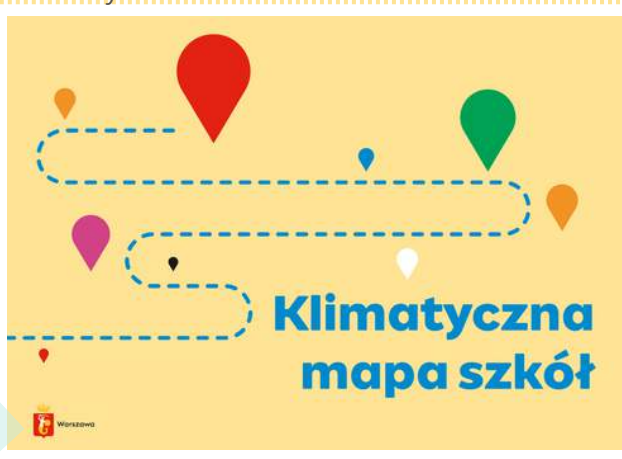
- ◆ EduEmployer is a competition designed to recognize employers who assist schools in equipping students for the job market and contribute to the advancement of vocational education in Warsaw. Directors of Warsaw schools that provide vocational training have registered a total of 86 companies for the two editions of the competition.
- ◆ "The Social Diversity Fund of the Capital City of Warsaw" serves as a new platform for collaboration between local government and a diverse array of entrepreneurs, enabling them to organize projects or finance initiatives for the local community.
- ◆ Furthermore, as part of educational initiatives funded by external and municipal resources, expert panels featuring representatives from the labor market and vocational excursions to businesses are arranged in schools across Warsaw.
- ◆ In collaboration with universities, Warsaw undertakes projects focused on counseling and vocational education by engaging in various activities that integrate theoretical academic resources with the practical requirements of vocational education.

Universities create specialized training programs for educators and career advisors. These programs consider the most recent scientific research and prevailing trends in the job market. Universities offer postgraduate studies and specialized courses for career advisors, allowing them to enhance their qualifications in line with the latest educational standards.

## COLLABORATION WITH NON-GOVERNMENTAL ORGANIZATIONS

The capital city of Warsaw, in carrying out its responsibilities in the fields of education and upbringing, as well as children's and youth recreation, utilizes the assistance of non-governmental organizations.

NGOs carry out educational initiatives that foster scientific interests and skills, as well as projects aimed at reducing educational disparities. They also focus on civic engagement, local governance, Varsavianist studies, cultural awareness, ecological education, and intercultural programs. Additionally, they provide educational initiatives that ensure the safety of children and youth, including psychological support. The annual budget allocated by the Capital City of Warsaw for the support of public tasks undertaken by NGOs in the fields of education and recreation exceeds PLN 9.5 million. This funding in 2024 facilitated the co-financing of approximately 160 educational projects and supported the organization of 115 summer camps and colonies, along with activities under the Warsaw initiative "Summer in the City."



## UNDERSTAND HOW TO UTILIZE

The Warsaw SAPERE AUSO scholarships have been granted since 2008 and currently serve a significant purpose as a local government initiative, enhancing the state scholarship framework. These scholarships are available to gifted students from post-primary schools for youth studying in the city of Warsaw. The objective of these scholarships is to recognize students who have developed specific passions and often remarkable accomplishments, yet may struggle to achieve a high average grade across all subjects due to their focus on a particular area of knowledge.

## PISA

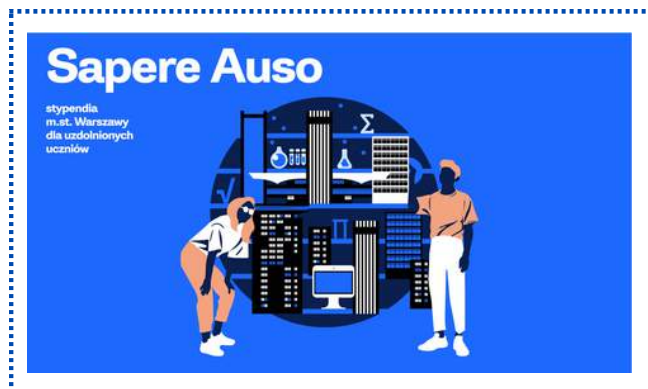
PISA (Programme for International Student Assessment) represents the most extensive international study of student skills globally. Conducted every three years, it includes all OECD member countries and numerous other nations. Poland has been involved since its inception in 2000.

The most recent PISA study was conducted in 2022. Students from Warsaw rank among the highest achievers in cities with populations exceeding one million. Young residents of Warsaw excelled in reading comprehension assessments, and they also rank among the best globally in mathematics and natural sciences. The performance of young Warsaw residents in PISA significantly surpasses the average results for the rest of Poland.

## CLIMATE MAP OF EDUCATIONAL INSTITUTIONS

The Climate Map of Schools is an initiative by the Warsaw City Office, the Warsaw Education Council, and the Maria Grzegorzewska Academy of Special Education. Its purpose is to assist young residents of Warsaw in selecting the appropriate secondary school.

It enables users to filter the database of public secondary schools according to various criteria, such as the facility's equipment and accessibility, social activities offered, or the availability of additional classes. As a result, it delivers insights into the "climate," referring to the atmosphere within the capital's schools. To date, 152 schools have participated in the project, encompassing high schools, technical schools, vocational schools, and special units. Comprehensive descriptions have been created for each institution, detailing unique programs, educational projects, and additional initiatives available for students.



