

# Mentoring in Spanish School Systems

State of the art and future scenarios

Transnational Research





## **Cooperation Partnerships in School Education**

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Result 1: Mentor 2.0 Curriculum

# **REPORT**

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*Mentoring in the Spanish School System*  
*State of the art and future scenarios*

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## Introduction

This publication collects the results of research carried out in Spain 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 Spanish national context

This chapter analyses of the Spanish 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 Transformation Resilience Plan*<sup>1</sup>, mentoring programs for students at primary school, mentoring programs for students of lower and upper secondary school and personal and family support and guidance units for educationally vulnerable students, 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).

### 1.1 Mentoring in the National Recovery, Transformation and Resilience Plan

Spain's Recovery, Transformation and Resilience Plan (*Plan de Recuperación, Transformación y Resiliencia*), published in 2021 will guide the implementation of 72 billion euros of European funds until 2023 and will mobilise 50% of the resources available to Spain through the Next Generation EU instrument over the next three years. This Plan envisages specific measures for mentoring activities under Policy 7 "Education and knowledge, lifelong learning and capacity building", the investment 2.2.6 "Policies for the next generations, children and youth including education and skills" a part of its aim no. 2, "General objectives of the Plan". Particularly, Pillar 7 purpose is to foster the modernisation and digitalisation of the education system (*Component 21*), to achieve a personalised, flexible educational model that adapts to the needs of students, prevents early school leaving and promotes improved educational outcomes. This measure includes measures such as the design of a new curricular programme

<sup>1</sup> Government of Spain (2021). Recovery, Transformation and Resilience Plan. Available in Spanish: [https://www.lamoncloa.gob.es/temas/fondos-recuperacion/Documents/160621-Plan\\_Recuperacion\\_Transformacion\\_Resiliencia.pdf](https://www.lamoncloa.gob.es/temas/fondos-recuperacion/Documents/160621-Plan_Recuperacion_Transformacion_Resiliencia.pdf).

of key competences, the Guidance, Advancement and Entrepreneurship Programme to support schools with special educational complexity, and the creation of Personal and Family Accompaniment and Guidance Units for educationally vulnerable students.

### a) Mentoring programmes for students at primary school

Order ECD/686/2014, 23 April<sup>2</sup>, in Article 21 explains that the tutoring and guidance of students (individually or in groups) in primary education is part of the functions of the teacher, who should provide help and guidance in case of problems when necessary.

Mentoring of students is part of the teaching function with the aim to guide the individual and collective educational process of students throughout the stage. The mentor shall coordinate the educational intervention of all the teaching staff of the students he/she mentors, and shall maintain a permanent relationship with the family, to facilitate the exercise of the rights recognised in Article 4.1.d) and g) of Organic Law 8/1985, of 3rd July, regulating the Right to Education.

Each group of students shall have a mentor who shall be appointed by the Headmaster or Headmistress, at the proposal of the Head of Studies. The mentor will preferably be the teacher who has the longest weekly timetable with that group.

In general, the mentor will teach all areas, except Physical Education, First or Second Foreign Language or the foreign language of the corresponding country in centers abroad, and the contents of Music Education which form part of the area of Art Education, if the mentor does not have these specialities. These areas will be taught by teachers with the corresponding speciality, or by duly authorised teachers.

The mentor assigned to a group must remain with the same group for a minimum of two school years. In exceptional cases, the Headmaster or Headmistress may waive this criterion if there are sufficient reasons.

The schools shall also promote commitments with the families and with the students themselves, specifying the activities that both parties undertake to carry out to facilitate educational progress.

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<sup>2</sup> Spanish Ministry of Education, Culture and Sport (2014). Order ECD/686/2014, of 23 April, which establishes the Primary Education curriculum for the area of management of the Ministry of Education, Culture and Sport and regulates its implementation, as well as the assessment and certain organizational aspects of the stage. Available in Spanish: <https://www.boe.es/buscar/doc.php?id=BOE-A-2014-4626>



Mentors shall exercise the following *functions*:

- To develop the mentoring plan and activities, under the coordination of the Head of Studies, which will be specified for each year in the Annual General Programme.
- To coordinate the assessment process of the students in their group, sign the assessment reports and set their criteria for the promotion of the students.
- To attend to the learning difficulties of the students, to proceed to the personal adaptation of the curriculum.
- To facilitate the integration of students into the group and encourage their participation in the activities of the center.
- To guide and advise students on their educational possibilities.
- To collaborate with the guidance of the center in the terms established by the Head of Studies.
- To channel the problems and concerns of the students.
- To inform parents, legal guardians, teachers and students of the group of everything that concerns them in relation to teaching activities and academic performance.
- To facilitate educational cooperation between the teachers and the parents and legal guardians of the students.
- Together with the rest of the teaching staff of the center, attend to and care for the students during recreational periods and other non-teaching activities.
- The Head of Studies will coordinate the work of the mentors and will hold the periodical meetings necessary for the good functioning of the mentoring.

#### **b) Mentoring programmes for students at secondary and upper secondary school**

Order ECD/1361/2015, 3 July<sup>3</sup>, in Article 16, entitled "Tutoring and Guidance" also proclaims that the mentoring of students in lower and upper secondary education is also part of the teaching duties, which shall aim at the comprehensive and balanced development of students.

The aim of mentoring must be to contribute to the comprehensive and balanced development of all students, to facilitate their integration into society as full citizens and, where appropriate, into the labour market. Both are fundamental elements in the organisation of both educational stages.

The direction and guidance of student learning and support for their educational process

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<sup>3</sup> Spanish Ministry of Education, Culture and Sport (2015). Order ECD/1361/2015, of 3 July, which establishes the curriculum of Compulsory Secondary Education and Baccalaureate for the area of management of the Ministry of Education, Culture and Sport, and regulates its implementation, as well as continuous assessment and certain organizational aspects of the stages. Available in Spanish: <https://www.boe.es/boe/dias/2015/07/09/pdfs/BOE-A-2015-7662.pdf>

(mentoring) are part of the teaching function and are the task of all teachers, in a framework of collaboration with the mentor, the Guidance Department and the families.

It is the responsibility of the Head of School, at the proposal of the Head of Studies, to assign mentors. Each group will have its corresponding mentor, appointed from among the teachers who teach the group. As far as possible, schools will facilitate continuity in the mentoring process, especially in the first two years of lower secondary school.

The mentor will dedicate one hour per week to the attention of his/her students, which will be considered as teaching time for the teaching staff. The mentor -with the support of the Guidance Department-, will be responsible for the individual attention and monitoring of his/her students, as well as their academic and vocational guidance. He/she will also be responsible for coordinating the teaching team in the development and evaluation of the teaching and learning processes and for mediating between teachers, students and parents or legal guardians.

They must also keep the students in their group, their parents or legal guardians and the teaching team informed of all matters that concern them in relation to teaching and complementary activities and with respect to the decisions adopted in matters of assessment and promotion, requiring their collaboration in the measures adopted by the center to favour the educational process.

The centers shall pay special attention to the guidance of students and parents or legal guardians at those times when it is necessary to choose between different educational options.

### **c) Personal and family support and guidance units for educationally vulnerable students**

The Territorial Cooperation Programme of Personal and Family Accompaniment and Guidance Units for educationally vulnerable students is an innovative measure with a specific function: to accompany the educational trajectories of the most vulnerable students in an area or sector to prevent failure and promote their learning and success at school, in collaboration with other professionals in the area or sector. It will be applied from primary education to the end of lower secondary (in Spain known as *Educación Secundaria Obligatoria*) and upper secondary school (in Spain known as *Bachillerato*) in publicly funded schools and will be developed during the 2021-2022, 2022-2023 and 2023-2024 school years.

These units will accompany and guide students at risk of repetition and dropping out of the education system, will be in school areas or sectors, will take into account the territorial

organisation of the educational and psycho-pedagogical guidance teams of the Education Administrations and will take into account the singularity of students in rural areas.

The programme is funded by the European Union - NextGenerationEU and falls within the framework of the Recovery Plan's lever policies, specifically in lever VII, referring to education and knowledge, lifelong learning and capacity building, which includes Component 21: Modernisation and digitalisation of the education system, including early education from 0 to 3 years of age. The indicator includes the creation of 618 units by 2021, 804 units by 2022 and 1 148 units by 2023.

To implement the investment earmarked for the programme, territorial cooperation is established with the education administrations of the Autonomous Communities, within the framework of the Sectoral Conference on Education which, with the prior authorisation of the Council of Ministers, approves the requirements, criteria for territorial distribution of funding and monitoring of implementation.<sup>4</sup> It has a total credit of 124,710,000 euros, of which 30 million correspond to the 2021-22 academic year, with 39 million euros planned for the 2022-23 academic year and 55,710,000 euros for the 2023-24 academic year.

## 1.2 Soft skills development

The recommendations of the European Union on key competences for lifelong<sup>5</sup>, insist on the

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<sup>4</sup> Spanish Ministry of Education and Vocational Training (2022). Resolution of 10 September 2021, of the Secretary of State for Education, which publishes the Agreement of the Sectoral Conference on Education of 21 July 2021, approving the proposal for the Education of 21 July 2021, approving the proposal for territorial distribution and the criteria for the territorial distribution and the criteria for the distribution of the credits managed by the Autonomous Communities for the Programme of Personal and Family accompaniment and guidance units for educationally vulnerable students, in educational or psycho-pedagogical services located in school zones/sectors and grouped rural centers, in the 2021 budget, within the framework of component 21 "Modernization and digitization of the education system, including early education 0-3 years old" of the Resilience and Recovery Facility. Available in Spanish: <https://www.boe.es/boe/dias/2021/09/23/pdfs/BOE-A-2021-15395.pdf>

<sup>5</sup> European Commission (2019). Key Competences for Lifelong Learning. <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

need for citizens to acquire **key competences** as an indispensable condition for individuals to achieve full personal, social and professional development in line with the demands of a globalised, technological and changing world, and to enable economic and social development linked to knowledge.

**Competences** are defined as a combination of *knowledge, skills and attitudes*, where:

- knowledge consists of facts and figures, concepts, ideas and theories that are already established and support the understanding of a particular area or topic;
- skills are defined as the ability to carry out processes and use existing knowledge to achieve results;
- attitudes describe the mindset and willingness to act or react to ideas, people or situations.

Thus, they are seen as knowledge in practice, i.e. knowledge acquired through active participation in social practices and can be developed both in the formal educational context, through the curriculum, and in non-formal and informal contexts.

Competences are therefore conceptualised as **lifelong learning**, from childhood to adulthood, which is applied to a variety of academic, social and professional contexts. For transfer to different contexts to be possible, an understanding of the knowledge present in competences and the linking of this with the practical skills or abilities that comprise them is indispensable.

Given that competence-based learning is characterized by its transversality, its dynamism and its comprehensive nature, the competence-based teaching-learning process must be approached from all areas of knowledge and by the various bodies that make up the educational community, in both formal and non-formal and informal settings. Its dynamism is reflected in the fact that competences are not acquired at a given moment and remain unalterable but involve a process of development through which individuals acquire higher levels of performance in their use.

Furthermore, this learning implies a comprehensive training of people who, at the end of the academic stage, must be able to transfer the knowledge acquired to the new instances that appear in the life option they choose. Thus, they will be able to reorganise their thinking and acquire new knowledge, improve their actions and discover new forms of action and new skills that will enable them to carry out tasks efficiently, fostering lifelong learning.

The **key competences** in the Spanish Education System are prior to this recommendation and as listed and described in the Order ECD/65/2015, of 21 January, which describes the relationships between the competences, contents and assessment criteria of primary

education, lower and upper secondary education<sup>6</sup>. They are as follows:

- a) Linguistic communication
- b) Mathematical competence and basic competences in science and technology
- c) Digital competence
- d) Learning to learn
- e) Social and civic competences
- f) Sense of initiative and entrepreneurial spirit
- g) Cultural awareness and expressions

### 1.3 Digital tools in school enhancing inclusive education

Another key pillar of the Recovery Plan's next generation-focused policies is the reinforcement of digital skills, a fundamental aspect to successfully tackle digital transformation, close the territorial, social and gender gap and favour access to professional opportunities. Component 19 includes *actions* ranging from school to university, including upskilling and reskilling at work.

These include:

- *the creation of a network of e-learning support centers for digital training in combination with online training courses, from which students, among others, can benefit;*
- *the promotion of gender equality through training in the gender equality in STEM education through a programme for the promotion of women's digital skills and the digital training for women and scientific and technological vocations at school;*
- *the Plan for the Digitalisation and acquisition of Digital Competences in the Education System.*

The **Plan for the Digitalisation and Digital Competences in the Education System** has been designed at national level, being aligned with the recent initiatives presented by the European Commission: the Digital Education Action Plan (2021-2027)<sup>7</sup> and the European Education Area<sup>8</sup>.

<sup>6</sup> Spanish Ministry of Education, Culture and Sport (2015). Order ECD/65/2015, of 21 January, which describes the relationships between the competences, contents and assessment criteria of primary education, compulsory secondary education and baccalaureate. Available in Spanish: <https://www.boe.es/eli/es/o/2015/01/21/ecd65/con>

<sup>7</sup> European Commission (2020). Digital Education Action Plan 2021-2027 Resetting education and training for the digital age. <https://education.ec.europa.eu/es/focus-topics/digital-education/action-plan>

<sup>8</sup> European Commission. European Education Area. <https://education.ec.europa.eu/>

It is contextualised in a wide-ranging strategic agenda for digital transformation: **Digital Spain 2025**<sup>9</sup>. The third strategic axis of this agenda - *strengthening the digital skills of workers and citizens as a whole* - sets the following specific objective for the education system: to provide students with advanced digital skills and the ability to keep them up to date, from an inclusive perspective that guarantees their development in all groups, as well as to foster digital vocations, paying special attention to eliminating the gender gap. These competences are those set out in the **Digital Competence Framework for Citizenship** (DigComp) published by the European Commission's Joint Research Centre (JRC), which underpins the description provided in the Council Recommendation of 22 May 2018 on key competences for lifelong learning.

The Plan consists of a set of actions to support the digital transformation of the educational system through the provision devices for schools and students, digital educational resources, the adaptation of teachers' digital competences and skills and actions involving the application of artificial intelligence to personalised education. It is carried out through a combination of different strategies and means, which include the collaboration agreement "**Educate in Digital**" (in Spanish, *Educa en Digital*) for the development of some of its actions, as a result of a collaboration between the Ministries of Education and Vocational Training, the Ministry of Economic Affairs and Digital Transformation, and the Autonomous Regions.

This **Plan** is articulated around the following axes:

- **Line 1: Digital Educational Competence of students, teachers, and educational centers.**
- **Line 2: Digitalisation of Educational Centers.**
- **Line 3: Creation of Open Educational Resources (OER) in digital format.**
- **Line 4: Advanced digital methodologies and skills.**

The measures below described have been designed based on the provisions of Organic Law 3/2020, of 29 December, amending Organic Law 2/2006, of 3 May, amending Organic Law 2/2006, of 3 May, on Education (LOMLOE), and in the framework of the Digital Education Action Plan (2021-2027).

MEASURE	KEY SUCCESS FACTOR
1. <b>Digitalisation Plan and Digital Competences of the</b>	Coordination between the Ministry of Education and Vocational Training and the Autonomous

<sup>9</sup> Spanish Government. Digital Spain 2025. [https://www.lamoncloa.gob.es/presidente/actividades/Documents/2020/230720-Espa%C3%B1aDigital\\_2025.pdf](https://www.lamoncloa.gob.es/presidente/actividades/Documents/2020/230720-Espa%C3%B1aDigital_2025.pdf)

<p><b>Education System for the provision of digital media for educational centers and students</b></p>	<p>Communities for:</p> <ol style="list-style-type: none"> <li>1.1. Provision of digital media to educational centers and students.</li> <li>1.2. Teacher training. Digital Teaching Competence, methodologies, and advanced digital competences for education.</li> <li>1.3. Digital training for students, introducing computational thinking and programming throughout the educational curriculum.</li> <li>1.4. Integration of digital tools in schools through the Digital School Plan.</li> </ol>
<p><b>2. Incorporation in the curricula of the compulsory stages of digital competences and programming</b></p>	<p>2.1. The integration into curricula from an early age will ensure the acquisition of digital and coding skills as an element of literacy and programming skills as a further element of literacy and cultural appropriation of the new generations, as well as the approach to the digital world through active and playful methodologies.</p>
<p><b>3. Creation of Open Educational Resources (OER) for teaching with digital media and development of an authoring tool for its creation</b></p>	<ol style="list-style-type: none"> <li>3.1. Provision by the Ministry of Education and Vocational Training of applications, tools, and curricular resources to facilitate education with digital media, both face-to-face at the center and at home.</li> <li>3.2. Availability of a large number of quality OER aimed at improving teaching and learning processes, with a special emphasis on materials that help prevent and protect children from risks arising from their interaction with Internet, social networks and to ensure the protection of their personal data.</li> </ol>

In July 2022, the President of the Spanish Government has announced that the "**School Code 4.0 Programme**" will be approved, an educational programme aimed at developing the digital skills of the almost six million students of Infant, Primary and Secondary Education in Spain, with a special focus on computational thinking, programming and robotics. This is a new measure promoted by the government that aims to address the digital skills gaps in Spanish education based on the study "**Programming, robotics and computational thinking in the**





classroom”<sup>10</sup> prepared by the Ministry of Education, which concluded that in Spain there was a slow and uneven introduction of these contents in the classroom.

#### 1.4 School’s role in the circular economy

At a historic moment of essential progress towards sustainability and twenty years after the publication of the **White Paper on Environmental Education in Spain**<sup>11</sup>, there was a clear need to promote new efforts, clarify priorities and coordinate initiatives in the field of environmental education for sustainability. The confluence of different factors favoured the launch of a new process of strategic reflection, culminating in the **Environmental Education Action Plan for Sustainability (PAEAS)**<sup>12</sup> which aims to promote a cultural change that will enable an adequate response to contemporary socio-environmental challenges in a coordinated and participatory manner, with institutional and social co-responsibility, and which also fulfils the Spanish Government's commitment as set out in the **Declaration on the Climate and Environmental Emergency in Spain**.<sup>13</sup>

The Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education (LOMLOE) has incorporated for the first-time explicit references to Education for Sustainable Development and Global Citizenship Education, as reflected in the 2030 Agenda. Thus, it takes up what has been subscribed to in the Action Plan for the implementation of the 2030 Agenda. The Law addresses both the fulfilment of the Action Plan for Environmental Education for Sustainability and target 4.7 of the Sustainable Development Goals and the 2030 Agenda and the achievement of the objectives set by the European Union.

Therefore, the PAEAS aims to reinforce the incorporation of climate change content in the education system by establishing a consensual working framework that reflects six operational axes and 61 key actions to be developed by the General State Administration in the field of “Environmental Education for Sustainability” in a period of 5 years from its approval, as well as work guidelines and proposals for action for other sectors and agents involved.

The following axes have been defined:

<sup>10</sup> National Institute of Educational Technologies and Teacher Training (2018). Programming, robotics and computational thinking in the classroom. Situation in Spain and regulatory proposal. Available in Spanish: <https://code.intef.es/wp-content/uploads/2018/10/Ponencia-sobre-Pensamiento-Computacional.-Informe-Final.pdf>

<sup>11</sup> Spanish Ministry of Ecological Transition (1999). White Paper on Environmental Education in Spain. Available in Spanish: [https://www.miteco.gob.es/es/ceneam/recursos/documentos/blanco\\_tcm30-77431.pdf](https://www.miteco.gob.es/es/ceneam/recursos/documentos/blanco_tcm30-77431.pdf)

<sup>12</sup> Environmental Education Action Plan for Sustainability (2021-2025). Available in Spanish: [https://www.miteco.gob.es/es/ceneam/plan-accion-educacion-ambiental/plandeacciondeeducacionambientalparalastostenibilidad2021-202508-21\\_tcm30-530040.pdf](https://www.miteco.gob.es/es/ceneam/plan-accion-educacion-ambiental/plandeacciondeeducacionambientalparalastostenibilidad2021-202508-21_tcm30-530040.pdf)

<sup>13</sup> Spanish Ministry of Ecological Transition (2020). Declaration on the Climate and Environmental Emergency in Spain. Available in Spanish: [https://www.miteco.gob.es/es/prensa/declaracionemergenciaclimatica\\_tcm30-506551.pdf](https://www.miteco.gob.es/es/prensa/declaracionemergenciaclimatica_tcm30-506551.pdf)



1. Mainstreaming of Environmental Education for Sustainability in public policies.
2. Innovation, research and improvement of Environmental Education for Sustainability programmes and activities.
3. Integration of sustainability in the education and training system.
4. Professionalisation and consolidation of the Environmental Education for Sustainability.
5. Specific intervention scenarios and spaces.
6. Communication, dissemination and citizen action.

