



COACH: Capacity Building of Teachers for school education through School Coaching Approach

Transnational Validation Report



PREVENT EARLY SCHOOL LEAVING PROJECT

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INTRODUCTION

The COACH project, titled "Capacity Building of Teachers for School Education through the School Coaching Approach," was developed in response to the growing challenge of early school leaving (ESL) across Europe. Recognizing the need for innovative methods to engage at-risk students, the project aimed to empower teachers with advanced coaching skills and tools.

These tools are designed to improve the educational experience by fostering stronger student-teacher relationships, supporting students' emotional and academic needs, and providing a framework for teachers to better address the diverse challenges in modern classrooms.

At the heart of the COACH project is the implementation of key tools such as the Quick Scan and the School Coaching Approach. These tools allow teachers to quickly assess the needs of students and offer targeted support. The Quick Scan facilitates the identification of both strengths and areas for development in students, enabling a more personalized approach to teaching. The School Coaching Approach emphasizes relationship-building and reflective dialogue, empowering educators to create a positive and engaging learning environment that can reduce the risk of school dropout.

The COACH project piloted these tools across several European and non-EU countries, including Spain, Sweden, Italy, Poland and Ukraine, adapting them to the unique educational and cultural contexts of each region. By providing

comprehensive training to educators, the project sought to enhance their professional development and equip them with practical coaching techniques that could be seamlessly integrated into everyday teaching practices. The pilot phase also served as a critical feedback loop, allowing teachers and mentors to provide valuable insights into the tools' effectiveness, usability, and areas for improvement.

This report presents a detailed account of the COACH project's piloting phase, documenting the successes, challenges, and feedback from participants. It also offers recommendations for further refinement of the tools and strategies, aiming to optimize their effectiveness in preventing early school leaving and fostering an inclusive, student-centered educational environment. Through continuous evaluation and adaptation, the COACH project aspires to make a lasting impact on educational practices across Europe, ensuring that teachers are better equipped to support their students and promote long-term educational success.

I. NATIONAL VALIDATION REPORT – SPAIN

1. Introduction

This National Validation Report aims to provide a comprehensive overview of the piloting and Coach Training program organized in Spain to prevent early school dropout through targeted coaching interventions with teachers. The primary purpose of these initiatives was to develop, implement, and validate effective coaching strategies that could support teachers in identifying and addressing the challenges faced by at-risk students. By enhancing the skills of teachers and equipping them with practical tools and methodologies, the COACH program in Spain sought to foster a supportive and inclusive educational environment that promotes student retention and success.

The objectives of the piloting in Spain were multifaceted. Firstly, the programs aimed to assess the efficacy of the newly developed COACH project tools and techniques in real-world. Secondly, they sought to provide teachers with hands-on training and professional development opportunities to improve their coaching competencies, based on the COACH method. Lastly, the initiatives aimed to gather feedback from participants to refine and enhance the COACH model for broader implementation.

During the course of the piloting in Spain, a few points arose that highlighted areas for improvement. Among these were logistical issues related to scheduling and coordinating training sessions, ensuring consistent participation from all

teachers, and addressing the diverse needs of students across different educational contexts.

Additionally, participants voiced lack of experience in using digital tools such as the quick scan, to support the coaching process. However, with the support of the introductory training sessions, participants felt quickly at ease, and saw how the quick scan was an easy to use tool.

Teachers also voiced that they would benefit from external support and resources to address the diverse needs of students, since they as teachers are stretched for time. This is clearly an aspect that the COACH project could not cover, but the coaching approach does allow space for external experts, such as professional coaches or mentors to be engaged if needed.

What became clear in the discussions with teachers was that establishing a more comprehensive follow-up and feedback mechanism, would help in continuously refining the coaching strategies and tools based on real-time insights and experiences. For this the quick scan was a particularly useful tool, as it allows teachers (or their students or the parents) to take the same test again and again, saving each time the results, which then can be compared over time and after having implemented measures.

Overall, this report seeks to validate the effectiveness of the COACH project tools and resources, while offering constructive insights for future iterations to better address the challenges faced in combating early school dropout.

II. Overall assessment by coaches/mentors and teachers

The piloting of the Quick Scan, the School Coaching Approach, and the accompanying Guidelines received very positive feedback from both mentors and teachers, reflecting a strong appreciation for the tools and their practical applications.

Quick Scan Tool

Teachers found the Quick Scan tool particularly helpful and useful in practice. Many reported that it provided a clear and concise method for assessing student needs and identifying areas requiring immediate attention. The ease of use and straightforward nature of the Quick Scan, as well as visual support, allowed teachers to integrate it seamlessly into their routine assessments, enhancing their ability to quickly and effectively respond to students' issues. Feedback indicated that the tool's ability to highlight key areas for intervention was invaluable, leading to more targeted and effective support strategies.

School Coaching Tool

The School Coaching Tool was widely regarded as a beneficial addition to teaching practice. Teachers appreciated the structured framework it provided, which supported their efforts to foster a more supportive and engaging learning environment. The tool's emphasis on relationship-building and personalized student support was highlighted as particularly impactful. Teachers noted that

the coaching techniques helped them better connect with students, improving classroom dynamics and student engagement.

Professional Growth and Development

The School Coaching tool also contributed significantly to the ongoing professional growth and development of teachers. Participants reported that the training sessions and practical applications of the coaching techniques expanded their pedagogical resources and skills and enhanced their confidence in addressing diverse classroom challenges. The continuous professional development opportunities embedded in the COACH coaching approach were seen as a major advantage, promoting a culture of lifelong learning among teachers.

Guidelines for Implementation

The Guidelines provided for the implementation of the coaching approach were well-received, with teachers finding them clear, comprehensive, and easy to follow. The step-by-step instructions and practical tips included in the Guidelines facilitated a smoother integration of the coaching tools into everyday teaching practice.

Feedback and Comments

Participants offered valuable feedback through the questionnaire, which reinforced the positive impressions. Many teachers expressed appreciation for the immediate applicability of the tools and the tangible improvements they observed in student interactions and classroom management. However, some

challenges were noted, including the need for more time for training sessions and additional (external) support for diverse student needs. These points cannot be incorporated into the COACH tools, as they are clearly beyond the scope of the project, but they may inform future project actions and policy recommendations about more support for teachers in Spain.

In summary, the overall impression of the Quick Scan, the School Coaching Approach, and the Guidelines was highly favorable among mentors and teachers. The tools were deemed practical, effective, and supportive of student and parents needs and teacher development, contributing to a more dynamic and responsive educational environment.

