



**PREVENT EARLY SCHOOL LEAVING
PROJECT**

International best practices report

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COACH PROJECT – INTRODUCTION

COACH - Capacity Building of Teachers for school education through school coaching approach is a project financed from EU funds. The partnership is formed by 7 organizations from 5 different countries: Sweden, Poland, Italy, Ukraine and Spain.

Main aim of the project is to develop a “school coaching approach” to help prevent Early School Leaving (ESL). Project Partners will co-design tools for teachers, their schools, and the development of students’ internal resources, strategies to maximize their ability to acquire knowledge and skills, and develop methods to improve the effectiveness of learning activities.

People who do not finish secondary school have fewer opportunities in the labor market, often condemned to badly-paid semi-skilled jobs, with little prospect for building a career. There are several causes for ESL, to do with individual circumstances, family background, school support, and social context. We will focus on the school context as one significant factor.

School coaching approach will help create a good atmosphere in schools, and teachers will find it easier to engage and motivate students. Through coaching skills teachers will gain new perspectives on the learning process and how to explore innovative approaches. This will help the development of students’ personal potential, opening new opportunities for growth and self-realization. They will be able to clarify and self-set their goals, and learn strategies for independent implementation, which will lead to high results in learning.

Free resources that will be prepared as part of the project will help in:

- Activate the creative potential of teachers and improve the academic programme.
- Stimulate the desire of teachers to implement new methods and techniques in the workplace.
- Raise teachers’ awareness and knowledge of these topics, and provide a clear understanding of how to deal with problems and difficulties faced by students, in order to reduce the risk of ESL.
- Provide tools and models for developing students’ abilities, in particular: self-confidence, self-recognition, purposefulness, communication and cognitive skills.
- Improve cooperation between the school, student, family and the municipality by involving them in school education.

Dropout from secondary school is a severe problem not only for the individual but also for the family, the school system and the whole society. A well-known and frequently proven fact is that students who do not finish secondary school have fewer opportunities on the labor market, and if they find a job, it typically requires lower qualification.

There are lists several causes as indicators of Early School Leaving ESL, but four groups of them can be usually identified as individual, family, school and society. That's why coaching in education settings is an invaluable tool for developing students and teachers across a wide range of needs. The benefits of a coaching approach in various areas are many - for example: increasing self-confidence, increasing relationships, improving communication skills or improving life balance.

For more information and updates, please visit the website: <https://educoachproject.eu/> or check social media content under the hashtag: **#eduCOACHproject**

SOCIAL AND EDUCATIONAL CONTEXT

POLAND

Poland has one of the lowest rates of early school leavers in the European Union. Since 2006 the percentage of early school leavers did not exceed 5.7% and since 2012 a steady decline in the number of early school leavers can be observed (5% in 2017).

In Polish legislation there is no separate strategic document devoted exclusively to the problem of early school leaving, however this issue is tackled in the Strategy of Human Capital Development 2020 (Strategia Rozwoju Kapitału Ludzkiego 2020) as well as in the Lifelong Learning Strategy (Perspektywa uczenia się przez całe życie) as preventing early school leaving needs coordinated actions of several areas: education, social policy, economy and health.

As far as early school leaving is concerned, the Strategy of Human Capital Development lists three main goals:

1. preventing early school leaving from early childhood
2. early stage identification of young people at risk of early school leaving
3. compensating early school leavers and providing them with appropriate assistance

The strategy also lists the main threats that may contribute to early school leaving, such as for example:

- insufficient support for young people at early stages of education combined with lack of cooperation between the school and the parents
- difficult situation of multi-children families
- education and training insufficiently supporting the development of key competences necessary in social and professional life
- employers insufficiently involved in the process of formal learning
- low esteem and popularity of vocational education and training
- lost potential of the young generation (especially in the field of youth entrepreneurship)
- insufficient level of employment of disabled young people (caused by obstacles in accessing to education, training and support measures).

Strategy of Human Capital Development 2020 (Strategia Rozwoju Kapitału Ludzkiego 2020) proposes the following measures with regards to formal education system:

- putting more stress on key competences acquisition in the formal education system;
 - supporting the development of digital competences and skills;
 - modernisation of external examination system in order to adjust them to the new curriculum;
 - providing more individual approach in teaching, especially in teaching extraordinarily gifted pupils and students;
 - developing and promotion of vocational education and training;
 - creating the new model of teachers' training;
 - increasing the prestige of teaching professions, enhancing teachers' efficiency and providing measures to keep the best teachers;
 - introducing new system of schools' support and teaching quality system.
- Strategy of Human Capital Development 2020 (Strategia Rozwoju Kapitału Ludzkiego 2020) proposes the following measures with regards to non-formal education:
- enhanced cooperation between schools, parents and social partners
 - extra-curricular classes development
 - better adjustment of vocational education and training to the needs of the labour market
 - better training of teachers
 - promotion of adult learning and on the job learning
 - development of national system for qualification and competence validation (coherent with ECVET and ECTS)

- supporting the use of digital tools in education and training
- support for evidence-based educational policy
- promoting entrepreneurship among young people

With respect to young people, the ministries involved are the following: Ministry of Family, Labour and Social Policy, Ministry of National Education, Ministry of Science and Higher Education. It also involves actively schools at all levels and Voluntary Labour Corps. The regional strategies are developed by the local authorities. The main tool of monitoring the phenomenon of early school leaving in Poland is the Education information system (System Informacji Oświatowej).

ITALY

Among the EU countries, Italy is one of those where the problem of early school leaving is substantial. In 2021, it is the third nation with the most dropouts (12.7%), after Romania (15.3%) and Spain (13.3%).

Italy is also characterized by internal differences in terms of early school leaving, with a clear imbalance between the south and the centre-north.

The highest percentage of school dropouts is recorded in families with low incomes and in which the same parents did not go beyond the eighth grade. Moreover the gap between Italian and foreign minors is also very marked, with the latter being affected by the phenomenon of early school leaving in a much stronger way (especially if born abroad, while things are slightly better for the so-called second generations).