The actions of the Ministry of Education and Vocational Training., which affect both university and non-university formal education, are included in *Operational Axis 3 (Integration of sustainability in the education and training system)* whose **specific objectives and particular actions** are as follows:

Specific objectives	Actions
<p><b>1. To generate curricular changes in line with the challenges of a just ecological transition</b></p>	<p>1.1. Incorporation into the educational curriculum of the competences for sustainability that favour the achievement of the Sustainable Development Goals (SDGs) established by the 2030 Agenda, including their deployment in Spain through the 2030 Sustainable Development Strategy.</p> <p>1.2. Development of Environmental Education for Sustainability projects with an interdisciplinary approach and generation of spaces for collaboration in educational centers.</p> <p>1.3. Increasing the training offer in the field of sustainability and incorporating learning objectives, competences and subjects related to sustainability.</p>
<p><b>2. To enable teacher training programmes in line with the needs of change</b></p>	<p>2.1. Development of training actions aimed at the different university agents focused on the management of change towards sustainability.</p> <p>2.2. Integration of environmental education for sustainability as a relevant dimension in the training of human resources in universities.</p> <p>2.3. Inclusion of Environmental Education for Sustainability in the initial and ongoing training of teachers and in the training of the</p>

	management teams of educational and training centers.
<b>3. To promote the renaturalisation of educational centers as an exercise in institutional coherence that reinforces educational interventions</b>	3.1. Incorporation of the Environmental Education for Sustainability in the school's Educational Project.
<b>4. To design and implement programmes and projects coordinated with the community context of schools and universities that promote a just ecological transition</b>	<p>4.1. Encouragement and support for the participation of students and teachers in public environmental campaigns, social interventions and all initiatives that promote environmental and social learning situations.</p> <p>4.2. Promotion of networking for Environmental and Sustainability Education.</p> <p>4.3. Design of varied activities, in different contexts and on different topics, where students apply their skills in the implementation of actions for the transformation and improvement of their school, physical and social environment.</p> <p>4.4. Promotion and funding of coordination actions within and between educational and training centers aimed at creating scenarios and networks for research, collaboration, innovation and exchange of good practices in sustainability.</p> <p>4.5. Coordination of activities and programmes between educational centers and EAS facilities to establish synergies.</p>

On the other hand, the educational proposal of the LOMLOE<sup>14</sup> *-the new education law-*, and specifically the draft Royal Decree on Minimum Education, constitutes a significant improvement over the previous educational law in terms of the perspective of care and defense of nature.

The objectives of the students' exit profile at the end of compulsory education, and their development of competences, aim to generate an integral learning process. The indicators

<sup>14</sup> Organic Law 3/2020 of 29 December 2020, which amends Organic Law 2/2006 of 3 May on Education (LOMLOE), published in the Official State Gazette of 30 December 2020. Available in Spanish: <https://www.boe.es/buscar/act.php?id=BOE-A-2020-17264>

selected for the curriculum analysis are described below<sup>15</sup>. They are grouped into eight blocks in which the learning that is considered to be key is listed and their selection is key.

### Ecocodependence

1. To internalise human eco-dependence. To be aware that we are part of the web of life.
2. To revere the biosphere. To value the importance of biodiversity and ecosystems. To take a critical view of the idea that nature exists to be controlled and exploited by humans. Transcend from anthropocentrism to ecocentrism.

### Functioning of the biosphere

3. To understand that the biosphere, as a complex system, is governed by non-linear, multi-causal functioning with feedback loops.
4. To know the basis for the functioning of life on Earth: closing cycles, use of solar energy, increasing diversity and maximum cooperation.
5. To appreciate that the solutions that nature has found to adapt and transform the environment, to expand, are far superior to those of humans. We need to integrate human actions into the functioning of ecosystems. Value biomimicry as an appropriate dignified life strategy.

### Civilisational crisis

6. To assume the situation of civilisational crisis that we are going through.
7. To know what climate change is, its causes, consequences and solutions.
8. To recognise the current rates of extinction of species and degradation of ecosystems as an urgent problem to be curbed and know how to do it.
9. To know the Earth's major biogeochemical cycles and the extent to which they are being altered.
10. To recognise the limits of planet Earth in terms of resources and sinks. Recognise renewable energies as the energies of the future, but of a future that will not be able to resemble the present.
11. To value solutions to the ecological and social crisis that go to the root of the problems.

### Agents of eco-social change

<sup>15</sup> Morán, C.; González, L., Nieto, M.; Rodríguez, V.; (2021). Knowledge and defense of the natural environment in the LOMLOE (2021). FUHEM Education, Ecosocial. Available in Spanish: <https://www.fuhem.es/wp-content/uploads/2021/12/Informe-conocimiento-defensa-defensa-medioambiente-LOMLOE.pdf>

12. To recognise the role of social movements, through collective organisation, in bringing about eco-social improvements in the past and present.
13. To create resilient relational fabrics that help to overcome adverse situations and achieve social changes for the care of the planet.
14. To develop empathy and compassion in short and long "distance" temporally and spatially and with other people, species and ecosystems.
15. To develop holistic and critical thinking.
16. To cope with uncertainty and develop creativity.

### Personal development and care for the planet

17. To develop as a person and as a community in a holistic and balanced way, linking emotional, rational and physical aspects.
18. To understand that personal development requires a healthy planet and quality social relationships. Internalise our radical interdependence. Recognise ourselves as vulnerable beings.
19. Value the importance of caring for nature, ecosystems and the biodiversity of which it is composed, as well as self-care and care for others.
20. Assume co-responsibility for social and environmental care according to the possibilities of each moment of life.

### Justifies to conserve nature

21. To show that our societies are unequal from an intersectional perspective (gender, class, sexual orientation, identity, ethnicity, religion, origin, physical appearance, species, etc.) and what the causes are. Be aware that the Western development model is not generalisable and is based on the plundering of resources and the alteration of ecosystem sinks, as well as on the impoverishment of the most vulnerable people.
22. To show that hierarchical relationships are not the only ones possible in macro (international, state, municipal) and micro (family, school, peer groups) social and economic organisation. To learn from the networks that are generated in nature for the maintenance of the living conditions of the biosphere.
23. To value social justice as the universal capacity to satisfy needs (subsistence, protection, affection, understanding, participation, leisure, creation, identity and freedom), within a framework of conservation of the nature on which we depend. Recognise practices that cannot be universalised as privileges.
24. To create networks of solidarity and restitution with the most impoverished populations and with those who suffer most from environmental impacts. Also, with all other living beings. Defend Human and Children's Rights. Uphold the right of peoples to decide on their future and to migrate.

25. To know sustainable, resilient and just satisfiers focused on caring for nature, living beings and all people. To value collective and cooperative models. Value the need to promote a culture of sufficiency and sharing, of living well with little.

#### Democracy for ecosocial transition

26. Develop tools for collective reflection and decision-making that include those who cannot or are not allowed to have a say (infants, distant populations, future generations, other species).
27. To value the contributions of diverse women and men (class, origin, ethnicity, gender, sexual choice, functionality, etc.). Value interculturality.
28. To defend themselves and regulate socio-environmental and interpersonal conflicts in a non-violent way, and act in polarised contexts.

#### Sustainable techniques

29. To analyse technology from the point of view of sustainability and equity. Question the neutrality of technology. Weigh all its impacts, including negative ones.
30. To assume human inability to fully understand, let alone control, complex systems. Assume that the techno-scientific system, as a human creation, will always be limited. Uphold the precautionary principle.
31. To manage sustainable and just technologies.

## 1.5 Cooperation between schools and external environments

The Spanish Ministry of Education and Vocational Training has launched a programme aimed at **promoting clusters of schools to carry out and implement joint projects that promote inclusive education and educational innovation**. The programme will run for the school years 2022-2023 and 2023-2024.

The grants are aimed at public educational centers, including special education centers, located in Spain, which teach any of the following subjects: early childhood education, basic education, post-compulsory secondary education, adult education, and special education.

The maximum amount of aid for the development of the project per educational center will be 9,000 euros, with the possibility of increasing this amount by up to 20 % for each of the centers in the group if any of them are in the Balearic Islands, Canary Islands, Ceuta or Melilla, and provided that they carry out activities that involve mobility to or from any of them.



This aid will be used to finance the activities of the project, the expenses arising from the acquisition of resources necessary for its implementation or the expenses arising from mobility. The nature of the proposed appropriation does not allow for the purchase of technical equipment or inventoriable goods.

The characteristics of the projects are detailed in the sixth provision of the call for proposals. Projects may be proposed in collaboration with entities in the field of research, to verify the scientific evidence and its impact on educational practice.

To facilitate contact between interested centers and to be a meeting platform between these and the entities in the field of research, a collaboration environment has been set up.

On the other hand, the Ministry has launched the campaign "**We are more**" (*Somos más*)<sup>16</sup> which aims to prevent and raise awareness of hate speech and violent radicalisation among young people. It is carried out with the collaboration of several organisations and entities such as the Ministry of Justice, the Ministry of the Interior, the Ministry of Education and Vocational Training, the Ministry of Labour, Migration and Social Security, the Ministry of Health, Consumer Affairs and Social Welfare, the Aware Network (Alliance of Women Against Radicalization and Extremism), FeSP-UGT through Aula Intercultural, the NGO Jóvenes y Desarrollo and Google, through the global initiative YouTube Creators for Change. The Ministry's objectives include achieving quality education for all, achieving the full development of students, training in respect for rights and freedoms and in the exercise of tolerance and freedom within the democratic principles of coexistence. For its part, the Foundation works to achieve the social and cultural integration of disadvantaged children and young people through artistic activities, the promotion of dialogue, tolerance and solidarity between different peoples and cultures, among other aims.

## 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 Spain. 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.

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<sup>16</sup> Spanish Ministry of Education and Vocational Training (2022). We are More: <http://www.somos-mas.es/>



In Spain, 104 students and 64 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

### Question 1

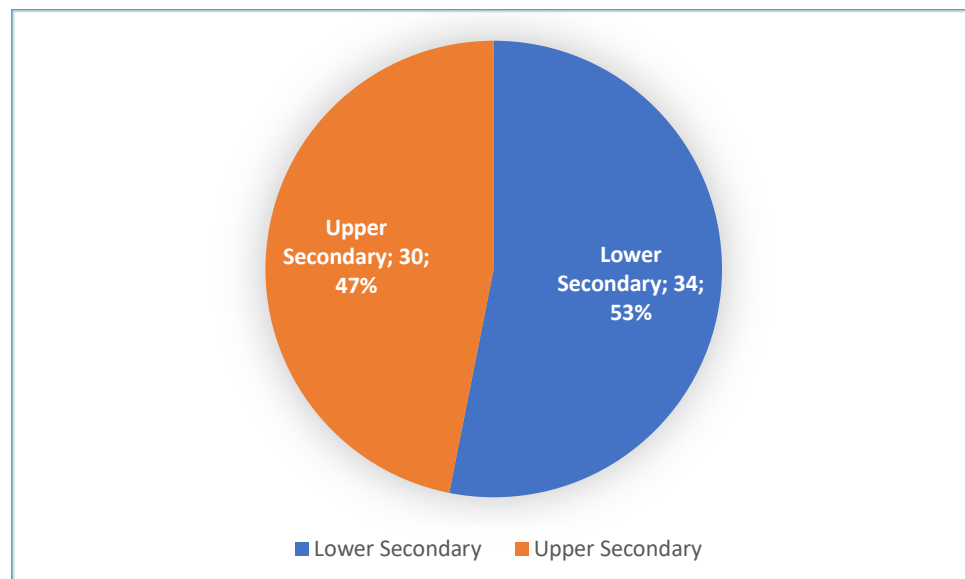
You are a: [1] primary school teacher, [2] lower secondary school teacher, [3] upper secondary school teacher, [4] other.

This question was formulated to diagnose if the surveys reached all levels of primary and secondary education teachers. The aim was to reach all of them with balanced representation.

34 of the 64 respondents were teachers from lower secondary school.

30 of the 64 respondents were teachers from upper secondary school.

Graph 1. Distribution of participants by school grade



To reach the teachers, Femxa conducted the following activities: sending the survey to its database of teachers, disseminating the survey through its social networks, promoting word of mouth among school education teachers.

### 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?

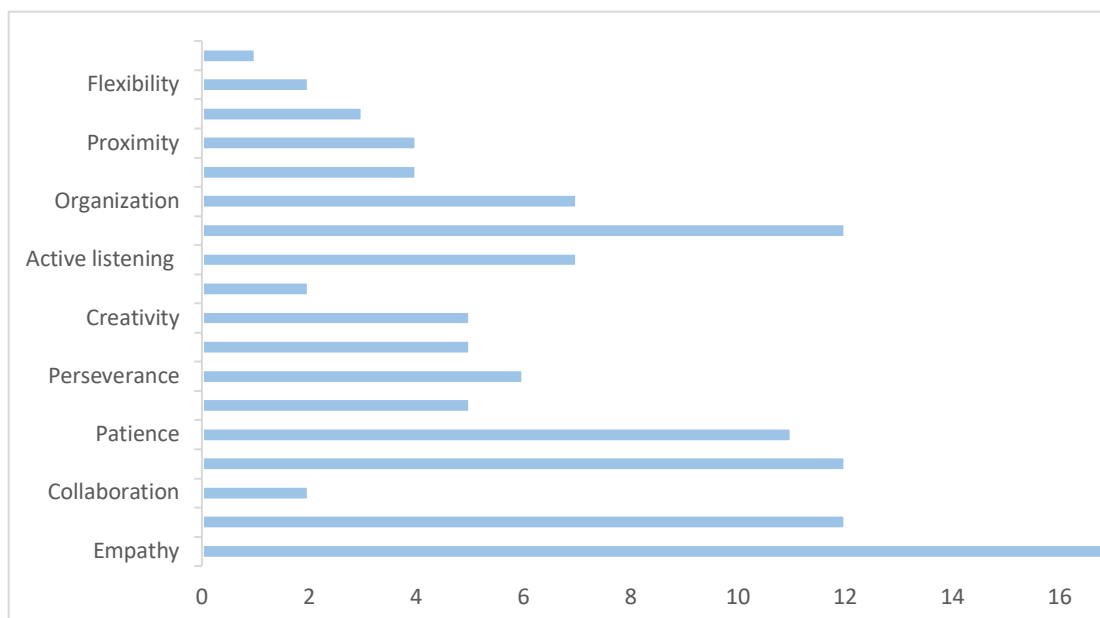
**Question 4:** If you ticked "Yes" in the previous question, provide a minimum of three examples.

**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.

**95% of respondents were able to identify their strengths as teachers.** The most frequently cited examples were empathy, communication, collaboration, motivation, patience, leadership, perseverance, commitment, organization, creativity, professionalism, critical thinking, and active listening.

**5% of respondents did not identify their strengths or talents as teachers.** They express a desire to improve their listening skills, training, empathy, communication skills, leadership, teamwork, creativity, and critical thinking.

Graph 2. Self-assessed strengths and talents of the respondents



## 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.

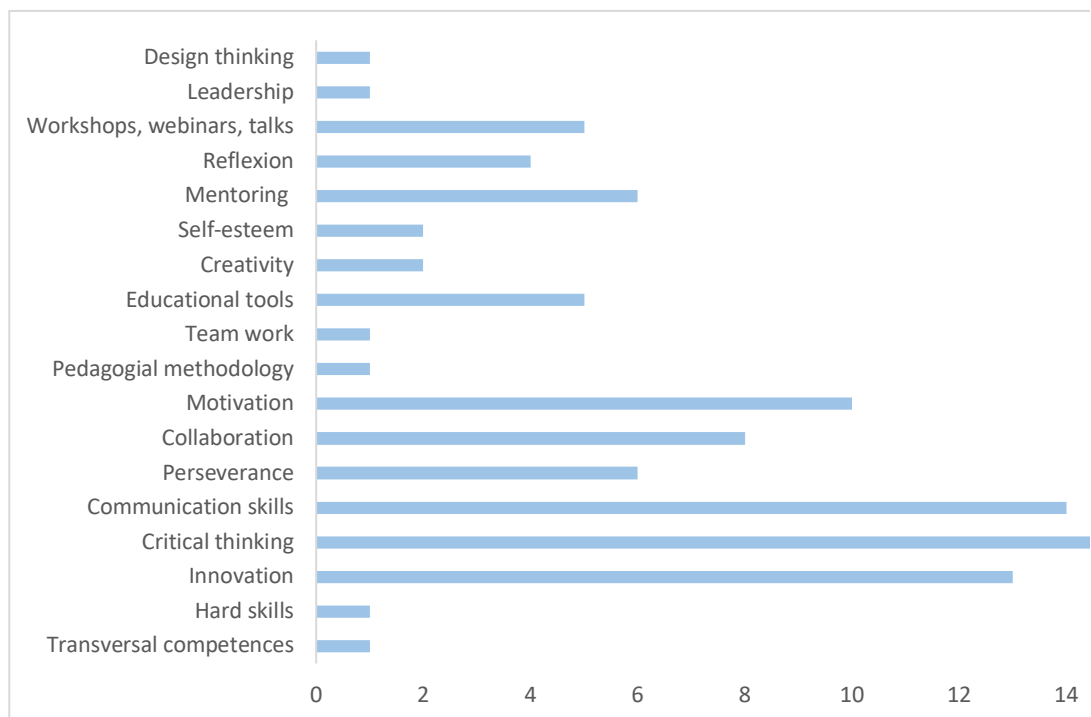
This set of questions aimed at analyzing the needs of teachers in terms of learning opportunities for improving their educational practices addressed to develop their students' soft skills and build cohesive communities inside their classrooms.

### Question 2:

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

Graph 3. Participant's responses to Q2

Summary of the support areas and needed tools to develop student's soft skills



### Noteworthy responses regarding the question 2:

- Transversal competencies.
- Critical thinking.
- Reflection.
- Communication skills.
- Innovation.

- Perseverance.
- Collaboration.
- Motivation.
- Leadership.
- *"I propose the design of a pedagogical methodology to promote the reflection, critical thinking, communication skills, collaboration among teachers. Therefore, powering the innovation in formal education."*
- Face-to-face or virtual dynamics that contribute to the development of competences.
- Increasingly, "knowing how to communicate", both spoken and written, and critical thinking.
- The most important thing is to provide students with a balanced self-esteem, with tools for personal motivation, collaboration with other countries and above all assertive communication skills.
- Forgetting to be politically correct and not being afraid that speaking controversial opinions could have consequences for my professional career.
- I think communication skills are one of the most important things, along with collaboration, on the other hand motivation and perseverance also depend on the learner.
- Emotional education interactive materials, talks, workshops, didactic tools, ...
- Good quality educational coaching courses, given by accredited entities, and focused on the needs of children and teenagers.
- Tailored support.
- Activities created to enhance and make students aware of the importance of these skills.
- Divergent thinking; attitude vs. aptitude; communication and assertiveness.
- More hours of support in the classrooms and lowering the classroom ratio.
- Good textbooks.
- *"Guidance with group dynamics, practical videos on how to conduct sessions or dynamics to develop soft skills, activities to develop them, evaluation guides, support from professionals to teachers."*
- Support from professionals in each of the techniques mentioned above.
- Dynamics that will help me to raise reflections.
- Talks with people of their age to show them that there is more than just influencers and bitcoins.
- Specific activity to develop each skill and a forum to share ideas and experiences.
- Innovation and communication skills.

- I would appreciate the figure of a Mentor.
- Talks managed by specialists.
- I would appreciate more support from the public administration.
- Motivation and innovation.
- One of the keys must be an innovative and collaborative support process for this competence development. For me it will be a crucial help.
- Motivation, perseverance, collaboration, critical thinking.
- The figure of a Coach.

#### Question 6:

**70%** of respondents have not taken part in training on team building, group work or class management in the past year.

