MENTOR 2.0

Mentoring in Italian School System

State of the art and future scenarios

National study

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GLOBAL TRAINING NETWORK

Cooperation Partnerships in School Education

Co-funded by the Erasmus+ Programme of the EU

Result 1: Mentor 2.0 Curriculum

REPORT

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Introduction

This publication collects the results of research carried out in Italy to analyze the state of the art and opportunities for modernizing the national education system, particularly with regards to the paradigm shift in teachers' role, from knowledge transmitters to mentors for their students. The research work was conducted through desk research, surveys and focus groups with primary, lower and upper secondary school teachers and students, and focused on the country's regulatory context and latest policy developments supporting mentoring in formal education, as well as teachers' and students' perspectives about the needs and gaps in the preparation of educators towards a mentor's role. The analysis covered multiple topics, relevant to support the desired paradigm shift, such as:

- competences and tools for strengthening students' self-motivation;
- competences and tools for discovering and managing talents;
- current practices to foster team building at school, in the classroom and during outdoor learning;
- available and needed digital tools to enhance inclusive education;
- the school's role in the circular economy;
- current practices and needs to foster the cooperation between schools and external environments, particularly employers;
- competences, practices and tools for preparing students to make educational and professional decisions about their future.

Therefore, this report aims to provide a detailed picture of the missing tools and competences for the enhancement of mentorship in formal education and, ultimately, to select the elements of the existing *Mentor Programme*, good practice developed by the Polish Center for Innovative Education and enrich it in order to develop **a new innovative curriculum for teachers** to be transferred to a digital environment through the Mentor 2.0 project.

1. Mentoring in School Education: The Italian national context

This chapter analyses Italian regulations and the latest policy developments that directly or indirectly support mentoring structures in the national formal education system. Particularly:

- direct support, such as measures directly addressing the enhancement of mentoring tools and skills in schools, can be found in the *National Recovery and Resilience Plan*, envisaging mentoring programs and the creation of a digital platform for online mentoring and training of students of lower and upper secondary school, analyzed in section 1.1 of this publication;

- indirect support can be found in multiple measures and guidelines addressing transversal topics that are essential to support effective mentoring programmes in school environments, such as:

  a. students' soft skills development (section 1.2);

  b. digital tools enhancing inclusive education (section 1.3);

  c. school's role in circular economy and practical environmental education (section 1.4);

  d. cooperation between schools and external environments, particularly employers (section 1.5).

In order to inscribe such measures in the wider national system and, particularly, in the key decision-making sphere, below the main institutional stakeholders are presented:

Responsible institution for developing pedagogical content in Italy	The Italian Ministry of Education is responsible for setting pedagogical guidelines. The School Headmaster, within each institution, accepts the guidelines and, together with the Teachers' Board, elaborates all these directions and includes specific educational proposals within the Three-Year Educational Offer Plan (*PTOF*).
Decision-makers in the general curriculum content	The Ministry of Education, assisted by its regional and provincial scholastic offices, issues guidelines, but at the school level the *PTOF* (three-year educational offer plan) is discussed and decided, first by the teachers' board and then by the school council, after analyzing the socio-cultural level of the territory, school drop-outs and other factors affecting the school's potential.

Institution responsible for initial teacher training	The Ministry of Education is the main institution responsible for initial teacher training. To become a teacher, a teaching qualification (Degree or High School Diploma) and a teaching qualification are required. The Legislative Decree 59 of 2017 on the new teacher training and recruitment system made several changes to the access and initial training procedures for secondary school teachers.
Potential obstacles for integrating Mentor 2.0' results in schools	The main obstacle highlighted by the interviewed teachers is the excessive Italian bureaucracy, from which teachers' obligations to produce documentation and reports can be time-consuming and discourage them from engaging in other activities related to continuing professional development with innovative practices, models and tools.

1.1 Mentoring in the National Recovery and Resilience Plan

Italy's Recovery and Resilience Plan *(Piano Nazionale di Ripresa e Resilienza, NRRP)*, published in 2021 as a part of the Next Generation EU Programme, envisages specific measures for mentoring activities under the investment 1.4 "Extraordinary intervention aimed at the reduction of territorial gaps in I and II cycles of secondary school and at tackling school drop-out", a part of its mission no. 4, "Education and Research". Particularly, the measure aims at guaranteeing adequate basic skills for at least one million students per year over four years, also through developing a single national portal for online training. The investment will promote the implementation of mentoring activities for at least 470.000 students at risk of early school leaving and for at least 350.000 youth who have already dropped out.

The Plan envisages an online platform for mentoring and training activities for lower and upper secondary school students. As highlighted in Decree no. 361/2021 of the Italian Ministry of Education[1], the platform is intended to create a simple, direct and personalized channel of interaction between mentor and student, conveying teaching and guidance content, facilitating communication and continuous monitoring of learning and teaching processes,

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[1] Italian Ministry of Education, Ministerial Decree no. 361/2021, *Definizione delle modalità di attivazione e realizzazione di una piattaforma online per le attività di mentoring e di formazione in attuazione della linea di intervento 1.4. "Intervento straordinario finalizzato alla riduzione dei divari territoriali nel I e II ciclo della scuola secondaria e alla lotta alla dispersione scolastica" nell'ambito della Missione 4 – Componente 1 – del Piano nazionale di ripresa e resilienza (PNRR),* 29 December 2021.
Available at https://pnrr.istruzione.it/wp-content/uploads/2022/09/DM_361.29-12-2021_Divari_Piattaforma_mentoring.pdf

sharing agendas, timetables and objectives and offering constant motivational responses and reinforcement to students throughout the course of activities.

The digital platform will be available in both desktop and mobile versions, also through a special app open to different user profiles (i.e., school manager, mentor/tutor, students) and ensuring full accessibility to people with disabilities.

The Decrees defines the following functionalities for the platform:

- agenda, for the definition of shared commitments and activities;
- chat, for direct communication between mentor and student;
- goals, for the definition of objectives, timeframes and monitoring of results; training, a space for sharing documents and training materials, short surveys and progress checks;
- user profile, containing non-sensitive data on goals, certificates, list of courses activated.

School managers, contact teachers and mentors/tutors of the beneficiary educational institutions can manage specific enabling functions for students participating in mentoring, tutoring and training activities.

The following results are expected:

- improvement in students' learning and in the levels of disciplinary and transversal skills achieved;

- decrease in drop-outs and absences;

- improvement of teachers' and educators' common planning and reflection skills;

- consolidation of an inclusive school model marked by inter-professionalism, didactic innovation, co-design, co-planning;

- strong interaction between school, educating community, local authorities and territory.

Ultimately, the measure aims to engage 820.000 Italian students in mentoring activities by 2025 and achieve the target of 10,2% school drop-out rate by 2026.

1.2 Soft skills development

The European framework for key competences for lifelong learning is a "reference horizon"[2] for the Italian education system since preschool. For preschool and the first education cycle, the latest National indications of the Ministry of Education[3] highlights the importance of developing learning environments centred on discussion, communication, cooperative work, contextualization of knowledge, empathy and responsibility. The document highlights the need to foster kids' learning to learn competence and the related abilities and skills, such as self-regulation, the ability to manage their time, priorities and the organization of their spaces and tools, as well as the self-evaluation of the individual's limits, resources, and possibilities.

In the context of the second cycle of education and training, since 2005, the *Educational, cultural and professional profile* (*PECUP*), introduced by legislative decree on 17 October 2005, n. 226, defining the competencies, skills and knowledge that students must have at the end of the final two-year period of compulsory education, identified the need for citizenship competencies and **soft skills** to enable young students to face new and unpredictable situations.

For the final three years of the second education cycle, in 2018, the Ministry of Education introduced the "Pathways for Transversal Skills and Orientation" (*Percorsi per le Competenze Trasversali e per l'Orientamento, PCTO*)*,* making soft skills an educational goal. These pathways address the need to foster students' ability to interact and work with others, problem-solving skills, creativity, critical thinking, awareness, resilience, and the ability to identify the forms of guidance and support available to deal with the complexity and uncertainty of change, preparing for the changing nature of modern economies and complex societies.

Among the proposed methodologies for the PCTO, the Guidelines[4] of the Ministry of Education introduced "Service Learning". Service Learning is a pedagogical, methodological and didactic proposal that allows the student to learn through service to the Community, i.e., to learn by measuring oneself against the problems actually present in one's own life context.

The project is implemented in the territory but is characterized in the educational relationship by:
- the research activity (identification of solidarity action);
- the interdisciplinary nature that envisages full involvement of the teaching staff;

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[2] Italian Ministry of Education, University and Research - MIUR (2012). *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione.* Available at:
https://www.miur.gov.it/documents/20182/51310/DM+254_2012.pdf/.

[3] Italian Ministry of Education, University and Research - MIUR (2018). *Indicazioni nazionali e nuovi scenari.* Available at: https://www.miur.gov.it/documents/20182/0/Indicazioni+nazionali+e+nuovi+scenari/

[4] Italian Ministry of Education, University and Research - MIUR (2018). *Percorsi per le Competenze Trasversali e per l'Orientamento. Linee Guida.* Available at
https://www.miur.gov.it/documents/20182/1306025/Linee+guida+PCTO+con+allegati.pdf

- the development of skills;
- the participation of the student and the class group in collaborative activities with local institutions and associations (professional and voluntary);
- the active role of the student in the various phases: conception, evaluation, implementation;
- the school's social responsibility in realizing active citizenship experiences;
- the commitment to promoting personal and social transformation processes in the curricular dimension.

The educational value of SL projects, in terms of personal growth, motivation to study, levels of competence and self-esteem, and the acquisition of socially proactive behavior, has led the Ministry to carry out a national experiment and to promote the establishment of networks of Service-Learning schools in all Italian regions.

1.3 Digital tools in school enhancing inclusive education

On 8 August 2022[5], the Ministry of Education announced the start of the "School 4.0 Plan"[6], a transformative intervention of the national education system towards digitalization. With the National Recovery and Resilience Plan's resources and other European funds, around 4.9 billion euros were allocated to wire classrooms, train teachers, bring ultra-broadband to schools, support the digitalization of secretarial offices and payments linked to school activities, and innovative teaching spaces to create an educational innovation programme to have more interactive lessons and more involved students. The Plan aims to transform 100,000 traditional classrooms into innovative learning environments and create laboratories for the digital professions of the future in second-cycle schools. Flexible and technological learning spaces to foster collaboration and inclusion in all Italian schools and in line with the growing needs of children and young people.

Thanks to the "School 4.0 Plan" resources, each school in the first and second cycles will be able to transform at least half of its current classrooms, designing new environments and new teaching methods according to its needs. 1.296 billion were allocated for the creation of physical and digital learning spaces with innovative furnishings and equipment, as well as teaching methodologies and techniques in line with the transformation of environments to enhance learning and the development of cognitive, social and emotional skills of students. Particularly, the Next Gen Classrooms will favour the active learning of female students and students with a plurality of paths and approaches, collaborative learning, the interaction

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[5]Italian Ministry of Education, *PNRR, al via il "Piano Scuola 4.0"*, 8 August 2022, available at https://www.miur.gov.it/-/pnrr-al-via-il-piano-scuola-4-0-2-1-miliardi-per-100-000-classi-innovative-e-laboratori-per-le-professioni-digitali-del-futuro-bianchi-in-atto-il-piu-
[6]Italian Ministry of Education (2022), Piano Scuola 4.0, available at
https://pnrr.istruzione.it/wp-content/uploads/2022/07/PIANO_SCUOLA_4.0_VERSIONE_GRAFICA.pdf

between students and teachers, the motivation to learn and emotional well-being, peer learning, problem-solving, co-design, inclusion and personalization of teaching, taking care of the space of your class. They seek to contribute to consolidating cognitive and metacognitive skills (critical thinking, creative thinking, learning to learn and self-regulation), social and emotional skills (empathy, self-efficacy, responsibility and collaboration), and practical and physical skills (use of new information and digital communication devices).

The Plan also includes the creation of spaces for the digital professions of the future, particularly for secondary schools. The aim is to set up workshops where students can develop specific digital skills in the various advanced technological fields (such as robotics, artificial intelligence, cybersecurity, and digital communication), including through authentic activities and actual simulation of the places, tools and processes associated with the new professions. The workshops will be an opportunity to broaden the school's educational offerings and will be designed by involving students, families, teachers, businesses, universities, and higher technical institutes and integrating the Pathways for Transversal Skills and Orientation (PCTO).

1.4 School's role in the circular economy

From April 2022, a new plan for the ecological and cultural transition of schools has become part of the educational offer of Italian educational institutions: the **School ReGeneration Plan**[7], the Italian Ministry of Education's plan to implement the goals of the ONU 2030 Agenda and promote awareness and knowledge of environmental issues and the transformation of lifestyle habits in a sustainable way for schools. From September 2022, school curricula should include activities related to ecological and cultural transition linked to the four pillars and objectives. Particularly, the purposes of the Plan are **social**, **environmental** and **economic**.

Social:
- regain sociality;
- overcome anthropocentric thinking;
- mature awareness of the link between solidarity and ecology;
- abandon the culture of waste;
- mature the right to access common goods.

Environmental:
- mature awareness of the inescapable link between people and Earth;
- mature awareness of the ecological rights of all living beings;
- become aware that we must systematically tackle environmental problems;
- earn to minimize the impacts of human action on nature;

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[7] Italian Ministry of Education, RiGenerazione Scuola, https://www.istruzione.it/ri-generazione-scuola/obiettivi.html

- gain awareness of the importance of soil.

Economical:
- know the bio-economy;
- learn about the circular economy system;
- gain awareness that climate disruption is also an economic issue;
- learn how to build the zero-emission, circular and regenerative trades and businesses of the future;
- acquire green skills.

1.5 Cooperation between schools and external environments

The cooperation between Italian upper secondary schools and external environments mainly occurs in the context of the Pathways for Transversal Skills and Orientation (PCTO). In 2019, two tools were introduced by the **PCTO** in 2019: the **"Simulated Training Enterprise'' and "Enterprise in Action''**, in general, the purpose of these two tools is to, on one hand, enhance soft skills useful to students in the world of work and on the other hand an initiative to provide students with entrepreneurial skills.

The **"Simulated Training Enterprise"** uses a teaching methodology that makes natural use of problem-solving, learning by doing, cooperative learning and role-playing. With it, the aim is to reproduce a simulated environment that allows the student to learn new skills from an operational point of view, reinforcing the knowledge and skills learnt during studies. With IFS, students reproduce the working model of a real company in the laboratory, learning management principles through doing (action-oriented learning). The set of simulated training companies, interconnected by a computer platform, constitutes the telematic network of simulated training enterprises, supported by a Simulation Centre national or local, consisting of a system that allows the networked virtual companies to simulate all actions related to the specific areas of any business activity.

Through the **"Enterprise in Action"** initiatives, students manage real businesses, release a product or service, and carry out all the activities that lead from idea to action. The preparation is done with collaboration and under the supervision of business experts who involve the students in dynamic activities, group work, project work, simulations, and role-plays, through visual aids such as posters, slides, video lectures, playing cards and quizzes, to develop a business idea through which to originate a product, be it a good or a service, that meets the real needs of potential consumers.

1.6 Recommendations

Improving the quality of teaching and the 'teaching profession' is one of the main objectives of all European education systems. Indeed, Europe has for years been calling not only for the definition of common principles for the competences and qualifications required for teachers and trainers, but also for the acquisition of new methodological and cultural approaches to teaching. Indeed, the hyper-dynamic context in which we live is characterized by profound social, economic, cultural and technological changes that are revolutionizing every aspect of our daily lives. The world of education is also undergoing an unprecedented transformation process due to changes in society and the introduction of new technologies. A true exponential development rather than linear development. For this reason, a major paradigm shift is needed to govern the processes of this era. Schools have the task of equipping young people with future-proof skills, providing them with tools to operate in complex contexts.

In this context, the figure of the teacher is part of a Copernican revolution: their central role as the ones who 'hold the knowledge' and transfer it, placing the student in a condition of passivity, does not always facilitate learning. Thanks to the new models of participative and interdisciplinary learning and the integration of technologies in the educational context, a new figure is increasingly emerging, the mentor-coach, a teacher who aims to be a reference model in the professional and personal growth of the student, able to grasp and enhance character aspects, aptitudes, interests and passions and able to develop highly customized learning paths to meet the learning type of each student.

Rigid lectures give way to a more engaging, direct and customized learning experience, with moments of confrontation in which teachers help students to learn by stimulating discussion, promoting the development of critical thinking and accompanying them in the field experience through a direct relationship and continuous comparison in a two-way dynamic. In a nutshell, the teacher's task, unlike in the past, is not so much to transfer notions, but rather to provide the student with all the tools he or she may need to better focus and achieve his or her objectives through the acquisition of a method and tools that will lead him or her to grow following his or her path and natural vocation.

The new teacher is less and less a trainer and increasingly more a coach, educator and mentor: they provide direction and guidance with the aim of supporting the student's school and personal path.

What are the barriers we face?

Such a radical and impactful change cannot but encounter some resistance, especially within a cultural context such as the Italian one, which has repeatedly called for a radical change of course with the acquisition of totally new models and processes.

More responsibility, less rewards. Many teachers see their responsibilities increased, also and above all in terms of the management and development of new relational and communicative spaces in the face of lower social prestige, low salaries, difficult cultural contexts, and a precarious work situation.

Fatigue and fear of the uncertain. Having to unlearn old models and acquire new ones, experimenting with new approaches and new technologies means for teachers, especially older ones, having to leave the comfort zone to encounter new knowledge and experiences that undermine their degree of certainty and security both as teachers and as people.

Quality of professional development. While it is necessary for a teacher/professional to respect the need for lifelong learning (Lifelong Learning), training should not be limited to formal channels (conferences, seminars, workshops, in-presence and online courses, books, professional journals), but should also explore and integrate new sources (LMS, Internet, Metaverse) and new approaches (e.g., challenge-based learning, social and emotional learning, game-based learning).

This is where the Mentor 2.0 methodology comes in. Some proposals are presented below, resulting from the analysis of the state of the art and the challenges and needs expressed by the teachers surveyed and interviewed in the scope of the Mentor 2.0 project.

1. **Introduce the methodology within the teachers' training plan** in a manner consistent with the criticalities that emerged from the self-assessment report (RAV) and the improvement objectives that the school proposes to pursue, and which then find their explication in the Three-Year Educational Offer Plan (*Piano Triennale dell'Offerta Formativa, PTOF*). Participation in the training activities, in this case, is binding and therefore mandatory because they are decided by the collegiate body that expresses the will of the teaching staff.

2. **Understanding the context**. Each institute is unique in itself. Focusing from the outset on the real problems and needs of the teaching staff, on the difficulties and objectives that each teacher seeks to achieve, is not only the main objective to be followed, but at the same time, the first step in creating a real impact.

3. **Vouchers and rewards**. Create prizes, recognitions and rewards for the most active and deserving teachers with sums of money to participate in cultural initiatives, buy books, devices, and software, subscribe to magazines, and enroll in graduate, post-graduate or master's degree courses.

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4. **Integrating within schools a Learning Record Store** that can integrate and connect all the results of training experiences and competences acquired during refresher and qualification activities promoted by qualified bodies accredited by the Ministry of Education to deliver

5. **A board of facilitators**. No watertight compartments, but we aim to create a management staff (by way of example, we can think of collaborators, class coordinators, heads of disciplinary departments, coordinators of commissions, etc.) with the task of monitoring each action put in place, defining the key indicators, the objectives, the persons responsible for each process. In addition, avoid "communication and coordination gaps" between all areas of the institute, with activities to be put in place at all levels.

6. **Apply Reverse Mentoring**. Mentors/teachers can learn from their students because shared knowledge and experience help both parties involved in the exchange to learn and make new connections between the information and meanings they hold. Not only that. Young learners with less experience, but a strong competence in new technologies, can help their teachers familiarize themselves with new technologies and digital tools.

7. **Practicing change**. Every teacher must be able to understand the necessity and value of change, and to do so; school leaders must build and promote a solid culture of change within schools: first, it will be important to apply the new educational approach to concrete projects and to decline knowledge, skills, meanings by experimenting with concrete solutions in real contexts.

8. **Make change sustainable and inclusive**. In order to optimize each action and, above all, to trigger a cycle of continuous growth, it will be essential to set micro-goals that are achievable in terms of time and difficulty. Not only that. It is fundamental to activate in each teacher a new approach that stimulates dialogue and confrontation, to ask questions and to learn, to be curious.

9. **Stimulating dissatisfaction**. If the managers of an institute can objectively assess where their organizational and training processes are inefficient, inadequate or not fully adapted to the market they serve, then they are in the right frame of mind to positively change their behavior and meet the market's favor. By stimulating the attention of one's teachers, confronting them with challenges and evaluations, and inviting them to express corrective judgements and alternative solutions, one gradually cultivates the propensity of the teaching staff to appreciate dissatisfaction as an engine for change in order to express, without prejudice, opinions and views that can increase a company's capacity to innovate.