III. Input and suggestions for improvements from participants

This section presents the results and analysis of the evaluation questionnaire for the School Coaching Tool. Various opinions and suggestions from participants have been gathered regarding areas for improvement, desired additional features, and the expected impact of the tool on teaching practice.

Identified Areas for Improvement

Regarding the appearance and design of the questionnaire, it was suggested to increase the font size of the questions for better readability. Additionally, improving the overall design of the questionnaire and considering the inclusion of a menu to access different sections was recommended. There was also a highlighted need to offer more information upon receiving results, making them

more accessible and specific. Lastly, it was suggested to expand the contents of the Mentor Guide to ensure its relevance and usefulness for less trained or young teachers. Particularly thinking ahead at when teachers use it without guidance from the COACH mentors. One participant mentioned that everything was very well planned, while others recommended improving the wording of the questions and offering additional practical examples.

Suggestions for Improving the School Coaching Tool

Some participants felt that the "School Safety" subscale was not very relevant and could be replaced. It was also suggested to improve the clarity and precision in the wording of the questions, as well as to implement a continuous follow-up system to evaluate the effectiveness of the resources and the tool. Additionally, incorporating more practical exercises and adding more questions to each subscale for a more comprehensive evaluation were recommended.

Requested Additional Features

Among the requested additional features, the possibility of offering personalized advice based on the questionnaire responses was highlighted. Implementing a follow-up system between coaches and teachers was also suggested, as well as providing brief and relevant information when clicking on the scores. Some participants did not consider additional features necessary, indicating that the tool was already satisfactory.

Improving Ease of Use, Effectiveness, and Relevance

To improve the ease of use, effectiveness, and relevance of the tool, it was suggested to offer access to a library of resources, including articles, videos, and case studies. Additionally, it was recommended to improve the presentation of the questions and results, as well as to include real case examples to better illustrate the concepts. Another suggestion was to divide the questions into blocks that could be easily navigated by clicking "Next."

Impact of the Tool on Teaching Practice

Participants noted that the tool helped them identify their strengths and weaknesses, facilitating continuous improvement. They also highlighted that the tool keeps them updated with the latest research and best practices and improves relationships with students through the application of coaching techniques. Others mentioned that the tool fosters greater listening and individualized support for students and hope that applying it will improve their relationships with students.

Strengths and Weaknesses of Trainer Training

Among the strengths of trainer training, the high-quality content and practical sessions that facilitate understanding were highlighted. Continuous updates and supervised practice opportunities were also mentioned, as well as the development of specific competencies needed for school coaching. However, some identified weaknesses include the lack of personalization to adapt to individual needs (one to one sessions).

Areas of Interest for Future Learning

Participants expressed interest in learning more about applying coaching to students with difficulties, as well as methods to evaluate and measure the impact of coaching on learning. They also mentioned the desire to know more about effective communication tools, real coaching situations in the school environment, and specific techniques for managing anxiety and academic stress. Lastly, the importance of applying coaching in developing effective study techniques was highlighted.

Conclusion

The questionnaire revealed a few areas for improvement and provided valuable suggestions to optimize the school coaching tool and follow up actions. Especially the follow up and continued support would improve the tool's effectiveness but also increase its relevance and usefulness for teachers.

IV. Input from mentors

Prior to the piloting phase, mentors received comprehensive Training and Testing material for the School Coaching Tool. The material was well-structured and provided clear, detailed instructions on how to effectively utilize the coaching tool in various educational contexts. Many mentors found the material to be highly informative and practical, offering valuable insights into the theoretical foundations and practical applications of the coaching strategies. The inclusion of case studies and real-world examples helped to contextualize the concepts, making them more relatable and easier to understand. Overall, the

material was instrumental in preparing mentors to support teachers effectively during the piloting phase.

Participation in Mentor Sessions

The two mentors who participated in the two Mentor sessions arranged with the Coach Training reported finding them extremely useful. These sessions offered a platform for mentors to deepen their understanding of the School Coaching Tool and its implementation. The interactive nature of the sessions allowed for the exchange of ideas, experiences, and best practices among mentors, fostering a collaborative learning environment.

Usefulness of Mentor Sessions

Mentors who participated in the two Mentor sessions arranged with Coach Training found them to be extremely useful for several reasons:

- **Enhanced Understanding:** the sessions provided mentors with a deeper insight into the nuances of the School Coaching Tool, allowing them to better understand its application in different educational contexts. This enhanced understanding was crucial in enabling mentors to effectively guide and support teachers during the piloting phase.
- **Practical Application:** Through role-playing and practical exercises, mentors had the opportunity to practice and refine their coaching techniques in a supportive and interactive environment. These hands-on activities were instrumental in helping mentors translate theoretical knowledge into practical skills.

- **Feedback and Improvement:** The sessions offered a platform for receiving constructive feedback from both peers and trainers. This feedback was invaluable in helping mentor identify areas for improvement and develop more effective coaching strategies, ultimately enhancing their ability to support teachers.
- **Network Building:** the mentor sessions facilitated the creation of a network of professionals who could share resources, experiences, and best practices. This network provided ongoing support and collaboration opportunities beyond the formal training period, fostering a community of practice among mentors.

Overall, the Mentor sessions were a critical component of the training program, significantly contributing to the mentors' confidence and effectiveness in using the School Coaching Tool. The sessions not only deepened their understanding and practical skills but also built a supportive community that continues to benefit the mentors in their roles.

V. The target group

Rinova gathered eight teachers from six different schools, most of which are public. One teacher is from CEIP Miguel de Cervantes, a public school in a modest area of Malaga that faces significant resource limitations and a high dropout rate. They have implemented several procedures and hope to see improvements in the future. Another teacher comes from Los Olivos, the largest and one of the best-performing public schools in Malaga, known for its excellent student performance, environment, resources, and facilities. One of

the teachers is from La Asunción, a private school where dropout rates are non-existent.

We had a diverse group of teachers, with some working with children aged 6 to 12 and others working with teenagers aged 13 to 18.

VI. The *Coach Training* Action Plan

The COACH Training action plan was designed to provide teachers with essential coaching skills and knowledge for effective implementation of the School Coaching Approach. This training was structured as a single, four-hour session, divided into two comprehensive blocks to ensure a thorough and efficient learning experience. Conducted face-to-face, the training facilitated direct interaction and hands-on practice, enhancing the overall learning process.

