ATTACHMENT 3

MODULES: KEY TAKEAWAYS

part of

IMPACT REPORT

LEAD-IN

Leadership Empowerment and Development
for Inclusive Education in Europe

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Her work focuses on questions such as: how can teachers collaborate on citizenship education? How do you deal with controversial topics in the classroom? How can school leaders ensure an inclusive school policy? How do we prepare (future) teachers to recognize (unconscious) biases and act inclusively?

DESIGN AND LAYOUT

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1. GENERAL SUMMARY

The Lead-In training is highly successful across countries and modules, with average ratings consistently above 4/5. Across all analyses, participants particularly value the content quality, practical usefulness, and applicability of the training. The main area with comparatively lower scores is whether participants felt they learned entirely new information, although ratings remain very positive. Belgium and Bulgaria show the most positive evaluations, while Poland reports lower but still positive scores.

Among modules, Module 4 about leaning on your team emerges as the strongest performer, followed by Modules 8 about setting directions for a more inclusive school and Module 2 about an inclusion assessment of self and of the organisation.

2. KEY TAKE-AWAYS

Peer learning, networking and authentic exchange are among the strongest perceived benefits

Across countries, participants repeatedly highlighted the value of exchanging experiences with colleagues, learning from peers, interacting with trainers, and building connections with like-minded professionals. The opportunity to share openly, receive feedback, and feel part of a community was particularly valued.

> *"Contacts and new acquaintances are very valuable, especially when you find a part of yourself in other like-minded people."*
> – Bulgarian school leader

> *"I liked the peer coaching and the theoretical input, as well as the generally positive and resource-oriented framing of the topic."*
> – Austrian school leader

> *"We were all supporters in the name of a common cause."*
> – Bulgarian school leader

This suggests that the professional learning community is itself an important outcome of the programme, alongside the formal training content.

Participants highly value practical, concrete and directly applicable tools

Many respondents appreciated practical examples, specific cases, frameworks and tools that could be transferred into their daily work. Participants particularly valued content that helped them translate theoretical ideas into concrete actions.

> *"A lot of great tips and tools useful for more engaging students, giving them space to act."*
> – Polish school leader

> *"The concrete examples and practical tips that can be immediately applied in daily operations."*
>
> – Belgian school leader

Participants also identified specific models and approaches that they found particularly useful:

> *"I want to start applying the list of equality indicators within our operations, so that we can find out more concretely where we stand and what steps we can take to achieve more inclusion and equal opportunities."*
>
> – Belgian school leader

> *"I'll be taking a close look at the interview questions and tailoring them to what I have learned."*
>
> – Belgian school leader

The feedback therefore suggests that participants value training most when it provides clear models, tools and examples that can be immediately connected to their own professional context.

Participants value reflection and personal leadership development

Beyond acquiring specific leadership techniques, participants described moments that prompted reflection on their own practice and approach to leadership.

> *"During the training, I was provoked by the idea that sometimes we just need to start with a small, concrete step – even without having the big picture. This reminded me that everything doesn't have to be 'perfect' to start happening."*
>
> – Bulgarian school leader

Participants also appreciated activities that encouraged them to reconsider their own assumptions and perspectives:

> *"At the beginning, a colorful pie chart appeared, showing various aspects of a person's life, which to some extent determine the teacher's work style. There are a few issues I haven't thought about so far in the context of working with a team, so I'll definitely take them into account."*
>
> – Polish school leader

> *"Critics are not opponents, but could become allies in their opposition.*
>
> – Austrian school leader

This points to self-awareness, feedback and criticism as a part of a reflective practice as important outcomes of the programme.

Participants appreciate relevant content that deepens their understanding of their professional role

Several participants specifically valued the topics selected and the opportunity to examine their profession and responsibilities from a broader perspective.

> *"I really liked the selected topics. They gave me a deeper look at my profession and my role."*
>
> – Bulgarian school leader

> *"I will have more targeted conversations with my team from now on to find a compromise on the vision."*
>
> – Austrian school leader

The feedback suggests that participants value not only practical skills, but also opportunities to step back from day-to-day responsibilities, reconnect with purpose, and see their leadership role within a wider context.

The most common improvement request is more time for discussion, peer exchange and practical application

Although group work and peer exchange were highly valued, some participants felt that these activities took up too much of the limited training time without leaving enough space for concrete application and discussion.