SPAIN

Although the school dropout rate has decreased to historic lows in 2021, with a rate of 13.3% in 2021, Spain is still the second country in the European Union where more young people leave school prematurely, only behind Romania. Moreover, the gender gap in early school leavers is even more pronounced in Spain: 16.7% of boys compared to 9.7% of girls. (source: educaweb, 20/09/2022)

In Spain, addressing early school leaving (ESL) falls under the responsibility of the Ministry of Education and Vocational Training (Ministerio de Educación y Formación Profesional). The ministry is responsible for developing and implementing policies to tackle ESL at a national level. Some key policies and initiatives include:

1. "The Strategic Plan for Tackling Early School Leaving": This plan aims to reduce the ESL rate and improve educational outcomes by implementing measures such as early detection systems, individualized support, improving school climate, and promoting VET programs.
2. "Integrated Vocational Training and Employment Strategy (IVETE)": This strategy focuses on enhancing vocational education and training pathways, fostering closer collaboration between educational institutions and businesses, and improving the employability of VET graduates.
3. "Network of Schools for the Reduction of Early School Leaving": This initiative promotes the exchange of best practices among schools and provides support and resources to reduce ESL rates at the regional and local levels.

In addition to these national policies, regional governments in Spain also play a crucial role in implementing strategies to prevent and mitigate early school leaving, tailoring interventions to the specific needs and characteristics of their respective regions.

The Spanish Labour Force Survey published in January 2023 revealed that early school leavers in 2022 remained stable since 2021, with 13.9% of 18-24 years old not having completed the second stage of Secondary Education (Intermediate Vocational Training, Basic Vocational Training or Baccalaureate) and not following any type of training.

According to available data, the ESL rate in Spain had been gradually decreasing over the years. In 2019, the ESL rate stood at around 17.3% among the population aged 18 to 24. This refers to the percentage of young people between the ages of 18 and 24 who had not completed their compulsory education or obtained a higher level of qualification. At the same time, it was around 16.7%, for the age group 15 to 16. This indicates the percentage of students between the ages of 15 and 16 who left formal education before completing their compulsory education. These figures can vary depending on the specific region or autonomous community within Spain.

ESL in Spain affects various groups, and there are intersectional factors that contribute to differences in representation within the statistics. In general, the following groups stand out in ESL reports and literature in Spain, which is similar in most EU countries:

1. **Socioeconomic Background:** Students from socioeconomically disadvantaged backgrounds tend to be more at risk of ESL. Factors such as poverty, limited access to resources, and social exclusion can increase the likelihood of early school leaving.
2. **Gender:** Historically, males have been more likely to be represented in ESL statistics in Spain. However, the gender gap has been narrowing over the years, and efforts have been made to address this disparity.
3. **Migrant Background:** Students with a migrant background, particularly those from non-Spanish-speaking countries, face additional challenges in adapting to the education system, language barriers, and cultural differences. This can potentially increase the risk of ESL among this group.
4. **Regional Disparities:** ESL rates can vary across different regions within Spain. Certain regions or autonomous communities have higher ESL rates compared to others, which can be influenced by socioeconomic factors, educational resources, and regional policies.

SWEDEN

There is no national strategy in Sweden for preventing early leaving from secondary and upper secondary education. The Swedish Government has though determined that it is particularly important that municipalities are well informed of the situation of early school leavers. Therefore an amendment was made to the Education Act regarding the responsibilities of the municipalities. According to this amendment, Swedish municipalities have since January 2015 an explicit responsibility for early leavers from education younger than 20 years of age, who have completed their compulsory schooling but have not completed secondary and upper secondary school.

For instance, upper secondary education is voluntary, but students are required to participate in the education. If a student in upper secondary school fails to attend the education for more than a month in succession, without a valid reason, the student shall be deemed to have left education. If there are special reasons, the principal may decide that the student should not be deemed to have left education, according to the Education Act.

As of July 1, 2018, the principal has an obligation to investigate repeated and longer periods of absence. The purpose for investigating the causes of absence is to be able to provide appropriate support, so that the student can then achieve the education goals. If there is a need for more ways of support, such as a need for special support or offensive treatment, these needs should be coordinated in one investigation.

When it comes to early leavers from education who have left education, the responsibility goes to the home municipality. The municipality must offer appropriate individual measures, primarily aimed at motivating young people to begin or resume upper secondary education. Municipalities are obliged to keep records of early school leavers and to document the efforts taken. In 2020, the share of people leaving early from education and training in Sweden was approximately 15.6 percent. This was an increase from the value in the previous year which was approximately 13.6 percent. The

majority of early leavers from education and training in Sweden were from foreign countries. In 2022, the proportion of students leaving school early decreased to 10.2 percent.

In Sweden, the main focus when it comes to early leavers from secondary and upper secondary education is to get them back to education. If that doesn't work the focus is on alternative ways to training or employment. The government formed a delegation in 2015, tasked with promoting labour market policies against youth unemployment at local level. The mission of the Delegation for the Employment of Young People and Newly Arrived Migrants (Dua), was to promote state and municipal cooperation and development of new forms of cooperation. The work was to be based on both existing labour market policies and additional initiatives in the field of labour market policy. The delegation's mandate ended in February 2023, with a final report to the government (SOU 2023:7). In the final report, Dua states that good cooperation between the Public Employment Service and the municipalities is a necessary element in the fight against long-term unemployment and that more needs to be done.

Within its overarching mandate, Dua's tasks included encouraging municipalities and the Swedish Public Employment Service (Arbetsförmedlingen) to enter into collaborative agreements at local level and to put the agreements into practice. Dua allocated government grants to municipalities linked to these local agreements. Dua's mandate included conducting dialogue with and encouraging dialogue between individual municipalities, the Swedish Association of Local Authorities and Regions (SALAR), the labour market partners in the local government sphere (municipality and county council level), other central labour market partners, agencies, regional actors and others on how labour market policy initiatives to benefit young people and newly arrived migrants can be developed and made more effective at local level. Dua was also to gather and spread knowledge about and best practice on labour market policy initiatives and forms of collaboration, and identify obstacles, problems and shortcomings in cooperation between the government and municipalities when implementing labour market policy.

The first step to assure the quality of the government measures to prevent early leaving from education was taken in 2013, when the Government commissioned Statistics Sweden (Statistiska centralbyrån) to propose various options for following up young people who did not finish upper secondary education. In 2014, Statistics Sweden received a supplementary government mission to carry out a follow-up of the establishment process in the labour market of this group.

The Swedish Schools Inspectorate (Skolinspektionen) has been commissioned by the Government, as a measure of the national strategy for young people who neither work nor study, to review the work of the municipalities within their responsibility for early leavers from education. The Schools Inspectorate has during 2016 reviewed 16 municipalities on the basis of amendments in the Education Act that went into effect in January 2015. The municipalities were chosen because of a high proportion of early leavers from upper secondary school. The target group consisted of a total of 695 early leavers. Among other facts the results show that only in 190 cases the young person was a subject of an intervention. The Schools Inspectorate concludes that the Swedish municipalities have started to develop individual-based methods but that much work remains in relation to the intentions of the legislation.