## SCHOOL OF MENTAL WELL-BEING - WARSAW SUPPORT INITIATIVE FOR STUDENTS, TEACHERS, AND PARENTS

The capital city of Warsaw has organized various activities to assist students, their parents, principals, and teachers, aiming to address the most pressing needs of the city's residents. Support through the "School of Mental Well-being" is provided by Warsaw's psychological and pedagogical clinics, along with the Warsaw Center for Educational and Social Innovation and Training (WCIES).

### SCHOOL WITH A CONCEPT

A school with an idea is a systemic project initiated by local government, focused on the qualitative enhancement of schools. It aims to foster innovation and creativity within school environments, encouraging engaging initiatives and bringing together students, teachers, and parents around the projects being implemented.

### COMPETITION "THE FINEST EDUCATIONAL ENVIRONMENTS FOR SCHOOLS AND KINDERGARTENS IN WARSAW"

The objective of the project is to highlight the most effective educational environments regarding architecture, aesthetics, and functionality that enhance the learning experience and promote the growth of schools, kindergartens, and local communities.



### EDUWARSAWA.PL: PIONEERING DIGITAL LEARNING ENVIRONMENT OF WARSAW

Warsaw emphasizes modernity and digital integration, which allows education in the capital to align with the demands of the contemporary world.

The advancement of digital technologies is essential for contemporary education. Cities globally are adopting innovative solutions that assist both educators and learners in the teaching and learning process. Warsaw, recognized as one of the most technologically advanced cities in Poland, has established Eduwarszawa.pl - a digital educational platform that transforms the operations of schools and educational institutions.

Eduwarszawa.pl serves as a secure and user-friendly resource for both learning and working, catering to all teachers and students within Warsaw's educational institutions, utilizing the Microsoft 365 service. This platform is available at no cost for remote collaboration and in-person instruction. Its introduction during the early months of the pandemic, a period when numerous schools were unprepared for remote or hybrid operations, proved to be an essential support during a challenging time.

Currently, Eduwarszawa continues to be extensively utilized for teaching and administrative purposes. In the 2024/25 school year, it has already served nearly 100,000 students and 33,000 teachers and educational staff. The Eduwarszawa environment ensures digital security for its users, oversees 7,000 computers across 200 schools and institutions, supports a growing number of organizational processes, and offers educational tools and content.

In the age of rapidly evolving digital technologies, education encounters the challenge of incorporating contemporary tools into the teaching process. Warsaw, being one of the pioneering cities in Poland, addressed this challenge by establishing the Eduwarszawa.pl platform - a comprehensive and innovative digital environment designed for students, teachers, and administrators of schools and educational institutions in the capital.



Eduwarszawa.pl plays a crucial role in the digital transformation of education in Warsaw. It provides a cohesive, secure, and user-friendly digital learning and working environment for all teachers and students in Warsaw's schools and institutions. Users will have access to complimentary digital tools suitable for both remote work and in-person teaching.

This cutting-edge digital platform is designed to enhance the teaching process and educational management in Warsaw. Through advanced technological solutions, Eduwarszawa promotes the digitalization of schools and educational institutions, providing access to educational resources, remote learning tools, and communication.



### COMPREHENSIVENESS AND ACCESSIBILITY OF DIGITAL TOOLS

Eduwarszawa.pl provides complimentary access to the Microsoft Office 365 suite, featuring applications like Word, Excel, and PowerPoint. This enables students and teachers to utilize professional tools both in class and for independent work, thereby enhancing their digital competencies.

The Eduwarszawa.pl platform features, among others, the following applications:

- Microsoft Teams – facilitating online lessons, video conferencing, messaging, and distributing educational materials,
- OneDrive – cloud-based file storage and sharing,
- Outlook – email service for students and educators,
- Word, Excel, PowerPoint – essential office applications for producing documents, spreadsheets, and presentations.



### BASIC INFORMATION REGARDING EDUWARSZAW FOR THE 2024/25 ACADEMIC YEAR:

#### SIGNING IN

**from 09.2024: 125,000**

91,000 learners, 34,000 staff members

**Monthly: 100,000**

69,000 learners, 31,000 staff members

**Weekly: 83,000**

54,500 learners, 28,500 staff members

**Daily: 51,000**

27,500 learners, 23,500 staff members

#### BY INTUNE

**Monthly: 29,000**

24,000 learners, 5,000 staff members

**weekly: 22,000**

18,000 learners, 4,000 staff members

**daily: 8,000**

4,500 learners, 3,500 staff members

#### USED ON A WEEKLY BASIS

**Office365: 68,000**

43,000 learners, 25,000 staff members

**Exchange: 37,000**

16,000 learners, 21,000 staff members

**Including sending letters: 14,500**

3,000 learners, 11,500 staff members

**Teams: 42,000**

34,000 learners, 18,000 staff members

**SharePoint: 33,000**

19,000 learners, 14,000 staff members

**Including page views: 19,000**

8,000 students, 11,000 staff members

## SAFETY AND MOBILITY

The platform guarantees a high standard of data security, complying with GDPR regulations. With cloud functionality, users can access their resources from any location and device, enhancing flexibility and convenience in their work.

## ASSISTANCE FOR STUDENTS AND TEACHERS

The platform provides specialized portals for both students and teachers, featuring educational materials, communication options, and supplementary resources that enhance the teaching and learning experience. Additionally, students can access an educational version of the Minecraft game, representing a creative method of learning through play.