The first merged block, lasting two hours, combined the introduction to the School Coaching Approach and the use of the Quick Scan tool. It began with an overview of the coaching approach, its objectives, and expected outcomes, followed by detailed guidance on using the Quick Scan for student assessment. This foundational knowledge set the stage for more advanced topics covered in the second merged block.

The second merged block, also two hours long, focused on the application and evaluation of coaching techniques. It covered building coaching relationships and effective communication skills, including techniques for establishing trust and rapport with students and strategies for active listening and effective

questioning. The session concluded with methods for goal setting, action planning, and monitoring progress, equipping teachers with practical methods for setting realistic goals, developing action plans, and evaluating the effectiveness of coaching interventions.

The results obtained from this training were highly positive. Participants reported significant improvements in their coaching skills, particularly in relationship building, goal setting, and action planning. Many teachers observed tangible benefits in student engagement and motivation, attributing these improvements to the coaching techniques they had learned. Additionally, the training supported the ongoing professional development of teachers, providing them with practical tools and methodologies that were immediately applicable in their classroom practice.

Feedback collected through post-session surveys indicated high levels of satisfaction with the content, structure, and delivery method of the training. The face-to-face format was especially effective, allowing for immediate feedback, direct interaction, including the need for more personalized support and additional resources for addressing diverse student needs. They also recommended incorporating more opportunities for peer collaboration and sharing best practices in future sessions.

In summary, the Coaching Training Action Plan was successfully implemented, achieving its goal of enhancing teacher competencies and positively impacting student outcomes. The well-structured session, with its merged blocks, provided



solid foundation in school coaching techniques, ensuring that participants could effectively integrate these strategies into their daily teaching practices.

II. NATIONAL VALIDATION REPORT – SWEDEN

I. Introduction

The aim of our piloting has been the same as in the project is to develop methods for a Coaching Approach in teaching and give three schools in Sweden a shorter Coach Training. The purpose is that those coaching tools and a Coaching Approach can help promote school attendance and prevent early school leaving.

Since everything was so well prepared before the Coach Training e.g. the two mentoring sessions and the PPT and other information in a common Drive we did not experience any real difficulties organizing the pilot. We also had previous experience of teaching a Coaching Approach in schools. So if we do it again we could do it more or less in the same way but with more than 8 hours of training.

But to name a few difficulties and aspects to improve we were to organize this program again:

More training hours

We and the teachers thought that it was too short a time. Could be enough with four sessions but they should be longer maybe at least 12 hours or longer. A Coach Training requires a lot of time for exercises both during the course and between sessions. More time is also needed for the exchange of experience and reflection. Since there was a time between sessions, the participants had time to practice on their own,

and we always have a check in where we follow up their experiences.

Better foresight with information when searching participating schools.

In retrospect and if we are going to run this program again, we should do the communication in several steps, first a shorter version about the project and the opportunity to get Coach Training without any cost.

Even if the Coach Training is without cost for the schools, it was rather difficult to get schools in time. This was more a communication problem. When we reached schools with information it was too late for them to plan for teachers to participate, they need to give teachers time off for this activity and find substitutes for the teachers. Instead of as we did this time with few weeks of notice you need to go out several months before.

You could also look for other channels to inform about the program and Coach Training.

If you are out in good time, you can make sure that it is informed about the project on large events and in other media.

Then in a second step we should give interested schools more information as we also did, we did produce an information sheet about the project and the Coach Training.

Better strategy how to integrate the Coaching Approach at the schools

In general, in the future, there should be an even better strategy for how the Coaching Approach could be implemented at the school. We should give the teachers who participated more tools to spread this further. But the

workshop we did was excellent and gave this opportunity.

But we didn't find so many areas for improvement. The teachers testified in check-outs and in evaluations that they see great benefits of coaching tools and a Coaching Approach in schools. They believe that a Coaching Approach in school strengthens relationships and creates a good learning environment and makes it easier for teachers to engage and motivate students and the responsibility with the students increase.

Produce a common training material/ textbook in coaching tools

We did out a lot of different material in a Drive but it could be a good idea to produce a common training material translated to all partners language.

II. Overall assessment by mentors and teachers

We and our mentor are in general satisfied with the training. We did a good job and thanks to the previous Mentor sessions we were very well prepared.

The improvement measures we propose are found in section 1 above. We, like the teachers, think it is important that there are strategies for how the Coaching Approach is implemented and that it will be present at all levels of the school, both from management to teachers and other staff. It is important to follow up this project with the management later on.

Very satisfied with the piloting and Coach Training

Overall, the participants were very satisfied with piloting and the training. They gave the training a high rating 4 on a scale 1-5.

They thought that the tools were good for a Coaching Approach and are convinced that a Coaching Approach is a good solution to school absenteeism and dropout.

They believe they will benefit greatly from the tools in the future.

Important with the Coaching Approach at all levels

The participants say that it is important that the Coaching Approach spreads at the school and is implemented at all levels and that the Coaching Approach is here to stay. The teachers think all staff should receive this education and approach also in student health.

A longer training and a continuing course

They also mention that it would be more time for the training. It requires a lot of time to practice coaching. More time is also needed for the exchange of experience and reflection. More time is needed to get even more feedback from the trainer. Many of the teachers want a following up and a continuing course in the future.

Quick Scan was appreciated but could be improved

As for Quick Scan it got a rating of 4 in the scale 1-5. It was appreciated, they thought it was interesting to make and will use it in the future. All of them tested the teacher version, but several had also

responded as parents. Some comments were that the questions in the Quick Scan were a bit unclear and that there were several questions in one. Someone thought that there should be more questions about the student's mental well-being, which affects attendance.

Valuable tools like listening and questioning

The participants feel that they benefit greatly from the coaching tools and CoachTraining in conversations and meetings with colleagues, students and parents. When asked what was most valuable, we got the answer that they feel that they benefit greatly from the coaching tools. They say that they become a better listener and that they now will wait to come up with ready-made solutions. The "To GROW" model was very appreciated.

Good with a lot of practice during the training

What they thought was very valuable was the practical training in the course that they had time to coach each other and train to use the tools in practice. Not least to practice listening and asking good questions.

Very appreciated Trainer/Mentor

The Trainer /Mentor was appreciated and received a good grade 4 on a scale of 1-5 in terms of the support for applying the coaching tools.

III. Input and suggestions for improvements from participants

Coach Training for all staff

The teachers think all staff should receive this training and Coaching Approach both management and all teachers and also people from student health.