> *"It took us more than half of the meeting to work in groups and present our perspectives and thoughts. It's always valuable, but during the 90 minutes of training, I'm waiting for specifics that I can actually implement in my work."*
>
> – Polish school leader

> *"If the case studies for the practical part can be provided in advance, so that there is more time to discuss them (not to waste time reading the text). That way there is more time for discussions."*
>
> – Bulgarian school leader

This suggests a need to find a better balance between group activities, discussion, input and practical application. Providing materials or case studies in advance could help create more time for meaningful discussion during the sessions.

Participants would like more differentiation according to prior experience

One particularly clear request was for training content to be differentiated according to participants' existing knowledge and experience, especially in areas such as AI.

> *"I would recommend that the content be divided into levels according to the participants' preliminary preparation. For example, for those of us who are already actively using and testing AI tools, it would be much more useful to focus on specific practical cases and complex automations instead of a general theoretical overview."*
>
> – Bulgarian school leader

This indicates that **different levels of prior knowledge should be taken into account**, with more advanced participants benefiting from complex, practice-oriented cases rather than introductory content.

3. RESULTS AND AVERAGE ITEM SCORES

Overall countries: All modules

Item	Mean score
I am satisfied with the content of the training.	4.447470817
I am satisfied with the methods used.	4.346303502
This training is useful for my practice.	4.389105058
I learned new things during this training.	4.295719844
I want to apply what I have learned at my school/organization.	4.369649805

where “0" equals ”strongly disagree” and “5” — strongly agree.

The training was evaluated very positively across all participants. The school leaders were most satisfied with the content and then its usefulness. The item that scores third highest is their intention to apply their learning in their school or organization. Fourth, they are satisfied with the methods used and they scored ‘learning’ new things least high. Although it is the lowest score, it is still very positive and well above neutral. However, it might suggest that some participants may have already been familiar with part of the content.

Items per country

Belgium

Since the Flemish group had different trainers than the French speaking group, we also separate the groups in this overview.

Belgium Flemish school leaders (n=35)

Item	Mean score
I am satisfied with the content of the training.	4.6
I am satisfied with the methods used.	4.314285714
This training is useful for my practice.	4.657142857
I learned new things during this training.	4.514285714
I want to apply what I have learned at my school/organization.	4.666667

where “0" equals ”strongly disagree” and “5” — strongly agree.

Belgium French school leaders (n=23)

Item	Mean score
I am satisfied with the content of the training.	4.652173913
I am satisfied with the methods used.	4.565217391
This training is useful for my practice.	4.47826087
I learned new things during this training.	4.347826087
I want to apply what I have learned at my school/organization.	4.391304

where “0" equals ”strongly disagree” and “5” — strongly agree.

Belgium School leaders: Total (n=58)

Item	Mean score
I am satisfied with the content of the training.	4.62069
I am satisfied with the methods used.	4.413793
This training is useful for my practice.	4.586207
I learned new things during this training.	4.448276
I want to apply what I have learned at my school/organization.	4.508772

where “0" equals ”strongly disagree” and “5” — strongly agree.

Belgium shows the strongest overall results, with averages between **4.41 and 4.62**. The highest was also their satisfaction with the content (4.62), participants find the training useful (4.59) and there was a strong willingness to apply learning (4.51).

There are few noticeable differences between the Flemish and French-speaking group besides that the Flemish participants rated usefulness (4.66) and application (4.67) particularly highly and the French-speaking participants rated methods highest (4.57).

Poland (n=48)

Item	Mean score
I am satisfied with the content of the training.	3.979166667
I am satisfied with the methods used.	3.958333333
This training is useful for my practice.	3.895833333
I learned new things during this training.	3.854166667

I want to apply what I have learned at my school/organization.	3.8125

where “0" equals ”strongly disagree” and “5” — strongly agree.

Poland has the lowest average scores among participating countries, though all remain close to or above **3.8/5**, indicating generally positive feedback. Polish school leaders are mainly satisfied with the content (3.98) and methods (3.96). They rated intention to apply learning (3.81) and learning new things (3.85) slightly lower.

Austria (n=66)

Item	Mean score
I am satisfied with the content of the training.	4.560606061
I am satisfied with the methods used.	4.333333333
This training is useful for my practice.	4.393939394
I learned new things during this training.	4.242424242
I want to apply what I have learned at my school/organization.	4.5

where “0" equals ”strongly disagree” and “5” — strongly agree.