UKRAINE

In Ukraine, the percentage of early school leaving among the total number of school-age children does not exceed 10%. The reasons for such a negative phenomenon can be:

- children live in dysfunctional families, parents do not pay attention and appropriate importance to the education of their children;
- children get into a hostile environment, starting to abuse drugs or alcohol, which is the reason for early school leaving in adolescence;

- some schools in rural areas have limited financial and material resources, as well as insufficiently professional older teachers who need to learn modern methods of pedagogy. This leads to low quality of education in such schools and reduces the interest of students in learning;
- in rural areas or low-income families, children are forced to work to help their families. This may hinder their learning and lead to school dropout;
- Some children may lose their motivation to study due to academic failure, feeling unimportant or uninteresting in the subjects taught in their school. Lack of interest may lead to their reluctance to continue schooling;
- IDP children and migrants are also at risk of being among early school leavers.

BEST PRACTICES

POLAND

Most good practices concerned the target group of students, the least – principals.

The 3 areas with which most good practices were related are:

- 1) positive student learning environment (4);
 - 2) perceived school safety (4);
 - 3) opportunities for meaningful participation (3)
- No practice was related to learning barriers.

The most popular among our best practices relationships which are most affected by best practices are:

- 1) teacher-student (6),
- 2) student-parent (5),
- 3) teacher-teacher (3)

It's very good that so many practices concern the teacher-student relationship, because they are the ones who are in the most frequent contact in the educational process. Thinking in the context of the project and its goals, the use of these practices or their elements can effectively affect prevention ESL if the teacher implements appropriate methods and techniques to influence the building of a positive learning environment, opportunities for meaningful participation, good relations with the students, increasing their motivation, etc.

#1 Motivating students of trade schools using coaching tools

Coaching support was provided to students of a trade school using tools such as the wheel of life and the motivation matrix.

goals:

- supporting the setting of goals and planning the professional future of students;
- raising students' motivation;

group: 10 students aged 16-18

effects: thanks to the increase in motivation, students became more involved in preparing for vocational exams, they also identified their potential jobs where they will be able to look for employment after graduation; they also prepared application documents; the greatest effects will

be probably visible when they actually finish school and will be able to use the knowledge and skills they have gained thanks to the implementation of this good practice

#2 Talk about emotions with Dixit cards

The good practice was that a conversation was conducted using dixit cards in which the trainer used questions such as: *How are you feeling today? what do you need today? what do you want to achieve?*

goals:

- increasing openness during intercultural activities in secondary schools;
- facilitating talking about needs using a graphical method

group: 60 students, 20 teachers

effects: thanks to the method, it was possible to get to know the atmosphere in the group and to facilitate talking about the needs using various graphics with which the students identified; the method can also be used in other contexts - e.g. a conversation about sensitivity, emotions or as an evaluation

#3 A jar of good memories and successes

For a month, the students collected their small successes and good memories written on pieces of paper and put them in a jar. After a month, everyone read everything they had collected. The analysis took place during individual and group meetings, it was supported by strong coaching questions, adequate to the situation of a given student.

goals:

- increasing self-esteem,
- highlighting students' achievements and accomplishments,
- increasing motivation for further actions, based on successes and achievements

group: 12 elementary school students (aged 7-12)

effects:

- improving self-esteem, self-confidence and self-confidence of students;
- increasing motivation to act;
- increased confidence in talking about what was good, what went well, and significantly omitting failures (on which they previously focused all their attention);
- paying more attention to the positive aspects of the day than to the negative ones

#4 Supporting teachers in their work outside the schemes

A course on well-being and ICT tools within the Erasmus+ project. Five days of work on gaining new skills, a new communication paradigm and well-being support system to build friendlier school experiences.

goals:

- changing the negative beliefs of teachers about work and many other topics;
- creating an environment that supports well-being,
- strengthening the attitude of openness, respect, emotional intelligence, empathy,
- strengthening the ability to accept diversity

group: teachers (well-being course - 2 groups of 13 people; ICT course - 2 groups of 4 people) - in total: 34 teachers

effects:

- increased willingness of teachers to implement further international projects;
- creating a work environment that cares for and nurtures well-being - where people take care of each other and themselves;
- increase in the ability to talk about difficult matters;
- strengthening a culture that supports well-being through conscious project management and the right way of treating people

#5 Conflict resolution using BlobTrees

The method used was to improve the ability to name difficult feelings - it was first introduced during the lesson. Now, using the BlobTree trees that have been hanging in the classroom so far, students can use them on their own when needed. They often do this without the teacher's help.

goals:

- improving students' conflict resolution skills;
- pay attention to the feelings and emotions of yourself and others

group: school class, approx. 15 students aged 7-8

effects:

- students began to pay more attention to their feelings and those of others in difficult situations and to name them

#6 Student career coaching

Students applied for the project, describing their needs and challenges, e.g. related to finishing school and choosing a further educational and professional path. The coordinator assigned them a coach who worked with them on their goals for 3 individual sessions (1:1). The project was carried in Poland and the sessions were face to face and online. Sessions were conducted by experienced coaches who had appropriate education and/or ICC/ICF certificates.

goals:

- strengthening the ability to formulate goals using the SMART method,
- analysis of the student's situation and educational and professional needs,
- planning the educational and professional future using various coaching tools such as the matrix of values, the wheel of life etc.

group: during the 2 years of the project about 50 students completed their coaching processes

effects:

- students spoke more confidently about their future, were able to set SMART goals and the way to achieve them,
- students became more confident and their self-esteem increased,
- the coaching sessions themselves strengthened their sense of openness to the world and to talking about themselves, their values, challenges, goals
- increased motivation to take action and continue activities that already started (often lack of self-confidence meant that they had no motivation to finish some activities, because they thought it was not worth it)

ITALY

Good practices have adopted a different approaches: “Oltre I confini”, “Successo formativo”, “Amici di Studio”, “Educational alliances between CIA Manzoni and external subjects” and “AppTraverso la Calabria” intervene directly with the student by providing additional educational support services. “Access” systematically intervenes by detecting early signs of dropout and enhancing teachers' capacities to directly support students at risk of dropout and students not at risk.

Whereas for “Oltre I confini”, “Amici di Studio” and “Successo formativo” the target group is students, for “Access” the target group is teachers. Students are then the beneficiaries. In “Educational alliances between CIA Manzoni and external subjects” and “AppTraverso la Calabria” municipalities perform a crucial role in the implementation of the good practice.