Eduwarszawa.pl provides a diverse selection of educational resources, including:

- interactive guides and activities,
- assessments and examinations,
- video recordings and online seminars,
- tools that facilitate the enhancement of digital competencies.

## INNOVATIVE LEARNING INITIATIVES

Eduwarszawa.pl carries out initiatives like WawaCraft, which involves students in the creation of educational maps within the Minecraft: Education Edition game. Such competitions foster creativity, technical abilities, and collaboration among youth.



## TRAINING AND TECHNICAL ASSISTANCE

The Warsaw Center for Educational and Social Innovation and Training (WCIES) provides organized training on the use of Eduwarszawa.pl, assisting teachers in the efficient utilization of available resources. In the event of technical issues, users can access specialized technical support, which guarantees seamless operation on the platform.

Eduwarszawa.pl exemplifies a contemporary approach to education by merging advanced technologies with the daily teaching process. Through innovative solutions, including integration with an e-journal and the incorporation of the Minecraft game into education, this platform is emerging as a benchmark for other cities aiming to digitize and modernize their education systems.

## GOALS AND MISSION OF EDUWARSAWA.PL

- ◆ Offering a unified, comprehensive digital platform for all educational institutions.
- ◆ Facilitating the teaching process by offering resources that aid in the development of instructional materials, delivering lessons, and evaluating students.
- ◆ Enhancing digital security in educational institutions by implementing advanced data protection technologies.
- ◆ Enabling collaboration between students and teachers through contemporary communication platforms like Microsoft Teams.
- ◆ Support for distance education – distance education becomes increasingly effective and intuitive.
- ◆ Enhancement of digital skills among teachers, students, and school administration.



Eduwarszawa.pl plays a crucial role in the digital transformation of the Warsaw education system, enhancing access to contemporary tools and teaching materials. Through its integration with Microsoft 365, electronic journals, and a repository of educational resources, the platform offers extensive support for students, teachers, and parents, fostering more effective education and improved learning organization.

Eduwarszawa.pl represents a contemporary approach that revolutionizes education in Warsaw, enhancing its accessibility, effectiveness, and safety. Through the use of innovative tools, students and teachers are able to collaborate more efficiently, cultivate their digital skills, and integrate technology into their daily routines. Warsaw exemplifies how to successfully execute the digitization of education on a broad scale, positioning itself as a benchmark for other cities in Poland and Europe.

Content material developed by the Educational Communication Team of the Education Office in the Capital City of Warsaw

Additional details regarding the Eduwarszawa platform are available at  
<https://edukacja.um.warszawa.pl/eduwarszawa-pl>



## ABOUT THE CIA

The Center for Innovative Education (CIE) is an organization dedicated to **implementing innovative solutions that support education and human development in an ever-evolving world**. Since 2015, we have been active in Poland, as well as in Spain, Norway, Italy, Austria, Ireland, and Scotland, where we design and execute educational programs for schools, local governments, non-governmental organizations, public institutions, and business sectors. Our initiatives aim to enhance the competencies essential for life and work in the 21st century, including internal **motivation, self-awareness, collaboration skills, communication, and leadership**. We conduct our work through the MENTOR Methodology, Outdoor Learning, and the New Education Forum (NEF). We believe that these efforts will collectively strengthen our societies amid the rapid civilizational changes taking place.

## TRANSFORMATIONS IN SOCIETIES

The examination of large data sets, the **advancement of artificial intelligence, and network-connected smart devices** are merely a few of the technological innovations that have positively transformed our daily lives. Automated recommendation systems suggest what to watch or purchase, voice recognition applications enable us to manage devices using our voice, and algorithms that analyze data assist in diagnosing illnesses or optimizing urban traffic. Technology is increasingly pervasive—from smart home assistants to self-driving vehicles and tailored experiences on social media.



Our personal and professional **lives are filled with digital data and information technologies**, which enable us to create and share ideas, leading to the rise of new innovative businesses and advancing science at an extraordinary rate. In the 1990s, it was unimaginable to work without paper documents, whereas today, we keep the majority of our data in the cloud. Navigating the city once necessitated physical maps, but now all that is required is an application that not only provides directions but also alerts you to traffic congestion.

We have transitioned from an industrial society, characterized by mass production and manual labor in factories, to a knowledge economy where data, innovation, and digital technologies are paramount. Contemporary production processes are automated and governed by artificial intelligence algorithms, leading to the obsolescence of many traditional professions in favor of new roles focused on information analysis, programming, and managing digital ecosystems. In today's world, it is not steam engines or assembly lines that propel societal development, but rather cloud computing, the Internet of Things, and sophisticated artificial intelligence systems that influence every aspect of our lives.





## THE ERA OF INFORMATION

As a result of the rapid evolution of a data-driven society, the capacity to utilize information—specifically, to search, analyze, interpret, and effectively apply it—has become an essential skill in today's world. Educational institutions across all levels—from early childhood education to higher education—will be instrumental in fostering these abilities. In a society where data fuels the economy, scientific advancement, and public administration, **only well-informed citizens will be equipped to harness its full potential, thereby contributing to ongoing development and innovation.**

Information technologies are catalyzing transformations in systems associated with the economy, education, and activities that benefit societies. An additional challenge will involve a comprehensive discussion regarding the concept of happiness within society and its relationship with creativity and an innovative economy. Among the ten happiest societies, five also rank among the ten most creative: Switzerland, Sweden, Finland, the Netherlands, and Denmark (as per the Global Innovation Index), along with nations that exhibit the highest levels of prosperity (according to the Legatum Prosperity Index). It is only when the discourse on these subjects becomes accessible to all that the notion of Society 5.0 will truly begin to permeate public consciousness and influence perspectives on the future.