For the Austrian school leaders, the given scores to the modules are also consistently strong (**4.24-4.56**), mostly rating the content high and showing a strong intention to apply learning. Austrian participants valued the quality and practical relevance of the training.

Bulgaria (n=86)

Item	Mean score
I am satisfied with the content of the training.	4.505882353

I am satisfied with the methods used.	4.529411765
This training is useful for my practice.	4.529411765
I learned new things during this training.	4.482352941
I want to apply what I have learned at my school/organization.	4.482352941

where “0" equals ”strongly disagree” and “5” — strongly agree.

Also in Bulgaria, there are very positive and balanced evaluations (**4.48-4.53**). What was rated highest were the methods used and the usefulness of the modules (both 4.53).

Items per module

Module 1 (n=45)

Item	Mean score
I am satisfied with the content of the training.	4.363636364
I am satisfied with the methods used.	4.340909091
This training is useful for my practice.	4.363636364
I learned new things during this training.	4.386363636
I want to apply what I have learned at my school/organization.	4.227272727

where “0" equals ”strongly disagree” and “5” — strongly agree.

Module 2 (n=29)

Item	Mean score
I am satisfied with the content of the training.	4.533333333

I am satisfied with the methods used.	4.340909091
This training is useful for my practice.	4.466666667
I learned new things during this training.	4.333333333
I want to apply what I have learned at my school/organization.	4.433333333

where “0" equals ”strongly disagree” and “5” — strongly agree.

Module 3 (n=23)

Item	Mean score
I am satisfied with the content of the training.	4.25
I am satisfied with the methods used.	4.125
This training is useful for my practice.	4.25
I learned new things during this training.	4.083333333
I want to apply what I have learned at my school/organization.	4.166666667

where “0" equals ”strongly disagree” and “5” — strongly agree.

Module 4 (n=43)

Item	Mean score
I am satisfied with the content of the training.	4.568181818
I am satisfied with the methods used.	4.477272727
This training is useful for my practice.	4.454545455

I learned new things during this training.	4.386363636
I want to apply what I have learned at my school/organization.	4.522727273

where “0" equals ”strongly disagree” and “5” — strongly agree.

Module 5 (n=35)

Item	Mean score
I am satisfied with the content of the training.	4.457142857
I am satisfied with the methods used.	4.485714286
This training is useful for my practice.	4.428571429
I learned new things during this training.	4.314285714
I want to apply what I have learned at my school/organization.	4.4

where “0" equals ”strongly disagree” and “5” — strongly agree.

Module 6 (n=27)

Item	Mean score
I am satisfied with the content of the training.	4.535714286
I am satisfied with the methods used.	4.321428571
This training is useful for my practice.	4.357142857
I learned new things during this training.	4.142857143

I want to apply what I have learned at my school/organization.	4.285714286

where “0" equals ”strongly disagree” and “5” — strongly agree.

Module 7 (n=23)

Item	Mean score
I am satisfied with the content of the training.	4.5
I am satisfied with the methods used.	4.041666667
This training is useful for my practice.	4.291666667
I learned new things during this training.	4.208333333
I want to apply what I have learned at my school/organization.	4.375

where “0" equals ”strongly disagree” and “5” — strongly agree.

Module 8 (n=28)

Item	Mean score
I am satisfied with the content of the training.	4.535714286
I am satisfied with the methods used.	4.357142857
This training is useful for my practice.	4.428571429
I learned new things during this training.	4.357142857
I want to apply what I have learned at my school/organization.	4.5

where “0" equals ”strongly disagree” and “5” — strongly agree.

Modules	
highest average score	***Module 4*** Lean on your team 1
	Module 8 Setting directions for a more Inclusive school
	Module 2 Inclusion assessment of self and of the organisation
	Module 5 Lean on your team 2
	Module 6 Sustained focus on Instructional improvement
	Module 1 Leadership starts with self-awareness
	Module 7 Design a strong inclusive support system – *One size does not fit all*
lowest average score	**Module 3** Make your inclusive school culture visible

Module 4 is the strongest-performing module overall, with participants clearly regarded this module as highly relevant and actionable. The final module 8 also scores second best, where school leaders are finalizing what they learned and look ahead to their school practice. Although modules 7 and 3 still score relatively good (e.g. Module 3; Application intention: 4.17 and module 7; Content: 4.25), comparatively are seen as slightly less positive.

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