2. Teachers-Mentors at School: Surveys

This chapter collects the results of a survey administered online from June to September 2022 to primary and secondary schools' students and teachers in Italy. The survey was designed by the MENTOR 2.0's transnational project team, led by the Center for Innovative Education, and reached over 700 teachers and students in Austria, Greece, Italy, Poland and Spain.

In Italy, 60 students and 61 teachers contributed to the research, offering their perspective on the needs of educators and learners in terms of training and tools to support students' growth process.

2.1 Survey Analysis: Teachers

Composition of the group. As assessed through Question no. 1, the majority of the respondents to the survey were upper secondary school teachers (77%), followed by lower secondary school teachers (11%), primary school teachers (10%) and one preschool teacher (2%).

Question 1	You are a: [1] primary school teacher, [2] lower secondary school teacher, [3] upper secondary school teacher, [4] other.

Graph 1. Distribution of participants by school grade

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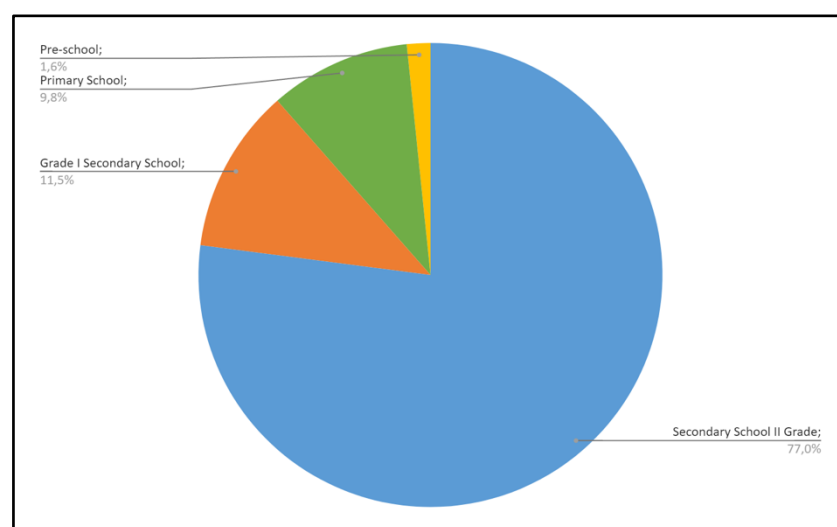
Questions 3-4-5	**Question 3:** Could you identify your strengths and/or any particular talents that distinguish you in your role as a teacher?
	Question 4: If you ticked "Yes" in the previous question, provide a minimum of three examples.
	Question 5: If you ticked "No" in the previous question, what talents/strengths would you like to develop in yourself as a teacher? Name at least three.

This set of questions is aimed at assessing teachers' self-awareness competence, particularly the ability to recognize their strengths and talents.

In relation to question no. 3, **92% of respondents reported that they know their strengths and or talents** distinguishing them in their role as teachers. When asked to provide a minimum of three examples, the following results were registered:

Table 1. Teachers' strengths and talents

Strengths & Talents	Share[8]
Emotional Intelligence	15%
Sharing	11%
Know-How	8%
Ability to listen	8%
Effective communication	8%
Creativity	7%
Organization	3%
Class Management and Engagement	3%
Authoritative	3%
Patience	3%
Collaborative	2%
Open-Mindedness	2%
Digital Skills	2%
Inclusion And Integration	2%
Instructional Design	1%
Expert in the complex social phenomenology of youth	1%
Curiosity	1%
Positivity	1%
Cooperation	1%
Intellectual honesty	1%
Problem Solving	1%
Analysis	1%

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[8] Share of the respondents who reported the listed strength or talent.

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Divergent Thinking	1%
Reliability	1%
Study Of Reality	1%
Responsibility	1%
Gamification and Game Based Learning	1%
Good Insight	1%
Internationalization	1%

Only 6% of the respondents did not provide specific examples of their strengths and talents, while 94% of the surveyed teachers exhibited familiarity with their strengths.

Questions 2-6-7	Question 2: As a teacher, what support do you need the most in terms of developing students' transversal (soft) competences such as critical thinking, innovative, reflection and communication skills, collaboration, internal motivation, perseverance, leadership? Question 6: During the last year, have you participated / participated in training courses on building student teams, working in groups, or managing the classroom? Question 7: If you ticked "Yes" in the previous question, please provide the names of the training or topics.

This set of questions aimed at analyzing the needs of teachers in terms of learning opportunities for improving their educational practices addressed to develop their students' soft skills and build cohesive communities inside their classrooms.

In response to question no. 2, the following support areas and tools were mentioned in the surveys:

Table 2. Support teachers need to develop students' soft skills

Item	Share
Digital tools	12%
Teamwork activities	11%
Problem solving	10%
Cooperative learning	9%
Effective communication	9%
Active learning techniques	8%
Project-based learning	7%
Student-centred pedagogical approaches	6%

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| More individualized teaching practices | 4% |
Educational robotics	3%
Simulations and scenario-based learning	3%
Coding	3%
Courses to improve students' self-esteem and self-awareness	3%
Classroom podcasts	2%
Creative writing workshops	2%
Non-lecture based courses	2%
Gamification	2%
Outdoor learning	2%

During the year before the survey, the majority of the respondents (84%) have not participated in training courses on building student teams, working in groups, or classroom management. Only 16% of the surveyed teachers have participated in a relevant training course, particularly 1 teacher participated in a training course *promoting life skills through team building*, another teacher participated in a course for *team building techniques to transform the classroom into a team*, another teacher replied that he participated to a course in *conflict management*, another in *team building and management*, and lastly another in *communication strategies in the classroom and flipped classroom.*

| **Question 8** | On a scale from 1 to 10 (where 1 is the least and 10 is the most), indicate to what extent you need to develop your skills to effectively manage student teams. |

The Graph below provides an overview of the score indicated by the respondents.

Graph 2. Need for skills to effectively manage student teams: participants' self-assessment

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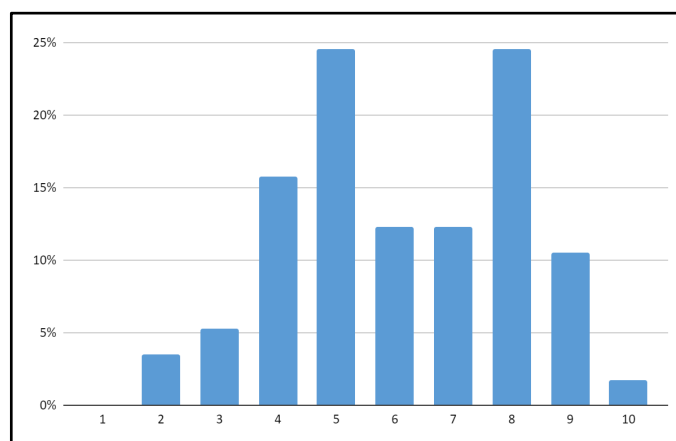
Questions 9-10	Question 9: On a scale from 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what you think should be developed in students first. Question 10: Other? What?

Respondents were asked to rate, from 1 to 5, the following items:

- understanding the importance of values (e.g., solidarity, truthfulness) by promoting virtuous models of behavior that represent them;
- building social relationships based on mutual respect;
- reinforcing students' self-esteem based on their strengths;
- stimulating and increasing intrinsic motivation;
- creativity, innovation and entrepreneurial skills;
- the ability to think critically, logical reasoning, the ability to argue and interpret;
- respect for the environment and active pro-ecological attitudes;
- the ability to recognize and further develop one's talent and uniqueness;
- integrating cultures other than one's own, tolerance towards others and openness to change.

As shown in the Graph below, all the respondents identified most of the items as highly important:

Graph 3. Participants' responses to Q9
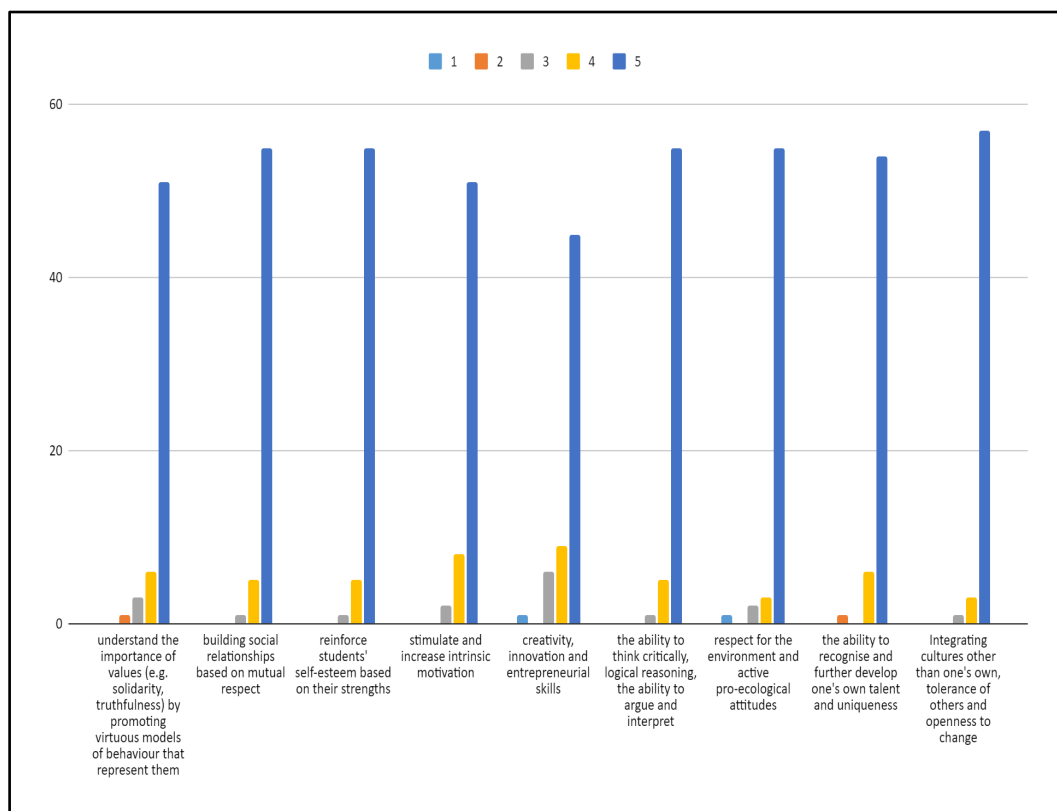
Particularly, the following table shows the frequency of the rates attributed by the teachers to the individual item.

Table 3. Student development priorities

Item	Frequency Priority scale (1: Lowest Priority - 5: Highest Priority)				
	1	2	3	4	5
understanding the importance of values (e.g., solidarity, truthfulness) by promoting virtuous models of behavior that represent them	0%	2%	5%	10%	84%
building social relationships based on mutual respect	0%	0%	2%	8%	90%
reinforce students' self-esteem based on their strengths	0%	0%	2%	8%	90%
stimulating and increasing intrinsic motivation	0%	0%	3%	13%	84%
creativity, innovation and entrepreneurial skills	2%	0%	10%	15%	74%
the ability to think critically, logical reasoning, the ability to argue and interpret	0%	0%	2%	8%	90%
respect for the environment and active pro-ecological attitudes	2%	0%	3%	5%	90%
the ability to recognize and further develop one's talent and uniqueness	0%	2%	0%	10%	88%
integrating cultures other than one's own, tolerance towards others and openness to change	0%	0%	2%	5%	93%

Very few teachers responded that the *concepts acquired, stress management, study help through video insights, collaboration, the importance of knowledge*

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regardless of social success, the importance of error seen not as failure but as an opportunity for growth are very important to develop in a student.

Questions 11-12	Question 11: On a scale of 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what, in your opinion, should be the most important in everyday work with students? Question 12: Other? What?

The respondents were asked to rate from 1 to 5 the following items:

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

The Table and Graph below summarize all the responses of the surveyed teachers.

Graph 4. Participants' responses to Q11

Particularly:

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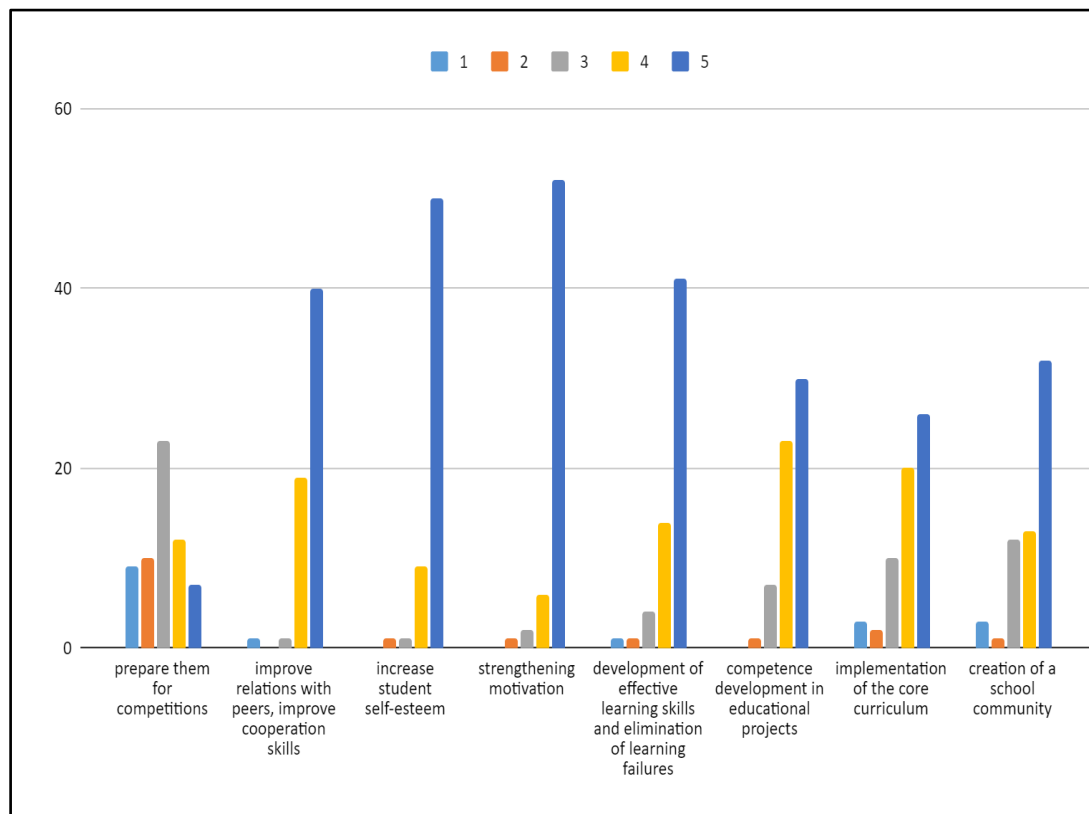
Table 4. Most important everyday activity with students

Item	Frequency Priority scale (1: Lowest Priority - 5: Highest Priority)				
	1	2	3	4	5
Preparing students for competitions	15%	16%	38%	20%	11%
Improving relationships with peers and cooperation skills	2%	0%	2%	31%	66%
Increasing students' self-esteem	0%	2%	2%	15%	82%
Strengthening of motivation	0%	2%	3%	10%	85%
Developing effective learning skills and eliminating learning failures	2%	2%	7%	23%	67%
Skills development in educational projects	0%	2%	11%	38%	49%
Implementation of the core curriculum	5%	3%	16%	33%	43%
Creating a school community	5%	2%	20%	21%	52%

No responses were submitted for question no. 12.

Question 13	Please indicate examples of mutual support and teacher learning that you use because you find them effective and necessary.

This multiple-choice question invited respondents to select all the applicable mutual support and teacher learning examples among the following options:

- developing curriculum work plans;
- developing lesson plans;
- preparation of teaching materials;
- test development;
- peer observations;
- joint project management;
- exchange of experiences;

- mutual motivation;
- sharing the knowledge gained during the training;
- disseminating examples of good practice;
- exchange of materials and teaching aids;
- jointly organizing and conducting activities (trips, contests, events);
- exchange of information about students and class teams.

Most of the teachers interviewed (82%) consider the exchange of experiences among teachers to be a fundamental mutual support practice, followed by the exchange of information about students and class teams (69%), jointly organizing and conducting activities (64%), disseminating examples of good practice (56%). Participants (49%) also indicated mutual motivation as effective and necessary examples of mutual support and learning among teachers. Peer observations (44%) and the development of curriculum/work plans (46%) are employed to lower extents, and the management of joint projects (43%). The practices less employed by the respondents are the exchange of materials and teaching aids and the preparation of teaching materials (39% of participants), the preparation of tests (28%) and the joint development of lesson plans (25%).

Particularly:

Table 5. Activities to be structured together with students

Item	Frequency
Developing curriculum work plans	46%
Developing lesson plans	25%
Preparation of teaching materials	39%
Test development	28%
Peer observations	44%
Joint project management	43%
Exchange of experiences	82%
Mutual motivation	49%
Sharing the knowledge gained during the training	44%
Disseminating examples of good practice	56%

Exchange of materials and teaching aids	39%
Jointly organizing and conducting activities (trips, contests, events)	64%
Exchange of information about students and class teams	69%

Graph 5. Participants' responses to Q13
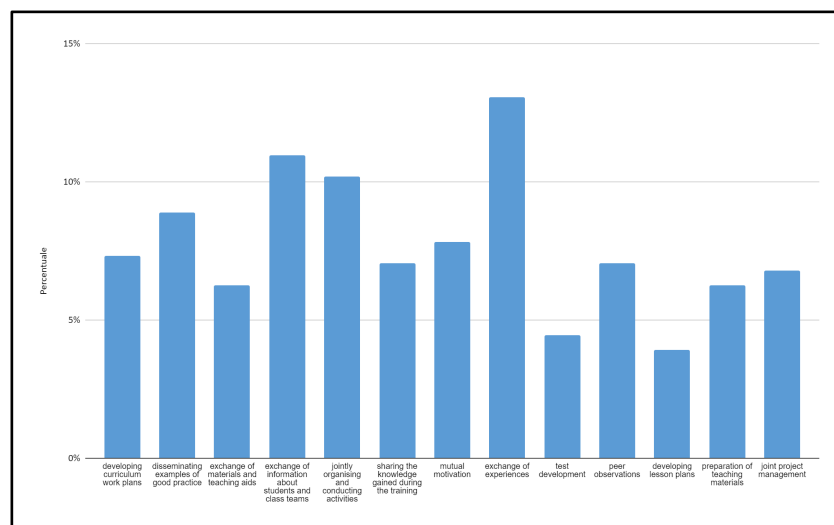
<table>
<tr><td rowspan="2">Questions
14-15</td><td>Question 14: How often in your lessons do you use ICT (Information and Communication Technologies)?</td></tr>
<tr><td>Question 15: In which context would you most likely like to use ICT in your lessons?</td></tr>
</table>

Most of the surveyed teachers employ Information and Communication Technologies once a month (15% of the respondents). 43% of the teachers use it every day, 25% use it once a week, while 16% use it less than once a month, and only 2% do not reach for such solutions.

Graph 6. Frequency of ICT use in the respondents' lesson

I do not reach for such solutions 1,6%
less frequently than once a month 16,4%
every day 42,6%
once a month 14,8%
once a week 24,6%
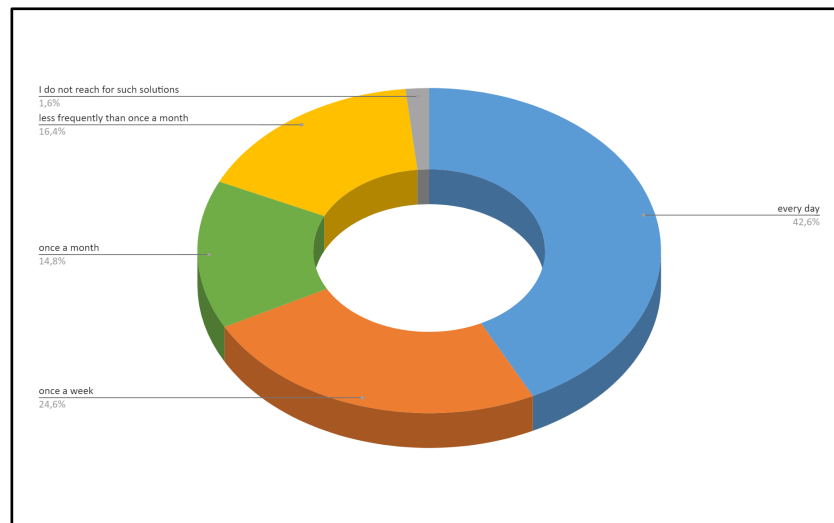
Concerning the context in which the respondents would most likely wish to use ICT in their lessons, the following ICT applications were highlighted:

- **To make lessons more engaging** (**39%** of the respondents - i.e., „In the introduction to the lesson", „During the explanations", „As a support to frontal lessons for in-depth study", „To plan an active lesson", „I use ICT for explanations and summaries at the end of the learning macro-units", „To make learning complex topics in a simple way and to ensure that students do not get bored", „To support ordinary activities, to increase involvement and participation in the classroom", „To make lessons more dynamic", „To intersperse the explanations with more engaging moments")
- **To enhance individual learning** (**14%** of the respondents - i.e., „To help students make learning content their own", "To carry out simulations and dynamic tasks that require students' active involvement", "To reinforce learning");
- **To support evaluation** (**6%** of the respondents - i.e., „To test the knowledge acquired by students", "To support students' evaluation", "I use ICT for the individual and collective evaluation of the acquired knowledge")
- **To enhance cooperation and teamwork** (**12%** of the respondents - i.e., „For cooperative activities", „As a support to frontal lessons for group activities", „As a tool for developing collaborative learning forms in virtual environments").