## SOCIETY 5.0

Digital technology has transitioned us from an industrial era centered on production to a society where information has emerged as a fundamental value. In response to these transformations, numerous countries and institutions have started to formulate strategies aimed at leveraging new technologies to enhance social and economic development. On January 22, 2016, the Japanese government released the Fifth Basic Plan for Science and Technology (Cabinet Office 2016a), which states: "By connecting physical space (the real world) with cyberspace through the comprehensive use of information and communication technologies (ICT), we envision an ideal future society - a 'super-intelligent society' that will foster prosperity for individuals. A range of initiatives designed to achieve this vision is currently being advanced and vigorously promoted under the banner of 'Society 5.0'.

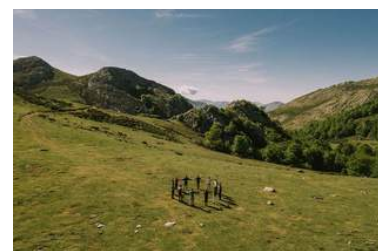
## OUTDOOR LEARNING

One of our premier programs is **Outdoor Learning – a method grounded in extensive research** conducted by the University of Edinburgh and the expertise of international collaborators. Through a multi-day hike in nature, participants – both young individuals and adults – are afforded the chance for profound self-reflection, exploration of their own resources, and enhancement of social and emotional competencies. This approach is especially beneficial for those who find themselves at a crossroads in their lives or careers and are seeking a new direction.



Projects executed using this method also encompass extensive support following the expedition: development workshops and personalized mentoring, which assist in sustaining motivation and fostering enduring changes in the daily lives of participants.

CIE offers comprehensive organizational support, encompassing logistical arrangements and providing participants with essential equipment. Our programs are free and tailored to meet the needs of individuals of various ages and physical abilities. With the dedication of professional trainers and mentors, participants acquire not only knowledge and skills but also, most importantly, self-confidence and the courage to take action.



With many years of experience and international collaboration, the Center for Innovative Education continually enhances its program offerings, merging educational innovations with a compassionate approach to individuals. Our initiatives serve as an invitation for transformation—personal, systemic, and social.

### MENTORING METHODOLOGY

MENTOR courses have been developed by CIE since 2015, and from 2022, they have also been offered in collaboration with partners from other EU countries. These courses aim to prepare educators to transform the educational model: shifting from 19th-century methods of knowledge transmission to 21st-century **support for the development of children and youth through high-quality mentoring by teachers** within formal education. The primary objective of the program is to provide teachers with practical tools that will enable them to become mentors for their students, assisting them in discovering their talents and strengths while enhancing their intrinsic motivation. Additionally, it presents an opportunity for school staff to embrace modern learning techniques, such as the digitization of teaching practices, drawing inspiration from external sources, learning to collaborate with the local community and employers, and adapting the school to operate within a circular economy.



MENTOR is designed for educators and school administrators. The workshops emphasize enhancing their pedagogical skills, particularly in relation to implementing changes within educational institutions. Therefore, it is expected that at least two teachers will represent each school in a specific course. MENTOR provides outstanding opportunities for teachers to share insights through workshop methods grounded in the experiences of participants. Throughout each module, participants are provided with ready-to-use workshop proposals and tools to apply in their classrooms while executing the didactic program.

## MENTOR 5.0

The Polish response to these challenges is the MENTOR 5.0 project, which will be implemented from 2025 to 2027. This initiative aims to prepare the education system for forthcoming changes by actively involving key stakeholders in the process, particularly teachers. To foster a human-centered society where the integration of cyberspace with reality facilitates a balance between economic development and the resolution of social issues, it is essential to prioritize the proper preparation of the education system today. By cultivating modern competencies and adapting teaching methods to meet the demands of the digital future, **we can ensure that every citizen—regardless of their place of residence, age, gender, or language—has the opportunity for a high-quality life filled with comfort, opportunities, and social engagement.**



## SOURCES OF MENTOR 5.0

The Mentor 5.0 project partners, which include the Food Bank in Olsztyn (BŻO), the Center for Innovative Education (CIE), and the Elbląg Association for Supporting Non-Governmental Initiatives (ESWiP), have united to implement the Professional Development Support Program (PWDZ). This initiative is designed to enhance the quality of education by providing comprehensive support to teaching staff in modern teaching methods and innovative educational solutions. In light of the requirements set forth in the Competition Regulations for "Support for primary and secondary education (excluding infrastructure)" and the global trends reflecting societal changes, the project partners have resolved to develop a project that integrates both sets of requirements. This initiative is grounded in the MENTOR pedagogy established by CIE in 2015, which seeks to transform the educational paradigm from traditional knowledge transfer to a mentoring-focused model.

Prior to initiating the implementation, the partners undertook research, which included a preliminary assessment of the needs of educators in the Elbląg subregion. In 2022, CIE carried out surveys and in-depth interviews with 197 teachers and 76 students, aimed at determining how many teachers possess the competencies required to serve as mentors for their students and how many would be interested in assuming such a role. The findings revealed, among other things, that 36% of primary school students in grades 4-8 reported that no teacher discusses their strengths and individual talents with them. Concurrently, 82% of the teachers surveyed expressed a desire to prepare for the mentoring role by enhancing their skills with the necessary competencies.