A longer training and a continuing course

They also mention that it would be more time for the training. It requires a lot of time to practice coaching. Many of the participants want a following up and a continuing course in the future. The management is also interested of this!

Quick Scan was appreciated but could be improved

Some comments were that the questions in the Quick Scan were a bit unclear and that there were several questions in one. Someone thought that there should be more questions about the student's mental well-being, which affects attendance.

IV. Input from mentors

Since Skolcoacherna had developed the Training and Testing material and the Mentor sessions we have no comments more than we heard from participants that they really appreciated the material and also needed those sessions.

They were very grateful since Mentor sessions was something extra we did because of demand. We also recorded the sessions and placed in our common Drive.

The Mentor sessions was a perfect way to discuss the role of a mentor/coach trainer and learn more about coaching and not at least get suggestions how to run the sessions.

We did a drive with Training and Testin material and all ppt from Mentor sessions and other interesting materials that the mentor could use.

And both the Training and Testing material and the Mentor sessions was also a great help when finally designing the Mentor guidelines that are based on this material. These are schools in areas with relatively low socioeconomic status and social segregation.

At Enbacksskolan 9 teachers participated in the Coach Training and at Rikstensskola 11 teachers participated.

V. The Coach Training Action Plan

In Sweden we had four sessions and totally 8 hours per school divided into 4 sessions and approximately two hours per session. Three sessions was face to face and one online.

Content of the training

In the training, participants are trained to use coaching skills and tools in various situations at school, both with colleagues and students, both individually and in groups.

Our training is based on the eight core competencies that the ICF (International Coaching Federation) has developed regarding coaching . [read more here](#). We mixed theory with a lot of practical training in the

form of various coaching exercises. Discussions, reflections and exchange of experiences are important parts of the education.

Training Actions plan for the 4 sessions:

Session 1

- Presentation of the project
- Presentation of the Coach Training
- Check in and presentation of participants
- Basic rules
- Today's Agenda
- Different levels of coaching
- Basic Assumptions of Coaching
- The GAP
- Scientific Basis and Sources of Inspiration
- What is coaching and what is not?
- ICF Core Competencies
- Confidence Exercise
- Exercise Active listening
- Theory of Listening
- To GROW model
- DEMO of To GROW model
- Coachtraining To GROW model
- Check out

Session 2

- Check in



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- Today's Agenda
- Repetition Core Competencies
- Repetition Theory of listening
- Repetition To Grow
- Promote learning
- Powerful Questions
- Exercise Open up questions
- Coachtraining To Grow model
- Results of Coaching Students
- Situations for a Coaching Approach
- Check out

Session 3

- a. Check in
- b. Today's Agenda
- c. Repetition Powerful Questions
- d. The Coaching Process
- e. The student and working wheel
- f. Exercise - explore the wheel
- g. Example of scales
- h. Coach exercise scales
- i. The Question Triangle
- j. Coachtraining
- k. Presentation of Quick Scan for teachers, parents and students
- l. Check out



Session 4

- m. Check in
- n. Today's Agenda
- o. Repetition
- p. Discussion of result of Quick Scan for teachers
- q. Discussion and exercise of how to use Quick Scan
- r. Desired Mode and Goals
- s. Smart Goals
- t. Outdoor and Indoor Goals
- u. Coach training on goal setting
- v. Summary of tools for a Coaching Approach
- w. Check out

We did follow pretty much the structure we had at the mentoring sessions so it was tried and tested. The structure and the content worked very well and the participants were motivated and engaged. But a lot had to be done in a short time. So, in the future if you are going to have Coach Training with the same content you should have more hours. More hours are needed to do practical exercises. In a Coach Training it requires a lot of time to practice coaching. More time is also needed for the exchange of experience and reflection.

III. NATIONAL VALIDATION REPORT – ITALY

I. Introduction

The aim of the piloting phase was to present the coaching methodology to a group of Italian middle and high school teachers and to show them the potential of a school coaching approach.

The organization of the course went smoothly. It was essential to follow the two training sessions given by Skolcoacherna because they showed us flawlessly how to pilot our piloting.

The course was highly appreciated by the participating lecturers, but they all agreed that the training should be longer, so that they can get more practice and better understand the different situations in which they can use the coaching approach.

II. Overall assessment by mentors and teachers

The overall impression of the teachers who participated in the course was very positive, and the proposed tools were appreciated for various reasons. After illustrating the Quick Scan Tool, the teachers were invited to use it personally and in the classroom: everyone found it a valuable aid in discovering the strengths and weaknesses of an individual student or within a class group. The structure of the Quick Scan allows for adapting the questionnaire questions according to needs, which helps to highlight situations that are not always clear and recognizable.

The School Coaching Approach and the guidelines sparked a lot of interest among the teachers because they found these tools stimulating for improving educational and human relationships with students and colleagues, focusing attention on new communicative approaches based on knowing how to listen and communicate effectively.

III. Input and suggestions for improvements from participants

Some teachers were initially a bit skeptical about the effectiveness of the course, as they believed it would be just another training course proposed by schools that doesn't lead to any real improvement. These same teachers eventually admitted they had changed their minds, finding the training useful and stimulating. Everyone appreciated the coaching approach as it introduced tools that are little known and rarely used in the Italian school system. At the end of the course, many participants said they had tried to implement some of the proposed practices and understood the importance of interacting with colleagues and students in a more appropriate manner, giving ample space to active listening and effective communication.

IV. Input from mentors

The Coach training was our first introduction to the Coaching methodology. We were very curious because we had never had the opportunity to approach this methodology before. It was a very interesting discovery. Although the

course was conducted online, it fully achieved its purpose: the very well-prepared instructors were able to clearly and precisely explain the coaching approach and how to apply it in schools with students and colleagues. Through the practical part, it became evident how such an approach can help to break through barriers and focus attention on what is important.

V. The target group

The target group consisted of 11-12 middle and high school teachers: middle school ranges from ages 11 to 13, and high school from ages 14 to 18. This approach aimed to involve teachers working with different age groups to gain a broader overview of the school environment. In particular, we wanted to include middle school teachers because the transition to high school can often be complex and may contribute to early school dropout. Three schools from our region were involved, and teachers from various areas—humanities, science, and inclusion—participated in the training.

VI. The Coach Training Action Plan

The course was structured into four face to face sessions, each of 90 minutes. Theoretical and practical phases alternated: following the explanation of the tools, there were moments of experimentation conducted directly during the sessions. Session by session, the teachers were invited to try and test some



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techniques and tools during their lessons, to start understanding if there was any real feedback in practice.