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- **To integrate other disciplines** (i.e., **16%** of the respondents - i.e., „To involve external professionals", „To implement multidisciplinary lessons").
- **6% of respondents stated they never use ICT.**

Questions 16-17	Question 16: In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path? Question 17: If you ticked "Yes" in the previous task, list which ones.

60% of the surveyed teachers believe that schools do not provide students with the knowledge and practical skills needed to choose their educational and professional path.

Graph 7. Teachers' views on whether schools provide students with the knowledge and practical skills needed to choose their educational and career path.

No
55,7%

Yes
44,3%
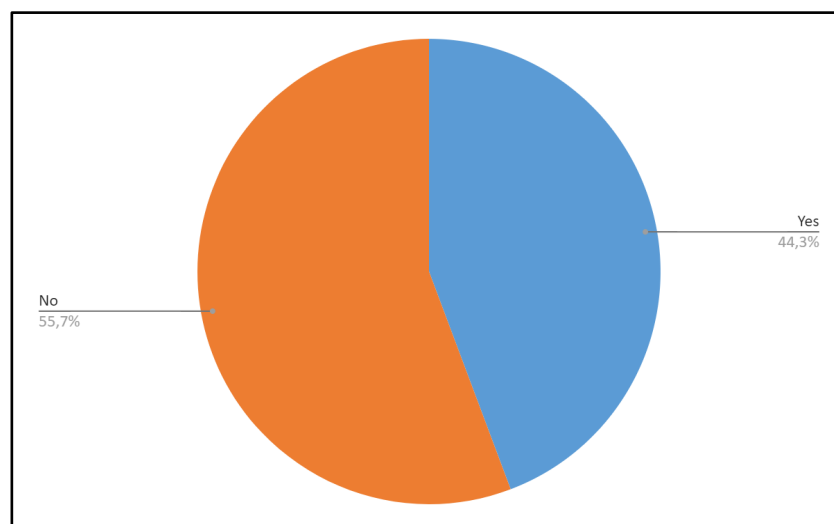
Table 6. Arguments about positive and negative answer

Negative answer	Positive answer
Students should be provided with more opportunities to get to know themselves and to consciously and effectively choose the training path to undertake after the last year	*We offer many activities aimed at the orientation of children*
More conversations and knowledge of students' strengths would be needed	*A high school path if faced with seriousness allows you to peacefully access different university paths*

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to direct them towards a suitable educational and professional path	
Few projects to create/improve skills	*I believe that school is a training ground for life and gives students good skills to orient themselves in the future*
Knowledge is very theoretical and little practical	*Primary school offers pupils the opportunity to cultivate early aspirations*
The Italian school offers a high level of preparation to students, but distances from the world of work should be reduced with less theoretical education	*Our school provides many orientation opportunities for students*
Students need more practical experience	
Too much didactic and fewer hands-on activities	
We should encourage more moments of meeting with companies from the early years and encourage experiences in the company throughout the school career	
Too vote-oriented	

Therefore, the **arguments for the negative answers** were mainly related to:

- a lack of proper orientation (i.e., "We should encourage more moments of meeting with companies from the early years and encourage experiences in the company throughout the school career", "Students should be provided with more opportunities to get to know themselves and to consciously and effectively choose the training path to undertake after the last year", "More conversations and knowledge of students' strengths would be needed to direct them towards a suitable educational and professional path", "Few projects to create/improve skills");

- an imbalance between theoretical and practical knowledge (i.e., "Knowledge is very theoretical and little practical", "The Italian school offers a high level of preparation to students, but distances from the world of work should be reduced with less theoretical education", "Students need more practical experience", "Too much didactic and fewer hands-on activities", "too vote-oriented").

The **arguments for the positive answers** were mainly related to individual experiences, such as the provision of orientation opportunities by the respondents' schools (i.e., "Our school provides many orientation opportunities for students", "We offer many activities aimed at the orientation of children").

Other individual noteworthy responses include the following:

- "A high school path, if faced with seriousness, allows you to access different university paths peacefully";
- "I believe that school is a training ground for life and gives students good skills to orient themselves in the future";
- "Primary school offers pupils the opportunity to cultivate early aspirations".

Questions 18-19	Question 18: Do you do practical environmental education projects at school, such as discussing with students how to use less paper in your lessons? Question 19: If you ticked "Yes" in the previous task, provide examples.

57% of the respondents **implement practical environmental education projects** at school. Particularly, 28% of the surveyed teachers implement projects aimed at or include recycling, reusing materials and avoiding wasting water, while 16% implement projects or workshops on environmental education. Furthermore, 10% of the respondents preferred to use digital tools to reduce waste and 3% introduced changes to limit disposable products at school. In addition, 5% discuss sustainability with videos, texts and other tools, and for another 5%, it is a good topic for future discussion. Finally, 33% do not implement practical environmental projects.

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Graph 8. The respondents' environmental education projects
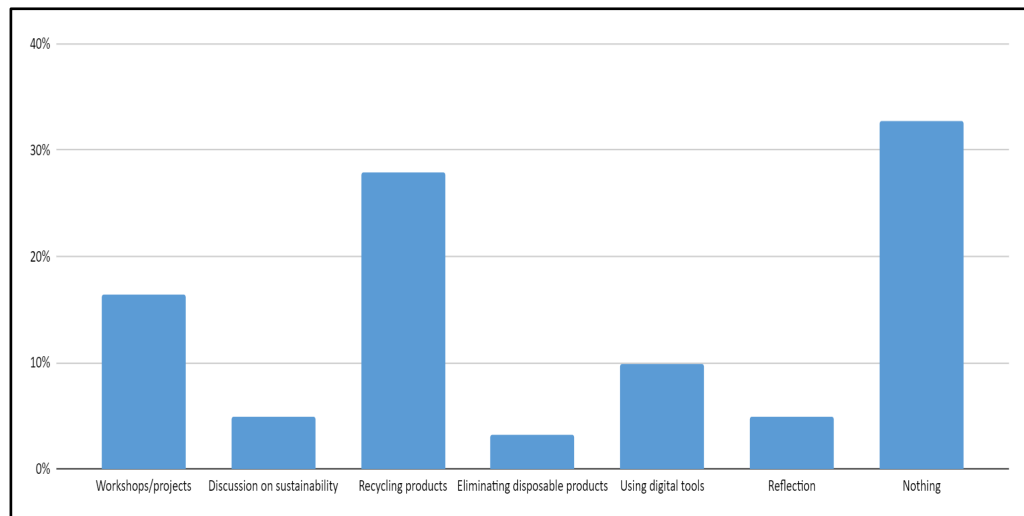
Questions 20-21	Question 20: Is your school making strategic changes to enter a closed loop economy i.e., waste reduction, recycling, electricity and water consumption, environmental education, renewable energy, reuse of used school materials? Question 21: Justify your choice.

Only 20% of the respondents stated that their school is not making strategic changes towards a circular economy, while **80% of the surveyed teachers identified strategic changes in their schools**. Particularly:

Graph 9. Strategic school changes for circular economy
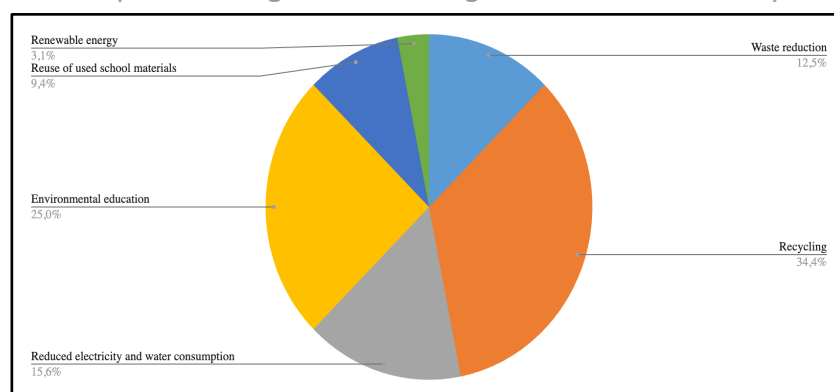
Questions 22-23	Question 22: Does your school cooperate with companies - potential employers of your students? Question 23: If you marked "Yes" in the previous question, do you think students are aware of this collaboration?

65% of the respondents (77% Upper-secondary school teachers, 10% Lower-secondary, 11% Primary and 2% Pre-school) indicated that their school does not

cooperate with companies. 35% of the surveyed teachers who indicated the existence of cooperation with companies were all Upper-secondary school teachers. Concerning students' awareness of the school-business collaboration, 49% of the respondents believe they are not aware, against 36% of the teachers who believe they are. In addition, 10% of the respondents did not answer the question, while 5% indicated they do not know if students are aware.

Questions 24-27	Question 24: What kind, in your opinion, should be a teacher-mentor - educator who in her/his work focuses more on supportive participation in students' development and less on transferring knowledge? Question 25: Would you like to improve your teacher's skills as a mentor? Question 26: If you marked 'Yes' in the previous question, please explain the relevance to your daily work with students and what tools would be most useful to you. Question 27: If you marked "No" in the previous task, please explain why.

According to the respondents, the main must-have characteristics of a good mentor are listening actively, using emotional intelligence and supporting students in their personal and professional development.

92% of the surveyed teachers indicated they would like to improve their mentoring skills for the following reasons:

- *To support cooperation and exchange of experience among students.*
- *By reversing the roles between mentor and mentee, children could, independently, manage their learning, maximizing their potential and developing their skills.*
- *It would be useful to learn techniques to motivate students and increase their self-esteem.*
- *To help students understand their personal and professional journey.*
- *To help them manage their emotions and understand their strengths.*
- *To foster student development.*
- *For professional development.*
- *To motivate and encourage students.*
- *To build an engaging relationship with my students, helping them to identify their goals and pursue them.*
- *To meet the growth needs of each student.*
- *To guide my students towards informed and effective choices.*
- *Greater openness to dialogue and to make students understand that we professors are an excellent experiential source, in addition to their family, for all the doubts they have*

- *To support students' growth.*
- *To guide my students in exploring the horizon of growth possibilities, supporting them in knowing themselves and the world so that they can fully develop their potential*
- *To encourage my students to self-analyze and become aware of problems and possible solutions.*

The teachers who marked "No" **stated the reasons for their answer.**

Summary

Strengthening self-motivation. More than 80% of the teachers surveyed indicated that strengthening students' motivation and self-esteem should be among the school's highest priorities, even more than the implementation of the core curriculum, which was considered a very high priority by only 43% of the teachers involved in the research.

Discovering and managing talents. The importance of developing the student's ability to recognize and further develop their talent and uniqueness was identified by 98% of the respondents among the most important student development priorities. Furthermore, 92% of the surveyed teachers indicated they would like to improve their skills to support students in discovering their talents and guiding them through their personal and professional development journey.

Team building at school. To different extents, almost 60% of the surveyed teachers identified a need to improve their skills to build and manage student teams effectively. However, during the year before the survey, most of the respondents (84%) have not participated in training courses on building student teams, working in groups, or classroom management.

Digital tools enhancing inclusive education. Despite 68% of the respondents indicating a daily or weekly use of ICT, only a small group (26%) identified the potential of digital tools to enhance individual learning and cooperation among students.

School's role in the circular economy. Most respondents indicated they implement practical environmental education projects in their schools (57%) and identified strategic changes for the circular economy (80%) in their schools. In addition, the importance of encouraging students' respect for the environment and active pro-ecological attitudes was identified by 95% of the respondents among the most important student development priorities.

Cooperation between school and external environments. Most teachers (65%) indicated that their school does not cooperate with companies. Furthermore, according to 49% of the respondents, students are not aware of the importance of this cooperation.

Preparing students to undertake educational and professional decisions about their future. 56% of the surveyed teachers believe that schools do not provide students with the knowledge and practical skills needed to choose their educational and professional paths. The main reasons are the lack of proper orientation and an imbalance between theoretical and practical knowledge.

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2.2 Survey Analysis: Primary School Students

The survey addressed to primary school students aimed at assessing two main items:

1. students' overall satisfaction with the school activities;
2. students' overall satisfaction with their teachers.

The scope of the research, mainly focused on Secondary School Education, did not include the in-depth analysis of the items listed above, but the collection of a higher-level picture of the current satisfaction level of a limited sample of primary school students. Further investigation is needed to assess the underlying reasons behind the answers collected, as well as to evaluate the applicability of the results to a wider sample.

| **Question 1** | How are you feeling today? |

The Mentor 2.0 consortium differentiated surveys for primary school students from those designed for older students to make it easier for respondents to participate in the research. For most of the questions, we used graphics such as emojis so that the surveys were more approachable and "friendly" for children. To kick off the survey, kids were asked about their feelings, particularly if they felt "Happy" or "Sad" during the survey. All the respondents indicated "Happy".

Questions 2 -3-4	Question 2: How old are you?
	Question 3: Are you a primary school student?
	Question 4: What grade are you in?

The survey engaged 16 students, mainly 10-year-old students (37,5%), but also 8-year-old kids (25%), 7-year-olds (18,8%), 11-year-olds (8%) and two students aged, respectively, 6 years old (6,3%) and 5 (6,3%). They all confirmed to be engaged in primary school, particularly: 37,5% were at their last primary school year, the fifth, 6,3% at their fourth year, 18,8% at the 3rd year, 18,8% at the 2nd year and 18,8% at their first year.

| **Question 5** | Do you like going to school? |

100% of respondents indicated they like going to school.

| **Questions 6-7** | Question 6: What I like most about schools is: |
| | Question 7: What I like the least in school is: |

87,5% of the students indicated that their classmates are what they like most about school. Only two participants indicated, respectively, lessons and teachers. Regarding what they liked the least in their school, asked to choose between

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"Teachers", "Classmates", "Lessons", "Games and playful moments", and "Extracurricular activities", the majority of the respondents (81,3%) selected their lessons. The remaining number of participants indicated they do not like the game moments (6,3%) and extracurricular activities (6,3%) of their schools, and only one out of the total number of the surveyed kids selected their "Teachers", even though the results of the following question contradict the answer.

Questions 8-9-10	Question 8: Do you like your teachers? Question 9: Do/Don't your teachers help you with your homework? Question 10: Would you like to have the same teachers next year?

All the respondents indicated they like their teachers and would like to have the same teachers for their next school year, despite **12,5% of the students stating their teachers do not help them with their homework**, against 87,5% of the surveyed students stating the opposite.

Question 11	How are the lessons? Select if they're "Fun" or "Boring".

Only 12,5% of the respondents defined their lessons as "**Boring**", against 87,5% of the surveyed students believing their lessons are "Fun".
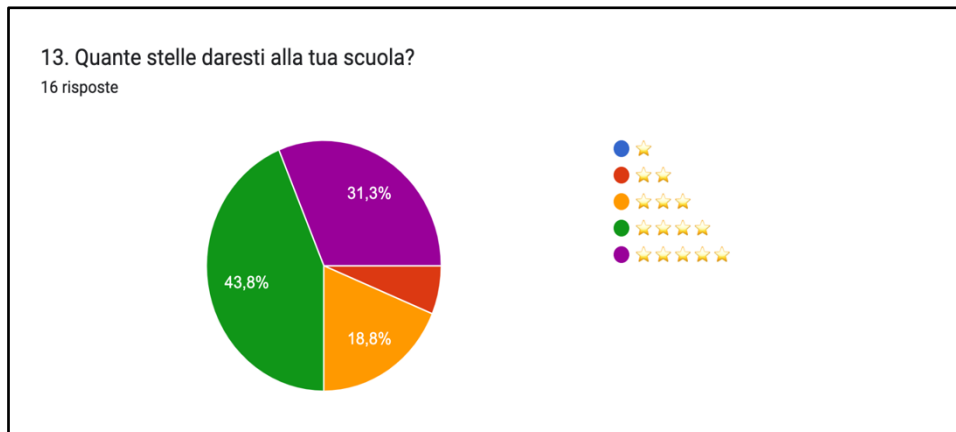
Question 12	When at school, would you like to do more activities outside of class (e.g., on the playground)?

100% of respondents reacted positively to the idea of increasing the number of activities in the form of games.

Question 13	How many stars would you give to your school?

Most respondents (44%) rated their schools 4/5 stars, followed by 31% of the students rated their schools 5/5. Only 25% of the respondents gave a lower rank to their schools: 19% selected 3/5 stars and 6% the 2/5 option. None of the respondents selected the lowest option.

Graph 10. School rate

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13. Quante stelle daresti alla tua scuola?
16 risposte

★
★★
★★★
★★★★
★★★★★

Summary

Students' overall satisfaction with the school activities. All the respondents indicated they like going to school, especially because of their classmates. 87,5% of the surveyed students believe their lessons are "Fun", even though all the respondents would like to do more outdoor activities.

Students' overall satisfaction with their teachers. All the respondents indicated they like their teachers and would like to have the same teachers for their next school year, despite 12,5% of the students stating their teachers do not help them with their homework, against 87,5% of the surveyed students stating the opposite.

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2.3 Survey Analysis: Lower Secondary School Students

The survey addressed to lower secondary school students aimed at evaluating:

- students' overall satisfaction with their schools;
- students' active engagement in classes;
- current mentoring practices in lower secondary schools;
- use of ICT in lower secondary schools;
- cooperation between lower secondary schools and external actors.

Question 1	Are you studying lower secondary school?

All the participants confirmed being lower secondary school students.

| Questions 2-3-4	Question 2: Enter how often the teachers give you tips on how to learn effectively: (choose one of the following) Question 3: If you indicated that you were getting tips/directions, choose which: Question 4: What do you miss the most in order to learn effectively?

This set of questions aims to determine whether students receive guidance from their teachers in different areas and how often.

Concerning question no. 2, 75% of the surveyed students reported that teachers advise them on how to learn effectively more than once a month, and 15% reported that teachers give advice less than once a month. Only 10% reported that teachers provide valuable tips on how to study effectively more than once a week.

Graph 11. Frequency of teachers' guidance for learning effectively

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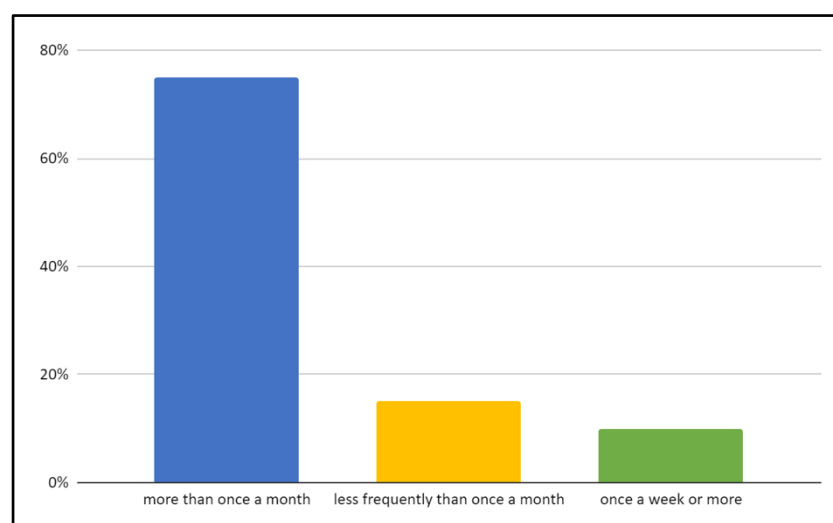
In relation to question no. 3:

- 9 students reported receiving tips on how to apply what they learn;
- 6 reported receiving tips on making associations and methods to remember better;
- 5 students reported receiving help in taking good notes.

Concerning question no. 4, 32% of students would need more engaging lessons to study more effectively, 29% of students would need more creativity from teachers, 23% would need more help in case of difficulties and 16% of the students answered that they would need more concentration, a change in teachers' attitudes or more understanding by the teachers.

| Question 5-9-13	Question 5: Are you eager to take part in lessons? Question 9 During lessons, you have the opportunity to: Question 13: Thanks to my school, I can:

This set of questions aims to understand the degree of participation in the lessons and the opportunities arising from them and from the school.

Concerning question no. 5, 35% of the students attend most of the lessons with interest, 45% half of the lessons and 20% less than half.

In relation to question no. 9, only 5% of the students reported to have the opportunity to ask questions everyday, while 15% more than once a week, 35% of students less than once a week, 20% less than once a month and 20% never have the opportunity to ask questions.