The needs and expectations of the project participants were identified through 25 comprehensive individual CATI interviews with school principals and teachers, including those teaching English, as well as a survey conducted in the latter half of September 2024. This survey involved 50 teachers and 8 members of the management staff from schools in the Elbląg subregion. The findings from this assessment confirmed educators' willingness to enhance their professional competencies, particularly in areas essential for mentors and multilingualism. Notably, only 6% of the surveyed teachers and 12.5% of management staff had recently engaged in training on this subject, while 88% expressed that such training is necessary. Teachers highlighted the ability to motivate students and collaborate with the support network for students (parents/guardians) as the most critical skills.



Furthermore, **social barriers** often exist, including a lack of acceptance and negative stereotypes, which can hinder educators with disabilities from fully integrating into the school and its community. To address these challenges, it is essential to ensure access to suitably adapted educational environments and resources, along with ongoing training for teachers in working with individuals with disabilities and fostering tolerance and acceptance among students and school personnel. Moreover, it is crucial for projects to be adaptable and welcoming to the involvement of individuals with disabilities, and when they do participate, to offer support and tailor activities to meet their specific needs.

### EXPECTED OUTCOMES OF THE MENTOR 5.0 PROJECT

The MENTOR 5.0 initiative **addresses the challenges of developing a contemporary society rooted in knowledge and data**. Its objective is to enhance the professional qualifications of 415 educators and administrative personnel from 45 public primary schools in the Elbląg subregion, aiming to align education with the demands of the digital age and Society 5.0. Through this initiative, teachers will acquire skills in student-centered learning focused on learning outcomes, equipping young individuals to thrive in a fast-paced, technologically sophisticated environment.



One of the fundamental pillars of MENTOR 5.0 is to **enhance independent learning skills**, which are increasingly vital in response to the ever-evolving market and social conditions. The project focuses on the holistic development of teachers, encompassing analytical, metacognitive, and self-regulatory skills, as well as the capacity to manage information effectively. As a result, students will be equipped not only to acquire knowledge but also to critically analyze it, draw conclusions, and adapt to new realities without the ongoing necessity for supervision and guidance.

Among the developed competencies, the following are of significant importance:

- **Information processing skills** – students need to recognize patterns, analyze data, and formulate independent conclusions, which serve as the cornerstone of a data-driven society.
- **Metacognitive awareness** – students need to comprehend their own learning processes, track their progress, establish goals, and adjust learning strategies as necessary.
- **Self-regulation and self-management** refer to the capacity to organize tasks, establish priorities, and maintain motivation and focus in an environment saturated with digital distractions.
- **Flexibility and adaptability to change** – students should cultivate the capacity to adjust to new circumstances, react to feedback, and exhibit resilience in the face of failure, particularly within the framework of operating in an international and multicultural setting.
- **Critical information analysis** involves the capacity to assess sources, differentiate credible information from disinformation, and efficiently utilize open knowledge resources.
- **Communication and multilingualism** refer to the capacity to articulate ideas proficiently in various languages, work collaboratively within interdisciplinary teams, and utilize global knowledge resources.
- **Ethical awareness** involves responsible decision-making, honoring intellectual property rights, and reflecting on personal values and beliefs.



Today's youth navigate a reality where the **distinctions between the physical and digital realms are increasingly indistinct**. MENTOR 5.0 not only enhances the skills of educators but also cultivates a generation of students prepared to thrive in Society 5.0, which is founded on four essential pillars: placing humans at the center of focus, merging cyberspace with reality, utilizing knowledge as the foundation for progress, and recognizing data as the new societal currency. Only through education that is suitably adapted can we guarantee that future generations will be equipped to fully leverage the opportunities presented by the digital age, while also preserving their capacity for critical thinking, collaboration, and ethical action.

### THE MENTOR 5.0 INITIATIVE

In response to the identified needs and obstacles related to accessing and utilizing training solutions, the M5.0 project partners have chosen to suggest **innovative approaches**, which they have been collaboratively and independently executing in the Elbląg subregion over the past few years.



The primary innovation will focus on **preparing the school environment**, including educators, to become mentor teachers who, unlike simple transmitters of knowledge, can cultivate students' independent learning abilities. This includes transversal competencies such as communication, problem-solving, critical thinking, adaptability, and creativity, while fostering a friendly and collaborative learning atmosphere and helping students recognize their individual strengths. Mentor teachers, by understanding the unique needs and aspirations of their students, can tailor learning experiences to ensure relevance and engagement. The project will employ the **OL method and an approach grounded in the MENTOR pedagogy** developed by CIE, along with the "Experience-Discover-Design" framework implemented by the Food Bank. All these components are interconnected by the concept of sustainable development, emphasizing the psychophysical well-being of students as a crucial factor in effective learning. This approach aims to instill in younger generations a sense of responsibility for their own well-being and learning process, as well as for the school community and the planet itself.



All proposed components **incorporate non-standard work methods tailored to the varied needs of students (methodical solutions) and the reconfiguration of school spaces that facilitate the learning process**. The project envisions the concurrent execution of the improvement process for school management and teachers. However, to establish an optimal environment for implementing changes in educational institutions, project participants, specifically the management staff, will have the opportunity to benefit from specialized classes designed for them.