#### Question 7:

Of those teachers who have attended training courses in the last year (30%), 11% have participated in courses related to virtual classroom management (Moodle). Other training in which they have participated has been on emotional well-being, new technologies, training of trainers, classroom management with students with special needs, teaching techniques, management, social networks, creativity and coaching.

#### Noteworthy responses regarding the question 7:

- FemSteam Program.
- Trainer of trainers.
- Didactic techniques in the classroom.
- Disciplinary responsibility.
- Classroom Management with students with special educational needs.
- Master's Degree in school management.
- Emotional wellbeing, bilingual classroom, accompaniment of young people.
- Training courses to incorporate new technologies for group/collective work in the classroom.
- Professional waiter, pain patient care, information technology.
- > 20.
- Design of activities, updating of tools, teamwork.
- I took a course in management acquisition, management of a Mentor Classroom and a virtual classroom, economic management of a teaching team.
- We were trained by a neuropsychologist at the center.
- Virtual classrooms on Moodle.
- Social media.

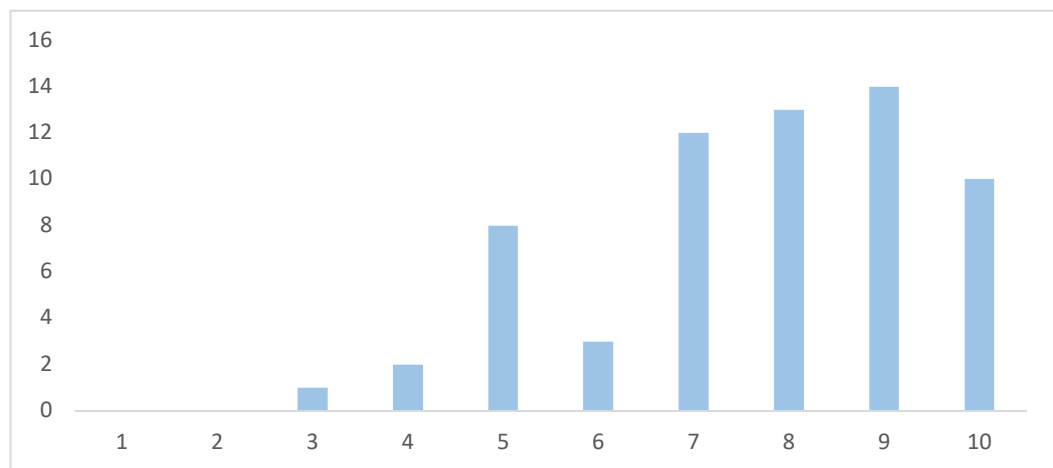
- Coaching and creativity workshops in the classroom.

## 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.

Of the 64 teachers surveyed, the average score was 7.67, which shows their interest in developing new skills to manage a classroom of students.

Graph. 4. Need for skills to effectively manage student teams: participant's self-assessment



## 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?

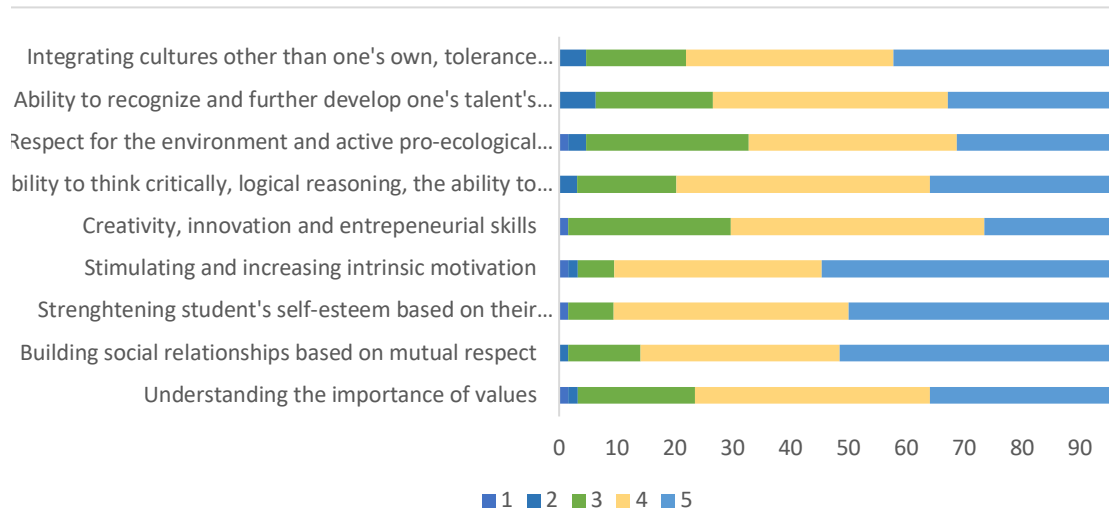
**Most respondents (54,7%)** think that the first step should be **to build motivation on students** followed by:

- building relationships based on mutual respect (51,6%).
- increasing the student's self-esteem and developing his or her strengths (50%).
- tolerance (42,2%).
- building ethical and moral values (35,9%).
- critical thinking (35,9 %).
- development of interpersonal skills (32,8%).
- respect for the environment (31,3%).
- creativity, innovation and entrepreneurship (26,6%).

Question 10:

In addition to the competences above mentioned, teachers consider the following competences essential: *effort, perseverance, empathy, organisational and study skills, teamwork, creativity, emotional intelligence, initiative and autonomy.*

Graph 5. Participant's responses to Q9



### Noteworthy responses regarding the question 10:

- Reflection.
- Creativity.
- Management of bureaucracy, Mentoring with students and parents.
- Teamwork.
- Perseverance and effort.
- Study skills and speed reading techniques.
- Critical thinking.
- Emotional intelligence, role as a student in the classroom.
- Perseverance, spirit of sacrifice, capacity for reflection, concentration, time management, frustration tolerance.
- *"To teach them to lose their fear when facing a new job and above all to the changes that arise in the day to day."*
- Effort.
- Self-awareness.
- Issues related to the lack of interest shown by students.
- Identify the purpose, without it there is no motivation.
- Assertiveness, proactivity, resilience, external vision.
- Self-awareness, empathy, active listening.
- Reading comprehension.
- Initiative, autonomy.
- Motivation.

- Study habits and organization.
- Empathy.

## 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?

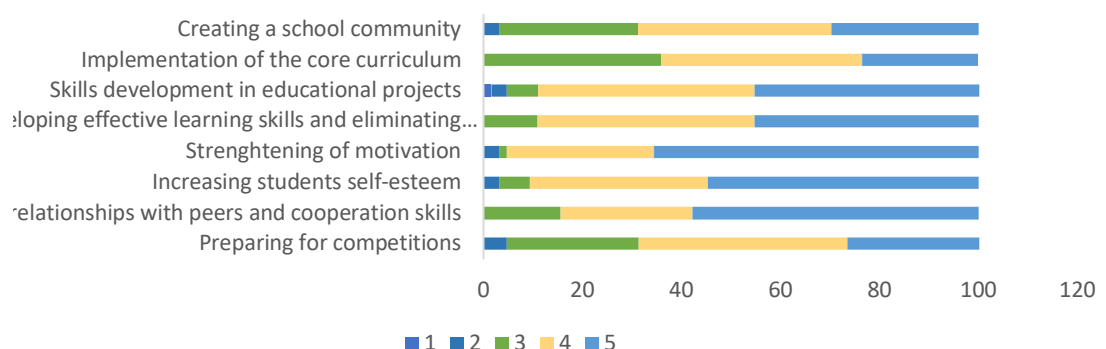
**Question 12:** Other? What?

**In the opinion of most respondents (65,6%),** the focus of daily work with students should be centered in **strengthening students motivation**, followed by:

- improve students' collaboration and communication skills (57,8%).
- to increase the self-esteem of pupils (54,7%).
- to develop effective skills in learners (45,3%).
- to foster the development of new competences among pupils (45,3%).
- to create a community in the educational environment (29,7%).
- to prepare them for the different assessments carried out during the school year (26,6%).
- to implement the curriculum (23,4%).

In addition to the competences above mentioned, teachers consider other competences to be essential, such as: *management of emotions and self-esteem, teamwork, rewarding effort, developing critical thinking, management of frustrations, awareness of gender equality, environment, coexistence outside the classroom, tolerance, and mutual respect.*

Graph 6. Participant's responses to Q11



## Question 13

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

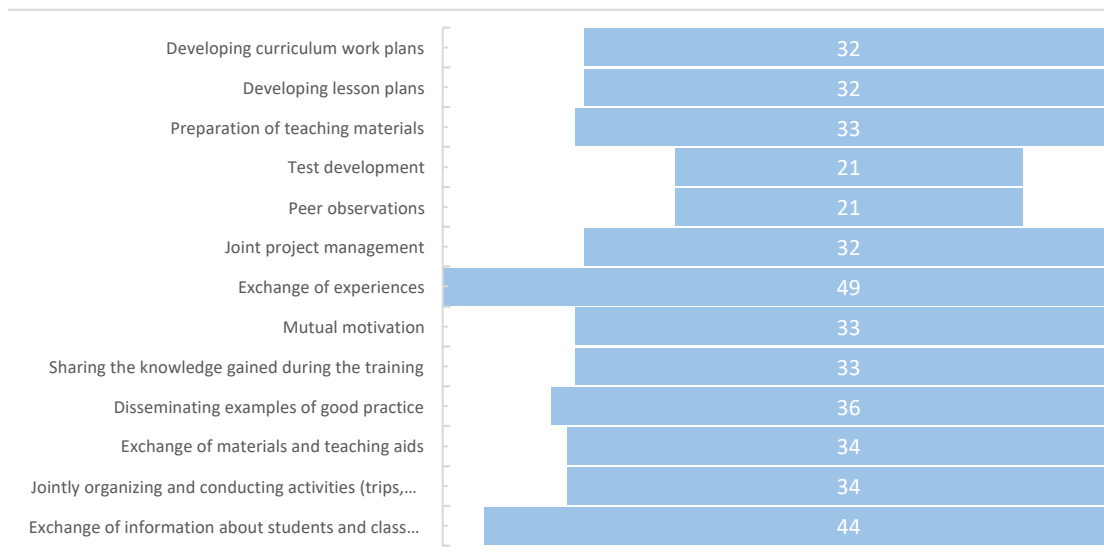
Among the 64 teachers surveyed, 77% agreed that the exchange of experiences is fundamental in the collaboration between teachers. This was followed by the



exchange of information about students and sessions (69%), the exchange of good practice (56%), the joint organisation of activities and the exchange of teaching materials and resources (53%).

The least valued options were the joint design of tests and assessment systems together with learning by observation (33%).

Graph 7. Participants' responses to Q13



## Questions 14-15

**Question 14:** How often in your lessons do you use ICT (Information and Communication Technologies)?

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

### Question 14:

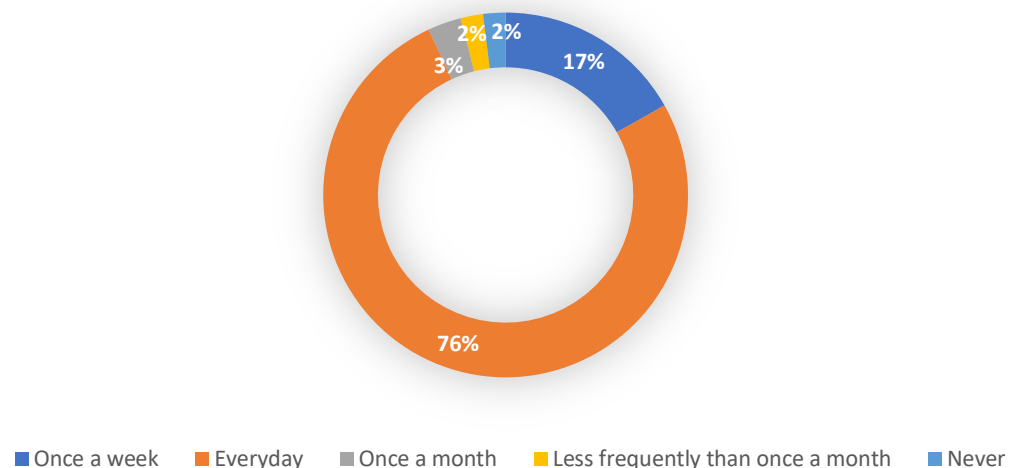
Most of the surveyed teachers use ICTs daily in their lessons (77% of the respondents). 17% of them make use of ICT tools at least once a week, 3% once a month, 2% less than once a month and 2% never at all.

### Question 15:

In relation to the context in which the respondents would most likely wish to use ICT in their lessons, the following ICT applications were highlighted:

- To make lectures more engaging (i.e., *“To visualize the methodological techniques related to the subject”, “To familiarize the students with the use of ICTs”, “To make the learning process easier”,*
- To enhance individual learning (i.e., *“Motivation and improvement of competences”, “Enabling them to effectively search for information”, “Collaboration-interaction between participants”, “To achieve greater motivation and new ways of working in the classroom”, “To create learning experiences, so students may remember the learning contents in a more attractive and easy way”*).
- To support evaluation (i.e., *“In evaluation systems”, “For the follow-up of each student”, “To track results achieved from each student”*).
- To enhance cooperation and teamwork (i.e., *“To foster interaction with students and motivation”, “In discussions”, “To integrate students with special educational needs so that they are not segregated in classrooms”, “To achieve greater motivation and new ways of working in the classroom”*).
- To integrate other disciplines (*“To facilitate their transition to the labour market”, “To involve external professionals”, “To implement multidisciplinary lessons”*).

Graph 8. Frequency of ICT use in the respondents’ lesson



## 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.



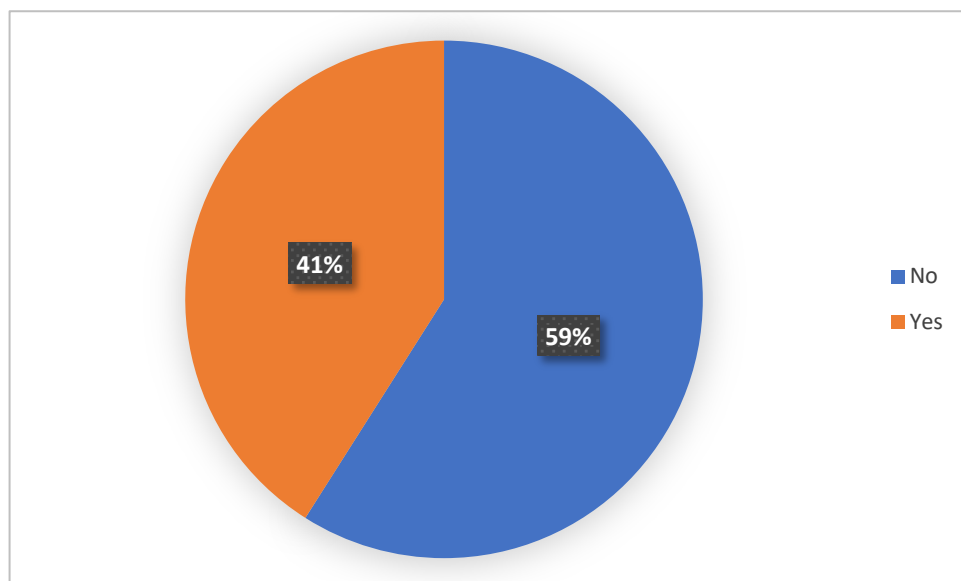
#### Question 16:

59% 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. On the other hand, the 41% of teachers answering to the survey think that the schools do provide students with the knowledge and skills needed to choose their education and professional pathway.

#### Question 17:

The most frequently mentioned forms was *guidance (19%) followed by follow-up and support in the selection of their studies as well as transition to the labor market, provided by the guidance department and/or talks on these issues as well as training internship programs.*

Graph 9. Does the school equip students with practical knowledge and skills needed to choose their educational and career path? Teacher's perspective



#### Noteworthy responses regarding the question 10:

- At our school, anticipating professional needs is key.
- Preparation for further studies and employment.
- The guidance department and the corresponding tutor provide information on this subject.
- Diversity of options.
- Valuing their different profiles (both environment, educational, family, potential, reality, adaptability).
- *"I could list several examples, but the essential thing is that society is organized thanks to the formal education that all citizens have received".*



- Orientation sessions, specific subjects, ...
- They prepare through mainly practical knowledge, preparing professionals when working on boosting skills and personal qualities.
- I cannot make a generic judgment. In my subject, given the level of demand during the year, the students end up having very clear if they want to dedicate themselves to this field of knowledge or not.
- Respect and attention.
- Problem solving, creativity, social skills, education in values, knowledge.
- *“Giving them knowledge, guiding them, helping them to make decisions.”*
- Providing job training, and in some people are encouraged to continue their educational training
- Development of contents and acquisition of competences.
- Talks organized by guidance.
- With programs such as VET or internships in companies.
- Educational guidance, although there is a lack of resources to make it 100% effective.
- *“Practical applications of the training contents in the real life”.*
- With information, talks and individualized support.
- Getting things done on time.
- Through the wide variety of subjects, students can identify which ones they like or like best. And when they reach the upper grades, all the options they can choose for their future are explained to them.
- *“With organizational skills, recognition of their homework or tolerance of frustration, students are able to identify which ones they are good at or like best.”*
- Curriculum Vitae.
- School guidance department organizing talks and expert visits.

## 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.

### Question 20:

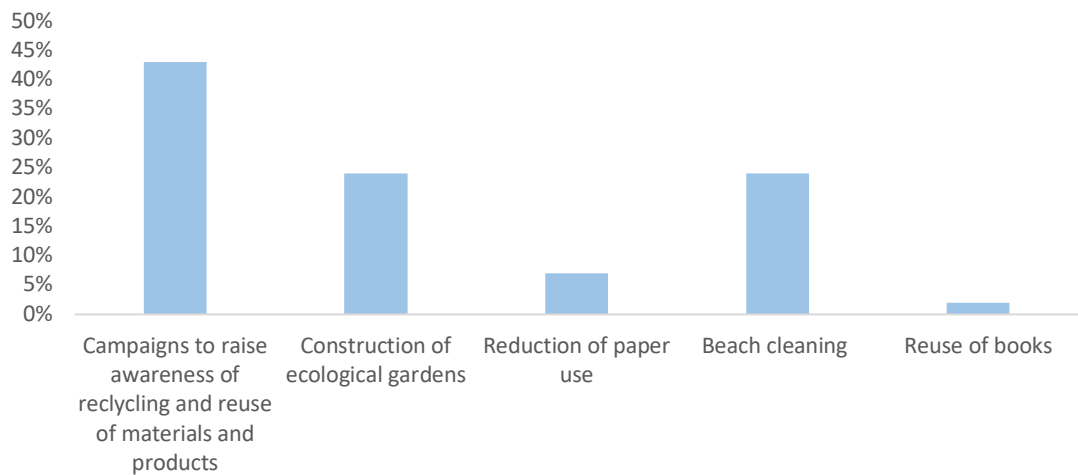
59% of respondents consider that the school in which they work is developing strategic changes to move into the circular economy. On the other hand, 41% state that their school does not implement any type of measure.

**Noteworthy responses regarding the question 20:**

- Recycling campaigns.
- Organic garden.
- Agricultural vocational training.
- Agroecology.
- Multifunctional forests.
- Recycling and waste management.
- Composting guide, office material reuse guide, educational material sharing network, ...
- We have garbage cans for cardboard, plastic & organic material in the center.
- Eco-school.
- Doing things right and paying attention.
- Noise minimization.
- Every month the students are involved in an environmental activity.
- Paperless / Recycling / Carbon Footprint.
- Environmental awareness and road safety.
- All the activities and notes are provided to students in online format.
- There is a commission of recycling teachers: they are in charge of carrying out awareness-raising activities periodically (1 quarterly) and of recycling with the students.
- Environment Day.
- Beach cleaning.
- Collaboration with external organisations.
- Talks on different environmental issues.
- Visits to scientific museums.

**Question 21:** The most repeated actions were as follows: *campaigns to raise awareness of recycling and reuse of materials and products, construction of ecological gardens, reduction of paper use, beach cleaning and reuse of books.*

Graph 10. 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?

**Question 22:**

61% of the respondents indicated that their school does cooperate with companies.

**Question 23:**

Among those teachers that answered "Yes", the 39% state that collaboration is usually built through training placements for students who are enrolled in VET, also through Dual Vocational Training<sup>17</sup>.