Graph 12. Opportunity to ask questions
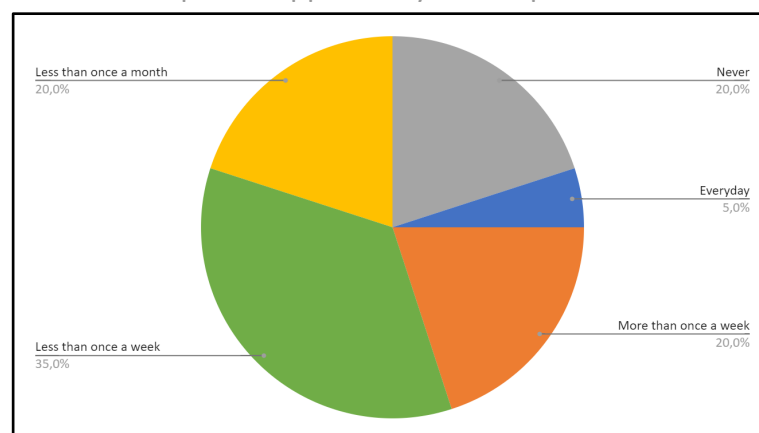
Regarding the opportunity of taking visual notes:

- 35% of the respondents stated they have it more than once a week;

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- 30% of the respondents stated they have it less than once a week;
- 20% of the students stated they have it less than once a month;
- 10% of the students reported they never have the opportunity of taking visual notes, while only 5% of the students said everyday.

Graph 13. Opportunity to take visual notes
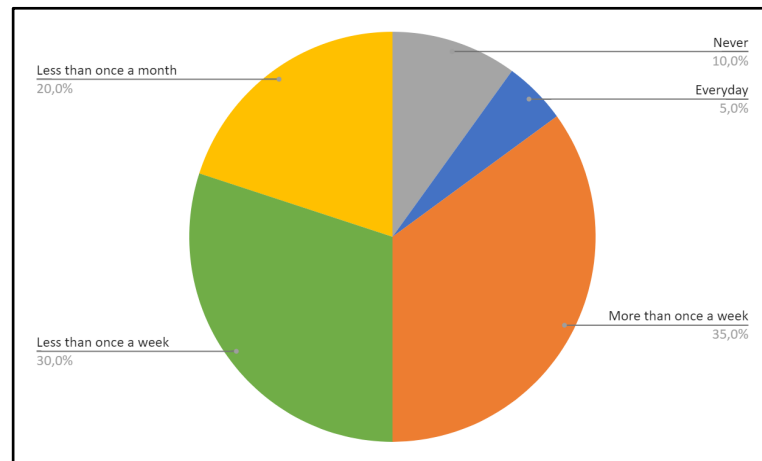
Regarding the opportunity of participating in discussions, 20% of the students participate more than once a week, 50% participate less than once a week and 30% less than once a month.

Graph 14. Opportunity to participate in discussions
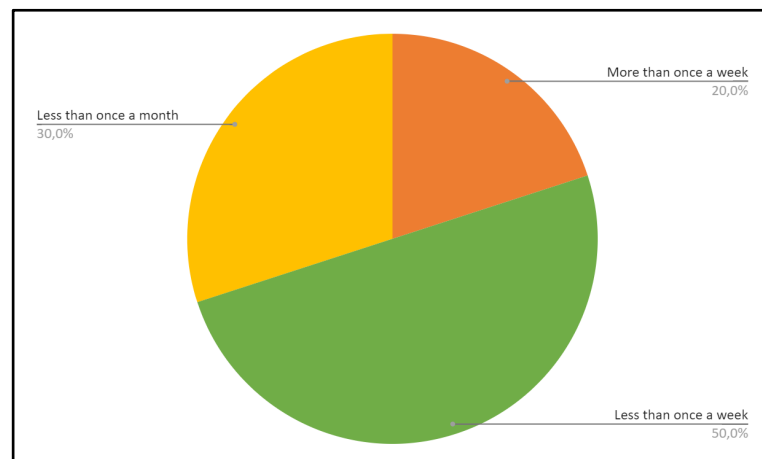
60% of the students reported that less than once a week they have the opportunity to work in groups and 40% less than once a month.

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Graph 15. Opportunity to work in groups
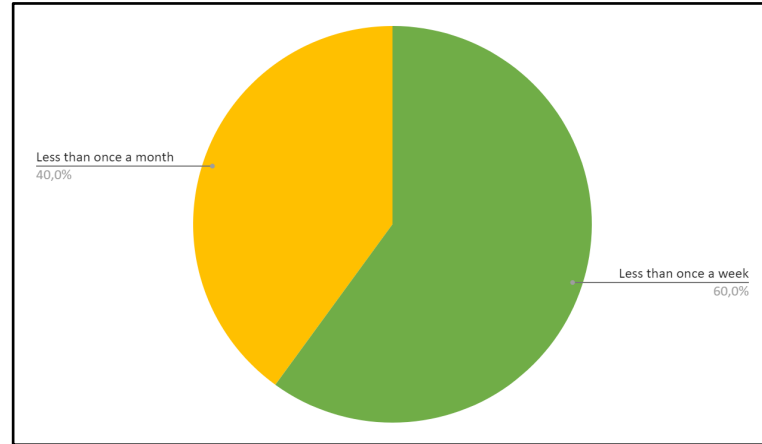
5% of the students have the opportunity to work independently everyday, 15% more than once a week, 60% less than once every week, 15% less than once a month and 5% never.

Graph 16. Opportunity to work independently
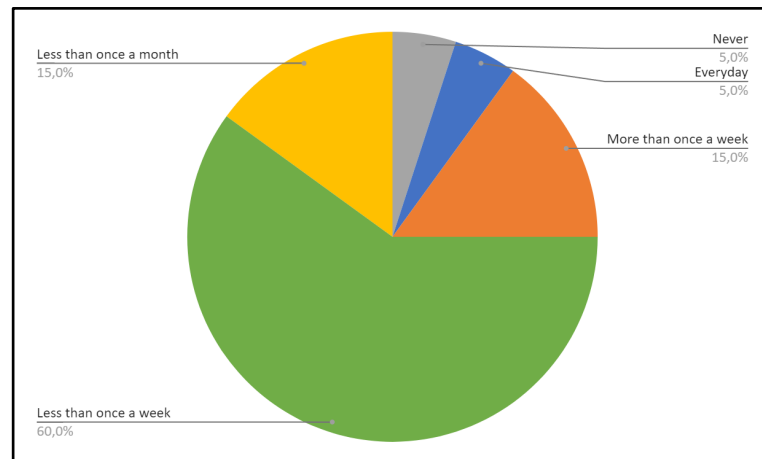
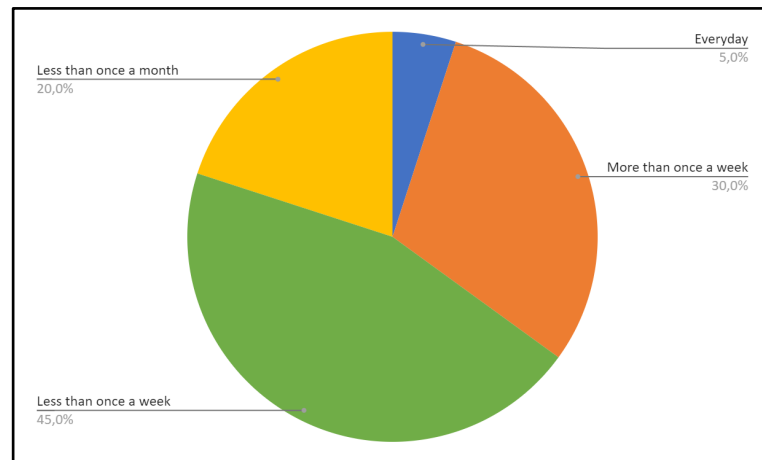5% of the students have the opportunity to express their views on a topic discussed in class everyday, 30% more than once a week, 45% less than once a week and 20% less than once per month.

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Graph 17. Opportunity to express their opinion on the topics covered during the lesson

50% of the students have the opportunity to present their own ideas and realize them with the help of a teacher less than once a week, 45% less than once a month, 5% never.

Graph 18. Present your own ideas and realize them with the help of teachers
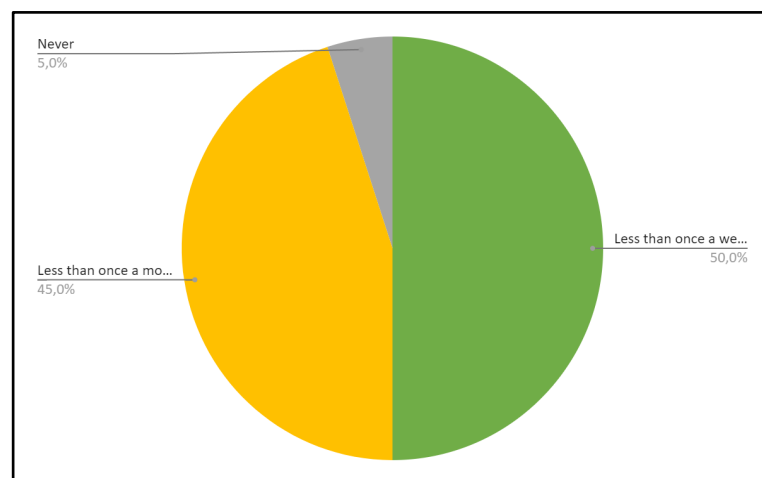
5% of the students have the opportunity to use computers and the Internet in class assignments more than once a week, 15% less than once a week, 35% less than once a month and 25% never use computers or the internet in class assignments.

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Graph 19. Opportunity to use computers and the Internet in class assignments
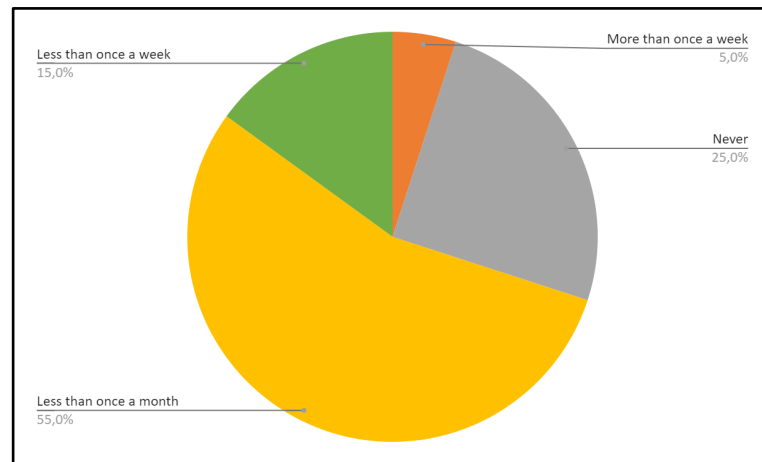
25% of the students have the opportunity to use smartphones for learning less than once a week, 60% less than once a month, 15% never use smartphones for learning.

Graph 20. Opportunity to use smartphones for learning
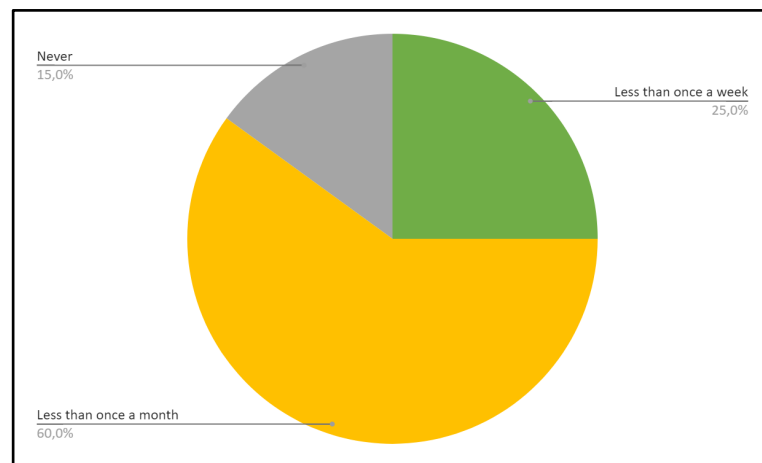
In relation to question no. 13, thanks to their respective schools 32% of the students had the opportunity to realize their ideas, about 17% students were able to participate in projects that develop the skills of cooperation and communication with others, about 15% participate in social projects, 12% participate in projects involving local entrepreneurs and other organizations, 10% of the students were able to present their gifts, talents and/or strengths, 7% participate in voluntary work, the 5% is involved in activities and events in support of the environment and only 2% participate in ecological projects.

Graph 21. Participation opportunities
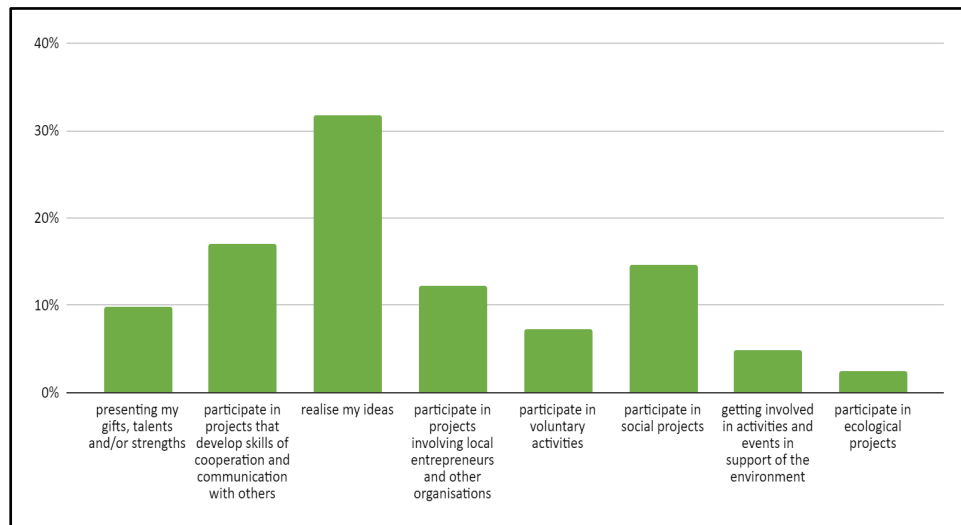
Question 6-7-12	Question 6: What/who motivates you to learn? Choose 3 main motivators:
	Question 7: What demotivates you to learn? Choose the 3 main reasons for demotivation:
	Question 12: How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways

This set of questions aims to understand what motivates and demotivates students and how teachers try to inspire learners.

Question 6: Most students are motivated by subjects they like (20%), acquiring new useful knowledge and competences (17%) or ambition (17%). In addition, 11% of the respondents are motivated by the prospects of a good future job and by interesting lessons, 9% of the students are motivated by a willingness to pass an exam or test, about 6% are motivated by parents and by the desire of studying, and finally, 2% is motivated by a good teacher or other students.

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Graph 22. What motivate students
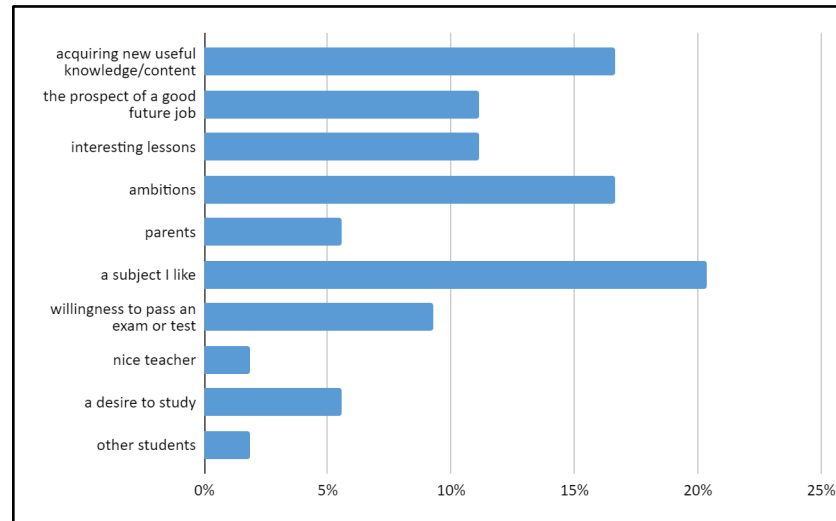
Question 7: 12% of the students are demotivated by boring subjects and by studying subjects they do not like, 10% report that they are demotivated by having bad grades despite studying, by teachers' comments and by the fear of failing or making mistakes, 8% are demotivated by too much homework, 7% are demotivated by fear of being judges, by too many difficult topics or concepts to study and by too little free time. 5% are not motivated by the possibility of doing something more interesting, repeating the same topics in several lessons and getting up early.

Finally, the 2% is demotivated by learning things that students consider useless and by fellow students' attitudes.

Graph 23. What demotivate students
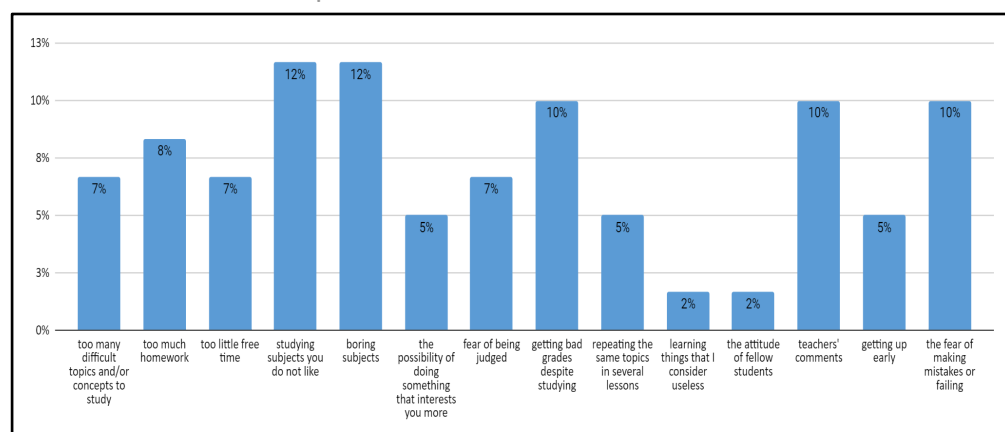
Question 12: Many students reported that teachers could motivate them in very different ways. For example, 28% reported that they are motivated when teachers answer the questions that students ask in class, 25% are motivated

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when they feel publicly praised, and another 25% when a topic will be taken up in future lessons. In addition, 20% are motivated when teachers interestingly lead lessons, and 3% are not motivated at all by teachers.

Graph 24. How teachers motivate students
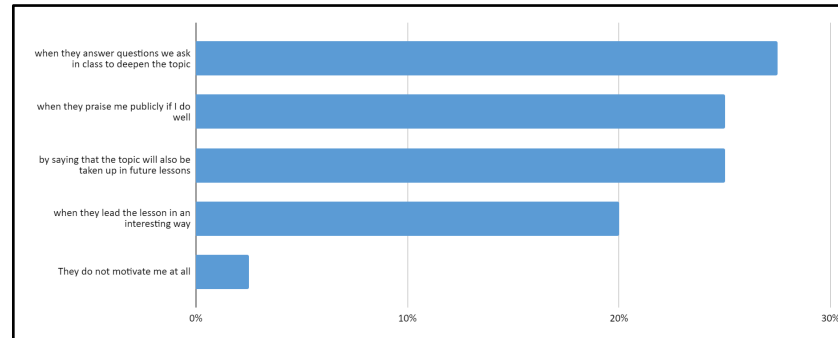
| Question 8 | Question 8: Do the teachers talk to you about your strengths / talents and how to develop them? |

60% of the students reported that one teacher helps them develop their talents or strengths, 2 or 3 teachers help 35%, and only 5% stated that no teachers are helping them.

| Question 10 | Question 10: During lessons, teachers give you tips on how to: |

31% of the students indicated that, during lessons, teachers give tips on how to use their strengths to learn better, while 26% receive hints on how to remember important information. About 17% receive advice on taking useful notes, and 14% on recounting important content. However, only 6% reported that teachers support them in searching for content on the internet, and another 6% reported that teachers do not give them any tips.

Graph 25. Type and frequency of teachers' guidance provision
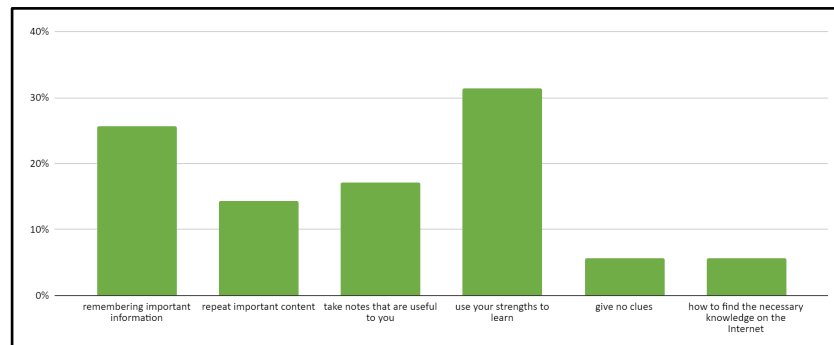
| Question 11 | Question 11: How do you usually feel when you are assessed? Choose the descriptions that best suit you |

55% of students indicated that, after being assessed, they usually decide to improve. However, while 27% still wish to learn and improve, and 14% know where to improve and how to do it, 4% lose motivation to study.

Question 14	If you could change something about your school, what would it be?