## NEW EDUCATIONAL FORUM

**New Education Forum (NEF)** – Established in 2015 by the Centre for Innovative Education, the New Education Forum (NEF) serves as a vibrant platform for sharing knowledge, experiences, and connections in the realm of educational innovation. NEF functions across Europe, uniting representatives from more than 440 organizations across 21 EU nations, which include European regions and cities, higher education and research institutions, as well as employers from diverse sectors.

The objective of NEF is to establish a wide coalition to adjust education to evolving realities, to facilitate discussions, to forge meaningful partnerships, to assess local conditions, and to seek answers and practical solutions that address the demands of the labor market in the regions and across Europe. This is accomplished through **workshops, presentations, networking sessions, and a conference segment** that comprise each two-day NEF event.



Since the inaugural Forum, co-organized by Prof. Jerzy Buzek, the first NEF Ambassador, we have conducted **40 regional and pan-European events, including seven annual gatherings in the European Parliament, drawing over 4,660 participants.** We have welcomed numerous esteemed panelists, including Iliana Ivanova, Commissioner for Innovation, Research, Culture and Education, and Markus Beyrer, Director General of BusinessEurope. In the past, we had the privilege of hosting Tibor Navracsics, EU Commissioner for Education, who inaugurated the first NEF Forum in Warsaw in 2015, along with Valdis Dombrovskis (EU Commissioner), Montserrat Gomendio (Deputy Director for Education and Skills, OECD), Dominika Bettman (CEO Microsoft Poland), and representatives from industry associations such as CEEMET and KLEPA. NEF has been held in various European cities, including Athens, Linz, Gdansk, Caserta, Edinburgh, Limerick, Santander, Warsaw, Brussels, Poznan, Comillas, Turin, Berlin, Olsztyn, Aberdeen, Opole, Bielsko-Biala, Vigo, and Krakow.



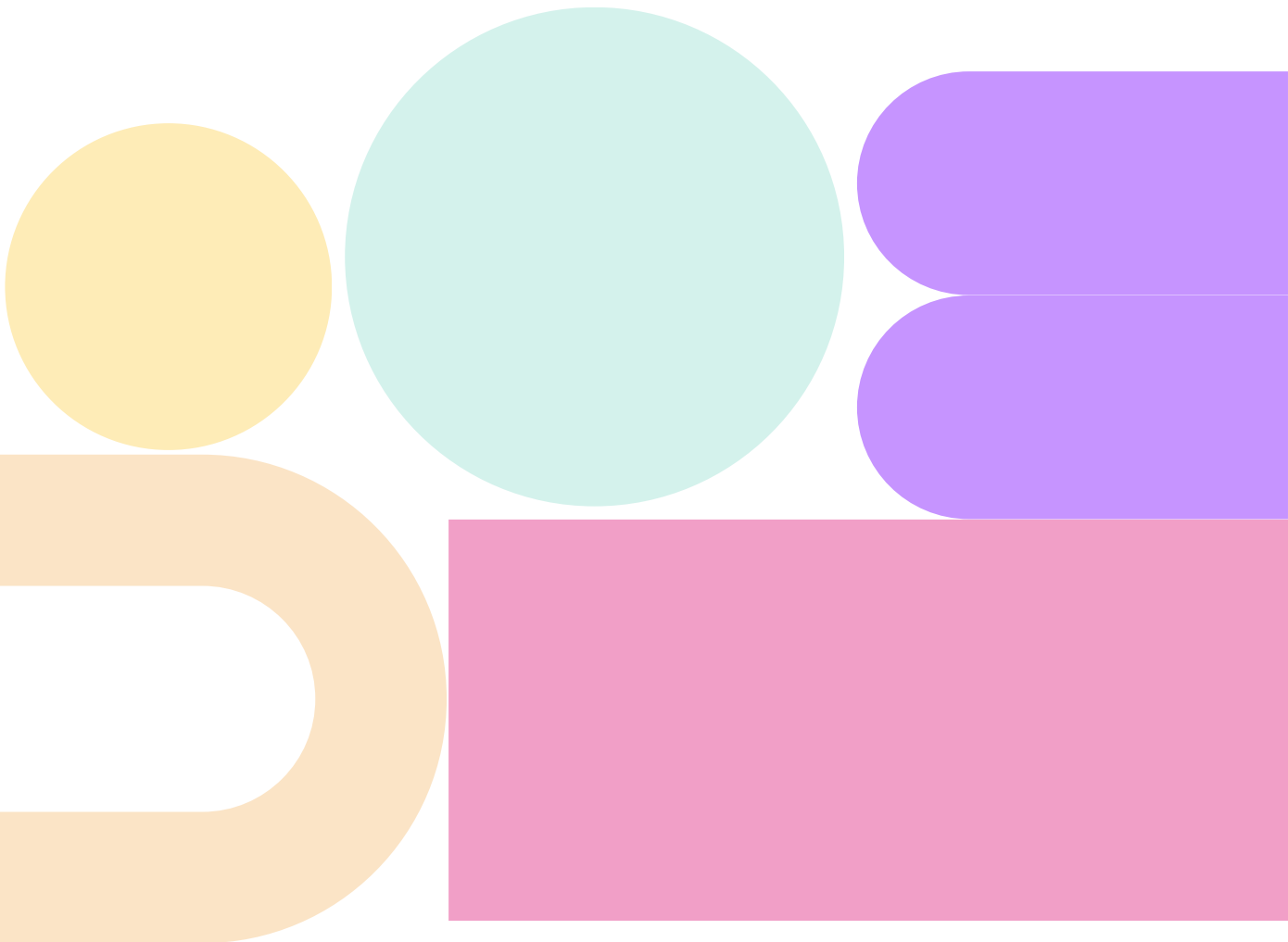
Our objectives at every event are:

- Considering the latest issues and challenges in education,
- Exploring innovative pathways for educational advancement that align with the social, technological, and economic transformations of the 21st century,
- Advancing transversal competencies as essential assets for citizens and employees,
- Promoting the enhancement of vocational education and its reputation,
- Establishing connections between EU regions and cities and the European institutions.