**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.

**Question 24:**

<sup>17</sup> **Dual Vocational Training** is a training programme that allows Vocational Training students to combine their studies with placements in companies in the sector, which means maximum adaptation to the demands of the companies in the area. The training centers sign collaboration agreements with potential employers so that their students can carry out curricular internships.

In relation to students' awareness of the school-business collaboration, 90% respondents agreed on students' awareness about the existence of this collaboration with potential employers.

#### Question 25:

According to the teachers surveyed, a teacher-mentor should possess the following competences: *empathy (23%), motivation, leadership, knowledge, problem-solving, communication and active listening skills.*

#### Noteworthy responses regarding the question 25:

- Empathy, assertiveness.
- I don't know, I am not a mentor.
- Clear and concise transmission of knowledge.
- Leadership.
- *"There are never enough of them. As many as I am able to develop."*
- Communication skills, empathy, motivation, leadership, ...
- I don't know what a teacher-mentor, is.... but we do need advice for psycho-emotional conflict resolution, mediation programs and psychotherapists in schools who work in coordination with families.
- Motivate, educate, enhance skills, tutoring.
- *"Communication skills, motivation and leadership, teamwork, professional integrity, negotiation skills, conflict resolution."*
- Training, commitment, and motivation.
- Coaching.
- *"Ability to quickly analyze the personal and educational needs of each student and of the group of students as a whole, create strong learning networks that are sustained over time, even beyond the training itself, in addition to the other qualities listed above."*
- Skills assessment, identification of potential candidates and motivator.
- Effective communication skills and motivation.
- Good communicator, tolerant, patient, observant.
- I am not clear what this question refers to. I would need to know what you mean by mentor.
- Active listening.
- Those that are essential to carry out your role as a teacher and mentor, including accompanying other beginning teachers.
- Listening, empathy, communication, resolution.
- Communication, leadership, professionalism.
- Attitude.

- Good communicator, friendliness, approachability, preparedness.
- *“Empathy, resiliency, being up-to-date with current information media and methods, approachability, professionalism (focused on your field of expertise).”*
- In pointing out to the students.
- Empathizing with the student, directing him/her but without forcing him/her.
- Follow-up, motivation so that they do not abandon their studies.
- Empathy, leadership and ability to improvise.
- Training, follow-up, guidance and tutoring skills.
- Transversal skills.
- Investing time and effort, possessing resources.
- A good listener, empathic, flexible and with the capacity to guide their students rather than teach.
- Interested in learning, teaching, ...
- Collaborative, empathetic, problem solver.
- All those that correspond to your area of expertise.
- Digital, technological, linguistic and communication skills.
- Communication, listening, empathy.
- The most important one consistency.
- Ability to manage teams, leadership, innovation.
- Must be empathetic, good listener, conflict resolution skills, motivator, dynamic, etc.
- Empathy.
- Experience, ability to listen, ability to identify the student's centers of interest.
- Above all, good digital skills and.
- Motivation.
- Empathy and being pleasant.
- Empathy and notions of psychology.
- Transmitter of confidence, solve doubts and questions.
- Motivation, leadership, and teamwork skills.
- Linguistics.
- Empathy, patience, vocation.
- Group guidance.
- Leadership, organization, control, empathy...
- Educational and motivational.
- Empathy, knowledge of the world of work and education and experience.
- Leadership, motivation, organization, analytical skills, ability to recognize difficulties....

- Constant updating of knowledge and learning methods.
- Empathy and communication skills.
- All possible.
- Good communication, empathy, global knowledge, reflective attitude, leadership and appreciation of work and effort.
- Ability to manage compromised situations of personal relations.
- Must help students in different aspects both academic and personal.

59% of the teachers surveyed said that they were interested in improving their skills as a mentor. Of these, 19% said that they would like to receive training in ICT skills. However, other topics such as *motivation and active listening to students, coaching, preparation of action plans and personalised teaching materials that enable students to acquire the necessary tools for their insertion in the business environment* were also mentioned.

#### Question 26:

Those who indicated that they are not interested in improving their skills as mentors (41%) put forward different arguments.

#### Noteworthy responses regarding the question 26:

- *Up-to-date training.*
- *ICT skills.*
- *Resources on how to improve the competences that a teacher-mentor should have.*
- *I just don't know what a mentor is.*
- *New technologies.*
- *Tools that help in the motivation of the students and in the search to formulate objectives.*
- *Clickedu.*
- *Educational resources.*
- *More time to prepare personalized educational materials and more resources to acquire professional business tools.*
- *We always need to improve and update ourselves.*
- *All those that help me to improve myself.*
- *Specific training.*
- *Guidance in other non-training areas.*
- *Questions that lead to action, active listening, measurable objectives & concrete plan of action.*
- *Training, tools.*
- *Improving my knowledge of training platforms.*



- *Autonomy.*
- *I would like to have tablets in training courses.*
- *Professional coaching with a focus on education.*
- *With more questions.*
- *To be able to dedicate the necessary time to the student so that there is empathy, complicity.*
- *Design of activities with ICT.*
- *Communicative resources and with active response from the students.*
- *Training.*
- *Interesting projects to improve.*
- *Customer service and sales marketing topics.*
- *More ICT and collaboration tools.*
- *Specific training, guides...*
- *ICT tools.*
- *Updated materials.*
- *Training platform and ICT resources.*
- *Surely there are a thousand aspects that could be improved.*
- *Training.*
- *Cognitive, empathic and knowledge mobilization skills.*
- *Knowing how to motivate all students.*
- *Training.*
- *Specific training.*
- *More hours available.*
- *More ability to use and interact with ICTs.*
- *More courses.*
- *Anyone that will help me to improve.*
- *Motivational strategies.*
- *“Increased knowledge to develop programs and motivate students.”*
- *More training and specialization.*
- *Training and time to do the job properly.*
- *Electronic whiteboards, digital books.*
- *ICT.*
- *More time.*
- *All those that allow me to help my students to advance in a positive way.*
- *“Ability to motivate them to be better citizens.”*
- *“Some course on how to deal with different problems that we may encounter. It would also be helpful to have an advisor.”*

Question 27:





They motivate their choice by the lack of knowledge of what a mentor is or the lack of need to acquire this role of teacher-mentor, as the role of the mentor already exists in the classroom in the name of “tutor”, thus understanding that it is a need that is already covered. Another group of the respondents stated that, given that they are in continuous training, they understand that they are already in possession of this knowledge and skills.

#### **Noteworthy responses regarding the question 27:**

- Mentoring is deployed by specialized people.
- *“I don't know what a mentor is.”*
- I can't give an opinion on something I don't know about.
- Because I am trained, and I read and I am improving every day.
- There is always room for improvement, but I think I already have a lot of tools to be a good mentor.
- With the right training on the existing one you can reach a good level as a teacher-mentor.

From the content analysis of the responses of the formal education teachers surveyed, the importance of improving the teaching and care provided to students emerges. Teachers highlight the need to foster students' critical thinking, among other essential skills such as innovative thinking, reflective thinking, communication skills, collaboration, self-motivation, perseverance, and leadership.

On the other hand, teachers openly claim the personal need to acquire new knowledge and receive regular training that allows them to recycle and adapt to the needs of each moment and of their students. In this sense, they note great digital deficiencies and would like to receive training in this area even though most of them use them daily in the classroom. They would also like to be able to help their students in a different way, to share more with them, to listen to them and to motivate them, as they believe that the main problem of current teaching is that their students are highly demotivated by the existing educational system.

Furthermore, teachers value very positively the collaboration between teachers and the exchange of good practices and experiences.

Regarding the role of the teacher-mentor, there is a generally positive reception of this paradigm shift in the role of the traditional teacher. 59% of the teachers surveyed are interested in improving their skills to adapt to new educational needs. However, they also mention that this role is already partly filled in schools, as the position of tutor, a teacher who oversees the students in a given classroom during the school year, is already being considered. This teacher is the reference person for the pupils in that class, to whom they can turn to with any questions concerning their studies or even personal matters.

## 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.

46 of the responders felt happy (85%). On the other hand, 8 of the respondents felt neither happy nor sad, selecting the option "Other" (15%).

### 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?

In Spain children go to primary school when they are 5-6 years old and continue their learning at the primary level for 6 years, so until they are 11-12 years old.

- 7 respondents were in first grade.
- 4 respondents were in second grade.
- 20 respondents were in fifth grade.
- 23 respondents were in sixth grade.

Third and fourth grade students did not participate in the survey.



Mentor 2.0 project differentiated surveys for the primary school students from those designed for older students to make it easier for respondents to take part 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 reach the students of grades 1-6, Femxa contacted parents with children between the ages of 6 and 12 and invited them to disseminate the surveys to other parents so that their children could fill them in. A total of 54 responses were received.

46 of the responders felt happy (85%). On the other hand, 8 of the respondents felt neither happy nor sad, selecting the option "Other" (15%).

In terms of age, 25 students were ten years old (46%), 15 eleven years (28%), 7 were seven years old (13%), 4 nine years (7%), 3 six years old (6%).

In relation to school grade, 13% of respondents go to first grade, 7% to second grade, 37% to fifth grade and 43% to sixth grade.

#### Question 5 Do you like going to school?

80% of respondents (43) like going to school. 5% don't like going to school and 15% chose the option "Other", neither affirming nor denying that 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:

What they liked most about their school were the classmates (35%) and the playground (26%). Followed by teachers (17%), lessons (13%) and extracurricular activities (9%).

What they liked least about their respective schools were the lessons (48%) and extracurricular activities (35%). Followed by classmates (7%), playground (6%) and teachers (4%).

#### 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?

83% of students like their teachers. 15% selected the option “Other” and 3% don't like their teachers.



78% of students assure that their teachers help them with their homework. 15% selected the option “Other” and 7% said that their teachers do not help them with their homework.

81% of students would like to have the same teachers again next year. 5% wouldn’t like, and 15% selected the option “Other”.

**Question 11** How are the lessons? Select if they’re “Fun” or “Boring”.

81% of students responded that the lessons are fun, 5% boring and 15% have selected the option "Other".

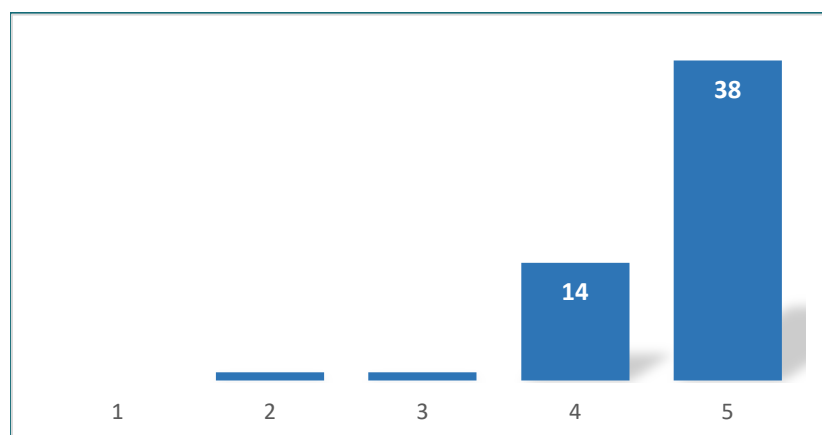
**Question 12** When at school, would you like to do more activities outside of class (e.g., on the playground)?

81% of students would like to conduct more activities outside the classroom (5% wouldn’t, and 15% selected the option „Other”.

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

Most students rate their school between 4 and 5 stars, with an average of 4.65 stars, so it can be said that they are quite happy with their school.

Graph 11. School rate



## 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?

In Spain, lower secondary education (*named Educación Secundaria Obligatoria.*) is compulsory and consists of 4 grades. Students are usually between 11-12 and 15-16 years old.

The 29 respondents confirm they are lower secondary school students.

To reach lower secondary school students, Femxa conducted the following activities:

- Disseminated the surveys through corporate social networks.
- Disseminated the surveys among parents' groups.

Contacted a school asking for permission to disseminate the surveys among the 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?

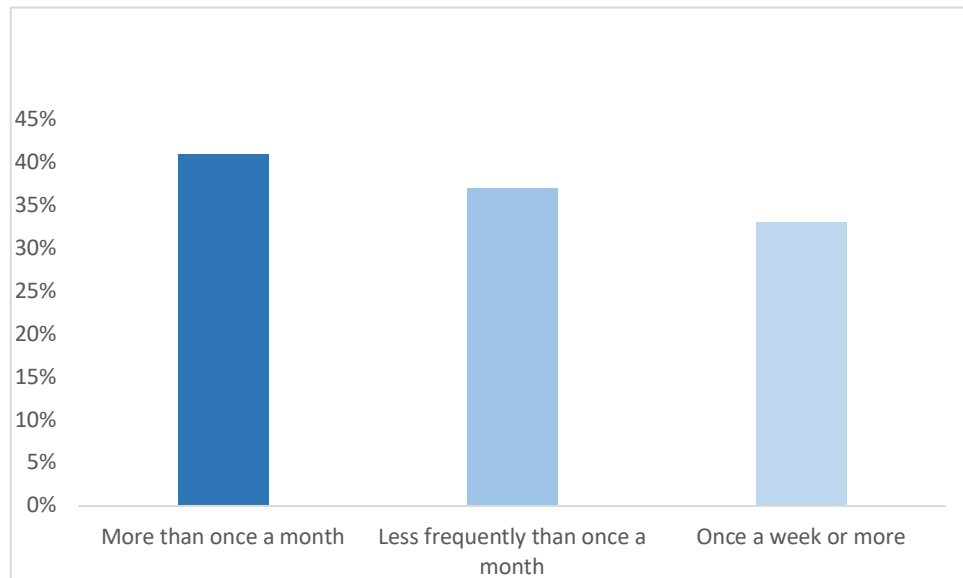
This set of questions aims to determine whether students receive guidance from their teachers in different areas and how often.

93% of the lower secondary school students surveyed say that they receive advice from their teachers on how to learn effectively. Of these, 41% receive this advice more frequently than once a month, 37% less than once a month and 22% at least once a week.

Generally, the tips are related to methods for taking notes and memorising training content (38%). To a lesser extent, they receive tips for applying theoretical contents to reality and creating associations. However, *they lack*

*motivation (48%), the ability to concentrate in order to learn effectively (45%) and more creative and innovative teaching methods (31%).*

Graph 12. Tips given by teachers



2 secondary school students say that they never receive advice from their teachers to improve their learning processes. They would like to see a change of attitude in their teachers, so that they have a more proactive and supportive role for students.

**Question  
5-9-13**

**Question 5:** Are you eager to take part in lessons?

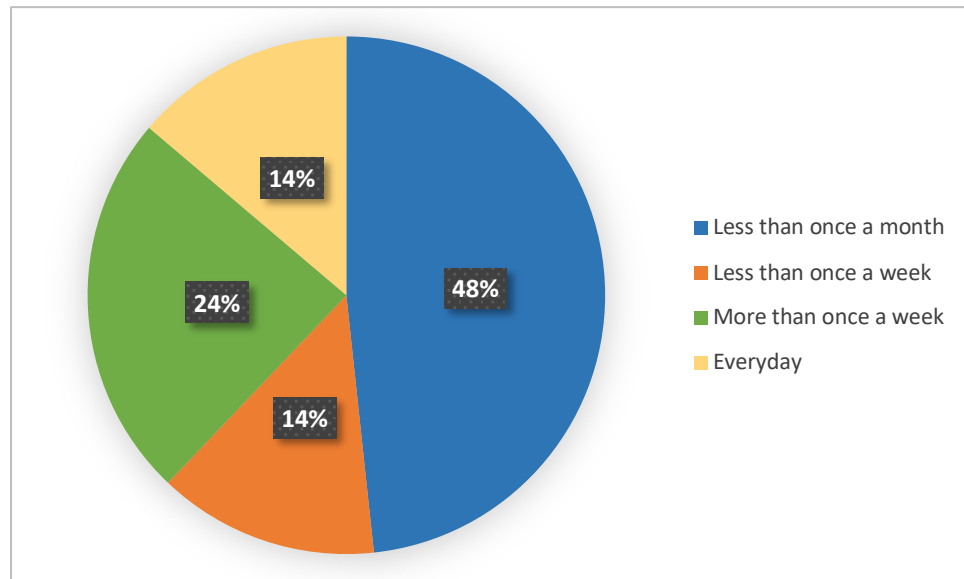
**Question 9:** During lessons, you have the opportunity to:

**Question 13:** Thanks to my school, I can:

In relation to question no. 5, 21% of the secondary school students surveyed reported active participation in all lessons. While 38% reported active participation in most of the lessons taught, 28% in at least half of the lessons and 10% in less than half of the sessions.

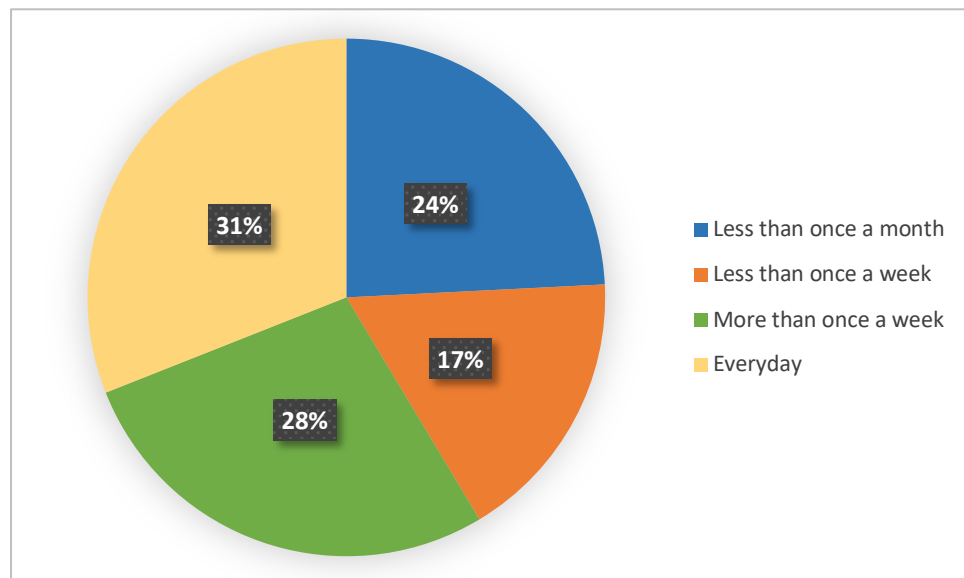
In relation to question no. 9, only 13,8% of the lower secondary school students ask questions everyday, 24,1% more than once a week, 13,8% of students ask questions less than once a week, and 48,3% less than once a month have the opportunity to ask questions.

Graph 13. Opportunity to ask questions



Regarding the possibility of taking visual notes, only 31% of the students said everyday. More than once a week 27,6% of respondents, less than once a week 17,2% and less than once a month 24,2% of students.

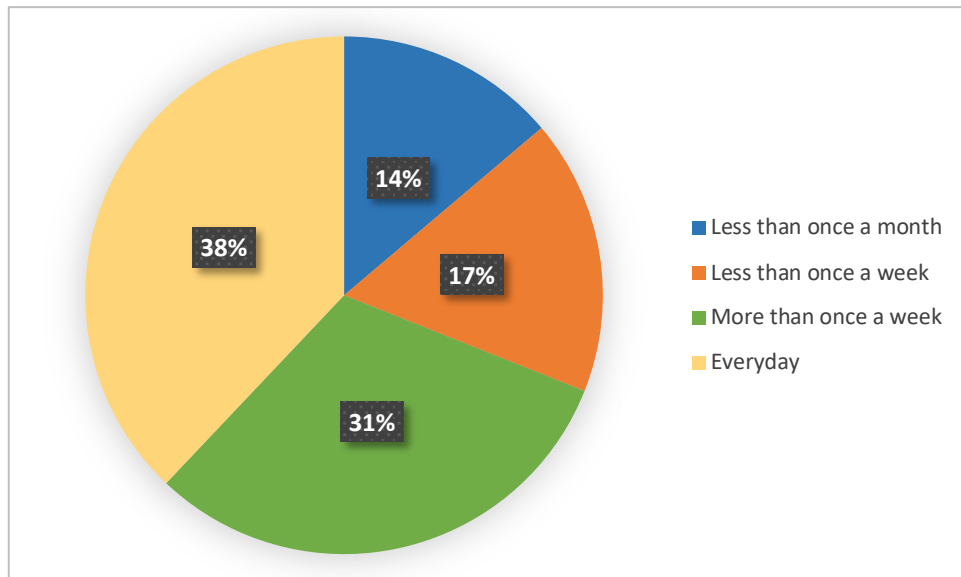
Graph 14. Opportunity to take visual notes



Regarding participation in discussions, 37,9% of the students participate in discussions everyday, 31% more than once a week, 13,8% participate less than once a month and 17,2% less than once a week.