24% of the students surveyed would like to do more projects, trips and extracurricular initiatives. Another 24% would change the evaluation system, and 16% of students would like to do more outdoor activities and experiments. In comparison, about 10% of the students would like to change teaching methods, 8% would start lessons one hour later, have more conversations around future career paths or further education, they would also like to change the teachers' approach to students, and finally, only 2% would like to learn more useful things or sit in desks.

Graph 26. What students want to change in their school
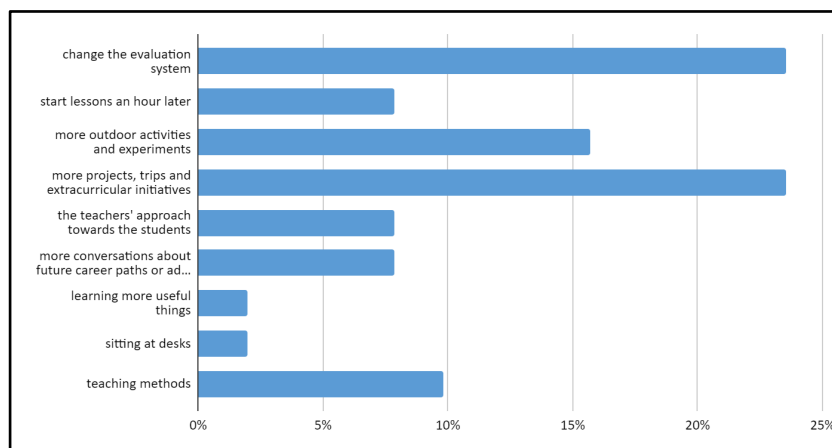
Question 15	What would you wish for your teachers?

All the surveyed students indicate that they would like their teachers to be:

- *more innovative;*
- *kind and sympathetic;*
- *patient and understanding;*
- *young and open to discussion in the classroom;*
- *more understanding towards us students;*
- *more interacting with their students;*
- *more open to dialogue-debate with students;*
- *attentive to students' everyday problems;*
- *more understanding;*
- *who would open their minds to new innovative teaching methods;*

- *younger and more digitally aware;*
- *less tied to old teaching patterns and more open to discussion with students;*
- *that talk more with students about possible learning problems;*
- *that they show more empathy towards students;*
- *that they eliminate grades from their assessment system;*
- *don't know;*
- *I would decrease the number of teachers;*
- *I would change both their teaching method and their approach towards students;*
- *more informed about the evolution of digital learning techniques.*

Summary

Students' overall satisfaction with their schools. 65% of the respondents reported attending half or less than half of the lessons with interest. Students are mainly demotivated by the subjects they study (38%), considered to be or boring, or irrelevant for them or too difficult, but also by the current evaluation system, the fear of being judged and of failing (37%).

Students' active engagement in classes. 40% of the respondents believe they have the opportunity to ask questions during classes less frequently than once a month (20%) or never (20%). Only 5% reported having this opportunity everyday. Furthermore, most students reported not having frequent opportunities to participate in discussions, work in groups or express their opinion on the topics covered during the lesson: the frequency of these opportunities was assessed as being, averagely, less than once a week for 52% of the students or less than once a month for 30% of the students.

Current mentoring practices in lower secondary schools. 60% of the students reported that they are helped by one professor in developing their talents or strengths, 35% are being helped by 2 or 3 professors and only 5% say they are not helped at all. Nevertheless, all the students reported having infrequent (95%) or null (5%) opportunities to present their own ideas and realize them with the help of their teachers. On the other hand, most respondents (75%) reported receiving support from their teachers on how to learn more effectively more than once a month, especially to apply what they learn, making associations and remembering better the concepts, and taking good notes. Furthermore, some of the students reported that, thanks to their schools, they had the opportunity to realize their ideas (32%), to participate in projects that develop the skills of

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cooperation and communication with others (17%) or to present their gifts, talents and/or strengths (10%).

Current use of ICT in lower secondary schools. Most respondents reported not frequently using computers and the Internet during class assignments or smartphones for learning. Such tools are used, averagely, never by 20% of the students, less than once a month by the 48% of the students and less than once a week by 28% of the students.

Cooperation between lower secondary schools and external actors. Only 12% of the respondents reported they had the opportunity to participate in school projects involving local entrepreneurs and other organizations.

2.4 Survey Analysis: Upper Secondary School Students

The survey addressed to upper secondary school students aimed at evaluating:

- Students' overall satisfaction with their schools;
- Students' active engagement in classes;
- Current mentoring practices in upper secondary schools;
- Use of ICT in upper secondary schools;
- Cooperation between upper secondary schools and external actors;
- Preparing students to undertake educational and professional decisions about their future.

Question 1	Are you an upper secondary school student?
	All the students indicated they attend upper secondary school.
Questions 2-3-4	Question 2: Enter how often the teachers give you tips on how to learn effectively: (choose one of the following) Question 3: If you indicated that you were getting tips/directions, choose which: Question 4: What do you miss the most in order to learn effectively?

This set of questions aims to find out whether students receive hints in different areas and how often.

Question 2: 8% of the students say never, 28% say less than once a month, 52% say more than once a month, 12% say once a week or more.

Question 3: 25% of respondents received tips on creating associations and relationships between concepts, 31% said they received help in taking notes more

effectively, 22% said they received tips on methods and tools to remember better, and 16% to learn how something works in practice and finally 6% did not answer.

Graph 27. Tips given by teachers
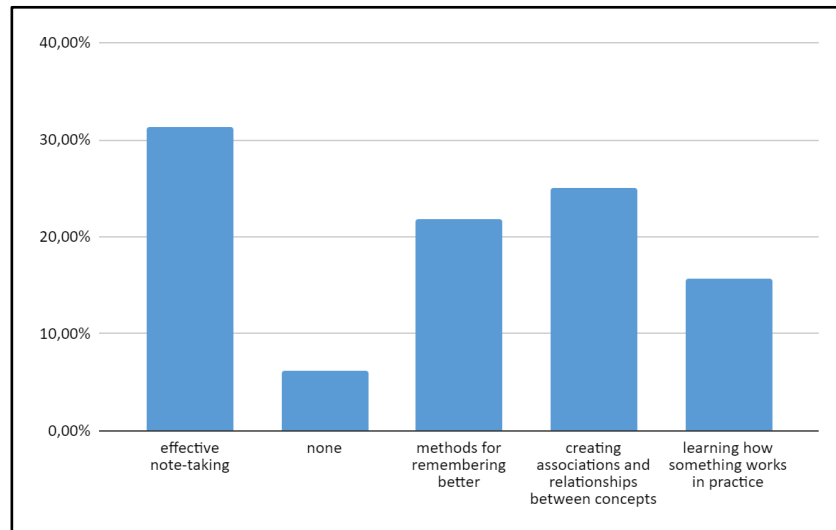
Question 4: According to the answers, 17% of the students lacked thinking outside the box from teachers to learn better, 17% discussed teaching techniques, 16% both more support in case of difficulties and 14% for a better understanding attitude from teachers, 13% answered students' motivation and 11% miss teachers tolerance, 11% students answered that they would need more concentration and only 2% was unsure.

Graph 28. Needs for learning more effectively
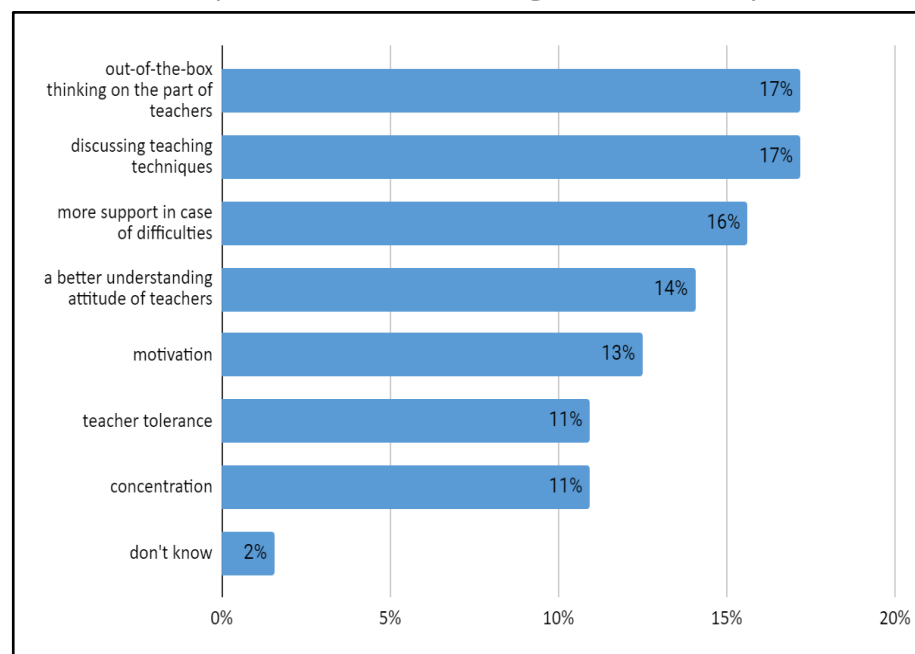
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Question 5-9-13	Question 5: Are you eager to take part in lessons? Question 9: During lessons, you have the opportunity to: Question 13: Thanks to my school, I can:

This set of questions aims to understand the degree of participation in the lessons and the opportunities arising from them and from the school.

Question 5: 28% of the students say they participate enthusiastically in most lessons, 60% in half of the lessons and finally 12% of the students participate in less than half of the lessons.

Question 9: 36% of students reported being able to ask questions every day, 32% reported being able to ask questions more than once a week, 16% have the opportunity to ask questions less than once per week and another 16% reported asking questions less than once a month.

Graph 29. Opportunity to ask question
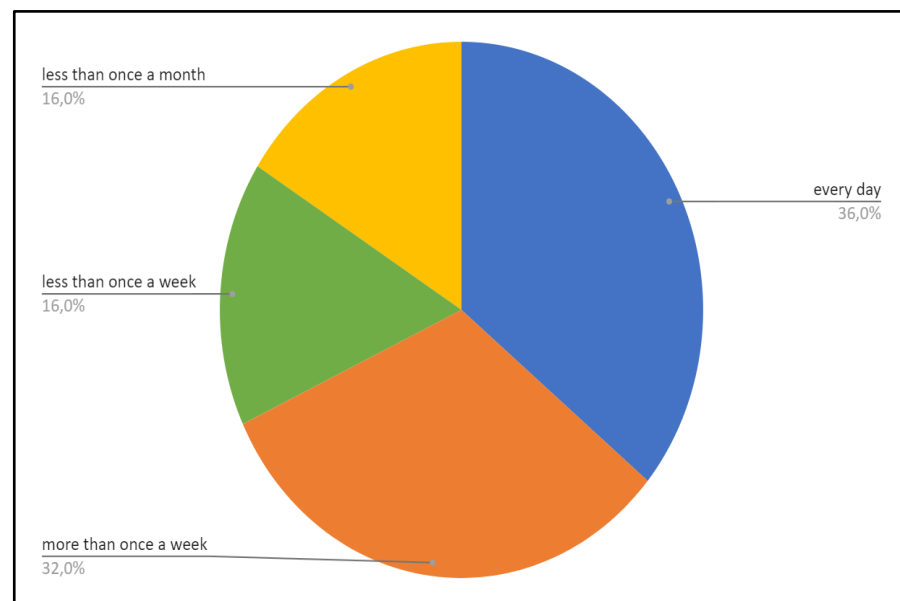
16% of the students have the opportunity to take notes every day, 60% reported taking notes more than once a week, 16% have the opportunity to take notes less than once a week, 4% have the opportunity to take notes less than once a month and another 4% have no opportunity to take notes.

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Graph 30. Opportunity to take notes
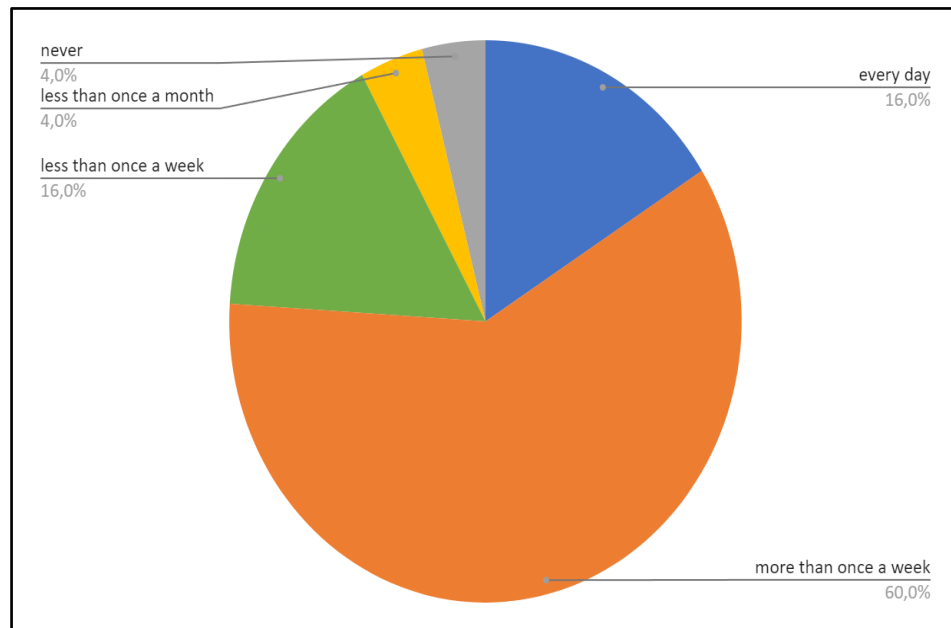
Only 4% of the students reported having the opportunity to participate in discussions every day, 36% of students have the opportunity to participate more than once a week and another 36% participate in discussions less than once a week, and 24% of students have this opportunity less than once a month.

Graph 31. Opportunity participate in discussion
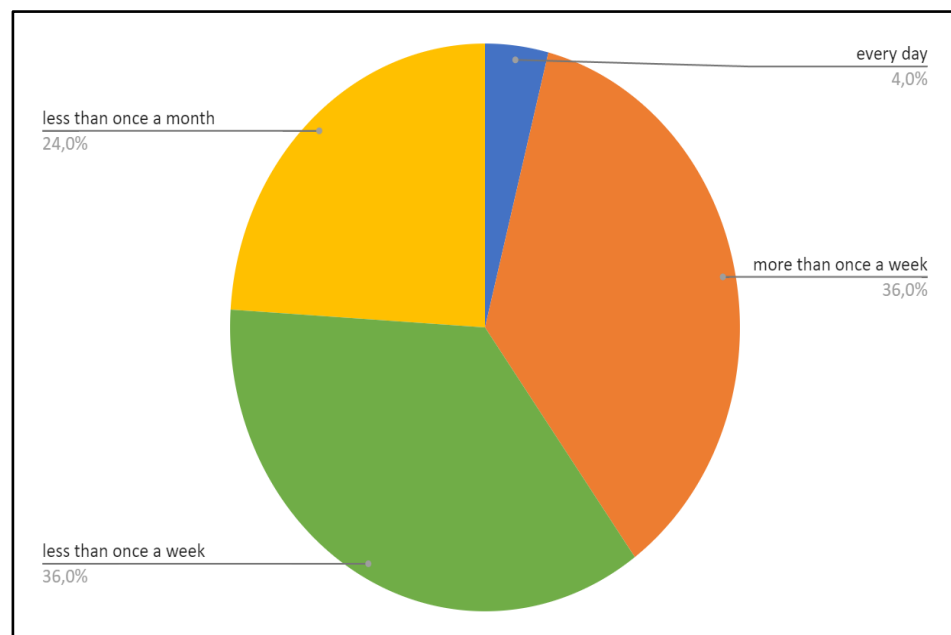
Only 8% of the students reported having the opportunity to work in groups more than once a week, 48% of students reported working in groups less than once a

week, 36% reported having this opportunity less than once a month, and 8% reported never working in groups.

Graph 32. Opportunity to work in groups
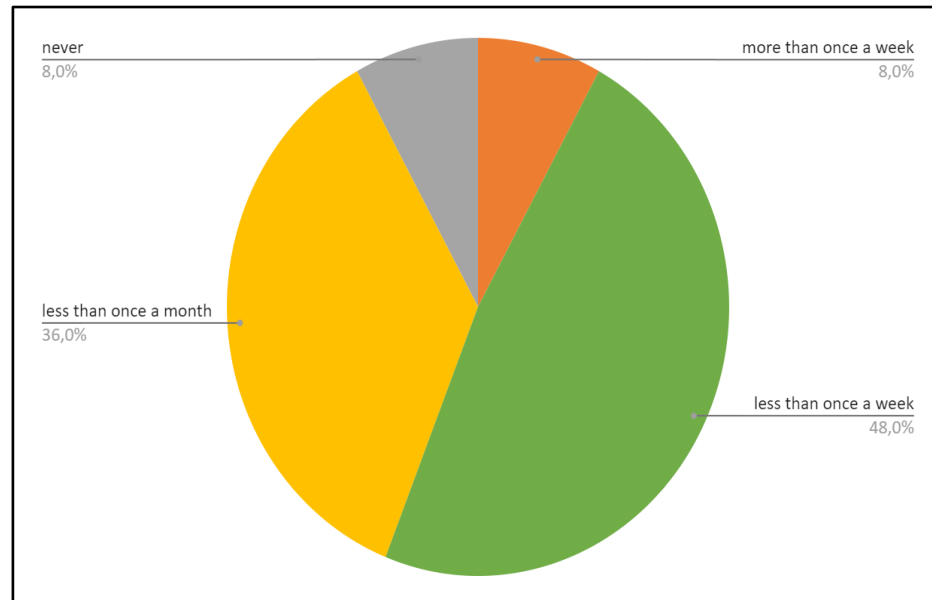
16% of the students reported that they have the opportunity to work independently every day, 40% work independently more than once a week, 24% less than once a week have the opportunity to work independently, 12% of students reported that they have the opportunity to work independently less than once a month and only the 8% of the students never works independently.

Graph 33. Opportunity to work independently
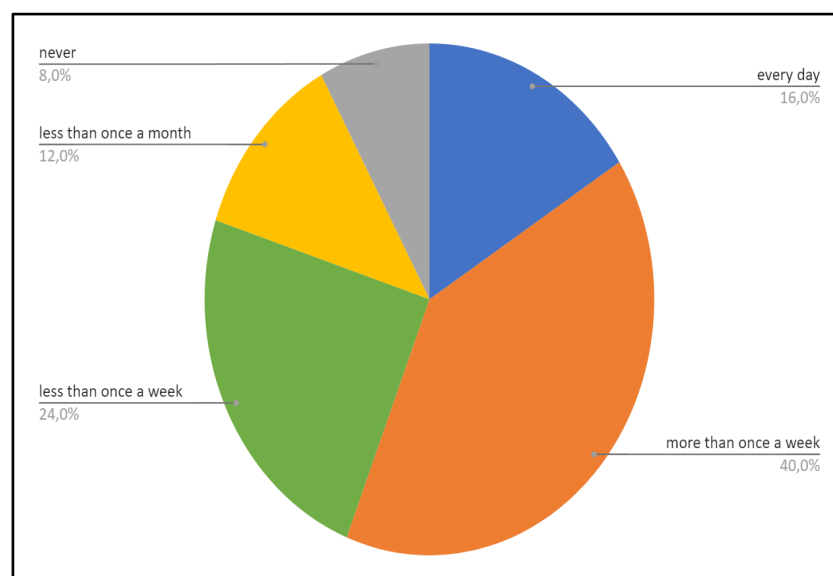
8% of the students reported having the opportunity to express their opinion every day, 20% can express their opinion more than once a week, 52% have the opportunity to express their opinion less than once a week, and another 20% of the students have the opportunity to express their opinion less than once a month.

Graph 34. Opportunity to express their opinion
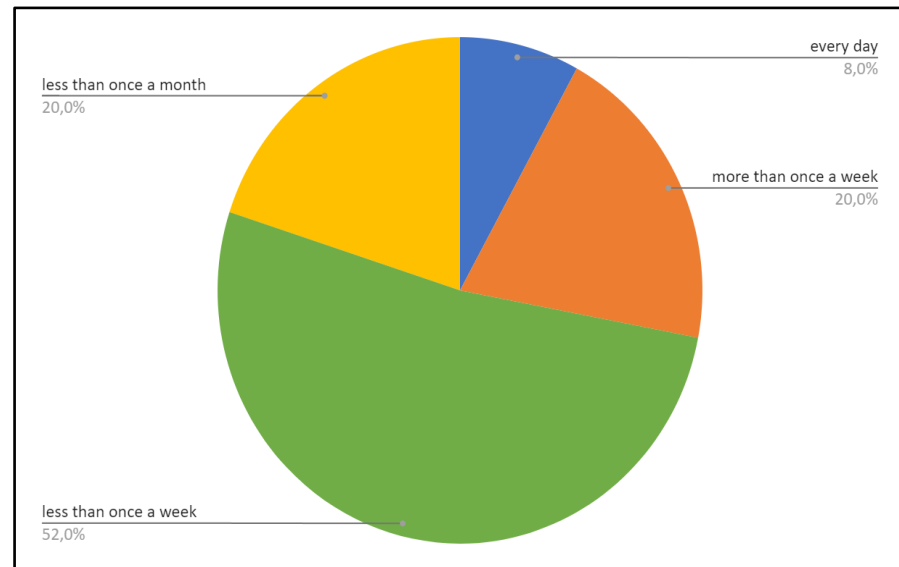
16% of the students have the opportunity to present their ideas and realize them with the help of a teacher more than once a week, 52% of the students less than once a week and 16% of the students less than once a month. Only 16% never have the opportunity to present their ideas and realize them with teachers.