IV. NATIONAL VALIDATION REPORT – POLAND

I. Introduction

The purpose of the organized piloting and Coach Training was to introduce and test the Quick Scan tool, the School Coaching Approach, and the accompanying Guidelines in a real-world educational setting. The primary objectives were to evaluate the practicality and effectiveness of these tools in enhancing teaching practices, promoting professional development, and supporting student learning and engagement.

Objectives:

1. **Evaluate Practicality:** To assess how easily the Quick Scan tool and the School Coaching Approach can be integrated into everyday teaching practices.
2. **Enhance Teaching Practices:** To determine the extent to which these tools can support and improve teaching methods.
3. **Promote Professional Development:** To foster continuous professional growth and development among teachers through coaching.
4. **Support Student Engagement:** To improve student engagement and learning outcomes by applying coaching strategies.

Difficulties Encountered:

1. **Initial Resistance:** Some teachers were initially resistant to adopting new tools and approaches, preferring traditional methods.
2. **Time Constraints:** Integrating the piloting and training sessions into the already busy schedules of teachers posed a significant challenge.
3. **Technical Issues:** There were occasional technical difficulties with the digital tools, which hindered smooth implementation.
4. **Inconsistent Participation:** Variability in participation levels among teachers affected the consistency and overall impact of the training sessions.
5. **Resource Limitations:** Limited access to resources such as coaching materials and digital devices sometimes slowed down the process.

Aspects for Improvement:

1. **Comprehensive Pre-Training:** Providing more thorough pre-training sessions to ensure that all participants are well-prepared and comfortable with the tools before the piloting begins.
2. **Flexible Scheduling:** Offering flexible scheduling options for training sessions to better accommodate teachers' busy timetables.
3. **Technical Support:** Ensuring robust technical support to address any issues promptly and minimize disruptions.
4. **Enhanced Engagement Strategies:** Developing strategies to increase and maintain consistent participation and engagement from

all teachers.

5. **Additional Resources:** Securing more resources, including digital devices and coaching materials, to support the seamless implementation of the tools.
6. **Continuous Feedback Loop:** Establishing a continuous feedback loop to regularly gather insights and suggestions from participants, enabling ongoing improvements to the program.

By addressing these difficulties and incorporating these improvements, future iterations of the program can be more effective and beneficial for teachers and students alike.

II. Overall assessment by mentors and teachers

Mentors and teachers who participated in the pilot of tools such as Quick Scan, the School Coaching Approach, and the Guidelines expressed very positive opinions about these materials. Overall, teachers found them extremely helpful and useful in practice.

Quick Scan was appreciated for its ability to quickly and effectively identify areas that require development. Teachers noted that this tool allows them to better understand their strengths and those areas that need support, which in turn enables more informed planning of further educational activities.

The School Coaching Approach was highly rated for the support it offers

in daily teaching practice. Teachers observed that coaching introduces new perspectives to the learning process, promoting increased confidence, self-awareness, and the development of cognitive and socio-emotional skills in both themselves and their students. Techniques such as active listening and the GROW model were highlighted for their effectiveness in building trust and relationships, which are crucial for effective teaching.

The Guidelines for Mentors, especially in the areas of communication and trust-building, were found to be inspiring and motivating. Teachers expressed a desire to continue using the school coaching opportunities, seeing them not only as a tool for professional development but also as a way to better understand and support their students.

Overall, the feedback from participants indicates a high level of interest and positive experiences with the introduction of coaching tools. Teachers are eager to utilize these opportunities to further develop their skills and support student development in a holistic and effective manner.

III. Input and suggestions for improvements from participants

Based on the feedback and comments received from participants during the questionnaire, several key suggestions and recommendations for improvements were identified:

1. Enhanced Training and Workshops: Participants emphasized the

need for more comprehensive training sessions and workshops on how to effectively use the Quick Scan and School Coaching tools. They suggested that these sessions should include practical examples, role-playing scenarios, and hands-on activities to ensure better understanding and application of the tools.

2. **Increased Support and Follow-up:** There was a strong recommendation for ongoing support and follow-up sessions. Teachers expressed the need for regular check-ins and consultations with coaches or mentors to discuss challenges, share experiences, and receive guidance on how to address specific issues that arise during implementation.
3. **Customization and Flexibility:** Participants suggested that the tools should be more customizable to fit the unique needs and contexts of different schools and classrooms. They recommended that the Quick Scan and coaching approach be adaptable to accommodate various teaching styles, student demographics, and school environments.
4. **Integration with Existing Programs:** Teachers recommended better integration of the coaching tools with existing school programs and initiatives. They suggested that aligning the coaching approach with ongoing professional development programs, school improvement plans, and student support services would enhance its effectiveness and sustainability.
5. **Improved Accessibility and User-friendliness:** Feedback indicated a need for the tools to be more accessible and user-friendly. Participants suggested developing digital versions of the Quick Scan

and other coaching resources that are easy to navigate and use on various devices, including tablets and smartphones.

6. **Collaboration and Peer Learning:** There was a strong interest in fostering collaboration and peer learning among teachers. Participants recommended creating platforms or forums where teachers can share best practices, discuss challenges, and learn from each other's experiences in implementing the coaching approach.
7. **Clearer Guidelines and Documentation:** Participants highlighted the need for clearer and more detailed guidelines and documentation on how to implement the coaching approach. They suggested that providing step-by-step instructions, case studies, and success stories would help teachers better understand the process and benefits of coaching.
8. **Regular Evaluation and Feedback Mechanism:** Teachers recommended establishing a regular evaluation and feedback mechanism to assess the effectiveness of the coaching tools and identify areas for improvement. They suggested periodic surveys, focus groups, and feedback sessions to gather insights from teachers, students, and parents.

Overall, participants were enthusiastic about the potential of the coaching tools and provided valuable input to enhance their implementation and effectiveness in supporting teaching practices and student development.

IV. Input from mentors

Prior to the piloting, we received Training and Testing materials for the School Coaching Tool. Our experience with these materials was largely positive, highlighting their comprehensive and structured approach to implementing coaching strategies in schools.

Experience with Training and Testing Materials:

1. **Comprehensive Content:** The materials provided were detailed and covered a wide range of topics relevant to the coaching approach, including practical exercises, theoretical foundations, and case studies.
2. **Practical Applications:** The inclusion of practical examples and step-by-step guides was particularly helpful in understanding how to apply the coaching tools effectively in real classroom settings.
3. **Clear Guidelines:** The guidelines were well-organized and easy to follow, making it simpler for mentors to navigate through the different components of the coaching approach.

