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## Coaching Education: Dropout Prevention

CEPAE will be developed in a context of difficulties among the different European educational systems which are trying to overcome the phenomenon that is affecting negatively the European early leavers at personal and professional background.

Looking at the partner countries, three of them have high Early Leaving Rate (ESL) rate (Italy, Turkey and Spain), whereas the partnership is also participated by Germany in which the educative system is working in a good way given that it has enviable indicators related to ESL rates.

Moreover, the fight against ESL phenomenon is one of the main objectives for the Erasmus + programme. The general improvement of education in all of the EU regions is an obligation for all state members, as mechanism to increase the levels of social conditions that provide to have a good training and educative background.



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Cooperation - Innovation - Coaching - Opportunities

# Back To School



Erasmus+

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# CEPAE

## Objective

The general objective of this project is contributing to reduce, as much as possible, the ESL rate, initially in the country partners of CEPAE and, lately, in all over European Regions thanks to the disseminating activities foresee that will have a strong impact. CEPAE contemplates the participation of two target groups in a double strategy:

- Bottom-up strategy, involving some students through their participation in an intervention model based on coaching that will produce the output O2 - Coaching Guide. It will be a guide to be used by other institutions for adopting and implementing the model, as well as containing a set of best practices that target to improve the availability of tools and ideas that could be helpful in the fight against ESL at European Scope. Directly participation of 60 students is foresee and also an indirect impact over 800 students through the educators who will participate in the project.
- Top-bottom strategy, involving the educators who are working with potential early leavers, in the implementation of the coaching intervention model as much as in the final product O3 - Cooperation on line platform, on which the educators will interact to improve the availability of tools related to the fight against ESL.

## Results

The most important final results of the project are:

- Early leavers profile, to identify them and being able to anticipate to their ESL.
- Coaching Intervention Model which will be adaptable to any educative institution at European scope.
- Improvement of the quality of educators and trainers of schools in which there is a high ESL rate, thanks to the Cooperation on line Platform that will be enriched with the collaboration of these educators.

So we will produce tools that will be useful and transferable to the frame of the fight against ESL

Finally, thanks to the local, regional, national and European partners, it is foresee



This platform will be working for five years more after the end of the project, as part of the agreements that the partnership will sign with FCVPE.

Foresee activities in the project consider a double strategic methodology:

- Theoretical methodology, focused on the theoretical analysis of risk factors that explain the ESL phenomenon in the partner countries. Analysis of available statistics and elaboration of the student profile which have a tendency to become early leaver. The target is supporting the educators with tools to identify potential early leavers.
- Practical methodology, focused on the implementation of a coaching intervention model that will be implemented by the Italian, Turkish and Spanish partners with the aim of testing its efficiency and sharing it, through the disseminating tools proposed, with all European Educative institutions by using the product O2 - Coaching Guide which will contain the main guidelines to adopt the model.



that all products and final results will have a big impact at any of the already mentioned scopes, through the disseminating activities proposed.

It looks quite reasonable to think that the project will be useful in long-term because it aims to provide the educative system with additional and innovative tools that will improve the rates of ESL. If the intervention model foresee is a success, and we are sure about this, it will be adopted by the wider educative community.