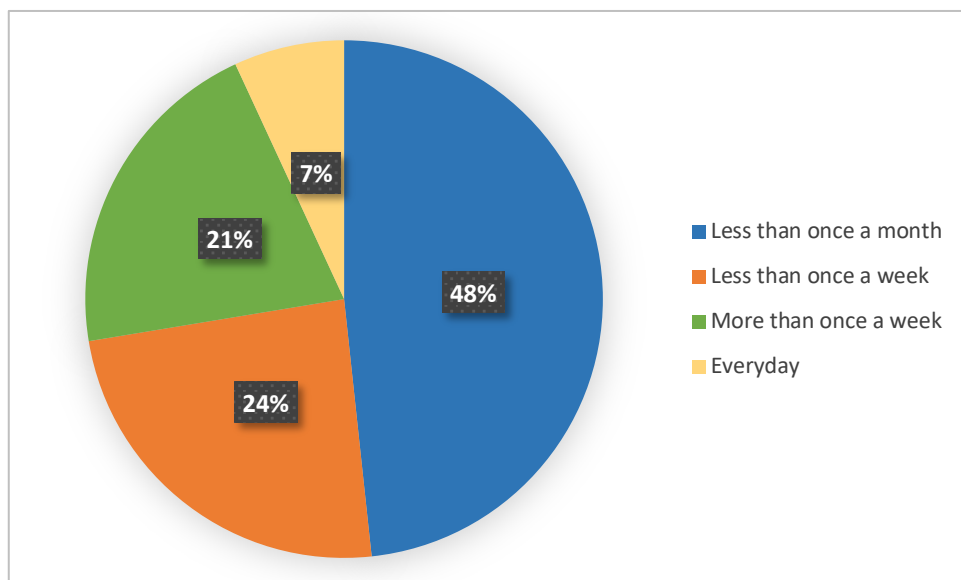


Graph 15. Opportunity to participate in discussions



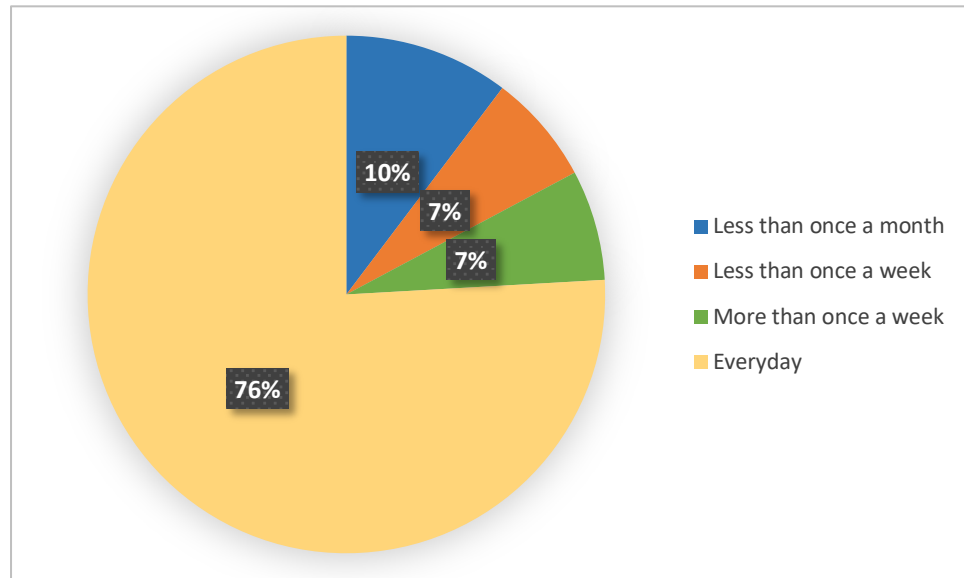
6,9% of respondents state that they have the chance to work in groups everyday, 20,7% of the students report that more than once a week, 24,1% less than once a week and 48,3% less than once a month.

Graph 16. Opportunity to work in groups



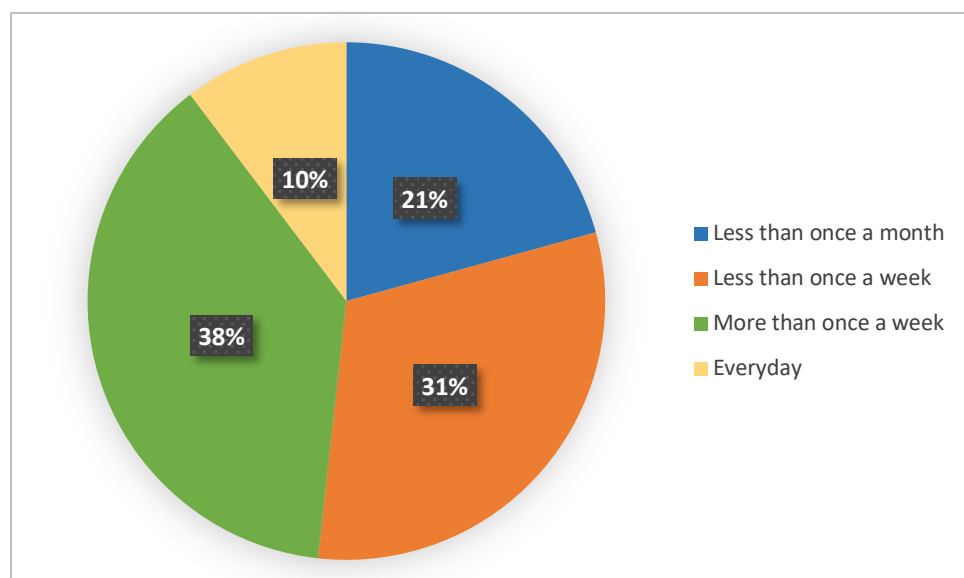
75,9% of the students can work independently everyday, 6,9% more than once a week, 6,9% less than once every week and 10,3% less than once a month.

Graph 17. Opportunity to work independently



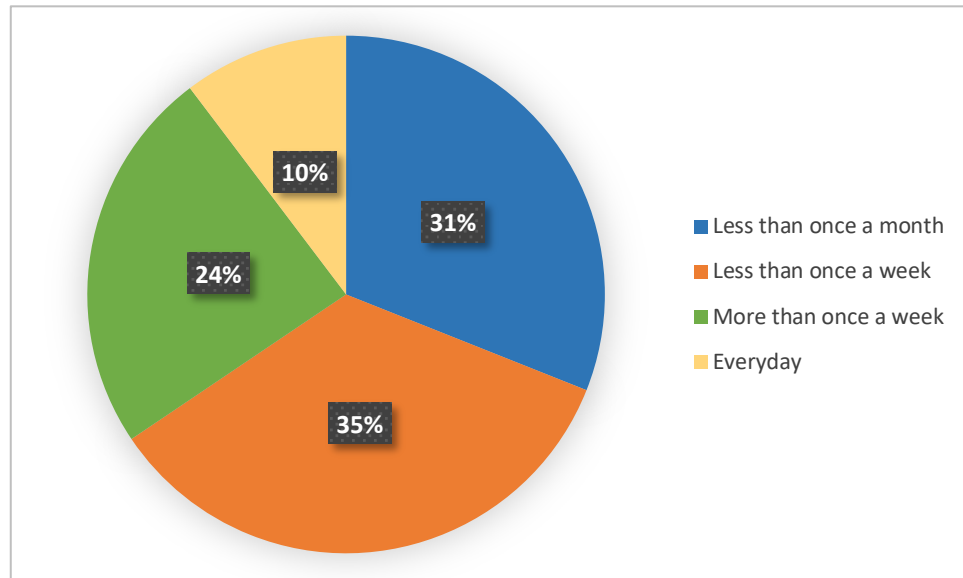
37,9% students have the opportunity to express their views on a topic discussed in class more than once a week, 10,3% on a daily basis, 31% less than once a week and 20,7% less than once a month.

Graph 18. Opportunity to express their opinion on the topics covered during the lesson



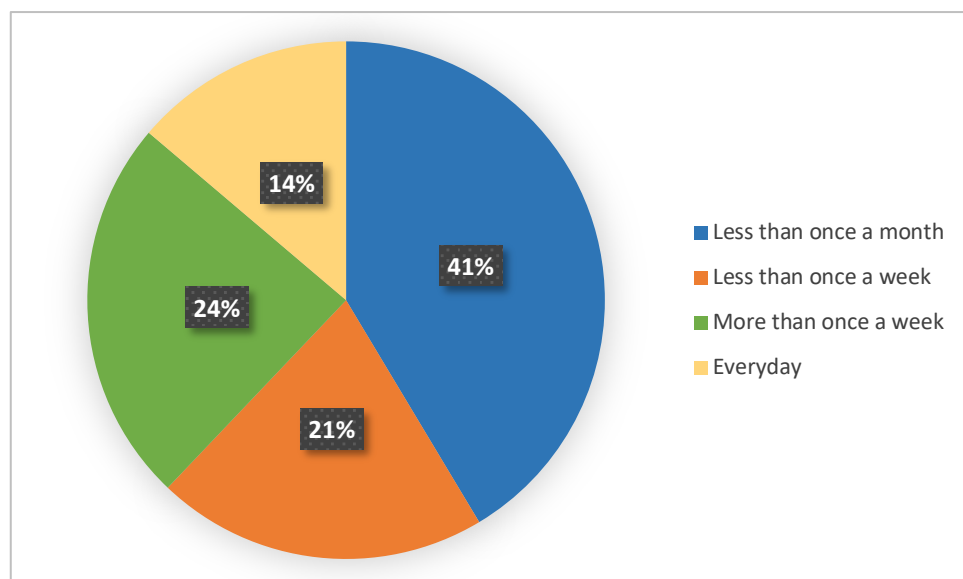
24,1% students have the opportunity to present their own ideas and realise them with the help of a teacher more than once a week, 10,3% on a daily basis, 34,5% less than once a week and 31% less than once a month.

Graph 19. Present your own ideas and realise them with the help of teachers



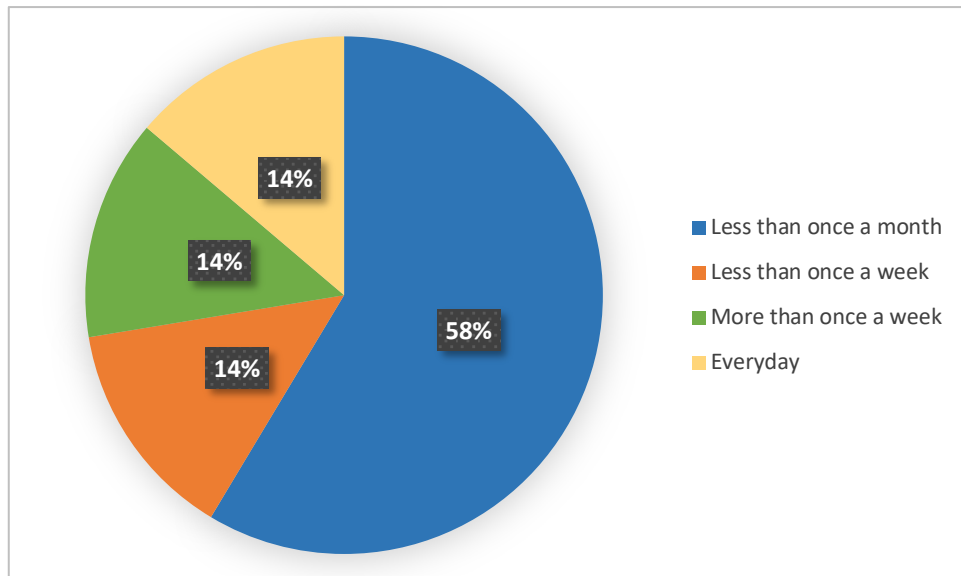
13,8% of the students have the opportunity to use computers and the Internet in class assignments everyday, 24,1% more than once a week, 20,7% less than once a week and 41,4% less than once a month.

Graph 20. Opportunity to use computers and the Internet in class assignments



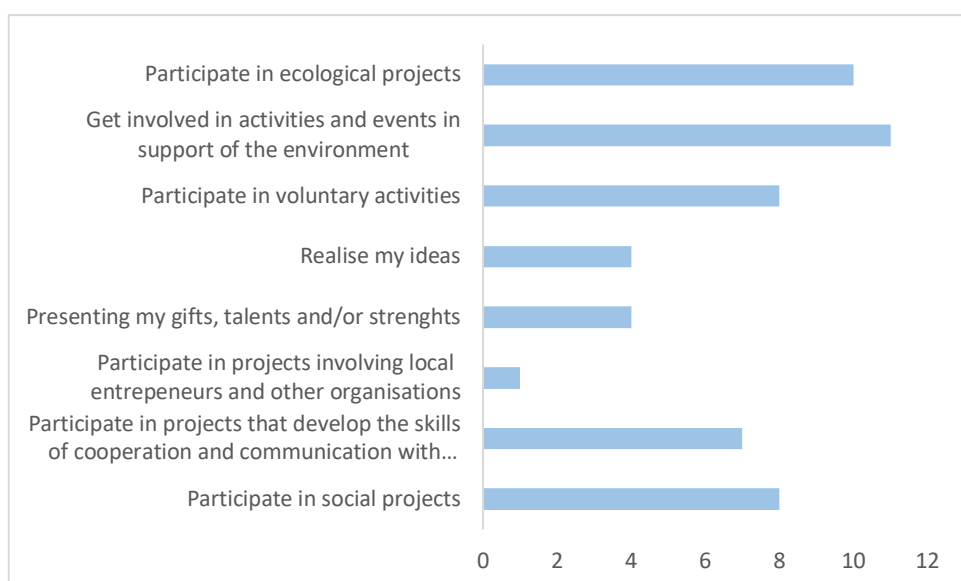
13,8% of the students have the opportunity to use smartphones for learning everyday, 13,8% more than once a week, 13,8% less than once a week and 58,6% less than once a month.

Graph 21. Opportunity to use smartphones for learning



In relation to question no. 13, 48.3% of the respondents from lower secondary school feel that their teachers do not encourage students to ask questions and do not encourage teamwork (48.3% of the respondents say that they work in groups less than once a month). Otherwise, the school allows them to get involved in initiatives and events related to the environment (38%), to participate in ecological projects (35%), to participate in volunteering (28%), to participate in social projects (28%), to participate in projects to develop their cooperation skills (24%).

Graph 22. Thanks to their school, students can





**Question  
6-7-12**

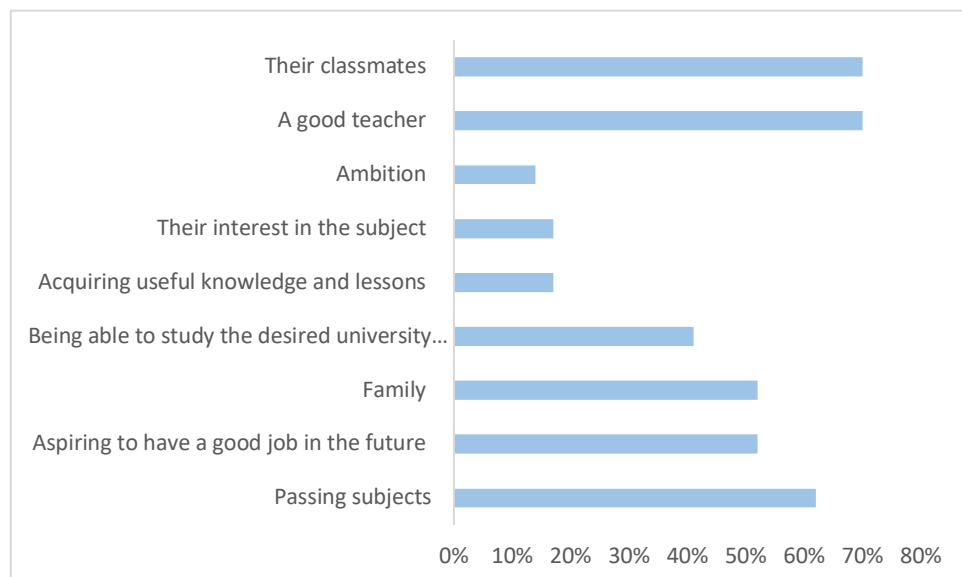
**Question 6:** What/who motivates you to learn? Choose 3 main motivators:  
**Question 7:** What demotivates you to learn? Choose the 3 main reasons for demotivation:  
**Question 12:** How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways

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

Respondents from lower secondary school found that their main motivation for learning is related to:

1. Passing subjects (62%).
2. Aspiring to have a good job in the future (52%).
3. Family (52%).
4. Being able to study the desired university degree (41%).
5. Acquiring useful knowledge and lessons (17%).
6. Their interest in the subject (17%).
7. Ambition (14%).
8. A good teacher (7%).
9. Their classmates (7%).
10. Other (7%).

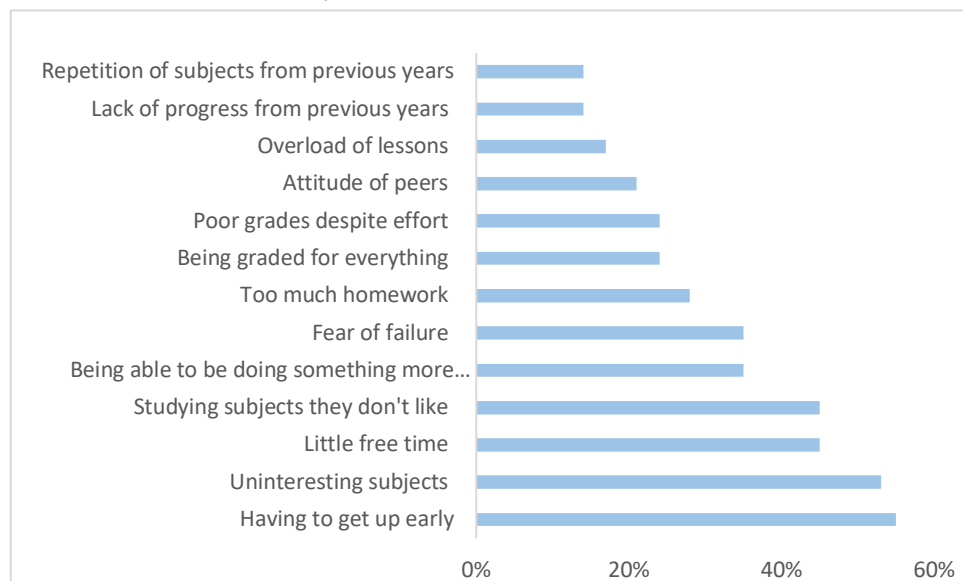
Graph 23. What motivates students



Respondents from lower secondary school found that their main demotivation to learn is related to:

1. Having to get up early (55%).
2. Uninteresting subjects (52%).
3. Little free time (45%).
4. Studying subjects they don't like (45%).
5. Being able to be doing something more interesting (35%).
6. Fear of failure (35%).
7. Too much homework (28%).
8. Being graded for everything (24%).
9. Poor grades despite effort (24%)
10. Attitude of peers (21%).
11. Overload of lessons (17%).
12. Lack of progress from previous years (14%).
13. Repetition of subjects from previous years (14%).