The good practices “Oltre I confini”, “Educational alliances between CIA Manzoni and external subjects”, “AppTraverso la Calabria” and “Successo formativo” create strong relationships between the different actors in the area. These become the protagonists of student support. “Access” creates strong relationships within the school between different types of teachers, some of whom become mentors. “Amici di Studio” facilitates the relationships between students of different ages.

There are not always systemic approaches. The school in many cases is not the main actor, and it is just the “space” where the practices take place. The municipalities often play an important role. Many good practices do not monitor and evaluate results.

One aspect that still needs to be explored and invested in is the active involvement of families. Only the good practices “Oltre I confini” and “AppTraverso la Calabria” has tried to work on this issue.

#1 “Amici di studio”

It is a system of university student tutors who provide secondary school students at risk of dropping out of school with support interventions, including relational ones, so that they can count on an older brother/sister prepared to accompany and support them. The tutoring activity was carried out through an agreement between the Municipality of Genoa-Social Policies Directorate and the Department of Education Sciences (DISFOR) of the University of Genoa. The objective of the tutoring was to help reduce early school leaving and youth discomfort, improving school results and relationships with teachers and peers, supporting families and young people in particular in two areas: relational/pedagogical (fighting loneliness and having an adult relational reference but part of the youth world) and study method (learning to organize the study and activities of the week, concentration, reading, reworking and repetition techniques). The tutors have been selected among students attending the three-year courses of Educational Sciences and Psychological Sciences and Techniques and of the Master's Degrees in Pedagogy, Educational Planning and Research and in Psychology. They had a specific training preparatory to the activity with the students, and linked both to the themes of the educational relationship and to the ability to develop effective and appropriate study methodologies for secondary school children.

Achieved objectives: a favorable predisposition to the relationship with peers, a greater ability to manage anxiety, a greater self-confidence, a better approach to the study method and improvements in learning performance. All this had positive effects not only on the individual, but also on the schools involved.

Furthermore, almost all of the representatives agreed on the added value that the project had for the school as a whole, as it seems that families' trust in teachers and in the school as an institution has grown, which has been perceived as closer to the needs of their children.

#2 The Civic Education Center for Adults and Adolescents (CIA) “A. Manzoni”

It is a service by second level education managed directly by the Municipality of Milan, which offers modularized study paths for young people and adults, with a shortened course of study in some technical and professional areas.

To offer their students more support in their studies in the acquisition of non-cognitive skills, the CIA Manzoni has activated alliances with external subjects (including Action Aid, for example) with whom it co-designs laboratory courses for children more demotivated; or dedicates some afternoons to after-school activities for school students of secondary schools and offers social activities.

Objectives:

- Encourage students and support their autonomy, giving answers to the needs of the most fragile students.
- Customize the training project (responses to specific needs).
- Offer students socializing, educational and recreational activities.
- Acquire relational, emotional and organizational skills.
- Strengthen the territorial network between the services of the Municipality of Milan aimed at adolescents, in order to encourage collaboration/integration for a more effective response to the needs and for the strengthening of the educational and aggregative offer.
- Develop social skills, but also a sense of belonging to the community through activities that take place in the area, with a view to its knowledge and enhancement.

#3 Apptroverso Calabria

This project has extended over the regional territory including subjects who, in various capacities, deal with education and marginal realities.

The project operates in contexts and schools with high school dropouts, with a high number of resident immigrants and with a high rate of organized crime, where school attendance it is also characterized by a high commuting between inland rural areas and urban centres.

The activities of Apptroverso Calabria are primarily organized within the school spaces in extra-curricular hours, in order to revitalize them. Schools become socio-cultural poles, open to the territory. The project considers the involvement of teachers in the co-conduction of team working educational workshops (Apptroverso orientation and skills); the activation of business workshops in companies (Through expertise and knowledge); the creation of networks of solidarity between families (App through the network and reception).

A synergistic vision aimed at developing educating communities and territorial practices through the sharing of relational, cooperative and fiduciary approaches.

#4 ACCESS

The ACCESS project is an Erasmus+ strategic partnership recognised as Good Practice. The partners reflected on some closely interlinked dimensions of Early School Leaving related to the changing roles of learning and teaching in response to the emerging needs of the so-called Generation Z (born after 1995). It emerged that:

- the needs of the new Generation Z students give greater centrality to teachers' competences;
- a purely adaptive approach to teaching remains inadequate to support resilience and the ability to learn;
- the skills of the teacher as a 'pedagogical engineer', capable of combining pedagogy (teacher-centred/student-centred) and roles (mentor/teacher) are lacking.

The main concrete results developed and tested by the project in pursuit of the shared objectives are:

- 1) IO1 - TYPOLOGICAL MODEL OF STUDENTS AT RISK OF DROPPING OUT OF SCHOOL
- 2) IO2 - QUICK ALERT SYSTEM OF RISK FACTORS, with the development of an APP
- 3) IO3 - TOOLKIT for the preventive implementation of supportive teaching strategies

The ACCESS project has achieved significant intangible results in terms of:

- enhancement of the capacity of the territorial systems involved to facilitate students' transitions between lower and upper secondary school, thanks to a more extensive sharing and circularity of ESL data;
- improvement of the connection between academy and school, with the creation of circular processes of research based on innovative teaching practice and practice in the light of research, which also took the form of project-related articles published in scientific journals with the participation of PP and associated partners

#5 “OLTRE I CONFINI. UN MODELLO DI SCUOLA APERTA AL TERRITORIO”

The intervention model outlined in the project OLTRE I CONFINI takes this scenario as a reference and therefore tackles the fight against dispersion with a global - systemic - approach, articulated in several interrelated actions acting on several levels;

- a. By upgrading learning environments;
- b. Increasing teachers' skills on the use of teaching/educational design;
- c. By making learning strategies flexible;
- d. By increasing the active involvement of the families of students at risk of dropping out;
- e. By increasing the connection between the school and the territory.

The implemented activities are:

- 45 Educational Presidia were built as new learning environments, consisting of mobile furniture and IT and multimedia equipment that perform two functions;
- Teachers' professional skills were enhanced and refined, useful to analyze training needs, to identify early signs of dropping out, to design innovative tools to be applied in training activities with disadvantaged students.

The project tackled the fight against early school leaving with a global approach, based on an intervention aimed at correlating actions by planning an integrated educational offer between school, social and local services.