Graph 35. Present your own ideas and realize them with the help of teachers
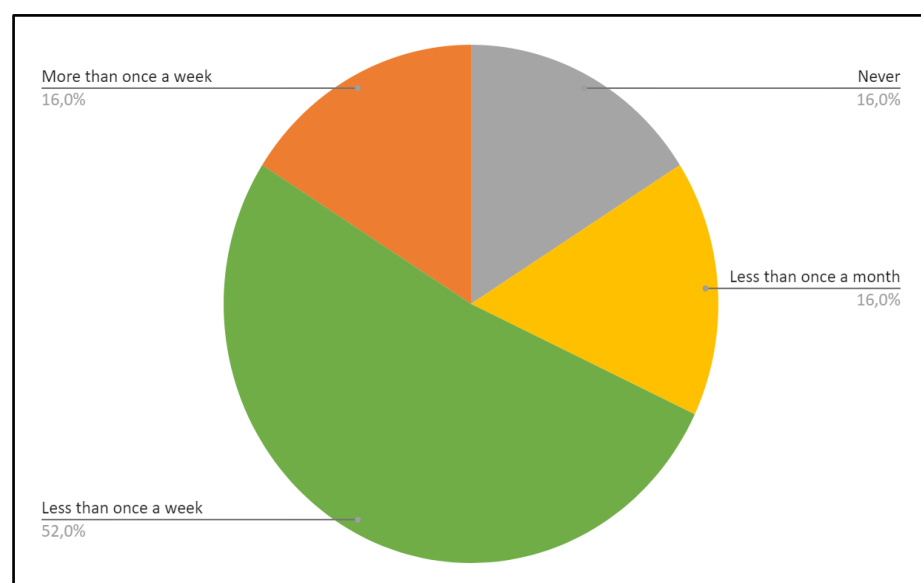
44% of the respondents reported they never use computers or the Internet in class assignments. On the other hand, 12% of the students reported having this opportunity less than once a week and 44% less than once a month.

Graph 36. Using computers and the Internet in class assignments
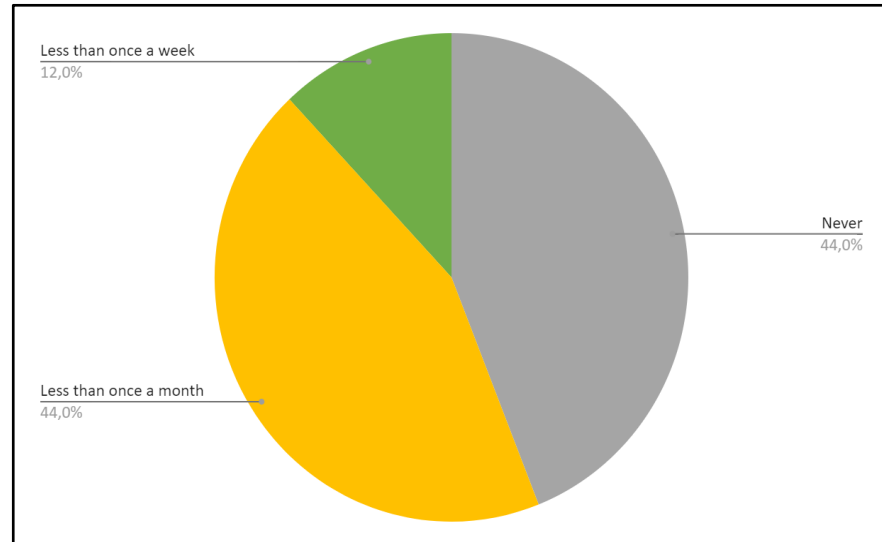
22% of the respondents reported that they never had the opportunity to use smartphones for learning. Contrarily, 32% use it less than once a month, 32% less than once a week and 4% more than once a week.

Graph 37. Using a smartphone for learning
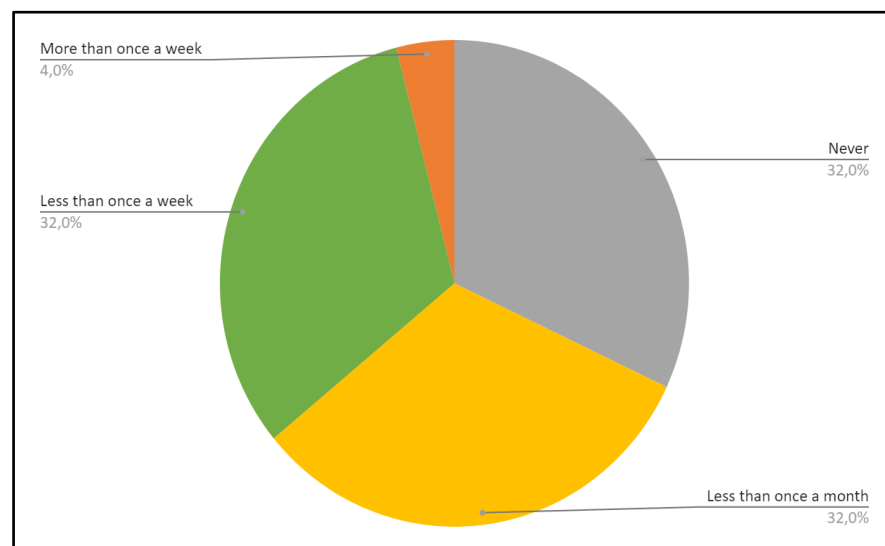
Question 13: Thanks to the school, 11% of the students said they had the chance to participate in social projects. Another 11% participate in voluntary activities, 16% realize their ideas, 16% participate in projects involving entrepreneurs and organizations, 20% participate in events to develop the ability to cooperate and communicate with others, 18% in presenting their talents or gifts, 5% are involved

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in activities and events in support of the environment. Only 2% participate in ecological projects.

Graph 38. Thanks to their schools' students can
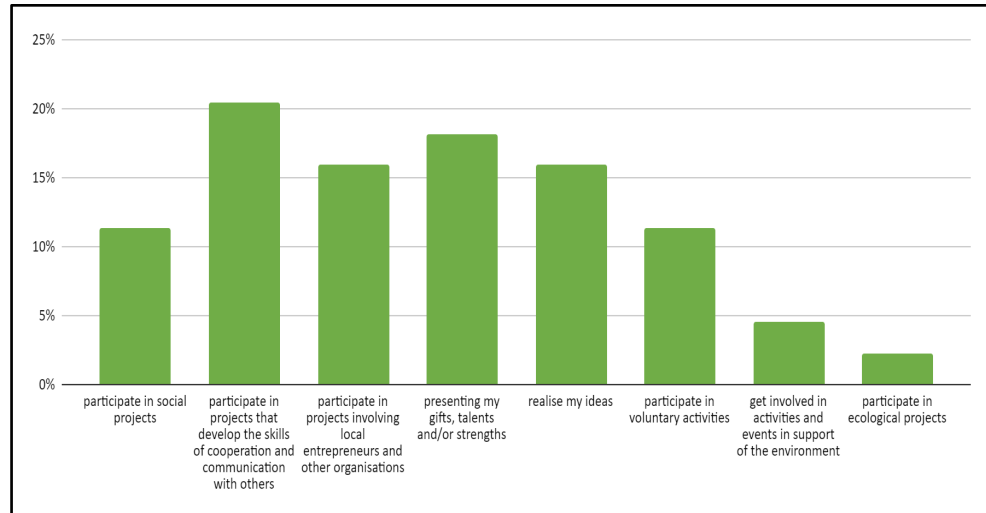
Question 6-7-12	Question 6: What/who motivates you to learn? Choose 3 main motivators:
	Question 7: What demotivates you to learn? Choose the 3 main reasons for demotivation:
	Question 12: How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways

This set of questions aims to understand what motivates and demotivates students and how teachers try to inspire learners.

Question 6: The respondents reported they were mainly motivated to learn by the prospect of getting a good job in the future (26%), ambition (16%), interesting subjects (13%) and interesting lessons (12%). Some students also highlighted the following motivators to study: the desire to pass an exam/school assignment (10%), the possibility of gaining knowledge and content that can be useful for them (9%), the desire to go to university (4%), as well as their parents (4%), nice teachers (4%) or other students (1%).

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Graph 39. What motivate students
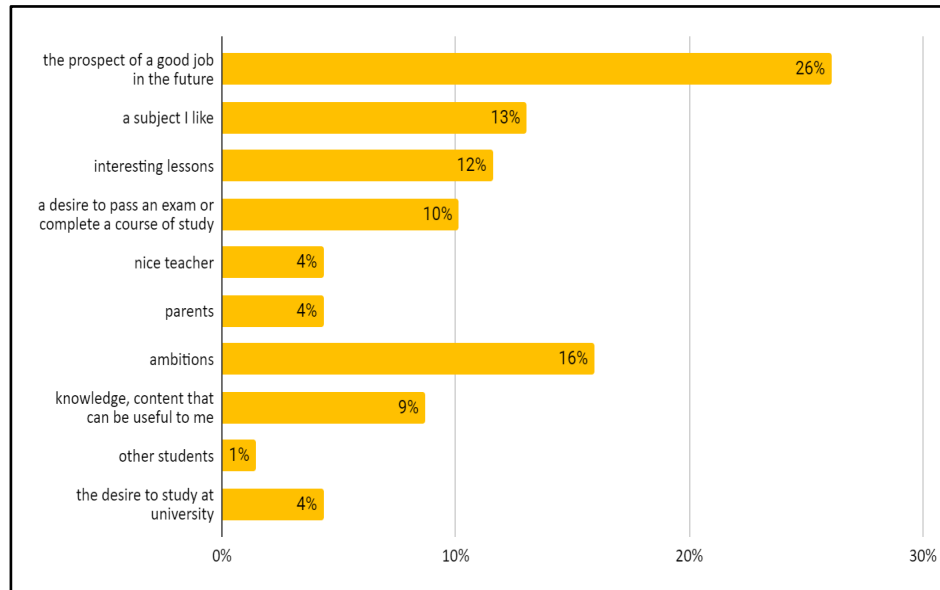
Question 7: Three clusters of demotivators can be identified in the students' responses: [1] subject-related demotivators, [2] demotivators related to perceived pressures and [3] demotivators related to the school-life balance.

[1] Most students (50%) identified the type and relevance of the subjects they study as the main demotivators, particularly studying subjects they do not like (11%) or subjects they believe to be over-repeated across lessons (11%), boring (9%) or useless (7%), along with the high amount of concepts that are too difficult to study (7%). In addition, 5% reported being demotivated because of the possibility of doing something they are more interested in.

[2] Some students reported being demotivated by the pressure to fail (9%), getting bad grades despite their effort (7%), academic failures (5%), as well as by teachers' comments (7%) and the fear of being judged (5%).

[3] A group of respondents stated being demotivated by getting up early (11%), having little free time (7%) or having too much homework (4%).

Graph 40. What demotivate students

Category	Percentage
learning things I consider useless	7%
repeating the same topics in several lessons	11%
studying subjects you do not like	11%
teachers' comments	7%
boring subjects	9%
the possibility of doing something that interests…	5%
fear of being judged	5%
too many topics and/or concepts difficult to study	7%
getting up early	11%
shortcomings	3%
little free time	7%
getting bad grades despite studying	7%
pressure to fail	9%
too much homework	4%

Question 12: From the survey, we note that 35% students are stimulated by teachers when lessons are conducted in an interesting way, 25% are stimulated when they are praised, 12% students are stimulated if topics are resumed in later lessons, 22% of the students are stimulated when teachers answer questions in class and only 6% is not motivated at all by teachers.

Question 8	Do the teachers talk to you about your strengths / talents and how to develop them

56% of the students reported that 2 or 3 teachers help them develop their personal strengths and talents, 36% say only one teacher helps them, 4% say more than three teachers and another 4% say no teacher helps them in personal development.

Question 10	During the lesson, the teachers give you tips on how to:

When asked whether professors make suggestions to students, 15% of the students say that professors do not make suggestions, 21% say that they make suggestions on how to review important content, 27% reported that they make suggestions on how to learn better based on students' characteristics, 24% reported that teachers give suggestions on how to remember important information, 9% reported that teachers give tips on how to take notes effectively and 3% of students provide how to find information online.

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Graph 41. Tips given by teachers during lessons
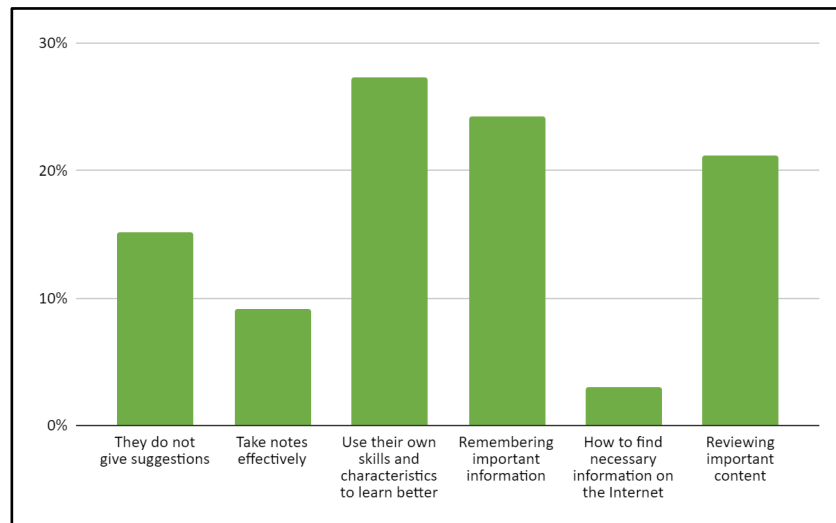
Question 11 How do you usually feel when you are assessed? Choose the descriptions that best suit you

When students are assessed, 32% decide to go deeper into an interesting content and 26% know what they can improve and how to do it, 21% do not know what to do to correct themselves, 15% feel the desire to want to learn more and 6% lose all motivation to continue studying.

Graph 42. How students feel when they are assessed

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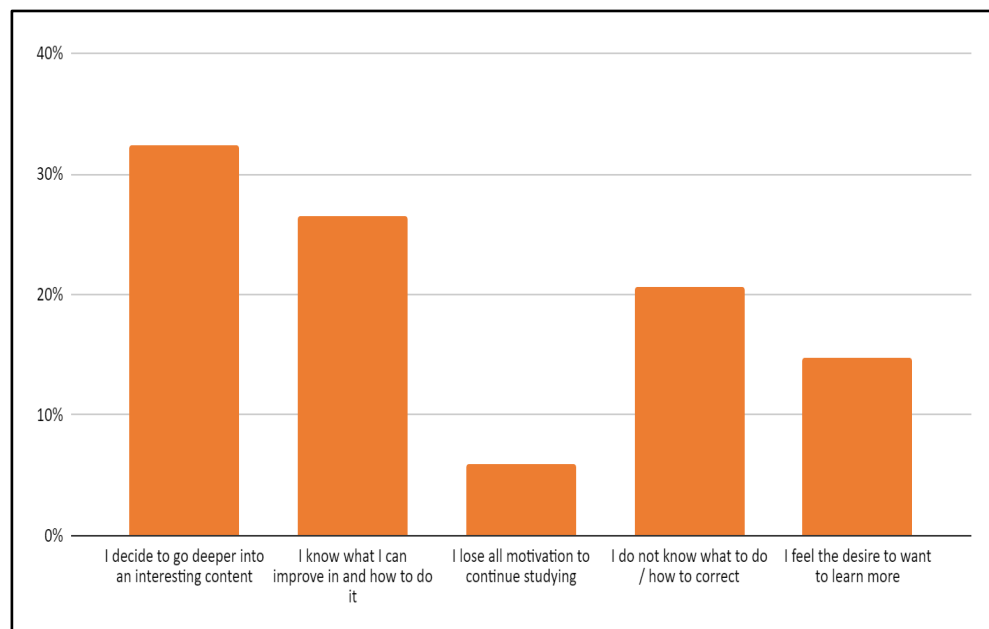
Question 17 If you could change something about your school, what would it be?

The majority of students, with 27% of responses, would like to have more conversations about future career paths and advanced training, 16% would like to do more extracurricular and international projects and initiatives,13% would like to do more outdoor activities and experiments instead of sitting at desk, 12% of the students would learn more useful things, 9% would change the evaluation system and the teachers approach to students, 5% start lessons laters and finally 1% would not change anything.

Graph 43. What students would change about their schools
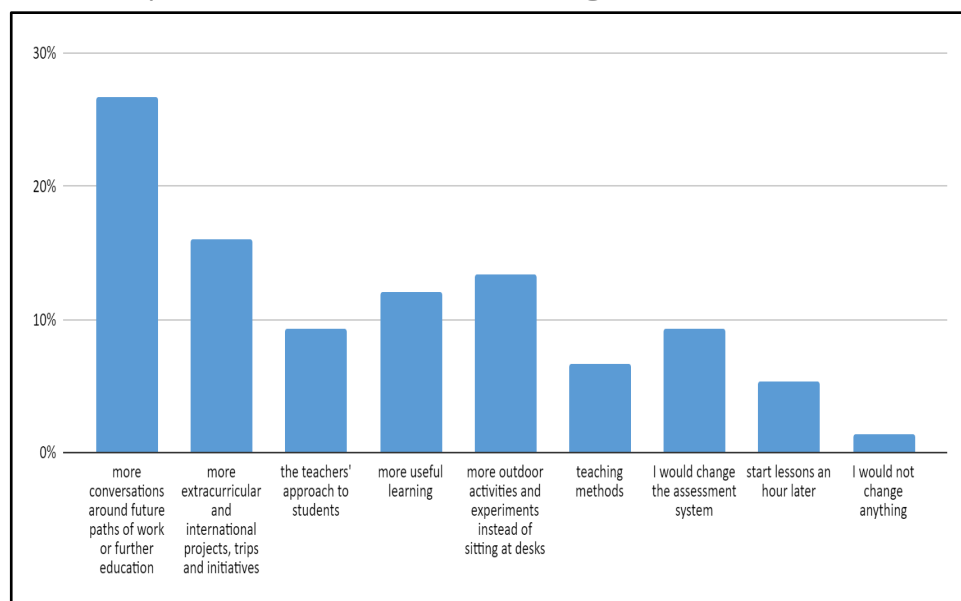
Question 14-15-16	Question 14: On a scale from 1 to 6, determine at what level teachers in your school discuss with you the emergence of new professions and changes taking place on the labour market? (Where 1 is very low and 6 is very high level).
	Question 15: On a scale from 1 to 6, determine at what level your school prepares you to choose a field of study and choose a profession. (Where 1 is very low and 6 is very high level).
	Question 16: On a scale from 1 to 6, how often does your school undertake activities aimed at cooperation with employers? (Where 1 means that the school does not take such actions, and 6 means that the school engages them very often).

Question 14: 12% of the students surveyed indicate that teachers did not discuss the emergence of new jobs and change in the world of work, 20% of the students believe this topic is discussed very little, 52% believe the topic is discussed but still not enough, and another 16% of the students believe it is discussed but without going into depth.

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Question 15: 8% of the students surveyed indicated that teachers do not help them at all in their choice of future education or career path, 40% responded that they are little helped by teachers, 32% said they are helped but not too much, another 16% said they are helped in their choice of future education or career path and finally 4% feels that it should be helped to choose a future educational or professional career path .

Question 16: 8% of students believe that their schools **never** not undertake cooperation initiatives with companies and employers, while 48% of students believe that their school undertakes activities aimed at cooperation with employers **rarely**, 40% believe that school organizes such activities **sometimes (20%)** or **somewhat frequently (20%)**. Only 4% believe such activities are organized **often**.

| Question 18 | What would you wish for your teachers? |

All the surveyed students indicate that they would like their teachers to be:

- *disposed to dialogue;*
- *open-minded and not schematic, we students are seen as passing through, one number among many, and this also leads them to lose motivation;*
- *not cold and distant, but involving the class;*
- *more open to change;*
- *without problems they bring from home;*
- *more willing and open to confrontation;*
- *tolerant;*
- *open to discussion and digitization;*
- *less anchored to traditional teaching patterns and more open to new digital learning techniques;*
- *more digitized in teaching;*
- *fair-minded;*
- *more understanding and conducting an ongoing debate with students;*
- *open to change in teaching methods;*
- *capable of understanding students' difficulties;*
- *who do not place themselves in a position of superiority over students but treat them as equals;*
- *more flexible in evaluation;*
- *open to new patterns of teaching;*
- *more flexible in marks;*

- *more understanding of us young people and assigning less homework, so that we can study, always in depth, but also allow us to cultivate extracurricular activities;*
- *interesting;*
- *that they would step outside the old ways of teaching and open up to new practices;*
- *I would not want them to be so different from what they are at present;*
- *more open to discussion.*

Summary

Students' overall satisfaction with their schools. 72% of the respondents reported attending half or less than half of the lessons with interest. Students are mainly demotivated by the subjects they study (45%), considered to be boring, repetitive, irrelevant or too difficult for them, but also by the fear of being judged or failing (21%). When asked about what they would change about their schools, 56% of the respondents would diversify the education provision with more conversations about future education and career paths, extracurricular activities and projects, as well as outdoor activities.