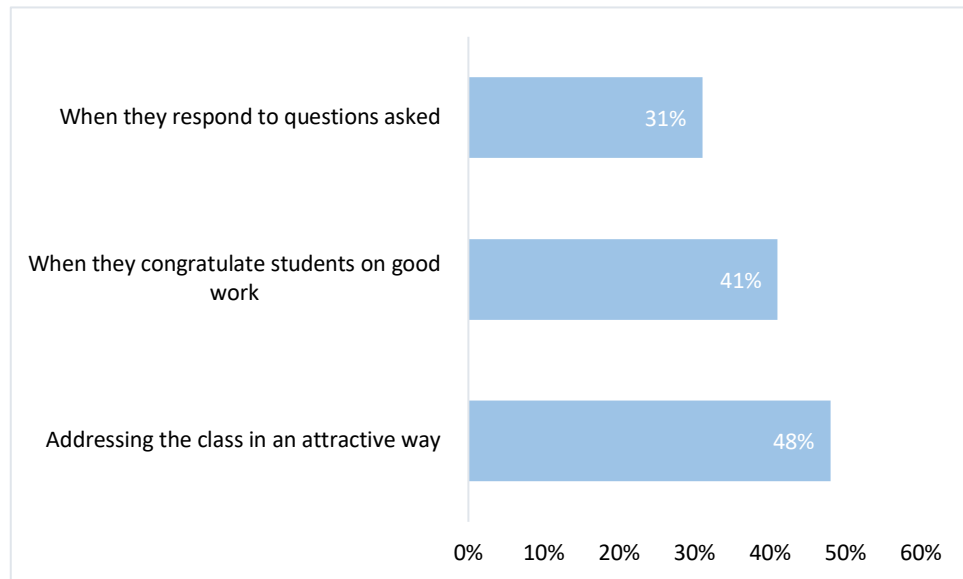
Graph 24. What demotivates students



Teachers from lower secondary school most often motivate students by:

1. Addressing the class in an attractive way (48%).
2. When they congratulate students on good work (41%).
3. When they respond to questions asked (31%).

Graph 25. How teachers motivate students



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

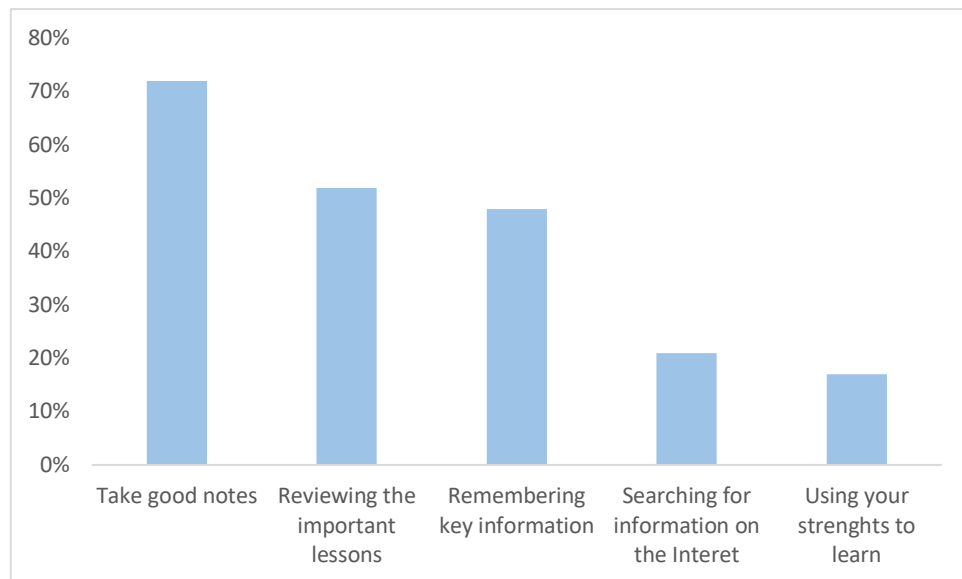
76% of lower secondary school students say they feel that their teachers value their strengths and skills and encourage them to develop them. Of these, 86% reported receiving this feedback from at least one teacher, and the remaining 14% from at least three teachers.

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

Lower secondary school students pointed out that mainly teachers advise them on how to:

1. Take good notes (72%).
2. Reviewing important lessons (52%).
3. Remembering key information (48%).
4. Searching for information on the Internet (21%).
5. Using your strengths to learn (17%).

Graph 26. What tips teachers give to their students



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

The results obtained on the survey for lower secondary school students show that receiving ratings results in:

1. Feeling of challenge, which allows them to continue to improve (59%).
2. Feeling of frustration, which makes them question how they can improve (28%).

Feeling of commitment, as they have identified areas for improvement (21%).

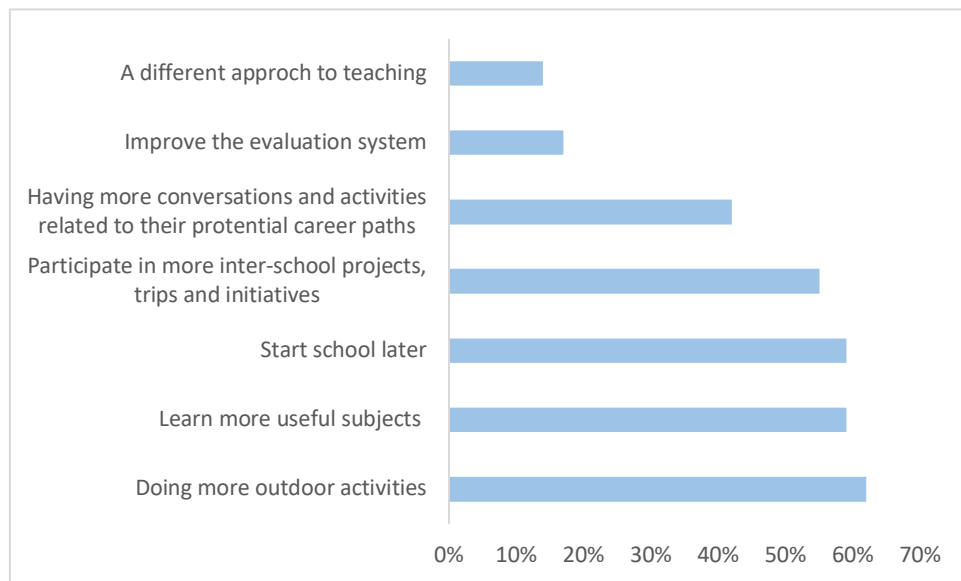
**Question 14** If you could change something about your school, what would it be?

Lower econdary school students would opt - in order of preference - for:

1. Doing more outdoor activities (62%).
2. Learn more useful subjects (59%).
3. Start school later (59%).
4. Participate in more inter-school projects, trips and initiatives (55%).
5. Having more conversations and activities related to their potential career paths (42%).
6. Improve the evaluation system (17%).
7. A different approach to teaching (14%).



Graph 27. What students want to change in their school


**Question 15** What would you wish for your teachers?

Among the most repeated responses of lower secondary school students to this question were the following:

Teachers should:

- *be more supportive of students;*
- *be more understanding;*
- *adapt to the needs of their students;*
- *be more relaxed and not go so fast;*
- *put themselves more in the students' shoes and try to understand why they do what they do;*
- *evaluate what their grades and results are;*
- *send less homework;*
- *do more activities outside the classroom.*

## 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?

In Spain, secondary education (*named Educación Secundaria Obligatoria.*) is compulsory and consists of 4 grades. Students are usually between 11-12 and 15-16 years old. At the end of this education, students who continue their studies with the aim of accessing university, opt for upper secondary school (*named Bachillerato*) studies. This education is divided into two school years, first and second. At the end of the second year, those who have passed all the subjects can take the EBAU, the national exam for access to university studies.

The 21 respondents confirm they are upper secondary school students.

To reach the upper secondary students, Femxa conducted the following activities:

- Disseminated the surveys through corporate social networks.
- Disseminated the surveys among parents' groups.

Contacted a school asking for permission to disseminate the surveys among the 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:

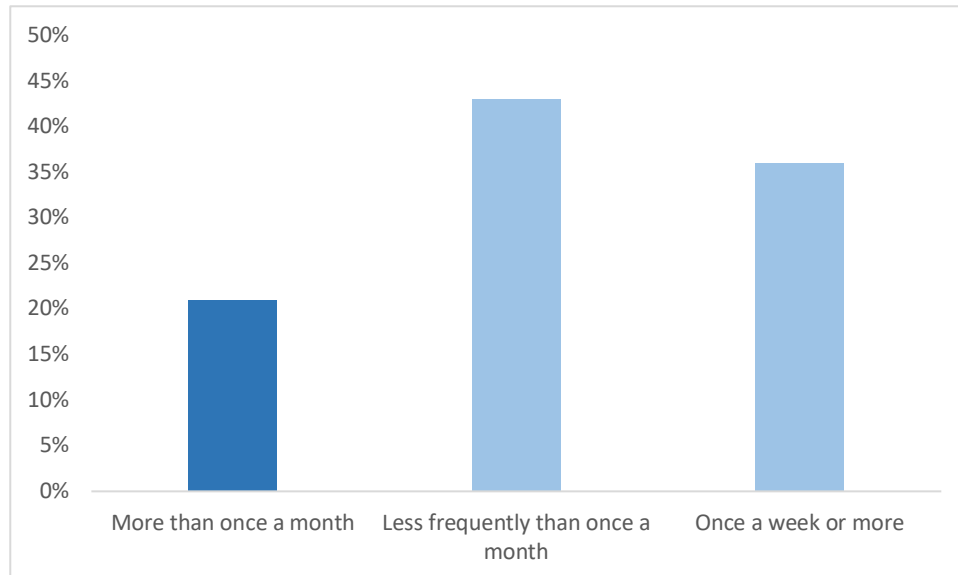
**Question 4:** What do you miss the most in order to learn effectively?

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

Upper secondary school students surveyed, 33% of the respondents stated that they had never received advice from teaching staff to help them improve their study processes. On the other hand, the percentage of students who have received advice from their teachers amounts to 67%.

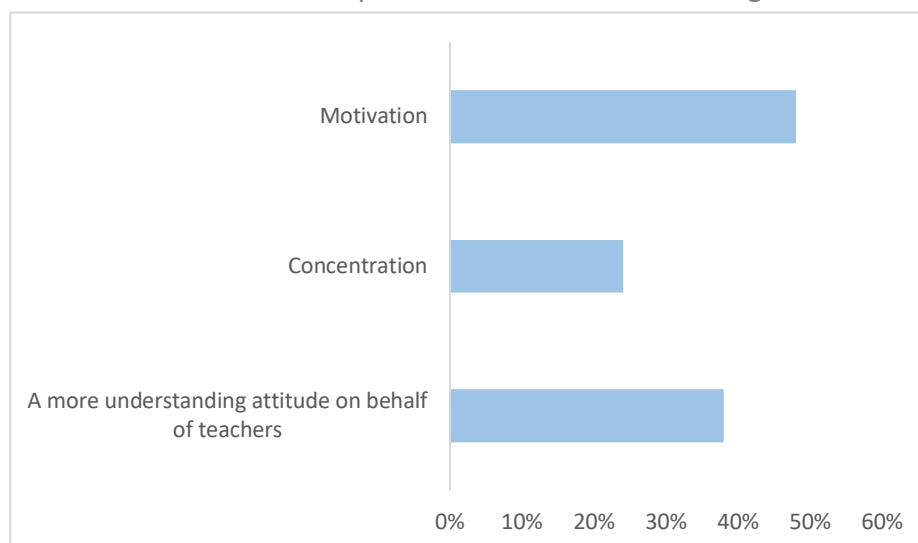
Of these, 21% receive this advice more frequently than once a month, 43% less than once a month and 36% at least once a week.

Graph 28. Tips given by teachers



Generally, the advice is related to methods for taking notes, memorising training content and applying theoretical content to reality and creating associations. However, 48% say that they are demotivated to learn and 38% think that a change in the attitude and way of transmitting knowledge by teachers would be desirable. Also, 24% lack concentration and help from teachers when they do not understand something.

Graph 29. Lacks for better learning



3 upper secondary school students report receiving advice on how to improve their study processes at least once a month.

**Question  
5-9-13**

**Question 5:** Are you eager to take part in lessons?

**Question 9:** During lessons, you have the opportunity to:

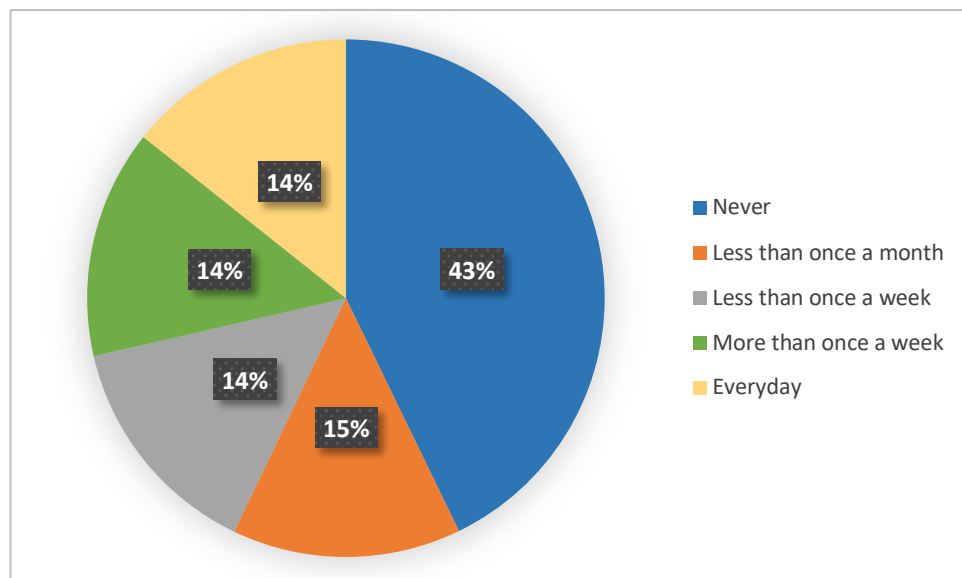
**Question 13:** Thanks to my school, I can:

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

In relation to question no. 5, 43% of the upper secondary school students surveyed stated that they had no interest or motivation to actively participate in any of the lessons. On the other hand, 24% of the students surveyed were interested in less than half of the subjects taught and 14% in most of the subjects.

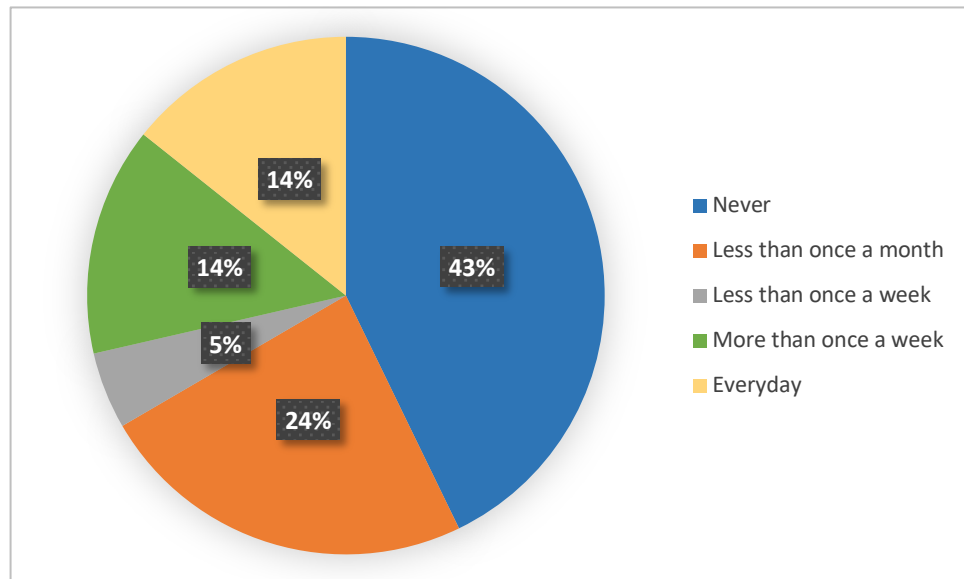
In relation to question no. 9, only 14,3% of the upper secondary school students ask questions everyday, 14,3% more than once a week, 14,3% of students ask questions less than once a week, 14,3% less than once a month and 42,8% never have the opportunity to ask questions.

Graph 30. Opportunity to ask questions



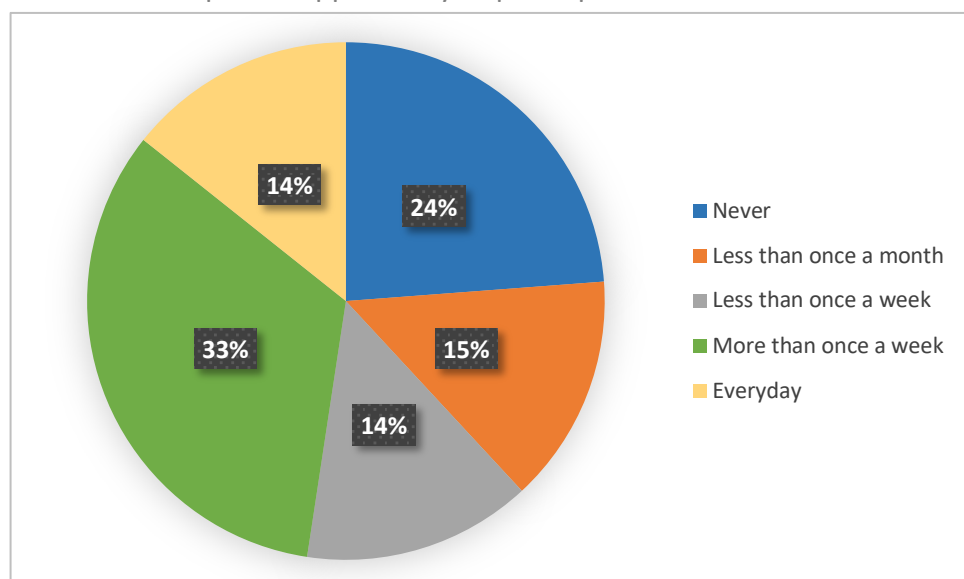
Regarding the possibility of taking visual notes, only 14,3% of the students said everyday. More than once a week 14,3% of respondents, less than once a week 4,8% less than once a month 23,8% of students and 42,8% never have the possibility to take visual notes.

Graph 31. Opportunity to take visual notes



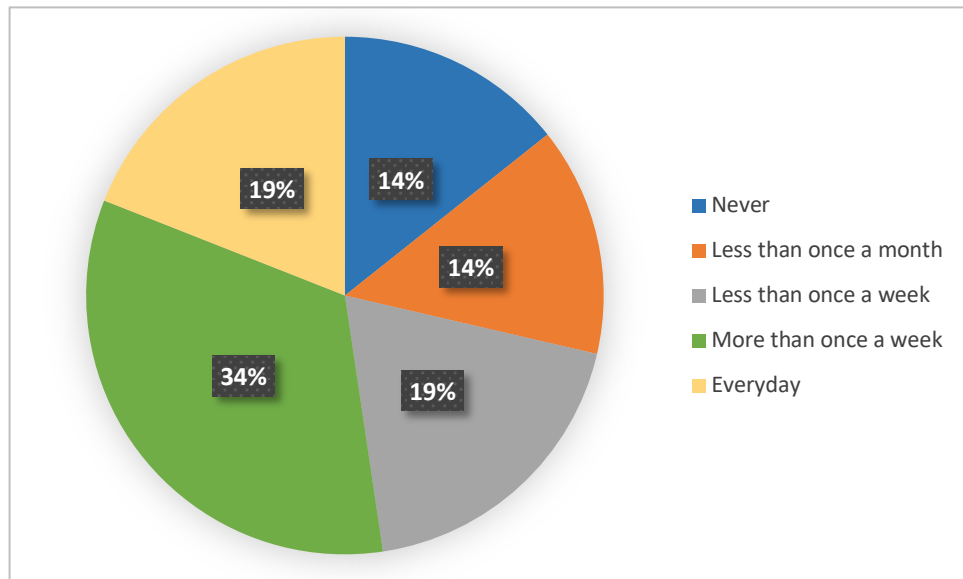
Regarding participation in discussions, 14,3% of the students participate in discussions everyday, 33,3% more than once a week, 14,3% participate less than once a week, 14,3% less than once a month and 23,8 never.