The distinctive features of the intervention are:

- involvement of a large number of teachers, educators and families;
- enlargement of the educating community referred to each Presidium with the participation of private and public bodies, so that the network of services can be enlarged and better characterized.

#6 Successo Formativo

It is an educational alliance that believes that preventing and combating early school leaving is a community matter.

The model proposed by the alliance envisages a constant dialogue between formal and non-formal education and is realized by emphasizing the design and implementation of activities involving the use and continuous application of an integrated approach at all levels: between different educational methodologies, between teachers and educational figures, between the school and

other educational contexts, between participants and the local socio-cultural, creative and economic world.

This model also envisages constant coordination work in order to integrate and connect different knowledge and disciplines, public authorities, profit and non-profit organizations, teachers and professionals, craftsmen.

The Formative Success activities involve coaching pupils to strengthen their personal and social skills, to stimulate motivation to study, to consolidate the ability to "learn to learn", to seize educational opportunities and to consciously choose the path for their future.

What do they actually do?

- Individualized activities carried out within schools, during school hours, by educators for students with the aim of promoting a prevention process capable of building a positive relationship with the school institution and leading to a progressive process of activation, promotion and commitment, based on the individual's motivation.

- Pedagogical support and counselling activities, vocational guidance, social training, counselling in relation to personal problems, support in learning difficulties, help in conflict situations, workshops, carried out by psychologists, trainers, philosophers, sociologists, pedagogues, guidance counsellors, for students individually or in small groups.

- Workshop activities carried out inside or outside the institutions by professionals, artisans, creative people. Through teaching based on the enhancement of skills and abilities not strictly linked to school knowledge, pupils are allowed to show their talents to the group.

- Training and empowerment activities for all professionals involved in the implementation of the actions.

In the 2018-2019 school year, more than 3200 girls and boys enrolled in Italian-language secondary schools in the Province of Bolzano benefited from at least one project action. The total number of activity hours provided was over 100,000.

SPAIN

The good practices from Spain fall into several categories, including intersectional perspective in education, coaching and mentoring programs, innovative approaches like Design Thinking, recognition and celebration initiatives, and resources for vulnerable youth.

The target groups primarily include young people at risk of early school leaving, with a focus on addressing their specific needs, challenges, and intersecting axes of inequality. The practices also involve professionals, volunteers, and organizations working together to support these target groups.

The good practices emphasize the importance of collaborative relationships and partnerships. They involve cooperation between educational institutions, community organizations, professionals, volunteers, and the students themselves. Peer mentoring, intergenerational exchanges, and intercultural interactions are also key relationships highlighted in the practices.

The most popular categories among the good practices are coaching and mentoring programs and innovative approaches like Design Thinking. These approaches prioritize personalized support, guidance, and creative problem-solving to prevent school dropout. The practices also recognize the significance of intersectionality, addressing the impact of multiple inequalities on educational outcomes.

The most surprising aspect is the level of dedication and commitment demonstrated by professionals, volunteers, and organizations in addressing early school leaving. Despite challenging contexts and limited resources, these individuals have taken the initiative to make a positive impact on the lives of young people, empowering them to continue their education.

The most obvious conclusion is that a multifaceted and personalized approach is necessary to tackle early school leaving effectively. The combination of coaching and mentoring, innovative approaches, recognition, and targeted resources can create a supportive ecosystem that addresses the specific needs of students at risk, fosters motivation, and promotes educational success. Collaborative partnerships and community involvement are key factors in implementing these practices and achieving sustainable outcomes.

#1 The Crossroads: best practices to empower young people to continue their post compulsory education from an intersectional perspective

This project is an initiative funded by the Erasmus+ program. It aims to exchange best practices and develop innovative tools and methodologies to empower young people and reduce early school leaving by addressing the impact of intersecting axes of inequality during the transition from compulsory to post-compulsory secondary education.

The project is coordinated by the Centre for Interdisciplinary Gender Studies (CEIG) at the UVic-UCC (University of Vic - Central University of Catalonia). It started in October 2019 and lasted for two years. The project builds upon the previous mentoring project called "Camins," which aimed to share research findings and experiences related to early school leaving and support systems.

The specific focus of the "Crossroads" project is on an intersectional perspective, which recognizes that individuals may experience multiple forms of discrimination and inequality based on factors such as gender, race, ethnicity, socioeconomic background, and more. By considering these intersecting axes of inequality, the project seeks to develop effective strategies and resources to empower young people and enable them to continue their education beyond compulsory schooling.

The project involves collaboration with partners from different European countries, aiming to facilitate the exchange of knowledge, experiences, and best practices in addressing early school leaving from an intersectional perspective. The ultimate goal is to develop innovative tools and methodologies that can be implemented by educational institutions to support young people in their educational journey and reduce early school leaving rates.

#2 Application of Design Thinking for the creation of an educational coaching programme to prevent school dropout

The project titled "Coaching Educativo contra el Abandono Escolar" (Educational Coaching against School Dropout) aims to address the issue of school dropout through the application of educational coaching techniques. The project is focused on implementing a Design Thinking approach in educational contexts to create innovative solutions.

Led by the project team at "Design Thinking para Profes" (Design Thinking for Teachers), the initiative aims to empower educators with coaching skills and methodologies to support students at risk of dropping out of school. The project recognizes the importance of a holistic approach that takes into account the personal, academic, and emotional needs of students.

Through the project, the team conducts training sessions and workshops for educators, equipping them with the knowledge and tools to integrate coaching techniques into their teaching practices. This approach encourages a student-centered approach, promoting engagement, motivation, and a positive learning environment.

The project also emphasizes the importance of collaboration among educators, students, and families to create a supportive network. It encourages the exchange of experiences and best practices among participants, fostering a community of learning and support.

By incorporating coaching techniques into education, the project aims to prevent school dropout and promote academic success, personal growth, and self-confidence among students. The focus on Design Thinking principles allows for innovative problem-solving and the development of tailored strategies that meet the unique needs of students.

For further details and a more comprehensive understanding of the project, it is recommended to visit the provided link and explore the resources and information available on the "Coaching Educativo contra el Abandono Escolar" project website.

#3 Socio-educational (peer) mentoring with adolescents in highly vulnerable contexts

Website: <https://www.nouscims.com/voluntariado-mentor/a/>

Problems detected: high numbers of ESL, labour market requires technical skills, but also transversal skills, low levels of emotional wellbeing in many young women, increase of xenophobia and porophobia in Spain. Expected results (and so far demonstrated in the different evaluations) after the accompaniment of a mentor for 10 months with fortnightly frequency: motivation and tools for studies, informal work on transversal competences, feeling accompanied and listened to, intergenerational, interclass, intercultural exchange.