Additional details regarding ongoing projects are available at: [www.ciedu.eu](http://www.ciedu.eu)

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# Smart. Speedy. Superlight.



## MacBook Air

The 13-inch MacBook Air with the M4 chip can tackle challenging coursework and personal projects. With a brilliant **Liquid Retina display**, up to 18 hours of battery life, and a **strikingly thin and light design**, it's built to last and can take on just about **anything, anywhere.**

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## SCHOOL – a place of integration and development

A school is a space where people with different needs, passions, and dreams come together, each playing a different role: teacher, student, parent, or principal. But that's not all. In terms of influence and relationships, a school also includes the economic environment and the entities responsible for running it. Only by looking at a school in this way can we fully understand its functioning.

A school is a place of discovery and experience, as well as cognitive and social development. The diversity of students' needs and abilities requires an individual approach. The appropriate selection of methods and forms of teaching for students with special educational needs or disabilities allows all students to be included in the shared classroom space. The school must be prepared for this, both in terms of organization and the competencies of its teachers. The world around us is changing, and the school needs to change as well.



Effective learning requires proper teaching aids, and in the case of vocational schools, equipment for professional training. This not only supports teachers by modernizing teaching methods but also actively involves students in the educational process. Technological advancement demands special modernization—not just continuous purchases of new computers, but rather an evolution of education toward learning through experimentation.

We are an interdisciplinary team of specialists, and together we create innovative solutions tailored to the needs of specific schools, teachers, and students.

### How do we work?

We create personalized solutions in the field of knowledge capital and experience transfer—from concept to implementation, all the way to achieving specific goals and indicators.

#### Creatively

we develop our own, innovative projects

#### Proactively

we don't wait for programs but engage in creating them.

#### Innovatively

we encourage exploration of the world and its changes through experimentation.

#### Developmentally

we plan, act, test, and continuously improve our products and offerings.

#### Interdisciplinary

We combine different scientific disciplines, environments, and fields (e.g., education, ecology, labor market, employers).

#### Collaboratively

we engage communities and entities that influence education in Poland, including employers.

#### Inclusively

we recognize that everyone needs an individualized approach.

### Our impact:

- Nearly 1,000 schools: 720 primary schools and 270 secondary schools
- **4,000 teachers: 3,000 primary school teachers and 1,000 secondary school teachers.**
- **57,000 students: 40,000 primary school students and 17,000 secondary school students**

**400 partners: we collaborate with over 400 labor market institutions, social assistance organizations, and NGOs.**

### We build specialized knowledge centers:

#### Ecological Education Center

- A place where science meets passion, and ecology meets innovation.
- A sustainable future starts with education.



#### We create 21st-century ecological solutions.

The Ecological Education Center is a modern initiative for the practical demonstration of natural phenomena and processes, as well as ecological education. This approach not only increases participant engagement—mainly children and young people—but also enables a better understanding of complex natural and scientific concepts.

Through these activities, participants learn how the environment functions, the processes that occur within it, and how their own actions can impact the planet's future. In the long run, such efforts contribute to building a more aware and responsible society.

### INNOVATION

We implement INNOVATIVE and CREATIVE solutions at the intersection of ecology and education—combining modern teaching methods with expert-developed materials.

#### Career Counseling Centers

- A place where we present future professions based on technology.
- Career counseling should be about forecasting the future, not just describing the past.



### KNOWLEDGE TRANSFER

We create professional LABORATORIES for knowledge and experience transfer.

### EXPERIENCE

We design spaces where students can engage in EXPERIMENTS using advanced educational equipment.

### TECHNOLOGY

We introduce THE LATEST TECHNOLOGIES, making complex phenomena accessible and practical.



Instytut Badawczo-Szkoleniowy is a proven partner with many years of experience in modernizing and implementing innovations in education systems.





The Adamed Foundation was founded in 2014 to promote the growth of gifted youth and to enhance the appreciation of science and natural sciences. It promotes the concept of collaboration and unites the scientific community, pharmaceutical, and medical sectors and biotechnology, while also enhancing collaboration with organizations that have similar objectives.

The primary initiative of the Foundation is the ADAMED SmartUP program, which aims to support gifted youth, particularly in the areas of exact and natural sciences. This program is a distinctive and innovative educational and scholarship opportunity, allowing young enthusiasts in these fields to enhance their knowledge. Through collaboration with distinguished scientists from top Polish and international universities, the Adamed Foundation enables young individuals to pursue their interests under expert guidance. Over the course of 10 editions of the program, nearly 80,000 participants have registered, and the science camps organized within it have already produced 500 graduates, with a hundred receiving individual, 10-month scientific consultations, and 27 of the most outstanding participants being awarded scientific scholarships.