Graph 32. Opportunity to participate in discussions



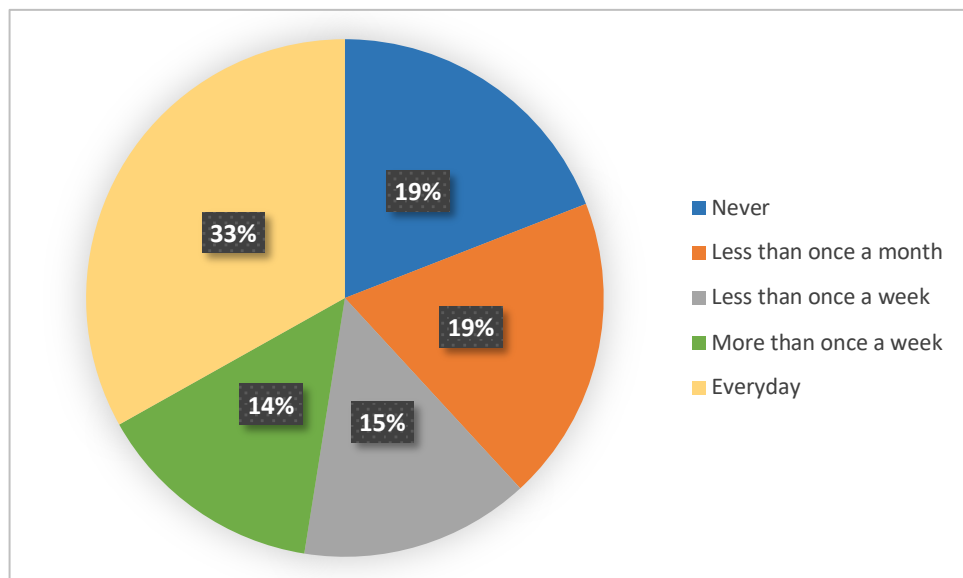
19% of respondents state that they have the chance to work in groups everyday, 14,3% of the students report that more than once a week, 33,3% less than once a week, 19 % less than once a month and 14,3% never.

Graph 33. Opportunity to work in groups



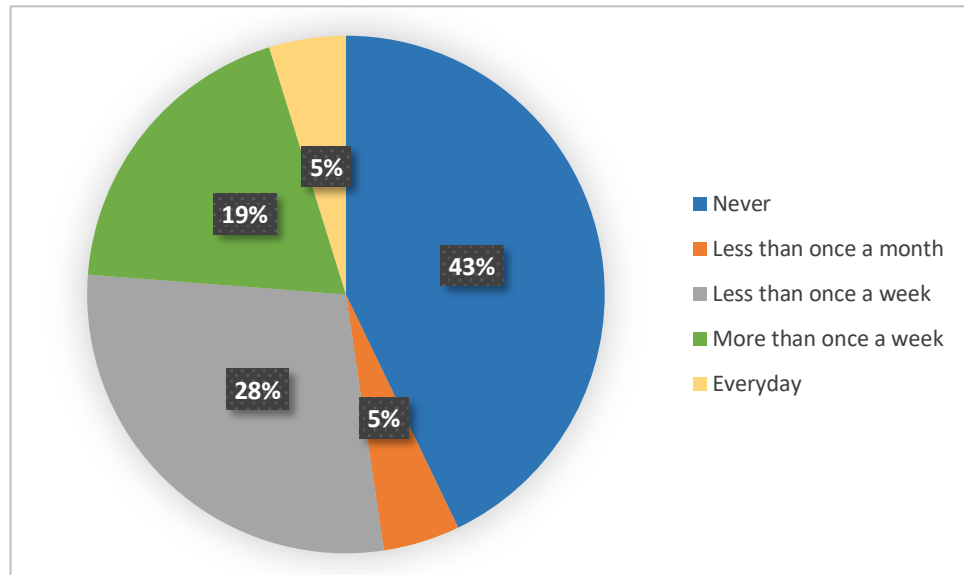
33,3% of the students can work independently everyday, 14,3% more than once a week, 14,3% less than once every week, 19% less than once a month and 19% never.

Graph 34. Opportunity to work independently



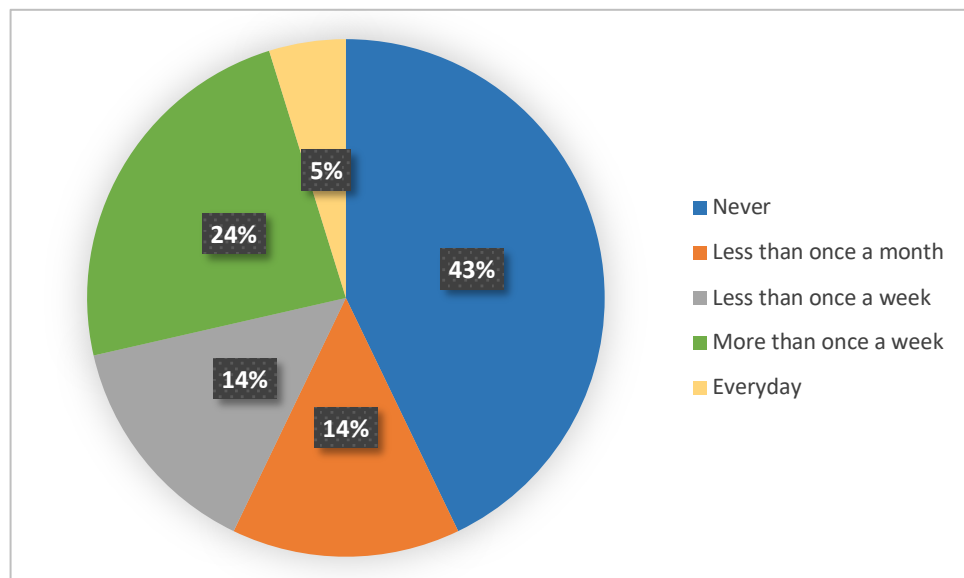
4,8% of the students have the opportunity to express their views on a topic discussed in class everyday, 19% more than once a week, 28,6% less than once a week, 4,8% less than once per month and 42,9% never.

Graph 35. Opportunity to express their opinion on the topics covered during the lesson



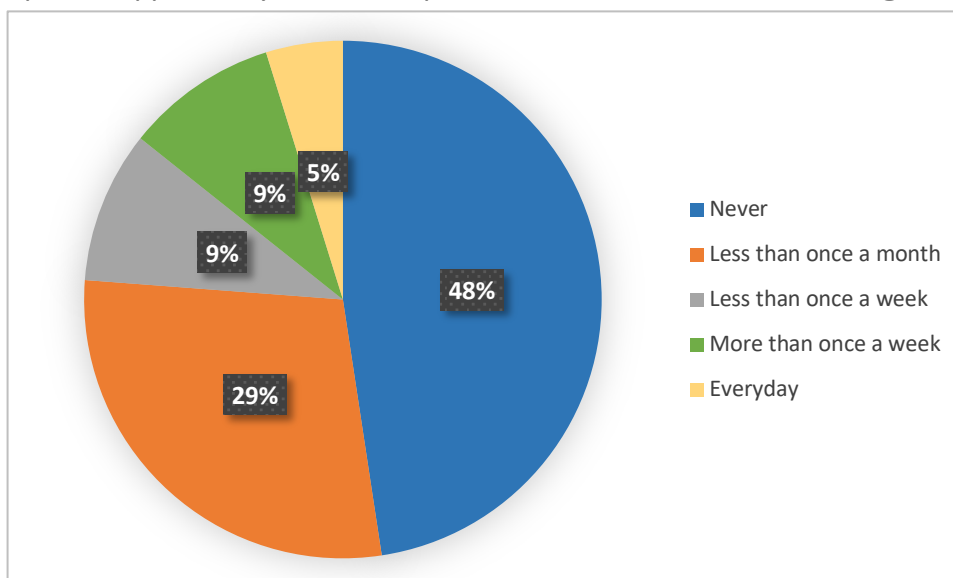
23,8% students have the opportunity to present their own ideas and realise them with the help of a teacher more than once a week, 4,8% on a daily basis, 14,3% less than once a week, 14,3% less than once a month, 42,9% never.

Graph 36. Present your own ideas and realise them with the help of teachers



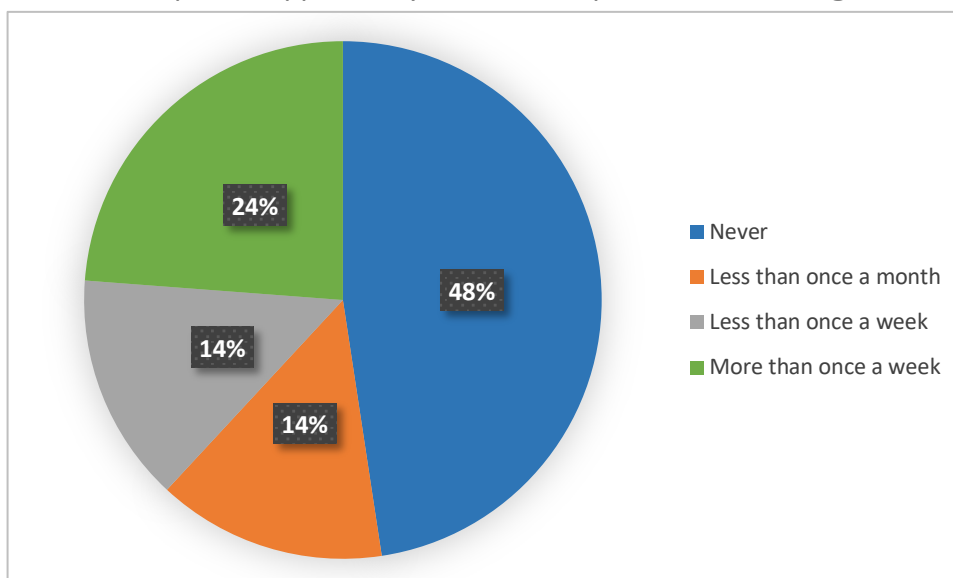
4,8% of the students could use computers and the Internet in class assignments every day, 9,5% more than once a week, 9,5% less than once a week, 28,6% less than once a month and 47,6% never use computers or the internet in class assignments.

Graph 37. Opportunity to use computers and the Internet in class assignments



23,8% of the students can use smartphones for learning more than once a week, 14,3% less than once a week, 14,3% less than once a month and 47,6% never use smartphones for learning.

Graph 38. Opportunity to use smartphones for learning



In relation to question no. 13, as far as upper secondary students are concerned, the school enables them to participate in projects to develop their cooperation skills (33%), to implement their own ideas (19%), to participate in social and ecological projects (19%) as well as to get involved in environmental initiatives and events (14%).



**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:

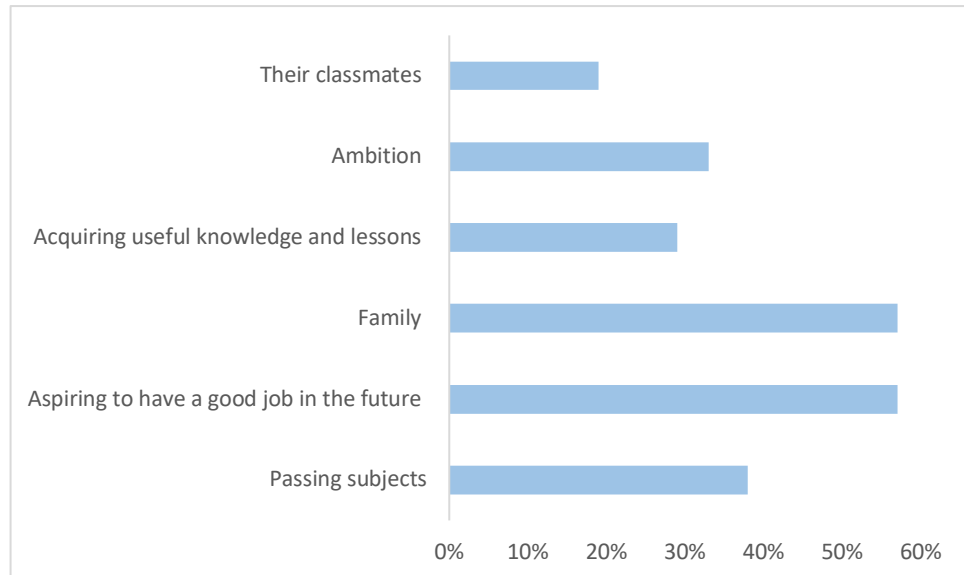
**Question 12:** How do teachers motivate you and create a learning atmosphere? Choose the 3 most common ways

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

Respondents from upper secondary school found that their main motivation for learning is related to:

1. Acquiring a good job in the future (57%).
2. Parents (57%).
3. Their willingness to pass (38%).
4. Their ambitions (33%).
5. Acquiring useful knowledge (29%).
6. Their classmates (19%).

Graph 39. What motivates students

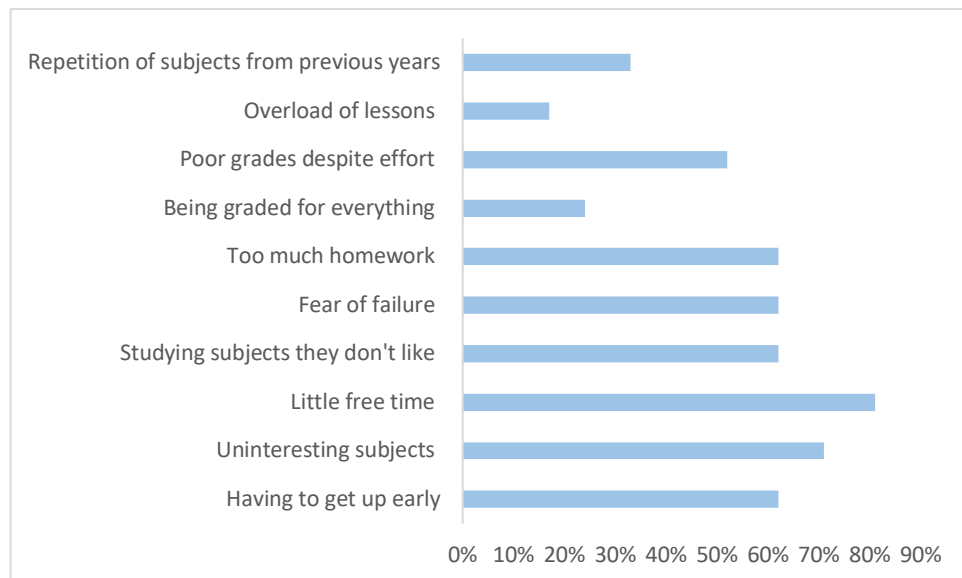


Respondents from upper secondary school also found that their main demotivation to learn is related to:

1. Too little free time (81%).
2. Learning useless things (71%).
3. Getting up early (62%).
4. Fear of failure (62%).
5. Having to study subjects they don't like (62%).

6. Excessive homework (62%).
7. Poor grades despite studying (52%).
8. Boring lessons (48%).
9. Being judged for everything (38%).
10. Repetitive lessons (33%).

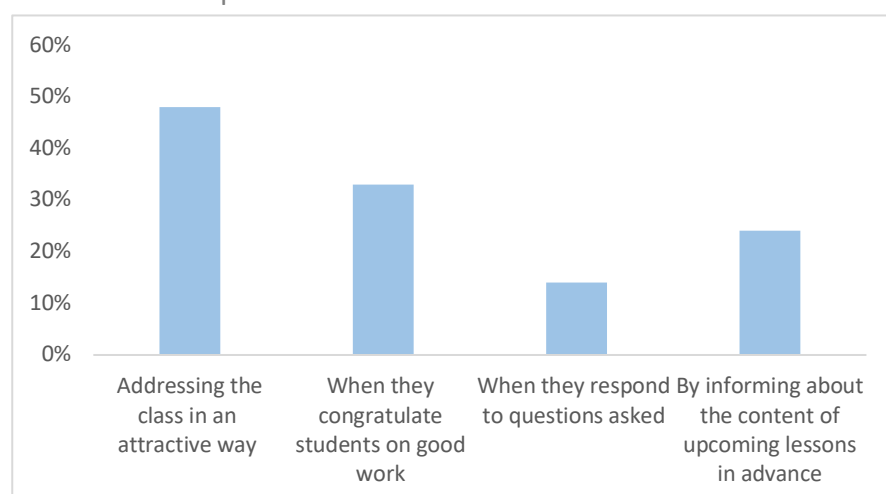
Graph 40. What demotivates students



Teachers from upper secondary school most often motivate students by:

1. Addressing the class in an attractive way (48%).
2. When congratulating students on good work (33%).
3. By informing about the content of upcoming lessons in advance (24%).
4. When answering questions (14%).

Graph 41. How teachers motivate students



### Question 8

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

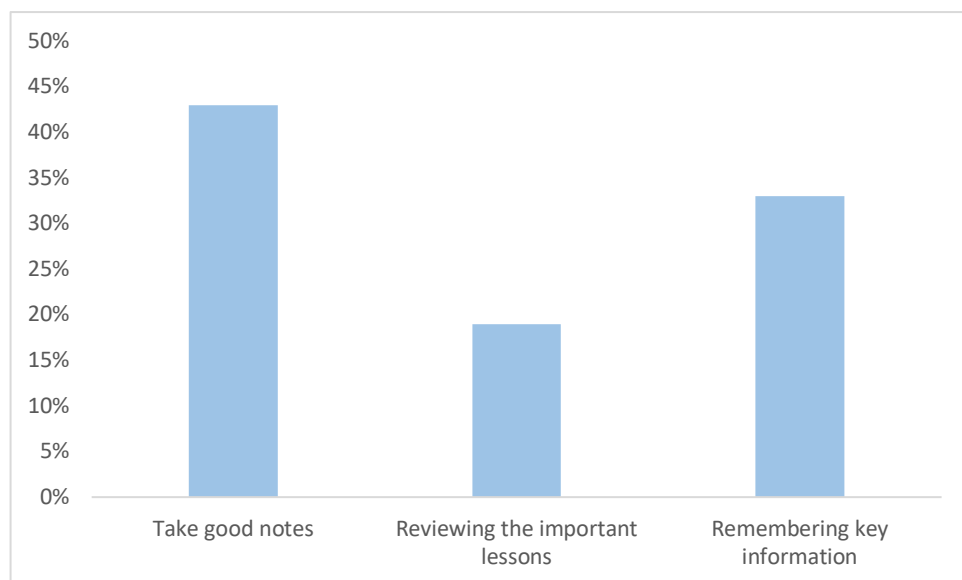
62% of upper secondary school respondents do not feel that their teachers value their strengths and skills and encourage them to develop them. In contrast, 38% of respondents answered "Yes" to this question, with 88% of respondents having received this feedback from at least one teacher.

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

Upper secondary school students pointed out that teachers mainly advise them on how to:

1. Taking good notes (43%).
2. Reviewing important lessons (19%).
3. Remembering key information (33%).

Graph 42. What tips teachers give to their students

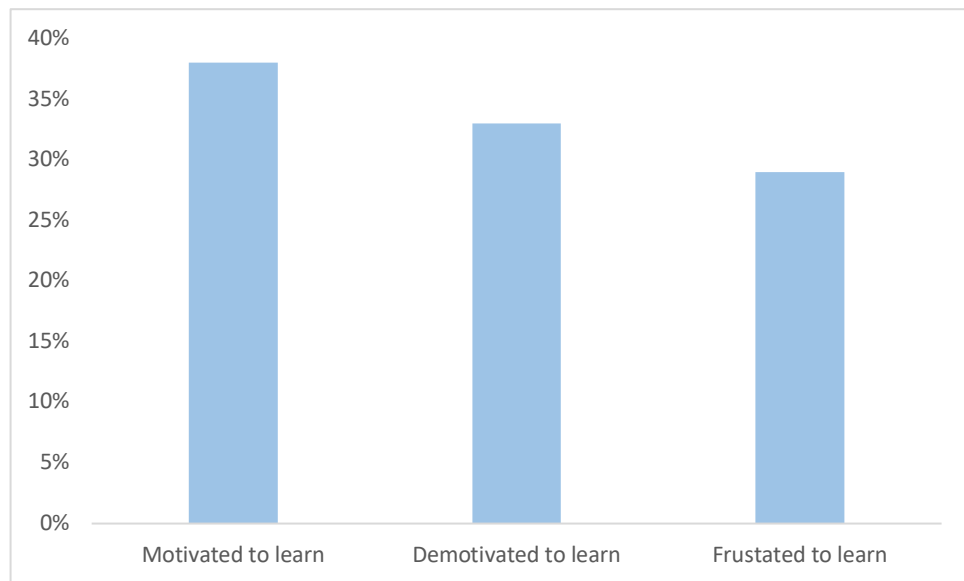


**Question 11** How do you usually feel when you are assessed? Choose the descriptions that best suit you

The results obtained on the survey for upper secondary school students show that receiving ratings results in:

1. Feeling of motivation to continue learning (38%).
2. Feeling of demotivation and loss of motivation to learn (33%).
3. Feeling frustrated, which makes them question how they can improve (29%).