446 participants since the start of the 19/20 academic year, with a forecast of 300 participants for the next 23/24 academic year. 16% increase in educational success compared to young people in the same context with a grant but without mentoring, levels above 90% in satisfaction with the programme (mentors and mentorees), and levels above 80% in self-awareness of the impact of the accompaniment in the following fields: development of curiosity to know new things, motivation to study, feeling understood and listened to, having better communication skills (in a final evaluation questionnaire with a response rate of +75%).

Programme implemented by the Nous Cims Private Foundation, which is a non-profit organisation set up in Barcelona in 2015. It creates and develops innovative, transformative and sustainable social projects in the fields of employability, emotional well-being and global development with the aim of having an impact on the most vulnerable people, especially women, young people and children, both in their immediate environment and in emerging countries.

#4 Municipal School of Second Chances (em2o). Personalized pathway with professional mentoring support for each learner

Socio-educational service that aims to refer educational trajectories for young people between 16 and 21 years of age who have started their itinerary in the compulsory stage (early school leavers) or in the post-compulsory stage.

The school has 45 places available per course. The training programme offered lasts two academic years, from September to June.

Access to em2o is voluntary and the training is free of charge. The young person can access through the proposal of:

- team of professionals from the Servei d'orientació Pla Jove of the Consorci d'educació de Barcelona.
- The team of professionals from the municipal social services centres of the Municipal Institute of Social Services of the Barcelona City Council.

The School offers:

- The opportunity for each young person to build, with the support of a reference tutor, their training pathway according to their needs and interests.

Professional technical training ("trade tastes", training and insertion programmes, vocational certificates, vocational training courses of intermediate and higher level, vocational certificates, tailor-made training).

-An interdisciplinary team of professionals made up of people from the fields of education, employment guidance, psychology and community work.

-To generate spaces for guidance, accompaniment and educational support.

-To open doors that allow access to different educational levels and professional accreditations.

<https://ajuntament.barcelona.cat/educacio/ca/mes-de-16-anys/educacio-al-llarg-de-la-vida/escola-municipal-de-segones-opunitats>

Evaluation:

<https://ajuntament.barcelona.cat/educacio/ca/actualitat-i-recursos/documentacio?year=All&document=All&keywords=EM20>

#5 The Mural of the Stars for school achievers (Los Asperones, Málaga)

The 'María de la O' school in the Los Asperones neighborhood of Malaga has implemented a successful project to tackle early school leaving. Despite being an abandoned and impoverished area, a group of professionals and volunteers from Caritas and Misioneros de la Esperanza took the initiative to identify, support, and train the residents.

In the past, the neighborhood suffered from severe issues such as lack of basic amenities, drug problems, and high rates of early school leaving. However, through the dedicated efforts of these individuals, hope began to flourish in this neglected community.

The project focused on providing education and support to both children and adults. The professionals and volunteers established a census of the population, offered care and training, and worked on integrating the residents into society. Their efforts bore fruit as a group of 26 adults from Los Asperones successfully completed Compulsory Secondary Education (ESO).

These individuals, like Chamara, Rocío, and El Chere, demonstrated personal determination and overcame significant challenges to obtain their ESO diplomas. They now plan to pursue vocational training or university degrees, with two others already studying for their baccalaureate. Their achievements have instilled a sense of pride and hope in the neighborhood and its volunteers.

The success of this project serves as a beacon of light for other communities facing similar difficulties. It emphasizes the importance of dedicated professionals, volunteers, and organizations in addressing early school leaving and providing support for marginalized communities.

The transformation in Los Asperones demonstrates that with proper care, guidance, and educational opportunities, individuals can break free from the cycle of poverty and build a brighter future. The story of these forgotten children serves as an inspiration to all, reminding us that personal effort and community support can bring about positive change even in the most challenging circumstances.

Chapter "Muros que abren horizontes desde una pedagogía de la esperanza: el Mural de las estrellas (Los Asperones, Málaga)" - Walls that open horizons from a pedagogy of hope: the Mural of the Stars (Los Asperones, Málaga) in:

<https://educaciotransformadora.com/2022/03/10/libro-voces-con-esencia-para-una-animacion-sociocultural-posicionada/>

News about the project:

https://www.malagahoy.es/malaga/alcanzar-estrellas_0_924808101.html

#6 ATENEA - Resources to improve the learning process and progress, especially of young people in the government care system

Website: <https://puntdereferencia.org/en/project/atenea/>

A project aimed at improving the educational level of youth, through work in abilities and mentoring.

This project works on 3 axes:

- Reinforcement in study habits: motivation and effort grow with the accompaniment of the mentor.
- Training guidance to accompany youth in the definition of their professional project.
- Reinforcement of the school study, with individualized and weekly attention.

The project activities include weekly meetings between the young person and the mentor (alternating weekly meetings 1 to 1 and the directed activities with all the project's mentoring couples). In these meetings activities will be carried out to work on self-knowledge and the skills of young people, to work on cross-section skills, to learn about training resources and to guide their future.

Apart from these weekly activities, young people can choose to participate in the reinforcement sessions to the school study, a complementary weekly space where instead of the mentoring relationship, there are other volunteers who will work with them on the training demands they have during the academic year.

The mentoring relationships in Atenea lasts a minimum 8 months, during which the relationship consolidates until it becomes natural in the life of the two people who otherwise would have hardly met one another. During these months they will have the professional follow-up of the technical person in charge of the project.

Programme implemented by Punt de Referència, a non-profit Catalan association inspired by a foster care leaver, Hannan. It was created in 1997 to provide accompanying and support to vulnerable young people, mainly care leavers or under custody, who without support from family network must undertake their adult life once they leave the centers where they have lived under the tutelage of the Generalitat de Catalunya.

SWEDEN

The most surprising is how everyone testifies that it is the use of coach competencies and coach tools that has made them (teachers and student coaches) achieve the good results (both teachers and student coaches). And teachers and student coaches in the Best Practice are coach trained.

75% of the Best Practices were directly aimed at the students and in nearly 90% of the Best Practices coaching has been used as a tool. In most cases, the teachers or student coaches had attended a coaching training program. Through the coach training, teachers have developed their pedagogical leadership in the classroom. In one Best Practice they have worked with role-playing games. The aim of the initiatives in the Best Practices was consistently to increase attendance, but also to ensure that students would cope better in school and achieve better school results and higher goal fulfillment.