Participation in Mentor Sessions: Those who participated in the two sessions found them to be highly useful. Here are some key aspects that were appreciated:

1. **Interactive Learning:** The sessions were interactive, allowing mentors to engage in discussions, ask questions, and participate in role-playing scenarios. This interactive format enhanced our understanding and application of the coaching tools.
2. **Expert Guidance:** The presence of experienced coaches during the

sessions provided valuable insights and practical tips, helping to address any doubts or challenges we faced.

3. **Networking Opportunities:** The sessions facilitated networking among mentors, enabling the exchange of experiences, ideas, and best practices, which further enriched our learning experience.
4. **Real-time Feedback:** Receiving real-time feedback during the sessions helped in refining our approach and ensuring we were on the right track with the implementation of the coaching tools.
5. **Supportive Environment:** The supportive and collaborative environment fostered during the sessions encouraged open communication and mutual support among participants.

Overall, the Training and Testing materials, along with the Mentor sessions, played a crucial role in preparing us for the piloting phase. They provided a solid foundation and equipped us with the necessary skills and knowledge to effectively implement the School Coaching Tool in our schools. The interactive and engaging nature of the mentor sessions was particularly beneficial, making the entire training process more enriching and impactful.

V. The target group

The target group for the training comprised educators and school staff from various institutions within the extensive network of the MODE Foundation. This network includes over 30 schools in the region of Lower Silesia, encompassing primary schools, vocational schools, and general secondary schools (liceums).

Selection Method:

Participants were selected through a combination of outreach efforts and recommendations within the MODE Foundation's network. Given the foundation's rich connections and established relationships with numerous schools, we were able to identify and invite individuals who would most benefit from and contribute to the training program.

Total Number of Participants:

The training involved a total of 40 participants, ensuring a diverse representation from different educational institutions within the network.

Roles and Categories:

Teachers: The majority of participants were teachers, including those from primary and secondary schools, as well as vocational educators. They represented various subject areas, ensuring a broad perspective on the applicability of the coaching tools across different disciplines.

School Administrators: Several school principals and vice-principals participated to ensure that the coaching approach could be integrated into the overall school strategy and supported at the leadership level.

Support Staff: Some participants were school counselors and support staff, whose roles are crucial in addressing the holistic needs of students and facilitating a supportive learning environment.

Schools Represented:

Participants came from a diverse range of institutions within the MODE

Foundation's network, including:

- Primary Schools
- Vocational Schools
- General Secondary Schools (Liceums)

These schools varied in size and demographic composition, providing a comprehensive understanding of the different challenges and opportunities in implementing the School Coaching Tool across various educational settings.

By leveraging the extensive network of the MODE Foundation, we ensured that the training program was inclusive and represented a wide array of educational professionals, enhancing the overall impact and reach of the School Coaching Tool.

VI. The **Coach Training** Action Plan

The Coach Training Action Plan was meticulously designed to ensure a comprehensive and practical understanding of the School Coaching Tool. The training sessions were conducted in-person to facilitate better interaction and hands-on learning experiences.

Structure of Training:

- **Format:** Face-to-face meetings
- **Groups:** Two separate groups
- **Total Participants:** 40 individuals
- **Duration:** Each session lasted 4 hours

- **Schedule:** Half-day meeting for each group

Training Plan and Content: The key components of the training included:

1. Introduction and Objectives:

- Brief overview of the School Coaching Tool
- Explanation of the objectives and expected outcomes of the training

2. Understanding the Coaching Approach:

- Detailed discussion on the coaching approach and its theoretical foundations
- Exploration of communication techniques and trust-building exercises

3. Practical Application:

- Hands-on activities and role-playing scenarios based on the Quick Scan tool
- Group discussions and feedback sessions to share experiences and insights

4. Techniques and Models:

- Introduction to the GROW model and its application in school settings
- Practice with strong questioning techniques and active listening exercises

5. Implementation Strategies:

- Strategies for integrating the coaching approach into daily teaching practices

- Planning for ongoing support and development within schools

Results Obtained:

- **Enhanced Understanding:** Participants reported a clearer understanding of the coaching tools and how to apply them effectively in their educational contexts.
- **Practical Skills:** Teachers and staff gained practical skills in coaching techniques, which they could immediately implement in their interactions with students.
- **Positive Feedback:** The feedback from participants was overwhelmingly positive, with many appreciating the interactive and hands-on nature of the training.

Summation and Evaluation: At the end of each session, a summation and evaluation were conducted to gather feedback and assess the effectiveness of the training. Participants shared their thoughts and suggestions through open discussions. This approach highlighted the success of the training in meeting its objectives and identified areas for potential enhancement in future sessions.

The face-to-face format, combined with a well-structured agenda and practical activities, ensured that the training was both informative and engaging, ultimately supporting the professional growth and development of all participants.

V. NATIONAL VALIDATION REPORT – UKRAINE

I. Introduction

The purpose of the piloting and Coach Training program organized in Ukraine was to establish a comprehensive school coaching approach to help prevent Early School Leaving (ESL). The goal was to provide teachers and educational staff from schools and higher education institutions (Ukrainian experience) with coaching skills and methodologies, empowering them to support students at risk of dropping out by fostering their personal development, enhancing their self-awareness, and building a sense of responsibility for their learning process. The program aimed to create an engaging and positive learning environment where students would be motivated, included, and empowered to achieve their educational goals.

The school coaching approach played a pivotal role in helping teachers and students overcome the unique difficulties faced during the piloting and Coach Training program in Ukraine. Despite the challenges posed by the war, the coaching framework provided educators with practical tools and mindsets to address both academic and emotional needs in a flexible, supportive way.

The emotional challenges of the war impacted both teachers and

students, making it necessary to adapt coaching strategies to address their immediate emotional needs. This situation also presented an opportunity for growth, as many teachers embraced the coaching techniques to build stronger emotional connections with their students. In the future, with specialized trauma-informed coaching techniques, teachers can further enhance their ability to support students' emotional well-being.

While the hybrid learning model posed challenges due to blackouts, it also demonstrated the adaptability of the school coaching approach. Teachers found ways to engage students creatively using asynchronous tools and flexible exercises.

Also, teachers displayed incredible resilience despite the circumstances, and many shared that the training provided them with a sense of purpose and direction in uncertain times. By introducing emotional resilience and self-care modules, future programs can help teachers manage stress more effectively while continuing to apply their new coaching skills with confidence.