Graph 43. How students feel when they are assessed

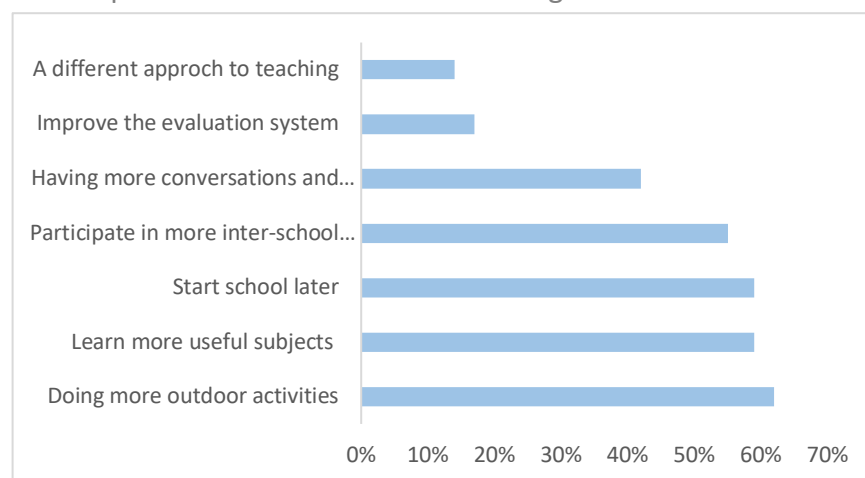


**Question 17** If you could change something about your school, what would it be?

Upper secondary school students would - in order of preference - opt for:

1. More outdoor activities and starting classes later in the day (67%).
2. Participate in more inter-school projects, trips and initiatives (62%).
3. Learning more useful subjects and having more conversations and activities related to their potential career paths (52%).
4. Take a different approach to teaching (43%).
5. Improve the evaluation system (29%).

Graph 44. What students would change about their school



**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:** 84% of the upper secondary students surveyed indicate that teachers did not discuss the emergence of new jobs and change in the labour market, 3% of the students believe this topic is discussed very little, 2% believe the topic is discussed but still not enough, and another 1% of the students believe it is discussed but without going into depth.

Regarding **question 15**, 4% of the upper students surveyed indicated that teachers do not help them at all in their choice of future education or career path, 17% responded that they are little helped by teachers, 9% said they are helped but not too much, another 52% said they are helped in their choice of future education or career path and 18% feels that it should be helped to choose a future educational or professional career path.

**Question 16:** 25% of students believe that their school does not undertake cooperation initiatives with companies and employers, 38% of students believe that their school undertakes few initiative activities with organisations and employers, 17% believe that school organises activities, but they are not very frequent, another 19% believe that some activities are organised by their school and only 1% of the students say that their school organised lots of activities with companies and employers.

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

Among the most frequently repeated responses to this question from upper secondary school students were the following: *to be patient with disruptive students or students with learning difficulties, to improve the way they motivate students, to reduce the number of homework assignments and to be more empathetic. They also send positive comments to their teachers wishing them good health and a good retirement.*



## Summary

In general, the secondary and upper secondary school students surveyed reported receiving advice from their teachers on how to improve their study and learning processes. However, students report a lack of motivation and ability to concentrate on their studies. This results in low rates of active participation in the classroom.

Getting up early for school is one of the main demotivating factors for secondary school students, followed by a lack of free time and having to receive information on subjects they do not find useful or interesting. In response to this situation, they would like to see innovation in the classroom, opening up the range of opportunities and including activities outside the classroom as well as initiatives that allow them to put their creativity, communication skills or teamwork into practice in common projects.

Concerning the assessment system, students say that they are generally demotivated, challenged and frustrated, as they lack support and individualised monitoring by the teaching staff to meet their needs and learning rhythms.

### 3. Advancing School Education: Focus Groups

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

#### 3.1 Focus Group with Teachers

The group was composed by 10 teachers: no. 9 secondary school teachers, of which 4 are also upper secondary school teachers and no. 1 upper secondary school teacher.

The group included five women and five men.

To reach secondary and high school teachers, Femxa contacted a school in Vigo. In addition, through the corporate social networks, the activity was disseminated and 5 people showed interest in participating remotely (online). These teachers received a link from MS Teams that allowed them to participate in the Focus group that was being held in person at the school.

The responses to the questions are reported in the following paragraphs.

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?" 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 teachers agree in their response.

The teachers affirm that the students have the knowledge and skills necessary to choose their educational path and can count on teachers' guidance.

One teacher stated:

"This happens, for example, with the choice of the type of mathematics they are going to take (basic or applied). Generally, it is the teachers who invite them to take one or the other subject, depending on the grades obtained and the difficulties or facilitations they have detected during their learning process in previous years."

On the other hand, teachers agree that the same does not happen with their professional career, since it depends, to a great extent, on their degree of maturity and development, as well as on the grades obtained during their school career.

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?

Lower secondary school in Spain is named *Educación Secundaria Obligatoria (E.S.O.)* and upper secondary school as *Bachillerato*.

It is worth mentioning that the fact of having to choose a particular branch of knowledge (social, humanistic, scientific, or technological) in the fourth grade of secondary school, at a personal moment in which they are not sure what their future projection will be, generates a slight feeling of pressure and uncertainty. Added to this is the pressure and stress that exists during the two years of upper secondary school, since the grade obtained, together with the mark obtained in the EBAU (compulsory national test for access to university studies), depends on their access to the university degree they wish to study. Sometimes they even find themselves in the position of choosing between the options they dislike the least, instead of studying what they like the most.

This results in numerous cases in which, after finishing formal education, and even after taking the EBAU, students decide to change the branch of their future knowledge (university or vocational). The lack of abilities mentioned as a response to the previous question is especially noticeable in the students at lower secondary school and upper secondary school but to a lesser extent.

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

This kind of cooperation is not systematized in the Spanish formal education system as at this stage the learning curriculum is focused on allowing students to access university. On the other hand, in VET course, of which there is a great variety, and they are very specific, there are internships and visits from companies and other employers. All teachers agree on this: the school collaborates with organizations that have the capacity to employ the school's students. However, these collaboration activities are rather aimed at employing students who are enrolled in VET courses.

The activities that the center organises to make students aware of the activities carried out by stakeholders are rather related to lectures, visits, and conferences.

One teacher stated:

“It is common for representatives of universities or public institutions (such as the military academy or the police academy) to visit the school and for students to attend fairs accompanied by their teachers of the guidance department.”



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?

All teachers agree on the fact that:

“The school curriculum is not designed in a way that actively integrates the participation of the business environment.” Its contribution is based on what was commented in relation to the previous question”.

It is worth noting that generally, young people who study high school do so because they want to go on to university studies, and therefore it is not an option to enter the labor market until they have finished their studies. Some degree programs require internships during study, although not all of them.

Q5. In question 26 of the Teachers’ surveys: 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?

It should be noted in this case that in Spanish formal education there is the role of the *tutor* (equivalent to the Mentor), whose function is to accompany, orient and guide their students in educational, professional, and even personal matters. The school calendar includes several hours per month to share the concerns of the group of students tutored by the teacher, serving as a link between the center and the students. Individual tutoring (mentoring) sessions are also held.

Teachers believe that a teacher must have above all empathy, patience, assertiveness, resilience, people skills and listening skills, as well as communication skills (synchronous and asynchronous).

The teachers present consider that many teachers possess these skills since almost all of them have at some point played the role of tutoring a group of students. However, there are exceptions. While it is true that they have received several trainings on the use of ICT, they miss more (they believe that it should be something regular).

Also, teachers consider that they are interested in acquiring digital skills because they feel that they do not have the necessary skills to adapt to this paradigm shift and new context in which training is also provided using technologies.

Q6. In the students’ surveys we asked if they work in groups or teams in school: 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?

ngness in innovating their practices” since sometimes “the frontal lesson is more convenient”.

Teachers agree that group and teamwork is encouraged in the classroom. Generally, this is done in all subjects, although it is true, to a lesser extent, in mathematics, history and technical drawing classes due to the characteristics of the formative curriculum.

One teacher wanted to point out the following:

“In secondary school classrooms, since they are usually much more crowded, even overcrowded, exceeding, in some cases, 25 students per classrooms. This sometimes makes it difficult to promote teamwork or group work in the classroom. To compensate for this limitation, the school tries to combine classroom activity with other activities outside the classroom. To this end, initiatives such as ecological gardening, beach cleaning, excursions, etc. are developed.”

As for upper secondary school, students are seated in pairs, which allows them to help each other. The reason is that classrooms have a lower number of students.

Teachers are aware of the benefits of outdoor activities for students. However, they encounter certain legal limitations to be able to extend them in the curriculum.

One teacher stated that:

“We have a lot to teach during a school year and there is little room for flexibility or adaptability by the school.”

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?, 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?”

Since the beginning of 2020, the school has implemented the Virtual Classroom, so students have access to the training content taught in the classroom in digital format. Teachers prefer to avoid the use of technologies because they feel that their students prefer and learn better with the traditional method (use of blackboard, physical book, printed notes,...). In addition, they perceive certain limitations on the part of their students in terms of digital skills. Although their students are "digital natives" in theory, in practice this does not seem to be the case, as many do not know how to write an email or use the Microsoft Office package.

On the other hand, they also commented that they have been forced to adapt to this new paradigm in which the use of technologies is being integrated into the classroom, without obtaining the required training.

Some teachers stated that:

“We have some colleagues that do not know how to use the technologies or even have a certain feeling of rejection towards them. This is mainly due to the lack of training.”

In line with the above, one teacher added:

“Its worth mentioning that a new law has recently been passed in Spain that obliges schools to integrate technology in the classroom.”

The teachers present expressed their disagreement with the legislative content of this document as it imposes the use of digital technologies by teachers, however, neither the state nor the regional authorities responsible have ensured that all schools have been provided with the required training.

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.

#### **reinforcing students' self-motivation.**

The teachers present consider that most teachers possess these skills, since almost all of them have at some point played the role of tutoring a group of students. However, they would appreciate continuous training that would allow them to be able to respond to the different student profiles in the classroom.

#### **discovering and managing students' talents.**

Teachers emphasize that they would like to receive training to improve their skills. It worth mentioning that in relation to discovering and managing student's talents, they manage it in an informal way, when a student excels, they give them more tasks and keep them interested as more complex or advanced projects. But they admit that it is very important to maintain a balance in class and that, to a certain extent, all students



can support each other and move forward in the learning process together, without any of them being left behind.

**team management and leadership in the classroom.**

**digital tools in the classroom that promote inclusive education.**

Despite they have received several trainings on the use of ICT, they miss more and believe that it should be something regular in their day-to-day.

### 3.2 Focus Group with Students

The group was composed by 13 students.

- no. 5 fourth grade secondary school students;
- no. 5 students from first grade of upper secondary school;
- no. 3 students from secondary grade of upper secondary school.

The group included seven women and six men, aged from 16-17 years old.

To reach secondary and high school students, Femxa contacted a school in Vigo. The participants were invited to discuss the results of the survey addressed to upper secondary school students. The responses to the questions are reported in the following paragraphs.

Q1. Do your teachers talk with you about their individual talents and strengths?

The frustration and pressure students feel results in numerous cases in which, after finishing formal education, and even after taking the EBAU, students decide to change the branch of their future knowledge (university or vocational).

During the debate, the students presents were asked if they were clear about what they were going to study once they had finished their formal education and if they were clear about what they would like their career path to be. Surprisingly, of the 13 students present, 8 were clear about their next steps:

1	Young man	Wants to become a policeman
2	Young man	Wants to become a member of the military body
3	Young man	Wants to be an architect
4	Young woman	Wants to be a criminologist
5	Young woman	Wants to study interior design
6	Young woman	Wants to pursue a carre in the ICT field
7	Young woman	Wants to study teaching and become a teacher of technical drawing
8	Young woman	Wants to pursue a career in the field of STEAM

The students present agree on teachers addressing these topics at some point during the lessons.

On the other hand, students point out that the same does not happen with their professional career, since it depends, to a great extent, on their degree of maturity and

development, as well as on the grades obtained during their school career. All the students reported feeling lost at some point.

This lack of abilities is especially noticeable in the students at secondary school but also in the students at upper secondary school.

Having to choose a particular field of knowledge (social, humanistic, scientific, or technological) in the fourth year of lower secondary school at a personal moment in which they are not sure what their future projection will be, generates a slight feeling of pressure and uncertainty. Added to this is the pressure and stress that exists during the two years of upper secondary school, since the grade obtained, together with the mark obtained in the EBAU (compulsory national test for access to university studies), depends on their access to the university degree they wish to study. Sometimes they even find themselves in the position of choosing between the options they dislike the least, instead of studying what they like the most.

#### Q2. What do you think about the school curriculum?

Many times, teachers would like to implement more relevant content for today's ICT, for example, teaching how to program or manage software. But, even if this knowledge is included in textbooks (scarcely), university entrance exams are still the same as they were 10 years ago, therefore, they do not include content more related to 21st century technologies.

Students point out that the educational curriculum is totally focused on university access, it is not flexible and must be delivered in a very short period. They spend too many hours sitting around acquiring knowledge that generally does not interest them because they do not see its applicability in the real world. Nor are they usually related to the careers they want to study or the professional path they want to pursue.

#### 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 school allows the use of digital devices in the classroom, if they are for educational purposes, leaving the decision to use a computer or other electronic device to take notes or perform exercises to the student's choice.

Since the beginning of 2020, the center has implemented the Virtual Classroom, so that students have access to the training content taught in the classroom in digital format. Students prefer to avoid the use of technologies because they prefer to learn following the traditional method (taking notes with pen and paper). They perceive that the use of technology is not entire functional for the acquisition of new knowledge. Some students commented on the case of a classmate who uses an iPad to take notes:

*“However, she ends up printing them to study”.*

In addition, they feel that the use of screens reduces their attention and concentration levels.

On the other hand, they stated that:

*“Even being considered “digital natives”, we do not have the knowledge to make effective use of technologies. We difficulties with the use of the Microsoft Office package. During the pandemic, we received training to learn how to write an email or use Microsoft Teams”.*

They would like to reactive specific training in this field. Also, students share their concern teachers lack of digital skills.

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

Students are aware that the fact that the educational curriculum is not attractive to them is not the fault of the teachers, but of the people in charge of designing it (government and regional representatives).

However, they value positively that some teachers try to get out of the established training program by adapting more to the present time or by carrying out initiatives that allow them to get out of the classroom (ecological trail, beach cleaning, excursions, ...). They would like to have more outdoor and physical activities; all agree on spending too much time inside the classroom and sit down.

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

Laws and regulations stablished and the lack of motivation and initiative on behalf of some teachers to make the lessons more dynamic and attractive.

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?

It should be noted in this case that in Spanish formal education there is the role of the tutor (equivalent to the Mentor), whose function is to accompany, orient and guide their students in educational, professional, and even personal matters. The school calendar includes several hours per month to share the concerns of the group of students tutored by the teacher, serving as a link between the center and the students. Individual mentoring sessions are also held.

The students consider that a teacher-mentor must have empathy, listening skills, communication skills and certain digital skills. They claim to feel listened to and understood at the current center, a virtue that the center possesses in their opinion due to the human quality of the teachers, added to the fact that it is a medium-sized center and that there are many students who have been at the same center since they were 3 years old.

The students who have recently enrolled in this center also value very positively the way the teachers treat them.

*“We feel valued, listened to, and understood, something that did not happen in their previous schools.”*

Students report that several of their tutors have been exceptional in their work and have helped them a great deal. While it is true, this is not always the case. Students consider the teachers at this center to be friendly and willing to listen to them and guide them, something that they have not found in all the institutes.

Some students commented that some teachers with whom they feel more comfortable or with whom they like to learn more because of the way they transmit knowledge, which makes them very interested even though they are not so interested in the subject itself.

One student mentioned that:

*“It would be great if all his teachers were enough skilled.”*

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.

**☒ reinforcing students' self-motivation.**

Especially aimed at those teachers who feel they lack the necessary skills to connect with their students.

**☒ discovering and managing students' talents.**

Students feel that this is something that is not encouraged in the classroom by teachers.



### ☒ digital tools in the classroom that promote inclusive education.

Students stress that many teachers should improve their digital skills. Due to the pandemic, they have detected that several teachers have been unable to adapt to this change.

## Summary

During the discussion both teachers and students shared their views on how the school curriculum works and is being implemented in secondary and upper secondary school classrooms. Both teachers and students are aware that the school curriculum is overloaded, which generates a feeling of frustration and demotivation in a large part of the students who do not understand its usefulness and who feel overwhelmed and uninterested. This is aggravated in the case of students who are studying for *Bachillerato* who state that the time and contents of the course do not fit in. The teachers agree with this aspect but point out that they do not have the capacity to change it, as it is something that is imposed by the government. However, they value positively that some teachers try to get out of the established training program by adapting more to the present time or by carrying out initiatives that allow them to get out of the classroom (ecological trail, beach cleaning, excursions, ...). Students and teachers would like to have more outdoor and physical activities.

On the other hand, both parties agree on the need for teachers to acquire new digital skills, as they feel that they are a bit "*out of date*". They would also welcome training to enhance teachers' listening skills and empathy with their pupils. All in all, it is worth mentioning that the participants prefer to continue with the traditional teaching-learning methodology: face-to-face, with books, blackboard and taking notes as they feel that this is the methodology that works. The teachers feel that the use of digital tools makes them lose the students' attention, and for their part, the students comment that they lose concentration when they are using a screen.

Lastly, it became clear that what amounts to the role of the mentor, it already exists in the classrooms under the name of *tutor*. The *tutor* is a teacher who is assigned to a group of students during a school year. Once a week, for about an hour, the group meets to discuss their questions and concerns with the mentor. The *tutor* acts as a mediator between the students and other teachers and the school. Teachers, as well as students, point out that the relationship between the *tutor* and the student is very personal, and that the *tutor* even raises issues that concern the student's personal life. Pupils are very grateful for the existence of this role and consider it fundamental, especially those who have conflicts in the classroom or in their personal lives.

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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



- 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



- 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:



## 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:



- 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:
- knowledge, useful content
  - willingness to pass
  - good work in the future
  - sentence for studies
  - parents
  - interesting lessons
  - ambitions
  - cool teacher
  - other students
  - school subjects I like
  - nothing
  - If something else, what?
7. What demotivates you to learn? Choose the 3 main reasons for demotivation:
- getting up early
  - learning useless things
  - pressure of possible failure
  - the ability to do something that interests you more
  - boring school subjects
  - the shortcomings that follow you
  - repetition of topics in subsequent classes
  - the fact that you are judged for everything
  - the need to study subjects that you don't like
  - getting bad grades despite studying
  - material congestion
  - the attitude of peers
  - teachers' comments
  - little free time
  - too much homework
  - nothing
  - If something else, what?
8. Do the teachers talk to you about your strengths / talents and how to develop them?
- one teacher
  - two or three teachers
  - more than three teachers
  - no teacher
9. During lessons, you have the opportunity to: Choose as many answers as you want
- ask questions



- 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



- 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



- 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?

## 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





6. What / who motivates you to learn? Choose 3 main motivators:
- knowledge, useful content
  - willingness to pass
  - good work in the future
  - sentence for studies
  - parents
  - interesting lessons
  - ambitions
  - cool teacher
  - other students
  - school subjects I like
  - nothing
  - If something else, what?
7. What demotivates you to learn? Choose the 3 main reasons for demotivation:
- getting up early
  - learning useless things
  - pressure of possible failure
  - the ability to do something that interests you more
  - boring school subjects
  - the shortcomings that follow you
  - repetition of topics in subsequent classes
  - the fact that you are judged for everything
  - the need to study subjects that you don't like
  - getting bad grades despite studying
  - material congestion
  - the attitude of peers
  - teachers' comments
  - little free time
  - too much homework
  - nothing
  - if something else, what?
8. Do the teachers talk to you about your strengths / talents and how to develop them?
- one teacher
  - two or three teachers
  - more than three teachers
  - no teacher
9. During lessons, you have the opportunity to: Choose as many answers as you want
- ask questions
    - 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
  - 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
  - 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



- 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?