Organizer

Patronage



New Education Forum  
Warsaw 2025



Patronage of the Polish Presidency of the Council of the EU  
Patronage of the Polish Presidency of the Council of the EU

In 2023, the Adamed Foundation initiated the Supporting School program – the first extensive initiative in Poland aimed at preventing suicidal behavior among children and adolescents, developed in collaboration with prominent experts in the field of suicidology associated with the Życie Warto Jest Rozmowy service. This groundbreaking project addresses the increasing mental health challenges faced by young individuals. It enables schools, educators, and parents to swiftly and effectively respond to concerning signals from students.



To date, the pilot and the initial edition of the program have engaged 30 educational institutions across Poland. The activities conducted during the first edition of the program have been under the honorary patronage of the Minister of Education and the substantive patronage of the Polish Psychiatric Association and the Polish Suicidology Association. Additionally, the program has received a favorable assessment and recommendation for future initiatives from experts in child psychiatry, including Prof. Dr. hab. n. med. Małgorzata Janas-Kozik, the plenipotentiary for reform in child and adolescent psychiatry, and Dr. n. med. Aleksandra Lewandowska, the national consultant in the field of child and adolescent psychiatry.

The COVID-19 pandemic presented a significant challenge. As part of the ADAMED Expert Fundacja program, Poland produced its first educational film focused on infection prevention principles. This educational campaign was disseminated through television, radio, and the Internet, effectively reaching various age demographics, including school children, adults, and seniors. Informative posters and MMS messages containing essential information on preventive measures to help avert coronavirus infection were extensively circulated across Poland. In collaboration with the program's Scientific Council, which comprised national consultants and experts from diverse medical fields, the initial guidelines and procedures for managing patients infected with COVID-19 in Poland were developed and distributed to healthcare professionals and hospitals nationwide.

In response to the war in Ukraine, the Adamed Foundation took an active role in assisting children impacted by the conflict, contributing 2,100 school supplies for Ukrainian students who began their education in Polish schools. Furthermore, the Adamed Foundation offered financial assistance to the SOS Children's Villages Association in Poland, a non-governmental organization dedicated to supporting abandoned and orphaned children in 135 countries. The funds were utilized to provide care for the youngest war refugees who sought refuge in our nation.



In 2024, the Adamed Foundation marked its 10th anniversary.

For additional details, please visit: <https://fundacjaadamed.pl/>





**EDU 360** is a program developed to address the necessity of establishing an optimal learning environment utilizing the latest technologies and systems tailored for Polish schools. Experts from Dell Technologies, in collaboration with technology partners, leaders in the education sector, and technology providers, deliver comprehensive solutions for students, educators, and educational institutions. The program not only integrates modern technologies into schools but also influences the future of education by teaching young individuals how to harness, among other things, the potential of artificial intelligence. This innovative approach to knowledge transfer places both teachers and students at the forefront of digital transformation.

The program is founded on three primary pillars: **security, support, and durability**. Within its offerings, you will discover a comprehensive knowledge base that includes engaging educational materials and complimentary training for educators, featuring the global Skills for Innovation program developed by Intel. All available resources serve as an outstanding source of information and inspiration. On the EDU 360 platform, you will also encounter a series of podcasts hosted by Konrad Wierzchowski, an education expert at Dell Technologies, who interviews prominent figures from the EdTech sector.

The project portfolio features webinars for educators and parents, along with recordings covering subjects such as digital safety within the school setting.

The program also relies on collaboration with educational ambassadors, such as Zyta Czechowska and Iwona Łyczkowska. We invite you to subscribe to the EDU 360 newsletter, where you can discover the most significant updates from the realms of education and technology each month.



Additional information is available at <https://www.rozwiazaniadlaedukacji.pl/>

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MORE TIME FOR TEACHERS  
 MORE OPPORTUNITIES FOR PUPILS  
 GREATER SAFETY IN THE DIGITAL SCHOOL



**AiD AB Group**, in collaboration with Microsoft, supports teachers in Poland by providing an ecosystem powered by Windows 11 Pro and Microsoft AI. This working environment reduces teachers' workload, automates routine tasks, and frees up valuable time, allowing them to focus on what truly matters: teaching.

### OUR MISSION: AI FOR EDUCATIONAL EQUITY

**We operate in a digital school environment where AI:**

- Accelerates learning and personalizes educational content
- Supports pupil development while protects their data

**Microsoft AI creates equal opportunities for all pupils by:**

- Assisting those with learning challenges
- Unlocking the potential of advanced learners

### MICROSOFT ARTIFICIAL INTELLIGENCE IN EDUCATION

#### INCLUSIVE

Accessible to every pupil and teacher

#### SECURE

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#### SIMPLE

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### THREE PILLARS OF MICROSOFT AI IN SCHOOLS

#### 1. Accelerating Learning

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#### 2. Preparing Students for the Future

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#### 3. Increasing School Efficiency

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- Copilot as a Teacher's Assistant
- Copilot Agents: Task Automation, Efficiency, Support
- Cybersecurity in Schools

### 1 Million Poles with AI – Join the Microsoft Program

Microsoft has committed to training 1 million Poles in AI within a year. A free "AI Fluency" course is available to everyone.

AI Academy for Education



AI Fluency Downloadable course in Polish



Time for AI in Education



AI Fluency Course available on the Microsoft Learn platform



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