Despite the demands of balancing multiple roles, teachers were highly committed to the program. Some suggested that shorter, more frequent training sessions would allow for more practical application of the coaching techniques. By implementing this feedback, the following program can be adapted to suit educators' busy schedules, making it even easier for them to integrate coaching into their daily routines.

Despite the difficult circumstances, the piloting and Coach Training program in Ukraine was a transformative experience for many educators. The feedback indicates that future training programs can maximize the project impact with a few targeted improvements.

II. Overall assessment by mentors and teachers

Quick Scan Tool

Teachers found the Quick Scan Tool highly valuable as it provided a structured approach for assessing students' and teachers' needs. The tool enabled teachers to identify areas for growth and development more systematically. Many participants appreciated the personalized aspect of the tool, which allowed them to tailor their coaching methods to individual students based on their specific needs and strengths.

All teachers noted that the Quick Scan helped them identify students at risk of Early School Leaving (ESL) and provided actionable insights to address these risks. They found the tool particularly useful for initiating reflective conversations with students, fostering a sense of ownership over their learning process.

However, some teachers suggested that the tool could be simplified to make it more accessible for those with limited time or digital access. Teachers also appreciated the tool's potential to integrate with existing Ukrainian educational platforms, making it easier to track progress over

time.

School Coaching Approach

Many teachers saw this approach as transformational. They appreciated how it shifted their teaching focus from traditional instruction to more student-centered, supportive, and reflective dialogues. Teachers found that the approach helped them connect with students on a deeper emotional and cognitive level, which was essential given the emotional challenges caused by the war.

Teachers highlighted the flexibility of the coaching approach, allowing them to adapt their teaching methods to suit the varied needs of their students, even in hybrid or disrupted learning environments. Many reported that this approach enhanced student engagement, encouraging active participation, goal-setting, and self-reflection.

However, some teachers felt that the approach would benefit from additional support for emotional resilience. They suggested incorporating more strategies specifically designed to address trauma and emotional well-being, both for students and for teachers themselves.

Guidelines

The Guidelines were well-received by mentors. They provided clear structures and very useful instruments to help navigate coaching

conversations effectively. Teachers mentioned the emphasis on active listening, powerful questioning, and constructive feedback, which they found immediately applicable in their day-to-day teaching. Moreover, teachers felt more confident in their roles as educators and coaches and expressed enthusiasm for continuing to develop their coaching skills.

III. Input and suggestions for improvements from participants

Feedback and Comments

- Teachers were excited about the potential of the Quick Scan tool and saw immediate benefits in its use.
- Training participants found the coaching approach transformative and believed that integrating the tools more seamlessly into their daily curriculum would help them maximize their impact. They saw a great opportunity to align coaching techniques with existing lesson plans, which would make their teaching practices even more dynamic and student-centered.
- Teachers were eager for more continuous professional development opportunities, highlighting how valuable the initial training had been. They were enthusiastic about the idea of follow-up workshops and refresher courses to continue honing their coaching skills and ensure they could maintain the positive momentum built during the program.

- Teachers appreciated the emphasis on emotional intelligence within the coaching framework and were excited to see this area expanded further. They recognized the importance of developing emotional intelligence in themselves and their students, especially in challenging times, and felt empowered to build on this foundation.
- Teachers were optimistic about the potential for increasing parent involvement in the coaching process. They saw this as a fantastic opportunity to build stronger partnerships with families and ensure that the support students receive extends beyond the classroom and into their home environments.

IV. Input from mentors

The material was thorough and covered all necessary aspects of the coaching approach. It included detailed explanations of critical concepts like active listening, the GROW model, and powerful questioning, making it easy for mentors to guide teachers step by step through each process. This allowed mentors to conduct well-organized, engaging training sessions catering to novice and experienced educators.

One of the standout features included practical exercises and real-world scenarios. Mentors found this incredibly helpful in keeping the training

interactive and engaging. The material encouraged teachers to participate in role-playing and reflective practices, which helped them internalize the coaching techniques more effectively. The various activities also allowed mentors to tailor sessions to different teaching styles and learning preferences.

The material didn't just focus on immediate outcomes but emphasized ongoing professional growth. The frameworks and guidelines promoted a coaching mindset, encouraging teachers to continue developing their skills long after the training. This made it easier for mentors to inspire teachers to see coaching as a short-term tool and a long-term approach to transforming their teaching and student relationships.

As participants in two Mentor sessions, we would like to note that these sessions helped us master practical tools such as role-playing and reflective practices that were used during teacher training

V. The target group

VITE SUTE gathered 14 teachers from 8 different schools, most of which are public. A faculty member of the Institute who works extensively with schools and explores new tools to improve teaching methods was also involved in the training.

Due to the war in Ukraine, the trainings were held online. To achieve a more sustainable effect of the project in Ukraine, it was important for us to involve not only urban schools but also schools located in small communities. This allowed us to gain experience working with teachers with different backgrounds and capabilities, which will be used in future training programs. We had a diverse group of teachers, with some working with children aged 6 to 10 and others working with teenagers aged 11 to 17.

VI. The Coach Training Action Plan

1. Number of sessions: the training consisted of 4 sessions, with 2 sessions held in May and 2 in June.
2. Duration: each session lasted approximately 4 hours, providing ample time for discussions, hands-on activities, and feedback.
3. Method: the training was conducted online due to the ongoing situation in Ukraine, allowing participation from both urban and rural schools. This ensured accessibility for teachers from various regions, including smaller communities with different levels of resources.
4. Training Approach:

Session 1:

- introduction to the School Coaching Approach and the significance of preventing Early School Leaving (ESL);

- overview of the coaching tools, including the Quick Scan and how to assess student needs;
- teachers were introduced to the core concepts of active listening and asking powerful questions.

Session 2:

- focus on practical applications, including the GROW model for setting student goals and guiding their progress;
- teachers engaged in role-playing exercises, simulating coaching conversations with students;
- peer-to-peer learning through sharing of challenges and successes in their own classrooms.

Session 3:

- deep dive into the socio-emotional aspects of coaching, including fostering a supportive and inclusive classroom environment;
- participants worked in small groups to develop strategies for using coaching techniques with children aged 6 to 10 and teenagers aged 11 to 17.