Students' active engagement in classes. Most students reported not having frequent opportunities to participate in discussions, work in groups or express their opinion on the topics covered during the lesson: the frequency of these opportunities was assessed as being, averagely, less than once a week for 45% of the students or less than once a month for 27% of the students.

Current mentoring practices in upper secondary schools. 92% of the students reported having at least one teacher supporting them in recognizing and exploring their strengths and talents. Nevertheless, most of the students reported having infrequent (68%) or null (16%) opportunities to present their own ideas and realize them with the help of their teachers.

Current use of ICT in upper secondary schools. Most respondents reported not frequently using computers and the Internet during class assignments or smartphones for learning. Such tools are used, averagely, never by 38% of the students, less than once a month by the 38% of the students and less than once a week by 22% of the students.

Cooperation between upper secondary schools and external actors. 88% of the respondents reported that their schools have some form of cooperation with external actors, including employers, but these efforts are considered to be not frequent.

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Preparing students to undertake educational and professional decisions about their future. 84% of the respondents reported that their teachers do not sufficiently address or do not address at all the emergence of new professions and changes taking place in the labour market. Similarly, 72% of the respondents indicated that teachers' support in choosing their future education or career path is not sufficient, while 8% of the students surveyed indicated that teachers do not help them at all.

3. Advancing School Education: Focus Groups

Two focus groups were implemented by Lascò to analyze more in-depth the results of the surveys with teachers and students.

3.1 Focus Group with Teachers

On the 14th of October 2022, Lascò implemented a focus group with eleven teachers to discuss the results of the surveys. The group was composed of 5 upper secondary school teachers and 6 primary school teachers.

The following questions were addressed:

1. In our teachers' surveys, we asked: "In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?" Only 40% answered positively to this question. What do you think is missing the most for the school to equip students with practical knowledge and skills to choose their future pathways? What are the obstacles to implementing it?

2. What do you think are the biggest obstacles for the school to equip students with practical knowledge and skills to choose their future pathways and – are there any difficulties of a legal nature – i.e., laws that make it harder for school to equip students with practical knowledge and skills to choose their future pathways?

3. In our survey, we asked teachers the following question: "Does your school cooperate with companies - potential employers of your students?" Only 35% responded Yes to this question. What do you think is missing the most for the school to cooperate with local businesses? What are the obstacles to implementing it?

4. What do you think are the biggest obstacles for engaging local business and – if there are difficulties of a legal nature – i.e., laws that make it harder for schools to cooperate with companies?

5. In question 26 of the Teachers' surveys, 100% of the teachers answered Yes to the question: "Would you like to improve your teacher's skills as a mentor?" What do you think are the biggest obstacles for becoming a Mentor to your students and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to undertake such a role?

6. In the students' Surveys we asked if they work in groups or teams in school and

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about 40% of them responded that they never do or they work in teams less often than once a month. What do you think are the biggest obstacles for the students to work in teams or in groups in your classroom and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for such teamwork?

7. In question 14 of the Teachers' surveys, in the question: "How often in your lessons do you use ICT (information and communication technologies), e.g., use of educational platforms, provide students with links to additional teaching content?". Only 15% of the surveyed teachers answered that they use ICT in class on a daily basis, while 30% on a weekly basis and 20% less than once a month. However, some of the students in our survey responded that they never use ICT at school. What do you think are the biggest obstacles for ICT to be used at school and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to use ICT?

8. If you were to choose which topics of the MENTOR pedagogy you would like to pursue, if they were available online and for free, what would they be:
   - strengthening self motivation of the teacher / student;
   - discovering and managing talents of the teacher / student;
   - team building and leadership at school, in the classroom;
   - digital tools in school enhancing inclusive education;
   - school's role in circular economy, practical environmental education;
   - cooperation between school and the external environment, particularly employers.

The responses to the questions are reported in the following paragraphs. Please, note: participants were assigned an individual number (P#) to simplify the transcription and analysis of the results, and maintain anonymity and confidentiality.

> Q1. In our teachers' surveys, we asked: "In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?" Only 40% answered positively to this question. What do you think is missing the most for the school to equip students with practical knowledge and skills to choose their future pathways? What are the obstacles to implementing it?

All the participants agreed on three core aspects:

1. the distance between teachers' continuous training and the fast changing societal and labour market needs;
2. the distance between school subjects and students' current everyday needs and future professional needs;

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3. the lack of educational practices that take into account students' emotional sphere.

Distance between teachers' continuous training and the fast changing societal and labour market needs. All the participants shared the belief that the school did not adapt to the changes the society and the labour market has been experiencing. Particularly, in the participants' opinion, most of the continuous development opportunities for teachers are still too theoretical and less practical, and the topics addressed are far from the actual needs of teachers and students.

Distance between school subjects and students' current everyday needs and future professional needs. One of the participants, an upper secondary school teacher, highlighted the need for "practical everyday life to enter into the school life", addressing the need to balance the transfer of theoretical knowledge with the development of general skills needed in the everyday life of individuals in the 21st century. Among the other examples provided:

"Some students excel in their studies, but they don't know how to manage an email box, or the meaning of a digital signature. However, these are a reality today for all professions, from factory workers to other fields." P5

Lack of educational practices that take into account students' emotional sphere. One of the participants, an upper secondary school teacher, pointed out that educational pathways do not include enough measures to provide students with the ability to respond promptly and appropriately to problems, critical issues, disappointments and other manifestations of the students' emotional component. Nevertheless, throughout their schooling, students undergo a very important emotional journey, from parental separation, first loves, first disappointments, and a range of emotional and personal conditions that affect their ability to feel with their hearts what they do with their hands or their heads. There is no sign in the programs of a sufficient response to these aspects. Often, it is on teachers, with their own passion and emotional skills, to make up for this lack.

Q2. What do you think are the biggest obstacles for the school to equip students with practical knowledge and skills to choose their future pathways and – are there any difficulties of a legal nature – i.e., laws that make it harder for school to equip students with practical knowledge and skills to choose their future pathways?

The main obstacle highlighted by the majority of the upper secondary school teachers (80%) was the lack of effective cooperation with companies, and therefore the need for bringing school programs closer to what companies really need.

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"Students who come out of university, after ten years of study, have to be retrained all over again by the company, because the company's training needs have no point of contact with what students learned in school." P3

Moreover, most of the participants (73%) pointed to an excessive bureaucracy in the Italian schools. For some of the participants, teachers' obligations related to the production of documentation and reports can be time-consuming and discourage the dedication of time to other profession-related activities, such as continuous updating of teaching practices and tools. On the other hand, for other participants, particularly two primary school teachers, there are also bureaucratic obligations that do not seem to be adding value to teaching or learning: one of the example provided is related to the "INVALSI tests", national standardized tests for grades 2, 5, 8, 10 and 13 which are developed by the *National Institute for the Evaluation of the Education and Training System* (INVALSI), a public research institution under the supervision of the Italian Ministry of Education. The same tests are delivered for everyone throughout the country, diversified for school grades, aiming to assess students' essential skills and the contribution made by the educational institution in changing the skill levels of youngsters. One of the participants pointed out how these tests sometimes are experienced by teachers and students only as a top-down obligation rather than a useful assessment for staff and learners, particularly due to their unique formulation, which may be seen as not addressing the specifics of the territories and the different needs of students in different geographical settings.

Q3. In our survey, we asked teachers the following question: "Does your school cooperate with companies - potential employers of your students?" Only 35% responded Yes to this question. What do you think is missing the most for the school to cooperate with local businesses? What are the obstacles to implementing it?

The participants identified the need for increasing schools' awareness of the importance of establishing long-term cooperation structures with externals. Particularly, some of the participants highlighted a resistance from schools to engage companies systematically in the school's life (e.g., from the definition of the curriculum to the provision of practical work-based learning experiences), that could be due to a lack of awareness in schools of the importance of engaging external stakeholders in co-shaping educational programs. One of the participants also highlighted the temporary nature of many school-businesses cooperation efforts, identifying those practical reasons (e.g., partnering with a company for implementing the mandatory "Pathways for Transversal Competencies and Orientation") may often be the main drivers of such cooperation, rather than being a piece of a structured initiative.

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Q4. What do you think are the biggest obstacles for engaging local business and – if there are difficulties of a legal nature – i.e., laws that make it harder for schools to cooperate with companies?

Schools' bureaucracy and rigidity was identified as one of the main obstacles for engaging local businesses. The bureaucracy and rigidity of the formal education system can distance companies from schools. Businesses and schools walk at a different speed, and the latter's suffer from a slow digitalization, lack of a smart mindset and little flexibility. Relevant stakeholders should be less bureaucratized and more agile, to let companies perceive cooperation with school as less time-consuming than it currently is. Schools should simplify cooperation mechanisms with external stakeholders.

Q5. In question 26 of the Teachers' surveys, 100% of the teachers answered Yes to the question: "Would you like to improve your teacher's skills as a mentor?" What do you think are the biggest obstacles for becoming a Mentor to your students and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to undertake such a role?

The lack of tools and existing cultural barriers were identified as the biggest obstacles for teachers to become mentors for their students. Some of the participants pointed out that for many teachers getting to teaching is an endpoint, rather than a starting point, and therefore the participation in continuing professional development is less valued than it should be. Furthermore, in the participants' opinion, there is often a resistance to change: taking on a new role (i.e., a mentor) brings teachers out of their comfort zone, requiring them to challenge themselves and learn continuously to innovate their practice. Nevertheless, even if the resistance to change is overcome, the current training would not be adequate to fully support teachers in becoming mentors. New tools and programs were considered needed to support this change.

Q6. In the students' surveys we asked if they work in groups or teams in school and about 40% of them responded that they never do or they work in teams less often than once a month. What do you think are the biggest obstacles for the students to work in teams or in groups in your classroom and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for such teamwork?

The primary school teachers participating in the focus group highlighted the lack of proper spaces: sometimes, the sizes of the classrooms and spaces available do not allow the implementation of dynamic group activities and influence the learning environment. Particularly, the school architecture and the organization of the learning spaces affect peer and teacher-student dynamics. In the participants' opinion, more dynamic classroom settings could facilitate active learning practices and support teachers in

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overcoming the traditional, frontal lesson. At the same time, the group agreed on the importance of making teachers aware of the need to foster participative and cooperative learning environments to favour inclusion and improve learning and equip them with the knowledge and tools to do it. Particularly, the group addressed the need for practical tools that can facilitate the implementation of methodologies and approaches that many teachers may have heard of or studied but do not feel knowledgeable or comfortable enough to practice. Such measures could help overcome what one of the participants defined as "the lack of teachers' willingness in innovating their practices" since sometimes "the frontal lesson is more convenient".

Q7. In question 14 of the Teachers' surveys, in the question "How often in your lessons do you use ICT, e.g., use of educational platforms, provide students with links to additional teaching content?", only 15% of the surveyed teachers answered that they use ICT in class on a daily basis, while 30% on a weekly basis and 20% less than once a month. However, some of the students in our survey responded that they never use ICT at school. What do you think are the biggest obstacles for ICT to be used at school and are there difficulties of a legal nature – i.e., laws or internal school regulations - that make it harder for teachers to use ICT?

The discussion resulted in the identification of two key obstacles in the integration of ICT at school:
- balancing traditional and new practices and tools, and
- finding the ability to make the available technologies more personal, adapt them to the student's needs and make the most of them.

Among the noteworthy individual responses, the following collects some of core arguments shared during the focus group regarding the need for balancing traditional and new practices and tools

"Teachers' mission is to make maximum use of the technologies we have and guide students in using these technologies, but also to transfer a minimum of what was the previous mode. Teachers have a trivial difficulty: getting kids to pick up a book. So, it is not just a matter of getting the most out of the latest technologies, but also getting them to understand that a book has its own value. Because in education, as in communication, there is a fundamental principle: everything that is communicated quickly is lost quickly. We need to preserve the didactics of the past and, at the same, embrace the future." P3

In the participants' opinion, technologies are not the problem: many schools are well equipped already, and more will be with new investments. The real issue is fostering the ability to make the available technologies more personal, adapt them to the student's needs and make the most of them. For students, digital natives, there is already an

integration between the online and offline dimension: there is a need to support kids to understand what is the right tool for the right context. Teachers need to transfer to students the skills to navigate through all the tools, how to pull out and, most importantly, how to combine all the information they gather from various sources (the Internet, social media, and traditional sources such as books) to solve real-life problems.

Q8. If you were to choose which topics of the MENTOR pedagogy you would like to pursue, if they were available online and for free, what would they be:
- strengthening self motivation of the teacher / student;
- discovering and managing talents of the teacher / student;
- team building and leadership at school, in the classroom;
- digital tools in school enhancing inclusive education;
- school's role in circular economy and practical environmental education;
- cooperation between school and the external environment, particularly employers.

All the participants agreed on the need for training teachers and school staff in the six areas. However, the priority, for most of the participants, is *strengthening teachers' and students' self-motivation*. Only one of the participants, an upper secondary school teacher, prioritized the *cooperation between school and employers* and the school's *role in circular economy and practical environmental education*.

"Training on school-business cooperation, the role of schools in the circular economy and sustainability is crucial for us, especially because in upper secondary school we need to prepare students for the world of work and to be the citizens of tomorrow. Deepening topics on how to support them in entering the world of work and how to deal with complex problems, such as sustainability, and reinforce green skills has become a necessity." P5

Summary

The teacher-mentor role. The participants identified the lack of tools and existing cultural barriers as the biggest obstacles for teachers to take on a mentoring role: new tools and continuing professional development opportunities are needed to overcome the resistance to change and fully support teachers in becoming mentors for their students. All the participants agreed on the need for training teachers and school staff in all the six areas of the Mentor 2.0 Curriculum.

However, the priority, for most of the participants, is **strengthening teachers' and students' self-motivation.**

Digital tools enhancing inclusive education. The participants highlighted two key obstacles in the integration of ICT at school, such as balancing traditional and new practices and tools, and finding the ability to make the available technologies more personal, adapt them to the student's needs and make the most of them.

Cooperation between school and external environments. The participants identified the need for increasing schools' awareness of the importance of establishing long-term cooperation structures with externals, especially local businesses. Among the major obstacles for engaging businesses, the group highlighted schools' bureaucracy and rigidity, distancing companies from schools.

Preparing students to undertake educational and professional decisions about their future. All the participants agreed that school struggles to equip students with practical knowledge and skills needed to choose their educational or career path. The reasons are mainly the distance between teachers' continuous training and the fast changing societal and labour market needs, the distance between school subjects and students' current everyday needs and future professional needs and the lack of educational practices that take into account students' needs and emotional sphere. The main obstacles highlighted by the majority of the teachers were the lack of effective cooperation with companies, and therefore the need for bringing school programs closer to what companies really need (for 80% of the upper secondary school teachers) and the excessive bureaucracy in the Italian formal education system (for 73% of the participants)

3.2 Focus Group with Students

Ten upper secondary school students were engaged by Lascò in a focus group on the 14th of October 2022. The group was composed of ten students from 16 to 18 years old, from the third to the fifth year of upper secondary school:

- five 16-year-old students, in their third year of upper secondary school;
- five 17-18-year-old students, in their fourth (1) or last year (4) of upper secondary school.

The participants were invited to discuss the results of the survey addressed to upper secondary school students. Particularly, the following questions were addressed:

1. 56% of the students responded that two or three teachers talk to them about their individual talents and strengths. 4% pointed out that no teacher helps with personal development. What do you think?

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2. The majority of the students who responded to our survey marked "studying subjects I don't like" as one of the highest demotivators. Can you give an example? What do you think is the reason?

3. What do you think are the biggest obstacles for ICT to be used at school? Would you like to use smartphones for learning purposes during lessons?

4. What would be other advice you would give to teachers to make learning more interesting to you?

5. What do you think is the biggest obstacle for introducing solutions you proposed in the previous question?

6. Do you think any of your present teachers would be a good Mentor to you – meaning a person who rather supports you in developing your future pathway rather than being the transmitter of knowledge?

7. If you were to choose which topics of the MENTOR pedagogy you would like your teachers to pursue, if they were available online and for free, what would they be:
   - strengthening self motivation of the teacher / student;
   - discovering and managing talents of the teacher / student;
   - team building and leadership at school, in the classroom;
   - digital tools in school enhancing inclusive education;
   - school's role in circular economy, practical environmental education;
   - cooperation between school and the external environment, particularly employers.

The responses to the questions are reported in the following paragraphs. Please, note participants were assigned an individual number (P#) to simplify the transcription and analysis of the results, and maintain anonymity and confidentiality.

> Q1. 56% of the students responded that two or three teachers talk to them about their individual talents and strengths. 4% pointed out that no teacher helps with personal development. What do you think?

Seven participants could identify at least one teacher supporting them in recognizing their strengths and talents, while the remaining three students stated their teachers do not support them in their personal development. Below, some noteworthy individual responses are presented.

Among the students stating they have at least one teacher supports their personal development
   - P9 highlighted they could perceive some differences between teachers engaged in other professional activities, and teachers whose sole professional activity was their

position in their school, being the latter less supportive than the first ones.

- P10 could identify several teachers supporting their personal growth, particularly those with whom they could establish a relationship built on openness and trust that could be "compared to a friendship".
- P5 highlighted to feel more comfortable in seeking advice and guidance from humanities teachers rather than teachers in scientific subjects.
- P9 stated that, based on personal experience, the teachers' age could affect the distance between students and teachers: "I have had first-time teachers who empathized more with students, perhaps considering themselves closer to us for their age, compared to other experienced and older teachers who empathized less easily with us."

<u>Among the students stating they have not a teacher supporting them in their personal development</u>

- P1 and P2 stated that there is not a deep personal connection between students and teachers in their classroom. The student-teacher relationship and the support received by teachers is limited to the specific subject-related issues and does not go beyond it. Both the participants believe this distance is due to their school type, Liceo classico or Ginnasio (literally classical lyceum).
- P4 agreed with P1 and P2 on the existence of a barrier between students and teachers.

> Q2. The majority of the students who responded to our survey marked "studying subjects I don't like" as one of the highest demotivators. Can you give an example? What do you think is the reason?

All the participants stated that teachers are the main reason why they do not or did not like a subject. For half of them, it is about teachers' personality and behaviors, while for the other half it is about their passion for the subjects and the practices they adopt.

- Teachers' personality and behaviors. Participants stated that if they had a different teacher, or more supportive ones, in the subjects they don't like, maybe they would end up liking them. This argument is particularly related to teachers who students perceive to be less caring about the student's emotional sphere and more about the student's performance. One of the participants added that a contributing factor to their demotivation in a subject is receiving by teachers a different treatment based on the different knowledge level in that subject.
- Teachers' passion for the subjects and teaching practices. The passion for the subject that the teachers show, and transfer is crucial to make a student like or dislike a subject, along with the methods and tools they use to support students' learning (e.g., *videos, mind maps* or *conceptual schemes*).

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Some of the participants also highlighted other demotivators:
- P5 mentioned the excessive homework load, or receiving an "insufficient" grade even if they put a lot of effort in studying;
- P2 finds demotivating "the static nature of school days, spending numerous hours in the same classroom [...], especially with slow explanations or when dealing with more difficult topics";
- P6 finds demotivating the current grading system, particularly in the "uneven" use or interpretation of the assessment grids by different teachers and/or in different classrooms. In the example provided by the participant, most of the teachers only use a grading scale up to 8/10, thus decreasing the scale and "grading a 7 what would be an 8" for different teachers.

Q3. What do you think are the biggest obstacles for ICT to be used at school? Would you like to use smartphones for learning purposes during lessons?

The participants identified teachers' digital competences as the biggest obstacles for ICT to be used at school, recognizing a different digital competence level for their youngest and oldest teachers. However, all the students highlighted that their schools are equipped with ICT, although not always well functioning (for 2/10 participants), and their teachers regularly use smart boards in their classes. Nevertheless, participants reported that many teachers struggle to effectively use it and, when a technical issue arises, most of them prefer to abandon the tool, rather than solve the issue, both because they do not know how to fix it and because they prefer not to waste the lesson's time in solving it. When asked about whether they would like to use smartphones for learning purposes during lessons, only one of the participants disagreed and declared to prefer books over smartphones, to highlight concepts and take handwritten notes.

Q4. What would be other advice you would give to teachers to make learning more interesting to you?

The diversification of tools and teaching methods would make learning more interesting for all the participants. Particularly, students mentioned the following tools and methods:
- learning from multiple sources;
- participating in interactive presentations;
- watching videos;
- developing mind maps or conceptual schemes;
- integrating theoretical lessons with hands-on activities.