Almost all of the respondents said that the coaching tools and coaching had a good effect on attendance and good school results, motivation and engagement increased, in a couple of cases they also saw increased health. Also integration was facilitated in several cases. The relational competence

has been strengthened and the students have experienced that they are listened to and supported. . The students perceived greater participation, security and trust in teachers. Reduced conflicts, reduced violence and increased trust are mentioned by several.

The majority testified that their Best Practice contributed to creating a good school environment. Best practice clearly showed that the method has led to the development of methods for effective learning. There was a big difference in the learning environment/ new ways of learning. Some mentioned that they started to take advantage of the student's potential and own interests and strengths. All involved are very satisfied with the coach training and say they have benefited greatly from it, as also some principals testify. Almost 90% of the Best Practices stated that the main area of their best practice was "to create a positive learning environment for the students. 75% "provide opportunities for meaningful participation" 50% "Create confidence" 87% "Removing barriers to learning" 63% Preventing early school leaving, see below table.

7 out of 8 stated that their Best Practice was innovative because coaching was new in school/organization and it gave good results. All respondents believe that the transferability is great, i.e. that similar arrangements like coach training and coaching can be adapted and implemented in other contexts and other countries. Even the respondent who had role-playing as a method thinks so. All 8 out of 8,100% stated that it was the teacher-student relationship that was affected by their Best Practice, but to some extent also the teacher-student relationship 25% I and teacher-student 25%.

<p>#1 Educational leadership</p> <p>This best practice provides information on the gap that exists in the in-service training offered by the municipality when it comes to individual teachers who have been working for a long time but need to develop their pedagogical leadership in the classroom. Thus, one of the schools started a 1-year training program with seminars and individual coaching for teachers attending the training. They wanted to increase teachers' ability to lead in the classroom. This is achieved through individual coaching about 10 times per school year and about 5 times with lectures/seminars.</p>
<p>#2 ToGROW</p> <p>The ToGROW approach helps students find solutions to their problems in order to achieve successful integration and good academic results.</p> <p><u>ToGROW is a method that gives structure to the coaching conversations and the method consists of the following steps:</u></p> <p>T = Topic. What do you want to talk about today? G = Goal. What does your goal look like? What do you want to take away from this conversation? R = Reality (current mode). What does the current situation look like? Tell us about a day that reflects the situation right now. O = Option (possibilities). What can you do? We look for opportunities for solutions and encourage action. What do you need to change to get where you want to go? W = Will (desire to reach the goal). What do you want to do? When do you want to do it? How do you want to do it?</p> <p>ToGROW method helps students to enter Swedish society, integrate in the new school and find new strategies to learn the language.</p>
<p>#3 Rollspel</p> <p>Role-playing games in teaching history. The goal was for students to better understand the content by experiencing historical events rather than just reading about them. The role-play consisted of several parts, with regular teaching in between.</p>

Role play is a concept that is increasingly used in the educational world.

The term is very broad and covers everything from UN role-playing games in secondary schools to hobby role-playing games in fantasy environments. What characterizes a role play is that the participant discovers and experiences an event based on a role. Role play is one of many methods in experiential learning.

Role play is to realize and shape a story based on a pre-created framework by bringing different roles to life. Based on the material written for the game, the participants create the story together. In preparation, the organizer explains the genre and environment in which the game takes place, as well as the characters. Based on these conditions, the game begins. The game itself has no spectators or audience.

Everyone participates on the same terms. The game can be compared to improvisational theater, in that the participants together create and shape the game based on the given conditions. In this way, a role-playing game differs from a theater, where participants act from a ready-made script.

During the game, participants speak and behave according to the invented world and roles. Apart from an overall frame story, there is no predetermined plot, instead the story develops gradually, depending on how the players choose to act. A role-playing set creates opportunities for participants to see events and experience them from new perspectives. Many games arouse the curiosity and engagement of participants.

Participants take an interest in everything from the background of the story to what props needed. It is a stimulating and creative process that creates many opportunities for learning. During a role play production all participants are protagonists in their story, which is important to remember. This means, among other things, that participants can have a very good experience of a game despite the fact that things do not turn out as the organizer has intended.

#4 RIM-metoden

This best practice was presented by a school who works with RIM, which is a relationship, inspiration and motivation at Klara East Upper Secondary School, which aims to help more students succeed in school. The aim is for more students to graduate with a final grade and to increase attendance. They have a mentoring program where we match young people with mentors and these help the young people with studies, motivation and setting up a plan for their studies. Among other things!

#5 Coaching and mentoring

Strengthen the relational skills of teachers, so that they can use coaching tools to give pupils experience of what they feel they lack, so that adults listen to them and support them to make decisions based on their needs.

Coaches and mentors have the power to transform teaching and learning. Coaching and mentoring are high-impact professional learning strategies that advance the expertise of beginning and veteran teachers through sustained instructional improvement. Effective coaches and mentors partner with teachers to model and facilitate the use of intentional and reflective practices. They also engage teachers to examine their beliefs about teaching, learning, and equity.

This approach helps them develop a body of knowledge, numerous skills, and practices aligned to their roles and responsibilities to meet the unique needs of teachers. They develop skills to support teachers' planning, implementation, and assessment of content-specific instruction, as well as to establish the conditions, structures, and community in which teachers will thrive.

#6 Student coaching

Coaching students to increase attendance, health and achievement. The goal was to test the effect of professional coaching for students who experienced low motivation, were stressed, had high or increasing absenteeism and low or declining goal achievement. The project was carried out with the support of the Swedish Agency for Special Needs Education and made it possible for me, as the only certified coach, to coach about twenty students, mainly in secondary school. The project lasted for one and a half years, of which the first semester was a test period. At the beginning, a self-assessment of the student's health in the form of KASAM was carried out (KASAM (Sense of coherence, also known as Orientation to Life Questionnaire in its original form) is an instrument that was developed based on the theory that how you experience your life is crucial to is crucial for mental and physical health). After the end of the coaching, a new self-assessment was carried out to see how health had been affected. The students' grades before and after were also compared, as was their attendance before and after. The project has also developed a method for student coaching.

UKRAINE

Coaching has become more important in Ukraine since introducing an education reform called the New Ukrainian School in 2018. In the Concept of the New Ukrainian School, the functions and capabilities of the teacher are expanded, and the teacher's new social and professional roles in the educational process appear. A modern teacher is an agent of change, a tutor, a facilitator, a moderator, a coach, and a mentor. However, in practice, only a few teachers use coaching tools to the full extent due to the need for more relevant knowledge and experience.