Session 4:

- final session focused on evaluation and feedback, including reflection on the application of coaching tools in real classroom settings;
- teachers shared their experiences using the coaching tools and discussed adjustments for different school environments;
- summative discussions on long-term implementation of the School Coaching Approach in their teaching practice

SUMMARY

The COACH project, implemented across various European and non-European countries, including Spain, Sweden, Ukraine, Poland and Italy, was designed to address the growing issue of early school leaving (ESL) by empowering teachers with coaching skills and tools to better engage with at-risk students. This transnational initiative focused on building the capacity of teachers through the introduction of structured coaching methodologies, such as the Quick Scan and the School Coaching Approach. These tools were intended to help educators not only identify students' academic and emotional needs but also provide them with strategies to enhance their interactions with students, thereby fostering a more inclusive, supportive, and responsive learning environment.

Key Tools and Their Impact

1. **Quick Scan Tool:** The Quick Scan was widely recognized as a valuable asset in assessing students' individual needs. Teachers across the different countries reported that the tool provided a clear, structured, and easy-to-use method for identifying key areas of concern, such as disengagement, emotional difficulties, or academic struggles. By enabling early detection of these issues, teachers were able to take more targeted and effective actions to support their students. In Spain, for example, the Quick Scan was used not only to understand students' academic challenges but also to promote reflective conversations with students and their families, encouraging greater ownership of the learning process.

2. **School Coaching Approach:** The School Coaching Approach focused on enhancing teacher-student relationships by shifting the traditional teacher role into that of a coach. This approach was well-received in all pilot countries, with teachers noting that it helped create a more personalized and engaging classroom environment. In Ukraine, this tool was especially transformative, as it provided a much-needed framework for addressing the emotional challenges faced by students due to the ongoing conflict. Teachers reported that the coaching approach allowed them to connect with students on a deeper emotional and cognitive level, improving both academic performance and emotional resilience.

Professional Development and Teacher Growth

A key success of the COACH project was its contribution to teachers' professional development. By equipping teachers with coaching tools, the project enabled them to expand their pedagogical resources and refine their approach to student engagement. Many teachers expressed that the practical training sessions and the hands-on application of coaching techniques had a lasting impact on their confidence and competence in addressing diverse classroom challenges.

For example, teachers in Sweden found the continuous professional growth opportunities embedded within the School Coaching Approach to be a major advantage. The structured coaching framework promoted reflective practice, goal setting, and active listening, all of which contributed to building a more supportive and responsive learning environment. Teachers reported that these

new skills allowed them to handle classroom dynamics more effectively and to address individual student needs with greater empathy and precision.

Feedback from Participants

The feedback from teachers and mentors across the participating countries was largely positive, with many expressing appreciations for the tools and their practical applications. However, several areas for improvement were identified through the piloting phase:

- **Extended Training Duration:** One of the most common requests was for extended training sessions. Teachers felt that while the training provided valuable insights and skills, more time was needed to fully absorb the coaching methodologies and to practice the tools in depth. In Italy, for instance, participants emphasized the need for longer training sessions to explore the various applications of the coaching tools across different classroom scenarios.
- **Practical Exercises and Role-Playing:** Teachers also suggested incorporating more hands-on exercises, such as role-playing and case studies, to better understand how to apply the coaching tools in real-world classroom settings. In Sweden, the practical aspects of the training were particularly appreciated, but teachers expressed a desire for additional scenarios that could simulate more complex student-teacher interactions.
- **Ongoing Support and Follow-Up:** A key theme in the feedback was the need for continuous support after the initial training sessions. Teachers in

all countries requested more opportunities for follow-up sessions, where they could discuss challenges, share best practices, and receive guidance on how to refine their use of the coaching tools. In Spain, teachers suggested establishing regular check-ins with mentors to maintain momentum and ensure the long-term sustainability of the coaching practices.

- **Customization and Flexibility:** While the tools were praised for their effectiveness, participants noted that some customization was necessary to better fit the specific needs of different educational contexts. For instance, in Ukraine, teachers highlighted the importance of integrating trauma-informed coaching techniques into the School Coaching Approach to better support students facing emotional distress due to the war. Similarly, in Italy, educators recommended adapting the Quick Scan to better align with the particular challenges faced by middle and high school students during critical transitions in their educational journeys.

Challenges and Areas for Improvement

Despite the overall success of the COACH project, several logistical and practical challenges were encountered during the piloting phase:

- **Scheduling and Participation:** In some regions, such as Spain, logistical issues related to scheduling and teacher participation were highlighted. Teachers struggled to find time within their busy schedules to attend the training sessions, and there was a need for better coordination to ensure

consistent involvement. This challenge underscored the importance of offering flexible scheduling options for future training programs.

- **Technical Issues with Digital Tools:** In Sweden, the implementation of the Quick Scan was delayed due to technical problems with the tool's translation and adaptation into the local language. While these issues were eventually resolved, the experience highlighted the need for robust technical support and smoother integration of digital tools into the educational context.

Looking Ahead

The COACH project demonstrated significant potential for improving student engagement and reducing early school leaving by equipping teachers with innovative coaching tools. As the project moves forward, there are several key recommendations for maximizing its impact:

- **Broader Integration into School Systems:** Teachers across the participating countries emphasized the need for the coaching tools to be integrated into broader school programs and initiatives. By aligning the School Coaching Approach with existing professional development programs, school improvement plans, and student support services, the tools can have a more lasting and sustainable impact.
- **Refinement of Tools Based on Feedback:** Based on the feedback received, the COACH project will focus on refining its tools to address the specific needs of different educational contexts. This includes adapting the Quick Scan and School Coaching Approach to be more

flexible and customizable, as well as incorporating additional training on emotional resilience and trauma-informed coaching practices.

- **Expansion of Continuous Support Networks:** One of the strongest recommendations was for the creation of ongoing support networks for teachers and mentors. By establishing regular follow-up sessions, peer learning communities, and mentoring platforms, the project can ensure that the coaching practices introduced during the piloting phase continue to evolve and improve over time.

Conclusion

In conclusion, the COACH project has made significant strides in addressing the issue of early school leaving by equipping teachers with practical coaching tools and methodologies. The feedback from the piloting phase across Spain, Sweden, Ukraine, Poland and Italy has been largely positive, with participants reporting tangible improvements in student engagement, teacher-student relationships, and professional development. Moving forward, the project aims to refine its tools, expand its reach, and create a lasting impact on educational practices across Europe. Through continuous adaptation and support, the COACH project has the potential to transform how schools approach the challenge of early school leaving, ensuring that all students have the opportunity to succeed.