Furthermore, they would advise teachers to support them in distinguishing fundamental notions from secondary or less significant information and taking relevant notes, rather than focusing on covering all the program's topics.

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Q5. What do you think is the biggest obstacle for introducing solutions you proposed in the previous question?

All the interviewees agreed that one of the biggest obstacles hinges on the fact that teachers have to cover a wide program and rush to be able to complete it. In fact, the students shared their feeling of being discouraged by listening to fast explanations of a high volume of information, due to the teacher's obligation to cover the entire course content. "Teachers run to finish the program" (P6) and the participants perceive it happens regardless of the actual students' comprehension of the topics or whether teachers succeeded in transferring their passion to students. Furthermore, a cultural barrier and anchorage to traditional teaching models, especially for older teachers, was mentioned by one of the participants.

Q6. Do you think any of your present teachers would be a good Mentor to you – meaning a person who rather supports you in developing your future pathway rather than being the transmitter of knowledge?

8/10 participants stated they could not identify a teacher who could be a good mentor for them, while only two students stated the opposite. The center of the argument for both groups is the nature of the student-teacher relationship established.

- The participants who answered negatively to the question share the belief that they do not have an emotional or personal connection with their teachers - not at all, or not deep enough -, and therefore they believe their teachers can only give advice based on their school performances, rather than their individual passions, attitudes and needs.
- The participants who answered positively to the question believe there is a two-sided emotional connection with the teachers they can identify as good mentors.

Q7. If you were to choose which topics of the MENTOR pedagogy you would like your teachers to pursue, if they were available online and for free, what would they be:
- strengthening self motivation of the teacher / student;
- discovering and managing talents of the teacher / student;
- team building and leadership at school, in the classroom;
- digital tools in school enhancing inclusive education;
- school's role in circular economy, practical environmental education;
- cooperation between school and the external environment, particularly employers.

The participants identified needs for improvements in all the six topics. The responses to the question are grouped per topic in the table below.

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Topic	Participants' responses
Strengthening self motivation	4/10 participants believe that teachers should be more aware of what motivates or demotivates students in order to contribute to keeping students motivated both directly, by providing tailored support, and indirectly, by avoiding behaviors that discourage them.
Discovering and managing talents	6/10 participants believe that teachers cannot fully understand the talents of each student, and, at the same time, schools offer students only the opportunity to understand their performances in the different subjects, not to discover their talents and passions.
Team building and leadership	8/10 participants mentioned the need for more effective team building and management in their classrooms, particularly regarding the creation of a classroom-level team that overcomes the classroom's fragmentation, reflected in the multiple small groups that are naturally established by students. This fragmentation, in the respondents' perspectives, does not allow neither the exchange of experiences and knowledge, nor the creation of an inclusive and cohesive atmosphere in the classroom. Furthermore, three students highlighted the importance of supporting students in learning how to behave in a group, especially with people with whom they are in conflict. A competence - the students stressed - is essential for their school path and for their profession in the future.
Digital tools enhancing inclusive education	3/10 participants stated that teachers should encourage students to use computers, tablets, or smartphones in the classroom more frequently. In addition, one student agreed with the use of digital tools in the classroom, but not absolutely: students should still benefit from the choice to study in both ways, depending on their needs.
School's role in circular economy	3/10 participants highlighted that the environment and climate change are not among the topics they have learnt at school since they are either not covered by teachers or less valued by the curriculum. The remaining participants stressed the need to make environmental education more practical, but

	also to support students in contextualizing environmental issues through the economical, societal and political impacts they have.
Cooperation between school and employers	All the participants agreed on the need to foster the cooperation between schools and employers. They share the opinion that many students leave school without knowing how the world of work works, or how to participate in a job interview or how to create a Curriculum Vitae. Furthermore, based on direct and indirect experiences, the group believes the current *Pathways for Transversal Competencies and Orientation*, the country's main instrument for the professional orientation of upper secondary school students, is not perceived as useful by students. The reasons are diverse: in many cases, students' participation is driven by the obligation to, rather than an actual interest in the specific experience.

Summary

The teacher-mentor role. 80% of the participants stated they could not identify a teacher who could be a good mentor for them. Most of the members of the group highlighted the importance of building an emotional connection with their teachers in order for a successful shift towards a mentoring role. Teachers' personality, behavior and passion are crucial to make a student like or dislike a subject, along with the methods and tools they use to support students' learning. In fact, the diversification of tools and teaching methods would make learning more interesting for all the participants.

Digital tools enhancing inclusive education. The participants identified teachers' digital competences as the biggest obstacles for ICT to be used at school, recognizing a different digital competence level for their youngest and oldest teachers.

Cooperation between school and external environments. All the participants agreed on the need to foster the cooperation between schools and employers. They share the opinion that many students leave school without knowing how the world of work works, or how to participate in a job interview or how to create a Curriculum Vitae.

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Annex 1: Surveys for Teachers

We are starting the Mentor 2.0 project, which aims to create digital solutions available for teachers in 5 countries: Poland, Spain, Italy, Austria and Greece. Thanks to Mentor 2.0, teachers will be able to strengthen their workshop so that they come closer to acting as mentors for their students. We invite you to co-create with us modern methods of supporting educators!

The survey is anonymous and will take approximately 15 minutes:

1. You are a teacher?
    a. Yes
    b. No

2. As a teacher, what support do you need the most in terms of developing students' transversal (soft) competences such as critical thinking, innovative, reflective, communication skills, collaboration, internal motivation, perseverance, leadership?

3. Could you identify your strengths and/or any particular talents that distinguish you in your role as a teacher?
    a. Yes
    b. No

4. If you ticked "Yes" in the previous question, provide a minimum of three examples:

5. If you ticked "No" in the previous question, what talents/strengths would you most like to develop in yourself as a teacher? Name at least three:

6. During the last year, have you participated / participated in training courses on building student teams, working in groups, or managing the classroom?
    a. Yes
    b. No

7. If you ticked "Yes" in the previous question, please provide the names of the training or topics

8. On a scale of 1 to 10 (where 1 is the least and 10 is the most), indicate to what extent you need to develop to effectively manage student teams:

0	1	2	3	4	5	6	7	8	9	10

I don't need it at all   I need it very much

9. On a scale of 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what you think should be developed in students first?

	1	2	3	4	5
understanding the world of values (such as solidarity, truthfulness) and pointing to models of behavior					
building social relations based on mutual respect					
building students' self-esteem based on strengths					
student's ability to build intrinsic motivation					
creativity, innovation and entrepreneurship					
respect for the environment and active pro-ecological attitudes					
the ability to recognize and further develop individual talents					
intercultural understanding, tolerance and openness to changes					

10. Other, what?

11. On a scale of 1 to 5, where 5 is the highest value and 1 is the lowest, indicate what, in your opinion, should be the most important in everyday work with students?

	1	2	3	4	5
preparing for competitions					
improving relationships with peers, improving cooperation skills					
increase student self-esteem					
strengthening of motivation					
developing effective learning skills and eliminating learning failures					
skills development in educational projects					
implementation of the core curriculum					
creating a school community					

12. Other, what?

13. Please indicate examples of mutual support and teacher learning that you use because you find them effective and necessary: (Select as many answers as you like):
    a. developing curriculum work plans

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    b. developing lesson plans

    c. preparation of teaching materials

    d. test development

    e. peer observations

    f. joint project management

    g. exchange of experiences

    h. mutual motivation

    i. sharing the knowledge gained during the training

    j. disseminating examples of good practice

    k. exchange of materials and teaching aids

    l. jointly organizing and conducting activities (trips, contests, events)

    m. exchange of information about students and class teams

14. How often in your lessons do you use ICT (information and communication technologies), e.g., use of educational platforms, provide students with links to additional teaching content? (Choose one answer)

    a. every day

    b. once a week

    c. once a month

    d. less frequently than once a month

    e. I do not reach for such solutions

15. In which context would you most likely like to use ICT in your lessons?

16. In your opinion, does the school equip students with practical knowledge and skills needed to choose the educational and career path?

    a. Yes

    b. No

17. If you ticked "Yes" in the previous task, list which ones:

18. Do you do practical environmental education projects at school, such as discussing with students how to use less paper in your lessons?

    a. Yes

    b. No

19. If you ticked "Yes" in the previous task, provide examples:

20. Is your school making strategic changes to enter a closed loop economy i.e., waste reduction, recycling, electricity and water consumption, environmental education, renewable energy, reuse of used school materials?

    a. Yes

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    b. No
21. Justify your choice

22. Does your school cooperate with companies - potential employers of your students?
    a. Yes
    b. No
23. If you marked "Yes" in the previous task, provide an example:
24. If you marked "Yes" in the previous question, do you think students are aware of this collaboration?
    a. Yes
    b. No

25. What kind, in your opinion, should be a teacher-mentor - educator who in her/his work focuses more on supportive participation in students' development and less on transferring knowledge?

26. Would you like to improve your teacher's skills as a mentor?
    a. Yes
    b. No
27. If you marked 'Yes' in the previous question, please explain the relevance to your daily work with students and what tools would be most useful to you:
28. If you marked "No" in the previous question, please explain why:

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Annex 2: Surveys for primary school students

Hello! 😊 Can you tell us what your school is?

The survey is anonymous and takes about 15 minutes. We thank you very much

1. How are you feeling today?
    a. Happy
    b. Sad
2. How old are you?
3. Are you a primary school student in grades 1-3?
    a. Yes
    b. No
4. What grade are you in?
    a. Class 1
    b. Class 2
    c. Class 3
5. Do you like going to school?
    a. Yes
    b. No
6. What I like most about school is:
    a. Teachers
    b. Classmates
    c. Lessons
    d. Playground
    e. Additional activities
7. What I like the least about school is:
    a. Teachers
    b. Classmates
    c. Lessons
    d. Playground
    e. Additional activities
8. Do you like your teachers?
    a. Yes
    b. No
9. My teachers:
    a. They help me with my homework
    b. They won't help me with my homework.
10. Next year I want to have the same teachers:
    a. Yes
    b. No
11. The lessons are:

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a. Funny

b. Boring

12. At school I want to do more activities outside of class (e. g. on the playground):

a. Yes

b. No

13. How many stars you give to your school?

a. 1

b. 2

c. 3

d. 4

e. 5

Annex 3: Survey for Lower secondary school students

We are starting the Mentor 2.0 project, which is to improve teaching in schools in Poland, Spain, Italy, Austria and Greece. Also, thanks to your help, we want teachers to focus more on supporting students than on imparting knowledge. We appreciate your help!

The survey is anonymous and will take approximately 15 minutes to complete. We kindly ask for honest answers:

1. Are you studying in grades 4-8??
   a. Yes
   b. No
2. Enter how often the teachers give you tips on how to learn effectively: (choose one of the following)
   a. once or several times a week
   b. once a month or more frequently
   c. less than once a month
   d. never
3. If you indicated that you were getting tips/directions, choose which: (select any number)
   a. Methods for better memorization
   b. Creating associations
   c. Create good notes
   d. Learn how something works in practice
4. What do you miss the most in order to learn effectively? (Choose any number)
   a. Motivation
   b. changes in teachers' attitudes
   c. to discuss teaching techniques
   d. help if I don't understand or know something
   e. forbearance of teachers
   f. thinking outside the box by teachers
   g. concentration
   h. I don't know
   i. other factors, which?
5. Are you eager to take part in lessons? (Choose one answer)
   a. All
   b. the majority
   c. half
   d. less than half
   e. none

6. What / who motivates you to learn? Choose 3 main motivators:
   a. knowledge, useful content
   b. willingness to pass
   c. good work in the future
   d. sentence for studies
   e. parents
   f. interesting lessons
   g. ambitions
   h. cool teacher
   i. other students
   j. school subjects I like
   k. nothing
   l. If something else, what?

7. What demotivates you to learn? Choose the 3 main reasons for demotivation:
   a. getting up early
   b. learning useless things
   c. pressure of possible failure
   d. the ability to do something that interests you more
   e. boring school subjects
   f. the shortcomings that follow you
   g. repetition of topics in subsequent classes
   h. the fact that you are judged for everything
   i. the need to study subjects that you don't like
   j. getting bad grades despite studying
   k. material congestion
   l. the attitude of peers
   m. teachers' comments
   n. little free time
   o. too much homework
   p. nothing
   q. If something else, what?

8. Do the teachers talk to you about your strengths / talents and how to develop them?
   a. one teacher
   b. two or three teachers
   c. more than three teachers
   d. no teacher

9. During lessons, you have the opportunity to: Choose as many answers as you want
   a. ask questions

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    i. never

    ii. less than once a month

    iii. less than once a week

    iv. more than once a week

    v. daily

b. take visual (mind map) notes

    i. never

    ii. less than once a month

    iii. less than once a week

    iv. more than once a week

    v. daily

c. participate in the discussion

    i. never

    ii. less than once a month

    iii. less than once a week

    iv. more than once a week

    v. daily

d. work in groups and pairs

    i. never

    ii. less than once a month

    iii. less than once a week

    iv. more than once a week

    v. daily

e. work independently

    i. never

    ii. less than once a month

    iii. less than once a week

    iv. more than once a week

    v. daily

f. express your opinion on the topics discussed during the lesson

    i. never

    ii. less than once a month

    iii. less than once a week

    iv. more than once a week

    v. daily

g. Submit own ideas and implement them with the help of teachers

    i. never

    ii. less than once a month

    iii. less than once a week

    iv. more than once a week

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v. daily

h. use of the computer and the Internet in the performance of classroom assignments
    i. never
    ii. less than once a month
    iii. less than once a week
    iv. more than once a week
    v. daily

i. use a smartphone for learning purposes
    i. never
    ii. less than once a month
    iii. less than once a week
    iv. more than once a week
    v. daily

10. During the lesson, the teachers give you tips on how to: (Choose any number of answers)
    a. Review important content
    b. Remember important information
    c. Take notes that are useful for you
    d. Use your strengths to learn
    e. How to find the necessary knowledge on the Internet
    f. Give no hints

11. How do you usually feel when you are assessed? Choose the descriptions that best suit you:
    a. I still want to learn
    b. I decide to improve
    c. losing motivation to continue studying
    d. I still don't know what to do/correct
    e. I know what to improve and how to do it

12. How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways:
    a. when they conduct the lesson in an interesting way
    b. when they answer the questions asked by exploring the topic
    c. when they praise you when you succeed?
    d. by saying that the topic will be related to future lessons
    e. I don't know
    f. They don't motivate me
    g. differently, how do they motivate you?

13. Thanks to my school, I can: (Choose any number of answers)
    a. get involved in environmental actions and events

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b. participate in volunteering

c. present my own talents, talents and / or strengths

d. implement my ideas

e. participate in social projects

f. participate in ecological projects

g. participate in projects developing cooperation and communication skills

h. participate in projects involving local entrepreneurs and other companies

i. none of the above

j. other:

14. If you could change something about your school, what would it be?

a. learning useful things

b. classes starting at a later hour

c. more conversations and activities on different life paths

d. more outdoor activities and experiments instead of sitting at the desks

e. teachers' approach to students

f. more interschool and international projects, trips and initiatives

g. grading system

h. ways of teaching

i. I wouldn't change anything

j. If something else, what?

15. What would you wish for your teachers?

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Annex 4: Survey for Upper-secondary school students

We are starting the Mentor 2.0 project, which is to improve teaching in schools in Poland, Spain, Italy, Austria and Greece. Also, thanks to your help, we want teachers to focus more on supporting students than on imparting knowledge. We appreciate your help!

The survey is anonymous and will take approximately 15 minutes to complete. We kindly ask for honest answers:

1. Are you a student in upper secondary education?
    a. Yes
    b. No
2. Enter how often the teachers give you tips on how to learn effectively: (choose one of the following)
    a. once or several times a week
    b. once a month or more frequently
    c. less than once a month
    d. never
3. If you indicated that you were getting tips/directions, choose which: (select any number)
    a. Methods for better memorization
    b. Creating associations
    c. Create good notes
    d. Learn how something works in practice
4. What do you miss the most in order to learn effectively? (Choose any number)
    a. Motivation
    b. changes in teachers' attitudes
    c. to discuss teaching techniques
    d. help if I don't understand or know something
    e. forbearance of teachers
    f. thinking outside the box by teachers
    g. concentration
    h. I don't know
    i. other factors, which?
5. Are you eager to take part in lessons? (Choose one answer)
    a. All
    b. the majority
    c. half
    d. less than half
    e. none

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6. What / who motivates you to learn? Choose 3 main motivators:
   a. knowledge, useful content
   b. willingness to pass
   c. good work in the future
   d. sentence for studies
   e. parents
   f. interesting lessons
   g. ambitions
   h. cool teacher
   i. other students
   j. school subjects I like
   k. nothing
   l. If something else, what?

7. What demotivates you to learn? Choose the 3 main reasons for demotivation:
   a. getting up early
   b. learning useless things
   c. pressure of possible failure
   d. the ability to do something that interests you more
   e. boring school subjects
   f. the shortcomings that follow you
   g. repetition of topics in subsequent classes
   h. the fact that you are judged for everything
   i. the need to study subjects that you don't like
   j. getting bad grades despite studying
   k. material congestion
   l. the attitude of peers
   m. teachers' comments
   n. little free time
   o. too much homework
   p. nothing
   q. if something else, what?

8. Do the teachers talk to you about your strengths / talents and how to develop them?
   a. one teacher
   b. two or three teachers
   c. more than three teachers
   d. no teacher

9. During lessons, you have the opportunity to: Choose as many answers as you want
   a. ask questions
      i. never

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    ii.   less than once a month

    iii. less than once a week

    iv. more than once a week

    v.   daily

b. take visual (mind map) notes

    i.   never

    ii.   less than once a month

    iii. less than once a week

    iv. more than once a week

    v.   daily

c. participate in the discussion

    i.   never

    ii.   less than once a month

    iii. less than once a week

    iv. more than once a week

    v.   daily

d. work in groups and pairs

    i.   never

    ii.   less than once a month

    iii. less than once a week

    iv. more than once a week

    v.   daily

e. work independently

    i.   never

    ii.   less than once a month

    iii. less than once a week

    iv. more than once a week

    v.   daily

f. express your opinion on the topics discussed during the lesson

    i.   never

    ii.   less than once a month

    iii. less than once a week

    iv. more than once a week

    v.   daily

g. Submit own ideas and implement them with the help of teachers

    i.   never

    ii.   less than once a month

    iii. less than once a week

    iv. more than once a week

    v.   daily

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    h. use of the computer and the Internet in the performance of classroom assignments

        i. never

        ii. less than once a month

        iii. less than once a week

        iv. more than once a week

        v. daily

    i. use a smartphone for learning purposes

        i. never

        ii. less than once a month

        iii. less than once a week

        iv. more than once a week

        v. daily

10. During the lesson, the teachers give you tips on how to: (Choose any number of answers)

    a. Review important content

    b. Remember important information

    c. Take notes that are useful for you

    d. Use your strengths to learn

    e. How to find the necessary knowledge on the Internet

    f. Give no hints

11. How do you usually feel when you are assessed? Choose the descriptions that best suit you:

    a. I still want to learn

    b. I decide to improve

    c. losing motivation to continue studying

    d. I still don't know what to do/correct

    e. I know what to improve and how to do it

12. How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways:

    a. when they conduct the lesson in an interesting way

    b. when they answer the questions asked by exploring the topic

    c. when they praise you when you succeed?

    d. by saying that the topic will be related to future lessons

    e. I don't know

    f. They don't motivate me

    g. differently, how do they motivate you?

13. Thanks to my school, I can: (Choose any number of answers)

    a. get involved in environmental actions and events

    b. participate in volunteering

c. present my own talents, talents and / or strengths

d. implement my ideas

e. participate in social projects

f. participate in ecological projects

g. participate in projects developing cooperation and communication skills

h. participate in projects involving local entrepreneurs and other companies

i. none of the above

j. other:

14. On a scale from 1 to 6, determine at what level teachers in your school discuss with you the emergence of new professions and changes taking place on the labour market? (Where 1 is very low and 6 is very high level)

    a. 1

    b. 2

    c. 3

    d. 4

    e. 5

    f. 6

15. On a scale from 1 to 6, determine at what level your school prepares you to choose a field of study and choose a profession. (Where 1 is very low and 6 is very high level)

    a. 1

    b. 2

    c. 3

    d. 4

    e. 5

    f. 6

16. On a scale from 1 to 6, how often does your school undertake activities aimed at cooperation with employers? (Where 1 means that he does not take such actions, and 6 means that he engages them very often)

    a. 1

    b. 2

    c. 3

    d. 4

    e. 5

    f. 6

17. If you could change something about your school, what would it be? Choose the 3 most important in your opinion:

    a. learning useful things

    b. classes starting at a later hour

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c. more conversations and activities on different life paths

d. more outdoor activities and experiments instead of sitting at the desks

e. teachers' approach to students

f. more interschool and international projects, trips and initiatives

g. grading system

h. ways of teaching

i. if something else, what?

j. I wouldn't change anything

18. What would you wish for your teachers?