We have collected the best practices for using separate coaching tools in schools that are included in ranking the best schools. The teachers of these schools are open to constant self-improvement and improvement of their skills and abilities.

However, it should be noted that the practices we studied cannot be called coaching as a holistic phenomenon since teachers use only its elements in their teaching activities and interaction with parents. It is rather the integration of effective methods of creating a favorable environment for the comprehensive development of students. For such schools, the priority is to form the ability of students to socialize successfully to conduct professional or further educational activities.

#1 The technique of asking questions

It is the most common practice in Ukrainian schools. In Ukraine, teachers devote a lot of time and considerable attention to conducting individual conversations with students and parents to create a favorable environment for the comprehensive development of students and prevent early school leaving. This tool prompts the definition of the current state or level of student development and allows teachers to determine the directions for developing creative abilities (goals) and to search for effective solutions.

#2 Metaphorical associative card

The practice of using metaphorical associative cards helps in the formation of a successful, creative, and self-sufficient personality. The advantages of their use by teachers are the establishment of friendly relations in the student team, team building, the identification of the emotional state of the student's personality, goals, and values, and the creation of a comfortable, relaxed atmosphere during an individual conversation.

#3 The model "I am a Leader"

Great attention is paid to the development of the leadership potential of students in Ukrainian schools because leaders are focused on achieving results and can determine personal growth goals. This is a good enough practice to prevent early school leaving. According to this technique,

students give answers to questions that allow them to assert their social role and determine the desired results of their educational activities.

For example, these questions might be: What role do you play in your class? What abilities do you display more fully? What abilities will help you to move towards your goal? What skills do you already have to achieve your goals?

#4 Setting interesting tasks and challenges

This practice helps to increase students' motivation for learning. Students work on individual research projects, investigative journalism, and social projects to solve important problems in the community and the city. The teacher coordinates the work of students and provides advice and support.

#5 Immersion in the future profession

For students to be successful and motivated, schools conduct activities promoting professional orientation. In particular, students from schools whose best practices were studied can attend training courses taught by the Vinnytsia Institute of Trade and Economics teachers. In such classes, schoolchildren can get acquainted with the features of various professions. In addition, training courses are also designed to form a clear understanding among students of the importance of obtaining a complete secondary education and choosing a suitable future profession.

#6 A combination of different auxiliary techniques and approaches

The teachers of some of the schools we studied combine different coaching tools to achieve better results. They are not limited to one technique and use 2-3 or more in the educational process. Such supporting tools are World Cafe, Walt Disney Strategy, Six Thinking Hats, SCAMPER, Fishbone, and others.

QUANTITATIVE SUMMARY OF BEST PRACTICES

Each of the best practices was analyzed and then quantified by country. The quantitative analysis was carried out taking into account three criteria:

1) group to which the best practices are addressed

- students
- teachers
- parents
- principals
- other

2) main area of a best practice

- positive student learning environment
- opportunities for meaningful participation
- cultural sensitivity
- clarity and equity of discipline policies
- perceived school safety
- learning barriers
- preventing early school leaving
- other

3) relationships which is most affected by this best practice

- teacher-student
- teacher-parent
- student-parent
- management-teacher
- teacher-teacher
- other

Each of the best practices could be assigned to more than one category in terms of each of the 3 criteria. Below is a summary by each country:

	Poland	Sweden	Ukraine	Spain	Italy
groups to which most best practices are addressed	students (5)	students (6)	teachers (6)	students (6) teachers (6) parents (6) principals (6)	students (3) principals (3) others (3)
main areas which most best practices are addressed	positive student learning environment (4) perceived school safety (4)	positive student learning environment (6) opportunities for meaningful participation (6) learning barriers (6)	preventing early school leaving (6)	positive student learning environment (6) opportunities for meaningful participation (6) cultural sensitivity (6) clarity and equity of discipline policies (6)	learning barriers (3) preventing early school leaving (3)
relationships which are most affected by most best practices	teacher-student (6)	teacher-student (6)	teacher-student (6)	teacher-student (6)	management-teacher (3)

As can be seen, the group to which most good practices were addressed were **students**.

The most frequently selected areas of good practice were:

- positive student learning environment;
- opportunities for meaningful participation
- preventing early school leaving
- learning barriers.

However, the relationship which was most affected by most best practices was relation between **teacher and student**.

GENERAL CONCLUSIONS FROM NATIONAL REPORTS

- respondents see coaching and coaching approach as innovative - this project will also be innovative!
- personalized approach to each student is very important, but it's also important to familiarize parents, principals that individual support is very important and very effective in enhancing motivation, self-esteem, etc. and either implement some external programs supporting the student individually, looking at his needs and goals or train parents to work individually at home with children using a coaching approach - the role played by municipalities in giving a start to good practice is important;
- we can teach students some methods or techniques for solving problems, formulating goals, planning the future, etc., which students will use on their own;
- it's good to use tools and methods that are transferable and can be used in different contexts;
- personalized student support that some professionals take to help at-risk students;
- teacher in the role of a mentor – direct support of the student and appropriate training of teachers, developing skills in the adoption of supportive didactic methods (this as a preventive approach, addressed to everyone);
- the important role of peer to peer practices between students and how a personalized approach can be helpful;
- a solid training program so that each teacher has coaching and coaching skills and knows the coaching methods and tools to use in communication with students;
- coaching and coaching approach used as a method of building a positive learning environment, which leads to increased motivation and involvement of students and work on the student's strengths.

What can/should we do?

- encourage active engagement and critical thinking among school students, foster their motivation to stay in school and explore new ideas;
- help school students make connections and understand complex concepts, enhance their comprehension and retention of knowledge, which can contribute to their academic success and reduce the likelihood of ESL;
- make learning more engaging and meaningful for students; encourage their active participation and helping develop essential skills, such as problem-solving and critical thinking, which can increase their satisfaction with school;
- expose students to real-life experiences and practical applications of their studies, help them understand the relevance of education, and motivating them to stay in school to pursue their desired careers;
- provide a varied and comprehensive learning environment.

SOME BEST PRACTICE COACHING TOOLS & METHODS LISTED IN NATIONAL REPORTS

- The wheel of life
- Motivation matrix
- Bloob tree
- Dixit cards
- A jar of good memories and successes
- The technique of asking questions
- Metaphorical associative card
- World Café
- Walt Disney Strategy
- Six Thinking Hats
- SCAMPER
- Fishbone
- SMART
- ToGROW
- RIM-metoden
- Rollspel